

New York State School Report Card

Comprehensive Information Report

BEDS Code: 14-11-01-06-0001
 Name: Griffith Institute High School
 Principal: Phillip Benson

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	206	206	199
Tenth	212	193	197
Eleventh	169	212	207
Twelfth	180	179	188
Ungraded Secondary	0	0	0
Total K-12 Enrollment	767	790	791

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	9	1.2%	8	1.0%	11	1.4%
Black (Not Hispanic)	2	0.3%	3	0.4%	5	0.6%
Hispanic	3	0.4%	4	0.5%	4	0.5%
White (Not Hispanic)	753	98.2%	775	98.1%	771	97.5%

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	19	24	20
Mathematics Grade 10	24	16	22
Science Grade 10	19	18	18
Social Studies Grade 10	23	23	17

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	37	4.8%	89	11.3%	59	7.5%

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		95.0%		95.0%		94.8%
Student Suspensions	65	8.5%	79	10.3%	81	10.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.4%	5.8%	3.0%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	93%	97%	96%

Staff Counts

Staff	2003-04
Total Teachers	51
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	155	106	68%	147	100	68%	166	122	73%
Students with Disabilities	1	0	0%	7	3	43%	1	0	0%
All Students	156	106	68%	154	103	67%	167	122	73%

*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	80	48	10	10	19	0
Percent	48%	29%	6%	6%	11%	0%

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)
1	0	7	8

*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	22		18		21	2.9%
	Entered GED Program*	8		5		1	0.1%
	Total Noncompleters	30		23		22	3.0%
Students with Disabilities	Dropped Out	0		4		1	1.8%
	Entered GED Program*	6		1		0	0.0%
	Total Noncompleters	6		5		1	1.8%
All Students	Dropped Out	22	2.9%	22	2.8%	22	2.8%
	Entered GED Program*	14	1.8%	6	0.8%	1	0.1%
	Total Noncompleters	36	4.7%	28	3.5%	23	2.9%

*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	0	189	716
	Number of Students with Disabilities	0	19	74
	Number of All Students	0	208	790
	Percent of Enrollment	0%	26%	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; completion 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	9	100%	8	100%	4	#

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	0	0%	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	1	#
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	67%	12	83%	5	100%
Science	10	40%	4	#	4	#
Reading	4	#	2	#	6	67%
Writing	3	#	2	#	6	83%
Global Studies	1	#	6	83%	2	#
U.S. Hist & Gov't	1	#	1	#	3	#

(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	177	200	198	7	10	18
Number Scoring 55–100	173	193	187	5	9	13
Number Scoring 65–100	159	180	182	3	7	11
Number Scoring 85–100	58	81	82	0	0	0
Percentage of Tested Scoring 55–100	98%	96%	94%	71%	90%	72%
Percentage of Tested Scoring 65–100	90%	90%	92%	43%	70%	61%
Percentage of Tested Scoring 85–100	33%	41%	41%	0%	0%	0%
Mathematics A						
Number Tested	165	181	200	8	14	17
Number Scoring 55–100	138	153	194	3	6	11
Number Scoring 65–100	121	130	189	1	5	9
Number Scoring 85–100	73	25	72	0	1	0
Percentage of Tested Scoring 55–100	84%	85%	97%	38%	43%	65%
Percentage of Tested Scoring 65–100	73%	72%	94%	12%	36%	53%
Percentage of Tested Scoring 85–100	44%	14%	36%	0%	7%	0%
Mathematics B						
Number Tested	0	84	105	0	0	1
Number Scoring 55–100	0	63	96	0	0	#
Number Scoring 65–100	0	49	84	0	0	#
Number Scoring 85–100	0	8	22	0	0	#
Percentage of Tested Scoring 55–100	0%	75%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	58%	80%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	10%	21%	0%	0%	#
Global History and Geography						
Number Tested	201	192	176	14	17	12
Number Scoring 55–100	199	179	167	14	12	11
Number Scoring 65–100	195	177	164	13	11	9
Number Scoring 85–100	57	94	70	1	2	1
Percentage of Tested Scoring 55–100	99%	93%	95%	100%	71%	92%
Percentage of Tested Scoring 65–100	97%	92%	93%	93%	65%	75%
Percentage of Tested Scoring 85–100	28%	49%	40%	7%	12%	8%
U.S. History and Government						
Number Tested	176	206	176	8	10	14
Number Scoring 55–100	171	203	167	7	9	12
Number Scoring 65–100	159	199	156	7	9	11
Number Scoring 85–100	66	80	78	0	1	2
Percentage of Tested Scoring 55–100	97%	99%	95%	88%	90%	86%
Percentage of Tested Scoring 65–100	90%	97%	89%	88%	90%	79%
Percentage of Tested Scoring 85–100	38%	39%	44%	0%	10%	14%

(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	207	157	186	9	15	10
Number Scoring 55–100	190	144	162	7	14	6
Number Scoring 65–100	189	139	158	7	9	6
Number Scoring 85–100	64	45	53	0	1	1
Percentage of Tested Scoring 55–100	92%	92%	87%	78%	93%	60%
Percentage of Tested Scoring 65–100	91%	89%	85%	78%	60%	60%
Percentage of Tested Scoring 85–100	31%	29%	28%	0%	7%	10%
Physical Setting/Earth Science						
Number Tested	172	32	158	21	2	14
Number Scoring 55–100	163	29	144	19	#	13
Number Scoring 65–100	150	28	130	11	#	11
Number Scoring 85–100	61	8	48	1	#	4
Percentage of Tested Scoring 55–100	95%	91%	91%	90%	#	93%
Percentage of Tested Scoring 65–100	87%	88%	82%	52%	#	79%
Percentage of Tested Scoring 85–100	35%	25%	30%	5%	#	29%
Physical Setting/Chemistry						
Number Tested	107	143	147	2	1	2
Number Scoring 55–100	90	125	134	#	#	#
Number Scoring 65–100	65	92	87	#	#	#
Number Scoring 85–100	11	19	7	#	#	#
Percentage of Tested Scoring 55–100	84%	87%	91%	#	#	#
Percentage of Tested Scoring 65–100	61%	64%	59%	#	#	#
Percentage of Tested Scoring 85–100	10%	13%	5%	#	#	#
Physical Setting/Physics						
Number Tested			38			0
Number Scoring 55–100			38			0
Number Scoring 65–100			37			0
Number Scoring 85–100			15			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			97%			0%
Percentage of Tested Scoring 85–100			39%			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	39	43	26	0	0	1
Number Scoring 55–100	39	41	26	0	0	#
Number Scoring 65–100	37	41	26	0	0	#
Number Scoring 85–100	16	30	17	0	0	#
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	95%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	41%	70%	65%	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	130	78	78	0	1	0
Number Scoring 55–100	130	77	77	0	#	0
Number Scoring 65–100	128	76	77	0	#	0
Number Scoring 85–100	86	49	47	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	99%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	97%	99%	0%	#	0%
Percentage of Tested Scoring 85–100	66%	63%	60%	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)

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	110	6	0	1	0	0
Number Scoring 55–100	104	6	0	#	0	0
Number Scoring 65–100	96	5	0	#	0	0
Number Scoring 85–100	59	0	0	#	0	0
Percentage of Tested Scoring 55–100	95%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	83%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	54%	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	52	100%	31	97%	37	97%
Students with Disabilities	3	#	10	80%	6	100%

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	190	190	190	3	3	3	193	193	193
Number Scoring 55–64	#	#	#	#	#	#	2	4	2
Number Scoring 65–84	#	#	#	#	#	#	122	94	93
Number Scoring 85–100	#	#	#	#	#	#	55	76	88
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)