

New York State School Report Card Comprehensive Information Report

BEDS Code: 44-19-03-02-0001
 Name: George F. Baker High School
 Principal: Denis Petrilak

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	10	0	0
Eighth	20	0	0
Ninth	117	108	83
Tenth	92	116	98
Eleventh	75	89	114
Twelfth	80	70	87
Ungraded Secondary	0	0	0
Total K-12 Enrollment	394	383	382

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	3.8%	13	3.4%	13	3.4%
Black (Not Hispanic)	13	3.3%	8	2.1%	9	2.4%
Hispanic	21	5.3%	20	5.2%	31	8.1%
White (Not Hispanic)	345	87.6%	342	89.3%	329	86.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	17	0	0
Social Studies Grade 8	20	0	0
English Grade 10	19	19	19
Mathematics Grade 10	25	0	22
Science Grade 10	19	14	16
Social Studies Grade 10	23	23	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
53	All schools in this group are secondary level schools in school districts with low 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.8%	2	0.5%	1	0.3%
Eligible for Free Lunch	13	3.3%	11	2.9%	7	1.8%

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		94.0%		93.9%		92.0%
Student Suspensions	19	4.9%	26	6.6%	33	8.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	1.3%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	94%	99%	94%

Staff Counts

Staff	2002–2003
Total Teachers	26
Total Other Professional Staff	4
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	65	30	46%	64	27	42%	69	33	48%
Students with Disabilities	12	0	0%	0	0	0%	12	0	0%
All Students	77	30	39%	64	27	42%	81	33	41%

*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	27	32	0	5	11	6
Percent	33%	40%	0%	6%	14%	7%

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)
12	0	0	12

*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			5		8	
	Entered GED Program*			2		3	
	Total Noncompleters			7		11	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		0	
	Total Noncompleters			0		3	
All Students	Dropped Out	5	1.4%	5	1.3%	11	2.9%
	Entered GED Program*	0	0.0%	2	0.5%	3	0.8%
	Total Noncompleters	5	1.4%	7	1.8%	14	3.7%

*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		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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	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	0	0%	1	#	0	0%
Science	4	#	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	7	86%	1	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	0	0%
Science	4	#	0	0%	1	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	1	#	0	0%	5	100%
U.S. Hist & Gov't	2	#	0	0%	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	65	90	115	4	0	8
Number Scoring 55–100	65	89	108	#	0	6
Number Scoring 65–100	62	87	101	#	0	4
Number Scoring 85–100	13	44	48	#	0	0
Percentage of Tested Scoring 55–100	100%	99%	94%	#	0%	75%
Percentage of Tested Scoring 65–100	95%	97%	88%	#	0%	50%
Percentage of Tested Scoring 85–100	20%	49%	42%	#	0%	0%
Mathematics A						
Number Tested	0	21	77	0	0	5
Number Scoring 55–100	0	21	73	0	0	4
Number Scoring 65–100	0	21	66	0	0	4
Number Scoring 85–100	0	10	15	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	95%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	100%	86%	0%	0%	80%
Percentage of Tested Scoring 85–100	0%	48%	19%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	18	0	0	0
Number Scoring 55–100	0	0	18	0	0	0
Number Scoring 65–100	0	0	16	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%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
Global History and Geography						
Number Tested	88	114	97	11	0	12
Number Scoring 55–100	86	110	86	11	0	10
Number Scoring 65–100	80	91	71	11	0	6
Number Scoring 85–100	24	29	31	1	0	1
Percentage of Tested Scoring 55–100	98%	96%	89%	100%	0%	83%
Percentage of Tested Scoring 65–100	91%	80%	73%	100%	0%	50%
Percentage of Tested Scoring 85–100	27%	25%	32%	9%	0%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	70	87	102	6	0	7
Number Scoring 55–100	60	80	94	3	0	3
Number Scoring 65–100	50	66	84	1	0	2
Number Scoring 85–100	17	13	33	0	0	0
Percentage of Tested Scoring 55–100	86%	92%	92%	50%	0%	43%
Percentage of Tested Scoring 65–100	71%	76%	82%	17%	0%	29%
Percentage of Tested Scoring 85–100	24%	15%	32%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	105	82	88	16	0	12
Number Scoring 55–100	102	80	84	15	0	10
Number Scoring 65–100	92	76	77	12	0	10
Number Scoring 85–100	13	16	10	0	0	0
Percentage of Tested Scoring 55–100	97%	98%	95%	94%	0%	83%
Percentage of Tested Scoring 65–100	88%	93%	88%	75%	0%	83%
Percentage of Tested Scoring 85–100	12%	20%	11%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	72	82	59	2	0	3
Number Scoring 55–100	71	79	55	#	0	#
Number Scoring 65–100	68	74	53	#	0	#
Number Scoring 85–100	17	26	23	#	0	#
Percentage of Tested Scoring 55–100	99%	96%	93%	#	0%	#
Percentage of Tested Scoring 65–100	94%	90%	90%	#	0%	#
Percentage of Tested Scoring 85–100	24%	32%	39%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		17	28		0	2
Number Scoring 55–100		16	27		0	#
Number Scoring 65–100		12	20		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		94%	96%		0%	#
Percentage of Tested Scoring 65–100		71%	71%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
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	12	13	20	0	0	0
Number Scoring 55–100	12	12	20	0	0	0
Number Scoring 65–100	12	12	19	0	0	0
Number Scoring 85–100	4	4	12	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	31%	60%	0%	0%	0%
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	29	17	52	0	0	1
Number Scoring 55–100	29	17	52	0	0	#
Number Scoring 65–100	27	17	52	0	0	#
Number Scoring 85–100	13	15	20	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	45%	88%	38%	0%	0%	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	62	63	9	1	0	0
Number Scoring 55–100	47	54	2	#	0	0
Number Scoring 65–100	44	44	2	#	0	0
Number Scoring 85–100	17	9	0	#	0	0
Percentage of Tested Scoring 55–100	76%	86%	22%	#	0%	0%
Percentage of Tested Scoring 65–100	71%	70%	22%	#	0%	0%
Percentage of Tested Scoring 85–100	27%	14%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	42	46	44	0	0	1
Number Scoring 55–100	32	41	32	0	0	#
Number Scoring 65–100	28	38	27	0	0	#
Number Scoring 85–100	12	18	6	0	0	#
Percentage of Tested Scoring 55–100	76%	89%	73%	0%	0%	#
Percentage of Tested Scoring 65–100	67%	83%	61%	0%	0%	#
Percentage of Tested Scoring 85–100	29%	39%	14%	0%	0%	#

(Form – I)

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	71	71	71	13	13	13	84	84	84
Number Scoring 55–64	5	12	5	1	1	2	6	13	7
Number Scoring 65–84	42	46	50	11	8	10	53	54	60
Number Scoring 85–100	23	10	16	1	1	1	24	11	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)