

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



New Milford School District

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District Information

| | |
|-------------------------------------|---------------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 7 |
| Enrollment | 3,602 |
| Per Pupil Expenditures ¹ | \$19,376 |
| Total Expenditures ¹ | \$72,968,278 |

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

| | District | | State |
|---|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,727 | 47.9 | 48.3 |
| Male | 1,868 | 51.9 | 51.5 |
| Non-Binary | 7 | 0.2 | 0.1 |
| American Indian or Alaska Native | * | * | 0.2 |
| Asian | 125 | 3.5 | 5.2 |
| Black or African American | 120 | 3.3 | 12.5 |
| Hispanic or Latino of any race | 898 | 24.9 | 31.1 |
| Native Hawaiian or Other Pacific Islander | * | * | 0.1 |
| Two or More Races | 82 | 2.3 | 4.7 |
| White | 2,368 | 65.7 | 46.2 |
| English Learners/Multilingual Learners | 302 | 8.4 | 10.5 |
| Eligible for Free or Reduced-Price Meals | 1,192 | 33.1 | 44.0 |
| Students with Disabilities ³ | 610 | 16.9 | 17.9 |

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | * | * | * | * |
| Male | 310 | 16.9 | 171 | 8.8 |
| Non-Binary | * | * | * | * |
| Black or African American | 23 | 19.7 | 15 | 11.8 |
| Hispanic or Latino of any race | 162 | 18.0 | 95 | 9.8 |
| White | 389 | 17.0 | 130 | 5.4 |
| English Learners/Multilingual Learners | 62 | 18.5 | 43 | 11.9 |
| Eligible for Free or Reduced-Price Meals | 323 | 23.7 | 147 | 9.4 |
| Students with Disabilities | 171 | 27.7 | 79 | 10.8 |
| District | 609 | 17.2 | 251 | 6.7 |
| State | | 17.7 | | 7.0 |

Number of students qualified as truant under state statute: 806

Number of school-based arrests: Fewer than 6

⁴ A 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.

⁵ This column displays the 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 | 255.1 |
| Paraprofessional Instructional Assistants | 6.5 |
| Special Education | |
| Teachers and Instructors | 56.3 |
| Paraprofessional Instructional Assistants | 81.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 4.0 |
| School Level | 18.0 |
| Library/Media | |
| Specialists (Certified) | 6.0 |
| Support Staff | 4.5 |
| Instructional Specialists Who Support Teachers | 18.0 |
| Counselors, Social Workers and School Psychologists | 28.5 |
| School Nurses | 7.9 |
| Other Staff Providing Non-Instructional Services/Support | 192.0 |

¹ 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

| | District | | State |
|---|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 0 | 0.0 | 1.4 |
| Black or African American | 5 | 1.3 | 4.8 |
| Hispanic or Latino of any race | 9 | 2.3 | 5.1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.3 |
| White | 375 | 96.4 | 88.3 |

Classroom Teacher Attendance: 2022-23

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 13.6 | 13.3 |

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 | 9 | * | 7 | * |
| Hispanic or Latino of any race | 55 | 93.2 | 52 | 98.1 |
| White | 219 | 97.8 | 224 | 97.4 |
| English Learners/Multilingual Learners | * | * | 7 | * |
| Eligible for Free or Reduced-Price Meals | 93 | 96.9 | 81 | 98.8 |
| Students with Disabilities | 39 | 95.1 | 52 | 89.7 |
| District | 301 | 96.8 | 303 | 97.7 |
| State | | 88.4 | | 94.6 |

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 49 | 50.5 |
| Emotional Disability | 21 | 52.5 |
| Intellectual Disability | 6 | * |
| Learning Disability | 135 | 60.8 |
| Other Health Impairment | 87 | 70.2 |
| Other Disabilities | 6 | 23.1 |
| Speech/Language Impairment | 25 | 67.6 |
| District | 329 | 58.4 |
| State | | 66.8 |

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|------------|-------------|-------------|
| | Count | Rate (%) | Rate (%) |
| Autism | 99 | 2.7 | 2.6 |
| Emotional Disability | 40 | 1.1 | 1.1 |
| Intellectual Disability | 17 | 0.5 | 0.6 |
| Learning Disability | 222 | 6.2 | 6.4 |
| Other Health Impairment | 125 | 3.5 | 3.5 |
| Other Disabilities | 46 | 1.3 | 1.2 |
| Speech/Language Impairment | 38 | 1.1 | 2.0 |
| All Disabilities | 587 | 16.3 | 17.3 |

¹ This 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 | 17 | 2.9 | 8.0 |
| Private Schools or Other Settings | 21 | 3.6 | 4.6 |

² This 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 Expenditures³: 2022-23

| | Total (\$) | Per Pupil | |
|--|---------------------|-----------------|-----------------|
| | | District (\$) | State (\$) |
| Instruction | \$44,344,769 | \$11,775 | \$12,942 |
| Support services - students | \$5,019,503 | \$1,370 | \$1,724 |
| Support services - instruction | \$1,493,454 | \$408 | \$905 |
| Support services - general administration | \$1,002,564 | \$274 | \$520 |
| Support services - school based administration | \$3,816,567 | \$1,042 | \$1,207 |
| Central and other support services | \$4,442,926 | \$1,213 | \$771 |
| Operation and maintenance of plant | \$6,178,904 | \$1,686 | \$2,101 |
| Student transportation services | \$5,489,829 | \$1,451 | \$1,582 |
| Food services | . | . | \$8 |
| Enterprise operations | \$1,179,761 | \$322 | \$213 |
| Total | \$72,968,278 | \$19,376 | \$21,143 |

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

Special Education Expenditures: 2022-23

| | District | | State |
|--|---------------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$6,708,837 | 37.1 | 27.6 |
| Instructional Aide Salaries | \$2,454,286 | 13.6 | 10.2 |
| Other Salaries | \$42,052 | 0.2 | 10.5 |
| Employee Benefits | \$1,805,864 | 10.0 | 13.2 |
| Purchased Services Other Than Transportation | \$2,517,312 | 13.9 | 6.4 |
| Special Education Tuition | \$3,219,537 | 17.8 | 22.2 |
| Supplies | \$88,633 | 0.5 | 0.7 |
| Property Services | . | . | 0.4 |
| Purchased Services For Transportation | \$1,233,855 | 6.8 | 8.4 |
| Equipment | \$14,988 | 0.1 | 0.3 |
| All Other Expenditures | \$1,161 | 0.0 | 0.1 |
| Total | \$18,086,524 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 24.8 | 25.0 |

Expenditures by Revenue Source⁴: 2022-23

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 77.2 |
| State | 17.6 |
| Federal | 3.8 |
| Tuition & Other | 1.4 |

⁴ Revenue 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).

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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 | * | * | * | * | * | * |
| Asian | 59 | 67.0 | 59 | 66.1 | 25 | 68.4 |
| Black or African American | 58 | 61.3 | 57 | 54.2 | 22 | 55.5 |
| Hispanic or Latino of any race | 400 | 55.5 | 398 | 50.8 | 179 | 49.3 |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 1,198 | 63.2 | 1,194 | 57.6 | 542 | 59.8 |
| English Learners/Multilingual Learners | 172 | 47.2 | 171 | 46.0 | 66 | 43.4 |
| Non-English Learners/Non-Multilingual Learners | 1,584 | 63.2 | 1,577 | 57.4 | 722 | 59.1 |
| Eligible for Free or Reduced-Price Meals | 658 | 57.1 | 654 | 51.7 | 271 | 52.8 |
| Not Eligible for Free or Reduced-Price Meals | 1,098 | 64.3 | 1,094 | 59.1 | 517 | 60.4 |
| Students with Disabilities | 325 | 46.9 | 318 | 39.1 | 127 | 42.3 |
| Students without Disabilities | 1,431 | 64.9 | 1,430 | 60.2 | 661 | 60.8 |
| High Needs | 872 | 54.8 | 864 | 49.6 | 367 | 50.3 |
| Non-High Needs | 884 | 68.3 | 884 | 62.9 | 421 | 64.3 |
| District | 1,756 | 61.6 | 1,748 | 56.3 | 788 | 57.8 |

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

| | NAEP 2022 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 35 | 35 | 50 |
| National Public | 32 | 29 | 36 |
| MATH | | | |
| Connecticut | 37 | 30 | 32 |
| National Public | 35 | 26 | 25 |

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|---|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 76.5 | 45.2 | 48.3 | 85.5 | 961 | 64.1 |
| Curl Up | 75.7 | 70.4 | 50.8 | 88.5 | 962 | 71.3 |
| Push Up | 61.2 | 60.4 | 41.3 | 76.0 | 960 | 59.6 |
| Mile Run/PACER | 59.1 | 39.3 | 23.1 | 47.8 | 949 | 42.7 |
| All Tests - District | 35.8 | 19.2 | 9.4 | 39.4 | 948 | 26.2 |
| All Tests - State | 53.6 | 48.4 | 44.6 | 42.3 | | 47.2 |

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.

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Cohort Graduation: Four-Year¹

| | 2022-23 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 11 | * |
| Hispanic or Latino of any race | 66 | 84.8 |
| White | 250 | 88.8 |
| English Learners/Multilingual Learners | 9 | * |
| Eligible for Free or Reduced-Price Meals | 129 | 79.1 |
| Students with Disabilities | 36 | 63.9 |
| District | 345 | 88.4 |
| State | | 88.4 |

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

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

| | Count | Rate (%) |
|---|-------|----------|
| Female | 112 | 40.3 |
| Male | * | * |
| Non-Binary | * | * |
| Black or African American | * | * |
| Hispanic or Latino | 31 | 27.7 |
| White | 161 | 35.5 |
| English Learners/ Multilingual Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 41 | 23.0 |
| Students with Disabilities | * | * |
| District | 219 | 35.3 |
| State | | 44.3 |

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023 | Class of 2022 |
|---|-----------------------------------|--------------------------------------|
| | Entrance ⁵ Rate (%) | Persistence ⁶ Rate (%) |
| Female | 83.4 | 95.1 |
| Male | 67.1 | 85.7 |
| Non-Binary | * | * |
| Black or African American | * | * |
| Hispanic or Latino of any race | 50.8 | 81.0 |
| White | 80.2 | 91.5 |
| English Learners/ Multilingual Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 60.6 | 92.7 |
| Students with Disabilities | 28.6 | * |
| District | 75.2 | 90.4 |
| State | 68.4 | 87.2 |

⁵ 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.

⁶ 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

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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.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|---------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 61.6 | 75 | 41.1 | 50 | 82.1 | 63.9 |
| | High Needs Students | 54.8 | 75 | 36.6 | 50 | 73.1 | 54.1 |
| Math Performance Index | All Students | 56.3 | 75 | 37.5 | 50 | 75.1 | 60.2 |
| | High Needs Students | 49.6 | 75 | 33.1 | 50 | 66.1 | 49.5 |
| Science Performance Index | All Students | 57.8 | 75 | 38.5 | 50 | 77.0 | 61.8 |
| | High Needs Students | 50.3 | 75 | 33.5 | 50 | 67.0 | 51.4 |
| ELA Academic Growth | All Students | 59.5% | 100% | 59.5 | 100 | 59.5 | 58.7% |
| | High Needs Students | 55.1% | 100% | 55.1 | 100 | 55.1 | 54.2% |
| Math Academic Growth | All Students | 58.3% | 100% | 58.3 | 100 | 58.3 | 61.4% |
| | High Needs Students | 55.4% | 100% | 55.4 | 100 | 55.4 | 55.1% |
| Progress Toward English Proficiency | Literacy | 68.0% | 100% | 34.0 | 50 | 68.0 | 58.9% |
| | Oral | 59.7% | 100% | 29.8 | 50 | 59.7 | 55.2% |
| Chronic Absenteeism | All Students | 17.2% | <=5% | 25.5 | 50 | 51.1 | 17.7% |
| | High Needs Students | 22.7% | <=5% | 14.6 | 50 | 29.3 | 25.5% |
| Preparation for CCR | % Taking Courses | 97.3% | 75% | 50.0 | 50 | 100.0 | 91.5% |
| | % Meeting Benchmark | 35.3% | 75% | 23.5 | 50 | 47.0 | 44.3% |
| On-track to High School Graduation | | 86.0% | 94% | 45.8 | 50 | 91.5 | 84.5% |
| 4-year Graduation All Students (2023 Cohort) | | 88.4% | 94% | 94.0 | 100 | 94.0 | 88.4% |
| 6-year Graduation - High Needs Students (2021 Cohort) | | 85.4% | 94% | 90.8 | 100 | 90.8 | 86.6% |
| Postsecondary Entrance (Class of 2023) | | 75.2% | 75% | 100.0 | 100 | 100.0 | 68.4% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 91.2% 26.2% | 75% | 17.4 | 50 | 34.9 | 93.6% 47.2% |
| Arts Access | | 52.7% | 60% | 43.9 | 50 | 87.8 | 55.0% |
| Accountability Index | | | | 1018.0 | 1450 | 70.2 | |

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 | 68.3 | 54.8 | 13.4 | 16.9 | |
| Math Performance Index Gap | 62.9 | 49.6 | 13.3 | 18.2 | |
| Science Performance Index Gap | 64.3 | 50.3 | 14.1 | 17.9 | |
| Graduation Rate Gap | 94.0% | 85.4% | 8.6% | 9.9% | N |

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. Gap calculations are based on unrounded rates.

| Subject/Student Group | | Participation Rate (%) ³ |
|-----------------------|---------------------|-------------------------------------|
| ELA | All Students | 97.9 |
| | High Needs Students | 97.0 |
| Math | All Students | 97.4 |
| | High Needs Students | 96.1 |
| Science | All Students | 97.2 |
| | High Needs Students | 95.6 |

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: 51.2 State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

New Milford Public Schools values strong partnerships with families and the community. As is the case in any strong relationship, communication is key. Our focus is on school attendance and working with families as our partners. All schools work to build strong home-school relationships and communicate the importance of regular school attendance and coming to school on time. Our secondary schools engage in a weekly review of their students' attendance. As a result, structures are in place to address truancy with possible interventions. Our district-wide focus on attendance is just one example of our efforts to continue to build strong systems, allowing us to work together to achieve the goal of preparing our students for success after graduation. . . A successful endeavor this year was establishing school-based health centers in all five schools. Due to our strong community partnership, this achievement now provides students and families access to crucial mental health support. .

The district's Safe School Climate Council meets regularly to set goals and address needs related to ensuring students and faculty are provided to achieve positive academic, social, and emotional growth. Building-level climate teams meet regularly and address goals they have set from their self-assessment using the National School Climate Standards. Schools must be welcoming destinations for students, families, and staff.

While parent-teacher conferences and regular communication are two ways we work to foster our family partnership, we piloted a new home-school communication tool this spring. As a result, families have had more accessible communication from teachers and building administrators. K-5 report cards are currently being rewritten to ensure they are parent-friendly and better communicate a child's progress. Additionally, to provide communication with families for whom English is not their first language, our high school has started to use handheld translation devices with our nurses and, most recently, trying this same option for our new arrival students when registering.

As a notable highlight, our high school provides several workshops for families on a variety of topics such as a post-secondary education planning night where local college liaisons attend to share and answer questions about the college process. Additionally, the high school offers a yearly kick-off Open House event where students and families learn about curriculum, instruction, and assessments at NMHS, as well as a Freshman Orientation in late winter where incoming students tour, meet and question current NMHS students and staff regarding what it means to be part of the Green Wave family.

The district includes students with disabilities in sports through Unified Buddies. This club pairs a student with a disability with a general education student, and as a result, special education students have opportunities to play sports with their regular education peers.

Our commitment to refining our 504 practices remains unwavering. These efforts have led to a more coherent and consistent approach to our accommodations, aligning them with our tier-one practices.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We continued to ensure a safe school climate through district and building-based committees. Using a self-assessment tool, each building set goals to be worked on during the upcoming school year. As a district, a committee of teachers, administrators, parents, and community members was formed, and district goals for climate were identified. .

Our ongoing transition to a more restorative approach in addressing students' social and emotional wellness is a collective effort. We've continued our professional learning and collaborated with other experts to address and prevent bullying and mean-spirited behavior. Our partnership with community agencies on a town-wide campaign to promote kindness is a testament to our shared commitment to a safe school environment. .

Staff continue to set goals focusing on social-emotional learning for students. They are committed to helping students grow in self-awareness, self-management, relationship skills, and responsible decision-making. Building and maintaining strong connections with students is necessary. Examples include, our evolving Wingman Movement at NMHS by designing and implementing activities focused on making connections and discovering our commonalities through the Advisory program. At our other buildings, initiatives are in place to support our efforts to reduce racial, ethnic, and economic isolation. In collaboration with our community partner, Anonymous Alert has expanded to our middle school. This online tool allows students to communicate with building leadership and help build a positive and safe school environment. .

Our district is going through a demographic transition, most notably in the rise of our multilingual learners. Our K-12 ML programming is going through a curriculum coherence audit, and as a result, core curriculum is being revised and more clearly articulated. One example of this is at the high school level. A formal offering has been designed for students with limited or interrupted education. Curriculum development is being written to ensure appropriate English credits can be earned by multilingual learners.

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Equitable Allocation of Resources among District Schools

Data informs our professional learning and resource allocation to ensure needs are addressed. We have examined our tiered invention process and best practices to address students' academic, social, and emotional needs. Data also guides our decisions regarding hiring and where these resources should be placed. .

Extensive training has occurred at the K-5 level to address the Science of Reading initiative. Budget considerations continue to be made to ensure literacy materials are in place. Teachers continued to receive training and coaching in the use of small groups and targeted instruction. Math is an area of focus for K-12. The district is committed to supporting the onboarding of new core materials as well as ensuring funds to support curriculum revision and development are available. A formal process for curriculum development and review is in place before being formally adopted by our Board of Education.

STEM programming is in place, and K-5 students receive formal units of study focusing on communication, collaboration, critical thinking, and creativity. Our elementary coding has expanded and is aligned with the expansion of our middle school computer science curriculum.