

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0110  
 Name: South Park High School  
 Principal: Paul Casseri

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	346	388	374
Tenth	265	252	223
Eleventh	266	239	239
Twelfth	215	244	208
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1092	1123	1044

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.6%	19	1.7%	20	1.9%
Black (Not Hispanic)	387	35.4%	383	34.1%	380	36.4%
Hispanic	76	7.0%	70	6.2%	79	7.6%
White (Not Hispanic)	612	56.0%	651	58.0%	565	54.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	23	28	23
Mathematics Grade 10	13	0	24
Science Grade 10	25	26	0
Social Studies Grade 10	20	26	26

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	6	0.6%
Eligible for Free Lunch	436	39.9%	550	49.0%	521	49.9%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		82.0%		82.0%		80.0%
Student Suspensions	227	21.8%	278	25.5%	220	19.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.8%	11.1%	8.1%
Public Assistance	51-60%	61-70%	61-70%
Student Stability	100%	94%	100%

### Staff Counts

Staff	2003-04
Total Teachers	69
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	112	16	14%	128	11	9%	132	22	17%
Students with Disabilities	4	0	0%	43	2	5%	29	1	3%
All Students	116	16	14%	171	13	8%	161	23	14%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	51	53	0	7	49	1
Percent	32%	33%	0%	4%	30%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
29	1	18	47

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	117		115		86	11.8%
	Entered GED Program*	17		7		15	2.1%
	Total Noncompleters	134		122		101	13.9%
Students with Disabilities	Dropped Out	24		59		48	14.8%
	Entered GED Program*	7		9		7	2.2%
	Total Noncompleters	31		68		55	16.9%
All Students	Dropped Out	141	12.9%	174	15.5%	134	12.8%
	Entered GED Program*	24	2.2%	16	1.4%	22	2.1%
	Total Noncompleters	165	15.1%	190	16.9%	156	14.8%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	0	80
	Number of Students with Disabilities	0	0	45
	Number of All Students	0	0	125
	Percent of Enrollment	0%	0%	12%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	29	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	50	80%	74	54%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	7	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	12	75%	7	71%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	7	100%	3	#
Science	0	0%	1	#	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	1	#
Global Studies	1	#	2	#	3	#
U.S. Hist & Gov't	4	#	3	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	37	57%	74	54%
Science	0	0%	11	0%	1	#
Reading	0	0%	17	71%	28	61%
Writing	0	0%	14	86%	25	92%
Global Studies	0	0%	8	63%	22	36%
U.S. Hist & Gov't	0	0%	7	29%	5	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	181	198	191	2	29	36
Number Scoring 55-100	127	155	154	#	17	23
Number Scoring 65-100	62	104	96	#	15	16
Number Scoring 85-100	8	3	5	#	1	1
Percentage of Tested Scoring 55-100	70%	78%	81%	#	59%	64%
Percentage of Tested Scoring 65-100	34%	53%	50%	#	52%	44%
Percentage of Tested Scoring 85-100	4%	2%	3%	#	3%	3%
<b>Mathematics A</b>						
Number Tested	318	279	288	2	36	66
Number Scoring 55-100	94	98	207	#	4	31
Number Scoring 65-100	26	34	93	#	3	13
Number Scoring 85-100	1	0	3	#	0	0
Percentage of Tested Scoring 55-100	30%	35%	72%	#	11%	47%
Percentage of Tested Scoring 65-100	8%	12%	32%	#	8%	20%
Percentage of Tested Scoring 85-100	0%	0%	1%	#	0%	0%
<b>Mathematics B</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>Global History and Geography</b>						
Number Tested	167	204	222	2	34	45
Number Scoring 55-100	119	164	155	#	22	31
Number Scoring 65-100	59	145	75	#	18	15
Number Scoring 85-100	3	1	10	#	0	1
Percentage of Tested Scoring 55-100	71%	80%	70%	#	65%	69%
Percentage of Tested Scoring 65-100	35%	71%	34%	#	53%	33%
Percentage of Tested Scoring 85-100	2%	0%	5%	#	0%	2%
<b>U.S. History and Government</b>						
Number Tested	213	173	152	3	34	32
Number Scoring 55-100	185	151	120	#	26	22
Number Scoring 65-100	125	123	75	#	19	8
Number Scoring 85-100	4	9	10	#	1	1
Percentage of Tested Scoring 55-100	87%	87%	79%	#	76%	69%
Percentage of Tested Scoring 65-100	59%	71%	49%	#	56%	25%
Percentage of Tested Scoring 85-100	2%	5%	7%	#	3%	3%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	182	153	194	1	30	37
Number Scoring 55-100	164	126	145	#	23	24
Number Scoring 65-100	129	103	83	#	16	14
Number Scoring 85-100	4	2	1	#	0	0
Percentage of Tested Scoring 55-100	90%	82%	75%	#	77%	65%
Percentage of Tested Scoring 65-100	71%	67%	43%	#	53%	38%
Percentage of Tested Scoring 85-100	2%	1%	1%	#	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	103	121	130	0	20	20
Number Scoring 55-100	68	84	87	0	14	13
Number Scoring 65-100	36	50	56	0	7	10
Number Scoring 85-100	2	6	3	0	2	0
Percentage of Tested Scoring 55-100	66%	69%	67%	0%	70%	65%
Percentage of Tested Scoring 65-100	35%	41%	43%	0%	35%	50%
Percentage of Tested Scoring 85-100	2%	5%	2%	0%	10%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	21	20	26	0	0	6
Number Scoring 55-100	16	15	12	0	0	1
Number Scoring 65-100	6	3	4	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	76%	75%	46%	0%	0%	17%
Percentage of Tested Scoring 65-100	29%	15%	15%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	17	20	14	0	0	3
Number Scoring 55-100	12	20	13	0	0	#
Number Scoring 65-100	10	15	10	0	0	#
Number Scoring 85-100	0	3	0	0	0	#
Percentage of Tested Scoring 55-100	71%	100%	93%	0%	0%	#
Percentage of Tested Scoring 65-100	59%	75%	71%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	15%	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	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 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	41	28	25	0	0	0
Number Scoring 55-100	39	28	24	0	0	0
Number Scoring 65-100	34	24	19	0	0	0
Number Scoring 85-100	12	10	6	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	86%	76%	0%	0%	0%
Percentage of Tested Scoring 85-100	29%	36%	24%	0%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	0	0%	1	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	1	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	2	1	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

## 2000 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	138	138	138	59	59	59	197	197	197
Number Scoring 55–64	12	12	27	8	6	10	20	18	37
Number Scoring 65–84	95	78	85	12	12	14	107	90	99
Number Scoring 85–100	3	10	6	1	1	0	4	11	6
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			6			4
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			1			#
Proficient (37-39)			2			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			6			4
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			1			#
Proficient (33-35)			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)