

New York State District Report Card

Comprehensive Information Report

BEDS Code: 52-13-01-06-0000
 Name: Ballston Spa Central School District
 Superintendent: John R. Gratto

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	350	306	331
First	351	347	334
Second	328	347	340
Third	343	347	358
Fourth	371	353	353
Fifth	334	368	362
Sixth	388	343	376
Ungraded Elementary	41	36	10
Seventh	346	381	350
Eighth	331	352	369
Ninth	385	373	413
Tenth	330	335	330
Eleventh	263	305	270
Twelfth	262	279	325
Ungraded Secondary	0	5	0
Total K-12 Enrollment	4423	4477	4521

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	43	1.0%	45	1.0%	54	1.2%
Black (Not Hispanic)	53	1.2%	51	1.1%	63	1.4%
Hispanic	65	1.5%	64	1.4%	70	1.5%
White (Not Hispanic)	4262	96.4%	4317	96.4%	4334	95.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	15	19
Common Branch	22	22	22
English Grade 8	22	20	23
Mathematics Grade 8	22	21	22
Science Grade 8	23	23	23
Social Studies Grade 8	22	22	23
English Grade 10	23	24	21
Mathematics Grade 10	23	19	19
Science Grade 10	22	21	18
Social Studies Grade 10	23	22	21

(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
NA	NA

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	7	0.2%	7	0.2%	6	0.1%
Eligible for Free Lunch	502	12.3%	495	11.8%	597	14.2%

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		94.2%		94.1%		94.3%
Student Suspensions	246	5.6%	185	4.2%	163	3.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.0%	5.9%	6.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	326
Total Other Professional Staff	47
Total Paraprofessionals	100
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 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	197	135	69%	206	153	74%	264	208	79%
Students with Disabilities	18	2	11%	23	10	43%	21	4	19%
All Students	215	137	64%	229	163	71%	285	212	74%

*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	114	114	1	6	31	19
Percent	40%	40%	0%	2%	11%	7%

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)
21	4	16	37

*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	40		25		32	2.7%
	Entered GED Program*	4		1		17	1.5%
	Total Noncompleters	44		26		49	4.2%
Students with Disabilities	Dropped Out	1		7		10	5.6%
	Entered GED Program*	0		0		4	2.2%
	Total Noncompleters	1		7		14	7.8%
All Students	Dropped Out	41	3.3%	32	2.5%	42	3.1%
	Entered GED Program*	4	0.3%	1	0.1%	21	1.6%
	Total Noncompleters	45	3.6%	33	2.5%	63	4.7%

*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	934	956	641
	Number of Students with Disabilities	131	120	85
	Number of All Students	1065	1076	726
	Percent of Enrollment	99%	99%	66%
9–12	Number of General-Education Students	520	718	1163
	Number of Students with Disabilities	104	75	177
	Number of All Students	624	793	1340
	Percent of Enrollment	50%	61%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	62		
Completed and Passed Regents Exams	46	74%	77%
Completed and had Course Average of 75% or More	55	89%	81%
Completed and Attained a HS Diploma or Equivalent	61	98%	96%
Completed and Whose Status is Known	62		
Completed and Were Successfully Placed	62	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	.	30%
Underrepresented Gender Members Who Completed	0	.	19%

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	115	89%	77	100%	139	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	159	96%	94	100%	172	90%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	100%	1	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	1	#	3	#

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%	5	100%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	62%	45	53%	8	75%
Science	5	20%	0	0%	4	#
Reading	0	0%	26	46%	5	60%
Writing	0	0%	24	29%	5	40%
Global Studies	8	0%	15	20%	2	#
U.S. Hist & Gov't	3	#	15	13%	0	0%

(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	277	331	303	25	26	42
Number Scoring 55–100	267	307	270	20	17	18
Number Scoring 65–100	231	289	250	14	12	9
Number Scoring 85–100	115	131	113	1	0	0
Percentage of Tested Scoring 55–100	96%	93%	89%	80%	65%	43%
Percentage of Tested Scoring 65–100	83%	87%	83%	56%	46%	21%
Percentage of Tested Scoring 85–100	42%	40%	37%	4%	0%	0%
Mathematics A						
Number Tested	80	287	404	8	13	59
Number Scoring 55–100	52	262	364	4	7	26
Number Scoring 65–100	29	236	327	2	4	20
Number Scoring 85–100	4	65	108	0	0	2
Percentage of Tested Scoring 55–100	65%	91%	90%	50%	54%	44%
Percentage of Tested Scoring 65–100	36%	82%	81%	25%	31%	34%
Percentage of Tested Scoring 85–100	5%	23%	27%	0%	0%	3%
Mathematics B						
Number Tested	0	0	170	0	0	1
Number Scoring 55–100	0	0	141	0	0	#
Number Scoring 65–100	0	0	107	0	0	#
Number Scoring 85–100	0	0	28	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	63%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	#
Global History and Geography						
Number Tested	302	320	320	23	30	37
Number Scoring 55–100	278	286	296	17	15	19
Number Scoring 65–100	254	258	272	14	11	12
Number Scoring 85–100	79	98	158	1	1	5
Percentage of Tested Scoring 55–100	92%	89%	93%	74%	50%	51%
Percentage of Tested Scoring 65–100	84%	81%	85%	61%	37%	32%
Percentage of Tested Scoring 85–100	26%	31%	49%	4%	3%	14%
U.S. History and Government						
Number Tested	269	298	284	21	19	33
Number Scoring 55–100	255	295	260	16	17	17
Number Scoring 65–100	219	285	239	11	15	11
Number Scoring 85–100	104	149	143	3	5	3
Percentage of Tested Scoring 55–100	95%	99%	92%	76%	89%	52%
Percentage of Tested Scoring 65–100	81%	96%	84%	52%	79%	33%
Percentage of Tested Scoring 85–100	39%	50%	50%	14%	26%	9%

(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	287	314	316	25	26	27
Number Scoring 55–100	286	305	311	24	19	25
Number Scoring 65–100	276	294	301	18	14	23
Number Scoring 85–100	103	110	132	2	3	4
Percentage of Tested Scoring 55–100	100%	97%	98%	96%	73%	93%
Percentage of Tested Scoring 65–100	96%	94%	95%	72%	54%	85%
Percentage of Tested Scoring 85–100	36%	35%	42%	8%	12%	15%
Physical Setting/Earth Science						
Number Tested	311	297	303	10	17	17
Number Scoring 55–100	292	272	283	7	16	13
Number Scoring 65–100	269	253	250	7	13	12
Number Scoring 85–100	97	113	114	1	2	4
Percentage of Tested Scoring 55–100	94%	92%	93%	70%	94%	76%
Percentage of Tested Scoring 65–100	86%	85%	83%	70%	76%	71%
Percentage of Tested Scoring 85–100	31%	38%	38%	10%	12%	24%
Physical Setting/Chemistry						
Number Tested	197	180	208	5	1	1
Number Scoring 55–100	189	169	195	5	#	#
Number Scoring 65–100	151	139	154	3	#	#
Number Scoring 85–100	23	31	32	0	#	#
Percentage of Tested Scoring 55–100	96%	94%	94%	100%	#	#
Percentage of Tested Scoring 65–100	77%	77%	74%	60%	#	#
Percentage of Tested Scoring 85–100	12%	17%	15%	0%	#	#
Physical Setting/Physics						
Number Tested			125			0
Number Scoring 55–100			124			0
Number Scoring 65–100			115			0
Number Scoring 85–100			39			0
Percentage of Tested Scoring 55–100			99%			0%
Percentage of Tested Scoring 65–100			92%			0%
Percentage of Tested Scoring 85–100			31%			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	77	80	72	2	1	1
Number Scoring 55–100	76	80	71	#	#	#
Number Scoring 65–100	75	78	70	#	#	#
Number Scoring 85–100	18	37	43	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	99%	#	#	#
Percentage of Tested Scoring 65–100	97%	97%	97%	#	#	#
Percentage of Tested Scoring 85–100	23%	46%	60%	#	#	#
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	120	121	124	1	0	3
Number Scoring 55–100	119	114	123	#	0	#
Number Scoring 65–100	114	112	123	#	0	#
Number Scoring 85–100	61	57	81	#	0	#
Percentage of Tested Scoring 55–100	99%	94%	99%	#	0%	#
Percentage of Tested Scoring 65–100	95%	93%	99%	#	0%	#
Percentage of Tested Scoring 85–100	51%	47%	65%	#	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	175	147	6	2	5	0
Number Scoring 55–100	163	122	5	#	5	0
Number Scoring 65–100	159	115	4	#	5	0
Number Scoring 85–100	85	57	3	#	1	0
Percentage of Tested Scoring 55–100	93%	83%	83%	#	100%	0%
Percentage of Tested Scoring 65–100	91%	78%	67%	#	100%	0%
Percentage of Tested Scoring 85–100	49%	39%	50%	#	20%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	320	7%	5%	50%	38%
	Students with Disabilities	38	61%	11%	21%	8%
	All Students	358	13%	6%	47%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	321	2%	27%	58%	13%
	Students with Disabilities	48	23%	56%	19%	2%
	All Students	369	4%	31%	53%	12%

(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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	273	273	273	46	46	46	319	319	319
Number Scoring 55–64	17	7	3	4	4	4	21	11	7
Number Scoring 65–84	144	115	149	9	9	14	153	124	163
Number Scoring 85–100	76	139	112	1	5	2	77	144	114
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
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)