

New York State District Report Card

Comprehensive Information Report

BEDS Code: 01-12-00-01-0000
 Name: Watervliet City School District
 Superintendent: Carol Carlson

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	111	104	104
First	113	122	112
Second	105	104	99
Third	141	90	100
Fourth	91	134	91
Fifth	138	99	124
Sixth	118	124	94
Ungraded Elementary	0	0	0
Seventh	107	121	135
Eighth	104	92	109
Ninth	119	116	120
Tenth	118	108	110
Eleventh	105	110	95
Twelfth	100	100	110
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1470	1424	1403

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	34	2.3%	36	2.5%	34	2.4%
Black (Not Hispanic)	197	13.4%	185	13.0%	181	12.9%
Hispanic	53	3.6%	45	3.2%	54	3.8%
White (Not Hispanic)	1186	80.7%	1158	81.3%	1134	80.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	26	21
Common Branch	24	22	21
English Grade 8	19	17	20
Mathematics Grade 8	22	16	24
Science Grade 8	19	16	20
Social Studies Grade 8	17	17	19
English Grade 10	24	20	20
Mathematics Grade 10	11	13	16
Science Grade 10	0	24	19
Social Studies Grade 10	21	16	19

(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
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	22	1.5%	27	1.9%	25	1.8%
Eligible for Free Lunch	580	39.5%	598	42.0%	548	39.1%

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		92.6%		93.1%		92.5%
Student Suspensions	203	13.7%	171	11.6%	151	10.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	13.3%	17.0%	14.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	112
Total Other Professional Staff	16
Total Paraprofessionals	31
Teaching Out of Certification*	3

*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	74	37	50%	76	27	36%	87	49	56%
Students with Disabilities	5	0	0%	12	2	17%	5	0	0%
All Students	79	37	47%	88	29	33%	92	49	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 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	28	54	0	2	3	5
Percent	30%	59%	0%	2%	3%	5%

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)
5	0	7	12

*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	6		11		16	4.3%
	Entered GED Program*	0		1		1	0.3%
	Total Noncompleters	6		12		17	4.5%
Students with Disabilities	Dropped Out	1		4		3	2.9%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	2		4		3	2.9%
All Students	Dropped Out	7	1.6%	15	3.5%	19	4.0%
	Entered GED Program*	1	0.2%	1	0.2%	1	0.2%
	Total Noncompleters	8	1.8%	16	3.7%	20	4.2%

*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	158	0	0
	Number of Students with Disabilities	71	0	0
	Number of All Students	229	0	0
	Percent of Enrollment	70%	0%	0%
9–12	Number of General-Education Students	385	99	366
	Number of Students with Disabilities	41	11	69
	Number of All Students	426	110	435
	Percent of Enrollment	96%	25%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	29		
Completed and Passed Regents Exams	21	72%	77%
Completed and had Course Average of 75% or More	20	69%	81%
Completed and Attained a HS Diploma or Equivalent	29	100%	96%
Completed and Whose Status is Known	29		
Completed and Were Successfully Placed	27	93%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

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%	6	83%	2	#
Science	6	33%	5	100%	2	#
Reading	0	0%	3	#	4	#
Writing	0	0%	3	#	4	#
Global Studies	1	#	2	#	3	#
U.S. Hist & Gov't	6	67%	4	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	19	74%	19	84%
Science	12	67%	6	83%	16	63%
Reading	13	100%	5	80%	6	50%
Writing	11	91%	8	88%	6	83%
Global Studies	10	50%	7	57%	6	83%
U.S. Hist & Gov't	10	70%	2	#	2	#

(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	104	115	105	15	10	6
Number Scoring 55-100	81	99	96	5	6	4
Number Scoring 65-100	68	88	91	1	5	4
Number Scoring 85-100	13	15	26	0	0	0
Percentage of Tested Scoring 55-100	78%	86%	91%	33%	60%	67%
Percentage of Tested Scoring 65-100	65%	77%	87%	7%	50%	67%
Percentage of Tested Scoring 85-100	12%	13%	25%	0%	0%	0%
Mathematics A						
Number Tested	8	117	120	3	8	12
Number Scoring 55-100	6	81	114	#	3	11
Number Scoring 65-100	3	63	98	#	2	9
Number Scoring 85-100	0	14	10	#	1	2
Percentage of Tested Scoring 55-100	75%	69%	95%	#	38%	92%
Percentage of Tested Scoring 65-100	38%	54%	82%	#	25%	75%
Percentage of Tested Scoring 85-100	0%	12%	8%	#	12%	17%
Mathematics B						
Number Tested	4	1	53	0	0	0
Number Scoring 55-100	#	#	12	0	0	0
Number Scoring 65-100	#	#	9	0	0	0
Number Scoring 85-100	#	#	1	0	0	0
Percentage of Tested Scoring 55-100	#	#	23%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	17%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	2%	0%	0%	0%
Global History and Geography						
Number Tested	120	108	119	6	13	16
Number Scoring 55-100	113	92	97	5	8	10
Number Scoring 65-100	94	82	85	3	7	9
Number Scoring 85-100	10	18	10	0	0	0
Percentage of Tested Scoring 55-100	94%	85%	82%	83%	62%	62%
Percentage of Tested Scoring 65-100	78%	76%	71%	50%	54%	56%
Percentage of Tested Scoring 85-100	8%	17%	8%	0%	0%	0%
U.S. History and Government						
Number Tested	111	104	93	16	7	6
Number Scoring 55-100	93	102	83	11	7	5
Number Scoring 65-100	81	94	72	9	7	4
Number Scoring 85-100	8	26	26	0	1	0
Percentage of Tested Scoring 55-100	84%	98%	89%	69%	100%	83%
Percentage of Tested Scoring 65-100	73%	90%	77%	56%	100%	67%
Percentage of Tested Scoring 85-100	7%	25%	28%	0%	14%	0%

(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	126	65	91	9	3	16
Number Scoring 55–100	123	63	82	7	#	13
Number Scoring 65–100	116	57	67	6	#	12
Number Scoring 85–100	11	5	8	0	#	0
Percentage of Tested Scoring 55–100	98%	97%	90%	78%	#	81%
Percentage of Tested Scoring 65–100	92%	88%	74%	67%	#	75%
Percentage of Tested Scoring 85–100	9%	8%	9%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	77	93	86	7	4	4
Number Scoring 55–100	55	75	80	4	#	#
Number Scoring 65–100	43	60	71	3	#	#
Number Scoring 85–100	2	13	17	0	#	#
Percentage of Tested Scoring 55–100	71%	81%	93%	57%	#	#
Percentage of Tested Scoring 65–100	56%	65%	83%	43%	#	#
Percentage of Tested Scoring 85–100	3%	14%	20%	0%	#	#
Physical Setting/Chemistry						
Number Tested	16	29	36	0	0	0
Number Scoring 55–100	16	28	36	0	0	0
Number Scoring 65–100	15	18	26	0	0	0
Number Scoring 85–100	2	1	3	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	62%	72%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	3%	8%	0%	0%	0%
Physical Setting/Physics						
Number Tested			33			2
Number Scoring 55–100			28			#
Number Scoring 65–100			23			#
Number Scoring 85–100			3			#
Percentage of Tested Scoring 55–100			85%			#
Percentage of Tested Scoring 65–100			70%			#
Percentage of Tested Scoring 85–100			9%			#

* 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	8	12	16	0	0	0
Number Scoring 55–100	8	12	16	0	0	0
Number Scoring 65–100	8	11	16	0	0	0
Number Scoring 85–100	5	2	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	62%	17%	19%	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	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	6	12	6	1	0	0
Number Scoring 55–100	6	12	6	#	0	0
Number Scoring 65–100	6	12	6	#	0	0
Number Scoring 85–100	5	9	5	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	83%	75%	83%	#	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	33	48	16	0	1	0
Number Scoring 55–100	31	24	10	0	#	0
Number Scoring 65–100	31	18	9	0	#	0
Number Scoring 85–100	13	7	1	0	#	0
Percentage of Tested Scoring 55–100	94%	50%	62%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	38%	56%	0%	#	0%
Percentage of Tested Scoring 85–100	39%	15%	6%	0%	#	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%	40	95%
Students with Disabilities	0	0%	0	0%	7	57%

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	106	6%	13%	61%	20%
	Students with Disabilities	25	24%	16%	60%	0%
	All Students	131	9%	14%	61%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	108	6%	64%	30%	0%
	Students with Disabilities	13	15%	85%	0%	0%
	All Students	121	7%	66%	26%	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	1	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	2	1	#	#	#	#

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	98	98	98	15	15	15	113	113	113
Number Scoring 55–64	4	1	3	1	1	2	5	2	5
Number Scoring 65–84	73	61	74	2	4	1	75	65	75
Number Scoring 85–100	14	22	11	0	1	0	14	23	11
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			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			3			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			3			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			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			6			0
Reading and Writing (Grade 5-6)						
Number Tested			8			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			3			0
Proficient (33-35)			1			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			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			1			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			1			0
Reading and Writing (Grade 9-12)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			1			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)