

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



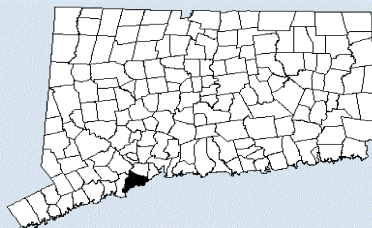
## Milford School District

Dr. Anna Cutaia-Leonard, Superintendent • 203-783-3402 • [www.milforded.org/](http://www.milforded.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	5,621
Per Pupil Expenditures <sup>1</sup>	\$20,457
Total Expenditures <sup>1</sup>	\$119,058,335

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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.ct.gov](http://edsight.ct.gov).

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,722	48.4	48.4
Male	2,899	51.6	51.6
American Indian or Alaska Native	7	0.1	0.3
Asian	521	9.3	5.2
Black or African American	252	4.5	12.7
Hispanic or Latino of any race	683	12.2	26.9
Native Hawaiian or Other Pacific Islander	7	0.1	0.1
Two or More Races	155	2.8	3.8
White	3,996	71.1	51.1
English Learners	157	2.8	8.3
Eligible for Free or Reduced-Price Meals	1,651	29.4	43.3
Students with Disabilities <sup>3</sup>	878	15.6	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	239	9.1	52	1.9
Male	284	10.2	146	4.9
Black or African American	34	13.4	21	7.7
Hispanic or Latino of any race	86	12.9	30	4.1
White	335	8.8	136	3.3
English Learners	26	16.8	6	3.6
Eligible for Free or Reduced-Price Meals	252	16.5	104	5.8
Students with Disabilities	141	17.3	57	6.0
District	523	9.7	198	3.4
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 1,296**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Milford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	423.6
Paraprofessional Instructional Assistants	16.0
<b>Special Education</b>	
Teachers and Instructors	80.2
Paraprofessional Instructional Assistants	144.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	16.0
School Level	33.0
<b>Library/Media</b>	
Specialists (Certified)	13.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	35.1
Counselors, Social Workers and School Psychologists	40.1
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	324.0

<sup>1</sup> In 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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.3	1.2
Black or African American	3	0.5	4.0
Hispanic or Latino of any race	3	0.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	637	98.8	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.9	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	21	84.0	22	78.6
Hispanic or Latino of any race	26	76.5	27	75.0
White	308	89.8	326	90.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	81	77.9	112	86.2
Students with Disabilities	47	74.6	50	56.8
District	398	88.1	408	88.9
State		75.8		84.8

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	43	39.4
Emotional Disturbance	36	48.6
Intellectual Disability	*	*
Learning Disability	171	84.2
Other Health Impairment	154	73.3
Other Disabilities	*	*
Speech/Language Impairment	138	90.8
District	557	69.7
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Milford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	110	2.0	2.0
Emotional Disturbance	74	1.3	1.1
Intellectual Disability	13	0.2	0.5
Learning Disability	204	3.7	5.7
Other Health Impairment	211	3.8	3.3
Other Disabilities	57	1.0	1.1
Speech/Language Impairment	169	3.1	1.8
All Disabilities	838	15.1	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	2.0	8.2
Private Schools or Other Settings	44	5.3	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$81,300,207	\$13,969	\$10,923
Support services - students	\$3,376,702	\$603	\$1,277
Support services - instruction	\$2,494,840	\$446	\$682
Support services - general administration	\$2,769,583	\$495	\$467
Support services - school based administration	\$9,483,008	\$1,694	\$1,021
Central and other support services	\$202,418	\$36	\$679
Operation and maintenance of plant	\$12,167,167	\$2,173	\$1,718
Student transportation services	\$5,081,544	\$1,257	\$1,288
Food services	\$756,798	\$135	\$12
Enterprise operations	\$1,426,068	\$255	\$163
Minor school construction	.	.	\$59
Total	\$119,058,335	\$20,457	\$17,629

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,231,170	36.9	28.5
Instructional Aide Salaries	\$3,475,196	12.5	10.1
Other Salaries	\$1,340,275	4.8	11.1
Employee Benefits	\$5,360,126	19.3	13.0
Purchased Services Other Than Transportation	\$378,776	1.4	5.7
Special Education Tuition	\$4,561,067	16.5	22.5
Supplies	\$90,840	0.3	0.6
Property Services	\$12,803	0.0	0.3
Purchased Services For Transportation	\$2,202,129	7.9	8.0
Equipment	\$16,041	0.1	0.2
All Other Expenditures	\$45,383	0.2	0.1
Total	\$27,713,806	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.3	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	87.7
State	10.1
Federal	1.9
Tuition & Other	0.2

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20 Milford School District

## Performance and Accountability

### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> NAEP 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Milford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	20	85.0
Hispanic or Latino of any race	33	84.8
English Learners	9	*
Eligible for Free or Reduced-Price Meals	129	86.0
Students with Disabilities	82	72.0
District	458	92.6
State		88.5

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:*

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### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	82.8	93.6
Male	72.1	87.6
Black or African American	*	*
Hispanic or Latino of any race	79.3	*
White	77.3	90.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.2	79.7
Students with Disabilities	53.8	80.0
District	77.5	90.8
State	71.5	87.5

<sup>3</sup> College 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.

<sup>4</sup> College 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 2019-20

## Milford School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	78.5%	100%	60.4%
	Oral	75.0%	100%	57.6%
Chronic Absenteeism	All Students	9.7%	<=5%	12.2%
	High Needs Students	15.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	88.5%	75%	80.4%
On-track to High School Graduation		96.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		88.9%	94%	84.5%
Postsecondary Entrance (Class of 2019)		77.5%	75%	71.5%
Arts Access		53.1%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	88.9%	5.1%	10.9%	N

<sup>1</sup> If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup> If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Milford School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

The district improvement goals (2016) that are currently in progress center on improving student achievement in the academic areas as well as are aimed at students developing 21st-century skills such as the ability to solve complex problems, conduct research, communicate and articulate reasoning. The district has developed a clear focus for improving teaching and learning through the engineering of a systemic model for high-quality instruction. All professional learning sessions designed throughout the school year aligned to this singular district strategy for improving teaching and learning and have resulted in increased coherence across the systems and resources available to support adult and student learning.

The district continues to explore initiatives to improve parent partnership. Presentations were shared at PTA meetings to promote awareness of new initiatives and programs within core academic areas, as well as in the areas of social-emotional learning. World language programming was expanded to include elementary Spanish (Kindergarten and grade 1). Continued programming through Unified Sports, Natural Helpers, and Best Buddies provided an opportunity for greater inclusivity within our learning communities. Secondary advisory lessons were designed to build positive relationships between students and staff. Tier II interventions including freshman team, student assistance team, meetings with the dean of students and/or school counseling department, and staffings with teachers, administration, parents, and guardians are designed to personalize students' learning experiences and to strengthen student learning outcomes. The special education department worked with staff to revise many of the special education programs in the district to improve instruction, schedules, and services for our students.

Transitioning to distance learning as a result of the COVID 19 pandemic (March 2020) highlighted the importance of partnering with families as parents and guardians were positioned to take on an unprecedented role in their children's education. A website was developed specifically to support students, parents, guardians, and caregivers in the use of educational technology so that learning at home could be supported with the district issued Chromebook devices. Staff used Google Classroom and other technologies to communicate with families. A district Virtual Backpack and Milford Public Schools App were developed to ensure timely, accurate, and easy to consume communication.

District stakeholders partnered in the design of a Milford Public Schools Vision of The Learner. Milford's Vision of the Learner describes the characteristics and competencies that the district seeks to develop in learners of all ages during their time in the Milford Public Schools. The elements of the Vision of the Learner (scholarship citizenship, creativity and innovation, and personal development) are interrelated, equally important and represent the foundation of success and contentment. The Vision of the Learner guides the development of curriculum, instruction, assessment, professional learning, and systemic strategic planning within the Milford Public Schools.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The Milford Public School district remains committed to promoting acceptance of all people regardless of their race, ethnicity, economic status. The district continues to host students through the Open Choice program as well as continues to support Milford Public Schools students in magnet school programs throughout the region. Our related service and support staff facilitate social groups designed to enhance student understanding, empathy, and to build student self-awareness, self-regulation, and confidence. A Walk for Water fundraiser was designed to collect funds and include student participation to build a well in an African village. A peer tutoring program provided academic support to students in a variety of disciplines. The Wingman Program offered diverse student-led advisory sessions including adults as participants. A Be Kind group created community service projects for inclusivity and support of those in need. Our district offers a variety of assemblies and evening events that highlight cultural diversity such as pot luck dinners, multicultural fairs, etc.

Students and families who are economically disadvantaged benefit from specific initiatives that are intended to support school readiness. The Salvation Army Backpack Program provides new backpacks full of school supplies for our children in need to start the new school year with new materials to support their learning. Partnership with our local YMCA and Boys and Girls Club ensured affordable before and after school childcare options for our families in the aftermath of the COVID-19 related school closures. Milford Public Schools provided meals for any child experiencing food insecurities throughout the period of school building closure due to the pandemic beginning in March 2020 and throughout the summer. This district meal program and the partnership with our local Food2Kids organization helped to promote healthy and nutritious meals and snacks for our Milford Public Schools children in need.

# District Profile and Performance Report for School Year 2019-20

## Milford School District

### **Equitable Allocation of Resources among District Schools**

Ensuring equitable allocation of resources among our fourteen schools is a priority for the Milford Public Schools. As we shifted to a remote instructional model in March 2020 due to the COVID-19 pandemic we completed our 1:1 device technology initiative; ensuring that all PK-12 students and families had district-issued Chromebooks to support equal access to our robust distance learning program. Additionally, HotSpot devices were issued to families in need of support with regard to Internet access. Discretionary funds are distributed based on a per-pupil model by level. Additionally, Milford Public Schools has established a centralized process for ensuring that all students have equal access to textbooks, technological tools such as computers and other instructional materials. District issued instructional materials and supplies were provided for individual learner use for both in-person and distance learning models.