

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-24-03-0008
 Name: Patchogue-Medford High School
 Principal: J. Matuk & M. Locantore

Grade Range : 10-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	9	0
Tenth	607	625	689
Eleventh	598	609	633
Twelfth	518	595	557
Ungraded Secondary	206	168	132
Total K-12 Enrollment	1929	2006	2011

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	43	2.2%	44	2.2%	39	1.9%
Black (Not Hispanic)	150	7.8%	77	3.8%	89	4.4%
Hispanic	254	13.2%	236	11.8%	222	11.0%
White (Not Hispanic)	1482	76.8%	1649	82.2%	1661	82.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	24	28	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	24	26
Mathematics Grade 10	21	22	25
Science Grade 10	22	22	23
Social Studies Grade 10	23	22	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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	74	3.8%	55	2.7%	82	4.1%
Eligible for Free Lunch	136	7.1%	258	12.9%	201	10.0%

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		91.4%		93.8%		93.8%
Student Suspensions	220	11.7%	268	13.9%	291	14.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.3%	6.3%	5.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	92%	96%

Staff Counts

Staff	2003-04
Total Teachers	127
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	458	308	67%	513	360	70%	486	366	75%
Students with Disabilities	38	4	11%	49	0	0%	43	15	35%
All Students	496	312	63%	562	360	64%	529	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	101	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)
43	15	9	52

*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	31		59		58	3.2%
	Entered GED Program*	5		0		1	0.1%
	Total Noncompleters	36		59		59	3.2%
Students with Disabilities	Dropped Out	7		8		25	11.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	7		8		25	11.4%
All Students	Dropped Out	38	2.0%	67	3.3%	83	4.0%
	Entered GED Program*	5	0.3%	0	0.0%	1	0.0%
	Total Noncompleters	43	2.2%	67	3.3%	84	4.1%

*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
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	11%	15%	16%

Career and Technical Education (CTE) Programs

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

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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	5	80%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	100%	7	100%

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%	0	0%	1	#

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%	21	43%	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%	24	79%	13	69%
Science	5	80%	13	62%	8	38%
Reading	24	75%	33	91%	3	#
Writing	22	86%	29	86%	9	89%
Global Studies	11	73%	29	59%	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	27	529	383	7	24	32
Number Scoring 55-100	10	391	340	2	3	21
Number Scoring 65-100	7	339	262	2	1	12
Number Scoring 85-100	1	34	15	0	0	0
Percentage of Tested Scoring 55-100	37%	74%	89%	29%	12%	66%
Percentage of Tested Scoring 65-100	26%	64%	68%	29%	4%	38%
Percentage of Tested Scoring 85-100	4%	6%	4%	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	656	625	85	30	42
Number Scoring 55-100	580	602	580	64	16	28
Number Scoring 65-100	543	576	561	42	12	24
Number Scoring 85-100	163	263	278	1	0	2
Percentage of Tested Scoring 55-100	93%	92%	93%	75%	53%	67%
Percentage of Tested Scoring 65-100	87%	88%	90%	49%	40%	57%
Percentage of Tested Scoring 85-100	26%	40%	44%	1%	0%	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	403	440	428	68	16	45
Number Scoring 55-100	392	420	404	61	12	35
Number Scoring 65-100	376	382	361	51	3	23
Number Scoring 85-100	40	37	63	1	0	0
Percentage of Tested Scoring 55-100	97%	95%	94%	90%	75%	78%
Percentage of Tested Scoring 65-100	93%	87%	84%	75%	19%	51%
Percentage of Tested Scoring 85-100	10%	8%	15%	1%	0%	0%
Physical Setting/Earth Science						
Number Tested	103	87	168	6	8	6
Number Scoring 55-100	94	70	146	5	6	6
Number Scoring 65-100	81	55	118	4	5	4
Number Scoring 85-100	9	8	16	0	2	0
Percentage of Tested Scoring 55-100	91%	80%	87%	83%	75%	100%
Percentage of Tested Scoring 65-100	79%	63%	70%	67%	62%	67%
Percentage of Tested Scoring 85-100	9%	9%	10%	0%	25%	0%
Physical Setting/Chemistry						
Number Tested	254	313	310	2	2	1
Number Scoring 55-100	243	296	307	#	#	#
Number Scoring 65-100	188	231	250	#	#	#
Number Scoring 85-100	17	29	32	#	#	#
Percentage of Tested Scoring 55-100	96%	95%	99%	#	#	#
Percentage of Tested Scoring 65-100	74%	74%	81%	#	#	#
Percentage of Tested Scoring 85-100	7%	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	54	63	63	1	1	0
Number Scoring 55-100	53	61	62	#	#	0
Number Scoring 65-100	50	60	59	#	#	0
Number Scoring 85-100	4	4	35	#	#	0
Percentage of Tested Scoring 55-100	98%	97%	98%	#	#	0%
Percentage of Tested Scoring 65-100	93%	95%	94%	#	#	0%
Percentage of Tested Scoring 85-100	7%	6%	56%	#	#	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	203	209	217	5	1	1
Number Scoring 55-100	194	203	207	5	#	#
Number Scoring 65-100	190	199	202	5	#	#
Number Scoring 85-100	97	140	111	2	#	#
Percentage of Tested Scoring 55-100	96%	97%	95%	100%	#	#
Percentage of Tested Scoring 65-100	94%	95%	93%	100%	#	#
Percentage of Tested Scoring 85-100	48%	67%	51%	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	19	95%	10	90%	14	100%
Students with Disabilities	6	33%	1	#	4	#

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	516	516	516	74	74	74	590	590	590
Number Scoring 55–64	8	13	16	15	5	4	23	18	20
Number Scoring 65–84	308	168	257	35	33	11	343	201	268
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			55			0
Beginning (0-18)			10			0
Intermediate (19-31)			16			0
Advanced (32-36)			20			0
Proficient (37-39)			9			0
Reading and Writing (Grade 9-12)						
Number Tested			55			0
Beginning (0-14)			12			0
Intermediate (15-24)			20			0
Advanced (25-32)			19			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)