

New York State School Report Card

Comprehensive Information Report

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

Grade Range : 7-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	98	82	78
Eighth	90	100	83
Ninth	111	103	98
Tenth	93	85	83
Eleventh	59	83	83
Twelfth	60	54	76
Ungraded Secondary	0	0	0
Total K-12 Enrollment	511	507	501

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.6%	4	0.8%	2	0.4%
Black (Not Hispanic)	9	1.8%	4	0.8%	8	1.6%
Hispanic	2	0.4%	3	0.6%	3	0.6%
White (Not Hispanic)	497	97.3%	496	97.8%	488	97.4%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	18
English Grade 8	18	19	14
Mathematics Grade 8	20	16	14
Science Grade 8	17	19	17
Social Studies Grade 8	18	19	17
English Grade 10	22	22	21
Mathematics Grade 10	0	25	18
Science Grade 10	25	16	20
Social Studies Grade 10	21	18	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.1%		93.7%		94.7%
Student Suspensions	31	6.3%	30	5.9%	26	5.1%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	15.1%	14.6%	15.8%
Reduced Lunch	13.5%	10.1%	9.6%
Public Assistance	31-40%	21-30%	11-20%
Student Stability	97%	94%	100%

Staff Counts

Staff	2001–2002
Total Teachers	40
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	0
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	54	52	96%	54	20	37%	72	46	64%
Students with Disabilities	5	2	40%	1	0	0%	0	0	0%
All Students	59	54	92%	55	20	36%	72	46	64%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	27	35	0	1	0	9
Percent	38%	49%	0%	1%	0%	12%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
0	0	1	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					13	3.8%
	Entered GED Program*					1	0.3%
	Total Noncompleters					14	4.1%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	8	2.5%	7	2.2%	13	3.8%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.3%
	Total Noncompleters	8	2.5%	7	2.2%	14	4.1%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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	69%	80	90%	57	84%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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	#	6	17%	0	0%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	4	#	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	10	40%	1	#	0	0%
U.S. Hist & Gov't	13	85%	6	100%	5	20%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	6	100%	0	0%
Science	2	50%	2	#	1	#
Reading	1	100%	0	0%	0	0%
Writing	1	100%	0	0%	0	0%
Global Studies	4	25%	2	#	0	0%
U.S. Hist & Gov't	2	100%	4	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	54	77	82	2	2	1
Number Scoring 55–100	54	76	73	#	#	#
Number Scoring 65–100	40	68	61	#	#	#
Number Scoring 85–100	5	21	19	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	89%	#	#	#
Percentage of Tested Scoring 65–100	74%	88%	74%	#	#	#
Percentage of Tested Scoring 85–100	9%	27%	23%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	108	81	7	5	5	0
Number Scoring 55–100	93	73	4	1	4	0
Number Scoring 65–100	84	58	3	1	0	0
Number Scoring 85–100	50	24	0	0	0	0
Percentage of Tested Scoring 55–100	86%	90%	57%	20%	80%	0%
Percentage of Tested Scoring 65–100	78%	72%	43%	20%	0%	0%
Percentage of Tested Scoring 85–100	46%	30%	0%	0%	0%	0%
Mathematics A						
Number Tested	0	0	2	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global Studies (last administered January 2000)						
Number Tested	3			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	87	81	82	9	4	5
Number Scoring 55–100	79	74	70	5	#	3
Number Scoring 65–100	63	67	57	1	#	1
Number Scoring 85–100	18	29	11	0	#	0
Percentage of Tested Scoring 55–100	91%	91%	85%	56%	#	60%
Percentage of Tested Scoring 65–100	72%	83%	70%	11%	#	20%
Percentage of Tested Scoring 85–100	21%	36%	13%	0%	#	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	48	0		2	0	
Number Scoring 55–100	40	0		#	0	
Number Scoring 65–100	37	0		#	0	
Number Scoring 85–100	11	0		#	0	
Percentage of Tested Scoring 55–100	83%	0%		#	0%	
Percentage of Tested Scoring 65–100	77%	0%		#	0%	
Percentage of Tested Scoring 85–100	23%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		65	79		6	1
Number Scoring 55–100		53	74		1	#
Number Scoring 65–100		42	68		0	#
Number Scoring 85–100		16	22		0	#
Percentage of Tested Scoring 55–100		82%	94%		17%	#
Percentage of Tested Scoring 65–100		65%	86%		0%	#
Percentage of Tested Scoring 85–100		25%	28%		0%	#
Living Environment (first administered June 2001)						
Number Tested		74	64		2	4
Number Scoring 55–100		74	60		#	#
Number Scoring 65–100		70	57		#	#
Number Scoring 85–100		12	10		#	#
Percentage of Tested Scoring 55–100		100%	94%		#	#
Percentage of Tested Scoring 65–100		95%	89%		#	#
Percentage of Tested Scoring 85–100		16%	16%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		89	94		6	7
Number Scoring 55–100		84	86		6	6
Number Scoring 65–100		69	72		4	2
Number Scoring 85–100		22	28		0	0
Percentage of Tested Scoring 55–100		94%	91%		100%	86%
Percentage of Tested Scoring 65–100		78%	77%		67%	29%
Percentage of Tested Scoring 85–100		25%	30%		0%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	104	86	52	57	75
2001	97	90	82	50	80
2002	106	92	93	78	92

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	9	8	1	4	6
2001	12	6	6	1	6
2002	15	8	4	1	7

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	75	80	92	6	6	7
Comprehensive Spanish						
Number Tested	35	46	30	0	0	0
Number Scoring 55–100	35	46	30	0	0	0
Number Scoring 65–100	34	46	30	0	0	0
Number Scoring 85–100	18	34	24	0	0	0
Percentage of AGE Tested	47%	57%	33%	0%	0%	0%
Percentage of AGE Scoring 55–100	47%	57%	33%	0%	0%	0%
Percentage of AGE Scoring 65–100	45%	57%	33%	0%	0%	0%
Percentage of AGE Scoring 85–100	24%	42%	26%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	75	80	92	6	6	7
Sequential Mathematics, Course II						
Number Tested	57	80	75	1	0	1
Number Scoring 55–100	52	67	62	#	0	#
Number Scoring 65–100	40	60	47	#	0	#
Number Scoring 85–100	17	29	22	#	0	#
Percentage of AGE Tested	76%	100%	82%	#	0%	#
Percentage of AGE Scoring 55–100	69%	84%	67%	#	0%	#
Percentage of AGE Scoring 65–100	53%	75%	51%	#	0%	#
Percentage of AGE Scoring 85–100	23%	36%	24%	#	0%	#
Percentage of Tested Scoring 65–100	70%	75%	63%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	29	35	48	1	0	0
Number Scoring 55–100	28	31	48	#	0	0
Number Scoring 65–100	27	27	47	#	0	0
Number Scoring 85–100	16	11	29	#	0	0
Percentage of AGE Tested	39%	44%	52%	#	0%	0%
Percentage of AGE Scoring 55–100	37%	39%	52%	#	0%	0%
Percentage of AGE Scoring 65–100	36%	34%	51%	#	0%	0%
Percentage of AGE Scoring 85–100	21%	14%	32%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	77%	98%	#	0%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	75	80	92	6	6	7
Earth Science (last administered January 2001)						
Number Tested	88	0		1	0	
Number Scoring 55–100	75	0		#	0	
Number Scoring 65–100	63	0		#	0	
Number Scoring 85–100	28	0		#	0	
Percentage of AGE Tested	117%	0%		#	0%	
Percentage of AGE Scoring 55–100	100%	0%		#	0%	
Percentage of AGE Scoring 65–100	84%	0%		#	0%	
Percentage of AGE Scoring 85–100	37%	0%		#	0%	
Percentage of Tested Scoring 65–100	72%	0%		#	0%	
Biology (last administered January 2001)						
Number Tested	67	0		3	0	
Number Scoring 55–100	60	0		#	0	
Number Scoring 65–100	41	0		#	0	
Number Scoring 85–100	7	0		#	0	
Percentage of AGE Tested	89%	0%		#	0%	
Percentage of AGE Scoring 55–100	80%	0%		#	0%	
Percentage of AGE Scoring 65–100	55%	0%		#	0%	
Percentage of AGE Scoring 85–100	9%	0%		#	0%	
Percentage of Tested Scoring 65–100	61%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	16	20	0	0	0	0
Number Scoring 55–100	16	19	0	0	0	0
Number Scoring 65–100	16	18	0	0	0	0
Number Scoring 85–100	6	8	0	0	0	0
Percentage of AGE Tested	21%	25%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	21%	24%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	21%	23%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	8%	10%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	90%	0%	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	75	80	92	6	6	7
Physics (last administered January 2002)						
Number Tested	10	8	0	0	0	0
Number Scoring 55–100	10	8	0	0	0	0
Number Scoring 65–100	10	8	0	0	0	0
Number Scoring 85–100	4	5	0	0	0	0
Percentage of AGE Tested	13%	10%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	13%	10%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	13%	10%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	6%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			31			0
Number Scoring 55–100			30			0
Number Scoring 65–100			27			0
Number Scoring 85–100			5			0
Percentage of AGE Tested			34%			0%
Percentage of AGE Scoring 55–100			33%			0%
Percentage of AGE Scoring 65–100			29%			0%
Percentage of AGE Scoring 85–100			5%			0%
Percentage of Tested Scoring 65–100			87%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			13			0
Number Scoring 55–100			12			0
Number Scoring 65–100			11			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			14%			0%
Percentage of AGE Scoring 55–100			13%			0%
Percentage of AGE Scoring 65–100			12%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			85%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	98%	0	0%	45	100%
Students with Disabilities	4	#	3	#	7	100%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	65	0%	9%	86%	5%
	Students with Disabilities	14	0%	64%	36%	0%
	All Students	79	0%	19%	77%	4%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	84	84	2	2	86	86
Number Scoring 55–64	#	#	#	#	9	13
Number Scoring 65–84	#	#	#	#	43	32
Number Scoring 85–100	#	#	#	#	18	20
Approved Alternatives	#	#	#	#	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	95	4	99
Number Scoring 55–64	#	#	4
Number Scoring 65–84	#	#	50
Number Scoring 85–100	#	#	30
Approved Alternatives	#	#	0

(Form – O)