

Executive Summary School Accountability Report Card, 2009–10

For Troy High School

Address: 2200 East Dorothy Lane, Fullerton, CA 92831-3036
Principal: Maggie Buchan

Phone: 714-626-4401
Grade Span: 9 – 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Troy High School (TRHS), a four-year comprehensive high school, served approximately 2,642 students in 2009/10. Troy High School opened in 1964 and is located near California State University, Fullerton.

Long an innovator in educational strategies and curriculum, the school attracts students from surrounding areas of Orange County, primarily through the reputation of its technology and science programs. For the reporting year, 74 percent of TRHS students came from outside the immediate attendance area. In 1986, the Troy Tech program, a high technology magnet for gifted and talented students, was established. As a result, an infusion of computers and other aspects of educational technology into all areas of the school's curriculum occurred at a rapid rate. Concurrent with the establishment of Troy Tech, the school implemented the International Baccalaureate program. This comprehensive and cohesive liberal arts-centered course of study adheres to worldwide standards of excellence.

TRHS's mission is to *“provide both a comprehensive liberal arts educational program and a specialized program of study for students of all abilities and backgrounds.”* At each stage of their development and in each pathway of study, students are being shaped into critical thinkers, effective communicators, good citizens, and life-long learners. As such, students are encouraged to articulate and pursue a personal and professional vision for their own futures. TRHS's educational community is committed to helping its students actualize their visions.

In June, 2008, TRHS received a full six-year accreditation from the Western Association of Schools and Colleges

Student Enrollment

Group	Enrollment
Number of students	2,631
Black or African American	1.63%
American Indian or Alaska Native	.27%
Asian	45.80%
Hispanic or Latino	20.83%
Native Hawaiian/Pacific Islander/ Filipino	.30%
White (not of Hispanic origin)	29.08%
Two or More Races	1.60%
Socioeconomically Disadvantaged	3.5%
English Learners	4.5%
Students with Disabilities	7.7%

Teachers

Indicator	Teachers
Teachers with full credential	99
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	85%
Mathematics	72%
Science	81%
History-Social Science	86%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	918
Statewide Rank (from 2009 Base API Report)	10
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 5 of 5
2010–11 Program Improvement Status (PI Year)	n/a

School Facilities

Summary of Most Recent Site Inspection

During the 2007/08 school year, modernization was completed at all of the six comprehensive high schools in the District. This work included upgrades to classrooms and restroom facilities, as well as making improvements to grounds and landscaping. With the completion of the modernization, all educational facilities in the District are in excellent condition and repair.

The start of construction on a new 60,000 square foot facility that began in 2007 will house the District's continuation and alternative high schools. This planned improvement for the school years 2008/09 and 2009/10 will provide all students in the District with exceptional facilities.

During 2009/10, as in previous years, the sites have been inspected by District maintenance staff three times a year. These inspections check all facilities for cleanliness, upkeep, and safety.

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Repairs Needed

As of the last site inspection no major or emergency repairs were needed. Any minor repairs were noted on the inspection summary and are routinely corrected before the next inspection.

Corrective Actions Taken or Planned

Using the District Deferred Maintenance Five-Year Plan, preventative and routine repairs are handled in a timely manner avoiding most emergency repairs. The District Service Center responds to site needs as they arise and provides regularly scheduled maintenance in support of the site facilities. Each year items that are not on the routine maintenance list become topics of discussion with the District Budget Study Committee for recommendations as summer projects to address campus improvements beyond the basic operational needs.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,944
District	\$6,735
State	n/a

School Completion

Indicator	Result
Graduation Rate (if applicable)	99%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	96.3%
Graduates Who Completed All Courses Required for University of California or California State University Admission	43.40%

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Troy High School	District Name	Fullerton Joint Union High School District
Street	2200 East Dorothy Lane	Phone Number	714-870-2800
City, State, Zip	Fullerton, CA 92831-3036	Web Site	www.fjuhsd.net
Phone Number	714-626-4401	Superintendent	George J. Giokaris
Principal	Maggie Buchan	E-mail Address	ggiokaris@fjuhsd.net
E-mail Address	mbuchan@fjuhsd.net	CDS Code	30-66514-3037496

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Troy High School (TRHS), a four-year comprehensive high school, served approximately 2,642 students in 2008/09. Opened in 1964, the school is located near California State University, Fullerton.

Long an innovator in educational strategies and curriculum, the school attracts students from surrounding areas of Orange County, primarily through the reputation of its technology and science programs. For the reporting year, 62 percent of TRHS students came from outside the immediate attendance area. In 1986, the Troy Tech program, a high technology magnet for gifted and talented students, was established. As a result, an infusion of computers and other aspects of educational technology into all areas of the school's curriculum occurred at a rapid rate. Concurrent with the establishment of Troy Tech, the school implemented the International Baccalaureate program. This comprehensive and cohesive liberal arts-centered course of study adheres to worldwide standards of excellence.

TRHS's mission is to *"provide both a comprehensive liberal arts educational program and a specialized program of study for students of all abilities and backgrounds."* At each stage of their development and in each pathway of study, students are being shaped into critical thinkers, effective communicators, good citizens, and life-long learners. As such, students are encouraged to articulate and pursue a personal and professional vision for their own futures. Troy's educational community is committed to helping its students actualize their visions.

In June, 2008, TRHS received a full six-year accreditation from the Western Association of Schools and Colleges.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents of TRHS students are actively involved with their child's education through a variety of clubs and organizations. The PTSA and The Troy Support Organization (TTSO) are two of the largest parent organizations and support the students and staff school-wide through their efforts. Parents are also involved with athletic booster organizations as well as groups for supporting the visual and performing arts programs. Parents assist in a variety of school operations by volunteering in the library, activities office, attendance office, textbook room, orientation, graduation, and copy services. Additionally, parents serve as student mentors, chaperones, and guest speakers throughout the campus.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	682
Grade 3	0	Grade 10	628
Grade 4	0	Grade 11	644
Grade 5	0	Grade 12	673
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2,627

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.63%	White	29.08%
American Indian or Alaska Native	.27%	Two or More Races	1.60%
Asian	45.80%	Socioeconomically Disadvantaged	3.5%
Native Hawaiian/Pacific Islander/Filipino	20.83%	English Learners	4.5%
Hispanic or Latino	.30%	Students with Disabilities	7.7%

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.7	44	11	40	27.5	41	10	42	32.7	4	24	47
Mathematics	33.6	3	22	47	32.0	5	28	42	32.6	2	28	41
Science	34.0	1	16	50	34.3		16	52	32.5	3	20	44
Social Science	34.3	2	17	51	34.1	1	16	57	32.9	2	28	42

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Troy High School has adopted a comprehensive school safety plan, which is reviewed and approved by the School Site Council annually. The school safety plan includes a review of California Safe Schools Assessment Data, descriptions of available intervention programs, and detailed procedures for: 1) maintaining a safe and orderly school environment; 2) campus access; 3) child abuse reporting; 4) staff notification of potentially dangerous situations; 5) disaster preparedness; 6) dress code policy and enforcement; 7) discipline; 8) maintaining a drug, alcohol, and tobacco free campus; and 9) sexual harassment, crime, and other reporting requirements. Copies of faculty and student handbooks, disaster preparedness manuals, and District policies and procedures are incorporated in the plan for staff reference and use. A copy of this comprehensive plan is available for public review in the Principal's office.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	8.6%	4.0%	4.3%	10.2%	8.4%	13.2%
Expulsions	0.0%	0.2%	.2%	0.2%	0.4%	.4%

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument to inspect the condition of the buildings and grounds on the campus quarterly. The results of this survey are available at the principal's office or at the Business Services office at the District Education Center.

School Buildings

Troy High School opened in 1964 and is built on 37 acres and includes seven classroom buildings, two gymnasiums, athletic fields, and parking areas. Facilities have been modified and modernized as required to provide for changing needs such as the creation of computer labs and expansion of specialized classrooms. A new science building was dedicated with ten life and physical science classrooms in the spring of 2005. Modernization of all classrooms was completed during August, 2007. Troy's dedicated grounds and custodial staff members maintain a clean, orderly, and safe school. Campus beautification and security projects are a priority when considering funding schoolwide resource allocations. The District's Service Center cooperates closely with campus staff members to respond to special maintenance needs at the school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The principal and assistant principal of instruction/operations work with the custodial staff members to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year, the District budgeted approximately \$475,000 for the deferred maintenance program.

Deferred Maintenance Projects

During the 2007/08 school year, modernization was completed at all of the six comprehensive high schools in the District. This work included upgrades to classrooms and restroom facilities, as well as making improvements to grounds and landscaping. With the completion of modernization, all educational facilities in the District are in excellent condition and repair.

2007 saw the start of construction on a new 60,000 square foot facility that will house the District's continuation and alternative high schools. This planned improvement for the school years 2008/09 and 2009/10 will provide all students in the District with exceptional facilities.

During 2009/10, as in previous years, the sites have been inspected by District maintenance staff three times a year. These inspections check all facilities for cleanliness, upkeep, and safety.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			n/a
Interior: Interior Surfaces	n/a	X			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			n/a
Electrical: Electrical	n/a	X			n/a
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			n/a
Safety: Fire Safety, Hazardous Materials	n/a	X			n/a
Structural: Structural Damage, Roofs	n/a	X			n/a
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			n/a
Overall Rating		X			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	107	109	99	555
Without Full Credential	2	2	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	100%	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.4	600
Counselor (Social/Behavioral or Career Development)	1.0	n/a
Library Media Teacher (librarian)	1.0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Psychologist	3	n/a
Social Worker	0	n/a
Nurse	2	n/a
Speech/Language/Hearing Specialist	3.0	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good, Yes, Yes	0	8/17/2010
Mathematics	Good, Yes, Yes	0	6/16/2009
Science	Good, Yes, Yes	0	6/16/2009
History-Social Science	Good, Yes, Yes	0	8/12/2008
Foreign Language	Good, Yes, Yes	0	8/17/2010
Health	Good, Yes, Yes	0	11/30/2009
Visual and Performing Arts	Good, Yes, Yes	0	8/17/2010
Science Laboratory Equipment (grades 9-12)	Good, Yes, Yes	0	n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,822	\$1,854	\$5,968	\$84,994
District	\$8,753	\$1,958	\$6,795	\$85,411
Percent Difference – School Site and District	-10.6%	-5.3%	-12%	-0.5%
State	\$9,024	n/a	\$6,885	\$70,728
Percent Difference – School Site and State	-13.3%	n/a	-13%	20%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic content and academic achievement standards required of all students. Funds are used to teach a pilot course in technology, pay for substitutes, instructional aides, supplemental books, and conferences.

EIA funds are designated to provide a supplemental instructional program for immigrant students. EIA funds are allotted for tutorial support, substitutes, instructional aides, supplemental books, instructional supplies, and consultant fees.

EIA/LEP funds provide support to develop English fluency in LEP students, promote students' self-concept, promote cross-cultural understanding, and provide equal opportunity for academic achievement. EIA/LEP funds support after-school tutoring, instructional aides, supplemental books, instructional supplies, conferences, and postage.

SB813 funds are allotted to facilitate advisement conferences that allow counselors to meet individually with all 10th grade students and their parents.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,115	\$43,097
Mid-Range Teacher Salary	\$84,994	\$70,018
Highest Teacher Salary	\$107,313	\$89,676
Average Principal Salary (Elementary)	n/a	n/a
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	\$153,036	\$128,615
Superintendent Salary	\$235,294	\$204,469
Percent of Budget for Teacher Salaries	39.79%	37.52%
Percent of Budget for Administrative Salaries	7.08%	5.13%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	85	85	84	58	57	59	46	50	52
Mathematics	72	72	72	36	37	38	43	46	48
Science	80	87	82	52	55	54	46	50	54
History-Social Science	75	79	78	50	55	57	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59	38	54	57
All Students at the School	84	72	82	78
Male	81	72	78	80
Female	87	71	67	75
Black or African American	81	67	96	93
American Indian or Alaska Native	*	*	*	*
Asian	95	91	96	95
Filipino	93	75	95	83
Hispanic or Latino	64	44	55	49
Native Hawaiian or Pacific Islander	*	*	*	*
White	83	63	77	68
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	63	51	58	56
English Learners	44	42	9	26
Students with Disabilities	45	37	6	19
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	91.0	91.3	85.7	70.1	72.8	70.1	52.9	52.0	NA
Mathematics	89.9	92.5	87.7	67.7	73.6	71.9	51.3	53.3	NA

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29.8	22.6	47.5	28.1	35.4	36.5
All Students at the School	14.3	13.8	71.9	12.3	24.0	63.7
Male	18.0	14.2	67.8	13.7	20.5	65.8
Female	10.0	13.3	76.7	10.8	28.0	61.3
Black or African American	18.2	36.4	45.5	36.4	17.3	36.4
American Indian or Alaska Native	*	*	*	*	*	*
Asian	2.4	4.8	92.8	2.4	6.0	91.6
Filipino	*	*	*	*	*	*
Hispanic or Latino	36.8	19.8	43.4	30.5	47.6	21.9
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	17.8	21.6	60.5	14.6	35.1	50.3
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	41.5	14.6	43.9	32.1	27.2	40.7
English Learners	48.6	27.0	24.3	36.1	30.6	33.3
Students with Disabilities	90.9	6.1	3.0	90.6	6.2	3.1
Students Receiving Migrant Education Services	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	5.5	20.3	70.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	3	7	-7
Black or African American			
American Indian or Alaska Native			
Asian	3	8	
Filipino		7	
Hispanic or Latino	-4	43	-27
Native Hawaiian/Pacific Islander			
White	10	0	12
Two or More Races	N/A	N/A	-34
Socioeconomically Disadvantaged		57	-22
English Learners	86		-29
Students with Disabilities	79	42	

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	-7	9	14
Black or African American		28	18
American Indian or Alaska Native			14
Asian		8	18
Filipino		24	-24
Hispanic or Latino	-27	7	21
Native Hawaiian/Pacific Islander			
White	12	18	13
Two or More Races	-34	-27	-41
Socioeconomically Disadvantaged	-22	11	21
English Learners	-29	11	14
Students with Disabilities		-27	

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	99%	94%

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Yes
First Year of Program Improvement	Not in PI	2004 – 2005
Year in Program Improvement	Not in PI	Year 7
Number of Schools Currently in Program Improvement	n/a	3
Percent of Schools Currently in Program Improvement	n/a	37.5%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school’s one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	0.3	0.1	0.2	2.3	2.8	1.9	4.4	3.9	4.5
Graduation Rate	99.8	99.8	98.9	96.3	95.2	93.7	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	99.6	93.8	94.5
Black or African American	1.1	2.4	89.7
American Indian or Alaska Native	0.5	0.3	95.3
Asian	52.7	23.7	97.4
Filipino	*	*	98.2
Hispanic or Latino	13.3	45.0	91.6
Native Hawaiian/Pacific Islander	0.3	0.3	95.2
White	31.9	27.1	98.1
Two or More Races	*	0.5	*
Socioeconomically Disadvantaged	2.5	13.8	91.3
English Learners	5.1	24.1	98.5
Students with Disabilities	1.3	4.5	53.4

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

The District's instructional programs foster acquisition and growth of vital work readiness skills including critical thinking, problem solving, communication, use of technology, interpersonal relationships, and personal moral and civic values. Specialized programs for students are offered which integrate career learning and work readiness as follows: Regional Occupational Programs, Career Center Units, Carl Perkins Vocational Education, and NJROTC. Troy High School also participates in various local business partnerships.

In conjunction with ROP, students can enroll in other specialized programs that integrate academic learning and work readiness. Offerings include retail trades/hardware/home improvement, health careers, automotive technology, computer-aided drafting, business technology, agriculture, the law and legal careers, and computer technology.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	320
Percent of pupils completing a CTE program and earning a high school diploma	96.3%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2009–10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	83.3
Graduates Who Completed All Courses Required for UC/CSU Admission	43.4

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	n/a
English	2	n/a
Fine and Performing Arts	3	n/a
Foreign Language	4	n/a
Mathematics	3	n/a
Science	5	n/a
Social Science	5	n/a
All courses	23	41.7%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Principal Maggie Buchan completed her fourth year as principal of Troy High School (TRHS) during the 2009/10 school year. The administrative team includes four assistant principals and a Dean of Attendance. The Leadership Council consists of the department chairs, the WASC focus group leaders, the LEP Coordinator, and the administrators. The School Site Council is also actively involved in the decision-making process at the school and membership includes teachers, classified staff members, students, parents, and the principal.

Parent participation at TRHS can be observed in almost every aspect of campus life. Parents are represented on the following District and school policy-making groups: School Site Council, Principal's Advisory Board, WASC, Title I/ELL Advisory Committee, and Budget Study Committee. Booster clubs are also an important key to the success of the school.

TRHS offers students a comprehensive program in both the academic and co-curricular areas. Standards-based instruction and data-driven decision making are stressed. The school offers a wide range of subjects and programs to meet students' varying needs and interests. All students take the core curriculum to meet graduation requirements and to prepare them for the challenges of life beyond high school. Special programs exist for students with identified special needs (Special Education and English Language Development).

Academic courses that prepare students for admission to the University of California/California

State University system, and most private universities are available to students who indicate that preference. International Baccalaureate (IB), Advanced Placement (AP), and honors level courses are offered as part of the regular curriculum.

Navy Junior Reserve Officers' Training Corps (NJROTC) is available to all students. The cadets learn to follow and lead. The goal of ROTC is to build better and more productive citizens. Regional Occupational Program (ROP) classes are also offered for those students indicating a preference in pursuing a vocation directly upon graduating from high school. Guidance staff members work closely with students, parents, and instructional staff members to ensure that each student is enrolled in a course of study aligned with his/her individual career goals.

Staff members at TRHS are dedicated to fostering the intellectual, emotional, physical, and social growth of all students. Students are treated as valuable members of the learning community. Highly qualified staff members work to create an engaging and challenging curriculum – one designed to promote academic success for all students.

TRHS has been awarded the prestigious Golden Bell Award (1993) for the Troy Tech Internship Program from the California School Boards Association, selected as a California Distinguished School (1988, 1994, 1999, and 2005), A National Blue Ribbon School (1999 and 2006), and A New American High School (2000).

Staff members at TRHS believe that professional development is a critical component in maintaining a positive and enriching learning environment. Instructional staff members are involved in determining the focus of staff development as well as providing the leadership for various sessions. Staff members are also encouraged to participate in conferences/workshops, which provide the latest information, and trends in education.

Three full instructional days are designated for professional development activities. The Staff Development Plan addresses the key issues of the school. The goals of professional development at TRHS focus on the Western Association of Schools and Colleges accreditation action plans, a continued focus on meeting the needs of students who are underachieving on standardized tests, and the development of new uses for technology in the classroom.

All departments are committed to an awareness of the various learning styles of students. Staff development in recent years has highlighted aligning department curricula with State and District standards and frameworks, cooperative learning, Specially Designed Academic Instruction in English, technology, and *Classroom Instruction That Works* instructional strategies.