

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-17-00-01-0019
 Name: Troy High School
 Principal: Brigitte Garrison

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	274	346	406
Tenth	361	391	341
Eleventh	321	364	344
Twelfth	262	345	311
Ungraded Secondary	15	0	154
Total K-12 Enrollment	1233	1446	1556

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	31	2.5%	24	1.7%	20	1.3%
Black (Not Hispanic)	233	18.9%	310	21.4%	394	25.3%
Hispanic	87	7.1%	93	6.4%	97	6.2%
White (Not Hispanic)	882	71.5%	1019	70.5%	1045	67.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	13	0
Social Studies Grade 8	0	0	14
English Grade 10	24	24	22
Mathematics Grade 10	21	25	28
Science Grade 10	24	19	22
Social Studies Grade 10	25	26	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
43	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 lower 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	2.4%	11	0.8%	23	1.5%
Eligible for Free Lunch	408	33.1%	405	28.0%	234	15.0%

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		90.0%		92.0%		91.4%
Student Suspensions	113	8.7%	92	7.5%	214	14.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.1%	7.1%	3.7%
Public Assistance	31-40%	31-40%	21-30%
Student Stability	97%	86%	95%

Staff Counts

Staff	2003-04
Total Teachers	97
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*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%	230	131	57%	215	147	68%
Students with Disabilities	17	4	24%	26	5	19%	14	5	36%
All Students	97	61	63%	256	136	53%	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	3		9		27	2.3%
	Entered GED Program*	1		0		62	5.2%
	Total Noncompleters	4		9		89	7.5%
Students with Disabilities	Dropped Out	2		0		2	0.9%
	Entered GED Program*	1		0		9	3.8%
	Total Noncompleters	3		0		11	4.7%
All Students	Dropped Out	5	0.4%	9	0.6%	29	2.0%
	Entered GED Program*	2	0.2%	0	0.0%	71	5.0%
	Total Noncompleters	7	0.6%	9	0.6%	100	7.0%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	976	1069	1099
	Number of Students with Disabilities	242	239	307
	Number of All Students	1218	1308	1406
	Percent of Enrollment	99%	90%	90%

Career and Technical Education (CTE) Programs

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

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	10	100%	0	0%	0	0%
German	7	71%	0	0%	0	0%
Italian	26	92%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	59%	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	2	#	8	25%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	81%	15	67%	37	92%
Science	49	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	14	86%	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	258	266	293	29	23	30
Number Scoring 55-100	229	217	263	18	17	17
Number Scoring 65-100	203	185	237	12	13	12
Number Scoring 85-100	67	46	89	2	0	0
Percentage of Tested Scoring 55-100	89%	82%	90%	62%	74%	57%
Percentage of Tested Scoring 65-100	79%	70%	81%	41%	57%	40%
Percentage of Tested Scoring 85-100	26%	17%	30%	7%	0%	0%
Mathematics A						
Number Tested	399	339	234	74	32	18
Number Scoring 55-100	280	214	225	50	12	14
Number Scoring 65-100	197	174	206	34	8	12
Number Scoring 85-100	47	46	29	7	2	1
Percentage of Tested Scoring 55-100	70%	63%	96%	68%	38%	78%
Percentage of Tested Scoring 65-100	49%	51%	88%	46%	25%	67%
Percentage of Tested Scoring 85-100	12%	14%	12%	9%	6%	6%
Mathematics B						
Number Tested	0	0	70	0	0	1
Number Scoring 55-100	0	0	57	0	0	#
Number Scoring 65-100	0	0	48	0	0	#
Number Scoring 85-100	0	0	6	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	9%	0%	0%	#
Global History and Geography						
Number Tested	251	325	200	28	33	21
Number Scoring 55-100	226	260	175	18	15	16
Number Scoring 65-100	199	237	152	11	12	10
Number Scoring 85-100	49	80	53	1	2	1
Percentage of Tested Scoring 55-100	90%	80%	88%	64%	45%	76%
Percentage of Tested Scoring 65-100	79%	73%	76%	39%	36%	48%
Percentage of Tested Scoring 85-100	20%	25%	27%	4%	6%	5%
U.S. History and Government						
Number Tested	264	266	271	33	24	29
Number Scoring 55-100	242	231	242	23	17	20
Number Scoring 65-100	196	211	196	16	15	10
Number Scoring 85-100	45	64	72	2	0	3
Percentage of Tested Scoring 55-100	92%	87%	89%	70%	71%	69%
Percentage of Tested Scoring 65-100	74%	79%	72%	48%	62%	34%
Percentage of Tested Scoring 85-100	17%	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	242	254	164	18	15	21
Number Scoring 55-100	238	210	159	17	10	19
Number Scoring 65-100	232	200	149	16	10	15
Number Scoring 85-100	64	42	26	2	1	0
Percentage of Tested Scoring 55-100	98%	83%	97%	94%	67%	90%
Percentage of Tested Scoring 65-100	96%	79%	91%	89%	67%	71%
Percentage of Tested Scoring 85-100	26%	17%	16%	11%	7%	0%
Physical Setting/Earth Science						
Number Tested	233	129	281	20	24	24
Number Scoring 55-100	219	69	235	20	12	10
Number Scoring 65-100	186	55	188	16	6	6
Number Scoring 85-100	56	14	43	0	0	0
Percentage of Tested Scoring 55-100	94%	53%	84%	100%	50%	42%
Percentage of Tested Scoring 65-100	80%	43%	67%	80%	25%	25%
Percentage of Tested Scoring 85-100	24%	11%	15%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	154	150	176	5	3	7
Number Scoring 55-100	147	122	143	5	#	5
Number Scoring 65-100	106	98	88	3	#	3
Number Scoring 85-100	9	20	10	0	#	0
Percentage of Tested Scoring 55-100	95%	81%	81%	100%	#	71%
Percentage of Tested Scoring 65-100	69%	65%	50%	60%	#	43%
Percentage of Tested Scoring 85-100	6%	13%	6%	0%	#	0%
Physical Setting/Physics						
Number Tested			50			1
Number Scoring 55-100			40			#
Number Scoring 65-100			31			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			80%			#
Percentage of Tested Scoring 65-100			62%			#
Percentage of Tested Scoring 85-100			12%			#

* 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	16	1	2	0
Number Scoring 55-100	29	13	16	#	#	0
Number Scoring 65-100	28	13	16	#	#	0
Number Scoring 85-100	9	5	9	#	#	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%	56%	#	#	0%
Comprehensive Italian						
Number Tested	60	55	34	0	1	1
Number Scoring 55-100	59	53	33	0	#	#
Number Scoring 65-100	57	51	33	0	#	#
Number Scoring 85-100	21	22	20	0	#	#
Percentage of Tested Scoring 55-100	98%	96%	97%	0%	#	#
Percentage of Tested Scoring 65-100	95%	93%	97%	0%	#	#
Percentage of Tested Scoring 85-100	35%	40%	59%	0%	#	#
Comprehensive German						
Number Tested	11	8	10	0	0	0
Number Scoring 55-100	10	7	10	0	0	0
Number Scoring 65-100	7	7	10	0	0	0
Number Scoring 85-100	3	4	5	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%	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	82	84	64	4	2	0
Number Scoring 55-100	81	76	63	#	#	0
Number Scoring 65-100	75	75	61	#	#	0
Number Scoring 85-100	31	40	31	#	#	0
Percentage of Tested Scoring 55-100	99%	90%	98%	#	#	0%
Percentage of Tested Scoring 65-100	91%	89%	95%	#	#	0%
Percentage of Tested Scoring 85-100	38%	48%	48%	#	#	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	79	100%	63	70%	54	87%
Students with Disabilities	18	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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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	246	246	246	39	39	39	285	285	285
Number Scoring 55–64	9	19	11	3	3	1	12	22	12
Number Scoring 65–84	134	116	120	10	15	17	144	131	137
Number Scoring 85–100	45	63	76	1	0	2	46	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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
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)