

# New York State School Report Card Comprehensive Information Report

BEDS Code: 40-13-01-04-0003

Grade Range : 9-12

Name: Barker High School

Principal: Dennis Kenney

## 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	104	107	93
Tenth	92	94	98
Eleventh	77	88	81
Twelfth	71	75	91
Ungraded Secondary	0	0	0
Total K-12 Enrollment	344	364	363

## 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	8	2.3%	9	2.5%	6	1.7%
Black (Not Hispanic)	4	1.2%	3	0.8%	2	0.6%
Hispanic	6	1.7%	7	1.9%	10	2.8%
White (Not Hispanic)	326	94.8%	345	94.8%	345	95.0%

## 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	0	20
English Grade 10	19	18	21
Mathematics Grade 10	13	16	17
Science Grade 10	19	18	17
Social Studies Grade 10	18	18	20

(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
51	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 higher 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	2	0.6%	6	1.7%	18	5.0%
Eligible for Free Lunch	44	12.8%	54	14.8%	55	15.2%

### 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		95.1%		95.4%		96.0%
Student Suspensions	21	6.2%	7	2.0%	18	5.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.7%	8.2%	8.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	96%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	67	43	64%	72	58	81%	80	68	85%
Students with Disabilities	1	0	0%	0	0	0%	8	0	0%
All Students	68	43	63%	72	58	81%	88	68	77%

\*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	36	42	0	0	10	0
Percent	41%	48%	0%	0%	11%	0%

## 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)
8	0	2	10

\*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			0		4	
	Entered GED Program*			3		5	
	Total Noncompleters			3		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			3		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	18	5.2%	0	0.0%	4	1.1%
	Entered GED Program*	10	2.9%	6	1.6%	5	1.4%
	Total Noncompleters	28	8.1%	6	1.6%	9	2.5%

\*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		350	327
	Number of Students with Disabilities		0	36
	Number of All Students		350	363
	Percent of Enrollment		96%	100%

## 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%	12	100%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	30	100%	2	#

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	0	0%
Science	0	0%	6	50%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	76	89	79	1	8	4
Number Scoring 55–100	75	88	78	#	8	#
Number Scoring 65–100	73	87	76	#	7	#
Number Scoring 85–100	31	47	31	#	0	#
Percentage of Tested Scoring 55–100	99%	99%	99%	#	100%	#
Percentage of Tested Scoring 65–100	96%	98%	96%	#	88%	#
Percentage of Tested Scoring 85–100	41%	53%	39%	#	0%	#
<b>Mathematics A</b>						
Number Tested	1	87	125	0	3	5
Number Scoring 55–100	#	58	107	0	#	3
Number Scoring 65–100	#	43	96	0	#	2
Number Scoring 85–100	#	25	10	0	#	0
Percentage of Tested Scoring 55–100	#	67%	86%	0%	#	60%
Percentage of Tested Scoring 65–100	#	49%	77%	0%	#	40%
Percentage of Tested Scoring 85–100	#	29%	8%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	27	0	0	0
Number Scoring 55–100	0	0	27	0	0	0
Number Scoring 65–100	0	0	22	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	11%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	91	87	92	4	3	10
Number Scoring 55–100	89	84	86	#	#	9
Number Scoring 65–100	88	80	78	#	#	7
Number Scoring 85–100	36	33	30	#	#	1
Percentage of Tested Scoring 55–100	98%	97%	93%	#	#	90%
Percentage of Tested Scoring 65–100	97%	92%	85%	#	#	70%
Percentage of Tested Scoring 85–100	40%	38%	33%	#	#	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	73	96	77	1	9	3
Number Scoring 55–100	72	95	77	#	8	#
Number Scoring 65–100	69	94	76	#	7	#
Number Scoring 85–100	38	28	46	#	0	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	89%	#
Percentage of Tested Scoring 65–100	95%	98%	99%	#	78%	#
Percentage of Tested Scoring 85–100	52%	29%	60%	#	0%	#

(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	80	82	93	7	4	9
Number Scoring 55–100	80	76	92	7	#	9
Number Scoring 65–100	80	75	89	7	#	7
Number Scoring 85–100	22	36	26	0	#	2
Percentage of Tested Scoring 55–100	100%	93%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	91%	96%	100%	#	78%
Percentage of Tested Scoring 85–100	28%	44%	28%	0%	#	22%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	90	110	87	6	12	8
Number Scoring 55–100	85	104	86	5	10	8
Number Scoring 65–100	80	94	75	3	5	6
Number Scoring 85–100	39	43	35	1	0	0
Percentage of Tested Scoring 55–100	94%	95%	99%	83%	83%	100%
Percentage of Tested Scoring 65–100	89%	85%	86%	50%	42%	75%
Percentage of Tested Scoring 85–100	43%	39%	40%	17%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		48	55		0	0
Number Scoring 55–100		48	50		0	0
Number Scoring 65–100		36	42		0	0
Number Scoring 85–100		2	7		0	0
Percentage of Tested Scoring 55–100		100%	91%		0%	0%
Percentage of Tested Scoring 65–100		75%	76%		0%	0%
Percentage of Tested Scoring 85–100		4%	13%		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	5	12	7	0	0	0
Number Scoring 55–100	5	12	7	0	0	0
Number Scoring 65–100	5	12	7	0	0	0
Number Scoring 85–100	2	6	4	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	50%	57%	0%	0%	0%
<b>Comprehensive Italian</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 German</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 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	40	28	44	0	0	0
Number Scoring 55–100	40	28	44	0	0	0
Number Scoring 65–100	40	28	44	0	0	0
Number Scoring 85–100	30	20	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	71%	66%	0%	0%	0%
<b>Comprehensive Latin</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%

(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	47	17	1	0	0	0
Number Scoring 55–100	45	15	#	0	0	0
Number Scoring 65–100	43	11	#	0	0	0
Number Scoring 85–100	13	3	#	0	0	0
Percentage of Tested Scoring 55–100	96%	88%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	65%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	18%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	31	43	13	0	0	0
Number Scoring 55–100	30	37	13	0	0	0
Number Scoring 65–100	29	35	13	0	0	0
Number Scoring 85–100	12	15	0	0	0	0
Percentage of Tested Scoring 55–100	97%	86%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	81%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	35%	0%	0%	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	98%	64	97%	7	100%
Students with Disabilities	3	#	11	82%	1	#

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	74	74	74	8	8	8	82	82	82
Number Scoring 55–64	0	0	1	2	0	0	2	0	1
Number Scoring 65–84	40	46	42	5	6	7	45	52	49
Number Scoring 85–100	34	28	31	0	0	0	34	28	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)