

# 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	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	0	0	0
Eighth	0	0	0
Ninth	451	401	428
Tenth	458	454	407
Eleventh	405	446	442
Twelfth	398	375	442
Ungraded Secondary	25	17	13
Total K-12 Enrollment	1737	1693	1732

## 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	9	0.5%	11	0.6%	10	0.6%
Black (Not Hispanic)	7	0.4%	8	0.5%	11	0.6%
Hispanic	12	0.7%	20	1.2%	14	0.8%
White (Not Hispanic)	1709	98.4%	1654	97.7%	1697	98.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	0	25	0
English Grade 10	23	24	24
Mathematics Grade 10	22	24	17
Science Grade 10	20	23	23
Social Studies Grade 10	22	24	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	7	0.4%	7	0.4%
<b>Eligible for Free Lunch</b>	101	5.8%	97	5.7%	124	7.2%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.6%		93.2%		93.5%
<b>Student Suspensions</b>	5	0.3%	76	4.4%	10	0.6%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	7.1%	6.7%	6.0%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	100%	99%	94%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	131
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	331	259	78%	308	242	79%	384	276	72%
Students with Disabilities	21	4	19%	32	14	44%	34	12	35%
All Students	352	263	75%	340	256	75%	418	288	69%

\*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	211	147	7	19	28	6
Percent	50%	35%	2%	5%	7%	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)
34	12	3	37

\*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			42		47	
	Entered GED Program*			16		11	
	Total Noncompleters			58		58	
Students with Disabilities	Dropped Out			14		10	
	Entered GED Program*			4		7	
	Total Noncompleters			18		17	
All Students	Dropped Out	29	1.7%	56	3.3%	57	3.3%
	Entered GED Program*	17	1.0%	20	1.2%	18	1.0%
	Total Noncompleters	46	2.6%	76	4.5%	75	4.3%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	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%

## 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%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	0	0%

### 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	0	0%	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	2	#	0	0%	2	#
Science	3	#	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	2	#	0	0%	0	0%
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	12	75%	2	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	64%	34	91%	9	89%
Science	0	0%	22	55%	15	40%
Reading	1	#	6	83%	13	69%
Writing	0	0%	6	83%	14	86%
Global Studies	0	0%	16	56%	17	47%
U.S. Hist & Gov't	4	#	5	80%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	431	437	463	45	45	27
Number Scoring 55–100	407	419	437	39	36	14
Number Scoring 65–100	378	403	430	34	32	13
Number Scoring 85–100	126	211	289	0	3	2
Percentage of Tested Scoring 55–100	94%	96%	94%	87%	80%	52%
Percentage of Tested Scoring 65–100	88%	92%	93%	76%	71%	48%
Percentage of Tested Scoring 85–100	29%	48%	62%	0%	7%	7%
<b>Mathematics A</b>						
Number Tested	63	45	471	36	23	43
Number Scoring 55–100	15	10	368	5	4	21
Number Scoring 65–100	4	5	302	1	3	17
Number Scoring 85–100	1	0	67	0	0	2
Percentage of Tested Scoring 55–100	24%	22%	78%	14%	17%	49%
Percentage of Tested Scoring 65–100	6%	11%	64%	3%	13%	40%
Percentage of Tested Scoring 85–100	2%	0%	14%	0%	0%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	122	0	0	6
Number Scoring 55–100	0	0	81	0	0	4
Number Scoring 65–100	0	0	62	0	0	4
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	66%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	0%	51%	0%	0%	67%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	518	494	458	40	47	50
Number Scoring 55–100	479	474	407	34	39	36
Number Scoring 65–100	428	419	371	23	22	28
Number Scoring 85–100	172	109	110	4	1	1
Percentage of Tested Scoring 55–100	92%	96%	89%	85%	83%	72%
Percentage of Tested Scoring 65–100	83%	85%	81%	57%	47%	56%
Percentage of Tested Scoring 85–100	33%	22%	24%	10%	2%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	232	453	497	25	34	37
Number Scoring 55–100	202	427	489	20	32	34
Number Scoring 65–100	178	372	471	18	21	30
Number Scoring 85–100	69	120	240	4	3	6
Percentage of Tested Scoring 55–100	87%	94%	98%	80%	94%	92%
Percentage of Tested Scoring 65–100	77%	82%	95%	72%	62%	81%
Percentage of Tested Scoring 85–100	30%	26%	48%	16%	9%	16%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	419	442	541	43	47	58
Number Scoring 55–100	412	438	525	38	46	53
Number Scoring 65–100	402	424	506	34	39	48
Number Scoring 85–100	113	131	163	2	2	4
Percentage of Tested Scoring 55–100	98%	99%	97%	88%	98%	91%
Percentage of Tested Scoring 65–100	96%	96%	94%	79%	83%	83%
Percentage of Tested Scoring 85–100	27%	30%	30%	5%	4%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	409	430	348	34	51	60
Number Scoring 55–100	376	412	292	24	44	31
Number Scoring 65–100	334	354	260	15	28	22
Number Scoring 85–100	114	111	55	1	3	2
Percentage of Tested Scoring 55–100	92%	96%	84%	71%	86%	52%
Percentage of Tested Scoring 65–100	82%	82%	75%	44%	55%	37%
Percentage of Tested Scoring 85–100	28%	26%	16%	3%	6%	3%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		317	337		6	7
Number Scoring 55–100		308	307		6	6
Number Scoring 65–100		251	224		2	5
Number Scoring 85–100		51	41		0	0
Percentage of Tested Scoring 55–100		97%	91%		100%	86%
Percentage of Tested Scoring 65–100		79%	66%		33%	71%
Percentage of Tested Scoring 85–100		16%	12%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	186	77	118	5	5	0
Number Scoring 55–100	184	75	116	5	5	0
Number Scoring 65–100	181	69	115	5	2	0
Number Scoring 85–100	81	22	62	1	0	0
Percentage of Tested Scoring 55–100	99%	97%	98%	100%	100%	0%
Percentage of Tested Scoring 65–100	97%	90%	97%	100%	40%	0%
Percentage of Tested Scoring 85–100	44%	29%	53%	20%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	1	1	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%
<b>Comprehensive German</b>						
Number Tested	15	55	4	1	0	0
Number Scoring 55–100	15	54	#	#	0	0
Number Scoring 65–100	14	53	#	#	0	0
Number Scoring 85–100	8	11	#	#	0	0
Percentage of Tested Scoring 55–100	100%	98%	#	#	0%	0%
Percentage of Tested Scoring 65–100	93%	96%	#	#	0%	0%
Percentage of Tested Scoring 85–100	53%	20%	#	#	0%	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	149	240	207	4	5	4
Number Scoring 55–100	139	233	205	#	5	#
Number Scoring 65–100	138	227	204	#	4	#
Number Scoring 85–100	82	128	124	#	2	#
Percentage of Tested Scoring 55–100	93%	97%	99%	#	100%	#
Percentage of Tested Scoring 65–100	93%	95%	99%	#	80%	#
Percentage of Tested Scoring 85–100	55%	53%	60%	#	40%	#
<b>Comprehensive Latin</b>						
Number Tested	18	11	16	0	0	0
Number Scoring 55–100	16	11	15	0	0	0
Number Scoring 65–100	15	11	13	0	0	0
Number Scoring 85–100	5	6	10	0	0	0
Percentage of Tested Scoring 55–100	89%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	100%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	55%	62%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	542	551	68	24	29	3
Number Scoring 55–100	442	416	35	15	19	#
Number Scoring 65–100	390	316	21	13	11	#
Number Scoring 85–100	142	113	3	3	1	#
Percentage of Tested Scoring 55–100	82%	75%	51%	62%	66%	#
Percentage of Tested Scoring 65–100	72%	57%	31%	54%	38%	#
Percentage of Tested Scoring 85–100	26%	21%	4%	12%	3%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	232	332	303	6	6	6
Number Scoring 55–100	195	292	249	3	3	4
Number Scoring 65–100	173	272	222	3	3	4
Number Scoring 85–100	77	134	109	0	1	1
Percentage of Tested Scoring 55–100	84%	88%	82%	50%	50%	67%
Percentage of Tested Scoring 65–100	75%	82%	73%	50%	50%	67%
Percentage of Tested Scoring 85–100	33%	40%	36%	0%	17%	17%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	73	99%	96	94%	113	99%
Students with Disabilities	22	100%	15	80%	11	82%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	380	380	380	39	39	39	419	419	419
Number Scoring 55–64	7	15	5	4	4	6	11	19	11
Number Scoring 65–84	188	225	224	26	25	27	214	250	251
Number Scoring 85–100	164	112	139	2	2	2	166	114	141
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)