

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	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	378	385	373
Tenth	313	330	335
Eleventh	241	263	305
Twelfth	272	262	279
Ungraded Secondary	0	0	5
Total K-12 Enrollment	1204	1240	1297

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	7	0.6%	13	1.0%	17	1.3%
Black (Not Hispanic)	13	1.1%	9	0.7%	11	0.8%
Hispanic	9	0.7%	16	1.3%	23	1.8%
White (Not Hispanic)	1175	97.6%	1202	96.9%	1246	96.1%

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	22	23	24
Mathematics Grade 10	0	23	19
Science Grade 10	21	22	21
Social Studies Grade 10	24	23	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	2	0.2%	0	0.0%
Eligible for Free Lunch	105	8.7%	106	8.6%	115	8.9%

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		94.5%		92.5%		93.0%
Student Suspensions	80	7.1%	116	9.6%	112	9.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	4.3%	4.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	93%	90%

Staff Counts

Staff	2002–2003
Total Teachers	91
Total Other Professional Staff	10
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	218	154	71%	197	135	69%	206	153	74%
Students with Disabilities	11	1	9%	18	2	11%	23	10	43%
All Students	229	155	68%	215	137	64%	229	163	71%

*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	123	90	0	5	10	1
Percent	54%	39%	0%	2%	4%	0%

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)
23	10	13	36

*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			40		25	
	Entered GED Program*			4		1	
	Total Noncompleters			44		26	
Students with Disabilities	Dropped Out			1		7	
	Entered GED Program*			0		0	
	Total Noncompleters			1		7	
All Students	Dropped Out	37	3.1%	41	3.3%	32	2.5%
	Entered GED Program*	8	0.7%	4	0.3%	1	0.1%
	Total Noncompleters	45	3.7%	45	3.6%	33	2.5%

*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		520	718
	Number of Students with Disabilities		104	75
	Number of All Students		624	793
	Percent of Enrollment		50%	61%

Second Language Proficiency Examinations

General-Education Students

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%

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%	5	100%
Science	13	62%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	5	20%	0	0%	1	#
U.S. Hist & Gov't	5	40%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	21	62%	45	53%
Science	28	39%	5	20%	0	0%
Reading	3	#	0	0%	26	46%
Writing	4	#	0	0%	24	29%
Global Studies	2	#	8	0%	15	20%
U.S. Hist & Gov't	5	0%	3	#	15	13%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	270	277	331	22	25	26
Number Scoring 55–100	263	267	307	19	20	17
Number Scoring 65–100	225	231	289	7	14	12
Number Scoring 85–100	88	115	131	0	1	0
Percentage of Tested Scoring 55–100	97%	96%	93%	86%	80%	65%
Percentage of Tested Scoring 65–100	83%	83%	87%	32%	56%	46%
Percentage of Tested Scoring 85–100	33%	42%	40%	0%	4%	0%
Mathematics A						
Number Tested	22	80	287	2	8	13
Number Scoring 55–100	13	52	262	#	4	7
Number Scoring 65–100	7	29	236	#	2	4
Number Scoring 85–100	0	4	65	#	0	0
Percentage of Tested Scoring 55–100	59%	65%	91%	#	50%	54%
Percentage of Tested Scoring 65–100	32%	36%	82%	#	25%	31%
Percentage of Tested Scoring 85–100	0%	5%	23%	#	0%	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	317	302	320	35	23	30
Number Scoring 55–100	313	278	286	33	17	15
Number Scoring 65–100	290	254	258	26	14	11
Number Scoring 85–100	140	79	98	4	1	1
Percentage of Tested Scoring 55–100	99%	92%	89%	94%	74%	50%
Percentage of Tested Scoring 65–100	91%	84%	81%	74%	61%	37%
Percentage of Tested Scoring 85–100	44%	26%	31%	11%	4%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	242	269	298	21	21	19
Number Scoring 55–100	233	255	295	17	16	17
Number Scoring 65–100	206	219	285	9	11	15
Number Scoring 85–100	108	104	149	1	3	5
Percentage of Tested Scoring 55–100	96%	95%	99%	81%	76%	89%
Percentage of Tested Scoring 65–100	85%	81%	96%	43%	52%	79%
Percentage of Tested Scoring 85–100	45%	39%	50%	5%	14%	26%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	282	287	314	20	25	26
Number Scoring 55–100	281	286	305	19	24	19
Number Scoring 65–100	271	276	294	14	18	14
Number Scoring 85–100	72	103	110	0	2	3
Percentage of Tested Scoring 55–100	100%	100%	97%	95%	96%	73%
Percentage of Tested Scoring 65–100	96%	96%	94%	70%	72%	54%
Percentage of Tested Scoring 85–100	26%	36%	35%	0%	8%	12%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	226	238	227	7	10	17
Number Scoring 55–100	195	219	202	6	7	16
Number Scoring 65–100	168	197	183	5	7	13
Number Scoring 85–100	44	55	50	1	1	2
Percentage of Tested Scoring 55–100	86%	92%	89%	86%	70%	94%
Percentage of Tested Scoring 65–100	74%	83%	81%	71%	70%	76%
Percentage of Tested Scoring 85–100	19%	23%	22%	14%	10%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		197	180		5	1
Number Scoring 55–100		189	169		5	#
Number Scoring 65–100		151	139		3	#
Number Scoring 85–100		23	31		0	#
Percentage of Tested Scoring 55–100		96%	94%		100%	#
Percentage of Tested Scoring 65–100		77%	77%		60%	#
Percentage of Tested Scoring 85–100		12%	17%		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	57	77	80	0	2	1
Number Scoring 55–100	53	76	80	0	#	#
Number Scoring 65–100	52	75	78	0	#	#
Number Scoring 85–100	28	18	37	0	#	#
Percentage of Tested Scoring 55–100	93%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	91%	97%	97%	0%	#	#
Percentage of Tested Scoring 85–100	49%	23%	46%	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	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	112	120	121	0	1	0
Number Scoring 55–100	112	119	114	0	#	0
Number Scoring 65–100	112	114	112	0	#	0
Number Scoring 85–100	70	61	57	0	#	0
Percentage of Tested Scoring 55–100	100%	99%	94%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	95%	93%	0%	#	0%
Percentage of Tested Scoring 85–100	62%	51%	47%	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	276	251	22	9	8	0
Number Scoring 55–100	218	235	22	5	5	0
Number Scoring 65–100	190	200	15	4	5	0
Number Scoring 85–100	53	85	1	1	3	0
Percentage of Tested Scoring 55–100	79%	94%	100%	56%	62%	0%
Percentage of Tested Scoring 65–100	69%	80%	68%	44%	62%	0%
Percentage of Tested Scoring 85–100	19%	34%	5%	11%	38%	0%
Sequential Mathematics, Course III						
Number Tested	166	175	147	7	2	5
Number Scoring 55–100	133	163	122	5	#	5
Number Scoring 65–100	120	159	115	5	#	5
Number Scoring 85–100	55	85	57	0	#	1
Percentage of Tested Scoring 55–100	80%	93%	83%	71%	#	100%
Percentage of Tested Scoring 65–100	72%	91%	78%	71%	#	100%
Percentage of Tested Scoring 85–100	33%	49%	39%	0%	#	20%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	304	97%	0	0%	0	0%
Students with Disabilities	24	58%	0	0%	0	0%

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	229	229	229	42	42	42	271	271	271
Number Scoring 55–64	2	24	4	3	5	5	5	29	9
Number Scoring 65–84	90	90	116	18	12	16	108	102	132
Number Scoring 85–100	130	101	105	4	3	1	134	104	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)