

STRATEGIC SCHOOL PROFILE 2009-10**Milford School District**

HARVEY B. POLANSKY, 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: 14

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: 89.4%

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

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

STUDENT ENROLLMENT

Enrollment on October 1, 2009 7,135
5-Year Enrollment Change -5.2%

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	1,199	16.7	13.4	32.6
K-12 Students Who Are Not Fluent in English	123	1.7	2.3	5.4
Students Identified as Gifted and/or Talented*	352	4.9	4.8	4.1
PK-12 Students Receiving Special Education Services in District	889	12.3	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	405	82.8	85.6	80.5
Homeless	9	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	158	14.4	15.5	13.6

*63.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	25	0.4
Asian American	510	7.1
Black	310	4.3
Hispanic	402	5.6
White	5,888	82.6
Total Minority	1,247	17.5

Percent of Minority Professional Staff: 1.8%

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:

7.1% 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 48.

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 schools are committed to developing within all our students a greater awareness and appreciation for diverse opinions and people. Our graduates are exposed to this diversity throughout the course of their kindergarten to grade 12 journey. The experiences we provide them will better prepare them for college and the work world. To that end our students partake of rigorous curricular topics in history and Language Arts which expose them to varied world cultures, viewpoints, and experiences. In science and math they learn of the contributions of thinkers from throughout the world. In their classrooms our students work alongside peers who each day bring with them over 25 different world languages. Our community has been enriched with growing populations of Hispanic, Asian, and African-American students. Milford enrolls many students from New Haven through the Project Choice program. Our students may also be educated through Magnet school programs in Bridgeport, New Haven, and Trumbull. Our schools and parent organizations provide cultural arts programs which further enrich student experiences. Most importantly our educators develop within our students' cultural self-awareness. It is through the fostering of self-knowledge that our students learn not only about themselves but also understand their interactions with and connections to the world in which they live.

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	63.8	57.0	46.6	
Writing	70.2	58.3	65.0	
Mathematics	69.0	62.4	51.5	
Grade 4 Reading	64.5	59.9	41.5	
Writing	70.8	63.6	48.1	
Mathematics	73.4	67.0	47.8	
Grade 5 Reading	66.1	61.8	41.2	
Writing	70.8	68.2	37.3	
Mathematics	75.3	72.4	41.0	
Science	65.8	59.4	41.0	
Grade 6 Reading	82.6	74.9	52.8	
Writing	70.6	65.9	48.2	
Mathematics	77.4	70.7	48.5	
Grade 7 Reading	86.7	77.4	55.2	
Writing	72.4	61.2	57.1	
Mathematics	77.1	68.5	50.6	
Grade 8 Reading	81.7	73.3	56.1	
Writing	71.1	62.6	49.0	
Mathematics	75.1	67.3	49.7	
Science	73.3	62.8	48.4	

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	43.6	45.9	37.9	
Writing Across the Disciplines	56.1	59.6	34.6	
Mathematics	48.8	48.7	40.9	
Science	46.9	45.3	43.9	

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
	47.8	50.7	39.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		74.1	68.5	
Average Score	Mathematics	499	508	36.4
	Critical Reading	498	503	38.8
	Writing	501	506	38.8

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, Class of 2009	93.6	91.3	38.5
2008-09 Annual Dropout Rate for Grade 9 through 12	1.5	3.0	41.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	84.5
% Employed (Civilian Employment and in Armed Services)	6.6	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	500.81
Paraprofessional Instructional Assistants	29.00
Special Education	
Teachers and Instructors	93.70
Paraprofessional Instructional Assistants	164.50
Library/Media Specialists and/or Assistants	15.84
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.80
School Level	21.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	16.70
Counselors, Social Workers, and School Psychologists	37.70
School Nurses	18.00
Other Staff Providing Non-Instructional Services and Support	234.95

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.4	13.8
% with Master's Degree or Above	82.1	77.1	77.8

Average Class Size	District	DRG	State
Grade K	17.0	17.2	18.5
Grade 2	18.3	18.9	19.7
Grade 5	19.7	20.9	21.1
Grade 7	20.4	20.3	20.8
High School	19.7	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,002	985	992
Middle School	1,040	1,025	1,018
High School	930	1,000	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.9	3.5	3.2
Middle School	2.4	2.8	2.5
High School	2.1	2.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$66,108	\$9,050	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$3,380	\$463	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$2,005	\$274	\$474	\$389	\$459
Student Support Services	\$3,271	\$448	\$863	\$800	\$859
Administration and Support Services	\$9,021	\$1,235	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$11,871	\$1,625	\$1,469	\$1,377	\$1,462
Transportation	\$3,696	\$466	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$2,931	N/A	N/A	N/A	N/A
Other	\$887	\$121	\$163	\$169	\$162
Total	\$103,170	\$14,127	\$13,458	\$12,685	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,956	\$678	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$22,772,857	22.1	20.9	20.7

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	83.6	14.2	2.1	0.1
Excluding School Construction	85.6	12.1	2.2	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.

The budget development process of the Milford Public Schools ensures an equitable allocation of resources. Our budget process begins at the school and department level. The base line for our individual school budgets is determined by the number of students within each building; school budgets grow with the number of students enrolled. Principals allocate these resources using the guidelines of district curriculum and programs as well as building initiatives. Principals and teachers calculate their needs based on the learning needs of students. SRBI, enrichment programs, and curriculum modifications are the parameters for this work. Each budget is then reviewed by the Superintendent, Assistant Superintendent for Teaching and Learning, and the Deputy Superintendent of Operations. They look for consistent levels of spending across departments with an eye toward providing the maximum amount of dollars to student learning. The Board of Education reviews the district budget in January shaping it with their list of priorities. After the Board of Education passes a budget it is reviewed by our Board of Finance who continues to shape it. They vote on a budget which is ultimately debated and decided upon by the Board of Aldermen in May. This process, an interaction of the district educators and citizens, ensures a fair and equitable budget for all.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	904
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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	81	1.1	1.1	1.0
Learning Disability	161	2.3	3.4	3.9
Intellectual Disability	22	0.3	0.4	0.5
Emotional Disturbance	90	1.3	0.9	1.0
Speech Impairment	278	3.9	2.4	2.2
Other Health Impairment*	209	2.9	2.2	2.1
Other Disabilities**	63	0.9	0.9	0.9
Total	904	12.7	11.4	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	84.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	2.2	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	35.0	31.6	74.3	67.5
	Writing	24.7	19.6	71.0	63.3
	Mathematics	34.9	32.9	74.6	68.1
	Science	28.5	23.7	69.6	61.1
CAPT	Reading Across the Disciplines	6.0	13.8	43.6	45.9
	Writing Across the Disciplines	11.9	16.8	56.1	59.6
	Mathematics	8.6	16.7	48.8	48.7
	Science	12.7	13.0	46.9	45.3

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

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	28.8
	% With Accommodations	71.2
CAPT	% Without Accommodations	23.8
	% With Accommodations	76.3
% Assessed Using Skills Checklist		7.2

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

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

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

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	46	5.1

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	709	78.4	76.7	73.4
40.1 to 79.0 Percent of Time	105	11.6	13.8	15.3
0.0 to 40.0 Percent of Time	90	10.0	9.5	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Milford Public Schools are committed to a continuous improvement in all our work with the desired outcome of maximized learning for all our students. To that end we are engaged in the work of building a strong curriculum base. All students must demonstrate mastery in unit embedded performance tasks. Our teaching staff, through the collaborative process of professional learning communities, continually administers short formative assessments, score those assessments, and plan modifications in instruction based on student learning results. Through the time tested instructional practice of plan-do-monitor-adjust we focus our collective efforts on the needs of individual learners. If students struggle with their learning we support them with teachers specially trained in reading and math assistance. If students are learning at a progressive pace or if they are exceeding their peers we support them through enrichment challenges. We want them to extend their learning in real world and challenging formats. All children need continual assessment of their abilities and then a corresponding instructional focus which reaches just beyond their learned skills and content to develop their knowledge. We, the united staff of the Milford Public Schools, believe our classrooms should embody the District Learning Principles 2008. We developed the following guidelines to manifest our self-expectations. Our work is to create and maintain a learning environment where

- Learners need to understand the value of what they are learning and how it relates to past and future learning.
- Motivation is essential to inspire learning.
- A supportive environment is necessary for learning
- Learning is an active and reflective process in which the learners are engaged in higher order thinking.
- Learners' diverse needs are met through appropriate instructional strategies and materials.
- To reflect upon and improve performance, learners need regular and timely feedback on progress as it relates to standards.
- The outcome of all learning is the powerful use and application of knowledge in a variety of contexts.
- Accomplishments are defined by clearly communicated and appropriate standards the guide the work, achievement and plans for future growth.
- All learners are capable of excellence when the right conditions for learning exist.

We are committed, each day, to the fulfillment of this vision. We are committed to the excellence and challenge of being a premier public school district.
