

**STRATEGIC SCHOOL PROFILE 2008-09****New Milford School District**

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Location: 50 East Street  
New Milford,  
Connecticut

Website: [www.newmilfordps.org](http://www.newmilfordps.org)

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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: 94.3% |

\*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, 2008 4,894  
5-Year Enrollment Change -6.7%

**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                            | 499                | 10.2     | 11.7 | 30.3  |
| K-12 Students Who Are Not Fluent in English                               | 130                | 2.7      | 2.3  | 5.2   |
| Students Identified as Gifted and/or Talented*                            | 166                | 3.4      | 4.9  | 4.0   |
| PK-12 Students Receiving Special Education Services in District           | 674                | 13.8     | 11.2 | 11.4  |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 248                | 74.3     | 85.8 | 79.7  |
| Homeless  | 0                  | 0.0      | 0.1  | 0.2   |
| Juniors and Seniors Working 16 or More Hours Per Week                     | 105                | 14.2     | 22.8 | 19.0  |

\*43.4% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 4      | 0.1     |
| Asian American         | 201    | 4.1     |
| Black                  | 113    | 2.3     |
| Hispanic               | 330    | 6.7     |
| White                  | 4,246  | 86.8    |
| Total Minority         | 648    | 13.2    |

**Percent of Minority Professional Staff:** 1.2%

**Non-English Home Language:** 6.5% 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 33.

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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 has continued to inch upwards to a point where about 13% 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.

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## 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            | 64.7     | 54.6  | 57.9   |
| Writing                    | 74.3     | 62.5  | 64.2   |
| Mathematics                | 70.8     | 62.8  | 52.2   |
| Grade 4 Reading            | 57.1     | 60.7  | 26.4   |
| Writing                    | 66.9     | 64.2  | 41.8   |
| Mathematics                | 50.5     | 63.6  | 16.5   |
| Grade 5 Reading            | 75.6     | 66.0  | 57.8   |
| Writing                    | 77.3     | 66.5  | 63.6   |
| Mathematics                | 68.6     | 68.8  | 35.2   |
| Science                    | 68.4     | 58.1  | 46.9   |
| Grade 6 Reading            | 73.3     | 68.9  | 36.8   |
| Writing                    | 54.8     | 62.2  | 23.9   |
| Mathematics                | 74.6     | 68.8  | 44.8   |
| Grade 7 Reading            | 83.3     | 74.9  | 58.6   |
| Writing                    | 64.3     | 62.9  | 38.2   |
| Mathematics                | 71.4     | 66.0  | 50.3   |
| Grade 8 Reading            | 78.5     | 68.4  | 58.1   |
| Writing                    | 70.7     | 66.5  | 40.6   |
| Mathematics                | 68.6     | 64.5  | 38.1   |
| Science                    | 72.3     | 60.6  | 49.7   |

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 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 | 54.8     | 47.4  | 54.5   |
| Writing Across the Disciplines | 71.1     | 55.0  | 69.5   |
| Mathematics                    | 69.5     | 47.8  | 77.9   |
| Science                        | 64.3     | 42.8  | 79.4   |

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 |
|--|----------|-------|---|
|  | 37.2     | 36.2  | 49.5  |

| SAT® I: Reasoning Test<br>Class of 2008 |                  | District | State | % of Districts in<br>State with Equal or<br>Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested                   |                  | 86.2     | 74.5  |  |
| Average Score                           | Mathematics      | 536      | 507   | 74.4   |
|   | Critical Reading | 505      | 503   | 47.3   |
|   | Writing          | 513      | 506   | 51.9   |

**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<br>Equal or Less Desirable Rates |
|---|----------|-------|---|
| Graduation Rate, Class of 2008                      | 96.2     | 92.1  | 64.1  |
| Cumulative Four-Year Dropout Rate for Class of 2008 | 3.1      | 6.6   | 62.0  |
| 2007-08 Annual Dropout Rate for Grade 9 through 12  | 1.7      | 2.5   | 32.8  |

| Activities of Graduates                                      | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 88.0     | 84.1  |
| % Employed (Civilian Employment and in Armed Services)       | 6.3      | 11.0  |

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

| Full-Time Equivalent Count of District Staff                                    |        |
|---|--------|
| General Education   |        |
| Teachers and Instructors  | 293.24 |
| Paraprofessional Instructional Assistants                                       | 42.00  |
| Special Education   |        |
| Teachers and Instructors  | 48.60  |
| Paraprofessional Instructional Assistants                                       | 110.60 |
| Library/Media Specialists and/or Assistants                                     | 12.00  |
| Staff Devoted to Adult Education  | 0.00   |
| Administrators, Coordinators, and Department Chairs                             |        |
| District Central Office   | 4.00   |
| School Level  | 19.31  |
| 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                    | 245.40 |

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 | 13.6     | 14.1 | 13.6  |
| % with Master's Degree or Above          | 71.1     | 75.1 | 76.1  |

| Average Class Size | District | DRG  | State |
|--------------------|----------|------|-------|
| Grade K            | 18.6     | 17.5 | 18.3  |
| Grade 2            | 19.0     | 19.0 | 19.3  |
| Grade 5            | 22.0     | 20.9 | 21.0  |
| Grade 7            | 17.7     | 20.7 | 20.5  |
| High School        | 21.0     | 20.0 | 19.3  |

| Hours of Instruction Per Year* | Dist  | DRG   | State |
|--------------------------------|-------|-------|-------|
| Elementary School              | 920   | 986   | 988   |
| Middle School                  | 1,016 | 1,026 | 1,016 |
| High School                    | 996   | 1,008 | 1,007 |

\*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*             | 6.7  | 3.7 | 3.3   |
| Middle School                  | 3.9  | 3.0 | 2.6   |
| High School                    | 3.5  | 3.0 | 2.4   |

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                    |                 |                 |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
|   |                     | District               | PK-12<br>Districts | DRG             | State           |
| Instructional Staff and Services                          | \$33,710            | \$6,726                | \$7,521            | \$7,079         | \$7,522         |
| Instructional Supplies and Equipment                      | \$778               | \$155                  | \$267              | \$266           | \$271           |
| Improvement of Instruction and Educational Media Services | \$1,235             | \$246                  | \$461              | \$372           | \$446           |
| Student Support Services                                  | \$3,726             | \$743                  | \$808              | \$754           | \$806           |
| Administration and Support Services                       | \$5,405             | \$1,078                | \$1,351            | \$1,261         | \$1,369         |
| Plant Operation and Maintenance                           | \$5,720             | \$1,141                | \$1,382            | \$1,261         | \$1,377         |
| Transportation  | \$3,982             | \$802                  | \$649              | \$590           | \$644           |
| Costs for Students Tuitioned Out                          | \$1,981             | N/A                    | N/A                | N/A             | N/A             |
| Other   | \$928               | \$185                  | \$152              | \$151           | \$151           |
| <b>Total</b>  | <b>\$57,465</b>     | <b>\$11,429</b>        | <b>\$12,869</b>    | <b>\$12,042</b> | <b>\$12,805</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                    |                 |                 |
| Land, Buildings, and Debt Service                         | \$5,559             | \$1,109                | \$1,791            | \$1,047         | \$1,759         |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education |      |       |
|--------------------------------|----------------|--|------|-------|
|                                |                | District   | DRG  | State |
|                                | \$12462224     | 21.7   | 20.6 | 20.5  |

**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 | 72.9          | 23.5          | 1.8             | 1.8             |
| Excluding School Construction | 73.2          | 22.8          | 2.0             | 2.0             |

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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.

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. Our Strategic Plan was developed in 2007 is a dynamic working document that ensures the best possible future for our students.

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**SPECIAL EDUCATION**

|  |       |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible           | 668   |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 14.0% |

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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  | 49           | 1.0                     | 1.0                | 0.8                  |
| Learning Disability   | 187          | 3.9                     | 3.3                | 3.9                  |
| Intellectual Disability   | 18           | 0.4                     | 0.4                | 0.5                  |
| Emotional Disturbance   | 56           | 1.2                     | 0.9                | 1.0                  |
| Speech Impairment   | 141          | 3.0                     | 2.5                | 2.3                  |
| Other Health Impairment*  | 162          | 3.4                     | 2.2                | 2.1                  |
| Other Disabilities**  | 55           | 1.2                     | 0.9                | 0.9                  |
| <b>Total</b>  | <b>668</b>   | <b>14.0</b>             | <b>11.2</b>        | <b>11.6</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 2007-08 with a Standard Diploma   | 78.6            | 81.4         |
| 2007-08 Annual Dropout Rate for Students Aged 14 to 21   | 7.4             | 3.5          |

## 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                        | 33.9                       | 30.2  | 72.5         | 65.7  |
|                  | Writing                        | 21.5                       | 19.5  | 67.9         | 64.1  |
|                  | Mathematics                    | 26.7                       | 30.7  | 67.7         | 65.7  |
|                  | Science                        | 27.0                       | 23.8  | 70.5         | 59.4  |
| CAPT             | Reading Across the Disciplines | 16.0                       | 14.1  | 54.8         | 47.4  |
|                  | Writing Across the Disciplines | 10.8                       | 13.6  | 71.1         | 55.0  |
|                  | Mathematics                    | 37.9                       | 15.4  | 69.5         | 47.8  |
|                  | Science                        | 22.9                       | 10.6  | 64.3         | 42.8  |

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 | 10.6 |
|   | % With Accommodations    | 89.4 |
| CAPT  | % Without Accommodations | 34.5 |
|   | % With Accommodations    | 65.5 |
| % 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   | 40    | 6.0     |

| 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  | 472               | 70.7                | 75.5 | 72.7  |
| 40.1 to 79.0 Percent of Time   | 152               | 22.8                | 15.2 | 16.1  |
| 0.0 to 40.0 Percent of Time  | 44                | 6.6                 | 9.3  | 11.2  |

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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 78% meet standards in reading as measured by Connecticut Mastery Tests (CMT) and 89% 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. Our English Language Learners have progressed dramatically in the elementary grades with 79% meeting mathematics proficiency standards and 56% meeting the standard in reading. Economically disadvantaged have also improved, but have not met the standard. We aim to do better. Data teams and CALI teams have been established in the schools. On going program development with an emphasis on SRBI and disaggregating data are our focus for this year. ELL summer school will continue. Team teaching will continue and expand. Our goal is to enhance achievement for all students.

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