



# The New York State District Report Card

## Accountability and Overview Report 2010 – 11

District **TROY CITY SCHOOL DISTRICT**  
District ID **49-17-00-01-0000**  
Superintendent **FADHILIKA ATIBA-WEZA**  
Telephone **(518) 328-5052**  
Grades **PK-12, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### Use this report to:

- 1 Get District Profile information.**  
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**  
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**  
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**  
This section has information about the district's performance on state assessments in English, mathematics, and science.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

District TROY CITY SCHOOL DISTRICT

District ID 49-17-00-01-0000

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2008-09	2009-10	2010-11
Pre-K	247	277	268
Kindergarten	320	265	328
Grade 1	316	313	290
Grade 2	281	288	329
Grade 3	303	286	315
Grade 4	298	295	313
Grade 5	276	243	279
Grade 6	283	246	254
Ungraded Elementary	26	47	0
Grade 7	299	265	245
Grade 8	280	303	263
Grade 9	336	338	295
Grade 10	312	345	341
Grade 11	328	337	340
Grade 12	315	333	347
Ungraded Secondary	12	10	5
<b>Total K-12</b>	<b>3985</b>	<b>3914</b>	<b>3944</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	19	21	21
<b>Grade 8</b>			
English	16	20	18
Mathematics	17	20	17
Science	17	19	17
Social Studies	17	20	18
<b>Grade 10</b>			
English	21	26	26
Mathematics	19	20	25
Science	22	25	23
Social Studies	22	24	25

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

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## Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1981	50%	2087	53%	2120	54%
Reduced-Price Lunch	363	9%	482	12%	291	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	64	2%	69	2%	61	2%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	9	0%	11	0%	10	0%
Black or African American	1293	32%	1320	34%	1314	33%
Hispanic or Latino	444	11%	425	11%	454	12%
Asian or Native Hawaiian/Other Pacific Islander	61	2%	51	1%	53	1%
White	2094	53%	2107	54%	2035	52%
Multiracial	84	2%	0	0%	78	2%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		92%
Student Suspensions	561	14%	559	14%	699	18%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

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## Teacher Qualifications

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	386	352	329
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	1%	2%	1%
Percent with Fewer Than Three Years of Experience	6%	1%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	16%	15%	16%
<b>Total Number of Core Classes</b>	837	731	685
Percent Not Taught by Highly Qualified Teachers in This District	3%	3%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	1296	1189	1105
Percent Taught by Teachers Without Appropriate Certification	3%	2%	1%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	35%	46%	33%
Turnover Rate of All Teachers	19%	23%	25%

## Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	67	41	70
Total Paraprofessionals*	97	85	76
Assistant Principals	5	6	5
Principals	8	9	9

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### 2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

### Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

### Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

### Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

### Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

## Useful Terms for Understanding Accountability (continued)

### Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

### Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

### Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

*Science:* The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

*Graduation Rate:* The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$ .

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

### Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:  
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

### Safe Harbor Qualification (\*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “\*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

### State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

### Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

### Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

### Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2011–12)

#### ▲ Improvement (Year 1)

ELA	▲ Improvement (Year 1)	Science	▲ Good Standing
Math	▲ Improvement (Year 1)	Graduation Rate	▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✗	✗	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✗	✗	—	✗	✗	—
Hispanic or Latino	✗	✗	—	✓ <sup>SH</sup>	✓	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✗	—	✓ <sup>SH</sup>	✗	—
Limited English Proficient	✓ <sup>SH</sup>	✓ <sup>SH</sup>	—	—	—	—
Economically Disadvantaged	✗	✗	—	✓ <sup>SH</sup>	✓	—
<b>Student groups making AYP in each subject</b>	✗ 2 of 7	✗ 2 of 7	✓ 1 of 1	✗ 4 of 6	✗ 4 of 6	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing ▲                       | ■ Good Standing                                |
| Improvement (Year 1) ▲                | ■ Requiring Academic Progress (Year 1)         |
| Improvement (Year 2) ▲                | ■ Requiring Academic Progress (Year 2)         |
| Improvement (Year 3) ▲                | ■ Requiring Academic Progress (Year 3)         |
| Improvement (Year 4) ▲                | ■ Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above) ▲        | ■ Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |

## Elementary/Middle-Level English Language Arts

**Accountability Status**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 2 of 7 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (1678:1551)			100%		109	119	119	118
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (584:528)			99%		89	117	106	100
Hispanic or Latino (223:197)			100%		84	114	101	96
Asian or Native Hawaiian/Other Pacific Islander (29:26)	–	–	–	–	–	–	–	–
White (823:785)			100%		128	118		
Multiracial (15:11)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (275:262)			99%		53	115	74	68
Limited English Proficient (42:47)			100%		57	108	20	71
Economically Disadvantaged (1162:1059)			100%		92	119	109	103
<b>Final AYP Determination</b>	 2 of 7							
<b>Non-Accountability Groups</b>								
Female (820:757)			100%		117	118		
Male (858:794)			99%		102	118		
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Mathematics

**Accountability Status**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 2 of 7 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (1676:1551)			100%		118	134	131	126
<b>Ethnicity</b>								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (581:528)			99%		101	132	115	111
Hispanic or Latino (224:199)			100%		99	129	118	109
Asian or Native Hawaiian/Other Pacific Islander (29:26)	–	–	–	–	–	–	–	–
White (823:784)			100%		134	133		
Multiracial (15:10)	–	–	–	–	–	–	–	–
<b>Other Groups</b>								
Students with Disabilities (275:261)			99%		71	130	88	84
Limited English Proficient (42:51)			100%		108	124	104	117
Economically Disadvantaged (1159:1060)			100%		104	134	117	114
<b>Final AYP Determination</b>	 2 of 7							
<b>Non-Accountability Groups</b>								
Female (820:757)			100%		118	133		
Male (856:794)			99%		119	133		
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
<b>Accountability Groups</b>									
<b>All Students</b> (584:528)		Qualified		97%		151	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–	–
Black or African American (222:193)		Qualified		95%		130	100		
Hispanic or Latino (71:64)		Qualified		97%		141	100		
Asian or Native Hawaiian/Other Pacific Islander (7:5)	–	–	–	–	–	–	–	–	–
White (274:257)		Qualified		99%		168	100		
Multiracial (7:6)	–	–	–	–	–	–	–	–	–
<b>Other Groups</b>									
Students with Disabilities (101:91)		Qualified		95%		111	100		
Limited English Proficient (12:10)	–	–	–	–	–	–	–	–	–
Economically Disadvantaged (424:373)		Qualified		96%		140	100		
<b>Final AYP Determination</b>		1 of 1							
<b>Non-Accountability Groups</b>									
Female (279:257)				99%		149	100		
Male (305:271)				96%		153	100		
Migrant (0:0)									

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level English Language Arts

**Accountability Status**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 4 of 6 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12	
<b>Accountability Groups</b>								
<b>All Students</b> (293:287)			96%		175	177	177	178
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–	–
Black or African American (102:94)			95%		166	173	167	169
Hispanic or Latino (33:35)		–	–		163	167	20	167
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–	–
White (154:154)			95%		182	175		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (33:45)		–	–		142	169	140	148
Limited English Proficient (3:3)	–	–	–	–	–	–	–	–
Economically Disadvantaged (135:139)			98%		171	174	171	174
<b>Final AYP Determination</b>	 4 of 6							
<b>Non-Accountability Groups</b>								
Female (141:131)			96%		180	174		
Male (152:156)			95%		171	175		
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Secondary-Level Mathematics

**Accountability Status**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**

**Accountability Measures** 4 of 6 Student groups making AYP in mathematics  
 Did not make AYP

### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11    2011–12
<b>Accountability Groups</b>							
<b>All Students</b> (293:287)			98%		175	174	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	–	–	–	–	–	–	–
Black or African American (102:94)			98%		166	170	168    169
Hispanic or Latino (33:35)		–	–		171	164	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (154:154)			97%		181	172	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (33:45)		–	–		122	166	137    130
Limited English Proficient (3:3)	–	–	–	–	–	–	–
Economically Disadvantaged (135:139)			100%		172	171	
<b>Final AYP Determination</b>	 4 of 6						
<b>Non-Accountability Groups</b>							
Female (141:131)			97%		182	171	
Male (152:156)			98%		169	172	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

## Graduation Rate

**Accountability Status for This Indicator (2011–12)**  Good Standing

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2012-13. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (364)			76%	80%	75%
<b>Ethnicity</b>					
American Indian or Alaska Native (2)		—	—	—	
Black or African American (114)			75%	80%	74%
Hispanic or Latino (26)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (5)		—	—	—	
White (217)			80%	80%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (77)			57%	80%	54%
Limited English Proficient (2)		—	—	—	
Economically Disadvantaged (158)			75%	80%	74%
<b>Final AYP Determination</b>	 1 of 1				
<b>Non-Accountability Groups</b>					
Female (183)			80%	80%	
Male (181)			73%	80%	
Migrant (0)					

#### Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

**NOTE:** See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **78%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

---

**In Good Standing**

4 schools identified 50% of total

PS 14

PS 16

PS 18

TROY HIGH SCHOOL

---

**Improvement (year 1) Comprehensive**

2 schools identified 25% of total

CARROLL HILL SCHOOL

PS 2

---

**Corrective Action (year 2) Comprehensive**

1 school identified 13% of total

PS 12

---

**Restructuring (advanced) Comprehensive**

1 school identified 13% of total

W KENNETH DOYLE MIDDLE SCHOOL

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# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	34%			296
Grade 4	31%			314
Grade 5	31%			271
Grade 6	39%			263
Grade 7	29%			246
Grade 8	27%			257

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	34%			297
Grade 4	35%			316
Grade 5	40%			271
Grade 6	35%			263
Grade 7	43%			248
Grade 8	32%			256

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	69%			314
Grade 8	48%			247

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	70%			357
Mathematics	69%			357

### About the Performance Level Descriptors

#### English Language Arts

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### Mathematics

##### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

In this section, this district's performance is compared with that of public schools statewide.

#### This District's N/RC Category:

##### High Need/Resource Urban-Suburban Districts

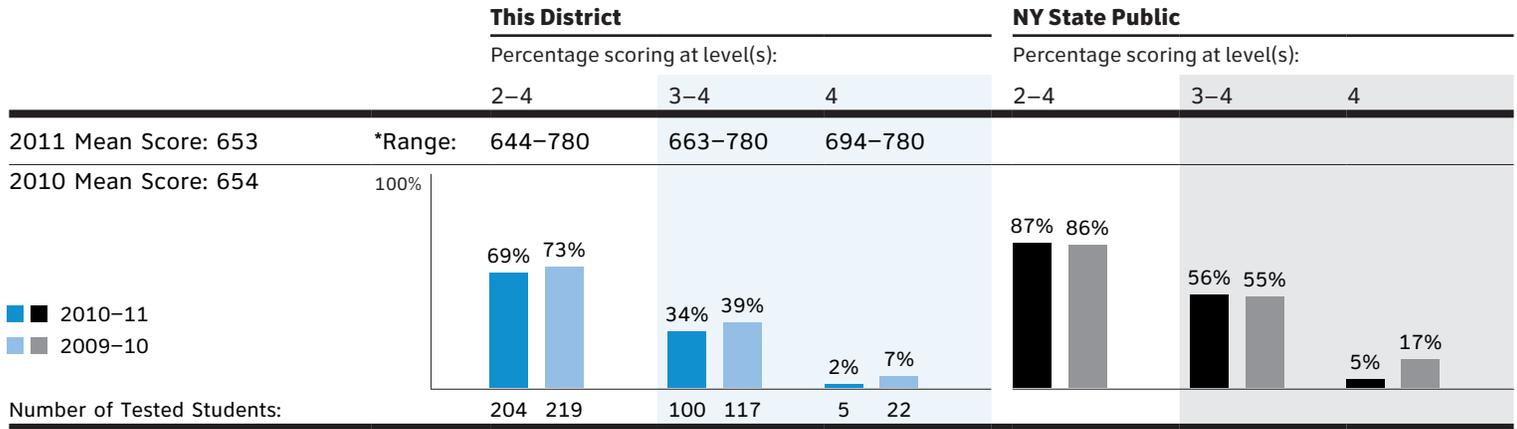
This is an urban or suburban school district with high student needs in relation to district resource capacity.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>296</b>	<b>69%</b>	<b>34%</b>	<b>2%</b>	<b>298</b>	<b>73%</b>	<b>39%</b>	<b>7%</b>
Female	158	72%	39%	3%	139	73%	42%	8%
Male	138	65%	28%	1%	159	74%	36%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	111	59%	23%	0%	96	64%	25%	3%
Hispanic or Latino	41	59%	20%	0%	30	70%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	-	-	-
White	136	79%	46%	1%	165	79%	47%	11%
Multiracial	3	-	-	-				
Small Group Totals	8	88%	63%	38%	7	86%	71%	0%
General-Education Students	259	75%	38%	2%	256	78%	43%	8%
Students with Disabilities	37	30%	5%	0%	42	45%	19%	2%
English Proficient	289	70%	35%	2%	292	74%	39%	8%
Limited English Proficient	7	43%	0%	0%	6	50%	33%	0%
Economically Disadvantaged	210	62%	22%	0%	206	67%	32%	4%
Not Disadvantaged	86	86%	62%	6%	92	88%	57%	14%
Migrant								
Not Migrant	296	69%	34%	2%	298	73%	39%	7%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	1	N/A	N/A	N/A	2	N/A	N/A	N/A

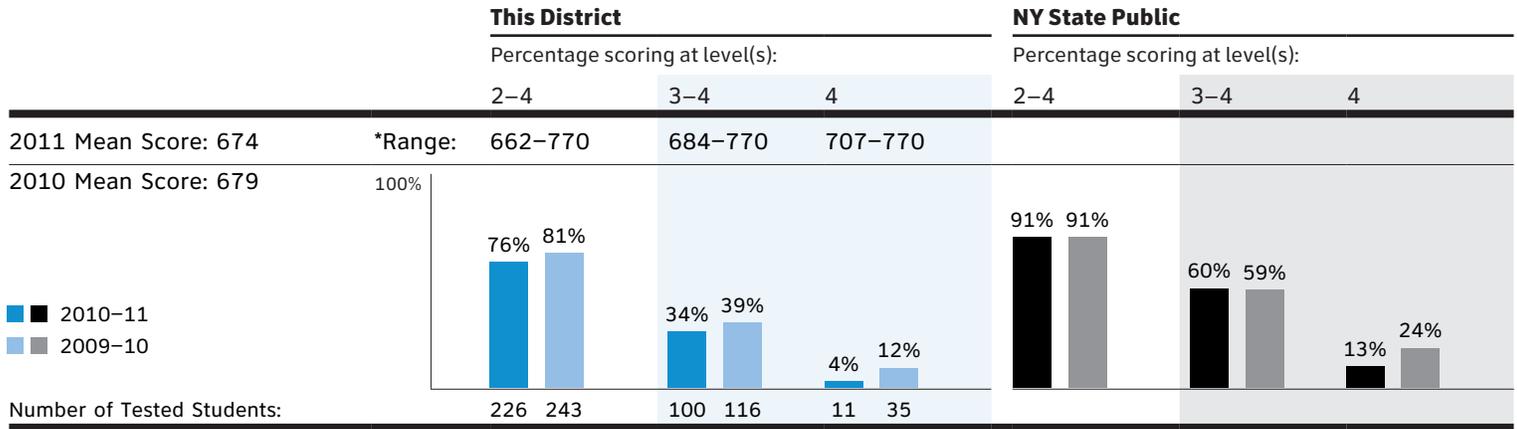
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>297</b>	<b>76%</b>	<b>34%</b>	<b>4%</b>	<b>300</b>	<b>81%</b>	<b>39%</b>	<b>12%</b>
Female	159	75%	30%	3%	140	79%	34%	12%
Male	138	77%	38%	4%	160	83%	43%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American	111	68%	23%	0%	97	72%	25%	5%
Hispanic or Latino	42	69%	24%	0%	31	87%	39%	19%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	-	-	-
White	136	83%	43%	7%	165	84%	45%	15%
Multiracial	3	-	-	-				
Small Group Totals	8	100%	63%	25%	7	100%	71%	0%
General-Education Students	260	80%	36%	4%	258	84%	42%	14%
Students with Disabilities	37	46%	16%	0%	42	60%	17%	0%
English Proficient	289	76%	34%	4%	292	81%	39%	12%
Limited English Proficient	8	63%	13%	0%	8	88%	38%	0%
Economically Disadvantaged	211	71%	23%	0%	208	79%	29%	7%
Not Disadvantaged	86	90%	60%	13%	92	86%	60%	23%
Migrant								
Not Migrant	297	76%	34%	4%	300	81%	39%	12%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

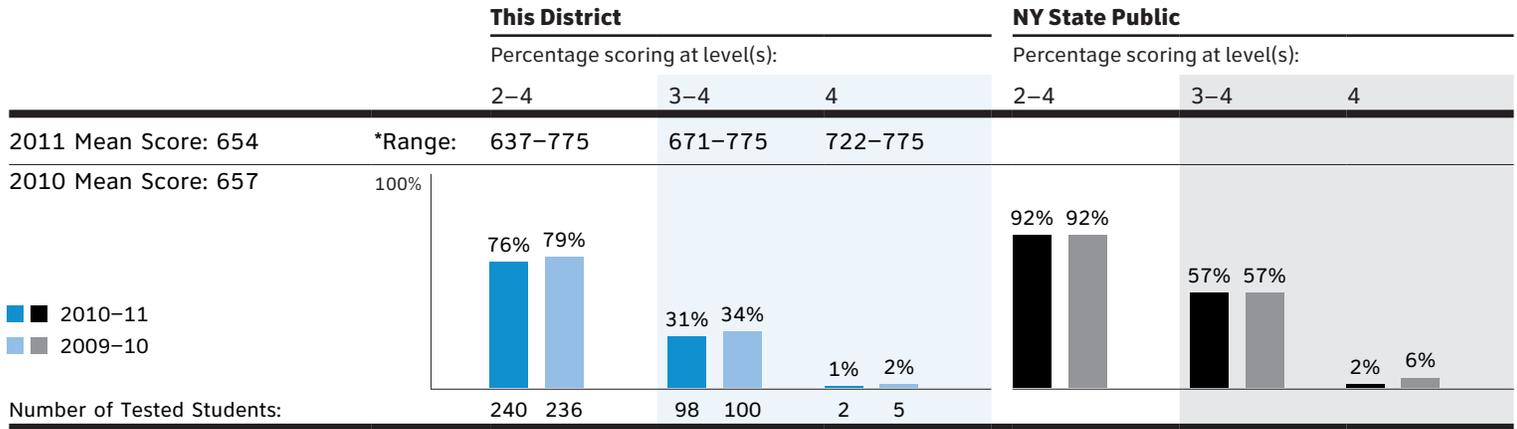
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>314</b>	<b>76%</b>	<b>31%</b>	<b>1%</b>	<b>297</b>	<b>79%</b>	<b>34%</b>	<b>2%</b>
Female	154	79%	31%	0%	135	82%	36%	2%
Male	160	74%	32%	1%	162	77%	32%	1%
American Indian or Alaska Native	2	-	-	-				
Black or African American	111	70%	14%	0%	99	75%	22%	1%
Hispanic or Latino	35	74%	23%	0%	33	61%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	67%	50%	0%
White	155	81%	45%	1%	159	87%	43%	3%
Multiracial	6	67%	50%	0%				
Small Group Totals	7	86%	43%	0%				
General-Education Students	266	82%	35%	1%	259	87%	38%	2%
Students with Disabilities	48	46%	8%	0%	38	29%	3%	0%
English Proficient	309	76%	32%	1%	290	80%	34%	2%
Limited English Proficient	5	80%	0%	0%	7	57%	29%	0%
Economically Disadvantaged	243	72%	20%	0%	197	74%	20%	1%
Not Disadvantaged	71	93%	70%	3%	100	91%	60%	4%
Migrant								
Not Migrant	314	76%	31%	1%	297	79%	34%	2%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	6	6	1	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	1	N/A	N/A	N/A

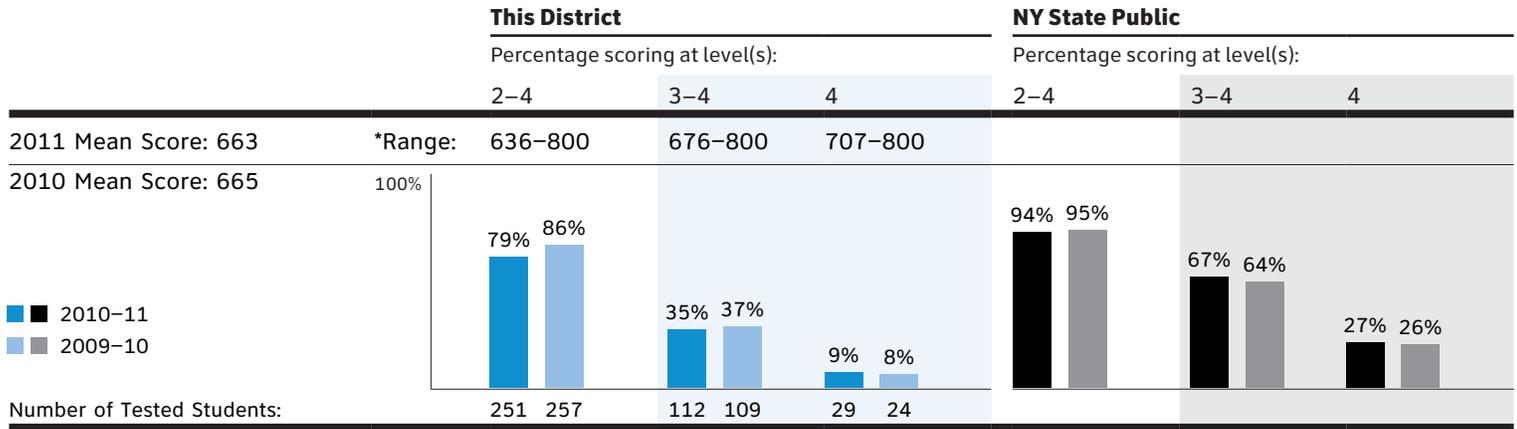
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>316</b>	<b>79%</b>	<b>35%</b>	<b>9%</b>	<b>298</b>	<b>86%</b>	<b>37%</b>	<b>8%</b>
Female	154	81%	31%	5%	136	85%	37%	10%
Male	162	78%	40%	13%	162	87%	36%	7%
American Indian or Alaska Native	2	-	-	-				
Black or African American	111	69%	23%	2%	100	86%	25%	4%
Hispanic or Latino	37	73%	30%	14%	33	70%	24%	9%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	100%	33%	0%
White	155	87%	47%	13%	159	89%	47%	11%
Multiracial	6	83%	33%	17%				
Small Group Totals	7	100%	14%	14%				
General-Education Students	267	87%	39%	11%	260	90%	42%	9%
Students with Disabilities	49	41%	14%	0%	38	61%	0%	0%
English Proficient	309	79%	36%	9%	290	87%	37%	8%
Limited English Proficient	7	100%	14%	0%	8	63%	38%	13%
Economically Disadvantaged	245	76%	25%	3%	198	82%	27%	4%
Not Disadvantaged	71	93%	70%	30%	100	94%	55%	16%
Migrant								
Not Migrant	316	79%	35%	9%	298	86%	37%	8%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

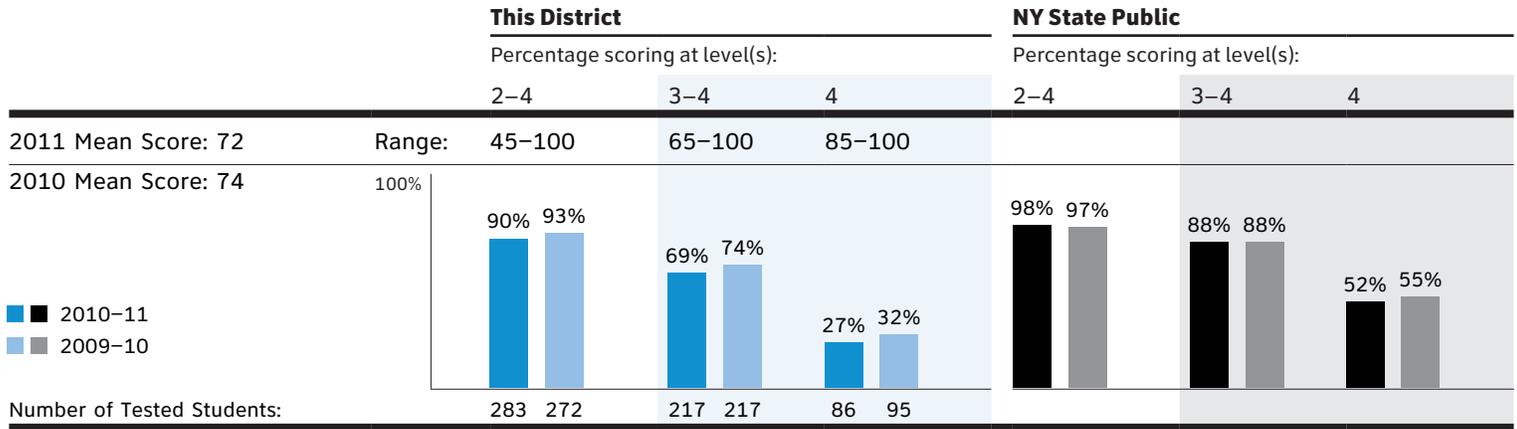
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	6	6	6	3

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 4 Science



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>314</b>	<b>90%</b>	<b>69%</b>	<b>27%</b>	<b>294</b>	<b>93%</b>	<b>74%</b>	<b>32%</b>
Female	153	88%	66%	22%	135	93%	76%	32%
Male	161	92%	72%	32%	159	92%	72%	33%
American Indian or Alaska Native	2	-	-	-				
Black or African American	110	82%	52%	9%	99	90%	64%	19%
Hispanic or Latino	37	95%	70%	22%	32	88%	59%	13%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	83%	67%	33%
White	154	94%	79%	42%	157	96%	83%	45%
Multiracial	6	100%	100%	33%				
Small Group Totals	7	100%	86%	29%				
General-Education Students	266	94%	73%	30%	257	95%	79%	37%
Students with Disabilities	48	69%	46%	13%	37	76%	38%	3%
English Proficient	307	90%	69%	28%	287	93%	74%	32%
Limited English Proficient	7	100%	57%	0%	7	86%	57%	29%
Economically Disadvantaged	242	88%	62%	18%	194	90%	65%	21%
Not Disadvantaged	72	97%	92%	58%	100	97%	91%	54%
Migrant								
Not Migrant	314	90%	69%	27%	294	93%	74%	32%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	6	6	6	5

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 656	*Range: 648-795	668-795	700-795			
2010 Mean Score: 659						
Number of Tested Students:	195	184	84	89	3	9

### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>271</b>	<b>72%</b>	<b>31%</b>	<b>1%</b>	<b>250</b>	<b>74%</b>	<b>36%</b>	<b>4%</b>
Female	125	74%	33%	2%	114	79%	44%	7%
Male	146	70%	29%	1%	136	69%	29%	1%
American Indian or Alaska Native								
Black or African American	88	63%	14%	0%	66	61%	29%	3%
Hispanic or Latino	37	51%	11%	0%	33	58%	18%	3%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	8	63%	38%	13%
White	138	83%	46%	2%	143	84%	43%	3%
Multiracial	2	-	-	-				
Small Group Totals	8	88%	50%	0%				
General-Education Students	229	80%	36%	1%	212	79%	40%	4%
Students with Disabilities	42	29%	2%	0%	38	42%	11%	0%
English Proficient	265	73%	32%	1%	241	76%	37%	4%
Limited English Proficient	6	17%	0%	0%	9	0%	0%	0%
Economically Disadvantaged	185	65%	20%	0%	150	68%	25%	2%
Not Disadvantaged	86	87%	55%	3%	100	82%	52%	6%
Migrant								
Not Migrant	271	72%	31%	1%	250	74%	36%	4%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	4	3	2	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A

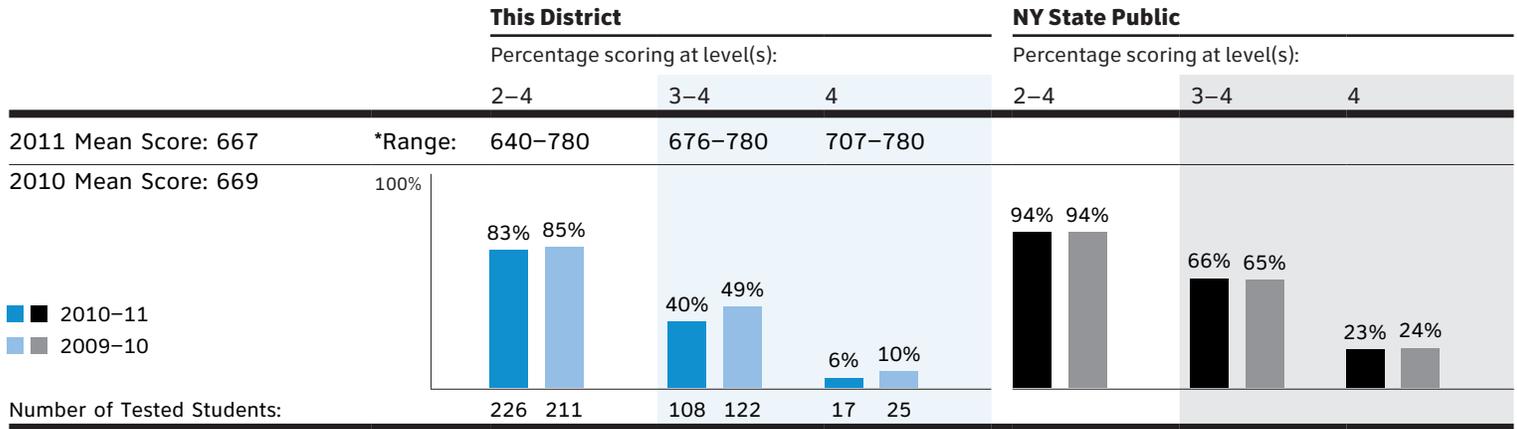
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>271</b>	<b>83%</b>	<b>40%</b>	<b>6%</b>	<b>247</b>	<b>85%</b>	<b>49%</b>	<b>10%</b>
Female	126	82%	42%	6%	112	88%	53%	12%
Male	145	85%	38%	7%	135	83%	47%	9%
American Indian or Alaska Native								
Black or African American	88	76%	28%	2%	64	80%	36%	6%
Hispanic or Latino	37	76%	14%	0%	33	76%	45%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	8	88%	50%	13%
White	138	90%	54%	11%	142	90%	56%	11%
Multiracial	2	-	-	-				
Small Group Totals	8	88%	50%	0%				
General-Education Students	230	88%	45%	7%	211	90%	56%	11%
Students with Disabilities	41	59%	10%	0%	36	61%	11%	3%
English Proficient	264	83%	40%	6%	237	87%	51%	11%
Limited English Proficient	7	86%	29%	0%	10	50%	10%	0%
Economically Disadvantaged	185	78%	30%	1%	149	85%	42%	8%
Not Disadvantaged	86	94%	62%	17%	98	87%	60%	13%
Migrant								
Not Migrant	271	83%	40%	6%	247	85%	49%	10%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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### Other Assessments

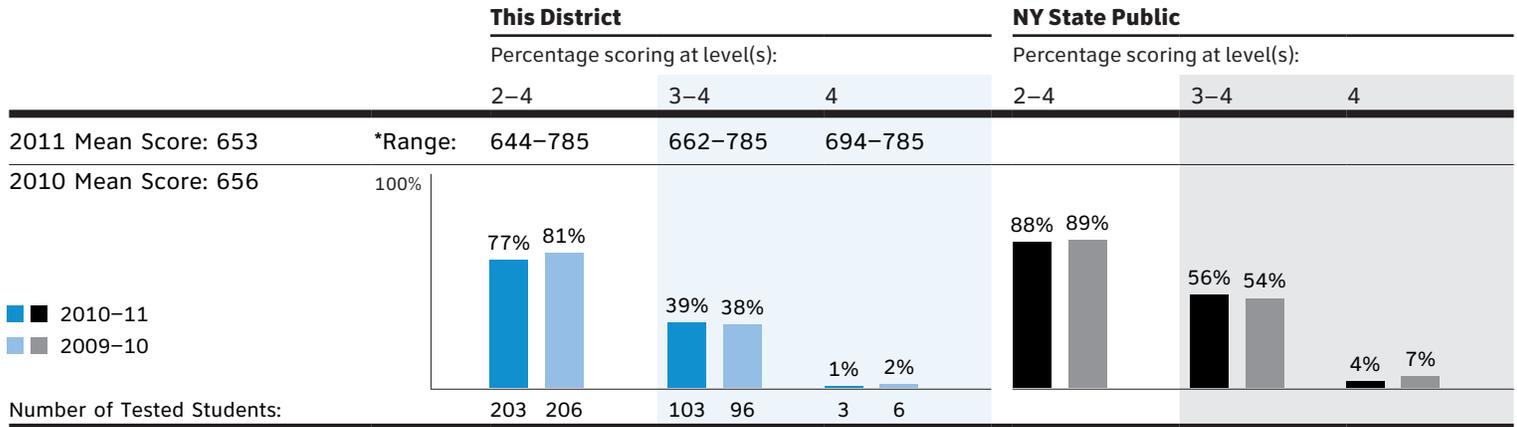
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	2	2	-	-	-

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>263</b>	<b>77%</b>	<b>39%</b>	<b>1%</b>	<b>254</b>	<b>81%</b>	<b>38%</b>	<b>2%</b>
Female	128	82%	45%	2%	115	86%	46%	3%
Male	135	73%	33%	0%	139	77%	31%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	72	64%	26%	0%	79	80%	33%	3%
Hispanic or Latino	36	67%	25%	3%	29	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	3	-	-	-
White	143	86%	48%	1%	143	84%	43%	3%
Multiracial	2	-	-	-				
Small Group Totals	12	83%	50%	8%	32	72%	25%	0%
General-Education Students	219	85%	46%	1%	207	89%	45%	3%
Students with Disabilities	44	39%	5%	0%	47	47%	6%	0%
English Proficient	253	79%	40%	1%	250	-	-	-
Limited English Proficient	10	20%	10%	0%	4	-	-	-
Economically Disadvantaged	167	72%	31%	1%	174	76%	27%	1%
Not Disadvantaged	96	86%	53%	2%	80	93%	61%	5%
Migrant								
Not Migrant	263	77%	39%	1%	254	81%	38%	2%

#### NOTES

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\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A

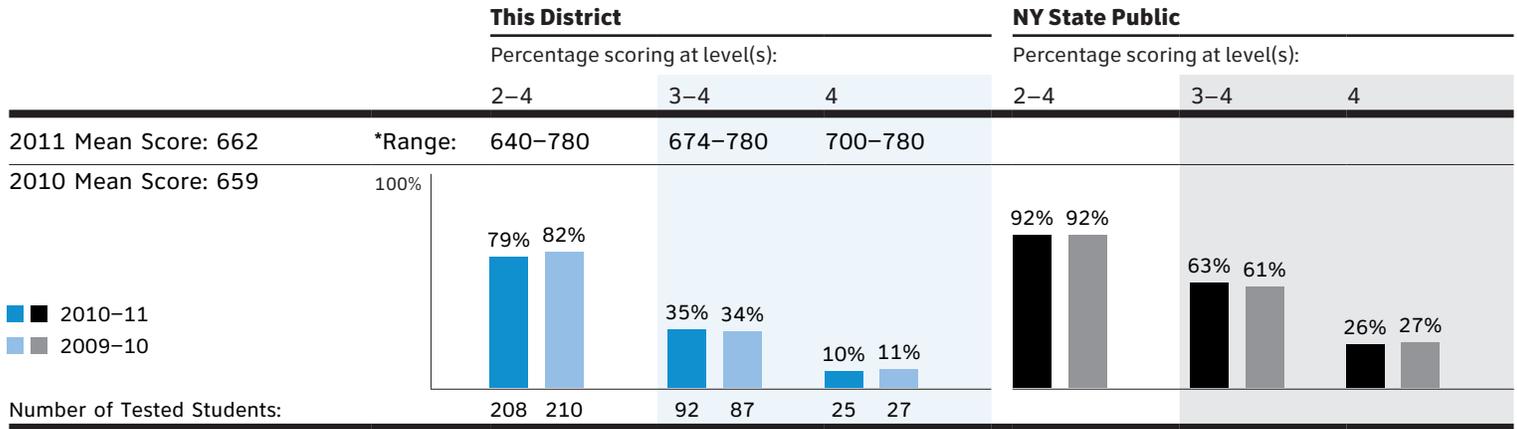
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>263</b>	<b>79%</b>	<b>35%</b>	<b>10%</b>	<b>256</b>	<b>82%</b>	<b>34%</b>	<b>11%</b>
Female	127	80%	32%	13%	116	85%	40%	13%
Male	136	79%	38%	7%	140	79%	29%	9%
American Indian or Alaska Native	1	-	-	-				
Black or African American	72	69%	24%	6%	80	84%	31%	6%
Hispanic or Latino	37	68%	27%	5%	30	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	3	-	-	-
White	143	85%	42%	13%	143	82%	36%	13%
Multiracial	1	-	-	-				
Small Group Totals	11	100%	45%	9%	33	79%	30%	9%
General-Education Students	220	86%	40%	11%	209	89%	41%	13%
Students with Disabilities	43	44%	9%	0%	47	53%	4%	0%
English Proficient	252	81%	36%	10%	250	82%	34%	10%
Limited English Proficient	11	45%	9%	0%	6	67%	33%	17%
Economically Disadvantaged	168	75%	27%	5%	175	79%	27%	7%
Not Disadvantaged	95	86%	49%	17%	81	89%	49%	19%
Migrant								
Not Migrant	263	79%	35%	10%	256	82%	34%	11%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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### Other Assessments

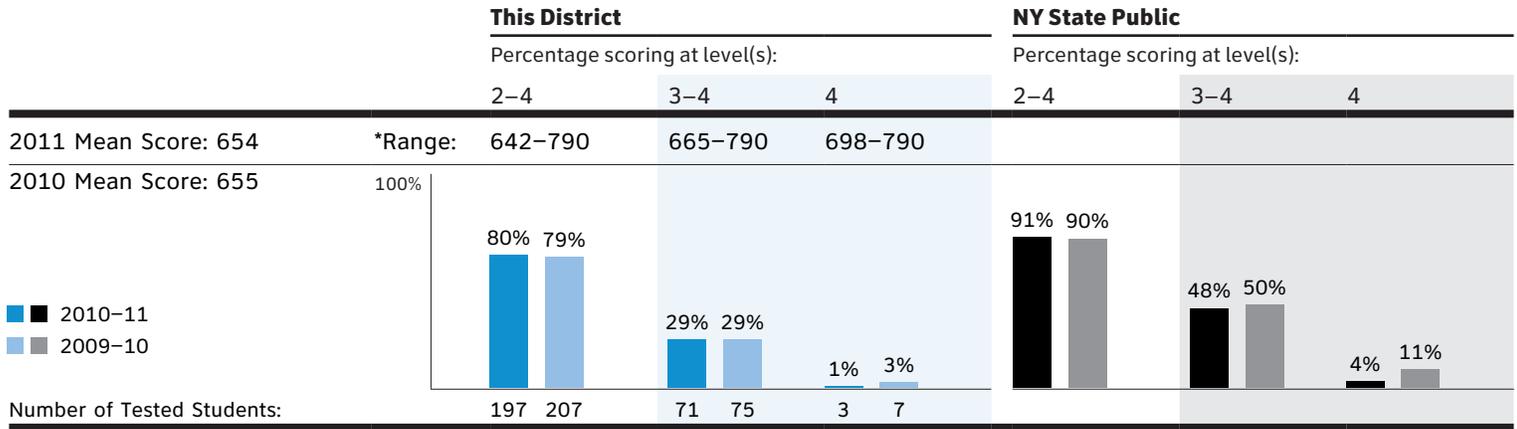
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>246</b>	<b>80%</b>	<b>29%</b>	<b>1%</b>	<b>261</b>	<b>79%</b>	<b>29%</b>	<b>3%</b>
Female	124	86%	32%	1%	124	86%	37%	4%
Male	122	74%	25%	2%	137	73%	21%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	82	80%	22%	1%	105	76%	17%	2%
Hispanic or Latino	33	-	-	-	34	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	128	80%	38%	1%	121	86%	45%	4%
Multiracial	1	-	-	-				
Small Group Totals	36	78%	11%	3%	35	66%	9%	0%
General-Education Students	206	89%	33%	1%	213	85%	34%	3%
Students with Disabilities	40	35%	5%	0%	48	52%	6%	0%
English Proficient	243	-	-	-	258	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	171	77%	22%	1%	168	74%	20%	2%
Not Disadvantaged	75	87%	45%	3%	93	89%	44%	4%
Migrant								
Not Migrant	246	80%	29%	1%	261	79%	29%	3%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	3	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	3	N/A	N/A	N/A

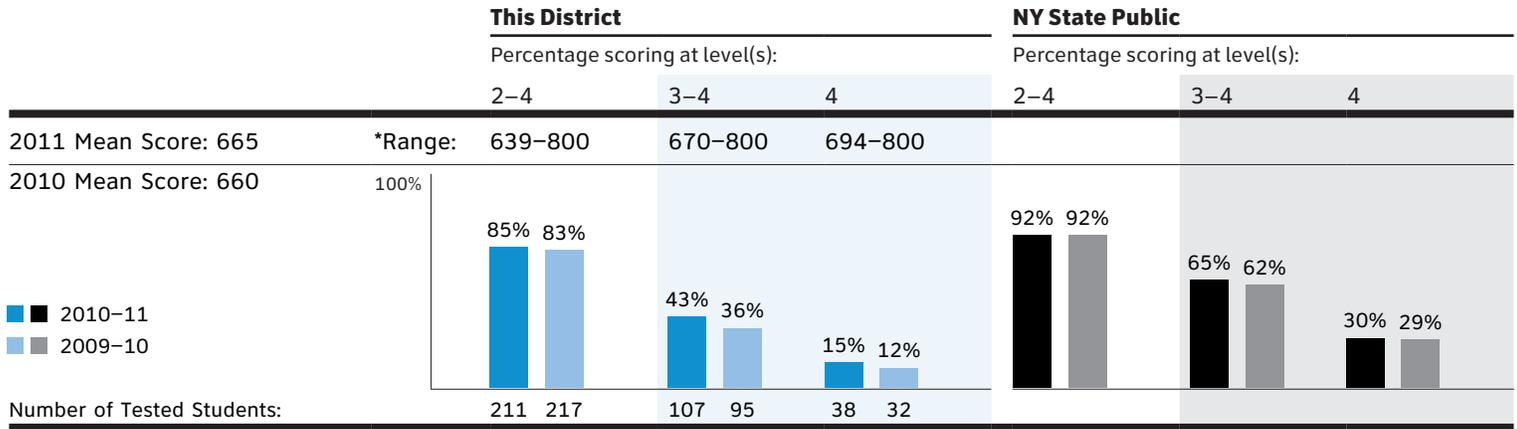
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>248</b>	<b>85%</b>	<b>43%</b>	<b>15%</b>	<b>262</b>	<b>83%</b>	<b>36%</b>	<b>12%</b>
Female	125	88%	45%	18%	127	85%	39%	14%
Male	123	82%	41%	13%	135	81%	34%	10%
American Indian or Alaska Native					1	-	-	-
Black or African American	83	86%	37%	7%	104	79%	20%	6%
Hispanic or Latino	34	-	-	-	35	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	128	86%	50%	23%	122	89%	52%	19%
Multiracial	1	-	-	-				
Small Group Totals	37	81%	32%	8%	36	72%	28%	8%
General-Education Students	208	92%	50%	18%	216	89%	43%	14%
Students with Disabilities	40	50%	5%	0%	46	52%	7%	2%
English Proficient	244	-	-	-	256	84%	36%	12%
Limited English Proficient	4	-	-	-	6	33%	33%	17%
Economically Disadvantaged	172	84%	37%	10%	170	78%	25%	9%
Not Disadvantaged	76	87%	58%	26%	92	92%	58%	18%
Migrant								
Not Migrant	248	85%	43%	15%	262	83%	36%	12%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

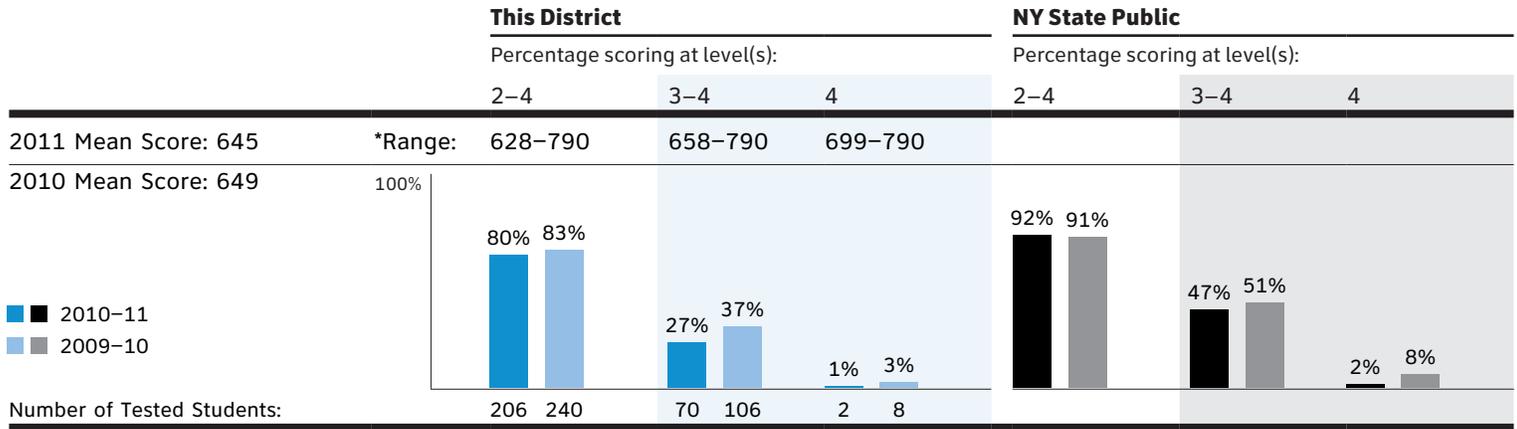
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>257</b>	<b>80%</b>	<b>27%</b>	<b>1%</b>	<b>288</b>	<b>83%</b>	<b>37%</b>	<b>3%</b>
Female	123	87%	34%	2%	137	91%	45%	2%
Male	134	74%	21%	0%	151	77%	30%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	103	78%	17%	2%	102	71%	22%	0%
Hispanic or Latino	33	-	-	-	25	80%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	100%	67%	17%
White	117	83%	41%	0%	155	92%	48%	5%
Multiracial	1	-	-	-				
Small Group Totals	37	78%	14%	0%				
General-Education Students	212	89%	33%	1%	239	91%	44%	3%
Students with Disabilities	45	38%	2%	0%	49	47%	4%	0%
English Proficient	254	-	-	-	285	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	176	76%	17%	1%	167	77%	28%	1%
Not Disadvantaged	81	90%	49%	1%	121	92%	50%	5%
Migrant								
Not Migrant	257	80%	27%	1%	288	83%	37%	3%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	1	N/A	N/A	N/A

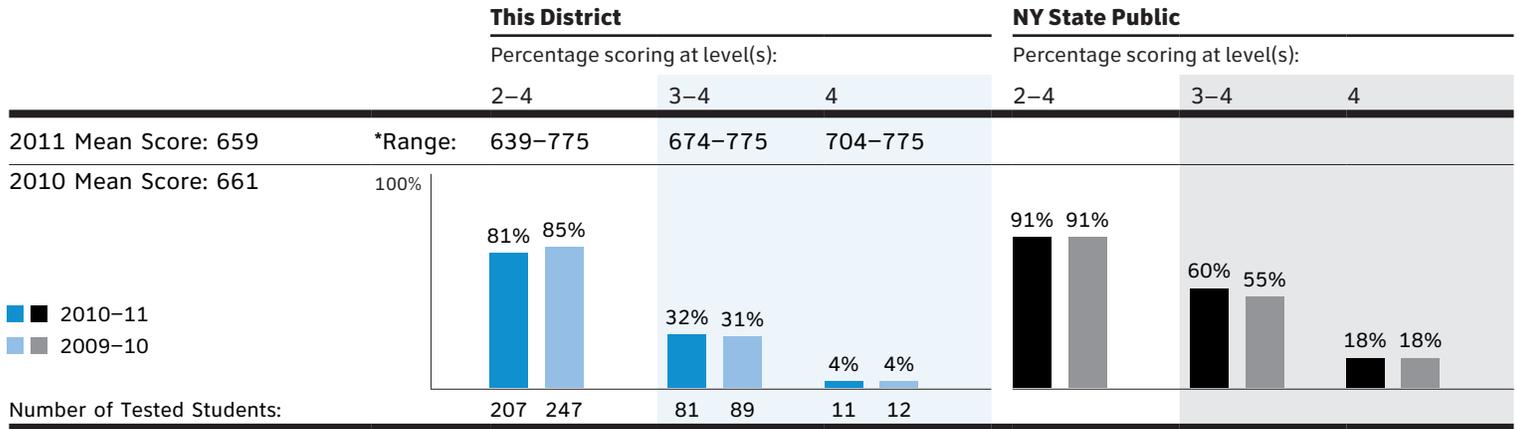
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>256</b>	<b>81%</b>	<b>32%</b>	<b>4%</b>	<b>289</b>	<b>85%</b>	<b>31%</b>	<b>4%</b>
Female	123	81%	37%	7%	138	89%	33%	5%
Male	133	80%	27%	2%	151	82%	28%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	102	78%	21%	0%	102	79%	21%	1%
Hispanic or Latino	34	-	-	-	25	80%	8%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	100%	83%	33%
White	116	83%	45%	9%	156	90%	39%	6%
Multiracial	1	-	-	-				
Small Group Totals	38	82%	21%	3%				
General-Education Students	211	87%	36%	5%	239	90%	36%	5%
Students with Disabilities	45	53%	11%	0%	50	66%	4%	0%
English Proficient	251	82%	31%	4%	285	-	-	-
Limited English Proficient	5	40%	40%	0%	4	-	-	-
Economically Disadvantaged	176	77%	21%	1%	166	80%	16%	2%
Not Disadvantaged	80	89%	55%	11%	123	93%	51%	7%
Migrant								
Not Migrant	256	81%	32%	4%	289	85%	31%	4%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Results in Grade 8 Science

### This District

Percentage scoring at level(s):

2-4

3-4

4

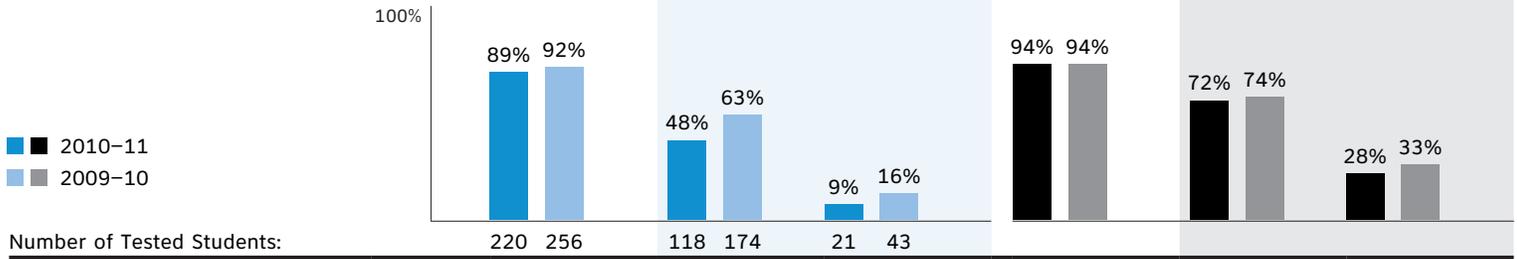
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

## Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>247</b>	<b>89%</b>	<b>48%</b>	<b>9%</b>	<b>277</b>	<b>92%</b>	<b>63%</b>	<b>16%</b>
Female	120	90%	49%	8%	135	94%	57%	12%
Male	127	88%	46%	9%	142	91%	68%	19%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	98	86%	35%	3%	95	91%	49%	6%
Hispanic or Latino	31	-	-	-	25	84%	28%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	100%	100%	50%
White	114	95%	64%	16%	151	95%	75%	22%
Multiracial	1	-	-	-	-	-	-	-
Small Group Totals	35	80%	31%	0%	-	-	-	-
General-Education Students	205	92%	55%	10%	235	94%	65%	18%
Students with Disabilities	42	74%	14%	2%	42	86%	50%	2%
English Proficient	242	90%	48%	9%	273	-	-	-
Limited English Proficient	5	60%	40%	0%	4	-	-	-
Economically Disadvantaged	166	86%	36%	2%	158	88%	51%	6%
Not Disadvantaged	81	95%	72%	21%	119	98%	78%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	247	89%	48%	9%	277	92%	63%	16%

### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

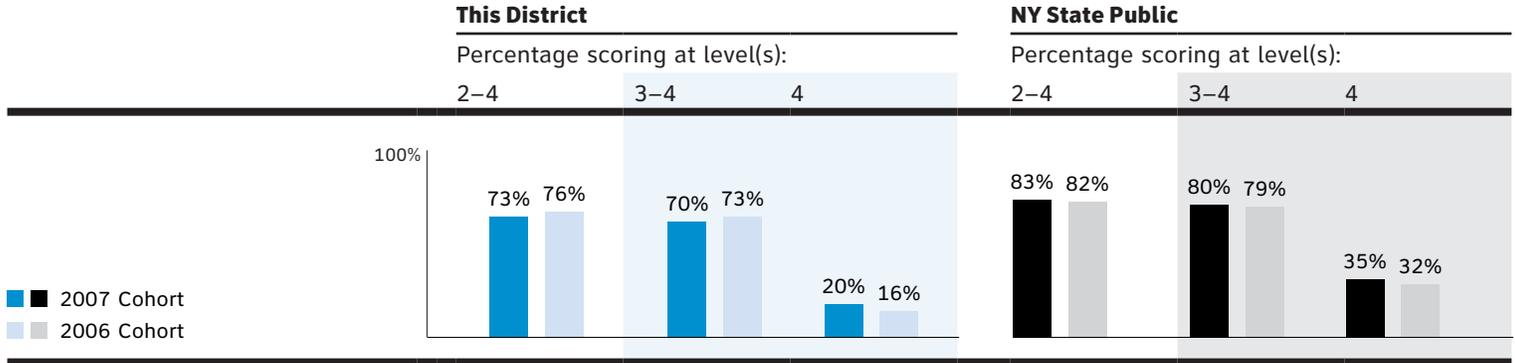
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	2	-	-	-
Regents Science	0	-	-	-	0	-	-	-

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Total Cohort\* Results in Secondary-Level English after Four Years of Instruction



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>357</b>	<b>73%</b>	<b>70%</b>	<b>20%</b>	<b>371</b>	<b>76%</b>	<b>73%</b>	<b>16%</b>
Female	167	75%	72%	24%	184	82%	79%	17%
Male	190	72%	69%	16%	187	70%	67%	14%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	117	71%	67%	15%	118	69%	64%	4%
Hispanic or Latino	41	-	-	-	27	59%	56%	7%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	-	-	-
White	195	75%	74%	26%	219	82%	80%	23%
Multiracial								
Small Group Totals	45	71%	64%	9%	7	71%	71%	14%
General-Education Students	288	81%	79%	24%	290	85%	84%	20%
Students with Disabilities	69	39%	33%	3%	81	43%	35%	2%
English Proficient	354	-	-	-	368	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	171	74%	68%	11%	156	76%	71%	7%
Not Disadvantaged	186	73%	72%	28%	215	76%	75%	22%
Migrant								
Not Migrant	357	73%	70%	20%	371	76%	73%	16%

#### NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

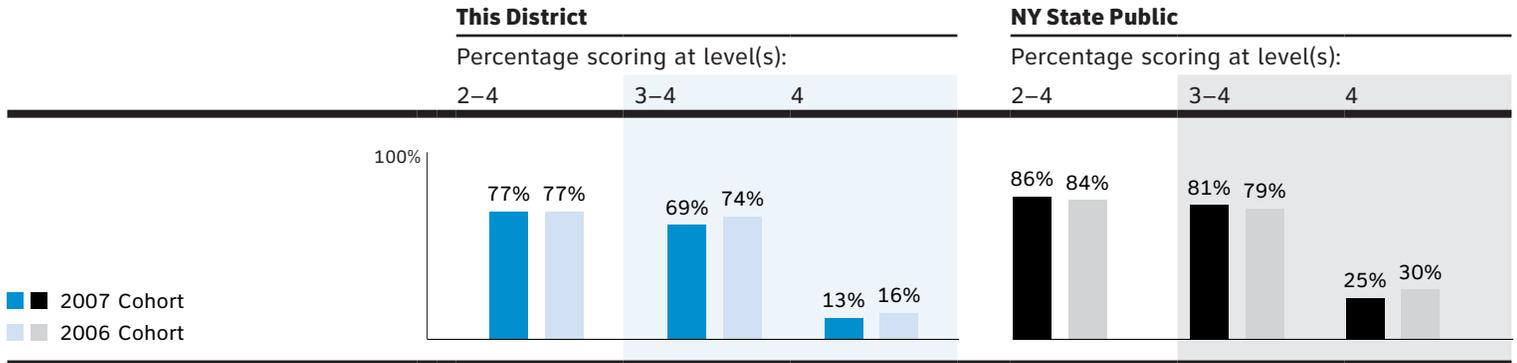
\*\* 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **TROY CITY SCHOOL DISTRICT**

District ID **49-17-00-01-0000**

## This District's Total Cohort\* Results in Secondary-Level Mathematics after Four Years of Instruction



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>357</b>	<b>77%</b>	<b>69%</b>	<b>13%</b>	<b>371</b>	<b>77%</b>	<b>74%</b>	<b>16%</b>
Female	167	78%	72%	12%	184	83%	80%	13%
Male	190	76%	66%	15%	187	71%	67%	19%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	117	75%	62%	7%	118	69%	64%	6%
Hispanic or Latino	41	-	-	-	27	59%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	5	-	-	-
White	195	79%	72%	19%	219	83%	81%	22%
Multiracial								
Small Group Totals	45	73%	69%	4%	7	71%	71%	43%
General-Education Students	288	88%	80%	17%	290	88%	86%	20%
Students with Disabilities	69	33%	22%	0%	81	38%	32%	2%
English Proficient	354	-	-	-	368	-	-	-
Limited English Proficient	3	-	-	-	3	-	-	-
Economically Disadvantaged	171	75%	67%	7%	156	77%	73%	10%
Not Disadvantaged	186	78%	70%	19%	215	77%	74%	20%
Migrant								
Not Migrant	357	77%	69%	13%	371	77%	74%	16%

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