

# 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	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	254	282	311
Tenth	269	254	285
Eleventh	277	272	254
Twelfth	271	282	268
Ungraded Secondary	20	21	20
Total K-12 Enrollment	1091	1111	1138

## 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	29	2.7%	30	2.7%	34	3.0%
Black (Not Hispanic)	80	7.3%	77	6.9%	90	7.9%
Hispanic	113	10.4%	128	11.5%	116	10.2%
White (Not Hispanic)	869	79.7%	876	78.8%	898	78.9%

## 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	24	20	17
Mathematics Grade 10	24	16	17
Science Grade 10	20	20	18
Social Studies Grade 10	24	22	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	1.1%	10	0.9%	12	1.1%
Eligible for Free Lunch	102	9.4%	95	8.6%	82	7.2%

### 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		94.3%		94.7%		95.2%
Student Suspensions	49	4.5%	43	3.9%	50	4.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.8%	3.3%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	92%	99%	99%

### Staff Counts

Staff	2003-04
Total Teachers	101
Total Other Professional Staff	16
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	231	217	94%	251	235	94%	239	234	98%
Students with Disabilities	26	11	42%	26	15	58%	26	15	58%
All Students	257	228	89%	277	250	90%	265	249	94%

\*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	221	32	6	1	5	0
Percent	83%	12%	2%	0%	2%	0%

## 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)
26	15	3	29

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

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

## 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; completion 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%	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	3	#
Science	6	67%	4	#	0	0%
Reading	1	#	2	#	2	#
Writing	1	#	2	#	2	#
Global Studies	1	#	1	#	4	#
U.S. Hist & Gov't	1	#	1	#	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	12	100%	9	67%
Science	5	60%	2	#	5	40%
Reading	6	100%	7	86%	6	83%
Writing	4	#	8	88%	7	100%
Global Studies	2	#	4	#	7	43%
U.S. Hist & Gov't	2	#	5	80%	7	43%

(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	282	284	269	34	35	29
Number Scoring 55-100	268	268	261	30	24	25
Number Scoring 65-100	249	257	256	22	18	22
Number Scoring 85-100	120	165	190	5	3	6
Percentage of Tested Scoring 55-100	95%	94%	97%	88%	69%	86%
Percentage of Tested Scoring 65-100	88%	90%	95%	65%	51%	76%
Percentage of Tested Scoring 85-100	43%	58%	71%	15%	9%	21%
<b>Mathematics A</b>						
Number Tested	346	349	371	46	55	55
Number Scoring 55-100	300	294	356	24	29	49
Number Scoring 65-100	274	281	343	17	25	47
Number Scoring 85-100	108	65	127	2	0	1
Percentage of Tested Scoring 55-100	87%	84%	96%	52%	53%	89%
Percentage of Tested Scoring 65-100	79%	81%	92%	37%	45%	85%
Percentage of Tested Scoring 85-100	31%	19%	34%	4%	0%	2%
<b>Mathematics B</b>						
Number Tested	0	203	357	0	7	24
Number Scoring 55-100	0	153	295	0	1	14
Number Scoring 65-100	0	117	257	0	0	11
Number Scoring 85-100	0	28	68	0	0	1
Percentage of Tested Scoring 55-100	0%	75%	83%	0%	14%	58%
Percentage of Tested Scoring 65-100	0%	58%	72%	0%	0%	46%
Percentage of Tested Scoring 85-100	0%	14%	19%	0%	0%	4%
<b>Global History and Geography</b>						
Number Tested	285	277	305	28	34	35
Number Scoring 55-100	270	263	274	22	25	24
Number Scoring 65-100	249	242	264	17	16	21
Number Scoring 85-100	122	128	117	2	2	3
Percentage of Tested Scoring 55-100	95%	95%	90%	79%	74%	69%
Percentage of Tested Scoring 65-100	87%	87%	87%	61%	47%	60%
Percentage of Tested Scoring 85-100	43%	46%	38%	7%	6%	9%
<b>U.S. History and Government</b>						
Number Tested	283	304	262	30	35	24
Number Scoring 55-100	265	293	249	28	26	19
Number Scoring 65-100	239	277	238	21	20	15
Number Scoring 85-100	99	129	112	4	3	2
Percentage of Tested Scoring 55-100	94%	96%	95%	93%	74%	79%
Percentage of Tested Scoring 65-100	84%	91%	91%	70%	57%	62%
Percentage of Tested Scoring 85-100	35%	42%	43%	13%	9%	8%

(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	281	304	330	35	39	40
Number Scoring 55-100	276	289	314	35	33	34
Number Scoring 65-100	258	266	298	27	23	29
Number Scoring 85-100	100	99	96	4	1	2
Percentage of Tested Scoring 55-100	98%	95%	95%	100%	85%	85%
Percentage of Tested Scoring 65-100	92%	88%	90%	77%	59%	72%
Percentage of Tested Scoring 85-100	36%	33%	29%	11%	3%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	118	137	104	26	24	21
Number Scoring 55-100	108	130	96	23	23	17
Number Scoring 65-100	101	126	87	20	23	14
Number Scoring 85-100	35	39	15	7	3	3
Percentage of Tested Scoring 55-100	92%	95%	92%	88%	96%	81%
Percentage of Tested Scoring 65-100	86%	92%	84%	77%	96%	67%
Percentage of Tested Scoring 85-100	30%	28%	14%	27%	12%	14%
<b>Physical Setting/Chemistry</b>						
Number Tested	231	214	265	11	6	8
Number Scoring 55-100	222	204	250	11	4	7
Number Scoring 65-100	192	180	218	10	3	4
Number Scoring 85-100	36	45	53	0	0	0
Percentage of Tested Scoring 55-100	96%	95%	94%	100%	67%	88%
Percentage of Tested Scoring 65-100	83%	84%	82%	91%	50%	50%
Percentage of Tested Scoring 85-100	16%	21%	20%	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	47	42	32	2	2	0
Number Scoring 55-100	44	42	32	#	#	0
Number Scoring 65-100	42	41	32	#	#	0
Number Scoring 85-100	16	22	24	#	#	0
Percentage of Tested Scoring 55-100	94%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	89%	98%	100%	#	#	0%
Percentage of Tested Scoring 85-100	34%	52%	75%	#	#	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	1	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	208	185	210	14	5	8
Number Scoring 55-100	208	185	207	14	5	8
Number Scoring 65-100	203	183	204	12	5	6
Number Scoring 85-100	140	127	144	5	2	2
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	97%	86%	100%	75%
Percentage of Tested Scoring 85-100	67%	69%	69%	36%	40%	25%
<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	277	19	1	21	5	1
Number Scoring 55-100	258	17	#	18	3	#
Number Scoring 65-100	253	16	#	18	3	#
Number Scoring 85-100	141	2	#	6	0	#
Percentage of Tested Scoring 55-100	93%	89%	#	86%	60%	#
Percentage of Tested Scoring 65-100	91%	84%	#	86%	60%	#
Percentage of Tested Scoring 85-100	51%	11%	#	29%	0%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	34	100%	50	94%
Students with Disabilities	12	92%	9	67%	8	88%

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	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

## 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	232	232	232	26	26	26	258	258	258
Number Scoring 55–64	0	1	0	5	5	1	5	6	1
Number Scoring 65–84	111	105	132	18	16	22	129	121	154
Number Scoring 85–100	118	123	99	2	2	2	120	125	101
Approved Alternatives	1	0	0	0	0	0	1	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			13			1
Beginning (0-18)			3			#
Intermediate (19-31)			3			#
Advanced (32-36)			4			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			13			1
Beginning (0-14)			4			#
Intermediate (15-24)			3			#
Advanced (25-32)			6			#
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)