

STRATEGIC SCHOOL PROFILE 2009-10**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: 94.7%

*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, 2009	4,864
5-Year Enrollment Change	-6.6%

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	676	13.9	13.4	32.6
K-12 Students Who Are Not Fluent in English	123	2.6	2.3	5.4
Students Identified as Gifted and/or Talented*	182	3.7	4.8	4.1
PK-12 Students Receiving Special Education Services in District	662	13.6	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	260	79.5	85.6	80.5
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	166	21.6	15.5	13.6

*52.2 % 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	200	4.1
Black	107	2.2
Hispanic	346	7.1
White	4,206	86.5
Total Minority	658	13.5

Percent of Minority Professional Staff: 1.7%

Non-English Home Language:

6.6% 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 37.

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 increased from 10% to 13%. The New Milford Public Schools is actively involved in charitable commitments to those in our community and around the world. All six of the district's schools participate in our Character Education Program that emphasizes a respect for all and acceptance of diversity. The high school's focus has been to reduce student isolation through activities to promote understanding and communication. 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 and that to be respected is everyone's right. They do fund raising for the people of Haiti and for America's hospitalized veterans. Our intermediate school has also been working to appreciate and respect one another. 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	72.6	57.0	69.9	
Writing	64.0	58.3	50.3	
Mathematics	72.9	62.4	57.1	
Grade 4 Reading	69.0	59.9	53.5	
Writing	69.7	63.6	45.6	
Mathematics	63.4	67.0	29.6	
Grade 5 Reading	66.3	61.8	42.4	
Writing	66.9	68.2	30.1	
Mathematics	66.2	72.4	21.1	
Science	58.2	59.4	25.3	
Grade 6 Reading	88.7	74.9	74.8	
Writing	74.6	65.9	53.7	
Mathematics	77.7	70.7	50.9	
Grade 7 Reading	87.1	77.4	57.1	
Writing	64.8	61.2	41.6	
Mathematics	71.5	68.5	38.3	
Grade 8 Reading	78.2	73.3	46.5	
Writing	61.6	62.6	33.1	
Mathematics	70.1	67.3	39.5	
Science	75.1	62.8	54.8	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	56.4	45.9	62.1	
Writing Across the Disciplines	71.9	59.6	62.4	
Mathematics	66.2	48.7	69.7	
Science	61.6	45.3	67.4	

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
	48.7	50.7	40.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.7	68.5	
Average Score	Mathematics	541	508	77.5
	Critical Reading	510	503	48.8
	Writing	515	506	49.6

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 2009	94.0	91.3	41.5
2008-09 Annual Dropout Rate for Grade 9 through 12	1.8	3.0	37.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.6	84.5
% Employed (Civilian Employment and in Armed Services)	4.9	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	285.79
Paraprofessional Instructional Assistants	40.50
Special Education	
Teachers and Instructors	50.60
Paraprofessional Instructional Assistants	110.30
Library/Media Specialists and/or Assistants	11.00
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)	4.05
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	253.70

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	14.4	13.8
% with Master's Degree or Above	71.6	77.1	77.8

Average Class Size	District	DRG	State
Grade K	17.2	17.2	18.5
Grade 2	20.3	18.9	19.7
Grade 5	22.1	20.9	21.1
Grade 7	18.1	20.3	20.8
High School	21.7	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	925	985	992
Middle School	1,010	1,025	1,018
High School	996	1,000	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*	6.3	3.5	3.2
Middle School	3.3	2.8	2.5
High School	3.5	2.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$34,024	\$6,952	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$926	\$189	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$1,186	\$242	\$474	\$389	\$459
Student Support Services	\$4,089	\$836	\$863	\$800	\$859
Administration and Support Services	\$5,801	\$1,185	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$6,202	\$1,267	\$1,469	\$1,377	\$1,462
Transportation	\$4,556	\$943	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$2,251	N/A	N/A	N/A	N/A
Other	\$1,002	\$205	\$163	\$169	\$162
Total	\$60,037	\$12,193	\$13,458	\$12,685	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,066	\$1,035	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,487,438	22.5	20.9	20.7

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	72.2	23.8	1.9	2.1
Excluding School Construction	72.7	23.0	2.1	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 a concerted 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 this year as never before to be sure that all services offered to the students in New Milford are the same in all three schools. For example, the K orientation was conducted using the same format in the three buildings, and the teachers worked together to create a "tool kit" to go home with each parent. District professional development, curriculum writing, tutors, and instructional supplies are just a few examples of what is equitably allocated among the schools. The most recent edition of our math text was purchased in grades 3-6, so all schools are now using the same edition.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	662
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.0%

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	65	1.4	1.1	1.0
Learning Disability	184	3.9	3.4	3.9
Intellectual Disability	16	0.3	0.4	0.5
Emotional Disturbance	52	1.1	0.9	1.0
Speech Impairment	140	3.0	2.4	2.2
Other Health Impairment*	150	3.2	2.2	2.1
Other Disabilities**	55	1.2	0.9	0.9
Total	662	14.0	11.4	11.6

*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 2008-09 with a Standard Diploma	76.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.4	4.1

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	38.9	31.6	77.3	67.5
	Writing	19.5	19.6	66.9	63.3
	Mathematics	30.8	32.9	70.2	68.1
	Science	27.8	23.7	67.0	61.1
CAPT	Reading Across the Disciplines	20.6	13.8	56.4	45.9
	Writing Across the Disciplines	15.6	16.8	71.9	59.6
	Mathematics	15.4	16.7	66.2	48.7
	Science	18.6	13.0	61.6	45.3

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	20.0
	% With Accommodations	80.0
CAPT	% Without Accommodations	14.9
	% With Accommodations	85.1
% Assessed Using Skills Checklist		6.2

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	35	5.3

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	463	69.9	76.7	73.4
40.1 to 79.0 Percent of Time	159	24.0	13.8	15.3
0.0 to 40.0 Percent of Time	40	6.0	9.5	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The three schools in the district that were previously in need of improvement made safe harbor this year. We will continue to follow our school improvement plans next year and strive for a second year of safe harbor in order to be removed from in need of improvement. We implemented a new language arts program at the intermediate school in grade six with a more consistent emphasis on reading. As a result of that, we saw a significant increase in the number of students achieving goal in reading on the CMT this year. This plan is being extended into grades four and five for next year. A district-wide method of teaching writing for the CMT will be introduced in the fall in grades 2-8, so teachers and students will use a common language to teach writing. We aligned the GLE's with the new CCSS in language arts and in math. In math, we provided PD for teachers in grades 3-6, so there is more consistency between grades and schools.
