

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	2001-02	2002-03	2003-04
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	404	427	337
Tenth	341	311	316
Eleventh	240	248	287
Twelfth	224	230	338
Ungraded Secondary	108	113	0
Total K-12 Enrollment	1317	1329	1278

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	46	3.5%	33	2.5%	46	3.6%
Black (Not Hispanic)	603	45.8%	621	46.7%	662	51.8%
Hispanic	76	5.8%	85	6.4%	106	8.3%
White (Not Hispanic)	592	45.0%	590	44.4%	464	36.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	30	23	25
Mathematics Grade 10	18	21	21
Science Grade 10	23	24	28
Social Studies Grade 10	24	23	21

(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
40	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	140	10.6%	139	10.5%	124	9.7%
Eligible for Free Lunch	486	36.9%	511	38.5%	442	34.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.7%		90.7%		90.6%
Student Suspensions	260	18.6%	73	5.5%	180	13.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.4%	9.3%	8.5%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	87%	94%	86%

Staff Counts

Staff	2003-04
Total Teachers	99
Total Other Professional Staff	34
Total Paraprofessionals	NA
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	144	70	49%	215	100	47%	8	0	0%
Students with Disabilities	4	4	100%	18	4	22%	1	0	0%
All Students	148	74	50%	233	104	45%	9	0	0%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	1	8	0	0	0	0
Percent	11%	89%	0%	0%	0%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
1	0	0	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	26		18		62	5.4%
	Entered GED Program*	48		0		16	1.4%
	Total Noncompleters	74		18		78	6.8%
Students with Disabilities	Dropped Out	8		11		31	10.4%
	Entered GED Program*	10		0		3	1.0%
	Total Noncompleters	18		11		34	11.4%
All Students	Dropped Out	34	2.6%	29	2.2%	93	6.4%
	Entered GED Program*	58	4.4%	0	0.0%	19	1.3%
	Total Noncompleters	92	7.0%	29	2.2%	112	7.7%

*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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
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	1117	1103	999
	Number of Students with Disabilities	200	113	247
	Number of All Students	1317	1216	1246
	Percent of Enrollment	100%	91%	97%

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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	25	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	16	94%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	213	76%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	20	55%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	0	0%
Science	1	#	1	#	0	0%
Reading	2	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	6	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	29	0%	38	55%	34	68%
Science	16	6%	20	65%	16	44%
Reading	14	64%	17	47%	18	72%
Writing	15	73%	17	41%	22	64%
Global Studies	15	0%	14	43%	23	57%
U.S. Hist & Gov't	4	#	7	86%	10	70%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	250	47	261	33	3	31
Number Scoring 55-100	194	16	207	15	#	11
Number Scoring 65-100	154	9	151	10	#	7
Number Scoring 85-100	56	2	75	1	#	1
Percentage of Tested Scoring 55-100	78%	34%	79%	45%	#	35%
Percentage of Tested Scoring 65-100	62%	19%	58%	30%	#	23%
Percentage of Tested Scoring 85-100	22%	4%	29%	3%	#	3%
Mathematics A						
Number Tested	108	9	359	25	0	50
Number Scoring 55-100	40	7	195	8	0	31
Number Scoring 65-100	26	6	161	3	0	25
Number Scoring 85-100	10	0	50	1	0	3
Percentage of Tested Scoring 55-100	37%	78%	54%	32%	0%	62%
Percentage of Tested Scoring 65-100	24%	67%	45%	12%	0%	50%
Percentage of Tested Scoring 85-100	9%	0%	14%	4%	0%	6%
Mathematics B						
Number Tested	0	2	104	0	0	8
Number Scoring 55-100	0	#	73	0	0	6
Number Scoring 65-100	0	#	60	0	0	5
Number Scoring 85-100	0	#	7	0	0	1
Percentage of Tested Scoring 55-100	0%	#	70%	0%	0%	75%
Percentage of Tested Scoring 65-100	0%	#	58%	0%	0%	62%
Percentage of Tested Scoring 85-100	0%	#	7%	0%	0%	12%
Global History and Geography						
Number Tested	316	287	267	31	38	36
Number Scoring 55-100	232	174	192	15	13	19
Number Scoring 65-100	174	149	157	9	12	16
Number Scoring 85-100	42	43	35	1	1	1
Percentage of Tested Scoring 55-100	73%	61%	72%	48%	34%	53%
Percentage of Tested Scoring 65-100	55%	52%	59%	29%	32%	44%
Percentage of Tested Scoring 85-100	13%	15%	13%	3%	3%	3%
U.S. History and Government						
Number Tested	251	247	219	32	14	24
Number Scoring 55-100	209	218	189	20	12	20
Number Scoring 65-100	154	203	163	16	11	16
Number Scoring 85-100	25	91	72	2	3	2
Percentage of Tested Scoring 55-100	83%	88%	86%	62%	86%	83%
Percentage of Tested Scoring 65-100	61%	82%	74%	50%	79%	67%
Percentage of Tested Scoring 85-100	10%	37%	33%	6%	21%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	221	459	211	12	73	41
Number Scoring 55-100	213	242	182	11	23	29
Number Scoring 65-100	196	198	155	10	15	21
Number Scoring 85-100	59	50	24	1	2	0
Percentage of Tested Scoring 55-100	96%	53%	86%	92%	32%	71%
Percentage of Tested Scoring 65-100	89%	43%	73%	83%	21%	51%
Percentage of Tested Scoring 85-100	27%	11%	11%	8%	3%	0%
Physical Setting/Earth Science						
Number Tested	208	181	164	14	24	13
Number Scoring 55-100	171	83	127	9	8	10
Number Scoring 65-100	131	77	95	6	7	8
Number Scoring 85-100	31	11	22	0	0	1
Percentage of Tested Scoring 55-100	82%	46%	77%	64%	33%	77%
Percentage of Tested Scoring 65-100	63%	43%	58%	43%	29%	62%
Percentage of Tested Scoring 85-100	15%	6%	13%	0%	0%	8%
Physical Setting/Chemistry						
Number Tested	156	151	125	6	3	9
Number Scoring 55-100	133	101	101	5	#	4
Number Scoring 65-100	90	80	68	2	#	2
Number Scoring 85-100	21	24	14	1	#	0
Percentage of Tested Scoring 55-100	85%	67%	81%	83%	#	44%
Percentage of Tested Scoring 65-100	58%	53%	54%	33%	#	22%
Percentage of Tested Scoring 85-100	13%	16%	11%	17%	#	0%
Physical Setting/Physics						
Number Tested			80			1
Number Scoring 55-100			71			#
Number Scoring 65-100			57			#
Number Scoring 85-100			19			#
Percentage of Tested Scoring 55-100			89%			#
Percentage of Tested Scoring 65-100			71%			#
Percentage of Tested Scoring 85-100			24%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	27	0	0	0	0	0
Number Scoring 55-100	26	0	0	0	0	0
Number Scoring 65-100	24	0	0	0	0	0
Number Scoring 85-100	9	0	0	0	0	0
Percentage of Tested Scoring 55-100	96%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	5	0	0	0
Number Scoring 55-100	0	0	5	0	0	0
Number Scoring 65-100	0	0	5	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	60%	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	114	0	77	4	0	6
Number Scoring 55-100	112	0	72	#	0	6
Number Scoring 65-100	106	0	66	#	0	5
Number Scoring 85-100	65	0	34	#	0	1
Percentage of Tested Scoring 55-100	98%	0%	94%	#	0%	100%
Percentage of Tested Scoring 65-100	93%	0%	86%	#	0%	83%
Percentage of Tested Scoring 85-100	57%	0%	44%	#	0%	17%
Comprehensive Latin						
Number Tested	11	0	0	1	0	0
Number Scoring 55-100	11	0	0	#	0	0
Number Scoring 65-100	11	0	0	#	0	0
Number Scoring 85-100	11	0	0	#	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	100%	0%	0%	#	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	158	158	0	4	3	0
Number Scoring 55-100	106	94	0	#	#	0
Number Scoring 65-100	84	80	0	#	#	0
Number Scoring 85-100	35	25	0	#	#	0
Percentage of Tested Scoring 55-100	67%	59%	0%	#	#	0%
Percentage of Tested Scoring 65-100	53%	51%	0%	#	#	0%
Percentage of Tested Scoring 85-100	22%	16%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	34	88%	0	0%	0	0%
Students with Disabilities	9	78%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	3	0	#	#	#	#

2000 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	218	218	218	33	33	33	251	251	251
Number Scoring 55–64	35	14	16	2	1	4	37	15	20
Number Scoring 65–84	111	93	112	8	6	6	119	99	118
Number Scoring 85–100	38	77	66	1	2	1	39	79	67
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			111			3
Beginning (0-18)			23			#
Intermediate (19-31)			27			#
Advanced (32-36)			36			#
Proficient (37-39)			25			#
Reading and Writing (Grade 9-12)						
Number Tested			111			3
Beginning (0-14)			30			#
Intermediate (15-24)			40			#
Advanced (25-32)			37			#
Proficient (33-35)			4			#

*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)