

2012-13 Diversity Report
Milton Public Schools
October 9, 2013

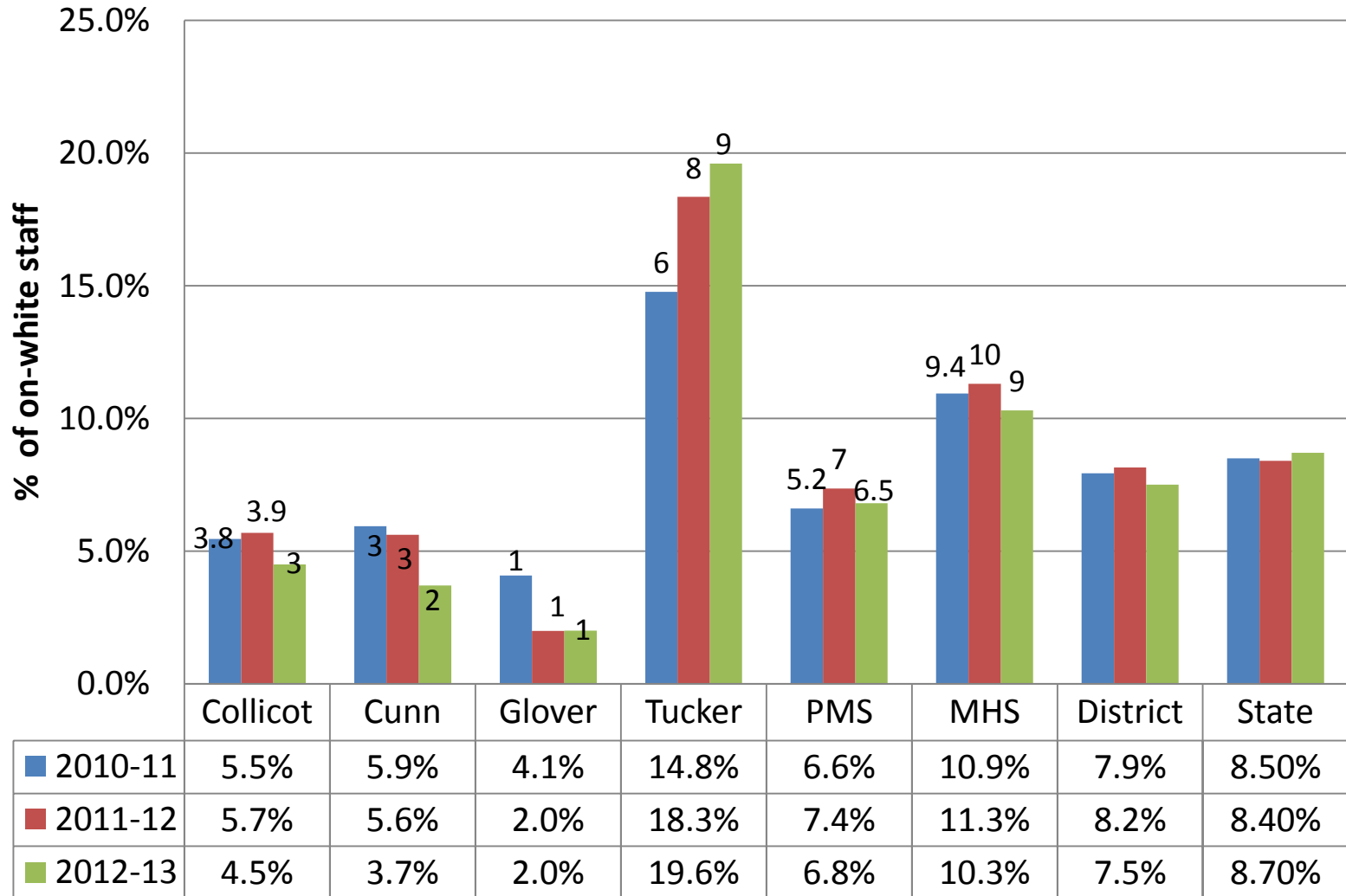
This report is in response to School Committee Policy IFC, which is attached to the end of this report.

Two factors drive the issue of diversity within the Milton Public Schools. One of our district's Core Values is to have "Respect for Human Differences." In addition, the Milton Public School's 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 since October 2012 towards these goals.

Milton Public Schools Hiring Efforts

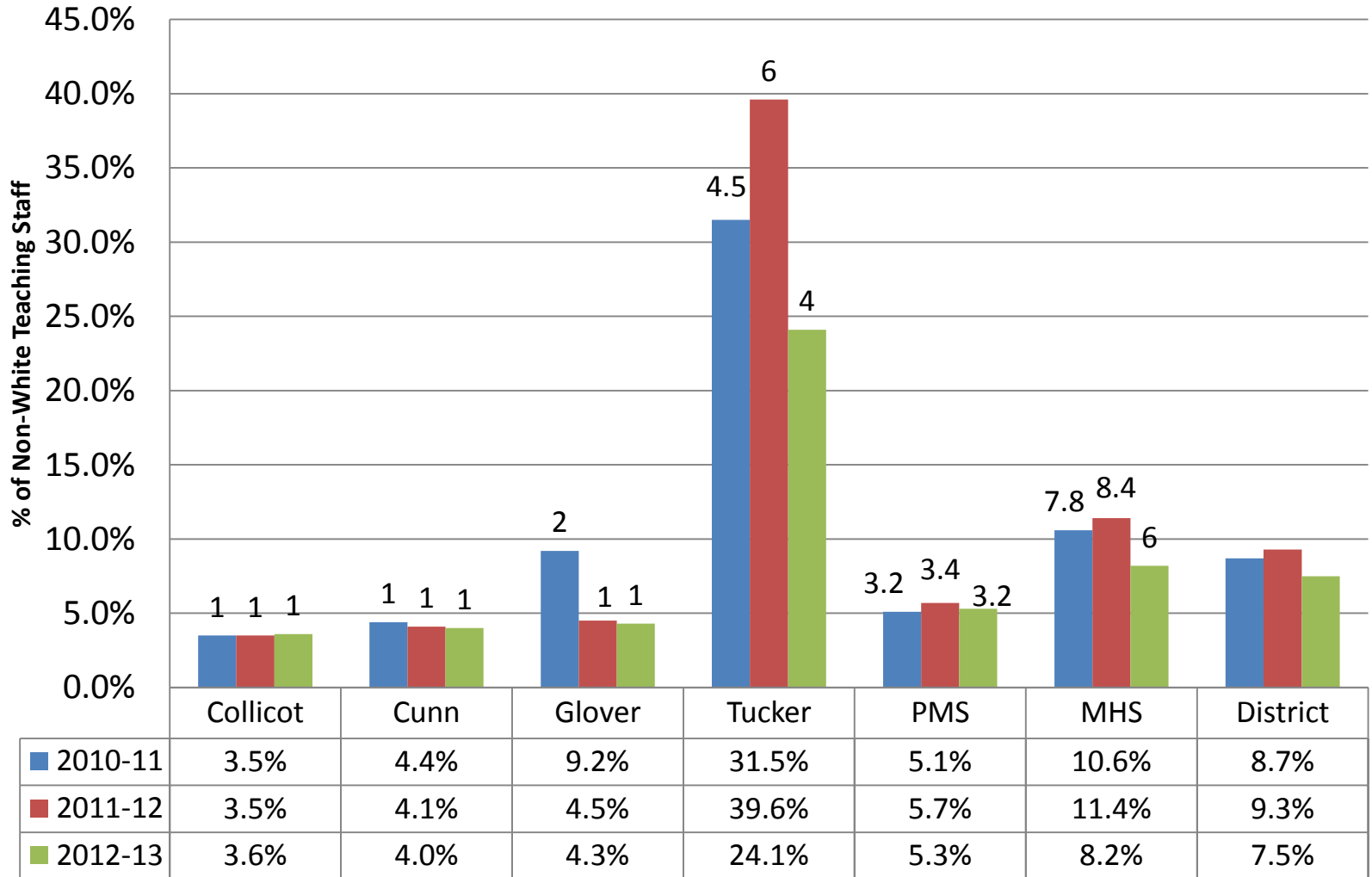
- The Milton Public Schools are committed to diversity in its hiring practices. MPS does not discriminate on the basis of race, color, etc. In accordance with School Committee policy, the Milton Public Schools make every effort to hire full time and part time staff, teachers and administrators who reflect, understand and are sensitive to this diversity within our schools.
- The Milton Public Schools make great efforts in recruitment and hiring process. We advertise in a variety of print publications and employment websites that include various racially-diverse publications. 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 match the needs of the Milton Public Schools.

**Staffing Data by Race/Ethnicity
(Non-White)
*All Staff**

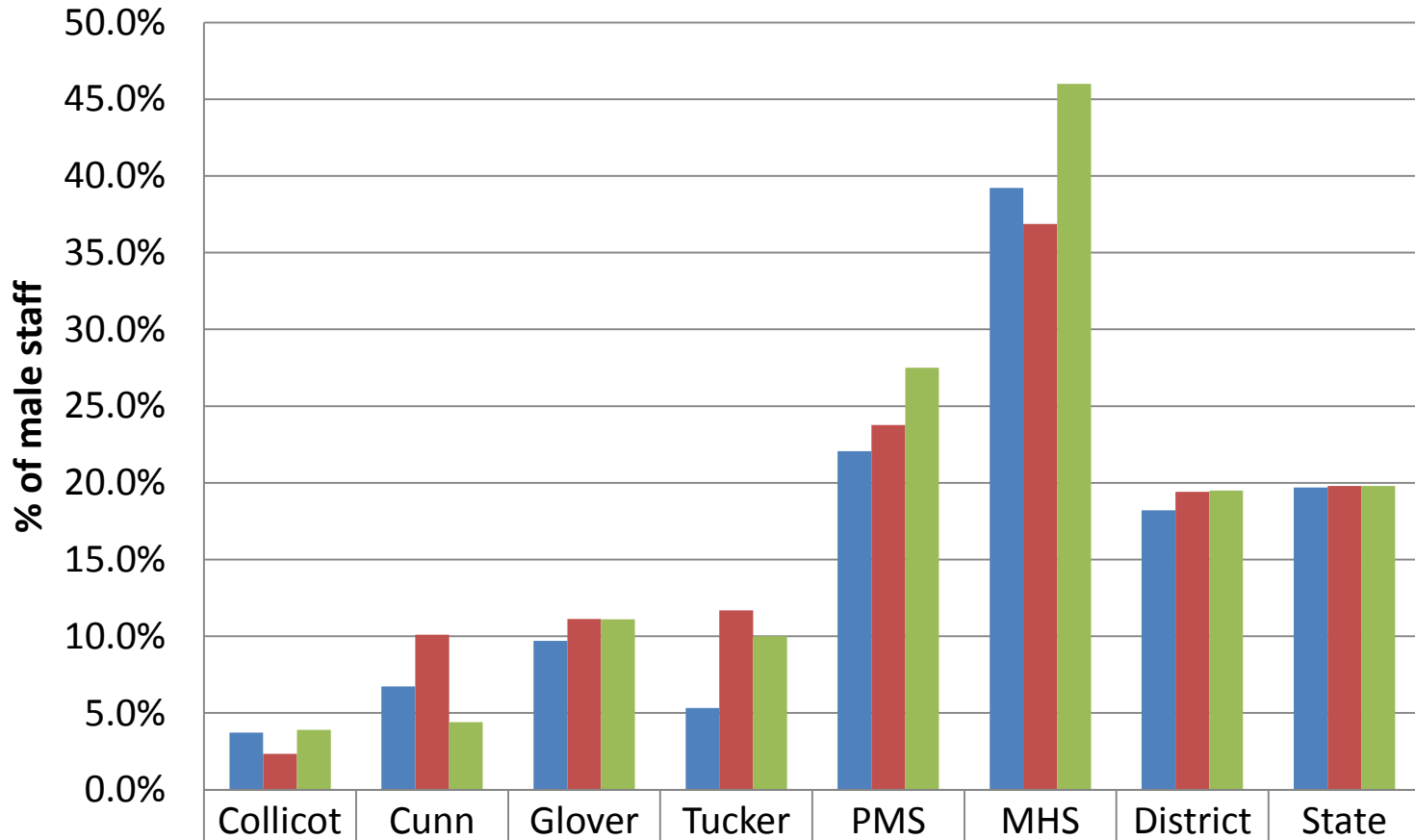


Staffing Data by Race/Ethnicity (Non-White)

*Teaching Staff only



Staffing Data by Gender (Male) *All Staff



■	2010-11	3.7%	6.7%	9.7%	5.3%	22.1%	39.2%	18.2%	19.70%
■	2011-12	2.3%	10.1%	11.1%	11.7%	23.8%	36.9%	19.4%	19.80%
■	2012-13	3.90%	4.40%	11.10%	10%	27.50%	46%	19.50%	19.80%

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 & Personnel meet monthly with the Citizens for a Diverse Milton's 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 MPS system.
- 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 pages for a sampling of some of the additional initiatives that take place in our schools.

- 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 book. 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 includes 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.

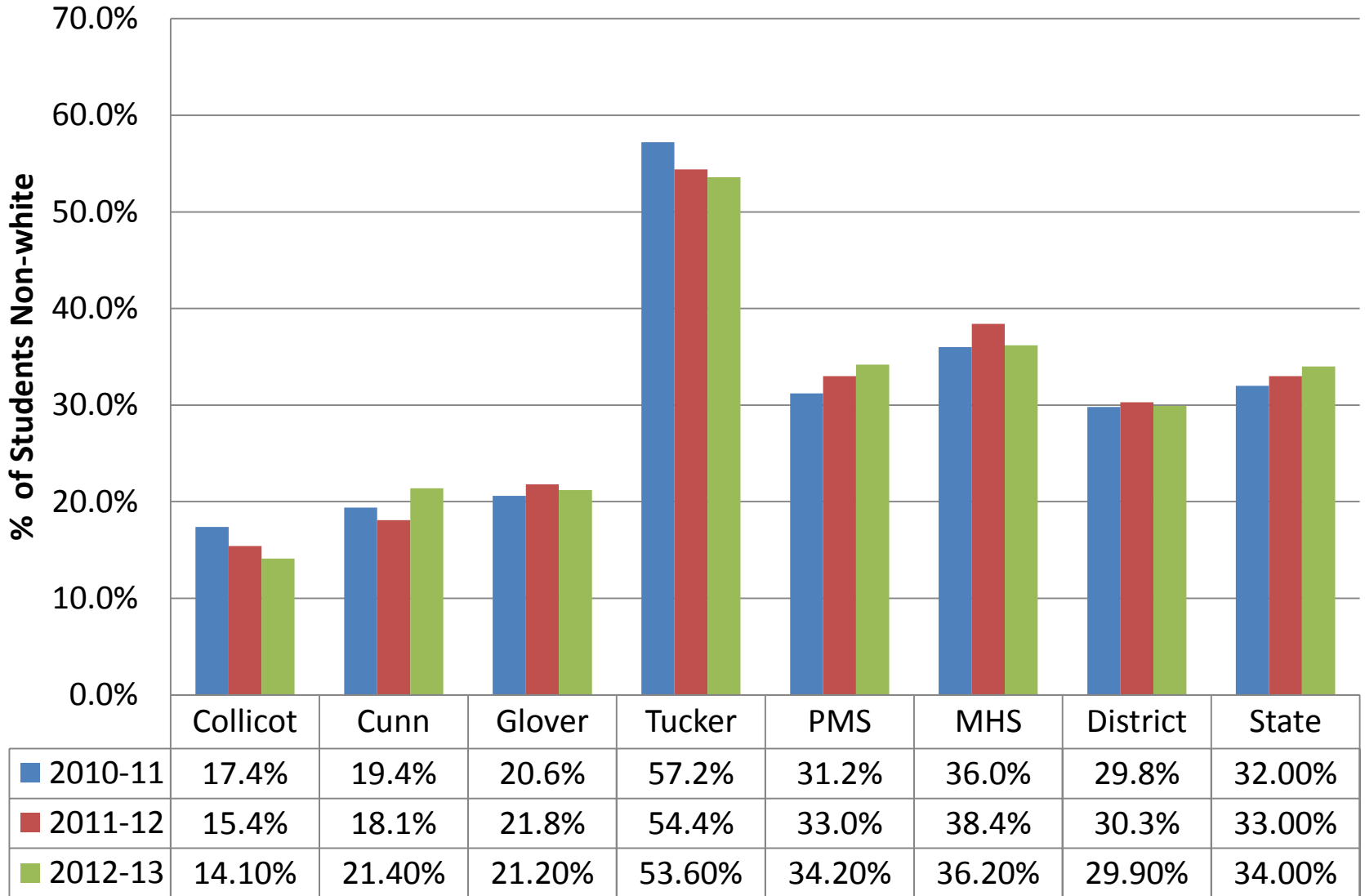
- Tucker has a Diversity Committee made up of teachers and parents. This group completed several focus groups last year around several school-wide issues and concerns over the year.
- Each year Tucker School holds a Unity night. This is generally put on in April and supported by the PTO. It is an opportunity for students to celebrate their diversity and unity.
- A band came and performed several music pieces from various Caribbean and African countries at the Tucker School.
- Urban Improv-Engaged Tucker 3rd to 5th graders using their modeled impromptu problem solving scenarios that addressed acceptance of differences in light of bullying.
- Pierce Middle School morning hosted a very well-attended Global Celebration Talent Show. Students prepared acts and each read a little piece about the cultural/ethnic roots of the dance/music, etc.
- A Family Fun Night was held at the middle school, where local businesses, families, and teachers were recruited to run mini workshops on a number of topics.
- A leadership group of students was assembled to assist the principal at Pierce Middle School with activities to celebrate Black History Month.

- Multi-cultural Student Forum: This was a forum for Milton High School students, led by high school students. The intent of the forum was to get an idea regarding diversity and the culture at the high school. In particular, they were looking for a relationship between diversity and achievement at the high school.
- Gender-neutral bathroom: This year we opened a gender neutral bathroom in the high school. The diversity committee is currently discussing ways to promote its use.
- Social Justice Curriculum: The committee is currently researching the use of social justice curriculum in other schools in order to introduce some type of formal education in the high school in the future.
- Every year, the whole junior class participates in a Dr. Martin Luther King, Jr. assignment. Students have to create a presentation or write an essay (or use art) to discuss the relevance of Dr. Martin Luther King, Jr.'s message today.

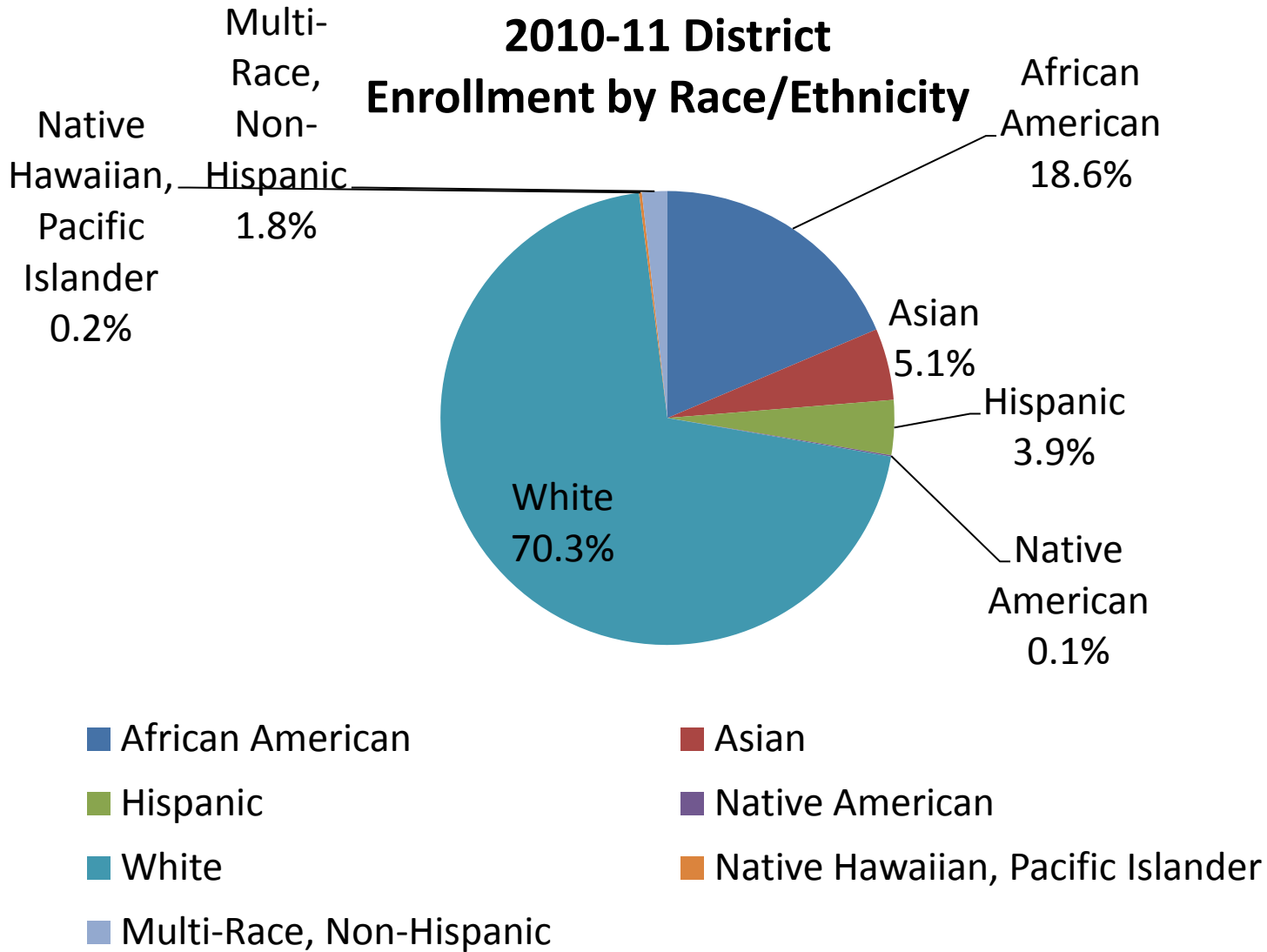
Enrollment Data

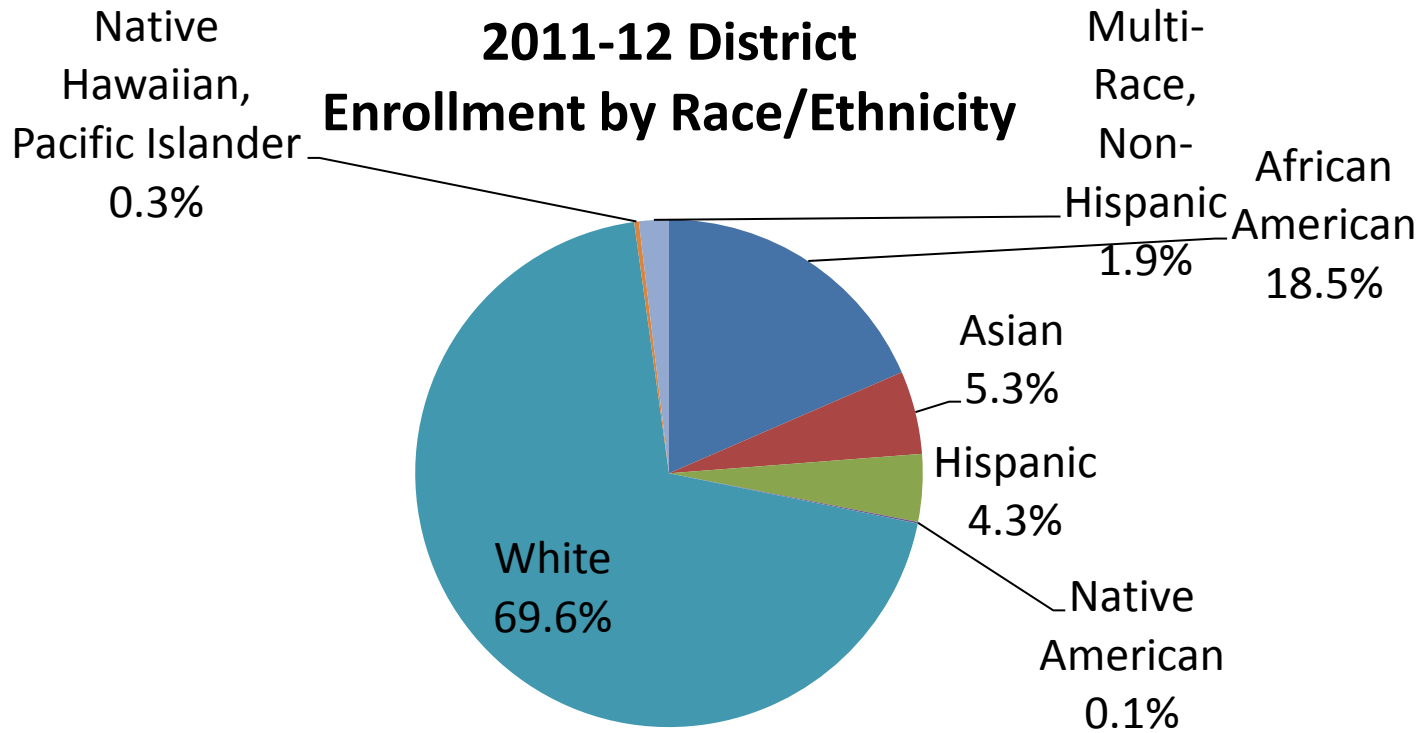
An enrollment analysis of the 2012-13 district demographics, along with the previous years and the most recent enrollment data show the following:

Non-white Enrollment by School



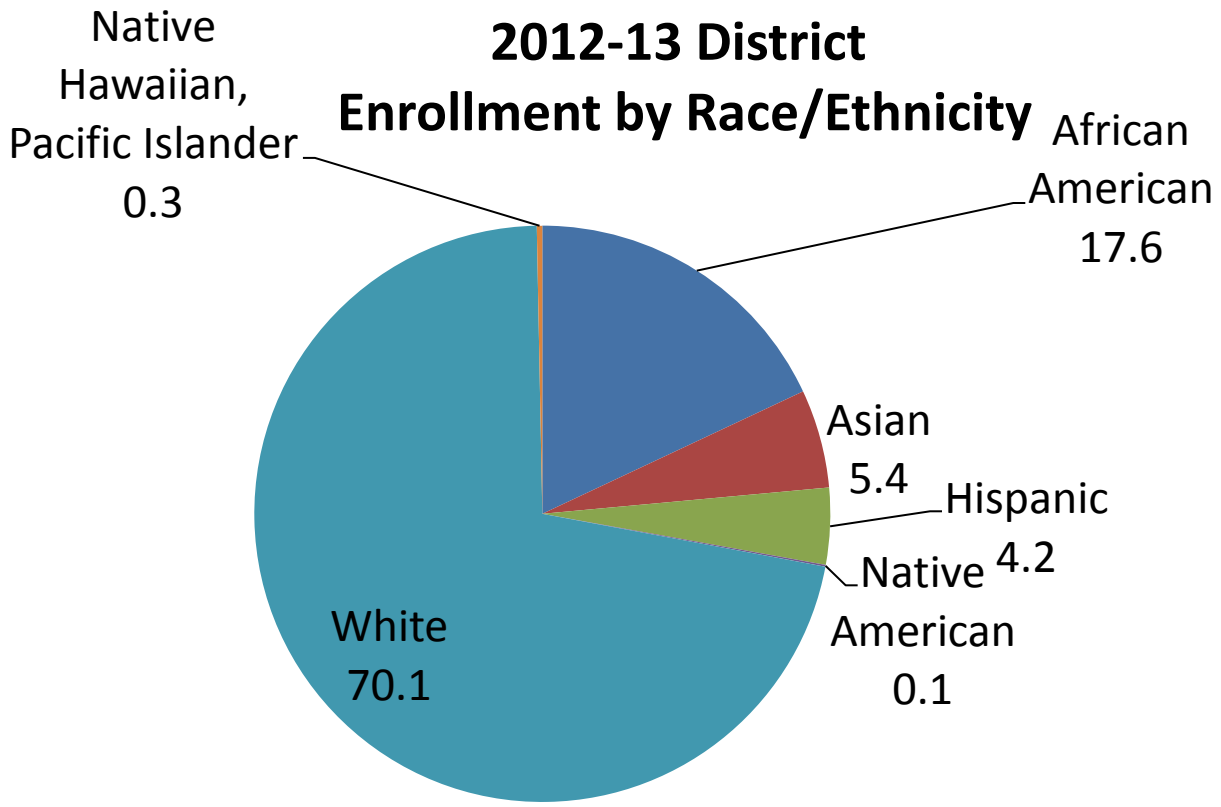
2010-11 District Enrollment by Race/Ethnicity





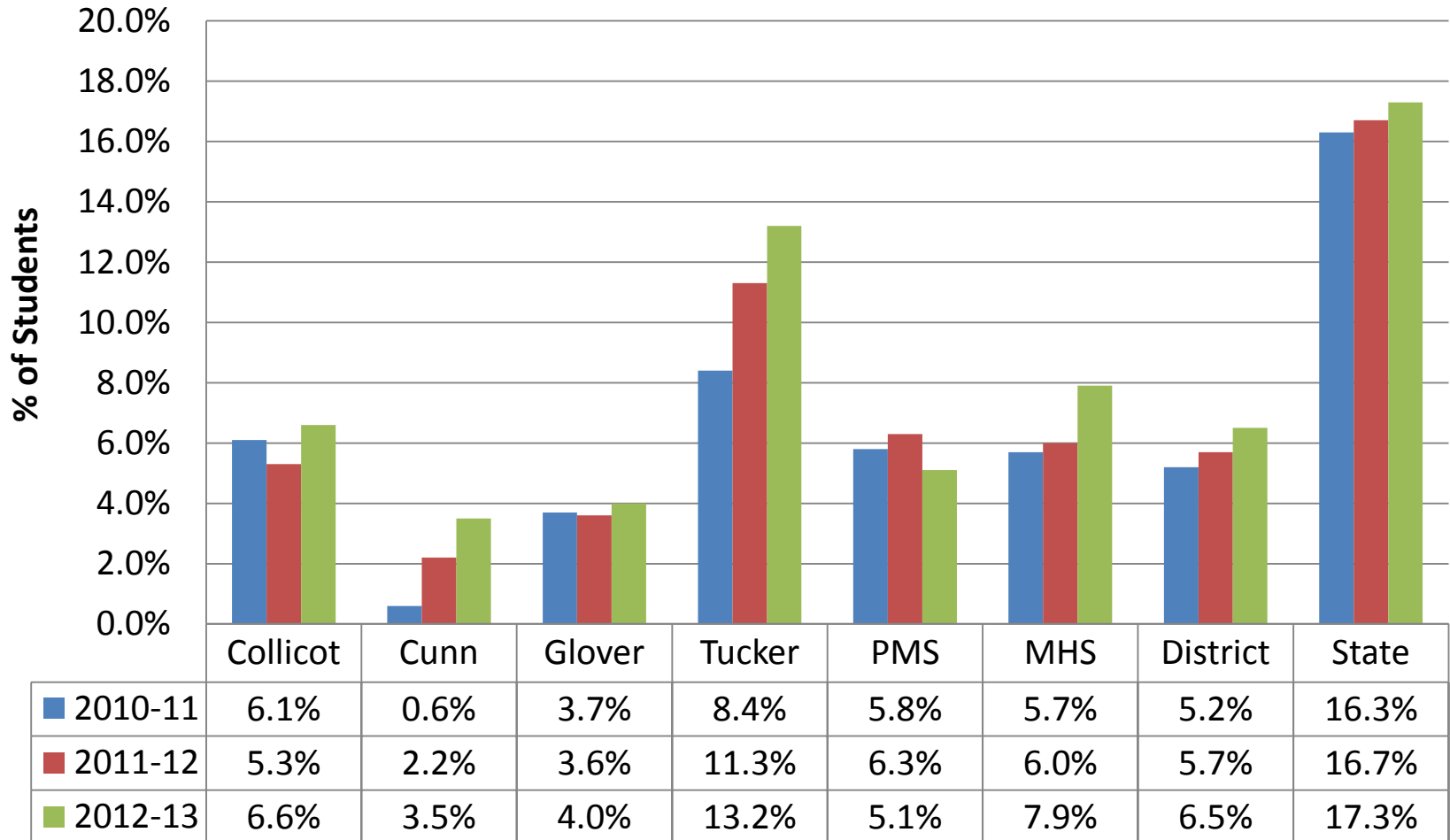
- African American
- Asian
- Hispanic
- Native American
- White
- Native Hawaiian, Pacific Islander
- Multi-Race, Non-Hispanic

2012-13 District Enrollment by Race/Ethnicity

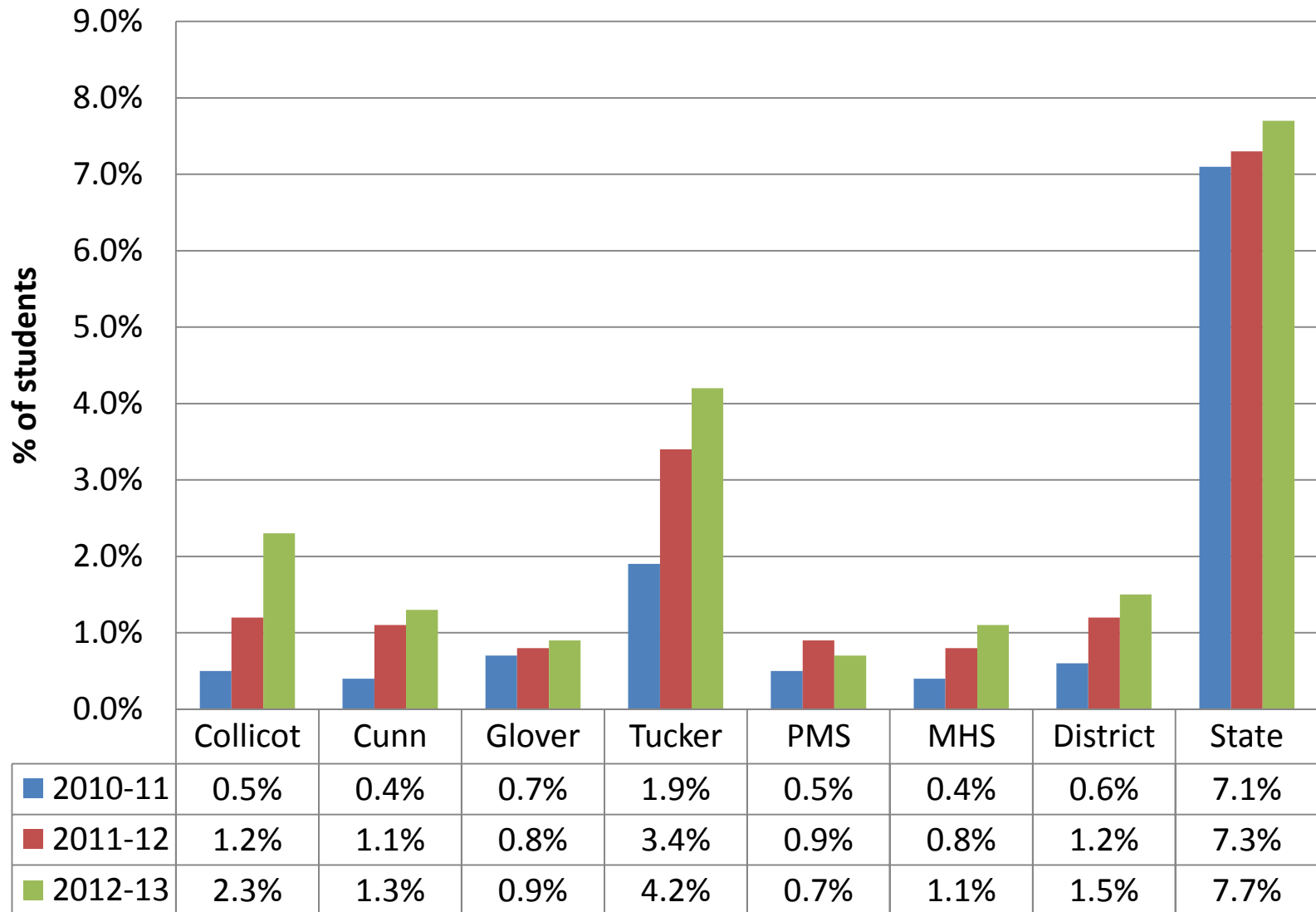


- African American
- Asian
- Hispanic
- Native American
- White
- Native Hawaiian, Pacific Islander

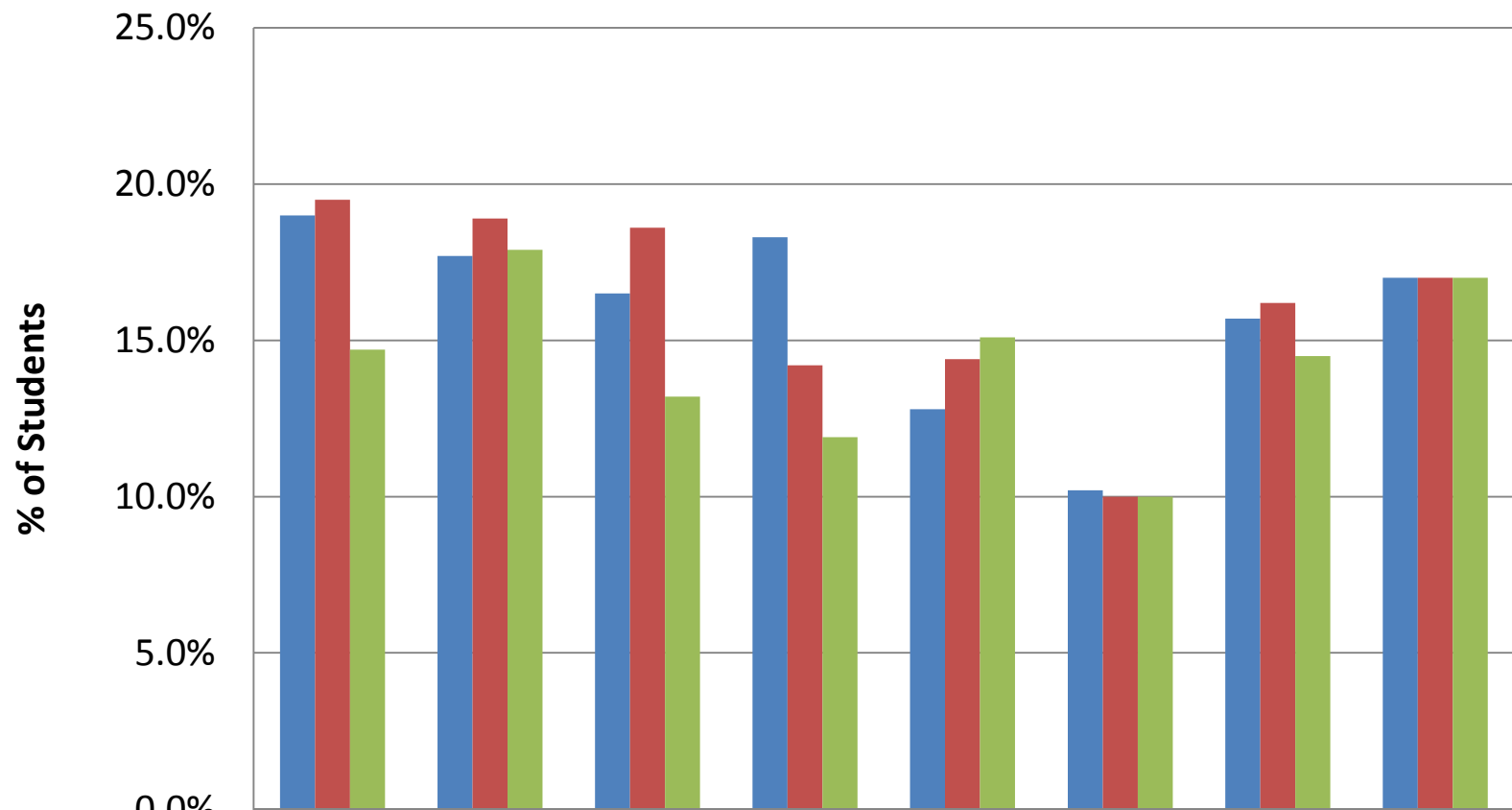
First Language Not English by School/District



Limited English Proficient by School/District

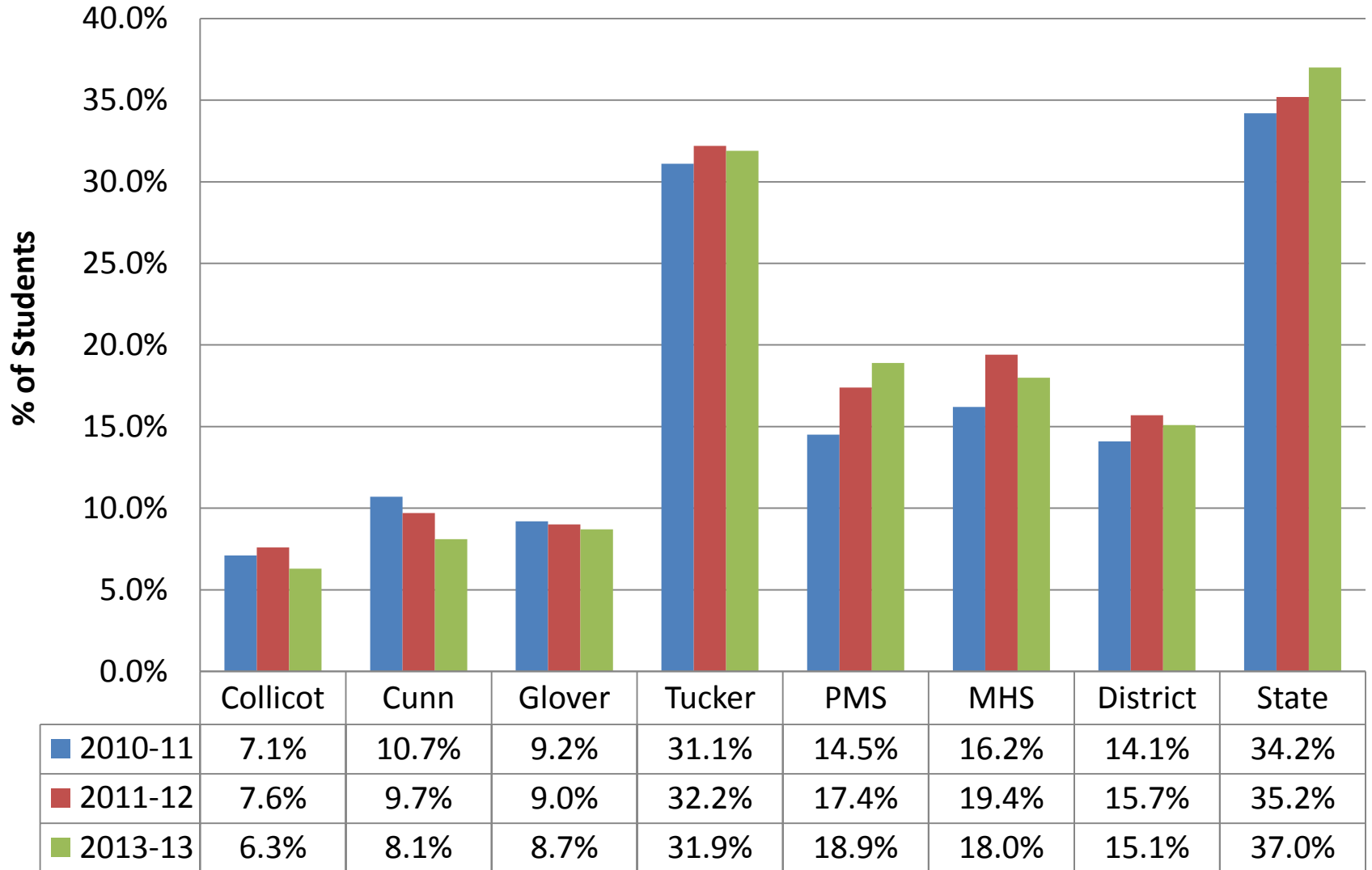


Special Education by School/District

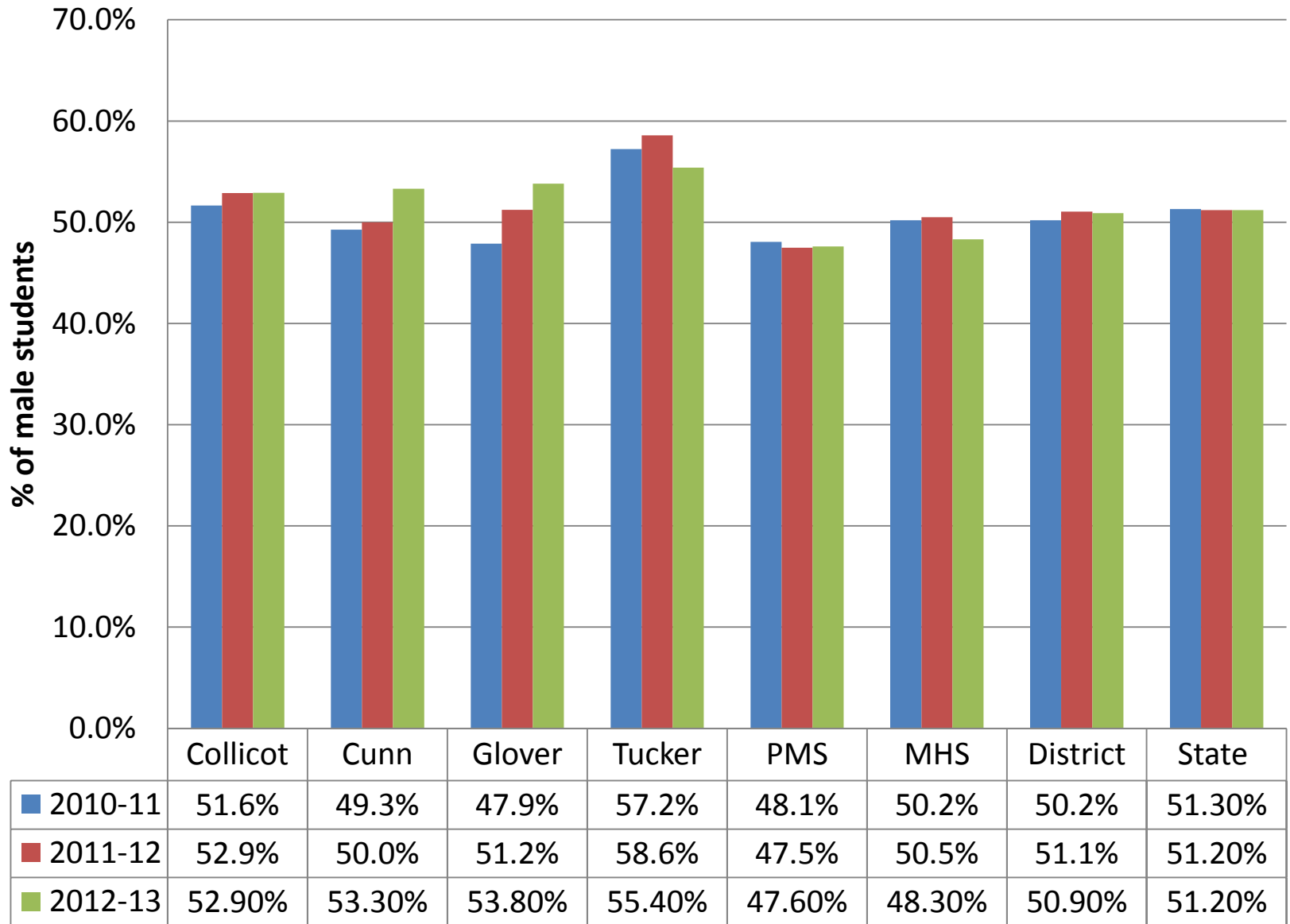


	Collicot	Cunn	Glover	Tucker	PMS	MHS	District	State
2010-11	19.0%	17.7%	16.5%	18.3%	12.8%	10.2%	15.7%	17.0%
2011-12	19.5%	18.9%	18.6%	14.2%	14.4%	10.0%	16.2%	17.0%
2012-13	14.7%	17.9%	13.2%	11.9%	15.1%	10.0%	14.5%	17.0%

Low Income by School/District



Male Enrollment by School/District



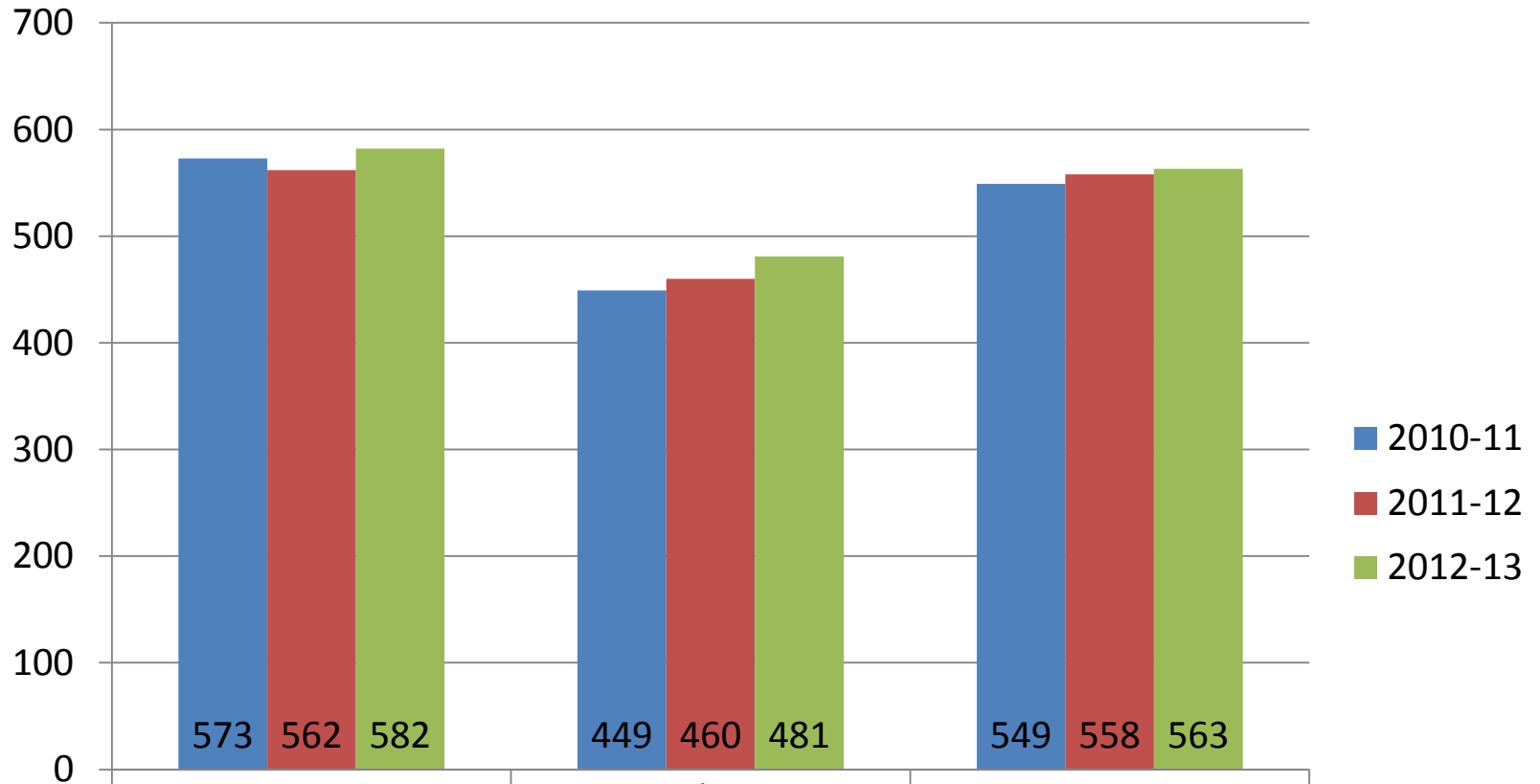
Student Achievement

Looking back over the 2012-13 school year, the data shows strong growth district-wide and steady growth for our subgroups. All six Milton Public Schools achieved **Level One** status in the 2012-13 school year.*

This designation puts Milton in the top 25% of all public and charter schools in the state. In addition, all of our subgroups except for African American/Black made the state targets.

SAT Data

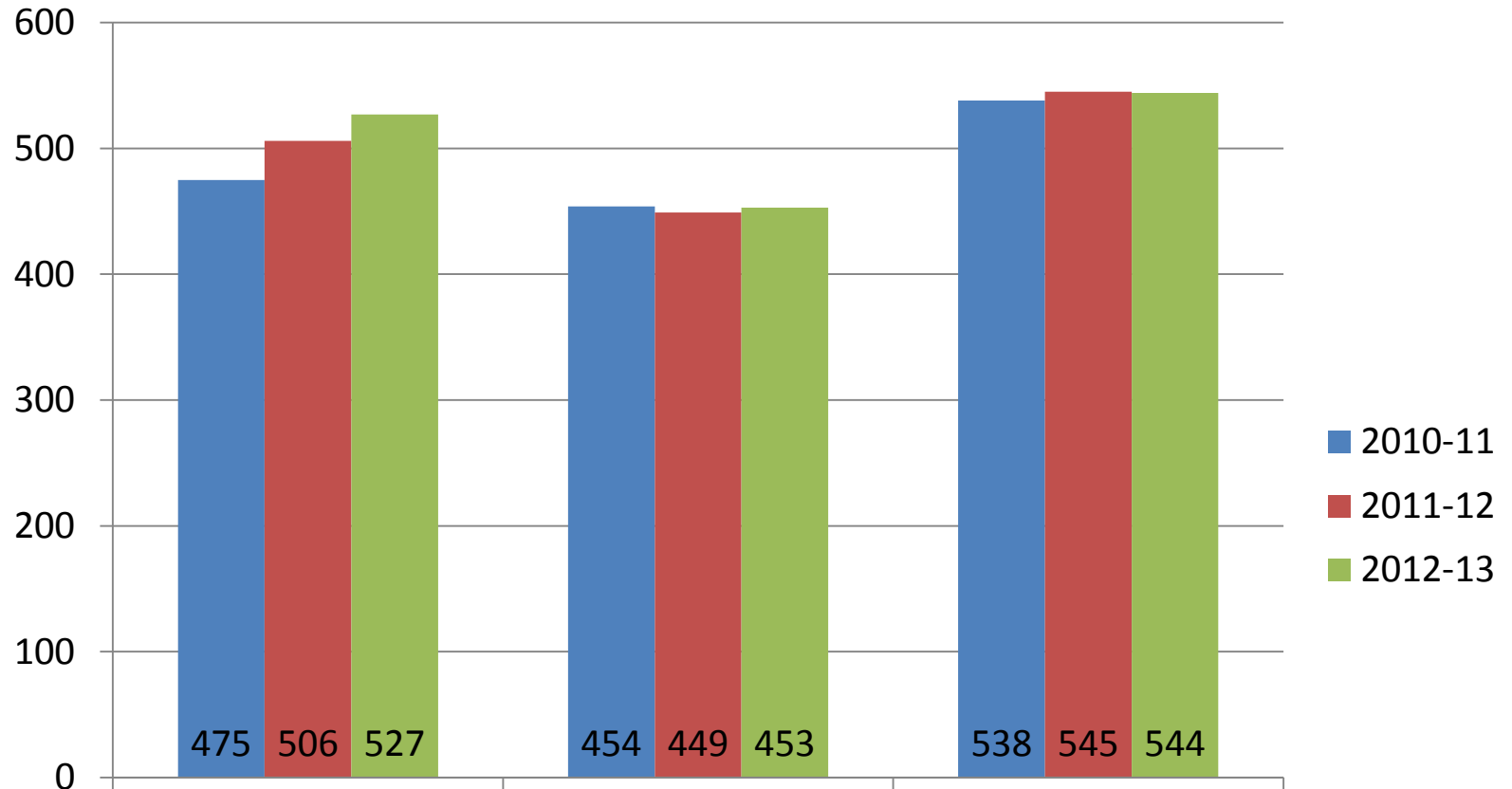
SAT Scores (Math)



	Asian	Black/Afr Am	White
■ 2010-11	573	449	549
■ 2011-12	562	460	558
■ 2012-13	582	481	563

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

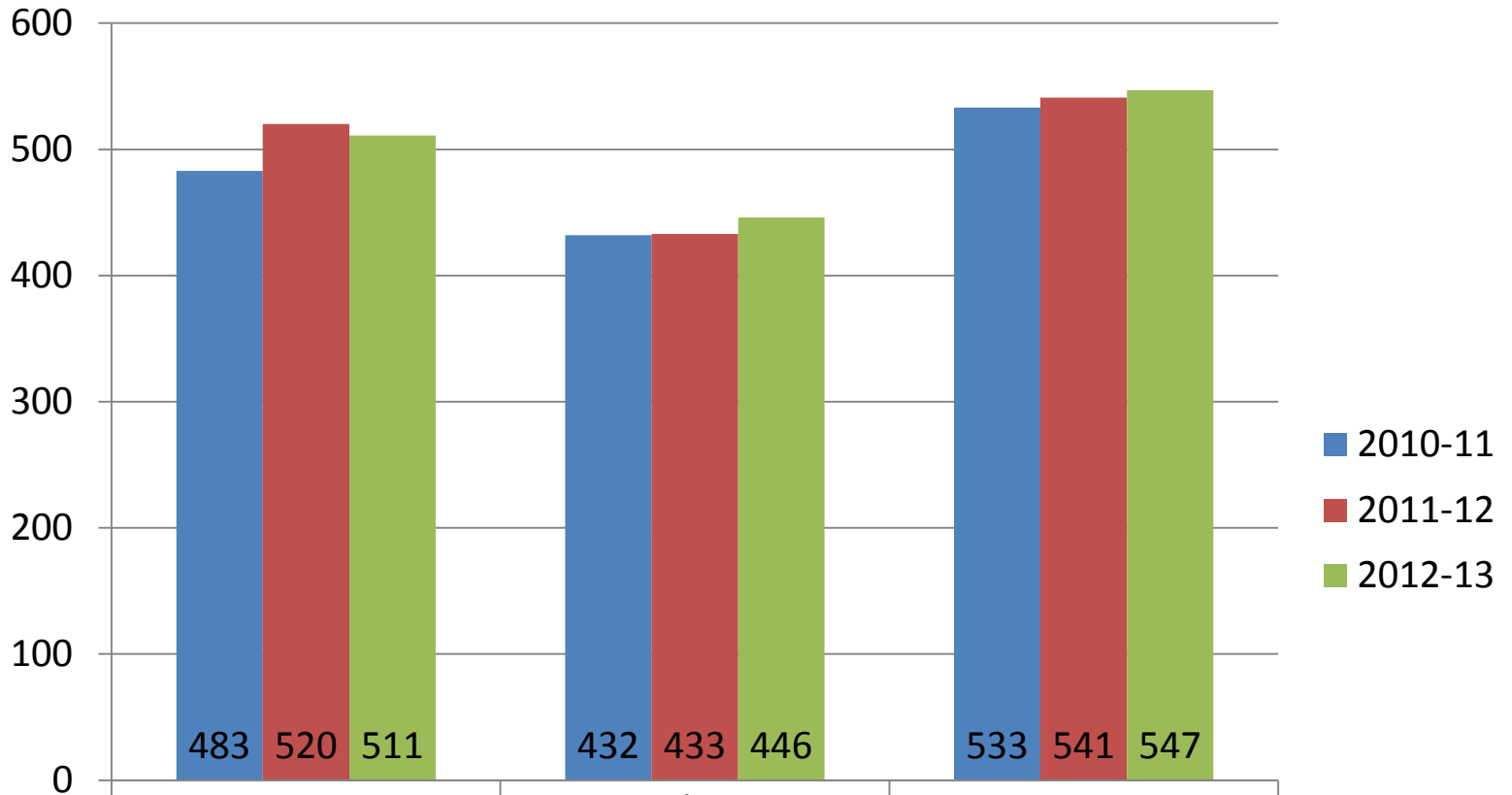
SAT Scores (Reading)



	Asian	Black/Afr American	White
2010-11	475	454	538
2011-12	506	449	545
2012-13	527	453	544

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

SAT Scores (Writing)



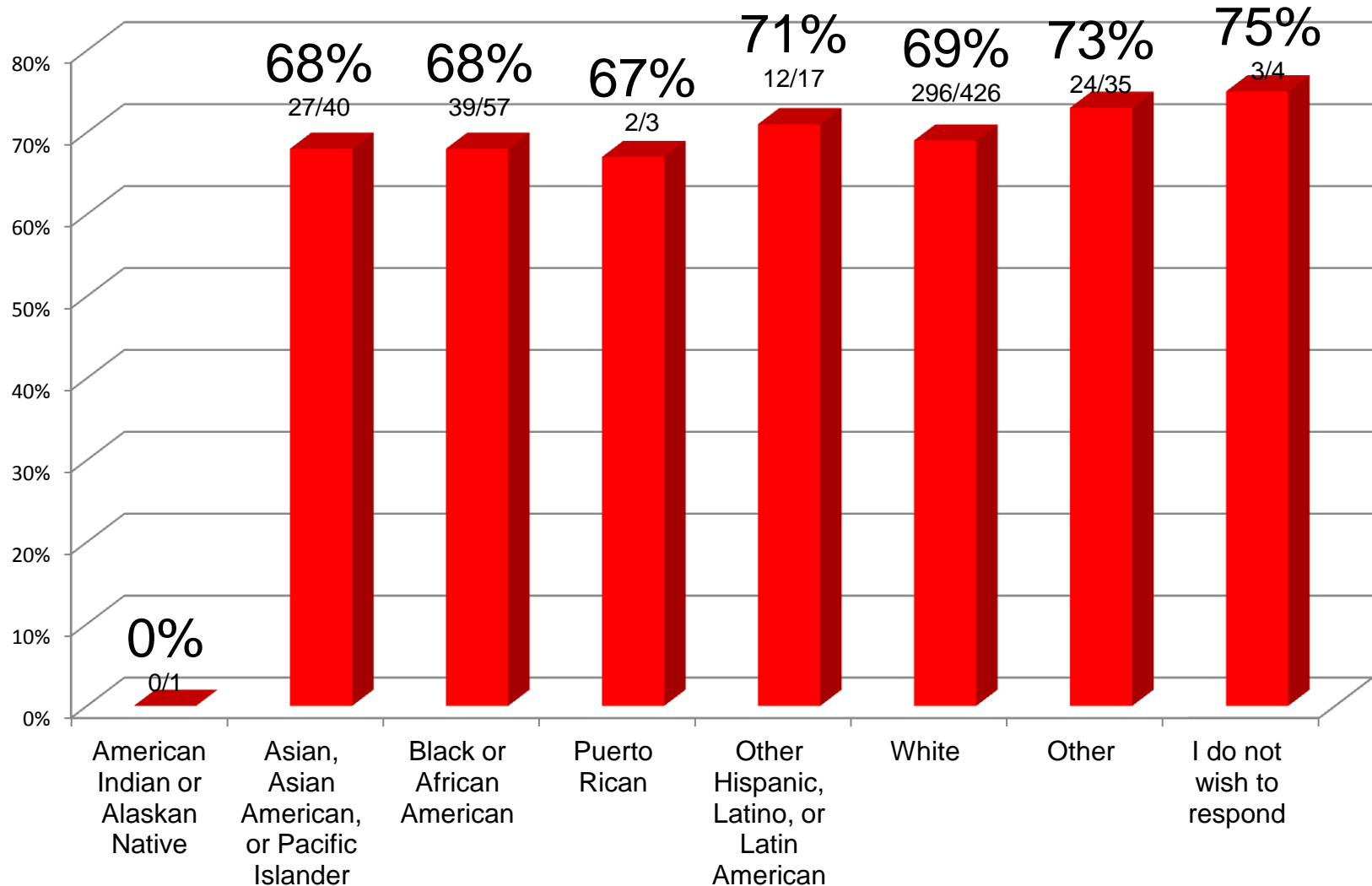
	Asian	Black/Afr Am	White
2010-11	483	432	533
2011-12	520	433	541
2012-13	511	446	547

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

Advanced Placement (AP) Data

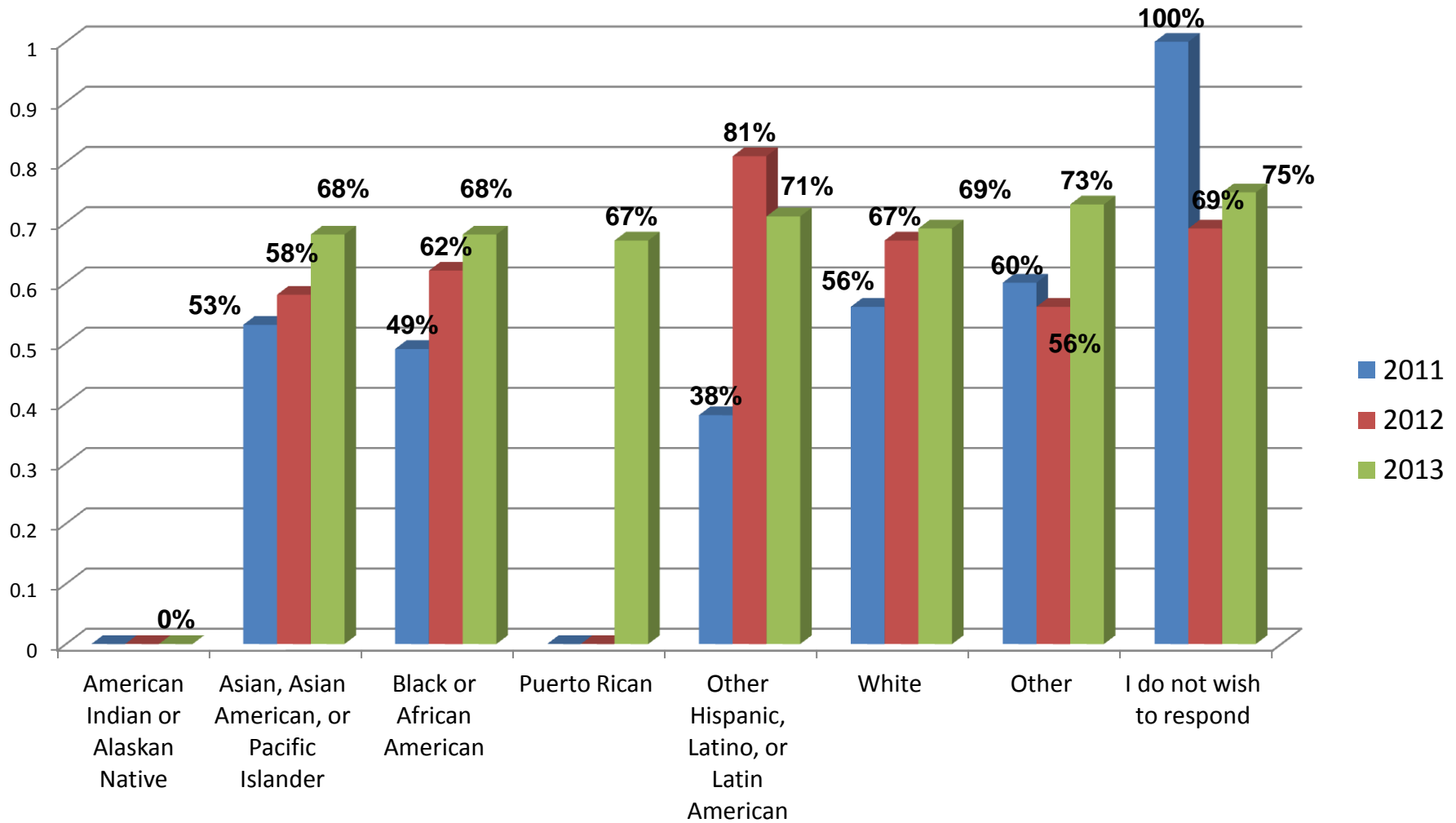
2013 AP Ethnicity Breakdown

Percent of Qualifying Test Scores Out of Number of Tests Taken.

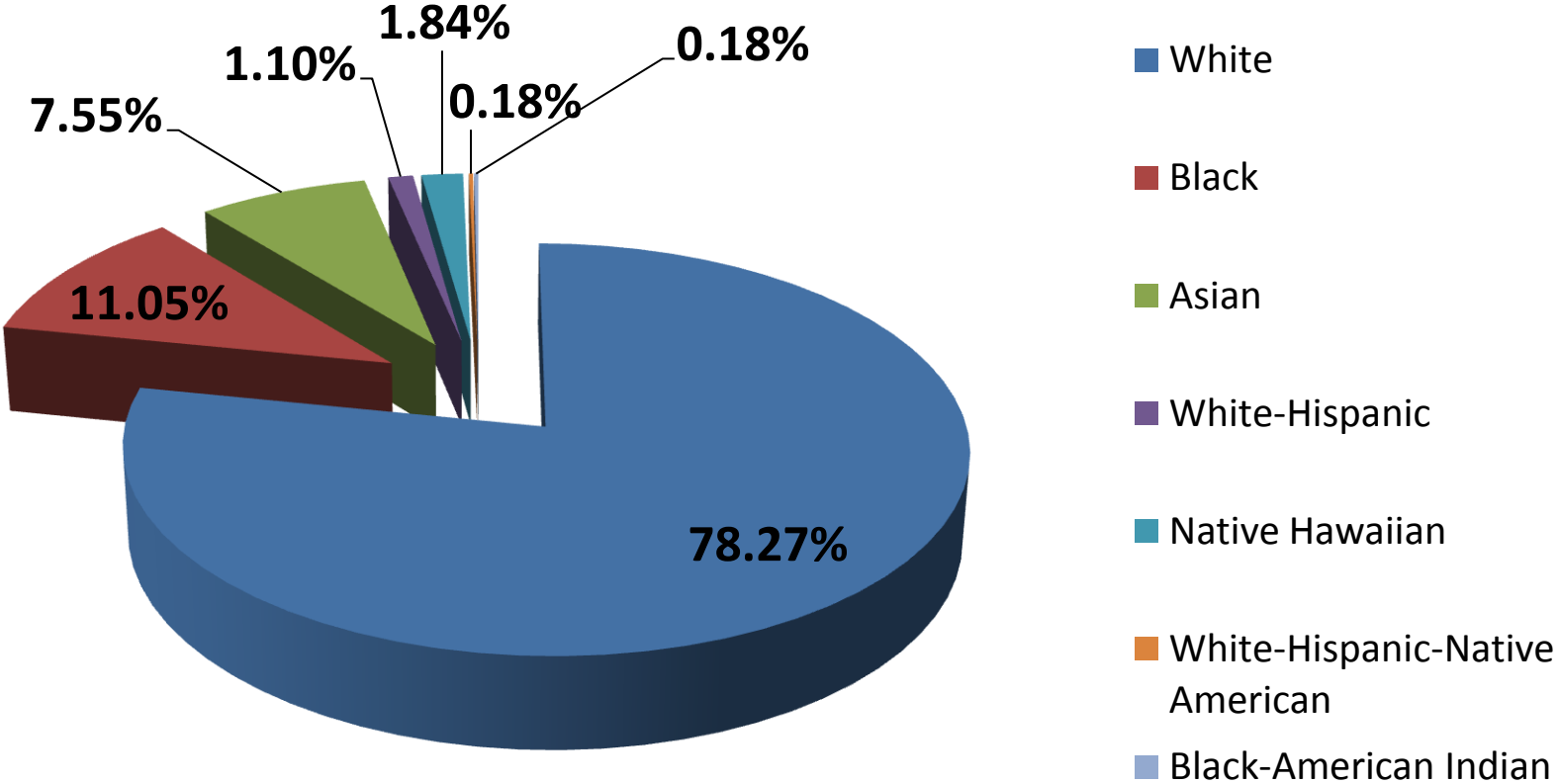


AP Ethnicity Breakdown

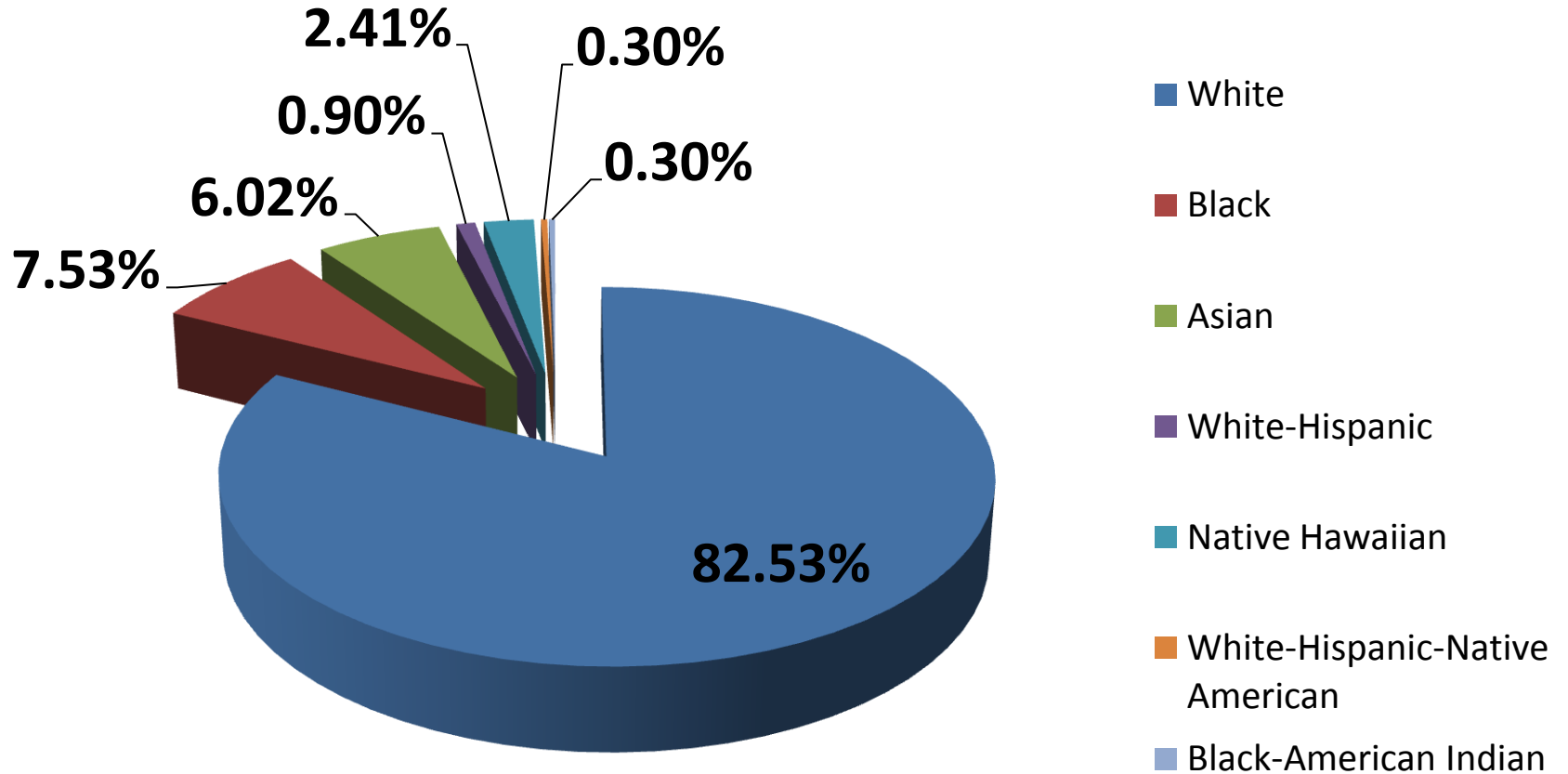
Percent of Qualifying Test Scores Out of Number of Tests Taken



Ethnic Breakdown For Tests Taken



Ethnic Breakdown For Test Takers



MCAS DATA

*It should be noted that the data presented in this report is reflective of the ***July 1, 2012 to June 30, 2013*** time period – the same time period covered in the main body of this report. Next year’s Diversity Report will cover ***July 1, 2013 to June 30, 2014*** and include the Student Achievement Data from that time period.

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

Low Income Subgroup (Grade 3)

ELA

	2009	2010	2011	2012	2013
CPI Non Low Income	88.1	92.1	93.3	91.2	92.5
CPI Low Income	73.3	80.7	75	72.6	77.3
Difference	14.8	11.4	18.3	18.6	15.2

Math

	2009	2010	2011	2012	2013
CPI Non Low Income	90	91.9	96	92.4	95.8
CPI Low Income	66.9	72.3	73.9	73.8	78.9
Difference	23.1	19.6	22.1	18.6	16.9

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

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

What is the magnitude of the gap between groups?

Notable- about the same in both ELA and Math

How does each group of students currently perform relative to their counterparts in other schools, districts, or states?

CPI for this subgroup is above the state subgroup.

African American/Black Subgroup (Grade 3)

ELA

	2009	2010	2011	2012	2013
CPI White	89.7	92.8	94.1	92	92.7
CPI African Am./Black	71.5	80.8	74.4	78.1	74.2
Difference	18.2	12	19.7	13.9	18.5

Have gaps in performance between student groups decreased over time?

ELA- No Math- Yes, notably

Have all groups of students gained over time?

Yes- both ELA and Math

What is the magnitude of the gap between groups?

Notable- bigger in ELA

How does each group of students currently perform relative to their counterparts in other schools, districts, or states?

CPI for this subgroup is above the state subgroup.

Math

	2009	2010	2011	2012	2013
CPI White	91.6	93.9	95.5	93.1	95.3
CPI African Am./Black	65.4	68.1	76.1	79.7	80
Difference	26.2	25.8	19.4	13.4	15.3

Special Education Subgroup (Grade 3)

ELA

	2009	2010	2011	2012	2013
CPI Non Spec Education	89.8	93.4	93	91.7	93.4
CPI Spec Education	69.4	80.7	79.2	76.2	72.3
Difference	20.4	12.7	13.8	15.5	21.1

Have gaps in performance between student groups decreased over time?

No

Have all groups of students gained over time?

Yes

What is the magnitude of the gap between groups?

Notable in both ELA and Math

How does each group of students currently perform relative to their counterparts in other schools, districts, or states?

CPI for this subgroup is above the state subgroup.

Math

	2009	2010	2011	2012	2013
CPI Non Spec Education	90.2	92.9	94.8	92.9	96.1
CPI Spec Education	72	76	83	77.4	77.2
Difference	18.2	16.9	11.8	15.5	18.9

Low Income Subgroup (Grade 4)

ELA

	2009	2010	2011	2012	2013
CPI Non Low Income	88.8	90.4	92.9	94.4	91.2
CPI Low Income	66.1	70.7	75.6	72.1	67.6
Difference	22.7	19.7	17.3	22.3	23.6

*Have gaps in performance between student groups decreased over time? **No- ELA; Slightly- Math***

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

Math

	2009	2010	2011	2012	2013
CPI Non Low Income	87	88	92	94.5	90.7
CPI Low Income	64.4	68.1	75	75	69.6
Difference	22.6	19.9	17	19.5	21.1

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

*How does each group of students currently perform relative to their counterparts in other schools, districts, or states? **CPI for this subgroup is slightly above the state subgroup.***

African American/Black Subgroup (Grade 4)

ELA

	2009	2010	2011	2012	2013
CPI White	90.6	91.8	94.4	95.6	92.96
CPI African Am./Black	64.2	70.2	77.6	70.9	72.4
Difference	26.4	21.6	16.8	24.7	20.2

Have gaps in performance between student groups decreased over time?

Yes- most notably in Math

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

What is the magnitude of the gap between groups?

Notable

*How does each group of students currently perform relative to their counterparts in other schools, districts, or states? **CPI for this subgroup is above the state subgroup.***

Math

	2009	2010	2011	2012	2013
CPI White	89.9	87.9	93.9	94.9	92.1
CPI African Am./Black	58.6	70.2	71.4	75.6	73.5
Difference	31.3	17.7	22.5	19.3	18.6

Special Education Subgroup (Grade 4)

ELA

	2009	2010	2011	2012	2013
CPI Non Spec Education	92.4	92.8	94.7	94	92.4
CPI Spec Education	60.6	62.7	76.4	75	69.6
Difference	31.8	30.1	18.3	19	22.8

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

*How does each group of students currently perform relative to their counterparts in other schools, districts, or states? **CPI for this subgroup is well above the state subgroup- 14.4 for ELA.***

Math

	2009	2010	2011	2012	2013
CPI Non Spec Education	90.1	88.8	94.2	94	92.1
CPI Spec Education	60.8	66.9	74.6	78.3	69.5
Difference	29.3	21.9	19.6	15.7	22.6

Low Income Subgroup (Grade 5)

ELA

	2009	2010	2011	2012	2013
CPI Non Low Income	94.2	93.6	95.8	94.8	95.8
CPI Low Income	85	79.2	83.5	83.1	86.5
Difference	9.2	14.4	12.3	11.7	9.3

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

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

Math

	2009	2010	2011	2012	2013
CPI Non Low Income	90.8	88.7	95.9	95	96.1
CPI Low Income	67.9	77.1	79.7	80.2	77.4
Difference	22.9	11.6	16.2	14.8	18.7

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

*How does each group of students currently perform relative to their counterparts in other schools, districts, or states? **CPI for this subgroup is above the state subgroup.***

Science

	2009	2010	2011	2012	2013
CPI Non Low Income	88.8	86.7	87.8	89.5	90.6
CPI Low Income	71.3	67.7	68.5	64.5	74
Difference	17.5	19	19.3	25	16.6

African American/Black Subgroup (Grade 5)

ELA

	2009	2010	2011	2012	2013
CPI White	95.6	93.8	95.6	95.6	96.2
CPI African Am./Black	84	78.2	85.8	81.1	88
Difference	11.6	15.6	9.8	14.5	8.2

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

*Have all groups of students gained over time? **No in math; Yes all others***

Math

	2009	2010	2011	2012	2013
CPI White	93.2	90.2	95.4	96.2	95.1
CPI African Am./Black	67	72.2	83.8	76.7	79.3
Difference	26.2	18	11.6	19.5	15.8

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

*How does each group of students currently perform relative to their counterparts in other schools, districts, or states? **CPI for this subgroup is well above the state subgroup.***

Science

	2009	2010	2011	2012	2013
CPI White	91.3	88.1	88.6	90.3	91.6
CPI African Am./Black	67.9	65.7	66.9	67.2	71.8
Difference	23.4	22.4	21.7	23.1	19.8

Special Education Subgroup (Grade 5)

ELA

	2009	2010	2011	2012	2013
CPI Non Spec Education	96	97.6	96.7	97.2	96
CPI Spec Education	80	62.5	78.6	77.8	79.5
Difference	16	35.1	18.1	19.4	16.5

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

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

Math

	2009	2010	2011	2012	2013
CPI Non Spec Education	92.8	93.9	96	97.2	95.4
CPI Spec Education	67.3	54.6	78.9	76.6	71.9
Difference	25.5	39.3	17.1	20.6	23.5

What is the magnitude of the gap between groups?
Notable

How does each group of students currently perform relative to their counterparts in other schools, districts, or states? **CPI for this subgroup is above the state subgroup.**

Science

	2009	2010	2011	2012	2013
CPI Non Spec Education	89.7	89	87.9	90.6	90
CPI Spec Education	73.6	59	67.5	68.4	68.8
Difference	16.1	30	20.4	22.2	21.2

It should be noted, after an analysis of the 2012-13 data, the administration and the School Committee put together an Advancement Budget for the 2013-14 school year. The purpose of this Advancement Budget was to fund initiatives for the following goals:

- Improve Early Literacy
- Close the Proficiency Gap
- Improve science achievement for all students

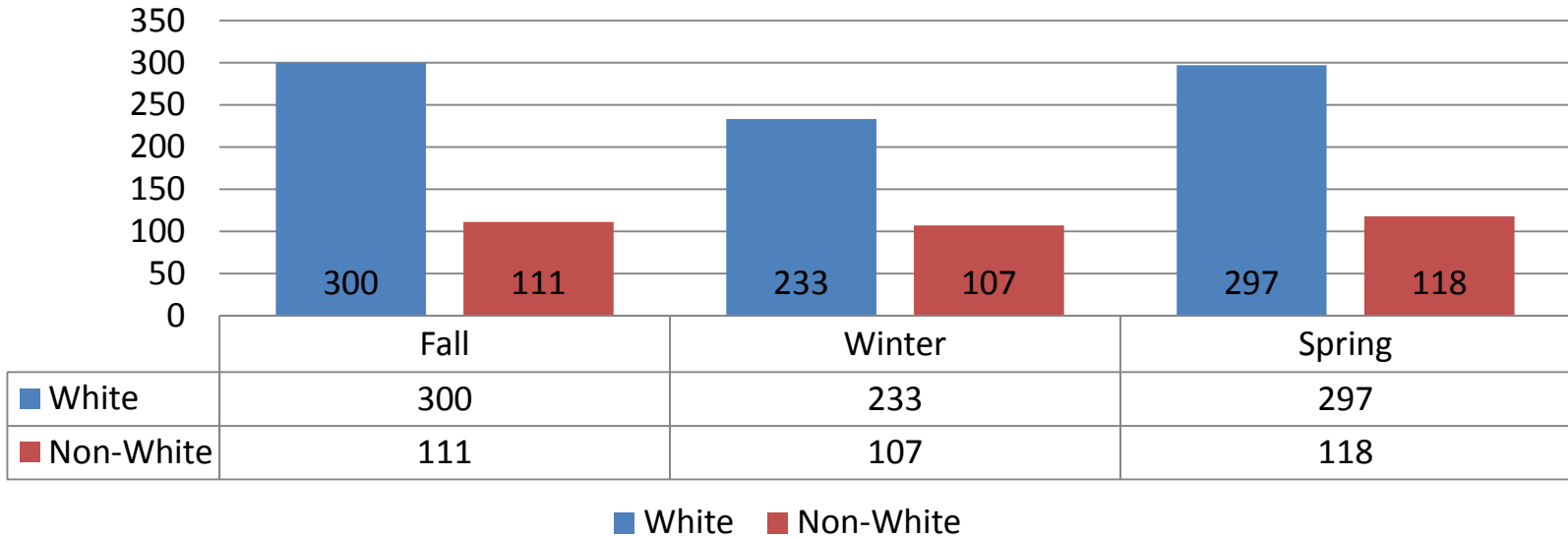
This initiative was passed by the School Committee in the Spring of 2013.

Athletic Data

DIVERSITY IN ATHLETICS PARTICIPATION (2012)

SEASON	ATHLETES	MINORITY	PCT%
FALL	411	111	27%
WINTER	340	107	31%
SPRING	415	118	28%

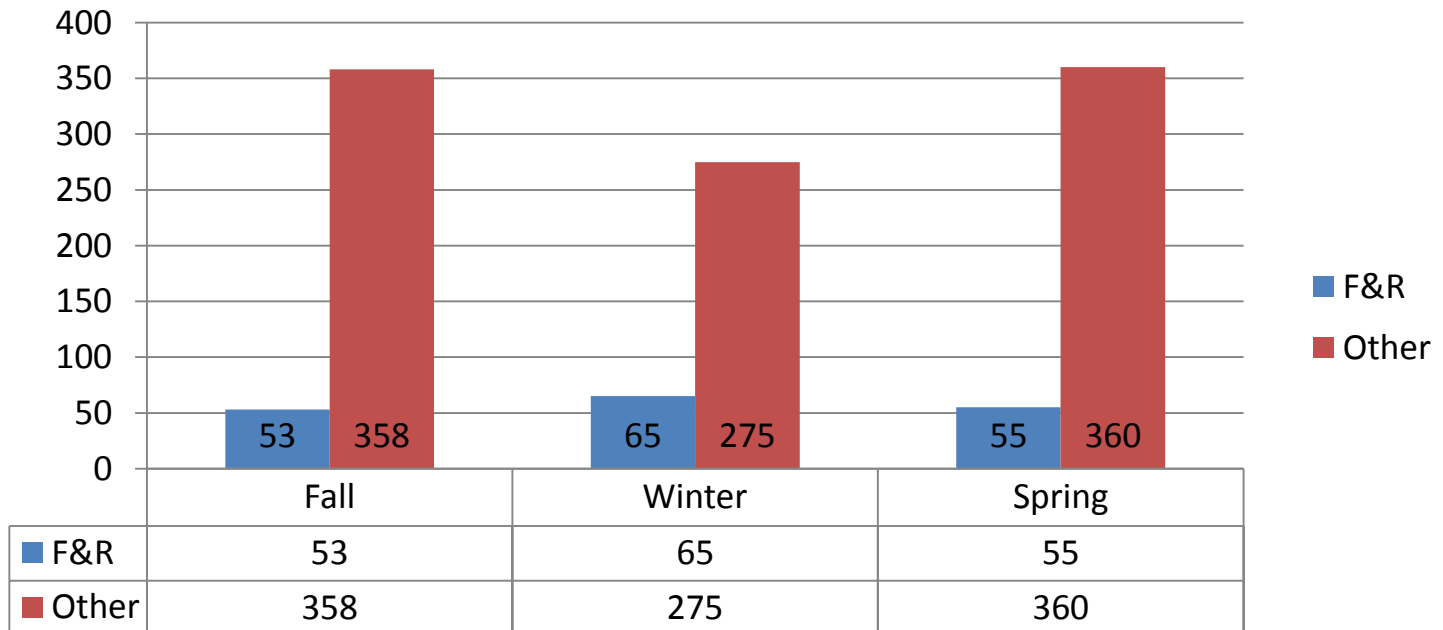
Athletic Participation by Race/Ethnicity 2012/13



FREE AND REDUCED LUNCH/ATHLETIC PARTICIPATION (2012)

SEASON	ATHLETES	FREE/REDUCED	PCT%
FALL	411	53	13%
WINTER	340	65	19%
SPRING	415	55	13%

Athletic Participation by Free/Reduced Lunch Status



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. (more)

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