2015-16 Diversity Report

Prepared for the School Committee

October 26, 2016

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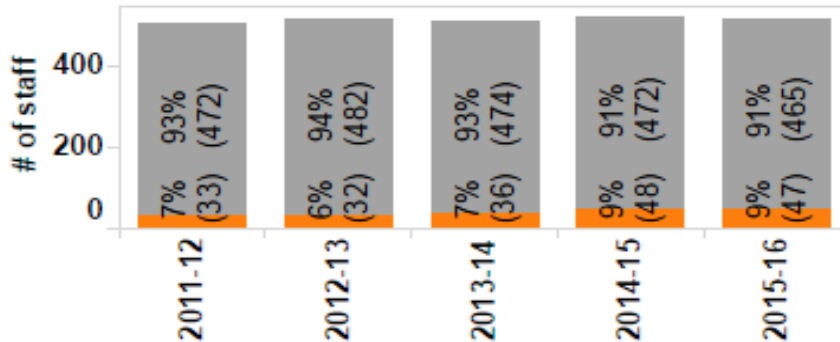
Staffing Data

Milton Public Schools: Staff Demographics

Race of Staff - District

Race Key
- White
- Non-White

Note: Staff reported here are those who are also required to be reported to the state on the mandatory EPIMS report. These staff include teachers, aides, administrators, and administrative assistants/central office staff. These numbers do not include custodial, after school, food services or athletics staff.

Race of Staff - by School
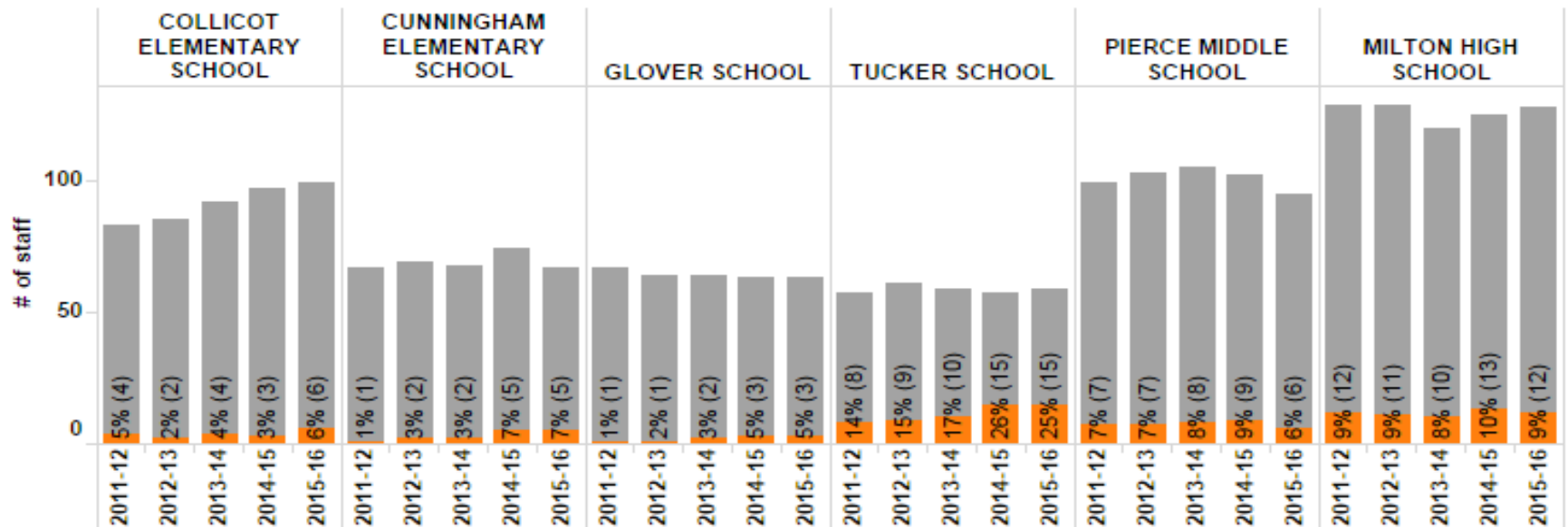
Note: In SY15-16, 91% of teachers at the state level are white.
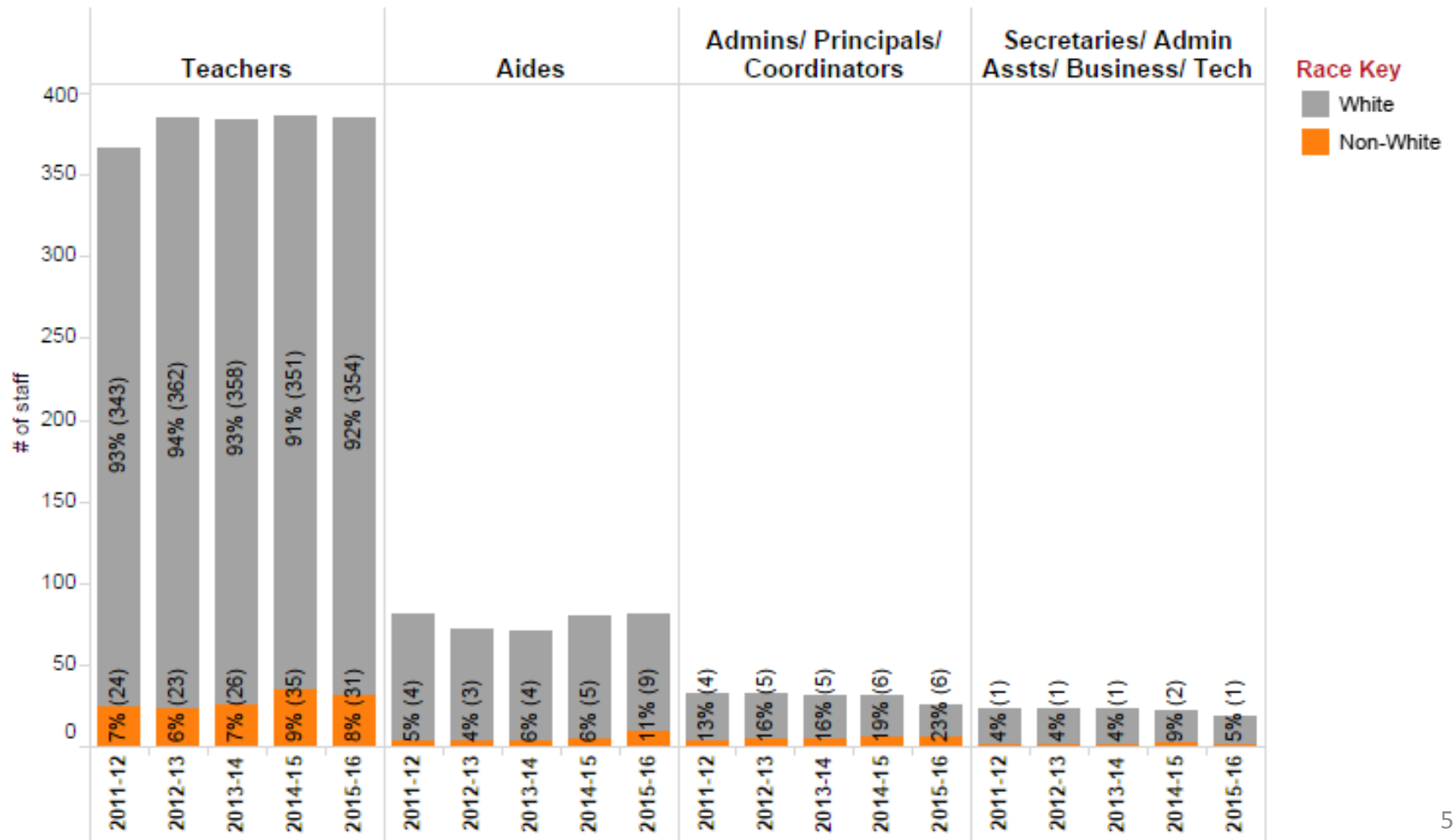
District Data Dashboards: Staff, Race

Milton Public Schools: Staff Demographics

Race by Staff Type - District

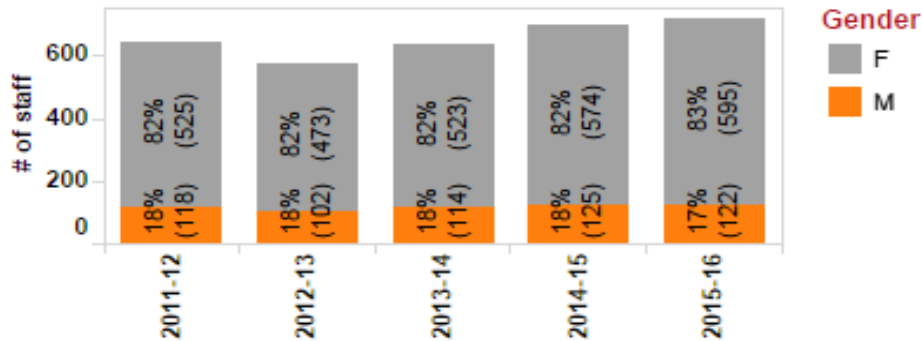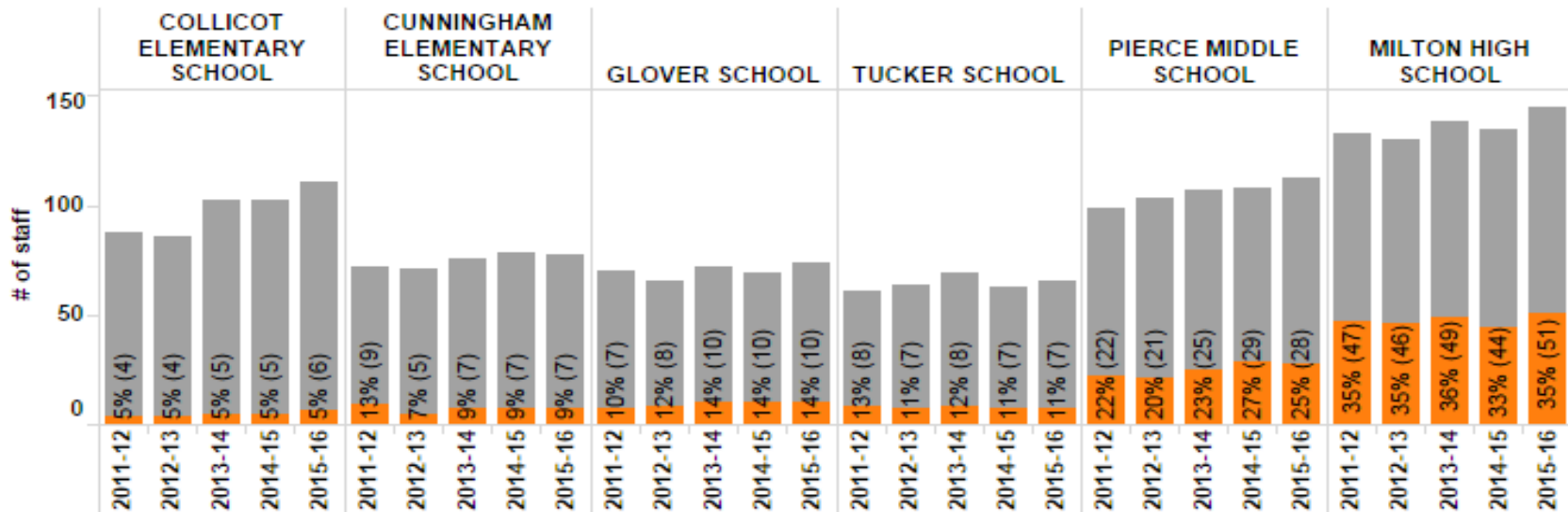## Milton Public Schools: Staff Demographics

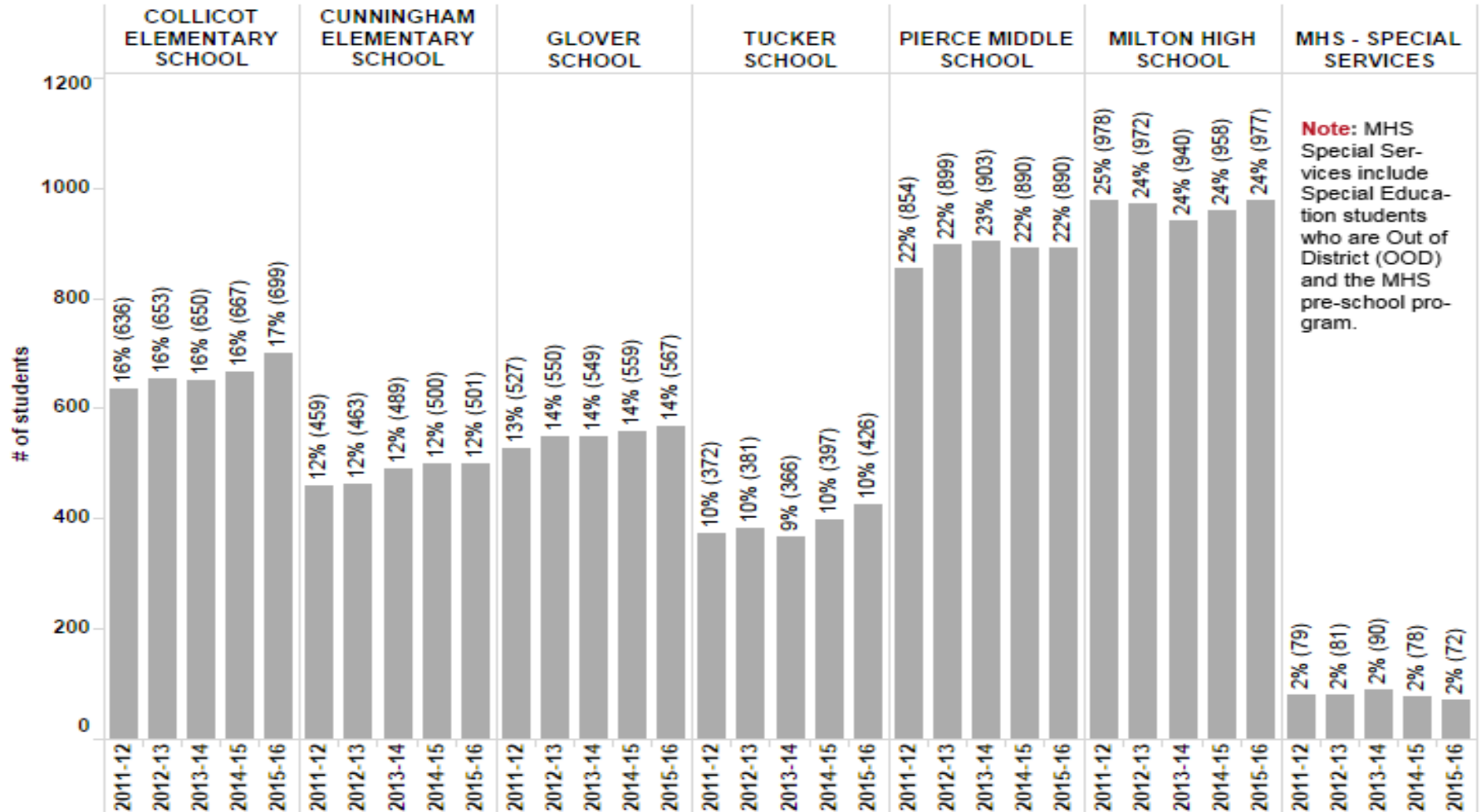Note: In SY15-16, 80% of teachers at the state level are female.

Demographic Data

District Data Dashboards: Enrollment

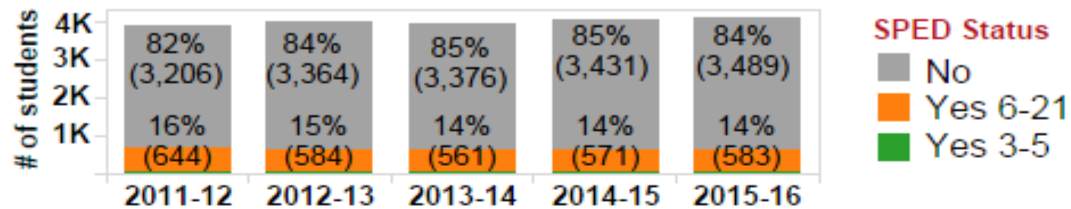**Milton Public Schools: Demographics**

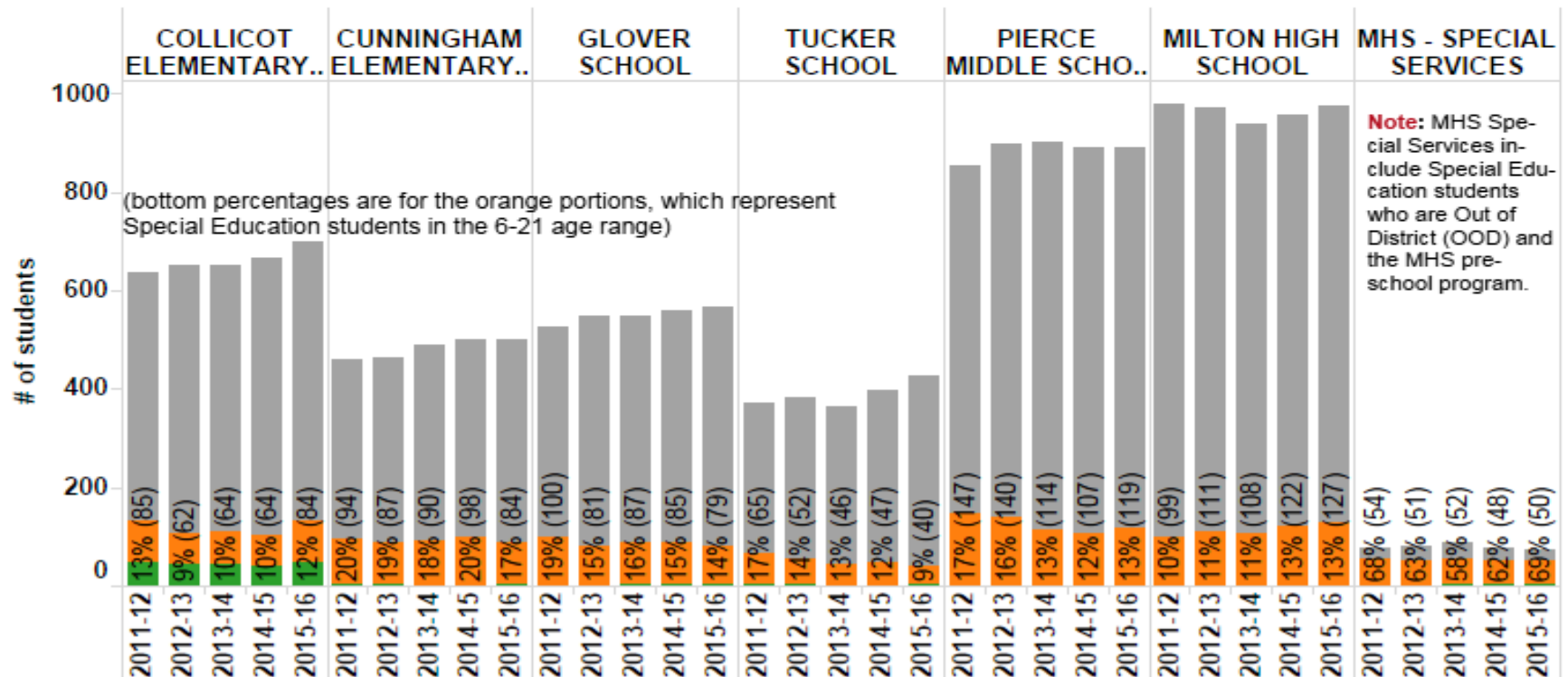Total Enrollment by Year: by School

District Data Dashboards: SPED

Milton Public Schools: Demographics

SPED Enrollment by Year: District

SPED Status	
No	(grey)
Yes 6-21	(orange)
Yes 3-5	(green)

# of students (4K, 3K, 2K, 1K)

- 2011-12: 82% (3,206) No; 16% (644)
- 2012-13: 84% (3,364) No; 15% (584)
- 2013-14: 85% (3,376) No; 14% (561)
- 2014-15: 85% (3,431) No; 14% (571)
- 2015-16: 84% (3,489) No; 14% (583)

Note: SPED status here refers only to students with IEPs. This information is culled from the SIMS reporting to the state.

SPED Enrollment by Year: by School

(bottom percentages are for the orange portions, which represent Special Education students in the 6-21 age range)

COLLICOT ELEMENTARY..
- 2011-12: 13% (85)
- 2012-13: 9% (62)
- 2013-14: 10% (64)
- 2014-15: 10% (64)
- 2015-16: 12% (84)

CUNNINGHAM ELEMENTARY..
- 2011-12: 20% (94)
- 2012-13: 19% (87)
- 2013-14: 18% (90)
- 2014-15: 20% (98)
- 2015-16: 17% (84)

GLOVER SCHOOL
- 2011-12: 19% (100)
- 2012-13: 15% (81)
- 2013-14: 16% (87)
- 2014-15: 15% (85)
- 2015-16: 14% (79)

TUCKER SCHOOL
- 2011-12: 17% (65)
- 2012-13: 14% (52)
- 2013-14: 13% (46)
- 2014-15: 12% (47)
- 2015-16: 9% (40)

PIERCE MIDDLE SCHO..
- 2011-12: 17% (147)
- 2012-13: 16% (140)
- 2013-14: 13% (114)
- 2014-15: 12% (107)
- 2015-16: 13% (119)

MILTON HIGH SCHOOL
- 2011-12: 10% (99)
- 2012-13: 11% (111)
- 2013-14: 11% (108)
- 2014-15: 13% (122)
- 2015-16: 13% (127)

MHS - SPECIAL SERVICES
- 2011-12: 68% (54)
- 2012-13: 63% (51)
- 2013-14: 58% (52)
- 2014-15: 62% (48)
- 2015-16: 69% (50)

Note: MHS Special Services include Special Education students who are Out of District (OOD) and the MHS preschool program.

Note: Percent of ELL students at the state level is 9% in SY15-16.

District Data Dashboards: Native Languages

The chart below shows the number of students at each school speaking a variety of languages as their native tongue. The "Other" category includes a few students speaking languages such as Ibo, Bengali, Amharic, Cape Verdean and many others.

Native Languages

| Native Language (group)	COLLICOT ELEMENT..	CUNNING HAM ELE..	GLOVER SCHOOL	TUCKER SCHOOL	PIERCE MIDDLE S..	MILTON HIGH SC..	MHS - SPECIAL ..
Cantonese	4	3		1	1	5	
Chinese Languages	8	6	1	1	5	9	
English	647	461	535	379	827	899	71
French	3	9	5	4	3	4	
Haitian Creole	3	1	3	10	13	23	
Mandarin	5				3	1	
Portuguese	3	4		1	2	3	
Spanish	5	5	8	10	9	8	
Turkish			2	1	2		
Vietnamese	14	4	6	8	14	10	1
Other	10	7	5	9	12	9	2

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District Data Dashboards: Low Income

Milton Public Schools: Demographics

Low Income Enrollment by Year: District

Low Income
- N (grey)
- Y (orange)
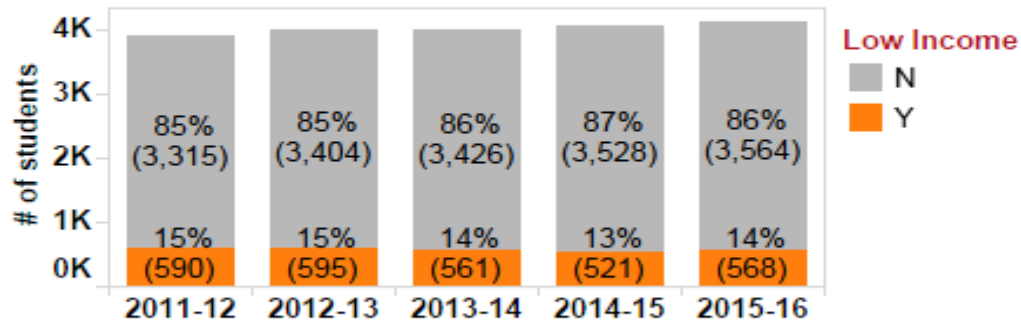
Note: In school year 2014-15, DESE changed its low income designation to another measure called "economically disadvantaged." The "low income" data shown here is not equivalent to the "economically disadvantaged" from DESE, as DESE's measure is a subset of the low income data. In MPS, we still collect low income data to verify Free and Reduced Lunch status for federal reporting.

Low Income Enrollment by Year: by School
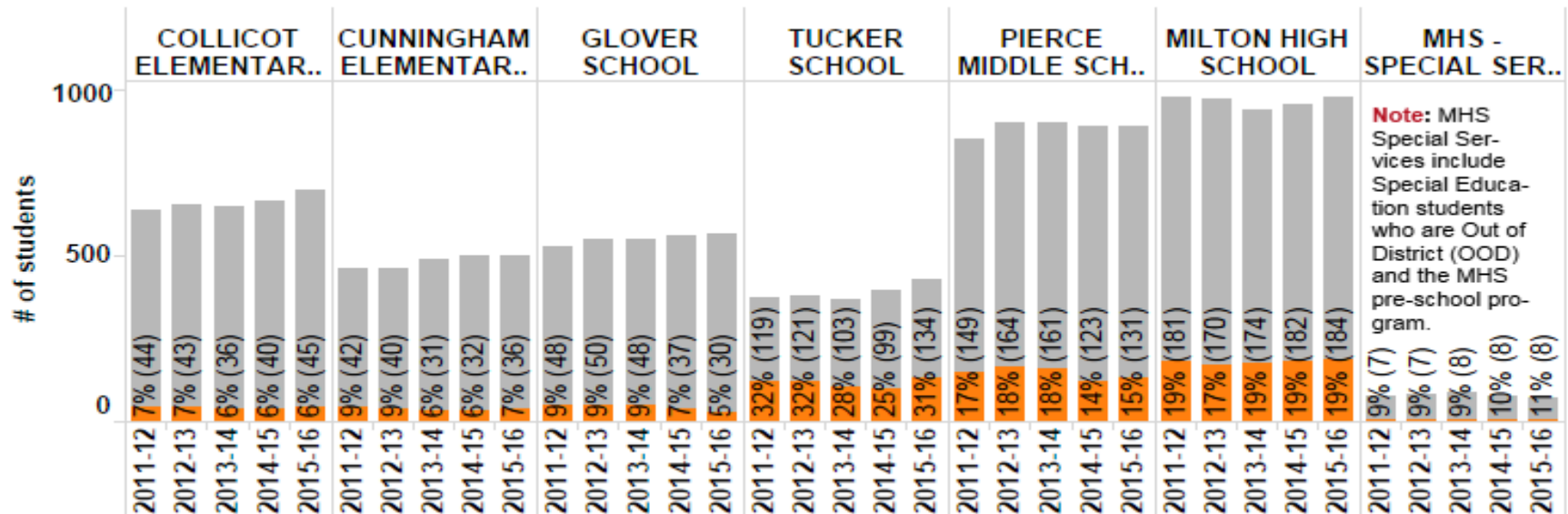
Note: MHS Special Services include Special Education students who are Out of District (OOD) and the MHS pre-school program.

Note: To determine "Economically Disadvantaged" status, DESE pulls directly from the following state databases: Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).
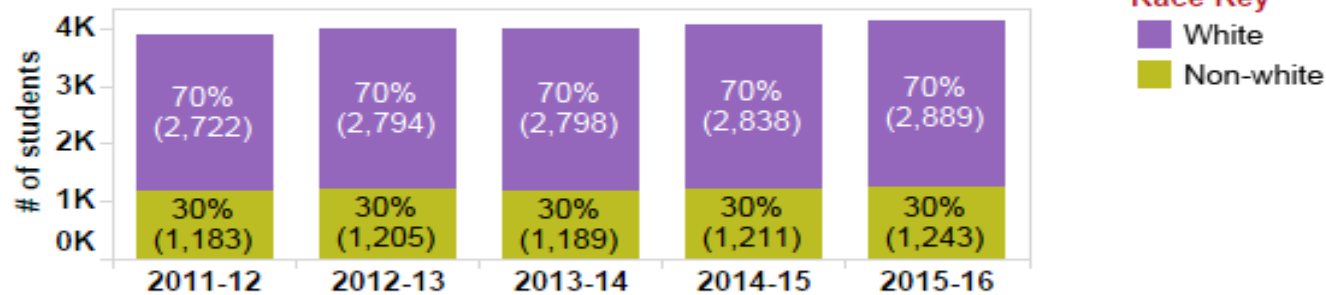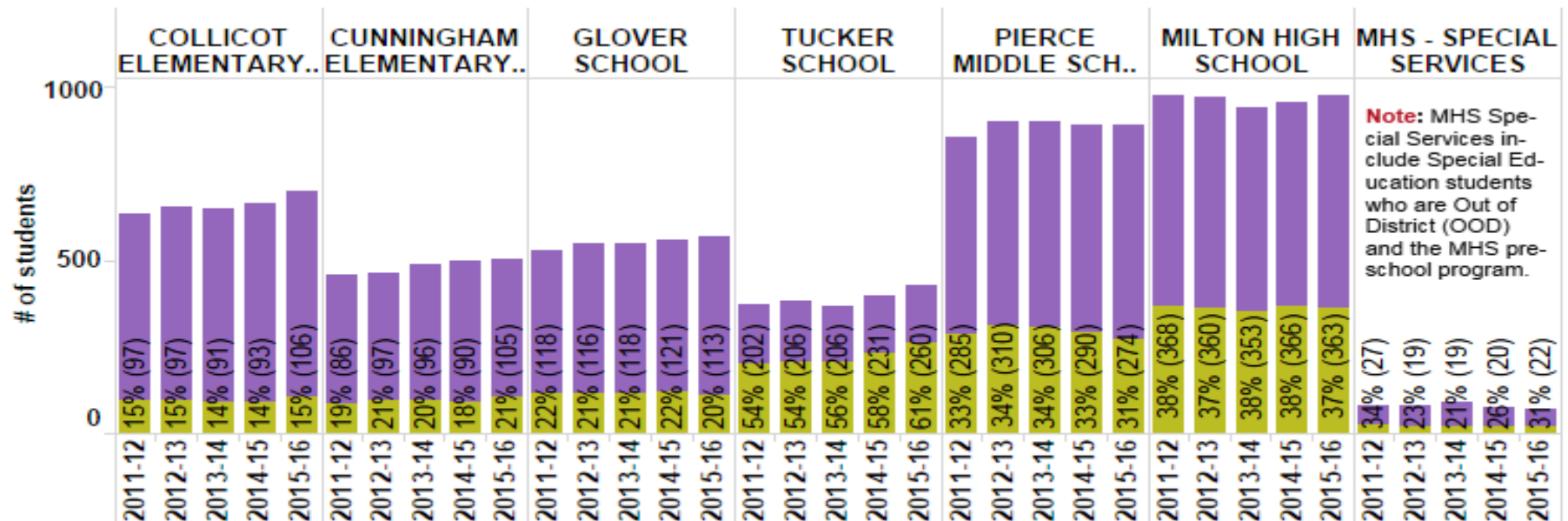
District Data Dashboards: Race

Milton Public Schools: Demographics

Race - District

Race Key
- White
- Non-white

	2011-12	2012-13	2013-14	2014-15	2015-16
White	70% (2,722)	70% (2,794)	70% (2,798)	70% (2,838)	70% (2,889)
Non-white	30% (1,183)	30% (1,205)	30% (1,189)	30% (1,211)	30% (1,243)

Race - by school by year

School	2011-12	2012-13	2013-14	2014-15	2015-16
COLLICOT ELEMENTARY..	15% (97)	15% (97)	14% (91)	14% (93)	15% (106)
CUNNINGHAM ELEMENTARY..	19% (86)	21% (97)	20% (96)	18% (90)	21% (105)
GLOVER SCHOOL	22% (118)	21% (116)	21% (118)	22% (121)	20% (113)
TUCKER SCHOOL	54% (202)	54% (206)	56% (206)	58% (231)	61% (260)
PIERCE MIDDLE SCH..	33% (285)	34% (310)	34% (306)	33% (290)	31% (274)
MILTON HIGH SCHOOL	38% (368)	37% (360)	38% (353)	38% (366)	37% (363)
MHS - SPECIAL SERVICES	34% (27)	23% (19)	21% (19)	26% (20)	31% (22)

Note: MHS Special Services include Special Education students who are Out of District (OOD) and the MHS pre-school program.

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District Data Dashboards: Race

Milton Public Schools: Demographics

Race - District

Race Category	# of students
African American	16% (657)
Asian	6% (245)
Hispanic or Latino	4% (178)
Other (incl. Multiracial)	4% (163)
White	70% (2,889)
Grand Total	100% (4,132)

Race & Low Income - District

Select School Year: 2015-16

Race Category	# of students
African American	46% (299)
Asian	20% (50)
Hispanic or Latino	36% (64)
Other (incl. Multiracial)	20% (32)
White	4% (123) — 96% (2,766)

Low Income
- N
- Y
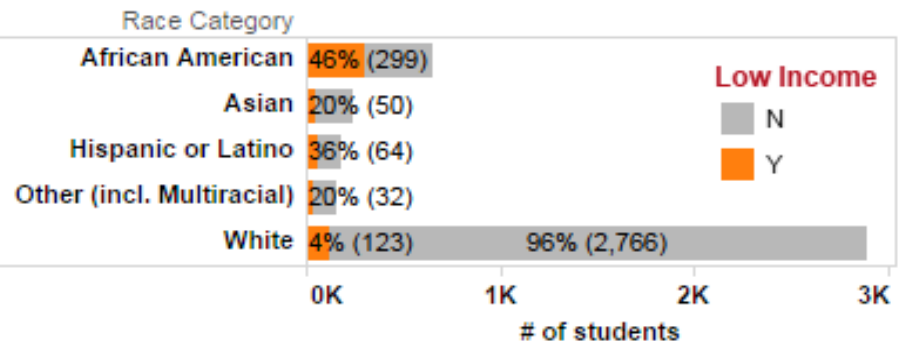
Race - by School

Race Category	COLLICOT ELEMENTARY SCHOOL	CUNNINGHAM ELEMENTARY SCHOOL	GLOVER SCHOOL	TUCKER SCHOOL	PIERCE MIDDLE SCHOOL	MILTON HIGH SCHOOL	MHS - SPECIAL SERVICES
African American	4% (28)	7% (36)	8% (46)	42% (180)	15% (133)	23% (220)	19% (14)
Asian	7% (47)	7% (37)	4% (23)	5% (22)	6% (52)	6% (60)	6% (4)
Hispanic or Latino	2% (16)	3% (14)	4% (23)	8% (33)	6% (50)	4% (40)	3% (2)
Other (incl. Multiracial)	2% (15)	4% (18)	4% (21)	6% (25)	4% (39)	4% (43)	3% (2)
White	85% (593)	79% (396)	80% (454)	39% (166)	69% (616)	63% (614)	69% (50)

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Milton Public Schools: Demographics

Note: For these graphs looking at the French Immersion program in the Elementary Schools, pre-K and Kindergarten students were not counted.

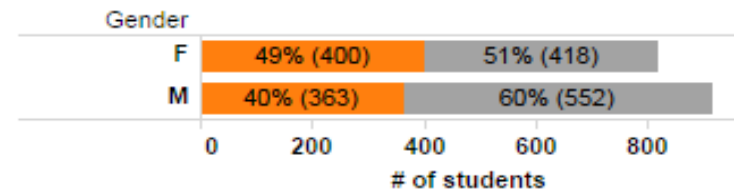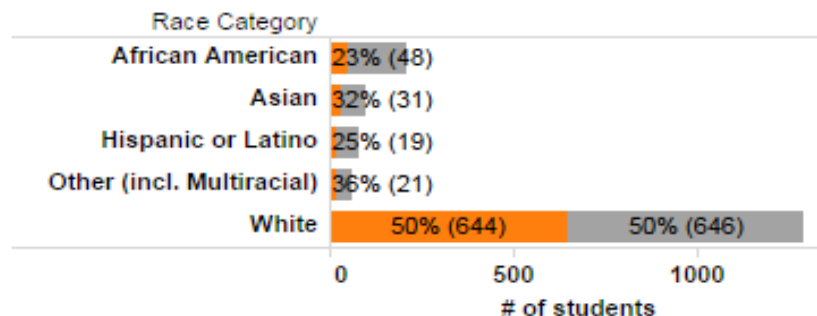### French Immersion Program Enrollment by Year: District Elementary
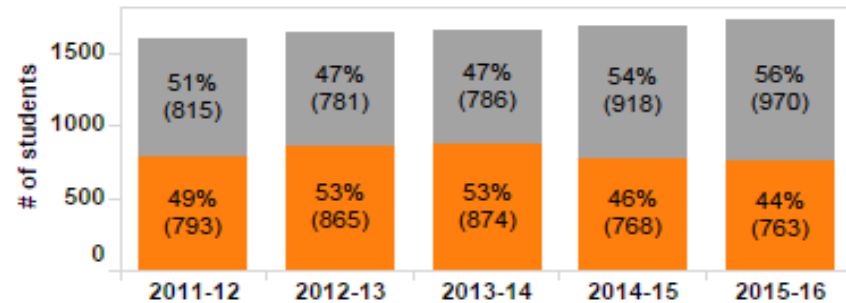
French Imm Status
- No
- Yes

Select School Year
2015-16

Gender & French Immersion: District Elementary
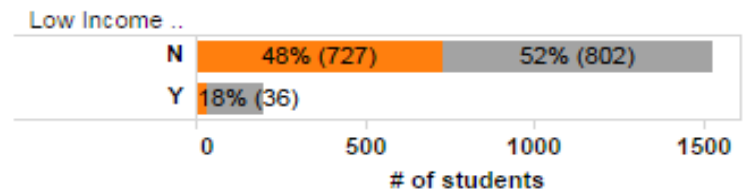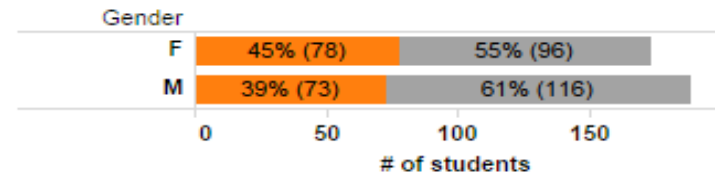

Race & French Immersion: District Elementary
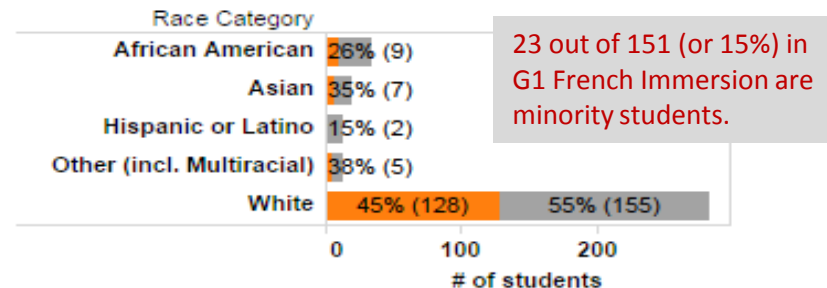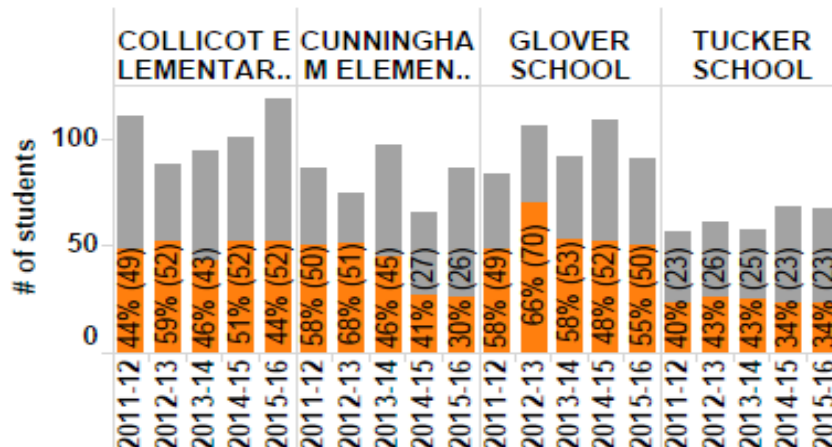
Low Income & French Immersion: District Elementary
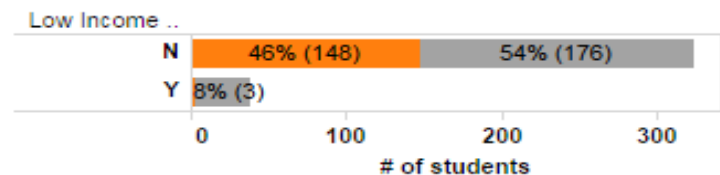
36 out of 763 students (or 5%) in French Immersion are low income. The percentage of low income students in the district is 14%.

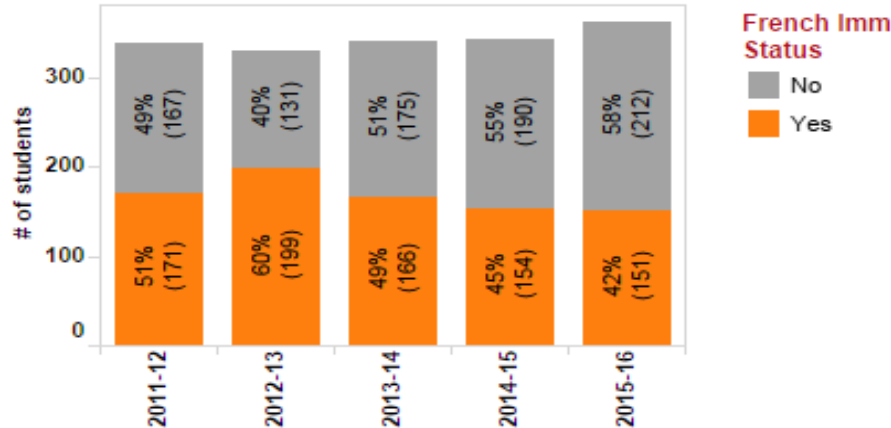119 out of 763 students (or 16%) in French Immersion are minority students. Minority students are about 30% of students in the district.

District Data Dashboards: French Immersion

College Data

State Report: Percentage of Graduates Attending Higher Education

The data presented here comes directly from the Department of Elementary and Secondary Education (DESE). It provides information about the enrollment of Massachusetts public high school graduates into institutions of higher education within 16 months of graduating high school. The source of higher education information is the National Student Clearinghouse, which receives data from "more than 3,600 colleges, enrolling 98% of US college students".

Percentage of Graduates Attending Higher Education
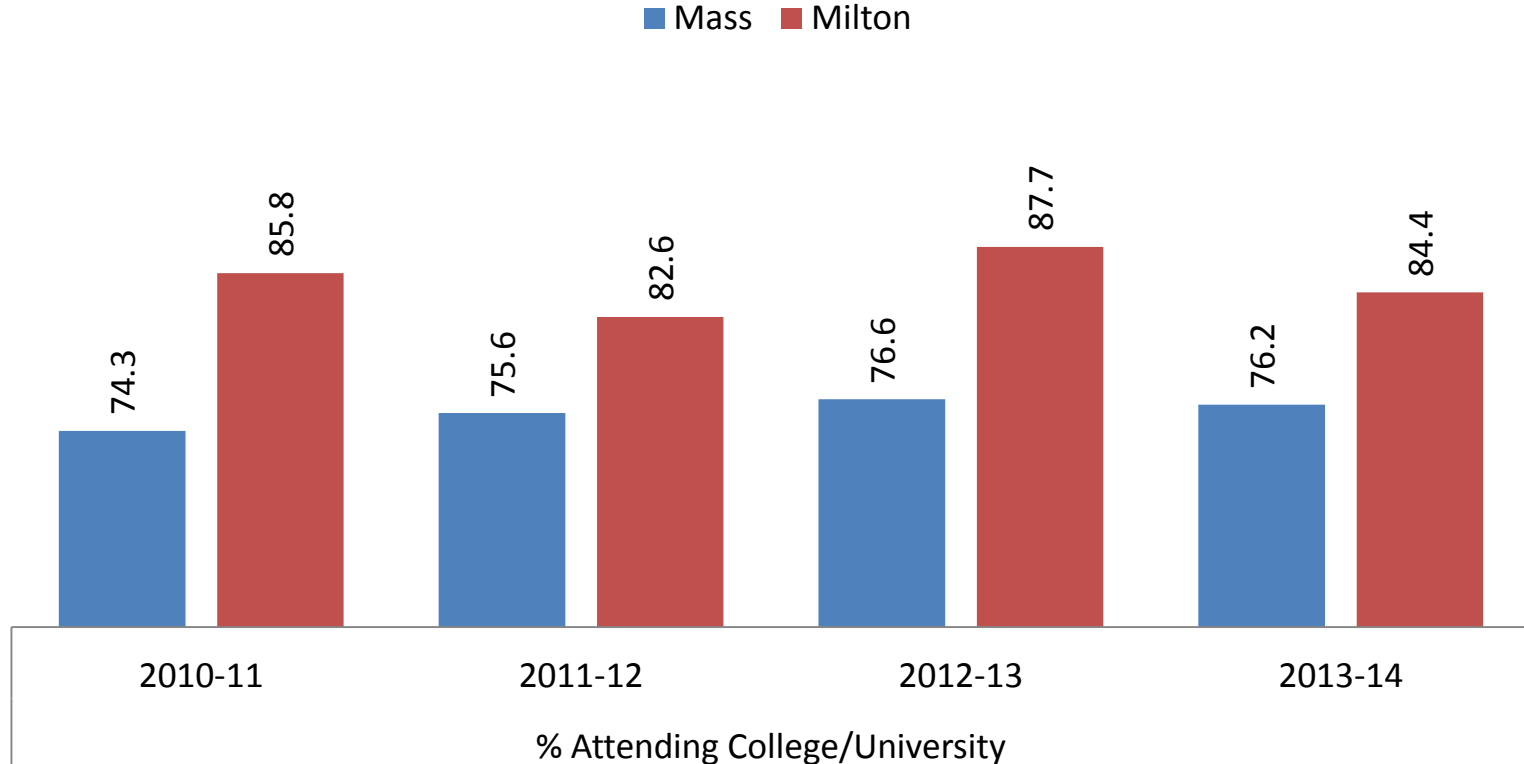
■ Mass   ■ Milton

	2010-11	2011-12	2012-13	2013-14
Mass	74.3	75.6	76.6	76.2
Milton	85.8	82.6	87.7	84.4

% Attending College/University

District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

Summary of placement type

91% going to college

Class Year
- ☐ (All)
- ☐ 2014
- ☐ 2015
- ☑ 2016

Note: The data in the following dashboards reflect the intention of current students to matriculate. Whether they actually enroll is tracked by the state, which reports out the data at least 16 months later (see previous slide).
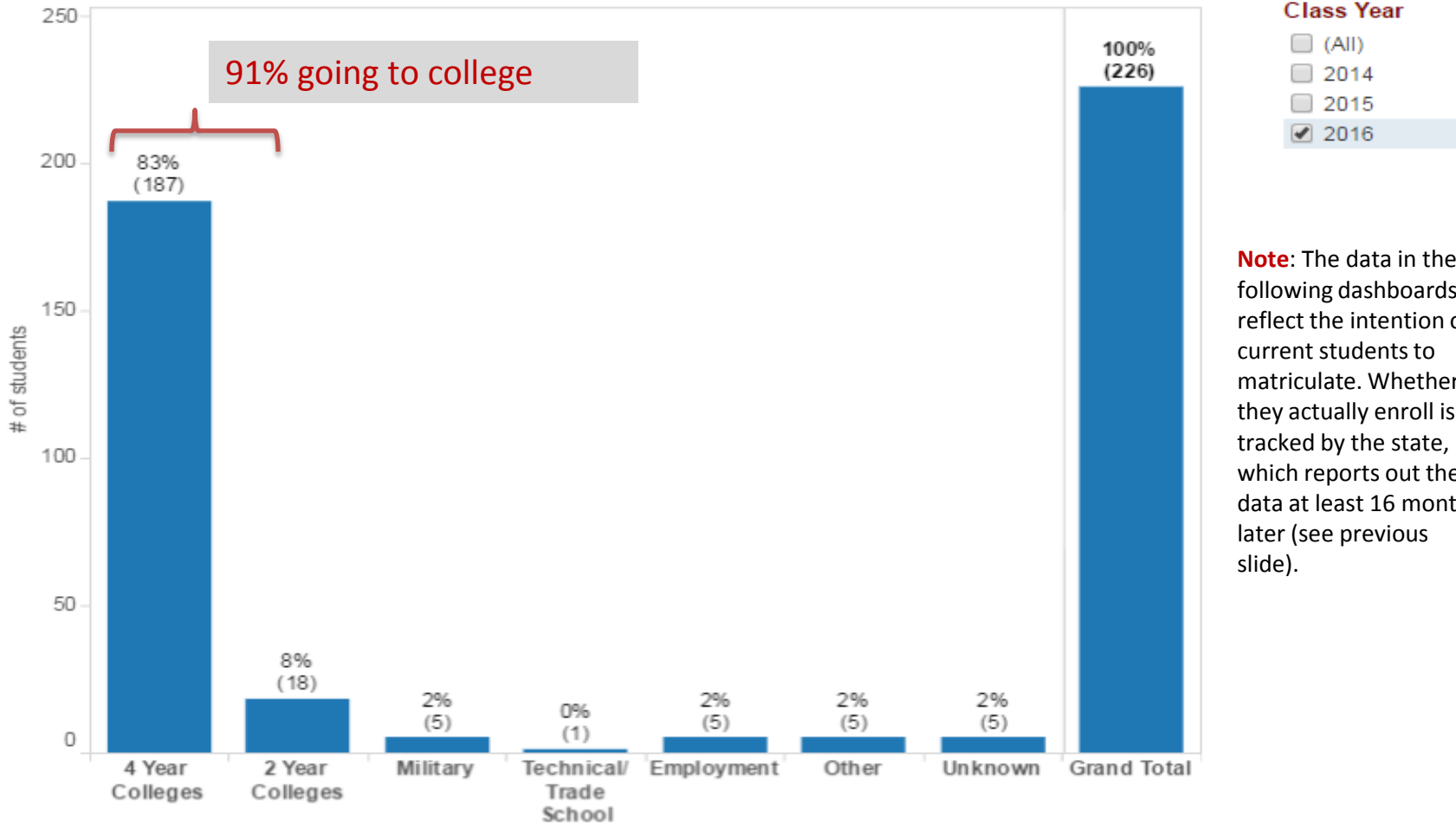
Note: College matriculation rate last year was similar at 92%.

District Data Dashboards: College Matriculation
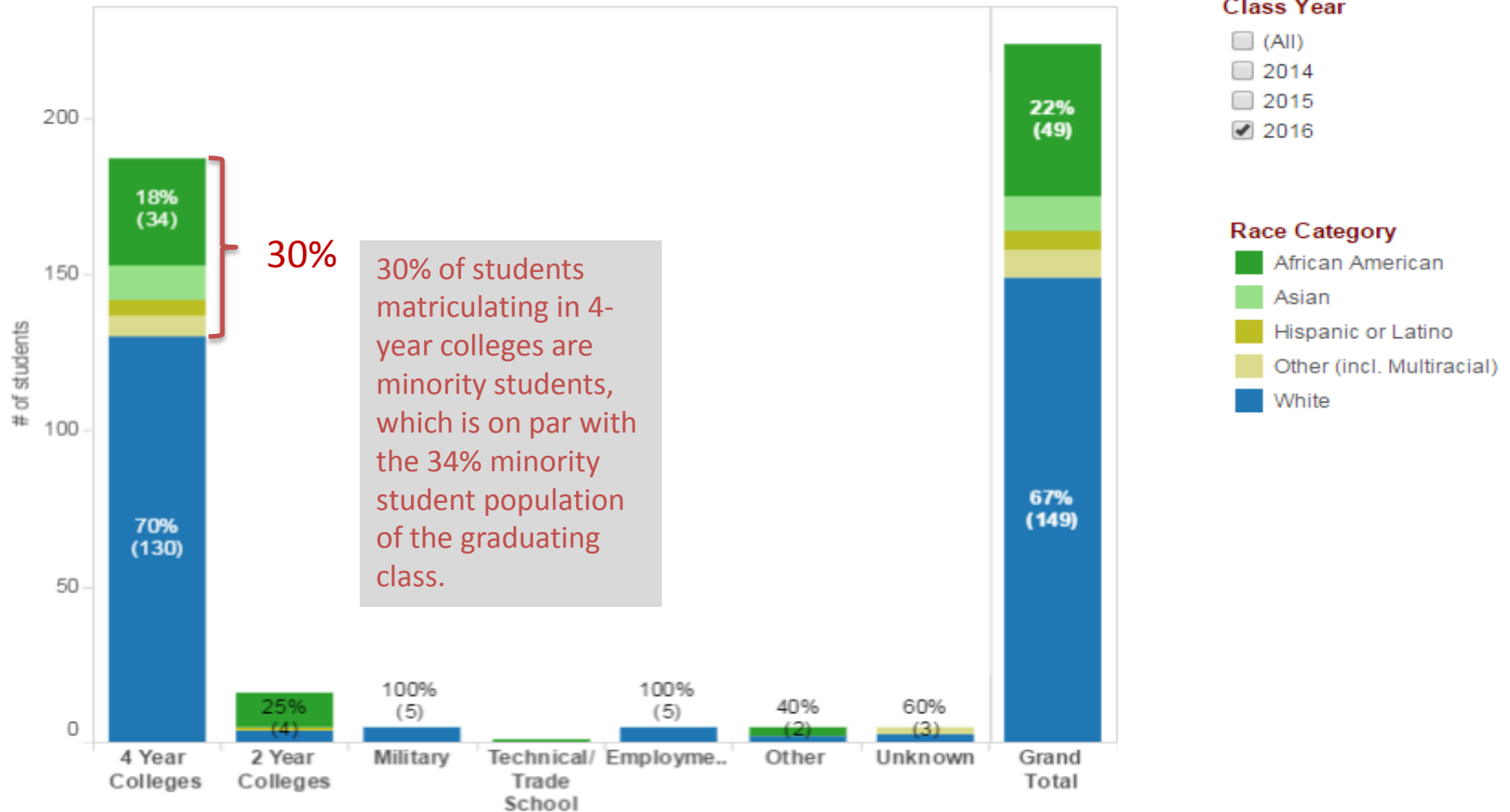
District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

by Low Income
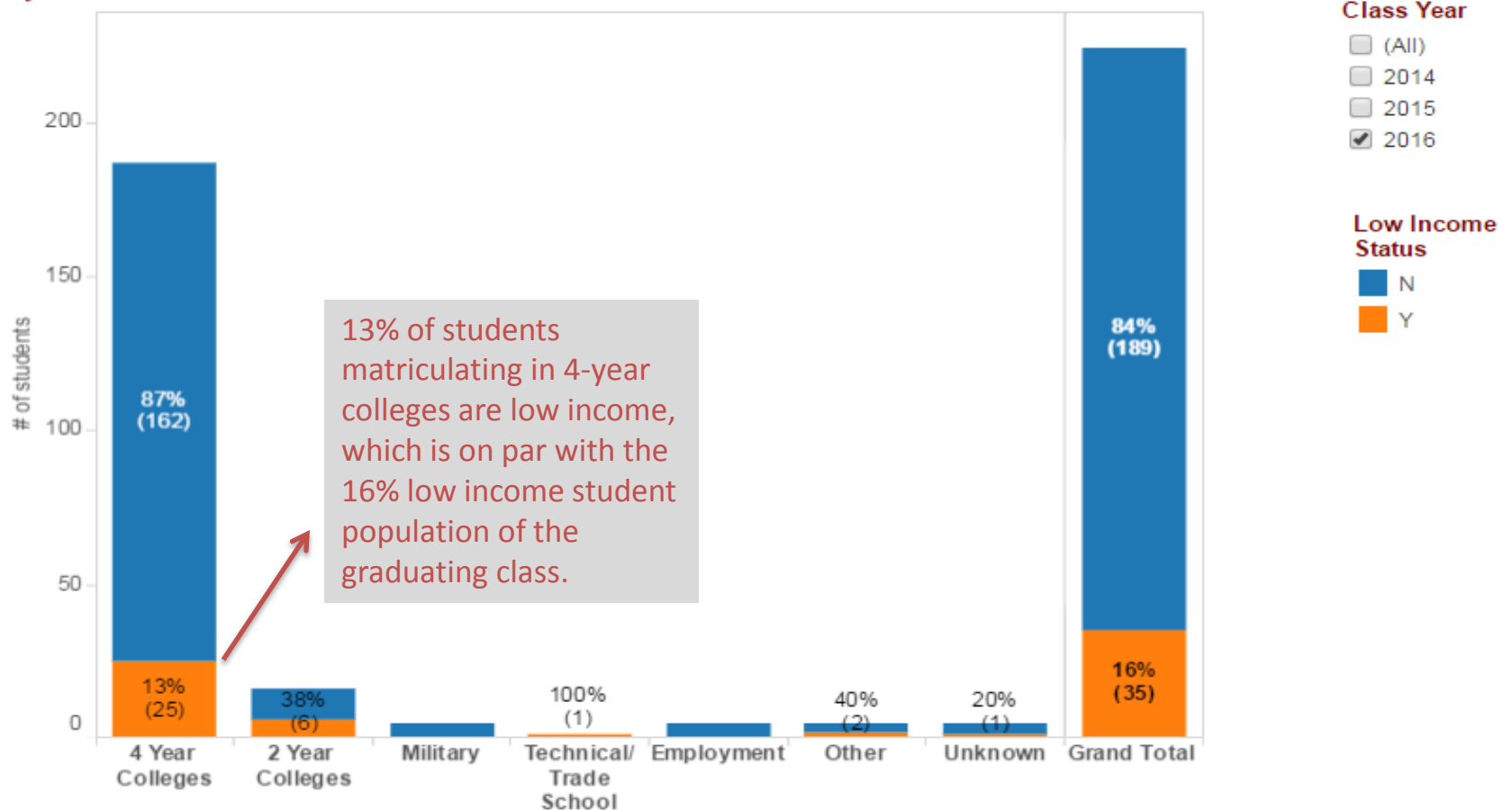
13% of students matriculating in 4-year colleges are low income, which is on par with the 16% low income student population of the graduating class.

District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

by SPED status
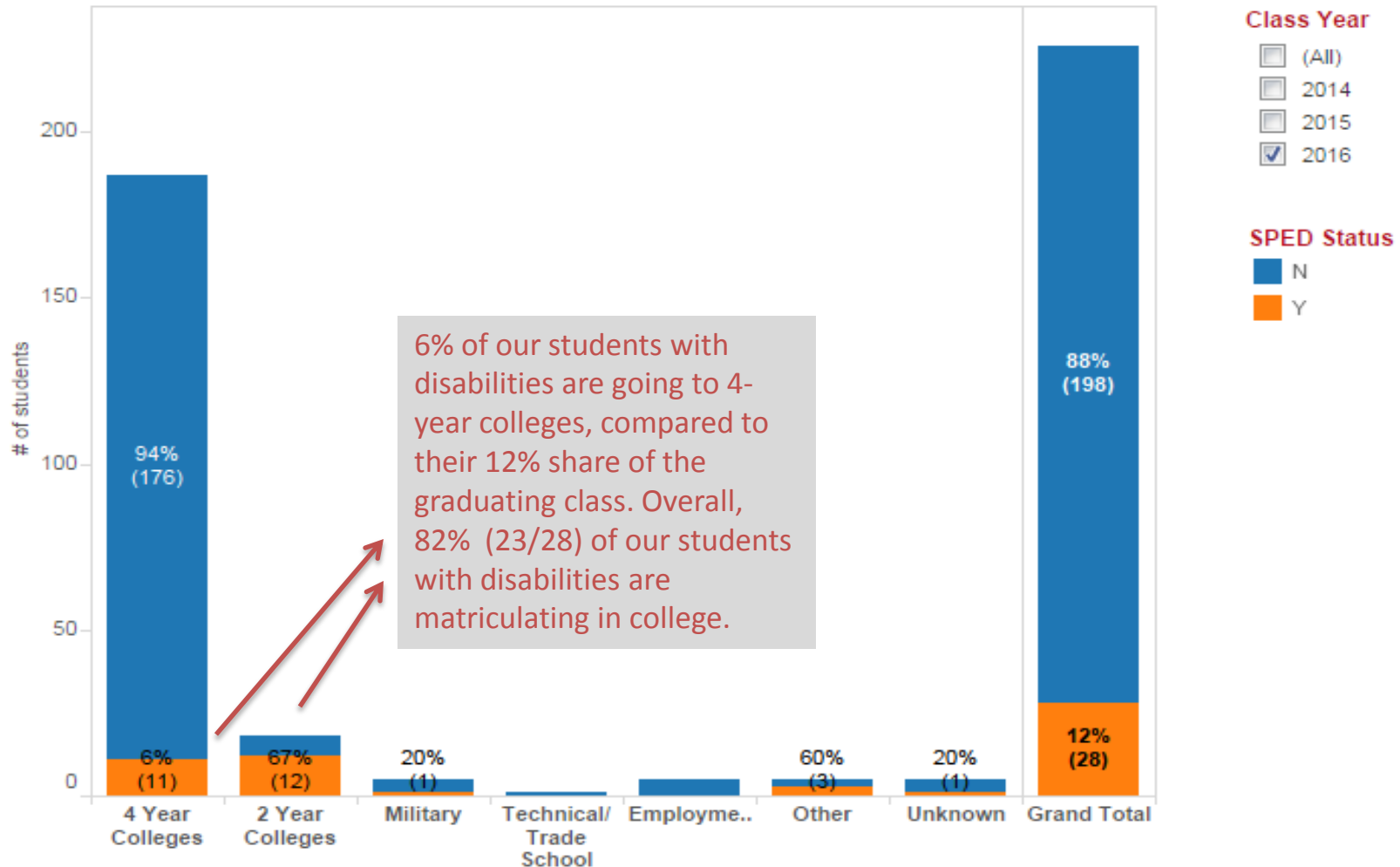
6% of our students with disabilities are going to 4-year colleges, compared to their 12% share of the graduating class. Overall, 82% (23/28) of our students with disabilities are matriculating in college.

Class Year
- (All)
- 2014
- 2015
- ☑ 2016

SPED Status
- N
- Y

District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

by Gender

More young women are going to 4-year colleges than young men.
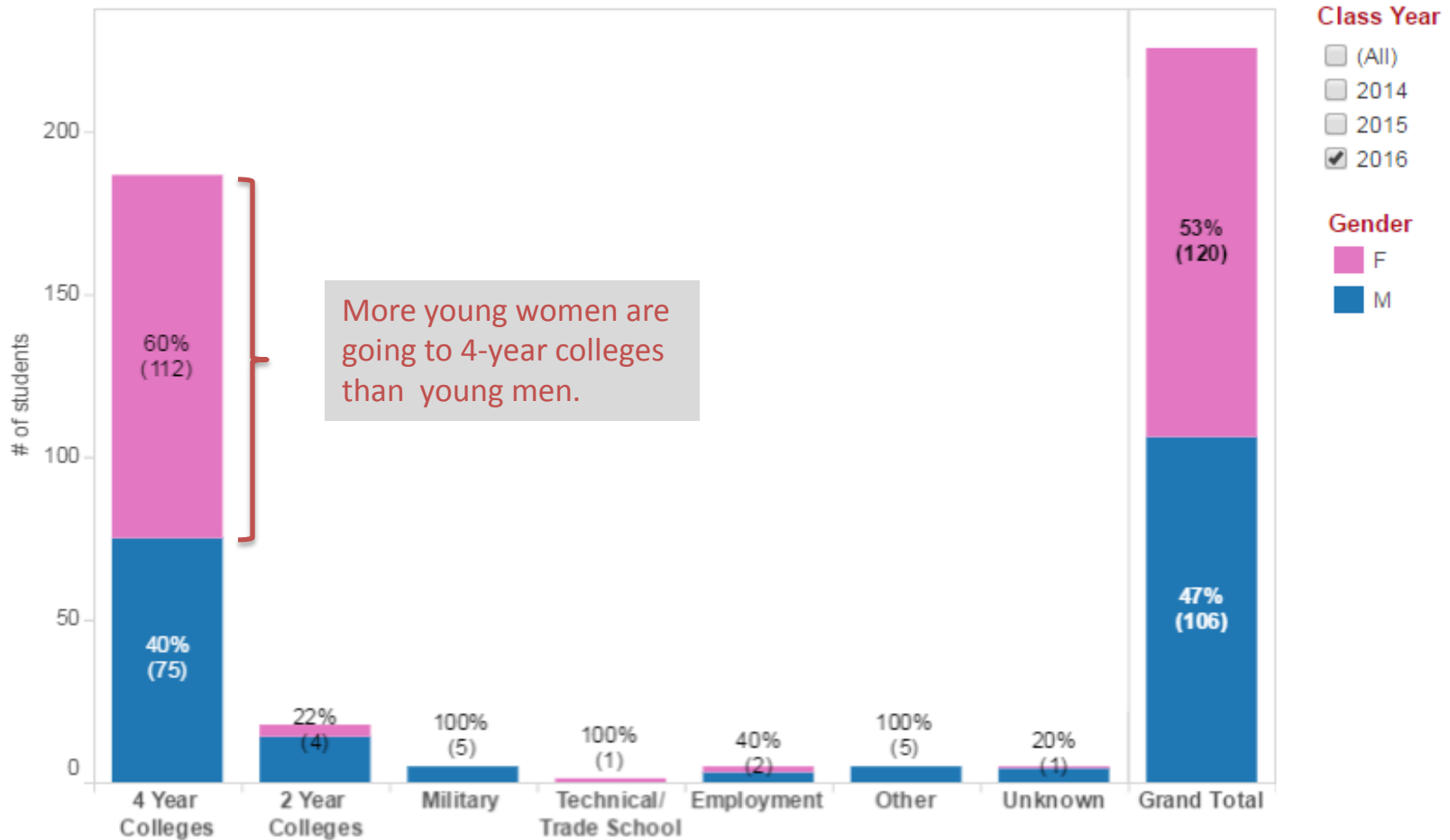
Athletics

District Data Dashboards: Athletics

Milton Public Schools: Athletics

Milton High School - Breakdown by Race
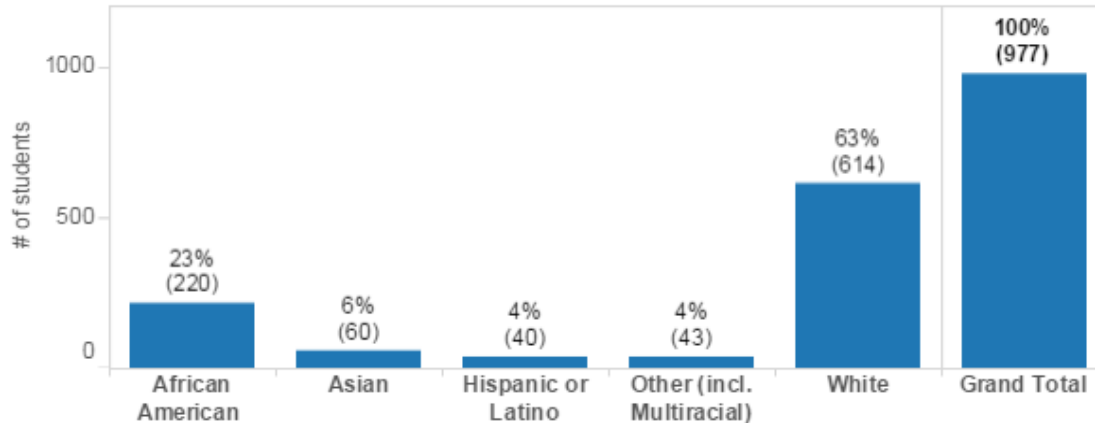
School Year: 2015-16

Overall, 54% of MHS students play sports this year, down from 65% last year.

Sports Participation by Race (distinct students)

School Year: 2015-16

* These students have different races recorded in different years.
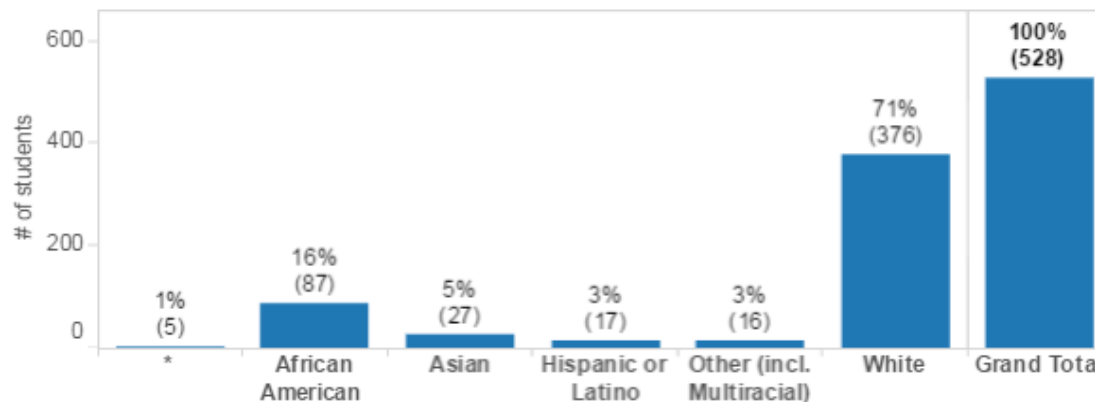
16% of African American students played sports this year compared to their 23% share of the student population. Last year, the ratio was 19% to 25%.

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District Data Dashboards: Athletics

Milton Public Schools: Athletics

School Year: 2015-16   Season: Fall

Individual Sport Participation by Race

Season	Sport	*	African American	Asian	Hispanic or Latino	Other (incl. Multiracial)	White	Grand Total
Fall	Cheerleading (Co-Ed)		36% (8)		5% (1)		59% (13)	100% (22)
	Cross Country (Boys)		7% (1)	7% (1)			86% (12)	100% (14)
	Cross-Country (Girls)		18% (3)				82% (14)	100% (17)
	Field Hockey			5% (2)		2% (1)	93% (39)	100% (42)
	Football	4% (3)	32% (26)		2% (2)	5% (4)	57% (47)	100% (82)
	Golf (Co-Ed)						100% (14)	100% (14)
	Soccer (Boys)	2% (1)	15% (7)	6% (3)	6% (3)	2% (1)	68% (32)	100% (47)
	Soccer (Girls)		13% (6)	6% (3)	4% (2)		77% (37)	100% (48)
	Volleyball		18% (10)		4% (2)	11% (6)	68% (39)	100% (57)
Grand Total		1% (4)	18% (61)	3% (9)	3% (10)	3% (12)	72% (247)	100% (343)

Note: Highlighted sports have 30% or more diversity. 4 out of 9 Fall sports are diverse. They are the same sports as last year's.

* Indicates that student's race was recorded differently in different years.

District Data Dashboards: Athletics

Milton Public Schools: Athletics

Individual Sport Participation by Race

Season	Sport	African American	Asian	Hispanic or Latino	Other (incl. Multiracial)	White	Grand Total
Winter	Basketball (Boys)	25% (6)	8% (2)			67% (16)	100% (24)
	Basketball (Girls)	4% (1)	4% (1)		8% (2)	85% (22)	100% (26)
	Cheerleading (Co-Ed)	38% (6)				63% (10)	100% (16)
	Hockey (Boys)			4% (1)		96% (27)	100% (28)
	Hockey (Girls)					100% (15)	100% (15)
	Indoor Track (Boys)	38% (11)	7% (2)		3% (1)	52% (15)	100% (29)
	Indoor Track (Girls)	29% (9)	6% (2)	3% (1)	3% (1)	58% (18)	100% (31)
	Skiing (Co-Ed)	8% (1)	15% (2)			77% (10)	100% (13)
	Swim (Co-Ed)	20% (4)	10% (2)	5% (1)	5% (1)	60% (12)	100% (20)
	Wrestling	21% (4)		5% (1)	11% (2)	63% (12)	100% (19)
Grand Total		19% (42)	5% (11)	2% (4)	3% (7)	71% (157)	100% (221)

Note: Highlighted sports have 30% or more diversity. 6 out of 10 Winter sports are diverse. Swim is a new sport, and Wrestling became more diverse this year.

District Data Dashboards: Athletics

Milton Public Schools: Athletics

Individual Sport Participation by Race

Season	Sport	*	African American	Asian	Hispanic or Latino	Other (incl. Multiracial)	White	Grand Total
Spring	Baseball				7% (2)		93% (26)	100% (28)
	Crew (Boys)						100% (23)	100% (23)
	Crew (Girls)		4% (1)	8% (2)	4% (1)	4% (1)	79% (19)	100% (24)
	Lacrosse (Boys)		17% (5)		3% (1)		80% (24)	100% (30)
	Lacrosse (Girls)		4% (1)		4% (1)		92% (24)	100% (26)
	Outdoor Track (Boys)		47% (7)	7% (1)			47% (7)	100% (15)
	Outdoor Track (Girls)		35% (14)	8% (3)		3% (1)	55% (22)	100% (40)
	Rugby		23% (7)	7% (2)		3% (1)	67% (20)	100% (30)
	Softball		6% (2)		3% (1)		91% (29)	100% (32)
	Tennis (Boys)	17% (1)		50% (3)			33% (2)	100% (6)
	Tennis (Girls)		19% (3)	44% (7)	6% (1)		31% (5)	100% (16)
Grand Total		0% (1)	15% (40)	7% (18)	3% (7)	1% (3)	74% (201)	100% (270)

Note: Highlighted sports have 30% or more diversity. 5 out of 11 Spring sports are diverse. They are the same sports as last year's.

* Indicates that student's race was recorded differently in different years.

Standardized Assessment Data: 2015-2016 MCAS/PARCC

Notes about the data

- In school year 2015-16, Milton Public Schools students participated in the Science MCAS in grades 5, 8, and 9.

- Grade 9 science MCAS is reported out by the state Department of Elementary and Secondary Education (DESE) a year later when students are in grade 10.

- The MCAS was also given to grade 10 students in ELA and Math, a high school graduation requirement.

- Additionally, in grades 3 to 8, students took the computer-based PARCC tests in ELA and Math.

- DESE released official data to the public on September 26, 2016.

- It is important to note that the state changed the ELA and Math assessments from MCAS to PARCC in 2014-15 for grades 3-8. Although PARCC remained in 2015-16, it is slightly different than the previous year's, in that it was shortened. In 2016-17 and going forward, the state will change the test again to the Next-generation MCAS (or MCAS 2.0), which will be a combination of MCAS, PARCC, and new items.

Looking at Overall Performance: Defining CPI

- **CPI:** The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance.
  - The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group.

- The CPI is a measure of the extent to which students are progressing toward proficiency. A CPI of 100 means that all students are proficient or above.

- CPI measures the aggregate performance of a group of students and takes into account those who are proficient or above as well as those who are not yet proficient.

Understanding the Achievement Gap

Example: Take a group of G10 Students in ELA

Proficiency Goal: CPI = 100 for the group

A CPI of 100 would mean that all students in this group taking the G10 ELA MCAS are proficient or higher.

The state department of education has established a goal of reducing all proficiency gaps in half by 2017 based on 2011 CPI for all students and all subgroups.

Achievement Gap Goal: to reduce the CPI gap between subgroups and their counterparts.

Subgroup	Counterpart	Achievement (CPI) Gap
Econ Disadv CPI = 70	**Non Econ Disadv CPI = 90**	**90 – 70 = 20 pts**
SWD CPI = 60	Non SWD CPI = 90	90 – 60 = 30 pts
AfAm CPI = 80	White CPI = 95	95 – 80 = 15 pts

Example: Econ Disadv group increases its CPI to 80 by moving a lot of students from Warning into Needs Improvement and Proficient. But its counterpart, Non Econ Disadv, also increases its CPI to 100 by moving all students from Needs Improvement into Proficient. The gap between this particular subgroup is still 20.

Since we're only looking at the gap, even if a subgroup makes improvement, if that improvement doesn't outpace the performance of the counterpart group, the gap won't necessarily close.

ELA TEST RESULTS

How did MPS perform in ELA over time?

Composite Performance Index (CPI) Over Time: ELA
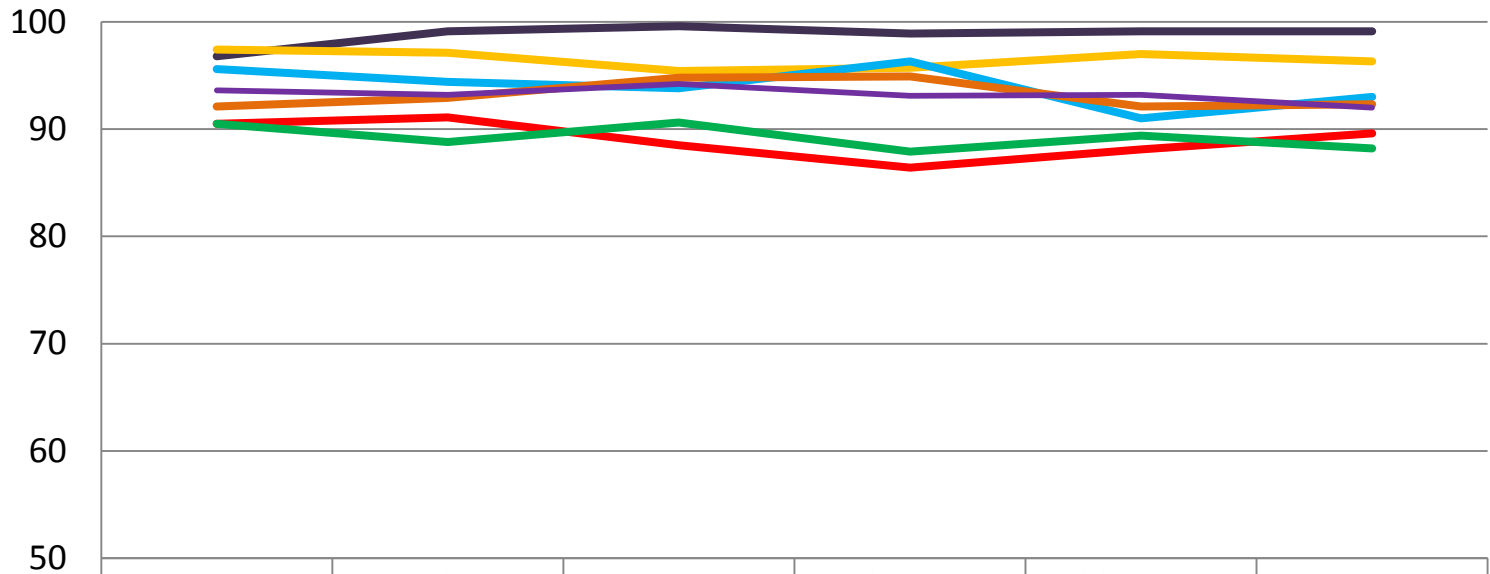
	2011 CPI	2012 CPI	2013 CPI	2014 CPI	2015 CPI	2016 CPI
MHS - G10 ELA	96.8	99.1	99.6	98.9	99.1	99.1
Pierce - G8 ELA	97.4	97.1	95.4	95.7	97.0	96.3
Pierce - G7 ELA	95.6	94.4	93.8	96.3	91.0	93.0
Pierce - G6 ELA	92.1	92.9	94.8	94.9	92.1	92.3
District - G5 ELA	93.6	93.2	94.2	93.1	93.2	92.0
District - G4 ELA	90.5	91.1	88.5	86.4	88.1	89.6
District - G3 ELA	90.5	88.8	90.6	87.9	89.4	88.2

District G3 ELA: Difference in Performance of Subgroups and Their Counterparts

(District numbers include out-placement students)
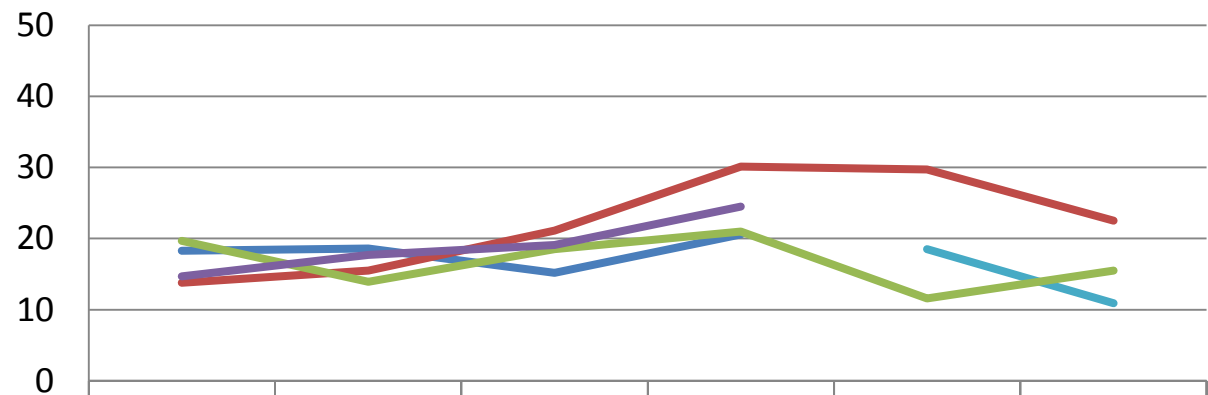
	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	18.3	18.6	15.2	20.6		
Econ Dis vs. Non Econ Dis					18.5	10.9
Students w/ Disabilities vs. Non Disabled	13.8	15.5	21.1	30.1	29.7	22.5
AfAm/Black vs. White	19.7	13.9	18.5	21	11.6	15.5
High Needs vs. Non High Needs	14.7	17.7	19.1	24.5		

District G4 ELA: Difference in Performance of Subgroups and Their Counterparts

(District numbers include out-placement students)

	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	17.3	22.3	23.6	21.4		
Econ Dis vs. Non Econ Dis					25	17.9
Students w/ Disabilities vs. Non Disabled	18.3	19	22.8	24.9	34.2	33.6
AfAm/Black vs. White	16.8	24.7	20.2	28.6	24.5	21.8
High Needs vs. Non High Needs	18.1	20.1	21.3	22.3		

District G5 ELA: Difference in Performance of Subgroups and Their Counterparts

(District numbers include out-placement students)

	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	12.3	11.7	9.3	12.5		
Econ Dis vs. Non Econ Dis					17	14.3
Students w/ Disabilities vs. Non Disabled	18.1	19.4	16.5	18.7	25.5	23.6
AfAm/Black vs. White	9.8	14.5	8.2	12.1	13	18.4
High Needs vs. Non High Needs	13.8	14.4	10.7	15.6		

Pierce G6 ELA: Difference in Performance of Subgroups and Their Counterparts

	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	16.9	18.4	10.1	11		
Econ Dis vs. Non Econ Dis					10.2	18.9
Students w/ Disabilities vs. Non Disabled	27.6	19.4	22.9	21.4	26.4	33.6
AfAm/Black vs. White	16.7	15.7	10	8.5	8.9	17.8
High Needs vs. Non High Needs	20.6	17	15.6	12.1		
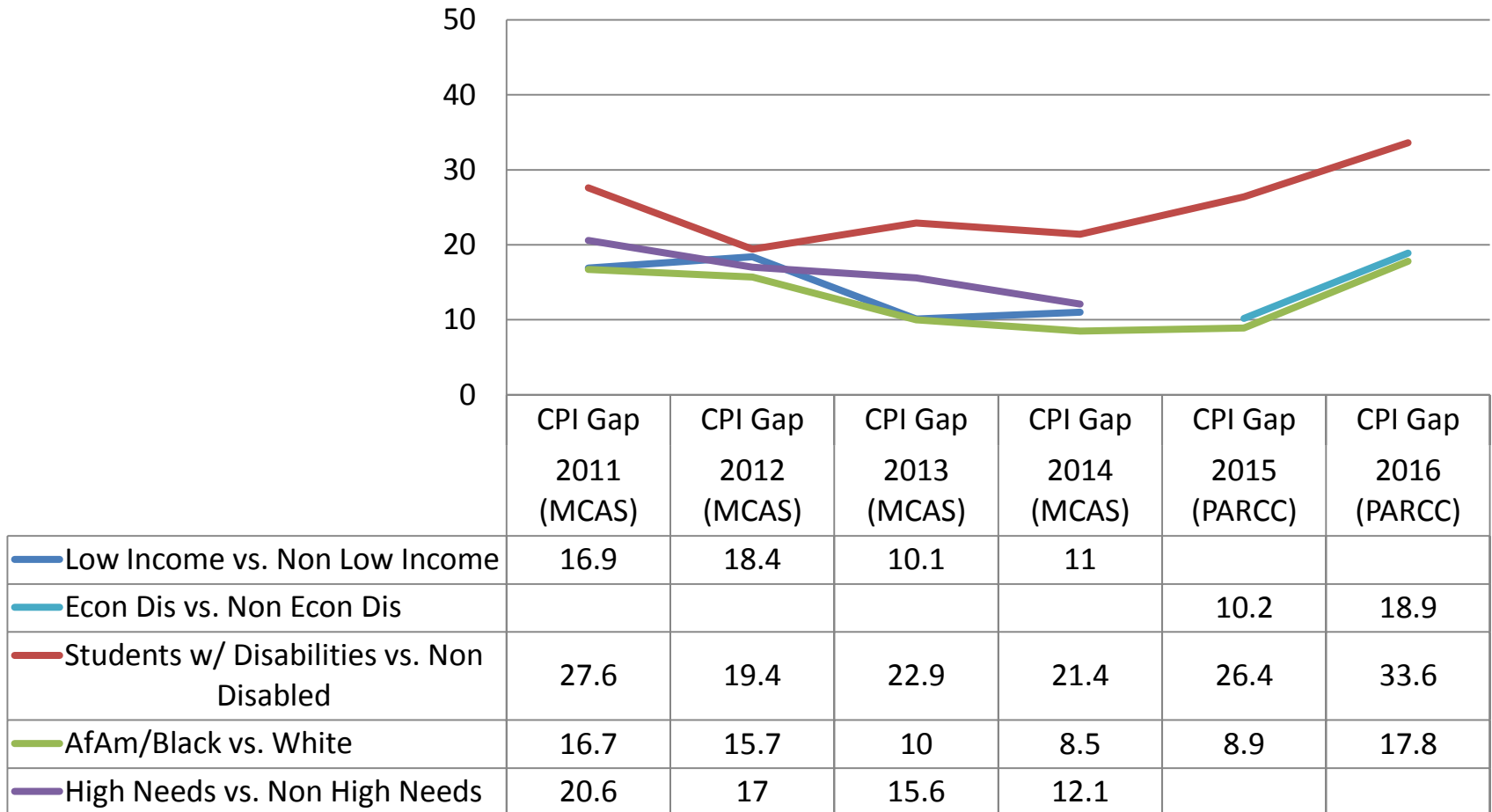
Pierce G7 ELA: Difference in Performance of Subgroups and Their Counterparts
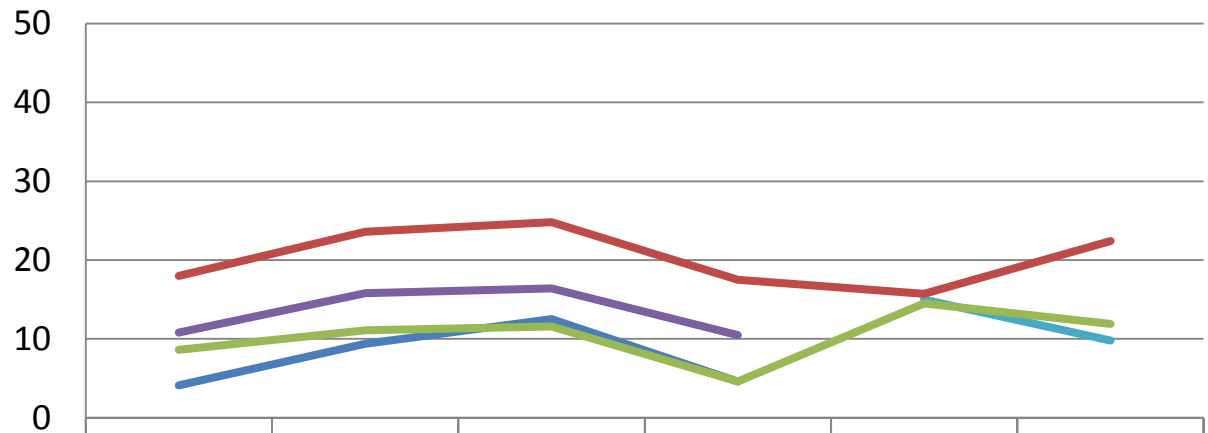
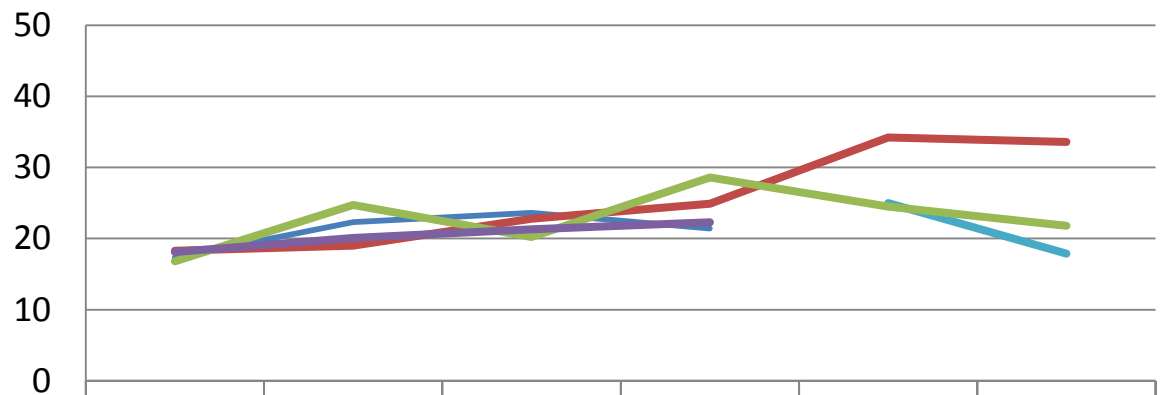|	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	4.1	9.4	12.5	4.6		
Econ Dis vs. Non Econ Dis					15.0	9.8
Students w/ Disabilities vs. Non Disabled	18	23.6	24.8	17.5	15.7	22.4
AfAm/Black vs. White	8.6	11.1	11.6	4.6	14.5	11.9
High Needs vs. Non High Needs	10.8	15.8	16.4	10.5		

Pierce G8 ELA: Difference in Performance of Subgroups and Their Counterparts

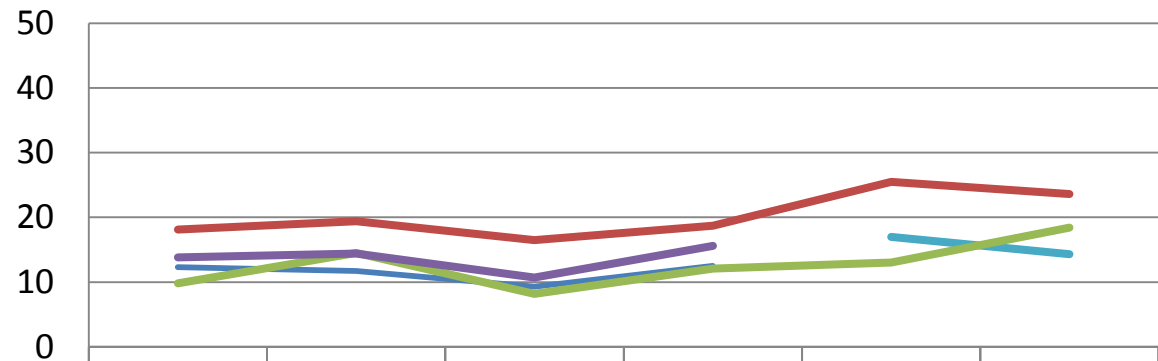|	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	7.7	5.7	6.1	5.0		
Econ Dis vs. Non Econ Dis					4.3	8.1
Students w/ Disabilities vs. Non Disabled	10.4	15.5	18.8	20.4	13.9	12.6
AfAm/Black vs. White	3.4	9.4	6.8	6.0	6.0	5.5
High Needs vs. Non High Needs	8.5	10.2	12.7	10.5		

Milton High G10 ELA MCAS: Difference in Performance of Subgroups and Their Counterparts

	CPI Gap 2011	CPI Gap 2012	CPI Gap 2013	CPI Gap 2014	CPI Gap 2015	CPI Gap 2016
Low Income vs. Non Low Income	7.1	0.6	0.9	3.4		
Econ Disadv vs. Non Econ Disadv					1.8	4
Students w/ Disabilities vs. Non Disabled	22.2	7.7	3.5	6.3	6.5	5.8
AfAm/Black vs. White	6.9	1.6	0.3	1.9	2	2.5
High Needs vs. Non High Needs	10.3	3.2	1.8	3.5	3.5	3.7
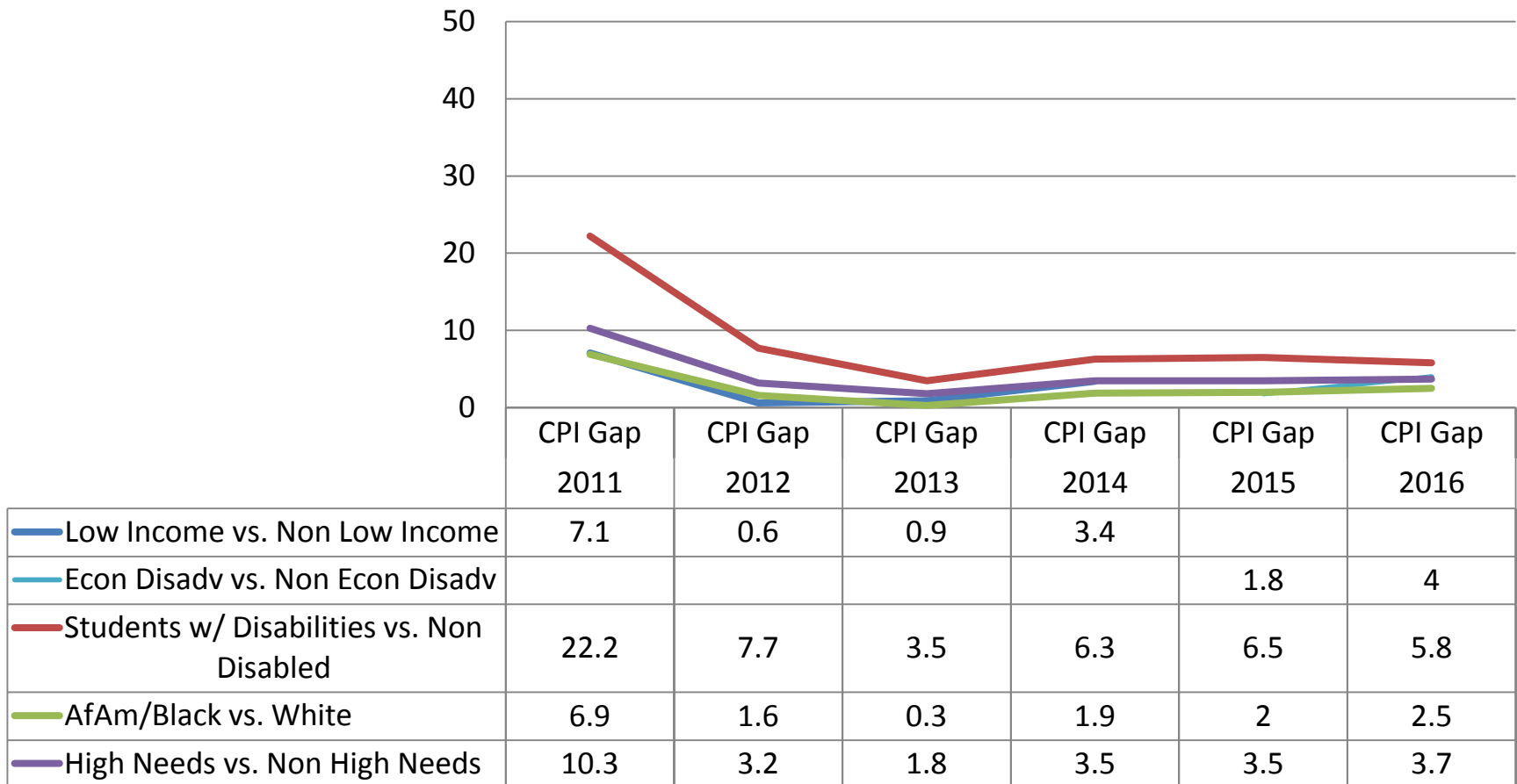
MATH TEST RESULTS

How did MPS perform in Math over time?

Composite Performance Index (CPI) Over Time: Math
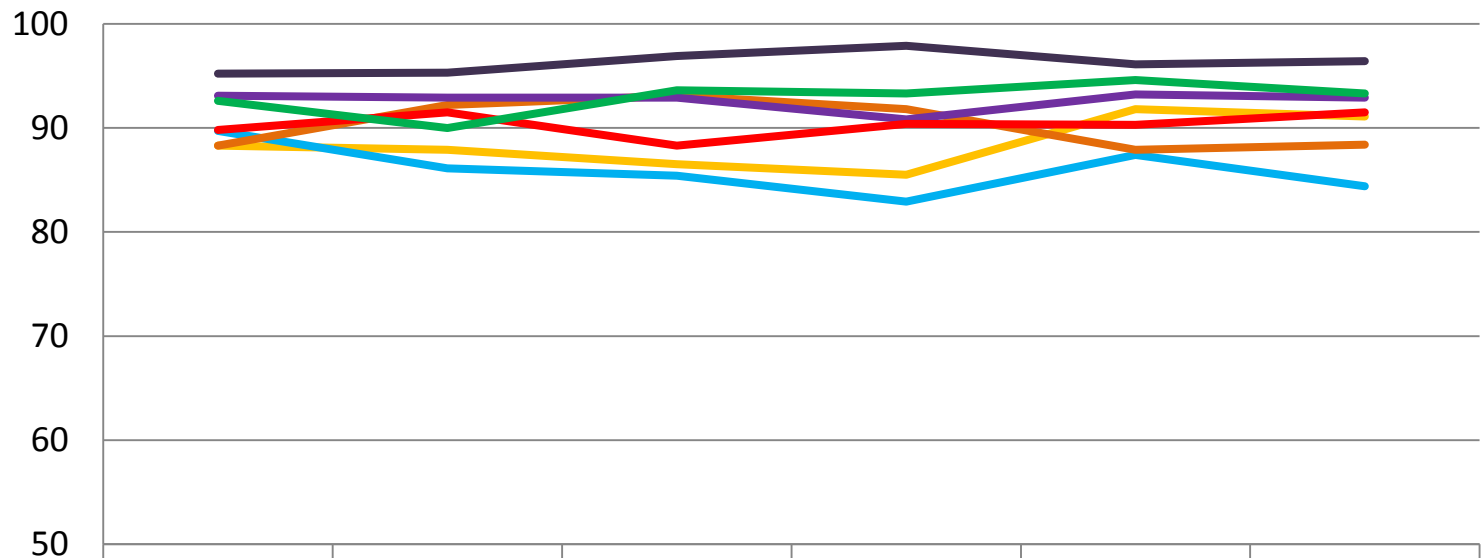
	2011 CPI	2012 CPI	2013 CPI	2014 CPI	2015 CPI	2016 CPI
MHS - G10 Math	95.2	95.3	96.9	97.9	96.1	96.4
Pierce - G8 Math	88.3	87.9	86.5	85.5	91.8	91.1
Pierce - G7 Math	89.7	86.1	85.4	82.9	87.4	84.4
Pierce - G6 Math	88.3	92.2	93.1	91.8	87.9	88.4
District - G5 Math	93.1	92.9	92.9	90.8	93.2	92.9
District - G4 Math	89.8	91.5	88.3	90.4	90.3	91.5
District - G3 Math	92.6	90.0	93.6	93.3	94.6	93.3

District G3 Math: Difference in Performance of Subgroups and Their Counterparts

(District numbers include out-placement students)

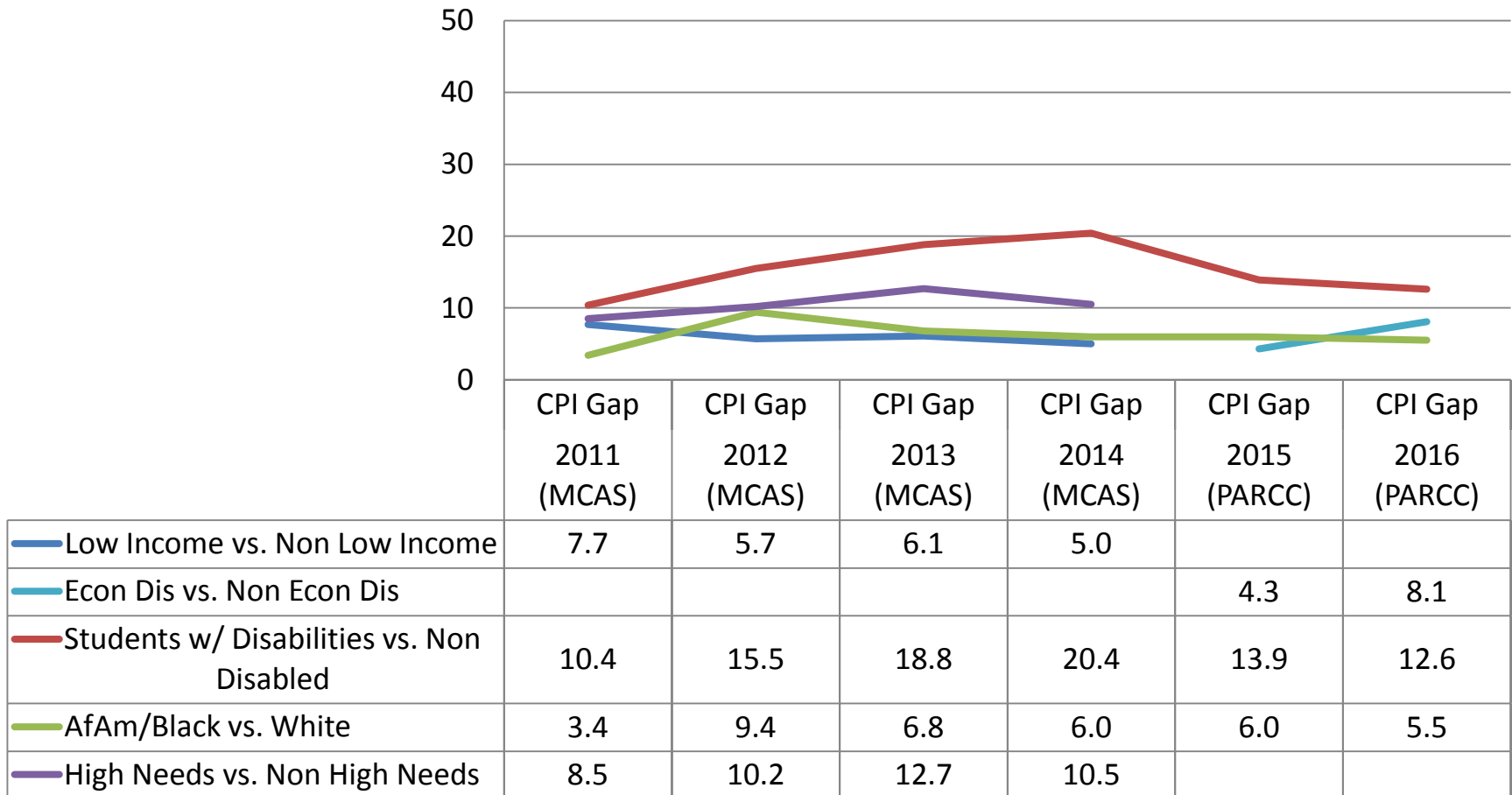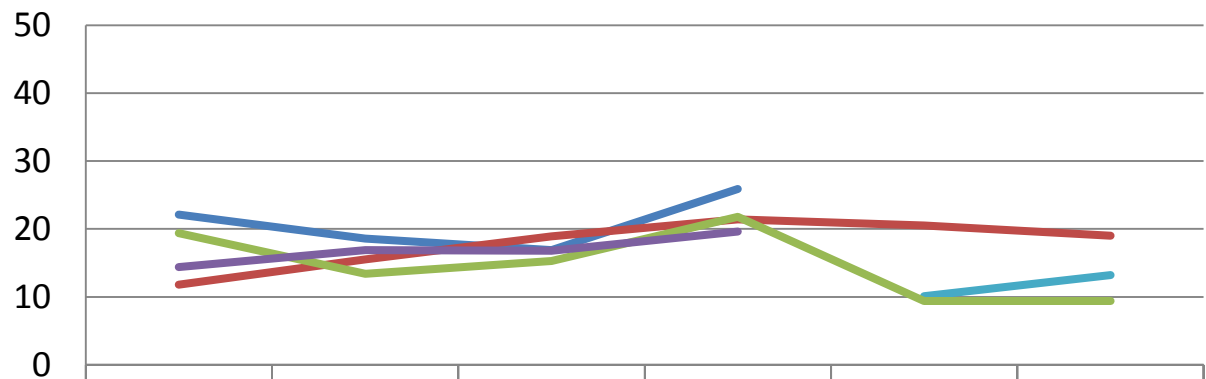|	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	22.1	18.6	16.9	25.9		
Econ Disadv vs. Non Econ Disadv					10.1	13.2
Students w/ Disabilities vs. Non Disabled	11.8	15.5	18.9	21.4	20.5	19.0
AfAm/Black vs. White	19.4	13.4	15.3	21.8	9.4	9.4
High Needs vs. Non High Needs	14.4	16.9	16.8	19.6		

District G4 Math: Difference in Performance of Subgroups and Their Counterparts

(District numbers include out-placement students)

	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	17	19.5	21.1	19.6		
Econ Disadv vs. Non Econ Disadv					15.3	12.9
Students w/ Disabilities vs. Non Disabled	19.6	15.7	22.6	21.1	23.4	24.1
AfAm/Black vs. White	22.5	19.3	18.6	16.8	16.8	15.9
High Needs vs. Non High Needs	18.2	17.3	20.6	19.2		

District G5 Math: Difference in Performance of Subgroups and Their Counterparts

(District numbers include out-placement students)

	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Non Low Income vs. Low Income	16.2	14.8	18.7	18.6		
Non Econ Disadv vs. Econ Disadv					17	17.8
Non Disabled vs. Students w/ Disabilities	17.1	20.6	23.5	20.5	25.5	21.7
White vs. AfAm/Black	11.6	19.5	15.8	17.3	13	14.7
Non High Needs vs. High Needs	16	15.7	17.3	19.3		

Pierce G6 Math: Difference in Performance of Subgroups and Their Counterparts

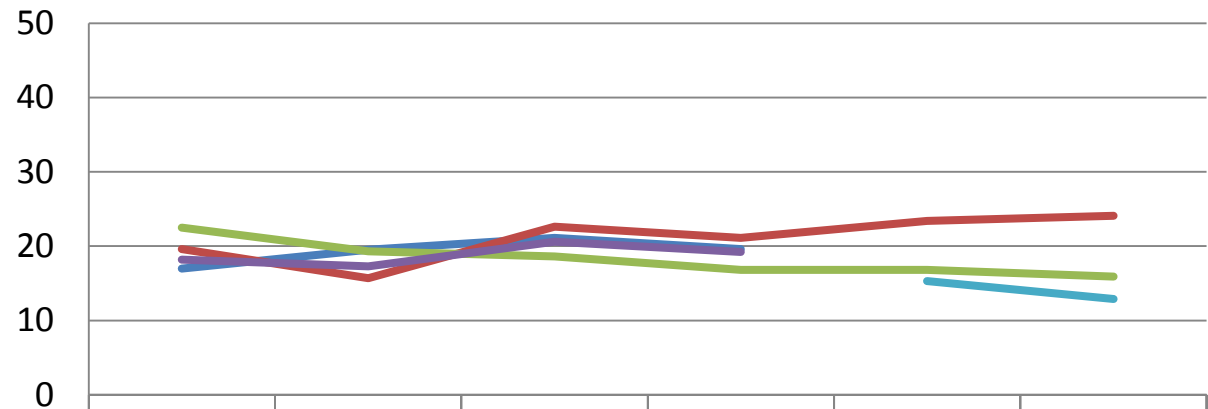|	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Non Low Income vs. Low Income	17.9	17.6	15.1	19.7		
Non Econ Disadv vs. Econ Disadv					18.7	28.4
Non Disabled vs. Students w/ Disabilities	32.2	22.1	27.1	25	33	32.9
White vs. AfAm/Black	24	14.9	17.1	16.4	27	24.7
Non High Needs vs. High Needs	26	17.5	19.2	17.8		
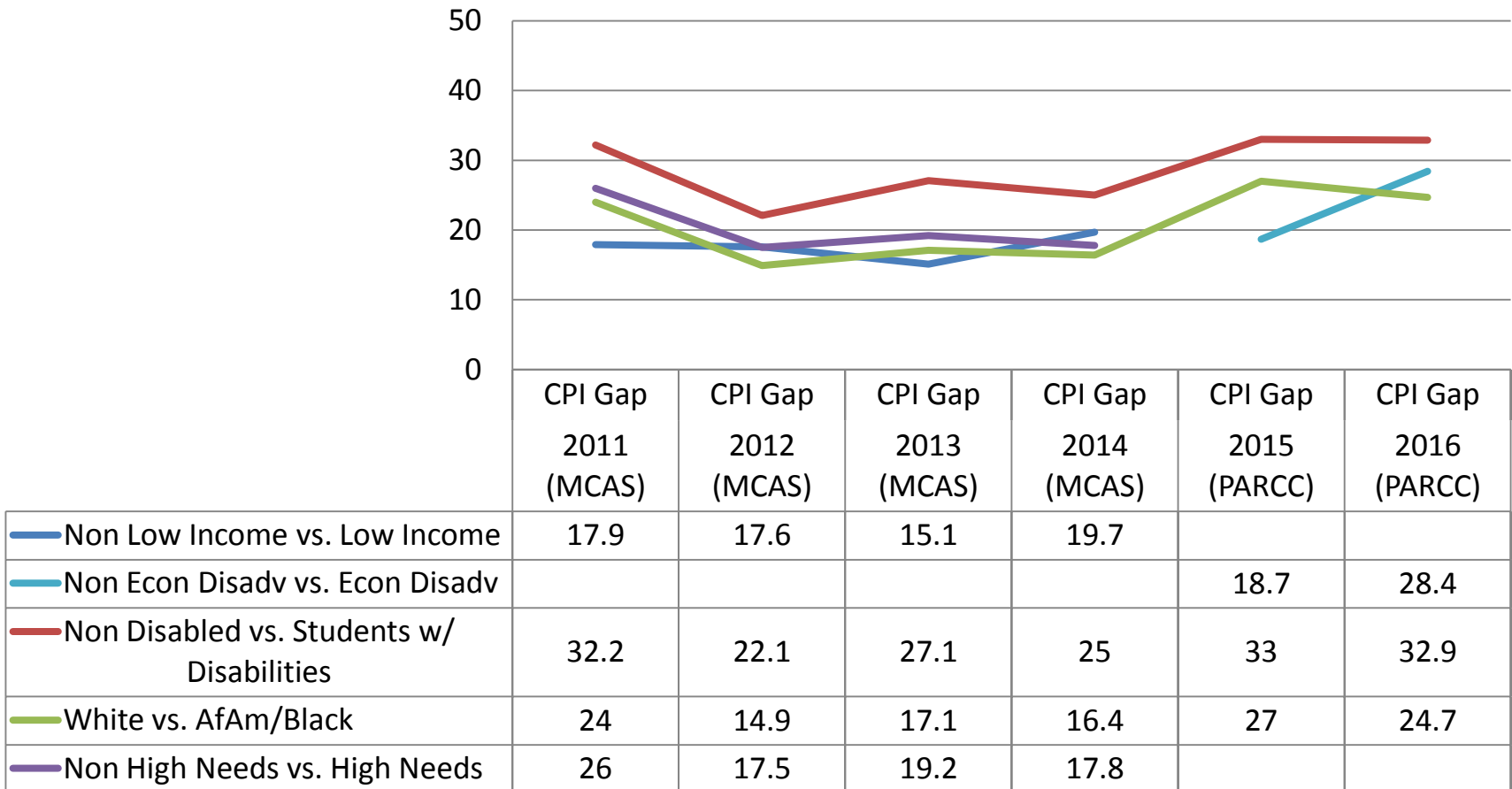
Pierce G7 Math: Difference in Performance of Subgroups and Their Counterparts
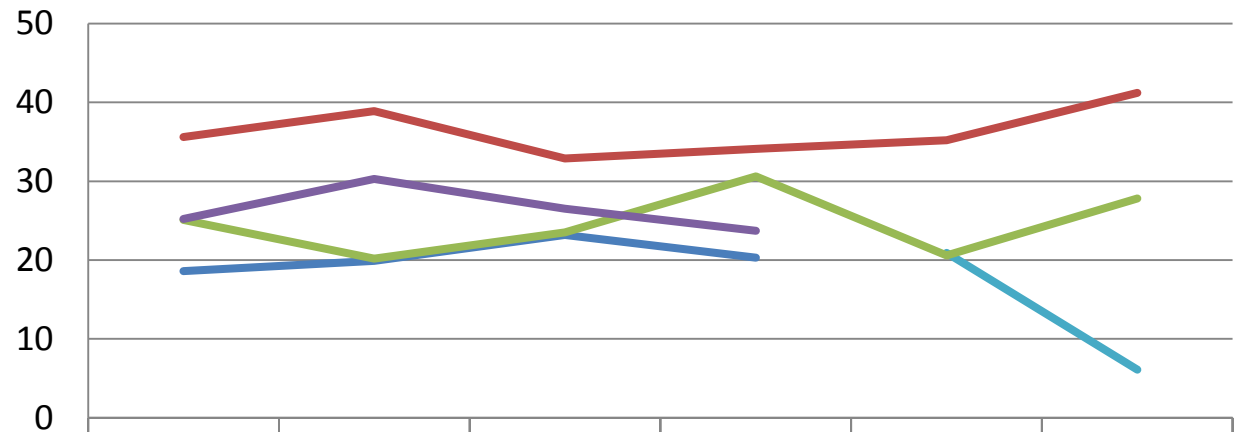
	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Non Low Income vs. Low Income	18.6	19.9	23.2	20.3		
Non Econ Disadv vs. Econ Disadv					20.9	6.1
Non Disabled vs. Students w/ Disabilities	35.6	38.9	32.9	34.1	35.2	41.2
White vs. AfAm/Black	25.1	20.2	23.5	30.6	20.6	27.8
Non High Needs vs. High Needs	25.2	30.3	26.5	23.7		

Pierce G8 Math: Difference in Performance of Subgroups and Their Counterparts

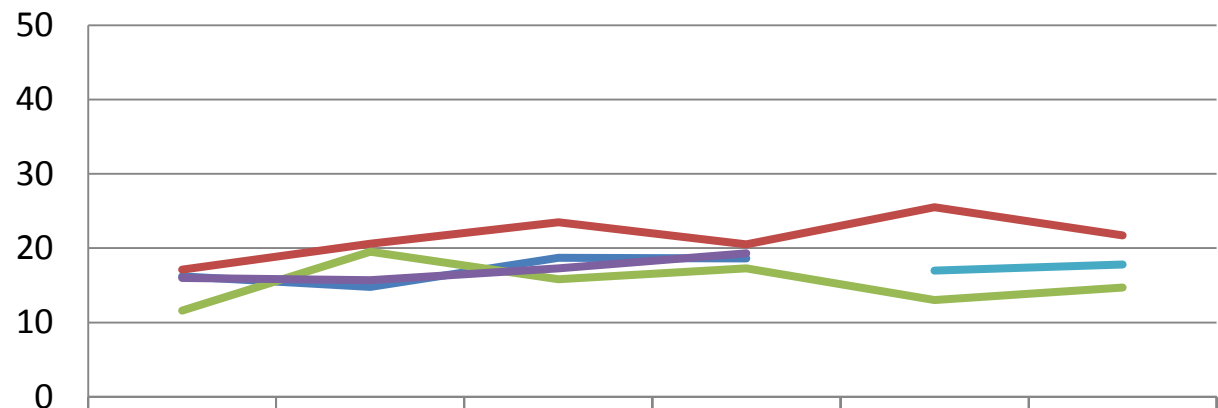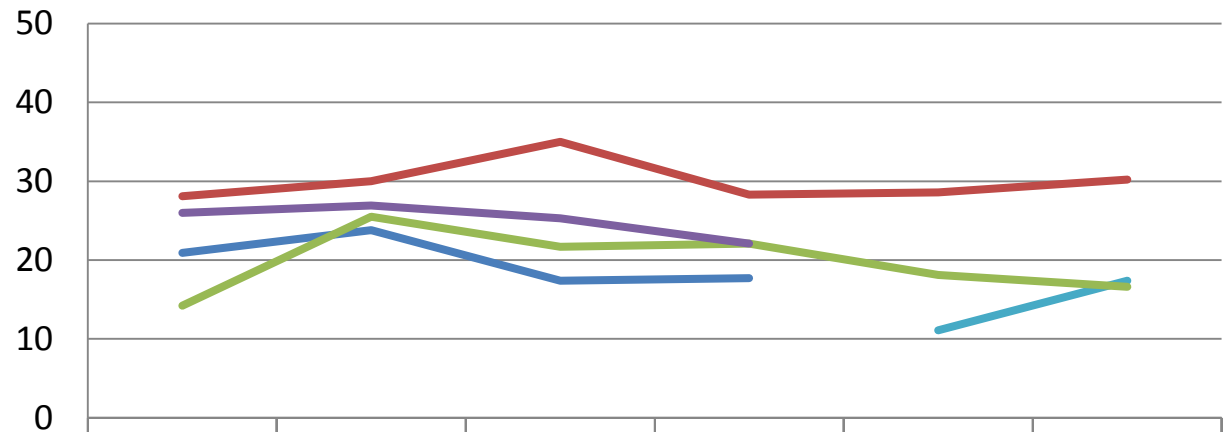|	CPI Gap 2011 (MCAS)	CPI Gap 2012 (MCAS)	CPI Gap 2013 (MCAS)	CPI Gap 2014 (MCAS)	CPI Gap 2015 (PARCC)	CPI Gap 2016 (PARCC)
Low Income vs. Non Low Income	20.9	23.8	17.4	17.7		
Econ Dis vs. Non Econ Dis					11.1	17.4
Students w/ Disabilities vs. Non Disabled	28.1	30	35	28.3	28.6	30.2
AfAm/Black vs. White	14.2	25.5	21.7	22.1	18.1	16.6
High Needs vs. Non High Needs	26	26.9	25.3	22.1		

G10 Math Achievement Gap

Milton High G10 Math MCAS: Difference in Performance of Subgroups and Their Counterparts

	CPI Gap 2011	CPI Gap 2012	CPI Gap 2013	CPI Gap 2014	CPI Gap 2015	CPI Gap 2016
Low Income vs. Non Low Income	9.9	4.3	6.9	3.5		
Econ Disadv vs. Non Econ Disadv					1.3	9.5
Students w/ Disabilities vs. Non Disabled	23.5	23.6	19.3	5.3	19.6	17.3
AfAm/Black vs. White	9.1	10.5	3.1	5.2	9.9	11.7
High Needs vs. Non High Needs	11.5	11.8	12.5	5	8.9	10.2

SCIENCE TEST RESULTS

How did MPS perform in Science over time?

Composite Performance Index (CPI) Across Available MCAS Results
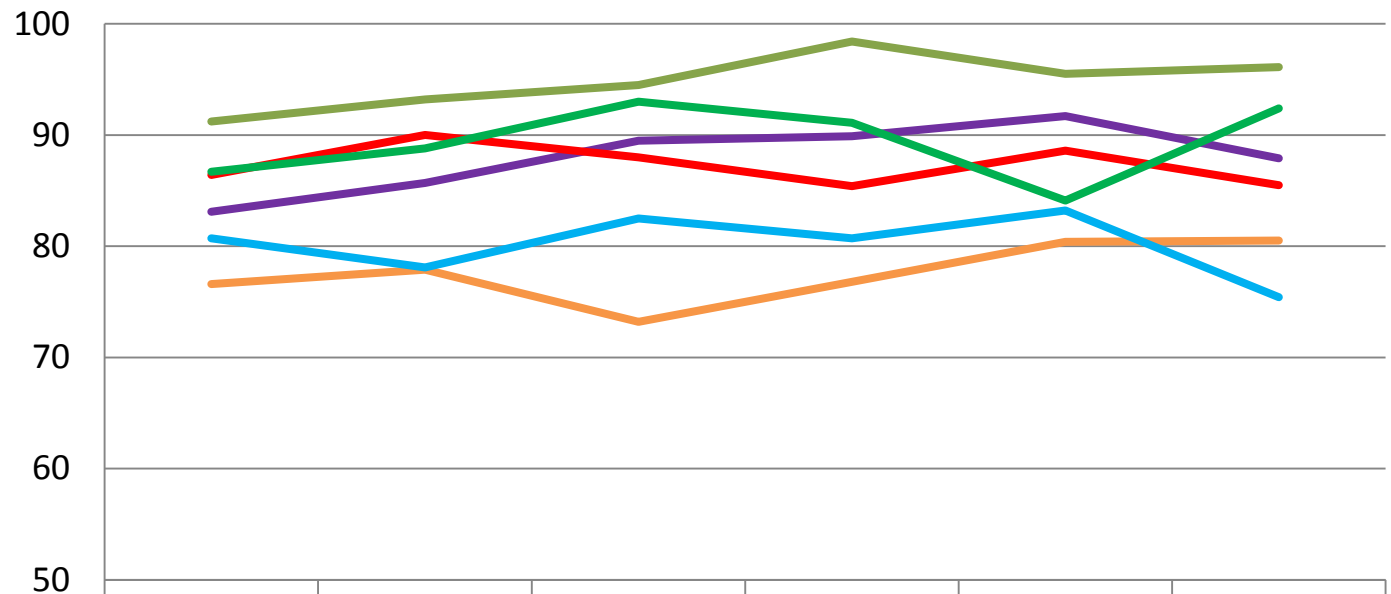
	2011 CPI	2012 CPI	2013 CPI	2014 CPI	2015 CPI	2016 CPI
MHS - G10 STE	91.2	93.2	94.5	98.4	95.5	96.1
Pierce - G8 STE	76.6	77.9	73.2	76.8	80.4	80.5
Collicot - G5 STE	83.1	85.7	89.5	89.9	91.7	87.9
Cunningham - G5 STE	86.4	90	88	85.4	88.6	85.5
Glover - G5 STE	86.7	88.8	93	91.1	84.1	92.4
Tucker - G5 STE	80.7	78.1	82.5	80.7	83.2	75.4

District G5 STE: Difference in Performance of Subgroups and Their Counterparts

(District numbers include out-placement students)
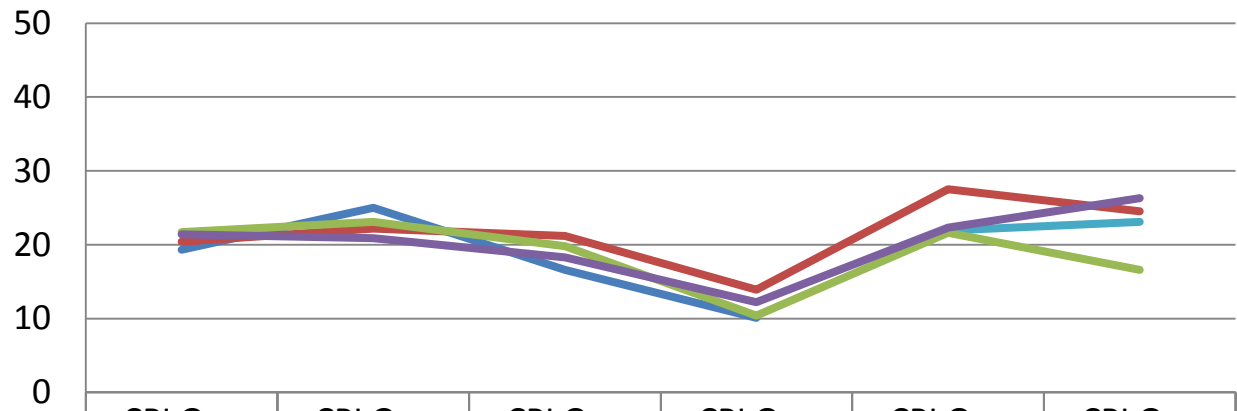
	CPI Gap 2011	CPI Gap 2012	CPI Gap 2013	CPI Gap 2014	CPI Gap 2015	CPI Gap 2016
Low Income vs. Non Low Income	19.3	25	16.6	10.1		
Econ Disadv vs. Non Econ Disadv					21.9	23.1
Students w/ Disabilities vs. Non Disabled	20.4	22.2	21.2	13.9	27.5	24.5
AfAm/Black vs. White	21.7	23.1	19.8	10.4	21.6	16.6
High Needs vs. Non High Needs	21.4	20.9	18.3	12.2	22.3	26.3

Pierce G8 STE: Difference in Performance of Subgroups and Their Counterparts

	CPI Gap 2011	CPI Gap 2012	CPI Gap 2013	CPI Gap 2014	CPI Gap 2015	CPI Gap 2016
Low Income vs. Non Low Income	24.1	24.7	16.6	20.7		
Econ Disadv vs. Non Econ Disadv					15.5	25.4
Students w/ Disabilities vs. Non Disabled	32.7	21.9	28.7	29.6	35.8	28.9
AfAm/Black vs. White	13.1	27.4	23.8	22.7	27.8	29.1
High Needs vs. Non High Needs	26.1	23.7	24.1	25.3	25.8	29.7

Milton High G10 STE: Difference in Performance of Subgroups and Their Counterparts
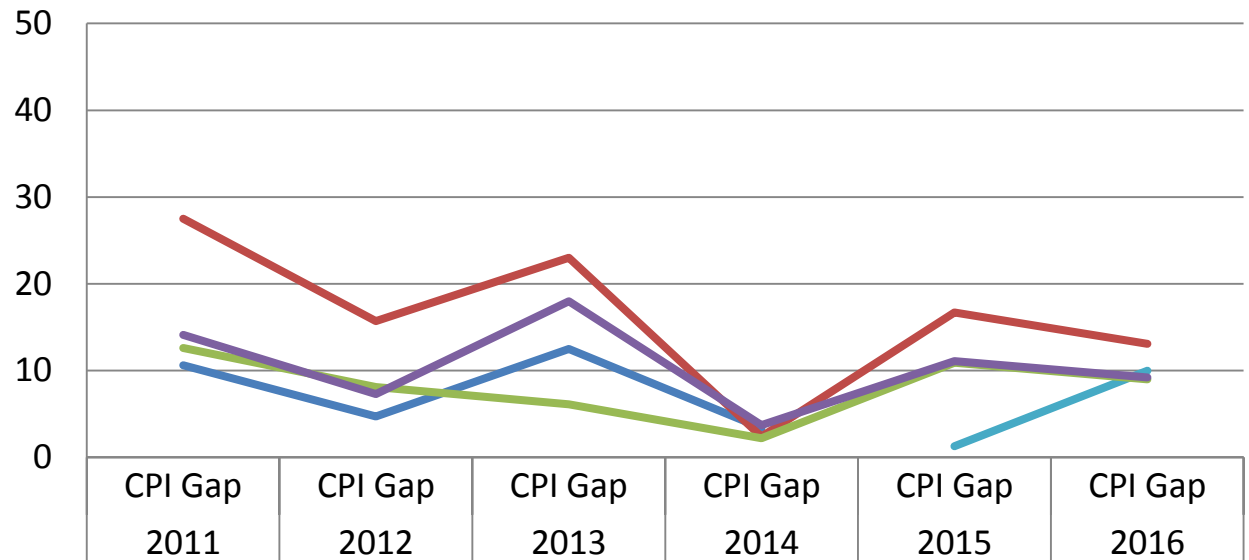
	CPI Gap 2011	CPI Gap 2012	CPI Gap 2013	CPI Gap 2014	CPI Gap 2015	CPI Gap 2016
Low Income vs. Non Low Income	10.6	4.7	12.5	3.4		
Econ Disadv vs. Non Econ Disadv					1.3	10
Students w/ Disabilities vs. Non Disabled	27.5	15.7	23	2.4	16.7	13.1
AfAm/Black vs. White	12.6	8.1	6.1	2.2	10.9	9
High Needs vs. Non High Needs	14.1	7.3	18	3.7	11.1	9.2

Class of 2023 (current G6) – Cohort Achievement Gap

ELA	G3 2013-14 (MCAS)	2013-14 CPI gap	G4 2014-15 (PARCC)	2014-15 CPI gap	G5 2015-16 (PARCC)	2015-16 CPI gap	Direction of gap
SWD (counterpart)	63.3 (93.4)	**30.1**	60 (94)	**34**	73.1 (96.7)	**23.6**	closing
AfAm/Bl	70.2 (91.2)	**21**	67 (92)	**25**	77 (95.4)	**18.4**	closing
EconDis	x	**x**	66 (91)	**25**	79.2 (93.5)	**14.3**	closing

Based on the three years of Advancement Initiatives, all the achievement gaps in ELA are closing for this particular cohort, which benefited from all three years of Advancement funding. Results in Math are more mixed. Note that the data here is combined district-wide, as most of our schools individually do not have enough students in all subgroups to report out data.

Math	G3 2013-14 (MCAS)	2013-14 CPI gap	G4 2014-15 (PARCC)	2014-15 CPI gap	G5 2015-16 (PARCC)	2015-16 CPI gap	Direction of gap
SWD (counterpart)	75.8 (96.2)	**20.4**	71 (95)	**24**	75.4 (97.1)	**21**	no change
AfAm/Bl	75 (96.8)	**21.8**	76 (93)	**17**	81 (95.7)	**14.7**	closing
EconDis	x	**x**	77 (92)	**15**	77 (94.8)	**17.8**	increasing

X = data reported out for Low Income, and not Economically Disadvantaged, which DESE adopted in 2014-15

Class of 2020 (current G9) – Cohort Achievement Gap

ELA	G6 2013-14 (MCAS)	2013-14 CPI gap	G7 2014-15 (PARCC)	2014-15 CPI gap	G8 2015-16 (PARCC)	2015-16 CPI gap	Direction of gap
SWD (counterpart)	75.8 (97.2)	**21.4**	71.0 (94.0)	**23**	85.2 (97.8)	**12.6**	closing
AfAm/Bl	87.8 (96.3)	**8.5**	79.0 (94.0)	**15**	92.6 (98.1)	**5.5**	closing
EconDis	x	**x**	78.0 (93.0)	**15**	89.4 (97.5)	**8.1**	closing

Based on the three years of Advancement Initiatives, all the achievement gaps in ELA are closing for this particular cohort, which benefited from all three years of Advancement funding. Results in Math are more mixed.

Math	G6 2013-14 (MCAS)	2013-14 CPI gap	G7 2014-15 (PARCC)	2014-15 CPI gap	G8 2015-16 (PARCC)	2015-16 CPI gap	Direction of gap
SWD (counterpart)	69.5 (94.5)	**25**	56.0 (92.0)	**36**	63.9 (94.1)	**30.2**	increasing
AfAm/Bl	78.3 (94.7)	**16.4**	71.0 (92.0)	**21**	77.7 (94.3)	**16.6**	no change
EconDis	x	**x**	69.0 (90.0)	**21**	75.8 (93.2)	**17.4**	closing

X = data reported out for Low Income, and not Economically Disadvantaged, which DESE adopted in 2014-15

% Proficient or Above Over Time

| | MCAS (Proficient + Advanced) | | | | | | | | | PARCC (Level 4+5) | | | | | | |
| | 2012 | | | 2013 | | | 2014 | | | 2015 | | | 2016 | | | |
	State	District	% Points District Leading State	State	District	% Points District Leading State	State	District	% Points District Leading State	State	District	% Points District Leading State	State (only avail for MCAS, not PARCC)	District	Trans. Median SGP**	Change in District % 2015 to 2016
ELA03	61%	71%	10	57%	71%	14	58%	69%	11	54%	68%	14		62%	-	-6%
ELA04	57%	78%	21	53%	71%	18	54%	65%	11	57%	74%	17		78%	63.0	+4%
ELA05	61%	82%	21	65%	87%	22	64%	82%	18	63%	75%	12		77%	51.0	+2%
ELA06	66%	81%	15	67%	85%	18	68%	85%	17	60%	70%	10		73%	41.0	+3%
ELA07	71%	85%	14	71%	84%	13	72%	91%	19	61%	66%	5		68%	35.0	+2%
ELA08	81%	91%	10	78%	86%	8	79%	88%	9	64%	74%	10		75%	47.0	+1%
ELA10*	88%	95%	7	91%	97%	6	90%	95%	5	91%	97%	6	92%	95%	46.0	-2%
MAT03	61%	76%	15	67%	84%	17	69%	83%	14	55%	74%	19		71%	-	-3%
MAT04	51%	74%	23	52%	67%	15	52%	72%	20	48%	72%	24		77%	55.0	+5%
MAT05	57%	82%	25	61%	82%	21	60%	79%	19	55%	75%	20		73%	49.5	-2%
MAT06	60%	82%	22	60%	83%	23	60%	79%	19	53%	65%	12		65%	28.0	0
MAT07	51%	68%	17	52%	67%	15	50%	65%	15	45%	68%	23		59%	54.0	-9%
MAT08	52%	73%	21	54%	71%	17	52%	68%	16	53%	76%	23		74%	53.5	-2%
MAT10*	78%	87%	9	80%	91%	11	79%	90%	11	79%	90%	11	78%	88%	52.5	-2%
STE05*	52%	64%	14	51%	70%	19	53%	63%	10	51%	67%	16	47%	63%	-	-4%
STE08*	43%	48%	5	39%	41%	2	42%	48%	5	42%	53%	10	41%	55%	-	+1%
STE10*	69%	82%	13	71%	84%	13	71%	93%	22	72%	86%	14	73%	87%	-	+1%

* MCAS in all years

** Expected Student Growth Percentile is between 40 and 60.

% Meeting Expectations or Above, Elementary

ELA	PARCC (Level 4+5)				Change in School % 2015 to 2016
	2015		2016		
	% Level 4+5	Trans. Median SGP	% Level 4+5	Trans. Median SGP	
CO ELA03	77%	-	62%	-	-15%
CU ELA03	61%	-	52%	-	-9%
GL ELA03	73%	-	77%	-	+4%
TU ELA03	59%	-	56%	-	-3%
CO ELA04	77%	65.0	91%	64.0	+14%
CU ELA04	75%	58.0	82%	67.0	+7%
GL ELA04	83%	65.0	79%	68.0	-4%
TU ELA04	57%	56.0	59%	46.0	+2%
CO ELA05	80%	47.0	80%	56.0	0
CU ELA05	76%	61.0	75%	47.0	-1%
GL ELA05	75%	51.0	89%	51.0	+14%
TU ELA05	71%	79.0	58%	55.0	-13%

MATH	PARCC (Level 4+5)				Change in School % 2015 to 2016
	2015		2016		
	% Level 4+5	Trans. Median SGP	% Level 4+5	Trans. Median SGP	
CO MAT03	81%	-	69%	-	-12%
CU MAT03	66%	-	61%	-	-5%
GL MAT03	78%	-	87%	-	+9%
TU MAT03	68%	-	65%	-	-3%
CO MAT04	81%	69.0	80%	55.0	-1%
CU MAT04	71%	50.0	85%	74.0	+14%
GL MAT04	67%	45.0	78%	53.0	+11%
TU MAT04	66%	69.0	66%	40.0	0
CO MAT05	76%	54.0	73%	44.0	-3%
CU MAT05	78%	50.0	76%	55.0	-2%
GL MAT05	77%	59.0	77%	57.0	0
TU MAT05	70%	55.0	64%	46.0	-6%

SCIENCE		2015	2016	Change in School % 2015 to 2016
MCAS (Proficient + Advanced)	CO STE05	77%	63%	-14%
	CU STE05	68%	63%	-5%
	GL STE05	61%	77%	+16%
	TU STE05	67%	46%	-21%

Standardized Assessment Data: 2015-2016 Advanced Placement

2015-16 PSAT, SAT & AP:
Minority Test Takers

## OVERVIEW: Percent of Test-Takers Self-Reported as Minority Students

Milton has a great representation of minority students participating in the PSAT, SAT and AP. The percent of minority test takers closely mirrors the percent of minority students at Milton High School. The percent of minority students taking the AP improved from 28% last year to 34% this year!

SAT — 35%
SAT Subject Tests — 25%
AP — 34%
PSAT/Sophomores — 36%
PSAT/Juniors — 44%
0%   0%

% of minority students at MHS (37%)

Legend:
- SAT Graduating Seniors
- SAT Subject Tests Graduating Seniors
- AP All Students
- PSAT/NMSQT and PSAT 10 - 10th Grade
- PSAT/NMSQT and PSAT 10 - 11th Grade
- PSAT 8/9 - 8th Grade
- PSAT 8/9 - 9th Grade

Note: Slide taken from CollegeBoard's "School Integrated Summary" 2015-16

% of MHS Students Taking AP

Close to 60% of our juniors and seniors take AP classes.

% of Junior + Senior Class Taking the AP
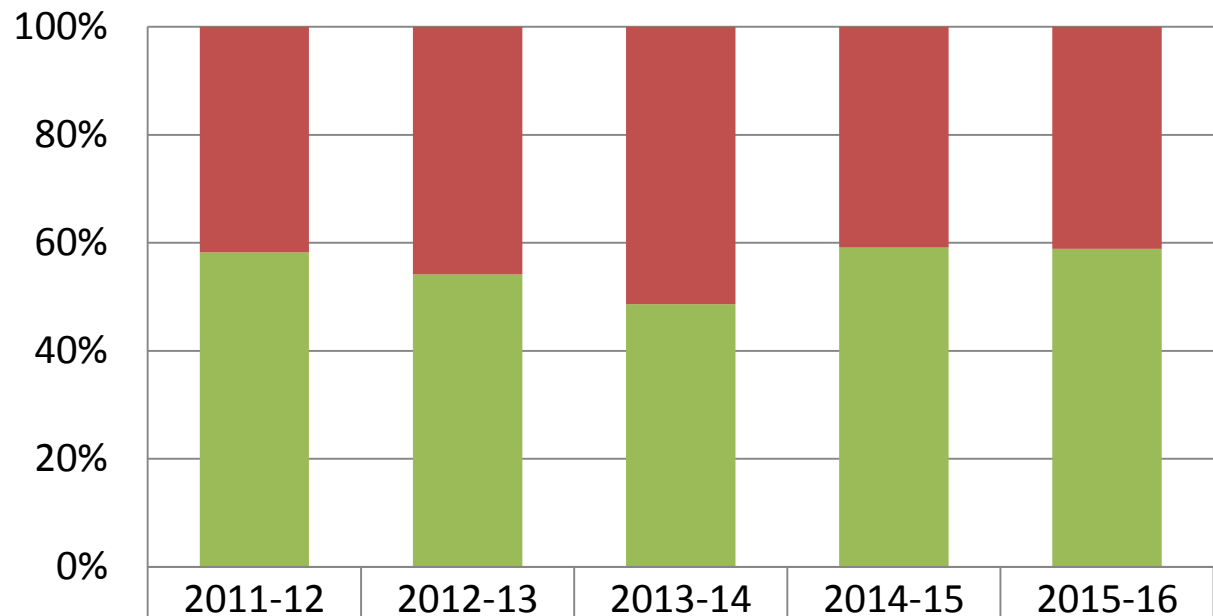
	2011-12	2012-13	2013-14	2014-15	2015-16
# of Students Not Taking Test	215	230	235	187	196
# of Students Taking Test	299	271	222	270	280
% of Class Taking Test	58%	54%	49%	59%	59%

Note: In last year's presentation, the total class size included students from Milton – Special Services (out-placements). The numbers here have been adjusted to reflect only Milton High School's student population.
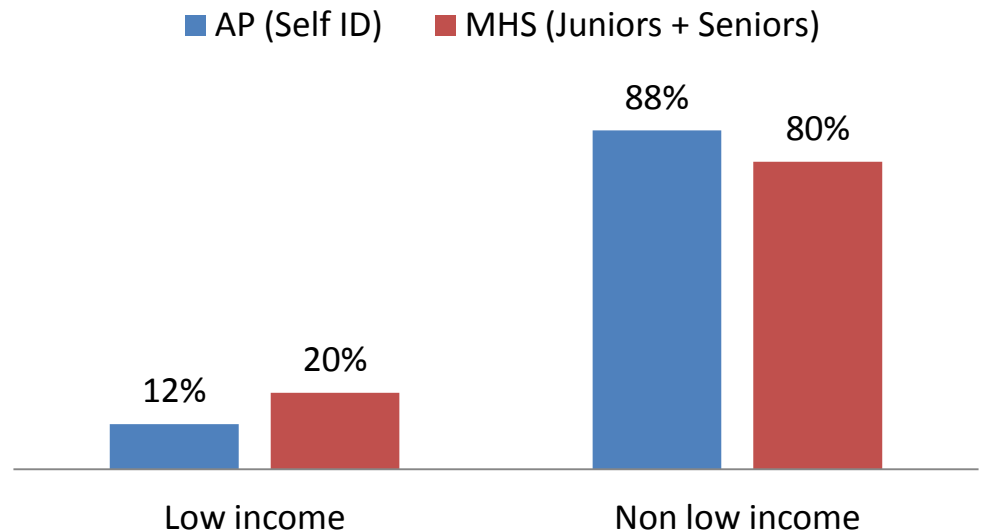
% of MHS Students Taking AP

12% of our AP test takers last year were students who received fee waivers due to low income status. The percentage of low income students in the junior and senior class was 20%.

	AP (self ID)	MHS (Juniors + Seniors)
Low income	33	95
Non low income	247	381
Total	280	476

**2015-16 % of AP Students by Low Income**

Note: In 2014-15, the difference between low income students taking the AP and low income students in the overall class was 10%; this year, it is 8%. Also note that not all students who are low income self identified as such to apply for the fee waivers they would be eligible for.

% of AP Exams with Qualifying Scores

Even with our open enrollment for AP, students are consistently getting more and more qualifying scores year after year.

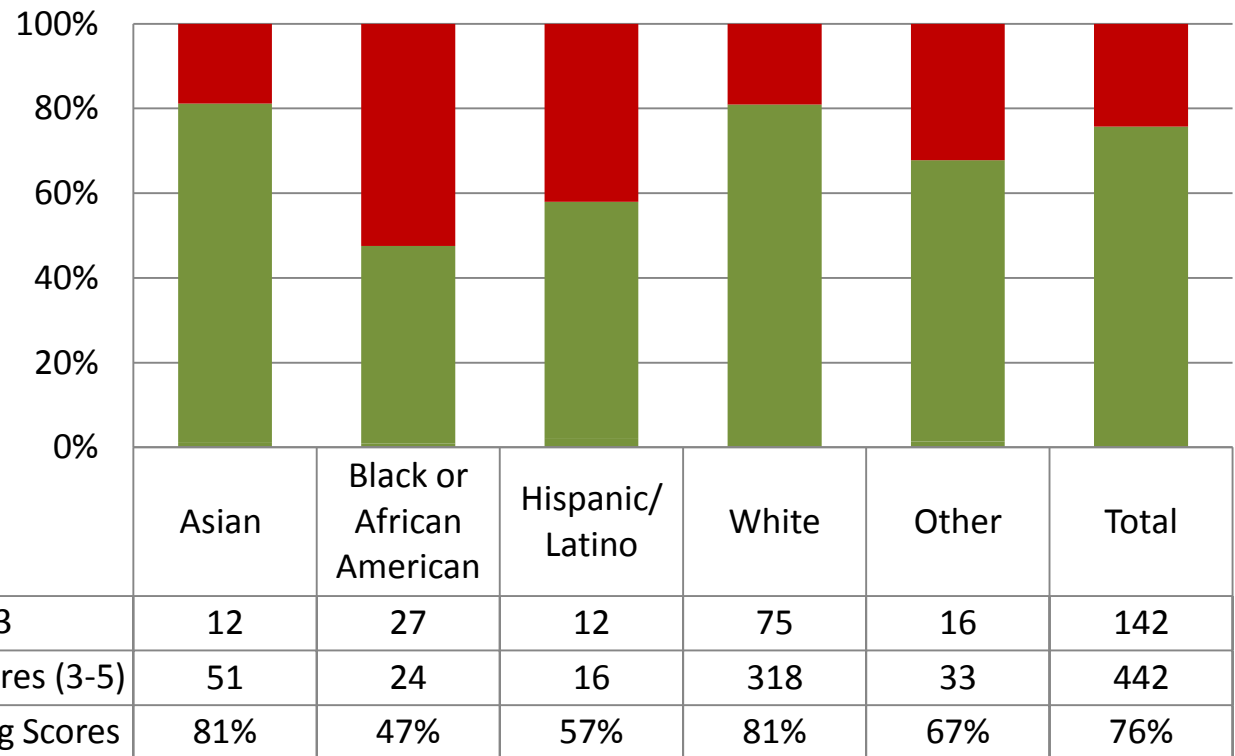**Percent of AP Exams with Qualifying Scores**
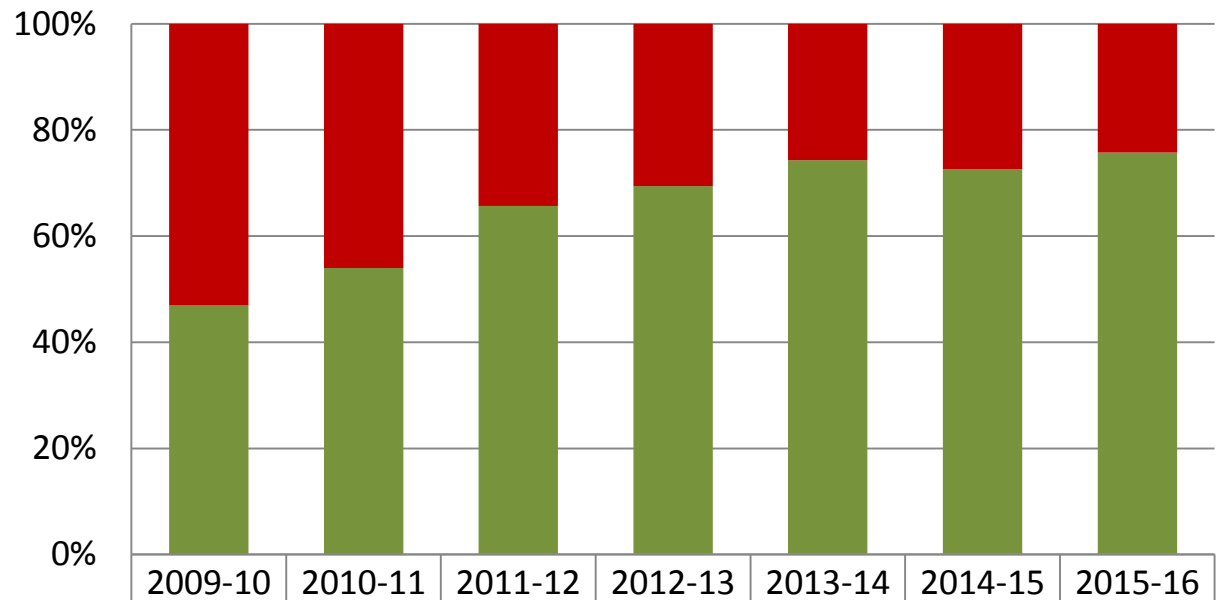
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Exams with Scores Below 3	290	269	209	178	126	162	142
Exams with Qualifying Scores (3-5)	256	315	399	403	363	429	443
% of Exams with Qualifying Scores	47%	54%	66%	69%	74%	73%	76%

Qualifying Scores by Race

Even as we celebrate the successes of all our students, we are aware that there are still achievement gaps between different subgroups.

2016 Qualifying Scores by Race

|	Asian	Black or African American	Hispanic/ Latino	White	Other	Total
■ Exams with Scores Below 3	12	27	12	75	16	142
■ Exams with Qualifying Scores (3-5)	51	24	16	318	33	442
■ % of Exams with Qualifying Scores	81%	47%	57%	81%	67%	76%

Note: In SY15-16, the College Board aligned their reporting of race/ethnicity with the U.S. Department of Education guidelines. They cautioned about comparing this year's data in regard to race/ethnicity with data from prior years.

Qualifying Scores by Low Income

Our low income subgroup is at 65% qualifying scores this year versus 57% last year. Nationally, that percent was at 39% in 2014.

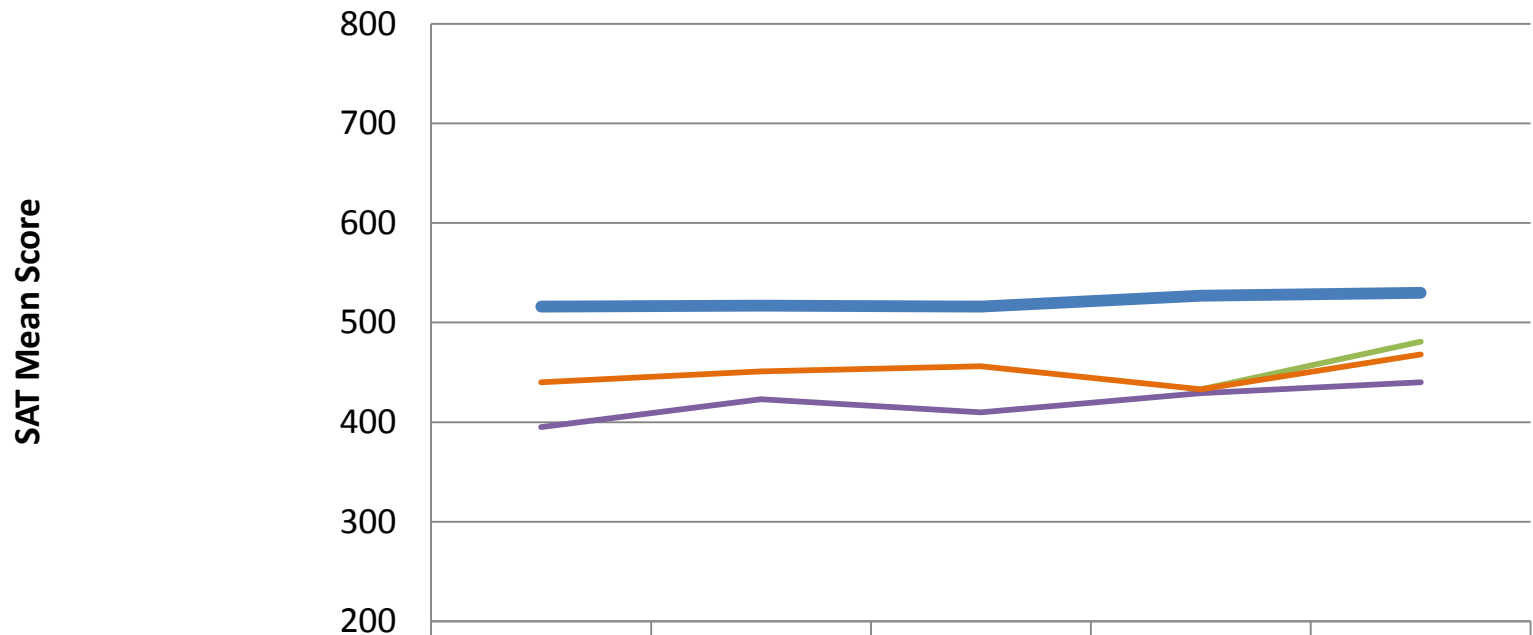**2016 Qualifying Scores by Low Income Status**
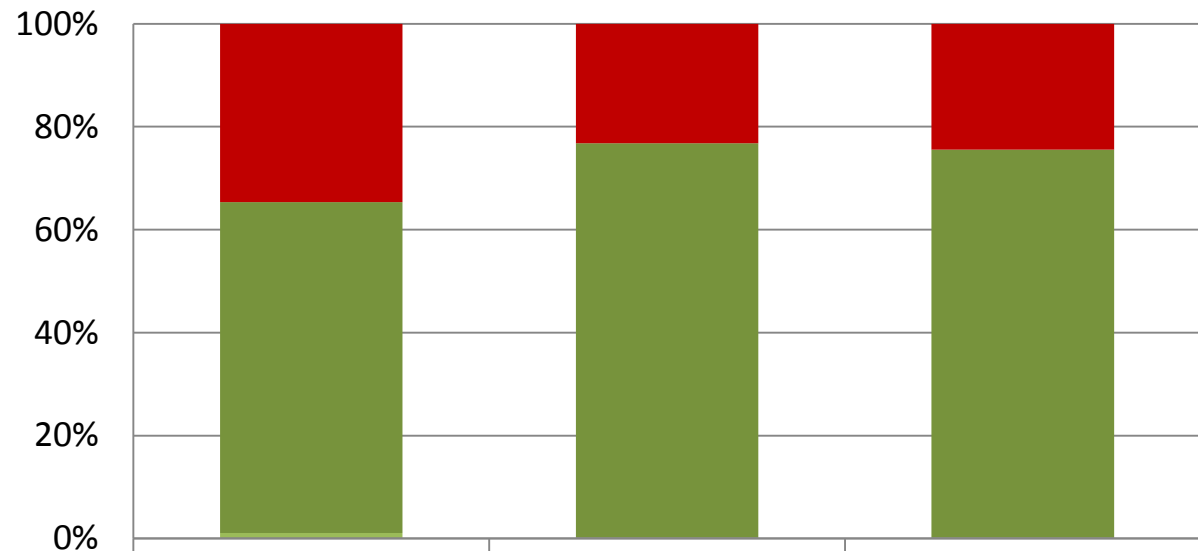
	Low Income	Non Low Income	Total
■ Exams with Scores Below 3	21	123	144
■ Exams with Qualifying Scores (3-5)	39	406	445
■ % of Exams with Qualifying Scores	65%	77%	76%

Standardized Assessment Data: 2015-2016 SAT

SAT Performance: Critical Reading

**SAT Performance: Reading Mean Score by Subgroups**

	2011-12	2012-13	2013-14	2014-15	2015-16
All Students (n=204)	516	517	516	527	530
Lim. English Prof. (1)					
Economically Disadvantaged (23)				433	481
Special Education (16)	395	423	410	429	440
High Needs (37)	440	451	456	433	468

Note: Data for slide taken from DESE School and Profile page for Milton High, Assessment, SAT Performance

SAT Performance: Critical Reading
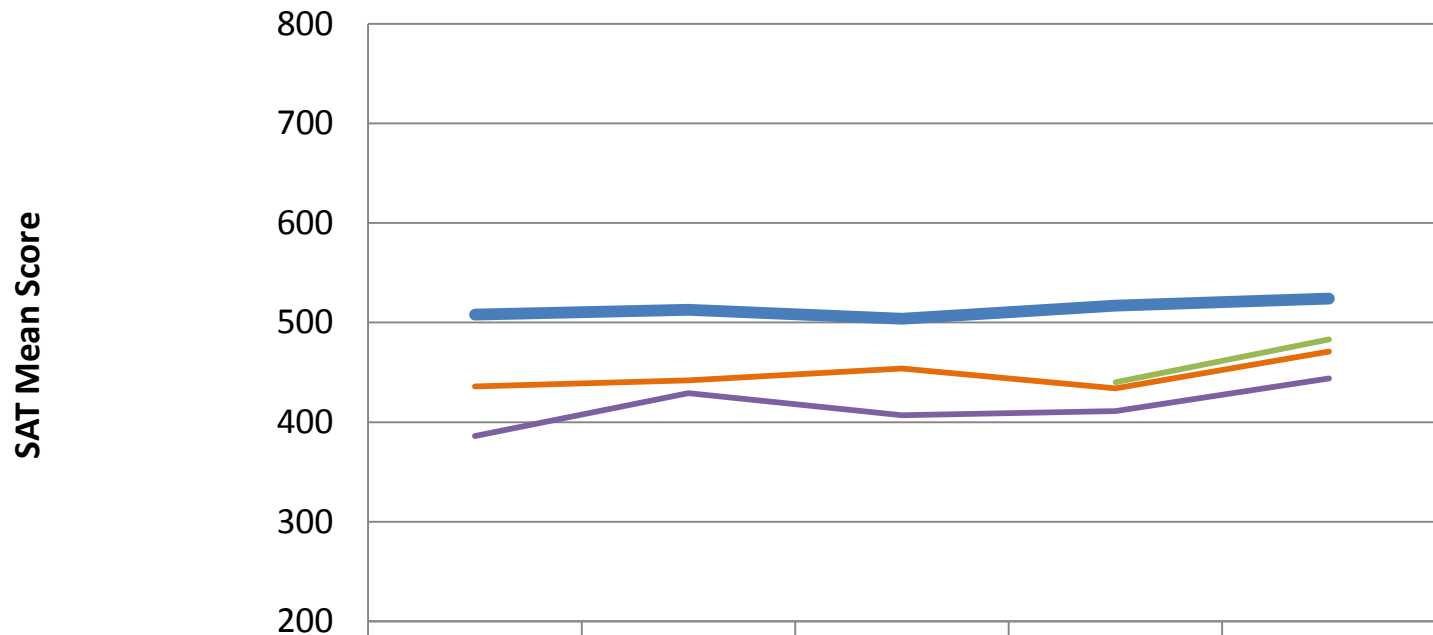
SAT Performance: Reading Mean Score by Race
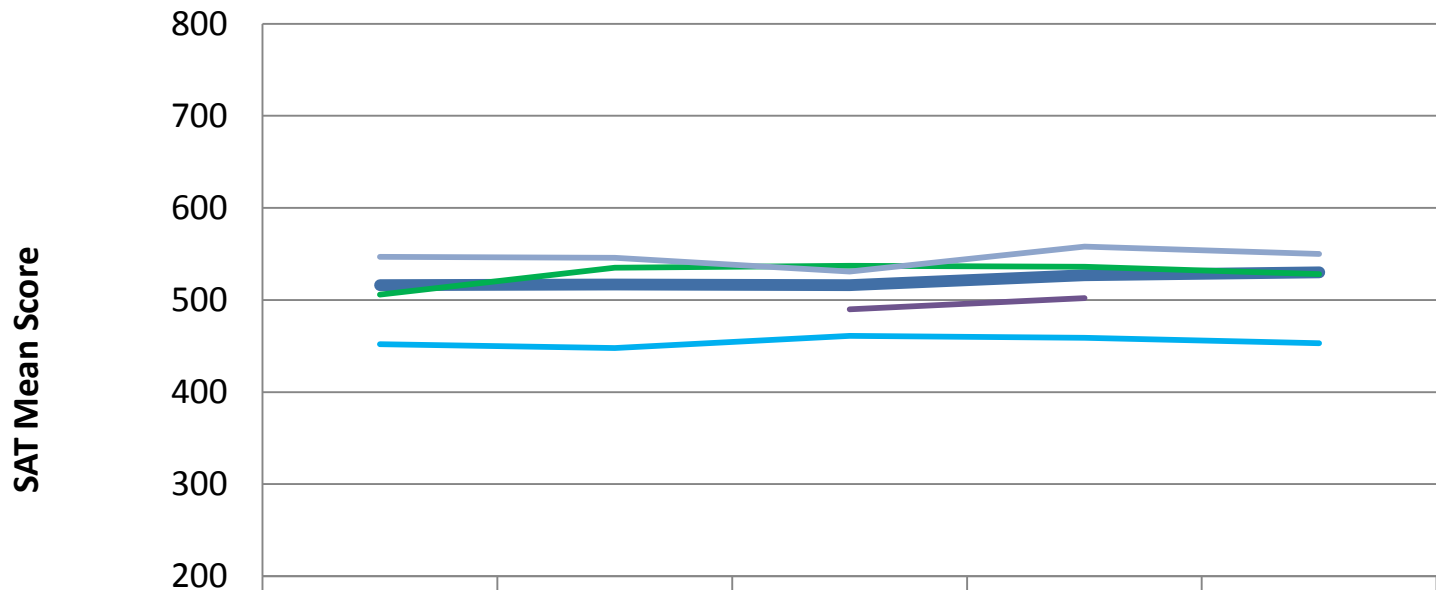
	2011-12	2012-13	2013-14	2014-15	2015-16
All Students (n=204)	516	517	516	527	530
Asian (12)	506	535	537	536	528
Black or Afr. Amer. (44)	452	448	461	459	453
Hispanic (5)			490	502	
Multi-race, Non-Hisp. (7)					
Nat. Haw. Or Pac. Isl. (1)					
White (135)	547	546	531	558	550

Note: Data for slide taken from DESE School and Profile page for Milton High, Assessment, SAT Performance

SAT Performance: Writing

SAT Performance: Writing Mean Score by Subgroups

	2011-12	2012-13	2013-14	2014-15	2015-16
All Students (n=204)	508	513	504	517	524
Lim. English Prof. (1)					
Economically Disadvantaged (23)				440	483
Special Education (16)	386	429	407	411	444
High Needs (37)	436	442	454	434	471

Note: Data for slide taken from DESE School and Profile page for Milton High, Assessment, SAT Performance

SAT Performance: Writing

SAT Peformance: Writing Mean Score by Race
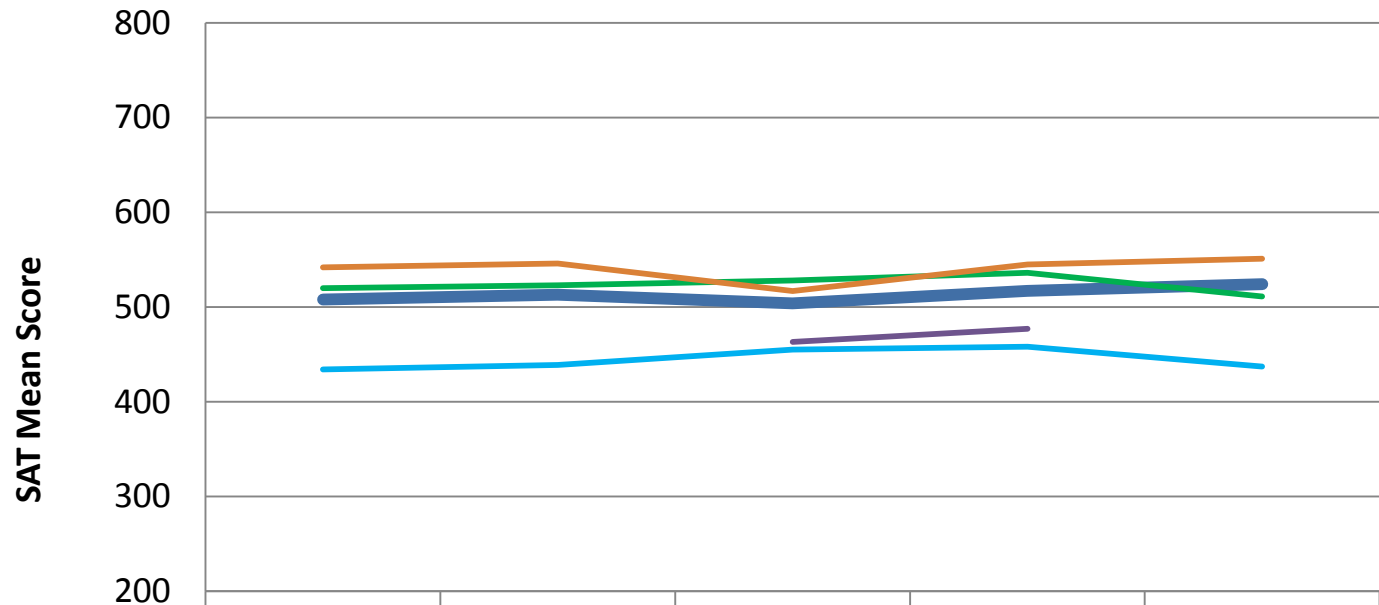
	2011-12	2012-13	2013-14	2014-15	2015-16
All Students (n=204)	508	513	504	517	524
Asian (12)	520	523	528	536	511
Black or Afr. Amer. (44)	434	439	455	458	437
Hispanic (5)			463	477	
Multi-race, Non-Hisp. (7)					
Nat. Haw. Or Pac. Isl. (1)					
White (135)	542	546	517	545	551

Note: Data for slide taken from DESE School and Profile page for Milton High, Assessment, SAT Performance

SAT Performance: Math

SAT Performance: Math Mean Score by Subgroups
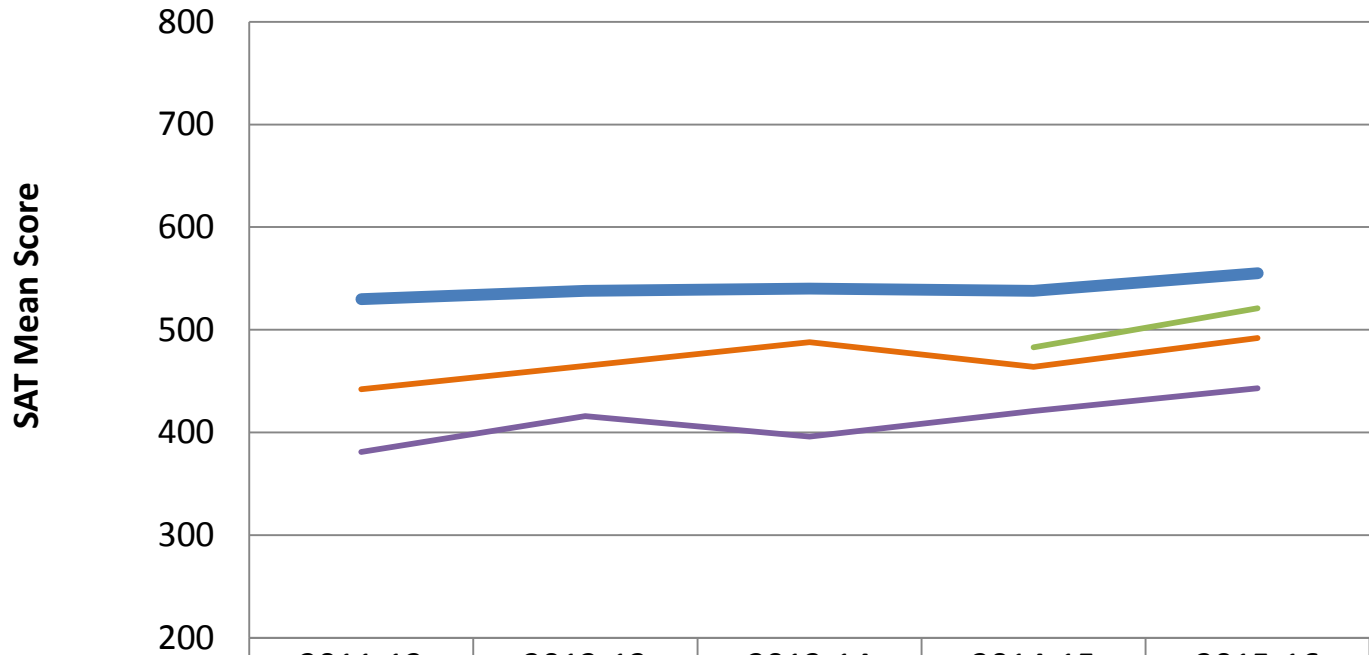
	2011-12	2012-13	2013-14	2014-15	2015-16
All Students (n=204)	530	538	540	538	555
Lim. English Prof. (1)					
Economically Disadvantaged (23)				483	521
Special Education (16)	381	416	396	421	443
High Needs (37)	442	465	488	464	492

Note: Data for slide taken from DESE School and Profile page for Milton High, Assessment, SAT Performance

SAT Performance: Math

SAT Peformance: Math Mean Score by Race
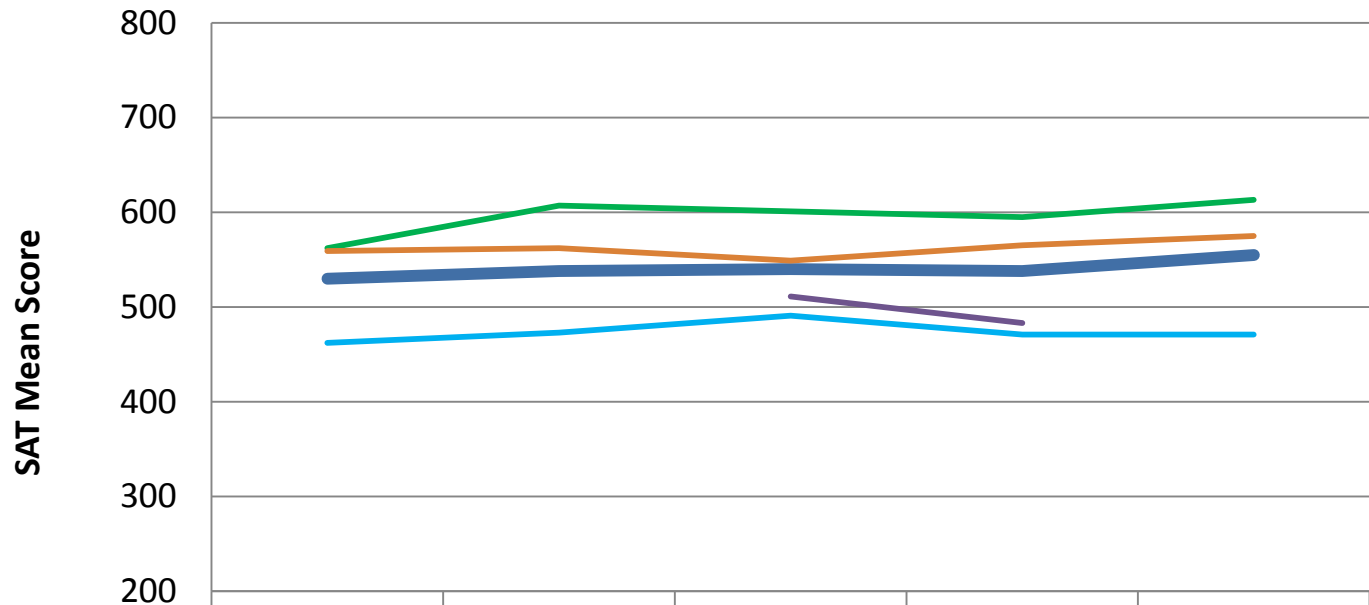
	2011-12	2012-13	2013-14	2014-15	2015-16
All Students (n=204)	530	538	540	538	555
Asian (12)	562	607	601	595	613
Black or Afr. Amer. (44)	462	473	491	471	471
Hispanic (5)			511	483	
Multi-race, Non-Hisp. (7)					
Nat. Haw. Or Pac. Isl. (1)					
White (135)	559	562	549	565	575

Note: Data for slide taken from DESE School and Profile page for Milton High, Assessment, SAT Performance