

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	2002-03	2003-04	2004-05
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	419	453	465
Eleventh	464	426	437
Twelfth	374	447	418
Ungraded Secondary	44	50	53
Total K-12 Enrollment	1301	1376	1373

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.3%	11	0.8%	20	1.5%
Black (Not Hispanic)	13	1.0%	17	1.2%	20	1.5%
Hispanic	8	0.6%	12	0.9%	18	1.3%
White (Not Hispanic)	1263	97.1%	1336	97.1%	1315	95.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	23	23	23
Mathematics Grade 10	22	22	20
Science Grade 10	23	24	24
Social Studies Grade 10	24	24	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.2%	16	1.2%
Eligible for Free Lunch	72	5.5%	49	3.6%	61	4.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		94.8%		94.0%
Student Suspensions	124	9.9%	122	9.4%	119	8.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	3.6%	2.8%	3.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	98%

Staff Counts

Staff	2004-05
Total Teachers	97
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	312	355	339
	Regents Diplomas	263	323	318
	% Regents Diplomas	84%	91%	94%
	Regents Diplomas with Advanced Designation**			219
	% Regents Diplomas with Advanced Designation			65%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	30	51	48
	Regents Diplomas	10	31	29
	% Regents Diplomas	33%	61%	60%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			12%
	IEP Diplomas or Local Certificates	9	11	25
All Students	Total Graduates*	342	406	387
	Regents Diplomas	273	354	347
	% Regents Diplomas	80%	87%	90%
	Regents Diplomas with Advanced Designation**			225
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates	9	11	25

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	234	69	2	8	13	0	7	6
	Percent	69%	20%	1%	2%	4%	0%	2%	2%
Students with Disabilities	Number	15	22	0	2	7	0	1	1
	Percent	31%	46%	0%	4%	15%	0%	2%	2%
All Students	Number	249	91	2	10	20	0	8	7
	Percent	64%	24%	1%	3%	5%	0%	2%	2%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		14	1.2%	6	0.5%
	Entered GED Program*	25		13	1.1%	23	2.0%
	Total Noncompleters	31		27	2.4%	29	2.6%
Students with Disabilities	Dropped Out	5		2	0.9%	2	0.9%
	Entered GED Program*	3		3	1.3%	14	6.0%
	Total Noncompleters	8		5	2.2%	16	6.9%
All Students	Dropped Out	11	0.8%	16	1.2%	8	0.6%
	Entered GED Program*	28	2.2%	16	1.2%	37	2.7%
	Total Noncompleters	39	3.0%	32	2.3%	45	3.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	1050	1145	1124
	Number of Students with Disabilities	207	231	249
	Number of All Students	1257	1376	1373
	Percent of Enrollment	97%	100%	100%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	5	100%
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	7	86%	3	#	3	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	3	#	2	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	61	90%	23	91%	1	#
Science	0	0%	5	100%	0	0%
Reading	17	76%	22	91%	2	#
Writing	9	89%	23	100%	4	#
Global Studies	21	71%	3	#	1	#
U.S. Hist & Gov't	3	#	3	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	470	445	401	62	66	53
Number Scoring 55-100	443	431	391	50	55	48
Number Scoring 65-100	413	403	374	40	37	41
Number Scoring 85-100	198	245	206	4	6	9
Percentage of Tested Scoring 55-100	94%	97%	98%	81%	83%	91%
Percentage of Tested Scoring 65-100	88%	91%	93%	65%	56%	77%
Percentage of Tested Scoring 85-100	42%	55%	51%	6%	9%	17%
Mathematics A						
Number Tested	458	378	373	76	48	43
Number Scoring 55-100	437	378	369	64	48	40
Number Scoring 65-100	405	368	362	55	45	37
Number Scoring 85-100	122	166	156	2	6	8
Percentage of Tested Scoring 55-100	95%	100%	99%	84%	100%	93%
Percentage of Tested Scoring 65-100	88%	97%	97%	72%	94%	86%
Percentage of Tested Scoring 85-100	27%	44%	42%	3%	12%	19%
Mathematics B						
Number Tested	44	228	298	0	11	18
Number Scoring 55-100	44	222	255	0	9	13
Number Scoring 65-100	44	210	214	0	6	11
Number Scoring 85-100	34	97	61	0	2	0
Percentage of Tested Scoring 55-100	100%	97%	86%	0%	82%	72%
Percentage of Tested Scoring 65-100	100%	92%	72%	0%	55%	61%
Percentage of Tested Scoring 85-100	77%	43%	20%	0%	18%	0%
Global History and Geography						
Number Tested	455	451	475	67	61	64
Number Scoring 55-100	435	418	449	56	48	54
Number Scoring 65-100	409	385	416	48	35	41
Number Scoring 85-100	209	174	196	6	7	9
Percentage of Tested Scoring 55-100	96%	93%	95%	84%	79%	84%
Percentage of Tested Scoring 65-100	90%	85%	88%	72%	57%	64%
Percentage of Tested Scoring 85-100	46%	39%	41%	9%	11%	14%
U.S. History and Government						
Number Tested	472	406	419	56	50	55
Number Scoring 55-100	464	401	402	56	48	49
Number Scoring 65-100	447	388	391	52	42	47
Number Scoring 85-100	234	265	251	12	15	15
Percentage of Tested Scoring 55-100	98%	99%	96%	100%	96%	89%
Percentage of Tested Scoring 65-100	95%	96%	93%	93%	84%	85%
Percentage of Tested Scoring 85-100	50%	65%	60%	21%	30%	27%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	371	355	387	52	55	61
Number Scoring 55-100	367	351	373	50	53	53
Number Scoring 65-100	361	342	354	48	48	46
Number Scoring 85-100	135	140	123	7	10	12
Percentage of Tested Scoring 55-100	99%	99%	96%	96%	96%	87%
Percentage of Tested Scoring 65-100	97%	96%	91%	92%	87%	75%
Percentage of Tested Scoring 85-100	36%	39%	32%	13%	18%	20%
Physical Setting/Earth Science						
Number Tested	22	27	19	4	6	5
Number Scoring 55-100	20	20	13	#	3	3
Number Scoring 65-100	19	13	8	#	3	2
Number Scoring 85-100	4	0	0	#	0	0
Percentage of Tested Scoring 55-100	91%	74%	68%	#	50%	60%
Percentage of Tested Scoring 65-100	86%	48%	42%	#	50%	40%
Percentage of Tested Scoring 85-100	18%	0%	0%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	390	365	284	26	25	18
Number Scoring 55-100	361	343	258	25	19	18
Number Scoring 65-100	288	279	205	16	12	12
Number Scoring 85-100	57	47	15	1	1	0
Percentage of Tested Scoring 55-100	93%	94%	91%	96%	76%	100%
Percentage of Tested Scoring 65-100	74%	76%	72%	62%	48%	67%
Percentage of Tested Scoring 85-100	15%	13%	5%	4%	4%	0%
Physical Setting/Physics						
Number Tested		198	182		9	3
Number Scoring 55-100		197	180		9	#
Number Scoring 65-100		188	171		8	#
Number Scoring 85-100		57	64		0	#
Percentage of Tested Scoring 55-100		99%	99%		100%	#
Percentage of Tested Scoring 65-100		95%	94%		89%	#
Percentage of Tested Scoring 85-100		29%	35%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	104	106	78	2	5	0
Number Scoring 55-100	104	105	78	#	5	0
Number Scoring 65-100	102	105	78	#	5	0
Number Scoring 85-100	64	64	60	#	0	0
Percentage of Tested Scoring 55-100	100%	99%	100%	#	100%	0%
Percentage of Tested Scoring 65-100	98%	99%	100%	#	100%	0%
Percentage of Tested Scoring 85-100	62%	60%	77%	#	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	24	17	39	0	0	1
Number Scoring 55-100	24	17	39	0	0	#
Number Scoring 65-100	24	17	38	0	0	#
Number Scoring 85-100	19	11	28	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	79%	65%	72%	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	165	150	156	9	7	7
Number Scoring 55-100	163	149	150	9	7	7
Number Scoring 65-100	160	147	144	8	7	7
Number Scoring 85-100	98	94	71	1	3	1
Percentage of Tested Scoring 55-100	99%	99%	96%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	98%	92%	89%	100%	100%
Percentage of Tested Scoring 85-100	59%	63%	46%	11%	43%	14%
Comprehensive Latin						
Number Tested	30	44	33	0	2	2
Number Scoring 55-100	30	44	32	0	#	#
Number Scoring 65-100	30	43	32	0	#	#
Number Scoring 85-100	10	19	16	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	97%	0%	#	#
Percentage of Tested Scoring 65-100	100%	98%	97%	0%	#	#
Percentage of Tested Scoring 85-100	33%	43%	48%	0%	#	#

(Form – H)

New York State Alternate Assessments (NYSAA)

2004–05

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

2001 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	332	332	332	72	72	72	404	404	404
Number Scoring 55–64	2	3	1	6	2	1	8	5	2
Number Scoring 65–84	138	88	116	37	30	40	175	118	156
Number Scoring 85–100	189	234	215	6	16	11	195	250	226
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)