

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



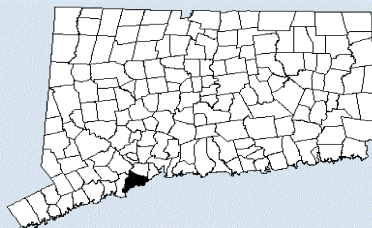
Milford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	16
Enrollment	6,278
Per Pupil Expenditures ¹	\$17,453
Total Expenditures ¹	\$114,196,387

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,009	47.9	48.3
Male	3,269	52.1	51.6
American Indian or Alaska Native	7	0.1	0.2
Asian	590	9.4	4.7
Black or African American	305	4.9	12.9
Hispanic or Latino	372	5.9	22.1
Pacific Islander	9	0.1	0.0
Two or More Races	21	0.3	2.5
White	4,974	79.2	57.2
English Language Learners	153	2.4	6.3
Eligible for Free or Reduced-Price Meals	1,350	21.5	37.6
Students with Disabilities ¹	766	12.2	13.3

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	249	8.5	95	3.1
Male	267	8.5	243	7.3
Black or African American	*	*	35	11.4
Hispanic or Latino	45	12.6	37	9.5
White	400	8.3	259	5.1
English Language Learners	14	9.3	*	*
Eligible for Free or Reduced-Price Meals	213	17.5	148	10.7
Students with Disabilities	136	17.7	86	9.9
District	516	8.5	338	5.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 355

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	414.3
Paraprofessional Instructional Assistants	38.0
Special Education	
Teachers and Instructors	89.4
Paraprofessional Instructional Assistants	139.0
Administrators, Coordinators and Department Chairs	
District Central Office	14.0
School Level	28.5
Library/Media	
Specialists (Certified)	13.0
Support Staff	1.9
Instructional Specialists Who Support Teachers	41.8
Counselors, Social Workers and School Psychologists	38.5
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	290.1

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	4	0.6	3.5
Hispanic or Latino	1	0.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	644	99.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.4	9.2

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	*	*	*	*
Hispanic or Latino	21	63.6	30	78.9
White	263	66.8	286	75.7
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	45	52.9	57	63.3
Students with Disabilities	30	47.6	39	47.6
District	320	67.8	353	76.1
State		58.4		73.8

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	43	43.4
Emotional Disturbance	21	28.4
Intellectual Disability	*	*
Learning Disability	118	87.4
Other Health Impairment	170	83.7
Other Disabilities	*	*
Speech/Language Impairment	139	86.9
District	514	70.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	101	1.6	1.5
Emotional Disturbance	74	1.2	1.0
Intellectual Disability	11	0.2	0.5
Learning Disability	135	2.1	4.4
Other Health Impairment	204	3.2	2.6
Other Disabilities	68	1.1	1.0
Speech/Language Impairment	168	2.7	1.9
All Disabilities	761	12.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	34	4.5	8.1
Private Schools or Other Settings	43	5.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	72,491,397	11,318	9,134
Instructional Supplies and Equipment	3,023,819	472	334
Improvement of Instruction and Educational Media Services	2,001,561	312	498
Student Support Services	3,378,782	528	1,001
Administration and Support Services	11,014,021	1,720	1,694
Plant Operation and Maintenance	11,143,512	1,740	1,572
Transportation	4,699,076	682	813
Costs of Students Tuitioned Out	4,418,368	N/A	N/A
Other	2,025,851	316	186
Total	114,196,387	17,453	15,289

Additional Expenditures

Land, Buildings, and Debt Service	10,536,159	1,645	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	10,382,201	38.8	35.1
Noncertified Personnel	4,658,726	17.4	14.2
Purchased Services	487,994	1.8	5.2
Tuition to Other Schools	4,030,577	15.1	22.0
Special Ed. Transportation	1,866,921	7.0	8.6
Other Expenditures	5,302,057	19.8	14.9
Total Expenditures	26,728,476	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.6	86.0
State	11.2	11.6
Federal	2.0	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	286	79.0	287	73.1	88	61.3
Black or African American	167	65.2	167	55.0	75	50.7
Hispanic or Latino	197	64.7	196	56.5	85	50.6
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	*	*	*	*	8	*
White	2561	71.8	2558	63.1	1210	57.6
English Language Learners	82	62.2	83	56.8	20	37.7
Non-English Language Learners	3144	71.9	3140	63.4	1450	57.3
Eligible for Free or Reduced-Price Meals	632	63.1	633	54.1	295	51.2
Not Eligible for Free or Reduced-Price Meals	2594	73.8	2590	65.4	1175	58.5
Students with Disabilities	451	52.0	449	43.4	215	42.4
Students without Disabilities	2775	74.9	2774	66.4	1255	59.6
High Needs	996	60.5	997	51.9	444	48.6
Non-High Needs	2230	76.7	2226	68.2	1026	60.7
District	3226	71.7	3223	63.2	1470	57.1

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			
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	82.1	80.0	81.6	96.2	1,512	84.1
Curl Up	82.9	92.5	96.1	99.7	1,512	92.1
Push Up	66.2	85.7	85.2	95.6	1,512	82.1
Mile Run/PACER	74.5	72.9	64.2	80.9	1,512	72.7
All Tests - District	50.0	62.6	54.3	79.2	1,512	60.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	30	83.3	76.0	Yes	78.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	132	81.8	76.5	Yes	78.4
Students with Disabilities	75	80.0	77.9	Yes	79.7
District	508	92.1	89.3	Yes	89.8
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	79.3	194	42.6
Male	70.5	198	41.2
Black or African American	*	*	*
Hispanic or Latino	69.0	17	23.9
White	75.3	327	42.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	52.0	35	20.0
Students with Disabilities	46.7	6	20.0
District	74.8	392	41.9
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	82.8	92.1
Male	64.5	82.7
Black or African American	70.0	*
Hispanic or Latino	55.6	90.9
White	74.0	89.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	53.6	79.5
Students with Disabilities	44.8	72.5
District	73.7	87.7
State	72.6	88.8

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 first 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	71.7	75	95.6	100	95.6	67.9
	High Needs Students	60.5	75	80.6	100	80.6	56.7
Math Performance Index	All Students	63.2	75	84.3	100	84.3	59.3
	High Needs Students	51.9	75	69.3	100	69.3	47.8
Science Performance Index	All Students	57.1	75	76.1	100	76.1	56.5
	High Needs Students	48.6	75	64.8	100	64.8	45.9
Chronic Absenteeism	All Students	8.5%	<=5%	43.0	50	86.0	10.6%
	High Needs Students	16.1%	<=5%	27.8	50	55.6	17.3%
Preparation for CCR	% Taking Courses	71.9%	75%	47.9	50	95.9	66.1%
	% Passing Exams	41.9%	75%	27.9	50	55.8	37.3%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.1%	94%	98.0	100	98.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		83.3%	94%	88.6	100	88.6	77.6%
Postsecondary Entrance (Class of 2014)		73.7%	75%	98.2	100	98.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		75.8% 60.2%	75%	20.1	50	40.1	87.6% 51.0%
Arts Access		48.2%	60%	40.2	50	80.4	45.7%
Accountability Index				1012.3	1250	81.0	

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	60.5	14.5	17.3	
Math Performance Index Gap	68.2	51.9	16.3	19.6	
Science Performance Index Gap	60.7	48.6	12.1	17.2	
Graduation Rate Gap	94.0%	83.3%	10.7%	15.2%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.4
	High Needs Students	96.8
Math	All Students	97.2
	High Needs Students	96.6
Science	All Students	99.7
	High Needs Students	99.6

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: 51.5 State: 50.1

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 2014-15

Milford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The district improvement plans include continuous improvements in special education programs. All special education staff were provided with intensive training regarding Dyslexia to target a reduction in student absenteeism and to increase academic performance. In addition, the “Unique Curriculum”, which is aligned to CCSS, has been fully implemented across the district for students with autism. At the elementary and middle school levels, adaptive programs were developed to address the highly individual needs of this group of students. At the elementary level, specific programs are in place to address the needs of students, including students with autism and students with emotional disturbance. At the middle school level, the program for students with emotional disturbance was expanded 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. Finally, the “Fifth Year Vocational Experience Transitional Program” was expanded to provide more job 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. Our SchoolMessenger system automatically phones the parent of any student who is absent when attendance is recorded each day.

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 2014-15. Each month, 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.

The district’s Long-Term Goals identify the areas that we need to improve and support. To support these goals, several complementary documents have been created including the District Continuous Improvement Plan, the School Continuous Improvement Plans, and the Professional Learning and Teacher Evaluation Plan, which includes the Instructional Framework. As part of our Long-Term Goals we have begun an ambitious program to improve achievement for all students. Outcomes include a revised Pre-Kindergarten to Grade 5 Literacy program, the completion of a revision of our numeracy curriculum as well as integrated student supports (SRBI) programs in grades PK to 8. District common assessments were initiated, which are administered to students three times a year and used to support student progress towards achieving district content and skills standards.

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, and 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 are also home to 44 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, 204 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.