

New York State School Report Card

Comprehensive Information Report

BEDS Code: 43-03-00-05-0002
 Name: Canandaigua Academy
 Principal: Lynne Erdle

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	322	342	343
Tenth	368	330	341
Eleventh	328	348	333
Twelfth	286	338	368
Ungraded Secondary	42	0	0
Total K-12 Enrollment	1346	1358	1385

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	20	1.5%	22	1.6%	28	2.0%
Black (Not Hispanic)	25	1.9%	27	2.0%	26	1.9%
Hispanic	12	0.9%	7	0.5%	14	1.0%
White (Not Hispanic)	1289	95.8%	1302	95.9%	1317	95.1%

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	5	0.4%
Eligible for Free Lunch	163	12.1%	78	5.7%	95	6.9%

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		94.8%		96.0%		95.3%
Student Suspensions	23	1.7%	42	3.1%	49	3.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.6%	3.8%	3.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	97%	89%

Staff Counts

Staff	2003-04
Total Teachers	103
Total Other Professional Staff	15
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 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	229	188	82%	253	215	85%	298	242	81%
Students with Disabilities	15	6	40%	17	5	29%	36	7	19%
All Students	244	194	80%	270	220	81%	334	249	75%

*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	136	149	2	11	35	1
Percent	41%	45%	1%	3%	10%	0%

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)
36	7	13	49

*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	16		14		19	1.6%
	Entered GED Program*	20		10		24	2.0%
	Total Noncompleters	36		24		43	3.6%
Students with Disabilities	Dropped Out	4		3		7	3.8%
	Entered GED Program*	4		0		5	2.7%
	Total Noncompleters	8		3		12	6.6%
All Students	Dropped Out	20	1.5%	17	1.3%	26	1.9%
	Entered GED Program*	24	1.8%	10	0.7%	29	2.1%
	Total Noncompleters	44	3.3%	27	2.0%	55	4.0%

*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	572	1209
	Number of Students with Disabilities	0	78	176
	Number of All Students	0	650	1385
	Percent of Enrollment	0%	48%	100%

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%	7	86%	20	70%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	19	74%	22	82%	0	0%

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	3	#	3	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	3	#	6	83%
Science	2	#	0	0%	17	94%
Reading	6	100%	0	0%	3	#
Writing	5	100%	0	0%	4	#
Global Studies	0	0%	0	0%	6	50%
U.S. Hist & Gov't	1	#	1	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	88%	4	#	38	82%
Science	3	#	0	0%	41	80%
Reading	12	75%	0	0%	21	86%
Writing	13	77%	1	#	23	96%
Global Studies	0	0%	0	0%	15	40%
U.S. Hist & Gov't	1	#	3	#	4	#

(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	367	320	302	28	32	30
Number Scoring 55–100	359	309	297	21	27	28
Number Scoring 65–100	348	287	278	16	15	22
Number Scoring 85–100	227	136	139	6	1	2
Percentage of Tested Scoring 55–100	98%	97%	98%	75%	84%	93%
Percentage of Tested Scoring 65–100	95%	90%	92%	57%	47%	73%
Percentage of Tested Scoring 85–100	62%	42%	46%	21%	3%	7%
Mathematics A						
Number Tested	157	294	318	34	43	34
Number Scoring 55–100	123	277	313	18	31	30
Number Scoring 65–100	87	253	305	9	18	24
Number Scoring 85–100	4	117	178	0	1	8
Percentage of Tested Scoring 55–100	78%	94%	98%	53%	72%	88%
Percentage of Tested Scoring 65–100	55%	86%	96%	26%	42%	71%
Percentage of Tested Scoring 85–100	3%	40%	56%	0%	2%	24%
Mathematics B						
Number Tested	0	53	98	0	0	0
Number Scoring 55–100	0	53	97	0	0	0
Number Scoring 65–100	0	53	96	0	0	0
Number Scoring 85–100	0	30	59	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	57%	60%	0%	0%	0%
Global History and Geography						
Number Tested	333	323	335	38	48	37
Number Scoring 55–100	323	302	306	32	36	24
Number Scoring 65–100	306	274	289	26	28	18
Number Scoring 85–100	122	122	136	3	5	3
Percentage of Tested Scoring 55–100	97%	93%	91%	84%	75%	65%
Percentage of Tested Scoring 65–100	92%	85%	86%	68%	58%	49%
Percentage of Tested Scoring 85–100	37%	38%	41%	8%	10%	8%
U.S. History and Government						
Number Tested	317	305	230	31	34	23
Number Scoring 55–100	306	299	219	26	31	21
Number Scoring 65–100	291	293	207	24	29	21
Number Scoring 85–100	107	178	95	4	5	4
Percentage of Tested Scoring 55–100	97%	98%	95%	84%	91%	91%
Percentage of Tested Scoring 65–100	92%	96%	90%	77%	85%	91%
Percentage of Tested Scoring 85–100	34%	58%	41%	13%	15%	17%

(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	310	323	432	48	17	39
Number Scoring 55–100	310	321	425	48	16	34
Number Scoring 65–100	305	317	408	48	15	25
Number Scoring 85–100	124	112	160	9	4	3
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	94%	87%
Percentage of Tested Scoring 65–100	98%	98%	94%	100%	88%	64%
Percentage of Tested Scoring 85–100	40%	35%	37%	19%	24%	8%
Physical Setting/Earth Science						
Number Tested	247	170	145	24	24	32
Number Scoring 55–100	233	162	134	20	21	25
Number Scoring 65–100	218	158	117	15	19	17
Number Scoring 85–100	99	95	27	2	4	2
Percentage of Tested Scoring 55–100	94%	95%	92%	83%	88%	78%
Percentage of Tested Scoring 65–100	88%	93%	81%	62%	79%	53%
Percentage of Tested Scoring 85–100	40%	56%	19%	8%	17%	6%
Physical Setting/Chemistry						
Number Tested	176	206	113	3	3	3
Number Scoring 55–100	176	203	113	#	#	#
Number Scoring 65–100	160	181	105	#	#	#
Number Scoring 85–100	55	53	46	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	91%	88%	93%	#	#	#
Percentage of Tested Scoring 85–100	31%	26%	41%	#	#	#
Physical Setting/Physics						
Number Tested			67			1
Number Scoring 55–100			67			#
Number Scoring 65–100			63			#
Number Scoring 85–100			26			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			94%			#
Percentage of Tested Scoring 85–100			39%			#

* 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	90	72	61	0	0	1
Number Scoring 55–100	90	72	60	0	0	#
Number Scoring 65–100	89	72	58	0	0	#
Number Scoring 85–100	23	43	33	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	100%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	26%	60%	54%	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	20	40	0	1	1
Number Scoring 55–100	32	20	39	0	#	#
Number Scoring 65–100	32	20	38	0	#	#
Number Scoring 85–100	12	8	22	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	#	#
Percentage of Tested Scoring 85–100	38%	40%	55%	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	94	89	109	2	2	2
Number Scoring 55–100	94	89	109	#	#	#
Number Scoring 65–100	94	89	109	#	#	#
Number Scoring 85–100	65	59	78	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	69%	66%	72%	#	#	#
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	181	135	0	2	4	0
Number Scoring 55–100	181	133	0	#	#	0
Number Scoring 65–100	176	129	0	#	#	0
Number Scoring 85–100	140	66	0	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	0%	#	#	0%
Percentage of Tested Scoring 65–100	97%	96%	0%	#	#	0%
Percentage of Tested Scoring 85–100	77%	49%	0%	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	151	99%	117	96%	73	99%
Students with Disabilities	32	94%	18	89%	17	94%

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	268	268	268	48	48	48	316	316	316
Number Scoring 55–64	4	1	1	4	3	2	8	4	3
Number Scoring 65–84	144	85	97	21	21	26	165	106	123
Number Scoring 85–100	113	165	167	1	3	2	114	168	169
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)