

# New York State School Report Card Comprehensive Information Report

BEDS Code: 14-11-01-06-0001  
 Name: Griffith Institute High School  
 Principal: Karen Lesinski

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	232	206	206
Tenth	192	212	193
Eleventh	177	169	212
Twelfth	163	180	179
Ungraded Secondary	0	0	0
Total K-12 Enrollment	764	767	790

## 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	5	0.7%	9	1.2%	8	1.0%
Black (Not Hispanic)	4	0.5%	2	0.3%	3	0.4%
Hispanic	4	0.5%	3	0.4%	4	0.5%
White (Not Hispanic)	751	98.3%	753	98.2%	775	98.1%

## 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	19	19	24
Mathematics Grade 10	19	24	16
Science Grade 10	20	19	18
Social Studies Grade 10	21	23	23

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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	73	9.6%	37	4.8%	89	11.3%

### 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		95.4%		95.0%		95.0%
Student Suspensions	47	6.1%	65	8.5%	79	10.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.1%	3.4%	5.8%
Public Assistance	11-20%	1-10%	11-20%
Student Stability	100%	93%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	138	88	64%	155	106	68%	147	100	68%
Students with Disabilities	10	1	10%	1	0	0%	7	3	43%
All Students	148	89	60%	156	106	68%	154	103	67%

\*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	76	50	5	3	20	0
Percent	49%	32%	3%	2%	13%	0%

## 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)
7	3	3	10

\*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			22		18	
	Entered GED Program*			8		5	
	Total Noncompleters			30		23	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			6		1	
	Total Noncompleters			6		5	
All Students	Dropped Out	20	2.6%	22	2.9%	22	2.8%
	Entered GED Program*	6	0.8%	14	1.8%	6	0.8%
	Total Noncompleters	26	3.4%	36	4.7%	28	3.5%

\*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	189
	Number of Students with Disabilities		0	19
	Number of All Students		0	208
	Percent of Enrollment		0%	26%

## 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	7	86%	9	100%	8	100%

### 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%	1	#

(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	#	1	#	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	9	89%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	21	67%	12	83%
Science	2	#	10	40%	4	#
Reading	5	100%	4	#	2	#
Writing	5	100%	3	#	2	#
Global Studies	1	#	1	#	6	83%
U.S. Hist & Gov't	2	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	168	177	200	6	7	10
Number Scoring 55–100	167	173	193	5	5	9
Number Scoring 65–100	161	159	180	5	3	7
Number Scoring 85–100	45	58	81	1	0	0
Percentage of Tested Scoring 55–100	99%	98%	96%	83%	71%	90%
Percentage of Tested Scoring 65–100	96%	90%	90%	83%	43%	70%
Percentage of Tested Scoring 85–100	27%	33%	41%	17%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	165	181	0	8	14
Number Scoring 55–100	0	138	153	0	3	6
Number Scoring 65–100	0	121	130	0	1	5
Number Scoring 85–100	0	73	25	0	0	1
Percentage of Tested Scoring 55–100	0%	84%	85%	0%	38%	43%
Percentage of Tested Scoring 65–100	0%	73%	72%	0%	12%	36%
Percentage of Tested Scoring 85–100	0%	44%	14%	0%	0%	7%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	84	0	0	0
Number Scoring 55–100	0	0	63	0	0	0
Number Scoring 65–100	0	0	49	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	58%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	176	201	192	9	14	17
Number Scoring 55–100	176	199	179	9	14	12
Number Scoring 65–100	172	195	177	9	13	11
Number Scoring 85–100	84	57	94	2	1	2
Percentage of Tested Scoring 55–100	100%	99%	93%	100%	100%	71%
Percentage of Tested Scoring 65–100	98%	97%	92%	100%	93%	65%
Percentage of Tested Scoring 85–100	48%	28%	49%	22%	7%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	163	176	206	6	8	10
Number Scoring 55–100	154	171	203	5	7	9
Number Scoring 65–100	147	159	199	4	7	9
Number Scoring 85–100	76	66	80	1	0	1
Percentage of Tested Scoring 55–100	94%	97%	99%	83%	88%	90%
Percentage of Tested Scoring 65–100	90%	90%	97%	67%	88%	90%
Percentage of Tested Scoring 85–100	47%	38%	39%	17%	0%	10%

(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	163	207	157	2	9	15
Number Scoring 55–100	162	190	144	#	7	14
Number Scoring 65–100	162	189	139	#	7	9
Number Scoring 85–100	46	64	45	#	0	1
Percentage of Tested Scoring 55–100	99%	92%	92%	#	78%	93%
Percentage of Tested Scoring 65–100	99%	91%	89%	#	78%	60%
Percentage of Tested Scoring 85–100	28%	31%	29%	#	0%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	206	172	32	10	21	2
Number Scoring 55–100	199	163	29	9	19	#
Number Scoring 65–100	183	150	28	7	11	#
Number Scoring 85–100	87	61	8	2	1	#
Percentage of Tested Scoring 55–100	97%	95%	91%	90%	90%	#
Percentage of Tested Scoring 65–100	89%	87%	88%	70%	52%	#
Percentage of Tested Scoring 85–100	42%	35%	25%	20%	5%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		107	143		2	1
Number Scoring 55–100		90	125		#	#
Number Scoring 65–100		65	92		#	#
Number Scoring 85–100		11	19		#	#
Percentage of Tested Scoring 55–100		84%	87%		#	#
Percentage of Tested Scoring 65–100		61%	64%		#	#
Percentage of Tested Scoring 85–100		10%	13%		#	#
<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	36	39	43	0	0	0
Number Scoring 55–100	36	39	41	0	0	0
Number Scoring 65–100	36	37	41	0	0	0
Number Scoring 85–100	26	16	30	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	72%	41%	70%	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	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	88	130	78	0	0	1
Number Scoring 55–100	88	130	77	0	0	#
Number Scoring 65–100	88	128	76	0	0	#
Number Scoring 85–100	78	86	49	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	98%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	89%	66%	63%	0%	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	178	55	15	3	1	0
Number Scoring 55–100	153	37	12	#	#	0
Number Scoring 65–100	141	23	10	#	#	0
Number Scoring 85–100	73	3	2	#	#	0
Percentage of Tested Scoring 55–100	86%	67%	80%	#	#	0%
Percentage of Tested Scoring 65–100	79%	42%	67%	#	#	0%
Percentage of Tested Scoring 85–100	41%	5%	13%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	108	110	6	2	1	0
Number Scoring 55–100	100	104	6	#	#	0
Number Scoring 65–100	90	96	5	#	#	0
Number Scoring 85–100	50	59	0	#	#	0
Percentage of Tested Scoring 55–100	93%	95%	100%	#	#	0%
Percentage of Tested Scoring 65–100	83%	87%	83%	#	#	0%
Percentage of Tested Scoring 85–100	46%	54%	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	22	100%	52	100%	31	97%
Students with Disabilities	1	#	3	#	10	80%

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	164	164	164	9	9	9	173	173	173
Number Scoring 55–64	1	0	4	0	0	1	1	0	5
Number Scoring 65–84	78	89	77	7	7	5	85	96	82
Number Scoring 85–100	80	64	81	1	0	1	81	64	82
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)