

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0110
 Name: South Park High School
 Principal: Eileen Czarnecki

Grade Range : 9-12

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	266	346	388
Tenth	284	265	252
Eleventh	269	266	239
Twelfth	206	215	244
Ungraded Secondary	15	0	0
Total K-12 Enrollment	1040	1092	1123

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	20	1.9%	17	1.6%	19	1.7%
Black (Not Hispanic)	351	33.8%	387	35.4%	383	34.1%
Hispanic	65	6.3%	76	7.0%	70	6.2%
White (Not Hispanic)	604	58.1%	612	56.0%	651	58.0%

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	28
Mathematics Grade 10	25	13	0
Science Grade 10	20	25	26
Social Studies Grade 10	24	20	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	700	67.3%	436	39.9%	550	49.0%

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		74.0%		82.0%		82.0%
Student Suspensions	74	7.1%	227	21.8%	278	25.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	18.5%	9.8%	11.1%
Public Assistance	51-60%	51-60%	61-70%
Student Stability	100%	100%	94%

Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

*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	79	12	15%	112	16	14%	128	11	9%
Students with Disabilities	10	0	0%	4	0	0%	43	2	5%
All Students	89	12	13%	116	16	14%	171	13	8%

*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	39	60	0	10	55	7
Percent	23%	35%	0%	6%	32%	4%

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)
43	2	13	56

*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			117		115	
	Entered GED Program*			17		7	
	Total Noncompleters			134		122	
Students with Disabilities	Dropped Out			24		59	
	Entered GED Program*			7		9	
	Total Noncompleters			31		68	
All Students	Dropped Out	0	0.0%	141	12.9%	174	15.5%
	Entered GED Program*	0	0.0%	24	2.2%	16	1.4%
	Total Noncompleters	0	0.0%	165	15.1%	190	16.9%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	28	86%	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	64	39%	0	0%	50	80%

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%	12	75%

(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	0	0%	0	0%	7	100%
Science	9	33%	0	0%	1	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	10	30%	4	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	56%	0	0%	37	57%
Science	6	17%	0	0%	11	0%
Reading	0	0%	0	0%	17	71%
Writing	0	0%	0	0%	14	86%
Global Studies	5	20%	0	0%	8	62%
U.S. Hist & Gov't	6	17%	0	0%	7	29%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	166	181	198	36	2	29
Number Scoring 55–100	145	127	155	23	#	17
Number Scoring 65–100	98	62	104	14	#	15
Number Scoring 85–100	6	8	3	0	#	1
Percentage of Tested Scoring 55–100	87%	70%	78%	64%	#	59%
Percentage of Tested Scoring 65–100	59%	34%	53%	39%	#	52%
Percentage of Tested Scoring 85–100	4%	4%	2%	0%	#	3%
Mathematics A						
Number Tested	226	318	279	46	2	36
Number Scoring 55–100	26	94	98	1	#	4
Number Scoring 65–100	11	26	34	1	#	3
Number Scoring 85–100	0	1	0	0	#	0
Percentage of Tested Scoring 55–100	12%	30%	35%	2%	#	11%
Percentage of Tested Scoring 65–100	5%	8%	12%	2%	#	8%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	175	167	204	42	2	34
Number Scoring 55–100	158	119	164	35	#	22
Number Scoring 65–100	118	59	145	22	#	18
Number Scoring 85–100	14	3	1	1	#	0
Percentage of Tested Scoring 55–100	90%	71%	80%	83%	#	65%
Percentage of Tested Scoring 65–100	67%	35%	71%	52%	#	53%
Percentage of Tested Scoring 85–100	8%	2%	0%	2%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	141	213	173	23	3	34
Number Scoring 55–100	104	185	151	14	#	26
Number Scoring 65–100	50	125	123	1	#	19
Number Scoring 85–100	6	4	9	0	#	1
Percentage of Tested Scoring 55–100	74%	87%	87%	61%	#	76%
Percentage of Tested Scoring 65–100	35%	59%	71%	4%	#	56%
Percentage of Tested Scoring 85–100	4%	2%	5%	0%	#	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	215	182	153	44	1	30
Number Scoring 55–100	161	164	126	30	#	23
Number Scoring 65–100	97	129	103	12	#	16
Number Scoring 85–100	3	4	2	0	#	0
Percentage of Tested Scoring 55–100	75%	90%	82%	68%	#	77%
Percentage of Tested Scoring 65–100	45%	71%	67%	27%	#	53%
Percentage of Tested Scoring 85–100	1%	2%	1%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	52	103	121	11	0	20
Number Scoring 55–100	28	68	84	4	0	14
Number Scoring 65–100	14	36	50	2	0	7
Number Scoring 85–100	1	2	6	0	0	2
Percentage of Tested Scoring 55–100	54%	66%	69%	36%	0%	70%
Percentage of Tested Scoring 65–100	27%	35%	41%	18%	0%	35%
Percentage of Tested Scoring 85–100	2%	2%	5%	0%	0%	10%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		21	20		0	0
Number Scoring 55–100		16	15		0	0
Number Scoring 65–100		6	3		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		76%	75%		0%	0%
Percentage of Tested Scoring 65–100		29%	15%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	22	17	20	1	0	0
Number Scoring 55–100	17	12	20	#	0	0
Number Scoring 65–100	13	10	15	#	0	0
Number Scoring 85–100	5	0	3	#	0	0
Percentage of Tested Scoring 55–100	77%	71%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	59%	59%	75%	#	0%	0%
Percentage of Tested Scoring 85–100	23%	0%	15%	#	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	39	41	28	2	0	0
Number Scoring 55–100	34	39	28	#	0	0
Number Scoring 65–100	33	34	24	#	0	0
Number Scoring 85–100	9	12	10	#	0	0
Percentage of Tested Scoring 55–100	87%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	85%	83%	86%	#	0%	0%
Percentage of Tested Scoring 85–100	23%	29%	36%	#	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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	21	67%	1	#	0	0%
Students with Disabilities	6	67%	0	0%	1	#

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
Nov 2002	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
June 2003	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
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

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	171	171	171	57	57	57	228	228	228
Number Scoring 55–64	21	37	46	12	11	16	33	48	62
Number Scoring 65–84	95	81	77	17	17	15	112	98	92
Number Scoring 85–100	13	4	7	1	1	0	14	5	7
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)