

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-17-00-01-0019

Grade Range : 9-12

Name: Troy High School

Principal: Brigitte Garrison

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	369	274	346
Tenth	349	361	391
Eleventh	297	321	364
Twelfth	284	262	345
Ungraded Secondary	0	15	0
Total K-12 Enrollment	1299	1233	1446

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	27	2.1%	31	2.5%	24	1.7%
Black (Not Hispanic)	238	18.3%	233	18.9%	310	21.4%
Hispanic	71	5.5%	87	7.1%	93	6.4%
White (Not Hispanic)	963	74.1%	882	71.5%	1019	70.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	13
Social Studies Grade 8	0	0	0
English Grade 10	22	24	24
Mathematics Grade 10	26	21	25
Science Grade 10	24	24	19
Social Studies Grade 10	25	25	26

(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
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	36	2.8%	29	2.4%	11	0.8%
Eligible for Free Lunch	341	26.3%	408	33.1%	405	28.0%

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		95.0%		90.0%		92.0%
Student Suspensions	87	7.0%	113	8.7%	92	7.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.7%	7.1%	7.1%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	93%	97%	86%

Staff Counts

Staff	2002–2003
Total Teachers	99
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	214	145	68%	80	57	71%	230	131	57%
Students with Disabilities	10	1	10%	17	4	24%	26	5	19%
All Students	224	146	65%	97	61	63%	256	136	53%

*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	118	1	5	23	4
Percent	41%	46%	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)
26	5	5	31

*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			3		9	
	Entered GED Program*			1		0	
	Total Noncompleters			4		9	
Students with Disabilities	Dropped Out			2		0	
	Entered GED Program*			1		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	20	1.5%	5	0.4%	9	0.6%
	Entered GED Program*	26	2.0%	2	0.2%	0	0.0%
	Total Noncompleters	46	3.5%	7	0.6%	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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		976	1069
	Number of Students with Disabilities		242	239
	Number of All Students		1218	1308
	Percent of Enrollment		99%	90%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	100%	10	100%	0	0%
German	0	0%	7	71%	0	0%
Italian	35	83%	26	92%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	41	63%	59	59%	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	0	0%	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	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	6	100%	1	#	28	79%
Science	8	25%	1	#	15	47%
Reading	0	0%	1	#	9	67%
Writing	0	0%	0	0%	9	56%
Global Studies	3	#	1	#	11	27%
U.S. Hist & Gov't	14	86%	2	#	8	25%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	62	74%	16	81%	15	67%
Science	29	52%	49	94%	17	65%
Reading	16	75%	18	100%	24	75%
Writing	13	92%	8	100%	20	55%
Global Studies	13	38%	19	84%	35	34%
U.S. Hist & Gov't	9	11%	14	86%	22	14%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	316	258	266	26	29	23
Number Scoring 55–100	296	229	217	19	18	17
Number Scoring 65–100	245	203	185	10	12	13
Number Scoring 85–100	53	67	46	2	2	0
Percentage of Tested Scoring 55–100	94%	89%	82%	73%	62%	74%
Percentage of Tested Scoring 65–100	78%	79%	70%	38%	41%	57%
Percentage of Tested Scoring 85–100	17%	26%	17%	8%	7%	0%
Mathematics A						
Number Tested	218	399	339	29	74	32
Number Scoring 55–100	69	280	214	4	50	12
Number Scoring 65–100	25	197	174	2	34	8
Number Scoring 85–100	1	47	46	1	7	2
Percentage of Tested Scoring 55–100	32%	70%	63%	14%	68%	38%
Percentage of Tested Scoring 65–100	11%	49%	51%	7%	46%	25%
Percentage of Tested Scoring 85–100	0%	12%	14%	3%	9%	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	310	251	325	36	28	33
Number Scoring 55–100	297	226	260	29	18	15
Number Scoring 65–100	269	199	237	21	11	12
Number Scoring 85–100	89	49	80	4	1	2
Percentage of Tested Scoring 55–100	96%	90%	80%	81%	64%	45%
Percentage of Tested Scoring 65–100	87%	79%	73%	58%	39%	36%
Percentage of Tested Scoring 85–100	29%	20%	25%	11%	4%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	234	264	266	15	33	24
Number Scoring 55–100	219	242	231	12	23	17
Number Scoring 65–100	186	196	211	8	16	15
Number Scoring 85–100	74	45	64	0	2	0
Percentage of Tested Scoring 55–100	94%	92%	87%	80%	70%	71%
Percentage of Tested Scoring 65–100	79%	74%	79%	53%	48%	62%
Percentage of Tested Scoring 85–100	32%	17%	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	249	242	254	22	18	15
Number Scoring 55–100	246	238	210	21	17	10
Number Scoring 65–100	227	232	200	16	16	10
Number Scoring 85–100	34	64	42	1	2	1
Percentage of Tested Scoring 55–100	99%	98%	83%	95%	94%	67%
Percentage of Tested Scoring 65–100	91%	96%	79%	73%	89%	67%
Percentage of Tested Scoring 85–100	14%	26%	17%	5%	11%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	263	233	129	11	20	24
Number Scoring 55–100	236	219	69	7	20	12
Number Scoring 65–100	191	186	55	5	16	6
Number Scoring 85–100	59	56	14	1	0	0
Percentage of Tested Scoring 55–100	90%	94%	53%	64%	100%	50%
Percentage of Tested Scoring 65–100	73%	80%	43%	45%	80%	25%
Percentage of Tested Scoring 85–100	22%	24%	11%	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	84	2	4	2
Number Scoring 55–100	71	81	76	#	#	#
Number Scoring 65–100	71	75	75	#	#	#
Number Scoring 85–100	47	31	40	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	90%	#	#	#
Percentage of Tested Scoring 65–100	99%	91%	89%	#	#	#
Percentage of Tested Scoring 85–100	65%	38%	48%	#	#	#
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	217	14	0	5	0	0
Number Scoring 55–100	176	2	0	3	0	0
Number Scoring 65–100	150	0	0	3	0	0
Number Scoring 85–100	70	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	32%	0%	0%	20%	0%	0%
Sequential Mathematics, Course III						
Number Tested	166	135	99	3	6	1
Number Scoring 55–100	143	107	82	#	4	#
Number Scoring 65–100	117	92	76	#	4	#
Number Scoring 85–100	43	37	29	#	1	#
Percentage of Tested Scoring 55–100	86%	79%	83%	#	67%	#
Percentage of Tested Scoring 65–100	70%	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	73	97%	79	100%	63	70%
Students with Disabilities	10	90%	18	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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	336	336	336	38	38	38	374	374	374
Number Scoring 55–64	8	32	18	7	5	6	15	37	24
Number Scoring 65–84	116	128	159	17	12	20	133	140	179
Number Scoring 85–100	78	42	39	4	2	1	82	44	40
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)