

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0039
 Name: Nottingham High School
 Principal: Debra Mastropaolo

Grade Range : 9-12

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	443	404	427
Tenth	323	341	311
Eleventh	268	240	248
Twelfth	250	224	230
Ungraded Secondary	111	108	113
Total K-12 Enrollment	1395	1317	1329

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	52	3.7%	46	3.5%	33	2.5%
Black (Not Hispanic)	640	45.9%	603	45.8%	621	46.7%
Hispanic	55	3.9%	76	5.8%	85	6.4%
White (Not Hispanic)	648	46.5%	592	45.0%	590	44.4%

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	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	27	30	23
Mathematics Grade 10	21	18	21
Science Grade 10	26	23	24
Social Studies Grade 10	28	24	23

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the middle 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	126	9.0%	140	10.6%	139	10.5%
Eligible for Free Lunch	497	35.6%	486	36.9%	511	38.5%

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		90.2%		89.7%		90.7%
Student Suspensions	251	17.8%	260	18.6%	73	5.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	7.4%	9.3%
Public Assistance	51-60%	41-50%	41-50%
Student Stability	100%	87%	94%

Staff Counts

Staff	2002–2003
Total Teachers	102
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	10
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	189	76	40%	144	70	49%	215	100	47%
Students with Disabilities	36	26	72%	4	4	100%	18	4	22%
All Students	225	102	45%	148	74	50%	233	104	45%

*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	140	67	0	5	20	1
Percent	60%	29%	0%	2%	9%	0%

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)
18	4	17	35

*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			26		18	
	Entered GED Program*			48		0	
	Total Noncompleters			74		18	
Students with Disabilities	Dropped Out			8		11	
	Entered GED Program*			10		0	
	Total Noncompleters			18		11	
All Students	Dropped Out	59	4.2%	34	2.6%	29	2.2%
	Entered GED Program*	23	1.6%	58	4.4%	0	0.0%
	Total Noncompleters	82	5.9%	92	7.0%	29	2.2%

*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		1117	1103
	Number of Students with Disabilities		200	113
	Number of All Students		1317	1216
	Percent of Enrollment		100%	91%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	25	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	16	94%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	213	76%

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%	20	55%

(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	5	100%	2	#	3	#
Science	10	80%	1	#	1	#
Reading	2	#	2	#	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	13	69%	1	#	0	0%
U.S. Hist & Gov't	27	63%	6	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	40%	29	0%	38	55%
Science	11	36%	16	6%	20	65%
Reading	19	84%	14	64%	17	47%
Writing	16	81%	15	73%	17	41%
Global Studies	23	43%	15	0%	14	43%
U.S. Hist & Gov't	13	62%	4	#	7	86%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	262	250	47	21	33	3
Number Scoring 55–100	214	194	16	10	15	#
Number Scoring 65–100	141	154	9	6	10	#
Number Scoring 85–100	19	56	2	0	1	#
Percentage of Tested Scoring 55–100	82%	78%	34%	48%	45%	#
Percentage of Tested Scoring 65–100	54%	62%	19%	29%	30%	#
Percentage of Tested Scoring 85–100	7%	22%	4%	0%	3%	#
Mathematics A						
Number Tested	84	108	9	13	25	0
Number Scoring 55–100	18	40	7	1	8	0
Number Scoring 65–100	4	26	6	0	3	0
Number Scoring 85–100	0	10	0	0	1	0
Percentage of Tested Scoring 55–100	21%	37%	78%	8%	32%	0%
Percentage of Tested Scoring 65–100	5%	24%	67%	0%	12%	0%
Percentage of Tested Scoring 85–100	0%	9%	0%	0%	4%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	2	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	353	316	287	30	31	38
Number Scoring 55–100	274	232	174	14	15	13
Number Scoring 65–100	202	174	149	9	9	12
Number Scoring 85–100	49	42	43	1	1	1
Percentage of Tested Scoring 55–100	78%	73%	61%	47%	48%	34%
Percentage of Tested Scoring 65–100	57%	55%	52%	30%	29%	32%
Percentage of Tested Scoring 85–100	14%	13%	15%	3%	3%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	214	251	247	19	32	14
Number Scoring 55–100	121	209	218	4	20	12
Number Scoring 65–100	93	154	203	3	16	11
Number Scoring 85–100	36	25	91	1	2	3
Percentage of Tested Scoring 55–100	57%	83%	88%	21%	62%	86%
Percentage of Tested Scoring 65–100	43%	61%	82%	16%	50%	79%
Percentage of Tested Scoring 85–100	17%	10%	37%	5%	6%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	214	221	459	17	12	73
Number Scoring 55–100	172	213	242	10	11	23
Number Scoring 65–100	157	196	198	7	10	15
Number Scoring 85–100	41	59	50	2	1	2
Percentage of Tested Scoring 55–100	80%	96%	53%	59%	92%	32%
Percentage of Tested Scoring 65–100	73%	89%	43%	41%	83%	21%
Percentage of Tested Scoring 85–100	19%	27%	11%	12%	8%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	205	208	181	9	14	24
Number Scoring 55–100	148	171	83	5	9	8
Number Scoring 65–100	133	131	77	5	6	7
Number Scoring 85–100	63	31	11	2	0	0
Percentage of Tested Scoring 55–100	72%	82%	46%	56%	64%	33%
Percentage of Tested Scoring 65–100	65%	63%	43%	56%	43%	29%
Percentage of Tested Scoring 85–100	31%	15%	6%	22%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		156	151		6	3
Number Scoring 55–100		133	101		5	#
Number Scoring 65–100		90	80		2	#
Number Scoring 85–100		21	24		1	#
Percentage of Tested Scoring 55–100		85%	67%		83%	#
Percentage of Tested Scoring 65–100		58%	53%		33%	#
Percentage of Tested Scoring 85–100		13%	16%		17%	#
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	31	27	0	1	0	0
Number Scoring 55–100	31	26	0	#	0	0
Number Scoring 65–100	28	24	0	#	0	0
Number Scoring 85–100	24	9	0	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	90%	89%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	77%	33%	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	92	114	0	2	4	0
Number Scoring 55–100	87	112	0	#	#	0
Number Scoring 65–100	85	106	0	#	#	0
Number Scoring 85–100	63	65	0	#	#	0
Percentage of Tested Scoring 55–100	95%	98%	0%	#	#	0%
Percentage of Tested Scoring 65–100	92%	93%	0%	#	#	0%
Percentage of Tested Scoring 85–100	68%	57%	0%	#	#	0%
Comprehensive Latin						
Number Tested	12	11	0	1	1	0
Number Scoring 55–100	12	11	0	#	#	0
Number Scoring 65–100	12	11	0	#	#	0
Number Scoring 85–100	10	11	0	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	#	#	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	#	#	0%
Percentage of Tested Scoring 85–100	83%	100%	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	256	244	23	10	11	0
Number Scoring 55–100	169	125	17	5	4	0
Number Scoring 65–100	141	90	12	3	2	0
Number Scoring 85–100	55	31	2	1	0	0
Percentage of Tested Scoring 55–100	66%	51%	74%	50%	36%	0%
Percentage of Tested Scoring 65–100	55%	37%	52%	30%	18%	0%
Percentage of Tested Scoring 85–100	21%	13%	9%	10%	0%	0%
Sequential Mathematics, Course III						
Number Tested	165	158	158	3	4	3
Number Scoring 55–100	104	106	94	#	#	#
Number Scoring 65–100	84	84	80	#	#	#
Number Scoring 85–100	31	35	25	#	#	#
Percentage of Tested Scoring 55–100	63%	67%	59%	#	#	#
Percentage of Tested Scoring 65–100	51%	53%	51%	#	#	#
Percentage of Tested Scoring 85–100	19%	22%	16%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	125	72%	34	88%	0	0%
Students with Disabilities	36	94%	9	78%	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	5	0	0	0	0	5
Social Studies	5	0	0	0	0	5
Mathematics	5	0	0	0	0	5
Science	5	0	0	0	0	5

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	208	208	208	42	42	42	250	250	250
Number Scoring 55–64	40	36	17	5	4	3	45	40	20
Number Scoring 65–84	104	67	118	10	9	9	114	76	127
Number Scoring 85–100	40	17	44	1	1	2	41	18	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)