

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

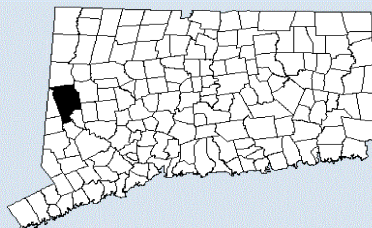


New Milford School District

860-355-8406 • www.newmilfordps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,991
Per Pupil Expenditures ¹	\$15,684
Total Expenditures ¹	\$65,542,863

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,088	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	143	3.6	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	568	14.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	151	3.8	3.6
White	3,021	75.7	52.4
English Learners	154	3.9	7.6
Eligible for Free or Reduced-Price Meals	1,273	31.9	42.1
Students with Disabilities ³	588	14.7	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/ Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	146	7.2	188	8.7
Black or African American	*	*	*	*
Hispanic or Latino of any race	46	8.1	37	6.1
White	202	7.0	174	5.6
English Learners	12	7.2	6	3.3
Eligible for Free or Reduced-Price Meals	140	11.4	125	8.8
Students with Disabilities	83	15.0	77	11.3
District	260	6.7	236	5.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 217

Number of school-based arrests: 23

⁴A 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.

⁵This 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 2018-19

New Milford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	257.6
Paraprofessional Instructional Assistants	11.0
Special Education	
Teachers and Instructors	48.4
Paraprofessional Instructional Assistants	86.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	19.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	25.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	246.0

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	2	0.5	3.8
Hispanic or Latino of any race	8	2.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	363	96.8	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	10.0

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	*	*	*	*
Hispanic or Latino of any race	33	91.7	20	87.0
White	259	94.5	255	98.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	85	89.5	63	96.9
Students with Disabilities	31	96.9	36	90.0
District	315	93.8	296	97.0
State		74.5		85.2

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	34	43.0
Emotional Disturbance	19	52.8
Intellectual Disability	*	*
Learning Disability	163	79.5
Other Health Impairment	118	83.1
Other Disabilities	*	*
Speech/Language Impairment	26	83.9
District	382	70.3
State		67.6

³This 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 2018-19

New Milford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	85	2.2	1.9
Emotional Disturbance	36	0.9	1.1
Intellectual Disability	11	0.3	0.5
Learning Disability	206	5.3	5.5
Other Health Impairment	142	3.6	3.2
Other Disabilities	63	1.6	1.1
Speech/Language Impairment	34	0.9	1.8
All Disabilities	577	14.8	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	2.4	8.2
Private Schools or Other Settings	26	4.5	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$40,273,947	\$9,637	\$10,545
Support services - students	\$4,770,938	\$1,158	\$1,373
Support services - instruction	\$1,451,175	\$352	\$644
Support services - general administration	\$826,488	\$201	\$462
Support services - school based administration	\$3,589,886	\$872	\$1,007
Central and other support services	\$2,514,774	\$611	\$671
Operation and maintenance of plant	\$6,276,316	\$1,524	\$1,629
Student transportation services	\$4,679,156	\$1,100	\$1,231
Food services	\$51,546	\$13	\$13
Enterprise operations	\$1,108,638	\$269	\$157
Minor school construction	.	.	\$65
Total	\$65,542,863	\$15,684	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,823,754	38.6	29.7
Instructional Aide Salaries	\$2,279,492	15.1	9.6
Other Salaries	\$35,305	0.2	10.4
Employee Benefits	\$1,651,292	11.0	13.0
Purchased Services Other Than Transportation	\$2,515,202	16.7	5.5
Special Education Tuition	\$1,866,839	12.4	22.6
Supplies	\$88,665	0.6	0.6
Property Services	\$17,300	0.1	0.4
Purchased Services For Transportation	\$775,865	5.1	8.0
Equipment	\$19,775	0.1	0.2
All Other Expenditures	\$1,575	0.0	0.1
Total	\$15,075,064	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	79.4
State	16.2
Federal	2.1
Tuition & Other	2.3

⁴Revenue 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 2018-19

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	74	80.4	74	80.2	32	79.1
Black or African American	*	*	*	*	20	58.4
Hispanic or Latino of any race	313	61.3	312	59.2	130	58.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	90	69.3	91	65.2	35	71.9
White	1,506	68.6	1,497	65.6	716	68.2
English Learners	145	57.0	145	58.2	59	58.4
Non-English Learners	1,888	68.6	1,879	65.5	874	67.8
Eligible for Free or Reduced-Price Meals	665	62.6	664	59.7	294	61.7
Not Eligible for Free or Reduced-Price Meals	1,368	70.3	1,360	67.6	639	69.7
Students with Disabilities	288	51.3	284	44.9	110	49.0
Students without Disabilities	1,745	70.5	1,740	68.3	823	69.6
High Needs	871	60.7	866	57.2	375	59.3
Non-High Needs	1,162	73.1	1,158	70.8	558	72.5
District	2,033	67.8	2,024	65.0	933	67.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	83.3	55.6	61.1	84.7	1,218	70.3
Curl Up	74.7	65.7	68.4	88.9	1,218	74.2
Push Up	66.9	63.5	64.6	82.1	1,218	69.2
Mile Run/PACER	68.1	46.3	56.9	67.8	1,218	59.3
All Tests - District	52.1	40.3	45.1	44.6	1,218	45.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2018-19

New Milford School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	11	*
Hispanic or Latino of any race	45	88.9
English Learners	6	*
Eligible for Free or Reduced-Price Meals	97	83.5
Students with Disabilities	34	67.6
District	355	91.8
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	170	56.5
Male	95.0	175	51.8
Black or African American	*	*	*
Hispanic or Latino of any race	94.9	19	32.2
White	96.8	297	55.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.3	62	38.8
Students with Disabilities	76.4	7	9.7
District	96.7	345	53.8
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.4	94.1
Male	77.1	87.3
Black or African American	*	*
Hispanic or Latino of any race	75.6	92.9
White	81.9	90.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.8	92.0
Students with Disabilities	48.9	90.5
District	80.7	90.7
State	71.0	87.8

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

District Profile and Performance Report for School Year 2018-19

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.8	75	45.2	50	90.4	67.7
	High Needs Students	60.7	75	40.4	50	80.9	58.1
Math Performance Index	All Students	65.0	75	43.3	50	86.6	63.1
	High Needs Students	57.2	75	38.1	50	76.3	52.7
Science Performance Index	All Students	67.2	75	44.8	50	89.6	63.8
	High Needs Students	59.3	75	39.6	50	79.1	54.2
ELA Academic Growth	All Students	55.0%	100%	55.0	100	55.0	59.9%
	High Needs Students	54.0%	100%	54.0	100	54.0	55.1%
Math Academic Growth	All Students	63.4%	100%	63.4	100	63.4	62.5%
	High Needs Students	60.9%	100%	60.9	100	60.9	55.2%
Progress Toward English Proficiency	Literacy	63.8%	100%	31.9	50	63.8	60.0%
	Oral	68.8%	100%	34.4	50	68.8	52.1%
Chronic Absenteeism	All Students	6.7%	<=5%	46.5	50	93.1	10.4%
	High Needs Students	11.2%	<=5%	37.6	50	75.1	16.1%
Preparation for CCR	% Taking Courses	95.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	53.8%	75%	35.9	50	71.8	42.6%
On-track to High School Graduation		94.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		91.8%	94%	97.7	100	97.7	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		81.7%	94%	86.9	100	86.9	83.3%
Postsecondary Entrance (Class of 2018)		80.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% 45.2%	75%	30.2	50	60.3	96.4% 52.9%
Arts Access		48.1%	60%	40.1	50	80.2	51.9%
Accountability Index				1125.9	1450	77.7	

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 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	73.1	60.7	12.5	15.4	
Math Performance Index Gap	70.8	57.2	13.6	17.6	
Science Performance Index Gap	72.5	59.3	13.1	16.1	
Graduation Rate Gap	94.0%	81.7%	12.3%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.8
	High Needs Students	97.5
Math	All Students	97.4
	High Needs Students	97.0
Science	All Students	98.1
	High Needs Students	97.7

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 48.9 State: 51.5

District Profile and Performance Report for School Year 2018-19

New Milford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

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. The Foundations reading program was implemented this year in order to provide direct, systematic multi-sensory reading instruction to K-2 students with IEP's for reading. Special Education teachers received training and coaching throughout the year. Progress was monitored over time through the use of running records and other assessment instruments, both formative and summative to meet the needs of students. A BCBA consulted with teachers across the district to help create plans where necessary to support students.

The school social worker along with administration, monitored student's absences and contacted parents when absences started to build and/or became excessive. School staffs collaborated with case managers and community resource officers to provide support to facilitate school attendance. The Youth Agency in town as well as the Juvenile Review Board helped to support the families and school with attendance concerns over the course of the year. In addition, the importance of regular attendance and the long-term effect of chronic absenteeism on student learning were topics emphasized with parents during Curriculum Night and spring Kindergarten Orientation sessions.

Our PTO's continue to be active and supportive of our schools. They funded numerous STEM activities, guest speakers for enrichment, field trip opportunities for students as well as Arts opportunities. Parent volunteers regularly listened to children read and helped with various classroom activities throughout district. The district Wellness Committee engages stakeholder feedback and meets three to four times per year to discuss mental health supports, nutrition and exercise initiatives and supports. The feedback and support from the community representatives, board of education members, teachers and administrators is invaluable in helping to set goals to support our students and staff.

Using social media, web pages, newsletters, email and other technology programs, all teachers provided regular contact about classroom activities and curricula. Many of these forms of communication often include suggestions about follow-up practice and reinforcement activities that can be done at home. Students have access to online resources for reading and math practice. Parent teacher conferences, 504 and PPT meetings as well as SRBI meetings provided parents with personalized information and ideas for working with their children at home. A flyer about multi-sensory reading was developed by teachers to provide parents with strategies to use with their children at home to strengthen phonemic awareness.

Efforts to Reduce Racial, Ethnic and Economic Isolation

This year our Director of Human Resources attended a Minority Recruitment meeting at our area RESC at Ed Advance. This meeting was held to help support districts with raising awareness around hiring practices.

School messenger emails are provided to parents in 12 languages. Spanish translation is provided by the English Language teacher, and translators for other languages are available for teachers and staff to use with parents. Beginning last July, the New Milford Summer Lunch Bunch program provided bagged lunches on weekdays and weekend food packs for families in need. Character Education and Social Emotional Learning also were a part of our work as a district as a part of our initiative to support students in developing a sense of belonging within their school and community.

We also continue to host experiences and activities to increase student awareness of diversity of cultures and individuals. We continue to host programs for students related to harassment, drug use and the appropriate use of social media. New Milford High School expanded their partnership with the ADL to bring The Truth About Hate program to NMHS. Parents as Partners is a district initiative to help support parents and the community to understand various topics relating to school and parenting. Additionally, this year a program was held which focused on positive parenting for parents. It was run by teachers in the district who had training to lead this work with parents and was very well received.

District Profile and Performance Report for School Year 2018-19

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. 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, and instructional supplies are just a few examples of what is equitably allocated among the schools.