The New York State District Report Card

Accountability and Overview Report 2008 – 09

District **RHINEBECK CENTRAL SCHOOL DISTRICT**
District ID **13-18-01-04-0000**
Superintendent **JOSEPH PHELAN**
Telephone **(845) 871-5520**
Grades **K-12**

This District's Report Card

The New York State District 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 the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school 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 intervention services.

Use this report to:

1 Get District Profile information.
This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 Review an Overview of District Performance.
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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

District **RHINEBECK CENTRAL SCHOOL DISTRICT**

District ID **13-18-01-04-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2006–07	2007–08	2008–09
Pre-K	0	0	0
Kindergarten	94	76	78
Grade 1	76	93	78
Grade 2	90	80	95
Grade 3	93	95	78
Grade 4	81	97	90
Grade 5	98	79	98
Grade 6	99	98	85
Ungraded Elementary	0	0	0
Grade 7	97	94	98
Grade 8	108	106	94
Grade 9	101	110	105
Grade 10	94	101	110
Grade 11	114	90	100
Grade 12	103	104	85
Ungraded Secondary	0	0	0
Total K–12	1248	1223	1194

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size

	2006–07	2007–08	2008–09
Common Branch	19	20	19
Grade 8			
English	22	18	17
Mathematics	22	18	18
Science	22	20	19
Social Studies	22	19	19
Grade 10			
English	23	19	19
Mathematics		26	
Science	24	24	22
Social Studies	18	20	23

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1–6.

District **RHINEBECK CENTRAL SCHOOL DISTRICT**

District ID **13-18-01-04-0000**

Demographic Factors

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Eligible for Free Lunch	38	3%	34	3%	45	4%
Reduced-Price Lunch	21	2%	35	3%	40	3%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	16	1%	8	1%	7	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	13	1%	18	1%	1	0%
Black or African American	17	1%	21	2%	21	2%
Hispanic or Latino	51	4%	45	4%	48	4%
Asian or Native Hawaiian/Other Pacific Islander	26	2%	20	2%	38	3%
White	1141	91%	1119	91%	1084	91%
Multiracial	0	0%	0	0%	2	0%

* Available only at the school level.

Attendance and Suspensions

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	54	4%	70	6%	49	4%

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. *Eligible for Free Lunch* and *Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were 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 schools were open during the school year. *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.

District **RHINEBECK CENTRAL SCHOOL DISTRICT**

District ID **13-18-01-04-0000**

Teacher Qualifications

	2006–07	2007–08	2008–09
Total Number of Teachers	93	107	110
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	1%	0%
Percent with Fewer Than Three Years of Experience	5%	8%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	32%
Total Number of Core Classes	265	310	311
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Total Number of Classes	438	455	440
Percent Taught by Teachers Without Appropriate Certification	1%	2%	2%

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, 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, and show subject matter competency.

Teacher Turnover Rate

	2005–06	2006–07	2007–08
Turnover Rate of Teachers with Fewer than Five Years of Experience	0%	N/A	8%
Turnover Rate of All Teachers	9%	12%	7%

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

	2006–07	2007–08	2008–09
Total Other Professional Staff	13	13	14
Total Paraprofessionals*	22	25	33
Assistant Principals	1	1	1
Principals	3	3	3

* Not available at the school level.

Staff Counts Information

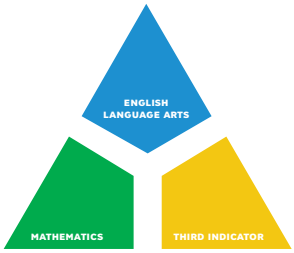
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

2 District Accountability

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).



For more information about accountability in New York State, visit: **http://www.emsc.nysed.gov/irts/accountability/**.

1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at **www.emsc.nysed.gov/irts**.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index 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) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

A list of tests used to measure student performance for accountability is available at **www.emsc.nysed.gov/irts.**

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

2007–08 PI + (200 – the 2007–08 PI) × 0.10

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: **http://www.emsc.nysed.gov/irts/accountability/**.

For the 2009–10 accountability status of component schools in your district, see **http://www.emsc.nysed.gov/irts/accountability/designations/**.

Federal Title I Status (Applies to all New York State districts receiving Title I funds)	New York State Status (Applies to New York State districts)
District in Good Standing A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.	
District in Need of Improvement (Year 1) A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 1)** A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.
District in Need of Improvement (Year 2) A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 2)** A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.
District in Need of Improvement (Year 3) A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 3)** A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.
District in Need of Improvement (Year 4) A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 4)** A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.
District in Need of Improvement (Year 5 and above) A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.	**District Requiring Academic Progress (Year 5 and above)** A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

2 District Accountability

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Summary

Overall Accountability Status (2009–10) ^ **Good Standing**

ELA	^ Good Standing	Science	^ Good Standing
Math	^ Good Standing	Graduation Rate	^ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding		
2007–08	**2008–09**	**2009–10**
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔	✔	✔	✔	✔	✔
Ethnicity						
American Indian or Alaska Native						
Black or African American	–	–		–	–	
Hispanic or Latino	–	–		–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✔	✔		✔	✔	
Multiracial	–	–				
Other Groups						
Students with Disabilities	✔SH	✔		–	–	
Limited English Proficient	–	–				
Economically Disadvantaged	✔	✔		–	–	
Student groups making AYP in each subject	✔ 4 of 4	✔ 4 of 4	✔ 1 of 1	✔ 2 of 2	✔ 2 of 2	✔ 1 of 1

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)

Pending – Requires Special Evaluation

2 District Accountability

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (557:551)	✔	✔	100%	✔	186	139		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (11:11)	–	–	–	–	–	–		–
Hispanic or Latino (25:23)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (19:19)	–	–	–	–	–	–		–
White (500:497)	✔	✔	100%	✔	186	139		
Multiracial (2:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (80:78)	✔SH	✔	100%	✔SH	132	133	126	139
Limited English Proficient[5] (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (41:39)	✔	✔	100%	✔	187	128		
Final AYP Determination	✔ 4 of 4							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (556:549)	✔	✔	100%	✔	191	114		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (11:11)	–	–	–	–	–	–		–
Hispanic or Latino (25:23)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (19:19)	–	–	–	–	–	–		–
White (500:495)	✔	✔	100%	✔	190	114		
Multiracial (1:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (80:78)	✔	✔	100%	✔	144	108		
Limited English Proficient[5] (1:1)	–	–	–	–	–	–		–
Economically Disadvantaged (41:39)	✔	✔	100%	✔	195	103		
Final AYP Determination	✔ 4 of 4							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in science
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2008–09	Progress Target 2009–10
All Students (189:187)	✔	Qualified	✔	100%	✔	191	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (4:4)		–	–	–	–	–	–		–
Hispanic or Latino (7:7)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (5:5)		–	–	–	–	–	–		–
White (173:171)		Qualified	✔	100%	✔	191	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (29:28)		–	–	–	–	–	–		–
Limited English Proficient[4] (0:0)									
Economically Disadvantaged (11:11)		–	–	–	–	–	–		–
Final AYP Determination	✔ 1 of 1								

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

2 Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2005 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (87:89)	✔	✔	98%	✔	185	160		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–		–
Hispanic or Latino (2:4)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (83:83)	✔	✔	98%	✔	190	160		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (5:7)	–	–	–	–	–	–		–
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (1:2)	–	–	–	–	–	–		–
Final AYP Determination	✔ 2 of 2							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

2 District Accountability

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)	^	Good Standing
Accountability Measures	2 of 2	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2005 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2008–09	Safe Harbor Target 2009–10
All Students (87:89)	✔	✔	97%	✔	190	155		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (1:1)	–	–	–	–	–	–		–
Hispanic or Latino (2:4)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (83:83)	✔	✔	96%	✔	190	155		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (5:7)	–	–	–	–	–	–		–
Limited English Proficient[5] (0:0)								
Economically Disadvantaged (1:2)	–	–	–	–	–	–		–
Final AYP Determination	✔ 2 of 2							

AYP Status

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

NOTES

1 These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

2 Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

3 For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

4 If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

Graduation Rate

Accountability Status for This Indicator (2009–10)	^	Good Standing
Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✔	Made AYP
Prospective Status		This district will be in good standing in 2010-11. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count)	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[1]	Objectives State Standard	Progress Target 2008–09	Progress Target 2009–10
All Students (114)	✔	✔	89%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (0)						
Hispanic or Latino (4)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (8)		–	–	–		
White (102)		✔	90%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (5)		–	–	–		
Limited English Proficient[2] (3)		–	–	–		
Economically Disadvantaged (7)		–	–	–		
Final AYP Determination	✔ 1 of 1					

NOTES

[1] Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

[2] If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District **RHINEBECK CENTRAL SCHOOL DISTRICT**

District ID **13-18-01-04-0000**

Summary of 2008–09 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3	Total Tested
English Language Arts	0% 50% 100%	
Grade 3	85%	81
Grade 4	78%	92
Grade 5	94%	98
Grade 6	93%	85
Grade 7	89%	101
Grade 8	81%	98
Mathematics		
Grade 3	96%	82
Grade 4	88%	92
Grade 5	91%	97
Grade 6	95%	85
Grade 7	92%	99
Grade 8	92%	99
Science		
Grade 4	95%	92
Grade 8	93%	97

	Percentage of students that scored at or above Level 3	2005 Total Cohort
Secondary Level	0% 50% 100%	
English	87%	93
Mathematics	91%	93

About the Performance Level Descriptors

Level 1: **Not Meeting Learning Standards**. Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: **Partially Meeting Learning Standards**. Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: **Meeting Learning Standards**. Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: **Meeting Learning Standards with Distinction**. Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at **www.emsc.nysed.gov/irts**.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Low Need Districts

This is a school district with low student needs in relation to district resource capacity.

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 682	Range:	616–780	650–780	720–780			
2008 Mean Score: 679							
2008–09		98%	85%	20%	95%	76%	11%
2007–08		95%	73%	21%	94%	70%	12%
Number of Tested Students:		79 89	69 69	16 20			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**81**	**98%**	**85%**	**20%**	**94**	**95%**	**73%**	**21%**
Female	51	96%	82%	25%	43	93%	70%	28%
Male	30	100%	90%	10%	51	96%	76%	16%
American Indian or Alaska Native								
Black or African American	4	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	3	–	–	–
White	72	97%	83%	22%	85	94%	72%	21%
Multiracial								
Small Group Totals	9	100%	100%	0%	9	100%	89%	22%
General-Education Students	74	100%	91%	22%	78	100%	85%	26%
Students with Disabilities	7	71%	29%	0%	16	69%	19%	0%
English Proficient	80	–	–	–	94	95%	73%	21%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	11	100%	82%	9%	4	–	–	–
Not Disadvantaged	70	97%	86%	21%	90	–	–	–
Migrant								
Not Migrant	81	98%	85%	20%	94	95%	73%	21%

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

	2008–09 School Year				2007–08 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 3 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 696	Range:	624–770	650–770	703–770			
2008 Mean Score: 695							
2008–09		100%	96%	26%	99%	93%	27%
2007–08		98%	92%	29%	98%	90%	26%
Number of Tested Students:		82 93	79 87	21 28			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**82**	**100%**	**96%**	**26%**	**95**	**98%**	**92%**	**29%**
Female	52	100%	94%	27%	44	95%	91%	27%
Male	30	100%	100%	23%	51	100%	92%	31%
American Indian or Alaska Native								
Black or African American	4	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	3	–	–	–
White	73	100%	96%	27%	86	98%	91%	29%
Multiracial								
Small Group Totals	9	100%	100%	11%	9	100%	100%	33%
General-Education Students	75	100%	99%	28%	80	100%	99%	34%
Students with Disabilities	7	100%	71%	0%	15	87%	53%	7%
English Proficient	81	–	–	–	95	98%	92%	29%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	11	100%	91%	27%	4	–	–	–
Not Disadvantaged	71	100%	97%	25%	91	–	–	–
Migrant								
Not Migrant	82	100%	96%	26%	95	98%	92%	29%

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

	2008–09 School Year				2007–08 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 3 Equivalent	0				0			

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 677	Range:	612–775	650–775	716–775			
2008 Mean Score: 673							
2008–09		98%	78%	11%	96%	77%	7%
2007–08		96%	80%	8%	93%	71%	8%
Number of Tested Students:		90 94	72 78	10 8			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**92**	**98%**	**78%**	**11%**	**98**	**96%**	**80%**	**8%**
Female	44	95%	77%	14%	54	98%	83%	13%
Male	48	100%	79%	8%	44	93%	75%	2%
American Indian or Alaska Native								
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	100%	80%	0%
White	83	98%	76%	8%	87	97%	79%	9%
Multiracial								
Small Group Totals	9	100%	100%	33%	6	83%	83%	0%
General-Education Students	78	100%	91%	13%	88	99%	84%	9%
Students with Disabilities	14	86%	7%	0%	10	70%	40%	0%
English Proficient	92	98%	78%	11%	98	96%	80%	8%
Limited English Proficient								
Economically Disadvantaged	5	100%	100%	0%	9	100%	89%	0%
Not Disadvantaged	87	98%	77%	11%	89	96%	79%	9%
Migrant								
Not Migrant	92	98%	78%	11%	98	96%	80%	8%

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

	2008–09 School Year				2007–08 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				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 690	Range:	622–800	650–800	702–800			
2008 Mean Score: 686							
2008–09		95%	88%	40%	96%	87%	35%
2007–08		98%	90%	31%	95%	84%	29%
Number of Tested Students:		87 97	81 89	37 31			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**92**	**95%**	**88%**	**40%**	**99**	**98%**	**90%**	**31%**
Female	44	93%	86%	36%	54	96%	91%	28%
Male	48	96%	90%	44%	45	100%	89%	36%
American Indian or Alaska Native								
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	4	–	–	–	6	100%	83%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	–	–	–
White	83	94%	87%	36%	86	98%	90%	33%
Multiracial								
Small Group Totals	9	100%	100%	78%	7	100%	100%	43%
General-Education Students	78	100%	99%	46%	88	100%	94%	35%
Students with Disabilities	14	64%	29%	7%	11	82%	55%	0%
English Proficient	92	95%	88%	40%	99	98%	90%	31%
Limited English Proficient								
Economically Disadvantaged	5	100%	100%	40%	11	100%	82%	9%
Not Disadvantaged	87	94%	87%	40%	88	98%	91%	34%
Migrant								
Not Migrant	92	95%	88%	40%	99	98%	90%	31%

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

	2008–09 School Year				2007–08 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				1	–	–	–

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 88	Range:	45–100	65–100	85–100			
2008 Mean Score: 85							
2008–09		97%	95%	82%	97%	88%	59%
2007–08		100%	97%	65%	97%	85%	50%
Number of Tested Students:		89 99	87 96	75 64			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**92**	**97%**	**95%**	**82%**	**99**	**100%**	**97%**	**65%**
Female	44	95%	95%	82%	54	100%	98%	67%
Male	48	98%	94%	81%	45	100%	96%	62%
American Indian or Alaska Native								
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	4	–	–	–	6	100%	83%	33%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	5	–	–	–
White	83	96%	94%	82%	86	100%	98%	67%
Multiracial								
Small Group Totals	9	100%	100%	78%	7	100%	100%	57%
General-Education Students	78	100%	100%	90%	88	100%	99%	69%
Students with Disabilities	14	79%	64%	36%	11	100%	82%	27%
English Proficient	92	97%	95%	82%	99	100%	97%	65%
Limited English Proficient								
Economically Disadvantaged	5	100%	100%	60%	11	100%	91%	27%
Not Disadvantaged	87	97%	94%	83%	88	100%	98%	69%
Migrant								
Not Migrant	92	97%	95%	82%	99	100%	97%	65%

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

	2008–09 School Year				2007–08 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				1	–	–	–

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 679	Range:	608–795	650–795	711–795			
2008 Mean Score: 674							
2008–09		100%	94%	13%	99%	82%	14%
2007–08		100%	92%	3%	98%	78%	6%
Number of Tested Students:		98 79	92 73	13 2			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**98**	**100%**	**94%**	**13%**	**79**	**100%**	**92%**	**3%**
Female	49	100%	96%	18%	40	100%	95%	5%
Male	49	100%	92%	8%	39	100%	90%	0%
American Indian or Alaska Native								
Black or African American	2	–	–	–				
Hispanic or Latino	4	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%	2	–	–	–
White	87	100%	94%	14%	72	100%	92%	3%
Multiracial								
Small Group Totals	6	100%	83%	17%	7	100%	100%	0%
General-Education Students	88	100%	98%	15%	65	100%	97%	3%
Students with Disabilities	10	100%	60%	0%	14	100%	71%	0%
English Proficient	98	100%	94%	13%	79	100%	92%	3%
Limited English Proficient								
Economically Disadvantaged	8	100%	100%	13%	5	100%	80%	0%
Not Disadvantaged	90	100%	93%	13%	74	100%	93%	3%
Migrant								
Not Migrant	98	100%	94%	13%	79	100%	92%	3%

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

	2008–09 School Year				2007–08 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 5 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

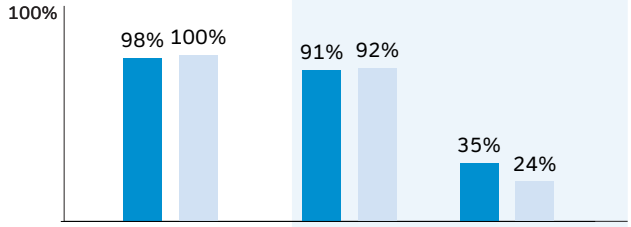
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 692	Range:	619–780	650–780	699–780			
2008 Mean Score: 684							
2008–09		98%	91%	35%	98%	88%	36%
2007–08		100%	92%	24%	96%	83%	27%
Number of Tested Students:		95 79	88 73	34 19			



Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**97**	**98%**	**91%**	**35%**	**79**	**100%**	**92%**	**24%**
Female	49	98%	90%	39%	40	100%	93%	20%
Male	48	98%	92%	31%	39	100%	92%	28%
American Indian or Alaska Native								
Black or African American	2	–	–	–				
Hispanic or Latino	4	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	40%	2	–	–	–
White	86	98%	90%	35%	72	100%	93%	24%
Multiracial								
Small Group Totals	6	100%	100%	33%	7	100%	86%	29%
General-Education Students	87	100%	95%	39%	65	100%	97%	29%
Students with Disabilities	10	80%	50%	0%	14	100%	71%	0%
English Proficient	97	98%	91%	35%	79	100%	92%	24%
Limited English Proficient								
Economically Disadvantaged	8	100%	88%	25%	5	100%	80%	0%
Not Disadvantaged	89	98%	91%	36%	74	100%	93%	26%
Migrant								
Not Migrant	97	98%	91%	35%	79	100%	92%	24%

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

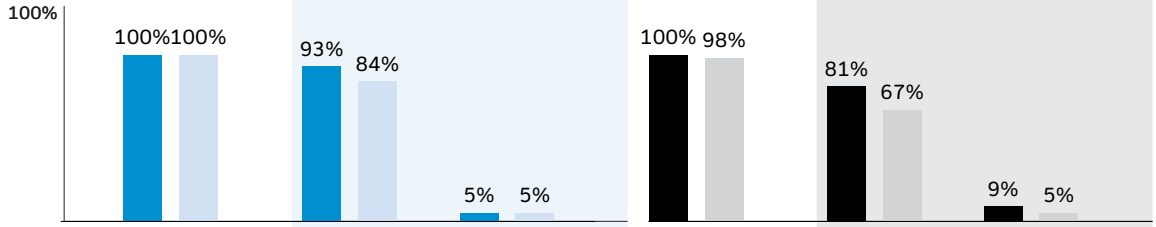
	2008–09 School Year				2007–08 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	–	–	–	0			

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 670	Range:	598–785	650–785	696–785*			
2008 Mean Score: 669							
2008–09		100%	93%	5%	100%	81%	9%
2007–08		100%	84%	5%	98%	67%	5%
Number of Tested Students:		85 97	79 81	4 5			



Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**85**	**100%**	**93%**	**5%**	**97**	**100%**	**84%**	**5%**
Female	43	100%	95%	7%	48	100%	92%	6%
Male	42	100%	90%	2%	49	100%	76%	4%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	6	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	3	–	–	–
White	75	100%	92%	4%	89	100%	84%	6%
Multiracial	1	–	–	–				
Small Group Totals	10	100%	100%	10%	8	100%	75%	0%
General-Education Students	68	100%	97%	6%	86	100%	91%	6%
Students with Disabilities	17	100%	76%	0%	11	100%	27%	0%
English Proficient	85	100%	93%	5%	96	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	5	100%	60%	0%	4	–	–	–
Not Disadvantaged	80	100%	95%	5%	93	–	–	–
Migrant								
Not Migrant	85	100%	93%	5%	97	100%	84%	5%

NOTES
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* Level 4 range is for 2008–09 only. The 2007–08 range is 705–785.

Other Assessments

	2008–09 School Year				2007–08 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 6 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 694	Range:	616–780	650–780	696–780			
2008 Mean Score: 693							
2008–09		100%	95%	46%	96%	83%	28%
2007–08		97%	88%	47%	94%	79%	26%
Number of Tested Students:		85 96	81 87	39 47			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**85**	**100%**	**95%**	**46%**	**99**	**97%**	**88%**	**47%**
Female	43	100%	100%	47%	50	100%	90%	54%
Male	42	100%	90%	45%	49	94%	86%	41%
American Indian or Alaska Native								
Black or African American					1	–	–	–
Hispanic or Latino	6	–	–	–	5	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	3	–	–	–
White	75	100%	96%	44%	90	97%	90%	51%
Multiracial	1	–	–	–				
Small Group Totals	10	100%	90%	60%	9	100%	67%	11%
General-Education Students	68	100%	97%	53%	88	100%	94%	53%
Students with Disabilities	17	100%	88%	18%	11	73%	36%	0%
English Proficient	85	100%	95%	46%	97	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	5	100%	100%	0%	5	100%	80%	0%
Not Disadvantaged	80	100%	95%	49%	94	97%	88%	50%
Migrant								
Not Migrant	85	100%	95%	46%	99	97%	88%	47%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 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 6 Equivalent	0				1	–	–	–

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 674	Range:	600–790	650–790	705–790*			
2008 Mean Score: 674							
2008–09		98%	89%	8%	100%	80%	7%
2007–08		100%	86%	3%	98%	70%	3%
Number of Tested Students:		99 99	90 85	8 3			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**101**	**98%**	**89%**	**8%**	**99**	**100%**	**86%**	**3%**
Female	51	98%	92%	10%	48	100%	90%	6%
Male	50	98%	86%	6%	51	100%	82%	0%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	5	80%	40%	0%	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	91	99%	92%	9%	94	100%	86%	3%
Multiracial	1	–	–	–				
Small Group Totals	5	100%	80%	0%	5	100%	80%	0%
General-Education Students	86	100%	98%	9%	88	100%	94%	3%
Students with Disabilities	15	87%	40%	0%	11	100%	18%	0%
English Proficient	101	98%	89%	8%	99	100%	86%	3%
Limited English Proficient								
Economically Disadvantaged	5	80%	80%	0%	6	100%	67%	0%
Not Disadvantaged	96	99%	90%	8%	93	100%	87%	3%
Migrant								
Not Migrant	101	98%	89%	8%	99	100%	86%	3%

NOTES
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* Level 4 range is for 2008–09 only. The 2007–08 range is 712–790.

Other Assessments

	2008–09 School Year				2007–08 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 7 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 692	Range:	611–800	650–800	693–800			
2008 Mean Score: 687							
2008–09		98%	92%	44%	99%	87%	30%
2007–08		100%	95%	41%	96%	79%	28%
Number of Tested Students:		97 99	91 94	44 41			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**99**	**98%**	**92%**	**44%**	**99**	**100%**	**95%**	**41%**
Female	51	98%	92%	47%	48	100%	94%	40%
Male	48	98%	92%	42%	51	100%	96%	43%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	5	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	90	99%	93%	47%	94	100%	96%	41%
Multiracial								
Small Group Totals	9	89%	78%	22%	5	100%	80%	40%
General-Education Students	84	100%	100%	52%	88	100%	100%	45%
Students with Disabilities	15	87%	47%	0%	11	100%	55%	9%
English Proficient	99	98%	92%	44%	99	100%	95%	41%
Limited English Proficient								
Economically Disadvantaged	5	80%	80%	0%	6	100%	67%	33%
Not Disadvantaged	94	99%	93%	47%	93	100%	97%	42%
Migrant								
Not Migrant	99	98%	92%	44%	99	100%	95%	41%

NOTES
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Other Assessments

	2008–09 School Year				2007–08 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 7 Equivalent	1	–	–	–	0			

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 672	Range:	602–790	650–790	715–790			
2008 Mean Score: 665							
2008–09		99%	81%	6%	98%	69%	5%
2007–08		97%	72%	3%	95%	56%	6%
Number of Tested Students:		97 94	79 70	6 3			

Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**98**	**99%**	**81%**	**6%**	**97**	**97%**	**72%**	**3%**
Female	46	100%	85%	9%	45	98%	84%	4%
Male	52	98%	77%	4%	52	96%	62%	2%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	6	–	–	–
White	90	99%	81%	7%	88	97%	69%	3%
Multiracial								
Small Group Totals	8	100%	75%	0%	9	100%	100%	0%
General-Education Students	83	100%	94%	7%	85	100%	81%	4%
Students with Disabilities	15	93%	7%	0%	12	75%	8%	0%
English Proficient	98	99%	81%	6%	97	97%	72%	3%
Limited English Proficient								
Economically Disadvantaged	7	100%	86%	0%	5	80%	40%	0%
Not Disadvantaged	91	99%	80%	7%	92	98%	74%	3%
Migrant								
Not Migrant	98	99%	81%	6%	97	97%	72%	3%

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

	2008–09 School Year				2007–08 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 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

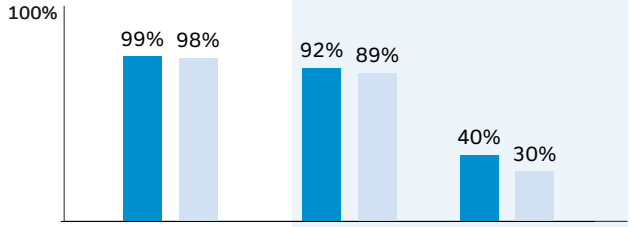
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2009 Mean Score: 696	Range:	616–775	650–775	701–775			
2008 Mean Score: 687							
2008–09		99%	92%	40%	96%	80%	19%
2007–08		98%	89%	30%	93%	70%	17%
Number of Tested Students:		98 95	91 86	40 29			



Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**99**	**99%**	**92%**	**40%**	**97**	**98%**	**89%**	**30%**
Female	47	100%	96%	40%	45	96%	91%	36%
Male	52	98%	88%	40%	52	100%	87%	25%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	4	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	6	–	–	–
White	91	99%	92%	42%	88	98%	88%	28%
Multiracial								
Small Group Totals	8	100%	88%	25%	9	100%	100%	44%
General-Education Students	84	100%	100%	46%	85	100%	96%	34%
Students with Disabilities	15	93%	47%	7%	12	83%	33%	0%
English Proficient	99	99%	92%	40%	97	98%	89%	30%
Limited English Proficient								
Economically Disadvantaged	7	100%	100%	14%	5	100%	60%	20%
Not Disadvantaged	92	99%	91%	42%	92	98%	90%	30%
Migrant								
Not Migrant	99	99%	92%	40%	97	98%	89%	30%

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.

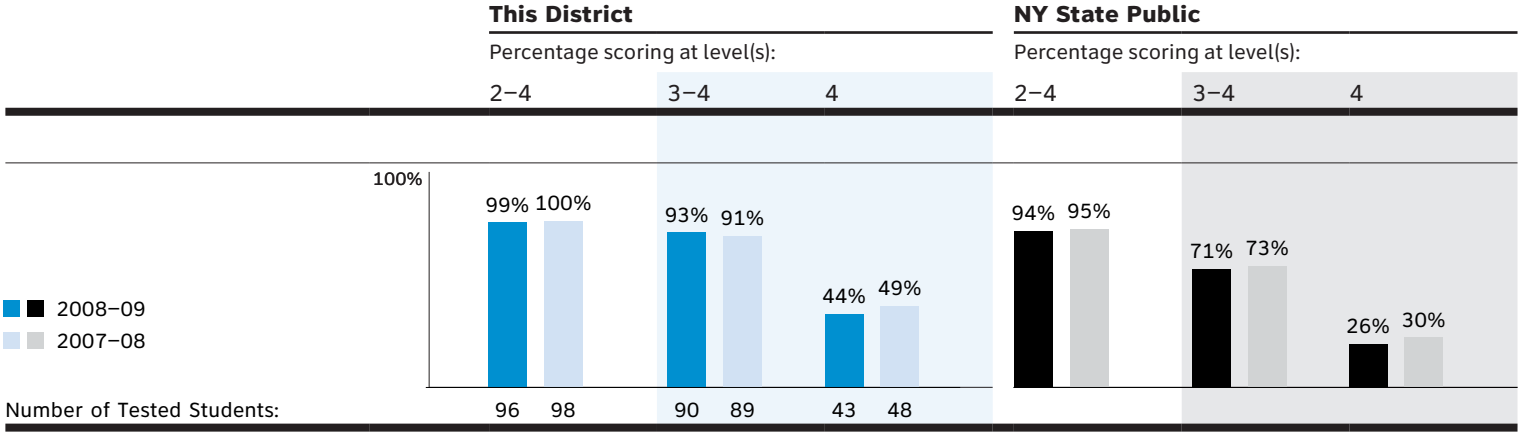
Other Assessments

	2008–09 School Year				2007–08 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 8 Equivalent	0				0			

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2008–09 School Year				2007–08 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**97**	**99%**	**93%**	**44%**	**98**	**100%**	**91%**	**49%**
Female	46	100%	93%	37%	45	100%	91%	51%
Male	51	98%	92%	51%	53	100%	91%	47%
American Indian or Alaska Native								
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	6	–	–	–
White	90	99%	93%	46%	89	100%	90%	47%
Multiracial								
Small Group Totals	7	100%	86%	29%	9	100%	100%	67%
General-Education Students	82	100%	99%	51%	86	100%	98%	53%
Students with Disabilities	15	93%	60%	7%	12	100%	42%	17%
English Proficient	97	99%	93%	44%	98	100%	91%	49%
Limited English Proficient								
Economically Disadvantaged	6	100%	83%	17%	5	100%	60%	20%
Not Disadvantaged	91	99%	93%	46%	93	100%	92%	51%
Migrant								
Not Migrant	97	99%	93%	44%	98	100%	91%	49%

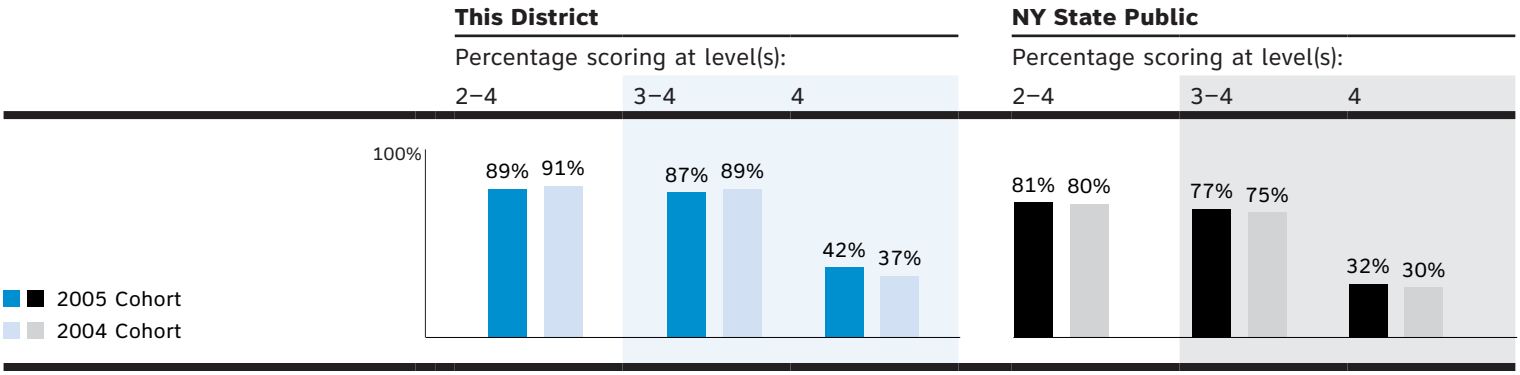
NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008–09 School Year				2007–08 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 8 Equivalent	0				0			
Regents Science	0				0			

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**93**	**89%**	**87%**	**42%**	**114**	**91%**	**89%**	**37%**
Female	40	93%	90%	65%	54	93%	89%	43%
Male	53	87%	85%	25%	60	90%	88%	32%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	8	–	–	–
White	87	91%	90%	45%	102	92%	90%	36%
Multiracial								
Small Group Totals	6	67%	50%	0%	12	83%	75%	42%
General-Education Students	86	92%	91%	44%	109	91%	89%	39%
Students with Disabilities	7	57%	43%	14%	5	100%	80%	0%
English Proficient	93	89%	87%	42%	111	–	–	–
Limited English Proficient					3	–	–	–
Economically Disadvantaged	2	–	–	–	7	86%	71%	14%
Not Disadvantaged	91	–	–	–	107	92%	90%	38%
Migrant								
Not Migrant	93	89%	87%	42%	114	91%	89%	37%

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

	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

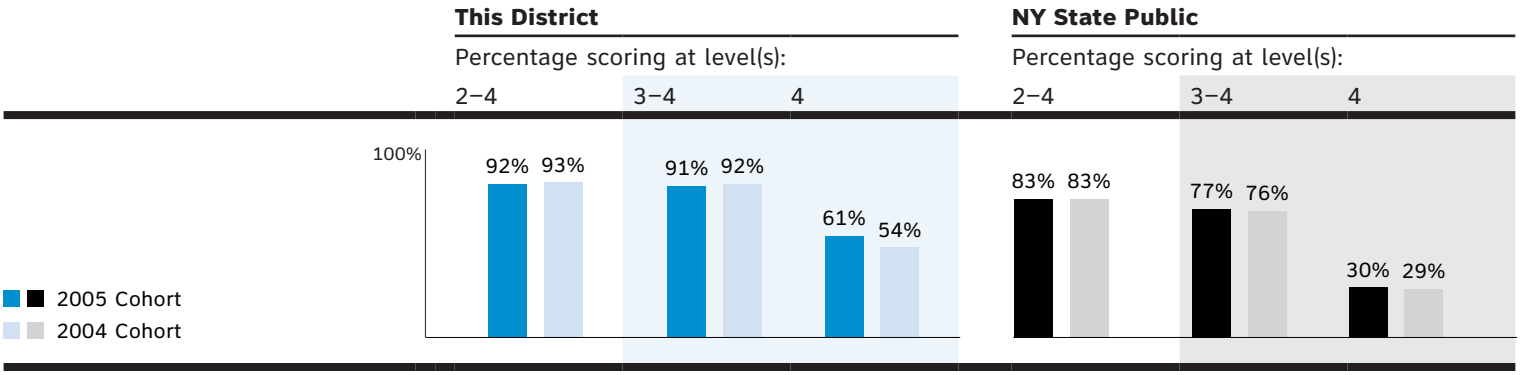
** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

3 Overview of District Performance

District **RHINEBECK CENTRAL SCHOOL DISTRICT** District ID **13-18-01-04-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**93**	**92%**	**91%**	**61%**	**114**	**93%**	**92%**	**54%**
Female	40	95%	93%	63%	54	94%	94%	52%
Male	53	91%	91%	60%	60	92%	90%	55%
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino	4	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	8	–	–	–
White	87	92%	92%	63%	102	92%	91%	53%
Multiracial								
Small Group Totals	6	100%	83%	33%	12	100%	100%	58%
General-Education Students	86	94%	93%	65%	109	93%	93%	55%
Students with Disabilities	7	71%	71%	14%	5	100%	80%	20%
English Proficient	93	92%	91%	61%	111	–	–	–
Limited English Proficient					3	–	–	–
Economically Disadvantaged	2	–	–	–	7	100%	100%	29%
Not Disadvantaged	91	–	–	–	107	93%	92%	55%
Migrant								
Not Migrant	93	92%	91%	61%	114	93%	92%	54%

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

	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

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