

New York State District Report Card Comprehensive Information Report

BEDS Code: 22-20-00-01-0000

Name: Watertown City School District

Superintendent: Robert E. Reardon

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	66	67	74
Kindergarten	348	321	349
First	311	333	307
Second	317	324	317
Third	345	326	328
Fourth	349	328	319
Fifth	309	320	314
Sixth	295	303	304
Ungraded Elementary	125	87	88
Seventh	340	293	308
Eighth	347	328	299
Ninth	313	331	310
Tenth	274	306	307
Eleventh	266	251	262
Twelfth	288	241	238
Ungraded Secondary	151	90	105
Total K-12 Enrollment	4378	4182	4155

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	114	2.6%	120	2.9%	126	3.0%
Black (Not Hispanic)	427	9.8%	408	9.8%	460	11.1%
Hispanic	188	4.3%	174	4.2%	156	3.8%
White (Not Hispanic)	3649	83.3%	3480	83.2%	3413	82.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	16	19
Common Branch	20	20	20
English Grade 8	22	21	15
Mathematics Grade 8	0	21	35
Science Grade 8	23	22	25
Social Studies Grade 8	23	22	25
English Grade 10	21	21	21
Mathematics Grade 10	21	16	17
Science Grade 10	22	22	21
Social Studies Grade 10	19	18	22

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	103	2.3%	60	1.4%	50	1.2%
Eligible for Free Lunch	1600	36.5%	1624	38.8%	1657	39.9%

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		94.3%		93.8%		93.6%
Student Suspensions	355	8.0%	386	8.8%	302	7.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.7%	11.6%	12.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	311
Total Other Professional Staff	38
Total Paraprofessionals	71
Teaching Out of Certification*	27
Teachers with Temporary Licenses	9

*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	250	149	60%	166	111	67%	196	111	57%
Students with Disabilities	15	1	7%	7	3	43%	17	0	0%
All Students	265	150	57%	173	114	66%	213	111	52%

*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	57	100	5	7	9	35
Percent	27%	47%	2%	3%	4%	16%

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)
17	0	9	26

*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			34		28	
	Entered GED Program*			16		14	
	Total Noncompleters			50		42	
Students with Disabilities	Dropped Out			9		7	
	Entered GED Program*			4		1	
	Total Noncompleters			13		8	
All Students	Dropped Out	61	4.8%	43	3.6%	35	2.9%
	Entered GED Program*	38	3.0%	20	1.7%	15	1.3%
	Total Noncompleters	99	7.8%	63	5.3%	50	4.2%

*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		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		6	0
	Number of Students with Disabilities		9	0
	Number of All Students		15	0
	Percent of Enrollment		1%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	41	73%	36	67%	43	74%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	215	64%	177	70%	188	85%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	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	2	#	3	#	1	#
Science	14	93%	2	#	6	83%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	90%	20	100%	15	100%
Science	19	53%	11	73%	20	40%
Reading	9	89%	6	67%	4	#
Writing	9	67%	8	50%	5	60%
Global Studies	3	#	5	60%	15	40%
U.S. Hist & Gov't	2	#	4	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	261	262	245	19	26	25
Number Scoring 55–100	246	221	216	12	11	13
Number Scoring 65–100	222	180	172	7	6	5
Number Scoring 85–100	59	74	66	0	1	0
Percentage of Tested Scoring 55–100	94%	84%	88%	63%	42%	52%
Percentage of Tested Scoring 65–100	85%	69%	70%	37%	23%	20%
Percentage of Tested Scoring 85–100	23%	28%	27%	0%	4%	0%
Mathematics A						
Number Tested	362	402	261	22	39	29
Number Scoring 55–100	262	272	207	8	8	14
Number Scoring 65–100	225	196	173	5	4	12
Number Scoring 85–100	65	40	23	0	0	0
Percentage of Tested Scoring 55–100	72%	68%	79%	36%	21%	48%
Percentage of Tested Scoring 65–100	62%	49%	66%	23%	10%	41%
Percentage of Tested Scoring 85–100	18%	10%	9%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	96	145	0	2	4
Number Scoring 55–100	0	87	135	0	#	#
Number Scoring 65–100	0	76	112	0	#	#
Number Scoring 85–100	0	19	12	0	#	#
Percentage of Tested Scoring 55–100	0%	91%	93%	0%	#	#
Percentage of Tested Scoring 65–100	0%	79%	77%	0%	#	#
Percentage of Tested Scoring 85–100	0%	20%	8%	0%	#	#
Global History and Geography						
Number Tested	291	306	318	27	33	46
Number Scoring 55–100	278	257	278	24	26	30
Number Scoring 65–100	234	227	249	13	19	28
Number Scoring 85–100	78	59	98	0	0	3
Percentage of Tested Scoring 55–100	96%	84%	87%	89%	79%	65%
Percentage of Tested Scoring 65–100	80%	74%	78%	48%	58%	61%
Percentage of Tested Scoring 85–100	27%	19%	31%	0%	0%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	222	260	226	16	21	23
Number Scoring 55–100	199	239	219	13	13	19
Number Scoring 65–100	161	218	204	5	9	17
Number Scoring 85–100	64	71	83	0	0	0
Percentage of Tested Scoring 55–100	90%	92%	97%	81%	62%	83%
Percentage of Tested Scoring 65–100	73%	84%	90%	31%	43%	74%
Percentage of Tested Scoring 85–100	29%	27%	37%	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	239	217	252	12	18	15
Number Scoring 55–100	238	210	248	11	15	15
Number Scoring 65–100	234	196	231	10	11	8
Number Scoring 85–100	60	55	84	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	98%	92%	83%	100%
Percentage of Tested Scoring 65–100	98%	90%	92%	83%	61%	53%
Percentage of Tested Scoring 85–100	25%	25%	33%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	215	264	122	9	23	13
Number Scoring 55–100	188	234	103	7	15	10
Number Scoring 65–100	168	198	94	4	7	9
Number Scoring 85–100	69	43	21	2	0	2
Percentage of Tested Scoring 55–100	87%	89%	84%	78%	65%	77%
Percentage of Tested Scoring 65–100	78%	75%	77%	44%	30%	69%
Percentage of Tested Scoring 85–100	32%	16%	17%	22%	0%	15%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		152	145		5	3
Number Scoring 55–100		140	134		3	#
Number Scoring 65–100		105	98		2	#
Number Scoring 85–100		22	22		0	#
Percentage of Tested Scoring 55–100		92%	92%		60%	#
Percentage of Tested Scoring 65–100		69%	68%		40%	#
Percentage of Tested Scoring 85–100		14%	15%		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	34	35	27	0	1	0
Number Scoring 55–100	33	35	26	0	#	0
Number Scoring 65–100	31	34	26	0	#	0
Number Scoring 85–100	14	11	10	0	#	0
Percentage of Tested Scoring 55–100	97%	100%	96%	0%	#	0%
Percentage of Tested Scoring 65–100	91%	97%	96%	0%	#	0%
Percentage of Tested Scoring 85–100	41%	31%	37%	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	114	131	104	1	1	1
Number Scoring 55–100	113	127	103	#	#	#
Number Scoring 65–100	113	126	102	#	#	#
Number Scoring 85–100	72	74	74	#	#	#
Percentage of Tested Scoring 55–100	99%	97%	99%	#	#	#
Percentage of Tested Scoring 65–100	99%	96%	98%	#	#	#
Percentage of Tested Scoring 85–100	63%	56%	71%	#	#	#
Comprehensive Latin						
Number Tested	0	1	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	86	7	0	5	0	0
Number Scoring 55–100	70	3	0	4	0	0
Number Scoring 65–100	57	2	0	2	0	0
Number Scoring 85–100	7	0	0	1	0	0
Percentage of Tested Scoring 55–100	81%	43%	0%	80%	0%	0%
Percentage of Tested Scoring 65–100	66%	29%	0%	40%	0%	0%
Percentage of Tested Scoring 85–100	8%	0%	0%	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	112	37	4	4	1	1
Number Scoring 55–100	101	26	#	#	#	#
Number Scoring 65–100	90	24	#	#	#	#
Number Scoring 85–100	40	6	#	#	#	#
Percentage of Tested Scoring 55–100	90%	70%	#	#	#	#
Percentage of Tested Scoring 65–100	80%	65%	#	#	#	#
Percentage of Tested Scoring 85–100	36%	16%	#	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	78	100%	5	100%	62	89%
Students with Disabilities	7	100%	1	#	12	92%

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	267	5%	14%	64%	17%
	Students with Disabilities	58	22%	29%	48%	0%
	All Students	325	8%	17%	61%	14%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	233	1%	52%	41%	5%
	Students with Disabilities	64	17%	75%	8%	0%
	All Students	297	5%	57%	34%	4%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	1	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	253	253	253	52	52	52	305	305	305
Number Scoring 55–64	9	11	12	8	5	1	17	16	13
Number Scoring 65–84	129	119	110	10	10	11	139	129	121
Number Scoring 85–100	77	68	86	2	0	0	79	68	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)