

# 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	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**

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

**Similar School Group and Description**

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

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

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

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.4%		96.3%		95.7%
<b>Student Suspensions</b>	1	0.5%	1	0.5%	2	1.0%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	11.2%	10.4%	2.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	29
Total Other Professional Staff	3
Total Paraprofessionals	5
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
<b>Comprehensive English</b>						
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%	#	#
<b>Mathematics A</b>						
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%	#	#
<b>Mathematics B</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%
<b>Global History and Geography</b>						
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%	#	#	#
<b>U.S. History and Government</b>						
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
<b>Living Environment</b>						
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%	#	#
<b>Physical Setting/Earth Science</b>						
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%	#
<b>Physical Setting/Chemistry</b>						
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%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</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 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	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%	#	#
<b>Comprehensive Latin</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%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	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
<b>Nov 2003</b>	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
<b>June 2004</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	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

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

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

(Form - K)