

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



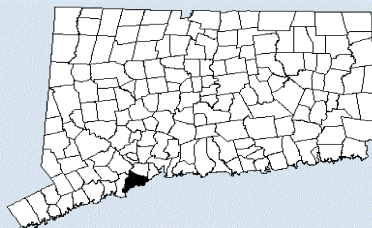
## Milford School District

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	5,635
Per Pupil Expenditures <sup>1</sup>	\$19,634
Total Expenditures <sup>1</sup>	\$117,333,919

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,745	48.7	48.4
Male	2,890	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	545	9.7	5.2
Black or African American	265	4.7	12.8
Hispanic or Latino of any race	579	10.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	97	1.7	3.6
White	4,135	73.4	52.4
English Learners	162	2.9	7.6
Eligible for Free or Reduced-Price Meals	1,318	23.4	42.1
Students with Disabilities <sup>3</sup>	852	15.1	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	219	8.3	78	2.7
Male	235	8.5	192	6.4
Black or African American	28	10.7	24	8.4
Hispanic or Latino of any race	71	12.4	40	6.5
White	307	7.8	188	4.4
English Learners	18	11.4	*	*
Eligible for Free or Reduced-Price Meals	181	14.2	124	9.3
Students with Disabilities	136	15.8	85	8.6
District	454	8.4	270	4.6
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 706**

**Number of school-based arrests: Fewer than 6**

<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 2018-19

## Milford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	427.8
Paraprofessional Instructional Assistants	9.1
<b>Special Education</b>	
Teachers and Instructors	83.0
Paraprofessional Instructional Assistants	157.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.0
School Level	33.0
<b>Library/Media</b>	
Specialists (Certified)	13.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	33.2
Counselors, Social Workers and School Psychologists	42.1
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	323.3

<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	1	0.2	0.1
Asian	2	0.3	1.1
Black or African American	3	0.5	3.8
Hispanic or Latino of any race	3	0.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	642	98.6	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	10.0

### 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	23	82.1	20	100.0
Hispanic or Latino of any race	22	75.9	26	86.7
White	301	88.8	356	92.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	93	86.9	95	93.1
Students with Disabilities	41	63.1	81	83.5
District	374	87.4	437	93.0
State		74.5		85.2

<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	38	38.4
Emotional Disturbance	41	56.9
Intellectual Disability	*	*
Learning Disability	175	88.4
Other Health Impairment	169	77.2
Other Disabilities	*	*
Speech/Language Impairment	137	90.7
District	573	73.2
State		67.6

<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 2018-19

## Milford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	105	1.9	1.9
Emotional Disturbance	72	1.3	1.1
Intellectual Disability	12	0.2	0.5
Learning Disability	198	3.5	5.5
Other Health Impairment	219	3.9	3.2
Other Disabilities	46	0.8	1.1
Speech/Language Impairment	167	3.0	1.8
All Disabilities	819	14.7	15.0

<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	23	2.8	8.2
Private Schools or Other Settings	45	5.5	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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$80,036,615	\$13,393	\$10,545
Support services - students	\$3,347,386	\$582	\$1,373
Support services - instruction	\$2,348,048	\$408	\$644
Support services - general administration	\$2,594,515	\$451	\$462
Support services - school based administration	\$9,321,628	\$1,621	\$1,007
Central and other support services	\$232,024	\$40	\$671
Operation and maintenance of plant	\$12,419,631	\$2,160	\$1,629
Student transportation services	\$4,764,276	\$1,158	\$1,231
Food services	\$776,977	\$135	\$13
Enterprise operations	\$1,492,818	\$260	\$157
Minor school construction	.	.	\$65
Total	\$117,333,919	\$19,634	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,042,337	36.1	29.7
Instructional Aide Salaries	\$3,008,329	10.8	9.6
Other Salaries	\$1,854,865	6.7	10.4
Employee Benefits	\$5,303,589	19.1	13.0
Purchased Services Other Than Transportation	\$438,451	1.6	5.5
Special Education Tuition	\$4,801,004	17.3	22.6
Supplies	\$100,728	0.4	0.6
Property Services	\$10,060	0.0	0.4
Purchased Services For Transportation	\$2,101,881	7.6	8.0
Equipment	\$91,068	0.3	0.2
All Other Expenditures	\$46,052	0.2	0.1
Total	\$27,798,364	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.7	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	88.1
State	9.5
Federal	2.2
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 2018-19

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	275	76.9	276	77.4	107	77.3
Black or African American	143	62.8	142	56.6	76	53.4
Hispanic or Latino of any race	288	67.0	290	62.7	105	60.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	38	78.7	38	71.9	*	*
White	2,028	73.3	2,030	69.6	919	67.8
English Learners	122	68.1	122	67.0	39	67.1
Non-English Learners	2,659	72.7	2,663	69.1	1,177	67.2
Eligible for Free or Reduced-Price Meals	798	66.3	798	61.4	354	61.2
Not Eligible for Free or Reduced-Price Meals	1,983	75.0	1,987	72.0	862	69.6
Students with Disabilities	375	54.5	373	48.8	149	49.6
Students without Disabilities	2,406	75.3	2,412	72.1	1,067	69.6
High Needs	1,058	64.8	1,057	60.2	459	59.9
Non-High Needs	1,723	77.2	1,728	74.4	757	71.6
District	2,781	72.5	2,785	69.0	1,216	67.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.8	86.0	84.8	97.4	1,696	87.6
Curl Up	88.8	92.8	91.9	99.3	1,696	93.4
Push Up	76.4	84.3	85.5	96.7	1,696	86.1
Mile Run/PACER	77.4	84.3	73.8	81.1	1,696	79.1
All Tests - District	56.6	68.8	66.7	80.4	1,696	68.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Milford School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	23	78.3
Hispanic or Latino of any race	25	96.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	74	89.2
Students with Disabilities	59	59.3
District	437	93.1
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	251	59.6
Male	93.7	215	45.1
Black or African American	95.8	22	45.8
Hispanic or Latino of any race	93.2	23	39.0
White	96.0	370	51.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.7	77	36.8
Students with Disabilities	80.9	12	7.4
District	95.9	466	51.9
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	83.9	93.0
Male	66.4	84.8
Black or African American	60.0	*
Hispanic or Latino of any race	57.7	85.0
White	75.5	90.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.7	77.2
Students with Disabilities	52.1	72.4
District	74.7	89.3
State	71.0	87.8

<sup>5</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>6</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 2018-19

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.5	75	48.3	50	96.7	67.7
	High Needs Students	64.8	75	43.2	50	86.4	58.1
Math Performance Index	All Students	69.0	75	46.0	50	92.0	63.1
	High Needs Students	60.2	75	40.1	50	80.2	52.7
Science Performance Index	All Students	67.2	75	44.8	50	89.6	63.8
	High Needs Students	59.9	75	39.9	50	79.8	54.2
ELA Academic Growth	All Students	66.6%	100%	66.6	100	66.6	59.9%
	High Needs Students	64.9%	100%	64.9	100	64.9	55.1%
Math Academic Growth	All Students	65.3%	100%	65.3	100	65.3	62.5%
	High Needs Students	59.8%	100%	59.8	100	59.8	55.2%
Progress Toward English Proficiency	Literacy	80.8%	100%	40.4	50	80.8	60.0%
	Oral	59.2%	100%	29.6	50	59.2	52.1%
Chronic Absenteeism	All Students	8.4%	<=5%	43.2	50	86.4	10.4%
	High Needs Students	14.0%	<=5%	32.1	50	64.1	16.1%
Preparation for CCR	% Taking Courses	90.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	51.9%	75%	34.6	50	69.2	42.6%
On-track to High School Graduation		92.2%	94%	49.0	50	98.1	88.0%
4-year Graduation All Students (2018 Cohort)		93.1%	94%	99.1	100	99.1	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.4%	94%	98.3	100	98.3	83.3%
Postsecondary Entrance (Class of 2018)		74.7%	75%	99.5	100	99.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3%   68.6%	75%	45.8	50	91.5	96.4%   52.9%
Arts Access		51.8%	60%	43.2	50	86.4	51.9%
<b>Accountability Index</b>				<b>1183.7</b>	<b>1450</b>	<b>81.6</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.8	10.2	15.4	
Math Performance Index Gap	74.4	60.2	14.2	17.6	
Science Performance Index Gap	71.6	59.9	11.7	16.1	
Graduation Rate Gap	94.0%	92.4%	1.6%	11.1%	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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.1
	High Needs Students	96.7
Math	All Students	97.2
	High Needs Students	96.6
Science	All Students	95.8
	High Needs Students	95.4

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 58.1      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Milford School District

### Narratives

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

During the 2018-2019 school year, Milford Public Schools continued efforts as outlined in the district's improvement plan. The district improvement goals (2016) that are currently in progress center on improving student achievement in the areas of literacy and numeracy. The district improvement plan also includes a goal toward enabling students to solve complex problems and construct and engage in viable arguments based on evidence and research. The district established a professional learning focus to bring increased coherence across the systems and resources available to support adult and student learning, as well as to support student achievement as described in the district goals. The district focus work provided an opportunity for the adult learners to examine the components of formative assessment, an element of high quality instruction, and the impact of formative assessment as a high leverage strategy to advance student learning outcomes. Professional learning sessions were tailored to meet the demonstrated needs of schools, departments and individual practitioners. We continue to focus efforts toward aligning core instructional programming with the special education programming needed to meet the needs of a diverse learner population.

As indicated in the Milford Public Schools Board Goals and Priorities, our district will be a safe and caring learning community that promotes the well-being of all students. A cornerstone indicator of school and district safety is demonstrated in our varied parent outreach and partnership efforts with families. Parent Universities were offered throughout the year to provide opportunities for families to participate in student learning experiences so that strategies can be modeled for parents that then can be utilized at home. Parent Universities also focused on high interest and relevant topics (Healthy From the Inside Out- a Forum of Student Wellness and Development; Resilience, Screenagers- Supporting Students in the Digital Age, etc.). Evening STEM programs were offered to engage families in learning more about revised science and mathematics standards and the impact to rigorous student learning experiences. Presentations were shared at monthly 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 grade 6 Spanish and French. Continued programming through Unified Sports, Natural Helpers, and Best Buddies within schools provides an opportunity for greater inclusivity within our district learning communities.

Our school district continues to focus efforts on reducing student absenteeism that impacts educational outcomes. PPS staffings regularly include families in order to provide the best service planning with input from students and their families. Our dedicated support staff including social workers, school counselors and school psychologists facilitate classroom lesson an advisory sessions to increase independence with appropriate scaffolds as well as to raise awareness and celebrate the unique differences within each of us. It is recognized within the school district that the established improvement plan cannot be fully realized without the input, support and feedback of this critical stakeholder group.

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

The Milford Public School district remains committed to developing awareness and acceptance of all people regardless of their race, ethnicity, economic status. Our elementary schools offer monthly whole-school book selections that highlight the diversity of the families that are a part of our community. 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. Several of our elementary schools have initiated Buddy Bench programs in which student leadership teams have led fundraising efforts resulting in the purchase of Buddy Benches, or areas within our playgrounds for children to join in play together. Each of our schools plans monthly assemblies presented by students and featured guests that focus on a variety of themes to promote inclusivity. Our library media specialists have grown their collections and offer displays with books and other media that focus on themes to reduce racial, ethnic and economic isolation and moreover to celebrate the diversity among us i.e. Black History Month, Women's History, 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. Individual school communities sponsor food drives to reduce the number of students and families that experience food insecurities. Our district offers a variety of assemblies and evening events which highlight cultural diversity such as pot luck dinners, multicultural fairs, etc.

Recognizing that before and after school childcare is a stressor and financial burden especially for our economically disadvantaged families, we have maintained a partnership with the Boys and Girls Club of Milford which has expanded youth-oriented programs to meet the needs of our elementary, adolescent and teen students. Milford Public Schools 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. .

# District Profile and Performance Report for School Year 2018-19

## 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. 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. .