

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-09-01-06-0007

Grade Range : 10-12

Name: Charles W. Baker High School

Principal: Olivia Cambs

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	0	0	0
Tenth	418	491	419
Eleventh	379	396	464
Twelfth	422	359	374
Ungraded Secondary	0	7	44
Total K-12 Enrollment	1219	1253	1301

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	9	0.7%	19	1.5%	17	1.3%
Black (Not Hispanic)	16	1.3%	14	1.1%	13	1.0%
Hispanic	10	0.8%	8	0.6%	8	0.6%
White (Not Hispanic)	1184	97.1%	1212	96.7%	1263	97.1%

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	0
English Grade 10	20	22	23
Mathematics Grade 10	21	23	22
Science Grade 10	20	22	23
Social Studies Grade 10	21	23	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.3%	6	0.5%	0	0.0%
Eligible for Free Lunch	39	3.2%	35	2.8%	72	5.5%

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		94.7%		94.8%		96.1%
Student Suspensions	213	16.6%	138	11.3%	124	9.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.5%	2.1%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	91
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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	320	241	75%	280	233	83%	312	263	84%
Students with Disabilities	44	9	20%	39	17	44%	30	10	33%
All Students	364	250	69%	319	250	78%	342	273	80%

*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	201	109	1	9	15	7
Percent	59%	32%	0%	3%	4%	2%

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)
30	10	9	39

*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		6	
	Entered GED Program*			6		25	
	Total Noncompleters			11		31	
Students with Disabilities	Dropped Out			5		5	
	Entered GED Program*			1		3	
	Total Noncompleters			6		8	
All Students	Dropped Out	6	0.5%	10	0.8%	11	0.8%
	Entered GED Program*	60	4.9%	7	0.6%	28	2.2%
	Total Noncompleters	66	5.4%	17	1.4%	39	3.0%

*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		915	1050
	Number of Students with Disabilities		0	207
	Number of All Students		915	1257
	Percent of Enrollment		73%	97%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	5	60%	0	0%	7	86%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	#	0	0%	2	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	3	#
U.S. Hist & Gov't	7	43%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	19	79%	61	90%
Science	6	67%	13	85%	0	0%
Reading	3	#	14	93%	17	76%
Writing	1	#	5	100%	9	89%
Global Studies	5	60%	4	#	21	71%
U.S. Hist & Gov't	6	67%	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	350	367	470	44	40	62
Number Scoring 55–100	341	343	443	38	31	50
Number Scoring 65–100	327	325	413	30	23	40
Number Scoring 85–100	157	195	198	5	1	4
Percentage of Tested Scoring 55–100	97%	93%	94%	86%	78%	81%
Percentage of Tested Scoring 65–100	93%	89%	88%	68%	57%	65%
Percentage of Tested Scoring 85–100	45%	53%	42%	11%	3%	6%
Mathematics A						
Number Tested	0	135	458	0	32	76
Number Scoring 55–100	0	68	437	0	16	64
Number Scoring 65–100	0	34	405	0	5	55
Number Scoring 85–100	0	1	122	0	0	2
Percentage of Tested Scoring 55–100	0%	50%	95%	0%	50%	84%
Percentage of Tested Scoring 65–100	0%	25%	88%	0%	16%	72%
Percentage of Tested Scoring 85–100	0%	1%	27%	0%	0%	3%
Mathematics B (first administered June 2001)						
Number Tested	0	0	44	0	0	0
Number Scoring 55–100	0	0	44	0	0	0
Number Scoring 65–100	0	0	44	0	0	0
Number Scoring 85–100	0	0	34	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	77%	0%	0%	0%
Global History and Geography						
Number Tested	437	106	455	53	11	67
Number Scoring 55–100	427	104	435	48	11	56
Number Scoring 65–100	397	94	409	37	9	48
Number Scoring 85–100	183	18	209	4	2	6
Percentage of Tested Scoring 55–100	98%	98%	96%	91%	100%	84%
Percentage of Tested Scoring 65–100	91%	89%	90%	70%	82%	72%
Percentage of Tested Scoring 85–100	42%	17%	46%	8%	18%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	386	403	472	44	46	56
Number Scoring 55–100	371	391	464	41	43	56
Number Scoring 65–100	330	357	447	31	37	52
Number Scoring 85–100	167	131	234	7	5	12
Percentage of Tested Scoring 55–100	96%	97%	98%	93%	93%	100%
Percentage of Tested Scoring 65–100	85%	89%	95%	70%	80%	93%
Percentage of Tested Scoring 85–100	43%	33%	50%	16%	11%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	332	396	371	41	53	52
Number Scoring 55–100	326	392	367	40	53	50
Number Scoring 65–100	313	386	361	36	50	48
Number Scoring 85–100	61	111	135	3	3	7
Percentage of Tested Scoring 55–100	98%	99%	99%	98%	100%	96%
Percentage of Tested Scoring 65–100	94%	97%	97%	88%	94%	92%
Percentage of Tested Scoring 85–100	18%	28%	36%	7%	6%	13%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	53	37	22	8	11	4
Number Scoring 55–100	29	32	20	4	9	#
Number Scoring 65–100	19	27	19	1	6	#
Number Scoring 85–100	1	1	4	0	0	#
Percentage of Tested Scoring 55–100	55%	86%	91%	50%	82%	#
Percentage of Tested Scoring 65–100	36%	73%	86%	12%	55%	#
Percentage of Tested Scoring 85–100	2%	3%	18%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		299	390		15	26
Number Scoring 55–100		272	361		12	25
Number Scoring 65–100		221	288		8	16
Number Scoring 85–100		48	57		2	1
Percentage of Tested Scoring 55–100		91%	93%		80%	96%
Percentage of Tested Scoring 65–100		74%	74%		53%	62%
Percentage of Tested Scoring 85–100		16%	15%		13%	4%
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	81	89	104	2	5	2
Number Scoring 55–100	80	86	104	#	4	#
Number Scoring 65–100	79	80	102	#	3	#
Number Scoring 85–100	42	30	64	#	0	#
Percentage of Tested Scoring 55–100	99%	97%	100%	#	80%	#
Percentage of Tested Scoring 65–100	98%	90%	98%	#	60%	#
Percentage of Tested Scoring 85–100	52%	34%	62%	#	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	29	25	24	0	1	0
Number Scoring 55–100	28	25	24	0	#	0
Number Scoring 65–100	28	25	24	0	#	0
Number Scoring 85–100	17	13	19	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	59%	52%	79%	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	164	192	165	7	15	9
Number Scoring 55–100	157	189	163	7	15	9
Number Scoring 65–100	152	185	160	7	14	8
Number Scoring 85–100	75	107	98	1	3	1
Percentage of Tested Scoring 55–100	96%	98%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	93%	96%	97%	100%	93%	89%
Percentage of Tested Scoring 85–100	46%	56%	59%	14%	20%	11%
Comprehensive Latin						
Number Tested	21	32	30	3	0	0
Number Scoring 55–100	21	32	30	#	0	0
Number Scoring 65–100	21	28	30	#	0	0
Number Scoring 85–100	8	10	10	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	31%	33%	#	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	342	409	72	27	30	10
Number Scoring 55–100	294	362	64	23	23	8
Number Scoring 65–100	268	313	54	22	15	7
Number Scoring 85–100	106	122	3	4	2	0
Percentage of Tested Scoring 55–100	86%	89%	89%	85%	77%	80%
Percentage of Tested Scoring 65–100	78%	77%	75%	81%	50%	70%
Percentage of Tested Scoring 85–100	31%	30%	4%	15%	7%	0%
Sequential Mathematics, Course III						
Number Tested	203	208	239	8	6	8
Number Scoring 55–100	196	199	225	7	6	8
Number Scoring 65–100	188	191	216	7	6	7
Number Scoring 85–100	104	133	98	2	5	2
Percentage of Tested Scoring 55–100	97%	96%	94%	88%	100%	100%
Percentage of Tested Scoring 65–100	93%	92%	90%	88%	100%	88%
Percentage of Tested Scoring 85–100	51%	64%	41%	25%	83%	25%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	24	100%	80	99%	57	98%
Students with Disabilities	10	100%	21	95%	17	88%

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
Nov 2002	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 2003	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
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	321	321	321	35	35	35	356	356	356
Number Scoring 55–64	6	15	5	2	4	1	8	19	6
Number Scoring 65–84	141	184	209	23	23	24	164	207	233
Number Scoring 85–100	172	119	105	4	3	3	176	122	108
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)