



# The New York State District Report Card

## Accountability and Overview Report 2010 – 11

District **MEDINA CENTRAL SCHOOL DISTRICT**  
District ID **45-08-01-06-0000**  
Superintendent **NEAL MILLER**  
Telephone **(585) 798-2700**  
Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

## Use this report to:

**1**

### Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

**2**

### Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

**3**

### View School Accountability Status.

This section lists all schools in your district by 2011–12 accountability status.

**4**

### Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2008-09	2009-10	2010-11
Pre-K	65	63	85
Kindergarten	128	121	114
Grade 1	148	140	121
Grade 2	126	139	136
Grade 3	151	136	136
Grade 4	140	142	137
Grade 5	137	137	144
Grade 6	133	146	136
Ungraded Elementary	17	7	4
Grade 7	137	131	145
Grade 8	141	136	130
Grade 9	163	146	141
Grade 10	150	170	154
Grade 11	147	137	142
Grade 12	132	145	134
Ungraded Secondary	4	8	11
<b>Total K-12</b>	<b>1854</b>	<b>1841</b>	<b>1785</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	21	20	20
<b>Grade 8</b>			
English	13	16	22
Mathematics	13	17	
Science	16	18	16
Social Studies	13	19	20
<b>Grade 10</b>			
English	19	17	21
Mathematics	19	20	
Science	17	21	22
Social Studies	17	18	22

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District MEDINA CENTRAL SCHOOL DISTRICT

District ID 45-08-01-06-0000

## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	554	30%	638	35%	567	32%
Reduced-Price Lunch	157	8%	208	11%	159	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	18	1%	16	1%	17	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	10	1%	13	1%	29	2%
Black or African American	193	10%	180	10%	108	6%
Hispanic or Latino	67	4%	82	4%	58	3%
Asian or Native Hawaiian/Other Pacific Islander	9	0%	7	0%	7	0%
White	1575	85%	1540	84%	1452	81%
Multiracial	0	0%	19	1%	131	7%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	95%		94%		94%	
Student Suspensions	74	4%	125	7%	117	6%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	168	164	157
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	8%	4%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	10%	9%
<b>Total Number of Core Classes</b>	439	395	371
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	623	610	576
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	11%	21%	24%
Turnover Rate of All Teachers	11%	8%	10%

## Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	19	21	20
Total Paraprofessionals*	30	46	44
Assistant Principals	2	2	2
Principals	4	4	4

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.



## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

**Science:** The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

**Graduation Rate:** The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:  
 $2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.



## Summary

### Overall Accountability Status (2011–12)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2009–10

2010–11

2011–12

YES

YES

YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✗	✗	—	—	—	—
Hispanic or Latino	✓	✓	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✗	—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 5 of 7	✗ 5 of 7	✓ 1 of 1	✓ 3 of 3	✓ 3 of 3	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

##### Federal


- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 5 of 7 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
2010–112011–12								
Accountability Groups								
All Students (841:824)	✓	✓	100%	✓	140	118		
Ethnicity								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–		–
Black or African American (42:40)	✗	✓	100%	✗	95	107	107	106
Hispanic or Latino (55:53)	✓	✓	100%	✓	134	109		
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–		–
White (669:657)	✓	✓	100%	✓	145	118		
Multiracial (66:65)	✓	✓	100%	✓	126	110		
Other Groups								
Students with Disabilities (120:122)	✗	✓	100%	✗	68	113	87	81
Limited English Proficient (3:3)	–	–	–	–	–	–		–
Economically Disadvantaged (403:389)	✓	✓	100%	✓	123	116		
Final AYP Determination	✗ 5 of 7							
Non-Accountability Groups								
Female (401:395)			100%		146	116		
Male (440:429)			100%		134	117		
Migrant (5:5)			–		–	–		


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**




**Accountability Measures** 5 of 7 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
Accountability Groups								
All Students (845:823)	✓	✓	100%	✓	147	133		
Ethnicity								
American Indian or Alaska Native (6:6)	—	—	—	—	—	—		—
Black or African American (45:40)	✗	✓	100%	✗	98	122	122	108
Hispanic or Latino (57:53)	✓	✓	100%	✓	145	124		
Asian or Native Hawaiian/Other Pacific Islander (3:3)	—	—	—	—	—	—		—
White (668:656)	✓	✓	100%	✓	153	133		
Multiracial (66:65)	✓	✓	100%	✓	126	125		
Other Groups								
Students with Disabilities (120:122)	✗	✓	100%	✗	77	128	92	89
Limited English Proficient (3:3)	—	—	—	—	—	—		—
Economically Disadvantaged (404:388)	✓	✓	100%	✓	131	131		
Final AYP Determination	✗ 5 of 7							
Non-Accountability Groups								
Female (404:394)			100%		146	131		
Male (441:429)			100%		148	132		
Migrant (5:5)			—		—	—		

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Science

### Accountability Status for This Subject (2011–12)



Good Standing

### Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

### Prospective Status

This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
<b>Accountability Groups</b>									
<b>All Students</b> (267:258)	✓	Qualified	✓	99%	✓	185	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (3:2)	—	—	—	—	—	—	—	—	—
Black or African American (16:13)	—	—	—	—	—	—	—	—	—
Hispanic or Latino (18:18)	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—	—	—
White (212:208)		Qualified	✓	100%	✓	188	100		
Multiracial (16:15)	—	—	—	—	—	—	—	—	—
<b>Other Groups</b>									
Students with Disabilities (32:27)	—	—	—	—	—	—	—	—	—
Limited English Proficient (1:1)	—	—	—	—	—	—	—	—	—
Economically Disadvantaged (128:123)		Qualified	✓	98%	✓	175	100		
<b>Final AYP Determination</b>	✓ 1 of 1								
<b>Non-Accountability Groups</b>									
Female (123:119)				99%		177	100		
Male (144:139)				98%		191	100		
Migrant (2:2)				—		—	—		

#### Symbols



Made AYP



Did not make AYP




Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.











## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 3 of 3 Student groups making AYP in English language arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (125:130)			99%		176	174	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (11:12)	—	—	—	—	—	—	—
Hispanic or Latino (1:1)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (107:111)			100%		180	173	
Multiracial (4:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (15:20)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (44:44)			98%		182	168	
<b>Final AYP Determination</b>	 3 of 3						
<b>Non-Accountability Groups</b>							
Female (58:59)			98%		180	170	
Male (67:71)			100%		173	172	
Migrant (0:0)							


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.











## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 3 of 3 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (125:130)			99%		184	171	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (11:12)	—	—	—	—	—	—	—
Hispanic or Latino (1:1)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (107:111)			100%		190	170	
Multiracial (4:4)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (15:20)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (44:44)			98%		177	165	
<b>Final AYP Determination</b>	 3 of 3						
<b>Non-Accountability Groups</b>							
Female (58:59)			98%		188	167	
Male (67:71)			100%		180	169	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



## Graduation Rate

**Accountability Status for This Indicator (2011–12)** 

Good Standing

### Accountability Measures

1 of 1

Student groups making AYP in graduation rate



Made AYP

### Prospective Status

This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (164)			80%	80%	
<b>Ethnicity</b>					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (16)		—	—	—	
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (147)			83%	80%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (33)			45%	80%	16%
Limited English Proficient (0)					
Economically Disadvantaged (38)			89%	80%	
<b>Final AYP Determination</b>	1 of 1				
<b>Non-Accountability Groups</b>					
Female (87)			78%	80%	
Male (77)			83%	80%	
Migrant (0)					

#### Symbols



Made AYP



Did not make AYP



Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **82%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

---

**In Good Standing**

2 schools identified 50% of total

MEDINA HIGH SCHOOL

WARREN P TOWNE PRIMARY SCHOOL

---

**Improvement (year 1) Basic**

1 school identified 25% of total

CLIFFORD WISE MIDDLE SCHOOL

---

**Improvement (year 1) Focused**

1 school identified 25% of total

OAK ORCHARD SCHOOL

---

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	50%			133
Grade 4	53%			133
Grade 5	45%			147
Grade 6	53%			137
Grade 7	52%			144
Grade 8	42%			129

### Mathematics

Grade 3	40%		134
Grade 4	61%		134
Grade 5	56%		145
Grade 6	51%		138
Grade 7	59%		145
Grade 8	60%		129

### Science

Grade 4	92%		131
Grade 8	79%		126

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	73%			147
Mathematics	78%			147

## About the Performance Level Descriptors

### English Language Arts

#### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### Mathematics

#### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### High Need/Resource Rural Districts

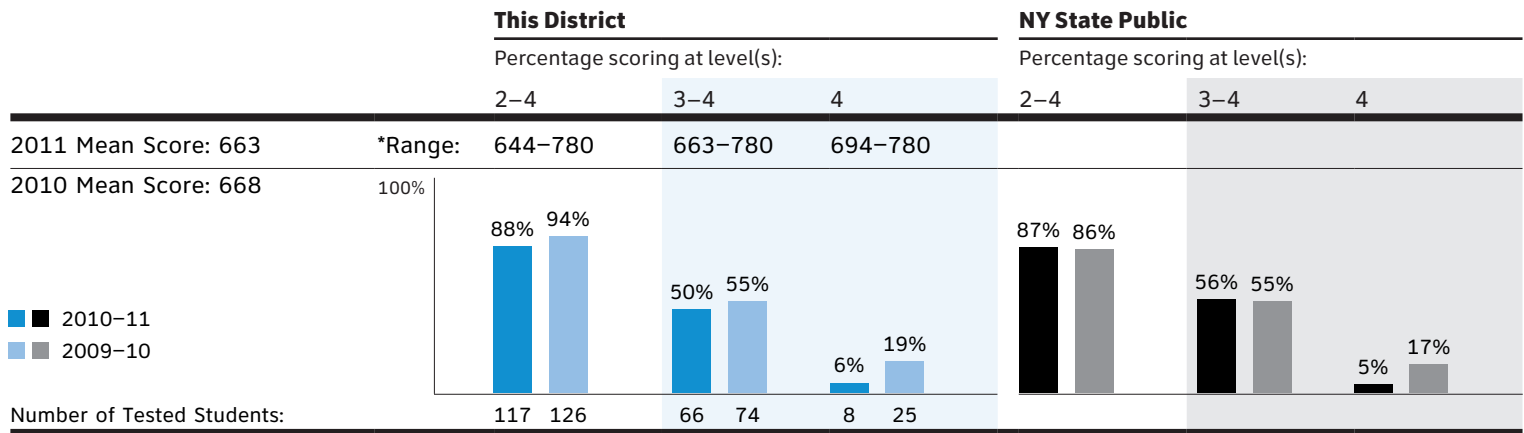
This is a rural school district with high student needs in relation to district resource capacity.

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>133</b>	<b>88%</b>	<b>50%</b>	<b>6%</b>	<b>134</b>	<b>94%</b>	<b>55%</b>	<b>19%</b>
Female	75	89%	52%	3%	72	94%	57%	21%
Male	58	86%	47%	10%	62	94%	53%	16%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	11	55%	9%	0%	14	86%	29%	7%
Hispanic or Latino	6	—	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	97	90%	56%	8%	112	95%	58%	21%
Multiracial	18	94%	44%	0%				
Small Group Totals	7	100%	43%	0%	8	100%	63%	0%
General-Education Students	118	95%	54%	7%	123	98%	60%	20%
Students with Disabilities	15	33%	13%	0%	11	45%	0%	0%
English Proficient	133	88%	50%	6%	132	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged	73	81%	37%	4%	69	94%	48%	7%
Not Disadvantaged	60	97%	65%	8%	65	94%	63%	31%
Migrant								
Not Migrant	133	88%	50%	6%	134	94%	55%	19%

#### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

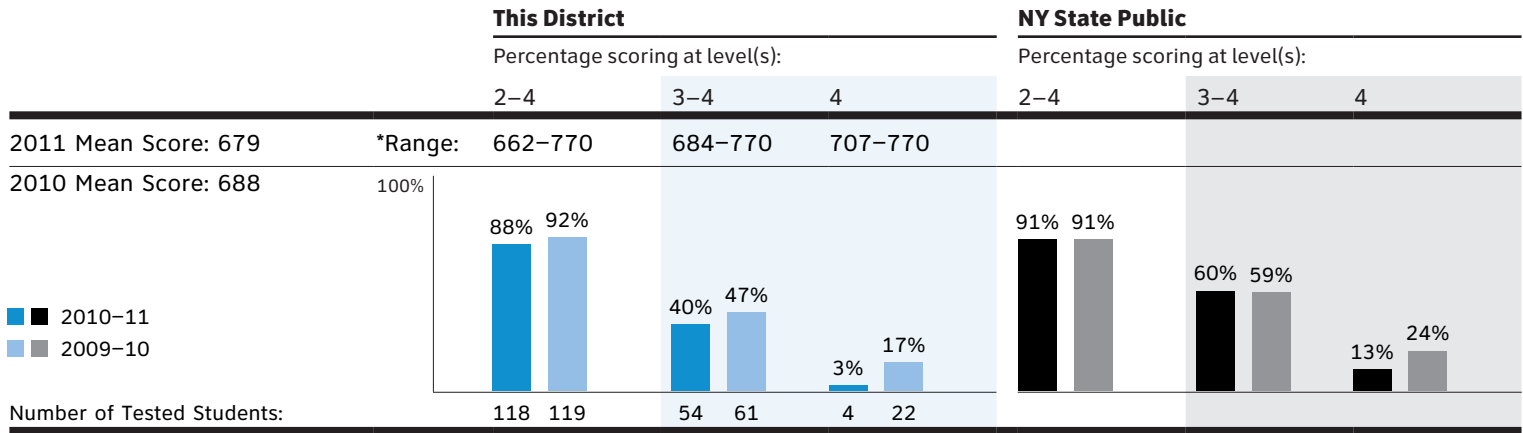
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>134</b>	<b>88%</b>	<b>40%</b>	<b>3%</b>	<b>129</b>	<b>92%</b>	<b>47%</b>	<b>17%</b>
Female	76	88%	34%	1%	71	90%	37%	11%
Male	58	88%	48%	5%	58	95%	60%	24%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	12	50%	8%	0%	13	85%	15%	8%
Hispanic or Latino	6	—	—	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	97	92%	43%	2%	108	94%	51%	17%
Multiracial	18	89%	56%	11%				
Small Group Totals	7	100%	14%	0%	8	75%	50%	38%
General-Education Students	119	95%	44%	3%	123	94%	50%	18%
Students with Disabilities	15	33%	13%	0%	6	50%	0%	0%
English Proficient	134	88%	40%	3%	127	—	—	—
Limited English Proficient					2	—	—	—
Economically Disadvantaged	73	79%	33%	1%	67	90%	39%	10%
Not Disadvantaged	61	98%	49%	5%	62	95%	56%	24%
Migrant								
Not Migrant	134	88%	40%	3%	129	92%	47%	17%

### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

## Other Assessments

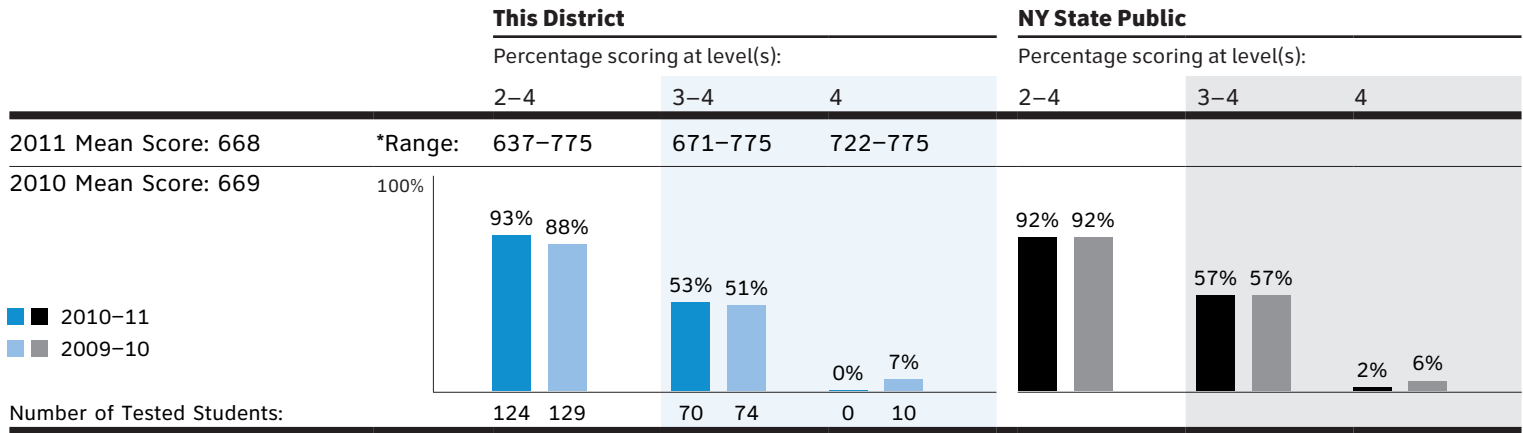
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	—	—	—	3	—	—	—

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>133</b>	<b>93%</b>	<b>53%</b>	<b>0%</b>	<b>146</b>	<b>88%</b>	<b>51%</b>	<b>7%</b>
Female	68	93%	59%	0%	66	89%	50%	8%
Male	65	94%	46%	0%	80	88%	51%	6%
American Indian or Alaska Native	1	-	-	-				
Black or African American	7	-	-	-	9	100%	33%	0%
Hispanic or Latino	10	100%	50%	0%	7	86%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander								
White	106	93%	57%	0%	130	88%	52%	7%
Multiracial	9	100%	22%	0%				
Small Group Totals	8	75%	38%	0%				
General-Education Students	122	98%	57%	0%	122	97%	60%	8%
Students with Disabilities	11	45%	9%	0%	24	46%	4%	0%
English Proficient	133	93%	53%	0%	144	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	67	94%	46%	0%	63	84%	29%	2%
Not Disadvantaged	66	92%	59%	0%	83	92%	67%	11%
Migrant								
Not Migrant	133	93%	53%	0%	146	88%	51%	7%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

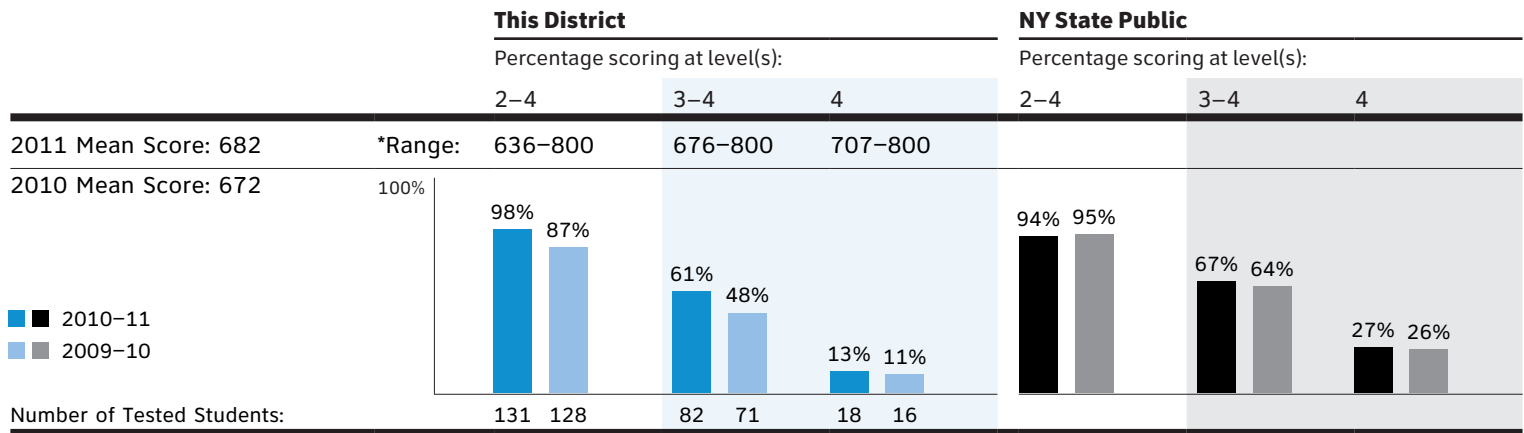
### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.



## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>134</b>	<b>98%</b>	<b>61%</b>	<b>13%</b>	<b>147</b>	<b>87%</b>	<b>48%</b>	<b>11%</b>
Female	69	96%	58%	16%	66	88%	42%	11%
Male	65	100%	65%	11%	81	86%	53%	11%
American Indian or Alaska Native	1	-	-	-				
Black or African American	8	-	-	-	9	89%	33%	11%
Hispanic or Latino	10	100%	70%	0%	7	86%	43%	14%
Asian or Native Hawaiian/Other Pacific Islander								
White	106	97%	66%	17%	131	87%	50%	11%
Multiracial	9	100%	11%	0%				
Small Group Totals	9	100%	44%	0%				
General-Education Students	123	99%	65%	15%	123	97%	55%	13%
Students with Disabilities	11	82%	18%	0%	24	38%	13%	0%
English Proficient	134	98%	61%	13%	145	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	67	97%	55%	7%	64	86%	33%	3%
Not Disadvantaged	67	99%	67%	19%	83	88%	60%	17%
Migrant								
Not Migrant	134	98%	61%	13%	147	87%	48%	11%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

### Other Assessments

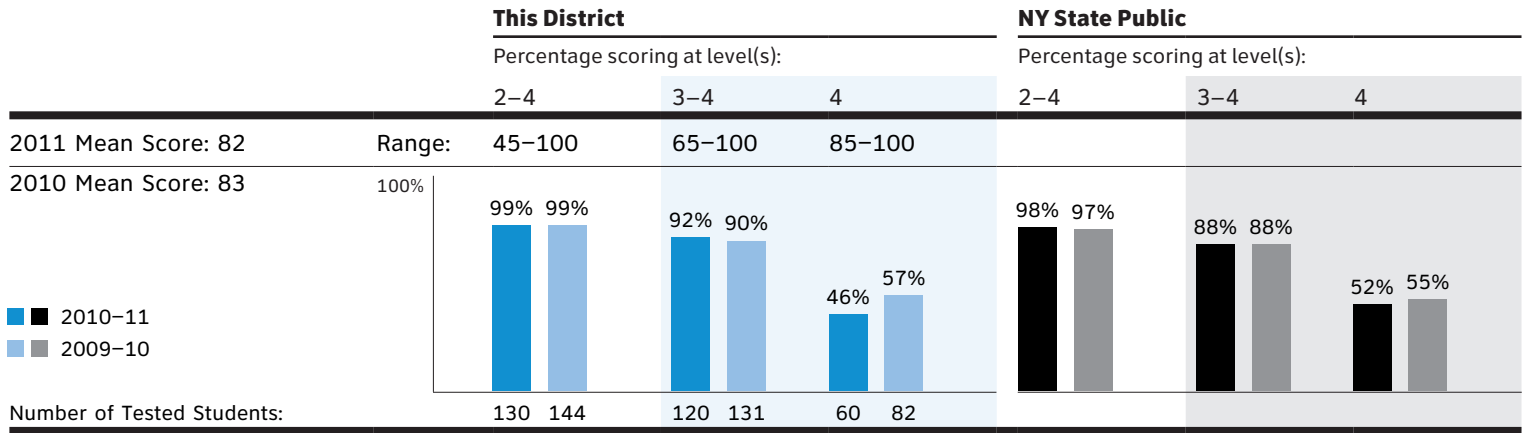
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	3	-	-	-

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 4 Science



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>131</b>	<b>99%</b>	<b>92%</b>	<b>46%</b>	<b>145</b>	<b>99%</b>	<b>90%</b>	<b>57%</b>
Female	67	99%	88%	40%	66	98%	85%	53%
Male	64	100%	95%	52%	79	100%	95%	59%
American Indian or Alaska Native	1	-	-	-				
Black or African American	7	-	-	-	9	100%	78%	22%
Hispanic or Latino	10	100%	80%	30%	7	100%	100%	43%
Asian or Native Hawaiian/Other Pacific Islander								
White	104	99%	91%	51%	129	99%	91%	60%
Multiracial	9	100%	100%	22%				
Small Group Totals	8	100%	100%	25%				
General-Education Students	121	100%	93%	49%	122	99%	96%	64%
Students with Disabilities	10	90%	70%	10%	23	100%	61%	17%
English Proficient	131	99%	92%	46%	143	-	-	-
Limited English Proficient					2	-	-	-
Economically Disadvantaged	65	100%	89%	42%	63	98%	87%	37%
Not Disadvantaged	66	98%	94%	50%	82	100%	93%	72%
Migrant								
Not Migrant	131	99%	92%	46%	145	99%	90%	57%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

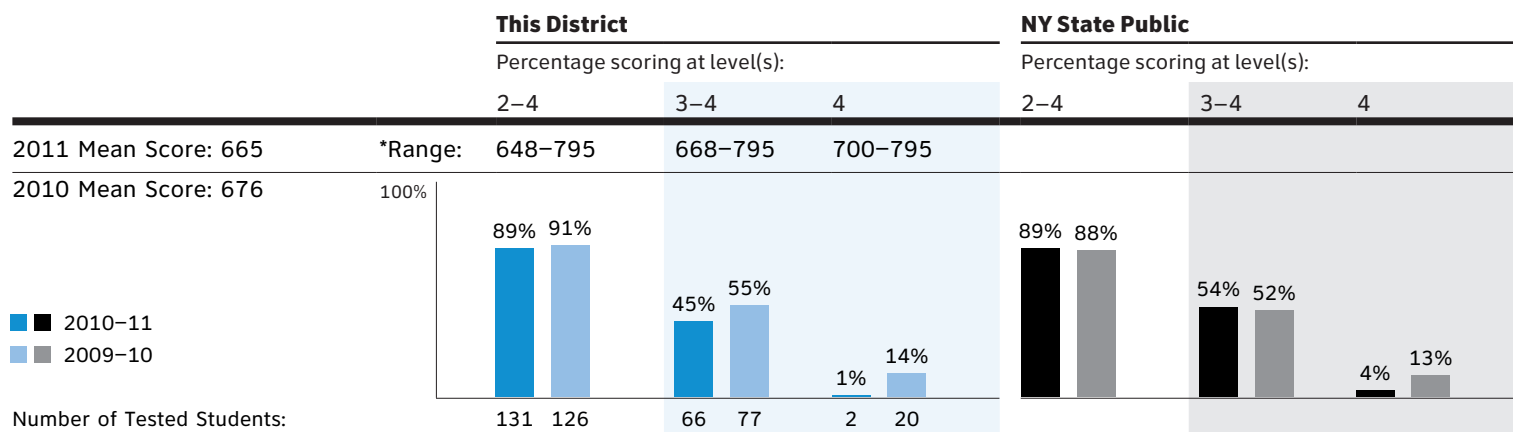
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	3	-	-	-

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>147</b>	<b>89%</b>	<b>45%</b>	<b>1%</b>	<b>139</b>	<b>91%</b>	<b>55%</b>	<b>14%</b>
Female	64	88%	53%	2%	71	93%	63%	20%
Male	83	90%	39%	1%	68	88%	47%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	16	75%	44%	13%
Hispanic or Latino	10	100%	30%	0%	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	126	90%	49%	2%	116	93%	59%	16%
Multiracial	7	-	-	-				
Small Group Totals	11	64%	9%	0%	7	86%	29%	0%
General-Education Students	122	97%	53%	2%	121	95%	62%	17%
Students with Disabilities	25	52%	4%	0%	18	61%	11%	0%
English Proficient	146	-	-	-	137	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	62	85%	31%	0%	68	84%	43%	7%
Not Disadvantaged	85	92%	55%	2%	71	97%	68%	21%
Migrant	2	-	-	-				
Not Migrant	145	-	-	-	139	91%	55%	14%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

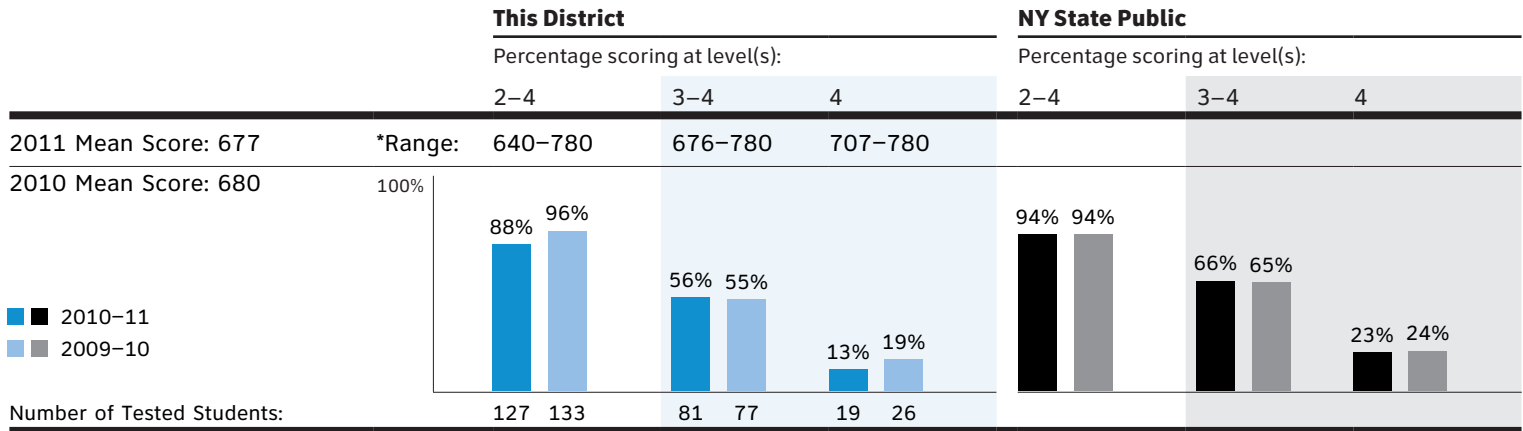
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>145</b>	<b>88%</b>	<b>56%</b>	<b>13%</b>	<b>139</b>	<b>96%</b>	<b>55%</b>	<b>19%</b>
Female	62	89%	55%	15%	71	97%	59%	18%
Male	83	87%	57%	12%	68	94%	51%	19%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	16	100%	38%	0%
Hispanic or Latino	11	100%	64%	18%	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	123	89%	59%	13%	116	95%	59%	21%
Multiracial	7	-	-	-				
Small Group Totals	11	55%	18%	9%	7	100%	43%	29%
General-Education Students	122	95%	64%	16%	121	98%	62%	21%
Students with Disabilities	23	48%	13%	0%	18	78%	11%	0%
English Proficient	144	-	-	-	137	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	61	84%	41%	8%	68	94%	41%	13%
Not Disadvantaged	84	90%	67%	17%	71	97%	69%	24%
Migrant	2	-	-	-				
Not Migrant	143	-	-	-	139	96%	55%	19%

#### NOTES

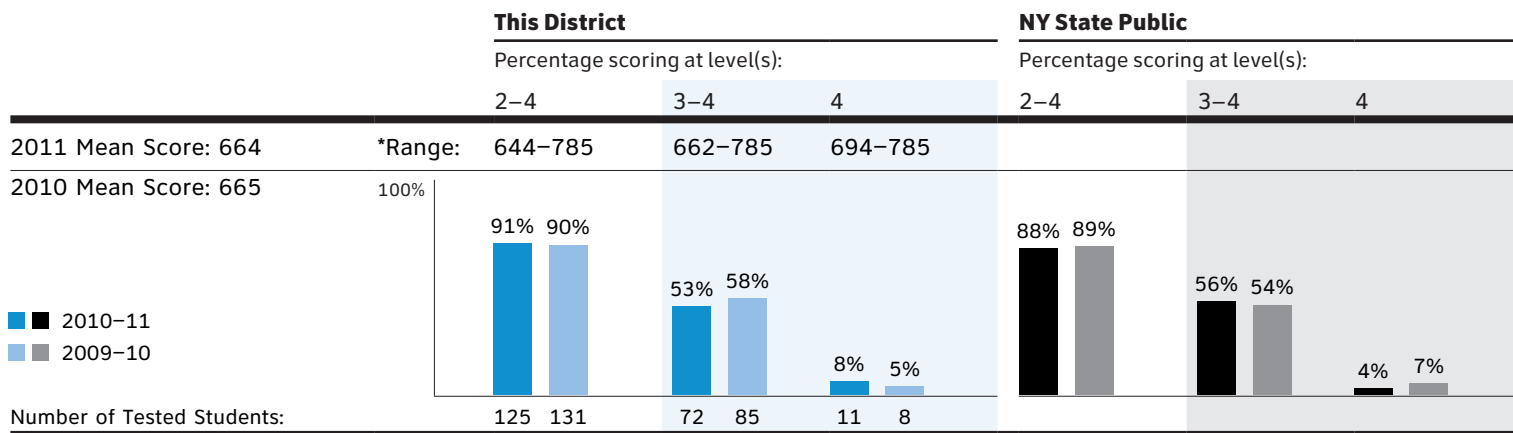
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\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	3	2	-	-	-

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>137</b>	<b>91%</b>	<b>53%</b>	<b>8%</b>	<b>146</b>	<b>90%</b>	<b>58%</b>	<b>5%</b>
Female	70	91%	56%	11%	64	91%	61%	6%
Male	67	91%	49%	4%	82	89%	56%	5%
American Indian or Alaska Native	1	-	-	-				
Black or African American	4	-	-	-	14	64%	50%	0%
Hispanic or Latino	8	88%	63%	0%	7	86%	29%	14%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	108	94%	53%	10%	125	93%	61%	6%
Multiracial	15	93%	60%	0%				
Small Group Totals	6	50%	17%	0%				
General-Education Students	118	96%	59%	9%	125	98%	67%	6%
Students with Disabilities	19	63%	11%	0%	21	38%	5%	0%
English Proficient	136	-	-	-	146	90%	58%	5%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	71	86%	41%	0%	65	83%	49%	5%
Not Disadvantaged	66	97%	65%	17%	81	95%	65%	6%
Migrant								
Not Migrant	137	91%	53%	8%	146	90%	58%	5%

#### NOTES

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\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A

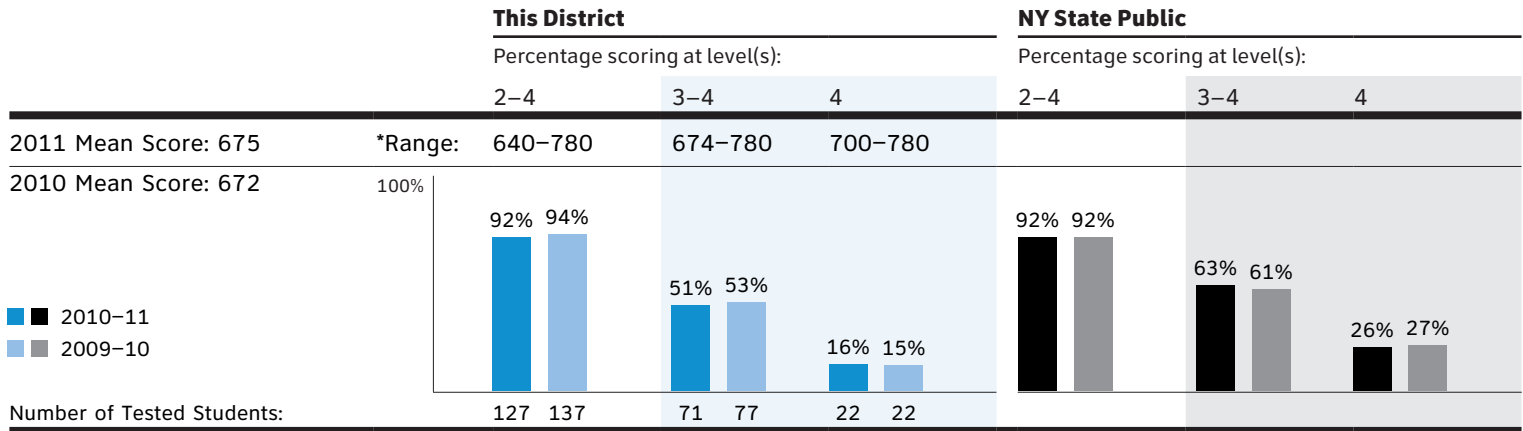
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>138</b>	<b>92%</b>	<b>51%</b>	<b>16%</b>	<b>146</b>	<b>94%</b>	<b>53%</b>	<b>15%</b>
Female	70	94%	53%	16%	64	97%	53%	13%
Male	68	90%	50%	16%	82	91%	52%	17%
American Indian or Alaska Native	1	—	—	—				
Black or African American	4	—	—	—	14	86%	36%	0%
Hispanic or Latino	9	89%	33%	0%	7	86%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	108	93%	56%	19%	125	95%	56%	18%
Multiracial	15	100%	33%	0%				
Small Group Totals	6	67%	33%	17%				
General-Education Students	119	97%	57%	18%	125	99%	60%	18%
Students with Disabilities	19	58%	16%	0%	21	62%	10%	0%
English Proficient	137	—	—	—	146	94%	53%	15%
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	72	90%	39%	6%	65	91%	42%	11%
Not Disadvantaged	66	94%	65%	27%	81	96%	62%	19%
Migrant								
Not Migrant	138	92%	51%	16%	146	94%	53%	15%

#### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	—	—	—	5	5	5	5

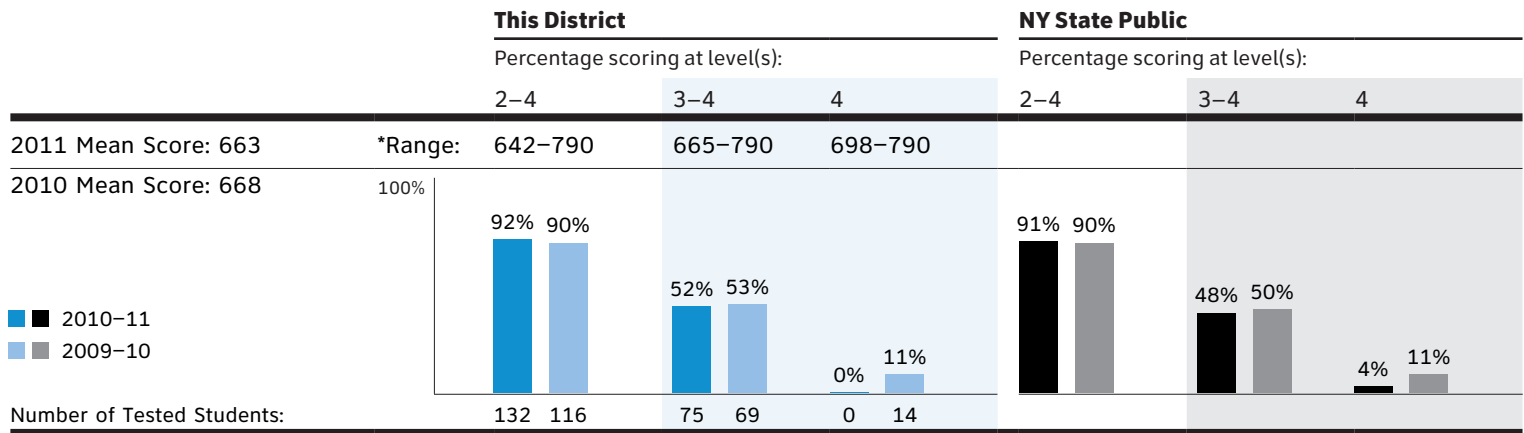


# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>144</b>	<b>92%</b>	<b>52%</b>	<b>0%</b>	<b>129</b>	<b>90%</b>	<b>53%</b>	<b>11%</b>
Female	66	95%	62%	0%	56	89%	55%	9%
Male	78	88%	44%	0%	73	90%	52%	12%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	7	—	—	—	8	—	—	—
Hispanic or Latino	12	83%	42%	0%	8	88%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander					1	—	—	—
White	114	95%	56%	0%	110	91%	55%	13%
Multiracial	10	80%	30%	0%				
Small Group Totals	8	75%	38%	0%	11	82%	55%	0%
General-Education Students	127	99%	58%	0%	114	96%	61%	12%
Students with Disabilities	17	35%	6%	0%	15	47%	0%	0%
English Proficient	144	92%	52%	0%	128	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	60	83%	40%	0%	61	82%	41%	3%
Not Disadvantaged	84	98%	61%	0%	68	97%	65%	18%
Migrant	1	—	—	—				
Not Migrant	143	—	—	—	129	90%	53%	11%

#### NOTES

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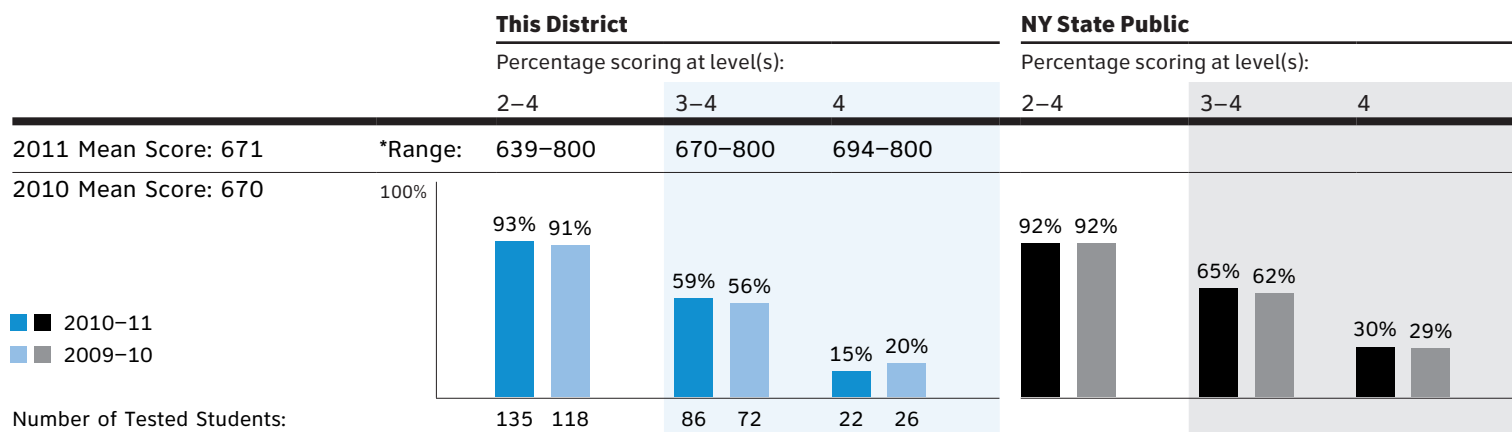
\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	—	—	—	3	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>145</b>	<b>93%</b>	<b>59%</b>	<b>15%</b>	<b>129</b>	<b>91%</b>	<b>56%</b>	<b>20%</b>
Female	66	95%	61%	14%	56	91%	50%	18%
Male	79	91%	58%	16%	73	92%	60%	22%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	8	—	—	—	8	—	—	—
Hispanic or Latino	12	92%	42%	0%	8	100%	38%	13%
Asian or Native Hawaiian/Other Pacific Islander					1	—	—	—
White	114	96%	65%	18%	110	91%	59%	23%
Multiracial	10	70%	50%	10%				
Small Group Totals	9	78%	22%	0%	11	91%	36%	0%
General-Education Students	128	98%	66%	17%	114	97%	62%	23%
Students with Disabilities	17	53%	12%	0%	15	47%	7%	0%
English Proficient	145	93%	59%	15%	128	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	60	88%	42%	10%	61	89%	39%	11%
Not Disadvantaged	85	96%	72%	19%	68	94%	71%	28%
Migrant	1	—	—	—				
Not Migrant	144	—	—	—	129	91%	56%	20%

### NOTES

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## Other Assessments

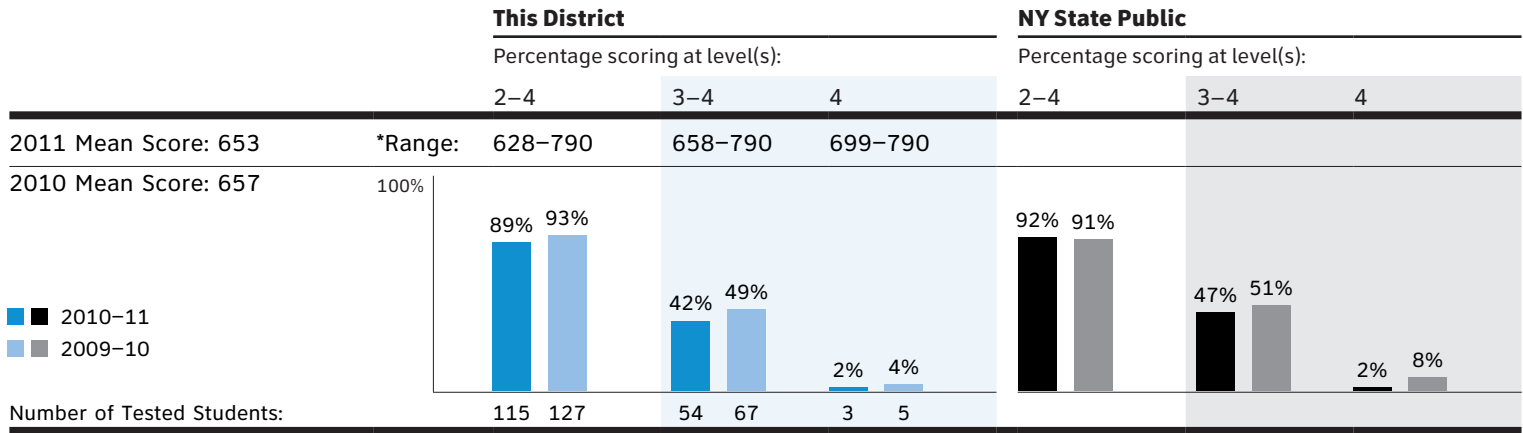
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	—	—	—	3	—	—	—

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>129</b>	<b>89%</b>	<b>42%</b>	<b>2%</b>	<b>136</b>	<b>93%</b>	<b>49%</b>	<b>4%</b>
Female	54	87%	43%	2%	66	95%	61%	5%
Male	75	91%	41%	3%	70	91%	39%	3%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	7	—	—	—	16	94%	25%	6%
Hispanic or Latino	8	63%	38%	13%	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	103	92%	44%	2%	112	96%	54%	4%
Multiracial	7	100%	29%	0%				
Small Group Totals	11	73%	36%	0%	8	63%	25%	0%
General-Education Students	113	96%	48%	3%	123	96%	54%	4%
Students with Disabilities	16	44%	0%	0%	13	69%	0%	0%
English Proficient	128	—	—	—	135	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	61	84%	26%	0%	58	91%	28%	2%
Not Disadvantaged	68	94%	56%	4%	78	95%	65%	5%
Migrant	2	—	—	—				
Not Migrant	127	—	—	—	136	93%	49%	4%

#### NOTES

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\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	—	—	—	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

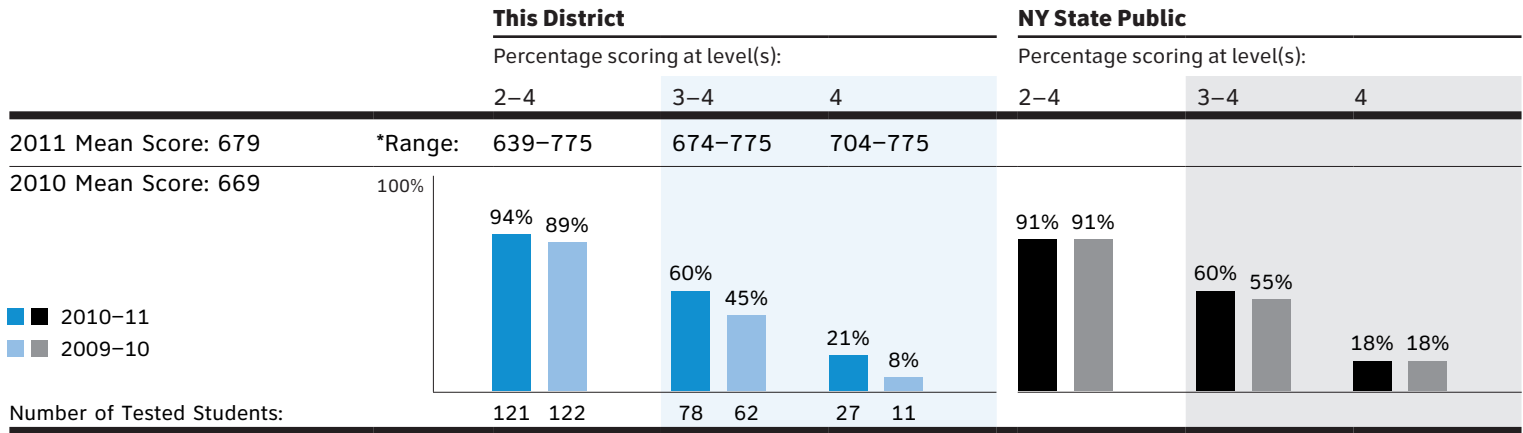
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>129</b>	<b>94%</b>	<b>60%</b>	<b>21%</b>	<b>137</b>	<b>89%</b>	<b>45%</b>	<b>8%</b>
Female	54	93%	56%	19%	66	92%	45%	8%
Male	75	95%	64%	23%	71	86%	45%	8%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	7	86%	43%	0%	16	75%	25%	6%
Hispanic or Latino	8	88%	63%	13%	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	103	96%	63%	24%	113	93%	50%	9%
Multiracial	7	—	—	—				
Small Group Totals	11	73%	45%	9%	8	63%	25%	0%
General-Education Students	113	99%	68%	24%	122	94%	49%	9%
Students with Disabilities	16	56%	6%	0%	15	47%	13%	0%
English Proficient	128	—	—	—	136	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	61	90%	46%	8%	58	83%	29%	3%
Not Disadvantaged	68	97%	74%	32%	79	94%	57%	11%
Migrant	2	—	—	—				
Not Migrant	127	—	—	—	137	89%	45%	8%

### NOTES

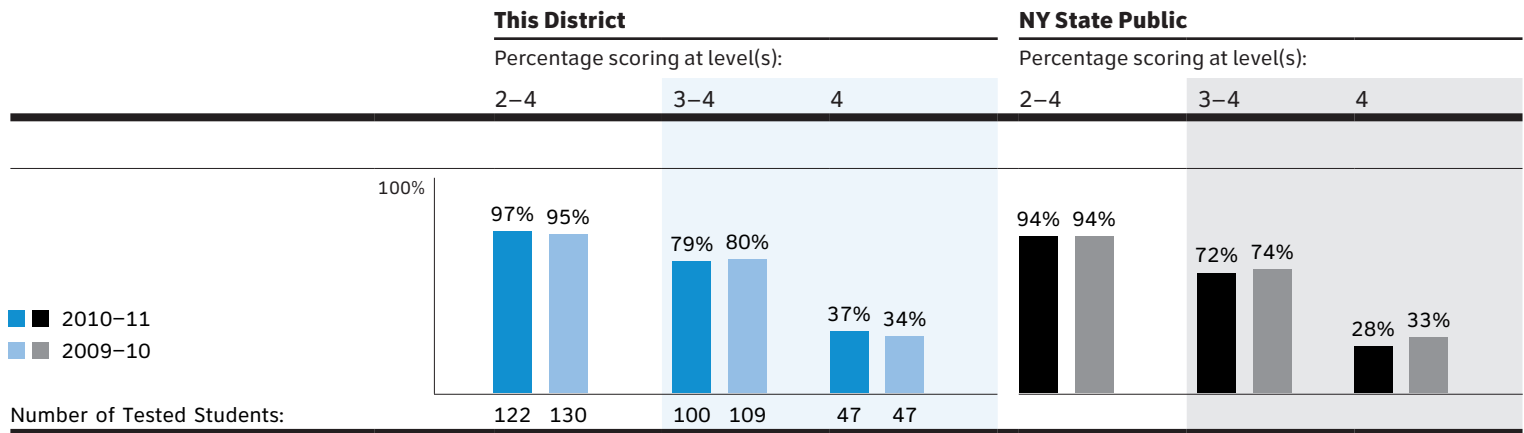
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\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

## Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	—	—	—	5	5	5	4

## This District's Results in Grade 8 Science



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>126</b>	<b>97%</b>	<b>79%</b>	<b>37%</b>	<b>137</b>	<b>95%</b>	<b>80%</b>	<b>34%</b>
Female	54	93%	69%	24%	66	98%	80%	39%
Male	72	100%	88%	47%	71	92%	79%	30%
American Indian or Alaska Native	1	—	—	—	2	—	—	—
Black or African American	6	—	—	—	18	83%	50%	17%
Hispanic or Latino	8	88%	63%	38%	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	102	98%	83%	42%	111	97%	86%	39%
Multiracial	7	100%	71%	0%				
Small Group Totals	9	89%	56%	11%	8	88%	63%	13%
General-Education Students	112	99%	87%	42%	123	97%	85%	37%
Students with Disabilities	14	79%	21%	0%	14	79%	36%	7%
English Proficient	125	—	—	—	136	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	59	93%	64%	19%	58	90%	67%	22%
Not Disadvantaged	67	100%	93%	54%	79	99%	89%	43%
Migrant	2	—	—	—				
Not Migrant	124	—	—	—	137	95%	80%	34%

#### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

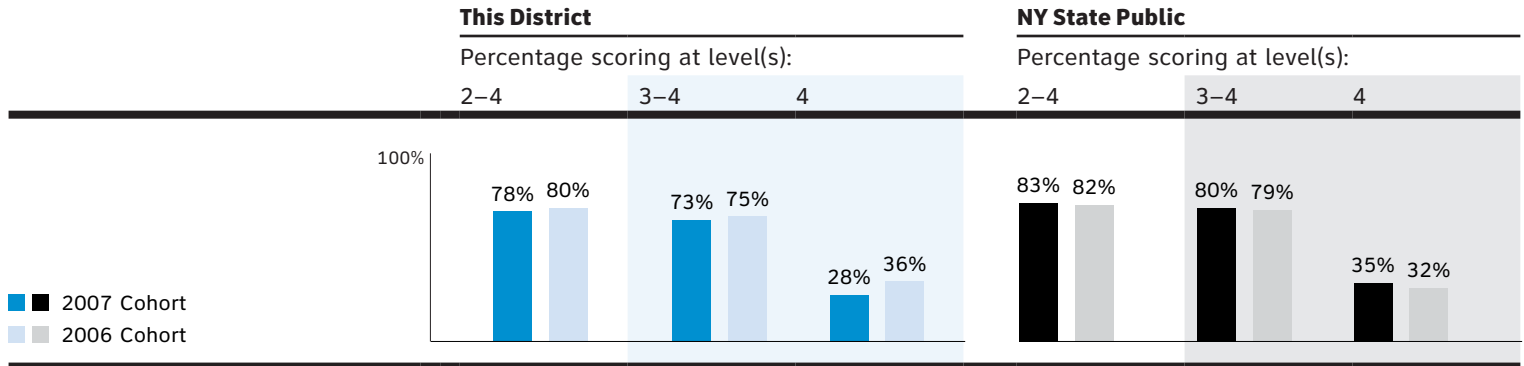
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	—	—	—	5	5	5	5
Regents Science	0				0			

# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Total Cohort\* Results in Secondary-Level English after Four Years of Instruction



## Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>147</b>	<b>78%</b>	<b>73%</b>	<b>28%</b>	<b>166</b>	<b>80%</b>	<b>75%</b>	<b>36%</b>
Female	66	80%	79%	36%	87	79%	76%	39%
Male	81	77%	69%	21%	79	80%	73%	32%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	13	69%	54%	0%	16	—	—	—
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander								
White	126	79%	75%	32%	149	82%	77%	38%
Multiracial	4	—	—	—				
Small Group Totals	8	75%	75%	13%	17	59%	53%	12%
General-Education Students	119	88%	84%	34%	135	90%	87%	43%
Students with Disabilities	28	36%	29%	4%	31	35%	23%	3%
English Proficient	147	78%	73%	28%	166	80%	75%	36%
Limited English Proficient								
Economically Disadvantaged	51	78%	76%	16%	39	90%	79%	26%
Not Disadvantaged	96	78%	72%	34%	127	76%	73%	39%
Migrant								
Not Migrant	147	78%	73%	28%	166	80%	75%	36%

### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

\*\* 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

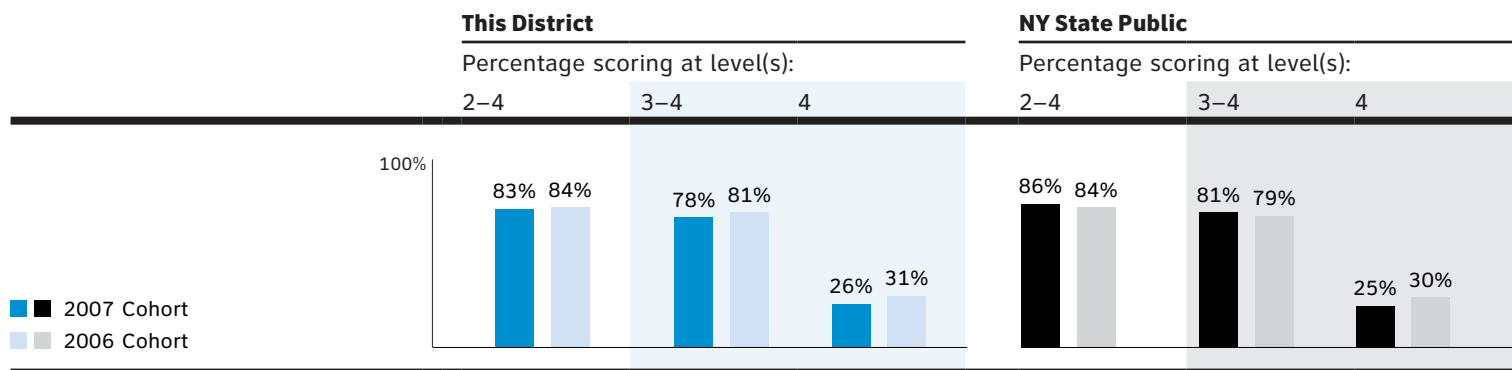


# 4 Overview of District Performance

District **MEDINA CENTRAL SCHOOL DISTRICT**

District ID **45-08-01-06-0000**

## This District's Total Cohort\* Results in Secondary-Level Mathematics after Four Years of Instruction



## Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>147</b>	<b>83%</b>	<b>78%</b>	<b>26%</b>	<b>166</b>	<b>84%</b>	<b>81%</b>	<b>31%</b>
Female	66	83%	83%	30%	87	84%	80%	28%
Male	81	83%	74%	22%	79	84%	82%	35%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	13	69%	54%	0%	16	—	—	—
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander								
White	126	86%	82%	30%	149	84%	81%	35%
Multiracial	4	—	—	—				
Small Group Totals	8	63%	63%	0%	17	82%	82%	0%
General-Education Students	119	90%	87%	31%	135	93%	93%	38%
Students with Disabilities	28	54%	39%	4%	31	42%	29%	3%
English Proficient	147	83%	78%	26%	166	84%	81%	31%
Limited English Proficient								
Economically Disadvantaged	51	80%	73%	25%	39	100%	97%	23%
Not Disadvantaged	96	84%	81%	26%	127	79%	76%	34%
Migrant								
Not Migrant	147	83%	78%	26%	166	84%	81%	31%

### NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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