

New York State School Report Card

Comprehensive Information Report

BEDS Code: 26-01-01-06-0004
 Name: Brighton High School
 Principal: Nancy Hackett

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	308	361	296
Tenth	321	299	357
Eleventh	293	318	294
Twelfth	296	292	311
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1218	1270	1258

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	179	14.7%	195	15.4%	181	14.4%
Black (Not Hispanic)	69	5.7%	73	5.7%	84	6.7%
Hispanic	36	3.0%	41	3.2%	37	2.9%
White (Not Hispanic)	934	76.7%	961	75.7%	956	76.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	22	21
Mathematics Grade 10	18	23	20
Science Grade 10	20	20	19
Social Studies Grade 10	20	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	36	3.0%	39	3.1%	45	3.6%
Eligible for Free Lunch	43	3.5%	66	5.2%	57	4.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.8%		97.1%		95.8%
Student Suspensions	44	3.7%	40	3.3%	39	3.1%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.5%	1.8%	2.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	98%

Staff Counts

Staff	2004-05
Total Teachers	106
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	253	258	270
	Regents Diplomas	223	234	253
	% Regents Diplomas	88%	91%	94%
	Regents Diplomas with Advanced Designation**			201
	% Regents Diplomas with Advanced Designation			74%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	20	21	20
	Regents Diplomas	10	10	18
	% Regents Diplomas	50%	48%	90%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			5%
	IEP Diplomas or Local Certificates	2	0	6
All Students	Total Graduates*	273	279	290
	Regents Diplomas	233	244	271
	% Regents Diplomas	85%	87%	93%
	Regents Diplomas with Advanced Designation**			202
	% Regents Diplomas with Advanced Designation			70%
	IEP Diplomas or Local Certificates	2	0	6

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	209	36	1	1	3	0	7	13
	Percent	77%	13%	0%	0%	1%	0%	3%	5%
Students with Disabilities	Number	9	9	0	0	0	0	0	2
	Percent	45%	45%	0%	0%	0%	0%	0%	10%
All Students	Number	218	45	1	1	3	0	7	15
	Percent	75%	16%	0%	0%	1%	0%	2%	5%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		6	0.5%	5	0.5%
	Entered GED Program*	10		3	0.3%	3	0.3%
	Total Noncompleters	16		9	0.8%	8	0.7%
Students with Disabilities	Dropped Out	1		1	0.8%	1	0.7%
	Entered GED Program*	1		0	0.0%	0	0.0%
	Total Noncompleters	2		1	0.8%	1	0.7%
All Students	Dropped Out	7	0.6%	7	0.6%	6	0.5%
	Entered GED Program*	11	0.9%	3	0.2%	3	0.2%
	Total Noncompleters	18	1.5%	10	0.8%	9	0.7%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	-104
	Number of Students with Disabilities	0	0	104
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	6	0	-126
	Number of Students with Disabilities	19	118	126
	Number of All Students	25	118	0
	Percent of Enrollment	2%	9%	0%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	2	#	33	97%	38	92%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	18	94%	11	100%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	5	80%	6	50%
Science	0	0%	3	#	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	1	#	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	25	92%	14	100%
Science	2	#	5	60%	16	63%
Reading	6	83%	6	100%	1	#
Writing	2	#	9	100%	2	#
Global Studies	5	80%	4	#	6	0%
U.S. Hist & Gov't	2	#	3	#	9	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	299	316	296	22	20	26
Number Scoring 55-100	284	309	287	18	19	25
Number Scoring 65-100	274	303	279	17	19	22
Number Scoring 85-100	173	209	199	2	3	9
Percentage of Tested Scoring 55-100	95%	98%	97%	82%	95%	96%
Percentage of Tested Scoring 65-100	92%	96%	94%	77%	95%	85%
Percentage of Tested Scoring 85-100	58%	66%	67%	9%	15%	35%
Mathematics A						
Number Tested	350	270	312	33	22	27
Number Scoring 55-100	332	265	311	27	22	27
Number Scoring 65-100	313	260	306	22	19	25
Number Scoring 85-100	182	171	163	5	7	6
Percentage of Tested Scoring 55-100	95%	98%	100%	82%	100%	100%
Percentage of Tested Scoring 65-100	89%	96%	98%	67%	86%	93%
Percentage of Tested Scoring 85-100	52%	63%	52%	15%	32%	22%
Mathematics B						
Number Tested	0	246	296	0	5	17
Number Scoring 55-100	0	238	255	0	5	14
Number Scoring 65-100	0	227	219	0	5	10
Number Scoring 85-100	0	129	91	0	3	1
Percentage of Tested Scoring 55-100	0%	97%	86%	0%	100%	82%
Percentage of Tested Scoring 65-100	0%	92%	74%	0%	100%	59%
Percentage of Tested Scoring 85-100	0%	52%	31%	0%	60%	6%
Global History and Geography						
Number Tested	327	309	352	22	30	38
Number Scoring 55-100	312	294	340	18	26	33
Number Scoring 65-100	307	281	323	17	23	24
Number Scoring 85-100	211	218	237	7	12	10
Percentage of Tested Scoring 55-100	95%	95%	97%	82%	87%	87%
Percentage of Tested Scoring 65-100	94%	91%	92%	77%	77%	63%
Percentage of Tested Scoring 85-100	65%	71%	67%	32%	40%	26%
U.S. History and Government						
Number Tested	307	308	303	22	21	29
Number Scoring 55-100	301	299	273	22	20	20
Number Scoring 65-100	294	293	265	21	20	19
Number Scoring 85-100	209	218	206	8	8	10
Percentage of Tested Scoring 55-100	98%	97%	90%	100%	95%	69%
Percentage of Tested Scoring 65-100	96%	95%	87%	95%	95%	66%
Percentage of Tested Scoring 85-100	68%	71%	68%	36%	38%	34%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	301	298	308	21	29	31
Number Scoring 55-100	299	292	304	20	27	30
Number Scoring 65-100	298	288	297	19	25	28
Number Scoring 85-100	173	177	186	7	9	11
Percentage of Tested Scoring 55-100	99%	98%	99%	95%	93%	97%
Percentage of Tested Scoring 65-100	99%	97%	96%	90%	86%	90%
Percentage of Tested Scoring 85-100	57%	59%	60%	33%	31%	35%
Physical Setting/Earth Science						
Number Tested	205	248	221	21	31	24
Number Scoring 55-100	203	242	215	21	31	24
Number Scoring 65-100	201	239	206	20	29	24
Number Scoring 85-100	130	124	120	10	7	6
Percentage of Tested Scoring 55-100	99%	98%	97%	100%	100%	100%
Percentage of Tested Scoring 65-100	98%	96%	93%	95%	94%	100%
Percentage of Tested Scoring 85-100	63%	50%	54%	48%	23%	25%
Physical Setting/Chemistry						
Number Tested	247	271	255	9	9	13
Number Scoring 55-100	246	270	255	9	9	13
Number Scoring 65-100	221	259	245	7	9	12
Number Scoring 85-100	78	79	100	0	1	2
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	89%	96%	96%	78%	100%	92%
Percentage of Tested Scoring 85-100	32%	29%	39%	0%	11%	15%
Physical Setting/Physics						
Number Tested		15	13		1	2
Number Scoring 55-100		14	12		#	#
Number Scoring 65-100		12	11		#	#
Number Scoring 85-100		3	4		#	#
Percentage of Tested Scoring 55-100		93%	92%		#	#
Percentage of Tested Scoring 65-100		80%	85%		#	#
Percentage of Tested Scoring 85-100		20%	31%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	66	67	85	0	1	1
Number Scoring 55-100	66	67	85	0	#	#
Number Scoring 65-100	63	65	83	0	#	#
Number Scoring 85-100	38	43	57	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	95%	97%	98%	0%	#	#
Percentage of Tested Scoring 85-100	58%	64%	67%	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	23	34	21	1	0	2
Number Scoring 55-100	23	34	21	#	0	#
Number Scoring 65-100	23	34	21	#	0	#
Number Scoring 85-100	13	30	19	#	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	57%	88%	90%	#	0%	#
Comprehensive Hebrew						
Number Tested	3	1	0	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	225	148	181	11	7	8
Number Scoring 55-100	221	148	178	11	7	8
Number Scoring 65-100	219	148	175	11	7	8
Number Scoring 85-100	128	89	123	1	3	2
Percentage of Tested Scoring 55-100	98%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 85-100	57%	60%	68%	9%	43%	25%
Comprehensive Latin						
Number Tested	1	0	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	270	270	270	22	22	22	292	292	292
Number Scoring 55–64	4	4	1	0	0	0	4	4	1
Number Scoring 65–84	74	53	58	11	9	12	85	62	70
Number Scoring 85–100	190	208	210	7	8	7	197	216	217
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		0	36		0	2
Beginning		0	1		0	#
Intermediate		0	19		0	#
Advanced		0	10		0	#
Proficient		0	6		0	#
Reading and Writing (Grade 9–12)						
Number Tested		0	36		0	2
Beginning		0	2		0	#
Intermediate		0	20		0	#
Advanced		0	7		0	#
Proficient		0	7		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)