



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **PATCHOGUE-MEDFORD UNION FREE
SCHOOL DISTRICT**

District ID **580224030000**

Superintendent **MICHAEL MOSTOW**

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Grades **PK-12, 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: RPTCARD@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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

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

	2003-04	2004-05	2005-06
Pre-K	64	72	54
Kindergarten	618	640	622
Grade 1	645	622	627
Grade 2	666	648	607
Grade 3	609	666	612
Grade 4	687	606	662
Grade 5	672	702	598
Grade 6	678	738	677
Ungraded Elementary	160	28	0
Grade 7	733	707	693
Grade 8	746	764	692
Grade 9	699	758	745
Grade 10	689	792	753
Grade 11	633	759	790
Grade 12	557	603	615
Ungraded Secondary	245	39	11
Total K-12	9037	9072	8704

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	22	24
Grade 8			
English	24	25	23
Mathematics	23	24	24
Science	25	24	24
Social Studies	25	25	25
Grade 10			
English	26	26	27
Mathematics	26	22	22
Science	23	24	24
Social Studies	22	24	24

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 **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1017	11%	1123	12%	930	11%
Reduced-Price Lunch	572	6%	659	7%	529	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	474	5%	503	6%	469	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	13	0%	9	0%	10	0%
Black or African American	417	5%	463	5%	428	5%
Hispanic or Latino	1344	15%	1444	16%	1531	18%
Asian or Native Hawaiian/Other Pacific Islander	129	1%	136	1%	125	1%
White	7134	79%	7020	77%	6610	76%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		94%
Student Suspensions	520	N/A	553	6%	655	7%

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.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1756	1707	2129
Percent Not Taught by Highly Qualified Teachers	2%	2%	0%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	2	3	1
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	9	7	8
Percentage of Total	1%	1%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	58%	59%	61%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	618	610	603
Total Other Professional Staff	60	79	40
Total Paraprofessionals*	91	103	132
Assistant Principals	5	7	7
Principals	11	12	11

* Not available at the school level.

Teacher Qualifications Information

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

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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 (PI) 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 secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts.

Performance Index (PI)

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

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: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

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.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

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
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✗	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✗	✓	–	✗	✗	–
Limited English Proficient	✗	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
Student groups making AYP in each subject	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 6	✗ 5 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 6 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (3993:3857)			99%		154	120		
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–	
Black or African American (199:183)			98%		133	114		
Hispanic or Latino (716:648)			97%		137	118		
Asian or Native Hawaiian/Other Pacific Islander (54:51)			98%		157	109		
White (3019:2970)			99%		158	120		
Other Groups								
Students with Disabilities ⁴ (603:567)			97%		90	117	98 101	
Limited English Proficient (260:166)			93%		117	114		
Economically Disadvantaged (984:911)			98%		133	118		
Final AYP Determination		6 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.



AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 8 of 8  Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3979:3843)			99%		153	84	
Ethnicity							
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–
Black or African American (202:187)			100%		126	78	
Hispanic or Latino (705:648)			99%		134	82	
Asian or Native Hawaiian/Other Pacific Islander (56:52)			100%		169	73	
White (3011:2951)			99%		159	84	
Other Groups							
Students with Disabilities ⁴ (598:561)			97%		98	81	
Limited English Proficient (209:181)			100%		108	78	
Economically Disadvantaged (979:905)			99%		132	82	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1347:1294)		Qualified		99%		184	100	
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (58:54)		Qualified		100%		165	100	
Hispanic or Latino (225:200)		Qualified		98%		166	100	
Asian or Native Hawaiian/Other Pacific Islander (27:24)	–	–	–	–	–	–	–	–
White (1035:1014)		Qualified		100%		189	100	
Other Groups								
Students with Disabilities (183:170)		Qualified		98%		158	100	
Limited English Proficient (64:53)		Qualified		98%		121	100	
Economically Disadvantaged (324:296)		Qualified		99%		168	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts


















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 4 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (585:623)			99%		177	150	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (23:30)		–	–		127	137	137 134
Hispanic or Latino (46:53)			100%		153	141	
Asian or Native Hawaiian/Other Pacific Islander (12:13)	–	–	–	–	–	–	–
White (503:526)			99%		183	149	
Other Groups							
Students with Disabilities (25:43)		–	–		79	139	105‡ 91
Limited English Proficient (6:8)	–	–	–	–	–	–	–
Economically Disadvantaged (62:79)			100%		154	143	
Final AYP Determination		4 of 6					

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
- ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics


















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 5 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (585:623)			99%		179	142	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (23:30)		–	–		137	129	
Hispanic or Latino (46:53)			100%		155	133	
Asian or Native Hawaiian/Other Pacific Islander (12:13)	–	–	–	–	–	–	–
White (503:526)			99%		185	141	
Other Groups							
Students with Disabilities (25:43)		–	–		98	131	114 [‡] 108
Limited English Proficient (6:8)	–	–	–	–	–	–	–
Economically Disadvantaged (62:79)			100%		167	135	
Final AYP Determination	 5 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
- ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- [‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (606)			78%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (27)		–	–	–	–	–
Hispanic or Latino (73)			58%	55%		
Asian or Native Hawaiian/Other Pacific Islander (12)		–	–	–	–	–
White (494)			82%	55%		
Other Groups						
Students with Disabilities (36)			33%	55%	55%	34%
Limited English Proficient (19)		–	–	–	–	–
Economically Disadvantaged (68)			62%	55%		
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

10 schools identified 91% of total

BARTON ELEMENTARY SCHOOL
BAY ELEMENTARY SCHOOL
CANAAN ELEMENTARY SCHOOL
EAGLE ELEMENTARY SCHOOL
MEDFORD ELEMENTARY SCHOOL
OREGON MIDDLE SCHOOL
RIVER ELEMENTARY SCHOOL
SAXTON MIDDLE SCHOOL
SOUTH OCEAN MIDDLE SCHOOL
TREMONT ELEMENTARY SCHOOL

Requiring Academic Progress (Year 2)















1 school identified 9% of total



PATCHOGUE-MEDFORD HIGH SCHOOL


District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	72%			562
Grade 4	70%			625
Grade 5	69%			595
Grade 6	57%			672
Grade 7	57%			661
Grade 8	45%			656
Mathematics				
Grade 3	83%			616
Grade 4	77%			651
Grade 5	62%			606
Grade 6	50%			680
Grade 7	51%			688
Grade 8	50%			681
Science				
Grade 4	93%			647
Grade 8	74%			515

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	81%			662
Mathematics	82%			662

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	77%			662

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and 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.emsc.nysed.gov/irts.

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

This District's N/RC Category:

Average Need Districts

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

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 670	Range: 616-780			650-780			730-780
Number of Students:	519	406	31				

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	562	92%	72%	6%				
Female	284	95%	78%	7%				
Male	278	90%	67%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	26	69%	62%	4%				
Hispanic or Latino	86	98%	67%	2%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	442	93%	74%	6%	This test was not given in 2004-05.			
Small Group Totals	8	100%	88%	13%				
General-Education Students	485	98%	80%	6%				
Students with Disabilities	77	58%	23%	0%				
English Proficient	559	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	115	90%	60%	4%				
Not Disadvantaged	447	93%	75%	6%				
Migrant								
Not Migrant	562	92%	72%	6%				

NOTES

The - symbol indicates that data for a group of students has 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.

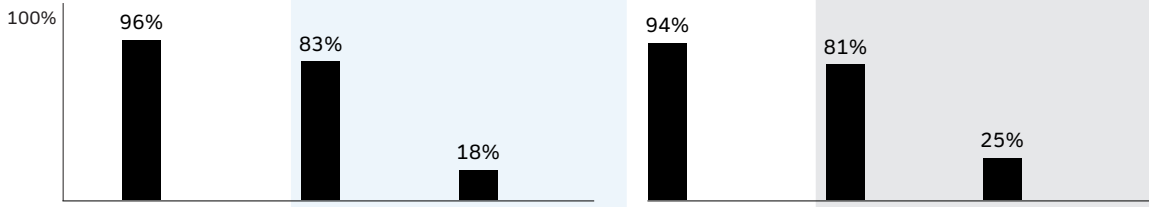
Other Assessments

	2005-06 School Year				2004-05 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	7	7	6	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	53	25	22	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 674	Range: 624-770	650-770	703-770			
						
Number of Students:	593	514	108			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	616	96%	83%	18%				
Female	309	97%	84%	17%				
Male	307	95%	83%	19%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	28	82%	64%	14%				
Hispanic or Latino	136	96%	77%	7%				
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-				
White	443	97%	86%	21%	This test was not given in 2004-05.			
Small Group Totals	9	100%	100%	33%				
General-Education Students	534	99%	88%	19%				
Students with Disabilities	82	82%	55%	10%				
English Proficient	561	97%	85%	19%				
Limited English Proficient	55	89%	64%	4%				
Economically Disadvantaged	149	94%	71%	8%				
Not Disadvantaged	467	97%	87%	21%				
Migrant								
Not Migrant	616	96%	83%	18%				

NOTES

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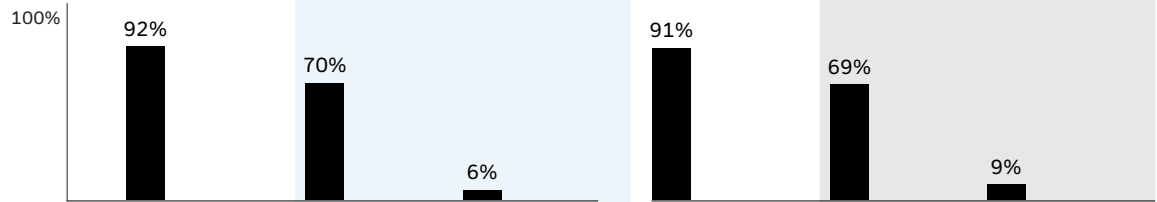
Other Assessments

	2005-06 School Year				2004-05 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	7	7	6	5	This test was not given in 2004-05.			

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	574	435	38			



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	625	92%	70%	6%				
Female	320	94%	74%	8%				
Male	305	89%	65%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	25	80%	44%	4%				
Hispanic or Latino	97	92%	68%	4%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	491	93%	71%	6%				
Small Group Totals	12	83%	83%	17%				
General-Education Students	535	97%	77%	7%				
Students with Disabilities	90	62%	27%	0%				
English Proficient	620	92%	70%	6%				
Limited English Proficient	5	80%	40%	0%				
Economically Disadvantaged	139	87%	61%	4%				
Not Disadvantaged	486	93%	72%	7%				
Migrant								
Not Migrant	625	92%	70%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 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	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	20	13	9	N/A	27	19	17	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
Mean Score: 670	Range: 622-800			650-800			702-800		
Number of Students:	598			501			114		

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	651	92%	77%	18%				
Female	334	93%	77%	14%				
Male	317	91%	77%	21%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	28	82%	54%	14%				
Hispanic or Latino	120	88%	71%	11%				
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-				
White	487	93%	80%	20%				
Small Group Totals	16	88%	81%	6%				
General-Education Students	563	96%	82%	19%				
Students with Disabilities	88	64%	45%	7%				
English Proficient	619	92%	78%	18%				
Limited English Proficient	32	81%	53%	3%				
Economically Disadvantaged	165	88%	70%	13%				
Not Disadvantaged	486	93%	79%	19%				
Migrant								
Not Migrant	651	92%	77%	18%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

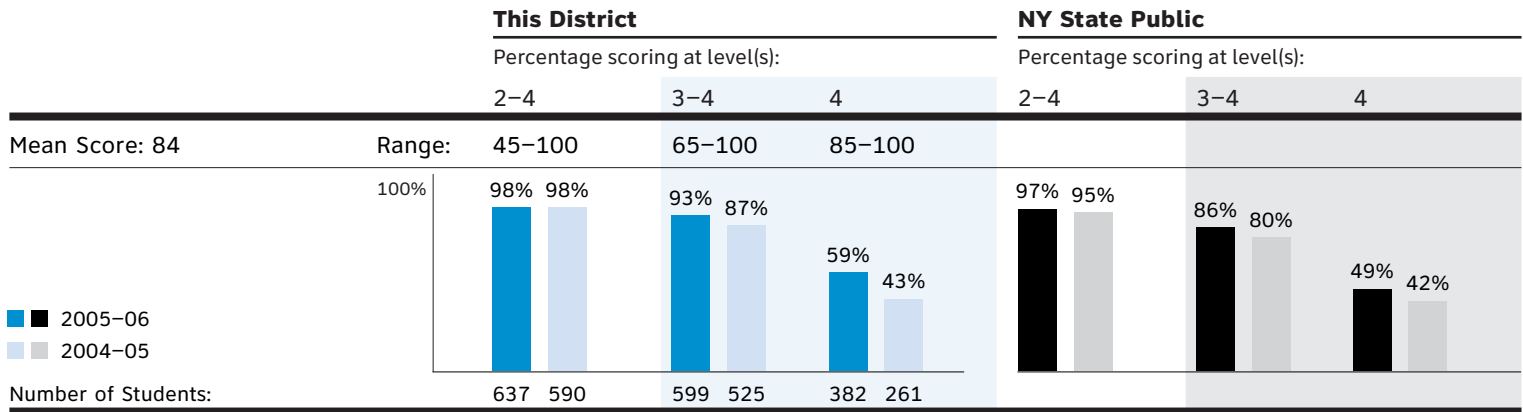
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Other Assessments

	2005-06 School Year				2004-05 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	2	-	-	-	1	-	-	-

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	647	98%	93%	59%	601	98%	87%	43%
Female	331	99%	93%	58%	299	98%	85%	44%
Male	316	98%	92%	60%	302	98%	90%	43%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	24	96%	83%	38%	32	100%	72%	31%
Hispanic or Latino	119	97%	87%	38%	80	94%	65%	26%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	7	-	-	-
White	488	99%	95%	65%	481	99%	92%	47%
Small Group Totals	16	88%	88%	63%	8	88%	88%	50%
General-Education Students	558	99%	95%	62%	515	99%	91%	46%
Students with Disabilities	89	94%	79%	40%	86	94%	67%	26%
English Proficient	615	99%	94%	62%	571	98%	89%	45%
Limited English Proficient	32	94%	66%	6%	30	93%	47%	10%
Economically Disadvantaged	162	98%	85%	41%	130	95%	74%	22%
Not Disadvantaged	485	99%	95%	65%	471	99%	91%	49%
Migrant								
Not Migrant	647	98%	93%	59%	601	98%	87%	43%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	2	-	-	-	2	-	-	-

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	608-795	650-795	711-795			
Number of Students:	563	413	51			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	595	95%	69%	9%				
Female	285	95%	72%	11%				
Male	310	95%	67%	6%				
American Indian or Alaska Native								
Black or African American	33	91%	61%	18%				
Hispanic or Latino	70	91%	60%	7%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	57%	14%				
White	485	95%	72%	8%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	492	98%	77%	10%				
Students with Disabilities	103	78%	34%	2%				
English Proficient	579	95%	70%	9%				
Limited English Proficient	16	94%	50%	0%				
Economically Disadvantaged	138	91%	59%	6%				
Not Disadvantaged	457	96%	72%	9%				
Migrant								
Not Migrant	595	95%	69%	9%				

NOTES

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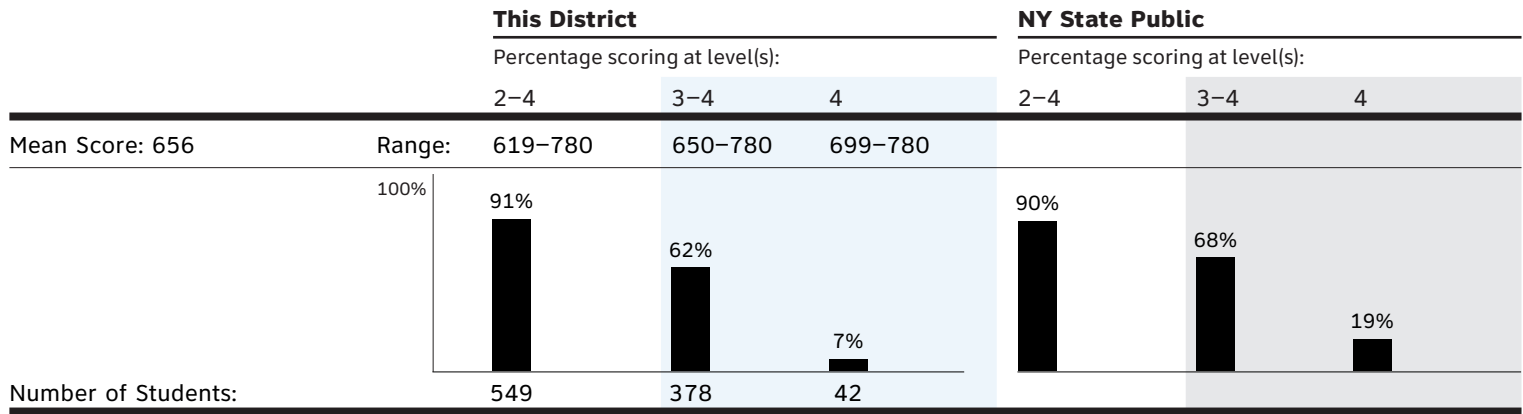
Other Assessments

	2005-06 School Year				2004-05 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	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	14	14	11	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	606	91%	62%	7%				
Female	298	92%	60%	8%				
Male	308	90%	64%	6%				
American Indian or Alaska Native								
Black or African American	33	82%	36%	9%				
Hispanic or Latino	82	88%	50%	4%				
Asian or Native Hawaiian/Other Pacific Islander	8	75%	63%	13%				
White	483	92%	66%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	508	94%	67%	8%				
Students with Disabilities	98	74%	37%	0%				
English Proficient	575	91%	63%	7%				
Limited English Proficient	31	87%	52%	3%				
Economically Disadvantaged	146	85%	51%	2%				
Not Disadvantaged	460	92%	66%	8%				
Migrant								
Not Migrant	606	91%	62%	7%				

NOTES

The - symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 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	0				This test was not given in 2004-05.			

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	598-785	650-785	705-785			
Number of Students:	617	386	57			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	672	92%	57%	8%				
Female	317	95%	66%	12%				
Male	355	89%	50%	6%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	40	90%	30%	3%				
Hispanic or Latino	114	84%	35%	2%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	510	94%	65%	10%	This test was not given in 2004-05.			
Small Group Totals	8	100%	63%	13%				
General-Education Students	566	96%	66%	10%				
Students with Disabilities	106	68%	9%	0%				
English Proficient	661	93%	58%	9%				
Limited English Proficient	11	45%	0%	0%				
Economically Disadvantaged	169	85%	34%	2%				
Not Disadvantaged	503	94%	65%	11%				
Migrant								
Not Migrant	672	92%	57%	8%				

NOTES

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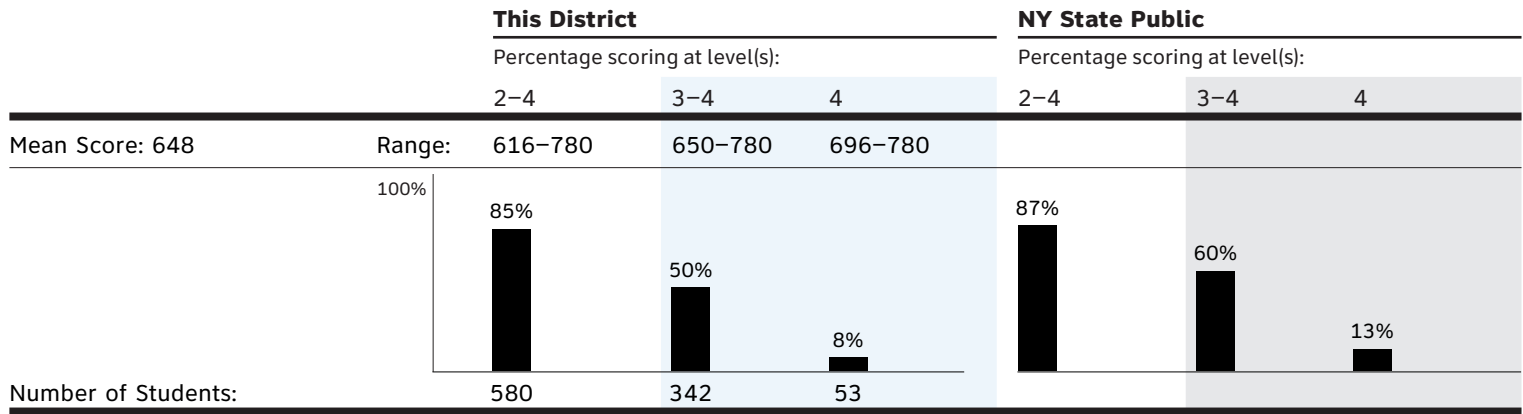
Other Assessments

	2005-06 School Year				2004-05 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	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	14	7	4	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	680	85%	50%	8%				
Female	322	88%	52%	7%				
Male	358	83%	49%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	40	78%	35%	0%				
Hispanic or Latino	122	69%	31%	5%				
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-				
White	510	90%	56%	9%	This test was not given in 2004-05.			
Small Group Totals	8	88%	63%	13%				
General-Education Students	576	91%	57%	9%				
Students with Disabilities	104	53%	15%	1%				
English Proficient	656	88%	52%	8%				
Limited English Proficient	24	17%	0%	0%				
Economically Disadvantaged	172	72%	33%	3%				
Not Disadvantaged	508	90%	56%	9%				
Migrant								
Not Migrant	680	85%	50%	8%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	4	-	-	-	This test was not given in 2004-05.			

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 650	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
	93%	57%	4%	92%	56%	8%
Number of Students:	615	379	26			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	661	93%	57%	4%				
Female	314	97%	63%	4%				
Male	347	89%	52%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	36	86%	53%	0%				
Hispanic or Latino	105	89%	41%	5%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	514	94%	61%	4%	This test was not given in 2004-05.			
Small Group Totals	6	100%	83%	17%				
General-Education Students	567	98%	65%	5%				
Students with Disabilities	94	64%	13%	0%				
English Proficient	652	93%	58%	4%				
Limited English Proficient	9	67%	11%	0%				
Economically Disadvantaged	151	86%	39%	1%				
Not Disadvantaged	510	95%	63%	5%				
Migrant								
Not Migrant	661	93%	57%	4%				

NOTES

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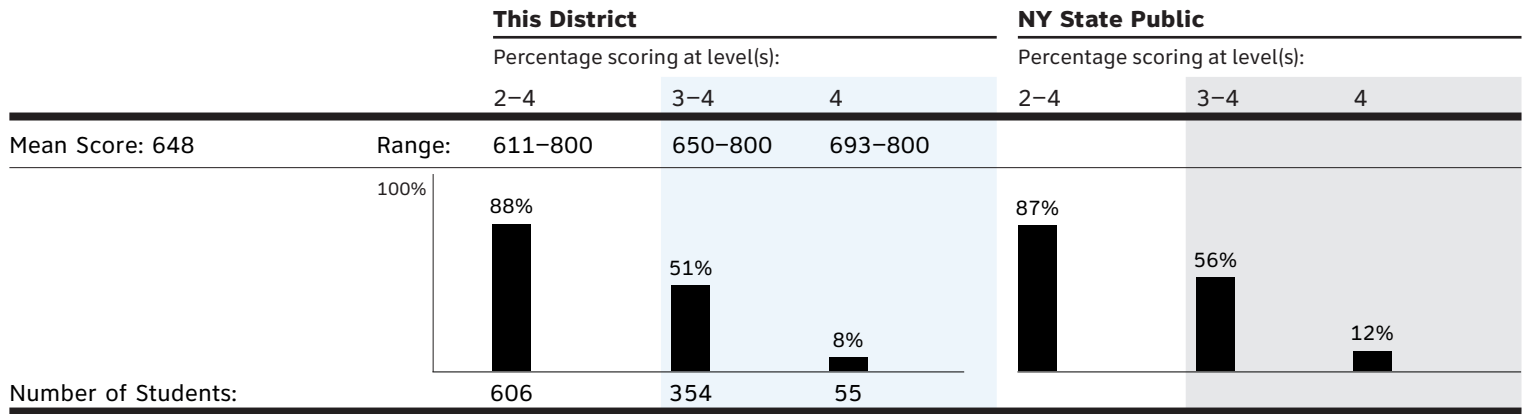
Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	8	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	21	15	11	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	688	88%	51%	8%				
Female	325	90%	52%	8%				
Male	363	86%	51%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	38	74%	34%	3%				
Hispanic or Latino	131	76%	32%	2%				
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-				
White	512	92%	57%	10%	This test was not given in 2004-05.			
Small Group Totals	7	100%	71%	43%				
General-Education Students	590	94%	57%	9%				
Students with Disabilities	98	55%	16%	0%				
English Proficient	653	90%	54%	8%				
Limited English Proficient	35	49%	6%	0%				
Economically Disadvantaged	175	77%	34%	1%				
Not Disadvantaged	513	92%	57%	10%				
Migrant								
Not Migrant	688	88%	51%	8%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	6	This test was not given in 2004-05.			

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 647	602-790	650-790	715-790			
	93%	45%	3%	91%	49%	5%
Number of Students:	608	292	17			

Results by Student Group

	2005-06 School Year				2004-05 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
All Students	656	93%	45%	3%				
Female	310	96%	53%	3%				
Male	346	90%	37%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	33	85%	30%	0%				
Hispanic or Latino	77	87%	29%	0%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	533	94%	48%	3%				
Small Group Totals	13	92%	31%	15%				
General-Education Students	579	97%	50%	3%				
Students with Disabilities	77	64%	6%	0%				
English Proficient	653	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	136	87%	29%	1%				
Not Disadvantaged	520	94%	49%	3%				
Migrant								
Not Migrant	656	93%	45%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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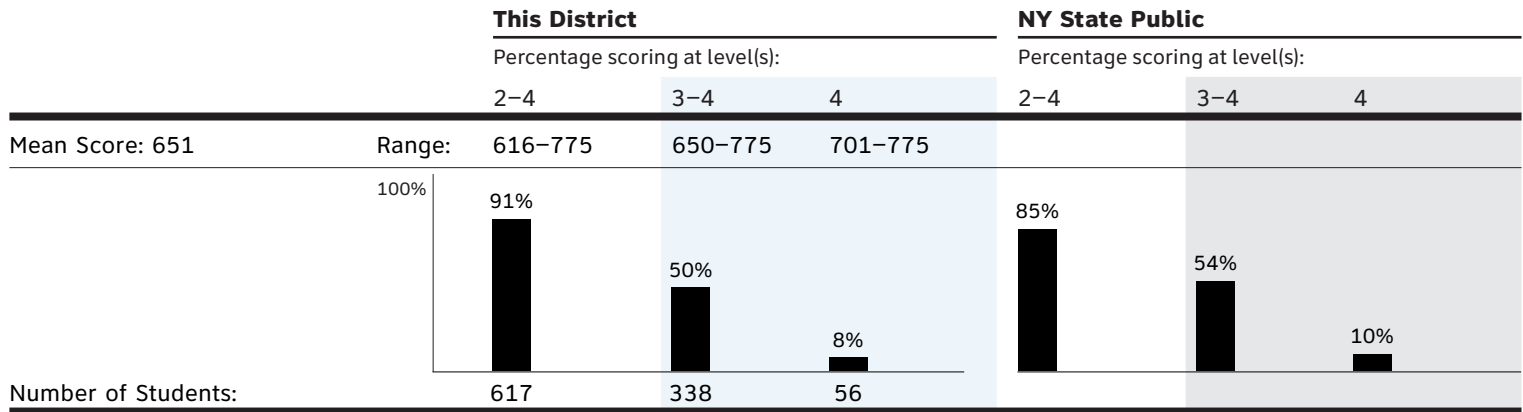
Other Assessments

	2005-06 School Year				2004-05 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	8	8	6	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	27	23	18	N/A	17	16	14	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	681	91%	50%	8%				
Female	322	94%	53%	7%				
Male	359	87%	46%	9%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	33	88%	39%	0%				
Hispanic or Latino	101	73%	29%	5%				
Asian or Native Hawaiian/Other Pacific Islander	12	-	-	-				
White	534	94%	54%	9%				
Small Group Totals	13	92%	54%	38%				
General-Education Students	601	95%	56%	9%				
Students with Disabilities	80	60%	5%	0%				
English Proficient	650	93%	52%	9%				
Limited English Proficient	31	48%	10%	0%				
Economically Disadvantaged	157	80%	34%	6%				
Not Disadvantaged	524	94%	54%	9%				
Migrant								
Not Migrant	681	91%	50%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

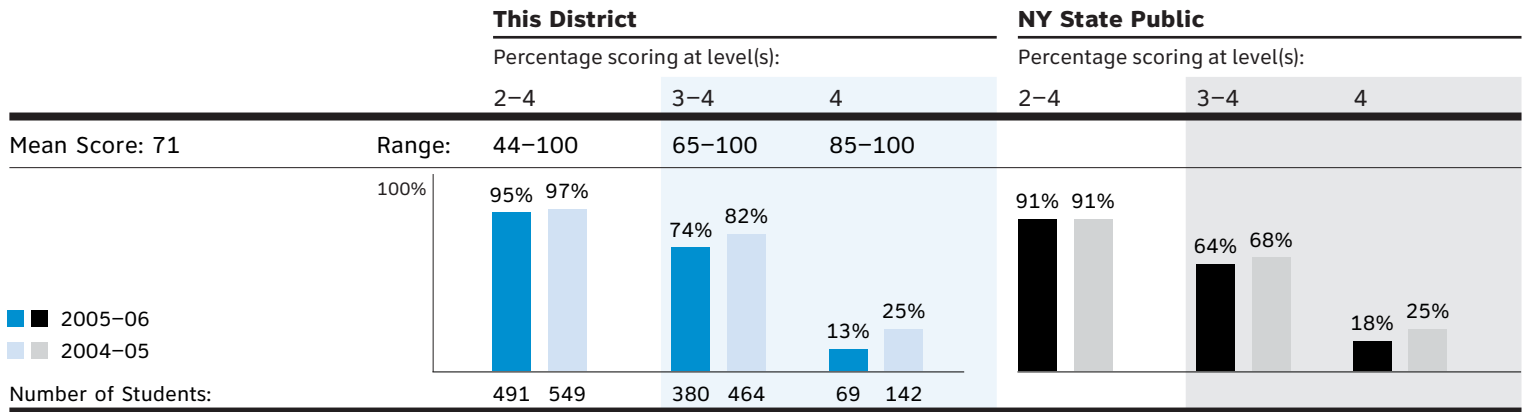
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Other Assessments

	2005-06 School Year				2004-05 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	9	9	8	6	5	5	3	2

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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
All Students	515	95%	74%	13%	565	97%	82%	25%
Female	236	96%	70%	9%	250	97%	80%	18%
Male	279	95%	77%	17%	315	97%	83%	31%
American Indian or Alaska Native	1	-	-	-				
Black or African American	32	91%	63%	3%	24	92%	75%	13%
Hispanic or Latino	90	83%	50%	3%	83	90%	61%	22%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	7	100%	100%	43%
White	386	98%	81%	17%	451	99%	86%	26%
Small Group Totals	7	100%	57%	14%				
General-Education Students	435	97%	78%	15%	461	99%	88%	30%
Students with Disabilities	80	86%	50%	4%	104	90%	57%	6%
English Proficient	484	97%	78%	14%	551	98%	84%	26%
Limited English Proficient	31	68%	13%	0%	14	57%	21%	0%
Economically Disadvantaged	135	88%	59%	6%	115	94%	69%	20%
Not Disadvantaged	380	98%	79%	16%	450	98%	86%	26%
Migrant								
Not Migrant	515	95%	74%	13%	565	97%	82%	25%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 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	8	7	7	6	5	5	3	2
Regents Science	166	165	164	92	173	173	173	119

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

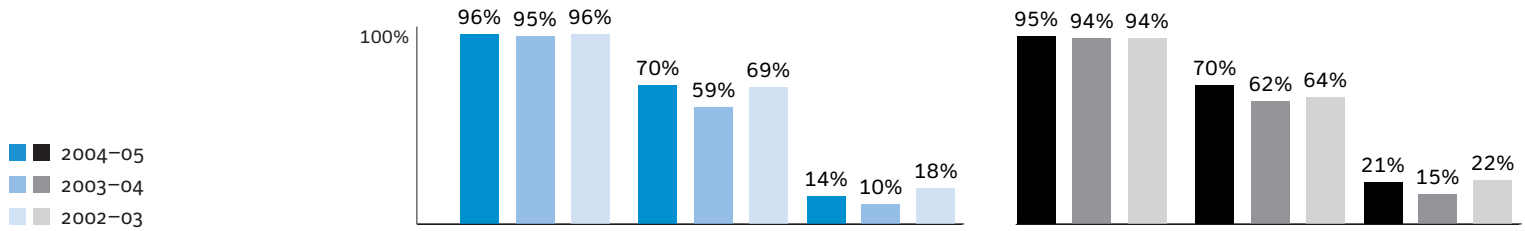
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	25	149	322	79	575	661
Feb 2004	31	247	339	66	683	652
Feb 2003	26	186	348	123	683	660

Grade 8

This School

Percentage scoring at level(s):

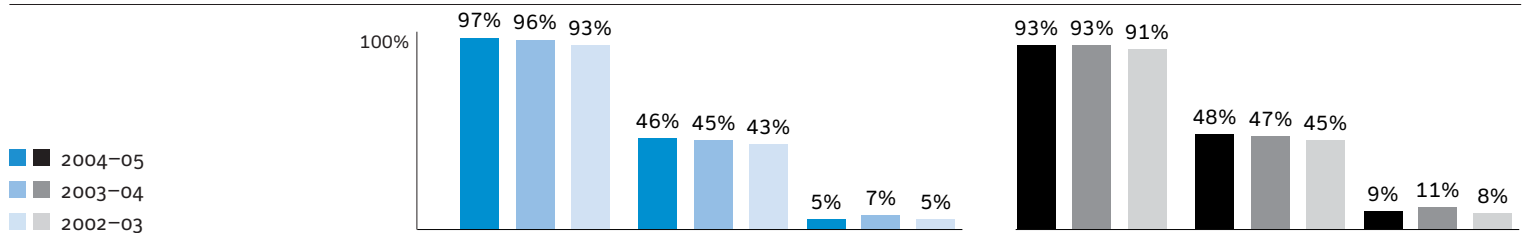
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	23	377	304	35	739	697
Jan 2004	32	383	291	50	756	697
Jan 2003	49	368	278	33	728	692

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

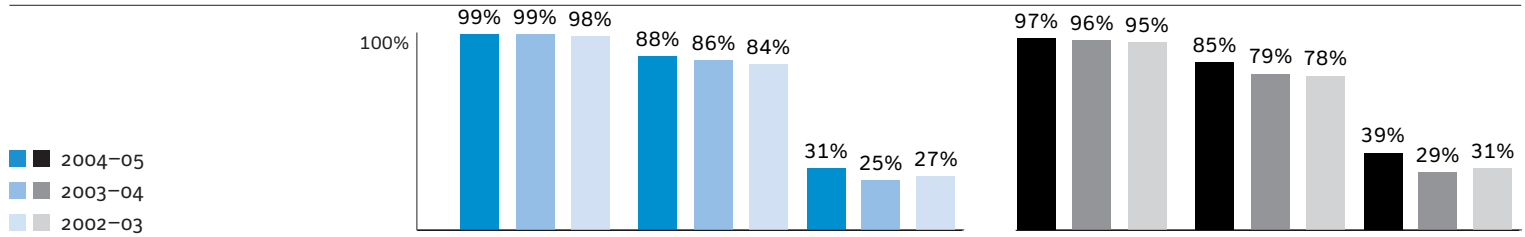
Percentage scoring at level(s):

2-4 3-4 4
 Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	9	64	342	190	605	666
May 2004	9	88	438	178	713	661
May 2003	11	101	403	189	704	662

Grade 8

This School

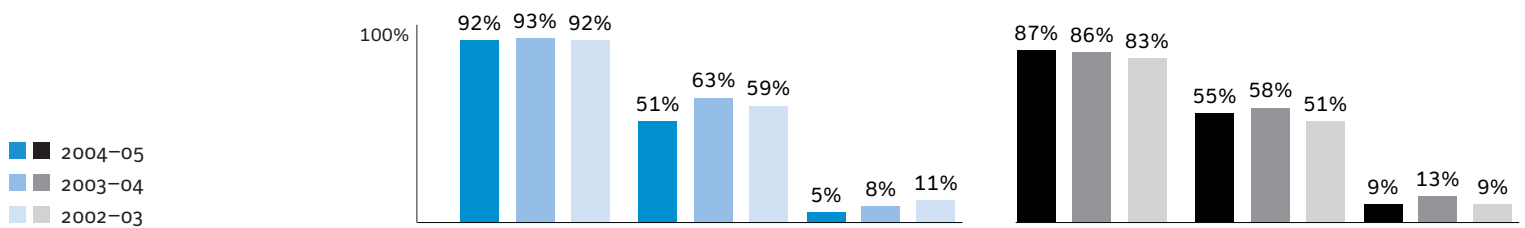
Percentage scoring at level(s):

2-4 3-4 4
 Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	60	305	348	34	747	716
May 2004	57	225	424	64	770	721
May 2003	62	237	354	83	736	722

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

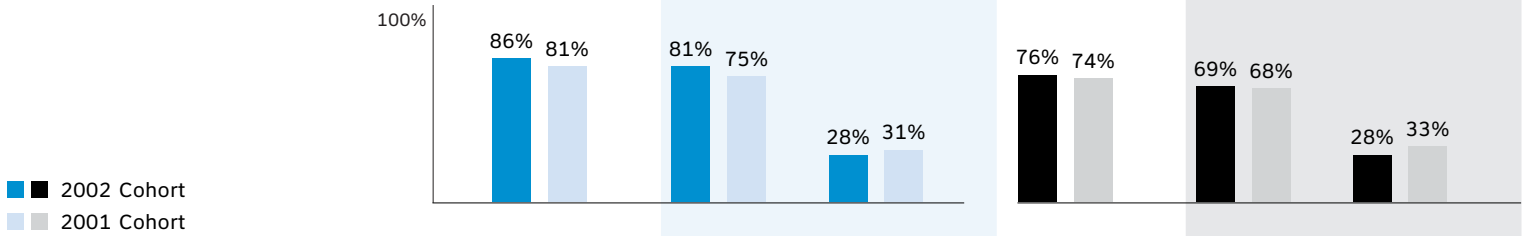
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	662	86%	81%	28%	662	81%	75%	31%
Female	311	89%	86%	38%	318	85%	80%	39%
Male	351	83%	75%	19%	344	78%	71%	23%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	30	70%	57%	17%	38	71%	63%	16%
Hispanic or Latino	64	70%	63%	13%	84	63%	56%	17%
Asian or Native Hawaiian/Other Pacific Islander	15	–	–	–	13	–	–	–
White	552	89%	84%	30%	526	85%	79%	34%
Small Group Totals	16	69%	63%	31%	14	79%	71%	21%
General-Education Students	613	91%	86%	30%	609	85%	79%	33%
Students with Disabilities	49	22%	16%	0%	53	34%	26%	0%
English Proficient	648	87%	82%	28%	637	83%	77%	32%
Limited English Proficient	14	21%	21%	7%	25	28%	24%	4%
Economically Disadvantaged	84	76%	67%	15%				
Not Disadvantaged	578	87%	83%	30%				
Migrant								
Not Migrant	662	86%	81%	28%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	5	5

* 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.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

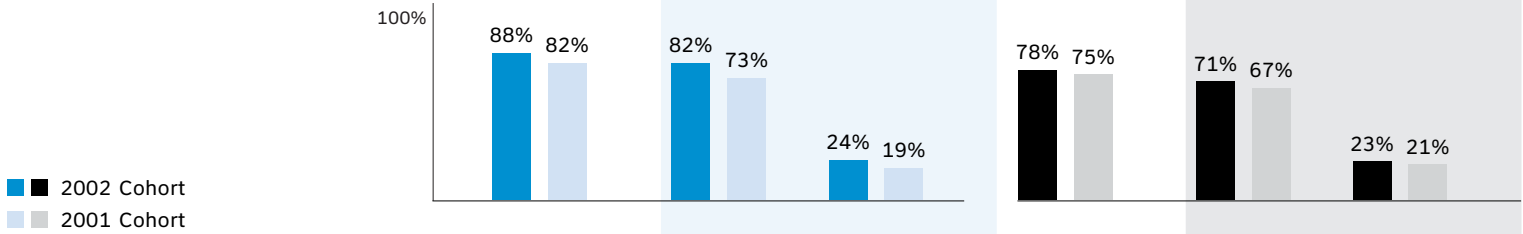
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	662	88%	82%	24%	662	82%	73%	19%
Female	311	91%	83%	24%	318	86%	77%	20%
Male	351	85%	80%	23%	344	78%	70%	17%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	30	70%	57%	13%	38	63%	50%	8%
Hispanic or Latino	64	69%	59%	9%	84	63%	51%	12%
Asian or Native Hawaiian/Other Pacific Islander	15	–	–	–	13	–	–	–
White	552	92%	86%	26%	526	87%	79%	20%
Small Group Totals	16	75%	75%	31%	14	71%	71%	29%
General-Education Students	613	92%	86%	25%	609	85%	78%	20%
Students with Disabilities	49	33%	24%	2%	53	42%	23%	2%
English Proficient	648	89%	83%	24%	637	84%	75%	19%
Limited English Proficient	14	43%	36%	0%	25	32%	20%	4%
Economically Disadvantaged	84	83%	73%	13%				
Not Disadvantaged	578	89%	83%	25%				
Migrant								
Not Migrant	662	88%	82%	24%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	5	5
	3	5
	3	4
	3	4

* 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.

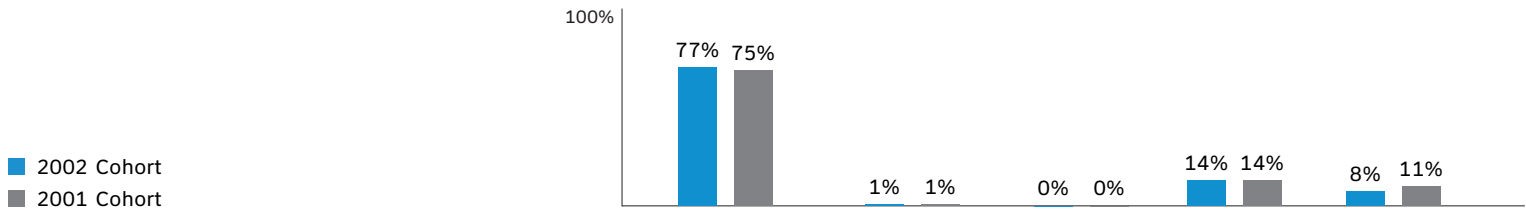
District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	662	77%	1%	0%	14%	8%
	2001	662	75%	1%	0%	14%	11%
Female	2002	311	84%	1%	0%	8%	7%
	2001	318	79%	1%	0%	10%	10%
Male	2002	351	71%	1%	0%	19%	10%
	2001	344	71%	1%	0%	17%	11%
American Indian or Alaska Native	2002	1	–	–	–	–	–
	2001	1	–	–	–	–	–
Black or African American	2002	30	53%	3%	3%	23%	17%
	2001	38	61%	3%	0%	21%	16%
Hispanic or Latino	2002	64	48%	0%	2%	34%	16%
	2001	84	51%	2%	0%	31%	15%
Asian or Native Hawaiian/Other Pacific Islander	2002	15	–	–	–	–	–
	2001	13	–	–	–	–	–
White	2002	552	82%	1%	0%	11%	7%
	2001	526	79%	1%	0%	10%	10%
Small Group Totals	2002	16	69%	0%	0%	6%	25%
	2001	14	71%	0%	0%	14%	14%
General-Education Students	2002	613	81%	0%	0%	11%	8%
	2001	609	79%	0%	0%	11%	10%
Students with Disabilities	2002	49	22%	10%	0%	51%	16%
	2001	53	25%	11%	0%	45%	19%
English Proficient	2002	648	78%	1%	0%	13%	8%
	2001	637	77%	1%	0%	13%	10%
Limited English Proficient	2002	14	14%	0%	0%	50%	36%
	2001	25	24%	0%	0%	40%	36%
Economically Disadvantaged	2002	84	60%	2%	0%	31%	7%
	2001	84	60%	2%	0%	31%	7%
Not Disadvantaged	2002	578	79%	1%	0%	11%	8%
	2001	578	79%	1%	0%	11%	8%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	662	77%	1%	0%	14%	8%
	2001	662	75%	1%	0%	14%	11%

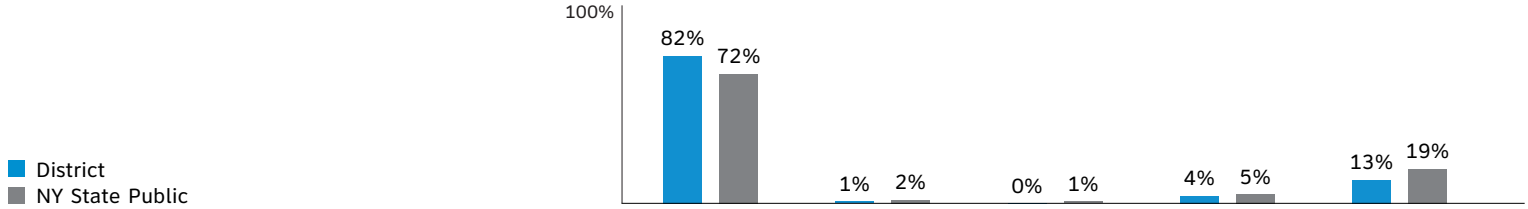
NOTES

The – symbol indicates that data for a group of students has 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.

District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	652	82%	1%	0%	4%	13%
Female	313	85%	1%	0%	4%	11%
Male	339	79%	1%	0%	4%	16%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	35	71%	0%	0%	6%	23%
Hispanic or Latino	82	65%	2%	1%	7%	24%
Asian or Native Hawaiian/Other Pacific Islander	14	79%	0%	0%	7%	14%
White	521	85%	1%	0%	3%	11%
Small Group Totals						
General-Education Students	612	84%	0%	0%	3%	13%
Students with Disabilities	40	40%	13%	3%	20%	25%
English Proficient	630	84%	1%	0%	3%	12%
Limited English Proficient	22	27%	0%	0%	14%	59%
Economically Disadvantaged	75	61%	4%	0%	9%	25%
Not Disadvantaged	577	84%	0%	0%	3%	12%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	652	82%	1%	0%	4%	13%

NOTES

The – symbol indicates that data for a group of students has 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.