

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



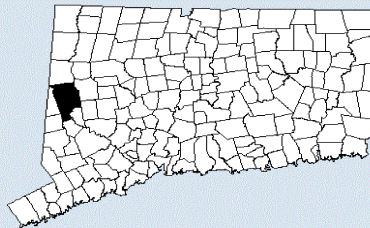
New Milford School District

Dr. Jeanann Paddyfote, Superintendent • 860-355-8406 • www.newmilfordps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	4,245
Per Pupil Expenditures ¹	\$14,574
Total Expenditures ¹	\$63,601,871

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,015	47.5	48.3
Male	2,230	52.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	157	3.7	4.9
Black or African American	*	*	12.8
Hispanic or Latino	503	11.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	125	2.9	2.7
White	3,364	79.2	55.9
English Learners	124	2.9	6.4
Eligible for Free or Reduced-Price Meals	777	18.3	38.0
Students with Disabilities ¹	570	13.4	13.7

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	111	5.6	53	2.6
Male	122	5.5	166	7.3
Black or African American	7	7.5	16	16.5
Hispanic or Latino	41	8.1	29	5.6
White	169	5.2	161	4.8
English Learners	10	7.2	*	*
Eligible for Free or Reduced-Price Meals	93	10.8	91	9.3
Students with Disabilities	70	12.8	78	12.0
District	233	5.6	219	5.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 17

Number of school-based arrests: 16

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	276.7
Paraprofessional Instructional Assistants	16.5
Special Education	
Teachers and Instructors	50.2
Paraprofessional Instructional Assistants	95.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.6
School Level	18.8
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	240.6

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

	District		State
	Count	Percent of Total (%)	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	3.5
Hispanic or Latino	8	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	386	97.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	21	51.2	18	69.2
White	153	62.4	215	76.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	62.5	20	50.0
Students with Disabilities	21	63.6	19	48.7
District	193	61.3	249	75.7
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	41	53.9
Emotional Disturbance	25	53.2
Intellectual Disability	7	*
Learning Disability	104	60.5
Other Health Impairment	101	74.3
Other Disabilities	6	14.0
Speech/Language Impairment	28	63.6
District	312	58.8
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	80	1.9	1.6
Emotional Disturbance	47	1.1	1.0
Intellectual Disability	13	0.3	0.5
Learning Disability	172	4.2	4.6
Other Health Impairment	137	3.3	2.8
Other Disabilities	60	1.5	1.0
Speech/Language Impairment	48	1.2	1.9
All Disabilities	557	13.5	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	35,048,578	8,065	9,387
Instructional Supplies and Equipment	999,088	230	318
Improvement of Instruction and Educational Media Services	1,229,290	283	541
Student Support Services	4,153,186	956	1,048
Administration and Support Services	8,101,969	1,864	1,790
Plant Operation and Maintenance	5,935,472	1,366	1,608
Transportation	4,675,640	1,078	845
Costs of Students Tuitioned Out	2,391,249	N/A	N/A
Other	1,067,399	246	194
Total	63,601,871	14,574	15,762

Additional Expenditures

Land, Buildings, and Debt Service	3,822,996	880	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,545,267	38.5	35.1
Noncertified Personnel	1,942,588	13.5	14.5
Purchased Services	1,850,738	12.8	5.5
Tuition to Other Schools	2,210,819	15.3	21.6
Special Ed. Transportation	894,421	6.2	8.3
Other Expenditures	1,961,052	13.6	15.0
Total Expenditures	14,404,885	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.8	74.1
State	21.8	21.2
Federal	1.7	1.8
Tuition & Other	2.8	2.9

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	85	76.2	85	77.2	36	71.1
Black or African American	*	*	*	*	18	*
Hispanic or Latino	259	61.0	257	55.1	111	50.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	69	68.7	68	61.2	30	62.4
White	1699	67.9	1669	63.8	825	62.3
English Learners	79	54.8	79	49.9	32	43.1
Non-English Learners	2077	67.8	2044	63.6	988	61.8
Eligible for Free or Reduced-Price Meals	495	60.6	487	55.4	224	54.3
Not Eligible for Free or Reduced-Price Meals	1661	69.3	1636	65.4	796	63.2
Students with Disabilities	341	49.4	332	42.6	165	47.4
Students without Disabilities	1815	70.7	1791	66.9	855	63.9
High Needs	744	57.7	730	52.1	345	52.5
Non-High Needs	1412	72.4	1393	68.9	675	65.7
District	2156	67.3	2123	63.1	1020	61.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	74.3	58.0	64.1	81.2	1,271	69.2
Curl Up	69.1	63.3	65.0	95.5	1,271	72.9
Push Up	44.7	59.9	60.9	81.2	1,271	61.7
Mile Run/PACER	61.8	56.1	50.0	70.1	1,271	59.2
All Tests - District	29.6	32.6	27.9	58.1	1,271	36.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	29	89.7	85.3	Yes	86.3
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	77	79.2	76.9	Yes	79.0
Students with Disabilities	66	62.1	69.4	No	72.5
District	371	90.3	89.3	Yes	89.9
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	164	54.5
Male	91.8	179	52.2
Black or African American	*	*	*
Hispanic or Latino	97.0	26	38.8
White	93.4	289	54.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	89.8	29	33.0
Students with Disabilities	55.6	*	*
District	94.3	343	53.3
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.8	95.1
Male	74.5	91.5
Black or African American	*	*
Hispanic or Latino	57.7	85.0
White	77.5	94.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.4	83.3
Students with Disabilities	42.0	*
District	75.7	93.4
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.3	75	44.9	50	89.8	67.7
	High Needs Students	57.7	75	38.5	50	76.9	56.7
Math Performance Index	All Students	63.1	75	42.1	50	84.1	61.4
	High Needs Students	52.1	75	34.8	50	69.5	49.9
Science Performance Index	All Students	61.2	75	40.8	50	81.7	57.5
	High Needs Students	52.5	75	35.0	50	70.0	47.0
ELA Academic Growth	All Students	61.1%	100%	61.1	100	61.1	63.8%
	High Needs Students	57.7%	100%	57.7	100	57.7	58.3%
Math Academic Growth	All Students	64.6%	100%	64.6	100	64.6	65.0%
	High Needs Students	56.6%	100%	56.6	100	56.6	57.4%
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.6	9.6%
	High Needs Students	10.1%	<=5%	39.7	50	79.5	15.6%
Preparation for CCR	% Taking Courses	68.6%	75%	45.8	50	91.5	67.6%
	% Passing Exams	53.3%	75%	35.5	50	71.0	40.7%
On-track to High School Graduation		95.8%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		90.3%	94%	96.1	100	96.1	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		78.0%	94%	83.0	100	83.0	78.6%
Postsecondary Entrance (Class of 2015)		75.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.4% 36.8%	75%	24.5	50	49.1	89.2% 50.5%
Arts Access		41.5%	60%	34.6	50	69.2	47.5%
Accountability Index				1034.1	1350	76.6	

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	72.4	57.7	14.7	16.5	
Math Performance Index Gap	68.9	52.1	16.7	18.9	
Science Performance Index Gap	65.7	52.5	13.2	17.2	
Graduation Rate Gap	94.0%	78.0%	16.0%	15.3%	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	94.8
	High Needs Students	94.6
Math	All Students	93.4
	High Needs Students	92.9
Science	All Students	98.1
	High Needs Students	97.0

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: 50.7

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

In an effort to continuously improve school programming, the district has expanded courses in the AP realm as well as additional courses based on academic interest. Students will be expected to acquire 26 credits during the 2016-2017 academic year so the expansion of credits will help to support students to acquire the credits necessary for graduation. Project Lead the Way was expanded to include the middle school in 2015-2016. Project Lead The Way (PLTW) supports and prepares students for the high school PLTW experience. Students experience an inquiry learning environment, where hands-on learning empowers students to create and design. At the elementary level, K-5 science enrichment is afforded to students to deepen understanding and application of science topics. In the area of technology, we have expanded the use of Chromebooks and projectors which have increased our ability to integrate technology into the curriculum.

New Milford Public Schools also encourages parent participation. Parents are active members of our Wellness committee, our PTO, as well as our School Climate and Safety Committees just to name a few. Curriculum Nights are held at each school in early September to share with parents information regarding curriculum and instruction as well as to speak to how parents can help support their child at home with the material presented in class. Literacy and Math nights occur in the spring at the elementary schools where parent attendance is encouraged and hands-on experiences are had. 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 2015-2016, the district developed a four to six year old autism program at our K-2 school. The increase of students diagnosed with ASD indicated that a multi-age program was needed. A special education teacher, support staff, and ABA clinicians were assigned to meet the needs of this diverse population.

After careful analysis, research, and collaboration, a therapeutic program was developed for a cohort of high school age students. The program (Effective School Solutions) provides students with individual, group and family therapy. The "wrap around program" provides support for students and families, as well as training for administration, staff, and related service providers.

New Milford Public Schools also participates in a regional crisis team with surrounding school districts to share training and improve mental health awareness and prevention. The district also works closely with the youth agency in town to support students academically, socially and emotionally.

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 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. Last spring, a panel of young adults with Autism came to the middle school and intermediate school to share their experiences with a diagnosis of ASD. "Autism Unplugged."

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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.