Master Data Sheet

Instructions:

Please use this worksheet to submit the data your class collected during the student summit event for *A Day in the Life of the Lake Ontario-St. Lawrence River Watershed*. Gather data from your class's Student Data Packets and record the averages or the most common result in the tables provided. Your results will be compiled with results from other schools and will be made available online.

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Table 1: Sampling Location	
Sampling Date	October 3, 2023
Sampling Location (Park Name)	Fort Niagara State Park
Waterway	Lake Ontario
School Name	Wilson Middle School

Table 2: Data Summary		
Activity Station	**Parameter**	**Result**
Station 1: Land Assessment	Air Temperature (°F)	76 F
	Weather Conditions	warm during the day, colder at night, sunny, breezy, no rain in the last few days
	Wind Speed (rpm)	26
	Wind Direction	SW
	Land Around Site is Mostly... (forested, industrial, etc.)	Forest/roads and parking lots
	Most Abundant Native Species Observed	maple trees
	Most Abundant Non-Native Species Observed	grass

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Table 2: Data Summary (*continued*)		
Activity Station	**Parameter**	**Result**
Station 2: Water Assessment	Water Temperature (°F)	60
	Turbidity (inches)	21.7 inches
Station 3: Chemical Water Quality Assessment	Phosphate (ppm)	1-2 ppm
	Nitrate (ppm)	5ppm
	Dissolved Oxygen (ppm) and % Saturation	4ppm, 28% saturation
	pH	8
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Collected from Iroquois National Wildlife Refuge- limpets, damelflies and beetles
	Pollution Tolerance Index Value	73
	Water Quality (poor/fair/good/excellent)	good
Additional Data (if applicable)	*Fish and Wildlife Service staff brought macro invertebrate samples collected from the Iroquois National Wildlife Refuge for students to learn about identification and using macro invertebrates to determine water quality. The station 4 data does not reflect conditions at Fort Niagara.	

Based on their observations, did students determine if land use within the watershed had an effect on the water quality at their sampling site?

yes

Did students determine if the water quality at their sampling site was poor, fair, good, or excellent?

yes, 1 group completed this step

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Table 1: Sampling Location	
Sampling Date	October 6, 2023
Sampling Location (Park Name)	Webster Park, NY
Waterway	Mill Creek leading into Lake Ontario
School Name	Anna Murray-Douglass Academy #12

Table 2: Data Summar		
Activity Station	**Parameter**	**Result**
Station 1: Land Assessment	Air Temperature (°F)	72-73F
	Weather Conditions	overcast, 75-100% coverage, no precipitation at times and a light drizzle earlier in the day
	Wind Speed (rpm)	5rpm
	Wind Direction	South west
	Land Around Site is Mostly... (forested, industrial, etc.)	Forrested, parking lot
	Most Abundant Native Species Observed	Gray squirrel, Red bellied woodpeaker, Sycamore trees
	Most Abundant Non-Native Species Observed	

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Table 2: Data Summary (*continued*)		
Activity Station	**Parameter**	**Result**
Station 2: Water Assessment	Water Temperature (°F)	60-62F
	Turbidity (inches)	23.64 in
Station 3: Chemical Water Quality Assessment	Phosphate (ppm)	3ppm
	Nitrate (ppm)	3ppm
	Dissolved Oxygen (ppm) and % Saturation	2.5ppm 20%
	pH	8.5
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Snails =15 scuds = 7 beetles & mayflies = 4
	Pollution Tolerance Index Value	52.4
	Water Quality (poor/fair/good/excellent)	fair
Additional Data (if applicable)	There were a variety of large, mature trees The water in the creek was slow moving There were a lot of bugs flying around There was adrainage pipe going into the creek We could hear a variety of birds One group spotted an Osprey Sloping landscape down towards creek Creek runs north to lake	

Based on their observations, did students determine if land use within the watershed had an effect on the water quality at their sampling site?

Yes, they determined that due to where the water comes from, running through residential areas and near roads, the water quality was impacted by humans. They were concerned about chemical runoff, decreased water flow and the upcoming salt impact from the winter months.

Did students determine if the water quality at their sampling site was poor, fair, good, or excellent?

Yes, based on the data they collected, especially the macroivertibrates and chemistry, teh students determined that water quality to be fair.

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Table 1: Sampling Location	
Sampling Date	10/4/2023
Sampling Location (Park Name)	Webster Park
Waterway	Mill Creek
School Name	The Harley School

Table 2: Data Summar		
Activity Station	**Parameter**	**Result**
Station 1: Land Assessment	Air Temperature (°F)	76
	Weather Conditions	Clear, unusually warm, sunny, no precipitation
	Wind Speed (rpm)	Not Measurable
	Wind Direction	East
	Land Around Site is Mostly... (forested, industrial, etc.)	Residential
	Most Abundant Native Species Observed	Black willow tree
	Most Abundant Non-Native Species Observed	Kasura trees

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Table 2: Data Summary (*continued*)		
Activity Station	**Parameter**	**Result**
Station 2: Water Assessment	Water Temperature (°F)	58
	Turbidity (inches)	47
Station 3: Chemical Water Quality Assessment	Phosphate (ppm)	2.5
	Nitrate (ppm)	3
	Dissolved Oxygen (ppm) and % Saturation	4 and 40%
	pH	8
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Gilled snail Scuds Water striders
	Pollution Tolerance Index Value	48
	Water Quality (poor/fair/good/excellent)	Fair
Additional Data (if applicable)		

Based on their observations, did students determine if land use within the watershed had an effect on the water quality at their sampling site?

Perhaps the presence of animal waste or fertilizer is effecting water quality at site.

Did students determine if the water quality at their sampling site was poor, fair, good, or excellent?

Yes- fair

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Table 1: Sampling Location	
Sampling Date	10/6/2023
Sampling Location (Park Name)	Rice Creek Field Station, Oswego, NY
Waterway	Rice Creek
School Name	Pulaski Middle School

Table 2: Data Summar		
Activity Station	**Parameter**	**Result**
Station 1: Land Assessment	Air Temperature (°F)	72
	Weather Conditions	Overcast, light precipitation
	Wind Speed (rpm)	20
	Wind Direction	South
	Land Around Site is Mostly... (forested, industrial, etc.)	Forested
	Most Abundant Native Species Observed	N/A
	Most Abundant Non-Native Species Observed	N/A

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Table 2: Data Summary (*continued*)		
Activity Station	**Parameter**	**Result**
Station 2: Water Assessment	Water Temperature (°F)	66
	Turbidity (inches)	60
Station 3: Chemical Water Quality Assessment	Phosphate (ppm)	2.5
	Nitrate (ppm)	3
	Dissolved Oxygen (ppm) and % Saturation	6
	pH	7
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	caddisflies, mayflies, water pennies
	Pollution Tolerance Index Value	N/A
	Water Quality (poor/fair/good/excellent)	N/A
Additional Data (if applicable)		

Based on their observations, did students determine if land use within the watershed had an effect on the water quality at their sampling site?

No

Did students determine if the water quality at their sampling site was poor, fair, good, or excellent?

Based on samples collected by partners, students surmised the water quality was excellent.

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Table 1: Sampling Location	
Sampling Date	10/3/2023
Sampling Location (Park Name)	Westcott Beach State Park
Waterway	Unnamed tributary
School Name	Belleville Henderson

Table 2: Data Summar		
Activity Station	**Parameter**	**Result**
Station 1: Land Assessment	Air Temperature (°F)	75
	Weather Conditions	Clear
	Wind Speed (rpm)	23
	Wind Direction	Northwest
	Land Around Site is Mostly... (forested, industrial, etc.)	Forested - trees
	Most Abundant Native Species Observed	Scotch Pine
	Most Abundant Non-Native Species Observed	N/A

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Table 2: Data Summary (*continued*)		
Activity Station	**Parameter**	**Result**
Station 2: Water Assessment	Water Temperature (°F)	60
	Turbidity (inches)	15
Station 3: Chemical Water Quality Assessment	Phosphate (ppm)	2
	Nitrate (ppm)	5
	Dissolved Oxygen (ppm) and % Saturation	4 and 40%
	pH	8.5
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	sowbugs (isopoda) beetles (coleoptera) flies (diptera)
	Pollution Tolerance Index Value	39
	Water Quality (poor/fair/good/excellent)	poor
Additional Data (if applicable)		

Based on their observations, did students determine if land use within the watershed had an effect on the water quality at their sampling site?

Students believe land use is having an impact on the water chemistry and macro invertebrate populations.

Did students determine if the water quality at their sampling site was poor, fair, good, or excellent?

fair to poor

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Table 1: Sampling Location	
Sampling Date	02 October 2023
Sampling Location (Park Name)	Westcott Beach state Park
Waterway	Unnamed tributary
School Name	South Jefferson Central School District

Table 2: Data Summar		
Activity Station	**Parameter**	**Result**
Station 1: Land Assessment	Air Temperature (°F)	70
	Weather Conditions	Sunny, clear, unusually warm
	Wind Speed (rpm)	59
	Wind Direction	Northwest
	Land Around Site is Mostly... (forested, industrial, etc.)	Forested
	Most Abundant Native Species Observed	Scotch Pine and Silverweed
	Most Abundant Non-Native Species Observed	Purple loosestrife

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Table 2: Data Summary (*continued*)		
Activity Station	**Parameter**	**Result**
Station 2: Water Assessment	Water Temperature (°F)	59.45
	Turbidity (inches)	26.4
Station 3: Chemical Water Quality Assessment	Phosphate (ppm)	4
	Nitrate (ppm)	4.5
	Dissolved Oxygen (ppm) and % Saturation	7.5 and 55%
	pH	8
Station 4: Biological Water Quality Assessment	3 Most Abundant Macroinvertebrates Caught	Caddisflies (Tricoptera) Sowbugs (Isopoda) Beetles (Coleoptera)
	Pollution Tolerance Index Value	41.49
	Water Quality (poor/fair/good/excellent)	Fair
Additional Data (if applicable)		

Based on their observations, did students determine if land use within the watershed had an effect on the water quality at their sampling site?

Students felt that runoff around the watershed from farms and private homes is having an impact on the water chemistry.

Did students determine if the water quality at their sampling site was poor, fair, good, or excellent?

Conditions were between fair and poor, but closer to fair.