

STRATEGIC SCHOOL PROFILE 2012-13**Milford School District**

Elizabeth E. Feser, Superintendent

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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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 52,305

1990-2000 Population Growth: 4.7%

Number of Public Schools: 13

Per Capita Income in 2000: \$28,882

Percent of Adults without a High School Diploma in 2000*: 12.2%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.4%

District Enrollment as % of Estimated. Student Population: 88.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 6,637
5-Year Enrollment Change -10.1%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,420	21.4	17.8	36.7
K-12 Students Who Are Not Fluent in English	119	1.8	2.5	5.8
Students Identified as Gifted and/or Talented*	330	5.0	4.3	3.8
PK-12 Students Receiving Special Education Services in District	806	12.1	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	394	81.9	84.7	79.3
Homeless	6	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	94	10.1	14.8	12.7

*68.2 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.2
Asian American	547	8.2
Black	307	4.6
Hispanic	389	5.9
Pacific Islander	4	0.1
White	5,372	80.9
Two or more races	8	0.1
Total Minority	1,265	19.1

Percent of Minority Professional Staff: 1.0%

Open Choice:

33 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

6.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 45.

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.

The Milford Public School district is committed to developing a universal awareness and acceptance of all people, regardless of their race, ethnicity, or economic status. With approximately 15% of our students representing minority communities in Milford, we work to incorporate global content throughout our entire curriculum. In history and language arts, lessons are developed to include facets of world culture, viewpoints, and experiences. In math and science, students learn about the contributions of thinkers from around the world. Our world language programs (Gr. 7-12) integrate cultural studies into the study of languages. Through the work of our 12 school-based PTA/PTO chapters, students in Milford are fortunate to have access to many special programs designed to highlight world culture. Funding from our PTA/O chapters has made dozens of presentations possible during the school day, including African Drummers, Dances of Brazil, and Multicultural Storytellers, as well as evening programs such as International Pot Luck dinners, International Nights, and World Tours. We are also home to 40 students from New Haven who participate in the Open Choice program in our region. Their perspective and experiences bring a rich point of view to the students in their classrooms. The district arranges many opportunities for students of all backgrounds to be exposed to quality cultural events throughout the year. Beginning in grade 2 (through grade 6), students enjoy district-sponsored programs attended by all students in that grade. Past performances have included Peter and the Wolf, the Nutcracker Ballet, trips to the New Britain Museum of Art, and attendance at the New Haven Symphony performances. As a district, we have seen the number of students qualifying for Free/Reduced meals increase since 2008-09 (currently around 18%) and, similarly, the number of high school students working 16+ hours a week on the rise. With the economy placing strain on families today, the Milford School district has worked to make schools more accessible. Before- and After-school programs abound, and students are welcome to use the school media centers for extended hours. To help during the summer, the elementary school media centers are now open one day per week so children may access materials and borrow books from a safe, familiar environment.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	60.1	56.9	37.5	
Writing	71.0	60.0	60.9	
Mathematics	65.2	61.4	42.2	
Grade 4 Reading	67.7	62.6	43.7	
Writing	66.0	63.0	44.3	
Mathematics	73.3	65.1	50.6	
Grade 5 Reading	69.5	66.9	40.4	
Writing	66.4	65.6	36.0	
Mathematics	74.9	69.2	43.5	
Science	65.6	62.3	36.6	
Grade 6 Reading	75.8	73.3	38.3	
Writing	67.6	65.1	41.2	
Mathematics	72.5	67	43.5	
Grade 7 Reading	86.5	78.9	53.8	
Writing	74.4	64.9	56.3	
Mathematics	73.8	65.4	49.4	
Grade 8 Reading	83.1	76.2	48.1	
Writing	75.3	67.2	46.5	
Mathematics	72.3	65.0	44.7	
Science	65.4	60.4	35.2	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	51.4	48.5	42.4	
Writing Across the Disciplines	64.8	62.1	36.4	
Mathematics	54.0	52.4	38.6	
Science	51.8	48.8	41.4	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	49.8	51.1	42.4

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.2	78.5	
Average Score	Mathematics	487	503	30.8
	Critical Reading	492	499	38.3
	Writing	494	504	33.8

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 2012	86.0	84.8	33.1
2011-12 Annual Dropout Rate for Grade 9 through 12	1.3	2.1	25.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.9	82.6
% Employed (Civilian Employment and in Armed Services)	8.2	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	448.61
Paraprofessional Instructional Assistants	23.00
Special Education	
Teachers and Instructors	93.60
Paraprofessional Instructional Assistants	153.00
Library/Media Specialists and/or Assistants	14.92
Staff Devoted to Adult Education	0.40
Administrators, Coordinators, and Department Chairs	
District Central Office	14.50
School Level	22.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	23.80
Counselors, Social Workers, and School Psychologists	40.50
School Nurses	16.50
Other Staff Providing Non-Instructional Services and Support	299.65

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	88.7	81.6	79.8

Average Class Size	District	DRG	State
Grade K	17.9	17.5	18.9
Grade 2	19.5	19.4	19.8
Grade 5	21.9	21.2	21.3
Grade 7	17.8	20.1	20.2
High School	20.3	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,038	995	999
Middle School	1,058	1,028	1,029
High School	1,019	1,000	1,027

*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*	2.7	2.7	2.7
Middle School	2.2	2.2	2.1
High School	1.9	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$70,227	\$10,318	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$2,889	\$424	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$1,906	\$280	\$475	\$397	\$471
Student Support Services	\$3,268	\$480	\$949	\$919	\$950
Administration and Support Services	\$9,234	\$1,357	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$11,741	\$1,725	\$1,466	\$1,499	\$1,459
Transportation	\$4,278	\$596	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$3,519	N/A	N/A	N/A	N/A
Other	\$1,037	\$152	\$170	\$176	\$170
Total	\$108,099	\$15,653	\$14,444	\$14,027	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,820	\$855	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$24,234,099	22.4	22.0	21.8

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	82.6	14.9	2.5	0.1
Excluding School Construction	85.8	11.5	2.6	0.1

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.

Current economic conditions in today's world make it increasingly difficult to propose and, ultimately, manage the annual Board of Education budget. Because our budget process in Milford is one that involves administrators, staff, elected officials and our citizenry, we believe the resulting budget addresses the needs of all students in the district.

A certain amount of trust is developed over the duration of this very long budget process. Using a per capita formula, schools are allocated a specific dollar amount based on enrollment (student allocation). In addition to that, principals request additional funds for student items and equipment needed, building projects, curriculum-related requirements, and capital items. Administration then reviews the school budgets and begins to prepare the district wide budget document. In January, administration presents their recommended budget to our 10 elected BOE officials. They make their suggestions and send it on to the city's Board of Finance. Additional refinement takes place. In the final step, the budget is presented to the Board of Aldermen, who ultimately finalize the process through a vote in May.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	831
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.4%

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	86	1.3	1.4	1.3
Learning Disability	149	2.2	3.6	4.0
Intellectual Disability	16	0.2	0.3	0.4
Emotional Disturbance	85	1.3	0.9	1.0
Speech Impairment	210	3.1	2.1	2.0
Other Health Impairment*	215	3.2	2.4	2.4
Other Disabilities**	70	1.0	1.0	1.0
Total	831	12.4	11.8	12.1

*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 2011-12 with a Standard Diploma	65.9	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	1.8	3.2

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	32.8	34.5	74.4	69.2
	Writing	20.3	19.9	70.3	64.4
	Mathematics	24.7	29.0	72.1	65.5
	Science	24.8	21.3	65.5	61.3
CAPT	Reading Across the Disciplines	14.8	15.7	51.4	48.5
	Writing Across the Disciplines	22.9	16.7	64.8	62.1
	Mathematics	15.3	16.8	54.0	52.4
	Science	11.4	14.6	51.8	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	22.9
	% With Accommodations	77.1
CAPT	% Without Accommodations	37.0
	% With Accommodations	63.0
% Assessed Using Skills Checklist		8.4

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	61	7.3

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	615	74.0	74.7	72.0
40.1 to 79.0 Percent of Time	118	14.2	16.4	16.4
0.0 to 40.0 Percent of Time	98	11.8	8.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Since 2008, our district has followed a guiding document -- the District Learning Principles -- that has served as the cornerstone of all subsequent foundational work for our district's continuous improvement plan. Since then, we have worked along with our elected Board of Education members to create a set of Long-Term Goals. These goals identify the areas that we, as a community, stand ready to improve and support. To support these goals, several complementary documents have been created. These are the District Continuous Improvement Plan, the School Continuous Improvement Plans, and the Professional Learning and Teacher Evaluation Plan, which includes the Instructional Framework. One of the items in our Long-Term Goals addresses the delivery of special education in our district. Milford has long been known as a district of excellent special education practice. In the face of declining enrollment, however, and combined with tight budgets, we have evaluated our regular and special education programs. We have begun an ambitious program to use the evaluation findings to improve student achievement for all students. Outcomes will include a revised Pre-Kindergarten to Grade 5 Literacy program, the completion of a revision of our numeracy curriculum as well as integrated student supports (SRBI) programs in grades PK to 12. This year we have also initiated district common assessments which will be administered to students three times a year and be used to support student progress towards achieving district content and skills standards. To strengthen the math curriculum, the district created several Math Coach positions a few years ago to work with students in the primary grades. Because this intensive instruction model and support proved so beneficial, the district has since hired elementary and middle school Literacy Coaches to assist students in reading, writing, and comprehension. This investment should help younger students learn these initial lessons earlier and faster, resulting in more students able to stay on grade level work with less intervention later on. While every school places emphasis on school attendance with the student/parent community, our high schools have made this a priority over the past year. A Dean of Students position was created-- with one individual serving in this role at each high school. The deans monitor and work with students who are habitually tardy and/or absent, in addition to handling other daily disciplinary/safety issues. Each high school also has a full-time Attendance Officer. They monitor attendance daily and use automatic notification software that places a call to the parent of a student who is marked absent that day. Districtwide, our daily attendance rate is approximately 96%. We are well aware that district improvement plans cannot be achieved without the support of the parent community. The district is fortunate to have a rich and devoted 'army' of parents who are actively involved in our schools. Milford is proud to have more than 1,500 volunteer members in our 12 school-based PTA/O groups. A new push was created this year for the restructuring of the high school PTA group that is expected to improve parent engagement at the high school level. A series of presentations on education topics for the high school level is planned for this year. In addition, many of our school principals conduct 'Coffee And' discussions with their own parent communities on a regular basis. Principals talk about upcoming new initiatives and parents ask questions relating to education in an informal setting.
