



New Milford School District Progress Report November 2013

Danielle Shanley
Director of Curriculum and Instruction

Introduction

- The State of NJ requires LEAs to publically present test data, with attention to each subgroup.
- Background and updates
- Overview of Progress Targets through 2017
- Data Review of the 2013 district Performance Results.



Changes in NCLB and ESEA

Terminology

- NCLB — No Child Left Behind Act
- ESEA — Elementary Secondary Education Act
- AYP — Adequate Yearly Progress
- NJASK — New Jersey Assessment of Skills and Knowledge
- HSPA — High School Proficiency Assessment
- NJBCT — NJ Biology Competency Test
- APA — Alternative Proficiency Assessment
- LEP — Limited English Proficient
- SE — Special Education
- AHSA — Alternative High School Assessment
- Progress Targets

Good to Know...

- State applied for the ESEA Waiver and subsequently changed benchmark scores for making annual progress. Now, each school and each subgroup has its own benchmarks, Annual Progress Targets, or 90% minimum proficiency (increasing to 95% in 2015).
- Subgroup = One of many groups identified within the whole group tested.
- A subgroup must have 30 students ($n=30$) in it to be counted.
- Some groups are: Special Education, Limited English Proficient, Economically Disadvantaged, Ethnic, Racial groups etc.
- NO “cohort growth” evaluation by the state before 2017.
- All targets are based on 2010 testing data.

Annual Progress Targets

- Each School will be evaluated on:
 - participation/graduation rate,
 - meeting 90% proficiency or progress targets and
 - differences (gaps) between top performing group and each subgroup.
- Baseline proficiencies were predicated on 2010 cohorts and the most recent three year trend, in LAL and Math.
- Yearly incremental goals assigned for each subgroup by the DOE through 2017.
- AYP mandated 100% proficiency by 2014; Progress Targets mandate 90% proficiency by 2015, and 95% proficiency after that...with steady growth for all subgroups.

ESEA Waiver - Annual Progress Targets

CDS CODE : 03-3550-060
DISTRICT : NEW MILFORD SCHOOL DISTRICT
SCHOOL : BERKLEY STREET ELEMENTARY SCHOOL

The tables represent the annual proficiency targets, established for this school under ESEA Waiver.
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The state wide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%)	2012-2013 Target (%)	2013-2014 Target (%)	2014-2015 Target (%)	2015-2016 Target (%)	2016-2017 Target (%)
Schoolwide	175	76	2	78	80	82	84	86	88
White	79	75.9	2	77.9	79.9	81.9	83.9	85.9	87.9
Black	-	-	-	-	-	-	-	-	-
Hispanic	35	74.3	2.2	76.5	78.7	80.9	83.1	85.3	87.5
American Indian	-	-	-	-	-	-	-	-	-
Asian	52	76.9	1.9	78.8	80.7	82.6	84.5	86.4	88.3
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	35	62.9	3.1	66	69.1	72.2	75.3	78.4	81.5
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	38	57.9	3.5	-	61.4	64.9	68.4	71.9	75.4

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%)	2012-2013 Target (%)	2013-2014 Target (%)	2014-2015 Target (%)	2015-2016 Target (%)	2016-2017 Target (%)
Schoolwide	175	86.3	1.2	87.5	88.7	89.9	90	90	90
White	79	82.3	1.5	83.8	85.3	86.8	88.3	89.8	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	35	80	1.7	81.7	83.4	85.1	86.8	88.5	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	52	96.2	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	35	60	3.3	63.3	66.6	69.9	73.2	76.5	79.8
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	38	76.3	2	-	78.3	80.3	82.3	84.3	86.3

ESEA Waiver - Annual Progress Targets

CDS CODE : 03-3550-070
DISTRICT : NEW MILFORD SCHOOL DISTRICT
SCHOOL : BERTRAND F GIBBS ELEMENTARY SCHOOL

The tables represent the annual proficiency targets, established for this school under ESEA Waiver.
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%)	2012-2013 Target (%)	2013-2014 Target (%)	2014-2015 Target (%)	2015-2016 Target (%)	2016-2017 Target (%)
Schoolwide	249	73.5	2.2	75.7	77.9	80.1	82.3	84.5	86.7
White	177	75.1	2.1	77.2	79.3	81.4	83.5	85.6	87.7
Black	-	-	-	-	-	-	-	-	-
Hispanic	35	57.1	3.6	-	60.7	64.3	67.9	71.5	75.1
American Indian	-	-	-	-	-	-	-	-	-
Asian	43	76.8	2	78.8	80.8	82.8	84.8	86.8	88.8
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	40	47.5	4.4	51.9	56.3	60.7	65.1	69.5	73.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%)	2012-2013 Target (%)	2013-2014 Target (%)	2014-2015 Target (%)	2015-2016 Target (%)	2016-2017 Target (%)
Schoolwide	249	83.5	1.4	84.9	86.3	87.7	89.1	90	90
White	177	83	1.4	84.4	85.8	87.2	88.6	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	35	74.3	2.2	-	76.5	78.7	80.9	83.1	85.3
American Indian	-	-	-	-	-	-	-	-	-
Asian	43	95.3	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	40	70	2.5	72.5	75	77.5	80	82.5	85
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

ESEA Waiver - Annual Progress Targets

CDS CODE : 03-3550-085
DISTRICT : NEW MILFORD SCHOOL DISTRICT
SCHOOL : DAVID E. OWENS MIDDLE SCHOOL

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	454	81.3	1.6	82.9	84.5	86.1	87.7	89.3	90
White	233	78.5	1.8	80.3	82.1	83.9	85.7	87.5	89.3
Black	-	-	-	-	-	-	-	-	-
Hispanic	81	81.4	1.6	83	84.6	86.2	87.8	89.4	90
American Indian	-	-	-	-	-	-	-	-	-
Asian	128	84.4	1.3	85.7	87	88.3	89.6	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	65	36.9	5.3	42.2	47.5	52.8	58.1	63.4	68.7
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	38	63.2	3.1	66.3	69.4	72.5	75.6	78.7	81.8

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	454	79.3	1.7	81	82.7	84.4	86.1	87.8	89.5
White	233	77.7	1.9	79.6	81.5	83.4	85.3	87.2	89.1
Black	-	-	-	-	-	-	-	-	-
Hispanic	81	75.3	2.1	77.4	79.5	81.6	83.7	85.8	87.9
American Indian	-	-	-	-	-	-	-	-	-
Asian	128	84.4	1.3	85.7	87	88.3	89.6	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	65	41.5	4.9	46.4	51.3	56.2	61.1	66	70.9
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	38	60.5	3.3	63.8	67.1	70.4	73.7	77	80.3

ESEA Waiver - Annual Progress Targets

CDS CODE : 03-3550-050
 DISTRICT : NEW MILFORD SCHOOL DISTRICT
 SCHOOL : NEW MILFORD HIGH SCHOOL

The tables represent the annual proficiency targets, established for this school under ESEA Waiver.
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	149	92	-	90	90	90	90	90	90
White	87	92	-	90	90	90	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	36	97.2	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	150	84.7	1.3	86	87.3	88.6	89.9	90	90
White	87	86.2	1.2	87.4	88.6	89.8	90	90	90
Black	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	-	-	-	-	-	-
Asian	36	91.7	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	-
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-	-

Reporting Changes

- Grade Bands in each School 3-5, 6-8, 11
- Each school and sub group has its own goals, for each year.
- No more Safe Harbor; replaced with 95% Confidence Interval.
- This year's test results do not influence next year's *targets*.
- DFG groupings have been replaced with Peer Groupings by *school* not by *district*.
- Heated criticism about Peer rankings last year
- No results of peer group performance from NJDOE

Distinctions for Levels of meeting goals:

Met Goal

Statewide performance goal of 90% - Met

Yes

Progress Target or Participation Rate – Met

Yes*

Progress Target (Confidence Interval Applied) – Met

No

Progress Target or Participation Rate – Not Met

Missing any target will necessitate an action plan. Information forthcoming from DOE.

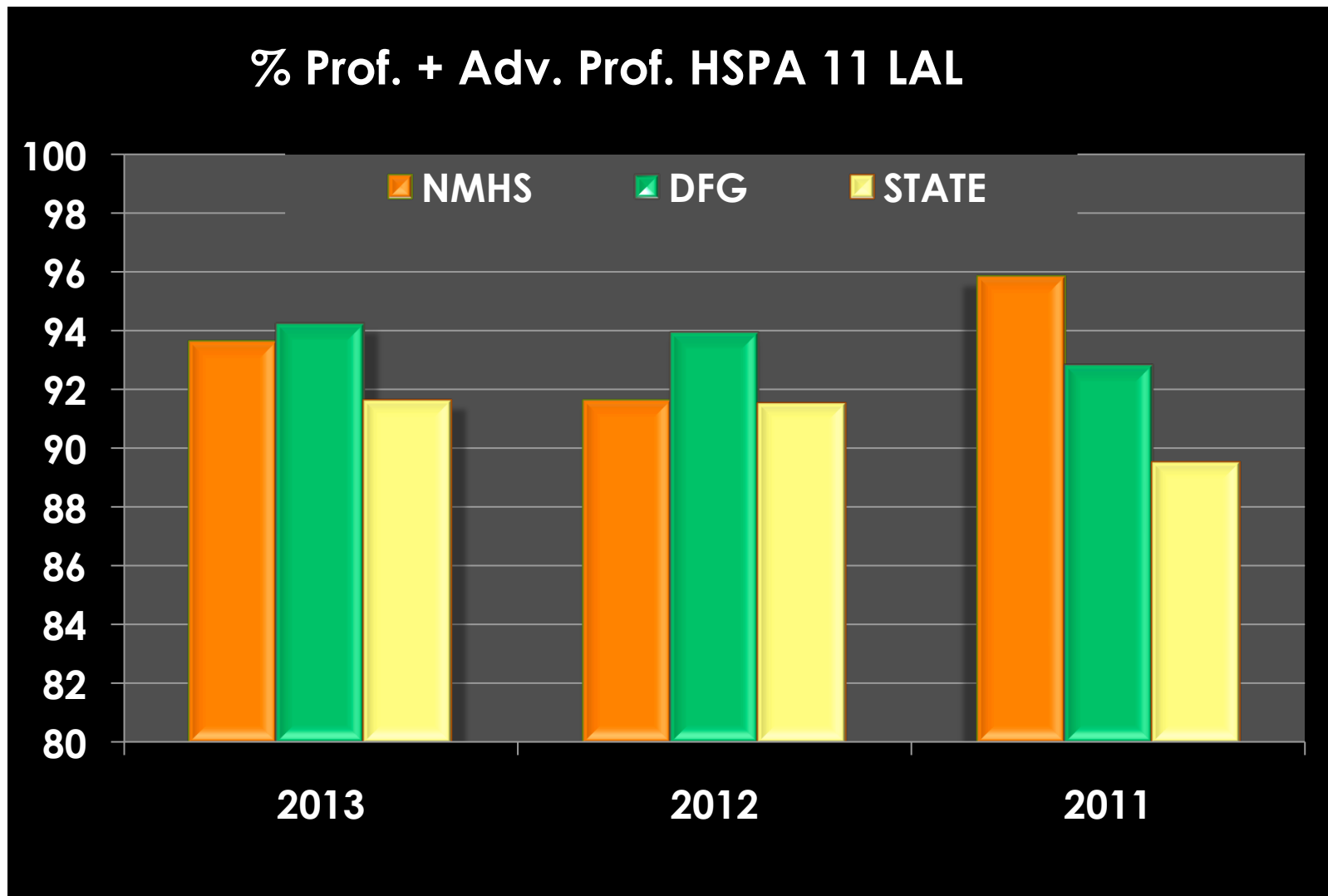
HSPA Information

- ALL students must pass (or be identified as exempt from passing) to earn a diploma.
- “Banking” of scores began in 2009 (w graduating class of 2010).
- Three traditional settings to pass the HSPA: March Junior Year, October and March Senior year.
- AHSA remediation in fall spring of Senior Year.
- Waiver/portfolio process in addition.
- This Year's JUNIORS will take the last regular administration.
- Replaced w/PARCC next year in grades 9, 10 and 11 ELA and MATH.
- Pilot PARCC this spring



Language Arts 11

High School Results



High School Results

School Performance - English Language Arts

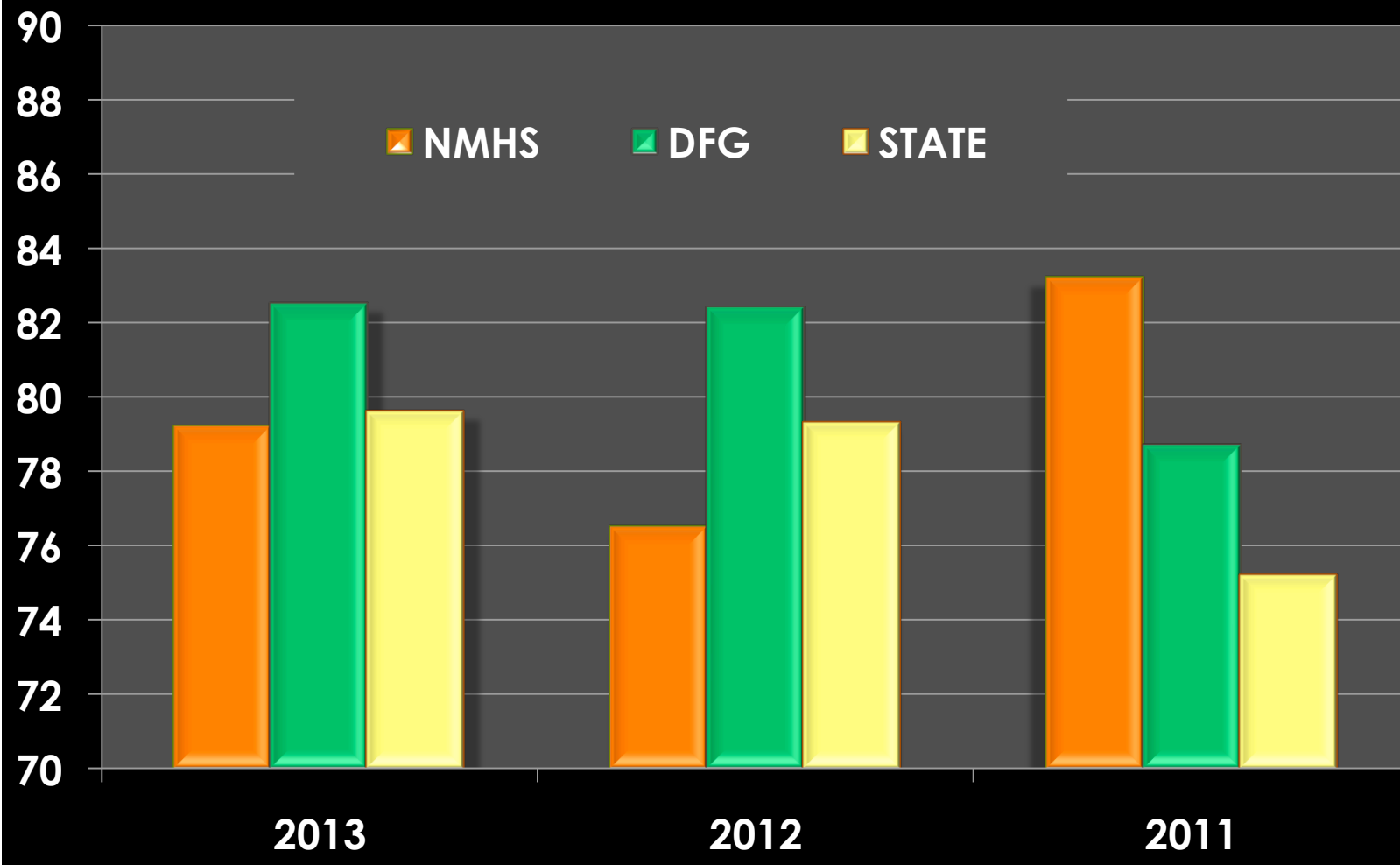
	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	168	0.0	YES	160	91.9	90	MET GOAL
White	89	0.0	YES	87	90.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	43	0.0	YES	38	92.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-	35	68.6	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-



Mathematics 11

High School Results

% Prof. + Adv. Prof. HSPA 11 Math



High School Results

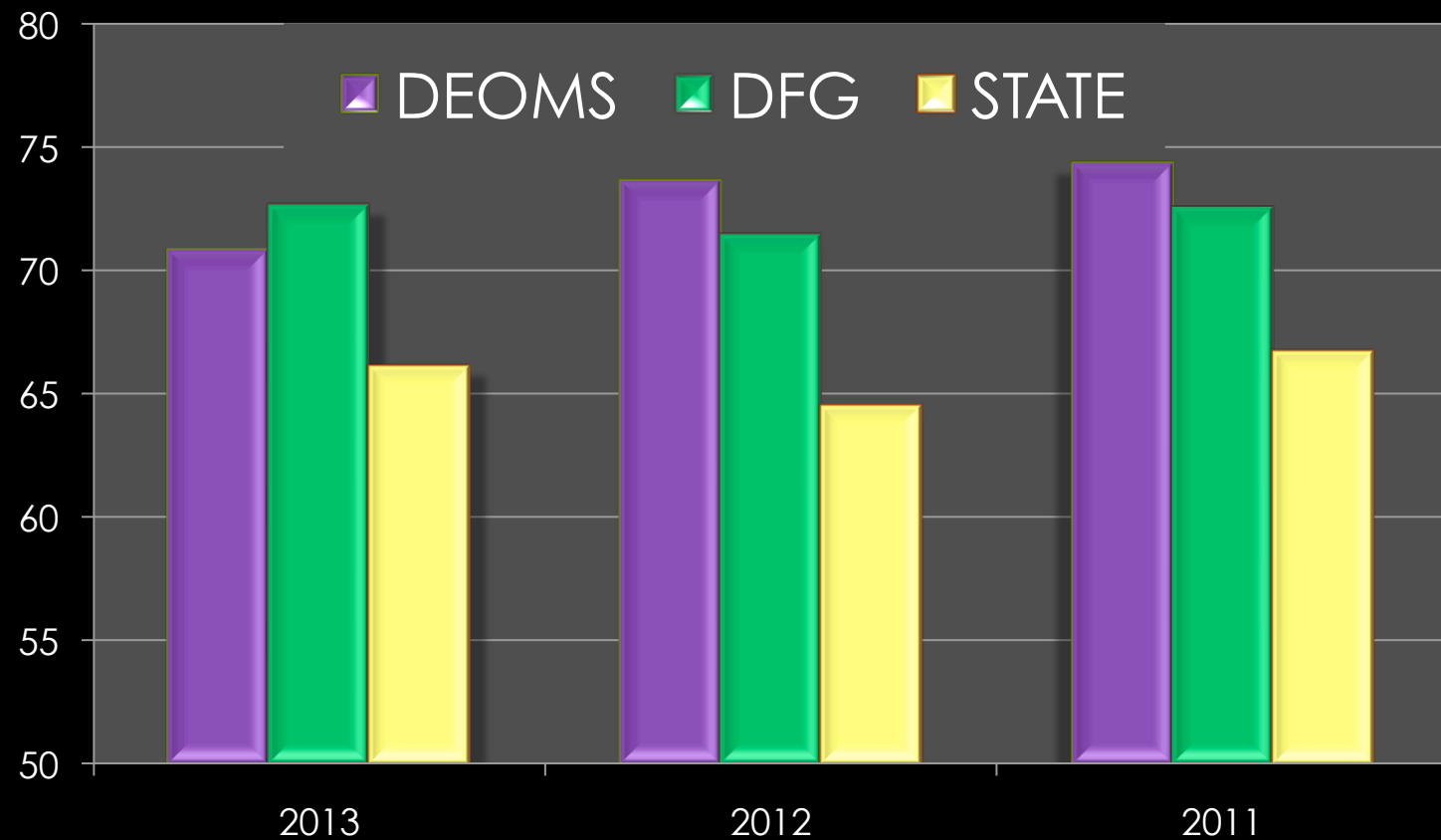
School Performance - Mathematics							
	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	168	0.0	YES	160	82.5	87.3	YES*
White	89	0.0	YES	87	85.0	88.6	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	43	0.0	YES	38	89.5	90	YES*
Two or More Races			-			-	-
Students with Disabilities			-	35	37.2	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-



Language Arts 6-8

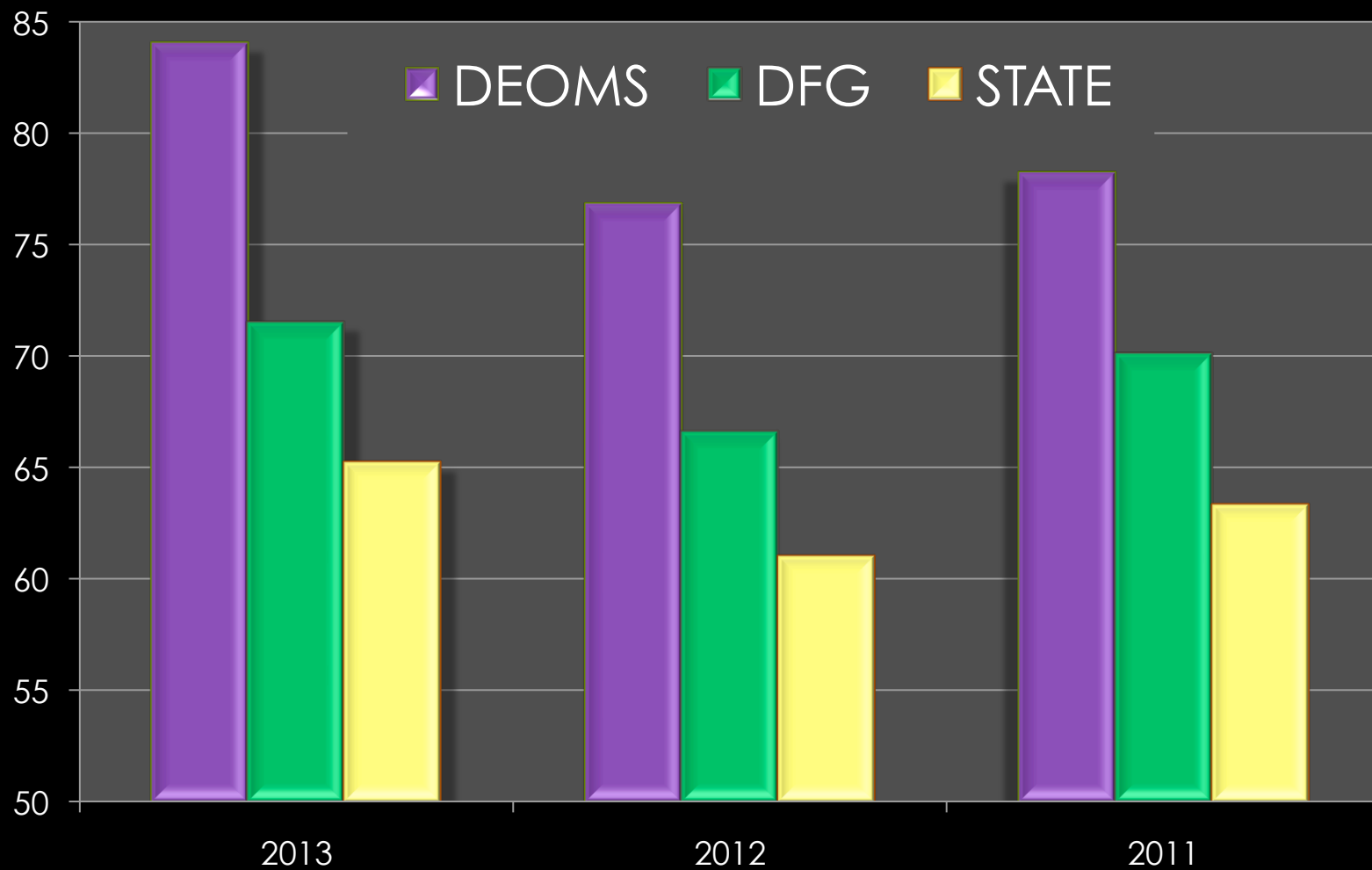
DEOMS Results

% Prof. + Adv. Prof. NJASK 6 LAL

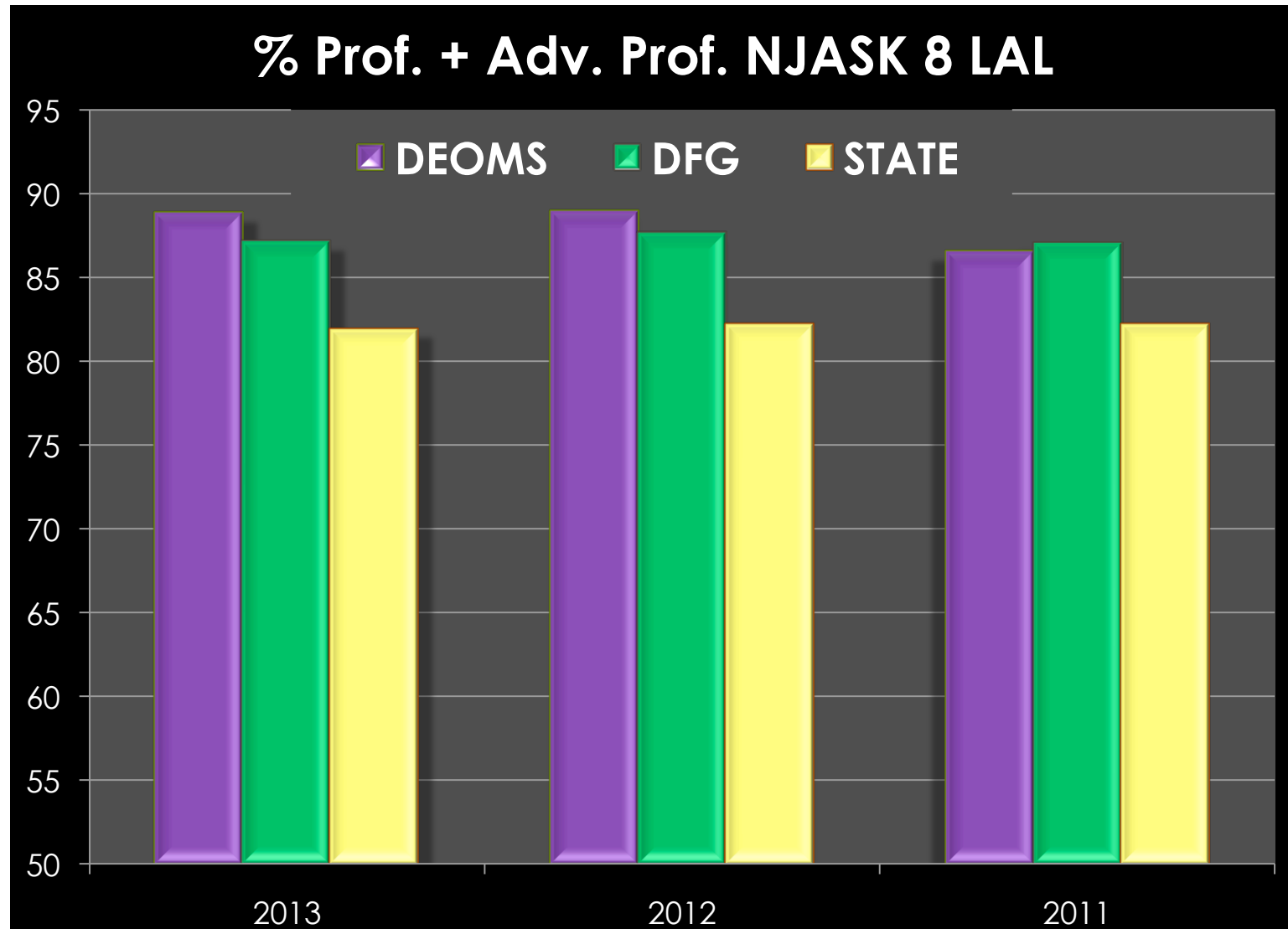


DEOMS Results

% Prof. + Adv. Prof. NJASK 7 LAL



DEOMS Results



DEOMS Results

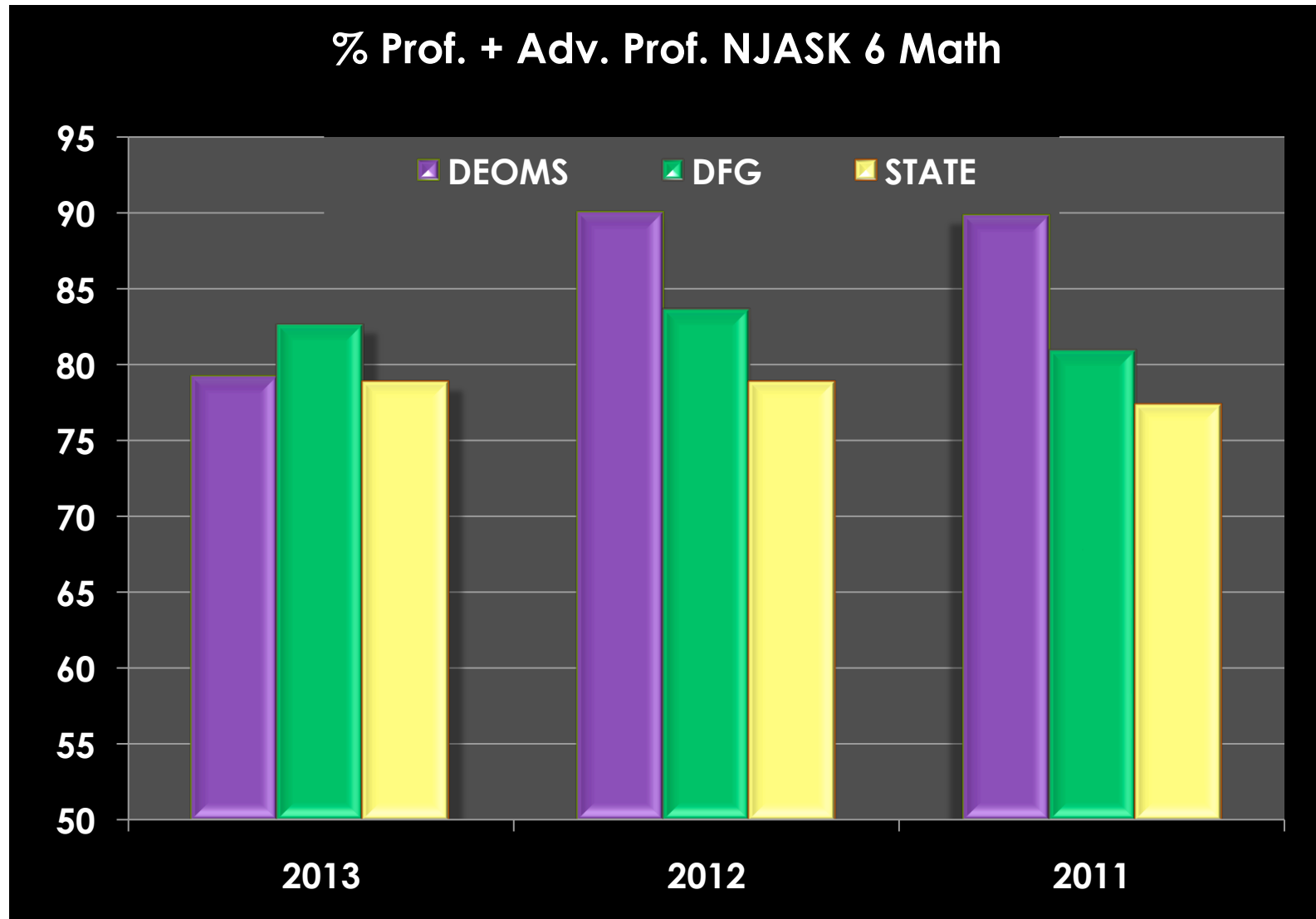
Grades 6-8 Combined

School Performance - English Language Arts							
	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	492	0.2	YES	461	81.5	84.5	YES*
White	257	0.4	YES	247	81.4	82.1	YES*
Black			-			-	-
Hispanic	92	0.0	YES	81	72.9	84.6	NO
American Indian			-			-	-
Asian	119	0.0	YES	116	90.5	87	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	88	0.0	YES	84	51.2	47.5	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	0.0	YES	54	63.0	69.4	YES*

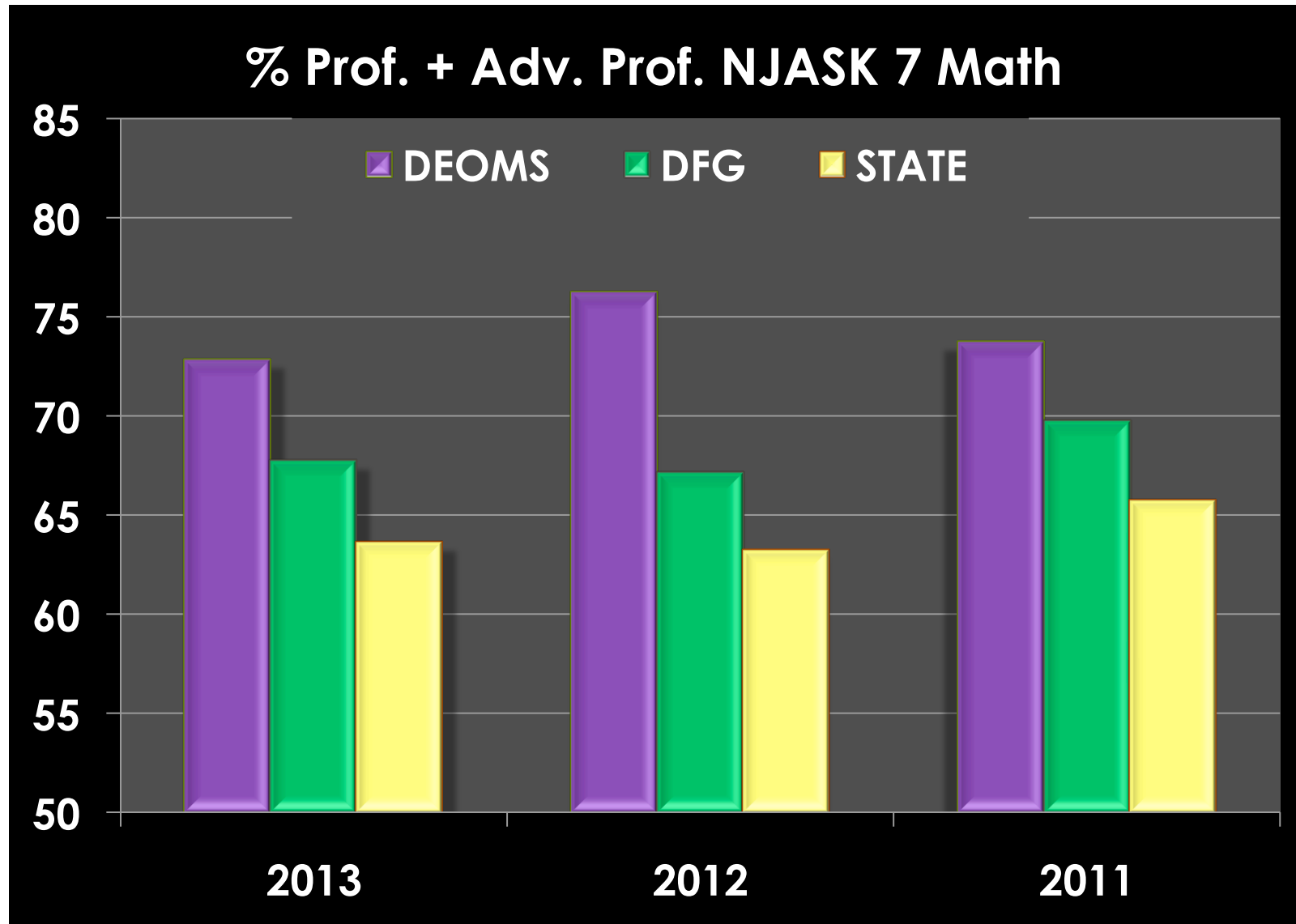


Mathematics 6-8

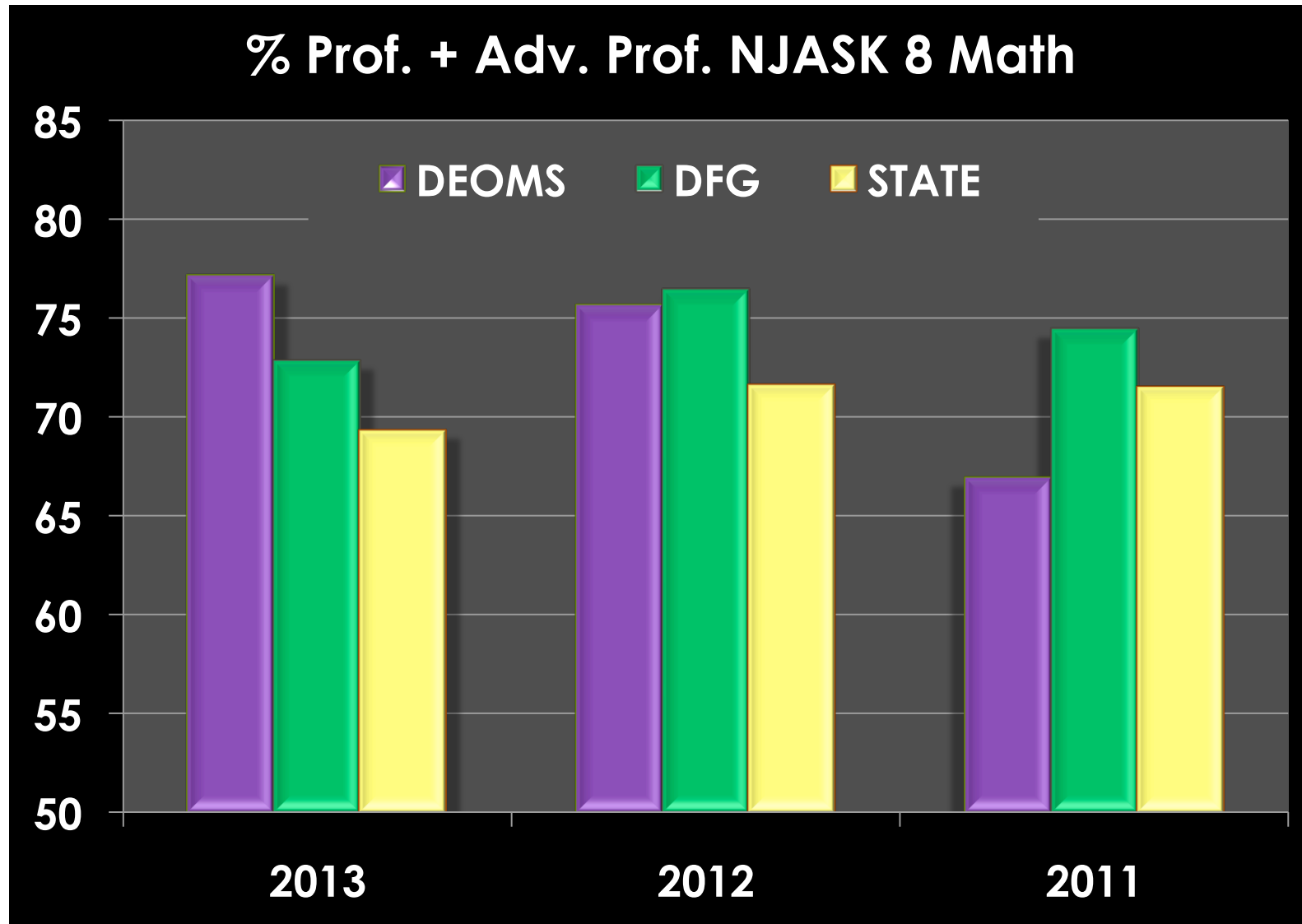
DEOMS Results



DEOMS Results



DEOMS Results



DEOMS Results

Grades 6-8 Combined

School Performance - Mathematics							
	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	492	0.2	YES	461	76.7	82.7	NO
White	257	0.4	YES	247	74.1	81.5	NO
Black			-			-	-
Hispanic	92	0.0	YES	81	72.8	79.5	YES*
American Indian			-			-	-
Asian	119	0.0	YES	116	88.0	87	YES
Two or More Races			-			-	-
Students with Disabilities	88	0.0	YES	84	44.1	51.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	0.0	YES	54	74.1	67.1	YES



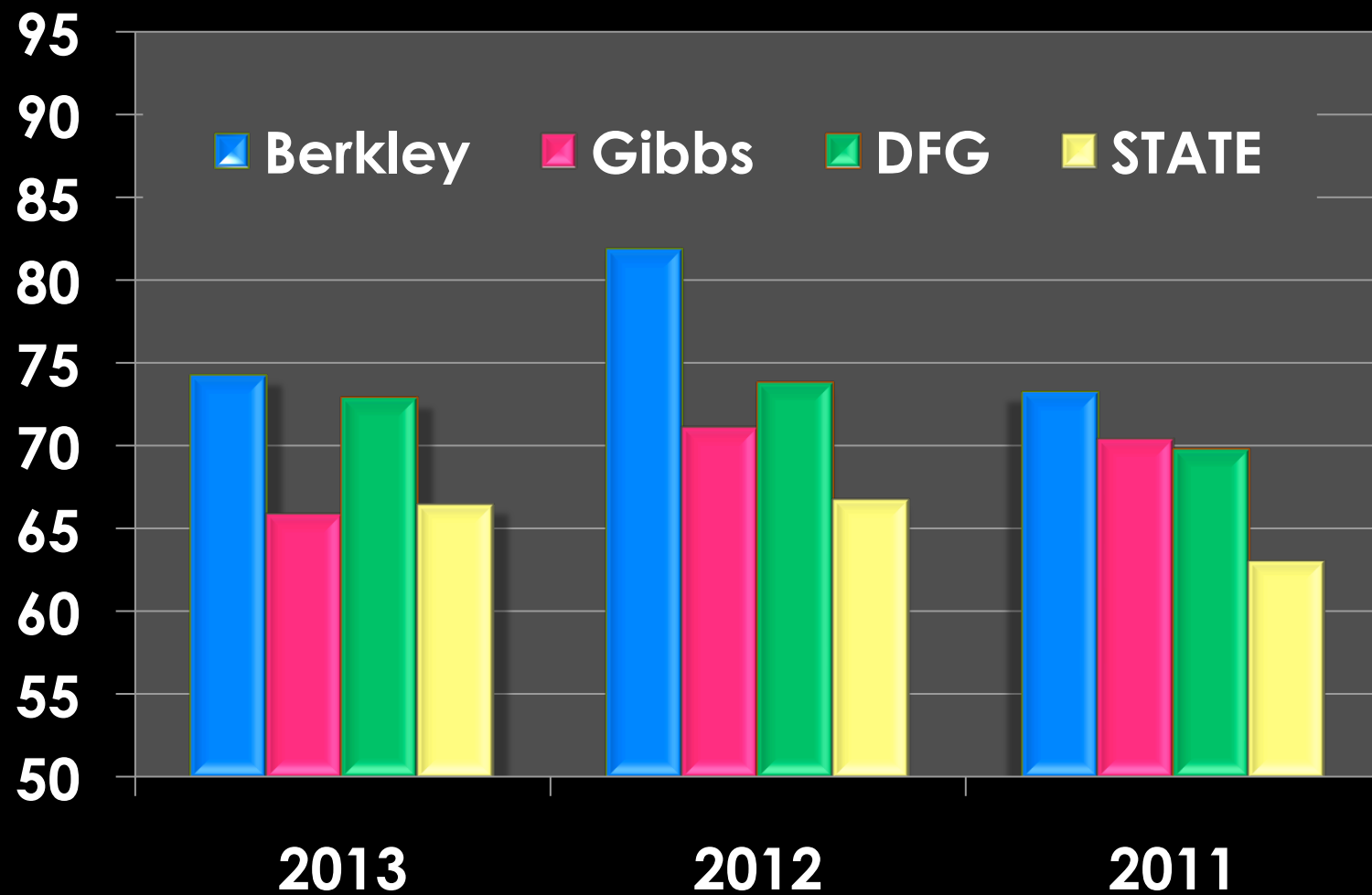
Elementary Schools



Language Arts 3-5

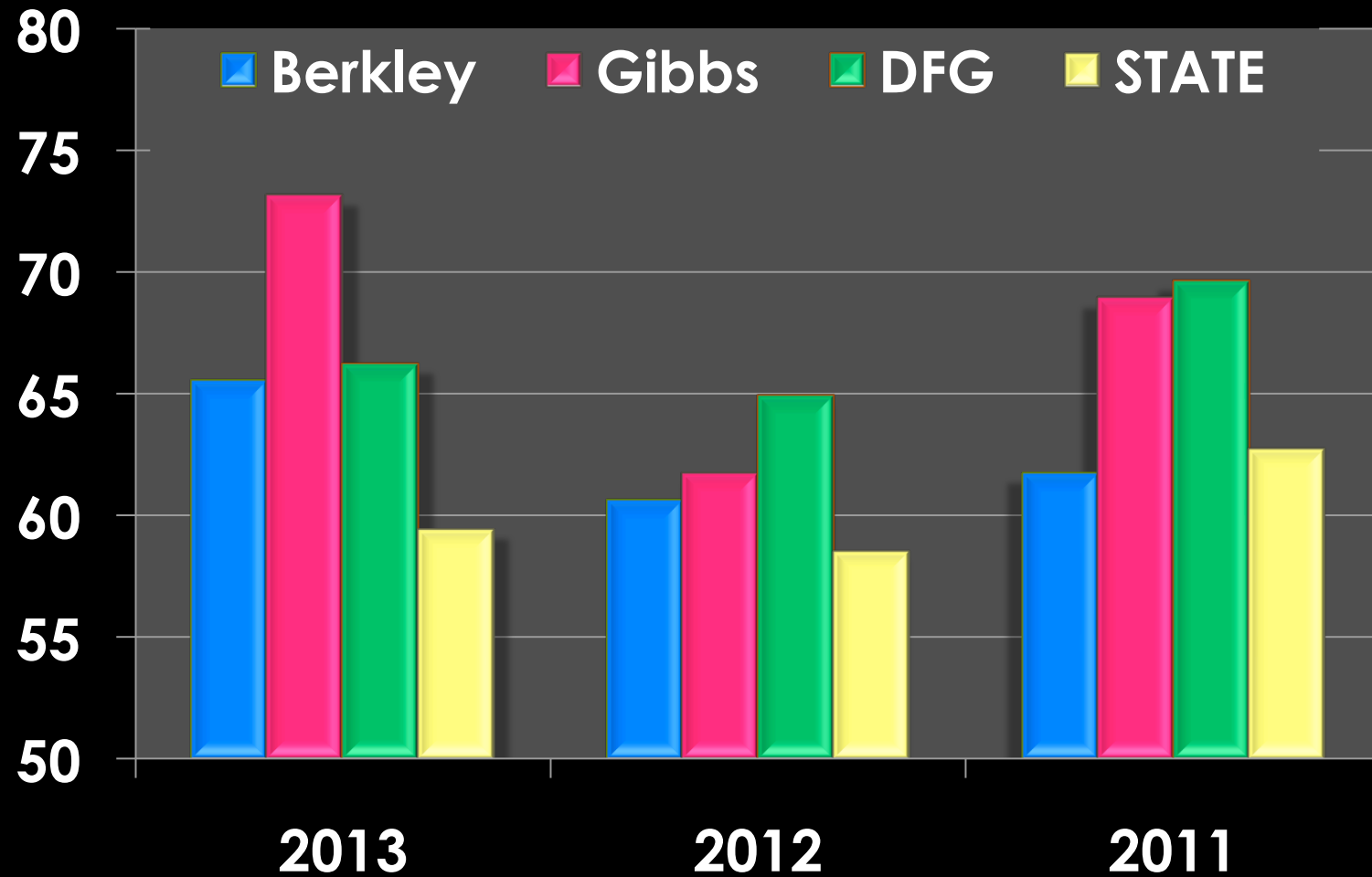
Elementary Schools

% Prof. + Adv. Prof. NJASK 3 LAL



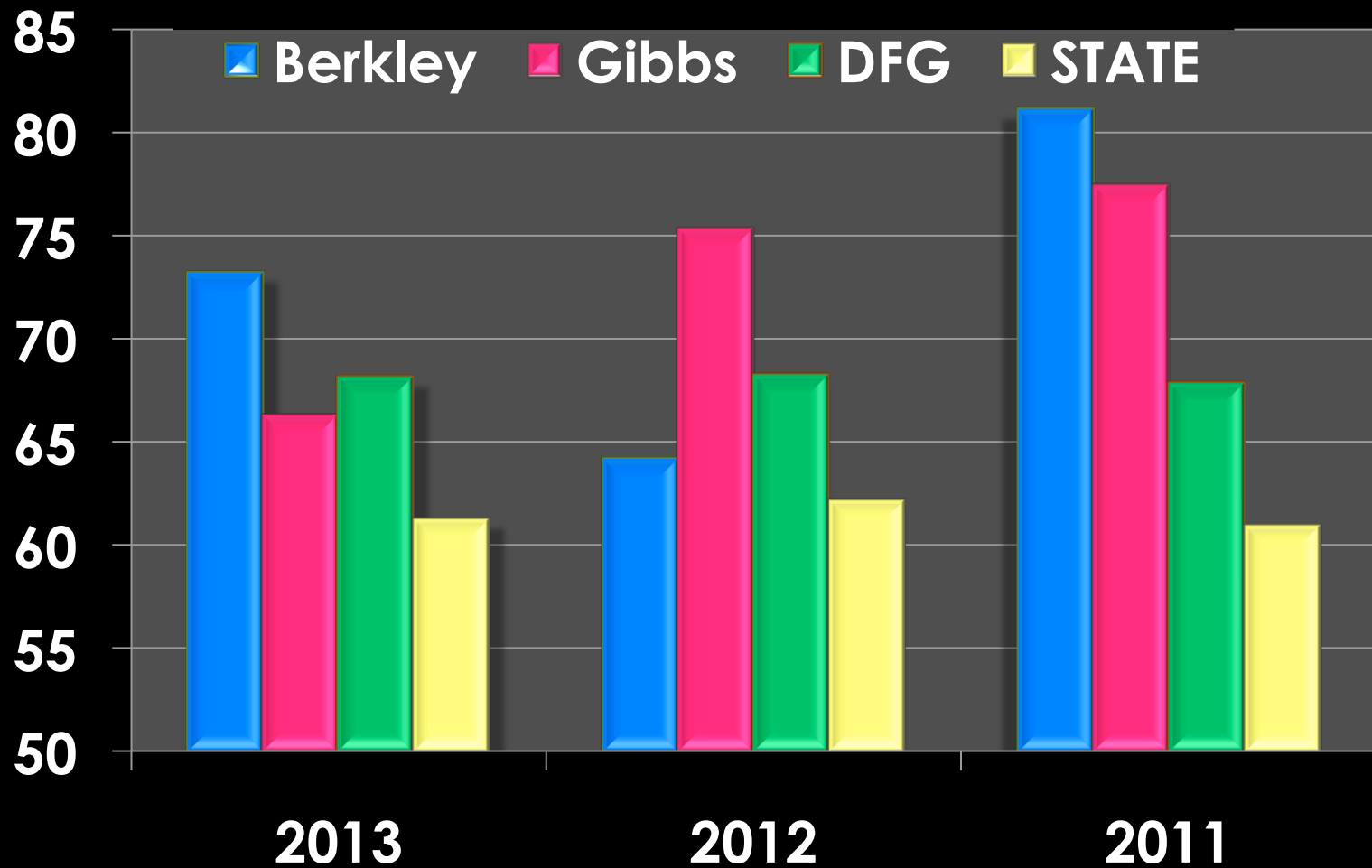
Elementary Schools

% Prof. = Adv. Prof. NJASK 4 LAL



Elementary Schools

% Prof. + Adv. Prof. NJASK 5 LAL



Berkley Street School

Grades 3-5 Combined

School Performance - English Language Arts							
	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	224	0.4	YES	212	72.1	80	NO
White	86	0.0	YES	81	70.4	79.9	YES*
Black			-			-	-
Hispanic	51	0.0	YES	48	60.4	78.7	NO
American Indian			-			-	-
Asian	69	1.4	YES	65	83.0	80.7	YES
Two or More Races			-			-	-
Students with Disabilities	43	2.3	YES	40	47.5	69.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	0.0	YES	48	64.6	61.4	YES

B.F. Gibbs School

Grades 3-5 Combined

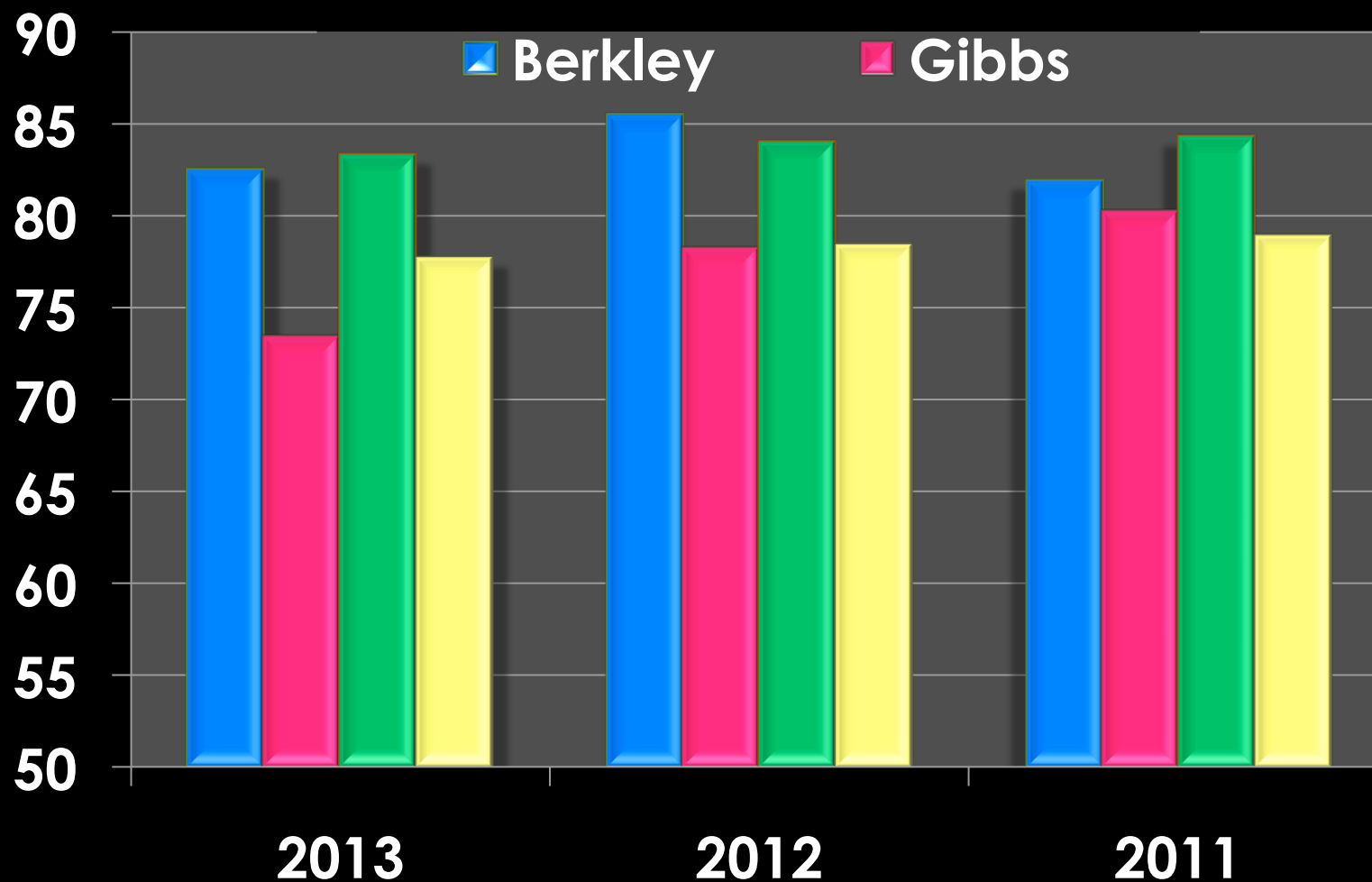
School Performance - English Language Arts							
	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	246	0.0	YES	237	67.5	77.9	NO
White	158	0.0	YES	156	65.3	79.3	NO
Black			-			-	-
Hispanic			-	33	60.6	60.7	YES*
American Indian			-			-	-
Asian	47	0.0	YES	46	80.4	80.8	YES*
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	51	47.1	56.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-



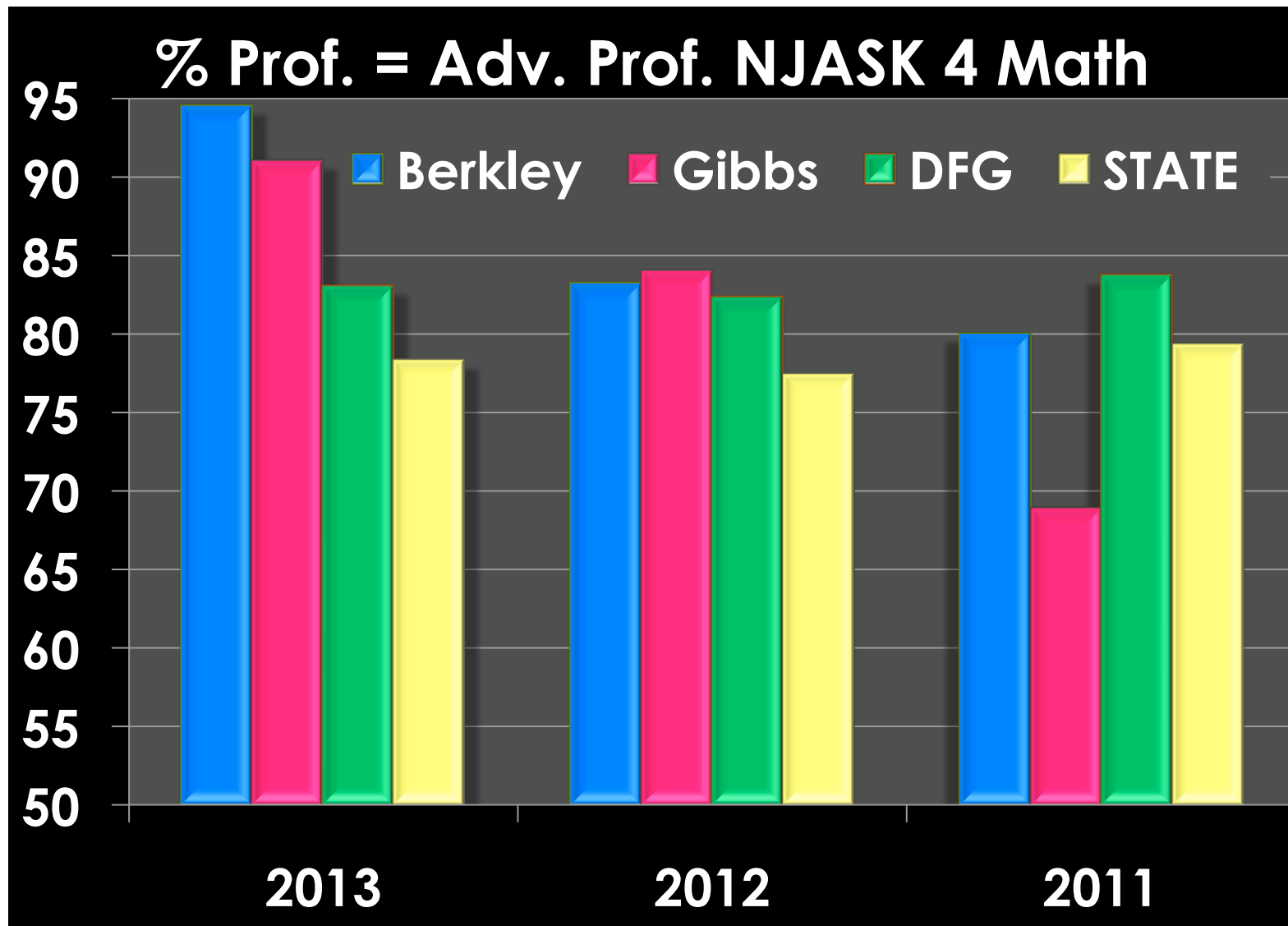
Mathematics 3-5

Elementary Schools

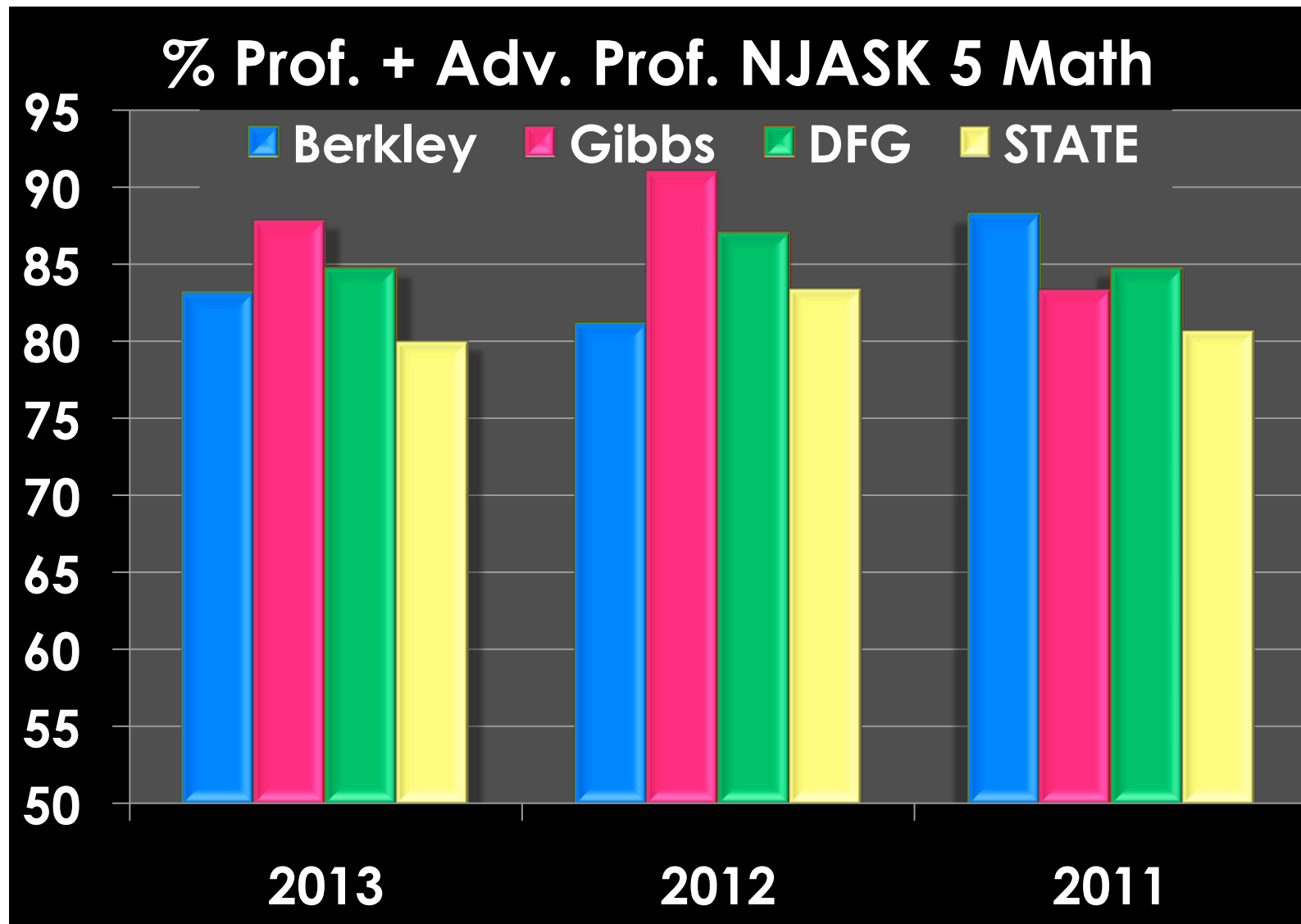
% Prof. + Adv. Prof. NJASK 3 Math



Elementary Schools



Elementary Schools



Berkley Street School

Grades 3-5 Combined

School Performance - Mathematics							
	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	224	0.4	YES	212	85.8	88.7	YES*
White	86	0.0	YES	81	88.8	85.3	YES
Black			-			-	-
Hispanic	51	0.0	YES	48	75.0	83.4	YES*
American Indian			-			-	-
Asian	69	1.4	YES	65	92.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	43	2.3	YES	40	70.0	66.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	0.0	YES	48	66.6	78.3	YES*

B.F. Gibbs School

Grades 3-5 Combined

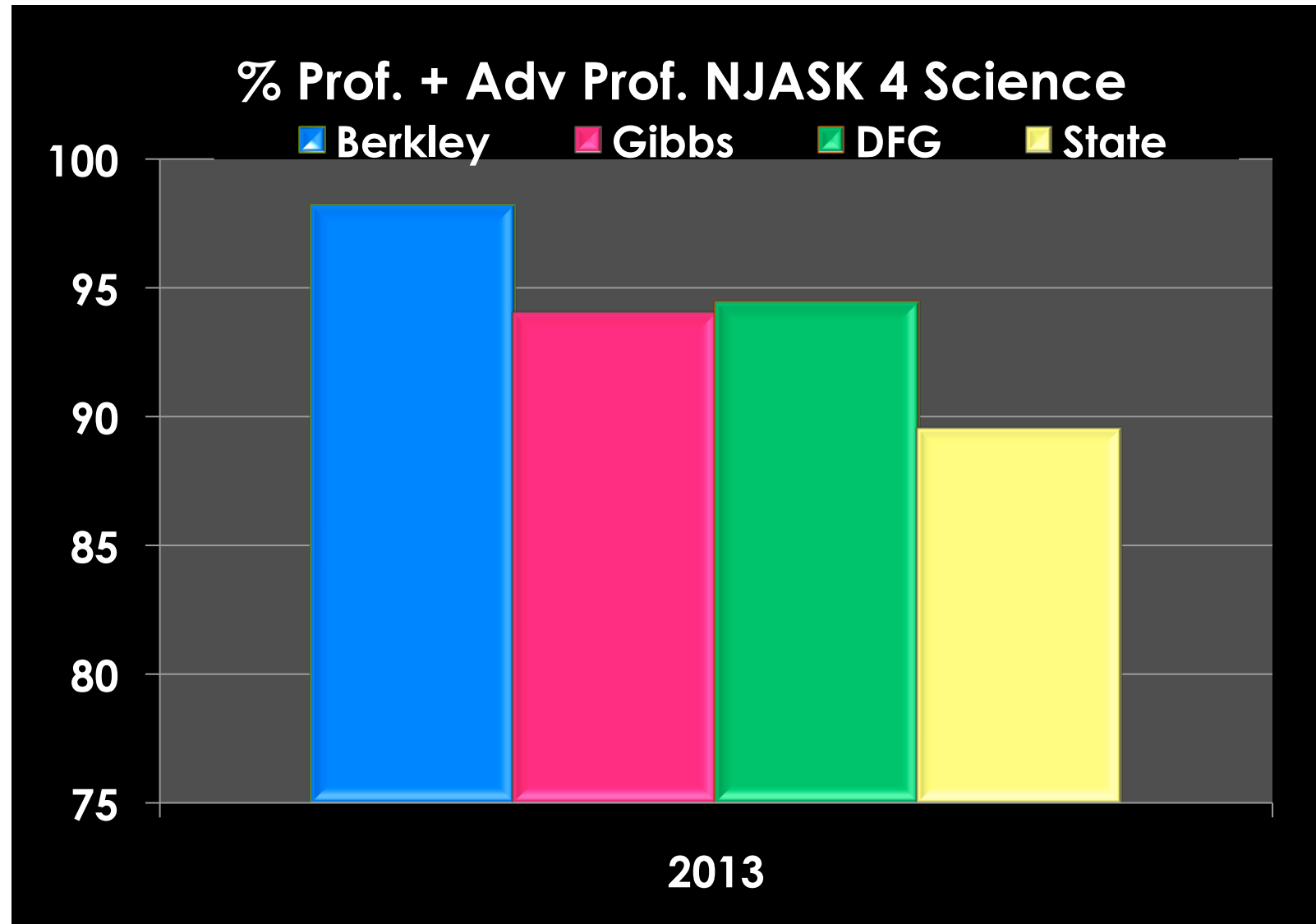
School Performance - Mathematics

	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	246	0.0	YES	237	84.4	86.3	YES*
White	158	0.0	YES	156	84.0	85.8	YES*
Black			-			-	-
Hispanic			-	33	84.9	76.5	YES
American Indian			-			-	-
Asian	47	0.0	YES	46	86.9	90	YES*
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	51	72.6	75	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-



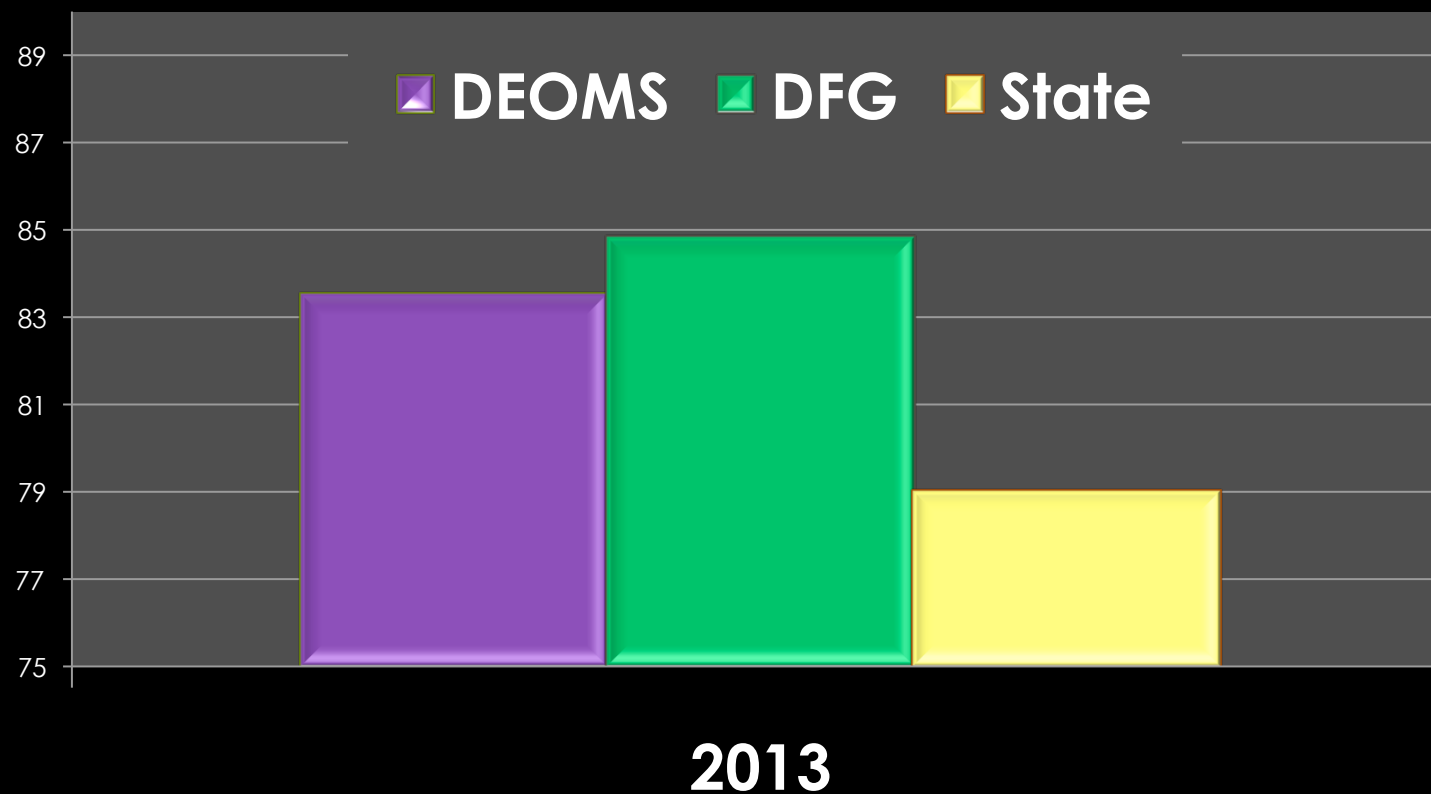
Science 4, 8 and Biology (9)

Grade 4



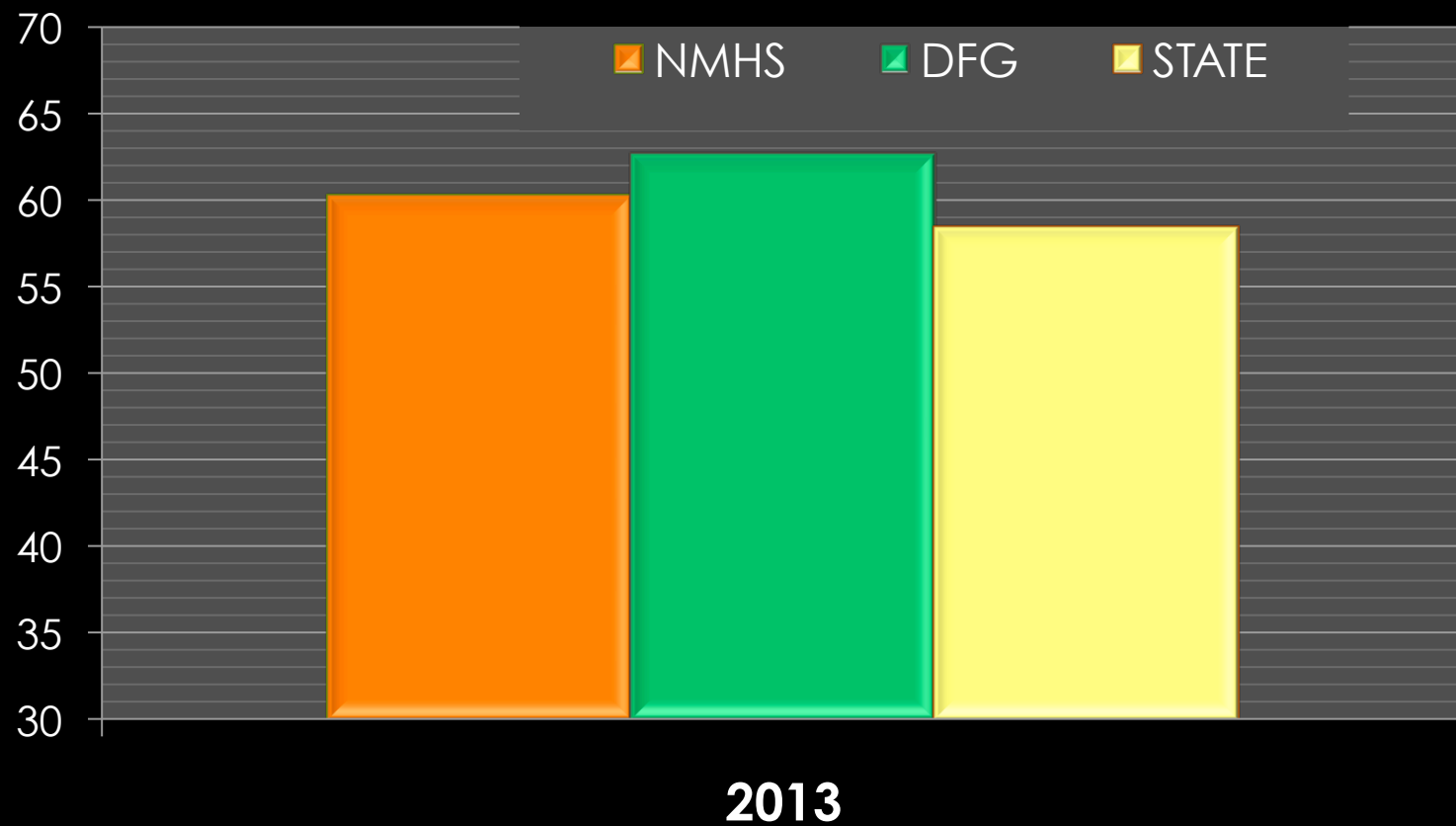
Grade 8

% Prof. + Adv. Prof. NJASK 8 Science



Biology (9)

% Prof. + Adv Prof. EOC Biology





**At this time, NJDOE does not
assign progress targets in science**

Activities to promote progress:

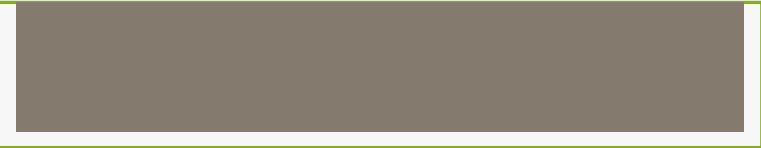
- ❖ **2 Student Growth Objectives** for all teachers
- ❖ **Vertical articulation** and review of data with teachers and administration
- ❖ **Analysis of test data by subgroup, with recommendations and follow through on individual instructional decisions**
- ❖ **Systematic staff development to increase teachers' understanding of changes in test format and content**
- ❖ **District-wide implementation of Professional Learning Communities to increase student achievement.**
- ❖ **PLCs focused on Learning and Improved professional practices**

Essential Elements of the K-12 Program:

- RESEARCH BASED reading, writing, math and science programs
- EFFECTIVE and meaningful professional development for all teachers
- DATA driven Decision making
- Consistency of programs, materials and teacher training
- Alignment to National Common Core
- PARCC preparedness
- STEADY Increases in Instructional Technology

K-12 Program Highlights:

- New K-1 Reading program w/PD
- New Running Records in K
- New Report Cards K-1, (standards/criterion based; separating achievement from behavior)
- New Instructional Resources 2-8 (Schoolwide Fundamentals w/PD)
- Development of new report cards gr. 2-5 for 2014-15
- Significant development of K-5 classroom independent reading libraries
- Continued PD in Writer's and Reader's Workshop
- Continued PD in EDM and CMP
- Transitioning to CMP3 Common Core Edition w/PD
- Thematic ELA curriculum 6-12 to promote more interdisciplinary units, with increasing text complexity and more non-fiction text.
- MAP Assessment – Adaptive Benchmark Gr. 2-11
- PBIS Science 6-8 w/PD
- New Document Based Questions (DBQ) Social Studies 6-8 w/PD
- Authentic Assessment/Block Schedule in SS 6-8
- Academy Students in 9-12
- New HS ELA PD in Reading and Writing aligned to the Common Core/PARCC preparation
- Common core in the Content Areas PD 6-12



New Milford **NEVER** loses sight of
authentic learning experiences,
opportunities for *classrooms without walls*
and the value of learning taking place in the
non-tested areas:

**Arts and Music, Global Studies,
World Language, Technology, Engineering,
Business, Future Educators,
Experiential and Service Learning,
and Civics.**

Moving Forward with NEW assessments...

- PARCC 2014-2015
- Grades 3-11 (all students in Math and ELA)
- Device based assessments twice per year
 - Mid year 5 sittings (60-85 minutes each)
 - End of year 4 sittings (60-85 minutes each)
- Troubleshoot issues with pilot this year, field test items, establish benchmarks for passing
- Anticipating high failure rates across the nation.
- NJ is expected to perform better than the national average.
- Current HS students will not be required to “pass” PARCC to graduate.
- *Rumored* that we will be expected to report PARCC scores on transcripts (not sure when that will begin).

The slide features a light green border with a subtle geometric pattern. A solid brown rectangular bar is positioned at the top right. The word "Questions?" is centered in a large, green, sans-serif font.

Questions?



Thank you!

Danielle M. Shanley

Presented to the New Milford Board of Education
November 18, 2013