

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-06-00-01-0103  
 Name: Grover Cleveland High School  
 Principal: Benjamin Randle

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	183	200	290
Tenth	216	276	247
Eleventh	180	201	269
Twelfth	113	139	180
Ungraded Secondary	116	32	0
Total K-12 Enrollment	808	848	986

## 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	55	6.8%	35	4.1%	42	4.3%
Black (Not Hispanic)	231	28.6%	251	29.6%	332	33.7%
Hispanic	368	45.5%	387	45.6%	423	42.9%
White (Not Hispanic)	154	19.1%	175	20.6%	189	19.2%

## 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	22	23	21
Mathematics Grade 10	12	23	28
Science Grade 10	0	23	24
Social Studies Grade 10	26	25	28

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	551	68.2%	529	62.4%	594	60.2%
Eligible for Free Lunch	765	94.7%	571	67.3%	677	68.7%

### 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		81.4%		80.8%		83.8%
Student Suspensions	63	8.1%	60	7.4%	95	11.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	3.9%	6.2%
Public Assistance	91-100%	91-100%	91-100%
Student Stability	94%	92%	91%

### Staff Counts

Staff	2002–2003
Total Teachers	69
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	69	18	26%	70	22	31%	96	21	22%
Students with Disabilities	7	0	0%	4	0	0%	11	0	0%
All Students	76	18	24%	74	22	30%	107	21	20%

\*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	28	58	0	2	16	3
Percent	26%	54%	0%	2%	15%	3%

## 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)
11	0	9	20

\*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			15		87	
	Entered GED Program*			35		25	
	Total Noncompleters			50		112	
Students with Disabilities	Dropped Out			12		39	
	Entered GED Program*			9		1	
	Total Noncompleters			21		40	
All Students	Dropped Out	9	1.1%	27	3.2%	126	12.8%
	Entered GED Program*	17	2.1%	44	5.2%	26	2.6%
	Total Noncompleters	26	3.2%	71	8.4%	152	15.4%

\*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		57	136
	Number of Students with Disabilities		71	53
	Number of All Students		128	189
	Percent of Enrollment		15%	19%

## 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	33	85%	56	70%	97	51%

### 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	3	#	1	#	17	29%

(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	2	#	0	0%	0	0%
Science	7	86%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	26%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	6	83%	0	0%	0	0%
Writing	8	88%	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	119	135	150	12	4	21
Number Scoring 55–100	106	108	112	9	#	18
Number Scoring 65–100	72	76	78	2	#	13
Number Scoring 85–100	1	1	4	0	#	0
Percentage of Tested Scoring 55–100	89%	80%	75%	75%	#	86%
Percentage of Tested Scoring 65–100	61%	56%	52%	17%	#	62%
Percentage of Tested Scoring 85–100	1%	1%	3%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	144	204	251	12	3	22
Number Scoring 55–100	51	70	81	1	#	1
Number Scoring 65–100	26	34	38	1	#	1
Number Scoring 85–100	1	4	1	0	#	0
Percentage of Tested Scoring 55–100	35%	34%	32%	8%	#	5%
Percentage of Tested Scoring 65–100	18%	17%	15%	8%	#	5%
Percentage of Tested Scoring 85–100	1%	2%	0%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	7	0	0	0	0
Number Scoring 55–100	0	7	0	0	0	0
Number Scoring 65–100	0	6	0	0	0	0
Number Scoring 85–100	0	1	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	14%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	138	164	161	16	1	19
Number Scoring 55–100	122	124	99	13	#	9
Number Scoring 65–100	90	93	91	9	#	9
Number Scoring 85–100	3	4	13	0	#	1
Percentage of Tested Scoring 55–100	88%	76%	61%	81%	#	47%
Percentage of Tested Scoring 65–100	65%	57%	57%	56%	#	47%
Percentage of Tested Scoring 85–100	2%	2%	8%	0%	#	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	95	127	161	3	2	19
Number Scoring 55–100	74	98	126	#	#	12
Number Scoring 65–100	49	56	110	#	#	7
Number Scoring 85–100	7	7	11	#	#	0
Percentage of Tested Scoring 55–100	78%	77%	78%	#	#	63%
Percentage of Tested Scoring 65–100	52%	44%	68%	#	#	37%
Percentage of Tested Scoring 85–100	7%	6%	7%	#	#	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	127	152	142	19	1	19
Number Scoring 55–100	114	142	115	15	#	10
Number Scoring 65–100	86	114	78	11	#	4
Number Scoring 85–100	0	5	1	0	#	0
Percentage of Tested Scoring 55–100	90%	93%	81%	79%	#	53%
Percentage of Tested Scoring 65–100	68%	75%	55%	58%	#	21%
Percentage of Tested Scoring 85–100	0%	3%	1%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	195	174	261	40	2	56
Number Scoring 55–100	123	91	100	15	#	17
Number Scoring 65–100	58	52	54	5	#	9
Number Scoring 85–100	5	0	1	0	#	0
Percentage of Tested Scoring 55–100	63%	52%	38%	38%	#	30%
Percentage of Tested Scoring 65–100	30%	30%	21%	12%	#	16%
Percentage of Tested Scoring 85–100	3%	0%	0%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		15	16		0	1
Number Scoring 55–100		6	11		0	#
Number Scoring 65–100		4	6		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		40%	69%		0%	#
Percentage of Tested Scoring 65–100		27%	38%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		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	4	1	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of Tested Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	2	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%
<b>Comprehensive German</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 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	40	42	48	1	1	3
Number Scoring 55–100	39	42	47	#	#	#
Number Scoring 65–100	39	42	47	#	#	#
Number Scoring 85–100	30	27	30	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	97%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	75%	64%	62%	#	#	#
<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)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	79	90%	53	96%	15	53%
Students with Disabilities	20	90%	5	80%	9	89%

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	104	104	104	33	33	33	137	137	137
Number Scoring 55–64	12	23	17	5	7	4	17	30	21
Number Scoring 65–84	75	48	72	9	3	10	84	51	82
Number Scoring 85–100	2	5	3	0	0	0	2	5	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)