

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-24-03-0000

Name: Patchogue-Medford Union Free School District

Superintendent: Dr. Veronica Mc Dermott

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	64	71	72
Kindergarten	637	683	654
First	676	627	693
Second	665	688	632
Third	650	675	701
Fourth	700	656	677
Fifth	690	706	662
Sixth	670	747	720
Ungraded Elementary	332	258	166
Seventh	608	681	733
Eighth	602	625	700
Ninth	553	598	643
Tenth	643	607	625
Eleventh	556	598	609
Twelfth	479	518	595
Ungraded Secondary	393	394	330
Total K-12 Enrollment	8854	9061	9140

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	151	1.7%	159	1.8%	159	1.7%
Black (Not Hispanic)	519	5.9%	502	5.5%	424	4.6%
Hispanic	1119	12.6%	1232	13.6%	1293	14.1%
White (Not Hispanic)	7065	79.8%	7168	79.1%	7264	79.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	23	22
Common Branch	23	23	23
English Grade 8	22	22	23
Mathematics Grade 8	24	23	24
Science Grade 8	22	24	23
Social Studies Grade 8	23	24	24
English Grade 10	25	23	24
Mathematics Grade 10	24	21	22
Science Grade 10	22	22	21
Social Studies Grade 10	22	23	23

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	278	3.1%	371	4.1%	386	4.2%
Eligible for Free Lunch	1464	16.5%	928	10.2%	1382	15.1%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		94.4%		94.8%
Student Suspensions	601	6.8%	470	5.3%	528	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.4%	5.2%	8.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	632
Total Other Professional Staff	76
Total Paraprofessionals	92
Teaching Out of Certification*	15
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	481	271	56%	458	308	67%	513	360	70%
Students with Disabilities	22	1	5%	38	4	11%	50	0	0%
All Students	503	272	54%	496	312	63%	563	360	64%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	252	233	5	14	59	0
Percent	45%	41%	1%	2%	10%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
50	0	23	73

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			37		59	
	Entered GED Program*			5		0	
	Total Noncompleters			42		59	
Students with Disabilities	Dropped Out			7		8	
	Entered GED Program*			0		0	
	Total Noncompleters			7		8	
All Students	Dropped Out	39	1.6%	44	1.7%	67	2.5%
	Entered GED Program*	4	0.2%	5	0.2%	0	0.0%
	Total Noncompleters	43	1.7%	49	1.9%	67	2.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		100	133
	Number of Students with Disabilities		120	168
	Number of All Students		220	301
	Percent of Enrollment		9%	11%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	146	99%	131	95%	163	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	484	93%	393	93%	490	99%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	2	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	3	#	60	78%
Science	0	0%	9	89%	14	64%
Reading	0	0%	1	#	7	57%
Writing	0	0%	2	#	8	62%
Global Studies	20	65%	5	100%	22	41%
U.S. Hist & Gov't	42	43%	5	80%	21	86%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	74	85%	5	100%	26	81%
Science	14	50%	5	80%	15	67%
Reading	33	79%	24	75%	33	91%
Writing	31	90%	22	86%	29	86%
Global Studies	29	14%	11	73%	31	58%
U.S. Hist & Gov't	31	26%	11	100%	22	82%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	582	623	579	60	69	56
Number Scoring 55–100	537	585	536	34	45	28
Number Scoring 65–100	462	547	507	12	26	19
Number Scoring 85–100	73	243	216	0	1	1
Percentage of Tested Scoring 55–100	92%	94%	93%	57%	65%	50%
Percentage of Tested Scoring 65–100	79%	88%	88%	20%	38%	34%
Percentage of Tested Scoring 85–100	13%	39%	37%	0%	1%	2%
Mathematics A						
Number Tested	0	125	861	0	7	29
Number Scoring 55–100	0	108	712	0	2	7
Number Scoring 65–100	0	105	644	0	2	4
Number Scoring 85–100	0	80	163	0	0	0
Percentage of Tested Scoring 55–100	0%	86%	83%	0%	29%	24%
Percentage of Tested Scoring 65–100	0%	84%	75%	0%	29%	14%
Percentage of Tested Scoring 85–100	0%	64%	19%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	86	0	0	0
Number Scoring 55–100	0	0	85	0	0	0
Number Scoring 65–100	0	0	84	0	0	0
Number Scoring 85–100	0	0	22	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	99%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
Global History and Geography						
Number Tested	633	625	659	93	85	33
Number Scoring 55–100	604	580	603	72	64	17
Number Scoring 65–100	558	543	577	49	42	13
Number Scoring 85–100	180	163	264	3	1	1
Percentage of Tested Scoring 55–100	95%	93%	92%	77%	75%	52%
Percentage of Tested Scoring 65–100	88%	87%	88%	53%	49%	39%
Percentage of Tested Scoring 85–100	28%	26%	40%	3%	1%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	540	640	564	56	73	60
Number Scoring 55–100	506	600	548	36	65	50
Number Scoring 65–100	458	536	525	20	39	42
Number Scoring 85–100	192	178	294	2	3	4
Percentage of Tested Scoring 55–100	94%	94%	97%	64%	89%	83%
Percentage of Tested Scoring 65–100	85%	84%	93%	36%	53%	70%
Percentage of Tested Scoring 85–100	36%	28%	52%	4%	4%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	520	570	627	41	68	18
Number Scoring 55–100	510	558	607	35	61	14
Number Scoring 65–100	482	542	569	20	51	5
Number Scoring 85–100	92	164	143	1	1	0
Percentage of Tested Scoring 55–100	98%	98%	97%	85%	90%	78%
Percentage of Tested Scoring 65–100	93%	95%	91%	49%	75%	28%
Percentage of Tested Scoring 85–100	18%	29%	23%	2%	1%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	366	405	433	0	6	8
Number Scoring 55–100	363	396	415	0	5	6
Number Scoring 65–100	352	379	400	0	4	5
Number Scoring 85–100	144	156	228	0	0	2
Percentage of Tested Scoring 55–100	99%	98%	96%	0%	83%	75%
Percentage of Tested Scoring 65–100	96%	94%	92%	0%	67%	62%
Percentage of Tested Scoring 85–100	39%	39%	53%	0%	0%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		268	313		2	2
Number Scoring 55–100		257	296		#	#
Number Scoring 65–100		202	231		#	#
Number Scoring 85–100		22	29		#	#
Percentage of Tested Scoring 55–100		96%	95%		#	#
Percentage of Tested Scoring 65–100		75%	74%		#	#
Percentage of Tested Scoring 85–100		8%	9%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	109	81	99	0	1	1
Number Scoring 55–100	108	80	96	0	#	#
Number Scoring 65–100	104	76	95	0	#	#
Number Scoring 85–100	48	13	32	0	#	#
Percentage of Tested Scoring 55–100	99%	99%	97%	0%	#	#
Percentage of Tested Scoring 65–100	95%	94%	96%	0%	#	#
Percentage of Tested Scoring 85–100	44%	16%	32%	0%	#	#
Comprehensive Italian						
Number Tested	22	19	12	0	1	0
Number Scoring 55–100	22	18	12	0	#	0
Number Scoring 65–100	22	16	10	0	#	0
Number Scoring 85–100	16	7	4	0	#	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	84%	83%	0%	#	0%
Percentage of Tested Scoring 85–100	73%	37%	33%	0%	#	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	292	289	303	0	5	1
Number Scoring 55–100	290	280	297	0	5	#
Number Scoring 65–100	289	275	293	0	5	#
Number Scoring 85–100	167	171	220	0	2	#
Percentage of Tested Scoring 55–100	99%	97%	98%	0%	100%	#
Percentage of Tested Scoring 65–100	99%	95%	97%	0%	100%	#
Percentage of Tested Scoring 85–100	57%	59%	73%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	426	469	128	9	19	3
Number Scoring 55–100	358	335	84	8	9	#
Number Scoring 65–100	324	265	69	6	7	#
Number Scoring 85–100	134	52	3	1	0	#
Percentage of Tested Scoring 55–100	84%	71%	66%	89%	47%	#
Percentage of Tested Scoring 65–100	76%	57%	54%	67%	37%	#
Percentage of Tested Scoring 85–100	31%	11%	2%	11%	0%	#
Sequential Mathematics, Course III						
Number Tested	261	276	190	1	3	3
Number Scoring 55–100	243	246	156	#	#	#
Number Scoring 65–100	222	232	139	#	#	#
Number Scoring 85–100	98	109	40	#	#	#
Percentage of Tested Scoring 55–100	93%	89%	82%	#	#	#
Percentage of Tested Scoring 65–100	85%	84%	73%	#	#	#
Percentage of Tested Scoring 85–100	38%	39%	21%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	201	99%	347	97%	273	93%
Students with Disabilities	75	93%	6	33%	45	67%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	597	2%	8%	72%	18%
	Students with Disabilities	96	8%	21%	66%	5%
	All Students	693	3%	10%	71%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	651	2%	22%	62%	14%
	Students with Disabilities	92	12%	66%	22%	0%
	All Students	743	3%	27%	57%	12%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	3	2	0	0	1	2
Secondary Level						
English Language Arts	9	0	0	0	1	8
Social Studies	8	0	0	0	0	8
Mathematics	9	0	0	0	1	8
Science	9	0	0	0	2	7

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	535	535	535	62	62	62	597	597	597
Number Scoring 55–64	13	20	19	20	21	10	33	41	29
Number Scoring 65–84	300	293	275	31	26	5	331	319	280
Number Scoring 85–100	193	174	158	1	1	1	194	175	159
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)