

New York State District Report Card

Comprehensive Information Report

BEDS Code: 45-08-01-06-0000
 Name: Medina Central School District
 Superintendent: Richard Galante

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	129	161	136
First	131	109	145
Second	142	140	137
Third	145	140	130
Fourth	147	142	154
Fifth	152	139	146
Sixth	162	171	145
Ungraded Elementary	29	9	9
Seventh	183	168	164
Eighth	161	172	160
Ninth	154	156	181
Tenth	153	159	153
Eleventh	145	135	136
Twelfth	164	153	138
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1997	1954	1934

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	26	1.3%	19	1.0%	21	1.1%
Black (Not Hispanic)	128	6.4%	148	7.6%	145	7.5%
Hispanic	52	2.6%	57	2.9%	69	3.6%
White (Not Hispanic)	1791	89.7%	1730	88.5%	1699	87.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	14	17	18
Common Branch	17	18	19
English Grade 8	15	16	14
Mathematics Grade 8	14	15	15
Science Grade 8	13	16	15
Social Studies Grade 8	15	17	15
English Grade 10	21	19	21
Mathematics Grade 10	17	18	16
Science Grade 10	20	20	0
Social Studies Grade 10	18	18	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	1.0%	27	1.4%	16	0.8%
Eligible for Free Lunch	493	24.7%	496	25.4%	523	27.0%

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		94.8%		95.1%		95.0%
Student Suspensions	112	5.4%	83	4.2%	151	7.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.5%	8.8%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	163
Total Other Professional Staff	23
Total Paraprofessionals	45
Teaching Out of Certification*	5

*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*	135	121	108
	Regents Diplomas	101	99	96
	% Regents Diplomas	75%	82%	89%
	Regents Diplomas with Advanced Designation**			45
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	9	9	12
	Regents Diplomas	1	1	4
	% Regents Diplomas	11%	11%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	9	4
All Students	Total Graduates*	144	130	120
	Regents Diplomas	102	100	100
	% Regents Diplomas	71%	77%	83%
	Regents Diplomas with Advanced Designation**			45
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	7	9	4

* 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	52	39	3	0	11	0	1	2
	Percent	48%	36%	3%	0%	10%	0%	1%	2%
Students with Disabilities	Number	0	6	0	0	6	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	52	45	3	0	17	0	1	2
	Percent	43%	38%	3%	0%	14%	0%	1%	2%

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	9		13	2.4%	16	2.8%
	Entered GED Program*	9		7	1.3%	1	0.2%
	Total Noncompleters	18		20	3.7%	17	3.0%
Students with Disabilities	Dropped Out	5		6	7.2%	3	4.8%
	Entered GED Program*	1		1	1.2%	0	0.0%
	Total Noncompleters	6		7	8.4%	3	4.8%
All Students	Dropped Out	14	2.3%	19	3.1%	19	3.0%
	Entered GED Program*	10	1.6%	8	1.3%	1	0.2%
	Total Noncompleters	24	3.9%	27	4.4%	20	3.2%

*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)

Career Development and Occupational Studies (CDOS)

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

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	130	143	139
	Number of Students with Disabilities	21	25	25
	Number of All Students	151	168	164
	Percent of Enrollment	30%	33%	35%
9-12	Number of General-Education Students	534	527	508
	Number of Students with Disabilities	82	76	100
	Number of All Students	616	603	608
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	91%	16	100%	29	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	98	92%	74	76%	106	91%

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	4	#	8	50%	3	#

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%	1	#	25	88%
Science	1	#	1	#	20	75%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	26	81%	3	#
Science	24	46%	19	89%	3	#
Reading	12	83%	1	#	10	70%
Writing	18	89%	3	#	10	100%
Global Studies	11	27%	9	11%	5	40%
U.S. Hist & Gov't	5	60%	0	0%	4	#

(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	142	135	142	16	12	15
Number Scoring 55-100	133	123	128	9	2	6
Number Scoring 65-100	126	112	110	8	2	2
Number Scoring 85-100	55	49	31	4	0	0
Percentage of Tested Scoring 55-100	94%	91%	90%	56%	17%	40%
Percentage of Tested Scoring 65-100	89%	83%	77%	50%	17%	13%
Percentage of Tested Scoring 85-100	39%	36%	22%	25%	0%	0%
Mathematics A						
Number Tested	123	68	132	23	12	15
Number Scoring 55-100	93	66	127	14	12	12
Number Scoring 65-100	86	59	122	13	10	7
Number Scoring 85-100	8	10	41	2	1	1
Percentage of Tested Scoring 55-100	76%	97%	96%	61%	100%	80%
Percentage of Tested Scoring 65-100	70%	87%	92%	57%	83%	47%
Percentage of Tested Scoring 85-100	7%	15%	31%	9%	8%	7%
Mathematics B						
Number Tested	60	167	69	1	2	1
Number Scoring 55-100	32	161	53	#	#	#
Number Scoring 65-100	19	154	46	#	#	#
Number Scoring 85-100	0	53	10	#	#	#
Percentage of Tested Scoring 55-100	53%	96%	77%	#	#	#
Percentage of Tested Scoring 65-100	32%	92%	67%	#	#	#
Percentage of Tested Scoring 85-100	0%	32%	14%	#	#	#
Global History and Geography						
Number Tested	155	161	154	19	16	22
Number Scoring 55-100	126	154	131	10	12	10
Number Scoring 65-100	116	135	113	7	8	6
Number Scoring 85-100	32	55	36	0	0	2
Percentage of Tested Scoring 55-100	81%	96%	85%	53%	75%	45%
Percentage of Tested Scoring 65-100	75%	84%	73%	37%	50%	27%
Percentage of Tested Scoring 85-100	21%	34%	23%	0%	0%	9%
U.S. History and Government						
Number Tested	148	133	138	13	13	12
Number Scoring 55-100	143	131	129	9	12	8
Number Scoring 65-100	136	123	122	7	10	7
Number Scoring 85-100	74	78	83	0	4	3
Percentage of Tested Scoring 55-100	97%	98%	93%	69%	92%	67%
Percentage of Tested Scoring 65-100	92%	92%	88%	54%	77%	58%
Percentage of Tested Scoring 85-100	50%	59%	60%	0%	31%	25%

(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	119	154	135	15	16	9
Number Scoring 55-100	111	153	128	12	15	7
Number Scoring 65-100	108	147	124	10	10	5
Number Scoring 85-100	32	63	55	0	0	1
Percentage of Tested Scoring 55-100	93%	99%	95%	80%	94%	78%
Percentage of Tested Scoring 65-100	91%	95%	92%	67%	62%	56%
Percentage of Tested Scoring 85-100	27%	41%	41%	0%	0%	11%
Physical Setting/Earth Science						
Number Tested	131	129	150	1	3	3
Number Scoring 55-100	117	127	147	#	#	#
Number Scoring 65-100	108	119	142	#	#	#
Number Scoring 85-100	42	43	69	#	#	#
Percentage of Tested Scoring 55-100	89%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	82%	92%	95%	#	#	#
Percentage of Tested Scoring 85-100	32%	33%	46%	#	#	#
Physical Setting/Chemistry						
Number Tested	95	80	98	1	0	1
Number Scoring 55-100	91	72	88	#	0	#
Number Scoring 65-100	66	55	73	#	0	#
Number Scoring 85-100	4	8	17	#	0	#
Percentage of Tested Scoring 55-100	96%	90%	90%	#	0%	#
Percentage of Tested Scoring 65-100	69%	69%	74%	#	0%	#
Percentage of Tested Scoring 85-100	4%	10%	17%	#	0%	#
Physical Setting/Physics						
Number Tested		9	6		0	0
Number Scoring 55-100		7	6		0	0
Number Scoring 65-100		6	5		0	0
Number Scoring 85-100		3	1		0	0
Percentage of Tested Scoring 55-100		78%	100%		0%	0%
Percentage of Tested Scoring 65-100		67%	83%		0%	0%
Percentage of Tested Scoring 85-100		33%	17%		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	16	15	21	0	0	0
Number Scoring 55-100	16	15	21	0	0	0
Number Scoring 65-100	16	15	21	0	0	0
Number Scoring 85-100	11	12	14	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	69%	80%	67%	0%	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	57	48	67	0	0	1
Number Scoring 55-100	57	48	67	0	0	#
Number Scoring 65-100	57	48	67	0	0	#
Number Scoring 85-100	32	30	51	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	56%	62%	76%	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	125	2%	5%	55%	38%
	Students with Disabilities	24	58%	8%	29%	4%
	All Students	149	11%	5%	51%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	137	2%	19%	64%	15%
	Students with Disabilities	18	28%	61%	11%	0%
	All Students	155	5%	24%	58%	13%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	3	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

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	121	121	121	20	20	20	141	141	141
Number Scoring 55–64	7	3	1	2	2	2	9	5	3
Number Scoring 65–84	75	37	60	10	6	9	85	43	69
Number Scoring 85–100	29	71	51	0	4	1	29	75	52
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		9	4		5	3
Beginning		0	#		0	#
Intermediate		3	#		0	#
Advanced		2	#		1	#
Proficient		4	#		4	#
Reading and Writing (Grade K–1)						
Number Tested		9	4		5	3
Beginning		7	#		4	#
Intermediate		1	#		1	#
Advanced		1	#		0	#
Proficient		0	#		0	#
Listening and Speaking (Grade 2–4)						
Number Tested		8	5		2	2
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		4	3		#	#
Proficient		4	2		#	#
Reading and Writing (Grade 2–4)						
Number Tested		8	5		2	2
Beginning		2	0		#	#
Intermediate		3	3		#	#
Advanced		3	1		#	#
Proficient		0	1		#	#
Listening and Speaking (Grade 5–6)						
Number Tested		3	5		0	2
Beginning		#	0		0	#
Intermediate		#	0		0	#
Advanced		#	3		0	#
Proficient		#	2		0	#
Reading and Writing (Grade 5–6)						
Number Tested		3	5		0	2
Beginning		#	1		0	#
Intermediate		#	1		0	#
Advanced		#	1		0	#
Proficient		#	2		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)

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 7–8)						
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 7–8)						
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 9–12)						
Number Tested		2	0		2	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	0		#	0
Proficient		#	0		#	0
Reading and Writing (Grade 9–12)						
Number Tested		2	0		2	0
Beginning		#	0		#	0
Intermediate		#	0		#	0
Advanced		#	0		#	0
Proficient		#	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 – L)