

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 56-10-06-06-0001  
 Name: Waterloo High School  
 Principal: John Butler

Grade Range : 9-12

### 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	0	0	0
Eighth	0	0	0
Ninth	166	192	195
Tenth	159	129	155
Eleventh	135	134	123
Twelfth	124	130	135
Ungraded Secondary	0	0	0
Total K-12 Enrollment	584	585	608

### 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	6	1.0%	2	0.3%	6	1.0%
Black (Not Hispanic)	6	1.0%	6	1.0%	4	0.7%
Hispanic	4	0.7%	2	0.3%	5	0.8%
White (Not Hispanic)	568	97.3%	575	98.3%	593	97.5%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	15	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	16	18
Mathematics Grade 10	24	18	20
Science Grade 10	39	20	20
Social Studies Grade 10	23	21	24

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower 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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	4	0.7%	0	0.0%	2	0.3%
<b>Eligible for Free Lunch</b>	103	17.6%	88	15.0%	108	17.8%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.6%		92.6%		91.8%
<b>Student Suspensions</b>	45	7.6%	55	9.4%	41	7.0%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	9.1%	10.1%	11.0%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	97%	93%	95%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	45
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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*	103	81	117
	Regents Diplomas	52	77	107
	% Regents Diplomas	50%	95%	91%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	1	11
	Regents Diplomas	0	0	5
	% Regents Diplomas	0%	0%	45%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	1	4
All Students	Total Graduates*	103	82	128
	Regents Diplomas	52	77	112
	% Regents Diplomas	50%	94%	88%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates	2	1	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	54	35	0	5	8	0	0	15
	Percent	46%	30%	0%	4%	7%	0%	0%	13%
Students with Disabilities	Number	1	7	0	1	2	0	0	0
	Percent	9%	64%	0%	9%	18%	0%	0%	0%
All Students	Number	55	42	0	6	10	0	0	15
	Percent	43%	33%	0%	5%	8%	0%	0%	12%

## 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	31		33	6.2%	26	5.0%
	Entered GED Program*	0		1	0.2%	0	0.0%
	Total Noncompleters	31		34	6.4%	26	5.0%
Students with Disabilities	Dropped Out	9		7	10.4%	8	9.9%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	9		7	10.4%	8	9.9%
All Students	Dropped Out	40	6.8%	40	6.7%	34	5.6%
	Entered GED Program*	0	0.0%	1	0.2%	0	0.0%
	Total Noncompleters	40	6.8%	41	6.9%	34	5.6%

\*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	0	514	530
	Number of Students with Disabilities	0	72	78
	Number of All Students	0	586	608
	Percent of Enrollment	0%	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%	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	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	3	#	0	0%

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	147	151	120	5	13	11
Number Scoring 55-100	123	140	102	1	10	7
Number Scoring 65-100	108	116	78	0	5	3
Number Scoring 85-100	32	37	20	0	0	0
Percentage of Tested Scoring 55-100	84%	93%	85%	20%	77%	64%
Percentage of Tested Scoring 65-100	73%	77%	65%	0%	38%	27%
Percentage of Tested Scoring 85-100	22%	25%	17%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	189	151	122	14	10	9
Number Scoring 55-100	132	140	121	4	9	9
Number Scoring 65-100	106	113	117	1	6	9
Number Scoring 85-100	20	13	14	0	1	0
Percentage of Tested Scoring 55-100	70%	93%	99%	29%	90%	100%
Percentage of Tested Scoring 65-100	56%	75%	96%	7%	60%	100%
Percentage of Tested Scoring 85-100	11%	9%	11%	0%	10%	0%
<b>Mathematics B</b>						
Number Tested	45	88	88	0	2	2
Number Scoring 55-100	32	53	52	0	#	#
Number Scoring 65-100	26	44	33	0	#	#
Number Scoring 85-100	6	6	1	0	#	#
Percentage of Tested Scoring 55-100	71%	60%	59%	0%	#	#
Percentage of Tested Scoring 65-100	58%	50%	38%	0%	#	#
Percentage of Tested Scoring 85-100	13%	7%	1%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	160	141	161	14	8	16
Number Scoring 55-100	137	122	136	9	5	11
Number Scoring 65-100	124	103	112	8	3	9
Number Scoring 85-100	44	26	22	0	0	2
Percentage of Tested Scoring 55-100	86%	87%	84%	64%	62%	69%
Percentage of Tested Scoring 65-100	78%	73%	70%	57%	38%	56%
Percentage of Tested Scoring 85-100	28%	18%	14%	0%	0%	12%
<b>U.S. History and Government</b>						
Number Tested	137	138	119	4	13	8
Number Scoring 55-100	132	128	107	#	11	4
Number Scoring 65-100	120	115	100	#	8	3
Number Scoring 85-100	48	47	50	#	0	0
Percentage of Tested Scoring 55-100	96%	93%	90%	#	85%	50%
Percentage of Tested Scoring 65-100	88%	83%	84%	#	62%	38%
Percentage of Tested Scoring 85-100	35%	34%	42%	#	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	83	88	128	5	4	14
Number Scoring 55-100	81	85	127	5	#	14
Number Scoring 65-100	72	76	119	5	#	12
Number Scoring 85-100	16	13	28	0	#	2
Percentage of Tested Scoring 55-100	98%	97%	99%	100%	#	100%
Percentage of Tested Scoring 65-100	87%	86%	93%	100%	#	86%
Percentage of Tested Scoring 85-100	19%	15%	22%	0%	#	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	145	165	136	15	19	12
Number Scoring 55-100	133	151	117	13	16	8
Number Scoring 65-100	115	136	95	6	12	8
Number Scoring 85-100	30	28	12	0	1	0
Percentage of Tested Scoring 55-100	92%	92%	86%	87%	84%	67%
Percentage of Tested Scoring 65-100	79%	82%	70%	40%	63%	67%
Percentage of Tested Scoring 85-100	21%	17%	9%	0%	5%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	79	79	71	1	3	1
Number Scoring 55-100	75	65	66	#	#	#
Number Scoring 65-100	61	34	55	#	#	#
Number Scoring 85-100	6	1	4	#	#	#
Percentage of Tested Scoring 55-100	95%	82%	93%	#	#	#
Percentage of Tested Scoring 65-100	77%	43%	77%	#	#	#
Percentage of Tested Scoring 85-100	8%	1%	6%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		25	22		0	0
Number Scoring 55-100		25	22		0	0
Number Scoring 65-100		22	20		0	0
Number Scoring 85-100		6	9		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		88%	91%		0%	0%
Percentage of Tested Scoring 85-100		24%	41%		0%	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
<b>Comprehensive French</b>						
Number Tested	24	21	17	0	0	1
Number Scoring 55-100	24	21	17	0	0	#
Number Scoring 65-100	23	20	17	0	0	#
Number Scoring 85-100	12	10	8	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	96%	95%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	50%	48%	47%	0%	0%	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	59	57	72	2	1	0
Number Scoring 55-100	59	56	72	#	#	0
Number Scoring 65-100	58	55	71	#	#	0
Number Scoring 85-100	29	31	33	#	#	0
Percentage of Tested Scoring 55-100	100%	98%	100%	#	#	0%
Percentage of Tested Scoring 65-100	98%	96%	99%	#	#	0%
Percentage of Tested Scoring 85-100	49%	54%	46%	#	#	0%
<b>Comprehensive Latin</b>						
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)



# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	119	119	119	15	15	15	134	134	134
Number Scoring 55–64	7	3	5	0	2	3	7	5	8
Number Scoring 65–84	63	61	62	6	6	6	69	67	68
Number Scoring 85–100	43	47	50	0	0	0	43	47	50
Approved Alternatives	0	0	0	0	0	0	0	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
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		0	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		0	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)