

MILFORD CENTRAL SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (58.87 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing: Potential TSI School
Students with Disabilities	Good Standing: Potential TSI School
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	220	26	11.8%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	4	—	—
Hispanic or Latino	4	—	—
Multiracial	5	—	—
White	206	22	10.7%
English Language Learners	1	—	—
Students with Disabilities	42	9	21.4%
Economically Disadvantaged	117	21	17.9%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	60*	58	96.7%
	5-Year	37	36	97.3%
	6-Year	61*	58	95.1%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	0	—	—
	5-Year	2	—	—
	6-Year	0	—	—
Black or African American	4-Year	0	—	—
	5-Year	5	—	—
	6-Year	3	—	—
Hispanic or Latino	4-Year	2	—	—
	5-Year	3	—	—
	6-Year	3	—	—
Multiracial	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
White	4-Year	54*	52	96.3%
	5-Year	32	31	96.9%
	6-Year	54*	53	98.1%
English Language Learners	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
Students with Disabilities	4-Year	11	—	—
	5-Year	6	—	—
	6-Year	9	—	—
Economically Disadvantaged	4-Year	30*	29	96.7%
	5-Year	32*	29	90.6%
	6-Year	28	—	—

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	98	9	9.2%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	1	—	—
Hispanic or Latino	2	—	—
Multiracial	2	—	—
White	92	8	8.7%
English Language Learners	1	—	—
Students with Disabilities	14	—	—
Economically Disadvantaged	32	4	12.5%

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