

New York State School Report Card

Comprehensive Information Report

BEDS Code: 42-09-01-06-0007
 Name: Charles W. Baker High School
 Principal: Olivia Cambs

Grade Range : 10-12

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	0	0	0
Tenth	491	419	453
Eleventh	396	464	426
Twelfth	359	374	447
Ungraded Secondary	7	44	50
Total K-12 Enrollment	1253	1301	1376

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	19	1.5%	17	1.3%	11	0.8%
Black (Not Hispanic)	14	1.1%	13	1.0%	17	1.2%
Hispanic	8	0.6%	8	0.6%	12	0.9%
White (Not Hispanic)	1212	96.7%	1263	97.1%	1336	97.1%

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	0	0
English Grade 10	22	23	23
Mathematics Grade 10	23	22	22
Science Grade 10	22	23	24
Social Studies Grade 10	23	24	24

(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
49	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 lower 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	0.5%	0	0.0%	2	0.2%
Eligible for Free Lunch	35	2.8%	72	5.5%	49	3.6%

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		94.8%		96.1%		94.8%
Student Suspensions	138	11.3%	124	9.9%	122	9.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.1%	3.6%	2.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	99%

Staff Counts

Staff	2003-04
Total Teachers	93
Total Other Professional Staff	12
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	280	233	83%	312	263	84%	355	323	91%
Students with Disabilities	39	17	44%	30	10	33%	51	31	61%
All Students	319	250	78%	342	273	80%	406	354	87%

*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	247	108	7	14	21	9
Percent	61%	27%	2%	3%	5%	2%

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)
51	31	11	62

*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	5		6		14	1.2%
	Entered GED Program*	6		25		13	1.1%
	Total Noncompleters	11		31		27	2.4%
Students with Disabilities	Dropped Out	5		5		2	0.9%
	Entered GED Program*	1		3		3	1.3%
	Total Noncompleters	6		8		5	2.2%
All Students	Dropped Out	10	0.8%	11	0.8%	16	1.2%
	Entered GED Program*	7	0.6%	28	2.2%	16	1.2%
	Total Noncompleters	17	1.4%	39	3.0%	32	2.3%

*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	915	1050	1145
	Number of Students with Disabilities	0	207	231
	Number of All Students	915	1257	1376
	Percent of Enrollment	73%	97%	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	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	0	0%	7	86%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	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	0	0%	2	#	2	#
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	79%	61	90%	23	91%
Science	13	85%	0	0%	5	100%
Reading	14	93%	17	76%	22	91%
Writing	5	100%	9	89%	23	100%
Global Studies	4	#	21	71%	3	#
U.S. Hist & Gov't	2	#	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	367	470	445	40	62	66
Number Scoring 55–100	343	443	431	31	50	55
Number Scoring 65–100	325	413	403	23	40	37
Number Scoring 85–100	195	198	245	1	4	6
Percentage of Tested Scoring 55–100	93%	94%	97%	78%	81%	83%
Percentage of Tested Scoring 65–100	89%	88%	91%	57%	65%	56%
Percentage of Tested Scoring 85–100	53%	42%	55%	3%	6%	9%
Mathematics A						
Number Tested	135	458	378	32	76	48
Number Scoring 55–100	68	437	378	16	64	48
Number Scoring 65–100	34	405	368	5	55	45
Number Scoring 85–100	1	122	166	0	2	6
Percentage of Tested Scoring 55–100	50%	95%	100%	50%	84%	100%
Percentage of Tested Scoring 65–100	25%	88%	97%	16%	72%	94%
Percentage of Tested Scoring 85–100	1%	27%	44%	0%	3%	12%
Mathematics B						
Number Tested	0	44	228	0	0	11
Number Scoring 55–100	0	44	222	0	0	9
Number Scoring 65–100	0	44	210	0	0	6
Number Scoring 85–100	0	34	97	0	0	2
Percentage of Tested Scoring 55–100	0%	100%	97%	0%	0%	82%
Percentage of Tested Scoring 65–100	0%	100%	92%	0%	0%	55%
Percentage of Tested Scoring 85–100	0%	77%	43%	0%	0%	18%
Global History and Geography						
Number Tested	106	455	451	11	67	61
Number Scoring 55–100	104	435	418	11	56	48
Number Scoring 65–100	94	409	385	9	48	35
Number Scoring 85–100	18	209	174	2	6	7
Percentage of Tested Scoring 55–100	98%	96%	93%	100%	84%	79%
Percentage of Tested Scoring 65–100	89%	90%	85%	82%	72%	57%
Percentage of Tested Scoring 85–100	17%	46%	39%	18%	9%	11%
U.S. History and Government						
Number Tested	403	472	406	46	56	50
Number Scoring 55–100	391	464	401	43	56	48
Number Scoring 65–100	357	447	388	37	52	42
Number Scoring 85–100	131	234	265	5	12	15
Percentage of Tested Scoring 55–100	97%	98%	99%	93%	100%	96%
Percentage of Tested Scoring 65–100	89%	95%	96%	80%	93%	84%
Percentage of Tested Scoring 85–100	33%	50%	65%	11%	21%	30%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	396	371	355	53	52	55
Number Scoring 55–100	392	367	351	53	50	53
Number Scoring 65–100	386	361	342	50	48	48
Number Scoring 85–100	111	135	140	3	7	10
Percentage of Tested Scoring 55–100	99%	99%	99%	100%	96%	96%
Percentage of Tested Scoring 65–100	97%	97%	96%	94%	92%	87%
Percentage of Tested Scoring 85–100	28%	36%	39%	6%	13%	18%
Physical Setting/Earth Science						
Number Tested	37	22	27	11	4	6
Number Scoring 55–100	32	20	20	9	#	3
Number Scoring 65–100	27	19	13	6	#	3
Number Scoring 85–100	1	4	0	0	#	0
Percentage of Tested Scoring 55–100	86%	91%	74%	82%	#	50%
Percentage of Tested Scoring 65–100	73%	86%	48%	55%	#	50%
Percentage of Tested Scoring 85–100	3%	18%	0%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	299	390	365	15	26	25
Number Scoring 55–100	272	361	343	12	25	19
Number Scoring 65–100	221	288	279	8	16	12
Number Scoring 85–100	48	57	47	2	1	1
Percentage of Tested Scoring 55–100	91%	93%	94%	80%	96%	76%
Percentage of Tested Scoring 65–100	74%	74%	76%	53%	62%	48%
Percentage of Tested Scoring 85–100	16%	15%	13%	13%	4%	4%
Physical Setting/Physics						
Number Tested			198			9
Number Scoring 55–100			197			9
Number Scoring 65–100			188			8
Number Scoring 85–100			57			0
Percentage of Tested Scoring 55–100			99%			100%
Percentage of Tested Scoring 65–100			95%			89%
Percentage of Tested Scoring 85–100			29%			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
Comprehensive French						
Number Tested	89	104	106	5	2	5
Number Scoring 55–100	86	104	105	4	#	5
Number Scoring 65–100	80	102	105	3	#	5
Number Scoring 85–100	30	64	64	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	99%	80%	#	100%
Percentage of Tested Scoring 65–100	90%	98%	99%	60%	#	100%
Percentage of Tested Scoring 85–100	34%	62%	60%	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	25	24	17	1	0	0
Number Scoring 55–100	25	24	17	#	0	0
Number Scoring 65–100	25	24	17	#	0	0
Number Scoring 85–100	13	19	11	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	52%	79%	65%	#	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	192	165	150	15	9	7
Number Scoring 55–100	189	163	149	15	9	7
Number Scoring 65–100	185	160	147	14	8	7
Number Scoring 85–100	107	98	94	3	1	3
Percentage of Tested Scoring 55–100	98%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	97%	98%	93%	89%	100%
Percentage of Tested Scoring 85–100	56%	59%	63%	20%	11%	43%
Comprehensive Latin						
Number Tested	32	30	44	0	0	2
Number Scoring 55–100	32	30	44	0	0	#
Number Scoring 65–100	28	30	43	0	0	#
Number Scoring 85–100	10	10	19	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	31%	33%	43%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	208	239	12	6	8	1
Number Scoring 55–100	199	225	12	6	8	#
Number Scoring 65–100	191	216	12	6	7	#
Number Scoring 85–100	133	98	3	5	2	#
Percentage of Tested Scoring 55–100	96%	94%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	92%	90%	100%	100%	88%	#
Percentage of Tested Scoring 85–100	64%	41%	25%	83%	25%	#

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	80	99%	57	98%	75	100%
Students with Disabilities	21	95%	17	88%	14	86%

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
Nov 2003	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 2004	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
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

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	378	378	378	64	64	64	442	442	442
Number Scoring 55–64	4	2	2	5	3	3	9	5	5
Number Scoring 65–84	238	145	225	38	32	36	276	177	261
Number Scoring 85–100	130	219	148	3	11	6	133	230	154
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)