

New York State District Report Card Comprehensive Information Report

BEDS Code: 52-01-01-06-0000

Name: Burnt Hills-Ballston Lake Central School District

Superintendent: William Hostetter

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	214	231	215
First	250	246	250
Second	225	254	235
Third	240	235	265
Fourth	268	236	254
Fifth	267	275	249
Sixth	265	257	277
Ungraded Elementary	18	3	7
Seventh	278	268	273
Eighth	259	283	276
Ninth	309	265	297
Tenth	262	287	262
Eleventh	246	265	293
Twelfth	249	237	260
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3350	3342	3413

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	26	0.8%	39	1.2%	35	1.0%
Black (Not Hispanic)	30	0.9%	33	1.0%	36	1.1%
Hispanic	18	0.5%	17	0.5%	9	0.3%
White (Not Hispanic)	3276	97.8%	3253	97.3%	3333	97.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	19
Common Branch	22	22	22
English Grade 8	21	24	21
Mathematics Grade 8	25	24	21
Science Grade 8	25	25	25
Social Studies Grade 8	25	28	23
English Grade 10	22	21	21
Mathematics Grade 10	25	23	22
Science Grade 10	21	23	24
Social Studies Grade 10	22	23	23

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.1%	2	0.1%
Eligible for Free Lunch	132	4.2%	105	3.4%	111	3.5%

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		96.1%		95.9%		95.9%
Student Suspensions	95	2.8%	69	2.1%	47	1.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	1.5%	1.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	247
Total Other Professional Staff	51
Total Paraprofessionals	101
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	215	153	71%	197	170	86%	229	169	74%
Students with Disabilities	30	3	10%	16	6	38%	21	6	29%
All Students	245	156	64%	213	176	83%	250	175	70%

*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	149	80	2	8	9	2
Percent	60%	32%	1%	3%	4%	1%

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)
21	6	1	22

*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			2		11	
	Entered GED Program*			0		0	
	Total Noncompleters			2		11	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	17	1.6%	3	0.3%	11	1.0%
	Entered GED Program*	10	0.9%	0	0.0%	0	0.0%
	Total Noncompleters	27	2.5%	3	0.3%	11	1.0%

*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		523	240
	Number of Students with Disabilities		28	36
	Number of All Students		551	276
	Percent of Enrollment		68%	33%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	27	100%	30	100%	30	100%
German	30	100%	29	100%	22	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	30	100%	29	100%	30	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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	0	0%	0	0%	36	97%
Science	0	0%	0	0%	13	69%
Reading	0	0%	0	0%	21	90%
Writing	0	0%	0	0%	22	64%
Global Studies	11	45%	0	0%	19	58%
U.S. Hist & Gov't	7	57%	0	0%	13	62%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	85%	18	94%	0	0%
Science	23	70%	7	71%	1	#
Reading	7	86%	9	44%	6	67%
Writing	6	67%	9	67%	5	60%
Global Studies	26	81%	21	52%	1	#
U.S. Hist & Gov't	26	58%	3	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	249	259	281	20	24	3
Number Scoring 55–100	240	248	265	12	16	#
Number Scoring 65–100	223	228	246	12	12	#
Number Scoring 85–100	91	100	128	0	2	#
Percentage of Tested Scoring 55–100	96%	96%	94%	60%	67%	#
Percentage of Tested Scoring 65–100	90%	88%	88%	60%	50%	#
Percentage of Tested Scoring 85–100	37%	39%	46%	0%	8%	#
Mathematics A						
Number Tested	269	245	282	25	11	1
Number Scoring 55–100	223	222	256	4	5	#
Number Scoring 65–100	207	194	232	4	2	#
Number Scoring 85–100	119	85	110	1	0	#
Percentage of Tested Scoring 55–100	83%	91%	91%	16%	45%	#
Percentage of Tested Scoring 65–100	77%	79%	82%	16%	18%	#
Percentage of Tested Scoring 85–100	44%	35%	39%	4%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	256	278	254	23	28	4
Number Scoring 55–100	256	269	240	23	21	#
Number Scoring 65–100	247	256	227	20	15	#
Number Scoring 85–100	124	112	113	3	0	#
Percentage of Tested Scoring 55–100	100%	97%	94%	100%	75%	#
Percentage of Tested Scoring 65–100	96%	92%	89%	87%	54%	#
Percentage of Tested Scoring 85–100	48%	40%	44%	13%	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	240	256	269	22	15	2
Number Scoring 55–100	233	242	261	15	14	#
Number Scoring 65–100	220	218	254	13	12	#
Number Scoring 85–100	126	80	157	3	0	#
Percentage of Tested Scoring 55–100	97%	95%	97%	68%	93%	#
Percentage of Tested Scoring 65–100	92%	85%	94%	59%	80%	#
Percentage of Tested Scoring 85–100	53%	31%	58%	14%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	227	270	323	0	17	1
Number Scoring 55–100	226	269	316	0	17	#
Number Scoring 65–100	223	263	304	0	15	#
Number Scoring 85–100	110	150	125	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	100%	#
Percentage of Tested Scoring 65–100	98%	97%	94%	0%	88%	#
Percentage of Tested Scoring 85–100	48%	56%	39%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	212	242	218	18	27	7
Number Scoring 55–100	203	238	209	13	26	0
Number Scoring 65–100	190	228	207	13	20	0
Number Scoring 85–100	96	123	132	0	7	0
Percentage of Tested Scoring 55–100	96%	98%	96%	72%	96%	0%
Percentage of Tested Scoring 65–100	90%	94%	95%	72%	74%	0%
Percentage of Tested Scoring 85–100	45%	51%	61%	0%	26%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		192	220		8	1
Number Scoring 55–100		184	208		6	#
Number Scoring 65–100		154	179		4	#
Number Scoring 85–100		30	45		0	#
Percentage of Tested Scoring 55–100		96%	95%		75%	#
Percentage of Tested Scoring 65–100		80%	81%		50%	#
Percentage of Tested Scoring 85–100		16%	20%		0%	#
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	63	55	0	0	0	0
Number Scoring 55–100	63	52	0	0	0	0
Number Scoring 65–100	61	49	0	0	0	0
Number Scoring 85–100	33	20	0	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	89%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	36%	0%	0%	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	46	67	0	0	0	0
Number Scoring 55–100	46	67	0	0	0	0
Number Scoring 65–100	44	65	0	0	0	0
Number Scoring 85–100	15	24	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	97%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	36%	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	49	70	0	0	1	0
Number Scoring 55–100	49	70	0	0	#	0
Number Scoring 65–100	49	70	0	0	#	0
Number Scoring 85–100	40	51	0	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	82%	73%	0%	0%	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	0	0	4	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	179	175	165	3	4	0
Number Scoring 55–100	170	163	147	#	#	0
Number Scoring 65–100	141	155	140	#	#	0
Number Scoring 85–100	78	85	70	#	#	0
Percentage of Tested Scoring 55–100	95%	93%	89%	#	#	0%
Percentage of Tested Scoring 65–100	79%	89%	85%	#	#	0%
Percentage of Tested Scoring 85–100	44%	49%	42%	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	100%	18	100%	2	#
Students with Disabilities	25	96%	4	#	4	#

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	212	1%	4%	64%	31%
	Students with Disabilities	31	16%	19%	61%	3%
	All Students	243	3%	6%	63%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	244	0%	16%	65%	18%
	Students with Disabilities	35	9%	63%	26%	3%
	All Students	279	1%	22%	60%	16%

(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	240	240	240	27	27	27	267	267	267
Number Scoring 55–64	2	23	1	1	6	0	3	29	1
Number Scoring 65–84	112	125	108	13	12	13	125	137	121
Number Scoring 85–100	122	81	129	3	0	4	125	81	133
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)