

# New York State District Report Card Comprehensive Information Report

BEDS Code: 14-14-01-06-0000

Name: Evans-Brant Central School District (Lake Shore)

Superintendent: Kenneth J. Connolly

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	74
Kindergarten	214	205	203
First	231	211	217
Second	239	215	199
Third	260	241	200
Fourth	235	264	233
Fifth	272	254	260
Sixth	268	286	262
Ungraded Elementary	101	29	39
Seventh	287	303	273
Eighth	319	281	292
Ninth	325	329	317
Tenth	280	320	297
Eleventh	257	248	275
Twelfth	256	251	255
Ungraded Secondary	34	9	17
Total K-12 Enrollment	3578	3446	3339

## 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	214	6.0%	215	6.2%	230	6.9%
Black (Not Hispanic)	23	0.6%	23	0.7%	32	1.0%
Hispanic	38	1.1%	29	0.8%	43	1.3%
White (Not Hispanic)	3303	92.3%	3179	92.3%	3034	90.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	17	18
Common Branch	20	20	19
English Grade 8	25	23	24
Mathematics Grade 8	22	23	24
Science Grade 8	23	24	25
Social Studies Grade 8	27	24	25
English Grade 10	19	22	21
Mathematics Grade 10	26	19	19
Science Grade 10	19	23	22
Social Studies Grade 10	22	24	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average 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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.0%	1	0.0%	1	0.0%
<b>Eligible for Free Lunch</b>	527	14.7%	589	17.1%	532	15.9%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		94.8%		94.1%		94.4%
<b>Student Suspensions</b>	80	2.2%	48	1.3%	46	1.3%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	9.3%	9.8%	9.8%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	272
Total Other Professional Staff	44
Total Paraprofessionals	41
Teaching Out of Certification*	1
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	210	122	58%	188	93	49%	194	139	72%
Students with Disabilities	4	0	0%	0	0	0%	9	0	0%
All Students	214	122	57%	188	93	49%	203	139	68%

\*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	123	31	5	7	17	20
Percent	61%	15%	2%	3%	8%	10%

## 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)
9	0	12	21

\*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			60		32	
	Entered GED Program*			1		11	
	Total Noncompleters			61		43	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		1	
	Total Noncompleters			0		5	
All Students	Dropped Out	38	3.3%	60	5.2%	36	3.1%
	Entered GED Program*	9	0.8%	1	0.1%	12	1.0%
	Total Noncompleters	47	4.1%	61	5.3%	48	4.2%

\*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		30	40
	Number of Students with Disabilities		10	0
	Number of All Students		40	40
	Percent of Enrollment		5%	5%
9-12	Number of General-Education Students		325	1042
	Number of Students with Disabilities		0	102
	Number of All Students		325	1144
	Percent of Enrollment		28%	99%

## 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%	86	92%
German	0	0%	0	0%	85	98%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	102	89%

### 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%	0	0%	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%	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	23	57%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	0	0%	1	#
Science	1	#	0	0%	4	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	1	#
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	202	235	231	11	0	7
Number Scoring 55–100	194	227	224	5	0	7
Number Scoring 65–100	181	220	217	3	0	7
Number Scoring 85–100	72	124	118	0	0	1
Percentage of Tested Scoring 55–100	96%	97%	97%	45%	0%	100%
Percentage of Tested Scoring 65–100	90%	94%	94%	27%	0%	100%
Percentage of Tested Scoring 85–100	36%	53%	51%	0%	0%	14%
<b>Mathematics A</b>						
Number Tested	0	258	262	0	0	6
Number Scoring 55–100	0	192	242	0	0	4
Number Scoring 65–100	0	162	199	0	0	2
Number Scoring 85–100	0	69	24	0	0	0
Percentage of Tested Scoring 55–100	0%	74%	92%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	63%	76%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	27%	9%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	123	0	0	0
Number Scoring 55–100	0	0	99	0	0	0
Number Scoring 65–100	0	0	65	0	0	0
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	80%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	53%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	230	276	268	4	0	20
Number Scoring 55–100	222	246	236	#	0	12
Number Scoring 65–100	201	225	217	#	0	9
Number Scoring 85–100	64	71	65	#	0	1
Percentage of Tested Scoring 55–100	97%	89%	88%	#	0%	60%
Percentage of Tested Scoring 65–100	87%	82%	81%	#	0%	45%
Percentage of Tested Scoring 85–100	28%	26%	24%	#	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	218	227	244	12	0	5
Number Scoring 55–100	197	212	240	7	0	5
Number Scoring 65–100	159	183	231	4	0	5
Number Scoring 85–100	77	58	122	1	0	1
Percentage of Tested Scoring 55–100	90%	93%	98%	58%	0%	100%
Percentage of Tested Scoring 65–100	73%	81%	95%	33%	0%	100%
Percentage of Tested Scoring 85–100	35%	26%	50%	8%	0%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	218	263	228	5	0	13
Number Scoring 55–100	218	259	226	5	0	13
Number Scoring 65–100	213	256	216	3	0	11
Number Scoring 85–100	69	95	67	0	0	2
Percentage of Tested Scoring 55–100	100%	98%	99%	100%	0%	100%
Percentage of Tested Scoring 65–100	98%	97%	95%	60%	0%	85%
Percentage of Tested Scoring 85–100	32%	36%	29%	0%	0%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	308	230	216	15	0	11
Number Scoring 55–100	270	207	183	10	0	5
Number Scoring 65–100	250	182	155	8	0	2
Number Scoring 85–100	98	44	56	1	0	0
Percentage of Tested Scoring 55–100	88%	90%	85%	67%	0%	45%
Percentage of Tested Scoring 65–100	81%	79%	72%	53%	0%	18%
Percentage of Tested Scoring 85–100	32%	19%	26%	7%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		141	154		0	2
Number Scoring 55–100		138	144		0	#
Number Scoring 65–100		115	118		0	#
Number Scoring 85–100		19	17		0	#
Percentage of Tested Scoring 55–100		98%	94%		0%	#
Percentage of Tested Scoring 65–100		82%	77%		0%	#
Percentage of Tested Scoring 85–100		13%	11%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	132	69	46	5	0	0
Number Scoring 55–100	128	64	46	5	0	0
Number Scoring 65–100	124	55	46	4	0	0
Number Scoring 85–100	62	15	16	0	0	0
Percentage of Tested Scoring 55–100	97%	93%	100%	100%	0%	0%
Percentage of Tested Scoring 65–100	94%	80%	100%	80%	0%	0%
Percentage of Tested Scoring 85–100	47%	22%	35%	0%	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	120	55	49	0	0	0
Number Scoring 55–100	118	51	47	0	0	0
Number Scoring 65–100	113	45	47	0	0	0
Number Scoring 85–100	50	12	23	0	0	0
Percentage of Tested Scoring 55–100	98%	93%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	82%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	22%	47%	0%	0%	0%
<b>Comprehensive Hebrew</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 Spanish</b>						
Number Tested	173	62	71	1	0	1
Number Scoring 55–100	171	61	71	#	0	#
Number Scoring 65–100	166	57	69	#	0	#
Number Scoring 85–100	89	24	34	#	0	#
Percentage of Tested Scoring 55–100	99%	98%	100%	#	0%	#
Percentage of Tested Scoring 65–100	96%	92%	97%	#	0%	#
Percentage of Tested Scoring 85–100	51%	39%	48%	#	0%	#
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	225	65	2	9	0	0
Number Scoring 55–100	179	29	#	1	0	0
Number Scoring 65–100	150	20	#	0	0	0
Number Scoring 85–100	54	0	#	0	0	0
Percentage of Tested Scoring 55–100	80%	45%	#	11%	0%	0%
Percentage of Tested Scoring 65–100	67%	31%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	0%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	107	153	9	1	0	0
Number Scoring 55–100	94	141	4	#	0	0
Number Scoring 65–100	83	130	3	#	0	0
Number Scoring 85–100	39	60	0	#	0	0
Percentage of Tested Scoring 55–100	88%	92%	44%	#	0%	0%
Percentage of Tested Scoring 65–100	78%	85%	33%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	39%	0%	#	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	113	98%	100	95%	3	#
Students with Disabilities	13	85%	1	#	0	0%

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
<b>Nov 2002</b>	General-Education Students	224	0%	5%	64%	31%
	Students with Disabilities	45	20%	36%	40%	4%
	All Students	269	4%	10%	60%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	265	0%	17%	66%	16%
	Students with Disabilities	28	7%	50%	43%	0%
	All Students	293	1%	20%	64%	15%

(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
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	213	213	213	16	16	16	229	229	229
Number Scoring 55–64	13	17	7	1	0	2	14	17	9
Number Scoring 65–84	132	119	119	3	4	3	135	123	122
Number Scoring 85–100	61	60	75	0	1	0	61	61	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)