

STRATEGIC SCHOOL PROFILE 2001-02
High School Edition

Joseph A. Foran High School
Milford School District

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Telephone: 203-783-3502
School Type: Traditional/Regular

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.

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 2001.

STUDENT ENROLLMENT

School Grade Range 9-12
Total Enrollment 1008
5-Year Enrollment Change 8.9%

**FACILITIES**

of Permanent General Classrooms 66
of Portable Classrooms 0
Year of Original Construction 1973

SCHOOL NEED

Current and Past School Need	Year	School	ERG High Schools	State High Schools
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	6.3	10.6	15.5
	2000-01	8.6	9.6	16.4
% of K-12 Students with Non-English Home Language	2001-02	3.9	5.4	11.6
	1998-99	3.3	4.7	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2001-02	35.3	31.2	29.1
	1996-97	33.7	33.3	30.2

Enrollment in Special Programs	Students in School	Percent in School	% in ERG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	7	0.7	0.9	2.6
Compensatory Education	76	7.5	2.6	7.3
Gifted and Talented Program	137	13.6	1.5	2.3
Special Education	135	13.4	11.1	11.7

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	3	0.3
Asian American	20	2.0
Black	19	1.9
Hispanic	36	3.6
White	930	92.3

Total Minority 2001-02 7.7%

Total Minority 1996-97 6.4%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

JOSEPH A. FORAN HIGH SCHOOL

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Students may take courses at the Aquaculture School in Bridgeport or the Educational Center for the Arts in New Haven. Students also participated in the Saturday Academy program with Stratford.

In addition, the following programs offered our students educational opportunities related to diversity:

- World Languages Week activities
- an assembly by an African Brazilian group of singers and dancers
- a Long Wharf play "My Red Hand My Black Hand" presented to all of our students
- an assembly for all 10th graders on Martin Luther King
- exchanges with Spanish students at Foran and at High School in the Community in New Haven.
- Proyecto Papel - a collection of art and school supplies for children in Guatemala
- French plays with students from New Haven, Seymour, Trumbull, and Shelton
- a play by members of our new Diversity Club offered to students at two Milford elementary schools

Students from Foran High School also participated in the following regional workshops, conferences, and competitions in which they interacted with students and teachers from other racial, ethnic, and economic backgrounds:

- an Anti-Crime Youth Council meeting of students from schools in the Greater New Haven region
- a New Generations Conference with representatives from New Haven and Fairfield
- a Prejudice Reduction Conference with representatives from 51 schools in the state
- a conference on Connecticut's Youth-Looking for Answers with representatives from 19 schools in the state
- Careers in Teaching workshops with 6 other greater New Haven districts
- a Children of the Shadows Conference with New Haven, Hartford and other districts in CT
- Connecticut Latin Day
- Youth and Government in Hartford
- Reach Out / Speak Out debate program
- Physics Day
- Junior Engineering and Technical Society
- UConn Junior Science and Humanities Symposium
- Chemathon Competition

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	950	986	998

*State law requires at least 900 hours for grades 1 through 12.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	ERG High Schools	State High Schools
Video	100.0	48.8	69.7
Voice	0.0	59.9	75.0
Internet Access	100.0	87.7	90.0
Multi-Room Network (LAN)	100.0	41.2	58.0

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	2.6	3.9	3.8
% of Computers that are High or Moderate Power	94.1	98.0	97.3
% of Computers with Internet Access, All Speeds	94.1	90.4	90.1
% of Computers with High Speed Internet Access	94.1	89.9	89.8
% of Internet Computers with Filtering Software	100.0	99.3	84.9

This school does not have a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Library Materials	School	ERG HS	State HS
# of Print Volumes Per Student*	17.6	16.5	17.1
% of Print Volumes Purchased in the Last Three Years	5.8	8.3	10.6
# of Print Periodical Subscriptions	59	55.7	55.6
# of Non-Print Materials	1838	742.0	768.9

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

STAFFING RESOURCES



Average Class Size	School	ERG	State
Algebra I	18.1	20.5	20.2
Biology I	18.9	19.5	19.5
English, Grade 10	19.7	19.8	19.7
American History	19.5	21.0	20.3

School Staff Count Full-Time Equivalent	2001-02	2000-01
# of Certified Staff		
Teachers	70.8	67.8
Administrators	3.4	3.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	7.0	6.0
Other Professionals	1.8	1.5
# of Non-Certified Instructional	19.0	15.0

Professional Staff Race/Ethnicity	2001-02	2000-01	1996-97
% Minority	2.2	0.0	1.3
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	15.4	15.0	14.5
% with Master's Degree or Above	73.0	75.7	76.0
% Trained as Mentors, Assessors, or Cooperating Teachers	21.3	23.3	23.5

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 2000-01 School Year	6.7	4.6	5.2
Teacher Attendance, 2000-01: Average # of Days Absent Due to Illness or Personal Time	9.4	7.8	7.7
% Certified Staff Assigned to Same School the Previous Year	83.1	84.6	84.3

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Remedial Instruction	No	No
In-Class Tutorial	Yes	Yes
After School Program	No	No
Summer School (2001)	Yes	Yes
Other	Yes	Yes



% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	ERG High Schools	State High Schools
During the 2000-01 School Year	11.0	20.8	22.8
During the 1996-97 School Year	11.4	11.4	16.0

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	8	8.3	9.3
% of Grade 12 Students Tested	17.9	14.3	16.3
% of Exams Scored 3 or More*	82.4	64.8	70.5

*A score of three or higher is generally required for earning college credit.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions.



Total Number of Credits Required for Graduation	School	ERG	State Requirement
Required for Class of 2001	22.1	22.1	20.0

% of Class of 2001 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	91.7	90.6	90.0
Chemistry	62.4	71.7	66.5
4 or More Credits in Mathematics	49.1	52.0	60.6
3 or More Credits in Science	100.0	79.9	82.5
4 or More Credits in Social Studies	11.0	38.1	48.1
Credit for Level 3 or Higher in the Same World Language	53.7	57.7	55.5
2 or More Credits in Vocational Education	63.3	58.8	58.4
2 or More Credits in the Arts	27.5	38.4	40.5

STUDENT PERFORMANCE

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. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	School 2000-01	School 2001-02	ERG 2001-02	State 2001-02
Reading Across the Disciplines*	47	52	43	44.8
Writing Across the Disciplines*	56	73	52	51.0
Mathematics	53	52	42	44.1
Science	50	57	42	43.2
All Four Tests	26.2	28.5	20.9	23.7
Participation Rate	95.0	94.5	93.0	92.4


*Includes results based on an alternate form of the CAPT due to an administrative irregularity.



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT [®] I: Reasoning Test	Class of 1996	Class of 2001		
	School	School	ERG	State
% of Graduates Tested	83.2	82.1	77.3	77.6
Mathematics: Average Score	480	496	497	503
Mathematics: % Scoring 600 or More	16.1	19.0	17.5	22.1
Verbal: Average Score	512	507	500	502
Verbal: % Scoring 600 or More	21.5	22.3	17.4	20.5

Student Attendance	School	ERG HS	State HS
% on October 1, 2001	93.8	93.4	92.6

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	21.9	36.0	37.5

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2001	9.5	10.7	11.2
2000-01 Annual Rate for Gr. 9 through 12	2.7	2.6	3.0
1995-96 Annual Rate for Grades 9 through 12	3.7	4.1	4.6

Class of 2001: Number of National Merit Scholarship Semi-Finalists: 0



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2001	76.1	76.6	76.3
	1996	80.4	73.0	72.3
% Employed or in Military	2001	11.5	17.5	17.1
	1996	11.7	17.9	18.7

EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, 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.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Strengths

1. 100% of our students took 3 or more credits in science.
2. 91.7% of our students took Algebra.
3. 53.7% of our students took 3 or more years of a foreign language.
4. 82.1% of our students took the Scholastic Assessment Test.
5. 76% of our graduates attended two or four year colleges.
6. 18% of our Grade 12 students were tested in 8 Advanced Placement courses, and 82.4% earned scores of 3 or more.
7. The number of students per computer is 2.6.
8. 94% of our computers are high or moderate power, and have high speed internet access, and 100% have filtering software.
9. Our annual drop-out rate decreased to 2.7 in 2000-01 from 3.7 in 1995-96.
10. Our library has an unusually high number of non-print materials.

Areas of Need

1. Continue to increase scores on the Connecticut Academic Performance Test.
2. Continue to increase scores on the Scholastic Assessment Test.
3. Increase physical fitness scores.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

Academic highlights include distance learning courses and Advanced Placement programs in English literature and composition, calculus, European history, American history, economics, biology, and Spanish, and the University of Connecticut Cooperative Program in English and calculus. Students may also take courses off-campus in Marine Science/Aquaculture, at the Educational Center for the Arts, and at local colleges. Other enrichment opportunities include the Saturday Academy offered in cooperation with Stratford.

A number of support services are available to students within the school, some of which draw on a network of resources within the Milford community. Ninth grade teams are in place to assist in the transition from middle school to high school.

Curriculum initiatives include distance learning and Carnegie Algebra, a course taught two days a week individually on computers and three days a week as a whole class. Courses offered also include Computer Assisted Drafting, Pottery, Planetarium and Observatory, Astronomy, Cartooning, TV Production, Guitar, Visual Basic Programming, and Music Technology. Foran also offers global studies, a physical education curriculum with a strength and fitness emphasis and a classroom component, nursing courses, a day care center as part of the child development curriculum, and requirements for graduation which include proficiency in writing and mathematics and a technology project.

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.

