



**Special Education  
School District Data Profile for  
Candor Central School District for 2006-07**



Strategic Evaluation, Data Collection, Analysis and Reporting (SEDAR)

## Special Education School District Data Profile for 2006-07

The Special Education School District Data Profile is prepared in accordance with the requirement of the Individuals with Disabilities Education Act (IDEA). Each State must have a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes New York State's performance on 20 indicators. States must report annually to the public on the performance of the State in an Annual Performance Report (APR) and each school district against the State's targets. New York State's SPP and the APR that describe these indicators in detail are available at <http://www.vesid.nysed.gov/specialed/spp/home.html>.

The following report reflects only quantifiable data collected by the State. Since performance of a school district in any indicator may be the result of unique circumstances within a district, readers are encouraged to consider information provided by the district's administration in interpreting these data.

### Enrollment and Classification Rate

	2006-07
• Enrollment of school-age students with disabilities on December 1	140
• District enrollment (public and nonpublic school-age students - with and without disabilities) on the first Wednesday in October	970
• Special education classification rate	14.4%
• Enrollment of preschool students with disabilities on December 1	1

### Indicator 1: Graduation Rate of Students with Disabilities

	2006-07 (2003 Total Cohort four years later as of June 30, 2007)	2006-07 (2002 Total Cohort five years later as of June 30, 2007)
• Number of students with disabilities who first entered 9th grade anywhere (or if ungraded, became 17 years old) in 2003-04	6	
• Number of students with disabilities who first entered 9th grade anywhere (or if ungraded, became 17 years old) in 2002-03		9
• Graduation rate	33.3%	22.2%
• State target for 2006-07	37% or higher	No State Target
• Meets State target?	Not Applicable*	Not Applicable
* Districts are only held accountable for the performance of students when there are at least 30 students in the total cohort.		



**Special Education**  
**School District Data Profile for**  
**Candor Central School District for 2006-07**



Strategic Evaluation, Data Collection, Analysis and Reporting (SEDGAR)

**Indicator 2: Drop-Out Rate of Students with Disabilities**

	<b>2006-07</b> (2003 Total Cohort as of June 30, 2007)
• Number of students with disabilities who first entered 9th grade anywhere (or if ungraded, became 17 years old) in 2003-04 school year	6
• Drop-out rate after four years	16.7%
• State target for 2006-07	19% or lower
• Meets State target?	Not Applicable*
* Districts are only held accountable for the performance of students when there are at least 30 students in the total cohort.	

**Indicator 3: State Assessments**

Participation in State Assessments	2006-07			
	Grades 3-8 English Language Arts (ELA)	Grades 3-8 Math	High School English Language Arts (ELA)	High School Math
• Enrollment of students with disabilities for participation rate	55	55	Less Than 40*	Less Than 40*
• Participation rate	98%	96%	*	*
• State target for 2006-07	95%	95%	95%	95%
• Meets State target?	Yes	Yes	*	*
* Participation rate is provided only if at least 40 students with disabilities are reported in the first row.				

Performance on State Assessments and Adequate Yearly Progress (AYP)	2006-07			
	Grades 3-8 English Language Arts (ELA)	Grades 3-8 Math	High School English Language Arts (ELA)	High School Math
• Enrollment of students with disabilities for performance accountability	52	51	Less Than 30**	Less Than 30**
• Score on performance index	90	80	**	**
• State target for 2006-07	96	105	119	125
• Meets State target?	No	No	**	**
• Made AYP?	Yes	Yes	**	**

\*\* A performance index score is provided only if at least 30 students with disabilities are reported in the first row.



**Special Education**  
**School District Data Profile for**  
**Candor Central School District for 2006-07**



Strategic Evaluation, Data Collection, Analysis and Reporting (SEDCAR)

**Indicator 4: Suspensions/Expulsions**

Long-term Suspension Rate	2006-07
• Number of students with disabilities suspended out-of-school for more than 10 days	2
• Number of students with disabilities enrolled on December 1	140
• Percent of students with disabilities suspended out-of-school for more than 10 days	1.4%
• State target for 2006-07	4.0% or lower
• Meets State target?	Yes

**Indicator 5: School-age Least Restrictive Environment (LRE)**

	2006-2007			
• Number of students with disabilities ages 6-21 on December 1	130			
	Percent of students with disabilities in general education program for:			In separate schools / facilities
	80% or more of the day	40 to 79% of the day	Less than 40% of the day	
• Percent of students ages 6-21 in each setting	48.5%	30.8%	20%	0.8%
• State target for 2006-07	More than 55%	No State Target	Less than 26%	Less than 6.5%
• Meets State target?	No	Not Applicable	Yes	Yes

**Indicator 6: Preschool Least Restrictive Environment (LRE)**

The data for this indicator are not presented because the LRE reporting categories for preschool children with disabilities are under review by the United States Department of Education.



**Special Education  
School District Data Profile for  
Candor Central School District for 2006-07**



Strategic Evaluation, Data Collection, Analysis and Reporting (SEDCAR)

**Indicator 7: Preschool Outcomes**

If data are not provided for this indicator, see the schedule posted at <http://www.vesid.nysed.gov/sedcar/sppschedule.html> for the school year in which this school district will report data for this indicator.

	2006-07		
	Positive Social - Emotional Skills	Acquisition and Use of Knowledge & Skills	Use of Appropriate Behaviors to Meet their Needs
• Number of preschool students with disabilities evaluated for progress between entry into preschool special education and exit from preschool special education			
• Percent of preschool students with disabilities who demonstrate improvement			
• State target for 2006-07	To Be Established	To Be Established	To Be Established
• Meets State target?			

**Indicator 8: Parental Involvement**

If data are not provided for this indicator, see the schedule posted at <http://www.vesid.nysed.gov/sedcar/sppschedule.html> for the school year in which this school district will report data for this indicator.

	2006-07
• Number of completed parent surveys returned	
• Percent of parents who reported that schools facilitated parent involvement to improve services and results for students with disabilities	
• State target for 2006-07	87% or higher
• Meets State target?	

**Indicator 9: Disproportionality - Identification for Special Education**

	2006-07
• Did the school district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate policies, practices and procedures?	No
• State target for 2006-07	No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.
• Meets State target?	Yes
• Date the district reported correction of noncompliance for this indicator if it did not meet the State target	Not Applicable



**Special Education**  
**School District Data Profile for**  
**Candor Central School District for 2006-07**



Strategic Evaluation, Data Collection, Analysis and Reporting (SEDAR)

**Indicator 10A: Disproportionality in Specific Disability Categories**

	2006-07
<ul style="list-style-type: none"> <li>Did the school district have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate policies, practices and procedures?</li> </ul>	No
<ul style="list-style-type: none"> <li>State target for 2006-07</li> </ul>	No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.
<ul style="list-style-type: none"> <li>Meets State target?</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Date the district reported correction of noncompliance for this indicator if it did not meet the State target</li> </ul>	Not Applicable

**Indicator 10B: Disproportionality in Special Education Placements**

	2006-07
<ul style="list-style-type: none"> <li>Did the school district have disproportionate representation of racial and ethnic groups in particular settings that was the result of inappropriate policies, practices and procedures?</li> </ul>	No
<ul style="list-style-type: none"> <li>State target for 2006-07</li> </ul>	No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.
<ul style="list-style-type: none"> <li>Meets State target?</li> </ul>	Yes
<ul style="list-style-type: none"> <li>Date the district reported correction of noncompliance for this indicator if it did not meet the State target</li> </ul>	Not Applicable

**Indicator 11: Timely Evaluations (Child Find)**

If data are not provided for this indicator, see the schedule posted at <http://www.vesid.nysed.gov/sedcar/sppschedul.html> for the school year in which this school district will report data for this indicator.

	2006-07	
	Preschool	School-age
<ul style="list-style-type: none"> <li>Number of students for whom parental consent to evaluate was received (July 1, 2006 to June 30, 2007)</li> </ul>	9	Less Than 5*
<ul style="list-style-type: none"> <li>Number of students whose evaluations were completed within the State established timeline</li> </ul>	2	*
<ul style="list-style-type: none"> <li>Number of children whose evaluations were not completed within State established time lines, but for reasons that are considered to be in compliance with State requirements</li> </ul>	1	*
<ul style="list-style-type: none"> <li>Compliance Rate [Line 2 divided by (Line 1 minus Line 3)*100]</li> </ul>	25%	*
<ul style="list-style-type: none"> <li>State target for 2006-07</li> </ul>	100%	100%
<ul style="list-style-type: none"> <li>Meets State target?</li> </ul>	No	*

\* To protect student confidentiality, district data are provided only if at least 5 students are reported in the first row.



**Special Education**  
**School District Data Profile for**  
**Candor Central School District for 2006-07**



Strategic Evaluation, Data Collection, Analysis and Reporting (SEDCAR)

**Indicator 12: Early Childhood Transition**

If data are not provided for this indicator, see the schedule posted at <http://www.vesid.nysed.gov/sedcar/sppschedule.html> for the school year in which this school district will report data for this indicator.

	2006-07
• Number of children who were served in Part C and referred to Part B for eligibility determination	
• Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthday	
• Number of those found eligible who had an IEP developed and implemented by their third birthday	
• Number of children for whom delays in determination of eligibility or delays in implementing the IEP were caused by reasons that are in "in compliance" with State requirements	
• Compliance Rate [Line 3 divided by (Line 1 minus Line 2 minus Line 4) *100]	
• State target for 2006-07	100%
• Meets State target?	

**>Indicator 13: Secondary Transition**

If data are not provided for this indicator, see the schedule posted at <http://www.vesid.nysed.gov/sedcar/sppschedule.html> for the school year in which this school district will report data for this indicator.

	2006-07
• Number of IEPs reviewed for students ages 15 and above	
• Percent of IEPs of students ages 15 and above that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	
• State target for 2006-07	100%
• Meets State target?	
• Date the district reported correction of noncompliance for this indicator	



**Special Education**  
**School District Data Profile for**  
**Candor Central School District for 2006-07**



Strategic Evaluation, Data Collection, Analysis and Reporting (SEDGAR)

## Indicator 14: Post-School Outcomes

Data for this indicator will be posted beginning June 2008, in accordance with the schedule posted at <http://www.vesid.nysed.gov/sedcar/sppschedule.html>.

**2006-07**

- Number of students interviewed to assess post-school outcomes one year after leaving high school
- Percent of students who had IEPs, are no longer in secondary school, and who have been enrolled in some type of post-secondary school AND have been competitively employed within one year of leaving high school
- Percent of students who had IEPs, are no longer in secondary school, and who have been enrolled in some type of post-secondary school within one year of leaving high school
- Percent of students who had IEPs, are no longer in secondary school, and have been competitively employed within one year of leaving high school
- Percent of students who had IEPs, are no longer in secondary school, and who have been enrolled in some type of post-secondary school, have been competitively employed, or both, within one year of leaving high school (sum of the three percentages above)
- State target for 2006-07
- Meets State target?

Baseline Data : 92%