

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	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	290	420	396
Tenth	247	296	272
Eleventh	269	239	245
Twelfth	180	187	162
Ungraded Secondary	0	0	0
Total K-12 Enrollment	986	1142	1075

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	42	4.3%	37	3.2%	28	2.6%
Black (Not Hispanic)	332	33.7%	517	45.3%	541	50.3%
Hispanic	423	42.9%	395	34.6%	360	33.5%
White (Not Hispanic)	189	19.2%	193	16.9%	146	13.6%

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	21	31	35
Mathematics Grade 10	28	28	10
Science Grade 10	24	27	32
Social Studies Grade 10	28	24	36

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	594	60.2%	0	0.0%	315	29.3%
Eligible for Free Lunch	677	68.7%	781	68.4%	687	63.9%

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		83.8%		0.0%		75.3%
Student Suspensions	95	11.2%	68	6.9%	102	8.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.2%	4.6%	5.9%
Public Assistance	91-100%	81-90%	81-90%
Student Stability	91%	0%	86%

Staff Counts

Staff	2004-05
Total Teachers	73
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*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*	96	114	82
	Regents Diplomas	21	19	5
	% Regents Diplomas	22%	17%	6%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	16	15
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	7%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	9	5	12
All Students	Total Graduates*	107	130	97
	Regents Diplomas	21	19	6
	% Regents Diplomas	20%	15%	6%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	9	5	12

* 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	23	41	1	1	15	1	0	0
	Percent	28%	50%	1%	1%	18%	1%	0%	0%
Students with Disabilities	Number	0	9	0	0	4	2	0	0
	Percent	0%	60%	0%	0%	27%	13%	0%	0%
All Students	Number	23	50	1	1	19	3	0	0
	Percent	24%	52%	1%	1%	20%	3%	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	87		92	12.1%	121	15.6%
	Entered GED Program*	25		41	5.4%	28	3.6%
	Total Noncompleters	112		133	17.5%	149	19.2%
Students with Disabilities	Dropped Out	39		57	23.2%	50	18.8%
	Entered GED Program*	1		6	2.4%	13	4.9%
	Total Noncompleters	40		63	25.6%	63	23.7%
All Students	Dropped Out	126	12.8%	149	14.8%	171	16.4%
	Entered GED Program*	26	2.6%	47	4.7%	41	3.9%
	Total Noncompleters	152	15.4%	196	19.5%	212	20.4%

*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	136	882	838
	Number of Students with Disabilities	53	260	237
	Number of All Students	189	1142	1075
	Percent of Enrollment	19%	100%	100%

(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%	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	97	51%	31	71%	40	80%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	17	29%	4	#	7	71%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	0	0%	0	0%	3	#
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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	27	41%	45	31%
Science	0	0%	9	22%	28	18%
Reading	0	0%	4	#	15	73%
Writing	0	0%	1	#	12	75%
Global Studies	0	0%	3	#	13	23%
U.S. Hist & Gov't	0	0%	5	40%	13	38%

(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	150	137	156	21	17	34
Number Scoring 55-100	112	110	130	18	11	21
Number Scoring 65-100	78	78	95	13	7	13
Number Scoring 85-100	4	9	2	0	0	0
Percentage of Tested Scoring 55-100	75%	80%	83%	86%	65%	62%
Percentage of Tested Scoring 65-100	52%	57%	61%	62%	41%	38%
Percentage of Tested Scoring 85-100	3%	7%	1%	0%	0%	0%
Mathematics A						
Number Tested	251	255	209	22	19	41
Number Scoring 55-100	81	173	128	1	5	12
Number Scoring 65-100	38	91	57	1	1	2
Number Scoring 85-100	1	4	3	0	0	0
Percentage of Tested Scoring 55-100	32%	68%	61%	5%	26%	29%
Percentage of Tested Scoring 65-100	15%	36%	27%	5%	5%	5%
Percentage of Tested Scoring 85-100	0%	2%	1%	0%	0%	0%
Mathematics B						
Number Tested	0	13	23	0	0	1
Number Scoring 55-100	0	12	13	0	0	#
Number Scoring 65-100	0	11	8	0	0	#
Number Scoring 85-100	0	0	2	0	0	#
Percentage of Tested Scoring 55-100	0%	92%	57%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	85%	35%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	9%	0%	0%	#
Global History and Geography						
Number Tested	161	208	198	19	38	32
Number Scoring 55-100	99	150	126	9	27	15
Number Scoring 65-100	91	130	74	9	24	5
Number Scoring 85-100	13	18	4	1	7	0
Percentage of Tested Scoring 55-100	61%	72%	64%	47%	71%	47%
Percentage of Tested Scoring 65-100	57%	62%	37%	47%	63%	16%
Percentage of Tested Scoring 85-100	8%	9%	2%	5%	18%	0%
U.S. History and Government						
Number Tested	161	147	153	19	22	30
Number Scoring 55-100	126	124	116	12	16	18
Number Scoring 65-100	110	88	76	7	8	8
Number Scoring 85-100	11	17	16	0	0	0
Percentage of Tested Scoring 55-100	78%	84%	76%	63%	73%	60%
Percentage of Tested Scoring 65-100	68%	60%	50%	37%	36%	27%
Percentage of Tested Scoring 85-100	7%	12%	10%	0%	0%	0%

(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	142	145	125	19	25	17
Number Scoring 55-100	115	123	89	10	18	13
Number Scoring 65-100	78	94	43	4	12	12
Number Scoring 85-100	1	6	1	0	1	0
Percentage of Tested Scoring 55-100	81%	85%	71%	53%	72%	76%
Percentage of Tested Scoring 65-100	55%	65%	34%	21%	48%	71%
Percentage of Tested Scoring 85-100	1%	4%	1%	0%	4%	0%
Physical Setting/Earth Science						
Number Tested	261	257	303	56	54	35
Number Scoring 55-100	100	138	123	17	25	10
Number Scoring 65-100	54	68	47	9	16	1
Number Scoring 85-100	1	2	0	0	0	0
Percentage of Tested Scoring 55-100	38%	54%	41%	30%	46%	29%
Percentage of Tested Scoring 65-100	21%	26%	16%	16%	30%	3%
Percentage of Tested Scoring 85-100	0%	1%	0%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	16	18	0	1	1	0
Number Scoring 55-100	11	17	0	#	#	0
Number Scoring 65-100	6	7	0	#	#	0
Number Scoring 85-100	0	1	0	#	#	0
Percentage of Tested Scoring 55-100	69%	94%	0%	#	#	0%
Percentage of Tested Scoring 65-100	38%	39%	0%	#	#	0%
Percentage of Tested Scoring 85-100	0%	6%	0%	#	#	0%
Physical Setting/Physics						
Number Tested		7	2		0	0
Number Scoring 55-100		4	#		0	0
Number Scoring 65-100		1	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		57%	#		0%	0%
Percentage of Tested Scoring 65-100		14%	#		0%	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	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 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	48	22	36	3	1	6
Number Scoring 55-100	47	22	33	#	#	5
Number Scoring 65-100	47	22	33	#	#	5
Number Scoring 85-100	30	16	23	#	#	3
Percentage of Tested Scoring 55-100	98%	100%	92%	#	#	83%
Percentage of Tested Scoring 65-100	98%	100%	92%	#	#	83%
Percentage of Tested Scoring 85-100	62%	73%	64%	#	#	50%
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	107	107	107	52	52	52	159	159	159
Number Scoring 55–64	10	16	22	4	4	8	14	20	30
Number Scoring 65–84	52	30	62	9	5	13	61	35	75
Number Scoring 85–100	5	8	1	1	0	1	6	8	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		
	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		232	243		33	23
Beginning		35	19		4	4
Intermediate		72	117		9	8
Advanced		94	68		14	6
Proficient		31	39		6	5
Reading and Writing (Grade 9–12)						
Number Tested		231	239		30	21
Beginning		63	70		12	8
Intermediate		103	93		15	10
Advanced		60	37		3	1
Proficient		5	39		0	2

*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)