

STRATEGIC SCHOOL PROFILE 2005-06**New Milford School District****JEANANN PADDYFOTE, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Litchfield	Public School Enrollment as a Percent of Town Population: 18.5%
2000 Population: 27,121	Public School Enrollment as % of Total Student Population: 93.7%
1990-2000 Population Growth: 14.8%	Percent of Adults without a High School Diploma in 2000: 10.3%
2000 Per Capita Income: \$29,630	Adult Education Enrollment in 2004-05 School Year: 166
Number of Public Schools: 6	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 40
Number of Nonpublic Schools: 2	

 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.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	8.3	9.6	26.9
	2002-03	8.1	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	5.6	5.6	12.6
	2000-01	1.1	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	93.8	92.6	88.0
	2000-01	91.8	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	68.9	82.1	79.2
	2000-01	65.3	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	15.6	22.6	21.7
	2000-01	44.3	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	5,096
5-Year Enrollment Change	0.2%
Projected 2010 Enrollment	
Elementary	2,697
Middle School	762
High School	1,577
Prekindergarten, Other	82

Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	157	3.1
Black	108	2.1
Hispanic	318	6.2
White	4,510	88.5
Total Minority 2005-06	586	11.5
Total Minority 2000-01	381	7.5

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

New Milford's minority population has continued to inch upwards to a point where about 10% of the students in our school system are either Afro-American, Asian or Hispanic. Our English Language Learner (ELL) population has increased by nearly one hundred students in the last ten years.

While there is increasing diversity in our school population, there is still a need to pause and take time to instruct students about the larger world and its people beyond our town's borders. 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 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 9 interdistrict programs through Education Connection bringing together students from as many as 32 towns in our region.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	330.1
Administrators	18.6
Department Chairs	3.9
Library/Media Staff	6.0
Other Professionals	30.1
% Minority 2005-06	1.5
% Minority 2000-01	0.0
# Non-Certified Instructional	119.5

Average Class Size		District	DRG	State
Grade K	2005-06	20.3	18.1	18.3
	2000-01	21.0	N/A	18.1
Grade 2	2005-06	20.7	19.2	19.7
	2000-01	19.9	N/A	19.5
Grade 5	2005-06	23.3	21.4	21.2
	2000-01	21.6	N/A	21.7
Grade 7	2005-06	17.4	21.2	21.1
	2000-01	19.0	N/A	21.9
High School	2005-06	22.2	20.9	20.3
	2000-01	23.2	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	13.4	13.8	13.1
% with Master's Degree or Above	73.6	78.0	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	32.8	31.7	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	923	984	986
Middle School	1,032	1,016	1,015
High School	991	996	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	5.9	3.7	3.4
Students Per Teacher	15.4	14.0	13.6
Teachers Per Administrator	14.7	15.3	13.9

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	33.2	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	60.4	54.4	10.3	91.3
	Writing	69.9	61.0	13.6	100.0
	Mathematics	63.1	56.3	13.6	90.0
Grade 4	Reading	64.9	57.8	17.5	89.7
	Writing	72.6	62.8	29.9	91.1
	Mathematics	57.0	58.8	22.4	92.3
Grade 5	Reading	69.4	60.9	19.5	92.0
	Writing	74.0	65.0	25.0	90.8
	Mathematics	59.9	60.7	18.2	89.9
Grade 6	Reading	68.4	63.6	26.6	92.8
	Writing	64.7	62.2	25.9	94.4
	Mathematics	72.8	58.6	12.5	95.1
Grade 7	Reading	70.6	66.7	26.9	95.0
	Writing	60.7	60.0	25.5	89.8
	Mathematics	71.5	57.0	19.2	93.0
Grade 8	Reading	70.2	66.7	13.3	93.6
	Writing	60.3	62.4	2.7	96.4
	Mathematics	75.2	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	53.0	46.5	0.0	83.1
Writing Across the Disciplines	63.4	52.4	0.0	86.3
Mathematics	67.6	46.3	0.0	82.3
Science	66.5	44.6	0.0	85.3



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	88.5	94.2	74.9
Mathematics: Average Score	551	550	512
Mathematics: % Scoring 600 or More	32.6	35.5	24.6
Verbal: Average Score	526	533	510
Verbal: % Scoring 600 or More	27.0	26.2	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	3.0	7.4
2004-2005 Annual Rate for Grades 9 through 12	1.2	1.7
1999-2000 Annual Rate for Grades 9 through 12	1.2	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	294	85.5	82.3
	2000	204	78.5	78.5
Employed or in Military	2005	29	8.4	13.9
	2000	41	15.8	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$29,621	\$5,690	\$6,555	\$6,038	\$6,555
Instructional Supplies and Equipment	\$643	\$123	\$259	\$241	\$260
Improvement of Instruction and Educational Media Services	\$1,049	\$201	\$402	\$327	\$391
Student Support Services	\$3,012	\$579	\$656	\$628	\$656
Administration and Support Services	\$4,644	\$892	\$1,144	\$1,099	\$1,153
Plant Operation and Maintenance	\$4,493	\$863	\$1,120	\$1,033	\$1,113
Transportation	\$3,801	\$732	\$523	\$491	\$522
Costs for Students Tuitioned Out	\$1,799	N/A	N/A	N/A	N/A
Other	\$473	\$91	\$124	\$129	\$122
Total	\$49,534	\$9,498	\$11,031	\$10,264	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,956	\$1,336	\$1,473	\$1,296	\$1,467
Adult Education	\$153	N/A	N/A	N/A	N/A

Revenue Sources, % 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
With School Construction	71.1	25.3	1.9	1.7
Without School Construction	72.6	23.4	2.1	1.9

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$7,480	4.8	\$8,296	\$9,062	5.1
Salaries and Benefits	\$6,144	3.1	\$6,881	\$7,454	4.7
Supplies	\$394	11.9	\$459	\$513	12.7
Equipment	\$33	43.5	\$131	\$133	16.7
High School					
Total	\$8,388	1.8	\$9,293	\$9,640	3.5
Salaries and Benefits	\$6,551	0.3	\$7,535	\$7,759	3.1
Supplies	\$519	-7.3	\$539	\$585	11.6
Equipment	\$20	-60.0	\$173	\$152	14.3

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.

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 up per pupil allotments. Class sizes are set that each school has similar class size 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.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Connecticut Mastery Test results were above state averages in all areas in grades 3-8 with one exception, grade five mathematics, which fell 1% below the state average. That test results can be misleading since that same cohort of students fell 9% below the state average as 4th graders. So while not where we expect them to be, as a group they have nearly erased the deficits they had previously shown.

Areas of strength for our schools was in grades 3-5, where writing scores were nearly 10% above state levels and in grades 7 and 8 math, where student performance ranged between 14% - 17% above the state average.

We are concerned about our grade 7 and 8 writing and reading performance, which while above the state average, lagged behind other years. We are studying what other towns like us have done to raise scores and are formulating plans to review our instructional strategies. We have also rewritten and updated both our mathematics and language arts curricula.

Our CAPT scores at grade 10 are very strong in science and mathematics. The scores in reading and writing were flat in 2006. All scores are well above state averages and averages of communities that are demographically like New Milford.

A concern throughout the district is the performance of the sub-group of special education students in all schools failed to meet the Adequate Yearly Progress target level of 68% proficient in reading and 72% in mathematics.

While close to 95% - 99% of non-special education students are meeting proficiency targets, our special education population lags below that.

We have initiated training programs in reading among all special education staff and we adopted a new mathematics program that we believe will help students who struggle in mathematics.

Due to NCLB regulations and definitions, New Milford is a district labeled as "in need of improvement". At the present time, it is solely due to the performance of the district's special education population.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.new-milford.k12.ct.us/

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