

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



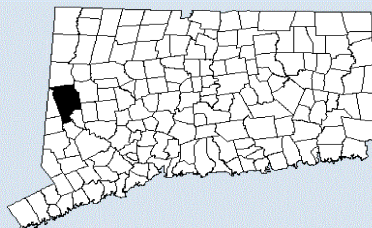
## New Milford School District

Dr. Kerry Parker, Superintendent • 860-355-8406 • [www.newmilfordps.org](http://www.newmilfordps.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,948
Per Pupil Expenditures <sup>1</sup>	\$16,325
Total Expenditures <sup>1</sup>	\$66,197,783

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,080	52.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	130	3.3	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	621	15.7	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	163	4.1	3.8
White	2,921	74.0	51.1
English Learners	190	4.8	8.3
Eligible for Free or Reduced-Price Meals	1,349	34.2	43.3
Students with Disabilities <sup>3</sup>	602	15.2	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	202	10.1	136	6.4
Black or African American	10	9.2	11	9.6
Hispanic or Latino of any race	83	13.6	36	5.5
White	278	9.8	131	4.4
English Learners	29	14.9	9	4.3
Eligible for Free or Reduced-Price Meals	210	15.7	106	7.2
Students with Disabilities	99	17.5	70	10.4
District	385	10.0	187	4.6
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 207**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## New Milford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	257.1
Paraprofessional Instructional Assistants	3.5
<b>Special Education</b>	
Teachers and Instructors	49.9
Paraprofessional Instructional Assistants	85.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	21.0
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	25.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	238.5

<sup>1</sup> In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	2	0.5	4.0
Hispanic or Latino of any race	11	2.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	361	96.5	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	31	75.6	36	92.3
White	221	92.5	265	98.1
English Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	66	85.7	85	93.4
Students with Disabilities	26	81.3	31	88.6
District	275	89.9	327	97.3
State		75.8		84.8

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	45	55.6
Emotional Disturbance	25	69.4
Intellectual Disability	*	*
Learning Disability	145	75.9
Other Health Impairment	124	84.9
Other Disabilities	*	*
Speech/Language Impairment	22	73.3
District	382	70.9
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## New Milford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	86	2.2	2.0
Emotional Disturbance	36	0.9	1.1
Intellectual Disability	18	0.5	0.5
Learning Disability	193	5.0	5.7
Other Health Impairment	147	3.8	3.3
Other Disabilities	61	1.6	1.1
Speech/Language Impairment	34	0.9	1.8
All Disabilities	575	14.9	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	1.6	8.2
Private Schools or Other Settings	21	3.7	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$40,166,618	\$9,905	\$10,923
Support services - students	\$4,960,801	\$1,247	\$1,277
Support services - instruction	\$1,468,677	\$369	\$682
Support services - general administration	\$961,683	\$242	\$467
Support services - school based administration	\$3,671,003	\$923	\$1,021
Central and other support services	\$2,452,477	\$616	\$679
Operation and maintenance of plant	\$6,656,108	\$1,673	\$1,718
Student transportation services	\$4,450,391	\$1,091	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,134,201	\$285	\$163
Minor school construction	\$275,823	\$69	\$59
Total	\$66,197,783	\$16,325	\$17,629

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,843,096	39.8	28.5
Instructional Aide Salaries	\$2,260,626	15.4	10.1
Other Salaries	\$27,118	0.2	11.1
Employee Benefits	\$1,692,767	11.5	13.0
Purchased Services Other Than Transportation	\$2,502,272	17.0	5.7
Special Education Tuition	\$1,742,172	11.9	22.5
Supplies	\$81,248	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$523,321	3.6	8.0
Equipment	\$8,480	0.1	0.2
All Other Expenditures	\$988	0.0	0.1
Total	\$14,682,087	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.2	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	77.9
State	18.0
Federal	1.9
Tuition & Other	2.1

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2019-20

## New Milford School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## New Milford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	27	74.1
English Learners	7	*
Eligible for Free or Reduced-Price Meals	91	80.2
Students with Disabilities	46	78.3
District	317	91.8
State		88.5

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	89.3	92.3
Male	77.2	89.4
Black or African American	*	*
Hispanic or Latino of any race	66.7	80.6
White	85.0	92.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	78.1
Students with Disabilities	51.2	68.2
District	82.8	90.9
State	71.5	87.5

<sup>3</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>4</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2019-20

## New Milford School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	68.4%	100%	60.4%
	Oral	67.6%	100%	57.6%
Chronic Absenteeism	All Students	10.0%	<=5%	12.2%
	High Needs Students	14.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	93.8%	75%	80.4%
On-track to High School Graduation		96.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		84.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		82.7%	75%	71.5%
Arts Access		48.9%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	84.0%	10.0%	10.9%	N

<sup>1</sup> If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## New Milford School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The New Milford Public Schools have taken several measures to improve school climate. During 2019-2020, as well as previous years, the school district analyzes the results from a consistent, district-wide school climate survey (Panorama) administered to students, teachers, and parents. The results of that survey are used to drive district and school goals and serve as a starting point for the school improvement teams. The middle school administration provided training to staff to increase students' school engagement, student/staff belonging along with reading achievement. Training was conducted at select faculty meetings to address the school-wide goal. Each school worked on various initiatives to build culture amongst staff which ultimately led to connections with students. Administration continued to meet with parents to contribute their input for administrative review, along with specific Q&A sessions during "Coffee with the Principal." In the third year of the school's PBIS initiative, school staff continue to develop effective means to partner effectively with students. The building administration works closely with the PTO on several events to build school climate including school dances, fundraisers, and other school climate building initiatives. Our middle school continued with our Unified Sports program which allows students with and without intellectual disabilities to participate in sports alongside each other. The district worked on increasing communication with families to address truancy by working as a collaborative team of stakeholders including social workers and administration. At the school and classroom level, data teams developed targets and action plans to be able to address areas of student need. Administration worked collectively to develop a list of interventions at every tier of need through collaboration. Through this collaboration the team reviewed trends in data in order to further address steps to improve attendance.

New Milford Public Schools has a district Wellness Committee, as well as building-based wellness committees to address this important initiative. Partnerships with community members and building based wellness committees implemented initiatives to support the district again this year. Staff were encouraged to promote and encourage the importance of being active in the classroom. This past year, our staff engaged in sessions and training in mindfulness. Professional development was provided so that staff could then implement techniques with their students. The district also continued the series, "Parents as Partners." This program sponsored by the district Pupil Services department, brought the community together to discuss key topics that foster the development of strategies and to build home/school connections and strengthen that partnership. The school district partnered with the Youth agency to begin discussion of instituting a mentoring program in conjunction with our local Youth Agency.

At the elementary schools we have three excel classrooms and an inclusive learning center for our special education students. We have a strong PTO that provides in-school enrichment programs, field trips, and many fun after school family events. The PTO also provides confidential financial support to families needing it for these activities. Staff regularly meets and communicates with parents

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

New Milford Public Schools minority population and EL population continue to grow. In addition, the percentage of students on free and reduced lunch has increased. The high school has focused on reducing student isolation through activities to promote understanding and communication. Student/teacher advisory groups have helped to foster a stronger relationship between staff and students. The athletic conference fosters racial diversity and sportsmanship in athletic competition. In addition, the high school has made the financial and time investment into a robust social-emotional learning program tilted Wingman that is a product of Dylan's Wings of Change. Our literacy and social studies programs also provide opportunities for lessons about ethnic, racial, cultural, and economic diversity.

The New Milford School district continues to take steps to reduce student isolation. New Milford High School organized student activities aimed to promote understanding and communication. Membership varies from year-to-year based on student interest. Our high school's sports conference, the Southwest Conference, which consists of 16 schools from urban, suburban, and rural communities, continues to foster racial diversity in athletic competition. The SWC continues to organize workshops that bring together student leaders from our respective schools. Our social studies department sponsors a Model UN Day for the entire sophomore class. Finally, our cultural programs have included, among others, celebrations of Black History Month and Women's History Month; another diverse program was our extremely popular Poetry Slam.

The New Milford Public Schools are actively involved in charitable commitments to those in our community and around the world. All five of the district's schools participate in a Character Education Program that emphasizes a respect for all and the acceptance of diversity. The high school has focused on reducing student isolation through activities to promote understanding and communication. Middle school students have learned to appreciate all members of the school through programs that emphasize the importance of respect and peer support. The developmental guidance program focuses on the similarities and differences of individuals. Our elementary and middle sc

# District Profile and Performance Report for School Year 2019-20

## New Milford School District

### **Equitable Allocation of Resources among District Schools**

The New Milford Public Schools have made an effort to align all we do along an equitable, PK-12 continuum. The budget is allotted on a per-pupil expenditure. District professional development, curriculum writing, tutors, and instructional supplies are just a few examples of what is equitably allocated among the schools. Our teachers continue to receive training in the use of small group, targeted instruction in reading and writing through the use of our instructional coaches using the Teachers College Reading and Writing curricula materials. Our teachers also received training in math workshops from our math coach.