

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-16-04-06-0008
 Name: Frontier Senior High School
 Principal: Michael Baumann

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	401	428	427
Tenth	454	407	423
Eleventh	446	442	391
Twelfth	375	442	437
Ungraded Secondary	17	13	18
Total K-12 Enrollment	1693	1732	1696

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	11	0.6%	10	0.6%	14	0.8%
Black (Not Hispanic)	8	0.5%	11	0.6%	8	0.5%
Hispanic	20	1.2%	14	0.8%	23	1.4%
White (Not Hispanic)	1654	97.7%	1697	98.0%	1651	97.3%

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	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	25	0	0
English Grade 10	24	24	24
Mathematics Grade 10	24	17	19
Science Grade 10	23	23	22
Social Studies Grade 10	24	23	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.4%	7	0.4%	13	0.8%
Eligible for Free Lunch	97	5.7%	124	7.2%	134	7.9%

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		93.2%		93.5%		93.5%
Student Suspensions	76	4.4%	10	0.6%	201	11.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.7%	6.0%	8.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	94%	96%

Staff Counts

Staff	2003-04
Total Teachers	125
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	308	242	79%	384	276	72%	366	322	88%
Students with Disabilities	32	14	44%	34	12	35%	22	7	32%
All Students	340	256	75%	418	288	69%	388	329	85%

*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	214	123	7	15	25	4
Percent	55%	32%	2%	4%	6%	1%

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)
22	7	7	29

*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	42		47		33	2.2%
	Entered GED Program*	16		11		13	0.9%
	Total Noncompleters	58		58		46	3.0%
Students with Disabilities	Dropped Out	14		10		12	5.9%
	Entered GED Program*	4		7		6	3.0%
	Total Noncompleters	18		17		18	8.9%
All Students	Dropped Out	56	3.3%	57	3.3%	45	2.6%
	Entered GED Program*	20	1.2%	18	1.0%	19	1.1%
	Total Noncompleters	76	4.5%	75	4.3%	64	3.7%

*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	0	1459
	Number of Students with Disabilities	0	0	171
	Number of All Students	0	0	1630
	Percent of Enrollment	0%	0%	96%

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; completer 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%	3	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	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	0	0%	0	0%	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	0	0%	2	#	1	#
Science	0	0%	0	0%	2	#
Reading	0	0%	1	#	2	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	1	#	4	#
U.S. Hist & Gov't	2	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	91%	9	89%	12	92%
Science	22	55%	15	40%	28	57%
Reading	6	83%	13	69%	9	100%
Writing	6	83%	14	86%	11	91%
Global Studies	16	56%	17	47%	21	62%
U.S. Hist & Gov't	5	80%	4	#	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	437	463	379	45	27	32
Number Scoring 55-100	419	437	364	36	14	26
Number Scoring 65-100	403	430	351	32	13	20
Number Scoring 85-100	211	289	180	3	2	1
Percentage of Tested Scoring 55-100	96%	94%	96%	80%	52%	81%
Percentage of Tested Scoring 65-100	92%	93%	93%	71%	48%	62%
Percentage of Tested Scoring 85-100	48%	62%	47%	7%	7%	3%
Mathematics A						
Number Tested	45	471	485	23	43	39
Number Scoring 55-100	10	368	479	4	21	36
Number Scoring 65-100	5	302	444	3	17	27
Number Scoring 85-100	0	67	136	0	2	1
Percentage of Tested Scoring 55-100	22%	78%	99%	17%	49%	92%
Percentage of Tested Scoring 65-100	11%	64%	92%	13%	40%	69%
Percentage of Tested Scoring 85-100	0%	14%	28%	0%	5%	3%
Mathematics B						
Number Tested	0	122	226	0	6	5
Number Scoring 55-100	0	81	172	0	4	2
Number Scoring 65-100	0	62	129	0	4	1
Number Scoring 85-100	0	5	30	0	0	0
Percentage of Tested Scoring 55-100	0%	66%	76%	0%	67%	40%
Percentage of Tested Scoring 65-100	0%	51%	57%	0%	67%	20%
Percentage of Tested Scoring 85-100	0%	4%	13%	0%	0%	0%
Global History and Geography						
Number Tested	494	458	478	47	50	58
Number Scoring 55-100	474	407	431	39	36	45
Number Scoring 65-100	419	371	391	22	28	34
Number Scoring 85-100	109	110	134	1	1	6
Percentage of Tested Scoring 55-100	96%	89%	90%	83%	72%	78%
Percentage of Tested Scoring 65-100	85%	81%	82%	47%	56%	59%
Percentage of Tested Scoring 85-100	22%	24%	28%	2%	2%	10%
U.S. History and Government						
Number Tested	453	497	374	34	37	28
Number Scoring 55-100	427	489	365	32	34	26
Number Scoring 65-100	372	471	355	21	30	23
Number Scoring 85-100	120	240	218	3	6	9
Percentage of Tested Scoring 55-100	94%	98%	98%	94%	92%	93%
Percentage of Tested Scoring 65-100	82%	95%	95%	62%	81%	82%
Percentage of Tested Scoring 85-100	26%	48%	58%	9%	16%	32%

(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	442	541	506	47	58	59
Number Scoring 55-100	438	525	494	46	53	50
Number Scoring 65-100	424	506	471	39	48	40
Number Scoring 85-100	131	163	104	2	4	5
Percentage of Tested Scoring 55-100	99%	97%	98%	98%	91%	85%
Percentage of Tested Scoring 65-100	96%	94%	93%	83%	83%	68%
Percentage of Tested Scoring 85-100	30%	30%	21%	4%	7%	8%
Physical Setting/Earth Science						
Number Tested	430	348	294	51	60	37
Number Scoring 55-100	412	292	273	44	31	31
Number Scoring 65-100	354	260	248	28	22	23
Number Scoring 85-100	111	55	81	3	2	3
Percentage of Tested Scoring 55-100	96%	84%	93%	86%	52%	84%
Percentage of Tested Scoring 65-100	82%	75%	84%	55%	37%	62%
Percentage of Tested Scoring 85-100	26%	16%	28%	6%	3%	8%
Physical Setting/Chemistry						
Number Tested	317	337	330	6	7	4
Number Scoring 55-100	308	307	324	6	6	#
Number Scoring 65-100	251	224	269	2	5	#
Number Scoring 85-100	51	41	56	0	0	#
Percentage of Tested Scoring 55-100	97%	91%	98%	100%	86%	#
Percentage of Tested Scoring 65-100	79%	66%	82%	33%	71%	#
Percentage of Tested Scoring 85-100	16%	12%	17%	0%	0%	#
Physical Setting/Physics						
Number Tested			86			1
Number Scoring 55-100			74			#
Number Scoring 65-100			66			#
Number Scoring 85-100			5			#
Percentage of Tested Scoring 55-100			86%			#
Percentage of Tested Scoring 65-100			77%			#
Percentage of Tested Scoring 85-100			6%			#

* 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	77	118	73	5	0	4
Number Scoring 55-100	75	116	72	5	0	#
Number Scoring 65-100	69	115	71	2	0	#
Number Scoring 85-100	22	62	49	0	0	#
Percentage of Tested Scoring 55-100	97%	98%	99%	100%	0%	#
Percentage of Tested Scoring 65-100	90%	97%	97%	40%	0%	#
Percentage of Tested Scoring 85-100	29%	53%	67%	0%	0%	#
Comprehensive Italian						
Number Tested	1	1	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 Tested Scoring 55-100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	0%	0%	0%	0%
Comprehensive German						
Number Tested	55	4	2	0	0	0
Number Scoring 55-100	54	#	#	0	0	0
Number Scoring 65-100	53	#	#	0	0	0
Number Scoring 85-100	11	#	#	0	0	0
Percentage of Tested Scoring 55-100	98%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	20%	#	#	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	240	207	229	5	4	5
Number Scoring 55-100	233	205	222	5	#	4
Number Scoring 65-100	227	204	209	4	#	4
Number Scoring 85-100	128	124	101	2	#	1
Percentage of Tested Scoring 55-100	97%	99%	97%	100%	#	80%
Percentage of Tested Scoring 65-100	95%	99%	91%	80%	#	80%
Percentage of Tested Scoring 85-100	53%	60%	44%	40%	#	20%
Comprehensive Latin						
Number Tested	11	16	1	0	0	0
Number Scoring 55-100	11	15	#	0	0	0
Number Scoring 65-100	11	13	#	0	0	0
Number Scoring 85-100	6	10	#	0	0	0
Percentage of Tested Scoring 55-100	100%	94%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	81%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	62%	#	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	332	303	42	6	6	0
Number Scoring 55-100	292	249	19	3	4	0
Number Scoring 65-100	272	222	18	3	4	0
Number Scoring 85-100	134	109	1	1	1	0
Percentage of Tested Scoring 55-100	88%	82%	45%	50%	67%	0%
Percentage of Tested Scoring 65-100	82%	73%	43%	50%	67%	0%
Percentage of Tested Scoring 85-100	40%	36%	2%	17%	17%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	96	94%	113	99%	109	94%
Students with Disabilities	15	80%	11	82%	21	76%

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	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	393	393	393	39	39	39	432	432	432
Number Scoring 55–64	4	0	1	8	4	2	12	4	3
Number Scoring 65–84	264	159	199	14	11	21	278	170	220
Number Scoring 85–100	113	215	187	1	6	2	114	221	189
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			6			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			5			#
Proficient (37-39)			0			#
Reading and Writing (Grade 9-12)						
Number Tested			6			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			1			#
Proficient (33-35)			1			#

*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)