

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



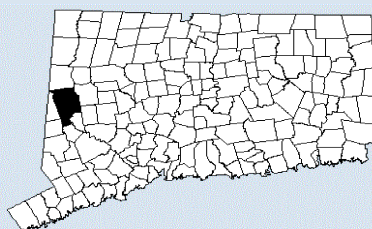
## New Milford School District

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

### District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	4,504
Per Pupil Expenditures <sup>1</sup>	\$12,970
Total Expenditures <sup>1</sup>	\$60,074,897

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,169	48.2	48.3
Male	2,335	51.8	51.6
American Indian	*	*	0.2
Asian	160	3.6	4.6
Black or African American	*	*	12.9
Hispanic or Latino	482	10.7	21.2
Pacific Islander	0	0.0	0.0
White	3,662	81.3	58.4
Two or More Races	105	2.3	2.3
English Language Learners	121	2.7	5.7
Eligible for Free or Reduced-Price Meals	892	19.8	37.3
Students with Disabilities <sup>1</sup>	601	13.3	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	189	9.0	61	2.8
Male	198	8.6	188	7.9
Black or African American	8	9.3	13	13.9
Hispanic or Latino	57	11.6	27	5.4
White	307	8.6	198	5.4
English Language Learners	12	9.2	7	5.2
Eligible for Free or Reduced-Price Meals	136	16.2	104	10.9
Students with Disabilities	101	17.9	92	13.9
District	387	8.8	249	5.5
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 10**

<sup>2</sup>A 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.

<sup>3</sup>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 2013-14

## New Milford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	267.8
Paraprofessional Instructional Assistants	20.4
<b>Special Education</b>	
Teachers and Instructors	48.0
Paraprofessional Instructional Assistants	99.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	19.5
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	17.8
Counselors, Social Workers and School Psychologists	22.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	240.8

<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 (%)
Asian	0	0	1.0
Black or African American	1	0.3	3.5
Hispanic	10	2.6	3.6
Native American	0	0	0.1
White	377	97.2	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	7	29.2
White	17	5.5	65	20.6
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	24	6.7	78	21.9
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	43	57.3
Emotional Disturbance	34	47.9
Intellectual Disability	12	*
Learning Disability	122	73.9
Other Health Impairment	99	73.9
Other Disabilities	10	26.3
Speech/Language Impairment	46	76.7
District	366	65.2
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## New Milford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	77	1.8	1.4
Emotional Disturbance	71	1.6	1.0
Intellectual Disability	18	0.4	0.4
Learning Disability	165	3.8	4.2
Other Health Impairment	134	3.1	2.5
Other Disabilities	54	1.2	1.0
Speech/Language Impairment	63	1.4	1.9
All Disabilities	582	13.3	12.4

<sup>1</sup>Grades K-12

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	33,845,552	7,358	8,769
Instructional Supplies and Equipment	1,007,517	219	275
Improvement of Instruction and Educational Media Services	1,103,791	240	487
Student Support Services	4,004,996	871	965
Administration and Support Services	6,736,137	1,464	1,600
Plant Operation and Maintenance	5,640,786	1,226	1,472
Transportation	4,395,412	968	786
Costs of Students Tuitioned Out	2,284,039	N/A	N/A
Other	1,056,667	230	178
Total	60,074,897	12,970	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	4,721,661	1,026	1,434
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<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,662,074	41.7	35.6
Noncertified Personnel	1,927,646	14.2	14.5
Purchased Services	1,358,114	10.0	5.0
Tuition to Other Schools	2,076,087	15.3	21.4
Special Ed. Transportation	993,247	7.3	8.5
Other Expenditures	1,577,029	11.6	14.9
Total Expenditures	13,594,197	100.0	100.0
PK-12 Expenditures Used for Special Education		22.6	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.2	74.3
State	23.0	22.7
Federal	2.2	2.4
Tuition & Other	0.5	0.6

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2013-14

## New Milford School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	69.9	63.8	68.8	63.8	.	.	.	.	
Hispanic or Latino	73.5	72.5	74.0	72.2	.	.	.	.	
English Language Learners	57.6	57.6	60.6	60.0	.	.	.	.	
Eligible for Free or Reduced-Price Meals	71.8	71.0	72.7	70.8	.	.	.	.	
Students with Disabilities	55.9	51.7	53.2	51.4	.	.	.	.	
High Needs	65.8	63.7	66.3	64.4	.	.	.	.	
District	84.0	81.6	83.6	80.9	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	73.6	.	75.1	64.8	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	69.2	70.9	73.1	66.9	.	.	.	.	
Students with Disabilities	55.3	52.5	40.4	39.8	.	.	.	.	
High Needs	61.2	64.5	60.8	56.6	.	.	.	.	
District	83.1	82.7	81.3	80.7	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	76.6	69.9	72.8	87.2	1,311	76.1
Curl Up	71.3	82.8	68.5	80.7	1,311	75.7
Push Up	50.3	58.3	65.6	74.1	1,311	61.8
Mile Run/PACER	68.4	73.2	64.7	71.7	1,311	69.5
All Tests - District	31.3	43.7	39.3	53.8	1,311	41.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## New Milford School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	26	80.8	83.1	No	84.2
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	64	76.6	72.6	Yes	74.8
Students with Disabilities	55	56.4	63.2	No	66.3
District	392	86.7	88.2	No	88.8
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.0	190	52.2
Male	78.1	150	42.6
Black or African American	*	*	*
Hispanic or Latino	69.2	18	34.6
White	80.8	304	48.7
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	57.0	19	20.4
Students with Disabilities	*	*	*
District	80.6	340	47.5
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>Participation 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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	81.0	92.3
Male	68.0	90.3
Black or African American	*	*
Hispanic or Latino	70.8	*
White	75.1	92.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	56.1	88.6
Students with Disabilities	32.7	84.0
District	74.5	91.3
State	72.7	88.5

<sup>7</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>8</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 2013-14

## New Milford School District

### Narratives

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

The New Milford Public Schools have taken several measures to improve school climate. During 2013-14, the school district had results from a consistent, district wide survey 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.

In an effort to improve instructional capacity and student achievement, the district created a second instructional math coach position as well as an additional literacy coach. Through the use of both district and grant funding sources, the priority to expand instructional capacity demonstrated results almost immediately. Specific to our students identified as needing additional support, we aligned all IEP goals and objectives with the new state adopted standards. In addition, all special education staff were trained in multisensory reading so that all staff is now calibrated and more consistent in their approach and the delivery of instruction.

The 2013-14 school year was the first year the district administered a universal screening assessment to all students in grades K-9. The assessment is administered three times during the year and the results help to inform education decisions on student growth as well as course selection and student intervention. All teachers participated in multiple professional development opportunities and were able to reflect on individual and district level student growth.

New Milford Public Schools participates in a regional crisis team with surrounding school districts to share training and improve mental health awareness and prevention. During the 2013-14 school year, the district also began a program for parents called "Parents as Partners". The program created a series of workshops to help support families of students with disabilities. The program also created a newsletter that helps provide information about regional supports and programs.

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

New Milford's minority population and ELL population continue to grow. In addition, the percentage of students on free and reduced lunch has increased. The New Milford Public Schools are actively involved in charitable commitments to those in our community and around the world. All six 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. 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. Middle school students have learned to appreciate all members of the school through programs that emphasize the importance of respect and peer support. The intermediate school has been working to appreciate and respect one another. Several initiatives connect the school to community members in need. They continue to reach out to community organizations and invite them to participate in school activities. Our elementary schools expose students to the many nationalities in our schools through the discussion of customs, individual's names, and holidays. The developmental guidance program focuses on the similarities and differences of individuals. Our literacy and social studies programs also provide opportunities for lessons about ethnic, racial, and economic diversity.

# District Profile and Performance Report for School Year 2013-14

## 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.