

New York State District Report Card Comprehensive Information Report

BEDS Code: 56-10-06-06-0000
 Name: Waterloo Central School District
 Superintendent: Tracey K. Flach

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	53	61	57
Kindergarten	148	140	143
First	149	167	132
Second	119	138	149
Third	145	119	135
Fourth	169	153	113
Fifth	153	172	152
Sixth	197	177	172
Ungraded Elementary	0	0	0
Seventh	158	197	188
Eighth	166	153	186
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	1988	2001	1978

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	16	0.8%	18	0.9%	23	1.2%
Black (Not Hispanic)	46	2.3%	54	2.7%	50	2.5%
Hispanic	33	1.7%	46	2.3%	55	2.8%
White (Not Hispanic)	1893	95.2%	1883	94.1%	1850	93.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	18	18
Common Branch	20	20	19
English Grade 8	17	18	19
Mathematics Grade 8	18	18	20
Science Grade 8	20	18	20
Social Studies Grade 8	20	18	20
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

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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.2%	3	0.2%	2	0.1%
Eligible for Free Lunch	542	27.3%	503	25.1%	486	24.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.5%		95.0%
Student Suspensions	118	5.9%	115	5.8%	105	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.6%	13.2%	14.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	154
Total Other Professional Staff	27
Total Paraprofessionals	58
Teaching Out of Certification*	3

*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	12
	Regents Diplomas	0	0	5
	% Regents Diplomas	0%	0%	42%
	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	129
	Regents Diplomas	52	77	112
	% Regents Diplomas	50%	94%	87%
	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	3	0	0	0
	Percent	8%	58%	0%	8%	25%	0%	0%	0%
All Students	Number	55	42	0	6	11	0	0	15
	Percent	43%	33%	0%	5%	9%	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%	28	5.2%
	Entered GED Program*	0		1	0.2%	0	0.0%
	Total Noncompleters	31		34	6.3%	28	5.2%
Students with Disabilities	Dropped Out	9		10	13.7%	9	9.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	9		10	13.7%	9	9.2%
All Students	Dropped Out	40	6.8%	43	7.1%	37	5.9%
	Entered GED Program*	0	0.0%	1	0.2%	0	0.0%
	Total Noncompleters	40	6.8%	44	7.2%	37	5.9%

*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	132
	Number of Students with Disabilities	0	0	8
	Number of All Students	0	0	140
	Percent of Enrollment	0%	0%	53%
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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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%	68	100%	53	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	47	98%	94	99%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	7	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	86%	8	100%

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	#	1	#
Reading	0	0%	3	#	1	#
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	0	0%	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
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%
Mathematics A						
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%
Mathematics 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%	#	#
Global History and Geography						
Number Tested	160	141	162	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%	69%	57%	38%	56%
Percentage of Tested Scoring 85-100	28%	18%	14%	0%	0%	12%
U.S. History and Government						
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
Living Environment						
Number Tested	102	88	128	5	4	14
Number Scoring 55-100	100	85	127	5	#	14
Number Scoring 65-100	91	76	119	5	#	12
Number Scoring 85-100	23	13	28	0	#	2
Percentage of Tested Scoring 55-100	98%	97%	99%	100%	#	100%
Percentage of Tested Scoring 65-100	89%	86%	93%	100%	#	86%
Percentage of Tested Scoring 85-100	23%	15%	22%	0%	#	14%
Physical Setting/Earth Science						
Number Tested	145	186	162	15	20	12
Number Scoring 55-100	133	172	143	13	17	8
Number Scoring 65-100	115	157	121	6	13	8
Number Scoring 85-100	30	37	24	0	1	0
Percentage of Tested Scoring 55-100	92%	92%	88%	87%	85%	67%
Percentage of Tested Scoring 65-100	79%	84%	75%	40%	65%	67%
Percentage of Tested Scoring 85-100	21%	20%	15%	0%	5%	0%
Physical Setting/Chemistry						
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%	#	#	#
Physical Setting/Physics						
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
Comprehensive French						
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%	#
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	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%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	123	1%	2%	50%	47%
	Students with Disabilities	30	47%	13%	30%	10%
	All Students	153	10%	4%	46%	40%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	168	0%	23%	54%	24%
	Students with Disabilities	23	4%	43%	52%	0%
	All Students	191	1%	25%	53%	21%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	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

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
Listening and Speaking (Grade K-1)						
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
Reading and Writing (Grade K-1)						
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
Listening and Speaking (Grade 2-4)						
Number Tested		0	2		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 5-6)						
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
Reading and Writing (Grade 5-6)						
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

*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 - K)

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
Listening and Speaking (Grade 7-8)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	3		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 9-12)						
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)