

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



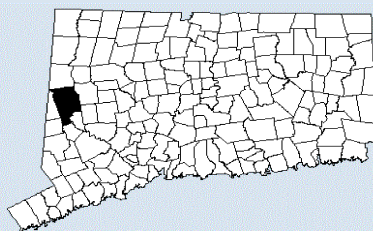
New Milford School District

Mr. Joshua Smith, Superintendent • 860-355-8406 • www.newmilfordps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	4,133
Per Pupil Expenditures ¹	\$15,272
Total Expenditures ¹	\$64,264,118

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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.

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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,966	47.6	48.4
Male	2,167	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	155	3.8	5.1
Black or African American	*	*	12.8
Hispanic or Latino	532	12.9	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	163	3.9	3.3
White	3,164	76.6	53.6
English Learners	132	3.2	7.2
Eligible for Free or Reduced-Price Meals	973	23.5	36.7
Students with Disabilities ¹	589	14.3	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	190	9.1	185	8.5
Black or African American	*	*	18	15.9
Hispanic or Latino	51	9.6	34	6.2
White	244	8.0	174	5.5
English Learners	11	7.3	*	*
Eligible for Free or Reduced-Price Meals	165	13.6	115	8.8
Students with Disabilities	88	15.6	86	12.9
District	321	8.0	240	5.8
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 265

Number of school-based arrests: 22

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	264.6
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	50.8
Paraprofessional Instructional Assistants	97.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	19.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	24.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	248.4

¹In 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	2	0.5	1.1
Black or African American	1	0.3	3.7
Hispanic or Latino	7	1.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	374	97.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	7	*
Hispanic or Latino	15	68.2	39	100.0
White	249	95.0	248	91.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	53	85.5	79	95.2
Students with Disabilities	29	90.6	25	53.2
District	283	92.5	323	93.1
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	42	56.0
Emotional Disturbance	16	43.2
Intellectual Disability	6	*
Learning Disability	150	73.2
Other Health Impairment	121	85.2
Other Disabilities	13	32.5
Speech/Language Impairment	27	77.1
District	375	68.7
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	82	2.0	1.8
Emotional Disturbance	37	0.9	1.1
Intellectual Disability	12	0.3	0.5
Learning Disability	205	5.1	5.2
Other Health Impairment	142	3.5	3.1
Other Disabilities	59	1.5	1.1
Speech/Language Impairment	37	0.9	1.8
All Disabilities	574	14.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	2.6	8.3
Private Schools or Other Settings	30	5.2	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	36,620,030	8,709	9,847
Instructional Supplies and Equipment	1,025,264	244	287
Improvement of Instruction and Educational Media Services	1,283,767	305	589
Student Support Services	4,579,841	1,089	1,120
Administration and Support Services	6,578,888	1,565	1,905
Plant Operation and Maintenance	6,082,472	1,446	1,648
Transportation	4,823,668	1,134	904
Costs of Students Tuitioned Out	2,189,438	N/A	N/A
Other	1,080,750	257	208
Total	64,264,118	15,272	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,518,267	837	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,714,255	38.4	33.8
Noncertified Personnel	2,082,358	14.0	14.5
Purchased Services	2,375,794	15.9	5.5
Tuition to Other Schools	2,016,152	13.5	23.4
Special Ed. Transportation	753,036	5.1	8.7
Other Expenditures	1,958,069	13.1	14.1
Total Expenditures	14,899,664	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.6	76.0
State	20.2	19.6
Federal	2.0	2.1
Tuition & Other	2.2	2.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	83	78.2	82	77.5
Black or African American	60	65.7	60	58.2
Hispanic or Latino	281	62.2	280	57.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	96	69.1	94	64.1
White	1564	70.1	1554	64.4
English Learners	121	56.9	120	54.5
Non-English Learners	1965	69.9	1952	64.3
Eligible for Free or Reduced-Price Meals	626	63.4	619	57.5
Not Eligible for Free or Reduced-Price Meals	1460	71.6	1453	66.4
Students with Disabilities	313	51.2	312	44.5
Students without Disabilities	1773	72.3	1760	67.2
High Needs	832	60.9	825	55.3
Non-High Needs	1254	74.6	1247	69.4
District	2086	69.2	2072	63.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	61.3	54.2	63.2	86.7	1,214	66.6
Curl Up	72.0	70.6	68.4	87.6	1,214	74.8
Push Up	34.1	54.2	59.0	79.4	1,214	57.3
Mile Run/PACER	68.5	47.1	49.4	72.7	1,214	59.2
All Tests - District	21.5	26.1	37.4	54.6	1,214	35.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	12	*
Hispanic or Latino	49	79.6
English Learners	12	*
Eligible for Free or Reduced-Price Meals	99	65.7
Students with Disabilities	49	24.5
District	342	82.2
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	184	57.7
Male	94.9	184	55.1
Black or African American	*	*	*
Hispanic or Latino	96.7	23	37.7
White	96.6	312	58.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.9	50	34.5
Students with Disabilities	73.4	*	*
District	96.8	368	56.4
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	76.6	98.4
Male	74.4	91.8
Black or African American	*	*
Hispanic or Latino	57.8	*
White	78.7	94.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.3	93.3
Students with Disabilities	52.4	*
District	75.5	95.1
State	70.9	88.3

⁵College 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.

⁶College 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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.2	75	46.1	50	92.2	67.6
	High Needs Students	60.9	75	40.6	50	81.2	57.5
Math Performance Index	All Students	63.8	75	42.5	50	85.0	62.7
	High Needs Students	55.3	75	36.9	50	73.7	52.0
ELA Academic Growth	All Students	65.9%	100%	65.9	100	65.9	60.7%
	High Needs Students	61.4%	100%	61.4	100	61.4	55.6%
Math Academic Growth	All Students	61.8%	100%	61.8	100	61.8	61.9%
	High Needs Students	58.6%	100%	58.6	100	58.6	55.4%
Chronic Absenteeism	All Students	8.0%	<=5%	43.9	50	87.9	10.7%
	High Needs Students	12.5%	<=5%	34.9	50	69.8	16.6%
Preparation for CCR	% Taking Courses	92.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	56.4%	75%	37.6	50	75.1	44.8%
On-track to High School Graduation		95.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		82.2%	94%	87.4	100	87.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		76.2%	94%	81.1	100	81.1	81.8%
Postsecondary Entrance (Class of 2017)		75.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 35.3%	75%	23.6	50	47.1	96.6% 50.1%
Arts Access		44.6%	60%	37.1	50	74.3	51.2%
Accountability Index				959.4	1250	76.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.6	60.9	13.7	15.9	
Math Performance Index Gap	69.4	55.3	14.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	76.2%	17.8%	12.7%	Y

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.6
	High Needs Students	97.8
Math	All Students	97.2
	High Needs Students	97.5
Science	All Students	97.0
	High Needs Students	95.5

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 55.5

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

New Milford has eighteen seats available at the Western CT Academy for International Studies magnet school in Danbury, CT that students can attend for grades K-5.

New Milford's minority population and EL population continue to grow. School Messenger emails and alerts are provided to parents in 12 languages, including English. Spanish translation is provided by the English Language Teacher, and translators for other languages are available by appointment for parents through the Central Office. A bilingual program was started at our intermediate school for Spanish speakers.

The number of students on free and reduced lunch has also increased. Beginning July 2018, the New Milford Summer Lunch Bunch program provided bagged lunches on week days and weekend food packs for families in need. The school's Character Education Committee sponsors drives for food, clothing, and toiletries for the Town Social Services Office, and second grade classes prepare casseroles for Thanksgiving dinner at Loaves and Fishes.

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 concepts are taught and reinforced by the Guidance Counselor in Developmental Guidance lessons as well as by the teachers as part of their classroom expectations. For the last two years, there has been school-wide focuses on "Start with Hello," to help children understand that we need to show that we see/notice/recognize each other as a person. Children also receive social emotional learning time which helps students to identify their feelings, be empathetic, flexible, persistent, resilient and optimistic.

The school library also has a variety of children's books, both fiction and nonfiction, which feature characters and subjects from varied backgrounds, cultures, and races. Having these resources helps teachers provide materials that are inclusive every day, and not just on a certain day or during a given month of the year.

This year social and civic programming at the middle and high schools were expanded. Programs related to bullying and harassment, bias, drug use, and appropriate use of social media were offered. The ADL hosted several programs for students entitled: NAMES and The Truth About Hate.

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Equitable Allocation of Resources among District Schools

The New Milford Public Schools have made an effort to align all that we do along with equitable Pre-K continuum. The budget is allotted on a per pupil expenditure. Our elementary schools work together to assure all services offered to the students in New Milford are the same in all schools, District professional development, curriculum writing, tutors, instructional supplies and programming are just a few examples of what is equitably allocated among the schools.