

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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	138	136	129
First	147	141	131
Second	155	143	142
Third	162	150	145
Fourth	155	158	147
Fifth	178	156	152
Sixth	172	181	162
Ungraded Elementary	9	27	29
Seventh	170	172	183
Eighth	159	158	161
Ninth	180	159	154
Tenth	184	167	153
Eleventh	145	171	145
Twelfth	134	140	164
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2088	2059	1997

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	20	1.0%	29	1.4%	26	1.3%
Black (Not Hispanic)	158	7.6%	128	6.2%	128	6.4%
Hispanic	50	2.4%	46	2.2%	52	2.6%
White (Not Hispanic)	1860	89.1%	1856	90.1%	1791	89.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	15	14
Common Branch	18	18	17
English Grade 8	14	15	15
Mathematics Grade 8	18	14	14
Science Grade 8	19	16	13
Social Studies Grade 8	40	15	15
English Grade 10	18	18	21
Mathematics Grade 10	20	18	17
Science Grade 10	26	20	20
Social Studies Grade 10	21	17	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	23	1.1%	19	0.9%	20	1.0%
Eligible for Free Lunch	444	21.3%	464	22.5%	493	24.7%

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		94.5%		94.8%		94.8%
Student Suspensions	71	3.3%	58	2.8%	112	5.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.9%	7.8%	6.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	178
Total Other Professional Staff	26
Total Paraprofessionals	54
Teaching Out of Certification*	8
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	111	68	61%	111	64	58%	135	101	75%
Students with Disabilities	5	1	20%	11	0	0%	9	1	11%
All Students	116	69	59%	122	64	52%	144	102	71%

*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	73	41	9	5	15	1
Percent	51%	28%	6%	3%	10%	1%

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)
9	1	7	16

*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			63		9	
	Entered GED Program*			2		9	
	Total Noncompleters			65		18	
Students with Disabilities	Dropped Out			20		5	
	Entered GED Program*			0		1	
	Total Noncompleters			20		6	
All Students	Dropped Out	38	5.9%	83	13.0%	14	2.3%
	Entered GED Program*	1	0.2%	2	0.3%	10	1.6%
	Total Noncompleters	39	6.1%	85	13.3%	24	3.9%

*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%	0%
2–3		0%	0%

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		118	130
	Number of Students with Disabilities		60	21
	Number of All Students		178	151
	Percent of Enrollment		35%	30%
9–12	Number of General-Education Students		543	534
	Number of Students with Disabilities		88	82
	Number of All Students		631	616
	Percent of Enrollment		99%	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	27	78%	27	100%	22	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	102	97%	88	85%	98	92%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	1	#	0	0%	4	#

(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	#	0	0%
Science	0	0%	0	0%	1	#
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	1	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	76%	15	73%	9	89%
Science	0	0%	2	#	24	46%
Reading	3	#	2	#	12	83%
Writing	3	#	9	78%	18	89%
Global Studies	8	12%	5	20%	11	27%
U.S. Hist & Gov't	1	#	1	#	5	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	134	142	142	17	11	16
Number Scoring 55–100	126	133	133	11	5	9
Number Scoring 65–100	96	122	126	6	2	8
Number Scoring 85–100	21	59	55	0	0	4
Percentage of Tested Scoring 55–100	94%	94%	94%	65%	45%	56%
Percentage of Tested Scoring 65–100	72%	86%	89%	35%	18%	50%
Percentage of Tested Scoring 85–100	16%	42%	39%	0%	0%	25%
Mathematics A						
Number Tested	0	156	123	0	9	23
Number Scoring 55–100	0	123	93	0	2	14
Number Scoring 65–100	0	106	86	0	2	13
Number Scoring 85–100	0	11	8	0	0	2
Percentage of Tested Scoring 55–100	0%	79%	76%	0%	22%	61%
Percentage of Tested Scoring 65–100	0%	68%	70%	0%	22%	57%
Percentage of Tested Scoring 85–100	0%	7%	7%	0%	0%	9%
Mathematics B (first administered June 2001)						
Number Tested	0	92	60	0	2	1
Number Scoring 55–100	0	84	32	0	#	#
Number Scoring 65–100	0	76	19	0	#	#
Number Scoring 85–100	0	18	0	0	#	#
Percentage of Tested Scoring 55–100	0%	91%	53%	0%	#	#
Percentage of Tested Scoring 65–100	0%	83%	32%	0%	#	#
Percentage of Tested Scoring 85–100	0%	20%	0%	0%	#	#
Global History and Geography						
Number Tested	161	142	155	21	9	19
Number Scoring 55–100	149	133	126	13	6	10
Number Scoring 65–100	136	123	116	6	3	7
Number Scoring 85–100	62	18	32	0	0	0
Percentage of Tested Scoring 55–100	93%	94%	81%	62%	67%	53%
Percentage of Tested Scoring 65–100	84%	87%	75%	29%	33%	37%
Percentage of Tested Scoring 85–100	39%	13%	21%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	119	146	148	16	13	13
Number Scoring 55–100	110	138	143	15	9	9
Number Scoring 65–100	97	128	136	11	7	7
Number Scoring 85–100	54	55	74	6	0	0
Percentage of Tested Scoring 55–100	92%	95%	97%	94%	69%	69%
Percentage of Tested Scoring 65–100	82%	88%	92%	69%	54%	54%
Percentage of Tested Scoring 85–100	45%	38%	50%	38%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	148	149	119	15	7	15
Number Scoring 55–100	145	147	111	13	7	12
Number Scoring 65–100	140	142	108	10	5	10
Number Scoring 85–100	61	43	32	1	0	0
Percentage of Tested Scoring 55–100	98%	99%	93%	87%	100%	80%
Percentage of Tested Scoring 65–100	95%	95%	91%	67%	71%	67%
Percentage of Tested Scoring 85–100	41%	29%	27%	7%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	129	94	131	0	1	1
Number Scoring 55–100	121	90	117	0	#	#
Number Scoring 65–100	113	90	108	0	#	#
Number Scoring 85–100	48	49	42	0	#	#
Percentage of Tested Scoring 55–100	94%	96%	89%	0%	#	#
Percentage of Tested Scoring 65–100	88%	96%	82%	0%	#	#
Percentage of Tested Scoring 85–100	37%	52%	32%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		80	95		1	1
Number Scoring 55–100		75	91		#	#
Number Scoring 65–100		55	66		#	#
Number Scoring 85–100		4	4		#	#
Percentage of Tested Scoring 55–100		94%	96%		#	#
Percentage of Tested Scoring 65–100		69%	69%		#	#
Percentage of Tested Scoring 85–100		5%	4%		#	#
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	30	15	16	0	0	0
Number Scoring 55–100	29	14	16	0	0	0
Number Scoring 65–100	28	13	16	0	0	0
Number Scoring 85–100	16	8	11	0	0	0
Percentage of Tested Scoring 55–100	97%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	53%	69%	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	87	52	57	0	0	0
Number Scoring 55–100	87	50	57	0	0	0
Number Scoring 65–100	86	48	57	0	0	0
Number Scoring 85–100	35	26	32	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	99%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	50%	56%	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	129	0	75	3	0	0
Number Scoring 55–100	106	0	74	#	0	0
Number Scoring 65–100	95	0	71	#	0	0
Number Scoring 85–100	31	0	11	#	0	0
Percentage of Tested Scoring 55–100	82%	0%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	74%	0%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	24%	0%	15%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	69	0	10	2	0	1
Number Scoring 55–100	59	0	8	#	0	#
Number Scoring 65–100	54	0	7	#	0	#
Number Scoring 85–100	23	0	0	#	0	#
Percentage of Tested Scoring 55–100	86%	0%	80%	#	0%	#
Percentage of Tested Scoring 65–100	78%	0%	70%	#	0%	#
Percentage of Tested Scoring 85–100	33%	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	28	100%	62	94%	59	85%
Students with Disabilities	5	80%	21	81%	12	75%

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	135	1%	10%	61%	27%
	Students with Disabilities	20	40%	25%	35%	0%
	All Students	155	6%	12%	58%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	139	3%	24%	60%	12%
	Students with Disabilities	18	0%	67%	33%	0%
	All Students	157	3%	29%	57%	11%

(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	133	133	133	20	20	20	153	153	153
Number Scoring 55–64	5	7	3	4	3	2	9	10	5
Number Scoring 65–84	62	62	47	3	6	3	65	68	50
Number Scoring 85–100	61	56	76	1	0	2	62	56	78
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)