

New York State School Report Card Comprehensive Information Report

BEDS Code: 25-11-01-04-0003
 Name: Madison Central School
 Principal: Michael Drahos

Grade Range : K-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	31	37	46
First	25	28	36
Second	36	26	27
Third	38	40	23
Fourth	42	40	36
Fifth	36	42	45
Sixth	41	34	42
Ungraded Elementary	0	0	0
Seventh	38	36	35
Eighth	30	39	38
Ninth	35	25	37
Tenth	48	27	24
Eleventh	40	43	32
Twelfth	36	34	46
Ungraded Secondary	0	0	0
Total K-12 Enrollment	476	451	467

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	0	0.0%	1	0.2%	0	0.0%
Black (Not Hispanic)	5	1.1%	6	1.3%	10	2.1%
Hispanic	5	1.1%	2	0.4%	3	0.6%
White (Not Hispanic)	466	97.9%	442	98.0%	454	97.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	19	16
Common Branch	18	19	17
English Grade 8	14	19	25
Mathematics Grade 8	20	17	16
Science Grade 8	36	21	22
Social Studies Grade 8	18	19	20
English Grade 10	22	15	15
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	21	12	14

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	95	20.0%	99	22.0%	128	27.4%

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		96.2%		96.0%		96.0%
Student Suspensions	15	3.2%	21	4.4%	13	2.9%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.1%	5.1%	12.6%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	100%	100%	96%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	4
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	31	9	29%	30	13	43%	32	21	66%
Students with Disabilities	7	1	14%	2	0	0%	13	1	8%
All Students	38	10	26%	32	13	41%	45	22	49%

*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	16	23	1	0	5	0
Percent	36%	51%	2%	0%	11%	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)
13	1	0	13

*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			2		1	
	Entered GED Program*			1		1	
	Total Noncompleters			3		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	2	1.3%	2	1.6%	1	0.7%
	Entered GED Program*	3	1.9%	1	0.8%	1	0.7%
	Total Noncompleters	5	3.1%	3	2.3%	2	1.4%

*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%	98%
2-3		0%	100%

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	109
	Number of Students with Disabilities		0	30
	Number of All Students		0	139
	Percent of Enrollment		0%	100%

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	20	85%	14	100%	32	78%

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	#	3	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	4	#	5	100%	2	#
Science	0	0%	0	0%	0	0%
Reading	2	#	0	0%	5	100%
Writing	2	#	0	0%	3	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	35	44	24	4	14	1
Number Scoring 55–100	35	40	24	#	10	#
Number Scoring 65–100	27	32	23	#	4	#
Number Scoring 85–100	5	12	10	#	1	#
Percentage of Tested Scoring 55–100	100%	91%	100%	#	71%	#
Percentage of Tested Scoring 65–100	77%	73%	96%	#	29%	#
Percentage of Tested Scoring 85–100	14%	27%	42%	#	7%	#
Mathematics A						
Number Tested	24	47	21	2	4	1
Number Scoring 55–100	22	32	16	#	#	#
Number Scoring 65–100	16	26	13	#	#	#
Number Scoring 85–100	8	7	2	#	#	#
Percentage of Tested Scoring 55–100	92%	68%	76%	#	#	#
Percentage of Tested Scoring 65–100	67%	55%	62%	#	#	#
Percentage of Tested Scoring 85–100	33%	15%	10%	#	#	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	53	26	28	11	3	5
Number Scoring 55–100	51	23	25	10	#	3
Number Scoring 65–100	39	22	24	6	#	3
Number Scoring 85–100	8	4	10	0	#	0
Percentage of Tested Scoring 55–100	96%	88%	89%	91%	#	60%
Percentage of Tested Scoring 65–100	74%	85%	86%	55%	#	60%
Percentage of Tested Scoring 85–100	15%	15%	36%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	34	49	27	2	14	2
Number Scoring 55–100	31	45	27	#	10	#
Number Scoring 65–100	23	37	27	#	6	#
Number Scoring 85–100	8	8	11	#	0	#
Percentage of Tested Scoring 55–100	91%	92%	100%	#	71%	#
Percentage of Tested Scoring 65–100	68%	76%	100%	#	43%	#
Percentage of Tested Scoring 85–100	24%	16%	41%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	47	43	25	9	5	3
Number Scoring 55–100	47	42	25	9	5	#
Number Scoring 65–100	46	40	24	9	4	#
Number Scoring 85–100	9	11	8	1	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	98%	93%	96%	100%	80%	#
Percentage of Tested Scoring 85–100	19%	26%	32%	11%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	26	9	20	2	0	1
Number Scoring 55–100	26	9	20	#	0	#
Number Scoring 65–100	24	9	20	#	0	#
Number Scoring 85–100	7	8	5	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	92%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	27%	89%	25%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		22	20		1	0
Number Scoring 55–100		17	18		#	0
Number Scoring 65–100		8	14		#	0
Number Scoring 85–100		0	4		#	0
Percentage of Tested Scoring 55–100		77%	90%		#	0%
Percentage of Tested Scoring 65–100		36%	70%		#	0%
Percentage of Tested Scoring 85–100		0%	20%		#	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	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 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	10	32	21	0	0	0
Number Scoring 55–100	10	31	21	0	0	0
Number Scoring 65–100	10	30	18	0	0	0
Number Scoring 85–100	3	15	5	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	30%	47%	24%	0%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	8	1	0	1	0	0
Number Scoring 55–100	4	#	0	#	0	0
Number Scoring 65–100	3	#	0	#	0	0
Number Scoring 85–100	1	#	0	#	0	0
Percentage of Tested Scoring 55–100	50%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	38%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	12%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	10	14	0	0	0	0
Number Scoring 55–100	6	12	0	0	0	0
Number Scoring 65–100	5	11	0	0	0	0
Number Scoring 85–100	2	5	0	0	0	0
Percentage of Tested Scoring 55–100	60%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	50%	79%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	36%	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	27	100%	25	100%	1	#
Students with Disabilities	5	80%	7	100%	0	0%

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	39	5%	18%	69%	8%
	Students with Disabilities	7	86%	0%	14%	0%
	All Students	46	17%	15%	61%	7%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	33	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	37	0%	11%	65%	24%

(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	30	30	30	10	10	10	40	40	40
Number Scoring 55–64	2	3	0	4	2	0	6	5	0
Number Scoring 65–84	20	19	24	6	6	9	26	25	33
Number Scoring 85–100	8	8	6	0	0	1	8	8	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)