

New York State School Report Card Comprehensive Information Report

BEDS Code: 55-03-01-06-0004
 Name: Watkins Glen Central High School
 Principal: David Warren

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	125	130	115
Tenth	108	103	118
Eleventh	122	91	98
Twelfth	120	114	96
Ungraded Secondary	0	0	0
Total K-12 Enrollment	475	438	427

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	3	0.6%	3	0.7%	4	0.9%
Black (Not Hispanic)	3	0.6%	2	0.5%	3	0.7%
Hispanic	2	0.4%	7	1.6%	8	1.9%
White (Not Hispanic)	467	98.3%	426	97.3%	412	96.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	32	23
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	19	23
Mathematics Grade 10	17	32	18
Science Grade 10	20	27	0
Social Studies Grade 10	19	18	21

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	31	6.5%	42	9.6%	49	11.5%

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		94.0%		92.8%		92.7%
Student Suspensions	31	6.7%	22	4.6%	30	6.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	3.2%	3.0%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	88%	92%	92%

Staff Counts

Staff	2002–2003
Total Teachers	37
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

*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	109	62	57%	95	66	69%	78	57	73%
Students with Disabilities	5	0	0%	4	1	25%	5	0	0%
All Students	114	62	54%	99	67	68%	83	57	69%

*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	30	35	0	4	8	6
Percent	36%	42%	0%	5%	10%	7%

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)
5	0	6	11

*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			20		12	
	Entered GED Program*			0		0	
	Total Noncompleters			20		12	
Students with Disabilities	Dropped Out			5		3	
	Entered GED Program*			0		0	
	Total Noncompleters			5		3	
All Students	Dropped Out	10	2.1%	25	5.7%	15	3.5%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	11	2.3%	25	5.7%	15	3.5%

*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		80	92
	Number of Students with Disabilities		7	13
	Number of All Students		87	105
	Percent of Enrollment		20%	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%	2	#	0	0%
Science	6	83%	5	80%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	7	71%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	13	77%	15	80%
Science	2	#	12	33%	13	54%
Reading	1	#	9	78%	14	79%
Writing	2	#	10	90%	11	45%
Global Studies	0	0%	14	36%	17	35%
U.S. Hist & Gov't	3	#	6	50%	10	60%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	118	99	96	5	11	9
Number Scoring 55–100	111	85	88	3	3	6
Number Scoring 65–100	98	77	79	2	1	4
Number Scoring 85–100	26	34	34	0	0	0
Percentage of Tested Scoring 55–100	94%	86%	92%	60%	27%	67%
Percentage of Tested Scoring 65–100	83%	78%	82%	40%	9%	44%
Percentage of Tested Scoring 85–100	22%	34%	35%	0%	0%	0%
Mathematics A						
Number Tested	0	77	116	0	6	12
Number Scoring 55–100	0	53	86	0	3	2
Number Scoring 65–100	0	41	72	0	2	2
Number Scoring 85–100	0	4	9	0	0	1
Percentage of Tested Scoring 55–100	0%	69%	74%	0%	50%	17%
Percentage of Tested Scoring 65–100	0%	53%	62%	0%	33%	17%
Percentage of Tested Scoring 85–100	0%	5%	8%	0%	0%	8%
Mathematics B (first administered June 2001)						
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	104	111	121	5	13	21
Number Scoring 55–100	102	92	101	5	4	12
Number Scoring 65–100	90	74	95	2	0	9
Number Scoring 85–100	28	16	35	0	0	3
Percentage of Tested Scoring 55–100	98%	83%	83%	100%	31%	57%
Percentage of Tested Scoring 65–100	87%	67%	79%	40%	0%	43%
Percentage of Tested Scoring 85–100	27%	14%	29%	0%	0%	14%
U.S. History and Government (first administered June 2001)						
Number Tested	104	99	99	5	7	14
Number Scoring 55–100	92	90	91	2	1	9
Number Scoring 65–100	88	81	85	1	1	7
Number Scoring 85–100	40	30	36	0	0	0
Percentage of Tested Scoring 55–100	88%	91%	92%	40%	14%	64%
Percentage of Tested Scoring 65–100	85%	82%	86%	20%	14%	50%
Percentage of Tested Scoring 85–100	38%	30%	36%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	69	96	183	0	7	16
Number Scoring 55–100	69	95	178	0	7	14
Number Scoring 65–100	67	91	157	0	7	11
Number Scoring 85–100	14	25	42	0	0	1
Percentage of Tested Scoring 55–100	100%	99%	97%	0%	100%	88%
Percentage of Tested Scoring 65–100	97%	95%	86%	0%	100%	69%
Percentage of Tested Scoring 85–100	20%	26%	23%	0%	0%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	92	106	15	8	6	2
Number Scoring 55–100	82	96	13	7	5	#
Number Scoring 65–100	76	78	4	5	5	#
Number Scoring 85–100	28	17	0	0	1	#
Percentage of Tested Scoring 55–100	89%	91%	87%	88%	83%	#
Percentage of Tested Scoring 65–100	83%	74%	27%	62%	83%	#
Percentage of Tested Scoring 85–100	30%	16%	0%	0%	17%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	59		0	0
Number Scoring 55–100		50	58		0	0
Number Scoring 65–100		42	51		0	0
Number Scoring 85–100		9	8		0	0
Percentage of Tested Scoring 55–100		100%	98%		0%	0%
Percentage of Tested Scoring 65–100		84%	86%		0%	0%
Percentage of Tested Scoring 85–100		18%	14%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	24	30	22	0	0	0
Number Scoring 55–100	24	28	22	0	0	0
Number Scoring 65–100	22	26	21	0	0	0
Number Scoring 85–100	9	5	7	0	0	0
Percentage of Tested Scoring 55–100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	87%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	17%	32%	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	28	34	24	0	0	0
Number Scoring 55–100	28	34	23	0	0	0
Number Scoring 65–100	28	34	22	0	0	0
Number Scoring 85–100	11	21	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	62%	50%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	125	33	5	3	3	1
Number Scoring 55–100	108	18	3	#	#	#
Number Scoring 65–100	93	15	2	#	#	#
Number Scoring 85–100	30	1	0	#	#	#
Percentage of Tested Scoring 55–100	86%	55%	60%	#	#	#
Percentage of Tested Scoring 65–100	74%	45%	40%	#	#	#
Percentage of Tested Scoring 85–100	24%	3%	0%	#	#	#
Sequential Mathematics, Course III						
Number Tested	56	67	48	0	0	1
Number Scoring 55–100	46	55	34	0	0	#
Number Scoring 65–100	41	50	27	0	0	#
Number Scoring 85–100	20	25	7	0	0	#
Percentage of Tested Scoring 55–100	82%	82%	71%	0%	0%	#
Percentage of Tested Scoring 65–100	73%	75%	56%	0%	0%	#
Percentage of Tested Scoring 85–100	36%	37%	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	86	100%	85	98%	87	89%
Students with Disabilities	7	86%	9	67%	15	53%

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
Nov 2002	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 2003	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
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	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	85	85	85	14	14	14	99	99	99
Number Scoring 55–64	4	3	2	1	1	2	5	4	4
Number Scoring 65–84	48	47	52	3	2	2	51	49	54
Number Scoring 85–100	27	30	26	0	0	0	27	30	26
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)