

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-21-03-0001
 Name: South Side High School
 Principal: Carol Burris

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	266	254	282
Tenth	270	269	254
Eleventh	276	277	272
Twelfth	252	271	282
Ungraded Secondary	19	20	21
Total K-12 Enrollment	1083	1091	1111

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	64	5.9%	29	2.7%	30	2.7%
Black (Not Hispanic)	54	5.0%	80	7.3%	77	6.9%
Hispanic	119	11.0%	113	10.4%	128	11.5%
White (Not Hispanic)	846	78.1%	869	79.7%	876	78.8%

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	25	24	20
Mathematics Grade 10	18	24	16
Science Grade 10	21	20	20
Social Studies Grade 10	24	24	22

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
54	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the higher 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	15	1.4%	12	1.1%	10	0.9%
Eligible for Free Lunch	137	12.7%	102	9.4%	95	8.6%

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		95.9%		94.3%		94.7%
Student Suspensions	49	4.6%	49	4.5%	43	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.5%	3.8%	3.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	92%	99%

Staff Counts

Staff	2002–2003
Total Teachers	97
Total Other Professional Staff	14
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	204	185	91%	231	217	94%	251	235	94%
Students with Disabilities	28	11	39%	26	11	42%	26	15	58%
All Students	232	196	84%	257	228	89%	277	250	90%

*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	220	39	8	2	8	0
Percent	79%	14%	3%	1%	3%	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)
26	15	0	26

*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			0		2	
	Entered GED Program*			0		1	
	Total Noncompleters			0		3	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	6	0.6%	1	0.1%	2	0.2%
	Entered GED Program*	2	0.2%	0	0.0%	1	0.1%
	Total Noncompleters	8	0.7%	1	0.1%	3	0.3%

*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		0	0
	Number of Students with Disabilities		141	140
	Number of All Students		141	140
	Percent of Enrollment		13%	13%

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%	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	10	80%	0	0%	0	0%
Science	15	87%	6	67%	4	#
Reading	7	86%	1	#	2	#
Writing	3	#	1	#	2	#
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	7	71%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	6	100%	12	100%
Science	14	86%	5	60%	2	#
Reading	4	#	6	100%	7	86%
Writing	4	#	4	#	8	88%
Global Studies	7	86%	2	#	4	#
U.S. Hist & Gov't	5	40%	2	#	5	80%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	288	282	284	32	34	35
Number Scoring 55–100	276	268	268	27	30	24
Number Scoring 65–100	252	249	257	17	22	18
Number Scoring 85–100	73	120	165	0	5	3
Percentage of Tested Scoring 55–100	96%	95%	94%	84%	88%	69%
Percentage of Tested Scoring 65–100	88%	88%	90%	53%	65%	51%
Percentage of Tested Scoring 85–100	25%	43%	58%	0%	15%	9%
Mathematics A						
Number Tested	37	346	349	3	46	55
Number Scoring 55–100	29	300	294	#	24	29
Number Scoring 65–100	23	274	281	#	17	25
Number Scoring 85–100	1	108	65	#	2	0
Percentage of Tested Scoring 55–100	78%	87%	84%	#	52%	53%
Percentage of Tested Scoring 65–100	62%	79%	81%	#	37%	45%
Percentage of Tested Scoring 85–100	3%	31%	19%	#	4%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	203	0	0	7
Number Scoring 55–100	0	0	153	0	0	1
Number Scoring 65–100	0	0	117	0	0	0
Number Scoring 85–100	0	0	28	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	14%
Percentage of Tested Scoring 65–100	0%	0%	58%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	0%	0%
Global History and Geography						
Number Tested	289	285	277	38	28	34
Number Scoring 55–100	280	270	263	34	22	25
Number Scoring 65–100	265	249	242	33	17	16
Number Scoring 85–100	114	122	128	13	2	2
Percentage of Tested Scoring 55–100	97%	95%	95%	89%	79%	74%
Percentage of Tested Scoring 65–100	92%	87%	87%	87%	61%	47%
Percentage of Tested Scoring 85–100	39%	43%	46%	34%	7%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	261	283	304	30	30	35
Number Scoring 55–100	246	265	293	27	28	26
Number Scoring 65–100	235	239	277	23	21	20
Number Scoring 85–100	122	99	129	5	4	3
Percentage of Tested Scoring 55–100	94%	94%	96%	90%	93%	74%
Percentage of Tested Scoring 65–100	90%	84%	91%	77%	70%	57%
Percentage of Tested Scoring 85–100	47%	35%	42%	17%	13%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	275	281	304	33	35	39
Number Scoring 55–100	268	276	289	33	35	33
Number Scoring 65–100	253	258	266	26	27	23
Number Scoring 85–100	74	100	99	0	4	1
Percentage of Tested Scoring 55–100	97%	98%	95%	100%	100%	85%
Percentage of Tested Scoring 65–100	92%	92%	88%	79%	77%	59%
Percentage of Tested Scoring 85–100	27%	36%	33%	0%	11%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	77	118	137	18	26	24
Number Scoring 55–100	74	108	130	18	23	23
Number Scoring 65–100	69	101	126	18	20	23
Number Scoring 85–100	26	35	39	8	7	3
Percentage of Tested Scoring 55–100	96%	92%	95%	100%	88%	96%
Percentage of Tested Scoring 65–100	90%	86%	92%	100%	77%	96%
Percentage of Tested Scoring 85–100	34%	30%	28%	44%	27%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		231	214		11	6
Number Scoring 55–100		222	204		11	4
Number Scoring 65–100		192	180		10	3
Number Scoring 85–100		36	45		0	0
Percentage of Tested Scoring 55–100		96%	95%		100%	67%
Percentage of Tested Scoring 65–100		83%	84%		91%	50%
Percentage of Tested Scoring 85–100		16%	21%		0%	0%
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	59	47	42	1	2	2
Number Scoring 55–100	59	44	42	#	#	#
Number Scoring 65–100	56	42	41	#	#	#
Number Scoring 85–100	30	16	22	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	95%	89%	98%	#	#	#
Percentage of Tested Scoring 85–100	51%	34%	52%	#	#	#
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	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	168	208	185	10	14	5
Number Scoring 55–100	167	208	185	10	14	5
Number Scoring 65–100	162	203	183	8	12	5
Number Scoring 85–100	112	140	127	1	5	2
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	98%	99%	80%	86%	100%
Percentage of Tested Scoring 85–100	67%	67%	69%	10%	36%	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	343	10	0	40	3	0
Number Scoring 55–100	289	9	0	19	#	0
Number Scoring 65–100	274	8	0	17	#	0
Number Scoring 85–100	141	2	0	5	#	0
Percentage of Tested Scoring 55–100	84%	90%	0%	47%	#	0%
Percentage of Tested Scoring 65–100	80%	80%	0%	42%	#	0%
Percentage of Tested Scoring 85–100	41%	20%	0%	12%	#	0%
Sequential Mathematics, Course III						
Number Tested	270	277	19	26	21	5
Number Scoring 55–100	238	258	17	23	18	3
Number Scoring 65–100	219	253	16	19	18	3
Number Scoring 85–100	111	141	2	6	6	0
Percentage of Tested Scoring 55–100	88%	93%	89%	88%	86%	60%
Percentage of Tested Scoring 65–100	81%	91%	84%	73%	86%	60%
Percentage of Tested Scoring 85–100	41%	51%	11%	23%	29%	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	41	93%	39	100%	34	100%
Students with Disabilities	14	79%	12	92%	9	67%

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	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	241	241	241	21	21	21	262	262	262
Number Scoring 55–64	3	4	2	0	5	0	3	9	2
Number Scoring 65–84	121	137	117	16	12	9	137	149	126
Number Scoring 85–100	116	98	120	2	2	9	118	100	129
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)