

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



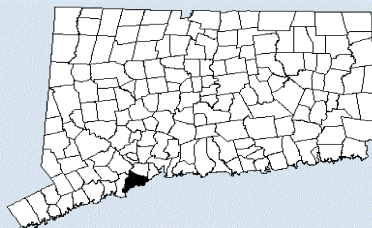
Milford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	5,926
Per Pupil Expenditures ¹	\$18,864
Total Expenditures ¹	\$117,523,381

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,867	48.4	48.4
Male	3,059	51.6	51.6
American Indian or Alaska Native	8	0.1	0.3
Asian	559	9.4	5.1
Black or African American	281	4.7	12.9
Hispanic or Latino	441	7.4	24.0
Pacific Islander	9	0.2	0.1
Two or More Races	65	1.1	2.9
White	4,563	77.0	54.8
English Learners	152	2.6	6.8
Eligible for Free or Reduced-Price Meals	1,168	19.7	35.9
Students with Disabilities ¹	761	12.8	14.3

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	229	8.2	92	3.2
Male	206	7.0	249	8.1
Black or African American	30	10.5	39	13.6
Hispanic or Latino	48	10.6	37	7.9
White	325	7.4	258	5.6
English Learners	11	6.8	*	*
Eligible for Free or Reduced-Price Meals	169	15.6	137	10.9
Students with Disabilities	109	13.8	92	10.3
District	435	7.6	341	5.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 882

Number of school-based arrests: Fewer than 6

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	435.0
Paraprofessional Instructional Assistants	7.9
Special Education	
Teachers and Instructors	80.8
Paraprofessional Instructional Assistants	156.5
Administrators, Coordinators and Department Chairs	
District Central Office	16.2
School Level	33.0
Library/Media	
Specialists (Certified)	11.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	34.8
Counselors, Social Workers and School Psychologists	39.5
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	298.3

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	3	0.5	3.6
Hispanic or Latino	2	0.3	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	652	99.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.2	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	15	*	15	60.0
Hispanic or Latino	17	68.0	23	71.9
White	269	76.2	360	84.1
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	39	60.0	66	71.0
Students with Disabilities	20	38.5	47	56.0
District	326	76.2	423	82.6
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	38	39.6
Emotional Disturbance	15	24.2
Intellectual Disability	*	*
Learning Disability	135	87.1
Other Health Impairment	147	75.4
Other Disabilities	*	*
Speech/Language Impairment	121	85.2
District	469	66.8
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	96	1.6
Emotional Disturbance	62	1.0
Intellectual Disability	14	0.2
Learning Disability	156	2.6
Other Health Impairment	197	3.3
Other Disabilities	56	0.9
Speech/Language Impairment	164	2.8
All Disabilities	745	12.6

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	72,602,037	11,859 9,663
Instructional Supplies and Equipment	3,149,512	514 321
Improvement of Instruction and Educational Media Services	2,456,487	401 578
Student Support Services	3,503,249	572 1,103
Administration and Support Services	12,053,316	1,969 1,861
Plant Operation and Maintenance	12,245,997	2,000 1,637
Transportation	4,669,396	713 877
Costs of Students Tuitioned Out	4,696,397	N/A N/A
Other	2,146,990	351 201
Total	117,523,381	18,864 16,236

Additional Expenditures

Land, Buildings, and Debt Service	4,971,464	812 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	10,078,223	37.2
Noncertified Personnel	4,630,852	17.1
Purchased Services	537,527	2.0
Tuition to Other Schools	4,295,413	15.9
Special Ed. Transportation	2,085,113	7.7
Other Expenditures	5,468,903	20.2
Total Expenditures	27,096,031	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	78.6	86.5
State	19.0	11.0
Federal	2.1	2.2
Tuition & Other	0.3	0.3

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 2016-17

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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	281	78.1	280	77.8	118	62.6
Black or African American	158	63.4	158	57.7	70	52.0
Hispanic or Latino	206	65.5	206	60.6	85	49.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	8	*	8	*	*	*
White	2368	72.0	2353	67.8	1069	58.9
English Learners	132	66.4	130	65.4	47	53.6
Non-English Learners	2898	71.9	2884	67.8	1302	58.5
Eligible for Free or Reduced-Price Meals	619	63.8	618	58.6	275	52.4
Not Eligible for Free or Reduced-Price Meals	2411	73.7	2396	70.1	1074	59.9
Students with Disabilities	353	52.1	353	46.4	178	41.3
Students without Disabilities	2677	74.2	2661	70.6	1171	61.0
High Needs	922	61.7	919	57.0	422	49.8
Non-High Needs	2108	76.0	2095	72.5	927	62.3
District	3030	71.7	3014	67.7	1349	58.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.6	73.2	78.6	94.2	1,768	82.2
Curl Up	90.2	93.6	91.9	97.0	1,768	93.2
Push Up	78.5	83.4	77.3	94.2	1,768	83.2
Mile Run/PACER	76.3	77.7	55.9	81.4	1,768	72.5
All Tests - District	58.1	58.2	47.5	80.9	1,768	60.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	35	85.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	141	84.4
Students with Disabilities	78	70.5
District	482	92.3
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	267	57.5
Male	95.8	229	48.1
Black or African American	95.5	14	31.8
Hispanic or Latino	93.0	23	40.4
White	97.2	417	53.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.3	43	27.2
Students with Disabilities	82.4	10	7.4
District	96.7	496	52.8
State	96.1		43.5

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.5	93.4
Male	73.2	89.6
Black or African American	*	*
Hispanic or Latino	57.1	90.0
White	75.8	91.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.9	78.8
Students with Disabilities	55.1	75.7
District	74.8	91.6
State	72.0	88.5

⁵College 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.

⁶College 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

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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	71.7	75	47.8	50	95.5	67.1
	High Needs Students	61.7	75	41.1	50	82.2	55.9
Math Performance Index	All Students	67.7	75	45.2	50	90.3	62.2
	High Needs Students	57.0	75	38.0	50	76.0	50.5
Science Performance	All Students	58.4	75	38.9	50	77.8	55.3
	High Needs Students	49.8	75	33.2	50	66.4	45.2
ELA Academic Growth	All Students	60.6%	100%	60.6	100	60.6	55.4%
	High Needs Students	58.6%	100%	58.6	100	58.6	49.8%
Math Academic Growth	All Students	69.5%	100%	69.5	100	69.5	61.7%
	High Needs Students	64.1%	100%	64.1	100	64.1	53.7%
Chronic Absenteeism	All Students	7.6%	<=5%	44.8	50	89.7	9.9%
	High Needs Students	13.7%	<=5%	32.5	50	65.0	15.8%
Preparation for CCR	% Taking Courses	79.7%	75%	50.0	50	100.0	70.7%
	% Passing Exams	52.8%	75%	35.2	50	70.4	43.5%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		92.3%	94%	98.2	100	98.2	87.4%
6-year Graduation - High Needs Students (2014)		92.1%	94%	98.0	100	98.0	82.0%
Postsecondary Entrance (Class of 2016)		74.8%	75%	99.7	100	99.7	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.9% 60.8%	75%	40.5	50	81.1	92.0% 51.6%
Arts Access		49.8%	60%	41.5	50	83.0	50.5%
Accountability Index				1087.4	1350	80.5	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.7	13.3	16.7	
Math Performance Index Gap	72.5	57.0	15.4	18.7	
Science Performance Index Gap	62.3	49.8	12.4	16.6	
Graduation Rate Gap	94.0%	92.1%	1.9%	12.0%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.5
	High Needs Students	95.8
Math	All Students	96.9
	High Needs Students	95.4
Science	All Students	98.6
	High Needs Students	97.8

³Minimum participation standard is 95%.

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

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: 56.3

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

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Narratives

School District Improvement Plans and Parental Outreach Activities

Milford Public Schools engaged in a lengthy process to create new district goals, which were approved by the Board of Education in the spring of 2016. The goals are differentiated by grade level and provide a blueprint for improvement in the district by raising expectations for all students. Goal #3 in particular is important to raising the bar and to the district's emphasis on complex problem solving and deep thinking. The goals are in place through 2020 and are core to the district's professional learning plans./.

The district improvement plans include ongoing attention toward special education programming. All special education and key regular education staff were provided with training related to reading difficulty, reading deficit diagnosis, and fitting interventions. Adaptive programs at all levels continue to expand and develop to address the highly individual needs of this group of students. Programming for students with autism, sensory delays, multiple disabilities, and social/emotional/behavioral needs have been expanded and strengthened at all levels, ranging from age three to 21. One example is a new ASD-SED therapeutic program at our high schools; another example is a partnership with Housatonic Community College which provides some of our students with a supported college experience prior to graduation. With creative program planning and specialized training, we have been able to decrease the number of students placed in alternate settings./.

The district continues to focus on student attendance and truancy. Elementary schools consistently have included articles about tardiness and student absence in their monthly newsletters, as well as in other direct parent messaging (phone, email). In 2017, the district added a part-time Residency/Truancy Coordinator to address cases of chronic absence. In addition, we have implemented a School Attendance Model Program, made possible by a \$32,000 grant. This program focuses on kindergarten students and parents/guardians on the importance of school attendance and the benefit of developing good attendance habits early./.

Clearly, district improvement plans cannot be achieved without the support of the parent community and our work in building family engagement. Each month, the superintendent meets with a Parent Advisory Group made up of PTA-PTO presidents from the 12 chapters in our district. Beyond the Advisory Group, the district enjoys a rich and devoted group of parents who are actively involved in our schools with more than 1,500 volunteer members in PTA-PTO. In general, our parent community has been a vibrant partner in our academic improvement work. There have been many events and programs created to inform and involve parents such as Family Literacy Nights and Mathematics Family Sessions. In 2017, our middle schools launched a new parent involvement program called 'Parent University.' Sessions will address priority issues at the middle school level, including social media, health issues, and helping students to make wise choices. In addition, as part of the district's effort to create two "career pathways" in our high schools, the district conducted a "community conversation" which included parent input.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Milford Public School district is committed to developing a universal awareness and acceptance of all people, regardless of their race, ethnicity, or economic status and to reducing racial, ethnic and economic isolation. With approximately 22% of our students representing minority communities in Milford, we work to incorporate global content throughout our entire curriculum. In history and language arts, lessons are developed to include facets of world culture, viewpoints, and experiences. In math and science, students learn about the contributions of thinkers from around the world. Our world language programs (Gr. 7-12) integrate cultural studies into the study of languages./.

Thanks to PTA-PTO funding, dozens of presentations have been made possible during the school day, including African Drummers, Dances of Brazil, and Multicultural Storytellers. Performances of Peter and the Wolf, and the Nutcracker Ballet give students access to rich performing arts. At the school level, programs such as International Pot Luck dinners, International Nights, World Tours and trips to the New Britain Museum of Art and to the Audubon Society create a global view of the world./.

As a district, we have seen the number of students qualifying for Free-Reduced meals increase since 2010-2011 (currently around 19%) and, similarly, the number of high school students working 16+ hours a week on the rise. With the economy placing strain on families today, the Milford School district has worked to make schools more accessible. Before- and After-school programs abound, and students are welcome to use the school media centers for extended hours.

We also host more than 40 students from New Haven who participate in the Open Choice program in our region. Their perspective and experiences bring a rich point of view to the students in their classrooms. In addition, more than 200 Milford children elected to attend public schools in the magnet and/or Open Choice programs throughout the region.

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Equitable Allocation of Resources among District Schools

In Milford, equitable allocation of resources to students is done in two ways. The first way is distributing discretionary funds based on a per-pupil model by level. The second process is the centralization of major purchases to ensure all students have equal access to the fundamental building blocks of good instruction. These fundamentals include computers, textbooks, and staff, all of which are budgeted, purchased, and distributed at the central level. By centralizing these key aspects of our school system we can ensure that every school and student has the same access to teachers, support personnel, and instructional support materials.