



APPENDIX:

District Data Overview

Prepared for the School Committee
December 16, 2020

Vy Vu, Director of Data & Analytics



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Context

The 2019-2020 school year was suddenly disrupted on March 16, 2020 by the global Covid-19 pandemic.

As a result of this disruption, schools had to pivot overnight to online mode for the rest of the spring semester. Any in-person programming was effectively cancelled for the remainder of the school year – sports, extra-curriculars, in-person school attendance, and MCAS state testing.

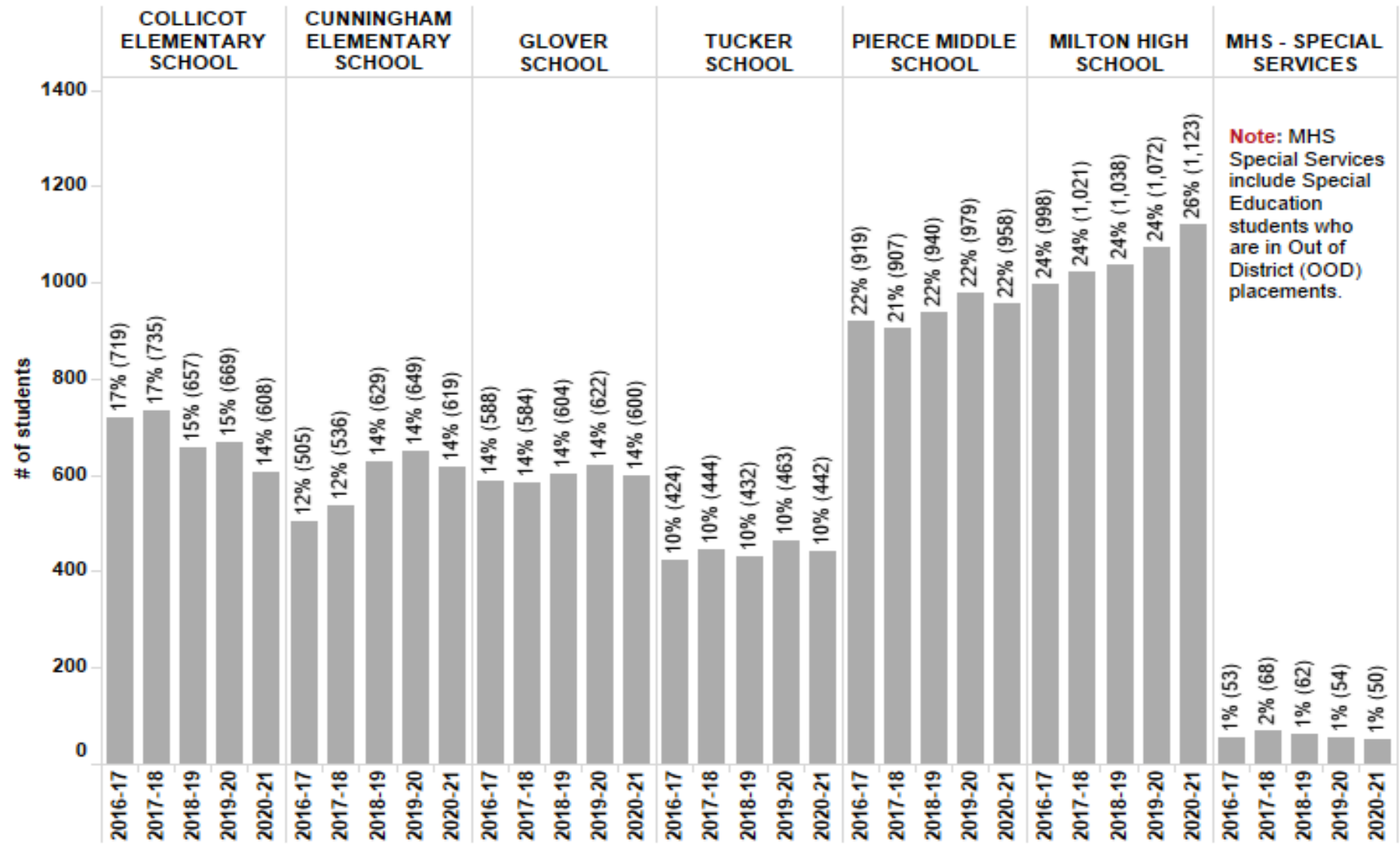
This appendix contains available data from the 2019-2020 school year, along with current year data as of this point. The focus in the first few months of school has been on getting students, teachers, and families acclimated social-emotionally to the new experience of school. We will be collecting more data in the coming months ensure we address any inequities in students' educational experience and outcomes.

DEMOGRAPHIC



Student Demographics – Total Enrollment

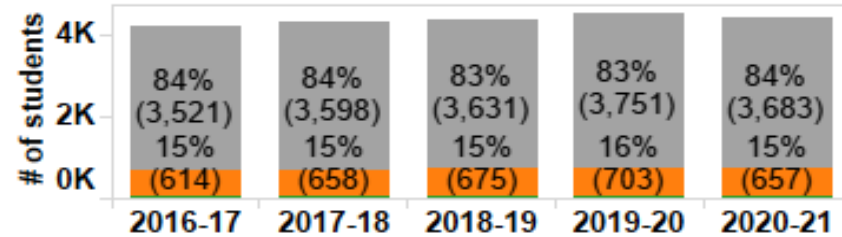
Total Enrollment by Year: School





Student Demographics – Special Ed Enrollment

Special Ed Enrollment by Year: District

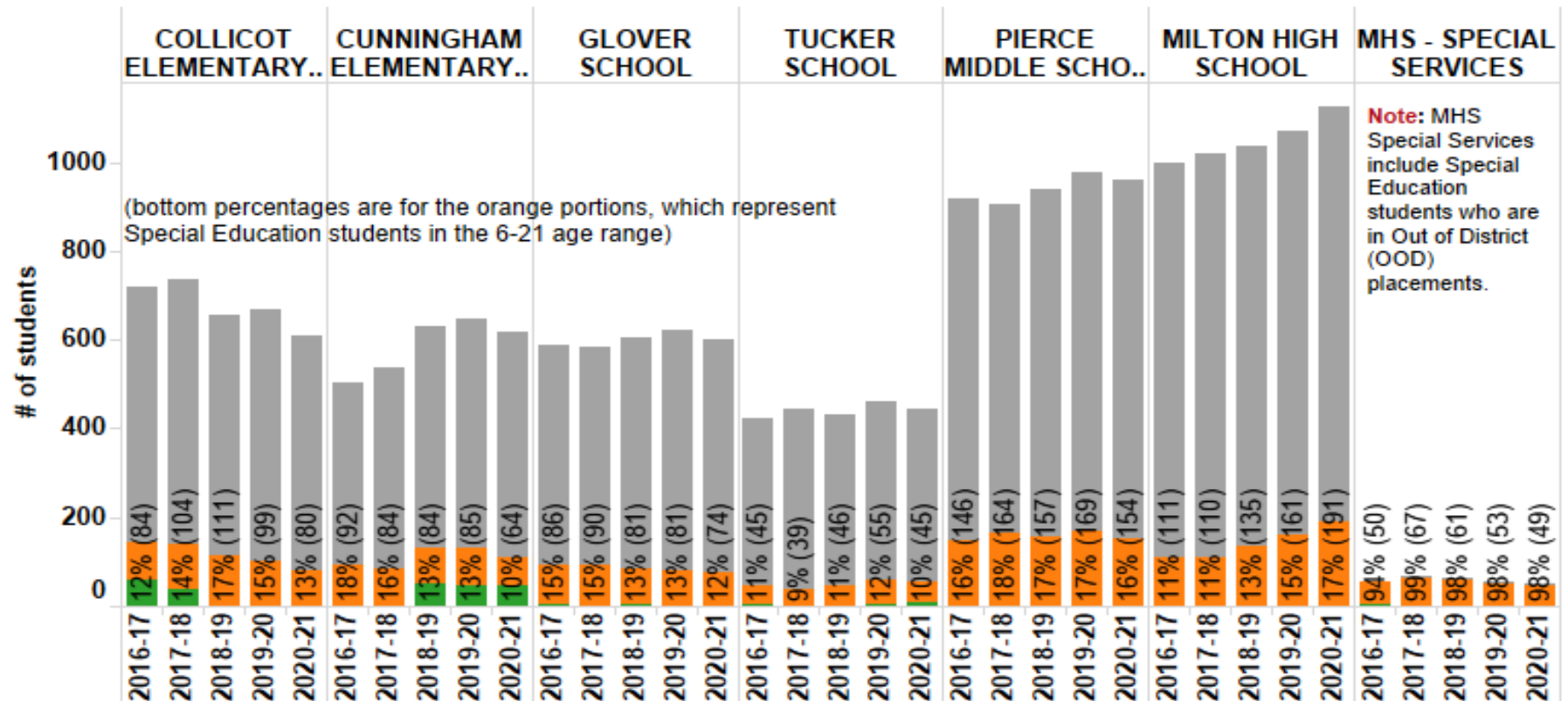


Special Ed Status

- No
- Yes 6-21
- Yes 3-5

Note: Special Ed status here refers only to students on IEP's. This information is culled from the SIMS reporting to the state.

Special Ed Enrollment by Year: by School



Note: MHS Special Services include Special Education students who are in Out of District (OOD) placements.



Student Demographics – Special Ed Enrollment 3-5

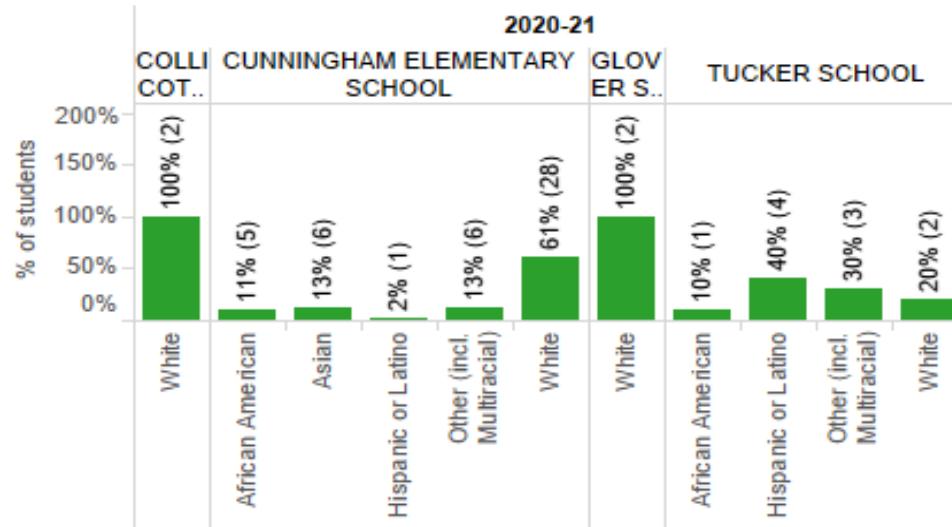
Special Ed 3-5: District by race

Race Catego..	2016-17	2017-18	2018-19	2019-20	2020-21
African American	18% (13)	13% (5)	7% (4)	7% (4)	10% (6)
Asian	8% (6)	3% (1)	5% (3)	6% (3)	10% (6)
Hispanic or Latino	7% (5)	10% (4)	9% (5)	6% (3)	8% (5)
Other (incl. Multiracial)	3% (2)	8% (3)	13% (7)	17% (9)	15% (9)
White	63% (45)	67% (26)	66% (37)	65% (35)	57% (34)
Grand Total	100% (71)	100% (39)	100% (56)	100% (54)	100% (60)

Special Ed 3-5: District by low income

FRLP Calc	2016-17	2017-18	2018-19	2019-20	2020-21
N	85% (60)	92% (36)	88% (49)	80% (43)	80% (48)
Y	15% (11)	8% (3)	13% (7)	20% (11)	20% (12)
Grand Total	100% (71)	100% (39)	100% (56)	100% (54)	100% (60)

Special Ed 3-5: School by race



Special Ed Status 3-5

Y



Student Demographics – Special Ed Enrollment 6-21

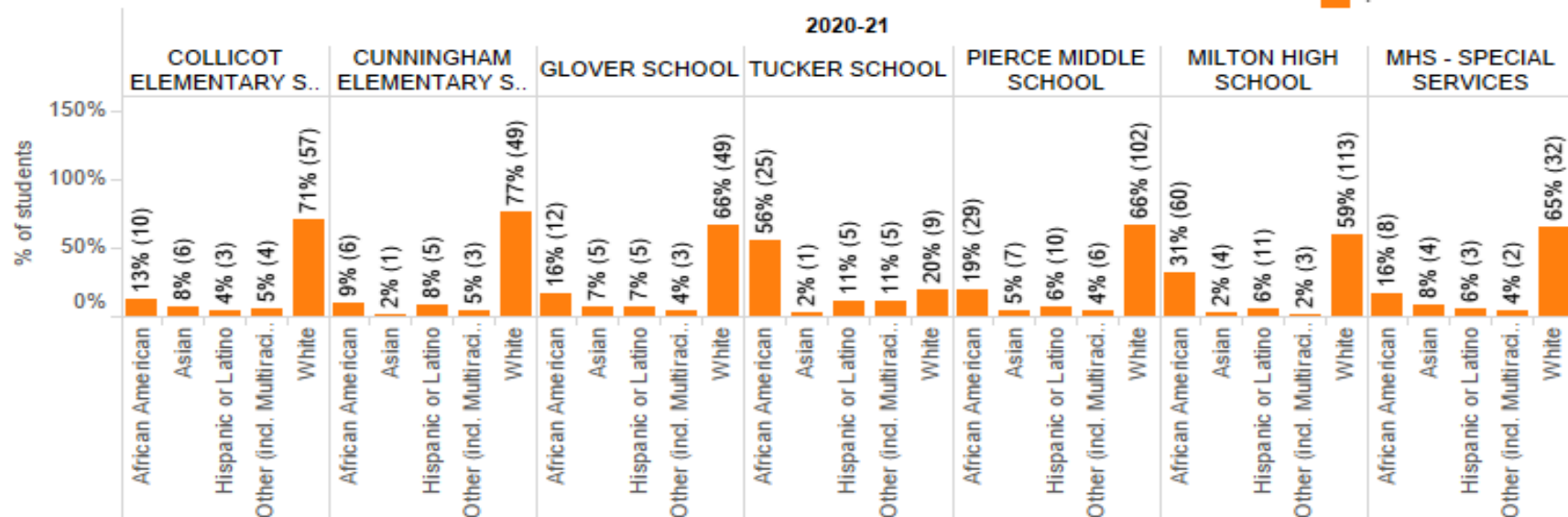
Special Ed 6-21: District by race

Race Catego..	2016-17	2017-18	2018-19	2019-20	2020-21
African American	26% (160)	25% (166)	24% (161)	22% (155)	23% (150)
Asian	2% (15)	3% (22)	3% (22)	4% (31)	4% (28)
Hispanic or Latino	5% (30)	5% (31)	5% (36)	7% (46)	6% (42)
Other (incl. Multiracial)	3% (17)	3% (18)	3% (23)	4% (30)	4% (26)
White	64% (392)	64% (421)	64% (433)	63% (441)	63% (411)
Grand Total	100% (614)	100% (658)	100% (675)	100% (703)	100% (657)

Special Ed 6-21: District by low income

FRLP Calc	2016-17	2017-18	2018-19	2019-20	2020-21
N	76% (469)	79% (517)	77% (517)	74% (519)	73% (480)
Y	24% (145)	21% (141)	23% (158)	26% (184)	27% (177)
Grand Total	100% (614)	100% (658)	100% (675)	100% (703)	100% (657)

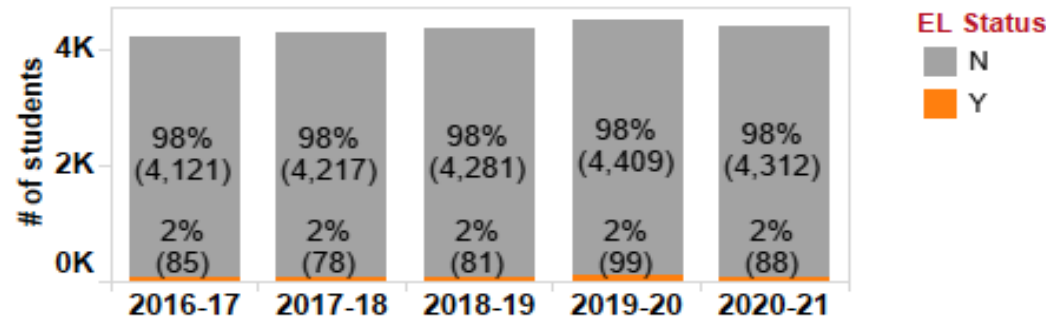
Special Ed 6-21: School by race



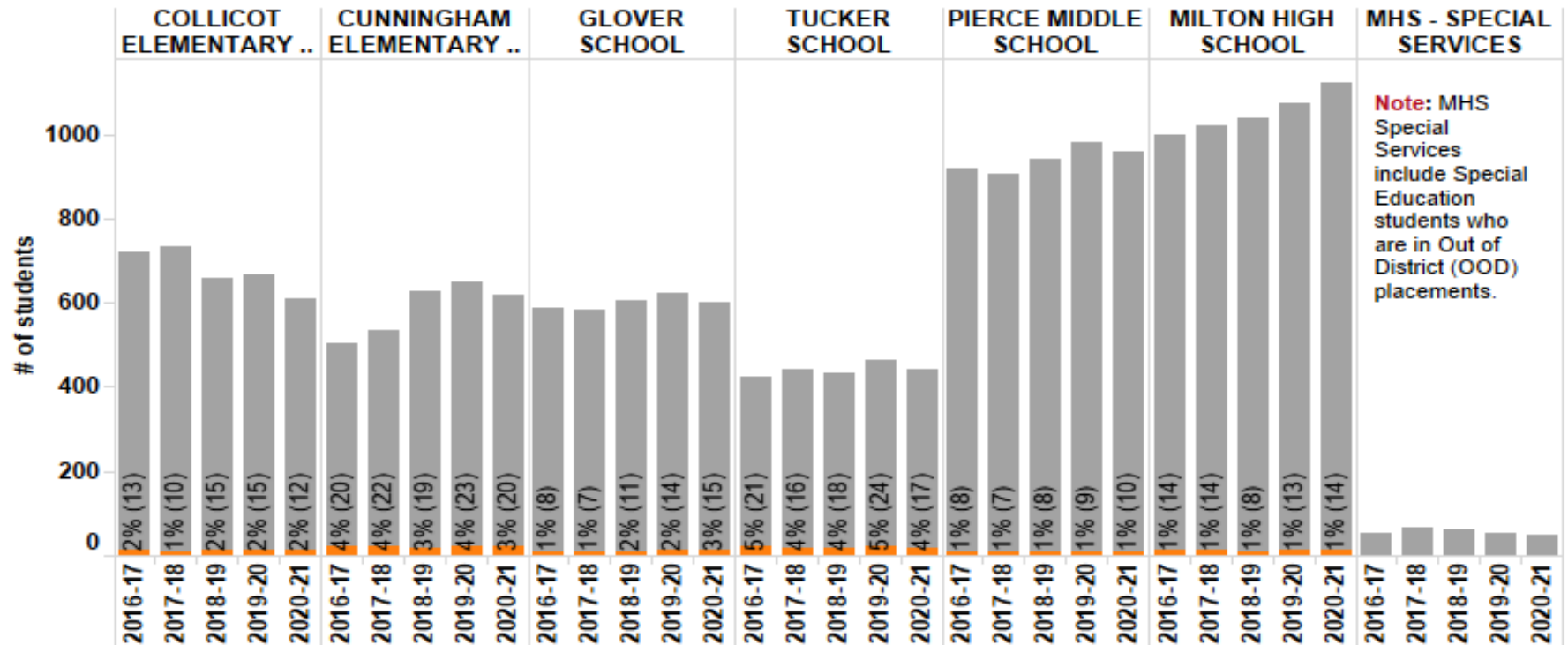


Student Demographics – EL Enrollment

English Learner (EL): District



English Learner (EL) by School





Student Demographics – EL Enrollment

English Learner (EL): District by Race

Race Category	2016-17	2017-18	2018-19	2019-20	2020-21
African American	34% (29)	33% (26)	31% (25)	18% (18)	20% (18)
Asian	48% (41)	49% (38)	51% (41)	39% (39)	36% (32)
Hispanic or Latino	13% (11)	17% (13)	14% (11)	28% (28)	28% (25)
Other (incl. Multir..	1% (1)		1% (1)	2% (2)	2% (2)
White	4% (3)	1% (1)	4% (3)	12% (12)	13% (11)
Grand Total	100% (85)	100% (78)	100% (81)	100% (99)	100% (88)

English Learner (EL): District by Low Income

FRLP Calc	2016-17	2017-18	2018-19	2019-20	2020-21
N	66% (56)	78% (61)	49% (40)	53% (52)	52% (46)
Y	34% (29)	22% (17)	51% (41)	47% (47)	48% (42)
Grand Total	100% (85)	100% (78)	100% (81)	100% (99)	100% (88)

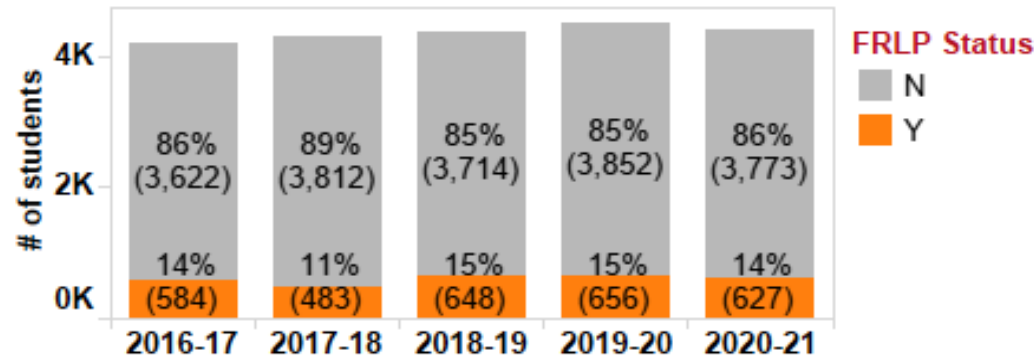
Native Languages SY2020-21

Native Language (group)	COLLICOT ELEMENT..	CUNNING HAM ELE..	GLOVER SCHOOL	TUCKER SCHOOL	PIERCE MIDDLE S..	MILTON HIGH SC..	MHS - SPECIAL ..	Grand Total
Arabic	1		3	1	3	6		14
Cantonese	16	19	2	5	4	3		49
Chinese Languages	6	3	4	2	6	7	1	29
English	553	557	558	371	850	1,030	43	3,962
French	4	6	4	3	13	7		37
Haitian Creole	1	1	3	15	10	16		46
Ibo				2	3	4		9
Mandarin	3			2	5	2		12
Portuguese		2	2	2	10	3		19
Spanish	5	8	7	20	14	18	2	74
Vietnamese	16	13	10	8	23	17	2	89
Other	3	10	7	11	17	10	2	60



Student Demographics— Low Income Enrollment

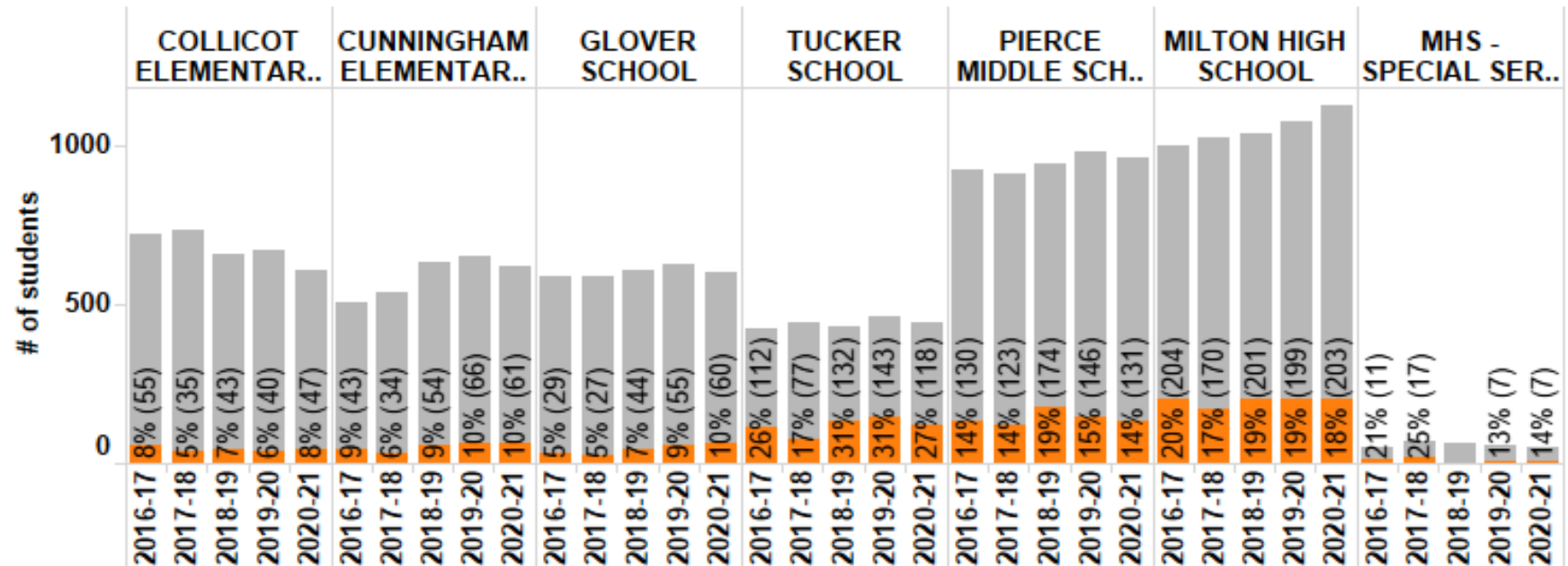
Low Income Enrollment by Year: District



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 a representation of free/reduced lunch status. The "economically disadvantaged" status is often a smaller subset of the free/reduced group. In MPS, we still collect income data to verify Free and Reduced Lunch status for federal reporting.

Note 2: MHS Special Services include Special Education students who are in Out of District (OOD) placements.

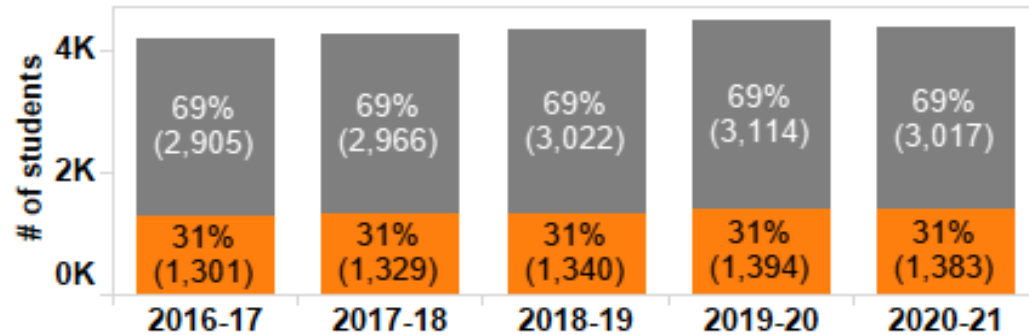
Low Income Enrollment by Year: School





Student Demographic - Race Historical

Race - District

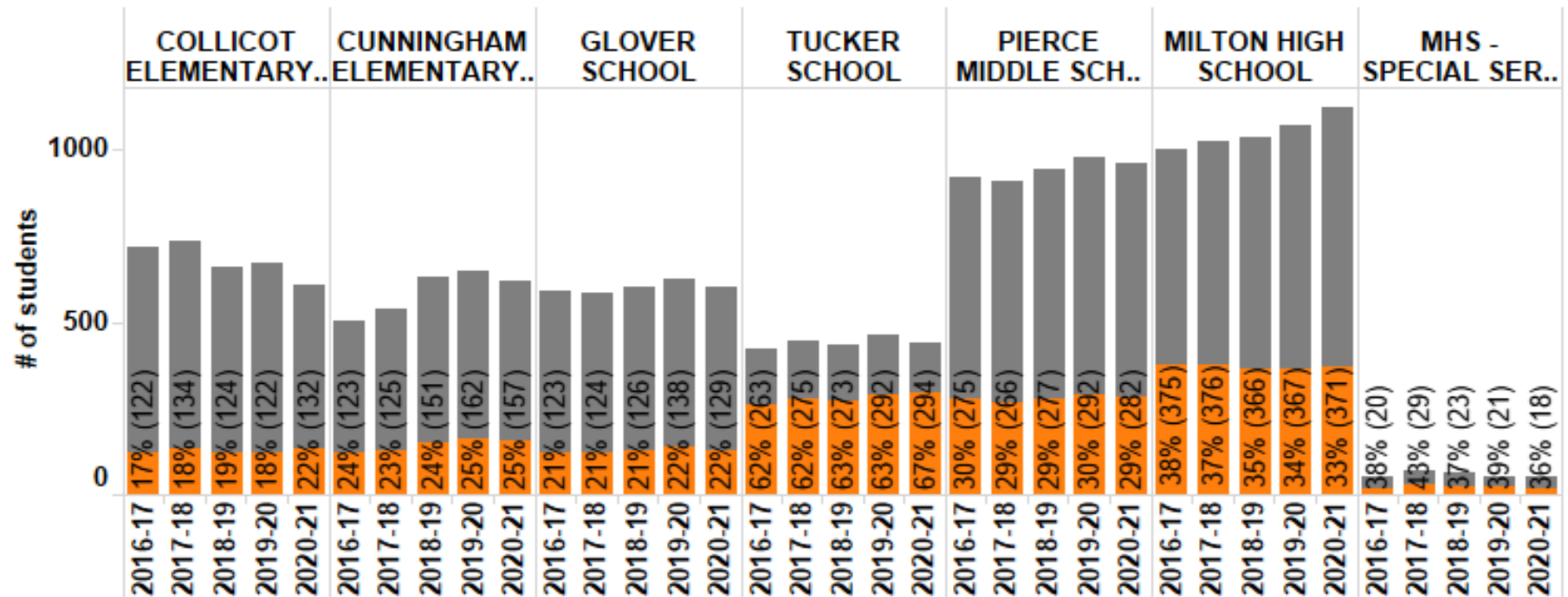


Race Key

White
POC

Note: MHS Special Services include Special Education students who are in Out of District (OOD) placements.

Race - by school by year





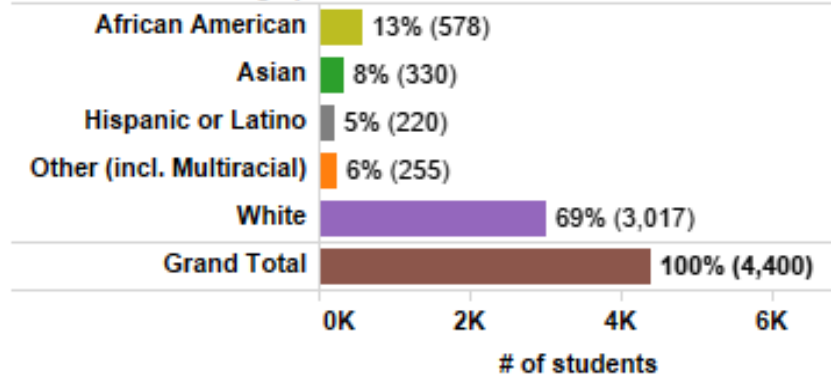
Student Demographics – Race Current

Race - District

Select School Year

2020-21

Race Category



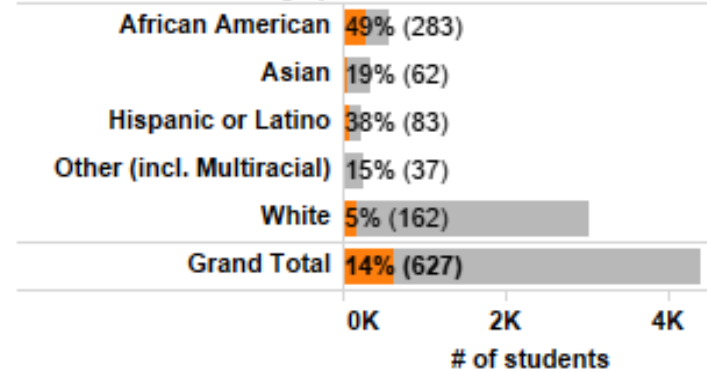
Race & Low Income - District

Race Category

FRLP Status

N

Y



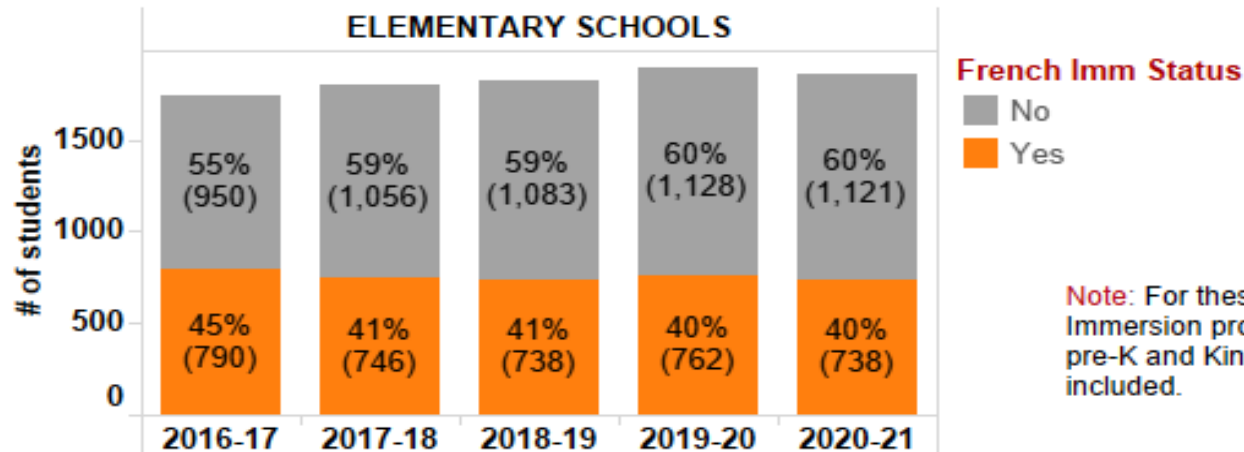
Race - by School

Race Category	COLLICOT ELEMENTARY S..	CUNNINGHAM ELEMENTARY S..	GLOVER SCHOOL	TUCKER SCHOOL	PIERCE MIDDLE SCHOOL	MILTON HIGH SCHOOL	MHS - SPECIAL SERVICES
African American	3% (17)	5% (32)	6% (33)	37% (165)	13% (126)	17% (196)	18% (9)
Asian	11% (64)	11% (69)	5% (28)	8% (35)	6% (61)	6% (69)	8% (4)
Hispanic or Latino	3% (21)	4% (26)	4% (23)	8% (36)	5% (47)	6% (64)	6% (3)
Other (incl. Multiracial)	5% (30)	5% (30)	8% (45)	13% (58)	5% (48)	4% (42)	4% (2)
White	78% (476)	75% (462)	79% (471)	33% (148)	71% (676)	67% (752)	64% (32)

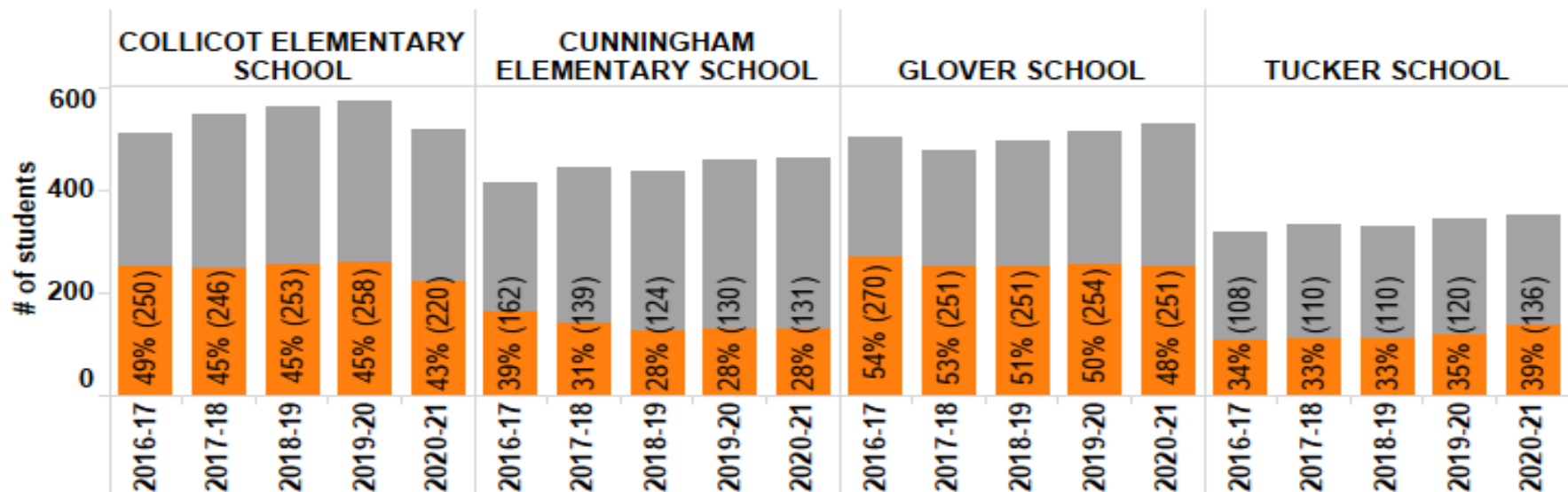


Student Demographics – French Immersion Enrollment

French Immersion Program Enrollment: District Elementary



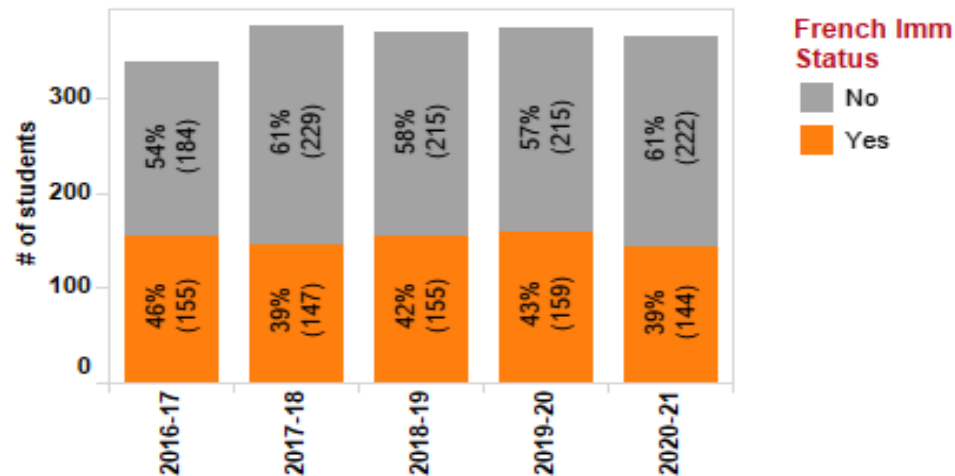
French Immersion Program Enrollment by Year: by Elementary School





Student Demographics – Grade 1 French Immersion

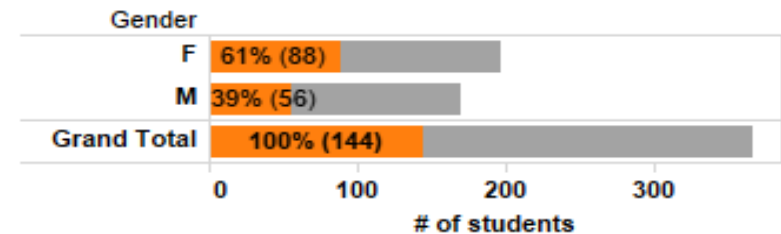
G1 French Immersion Enrollment: District



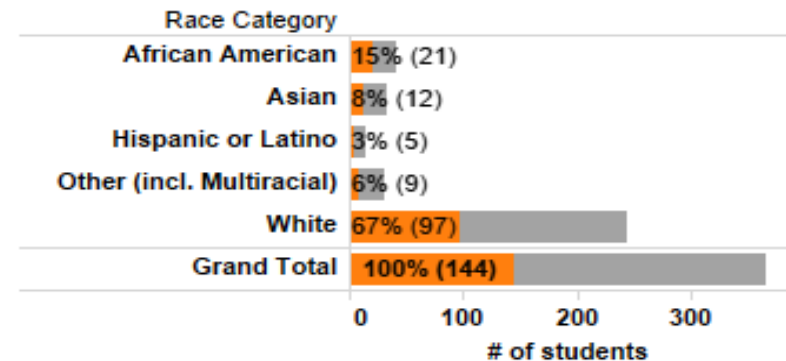
Select School Year

2020-21

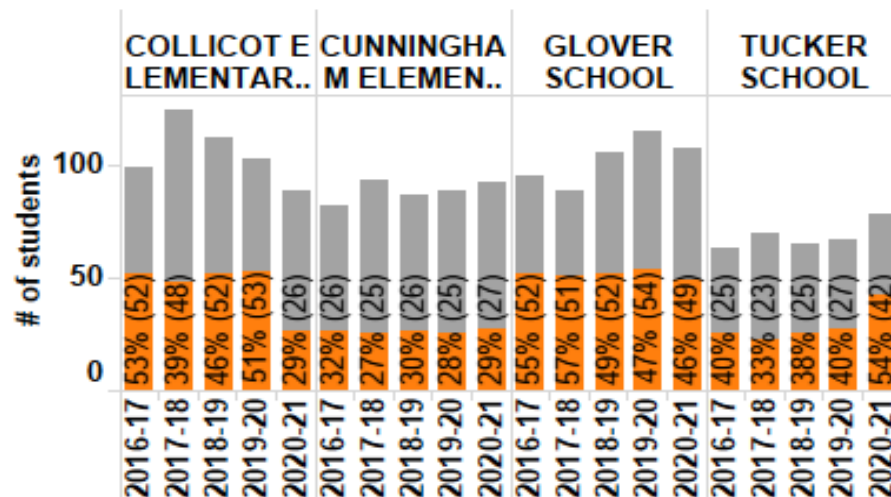
G1 Gender & French Immersion: District



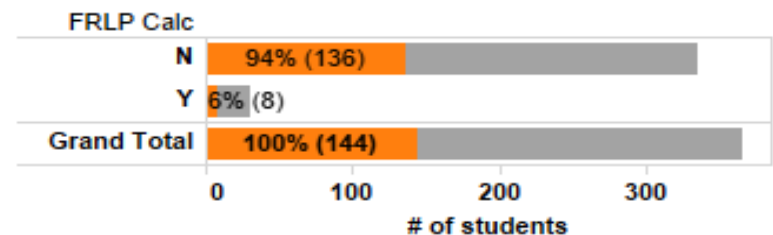
G1 Race & French Immersion: District



Grade 1 French Immersion Enrollment by School



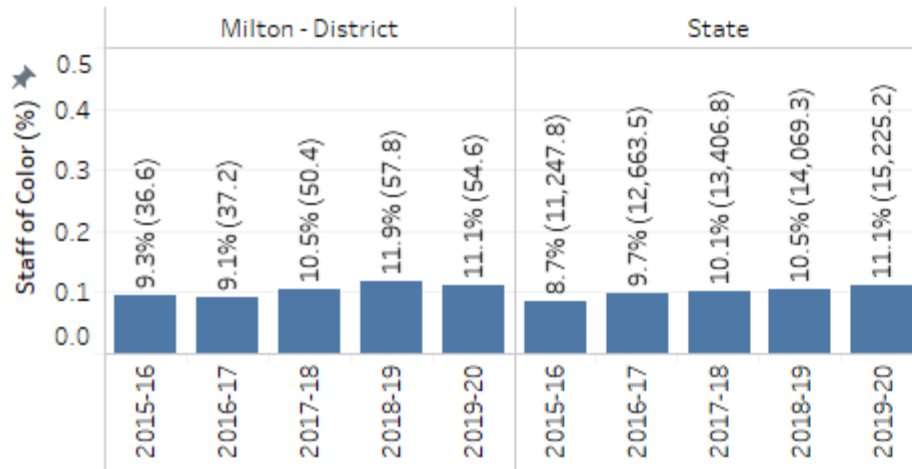
G1 Low Income & French Immersion: District





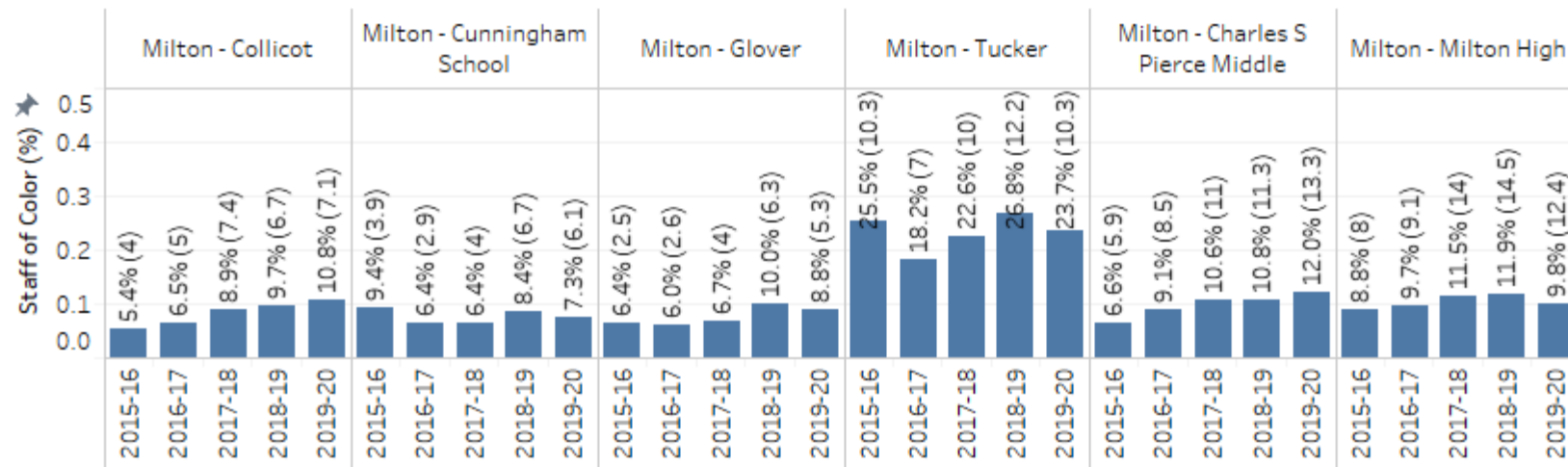
Staff Demographics - Diversity

Percentage of Staff of Color by District (in FTE)



Note: Staff reported are those who are required to be reported to the state on the mandatory EPIMS report. These staff include teachers, aides, administrators, administrative assistants, nurses, tech support and central office staff. These end-of-year numbers do not include custodial, after school, food service, transportation or athletic staff. To be consistent with reporting to the state education department, we will transition over to using DESE's count of Full-time Equivalents (FTE) instead of counting by individual staff.

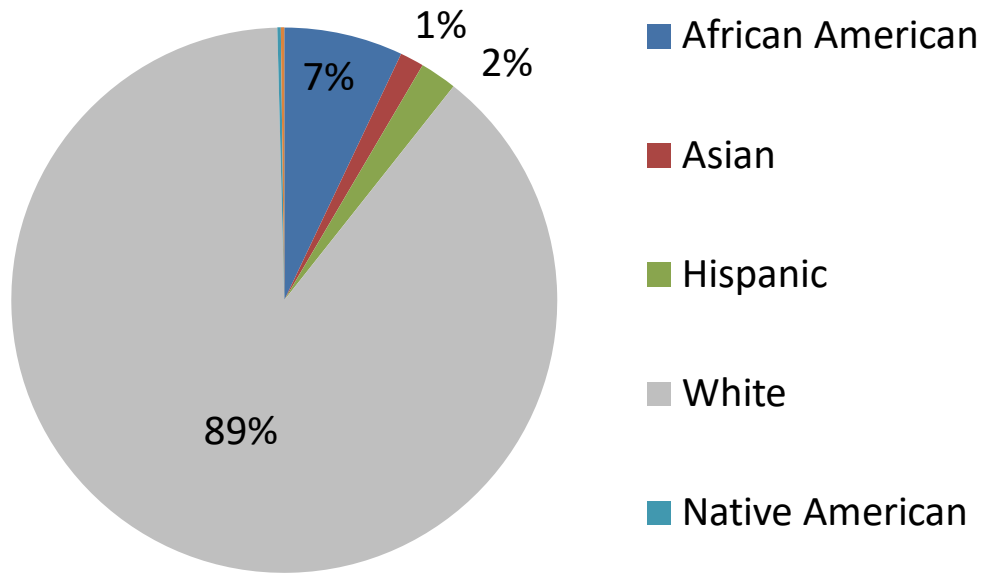
Percentage of Staff of Color by School (in FTE)





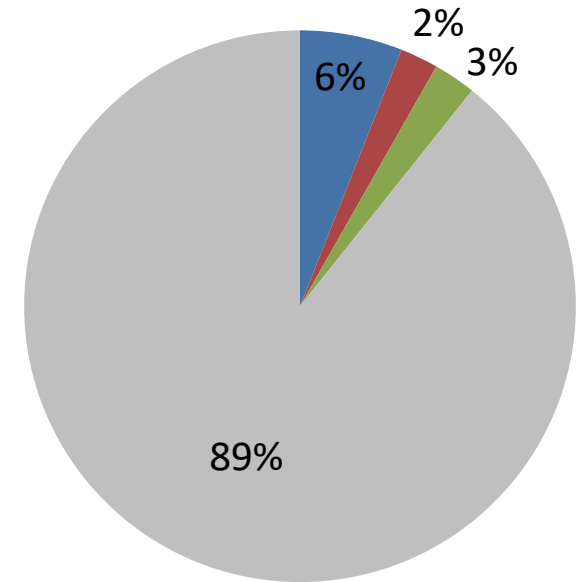
Staff Demographics – Teacher Diversity

SY2019-20: Milton All Staff, Race



The all staff graph is inclusive of teachers, aides, administrative assistants, nurses, tech support, counselors, PT, OT, and central office staff.

SY2019-20: Milton Teachers, Race



The teacher graph includes these categories: teacher, teacher – support content instruction, and instructional coach.

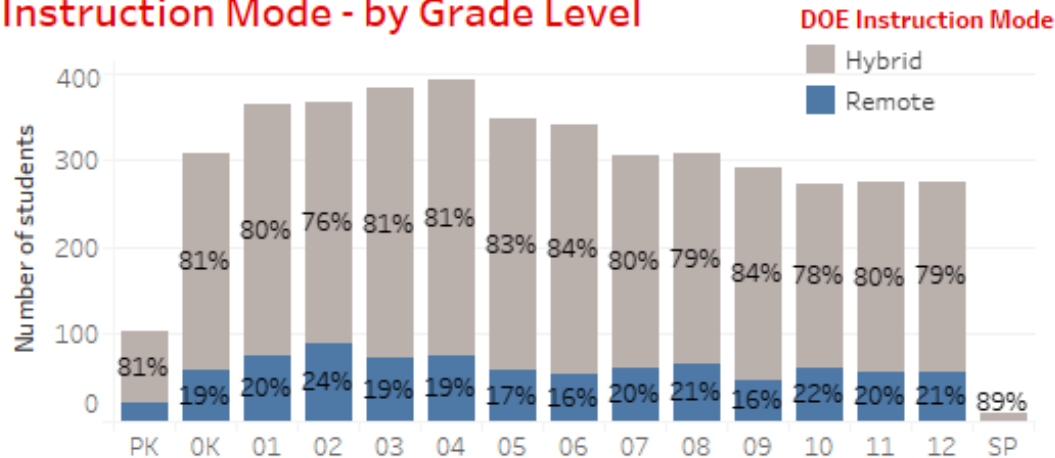
ATTENDANCE: 2020-21

LOOKING AT THE FIRST 40 DAYS CUMULATIVE



Attendance Rate by Grade Level

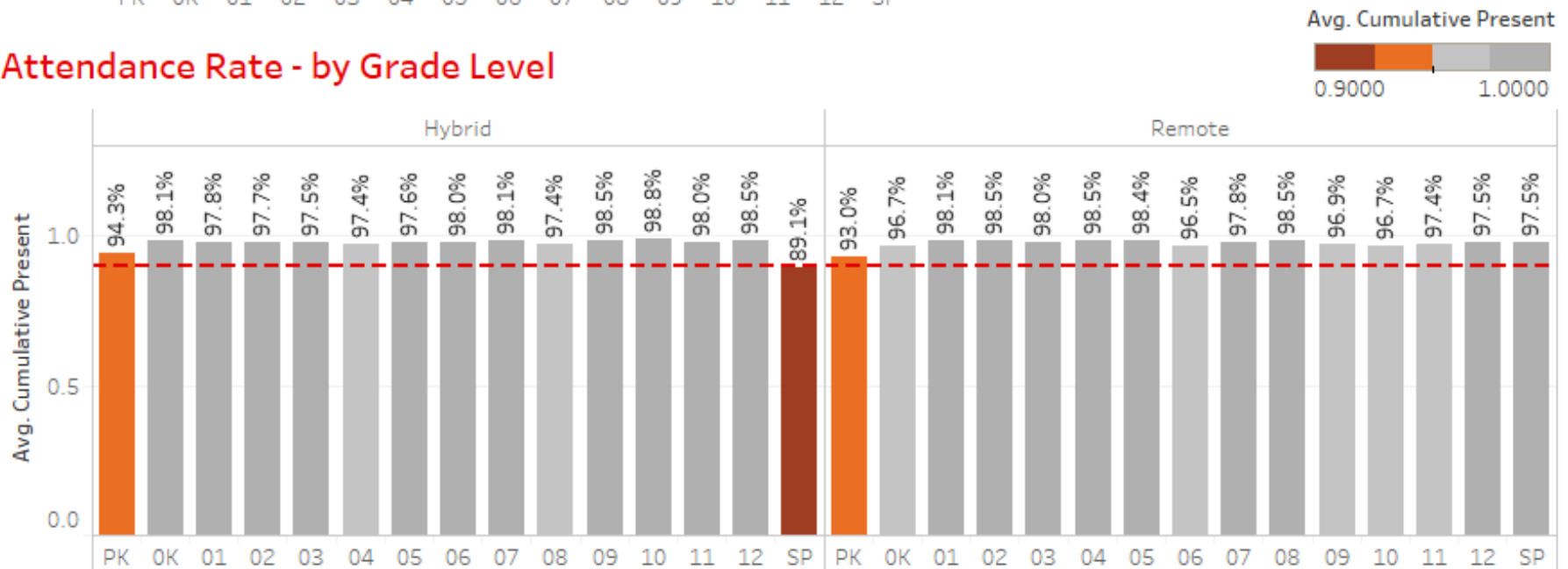
Instruction Mode - by Grade Level



Note: Chronic Absence is defined as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons.

The graph below looks at the average cumulative attendance rate per grade level for the first 40 days of school. The red dotted reference line indicates the 90% attendance rate.

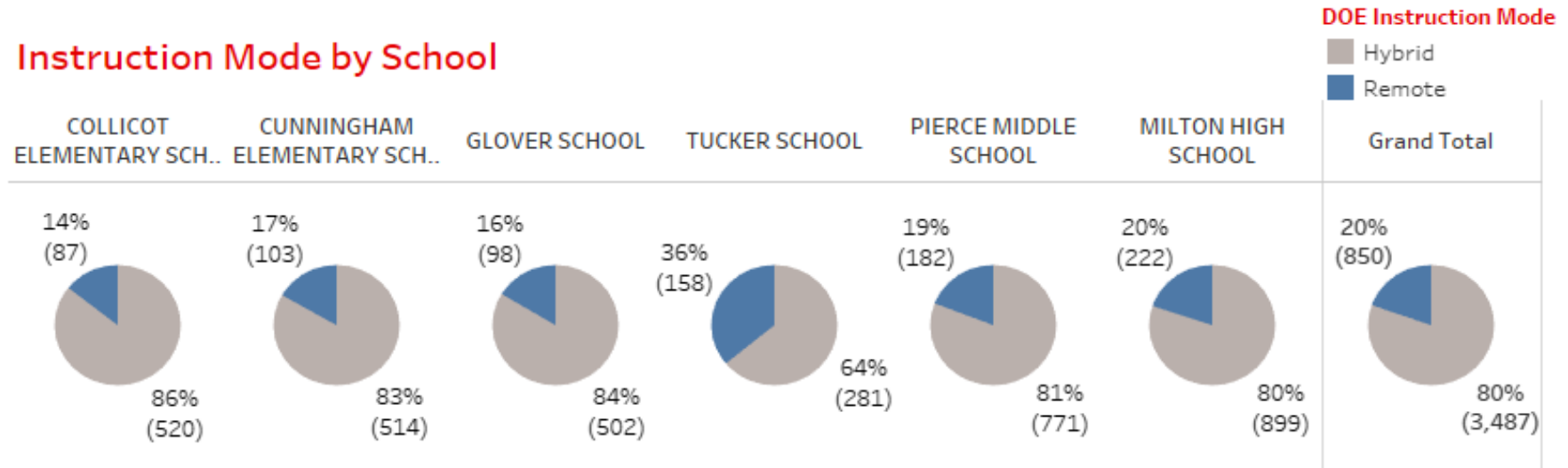
Attendance Rate - by Grade Level



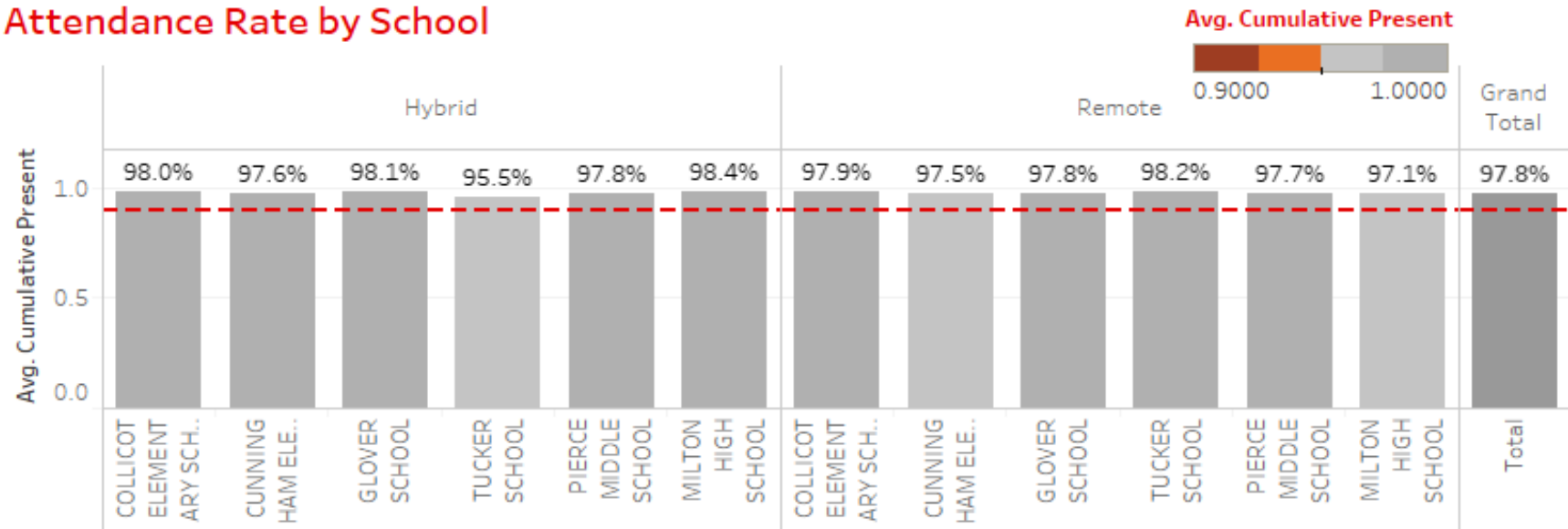


Attendance Rate by School

Instruction Mode by School



Attendance Rate by School





Attendance Rate by School & Grade Level

Attendance Rate - by School & Grade Level

Grade Level	COLLICOT ELEMENTARY SCH..		CUNNINGHAM ELEMENTARY SCH..		GLOVER SCHOOL		TUCKER SCHOOL		PIERCE MIDDLE SCHOOL		MILTON HIGH SCHOOL	
	Hybrid	Remote	Hybrid	Remote	Hybrid	Remote	Hybrid	Remote	Hybrid	Remote	Hybrid	Remote
PK			95.8%	99.3%			89.4%	85.3%				
0K	98.4%	95.5%	97.6%	96.0%	98.8%	95.2%	97.1%	98.5%				
01	98.1%	97.5%	97.6%	98.3%	98.4%	97.5%	96.7%	98.8%				
02	98.6%	96.9%	98.3%	98.8%	97.6%	98.1%	94.9%	99.6%				
03	97.5%	98.8%	97.9%	93.9%	98.1%	98.8%	95.7%	99.4%				
04	97.5%	98.8%	98.0%	97.3%	97.9%	98.8%	95.5%	98.9%				
05	98.0%	99.3%	97.6%	98.7%	98.1%	97.5%	95.6%	98.0%				
06									98.0%	96.5%		
07									98.1%	97.8%		
08									97.4%	98.5%		
09											98.5%	96.9%
10											98.8%	96.7%
11											98.0%	97.4%
12											98.5%	97.5%
SP											89.1%	97.5%

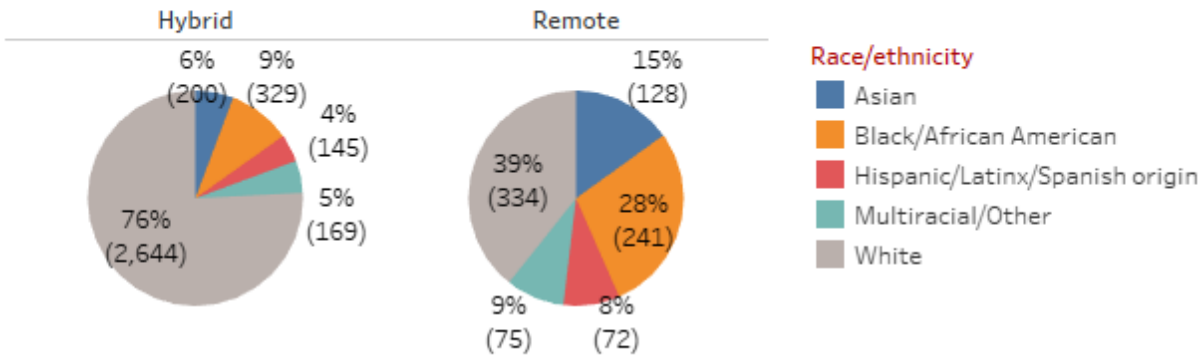
Avg. Cumulative Present





Attendance Rate by Race

Instruction Mode by Race



Instruction Mode (Attd rate by race)

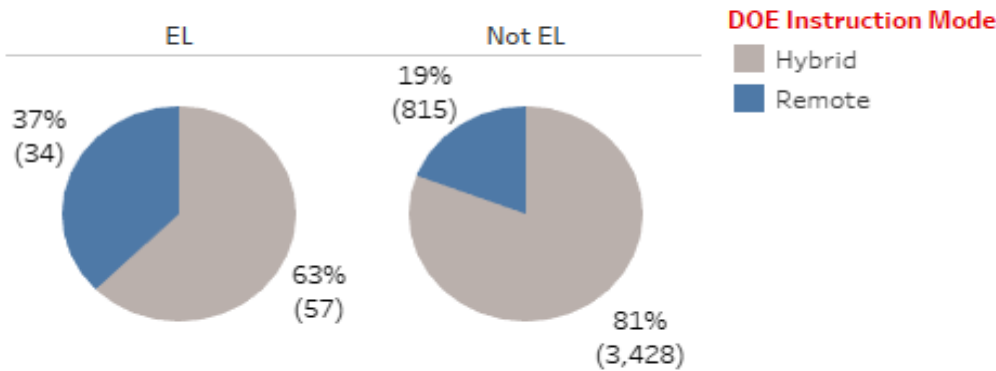
School Name	Hybrid					Remote				
	Asian	Black/ African ..	Hispanic /Latinx/..	Multira..	White	Asian	Black/ African ..	Hispanic /Latinx/..	Multira..	White
COLLICOT ELEMENTARY SCHOOL	98.6% (33)	95.8% (10)	95.9% (16)	98.1% (24)	98.1% (437)	98.6% (31)	94.6% (7)	96.5% (5)	100.0% (6)	97.7% (38)
CUNNINGHAM ELEMENTARY SCHOOL	97.6% (45)	94.6% (21)	93.4% (17)	97.3% (23)	97.9% (408)	98.2% (24)	92.5% (11)	97.0% (11)	100.0% (5)	98.0% (52)
GLOVER SCHOOL	99.1% (20)	94.7% (19)	93.5% (17)	98.7% (36)	98.4% (410)	98.8% (8)	97.9% (14)	96.3% (6)	99.2% (9)	97.5% (61)
TUCKER SCHOOL	97.8% (20)	93.8% (92)	90.5% (22)	95.7% (30)	97.3% (117)	96.9% (16)	99.0% (73)	93.3% (12)	99.3% (26)	97.8% (31)
PIERCE MIDDLE SCHOOL	96.9% (39)	95.3% (72)	96.2% (32)	97.4% (29)	98.3% (599)	99.1% (23)	96.8% (54)	95.5% (16)	96.2% (15)	98.7% (74)
MILTON HIGH SCHOOL	99.2% (43)	96.7% (115)	97.6% (41)	99.2% (27)	98.6% (673)	99.1% (26)	95.9% (82)	96.1% (22)	98.9% (14)	97.8% (78)
Grand Total	98.2% (200)	95.3% (329)	95.1% (145)	97.7% (169)	98.2% (2,644)	98.5% (128)	96.9% (241)	95.7% (72)	98.7% (75)	98.0% (334)

Avg. Cumulative Present

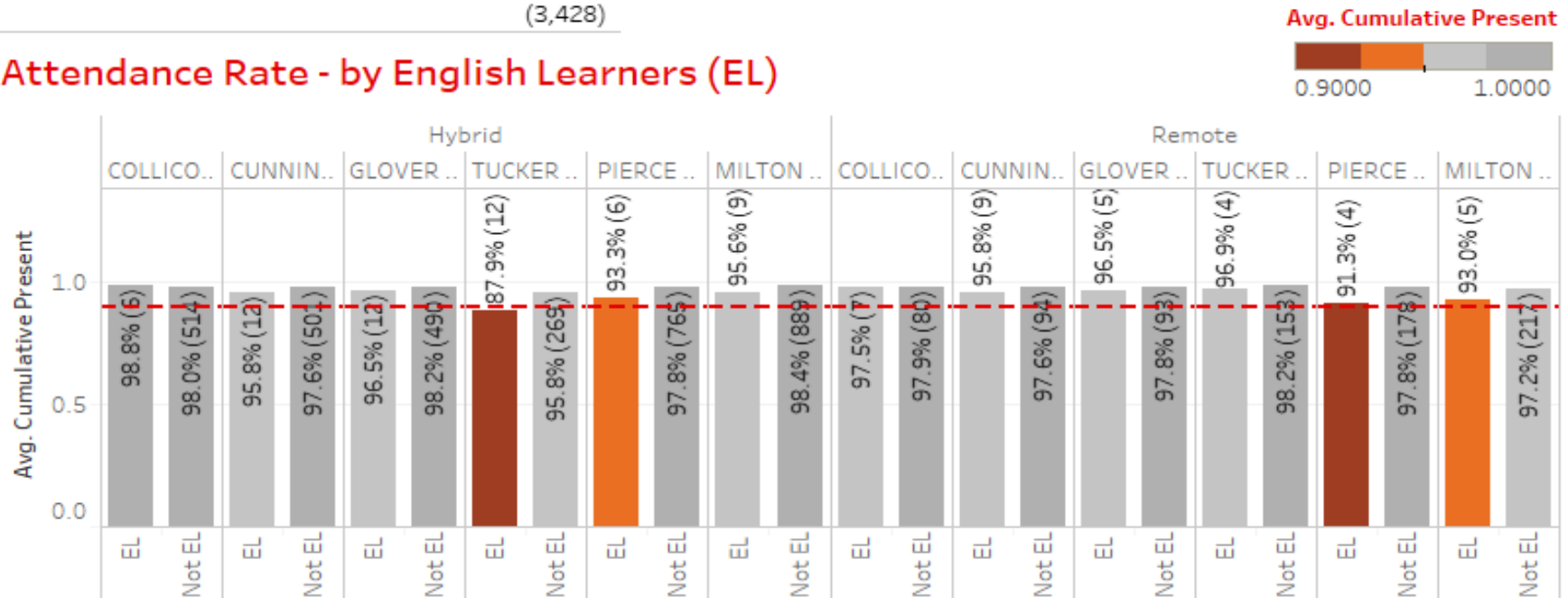


Attendance Rate by English Learners (EL)

Instruction Mode by English Learners (EL)



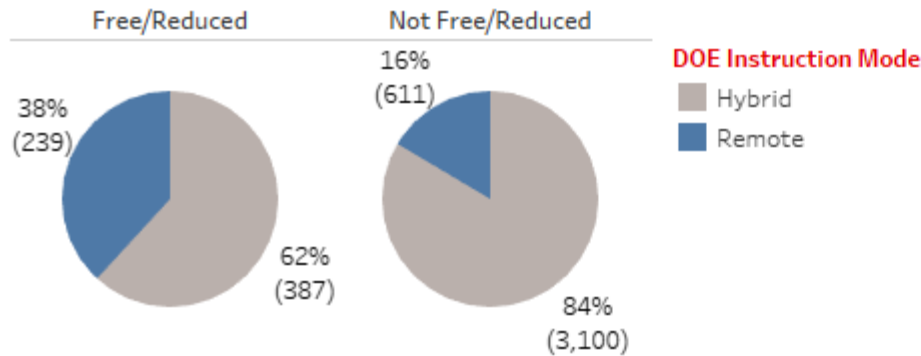
Attendance Rate - by English Learners (EL)



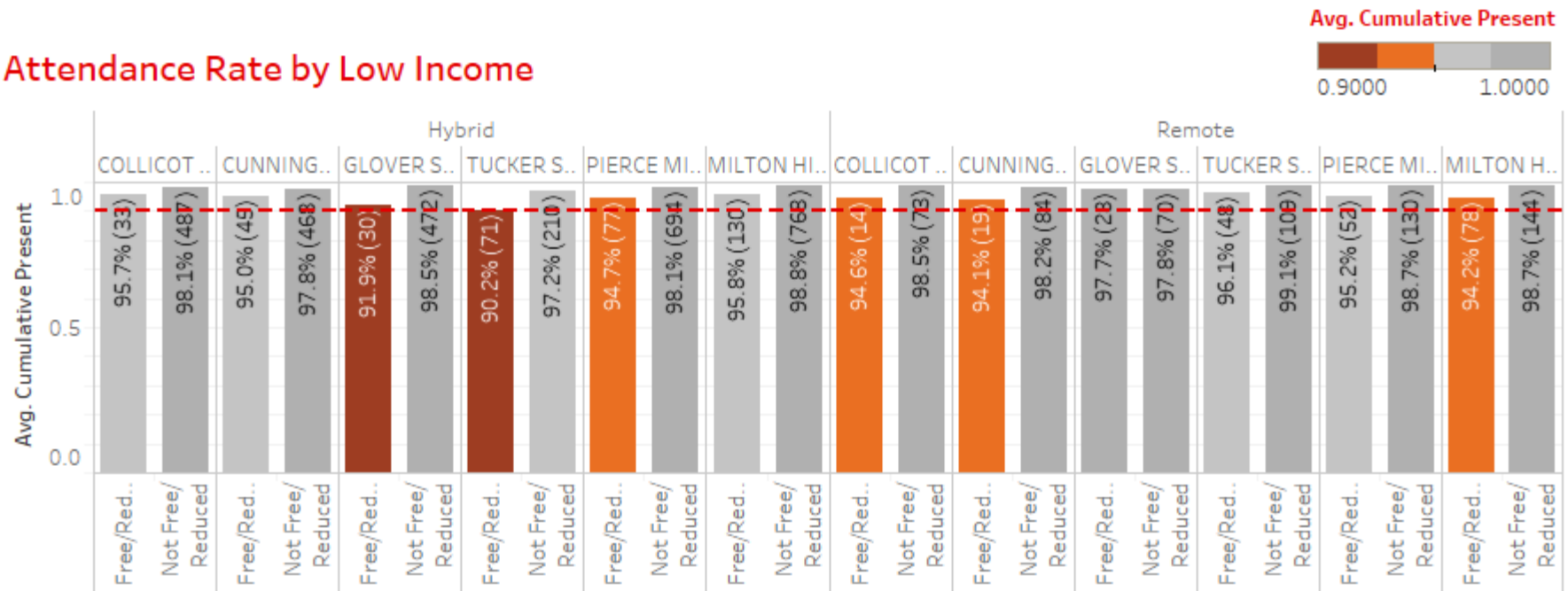


Attendance Rate by Low Income

Instruction Mode by Low Income



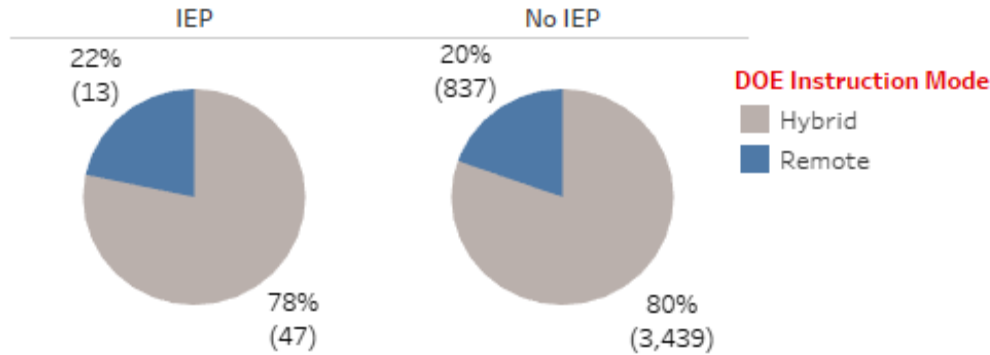
Attendance Rate by Low Income



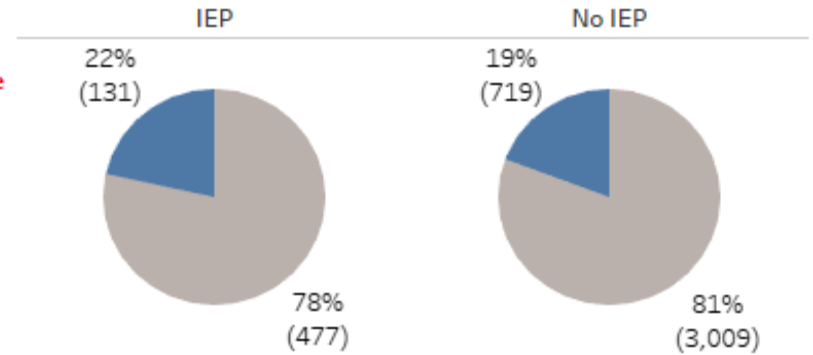


Attendance Rate by Special Education

Instruction Mode by Special Ed 3-5



Instruction Mode by Special Ed 6-21



Instruction Mode (Attd rate by Special Ed 3-5)

School Name	Hybrid		Remote	
	IEP	No IEP	IEP	No IEP
COLLICOT ELEMENTARY SCH..	73.8% (2)	98.1% (518)		97.9% (87)
CUNNINGHAM ELEMENTARY SCH..	97.2% (37)	97.6% (476)	94.4% (9)	97.7% (94)
GLOVER SCHOOL	98.8% (2)	98.1% (500)		97.8% (98)
TUCKER SCHOOL	89.6% (6)	95.6% (275)	89.4% (4)	98.4% (153)
Grand Total	95.3% (47)	97.6% (1,769)	92.9% (13)	98.0% (432)

Avg. Cumulative Present



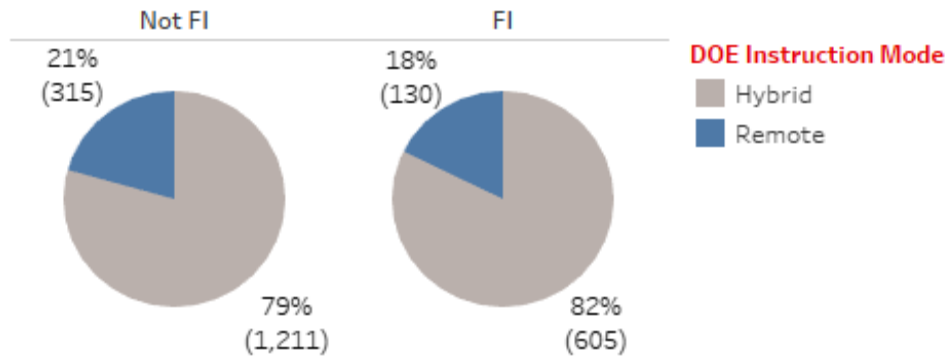
Instruction Mode (Attd rate by Special Ed 6-21)

School Name	Hybrid		Remote	
	IEP	No IEP	IEP	No IEP
COLLICOT ELEMENTARY SCHOOL	97.1% (74)	98.1% (446)	95.0% (7)	98.1% (80)
CUNNINGHAM ELEMENTARY SCHOOL	96.6% (53)	97.7% (460)	96.0% (12)	97.6% (91)
GLOVER SCHOOL	97.1% (63)	98.3% (439)	94.3% (11)	98.2% (87)
TUCKER SCHOOL	92.5% (29)	95.8% (252)	98.9% (19)	98.0% (138)
PIERCE MIDDLE SCHOOL	95.4% (118)	98.2% (653)	95.6% (32)	98.1% (150)
MILTON HIGH SCHOOL	95.6% (140)	98.9% (757)	94.9% (50)	97.8% (172)
Grand Total	95.9% (477)	98.1% (3,007)	95.7% (131)	98.0% (718)

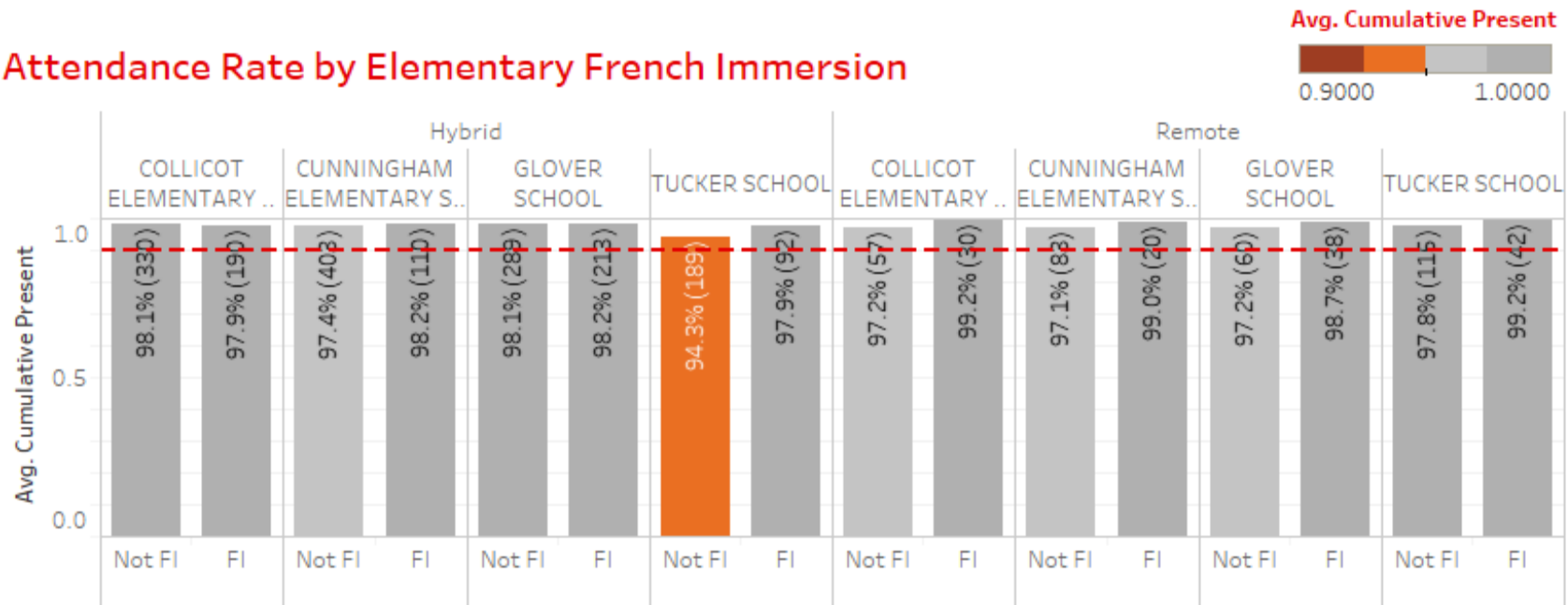


Attendance Rate by French Immersion

Instruction Mode by Elementary French Immersion



Attendance Rate by Elementary French Immersion



**STANDARDIZED ASSESSMENT:
2019-20 ADVANCED PLACEMENT**



High School AP – Highlights

- MHS offered a total of 21 AP courses.
- AP classes are open to all juniors and seniors. Even some of our sophomores have the opportunity to take classes.
- Half of the graduating senior class (52%) have experienced success in at least one AP course during their high school career where they scored at least a 3.
- 139 out of 325 AP students (or 43%) are recognized for academic distinction as AP Scholars. Some students received multiple awards.
- **In SY2019-20 year, 88% of all AP students received a qualifying score* of 3, 4 or 5 on at least one of their exams.**

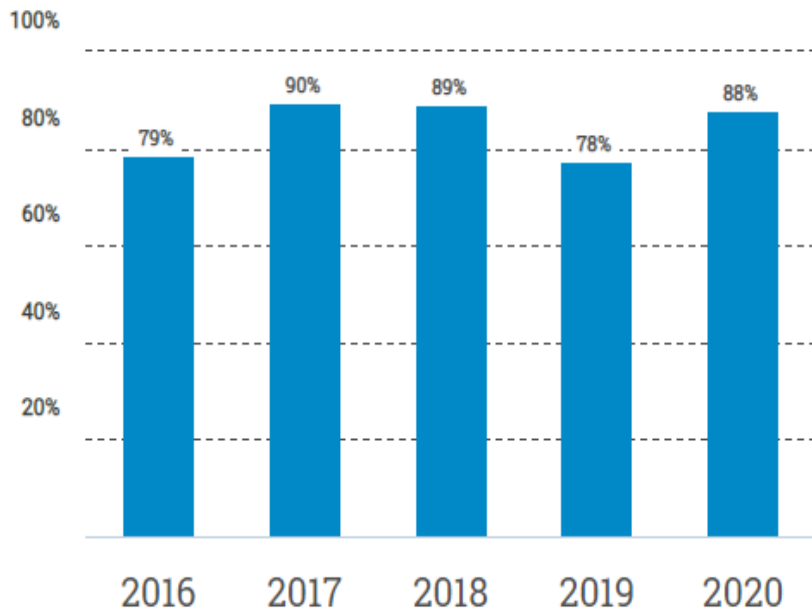
* A qualifying score means a student is qualified to receive college credit for that course/subject, although colleges make their own decisions about what scores they will accept for credit or placement.



Performance: Total AP Students with Scores 3+



% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

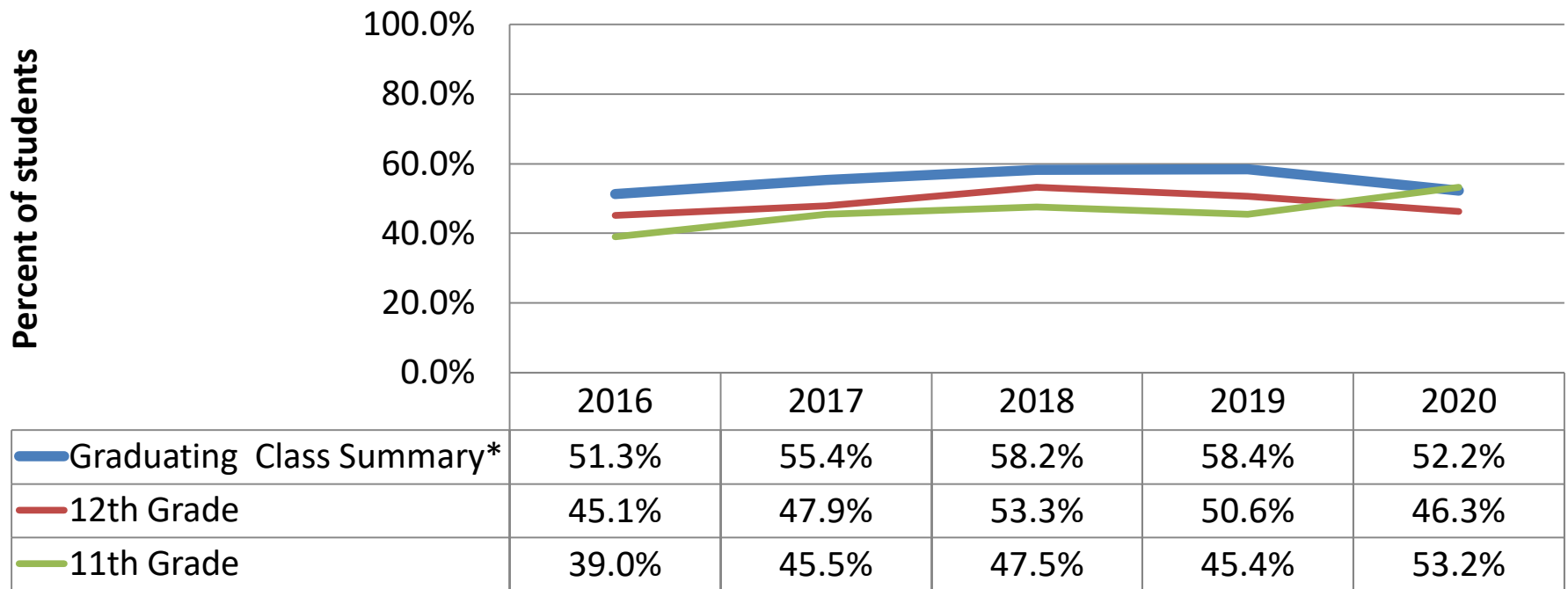
	2016	2017	2018	2019	2020
Total AP Students	281	291	309	343	325
Number of Exams	591	642	703	731	769
AP Students with Scores 3+	221	261	275	266	286
% of Total AP Students with Scores 3+	78.6	89.7	89.0	77.6	88.0



Performance: Percent of Students with Scores 3+ by Grade Level

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.

Percent of students scoring a 3 or higher by grade



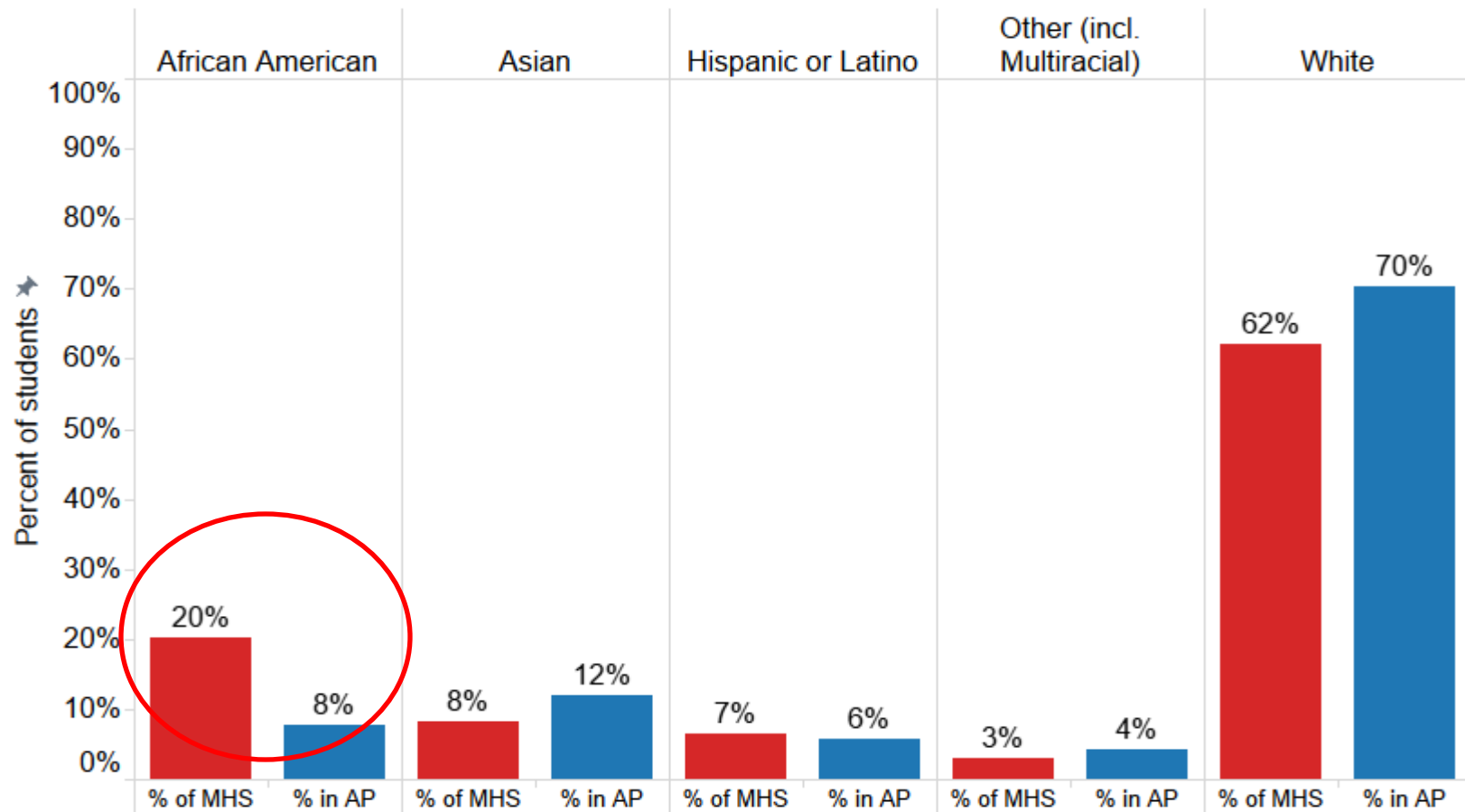
* Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.



Participation: Grade 12 AP Participation by Race

The red bar represents a subgroup's share of the student population in this grade level. The blue bar represents the subgroup's share of the population that participated in AP testing. African American students are not participating in AP at the same rate as their share of the population.

Grade 12: AP participation by race

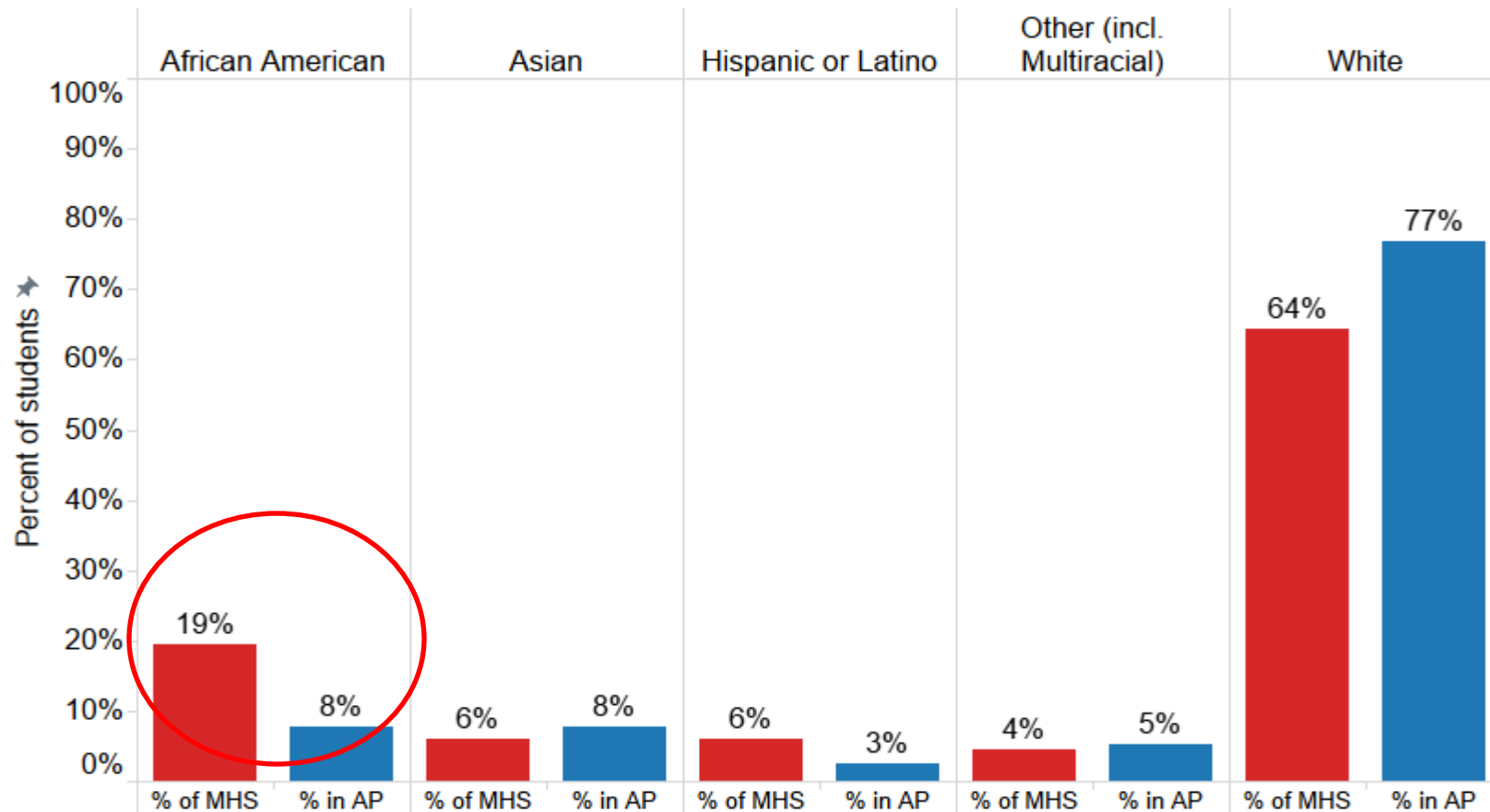




Participation: Grade 11 AP Participation by Race

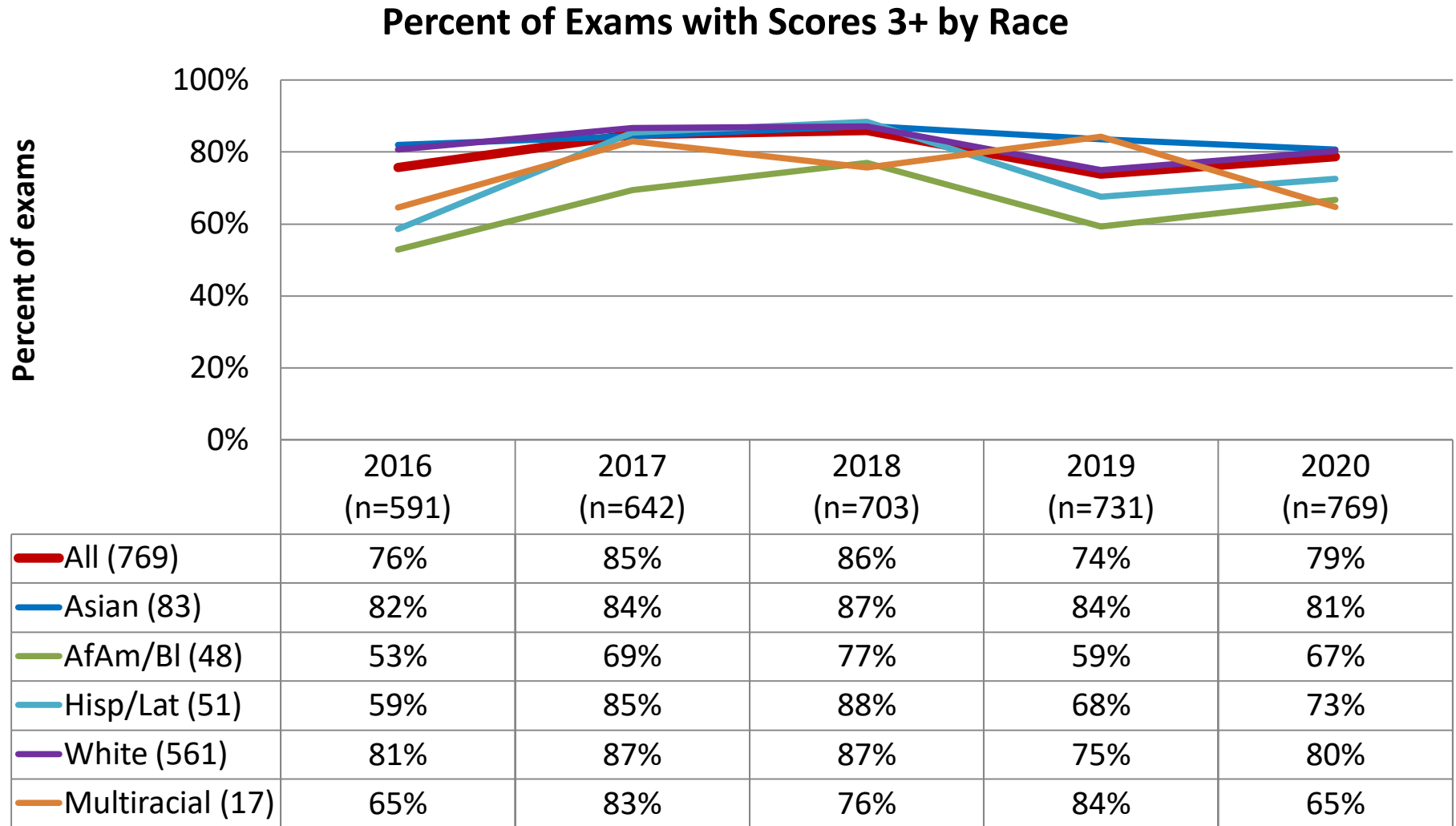
The red bar represents a subgroup's share of the student population in this grade level. The blue bar represents the subgroup's share of the population that participated in AP testing. African American students are not participating in AP at the same rate as their share of the population.

Grade 11: AP participation by race



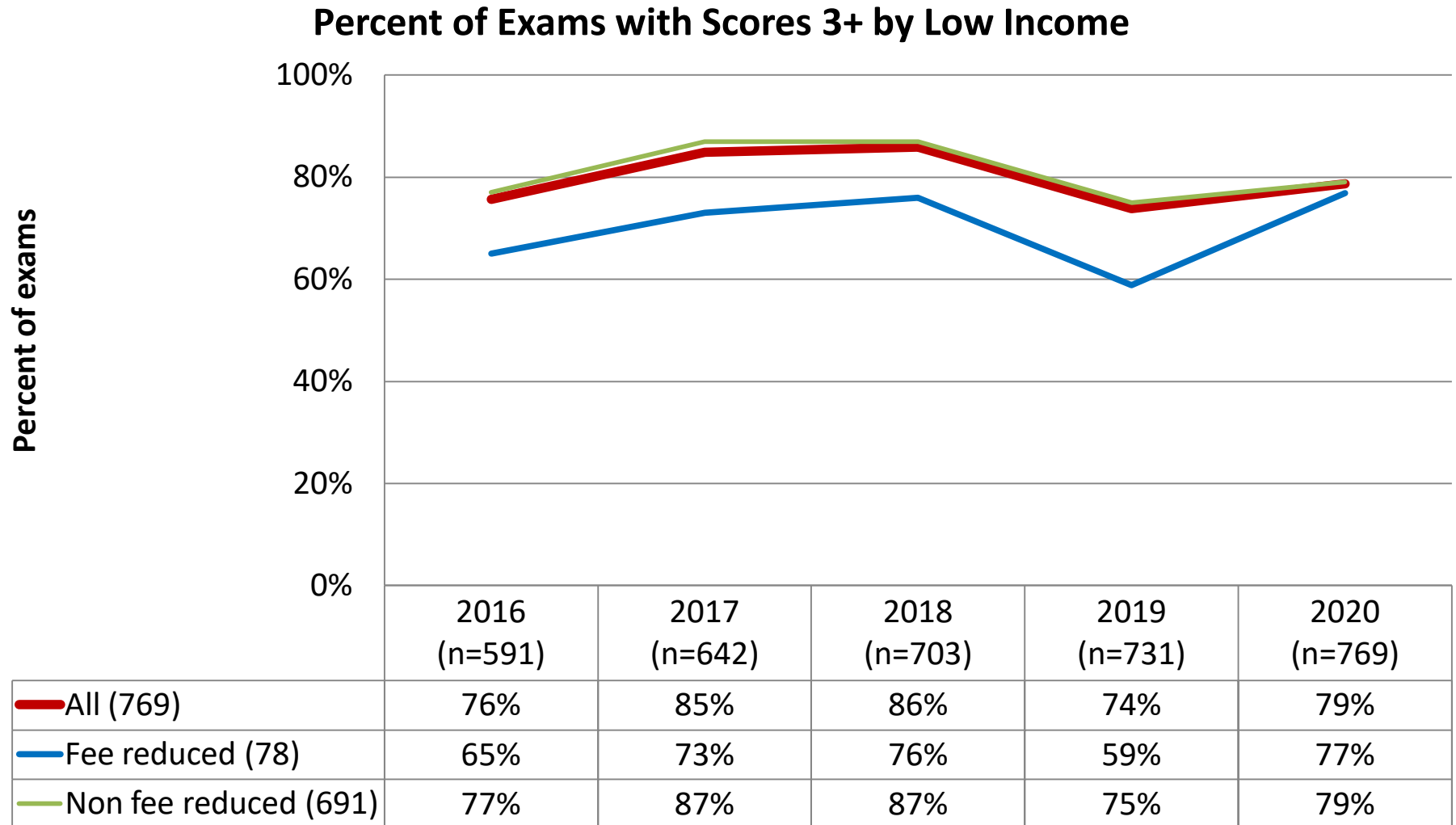


Performance: Percent of Exams with Scores 3+ by Race





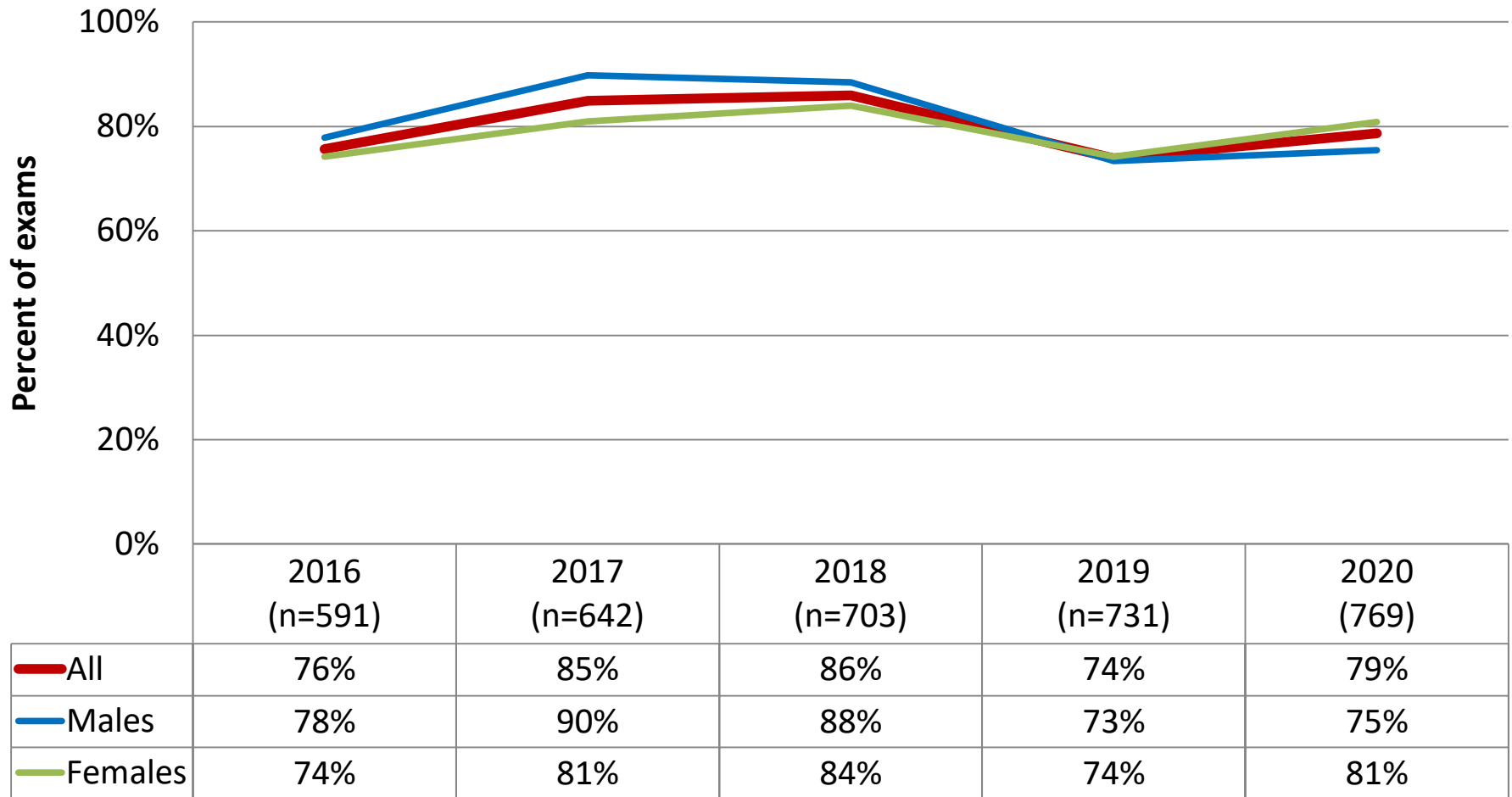
Performance: Percent of Exams with Scores 3+ by Low Income





Performance: Percent of Exams with Scores 3+ by Gender

Percent of Exams with Scores 3+ by Gender

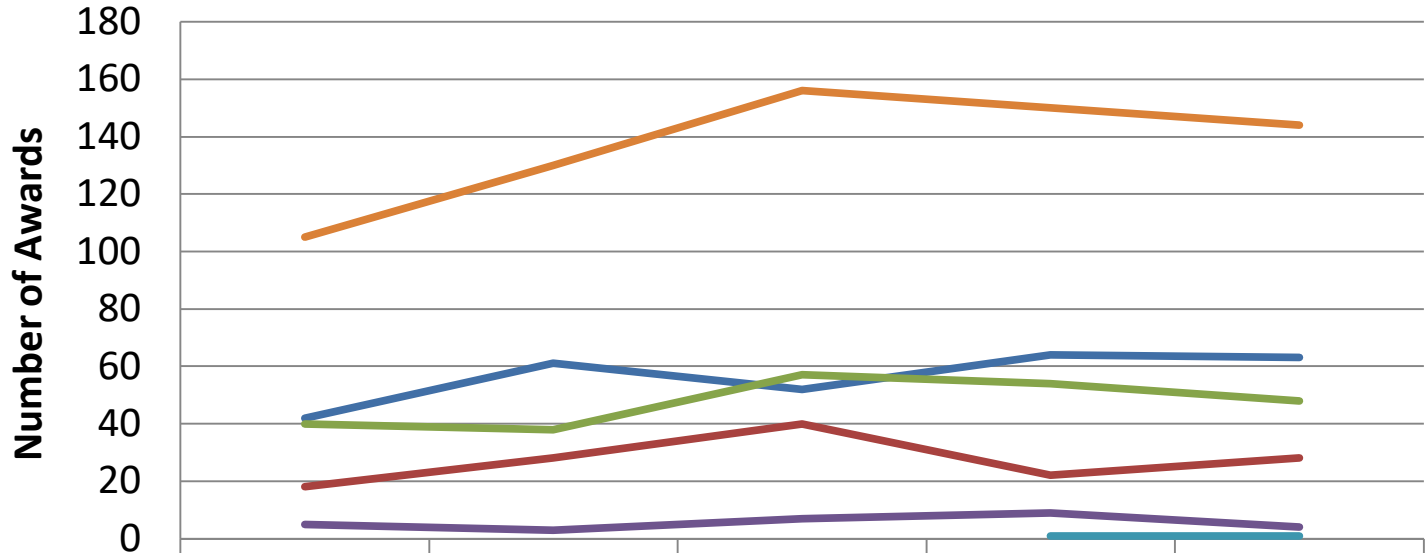




Performance: Number of AP Scholar Awards

AP Scholar Awards are academic distinctions that students earn based on performance criteria set by the College Board.

2020: Number of AP Scholars Awards



	2015-16	2016-17	2017-18	2018-19	2019-20
AP Scholar	42	61	52	64	63
AP Scholar with Honor	18	28	40	22	28
AP Scholar with Distinction	40	38	57	54	48
National AP Scholar	5	3	7	9	4
AP International Diploma				1	1
Total Awards	105	130	156	150	144



Criteria for AP Scholar Distinction

Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.
AP International Diploma (APID)	The APID is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. Available to international students attending secondary schools outside the U.S. and to U.S. high school students applying to universities outside the country, the APID certifies outstanding academic excellence with a global perspective.

STANDARDIZED ASSESSMENT: CLASS OF 2020 SAT



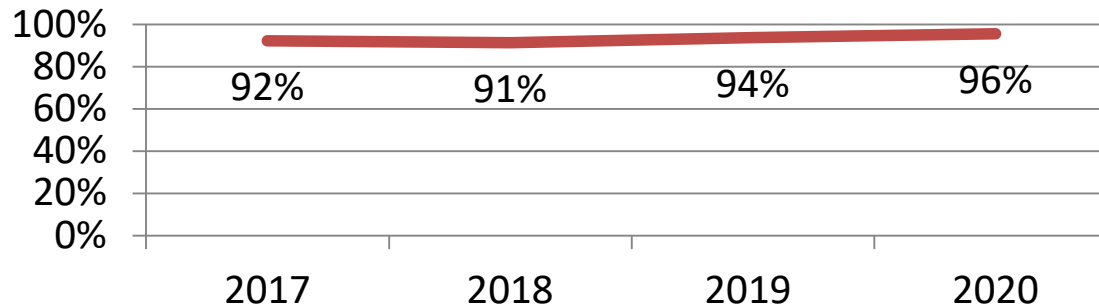
SAT Context

- The College Board's **SAT College and Career Readiness Benchmarks** (new in 2017) are the minimum SAT scores that studies show are necessary for students to be ready for college and career.
 - The SAT Math benchmark is the section score associated with a 75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in algebra, statistics, precalculus, or calculus.
 - The SAT Evidence-Based Reading and Writing (ERW) benchmark is associated with a 75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in history, literature, social science, or writing.
- **Overall college and career readiness is defined as achieving both of the benchmarks – Evidence-based Reading and Writing (ERW) and Math.**

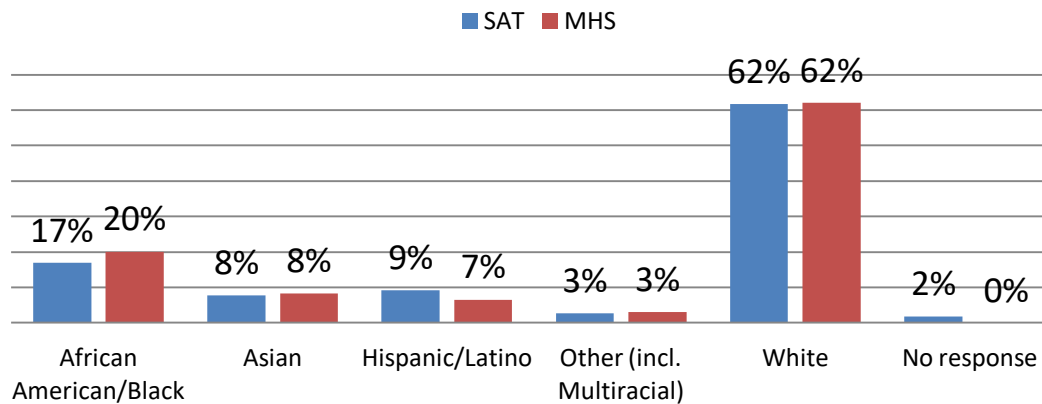


Overall SAT Participation of Graduating Cohort

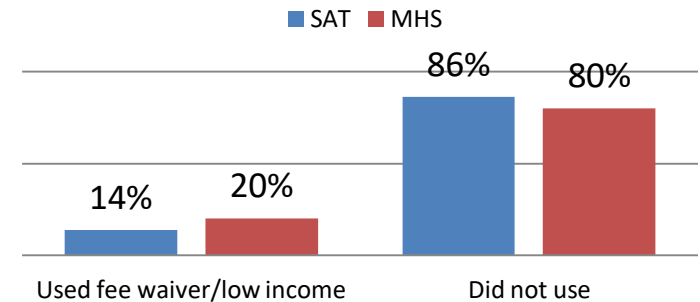
SAT Overall Participation Rate of Graduating Cohort



Class of 2020: Percent of SAT Students by Race



Class of 2020: Percent SAT Students by Fee Waiver/Low Income Status

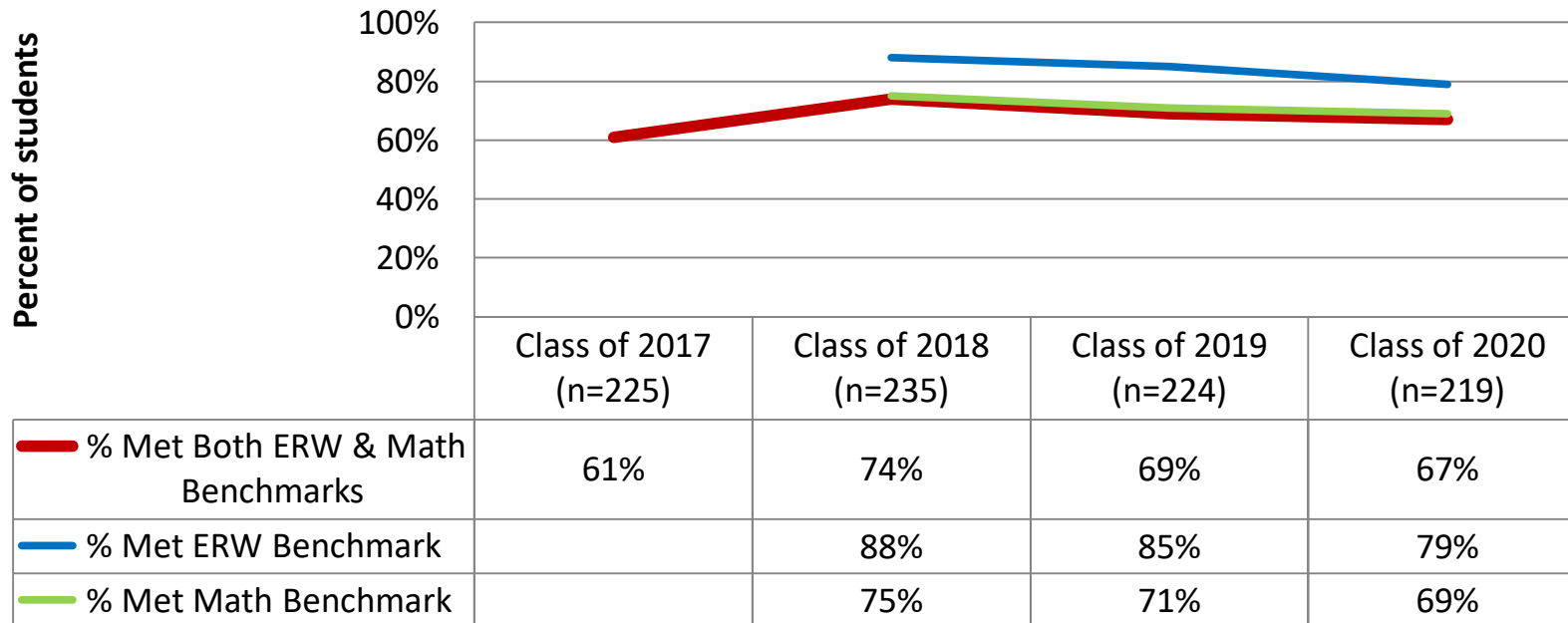


Note: Data for slide taken from the College Board's 2020 SAT Cohort Final Report. Caution is warranted if using fee waiver as a gauge for low-income students in participation and performance. Fee-waiver usage will likely understate low-income participation in locations in which students participate in SAT School Day under a district (like Milton) or state contract.



Overall SAT Performance of Graduating Cohort

Overall Cohort Performance: % Meeting College & Career Benchmarks*



* The College Board's SAT College and Career Readiness Benchmarks are the minimum SAT scores that studies show are necessary for students to be ready for college and career. Specifically, the benchmark score represents a 75% likelihood of a student achieving at least a "C" grade in a first-semester, credit-bearing college course in a related subject. Overall college and career readiness is defined as achieving both of the benchmarks – Evidence-based Reading and Writing (ERW) and Math. Performance in ERW is higher than Math for all students and subgroups.

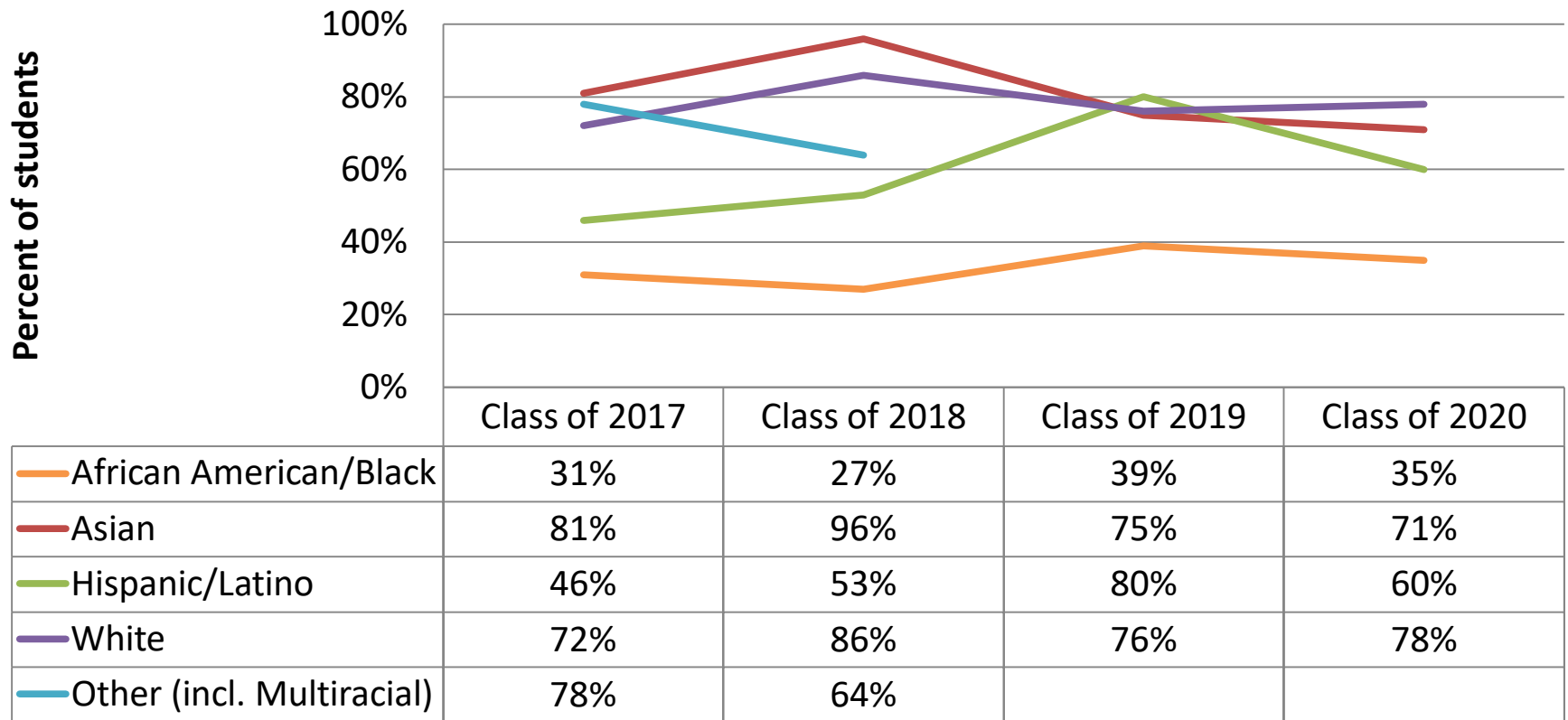
Note: Data for slide taken from 2020 SAT Cohort Final Report



Class of 2020 SAT: Performance by Race

The African American/Black subgroup is underperforming their peers, as measured by this assessment.

Percent Meeting College & Career Benchmarks by Race

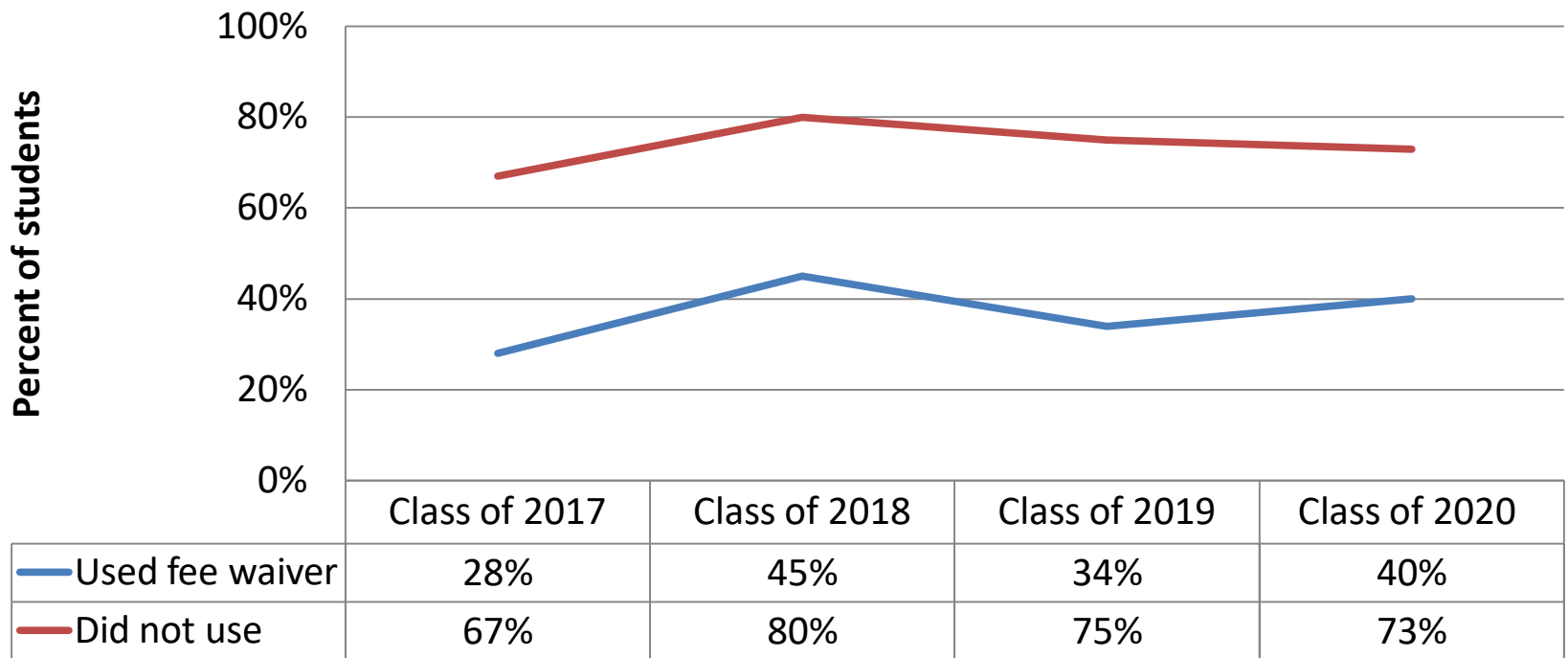




Class of 2020 SAT: Performance by Fee Waiver Status

The group that used fee waiver has historically underperformed their counterpart.

**Percent Meeting College & Career Benchmarks by
Fee Waiver Status**



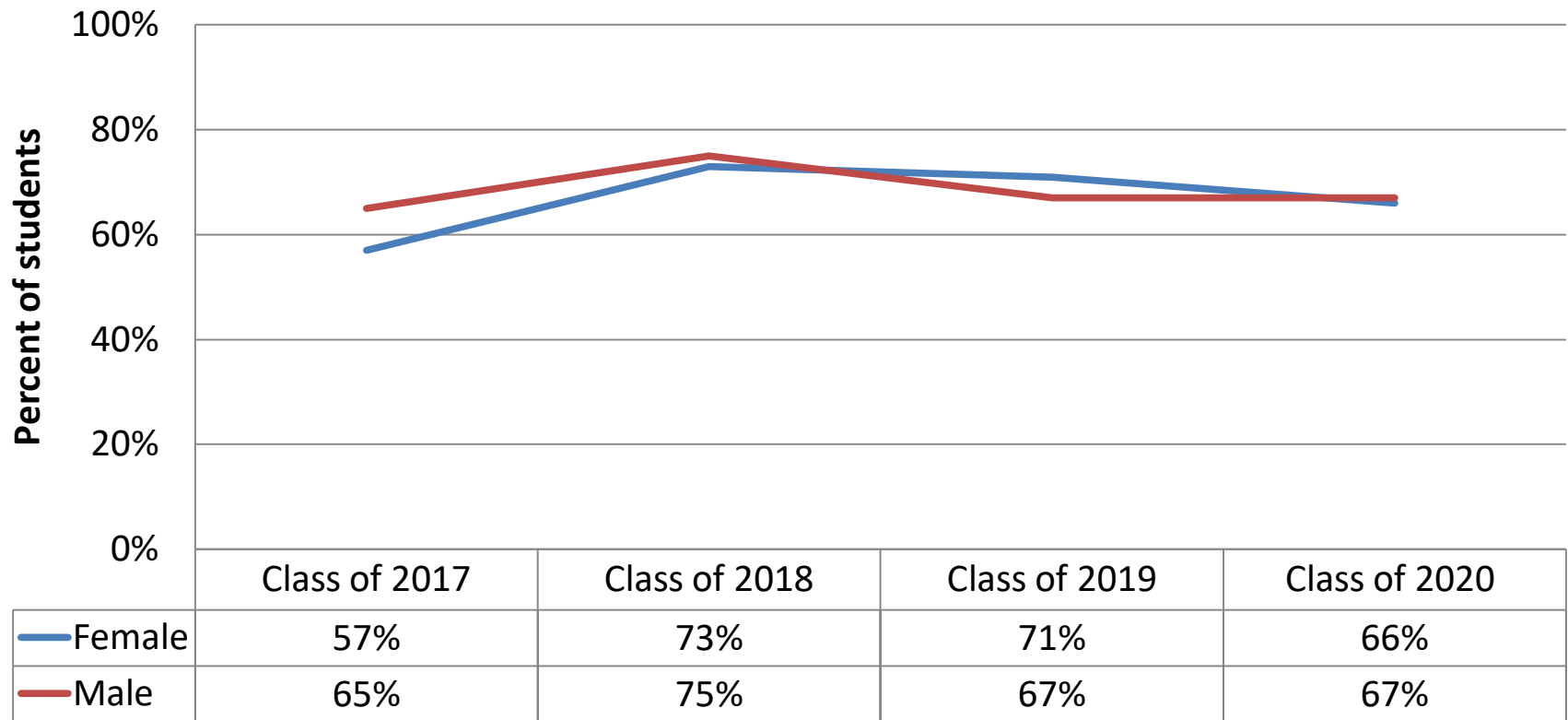
Note: Data for slide taken from 2019 SAT Cohort Final Report. Caution is warranted if using fee waiver as a gauge for low-income students in participation and performance. Fee-waiver usage will likely understate low-income participation in locations in which students participate in SAT School Day under a district (like Milton) or state contract.



Class of 2020 SAT: Performance by Gender

The gap in overall performance between genders has closed over the years.

Percent Meeting College & Career Benchmarks by Gender



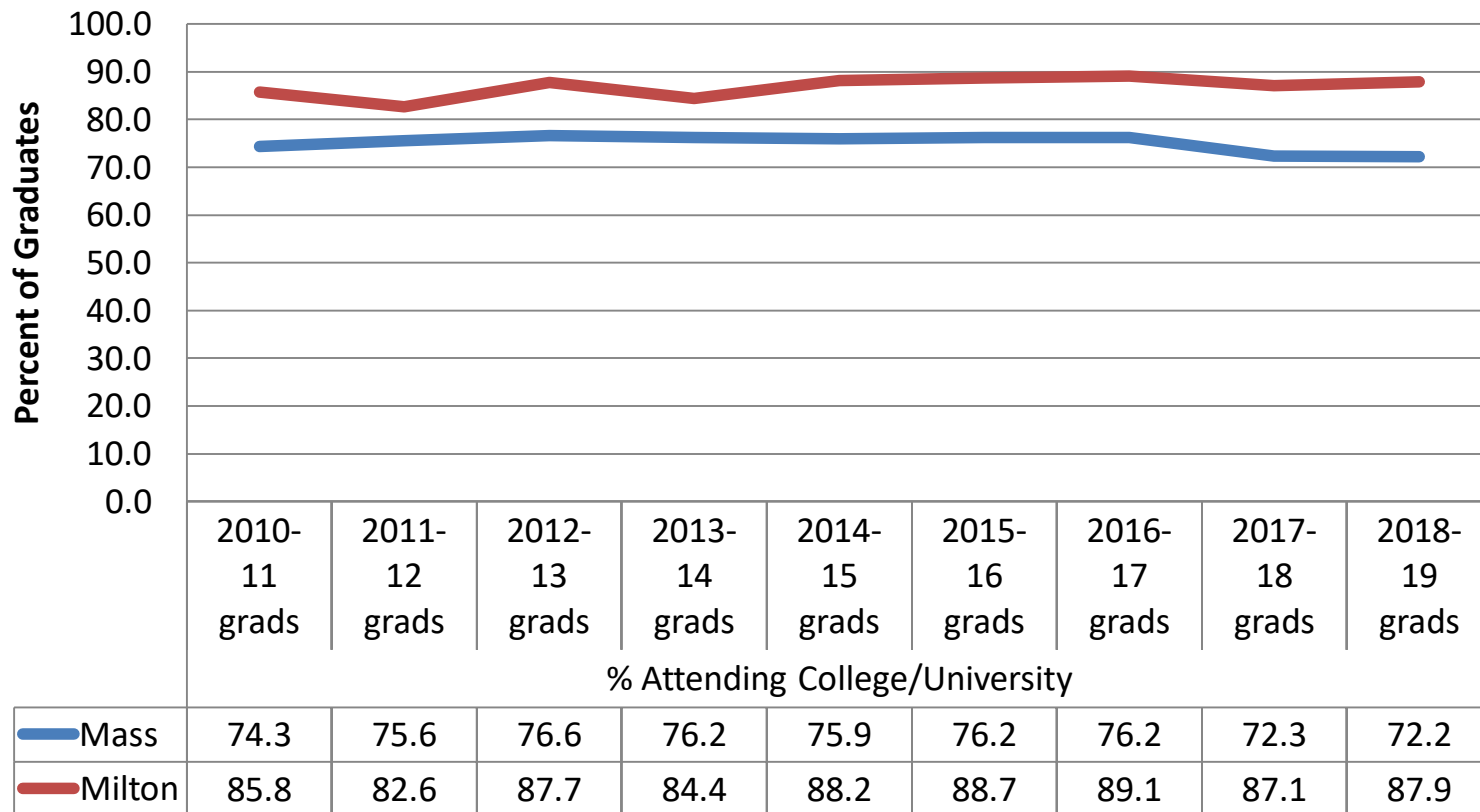
COLLEGE MATRICULATION: CLASS OF 2020



Historical College Enrollment Data

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.

Percent of Graduates Attending Higher Education

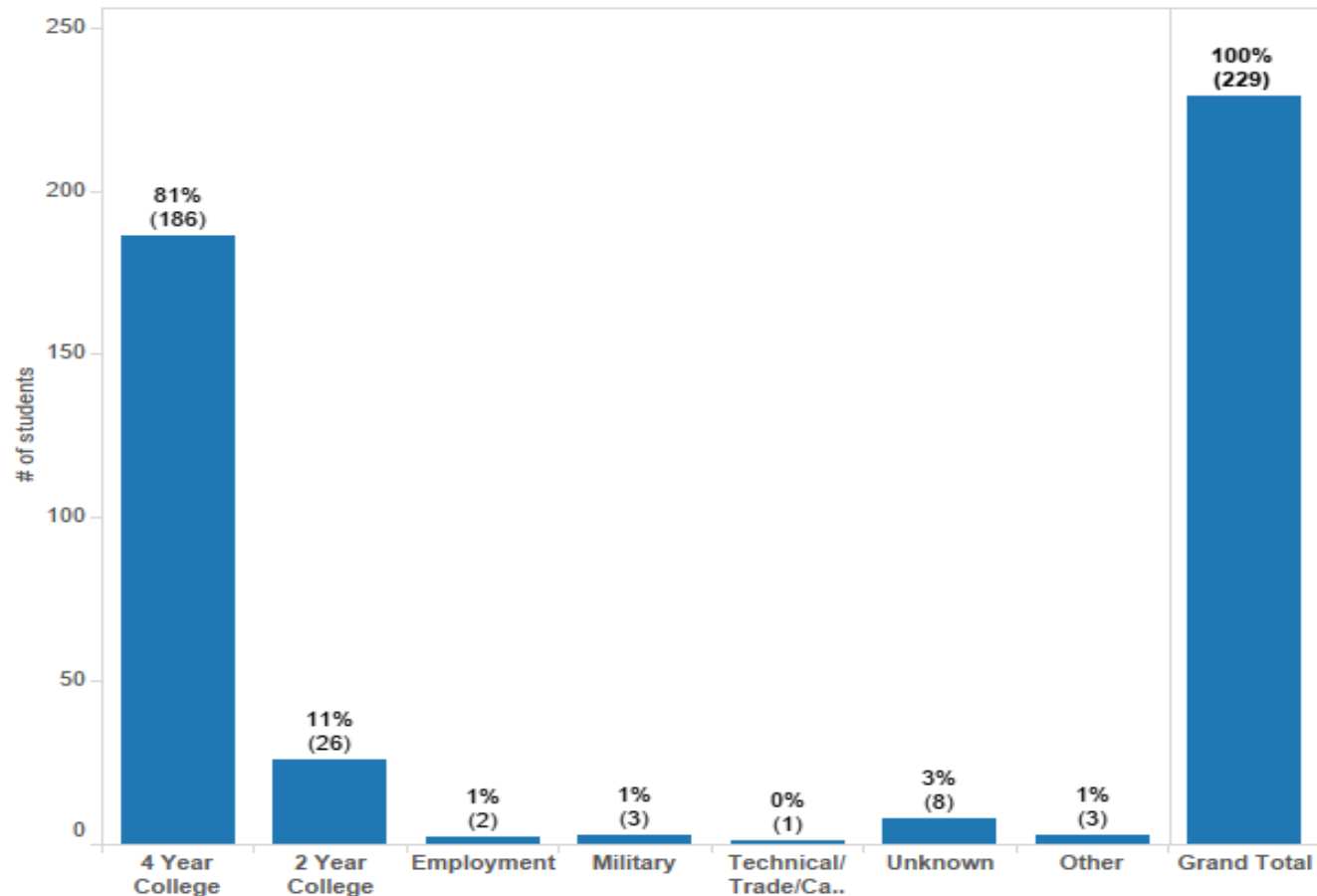




Class of 2020: Post-graduate Plans

92% of the graduating class plan to attend college, either 4-year or 2-year. 1% is planning a gap year before enrolling in college.

Summary of placement type



Class Year

2020

In/Out State



(All)



In state



Out of state

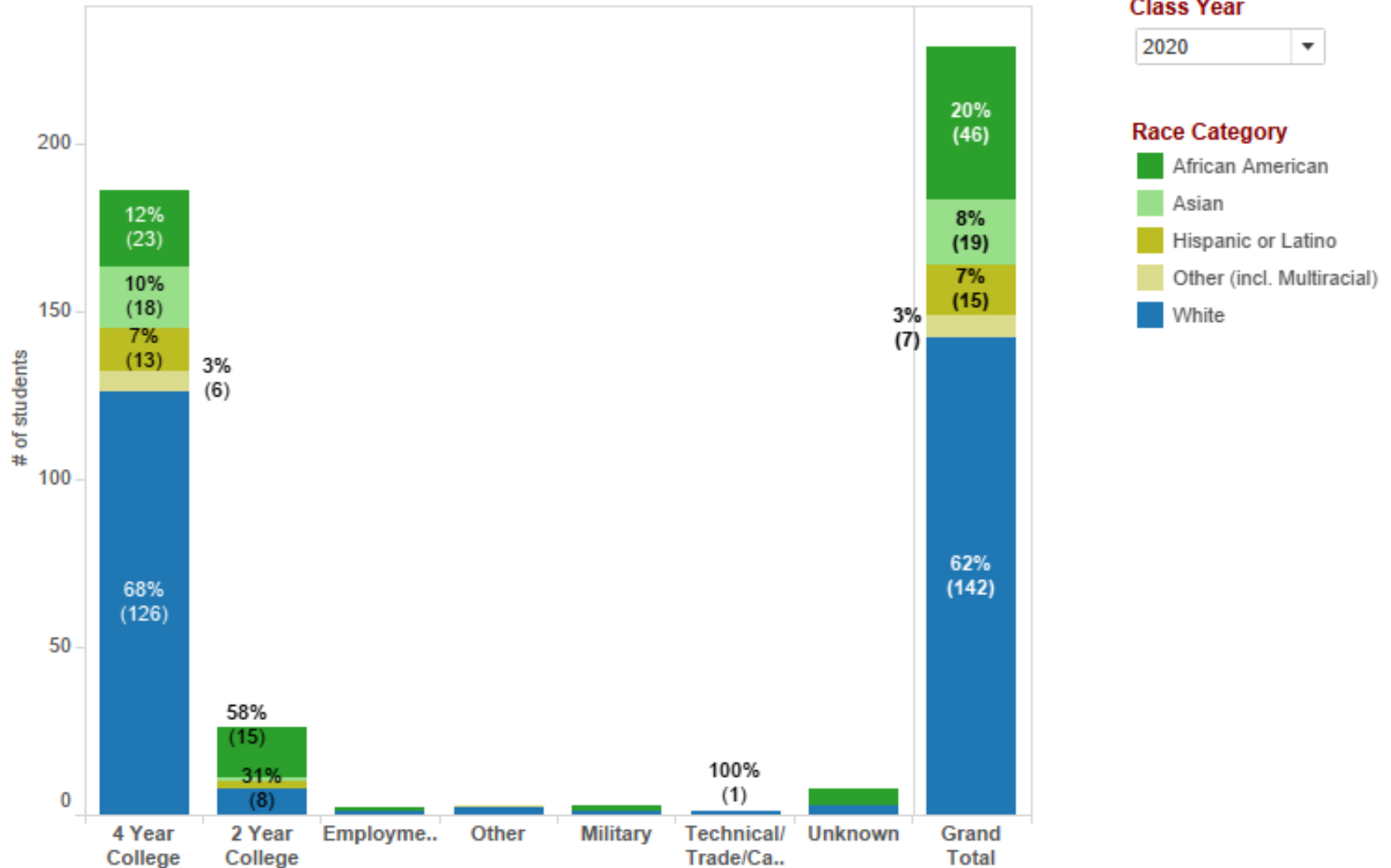


Unknown



Class of 2020: Post-graduate Plans by Race

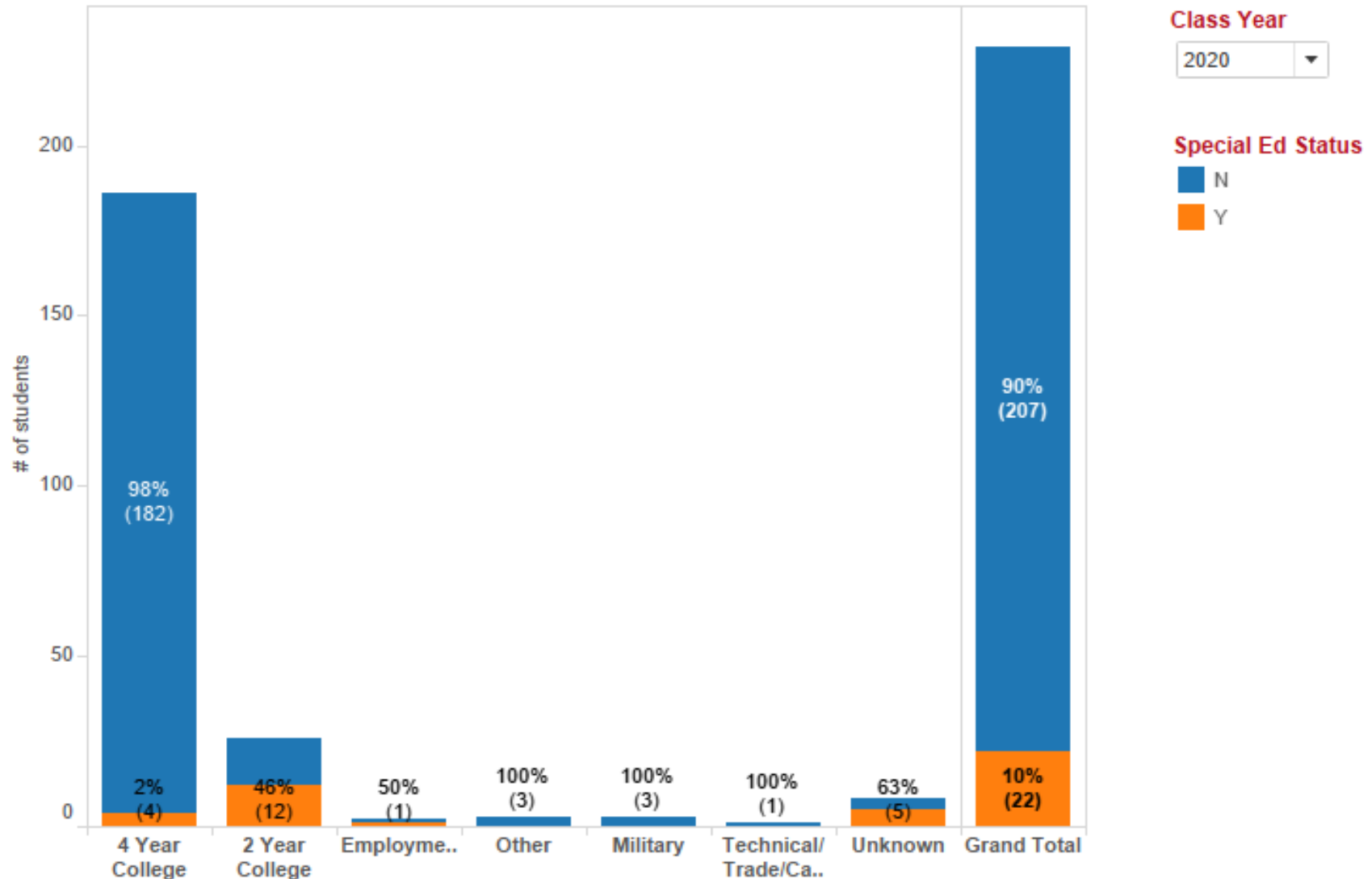
by Race





Class of 2020: Post-graduate Plans by Special Ed

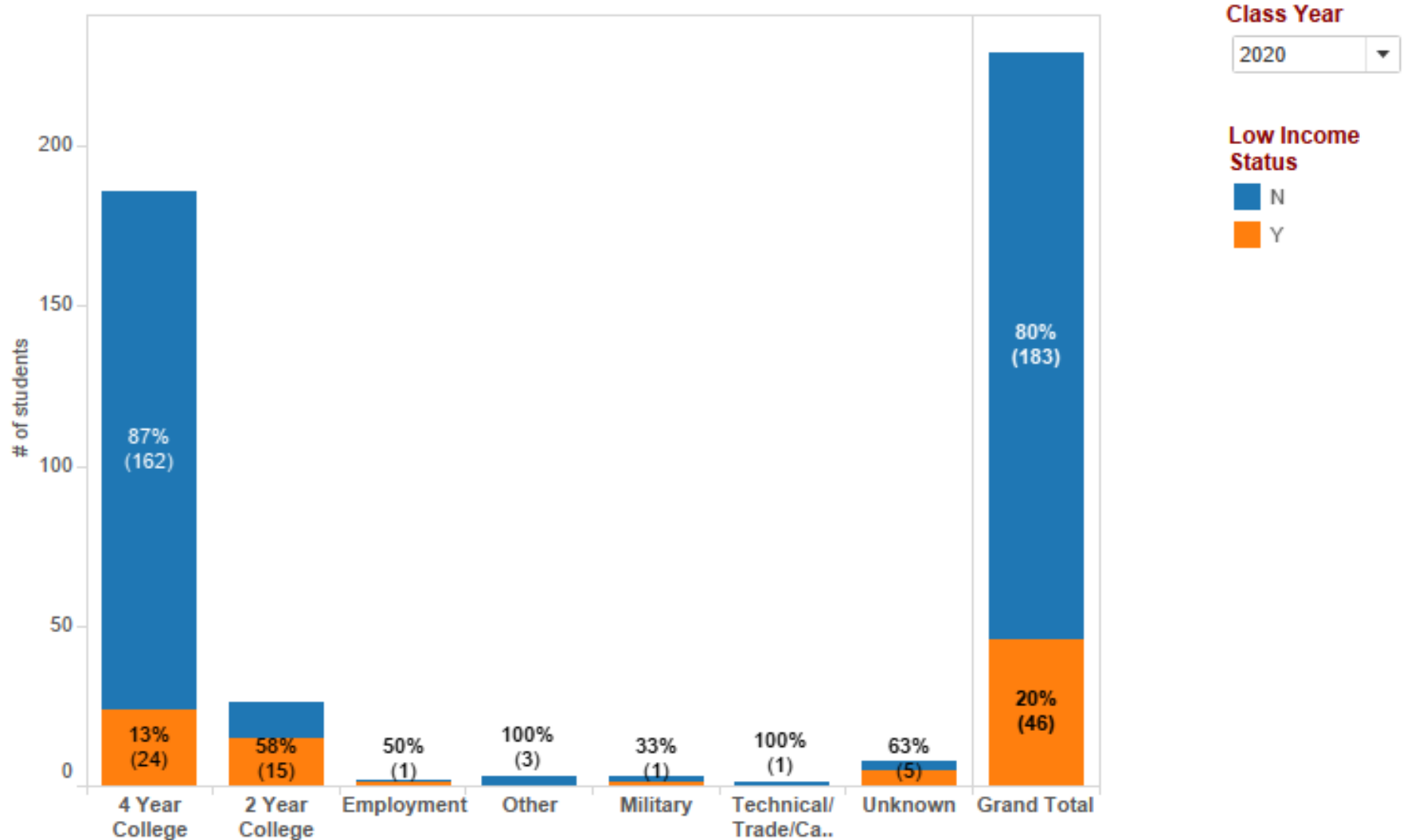
by Special Ed status





Class of 2020: Post-graduate Plans by Low Income

by Low Income





Class of 2020: Post-graduate Plans by Gender

by Gender

