

New York State District Report Card Comprehensive Information Report

BEDS Code: 49-17-00-01-0000
 Name: Troy City School District
 Superintendent: Mr. Armand Reo

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	72	103	117
Kindergarten	371	386	384
First	475	375	395
Second	404	404	341
Third	351	385	385
Fourth	347	342	336
Fifth	366	314	347
Sixth	362	370	374
Ungraded Elementary	55	66	74
Seventh	380	422	390
Eighth	361	332	398
Ninth	380	286	364
Tenth	371	394	419
Eleventh	334	358	397
Twelfth	356	330	372
Ungraded Secondary	18	31	0
Total K-12 Enrollment	4931	4795	4976

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	119	2.4%	122	2.5%	100	2.0%
Black (Not Hispanic)	1275	25.9%	1254	26.2%	1403	28.2%
Hispanic	348	7.1%	344	7.2%	389	7.8%
White (Not Hispanic)	3189	64.7%	3075	64.1%	3084	62.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	18	21
Common Branch	20	18	20
English Grade 8	19	18	22
Mathematics Grade 8	19	18	20
Science Grade 8	19	19	20
Social Studies Grade 8	20	19	22
English Grade 10	19	19	21
Mathematics Grade 10	26	18	22
Science Grade 10	24	20	18
Social Studies Grade 10	23	23	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	110	2.2%	86	1.8%	59	1.2%
Eligible for Free Lunch	2045	41.5%	2336	48.7%	2182	43.9%

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		91.6%		93.4%		93.9%
Student Suspensions	483	10.0%	580	11.8%	630	13.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	9.4%	9.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	396
Total Other Professional Staff	69
Total Paraprofessionals	114
Teaching Out of Certification*	21
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	242	146	60%	80	57	71%	236	137	58%
Students with Disabilities	14	1	7%	17	4	24%	27	6	22%
All Students	256	147	57%	97	61	63%	263	143	54%

*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	105	123	1	6	24	4
Percent	40%	47%	0%	2%	9%	2%

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)
27	6	5	32

*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			6		9	
	Entered GED Program*			9		0	
	Total Noncompleters			15		9	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			1		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	36	2.5%	8	0.6%	9	0.6%
	Entered GED Program*	83	5.7%	10	0.7%	0	0.0%
	Total Noncompleters	119	8.2%	18	1.3%	9	0.6%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		905	0
	Number of Students with Disabilities		220	0
	Number of All Students		1125	0
	Percent of Enrollment		98%	0%
9-12	Number of General-Education Students		1108	1144
	Number of Students with Disabilities		276	270
	Number of All Students		1384	1414
	Percent of Enrollment		100%	91%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22	100%	17	100%	0	0%
German	11	73%	16	88%	0	0%
Italian	69	90%	43	93%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	89	76%	82	60%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	1	#	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	5	60%	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	7	100%	1	#	28	79%
Science	10	40%	1	#	15	47%
Reading	1	#	1	#	9	67%
Writing	1	#	0	0%	9	56%
Global Studies	17	100%	1	#	11	27%
U.S. Hist & Gov't	26	92%	3	#	8	25%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	67	76%	17	82%	15	67%
Science	29	52%	50	94%	17	65%
Reading	17	71%	18	100%	24	75%
Writing	14	93%	8	100%	20	55%
Global Studies	16	50%	19	84%	35	34%
U.S. Hist & Gov't	11	27%	17	88%	22	14%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	353	279	266	31	30	23
Number Scoring 55–100	326	247	217	21	18	17
Number Scoring 65–100	260	215	185	11	12	13
Number Scoring 85–100	53	67	46	2	2	0
Percentage of Tested Scoring 55–100	92%	89%	82%	68%	60%	74%
Percentage of Tested Scoring 65–100	74%	77%	70%	35%	40%	57%
Percentage of Tested Scoring 85–100	15%	24%	17%	6%	7%	0%
Mathematics A						
Number Tested	244	419	364	30	78	32
Number Scoring 55–100	82	286	239	4	51	12
Number Scoring 65–100	32	200	199	2	35	8
Number Scoring 85–100	1	48	63	1	8	2
Percentage of Tested Scoring 55–100	34%	68%	66%	13%	65%	38%
Percentage of Tested Scoring 65–100	13%	48%	55%	7%	45%	25%
Percentage of Tested Scoring 85–100	0%	11%	17%	3%	10%	6%
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	332	280	325	39	32	33
Number Scoring 55–100	319	255	260	32	22	15
Number Scoring 65–100	289	227	237	23	14	12
Number Scoring 85–100	92	51	80	5	1	2
Percentage of Tested Scoring 55–100	96%	91%	80%	82%	69%	45%
Percentage of Tested Scoring 65–100	87%	81%	73%	59%	44%	36%
Percentage of Tested Scoring 85–100	28%	18%	25%	13%	3%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	247	281	266	17	35	24
Number Scoring 55–100	229	257	231	13	23	17
Number Scoring 65–100	195	205	211	9	16	15
Number Scoring 85–100	76	46	64	0	2	0
Percentage of Tested Scoring 55–100	93%	91%	87%	76%	66%	71%
Percentage of Tested Scoring 65–100	79%	73%	79%	53%	46%	62%
Percentage of Tested Scoring 85–100	31%	16%	24%	0%	6%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	254	253	256	22	18	15
Number Scoring 55–100	251	249	212	21	17	10
Number Scoring 65–100	231	241	202	16	16	10
Number Scoring 85–100	35	64	44	1	2	1
Percentage of Tested Scoring 55–100	99%	98%	83%	95%	94%	67%
Percentage of Tested Scoring 65–100	91%	95%	79%	73%	89%	67%
Percentage of Tested Scoring 85–100	14%	25%	17%	5%	11%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	264	240	178	11	21	24
Number Scoring 55–100	237	225	114	7	21	12
Number Scoring 65–100	192	191	98	5	17	6
Number Scoring 85–100	60	59	36	1	0	0
Percentage of Tested Scoring 55–100	90%	94%	64%	64%	100%	50%
Percentage of Tested Scoring 65–100	73%	80%	55%	45%	81%	25%
Percentage of Tested Scoring 85–100	23%	25%	20%	9%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		154	150		5	3
Number Scoring 55–100		147	122		5	#
Number Scoring 65–100		106	98		3	#
Number Scoring 85–100		9	20		0	#
Percentage of Tested Scoring 55–100		95%	81%		100%	#
Percentage of Tested Scoring 65–100		69%	65%		60%	#
Percentage of Tested Scoring 85–100		6%	13%		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	21	29	14	0	1	2
Number Scoring 55–100	20	29	13	0	#	#
Number Scoring 65–100	19	28	13	0	#	#
Number Scoring 85–100	7	9	5	0	#	#
Percentage of Tested Scoring 55–100	95%	100%	93%	0%	#	#
Percentage of Tested Scoring 65–100	90%	97%	93%	0%	#	#
Percentage of Tested Scoring 85–100	33%	31%	36%	0%	#	#
Comprehensive Italian						
Number Tested	31	60	55	0	0	1
Number Scoring 55–100	30	59	53	0	0	#
Number Scoring 65–100	30	57	51	0	0	#
Number Scoring 85–100	12	21	22	0	0	#
Percentage of Tested Scoring 55–100	97%	98%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	95%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	39%	35%	40%	0%	0%	#
Comprehensive German						
Number Tested	12	11	8	0	0	0
Number Scoring 55–100	11	10	7	0	0	0
Number Scoring 65–100	9	7	7	0	0	0
Number Scoring 85–100	3	3	4	0	0	0
Percentage of Tested Scoring 55–100	92%	91%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	64%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	27%	50%	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	72	82	85	2	4	2
Number Scoring 55–100	71	81	77	#	#	#
Number Scoring 65–100	71	75	76	#	#	#
Number Scoring 85–100	47	31	40	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	91%	#	#	#
Percentage of Tested Scoring 65–100	99%	91%	89%	#	#	#
Percentage of Tested Scoring 85–100	65%	38%	47%	#	#	#
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	218	14	0	5	0	0
Number Scoring 55–100	177	2	0	3	0	0
Number Scoring 65–100	151	0	0	3	0	0
Number Scoring 85–100	71	0	0	1	0	0
Percentage of Tested Scoring 55–100	81%	14%	0%	60%	0%	0%
Percentage of Tested Scoring 65–100	69%	0%	0%	60%	0%	0%
Percentage of Tested Scoring 85–100	33%	0%	0%	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	167	135	99	3	6	1
Number Scoring 55–100	144	107	82	#	4	#
Number Scoring 65–100	118	92	76	#	4	#
Number Scoring 85–100	44	37	29	#	1	#
Percentage of Tested Scoring 55–100	86%	79%	83%	#	67%	#
Percentage of Tested Scoring 65–100	71%	68%	77%	#	67%	#
Percentage of Tested Scoring 85–100	26%	27%	29%	#	17%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	86	98%	83	100%	66	71%
Students with Disabilities	11	91%	20	100%	9	89%

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	301	5%	17%	64%	14%
	Students with Disabilities	17	6%	35%	53%	6%
	All Students	318	5%	18%	64%	14%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	257	5%	59%	32%	4%
	Students with Disabilities	34	18%	71%	12%	0%
	All Students	291	6%	60%	30%	4%

(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	2	0	#	#	#	#
Middle Level						
Social Studies	1	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	351	351	351	44	44	44	395	395	395
Number Scoring 55–64	9	34	20	7	5	6	16	39	26
Number Scoring 65–84	124	130	165	19	12	20	143	142	185
Number Scoring 85–100	79	43	40	4	2	1	83	45	41
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)