New York State School Report Card
Comprehensive Information Report

BEDS Code: 47-02-02-04-0002   Grade Range :   K-6
Name: Gilbertsville-Mount Upton Elementary School
Principal: Karen Volpi

Fall Enrollment

Grade	2002–03	2003–04	2004–05
Pre-K	0	0	0
Kindergarten	36	37	23
First	32	37	36
Second	30	36	35
Third	42	36	37
Fourth	33	43	34
Fifth	40	32	41
Sixth	37	35	38
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	250	256	244

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	1	0.4%	4	1.6%	3	1.2%
Black (Not Hispanic)	3	1.2%	4	1.6%	3	1.2%
Hispanic	0	0.0%	1	0.4%	3	1.2%
White (Not Hispanic)	246	98.4%	247	96.5%	235	96.3%

Average Class Size

Grade Level	2002–03	2003–04	2004–05
Kindergarten	14	12	12
Common Branch	15	15	15
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	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
11	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	78	31.2%	75	29.3%	90	36.9%

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%		95.0%		96.4%
Student Suspensions	6	2.4%	8	3.2%	4	1.6%

Student Socioeconomic and Stability Indicators
(Percent of Enrollment)

	2002–03	2003–04	2004–05
Reduced Lunch	14.4%	19.5%	13.9%
Public Assistance	31-40%	41-50%	51-60%
Student Stability	97%	97%	87%

Staff Counts

Staff	2004–05
Total Teachers	17
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

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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	20	20
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	20	20
	Percent of Enrollment	0%	27%	27%
6–8	Number of General-Education Students	34	35	37
	Number of Students with Disabilities	3	0	0
	Number of All Students	37	35	37
	Percent of Enrollment	100%	100%	97%
9–12	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%

(Form – D)

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Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	37	3%	11%	54%	32%
	Students with Disabilities	5	0%	20%	80%	0%
	All Students	42	2%	12%	57%	29%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	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)

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