

New York State School Report Card Comprehensive Information Report

BEDS Code: 56-10-06-06-0001

Grade Range : 9-12

Name: Waterloo High School

Principal: Michael Richter

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	172	167	166
Tenth	138	163	159
Eleventh	127	127	135
Twelfth	129	117	124
Ungraded Secondary	18	15	0
Total K-12 Enrollment	584	589	584

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	2	0.3%	0	0.0%	6	1.0%
Black (Not Hispanic)	4	0.7%	5	0.8%	6	1.0%
Hispanic	0	0.0%	0	0.0%	4	0.7%
White (Not Hispanic)	578	99.0%	584	99.2%	568	97.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	15
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	21	20
Mathematics Grade 10	19	14	24
Science Grade 10	26	18	39
Social Studies Grade 10	21	21	23

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	4	0.7%
Eligible for Free Lunch	86	14.7%	55	9.3%	103	17.6%

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		95.8%		92.3%		92.6%
Student Suspensions	44	8.0%	42	7.2%	45	7.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.9%	8.7%	9.1%
Public Assistance	21-30%	11-20%	11-20%
Student Stability	100%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	45
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

*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	117	71	61%	93	57	61%	103	52	50%
Students with Disabilities	1	0	0%	6	0	0%	0	0	0%
All Students	118	71	60%	99	57	58%	103	52	50%

*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	39	34	0	6	21	3
Percent	38%	33%	0%	6%	20%	3%

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)
0	0	2	2

*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			16		31	
	Entered GED Program*			4		0	
	Total Noncompleters			20		31	
Students with Disabilities	Dropped Out			3		9	
	Entered GED Program*			0		0	
	Total Noncompleters			3		9	
All Students	Dropped Out	36	6.2%	19	3.2%	40	6.8%
	Entered GED Program*	0	0.0%	4	0.7%	0	0.0%
	Total Noncompleters	36	6.2%	23	3.9%	40	6.8%

*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		0	0
	Number of Students with Disabilities		27	0
	Number of All Students		27	0
	Percent of Enrollment		5%	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	12	100%	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	18	100%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(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	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	5	80%	0	0%	0	0%
U.S. Hist & Gov't	6	83%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	4	#	0	0%	0	0%
Writing	4	#	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	7	57%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	115	119	147	4	7	5
Number Scoring 55–100	110	95	123	#	1	1
Number Scoring 65–100	90	64	108	#	0	0
Number Scoring 85–100	23	17	32	#	0	0
Percentage of Tested Scoring 55–100	96%	80%	84%	#	14%	20%
Percentage of Tested Scoring 65–100	78%	54%	73%	#	0%	0%
Percentage of Tested Scoring 85–100	20%	14%	22%	#	0%	0%
Mathematics A						
Number Tested	0	128	189	0	6	14
Number Scoring 55–100	0	66	132	0	1	4
Number Scoring 65–100	0	54	106	0	0	1
Number Scoring 85–100	0	22	20	0	0	0
Percentage of Tested Scoring 55–100	0%	52%	70%	0%	17%	29%
Percentage of Tested Scoring 65–100	0%	42%	56%	0%	0%	7%
Percentage of Tested Scoring 85–100	0%	17%	11%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	45	0	0	0
Number Scoring 55–100	0	0	32	0	0	0
Number Scoring 65–100	0	0	26	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	58%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	0%
Global History and Geography						
Number Tested	141	144	160	9	7	14
Number Scoring 55–100	132	136	137	7	5	9
Number Scoring 65–100	120	116	124	5	3	8
Number Scoring 85–100	35	35	44	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	86%	78%	71%	64%
Percentage of Tested Scoring 65–100	85%	81%	78%	56%	43%	57%
Percentage of Tested Scoring 85–100	25%	24%	28%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	111	127	137	6	7	4
Number Scoring 55–100	100	118	132	3	5	#
Number Scoring 65–100	88	91	120	2	0	#
Number Scoring 85–100	34	21	48	0	0	#
Percentage of Tested Scoring 55–100	90%	93%	96%	50%	71%	#
Percentage of Tested Scoring 65–100	79%	72%	88%	33%	0%	#
Percentage of Tested Scoring 85–100	31%	17%	35%	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	90	95	83	0	2	5
Number Scoring 55–100	90	95	81	0	#	5
Number Scoring 65–100	89	92	72	0	#	5
Number Scoring 85–100	13	16	16	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	#	100%
Percentage of Tested Scoring 65–100	99%	97%	87%	0%	#	100%
Percentage of Tested Scoring 85–100	14%	17%	19%	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	139	164	145	10	14	15
Number Scoring 55–100	131	136	133	8	7	13
Number Scoring 65–100	114	112	115	5	3	6
Number Scoring 85–100	36	48	30	0	0	0
Percentage of Tested Scoring 55–100	94%	83%	92%	80%	50%	87%
Percentage of Tested Scoring 65–100	82%	68%	79%	50%	21%	40%
Percentage of Tested Scoring 85–100	26%	29%	21%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		50	79		0	1
Number Scoring 55–100		47	75		0	#
Number Scoring 65–100		34	61		0	#
Number Scoring 85–100		4	6		0	#
Percentage of Tested Scoring 55–100		94%	95%		0%	#
Percentage of Tested Scoring 65–100		68%	77%		0%	#
Percentage of Tested Scoring 85–100		8%	8%		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	18	16	24	0	0	0
Number Scoring 55–100	17	15	24	0	0	0
Number Scoring 65–100	17	14	23	0	0	0
Number Scoring 85–100	10	4	12	0	0	0
Percentage of Tested Scoring 55–100	94%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	88%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	25%	50%	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	40	53	59	0	0	2
Number Scoring 55–100	39	53	59	0	0	#
Number Scoring 65–100	38	52	58	0	0	#
Number Scoring 85–100	19	32	29	0	0	#
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	47%	60%	49%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	111	47	8	0	0	0
Number Scoring 55–100	77	32	5	0	0	0
Number Scoring 65–100	67	20	3	0	0	0
Number Scoring 85–100	27	1	0	0	0	0
Percentage of Tested Scoring 55–100	69%	68%	62%	0%	0%	0%
Percentage of Tested Scoring 65–100	60%	43%	38%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	2%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	48	57	15	0	0	0
Number Scoring 55–100	44	46	13	0	0	0
Number Scoring 65–100	36	40	12	0	0	0
Number Scoring 85–100	15	15	3	0	0	0
Percentage of Tested Scoring 55–100	92%	81%	87%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	70%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	26%	20%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	100%	0	0%	0	0%
Students with Disabilities	4	#	0	0%	0	0%

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	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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

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	113	113	113	3	3	3	116	116	116
Number Scoring 55–64	#	#	#	#	#	#	4	17	5
Number Scoring 65–84	#	#	#	#	#	#	77	66	74
Number Scoring 85–100	#	#	#	#	#	#	34	21	32
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)