

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	344	343	279
First	311	294	327
Second	315	321	280
Third	319	305	322
Fourth	326	323	299
Fifth	313	339	333
Sixth	384	334	352
Ungraded Elementary	32	27	24
Seventh	345	382	333
Eighth	389	346	379
Ninth	344	409	365
Tenth	353	298	358
Eleventh	349	321	295
Twelfth	303	330	320
Ungraded Secondary	0	0	0
Total K-12 Enrollment	4427	4372	4266

## 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	248	5.6%	239	5.5%	229	5.4%
Black (Not Hispanic)	119	2.7%	122	2.8%	123	2.9%
Hispanic	60	1.4%	45	1.0%	49	1.1%
White (Not Hispanic)	4000	90.4%	3966	90.7%	3865	90.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	18
Common Branch	19	19	19
English Grade 8	25	21	25
Mathematics Grade 8	24	22	25
Science Grade 8	25	23	25
Social Studies Grade 8	26	23	25
English Grade 10	22	21	21
Mathematics Grade 10	20	20	22
Science Grade 10	20	22	21
Social Studies Grade 10	21	21	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	47	1.1%	44	1.0%	48	1.1%
<b>Eligible for Free Lunch</b>	227	5.2%	230	5.3%	257	6.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.6%		96.0%		95.5%
<b>Student Suspensions</b>	60	1.4%	53	1.2%	85	1.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.1%	3.5%	3.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	333
Total Other Professional Staff	49
Total Paraprofessionals	150
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 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	289	219	76%	293	242	83%	296	238	80%
Students with Disabilities	7	4	57%	23	10	43%	24	8	33%
All Students	296	223	75%	316	252	80%	320	246	77%

\*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	188	92	1	13	14	12
Percent	59%	29%	0%	4%	4%	4%

## 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)
24	8	2	26

\*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	6		7		6	0.5%
	Entered GED Program*	0		5		12	1.0%
	Total Noncompleters	6		12		18	1.4%
Students with Disabilities	Dropped Out	1		0		1	0.5%
	Entered GED Program*	0		6		4	2.2%
	Total Noncompleters	1		6		5	2.7%
All Students	Dropped Out	7	0.5%	7	0.5%	7	0.5%
	Entered GED Program*	0	0.0%	11	0.8%	16	1.1%
	Total Noncompleters	7	0.5%	18	1.3%	23	1.6%

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

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	550
	Number of Students with Disabilities	0	0	82
	Number of All Students	0	0	632
	Percent of Enrollment	0%	0%	99%
6-8	Number of General-Education Students	0	0	934
	Number of Students with Disabilities	0	0	130
	Number of All Students	0	0	1064
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	0	1191
	Number of Students with Disabilities	0	0	147
	Number of All Students	0	0	1338
	Percent of Enrollment	0%	0%	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 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	72	99%	86	97%	79	95%
German	38	97%	27	89%	31	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	207	93%	154	97%	189	88%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	5	100%	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	0	0%	1	#	0	0%
Science	0	0%	1	#	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	23	96%	12	75%
Science	0	0%	7	29%	10	50%
Reading	0	0%	4	#	2	#
Writing	0	0%	4	#	2	#
Global Studies	0	0%	15	67%	8	88%
U.S. Hist & Gov't	0	0%	6	83%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	374	347	308	25	29	30
Number Scoring 55-100	371	342	303	22	25	28
Number Scoring 65-100	367	336	293	19	23	25
Number Scoring 85-100	275	236	240	5	7	10
Percentage of Tested Scoring 55-100	99%	99%	98%	88%	86%	93%
Percentage of Tested Scoring 65-100	98%	97%	95%	76%	79%	83%
Percentage of Tested Scoring 85-100	74%	68%	78%	20%	24%	33%
<b>Mathematics A</b>						
Number Tested	306	456	402	24	31	37
Number Scoring 55-100	210	402	389	6	16	32
Number Scoring 65-100	159	360	359	3	13	26
Number Scoring 85-100	27	131	154	1	1	4
Percentage of Tested Scoring 55-100	69%	88%	97%	25%	52%	86%
Percentage of Tested Scoring 65-100	52%	79%	89%	12%	42%	70%
Percentage of Tested Scoring 85-100	9%	29%	38%	4%	3%	11%
<b>Mathematics B</b>						
Number Tested	20	195	245	0	7	4
Number Scoring 55-100	20	175	228	0	6	#
Number Scoring 65-100	20	150	206	0	5	#
Number Scoring 85-100	13	37	59	0	0	#
Percentage of Tested Scoring 55-100	100%	90%	93%	0%	86%	#
Percentage of Tested Scoring 65-100	100%	77%	84%	0%	71%	#
Percentage of Tested Scoring 85-100	65%	19%	24%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	317	344	356	26	33	32
Number Scoring 55-100	309	322	334	22	21	25
Number Scoring 65-100	298	307	306	19	18	18
Number Scoring 85-100	139	160	187	5	3	4
Percentage of Tested Scoring 55-100	97%	94%	94%	85%	64%	78%
Percentage of Tested Scoring 65-100	94%	89%	86%	73%	55%	56%
Percentage of Tested Scoring 85-100	44%	47%	53%	19%	9%	12%
<b>U.S. History and Government</b>						
Number Tested	342	306	309	19	22	35
Number Scoring 55-100	338	304	296	18	21	30
Number Scoring 65-100	320	297	282	15	18	23
Number Scoring 85-100	173	174	206	5	5	10
Percentage of Tested Scoring 55-100	99%	99%	96%	95%	95%	86%
Percentage of Tested Scoring 65-100	94%	97%	91%	79%	82%	66%
Percentage of Tested Scoring 85-100	51%	57%	67%	26%	23%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	300	328	343	25	27	29
Number Scoring 55-100	300	320	338	25	26	26
Number Scoring 65-100	297	316	332	22	23	23
Number Scoring 85-100	149	164	184	6	6	6
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	96%	90%
Percentage of Tested Scoring 65-100	99%	96%	97%	88%	85%	79%
Percentage of Tested Scoring 85-100	50%	50%	54%	24%	22%	21%
<b>Physical Setting/Earth Science</b>						
Number Tested	308	344	337	15	27	23
Number Scoring 55-100	303	325	319	13	19	22
Number Scoring 65-100	295	310	301	13	16	18
Number Scoring 85-100	169	192	171	5	2	4
Percentage of Tested Scoring 55-100	98%	94%	95%	87%	70%	96%
Percentage of Tested Scoring 65-100	96%	90%	89%	87%	59%	78%
Percentage of Tested Scoring 85-100	55%	56%	51%	33%	7%	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	219	222	221	9	8	7
Number Scoring 55-100	217	218	220	9	8	7
Number Scoring 65-100	189	187	204	5	5	7
Number Scoring 85-100	38	45	75	2	0	1
Percentage of Tested Scoring 55-100	99%	98%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	86%	84%	92%	56%	62%	100%
Percentage of Tested Scoring 85-100	17%	20%	34%	22%	0%	14%
<b>Physical Setting/Physics</b>						
Number Tested			149			5
Number Scoring 55-100			144			5
Number Scoring 65-100			131			4
Number Scoring 85-100			37			1
Percentage of Tested Scoring 55-100			97%			100%
Percentage of Tested Scoring 65-100			88%			80%
Percentage of Tested Scoring 85-100			25%			20%

\* 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
<b>Comprehensive French</b>						
Number Tested	70	70	68	1	1	0
Number Scoring 55-100	69	69	66	#	#	0
Number Scoring 65-100	63	66	65	#	#	0
Number Scoring 85-100	23	35	40	#	#	0
Percentage of Tested Scoring 55-100	99%	99%	97%	#	#	0%
Percentage of Tested Scoring 65-100	90%	94%	96%	#	#	0%
Percentage of Tested Scoring 85-100	33%	50%	59%	#	#	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	29	32	27	0	1	0
Number Scoring 55-100	28	31	27	0	#	0
Number Scoring 65-100	22	28	27	0	#	0
Number Scoring 85-100	12	14	14	0	#	0
Percentage of Tested Scoring 55-100	97%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	76%	88%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	41%	44%	52%	0%	#	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	152	135	163	2	3	0
Number Scoring 55-100	148	132	161	#	#	0
Number Scoring 65-100	146	130	159	#	#	0
Number Scoring 85-100	92	86	112	#	#	0
Percentage of Tested Scoring 55-100	97%	98%	99%	#	#	0%
Percentage of Tested Scoring 65-100	96%	96%	98%	#	#	0%
Percentage of Tested Scoring 85-100	61%	64%	69%	#	#	0%
<b>Comprehensive Latin</b>						
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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	183	52	2	7	5	0
Number Scoring 55-100	151	38	#	6	2	0
Number Scoring 65-100	132	30	#	4	0	0
Number Scoring 85-100	50	5	#	0	0	0
Percentage of Tested Scoring 55-100	83%	73%	#	86%	40%	0%
Percentage of Tested Scoring 65-100	72%	58%	#	57%	0%	0%
Percentage of Tested Scoring 85-100	27%	10%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	32	88%	26	96%
Students with Disabilities	0	0%	12	92%	10	90%

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
<b>Nov 2003</b>	General-Education Students	295	2%	4%	48%	45%
	Students with Disabilities	43	2%	9%	74%	14%
	All Students	338	2%	5%	52%	41%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	337	1%	25%	67%	7%
	Students with Disabilities	39	8%	64%	26%	3%
	All Students	376	1%	29%	63%	7%

(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
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	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	298	298	298	26	26	26	324	324	324
Number Scoring 55–64	3	4	1	1	2	2	4	6	3
Number Scoring 65–84	130	104	106	14	12	16	144	116	122
Number Scoring 85–100	159	180	189	5	6	6	164	186	195
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			12			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			6			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			12			0
Beginning (0-14)			2			0
Intermediate (15-24)			2			0
Advanced (25-32)			4			0
Proficient (33-35)			4			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			5			0
Proficient (37-39)			11			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			16			0
Beginning (0-14)			1			0
Intermediate (15-24)			6			0
Advanced (25-32)			5			0
Proficient (33-35)			4			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			7			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			6			0
Proficient (33-35)			1			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			9			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			5			0
Proficient (33-35)			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)