

New York State District Report Card Comprehensive Information Report

BEDS Code: 15-06-01-04-0000
 Name: Keene Central School District
 Superintendent: Cynthia Ford-Johnston

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	13	9	13
First	14	13	8
Second	12	10	14
Third	13	9	9
Fourth	8	13	10
Fifth	12	8	12
Sixth	18	12	8
Ungraded Elementary	0	0	0
Seventh	17	17	12
Eighth	18	19	16
Ninth	16	21	17
Tenth	20	15	22
Eleventh	18	21	14
Twelfth	13	16	22
Ungraded Secondary	0	0	1
Total K-12 Enrollment	192	183	178

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	3	1.6%	6	3.4%
Black (Not Hispanic)	3	1.6%	1	0.5%	1	0.6%
Hispanic	0	0.0%	0	0.0%	1	0.6%
White (Not Hispanic)	189	98.4%	179	97.8%	170	95.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	13	9	13
Common Branch	13	11	11
English Grade 8	0	1	0
Mathematics Grade 8	10	0	8
Science Grade 8	18	18	16
Social Studies Grade 8	0	0	0
English Grade 10	21	14	19
Mathematics Grade 10	10	10	8
Science Grade 10	21	14	21
Social Studies Grade 10	21	15	22

(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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.6%
Eligible for Free Lunch	16	8.3%	13	7.1%	13	7.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.3%		95.7%		95.9%
Student Suspensions	1	0.5%	2	1.0%	1	0.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.4%	2.7%	6.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	30
Total Other Professional Staff	2
Total Paraprofessionals	4
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	10	15	17
	Regents Diplomas	9	13	14
	% Regents Diplomas	90%	87%	82%
	Regents Diplomas with Advanced Designation**			6
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	1	4
	Regents Diplomas	3	0	1
	% Regents Diplomas	75%	0%	25%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	0	1	0
All Students	Total Graduates*	14	16	21
	Regents Diplomas	12	13	15
	% Regents Diplomas	86%	81%	71%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	0	1	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	9	7	0	1	0	0	0	0
	Percent	53%	41%	0%	6%	0%	0%	0%	0%
Students with Disabilities	Number	1	3	0	0	0	0	0	0
	Percent	25%	75%	0%	0%	0%	0%	0%	0%
All Students	Number	10	10	0	1	0	0	0	0
	Percent	48%	48%	0%	5%	0%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		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	0.0%
	Entered GED Program*	0		1	1.6%	0	0.0%
	Total Noncompleters	0		1	1.6%	0	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	1	1.3%	0	0.0%
	Total Noncompleters	0	0.0%	1	1.3%	0	0.0%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	10
	Number of Students with Disabilities	0	0	2
	Number of All Students	0	0	12
	Percent of Enrollment	0%	0%	33%
9-12	Number of General-Education Students	0	0	18
	Number of Students with Disabilities	0	0	3
	Number of All Students	0	0	21
	Percent of Enrollment	0%	0%	28%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	17	94%	15	100%	11	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2	#	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	3	#	0	0%
Science	0	0%	2	#	0	0%
Reading	1	#	3	#	5	100%
Writing	1	#	3	#	5	100%
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	16	23	14	1	4	1
Number Scoring 55-100	16	19	14	#	#	#
Number Scoring 65-100	15	19	14	#	#	#
Number Scoring 85-100	7	11	6	#	#	#
Percentage of Tested Scoring 55-100	100%	83%	100%	#	#	#
Percentage of Tested Scoring 65-100	94%	83%	100%	#	#	#
Percentage of Tested Scoring 85-100	44%	48%	43%	#	#	#
Mathematics A						
Number Tested	17	20	16	4	3	5
Number Scoring 55-100	15	20	16	#	#	5
Number Scoring 65-100	14	20	16	#	#	5
Number Scoring 85-100	3	12	8	#	#	1
Percentage of Tested Scoring 55-100	88%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	82%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	18%	60%	50%	#	#	20%
Mathematics B						
Number Tested	0	3	8	0	0	0
Number Scoring 55-100	0	#	8	0	0	0
Number Scoring 65-100	0	#	7	0	0	0
Number Scoring 85-100	0	#	4	0	0	0
Percentage of Tested Scoring 55-100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	50%	0%	0%	0%
Global History and Geography						
Number Tested	21	15	21	3	2	7
Number Scoring 55-100	21	15	20	#	#	6
Number Scoring 65-100	20	15	18	#	#	4
Number Scoring 85-100	8	8	13	#	#	2
Percentage of Tested Scoring 55-100	100%	100%	95%	#	#	86%
Percentage of Tested Scoring 65-100	95%	100%	86%	#	#	57%
Percentage of Tested Scoring 85-100	38%	53%	62%	#	#	29%
U.S. History and Government						
Number Tested	17	23	16	1	5	3
Number Scoring 55-100	17	22	14	#	4	#
Number Scoring 65-100	17	21	13	#	4	#
Number Scoring 85-100	12	11	7	#	1	#
Percentage of Tested Scoring 55-100	100%	96%	88%	#	80%	#
Percentage of Tested Scoring 65-100	100%	91%	81%	#	80%	#
Percentage of Tested Scoring 85-100	71%	48%	44%	#	20%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	20	13	19	3	2	6
Number Scoring 55-100	20	13	19	#	#	6
Number Scoring 65-100	20	13	19	#	#	6
Number Scoring 85-100	7	6	10	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 85-100	35%	46%	53%	#	#	17%
Physical Setting/Earth Science						
Number Tested	17	19	17	5	3	2
Number Scoring 55-100	17	18	17	5	#	#
Number Scoring 65-100	16	17	15	5	#	#
Number Scoring 85-100	5	10	7	1	#	#
Percentage of Tested Scoring 55-100	100%	95%	100%	100%	#	#
Percentage of Tested Scoring 65-100	94%	89%	88%	100%	#	#
Percentage of Tested Scoring 85-100	29%	53%	41%	20%	#	#
Physical Setting/Chemistry						
Number Tested	12	8	3	1	0	0
Number Scoring 55-100	12	8	#	#	0	0
Number Scoring 65-100	11	8	#	#	0	0
Number Scoring 85-100	5	4	#	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	#	0%	0%
Percentage of Tested Scoring 65-100	92%	100%	#	#	0%	0%
Percentage of Tested Scoring 85-100	42%	50%	#	#	0%	0%
Physical Setting/Physics						
Number Tested		0	4		0	1
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 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
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	13	22	13	1	2	1
Number Scoring 55-100	13	22	13	#	#	#
Number Scoring 65-100	13	22	13	#	#	#
Number Scoring 85-100	9	15	12	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	69%	68%	92%	#	#	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	9	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	12	0%	0%	50%	50%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	11	0%	0%	73%	27%
	Students with Disabilities	5	0%	0%	100%	0%
	All Students	16	0%	0%	81%	19%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	15	15	15	5	5	5	20	20	20
Number Scoring 55–64	0	1	0	0	0	0	0	1	0
Number Scoring 65–84	8	5	8	3	3	3	11	8	11
Number Scoring 85–100	7	9	7	1	1	1	8	10	8
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 2-4)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)