

New York State School Report Card Comprehensive Information Report

BEDS Code: 09-02-01-04-0001
 Name: Keesville Primary School
 Principal: Kevin Hulbert

Grade Range : K-6

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	42	48	66
First	70	44	49
Second	45	51	43
Third	60	48	43
Fourth	73	57	47
Fifth	71	71	58
Sixth	80	69	76
Ungraded Elementary	26	28	27
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	467	416	409

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%	6	1.4%	5	1.2%
Black (Not Hispanic)	2	0.4%	4	1.0%	6	1.5%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	465	99.6%	406	97.6%	398	97.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	16	17
Common Branch	21	19	17
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
10	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for elementary level schools in these districts.

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%	0	0.0%
Eligible for Free Lunch	94	20.1%	117	28.1%	100	24.5%

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		95.6%		95.2%		95.6%
Student Suspensions	3	0.6%	2	0.4%	5	1.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.4%	15.6%	14.2%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	95%	97%	95%

Staff Counts

Staff	2004-05
Total Teachers	34
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)

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%	65%	126%
2-3	0%	43%	47%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	-8	92
	Number of Students with Disabilities	0	8	13
	Number of All Students	0	0	105
	Percent of Enrollment	0%	0%	93%
6-8	Number of General-Education Students	0	80	62
	Number of Students with Disabilities	0	0	14
	Number of All Students	0	80	76
	Percent of Enrollment	0%	100%	93%
9-12	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%

(Form - D)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	53	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	57	5%	12%	56%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)