

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-03-00-05-0002

Grade Range : 9-12

Name: Canandaigua Academy

Principal: Lynne Erdle

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	372	322	342
Tenth	340	368	330
Eleventh	305	328	348
Twelfth	288	286	338
Ungraded Secondary	47	42	0
Total K-12 Enrollment	1352	1346	1358

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	17	1.3%	20	1.5%	22	1.6%
Black (Not Hispanic)	29	2.1%	25	1.9%	27	2.0%
Hispanic	20	1.5%	12	0.9%	7	0.5%
White (Not Hispanic)	1286	95.1%	1289	95.8%	1302	95.9%

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	26
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	20	21
Mathematics Grade 10	20	20	18
Science Grade 10	23	20	22
Social Studies Grade 10	23	20	20

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	2	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	104	7.7%	163	12.1%	78	5.7%

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		95.0%		94.8%		96.0%
Student Suspensions	18	1.4%	23	1.7%	42	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	5.6%	3.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	111
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	227	173	76%	229	188	82%	253	215	85%
Students with Disabilities	11	2	18%	15	6	40%	17	5	29%
All Students	238	175	74%	244	194	80%	270	220	81%

*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	136	95	1	9	27	2
Percent	50%	35%	0%	3%	10%	1%

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)
17	5	9	26

*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			16		14	
	Entered GED Program*			20		10	
	Total Noncompleters			36		24	
Students with Disabilities	Dropped Out			4		3	
	Entered GED Program*			4		0	
	Total Noncompleters			8		3	
All Students	Dropped Out	15	1.1%	20	1.5%	17	1.3%
	Entered GED Program*	14	1.0%	24	1.8%	10	0.7%
	Total Noncompleters	29	2.1%	44	3.3%	27	2.0%

*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	572
	Number of Students with Disabilities		0	78
	Number of All Students		0	650
	Percent of Enrollment		0%	48%

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%	7	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	100%	19	74%	22	82%

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	1	#	3	#	3	#

(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	4	#	7	100%	3	#
Science	5	60%	2	#	0	0%
Reading	6	100%	6	100%	0	0%
Writing	1	#	5	100%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	15	47%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	92%	25	88%	4	#
Science	39	74%	3	#	0	0%
Reading	14	100%	12	75%	0	0%
Writing	0	0%	13	77%	1	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	8	50%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	268	367	320	24	28	32
Number Scoring 55–100	263	359	309	24	21	27
Number Scoring 65–100	251	348	287	17	16	15
Number Scoring 85–100	82	227	136	2	6	1
Percentage of Tested Scoring 55–100	98%	98%	97%	100%	75%	84%
Percentage of Tested Scoring 65–100	94%	95%	90%	71%	57%	47%
Percentage of Tested Scoring 85–100	31%	62%	42%	8%	21%	3%
Mathematics A						
Number Tested	287	157	294	19	34	43
Number Scoring 55–100	262	123	277	16	18	31
Number Scoring 65–100	246	87	253	14	9	18
Number Scoring 85–100	139	4	117	1	0	1
Percentage of Tested Scoring 55–100	91%	78%	94%	84%	53%	72%
Percentage of Tested Scoring 65–100	86%	55%	86%	74%	26%	42%
Percentage of Tested Scoring 85–100	48%	3%	40%	5%	0%	2%
Mathematics B (first administered June 2001)						
Number Tested	0	0	53	0	0	0
Number Scoring 55–100	0	0	53	0	0	0
Number Scoring 65–100	0	0	53	0	0	0
Number Scoring 85–100	0	0	30	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	57%	0%	0%	0%
Global History and Geography						
Number Tested	331	333	323	41	38	48
Number Scoring 55–100	325	323	302	39	32	36
Number Scoring 65–100	306	306	274	29	26	28
Number Scoring 85–100	150	122	122	9	3	5
Percentage of Tested Scoring 55–100	98%	97%	93%	95%	84%	75%
Percentage of Tested Scoring 65–100	92%	92%	85%	71%	68%	58%
Percentage of Tested Scoring 85–100	45%	37%	38%	22%	8%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	246	317	305	21	31	34
Number Scoring 55–100	238	306	299	16	26	31
Number Scoring 65–100	222	291	293	10	24	29
Number Scoring 85–100	140	107	178	4	4	5
Percentage of Tested Scoring 55–100	97%	97%	98%	76%	84%	91%
Percentage of Tested Scoring 65–100	90%	92%	96%	48%	77%	85%
Percentage of Tested Scoring 85–100	57%	34%	58%	19%	13%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	304	310	323	35	48	17
Number Scoring 55–100	304	310	321	35	48	16
Number Scoring 65–100	299	305	317	31	48	15
Number Scoring 85–100	123	124	112	4	9	4
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65–100	98%	98%	98%	89%	100%	88%
Percentage of Tested Scoring 85–100	40%	40%	35%	11%	19%	24%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	236	247	170	19	24	24
Number Scoring 55–100	228	233	162	18	20	21
Number Scoring 65–100	211	218	158	14	15	19
Number Scoring 85–100	80	99	95	3	2	4
Percentage of Tested Scoring 55–100	97%	94%	95%	95%	83%	88%
Percentage of Tested Scoring 65–100	89%	88%	93%	74%	62%	79%
Percentage of Tested Scoring 85–100	34%	40%	56%	16%	8%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		176	206		3	3
Number Scoring 55–100		176	203		#	#
Number Scoring 65–100		160	181		#	#
Number Scoring 85–100		55	53		#	#
Percentage of Tested Scoring 55–100		100%	99%		#	#
Percentage of Tested Scoring 65–100		91%	88%		#	#
Percentage of Tested Scoring 85–100		31%	26%		#	#
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	63	90	72	0	0	0
Number Scoring 55–100	63	90	72	0	0	0
Number Scoring 65–100	62	89	72	0	0	0
Number Scoring 85–100	25	23	43	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	99%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	26%	60%	0%	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	34	32	20	1	0	1
Number Scoring 55–100	34	32	20	#	0	#
Number Scoring 65–100	34	32	20	#	0	#
Number Scoring 85–100	22	12	8	#	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	65%	38%	40%	#	0%	#
Comprehensive Hebrew						
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 Spanish						
Number Tested	105	94	89	8	2	2
Number Scoring 55–100	105	94	89	8	#	#
Number Scoring 65–100	105	94	89	8	#	#
Number Scoring 85–100	83	65	59	7	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	100%	#	#
Percentage of Tested Scoring 85–100	79%	69%	66%	88%	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	98	3	0	19	2	0
Number Scoring 55–100	78	#	0	11	#	0
Number Scoring 65–100	74	#	0	11	#	0
Number Scoring 85–100	23	#	0	0	#	0
Percentage of Tested Scoring 55–100	80%	#	0%	58%	#	0%
Percentage of Tested Scoring 65–100	76%	#	0%	58%	#	0%
Percentage of Tested Scoring 85–100	23%	#	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	147	181	135	3	2	4
Number Scoring 55–100	141	181	133	#	#	#
Number Scoring 65–100	133	176	129	#	#	#
Number Scoring 85–100	104	140	66	#	#	#
Percentage of Tested Scoring 55–100	96%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	90%	97%	96%	#	#	#
Percentage of Tested Scoring 85–100	71%	77%	49%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	76	99%	151	99%	117	96%
Students with Disabilities	22	100%	32	94%	18	89%

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	269	269	269	31	31	31	300	300	300
Number Scoring 55–64	4	13	2	1	1	0	5	14	2
Number Scoring 65–84	142	139	106	19	14	17	161	153	123
Number Scoring 85–100	114	105	158	3	2	4	117	107	162
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)