

New York State School Report Card Comprehensive Information Report

BEDS Code: 01-12-00-01-0010
 Name: Watervliet Junior-Senior High School
 Principal: Lori Caplan

Grade Range : 7-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	121	135	90
Eighth	92	109	123
Ninth	116	120	120
Tenth	108	110	107
Eleventh	110	95	88
Twelfth	100	110	95
Ungraded Secondary	0	0	0
Total K-12 Enrollment	647	679	623

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	3.4%	27	4.0%	21	3.4%
Black (Not Hispanic)	66	10.2%	56	8.2%	61	9.8%
Hispanic	19	2.9%	24	3.5%	32	5.1%
White (Not Hispanic)	540	83.5%	572	84.2%	509	81.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	20	22
Mathematics Grade 8	16	24	24
Science Grade 8	16	20	19
Social Studies Grade 8	17	19	21
English Grade 10	20	20	17
Mathematics Grade 10	13	16	16
Science Grade 10	24	19	17
Social Studies Grade 10	16	19	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	1.7%	8	1.2%	15	2.4%
Eligible for Free Lunch	217	33.5%	207	30.5%	234	37.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.8%		94.0%		89.0%
Student Suspensions	153	23.4%	139	21.5%	173	25.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	15.2%	12.8%	15.9%
Public Assistance	31-40%	31-40%	41-50%
Student Stability	95%	99%	94%

Staff Counts

Staff	2004-05
Total Teachers	62
Total Other Professional Staff	7
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	76	87	78
	Regents Diplomas	27	49	74
	% Regents Diplomas	36%	56%	95%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	11	5	3
	Regents Diplomas	2	0	3
	% Regents Diplomas	18%	0%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	2	4
All Students	Total Graduates*	87	92	81
	Regents Diplomas	29	49	77
	% Regents Diplomas	33%	53%	95%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			21%
	IEP Diplomas or Local Certificates	5	2	4

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	0	77	0	0	0	0	1	0
	Percent	0%	99%	0%	0%	0%	0%	1%	0%
Students with Disabilities	Number	0	3	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	0	80	0	0	0	0	1	0
	Percent	0%	99%	0%	0%	0%	0%	1%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		16	4.3%	15	4.1%
	Entered GED Program*	1		1	0.3%	1	0.3%
	Total Noncompleters	12		17	4.5%	16	4.4%
Students with Disabilities	Dropped Out	2		1	1.7%	2	2.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		1	1.7%	2	2.9%
All Students	Dropped Out	13	3.0%	17	3.9%	17	3.9%
	Entered GED Program*	1	0.2%	1	0.2%	1	0.2%
	Total Noncompleters	14	3.2%	18	4.1%	18	4.1%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	99	366	345
	Number of Students with Disabilities	11	69	65
	Number of All Students	110	435	410
	Percent of Enrollment	25%	100%	100%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	11	82%
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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	2	#	0	0%
Science	5	100%	2	#	0	0%
Reading	3	#	4	#	0	0%
Writing	3	#	4	#	0	0%
Global Studies	2	#	3	#	0	0%
U.S. Hist & Gov't	4	#	4	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	73%	16	81%	8	38%
Science	5	80%	13	54%	11	36%
Reading	5	80%	4	#	19	16%
Writing	7	100%	4	#	19	79%
Global Studies	6	67%	5	80%	3	#
U.S. Hist & Gov't	2	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	115	105	85	10	6	8
Number Scoring 55-100	99	96	73	6	4	3
Number Scoring 65-100	88	91	58	5	4	3
Number Scoring 85-100	15	26	8	0	0	0
Percentage of Tested Scoring 55-100	86%	91%	86%	60%	67%	38%
Percentage of Tested Scoring 65-100	77%	87%	68%	50%	67%	38%
Percentage of Tested Scoring 85-100	13%	25%	9%	0%	0%	0%
Mathematics A						
Number Tested	117	118	120	8	10	11
Number Scoring 55-100	81	112	109	3	9	9
Number Scoring 65-100	63	96	93	2	7	7
Number Scoring 85-100	14	8	5	1	0	0
Percentage of Tested Scoring 55-100	69%	95%	91%	38%	90%	82%
Percentage of Tested Scoring 65-100	54%	81%	78%	25%	70%	64%
Percentage of Tested Scoring 85-100	12%	7%	4%	12%	0%	0%
Mathematics B						
Number Tested	1	53	53	0	0	1
Number Scoring 55-100	#	12	16	0	0	#
Number Scoring 65-100	#	9	12	0	0	#
Number Scoring 85-100	#	1	2	0	0	#
Percentage of Tested Scoring 55-100	#	23%	30%	0%	0%	#
Percentage of Tested Scoring 65-100	#	17%	23%	0%	0%	#
Percentage of Tested Scoring 85-100	#	2%	4%	0%	0%	#
Global History and Geography						
Number Tested	108	115	96	13	12	14
Number Scoring 55-100	92	95	81	8	8	10
Number Scoring 65-100	82	83	66	7	7	9
Number Scoring 85-100	18	10	4	0	0	0
Percentage of Tested Scoring 55-100	85%	83%	84%	62%	67%	71%
Percentage of Tested Scoring 65-100	76%	72%	69%	54%	58%	64%
Percentage of Tested Scoring 85-100	17%	9%	4%	0%	0%	0%
U.S. History and Government						
Number Tested	104	93	81	7	6	5
Number Scoring 55-100	102	83	76	7	5	4
Number Scoring 65-100	94	72	71	7	4	2
Number Scoring 85-100	26	26	20	1	0	0
Percentage of Tested Scoring 55-100	98%	89%	94%	100%	83%	80%
Percentage of Tested Scoring 65-100	90%	77%	88%	100%	67%	40%
Percentage of Tested Scoring 85-100	25%	28%	25%	14%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	65	88	96	3	13	13
Number Scoring 55-100	63	80	89	#	11	10
Number Scoring 65-100	57	65	81	#	10	8
Number Scoring 85-100	5	8	8	#	0	0
Percentage of Tested Scoring 55-100	97%	91%	93%	#	85%	77%
Percentage of Tested Scoring 65-100	88%	74%	84%	#	77%	62%
Percentage of Tested Scoring 85-100	8%	9%	8%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	93	85	69	4	3	5
Number Scoring 55-100	75	79	66	#	#	4
Number Scoring 65-100	60	70	57	#	#	2
Number Scoring 85-100	13	17	13	#	#	0
Percentage of Tested Scoring 55-100	81%	93%	96%	#	#	80%
Percentage of Tested Scoring 65-100	65%	82%	83%	#	#	40%
Percentage of Tested Scoring 85-100	14%	20%	19%	#	#	0%
Physical Setting/Chemistry						
Number Tested	29	36	21	0	0	0
Number Scoring 55-100	28	36	20	0	0	0
Number Scoring 65-100	18	26	17	0	0	0
Number Scoring 85-100	1	3	3	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	62%	72%	81%	0%	0%	0%
Percentage of Tested Scoring 85-100	3%	8%	14%	0%	0%	0%
Physical Setting/Physics						
Number Tested		33	25		2	0
Number Scoring 55-100		28	18		#	0
Number Scoring 65-100		23	14		#	0
Number Scoring 85-100		3	4		#	0
Percentage of Tested Scoring 55-100		85%	72%		#	0%
Percentage of Tested Scoring 65-100		70%	56%		#	0%
Percentage of Tested Scoring 85-100		9%	16%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	12	16	11	0	0	0
Number Scoring 55-100	12	16	11	0	0	0
Number Scoring 65-100	11	16	9	0	0	0
Number Scoring 85-100	2	3	4	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	100%	82%	0%	0%	0%
Percentage of Tested Scoring 85-100	17%	19%	36%	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	12	6	13	0	0	0
Number Scoring 55-100	12	6	13	0	0	0
Number Scoring 65-100	12	6	13	0	0	0
Number Scoring 85-100	9	5	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	75%	83%	77%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	101	0%	36%	58%	6%
	Students with Disabilities	17	6%	65%	29%	0%
	All Students	118	1%	40%	54%	5%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	92	92	92	10	10	10	102	102	102
Number Scoring 55–64	2	3	2	1	1	1	3	4	3
Number Scoring 65–84	64	52	59	3	2	3	67	54	62
Number Scoring 85–100	17	25	20	0	0	0	17	25	20
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		7	6		0	0
Beginning		0	0		0	0
Intermediate		4	0		0	0
Advanced		1	5		0	0
Proficient		2	1		0	0
Reading and Writing (Grade 7-8)						
Number Tested		7	6		0	0
Beginning		0	1		0	0
Intermediate		4	0		0	0
Advanced		3	1		0	0
Proficient		0	4		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		6	8		0	0
Beginning		0	0		0	0
Intermediate		2	1		0	0
Advanced		3	3		0	0
Proficient		1	4		0	0
Reading and Writing (Grade 9-12)						
Number Tested		6	8		0	0
Beginning		0	0		0	0
Intermediate		1	2		0	0
Advanced		4	1		0	0
Proficient		1	5		0	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)