

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



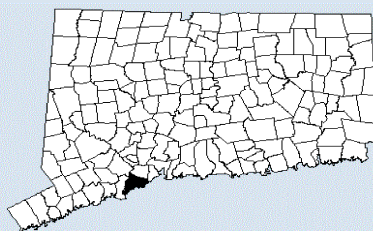
Milford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	5,792
Per Pupil Expenditures ¹	\$19,710
Total Expenditures ¹	\$118,160,377

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,797	48.3	48.4
Male	2,995	51.7	51.6
American Indian or Alaska Native	6	0.1	0.3
Asian	548	9.5	5.1
Black or African American	280	4.8	12.8
Hispanic or Latino	507	8.8	24.8
Pacific Islander	9	0.2	0.1
Two or More Races	83	1.4	3.3
White	4,359	75.3	53.6
English Learners	148	2.6	7.2
Eligible for Free or Reduced-Price Meals	1,083	18.7	36.7
Students with Disabilities ¹	821	14.2	14.8

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	214	8.0	92	3.3
Male	224	7.8	241	7.9
Black or African American	25	9.3	33	11.7
Hispanic or Latino	53	10.5	36	6.9
White	323	7.8	247	5.6
English Learners	13	8.7	6	3.9
Eligible for Free or Reduced-Price Meals	168	16.4	136	13.0
Students with Disabilities	103	12.6	87	9.6
District	438	7.9	333	5.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 620

Number of school-based arrests: 8

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	428.8
Paraprofessional Instructional Assistants	5.6
Special Education	
Teachers and Instructors	81.5
Paraprofessional Instructional Assistants	158.3
Administrators, Coordinators and Department Chairs	
District Central Office	16.0
School Level	33.0
Library/Media	
Specialists (Certified)	13.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	34.0
Counselors, Social Workers and School Psychologists	39.9
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	296.3

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	1	0.2	0.1
Asian	1	0.2	1.1
Black or African American	3	0.5	3.7
Hispanic or Latino	2	0.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	644	98.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	15	*	18	81.8
Hispanic or Latino	16	55.2	16	66.7
White	312	86.4	332	88.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	57	70.4	56	73.7
Students with Disabilities	45	65.2	49	66.2
District	375	84.7	395	86.8
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	39	38.6
Emotional Disturbance	25	33.8
Intellectual Disability	6	*
Learning Disability	163	87.2
Other Health Impairment	146	74.5
Other Disabilities	12	34.3
Speech/Language Impairment	132	84.6
District	523	68.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	104	1.8	1.8
Emotional Disturbance	74	1.3	1.1
Intellectual Disability	13	0.2	0.5
Learning Disability	187	3.2	5.2
Other Health Impairment	196	3.4	3.1
Other Disabilities	62	1.1	1.1
Speech/Language Impairment	171	3.0	1.8
All Disabilities	807	14.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	26	3.2	8.3
Private Schools or Other Settings	59	7.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	73,062,900	12,415	9,847
Instructional Supplies and Equipment	2,688,045	457	287
Improvement of Instruction and Educational Media Services	2,381,850	405	589
Student Support Services	3,554,051	604	1,120
Administration and Support Services	12,048,663	2,047	1,905
Plant Operation and Maintenance	12,006,478	2,040	1,648
Transportation	4,706,133	746	904
Costs of Students Tuitioned Out	5,578,302	N/A	N/A
Other	2,133,955	363	208
Total	118,160,377	19,710	16,535

Additional Expenditures

Land, Buildings, and Debt Service	6,493,511	1,103	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,192,039	36.5	33.8
Noncertified Personnel	4,684,718	16.8	14.5
Purchased Services	465,857	1.7	5.5
Tuition to Other Schools	5,155,102	18.4	23.4
Special Ed. Transportation	2,122,574	7.6	8.7
Other Expenditures	5,336,631	19.1	14.1
Total Expenditures	27,956,921	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.8	86.4
State	10.8	11.1
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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	271	75.3	271	76.3
Black or African American	149	61.4	148	57.6
Hispanic or Latino	231	64.0	232	60.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	17	*	17	*
White	2247	71.4	2247	69.2
English Learners	117	65.8	117	64.1
Non-English Learners	2808	70.9	2808	68.8
Eligible for Free or Reduced-Price Meals	771	64.2	772	60.7
Not Eligible for Free or Reduced-Price Meals	2154	73.0	2153	71.4
Students with Disabilities	380	52.5	380	48.1
Students without Disabilities	2545	73.4	2545	71.6
High Needs	1046	62.4	1046	59.1
Non-High Needs	1879	75.4	1879	73.8
District	2925	70.7	2925	68.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	76.8	75.9	83.0	97.3	1,628	82.9
Curl Up	92.4	89.8	90.9	95.1	1,628	92.0
Push Up	78.0	81.5	82.0	91.9	1,628	83.1
Mile Run/PACER	68.0	77.1	59.1	84.3	1,628	71.6
All Tests - District	48.9	55.1	49.8	82.4	1,628	58.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	25	80.0
Hispanic or Latino	34	88.2
English Learners	9	*
Eligible for Free or Reduced-Price Meals	142	79.6
Students with Disabilities	82	63.4
District	505	90.1
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	268	62.0
Male	95.5	225	48.3
Black or African American	97.6	18	43.9
Hispanic or Latino	98.1	24	45.3
White	96.9	401	54.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.8	51	32.5
Students with Disabilities	81.1	11	7.7
District	96.8	493	54.9
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	80.2	93.6
Male	71.8	89.6
Black or African American	81.0	*
Hispanic or Latino	64.5	*
White	77.7	92.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.9	81.8
Students with Disabilities	45.8	86.8
District	76.2	91.6
State	70.9	88.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.7	75	47.1	50	94.3	67.6
	High Needs Students	62.4	75	41.6	50	83.2	57.5
Math Performance Index	All Students	68.6	75	45.7	50	91.4	62.7
	High Needs Students	59.1	75	39.4	50	78.8	52.0
ELA Academic Growth	All Students	59.5%	100%	59.5	100	59.5	60.7%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.6%
Math Academic Growth	All Students	65.8%	100%	65.8	100	65.8	61.9%
	High Needs Students	61.3%	100%	61.3	100	61.3	55.4%
Chronic Absenteeism	All Students	7.9%	<=5%	44.2	50	88.4	10.7%
	High Needs Students	13.7%	<=5%	32.5	50	65.0	16.6%
Preparation for CCR	% Taking Courses	85.7%	75%	50.0	50	100.0	74.8%
	% Passing Exams	54.9%	75%	36.6	50	73.2	44.8%
On-track to High School Graduation		92.9%	94%	49.4	50	98.8	87.5%
4-year Graduation All Students (2017 Cohort)		90.1%	94%	95.9	100	95.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.0%	94%	96.8	100	96.8	81.8%
Postsecondary Entrance (Class of 2017)		76.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.5% 58.3%	75%	38.9	50	77.7	96.6% 50.1%
Arts Access		51.7%	60%	43.1	50	86.2	51.2%
Accountability Index				1002.6	1250	80.2	

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	62.4	12.6	15.9	
Math Performance Index Gap	73.8	59.1	14.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	91.0%	3.0%	12.7%	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	97.9
	High Needs Students	96.8
Math	All Students	97.9
	High Needs Students	96.8
Science	All Students	97.3
	High Needs Students	95.3

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: 61.5

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

The Milford Public School district is committed to developing universal awareness and acceptance of all people and to reducing racial, ethnic and economic isolation. With 22% of our students representing minority communities in Milford, we work to incorporate global content throughout our entire curriculum. 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.

A Civic and Global Engagement Pathway, launched in 2017, offers the opportunity for students to successfully master a collection of courses in global and community study, preparing them well for the global work world.

Exposure to authentic, world-class performance is embraced by the district, with all students enjoying performances of the New England Ballet (gr. 2/4) and the New Haven Symphony (gr. 3/6) and trips to the New Britain Museum of Art and the Audubon Society.

School-based programs such as International Pot Luck dinners, Geography Bees, Love of Language programs, and many other multi-cultural events create a global awareness of the world. Thanks to PTA/O funding, dozens of presentations reinforce a global viewpoint, (African Drummers, Dances of Brazil, Multi-cultural Storytellers).

The district also expanded its Kindness initiative, promoting a positive school environment through the reduction of bullying, and promoting kindness, tolerance, and self-worth.

The number of students qualifying for Free-Reduced meals (approx. 19%) and the number of high school students working 16+ hours a week are on the rise. With the economy placing strain on families today, we have worked to make schools more accessible. Before- and After-school programs abound, as well as strong youth-related programming at the Boys & Girls Club of Milford.

In 2017-18, we hosted 40 students from New Haven from the Open Choice program in our region. Their perspective and experiences bring a unique point of view to the students in their classrooms. In addition, 134 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. First, distribution of discretionary funds is based on a per-pupil model, by level. Second, the centralization of major purchases ensures all students have equal access to equitably outfitted buildings. These fundamentals include computers, textbooks, technology, and other supplies, all of which are budgeted, purchased, and distributed at the central level. Staff are assigned by FTE, and some travel from school to school to economize payroll expenditures while being equitable to all. Discussions occur between and among building administrators to identify the programs, resources, and needs of each level so equity is maintained at each individual building. In some cases, large-scale needs are transferred to the City, so they may be included in the Capital Improvement Plan bond for Milford.

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.