

New York State School Report Card Comprehensive Information Report

BEDS Code: 46-08-01-06-0005
 Name: Paul V. Moore High School
 Principal: Thomas Douglas

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	399	407	497
Tenth	420	387	375
Eleventh	294	339	300
Twelfth	320	303	347
Ungraded Secondary	31	48	0
Total K-12 Enrollment	1464	1484	1519

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	0.9%	16	1.1%	15	1.0%
Black (Not Hispanic)	7	0.5%	5	0.3%	6	0.4%
Hispanic	7	0.5%	5	0.3%	3	0.2%
White (Not Hispanic)	1437	98.2%	1458	98.2%	1495	98.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
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	20	22	22
Mathematics Grade 10	22	19	21
Science Grade 10	23	23	23
Social Studies Grade 10	24	23	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	4	0.3%
Eligible for Free Lunch	158	10.8%	199	13.4%	230	15.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.2%		93.0%		93.8%
Student Suspensions	178	11.8%	113	7.7%	172	11.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	6.2%	7.7%	9.0%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	99%	97%	83%

Staff Counts

Staff	2004-05
Total Teachers	109
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	277	243	296
	Regents Diplomas	160	148	236
	% Regents Diplomas	58%	61%	80%
	Regents Diplomas with Advanced Designation**			110
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	13	19	17
	Regents Diplomas	2	1	5
	% Regents Diplomas	15%	5%	29%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	4	4
All Students	Total Graduates*	290	262	313
	Regents Diplomas	162	149	241
	% Regents Diplomas	56%	57%	77%
	Regents Diplomas with Advanced Designation**			110
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	4	4	4

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	120	104	0	14	14	0	44	0
	Percent	41%	35%	0%	5%	5%	0%	15%	0%
Students with Disabilities	Number	2	7	0	0	3	0	5	0
	Percent	12%	41%	0%	0%	18%	0%	29%	0%
All Students	Number	122	111	0	14	17	0	49	0
	Percent	39%	35%	0%	4%	5%	0%	16%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	27		25	2.0%	25	1.8%
	Entered GED Program*	26		22	1.7%	23	1.6%
	Total Noncompleters	53		47	3.7%	48	3.4%
Students with Disabilities	Dropped Out	1		5	3.2%	2	1.8%
	Entered GED Program*	4		6	3.9%	9	8.1%
	Total Noncompleters	5		11	7.1%	11	9.9%
All Students	Dropped Out	28	1.9%	30	2.1%	27	1.8%
	Entered GED Program*	30	2.0%	28	2.0%	32	2.1%
	Total Noncompleters	58	4.0%	58	4.1%	59	3.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	133	105	125
	Number of Students with Disabilities	9	12	6
	Number of All Students	142	117	131
	Percent of Enrollment	10%	8%	9%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	2	#	0	0%
Science	1	#	0	0%	0	0%
Reading	2	#	1	#	1	#
Writing	2	#	1	#	1	#
Global Studies	2	#	1	#	5	20%
U.S. Hist & Gov't	1	#	1	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	81%	16	63%	12	67%
Science	18	72%	12	67%	10	70%
Reading	18	83%	3	#	11	100%
Writing	18	83%	3	#	9	100%
Global Studies	30	53%	2	#	27	33%
U.S. Hist & Gov't	3	#	5	40%	6	17%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	297	334	312	26	23	21
Number Scoring 55-100	265	312	302	14	18	17
Number Scoring 65-100	232	286	270	7	10	11
Number Scoring 85-100	94	151	104	1	0	0
Percentage of Tested Scoring 55-100	89%	93%	97%	54%	78%	81%
Percentage of Tested Scoring 65-100	78%	86%	87%	27%	43%	52%
Percentage of Tested Scoring 85-100	32%	45%	33%	4%	0%	0%
Mathematics A						
Number Tested	420	364	358	22	28	30
Number Scoring 55-100	345	353	350	8	20	26
Number Scoring 65-100	269	321	318	5	15	20
Number Scoring 85-100	35	70	44	0	0	2
Percentage of Tested Scoring 55-100	82%	97%	98%	36%	71%	87%
Percentage of Tested Scoring 65-100	64%	88%	89%	23%	54%	67%
Percentage of Tested Scoring 85-100	8%	19%	12%	0%	0%	7%
Mathematics B						
Number Tested	160	182	151	2	3	0
Number Scoring 55-100	125	175	130	#	#	0
Number Scoring 65-100	98	161	101	#	#	0
Number Scoring 85-100	16	44	19	#	#	0
Percentage of Tested Scoring 55-100	78%	96%	86%	#	#	0%
Percentage of Tested Scoring 65-100	61%	88%	67%	#	#	0%
Percentage of Tested Scoring 85-100	10%	24%	13%	#	#	0%
Global History and Geography						
Number Tested	419	391	360	34	34	38
Number Scoring 55-100	348	326	293	17	19	22
Number Scoring 65-100	304	280	253	10	12	15
Number Scoring 85-100	104	107	91	1	0	3
Percentage of Tested Scoring 55-100	83%	83%	81%	50%	56%	58%
Percentage of Tested Scoring 65-100	73%	72%	70%	29%	35%	39%
Percentage of Tested Scoring 85-100	25%	27%	25%	3%	0%	8%
U.S. History and Government						
Number Tested	303	341	301	25	21	24
Number Scoring 55-100	294	317	268	22	15	15
Number Scoring 65-100	265	285	232	11	8	11
Number Scoring 85-100	111	119	130	1	1	1
Percentage of Tested Scoring 55-100	97%	93%	89%	88%	71%	62%
Percentage of Tested Scoring 65-100	87%	84%	77%	44%	38%	46%
Percentage of Tested Scoring 85-100	37%	35%	43%	4%	5%	4%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	331	306	318	24	23	23
Number Scoring 55-100	318	300	306	20	20	20
Number Scoring 65-100	290	279	280	12	13	12
Number Scoring 85-100	77	90	79	3	1	4
Percentage of Tested Scoring 55-100	96%	98%	96%	83%	87%	87%
Percentage of Tested Scoring 65-100	88%	91%	88%	50%	57%	52%
Percentage of Tested Scoring 85-100	23%	29%	25%	12%	4%	17%
Physical Setting/Earth Science						
Number Tested	315	307	369	16	22	10
Number Scoring 55-100	295	282	339	13	20	10
Number Scoring 65-100	270	251	309	7	16	9
Number Scoring 85-100	106	71	91	0	2	0
Percentage of Tested Scoring 55-100	94%	92%	92%	81%	91%	100%
Percentage of Tested Scoring 65-100	86%	82%	84%	44%	73%	90%
Percentage of Tested Scoring 85-100	34%	23%	25%	0%	9%	0%
Physical Setting/Chemistry						
Number Tested	151	163	180	1	0	1
Number Scoring 55-100	136	156	166	#	0	#
Number Scoring 65-100	100	126	121	#	0	#
Number Scoring 85-100	16	19	18	#	0	#
Percentage of Tested Scoring 55-100	90%	96%	92%	#	0%	#
Percentage of Tested Scoring 65-100	66%	77%	67%	#	0%	#
Percentage of Tested Scoring 85-100	11%	12%	10%	#	0%	#
Physical Setting/Physics						
Number Tested		16	11		1	0
Number Scoring 55-100		15	11		#	0
Number Scoring 65-100		14	11		#	0
Number Scoring 85-100		4	5		#	0
Percentage of Tested Scoring 55-100		94%	100%		#	0%
Percentage of Tested Scoring 65-100		88%	100%		#	0%
Percentage of Tested Scoring 85-100		25%	45%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	47	34	22	0	0	1
Number Scoring 55-100	46	34	22	0	0	#
Number Scoring 65-100	44	33	22	0	0	#
Number Scoring 85-100	15	12	8	0	0	#
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	97%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	32%	35%	36%	0%	0%	#
Comprehensive Italian						
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 German						
Number Tested	18	18	13	0	0	1
Number Scoring 55-100	18	16	13	0	0	#
Number Scoring 65-100	18	15	13	0	0	#
Number Scoring 85-100	9	3	5	0	0	#
Percentage of Tested Scoring 55-100	100%	89%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	83%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	17%	38%	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	95	98	96	2	2	1
Number Scoring 55-100	91	94	95	#	#	#
Number Scoring 65-100	89	86	89	#	#	#
Number Scoring 85-100	41	33	29	#	#	#
Percentage of Tested Scoring 55-100	96%	96%	99%	#	#	#
Percentage of Tested Scoring 65-100	94%	88%	93%	#	#	#
Percentage of Tested Scoring 85-100	43%	34%	30%	#	#	#
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)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2001 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	311	311	311	26	26	26	337	337	337
Number Scoring 55–64	21	26	9	4	4	2	25	30	11
Number Scoring 65–84	163	149	194	7	4	11	170	153	205
Number Scoring 85–100	102	113	104	0	1	1	102	114	105
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		0	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)