

WYNANTSKILL UNION FREE SCHOOL DISTRICT

**BOARD OF EDUCATION
APPROVED**

**2013-2014
BUDGET**

**APPROVED BY BOE
04/18/13**

2013-2014
WYNANTSKILL UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET

FUNCTION OR ACCOUNT	SBM CODE	TOTAL	ADMIN.	PROGRAM	CAPITAL
Board of Education	1099.00	37,792	37,792		
Central Administration	1299.00	100,900	100,900		
Finance	1399.00	171,874	171,874		
Legal Services	1420.00	9,500	9,500		
Personnel	1430.00	1,280	1,280		
Records Management	1460.00	1,500	1,500		
Public Information	1480.00	20,637	20,637		
Operation of Plant	1620.00	227,562			227,562
Maintenance of Plant	1621.00	150,281			150,281
Other Central Services	1699.00	36,326	36,326		
Judgments & Claims	1930.40	2,000			2,000
Refund of Taxes	1964.40	2,000			2,000
Other Special Items	1998.00	78,306	78,306		
Curriculum Dev. & Sup.	2010.00	95,904		95,904	
Supervision-Regular School	2020.00	97,504		97,504	
Supervision-Special School	2040.00	0			
Research, Evaluation & Plan	2060.00	88,600	88,600		
Instruction (Net of Sup)	2999.00	4,327,983		4,327,983	
Purchase of Buses	5510.21	0			0
Other District Transportation	5510.00	650,906		650,906	
Garage Building	5530.00	9,400		9,400	
Contract Transportation	5540.00	0			
Community Service	8998.00	0			
Employee Benefits	9098.00	1,574,720	133,879	1,375,391	65,450
Debt Service	9898.00	377,482			377,482
Trans. To Capital	9950.90	0			
Trans. To Debt	9901.96	8,095		8,095	
Other Transfers	9951.00	100,000			100,000
TOTALS:		8,170,552	680,594	6,565,183	924,775

Property Tax Report Card
490804 - WYNANTSKILL UFSD

2012-2013 - Page 1
Official - as of 04/19/2013 08:33 AM

Important Note: Chapter 97 of the Laws of 2011 requires school districts to report data elements necessary to calculate a Property Tax Levy Limit. Data elements for the Property Tax Report Card have been renamed and redefined in accordance with these changes. Please see <http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/> for additional guidance.

Form Due - April 27, 2013

School District Contact Person: LISA HENKEL
School District Telephone Number: 518-283-4679

	Budgeted 2012-13 (A)	Proposed Budget 2013-14 (B)	Percent Change (C)
Total Proposed Spending	8,037,093	8,170,552	1.66 %
Total Proposed School Year Tax Levy, Including Tax Levy to Support Library Debt ¹	4,787,717	4,883,471	2.00 %
Permissible Exclusions to the School Tax Levy Limit	3,181	51,129	
Proposed School Year Tax Levy, Not Including Levy for Permissible Exclusions or Levy to Support Library Debt	4,784,536	4,832,342	
School Tax Levy Limit ²	4,819,794	4,926,292	
Difference (positive value requires 60.0% voter approval)	-35,258	-93,950	
Public School Enrollment	305	297	-2.62 %
Consumer Price Index			2.1 %

¹ All proposed levies should exclude any prior year reserve for excess tax levy, including interest.

² For 2013-14, includes any carryover from 2012-13 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2012-13 (D)	Estimated 2013-14 (E)
Adjusted Restricted Fund Balance	1,538,169	1,538,169
Assigned Appropriated Fund Balance	205,117	156,255
Adjusted Unrestricted Fund Balance	527,179	326,822
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	6.56 %	4.00 %



The New York State Report Card 2011–12

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. 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.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

1 Profile

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	22	38	39
Grade 1	29	24	36
Grade 2	30	33	26
Grade 3	34	30	35
Grade 4	45	33	30
Grade 5	36	43	33
Grade 6	49	37	41
Ungraded Elementary	3	3	0
Grade 7	43	45	33
Grade 8	40	39	41
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	2
Total K-12	331	325	316

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	20	22	20
Grade 8			
English	12	18	17
Mathematics	19	13	13
Science	19	20	22
Social Studies	19	20	22
Grade 10			
English			
Mathematics			
Science			
Social Studies			

1 Profile

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	30	9%	36	11%	34	11%
Reduced Price Lunch	18	5%	19	6%	7	2%
Limited English Proficient	1	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	2	1%	1	0%
Black or African American	7	2%	8	2%	4	1%
Hispanic or Latino	0	0%	0	0%	8	3%
Asian or Native Hawaiian/Other Pacific Islander	1	0%	1	0%	1	0%
White	316	95%	299	92%	290	92%
Multiracial	6	2%	15	5%	12	4%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		95%		96%
Student Suspensions	10	3%	11	3%	1	0%

DISTRICT **WYNANTSVILLE UNION FREE SCHOOL DISTRICT**

Demographic Factors Information

Eligible for Free Lunch and Reduced Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district/school/s) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's **Annual Attendance Rate** is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	31	30	29
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	6%	3%	7%
Percent with Fewer than Three Years of Experience	13%	3%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	23%	24%
Total Number of Core Classes	79	72	65
Percent Not Taught by Highly Qualified Teachers in This School*	5%	0%	9%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	0%	11%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	122	106	105
Percent Taught by Teachers Without Appropriate Certification	7%	2%	6%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	33%	50%
Turnover Rate of All Teachers	27%	23%	7%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	0	2	4
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

*Not available at the school level.

WYOMANTSKILL UNION FREE SCHOOL DISTRICT

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis, that is, the percent teaching for more than five periods per week without certification.

Core classes are primarily K-6 common brand English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area is not counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HQTUSSE process, or other state-approved methods, to have demonstrated acceptable subject knowledge and teaching skills, and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher Status*, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a bachelor's degree, is certified to teach, and shows state or state competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL**
DISTRICT

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

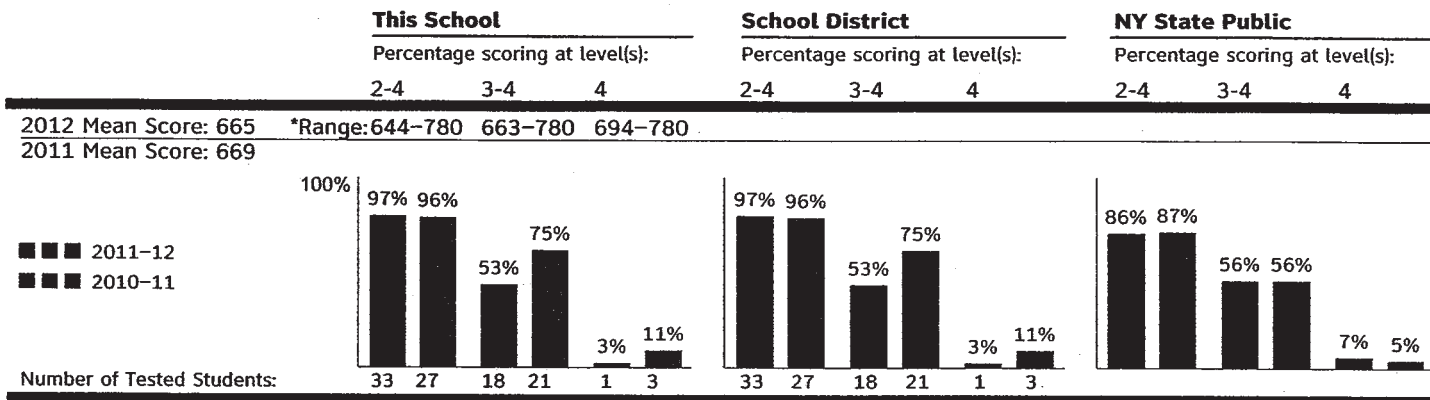
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 3 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	34	97%	96%	3%	28	96%	75%	11%
Female	13	100%	100%	0%	16	100%	100%	0%
Male	21	95%	97%	0%	12	92%	75%	17%
American Indian or Alaska Native	1							
Black or African American					1			
Hispanic or Latino	1							
Asian or Native Hawaiian/Other Pacific Islander								
White	32				24			
Multiracial					3			
Small Group Totals	34	97%	96%	3%	28	96%	75%	11%
General-Education Students	29	100%	100%	0%	26			
Students with Disabilities	5	80%	20%	0%	2			
English Proficient	34	97%	96%	3%	28	96%	75%	11%
Limited English Proficient								
Economically Disadvantaged	5	100%	60%	0%	5	100%	60%	0%
Not Disadvantaged	29	97%	96%	3%	23	96%	78%	13%
Migrant								
Not Migrant	34	97%	96%	3%	28	96%	75%	11%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other

Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0				0			
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0				0			

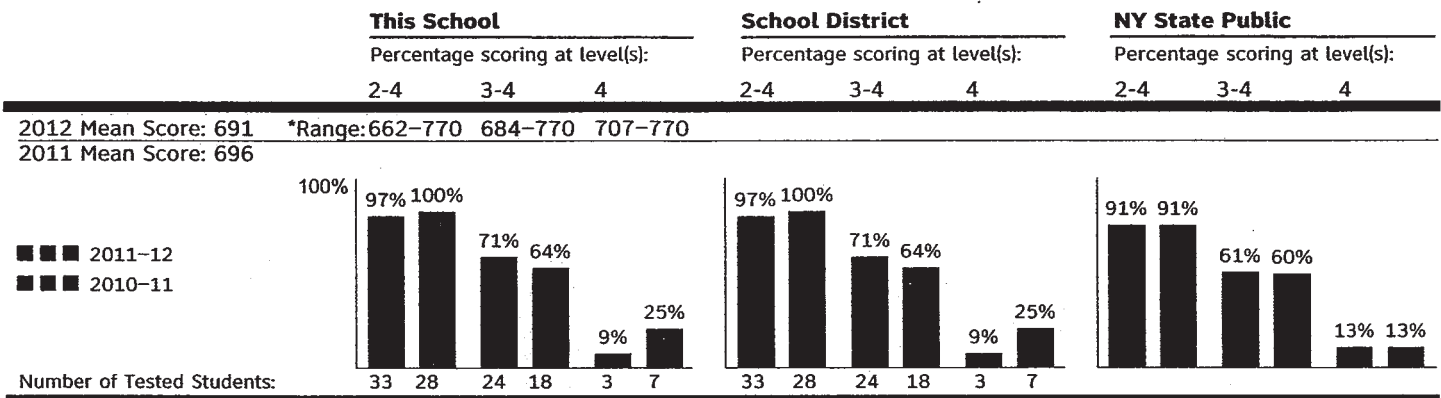
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 3 Mathematics



Results by Student Group

Results by Student Group	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage Scoring at Level(s)			Total Tested	Percentage Scoring at Level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	34	97%	71%	9%	28	100%	64%	25%
Female	13	100%	69%	0%	16	100%	50%	13%
Male	21	95%	71%	14%	12	100%	83%	12%
American Indian or Alaska Native	1							
Black or African American					1			
Hispanic or Latino	1							
Asian or Native Hawaiian/Other Pacific Islander								
White	32				24			
Multiracial					3			
Small Group Totals	34	97%	71%	9%	28	100%	64%	25%
General-Education Students	29	100%	79%	10%	26			
Students with Disabilities	5	80%	20%	0%	2			
English Proficient	34	97%	71%	9%	28	100%	64%	25%
Limited English Proficient								
Economically Disadvantaged	5	100%	80%	0%	5	100%	60%	0%
Not Disadvantaged	29	97%	69%	10%	23	100%	65%	30%
Migrant								
Not Migrant	34	97%	71%	9%	28	100%	64%	25%

NOTES

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Other

Assessments

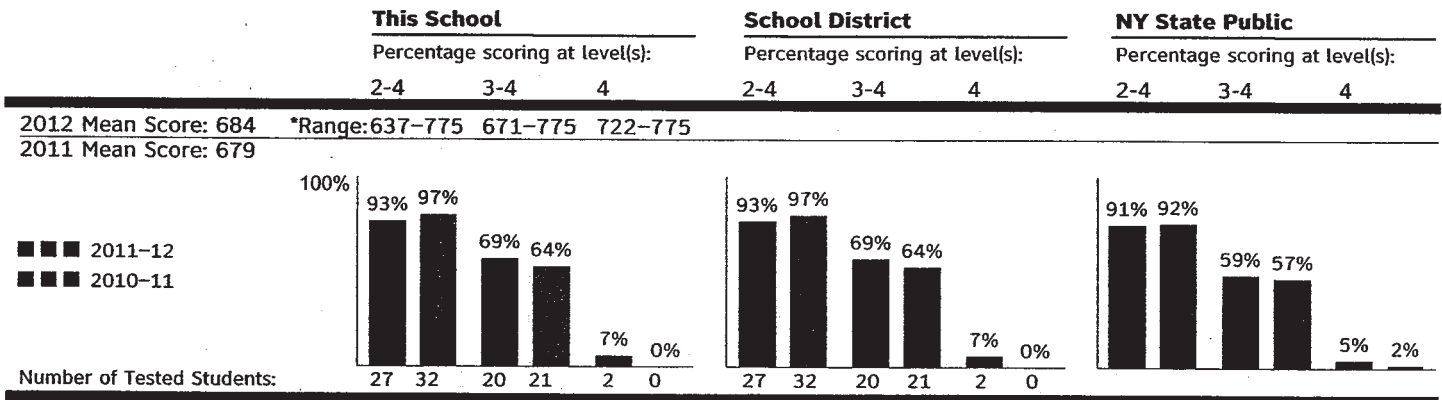
These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.								
Other Assessments	2011-12 School Year				2010-11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	29	93%	69%	7%	33	97%	64%	0%
Female	17	100%	76%	12%	18	100%	78%	0%
Male	12	83%	58%	0%	15	93%	47%	0%
American Indian or Alaska Native								
Black or African American	1							
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	26				30			
Multiracial	2				3			
Small Group Totals	29	93%	69%	7%	33	97%	64%	0%
General-Education Students	26				29			
Students with Disabilities	3				4			
English Proficient	29	93%	69%	7%	33	97%	64%	0%
Limited English Proficient								
Economically Disadvantaged	3				7	86%	14%	0%
Not Disadvantaged	26				26	100%	77%	0%
Migrant								
Not Migrant	29	93%	69%	7%	33	97%	64%	0%

NOTES

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Other

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s): 2-4 3-4 4			Total Tested	Number scoring at level(s): 2-4 3-4 4		
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	0				0			
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0				0			

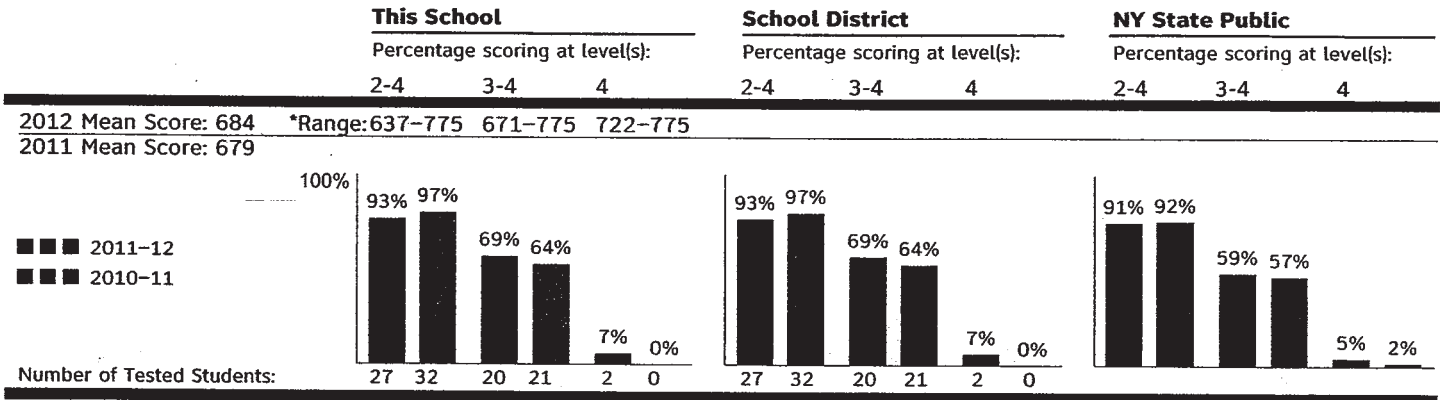
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSILL UNION FREE SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	29	93%	69%	7%	33	97%	64%	0%
Female	17	100%	76%	12%	18	100%	78%	0%
Male	12	83%	58%	0%	15	93%	47%	0%
American Indian or Alaska Native								
Black or African American	1							
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	26				30			
Multiracial	2				3			
Small Group Totals	29	93%	69%	7%	33	97%	64%	0%
General-Education Students	26				29			
Students with Disabilities	3				4			
English Proficient	29	93%	69%	7%	33	97%	64%	0%
Limited English Proficient								
Economically Disadvantaged	3				7	86%	14%	0%
Not Disadvantaged	26				26	100%	77%	0%
Migrant								
Not Migrant	29	93%	69%	7%	33	97%	64%	0%

NOTES

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Other

Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	0				0			
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0				0			

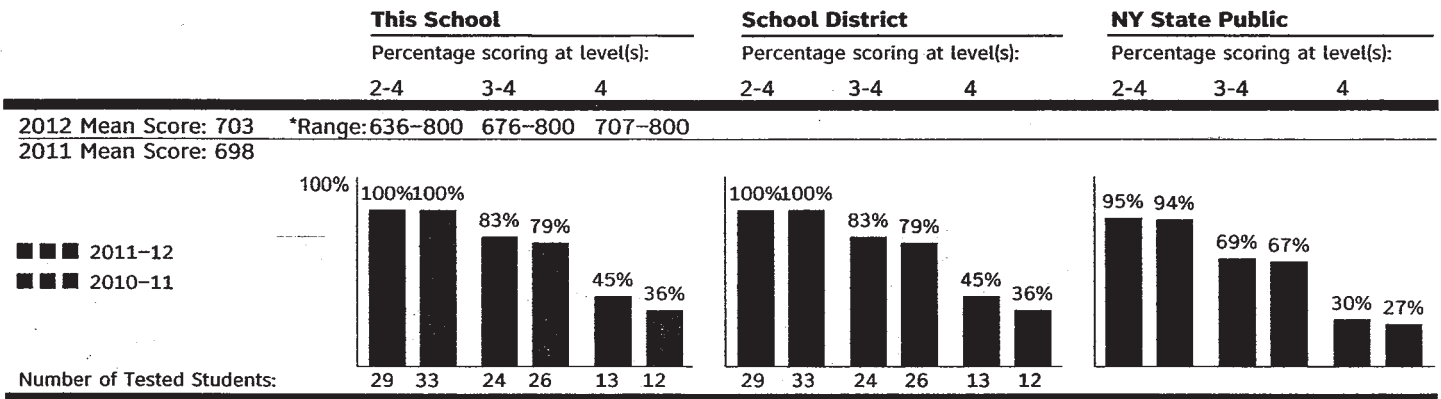
* These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	29	100%	83%	45%	33	100%	79%	36%
Female	17	100%	82%	41%	18	100%	78%	42%
Male	12	100%	83%	50%	15	100%	80%	27%
American Indian or Alaska Native								
Black or African American	1							
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	26				30			
Multiracial	2				3			
Small Group Totals	29	100%	83%	45%	33	100%	79%	36%
General-Education Students	26				29			
Students with Disabilities	3				4			
English Proficient	29	100%	83%	45%	33	100%	79%	36%
Limited English Proficient								
Economically Disadvantaged	3				7	100%	43%	14%
Not Disadvantaged	26				26	100%	88%	42%
Migrant								
Not Migrant	29	100%	83%	45%	33	100%	79%	36%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other

Assessments

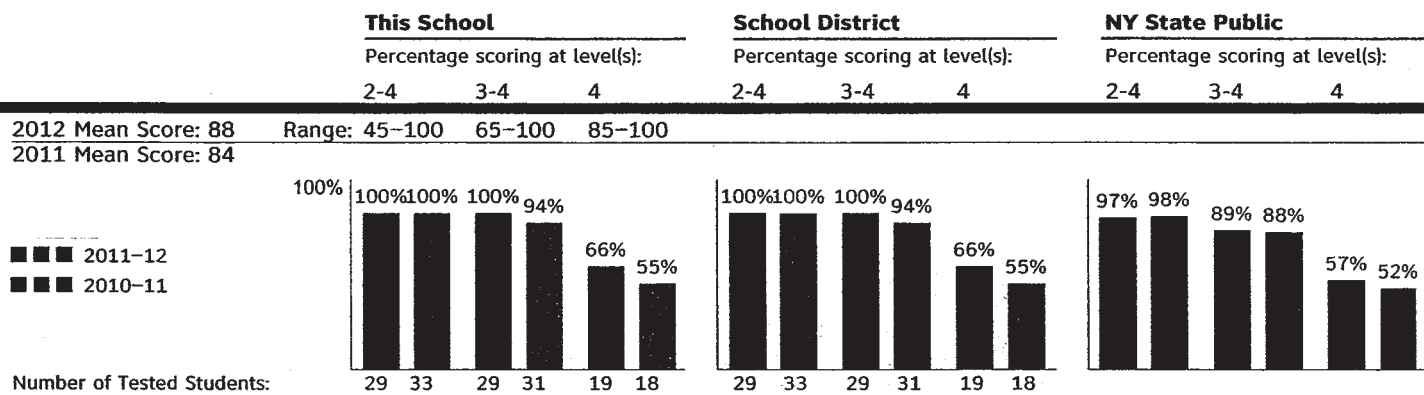
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 4 Science



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	29	100%	100%	66%	33	100%	94%	55%
Female	17	100%	100%	65%	18	100%	94%	67%
Male	12	100%	100%	67%	15	100%	93%	40%
American Indian or Alaska Native								
Black or African American	1							
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	26				30			
Multiracial	2				3			
Small Group Totals	29	100%	100%	66%	33	100%	94%	55%
General-Education Students	26				29			
Students with Disabilities	3				4			
English Proficient	29	100%	100%	66%	33	100%	94%	55%
Limited English Proficient								
Economically Disadvantaged	3				7	100%	71%	14%
Not Disadvantaged	26				26	100%	100%	65%
Migrant								
Not Migrant	29	100%	100%	66%	33	100%	94%	55%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other

Assessments

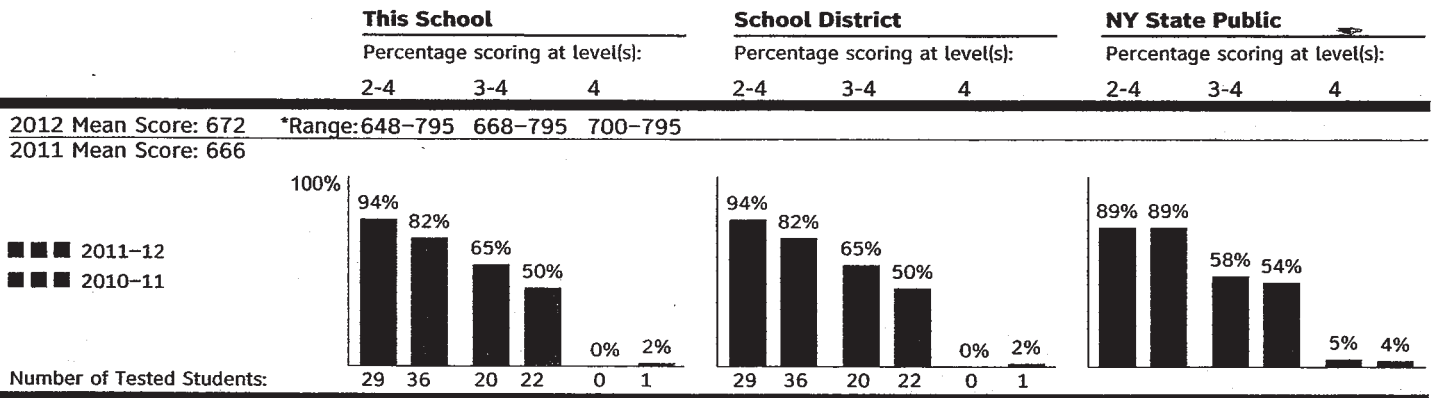
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	31	94%	65%	0%	44	82%	50%	2%
Female	17	94%	76%	0%	24	88%	58%	2%
Male	14	93%	50%	0%	20	75%	40%	0%
American Indian or Alaska Native								
Black or African American					3			
Hispanic or Latino					1			
Asian or Native Hawaiian/Other Pacific Islander								
White	29				40			
Multiracial	2							
Small Group Totals	31	94%	65%	0%	44	82%	50%	2%
General-Education Students	25	100%	80%	0%	36	92%	58%	3%
Students with Disabilities	6	67%	0%	0%	8	38%	13%	0%
English Proficient	31	94%	65%	0%	44	82%	50%	2%
Limited English Proficient								
Economically Disadvantaged	6	83%	33%	0%	7	43%	29%	0%
Not Disadvantaged	25	96%	72%	0%	37	89%	54%	3%
Migrant								
Not Migrant	31	94%	65%	0%	44	82%	50%	2%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other

Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 5	0				0			
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0				0			

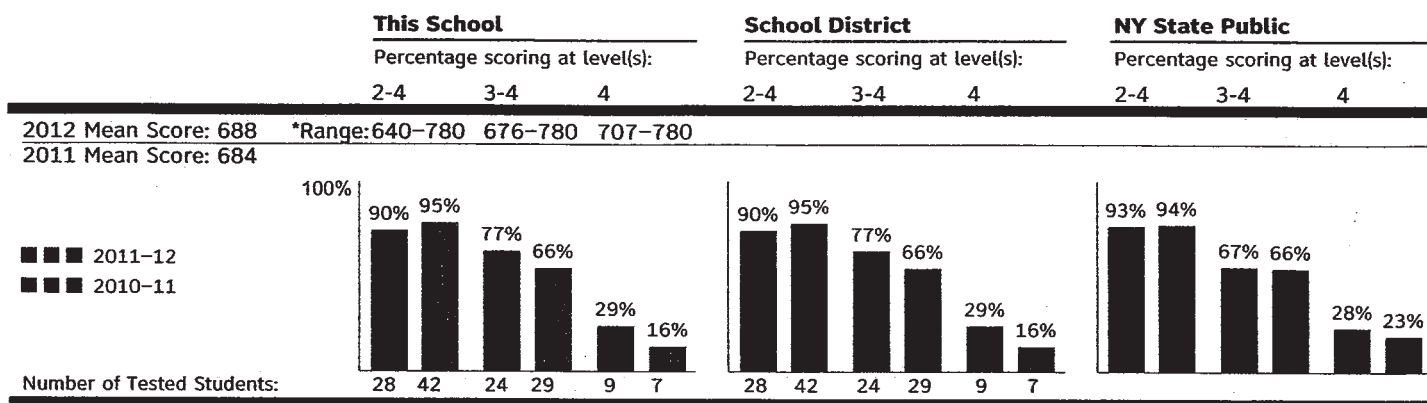
* These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	31	90%	77%	29%	44	95%	66%	16%
Female	17	94%	82%	35%	24	96%	71%	13%
Male	14	86%	71%	21%	20	95%	60%	20%
American Indian or Alaska Native								
Black or African American					3			
Hispanic or Latino					1			
Asian or Native Hawaiian/Other Pacific Islander								
White	29				40			
Multiracial	2							
Small Group Totals	31	90%	77%	29%	44	95%	66%	16%
General-Education Students	25	100%	88%	36%	36	100%	78%	19%
Students with Disabilities	6	50%	33%	0%	8	75%	13%	0%
English Proficient	31	90%	77%	29%	44	95%	66%	16%
Limited English Proficient								
Economically Disadvantaged	6	100%	50%	0%	7	86%	43%	0%
Not Disadvantaged	25	88%	84%	36%	37	97%	70%	19%
Migrant								
Not Migrant	31	90%	77%	29%	44	95%	66%	16%

NOTES

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Other

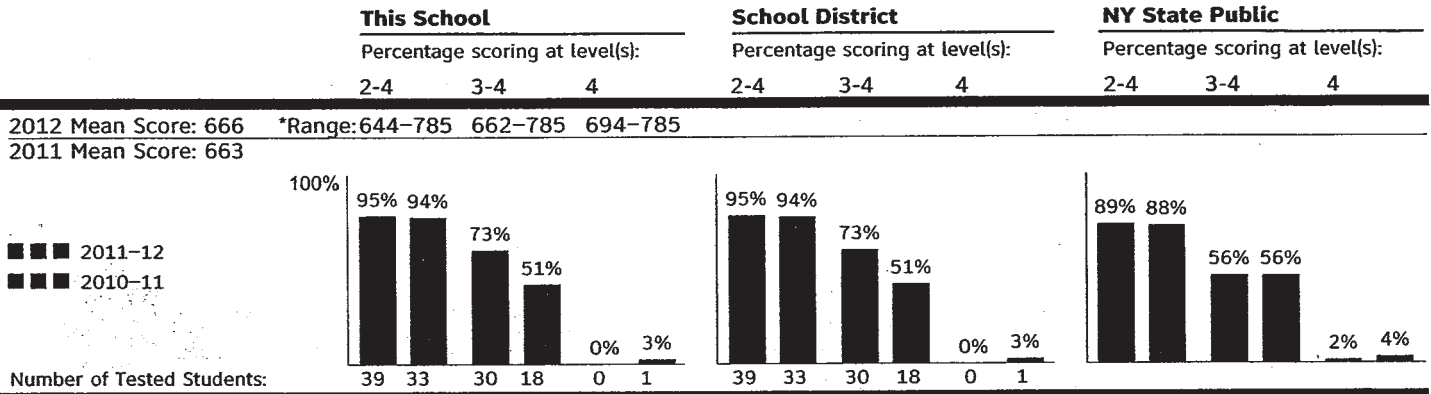
Assessments	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 6 English Language Arts



Results by Student Group

Results by Student Group	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	41	95%	73%	0%	35	84%	51%	3%
Female	23	95%	73%	0%	20	95%	69%	9%
Male	18	94%	72%	0%	15	93%	40%	7%
American Indian or Alaska Native								
Black or African American	2							
Hispanic or Latino	1							
Asian or Native Hawaiian/Other Pacific Islander								
White	38				34			
Multiracial					1			
Small Group Totals	41	95%	73%	0%	35	84%	51%	3%
General-Education Students	35	100%	80%	0%	32			
Students with Disabilities	6	67%	33%	0%	3			
English Proficient	41	95%	73%	0%	35	84%	51%	3%
Limited English Proficient								
Economically Disadvantaged	3				5	80%	20%	0%
Not Disadvantaged	38				30	87%	57%	3%
Migrant								
Not Migrant	41	95%	73%	0%	35	84%	51%	3%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other

Assessments

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1			
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 6	0				0			
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0				0			

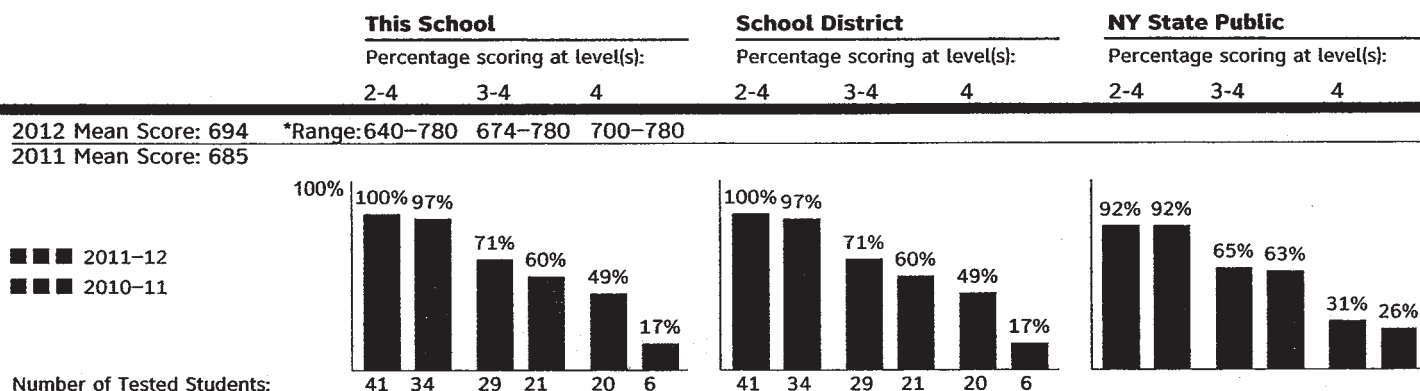
* These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 6 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	41	100%	71%	49%	35	97%	60%	17%
Female	23	100%	74%	52%	20	95%	50%	15%
Male	18	100%	67%	44%	15	100%	73%	26%
American Indian or Alaska Native								
Black or African American	2							
Hispanic or Latino	1							
Asian or Native Hawaiian/Other Pacific Islander								
White	38				34			
Multiracial					1			
Small Group Totals	41	100%	71%	49%	35	97%	60%	17%
General-Education Students	35	100%	80%	54%	32			
Students with Disabilities	6	100%	17%	17%	3			
English Proficient	41	100%	71%	49%	35	97%	60%	17%
Limited English Proficient								
Economically Disadvantaged	3				5	80%	20%	0%
Not Disadvantaged	38				30	100%	67%	26%
Migrant								
Not Migrant	41	100%	71%	49%	35	97%	60%	17%

NOTES

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Other

Assessments

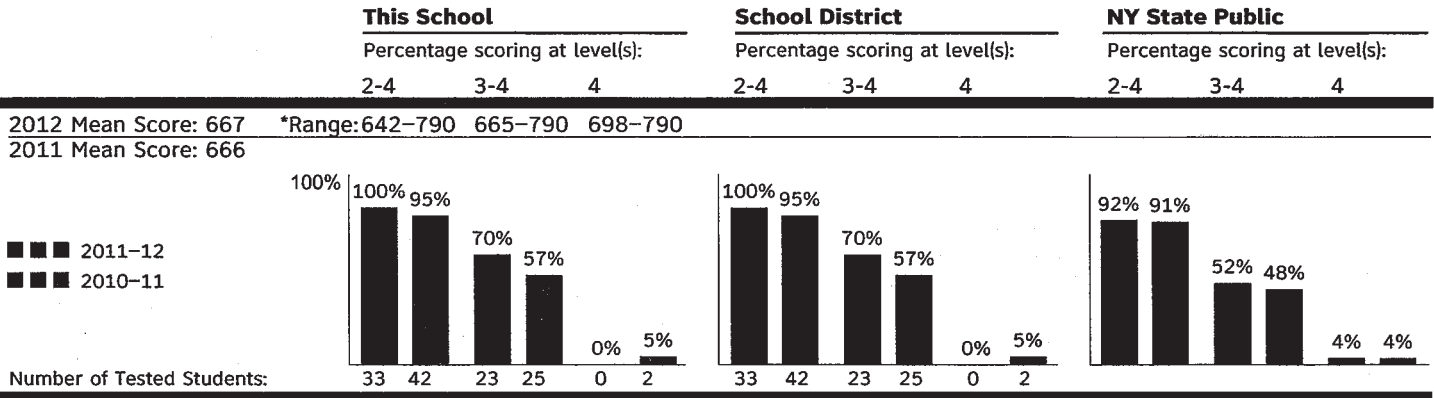
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSILL UNION FREE SCHOOL DISTRICT**

Results in Grade 7 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	33	100%	70%	0%	44	95%	57%	5%
Female	20	100%	85%	0%	18	89%	44%	6%
Male	13	100%	46%	0%	26	100%	65%	4%
American Indian or Alaska Native								
Black or African American					1			
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	32				41			
Multiracial	1				2			
Small Group Totals	33	100%	70%	0%	44	95%	57%	5%
General-Education Students	30				35	97%	69%	6%
Students with Disabilities	3				9	89%	11%	0%
English Proficient	33	100%	70%	0%	44	95%	57%	5%
Limited English Proficient								
Economically Disadvantaged	3				10	90%	30%	0%
Not Disadvantaged	30				34	97%	65%	6%
Migrant								
Not Migrant	33	100%	70%	0%	44	95%	57%	5%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other

Assessments

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT) [†] : Grade 7	0				0			
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0				0			

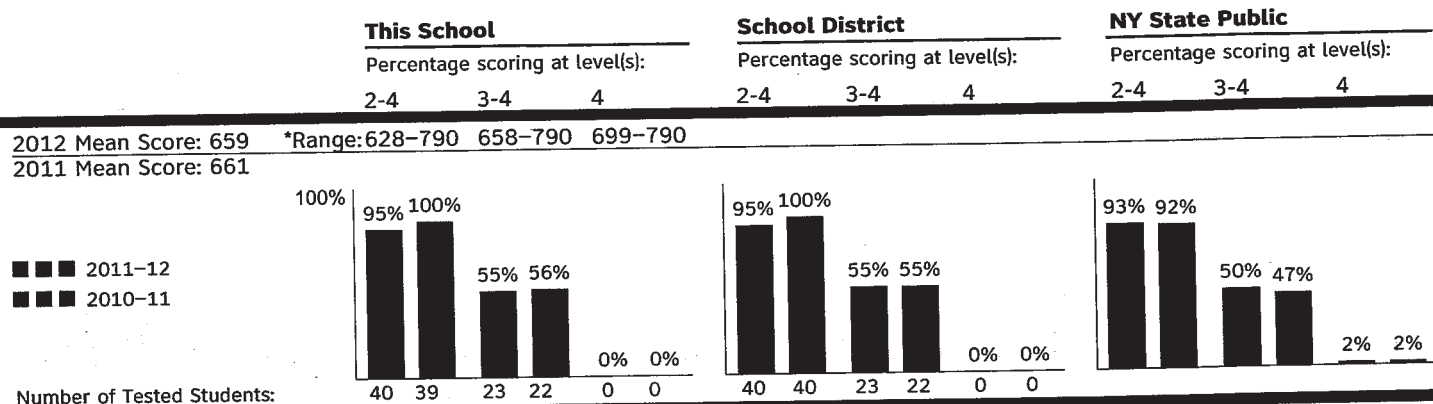
* These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSILL UNION FREE SCHOOL DISTRICT**

Results in Grade 8 English Language Arts



Results by Student Group

Results by Student Group	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	42	95%	55%	0%	39	100%	56%	0%
Female	17	100%	41%	0%	24	100%	63%	0%
Male	25	92%	64%	0%	15	100%	47%	0%
American Indian or Alaska Native								
Black or African American	1				1			
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	39				35			
Multiracial	2				3			
Small Group Totals	42	95%	55%	0%	39	100%	56%	0%
General-Education Students	35	100%	66%	0%	30	100%	70%	0%
Students with Disabilities	7	71%	0%	0%	9	100%	11%	0%
English Proficient	42	95%	55%	0%	39	100%	56%	0%
Limited English Proficient								
Economically Disadvantaged	6	83%	33%	0%	3			
Not Disadvantaged	36	97%	58%	0%	36			
Migrant								
Not Migrant	42	95%	55%	0%	39	100%	56%	0%

NOTES

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Other Assessments

These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Report.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 8	0				0			
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0				0			

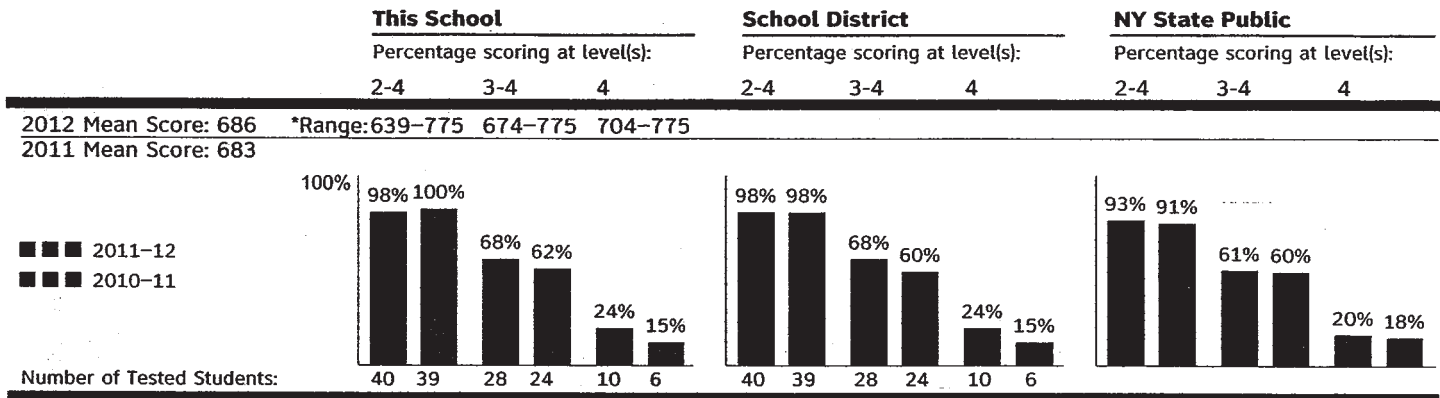
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSILL UNION FREE SCHOOL DISTRICT**

Results in Grade 8 Mathematics



Results by Student Group

	Total Tested	2011-12 School Year			Total Tested	2010-11 School Year		
		2-4	3-4	4		2-4	3-4	4
All Students	41	98%	68%	24%	39	100%	62%	15%
Female	16	100%	67%	21%	24	100%	67%	21%
Male	25	96%	68%	22%	15	100%	53%	7%
American Indian or Alaska Native								
Black or African American	1				1			
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	38				35			
Multiracial	2				3			
Small Group Totals	41	98%	68%	24%	39	100%	62%	15%
General-Education Students	35	100%	77%	28%	30	100%	73%	26%
Students with Disabilities	6	83%	17%	0%	9	100%	22%	0%
English Proficient	41	98%	68%	24%	39	100%	62%	15%
Limited English Proficient								
Economically Disadvantaged	6	100%	67%	17%	3			
Not Disadvantaged	35	97%	69%	26%	36			
Migrant								
Not Migrant	41	98%	68%	24%	39	100%	62%	15%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other

Assessments

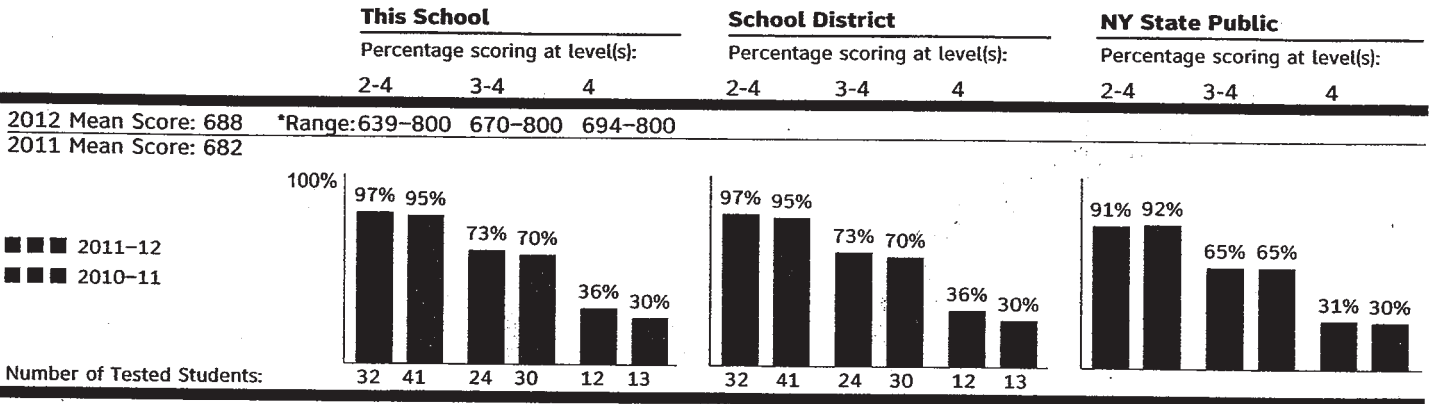
	Total Tested	2011-12 School Year			Total Tested	2010-11 School Year		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSKILL UNION FREE SCHOOL DISTRICT**

Results in Grade 7 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s)			Total Tested	Percentage scoring at level(s)		
		2-4	3-4	4		2-4	3-4	4
All Students	33	97%	73%	36%	43	95%	70%	30%
Female	20	95%	80%	40%	17	94%	65%	24%
Male	13	100%	62%	31%	26	96%	73%	35%
American Indian or Alaska Native								
Black or African American					1			
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	32				40			
Multiracial	1				2			
Small Group Totals	33	97%	73%	36%	43	95%	70%	30%
General-Education Students	30				35	100%	80%	37%
Students with Disabilities	3				8	75%	25%	0%
English Proficient	33	97%	73%	36%	43	95%	70%	30%
Limited English Proficient								
Economically Disadvantaged	3				10	90%	60%	20%
Not Disadvantaged	30				33	97%	73%	33%
Migrant								
Not Migrant	33	97%	73%	36%	43	95%	70%	30%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other

Assessments

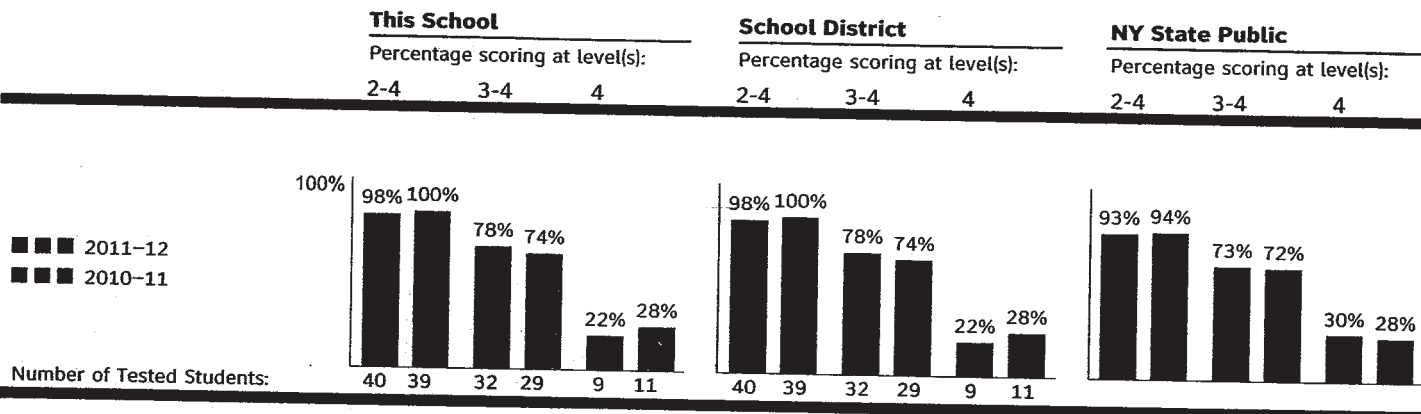
Other Assessments	2011-12 School Year				2010-11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				1			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSILL UNION FREE SCHOOL DISTRICT**

Results in Grade 8 Science



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	41	98%	78%	22%	39	100%	74%	28%
Female	16	94%	75%	13%	24	100%	71%	18%
Male	25	100%	80%	28%	15	100%	80%	27%
American Indian or Alaska Native								
Black or African American	1				1			
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White	38				35			
Multiracial	2				3			
Small Group Totals	41	98%	78%	22%	39	100%	74%	28%
General-Education Students	34	100%	82%	26%	30	100%	90%	32%
Students with Disabilities	7	86%	57%	0%	9	100%	22%	0%
English Proficient	41	98%	78%	22%	39	100%	74%	28%
Limited English Proficient								
Economically Disadvantaged	6	100%	50%	17%	3			
Not Disadvantaged	35	97%	83%	23%	36			
Migrant								
Not Migrant	41	98%	78%	22%	39	100%	74%	28%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other

Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSILL UNION FREE SCHOOL DISTRICT**

Regents Exams

		All Students			General-Education Students			Students with Disabilities					
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			35	65	85		35	65	85		35	65	85
Comprehensive English	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	7	100%	100%	57%	7	100%	100%	57%	0			
	2010-11	7	100%	100%	71%	7	100%	100%	71%	0			
	2009-10	9	100%	100%	67%	9	100%	100%	67%	0			
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	1				1				0			
Physical Setting/Earth Science	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

NOTE

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2 Student Performance

School **GARDNER-DICKINSON SCHOOL**
School ID **49-08-04-02-0002**

District **WYNANTSILL UNION FREE SCHOOL DISTRICT**

New York State English as a Second Language Achievement Test (NYSESLAT)

			All Students				General-Education Students				Students with Disabilities						
			Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
				Begin	Interm	Adv	Prof		Begin	Interm	Adv	Prof		Begin	Interm	Adv	Prof
Listening and Speaking (Grades K–1)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					
Reading and Writing (Grades K–1)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					
Listening and Speaking (Grades 2–4)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					
Reading and Writing (Grades 2–4)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					
Listening and Speaking (Grades 5–6)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	1	—	—	—	—	1	—	—	—	—	0					
Reading and Writing (Grades 5–6)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	1	—	—	—	—	1	—	—	—	—	0					
Listening and Speaking (Grades 7–8)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					
Reading and Writing (Grades 7–8)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					
Listening and Speaking (Grades 9–12)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					
Reading and Writing (Grades 9–12)	2011–12	0					0					0					
	2010–11	0					0					0					
	2009–10	0					0					0					

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.



The New York State Accountability Report 2011-12

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	210	210	100%
American Indian or Alaska Native	—	1	—	—
Black or African American	—	4	—	—
Hispanic or Latino	—	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	✓	196	196	100%
Multiracial	—	7	—	—
Students With Disabilities	—	30	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	26	—	—

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: YES

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	209	0	9	5	61	131	3	162	142	142
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—	—	—
White	✓	195	0	9	5	59	119	3	161	156	156
Multiracial	—	7	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	33†	0†	9†	1†	18†	5†	0†	91†	84	84
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	26	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10.$$

Elementary/Middle-Level Math: AYP

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	210	210	100%
American Indian or Alaska Native	—	1	—	—
Black or African American	—	4	—	—
Hispanic or Latino	—	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	✓	196	196	100%
Multiracial	—	7	—	—
Students With Disabilities	—	30	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	26	—	—

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: YES

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	209	0	5	4	46	87	67	173	156	156
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—	—	—
White	✓	195	0	5	4	44	78	64	172	166	166
Multiracial	—	7	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	33†	0†	5†	1†	16†	9†	2†	121†	105	105
Limited English Proficient	—	0	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	26	—	—	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Elementary/Middle-Level Science: AYP

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: YES

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	71	70	99%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	2	—	—
Hispanic or Latino	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—
White	✓	65	64	98%
Multiracial	—	4	—	—
Students With Disabilities	—	10	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	9	—	—

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: YES

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	70	1	8	33	28	186	168	168
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—
Hispanic or Latino	—	0	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—	—	—	—	—
White	✓	64	1	8	28	27	184	179	179
Multiracial	—	4	—	—	—	—	—	—	—
Students With Disabilities	—	10	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	9	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Unweighted Combined ELA and Math PIs

SCHOOL: GARDNER-DICKINSON SCHOOL

SCHOOL ID: 490804020002

DISTRICT: WYNANTSKILL UNION FREE SCHOOL DISTRICT

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	162	173	—	—	168
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	161	172	—	—	167
Multiracial	—	—	—	—	—
Students With Disabilities	91	121	—	—	106
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—

— There was not enough students to determine a Performance Index.

The New York State School Report Card

Fiscal Accountability Supplement

for

Wynantskill Union Free School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2010-2011 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$4,120,431	\$1,144,759
	Pupils	469	85
	Expenditures Per Pupil	\$8,786	\$13,468
Similar District Group	Instructional Expenditures	\$7,820,663,210	\$3,172,283,304
	Pupils	798,424	110,978
	Expenditures Per Pupil	\$9,795	\$28,585
Total of All School Districts in NY State	Instructional Expenditures	\$29,473,160,406	\$12,260,104,540
	Pupils	2,688,528	412,226
	Expenditures Per Pupil	\$10,963	\$29,741
Similar District Group Description: Average Need/Resource Capacity			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the 2010-11 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

2010-2011 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$16,433	\$18,876	\$20,410

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

The New York State School Report Card

Information about Students with Disabilities

for

Wynantskill Union Free School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 4, 2011	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	30	63.8%	58.1%	57.3%
40% to 79%	1	2.1%	18.8%	11.7%
Less than 40%	1	2.1%	16.7%	22.1%
Separate Settings	0	0.0%	4.1%	6.1%
Other Settings	15	31.9%	2.3%	2.8%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 4, 2011. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2011-12 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	11.2%	12.1%	12.8%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Group Description: Average Need/Resource Capacity
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Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: <http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf>

Salary: Administrative Compensation Information
490804 - WYNANTSKILL UFSD2012-2013 - Page 1
Official - as of 04/19/2013 08:39 AMSubmittal Form for Estimated Salaries in the Budget for the 2013-2014 School Year
(Form Due - May 13, 2013)Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	123,240	33,899	
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)				
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NYS - Real Property System
County of Rensselaer C

Assessor's Report - 2012 - Prior Year File
S495 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 3/20/2013 11:10:31
Total Assessed Value 72,538,987

Equalized Total Assessed Value 273,741,405

School District - 383204 Wynantskill Un Free

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	90,566	0.03
13500	TOWN - GENERALLY	RPTL 406(1)	14	3,263,017	1.19
13800	SCHOOL DISTRICT	RPTL 408	2	7,318,113	2.67
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	3	2,262,641	0.83
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	4,100,378	1.50
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	516,226	0.19
26100	VETERANS ORGANIZATION	RPTL 452	1	592,075	0.22
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	15,472	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	145,660	0.05
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	3,731,321	1.36
29300	HOSP CORP FOR BENEFIT OF CITY	RPTL 438	2	5,665,510	2.07
41800	PERSONS AGE 65 OR OVER	RPTL 467	112	7,262,489	2.65
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	30,849	0.01
41834	ENHANCED STAR	RPTL 425	273	16,741,759	6.12
41854	BASIC STAR 1999-2000	RPTL 425	894	26,818,465	9.80
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	213,962	0.08
Total Exemptions Exclusive of System Exemptions:			1,319	78,768,503	28.77
Total System Exemptions:			0	0	0.00
Totals:			1,319	78,768,503	28.77

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

NYS - Real Property System

County of Rensselaer C

Town of Brunswick

SWIS Code - 382200

Assessor's Report - 2012 - Prior Year File

S495 Exemption Impact Report

School Detail Report

RPS221/V04/L001

Date/Time - 3/20/2013 11:10:39

Total Assessed Value 2,900

Uniform Percentage 25.81

Equalized Total Assessed Value

11,236

School District - 383204 Wynantskill Un Free

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
Total Exemptions Exclusive of System Exemptions:			0	0	0.00
Total System Exemptions:			0	0	0.00
Totals:			0	0	0.00

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

NYS - Real Property System
County of Rensselaer C
Town of North Greenbush
SWIS Code - 383200

Assessor's Report - 2012 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2013 11:10:39
Total Assessed Value 72,480,487
Uniform Percentage 26.50

Equalized Total Assessed Value 273,511,272

School District - 383204 Wynantskill Un Free

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	90,566	0.03
13500	TOWN - GENERALLY	RPTL 406(1)	14	3,263,017	1.19
13800	SCHOOL DISTRICT	RPTL 408	2	7,318,113	2.68
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	3	2,262,641	0.83
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	4,100,378	1.50
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	516,226	0.19
26100	VETERANS ORGANIZATION	RPTL 452	1	592,075	0.22
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29300	HOSP CORP FOR BENEFIT OF CITY	RPTL 438	2	5,665,510	2.07
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41854	BASIC STAR 1999-2000	RPTL 425	893	26,790,000	9.79
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	213,962	0.08
Total Exemptions Exclusive of System Exemptions:			1,318	78,740,038	28.79
Total System Exemptions:			0	0	0.00
Totals:			1,318	78,740,038	28.79

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

School District - 383204 Wynantskill Un Free

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
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Total Exemptions Exclusive of System Exemptions:			1	28,465	13.00
Total System Exemptions:			0	0	0.00
Totals:			1	28,465	13.00

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