

New York State District Report Card

Comprehensive Information Report

BEDS Code: 47-11-01-04-0000
 Name: Milford Central School District
 Superintendent: Peter N. Livshin

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	12	0
Kindergarten	26	30	32
First	34	32	34
Second	31	30	32
Third	38	33	33
Fourth	31	34	38
Fifth	39	37	39
Sixth	43	37	36
Ungraded Elementary	6	8	0
Seventh	36	46	43
Eighth	34	35	45
Ninth	41	35	36
Tenth	44	36	33
Eleventh	29	36	38
Twelfth	39	34	33
Ungraded Secondary	12	7	1
Total K-12 Enrollment	483	470	473

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	9	1.9%	7	1.5%	5	1.1%
Black (Not Hispanic)	5	1.0%	6	1.3%	8	1.7%
Hispanic	6	1.2%	1	0.2%	8	1.7%
White (Not Hispanic)	463	95.9%	456	97.0%	452	95.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	11	15	15
Common Branch	17	16	17
English Grade 8	24	29	18
Mathematics Grade 8	13	14	18
Science Grade 8	17	35	23
Social Studies Grade 8	17	17	23
English Grade 10	16	22	16
Mathematics Grade 10	12	14	9
Science Grade 10	20	14	17
Social Studies Grade 10	22	19	18

(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
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	115	23.8%	120	25.5%	117	24.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		95.8%		95.8%
Student Suspensions	4	0.8%	10	2.1%	7	1.5%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	25.1%	24.9%	19.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	47
Total Other Professional Staff	2
Total Paraprofessionals	19
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	40	25	62%	0	0	0%	30	24	80%
Students with Disabilities	1	0	0%	0	0	0%	2	0	0%
All Students	41	25	61%	0	0	0%	32	24	75%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	15	7	1	0	5	4
Percent	47%	22%	3%	0%	16%	12%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	0	2	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0		1	0.8%
	Entered GED Program*	4		1		2	1.7%
	Total Noncompleters	4		1		3	2.5%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	1	0.7%
	Entered GED Program*	4	2.5%	1	0.7%	2	1.4%
	Total Noncompleters	4	2.5%	1	0.7%	3	2.0%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	7	86%	1	#
Science	1	#	3	#	0	0%
Reading	2	#	2	#	4	#
Writing	2	#	1	#	0	0%
Global Studies	1	#	8	50%	5	100%
U.S. Hist & Gov't	1	#	4	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	28	41	38	0	7	5
Number Scoring 55–100	27	35	37	0	2	4
Number Scoring 65–100	25	33	31	0	1	0
Number Scoring 85–100	7	17	21	0	0	0
Percentage of Tested Scoring 55–100	96%	85%	97%	0%	29%	80%
Percentage of Tested Scoring 65–100	89%	80%	82%	0%	14%	0%
Percentage of Tested Scoring 85–100	25%	41%	55%	0%	0%	0%
Mathematics A						
Number Tested	43	52	34	0	4	2
Number Scoring 55–100	27	41	34	0	#	#
Number Scoring 65–100	19	31	29	0	#	#
Number Scoring 85–100	6	3	7	0	#	#
Percentage of Tested Scoring 55–100	63%	79%	100%	0%	#	#
Percentage of Tested Scoring 65–100	44%	60%	85%	0%	#	#
Percentage of Tested Scoring 85–100	14%	6%	21%	0%	#	#
Mathematics B						
Number Tested	0	22	23	0	0	0
Number Scoring 55–100	0	19	13	0	0	0
Number Scoring 65–100	0	9	9	0	0	0
Number Scoring 85–100	0	2	1	0	0	0
Percentage of Tested Scoring 55–100	0%	86%	57%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	41%	39%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	9%	4%	0%	0%	0%
Global History and Geography						
Number Tested	35	42	36	0	8	4
Number Scoring 55–100	34	33	33	0	3	#
Number Scoring 65–100	30	27	28	0	2	#
Number Scoring 85–100	12	13	11	0	0	#
Percentage of Tested Scoring 55–100	97%	79%	92%	0%	38%	#
Percentage of Tested Scoring 65–100	86%	64%	78%	0%	25%	#
Percentage of Tested Scoring 85–100	34%	31%	31%	0%	0%	#
U.S. History and Government						
Number Tested	34	40	35	0	6	3
Number Scoring 55–100	33	36	33	0	2	#
Number Scoring 65–100	24	34	29	0	2	#
Number Scoring 85–100	6	17	19	0	0	#
Percentage of Tested Scoring 55–100	97%	90%	94%	0%	33%	#
Percentage of Tested Scoring 65–100	71%	85%	83%	0%	33%	#
Percentage of Tested Scoring 85–100	18%	42%	54%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	36	39	30	0	7	3
Number Scoring 55–100	36	36	29	0	5	#
Number Scoring 65–100	36	33	27	0	3	#
Number Scoring 85–100	15	14	3	0	0	#
Percentage of Tested Scoring 55–100	100%	92%	97%	0%	71%	#
Percentage of Tested Scoring 65–100	100%	85%	90%	0%	43%	#
Percentage of Tested Scoring 85–100	42%	36%	10%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	35	33	34	1	4	6
Number Scoring 55–100	33	31	32	#	#	5
Number Scoring 65–100	26	29	28	#	#	4
Number Scoring 85–100	12	11	8	#	#	1
Percentage of Tested Scoring 55–100	94%	94%	94%	#	#	83%
Percentage of Tested Scoring 65–100	74%	88%	82%	#	#	67%
Percentage of Tested Scoring 85–100	34%	33%	24%	#	#	17%
Physical Setting/Chemistry						
Number Tested	18	27	25	0	0	0
Number Scoring 55–100	17	27	24	0	0	0
Number Scoring 65–100	13	23	21	0	0	0
Number Scoring 85–100	1	1	4	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	72%	85%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	6%	4%	16%	0%	0%	0%
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55–100			6			0
Number Scoring 65–100			6			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			0%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	13	12	9	0	2	0
Number Scoring 55–100	13	12	9	0	#	0
Number Scoring 65–100	12	12	9	0	#	0
Number Scoring 85–100	1	8	8	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	92%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	8%	67%	89%	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	7	15	12	0	0	0
Number Scoring 55–100	7	15	12	0	0	0
Number Scoring 65–100	7	15	12	0	0	0
Number Scoring 85–100	3	9	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	60%	58%	0%	0%	0%
Comprehensive Latin						
Number Tested	1	0	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	16	0	0	0	0	0
Number Scoring 55–100	15	0	0	0	0	0
Number Scoring 65–100	13	0	0	0	0	0
Number Scoring 85–100	3	0	0	0	0	0
Percentage of Tested Scoring 55–100	94%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	19%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	34	91%	39	87%
Students with Disabilities	1	#	3	#	9	56%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	31	10%	10%	55%	26%
	Students with Disabilities	9	56%	22%	22%	0%
	All Students	40	20%	13%	48%	20%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	38	0%	26%	61%	13%
	Students with Disabilities	10	0%	70%	30%	0%
	All Students	48	0%	35%	54%	10%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	30	30	30	4	4	4	34	34	34
Number Scoring 55–64	#	#	#	#	#	#	2	1	3
Number Scoring 65–84	#	#	#	#	#	#	18	14	13
Number Scoring 85–100	#	#	#	#	#	#	10	16	16
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)