

STRATEGIC SCHOOL PROFILE 2004-05**Milford School District
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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: New Haven	Public School Enrollment as a Percent of Town Population: 14.0%
2000 Population: 52,305	Public School Enrollment as % of Total Student Population: 86.0%
1990-2000 Population Growth: 4.7%	Percent of Adults without a High School Diploma in 2000: 12.2%
2000 Per Capita Income: \$28,882	Adult Education Enrollment in 2003-04 School Year: 115
Number of Public Schools: 15	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 33
Number of Nonpublic Schools: 9	

 Education Reference Group (ERG): F ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	15.2	22.1	26.6
	2002-2003	13.4	19.5	25.4
% of K-12 Students with Non-English Home Language	2004-2005	5.3	6.0	12.5
	1999-2000	3.9	3.9	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	93.5	89.7	89.0
	1999-2000	93.8	88.4	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	85.1	74.8	77.0
	1999-2000	81.2	71.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	25.9	26.8	22.1
	1999-2000	40.4	34.1	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	7,525
5-Year Enrollment Change	2.6%
Projected 2009 Enrollment	
Elementary	3,361
Middle School	1,805
High School	2,056
Prekindergarten, Other	186

Race/Ethnicity	Number	Percent
American Indian	16	0.2
Asian American	369	4.9
Black	273	3.6
Hispanic	359	4.8
White	6,508	86.5
Total Minority 2004-2005	1,017	13.5
Total Minority 1999-2000	665	9.1

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

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:

The Historical Society took classes on a tour of Milford
 Holidays and traditions of other cultures were discussed at 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 learned about the contributions of many Black Americans during Black History Month

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers		571.0
Administrators		32.1
Department Chairs		0.0
Library/Media Staff		14.0
Other Professionals		73.2
% Minority 2004-2005		1.6
% Minority 1999-2000		1.2
# Non-Certified Instructional		208.4

Average Class Size		District	ERG	State
Grade K	2004-2005	16.6	17.5	18.5
	1999-2000	17.4	18.4	18.5
Grade 2	2004-2005	18.1	18.6	19.5
	1999-2000	18.3	19.4	19.8
Grade 5	2004-2005	20.0	20.7	21.3
	1999-2000	20.4	21.4	21.8
Grade 7	2004-2005	23.3	21.2	20.9
	1999-2000	23.0	22.2	21.9
High School	2004-2005	20.7	20.9	20.2
	1999-2000	19.4	20.5	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.1	14.2	13.2
% with Master's Degree or Above	81.1	78.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	28.0	28.3	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,014	993	987
Middle School	1,040	1,035	1,014
High School	942	995	1,003

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	3.3	3.5	3.6
Students Per Teacher	13.2	14.0	13.8
Teachers Per Administrator	17.8	13.9	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	32.5	32.7	35.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test, 3 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	61.0	53.6	52.8
Writing	69.2	64.1	63.3
Mathematics	66.1	57.8	56.8
All Three Tests	48.3	40.2	41.2
Grade 6 Reading	68.6	60.9	60.5
Writing	66.9	61.8	61.3
Mathematics	64.7	61.0	60.9
All Three Tests	49.6	43.8	45.3
Grade 8 Reading	76.5	66.4	64.9
Writing	66.9	60.1	60.7
Mathematics	62.3	55.2	55.7
All Three Tests	50.5	42.9	45.2
Participation Rate	98.5	98.9	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	46.3	43.6	48.9
Writing Across the Disciplines	61.3	54.6	55.2
Mathematics	48.6	43.4	47.8
Science	54.2	44.8	47.3
All Four Tests	29.6	23.6	29.2
Participation Rate	97.8	97.8	96.8



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SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	81.0	77.9	73.4	74.8
Mathematics: Average Score	481	510	497	508
Mathematics: % Scoring 600 or More	13.3	20.7	17.9	23.3
Verbal: Average Score	498	515	501	508
Verbal: % Scoring 600 or More	16.1	20.5	17.5	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	6.9	8.2	8.8
2003-04 Annual Rate for Grades 9 through 12	0.7	1.8	1.8
1998-99 Annual Rate for Grades 9 through 12	3.3	3.3	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	426	84.9	80.1	81.5
	1999	324	81.2	78.4	78.3
Employed or in Military	2004	55	11.0	15.4	14.1
	1999	69	17.3	17.3	17.1
Unemployed	2004	1	0.2	0.6	0.8
	1999	0	0.0	1.1	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	ERG	State
Instructional Staff and Services	\$52,762	\$6,984	\$6,287	\$5,993	\$6,282
Instructional Supplies and Equipment	\$2,391	\$317	\$242	\$236	\$242
Improvement of Instruction and Educational Media Services	\$1,661	\$220	\$398	\$284	\$387
Student Support Services	\$2,580	\$342	\$616	\$597	\$615
Administration and Support Services	\$6,863	\$908	\$1,092	\$1,072	\$1,101
Plant Operation and Maintenance	\$8,102	\$1,072	\$1,031	\$989	\$1,025
Transportation	\$2,585	\$315	\$485	\$447	\$487
Costs for Students Tuitioned Out	\$1,964	N/A	N/A	N/A	N/A
Other	\$1,306	\$173	\$122	\$140	\$120
Total	\$80,215	\$10,504	\$10,518	\$9,952	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,946	\$390	\$1,149	\$587	\$1,171
Adult Education	\$125	\$1,087	N/A	\$1,054	\$1,057

Revenue Sources, % 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
With School Construction	82.4	14.8	2.6	0.2
Without School Construction	84.8	12.3	2.7	0.2

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,704	4.9	\$8,136	4.1	\$8,620	3.8
Salaries and Benefits	\$7,362	7.1	\$6,818	3.6	\$7,120	4.0
Supplies	\$334	-7.7	\$443	6.0	\$455	5.6
Equipment	\$77	-36.4	\$114	12.9	\$114	-8.8
High School						
Total	\$9,713	-2.9	\$8,877	2.7	\$9,316	1.3
Salaries and Benefits	\$7,788	-1.5	\$7,216	2.7	\$7,529	1.7
Supplies	\$435	-19.0	\$530	4.5	\$524	4.0
Equipment	\$111	-45.3	\$129	-11.0	\$133	-13.1

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.

Every year during the process of developing the annual budget, each school receives a per pupil allocation for supplies, books, software, media materials and other instructional items. The total amount of money which each school receives is derived by multiplying the per pupil allocation times the number of students enrolled in the school. The number is adjusted after the official October 1st enrollment numbers are calculated. Principals are also given the opportunity to provide their rationale for expenditures, and they can make allocations within their per pupil accounts at their discretion.

During the budget process, principals also identify equipment and building project needs, and prioritize them based upon criteria, which includes health, safety and educational issues. These needs are then placed in a priority order district wide with attention given to assuring that every school receives an equitable allocation of building projects and equipment during each fiscal year and from one year to the next.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

In 2005-2006 Milford grade 4,6 and 8 students continue to perform above the ERG(Educational Reference Group) and state averages in the CMT and CAPT. In reading, 61% of 4th grade students scored at levels 4 and 5(goal and advanced goal) vs. 54% at the ERG and 53% at the state. In 6th grade 69% scored at levels 4 and 5 vs. 61% at ERG and 61% at the state. Grade 8 students scored at 77% at levels 4 and 5 vs 66% at ERG and 65% at the state.

In mathematics 66% of grade 4 students scored at levels 4 or 5 vs. 58% at the ERG and 57% at the state. Grade 6 students scored at 65% vs. 61% in the ERG and state. In grade 8, 62% scored at level 4 or 5 vs. 55% in the ERG and 56% at the state.

In writing 69% of grade 4 students scored at goal levels 4 and 5 vs. 64% in the ERG and 63% at the state. 67% of grade 6 students scored at goal or above vs. 62% at the ERG and 61% at the state. 67% of grade 8 students scored at goal or above vs. 60% in the ERG and 61% at the state.

The percentage of students at or above goal on CAPT mathematics and science has shown an increase. Mathematics increased 4.7 points and science increased 3.4 points. SAT results for the 2005 graduating class have made steady progress. The average verbal SAT scores over 5 years improved +13 as compared to a 2 point growth nationally and an 8 point gain in Connecticut. The performance of students in the top 10% of the high school class continues to out perform similar groups nationally.

Recognizing the importance and the need for ongoing improvement in reading and mathematics, the district has constructed assessments in reading comprehension and integrated mathematical applications for grades 3-8. Teachers will use the results of these periodic evaluations to focus instruction and improve student learning. A grade 2-10 program, Reading for Success, uses the principles of small group instruction, frequent evaluation and program adjustment, regular daily sequential instruction and emphasis on independent reading and strategy instruction.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.milforded.org/

Filename: DIST52.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\New Folder
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 84-00
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:18 PM
Change Number: 1
Last Saved On: 12/12/2005 3:18 PM
Last Saved By: CSDE
Total Editing Time: 1 Minute
Last Printed On: 1/10/2006 11:11 AM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,297 (approx.)
Number of Characters: 12,180 (approx.)