

# 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	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	423	463	399
Tenth	398	386	420
Eleventh	299	312	294
Twelfth	268	300	320
Ungraded Secondary	48	52	31
Total K-12 Enrollment	1436	1513	1464

## 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	18	1.3%	13	0.9%	13	0.9%
Black (Not Hispanic)	4	0.3%	7	0.5%	7	0.5%
Hispanic	9	0.6%	10	0.7%	7	0.5%
White (Not Hispanic)	1405	97.8%	1483	98.0%	1437	98.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	23	20
Mathematics Grade 10	22	20	22
Science Grade 10	17	23	23
Social Studies Grade 10	24	23	24

(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	5	0.4%	2	0.1%	0	0.0%
Eligible for Free Lunch	182	12.7%	171	11.3%	158	10.8%

### 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		93.6%		92.3%		92.2%
Student Suspensions	114	7.9%	115	8.0%	178	11.8%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.2%	6.7%	6.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	96%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	114
Total Other Professional Staff	25
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	231	126	55%	241	123	51%	277	160	58%
Students with Disabilities	9	0	0%	7	0	0%	13	2	15%
All Students	240	126	53%	248	123	50%	290	162	56%

\*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	118	95	3	16	19	39
Percent	41%	33%	1%	6%	7%	13%

## 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)
13	2	4	17

\*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			53		27	
	Entered GED Program*			28		26	
	Total Noncompleters			81		53	
Students with Disabilities	Dropped Out			8		1	
	Entered GED Program*			3		4	
	Total Noncompleters			11		5	
All Students	Dropped Out	34	2.4%	61	4.0%	28	1.9%
	Entered GED Program*	46	3.2%	31	2.0%	30	2.0%
	Total Noncompleters	80	5.6%	92	6.1%	58	4.0%

\*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		185	133
	Number of Students with Disabilities		15	9
	Number of All Students		200	142
	Percent of Enrollment		13%	10%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	3	#	0	0%	0	0%

### 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	3	#	14	100%	6	100%
Science	8	62%	4	#	1	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	5	40%	3	#	2	#
U.S. Hist & Gov't	26	92%	4	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	73%	10	70%	27	81%
Science	10	70%	5	80%	18	72%
Reading	4	#	1	#	18	83%
Writing	4	#	1	#	18	83%
Global Studies	7	0%	23	78%	30	53%
U.S. Hist & Gov't	9	56%	7	43%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	274	303	297	10	14	26
Number Scoring 55–100	263	285	265	6	6	14
Number Scoring 65–100	238	262	232	6	4	7
Number Scoring 85–100	63	106	94	0	1	1
Percentage of Tested Scoring 55–100	96%	94%	89%	60%	43%	54%
Percentage of Tested Scoring 65–100	87%	86%	78%	60%	29%	27%
Percentage of Tested Scoring 85–100	23%	35%	32%	0%	7%	4%
<b>Mathematics A</b>						
Number Tested	342	298	420	12	15	22
Number Scoring 55–100	287	241	345	4	8	8
Number Scoring 65–100	214	167	269	3	4	5
Number Scoring 85–100	69	60	35	0	1	0
Percentage of Tested Scoring 55–100	84%	81%	82%	33%	53%	36%
Percentage of Tested Scoring 65–100	63%	56%	64%	25%	27%	23%
Percentage of Tested Scoring 85–100	20%	20%	8%	0%	7%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	195	160	0	2	2
Number Scoring 55–100	0	155	125	0	#	#
Number Scoring 65–100	0	123	98	0	#	#
Number Scoring 85–100	0	19	16	0	#	#
Percentage of Tested Scoring 55–100	0%	79%	78%	0%	#	#
Percentage of Tested Scoring 65–100	0%	63%	61%	0%	#	#
Percentage of Tested Scoring 85–100	0%	10%	10%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	365	320	419	19	25	34
Number Scoring 55–100	348	287	348	13	16	17
Number Scoring 65–100	318	254	304	8	12	10
Number Scoring 85–100	125	66	104	2	1	1
Percentage of Tested Scoring 55–100	95%	90%	83%	68%	64%	50%
Percentage of Tested Scoring 65–100	87%	79%	73%	42%	48%	29%
Percentage of Tested Scoring 85–100	34%	21%	25%	11%	4%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	269	324	303	9	10	25
Number Scoring 55–100	224	295	294	5	7	22
Number Scoring 65–100	185	249	265	1	5	11
Number Scoring 85–100	70	56	111	0	0	1
Percentage of Tested Scoring 55–100	83%	91%	97%	56%	70%	88%
Percentage of Tested Scoring 65–100	69%	77%	87%	11%	50%	44%
Percentage of Tested Scoring 85–100	26%	17%	37%	0%	0%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	308	278	331	9	21	24
Number Scoring 55–100	301	275	318	8	21	20
Number Scoring 65–100	291	270	290	7	18	12
Number Scoring 85–100	95	83	77	1	1	3
Percentage of Tested Scoring 55–100	98%	99%	96%	89%	100%	83%
Percentage of Tested Scoring 65–100	94%	97%	88%	78%	86%	50%
Percentage of Tested Scoring 85–100	31%	30%	23%	11%	5%	12%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	299	333	315	8	6	16
Number Scoring 55–100	270	315	295	7	5	13
Number Scoring 65–100	227	287	270	5	4	7
Number Scoring 85–100	69	80	106	1	2	0
Percentage of Tested Scoring 55–100	90%	95%	94%	88%	83%	81%
Percentage of Tested Scoring 65–100	76%	86%	86%	62%	67%	44%
Percentage of Tested Scoring 85–100	23%	24%	34%	12%	33%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		189	151		4	1
Number Scoring 55–100		178	136		#	#
Number Scoring 65–100		130	100		#	#
Number Scoring 85–100		15	16		#	#
Percentage of Tested Scoring 55–100		94%	90%		#	#
Percentage of Tested Scoring 65–100		69%	66%		#	#
Percentage of Tested Scoring 85–100		8%	11%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	59	39	47	0	0	0
Number Scoring 55–100	59	39	46	0	0	0
Number Scoring 65–100	57	37	44	0	0	0
Number Scoring 85–100	33	11	15	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	95%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	28%	32%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	18	26	18	0	0	0
Number Scoring 55–100	18	26	18	0	0	0
Number Scoring 65–100	18	26	18	0	0	0
Number Scoring 85–100	12	11	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	42%	50%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	107	85	95	0	1	2
Number Scoring 55–100	107	82	91	0	#	#
Number Scoring 65–100	103	79	89	0	#	#
Number Scoring 85–100	44	36	41	0	#	#
Percentage of Tested Scoring 55–100	100%	96%	96%	0%	#	#
Percentage of Tested Scoring 65–100	96%	93%	94%	0%	#	#
Percentage of Tested Scoring 85–100	41%	42%	43%	0%	#	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	264	179	0	3	8	0
Number Scoring 55–100	248	141	0	#	5	0
Number Scoring 65–100	198	106	0	#	1	0
Number Scoring 85–100	69	24	0	#	0	0
Percentage of Tested Scoring 55–100	94%	79%	0%	#	62%	0%
Percentage of Tested Scoring 65–100	75%	59%	0%	#	12%	0%
Percentage of Tested Scoring 85–100	26%	13%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	182	15	7	0	1	0
Number Scoring 55–100	144	8	2	0	#	0
Number Scoring 65–100	133	4	2	0	#	0
Number Scoring 85–100	75	0	0	0	#	0
Percentage of Tested Scoring 55–100	79%	53%	29%	0%	#	0%
Percentage of Tested Scoring 65–100	73%	27%	29%	0%	#	0%
Percentage of Tested Scoring 85–100	41%	0%	0%	0%	#	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	119	98%	106	100%	82	91%
Students with Disabilities	13	85%	15	87%	15	40%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 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	290	290	290	22	22	22	312	312	312
Number Scoring 55–64	12	26	6	4	8	2	16	34	8
Number Scoring 65–84	141	174	163	8	6	13	149	180	176
Number Scoring 85–100	114	60	102	2	0	1	116	60	103
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)