

New York State School Report Card Comprehensive Information Report

BEDS Code: 47-02-02-04-0003

Grade Range : 7-12

Name: Gilbertsville-Mount Upton Junior-Senior High School

Principal: Carl Mummmenthey

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	56	58	39
Eighth	56	62	59
Ninth	56	52	58
Tenth	47	57	59
Eleventh	46	46	51
Twelfth	51	44	46
Ungraded Secondary	0	0	0
Total K-12 Enrollment	312	319	312

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.3%	3	0.9%	3	1.0%
Black (Not Hispanic)	7	2.2%	7	2.2%	9	2.9%
Hispanic	3	1.0%	2	0.6%	3	1.0%
White (Not Hispanic)	301	96.5%	307	96.2%	297	95.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	21	19
Mathematics Grade 8	10	16	14
Science Grade 8	19	0	20
Social Studies Grade 8	19	19	20
English Grade 10	10	20	18
Mathematics Grade 10	0	20	20
Science Grade 10	20	18	17
Social Studies Grade 10	18	18	19

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	64	20.5%	61	19.1%	72	23.1%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		95.2%		96.0%
Student Suspensions	26	8.2%	32	10.3%	15	4.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.9%	8.5%	8.3%
Public Assistance	1-10%	11-20%	21-30%
Student Stability	94%	100%	93%

Staff Counts

Staff	2002–2003
Total Teachers	26
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	2

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	36	25	69%	43	31	72%	35	29	83%
Students with Disabilities	10	2	20%	1	0	0%	5	1	20%
All Students	46	27	59%	44	31	70%	40	30	75%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	16	11	0	3	6	4
Percent	40%	28%	0%	7%	15%	10%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
5	1	1	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		3	
	Entered GED Program*			0		4	
	Total Noncompleters			1		7	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	1	0.5%	1	0.5%	5	2.3%
	Entered GED Program*	0	0.0%	0	0.0%	4	1.9%
	Total Noncompleters	1	0.5%	1	0.5%	9	4.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		60	68
	Number of Students with Disabilities		7	30
	Number of All Students		67	98
	Percent of Enrollment		56%	100%
9-12	Number of General-Education Students		167	214
	Number of Students with Disabilities		32	0
	Number of All Students		199	214
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	95%	0	0%	23	83%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	24	58%	4	#	29	86%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	2	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	4	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	1	#
Science	5	100%	5	100%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	1	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	47	47	52	1	8	6
Number Scoring 55–100	46	46	50	#	7	5
Number Scoring 65–100	42	45	50	#	6	5
Number Scoring 85–100	18	25	32	#	0	1
Percentage of Tested Scoring 55–100	98%	98%	96%	#	88%	83%
Percentage of Tested Scoring 65–100	89%	96%	96%	#	75%	83%
Percentage of Tested Scoring 85–100	38%	53%	62%	#	0%	17%
Mathematics A						
Number Tested	0	44	65	0	1	9
Number Scoring 55–100	0	36	60	0	#	8
Number Scoring 65–100	0	32	54	0	#	6
Number Scoring 85–100	0	12	16	0	#	1
Percentage of Tested Scoring 55–100	0%	82%	92%	0%	#	89%
Percentage of Tested Scoring 65–100	0%	73%	83%	0%	#	67%
Percentage of Tested Scoring 85–100	0%	27%	25%	0%	#	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	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%
Global History and Geography						
Number Tested	51	62	58	7	7	7
Number Scoring 55–100	50	59	46	7	6	5
Number Scoring 65–100	45	52	42	5	4	4
Number Scoring 85–100	16	22	15	0	0	0
Percentage of Tested Scoring 55–100	98%	95%	79%	100%	86%	71%
Percentage of Tested Scoring 65–100	88%	84%	72%	71%	57%	57%
Percentage of Tested Scoring 85–100	31%	35%	26%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	31	45	54	1	6	5
Number Scoring 55–100	29	43	53	#	6	5
Number Scoring 65–100	24	36	50	#	4	4
Number Scoring 85–100	12	25	32	#	2	2
Percentage of Tested Scoring 55–100	94%	96%	98%	#	100%	100%
Percentage of Tested Scoring 65–100	77%	80%	93%	#	67%	80%
Percentage of Tested Scoring 85–100	39%	56%	59%	#	33%	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	14	51	44	0	2	4
Number Scoring 55–100	14	51	43	0	#	#
Number Scoring 65–100	14	50	42	0	#	#
Number Scoring 85–100	6	20	14	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	#	#
Percentage of Tested Scoring 65–100	100%	98%	95%	0%	#	#
Percentage of Tested Scoring 85–100	43%	39%	32%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	36	66	76	4	11	6
Number Scoring 55–100	27	57	69	#	9	6
Number Scoring 65–100	21	48	62	#	7	5
Number Scoring 85–100	6	15	20	#	0	2
Percentage of Tested Scoring 55–100	75%	86%	91%	#	82%	100%
Percentage of Tested Scoring 65–100	58%	73%	82%	#	64%	83%
Percentage of Tested Scoring 85–100	17%	23%	26%	#	0%	33%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		21	25		0	1
Number Scoring 55–100		21	25		0	#
Number Scoring 65–100		13	20		0	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		62%	80%		0%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	19	25	29	0	4	0
Number Scoring 55–100	19	20	27	0	#	0
Number Scoring 65–100	18	14	23	0	#	0
Number Scoring 85–100	14	4	9	0	#	0
Percentage of Tested Scoring 55–100	100%	80%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	56%	79%	0%	#	0%
Percentage of Tested Scoring 85–100	74%	16%	31%	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	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 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	22	18	15	0	0	0
Number Scoring 55–100	22	18	15	0	0	0
Number Scoring 65–100	17	18	14	0	0	0
Number Scoring 85–100	6	4	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	77%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	22%	53%	0%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	64	32	1	7	3	0
Number Scoring 55–100	44	20	#	2	#	0
Number Scoring 65–100	37	17	#	1	#	0
Number Scoring 85–100	18	7	#	0	#	0
Percentage of Tested Scoring 55–100	69%	62%	#	29%	#	0%
Percentage of Tested Scoring 65–100	58%	53%	#	14%	#	0%
Percentage of Tested Scoring 85–100	28%	22%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	22	41	6	0	0	0
Number Scoring 55–100	12	31	4	0	0	0
Number Scoring 65–100	8	27	3	0	0	0
Number Scoring 85–100	1	14	1	0	0	0
Percentage of Tested Scoring 55–100	55%	76%	67%	0%	0%	0%
Percentage of Tested Scoring 65–100	36%	66%	50%	0%	0%	0%
Percentage of Tested Scoring 85–100	5%	34%	17%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	95%	1	#	15	93%
Students with Disabilities	8	88%	0	0%	5	100%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	50	0%	44%	44%	12%
	Students with Disabilities	10	40%	60%	0%	0%
	All Students	60	7%	47%	37%	10%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	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

1999 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	35	35	35	6	6	6	41	41	41
Number Scoring 55–64	1	4	2	1	1	2	2	5	4
Number Scoring 65–84	19	8	24	4	3	1	23	11	25
Number Scoring 85–100	15	22	8	0	1	1	15	23	9
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)