

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-01-01-06-0004

Grade Range : 9-12

Name: Brighton High School

Principal: William Maxwell

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	301	323	308
Tenth	290	291	321
Eleventh	283	288	293
Twelfth	280	279	296
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1154	1181	1218

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	137	11.9%	157	13.3%	179	14.7%
Black (Not Hispanic)	60	5.2%	59	5.0%	69	5.7%
Hispanic	40	3.5%	40	3.4%	36	3.0%
White (Not Hispanic)	917	79.5%	925	78.3%	934	76.7%

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

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	37	3.2%	46	3.9%	36	3.0%
Eligible for Free Lunch	43	3.7%	36	3.0%	43	3.5%

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		94.7%		93.6%		93.8%
Student Suspensions	48	4.2%	60	5.2%	44	3.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	1.5%	2.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	98%

Staff Counts

Staff	2002–2003
Total Teachers	103
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*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	237	195	82%	242	218	90%	253	223	88%
Students with Disabilities	29	7	24%	12	7	58%	20	10	50%
All Students	266	202	76%	254	225	89%	273	233	85%

*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	221	35	3	1	7	6
Percent	81%	13%	1%	0%	3%	2%

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)
20	10	2	22

*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			2		6	
	Entered GED Program*			7		10	
	Total Noncompleters			9		16	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	11	1.0%	2	0.2%	7	0.6%
	Entered GED Program*	3	0.3%	7	0.6%	11	0.9%
	Total Noncompleters	14	1.2%	9	0.8%	18	1.5%

*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	6
	Number of Students with Disabilities		0	19
	Number of All Students		0	25
	Percent of Enrollment		0%	2%

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%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	37	84%	2	#

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%	11	64%	0	0%

(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	0	0%	1	#	1	#
Science	8	88%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	5	100%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	2	#	7	100%
Science	6	83%	3	#	2	#
Reading	6	67%	6	67%	6	83%
Writing	4	#	6	83%	2	#
Global Studies	2	#	6	50%	5	80%
U.S. Hist & Gov't	3	#	5	80%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	301	290	299	12	18	22
Number Scoring 55–100	298	284	284	12	18	18
Number Scoring 65–100	295	277	274	11	17	17
Number Scoring 85–100	170	184	173	0	5	2
Percentage of Tested Scoring 55–100	99%	98%	95%	100%	100%	82%
Percentage of Tested Scoring 65–100	98%	96%	92%	92%	94%	77%
Percentage of Tested Scoring 85–100	56%	63%	58%	0%	28%	9%
Mathematics A						
Number Tested	30	49	350	6	9	33
Number Scoring 55–100	25	36	332	5	6	27
Number Scoring 65–100	22	26	313	4	6	22
Number Scoring 85–100	5	4	182	1	0	5
Percentage of Tested Scoring 55–100	83%	73%	95%	83%	67%	82%
Percentage of Tested Scoring 65–100	73%	53%	89%	67%	67%	67%
Percentage of Tested Scoring 85–100	17%	8%	52%	17%	0%	15%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	291	291	327	22	24	22
Number Scoring 55–100	289	284	312	22	24	18
Number Scoring 65–100	280	274	307	18	18	17
Number Scoring 85–100	157	176	211	4	6	7
Percentage of Tested Scoring 55–100	99%	98%	95%	100%	100%	82%
Percentage of Tested Scoring 65–100	96%	94%	94%	82%	75%	77%
Percentage of Tested Scoring 85–100	54%	60%	65%	18%	25%	32%
U.S. History and Government (first administered June 2001)						
Number Tested	281	305	307	12	20	22
Number Scoring 55–100	274	292	301	11	15	22
Number Scoring 65–100	266	276	294	11	14	21
Number Scoring 85–100	181	151	209	3	3	8
Percentage of Tested Scoring 55–100	98%	96%	98%	92%	75%	100%
Percentage of Tested Scoring 65–100	95%	90%	96%	92%	70%	95%
Percentage of Tested Scoring 85–100	64%	50%	68%	25%	15%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	295	263	301	20	23	21
Number Scoring 55–100	295	261	299	20	21	20
Number Scoring 65–100	292	259	298	18	21	19
Number Scoring 85–100	138	148	173	3	2	7
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	91%	95%
Percentage of Tested Scoring 65–100	99%	98%	99%	90%	91%	90%
Percentage of Tested Scoring 85–100	47%	56%	57%	15%	9%	33%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	184	244	205	22	25	21
Number Scoring 55–100	172	239	203	16	24	21
Number Scoring 65–100	158	235	201	14	22	20
Number Scoring 85–100	94	132	130	4	7	10
Percentage of Tested Scoring 55–100	93%	98%	99%	73%	96%	100%
Percentage of Tested Scoring 65–100	86%	96%	98%	64%	88%	95%
Percentage of Tested Scoring 85–100	51%	54%	63%	18%	28%	48%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		250	247		5	9
Number Scoring 55–100		248	246		4	9
Number Scoring 65–100		227	221		4	7
Number Scoring 85–100		64	78		0	0
Percentage of Tested Scoring 55–100		99%	100%		80%	100%
Percentage of Tested Scoring 65–100		91%	89%		80%	78%
Percentage of Tested Scoring 85–100		26%	32%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	56	62	66	1	0	0
Number Scoring 55–100	56	62	66	#	0	0
Number Scoring 65–100	53	60	63	#	0	0
Number Scoring 85–100	33	33	38	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	97%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	59%	53%	58%	#	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	24	32	23	0	1	1
Number Scoring 55–100	24	32	23	0	#	#
Number Scoring 65–100	24	32	23	0	#	#
Number Scoring 85–100	18	23	13	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	75%	72%	57%	0%	#	#
Comprehensive Hebrew						
Number Tested	0	3	3	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%
Comprehensive Spanish						
Number Tested	168	157	225	5	9	11
Number Scoring 55–100	168	156	221	5	9	11
Number Scoring 65–100	166	153	219	5	7	11
Number Scoring 85–100	106	92	128	1	2	1
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	97%	97%	100%	78%	100%
Percentage of Tested Scoring 85–100	63%	59%	57%	20%	22%	9%
Comprehensive Latin						
Number Tested	0	0	1	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	260	214	21	12	11	4
Number Scoring 55–100	246	200	19	8	7	#
Number Scoring 65–100	239	187	14	8	6	#
Number Scoring 85–100	151	110	7	5	0	#
Percentage of Tested Scoring 55–100	95%	93%	90%	67%	64%	#
Percentage of Tested Scoring 65–100	92%	87%	67%	67%	55%	#
Percentage of Tested Scoring 85–100	58%	51%	33%	42%	0%	#
Sequential Mathematics, Course III						
Number Tested	247	258	224	7	9	7
Number Scoring 55–100	229	248	209	6	9	7
Number Scoring 65–100	221	237	205	5	8	6
Number Scoring 85–100	122	154	121	0	4	1
Percentage of Tested Scoring 55–100	93%	96%	93%	86%	100%	100%
Percentage of Tested Scoring 65–100	89%	92%	92%	71%	89%	86%
Percentage of Tested Scoring 85–100	49%	60%	54%	0%	44%	14%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	100%	37	100%	24	100%
Students with Disabilities	6	100%	4	#	8	100%

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
Nov 2002	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 2003	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
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

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	246	246	246	24	24	24	270	270	270
Number Scoring 55–64	0	2	3	3	1	1	3	3	4
Number Scoring 65–84	88	100	80	14	13	14	102	113	94
Number Scoring 85–100	155	143	163	5	5	7	160	148	170
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)