

New York State School Report Card Comprehensive Information Report

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

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	455	443	404
Tenth	293	323	341
Eleventh	320	268	240
Twelfth	229	250	224
Ungraded Secondary	109	111	108
Total K-12 Enrollment	1406	1395	1317

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	60	4.3%	52	3.7%	46	3.5%
Black (Not Hispanic)	646	45.9%	640	45.9%	603	45.8%
Hispanic	40	2.8%	55	3.9%	76	5.8%
White (Not Hispanic)	660	46.9%	648	46.5%	592	45.0%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
105	7.5%	126	9.0%	140	10.6%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
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	24	27	30
Mathematics Grade 10	22	21	18
Science Grade 10	28	26	23
Social Studies Grade 10	25	28	24

(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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.8%		90.2%		89.7%
Student Suspensions	195	15.0%	251	17.8%	260	18.6%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	34.0%	35.6%	36.9%
Reduced Lunch	4.8%	5.9%	7.4%
Public Assistance	31-40%	51-60%	41-50%
Student Stability	100%	100%	87%

Staff Counts

Staff	2001–2002
Total Teachers	90
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching out of Certification*	13
Teachers with Temporary Licenses	2

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	205	59	29%	189	76	40%	144	70	49%
Students with Disabilities	0	0	0%	36	26	72%	4	4	100%
All Students	205	59	29%	225	102	45%	148	74	50%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	91	41	0	2	13	1
Percent	61%	28%	0%	1%	9%	1%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
4	4	10	14

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					26	2.0%
	Entered GED Program*					48	3.6%
	Total Noncompleters					74	5.6%
Students with Disabilities	Dropped Out					8	0.6%
	Entered GED Program*					10	0.8%
	Total Noncompleters					18	1.4%
All Students	Dropped Out	79	5.6%	59	4.2%	34	2.6%
	Entered GED Program*	28	2.0%	23	1.6%	58	4.4%
	Total Noncompleters	107	7.6%	82	5.9%	92	7.0%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	5	100%	2	#
Science	56	57%	10	80%	1	#
Reading	9	100%	2	#	2	#
Writing	7	100%	1	#	0	0%
Global Studies	45	27%	13	69%	1	#
U.S. Hist & Gov't	77	38%	27	63%	6	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	81%	30	40%	29	0%
Science	34	47%	11	36%	16	6%
Reading	24	62%	19	84%	14	64%
Writing	29	93%	16	81%	15	73%
Global Studies	19	21%	23	43%	15	0%
U.S. Hist & Gov't	17	71%	13	62%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	534	262	250	57	21	33
Number Scoring 55–100	446	214	194	30	10	15
Number Scoring 65–100	316	141	154	15	6	10
Number Scoring 85–100	84	19	56	0	0	1
Percentage of Tested Scoring 55–100	84%	82%	78%	53%	48%	45%
Percentage of Tested Scoring 65–100	59%	54%	62%	26%	29%	30%
Percentage of Tested Scoring 85–100	16%	7%	22%	0%	0%	3%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	231	255	114	26	16	6
Number Scoring 55–100	118	166	55	11	10	3
Number Scoring 65–100	94	115	36	9	6	3
Number Scoring 85–100	29	36	8	3	1	0
Percentage of Tested Scoring 55–100	51%	65%	48%	42%	62%	50%
Percentage of Tested Scoring 65–100	41%	45%	32%	35%	38%	50%
Percentage of Tested Scoring 85–100	13%	14%	7%	12%	6%	0%
Mathematics A						
Number Tested	81	84	108	17	13	25
Number Scoring 55–100	9	18	40	2	1	8
Number Scoring 65–100	2	4	26	0	0	3
Number Scoring 85–100	0	0	10	0	0	1
Percentage of Tested Scoring 55–100	11%	21%	37%	12%	8%	32%
Percentage of Tested Scoring 65–100	2%	5%	24%	0%	0%	12%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	4%
Global Studies (last administered January 2000)						
Number Tested	315			38		
Number Scoring 55–100	206			20		
Number Scoring 65–100	160			16		
Number Scoring 85–100	48			6		
Percentage of Tested Scoring 55–100	65%			53%		
Percentage of Tested Scoring 65–100	51%			42%		
Percentage of Tested Scoring 85–100	15%			16%		
Global History and Geography (first administered June 2000)						
Number Tested	0	353	316	0	30	31
Number Scoring 55–100	0	274	232	0	14	15
Number Scoring 65–100	0	202	174	0	9	9
Number Scoring 85–100	0	49	42	0	1	1
Percentage of Tested Scoring 55–100	0%	78%	73%	0%	47%	48%
Percentage of Tested Scoring 65–100	0%	57%	55%	0%	30%	29%
Percentage of Tested Scoring 85–100	0%	14%	13%	0%	3%	3%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	312	48		29	1	
Number Scoring 55–100	221	34		15	#	
Number Scoring 65–100	152	23		10	#	
Number Scoring 85–100	47	3		1	#	
Percentage of Tested Scoring 55–100	71%	71%		52%	#	
Percentage of Tested Scoring 65–100	49%	48%		34%	#	
Percentage of Tested Scoring 85–100	15%	6%		3%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		214	251		19	32
Number Scoring 55–100		121	209		4	20
Number Scoring 65–100		93	154		3	16
Number Scoring 85–100		36	25		1	2
Percentage of Tested Scoring 55–100		57%	83%		21%	62%
Percentage of Tested Scoring 65–100		43%	61%		16%	50%
Percentage of Tested Scoring 85–100		17%	10%		5%	6%
Living Environment (first administered June 2001)						
Number Tested		214	221		17	12
Number Scoring 55–100		172	213		10	11
Number Scoring 65–100		157	196		7	10
Number Scoring 85–100		41	59		2	1
Percentage of Tested Scoring 55–100		80%	96%		59%	92%
Percentage of Tested Scoring 65–100		73%	89%		41%	83%
Percentage of Tested Scoring 85–100		19%	27%		12%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		205	208		9	14
Number Scoring 55–100		148	171		5	9
Number Scoring 65–100		133	131		5	6
Number Scoring 85–100		63	31		2	0
Percentage of Tested Scoring 55–100		72%	82%		56%	64%
Percentage of Tested Scoring 65–100		65%	63%		56%	43%
Percentage of Tested Scoring 85–100		31%	15%		22%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	464	277	328	207	319
2001	428	334	242	230	309
2002	415	328	268	206	304

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	82	30	53	33	50
2001	65	57	38	37	49
2002	85	42	48	30	51

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	319	309	304	50	49	51
Comprehensive French						
Number Tested	32	31	27	0	1	0
Number Scoring 55–100	31	31	26	0	#	0
Number Scoring 65–100	31	28	24	0	#	0
Number Scoring 85–100	25	24	9	0	#	0
Percentage of AGE Tested	10%	10%	9%	0%	#	0%
Percentage of AGE Scoring 55–100	10%	10%	9%	0%	#	0%
Percentage of AGE Scoring 65–100	10%	9%	8%	0%	#	0%
Percentage of AGE Scoring 85–100	8%	8%	3%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	90%	89%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	319	309	304	50	49	51
Comprehensive Spanish						
Number Tested	113	92	114	6	2	4
Number Scoring 55–100	104	87	112	6	#	#
Number Scoring 65–100	95	85	106	4	#	#
Number Scoring 85–100	37	63	65	2	#	#
Percentage of AGE Tested	35%	30%	38%	12%	#	#
Percentage of AGE Scoring 55–100	33%	28%	37%	12%	#	#
Percentage of AGE Scoring 65–100	30%	28%	35%	8%	#	#
Percentage of AGE Scoring 85–100	12%	20%	21%	4%	#	#
Percentage of Tested Scoring 65–100	84%	92%	93%	67%	#	#
Comprehensive Latin						
Number Tested	13	12	11	1	1	1
Number Scoring 55–100	13	12	11	#	#	#
Number Scoring 65–100	13	12	11	#	#	#
Number Scoring 85–100	11	10	11	#	#	#
Percentage of AGE Tested	4%	4%	4%	#	#	#
Percentage of AGE Scoring 55–100	4%	4%	4%	#	#	#
Percentage of AGE Scoring 65–100	4%	4%	4%	#	#	#
Percentage of AGE Scoring 85–100	3%	3%	4%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	319	309	304	50	49	51
Sequential Mathematics, Course II						
Number Tested	231	256	244	10	10	11
Number Scoring 55–100	132	169	125	3	5	4
Number Scoring 65–100	112	141	90	3	3	2
Number Scoring 85–100	41	55	31	0	1	0
Percentage of AGE Tested	72%	83%	80%	20%	20%	22%
Percentage of AGE Scoring 55–100	41%	55%	41%	6%	10%	8%
Percentage of AGE Scoring 65–100	35%	46%	30%	6%	6%	4%
Percentage of AGE Scoring 85–100	13%	18%	10%	0%	2%	0%
Percentage of Tested Scoring 65–100	48%	55%	37%	30%	30%	18%
Sequential Mathematics, Course III						
Number Tested	205	165	158	8	3	4
Number Scoring 55–100	120	104	106	6	#	#
Number Scoring 65–100	89	84	84	5	#	#
Number Scoring 85–100	22	31	35	0	#	#
Percentage of AGE Tested	64%	53%	52%	16%	#	#
Percentage of AGE Scoring 55–100	38%	34%	35%	12%	#	#
Percentage of AGE Scoring 65–100	28%	27%	28%	10%	#	#
Percentage of AGE Scoring 85–100	7%	10%	12%	0%	#	#
Percentage of Tested Scoring 65–100	43%	51%	53%	62%	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	319	309	304	50	49	51
Earth Science (last administered January 2001)						
Number Tested	210	39		11	0	
Number Scoring 55–100	148	23		8	0	
Number Scoring 65–100	116	12		3	0	
Number Scoring 85–100	43	3		1	0	
Percentage of AGE Tested	66%	13%		22%	0%	
Percentage of AGE Scoring 55–100	46%	7%		16%	0%	
Percentage of AGE Scoring 65–100	36%	4%		6%	0%	
Percentage of AGE Scoring 85–100	13%	1%		2%	0%	
Percentage of Tested Scoring 65–100	55%	31%		27%	0%	
Biology (last administered January 2001)						
Number Tested	173	22		4	1	
Number Scoring 55–100	150	20		#	#	
Number Scoring 65–100	120	13		#	#	
Number Scoring 85–100	24	1		#	#	
Percentage of AGE Tested	54%	7%		#	#	
Percentage of AGE Scoring 55–100	47%	6%		#	#	
Percentage of AGE Scoring 65–100	38%	4%		#	#	
Percentage of AGE Scoring 85–100	8%	0%		#	#	
Percentage of Tested Scoring 65–100	69%	59%		#	#	
Chemistry (last administered January 2002)						
Number Tested	176	132	11	10	2	0
Number Scoring 55–100	137	116	9	7	#	0
Number Scoring 65–100	106	99	6	7	#	0
Number Scoring 85–100	35	32	0	1	#	0
Percentage of AGE Tested	55%	43%	4%	20%	#	0%
Percentage of AGE Scoring 55–100	43%	38%	3%	14%	#	0%
Percentage of AGE Scoring 65–100	33%	32%	2%	14%	#	0%
Percentage of AGE Scoring 85–100	11%	10%	0%	2%	#	0%
Percentage of Tested Scoring 65–100	60%	75%	55%	70%	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	319	309	304	50	49	51
Physics (last administered January 2002)						
Number Tested	118	202	1	4	6	0
Number Scoring 55–100	79	147	#	#	4	0
Number Scoring 65–100	67	130	#	#	2	0
Number Scoring 85–100	16	62	#	#	1	0
Percentage of AGE Tested	37%	65%	#	#	12%	0%
Percentage of AGE Scoring 55–100	25%	48%	#	#	8%	0%
Percentage of AGE Scoring 65–100	21%	42%	#	#	4%	0%
Percentage of AGE Scoring 85–100	5%	20%	#	#	2%	0%
Percentage of Tested Scoring 65–100	57%	64%	#	#	33%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			156			6
Number Scoring 55–100			133			5
Number Scoring 65–100			90			2
Number Scoring 85–100			21			1
Percentage of AGE Tested			51%			12%
Percentage of AGE Scoring 55–100			44%			10%
Percentage of AGE Scoring 65–100			30%			4%
Percentage of AGE Scoring 85–100			7%			2%
Percentage of Tested Scoring 65–100			58%			33%
Physical Setting/Physics (first administered June 2002)						
Number Tested			55			1
Number Scoring 55–100			43			#
Number Scoring 65–100			29			#
Number Scoring 85–100			5			#
Percentage of AGE Tested			18%			#
Percentage of AGE Scoring 55–100			14%			#
Percentage of AGE Scoring 65–100			10%			#
Percentage of AGE Scoring 85–100			2%			#
Percentage of Tested Scoring 65–100			53%			#

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	90	64%	125	72%	34	88%
Students with Disabilities	0	0%	36	94%	9	78%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	5	0	0	1	4	0
Mathematics, Science, & Technology	5	0	0	1	4	0
Health, Phys. Ed., & Fam. & Cons. Sci.	5	0	0	1	4	0
Social Studies	5	0	0	1	3	1
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	182	182	22	22	204	204
Number Scoring 55–64	32	22	2	1	34	23
Number Scoring 65–84	85	66	7	4	92	70
Number Scoring 85–100	37	13	1	2	38	15
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	242	51	293
Number Scoring 55–64	19	4	23
Number Scoring 65–84	127	10	137
Number Scoring 85–100	43	2	45
Approved Alternatives	0	0	0

(Form – O)