

# 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	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	282	311	286
Tenth	254	285	314
Eleventh	272	254	299
Twelfth	282	268	259
Ungraded Secondary	21	20	21
Total K-12 Enrollment	1111	1138	1179

## 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	30	2.7%	34	3.0%	41	3.5%
Black (Not Hispanic)	77	6.9%	90	7.9%	100	8.5%
Hispanic	128	11.5%	116	10.2%	129	10.9%
White (Not Hispanic)	876	78.8%	898	78.9%	909	77.1%

## 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	20	17	16
Mathematics Grade 10	16	17	17
Science Grade 10	20	18	21
Social Studies Grade 10	22	23	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.9%	12	1.1%	16	1.4%
Eligible for Free Lunch	95	8.6%	82	7.2%	105	8.9%

### 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		94.7%		95.2%		95.3%
Student Suspensions	43	3.9%	50	4.5%	54	4.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	3.3%	2.0%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	98%

### Staff Counts

Staff	2004-05
Total Teachers	102
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*	251	239	228
	Regents Diplomas	235	234	226
	% Regents Diplomas	94%	98%	99%
	Regents Diplomas with Advanced Designation**			182
	% Regents Diplomas with Advanced Designation			80%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	26	26	25
	Regents Diplomas	15	15	19
	% Regents Diplomas	58%	58%	76%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	0	3	0
<b>All Students</b>	Total Graduates*	277	265	253
	Regents Diplomas	250	249	245
	% Regents Diplomas	90%	94%	97%
	Regents Diplomas with Advanced Designation**			185
	% Regents Diplomas with Advanced Designation			73%
	IEP Diplomas or Local Certificates	0	3	0

\* 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>	192	33	1	0	2	0	0	0
	<b>Percent</b>	84%	14%	0%	0%	1%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	6	16	1	0	1	0	0	1
	<b>Percent</b>	24%	64%	4%	0%	4%	0%	0%	4%
<b>All Students</b>	<b>Number</b>	198	49	2	0	3	0	0	1
	<b>Percent</b>	78%	19%	1%	0%	1%	0%	0%	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.
<b>General-Education Students</b>	Dropped Out	2		1	0.1%	0	0.0%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	3		1	0.1%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
<b>All Students</b>	Dropped Out	2	0.2%	1	0.1%	0	0.0%
	Entered GED Program*	1	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	3	0.3%	1	0.1%	0	0.0%

\*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	0	100	1038
	Number of Students with Disabilities	140	140	141
	Number of All Students	140	240	1179
	Percent of Enrollment	13%	21%	100%

(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%	1	#
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%	8	25%

## 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%	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	2	#
Science	4	#	0	0%	1	#
Reading	2	#	2	#	2	#
Writing	2	#	2	#	2	#
Global Studies	1	#	4	#	2	#
U.S. Hist & Gov't	1	#	2	#	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	9	67%	8	63%
Science	2	#	5	40%	8	50%
Reading	7	86%	6	83%	9	44%
Writing	8	88%	7	100%	8	100%
Global Studies	4	#	7	43%	11	55%
U.S. Hist & Gov't	5	80%	7	43%	4	#

(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	284	269	301	35	29	35
Number Scoring 55-100	268	261	292	24	25	28
Number Scoring 65-100	257	256	289	18	22	27
Number Scoring 85-100	165	190	224	3	6	7
Percentage of Tested Scoring 55-100	94%	97%	97%	69%	86%	80%
Percentage of Tested Scoring 65-100	90%	95%	96%	51%	76%	77%
Percentage of Tested Scoring 85-100	58%	71%	74%	9%	21%	20%
<b>Mathematics A</b>						
Number Tested	349	371	69	55	55	21
Number Scoring 55-100	294	356	53	29	49	14
Number Scoring 65-100	281	343	48	25	47	12
Number Scoring 85-100	65	127	3	0	1	0
Percentage of Tested Scoring 55-100	84%	96%	77%	53%	89%	67%
Percentage of Tested Scoring 65-100	81%	92%	70%	45%	85%	57%
Percentage of Tested Scoring 85-100	19%	34%	4%	0%	2%	0%
<b>Mathematics B</b>						
Number Tested	203	357	368	7	24	31
Number Scoring 55-100	153	295	267	1	14	11
Number Scoring 65-100	117	257	221	0	11	9
Number Scoring 85-100	28	68	68	0	1	0
Percentage of Tested Scoring 55-100	75%	83%	73%	14%	58%	35%
Percentage of Tested Scoring 65-100	58%	72%	60%	0%	46%	29%
Percentage of Tested Scoring 85-100	14%	19%	18%	0%	4%	0%
<b>Global History and Geography</b>						
Number Tested	277	305	354	34	35	48
Number Scoring 55-100	263	274	328	25	24	35
Number Scoring 65-100	242	264	311	16	21	33
Number Scoring 85-100	128	117	171	2	3	6
Percentage of Tested Scoring 55-100	95%	90%	93%	74%	69%	73%
Percentage of Tested Scoring 65-100	87%	87%	88%	47%	60%	69%
Percentage of Tested Scoring 85-100	46%	38%	48%	6%	9%	12%
<b>U.S. History and Government</b>						
Number Tested	304	262	302	35	24	32
Number Scoring 55-100	293	249	280	26	19	26
Number Scoring 65-100	277	238	262	20	15	23
Number Scoring 85-100	129	112	125	3	2	5
Percentage of Tested Scoring 55-100	96%	95%	93%	74%	79%	81%
Percentage of Tested Scoring 65-100	91%	91%	87%	57%	62%	72%
Percentage of Tested Scoring 85-100	42%	43%	41%	9%	8%	16%

(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	304	330	322	39	40	41
Number Scoring 55-100	289	314	297	33	34	31
Number Scoring 65-100	266	298	290	23	29	26
Number Scoring 85-100	99	96	125	1	2	3
Percentage of Tested Scoring 55-100	95%	95%	92%	85%	85%	76%
Percentage of Tested Scoring 65-100	88%	90%	90%	59%	72%	63%
Percentage of Tested Scoring 85-100	33%	29%	39%	3%	5%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	137	104	119	24	21	25
Number Scoring 55-100	130	96	116	23	17	24
Number Scoring 65-100	126	87	107	23	14	21
Number Scoring 85-100	39	15	20	3	3	3
Percentage of Tested Scoring 55-100	95%	92%	97%	96%	81%	96%
Percentage of Tested Scoring 65-100	92%	84%	90%	96%	67%	84%
Percentage of Tested Scoring 85-100	28%	14%	17%	12%	14%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	214	265	275	6	8	11
Number Scoring 55-100	204	250	272	4	7	10
Number Scoring 65-100	180	218	250	3	4	9
Number Scoring 85-100	45	53	68	0	0	0
Percentage of Tested Scoring 55-100	95%	94%	99%	67%	88%	91%
Percentage of Tested Scoring 65-100	84%	82%	91%	50%	50%	82%
Percentage of Tested Scoring 85-100	21%	20%	25%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		0	167		0	2
Number Scoring 55-100		0	158		0	#
Number Scoring 65-100		0	143		0	#
Number Scoring 85-100		0	55		0	#
Percentage of Tested Scoring 55-100		0%	95%		0%	#
Percentage of Tested Scoring 65-100		0%	86%		0%	#
Percentage of Tested Scoring 85-100		0%	33%		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	42	32	67	2	0	3
Number Scoring 55-100	42	32	65	#	0	#
Number Scoring 65-100	41	32	63	#	0	#
Number Scoring 85-100	22	24	25	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 65-100	98%	100%	94%	#	0%	#
Percentage of Tested Scoring 85-100	52%	75%	37%	#	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	1	0	0	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%
<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	185	210	220	5	8	8
Number Scoring 55-100	185	207	219	5	8	8
Number Scoring 65-100	183	204	219	5	6	8
Number Scoring 85-100	127	144	153	2	2	4
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	99%	97%	100%	100%	75%	100%
Percentage of Tested Scoring 85-100	69%	69%	70%	40%	25%	50%
<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	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

### 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	225	225	225	27	27	27	252	252	252
Number Scoring 55–64	2	2	0	1	1	3	3	3	3
Number Scoring 65–84	95	111	100	17	17	19	112	128	119
Number Scoring 85–100	124	110	122	2	2	2	126	112	124
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
<b>Listening and Speaking (Grade 7-8)</b>						
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
<b>Reading and Writing (Grade 7-8)</b>						
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
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		13	17		1	1
Beginning		3	3		#	#
Intermediate		3	4		#	#
Advanced		4	1		#	#
Proficient		3	9		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		13	17		1	1
Beginning		4	3		#	#
Intermediate		3	4		#	#
Advanced		6	6		#	#
Proficient		0	4		#	#

\*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)