

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



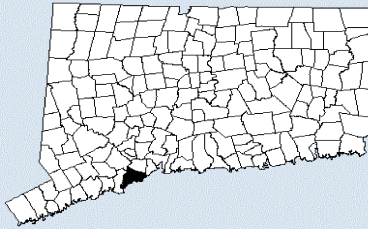
Milford School District

Dr. Elizabeth Feser, Superintendent • 203-783-3402 • www.milforded.org/

District Information

Grade Range	PK-12
Number of Schools	14
Enrollment	6,434
Per Pupil Expenditures ¹	\$16,365
Total Expenditures ¹	\$110,614,211

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,079	47.9	48.3
Male	3,355	52.1	51.6
American Indian	*	*	0.2
Asian	567	8.8	4.6
Black or African American	321	5.0	12.9
Hispanic or Latino	383	6.0	21.2
Pacific Islander	*	*	0.0
White	5,133	79.8	58.4
Two or More Races	17	0.3	2.3
English Language Learners	123	1.9	5.7
Eligible for Free or Reduced-Price Meals	1,329	20.7	37.3
Students with Disabilities ¹	802	12.5	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	326	10.8	86	2.7
Male	345	10.6	246	7.2
Black or African American	47	15.0	34	10.5
Hispanic or Latino	66	17.0	38	9.4
White	501	10.0	245	4.7
English Language Learners	22	16.8	*	*
Eligible for Free or Reduced-Price Meals	292	22.8	152	10.7
Students with Disabilities	151	19.5	101	11.3
District	671	10.7	332	5.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 262

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	440.3
Paraprofessional Instructional Assistants	17.5
Special Education	
Teachers and Instructors	87.9
Paraprofessional Instructional Assistants	155.0
Administrators, Coordinators and Department Chairs	
District Central Office	14.5
School Level	24.0
Library/Media	
Specialists (Certified)	13.0
Support Staff	1.4
Instructional Specialists Who Support Teachers	43.1
Counselors, Social Workers and School Psychologists	39.5
School Nurses	16.5
Other Staff Providing Non-Instructional Services/Support	295.1

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	0	0	1.0
Black or African American	4	0.6	3.5
Hispanic	5	0.7	3.6
Native American	2	0.3	0.1
White	666	98.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	9	24.3	*	*
White	105	29.2	183	41.0
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	14	14.7	23	21.9
Students with Disabilities	*	*	*	*
District	134	30.2	206	39.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	38	43.7
Emotional Disturbance	25	33.3
Intellectual Disability	*	*
Learning Disability	133	85.3
Other Health Impairment	162	82.7
Other Disabilities	*	*
Speech/Language Impairment	164	86.3
District	546	71.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	88	1.4	1.4
Emotional Disturbance	76	1.2	1.0
Intellectual Disability	10	0.2	0.4
Learning Disability	156	2.4	4.2
Other Health Impairment	199	3.1	2.5
Other Disabilities	70	1.1	1.0
Speech/Language Impairment	203	3.1	1.9
All Disabilities	802	12.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	65	8.1	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	71,171,816	10,714	8,769
Instructional Supplies and Equipment	2,949,790	444	275
Improvement of Instruction and Educational Media Services	1,906,099	287	487
Student Support Services	3,347,868	504	965
Administration and Support Services	10,545,232	1,587	1,600
Plant Operation and Maintenance	11,171,941	1,682	1,472
Transportation	4,536,962	647	786
Costs of Students Tuitioned Out	3,869,418	N/A	N/A
Other	1,115,085	168	178
Total	110,614,211	16,365	14,642

Additional Expenditures

Land, Buildings, and Debt Service	7,538,848	1,135	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,759,515	39.3	35.6
Noncertified Personnel	4,484,694	18.1	14.5
Purchased Services	564,858	2.3	5.0
Tuition to Other Schools	3,439,517	13.9	21.4
Special Ed. Transportation	1,718,709	6.9	8.5
Other Expenditures	4,860,562	19.6	14.9
Total Expenditures	24,827,855	100.0	100.0

PK-12 Expenditures Used for Special Education	22.4	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	85.6	86.5
State	12.4	11.4
Federal	1.9	2.1
Tuition & Other	0.0	0.1

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	73.4	75.4	74.7	73.4	.	.	.	.
Hispanic or Latino	74.8	74.7	73.4	69.4	.	.	.	.
English Language Learners	64.3	66.2	56.6	56.1	.	.	.	.
Eligible for Free or Reduced-Price Meals	75.7	75.8	74.9	71.6	.	.	.	.
Students with Disabilities	54.5	55.0	53.1	47.9	.	.	.	.
High Needs	69.1	69.4	69.1	65.0	.	.	.	.
District	84.9	85.5	85.7	83.9	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	57.9	59.8	64.0	51.7	.	.	.	.
Hispanic or Latino	67.4	60.7	54.8	67.4	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	60.9	64.7	65.7	64.4	.	.	.	.
Students with Disabilities	40.0	46.1	48.5	46.2	.	.	.	.
High Needs	55.1	58.5	60.0	60.6	.	.	.	.
District	73.3	74.5	78.5	77.6	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	70.5	69.7	75.2	94.4	1,584	74.4
Curl Up	71.9	90.7	93.9	98.3	1,584	87.4
Push Up	62.5	79.2	79.8	96.7	1,584	76.8
Mile Run/PACER	76.2	75.4	56.0	77.8	1,584	69.8
All Tests - District	40.3	51.9	42.2	75.6	1,584	48.4
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	39	87.2	74.0	Yes	76.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	146	68.5	74.5	No	76.5
Students with Disabilities	98	62.2	76.1	No	77.9
District	525	85	88.8	No	89.3
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.7	217	45.0
Male	69.9	188	38.4
Black or African American	*	*	*
Hispanic or Latino	67.6	15	21.1
White	76.8	346	43.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	55.5	41	20.5
Students with Disabilities	38.9	*	*
District	75.8	405	41.7
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.6	93.5
Male	70.6	86.6
Black or African American	*	90.5
Hispanic or Latino	59.0	*
White	73.2	89.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	59.8	80.8
Students with Disabilities	53.2	82.8
District	72.7	90.4
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2013-14

Milford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Milford Public Schools are committed to continuous improvement in all its work with the desired outcome of maximized learning for all our students.

The Board of Education annually sets student achievement goals which guide our work. These goals set performance targets on internal and external measures. These targets address achievement gaps existent with our special education and free/reduced lunch students, as well as the number of students taking AP courses and scoring a 3 or better on the exams. The District Continuous Improvement Team monitors the achievement of these goals through a data-driven process and the development and oversight of a district improvement plan. This plan aligns instructional, curricula and student/parent support systems.

At the building level, teachers work in Professional Learning Communities (PLCs) collaborating on instructional strategies and approaches to raise student achievement. Using their professional learning, they review student achievement data, build and share lessons and interventions to respond to that data, and implement changes in their practice. Best practice is measured against Milford's Instructional Framework, a detailed and comprehensive rubric that defines what good teaching looks like. We are working to implement student-centered classrooms where students have a greater voice in how and what they learn. We are also implementing a structured and aligned intervention model in literacy and math K-12.

We have built a strong curriculum base and continue to improve it. Our teachers and instructional leaders have aligned all curriculums to the CT Common Core Standards. Embedded within curricula are identified learning outcomes for all students. Supportive of those outcomes are building based initiatives such as common learning time and standards based grading practices, which provide students with the necessary supports to attain high academic expectations. We review our curriculum yearly and make changes to learning expectations and pacing guides as needed.

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. 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.

Engaging parents in the education of their children is critical to their partnering with us in supporting their children's needs. Our student database offers open access for parents to check daily on their child's progress. We commit to maintaining open lines of communication with parents, requiring teachers to notify parents when students are struggling and respond to parent inquires/questions within 48 hours. Parent conferences are held in the fall and spring. In addition many of our schools offer workshops on literacy and numeracy expectations and practices for parents. Annually we administer a parent satisfaction survey.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Milford Public Schools are committed to developing within all our students a greater awareness and appreciation for diverse people and cultures. Our community is enriched with growing populations of Asian, African-American and Hispanic students. Among our students, 25 languages are spoken, which we feel enriches our school environment. Milford also enrolls many students from New Haven through the Project Choice program. Our students also participate in magnet school programs in Bridgeport, New Haven and Trumbull.

Throughout K-12 we make a concerted effort to study, embrace and celebrate differences between and among races, ethnic groups and cultures. In our art and music curricula, for example, students learn about and experience varied art forms reflective of different ethnic groups and cultures. Our students partake of rigorous curricular topics in History and Language Arts which expose them to varied world viewpoints and experiences. In Science and Math they learn of the contributions of inventors and thinkers from many world cultures.

In our elementary schools, we take concerted efforts to insure that our classroom libraries and media centers have books and other resources reflective of all races and different ethnic groups. All of our students are expected to work in teams, teams comprised of diverse individuals, in recognition that the ability to work productively in teams is an essential skill.

Respecting and learning from the opinions and thinking of others who may speak a different language, come from a different country, be of a different race is a value we foster. Our schools and parent organizations provide cultural arts programs, which further enrich student experiences. We monitor our practices to insure that recipients of our awards, scholarships, etc. reflect our diversity. We also take seriously our achievement data tied to race, seeking to close academic gaps that may exist.

Most importantly, our educators work to help students develop cultural self-awareness within themselves. 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.

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Equitable Allocation of Resources among District Schools

The budget development process of the Milford Public Schools ensures an equitable allocation of resources. The Board of Education develops guidelines for the budget development. Among them is an expectation for equitable allocation of resources. The base line for our individual school budgets is determined by the number of students within each building. However, buildings with greater needs may receive more support, particularly academic support. Principals allocate these resources using the guidelines of district curriculum and programs as well as building based initiatives. Principals and teachers calculate their budget needs based on the learning needs of students. Each budget is then reviewed by the Superintendent, Assistant Superintendent for Teaching and Learning, and the Chief Operations Officer. They review for equitable allocation of resources with the goal of providing the maximum amount of dollars to student learning. The Board of Education reviews the district's recommended budget in January, insuring that it honors the Board's set of priorities. The budget amount is ultimately approved by the Board of Aldermen in May.