

# New York State School Report Card Comprehensive Information Report

BEDS Code: 07-06-00-01-0020

Grade Range : 9-12

Name: Southside High School

Principal: Theresa Armstrong

## 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	312	278	283
Tenth	309	306	283
Eleventh	263	273	268
Twelfth	268	277	270
Ungraded Secondary	45	45	48
Total K-12 Enrollment	1197	1179	1152

## 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	8	0.7%	6	0.5%	6	0.5%
Black (Not Hispanic)	59	4.9%	54	4.6%	55	4.8%
Hispanic	8	0.7%	8	0.7%	8	0.7%
White (Not Hispanic)	1122	93.7%	1111	94.2%	1083	94.0%

## 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	23	23	25
Mathematics Grade 10	22	28	10
Science Grade 10	30	0	24
Social Studies Grade 10	22	19	25

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the lower 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	1	0.1%	1	0.1%	0	0.0%
Eligible for Free Lunch	208	17.4%	229	19.4%	242	21.0%

### 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		92.2%		95.7%		93.5%
Student Suspensions	123	9.6%	82	6.9%	91	7.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	8.4%	11.1%
Public Assistance	21-30%	11-20%	21-30%
Student Stability	96%	83%	73%

### Staff Counts

Staff	2002–2003
Total Teachers	79
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	9
Teachers with Temporary Licenses	1

\*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	177	88	50%	171	94	55%	194	101	52%
Students with Disabilities	11	0	0%	8	0	0%	10	0	0%
All Students	188	88	47%	179	94	53%	204	101	50%

\*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	53	65	0	3	24	59
Percent	26%	32%	0%	1%	12%	29%

## 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)
10	0	6	16

\*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			44		28	
	Entered GED Program*			39		19	
	Total Noncompleters			83		47	
Students with Disabilities	Dropped Out			14		0	
	Entered GED Program*			12		1	
	Total Noncompleters			26		1	
All Students	Dropped Out	107	8.9%	58	4.9%	28	2.4%
	Entered GED Program*	26	2.2%	51	4.3%	20	1.7%
	Total Noncompleters	133	11.1%	109	9.2%	48	4.2%

\*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		941	1056
	Number of Students with Disabilities		150	48
	Number of All Students		1091	1104
	Percent of Enrollment		93%	96%

## 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	1	#	4	#	6	50%
Science	17	88%	10	40%	2	#
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	20	50%	3	#	3	#
U.S. Hist & Gov't	45	76%	4	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	78%	15	93%	21	52%
Science	7	100%	18	39%	9	22%
Reading	0	0%	5	100%	12	100%
Writing	4	#	8	100%	13	100%
Global Studies	11	36%	10	60%	19	68%
U.S. Hist & Gov't	13	54%	4	#	7	57%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	237	234	263	17	14	15
Number Scoring 55–100	209	200	239	8	8	11
Number Scoring 65–100	175	168	201	5	7	5
Number Scoring 85–100	22	44	74	0	0	0
Percentage of Tested Scoring 55–100	88%	85%	91%	47%	57%	73%
Percentage of Tested Scoring 65–100	74%	72%	76%	29%	50%	33%
Percentage of Tested Scoring 85–100	9%	19%	28%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	84	118	332	9	12	11
Number Scoring 55–100	23	32	235	0	5	6
Number Scoring 65–100	14	11	183	0	2	2
Number Scoring 85–100	3	0	22	0	0	0
Percentage of Tested Scoring 55–100	27%	27%	71%	0%	42%	55%
Percentage of Tested Scoring 65–100	17%	9%	55%	0%	17%	18%
Percentage of Tested Scoring 85–100	4%	0%	7%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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	314	326	322	23	22	24
Number Scoring 55–100	255	259	228	13	18	12
Number Scoring 65–100	203	193	164	6	9	5
Number Scoring 85–100	24	19	36	0	0	0
Percentage of Tested Scoring 55–100	81%	79%	71%	57%	82%	50%
Percentage of Tested Scoring 65–100	65%	59%	51%	26%	41%	21%
Percentage of Tested Scoring 85–100	8%	6%	11%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	210	233	283	10	19	16
Number Scoring 55–100	185	208	262	3	14	11
Number Scoring 65–100	160	178	229	3	9	8
Number Scoring 85–100	44	54	81	0	2	0
Percentage of Tested Scoring 55–100	88%	89%	93%	30%	74%	69%
Percentage of Tested Scoring 65–100	76%	76%	81%	30%	47%	50%
Percentage of Tested Scoring 85–100	21%	23%	29%	0%	11%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	267	223	213	17	10	16
Number Scoring 55–100	216	219	207	10	8	14
Number Scoring 65–100	189	200	167	8	7	10
Number Scoring 85–100	33	36	21	0	0	0
Percentage of Tested Scoring 55–100	81%	98%	97%	59%	80%	88%
Percentage of Tested Scoring 65–100	71%	90%	78%	47%	70%	62%
Percentage of Tested Scoring 85–100	12%	16%	10%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	176	174	172	6	0	2
Number Scoring 55–100	121	148	155	3	0	#
Number Scoring 65–100	90	114	132	2	0	#
Number Scoring 85–100	10	19	40	1	0	#
Percentage of Tested Scoring 55–100	69%	85%	90%	50%	0%	#
Percentage of Tested Scoring 65–100	51%	66%	77%	33%	0%	#
Percentage of Tested Scoring 85–100	6%	11%	23%	17%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		136	149		0	1
Number Scoring 55–100		125	137		0	#
Number Scoring 65–100		101	112		0	#
Number Scoring 85–100		13	30		0	#
Percentage of Tested Scoring 55–100		92%	92%		0%	#
Percentage of Tested Scoring 65–100		74%	75%		0%	#
Percentage of Tested Scoring 85–100		10%	20%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	31	38	48	0	0	0
Number Scoring 55–100	31	37	48	0	0	0
Number Scoring 65–100	31	37	48	0	0	0
Number Scoring 85–100	21	18	26	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	47%	54%	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	11	14	17	0	0	0
Number Scoring 55–100	10	14	15	0	0	0
Number Scoring 65–100	9	12	15	0	0	0
Number Scoring 85–100	3	4	6	0	0	0
Percentage of Tested Scoring 55–100	91%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	86%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	29%	35%	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	131	159	117	2	0	2
Number Scoring 55–100	127	154	112	#	0	#
Number Scoring 65–100	123	150	107	#	0	#
Number Scoring 85–100	73	90	46	#	0	#
Percentage of Tested Scoring 55–100	97%	97%	96%	#	0%	#
Percentage of Tested Scoring 65–100	94%	94%	91%	#	0%	#
Percentage of Tested Scoring 85–100	56%	57%	39%	#	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	246	207	51	9	1	0
Number Scoring 55–100	151	140	33	0	#	0
Number Scoring 65–100	122	113	22	0	#	0
Number Scoring 85–100	38	31	2	0	#	0
Percentage of Tested Scoring 55–100	61%	68%	65%	0%	#	0%
Percentage of Tested Scoring 65–100	50%	55%	43%	0%	#	0%
Percentage of Tested Scoring 85–100	15%	15%	4%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	95	109	99	0	0	0
Number Scoring 55–100	73	103	87	0	0	0
Number Scoring 65–100	67	91	79	0	0	0
Number Scoring 85–100	30	38	34	0	0	0
Percentage of Tested Scoring 55–100	77%	94%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	83%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	32%	35%	34%	0%	0%	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	239	89%	235	94%	4	#
Students with Disabilities	30	63%	24	58%	3	#

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
<b>Nov 2002</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 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%

(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
<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

## 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	219	219	219	21	21	21	240	240	240
Number Scoring 55–64	28	23	21	4	2	3	32	25	24
Number Scoring 65–84	137	114	147	4	7	5	141	121	152
Number Scoring 85–100	22	51	30	0	0	0	22	51	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)