

# New York State School Report Card Comprehensive Information Report

BEDS Code: 01-12-00-01-0010  
 Name: Watervliet Junior-Senior High School  
 Principal: Margaret Perrott

Grade Range : 7-12

## 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	112	107	121
Eighth	98	104	92
Ninth	128	119	116
Tenth	112	118	108
Eleventh	107	105	110
Twelfth	110	100	100
Ungraded Secondary	0	0	0
Total K-12 Enrollment	667	653	647

## 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	15	2.2%	13	2.0%	22	3.4%
Black (Not Hispanic)	46	6.9%	63	9.6%	66	10.2%
Hispanic	23	3.4%	22	3.4%	19	2.9%
White (Not Hispanic)	583	87.4%	555	85.0%	540	83.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	19	17
Mathematics Grade 8	11	22	16
Science Grade 8	18	19	16
Social Studies Grade 8	18	17	17
English Grade 10	26	24	20
Mathematics Grade 10	24	11	13
Science Grade 10	0	0	24
Social Studies Grade 10	24	21	16

(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	8	1.2%	8	1.2%	11	1.7%
Eligible for Free Lunch	193	28.9%	191	29.2%	217	33.5%

### 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		90.3%		90.3%		90.8%
Student Suspensions	99	14.7%	184	27.6%	153	23.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	10.6%	15.2%
Public Assistance	51-60%	31-40%	31-40%
Student Stability	94%	96%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	59
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

\*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	83	43	52%	74	37	50%	76	27	36%
Students with Disabilities	8	0	0%	5	0	0%	11	2	18%
All Students	91	43	47%	79	37	47%	87	29	33%

\*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	24	49	2	1	3	8
Percent	28%	56%	2%	1%	3%	9%

## 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)
11	2	5	16

\*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			6		11	
	Entered GED Program*			0		1	
	Total Noncompleters			6		12	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	9	2.0%	7	1.6%	13	3.0%
	Entered GED Program*	13	2.8%	1	0.2%	1	0.2%
	Total Noncompleters	22	4.8%	8	1.8%	14	3.2%

\*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		158	0
	Number of Students with Disabilities		53	0
	Number of All Students		211	0
	Percent of Enrollment		100%	0%
9-12	Number of General-Education Students		385	99
	Number of Students with Disabilities		41	11
	Number of All Students		426	110
	Percent of Enrollment		96%	25%

## 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%	6	83%
Science	5	60%	6	33%	5	100%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	4	#	1	#	2	#
U.S. Hist & Gov't	7	86%	6	67%	4	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	6	67%	15	73%
Science	8	38%	11	73%	5	80%
Reading	0	0%	12	100%	5	80%
Writing	0	0%	10	90%	7	100%
Global Studies	10	30%	9	56%	6	67%
U.S. Hist & Gov't	5	20%	10	70%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	92	102	115	7	13	10
Number Scoring 55–100	84	80	99	3	4	6
Number Scoring 65–100	77	68	88	1	1	5
Number Scoring 85–100	11	13	15	0	0	0
Percentage of Tested Scoring 55–100	91%	78%	86%	43%	31%	60%
Percentage of Tested Scoring 65–100	84%	67%	77%	14%	8%	50%
Percentage of Tested Scoring 85–100	12%	13%	13%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	5	117	0	0	8
Number Scoring 55–100	0	4	81	0	0	3
Number Scoring 65–100	0	2	63	0	0	2
Number Scoring 85–100	0	0	14	0	0	1
Percentage of Tested Scoring 55–100	0%	80%	69%	0%	0%	38%
Percentage of Tested Scoring 65–100	0%	40%	54%	0%	0%	25%
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	12%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	4	1	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	0	120	108	0	6	13
Number Scoring 55–100	0	113	92	0	5	8
Number Scoring 65–100	0	94	82	0	3	7
Number Scoring 85–100	0	10	18	0	0	0
Percentage of Tested Scoring 55–100	0%	94%	85%	0%	83%	62%
Percentage of Tested Scoring 65–100	0%	78%	76%	0%	50%	54%
Percentage of Tested Scoring 85–100	0%	8%	17%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	93	109	104	2	14	7
Number Scoring 55–100	83	91	102	#	9	7
Number Scoring 65–100	75	79	94	#	7	7
Number Scoring 85–100	13	8	26	#	0	1
Percentage of Tested Scoring 55–100	89%	83%	98%	#	64%	100%
Percentage of Tested Scoring 65–100	81%	72%	90%	#	50%	100%
Percentage of Tested Scoring 85–100	14%	7%	25%	#	0%	14%

(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	85	126	65	0	9	3
Number Scoring 55–100	75	123	63	0	7	#
Number Scoring 65–100	63	116	57	0	6	#
Number Scoring 85–100	4	11	5	0	0	#
Percentage of Tested Scoring 55–100	88%	98%	97%	0%	78%	#
Percentage of Tested Scoring 65–100	74%	92%	88%	0%	67%	#
Percentage of Tested Scoring 85–100	5%	9%	8%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	85	77	93	14	7	4
Number Scoring 55–100	58	55	75	6	4	#
Number Scoring 65–100	48	43	60	6	3	#
Number Scoring 85–100	7	2	13	0	0	#
Percentage of Tested Scoring 55–100	68%	71%	81%	43%	57%	#
Percentage of Tested Scoring 65–100	56%	56%	65%	43%	43%	#
Percentage of Tested Scoring 85–100	8%	3%	14%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		16	29		0	0
Number Scoring 55–100		16	28		0	0
Number Scoring 65–100		15	18		0	0
Number Scoring 85–100		2	1		0	0
Percentage of Tested Scoring 55–100		100%	97%		0%	0%
Percentage of Tested Scoring 65–100		94%	62%		0%	0%
Percentage of Tested Scoring 85–100		12%	3%		0%	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	12	8	12	0	0	0
Number Scoring 55–100	12	8	12	0	0	0
Number Scoring 65–100	12	8	11	0	0	0
Number Scoring 85–100	6	5	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	62%	17%	0%	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	10	6	12	0	1	0
Number Scoring 55–100	10	6	12	0	#	0
Number Scoring 65–100	10	6	12	0	#	0
Number Scoring 85–100	10	5	9	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	100%	83%	75%	0%	#	0%
<b>Comprehensive Latin</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%

(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	44	66	9	1	2	1
Number Scoring 55–100	40	61	5	#	#	#
Number Scoring 65–100	39	57	4	#	#	#
Number Scoring 85–100	22	35	0	#	#	#
Percentage of Tested Scoring 55–100	91%	92%	56%	#	#	#
Percentage of Tested Scoring 65–100	89%	86%	44%	#	#	#
Percentage of Tested Scoring 85–100	50%	53%	0%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	43	33	48	0	0	1
Number Scoring 55–100	37	31	24	0	0	#
Number Scoring 65–100	34	31	18	0	0	#
Number Scoring 85–100	19	13	7	0	0	#
Percentage of Tested Scoring 55–100	86%	94%	50%	0%	0%	#
Percentage of Tested Scoring 65–100	79%	94%	38%	0%	0%	#
Percentage of Tested Scoring 85–100	44%	39%	15%	0%	0%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	67	99%	0	0%	0	0%
Students with Disabilities	5	100%	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
<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	80	5%	53%	41%	1%
	Students with Disabilities	13	8%	92%	0%	0%
	All Students	93	5%	58%	35%	1%

(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	74	74	74	13	13	13	87	87	87
Number Scoring 55–64	1	5	2	4	1	0	5	6	2
Number Scoring 65–84	58	54	54	6	4	5	64	58	59
Number Scoring 85–100	12	8	12	0	0	1	12	8	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)