

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 13-18-01-04-0000  
 Name: Rhinebeck Central School District  
 Superintendent: Joseph L. Phelan

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	73	79	85
First	90	86	79
Second	85	92	91
Third	114	84	99
Fourth	94	114	88
Fifth	86	94	118
Sixth	118	86	98
Ungraded Elementary	0	0	0
Seventh	107	119	93
Eighth	102	108	119
Ninth	109	90	110
Tenth	118	112	88
Eleventh	101	111	111
Twelfth	86	94	105
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1283	1269	1284

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	33	2.6%	35	2.8%	34	2.6%
Black (Not Hispanic)	9	0.7%	9	0.7%	17	1.3%
Hispanic	43	3.4%	37	2.9%	43	3.3%
White (Not Hispanic)	1198	93.4%	1188	93.6%	1190	92.7%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	21
Common Branch	21	20	22
English Grade 8	17	20	22
Mathematics Grade 8	20	21	23
Science Grade 8	20	22	24
Social Studies Grade 8	20	21	24
English Grade 10	17	18	18
Mathematics Grade 10	16	14	0
Science Grade 10	26	22	17
Social Studies Grade 10	23	20	24

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	12	0.9%	12	1.0%	10	0.8%
<b>Eligible for Free Lunch</b>	41	3.4%	23	1.9%	40	3.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.2%		94.0%		93.2%
<b>Student Suspensions</b>	53	4.1%	61	4.8%	61	4.8%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.6%	3.7%	2.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	102
Total Other Professional Staff	13
Total Paraprofessionals	29
Teaching Out of Certification*	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	77	46	60%	83	50	60%	99	68	69%
Students with Disabilities	3	0	0%	8	2	25%	6	3	50%
All Students	80	46	57%	91	52	57%	105	71	68%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	67	27	0	1	10	0
Percent	64%	26%	0%	1%	10%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	3	0	6

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	12		8		3	0.8%
	Entered GED Program*	3		4		1	0.3%
	Total Noncompleters	15		12		4	1.1%
Students with Disabilities	Dropped Out	0		1		1	2.2%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	2		1		1	2.2%
All Students	Dropped Out	12	2.9%	9	2.2%	4	0.9%
	Entered GED Program*	5	1.2%	4	1.0%	1	0.2%
	Total Noncompleters	17	4.1%	13	3.2%	5	1.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	57%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	380	372	377
	Number of Students with Disabilities	34	35	37
	Number of All Students	414	407	414
	Percent of Enrollment	100%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	8	100%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	1	#	2	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	100%	4	#
Science	0	0%	6	67%	4	#
Reading	0	0%	3	#	7	86%
Writing	7	100%	4	#	6	100%
Global Studies	3	#	6	50%	4	#
U.S. Hist & Gov't	1	#	1	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	93	71	107	6	4	3
Number Scoring 55–100	91	68	102	6	#	#
Number Scoring 65–100	81	67	95	4	#	#
Number Scoring 85–100	38	19	39	0	#	#
Percentage of Tested Scoring 55–100	98%	96%	95%	100%	#	#
Percentage of Tested Scoring 65–100	87%	94%	89%	67%	#	#
Percentage of Tested Scoring 85–100	41%	27%	36%	0%	#	#
<b>Mathematics A</b>						
Number Tested	122	136	89	4	12	11
Number Scoring 55–100	99	125	85	#	10	8
Number Scoring 65–100	85	107	83	#	7	8
Number Scoring 85–100	37	44	40	#	2	3
Percentage of Tested Scoring 55–100	81%	92%	96%	#	83%	73%
Percentage of Tested Scoring 65–100	70%	79%	93%	#	58%	73%
Percentage of Tested Scoring 85–100	30%	32%	45%	#	17%	27%
<b>Mathematics B</b>						
Number Tested	0	1	0	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%
<b>Global History and Geography</b>						
Number Tested	109	2	98	4	1	8
Number Scoring 55–100	107	#	91	#	#	6
Number Scoring 65–100	100	#	86	#	#	6
Number Scoring 85–100	32	#	48	#	#	2
Percentage of Tested Scoring 55–100	98%	#	93%	#	#	75%
Percentage of Tested Scoring 65–100	92%	#	88%	#	#	75%
Percentage of Tested Scoring 85–100	29%	#	49%	#	#	25%
<b>U.S. History and Government</b>						
Number Tested	100	114	97	6	5	5
Number Scoring 55–100	97	112	91	6	5	4
Number Scoring 65–100	90	111	88	6	5	4
Number Scoring 85–100	34	45	48	1	1	1
Percentage of Tested Scoring 55–100	97%	98%	94%	100%	100%	80%
Percentage of Tested Scoring 65–100	90%	97%	91%	100%	100%	80%
Percentage of Tested Scoring 85–100	34%	39%	49%	17%	20%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	101	102	91	5	9	7
Number Scoring 55–100	101	100	91	5	7	7
Number Scoring 65–100	97	96	91	5	7	7
Number Scoring 85–100	20	29	41	0	2	0
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	78%	100%
Percentage of Tested Scoring 65–100	96%	94%	100%	100%	78%	100%
Percentage of Tested Scoring 85–100	20%	28%	45%	0%	22%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	91	78	99	3	4	8
Number Scoring 55–100	89	77	96	#	#	7
Number Scoring 65–100	86	73	91	#	#	6
Number Scoring 85–100	34	33	43	#	#	5
Percentage of Tested Scoring 55–100	98%	99%	97%	#	#	88%
Percentage of Tested Scoring 65–100	95%	94%	92%	#	#	75%
Percentage of Tested Scoring 85–100	37%	42%	43%	#	#	62%
<b>Physical Setting/Chemistry</b>						
Number Tested	52	43	49	3	0	1
Number Scoring 55–100	52	42	49	#	0	#
Number Scoring 65–100	48	38	47	#	0	#
Number Scoring 85–100	15	12	20	#	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	0%	#
Percentage of Tested Scoring 65–100	92%	88%	96%	#	0%	#
Percentage of Tested Scoring 85–100	29%	28%	41%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			23			2
Number Scoring 55–100			23			#
Number Scoring 65–100			22			#
Number Scoring 85–100			14			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			96%			#
Percentage of Tested Scoring 85–100			61%			#

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	23	18	13	0	0	0
Number Scoring 55–100	23	18	13	0	0	0
Number Scoring 65–100	23	18	13	0	0	0
Number Scoring 85–100	20	18	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	87%	100%	100%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	32	36	31	0	0	0
Number Scoring 55–100	32	36	31	0	0	0
Number Scoring 65–100	32	36	31	0	0	0
Number Scoring 85–100	28	36	30	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	88%	100%	97%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	8	10	4	0	0	0
Number Scoring 55–100	8	10	#	0	0	0
Number Scoring 65–100	8	10	#	0	0	0
Number Scoring 85–100	6	10	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	100%	#	0%	0%	0%

(Form – H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	74	63	5	2	0	0
Number Scoring 55–100	60	49	4	#	0	0
Number Scoring 65–100	59	44	3	#	0	0
Number Scoring 85–100	28	19	1	#	0	0
Percentage of Tested Scoring 55–100	81%	78%	80%	#	0%	0%
Percentage of Tested Scoring 65–100	80%	70%	60%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	30%	20%	#	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	4	#	1	#	5	100%
Students with Disabilities	0	0%	1	#	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	107	5%	6%	38%	51%
	Students with Disabilities	10	10%	30%	60%	0%
	All Students	117	5%	8%	40%	47%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	113	2%	27%	60%	11%
	Students with Disabilities	9	11%	78%	11%	0%
	All Students	122	2%	31%	57%	10%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	0	1	0	0	0	0
Science	0	1	0	0	0	0

## 2000 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	97	97	97	9	9	9	106	106	106
Number Scoring 55–64	4	0	0	0	0	0	4	0	0
Number Scoring 65–84	63	54	51	3	4	3	66	58	54
Number Scoring 85–100	29	41	46	3	3	3	32	44	49
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

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

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)