

New York State School Report Card Comprehensive Information Report

BEDS Code: 15-06-01-04-0001

Grade Range : K-12

Name: Keene Central School

Principal: Cynthia Ford-Johnston

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	14	17	13
First	10	13	14
Second	8	11	12
Third	12	8	13
Fourth	15	13	8
Fifth	15	16	12
Sixth	18	17	18
Ungraded Elementary	0	0	0
Seventh	18	16	17
Eighth	17	19	18
Ninth	18	21	16
Tenth	16	18	20
Eleventh	14	13	18
Twelfth	13	15	13
Ungraded Secondary	0	0	0
Total K-12 Enrollment	188	197	192

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	1	0.5%	0	0.0%	3	1.6%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	187	99.5%	197	100.0%	189	98.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	17	13
Common Branch	13	13	13
English Grade 8	0	0	0
Mathematics Grade 8	8	17	10
Science Grade 8	16	18	18
Social Studies Grade 8	0	0	0
English Grade 10	16	0	21
Mathematics Grade 10	0	0	10
Science Grade 10	16	17	21
Social Studies Grade 10	16	18	21

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	34	18.1%	16	8.1%	16	8.3%

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		96.5%		96.3%		96.2%
Student Suspensions	2	1.1%	1	0.5%	1	0.5%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.5%	11.2%	10.4%
Public Assistance	11-20%	1-10%	11-20%
Student Stability	92%	93%	100%

Staff Counts

Staff	2002–2003
Total Teachers	29
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	4
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	12	8	67%	13	10	77%	10	9	90%
Students with Disabilities	1	0	0%	2	0	0%	4	3	75%
All Students	13	8	62%	15	10	67%	14	12	86%

*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	9	2	0	1	0	2
Percent	64%	14%	0%	7%	0%	14%

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)
4	3	0	4

*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			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

*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		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		25	0
	Number of Students with Disabilities		4	0
	Number of All Students		29	0
	Percent of Enrollment		100%	0%
6-8	Number of General-Education Students		14	0
	Number of Students with Disabilities		2	0
	Number of All Students		16	0
	Percent of Enrollment		31%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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%	0	0%	17	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	0	0%	2	#

(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	0	0%	0	0%	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%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	15	13	16	2	0	1
Number Scoring 55–100	15	13	16	#	0	#
Number Scoring 65–100	15	13	15	#	0	#
Number Scoring 85–100	6	7	7	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	94%	#	0%	#
Percentage of Tested Scoring 85–100	40%	54%	44%	#	0%	#
Mathematics A						
Number Tested	0	21	17	0	0	4
Number Scoring 55–100	0	21	15	0	0	#
Number Scoring 65–100	0	18	14	0	0	#
Number Scoring 85–100	0	10	3	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	86%	82%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	48%	18%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	15	20	21	1	1	3
Number Scoring 55–100	15	20	21	#	#	#
Number Scoring 65–100	14	19	20	#	#	#
Number Scoring 85–100	7	7	8	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	95%	95%	#	#	#
Percentage of Tested Scoring 85–100	47%	35%	38%	#	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	14	14	17	2	1	1
Number Scoring 55–100	14	13	17	#	#	#
Number Scoring 65–100	13	12	17	#	#	#
Number Scoring 85–100	7	8	12	#	#	#
Percentage of Tested Scoring 55–100	100%	93%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	86%	100%	#	#	#
Percentage of Tested Scoring 85–100	50%	57%	71%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	11	18	20	0	0	3
Number Scoring 55–100	11	18	20	0	0	#
Number Scoring 65–100	11	18	20	0	0	#
Number Scoring 85–100	5	7	7	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	45%	39%	35%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	11	21	17	0	0	5
Number Scoring 55–100	11	20	17	0	0	5
Number Scoring 65–100	11	19	16	0	0	5
Number Scoring 85–100	4	4	5	0	0	1
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	100%
Percentage of Tested Scoring 65–100	100%	90%	94%	0%	0%	100%
Percentage of Tested Scoring 85–100	36%	19%	29%	0%	0%	20%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		8	12		0	1
Number Scoring 55–100		8	12		0	#
Number Scoring 65–100		5	11		0	#
Number Scoring 85–100		1	5		0	#
Percentage of Tested Scoring 55–100		100%	100%		0%	#
Percentage of Tested Scoring 65–100		62%	92%		0%	#
Percentage of Tested Scoring 85–100		12%	42%		0%	#
Physical Setting/Physics (first administered June 2002)*						
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
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	10	5	13	0	0	1
Number Scoring 55–100	10	5	13	0	0	#
Number Scoring 65–100	10	5	13	0	0	#
Number Scoring 85–100	8	2	9	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	80%	40%	69%	0%	0%	#
Comprehensive Latin						
Number Tested	1	0	0	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%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	9	5	1	0	0	0
Number Scoring 55–100	9	4	#	0	0	0
Number Scoring 65–100	7	3	#	0	0	0
Number Scoring 85–100	1	2	#	0	0	0
Percentage of Tested Scoring 55–100	100%	80%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	60%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	11%	40%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	10	10	17	0	0	0
Number Scoring 55–100	10	8	16	0	0	0
Number Scoring 65–100	9	8	15	0	0	0
Number Scoring 85–100	7	5	6	0	0	0
Percentage of Tested Scoring 55–100	100%	80%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	80%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	70%	50%	35%	0%	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%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
Nov 2002	General-Education Students	10	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	12	0%	0%	42%	58%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	16	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	20	5%	5%	70%	20%

(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
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

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	11	11	11	4	4	4	15	15	15
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	7	5	5
Number Scoring 85–100	#	#	#	#	#	#	8	7	8
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)