

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



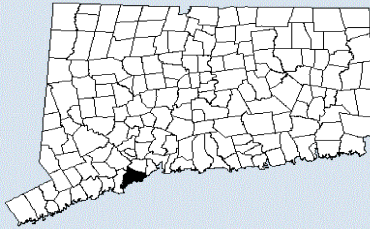
Milford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	6,152
Per Pupil Expenditures ¹	\$18,131
Total Expenditures ¹	\$115,239,751

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,928	47.6	48.3
Male	3,224	52.4	51.6
American Indian or Alaska Native	7	0.1	0.2
Asian	595	9.7	4.9
Black or African American	296	4.8	12.8
Hispanic or Latino	386	6.3	23.0
Pacific Islander	7	0.1	0.0
Two or More Races	53	0.9	2.7
White	4,808	78.2	55.9
English Learners	155	2.5	6.4
Eligible for Free or Reduced-Price Meals	1,279	20.8	38.0
Students with Disabilities ¹	761	12.4	13.7

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	211	7.4	110	3.8
Male	222	7.2	294	9.1
Black or African American	26	8.7	37	12.1
Hispanic or Latino	47	12.0	49	11.8
White	327	7.1	304	6.3
English Learners	15	9.9	*	*
Eligible for Free or Reduced-Price Meals	169	14.8	152	11.6
Students with Disabilities	115	15.2	100	11.7
District	433	7.3	404	6.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 1,347

Number of school-based arrests: 7

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	440.9
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	84.6
Paraprofessional Instructional Assistants	149.5
Administrators, Coordinators and Department Chairs	
District Central Office	14.5
School Level	33.0
Library/Media	
Specialists (Certified)	13.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	36.8
Counselors, Social Workers and School Psychologists	39.5
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	288.6

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	1	0.2	0.1
Asian	0	0.0	1.0
Black or African American	3	0.5	3.5
Hispanic or Latino	2	0.3	3.5
Pacific Islander	1	0.2	0.0
Two or More Races	0	0.0	0.1
White	663	99.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.4

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	12	50.0	*	*
Hispanic or Latino	16	50.0	29	82.9
White	306	75.0	321	80.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	53	58.9	66	75.9
Students with Disabilities	26	43.3	50	59.5
District	358	72.8	391	80.8
State		61.2		73.9

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	40	40.4
Emotional Disturbance	26	37.1
Intellectual Disability	*	*
Learning Disability	121	84.0
Other Health Impairment	157	76.2
Other Disabilities	*	*
Speech/Language Impairment	125	90.6
District	486	68.0
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	100	1.6	1.6
Emotional Disturbance	70	1.1	1.0
Intellectual Disability	12	0.2	0.5
Learning Disability	144	2.3	4.6
Other Health Impairment	206	3.3	2.8
Other Disabilities	65	1.1	1.0
Speech/Language Impairment	153	2.5	1.9
All Disabilities	750	12.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	71,823,884	11,494	9,387
Instructional Supplies and Equipment	3,592,245	575	318
Improvement of Instruction and Educational Media Services	2,136,010	342	541
Student Support Services	3,467,188	555	1,048
Administration and Support Services	11,552,185	1,849	1,790
Plant Operation and Maintenance	12,265,846	1,963	1,608
Transportation	4,474,450	671	845
Costs of Students Tuitioned Out	4,638,394	N/A	N/A
Other	1,289,549	206	194
Total	115,239,751	18,131	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,199,242	992	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,346,716	38.4	35.1
Noncertified Personnel	4,499,730	16.7	14.5
Purchased Services	564,438	2.1	5.5
Tuition to Other Schools	4,250,675	15.8	21.6
Special Ed. Transportation	1,801,205	6.7	8.3
Other Expenditures	5,471,431	20.3	15.0
Total Expenditures	26,934,195	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.5	86.1
State	11.2	11.5
Federal	2.1	2.2
Tuition & Other	0.2	0.2

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).

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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	273	77.8	273	75.4	119	64.3
Black or African American	159	63.2	158	54.5	67	53.0
Hispanic or Latino	190	62.5	188	58.1	87	54.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	14	*	14	*	*	*
White	2480	71.6	2474	64.9	1087	60.0
English Learners	82	61.8	82	57.0	26	49.8
Non-English Learners	3044	71.4	3035	65.0	1339	59.8
Eligible for Free or Reduced-Price Meals	693	63.2	692	56.2	282	52.8
Not Eligible for Free or Reduced-Price Meals	2433	73.5	2425	67.3	1083	61.4
Students with Disabilities	445	51.3	442	45.4	192	43.5
Students without Disabilities	2681	74.5	2675	68.0	1173	62.3
High Needs	1025	60.8	1021	54.2	427	50.4
Non-High Needs	2101	76.3	2096	70.0	938	63.8
District	3126	71.2	3117	64.8	1365	59.6

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	80.4	80.0	84.1	93.9	1,458	84.0
Curl Up	92.1	91.7	90.7	95.6	1,458	92.3
Push Up	75.2	81.7	81.8	96.2	1,458	82.8
Mile Run/PACER	71.8	77.4	63.9	79.5	1,458	72.6
All Tests - District	52.5	61.1	55.6	79.2	1,458	60.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	40	85.0	78.0	Yes	80.0
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	136	80.9	78.4	Yes	80.3
Students with Disabilities	75	74.7	79.7	No	81.5
District	459	90.8	89.8	Yes	90.3
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.7	228	47.6
Male	94.4	232	46.7
Black or African American	93.0	*	*
Hispanic or Latino	94.0	23	34.3
White	96.5	385	47.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.1	45	25.4
Students with Disabilities	80.0	*	*
District	96.0	460	47.1
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.6	96.6
Male	78.5	87.8
Black or African American	*	*
Hispanic or Latino	81.8	*
White	79.1	92.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.4	89.0
Students with Disabilities	64.9	78.8
District	80.6	92.7
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	71.2	75	47.5	50	94.9	67.7
	High Needs Students	60.8	75	40.5	50	81.1	56.7
Math Performance Index	All Students	64.8	75	43.2	50	86.4	61.4
	High Needs Students	54.2	75	36.1	50	72.2	49.9
Science Performance Index	All Students	59.6	75	39.7	50	79.5	57.5
	High Needs Students	50.4	75	33.6	50	67.1	47.0
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	63.8%
	High Needs Students	64.4%	100%	64.4	100	64.4	58.3%
Math Academic Growth	All Students	67.0%	100%	67.0	100	67.0	65.0%
	High Needs Students	62.1%	100%	62.1	100	62.1	57.4%
Chronic Absenteeism	All Students	7.3%	<=5%	45.3	50	90.7	9.6%
	High Needs Students	13.6%	<=5%	32.8	50	65.6	15.6%
Preparation for CCR	% Taking Courses	76.7%	75%	50.0	50	100.0	67.6%
	% Passing Exams	47.1%	75%	31.4	50	62.8	40.7%
On-track to High School Graduation		92.4%	94%	49.2	50	98.3	85.1%
4-year Graduation All Students (2015 Cohort)		90.8%	94%	96.6	100	96.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		79.0%	94%	84.0	100	84.0	78.6%
Postsecondary Entrance (Class of 2015)		80.6%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		80.0% 60.8%	75%	20.3	50	40.5	89.2% 50.5%
Arts Access		50.9%	60%	42.4	50	84.9	47.5%
Accountability Index				1054.5	1350	78.1	

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	60.8	14.2	16.5	
Math Performance Index Gap	70.0	54.2	15.8	18.9	
Science Performance Index Gap	63.8	50.4	13.5	17.2	
Graduation Rate Gap	94.0%	79.0%	15.0%	15.3%	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	97.2
	High Needs Students	96.0
Math	All Students	96.9
	High Needs Students	95.8
Science	All Students	98.7
	High Needs Students	97.0

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: 51.1

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 continuous improvement by stressing complex problem solving and deep thinking. The goals are targeted for the year 2020 and are core to the district's professional learning plans.

The district improvement plans include ongoing improvements in special education programs. All special education and key regular education staff were provided with training related to reading difficulty, reading deficit diagnosis, and fitting interventions. We also work collaboratively with the staff in 14 schools to target truancy cases. At the elementary and middle school levels, adaptive programs continue to expand and develop to address the highly individual needs of this group of students. At the elementary level, specific programs have been expanded this year to meet the needs of students at the preschool level with autism, and to meet the emotional needs of our early elementary aged students who demonstrate emotional disturbance. At the middle school level, the program for students with emotional disturbance continues to expand to address the needs of students with high anxiety and school phobia. At the high school level, the emotional disturbed and life skills programs were reviewed and expanded. The "Fifth Year Vocational Experience Transitional Program" continues to make connections with the community and expand the work experiences for students in the 18-21 program.

Another area of improvement includes the emphasis 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). Middle and high school administrators also highlight the issue in direct conversation with students, as well as with parents. In addition, an increase in attendance rates was a school goal for four of our buildings, including both high schools, in particular 9th grade attendance.

We are well aware that district improvement plans cannot be achieved without the support of the parent community and our work in building family engagement has brought substantial results in 2015-16. Each month, the superintendent meets with a Parent Advisory Group made up of PTA-PTO presidents from the 13 chapters in our district. Beyond the Advisory Group, the district is fortunate to have a rich and devoted group of parents who are actively involved in our schools with more than 1,500 volunteer members in our 13 school-based PTA-PTO groups. In general, our parent community has been a vibrant partner in our academic improvement work. In conjunction with our school PTA-PTO groups, there have been many events and programs created to inform and involve parents such as Family Literacy Nights and Mathematics Family Sessions. 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 many parents and their input into the process.

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 15% 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. Through the work of our 13 school-based PTA-PTO chapters, students in Milford are fortunate to have access to many special programs designed to highlight world culture. Funding from our PTA-PTO chapters has made dozens of presentations possible during the school day, including African Drummers, Dances of Brazil, performances of Peter and the Wolf, the Nutcracker Ballet, and Multicultural Storytellers, as well as evening 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.

As a district, we have seen the number of students qualifying for Free-Reduced meals increase since 2010-2011 (currently around 22%) 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. To help during the summer, the elementary school media centers are now open one day per week so children may access materials and borrow books from a safe, familiar environment.

We also host over 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, over 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

The process that Milford Public Schools uses to ensure that student needs are addressed and that each school receives an equitable share 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 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.