

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	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	388	374	271
Tenth	252	223	281
Eleventh	239	239	198
Twelfth	244	208	210
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1123	1044	960

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	19	1.7%	20	1.9%	20	2.1%
Black (Not Hispanic)	383	34.1%	380	36.4%	323	33.6%
Hispanic	70	6.2%	79	7.6%	78	8.1%
White (Not Hispanic)	651	58.0%	565	54.1%	539	56.1%

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	28	23	22
Mathematics Grade 10	0	24	24
Science Grade 10	26	0	22
Social Studies Grade 10	26	26	27

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	6	0.6%	12	1.3%
Eligible for Free Lunch	550	49.0%	521	49.9%	475	49.5%

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		82.0%		80.0%		79.1%
Student Suspensions	278	25.5%	220	19.6%	191	18.3%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.1%	8.1%	9.7%
Public Assistance	61-70%	61-70%	41-50%
Student Stability	94%	100%	95%

Staff Counts

Staff	2004-05
Total Teachers	76
Total Other Professional Staff	7
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
General-Education Students	Total Graduates*	128	132	92
	Regents Diplomas	11	22	27
	% Regents Diplomas	9%	17%	29%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	43	29	25
	Regents Diplomas	2	1	4
	% Regents Diplomas	5%	3%	16%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	13	18	23
All Students	Total Graduates*	171	161	117
	Regents Diplomas	13	23	31
	% Regents Diplomas	8%	14%	26%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	13	18	23

* 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
General-Education Students	Number	57	21	0	4	10	0	0	0
	Percent	62%	23%	0%	4%	11%	0%	0%	0%
Students with Disabilities	Number	11	5	0	1	8	0	0	0
	Percent	44%	20%	0%	4%	32%	0%	0%	0%
All Students	Number	68	26	0	5	18	0	0	0
	Percent	58%	22%	0%	4%	15%	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.
General-Education Students	Dropped Out	115		86	11.8%	128	18.6%
	Entered GED Program*	7		15	2.1%	31	4.5%
	Total Noncompleters	122		101	13.9%	159	23.1%
Students with Disabilities	Dropped Out	59		48	14.8%	59	20.4%
	Entered GED Program*	9		7	2.2%	8	2.8%
	Total Noncompleters	68		55	16.9%	67	23.2%
All Students	Dropped Out	174	15.5%	134	12.8%	187	19.2%
	Entered GED Program*	16	1.4%	22	2.1%	39	4.0%
	Total Noncompleters	190	16.9%	156	14.8%	226	23.2%

*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	80	0
	Number of Students with Disabilities	0	45	0
	Number of All Students	0	125	0
	Percent of Enrollment	0%	12%	0%

(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%	29	93%	68	69%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	50	80%	74	54%	163	55%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	7	86%	17	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	75%	7	71%	36	25%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	3	#	2	#
Science	1	#	0	0%	1	#
Reading	3	#	0	0%	2	#
Writing	3	#	1	#	2	#
Global Studies	2	#	3	#	3	#
U.S. Hist & Gov't	3	#	1	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	57%	74	54%	71	49%
Science	11	0%	1	#	44	36%
Reading	17	71%	28	61%	24	79%
Writing	14	86%	25	92%	15	93%
Global Studies	8	63%	22	36%	3	#
U.S. Hist & Gov't	7	29%	5	0%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	198	191	171	29	36	35
Number Scoring 55-100	155	154	121	17	23	24
Number Scoring 65-100	104	96	65	15	16	12
Number Scoring 85-100	3	5	4	1	1	1
Percentage of Tested Scoring 55-100	78%	81%	71%	59%	64%	69%
Percentage of Tested Scoring 65-100	53%	50%	38%	52%	44%	34%
Percentage of Tested Scoring 85-100	2%	3%	2%	3%	3%	3%
Mathematics A						
Number Tested	279	288	248	36	66	56
Number Scoring 55-100	98	207	165	4	31	20
Number Scoring 65-100	34	93	85	3	13	10
Number Scoring 85-100	0	3	8	0	0	0
Percentage of Tested Scoring 55-100	35%	72%	67%	11%	47%	36%
Percentage of Tested Scoring 65-100	12%	32%	34%	8%	20%	18%
Percentage of Tested Scoring 85-100	0%	1%	3%	0%	0%	0%
Mathematics B						
Number Tested	0	0	2	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%
Global History and Geography						
Number Tested	204	222	209	34	45	42
Number Scoring 55-100	164	155	114	22	31	19
Number Scoring 65-100	145	75	66	18	15	9
Number Scoring 85-100	1	10	6	0	1	1
Percentage of Tested Scoring 55-100	80%	70%	55%	65%	69%	45%
Percentage of Tested Scoring 65-100	71%	34%	32%	53%	33%	21%
Percentage of Tested Scoring 85-100	0%	5%	3%	0%	2%	2%
U.S. History and Government						
Number Tested	173	152	146	34	32	28
Number Scoring 55-100	151	120	95	26	22	15
Number Scoring 65-100	123	75	55	19	8	9
Number Scoring 85-100	9	10	9	1	1	3
Percentage of Tested Scoring 55-100	87%	79%	65%	76%	69%	54%
Percentage of Tested Scoring 65-100	71%	49%	38%	56%	25%	32%
Percentage of Tested Scoring 85-100	5%	7%	6%	3%	3%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	153	194	189	30	37	33
Number Scoring 55-100	126	145	96	23	24	10
Number Scoring 65-100	103	83	44	16	14	4
Number Scoring 85-100	2	1	0	0	0	0
Percentage of Tested Scoring 55-100	82%	75%	51%	77%	65%	30%
Percentage of Tested Scoring 65-100	67%	43%	23%	53%	38%	12%
Percentage of Tested Scoring 85-100	1%	1%	0%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	121	130	171	20	20	32
Number Scoring 55-100	84	87	104	14	13	14
Number Scoring 65-100	50	56	27	7	10	3
Number Scoring 85-100	6	3	0	2	0	0
Percentage of Tested Scoring 55-100	69%	67%	61%	70%	65%	44%
Percentage of Tested Scoring 65-100	41%	43%	16%	35%	50%	9%
Percentage of Tested Scoring 85-100	5%	2%	0%	10%	0%	0%
Physical Setting/Chemistry						
Number Tested	20	26	40	0	6	7
Number Scoring 55-100	15	12	20	0	1	4
Number Scoring 65-100	3	4	5	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	75%	46%	50%	0%	17%	57%
Percentage of Tested Scoring 65-100	15%	15%	12%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	15		0	1
Number Scoring 55-100		0	2		0	#
Number Scoring 65-100		0	1		0	#
Number Scoring 85-100		0	0		0	#
Percentage of Tested Scoring 55-100		0%	13%		0%	#
Percentage of Tested Scoring 65-100		0%	7%		0%	#
Percentage of Tested Scoring 85-100		0%	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
Comprehensive French						
Number Tested	20	14	1	0	3	0
Number Scoring 55-100	20	13	#	0	#	0
Number Scoring 65-100	15	10	#	0	#	0
Number Scoring 85-100	3	0	#	0	#	0
Percentage of Tested Scoring 55-100	100%	93%	#	0%	#	0%
Percentage of Tested Scoring 65-100	75%	71%	#	0%	#	0%
Percentage of Tested Scoring 85-100	15%	0%	#	0%	#	0%
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	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 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	28	25	23	0	0	1
Number Scoring 55-100	28	24	21	0	0	#
Number Scoring 65-100	24	19	19	0	0	#
Number Scoring 85-100	10	6	7	0	0	#
Percentage of Tested Scoring 55-100	100%	96%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	86%	76%	83%	0%	0%	#
Percentage of Tested Scoring 85-100	36%	24%	30%	0%	0%	#
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)

New York State Alternate Assessments (NYSAA) 2004–05

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

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	153	153	153	71	71	71	224	224	224
Number Scoring 55–64	29	41	19	8	8	5	37	49	24
Number Scoring 65–84	81	44	100	18	9	20	99	53	120
Number Scoring 85–100	1	5	3	0	1	1	1	6	4
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
Listening and Speaking (Grade 7-8)						
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
Reading and Writing (Grade 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		6	8		4	4
Beginning		1	1		#	#
Intermediate		2	2		#	#
Advanced		1	5		#	#
Proficient		2	0		#	#
Reading and Writing (Grade 9-12)						
Number Tested		6	9		4	4
Beginning		1	2		#	#
Intermediate		4	5		#	#
Advanced		1	2		#	#
Proficient		0	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)