

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	2002-03	2003-04	2004-05
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	427	337	480
Tenth	311	316	332
Eleventh	248	287	279
Twelfth	230	338	216
Ungraded Secondary	113	0	0
Total K-12 Enrollment	1329	1278	1307

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	33	2.5%	46	3.6%	44	3.4%
Black (Not Hispanic)	621	46.7%	662	51.8%	683	52.3%
Hispanic	85	6.4%	106	8.3%	116	8.9%
White (Not Hispanic)	590	44.4%	464	36.3%	464	35.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	28
Social Studies Grade 8	0	0	0
English Grade 10	23	25	28
Mathematics Grade 10	21	21	24
Science Grade 10	24	28	24
Social Studies Grade 10	23	21	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	139	10.5%	124	9.7%	124	9.5%
Eligible for Free Lunch	511	38.5%	442	34.6%	459	35.1%

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		90.7%		90.6%		89.9%
Student Suspensions	73	5.5%	180	13.5%	28	2.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	9.3%	8.5%	7.9%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	94%	86%	94%

Staff Counts

Staff	2004-05
Total Teachers	104
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	9

*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*	215	8	170
	Regents Diplomas	100	0	87
	% Regents Diplomas	47%	0%	51%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			23%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	18	1	28
	Regents Diplomas	4	0	5
	% Regents Diplomas	22%	0%	18%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	17	0	13
All Students	Total Graduates*	233	9	198
	Regents Diplomas	104	0	92
	% Regents Diplomas	45%	0%	46%
	Regents Diplomas with Advanced Designation**			39
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	17	0	13

* 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	109	45	0	2	13	0	0	1
	Percent	64%	26%	0%	1%	8%	0%	0%	1%
Students with Disabilities	Number	16	8	0	0	4	0	0	0
	Percent	57%	29%	0%	0%	14%	0%	0%	0%
All Students	Number	125	53	0	2	17	0	0	1
	Percent	63%	27%	0%	1%	9%	0%	0%	1%

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	18		62	5.4%	92	8.4%
	Entered GED Program*	0		16	1.4%	29	2.7%
	Total Noncompleters	18		78	6.8%	121	11.1%
Students with Disabilities	Dropped Out	11		31	10.4%	34	12.8%
	Entered GED Program*	0		3	1.0%	10	3.8%
	Total Noncompleters	11		34	11.4%	44	16.6%
All Students	Dropped Out	29	2.2%	93	6.4%	126	9.3%
	Entered GED Program*	0	0.0%	19	1.3%	39	2.9%
	Total Noncompleters	29	2.2%	112	7.7%	165	12.2%

*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	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	1103	999	1020
	Number of Students with Disabilities	113	247	243
	Number of All Students	1216	1246	1263
	Percent of Enrollment	91%	97%	97%

(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	25	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	16	94%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	213	76%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	20	55%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	6	67%
Science	1	#	0	0%	3	#
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	55%	34	68%	43	70%
Science	20	65%	16	44%	16	56%
Reading	17	47%	18	72%	25	92%
Writing	17	41%	22	64%	26	88%
Global Studies	14	43%	23	57%	17	65%
U.S. Hist & Gov't	7	86%	10	70%	9	67%

(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	47	261	404	3	31	50
Number Scoring 55-100	16	207	351	#	11	37
Number Scoring 65-100	9	151	300	#	7	29
Number Scoring 85-100	2	75	133	#	1	5
Percentage of Tested Scoring 55-100	34%	79%	87%	#	35%	74%
Percentage of Tested Scoring 65-100	19%	58%	74%	#	23%	58%
Percentage of Tested Scoring 85-100	4%	29%	33%	#	3%	10%
Mathematics A						
Number Tested	9	359	454	0	50	56
Number Scoring 55-100	7	195	397	0	31	45
Number Scoring 65-100	6	161	298	0	25	27
Number Scoring 85-100	0	50	55	0	3	1
Percentage of Tested Scoring 55-100	78%	54%	87%	0%	62%	80%
Percentage of Tested Scoring 65-100	67%	45%	66%	0%	50%	48%
Percentage of Tested Scoring 85-100	0%	14%	12%	0%	6%	2%
Mathematics B						
Number Tested	2	104	115	0	8	5
Number Scoring 55-100	#	73	60	0	6	3
Number Scoring 65-100	#	60	48	0	5	2
Number Scoring 85-100	#	7	8	0	1	1
Percentage of Tested Scoring 55-100	#	70%	52%	0%	75%	60%
Percentage of Tested Scoring 65-100	#	58%	42%	0%	62%	40%
Percentage of Tested Scoring 85-100	#	7%	7%	0%	12%	20%
Global History and Geography						
Number Tested	287	267	221	38	36	31
Number Scoring 55-100	174	192	155	13	19	16
Number Scoring 65-100	149	157	116	12	16	11
Number Scoring 85-100	43	35	18	1	1	3
Percentage of Tested Scoring 55-100	61%	72%	70%	34%	53%	52%
Percentage of Tested Scoring 65-100	52%	59%	52%	32%	44%	35%
Percentage of Tested Scoring 85-100	15%	13%	8%	3%	3%	10%
U.S. History and Government						
Number Tested	247	219	268	14	24	25
Number Scoring 55-100	218	189	221	12	20	17
Number Scoring 65-100	203	163	187	11	16	11
Number Scoring 85-100	91	72	84	3	2	1
Percentage of Tested Scoring 55-100	88%	86%	82%	86%	83%	68%
Percentage of Tested Scoring 65-100	82%	74%	70%	79%	67%	44%
Percentage of Tested Scoring 85-100	37%	33%	31%	21%	8%	4%

(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	459	211	297	73	41	32
Number Scoring 55-100	242	182	253	23	29	24
Number Scoring 65-100	198	155	197	15	21	18
Number Scoring 85-100	50	24	48	2	0	3
Percentage of Tested Scoring 55-100	53%	86%	85%	32%	71%	75%
Percentage of Tested Scoring 65-100	43%	73%	66%	21%	51%	56%
Percentage of Tested Scoring 85-100	11%	11%	16%	3%	0%	9%
Physical Setting/Earth Science						
Number Tested	181	164	155	24	13	16
Number Scoring 55-100	83	127	118	8	10	9
Number Scoring 65-100	77	95	90	7	8	6
Number Scoring 85-100	11	22	18	0	1	1
Percentage of Tested Scoring 55-100	46%	77%	76%	33%	77%	56%
Percentage of Tested Scoring 65-100	43%	58%	58%	29%	62%	38%
Percentage of Tested Scoring 85-100	6%	13%	12%	0%	8%	6%
Physical Setting/Chemistry						
Number Tested	151	125	89	3	9	8
Number Scoring 55-100	101	101	66	#	4	2
Number Scoring 65-100	80	68	43	#	2	0
Number Scoring 85-100	24	14	14	#	0	0
Percentage of Tested Scoring 55-100	67%	81%	74%	#	44%	25%
Percentage of Tested Scoring 65-100	53%	54%	48%	#	22%	0%
Percentage of Tested Scoring 85-100	16%	11%	16%	#	0%	0%
Physical Setting/Physics						
Number Tested		80	53		1	3
Number Scoring 55-100		71	39		#	#
Number Scoring 65-100		57	22		#	#
Number Scoring 85-100		19	9		#	#
Percentage of Tested Scoring 55-100		89%	74%		#	#
Percentage of Tested Scoring 65-100		71%	42%		#	#
Percentage of Tested Scoring 85-100		24%	17%		#	#

* 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	0	0	21	0	0	0
Number Scoring 55-100	0	0	21	0	0	0
Number Scoring 65-100	0	0	21	0	0	0
Number Scoring 85-100	0	0	15	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%	71%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	5	0	0	0	0
Number Scoring 55-100	0	5	0	0	0	0
Number Scoring 65-100	0	5	0	0	0	0
Number Scoring 85-100	0	3	0	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	60%	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	0	77	85	0	6	3
Number Scoring 55-100	0	72	81	0	6	#
Number Scoring 65-100	0	66	78	0	5	#
Number Scoring 85-100	0	34	33	0	1	#
Percentage of Tested Scoring 55-100	0%	94%	95%	0%	100%	#
Percentage of Tested Scoring 65-100	0%	86%	92%	0%	83%	#
Percentage of Tested Scoring 85-100	0%	44%	39%	0%	17%	#
Comprehensive Latin						
Number Tested	0	0	19	0	0	0
Number Scoring 55-100	0	0	19	0	0	0
Number Scoring 65-100	0	0	18	0	0	0
Number Scoring 85-100	0	0	14	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	74%	0%	0%	0%

(Form – H)

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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	10	0	0	0	0	10
Social Studies	9	0	0	0	1	8
Mathematics	10	0	0	0	0	10
Science	3	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	208	208	208	43	43	43	251	251	251
Number Scoring 55–64	22	21	14	3	4	1	25	25	15
Number Scoring 65–84	93	69	109	11	13	14	104	82	123
Number Scoring 85–100	37	55	38	1	2	1	38	57	39
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 7–8)						
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 7–8)						
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 9–12)						
Number Tested		111	126		3	2
Beginning		23	18		#	#
Intermediate		27	53		#	#
Advanced		36	43		#	#
Proficient		25	12		#	#
Reading and Writing (Grade 9–12)						
Number Tested		111	131		3	2
Beginning		30	37		#	#
Intermediate		40	55		#	#
Advanced		37	28		#	#
Proficient		4	11		#	#

*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)