

# New York State District Report Card Comprehensive Information Report

BEDS Code: 26-01-01-06-0000  
 Name: Brighton Central School District  
 Superintendent: Henry J. Peris

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	198	201	184
First	231	233	245
Second	230	244	246
Third	242	250	246
Fourth	228	258	258
Fifth	290	244	268
Sixth	258	308	245
Ungraded Elementary	0	0	0
Seventh	341	290	323
Eighth	280	347	282
Ninth	323	308	361
Tenth	291	321	299
Eleventh	288	293	318
Twelfth	279	296	292
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3479	3593	3567

## 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	440	12.6%	490	13.6%	506	14.2%
Black (Not Hispanic)	167	4.8%	204	5.7%	213	6.0%
Hispanic	88	2.5%	96	2.7%	108	3.0%
White (Not Hispanic)	2784	80.0%	2803	78.0%	2740	76.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	18
Common Branch	21	22	21
English Grade 8	20	22	21
Mathematics Grade 8	22	22	17
Science Grade 8	20	22	20
Social Studies Grade 8	21	22	21
English Grade 10	20	19	22
Mathematics Grade 10	20	19	23
Science Grade 10	21	20	20
Social Studies Grade 10	19	20	19

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	112	3.2%	121	3.4%	131	3.7%
<b>Eligible for Free Lunch</b>	116	3.5%	151	4.4%	167	4.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.4%		95.5%		96.0%
<b>Student Suspensions</b>	63	1.8%	49	1.4%	57	1.6%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.1%	2.7%	2.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	305
Total Other Professional Staff	54
Total Paraprofessionals	93
Teaching Out of Certification*	5

\*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	245	218	89%	257	224	87%	260	235	90%
Students with Disabilities	14	8	57%	21	10	48%	23	11	48%
All Students	259	226	87%	278	234	84%	283	246	87%

\*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	216	37	0	1	2	27
Percent	76%	13%	0%	0%	1%	10%

## 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)
23	11	0	23

\*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.
<b>General-Education Students</b>	Dropped Out	2		7		8	0.7%
	Entered GED Program*	7		10		7	0.6%
	Total Noncompleters	9		17		15	1.3%
<b>Students with Disabilities</b>	Dropped Out	0		1		3	2.0%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		2		3	2.0%
<b>All Students</b>	Dropped Out	2	0.2%	8	0.7%	11	0.8%
	Entered GED Program*	7	0.6%	11	0.9%	7	0.5%
	Total Noncompleters	9	0.8%	19	1.6%	18	1.4%

\*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	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	879	851	254
	Number of Students with Disabilities	0	94	93
	Number of All Students	879	945	347
	Percent of Enrollment	100%	100%	41%
9-12	Number of General-Education Students	0	6	0
	Number of Students with Disabilities	0	19	118
	Number of All Students	0	25	118
	Percent of Enrollment	0%	2%	9%

## 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	61	98%	92	100%	57	100%
German	28	100%	26	100%	23	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	157	96%	156	100%	165	96%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	0	100%
German	0	0%	2	#	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	78%	5	100%	20	95%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	5	80%
Science	1	#	1	#	3	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	67%	8	88%	31	87%
Science	5	60%	3	#	10	80%
Reading	8	75%	6	83%	7	100%
Writing	7	86%	2	#	11	91%
Global Studies	7	57%	9	67%	6	33%
U.S. Hist & Gov't	7	71%	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	295	306	327	21	24	26
Number Scoring 55-100	287	289	320	20	20	25
Number Scoring 65-100	280	278	313	19	18	25
Number Scoring 85-100	184	175	211	5	2	4
Percentage of Tested Scoring 55-100	97%	94%	98%	95%	83%	96%
Percentage of Tested Scoring 65-100	95%	91%	96%	90%	75%	96%
Percentage of Tested Scoring 85-100	62%	57%	65%	24%	8%	15%
<b>Mathematics A</b>						
Number Tested	51	380	288	10	37	24
Number Scoring 55-100	36	360	283	6	30	24
Number Scoring 65-100	26	341	275	6	25	20
Number Scoring 85-100	4	206	180	0	5	7
Percentage of Tested Scoring 55-100	71%	95%	98%	60%	81%	100%
Percentage of Tested Scoring 65-100	51%	90%	95%	60%	68%	83%
Percentage of Tested Scoring 85-100	8%	54%	62%	0%	14%	29%
<b>Mathematics B</b>						
Number Tested	0	0	247	0	0	5
Number Scoring 55-100	0	0	239	0	0	5
Number Scoring 65-100	0	0	228	0	0	5
Number Scoring 85-100	0	0	129	0	0	3
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	100%
Percentage of Tested Scoring 65-100	0%	0%	92%	0%	0%	100%
Percentage of Tested Scoring 85-100	0%	0%	52%	0%	0%	60%
<b>Global History and Geography</b>						
Number Tested	296	335	318	27	28	34
Number Scoring 55-100	287	318	302	26	22	30
Number Scoring 65-100	277	310	286	20	18	27
Number Scoring 85-100	176	213	218	6	7	12
Percentage of Tested Scoring 55-100	97%	95%	95%	96%	79%	88%
Percentage of Tested Scoring 65-100	94%	93%	90%	74%	64%	79%
Percentage of Tested Scoring 85-100	59%	64%	69%	22%	25%	35%
<b>U.S. History and Government</b>						
Number Tested	311	311	315	23	24	24
Number Scoring 55-100	298	305	306	18	24	23
Number Scoring 65-100	279	298	300	15	23	23
Number Scoring 85-100	152	210	218	3	8	8
Percentage of Tested Scoring 55-100	96%	98%	97%	78%	100%	96%
Percentage of Tested Scoring 65-100	90%	96%	95%	65%	96%	96%
Percentage of Tested Scoring 85-100	49%	68%	69%	13%	33%	33%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	266	307	305	25	25	31
Number Scoring 55-100	264	305	298	23	24	28
Number Scoring 65-100	261	303	294	22	22	26
Number Scoring 85-100	148	173	177	2	7	9
Percentage of Tested Scoring 55-100	99%	99%	98%	92%	96%	90%
Percentage of Tested Scoring 65-100	98%	99%	96%	88%	88%	84%
Percentage of Tested Scoring 85-100	56%	56%	58%	8%	28%	29%
<b>Physical Setting/Earth Science</b>						
Number Tested	336	303	309	27	24	31
Number Scoring 55-100	331	299	302	26	23	31
Number Scoring 65-100	326	296	298	24	21	29
Number Scoring 85-100	221	223	182	8	11	7
Percentage of Tested Scoring 55-100	99%	99%	98%	96%	96%	100%
Percentage of Tested Scoring 65-100	97%	98%	96%	89%	88%	94%
Percentage of Tested Scoring 85-100	66%	74%	59%	30%	46%	23%
<b>Physical Setting/Chemistry</b>						
Number Tested	250	248	271	5	10	9
Number Scoring 55-100	248	247	270	4	10	9
Number Scoring 65-100	227	221	259	4	7	9
Number Scoring 85-100	64	78	79	0	0	1
Percentage of Tested Scoring 55-100	99%	100%	100%	80%	100%	100%
Percentage of Tested Scoring 65-100	91%	89%	96%	80%	70%	100%
Percentage of Tested Scoring 85-100	26%	31%	29%	0%	0%	11%
<b>Physical Setting/Physics</b>						
Number Tested			15			1
Number Scoring 55-100			14			#
Number Scoring 65-100			12			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			93%			#
Percentage of Tested Scoring 65-100			80%			#
Percentage of Tested Scoring 85-100			20%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	62	66	67	0	0	1
Number Scoring 55-100	62	66	67	0	0	#
Number Scoring 65-100	60	63	65	0	0	#
Number Scoring 85-100	33	38	43	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	95%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	53%	58%	64%	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	32	23	34	1	1	0
Number Scoring 55-100	32	23	34	#	#	0
Number Scoring 65-100	32	23	34	#	#	0
Number Scoring 85-100	23	13	30	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	72%	57%	88%	#	#	0%
<b>Comprehensive Hebrew</b>						
Number Tested	3	5	1	0	0	0
Number Scoring 55-100	#	5	#	0	0	0
Number Scoring 65-100	#	5	#	0	0	0
Number Scoring 85-100	#	5	#	0	0	0
Percentage of Tested Scoring 55-100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	100%	#	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	158	225	149	10	11	8
Number Scoring 55-100	157	221	149	10	11	8
Number Scoring 65-100	154	219	148	8	11	7
Number Scoring 85-100	92	128	89	2	1	3
Percentage of Tested Scoring 55-100	99%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	97%	99%	80%	100%	88%
Percentage of Tested Scoring 85-100	58%	57%	60%	20%	9%	38%
<b>Comprehensive Latin</b>						
Number Tested	0	1	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%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	259	226	20	10	7	1
Number Scoring 55-100	248	211	17	9	7	#
Number Scoring 65-100	237	207	17	8	6	#
Number Scoring 85-100	154	123	4	4	1	#
Percentage of Tested Scoring 55-100	96%	93%	85%	90%	100%	#
Percentage of Tested Scoring 65-100	92%	92%	85%	80%	86%	#
Percentage of Tested Scoring 85-100	59%	54%	20%	40%	14%	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	100%	26	100%	24	96%
Students with Disabilities	5	100%	9	100%	9	89%

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
<b>Nov 2003</b>	General-Education Students	231	2%	1%	38%	59%
	Students with Disabilities	39	10%	5%	69%	15%
	All Students	270	3%	2%	43%	53%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	249	1%	10%	45%	44%
	Students with Disabilities	32	3%	22%	56%	19%
	All Students	281	1%	12%	46%	41%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	0	1	0	0	0	0
Mathematics	0	1	0	0	0	0
Science	1	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	262	262	262	27	27	27	289	289	289
Number Scoring 55–64	0	0	2	4	1	1	4	1	3
Number Scoring 65–84	85	62	66	16	15	17	101	77	83
Number Scoring 85–100	172	196	192	4	6	7	176	202	199
Approved Alternatives	2	0	0	0	0	0	2	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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			29			0
Beginning (0-18)			4			0
Intermediate (19-31)			0			0
Advanced (32-36)			12			0
Proficient (37-39)			13			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			29			0
Beginning (0-14)			5			0
Intermediate (15-24)			5			0
Advanced (25-32)			13			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			32			1
Beginning (0-18)			0			#
Intermediate (19-31)			5			#
Advanced (32-36)			9			#
Proficient (37-39)			18			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			32			1
Beginning (0-14)			2			#
Intermediate (15-24)			14			#
Advanced (25-32)			10			#
Proficient (33-35)			6			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			17			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			9			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			17			0
Beginning (0-14)			2			0
Intermediate (15-24)			5			0
Advanced (25-32)			8			0
Proficient (33-35)			2			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 - K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			19			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			9			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			19			0
Beginning (0-14)			0			0
Intermediate (15-24)			10			0
Advanced (25-32)			8			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)