

New York State School Report Card Comprehensive Information Report

BEDS Code : 12-15-02-04-0001
 Name : Roxbury Central School
 Principal: Thomas O'Brien

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	16	24	26
First	27	19	30
Second	25	30	19
Third	23	26	32
Fourth	23	22	25
Fifth	29	22	19
Sixth	32	30	27
Ungraded Elementary	0	0	0
Seventh	31	33	27
Eighth	26	29	33
Ninth	35	27	31
Tenth	34	29	24
Eleventh	32	33	26
Twelfth	34	31	29
Ungraded Secondary	0	0	0
Total K-12 Enrollment	367	355	348

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	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)	4	1.1%	4	1.1%	4	1.1%
Hispanic	6	1.6%	0	0.0%	1	0.3%
White (Not Hispanic)	357	97.3%	351	98.9%	343	98.6%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
5	1.4%	3	0.8%	3	0.9%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	9	12	13
Common Branch	14	15	17
English Grade 8	10	10	15
Mathematics Grade 8	11	12	27
Science Grade 8	12	15	17
Social Studies Grade 8	13	15	11
English Grade 10	22	15	13
Mathematics Grade 10	10	3	13
Science Grade 10	0	0	14
Social Studies Grade 10	17	16	10

(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 are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.3%		94.9%		94.3%
Student Suspensions	0	0.0%	16	4.4%	16	4.5%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	19.9%	17.2%	17.2%
Reduced Lunch	12.8%	14.9%	11.2%
Public Assistance	41-50%	1-10%	1-10%
Student Stability	85%	97%	100%

Staff Counts

Staff	2001–2002
Total Teachers	45
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	1
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	23	10	43%	22	12	55%	27	14	52%
Students with Disabilities	6	1	17%	6	0	0%	5	0	0%
All Students	29	11	38%	28	12	43%	32	14	44%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	13	10	1	0	8	0
Percent	41%	31%	3%	0%	25%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
5	0	0	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	3	2.2%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	1	0.8%	0	0.0%
	Total Noncompleters	3	2.2%	1	0.8%	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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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%	18	78%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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%	1	#

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	100%	4	#	0	0%
Science	2	100%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	5	60%	1	#	0	0%
U.S. Hist & Gov't	3	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	28	35	25	6	4	3
Number Scoring 55–100	27	35	22	5	#	#
Number Scoring 65–100	24	30	12	2	#	#
Number Scoring 85–100	3	12	3	0	#	#
Percentage of Tested Scoring 55–100	96%	100%	88%	83%	#	#
Percentage of Tested Scoring 65–100	86%	86%	48%	33%	#	#
Percentage of Tested Scoring 85–100	11%	34%	12%	0%	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	28	46	23	6	6	2
Number Scoring 55–100	20	22	12	3	2	#
Number Scoring 65–100	16	11	6	2	0	#
Number Scoring 85–100	9	6	0	1	0	#
Percentage of Tested Scoring 55–100	71%	48%	52%	50%	33%	#
Percentage of Tested Scoring 65–100	57%	24%	26%	33%	0%	#
Percentage of Tested Scoring 85–100	32%	13%	0%	17%	0%	#
Mathematics A						
Number Tested	13	0	7	1	0	1
Number Scoring 55–100	10	0	1	#	0	#
Number Scoring 65–100	7	0	1	#	0	#
Number Scoring 85–100	1	0	0	#	0	#
Percentage of Tested Scoring 55–100	77%	0%	14%	#	0%	#
Percentage of Tested Scoring 65–100	54%	0%	14%	#	0%	#
Percentage of Tested Scoring 85–100	8%	0%	0%	#	0%	#
Global Studies (last administered January 2000)						
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%		
Global History and Geography (first administered June 2000)						
Number Tested	34	31	21	5	5	3
Number Scoring 55–100	31	31	21	3	5	#
Number Scoring 65–100	27	29	18	1	5	#
Number Scoring 85–100	10	8	5	0	0	#
Percentage of Tested Scoring 55–100	91%	100%	100%	60%	100%	#
Percentage of Tested Scoring 65–100	79%	94%	86%	20%	100%	#
Percentage of Tested Scoring 85–100	29%	26%	24%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	26	0		4	0	
Number Scoring 55–100	24	0		#	0	
Number Scoring 65–100	21	0		#	0	
Number Scoring 85–100	10	0		#	0	
Percentage of Tested Scoring 55–100	92%	0%		#	0%	
Percentage of Tested Scoring 65–100	81%	0%		#	0%	
Percentage of Tested Scoring 85–100	38%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		33	26		4	4
Number Scoring 55–100		32	24		#	#
Number Scoring 65–100		29	15		#	#
Number Scoring 85–100		9	3		#	#
Percentage of Tested Scoring 55–100		97%	92%		#	#
Percentage of Tested Scoring 65–100		88%	58%		#	#
Percentage of Tested Scoring 85–100		27%	12%		#	#
Living Environment (first administered June 2001)						
Number Tested		29	19		4	4
Number Scoring 55–100		29	18		#	#
Number Scoring 65–100		29	18		#	#
Number Scoring 85–100		3	5		#	#
Percentage of Tested Scoring 55–100		100%	95%		#	#
Percentage of Tested Scoring 65–100		100%	95%		#	#
Percentage of Tested Scoring 85–100		10%	26%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		24	30		3	10
Number Scoring 55–100		20	29		#	9
Number Scoring 65–100		18	24		#	5
Number Scoring 85–100		6	8		#	0
Percentage of Tested Scoring 55–100		83%	97%		#	90%
Percentage of Tested Scoring 65–100		75%	80%		#	50%
Percentage of Tested Scoring 85–100		25%	27%		#	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	31	34	29	33	32
2001	29	28	35	31	31
2002	31	24	27	0	27

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	4	5	6	8	6
2001	8	3	5	8	6
2002	11	7	4	0	7

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	32	31	27	6	6	7
Comprehensive Spanish						
Number Tested	11	14	7	0	1	0
Number Scoring 55–100	10	13	7	0	#	0
Number Scoring 65–100	10	13	6	0	#	0
Number Scoring 85–100	6	7	1	0	#	0
Percentage of AGE Tested	34%	45%	26%	0%	#	0%
Percentage of AGE Scoring 55–100	31%	42%	26%	0%	#	0%
Percentage of AGE Scoring 65–100	31%	42%	22%	0%	#	0%
Percentage of AGE Scoring 85–100	19%	23%	4%	0%	#	0%
Percentage of Tested Scoring 65–100	91%	93%	86%	0%	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	32	31	27	6	6	7
Sequential Mathematics, Course II						
Number Tested	15	16	17	2	1	1
Number Scoring 55–100	11	14	10	#	#	#
Number Scoring 65–100	11	12	8	#	#	#
Number Scoring 85–100	4	6	2	#	#	#
Percentage of AGE Tested	47%	52%	63%	#	#	#
Percentage of AGE Scoring 55–100	34%	45%	37%	#	#	#
Percentage of AGE Scoring 65–100	34%	39%	30%	#	#	#
Percentage of AGE Scoring 85–100	12%	19%	7%	#	#	#
Percentage of Tested Scoring 65–100	73%	75%	47%	#	#	#
Sequential Mathematics, Course III						
Number Tested	17	16	8	0	1	1
Number Scoring 55–100	15	14	7	0	#	#
Number Scoring 65–100	15	12	5	0	#	#
Number Scoring 85–100	3	5	3	0	#	#
Percentage of AGE Tested	53%	52%	30%	0%	#	#
Percentage of AGE Scoring 55–100	47%	45%	26%	0%	#	#
Percentage of AGE Scoring 65–100	47%	39%	19%	0%	#	#
Percentage of AGE Scoring 85–100	9%	16%	11%	0%	#	#
Percentage of Tested Scoring 65–100	88%	75%	62%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	32	31	27	6	6	7
Earth Science (last administered January 2001)						
Number Tested	33	0		3	0	
Number Scoring 55–100	27	0		#	0	
Number Scoring 65–100	18	0		#	0	
Number Scoring 85–100	2	0		#	0	
Percentage of AGE Tested	103%	0%		#	0%	
Percentage of AGE Scoring 55–100	84%	0%		#	0%	
Percentage of AGE Scoring 65–100	56%	0%		#	0%	
Percentage of AGE Scoring 85–100	6%	0%		#	0%	
Percentage of Tested Scoring 65–100	55%	0%		#	0%	
Biology (last administered January 2001)						
Number Tested	19	1		2	1	
Number Scoring 55–100	18	#		#	#	
Number Scoring 65–100	16	#		#	#	
Number Scoring 85–100	4	#		#	#	
Percentage of AGE Tested	59%	#		#	#	
Percentage of AGE Scoring 55–100	56%	#		#	#	
Percentage of AGE Scoring 65–100	50%	#		#	#	
Percentage of AGE Scoring 85–100	12%	#		#	#	
Percentage of Tested Scoring 65–100	84%	#		#	#	
Chemistry (last administered January 2002)						
Number Tested	14	16	0	0	3	0
Number Scoring 55–100	14	14	0	0	#	0
Number Scoring 65–100	14	13	0	0	#	0
Number Scoring 85–100	6	4	0	0	#	0
Percentage of AGE Tested	44%	52%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	44%	45%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	44%	42%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	19%	13%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	81%	0%	0%	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	32	31	27	6	6	7
Physics (last administered January 2002)						
Number Tested	8	5	0	1	0	0
Number Scoring 55–100	8	5	0	#	0	0
Number Scoring 65–100	7	5	0	#	0	0
Number Scoring 85–100	3	1	0	#	0	0
Percentage of AGE Tested	25%	16%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	25%	16%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	22%	16%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	9%	3%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	100%	0%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			7			1
Number Scoring 55–100			7			#
Number Scoring 65–100			7			#
Number Scoring 85–100			1			#
Percentage of AGE Tested			26%			#
Percentage of AGE Scoring 55–100			26%			#
Percentage of AGE Scoring 65–100			26%			#
Percentage of AGE Scoring 85–100			4%			#
Percentage of Tested Scoring 65–100			100%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			3			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of AGE Tested			#			0%
Percentage of AGE Scoring 55–100			#			0%
Percentage of AGE Scoring 65–100			#			0%
Percentage of AGE Scoring 85–100			#			0%
Percentage of Tested Scoring 65–100			#			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	25	92%	24	96%	18	94%
Students with Disabilities	3	#	4	#	9	100%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	15	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	16	0%	0%	56%	44%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	26	0%	8%	69%	23%
	Students with Disabilities	7	0%	43%	57%	0%
	All Students	33	0%	15%	67%	18%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	28	28	6	6	34	34
Number Scoring 55–64	0	2	1	2	1	4
Number Scoring 65–84	17	16	2	2	19	18
Number Scoring 85–100	11	8	0	0	11	8
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	23	4	27
Number Scoring 55–64	#	#	0
Number Scoring 65–84	#	#	24
Number Scoring 85–100	#	#	3
Approved Alternatives	#	#	0

(Form – O)