

STRATEGIC SCHOOL PROFILE 2007-08**New Milford School District**

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Location: 50 East Street
New Milford,
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: 94.4%

*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, 2007 5,011
5-Year Enrollment Change -3.7%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	468	9.3	10.5	28.7
K-12 Students Who Are Not Fluent in English	122	2.5	2.4	5.4
Students Identified as Gifted and/or Talented*	170	3.4	4.5	4.0
PK-12 Students Receiving Special Education Services in District	645	12.9	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	274	79.7	84.1	79.2
Homeless	2	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	238	32.0	22.2	20.2

*51.2% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.1
Asian American	182	3.6
Black	102	2.0
Hispanic	323	6.4
White	4,399	87.8
Total Minority	612	12.2

Percent of Minority Professional Staff: 1.2%

Non-English Home Language: 6.3% 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 36.

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 has continued to inch upwards to a point where about 12% of the students in our school system are either Afro-American, Asian, or Hispanic. Our English Language Learner (ELL) population has increased sharply as well. As diversity in our school population has increased, a need to pause and take time to instruct students about the larger world and its people beyond our town's borders has also increased. We do this in several ways. At the elementary levels we have expanded recognition of the holidays celebrated by peoples of many cultures. For example, where it once was that we spoke about Christmas and Hanukkah, we now also include Kwanzaa and Ramadan. Every second grader learns about the heritage of Native Americans. Chinese New Year is recognized in each school. Black history month is observed in all the schools. Seventh graders study the holocaust. At the high school level, we recently re-wrote our curricula to incorporate a Global studies program for tenth graders, which has as its major culminating activity a model U.N. program for all tenth graders. Our high school is developing a sister's school project with a school in China. We have established a "Names Can Hurt You Program", aimed at helping students look at diversity and issues of tolerance. Character Education units are woven into our curriculum throughout the grade levels. A major emphasis of that program is placed on the value of tolerance and understanding others, including assembly programs at all of the schools. Every school in the district reaches out to our community and beyond with service projects. Last year in addition to food drives and clothing drives for local agencies, there were other projects to help disadvantaged throughout the world. Lastly, the district participates in inter-district programs through Education Connection bringing together students from as many as 32 towns in our region. New Milford participates in the Magnet World Cultures School in Danbury, sending its students there.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	52.9	52.0	38.0
Writing	65.5	63.4	35.6
Mathematics	63.1	60.0	43.6
Grade 4 Reading	61.2	55.9	45.6
Writing	69.2	62.9	50.3
Mathematics	62.4	60.3	40.9
Grade 5 Reading	63.0	62.2	32.7
Writing	72.9	64.5	53.1
Mathematics	64.6	65.9	33.3
Science	58.4	54.9	34.6
Grade 6 Reading	71.7	66.3	42.9
Writing	64.7	61.9	42.3
Mathematics	71.2	66.4	43.5
Grade 7 Reading	85.3	71.1	71.6
Writing	66.8	62.0	49.0
Mathematics	68.3	63.0	43.9
Grade 8 Reading	72.2	64.8	49.1
Writing	63.4	63.4	36.5
Mathematics	70.2	60.8	48.4
Science	68.2	58.6	42.1

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 scoreable 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	57.6	45.5	60.8
Writing Across the Disciplines	72.3	57.9	65.4
Mathematics	69.8	50.1	69.2
Science	65.0	46.3	69.2

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
	37.8	36.1	47.1

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		95.1	77.6	
Average Score	Mathematics	550	504	83.8
	Critical Reading	509	502	55.4
	Writing	519	503	67.7

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, Class of 2007	97.5	92.6	67.7
Cumulative Four-Year Dropout Rate for Class of 2007	2.2	6.2	65.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.6	1.7	74.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.5	83.4
% Employed (Civilian Employment and in Armed Services)	10.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	291.19
Paraprofessional Instructional Assistants	27.80
Special Education	
Teachers and Instructors	44.60
Paraprofessional Instructional Assistants	103.70
Library/Media Specialists and Assistants	11.00
Staff Devoted to Adult Education	0.20
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	18.31
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.80
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	233.90

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	13.8	14.1	13.6
% with Master's Degree or Above	67.9	74.9	75.6

Average Class Size	District	DRG	State
Grade K	19.3	17.4	18.1
Grade 2	21.1	19.1	19.3
Grade 5	21.9	20.6	20.9
Grade 7	18.4	21.0	20.5
High School	20.3	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	923	987	987
Middle School	1,022	1,023	1,017
High School	996	1,001	1,006

*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*	7.4	3.7	3.4
Middle School	3.8	3.0	2.7
High School	4.0	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$31,767	\$6,307	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$951	\$189	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$1,125	\$223	\$443	\$364	\$429
Student Support Services	\$3,553	\$705	\$764	\$705	\$761
Administration and Support Services	\$5,214	\$1,035	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$6,196	\$1,230	\$1,329	\$1,202	\$1,322
Transportation	\$3,829	\$759	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,883	N/A	N/A	N/A	N/A
Other	\$776	\$154	\$147	\$139	\$145
Total	\$55,294	\$10,930	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,051	\$1,201	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$11,732,224
Percent of Total PK-12 Expenditures Used for Special Education	21.2%

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	73.3	23.1	1.6	1.9
Excluding School Construction	73.7	22.3	1.8	2.2

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.

New Milford Public Schools take care in ensuring that equitable resources are available to children across the district. The annual budget allocations for supplies, texts and other educational materials are based on per pupil allotments. Class sizes are set that each school has similar class ratios. Average class size in the district is approximately 21.0 students per class. Budgeting for men's and women's athletics are proportionate. A replacement schedule for equipment and uniforms exists to ensure gender equity. Great care is taken to provide the optimal learning experience for children who may need special services, regardless of their disabilities. The Board of Education also holds well-publicized, open goal setting and budget hearings to provide the entire community an opportunity to voice their views about whatever resources they believe may be needed.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	626
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.9%

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	40	0.8	0.8	0.7
Learning Disability	178	3.7	3.3	4.0
Intellectual Disability	16	0.3	0.4	0.5
Emotional Disturbance	49	1.0	0.9	1.0
Speech Impairment	125	2.6	2.5	2.4
Other Health Impairment*	184	3.8	2.2	2.1
Other Disabilities**	34	0.7	0.8	0.9
Total	626	12.9	10.9	11.5

*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 2006-07 with a Standard Diploma	69.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.6	2.8

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	21.4	20.4	68.1	62.1
	Writing	23.1	19.3	67.1	63.0
	Mathematics	20.7	22.6	66.7	62.7
	Science	24.6	22.2	63.3	56.8
CAPT	Reading Across the Disciplines	10.8	11.4	57.6	45.5
	Writing Across the Disciplines	22.2	16.3	72.3	57.9
	Mathematics	24.4	14.7	69.8	50.1
	Science	17.1	14.4	65.0	46.3

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	15.1
	% With Accommodations	84.9
CAPT	% Without Accommodations	11.4
	% With Accommodations	88.6
% Assessed Using Skills Checklist		7.1

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	0	0.0
Private Schools or Other Settings	34	5.4

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	431	68.8	73.4	71.6
40.1 to 79.0 Percent of Time	147	23.5	16.6	16.6
0.0 to 40.0 Percent of Time	48	7.7	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The New Milford Schools is a school system deemed as “In Need of Improvement” under the provisions of “No Child Left Behind”. Targets set for proficiency by the state of Connecticut are that 82% of the students meet proficiency standards in mathematics and 79% meet standards in reading as measured by Connecticut Mastery Tests (CMT) and 80% of 10th graders meet standards in mathematics and 81% in reading as measured by performance on the Connecticut Academic Performance Test (CAPT).

New Milford students’ performances exceed those standards. On most tests, 90% of New Milford students meet proficiency level; however some subgroups of students struggle to do as well. For example, only about 50% of the special education students have met proficiency levels, 67% of the English Language Learners have met mathematics proficiency standards in the elementary grade. Only 75% of the economically disadvantaged have met some of these standards. We aim to do better.

To address these deficiencies, New Milford teachers have been hard at work. “Data teams” that assess all students’ progress and adjust instruction to improve achievement outcome have been established in all schools K-8. Tutoring programs exist for students at all levels. A summer school targeting all students K-6 has been re-established and a special summer program for ELL students began in 2008. Staff have received training in research based effective teaching strategies.

We are encouraged in that we have seen progress in many areas of student performance, especially at our middle school that attained “safe harbor” status in 2008 for the improvement attained by the students there.
