

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 : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	12	0	0
Kindergarten	30	32	36
First	32	34	35
Second	30	32	37
Third	33	33	33
Fourth	34	38	33
Fifth	37	39	37
Sixth	37	36	39
Ungraded Elementary	8	0	0
Seventh	46	43	38
Eighth	35	45	42
Ninth	35	36	51
Tenth	36	33	37
Eleventh	36	38	30
Twelfth	34	33	35
Ungraded Secondary	7	1	1
Total K-12 Enrollment	470	473	484

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	1.5%	5	1.1%	4	0.8%
Black (Not Hispanic)	6	1.3%	8	1.7%	7	1.4%
Hispanic	1	0.2%	8	1.7%	8	1.7%
White (Not Hispanic)	456	97.0%	452	95.6%	465	96.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	15	18
Common Branch	16	17	17
English Grade 8	29	18	21
Mathematics Grade 8	14	18	17
Science Grade 8	35	23	0
Social Studies Grade 8	17	23	0
English Grade 10	22	16	16
Mathematics Grade 10	14	9	15
Science Grade 10	14	17	18
Social Studies Grade 10	19	18	16

(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. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	120	25.5%	117	24.7%	129	26.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.8%		93.0%		95.6%
Student Suspensions	10	2.1%	7	1.5%	6	1.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	24.9%	19.7%	20.3%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	100%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	47
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	0	30	31
	Regents Diplomas	0	24	23
	% Regents Diplomas	0%	80%	74%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	2	5
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	2	2
All Students	Total Graduates*	0	32	36
	Regents Diplomas	0	24	23
	% Regents Diplomas	0%	75%	64%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	0	2	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	17	11	0	0	3	0	0	0
	Percent	55%	35%	0%	0%	10%	0%	0%	0%
Students with Disabilities	Number	0	2	0	0	3	0	0	0
	Percent	0%	40%	0%	0%	60%	0%	0%	0%
All Students	Number	17	13	0	0	6	0	0	0
	Percent	47%	36%	0%	0%	17%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		1	0.8%	0	0.0%
	Entered GED Program*	1		2	1.7%	0	0.0%
	Total Noncompleters	1		3	2.5%	0	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	1	2.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	1	2.9%
All Students	Dropped Out	0	0.0%	1	0.7%	1	0.6%
	Entered GED Program*	1	0.7%	2	1.4%	0	0.0%
	Total Noncompleters	1	0.7%	3	2.0%	1	0.6%

*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	2002-03		2003-04		2004-05	
	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%	1	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	1	#	3	#
Science	3	#	0	0%	3	#
Reading	2	#	4	#	2	#
Writing	1	#	0	0%	4	#
Global Studies	8	50%	5	100%	4	#
U.S. Hist & Gov't	4	#	1	#	3	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	41	38	31	7	5	3
Number Scoring 55-100	35	37	30	2	4	#
Number Scoring 65-100	33	31	26	1	0	#
Number Scoring 85-100	17	21	9	0	0	#
Percentage of Tested Scoring 55-100	85%	97%	97%	29%	80%	#
Percentage of Tested Scoring 65-100	80%	82%	84%	14%	0%	#
Percentage of Tested Scoring 85-100	41%	55%	29%	0%	0%	#
Mathematics A						
Number Tested	52	34	39	4	2	6
Number Scoring 55-100	41	34	35	#	#	3
Number Scoring 65-100	31	29	34	#	#	3
Number Scoring 85-100	3	7	6	#	#	0
Percentage of Tested Scoring 55-100	79%	100%	90%	#	#	50%
Percentage of Tested Scoring 65-100	60%	85%	87%	#	#	50%
Percentage of Tested Scoring 85-100	6%	21%	15%	#	#	0%
Mathematics B						
Number Tested	22	23	13	0	0	0
Number Scoring 55-100	19	13	10	0	0	0
Number Scoring 65-100	9	9	7	0	0	0
Number Scoring 85-100	2	1	0	0	0	0
Percentage of Tested Scoring 55-100	86%	57%	77%	0%	0%	0%
Percentage of Tested Scoring 65-100	41%	39%	54%	0%	0%	0%
Percentage of Tested Scoring 85-100	9%	4%	0%	0%	0%	0%
Global History and Geography						
Number Tested	42	36	37	8	4	9
Number Scoring 55-100	33	33	32	3	#	5
Number Scoring 65-100	27	28	28	2	#	4
Number Scoring 85-100	13	11	9	0	#	1
Percentage of Tested Scoring 55-100	79%	92%	86%	38%	#	56%
Percentage of Tested Scoring 65-100	64%	78%	76%	25%	#	44%
Percentage of Tested Scoring 85-100	31%	31%	24%	0%	#	11%
U.S. History and Government						
Number Tested	40	35	30	6	3	3
Number Scoring 55-100	36	33	28	2	#	#
Number Scoring 65-100	34	29	25	2	#	#
Number Scoring 85-100	17	19	13	0	#	#
Percentage of Tested Scoring 55-100	90%	94%	93%	33%	#	#
Percentage of Tested Scoring 65-100	85%	83%	83%	33%	#	#
Percentage of Tested Scoring 85-100	42%	54%	43%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	39	30	35	7	3	6
Number Scoring 55-100	36	29	35	5	#	6
Number Scoring 65-100	33	27	32	3	#	5
Number Scoring 85-100	14	3	11	0	#	1
Percentage of Tested Scoring 55-100	92%	97%	100%	71%	#	100%
Percentage of Tested Scoring 65-100	85%	90%	91%	43%	#	83%
Percentage of Tested Scoring 85-100	36%	10%	31%	0%	#	17%
Physical Setting/Earth Science						
Number Tested	33	34	48	4	6	8
Number Scoring 55-100	31	32	45	#	5	6
Number Scoring 65-100	29	28	38	#	4	2
Number Scoring 85-100	11	8	11	#	1	0
Percentage of Tested Scoring 55-100	94%	94%	94%	#	83%	75%
Percentage of Tested Scoring 65-100	88%	82%	79%	#	67%	25%
Percentage of Tested Scoring 85-100	33%	24%	23%	#	17%	0%
Physical Setting/Chemistry						
Number Tested	27	25	14	0	0	0
Number Scoring 55-100	27	24	13	0	0	0
Number Scoring 65-100	23	21	13	0	0	0
Number Scoring 85-100	1	4	1	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	93%	0%	0%	0%
Percentage of Tested Scoring 65-100	85%	84%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	4%	16%	7%	0%	0%	0%
Physical Setting/Physics						
Number Tested		6	10		0	0
Number Scoring 55-100		6	10		0	0
Number Scoring 65-100		6	7		0	0
Number Scoring 85-100		0	4		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	70%		0%	0%
Percentage of Tested Scoring 85-100		0%	40%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	12	9	7	2	0	0
Number Scoring 55-100	12	9	7	#	0	0
Number Scoring 65-100	12	9	7	#	0	0
Number Scoring 85-100	8	8	5	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	67%	89%	71%	#	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	15	12	12	0	0	1
Number Scoring 55-100	15	12	12	0	0	#
Number Scoring 65-100	15	12	11	0	0	#
Number Scoring 85-100	9	7	4	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	60%	58%	33%	0%	0%	#
Comprehensive Latin						
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%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	33	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	37	11%	14%	59%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	35	0%	14%	74%	11%
	Students with Disabilities	5	0%	60%	40%	0%
	All Students	40	0%	20%	70%	10%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2001 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	8	8	8	38	38	38
Number Scoring 55–64	3	3	0	1	2	1	4	5	1
Number Scoring 65–84	13	9	15	2	1	3	15	10	18
Number Scoring 85–100	14	18	15	0	0	0	14	18	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)