New York State School Report Card
Comprehensive Information Report

BEDS Code: 60-03-01-04-0002 Grade Range : 7-12
Name: Candor Junior-Senior High School
Principal: Mike Hoose

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	82	78	74
Eighth	100	83	79
Ninth	103	98	79
Tenth	85	83	91
Eleventh	83	83	77
Twelfth	54	76	83
Ungraded Secondary	0	0	8
Total K-12 Enrollment	507	501	491

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	4	0.8%	2	0.4%	2	0.4%
Black (Not Hispanic)	4	0.8%	8	1.6%	10	2.0%
Hispanic	3	0.6%	3	0.6%	4	0.8%
White (Not Hispanic)	496	97.8%	488	97.4%	475	96.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	18	24
English Grade 8	19	14	15
Mathematics Grade 8	16	14	15
Science Grade 8	19	17	15
Social Studies Grade 8	19	17	15
English Grade 10	22	21	20
Mathematics Grade 10	25	18	16
Science Grade 10	16	20	23
Social Studies Grade 10	18	22	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
50	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 middle 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	74	14.6%	79	15.8%	65	13.2%

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		93.7%		94.7%		95.0%
Student Suspensions	30	5.9%	26	5.1%	24	4.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.1%	9.6%	9.0%
Public Assistance	21-30%	11-20%	31-40%
Student Stability	94%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	54	20	37%	72	46	64%	75	49	65%
Students with Disabilities	1	0	0%	0	0	0%	1	0	0%
All Students	55	20	36%	72	46	64%	76	49	64%

*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	31	35	0	3	3	4
Percent	41%	46%	0%	4%	4%	5%

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)
1	0	3	4

*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			13		8	
	Entered GED Program*			1		2	
	Total Noncompleters			14		10	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	7	2.2%	13	3.8%	11	3.3%
	Entered GED Program*	0	0.0%	1	0.3%	2	0.6%
	Total Noncompleters	7	2.2%	14	4.1%	13	3.9%

*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		63	0
	Number of Students with Disabilities		12	0
	Number of All Students		75	0
	Percent of Enrollment		47%	0%
9–12	Number of General-Education Students		90	46
	Number of Students with Disabilities		10	8
	Number of All Students		100	54
	Percent of Enrollment		29%	16%

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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	80	90%	57	84%	16	100%

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	6	17%	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%	0	0%
Science	1	#	0	0%	1	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	6	100%	5	20%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	6	100%
Science	2	#	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	2	#
U.S. Hist & Gov't	4	#	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	77	82	74	2	1	4
Number Scoring 55–100	76	73	69	#	#	#
Number Scoring 65–100	68	61	61	#	#	#
Number Scoring 85–100	21	19	19	#	#	#
Percentage of Tested Scoring 55–100	99%	89%	93%	#	#	#
Percentage of Tested Scoring 65–100	88%	74%	82%	#	#	#
Percentage of Tested Scoring 85–100	27%	23%	26%	#	#	#
Mathematics A						
Number Tested	0	2	65	0	0	1
Number Scoring 55–100	0	#	62	0	0	#
Number Scoring 65–100	0	#	56	0	0	#
Number Scoring 85–100	0	#	7	0	0	#
Percentage of Tested Scoring 55–100	0%	#	95%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	86%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	11%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	81	82	74	4	5	4
Number Scoring 55–100	74	70	68	#	3	#
Number Scoring 65–100	67	57	62	#	1	#
Number Scoring 85–100	29	11	30	#	0	#
Percentage of Tested Scoring 55–100	91%	85%	92%	#	60%	#
Percentage of Tested Scoring 65–100	83%	70%	84%	#	20%	#
Percentage of Tested Scoring 85–100	36%	13%	41%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	65	79	57	6	1	2
Number Scoring 55–100	53	74	54	1	#	#
Number Scoring 65–100	42	68	48	0	#	#
Number Scoring 85–100	16	22	21	0	#	#
Percentage of Tested Scoring 55–100	82%	94%	95%	17%	#	#
Percentage of Tested Scoring 65–100	65%	86%	84%	0%	#	#
Percentage of Tested Scoring 85–100	25%	28%	37%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	74	64	53	2	4	3
Number Scoring 55–100	74	60	53	#	#	#
Number Scoring 65–100	70	57	48	#	#	#
Number Scoring 85–100	12	10	9	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	95%	89%	91%	#	#	#
Percentage of Tested Scoring 85–100	16%	16%	17%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	89	94	68	6	7	2
Number Scoring 55–100	84	86	61	6	6	#
Number Scoring 65–100	69	72	47	4	2	#
Number Scoring 85–100	22	28	12	0	0	#
Percentage of Tested Scoring 55–100	94%	91%	90%	100%	86%	#
Percentage of Tested Scoring 65–100	78%	77%	69%	67%	29%	#
Percentage of Tested Scoring 85–100	25%	30%	18%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		31	25		0	0
Number Scoring 55–100		30	24		0	0
Number Scoring 65–100		27	21		0	0
Number Scoring 85–100		5	5		0	0
Percentage of Tested Scoring 55–100		97%	96%		0%	0%
Percentage of Tested Scoring 65–100		87%	84%		0%	0%
Percentage of Tested Scoring 85–100		16%	20%		0%	0%
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	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 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	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 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	46	30	56	0	0	0
Number Scoring 55–100	46	30	56	0	0	0
Number Scoring 65–100	46	30	55	0	0	0
Number Scoring 85–100	34	24	42	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	74%	80%	75%	0%	0%	0%
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	80	75	0	0	1	0
Number Scoring 55–100	67	62	0	0	#	0
Number Scoring 65–100	60	47	0	0	#	0
Number Scoring 85–100	29	22	0	0	#	0
Percentage of Tested Scoring 55–100	84%	83%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	75%	63%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	36%	29%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	35	48	36	0	0	0
Number Scoring 55–100	31	48	35	0	0	0
Number Scoring 65–100	27	47	31	0	0	0
Number Scoring 85–100	11	29	18	0	0	0
Percentage of Tested Scoring 55–100	89%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	98%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	60%	50%	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	0	0%	45	100%	0	0%
Students with Disabilities	3	#	7	100%	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
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	66	0%	11%	68%	21%
	Students with Disabilities	11	9%	91%	0%	0%
	All Students	77	1%	22%	58%	18%

(Form – J)

New York State Alternate Assessments (NYSAA)
2002–2003

	Count of Students					
Test	**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	83	83	83	4	4	4	87	87	87
Number Scoring 55–64	#	#	#	#	#	#	7	5	2
Number Scoring 65–84	#	#	#	#	#	#	37	43	48
Number Scoring 85–100	#	#	#	#	#	#	27	22	29
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)