

Master Data Sheet

Instructions:

Please use this packet to submit your class's data and evaluations by November 30th.

At minimum, you must complete the "Sampling Location Information" and "Data Summary" tables on pages 1-3. Gather data from your class's Student Activity Packets and record the most common or average answer in the tables provided. Your results will be compiled with results from other schools and will be made available online.

Optionally, you may complete the Student POST-Visit Survey on page 4. After the event, survey your class and record the number of students replying for each True/False statement. If your class completed the Student PRE-Visit Survey, it is recommended that you also complete this post-visit survey.

Once complete, please send this packet to Emily Fell at the New York State Department of Environmental Conservation (NYSDEC) by November 30th:

By Email: Emily.Fell@dec.ny.gov

By Fax: (315) 785-2574

By Mail: Emily Fell; NYSDEC

317 Washington St. Watertown, NY 13601

Table 1: Sampling Location Information (Required)

Sampling Location Information	
Sampling Date	10-4-22
Sampling Location (Park Name)	Westcott Beach State Park
Waterway	Unnamed tributary and boat launch
School Name	Belleville Henderson

Table 2: Data Summary (Required)

Data Summary		
Activity Station	Parameter	Result
Station 1: Land Assessment	Air Temperature (°F)	52 degrees F
	Weather Conditions	Partly cloudy no precipitation
	Wind Speed (rpm)	50
	Wind Direction	Northeast
	Land Around Site is Mostly... (forested, industrial, etc.)	Forest
	Most Abundant Native Species Observed	Grapes
	Most Abundant Non-Native Species Observed	Common mullin
Station 2: Water Assessment	Water Temperature (°F)	58
	Turbidity (inches)	15
	Water Flow Rate (ft ³ /sec)	N/A
Station 3: Chemical Water Quality Assessment	Dissolved Oxygen (ppm) and % Saturation	8 ppm, 80%
	pH	8.5
	Nitrate (ppm)	5
	Phosphate (ppm)	2

Table 2: Data Summary (Continued)

Data Summary		
Activity Station	Parameter	Result
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Sow bugs Beetles Snails
	Pollution Tolerance Index Value	44
	Water Quality (poor/fair/good/excellent)	Fair
Additional Data (if applicable)	Unable to complete flow rate analysis due to lack of flowing water. Sampling for station 2 and 4 was taken upstream near the roadway, and sampling for station 3 was taken at the boat launch to ensure safe access to waterway.	

Follow Up Questions:

Based on the observations, and a review of available Lake Ontario CSMI data, did students determine if there was an impact from the waterbody they sampled to Lake Ontario or the St. Lawrence River?

No

Based on the analysis of the data, did students determine if the waterbody they sampled was healthy or unhealthy?

Unhealthy

Table 3: Student POST-Visit Survey (Optional)

Please record the number of students who are responding “True”, “False”, or “Not Sure” in the table below.

Student POST-Visit Survey				
Statement	True	False	Not Sure	Change from PRE-Visit Survey? (Y/N)
We all depend on water.				
What we do at home and in our community can affect our water.				
Water quality can determine what fish and wildlife can live in a waterbody.				
Weather, wind, the surrounding environment, and land use can affect a waterbody.				
A river, lake, or tributary is more than just water.				



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This worksheet was adapted from “A Day in the Life of the Hudson River,” “A Day in the Life of the Genesee River,” “A Day in the Life of the Buffalo River”, and “A Day in the Life of the Niagara River/Lake Erie”.

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Table 1: Sampling Location Information (Required)

Sampling Location Information	
Sampling Date	Oct 4 2022
Sampling Location (Park Name)	Mexico Point Park, Mexico, NY
Waterway	Lake Ontario and Little Salmon river
School Name	Mexico Middle School

Day in the Life of the Lake Ontario and St. Lawrence River Watershed

Table 2: Data Summary (Required)

Data Summary		
Activity Station	Parameter	Result
Station 1: Land Assessment	Air Temperature (°F)	55 - 60 F
	Weather Conditions	cloudy
	Wind Speed (rpm)	1 mph to 33 mph (answers varied widely)
	Wind Direction	East , and northwest (answers varied widely)
	Land Around Site is Mostly... (forested, industrial, etc.)	beach
	Most Abundant Native Species Observed	maple, mallards, common reed grass
	Most Abundant Non-Native Species Observed	zebra mussels
Station 2: Water Assessment	Water Temperature (°F)	12-15 C
	Turbidity (inches)	10-23 in OR 45-50-60 cm (answers varied widely)
	Water Flow Rate (ft ³ /sec)	-not calculated -was difficult for grade 7 students
Station 3: Chemical Water Quality Assessment	Dissolved Oxygen (ppm) and % Saturation	6-8 ppm 60-80 % sat
	pH	8.5
	Nitrate (ppm)	5 ppm
	Phosphate (ppm)	1 ppm

Table 2: Data Summary (Continued)

Data Summary		
Activity Station	Parameter	Result
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Samples were provided by staff- I was not informed of their origin
	Pollution Tolerance Index Value	was not determined
	Water Quality (poor/fair/good/excellent)	was not determined
Additional Data (if applicable)	Due to the nature of the location, shoreline accessibility was limited, and students were not given the opportunity to catch macroinvertebrates. This was unfortunate, and will impact future decisions to choose this site in the future.	

Follow Up Questions:

Based on the observations, and a review of available Lake Ontario CSMI data, did students determine if there was an impact from the waterbody they sampled to Lake Ontario or the St. Lawrence River?

Due to the nitrate levels, students concluded that farms and other sources of fertilizer upstream /and in watershed area were contributing to run off.

Based on the analysis of the data, did students determine if the waterbody they sampled was healthy or unhealthy?

healthy with the exception of nitrate

Table 3: Student POST-Visit Survey (Optional)

Please record the number of students who are responding “True”, “False”, or “Not Sure” in the table below.

Student POST-Visit Survey				
Statement	True	False	Not Sure	Change from PRE-Visit Survey? (Y/N)
We all depend on water.				
What we do at home and in our community can affect our water.	Feedback: Grade 7 students found these statements pre-visit to be TRUE without much controversy or discussion. Perhaps too easy? Post visit, still true. No change			
Water quality can determine what fish and wildlife can live in a waterbody.				
Weather, wind, the surrounding environment, and land use can affect a waterbody.				
A river, lake, or tributary is more than just water.				



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Table 1: Sampling Location Information (Required)

Sampling Location Information	
Sampling Date	10-4-22
Sampling Location (Park Name)	Webster Park
Waterway	Mill Creek
School Name	The Harley School

Day in the Life of the Lake Ontario and St. Lawrence River Watershed

Table 2: Data Summary (Required)

Data Summary		
Activity Station	Parameter	Result
Station 1: Land Assessment	Air Temperature (°F)	58 degrees F
	Weather Conditions	Overcast (75-100% cloud cover) Dew on the grass
	Wind Speed (rpm)	0-1
	Wind Direction	Southwest
	Land Around Site is Mostly... (forested, industrial, etc.)	Recreational- park lawn
	Most Abundant Native Species Observed	Maple and Pine trees, squirrels
	Most Abundant Non-Native Species Observed	N/A
Station 2: Water Assessment	Water Temperature (°F)	50
	Turbidity (inches)	< 8
	Water Flow Rate (ft ³ /sec)	27
Station 3: Chemical Water Quality Assessment	Dissolved Oxygen (ppm) and % Saturation	5.75ppm, 60%
	pH	8.25
	Nitrate (ppm)	2.5
	Phosphate (ppm)	1.5

Table 2: Data Summary (Continued)

Data Summary		
Activity Station	Parameter	Result
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Mayflies Beetles Scuds
	Pollution Tolerance Index Value	72.5
	Water Quality (poor/fair/good/excellent)	Good
Additional Data (if applicable)		

Follow Up Questions:

Based on the observations, and a review of available Lake Ontario CSMI data, did students determine if there was an impact from the waterbody they sampled to Lake Ontario or the St. Lawrence River?

Yes- some impact

Based on the analysis of the data, did students determine if the waterbody they sampled was healthy or unhealthy?

Mostly healthy

Table 3: Student POST-Visit Survey (Optional)

Please record the number of students who are responding “True”, “False”, or “Not Sure” in the table below.

Student POST-Visit Survey				
Statement	True	False	Not Sure	Change from PRE-Visit Survey? (Y/N)
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What we do at home and in our community can affect our water.				
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Table 1: Sampling Location Information (Required)

Sampling Location Information	
Sampling Date	10-4-22
Sampling Location (Park Name)	Hamlin Beach State Park
Waterway	Spring Brook Marsh and Lake Ontario
School Name	Rochester CSD- Anna Murray Douglas Academy #12

Table 2: Data Summary (Required)

Data Summary		
Activity Station	Parameter	Result
Station 1: Land Assessment	Air Temperature (°F)	54 degrees F
	Weather Conditions	Mostly cloudy
	Wind Speed (rpm)	37
	Wind Direction	West
	Land Around Site is Mostly... (forested, industrial, etc.)	Beach, marsh, and forest
	Most Abundant Native Species Observed	
	Most Abundant Non-Native Species Observed	
Station 2: Water Assessment	Water Temperature (°F)	55.4
	Turbidity (inches)	Mostly clear
	Water Flow Rate (ft ³ /sec)	
Station 3: Chemical Water Quality Assessment	Dissolved Oxygen (ppm) and % Saturation	5ppm, 35%
	pH	8.5
	Nitrate (ppm)	2.5
	Phosphate (ppm)	1.5

Table 2: Data Summary (Continued)

Data Summary		
Activity Station	Parameter	Result
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Odonata Pelecypose Coleoptera
	Pollution Tolerance Index Value	55.7
	Water Quality (poor/fair/good/excellent)	Fair
Additional Data (if applicable)	Macroinvertebrates were sampled at Spring Brook marsh. Water chemistry sampled at the beach on Lake Ontario.	

Follow Up Questions:

Based on the observations, and a review of available Lake Ontario CSMI data, did students determine if there was an impact from the waterbody they sampled to Lake Ontario or the St. Lawrence River?

No

Based on the analysis of the data, did students determine if the waterbody they sampled was healthy or unhealthy?

The lake and marsh were fairly healthy.

Table 3: Student POST-Visit Survey (Optional)

Please record the number of students who are responding “True”, “False”, or “Not Sure” in the table below.

Student POST-Visit Survey				
Statement	True	False	Not Sure	Change from PRE-Visit Survey? (Y/N)
We all depend on water.	22			
What we do at home and in our community can affect our water.	22			
Water quality can determine what fish and wildlife can live in a waterbody.	22			
Weather, wind, the surrounding environment, and land use can affect a waterbody.	22			
A river, lake, or tributary is more than just water.	22			



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