

**NEW MILFORD BOARD OF EDUCATION**  
**New Milford Public Schools**  
**50 East Street**  
**New Milford, Connecticut 06776**

**OPERATIONS SUB-COMMITTEE**  
**MEETING NOTICE**

<b>SDATE:</b>	<b>November 5, 2013</b>
<b>TIME:</b>	<b>7:30 P.M.</b>
<b>PLACE:</b>	<b>Lillis Administration Building – Room 2</b>

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of items on this agenda. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

**3. Discussion and Possible Action**

**A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence**

**B. Monthly Reports**

1. Purchase Resolution D-659
2. Budget Position as of 10/31/13
3. Request for Budget Transfers

**C. Gifts & Donations**

1. PTO – Exhibit B

**D. CSDE District Choice Form for 2013-14**

**4. Items of Information**

**A. Assurance of Voluntary Compliance to Department of Consumer Protection of the State of Connecticut by Marcus Dairy, Inc.**

**B. Food Service Health Inspection**

**C. Status of Phone System**

**D. Update on Network Infrastructure**

**E. DMV Inspection Report**

**F. 2011-12 Strategic School Profile**

**G. Preliminary Forecast of Budget Drivers for Fiscal Year 2014-15**

**5. Executive Session (anticipated)**

**A. Discussion regarding the records, reports and statements pertaining to the strategy and negotiations with Teamster's Local 677- Custodians and Maintenance**

GEORGE C. BUCKBEE  
TOWN CLERK

2013 NOV - P 2:11  
NON EIOD

NEW MILFORD, CT

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## **6. Adjourn**

**Sub-Committee Members:** Mr. Thomas McSherry, Chairperson  
Mr. David A. Lawson  
Mrs. Lynette Celli Rigdon  
Mr. William Wellman

**Alternates:** Mrs. Daniele Shook  
Vacancy

NEW MILFORD PUBLIC SCHOOLS

**EXHIBIT A**

Regular Meeting of the Board of Education  
Sarah Noble Intermediate School  
New Milford, Connecticut  
November 12, 2013  
Released as of November 1, 2013

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **None currently**

2. **CERTIFIED STAFF**

b. **APPOINTMENTS**

1. **Ms. Barbara Giannettino**, Kindergarten Teacher, Hill and Plain School  
**Move** that the Board of Education appoint **Ms. Barbara Giannettino** as Kindergarten Teacher at Hill and Plain School effective October 18, 2013.  
2013-14 salary - \$50,379 (Step 1F) pro-rated to start date

*Education History:*  
BA: SCSU  
Major: Psychology  
MS: Univ. of Bridgeport  
Major: Elementary Education

*Work Experience:*  
Long term substitute Newtown

New budgeted position

2. **Mrs. Bethany Raymond**, Part-time (.49) Special Education Teacher, New Milford High School  
**Move** that the Board of Education appoint **Mrs. Bethany Raymond** as Part-time (.49) Special Education Teacher at New Milford High School effective November 13, 2013.  
2013-14 salary - \$24,686 (Step 1F – 49% of \$50,379) pro-rated to start date

*Education History:*  
BA: East Stroudsburg Univ.  
Major: History  
MA: East Stroudsburg Univ.  
Major: Special Ed

*Work Experience*  
Long term substitute Windsor Locks

Replacing: J. Lopriore

3. **Ms. Jessica Seewald**, English Teacher, Schaghticoke Middle School  
**Move** that the Board of Education appoint **Ms. Jessica Seewald** as English Teacher at Schaghticoke Middle School effective November 13, 2013.  
2013-14 salary - \$50,379 (Step 1F) pro-rated to start date

*Education History:*  
BA: Quinnipiac Univ.  
Major: English  
MA: Quinnipiac Univ.  
Major: Secondary Education

*Work Experience:*  
LT Sub Region 5

Replacing: S. Clark

3. **NON-CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Mrs. Pamela Knipe-Beckman**, Accounting Manager, Central Office  
**Move** that the Board of Education accept the resignation of **Mrs. Pamela Knipe-Beckman** as Accounting Manager at Central effective October 21, 2013.

Personal Reasons

**4. NON-CERTIFIED STAFF**

**b. APPOINTMENTS**

1. **Mr. Arthur Benedict**, Custodian, Northville Elementary School

**Move** that the Board of Education appoint **Mr. Arthur Benedict** as Custodian at Northville Elementary School effective November 18, 2013.

\$20.10 per hour

Replace M. Nelson

**5. SUBSTITUTES/INTERNS**

**a. APPOINTMENTS**

1. **Mrs. Toni Bentley**, Substitute Teacher

**Move** that the Board of Education appoint **Mrs. Toni Bentley** as a Substitute Teacher effective November 13, 2013.

*Education History:*

BA: Manhattanville College

Major: Sociology

2. **Mr. Gregory Chamberlin**, Substitute Teacher

**Move** that the Board of Education appoint **Mr. Gregory Chamberlin** as a Substitute Teacher effective November 13, 2013.

*Education History:*

BA: WCSU

Major: Biology

3. **Mrs. Kristan Giroux**, Substitute Teacher

**Move** that the Board of Education appoint **Mrs. Kristan Giroux** as a Substitute Teacher effective November 13, 2013.

*Education History:*

BA: CCSU

Major: Sociology

MSW: Fordham University

Major: Social Work

4. **Ms. Victoria Green**, Substitute Teacher

**Move** that the Board of Education appoint **Ms. Victoria Green** as a Substitute Teacher effective November 13, 2013.

*Education History:*

BS: CCSU

Major: French Education

5. **Mrs. Kristeen Kaczka**, Substitute Teacher

**Move** that the Board of Education appoint **Mrs. Kristeen Kaczka** as a Substitute Teacher effective November 13, 2013.

*Education History:*

BS: WCSU

Major: Health

MS: CCSU

Major: Technology Ed.

6. **Ms. April McKnight**, Substitute Teacher

**Move** that the Board of Education appoint **Ms. April McKnight** as a Substitute Teacher effective November 13, 2013.

*Education History:*

BA: Univ. of AL Birmingham

Major: English

MA: Univ. of AL Birmingham

Major: Secondary Ed.

MA: So. New Hampshire Univ.

Major: English

7. **Mrs. Melinda McMahon**, Substitute Teacher

**Move** that the Board of Education appoint **Mrs. Melinda McMahon** as a Substitute Teacher effective November 13, 2013.

*Education History:*

BA: WCSU

Major: Graphic Design



8. **Ms. Catherine Monroe**, Substitute Teacher  
Move that the Board of Education appoint **Ms. Catherine Monroe** as a Substitute Teacher effective November 13, 2013.  
*Education History:*  
BS: WCSU  
Major: Secondary Education  
MA: WCSU  
Major: English Literature
9. **Mrs. Nannette Pelletier**, Substitute Teacher  
Move that the Board of Education appoint **Mrs. Nannette Pelletier** as a Substitute Teacher effective November 13, 2013.  
*Education History:*  
BS: Univ. of New Hampshire  
Major: Nutritional Sciences
10. **Mrs. Suzanne Puglisi**, Substitute Teacher  
Move that the Board of Education appoint **Mrs. Suzanne Puglisi** as a Substitute Teacher effective November 13, 2013  
*Education History:*  
BA: Clemson University  
Major: Elementary Education  
MS: WCSU  
Major: Curriculum
11. **Ms. Reesa Roccapriore**, Substitute Teacher  
Move that the Board of Education appoint **Ms. Reesa Roccapriore** as a Substitute Teacher effective November 13, 2013.  
*Education History:*  
BS: CCSU  
Major: Management  
MS: St. Joseph's University  
Major: Secondary Education
12. **Mr. Andrew Tammero**, Substitute Teacher  
Move that the Board of Education appoint **Mr. Andrew Tammero** as a Substitute Teacher effective November 13, 2013.  
*Education History:*  
BS: WCSU  
Major: Health Education
6. **ADULT EDUCATION STAFF**
  - a. **RESIGNATIONS**
    1. **None currently**
7. **ADULT EDUCATION STAFF**
  - b. **APPOINTMENTS**
    1. **Dr. Joanne Brogis**, Director of Adult Education, New Milford High School  
Move that the Board of Education appoint **Dr. Joanne Brogis** as Adult Education Director at New Milford High School effective November 13, 2013.  
2013-14 salary - \$30,000 pro-rated to start date  
*Education History:*  
BA: CCSU  
Major: Psychology/Acctng.  
MS: CCSU  
Major: Counseling  
6<sup>th</sup> Yr.: SCSU  
Major: Counselor Education  
Ph.D.: UConn  
Major: Educational Leadership  
*Work Experience:*  
14 yrs. Guidance Dir. & 7 yrs.  
Asst. Principal – Torrington  
1 yr. Adult Ed Director – Danbury  
  
Replace: D. Duggan

**8. BAND STAFF**

**a. RESIGNATIONS**

- 1. None currently**

**9. BAND STAFF**

**b. APPOINTMENTS**

- 1. Ms. Katelyn Russo**, Volunteer Guard Tech-Winter, Band, New Milford High School

Volunteer

**Move** that the Board of Education appoint **Ms. Katelyn Russo** as a Volunteer Guard Tech –Winter for Band at New Milford High School effective November 13, 2013.

**10. COACHING STAFF**

**a. RESIGNATIONS**

- 1. Mr. Thomas Cronin**, Boys' JV Soccer Coach, New Milford High School

Personal reasons

**Move** that the Board of Education accept the resignation of **Mr. Thomas Cronin** as Boys' JV Soccer Coach at New Milford High School effective October 31, 2013.

- 2. Mr. Thomas Cronin**, Boys' Varsity Tennis Coach, New Milford High School

Personal reasons

**Move** that the Board of Education accept the resignation of **Mr. Thomas Cronin** as Boys' Varsity Tennis Coach at New Milford High School effective October 31, 2013.

- 3. Ms. Bethany Mihaly**, Boys' Diving Coach, New Milford High School

Personal reasons

**Move** that the Board of Education accept the resignation of **Ms. Bethany Mihaly** as Boys' Diving Coach at New Milford High School effective October 4, 2013.

- 4. Ms. Bethany Mihaly**, Girls Diving Coach, New Milford High School

Personal reasons

**Move** that the Board of Education accept the resignation of **Ms. Bethany Mihaly** as Girls' Diving Coach at New Milford High School effective October 4, 2013.

**11. COACHING STAFF**

**b. APPOINTMENTS**

- 1. Mr. Steven Botelho**, Volunteer Boys' Wrestling Coach, New Milford High School

Volunteer

**Move** that the Board of Education appoint **Mr. Steven Botelho** as Volunteer Boys' Wrestling Coach at New Milford High School effective December 2, 2013.

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|---|-----------------------------------|
| <p>2. <b>Ms. Tricia Blood</b>, Girls' Interscholastic Basketball Coach, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Tricia Blood</b> as Girls' Interscholastic Basketball Coach at Schaghticoke Middle School effective November 13, 2013.</p>  | <p>2013-2014 stipend: \$1,895</p> |
| <p>3. <b>Ms. Tricia Blood</b>, Girls' Intramural Basketball Coach, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Tricia Blood</b> as Girls' Intramural Basketball Coach at Schaghticoke Middle School effective November 13, 2013.</p>  | <p>2013-2014 stipend: \$947</p>   |
| <p>4. <b>Ms. Tricia Blood</b>, Girls' and Boys' Intramural Volleyball Coach, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Tricia Blood</b> as Girls' and Boys' Intramural Volleyball Coach at Schaghticoke Middle School effective February 1, 2014.</p>                               | <p>2013-2014 stipend: \$947</p>   |
| <p>5. <b>Mr. Enrico (Rick) Casagrande</b>, Volunteer Boys' Basketball Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Enrico (Rick) Casagrande</b> as Volunteer Boys' Basketball Coach at New Milford High School effective December 2, 2013, pending receipt of coaching permit.</p> | <p>Volunteer</p>                  |
| <p>6. <b>Mr. Daryl Daniels</b>, Boys' Assistant Wrestling Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Daryl Daniels</b> as Boys' Assistant Wrestling Coach at New Milford High School effective December 2, 2013.</p>   | <p>2013-2014 stipend: \$3,006</p> |
| <p>7. <b>Ms. Carrie DeMilio</b>, Girls' Dance Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Carrie DeMilio</b> as Girls' Dance Coach at New Milford High School effective November 13, 2013.</p>  | <p>2013-2014 stipend: \$1,419</p> |
| <p>8. <b>Mr. Andrew DePalma</b>, Boys' Assistant Ice Hockey Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Andrew DePalma</b> as Boys' Assistant Ice Hockey Coach at New Milford High School effective December 2, 2013.</p>   | <p>2013-2014 stipend: \$2,428</p> |

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| <p>9. <b>Mr. Ryan Fitzsimmons</b>, Boys' Assistant Wrestling Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Ryan Fitzsimmons</b> as Boys' Assistant Wrestling Coach at New Milford High School effective December 2, 2013.</p>                               | <p>2013-2014 stipend: \$3,006</p> |
| <p>10. <b>Mr. Rob Hibbard</b>, Boys' Intramural Basketball Coach, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Rob Hibbard</b> as Boys' Intramural Basketball Coach at Schaghticoke Middle School effective November 13, 2013.</p>                             | <p>2013-2014 stipend: \$947</p>   |
| <p>11. <b>Mr. Daryl James</b>, Girls' Freshman Basketball Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Daryl James</b> as Girls' Freshman Basketball Coach at New Milford High School effective November 25, 2013, pending receipt of coaching permit.</p> | <p>2013-2014 stipend: \$2,813</p> |
| <p>12. <b>Mr. William Kersten</b>, Girls' Varsity Basketball Coach at New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. William Kersten</b> as Girls' Varsity Basketball Coach at New Milford High School effective November 25, 2013.</p>                             | <p>2013-2014 stipend: \$5,626</p> |
| <p>13. <b>Mr. Greg McMahon</b>, Boys' Assistant Ice Hockey Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Greg McMahon</b> as Boys' Assistant Ice Hockey Coach at New Milford High School effective December 2, 2013.</p>                                    | <p>2013-2014 stipend: \$2,428</p> |
| <p>14. <b>Ms. Bethany Mihaly</b>, Girls' Gymnastics Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Bethany Mihaly</b> as Girls' Gymnastics Coach at New Milford High School effective December 2, 2013, pending receipt of coaching permit.</p>              | <p>2013-2014 stipend: \$3,859</p> |
| <p>15. <b>Mr. Daniel Moore</b>, Boys' Varsity Ice Hockey Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Daniel Moore</b> as Boys' Varsity Ice Hockey Coach at New Milford High School effective December 2, 2013, pending receipt of coaching permit.</p>    | <p>2013-2014 stipend: \$3,739</p> |

<p><b>16. Mr. David Mumma</b>, Interscholastic Boys' Basketball Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint <b>Mr. David Mumma</b> as Boys' Interscholastic Basketball Coach at Schaghticoke Middle School effective November 13, 2013.</p>	2013-2014 stipend: \$1,895
<p><b>17. Mr. Tony Nocera</b>, Volunteer Girls' Basketball Coach, New Milford High School <u>Move</u> that the Board of Education appoint <b>Mr. Tony Nocera</b> as Volunteer Girls' Basketball Coach at New Milford High School effective November 25, 2013.</p>	Volunteer
<p><b>18. Mr. Cody Norlander</b>, Boys' Freshman Basketball Coach, New Milford High School <u>Move</u> that the Board of Education appoint <b>Mr. Cody Norlander</b> as Boys' Freshman Basketball Coach at New Milford High School effective November 25, 2013.</p>	2013-2014 stipend: \$2,813
<p><b>19. Ms. Mary O'Connor</b>, Girls' Assistant Gymnastics Coach, New Milford High School <u>Move</u> that the Board of Education appoint <b>Ms. Mary O'Connor</b> as Girls' Assistant Gymnastics Coach at New Milford High School effective December 2, 2013.</p>	2013-2014 stipend: \$2,508
<p><b>20. Mr. Chris Piel</b>, Boys' Varsity Wrestling Coach, New Milford High School <u>Move</u> that the Board of Education appoint <b>Mr. Chris Piel</b> as Boys' Varsity Wrestling Coach at New Milford High School effective December 2, 2013.</p>	2013-2014 stipend: \$4,626
<p><b>21. Mr. Ryan Rebstock</b>, Boys' Varsity Indoor Track Coach, New Milford High School <u>Move</u> that the Board of Education appoint <b>Mr. Ryan Rebstock</b> as Boys' Varsity Indoor Track Coach at New Milford High School effective December 2, 2013.</p>	2013-2014 stipend: \$2,777
<p><b>22. Ms. Gina Silva</b>, Volunteer Girls' Dance Coach, New Milford High School <u>Move</u> that the Board of Education appoint <b>Ms. Gina Silva</b> as Volunteer Girls' Dance Coach at New Milford High School effective November 13, 2013.</p>	Volunteer

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|--|-----------------------------------|
| <p><b>23. Mr. Joseph Tarantello</b>, Girls' Varsity Indoor Track Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Joseph Tarantello</b> as Girls' Varsity Indoor Track Coach at New Milford High School effective December 2, 2013.</p>             | <p>2013-2014 stipend: \$2,777</p> |
| <p><b>24. Mr. Wayne Thrall</b>, Boys' Varsity Basketball Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Wayne Thrall</b> as Boys' Varsity Basketball Coach at New Milford High School effective November 13, 2013.</p>                            | <p>2013-2014 stipend: \$5,626</p> |
| <p><b>25. Mr. Giles Vaughan</b>, Girls' JV Basketball Coach, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Giles Vaughan</b> as Girls' JV Basketball Coach at New Milford High School effective November 13, 2013.</p>                                  | <p>2013-2014 stipend: \$3,657</p> |
| <p><b>26. Mr. Matt Wall</b>, Girls' and Boys' Intramural Volleyball Coach, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Matt Wall</b> as Girls' and Boys' Intramural Volleyball Coach at Schaghticoke Middle School effective February 1, 2014.</p> | <p>2013-2014 stipend: \$947</p>   |

**12. LEAVES OF ABSENCE**

**1. None currently**

NEW MILFORD PUBLIC SCHOOLS  
PURCHASE RESOLUTION D-659  
BOE MEETING DATE: 11/12/13

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WHEREAS, the equipment, supplies and/or services for which the following Purchase Orders have been issued and deemed necessary by the Superintendent of Schools, and the cost, thereof, are within the budget appropriations approved by the voters of the Town, NOW, BE IT RESOLVED, that the said purchase orders and all disbursements in connection, thereof, are hereby approved.

<u>PO #</u>	<u>VENDOR/DESCRIPTION</u>	<u>AMOUNT</u>	<u>ACCOUNT #</u>
53651	Christina Rizzo – Behavioral Consult & Training for 2013-2014	\$7,200.00	11-323-2130
53732	Education Connection – Odysseyware Licenses	\$ 1,500.00	05-339-1212
		\$ 7,000.00	10-339-1131
		<u>\$ 2,466.55</u>	10-339-2211
		\$10,966.55	
53756	Action Glass – Security Enhancements	\$6,300.00	17-734-7001
53765	Mulvaney Mechanical – Gas Line Repairs at HS	\$6,847.27	14-433-2620-05
53773	Washington Cab Co. – Transportation for 2013-2014	\$24,335.00	15-511-2710
53815	Crowley Ford – 2014 Ford F350 Pick-Up	\$36,248.67	17-734-7001
53816	Bender Plumbing Supplies – HS Water Heater & Furnace for Farmhouse	\$12,167.05	17-734-7001
53817	CT Transportation Solutions – Transportation for 2013-2014	\$23,328.00	15-511-2710
52918	Hat City Paper – Maintenance Supplies	\$10,000.00	14-613-2610



New Milford Board of Education  
SECONDARY REPORT BY PROGRAM AS OF 10/31/2013

Prog	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
1101	KINDERGARTEN	915,611.00	916,967.00	177,494.10	687,265.40	52,207.50	94.3 %
1102	NON DEPT INSTRUCTION	6,454,243.00	6,500,375.00	1,277,843.60	4,903,586.37	318,945.03	95.1 %
1103	BUSINESS EDUCATION	322,059.00	322,542.00	72,167.20	243,714.30	6,660.50	97.9 %
1104	ENGLISH/LANGUAGE ARTS	1,858,510.00	1,724,612.00	426,879.20	1,244,501.25	53,231.55	96.9 %
1105	WORLD LANGUAGE	967,015.00	943,162.00	205,686.20	735,262.86	2,212.94	99.8 %
1106	HOME ECONOMICS	99,483.00	88,871.00	20,844.89	67,029.82	996.29	98.9 %
1107	INDUSTRIAL ARTS	222,568.00	222,568.00	49,517.33	160,419.23	12,631.44	94.3 %
1108	MATHEMATICS	1,599,581.00	1,637,892.00	403,477.11	1,194,782.85	39,632.04	97.6 %
1109	MUSIC	877,338.00	878,750.00	195,637.26	663,627.36	19,485.38	97.8 %
1110	PHYSICAL EDUCATION	959,160.00	940,309.00	203,333.87	735,138.87	1,836.26	99.8 %
1111	SCIENCE	1,624,025.00	1,639,514.00	318,526.51	1,286,625.48	34,362.01	97.9 %
1112	SOCIAL STUDIES	1,419,933.00	1,420,765.00	335,331.86	1,069,243.01	16,190.13	98.9 %
1113	PATIENT CARE TECHNOLOGY	18,044.00	18,865.00	3,272.95	13,091.85	2,500.20	86.7 %
1116	HEALTH AND SAFETY	318,588.00	315,235.00	60,936.80	241,373.35	12,924.85	95.9 %
1118	CAREER EDUCATION	27,848.00	27,848.00	4,501.01	21,180.56	2,166.43	92.2 %
1119	COMPUTER EDUCATION	440,601.00	440,601.00	89,897.09	245,299.89	105,404.02	76.1 %
1121	REMEDIAL READING	894,528.00	894,528.00	181,715.20	624,972.37	87,840.43	90.2 %
1123	ENGLISH LANGUAGE LEARNERS	155,127.00	155,127.00	31,742.90	117,940.35	5,443.75	96.5 %
1124	DISTRIBUTIVE EDUCATION	58,510.00	58,510.00	11,702.00	46,808.00	.00	100.0 %
1127	ART	769,437.00	770,388.00	164,478.72	596,994.15	8,915.13	98.8 %
1128	GENERAL INSTRUCT SUPPLIES	380,390.00	369,341.00	118,978.56	104,580.37	145,782.07	60.5 %
1129	SUBSTITUTE TEACHERS	399,722.00	399,722.00	76,068.74	.00	323,653.26	19.0 %
1130	INSTRUCTIONAL TESTING	117,473.00	120,593.00	34,854.98	80,502.88	5,235.14	95.7 %
1131	NON DEPT INSTRUCT GR 6-12	76,669.00	91,669.00	15,180.19	19,842.88	56,645.93	38.2 %
1210	GIFTED TALENTED/ENRICHMT	114,670.00	114,670.00	22,197.64	82,811.60	9,660.76	91.6 %
1211	EXCEL-EXPER. CTR EARLY LEARN	433,944.00	430,944.00	209,449.19	315,660.76	94,165.95	121.9 %
1212	SPECIAL ED-NON CATEGORICL	5,109,045.00	5,123,464.00	852,456.04	4,122,984.69	148,023.27	97.1 %
1215	TRANSITION 18-21 PROGRAM (LHTC)	143,910.00	143,910.00	92,321.07	84,374.18	32,785.25	122.8 %
1270	TUTORIAL	182,654.00	182,654.00	17,345.51	.00	165,308.49	9.5 %
1271	HOMEBOUND INSTRUCTION	82,559.00	82,559.00	1,775.09	.00	80,783.91	2.2 %
1290	OTHER SPECIAL EDUCATION	295,661.00	293,271.00	88,440.90	202,160.25	2,669.85	99.1 %
1291	SPEC ED PARA SUBSTITUTES	124,775.00	124,775.00	20,290.00	.00	104,485.00	16.3 %
1310	ADULT ED-BASIC PROGRAM	77,768.00	77,768.00	19,219.97	.00	58,548.03	24.7 %
1311	ADULT ED-HIGH SCHL EQUIV	3,672.00	3,672.00	521.40	.00	3,150.60	14.2 %
1410	SUMMER SCHOOL-REMEDIAL	.00	.00	.00	.00	.00	.0 %
2113	SOCIAL WORK SERVICES	262,576.00	263,381.00	57,671.71	203,984.44	1,724.85	99.3 %
2120	GUIDANCE SERVICES	984,824.00	964,533.00	207,176.70	744,959.32	12,396.98	98.7 %
2130	HEALTH SERVICES	1,053,341.00	1,053,341.00	159,877.90	743,031.24	150,431.86	85.7 %
2140	PSYCHOLOGICAL SERVICES	434,741.00	432,059.00	89,715.00	329,651.89	12,692.11	97.1 %
2150	SPEECH AND HEARING	675,042.00	674,374.00	144,261.00	509,683.85	20,429.15	97.0 %
2211	STAFF DEVELOPMENT & TRAIN	108,235.00	108,235.00	5,027.07	2,980.65	100,227.28	7.4 %
2212	CURRICULUM DEVELOPMENT	202,951.00	206,071.00	39,343.60	67,910.46	98,816.94	52.0 %
2222	LIBRARY SERVICES	639,126.00	639,126.00	134,821.35	448,383.24	55,921.41	91.3 %
2223	AUDIO-VISUAL SERVICES	16,488.00	16,488.00	534.00	.00	15,954.00	3.2 %
2224	EDUCATIONAL TELEVISION	1,200.00	1,200.00	.00	.00	1,200.00	.0 %
2310	BOARD OF EDUCATION	215,724.00	215,989.00	134,190.00	2,610.00	79,189.00	63.3 %
2320	CENTRAL ADMINISTRATION	346,000.00	355,344.00	117,759.77	222,951.17	14,633.06	95.9 %
2410	OFFICE OF THE PRINCIPAL	2,737,788.00	2,755,326.00	743,972.72	1,873,051.65	138,301.63	95.0 %
2490	OTHER SCHOOL ADMINISTRATN	73,744.00	73,744.00	17,795.24	21,055.33	34,893.43	52.7 %
2510	FISCAL SERVICES	459,430.00	467,954.00	174,275.83	282,487.17	11,191.00	97.6 %
2590	OTHER BUSINESS SUPPRT SERV	503,349.00	510,345.00	361,098.80	.00	149,246.20	70.8 %
2610	CUSTODIAL & HOUSEKEEPING	2,154,627.00	2,155,035.00	734,748.88	167,264.21	1,253,021.91	41.9 %
2620	MAINTENANCE & REPAIR	3,034,659.00	3,035,067.00	839,752.76	1,593,290.61	602,023.63	80.2 %

FUND 001 000 GENERAL FUND

Prog	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
2630	BUILDING USE ADMINISTRATION	35,035.00-	35,035.00-	600.00	900.00	36,535.00-	4.3-%
2660	SECURITY	146,806.00	146,806.00	1,026.78	166,486.52	20,707.30-	114.1 %
2710	TRANSPORTATION	4,335,393.00	4,320,393.00	1,032,932.72	3,521,310.25	233,849.97-	105.4 %
2790	NON-REIMBURSABLE TRANSPRT	1,024.00	1,024.00	1,289.20	.00	265.20-	125.9 %
2810	PLANNING & EVALUATION	30,013.00	30,013.00	.00	3,250.00	26,763.00	10.8 %
2820	COMMUNICATION & COMM/STAFF RELATION	28,594.00	28,329.00	6,229.24	14,271.30	7,828.46	72.4 %
2830	RECRUITING/PERSONNEL SERV	190,064.00	193,196.00	57,194.12	114,767.84	21,234.04	89.0 %
2840	TECHNOLOGY	254,756.00	259,802.00	124,743.88	133,064.98	1,993.14	99.2 %
2910	SOCIAL SECURITY	603,950.00	603,950.00	144,669.29	.00	459,280.71	24.0 %
2920	MEDICARE	481,074.00	481,074.00	106,716.16	.00	374,357.84	22.2 %
2930	LIFE INSURANCE	99,608.00	99,608.00	30,157.49	69,450.51	.00	100.0 %
2940	DISABILITY INSURANCE	84,539.00	84,539.00	24,145.58	60,393.42	.00	100.0 %
2950	MEDICAL INSURANCE	7,030,159.00	7,030,159.00	2,343,386.36	.00	4,686,772.64	33.3 %
2960	UNEMPLOYMENT INSURANCE	177,352.00	151,194.00	27,430.00	75,090.00	48,674.00	67.8 %
2970	OTHER BENEFITS	826,439.00	826,439.00	557,472.00	260,841.00	8,126.00	99.0 %
2980	PENSION-NON CERTIFIED EMPLOYEES	635,000.00	661,158.00	661,158.00	.00	.00	100.0 %
3210	INTERSCHOLASTIC SPORTS	631,908.00	631,908.00	110,682.34	180,415.84	340,809.82	46.1 %
3211	INTRAMURAL SPORTS	19,891.00	19,891.00	947.00	.00	18,944.00	4.8 %
3212	OTHER STUDENT ACTIVITIES	203,767.00	203,767.00	4,679.37	7,649.18	191,438.45	6.1 %
6110	TUITION-CONN PUB SCHL DIS	516,081.00	568,081.00	343,632.14	326,606.93	102,158.07-	118.0 %
6130	TUITION-NON PUBLIC SCHL	1,445,189.00	1,445,189.00	405,094.19	1,436,286.75	396,191.94-	127.4 %
7001	CAPITAL-FACILITIES	261,630.00	261,630.00	95,649.70	85,682.72	80,297.58	69.3 %
7002	CAPITAL-TECHNOLOGY	214,130.00	214,130.00	8,279.60	64,620.00	141,230.40	34.0 %
7003	CAPITAL-OTHER	2,850.00	2,850.00	.00	.00	2,850.00	.0 %
** FINAL TOTAL **		59,634,148.00		15,854,222.57		10,133,768.03	
			59,634,148.00		33,646,157.40		83.0 %
"FINAL TOTAL"		57,557,533.00		14,859,822.95		9,962,124.97	
10/31/12			57,557,533.00		32,735,585.08		82.7%
Variance		2,076,615.00	2,076,615.00	-994,399.62	-910,572.32	171,643.06	-0.3%

FUND 001 000 GENERAL FUND

Obj.	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
111	SALARY-CERTIFIED	27,613,891.00	27,620,520.00	5,791,773.65	20,724,912.89	1,103,833.46	96.0 %
112	SALARY-NON-CERTIFIED	8,312,498.00	8,302,039.00	2,047,100.51	3,402,940.04	2,851,998.45	65.6 %
200	EMPLOYEE BENEFITS	9,935,569.00	9,935,569.00	3,892,614.88	465,774.93	5,577,179.19	43.9 %
321	INSTRUCTIONAL PROGRAMS	41,451.00	41,451.00	3,686.40	13,800.00	23,964.60	42.2 %
322	PROGRAM IMPROVEMENT	122,301.00	122,301.00	16,818.01	.00	105,482.99	13.8 %
323	PUPIL SERV. (COUNSEL, GUID)	640,583.00	640,583.00	116,764.09	417,923.72	105,895.19	83.5 %
324	STAFF SERVICES (TRAINING)	131,725.00	131,725.00	3,798.45	4,699.74	123,226.81	6.5 %
331	AUDIT SERVICES	25,000.00	25,000.00	25,000.00	.00	.00	100.0 %
332	LEGAL SERVICES	181,004.00	181,004.00	103,695.00	850.00	76,459.00	57.8 %
333	MEDICAL SERVICES	27,695.00	27,695.00	9,000.00	17,500.00	1,195.00	95.7 %
336	INSURANCE SERVICES	2,484.00	2,484.00	778.00	1,222.00	484.00	80.5 %
339	PURCH. SERVICES-OTHER	1,825,803.00	1,777,993.00	425,812.23	1,140,143.64	212,037.13	88.1 %
411	WATER	76,944.00	76,944.00	13,254.14	63,689.86	.00	100.0 %
412	SEWAGE	30,346.00	30,346.00	22,656.00	.00	7,690.00	74.7 %
413	FIRE DISTRICT	1,295.00	1,295.00	1,448.19	.00	153.19-	111.8 %
421	GARBAGE AND REFUSE	79,482.00	79,482.00	22,173.64	57,308.36	.00	100.0 %
431	INSTRUCT EQUIPMENT REPAIR	14,400.00	14,400.00	1,013.30	986.45	12,400.25	13.9 %
432	NON-INSTRUCT EQUIPMENT REPAIR	76,769.00	76,439.00	22,397.09	24,362.60	29,679.31	61.2 %
433	BUILD & GROUNDS-REPAIR	335,793.00	335,793.00	182,455.98	114,315.73	39,021.29	88.4 %
442	NON-INSTRUCT EQUIPMENT-RENT	261,283.00	261,283.00	72,182.44	97,444.35	91,656.21	64.9 %
511	PUPIL TRANSPORTATION-CONTRACT	4,455,264.00	4,455,264.00	1,023,510.62	3,522,234.69	90,481.31-	102.0 %
513	PUPIL TRANSPORTATION-OTHER	1,500.00	1,500.00	.00	.00	1,500.00	.0 %
515	FIELD TRIPS	112,425.00	112,425.00	17,499.67	78,517.11	16,408.22	85.4 %
521	PROPERTY/LIABILITY INS	343,727.00	343,727.00	343,727.00	.00	.00	100.0 %
523	MEDICAL INSURANCE-SPORTS PROGRAM	21,000.00	21,000.00	14,200.00	.00	6,800.00	67.6 %
530	COMMUNICATIONS	660.00	660.00	179.94	480.06	.00	100.0 %
531	TELEPHONES	81,370.00	81,370.00	26,702.86	54,669.64	2.50-	100.0 %
532	POSTAGE	35,998.00	35,998.00	9,966.09	25,790.69	241.22	99.3 %
540	ADVERTISING EXPENSE	1,525.00	1,525.00	806.00	.00	719.00	52.9 %
550	PRINTING EXPENSE	61,668.00	61,746.00	18,845.75	1,641.25	41,259.00	33.2 %
560	TUITION EXPENSE	5,000.00	5,000.00	.00	.00	5,000.00	.0 %
561	TUITION-CONN LEA	596,276.00	648,276.00	343,632.14	326,606.93	21,963.07-	103.4 %
563	TUITION-PRIVATE FACILITY	1,894,174.00	1,894,174.00	405,094.19	1,436,286.75	52,793.06	97.2 %
580	TRAVEL EXPENSES	38,660.00	38,660.00	8,254.42	8,493.04	21,912.54	43.3 %
611	INSTRUCTIONAL SUPPLIES	453,314.00	442,088.00	179,838.59	54,577.64	207,671.77	53.0 %
612	NON-INSTRUCTIONAL SUPPLIES	202,626.00	202,283.00	85,022.04	15,511.92	101,749.04	49.7 %
613	MAINTENANCE SUPPLIES	202,525.00	202,525.00	126,933.41	67,480.66	8,110.93	96.0 %
614	MAINTENANCE COMPONENTS	32,416.00	32,416.00	7,632.19	11,918.99	12,864.82	60.3 %
615	SUPPLIES/NON-FOOD	3,318.00	3,318.00	.00	.00	3,318.00	.0 %
619	GROUNDKEEPING SUPPLIES	4,543.00	4,543.00	1,809.35	2,733.65	.00	100.0 %
622	ELECTRICITY	879,467.00	879,467.00	238,766.76	640,700.24	.00	100.0 %
623	BOTTLED GAS	1,715.00	1,715.00	121.02	238.98	1,355.00	21.0 %
624	OIL	350,969.00	350,969.00	109.00	350,860.00	.00	100.0 %
625	NATURAL GAS	265,044.00	265,044.00	24,138.83	240,905.17	.00	100.0 %
626	GASOLINE	39,935.00	39,935.00	7,562.39	28,437.61	3,935.00	90.1 %
641	TEXTS-NEW/NON-CONSUMABLE	84,298.00	85,498.00	68,642.74	186.00	16,669.26	80.5 %
642	TEXTS-REP/ADD NON-CONSUMABLE	23,778.00	28,631.00	19,099.82	1,036.11	8,495.07	70.3 %
644	TEXTS-REP/ADD CONSUMABLE	66,486.00	66,486.00	41,008.20	264.24	25,213.56	62.1 %
645	LIBRARY BOOKS	103,824.00	98,238.00	15,710.79	7,506.11	75,021.10	23.6 %
646	WORKBOOKS	64,415.00	70,216.00	52,481.41	2,648.27	15,086.32	78.5 %
647	PERIODICALS	22,350.00	22,894.00	10,778.15	4,232.18	7,883.67	65.6 %
720	BUILDINGS & IMPROVEMENTS	88,525.00	88,525.00	60,274.36	26,050.00	2,200.64	97.5 %
731	INSTRUCTIONAL EQUIPMENT-NEW	32,906.00	34,088.00	2,189.43	21,691.10	10,207.47	70.1 %

FUND 001 000 GENERAL FUND

Obj.	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
732	INSTRUCTIONAL EQUIPMENT-REPLACEMEN	15,029.00	17,901.00	10,350.94	4,283.10	3,266.96	81.7 %
733	NON-INSTRUCTIONAL EQUIPMENT-NEW	321,028.00	321,028.00	17,671.03	98,925.96	204,431.01	36.3 %
734	NON-INSTRUCTION EQUIPMENT-REPLACEM	185,891.00	185,891.00	38,500.08	62,052.50	85,338.42	54.1 %
810	DUES & FEES	73,693.00	74,288.00	50,738.50	1,322.50	22,227.00	70.1 %
900	FEE REVENUE	212,228.00-	212,228.00-	106,695.68-	.00	105,532.32-	.0 %
910	TUITION REVENUE	117,800.00-	117,800.00-	.00	.00	117,800.00-	.0 %
920	GRANT REVENUE STATE	877,032.00-	877,032.00-	.00	.00	877,032.00-	.0 %
960	MEDICAID REIMBURSEMENT	25,000.00-	25,000.00-	60,301.46-	.00	35,301.46	.0 %
965	VENDOR REBATE REVENUE	37,450.00-	37,450.00-	25,000.00-	.00	12,450.00-	.0 %
** FINAL TOTAL **		59,634,148.00		15,854,222.57		10,133,768.03	
			59,634,148.00		33,646,157.40		83.0 %
"FINAL TOTAL"		57,557,533.00		14,859,822.95		9,962,124.97	
10/31/12			57,557,533.00		32,735,585.08		82.7%
Variance		2,076,615.00	2,076,615.00	-994,399.62	-910,572.32	171,643.06	-0.3%

**NEW MILFORD PUBLIC SCHOOLS  
BUDGET TRANSFER REQUESTS – RECOMMENDED  
BOE MEETING DATE: 11/12/13**

<b>Transfer #</b>	<b>Description</b>	<b>From: Account#</b>	<b>Amount</b>	<b>To: Account #</b>	<b>Amount</b>
SMS 001	Wholesale Computer – 12 Additional Chromebooks Needed in World Language Department	04-646-1105	\$2,872.00	04-732-1105	\$2,872.00
SMS 002	SHI International – Support for Chromebooks Above	04-611-1105	\$360.00	04-339-1105	\$360.00
NMHS 001	Apple – New Laptop Present Laptop Does Not Support All Apps Needed for Class	05-611-1127	\$1,182.00	05-731-1127	\$1,182.00

## EXHIBIT B

New Milford PTO  
Parent Teacher Organization  
PO Box 1343  
New Milford, CT 06776

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October 21, 2013

Dr. JeanAnn C. Paddyfote  
Superintendent  
50 East Street  
New Milford, CT 06776

Dear Dr. Paddyfote:

The New Milford PTO is pleased to present the following gifts to the Board of Education for approval. Please arrange for these gifts to be placed on the agenda at the next Board of Education meeting.

**Sarah Noble Intermediate School requests the following:**

\$4,475 for 6<sup>th</sup> grade Science Enrichment presented at SNIS by Eli Whitney Museum, to take place over a 2 day period in the spring.

Sincerely,  
Jennifer Cahalan  
TW PTO Secretary



## District Choice Form for 2013-14

### **Instructions:**

- Please complete, sign, scan and email this form to Jeanne Newton at [Jeanne.Newton@ct.gov](mailto:Jeanne.Newton@ct.gov) by October 18, 2013.

District Name:

NEW MILFORD

### **Student Assessment Choice** (pending approval by USED)

Assessment Options: Grades 3-8	Assessment Options: High School
Please choose one: <input type="radio"/> CMT ELA and Math in grades 3-8 <input checked="" type="radio"/> SB-FT ELA and Math in grades 3-8 <input type="radio"/> Both SB-FT and CMT in grades 3-8	Please choose one: <input type="radio"/> CAPT ELA and Math in Grade 10 <input checked="" type="radio"/> SB-FT ELA and Math in Grade 11 <input type="radio"/> Both CAPT and SB-FT
Required: <input checked="" type="checkbox"/> CMT Science in Grades 5 and 8	Required <input checked="" type="checkbox"/> CAPT Science in Grade 10

### **Evaluation Choice** (pending approval by USED)

My LEA chooses to include the 2014 state assessment results within our educator evaluation and support plan for the 2013-14 school year. (*Note: A selection of "No" constitutes a request to amend the district's state approved educator evaluation and support plan for 2013-14. Please be advised that plan amendments must appropriately involve the local or regional board of education and the professional development and evaluation committee for the school district as described in Section 10-151b of the Connecticut General Statutes, as amended by Public Act 13-245, and must be adopted by the local or regional Board of Education.*)\*

☐ Yes

☒ No

**\*The plan amendment will be taken up at the next regular Meeting of the New Milford Board of Education on November 12, 2013.**

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name (please print legibly)

\_\_\_\_\_  
Title





**STATE OF CONNECTICUT  
BEFORE THE COMMISSIONER OF CONSUMER PROTECTION**

In the Matter of:

Docket No: 2013-428

Marcus Dairy, Inc.  
4 Eagle Rd.  
Danbury, CT 06810

**ASSURANCE OF VOLUNTARY COMPLIANCE**

This Assurance of Voluntary Compliance to William M. Rubenstein, Commissioner of the Department of Consumer Protection of the State of Connecticut (the "Department"), by Marcus Dairy, Inc., "Marcus," shall not be considered an admission or finding of violation for any purpose, and is made pursuant to Connecticut General Statutes, Section 42-110j.

Marcus is a domestic corporation located in Danbury, Connecticut. As a dairy wholesaler, Marcus sells a variety of products, including half-pints of milk used by school districts in their school food programs. School milk contracts are sometimes awarded through a competitive bidding process in which dairies submit, when requested, both a firm price bid and/or a fluctuating price bid. The school district will then select a dairy as its provider and enter into either a firm price or fluctuating price contract. For firm price contracts, the price of each product remains the same for each month of the school year. For fluctuating price contracts, the price of milk rises or falls on a monthly basis, typically in accordance with a federally established minimum price for Class I fluid milk.

Pursuant to its statutory authority, the Department of Consumer Protection initiated an investigation into whether a violation of Section 42-110b of the Connecticut General Statutes had occurred by Marcus Dairy by charging more on fluctuating price contracts with school districts than would be warranted by the price set by the Federal Milk Market Administrator pursuant to the terms of each school district's contract.

The Department's investigation found the following facts:

The U.S. Department of Agriculture (USDA) oversees the pricing of milk in order to ensure that dairy farmers are guaranteed a minimum price for their product. Each month, USDA Federal Milk Market Administrators around the country issue regional Federal Milk Marketing Orders (FMMO), which list the minimum price for different classes of milk, including Class I fluid drinking milk. The monthly FMMO announces a Class I milk price

at 3.5% butterfat, as well as separate minimum prices for skim milk and butterfat, two of the components of Class I milk.

Since approximately 1960, Marcus has used the same methodology for computing the price of school milk in fulfilling fluctuating price contracts. Each month, Marcus takes the FMMO Class I milk price at 3.5% butterfat and calculates the change in price from the previous month's FMMO. This change in price is then applied to the last invoiced price for any given fluctuating price contract. For example, if Marcus charged a school \$0.19 per half-pint of milk in May, and the FMMO difference from May to June was an increase of \$.01, Marcus would charge the school \$.20 per half-pint in June. Marcus applies this pricing methodology to all Class I milk products it sells to school districts under fluctuating price contracts, making no distinction between types of milk (e.g. flavored, whole, skim). As a result, the same price change is applied across the board.

According to the New England Federal Milk Market Administrator, on or about the year 2000, component pricing was introduced and the "butterfat differential" was dropped resulting in a change in practice by the Market Administrator as to how to calculate the change in the producer pay price from month to month. Prior to 2000, dairies would use the previously described method based on the 3.5% butterfat price (the "butterfat differential"); post-2000, fluctuating prices began to be determined through a methodology that is commonly referred to as "component pricing".

As a methodology, component pricing relies upon the FMMO's announced minimum prices for two of the components that make up Class I milk: butterfat and skim milk. Instead of using a 3.5% butterfat content for all milk products, the component pricing methodology involves determining the ratio of butterfat to skim milk for each different milk product. To do the calculation, the minimum butterfat and skim milk prices are entered into the Milk Market Administrator's Class I Retail Price Conversion Template spreadsheet which became available in approximately 2002 at the request of various retailers seeking clarification of the Market Administrator's change. Based on formulas set by the Milk Market Administrator, the spreadsheet then generates prices for various size containers, as well as various types of milk, including whole, 2%, 1%, 0.5%, skim and flavored. As a result of the different ratios of butterfat to skim milk for different milk products, the monthly fluctuation in price is almost always different for each milk product.

Upon reviewing bidding instructions for all of the Marcus contracts with school districts since 2007, the Department found minimal instructions from the schools to dairies on how to calculate fluctuating price changes. Some bidding instructions were silent on fluctuating prices, however many districts used the following language:

Bidders are requested to quote a variable price, which may be increased or decreased to reflect any change in price as authorized in the wholesale price of milk by the Federal Milk Market Administrator for Class 1, milk in Federal Order #1.

The Department interprets the above instructions to require component pricing, especially in light of the post-2000 shift to component pricing. Consequently, the Department

reviewed all of Marcus's invoices to school districts since 2007 and independently calculated the monthly price fluctuations under a component pricing methodology.

The Department's analysis yielded results showing a differential in seven of the ten school districts analyzed.

Marcus does not admit or agree, nor has the Department made a finding, that facts found in the Department's investigation establish that the dairy violated Section 42-110b by not using the component pricing method in its contracts with school districts. Marcus contends that its traditional methodology is countenanced by the school districts' contractual language, some of which has been in effect since before the change in the FMMO pricing methodology in 2000. Marcus asserts that it would have used the component pricing method if requested by a school district or specified in a contract after 2000. In order to avoid protracted proceedings, or a judicial determination of applying component pricing to completed contracts, Marcus enters into this Assurance of Voluntary Compliance.

Upon the date of signing this Assurance of Voluntary Compliance, Marcus agrees to:

- 1) Unless explicitly and expressly prohibited by the terms of a contract or directed otherwise by a school district in writing, utilize the component pricing methodology for assessing fluctuating milk prices, which means that adjustments will be made for the relevant ratio of butterfat to skim milk for each type of milk product unless and until a new methodology is prescribed by the Market Administrator.
- 2) In accordance with the Department's determination of the difference in pricing charged under Marcus' traditional methodology (the "butterfat differential") and the price that would have been charged under component pricing methodology over the past 5 years, provide voluntary contributions within 30 days, to the following school districts in the following amounts:
  - a. New Canaan: \$751.22
  - b. New Milford: \$2,875.00
  - c. Prospect: \$327.59
  - d. Region 12: \$92.73
  - e. Regions 14 & 15: \$9,916.50
  - f. Seymour: \$3,102.16
  - g. Trumbull: \$6,487.94

The payments under this paragraph shall be by check payable to the school district, which checks shall be delivered to the Department for distribution to each school district.

- 3) Make a ten thousand dollar (\$10,000.00) gift to the Department of Consumer Protection for purposes of furthering consumer education and consumer complaint resolution initiatives. Said amount shall be by check or money order made payable to "The Department of Consumer Protection" which shall be deposited into the Consumer Protection Settlement

Account # 30248 for the Department's consumer complaint resolution programs, consumer education, or consumer protection enforcement and litigation. Said payment shall be due at time of signing this Assurance of Voluntary Compliance. This is not a penalty or fine.

Dated: 8/1

MARCUS DAIRY, INC.

By: William A. Fitchett  
William A. Fitchett, Vice-President  
Duly Authorized

William A. Fitchett  
(Printed name of person signing this agreement)

Accepted and approved this agreement this 6 day of AUGUST 2013.

William M. Rubenstein  
William M. Rubenstein  
Commissioner of Consumer Protection

# NEW MILFORD PUBLIC SCHOOLS

Food and Nutrition Services Department

22 Hipp Road

New Milford, Connecticut 06776

(860) 354-3712 • FAX (860) 354-3712



Sandra Sullivan, RD, CD-N  
Director

To: Gregg Miller  
From: Sandra Sullivan  
Date: October 31, 2013

A handwritten signature in dark ink, appearing to be 'S', located to the right of the 'From:' line.

Re: Health Inspection

The New Milford Health Department conducted health inspections of all kitchens within the school district during the months of September and October 2013. The following scores were received at each school:

NMHS	96
SMS	96
SNIS	100
JPS	98
NES	98
HPS	96

Historically, the New Milford Health Department conducts three inspections each school year as part of their regular procedure. The United States Department of Agriculture requires schools participating in the National School Lunch Program to have a minimum of two inspections annually.

# NEW MILFORD PUBLIC SCHOOLS

Office of Technology

50 East Street

New Milford, Connecticut 06776

(860) 210-2615 FAX (860) 210-4157



Roberta J. Pratt  
Director of Technology

To: Dr. JeanAnn Paddyfote, Superintendent  
From: Roberta Pratt *RJP*  
Date: 11/1/2013  
Re: Status of Phone System

The Technology department began to research the phone system in the New Milford School District last month. This work has determined that there are multiple end-of-life systems for the phone infrastructure. The following infrastructure and security issues need to be looked into further:

- The district currently has three phone vendors for schools and Central Office
- The phones are not completely interoperable
- Equipment is at, near or past end-of-life
- One system is not on a managed platform
- Current system has no commonality
- 911 calls are done differently from classrooms in each of the locations

Possible scenarios and options include:

- Could be locally hosted or hosted off site
- Could be subsidized through e-rate reimbursement
- Could be done as one complete project or phased in
- Capital and Operational budgets could be utilized

For example here are a few possible scenarios. The costs associated with the three examples are estimates based on preliminary research.

Scenerio # 1: Phase in new phone system - \$250,000 the first year and \$30,000 a year for 5 years to phase in a new system – Total estimated cost \$400,000

Scenerio # 2: Complete phone installation project - Estimated cost \$300,000

Scenerio # 3: Budget \$90,000 a year spread out over 5 years to install a new system in phases – Total estimated cost \$450,000

# NEW MILFORD PUBLIC SCHOOLS

Office of Technology  
50 East Street  
New Milford, Connecticut 06776  
(860) 210-2615 FAX (860) 210-4157



Roberta J. Pratt  
Director of Technology

To: Dr. JeanAnn Paddyfote, Superintendent  
From: Roberta Pratt *RP*  
Date: 11/1/2013  
Re: Update on Network Infrastructure

Over the last few years the focus of New Milford's technology funds has been on client based upgrades (classroom computers and smartboards). With increased demand on the infrastructure and the approaching computer based assessments, we need to shift our focus to the aging network equipment. The infrastructure is aging and needs to be updated to reliably support student learning and testing initiatives.

- Server infrastructure requires upgrades and maintenance to increase access, improve reliability, and build capacity for increased 21<sup>st</sup> century learning needs.
- Approximately 75% of switches are between 6 and 9 years old and are end-of-life in respect to maintenance and upgrades.
- Older technologies restrict delivery of services and reduce reliability.

#### Possible upgrades:

- Could be done as one complete project or phased in
- Capital and Operational budgets could be utilized

For example here are a few possible scenarios. The costs associated with the three examples are estimates based on preliminary research.

Scenario # 1: Phase in new switch installation project - \$175,000 the first year and \$95,000 a year for 2 years to phase in a new system – Total estimated cost \$365,000

Scenario # 2: Complete new switch installation project - Estimated cost \$285,000

Scenario # 3: Budget \$125,000 a year spread out over 3 years to install new switches in phases – Total estimated cost \$375,000



Department of Motor Vehicles

## School Bus Out-of-Service Reports for Companies and Municipalities

The following is a list of school bus companies and municipalities that operate more than 20 school buses with Connecticut vehicle registrations. Each year by state law DMV does an annual inspection of the vehicles.

This list below shows the number of inspections, the number of vehicles put out of service, and the percentage of those vehicles that were put out of service as a result of DMV's annual inspection.

The period covers September 1, 2012 through August 31, 2013.

N/A = Reflects carriers with less than 21 vehicles registered the previous year.

<b>Carrier Name</b>	<b>Number of Inspections (9/1/12 to 8/31/13)</b>	<b>Number of Buses Taken OOS</b>	<b>OOS Percentage Rate</b>	<b>Previous Listed Vehicle OOS Percentage Rate</b>
Access Transportation Solutions LLC	32	4	12.50%	44.12%
All Star Transportation	612	0	0.00%	0.00%
Autumn Transportation	72	5	6.94%	1.64%
B and B Transportation	64	2	3.13%	0.00%
Baumann and Sons/Acme	66	4	6.06%	16.67%
Dattco	1,005	71	7.06%	6.23%
Durham School Services/ Student Bus Services	571	80	14.01%	19.87%
Eastconn	24	1	4.17%	26.09%
F.E. Edwin Smyth & Son	45	1	2.22%	2.33%
First Student	2,722	325	11.94%	13.42%
Glastonbury, Town of	51	3	5.88%	10.17%
Granby, Town of	22	3	13.64%	<b>N/A</b>
Killingly Board of Education	34	17	50.00%	32.35%
Landmark Student Transportation Inc.	59	0	0.00%	<b>N/A</b>
M & J Bus Company	374	7	1.87%	2.65%
Martel Transportation	23	1	4.35%	9.09%
Montville Board of Education	36	7	19.44%	21.05%
Newington Board of Education	53	3	5.66%	1.79%
Nichols Bus Service	85	19	22.35%	5.19%
Plainfield Board of Education	44	10	22.73%	28.26%
Rainbow Bus Lines	113	11	9.73%	6.54%
Smyth Bus Inc.	115	0	0.00%	0.00%
Simsbury Board of Education	31	2	6.45%	7.14%
Specialty Transportation	73	1	1.37%	0.00%
Student Transportation of America, CT STA of Connecticut Inc.	603	33	5.47%	7.26%

The New Britain Transportation	241	46	19.09%	13.72%
Thompson Board of Education	23	2	8.70%	4.17%
We Transport LLC	217	5	2.30%	6.57%
Winkle Bus Company	101	16	15.84%	16.16%
Woodstock Board of Education	22	4	18.18%	9.09%
Worhunsky Bus Corp.	114	19	16.67%	26.04%

Content Last Modified on 9/25/2013 12:16:26 PM

**STRATEGIC SCHOOL PROFILE 2011-12****New Milford School District**

JEANANN PADDYFOTE, Superintendent

Location: 50 East Street  
New Milford,  
Connecticut

Telephone: (860) 355-8406

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  
 Town Population in 2000: 27,121  
 1990-2000 Population Growth: 14.8%  
 Number of Public Schools: 6

Per Capita Income in 2000: \$29,630  
 Percent of Adults without a High School Diploma in 2000\*: 10.3%  
 Percent of Adults Who Were Not Fluent in English in 2000\*: 1.1%  
 District Enrollment as % of Estimated. Student Population: 94.2%

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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, 2011 4,664  
 5-Year Enrollment Change -7.4%

**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	815	17.5	15.7	35.2
K-12 Students Who Are Not Fluent in English	138	3.0	2.4	5.6
Students Identified as Gifted and/or Talented*	136	2.9	4.4	4.0
PK-12 Students Receiving Special Education Services in District	602	12.9	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	265	84.9	85.0	79.8
Homeless	2	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	113	15.4	14.5	13.0

\*46.3 % 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	187	4.0
Black	89	1.9
Hispanic	414	8.9
Pacific Islander	0	0.0
White	3,892	83.4
Two or more races	80	1.7
Total Minority	772	16.6

**Percent of Minority Professional Staff: 2.2%**

**Non-English Home Language:**

7.3% 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 35.

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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	67.2	59.2	53.8
Writing	67.7	62.7	48.1
Mathematics	72.7	66.5	45.6
Grade 4 Reading	61.8	64.1	27.5
Writing	59.6	65.3	19.4
Mathematics	59.7	68.0	18.1
Grade 5 Reading	79.3	67.6	61.4
Writing	69.5	68.1	37.5
Mathematics	72.3	71.6	32.1
Science	68.7	63.9	34.5
Grade 6 Reading	83.4	74.1	59.0
Writing	64.9	67.4	32.5
Mathematics	71.9	69.3	39.8
Grade 7 Reading	81.0	79.8	33.3
Writing	71.1	65.6	42.9
Mathematics	67.6	68.1	35.0
Grade 8 Reading	86.6	76.8	60.4
Writing	75.4	68.3	46.9
Mathematics	77.7	67.2	50.3
Science	80.0	61.9	70.0

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	48.8	47.5	40.6
Writing Across the Disciplines	74.2	63.0	56.7
Mathematics	64.9	49.2	71.4
Science	59.9	47.1	64.9

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
	42.2	50.6	28.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.5	77.3	
Average Score	Mathematics	538	505	73.3
	Critical Reading	514	502	54.2
	Writing	516	506	56.5

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 2011	87.1	82.7	42.1
2010-11 Annual Dropout Rate for Grade 9 through 12	0.9	2.6	58.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.8	84.5
% Employed (Civilian Employment and in Armed Services)	11.6	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	284.79
Paraprofessional Instructional Assistants	32.00
Special Education	
Teachers and Instructors	51.40
Paraprofessional Instructional Assistants	93.30
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	16.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.40
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	252.15

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	14.0	14.6	13.9
% with Master's Degree or Above	76.5	80.6	79.6

Average Class Size	District	DRG	State
Grade K	19.5	17.6	18.5
Grade 2	18.6	18.9	19.7
Grade 5	22.1	21.7	21.6
Grade 7	19.2	20.4	20.3
High School	20.5	19.7	19.6



Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	940	985	993
Middle School	969	1,030	1,024
High School	996	1,008	1,024

\*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*	5.7	2.9	2.8
Middle School	2.9	2.3	2.2
High School	3.2	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$36,591	\$7,699	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$1,658	\$349	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$1,138	\$240	\$487	\$385	\$482
Student Support Services	\$4,121	\$867	\$901	\$873	\$901
Administration and Support Services	\$5,299	\$1,115	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$5,686	\$1,196	\$1,471	\$1,420	\$1,463
Transportation	\$4,253	\$912	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$2,116	N/A	N/A	N/A	N/A
Other	\$1,004	\$211	\$165	\$162	\$165
<b>Total</b>	<b>\$61,867</b>	<b>\$12,956</b>	<b>\$14,238</b>	<b>\$13,575</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,076	\$1,068	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,596,212	23.6	22.0	21.7

**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	72.1	19.8	6.0	2.2
Excluding School Construction	72.4	18.8	6.4	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 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.

### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	611
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.4%

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	74	1.6	1.3	1.2
Learning Disability	171	3.8	3.5	3.9
Intellectual Disability	16	0.4	0.4	0.4
Emotional Disturbance	52	1.1	0.9	1.0
Speech Impairment	91	2.0	2.2	2.1
Other Health Impairment*	149	3.3	2.3	2.2
Other Disabilities**	58	1.3	0.9	1.0
<b>Total</b>	<b>611</b>	<b>13.4</b>	<b>11.4</b>	<b>11.7</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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	57.1	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	3.1	5.1

## 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	38.6	36.0	76.6	70.4
Writing	19.7	21.5	67.9	66.3
Mathematics	30.5	31.8	70.2	68.4
Science	28.1	23.0	74.7	62.9
CAPT Reading Across the Disciplines	6.7	14.5	48.8	47.5
Writing Across the Disciplines	10.8	18.2	74.2	63.0
Mathematics	16.1	15.4	64.9	49.2
Science	10.8	13.6	59.9	47.1

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	30.1
	% With Accommodations	69.9
CAPT	% Without Accommodations	5.0
	% With Accommodations	95.0
% Assessed Using Skills Checklist		6.1

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	1	0.2
Private Schools or Other Settings	42	6.9

### 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	375	61.4	74.6	72.1
40.1 to 79.0 Percent of Time	188	30.8	16.2	16.3
0.0 to 40.0 Percent of Time	48	7.9	9.2	11.7

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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's across the district continues to be writing. We now have two literacy coaches (K-6, 7-12) and a math coach (K-6). They were recommended as part of our Five-Year Strategic Plan and have already had a positive impact on teacher support. A new literacy instructional practice model has been introduced and has begun to show results, specifically in reading where students demonstrated large gains. A new phonics program was introduced to kindergarten and first grade and has also demonstrated results. The academic performance in the primary grades has also improved due to the addition of all-day kindergarten. K-12 curriculum continues to be written following the new curriculum format, which addresses the standards, essential questions, enduring understandings, 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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**STRATEGIC SCHOOL PROFILE 2011-12**

High School Edition

**New Milford High School****New Milford School District**

GREG P. SHUGRUE, Principal  
 DONNA M. LUZI, Asst. Principal  
 ELIZABETH CURTIS, Asst. Principal  
 SUSAN J. GREENE, Asst. Principal  
 Telephone: (860) 350-6647

Location: 388 Danbury Road  
 New Milford,  
 Connecticut

Website: <http://www.newmilfordps.org/nhs/>

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 1,511  
 5-Year Enrollment Change: -4.9%

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.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	219	14.5	14.5	30.7
Students Who Are Not Fluent in English	15	1.0	1.1	3.7
Students Identified as Gifted and/or Talented	73	4.8	6.8	5.3
Students with Disabilities	179	11.8	10.9	10.8
Juniors and Seniors Working 16 or More Hours Per Week	113	15.4	14.5	13.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	22.3	18.8	18.4
Biology I	20.6	20.0	19.7
English, Grade 10	21.5	19.1	19.6
American History	19.3	20.6	20.4

**Language Instruction:**

Instruction was offered in the following language(s):  
 French, German, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	996	1,024

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2010-11 School Year	44.0	34.5

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2011	22.5	23.0	23.2

% of Class of 2011 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	64.7	91.6
Chemistry	91.5	73.9
4 or More Credits in Mathematics	85.7	64.1
3 or More Credits in Science	98.3	88.1
4 or More Credits in Social Studies	97.5	51.4
Credit for Level 3 or Higher in a World Language	65.8	62.5
2 or More Credits in Vocational Education	59.8	54.6
2 or More Credits in the Arts	52.9	40.6

### Class of 2011

This school required more than the state minimum number of credits for graduation in science, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	21.1	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	65.9	73.4	72.8

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.2	2.4	2.1
% of Computers with Internet Access	100.0	99.8	99.9
% of Computers that are High or Moderate Power	100.0	99.9	97.5
# of Print Volumes Per Student*	15.7	17.5	16.6
# of Print Periodical Subscriptions	46	43	35

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

### Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 39.5% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	90.70
	Paraprofessional Instructional Assistants	2.00
Special Education:	Teachers and Instructors	12.00
	Paraprofessional Instructional Assistants	19.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		6.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.60
Counselors, Social Workers, and School Psychologists		9.30
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		41.80

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	13.3	14.3	14.1
% with Master's Degree or Above	76.4	79.1	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	10.3	8.9	8.6
% Assigned to Same School the Previous Year	91.5	91.4	89.1

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

All teachers have e-mail addresses. Many teachers have their own teacher websites facilitated through our school website. Administratively, we use a school-wide e-mail system for general messages and information, and a system for automated delivery of phone messages.



### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	63	4.2
Black	26	1.7
Hispanic	100	6.6
Pacific Islander	0	0.0
White	1,311	86.8
Two or more races	11	0.7
Total Minority	200	13.2

Percent of Minority Professional Staff :4.0

**Non-English Home Language:**

5.7 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 20

### 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 High School continues to take steps to reduce student isolation. We have organized student activities aimed to promote understanding and communication. Membership varies from year-to-year based on student interest. Last year, these organizations included: (1) Shining Light Club, a non-denominational organization bringing religiously oriented students together for fellowship and community service, (2) United Countries Club, working toward greater international understanding, (3) Gay-Straight Alliance Club, an activity for students interested in issues of homophobia and equal rights in America, (4) Interact Club, a youth subsidiary of the Rotary Club, (5) Key Club, a group dedicated to community projects, and (6) SADD, a group whose goal is to help students make well informed decisions about alcohol, drugs, suicide, and pregnancy. Our high school's sports conference, the Southwest Conference, which consists of sixteen schools from urban, suburban, and rural communities, continues to foster racial diversity in athletic competition. The SWC continues to organize workshops that bring together student leaders from our respective schools. Workshops include issues of sportsmanship, fair play, substance abuse, and athletics in the academic world. Our social studies department sponsors a Model UN Day for the entire sophomore class. All sophomores participate in the ADL, "Names Can Really Hurt" program. Finally, our cultural programs have included, among others, celebrations of Black History Month and Women's History Month; another diverse program was our extremely popular Poetry Slam.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	48.6	51.1	49.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	9	7.4
% of Grade 12 Students Tested	20.3	24.7
% of Exams Scored 3 or More*	78.4	70.9

\*A score of three or higher is generally required for earning college credit.



**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. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	48.9	47.5	54.6
Writing Across the Disciplines	74.6	63.0	65.6
Mathematics	65.0	49.2	78.4
Science	60.2	47.1	73.3

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."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	538	505	80.3
Critical Reading	514	502	65.4
Writing	516	506	66.5
% of Graduates Tested	86.5	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	88.0	82.7	46.0
2010-11 Annual Dropout Rate for Grade 9 through 12	0.9	2.6	59.3

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	84.8	84.5	% Present on October 1	93.0	94.1
% Employed, Civilian and Military	11.6	9.7			

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 217 students were responsible for these incidents. These students represent 14.2% of the estimated number of students who attended this school at some point during the 2010-11 school year.

### Truancy

During the 2010-11 school year, 21 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	9	1
Theft	15	1
Physical/Verbal Confrontation	21	1
Fighting/Battery	14	0
Property Damage	1	0
Weapons	6	3
Drugs/Alcohol/Tobacco	18	12
School Policy Violations	420	164
Total	507	182

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Measures of student achievement at New Milford High School overall have been consistent. The performance of last year's sophomores on the Connecticut Academic Performance Test (CAPT) indicates slight increases in science (64% at goal) and writing scores (74% at goal) but decreases in mathematics (60% at goal) and reading scores (54% meeting goal). SAT score results were consistent with the previous year's results and remain above the national average. We encourage students to utilize the ACT as a viable alternative for those who are college bound. Advanced Placement results continue to show steady performance from year to year. Seventy-eight percent of the students taking an AP course attained a score of "3" (qualified) or better. Students taking Biology, Psychology, and Calculus did particularly well.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our facilities include an 800-seat theatre, an arena which houses 1200, a smaller gymnasium, a dance room, a well-equipped weight room, seven computer labs, one language lab, and spacious classrooms. Our outdoor grounds include a lighted, newly sodded multi-purpose field/stadium, seven other playing fields, six tennis courts, and an eight lane, all weather, rubberized track. Curriculum initiatives continue to focus on the inclusion of standards of assessment for student performance in every curriculum. NEASC accreditation occurred in March 2004.

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**STRATEGIC SCHOOL PROFILE 2011-12**

Middle and Junior High School Edition

**Schaghticoke Middle School****New Milford School District**

DANA D. FORD, Principal  
 GERALD ROBINSON, Asst. Principal  
 Telephone: (860) 354-2204  
 Website: <http://www.newmilfordps.org/sms/>

Location: 23 Hipp Road  
 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 or testing services. 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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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 7 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 697  
 5-Year Enrollment Change: -11.0%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	140	20.1	20.1	30.0
Students Who Are Not Fluent in English	11	1.6	1.6	3.4
Students with Disabilities	100	14.3	14.3	12.0
Students Identified as Gifted and/or Talented	33	4.7	4.7	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	344	98.0	98.0	98.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	969	1,024

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	19.2	19.2	20.3	Mathematics	25.9	25.9	37.2
				World Language	65.5	65.5	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	27	37
Computer Education **	30	18
English Language Arts	135	226
Family and Consumer Science	54	12
Health	27	24
Library Media Skills	0	9
Mathematics	135	159
Music *	0	35
Physical Education	54	55
Science	135	149
Social Studies	135	147
Technology Education	27	24
World Languages	135	91

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 24% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

**Lunch**

An average of 24 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

\* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.3	1.3	3.2
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	62.0	62.0	76.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.9	2.9	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	97.2
# of Print Volumes Per Student*	21.7	21.7	21.6
# of Print Periodical Subscriptions	4	4	20

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	47.90
Paraprofessional Instructional Assistants	0.50
Special Education: Teachers and Instructors	8.40
Paraprofessional Instructional Assistants	15.40
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.80
Counselors, Social Workers, and School Psychologists	4.85
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	22.60

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	18.1	18.0	14.2
% with Master's Degree or Above	74.1	74.1	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.9	9.9	8.9
% Assigned to Same School the Previous Year	93.1	93.1	88.2

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

We welcome all members of the community to visit the school during operating hours. We hold two Open Houses during the year for students and parents and a Curriculum Night for parents. Concerts, sports events, drama presentations, and Battle of the Books competition are activities which encourage public participation. Given twenty-four hours notice, the school allows and encourages parents to observe classroom lessons and activities. Scheduled conferences and team meeting appointments are also available for the parents of our students. The SMS PTO is extremely active and works with the school's administration to improve communication between the school and the community. The PTO is very supportive of the students and staff of Schaghticoke and afford us many opportunities both financially and emotionally to help our students. This year they brought Rachel's Challenge to our school and intend to continue the program throughout next year. They also funded many worthwhile projects which enhanced the education of all students. The PTO holds a monthly "coffee with the principal" which gives parents the opportunity to discuss concerns and the principal the opportunity to discuss school initiatives. We utilize email for all notifications including report cards and BOE and PTO information. Our website is well maintained and is our main method of communication with the New Milford community. Many teachers and the school's teams have individual websites which parents may access for information. The principal meets with students who are in academic jeopardy and their parents. The purpose of these meetings is to offer the students and their parents interventions and strategies necessary for student success. The school counselors are in weekly communication with these students and parents in order to check academic progress.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	31	4.4
Black	15	2.2
Hispanic	69	9.9
Pacific Islander	0	0.0
White	574	82.4
Two or more races	8	1.1
Total Minority	123	17.6

Percent of Minority Professional Staff: 1.4%

#### Non-English Home Language:

8.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 16.

### 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.

Our curriculum in social studies, world language, and English is reflective of the changes occurring daily in the world today. Using a combination of current events and historical fact, teachers offer many lessons on the world's various cultures, nationalities, religions, and governments. In seventh grade, students discover the wonders both of ancient civilizations and their more modern counterparts: Japan, Egypt, Israel, Russia, etc. The literature complements the historical study allowing students to see how the arts reflect the religious and moral culture of their time period. In eighth grade, students are immersed in the study of civics and American history. Part of the course is devoted to the study of the historical documents which form the basis of our present day government and outline our freedoms as American citizens. Tolerance and empathy for others spring from the knowledge that all people have the right to be respected for their race, religions, and economic situation. This year, SMS students were introduced to the program "Rachel's Challenge" which discusses the importance of being kind and thoughtful when dealing with others. The student body responded enthusiastically to the message of good will and created a club whose members will continue to publicize and model the tenets of Rachel's message. Schaghticoke teachers and students are ever mindful of those in need. This year they were involved in a number of charitable activities: cooked for and donated cases of food to the New Milford Social Services; made 40 dresses and 16 pairs of shorts for Little Dresses for Africa; collected and sent clothing to Vietnam Veterans; made hats and mittens for Loaves and Fishes and made "Cancer" caps for patients at New Milford Hospital; to name a few of the worthwhile projects completed this year. Community service activities bring together a disparate group of people working together to improve the lives of others. This collaborative effort becomes the vehicle by which we strengthen students' tolerance of and empathy for those who are not only different from us but also less fortunate than we are.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	43.2	43.2	49.8	42.9

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	81.5	81.0	79.8	47.6
Writing	71.5	71.1	65.6	60.1
Mathematics	68.0	67.6	68.1	51.4
Grade 8 Reading	86.9	86.6	76.8	72.0
Writing	75.6	75.4	68.3	60.2
Mathematics	78.0	77.7	67.2	63.6
Science	80.2	80.0	61.9	78.8

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	94.0	94.0	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 84 students were responsible for these incidents. These students represent 11.2% of the estimated number of students who attended this school at some point during the 2010-11 school year.

### Truancy

During the 2010-11 school year, 2 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	3
Sexually Related Behavior	3	0
Personally Threatening Behavior	25	6
Theft	4	0
Physical/Verbal Confrontation	14	1
Fighting/Battery	25	3
Property Damage	0	1
Weapons	0	4
Drugs/Alcohol/Tobacco	5	1
School Policy Violations	121	23
Total	197	42



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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Connecticut Mastery Scores are strong in several areas and show a marked improvement in writing for both the seventh and eighth grades. Seventh grade scores show a dip (-6.7) in math in the % of at/above proficiency 87.2% and a slight dip (-2.9) in reading 90.6%. These areas will be addressed with continued focus on mathematical skills and in our reading classes. Seventh grade writing scores increased 3.5 % and the at/above proficiency score was 87.8%. Continued instruction and practice in the areas of writing and editing/revision will be a focus this year. Our eighth grade students made significant gains across the board in all areas of study: math 2.4 points; reading 9 points; writing, 13.6; and science 10.1. SMS eighth grade students scored above 91% proficiency in all categories: math 93.2%; reading 93.7%; writing 91.9%, and science 92.4%.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Schaghticoke Middle School located in an attractive pastoral setting adjacent to a town park, aims to promote an atmosphere respect, tolerance, and good will among students, staff, and community members. Each month, members of the school community focus on the merits of a particular character trait and encourage students both by personal example and in their daily lessons to practice the elements of good character. Students are expected to model respectful behavior and follow the guidelines of the school's Effective Behavior Support Policy: Respect for School; Respect for Self; and Respect for Others. We recognize the efforts of our students with a reward system based on earning points toward key chains, badges, and reward drawings. Students have many opportunities to participate in activities both in and out of school. Band, orchestra, jazz band, chorus, select singers are groups which practice weekly and offer several concerts and musical events throughout the year. Interscholastic and intramural sports are an integral part of our athletic programs and students of all abilities are encouraged to take part. Other activities available for student participation are chess club, Friends of Rachel, art club, student council, drama club, and yearbook, etc. We also provide academic opportunities after school for all students: homework club; math and writing labs; academic fitness (supervised study hall); along with teacher led after school help groups. The team model is followed at Schaghticoke Middle School and we currently have three teams in both seventh and eighth grades. Teams enjoy the competition fostered by our Battle of the Books Competition which takes place in the early spring. All students have the opportunity to join and compete as long as they have prepared themselves by reading the approved books. This is PTO sponsored activity which is anticipated with great enthusiasm and promotes team spirit and good will in the community.

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**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-6 Edition

**Sarah Noble Intermediate School****New Milford School District**

LEONARD A. TOMASELLO, Principal  
 KRISTINE L. GOLDEN, Asst. Principal  
 DONALD J. NAIMAN, Asst. Principal  
 Telephone: (860) 210-4020

Location: 25 Sunny Valley Road  
 New Milford,  
 Connecticut

Website: <http://www.newmilfordps.org/sis/>

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 4 - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 1,035  
 5-Year Enrollment Change: -10.6%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	189	18.3	18.6	39.4
K-12 Students Who Are Not Fluent in English	31	3.0	4.7	7.8
Students with Disabilities	164	15.8	13.0	10.9
Students Identified as Gifted and/or Talented	28	2.7	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	661	98.1	96.5	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	938	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	22.1	22.1	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	43	32
Computer Education	10	21
English Language Arts	345	430
Family and Consumer Science	0	1
Health	21	21
Library Media Skills	10	19
Mathematics	165	200
Music	43	34
Physical Education	43	43
Science	129	97
Social Studies	129	87
Technology Education	0	3
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.8	4.5	7.8
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	54.9	62.6	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.4	5.7	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	99.1	94.2
# of Print Volumes Per Student*	31.5	34.2	29.7
# of Print Periodical Subscriptions	47	21	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	61.60	
	Paraprofessional Instructional Assistants	6.00	
Special Education:	Teachers and Instructors	13.00	
	Paraprofessional Instructional Assistants	23.00	
Library/Media Specialists and/or Assistants		2.00	
Administrators, Coordinators, and Department Chairs		2.94	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.80	
Counselors, Social Workers, and School Psychologists		4.30	
School Nurses		2.00	
Other Staff Providing Non-Instructional Services and Support		31.30	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.3	13.0	13.7
% with Master's Degree or Above	75.3	77.0	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	10.7	9.8	8.7
% Assigned to Same School the Previous Year	85.7	83.8	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Sarah Noble continues to believe that maintaining open and frequent communication with our students' homes is extremely important! To that end, we start this communication in the spring of every year when we invite parents/guardians to voluntarily complete a Student Information Form. These forms are then given to the child's new teacher at our August "Open House" where the children and parents/guardians meet their new teachers for the first time. In September, we host two "Curriculum Nights" which are designed to inform parents about grade level curricula and special school programs and events. Annual school goals and any new programs are presented by the school principal. Parent/teachers conferences are held twice a year to inform parents of their child's academic progress and social adjustment. All classroom teachers send home a "Friday Folder" which serves as a weekly communication folder for all parents. The Sarah Noble PTO is very active in raising funds for school programs and special events, such as major field trips, assemblies, and educational equipment. The school principal shares a report to this group at its monthly meetings. He also holds monthly "Brown Bag Lunches" for interested parents who wish to "drop-in" and discuss anything they wish to learn more about. Our school's website is a source of information for all families. This website includes links to other district information as well learning links for students. Parents/guardians have access to all teachers and administrators via email, which more and more parents are choosing to use as their communication of choice. One of the district's Five-Year Strategic Plan strategies is to "improve communication to ensure all members of our collaborative partnership understand our mission and objectives and are actively engaged in achieving them." At Sarah Noble Intermediate School, we support this strategy and are proud of our commitment to continue maintaining open and frequent communication with all members of our school community.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	42	4.1
Black	20	1.9
Hispanic	83	8.0
Pacific Islander	0	0.0
White	869	84.0
Two or more races	20	1.9
Total Minority	166	16.0

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language :**

7.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 15.

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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.

At Sarah Noble, we enjoy a student body that is rich in cultural diversity. As in past years, we made efforts across the curriculum to make our students aware of that "richness" and to learn about cultures beyond the walls of our school. Individual classrooms provide instruction that increase this awareness. For example, each year we celebrate the efforts of Martin Luther King, Jr., and his work to bring respect and equality to all citizens of our country. Readers' Theater has been an effective way for our students to learn about the contributions of Dr. King and other Americans. Special area teachers, like art and music, have multi-culturalism built into their regular programs. In art, students create clay skulls as they learn about the Mexican holiday ("Day of the Dead"). In music, students learn songs from many countries and use authentic African drums to accompany these songs. Lessons about the history of drumming in Africa and other lands are a part of this instruction. Throughout the school year, our librarian featured books written by authors from other cultures. In an effort to have all children benefit from exciting learning experiences like field trips, every child, regardless of economic status, gets to participate! Our generous PTO continues to support this literacy program. Another example of their support is how this group funds storytellers, artists, and entertainers from a variety of racial and ethnic backgrounds. As an important part of our Character Education initiative, our Student Council organizes "First Friday Food Drives" each month to support the local food bank. This experience helps our students understand that some of our neighbors require assistance, and that food drives are one way we can reach out in support of these neighbors in need.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	33.1	33.1	50.9	19.9
Grade 6	46.8	46.8	50.7	44.6

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.



**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	62.0	61.8	64.1	43.2
Writing	59.5	59.6	65.3	37.7
Mathematics	59.9	59.7	68.0	34.3
Grade 5 Reading	79.3	79.3	67.6	70.1
Writing	69.7	69.5	68.1	50.5
Mathematics	72.3	72.3	71.6	49.9
Science	69.0	68.7	63.9	55.2
Grade 6 Reading	83.4	83.4	74.1	68.1
Writing	65.0	64.9	67.4	47.6
Mathematics	71.8	71.9	69.3	55.0

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](http://www.ctreports).

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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.4	95.7	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2010-11 school year, 11 students were responsible for these incidents. These students represent 1.1% of the estimated number of students who attended this school at some point during the 2010-11 school year.

### Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	5	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	5	1
Total	11	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

We employ two instructional coaches. One coach focuses her efforts on improving literacy instruction and the other coach attends to our needs in math. They work directly with classroom teachers as "critical friends." They observe classroom lessons and present model lessons for teachers. The Literacy Coach also offered several book clubs for teachers. Teachers voluntarily participate in before and after school clubs where they discuss about the teaching of reading and writing. These clubs were received very positively! Both coaches have begun to conduct informative workshops about the Common Core. They have also established websites for teachers, parents, and students. Pacing Calendars are available for both literacy and math. In order to provide Tier 2 and 3 reading interventions, we carved out an "Extended Learning Time" [ELT] for all students. During this time, classroom teachers can offer additional academic support for students while more needy students are pulled for more intensive, targeted support with reading teachers and tutors. In the fall, all teachers and reading teachers receive data sheets of their students' performance on the past spring's Connecticut Mastery Tests. We use some of this data to identify students who require interventions, as well as those who can benefit from advanced instruction. Our first year teachers are supported throughout the year as they work with an experienced partner teacher. In addition, those participating in the TEAM process are given a mentor to support them in this state process. All first year teachers meet with an administrator each month in a "New Teacher Support Group."

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

This year we provided an opportunity for our young writers to submit articles to one of three school newspapers. Students wrote stories about school events, interviewed school personnel, created puzzles, and drew cartoons for their newspapers. Fifth graders participated in the annual "Walking Project" which involves many community organizations and businesses. The project focuses on the "3 Es"...Environment, Exercise, Eating Well. This project earned national recognition from the American Academy of Pediatrics as an important wellness project for young children. Students learn how to care for the environment, how to eat well, and how exercise contributes to a healthy life style. These fifth graders participated in a "Trout Unlimited Project" in which they raised trout in specially-designed fish tanks and in the spring, they released them into the East Aspetuck River at the Elliot Pratt Center in New Milford. Talented "thespians" and writers collaborated to produce "Tell me Why, Tell me How," a musical that was performed for our greater school community. We offer before-school grade-level intramural programs for students, as well as an after-school program for poetry and art. We offered two after-school clubs that were initiated by students. One was a Cartooning Club and the other was a Song Writing Club. Gifted and Talented students presented a student version of Romeo & Juliet as part of their Shakespeare experience. Twice a month we recognized students who demonstrated behaviors that were consistent with our school pledge: "I pledge to be responsible, respectful, honest, and safe." These identified students were given "Oscars" that were displayed in the main lobby of the school. We have adopted a Positive Behavior Interventions & Supports (PBIS) Program which is a proactive, comprehensive, systemic, and individualized continuum of support designed to provide opportunities for all children to achieve social and learning success, while preventing problem behaviors.

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**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-3 Edition

**Hill And Plain School  
New Milford School District**

SANDRA R. NADEAU, Principal  
MARCELLA STERLIS, Asst. Principal  
Telephone: (860) 354-5430

Location: 60 Old Town Park Road  
New Milford,  
Connecticut

Website: <http://www.newmilfordps.org/hps/>

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 3

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 458  
5-Year Enrollment Change: -6.3%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	101	22.1	18.6	39.4
K-12 Students Who Are Not Fluent in English	41	9.4	4.7	7.8
Students with Disabilities	55	12.0	13.0	10.9
Students Identified as Gifted and/or Talented	1	0.2	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	76	76.8	84.9	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	316	94.3	96.5	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	940	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	19.8	19.5	18.5
Grade 2	19.4	18.6	19.7

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	34	31
Computer Education **	13	16
English Language Arts **	478	488
Health **	30	18
Library Media Skills **	13	20
Mathematics **	212	200
Music **	33	32
Physical Education **	33	39
Science **	51	73
Social Studies **	51	67
World Languages	0	7

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	9.0	4.5	7.6
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	80.0	62.6	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	6.1	5.7	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	99.1	94.2
# of Print Volumes Per Student*	41.0	34.2	29.7
# of Print Periodical Subscriptions	10	21	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	28.35
	Paraprofessional Instructional Assistants	7.00
Special Education:	Teachers and Instructors	5.51
	Paraprofessional Instructional Assistants	12.50
Library/Media Specialists and/or Assistants		1.50
Administrators, Coordinators, and Department Chairs		1.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.40
Counselors, Social Workers, and School Psychologists		1.20
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		23.97

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	11.7	13.0	13.7
% with Master's Degree or Above	72.2	77.0	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.3	9.8	8.7
% Assigned to Same School the Previous Year	83.3	83.8	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

All staff have school e-mail addresses which can be accessed through our New Milford Public School website. There is a section on our school website with suggestions to support parents in helping their children with homework. We work to create collaborative and positive relationships with each and every one of our families at Hill and Plain School through frequent communication. Our new school year packet contains valuable information for our school community to use to assure a successful academic and social experience for their children. Meet the Teacher visit takes place before the first day of school to encourage families to become familiar with the school and staff and ensure a smoother transition for their children. Our classrooms, hallways, and bulletin boards are welcoming and contain samples of student work and helpful information. All staff responds promptly to any parent questions or concerns. Our PTO organizes our annual Welcome Back Carnival, which is attended by many staff and families in our school community. Fun, food, and activities are enjoyed by all. We hold a Curriculum Night during the first month of school to provide parents an opportunity to learn about grade level expectations. Conferences are on the school calendar for November and March, but parents are welcome to contact their child's teacher at any time, while teachers are encouraged to keep in frequent contact with parents. Our school website contains numerous items such as parent links, special area pages and a calendar of events which is also sent home with students monthly. Parents volunteer in our school for many reasons including vision testing, bus evacuation, library help, etc. We work closely with our PTO to support their efforts to provide our children with many special and varied learning opportunities such as a science cart, author visits during literature week, and cultural arts assemblies that promote character education and curriculum concepts.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	27	5.9
Black	10	2.2
Hispanic	71	15.5
Pacific Islander	0	0.0
White	339	74.0
Two or more races	10	2.2
Total Minority	119	26.0

**Percent of Minority Professional Staff:** 4.3%

**Non-English Home Language:**

13.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

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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.

We thrive on accepting "otherness" at Hill and Plain School as we respect and appreciate each others' unique gifts and differences. Students are provided with guidance lessons which support our character education traits such as respect, responsibility, caring, compassion, and citizenship. Staff uses common language in all corners of our school to promote our behavior expectations. Teachers hold class meetings to address a sense of community. Our guidance counselor and school psychologist hold friendship lunches to assist and encourage positive relationships among our students. Our literature based reading program and library media specialist work to provide a wide variety of resources that address cultural diversity. Students study Native Americans, African Americans, and others as they read biographies and follow the social studies curriculum. Ethnic diversity is considered when choosing cultural events. All students are included in all activities, classrooms, and support services at Hill and Plain School.

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## STUDENT PERFORMANCE AND BEHAVIOR

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	68.6	67.2	59.2	65.5
Writing	72.7	67.7	62.7	66.7
Mathematics	80.6	72.7	66.5	73.1

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.2	95.7	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Hill and Plain School continues to focus our efforts and professional development on improving our students' achievement on kindergarten assessments, DRA2 reading assessment, Degrees of Reading Powers, writing prompts, and the state reading assessments. In addition, we use common formative assessments, teacher observation and anecdotal records daily to better understand and focus on the needs of our students. On the 2012 CMT math assessment, our third graders had 96 % of students achieving proficiency in math. In reading, 89.2 % of our third graders achieved proficiency on the 2012 CMT. Our proficiency level in writing was 88.2% in 2012. Both math and reading scores demonstrate an improvement of over ten percentage points. Professional development is geared toward moving to a Reader's Workshop model. We have a K-6 Literacy Coach to support teachers' efforts as they learn more about teaching reading and writing during collaborative time together each week. This time focuses on examining data to drive instruction. We continue to support our full day kindergarten program.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Aligning current curriculum with the Common Core State Standards (CCSS), while improving our Reader's and Writer's Workshop methods of instruction delivery are important to us and continue to be areas of focus at Hill and Plain School. We are working to improve our model for Scientific Research Based Instruction in order to support as many students as possible through regular education initiatives. We have many volunteer committees where staff members spend their time discussing topics such as improving wellness, focused professional development, and supporting staff members personally and professionally. Our Principal's Advisory Committee is a shared leadership model where individual's contributions and opinions are valued and supported. Supporting character education and providing a safe school climate continues to be important areas of focus at Hill and Plain School.

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**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-3 Edition

**John Pettibone School  
New Milford School District**

PAULA A. KELLEHER, Principal  
MARCELLA STERLIS, Asst. Principal  
Telephone: (860) 354-3218

Location: 2 Pickett District Road  
New Milford,  
Connecticut

Website: <http://www.newmilfordps.org/jps/>

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 3

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 435  
5-Year Enrollment Change: -13.2%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	92	21.1	18.6	39.4
K-12 Students Who Are Not Fluent in English	32	7.8	4.7	7.8
Students with Disabilities	48	11.0	13.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	87	89.7	84.9	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	300	95.2	96.5	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	940	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.



Average Class Size	School	District	State
Kindergarten	19.4	19.5	18.5
Grade 2	18.2	18.6	19.7

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	34	31
Computer Education **	13	16
English Language Arts **	478	488
Health **	30	18
Library Media Skills **	13	20
Mathematics **	212	200
Music **	33	32
Physical Education **	33	39
Science **	51	73
Social Studies **	51	67
World Languages	0	7

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.8	4.5	7.6
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	70.8	62.6	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.9	5.7	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	94.6	99.1	94.2
# of Print Volumes Per Student*	39.1	34.2	29.7
# of Print Periodical Subscriptions	25	21	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	25.35
	Paraprofessional Instructional Assistants	7.00
Special Education:	Teachers and Instructors	6.00
	Paraprofessional Instructional Assistants	13.50
Library/Media Specialists and/or Assistants		1.70
Administrators, Coordinators, and Department Chairs		1.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		2.40
Counselors, Social Workers, and School Psychologists		1.20
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		13.66

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.8	13.0	13.7
% with Master's Degree or Above	81.8	77.0	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	10.4	9.8	8.7
% Assigned to Same School the Previous Year	87.9	83.8	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Open House and Curriculum Night are held annually. Parent conferences, including daytime and evening appointments, are scheduled twice annually. Parents regularly receive PTO and classroom newsletters, email blasts, and voice messages via School Messenger to learn about building and grade level happenings. Parents are recruited to act as room parents, mentors, and classroom volunteers/presenters. They assist in our library media center and read to our students. We solicit parent/community membership for our Wellness and Character Education Committees. A school website exists to help keep parents informed and to allow them to make inquiries. Individual teacher web pages announce current topics of study and projects. Parents have access to the school email addresses and phone number extensions of all certified staff members. Families are invited to concerts and art shows and a variety of school-wide and individual classroom events that demonstrate student work and progress. A monthly "Coffee with the Principal" is held throughout the school year. Presentations on aspects of the educational program are presented by administration/staff and parents are provided an opportunity to ask questions about any aspect of the school day. A Safe School Climate survey is issued periodically to families. Our PTO is a tremendously dedicated group who supports staff, students, and parents by enhancing the educational experience with performances, donations, and grants.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	14	3.2
Black	8	1.8
Hispanic	55	12.6
Pacific Islander	0	0.0
White	343	78.9
Two or more races	15	3.4
Total Minority	92	21.1

**Percent of Minority Professional Staff: 2.2%**

**Non-English Home Language:**

9.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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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.

The small percentage of racially/ethnically diverse students in John Pettibone School continues to grow. Curriculum and holidays are taken as opportunities to discuss and present diversity issues. Native Americans are studied in grade three and in grade two students study holiday customs from around the world. Our developmental guidance program focuses on the similarities and differences of individuals. Character initiatives are developed to help students understand and respect the uniqueness of each individual. Many classrooms are influenced by the Responsive Classroom model which concentrates on developing a positive classroom environment. Music instruction introduces songs from all over the world. Black History lessons are incorporated at every grade level. Students also become involved in special events and civic programs like food drives and the Santa Fund which provides presents to our poorer families. Our English Language Learner tutor assists students via both push-in and pull-out services and collaborates with the teachers to incorporate strategies which help these children access the curriculum. Our PTO ensures the cost of field trips, yearbooks, etc., is covered for students with economic needs. Finally, we house a local "Literacy on the Green" group which provides instruction in English to non-English speaking parents

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## STUDENT PERFORMANCE AND BEHAVIOR

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	67.9	67.2	59.2	63.9
Writing	59.1	67.7	62.7	42.0
Mathematics	67.8	72.7	66.5	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](http://www.ctreports). 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."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	93.3	95.7	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

### Number of Incidents by Disciplinary Offense Category, 2010-11

Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

John Pettibone School continually works toward the improvement of student achievement scores by providing “push-in” support from special education teachers/paras in the general education classroom, maintaining a schedule of common collaborative planning times among grade level teachers/academic specialists and maintaining collaborative consultation times between special education/regular education staff. The analysis of student work is central to collaborative team discussions. We complete a number of district-wide assessments, the results of which are analyzed along with samples of actual student work, with the aim of targeting and addressing specific needs at the building, grade, and classroom levels. Plans for improvement stemming from that analysis are developed. Our School Climate committee composed of teachers and parents analyzes results and addresses areas in need of improvement as highlighted by student, parent, and staff climate surveys. Four of our special education and general education teachers co-teach in the area of math. Language arts blocks are set up so that special education children who are pulled out for language arts services can remain in the general education classroom while mini lessons are presented. Release time is provided for special/regular education teachers of students with severe and profound needs to plan for as much participation in the general education classroom as possible. Our special education teachers and pupil personnel are heavily involved in SRBI efforts and the number of children who are classified has decreased significantly over the years. We continually seek to optimize the use of our support personnel and services not only so children are supported appropriately, but also so that our teachers become proficient with effective instructional strategies. We are in the process of utilizing Reader’s and Writer’s workshop in grades 1-3. We have implemented the SuperKids reading program in grades K and 1 and student scores have risen in both grade levels. Book talks/discussions involving differentiated instruction, conferring with readers and Reader’s Workshop have taken place. Currently, the district is involved in a strategic planning process that outlines a five-year cycle for improvement efforts. Central to our Strategic Plan is the involvement of all parties critical to student performance including parents, staff, community, and administrators in seven strategic objectives with the ultimate goal of improved student performance. The introduction of language arts and math coaches are direct results of that strategic plan.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

At John Pettibone School, we continue a balanced approach to literature via the Reader’s and Writer’s Workshop models. Our reading and writing curriculums are being revised to realign with CCSS. K-6 language arts and math coaches and a K-6 health teacher collaborate regularly with our K-3 staff. Our math program is a hybrid one which utilizes Saxon Math and Everyday Math to teach our math curriculum which is also aligned with CCSS. Character education focuses on ten character attributes selected by our district. School resources include a SRBI Team, a tiered intervention process, EXCEL (pre-school program), developmental guidance, tutors, an Enrichment Coordinator and behavioral therapists. Student needs are further serviced through a Student Pals mentoring program, school-wide reading and wellness initiatives, a greenhouse and garden, and regular computer lab and library media center classes. Principal’s Advisory, PTO, Budget, Literature, Wellness and Character Ed committees enhance our building’s climate and curriculum offerings. PTO sponsors cultural arts assemblies, two book fairs per year, a school newsletter, and family socials aimed at developing school spirit. Certified staff attends professional development in special education, reading instruction, technology, and data analysis. Information acquired assists with in-class support and the development of action plans to address student improvement. Teams of grade level teachers collaborate on a weekly basis to examine student work/data. We continue to examine the delivery of special education services/support and the delivery of reading instruction to better prepare our students for the Connecticut Mastery Tests.

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**STRATEGIC SCHOOL PROFILE 2011-12**

Elementary School K-3 Edition

**Northville Elementary School  
New Milford School District**

SUSAN S. MURRAY, Principal  
 JOAN A. KICK, Asst. Principal  
 Telephone: (860) 355-3713

Location: 22 Hipp Road  
 New Milford,  
 Connecticut

Website: <http://www.newmilfordps.org/nas/>

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK - 3

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 523  
 5-Year Enrollment Change: 0.8%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	74	14.1	18.6	39.4
K-12 Students Who Are Not Fluent in English	8	1.6	4.7	7.8
Students with Disabilities	51	9.8	13.0	10.9
Students Identified as Gifted and/or Talented	1	0.2	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	102	87.9	84.9	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	367	96.6	96.5	95.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	940	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.



Average Class Size	School	District	State
Kindergarten	19.3	19.5	18.5
Grade 2	18.3	18.6	19.7

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	34	31
Computer Education **	13	16
English Language Arts **	478	488
Health **	30	18
Library Media Skills **	13	20
Mathematics **	212	200
Music **	33	32
Physical Education **	33	39
Science **	51	73
Social Studies **	51	67
World Languages	0	7

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.6	4.5	7.6
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	60.8	62.6	78.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.9	5.7	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	99.1	94.2
# of Print Volumes Per Student*	29.4	34.2	29.7
# of Print Periodical Subscriptions	0	21	11

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	30.89
	Paraprofessional Instructional Assistants	9.50
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	9.90
Library/Media Specialists and/or Assistants		1.80
Administrators, Coordinators, and Department Chairs		1.51
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.40
Counselors, Social Workers, and School Psychologists		1.65
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		16.37

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.2	13.0	13.7
% with Master's Degree or Above	74.4	77.0	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.7	9.8	8.7
% Assigned to Same School the Previous Year	76.9	83.8	85.0

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The staff at Northville continued to actively communicate with parents about their children's education and school experiences. This entailed maintaining open and responsive communication about the school, classes, and individual students. Communication took many forms during 2011-2012: group and individual meetings (Meet the Teacher Open House, Curriculum Night, parent-teacher conferences, "Countdown to Kindergarten" orientation, Planning and Placement Team meetings, monthly PTO meetings, two "Coffee with the Principal" meetings); written materials (Student-Parent Handbook, parent information packets, homework folders, report cards, home-school communication notebooks, parent input letters for student placement, letters from the superintendent, principal, PTO, and classroom teachers); electronically posted and/or e-mailed materials (letters, flyers, reminders, calendars, announcements, forms, and grade level/department web pages); "School Messenger" automated calls about special events and emergency closures; telephone conversations; and posted mail. The impressive support of the Northville parents can be seen in the high rate of parent-teacher conference attendance: 97% in November and 98% in March. During the school year, parents responded very positively to invitations to attend grade level programs, chaperone field trips, and volunteer in the classrooms and/or for PTO activities.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	10	1.9
Black	10	1.9
Hispanic	35	6.7
Pacific Islander	0	0.0
White	452	86.4
Two or more races	16	3.1
Total Minority	71	13.6

**Percent of Minority Professional Staff: 0.0%**

**Non-English Home Language:**

3.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

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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.

Northville Elementary School is geographically distant from large urban areas. However, the school continued to address ethnic, racial, and economic isolation through several curriculum initiatives in 2011-2012. The guidance counselor, school psychologist, and classroom teachers involved students in a variety of lessons focused on similarities and differences between people. The children participated in activities and discussions based on the concept that friends come in all shapes, sizes, and colors. During the 2011-2012 school year, additional lessons about ethnic, racial, and economic diversity included a wide variety of literature in the K-3 reading and social studies lessons which included seasonal celebrations around the world (Christmas, Hanukkah, Kwanzaa, Ramadan, Chinese New Year); local and national Native American culture; Martin Luther King, Jr. Day; Black History Month; and a third grade biography unit in which more than half of the reports focused on ethnically or racially diverse individuals from sports, the arts, history, and science. Lastly, the school-wide Character Education Program continued to emphasize respect for all and acceptance of diversity. Northville maintained its town-wide reputation for having a warm and welcoming climate, living up to its motto, "Northville...where everybody counts!"

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## STUDENT PERFORMANCE AND BEHAVIOR

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.7	67.2	59.2	61.0
Writing	69.4	67.7	62.7	60.0
Mathematics	69.6	72.7	66.5	53.0

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.6	95.7	95.9

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2010-11 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Extensive work was done at Northville in 2011-2012 in the area of school improvement. The teachers at each grade level set a common professional growth goal to support the overall school goal to improve reading achievement as measured by the Connecticut Mastery Test in the third grade and the grade level goal assessments in kindergarten and grades 1-3. Adjustments to the school-wide schedules provided one hour of collaboration time per week for each grade level team to meet with the reading and Special Education teachers to review student achievement data from grade level common formative assessments and grade level goal probes. This data was then used to plan instruction. The school-wide Data Team met every other week to spearhead staff development, assessment, and data collection and analysis efforts. The Scientific Research Based Intervention (SRBI) Team met four times a month to develop and implement Tier I and Tier II intervention strategies for students struggling with academics and/or behavior. Many opportunities for on-going, job-embedded professional development were provided to the teachers throughout the year during bi-weekly staff meetings and half-day staff development activities based on student achievement data and teachers' needs.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

As noted above, Northville has a remarkably involved parent population. Our PTO is an active organization and vital to the day-to-day functioning of the school. The PTO meets regularly and the members continue to be supportive of our students and staff in whatever capacity they are needed, inside and outside of the classrooms at various times during the year. Each fall, the PTO hosts a welcome back breakfast for teachers and provides volunteers to help orient incoming kindergarten and first grade students during the first week of school. Throughout the school year, the PTO sponsors a wide variety of family oriented activities. In 2011-2012, these included the Welcome Back Picnic in September, Halloween "Spooktacular" dance in October, a Family Night at the Book Fair in November and March, a "Snowflake" dance in December, Family Movie Night in January, and Spring carnival in June. The PTO also sponsors activities and projects to raise funds which are used to provide rich cultural experiences for our students both in the school as programs and on grade level field trips, most notably to the state Capitol in 2012. During the 2011-2012 year, school-based performances included presentations by well-known children's authors and illustrators, puppeteers and singers, acrobatic and Chinese dancers, and local authorities about Connecticut history, geology, and farming.

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**New Milford Board of Education  
Operations Sub-Committee Minutes  
November 5, 2013  
Lillis Administration Building, Room 2**

Present: Mr. Thomas McSherry, Chairperson  
Mr. David A. Lawson  
Mrs. Lynette Celli Rigdon  
Mr. William Wellman

Also Present: Dr. JeanAnn C. Paddyfote, Superintendent of Schools  
Mr. Joshua Smith, Assistant Superintendent  
Ms. Ellamae Baldelli, Director of Human Resources  
Mr. Gregg Miller, Director of Fiscal Services  
Ms. Roberta Pratt, Director of Technology  
Mrs. Laura Olson, Director of Pupil Personnel and Special Services  
Mrs. Sandra Sullivan, Director of Food Services  
Mr. John Calhoun, Facilities Manager  
Mr. Joseph Olenik, Assistant Facilities Manager

GEORGE C. BUCKBEE  
TOWN CLERK

2013 NOV -7 A 9:03

NEW MILFORD, CT



1.	<b>Call to Order</b> The meeting of the New Milford Board of Education Operations Sub-Committee was called to order at 7:30 p.m. by Mr. McSherry.	<b>Call to Order</b>
2.	<b>Public Comment</b> <ul style="list-style-type: none"><li>None</li></ul>	<b>Public Comment</b>
4.	<ul style="list-style-type: none"><li>Mr. McSherry moved Items of Information 4.A and 4.B to the beginning of the meeting as a courtesy to Mrs. Sullivan who was in attendance.</li></ul> <b>Items of Information</b>  <b>A. Assurance of Voluntary Compliance to Department of Consumer Protection of the State of Connecticut by Marcus Dairy, Inc.</b>  <ul style="list-style-type: none"><li>Mrs. Sullivan said that the approximately \$2700 referenced in this document came about due to a difference in bid pricing from 2007 to the present. The district did not use Marcus Dairy for that entire time frame. Wade Dairy was used for a few of the years. Mrs. Sullivan is very satisfied with the outcome and with an additional credit of approximately \$10,000 that</li></ul>	<b>Items of Information</b>



	<p>Marcus Dairy provided in 2009/10 resulting from a clerical error.</p>	
	<p><b>B. Food Service Health Inspection</b></p> <ul style="list-style-type: none"> <li>Mrs. Sullivan said the New Milford Health Department does an inspection of all kitchens within the school district three times annually. The scores are usually in the high ninetieth percentile historically. SNIS received a score of 100% this last inspection.</li> </ul>	<p><b>Food Service Health Inspection</b></p>
3.	<p><b>Discussion and Possible Action</b></p>	<p><b>Discussion and Possible Action</b></p>
	<p><b>A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence</b></p> <ul style="list-style-type: none"> <li>Ms. Baldelli said she may have a revised exhibit for next Tuesday's Board meeting as the district is in the process of interviewing for the Accounting Manager opening. A previous candidate had accepted the position then withdrew due to personal reasons. The Exhibit fills some teacher vacancies, the Adult Education director position, substitutes, band and coaching positions. The coaching positions are primarily for the winter season.</li> </ul> <p>Mrs. Celli Rigdon moved to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.</p> <p>Motion seconded by Mr. Lawson.</p> <p>Motion passed unanimously.</p>	<p><b>Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence</b></p> <p><b>Motion made and passed unanimously to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.</b></p>
	<p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li>Purchase Resolution D-659</li> <li>Budget Position as of October 31, 2013</li> <li>Request for Budget Transfers</li> </ol> <ul style="list-style-type: none"> <li>Mr. Miller said that the district is running</li> </ul>	<p><b>Monthly Reports</b></p> <ol style="list-style-type: none"> <li>Purchase Resolution D-659</li> <li>Budget Position as of October 31, 2013</li> <li>Request for Budget Transfers</li> </ol>

	<p>about \$170,000 ahead of this time last year which is a good sign. One account, the teacher sub account, is tracking unfavorably.</p> <ul style="list-style-type: none"> <li>• Ms. Baldelli said there are 14 leaves of absence already this year, some unexpected medical leaves.</li> <li>• Mr. Lawson asked about the length of the leaves. Ms. Baldelli said three of them are for the remainder of the year and two are undetermined at this time.</li> </ul> <p>Mrs. Celli Rigdon moved to bring the monthly reports: Purchase Resolution D-659, Budget Position as of October 31, 2013 and Request for Budget Transfers to the full Board for approval.</p> <p>Motion seconded by Mr. Lawson.</p> <p>Motion passed unanimously.</p>	
<b>C. Gifts &amp; Donations</b>		<b>Motion made and passed unanimously to bring the monthly reports: Purchase Resolution D-659, Budget Position as of October 31, 2013 and Request for Budget Transfers to the full Board for approval.</b>
<b>1. PTO – Exhibit B</b>		<b>Gifts &amp; Donations</b>
		<b>1. PTO – Exhibit B</b>
	<ul style="list-style-type: none"> <li>• Mr. McSherry thanked the PTO for the donation.</li> </ul> <p>Mr. Lawson moved to bring Gifts &amp; Donations: PTO – Exhibit B to the full Board for approval.</p> <p>Motion seconded by Mrs. Celli Rigdon.</p> <p>Motion passed unanimously.</p>	
<b>D. CSDE District Choice Form for 2013-14</b>		<b>Motion made and passed unanimously to bring Gifts &amp; Donations: PTO – Exhibit B to the full Board for approval.</b>
	<ul style="list-style-type: none"> <li>• Dr. Paddyfote said this is an amendment required by the state because the district is using the Smarter Balanced assessment and that data will not be available prior to completing teacher evaluation ratings. The amendment says that the district will not be using state assessment results as part of the evaluation plan next year.</li> </ul>	<b>CSDE District Choice Form for 2013-14</b>

- Mr. McSherry asked Dr. Paddyfote to clarify that the Board had already approved the process and was now modifying that approval because the data will not be available and Dr. Paddyfote said that is correct.
- Mrs. Celli Rigdon asked if this was universal throughout the state and Dr. Paddyfote said for any district using the Smarter Balanced assessment.
- Mr. Wellman asked why we are using that assessment. Dr. Paddyfote said it is more aligned with the common core and it makes sense to transition to it in 2014 before it is required.
- Mr. Lawson asked when results would be available and Dr. Paddyfote said next November. Evaluations are due by June 30<sup>th</sup>.
- Mr. Lawson asked what data would be used for evaluations. Mr. Smith said it will be local data not tied to state or national assessments.
- Mr. Wellman asked where the local data will come from. Mr. Smith said it could be portfolios, pre and post tests, MAP assessments; anything created by more than one teacher.
- Mrs. Celli Rigdon asked how it will be handled administratively. Dr. Paddyfote said the teachers are specifying the data in their Student Learning Objectives which the principal must approve.

Mr. Lawson moved to bring the CSDE District Choice Form for 2013-14 as amended to the full Board for discussion and possible action.

Motion seconded by Mrs. Celli Rigdon.

Motion passed 3-0-1.

Yes: Mr. Lawson, Mr. McSherry, Mrs. Celli Rigdon  
Abstain: Mr. Wellman

**Motion made and passed to bring the CSDE District Choice Form for 2013-14 as amended to the full Board for discussion and possible action.**

<p>4.</p> <p>C.</p> <p>D.</p> <p>E.</p>	<p><b>Items of Information</b></p> <p><b>Status of Phone System</b></p> <ul style="list-style-type: none"> <li>• Mr. McSherry said this is another expense going forward that will need to be addressed in the budget process.</li> <li>• Mr. Lawson asked when the last time a significant expenditure was made on the phones. Mr. Miller said he believed it was over ten years but he would research it further.</li> <li>• Mrs. Celli Rigdon asked for more detail as to the issues. Ms. Pratt said there are three separate vendors and systems, handsets and servers are old and are at or nearing end of life. In addition, the phones work differently from school to school. For example, at HPS a person trying to call 911 would need to hit a series of seven keys.</li> <li>• Mrs. Celli Rigdon said that this was a major concern for her since in a crisis people are drilled to call 911, not hit seven keys first.</li> <li>• Mr. Wellman asked if end of life meant parts were not available. Ms. Pratt said they were either not available or used.</li> <li>• Mr. McSherry asked if this would be put in the capital budget request and Ms. Pratt said yes.</li> </ul> <p><b>Update on Network Infrastructure</b></p> <ul style="list-style-type: none"> <li>• Ms. Pratt said the network is aging. A few small servers may need to be replaced.</li> <li>• Mr. Wellman said he had heard there was a problem with the computers when students were taking the online assessment. Mr. Smith said that was an external problem with NWEA and the State CEN network at the time, not with the district's internal resources. The issues have since been resolved.</li> </ul> <p><b>DMV Inspection Report</b></p> <ul style="list-style-type: none"> <li>• Dr. Paddyfote said that the DMV does an</li> </ul>	<p><b>Items of Information</b></p> <p><b>Status of Phone System</b></p> <p><b>Update on Network Infrastructure</b></p> <p><b>DMV Inspection Report</b></p>
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	<p>annual inspection of bus fleets and she was pleased that All-Star received 100%.</p> <ul style="list-style-type: none"> <li>• Mr. McSherry gave kudos to All-Star.</li> </ul>	
<b>F.</b>	<p><b>2011-12 Strategic School Profile</b></p> <ul style="list-style-type: none"> <li>• Dr. Paddyfote said this was just sent from the State. She highlighted a few areas. Free and reduced was at 17.5% in 2011-12 and had gone up to 19% last year. The ethnicity of the community has changed as well. Hours of instruction are below DRG and state averages at all levels. This is affected by the number of instructional days and the length of the school day. Dr. Paddyfote said elementary time had gone up but she would like to see the middle school and high school time go up as well. To make changes would require collective bargaining.</li> <li>• Mr. Wellman asked about the drop off in gifted and talented at the elementary level.</li> <li>• Mrs. Celli Rigdon said she believed it was because students are not typically tested until third grade.</li> <li>• Dr. Paddyfote suggested that Mrs. Cooper, the teacher for the Talented and Gifted program, speak to this topic at Committee on Learning.</li> </ul>	<b>2011-12 Strategic School Profile</b>
<b>G.</b>	<p><b>Preliminary Forecast of Budget Drivers for Fiscal Year 2014-15</b></p> <ul style="list-style-type: none"> <li>• Mr. Miller said the percentages of preliminary foundation costs are based on contracts in place, recently settled or pending. Wage increases are an average of 2%, medical is estimated at 10%, worker's compensation and pension numbers come from the town but he is expecting increases to both, and transportation is at 4%. Munis will cost \$62,000 this year but the old AS 400 system will need to be carried for one year at a cost of \$14,000 before it can be used as an offset. Capital is based on no increase from last year. Using all those factors,</li> </ul>	<b>Preliminary Forecast of Budget Drivers for Fiscal Year 2014-15</b>

	<p>Mr. Miller said his very preliminary projection, one that is sure to change, is \$1.9 million or a 3.2% increase.</p> <ul style="list-style-type: none"> <li>• Dr. Paddyfote noted that the district has just finished arbitration with the administrators' union where the district proposed a 2.0% increase in salary and the administrators proposed a 2.75% increase. The outcome is not yet known.</li> </ul>	
5.	<p><b>Executive Session (anticipated)</b></p> <p><b>A. Discussion regarding the records, reports and statements pertaining to the strategy and negotiations with Teamster's Local 677 - Custodians and Maintenance</b></p> <p>Mrs. Celli Rigdon moved that the Board Committee enter into executive session in order to discuss the records, reports and statements pertaining to the strategy and negotiations with Teamster's Local 677 - Custodians and Maintenance and invite into the session Dr. JeanAnn Paddyfote.</p> <p>Motion seconded by Mr. Lawson.</p> <p>Motion passed unanimously.</p> <p>The Committee and Dr. Paddyfote entered Executive Session at 8:17 p.m.</p> <p>The Committee and Dr. Paddyfote returned to Public Session at 8:38 p.m.</p> <p>Mr. Lawson moved to bring the new Teamster's Local 677 - Custodians and Maintenance contract to the full Board for approval.</p> <p>Motion seconded by Mrs. Celli Rigdon.</p> <p>Motion passed unanimously.</p>	<p><b>Executive Session (anticipated)</b></p> <p>Discussion regarding the records, reports and statements pertaining to the strategy and negotiations with Teamster's Local 677 - Custodians and Maintenance</p> <p><b>Motion made and passed unanimously that the Board Committee enter into executive session in order to discuss the records, reports and statements pertaining to the strategy and negotiations with Teamster's Local 677 - Custodians and Maintenance and invite into the session Dr. JeanAnn Paddyfote.</b></p> <p><b>Motion made and passed unanimously to bring the new Teamster's Local 677 - Custodians and Maintenance contract to the full Board for approval.</b></p>



6.	<b>Adjourn</b>  Mr. Lawson moved to adjourn the meeting at 8:39 p.m. seconded by Mrs. Celli Rigdon and passed unanimously.	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn the meeting at 8:39 p.m.</b>
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Respectfully submitted:



Thomas McSherry, Chairperson  
Operations Sub-Committee