

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-24-03-0008
 Name: Patchogue-Medford High School
 Principal: Frances Candia

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	9
Tenth	643	607	625
Eleventh	556	598	609
Twelfth	479	518	595
Ungraded Secondary	196	206	168
Total K-12 Enrollment	1874	1929	2006

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	37	2.0%	43	2.2%	44	2.2%
Black (Not Hispanic)	147	7.8%	150	7.8%	77	3.8%
Hispanic	267	14.2%	254	13.2%	236	11.8%
White (Not Hispanic)	1423	75.9%	1482	76.8%	1649	82.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	24	28
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	23	24
Mathematics Grade 10	24	21	22
Science Grade 10	21	22	22
Social Studies Grade 10	22	23	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	54	2.9%	74	3.8%	55	2.7%
Eligible for Free Lunch	296	15.8%	136	7.0%	258	12.9%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.4%		91.4%		93.8%
Student Suspensions	244	13.4%	220	11.7%	268	13.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.6%	3.3%	6.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	94%	100%	92%

Staff Counts

Staff	2002–2003
Total Teachers	124
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	481	271	56%	458	308	67%	513	360	70%
Students with Disabilities	22	1	5%	38	4	11%	49	0	0%
All Students	503	272	54%	496	312	63%	562	360	64%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	252	233	5	14	58	0
Percent	45%	41%	1%	2%	10%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
49	0	20	69

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			31		59	
	Entered GED Program*			5		0	
	Total Noncompleters			36		59	
Students with Disabilities	Dropped Out			7		8	
	Entered GED Program*			0		0	
	Total Noncompleters			7		8	
All Students	Dropped Out	39	2.1%	38	2.0%	67	3.3%
	Entered GED Program*	4	0.2%	5	0.3%	0	0.0%
	Total Noncompleters	43	2.3%	43	2.2%	67	3.3%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		100	133
	Number of Students with Disabilities		120	168
	Number of All Students		220	301
	Percent of Enrollment		11%	15%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	5	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	3	#	60	78%
Science	0	0%	9	89%	14	64%
Reading	0	0%	1	#	7	57%
Writing	0	0%	2	#	8	62%
Global Studies	20	65%	5	100%	21	43%
U.S. Hist & Gov't	42	43%	5	80%	21	86%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	67	84%	5	100%	24	79%
Science	14	50%	5	80%	13	62%
Reading	33	79%	24	75%	33	91%
Writing	31	90%	22	86%	29	86%
Global Studies	29	14%	11	73%	29	59%
U.S. Hist & Gov't	31	26%	11	100%	22	82%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	579	623	579	57	69	56
Number Scoring 55–100	535	585	536	32	45	28
Number Scoring 65–100	461	547	507	11	26	19
Number Scoring 85–100	73	243	216	0	1	1
Percentage of Tested Scoring 55–100	92%	94%	93%	56%	65%	50%
Percentage of Tested Scoring 65–100	80%	88%	88%	19%	38%	34%
Percentage of Tested Scoring 85–100	13%	39%	37%	0%	1%	2%
Mathematics A						
Number Tested	0	27	529	0	7	24
Number Scoring 55–100	0	10	391	0	2	3
Number Scoring 65–100	0	7	339	0	2	1
Number Scoring 85–100	0	1	34	0	0	0
Percentage of Tested Scoring 55–100	0%	37%	74%	0%	29%	12%
Percentage of Tested Scoring 65–100	0%	26%	64%	0%	29%	4%
Percentage of Tested Scoring 85–100	0%	4%	6%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	86	0	0	0
Number Scoring 55–100	0	0	85	0	0	0
Number Scoring 65–100	0	0	84	0	0	0
Number Scoring 85–100	0	0	22	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	99%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
Global History and Geography						
Number Tested	627	625	656	87	85	30
Number Scoring 55–100	600	580	602	68	64	16
Number Scoring 65–100	555	543	576	46	42	12
Number Scoring 85–100	179	163	263	2	1	0
Percentage of Tested Scoring 55–100	96%	93%	92%	78%	75%	53%
Percentage of Tested Scoring 65–100	89%	87%	88%	53%	49%	40%
Percentage of Tested Scoring 85–100	29%	26%	40%	2%	1%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	534	640	564	50	73	60
Number Scoring 55–100	502	600	548	32	65	50
Number Scoring 65–100	455	536	525	17	39	42
Number Scoring 85–100	191	178	294	1	3	4
Percentage of Tested Scoring 55–100	94%	94%	97%	64%	89%	83%
Percentage of Tested Scoring 65–100	85%	84%	93%	34%	53%	70%
Percentage of Tested Scoring 85–100	36%	28%	52%	2%	4%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	339	403	440	40	68	16
Number Scoring 55–100	329	392	420	34	61	12
Number Scoring 65–100	301	376	382	19	51	3
Number Scoring 85–100	12	40	37	0	1	0
Percentage of Tested Scoring 55–100	97%	97%	95%	85%	90%	75%
Percentage of Tested Scoring 65–100	89%	93%	87%	47%	75%	19%
Percentage of Tested Scoring 85–100	4%	10%	8%	0%	1%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	63	103	87	0	6	8
Number Scoring 55–100	61	94	70	0	5	6
Number Scoring 65–100	57	81	55	0	4	5
Number Scoring 85–100	8	9	8	0	0	2
Percentage of Tested Scoring 55–100	97%	91%	80%	0%	83%	75%
Percentage of Tested Scoring 65–100	90%	79%	63%	0%	67%	62%
Percentage of Tested Scoring 85–100	13%	9%	9%	0%	0%	25%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		254	313		2	2
Number Scoring 55–100		243	296		#	#
Number Scoring 65–100		188	231		#	#
Number Scoring 85–100		17	29		#	#
Percentage of Tested Scoring 55–100		96%	95%		#	#
Percentage of Tested Scoring 65–100		74%	74%		#	#
Percentage of Tested Scoring 85–100		7%	9%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	74	54	63	0	1	1
Number Scoring 55–100	73	53	61	0	#	#
Number Scoring 65–100	69	50	60	0	#	#
Number Scoring 85–100	22	4	4	0	#	#
Percentage of Tested Scoring 55–100	99%	98%	97%	0%	#	#
Percentage of Tested Scoring 65–100	93%	93%	95%	0%	#	#
Percentage of Tested Scoring 85–100	30%	7%	6%	0%	#	#
Comprehensive Italian						
Number Tested	22	19	12	0	1	0
Number Scoring 55–100	22	18	12	0	#	0
Number Scoring 65–100	22	16	10	0	#	0
Number Scoring 85–100	16	7	4	0	#	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	84%	83%	0%	#	0%
Percentage of Tested Scoring 85–100	73%	37%	33%	0%	#	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	204	203	209	0	5	1
Number Scoring 55–100	202	194	203	0	5	#
Number Scoring 65–100	201	190	199	0	5	#
Number Scoring 85–100	94	97	140	0	2	#
Percentage of Tested Scoring 55–100	99%	96%	97%	0%	100%	#
Percentage of Tested Scoring 65–100	99%	94%	95%	0%	100%	#
Percentage of Tested Scoring 85–100	46%	48%	67%	0%	40%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	305	469	128	7	19	3
Number Scoring 55–100	238	335	84	6	9	#
Number Scoring 65–100	204	265	69	4	7	#
Number Scoring 85–100	55	52	3	1	0	#
Percentage of Tested Scoring 55–100	78%	71%	66%	86%	47%	#
Percentage of Tested Scoring 65–100	67%	57%	54%	57%	37%	#
Percentage of Tested Scoring 85–100	18%	11%	2%	14%	0%	#
Sequential Mathematics, Course III						
Number Tested	260	276	190	0	3	3
Number Scoring 55–100	242	246	156	0	#	#
Number Scoring 65–100	221	232	139	0	#	#
Number Scoring 85–100	98	109	40	0	#	#
Percentage of Tested Scoring 55–100	93%	89%	82%	0%	#	#
Percentage of Tested Scoring 65–100	85%	84%	73%	0%	#	#
Percentage of Tested Scoring 85–100	38%	39%	21%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	38	97%	19	95%	10	90%
Students with Disabilities	24	92%	6	33%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	5	0	0	0	0	5
Social Studies	5	0	0	0	0	5
Mathematics	5	0	0	0	0	5
Science	5	0	0	0	0	5

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	534	534	534	61	61	61	595	595	595
Number Scoring 55–64	13	20	19	20	21	10	33	41	29
Number Scoring 65–84	300	293	275	31	26	5	331	319	280
Number Scoring 85–100	192	173	157	1	1	1	193	174	158
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)