



# The New York State Report Card 2011–12

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
School ID **58-02-24-03-0008**  
District **PATCHOGUE-MEDFORD UNION FREE SCHOOL DISTRICT**  
Principal **RANDY RUSIELEWICZ**  
Telephone **(631) 687-6500**  
Grades **9-12, US**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

## This report includes:

- 1 Profile**  
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**  
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**  
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

### 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](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
School ID **58-02-24-03-0008**

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

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	609	716	633
Grade 10	708	620	707
Grade 11	700	728	614
Grade 12	725	663	656
Ungraded Secondary	31	0	36
<b>Total K-12</b>	<b>2773</b>	<b>2727</b>	<b>2646</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	25	31	31
Mathematics	25	27	31
Science	25	26	29
Social Studies	22	26	28

## 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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## 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.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	592	21%	463	17%	710	27%
Reduced Price Lunch	274	10%	179	7%	251	9%
Limited English Proficient	147	5%	138	5%	120	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	10	0%	9	0%
Black or African American	160	6%	155	6%	143	5%
Hispanic or Latino	565	20%	591	22%	588	22%
Asian or Native Hawaiian/Other Pacific Islander	46	2%	50	2%	52	2%
White	1987	72%	1916	70%	1848	70%
Multiracial	11	0%	5	0%	6	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	276	10%	318	11%	242	9%

## 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.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*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.

# 1 Profile

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	163	162	146
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer than Three Years of Experience	4%	1%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	73%	74%	79%
<b>Total Number of Core Classes</b>	609	594	552
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	803	791	687
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	35%	42%	50%
Turnover Rate of All Teachers	15%	7%	15%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	16	21	20
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	3	3	3
Principals	1	1	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, 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.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*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.

# 2 Student Performance

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **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.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

## **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

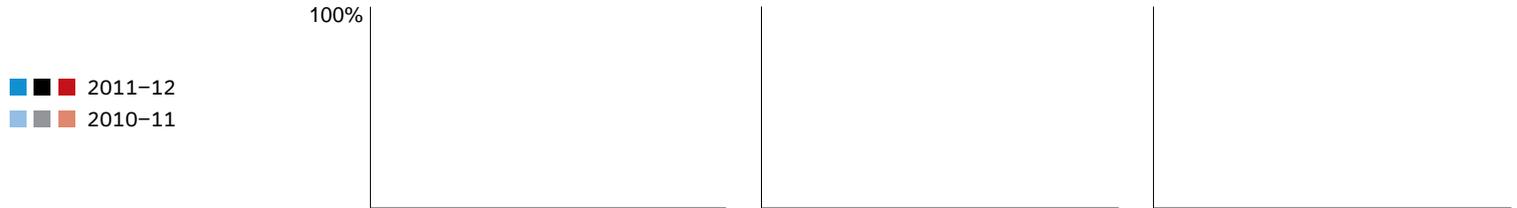
School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
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## Results in Grade 8 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

\*Range:



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

### 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 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments	2011-12 School Year			2010-11 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	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	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.

# 2 Student Performance

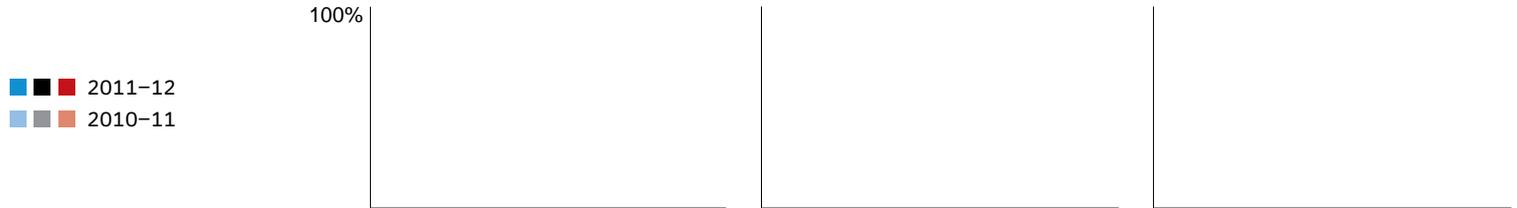
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## Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

\*Range:



■ 2011-12  
 ■ 2010-11

Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

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Other Assessments	2011-12 School Year			2010-11 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	1	-	-	-	1	-	-	-

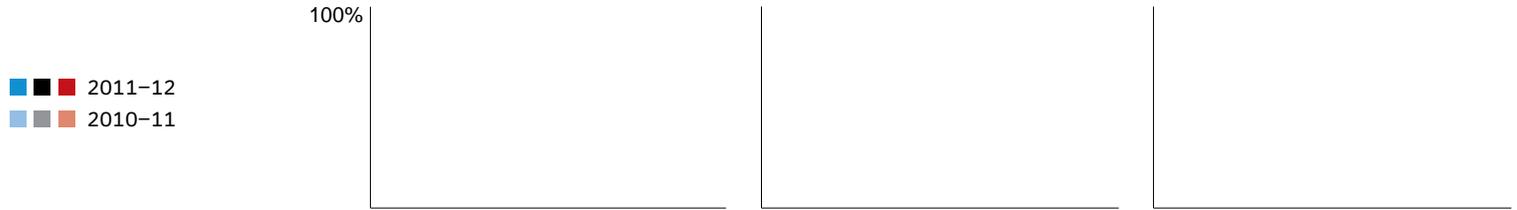
# 2 Student Performance

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
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## Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

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### Other Assessments

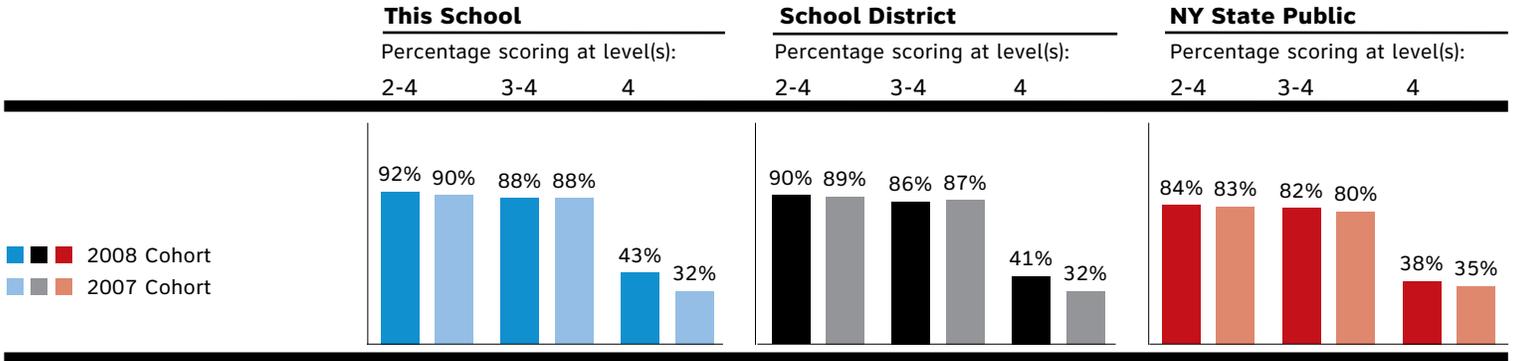
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	1	-	-	-
Regents Science	0				0			

# 2 Student Performance

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

## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 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
<b>All Students</b>	<b>689</b>	<b>92%</b>	<b>88%</b>	<b>43%</b>	<b>701</b>	<b>90%</b>	<b>88%</b>	<b>32%</b>
Female	342	94%	91%	50%	337	95%	93%	38%
Male	347	90%	85%	35%	364	86%	83%	27%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	43	93%	91%	35%	43	81%	77%	12%
Hispanic or Latino	153	84%	77%	22%	168	79%	76%	20%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	9	-	-	-
White	478	94%	92%	50%	478	95%	93%	38%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	15	80%	80%	47%	12	92%	92%	50%
General-Education Students	619	93%	91%	47%	628	93%	92%	36%
Students with Disabilities	70	79%	61%	4%	73	63%	51%	0%
English Proficient	656	93%	91%	45%	665	92%	90%	34%
Limited English Proficient	33	58%	36%	0%	36	50%	44%	0%
Economically Disadvantaged	215	84%	80%	27%	251	83%	80%	18%
Not Disadvantaged	474	95%	92%	50%	450	94%	92%	40%
Migrant					1	-	-	-
Not Migrant	689	92%	88%	43%	700	-	-	-

### NOTES

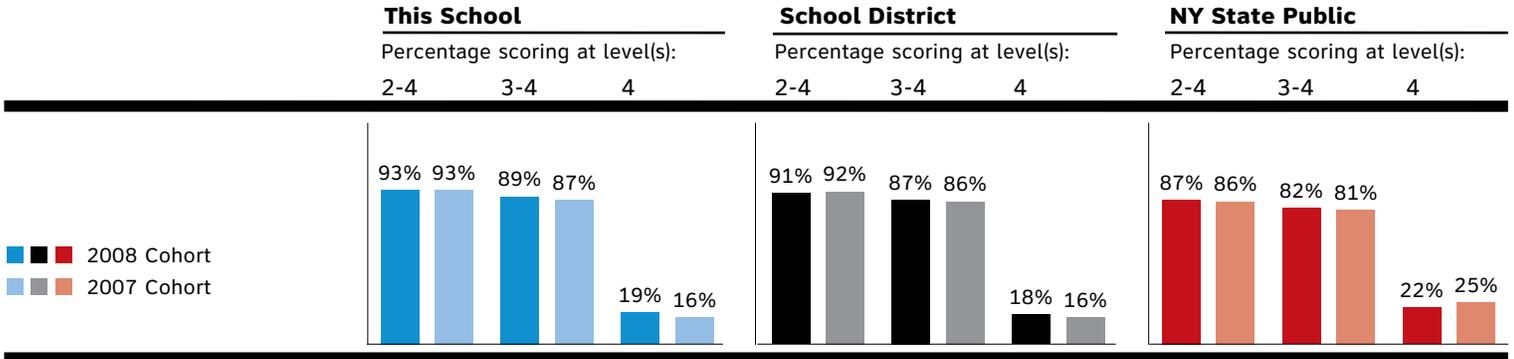
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# 2 Student Performance

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## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



### Results by Student Group

	2008 Cohort			2007 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
<b>All Students</b>	<b>689</b>	<b>93%</b>	<b>89%</b>	<b>19%</b>	<b>701</b>	<b>93%</b>	<b>87%</b>	<b>16%</b>
Female	342	94%	90%	21%	337	96%	91%	18%
Male	347	91%	88%	16%	364	91%	83%	14%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	43	93%	93%	7%	43	86%	77%	7%
Hispanic or Latino	153	84%	78%	8%	168	85%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	9	-	-	-
White	478	96%	93%	22%	478	96%	92%	20%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	15	93%	80%	53%	12	100%	100%	17%
General-Education Students	619	95%	93%	21%	628	96%	92%	18%
Students with Disabilities	70	70%	53%	0%	73	71%	45%	1%
English Proficient	656	95%	92%	19%	665	94%	89%	17%
Limited English Proficient	33	58%	42%	3%	36	67%	50%	0%
Economically Disadvantaged	215	89%	83%	10%	251	88%	79%	7%
Not Disadvantaged	474	95%	92%	22%	450	96%	91%	21%
Migrant					1	-	-	-
Not Migrant	689	93%	89%	19%	700	-	-	-

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## 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	689	4%	47%	40%	619	1%	48%	44%	70	30%	44%	3%
<b>U.S. History and Government</b>	689	1%	35%	54%	619	0%	33%	59%	70	10%	54%	9%
<b>Science</b>	689	3%	47%	43%	619	2%	46%	47%	70	14%	57%	7%

## New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	6	0	0	0	6
Mathematics	6	0	0	1	5
Social Studies	6	0	0	0	6
Science	6	0	0	0	6

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# 2 Student Performance

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## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	629	96%	89%	37%	551	98%	93%	41%	78	79%	63%	5%
	2010-11	701	96%	89%	41%	633	97%	93%	45%	68	85%	54%	6%
	2009-10	626	93%	90%	36%	562	95%	93%	40%	64	73%	59%	2%
Integrated Algebra	2011-12	582	90%	72%	5%	504	93%	76%	5%	78	69%	44%	0%
	2010-11	730	89%	65%	2%	624	92%	69%	3%	106	74%	40%	0%
	2009-10	827	84%	68%	3%	693	87%	72%	3%	134	69%	46%	0%
Geometry	2011-12	500	97%	82%	25%	490	97%	82%	26%	10	100%	80%	10%
	2010-11	446	94%	85%	21%	434	94%	85%	22%	12	92%	92%	0%
	2009-10	465	94%	83%	17%	459	94%	83%	18%	6	67%	33%	0%
Algebra 2/Trigonometry	2011-12	357	69%	50%	22%	353	—	—	—	4	—	—	—
	2010-11	349	80%	67%	13%	346	—	—	—	3	—	—	—
	2009-10	378	64%	49%	14%	375	—	—	—	3	—	—	—
Global History and Geography	2011-12	746	94%	88%	36%	653	96%	93%	40%	93	76%	49%	10%
	2010-11	697	93%	84%	30%	608	95%	89%	33%	89	80%	48%	6%
	2009-10	737	89%	80%	38%	669	91%	84%	41%	68	74%	41%	7%
U.S. History and Government	2011-12	624	98%	95%	54%	551	99%	99%	58%	73	90%	71%	16%
	2010-11	655	97%	95%	57%	603	98%	97%	61%	52	96%	81%	13%
	2009-10	658	97%	93%	60%	595	98%	95%	65%	63	89%	70%	11%
Living Environment	2011-12	698	95%	87%	39%	615	97%	91%	42%	83	81%	60%	12%
	2010-11	768	95%	87%	42%	683	96%	90%	46%	85	85%	64%	7%
	2009-10	717	94%	88%	31%	641	95%	91%	33%	76	82%	64%	13%
Physical Setting/Earth Science	2011-12	361	97%	89%	35%	347	97%	90%	36%	14	93%	86%	21%
	2010-11	284	97%	92%	32%	274	97%	92%	31%	10	100%	90%	60%
	2009-10	294	96%	87%	31%	286	96%	87%	31%	8	88%	75%	0%
Physical Setting/Chemistry	2011-12	274	93%	76%	19%	272	—	—	—	2	—	—	—
	2010-11	261	96%	80%	12%	260	—	—	—	1	—	—	—
	2009-10	365	95%	74%	13%	363	—	—	—	2	—	—	—
Physical Setting/Physics	2011-12	130	80%	64%	16%	130	80%	64%	16%	0	—	—	—
	2010-11	146	84%	75%	26%	144	—	—	—	2	—	—	—
	2009-10	161	81%	67%	15%	160	—	—	—	1	—	—	—

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# 2 Student Performance

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
 School ID **58-02-24-03-0008**

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

## Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	22	55%	2	—	20	—
	2010-11	33	55%	0	—	33	55%
	2009-10	34	38%	0	—	34	38%
Science	2011-12	15	67%	0	—	15	67%
	2010-11	6	50%	1	—	5	—
	2009-10	10	30%	0	—	10	30%
Reading	2011-12	9	44%	1	—	8	—
	2010-11	7	71%	0	—	7	71%
	2009-10	23	70%	1	—	22	—
Writing	2011-12	9	78%	1	—	8	—
	2010-11	5	100%	0	—	5	100%
	2009-10	19	89%	0	—	19	89%
Global Studies	2011-12	29	21%	0	—	29	21%
	2010-11	24	25%	4	—	20	—
	2009-10	22	0%	3	—	19	—
U.S. History and Government	2011-12	8	38%	0	—	8	38%
	2010-11	7	57%	1	—	6	—
	2009-10	11	18%	2	—	9	—

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# 2 Student Performance

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
 School ID **58-02-24-03-0008**

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

## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities							
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:						
			Begin.	Interm.	Adv.		Prof.	Begin.	Interm.		Adv.	Prof.	Begin.	Interm.	Adv.	Prof.	
<b>Listening and Speaking (Grades K-1)</b>	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
<b>Reading and Writing (Grades K-1)</b>	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
<b>Listening and Speaking (Grades 2-4)</b>	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
<b>Reading and Writing (Grades 2-4)</b>	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
<b>Listening and Speaking (Grades 5-6)</b>	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
<b>Reading and Writing (Grades 5-6)</b>	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
<b>Listening and Speaking (Grades 7-8)</b>	2011-12	0				0				0							
	2010-11	1	—	—	—	—	0				1	—	—	—	—		
	2009-10	0				0				0							
<b>Reading and Writing (Grades 7-8)</b>	2011-12	0				0				0							
	2010-11	1	—	—	—	—	0				1	—	—	—	—		
	2009-10	0				0				0							
<b>Listening and Speaking (Grades 9-12)</b>	2011-12	116	8%	35%	15%	42%	101	9%	39%	16%	37%	15	0%	13%	7%	80%	
	2010-11	122	7%	33%	30%	30%	110	8%	32%	32%	28%	12	0%	42%	17%	42%	
	2009-10	138	5%	38%	18%	38%	126	6%	40%	19%	35%	12	0%	17%	8%	75%	
<b>Reading and Writing (Grades 9-12)</b>	2011-12	115	20%	47%	26%	7%	100	22%	49%	23%	6%	15	7%	33%	47%	13%	
	2010-11	121	17%	56%	18%	8%	109	17%	54%	19%	9%	12	17%	75%	8%	0%	
	2009-10	138	13%	50%	25%	12%	126	13%	51%	24%	12%	12	8%	42%	33%	17%	

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# 3 Student Outcomes

School **PATCHOGUE-MEDFORD HIGH SCHOOL**  
 School ID **58-02-24-03-0008**

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

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	633		580		53	
	2010-11	644		598		46	
	2009-10	641		601		40	
<b>Receiving a Regents Diploma</b>	2011-12	595	94%	569	98%	26	49%
	2010-11	570	89%	551	92%	19	41%
	2009-10	563	88%	553	92%	10	25%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	213	34%	213	37%	0	0%
	2010-11	204	32%	202	34%	2	4%
	2009-10	145	23%	144	24%	1	3%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	5	N/A	0		5	N/A
	2010-11	4	N/A	0		4	N/A
	2009-10	7	N/A	0		7	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	76	3%	58	2%	18	6%
	2010-11	79	3%	66	3%	13	4%
	2009-10	68	2%	52	2%	16	5%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	0	0%	0	0%	0	0%
	2010-11	0	0%	0	0%	0	0%
	2009-10	1	0%	1	0%	0	0%
<b>Total Non-completers</b>	2011-12	76	3%	58	2%	18	6%
	2010-11	79	3%	66	3%	13	4%
	2009-10	69	2%	53	2%	16	5%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	233	37%	233	40%	0	0%
<b>To 2-year College</b>	290	45%	257	44%	33	57%
<b>To Other Post-secondary</b>	20	3%	15	3%	5	9%
<b>To the Military</b>	14	2%	13	2%	1	2%
<b>To Employment</b>	79	12%	62	11%	17	29%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	2	0%	0	0%	2	3%