

New York State District Report Card Comprehensive Information Report

BEDS Code: 03-16-01-06-0000
 Name: Vestal Central School District
 Superintendent: Mark Capobianco

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	343	279	285
First	294	327	285
Second	321	280	313
Third	305	322	292
Fourth	323	299	331
Fifth	339	333	306
Sixth	334	352	350
Ungraded Elementary	27	24	0
Seventh	382	333	351
Eighth	346	379	329
Ninth	409	365	402
Tenth	298	358	329
Eleventh	321	295	342
Twelfth	330	320	285
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4372	4266	4200

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	239	5.5%	229	5.4%	236	5.6%
Black (Not Hispanic)	122	2.8%	123	2.9%	124	3.0%
Hispanic	45	1.0%	49	1.1%	52	1.2%
White (Not Hispanic)	3966	90.7%	3865	90.6%	3788	90.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	18	19
Common Branch	19	19	18
English Grade 8	21	25	22
Mathematics Grade 8	22	25	21
Science Grade 8	23	25	22
Social Studies Grade 8	23	25	22
English Grade 10	21	21	21
Mathematics Grade 10	20	22	21
Science Grade 10	22	21	19
Social Studies Grade 10	21	21	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	44	1.0%	48	1.1%	44	1.1%
Eligible for Free Lunch	230	5.3%	257	6.0%	363	8.6%

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		96.0%		95.5%		95.9%
Student Suspensions	53	1.2%	85	1.9%	81	1.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	3.5%	3.3%	5.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	335
Total Other Professional Staff	53
Total Paraprofessionals	142
Teaching Out of Certification*	4

*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*	293	296	249
	Regents Diplomas	242	238	232
	% Regents Diplomas	83%	80%	93%
	Regents Diplomas with Advanced Designation**			166
	% Regents Diplomas with Advanced Designation			67%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	23	24	27
	Regents Diplomas	10	8	12
	% Regents Diplomas	43%	33%	44%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			19%
	IEP Diplomas or Local Certificates	4	2	3
All Students	Total Graduates*	316	320	276
	Regents Diplomas	252	246	244
	% Regents Diplomas	80%	77%	88%
	Regents Diplomas with Advanced Designation**			171
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates	4	2	3

* 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	155	74	1	4	10	0	1	4
	Percent	62%	30%	0%	2%	4%	0%	0%	2%
Students with Disabilities	Number	4	18	1	0	2	0	1	1
	Percent	15%	67%	4%	0%	7%	0%	4%	4%
All Students	Number	159	92	2	4	12	0	2	5
	Percent	58%	33%	1%	1%	4%	0%	1%	2%

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	7		6	0.5%	1	0.1%
	Entered GED Program*	5		12	1.0%	10	0.8%
	Total Noncompleters	12		18	1.4%	11	0.9%
Students with Disabilities	Dropped Out	0		1	0.5%	1	0.6%
	Entered GED Program*	6		4	2.2%	4	2.2%
	Total Noncompleters	6		5	2.7%	5	2.8%
All Students	Dropped Out	7	0.5%	7	0.5%	2	0.1%
	Entered GED Program*	11	0.8%	16	1.1%	14	1.0%
	Total Noncompleters	18	1.3%	23	1.6%	16	1.1%

*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%	99%	20%
2-3	0%	96%	20%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	550	138
	Number of Students with Disabilities	0	82	15
	Number of All Students	0	632	153
	Percent of Enrollment	0%	99%	24%
6-8	Number of General-Education Students	0	934	0
	Number of Students with Disabilities	0	130	0
	Number of All Students	0	1064	0
	Percent of Enrollment	0%	100%	0%
9-12	Number of General-Education Students	0	1191	1202
	Number of Students with Disabilities	0	147	156
	Number of All Students	0	1338	1358
	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	86	97%	79	95%	61	98%
German	27	89%	31	100%	27	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	154	97%	189	88%	171	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	2	#
German	0	0%	0	0%	2	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	100%	0	0%	6	83%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	96%	12	75%	5	100%
Science	7	29%	10	50%	6	83%
Reading	4	#	2	#	0	0%
Writing	4	#	2	#	1	#
Global Studies	15	67%	8	88%	3	#
U.S. Hist & Gov't	6	83%	2	#	4	#

(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	347	308	372	29	30	21
Number Scoring 55-100	342	303	370	25	28	21
Number Scoring 65-100	336	293	364	23	25	20
Number Scoring 85-100	236	240	244	7	10	4
Percentage of Tested Scoring 55-100	99%	98%	99%	86%	93%	100%
Percentage of Tested Scoring 65-100	97%	95%	98%	79%	83%	95%
Percentage of Tested Scoring 85-100	68%	78%	66%	24%	33%	19%
Mathematics A						
Number Tested	456	402	379	31	37	31
Number Scoring 55-100	402	389	377	16	32	30
Number Scoring 65-100	360	359	366	13	26	25
Number Scoring 85-100	131	154	201	1	4	7
Percentage of Tested Scoring 55-100	88%	97%	99%	52%	86%	97%
Percentage of Tested Scoring 65-100	79%	89%	97%	42%	70%	81%
Percentage of Tested Scoring 85-100	29%	38%	53%	3%	11%	23%
Mathematics B						
Number Tested	195	245	267	7	4	4
Number Scoring 55-100	175	228	239	6	#	#
Number Scoring 65-100	150	206	203	5	#	#
Number Scoring 85-100	37	59	46	0	#	#
Percentage of Tested Scoring 55-100	90%	93%	90%	86%	#	#
Percentage of Tested Scoring 65-100	77%	84%	76%	71%	#	#
Percentage of Tested Scoring 85-100	19%	24%	17%	0%	#	#
Global History and Geography						
Number Tested	344	356	320	33	32	35
Number Scoring 55-100	322	334	309	21	25	33
Number Scoring 65-100	307	306	294	18	18	29
Number Scoring 85-100	160	187	156	3	4	5
Percentage of Tested Scoring 55-100	94%	94%	97%	64%	78%	94%
Percentage of Tested Scoring 65-100	89%	86%	92%	55%	56%	83%
Percentage of Tested Scoring 85-100	47%	53%	49%	9%	12%	14%
U.S. History and Government						
Number Tested	306	309	367	22	35	22
Number Scoring 55-100	304	296	360	21	30	20
Number Scoring 65-100	297	282	343	18	23	18
Number Scoring 85-100	174	206	269	5	10	8
Percentage of Tested Scoring 55-100	99%	96%	98%	95%	86%	91%
Percentage of Tested Scoring 65-100	97%	91%	93%	82%	66%	82%
Percentage of Tested Scoring 85-100	57%	67%	73%	23%	29%	36%

(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	328	343	314	27	29	24
Number Scoring 55-100	320	338	307	26	26	24
Number Scoring 65-100	316	332	303	23	23	21
Number Scoring 85-100	164	184	203	6	6	9
Percentage of Tested Scoring 55-100	98%	99%	98%	96%	90%	100%
Percentage of Tested Scoring 65-100	96%	97%	96%	85%	79%	88%
Percentage of Tested Scoring 85-100	50%	54%	65%	22%	21%	38%
Physical Setting/Earth Science						
Number Tested	344	337	369	27	23	31
Number Scoring 55-100	325	319	346	19	22	23
Number Scoring 65-100	310	301	330	16	18	20
Number Scoring 85-100	192	171	170	2	4	6
Percentage of Tested Scoring 55-100	94%	95%	94%	70%	96%	74%
Percentage of Tested Scoring 65-100	90%	89%	89%	59%	78%	65%
Percentage of Tested Scoring 85-100	56%	51%	46%	7%	17%	19%
Physical Setting/Chemistry						
Number Tested	222	221	301	8	7	5
Number Scoring 55-100	218	220	288	8	7	5
Number Scoring 65-100	187	204	248	5	7	4
Number Scoring 85-100	45	75	94	0	1	0
Percentage of Tested Scoring 55-100	98%	100%	96%	100%	100%	100%
Percentage of Tested Scoring 65-100	84%	92%	82%	62%	100%	80%
Percentage of Tested Scoring 85-100	20%	34%	31%	0%	14%	0%
Physical Setting/Physics						
Number Tested		149	84		5	2
Number Scoring 55-100		144	71		5	#
Number Scoring 65-100		131	68		4	#
Number Scoring 85-100		37	18		1	#
Percentage of Tested Scoring 55-100		97%	85%		100%	#
Percentage of Tested Scoring 65-100		88%	81%		80%	#
Percentage of Tested Scoring 85-100		25%	21%		20%	#

* 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	70	68	67	1	0	0
Number Scoring 55-100	69	66	65	#	0	0
Number Scoring 65-100	66	65	62	#	0	0
Number Scoring 85-100	35	40	32	#	0	0
Percentage of Tested Scoring 55-100	99%	97%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	96%	93%	#	0%	0%
Percentage of Tested Scoring 85-100	50%	59%	48%	#	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	32	27	21	1	0	0
Number Scoring 55-100	31	27	20	#	0	0
Number Scoring 65-100	28	27	20	#	0	0
Number Scoring 85-100	14	14	16	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	95%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	44%	52%	76%	#	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	135	163	124	3	0	0
Number Scoring 55-100	132	161	121	#	0	0
Number Scoring 65-100	130	159	118	#	0	0
Number Scoring 85-100	86	112	58	#	0	0
Percentage of Tested Scoring 55-100	98%	99%	98%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	98%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	64%	69%	47%	#	0%	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	286	2%	2%	38%	58%
	Students with Disabilities	20	0%	5%	65%	30%
	All Students	306	2%	2%	40%	57%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	280	0%	7%	62%	31%
	Students with Disabilities	52	12%	40%	38%	10%
	All Students	332	2%	12%	58%	28%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	1	0	#	#	#	#
Secondary Level						
English Language Arts	5	0	0	1	1	3
Social Studies	4	0	#	#	#	#
Mathematics	5	0	0	1	1	3
Science	5	0	0	1	1	3

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	249	249	249	26	26	26	275	275	275
Number Scoring 55–64	2	4	1	3	3	3	5	7	4
Number Scoring 65–84	115	61	81	12	11	12	127	72	93
Number Scoring 85–100	127	179	167	2	7	7	129	186	174
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		12	21		0	0
Beginning		1	0		0	0
Intermediate		2	3		0	0
Advanced		3	12		0	0
Proficient		6	6		0	0
Reading and Writing (Grade K-1)						
Number Tested		12	21		0	0
Beginning		2	3		0	0
Intermediate		2	10		0	0
Advanced		4	3		0	0
Proficient		4	5		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		16	18		0	0
Beginning		0	0		0	0
Intermediate		0	1		0	0
Advanced		5	5		0	0
Proficient		11	12		0	0
Reading and Writing (Grade 2-4)						
Number Tested		16	17		0	0
Beginning		1	1		0	0
Intermediate		6	1		0	0
Advanced		5	8		0	0
Proficient		4	7		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		7	7		0	0
Beginning		0	0		0	0
Intermediate		0	1		0	0
Advanced		0	2		0	0
Proficient		7	4		0	0
Reading and Writing (Grade 5-6)						
Number Tested		7	7		0	0
Beginning		0	0		0	0
Intermediate		0	1		0	0
Advanced		6	3		0	0
Proficient		1	3		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		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		2	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		9	8		0	0
Beginning		0	0		0	0
Intermediate		2	4		0	0
Advanced		4	2		0	0
Proficient		3	2		0	0
Reading and Writing (Grade 9-12)						
Number Tested		9	8		0	0
Beginning		0	0		0	0
Intermediate		4	4		0	0
Advanced		5	4		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 - L)