

New York State School Report Card Comprehensive Information Report

BEDS Code: 22-20-00-01-0016
 Name: Watertown Senior High School
 Principal: Stephen Williamson

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	331	310	295
Tenth	306	307	281
Eleventh	251	262	281
Twelfth	241	238	239
Ungraded Secondary	66	73	70
Total K-12 Enrollment	1195	1190	1166

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	29	2.4%	37	3.1%	36	3.1%
Black (Not Hispanic)	92	7.7%	103	8.7%	102	8.7%
Hispanic	41	3.4%	35	2.9%	35	3.0%
White (Not Hispanic)	1033	86.4%	1015	85.3%	993	85.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	2	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	21	21	22
Mathematics Grade 10	16	17	15
Science Grade 10	22	21	24
Social Studies Grade 10	18	22	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	8	0.7%	10	0.8%	10	0.9%
Eligible for Free Lunch	313	26.2%	351	29.5%	372	31.9%

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		91.0%		91.2%		91.5%
Student Suspensions	219	17.3%	180	15.1%	209	17.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.5%	11.4%	11.1%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	0%	97%	93%

Staff Counts

Staff	2003-04
Total Teachers	80
Total Other Professional Staff	9
Total Paraprofessionals	NA
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	166	111	67%	195	111	57%	167	106	63%
Students with Disabilities	7	3	43%	14	0	0%	17	4	24%
All Students	173	114	66%	209	111	53%	184	110	60%

*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	63	69	4	7	21	20
Percent	34%	38%	2%	4%	11%	11%

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)
17	4	19	36

*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	34		27		31	3.1%
	Entered GED Program*	16		14		17	1.7%
	Total Noncompleters	50		41		48	4.8%
Students with Disabilities	Dropped Out	8		2		10	3.8%
	Entered GED Program*	4		0		15	5.6%
	Total Noncompleters	12		2		25	9.4%
All Students	Dropped Out	42	3.5%	29	2.4%	41	3.2%
	Entered GED Program*	20	1.7%	14	1.2%	32	2.5%
	Total Noncompleters	62	5.2%	43	3.6%	73	5.8%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	6	0	0
	Number of Students with Disabilities	9	0	65
	Number of All Students	15	0	65
	Percent of Enrollment	1%	0%	6%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	0	0%	4	#	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	3	#	0	0%	2	#
Science	2	#	5	80%	3	#
Reading	0	0%	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	13	100%	19	79%
Science	6	83%	12	17%	24	46%
Reading	1	#	2	#	4	#
Writing	1	#	2	#	4	#
Global Studies	2	#	10	20%	12	58%
U.S. Hist & Gov't	2	#	3	#	8	63%

(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	256	240	276	20	20	40
Number Scoring 55-100	221	216	239	11	13	23
Number Scoring 65-100	180	172	216	6	5	15
Number Scoring 85-100	74	66	89	1	0	1
Percentage of Tested Scoring 55-100	86%	90%	87%	55%	65%	57%
Percentage of Tested Scoring 65-100	70%	72%	78%	30%	25%	38%
Percentage of Tested Scoring 85-100	29%	28%	32%	5%	0%	3%
Mathematics A						
Number Tested	394	258	334	31	26	43
Number Scoring 55-100	271	206	316	7	13	33
Number Scoring 65-100	196	172	284	4	11	25
Number Scoring 85-100	40	23	62	0	0	1
Percentage of Tested Scoring 55-100	69%	80%	95%	23%	50%	77%
Percentage of Tested Scoring 65-100	50%	67%	85%	13%	42%	58%
Percentage of Tested Scoring 85-100	10%	9%	19%	0%	0%	2%
Mathematics B						
Number Tested	96	145	110	2	4	2
Number Scoring 55-100	87	135	94	#	#	#
Number Scoring 65-100	76	112	73	#	#	#
Number Scoring 85-100	19	12	15	#	#	#
Percentage of Tested Scoring 55-100	91%	93%	85%	#	#	#
Percentage of Tested Scoring 65-100	79%	77%	66%	#	#	#
Percentage of Tested Scoring 85-100	20%	8%	14%	#	#	#
Global History and Geography						
Number Tested	298	309	264	25	38	33
Number Scoring 55-100	250	270	232	19	23	25
Number Scoring 65-100	222	243	191	14	23	10
Number Scoring 85-100	59	98	73	0	3	2
Percentage of Tested Scoring 55-100	84%	87%	88%	76%	61%	76%
Percentage of Tested Scoring 65-100	74%	79%	72%	56%	61%	30%
Percentage of Tested Scoring 85-100	20%	32%	28%	0%	8%	6%
U.S. History and Government						
Number Tested	255	220	268	16	17	33
Number Scoring 55-100	237	215	231	11	15	21
Number Scoring 65-100	217	200	214	8	13	19
Number Scoring 85-100	71	83	99	0	0	5
Percentage of Tested Scoring 55-100	93%	98%	86%	69%	88%	64%
Percentage of Tested Scoring 65-100	85%	91%	80%	50%	76%	58%
Percentage of Tested Scoring 85-100	28%	38%	37%	0%	0%	15%

(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	215	205	228	16	12	28
Number Scoring 55-100	209	201	205	14	12	20
Number Scoring 65-100	196	186	180	11	7	16
Number Scoring 85-100	55	53	30	0	0	1
Percentage of Tested Scoring 55-100	97%	98%	90%	88%	100%	71%
Percentage of Tested Scoring 65-100	91%	91%	79%	69%	58%	57%
Percentage of Tested Scoring 85-100	26%	26%	13%	0%	0%	4%
Physical Setting/Earth Science						
Number Tested	244	122	163	22	13	16
Number Scoring 55-100	215	103	150	14	10	13
Number Scoring 65-100	183	94	133	7	9	7
Number Scoring 85-100	39	21	57	0	2	1
Percentage of Tested Scoring 55-100	88%	84%	92%	64%	77%	81%
Percentage of Tested Scoring 65-100	75%	77%	82%	32%	69%	44%
Percentage of Tested Scoring 85-100	16%	17%	35%	0%	15%	6%
Physical Setting/Chemistry						
Number Tested	152	145	132	5	3	2
Number Scoring 55-100	140	134	123	3	#	#
Number Scoring 65-100	105	98	87	2	#	#
Number Scoring 85-100	22	22	10	0	#	#
Percentage of Tested Scoring 55-100	92%	92%	93%	60%	#	#
Percentage of Tested Scoring 65-100	69%	68%	66%	40%	#	#
Percentage of Tested Scoring 85-100	14%	15%	8%	0%	#	#
Physical Setting/Physics						
Number Tested			35			0
Number Scoring 55-100			35			0
Number Scoring 65-100			33			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			94%			0%
Percentage of Tested Scoring 85-100			43%			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	35	27	32	1	0	0
Number Scoring 55-100	35	26	32	#	0	0
Number Scoring 65-100	34	26	32	#	0	0
Number Scoring 85-100	11	10	16	#	0	0
Percentage of Tested Scoring 55-100	100%	96%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	96%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	31%	37%	50%	#	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	130	104	102	0	1	0
Number Scoring 55-100	126	103	102	0	#	0
Number Scoring 65-100	125	102	101	0	#	0
Number Scoring 85-100	73	74	56	0	#	0
Percentage of Tested Scoring 55-100	97%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	96%	98%	99%	0%	#	0%
Percentage of Tested Scoring 85-100	56%	71%	55%	0%	#	0%
Comprehensive Latin						
Number Tested	1	0	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	37	4	0	1	1	0
Number Scoring 55-100	26	#	0	#	#	0
Number Scoring 65-100	24	#	0	#	#	0
Number Scoring 85-100	6	#	0	#	#	0
Percentage of Tested Scoring 55-100	70%	#	0%	#	#	0%
Percentage of Tested Scoring 65-100	65%	#	0%	#	#	0%
Percentage of Tested Scoring 85-100	16%	#	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	62	89%	38	97%
Students with Disabilities	0	0%	10	90%	18	89%

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	214	214	214	42	42	42	256	256	256
Number Scoring 55–64	9	11	16	4	2	2	13	13	18
Number Scoring 65–84	123	88	97	13	12	12	136	100	109
Number Scoring 85–100	53	81	79	0	1	2	53	82	81
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)