

# 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	2002-03	2003-04	2004-05
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	346	406	379
Tenth	391	341	378
Eleventh	364	344	308
Twelfth	345	311	316
Ungraded Secondary	0	154	12
Total K-12 Enrollment	1446	1556	1393

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	1.7%	20	1.3%	14	1.0%
Black (Not Hispanic)	310	21.4%	394	25.3%	343	24.6%
Hispanic	93	6.4%	97	6.2%	93	6.7%
White (Not Hispanic)	1019	70.5%	1045	67.2%	943	67.7%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	13	0	0
Social Studies Grade 8	0	14	0
English Grade 10	24	22	27
Mathematics Grade 10	25	28	20
Science Grade 10	19	22	26
Social Studies Grade 10	26	24	27

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	0.8%	23	1.5%	18	1.3%
Eligible for Free Lunch	405	28.0%	234	15.0%	413	29.7%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		91.4%		91.3%
Student Suspensions	92	7.5%	214	14.8%	226	14.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.1%	3.7%	8.4%
Public Assistance	31-40%	21-30%	41-50%
Student Stability	86%	95%	97%

### Staff Counts

Staff	2004-05
Total Teachers	96
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	9

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	230	215	205
	Regents Diplomas	131	147	165
	% Regents Diplomas	57%	68%	80%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	26	14	27
	Regents Diplomas	5	5	6
	% Regents Diplomas	19%	36%	22%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates	5	18	31
<b>All Students</b>	Total Graduates*	256	229	232
	Regents Diplomas	136	152	171
	% Regents Diplomas	53%	66%	74%
	Regents Diplomas with Advanced Designation**			68
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	5	18	31

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	99	91	0	4	5	0	5	1
	<b>Percent</b>	48%	44%	0%	2%	2%	0%	2%	0%
<b>Students with Disabilities</b>	<b>Number</b>	3	19	0	2	3	0	0	0
	<b>Percent</b>	11%	70%	0%	7%	11%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	102	110	0	6	8	0	5	1
	<b>Percent</b>	44%	47%	0%	3%	3%	0%	2%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	9		27	2.3%	23	2.2%
	Entered GED Program*	0		62	5.2%	55	5.3%
	Total Noncompleters	9		89	7.5%	78	7.6%
<b>Students with Disabilities</b>	Dropped Out	0		2	0.9%	9	2.8%
	Entered GED Program*	0		9	3.8%	17	5.3%
	Total Noncompleters	0		11	4.7%	26	8.1%
<b>All Students</b>	Dropped Out	9	0.6%	29	2.0%	32	2.4%
	Entered GED Program*	0	0.0%	71	5.0%	72	5.3%
	Total Noncompleters	9	0.6%	100	7.0%	104	7.7%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	1069	1099	1072
	Number of Students with Disabilities	239	307	321
	Number of All Students	1308	1406	1393
	Percent of Enrollment	90%	90%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	79%	16	75%	3	#
Science	15	47%	17	71%	2	#
Reading	9	67%	1	#	3	#
Writing	9	56%	2	#	3	#
Global Studies	11	27%	23	35%	1	#
U.S. Hist & Gov't	8	25%	1	#	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	67%	37	92%	32	72%
Science	17	65%	34	59%	36	69%
Reading	24	75%	21	71%	15	80%
Writing	20	55%	20	80%	13	100%
Global Studies	35	34%	14	43%	5	60%
U.S. Hist & Gov't	22	14%	7	29%	13	62%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	266	293	197	23	30	24
Number Scoring 55-100	217	263	171	17	17	20
Number Scoring 65-100	185	237	141	13	12	13
Number Scoring 85-100	46	89	53	0	0	0
Percentage of Tested Scoring 55-100	82%	90%	87%	74%	57%	83%
Percentage of Tested Scoring 65-100	70%	81%	72%	57%	40%	54%
Percentage of Tested Scoring 85-100	17%	30%	27%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	339	234	271	32	18	26
Number Scoring 55-100	214	225	256	12	14	21
Number Scoring 65-100	174	206	212	8	12	10
Number Scoring 85-100	46	29	39	2	1	0
Percentage of Tested Scoring 55-100	63%	96%	94%	38%	78%	81%
Percentage of Tested Scoring 65-100	51%	88%	78%	25%	67%	38%
Percentage of Tested Scoring 85-100	14%	12%	14%	6%	6%	0%
<b>Mathematics B</b>						
Number Tested	0	70	9	0	1	1
Number Scoring 55-100	0	57	3	0	#	#
Number Scoring 65-100	0	48	1	0	#	#
Number Scoring 85-100	0	6	0	0	#	#
Percentage of Tested Scoring 55-100	0%	81%	33%	0%	#	#
Percentage of Tested Scoring 65-100	0%	69%	11%	0%	#	#
Percentage of Tested Scoring 85-100	0%	9%	0%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	325	200	272	33	21	30
Number Scoring 55-100	260	175	243	15	16	28
Number Scoring 65-100	237	152	227	12	10	25
Number Scoring 85-100	80	53	59	2	1	1
Percentage of Tested Scoring 55-100	80%	88%	89%	45%	76%	93%
Percentage of Tested Scoring 65-100	73%	76%	83%	36%	48%	83%
Percentage of Tested Scoring 85-100	25%	27%	22%	6%	5%	3%
<b>U.S. History and Government</b>						
Number Tested	266	271	188	24	29	22
Number Scoring 55-100	231	242	157	17	20	14
Number Scoring 65-100	211	196	135	15	10	10
Number Scoring 85-100	64	72	46	0	3	1
Percentage of Tested Scoring 55-100	87%	89%	84%	71%	69%	64%
Percentage of Tested Scoring 65-100	79%	72%	72%	62%	34%	45%
Percentage of Tested Scoring 85-100	24%	27%	24%	0%	10%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	254	164	197	15	21	10
Number Scoring 55-100	210	159	193	10	19	10
Number Scoring 65-100	200	149	182	10	15	8
Number Scoring 85-100	42	26	48	1	0	1
Percentage of Tested Scoring 55-100	83%	97%	98%	67%	90%	100%
Percentage of Tested Scoring 65-100	79%	91%	92%	67%	71%	80%
Percentage of Tested Scoring 85-100	17%	16%	24%	7%	0%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	129	281	287	24	24	33
Number Scoring 55-100	69	235	246	12	10	24
Number Scoring 65-100	55	188	188	6	6	10
Number Scoring 85-100	14	43	59	0	0	0
Percentage of Tested Scoring 55-100	53%	84%	86%	50%	42%	73%
Percentage of Tested Scoring 65-100	43%	67%	66%	25%	25%	30%
Percentage of Tested Scoring 85-100	11%	15%	21%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	150	176	115	3	7	4
Number Scoring 55-100	122	143	65	#	5	#
Number Scoring 65-100	98	88	39	#	3	#
Number Scoring 85-100	20	10	3	#	0	#
Percentage of Tested Scoring 55-100	81%	81%	57%	#	71%	#
Percentage of Tested Scoring 65-100	65%	50%	34%	#	43%	#
Percentage of Tested Scoring 85-100	13%	6%	3%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		50	81		1	1
Number Scoring 55-100		40	51		#	#
Number Scoring 65-100		31	41		#	#
Number Scoring 85-100		6	11		#	#
Percentage of Tested Scoring 55-100		80%	63%		#	#
Percentage of Tested Scoring 65-100		62%	51%		#	#
Percentage of Tested Scoring 85-100		12%	14%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	14	16	14	2	0	0
Number Scoring 55-100	13	16	14	#	0	0
Number Scoring 65-100	13	16	14	#	0	0
Number Scoring 85-100	5	9	7	#	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	36%	56%	50%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	55	34	22	1	1	0
Number Scoring 55-100	53	33	22	#	#	0
Number Scoring 65-100	51	33	22	#	#	0
Number Scoring 85-100	22	20	15	#	#	0
Percentage of Tested Scoring 55-100	96%	97%	100%	#	#	0%
Percentage of Tested Scoring 65-100	93%	97%	100%	#	#	0%
Percentage of Tested Scoring 85-100	40%	59%	68%	#	#	0%
<b>Comprehensive German</b>						
Number Tested	8	10	5	0	0	0
Number Scoring 55-100	7	10	5	0	0	0
Number Scoring 65-100	7	10	5	0	0	0
Number Scoring 85-100	4	5	3	0	0	0
Percentage of Tested Scoring 55-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	50%	60%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	84	64	78	2	0	1
Number Scoring 55-100	76	63	78	#	0	#
Number Scoring 65-100	75	61	78	#	0	#
Number Scoring 85-100	40	31	51	#	0	#
Percentage of Tested Scoring 55-100	90%	98%	100%	#	0%	#
Percentage of Tested Scoring 65-100	89%	95%	100%	#	0%	#
Percentage of Tested Scoring 85-100	48%	48%	65%	#	0%	#
<b>Comprehensive Latin</b>						
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)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

### 2001 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	250	250	250	65	65	65	315	315	315
Number Scoring 55–64	19	20	13	4	9	9	23	29	22
Number Scoring 65–84	119	128	145	12	9	18	131	137	163
Number Scoring 85–100	85	81	78	2	4	1	87	85	79
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		14	16		0	1
Beginning		0	1		0	#
Intermediate		4	4		0	#
Advanced		4	2		0	#
Proficient		6	9		0	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		14	16		0	1
Beginning		1	2		0	#
Intermediate		6	4		0	#
Advanced		6	7		0	#
Proficient		1	3		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)