

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: James Schultz

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	231	215	216
First	246	250	238
Second	254	235	244
Third	235	265	246
Fourth	236	254	282
Fifth	275	249	264
Sixth	257	277	261
Ungraded Elementary	3	7	7
Seventh	268	273	278
Eighth	283	276	285
Ninth	265	297	292
Tenth	287	262	293
Eleventh	265	293	257
Twelfth	237	260	284
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3342	3413	3447

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	39	1.2%	35	1.0%	34	1.0%
Black (Not Hispanic)	33	1.0%	36	1.1%	34	1.0%
Hispanic	17	0.5%	9	0.3%	11	0.3%
White (Not Hispanic)	3253	97.3%	3333	97.7%	3368	97.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	22
Common Branch	22	22	22
English Grade 8	24	21	21
Mathematics Grade 8	24	21	27
Science Grade 8	25	25	25
Social Studies Grade 8	28	23	25
English Grade 10	21	21	23
Mathematics Grade 10	23	22	26
Science Grade 10	23	24	22
Social Studies Grade 10	23	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
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	2	0.1%	2	0.1%	2	0.1%
Eligible for Free Lunch	105	3.4%	111	3.5%	102	3.2%

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		95.9%		95.9%		96.3%
Student Suspensions	69	2.1%	47	1.4%	41	1.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.5%	1.8%	1.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	248
Total Other Professional Staff	52
Total Paraprofessionals	98
Teaching Out of Certification*	6

*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	170	86%	229	169	74%	243	192	79%
Students with Disabilities	16	6	38%	21	6	29%	32	6	19%
All Students	213	176	83%	250	175	70%	275	198	72%

*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	144	89	1	7	11	23
Percent	52%	32%	0%	3%	4%	8%

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)
32	6	6	38

*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	2		11		13	1.3%
	Entered GED Program*	0		0		1	0.1%
	Total Noncompleters	2		11		14	1.4%
Students with Disabilities	Dropped Out	1		0		3	2.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		0		3	2.2%
All Students	Dropped Out	3	0.3%	11	1.0%	16	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.1%
	Total Noncompleters	3	0.3%	11	1.0%	17	1.5%

*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	523	240	239
	Number of Students with Disabilities	28	36	47
	Number of All Students	551	276	286
	Percent of Enrollment	68%	33%	35%
9-12	Number of General-Education Students	0	0	1006
	Number of Students with Disabilities	0	0	120
	Number of All Students	0	0	1126
	Percent of Enrollment	0%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	90		
Completed and Passed Regents Exams	85	94%	77%
Completed and had Course Average of 75% or More	85	94%	81%
Completed and Attained a HS Diploma or Equivalent	90	100%	96%
Completed and Whose Status is Known	86		
Completed and Were Successfully Placed	86	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	6	33%	19%

Enrollment data are for the 2003-2004 school year; completer 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	30	100%	30	100%	33	100%
German	29	100%	22	100%	30	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	29	100%	30	100%	27	96%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	36	97%	1	#
Science	0	0%	13	69%	1	#
Reading	0	0%	21	90%	0	0%
Writing	0	0%	22	64%	0	0%
Global Studies	0	0%	19	58%	1	#
U.S. Hist & Gov't	0	0%	13	62%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	94%	0	0%	18	72%
Science	7	71%	1	#	11	82%
Reading	9	44%	6	67%	10	90%
Writing	9	67%	5	60%	14	86%
Global Studies	21	52%	1	#	14	43%
U.S. Hist & Gov't	3	#	4	#	11	73%

(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	259	281	262	24	3	23
Number Scoring 55-100	248	265	252	16	#	14
Number Scoring 65-100	228	246	250	12	#	13
Number Scoring 85-100	100	128	122	2	#	1
Percentage of Tested Scoring 55-100	96%	94%	96%	67%	#	61%
Percentage of Tested Scoring 65-100	88%	88%	95%	50%	#	57%
Percentage of Tested Scoring 85-100	39%	46%	47%	8%	#	4%
Mathematics A						
Number Tested	245	282	317	11	1	26
Number Scoring 55-100	222	256	309	5	#	19
Number Scoring 65-100	194	232	303	2	#	18
Number Scoring 85-100	85	110	176	0	#	2
Percentage of Tested Scoring 55-100	91%	91%	97%	45%	#	73%
Percentage of Tested Scoring 65-100	79%	82%	96%	18%	#	69%
Percentage of Tested Scoring 85-100	35%	39%	56%	0%	#	8%
Mathematics B						
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	278	254	307	28	4	24
Number Scoring 55-100	269	240	290	21	#	15
Number Scoring 65-100	256	227	263	15	#	11
Number Scoring 85-100	112	113	144	0	#	1
Percentage of Tested Scoring 55-100	97%	94%	94%	75%	#	62%
Percentage of Tested Scoring 65-100	92%	89%	86%	54%	#	46%
Percentage of Tested Scoring 85-100	40%	44%	47%	0%	#	4%
U.S. History and Government						
Number Tested	256	269	262	15	2	15
Number Scoring 55-100	242	261	260	14	#	14
Number Scoring 65-100	218	254	245	12	#	11
Number Scoring 85-100	80	157	147	0	#	2
Percentage of Tested Scoring 55-100	95%	97%	99%	93%	#	93%
Percentage of Tested Scoring 65-100	85%	94%	94%	80%	#	73%
Percentage of Tested Scoring 85-100	31%	58%	56%	0%	#	13%

(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	270	323	310	17	1	47
Number Scoring 55-100	269	316	305	17	#	44
Number Scoring 65-100	263	304	295	15	#	38
Number Scoring 85-100	150	125	150	0	#	4
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	#	94%
Percentage of Tested Scoring 65-100	97%	94%	95%	88%	#	81%
Percentage of Tested Scoring 85-100	56%	39%	48%	0%	#	9%
Physical Setting/Earth Science						
Number Tested	242	218	211	27	7	8
Number Scoring 55-100	238	209	207	26	0	8
Number Scoring 65-100	228	207	204	20	0	8
Number Scoring 85-100	123	132	104	7	0	1
Percentage of Tested Scoring 55-100	98%	96%	98%	96%	0%	100%
Percentage of Tested Scoring 65-100	94%	95%	97%	74%	0%	100%
Percentage of Tested Scoring 85-100	51%	61%	49%	26%	0%	12%
Physical Setting/Chemistry						
Number Tested	192	220	245	8	1	10
Number Scoring 55-100	184	208	232	6	#	10
Number Scoring 65-100	154	179	190	4	#	5
Number Scoring 85-100	30	45	60	0	#	0
Percentage of Tested Scoring 55-100	96%	95%	95%	75%	#	100%
Percentage of Tested Scoring 65-100	80%	81%	78%	50%	#	50%
Percentage of Tested Scoring 85-100	16%	20%	24%	0%	#	0%
Physical Setting/Physics						
Number Tested			97			0
Number Scoring 55-100			96			0
Number Scoring 65-100			89			0
Number Scoring 85-100			26			0
Percentage of Tested Scoring 55-100			99%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			27%			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	55	0	62	0	0	0
Number Scoring 55-100	52	0	62	0	0	0
Number Scoring 65-100	49	0	61	0	0	0
Number Scoring 85-100	20	0	39	0	0	0
Percentage of Tested Scoring 55-100	95%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	0%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	0%	63%	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	67	0	65	0	0	2
Number Scoring 55-100	67	0	63	0	0	#
Number Scoring 65-100	65	0	63	0	0	#
Number Scoring 85-100	24	0	42	0	0	#
Percentage of Tested Scoring 55-100	100%	0%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	97%	0%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	36%	0%	65%	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	70	0	61	1	0	1
Number Scoring 55-100	70	0	61	#	0	#
Number Scoring 65-100	70	0	60	#	0	#
Number Scoring 85-100	51	0	40	#	0	#
Percentage of Tested Scoring 55-100	100%	0%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	0%	98%	#	0%	#
Percentage of Tested Scoring 85-100	73%	0%	66%	#	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	165	145	4	0	5
Number Scoring 55-100	163	147	130	#	0	3
Number Scoring 65-100	155	140	120	#	0	3
Number Scoring 85-100	85	70	21	#	0	0
Percentage of Tested Scoring 55-100	93%	89%	90%	#	0%	60%
Percentage of Tested Scoring 65-100	89%	85%	83%	#	0%	60%
Percentage of Tested Scoring 85-100	49%	42%	14%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	18	100%	2	#	31	100%
Students with Disabilities	4	#	4	#	9	100%

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	230	1%	3%	43%	52%
	Students with Disabilities	36	14%	19%	61%	6%
	All Students	266	3%	6%	46%	46%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	237	0%	21%	62%	17%
	Students with Disabilities	45	9%	64%	24%	2%
	All Students	282	1%	28%	56%	15%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	3	1	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	5	0	1	0	0	4
Mathematics	5	0	0	1	0	4
Science	4	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	245	245	245	42	42	42	287	287	287
Number Scoring 55–64	4	1	1	6	0	3	10	1	4
Number Scoring 65–84	123	88	79	17	16	25	140	104	104
Number Scoring 85–100	112	155	163	2	3	0	114	158	163
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			1			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			1			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			2			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			2			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)