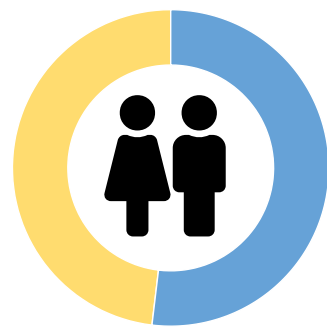
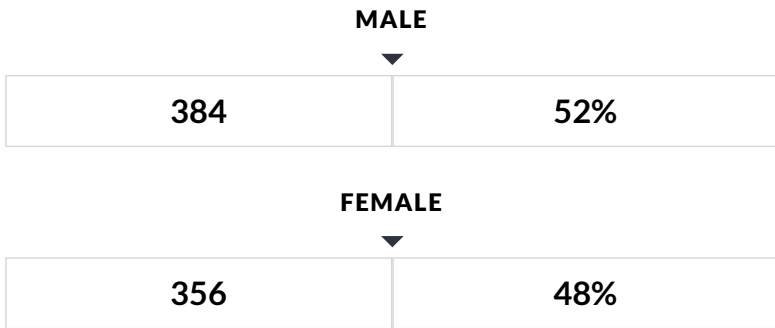


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

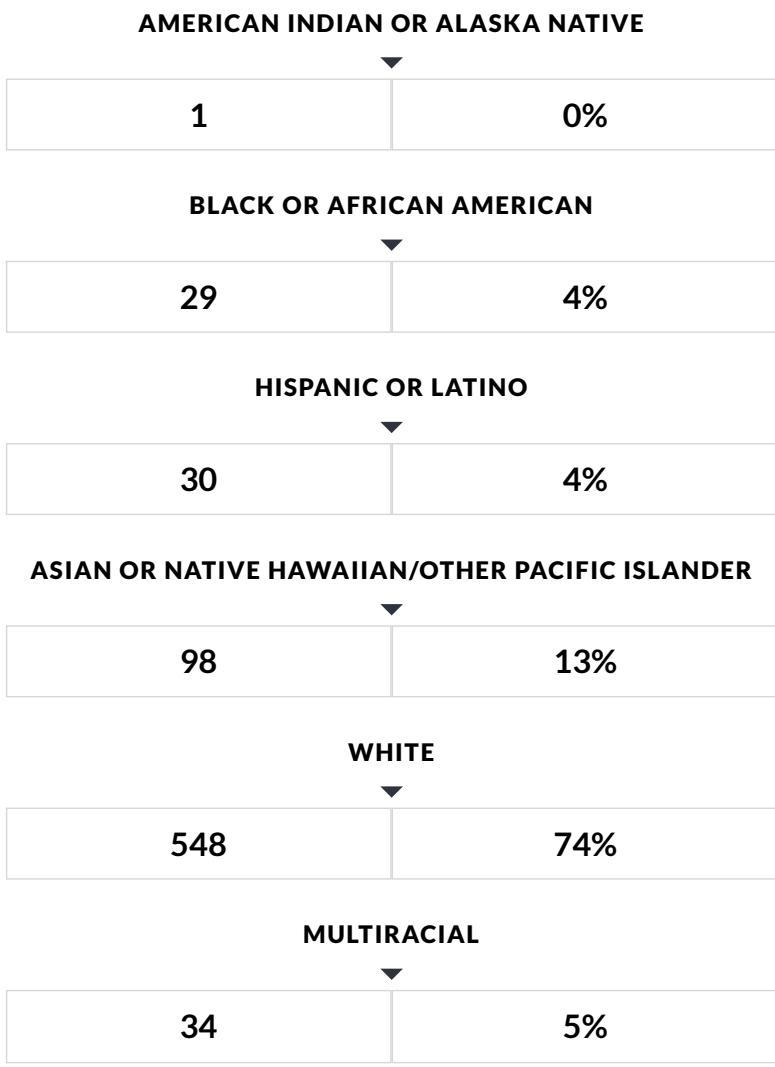
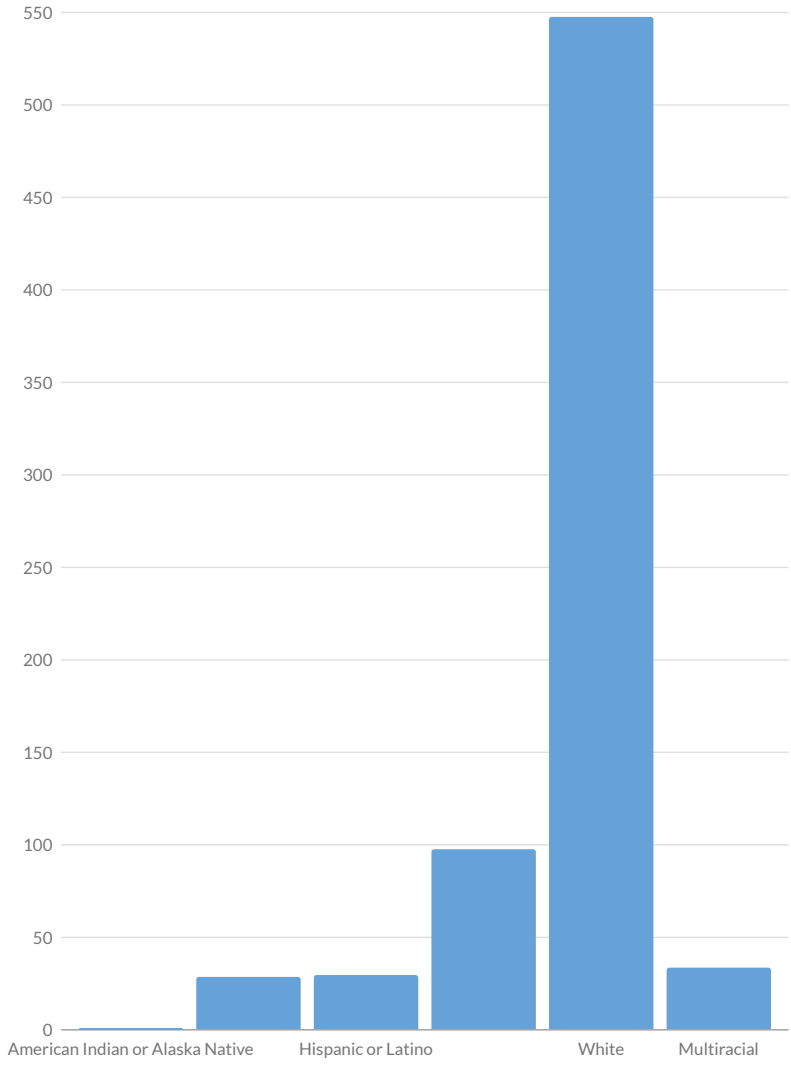
## VESTAL MIDDLE SCHOOL ENROLLMENT (2020 - 21)

**K-12 Enrollment: 740**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY

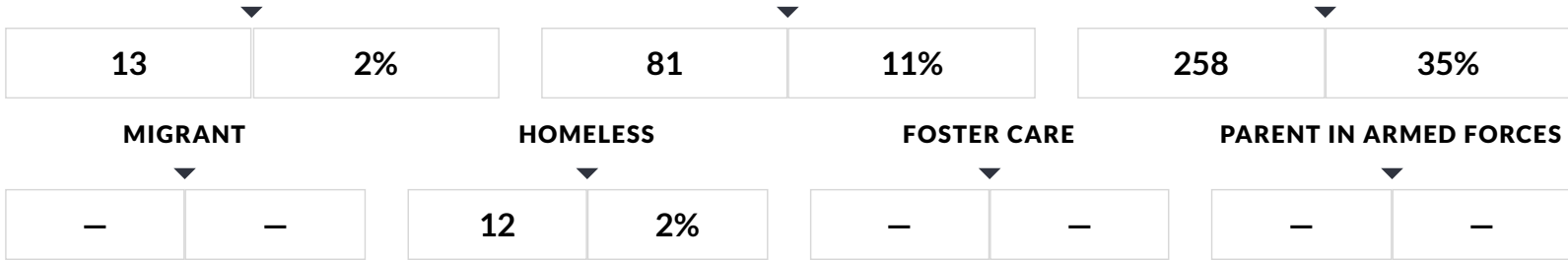


**OTHER GROUPS**

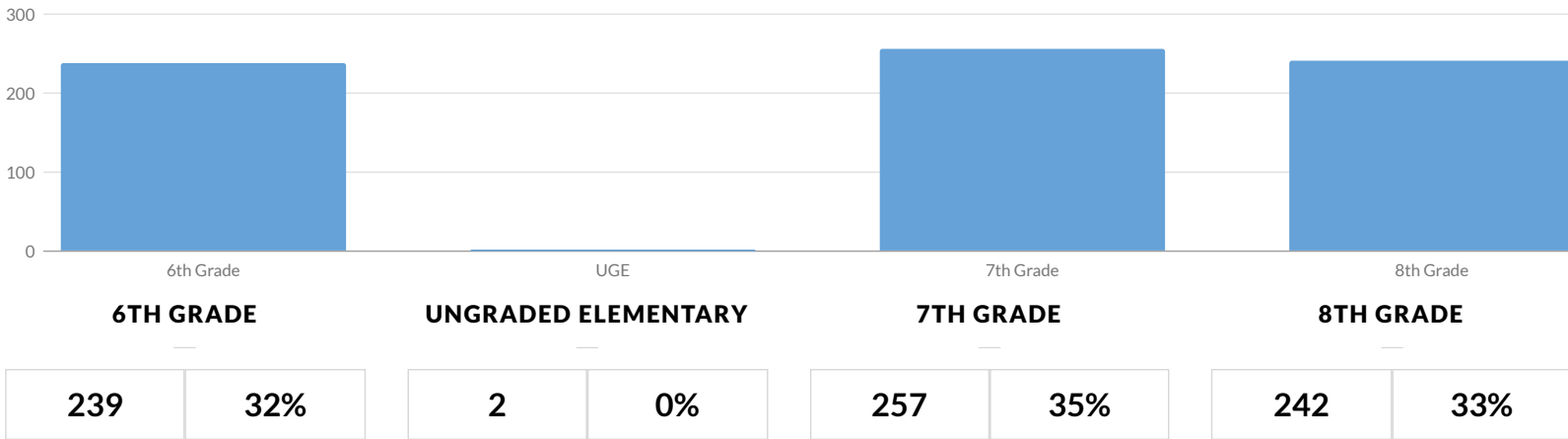
**ENGLISH LANGUAGE LEARNERS**

**STUDENTS WITH DISABILITIES**

**ECONOMICALLY DISADVANTAGED**



**ENROLLMENT BY GRADE**



## VESTAL MIDDLE SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

### 2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	238	100%	159	67%	79	33%
Female	116	49%	74	64%	42	36%
Male	122	51%	85	70%	37	30%
General Education Students	209	88%	140	67%	69	33%
Students with Disabilities	29	12%	19	66%	10	34%
Asian or Native Hawaiian/Other Pacific Islander	28	12%	16	57%	12	43%
Black or African American	13	5%	6	46%	7	54%
Hispanic or Latino	5	2%	4	80%	1	20%
White	183	77%	128	70%	55	30%
Multiracial	9	4%	5	56%	4	44%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	87	37%	52	60%	35	40%
Not Economically Disadvantaged	151	63%	107	71%	44	29%
English Language Learner	6	3%	2	33%	4	67%
Non-English Language Learner	232	97%	157	68%	75	32%
Not in Foster Care	238	100%	159	67%	79	33%
Homeless	4	2%	2	50%	2	50%
Not Homeless	234	98%	157	67%	77	33%
Not Migrant	238	100%	159	67%	79	33%
Parent Not in Armed Forces	238	100%	159	67%	79	33%

## 2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	259	100%	154	59%	105	41%
Female	129	50%	74	57%	55	43%
Male	130	50%	80	62%	50	38%
General Education Students	229	88%	136	59%	93	41%
Students with Disabilities	30	12%	18	60%	12	40%
Asian or Native Hawaiian/Other Pacific Islander	36	14%	20	56%	16	44%
Black or African American	10	4%	5	50%	5	50%
Hispanic or Latino	17	7%	10	59%	7	41%
White	183	71%	115	63%	68	37%
Multiracial	13	5%	4	31%	9	69%
Economically Disadvantaged	100	39%	52	52%	48	48%
Not Economically Disadvantaged	159	61%	102	64%	57	36%
English Language Learner	4	2%	3	75%	1	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	255	98%	151	59%	104	41%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	258	100%	153	59%	105	41%
Homeless	1	0%	0	0%	1	100%
Not Homeless	258	100%	154	60%	104	40%
Not Migrant	259	100%	154	59%	105	41%
Parent Not in Armed Forces	259	100%	154	59%	105	41%

## 2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	241	100%	130	54%	111	46%
Female	113	47%	59	52%	54	48%
Male	128	53%	71	55%	57	45%
General Education Students	215	89%	119	55%	96	45%
Students with Disabilities	26	11%	11	42%	15	58%
American Indian or Alaska Native	1	0%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	35	15%	22	63%	13	37%
Black or African American	6	2%	4	67%	2	33%
Hispanic or Latino	8	3%	5	63%	3	38%
White	181	75%	94	52%	87	48%
Multiracial	10	4%	5	50%	5	50%
Economically Disadvantaged	70	29%	38	54%	32	46%
Not Economically Disadvantaged	171	71%	92	54%	79	46%
English Language Learner	2	1%	2	100%	0	0%
Non-English Language Learner	239	99%	128	54%	111	46%





Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	151	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	153	–	–	–	–	–	–	–	–	–	–
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	154	21	14%	52	34%	52	34%	29	19%	81	53%
Not Migrant	154	21	14%	52	34%	52	34%	29	19%	81	53%
Parent Not in Armed Forces	154	21	14%	52	34%	52	34%	29	19%	81	53%

## 2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	130	12	9%	27	21%	35	27%	56	43%	91	70%
Female	59	5	8%	7	12%	12	20%	35	59%	47	80%
Male	71	7	10%	20	28%	23	32%	21	30%	44	62%
General Education Students	119	6	5%	23	19%	35	29%	55	46%	90	76%
Students with Disabilities	11	6	55%	4	36%	0	0%	1	9%	1	9%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	1	5%	2	9%	3	14%	16	73%	19	86%
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	94	9	10%	22	23%	27	29%	36	38%	63	67%
Multiracial	5	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	38	6	16%	10	26%	10	26%	12	32%	22	58%



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	92	6	7%	17	18%	25	27%	44	48%	69	75%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	128	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	130	12	9%	27	21%	35	27%	56	43%	91	70%
Homeless	5	2	40%	1	20%	1	20%	1	20%	2	40%
Not Homeless	125	10	8%	26	21%	34	27%	55	44%	89	71%
Not Migrant	130	12	9%	27	21%	35	27%	56	43%	91	70%
Parent Not in Armed Forces	130	12	9%	27	21%	35	27%	56	43%	91	70%

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## VESTAL MIDDLE SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

### 2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	237	100%	172	73%	65	27%
Female	116	49%	81	70%	35	30%
Male	121	51%	91	75%	30	25%
General Education Students	208	88%	153	74%	55	26%
Students with Disabilities	29	12%	19	66%	10	34%
Asian or Native Hawaiian/Other Pacific Islander	28	12%	22	79%	6	21%
Black or African American	13	5%	9	69%	4	31%
Hispanic or Latino	5	2%	4	80%	1	20%
White	182	77%	132	73%	50	27%
Multiracial	9	4%	5	56%	4	44%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	87	37%	61	70%	26	30%
Not Economically Disadvantaged	150	63%	111	74%	39	26%
English Language Learner	6	3%	3	50%	3	50%
Non-English Language Learner	231	97%	169	73%	62	27%
Not in Foster Care	237	100%	172	73%	65	27%
Homeless	4	2%	3	75%	1	25%
Not Homeless	233	98%	169	73%	64	27%
Not Migrant	237	100%	172	73%	65	27%
Parent Not in Armed Forces	237	100%	172	73%	65	27%

## 2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	257	100%	162	63%	95	37%
Female	128	50%	78	61%	50	39%
Male	129	50%	84	65%	45	35%
General Education Students	228	89%	141	62%	87	38%
Students with Disabilities	29	11%	21	72%	8	28%
Asian or Native Hawaiian/Other Pacific Islander	36	14%	26	72%	10	28%
Black or African American	10	4%	4	40%	6	60%
Hispanic or Latino	16	6%	9	56%	7	44%
White	182	71%	119	65%	63	35%
Multiracial	13	5%	4	31%	9	69%
Economically Disadvantaged	99	39%	60	61%	39	39%
Not Economically Disadvantaged	158	61%	102	65%	56	35%
English Language Learner	4	2%	3	75%	1	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	253	98%	159	63%	94	37%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	256	100%	161	63%	95	37%
Homeless	1	0%	0	0%	1	100%
Not Homeless	256	100%	162	63%	94	37%
Not Migrant	257	100%	162	63%	95	37%
Parent Not in Armed Forces	257	100%	162	63%	95	37%

## 2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	241	100%	78	32%	163	68%
Female	113	47%	31	27%	82	73%
Male	128	53%	47	37%	81	63%
General Education Students	215	89%	69	32%	146	68%
Students with Disabilities	26	11%	9	35%	17	65%
American Indian or Alaska Native	1	0%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	35	15%	6	17%	29	83%
Black or African American	6	2%	3	50%	3	50%
Hispanic or Latino	8	3%	4	50%	4	50%
White	181	75%	62	34%	119	66%
Multiracial	10	4%	3	30%	7	70%
Economically Disadvantaged	70	29%	30	43%	40	57%
Not Economically Disadvantaged	171	71%	48	28%	123	72%
English Language Learner	2	1%	1	50%	1	50%
Non-English Language Learner	239	99%	77	32%	162	68%





Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	159	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	161	–	–	–	–	–	–	–	–	–	–
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	162	43	27%	54	33%	47	29%	18	11%	65	40%
Not Migrant	162	43	27%	54	33%	47	29%	18	11%	65	40%
Parent Not in Armed Forces	162	43	27%	54	33%	47	29%	18	11%	65	40%

## 2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	78	24	31%	37	47%	12	15%	5	6%	17	22%
Female	31	8	26%	14	45%	6	19%	3	10%	9	29%
Male	47	16	34%	23	49%	6	13%	2	4%	8	17%
General Education Students	69	17	25%	35	51%	12	17%	5	7%	17	25%
Students with Disabilities	9	7	78%	2	22%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	3	50%	1	17%	1	17%	1	17%	2	33%
Black or African American	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	62	18	29%	31	50%	10	16%	3	5%	13	21%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	30	14	47%	11	37%	4	13%	1	3%	5	17%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	48	10	21%	26	54%	8	17%	4	8%	12	25%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	77	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	77	–	–	–	–	–	–	–	–	–	–
Homeless	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	75	–	–	–	–	–	–	–	–	–	–
Not Migrant	78	24	31%	37	47%	12	15%	5	6%	17	22%
Parent Not in Armed Forces	78	24	31%	37	47%	12	15%	5	6%	17	22%

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# **VESTAL MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]**

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

## **2021-22 ACCOUNTABILITY STATUS**

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

# **GOOD STANDING**

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (58.87 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

## ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	762	169	22.2%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	101	18	17.8%
Black or African American	31	10	32.3%
Hispanic or Latino	32	8	25%
Multiracial	35	11	31.4%
White	562	121	21.5%
English Language Learners	14	—	—
Students with Disabilities	106	30	28.3%
Economically Disadvantaged	274	121	44.2%

## **CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)**

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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