

2013-14 Diversity Report
Milton Public Schools
October 15, 2014

This report is in response to School Committee Policy IFC, which is provided at the end of this report.

Two factors drive the issue of diversity within the Milton Public Schools. Among our district's Core Values are "Respect for Human Differences" and "High Academic Achievement for All Students." In addition, the Milton Public Schools Diversity Policy encourages us to "celebrate diversity within our schools and our community." In the following report, we will detail what the Milton Public Schools have accomplished towards these goals during the past year.

Milton Public Schools Hiring

- The Milton Public Schools are committed to diversity in its hiring practices. We are an equal opportunity employer committed to the provision of quality educational programs for all students. MPS does not discriminate on the basis of race, color, sex, religion, national origin, disability, genetic information, age or sexual orientation. 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.
- The Milton Public Schools make great efforts in the recruitment and hiring process. We advertise in a variety of print publications and employment websites that include racially diverse populations. Administrators attend job fairs and diversity fairs in an effort to seek out and attract potential candidates for the Milton Public Schools.
- We have established contacts at local universities and colleges to identify potential candidates who have completed educational programs that align with expectations of the Milton Public Schools.
- We are developing partnerships with minority recruitment organizations to assist the district in the identification and recruitment of minority staff. This will provide the district with greater access and exposure to minority candidates through on-line job posting, minority candidate resume databases and diversity career fairs.

Embracing Diversity in Our School Community

The Milton Public Schools seek to challenge all students to thrive and succeed. Our school community embraces the diverse population within our town and our schools. As part of this mission, both the Superintendent of Schools and the Assistant Superintendent for Curriculum and Human Resources meet monthly with the Citizens for a Diverse Milton Leadership Team. At these meetings, the group discusses issues involving diversity in the schools, hiring efforts and issues around raising the achievement of all students attending the Milton Public Schools. The goals of CDM are as follows:

- Students and families of all racial and cultural backgrounds feel welcome, accepted and affirmed throughout the Milton Public Schools.
- Diversity is recognized as an integral component of an excellent education.
- Staff and faculty reflect the racial and cultural composition of the student population town-wide.
- All students are provided with an environment that enables them to work to their fullest potential.
- Students of all racial and cultural backgrounds participate at all academic levels, and those achieving the highest academic success are reflective of the racial and cultural composition of the student population school-wide.
- The curriculum reflects the broad diversity within our local, national and international communities, and teaches respect for human difference and perspectives.

Diversity in the Schools

Part of our commitment to embrace diversity is to encourage events at each of our six schools. All of our schools have established a Diversity Committee comprised of teachers, administrators , parents/guardians--and at Milton High School--students. These committees aim to enhance knowledge and understanding of cultural differences and similarities among the families in our schools. Please see the following for a sampling of some of the additional initiatives that take place in our schools.

COLLICOT ELEMENTARY SCHOOL

- One Book, One School: The Jennifer Kelley Project – This Collicot event begins in the fall with a parent/teacher night out to raise funds to purchase a book for each child in the school with a theme of diversity. The teachers work with parents to select the books, which have included themes such as disability awareness, civil rights and ethnic pride. The teachers plan projects with the students in February and March focusing on the book and theme. This is followed by an Adventure Night in March where projects are displayed and families come to engage in additional interactive activities that are planned by teachers and parents.
- Lunar New Year Celebration - This event has included both Collicot and Cunningham parents, staff, and students. A committee of staff and parents work in collaboration with Diversity Committees and PTOs to plan a one-day event where students in both schools rotate through activities in the gym and in classrooms that focus on this Asian family celebration. Arts and crafts are planned for each grade level and each class reads a story connected to their activity that focuses on a particular aspect of the Lunar New Year.
- Francophonie Celebration - This is also a Collicot/Cunningham event focused on the theme of diversity. First grade French students celebrate French speaking countries by completing a family "research project." All rotate through stations in the gym focused on aspects of French culture related to each country represented.
- The Collicot PTO plans cultural enrichment programs and presentations throughout the school year that are linked to the curriculum and promote multi-cultural understanding.

GLOVER ELEMENTARY SCHOOL

- Students in all grades were invited to view the *Harriet Tubman - Historical Perspectives for Children* presentation, which was a live, autobiographical presentation of Harriet Tubman, which dealt with the topics of slavery, Civil War, racism and civil rights.
- “Where in the World Did Glover Students Read This Summer?” bulletin boards. Students were sent a postcard asking them to take photos of themselves reading a book. The photos from around the world are displayed in the Glover lobby, showing the diversity of students and their families.
- As part of the Diversity Committee initiative, a large map was installed in the Glover lobby. Each student is asked to pinpoint on the map a country of their heritage and the word “Welcome” is translated into the language of that country.

TUCKER ELEMENTARY SCHOOL

- Tucker has a Diversity Committee made up of teachers and parents. This group completed several focus groups last year around several school-wide issues and concerns over the year.
- Each year Tucker School holds a Unity night. The students completed choreographed performances in May. It was a wonderful opportunity for students to celebrate their diversity and unity.
- In June we had a Music and Dance Fest that involved local young performances from diverse cultures led by Adrian Williams. Students at Tucker School were engaged in the performance which explored communicating through dance and sign language.
- The PTO brought Li Liu to perform at Tucker School. She shared the history and techniques of Chinese Acrobatics with the school.
- The Site Council led the way in creating the Tucker Reads webpage with features favorite children's stories read aloud by Tucker families, students and children in French, English and Spanish.

PIERCE MIDDLE SCHOOL

- Pierce Middle School students hosted a very well-attended Global Celebration Talent Show. Students prepared acts and each read a piece about the cultural/ethnic roots of the dance/music, etc.
- Pierce began planning for a young women's club, which will bring successful women in as guest speakers
- A leadership group of students was assembled to assist the principal at Pierce Middle School with activities to celebrate Black History Month.
- The celebration of diversity is infused throughout the Pierce Middle School curriculum. For example, via art class, students explore and compare a number of cultures. In 7th grade, they examine the art of Northern Africa and the Middle East to compare the cultural use of the Khamsa symbol. In addition, students keep a “passport” to document their cultural travels via art.

MILTON HIGH SCHOOL

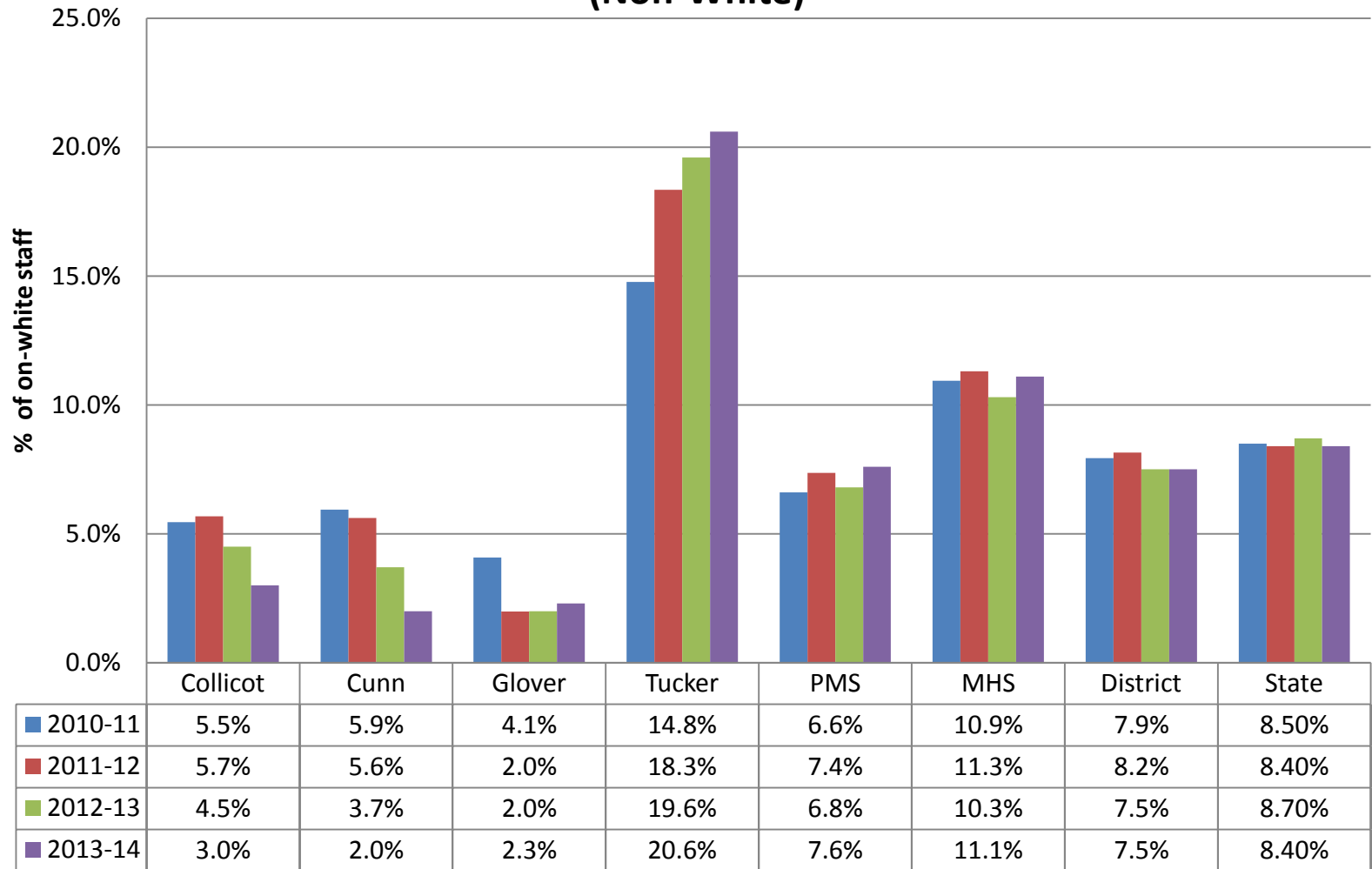
- Members of the Diversity Committee have assisted in organizing, have attended, and participated in the 7th Annual Boys to Men Retreat. Milton High School collaborated with Brookline High to provide a day of intense support to students of color. Young men from Milton High School attended the all day retreat which featured a panel of guest speakers, a relationship workshop, dressing for success activities (conducted by the CEO of Milton's Department store), and other highly engaging activities. A similar opportunity for the Young Women's Group is being explored for the 2014-15 school year.
- We surveyed and collected data from students at the high school related to their views of the community at Milton High School. Upcoming surveys will relate to success and group identity at the high school. The surveys are to explore a link between school culture and academic success, according to student perception.
- A first International Fest was held in May 2014 with performances from six countries, country display tables of art & crafts from more than fifteen countries, and delicious ethnic foods provided by eight local restaurants. Staff, families, and their students from the district came together to make this event a community success to gain a higher level of appreciation for the diversity in Milton.

MILTON HIGH SCHOOL (Continued)

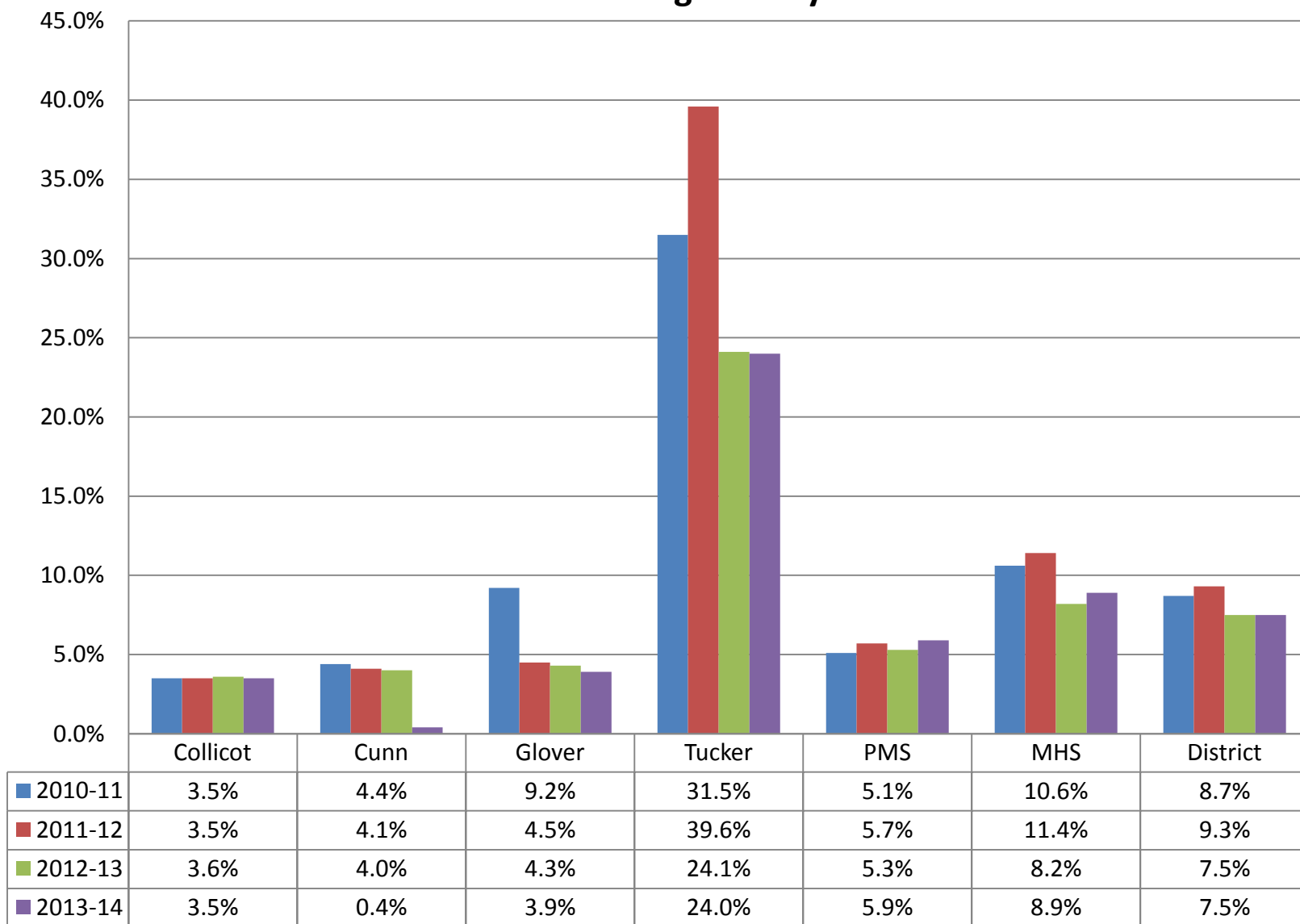
- The Diversity Committee worked closely with the MHS administration to create a safe, inclusive gender neutral restroom on the ground floor of the building - open to all MHS students, staff and visitors.
- The committee began to lay the groundwork to establish a Parent Mentor Network. This family to family network is for new incoming families who come from diverse backgrounds to be connected to families who have lived in the district long enough to help guide the new families become integrated more effectively. The district's new Family Outreach Liaison will be approached to assist with this endeavor.

Staffing Data

Staffing Data by Race/Ethnicity (Non-White)

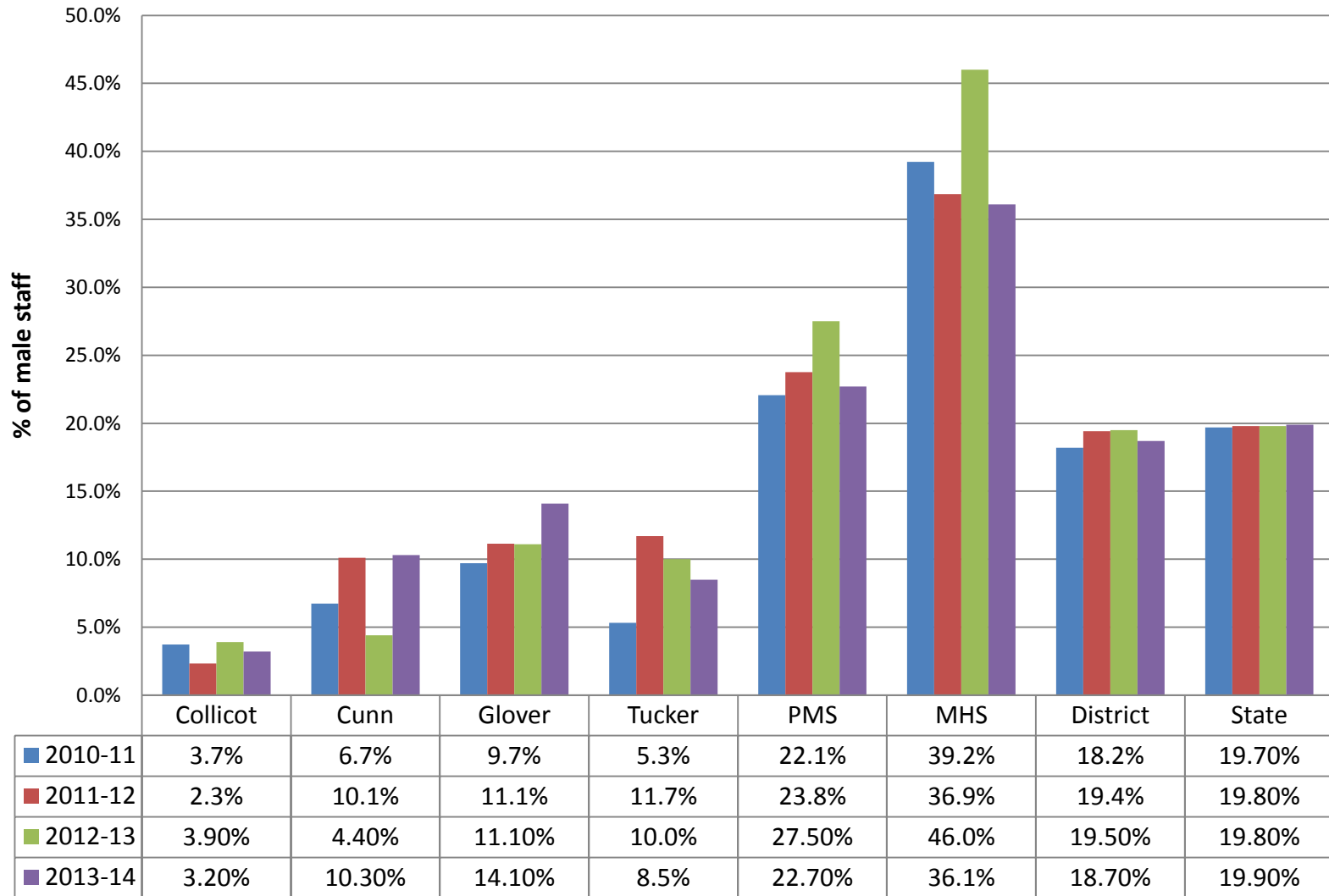


Non-White Teaching Staff by School



Note: state data not available

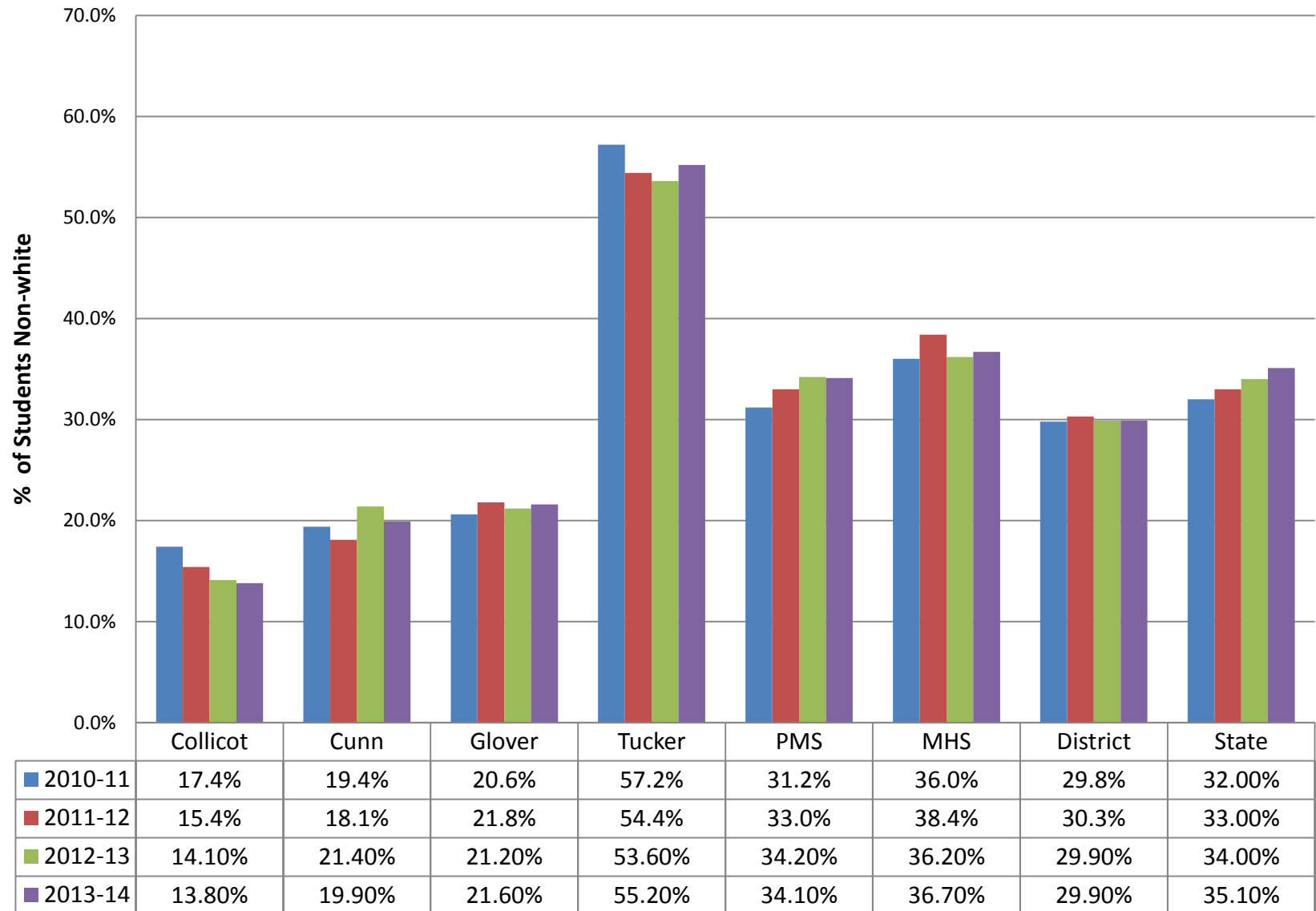
Staffing Data by Gender (Male)



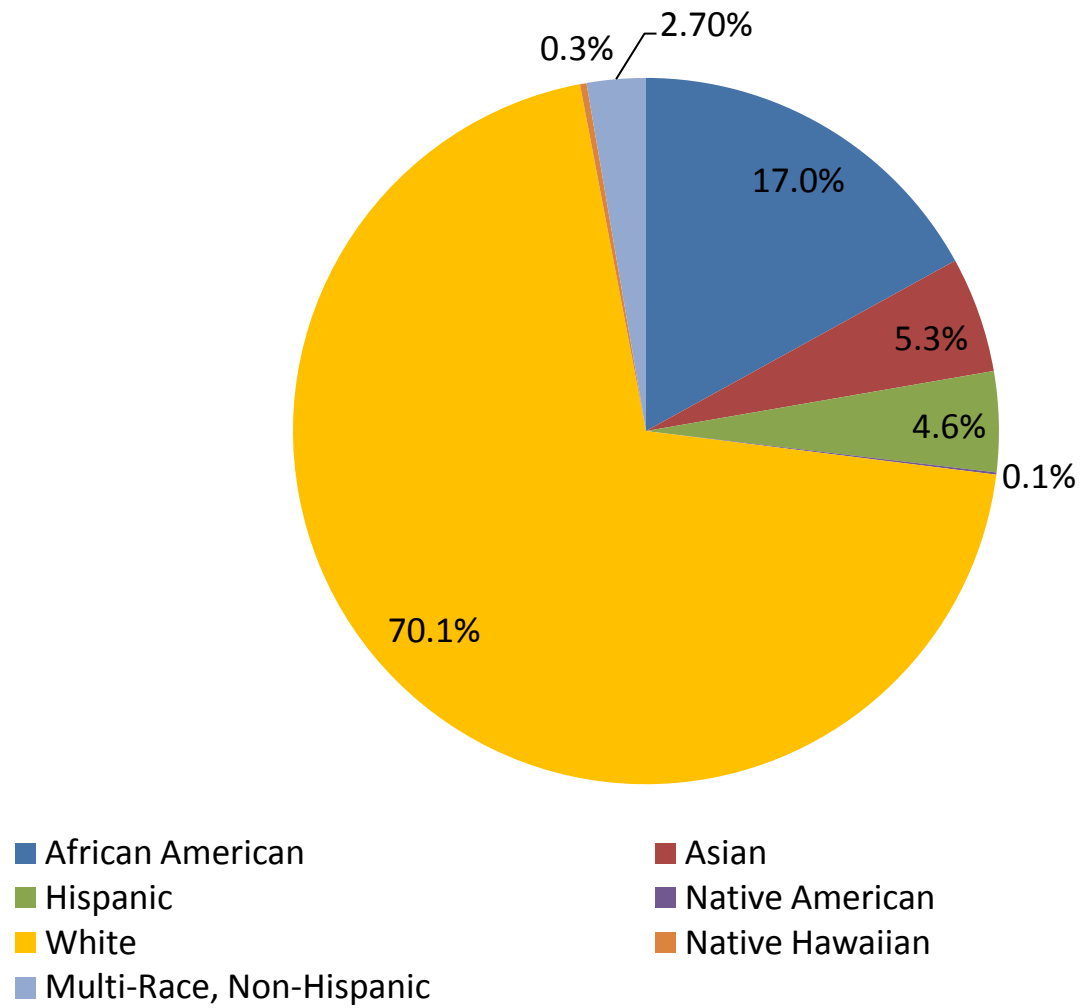
Student Enrollment Data

An enrollment analysis of the 2013-14 district demographics, along with previous years and the most recent enrollment data show the following:

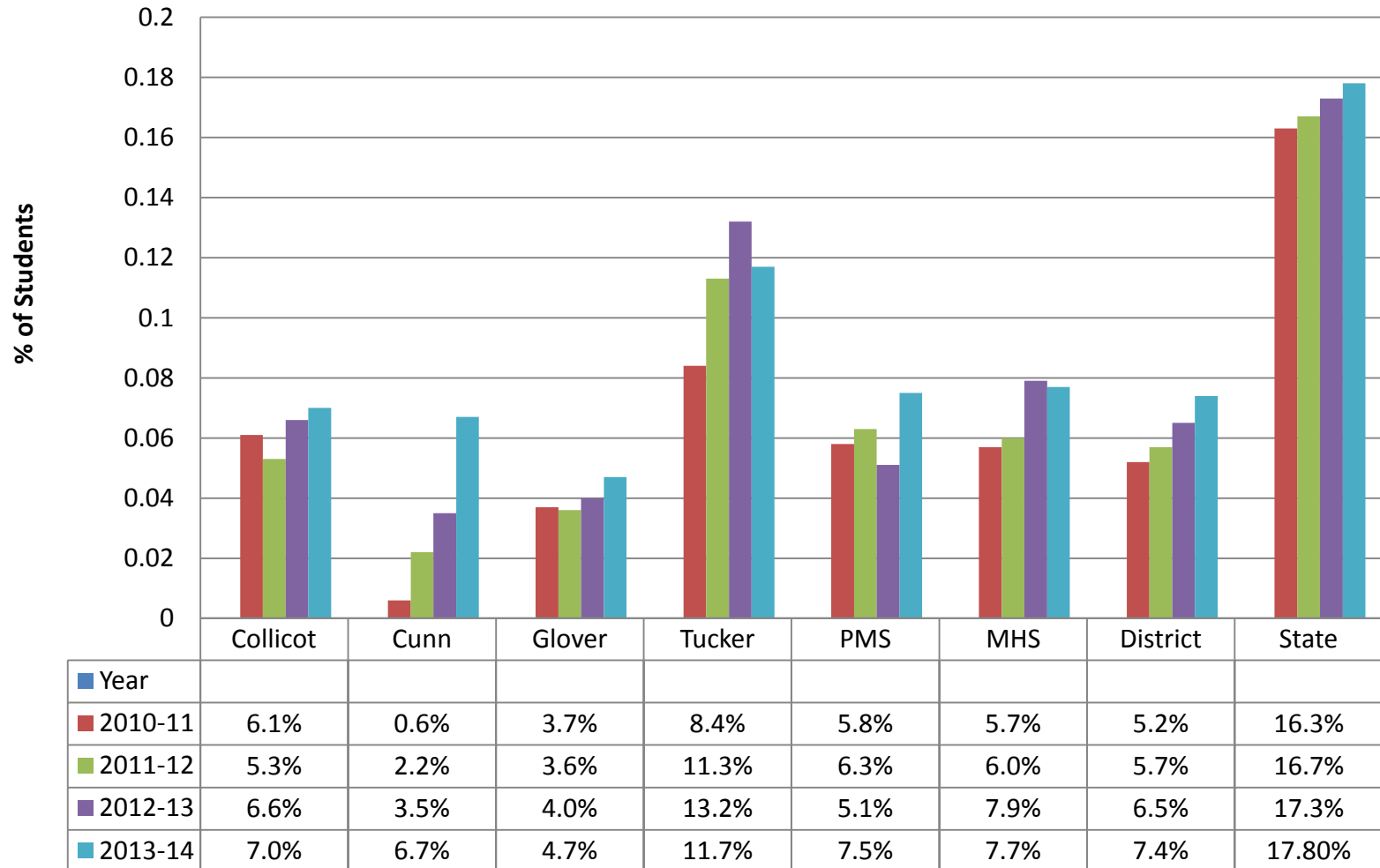
Non-white Enrollment by School



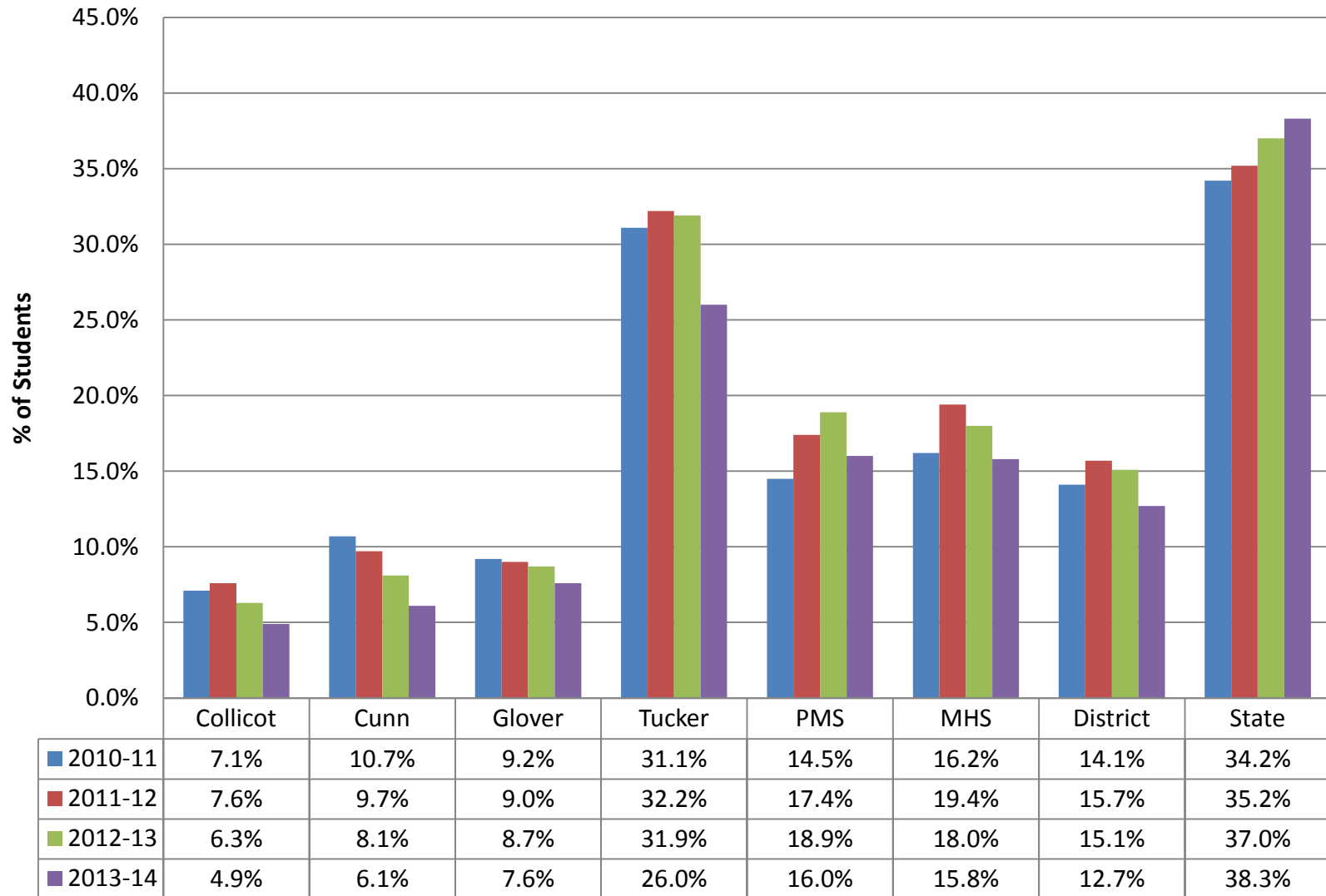
2013-14 District Enrollment by Race/Ethnicity



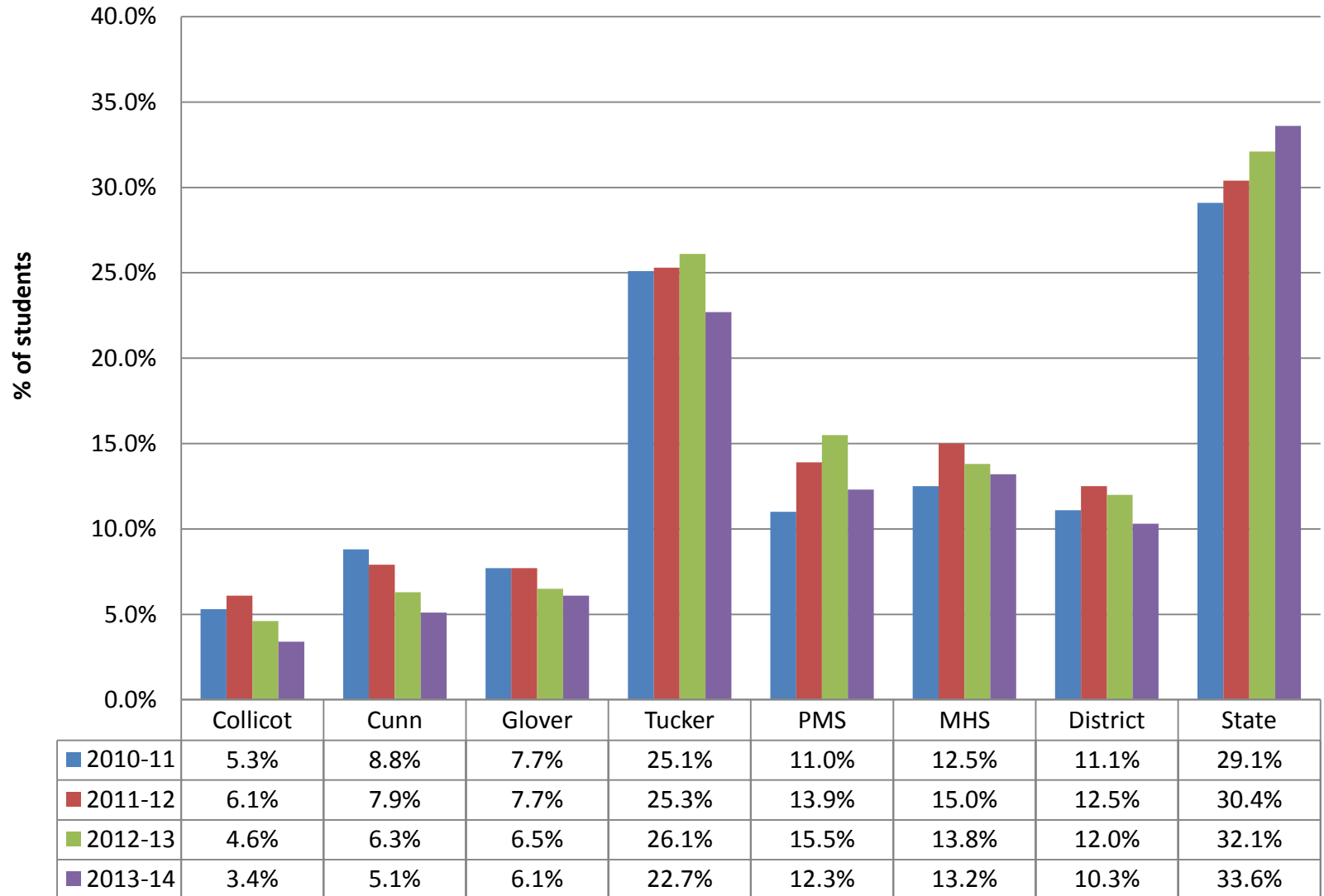
First Language Not English by School/District



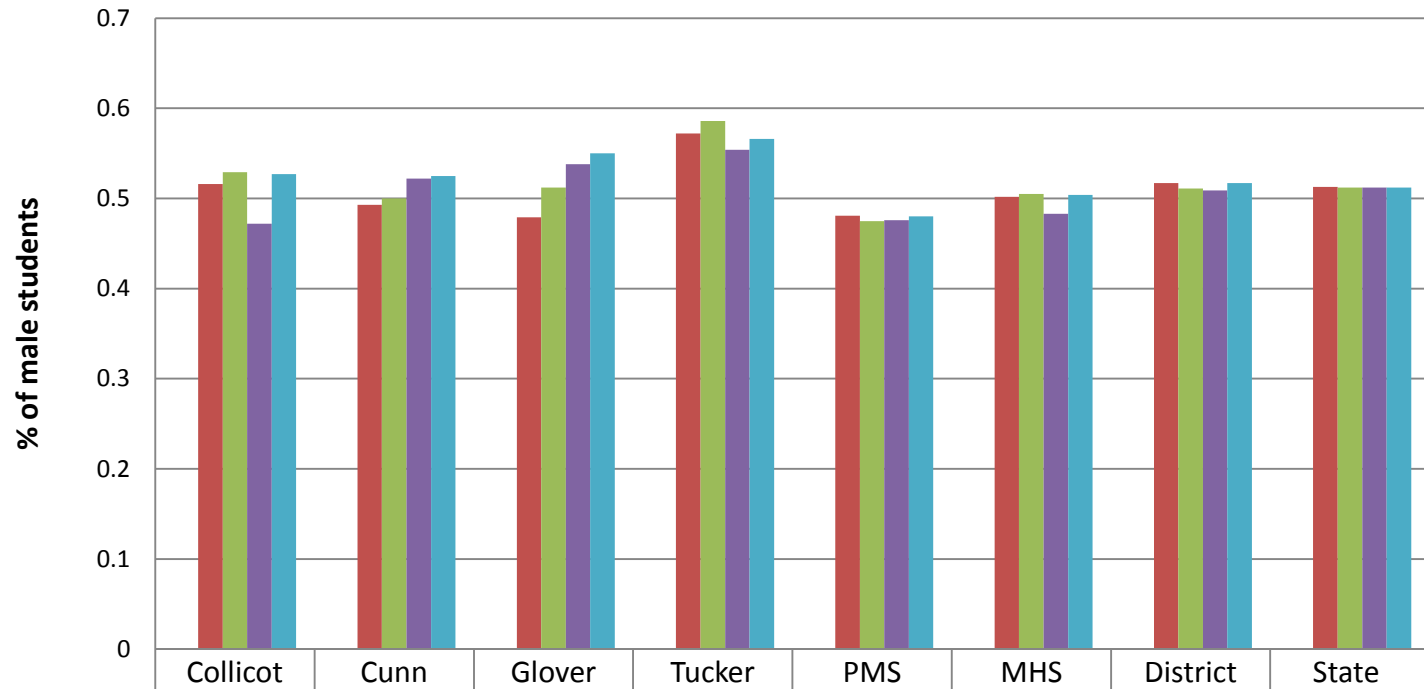
Low Income by School/District



Free Lunch by School/District

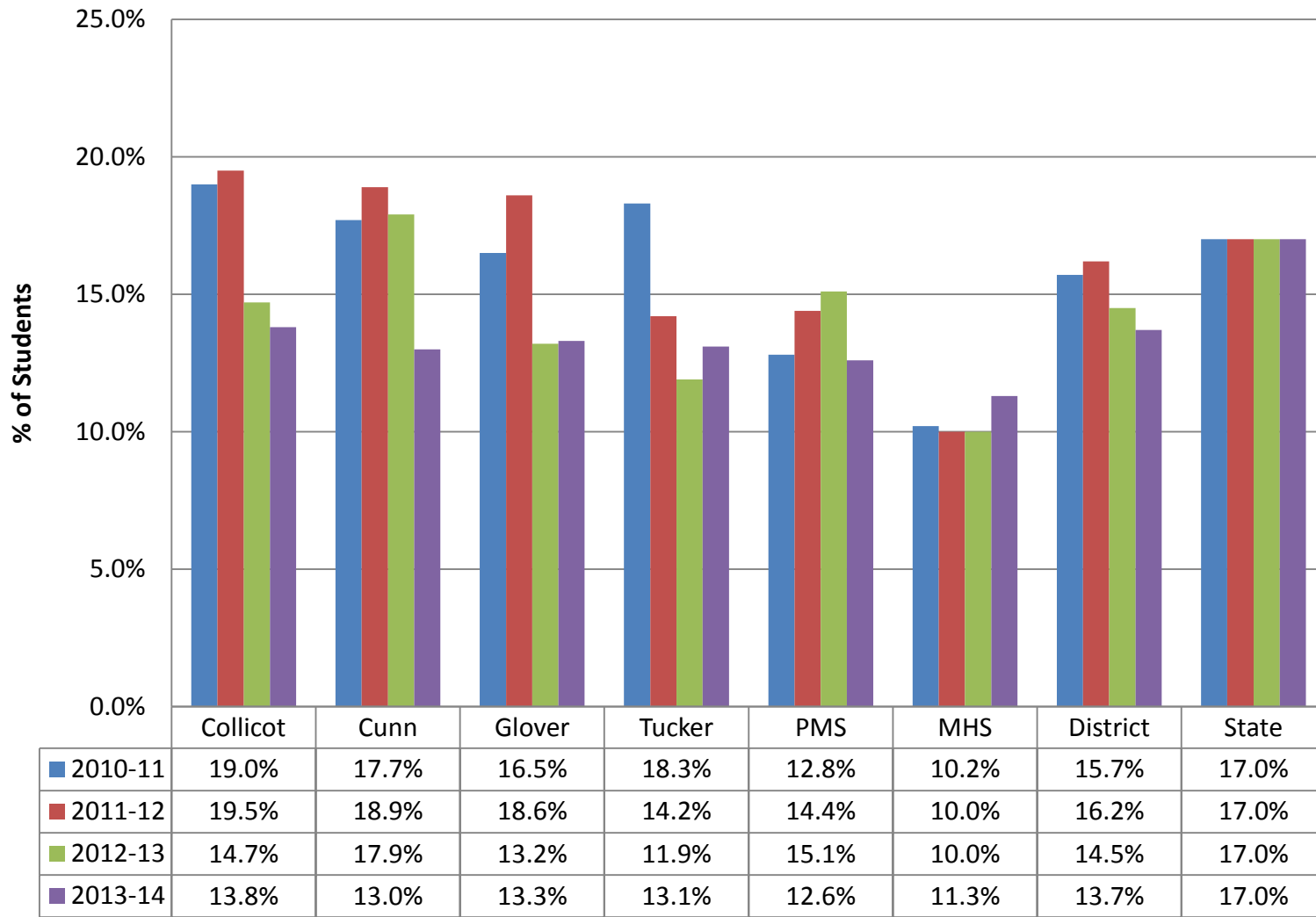


Male Enrollment by School/District



Male Year								
Male 2010-11	51.6%	49.3%	47.9%	57.2%	48.1%	50.2%	51.7%	51.3%
Male 2011-12	52.9%	50.0%	51.2%	58.6%	47.5%	50.5%	51.1%	51.2%
Male 2012-13	47.2%	52.2%	53.8%	55.4%	47.6%	48.3%	50.9%	51.2%
Male 2013-14	52.7%	52.5%	55.0%	56.6%	48.0%	50.4%	51.7%	51.2%

Special Education by School/District (Students With Disabilities)



*note: State percentages have not changed in 5 years. Also note, new category title.

Assessment

Elementary MCAS Data 2013-14

Low Income Subgroup (Grade 3)

ELA

	2010	2011	2012	2013	2014
CPI Non Low Income	92.1	93.3	91.2	92.5	90.2
CPI Low Income	80.7	75	72.6	77.3	69.6
Difference	11.4	18.3	18.6	15.2	20.6

Math

	2010	2011	2012	2013	2014
CPI Non Low Income	91.9	96	92.4	95.8	96.2
CPI Low Income	72.3	73.9	73.8	78.9	70.3
Difference	19.6	22.1	18.6	16.9	25.9

*Have gaps in performance between student groups decreased over time? **No***

*Have all groups of students gained over time? **No***

*What is the magnitude of the gap between groups?
Notable- the gap is larger in mathematics.*

African American/Black Subgroup (Grade 3)

ELA

	2010	2011	2012	2013	2014
CPI White	92.8	94.1	92	92.7	91.2
CPI African Am./Black	80.8	74.4	78.1	74.2	70.2
Difference	12	19.7	13.9	18.5	21

Math

	2010	2011	2012	2013	2014
CPI White	93.9	95.5	93.1	95.3	96.8
CPI African Am./Black	68.1	76.1	79.7	80	75
Difference	25.8	19.4	13.4	15.3	21.8

Have gaps in performance between student groups decreased over time?

ELA- No Math- No ELA

Have all groups of students gained over time?

No

What is the magnitude of the gap between groups?

Notable in Math and ELA

Special Education Subgroup (Grade 3)

ELA

	2010	2011	2012	2013	2014
CPI Non Spec Education	93.4	93	91.7	93.4	93.4
CPI Spec Education	80.7	79.2	76.2	72.3	63.5
Difference	12.7	13.8	15.5	21.1	30.1

Have gaps in performance between student groups decreased over time?

No

Have all groups of students gained over time?

No

What is the magnitude of the gap between groups?

Notable in both ELA and Math

Math

	2010	2011	2012	2013	2014
CPI Non Spec Education	92.9	94.8	92.9	96.1	97.2
CPI Spec Education	76	83	77.4	77.2	75.8
Difference	16.9	11.8	15.5	18.9	21.4

Low Income Subgroup (Grade 4)

ELA

	2010	2011	2012	2013	2014
CPI Non Low Income	90.4	92.9	94.4	91.2	88.9
CPI Low Income	70.7	75.6	72.1	67.6	67.5
Difference	19.7	17.3	22.3	23.6	21.4

*Have gaps in performance between student groups decreased over time? **Yes, in Math and ELA***

*Have all groups of students gained over time? **Yes in Math, ELA remained flat***

*What is the magnitude of the gap between groups? **Notable***

Math

	2010	2011	2012	2013	2014
CPI Non Low Income	88	92	94.5	90.7	92.7
CPI Low Income	68.1	75	75	69.6	73.1
Difference	19.9	17	19.5	21.1	19.6

African American/Black Subgroup (Grade 4)

ELA

	2010	2011	2012	2013	2014
CPI White	91.8	94.4	95.6	92.96	89.5
CPI African Am./Black	70.2	77.6	70.9	72.4	60.9
Difference	21.6	16.8	24.7	20.2	28.6

Math

	2010	2011	2012	2013	2014
CPI White	87.9	93.9	94.9	92.1	92.6
CPI African Am./Black	70.2	71.4	75.6	73.5	75.8
Difference	17.7	22.5	19.3	18.6	16.8

Have gaps in performance between student groups decreased over time?
Yes- in Math, no in ELA

Have all groups of students gained over time? **Yes in Math, no in ELA**

What is the magnitude of the gap between groups?
Notable.

Special Education Subgroup (Grade 4)

ELA

	2010	2011	2012	2013	2014
CPI Non Spec Education	92.8	94.7	94	92.4	90.5
CPI Spec Education	62.7	76.4	75	69.6	65.6
Difference	30.1	18.3	19	22.8	24.9

*Have gaps in performance between student groups decreased over time? **Yes***

*Have all groups of students gained over time? **No- Non spec education; Yes- all other groups***

What is the magnitude of the gap between groups?

Notable

Math

	2010	2011	2012	2013	2014
CPI Non Spec Education	88.8	94.2	94	92.1	93.9
CPI Spec Education	66.9	74.6	78.3	69.5	72.8
Difference	21.9	19.6	15.7	22.6	21.1

Low Income Subgroup (Grade 5)

ELA

	2010	2011	2012	2013	2014
CPI Non Low Income	93.6	95.8	94.8	95.8	94.6
CPI Low Income	79.2	83.5	83.1	86.5	82.1
Difference	14.4	12.3	11.7	9.3	12.5

*Have gaps in performance between student groups decreased over time? **No in ELA, flat in Math, Yes in Science***

*Have all groups of students gained over time? **Yes***

*What is the magnitude of the gap between groups? **Double in Math as compared to ELA***

Math

	2010	2011	2012	2013	2014
CPI Non Low Income	88.7	95.9	95	96.1	93
CPI Low Income	77.1	79.7	80.2	77.4	74.4
Difference	11.6	16.2	14.8	18.7	18.6

Science

	2010	2011	2012	2013	2014
CPI Non Low Income	86.7	87.8	89.5	90.6	88.9
CPI Low Income	67.7	68.5	64.5	74	78.8
Difference	19	19.3	25	16.6	10.1

African American/Black Subgroup (Grade 5)

ELA

	2010	2011	2012	2013	2014
CPI White	93.8	95.6	95.6	96.2	95.6
CPI African Am./Black	78.2	85.8	81.1	88	83.5
Difference	15.6	9.8	14.5	8.2	12.1

*Have gaps in performance between student groups decreased over time? **All scores consistent with last year.***

*Have all groups of students gained over time? **No***

Math

	2010	2011	2012	2013	2014
CPI White	90.2	95.4	96.2	95.1	94.3
CPI African Am./Black	72.2	83.8	76.7	79.3	77
Difference	18	11.6	19.5	15.8	17.3

*What is the magnitude of the gap between groups? **Smallest in Science***

Science

	2010	2011	2012	2013	2014
CPI White	88.1	88.6	90.3	91.6	89.9
CPI African Am./Black	65.7	66.9	67.2	71.8	79.5
Difference	22.4	21.7	23.1	19.8	10.4

Special Education Subgroup (Grade 5)

ELA

	2010	2011	2012	2013	2014
CPI Non Spec Education	97.6	96.7	97.2	96	96.1
CPI Spec Education	62.5	78.6	77.8	79.5	77.4
Difference	35.1	18.1	19.4	16.5	18.7

Have gaps in performance between student groups decreased over time?
No- ELA, Yes Science; Yes- Math

Have all groups of students gained over time? **No-ELA; Yes-Math & Science**

Math

	2010	2011	2012	2013	2014
CPI Non Spec Education	93.9	96	97.2	95.4	94.1
CPI Spec Education	54.6	78.9	76.6	71.9	73.6
Difference	39.3	17.1	20.6	23.5	20.5

What is the magnitude of the gap between groups?
Notable in all content areas but narrowing over time.

Science

	2010	2011	2012	2013	2014
CPI Non Spec Education	89	87.9	90.6	90	89.9
CPI Spec Education	59	67.5	68.4	68.8	76
Difference	30	20.4	22.2	21.2	13.9

Pierce Middle School MCAS Data

Low Income Subgroup

ELA

	2010	2011	2012	2013	2014
CPI Non Low Income	95.7	96.5	96.7	96.4	96.8
CPI Low Income	86.5	86.4	84.7	86.7	89.9
Difference	9.2	10.1	12.0	9.7	6.9

Math

	2010	2011	2012	2013	2014
CPI Non Low Income	90.6	91.6	92.3	91.9	90.1
CPI Low Income	75.4	72.6	72.3	72.5	71.1
Difference	15.2	19.0	20.0	19.4	19.0

Science

	2010	2011	2012	2013	2014
CPI Non Low Income	79.8	80.0	81.8	76.5	80.9
CPI Low Income	65.4	55.9	57.1	59.9	60.2
Difference	14.4	24.1	24.7	16.6	20.7

Have gaps in performance between student groups decreased over time?

Yes-ELA; No-Math & Science

Have all groups of students gained over time?

Yes-ELA; No- Math & Science

What is the magnitude of the gap between groups?

ELA gap is declining. Gap is notably bigger in Math and Science compared to ELA.

African American/Black Subgroup

ELA

	2010	2011	2012	2013	2014
CPI White	97.3	97.1	97.5	96.8	96.7
CPI African Am./Black	86.4	87.7	85.0	87.2	90.5
Difference	10.9	9.3	12.5	9.6	6.2

Math

	2010	2011	2012	2013	2014
CPI White	92.4	93.5	92.9	93.1	91.5
CPI African Am./Black	75.4	72.5	73.3	71.4	67.9
Difference	17	21	19.6	21.7	23.6

Science

	2010	2011	2012	2013	2014
CPI White	81.1	80.4	83..7	78.7	82.2
CPI African Am./Black	62.5	67.3	56.3	54.9	59.5
Difference	18.6	13.1	27.4	23.8	22.7

Have gaps in performance between student groups decreased over time?

Yes- ELA; No- Math & Science

Have all groups of students gained over time?

No

What is the magnitude of the gap between groups?

Closing in ELA; Particularly notable in math and science.

Special Education Subgroup

ELA

	2010	2011	2012	2013	2014
CPI Non Spec Education	96.9	97.6	97.7	98.1	98
CPI Spec Education	73.1	77.1	77.9	75.9	78.3
Difference	23.8	20.5	19.8	22.2	19.7

Have gaps in performance between student groups decreased over time?

Yes- ELA No- Math & Science

Have all groups of students gained over time?

Yes- ELA ; No- Math & Science

What is the magnitude of the gap between groups?

Notable in all subjects.

Math

	2010	2011	2012	2013	2014
CPI Non Spec Education	91.5	92.8	93.6	93.4	90.3
CPI Spec Education	61.9	60.8	63.7	61.3	61
Difference	29.6	32	29.9	32.1	29.3

Science

	2010	2011	2012	2013	2014
CPI Non Spec Education	79	79.9	80.7	78.2	80.8
CPI Spec Education	59.4	47.2	58.8	49.5	51.2
Difference	19.6	32.7	21.9	28.7	29.6

Milton High School MCAS Data

MHS - Low Income Subgroup

ELA	2010	2011	2012	2013	2014
CPI Non-Low Income	97.1	98	99.2	99.7	99.5
CPI Low Income	85.1	90.9	98.6	98.8	96.1
<i>Difference</i>	12	7.1	0.6	0.9	3.4

Math	2010	2011	2012	2013	2014
CPI Non-Low Income	95.8	96.8	96	98.2	98.5
CPI Low Income	77.6	86.9	91.7	91.3	95
<i>Difference</i>	18.2	9.9	4.3	6.9	3.5

Science	2010	2011	2012	2013	2014
CPI Non-Low Income	92.9	92.7	94	96.7	98.9
CPI Low Income	74.4	82.1	89.3	84.2	95.5
<i>Difference</i>	18.5	10.6	4.7	12.5	3.4

Have gaps in performance between student groups decreased over time?

Yes-ELA, Math ,Science

Have all groups of students gained over time?

Yes-ELA, Math ,Science

What is the magnitude of the gap between groups?

Recent increase in ELA;

Decrease in math;

Significant decrease in Science

MHS - African Am./Black Subgroup

ELA	2010	2011	2012	2013	2014
CPI White	98.3	99.1	99.7	99.8	99.8
CPI African Am./Black	88	92.2	98.1	99.5	97.9
<i>Difference</i>	10.3	6.9	1.6	0.3	1.9

Math	2010	2011	2012	2013	2014
CPI White	96.3	98.1	97.5	98.4	99.1
CPI African Am./Black	84	89	87	95.3	93.9
<i>Difference</i>	12.3	9.1	10.5	3.1	5.2

Science	2010	2011	2012	2013	2014
CPI White	94.3	94.7	95.3	97.2	98.9
CPI African Am./Black	77.7	82.1	87.2	91.1	96.7
<i>Difference</i>	16.6	12.6	8.1	6.1	2.2

Have gaps in performance between student groups decreased over time?
Yes – ELA, Math, Science

Have all groups of students gained over time?
Yes – ELA, Math, and Science

What is the magnitude of the gap between groups?
Recent increase in ELA and Math
Significant decrease in Science

MHS - Special Education Subgroup

ELA	2010	2011	2012	2013	2014
CPI Non. Spec. Education	97.3	99.1	99.8	99.9	99.5
CPI Spec. Education	74	76.9	92.1	96.4	93.2
<i>Difference</i>	23.3	22.2	7.7	3.5	6.3

Math	2010	2011	2012	2013	2014
CPI Non Spec. Education	95.6	97.6	97.4	98.8	98.5
CPI Spec. Education	64.8	74.1	73.8	79.5	93.2
<i>Difference</i>	30.8	23.5	23.6	19.3	5.3

Science	2010	2011	2012	2013	2014
CPI Non Spec. Education	92.7	93.8	94.3	96.9	98.7
CPI Spec. Education	59.8	66.3	78.6	73.9	96.3
<i>Difference</i>	32.9	27.5	15.7	23	2.4

Have gaps in performance between student groups decreased over time?

Yes- ELA, Math, Science

Have all groups of students gained over time?

Yes- ELA, Math, Science

What is the magnitude of the gap between groups?

**Slight gap increase in ELA;
Significant decreases in Math and Science**

Milton High School

High needs subgroup

ELA Grade 10 Students (% Advanced/Proficient)

	2011	2012	2013	2014
High Needs	72%	85%	93%	89%
Non-High Needs	98%	99%	100%	99%

Math Grade 10 Students (% Advanced/Proficient)

	2011	2012	2013	2014
High Needs	72%	68%	68%	80%
Non-High Needs	94%	94%	100%	97%

Milton High School

High needs subgroup

Science and Tech/Engineering Grade 10 Students (% Advanced/Proficient)

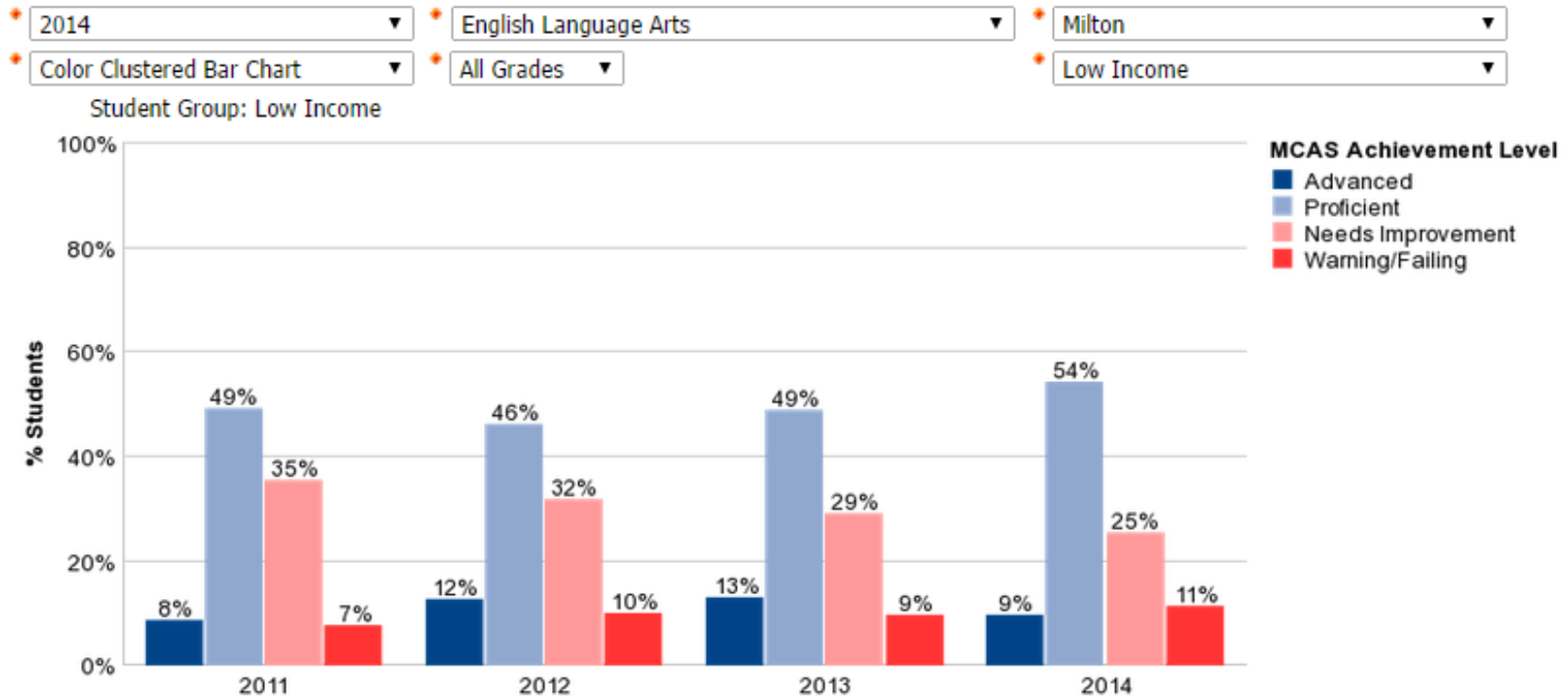
	2011	2012	2013	2014
High Needs	X	X	52%	84%
Non-High Needs	X	X	96%	97%

HS Biology (% Advanced/Proficient)

	2011	2012	2013	2014
High Needs	57%	50%	84%	75%
Non-High Needs	87%	95%	96%	95%

District MCAS Data

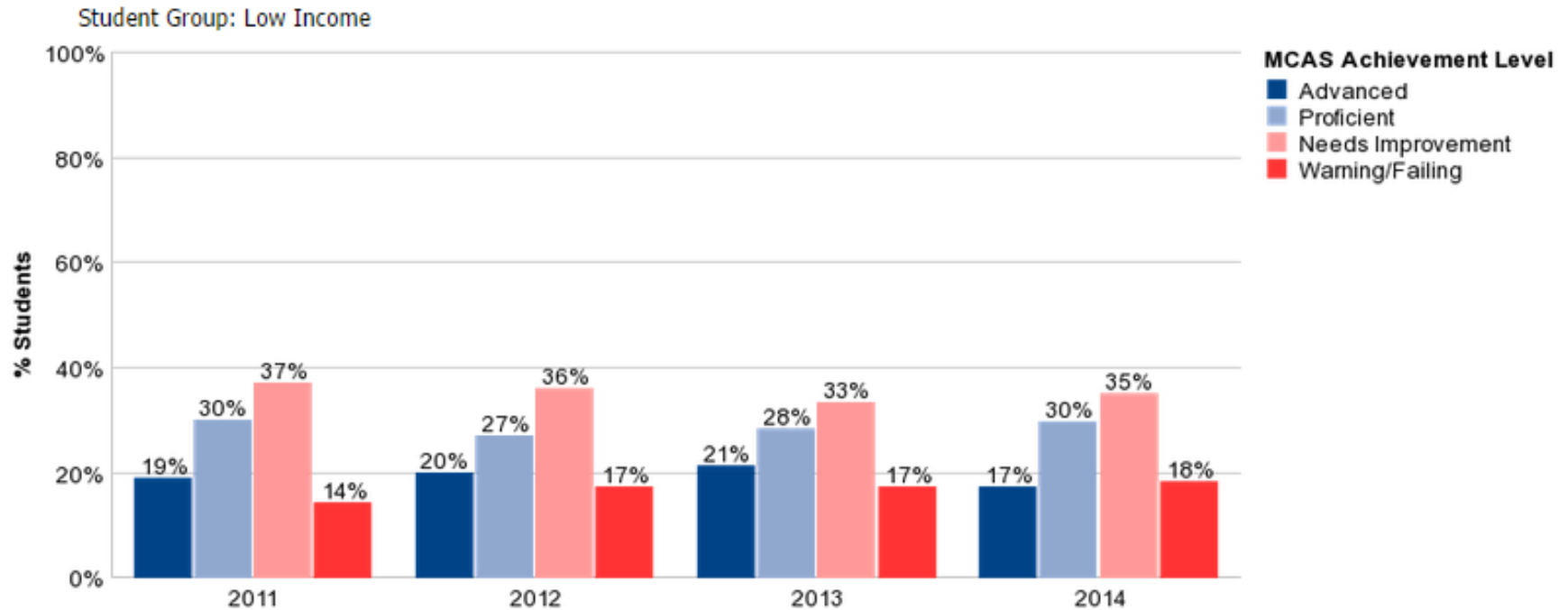
Low Income - ELA



	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	8%	6%	12%	7%	13%	7%	9%	7%
Proficient	49%	43%	46%	43%	49%	43%	54%	44%
Needs Improvement	35%	36%	32%	34%	29%	34%	25%	33%
Warning/Failing	7%	15%	10%	16%	9%	16%	11%	16%
N Students	323	174,384	314	180,261	340	184,999	321	189,662
CPI	83.0	77.1	82.6	76.7	84.8	77.2	84.3	77.5
Median SGP	56.0	46.0	52.0	45.0	48.5	47.0	48.0	47.0

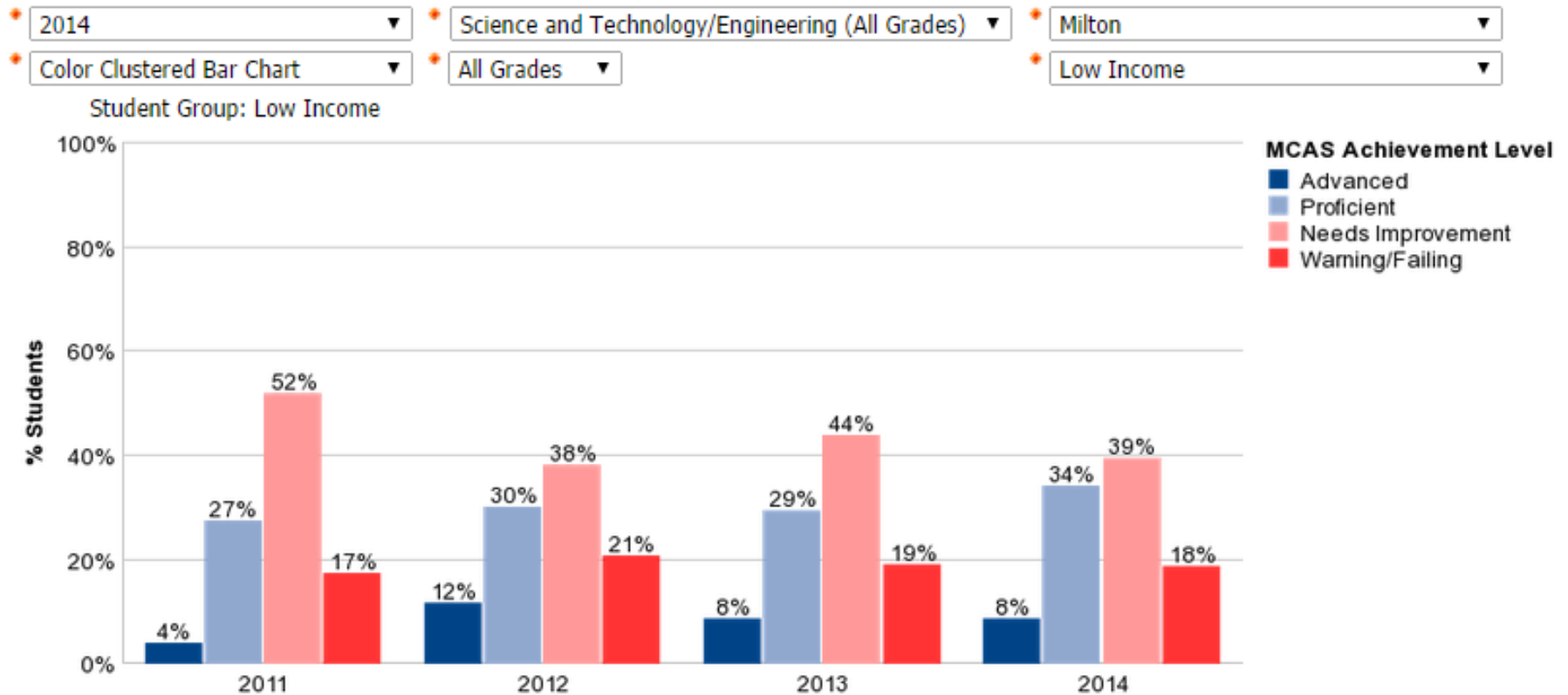
Low Income - Math

2014 Mathematics Milton
 Color Clustered Bar Chart All Grades Low Income



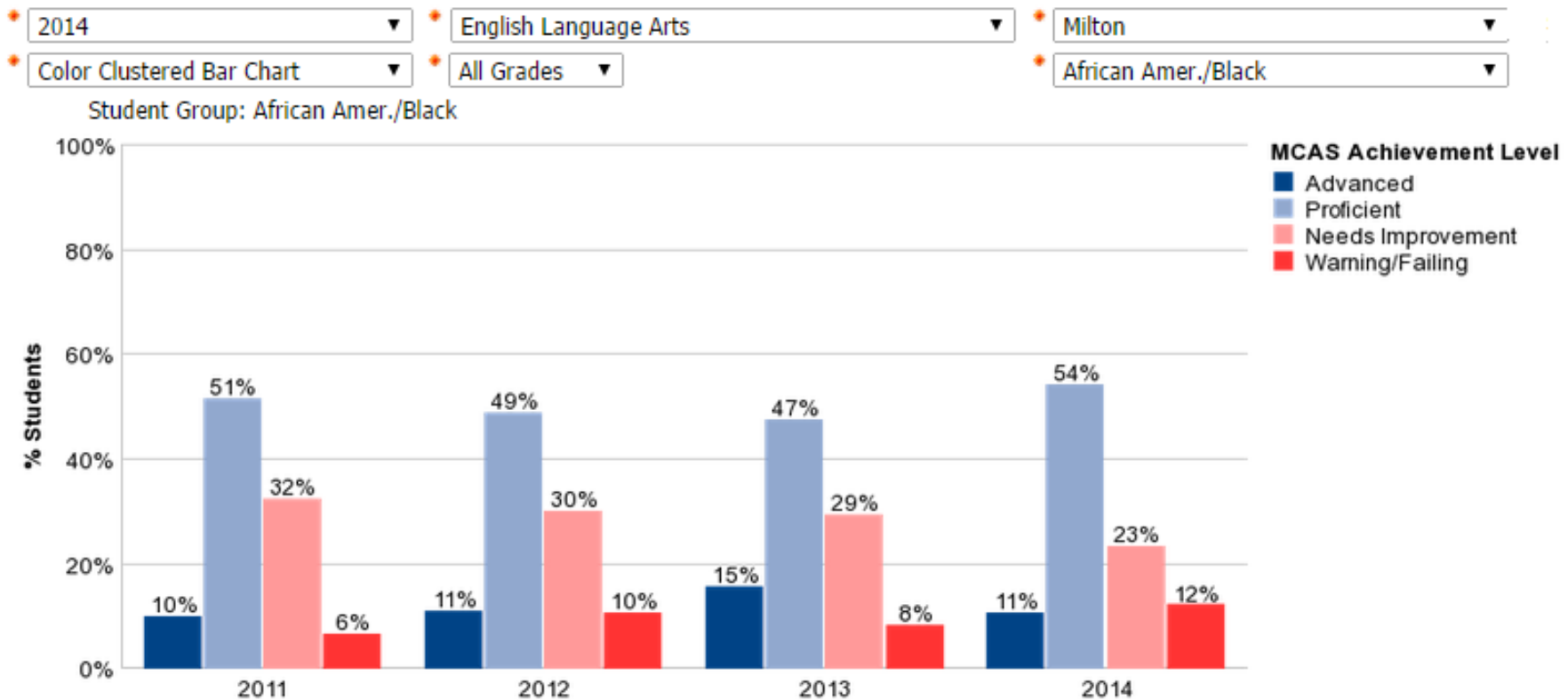
	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	19%	10%	20%	12%	21%	13%	17%	14%
Proficient	30%	27%	27%	26%	28%	28%	30%	27%
Needs Improvement	37%	35%	36%	35%	33%	33%	35%	33%
Warning/Failing	14%	27%	17%	27%	17%	26%	18%	26%
N Students	317	174,589	313	180,433	341	185,392	318	190,183
CPI	75.8	67.3	76.0	67.3	76.0	69.0	74.1	68.8
Median SGP	65.0	46.0	56.0	45.0	46.0	46.0	46.0	47.0

Low Income - STE



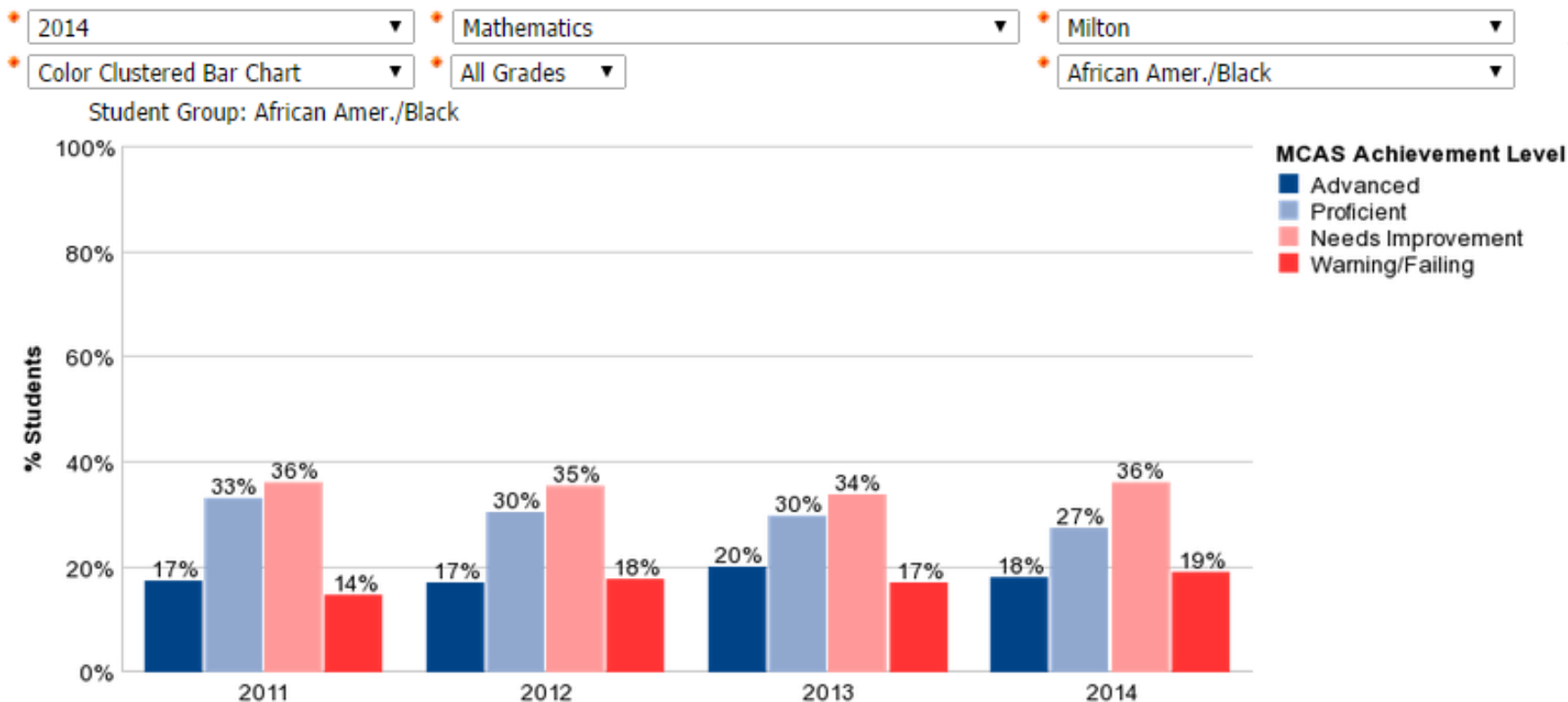
	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	4%	4%	12%	5%	8%	6%	8%	6%
Proficient	27%	25%	30%	25%	29%	26%	34%	27%
Needs Improvement	52%	45%	38%	43%	44%	45%	39%	44%
Warning/Failing	17%	27%	21%	26%	19%	23%	18%	23%
N Students	133	71,614	121	74,300	144	75,485	130	79,199
CPI	68.0	62.8	69.4	64.5	70.8	66.1	73.1	66.8
Median SGP								

African American/Black - ELA



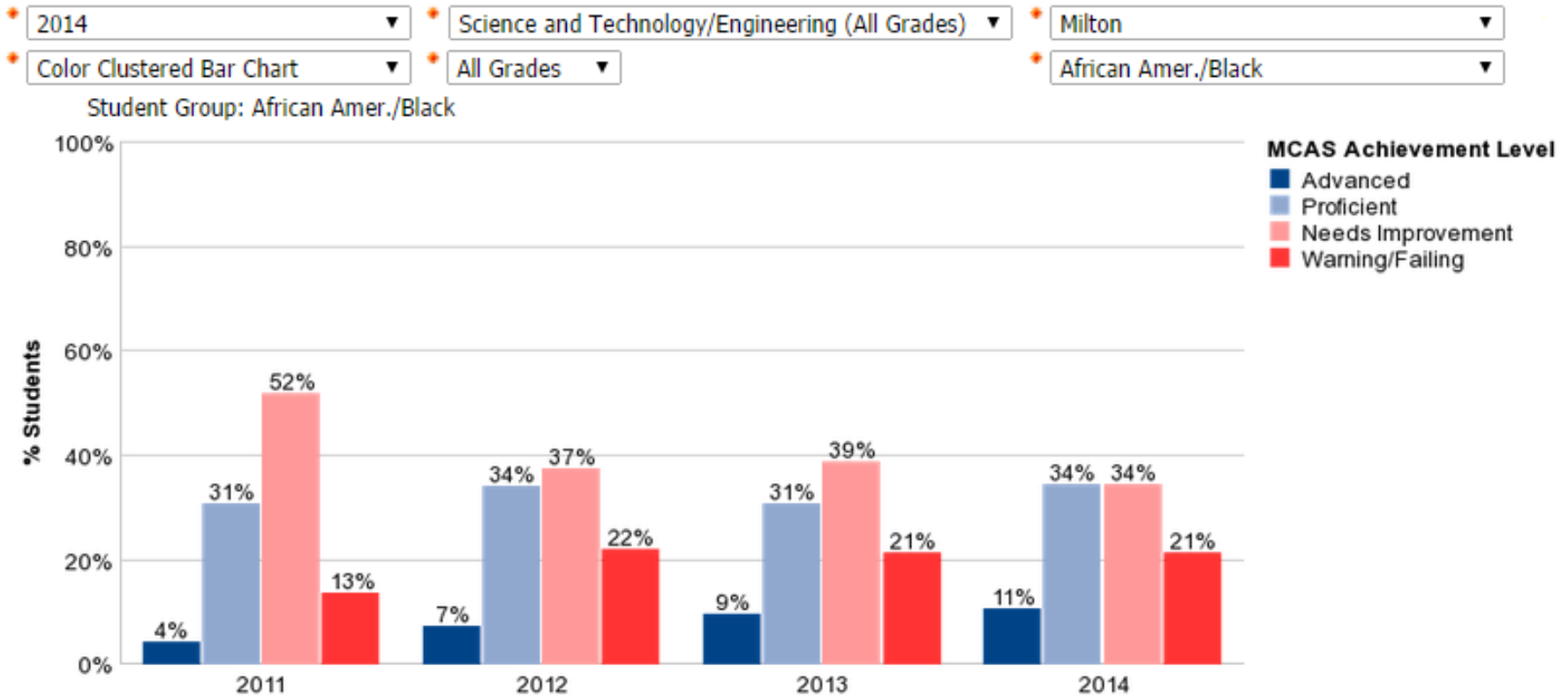
	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	10%	6%	11%	7%	15%	8%	11%	7%
Proficient	51%	44%	49%	43%	47%	43%	54%	45%
Needs Improvement	32%	35%	30%	34%	29%	34%	23%	32%
Warning/Failing	6%	15%	10%	17%	8%	16%	12%	16%
N Students	406	40,300	373	41,346	378	41,211	352	41,029
CPI	85.1	77.4	83.7	76.5	85.6	77.5	84.8	78.0
Median SGP	58.0	47.0	52.0	47.0	52.0	50.0	48.0	50.0

African American/Black - Math



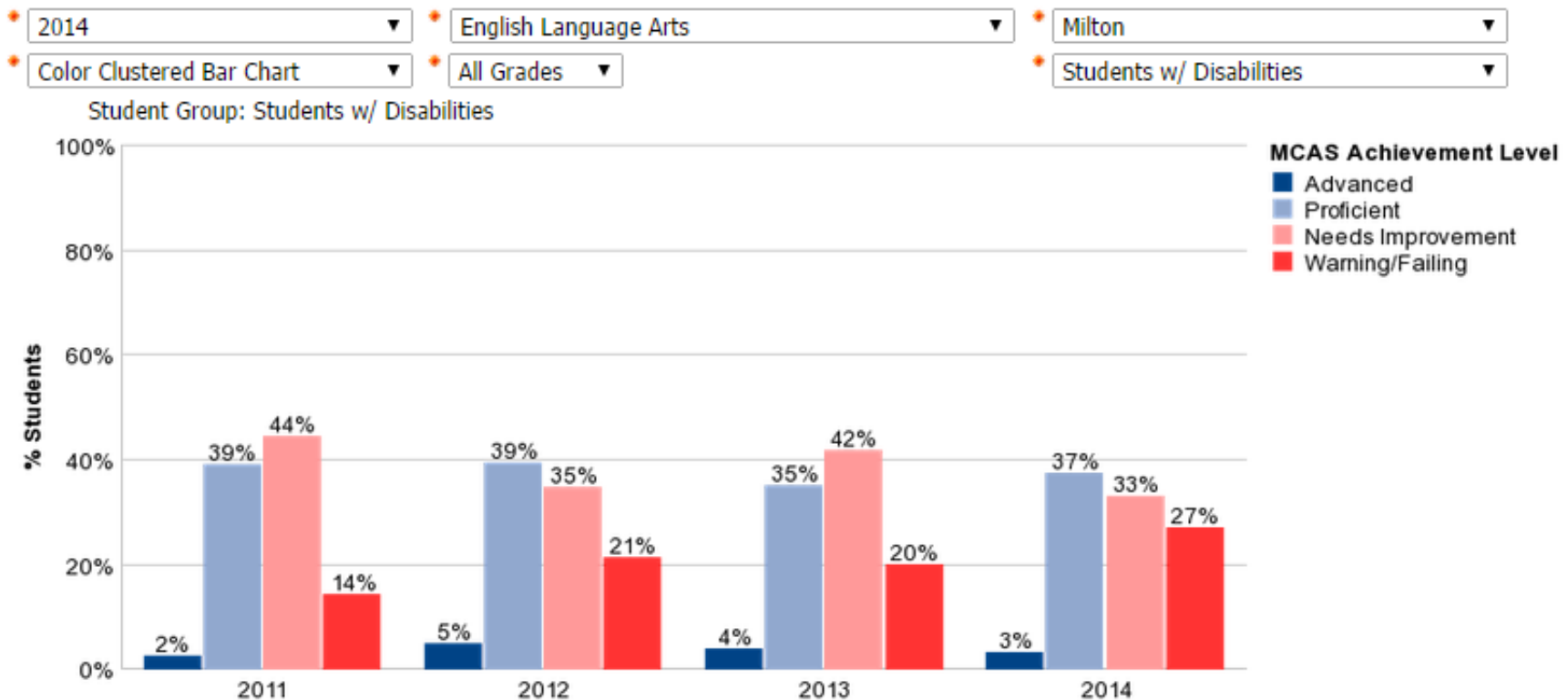
	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	17%	9%	17%	11%	20%	12%	18%	13%
Proficient	33%	25%	30%	24%	30%	27%	27%	26%
Needs Improvement	36%	36%	35%	35%	34%	34%	36%	33%
Warning/Failing	14%	30%	18%	30%	17%	28%	19%	28%
N Students	405	40,391	374	41,370	382	41,283	351	41,143
CPI	77.3	65.0	76.7	65.1	76.2	67.0	73.9	66.9
Median SGP	65.0	47.0	54.0	48.0	46.0	49.0	47.0	49.0

African American/Black - STE



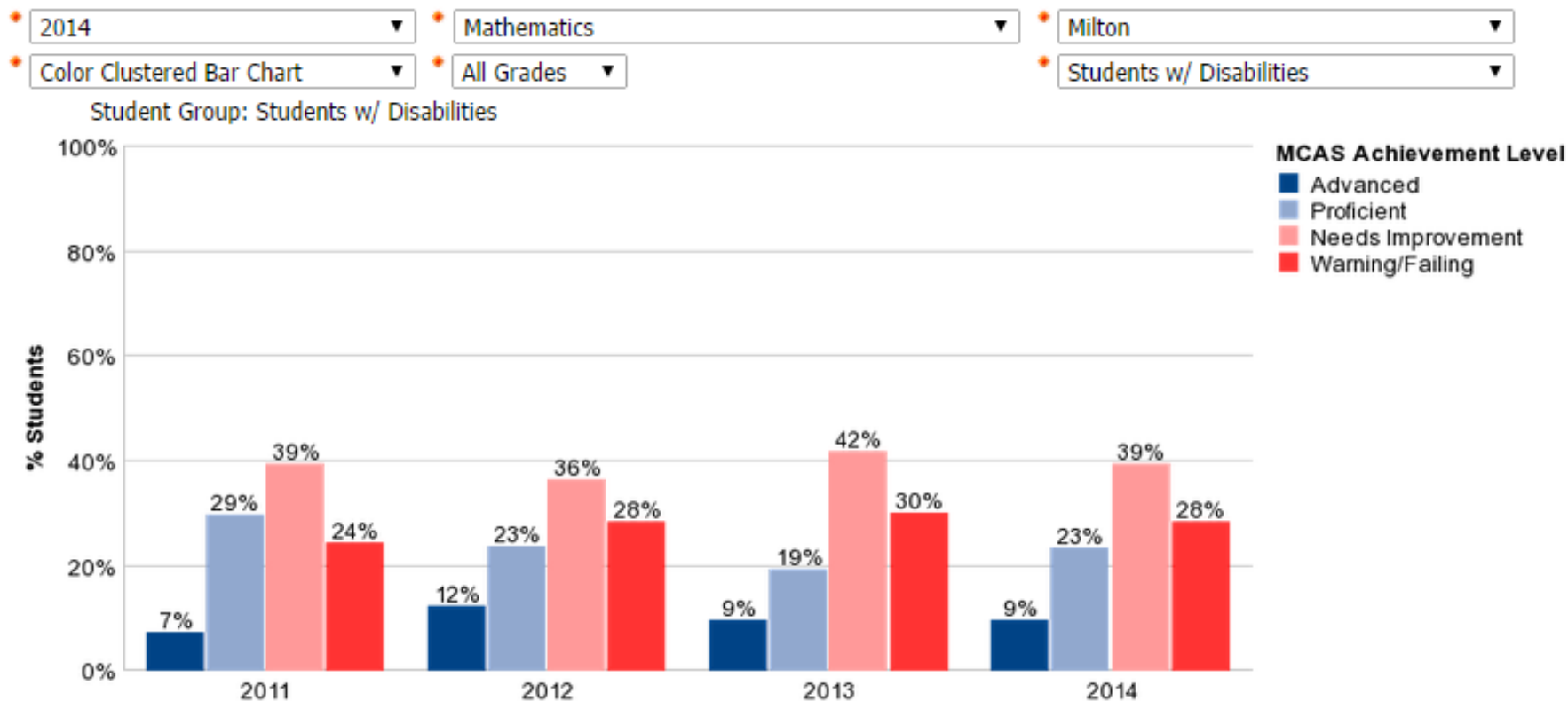
	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	4%	3%	7%	4%	9%	5%	11%	5%
Proficient	31%	21%	34%	23%	31%	24%	34%	25%
Needs Improvement	52%	45%	37%	43%	39%	45%	34%	44%
Warning/Failing	13%	30%	22%	30%	21%	26%	21%	26%
N Students	193	17,255	142	17,686	160	17,497	161	17,632
CPI	71.8	59.8	70.1	61.7	70.0	63.5	74.1	64.3
Median SGP								

Students with Disabilities - ELA



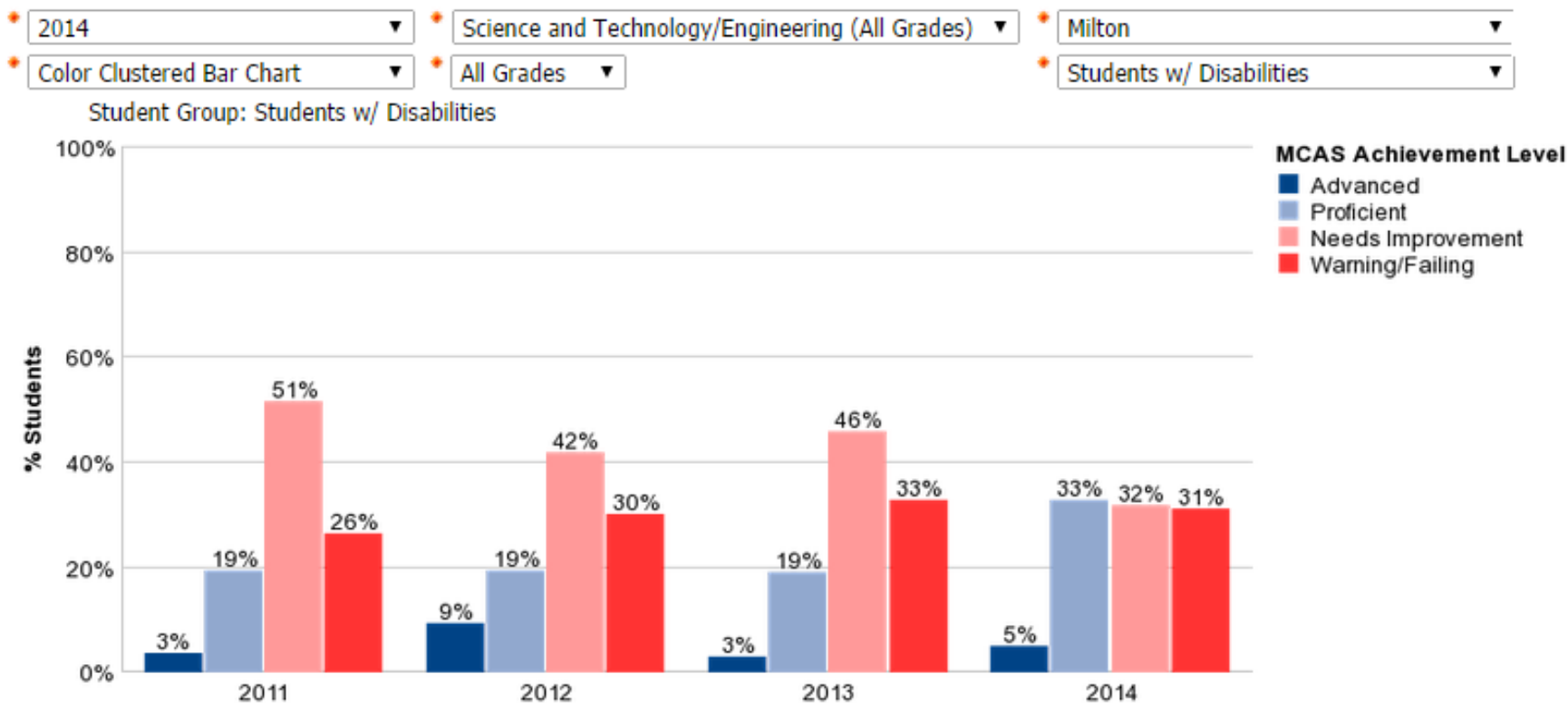
	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	2%	2%	5%	3%	4%	2%	3%	2%
Proficient	39%	28%	39%	28%	35%	27%	37%	28%
Needs Improvement	44%	41%	35%	38%	42%	38%	33%	38%
Warning/Failing	14%	29%	21%	32%	20%	32%	27%	31%
N Students	330	92,004	334	91,757	310	88,956	323	90,777
CPI	77.6	68.3	78.0	67.3	75.5	66.8	73.7	66.6
Median SGP	56.5	42.0	55.0	43.0	49.0	43.0	45.0	43.0

Students with Disabilities - Math



	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	7%	5%	12%	5%	9%	6%	9%	6%
Proficient	29%	17%	23%	16%	19%	17%	23%	17%
Needs Improvement	39%	33%	36%	32%	42%	32%	39%	32%
Warning/Failing	24%	45%	28%	46%	30%	46%	28%	46%
N Students	329	92,185	338	91,876	309	89,193	323	91,181
CPI	71.1	57.7	71.7	56.9	67.2	57.4	70.0	57.1
Median SGP	60.0	43.0	52.0	43.0	41.0	42.0	44.0	43.0

Students with Disabilities - STE



	2011		2012		2013		2014	
	District	State	District	State	District	State	District	State
Advanced	3%	3%	9%	3%	3%	3%	5%	3%
Proficient	19%	18%	19%	17%	19%	18%	33%	18%
Needs Improvement	51%	42%	42%	41%	46%	43%	32%	42%
Warning/Failing	26%	37%	30%	39%	33%	37%	31%	36%
N Students	115	38,698	120	38,590	107	37,049	126	38,628
CPI	62.8	59.2	68.3	58.7	61.2	59.8	71.6	60.1
Median SGP								

District/State ELA Comparison

African American/Black Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
3	48	38	+10
4	37	32	+5
5	58	40	+18
6	50	42	+9
7	63	52	+11
8	71	66	+5
10	88	76	+12

District/State Math Comparison African American/Black Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
3	50	38	+12
4	35	24	+11
5	47	31	+16
6	54	38	+16
7	38	28	+10
8	39	27	+12
10	65	59	+6

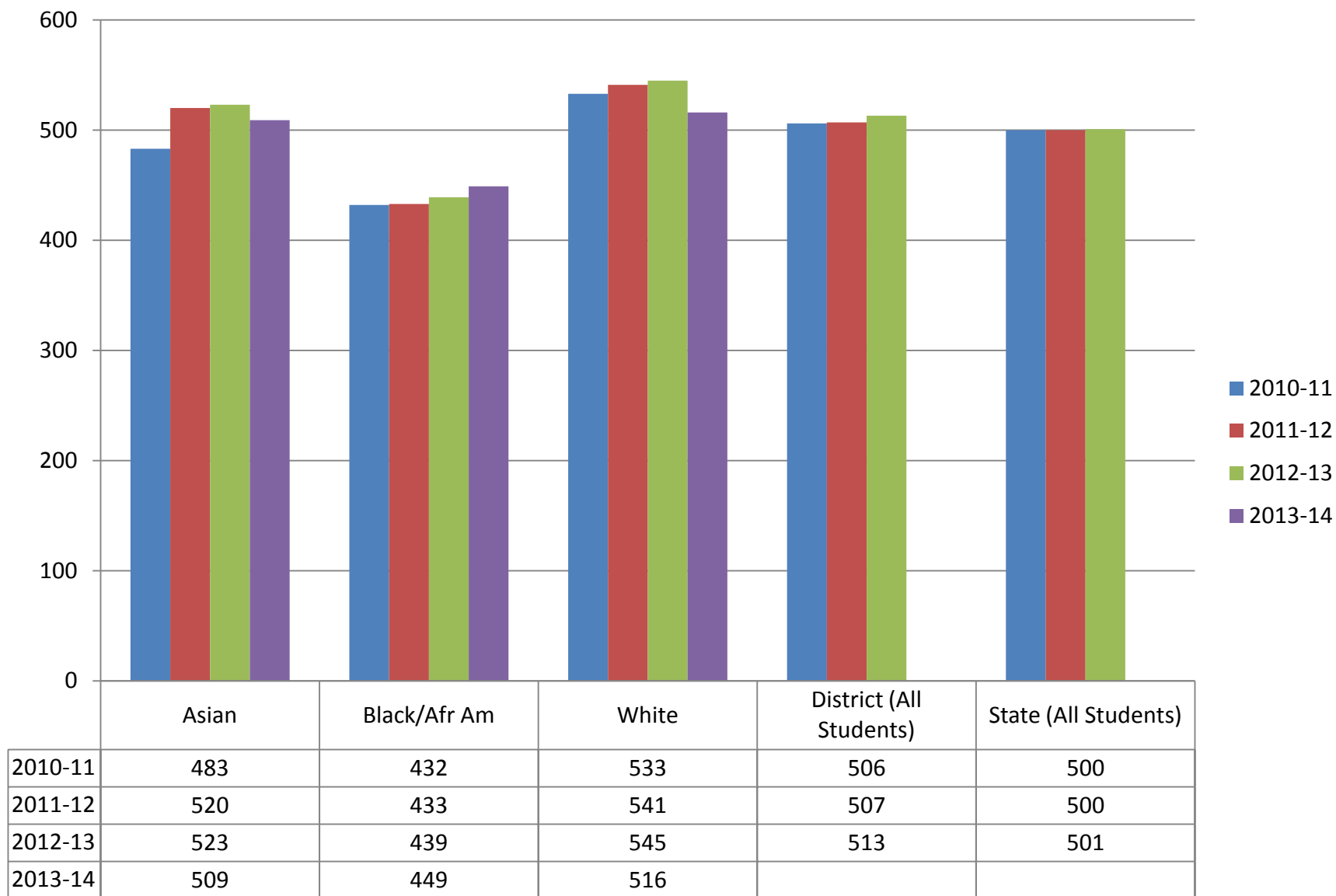
District/State STE

African American/Black Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
5	36	22	+14
8	19	17	+2
9,10 (BIO)	75	45	+30

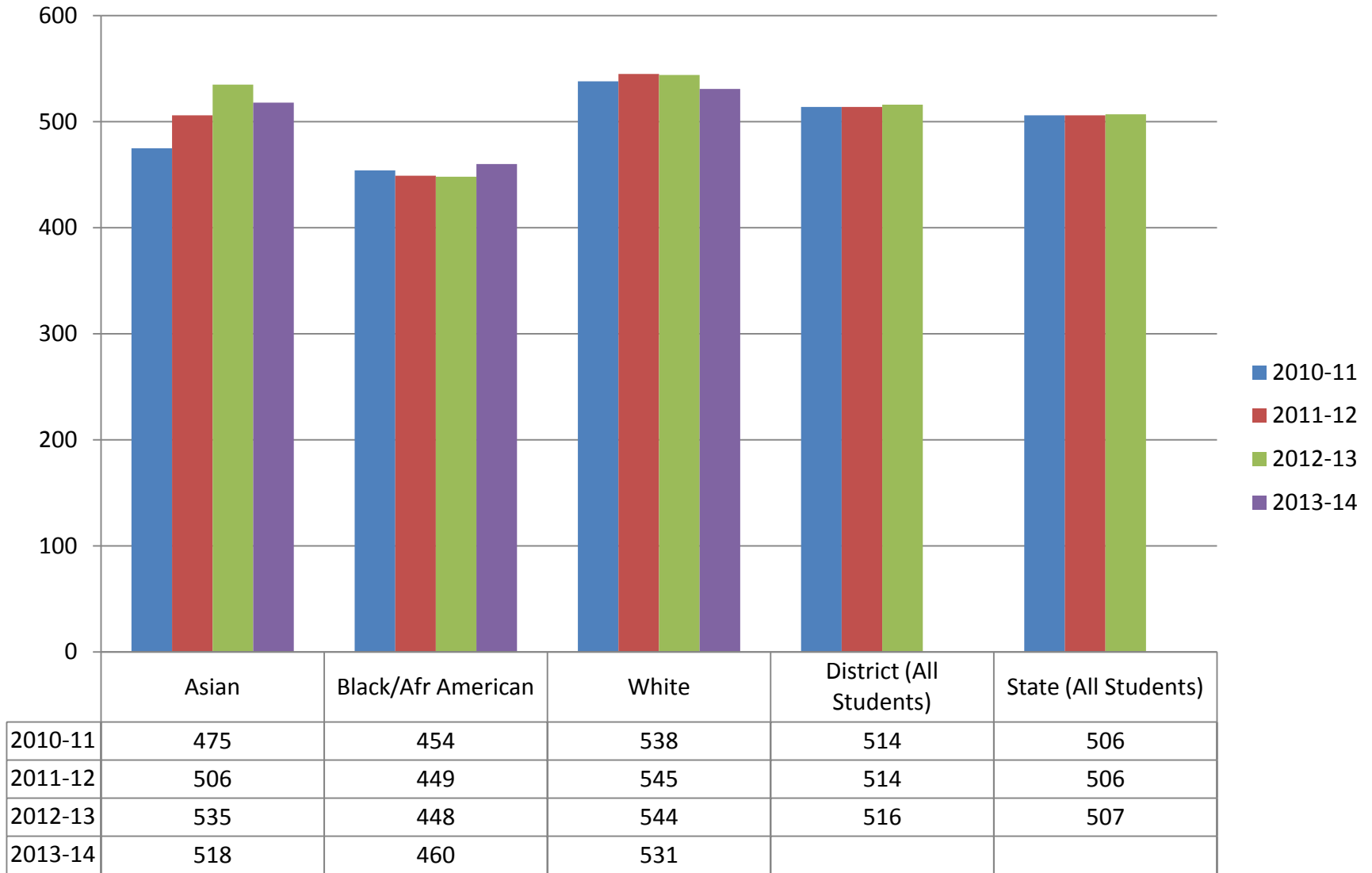
SAT Data

SAT Scores (Writing)



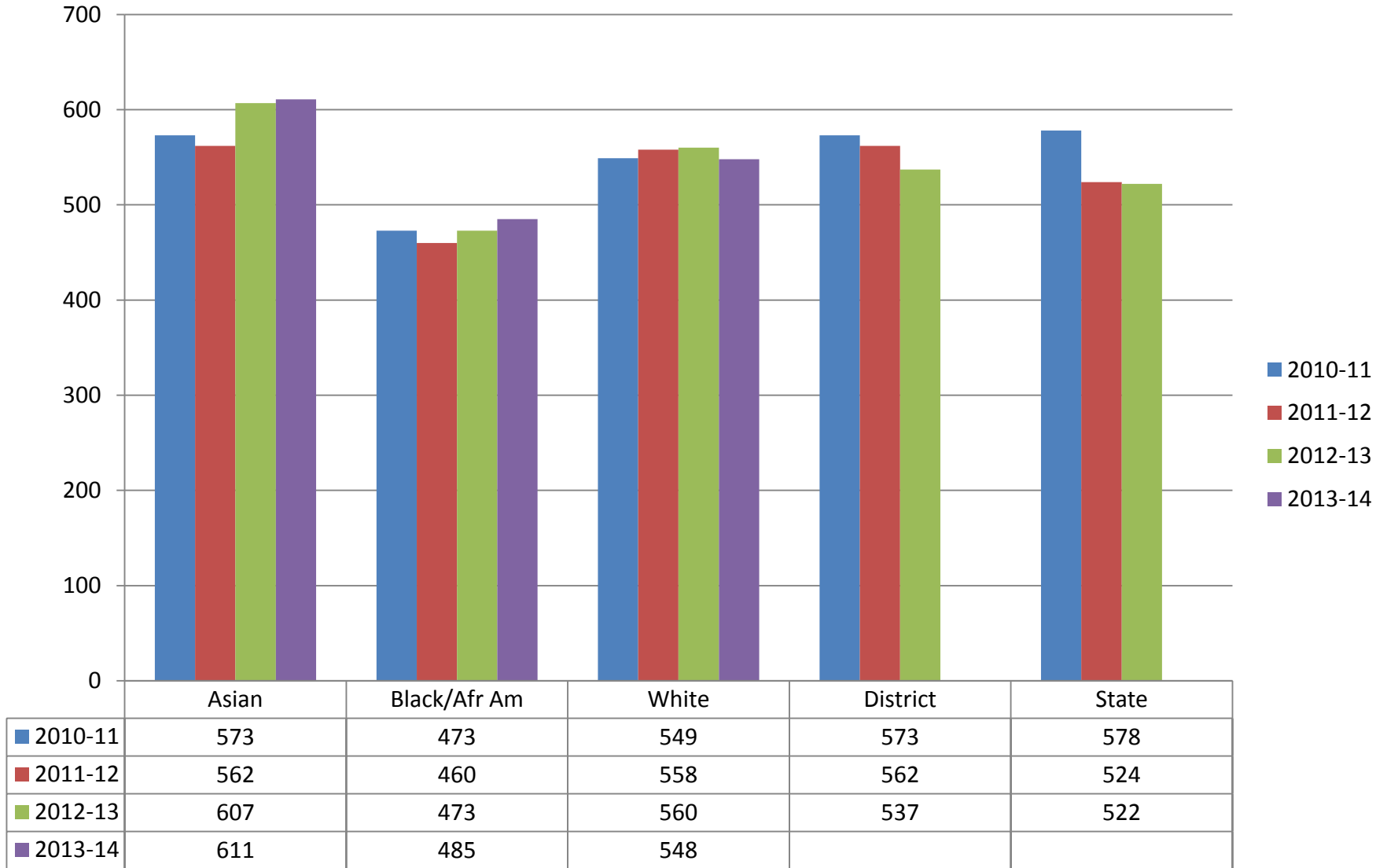
*Only three racial/ethnic categories had high enough populations to provide SAT data on the DESE website

SAT Scores (Reading)



*Only three racial/ethnic categories had high enough populations to provide SAT data on the DESE website

SAT Scores (Math)

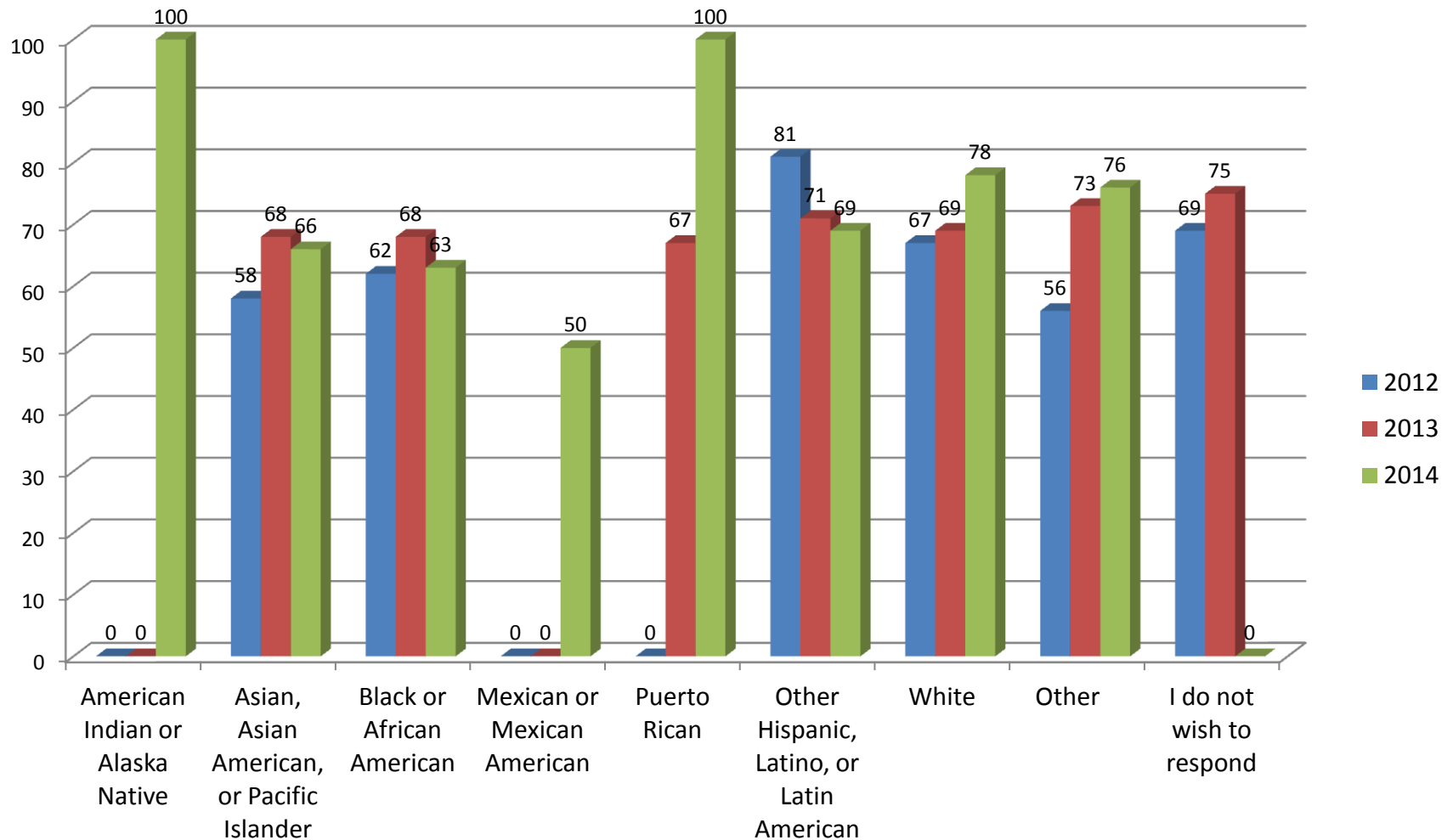


*Only three racial/ethnic categories had high enough populations to provide SAT data on the DESE website

AP Data

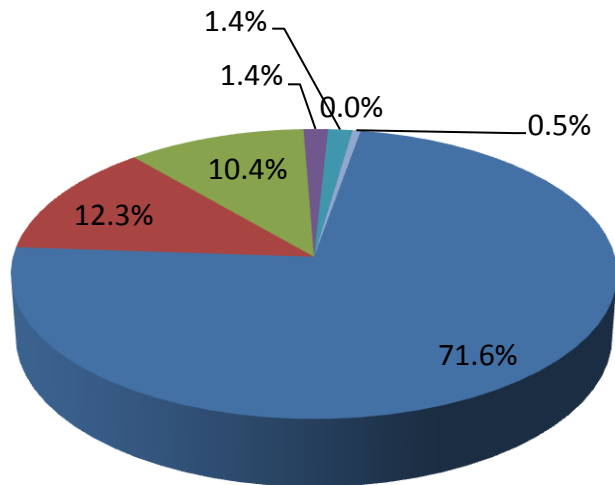
AP Ethnicity Breakdown

Percent of Qualifying Test Scores Out of Number of Tests Taken

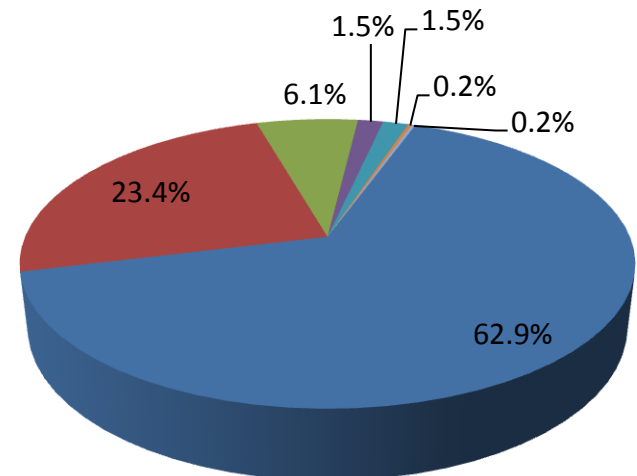


Diversity of AP Test Takers vs. 11th-12th Grade Student Body

AP Test Takers

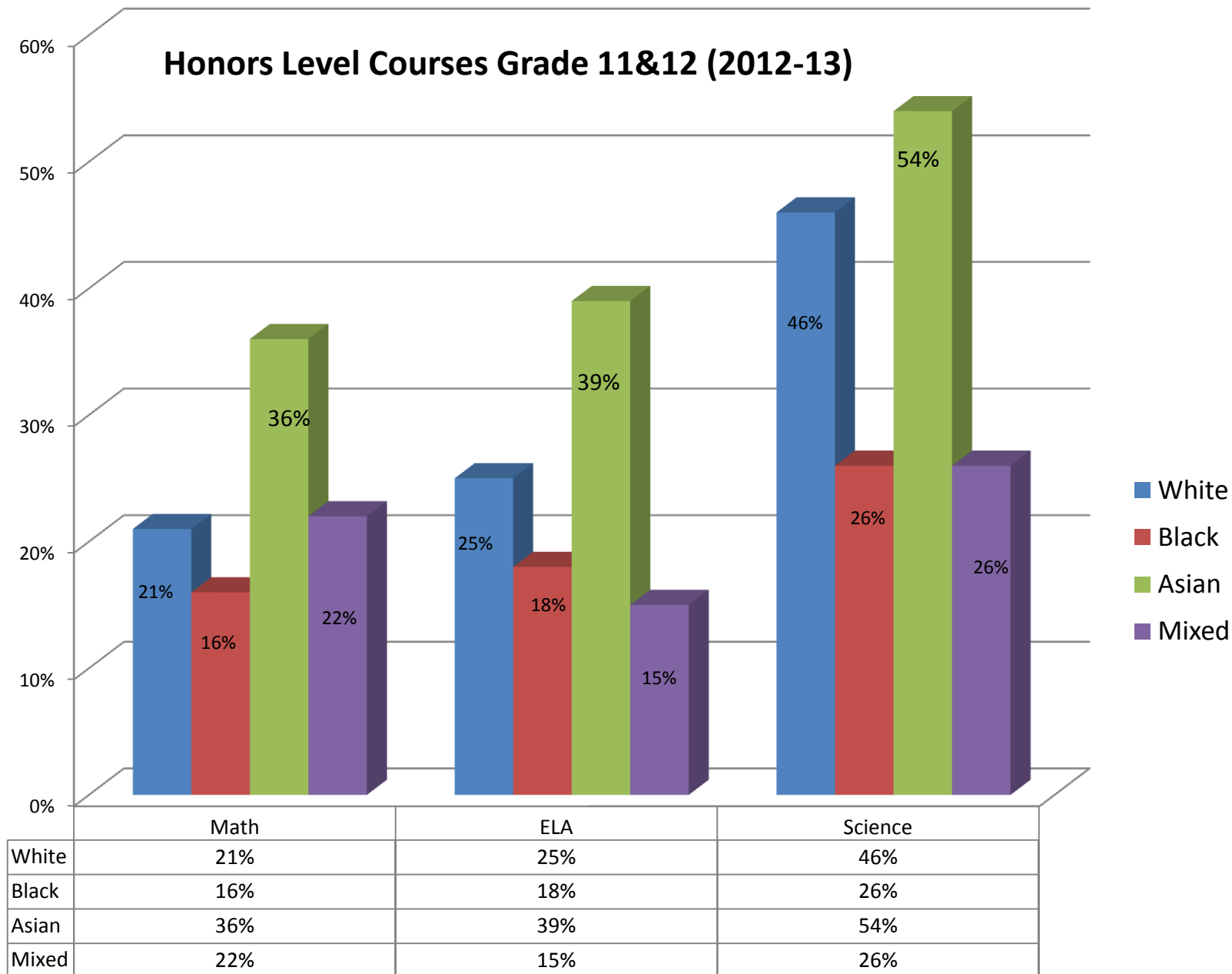


Student Body



- White
- Black/African American
- Asian
- Hispanic
- Multi-Race, Non-Hispanic
- Native American
- Native Hawaiian, Pacific Islander

Honors Course Data

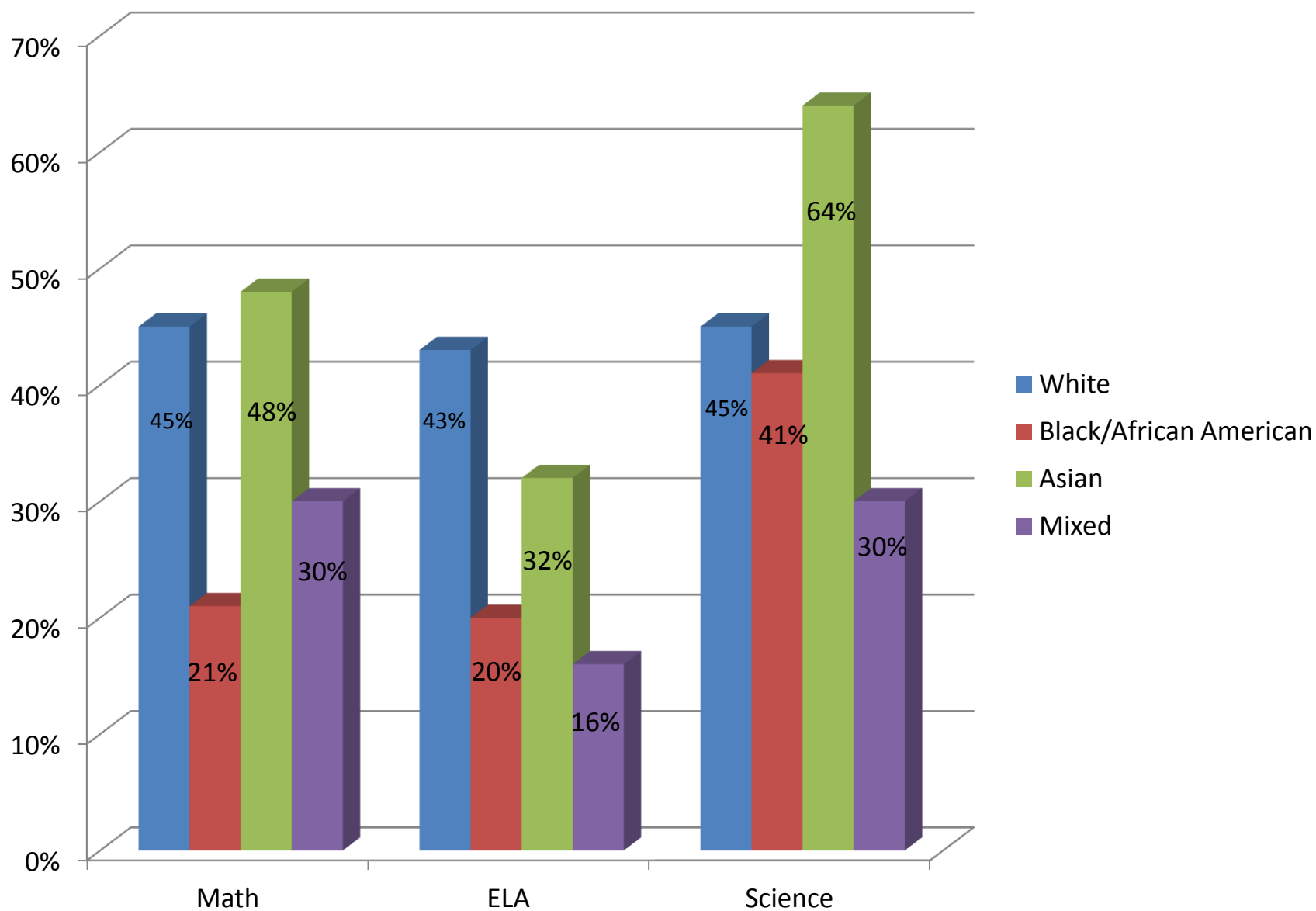


ex. There were 317 white students in grades 11 and 12 during the 2012-2013 school year.

In grades 11 and 12, 65 white students took honors level math courses.

Therefore $65/317 = 22\%$ of the white population in grades 11 and 12.

Honors Level Courses Grade 11&12 (2013-14)



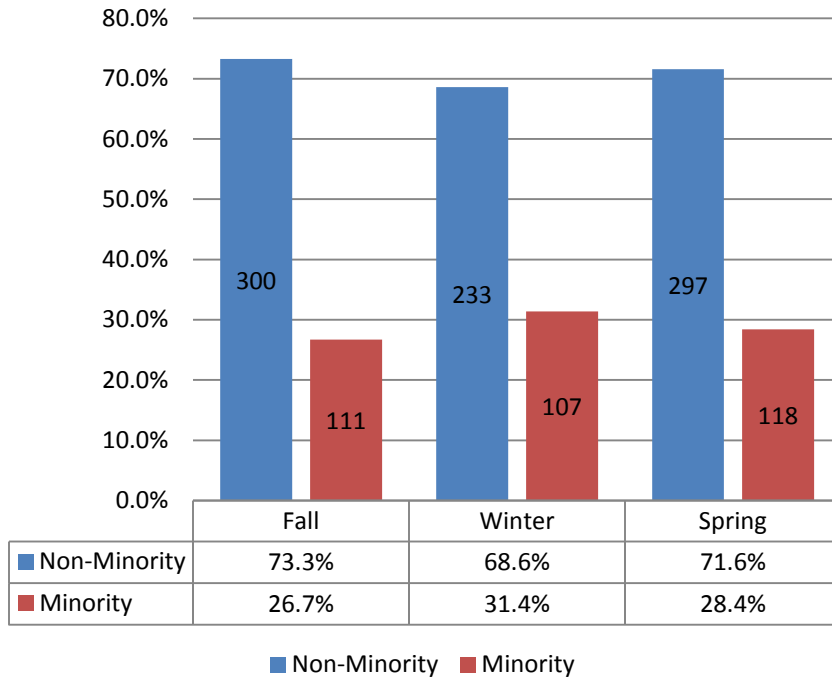
Based on data analysis, the Administration and School Committee made recommendations for continued Advancement Initiatives that focus on the following district goals:

- Improve Early Literacy
- Close the Proficiency Gap
- Improve Science Achievement for All Students

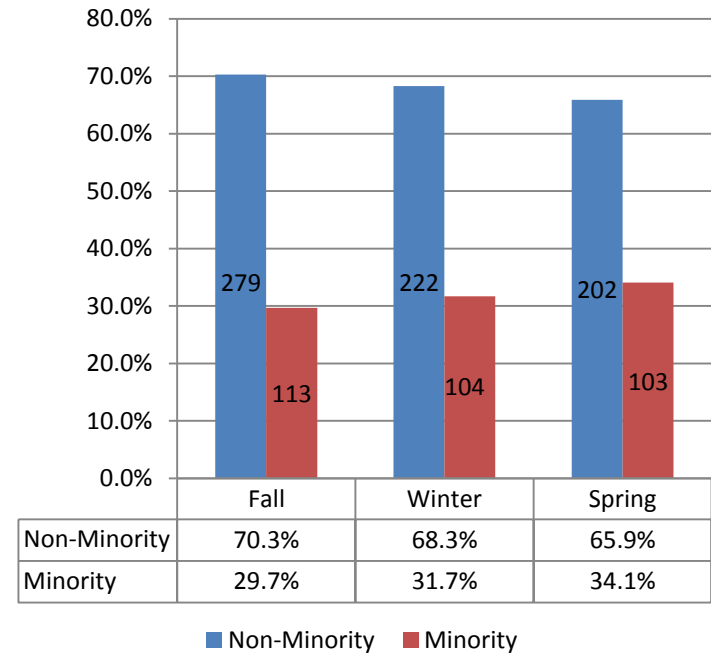
The Year 2 Advancement Initiatives were approved by the School Committee in the Spring of 2014.

Athletic Data

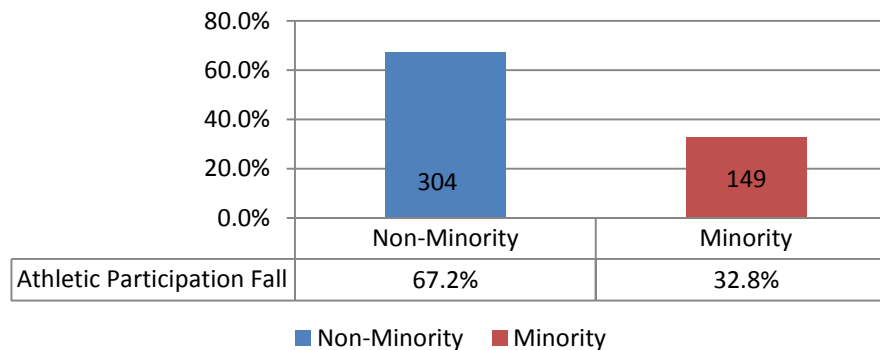
Athletic Participation by Race/Ethnicity 2012-13



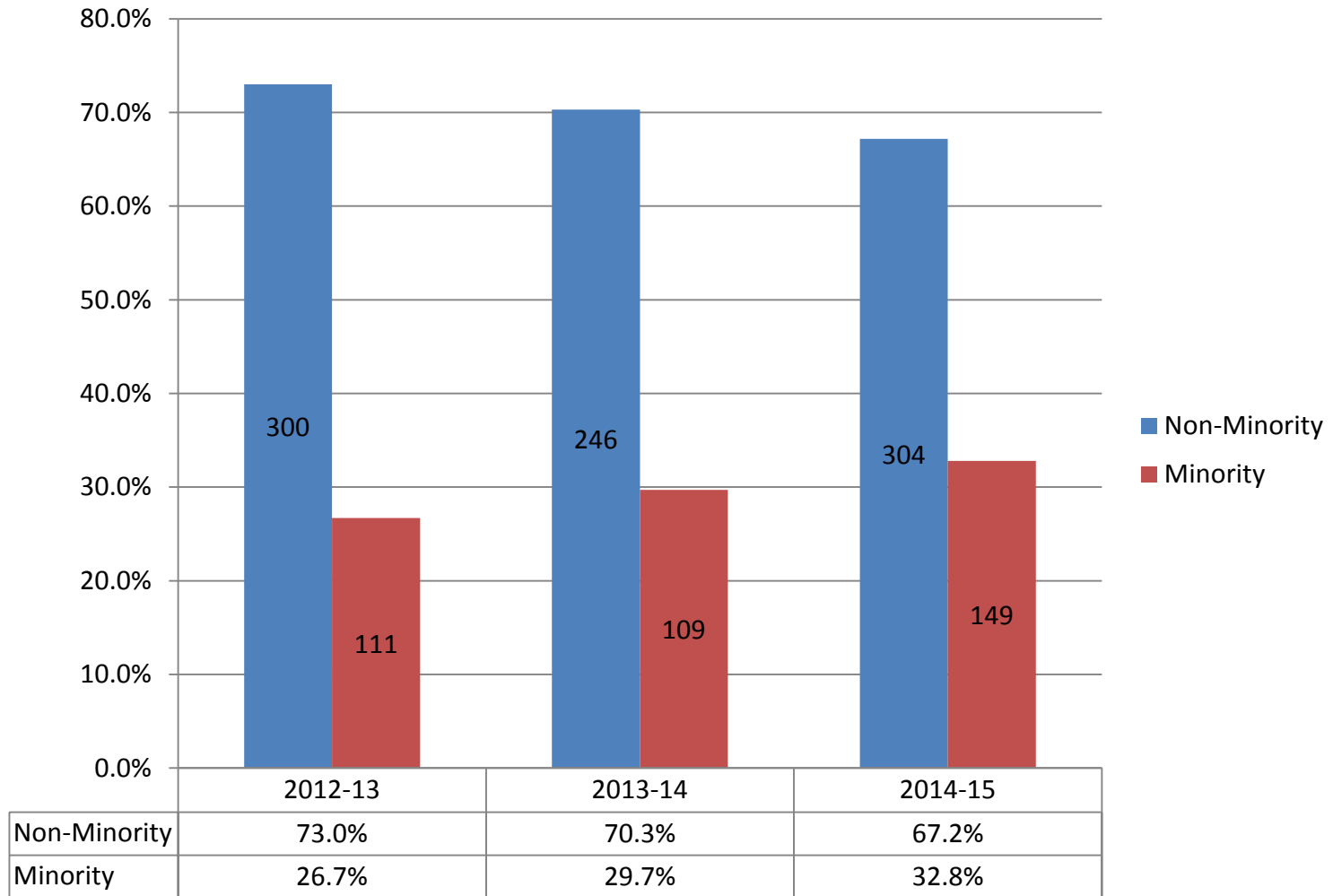
Athletic Participation by Race/Ethnicity 2013-14



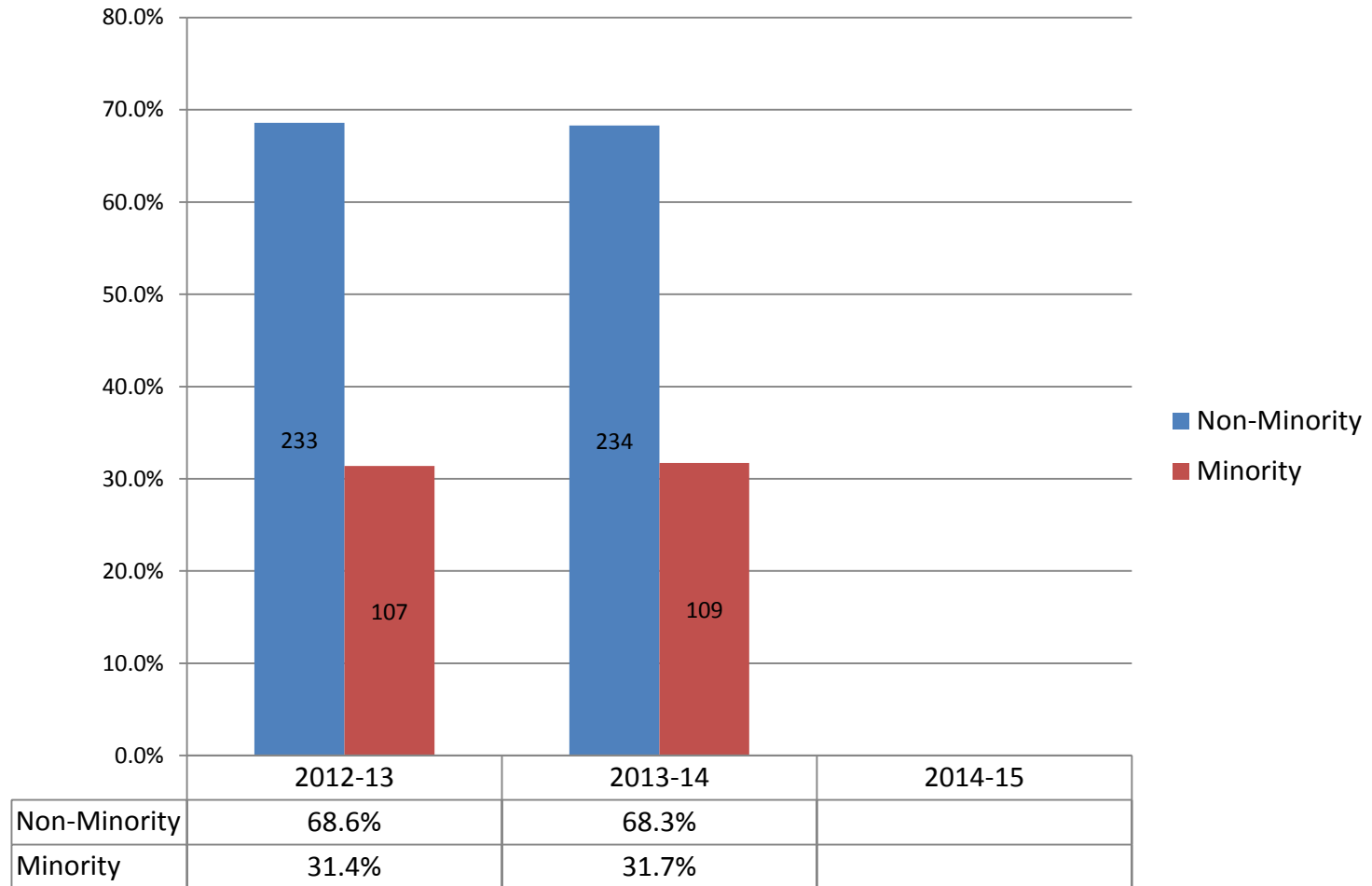
Athletic Participation by Race/Ethnicity Fall 2014



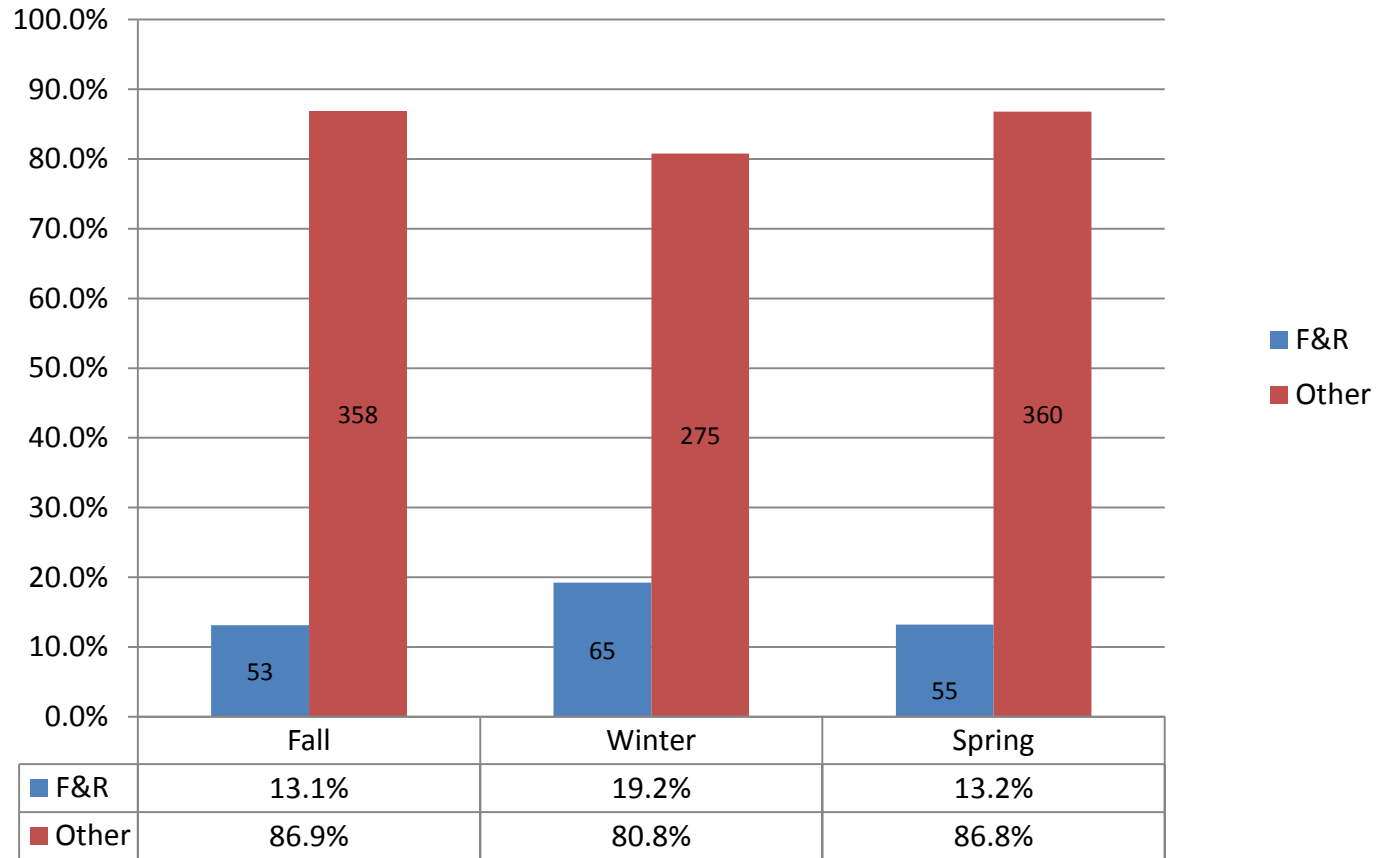
Athletic Participation by Race/Ethnicity FALL (3-year view)



Athletic Participation by Race/Ethnicity WINTER

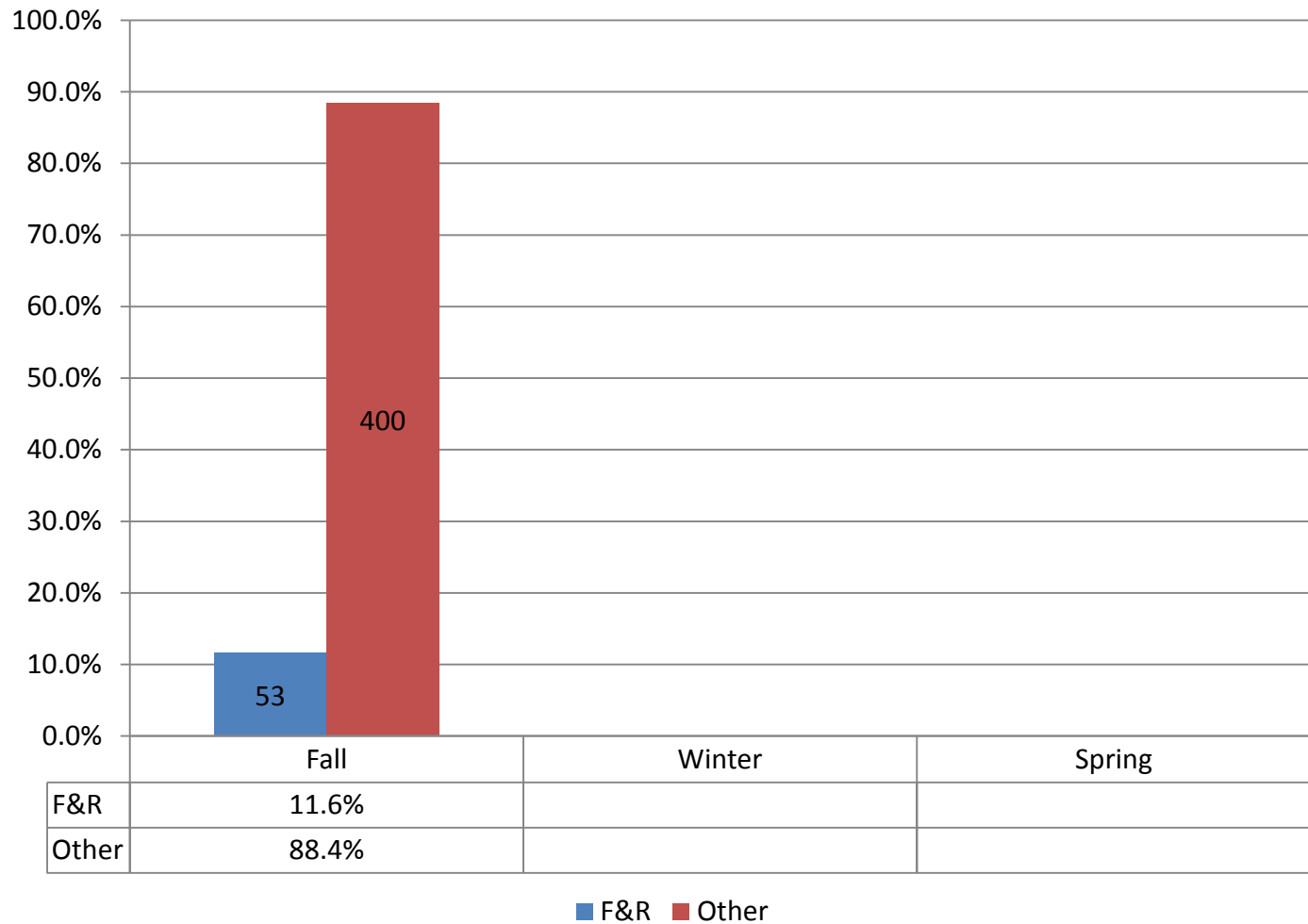


Athletic Participation by Free/Reduced Lunch Status 2012-13



*note: data for 2011-12 not available

Athletic Participation by Free/Reduced Lunch 2014-15



Fall Sports 2013

***= 3 or fewer athletes**

	B Soccer	G Soccer	Field Hockey	Football	Cheerleading	Girls X Co	Boys X Co	Volleyball	Crew	Golf
Non-Minority	39	30	54	48	10	15	10	30	48	11
Minority	17	6	4	47	10	*	*	13	*	*

Winter Sports 2013-14

	Girls Basketball	Boys Basketball	Girls Indoor Track	Boys Indoor Track	Cheerleading	Girls Ice Hockey	Boys Ice Hockey	Girls Skiing	Boys Skiing	Wrestling
Non-Minority	32	26	23	22	33	14	35	9	6	29
Minority	4	28	19	20	26	*	*	*	*	8

Spring Sports 2014

	Girls Track	Baseball	Boys Lax	Boys Tennis	Boys Track	Boys Crew	Girls' Crew	Girls Lax	Girls Tennis	Rugby	Softball
Non-Minority	19	29	19	7	20	22	14	36	4	21	26
Minority	22	*	*	8	29	*	*	*	17	12	*

Fall Sports 2014

	B Soccer	G Soccer	Field Hockey	Football	Cheerleading	Girls X Co	Boys X Co	Volleyball	B Crew	G Crew	Golf
Non-Minority	37	37	46	51	9	11	11	35	34	23	10
Minority	25	16	6	42	14	6	*	14	4	5	*

School Committee Policy IFC

- Diversity Policy

The Milton Public Schools reflect and nurture as one of its five core values a respect for human differences, including race, cultural or linguistic background, religion, gender, socioeconomic status, learning skills, physical disabilities, diversity of viewpoint and so on. We seek to build upon those differences as potential strengths for the individual, and for our community. Our schools welcome and respect the ideas, culture and heritage of Milton's residents and of our staff, teachers and students.

The Milton Public Schools recognize that learning thrives in an atmosphere of open debate and a thoughtful exchange of views. We celebrate the diversity within our schools and our community. We believe that our students benefit significantly from contact with teachers and other educators who can serve as diverse role models and thereby further contribute to our students' educational success.

Accordingly, the Milton School Committee reaffirms the policy of the Milton Public Schools to strengthen recognition of the importance of diversity in the Milton Public Schools (i) by recognizing the importance of diversity, and acknowledging that it is an evolving and complex notion (ii) by promoting a shared, thoughtful and sensitive understanding of diversity priorities among our administrative staff, teachers, students, parents and community; (iii) by seeking to link our diversity objectives to our organizational and educational structure, training and curriculum; (iv) by fostering a shared responsibility for constructive communication concerning diversity within the schools and our community and recognizing that change must often be achieved on multiple levels; (v) by acknowledging that our students (and our school system as a whole) will benefit greatly from contact with teachers and others who will serve as diverse role models; (vi) by confirming that affording our students the widest possible interaction with staff of diverse backgrounds will immeasurably contribute to the success of our educational programs and (vii) by expressing our intent to strive for the development of a staff which not only reflects the demographic composition of our school population but also reflects our community at large.

School Committee Policy IFC (continued)

The Committee believes that the creation of a constructive dialogue with respect to diversity and education is an important goal, and should assist in identifying challenges in a manner which avoids conflict and encourages mutual understanding.

In implementing this policy, the Committee recognizes that Massachusetts and federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, color, national origin, religion, ancestry, age, sex, affectational or sexual orientation, disability or marital status. As stated elsewhere in its policies, this Committee is committed to equal opportunity for all in its hiring policies and intends to continue to broaden and deepen its commitment to racial, ethnic and other forms of diversity by actively promoting the hiring of candidates of color. Accordingly, the administration of the Milton Public Schools will continue to make every reasonable effort to hire part-time and full-time staff and teachers who reflect, understand, and are sensitive to this diversity within our schools.

Further, the administration will develop a formal plan to be implemented in all of our schools and within the central administration which has a principal goal of ensuring that our system is a community that celebrates the first of its diversity. The superintendent will report to the Committee on an annual basis not later than October 15th each year to provide an update on the system's hiring efforts, and the continuing development and implementation of this plan.

Adopted: (November) 2001