

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-24-03-0000
 Name: Patchogue-Medford Union Free School District
 Superintendent: Veronica Mcdermott

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	71	72	64
Kindergarten	683	654	618
First	627	693	645
Second	688	632	666
Third	675	701	609
Fourth	656	677	687
Fifth	706	662	672
Sixth	747	720	678
Ungraded Elementary	258	166	160
Seventh	681	733	733
Eighth	625	700	746
Ninth	598	643	699
Tenth	607	625	689
Eleventh	598	609	633
Twelfth	518	595	557
Ungraded Secondary	394	330	245
Total K-12 Enrollment	9061	9140	9037

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	159	1.8%	159	1.7%	142	1.6%
Black (Not Hispanic)	502	5.5%	424	4.6%	417	4.6%
Hispanic	1232	13.6%	1293	14.1%	1344	14.9%
White (Not Hispanic)	7168	79.1%	7264	79.5%	7134	78.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	22	22
Common Branch	23	23	22
English Grade 8	22	23	24
Mathematics Grade 8	23	24	23
Science Grade 8	24	23	25
Social Studies Grade 8	24	24	25
English Grade 10	23	24	26
Mathematics Grade 10	21	22	26
Science Grade 10	22	21	23
Social Studies Grade 10	23	23	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
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	371	4.1%	386	4.2%	474	5.2%
Eligible for Free Lunch	928	10.2%	1382	15.1%	1017	11.3%

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		94.4%		94.8%		93.4%
Student Suspensions	470	5.3%	528	5.8%	520	5.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.3%	8.1%	6.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	618
Total Other Professional Staff	76
Total Paraprofessionals	91
Teaching Out of Certification*	9

*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	458	308	67%	513	360	70%	486	366	75%
Students with Disabilities	38	4	11%	50	0	0%	45	15	33%
All Students	496	312	63%	563	360	64%	531	381	72%

*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	242	161	9	16	103	0
Percent	46%	30%	2%	3%	19%	0%

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)
45	15	9	54

*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	37		59		59	2.4%
	Entered GED Program*	5		0		1	0.0%
	Total Noncompleters	42		59		60	2.4%
Students with Disabilities	Dropped Out	7		8		28	7.8%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	7		8		28	7.8%
All Students	Dropped Out	44	1.7%	67	2.5%	87	3.0%
	Entered GED Program*	5	0.2%	0	0.0%	1	0.0%
	Total Noncompleters	49	1.9%	67	2.5%	88	3.1%

*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	0	0	382
	Number of Students with Disabilities	0	0	39
	Number of All Students	0	0	421
	Percent of Enrollment	0%	0%	19%
9-12	Number of General-Education Students	100	133	163
	Number of Students with Disabilities	120	168	166
	Number of All Students	220	301	329
	Percent of Enrollment	9%	11%	12%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	305		
Completed and Passed Regents Exams	300	98%	77%
Completed and had Course Average of 75% or More	283	93%	81%
Completed and Attained a HS Diploma or Equivalent	300	98%	96%
Completed and Whose Status is Known	302		
Completed and Were Successfully Placed	299	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	55	28%	30%
Underrepresented Gender Members Who Completed	53	48%	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	131	95%	163	98%	61	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	5	80%
Latin	0	0%	0	0%	0	0%
Spanish	393	93%	490	99%	415	92%

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%	2	#	10	100%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	60	78%	7	100%
Science	9	89%	14	64%	7	57%
Reading	1	#	7	57%	15	47%
Writing	2	#	8	63%	17	82%
Global Studies	5	100%	22	41%	10	30%
U.S. Hist & Gov't	5	80%	21	86%	7	43%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	26	81%	14	71%
Science	5	80%	15	67%	8	38%
Reading	24	75%	33	91%	3	#
Writing	22	86%	29	86%	9	89%
Global Studies	11	73%	31	58%	16	38%
U.S. Hist & Gov't	11	100%	22	82%	5	20%

(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	623	579	594	69	56	20
Number Scoring 55-100	585	536	543	45	28	11
Number Scoring 65-100	547	507	499	26	19	9
Number Scoring 85-100	243	216	206	1	1	3
Percentage of Tested Scoring 55-100	94%	93%	91%	65%	50%	55%
Percentage of Tested Scoring 65-100	88%	88%	84%	38%	34%	45%
Percentage of Tested Scoring 85-100	39%	37%	35%	1%	2%	15%
Mathematics A						
Number Tested	125	861	509	7	29	32
Number Scoring 55-100	108	712	466	2	7	21
Number Scoring 65-100	105	644	387	2	4	12
Number Scoring 85-100	80	163	118	0	0	0
Percentage of Tested Scoring 55-100	86%	83%	92%	29%	24%	66%
Percentage of Tested Scoring 65-100	84%	75%	76%	29%	14%	38%
Percentage of Tested Scoring 85-100	64%	19%	23%	0%	0%	0%
Mathematics B						
Number Tested	0	86	145	0	0	0
Number Scoring 55-100	0	85	134	0	0	0
Number Scoring 65-100	0	84	121	0	0	0
Number Scoring 85-100	0	22	44	0	0	0
Percentage of Tested Scoring 55-100	0%	99%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	98%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	26%	30%	0%	0%	0%
Global History and Geography						
Number Tested	625	659	625	85	33	42
Number Scoring 55-100	580	603	580	64	17	28
Number Scoring 65-100	543	577	561	42	13	24
Number Scoring 85-100	163	264	278	1	1	2
Percentage of Tested Scoring 55-100	93%	92%	93%	75%	52%	67%
Percentage of Tested Scoring 65-100	87%	88%	90%	49%	39%	57%
Percentage of Tested Scoring 85-100	26%	40%	44%	1%	3%	5%
U.S. History and Government						
Number Tested	640	564	565	73	60	14
Number Scoring 55-100	600	548	537	65	50	10
Number Scoring 65-100	536	525	511	39	42	8
Number Scoring 85-100	178	294	305	3	4	3
Percentage of Tested Scoring 55-100	94%	97%	95%	89%	83%	71%
Percentage of Tested Scoring 65-100	84%	93%	90%	53%	70%	57%
Percentage of Tested Scoring 85-100	28%	52%	54%	4%	7%	21%

(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	570	627	680	68	18	47
Number Scoring 55-100	558	607	656	61	14	37
Number Scoring 65-100	542	569	612	51	5	24
Number Scoring 85-100	164	143	211	1	0	0
Percentage of Tested Scoring 55-100	98%	97%	96%	90%	78%	79%
Percentage of Tested Scoring 65-100	95%	91%	90%	75%	28%	51%
Percentage of Tested Scoring 85-100	29%	23%	31%	1%	0%	0%
Physical Setting/Earth Science						
Number Tested	405	433	584	6	8	8
Number Scoring 55-100	396	415	551	5	6	8
Number Scoring 65-100	379	400	491	4	5	5
Number Scoring 85-100	156	228	132	0	2	0
Percentage of Tested Scoring 55-100	98%	96%	94%	83%	75%	100%
Percentage of Tested Scoring 65-100	94%	92%	84%	67%	62%	62%
Percentage of Tested Scoring 85-100	39%	53%	23%	0%	25%	0%
Physical Setting/Chemistry						
Number Tested	268	313	310	2	2	1
Number Scoring 55-100	257	296	307	#	#	#
Number Scoring 65-100	202	231	250	#	#	#
Number Scoring 85-100	22	29	32	#	#	#
Percentage of Tested Scoring 55-100	96%	95%	99%	#	#	#
Percentage of Tested Scoring 65-100	75%	74%	81%	#	#	#
Percentage of Tested Scoring 85-100	8%	9%	10%	#	#	#
Physical Setting/Physics						
Number Tested			128			0
Number Scoring 55-100			124			0
Number Scoring 65-100			100			0
Number Scoring 85-100			24			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			78%			0%
Percentage of Tested Scoring 85-100			19%			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	81	99	101	1	1	0
Number Scoring 55-100	80	96	100	#	#	0
Number Scoring 65-100	76	95	97	#	#	0
Number Scoring 85-100	13	32	65	#	#	0
Percentage of Tested Scoring 55-100	99%	97%	99%	#	#	0%
Percentage of Tested Scoring 65-100	94%	96%	96%	#	#	0%
Percentage of Tested Scoring 85-100	16%	32%	64%	#	#	0%
Comprehensive Italian						
Number Tested	19	12	11	1	0	0
Number Scoring 55-100	18	12	11	#	0	0
Number Scoring 65-100	16	10	11	#	0	0
Number Scoring 85-100	7	4	10	#	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	84%	83%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	37%	33%	91%	#	0%	0%
Comprehensive German						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	289	303	323	5	1	1
Number Scoring 55-100	280	297	313	5	#	#
Number Scoring 65-100	275	293	308	5	#	#
Number Scoring 85-100	171	220	200	2	#	#
Percentage of Tested Scoring 55-100	97%	98%	97%	100%	#	#
Percentage of Tested Scoring 65-100	95%	97%	95%	100%	#	#
Percentage of Tested Scoring 85-100	59%	73%	62%	40%	#	#
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	276	190	12	3	3	0
Number Scoring 55-100	246	156	5	#	#	0
Number Scoring 65-100	232	139	5	#	#	0
Number Scoring 85-100	109	40	0	#	#	0
Percentage of Tested Scoring 55-100	89%	82%	42%	#	#	0%
Percentage of Tested Scoring 65-100	84%	73%	42%	#	#	0%
Percentage of Tested Scoring 85-100	39%	21%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	347	97%	273	93%	293	96%
Students with Disabilities	6	33%	45	67%	45	60%

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	613	4%	3%	56%	37%
	Students with Disabilities	92	12%	13%	70%	5%
	All Students	705	5%	5%	58%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	689	2%	43%	48%	7%
	Students with Disabilities	78	17%	74%	9%	0%
	All Students	767	4%	46%	44%	6%

(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	2	2	#	#	#	#
Middle Level						
Social Studies	8	2	0	1	0	7
Secondary Level						
English Language Arts	7	0	1	1	0	5
Social Studies	7	0	0	0	0	7
Mathematics	8	0	1	0	0	7
Science	6	0	1	1	0	4

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	517	517	517	80	80	80	597	597	597
Number Scoring 55–64	8	13	16	15	5	4	23	18	20
Number Scoring 65–84	308	168	257	36	34	12	344	202	269
Number Scoring 85–100	171	290	155	0	6	1	171	296	156
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			164			8
Beginning (0-18)			9			1
Intermediate (19-31)			23			2
Advanced (32-36)			67			3
Proficient (37-39)			65			2
Reading and Writing (Grade K-1)						
Number Tested			164			8
Beginning (0-14)			37			2
Intermediate (15-24)			41			1
Advanced (25-32)			66			3
Proficient (33-35)			20			2
Listening and Speaking (Grade 2-4)						
Number Tested			100			16
Beginning (0-18)			4			0
Intermediate (19-31)			14			1
Advanced (32-36)			33			7
Proficient (37-39)			49			8
Reading and Writing (Grade 2-4)						
Number Tested			100			16
Beginning (0-14)			17			0
Intermediate (15-24)			48			9
Advanced (25-32)			23			5
Proficient (33-35)			12			2
Listening and Speaking (Grade 5-6)						
Number Tested			54			6
Beginning (0-18)			4			0
Intermediate (19-31)			4			0
Advanced (32-36)			12			1
Proficient (37-39)			34			5
Reading and Writing (Grade 5-6)						
Number Tested			54			6
Beginning (0-14)			11			1
Intermediate (15-24)			21			2
Advanced (25-32)			20			3
Proficient (33-35)			2			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			34			0
Beginning (0-18)			4			0
Intermediate (19-31)			12			0
Advanced (32-36)			10			0
Proficient (37-39)			8			0
Reading and Writing (Grade 7-8)						
Number Tested			34			0
Beginning (0-14)			5			0
Intermediate (15-24)			18			0
Advanced (25-32)			10			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			84			0
Beginning (0-18)			15			0
Intermediate (19-31)			28			0
Advanced (32-36)			29			0
Proficient (37-39)			12			0
Reading and Writing (Grade 9-12)						
Number Tested			84			0
Beginning (0-14)			21			0
Intermediate (15-24)			36			0
Advanced (25-32)			23			0
Proficient (33-35)			4			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)