

New York State District Report Card Comprehensive Information Report

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

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	103	117	109
Kindergarten	386	384	358
First	375	395	368
Second	404	341	331
Third	385	385	317
Fourth	342	336	335
Fifth	314	347	321
Sixth	370	374	337
Ungraded Elementary	66	74	92
Seventh	422	390	374
Eighth	332	398	359
Ninth	286	364	406
Tenth	394	419	341
Eleventh	358	397	344
Twelfth	330	372	311
Ungraded Secondary	31	0	154
Total K-12 Enrollment	4795	4976	4748

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	122	2.5%	100	2.0%	91	1.9%
Black (Not Hispanic)	1254	26.2%	1403	28.2%	1368	28.8%
Hispanic	344	7.2%	389	7.8%	402	8.5%
White (Not Hispanic)	3075	64.1%	3084	62.0%	2887	60.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	21	20
Common Branch	18	20	24
English Grade 8	18	22	19
Mathematics Grade 8	18	20	21
Science Grade 8	19	20	23
Social Studies Grade 8	19	22	23
English Grade 10	19	21	22
Mathematics Grade 10	18	22	28
Science Grade 10	20	18	22
Social Studies Grade 10	23	22	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	86	1.8%	59	1.2%	73	1.5%
Eligible for Free Lunch	2336	48.7%	2182	43.9%	1914	40.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		93.9%		91.9%
Student Suspensions	580	11.8%	630	13.1%	777	15.6%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.4%	9.8%	7.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	365
Total Other Professional Staff	52
Total Paraprofessionals	86
Teaching Out of Certification*	13

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	80	57	71%	236	137	58%	215	147	68%
Students with Disabilities	17	4	24%	27	6	22%	14	5	36%
All Students	97	61	63%	263	143	54%	229	152	66%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	77	132	0	5	12	3
Percent	34%	58%	0%	2%	5%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
14	5	18	32

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		9		28	2.3%
	Entered GED Program*	9		0		63	5.1%
	Total Noncompleters	15		9		91	7.3%
Students with Disabilities	Dropped Out	2		0		2	0.8%
	Entered GED Program*	1		0		9	3.7%
	Total Noncompleters	3		0		11	4.5%
All Students	Dropped Out	8	0.6%	9	0.6%	30	2.0%
	Entered GED Program*	10	0.7%	0	0.0%	72	4.8%
	Total Noncompleters	18	1.3%	9	0.6%	102	6.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	905	0	0
	Number of Students with Disabilities	220	0	0
	Number of All Students	1125	0	0
	Percent of Enrollment	98%	0%	0%
9-12	Number of General-Education Students	1108	1144	1099
	Number of Students with Disabilities	276	270	307
	Number of All Students	1384	1414	1406
	Percent of Enrollment	100%	91%	94%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	22		
Completed and Passed Regents Exams	22	100%	77%
Completed and had Course Average of 75% or More	20	91%	81%
Completed and Attained a HS Diploma or Equivalent	22	100%	96%
Completed and Whose Status is Known	22		
Completed and Were Successfully Placed	22	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	100%	0	0%	0	0%
German	16	88%	0	0%	0	0%
Italian	43	93%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	82	60%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	3	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	60%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	28	79%	16	75%
Science	1	#	15	47%	17	71%
Reading	1	#	9	67%	1	#
Writing	0	0%	9	56%	2	#
Global Studies	1	#	11	27%	23	35%
U.S. Hist & Gov't	3	#	8	25%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	82%	15	67%	37	92%
Science	50	94%	17	65%	34	59%
Reading	18	100%	24	75%	21	71%
Writing	8	100%	20	55%	20	80%
Global Studies	19	84%	35	34%	14	43%
U.S. Hist & Gov't	17	88%	22	14%	7	29%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	279	266	293	30	23	30
Number Scoring 55-100	247	217	263	18	17	17
Number Scoring 65-100	215	185	237	12	13	12
Number Scoring 85-100	67	46	89	2	0	0
Percentage of Tested Scoring 55-100	89%	82%	90%	60%	74%	57%
Percentage of Tested Scoring 65-100	77%	70%	81%	40%	57%	40%
Percentage of Tested Scoring 85-100	24%	17%	30%	7%	0%	0%
Mathematics A						
Number Tested	419	364	258	78	32	18
Number Scoring 55-100	286	239	249	51	12	14
Number Scoring 65-100	200	199	228	35	8	12
Number Scoring 85-100	48	63	33	8	2	1
Percentage of Tested Scoring 55-100	68%	66%	97%	65%	38%	78%
Percentage of Tested Scoring 65-100	48%	55%	88%	45%	25%	67%
Percentage of Tested Scoring 85-100	11%	17%	13%	10%	6%	6%
Mathematics B						
Number Tested	0	0	90	0	0	1
Number Scoring 55-100	0	0	75	0	0	#
Number Scoring 65-100	0	0	63	0	0	#
Number Scoring 85-100	0	0	7	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	70%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	8%	0%	0%	#
Global History and Geography						
Number Tested	280	325	249	32	33	21
Number Scoring 55-100	255	260	223	22	15	16
Number Scoring 65-100	227	237	200	14	12	10
Number Scoring 85-100	51	80	85	1	2	1
Percentage of Tested Scoring 55-100	91%	80%	90%	69%	45%	76%
Percentage of Tested Scoring 65-100	81%	73%	80%	44%	36%	48%
Percentage of Tested Scoring 85-100	18%	25%	34%	3%	6%	5%
U.S. History and Government						
Number Tested	281	266	271	35	24	29
Number Scoring 55-100	257	231	242	23	17	20
Number Scoring 65-100	205	211	196	16	15	10
Number Scoring 85-100	46	64	72	2	0	3
Percentage of Tested Scoring 55-100	91%	87%	89%	66%	71%	69%
Percentage of Tested Scoring 65-100	73%	79%	72%	46%	62%	34%
Percentage of Tested Scoring 85-100	16%	24%	27%	6%	0%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	253	256	211	18	15	21
Number Scoring 55-100	249	212	205	17	10	19
Number Scoring 65-100	241	202	195	16	10	15
Number Scoring 85-100	64	44	45	2	1	0
Percentage of Tested Scoring 55-100	98%	83%	97%	94%	67%	90%
Percentage of Tested Scoring 65-100	95%	79%	92%	89%	67%	71%
Percentage of Tested Scoring 85-100	25%	17%	21%	11%	7%	0%
Physical Setting/Earth Science						
Number Tested	240	178	285	21	24	24
Number Scoring 55-100	225	114	239	21	12	10
Number Scoring 65-100	191	98	192	17	6	6
Number Scoring 85-100	59	36	43	0	0	0
Percentage of Tested Scoring 55-100	94%	64%	84%	100%	50%	42%
Percentage of Tested Scoring 65-100	80%	55%	67%	81%	25%	25%
Percentage of Tested Scoring 85-100	25%	20%	15%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	154	150	179	5	3	7
Number Scoring 55-100	147	122	146	5	#	5
Number Scoring 65-100	106	98	91	3	#	3
Number Scoring 85-100	9	20	11	0	#	0
Percentage of Tested Scoring 55-100	95%	81%	82%	100%	#	71%
Percentage of Tested Scoring 65-100	69%	65%	51%	60%	#	43%
Percentage of Tested Scoring 85-100	6%	13%	6%	0%	#	0%
Physical Setting/Physics						
Number Tested			51			1
Number Scoring 55-100			41			#
Number Scoring 65-100			32			#
Number Scoring 85-100			7			#
Percentage of Tested Scoring 55-100			80%			#
Percentage of Tested Scoring 65-100			63%			#
Percentage of Tested Scoring 85-100			14%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	29	14	20	1	2	0
Number Scoring 55-100	29	13	20	#	#	0
Number Scoring 65-100	28	13	20	#	#	0
Number Scoring 85-100	9	5	10	#	#	0
Percentage of Tested Scoring 55-100	100%	93%	100%	#	#	0%
Percentage of Tested Scoring 65-100	97%	93%	100%	#	#	0%
Percentage of Tested Scoring 85-100	31%	36%	50%	#	#	0%
Comprehensive Italian						
Number Tested	60	55	48	0	1	1
Number Scoring 55-100	59	53	47	0	#	#
Number Scoring 65-100	57	51	47	0	#	#
Number Scoring 85-100	21	22	30	0	#	#
Percentage of Tested Scoring 55-100	98%	96%	98%	0%	#	#
Percentage of Tested Scoring 65-100	95%	93%	98%	0%	#	#
Percentage of Tested Scoring 85-100	35%	40%	62%	0%	#	#
Comprehensive German						
Number Tested	11	8	17	0	0	0
Number Scoring 55-100	10	7	17	0	0	0
Number Scoring 65-100	7	7	17	0	0	0
Number Scoring 85-100	3	4	9	0	0	0
Percentage of Tested Scoring 55-100	91%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	64%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	50%	53%	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	82	85	76	4	2	0
Number Scoring 55-100	81	77	75	#	#	0
Number Scoring 65-100	75	76	73	#	#	0
Number Scoring 85-100	31	40	37	#	#	0
Percentage of Tested Scoring 55-100	99%	91%	99%	#	#	0%
Percentage of Tested Scoring 65-100	91%	89%	96%	#	#	0%
Percentage of Tested Scoring 85-100	38%	47%	49%	#	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	135	99	13	6	1	0
Number Scoring 55-100	107	82	6	4	#	0
Number Scoring 65-100	92	76	3	4	#	0
Number Scoring 85-100	37	29	1	1	#	0
Percentage of Tested Scoring 55-100	79%	83%	46%	67%	#	0%
Percentage of Tested Scoring 65-100	68%	77%	23%	67%	#	0%
Percentage of Tested Scoring 85-100	27%	29%	8%	17%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	83	100%	66	71%	58	88%
Students with Disabilities	20	100%	9	89%	10	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	282	15%	15%	56%	15%
	Students with Disabilities	33	30%	21%	45%	3%
	All Students	315	16%	16%	55%	14%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	253	9%	60%	26%	5%
	Students with Disabilities	55	16%	60%	22%	2%
	All Students	308	10%	60%	25%	4%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	1	#	#	#	#
Middle Level						
Social Studies	3	1	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	2	0	#	#	#	#

2000 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	251	251	251	39	39	39	290	290	290
Number Scoring 55–64	9	19	11	3	3	1	12	22	12
Number Scoring 65–84	137	117	123	10	15	17	147	132	140
Number Scoring 85–100	47	63	76	1	0	2	48	63	78
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			13			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			6			0
Proficient (37-39)			3			0
Reading and Writing (Grade K-1)						
Number Tested			14			0
Beginning (0-14)			5			0
Intermediate (15-24)			4			0
Advanced (25-32)			1			0
Proficient (33-35)			4			0
Listening and Speaking (Grade 2-4)						
Number Tested			14			0
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
Reading and Writing (Grade 2-4)						
Number Tested			14			0
Beginning (0-14)			6			0
Intermediate (15-24)			3			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 5-6)						
Number Tested			16			1
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			4			#
Proficient (37-39)			9			#
Reading and Writing (Grade 5-6)						
Number Tested			16			1
Beginning (0-14)			4			#
Intermediate (15-24)			4			#
Advanced (25-32)			5			#
Proficient (33-35)			3			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			18			3
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			7			#
Proficient (37-39)			7			#
Reading and Writing (Grade 7-8)						
Number Tested			18			3
Beginning (0-14)			3			#
Intermediate (15-24)			6			#
Advanced (25-32)			7			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			4			0
Proficient (37-39)			6			0
Reading and Writing (Grade 9-12)						
Number Tested			14			0
Beginning (0-14)			1			0
Intermediate (15-24)			6			0
Advanced (25-32)			6			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)