

# New York State School Report Card Comprehensive Information Report

BEDS Code: 22-20-00-01-0016

Grade Range : 9-12

Name: Watertown Senior High School

Principal: Stephen Williamson

## 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	313	331	310
Tenth	274	306	307
Eleventh	266	251	262
Twelfth	288	241	238
Ungraded Secondary	128	66	73
Total K-12 Enrollment	1269	1195	1190

## 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	24	1.9%	29	2.4%	37	3.1%
Black (Not Hispanic)	83	6.5%	92	7.7%	103	8.7%
Hispanic	53	4.2%	41	3.4%	35	2.9%
White (Not Hispanic)	1109	87.4%	1033	86.4%	1015	85.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	2
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	21	21	21
Mathematics Grade 10	21	16	17
Science Grade 10	22	22	21
Social Studies Grade 10	19	18	22

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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	17	1.3%	8	0.7%	10	0.8%
Eligible for Free Lunch	350	27.6%	313	26.2%	351	29.5%

### 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		91.3%		91.0%		91.2%
Student Suspensions	193	15.2%	219	17.3%	180	15.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.9%	10.5%	11.4%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	98%	0%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	80
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	10
Teachers with Temporary Licenses	3

\*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	250	149	60%	166	111	67%	195	111	57%
Students with Disabilities	15	1	7%	7	3	43%	14	0	0%
All Students	265	150	57%	173	114	66%	209	111	53%

\*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	57	100	5	7	9	31
Percent	27%	48%	2%	3%	4%	15%

## 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)
14	0	7	21

\*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			34		27	
	Entered GED Program*			16		14	
	Total Noncompleters			50		41	
Students with Disabilities	Dropped Out			8		2	
	Entered GED Program*			4		0	
	Total Noncompleters			12		2	
All Students	Dropped Out	61	4.8%	42	3.5%	29	2.4%
	Entered GED Program*	38	3.0%	20	1.7%	14	1.2%
	Total Noncompleters	99	7.8%	62	5.2%	43	3.6%

\*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		6	0
	Number of Students with Disabilities		9	0
	Number of All Students		15	0
	Percent of Enrollment		1%	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	0	0%	0	0%	4	#
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	2	#	3	#	0	0%
Science	14	93%	2	#	5	80%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	90%	12	100%	13	100%
Science	19	53%	6	83%	12	17%
Reading	9	89%	1	#	2	#
Writing	9	67%	1	#	2	#
Global Studies	3	#	2	#	10	20%
U.S. Hist & Gov't	2	#	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	261	256	240	19	20	20
Number Scoring 55–100	246	221	216	12	11	13
Number Scoring 65–100	222	180	172	7	6	5
Number Scoring 85–100	59	74	66	0	1	0
Percentage of Tested Scoring 55–100	94%	86%	90%	63%	55%	65%
Percentage of Tested Scoring 65–100	85%	70%	72%	37%	30%	25%
Percentage of Tested Scoring 85–100	23%	29%	28%	0%	5%	0%
<b>Mathematics A</b>						
Number Tested	362	394	258	22	31	26
Number Scoring 55–100	262	271	206	8	7	13
Number Scoring 65–100	225	196	172	5	4	11
Number Scoring 85–100	65	40	23	0	0	0
Percentage of Tested Scoring 55–100	72%	69%	80%	36%	23%	50%
Percentage of Tested Scoring 65–100	62%	50%	67%	23%	13%	42%
Percentage of Tested Scoring 85–100	18%	10%	9%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	96	145	0	2	4
Number Scoring 55–100	0	87	135	0	#	#
Number Scoring 65–100	0	76	112	0	#	#
Number Scoring 85–100	0	19	12	0	#	#
Percentage of Tested Scoring 55–100	0%	91%	93%	0%	#	#
Percentage of Tested Scoring 65–100	0%	79%	77%	0%	#	#
Percentage of Tested Scoring 85–100	0%	20%	8%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	291	298	309	27	25	38
Number Scoring 55–100	278	250	270	24	19	23
Number Scoring 65–100	234	222	243	13	14	23
Number Scoring 85–100	78	59	98	0	0	3
Percentage of Tested Scoring 55–100	96%	84%	87%	89%	76%	61%
Percentage of Tested Scoring 65–100	80%	74%	79%	48%	56%	61%
Percentage of Tested Scoring 85–100	27%	20%	32%	0%	0%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	222	255	220	16	16	17
Number Scoring 55–100	199	237	215	13	11	15
Number Scoring 65–100	161	217	200	5	8	13
Number Scoring 85–100	64	71	83	0	0	0
Percentage of Tested Scoring 55–100	90%	93%	98%	81%	69%	88%
Percentage of Tested Scoring 65–100	73%	85%	91%	31%	50%	76%
Percentage of Tested Scoring 85–100	29%	28%	38%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	239	215	205	12	16	12
Number Scoring 55–100	238	209	201	11	14	12
Number Scoring 65–100	234	196	186	10	11	7
Number Scoring 85–100	60	55	53	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	98%	92%	88%	100%
Percentage of Tested Scoring 65–100	98%	91%	91%	83%	69%	58%
Percentage of Tested Scoring 85–100	25%	26%	26%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	159	244	122	9	22	13
Number Scoring 55–100	132	215	103	7	14	10
Number Scoring 65–100	114	183	94	4	7	9
Number Scoring 85–100	41	39	21	2	0	2
Percentage of Tested Scoring 55–100	83%	88%	84%	78%	64%	77%
Percentage of Tested Scoring 65–100	72%	75%	77%	44%	32%	69%
Percentage of Tested Scoring 85–100	26%	16%	17%	22%	0%	15%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		152	145		5	3
Number Scoring 55–100		140	134		3	#
Number Scoring 65–100		105	98		2	#
Number Scoring 85–100		22	22		0	#
Percentage of Tested Scoring 55–100		92%	92%		60%	#
Percentage of Tested Scoring 65–100		69%	68%		40%	#
Percentage of Tested Scoring 85–100		14%	15%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	34	35	27	0	1	0
Number Scoring 55–100	33	35	26	0	#	0
Number Scoring 65–100	31	34	26	0	#	0
Number Scoring 85–100	14	11	10	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	91%	97%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	41%	31%	37%	0%	#	0%
<b>Comprehensive Italian</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%
<b>Comprehensive German</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%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	114	130	104	1	0	1
Number Scoring 55–100	113	126	103	#	0	#
Number Scoring 65–100	113	125	102	#	0	#
Number Scoring 85–100	72	73	74	#	0	#
Percentage of Tested Scoring 55–100	99%	97%	99%	#	0%	#
Percentage of Tested Scoring 65–100	99%	96%	98%	#	0%	#
Percentage of Tested Scoring 85–100	63%	56%	71%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	1	0	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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	86	7	0	5	0	0
Number Scoring 55–100	70	3	0	4	0	0
Number Scoring 65–100	57	2	0	2	0	0
Number Scoring 85–100	7	0	0	1	0	0
Percentage of Tested Scoring 55–100	81%	43%	0%	80%	0%	0%
Percentage of Tested Scoring 65–100	66%	29%	0%	40%	0%	0%
Percentage of Tested Scoring 85–100	8%	0%	0%	20%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	112	37	4	4	1	1
Number Scoring 55–100	101	26	#	#	#	#
Number Scoring 65–100	90	24	#	#	#	#
Number Scoring 85–100	40	6	#	#	#	#
Percentage of Tested Scoring 55–100	90%	70%	#	#	#	#
Percentage of Tested Scoring 65–100	80%	65%	#	#	#	#
Percentage of Tested Scoring 85–100	36%	16%	#	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	78	100%	5	100%	62	89%
Students with Disabilities	7	100%	0	0%	10	90%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	250	250	250	32	32	32	282	282	282
Number Scoring 55–64	9	11	12	4	4	1	13	15	13
Number Scoring 65–84	129	119	110	8	8	10	137	127	120
Number Scoring 85–100	77	68	86	2	0	0	79	68	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)