

PUBLIC SCHOOLS

MILTON, MASSACHUSETTS 02186

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To: Milton School Committee
From: Mary C. Gormley, Superintendent of Schools
Date: October 1, 2010
Topic: 2010-11 Milton Public Schools Diversity Report

One of the **Core Values** of the Milton Public School system is to have “Respect for Human Differences.” The Milton School Committee’s **Diversity Policy** implores us to “celebrate diversity within our schools and our community.” The following report details what the Milton Public Schools have accomplished since October 2009 in an effort to achieve these goals.

Milton Public Schools Hiring Efforts

The Milton Public School system is committed to diversity in its hiring practices. The Milton Public School system is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, religion, ancestry, age, gender, sexual orientation, disability or marital status. In accordance with School Committee policy the Milton Public Schools make every effort to hire full-time and part-time staff, teachers and administrators who reflect, understand, and are sensitive to this diversity within our schools.

In its efforts to hire a highly qualified and diverse staff the Milton Public Schools make great efforts in its recruitment process. The Milton Public Schools system advertises in a variety of print publications and employment websites that include various racially diverse publications. Administrators also attend various job fairs and diversity fairs in an effort to seek out and attract potential candidates to the Milton Public Schools.

An effort has been made to establish contacts at local universities and colleges to identify potential candidates that have completed educational programs that match the needs of the Milton Public Schools system. These candidates are well trained and add to our typical pool of candidates.

The Milton Public School system has been successful in continuing to diversify its teaching staff. In 2006-07 the teaching staff of the Milton Public School system was 7% non-white. In 2007-08 this percentage grew to 8%, a figure we have been able to maintain since that time. This figure is a direct result of the commitment to diversity at all levels of the school community.

Embracing Diversity in Our School Community

The Milton Public School system is a dynamic community that challenges all students to thrive and achieve. The school community embraces its rich diversity and looks to strengthen the relationships within the schools.

The Superintendent of Schools and the Assistant Superintendent for Curriculum and Personnel meet monthly with the **Citizens for A Diverse Milton’s** Leadership Team. These meetings provide a forum to discuss issues involving diversity in the Milton Public Schools, hiring efforts, and issues around raising the achievement of all students attending the Milton Public Schools. Building on their efforts from 2008-09, the group will continue to focus on developing an atmosphere to strengthen the relationship between a child’s family and a child’s school. They will continue to communicate that this

relationship is an important component of increasing student achievement. The Citizens for a Diverse Milton (CDM) attended more school-based meetings during the 2009-10 school year in an effort to bring their efforts out to the teachers, students, and families that they represent. The work of our Diversity Committees in conjunction with CDM is supported and guided by two district -wide Diversity Meetings that include parent, teachers, administrators and community members with the goal of enhancing and focusing the work of our school based Diversity Committees.

Diversity in the Schools

The Milton Public School system is proud of the commitment to embracing differences shown by each of its six schools. All six schools have established a Diversity Committee that is comprised of administrators, teachers and parents. The charge for these Diversity Committees is to enhance the knowledge and understanding of the cultural differences and similarities among the families in our schools. Listed below is a sample of some additional initiatives that take place in our schools that further demonstrate their commitment to diversity:

- Celebrate Milton! Event hosted at Milton High School
- Sakae Higashi High School of Japan Visits Milton High School
- System-wide Cultural Event at Pierce Middle School
- Diversity Nights featuring food and/or entertainment at all schools
- Family Book Nights at Tucker Elementary School
- Character Assembly Program at Cunningham School
- Diverse offerings of Professional Development opportunities for staff
- Expansion of Math Clubs at Glover School to include students in subgroups
- African Dance Assembly at the Tucker School
- International Food Festival at Pierce Middle School
- Elementary African Curriculum Unit developed as a professional development project by three Elementary staff members
- Large and well-coordinated efforts in all of our schools to raise funds for Haiti after the January, 2010 earthquake
- Monthly Diversity Committee Meetings in each school
- Two District Wide Milton Public School / Citizens for a Diverse Milton Events

Enrollment Data

An enrollment analysis between the October 1, 2008 enrollment data, and the October 1, 2009 enrollment data and the October 1, 2010 enrollment date to show the following:

- District Student Race/Ethnicity: no change
 - White/ Non-White Student percentages 2008 = 70% / 30%
 - White/Non-White Student percentages 2009 = 70% / 30%
 - White/Non-White Student percentages 2010 = 70% / 30 %

Student Achievement

Milton Public Schools continues to have an intense focus on reducing the achievement gap between minority and non-minority students in the district. This progress is measured by our MCAS exam results for our sub group (African / American) on our Annual Yearly Progress (AYP) Report. With that being said please see the following sub group status report (see page 3) from our district- wide grades tested. In the data we are proud to state that our overall AYP status for our elementary schools and middle school is “no status” (this highest designation) for our African American sub group. The African American sub group at the high school was an area of concern in the Spring 2009 testing scores; but was corrected in this past Spring 2010 scores after a year of focused intervention on the issue. With that being said the overall District Summary for all students and our subgroups is at the highest level of “no status”.

2010 AYP Student Achievement Status:

District	ELA	2007	2008	2009	2010	2010 Subgroups Not Making AYP
Grade 3-5	Aggregate	Yes	Yes	NO	Yes	Special Education- Low Income
	All Subgroups	Yes	NO	NO	NO	
Grade 6-8	Aggregate	Yes	Yes	Yes	Yes	
	All Subgroups	NO	No	No	Yes	
Grade 9-12	Aggregate	Yes	Yes	Yes	Yes	Af.Amer./ Black- Low Income
	All Subgroups	Yes	Yes	NO	NO	
	MATH	2007	2008	2009	2010	2010 Subgroups Not Making AYP
Grade 3-5	Aggregate	Yes	Yes	Yes	Yes	Special Education
	All Subgroups	Yes	NO	No	NO	
Grade 6-8	Aggregate	Yes	Yes	Yes	Yes	Low Income
	All Subgroups	No	No	No	No	
Grade 9-12	Aggregate	Yes	Yes	Yes	Yes	
	All Subgroups	Yes	Yes	No	Yes	
District Summary						
	ELA	2007	2008	2009	2010	2010 NCLB Accountability Status
	Aggregate	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	No	Yes	
	MATH	2007	2008	2009	2010	2010 NCLB Accountability Status
	Aggregate	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	NO	Yes	