

New York State School Report Card

Comprehensive Information Report

BEDS Code: 26-01-01-06-0004
 Name: Brighton High School
 Principal: William Maxwell

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	323	308	361
Tenth	291	321	299
Eleventh	288	293	318
Twelfth	279	296	292
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1181	1218	1270

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	157	13.3%	179	14.7%	195	15.4%
Black (Not Hispanic)	59	5.0%	69	5.7%	73	5.7%
Hispanic	40	3.4%	36	3.0%	41	3.2%
White (Not Hispanic)	925	78.3%	934	76.7%	961	75.7%

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	20	19	22
Mathematics Grade 10	20	18	23
Science Grade 10	21	20	20
Social Studies Grade 10	19	20	19

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
54	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	46	3.9%	36	3.0%	39	3.1%
Eligible for Free Lunch	36	3.1%	43	3.5%	66	5.2%

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		93.6%		93.8%		97.1%
Student Suspensions	60	5.2%	44	3.7%	40	3.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.5%	2.5%	1.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	98%	99%

Staff Counts

Staff	2003-04
Total Teachers	104
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	242	218	90%	253	223	88%	258	234	91%
Students with Disabilities	12	7	58%	20	10	50%	21	10	48%
All Students	254	225	89%	273	233	85%	279	244	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	1	24
Percent	77%	13%	0%	0%	0%	9%

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)
21	10	0	21

*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	2		6		6	0.5%
	Entered GED Program*	7		10		3	0.3%
	Total Noncompleters	9		16		9	0.8%
Students with Disabilities	Dropped Out	0		1		1	0.8%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	0		2		1	0.8%
All Students	Dropped Out	2	0.2%	7	0.6%	7	0.6%
	Entered GED Program*	7	0.6%	11	0.9%	3	0.2%
	Total Noncompleters	9	0.8%	18	1.5%	10	0.8%

*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	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; 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%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	37	84%	2	#	33	97%

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	11	64%	0	0%	18	94%

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	#	5	80%
Science	0	0%	0	0%	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	7	100%	25	92%
Science	3	#	2	#	5	60%
Reading	6	67%	6	83%	6	100%
Writing	6	83%	2	#	9	100%
Global Studies	6	50%	5	80%	4	#
U.S. Hist & Gov't	5	80%	2	#	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	290	299	316	18	22	20
Number Scoring 55–100	284	284	309	18	18	19
Number Scoring 65–100	277	274	303	17	17	19
Number Scoring 85–100	184	173	209	5	2	3
Percentage of Tested Scoring 55–100	98%	95%	98%	100%	82%	95%
Percentage of Tested Scoring 65–100	96%	92%	96%	94%	77%	95%
Percentage of Tested Scoring 85–100	63%	58%	66%	28%	9%	15%
Mathematics A						
Number Tested	49	350	270	9	33	22
Number Scoring 55–100	36	332	265	6	27	22
Number Scoring 65–100	26	313	260	6	22	19
Number Scoring 85–100	4	182	171	0	5	7
Percentage of Tested Scoring 55–100	73%	95%	98%	67%	82%	100%
Percentage of Tested Scoring 65–100	53%	89%	96%	67%	67%	86%
Percentage of Tested Scoring 85–100	8%	52%	63%	0%	15%	32%
Mathematics B						
Number Tested	0	0	246	0	0	5
Number Scoring 55–100	0	0	238	0	0	5
Number Scoring 65–100	0	0	227	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%
Global History and Geography						
Number Tested	291	327	309	24	22	30
Number Scoring 55–100	284	312	294	24	18	26
Number Scoring 65–100	274	307	281	18	17	23
Number Scoring 85–100	176	211	218	6	7	12
Percentage of Tested Scoring 55–100	98%	95%	95%	100%	82%	87%
Percentage of Tested Scoring 65–100	94%	94%	91%	75%	77%	77%
Percentage of Tested Scoring 85–100	60%	65%	71%	25%	32%	40%
U.S. History and Government						
Number Tested	305	307	308	20	22	21
Number Scoring 55–100	292	301	299	15	22	20
Number Scoring 65–100	276	294	293	14	21	20
Number Scoring 85–100	151	209	218	3	8	8
Percentage of Tested Scoring 55–100	96%	98%	97%	75%	100%	95%
Percentage of Tested Scoring 65–100	90%	96%	95%	70%	95%	95%
Percentage of Tested Scoring 85–100	50%	68%	71%	15%	36%	38%

(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	263	301	298	23	21	29
Number Scoring 55–100	261	299	292	21	20	27
Number Scoring 65–100	259	298	288	21	19	25
Number Scoring 85–100	148	173	177	2	7	9
Percentage of Tested Scoring 55–100	99%	99%	98%	91%	95%	93%
Percentage of Tested Scoring 65–100	98%	99%	97%	91%	90%	86%
Percentage of Tested Scoring 85–100	56%	57%	59%	9%	33%	31%
Physical Setting/Earth Science						
Number Tested	244	205	248	25	21	31
Number Scoring 55–100	239	203	242	24	21	31
Number Scoring 65–100	235	201	239	22	20	29
Number Scoring 85–100	132	130	124	7	10	7
Percentage of Tested Scoring 55–100	98%	99%	98%	96%	100%	100%
Percentage of Tested Scoring 65–100	96%	98%	96%	88%	95%	94%
Percentage of Tested Scoring 85–100	54%	63%	50%	28%	48%	23%
Physical Setting/Chemistry						
Number Tested	250	247	271	5	9	9
Number Scoring 55–100	248	246	270	4	9	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%	78%	100%
Percentage of Tested Scoring 85–100	26%	32%	29%	0%	0%	11%
Physical Setting/Physics						
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
Comprehensive French						
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%	#
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	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%
Comprehensive Hebrew						
Number Tested	3	3	1	0	0	0
Number Scoring 55–100	#	#	#	0	0	0
Number Scoring 65–100	#	#	#	0	0	0
Number Scoring 85–100	#	#	#	0	0	0
Percentage of Tested Scoring 55–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	#	0%	0%	0%
Comprehensive Spanish						
Number Tested	157	225	148	9	11	7
Number Scoring 55–100	156	221	148	9	11	7
Number Scoring 65–100	153	219	148	7	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%	100%	78%	100%	100%
Percentage of Tested Scoring 85–100	59%	57%	60%	22%	9%	43%
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	258	224	20	9	7	1
Number Scoring 55–100	248	209	17	9	7	#
Number Scoring 65–100	237	205	17	8	6	#
Number Scoring 85–100	154	121	4	4	1	#
Percentage of Tested Scoring 55–100	96%	93%	85%	100%	100%	#
Percentage of Tested Scoring 65–100	92%	92%	85%	89%	86%	#
Percentage of Tested Scoring 85–100	60%	54%	20%	44%	14%	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	100%	24	100%	19	95%
Students with Disabilities	4	#	8	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
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	258	258	258	25	25	25	283	283	283
Number Scoring 55–64	0	0	2	4	1	1	4	1	3
Number Scoring 65–84	83	60	63	14	13	15	97	73	78
Number Scoring 85–100	171	195	191	4	6	7	175	201	198
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – J)