

**STRATEGIC SCHOOL PROFILE 2012-13****New Milford School District**

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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](http://www.sde.ct.gov).

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**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: 94.1%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012	4,600
5-Year Enrollment Change	-8.2%

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**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	901	19.6	17.8	36.7
K-12 Students Who Are Not Fluent in English	120	2.7	2.5	5.8
Students Identified as Gifted and/or Talented*	141	3.1	4.3	3.8
PK-12 Students Receiving Special Education Services in District	590	12.8	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	238	77.3	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	81	11.0	14.8	12.7

\*45.4 % 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	176	3.8
Black	94	2.0
Hispanic	436	9.5
Pacific Islander	0	0.0
White	3,800	82.6
Two or more races	92	2.0
Total Minority	800	17.4

**Percent of Minority Professional Staff: 2.5%**

**Non-English Home Language:**

7.6% 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 34.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

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## 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	63.2	56.9	46.3
Writing	64.9	60.0	45.3
Mathematics	59.0	61.4	31.1
Grade 4 Reading	61.5	62.6	31.0
Writing	57.0	63.0	23.4
Mathematics	54.9	65.1	15.8
Grade 5 Reading	64.2	66.9	31.1
Writing	58.2	65.6	24.8
Mathematics	61.3	69.2	23.6
Science	57.2	62.3	23.6
Grade 6 Reading	81.5	73.3	49.1
Writing	64.3	65.1	34.1
Mathematics	70.6	67	40.5
Grade 7 Reading	89.2	78.9	65.8
Writing	68.2	64.9	41.8
Mathematics	71.1	65.4	44.9
Grade 8 Reading	80.4	76.2	39.9
Writing	64.0	67.2	25.2
Mathematics	65.4	65.0	34.0
Science	69.4	60.4	42.8

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	53.3	48.5	43.9
Writing Across the Disciplines	67.1	62.1	37.9
Mathematics	63.0	52.4	55.3
Science	63.0	48.8	59.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	35.2	51.1	16.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.1	78.5	
Average Score	Mathematics	521	503	62.4
	Critical Reading	506	499	51.1
	Writing	514	504	50.4

**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 2012	90.3	84.8	43.4
2011-12 Annual Dropout Rate for Grade 9 through 12	1.0	2.1	32.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.8	82.6
% Employed (Civilian Employment and in Armed Services)	5.8	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	278.45
Paraprofessional Instructional Assistants	39.50
Special Education	
Teachers and Instructors	49.91
Paraprofessional Instructional Assistants	91.50
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	19.05
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.70
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	255.09

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	13.0	14.6	13.9
% with Master's Degree or Above	77.3	81.6	79.8

Average Class Size	District	DRG	State
Grade K	17.9	17.5	18.9
Grade 2	18.9	19.4	19.8
Grade 5	22.6	21.2	21.3
Grade 7	22.3	20.1	20.2
High School	19.7	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	950	995	999
Middle School	971	1,028	1,029
High School	1,013	1,000	1,027

\*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*	5.4	2.7	2.7
Middle School	2.3	2.2	2.1
High School	2.8	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$34,357	\$7,365	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$1,057	\$227	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$1,182	\$253	\$475	\$397	\$471
Student Support Services	\$4,053	\$869	\$949	\$919	\$950
Administration and Support Services	\$6,071	\$1,301	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$5,581	\$1,196	\$1,466	\$1,499	\$1,459
Transportation	\$4,412	\$946	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$2,190	N/A	N/A	N/A	N/A
Other	\$933	\$200	\$170	\$176	\$170
<b>Total</b>	<b>\$59,835</b>	<b>\$12,750</b>	<b>\$14,444</b>	<b>\$14,027</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,888	\$1,048	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,550,803	22.6	22.0	21.8

**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	74.6	22.6	2.7	0.1
Excluding School Construction	74.8	22.2	3.0	0.1

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	592
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.2%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	81	1.8	1.4	1.3
Learning Disability	154	3.4	3.6	4.0
Intellectual Disability	17	0.4	0.3	0.4
Emotional Disturbance	64	1.4	0.9	1.0
Speech Impairment	72	1.6	2.1	2.0
Other Health Impairment*	145	3.2	2.4	2.4
Other Disabilities**	59	1.3	1.0	1.0
<b>Total</b>	<b>592</b>	<b>13.2</b>	<b>11.8</b>	<b>12.1</b>

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	69.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	3.6	3.2

## 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	37.6	34.5	73.5	69.2
	Writing	17.0	19.9	62.8	64.4
	Mathematics	24.0	29.0	63.7	65.5
	Science	23.7	21.3	63.3	61.3
CAPT	Reading Across the Disciplines	10.3	15.7	53.3	48.5
	Writing Across the Disciplines	15.4	16.7	67.1	62.1
	Mathematics	27.6	16.8	63.0	52.4
	Science	16.2	14.6	63.0	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	13.5
	% With Accommodations	86.5
CAPT	% Without Accommodations	38.8
	% With Accommodations	61.2
% Assessed Using Skills Checklist		10.7

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	34	5.7

### 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	387	65.4	74.7	72.0
40.1 to 79.0 Percent of Time	162	27.4	16.4	16.4
0.0 to 40.0 Percent of Time	43	7.3	8.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The weakest skill area as identified by the CMT across the district continues to be writing. We now have three literacy coaches (K-3, 4-6, and 7-12) and two math coaches (K-3 and 4-6). They were recommended as part of our strategy five on five-year strategic plan and have already had a positive impact on teacher support. A new literacy instructional practice model has been implemented and has begun to show results. Specifically in reading where students continue to demonstrate gains. A new phonics program was introduced to kindergarten and first grade and has also demonstrated results. Curriculum continues to be written K-12 following the new curriculum format, which addresses national standards, essential questions, enduring understanding, 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.

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