

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



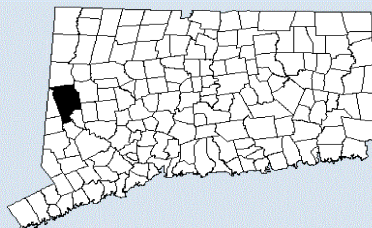
## New Milford School District

Mr. Joshua Smith, Superintendent • 860-355-8406 • [www.newmilfordps.org](http://www.newmilfordps.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	4,217
Per Pupil Expenditures <sup>1</sup>	\$14,990
Total Expenditures <sup>1</sup>	\$63,603,336

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,997	47.4	48.4
Male	2,220	52.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	165	3.9	5.1
Black or African American	*	*	12.9
Hispanic or Latino	526	12.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	142	3.4	2.9
White	3,278	77.7	54.8
English Learners	131	3.1	6.8
Eligible for Free or Reduced-Price Meals	958	22.7	35.9
Students with Disabilities <sup>1</sup>	581	13.8	14.3

<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	134	6.8	60	3.0
Male	140	6.5	170	7.7
Black or African American	*	*	17	14.8
Hispanic or Latino	59	11.3	41	7.7
White	192	6.1	161	4.9
English Learners	25	15.8	11	6.9
Eligible for Free or Reduced-Price Meals	112	12.6	103	10.2
Students with Disabilities	71	12.7	72	10.9
District	274	6.7	230	5.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 140

Number of school-based arrests: 14

<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 2016-17

## New Milford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	275.0
Paraprofessional Instructional Assistants	19.0
<b>Special Education</b>	
Teachers and Instructors	54.7
Paraprofessional Instructional Assistants	96.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	20.4
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	25.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	249.4

<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	1	0.3	1.0
Black or African American	1	0.3	3.6
Hispanic or Latino	8	2.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	388	97.5	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	18	42.9	31	68.9
White	166	63.6	197	76.4
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	36	57.1	39	67.2
Students with Disabilities	20	66.7	30	58.8
District	203	60.4	254	76.0
State		63.6		77.5

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	45	60.8
Emotional Disturbance	23	52.3
Intellectual Disability	6	*
Learning Disability	131	74.0
Other Health Impairment	109	80.1
Other Disabilities	14	33.3
Speech/Language Impairment	32	78.0
District	360	68.1
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## New Milford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	78	1.9	1.7
Emotional Disturbance	44	1.1	1.0
Intellectual Disability	15	0.4	0.5
Learning Disability	178	4.4	4.9
Other Health Impairment	136	3.3	2.9
Other Disabilities	59	1.4	1.1
Speech/Language Impairment	45	1.1	1.8
All Disabilities	555	13.6	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	35,637,523	8,433	9,663
Instructional Supplies and Equipment	1,088,226	258	321
Improvement of Instruction and Educational Media Services	1,239,995	293	578
Student Support Services	4,372,815	1,035	1,103
Administration and Support Services	6,493,467	1,537	1,861
Plant Operation and Maintenance	6,068,790	1,436	1,637
Transportation	5,017,730	1,176	877
Costs of Students Tuitioned Out	2,599,213	N/A	N/A
Other	1,085,577	257	201
Total	63,603,336	14,990	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	3,668,430	868	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,469,811	37.8	34.6
Noncertified Personnel	1,934,960	13.4	14.6
Purchased Services	1,974,430	13.6	5.8
Tuition to Other Schools	2,378,090	16.4	21.8
Special Ed. Transportation	966,467	6.7	8.5
Other Expenditures	1,744,567	12.1	14.7
Total Expenditures	14,468,325	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	74.1	74.4
State	21.8	21.3
Federal	1.8	1.9
Tuition & Other	2.3	2.4

<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 2016-17

## 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	*	*	*	*	*	*
Asian	84	76.1	83	79.6	35	64.6
Black or African American	45	61.9	45	57.8	22	49.0
Hispanic or Latino	291	60.7	289	56.2	108	51.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	86	65.7	86	61.7	26	54.8
White	1635	67.9	1611	64.9	777	59.2
English Learners	116	57.8	115	56.0	42	45.8
Non-English Learners	2026	67.5	2000	64.4	928	58.7
Eligible for Free or Reduced-Price Meals	495	60.1	490	56.8	217	51.8
Not Eligible for Free or Reduced-Price Meals	1647	69.1	1625	66.2	753	60.0
Students with Disabilities	281	47.8	276	42.7	132	41.5
Students without Disabilities	1861	69.9	1839	67.2	838	60.8
High Needs	718	57.3	709	53.9	312	49.1
Non-High Needs	1424	71.9	1406	69.1	658	62.4
District	2142	67.0	2115	64.0	970	58.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### 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	68.7	66.0	66.4	88.3	1,209	71.6
Curl Up	77.3	72.6	71.0	89.4	1,209	77.0
Push Up	47.4	70.5	68.5	74.3	1,209	65.3
Mile Run/PACER	68.0	61.4	56.8	65.7	1,209	62.7
All Tests - District	29.9	45.3	42.3	57.0	1,209	43.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## New Milford School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	30	80.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66	81.8
Students with Disabilities	40	65.0
District	342	91.5
State		87.4

<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 2015-16 school year.

### 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	98.1	159	49.4
Male	93.1	196	56.3
Black or African American	*	6	*
Hispanic or Latino	96.6	36	41.4
White	95.2	287	55.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.4	46	38.0
Students with Disabilities	72.8	*	*
District	95.5	355	53.0
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.8	91.5
Male	72.6	89.4
Black or African American	*	*
Hispanic or Latino	70.8	*
White	78.7	90.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	91.9
Students with Disabilities	29.6	85.7
District	78.3	90.6
State	72.0	88.5

<sup>5</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>6</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 2016-17

## 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	67.0	75	44.7	50	89.3	67.1
	High Needs Students	57.3	75	38.2	50	76.5	55.9
Math Performance Index	All Students	64.0	75	42.7	50	85.3	62.2
	High Needs Students	53.9	75	35.9	50	71.9	50.5
Science Performance	All Students	58.1	75	38.8	50	77.5	55.3
	High Needs Students	49.1	75	32.7	50	65.4	45.2
ELA Academic Growth	All Students	53.6%	100%	53.6	100	53.6	55.4%
	High Needs Students	49.3%	100%	49.3	100	49.3	49.8%
Math Academic Growth	All Students	58.7%	100%	58.7	100	58.7	61.7%
	High Needs Students	54.3%	100%	54.3	100	54.3	53.7%
Chronic Absenteeism	All Students	6.7%	<=5%	46.7	50	93.3	9.9%
	High Needs Students	12.0%	<=5%	36.0	50	72.1	15.8%
Preparation for CCR	% Taking Courses	68.2%	75%	45.5	50	90.9	70.7%
	% Passing Exams	53.0%	75%	35.3	50	70.6	43.5%
On-track to High School Graduation		97.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		91.5%	94%	97.4	100	97.4	87.4%
6-year Graduation - High Needs Students (2014)		81.0%	94%	86.2	100	86.2	82.0%
Postsecondary Entrance (Class of 2016)		78.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.8%   43.3%	75%	28.9	50	57.8	92.0%   51.6%
Arts Access		41.6%	60%	34.7	50	69.3	50.5%
<b>Accountability Index</b>				<b>1009.5</b>	<b>1350</b>	<b>74.8</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.9	57.3	14.5	16.7	
Math Performance Index Gap	69.1	53.9	15.2	18.7	
Science Performance Index Gap	62.4	49.1	13.4	16.6	
Graduation Rate Gap	94.0%	81.0%	13.0%	12.0%	Y

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.7
	High Needs Students	95.8
Math	All Students	95.5
	High Needs Students	94.7
Science	All Students	99.5
	High Needs Students	98.5

<sup>3</sup>Minimum 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: 52      State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## 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 and academics during the 2016-2017 school year. NMPS administered a climate survey to all stakeholders at the end of 2015-2016. The results from that survey were used to inform district and school goals for parent relations, school climate and professional development. During the 2016-2017 school year, the district implemented PBIS (positive behavior intervention and supports) work with SERC to reinforce expectations of behavior in the K-8 schools.

In the spring of 2016, the K-3 schools participated in the state's DLET and SSIP processes to begin addressing the discrepancy in reading achievement between Special education and General Education. From that work, the district worked to create and add assessments to pacing guides as well as time for norming of assessments and data entry to prepare for the implementation of data teams for the 2016-2017 school-year. All General Education Teachers and Special Education teachers have participated in the work K-3. In addition, a K-12 initiative for co-teaching began in 2016. Training was provided for participating teachers. The middle school and the high school have also worked to align their pacing calendars to include what the K-3 schools now include.

New Milford High School continues to add to the AP courses offered in various academic areas. Students are encouraged to enroll in an AP class throughout their time at NMHS. Through the Perkins Grant our high school offers several school to career options that allow students to experience a career during their high school years.

The K-12 social workers are collaborating to align practices to support children and families with issues related to truancy and chronic absenteeism. The outreach to parents/families offers assistance in planning to address the concern/issues in a way that educates parents on the importance of coming to school daily and on time.

Parent participation is encouraged in various ways in each school. Efforts to engage parents in their children's learning include the following: Meet the Teacher, Open House, Curriculum Night, parent teacher conferences, student-led conferences, class programs and activities, celebrations, school committee memberships, family literacy and math nights and the PTO. Teachers provide information through newsletters, e-mail, the parent portal and private Twitter accounts to keep parents informed of their child's learning. A great deal of planning has been accomplished with our preschools through early childhood committee work. Parents are also active members on the committee and work to ensure that there is consistency for children with the preschool experience. The committee also works diligently to support work an alignment to Kindergarten. "Parents as Partners" provides families with the education and support they may require to parent effectively. Topics include relevant issues such as childhood anxiety and how to cope, behavioral problems with students in the home, and how to understand the legal rights of students and parents. Four parent nights have been scheduled for the next school year. Childcare was also made available to families.

The New Milford Public Schools have plans to address special education programs and services for students with special needs. In school year 2016-2017, the district embarked on

#### 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. 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 New Milford Public Schools are actively involved in charitable commitments to those in our community and around the world. The high school has focused on reducing student isolation through activities to promote understanding and communication. The high school's NAMES program serves to address the respect of student differences and promotes tolerance. 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. The district as a whole continues to reach out to community organizations and invite them to participate in an array of 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 district also embraces a number of highly inclusive activities and showcases student success in the area of autism. The district and town collaborated in the "Light it Up Blue," day by using blue lights throughout the town green, schools, and individual classrooms in honor of Autism Awareness. The developmental guidance program focuses on respect, compassion, and the similarities and differences of all individuals. Our social studies programs and current events lessons also provide opportunities for lessons about ethnic, racial, cultural and economic diversity.

Many of our schools have a mentoring program whose sole purpose is to provide students with an additional caring adult in the school to reduce student isolation.

# District Profile and Performance Report for School Year 2016-17

## 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.