

STRATEGIC SCHOOL PROFILE 2011-12**New Milford School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield	Per Capita Income in 2000: \$29,630
Town Population in 2000: 27,121	Percent of Adults without a High School Diploma in 2000*: 10.3%
1990-2000 Population Growth: 14.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 94.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011	4,664
5-Year Enrollment Change	-7.4%

DISTRICT GRADE RANGE

Grade Range	PK - 12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	815	17.5	15.7	35.2
K-12 Students Who Are Not Fluent in English	138	3.0	2.4	5.6
Students Identified as Gifted and/or Talented*	136	2.9	4.4	4.0
PK-12 Students Receiving Special Education Services in District	602	12.9	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	265	84.9	85.0	79.8
Homeless	2	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	113	15.4	14.5	13.0

*46.3 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.0
Asian American	187	4.0
Black	89	1.9
Hispanic	414	8.9
Pacific Islander	0	0.0
White	3,892	83.4
Two or more races	80	1.7
Total Minority	772	16.6

Percent of Minority Professional Staff: 2.2%

Non-English Home Language:

7.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 35.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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. The addition and expansion of student/teacher advisory groups has 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 two programs that emphasize the importance of respect. In addition the school has expanded its vision of field trips to include building wide, inclusive experiences to expand the opportunities for students to connect to one another. The intermediate school has also been working to appreciate and respect one another. Several initiatives have begun to connect the school to community members in need. They continue to reach out to community organizations and invite them to participate in school activities. The three 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	67.2	59.2	53.8
Writing	67.7	62.7	48.1
Mathematics	72.7	66.5	45.6
Grade 4 Reading	61.8	64.1	27.5
Writing	59.6	65.3	19.4
Mathematics	59.7	68.0	18.1
Grade 5 Reading	79.3	67.6	61.4
Writing	69.5	68.1	37.5
Mathematics	72.3	71.6	32.1
Science	68.7	63.9	34.5
Grade 6 Reading	83.4	74.1	59.0
Writing	64.9	67.4	32.5
Mathematics	71.9	69.3	39.8
Grade 7 Reading	81.0	79.8	33.3
Writing	71.1	65.6	42.9
Mathematics	67.6	68.1	35.0
Grade 8 Reading	86.6	76.8	60.4
Writing	75.4	68.3	46.9
Mathematics	77.7	67.2	50.3
Science	80.0	61.9	70.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	48.8	47.5	40.6
Writing Across the Disciplines	74.2	63.0	56.7
Mathematics	64.9	49.2	71.4
Science	59.9	47.1	64.9

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	42.2	50.6	28.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.5	77.3	
Average Score	Mathematics	538	505	73.3
	Critical Reading	514	502	54.2
	Writing	516	506	56.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	87.1	82.7	42.1
2010-11 Annual Dropout Rate for Grade 9 through 12	0.9	2.6	58.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.8	84.5
% Employed (Civilian Employment and in Armed Services)	11.6	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	284.79
Paraprofessional Instructional Assistants	32.00
Special Education	
Teachers and Instructors	51.40
Paraprofessional Instructional Assistants	93.30
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.20
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	16.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.40
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	252.15

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	76.5	80.6	79.6

Average Class Size	District	DRG	State
Grade K	19.5	17.6	18.5
Grade 2	18.6	18.9	19.7
Grade 5	22.1	21.7	21.6
Grade 7	19.2	20.4	20.3
High School	20.5	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	940	985	993
Middle School	969	1,030	1,024
High School	996	1,008	1,024

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	5.7	2.9	2.8
Middle School	2.9	2.3	2.2
High School	3.2	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$36,591	\$7,699	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$1,658	\$349	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$1,138	\$240	\$487	\$385	\$482
Student Support Services	\$4,121	\$867	\$901	\$873	\$901
Administration and Support Services	\$5,299	\$1,115	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$5,686	\$1,196	\$1,471	\$1,420	\$1,463
Transportation	\$4,253	\$912	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$2,116	N/A	N/A	N/A	N/A
Other	\$1,004	\$211	\$165	\$162	\$165
Total	\$61,867	\$12,956	\$14,238	\$13,575	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,076	\$1,068	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,596,212	23.6	22.0	21.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	72.1	19.8	6.0	2.2
Excluding School Construction	72.4	18.8	6.4	2.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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. The three elementary schools worked together again this year to be sure that all services offered to the students in New Milford are the same in all three schools. District professional development, curriculum writing, tutors, and instructional supplies are just a few examples of what is equitably allocated among the schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	611
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.4%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	74	1.6	1.3	1.2
Learning Disability	171	3.8	3.5	3.9
Intellectual Disability	16	0.4	0.4	0.4
Emotional Disturbance	52	1.1	0.9	1.0
Speech Impairment	91	2.0	2.2	2.1
Other Health Impairment*	149	3.3	2.3	2.2
Other Disabilities**	58	1.3	0.9	1.0
Total	611	13.4	11.4	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	57.1	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	3.1	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	38.6	36.0	76.6	70.4
	Writing	19.7	21.5	67.9	66.3
	Mathematics	30.5	31.8	70.2	68.4
	Science	28.1	23.0	74.7	62.9
CAPT	Reading Across the Disciplines	6.7	14.5	48.8	47.5
	Writing Across the Disciplines	10.8	18.2	74.2	63.0
	Mathematics	16.1	15.4	64.9	49.2
	Science	10.8	13.6	59.9	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	30.1
	% With Accommodations	69.9
CAPT	% Without Accommodations	5.0
	% With Accommodations	95.0
% Assessed Using Skills Checklist		6.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.2
Private Schools or Other Settings	42	6.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	375	61.4	74.6	72.1
40.1 to 79.0 Percent of Time	188	30.8	16.2	16.3
0.0 to 40.0 Percent of Time	48	7.9	9.2	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The weakest skill area as identified by the CMT's across the district continues to be writing. We now have two literacy coaches (K-6, 7-12) and a math coach (K-6). They were recommended as part of our Five-Year Strategic Plan and have already had a positive impact on teacher support. A new literacy instructional practice model has been introduced and has begun to show results, specifically in reading where students demonstrated large gains. A new phonics program was introduced to kindergarten and first grade and has also demonstrated results. The academic performance in the primary grades has also improved due to the addition of all-day kindergarten. K-12 curriculum continues to be written following the new curriculum format, which addresses the standards, essential questions, enduring understandings, and assessments. What students will know and be able to do is clearly delineated. We are in the process of aligning all curriculum to the Common Core and are embedding reading as an instructional goal for all content areas.
