

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-11-01-04-0001
 Name: Milford Central School
 Principal: Lynda Bookhard

Grade Range : PK-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	11	0	12
Kindergarten	37	26	30
First	32	34	32
Second	41	31	30
Third	34	38	33
Fourth	37	31	34
Fifth	43	39	37
Sixth	35	43	37
Ungraded Elementary	8	6	8
Seventh	36	36	46
Eighth	43	34	35
Ninth	45	41	35
Tenth	28	44	36
Eleventh	40	29	36
Twelfth	32	39	34
Ungraded Secondary	7	12	7
Total K-12 Enrollment	498	483	470

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	1.8%	9	1.9%	7	1.5%
Black (Not Hispanic)	4	0.8%	5	1.0%	6	1.3%
Hispanic	8	1.6%	6	1.2%	1	0.2%
White (Not Hispanic)	477	95.8%	463	95.9%	456	97.0%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	16	11	15
Common Branch	18	17	16
English Grade 8	0	24	29
Mathematics Grade 8	9	13	14
Science Grade 8	22	17	35
Social Studies Grade 8	21	17	17
English Grade 10	14	16	22
Mathematics Grade 10	14	12	14
Science Grade 10	13	20	14
Social Studies Grade 10	14	22	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	131	26.3%	115	23.8%	120	25.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		95.1%		95.8%
Student Suspensions	4	0.8%	4	0.8%	10	2.1%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	18.7%	25.1%	24.9%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	94%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	46
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	27	15	56%	40	25	62%	0	0	0%
Students with Disabilities	2	0	0%	1	0	0%	0	0	0%
All Students	29	15	52%	41	25	61%	0	0	0%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	0	0	0	0	0	0
Percent	0%	0%	0%	0%	0%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
0	0	0	0

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			4		1	
	Total Noncompleters			4		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	5	3.3%	0	0.0%	0	0.0%
	Entered GED Program*	5	3.3%	4	2.5%	1	0.7%
	Total Noncompleters	10	6.7%	4	2.5%	1	0.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	40%	1	#	7	86%
Science	3	#	1	#	3	#
Reading	1	#	2	#	2	#
Writing	1	#	2	#	1	#
Global Studies	0	0%	1	#	8	50%
U.S. Hist & Gov't	1	#	1	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	40	28	41	0	0	7
Number Scoring 55–100	40	27	35	0	0	2
Number Scoring 65–100	38	25	33	0	0	1
Number Scoring 85–100	14	7	17	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	85%	0%	0%	29%
Percentage of Tested Scoring 65–100	95%	89%	80%	0%	0%	14%
Percentage of Tested Scoring 85–100	35%	25%	41%	0%	0%	0%
Mathematics A						
Number Tested	0	43	52	0	0	4
Number Scoring 55–100	0	27	41	0	0	#
Number Scoring 65–100	0	19	31	0	0	#
Number Scoring 85–100	0	6	3	0	0	#
Percentage of Tested Scoring 55–100	0%	63%	79%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	44%	60%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	14%	6%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	22	0	0	0
Number Scoring 55–100	0	0	19	0	0	0
Number Scoring 65–100	0	0	9	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	41%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	0%
Global History and Geography						
Number Tested	31	35	42	0	0	8
Number Scoring 55–100	30	34	33	0	0	3
Number Scoring 65–100	27	30	27	0	0	2
Number Scoring 85–100	14	12	13	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	79%	0%	0%	38%
Percentage of Tested Scoring 65–100	87%	86%	64%	0%	0%	25%
Percentage of Tested Scoring 85–100	45%	34%	31%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	39	34	40	0	0	6
Number Scoring 55–100	38	33	36	0	0	2
Number Scoring 65–100	33	24	34	0	0	2
Number Scoring 85–100	16	6	17	0	0	0
Percentage of Tested Scoring 55–100	97%	97%	90%	0%	0%	33%
Percentage of Tested Scoring 65–100	85%	71%	85%	0%	0%	33%
Percentage of Tested Scoring 85–100	41%	18%	42%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	27	36	39	0	0	7
Number Scoring 55–100	27	36	36	0	0	5
Number Scoring 65–100	27	36	33	0	0	3
Number Scoring 85–100	9	15	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	92%	0%	0%	71%
Percentage of Tested Scoring 65–100	100%	100%	85%	0%	0%	43%
Percentage of Tested Scoring 85–100	33%	42%	36%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	48	35	33	4	1	4
Number Scoring 55–100	42	33	31	#	#	#
Number Scoring 65–100	37	26	29	#	#	#
Number Scoring 85–100	16	12	11	#	#	#
Percentage of Tested Scoring 55–100	88%	94%	94%	#	#	#
Percentage of Tested Scoring 65–100	77%	74%	88%	#	#	#
Percentage of Tested Scoring 85–100	33%	34%	33%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		18	27		0	0
Number Scoring 55–100		17	27		0	0
Number Scoring 65–100		13	23		0	0
Number Scoring 85–100		1	1		0	0
Percentage of Tested Scoring 55–100		94%	100%		0%	0%
Percentage of Tested Scoring 65–100		72%	85%		0%	0%
Percentage of Tested Scoring 85–100		6%	4%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	18	13	12	0	0	2
Number Scoring 55–100	18	13	12	0	0	#
Number Scoring 65–100	18	12	12	0	0	#
Number Scoring 85–100	7	1	8	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	39%	8%	67%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	18	7	15	0	0	0
Number Scoring 55–100	17	7	15	0	0	0
Number Scoring 65–100	17	7	15	0	0	0
Number Scoring 85–100	10	3	9	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	43%	60%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	34	14	0	0	0	0
Number Scoring 55–100	17	12	0	0	0	0
Number Scoring 65–100	12	9	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	50%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	35%	64%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	3%	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	26	16	0	0	0	0
Number Scoring 55–100	21	15	0	0	0	0
Number Scoring 65–100	19	13	0	0	0	0
Number Scoring 85–100	10	3	0	0	0	0
Percentage of Tested Scoring 55–100	81%	94%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	73%	81%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	19%	0%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	95%	4	#	34	91%
Students with Disabilities	13	85%	1	#	3	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	34	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	37	3%	14%	68%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	27	0%	33%	63%	4%
	Students with Disabilities	5	0%	80%	20%	0%
	All Students	32	0%	41%	56%	3%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	29	29	29	6	6	6	35	35	35
Number Scoring 55–64	2	4	0	0	0	1	2	4	1
Number Scoring 65–84	12	18	18	0	0	0	12	18	18
Number Scoring 85–100	13	7	10	0	0	0	13	7	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)