### New York State School Report Card Comprehensive Information Report

BEDS Code:47-02-02-04-0003Grade Range :7-12Name:Gilbertsville-Mount Upton Junior-Senior High School7-12Principal:Tonda Dunbar7-12

#### **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	39	42	40
Eighth	59	41	38
Ninth	58	66	39
Tenth	59	63	61
Eleventh	51	51	63
Twelfth	46	52	47
Ungraded Secondary	0	0	0
Total K-12 Enrollment	312	315	288

#### **Student Racial/Ethnic Origin**

	2002-03		200.	3–04	2004–05	
Race/Ethnicity	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	1.0%	4	1.3%	1	0.3%
Black (Not Hispanic)	9	2.9%	3	1.0%	4	1.4%
Hispanic	3	1.0%	3	1.0%	8	2.8%
White (Not Hispanic)	297	95.2%	305	96.8%	275	95.5%

### **Average Class Size**

Grade Level	2002–03	2003-04	2004–05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	19	13
Mathematics Grade 8	14	15	10
Science Grade 8	20	0	13
Social Studies Grade 8	20	21	15
English Grade 10	18	18	21
Mathematics Grade 10	20	13	20
Science Grade 10	17	22	20
Social Studies Grade 10	19	23	19

(Form - A)

Gilbertsville-Mount Upton Junior-Senior High School 3/01/06

47-02-02-04-0003

#### **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
47	All schools in this group are secondary 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 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

	2002–03CountPercent		2003-04		2004–05	
			Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	72 23.1%		61	19.4%	76	26.4%

#### **Attendance and Suspension**

	2001–02		2002	2–03	2003–04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		95.4%		94.5%
Student Suspensions	15	4.7%	21	6.7%	38	12.1%

### **Student Socioeconomic and Stability Indicators**

#### (Percent of Enrollment)

	2002–03	2003-04	2004–05
Reduced Lunch	8.3%	14.6%	15.3%
Public Assistance	21-30%	31-40%	41-50%
Student Stability	93%	96%	96%

### **Staff Counts**

Staff	2004–05
Total Teachers	25
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	3

\*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*	35	45	36
	Regents Diplomas	29	39	33
	% Regents Diplomas	83%	87%	92%
	Regents Diplomas with Advanced Designation**			13
Students	% Regents Diplomas with Advanced Designation			36%
	IEP Diplomas or Local Certificates			
	Total Graduates*	5	3	6
Students	Regents Diplomas	1	1	3
with	% Regents Diplomas	20%	33%	50%
Disabilities	Regents Diplomas with Advanced Designation**			0
Disabilities	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	0	3
	Total Graduates*	40	48	42
	Regents Diplomas	30	40	36
All Students	% Regents Diplomas	75%	83%	86%
All Students	Regents Diplomas with Advanced Designation**			13
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	1	0	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 <a href="http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml">http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml</a>.

#### 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	Number	13	18	0	2	3	0	0	0
Students	Percent	36%	50%	0%	6%	8%	0%	0%	0%
Students with	Number	0	2	1	0	3	0	0	0
Disabilities	Percent	0%	33%	17%	0%	50%	0%	0%	0%
All	Number	13	20	1	2	6	0	0	0
Students	Percent	31%	48%	2%	5%	14%	0%	0%	0%

#### **High School Noncompletion Rates**

		2002–03		2003	3–04	2004–05	
		No. of	% of	No. of	% of	No. of	% of
		Students	Enroll.	Students	Enroll.	Students	Enroll.
General-	Dropped Out	3		0	0.0%	0	0.0%
Education	Entered GED Program*	4		5	2.5%	2	1.1%
Students	Total Noncompleters	7		5	2.5%	2	1.1%
Stardonta mith	Dropped Out	2		1	4.0%	0	0.0%
Students with Disabilities	Entered GED Program*	0		1	4.0%	0	0.0%
Disabilities	Total Noncompleters	2		2	8.0%	0	0.0%
A 11	Dropped Out	5	2.3%	1	0.4%	0	0.0%
All	Entered GED Program*	4	1.9%	6	2.6%	2	0.9%
Students	Total Noncompleters	9	4.2%	7	3.1%	2	0.9%

\*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)

Gilbertsville-Mount Upton Junior-Senior High School 3/01/06

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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
	Number of General-Education Students	0	0	0
4–5	Number of Students with Disabilities	0	0	0
4–5	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
	Number of General-Education Students	68	82	67
6–8	Number of Students with Disabilities	30	0	11
0–ð	Number of All Students	98	82	78
	Percent of Enrollment	100%	99%	100%
	Number of General-Education Students	214	224	175
0 12	Number of Students with Disabilities	0	0	35
9–12	Number of All Students	214	224	210
	Percent of Enrollment	100%	97%	100%

(Form – D)

# **Second Language Proficiency Examinations**

### **General-Education Students**

Test	2002	2–03	200.	3-04	2004–05	
Test	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	83%	14	100%	17	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	29	86%	14	79%	20	85%

#### **Students with Disabilities**

Test	2002	2002–03		3–04	2004–05	
Test	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	2	#	4	#	2	#

### **Regents Competency Tests**

### **General-Education Students**

Test	2002	2002–03		3–04	2004–05	
1051	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

### **Students with Disabilities**

Test	2002–03		200	3–04	2004–05		
Test	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	
Mathematics	1	#	2	#	2	#	
Science	0	0%	2	#	0	0%	
Reading	0	0%	0	0%	1	#	
Writing	0	0%	1	#	3	#	
Global Studies	2	#	0	0%	4	#	
U.S. Hist & Gov't	0	0%	2	#	4	#	

(Form – E)

## **Regents Examinations**

All Students           2003–04           rehensive Eng           40           39           37           25           97%           93%           62%           athematics A           71           65           61           19           92%           86%           27%           athematics B           14           12           11           5           86%	2004-05 lish 62 59 54 24 95% 87% 39% 53 51 47 16 96% 89% 30% 20 16 14	State           2002–03           6           5           1           83%           83%           17%           9           8           6           1           89%           67%           11%           0           0           0           0           0           0           0           0           0	nts with Disal 2003–04 5 4 4 1 80% 80% 20% 4 # # # # # # 0 0 0	2004-05           6           4           1           0           67%           17%           0%           2           #           #           #           #           #           #           0           0           0           0           0           0           0
athematics B           12           139           37           25           97%           93%           62%           athematics A           71           65           61           19           92%           86%           27%           athematics B           14           12           11           5	lish         62           59         54           24         95%           87%         39%           53         51           47         16           96%         89%           30%         20           16         14	$ \begin{array}{r} 6\\ 5\\ 5\\ 1\\ 83\%\\ 83\%\\ 17\%\\ \hline 9\\ 8\\ 6\\ 1\\ 89\%\\ 67\%\\ 11\%\\ \hline 0\\ 0\\ 0 \end{array} $	5 4 4 1 80% 80% 20% 4 # # # # # # # # # # # 0 0	6 4 1 0 67% 17% 0% 2 # # # # # # # #
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athematics B           14           12           11           5	20 16 14	0 0	0 0	0
14 12 11 5	16 14	0	0	-
12 11 5	16 14	0	0	-
11 5	14			0
5			0	0
-	4	0	0	0
80%	80%	0%	0%	0%
79%	70%	0%	0%	0%
36%	20%	0%	0%	0%
story and Geo		070	070	070
75	64	7	7	6
66	57	5	4	4
57	50	4	3	4
				0
		-	-	67%
				67%
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		5	6	6
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(Form – F)

### **Regents Examinations**

		All Students	5	Stude	nts with Disa	bilities
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	Livin	g Environme	ent			
Number Tested	44	118	49	4	7	8
Number Scoring 55–100	43	112	44	#	6	6
Number Scoring 65–100	42	96	36	#	6	4
Number Scoring 85–100	14	27	8	#	0	0
Percentage of Tested Scoring 55–100	98%	95%	90%	#	86%	75%
Percentage of Tested Scoring 65–100	95%	81%	73%	#	86%	50%
Percentage of Tested Scoring 85–100	32%	23%	16%	#	0%	0%
	Physical S	etting/Earth	Science			
Number Tested	76	4	56	6	2	4
Number Scoring 55–100	69	#	52	6	#	#
Number Scoring 65–100	62	#	44	5	#	#
Number Scoring 85–100	20	#	17	2	#	#
Percentage of Tested Scoring 55–100	91%	#	93%	100%	#	#
Percentage of Tested Scoring 65–100	82%	#	79%	83%	#	#
Percentage of Tested Scoring 85–100	26%	#	30%	33%	#	#
	Physical	Setting/Cher	nistry			
Number Tested	25	28	24	1	0	0
Number Scoring 55–100	25	28	24	#	0	0
Number Scoring 65–100	20	24	21	#	0	0
Number Scoring 85–100	0	9	4	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	80%	86%	88%	#	0%	0%
Percentage of Tested Scoring 85–100	0%	32%	17%	#	0%	0%
	Physica	al Setting/Phy	vsics			
Number Tested		3	6		0	1
Number Scoring 55–100		#	5		0	#
Number Scoring 65–100		#	5		0	#
Number Scoring 85–100		#	3		0	#
Percentage of Tested Scoring 55–100		#	83%		0%	#
Percentage of Tested Scoring 65–100		#	83%		0%	#
Percentage of Tested Scoring 85–100		#	50%		0%	#

\* 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**

	Regents					1 •1• / •
	2002 02	All Students			nts with Disa	
	2002-03	2003-04	2004-05	2002-03	2003-04	2004–05
Nh		rehensive Fre		0	0	0
Number Tested	29	15	14	0	0	0
Number Scoring 55–100	27	15	14	0	0	0
Number Scoring 65–100	23	13	12	0	0	0
Number Scoring 85–100	-	9	5	0	0	0
Percentage of Tested Scoring 55–100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	87%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	60%	36%	0%	0%	0%
Number Tested		rehensive Ita		0	0	0
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%	
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Number Tested		ehensive Ger		0	0	0
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0 0	0	0 0	0 0	0
Number Scoring 65–100 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 55–100 Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100 Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
reicentage of Tested Scotting 83–100		ehensive Het		0%	0%	0%
Number Tested	0	0	0	0	0	0
Number Tested Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 55–100 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 55–100 Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
recentage of rested Scotting 83–100		ehensive Spa	1	070	070	070
Number Tested	15	15	11	0	0	1
Number Scoring 55–100	15	15	11	0	0	#
Number Scoring 55–100	13	15	10	0	0	#
Number Scoring 85–100	8	6	6	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	93%	100%	91%	0%	0%	#
Percentage of Tested Scoring 85–100	53%	40%	55%	0%	0%	#
refeeling of rested Scotling 05–100		prehensive La		070	070	π
Number Tested		0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 55–100	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 55–100 Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
rescu scoring 05-100	0 /0	070	070	070	070	(Form –

(Form - H)

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
	General-Education Students	0	0%	0%	0%	0%
Nov 2004	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

# **Elementary-Level Social Studies**

## **Middle-Level Social Studies**

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
	General-Education Students	32	#	#	#	#
June 2005	Students with Disabilities	4	#	#	#	#
	All Students	36	0%	42%	53%	6%

(Form – I)

### New York State Alternate Assessments (NYSAA) 2004–05

Count of Students										
Test	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	0	0	0	0	0	0				
Social Studies	0	0	0	0	0	0				
Mathematics	0	0	0	0	0	0				
Science	0	0	0	0	0	0				

### **2001** Cohort Performance on Regents Examinations after Four Years

	<b>General-Education Students</b>			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	36	36	36	9	9	9	45	45	45
Number Scoring 55–64	1	1	1	0	1	0	1	2	1
Number Scoring 65–84	21	13	20	5	3	6	26	16	26
Number Scoring 85–100	13	21	15	0	0	0	13	21	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form - J)