

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-35-01-06-0006

Grade Range : 9-12

Name: Pioneer Senior High School

Principal: G. Salisbury & T. Grajek

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	255	239	226
Tenth	268	259	223
Eleventh	268	250	264
Twelfth	240	253	254
Ungraded Secondary	21	44	76
Total K-12 Enrollment	1052	1045	1043

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	15	1.4%	11	1.1%	10	1.0%
Black (Not Hispanic)	3	0.3%	4	0.4%	6	0.6%
Hispanic	2	0.2%	2	0.2%	3	0.3%
White (Not Hispanic)	1032	98.1%	1028	98.4%	1024	98.2%

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	0	0
English Grade 10	25	24	20
Mathematics Grade 10	24	22	20
Science Grade 10	25	22	21
Social Studies Grade 10	24	23	23

(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
47	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 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	244	23.2%	229	21.9%	221	21.2%

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		91.9%		93.6%		94.4%
Student Suspensions	161	13.5%	43	4.1%	45	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.9%	14.3%	12.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	93%

Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

*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	188	132	70%	194	156	80%	188	147	78%
Students with Disabilities	23	2	9%	20	6	30%	27	6	22%
All Students	211	134	64%	214	162	76%	215	153	71%

*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	102	76	1	11	18	7
Percent	47%	35%	0%	5%	8%	3%

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)
27	6	10	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			27		28	
	Entered GED Program*			21		24	
	Total Noncompleters			48		52	
Students with Disabilities	Dropped Out			11		11	
	Entered GED Program*			6		7	
	Total Noncompleters			17		18	
All Students	Dropped Out	41	3.9%	38	3.6%	39	3.7%
	Entered GED Program*	42	4.0%	27	2.6%	31	3.0%
	Total Noncompleters	83	7.9%	65	6.2%	70	6.7%

*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		166	510
	Number of Students with Disabilities		0	90
	Number of All Students		166	600
	Percent of Enrollment		16%	58%

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	0	0%	0	0%	11	36%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	2	#

(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%	5	100%	14	93%
Science	0	0%	4	#	4	#
Reading	1	#	1	#	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	3	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	78%	33	76%	34	62%
Science	13	46%	24	54%	19	63%
Reading	1	#	30	70%	24	71%
Writing	2	#	29	79%	22	82%
Global Studies	3	#	9	78%	24	42%
U.S. Hist & Gov't	3	#	8	88%	13	69%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	248	250	235	29	33	24
Number Scoring 55–100	240	240	213	22	27	13
Number Scoring 65–100	223	214	193	14	16	8
Number Scoring 85–100	53	82	83	0	1	1
Percentage of Tested Scoring 55–100	97%	96%	91%	76%	82%	54%
Percentage of Tested Scoring 65–100	90%	86%	82%	48%	48%	33%
Percentage of Tested Scoring 85–100	21%	33%	35%	0%	3%	4%
Mathematics A						
Number Tested	303	318	211	44	26	10
Number Scoring 55–100	198	244	189	10	14	6
Number Scoring 65–100	164	204	168	7	10	6
Number Scoring 85–100	38	67	36	0	1	1
Percentage of Tested Scoring 55–100	65%	77%	90%	23%	54%	60%
Percentage of Tested Scoring 65–100	54%	64%	80%	16%	38%	60%
Percentage of Tested Scoring 85–100	13%	21%	17%	0%	4%	10%
Mathematics B (first administered June 2001)						
Number Tested	0	10	108	0	0	2
Number Scoring 55–100	0	2	84	0	0	#
Number Scoring 65–100	0	0	62	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	20%	78%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	57%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	#
Global History and Geography						
Number Tested	284	259	249	34	25	28
Number Scoring 55–100	278	246	224	32	19	17
Number Scoring 65–100	259	215	201	24	11	11
Number Scoring 85–100	83	63	82	2	1	1
Percentage of Tested Scoring 55–100	98%	95%	90%	94%	76%	61%
Percentage of Tested Scoring 65–100	91%	83%	81%	71%	44%	39%
Percentage of Tested Scoring 85–100	29%	24%	33%	6%	4%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	226	256	261	28	36	22
Number Scoring 55–100	209	237	258	23	28	21
Number Scoring 65–100	191	200	239	17	21	12
Number Scoring 85–100	83	52	120	0	2	2
Percentage of Tested Scoring 55–100	92%	93%	99%	82%	78%	95%
Percentage of Tested Scoring 65–100	85%	78%	92%	61%	58%	55%
Percentage of Tested Scoring 85–100	37%	20%	46%	0%	6%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	265	229	200	25	28	20
Number Scoring 55–100	264	225	192	24	26	15
Number Scoring 65–100	256	217	181	21	22	14
Number Scoring 85–100	42	70	56	0	0	2
Percentage of Tested Scoring 55–100	100%	98%	96%	96%	93%	75%
Percentage of Tested Scoring 65–100	97%	95%	91%	84%	79%	70%
Percentage of Tested Scoring 85–100	16%	31%	28%	0%	0%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	163	240	213	18	22	33
Number Scoring 55–100	142	225	188	12	18	20
Number Scoring 65–100	122	190	168	6	11	18
Number Scoring 85–100	36	41	58	0	2	2
Percentage of Tested Scoring 55–100	87%	94%	88%	67%	82%	61%
Percentage of Tested Scoring 65–100	75%	79%	79%	33%	50%	55%
Percentage of Tested Scoring 85–100	22%	17%	27%	0%	9%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		111	123		4	3
Number Scoring 55–100		108	118		#	#
Number Scoring 65–100		73	81		#	#
Number Scoring 85–100		11	12		#	#
Percentage of Tested Scoring 55–100		97%	96%		#	#
Percentage of Tested Scoring 65–100		66%	66%		#	#
Percentage of Tested Scoring 85–100		10%	10%		#	#
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	60	58	61	1	1	2
Number Scoring 55–100	60	58	61	#	#	#
Number Scoring 65–100	59	58	60	#	#	#
Number Scoring 85–100	35	29	43	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	58%	50%	70%	#	#	#
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	33	35	43	1	1	0
Number Scoring 55–100	33	35	43	#	#	0
Number Scoring 65–100	32	35	43	#	#	0
Number Scoring 85–100	17	26	21	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	52%	74%	49%	#	#	0%
Comprehensive Latin						
Number Tested	30	0	0	0	0	0
Number Scoring 55–100	30	0	0	0	0	0
Number Scoring 65–100	30	0	0	0	0	0
Number Scoring 85–100	12	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	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	107	6	0	5	0	0
Number Scoring 55–100	87	3	0	4	0	0
Number Scoring 65–100	70	1	0	3	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of Tested Scoring 55–100	81%	50%	0%	80%	0%	0%
Percentage of Tested Scoring 65–100	65%	17%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	6%	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	122	149	28	3	3	1
Number Scoring 55–100	107	91	22	#	#	#
Number Scoring 65–100	93	71	16	#	#	#
Number Scoring 85–100	34	23	2	#	#	#
Percentage of Tested Scoring 55–100	88%	61%	79%	#	#	#
Percentage of Tested Scoring 65–100	76%	48%	57%	#	#	#
Percentage of Tested Scoring 85–100	28%	15%	7%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	98%	105	100%	47	96%
Students with Disabilities	24	96%	29	76%	5	60%

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	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
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	205	205	205	41	41	41	246	246	246
Number Scoring 55–64	3	10	0	7	7	4	10	17	4
Number Scoring 65–84	120	129	129	20	14	23	140	143	152
Number Scoring 85–100	75	52	62	2	2	0	77	54	62
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)