

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-06-01-04-0001
 Name: Keene Central School
 Principal: Cynthia Ford-Johnston

Grade Range : K-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	17	13	9
First	13	14	13
Second	11	12	10
Third	8	13	9
Fourth	13	8	13
Fifth	16	12	8
Sixth	17	18	12
Ungraded Elementary	0	0	0
Seventh	16	17	17
Eighth	19	18	19
Ninth	21	16	21
Tenth	18	20	15
Eleventh	13	18	21
Twelfth	15	13	16
Ungraded Secondary	0	0	0
Total K-12 Enrollment	197	192	183

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	3	1.6%
Black (Not Hispanic)	0	0.0%	3	1.6%	1	0.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	197	100.0%	189	98.4%	179	97.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	13	9
Common Branch	13	13	11
English Grade 8	0	0	1
Mathematics Grade 8	17	10	0
Science Grade 8	18	18	18
Social Studies Grade 8	0	0	0
English Grade 10	0	21	14
Mathematics Grade 10	0	10	10
Science Grade 10	17	21	14
Social Studies Grade 10	18	21	15

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	16	8.1%	16	8.3%	13	7.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		96.2%		95.8%
Student Suspensions	1	0.5%	1	0.5%	2	1.0%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	11.2%	10.4%	2.7%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	93%	100%	94%

Staff Counts

Staff	2003-04
Total Teachers	29
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	13	10	77%	10	9	90%	15	13	87%
Students with Disabilities	2	0	0%	4	3	75%	1	0	0%
All Students	15	10	67%	14	12	86%	16	13	81%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	6	4	3	1	1	1
Percent	38%	25%	19%	6%	6%	6%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
1	0	1	2

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		1	1.6%
	Total Noncompleters	0		0		1	1.6%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	1	1.3%
	Total Noncompleters	0	0.0%	0	0.0%	1	1.3%

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

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	17	94%	15	100%

Students with Disabilities

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

Regents Competency Tests

General-Education Students

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

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	13	16	23	0	1	4
Number Scoring 55-100	13	16	19	0	#	#
Number Scoring 65-100	13	15	19	0	#	#
Number Scoring 85-100	7	7	11	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	83%	0%	#	#
Percentage of Tested Scoring 65-100	100%	94%	83%	0%	#	#
Percentage of Tested Scoring 85-100	54%	44%	48%	0%	#	#
Mathematics A						
Number Tested	21	17	20	0	4	3
Number Scoring 55-100	21	15	20	0	#	#
Number Scoring 65-100	18	14	20	0	#	#
Number Scoring 85-100	10	3	12	0	#	#
Percentage of Tested Scoring 55-100	100%	88%	100%	0%	#	#
Percentage of Tested Scoring 65-100	86%	82%	100%	0%	#	#
Percentage of Tested Scoring 85-100	48%	18%	60%	0%	#	#
Mathematics B						
Number Tested	0	0	3	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	20	21	15	1	3	2
Number Scoring 55-100	20	21	15	#	#	#
Number Scoring 65-100	19	20	15	#	#	#
Number Scoring 85-100	7	8	8	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	95%	95%	100%	#	#	#
Percentage of Tested Scoring 85-100	35%	38%	53%	#	#	#
U.S. History and Government						
Number Tested	14	17	23	1	1	5
Number Scoring 55-100	13	17	22	#	#	4
Number Scoring 65-100	12	17	21	#	#	4
Number Scoring 85-100	8	12	11	#	#	1
Percentage of Tested Scoring 55-100	93%	100%	96%	#	#	80%
Percentage of Tested Scoring 65-100	86%	100%	91%	#	#	80%
Percentage of Tested Scoring 85-100	57%	71%	48%	#	#	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	18	20	13	0	3	2
Number Scoring 55-100	18	20	13	0	#	#
Number Scoring 65-100	18	20	13	0	#	#
Number Scoring 85-100	7	7	6	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	39%	35%	46%	0%	#	#
Physical Setting/Earth Science						
Number Tested	21	17	19	0	5	3
Number Scoring 55-100	20	17	18	0	5	#
Number Scoring 65-100	19	16	17	0	5	#
Number Scoring 85-100	4	5	10	0	1	#
Percentage of Tested Scoring 55-100	95%	100%	95%	0%	100%	#
Percentage of Tested Scoring 65-100	90%	94%	89%	0%	100%	#
Percentage of Tested Scoring 85-100	19%	29%	53%	0%	20%	#
Physical Setting/Chemistry						
Number Tested	8	12	8	0	1	0
Number Scoring 55-100	8	12	8	0	#	0
Number Scoring 65-100	5	11	8	0	#	0
Number Scoring 85-100	1	5	4	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	62%	92%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	12%	42%	50%	0%	#	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

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

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	5	13	22	0	1	2
Number Scoring 55-100	5	13	22	0	#	#
Number Scoring 65-100	5	13	22	0	#	#
Number Scoring 85-100	2	9	15	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	40%	69%	68%	0%	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	10	17	3	0	0	0
Number Scoring 55-100	8	16	#	0	0	0
Number Scoring 65-100	8	15	#	0	0	0
Number Scoring 85-100	5	6	#	0	0	0
Percentage of Tested Scoring 55-100	80%	94%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	88%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	35%	#	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	7	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	8	0%	0%	50%	50%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	16	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	19	0%	21%	58%	21%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	16	16	16	1	1	1	17	17	17
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	9	5	9
Number Scoring 85–100	#	#	#	#	#	#	7	12	7
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

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

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

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

(Form - K)