

# 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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	89	73	79
First	81	90	86
Second	109	85	92
Third	89	114	84
Fourth	84	94	114
Fifth	116	86	94
Sixth	102	118	86
Ungraded Elementary	0	0	0
Seventh	102	107	119
Eighth	111	102	108
Ninth	116	109	90
Tenth	104	118	112
Eleventh	91	101	111
Twelfth	102	86	94
Ungraded Secondary	2	0	0
Total K-12 Enrollment	1298	1283	1269

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	31	2.4%	33	2.6%	35	2.8%
Black (Not Hispanic)	14	1.1%	9	0.7%	9	0.7%
Hispanic	41	3.2%	43	3.4%	37	2.9%
White (Not Hispanic)	1212	93.4%	1198	93.4%	1188	93.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	19	18
Common Branch	21	21	20
English Grade 8	17	17	20
Mathematics Grade 8	18	20	21
Science Grade 8	20	20	22
Social Studies Grade 8	20	20	21
English Grade 10	17	17	18
Mathematics Grade 10	0	16	14
Science Grade 10	22	26	22
Social Studies Grade 10	23	23	20

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.5%	12	0.9%	12	0.9%
Eligible for Free Lunch	45	3.7%	41	3.4%	23	1.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.2%		94.0%
Student Suspensions	68	5.3%	53	4.1%	61	4.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	3.5%	3.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	101
Total Other Professional Staff	14
Total Paraprofessionals	25
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	97	56	58%	77	46	60%	83	50	60%
Students with Disabilities	4	0	0%	3	0	0%	8	2	25%
All Students	101	56	55%	80	46	57%	91	52	57%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	67	19	0	2	3	0
Percent	74%	21%	0%	2%	3%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
8	2	0	8

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

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			12		8	
	Entered GED Program*			3		4	
	Total Noncompleters			15		12	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			2		0	
	Total Noncompleters			2		1	
All Students	Dropped Out	4	1.0%	12	2.9%	9	2.2%
	Entered GED Program*	3	0.7%	5	1.2%	4	1.0%
	Total Noncompleters	7	1.7%	17	4.1%	13	3.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		57%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		380	372
	Number of Students with Disabilities		34	35
	Number of All Students		414	407
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	35	86%	2	#	8	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	15	80%	0	0%	1	#
Spanish	41	95%	1	#	2	#

### Students with Disabilities

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

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	4	#	1	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	6	100%
Science	1	#	0	0%	6	67%
Reading	6	83%	0	0%	3	#
Writing	6	83%	7	100%	4	#
Global Studies	0	0%	3	#	6	50%
U.S. Hist & Gov't	2	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	91	93	71	8	6	4
Number Scoring 55–100	91	91	68	8	6	#
Number Scoring 65–100	88	81	67	7	4	#
Number Scoring 85–100	37	38	19	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	96%	100%	100%	#
Percentage of Tested Scoring 65–100	97%	87%	94%	88%	67%	#
Percentage of Tested Scoring 85–100	41%	41%	27%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	111	122	136	15	4	12
Number Scoring 55–100	88	99	125	5	#	10
Number Scoring 65–100	79	85	107	5	#	7
Number Scoring 85–100	37	37	44	1	#	2
Percentage of Tested Scoring 55–100	79%	81%	92%	33%	#	83%
Percentage of Tested Scoring 65–100	71%	70%	79%	33%	#	58%
Percentage of Tested Scoring 85–100	33%	30%	32%	7%	#	17%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	94	109	2	7	4	1
Number Scoring 55–100	93	107	#	7	#	#
Number Scoring 65–100	90	100	#	7	#	#
Number Scoring 85–100	31	32	#	1	#	#
Percentage of Tested Scoring 55–100	99%	98%	#	100%	#	#
Percentage of Tested Scoring 65–100	96%	92%	#	100%	#	#
Percentage of Tested Scoring 85–100	33%	29%	#	14%	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	85	100	114	8	6	5
Number Scoring 55–100	81	97	112	7	6	5
Number Scoring 65–100	70	90	111	7	6	5
Number Scoring 85–100	36	34	45	0	1	1
Percentage of Tested Scoring 55–100	95%	97%	98%	88%	100%	100%
Percentage of Tested Scoring 65–100	82%	90%	97%	88%	100%	100%
Percentage of Tested Scoring 85–100	42%	34%	39%	0%	17%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	91	101	102	5	5	9
Number Scoring 55–100	91	101	100	5	5	7
Number Scoring 65–100	90	97	96	5	5	7
Number Scoring 85–100	17	20	29	0	0	2
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	78%
Percentage of Tested Scoring 65–100	99%	96%	94%	100%	100%	78%
Percentage of Tested Scoring 85–100	19%	20%	28%	0%	0%	22%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	92	91	78	3	3	4
Number Scoring 55–100	88	89	77	#	#	#
Number Scoring 65–100	79	86	73	#	#	#
Number Scoring 85–100	36	34	33	#	#	#
Percentage of Tested Scoring 55–100	96%	98%	99%	#	#	#
Percentage of Tested Scoring 65–100	86%	95%	94%	#	#	#
Percentage of Tested Scoring 85–100	39%	37%	42%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		52	43		3	0
Number Scoring 55–100		52	42		#	0
Number Scoring 65–100		48	38		#	0
Number Scoring 85–100		15	12		#	0
Percentage of Tested Scoring 55–100		100%	98%		#	0%
Percentage of Tested Scoring 65–100		92%	88%		#	0%
Percentage of Tested Scoring 85–100		29%	28%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	27	23	18	1	0	0
Number Scoring 55–100	27	23	18	#	0	0
Number Scoring 65–100	27	23	18	#	0	0
Number Scoring 85–100	26	20	18	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	96%	87%	100%	#	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	35	32	36	0	0	0
Number Scoring 55–100	35	32	36	0	0	0
Number Scoring 65–100	35	32	36	0	0	0
Number Scoring 85–100	31	28	36	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	89%	88%	100%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	11	8	10	0	0	0
Number Scoring 55–100	11	8	10	0	0	0
Number Scoring 65–100	11	8	10	0	0	0
Number Scoring 85–100	8	6	10	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	73%	75%	100%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	0	1	1	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	52	74	63	0	2	0
Number Scoring 55–100	45	60	49	0	#	0
Number Scoring 65–100	41	59	44	0	#	0
Number Scoring 85–100	20	28	19	0	#	0
Percentage of Tested Scoring 55–100	87%	81%	78%	0%	#	0%
Percentage of Tested Scoring 65–100	79%	80%	70%	0%	#	0%
Percentage of Tested Scoring 85–100	38%	38%	30%	0%	#	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	4	#	1	#
Students with Disabilities	2	#	0	0%	1	#

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

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	90	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	94	4%	7%	71%	17%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	98	0%	26%	56%	18%
	Students with Disabilities	11	9%	55%	27%	9%
	All Students	109	1%	28%	53%	17%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<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	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	93	93	93	6	6	6	99	99	99
Number Scoring 55–64	4	5	1	0	0	0	4	5	1
Number Scoring 65–84	51	51	49	5	5	4	56	56	53
Number Scoring 85–100	30	29	37	1	1	2	31	30	39
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)