



The New York State Accountability Report 2011-12

DISTRICT: PATCHOGUE-MEDFORD
UNION FREE SCHOOL
DISTRICT
DISTRICT ID: 580224030000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	3602	100%
American Indian or Alaska Native	—	7	—
Black or African American	✓	175	100%
Hispanic or Latino	✓	1075	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	102	100%
White	✓	2221	100%
Multiracial	—	22	—
Students With Disabilities	✓	467	100%
Limited English Proficient	✓	380	100%
Economically Disadvantaged	✓	1594	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	3520	143	148	145
American Indian or Alaska Native	—	5	—	—	—
Black or African American	✓	166	126	122	122
Hispanic or Latino	✗	1038	116	129	119
Asian or Native Hawaiian/Other Pacific Islander	✓	97	170	155	155
White	✓	2197	156	162	156
Multiracial	—	17	—	—	—
Students With Disabilities	✗	488†	86†	96	96
Limited English Proficient	✗	500‡	86‡	105	96
Economically Disadvantaged	✗	1553	122	131	125

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	3595	100%
Not Black or African American	3427	100%
Not Hispanic or Latino	2527	100%
Not Asian or Native Hawaiian/Other Pacific Islander	3500	100%
Not White	1381	100%
Not Multiracial	3580	100%
General Education	3135	100%
English Proficient	3222	100%
Not Economically Disadvantaged	2008	100%
Male	1795	100%
Female	1807	100%
Migrant	1	—
Not Migrant	3601	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	3515	143
Not Black or African American	3354	144
Not Hispanic or Latino	2482	154
Not Asian or Native Hawaiian/Other Pacific Islander	3423	142
Not White	1323	121
Not Multiracial	3503	143
General Education	3062	152
English Proficient	3159	151
Not Economically Disadvantaged	1967	160
Male	1754	136
Female	1766	150
Migrant	1	—
Not Migrant	3519	143

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	3602	100%
American Indian or Alaska Native	—	7	—
Black or African American	✓	175	100%
Hispanic or Latino	✓	1076	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	102	100%
White	✓	2220	100%
Multiracial	—	22	—
Students With Disabilities	✓	467	100%
Limited English Proficient	✓	379	100%
Economically Disadvantaged	✓	1593	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	3524	152	162	156
American Indian or Alaska Native	—	5	—	—	—
Black or African American	X	166	128	134	134
Hispanic or Latino	X	1044	130	147	134
Asian or Native Hawaiian/Other Pacific Islander	✓	97	187	175	175
White	X	2195	163	172	166
Multiracial	—	17	—	—	—
Students With Disabilities	X	488†	102†	117	117
Limited English Proficient	X	506‡	104‡	135	115
Economically Disadvantaged	X	1556	133	148	137

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	3595	100%
Not Black or African American	3427	100%
Not Hispanic or Latino	2526	100%
Not Asian or Native Hawaiian/Other Pacific Islander	3500	100%
Not White	1382	100%
Not Multiracial	3580	100%
General Education	3135	100%
English Proficient	3223	100%
Not Economically Disadvantaged	2009	100%
Male	1796	100%
Female	1806	100%
Migrant	1	—
Not Migrant	3601	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	3519	152
Not Black or African American	3358	153
Not Hispanic or Latino	2480	161
Not Asian or Native Hawaiian/Other Pacific Islander	3427	151
Not White	1329	134
Not Multiracial	3507	152
General Education	3066	160
English Proficient	3157	159
Not Economically Disadvantaged	1968	167
Male	1758	150
Female	1766	153
Migrant	1	—
Not Migrant	3523	152

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1189	100%
American Indian or Alaska Native	—	3	—
Black or African American	✓	55	100%
Hispanic or Latino	✓	365	100%
Asian or Native Hawaiian/Other Pacific Islander	—	31	—
White	✓	728	100%
Multiracial	—	7	—
Students With Disabilities	✓	142	100%
Limited English Proficient	✓	133	100%
Economically Disadvantaged	✓	545	100%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	1160	183	176	176
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	52	165	148	148
Hispanic or Latino	✓	354	165	159	159
Asian or Native Hawaiian/Other Pacific Islander	—	29	—	—	—
White	✓	719	193	187	187
Multiracial	—	4	—	—	—
Students With Disabilities	✓	150†	160†	146	146
Limited English Proficient	✓	165‡	145‡	142	142
Economically Disadvantaged	✓	531	173	163	163

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1186	100%
Not Black or African American	1134	100%
Not Hispanic or Latino	824	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1158	100%
Not White	461	100%
Not Multiracial	1182	100%
General Education	1047	100%
English Proficient	1056	100%
Not Economically Disadvantaged	644	100%
Male	570	99%
Female	619	100%
Migrant	1	—
Not Migrant	1188	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1158	183
Not Black or African American	1108	184
Not Hispanic or Latino	806	191
Not Asian or Native Hawaiian/Other Pacific Islander	1131	183
Not White	441	167
Not Multiracial	1156	183
General Education	1021	187
English Proficient	1031	189
Not Economically Disadvantaged	629	192
Male	556	182
Female	604	184
Migrant	1	—
Not Migrant	1159	183

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	670	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	50	100%
Hispanic or Latino	✓	150	100%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	459	100%
Multiracial	—	0	—
Students With Disabilities	✓	72	97%
Limited English Proficient	—	32	—
Economically Disadvantaged	✓	192	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	670	164	155	155
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	45	147	120	120
Hispanic or Latino	✓	139	146	128	128
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✓	473	171	169	169
Multiracial	—	1	—	—	—
Students With Disabilities	✓	90†	92†	87	87
Limited English Proficient	—	25	—	—	—
Economically Disadvantaged	✓	201	145	133	133

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	669	100%
Not Black or African American	620	100%
Not Hispanic or Latino	520	100%
Not Asian or Native Hawaiian/Other Pacific Islander	660	100%
Not White	211	100%
Not Multiracial	670	100%
General Education	598	100%
English Proficient	638	100%
Not Economically Disadvantaged	478	100%
Male	345	99%
Female	325	100%
Migrant	0	—
Not Migrant	670	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	668	164
Not Black or African American	625	165
Not Hispanic or Latino	531	169
Not Asian or Native Hawaiian/Other Pacific Islander	660	164
Not White	197	147
Not Multiracial	669	164
General Education	590	175
English Proficient	645	168
Not Economically Disadvantaged	469	172
Male	341	153
Female	329	175
Migrant	0	—
Not Migrant	670	164

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	670	100%
American Indian or Alaska Native	—	1	—
Black or African American	✓	50	100%
Hispanic or Latino	✓	150	99%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
White	✓	459	100%
Multiracial	—	0	—
Students With Disabilities	✓	72	97%
Limited English Proficient	—	32	—
Economically Disadvantaged	✓	192	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	670	127	132	131
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	45	111	89	89
Hispanic or Latino	✓	139	104	99	99
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✗	473	135	149	140
Multiracial	—	1	—	—	—
Students With Disabilities	✓	90†	76†	72	72
Limited English Proficient	—	25	—	—	—
Economically Disadvantaged	✓	201	110	107	107

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	669	100%
Not Black or African American	620	100%
Not Hispanic or Latino	520	100%
Not Asian or Native Hawaiian/Other Pacific Islander	660	100%
Not White	211	100%
Not Multiracial	670	100%
General Education	598	100%
English Proficient	638	100%
Not Economically Disadvantaged	478	100%
Male	345	99%
Female	325	100%
Migrant	0	—
Not Migrant	670	100%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	668	128
Not Black or African American	625	129
Not Hispanic or Latino	531	134
Not Asian or Native Hawaiian/Other Pacific Islander	660	127
Not White	197	109
Not Multiracial	669	128
General Education	590	135
English Proficient	645	130
Not Economically Disadvantaged	469	135
Male	341	123
Female	329	132
Migrant	0	—
Not Migrant	670	127

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	143	152	164	127	147
American Indian or Alaska Native	—	—	—	—	—
Black or African American	126	128	147	111	128
Hispanic or Latino	116	130	146	104	124
Asian or Native Hawaiian/Other Pacific Islander	170	187	—	—	179
White	156	163	171	135	156
Multiracial	—	—	—	—	—
Students With Disabilities	86	102	92	76	89
Limited English Proficient	86	104	—	—	95
Economically Disadvantaged	122	133	145	110	128

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	714	85%	80%	80%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✗	44	73%	80%	80%
Hispanic or Latino	✓	169	71%	80%	70%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
White	✓	489	91%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✗	89†	53%†	80%	60%
Limited English Proficient	✓	44‡	45%‡	80%	44%
Economically Disadvantaged	✗	254	76%	80%	77%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	709	88%	80%	80%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	34	88%	80%	80%
Hispanic or Latino	✗	125	75%	80%	80%
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	✓	531	90%	80%	80%
Multiracial	—	3	—	—	—
Students With Disabilities	✗	92†	59%†	80%	65%
Limited English Proficient	✗	41‡	63%‡	80%	68%
Economically Disadvantaged	✓	186	81%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT

DISTRICT ID: 580224030000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	712	85%	707	88%
Not Black or African American	670	86%	675	88%
Not Hispanic or Latino	545	90%	584	90%
Not Asian or Native Hawaiian/Other Pacific Islander	705	85%	695	87%
Not White	225	72%	178	79%
Not Multiracial	713	85%	706	88%
General Education	628	90%	628	92%
English Proficient	678	88%	676	89%
Not Economically Disadvantaged	460	90%	523	90%
Male	375	79%	372	86%
Female	339	92%	337	90%
Migrant	1	—	0	—
Not Migrant	713	85%	709	88%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 28%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 3%, which did not exceed the State average of 3%.