

STRATEGIC SCHOOL PROFILE 2008-09**Milford School District**

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Location: 70 West River Street
Milford,
Connecticut

Website: www.milforded.org/

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	Per Capita Income in 2000: \$28,882
Town Population in 2000: 52,305	Percent of Adults without a High School Diploma in 2000*: 12.2%
1990-2000 Population Growth: 4.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.4%
Number of Public Schools: 14	District Enrollment as % of Estimated. Student Population: 88.9%

*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, 2008 7,303
5-Year Enrollment Change -4.2%

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	1,159	15.9	11.7	30.3
K-12 Students Who Are Not Fluent in English	165	2.3	2.3	5.2
Students Identified as Gifted and/or Talented*	353	4.8	4.9	4.0
PK-12 Students Receiving Special Education Services in District	917	12.6	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	458	82.5	85.8	79.7
Homeless	10	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	600	41.9	22.8	19.0

*63.7% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	19	0.3
Asian American	525	7.2
Black	306	4.2
Hispanic	414	5.7
White	6,039	82.7
Total Minority	1,264	17.3

Percent of Minority Professional Staff: 1.8%

Open Choice: 26 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: 7.4% 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 53.

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 goal in the Milford School District is to teach all children to have respect for themselves and to respect the rights and dignity of all people. The children are engaged in many multicultural projects and activities to provide them with a better understanding of others, such as:

Holidays and tradition of other cultures are discussed in each grade.

PTA sponsored musical performances to give children an appreciation of the contributions from many cultures.

Students study artists and crafts of diverse cultures in their art classes.

Students learn about the contributions of many Black Americans during Black History Month.

STUDENT PERFORMANCE

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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	62.3	54.6	49.7
Writing	76.0	62.5	70.4
Mathematics	71.6	62.8	54.7
Grade 4 Reading	67.9	60.7	51.5
Writing	71.9	64.2	49.1
Mathematics	64.1	63.6	37.8
Grade 5 Reading	74.1	66.0	52.2
Writing	71.8	66.5	46.3
Mathematics	71.4	68.8	42.0
Science	61	58.1	37.0
Grade 6 Reading	79.2	68.9	54.6
Writing	69.3	62.2	47.9
Mathematics	77.9	68.8	54.6
Grade 7 Reading	83.3	74.9	58.6
Writing	72.3	62.9	58.6
Mathematics	74.0	66.0	54.1
Grade 8 Reading	72.5	68.4	40.6
Writing	71.2	66.5	41.9
Mathematics	66.7	64.5	36.8
Science	70.3	60.6	45.2

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.

To see the NCLB Report Card for this school, go to 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 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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	42.7	47.4	35.6
Writing Across the Disciplines	48.6	55.0	26.7
Mathematics	44.8	47.8	37.4
Science	42.9	42.8	40.5

For more detailed 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."

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
	35.1	36.2	45.8

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.3	74.5	
Average Score	Mathematics	498	507	34.9
	Critical Reading	504	503	45.0
	Writing	509	506	46.5

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, Class of 2008	91.8	92.1	30.5
Cumulative Four-Year Dropout Rate for Class of 2008	7.6	6.6	24.1
2007-08 Annual Dropout Rate for Grade 9 through 12	1.8	2.5	31.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.5	84.1
% Employed (Civilian Employment and in Armed Services)	10.2	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	500.94
Paraprofessional Instructional Assistants	41.25
Special Education	
Teachers and Instructors	90.70
Paraprofessional Instructional Assistants	163.25
Library/Media Specialists and/or Assistants	23.32
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)	15.70
Counselors, Social Workers, and School Psychologists	37.90
School Nurses	18.00
Other Staff Providing Non-Instructional Services and Support	229.65

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	13.3	14.1	13.6
% with Master's Degree or Above	81.4	75.1	76.1

Average Class Size	District	DRG	State
Grade K	17.4	17.5	18.3
Grade 2	17.3	19.0	19.3
Grade 5	20.6	20.9	21.0
Grade 7	20.4	20.7	20.5
High School	20.4	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,019	986	988
Middle School	1,040	1,026	1,016
High School	930	1,008	1,007

*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*	3.1	3.7	3.3
Middle School	2.8	3.0	2.6
High School	2.3	3.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$64,702	\$8,765	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$3,201	\$434	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$1,978	\$268	\$461	\$372	\$446
Student Support Services	\$3,084	\$418	\$808	\$754	\$806
Administration and Support Services	\$8,704	\$1,179	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$10,628	\$1,440	\$1,382	\$1,261	\$1,377
Transportation	\$3,310	\$399	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$2,664	N/A	N/A	N/A	N/A
Other	\$839	\$114	\$152	\$151	\$151
Total	\$99,110	\$13,444	\$12,869	\$12,042	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,229	\$573	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$20812656	21.0	20.6	20.5

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	83.7	14.1	2.1	0.1
Excluding School Construction	85.9	11.7	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.

Recognizing the importance and the need for ongoing improvement in reading, mathematics and writing, the district has constructed assessments in reading comprehension, integrated mathematical applications and writing for grades 3-8. Common assessments are also present in middle school and high school courses. Teachers use the results of these periodic evaluations to focus instruction and improve student learning. A grade 2-10 reading acceleration program, Reading for Success, uses the principles of small group instruction, frequent evaluation and program adjustment to improve the reading progress of students. In addition, all teachers are required to complete courses or demonstrate competence in differentiated instruction and the use of reading strategies in the content areas.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	942
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.0%

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	73	1.0	1.0	0.8
Learning Disability	174	2.4	3.3	3.9
Intellectual Disability	21	0.3	0.4	0.5
Emotional Disturbance	111	1.5	0.9	1.0
Speech Impairment	294	4.1	2.5	2.3
Other Health Impairment*	209	2.9	2.2	2.1
Other Disabilities**	60	0.8	0.9	0.9
Total	942	13.0	11.2	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 2007-08 with a Standard Diploma	78.8	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	4.5	3.5

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	31.3	30.2	73.3	65.7
	Writing	28.0	19.5	72.0	64.1
	Mathematics	33.0	30.7	71.0	65.7
	Science	28.1	23.8	65.7	59.4
CAPT	Reading Across the Disciplines	7.1	14.1	42.7	47.4
	Writing Across the Disciplines	8.6	13.6	48.6	55.0
	Mathematics	14.5	15.4	44.8	47.8
	Science	11.1	10.6	42.9	42.8

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	22.0
	% With Accommodations	78.0
CAPT	% Without Accommodations	37.2
	% With Accommodations	62.8
% Assessed Using Skills Checklist		9.4

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	6.5

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	737	78.2	75.5	72.7
40.1 to 79.0 Percent of Time	109	11.6	15.2	16.1
0.0 to 40.0 Percent of Time	96	10.2	9.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In 2008-2009, the percentage of Milford students in grades 3-8 at or above goal in reading, writing and math was substantially above the state.

In reading the percentage of students in grade 3-7 increased each year from 62.3% at or above goal in grade 3 to 83.3% at or above the goal in grade 7. In grade 8 72.5% of students were at or above goal as opposed to 68.5% at the state level. In mathematics, grades 4-6 showed a steady increase in the percentage of students scoring at or above goal from 64% in grade 4 to 78% in grade 6. Grades 3, 7, and 8 were above the state goal percentage.

In writing, all grades 3-8 in Milford scored 5 or more percentage points above the state in writing at or above goal. The percentage of students at or above goal in CAPT in Milford as compared to the state was below the state level in reading, writing, and math. The students scored equal to the state percentage in science.
