

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0103
 Name: Grover Cleveland High School
 Principal: Kevin Eberle

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	200	290	420
Tenth	276	247	296
Eleventh	201	269	239
Twelfth	139	180	187
Ungraded Secondary	32	0	0
Total K-12 Enrollment	848	986	1142

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	35	4.1%	42	4.3%	37	3.2%
Black (Not Hispanic)	251	29.6%	332	33.7%	517	45.3%
Hispanic	387	45.6%	423	42.9%	395	34.6%
White (Not Hispanic)	175	20.6%	189	19.2%	193	16.9%

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	23	21	31
Mathematics Grade 10	23	28	28
Science Grade 10	23	24	27
Social Studies Grade 10	25	28	24

(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
42	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 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	529	62.4%	594	60.2%	0	0.0%
Eligible for Free Lunch	571	67.3%	677	68.7%	781	68.4%

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		80.8%		83.8%		0.0%
Student Suspensions	60	7.4%	95	11.2%	68	6.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.9%	6.2%	4.6%
Public Assistance	91-100%	91-100%	81-90%
Student Stability	92%	91%	0%

Staff Counts

Staff	2003-04
Total Teachers	71
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*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	70	22	31%	96	21	22%	114	19	17%
Students with Disabilities	4	0	0%	11	0	0%	16	0	0%
All Students	74	22	30%	107	21	20%	130	19	15%

*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	34	75	0	0	20	1
Percent	26%	58%	0%	0%	15%	1%

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)
16	0	5	21

*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	15		87		92	12.1%
	Entered GED Program*	35		25		41	5.4%
	Total Noncompleters	50		112		133	17.5%
Students with Disabilities	Dropped Out	12		39		57	23.2%
	Entered GED Program*	9		1		6	2.4%
	Total Noncompleters	21		40		63	25.6%
All Students	Dropped Out	27	3.2%	126	12.8%	149	14.8%
	Entered GED Program*	44	5.2%	26	2.6%	47	4.7%
	Total Noncompleters	71	8.4%	152	15.4%	196	19.5%

*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	57	136	882
	Number of Students with Disabilities	71	53	260
	Number of All Students	128	189	1142
	Percent of Enrollment	15%	19%	100%

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; completer 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	56	70%	97	51%	31	71%

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	1	#	17	29%	4	#

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%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	27	41%
Science	0	0%	0	0%	9	22%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	135	150	137	4	21	17
Number Scoring 55-100	108	112	110	#	18	11
Number Scoring 65-100	76	78	78	#	13	7
Number Scoring 85-100	1	4	9	#	0	0
Percentage of Tested Scoring 55-100	80%	75%	80%	#	86%	65%
Percentage of Tested Scoring 65-100	56%	52%	57%	#	62%	41%
Percentage of Tested Scoring 85-100	1%	3%	7%	#	0%	0%
Mathematics A						
Number Tested	204	251	255	3	22	19
Number Scoring 55-100	70	81	173	#	1	5
Number Scoring 65-100	34	38	91	#	1	1
Number Scoring 85-100	4	1	4	#	0	0
Percentage of Tested Scoring 55-100	34%	32%	68%	#	5%	26%
Percentage of Tested Scoring 65-100	17%	15%	36%	#	5%	5%
Percentage of Tested Scoring 85-100	2%	0%	2%	#	0%	0%
Mathematics B						
Number Tested	7	0	13	0	0	0
Number Scoring 55-100	7	0	12	0	0	0
Number Scoring 65-100	6	0	11	0	0	0
Number Scoring 85-100	1	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	164	161	208	1	19	38
Number Scoring 55-100	124	99	150	#	9	27
Number Scoring 65-100	93	91	130	#	9	24
Number Scoring 85-100	4	13	18	#	1	7
Percentage of Tested Scoring 55-100	76%	61%	72%	#	47%	71%
Percentage of Tested Scoring 65-100	57%	57%	62%	#	47%	63%
Percentage of Tested Scoring 85-100	2%	8%	9%	#	5%	18%
U.S. History and Government						
Number Tested	127	161	147	2	19	22
Number Scoring 55-100	98	126	124	#	12	16
Number Scoring 65-100	56	110	88	#	7	8
Number Scoring 85-100	7	11	17	#	0	0
Percentage of Tested Scoring 55-100	77%	78%	84%	#	63%	73%
Percentage of Tested Scoring 65-100	44%	68%	60%	#	37%	36%
Percentage of Tested Scoring 85-100	6%	7%	12%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	152	142	145	1	19	25
Number Scoring 55-100	142	115	123	#	10	18
Number Scoring 65-100	114	78	94	#	4	12
Number Scoring 85-100	5	1	6	#	0	1
Percentage of Tested Scoring 55-100	93%	81%	85%	#	53%	72%
Percentage of Tested Scoring 65-100	75%	55%	65%	#	21%	48%
Percentage of Tested Scoring 85-100	3%	1%	4%	#	0%	4%
Physical Setting/Earth Science						
Number Tested	174	261	257	2	56	54
Number Scoring 55-100	91	100	138	#	17	25
Number Scoring 65-100	52	54	68	#	9	16
Number Scoring 85-100	0	1	2	#	0	0
Percentage of Tested Scoring 55-100	52%	38%	54%	#	30%	46%
Percentage of Tested Scoring 65-100	30%	21%	26%	#	16%	30%
Percentage of Tested Scoring 85-100	0%	0%	1%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	15	16	18	0	1	1
Number Scoring 55-100	6	11	17	0	#	#
Number Scoring 65-100	4	6	7	0	#	#
Number Scoring 85-100	0	0	1	0	#	#
Percentage of Tested Scoring 55-100	40%	69%	94%	0%	#	#
Percentage of Tested Scoring 65-100	27%	38%	39%	0%	#	#
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	#	#
Physical Setting/Physics						
Number Tested			7			0
Number Scoring 55-100			4			0
Number Scoring 65-100			1			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			57%			0%
Percentage of Tested Scoring 65-100			14%			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
Comprehensive French						
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%
Comprehensive Italian						
Number Tested	2	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%
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	42	48	22	1	3	1
Number Scoring 55-100	42	47	22	#	#	#
Number Scoring 65-100	42	47	22	#	#	#
Number Scoring 85-100	27	30	16	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 85-100	64%	62%	73%	#	#	#
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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
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%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	96%	15	53%	66	65%
Students with Disabilities	5	80%	9	89%	13	46%

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
Nov 2003	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 2004	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
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

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	140	140	140	34	34	34	174	174	174
Number Scoring 55–64	10	8	16	2	4	4	12	12	20
Number Scoring 65–84	79	78	91	7	5	10	86	83	101
Number Scoring 85–100	9	7	2	1	0	0	10	7	2
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			232			33
Beginning (0-18)			35			4
Intermediate (19-31)			72			9
Advanced (32-36)			94			14
Proficient (37-39)			31			6
Reading and Writing (Grade 9-12)						
Number Tested			231			30
Beginning (0-14)			63			12
Intermediate (15-24)			103			15
Advanced (25-32)			60			3
Proficient (33-35)			5			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)