

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	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	24	26	36
First	19	30	27
Second	30	19	32
Third	26	32	21
Fourth	22	25	32
Fifth	22	19	22
Sixth	30	27	21
Ungraded Elementary	0	0	0
Seventh	33	27	26
Eighth	29	33	30
Ninth	27	31	33
Tenth	29	24	28
Eleventh	33	26	19
Twelfth	31	29	24
Ungraded Secondary	0	0	0
Total K-12 Enrollment	355	348	351

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%	7	2.0%
Black (Not Hispanic)	4	1.1%	4	1.1%	8	2.3%
Hispanic	0	0.0%	1	0.3%	3	0.9%
White (Not Hispanic)	351	98.9%	343	98.6%	333	94.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	12	13	18
Common Branch	15	17	17
English Grade 8	10	15	15
Mathematics Grade 8	12	27	28
Science Grade 8	15	17	15
Social Studies Grade 8	15	11	15
English Grade 10	15	13	12
Mathematics Grade 10	3	13	0
Science Grade 10	0	14	0
Social Studies Grade 10	16	10	14

(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	3	0.9%	3	0.9%	3	0.9%
Eligible for Free Lunch	61	17.2%	60	17.2%	70	20.0%

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		94.9%		94.3%		94.6%
Student Suspensions	16	4.4%	16	4.5%	14	4.0%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.9%	11.2%	14.0%
Public Assistance	1-10%	1-10%	31-40%
Student Stability	97%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	45
Total Other Professional Staff	12
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	22	12	55%	27	14	52%	21	5	24%
Students with Disabilities	6	0	0%	5	0	0%	3	1	33%
All Students	28	12	43%	32	14	44%	24	6	25%

*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	5	10	0	1	8	0
Percent	21%	42%	0%	4%	33%	0%

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)
3	1	1	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		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	0	0.0%	1	1.0%
	Entered GED Program*	1	0.8%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.8%	0	0.0%	1	1.0%

*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		43%	98%
2-3		61%	100%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		29	0
	Number of Students with Disabilities		6	0
	Number of All Students		35	0
	Percent of Enrollment		80%	0%
6-8	Number of General-Education Students		54	48
	Number of Students with Disabilities		0	11
	Number of All Students		54	59
	Percent of Enrollment		62%	77%
9-12	Number of General-Education Students		97	28
	Number of Students with Disabilities		0	7
	Number of All Students		97	35
	Percent of Enrollment		88%	34%

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%	18	78%	28	89%

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%	1	#	0	0%

(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%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	0	0%	3	#
Science	1	#	0	0%	5	40%
Reading	0	0%	0	0%	2	#
Writing	1	#	0	0%	1	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	35	25	27	4	3	3
Number Scoring 55–100	35	22	25	#	#	#
Number Scoring 65–100	30	12	19	#	#	#
Number Scoring 85–100	12	3	11	#	#	#
Percentage of Tested Scoring 55–100	100%	88%	93%	#	#	#
Percentage of Tested Scoring 65–100	86%	48%	70%	#	#	#
Percentage of Tested Scoring 85–100	34%	12%	41%	#	#	#
Mathematics A						
Number Tested	0	7	34	0	1	4
Number Scoring 55–100	0	1	24	0	#	#
Number Scoring 65–100	0	1	16	0	#	#
Number Scoring 85–100	0	0	4	0	#	#
Percentage of Tested Scoring 55–100	0%	14%	71%	0%	#	#
Percentage of Tested Scoring 65–100	0%	14%	47%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	12%	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	31	21	28	5	3	6
Number Scoring 55–100	31	21	25	5	#	5
Number Scoring 65–100	29	18	22	5	#	3
Number Scoring 85–100	8	5	6	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	89%	100%	#	83%
Percentage of Tested Scoring 65–100	94%	86%	79%	100%	#	50%
Percentage of Tested Scoring 85–100	26%	24%	21%	0%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	33	26	21	4	4	2
Number Scoring 55–100	32	24	21	#	#	#
Number Scoring 65–100	29	15	20	#	#	#
Number Scoring 85–100	9	3	8	#	#	#
Percentage of Tested Scoring 55–100	97%	92%	100%	#	#	#
Percentage of Tested Scoring 65–100	88%	58%	95%	#	#	#
Percentage of Tested Scoring 85–100	27%	12%	38%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	29	19	30	4	4	7
Number Scoring 55–100	29	18	29	#	#	6
Number Scoring 65–100	29	18	28	#	#	6
Number Scoring 85–100	3	5	9	#	#	0
Percentage of Tested Scoring 55–100	100%	95%	97%	#	#	86%
Percentage of Tested Scoring 65–100	100%	95%	93%	#	#	86%
Percentage of Tested Scoring 85–100	10%	26%	30%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	24	30	34	3	10	8
Number Scoring 55–100	20	29	30	#	9	6
Number Scoring 65–100	18	24	22	#	5	0
Number Scoring 85–100	6	8	13	#	0	0
Percentage of Tested Scoring 55–100	83%	97%	88%	#	90%	75%
Percentage of Tested Scoring 65–100	75%	80%	65%	#	50%	0%
Percentage of Tested Scoring 85–100	25%	27%	38%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		7	8		1	1
Number Scoring 55–100		7	7		#	#
Number Scoring 65–100		7	7		#	#
Number Scoring 85–100		1	1		#	#
Percentage of Tested Scoring 55–100		100%	88%		#	#
Percentage of Tested Scoring 65–100		100%	88%		#	#
Percentage of Tested Scoring 85–100		14%	12%		#	#
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	14	7	9	1	0	0
Number Scoring 55–100	13	7	9	#	0	0
Number Scoring 65–100	13	6	9	#	0	0
Number Scoring 85–100	7	1	4	#	0	0
Percentage of Tested Scoring 55–100	93%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	86%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	50%	14%	44%	#	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 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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	16	17	3	1	1	0
Number Scoring 55–100	14	10	#	#	#	0
Number Scoring 65–100	12	8	#	#	#	0
Number Scoring 85–100	6	2	#	#	#	0
Percentage of Tested Scoring 55–100	88%	59%	#	#	#	0%
Percentage of Tested Scoring 65–100	75%	47%	#	#	#	0%
Percentage of Tested Scoring 85–100	38%	12%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	16	8	10	1	1	0
Number Scoring 55–100	14	7	10	#	#	0
Number Scoring 65–100	12	5	10	#	#	0
Number Scoring 85–100	5	3	3	#	#	0
Percentage of Tested Scoring 55–100	88%	88%	100%	#	#	0%
Percentage of Tested Scoring 65–100	75%	62%	100%	#	#	0%
Percentage of Tested Scoring 85–100	31%	38%	30%	#	#	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	24	96%	18	94%	28	89%
Students with Disabilities	4	#	9	100%	7	43%

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	19	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	22	18%	23%	50%	9%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	25	0%	24%	76%	0%
	Students with Disabilities	5	20%	60%	20%	0%
	All Students	30	3%	30%	67%	0%

(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	23	23	23	4	4	4	27	27	27
Number Scoring 55–64	#	#	#	#	#	#	3	7	0
Number Scoring 65–84	#	#	#	#	#	#	17	16	24
Number Scoring 85–100	#	#	#	#	#	#	6	4	3
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)