

New York State District Report Card Comprehensive Information Report

BEDS Code: 43-03-00-05-0000

Name: Canandaigua City School District

Superintendent: Stephen J. Uebbing

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	32
Kindergarten	285	275	283
First	292	300	281
Second	283	292	306
Third	329	298	302
Fourth	330	325	298
Fifth	296	329	337
Sixth	327	310	356
Ungraded Elementary	83	68	0
Seventh	339	331	322
Eighth	343	342	330
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	4259	4216	4173

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	56	1.3%	52	1.2%	52	1.2%
Black (Not Hispanic)	107	2.5%	95	2.3%	96	2.3%
Hispanic	51	1.2%	27	0.6%	27	0.6%
White (Not Hispanic)	4045	95.0%	4042	95.9%	3998	95.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	16	16
Common Branch	20	20	20
English Grade 8	20	21	17
Mathematics Grade 8	20	20	19
Science Grade 8	22	20	22
Social Studies Grade 8	22	22	22
English Grade 10	21	20	21
Mathematics Grade 10	20	20	17
Science Grade 10	23	21	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.1%	2	0.1%	1	0.0%
Eligible for Free Lunch	422	9.9%	438	10.4%	370	8.9%

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		95.8%		95.4%		95.4%
Student Suspensions	70	1.7%	66	1.6%	79	1.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.5%	5.7%	5.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	337
Total Other Professional Staff	51
Total Paraprofessionals	138
Teaching Out of Certification*	6
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%	18	6	33%
All Students	238	175	74%	244	194	80%	271	221	82%

*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	28	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)
18	6	13	31

*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			5		4	
	Entered GED Program*			4		0	
	Total Noncompleters			9		4	
All Students	Dropped Out	15	1.1%	21	1.6%	18	1.3%
	Entered GED Program*	14	1.0%	24	1.8%	10	0.7%
	Total Noncompleters	29	2.1%	45	3.3%	28	2.1%

*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		855	528
	Number of Students with Disabilities		129	72
	Number of All Students		984	600
	Percent of Enrollment		98%	60%
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	94	99%	90	93%	44	93%
German	32	91%	47	98%	58	93%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	151	95%	153	92%	147	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	100%	1	#	2	#
German	0	0%	2	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	4	#	4	#

(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%	6	100%
Science	39	74%	3	#	2	#
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	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	268	367	323	24	28	35
Number Scoring 55–100	263	359	312	24	21	30
Number Scoring 65–100	251	348	290	17	16	18
Number Scoring 85–100	82	227	137	2	6	2
Percentage of Tested Scoring 55–100	98%	98%	97%	100%	75%	86%
Percentage of Tested Scoring 65–100	94%	95%	90%	71%	57%	51%
Percentage of Tested Scoring 85–100	31%	62%	42%	8%	21%	6%
Mathematics A						
Number Tested	298	170	302	19	36	44
Number Scoring 55–100	273	136	284	16	20	31
Number Scoring 65–100	257	100	260	14	11	18
Number Scoring 85–100	150	16	124	1	1	1
Percentage of Tested Scoring 55–100	92%	80%	94%	84%	56%	70%
Percentage of Tested Scoring 65–100	86%	59%	86%	74%	31%	41%
Percentage of Tested Scoring 85–100	50%	9%	41%	5%	3%	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	334	325	41	39	50
Number Scoring 55–100	325	324	304	39	33	38
Number Scoring 65–100	306	307	275	29	27	29
Number Scoring 85–100	150	122	122	9	3	5
Percentage of Tested Scoring 55–100	98%	97%	94%	95%	85%	76%
Percentage of Tested Scoring 65–100	92%	92%	85%	71%	69%	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	306	21	31	35
Number Scoring 55–100	238	306	300	16	26	32
Number Scoring 65–100	222	291	294	10	24	30
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%	86%
Percentage of Tested Scoring 85–100	57%	34%	58%	19%	13%	14%

(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	324	35	48	18
Number Scoring 55–100	304	310	322	35	48	17
Number Scoring 65–100	299	305	318	31	48	16
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%	89%
Percentage of Tested Scoring 85–100	40%	40%	35%	11%	19%	22%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	282	283	223	19	25	27
Number Scoring 55–100	274	269	215	18	21	24
Number Scoring 65–100	257	254	211	14	16	22
Number Scoring 85–100	118	132	138	3	2	6
Percentage of Tested Scoring 55–100	97%	95%	96%	95%	84%	89%
Percentage of Tested Scoring 65–100	91%	90%	95%	74%	64%	81%
Percentage of Tested Scoring 85–100	42%	47%	62%	16%	8%	22%
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	298	2%	8%	74%	16%
	Students with Disabilities	41	15%	49%	34%	2%
	All Students	339	3%	13%	69%	14%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	286	0%	15%	62%	22%
	Students with Disabilities	44	11%	52%	30%	7%
	All Students	330	2%	20%	58%	20%

(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	35	35	35	304	304	304
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	4	3	5	118	108	163
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)