



# The New York State Accountability Report 2011-12

**DISTRICT:** TROY CITY SCHOOL DISTRICT  
**DISTRICT ID:** 491700010000  
**SUPERINTENDENT:** BRIAN HOWARD  
**PHONE:** 518-328-5052

**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
Office of Accountability  
New York State Education Department  
55 Hanson Place  
Brooklyn, NY 11217  
Email: [accountinfo@mail.nysed.gov](mailto:accountinfo@mail.nysed.gov)

# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	✓
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1681	100%
American Indian or Alaska Native	—	4	—
Black or African American	✓	563	100%
Hispanic or Latino	✓	227	100%
Asian or Native Hawaiian/Other Pacific Islander	—	35	—
White	✓	818	100%
Multiracial	—	34	—
Students With Disabilities	✓	304	99%
Limited English Proficient	✓	40	100%
Economically Disadvantaged	✓	1174	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	1548	112	147	121
American Indian or Alaska Native	—	3	—	—	—
Black or African American	X	505	95	125	103
Hispanic or Latino	X	205	89	124	100
Asian or Native Hawaiian/Other Pacific Islander	✓	33	142	148	20
White	X	773	126	160	137
Multiracial	—	29	—	—	—
Students With Disabilities	X	279†	56†	94	71
Limited English Proficient	—	29	—	—	—
Economically Disadvantaged	X	1068	97	131	106

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1677	100%
Not Black or African American	1118	100%
Not Hispanic or Latino	1454	100%
Not Asian or Native Hawaiian/Other Pacific Islander	1646	100%
Not White	863	100%
Not Multiracial	1647	100%
General Education	1377	100%
English Proficient	1641	100%
Not Economically Disadvantaged	507	100%
Male	855	100%
Female	826	100%
Migrant	0	—
Not Migrant	1681	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1545	112
Not Black or African American	1043	120
Not Hispanic or Latino	1343	115
Not Asian or Native Hawaiian/Other Pacific Islander	1515	111
Not White	775	97
Not Multiracial	1519	111
General Education	1277	124
English Proficient	1519	113
Not Economically Disadvantaged	480	144
Male	783	107
Female	765	116
Migrant	0	—
Not Migrant	1548	112

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Math: AYP

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1681	99%
American Indian or Alaska Native	—	4	—
Black or African American	✓	564	99%
Hispanic or Latino	✓	227	98%
Asian or Native Hawaiian/Other Pacific Islander	—	35	—
White	✓	817	100%
Multiracial	—	34	—
Students With Disabilities	✓	304	97%
Limited English Proficient	✓	40	100%
Economically Disadvantaged	✓	1174	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Math: Performance

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	1544	121	161	131
American Indian or Alaska Native	—	3	—	—	—
Black or African American	X	499	104	137	115
Hispanic or Latino	X	207	107	142	115
Asian or Native Hawaiian/Other Pacific Islander	✓	33	158	168	20
White	X	773	134	170	143
Multiracial	—	29	—	—	—
Students With Disabilities	X	276†	71†	115	88
Limited English Proficient	X	48‡	94‡	126	121
Economically Disadvantaged	X	1063	107	148	118

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1677	99%
Not Black or African American	1117	99%
Not Hispanic or Latino	1454	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1646	99%
Not White	864	99%
Not Multiracial	1647	99%
General Education	1377	99%
English Proficient	1641	99%
Not Economically Disadvantaged	507	100%
Male	856	99%
Female	825	100%
Migrant	0	—
Not Migrant	1681	99%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1541	121
Not Black or African American	1045	129
Not Hispanic or Latino	1337	123
Not Asian or Native Hawaiian/Other Pacific Islander	1511	120
Not White	771	107
Not Multiracial	1515	121
General Education	1276	132
English Proficient	1510	122
Not Economically Disadvantaged	481	152
Male	779	120
Female	765	122
Migrant	0	—
Not Migrant	1544	121

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Science: AYP

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	547	97%
American Indian or Alaska Native	—	0	—
Black or African American	✓	204	96%
Hispanic or Latino	✓	75	93%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
White	✓	252	98%
Multiracial	—	8	—
Students With Disabilities	✓	102	92%
Limited English Proficient	—	10	—
Economically Disadvantaged	✓	381	97%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **NO**

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	489	153	174	152
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	175	143	153	131
Hispanic or Latino	✓	66	144	153	142
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
White	✗	235	163	184	169
Multiracial	—	6	—	—	—
Students With Disabilities	✓	83†	122†	143	112
Limited English Proficient	—	6	—	—	—
Economically Disadvantaged	✓	336	144	162	141

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $(((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})) \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	547	97%
Not Black or African American	343	97%
Not Hispanic or Latino	472	97%
Not Asian or Native Hawaiian/Other Pacific Islander	539	97%
Not White	295	95%
Not Multiracial	539	97%
General Education	445	98%
English Proficient	537	97%
Not Economically Disadvantaged	166	97%
Male	269	96%
Female	278	97%
Migrant	0	—
Not Migrant	547	97%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	489	153
Not Black or African American	314	159
Not Hispanic or Latino	423	155
Not Asian or Native Hawaiian/Other Pacific Islander	482	153
Not White	254	144
Not Multiracial	483	153
General Education	408	160
English Proficient	483	153
Not Economically Disadvantaged	153	174
Male	234	152
Female	255	155
Migrant	0	—
Not Migrant	489	153

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Secondary-Level ELA: AYP

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NO**

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	342	98%
American Indian or Alaska Native	—	0	—
Black or African American	✓	123	98%
Hispanic or Latino	✓	48	100%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✓	168	98%
Multiracial	—	1	—
Students With Disabilities	✗	91*	93%*
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	162	98%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

\* The percentage of 12th graders tested in the current year fell below 95 percent, so the numbers of 12th graders in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

# Secondary-Level ELA: Performance

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	313	133	153	140
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	110	122	124	119
Hispanic or Latino	X	37	97	121	115
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	X	164	148	166	157
Multiracial	—	0	—	—	—
Students With Disabilities	X	61†	48†	85	85
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	X	153	114	133	124

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level ELA: Non-AYP Groups

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	342	98%
Not Black or African American	219	98%
Not Hispanic or Latino	294	98%
Not Asian or Native Hawaiian/Other Pacific Islander	340	98%
Not White	174	98%
Not Multiracial	341	98%
General Education	284	99%
English Proficient	341	98%
Not Economically Disadvantaged	180	98%
Male	163	97%
Female	179	99%
Migrant	0	—
Not Migrant	342	98%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	313	133
Not Black or African American	203	139
Not Hispanic or Latino	276	138
Not Asian or Native Hawaiian/Other Pacific Islander	311	133
Not White	149	116
Not Multiracial	313	133
General Education	254	153
English Proficient	312	133
Not Economically Disadvantaged	160	151
Male	155	118
Female	158	147
Migrant	0	—
Not Migrant	313	133

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	342	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	123	98%
Hispanic or Latino	✓	48	100%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
White	✓	168	99%
Multiracial	—	1	—
Students With Disabilities	✓	58	95%
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	162	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	313	103	130	120
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	110	85	93	93
Hispanic or Latino	X	37	76	92	92
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	X	164	120	146	134
Multiracial	—	0	—	—	—
Students With Disabilities	X	61†	34†	70	60
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	X	153	89	107	106

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level Math: Non-AYP Groups

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	342	99%
Not Black or African American	219	100%
Not Hispanic or Latino	294	99%
Not Asian or Native Hawaiian/Other Pacific Islander	340	99%
Not White	174	98%
Not Multiracial	341	99%
General Education	284	100%
English Proficient	341	99%
Not Economically Disadvantaged	180	98%
Male	163	98%
Female	179	99%
Migrant	0	—
Not Migrant	342	99%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	313	103
Not Black or African American	203	112
Not Hispanic or Latino	276	106
Not Asian or Native Hawaiian/Other Pacific Islander	311	102
Not White	149	84
Not Multiracial	313	103
General Education	254	119
English Proficient	312	102
Not Economically Disadvantaged	160	116
Male	155	94
Female	158	111
Migrant	0	—
Not Migrant	313	103

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

## Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	112	121	133	103	117
American Indian or Alaska Native	—	—	—	—	—
Black or African American	95	104	122	85	102
Hispanic or Latino	89	107	97	76	92
Asian or Native Hawaiian/Other Pacific Islander	142	158	—	—	150
White	126	134	148	120	132
Multiracial	—	—	—	—	—
Students With Disabilities	56	71	48	34	52
Limited English Proficient	—	94	—	—	94
Economically Disadvantaged	97	107	114	89	102

— There was not enough students to determine a Performance Index.

# Graduation Rate: AYP

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

**Adequate Yearly Progress:** To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

## All accountability groups made AYP: **NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	x	354	70%	80%	77%
American Indian or Alaska Native	—	2	—	—	—
Black or African American	x	115	65%	80%	76%
Hispanic or Latino	✓	41	63%	80%	8%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	x	194	74%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	x	70†	47%†	80%	59%
Limited English Proficient	—	3	—	—	—
Economically Disadvantaged	x	171	65%	80%	76%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

x Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	366	78%	80%	77%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	114	77%	80%	74%
Hispanic or Latino	—	26	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
White	✓	220	80%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	75	60%	80%	57%
Limited English Proficient	—	2	—	—	—
Economically Disadvantaged	✗	151	79%	80%	80%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

# Graduation Rate: Non-AYP

DISTRICT: TROY CITY SCHOOL DISTRICT

DISTRICT ID: 491700010000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	352	70%	365	78%
Not Black or African American	239	72%	252	78%
Not Hispanic or Latino	313	71%	340	79%
Not Asian or Native Hawaiian/Other Pacific Islander	352	70%	361	78%
Not White	160	66%	146	74%
Not Multiracial	354	70%	366	78%
General Education	287	76%	291	82%
English Proficient	351	70%	364	78%
Not Economically Disadvantaged	183	74%	215	77%
Male	188	69%	178	76%
Female	166	71%	188	79%
Migrant	0	—	0	—
Not Migrant	354	70%	366	78%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

### Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 24%, which did not exceed the State average of 31%.

### Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 0%, which did not exceed the State average of 3%.