

New York State District Report Card Comprehensive Information Report

BEDS Code: 49-17-00-01-0000
 Name: Troy City School District
 Superintendent: Lonnie Palmer

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	117	109	83
Kindergarten	384	358	316
First	395	368	338
Second	341	331	300
Third	385	317	309
Fourth	336	335	289
Fifth	347	321	309
Sixth	374	337	325
Ungraded Elementary	74	92	85
Seventh	390	374	361
Eighth	398	359	353
Ninth	364	406	379
Tenth	419	341	378
Eleventh	397	344	308
Twelfth	372	311	316
Ungraded Secondary	0	154	12
Total K-12 Enrollment	4976	4748	4378

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	100	2.0%	91	1.9%	74	1.7%
Black (Not Hispanic)	1403	28.2%	1368	28.8%	1277	29.2%
Hispanic	389	7.8%	402	8.5%	393	9.0%
White (Not Hispanic)	3084	62.0%	2887	60.8%	2634	60.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	21	20	17
Common Branch	20	24	20
English Grade 8	22	19	20
Mathematics Grade 8	20	21	19
Science Grade 8	20	23	19
Social Studies Grade 8	22	23	19
English Grade 10	21	22	27
Mathematics Grade 10	22	28	20
Science Grade 10	18	22	26
Social Studies Grade 10	22	24	27

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	59	1.2%	73	1.5%	75	1.7%
Eligible for Free Lunch	2182	43.9%	1914	40.3%	2076	47.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.9%		91.9%		90.4%
Student Suspensions	630	13.1%	777	15.6%	764	16.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.8%	7.8%	9.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	386
Total Other Professional Staff	32
Total Paraprofessionals	76
Teaching Out of Certification*	18

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	236	215	205
	Regents Diplomas	137	147	165
	% Regents Diplomas	58%	68%	80%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	27	14	27
	Regents Diplomas	6	5	6
	% Regents Diplomas	22%	36%	22%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates	5	18	31
All Students	Total Graduates*	263	229	232
	Regents Diplomas	143	152	171
	% Regents Diplomas	54%	66%	74%
	Regents Diplomas with Advanced Designation**			68
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	5	18	31

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

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

Post-Secondary Plans of 2004-05 Graduates

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

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	9		28	2.3%	23	2.1%
	Entered GED Program*	0		63	5.1%	55	5.1%
	Total Noncompleters	9		91	7.3%	78	7.2%
Students with Disabilities	Dropped Out	0		2	0.8%	9	2.8%
	Entered GED Program*	0		9	3.7%	17	5.3%
	Total Noncompleters	0		11	4.5%	26	8.1%
All Students	Dropped Out	9	0.6%	30	2.0%	32	2.3%
	Entered GED Program*	0	0.0%	72	4.8%	72	5.1%
	Total Noncompleters	9	0.6%	102	6.9%	104	7.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

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

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1144	1099	1072
	Number of Students with Disabilities	270	307	321
	Number of All Students	1414	1406	1393
	Percent of Enrollment	91%	94%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	19		
Completed and Passed Regents Exams	17	89%	80%
Completed and had Course Average of 75% or More	19	100%	82%
Completed and Attained a HS Diploma or Equivalent	19	100%	96%
Completed and Whose Status is Known	19		
Completed and Were Successfully Placed	19	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	0	0%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	266	293	243	23	30	24
Number Scoring 55-100	217	263	217	17	17	20
Number Scoring 65-100	185	237	186	13	12	13
Number Scoring 85-100	46	89	83	0	0	0
Percentage of Tested Scoring 55-100	82%	90%	89%	74%	57%	83%
Percentage of Tested Scoring 65-100	70%	81%	77%	57%	40%	54%
Percentage of Tested Scoring 85-100	17%	30%	34%	0%	0%	0%
Mathematics A						
Number Tested	364	258	274	32	18	26
Number Scoring 55-100	239	249	259	12	14	21
Number Scoring 65-100	199	228	215	8	12	10
Number Scoring 85-100	63	33	39	2	1	0
Percentage of Tested Scoring 55-100	66%	97%	95%	38%	78%	81%
Percentage of Tested Scoring 65-100	55%	88%	78%	25%	67%	38%
Percentage of Tested Scoring 85-100	17%	13%	14%	6%	6%	0%
Mathematics B						
Number Tested	0	90	12	0	1	1
Number Scoring 55-100	0	75	6	0	#	#
Number Scoring 65-100	0	63	4	0	#	#
Number Scoring 85-100	0	7	0	0	#	#
Percentage of Tested Scoring 55-100	0%	83%	50%	0%	#	#
Percentage of Tested Scoring 65-100	0%	70%	33%	0%	#	#
Percentage of Tested Scoring 85-100	0%	8%	0%	0%	#	#
Global History and Geography						
Number Tested	325	249	272	33	21	30
Number Scoring 55-100	260	223	243	15	16	28
Number Scoring 65-100	237	200	227	12	10	25
Number Scoring 85-100	80	85	59	2	1	1
Percentage of Tested Scoring 55-100	80%	90%	89%	45%	76%	93%
Percentage of Tested Scoring 65-100	73%	80%	83%	36%	48%	83%
Percentage of Tested Scoring 85-100	25%	34%	22%	6%	5%	3%
U.S. History and Government						
Number Tested	266	271	230	24	29	22
Number Scoring 55-100	231	242	199	17	20	14
Number Scoring 65-100	211	196	176	15	10	10
Number Scoring 85-100	64	72	70	0	3	1
Percentage of Tested Scoring 55-100	87%	89%	87%	71%	69%	64%
Percentage of Tested Scoring 65-100	79%	72%	77%	62%	34%	45%
Percentage of Tested Scoring 85-100	24%	27%	30%	0%	10%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	256	211	198	15	21	10
Number Scoring 55-100	212	205	194	10	19	10
Number Scoring 65-100	202	195	183	10	15	8
Number Scoring 85-100	44	45	48	1	0	1
Percentage of Tested Scoring 55-100	83%	97%	98%	67%	90%	100%
Percentage of Tested Scoring 65-100	79%	92%	92%	67%	71%	80%
Percentage of Tested Scoring 85-100	17%	21%	24%	7%	0%	10%
Physical Setting/Earth Science						
Number Tested	178	285	287	24	24	33
Number Scoring 55-100	114	239	246	12	10	24
Number Scoring 65-100	98	192	188	6	6	10
Number Scoring 85-100	36	43	59	0	0	0
Percentage of Tested Scoring 55-100	64%	84%	86%	50%	42%	73%
Percentage of Tested Scoring 65-100	55%	67%	66%	25%	25%	30%
Percentage of Tested Scoring 85-100	20%	15%	21%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	150	179	151	3	7	4
Number Scoring 55-100	122	146	94	#	5	#
Number Scoring 65-100	98	91	57	#	3	#
Number Scoring 85-100	20	11	4	#	0	#
Percentage of Tested Scoring 55-100	81%	82%	62%	#	71%	#
Percentage of Tested Scoring 65-100	65%	51%	38%	#	43%	#
Percentage of Tested Scoring 85-100	13%	6%	3%	#	0%	#
Physical Setting/Physics						
Number Tested		51	83		1	1
Number Scoring 55-100		41	53		#	#
Number Scoring 65-100		32	43		#	#
Number Scoring 85-100		7	13		#	#
Percentage of Tested Scoring 55-100		80%	64%		#	#
Percentage of Tested Scoring 65-100		63%	52%		#	#
Percentage of Tested Scoring 85-100		14%	16%		#	#

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	14	20	14	2	0	0
Number Scoring 55-100	13	20	14	#	0	0
Number Scoring 65-100	13	20	14	#	0	0
Number Scoring 85-100	5	10	7	#	0	0
Percentage of Tested Scoring 55-100	93%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	36%	50%	50%	#	0%	0%
Comprehensive Italian						
Number Tested	55	48	22	1	1	0
Number Scoring 55-100	53	47	22	#	#	0
Number Scoring 65-100	51	47	22	#	#	0
Number Scoring 85-100	22	30	15	#	#	0
Percentage of Tested Scoring 55-100	96%	98%	100%	#	#	0%
Percentage of Tested Scoring 65-100	93%	98%	100%	#	#	0%
Percentage of Tested Scoring 85-100	40%	62%	68%	#	#	0%
Comprehensive German						
Number Tested	8	17	5	0	0	0
Number Scoring 55-100	7	17	5	0	0	0
Number Scoring 65-100	7	17	5	0	0	0
Number Scoring 85-100	4	9	3	0	0	0
Percentage of Tested Scoring 55-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	53%	60%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	85	76	78	2	0	1
Number Scoring 55-100	77	75	78	#	0	#
Number Scoring 65-100	76	73	78	#	0	#
Number Scoring 85-100	40	37	51	#	0	#
Percentage of Tested Scoring 55-100	91%	99%	100%	#	0%	#
Percentage of Tested Scoring 65-100	89%	96%	100%	#	0%	#
Percentage of Tested Scoring 85-100	47%	49%	65%	#	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	274	14%	14%	48%	23%
	Students with Disabilities	48	40%	15%	35%	10%
	All Students	322	18%	14%	46%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	262	5%	35%	52%	7%
	Students with Disabilities	45	24%	58%	18%	0%
	All Students	307	8%	39%	47%	6%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	250	250	250	65	65	65	315	315	315
Number Scoring 55–64	19	20	13	4	9	9	23	29	22
Number Scoring 65–84	119	128	145	12	9	18	131	137	163
Number Scoring 85–100	85	81	78	2	4	1	87	85	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		13	14		0	0
Beginning		1	2		0	0
Intermediate		3	3		0	0
Advanced		6	4		0	0
Proficient		3	5		0	0
Reading and Writing (Grade K-1)						
Number Tested		14	14		0	0
Beginning		5	7		0	0
Intermediate		4	5		0	0
Advanced		1	1		0	0
Proficient		4	1		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		14	11		0	1
Beginning		1	1		0	#
Intermediate		5	2		0	#
Advanced		3	4		0	#
Proficient		5	4		0	#
Reading and Writing (Grade 2-4)						
Number Tested		14	11		0	1
Beginning		6	3		0	#
Intermediate		3	4		0	#
Advanced		4	1		0	#
Proficient		1	3		0	#
Listening and Speaking (Grade 5-6)						
Number Tested		16	12		1	1
Beginning		0	1		#	#
Intermediate		3	3		#	#
Advanced		4	4		#	#
Proficient		9	4		#	#
Reading and Writing (Grade 5-6)						
Number Tested		16	12		1	1
Beginning		4	5		#	#
Intermediate		4	2		#	#
Advanced		5	3		#	#
Proficient		3	2		#	#

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

(Form – K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		18	16		3	1
Beginning		1	1		#	#
Intermediate		3	1		#	#
Advanced		7	8		#	#
Proficient		7	6		#	#
Reading and Writing (Grade 7-8)						
Number Tested		18	16		3	1
Beginning		3	1		#	#
Intermediate		6	6		#	#
Advanced		7	5		#	#
Proficient		2	4		#	#
Listening and Speaking (Grade 9-12)						
Number Tested		14	16		0	1
Beginning		0	1		0	#
Intermediate		4	4		0	#
Advanced		4	2		0	#
Proficient		6	9		0	#
Reading and Writing (Grade 9-12)						
Number Tested		14	16		0	1
Beginning		1	2		0	#
Intermediate		6	4		0	#
Advanced		6	7		0	#
Proficient		1	3		0	#

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

(Form - L)