

# New York State School Report Card Comprehensive Information Report

BEDS Code: 40-13-01-04-0003  
 Name: Barker High School  
 Principal: John Hoar

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	107	93	103
Tenth	94	98	82
Eleventh	88	81	85
Twelfth	75	91	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	364	363	351

## 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	9	2.5%	6	1.7%	12	3.4%
Black (Not Hispanic)	3	0.8%	2	0.6%	5	1.4%
Hispanic	7	1.9%	10	2.8%	15	4.3%
White (Not Hispanic)	345	94.8%	345	95.0%	319	90.9%

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

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	1.7%	18	5.0%	5	1.4%
Eligible for Free Lunch	54	14.8%	55	15.2%	70	19.9%

### 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		95.4%		96.0%		95.1%
Student Suspensions	7	2.0%	18	5.0%	22	6.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.2%	8.8%	11.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	98%

### Staff Counts

Staff	2003-04
Total Teachers	38
Total Other Professional Staff	6
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	72	58	81%	80	68	85%	74	69	93%
Students with Disabilities	0	0	0%	8	0	0%	3	0	0%
All Students	72	58	81%	88	68	77%	77	69	90%

\*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	65	2	0	1	8	1
Percent	84%	3%	0%	1%	10%	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)
3	0	2	5

\*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	0		4		6	1.9%
	Entered GED Program*	3		5		2	0.6%
	Total Noncompleters	3		9		8	2.5%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	3		0		1	3.6%
	Total Noncompleters	3		0		1	3.6%
All Students	Dropped Out	0	0.0%	4	1.1%	6	1.7%
	Entered GED Program*	6	1.6%	5	1.4%	3	0.9%
	Total Noncompleters	6	1.6%	9	2.5%	9	2.6%

\*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	350	327	317
	Number of Students with Disabilities	0	36	34
	Number of All Students	350	363	351
	Percent of Enrollment	96%	100%	100%

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

## 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	1	#	0	0%	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%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	5	60%
Science	6	50%	1	#	0	0%
Reading	0	0%	0	0%	7	86%
Writing	0	0%	0	0%	4	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	89	79	91	8	4	7
Number Scoring 55-100	88	78	84	8	#	2
Number Scoring 65-100	87	76	82	7	#	1
Number Scoring 85-100	47	31	47	0	#	0
Percentage of Tested Scoring 55-100	99%	99%	92%	100%	#	29%
Percentage of Tested Scoring 65-100	98%	96%	90%	88%	#	14%
Percentage of Tested Scoring 85-100	53%	39%	52%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	87	125	89	3	5	9
Number Scoring 55-100	58	107	86	#	3	7
Number Scoring 65-100	43	96	82	#	2	5
Number Scoring 85-100	25	10	22	#	0	0
Percentage of Tested Scoring 55-100	67%	86%	97%	#	60%	78%
Percentage of Tested Scoring 65-100	49%	77%	92%	#	40%	56%
Percentage of Tested Scoring 85-100	29%	8%	25%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	27	44	0	0	0
Number Scoring 55-100	0	27	39	0	0	0
Number Scoring 65-100	0	22	28	0	0	0
Number Scoring 85-100	0	3	4	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	81%	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	11%	9%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	87	92	91	3	10	5
Number Scoring 55-100	84	86	85	#	9	4
Number Scoring 65-100	80	78	83	#	7	4
Number Scoring 85-100	33	30	39	#	1	2
Percentage of Tested Scoring 55-100	97%	93%	93%	#	90%	80%
Percentage of Tested Scoring 65-100	92%	85%	91%	#	70%	80%
Percentage of Tested Scoring 85-100	38%	33%	43%	#	10%	40%
<b>U.S. History and Government</b>						
Number Tested	96	77	90	9	3	8
Number Scoring 55-100	95	77	89	8	#	8
Number Scoring 65-100	94	76	85	7	#	4
Number Scoring 85-100	28	46	46	0	#	0
Percentage of Tested Scoring 55-100	99%	100%	99%	89%	#	100%
Percentage of Tested Scoring 65-100	98%	99%	94%	78%	#	50%
Percentage of Tested Scoring 85-100	29%	60%	51%	0%	#	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	82	93	80	4	9	4
Number Scoring 55-100	76	92	79	#	9	#
Number Scoring 65-100	75	89	77	#	7	#
Number Scoring 85-100	36	26	30	#	2	#
Percentage of Tested Scoring 55-100	93%	99%	99%	#	100%	#
Percentage of Tested Scoring 65-100	91%	96%	96%	#	78%	#
Percentage of Tested Scoring 85-100	44%	28%	38%	#	22%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	110	87	90	12	8	10
Number Scoring 55-100	104	86	88	10	8	9
Number Scoring 65-100	94	75	78	5	6	6
Number Scoring 85-100	43	35	30	0	0	1
Percentage of Tested Scoring 55-100	95%	99%	98%	83%	100%	90%
Percentage of Tested Scoring 65-100	85%	86%	87%	42%	75%	60%
Percentage of Tested Scoring 85-100	39%	40%	33%	0%	0%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	48	55	51	0	0	0
Number Scoring 55-100	48	50	50	0	0	0
Number Scoring 65-100	36	42	41	0	0	0
Number Scoring 85-100	2	7	5	0	0	0
Percentage of Tested Scoring 55-100	100%	91%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	76%	80%	0%	0%	0%
Percentage of Tested Scoring 85-100	4%	13%	10%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			20			0
Number Scoring 55-100			19			0
Number Scoring 65-100			15			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			75%			0%
Percentage of Tested Scoring 85-100			10%			0%

\* 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
<b>Comprehensive French</b>						
Number Tested	12	7	19	0	0	0
Number Scoring 55-100	12	7	19	0	0	0
Number Scoring 65-100	12	7	19	0	0	0
Number Scoring 85-100	6	4	7	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	50%	57%	37%	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	28	44	27	0	0	0
Number Scoring 55-100	28	44	26	0	0	0
Number Scoring 65-100	28	44	26	0	0	0
Number Scoring 85-100	20	29	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	71%	66%	52%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	43	13	0	0	0	0
Number Scoring 55-100	37	13	0	0	0	0
Number Scoring 65-100	35	13	0	0	0	0
Number Scoring 85-100	15	0	0	0	0	0
Percentage of Tested Scoring 55-100	86%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	35%	0%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	64	97%	7	100%	46	89%
Students with Disabilities	11	82%	1	#	9	78%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	74	74	74	6	6	6	80	80	80
Number Scoring 55–64	0	1	0	1	0	1	1	1	1
Number Scoring 65–84	41	28	32	1	2	2	42	30	34
Number Scoring 85–100	33	44	42	0	1	0	33	45	42
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			4			0
Proficient (33-35)			0			0

\*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)