

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	136	129	161
First	141	131	109
Second	143	142	140
Third	150	145	140
Fourth	158	147	142
Fifth	156	152	139
Sixth	181	162	171
Ungraded Elementary	27	29	9
Seventh	172	183	168
Eighth	158	161	172
Ninth	159	154	156
Tenth	167	153	159
Eleventh	171	145	135
Twelfth	140	164	153
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2059	1997	1954

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	29	1.4%	26	1.3%	19	1.0%
Black (Not Hispanic)	128	6.2%	128	6.4%	148	7.6%
Hispanic	46	2.2%	52	2.6%	57	2.9%
White (Not Hispanic)	1856	90.1%	1791	89.7%	1730	88.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	14	17
Common Branch	18	17	18
English Grade 8	15	15	16
Mathematics Grade 8	14	14	15
Science Grade 8	16	13	16
Social Studies Grade 8	15	15	17
English Grade 10	18	21	19
Mathematics Grade 10	18	17	18
Science Grade 10	20	20	20
Social Studies Grade 10	17	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	19	0.9%	20	1.0%	27	1.4%
Eligible for Free Lunch	464	22.5%	493	24.7%	496	25.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.8%		95.1%
Student Suspensions	58	2.8%	112	5.4%	83	4.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.8%	6.5%	8.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	172
Total Other Professional Staff	23
Total Paraprofessionals	42
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	111	64	58%	135	101	75%	121	99	82%
Students with Disabilities	11	0	0%	9	1	11%	9	1	11%
All Students	122	64	52%	144	102	71%	130	100	77%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	41	54	10	5	18	2
Percent	32%	42%	8%	4%	14%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	1	9	18

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	63		9		13	2.4%
	Entered GED Program*	2		9		7	1.3%
	Total Noncompleters	65		18		20	3.7%
Students with Disabilities	Dropped Out	20		5		6	7.2%
	Entered GED Program*	0		1		1	1.2%
	Total Noncompleters	20		6		7	8.4%
All Students	Dropped Out	83	13.0%	14	2.3%	19	3.1%
	Entered GED Program*	2	0.3%	10	1.6%	8	1.3%
	Total Noncompleters	85	13.3%	24	3.9%	27	4.4%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	118	130	143
	Number of Students with Disabilities	60	21	25
	Number of All Students	178	151	168
	Percent of Enrollment	35%	30%	33%
9-12	Number of General-Education Students	543	534	527
	Number of Students with Disabilities	88	82	76
	Number of All Students	631	616	603
	Percent of Enrollment	99%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	26		
Completed and Passed Regents Exams	26	100%	77%
Completed and had Course Average of 75% or More	26	100%	81%
Completed and Attained a HS Diploma or Equivalent	26	100%	96%
Completed and Whose Status is Known	26		
Completed and Were Successfully Placed	26	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	1%	30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	27	100%	22	91%	16	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	88	85%	98	92%	74	76%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	4	#	8	50%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	1	#
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	73%	9	89%	26	81%
Science	2	#	24	46%	19	89%
Reading	2	#	12	83%	1	#
Writing	9	78%	18	89%	3	#
Global Studies	5	20%	11	27%	9	11%
U.S. Hist & Gov't	1	#	5	60%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	142	142	135	11	16	12
Number Scoring 55-100	133	133	123	5	9	2
Number Scoring 65-100	122	126	112	2	8	2
Number Scoring 85-100	59	55	49	0	4	0
Percentage of Tested Scoring 55-100	94%	94%	91%	45%	56%	17%
Percentage of Tested Scoring 65-100	86%	89%	83%	18%	50%	17%
Percentage of Tested Scoring 85-100	42%	39%	36%	0%	25%	0%
Mathematics A						
Number Tested	156	123	68	9	23	12
Number Scoring 55-100	123	93	66	2	14	12
Number Scoring 65-100	106	86	59	2	13	10
Number Scoring 85-100	11	8	10	0	2	1
Percentage of Tested Scoring 55-100	79%	76%	97%	22%	61%	100%
Percentage of Tested Scoring 65-100	68%	70%	87%	22%	57%	83%
Percentage of Tested Scoring 85-100	7%	7%	15%	0%	9%	8%
Mathematics B						
Number Tested	92	60	167	2	1	2
Number Scoring 55-100	84	32	161	#	#	#
Number Scoring 65-100	76	19	154	#	#	#
Number Scoring 85-100	18	0	53	#	#	#
Percentage of Tested Scoring 55-100	91%	53%	96%	#	#	#
Percentage of Tested Scoring 65-100	83%	32%	92%	#	#	#
Percentage of Tested Scoring 85-100	20%	0%	32%	#	#	#
Global History and Geography						
Number Tested	142	155	161	9	19	16
Number Scoring 55-100	133	126	154	6	10	12
Number Scoring 65-100	123	116	135	3	7	8
Number Scoring 85-100	18	32	55	0	0	0
Percentage of Tested Scoring 55-100	94%	81%	96%	67%	53%	75%
Percentage of Tested Scoring 65-100	87%	75%	84%	33%	37%	50%
Percentage of Tested Scoring 85-100	13%	21%	34%	0%	0%	0%
U.S. History and Government						
Number Tested	146	148	133	13	13	13
Number Scoring 55-100	138	143	131	9	9	12
Number Scoring 65-100	128	136	123	7	7	10
Number Scoring 85-100	55	74	78	0	0	4
Percentage of Tested Scoring 55-100	95%	97%	98%	69%	69%	92%
Percentage of Tested Scoring 65-100	88%	92%	92%	54%	54%	77%
Percentage of Tested Scoring 85-100	38%	50%	59%	0%	0%	31%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	149	119	154	7	15	16
Number Scoring 55-100	147	111	153	7	12	15
Number Scoring 65-100	142	108	147	5	10	10
Number Scoring 85-100	43	32	63	0	0	0
Percentage of Tested Scoring 55-100	99%	93%	99%	100%	80%	94%
Percentage of Tested Scoring 65-100	95%	91%	95%	71%	67%	62%
Percentage of Tested Scoring 85-100	29%	27%	41%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	94	131	129	1	1	3
Number Scoring 55-100	90	117	127	#	#	#
Number Scoring 65-100	90	108	119	#	#	#
Number Scoring 85-100	49	42	43	#	#	#
Percentage of Tested Scoring 55-100	96%	89%	98%	#	#	#
Percentage of Tested Scoring 65-100	96%	82%	92%	#	#	#
Percentage of Tested Scoring 85-100	52%	32%	33%	#	#	#
Physical Setting/Chemistry						
Number Tested	80	95	80	1	1	0
Number Scoring 55-100	75	91	72	#	#	0
Number Scoring 65-100	55	66	55	#	#	0
Number Scoring 85-100	4	4	8	#	#	0
Percentage of Tested Scoring 55-100	94%	96%	90%	#	#	0%
Percentage of Tested Scoring 65-100	69%	69%	69%	#	#	0%
Percentage of Tested Scoring 85-100	5%	4%	10%	#	#	0%
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55-100			7			0
Number Scoring 65-100			6			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			78%			0%
Percentage of Tested Scoring 65-100			67%			0%
Percentage of Tested Scoring 85-100			33%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	15	16	15	0	0	0
Number Scoring 55-100	14	16	15	0	0	0
Number Scoring 65-100	13	16	15	0	0	0
Number Scoring 85-100	8	11	12	0	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	87%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	53%	69%	80%	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	52	57	48	0	0	0
Number Scoring 55-100	50	57	48	0	0	0
Number Scoring 65-100	48	57	48	0	0	0
Number Scoring 85-100	26	32	30	0	0	0
Percentage of Tested Scoring 55-100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	56%	62%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	10	0	0	1	0
Number Scoring 55-100	0	8	0	0	#	0
Number Scoring 65-100	0	7	0	0	#	0
Number Scoring 85-100	0	0	0	0	#	0
Percentage of Tested Scoring 55-100	0%	80%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	70%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	62	94%	59	85%	58	86%
Students with Disabilities	21	81%	12	75%	7	71%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	118	9%	8%	54%	29%
	Students with Disabilities	25	32%	16%	40%	12%
	All Students	143	13%	9%	52%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	149	2%	36%	52%	10%
	Students with Disabilities	28	18%	71%	11%	0%
	All Students	177	5%	41%	46%	8%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	1	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

2000 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	128	128	128	11	11	11	139	139	139
Number Scoring 55–64	3	2	0	2	1	2	5	3	2
Number Scoring 65–84	98	50	66	2	4	3	100	54	69
Number Scoring 85–100	18	69	55	0	0	0	18	69	55
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			9			5
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			2			1
Proficient (37-39)			4			4
Reading and Writing (Grade K-1)						
Number Tested			9			5
Beginning (0-14)			7			4
Intermediate (15-24)			1			1
Advanced (25-32)			1			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			8			2
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			4			#
Proficient (37-39)			4			#
Reading and Writing (Grade 2-4)						
Number Tested			8			2
Beginning (0-14)			2			#
Intermediate (15-24)			3			#
Advanced (25-32)			3			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			2			2
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
Reading and Writing (Grade 9-12)						
Number Tested			2			2
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

*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)