

# New York State School Report Card Comprehensive Information Report

BEDS Code: 07-06-00-01-0020  
 Name: Southside High School  
 Principal: Christopher Krantz

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	283	312	326
Tenth	283	292	315
Eleventh	268	282	271
Twelfth	270	298	255
Ungraded Secondary	48	0	0
Total K-12 Enrollment	1152	1184	1167

## 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	6	0.5%	6	0.5%	8	0.7%
Black (Not Hispanic)	55	4.8%	68	5.7%	72	6.2%
Hispanic	8	0.7%	11	0.9%	12	1.0%
White (Not Hispanic)	1083	94.0%	1099	92.8%	1075	92.1%

## 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	25	29	28
Mathematics Grade 10	10	17	20
Science Grade 10	24	27	26
Social Studies Grade 10	25	25	21

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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%	0	0.0%
Eligible for Free Lunch	242	21.0%	292	24.7%	330	28.3%

### 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		93.5%		93.3%		91.8%
Student Suspensions	91	7.7%	152	13.2%	161	13.6%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.1%	10.1%	8.3%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	73%	92%	89%

### Staff Counts

Staff	2004-05
Total Teachers	77
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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
<b>General-Education Students</b>	Total Graduates*	194	210	180
	Regents Diplomas	101	133	141
	% Regents Diplomas	52%	63%	78%
	Regents Diplomas with Advanced Designation**			60
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	10	12	6
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	17%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	20	9
<b>All Students</b>	Total Graduates*	204	222	186
	Regents Diplomas	101	133	142
	% Regents Diplomas	50%	60%	76%
	Regents Diplomas with Advanced Designation**			60
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	6	20	9

\* 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
<b>General-Education Students</b>	<b>Number</b>	56	55	4	4	12	0	48	1
	<b>Percent</b>	31%	31%	2%	2%	7%	0%	27%	1%
<b>Students with Disabilities</b>	<b>Number</b>	0	3	0	0	2	0	1	0
	<b>Percent</b>	0%	50%	0%	0%	33%	0%	17%	0%
<b>All Students</b>	<b>Number</b>	56	58	4	4	14	0	49	1
	<b>Percent</b>	30%	31%	2%	2%	8%	0%	26%	1%

## 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.
<b>General-Education Students</b>	Dropped Out	28		27	2.7%	78	7.9%
	Entered GED Program*	19		26	2.6%	9	0.9%
	Total Noncompleters	47		53	5.3%	87	8.8%
<b>Students with Disabilities</b>	Dropped Out	0		13	7.9%	11	7.3%
	Entered GED Program*	1		4	2.4%	2	1.3%
	Total Noncompleters	1		17	10.3%	13	8.6%
<b>All Students</b>	Dropped Out	28	2.4%	40	3.4%	89	7.8%
	Entered GED Program*	20	1.7%	30	2.6%	11	1.0%
	Total Noncompleters	48	4.2%	70	6.0%	100	8.8%

\*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
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	1056	178	153
	Number of Students with Disabilities	48	3	16
	Number of All Students	1104	181	169
	Percent of Enrollment	96%	15%	14%

(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	50%	2	#	0	0%
Science	2	#	3	#	0	0%
Reading	1	#	3	#	0	0%
Writing	1	#	2	#	0	0%
Global Studies	3	#	2	#	1	#
U.S. Hist & Gov't	2	#	2	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	52%	13	77%	7	100%
Science	9	22%	22	73%	16	44%
Reading	12	100%	9	89%	9	89%
Writing	13	100%	10	90%	9	89%
Global Studies	19	68%	8	25%	10	90%
U.S. Hist & Gov't	7	57%	8	75%	5	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	263	217	223	15	9	22
Number Scoring 55-100	239	202	210	11	5	17
Number Scoring 65-100	201	173	176	5	1	9
Number Scoring 85-100	74	64	34	0	0	0
Percentage of Tested Scoring 55-100	91%	93%	94%	73%	56%	77%
Percentage of Tested Scoring 65-100	76%	80%	79%	33%	11%	41%
Percentage of Tested Scoring 85-100	28%	29%	15%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	332	218	239	11	14	14
Number Scoring 55-100	235	202	217	6	9	10
Number Scoring 65-100	183	158	166	2	3	5
Number Scoring 85-100	22	25	27	0	0	0
Percentage of Tested Scoring 55-100	71%	93%	91%	55%	64%	71%
Percentage of Tested Scoring 65-100	55%	72%	69%	18%	21%	36%
Percentage of Tested Scoring 85-100	7%	11%	11%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	48	46	0	0	0
Number Scoring 55-100	0	43	41	0	0	0
Number Scoring 65-100	0	34	39	0	0	0
Number Scoring 85-100	0	5	9	0	0	0
Percentage of Tested Scoring 55-100	0%	90%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	71%	85%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	10%	20%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	322	293	291	24	26	21
Number Scoring 55-100	228	224	224	12	22	10
Number Scoring 65-100	164	179	167	5	13	7
Number Scoring 85-100	36	33	41	0	2	0
Percentage of Tested Scoring 55-100	71%	76%	77%	50%	85%	48%
Percentage of Tested Scoring 65-100	51%	61%	57%	21%	50%	33%
Percentage of Tested Scoring 85-100	11%	11%	14%	0%	8%	0%
<b>U.S. History and Government</b>						
Number Tested	283	217	203	16	9	19
Number Scoring 55-100	262	191	186	11	7	15
Number Scoring 65-100	229	158	170	8	4	12
Number Scoring 85-100	81	60	76	0	0	4
Percentage of Tested Scoring 55-100	93%	88%	92%	69%	78%	79%
Percentage of Tested Scoring 65-100	81%	73%	84%	50%	44%	63%
Percentage of Tested Scoring 85-100	29%	28%	37%	0%	0%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	213	268	231	16	18	18
Number Scoring 55-100	207	262	213	14	17	13
Number Scoring 65-100	167	239	187	10	11	10
Number Scoring 85-100	21	62	46	0	0	1
Percentage of Tested Scoring 55-100	97%	98%	92%	88%	94%	72%
Percentage of Tested Scoring 65-100	78%	89%	81%	62%	61%	56%
Percentage of Tested Scoring 85-100	10%	23%	20%	0%	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	172	142	105	2	5	8
Number Scoring 55-100	155	110	95	#	2	5
Number Scoring 65-100	132	84	79	#	1	4
Number Scoring 85-100	40	17	20	#	0	1
Percentage of Tested Scoring 55-100	90%	77%	90%	#	40%	62%
Percentage of Tested Scoring 65-100	77%	59%	75%	#	20%	50%
Percentage of Tested Scoring 85-100	23%	12%	19%	#	0%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	149	103	140	1	1	2
Number Scoring 55-100	137	100	133	#	#	#
Number Scoring 65-100	112	85	121	#	#	#
Number Scoring 85-100	30	15	35	#	#	#
Percentage of Tested Scoring 55-100	92%	97%	95%	#	#	#
Percentage of Tested Scoring 65-100	75%	83%	86%	#	#	#
Percentage of Tested Scoring 85-100	20%	15%	25%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		9	9		0	0
Number Scoring 55-100		9	8		0	0
Number Scoring 65-100		8	8		0	0
Number Scoring 85-100		3	2		0	0
Percentage of Tested Scoring 55-100		100%	89%		0%	0%
Percentage of Tested Scoring 65-100		89%	89%		0%	0%
Percentage of Tested Scoring 85-100		33%	22%		0%	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
<b>Comprehensive French</b>						
Number Tested	48	18	28	0	0	0
Number Scoring 55-100	48	18	28	0	0	0
Number Scoring 65-100	48	18	28	0	0	0
Number Scoring 85-100	26	12	26	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	54%	67%	93%	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	17	7	10	0	0	0
Number Scoring 55-100	15	7	9	0	0	0
Number Scoring 65-100	15	7	8	0	0	0
Number Scoring 85-100	6	1	5	0	0	0
Percentage of Tested Scoring 55-100	88%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	14%	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	117	99	82	2	3	0
Number Scoring 55-100	112	99	82	#	#	0
Number Scoring 65-100	107	98	82	#	#	0
Number Scoring 85-100	46	55	57	#	#	0
Percentage of Tested Scoring 55-100	96%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	91%	99%	100%	#	#	0%
Percentage of Tested Scoring 85-100	39%	56%	70%	#	#	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)



## New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	0	0	0	0	0	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	204	204	204	15	15	15	219	219	219
Number Scoring 55–64	19	18	13	1	2	1	20	20	14
Number Scoring 65–84	116	95	114	4	2	4	120	97	118
Number Scoring 85–100	32	58	52	0	0	0	32	58	52
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)