

New York State School Report Card

Comprehensive Information Report

BEDS Code: 52-13-01-06-0001
 Name: Ballston Spa Senior High School
 Principal: Anthony De Blois

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	385	373	413
Tenth	330	335	330
Eleventh	263	305	270
Twelfth	262	279	325
Ungraded Secondary	0	5	0
Total K-12 Enrollment	1240	1297	1338

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	13	1.0%	17	1.3%	15	1.1%
Black (Not Hispanic)	9	0.7%	11	0.8%	17	1.3%
Hispanic	16	1.3%	23	1.8%	21	1.6%
White (Not Hispanic)	1202	96.9%	1246	96.1%	1285	96.0%

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	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
50	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 middle 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	2	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	106	8.6%	115	8.9%	146	10.9%

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		92.5%		93.0%		92.4%
Student Suspensions	116	9.6%	112	9.0%	65	5.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.4%	4.2%	5.0%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	93%	90%	95%

Staff Counts

Staff	2003-04
Total Teachers	96
Total Other Professional Staff	10
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 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	5.7%
	Entered GED Program*	0		0		4	2.3%
	Total Noncompleters	1		7		14	8.0%
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	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	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			
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%	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%

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	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	238	227	231	10	17	16
Number Scoring 55–100	219	202	211	7	16	12
Number Scoring 65–100	197	183	178	7	13	11
Number Scoring 85–100	55	50	55	1	2	3
Percentage of Tested Scoring 55–100	92%	89%	91%	70%	94%	75%
Percentage of Tested Scoring 65–100	83%	81%	77%	70%	76%	69%
Percentage of Tested Scoring 85–100	23%	22%	24%	10%	12%	19%
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	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	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 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)