



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

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

District ID **58-02-24-03-0000**

Superintendent **MICHAEL LOCANTORE**

Telephone **(631) 687-6380**

Grades **PK-12, UE, US**

This District's Report Card

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

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

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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

District Profile

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

Enrollment

	2008-09	2009-10	2010-11
Pre-K	216	216	216
Kindergarten	615	624	595
Grade 1	611	614	619
Grade 2	556	567	606
Grade 3	657	573	593
Grade 4	641	649	555
Grade 5	588	644	632
Grade 6	637	594	633
Ungraded Elementary	1	7	1
Grade 7	650	643	593
Grade 8	587	650	628
Grade 9	678	609	716
Grade 10	694	708	620
Grade 11	714	700	728
Grade 12	781	725	663
Ungraded Secondary	1	48	6
Total K-12	8411	8355	8188

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	23	23	22
Grade 8			
English	24	26	23
Mathematics	25	27	25
Science	24	27	23
Social Studies	24	27	24
Grade 10			
English	25	28	31
Mathematics	25	27	27
Science	25	28	26
Social Studies	22	23	26

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

District ID 58-02-24-03-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1407	17%	2034	24%	1656	20%
Reduced-Price Lunch	704	8%	769	9%	531	6%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	800	10%	849	10%	863	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	11	0%	18	0%	22	0%
Black or African American	419	5%	400	5%	399	5%
Hispanic or Latino	1940	23%	2080	25%	2287	28%
Asian or Native Hawaiian/Other Pacific Islander	194	2%	195	2%	190	2%
White	5811	69%	5589	67%	5224	64%
Multiracial	36	0%	73	1%	66	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	365	4%	372	4%	461	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	588	567	572
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	7%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	66%	69%	70%
Total Number of Core Classes	1507	1266	1312
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	2050	1847	1949
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	41%	32%
Turnover Rate of All Teachers	10%	18%	12%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	74	75	75
Total Paraprofessionals*	108	104	102
Assistant Principals	6	6	6
Principals	10	11	10

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	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	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✓ ^{SH}	✓ ^{SH}	—
Limited English Proficient	✗	✗	—	✗	✓ ^{SH}	—
Economically Disadvantaged	✗	✗	—	✓ ^{SH}	✓	—
Student groups making AYP in each subject	✗ 3 of 8	✗ 3 of 8	✓ 1 of 1	✗ 5 of 7	✗ 6 of 7	✓ 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) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts


























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 3 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11	2011–12
Accountability Groups								
All Students (3677:3568)			100%		136	120		
Ethnicity								
American Indian or Alaska Native (7:7)	–	–	–	–	–	–	–	–
Black or African American (188:177)			100%		113	114	114	122
Hispanic or Latino (1027:974)			100%		107	118	118	116
Asian or Native Hawaiian/Other Pacific Islander (98:95)			100%		172	112		
White (2338:2299)			100%		149	120		
Multiracial (19:16)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (483:515)			100%		81	117	95	93
Limited English Proficient (382:475)			99%		80	117	97	92
Economically Disadvantaged (1521:1456)			99%		113	119	119	122
Final AYP Determination		3 of 8						
Non-Accountability Groups								
Female (1866:1813)			100%		145	119		
Male (1811:1755)			100%		127	119		
Migrant (3:3)			–		–	–		


Symbols

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

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


























Elementary/Middle-Level Mathematics

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

Accountability Measures 3 of 8 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (3679:3580)			100%		147	135		
Ethnicity								
American Indian or Alaska Native (8:7)	–	–	–	–	–	–		–
Black or African American (188:177)			100%		122	129	129	130
Hispanic or Latino (1028:984)			100%		120	134	133	128
Asian or Native Hawaiian/Other Pacific Islander (98:95)			100%		182	127		
White (2338:2301)			100%		159	135		
Multiracial (19:16)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (483:516)			100%		100	132	102	110
Limited English Proficient (383:490)			100%		96	132	112	106
Economically Disadvantaged (1523:1469)			100%		125	134	134	133
Final AYP Determination	 3 of 8							
Non-Accountability Groups								
Female (1868:1817)			100%		148	134		
Male (1811:1763)			100%		145	134		
Migrant (3:3)			–		–	–		


Symbols

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

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

















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target		
							2010–11	2011–12		
Accountability Groups										
All Students (1209:1170)		Qualified		100%		184	100			
Ethnicity										
American Indian or Alaska Native (4:3)	–	–	–	–	–	–	–		–	
Black or African American (69:65)		Qualified		99%		178	100			
Hispanic or Latino (318:300)		Qualified		100%		168	100			
Asian or Native Hawaiian/Other Pacific Islander (28:27)	–	–	–	–	–	–	–		–	
White (785:771)		Qualified		100%		190	100			
Multiracial (5:4)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (157:168)		Qualified		99%		163	100			
Limited English Proficient (106:133)		Qualified		100%		148	100			
Economically Disadvantaged (469:446)		Qualified		100%		172	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (621:602)				100%		185	100			
Male (588:568)				100%		183	100			
Migrant (0:0)										


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

Secondary-Level English Language Arts





















Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

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

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (677:676)			100%		185	179	
Ethnicity							
American Indian or Alaska Native (3:2)	–	–	–	–	–	–	–
Black or African American (39:40)		–	–		183	168	
Hispanic or Latino (147:154)			99%		166	175	167† 169
Asian or Native Hawaiian/Other Pacific Islander (8:7)	–	–	–	–	–	–	–
White (479:472)			100%		192	178	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (61:75)			97%		157	172	148 161
Limited English Proficient (25:38)		–	–		126	167	135 133
Economically Disadvantaged (209:233)			100%		175	176	175 178
Final AYP Determination	 5 of 7						
Non-Accountability Groups							
Female (332:322)			100%		193	177	
Male (345:354)			99%		178	177	
Migrant (1:1)			–		–	–	


Symbols

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

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





















Secondary-Level Mathematics

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

Accountability Measures 6 of 7 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (677:676)			100%		187	176	
Ethnicity							
American Indian or Alaska Native (3:2)	–	–	–	–	–	–	–
Black or African American (39:40)		–	–		183	165	
Hispanic or Latino (147:154)			100%		171	172	162 [‡] 174
Asian or Native Hawaiian/Other Pacific Islander (8:7)	–	–	–	–	–	–	–
White (479:472)			100%		192	175	
Multiracial (1:1)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities (61:75)			100%		159	169	144 163
Limited English Proficient (25:38)		–	–		142	164	127 148
Economically Disadvantaged (209:233)			100%		180	173	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (332:322)			100%		192	174	
Male (345:354)			100%		182	174	
Migrant (1:1)			–		–	–	

Symbols

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

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










Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (695)			85%	80%	
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (35)			80%	80%	
Hispanic or Latino (120)			69%	80%	71%
Asian or Native Hawaiian/Other Pacific Islander (14)		—	—	—	
White (523)			89%	80%	
Multiracial (2)		—	—	—	
Other Groups					
Students with Disabilities (84)			58%	80%	58%
Limited English Proficient (40)			40%	80%	16%
Economically Disadvantaged (194)			76%	80%	75%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (332)			87%	80%	
Male (363)			83%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **88%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

4 schools identified 36% of total

BARTON ELEMENTARY SCHOOL
 CANAAN ELEMENTARY SCHOOL
 RIVER ELEMENTARY SCHOOL
 SOUTH OCEAN MIDDLE SCHOOL

Improvement (year 1) Basic

2 schools identified 18% of total

EAGLE ELEMENTARY SCHOOL
 OREGON MIDDLE SCHOOL

Improvement (year 1) Focused

2 schools identified 18% of total

SAXTON MIDDLE SCHOOL
 TREMONT ELEMENTARY SCHOOL

Improvement (year 2) Focused

2 schools identified 18% of total

BAY ELEMENTARY SCHOOL
 PATCHOGUE-MEDFORD HIGH SCHOOL

Corrective Action (year 1) Focused

1 school identified 9% of total

MEDFORD ELEMENTARY SCHOOL

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

Summary of 2010–11 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	53%			581
Grade 4	50%			551
Grade 5	44%			644
Grade 6	51%			627
Grade 7	41%			577
Grade 8	43%			621

Mathematics			
Grade 3	48%		581
Grade 4	52%		559
Grade 5	53%		644
Grade 6	57%		632
Grade 7	55%		583
Grade 8	64%		625

Science			
Grade 4	87%		559
Grade 8	79%		460

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	87%			714
Mathematics	86%			714

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

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

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

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

This District's N/RC Category:

Average Need Districts

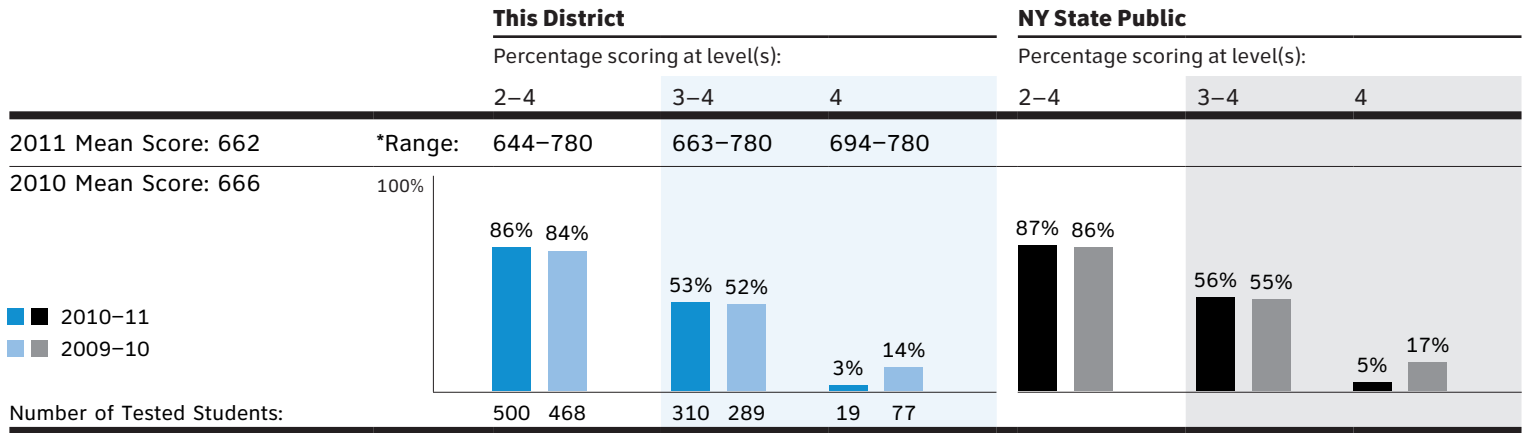
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	581	86%	53%	3%	555	84%	52%	14%
Female	289	89%	61%	4%	288	85%	54%	15%
Male	292	83%	46%	2%	267	84%	50%	12%
American Indian or Alaska Native	1	-	-	-				
Black or African American	26	77%	62%	0%	34	88%	41%	15%
Hispanic or Latino	198	75%	31%	0%	155	66%	28%	3%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	0%	15	-	-	-
White	336	92%	64%	6%	349	91%	62%	18%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	5	100%	80%	0%	17	100%	82%	18%
General-Education Students	518	89%	57%	4%	505	87%	55%	14%
Students with Disabilities	63	62%	24%	0%	50	54%	22%	12%
English Proficient	473	92%	63%	4%	468	90%	59%	16%
Limited English Proficient	108	62%	9%	0%	87	56%	13%	1%
Economically Disadvantaged	270	77%	37%	0%	213	76%	37%	7%
Not Disadvantaged	311	94%	68%	6%	342	89%	61%	18%
Migrant	1	-	-	-				
Not Migrant	580	-	-	-	555	84%	52%	14%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	8	7	5	7	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	1	N/A	N/A	N/A

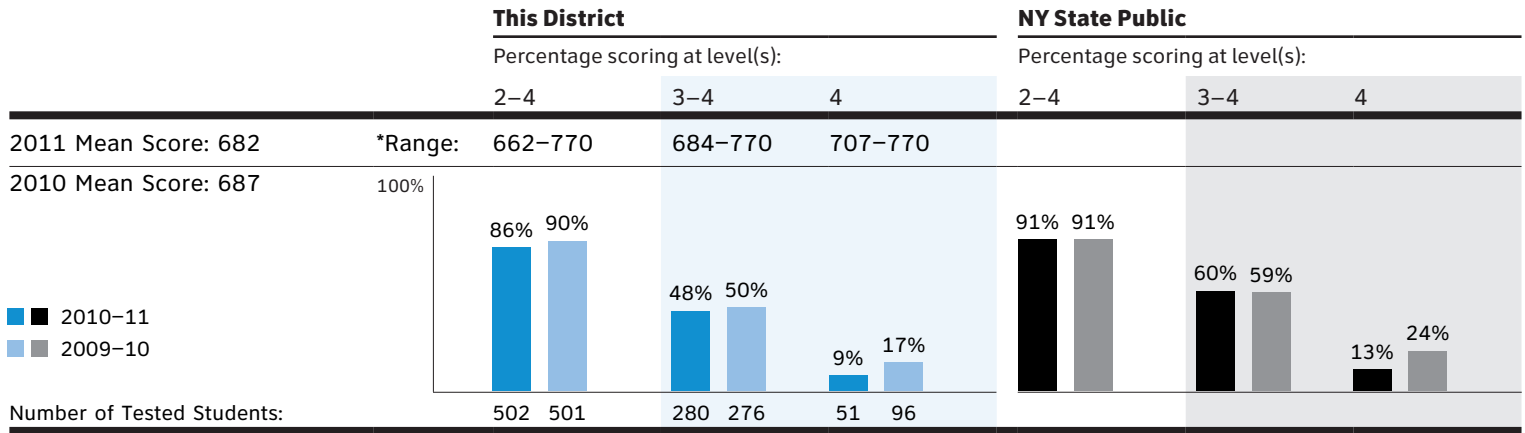
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	581	86%	48%	9%	555	90%	50%	17%
Female	288	86%	49%	9%	289	91%	49%	16%
Male	293	86%	48%	9%	266	90%	51%	19%
American Indian or Alaska Native	1	-	-	-				
Black or African American	26	88%	31%	0%	33	85%	45%	9%
Hispanic or Latino	199	76%	32%	3%	156	81%	28%	7%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	25%	15	-	-	-
White	335	91%	57%	12%	349	95%	59%	21%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	5	100%	20%	0%	17	100%	76%	41%
General-Education Students	518	89%	51%	10%	506	93%	53%	19%
Students with Disabilities	63	63%	27%	2%	49	65%	16%	4%
English Proficient	472	92%	56%	10%	467	94%	56%	20%
Limited English Proficient	109	64%	17%	2%	88	72%	15%	1%
Economically Disadvantaged	271	78%	31%	3%	214	87%	37%	11%
Not Disadvantaged	310	94%	63%	14%	341	92%	58%	21%
Migrant	1	-	-	-				
Not Migrant	580	-	-	-	555	90%	50%	17%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	9	6	7	7	5	3

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

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
2011 Mean Score: 667	*Range: 637-775	671-775	722-775			
2010 Mean Score: 667						
Number of Tested Students:	500	562	277	316	2	28

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	551	91%	50%	0%	642	88%	49%	4%
Female	285	92%	52%	0%	311	89%	54%	6%
Male	266	90%	49%	0%	331	86%	45%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	37	95%	41%	0%	35	80%	37%	9%
Hispanic or Latino	161	83%	28%	0%	183	77%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	18	-	-	-
White	335	94%	61%	0%	403	93%	58%	6%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	18	100%	78%	11%	21	90%	67%	10%
General-Education Students	494	94%	55%	0%	574	92%	54%	5%
Students with Disabilities	57	63%	5%	0%	68	53%	10%	0%
English Proficient	478	94%	57%	0%	555	91%	55%	5%
Limited English Proficient	73	71%	7%	0%	87	66%	13%	0%
Economically Disadvantaged	238	85%	34%	0%	252	78%	31%	2%
Not Disadvantaged	313	95%	63%	1%	390	94%	61%	6%
Migrant					1	-	-	-
Not Migrant	551	91%	50%	0%	641	-	-	-

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	4	4	4	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	6	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	6	N/A	N/A	N/A	2	N/A	N/A	N/A

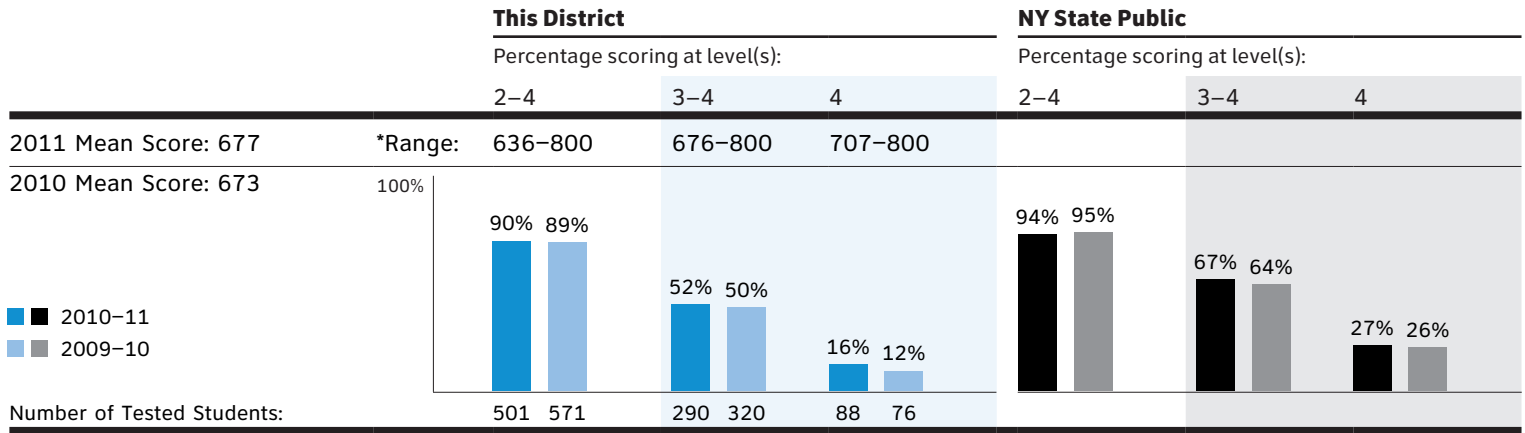
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	559	90%	52%	16%	643	89%	50%	12%
Female	289	90%	48%	13%	311	88%	52%	13%
Male	270	89%	56%	19%	332	90%	48%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	37	95%	38%	3%	34	76%	35%	9%
Hispanic or Latino	169	79%	27%	7%	186	80%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	18	-	-	-
White	335	94%	64%	20%	402	94%	59%	15%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	18	100%	78%	44%	21	100%	62%	24%
General-Education Students	501	92%	56%	18%	576	92%	55%	13%
Students with Disabilities	58	69%	16%	0%	67	63%	9%	3%
English Proficient	478	94%	60%	18%	553	92%	56%	14%
Limited English Proficient	81	65%	2%	0%	90	67%	13%	1%
Economically Disadvantaged	247	82%	33%	9%	254	80%	32%	4%
Not Disadvantaged	312	96%	67%	21%	389	95%	61%	17%
Migrant					1	-	-	-
Not Migrant	559	90%	52%	16%	642	-	-	-

NOTES

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

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

Other Assessments

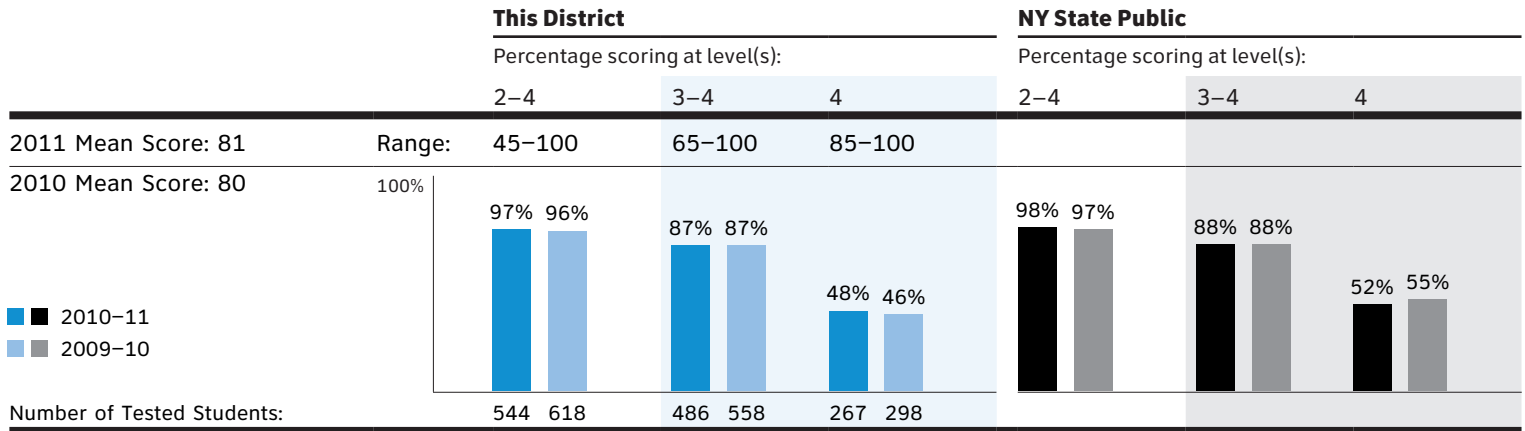
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	4	3	3	-	-	-

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	559	97%	87%	48%	643	96%	87%	46%
Female	288	97%	85%	47%	313	96%	85%	46%
Male	271	98%	89%	48%	330	96%	88%	47%
American Indian or Alaska Native					1	-	-	-
Black or African American	36	97%	92%	33%	34	85%	76%	35%
Hispanic or Latino	170	92%	72%	26%	186	91%	75%	24%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	19	-	-	-
White	335	100%	93%	59%	401	99%	93%	57%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	18	100%	100%	78%	22	95%	91%	59%
General-Education Students	501	97%	87%	50%	576	96%	88%	50%
Students with Disabilities	58	98%	86%	24%	67	94%	75%	18%
English Proficient	478	99%	93%	55%	552	98%	92%	53%
Limited English Proficient	81	86%	53%	5%	91	82%	53%	9%
Economically Disadvantaged	247	94%	78%	30%	255	92%	75%	29%
Not Disadvantaged	312	100%	94%	62%	388	99%	94%	58%
Migrant					1	-	-	-
Not Migrant	559	97%	87%	48%	642	-	-	-

NOTES

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

Other Assessments

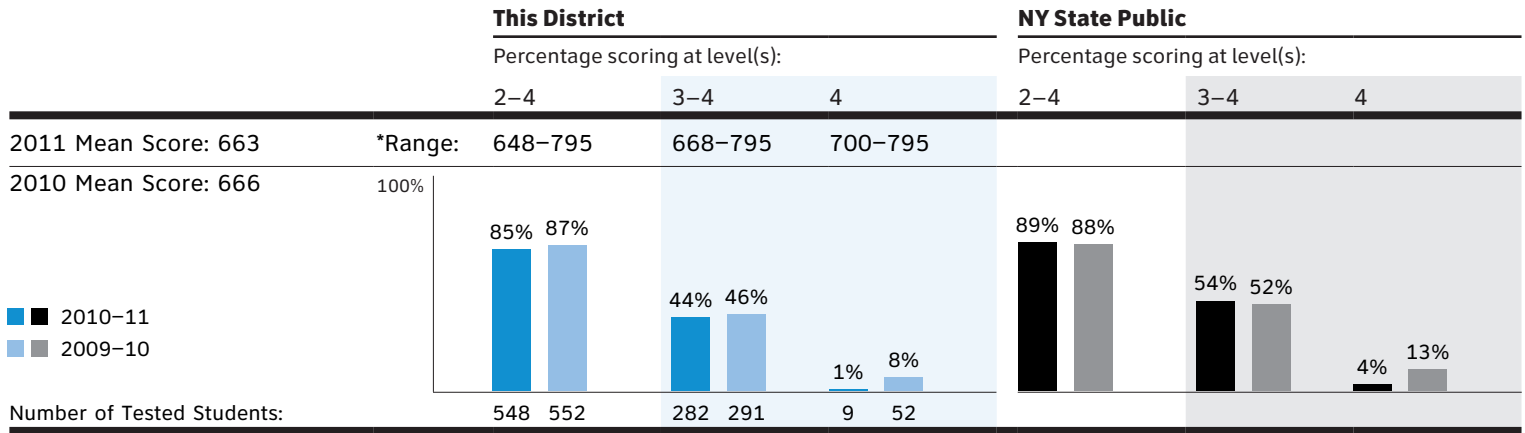
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	7	7	4	4	3	-	-	-

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	644	85%	44%	1%	633	87%	46%	8%
Female	312	87%	48%	1%	320	90%	53%	11%
Male	332	83%	39%	2%	313	85%	39%	5%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	36	67%	28%	3%	33	70%	24%	6%
Hispanic or Latino	192	74%	28%	1%	163	75%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	15	87%	60%	13%
White	394	92%	52%	1%	416	93%	53%	11%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	22	91%	73%	9%	6	83%	50%	0%
General-Education Students	568	90%	49%	2%	551	92%	51%	9%
Students with Disabilities	76	47%	5%	0%	82	54%	11%	1%
English Proficient	577	89%	49%	2%	576	90%	50%	9%
Limited English Proficient	67	51%	0%	0%	57	58%	5%	0%
Economically Disadvantaged	271	74%	27%	1%	238	78%	33%	5%
Not Disadvantaged	373	93%	56%	2%	395	93%	54%	10%
Migrant	1	-	-	-				
Not Migrant	643	-	-	-	633	87%	46%	8%

NOTES

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

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

Other Assessments

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

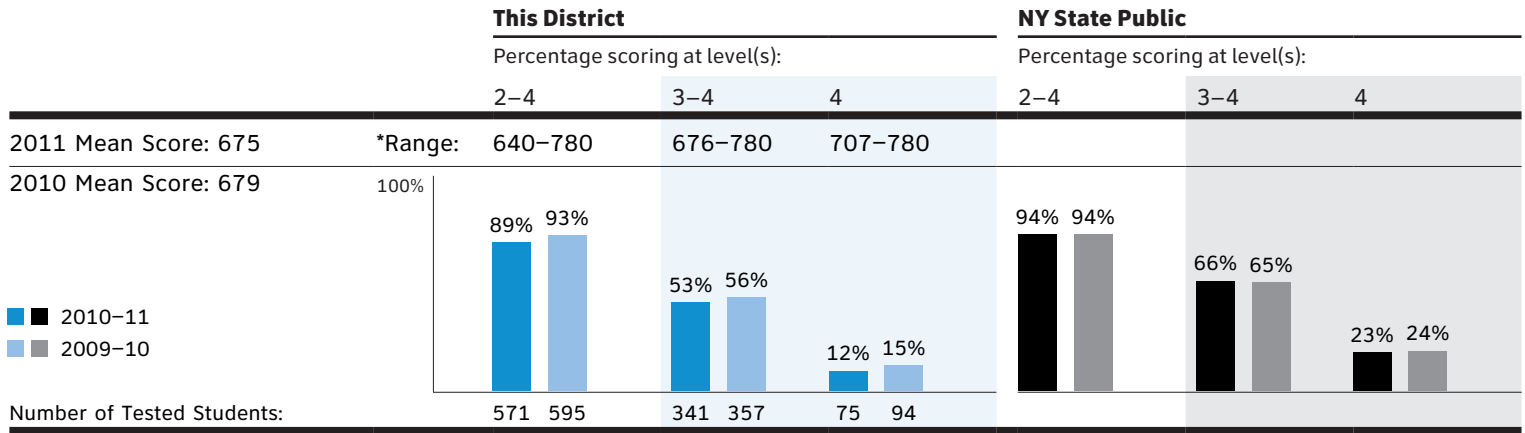
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	644	89%	53%	12%	638	93%	56%	15%
Female	312	87%	54%	13%	322	93%	56%	13%
Male	332	90%	52%	11%	316	93%	56%	17%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	36	78%	36%	11%	33	79%	27%	3%
Hispanic or Latino	192	80%	34%	4%	165	88%	45%	9%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	16	94%	69%	31%
White	394	94%	63%	15%	418	96%	62%	17%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	22	91%	68%	27%	6	100%	50%	0%
General-Education Students	568	92%	58%	13%	555	97%	62%	16%
Students with Disabilities	76	67%	13%	1%	83	70%	17%	4%
English Proficient	577	92%	58%	13%	576	95%	60%	16%
Limited English Proficient	67	58%	12%	1%	62	77%	21%	2%
Economically Disadvantaged	272	82%	38%	6%	242	88%	47%	12%
Not Disadvantaged	372	94%	64%	16%	396	96%	61%	17%
Migrant	1	-	-	-				
Not Migrant	643	-	-	-	638	93%	56%	15%

NOTES

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

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

Other Assessments

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

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

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
2011 Mean Score: 660	*Range: 644-785	662-785	694-785			
2010 Mean Score: 664						
Number of Tested Students:	546	545	322 338	9	25	

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	627	87%	51%	1%	590	92%	57%	4%
Female	317	91%	58%	2%	325	95%	60%	5%
Male	310	83%	45%	1%	265	89%	54%	3%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	31	74%	29%	0%	28	96%	32%	4%
Hispanic or Latino	165	73%	30%	0%	140	83%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	94%	56%	6%	18	-	-	-
White	410	94%	61%	2%	402	95%	67%	5%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	5	80%	60%	0%	20	95%	80%	10%
General-Education Students	534	93%	59%	2%	519	97%	64%	5%
Students with Disabilities	93	54%	9%	0%	71	61%	11%	0%
English Proficient	575	91%	56%	2%	548	95%	61%	5%
Limited English Proficient	52	44%	2%	0%	42	57%	5%	0%
Economically Disadvantaged	251	76%	33%	0%	200	87%	41%	1%
Not Disadvantaged	376	94%	64%	2%	390	95%	66%	6%
Migrant					1	-	-	-
Not Migrant	627	87%	51%	1%	589	-	-	-

NOTES

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

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

Other Assessments

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

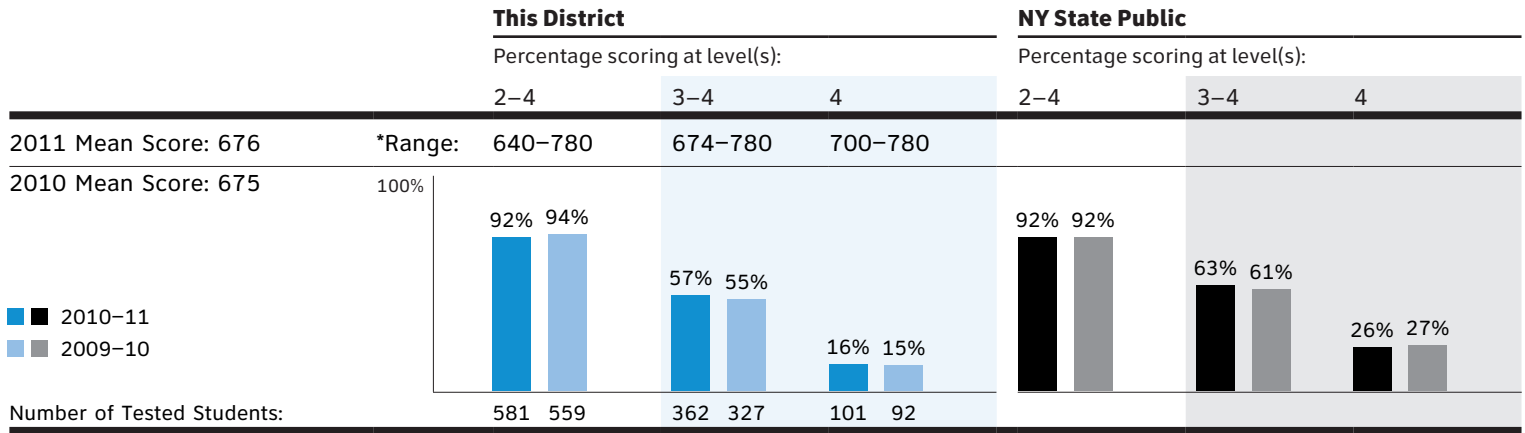
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	632	92%	57%	16%	594	94%	55%	15%
Female	319	93%	60%	17%	327	96%	55%	16%
Male	313	91%	55%	15%	267	92%	55%	15%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	31	77%	23%	3%	28	86%	43%	0%
Hispanic or Latino	168	83%	39%	9%	142	91%	37%	5%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	69%	31%	18	-	-	-
White	412	96%	67%	19%	404	96%	61%	20%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	5	100%	80%	0%	20	100%	90%	30%
General-Education Students	539	95%	64%	18%	523	97%	60%	17%
Students with Disabilities	93	72%	18%	3%	71	70%	18%	3%
English Proficient	575	95%	62%	18%	549	95%	58%	17%
Limited English Proficient	57	61%	9%	0%	45	78%	16%	2%
Economically Disadvantaged	255	86%	40%	9%	203	89%	42%	6%
Not Disadvantaged	377	96%	69%	21%	391	97%	62%	20%
Migrant					1	-	-	-
Not Migrant	632	92%	57%	16%	593	-	-	-

NOTES

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

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

Other Assessments

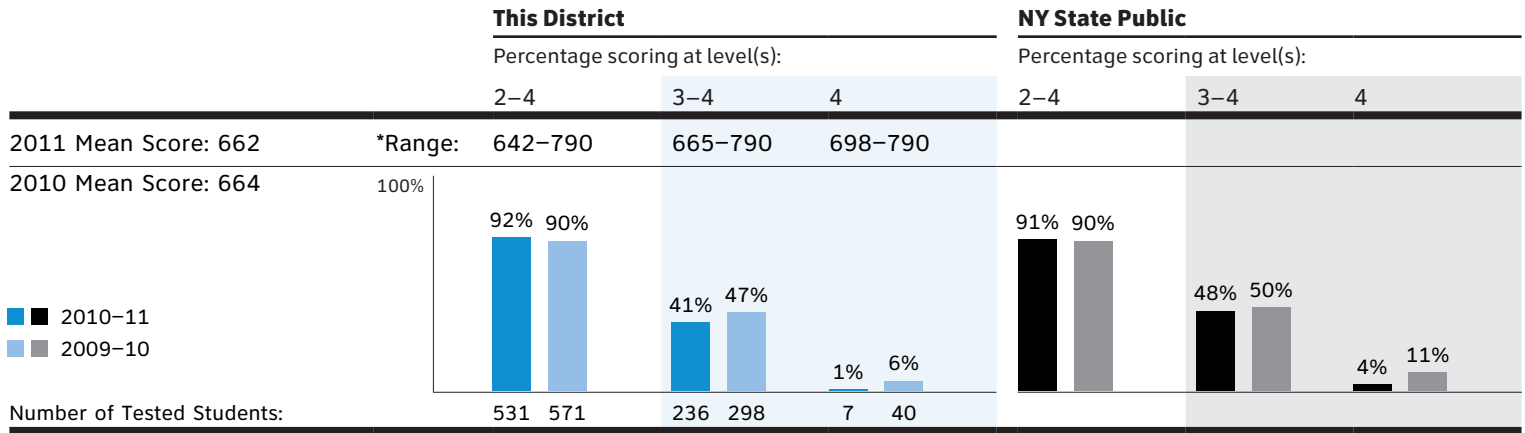
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	5	5	3	3

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	577	92%	41%	1%	634	90%	47%	6%
Female	311	95%	46%	1%	329	95%	55%	8%
Male	266	89%	35%	2%	305	85%	39%	4%
American Indian or Alaska Native					4	-	-	-
Black or African American	26	77%	15%	0%	31	84%	26%	3%
Hispanic or Latino	140	84%	24%	1%	134	87%	33%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-	11	100%	64%	0%
White	390	96%	47%	1%	451	91%	52%	8%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	21	95%	71%	5%	7	100%	71%	14%
General-Education Students	510	96%	46%	1%	559	95%	52%	7%
Students with Disabilities	67	64%	4%	0%	75	51%	7%	1%
English Proficient	542	94%	43%	1%	606	92%	49%	7%
Limited English Proficient	35	57%	3%	0%	28	54%	4%	0%
Economically Disadvantaged	240	87%	31%	0%	195	86%	34%	3%
Not Disadvantaged	337	96%	48%	2%	439	92%	53%	8%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	576	-	-	-	633	-	-	-

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	7	6	13	13	12	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	4	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	4	N/A	N/A	N/A	1	N/A	N/A	N/A

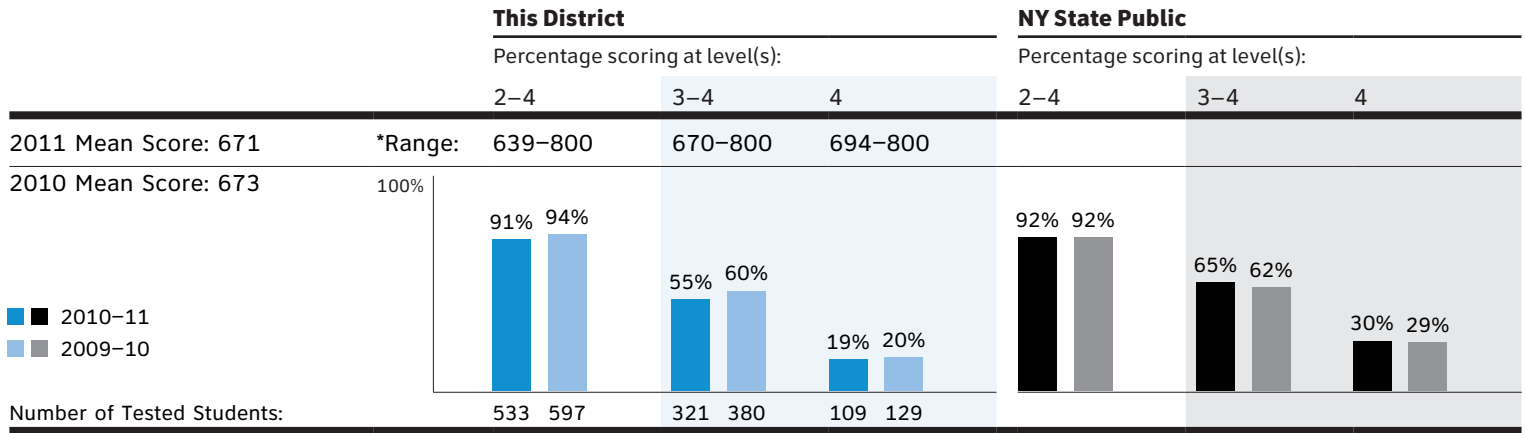
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	583	91%	55%	19%	634	94%	60%	20%
Female	314	93%	55%	19%	329	95%	61%	22%
Male	269	89%	55%	18%	305	93%	58%	19%
American Indian or Alaska Native					4	-	-	-
Black or African American	26	85%	19%	0%	31	90%	48%	13%
Hispanic or Latino	143	85%	41%	12%	134	92%	51%	10%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	11	100%	82%	36%
White	392	94%	61%	21%	451	95%	62%	23%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	22	95%	77%	45%	7	100%	86%	29%
General-Education Students	516	95%	60%	21%	559	98%	65%	23%
Students with Disabilities	67	64%	16%	3%	75	68%	19%	1%
English Proficient	542	93%	58%	20%	606	95%	62%	21%
Limited English Proficient	41	68%	17%	0%	28	79%	18%	0%
Economically Disadvantaged	245	86%	40%	10%	195	92%	54%	13%
Not Disadvantaged	338	95%	66%	25%	439	95%	63%	23%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	582	-	-	-	633	-	-	-

NOTES

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

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

Other Assessments

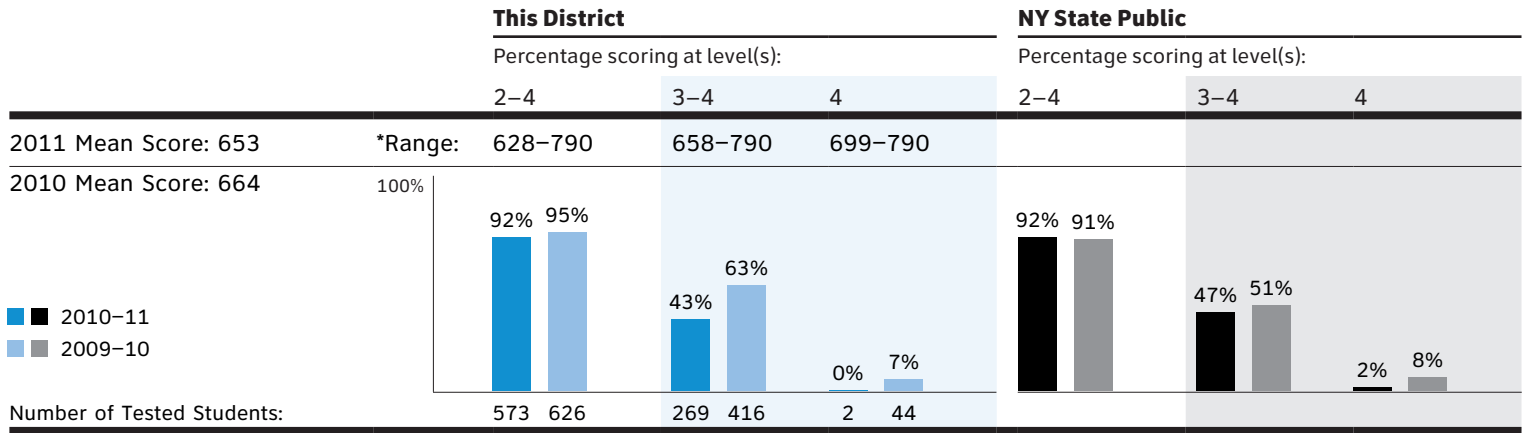
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	7	6	0	13	12	11	7

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	621	92%	43%	0%	661	95%	63%	7%
Female	318	97%	53%	1%	338	97%	72%	7%
Male	303	87%	33%	0%	323	92%	54%	6%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	29	79%	28%	0%	28	93%	36%	0%
Hispanic or Latino	137	89%	28%	0%	121	92%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	12	100%	75%	0%	20	95%	75%	20%
White	438	94%	48%	0%	483	96%	67%	8%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	5	80%	60%	0%	9	89%	78%	0%
General-Education Students	543	96%	48%	0%	584	98%	70%	8%
Students with Disabilities	78	67%	8%	0%	77	69%	6%	0%
English Proficient	600	94%	45%	0%	641	96%	64%	7%
Limited English Proficient	21	52%	0%	0%	20	55%	15%	0%
Economically Disadvantaged	207	86%	30%	0%	193	90%	49%	5%
Not Disadvantaged	414	95%	50%	0%	468	97%	69%	7%
Migrant					1	-	-	-
Not Migrant	621	92%	43%	0%	660	-	-	-

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	13	12	9	11	11	11	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A

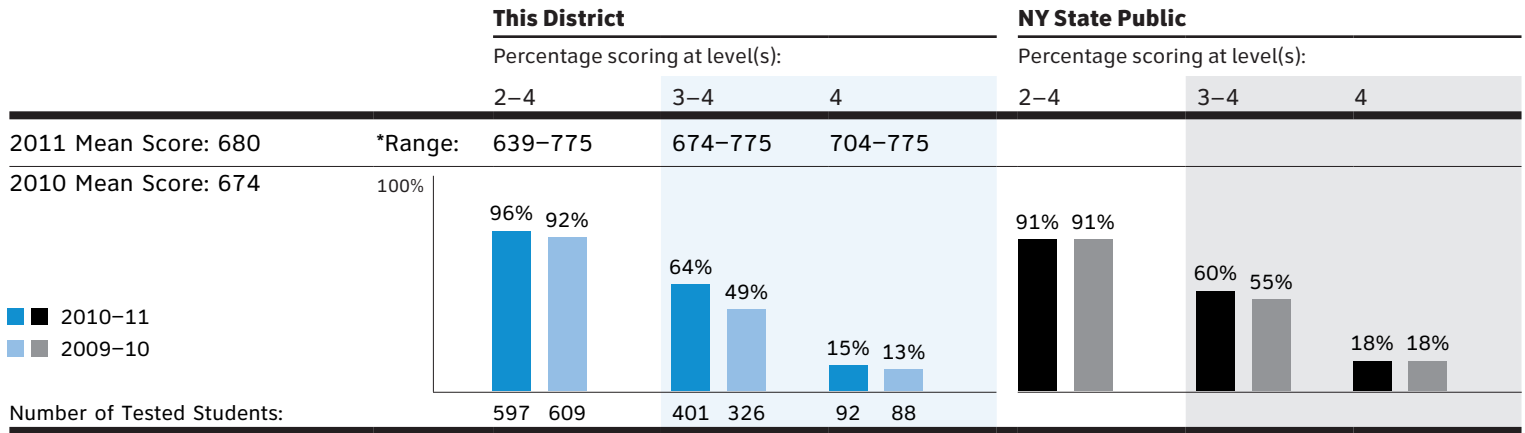
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	625	96%	64%	15%	662	92%	49%	13%
Female	322	96%	68%	16%	338	94%	55%	13%
Male	303	95%	60%	14%	324	90%	43%	13%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	29	97%	48%	7%	28	82%	29%	0%
Hispanic or Latino	138	91%	54%	7%	122	85%	43%	7%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	31%	20	95%	60%	45%
White	439	97%	67%	17%	483	94%	52%	14%
Multiracial	2	-	-	-	5	-	-	-
Small Group Totals	6	83%	67%	17%	9	78%	56%	22%
General-Education Students	547	97%	71%	17%	585	96%	55%	15%
Students with Disabilities	78	82%	18%	1%	77	58%	6%	0%
English Proficient	601	96%	66%	15%	641	94%	51%	14%
Limited English Proficient	24	83%	13%	0%	21	43%	10%	0%
Economically Disadvantaged	210	91%	55%	7%	193	84%	40%	12%
Not Disadvantaged	415	98%	69%	19%	469	95%	53%	14%
Migrant					1	-	-	-
Not Migrant	625	96%	64%	15%	661	-	-	-

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	11	11	4	11	11	9	4

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

This District's Results in Grade 8 Science

This District

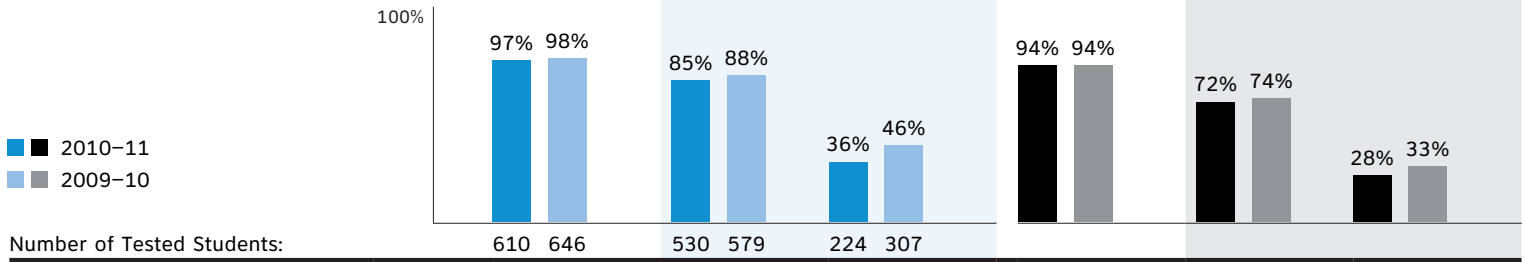
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

610 646 530 579 224 307

Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	460	97%	79%	25%	498	97%	84%	40%
Female	223	97%	83%	20%	242	98%	85%	39%
Male	237	96%	76%	30%	256	96%	82%	40%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	26	100%	69%	19%	28	96%	57%	7%
Hispanic or Latino	123	93%	75%	17%	104	94%	77%	35%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	12	92%	92%	42%
White	299	98%	82%	28%	349	98%	88%	44%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	12	92%	75%	42%	5	80%	60%	40%
General-Education Students	385	98%	86%	28%	423	99%	91%	43%
Students with Disabilities	75	89%	44%	8%	75	87%	45%	17%
English Proficient	436	98%	82%	26%	477	98%	86%	41%
Limited English Proficient	24	75%	25%	0%	21	81%	38%	5%
Economically Disadvantaged	179	95%	70%	15%	167	94%	75%	29%
Not Disadvantaged	281	98%	85%	31%	331	98%	88%	45%
Migrant					1	-	-	-
Not Migrant	460	97%	79%	25%	497	-	-	-

NOTES

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

Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	14	14	13	10	11	11	9	9
Regents Science	166	166	165	110	163	163	162	110

4 Overview of District Performance

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

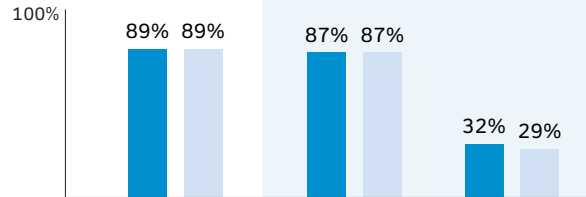
District ID **58-02-24-03-0000**

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

This District

Percentage scoring at level(s):

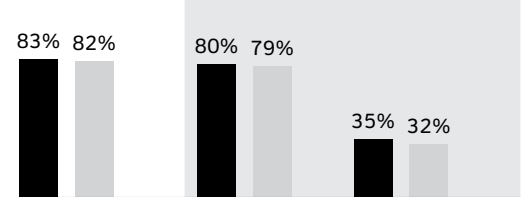
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

Results by Student Group

	2007 Cohort			2006 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	714	89%	87%	32%	696	89%	87%	29%
Female	339	95%	93%	37%	332	91%	89%	36%
Male	375	84%	81%	26%	364	87%	85%	22%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	44	80%	75%	11%	35	83%	71%	11%
Hispanic or Latino	169	79%	75%	20%	120	78%	75%	11%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	14	-	-	-
White	489	94%	92%	37%	524	92%	91%	34%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	12	92%	92%	50%	17	88%	88%	41%
General-Education Students	628	93%	92%	36%	624	94%	93%	32%
Students with Disabilities	86	60%	50%	0%	72	49%	39%	1%
English Proficient	678	91%	89%	33%	662	91%	89%	30%
Limited English Proficient	36	50%	44%	0%	34	53%	53%	0%
Economically Disadvantaged	254	82%	79%	18%	194	80%	77%	15%
Not Disadvantaged	460	93%	91%	39%	502	92%	91%	34%
Migrant	1	-	-	-				
Not Migrant	713	-	-	-	696	89%	87%	29%

NOTES

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

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

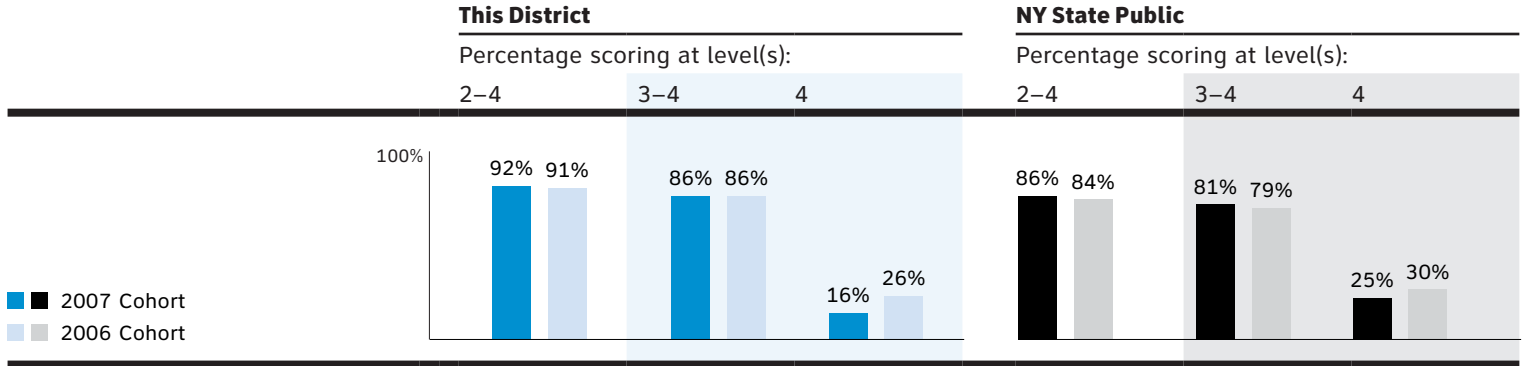
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

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

District ID **58-02-24-03-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	714	92%	86%	16%	696	91%	86%	26%
Female	339	96%	91%	17%	332	92%	89%	27%
Male	375	89%	82%	14%	364	89%	84%	24%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	44	84%	75%	7%	35	83%	74%	17%
Hispanic or Latino	169	85%	74%	7%	120	79%	70%	10%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	14	-	-	-
White	489	95%	91%	19%	524	94%	91%	29%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	12	100%	100%	17%	17	94%	76%	41%
General-Education Students	628	96%	92%	18%	624	94%	92%	29%
Students with Disabilities	86	66%	44%	1%	72	61%	36%	0%
English Proficient	678	93%	88%	16%	662	93%	88%	27%
Limited English Proficient	36	67%	50%	0%	34	53%	44%	0%
Economically Disadvantaged	254	88%	79%	7%	194	83%	74%	16%
Not Disadvantaged	460	94%	90%	20%	502	94%	91%	29%
Migrant	1	-	-	-				
Not Migrant	713	-	-	-	696	91%	86%	26%

NOTES

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

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

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