

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Troy High School

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

Phone: 714-626-4401

Principal: Maggie Buchan

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 school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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, a four-year comprehensive high school, served approximately 2,625 students in 2007/08. 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, 72 percent of Troy 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.

Troy High School'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, Troy received a full six-year accreditation from the Western Association of Schools and Colleges.

Student Enrollment

| Group | Percent |
|----------------------------------|---------|
| African American | 1.17 % |
| American Indian or Alaska Native | 0.27 % |
| Asian | 41.2 % |
| Filipino | 4.44 % |
| Hispanic or Latino | 15.11 % |
| Pacific Islander | 0.19 % |

| | |
|---------------------------------|-------------|
| White (not Hispanic) | 26.75 % |
| Multiple or No Response | 10.86 % |
| Socioeconomically Disadvantaged | 7 % |
| English Learners | 11 % |
| Students with Disabilities | 6 % |
| Total Number of students | 2568 |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 107 |
| Teachers without full credential | 2 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

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.

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 2007/08, 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.

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 Areas | 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 | \$5,175 |
| District | \$5,692 |
| State | \$5,300 |

Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|------------------------|---|
| English-Language Arts | 85% |
| Mathematics | 72% |
| Science | 83% |
| History-Social Science | 75% |

Academic Progress

| Indicator | Result |
|---|--------|
| 2008 Growth API Score (from 2008 Growth API Report) | 917 |
| Statewide Rank (from 2007 Base API Report) | 10 |
| 2008-09 Program Improvement Status (PI Year) | no |

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | 85% |

Postsecondary Preparation

| Measures | Percent of Graduates |
|--|----------------------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 14% |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 60% |

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. 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 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools 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, Ed.D. |
| 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 2007-08)

This section provides information about the school's goals and programs.

Troy High School, a four-year comprehensive high school, served approximately 2,625 students in 2007/08. 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, 72 percent of Troy 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.

Troy High School'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, Troy received a full six-year accreditation from the Western Association of Schools and Colleges.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents of Troy 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 2007-08)

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

| Grade Level | Number of Students |
|---------------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 738 |
| Grade 10 | 671 |
| Grade 11 | 577 |
| Grade 12 | 582 |
| Ungraded Secondary | 0 |
| Total Enrollment | 2568 |

Student Enrollment by Group (School Year 2007-08)

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 |
|----------------------------------|-----------------------------|
| African American | 1.17 % |
| American Indian or Alaska Native | 0.27 % |
| Asian | 41.2 % |
| Filipino | 4.44 % |
| Hispanic or Latino | 15.11 % |
| Pacific Islander | 0.19 % |
| White (not Hispanic) | 26.75 % |
| Multiple or No Response | 10.86 % |

| | |
|---------------------------------|------|
| Socioeconomically Disadvantaged | 7 % |
| English Learners | 11 % |
| Students with Disabilities | 6 % |

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 | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 26.8 | 36 | 17 | 30 | 26.7 | 42 | 15 | 32 | 26.7 | 44 | 11 | 40 |
| Mathematics | 33.9 | 1 | 15 | 47 | 31.7 | 6 | 21 | 42 | 33.6 | 3 | 22 | 47 |
| Science | 32.7 | 4 | 17 | 37 | 33.3 | 3 | 17 | 42 | 34.0 | 1 | 16 | 50 |
| Social Science | 34.6 | 5 | 15 | 45 | 35.0 | 1 | 13 | 52 | 34.3 | 2 | 17 | 51 |

III. School Climate

School Safety Plan (School Year 2007-08)

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Suspensions | 7.2 | 8.8 | 8.6 | 8.7 | 9.6 | 10.2 |
| Expulsions | 0.6 | 0.0 | 0.0 | 0.8 | 0.2 | 0.2 |

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, 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

First opened in 1964, Troy High School 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 daily 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 condition, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year, the District budgeted approximately \$1,400,000 for the deferred maintenance program, an amount that represents one percent of the District's General Fund Budget.

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 the 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 2007/08, 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.

Modernization Projects

During the 2006/07 school year, local bond funds (Measure AA) and State matching funds were used to install new heating, ventilation, and air condition in classrooms, provide wiring for technology; replace lighting in classrooms; install dropped ceilings in classrooms; install insulation in classrooms; and replace all utility mains including gas, water, sewer, and electrical. The work on this project began in the fall of 2005, and was completed by the end of the summer of 2008.

School Facility Good Repair Status (School Year 2008-09)

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

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior and exterior) | X | | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | | |
| Hazardous Materials (interior and exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior and exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (inside and outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Playground/School Grounds | X | | | |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | X | | |

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 at the [DataQuest](#) Web site.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 93 | 99 | 107 | 602 |
| Without Full Credential | 7 | 3 | 2 | 17 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N/A |

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 | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 1 | 0 |
| Total Teacher Misassignments | 1 | 1 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 99.1 | 0.9 |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | 98.8 | 1.2 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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 | 5.0 | 513 |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (paraprofessional) | 1.0 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 2.0 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials |
|-----------------------|--|---|
| Reading/Language Arts | Good, Yes, Yes | 0 |

| | | |
|--|----------------|---|
| Mathematics | Good, Yes, Yes | 0 |
| Science | Good, Yes, Yes | 0 |
| History-Social Science | Good, Yes, Yes | 0 |
| Foreign Language | Good, Yes, Yes | 0 |
| Health | Good, Yes, Yes | 0 |
| Visual and Performing Arts | Good, Yes, Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | Good, Yes, Yes | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$6,704 | \$1,528 | \$5,175 | \$77,511 |
| District | N/A | N/A | \$5,692 | \$77,207 |
| Percent Difference – School Site and District | N/A | N/A | 9% | .4% |
| State | N/A | N/A | \$5,300 | \$65,574 |
| Percent Difference – School Site and State | N/A | N/A | 2.4% | 15% |

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46027 | \$41367 |
| Mid-Range Teacher Salary | \$76057 | \$66967 |
| Highest Teacher Salary | \$99026 | \$85877 |
| Average Principal Salary (Elementary) | N/A | \$ |
| Average Principal Salary (Middle) | N/A | \$112947 |
| Average Principal Salary (High) | \$137581 | \$123438 |
| Superintendent Salary | \$226,023 | \$185780 |
| Percent of Budget for Teacher Salaries | 38.2 % | 37.1 % |
| Percent of Budget for Administrative Salaries | 4.7 % | 5.1 % |

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 86 | 85 | 85 | 51 | 54 | 58 | 42 | 43 | 46 |
| Mathematics | 74 | 70 | 72 | 32 | 32 | 36 | 40 | 40 | 43 |
| Science | 86 | 86 | 80 | 51 | 48 | 52 | 35 | 38 | 46 |
| History-Social Science | 80 | 75 | 75 | 49 | 47 | 50 | 33 | 33 | 36 |

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

CST 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 |
| African American | 85 | 62 | * | 38 |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 96 | 90 | 95 | 91 |
| Filipino | 93 | 75 | 86 | 82 |
| Hispanic or Latino | 61 | 38 | 41 | 44 |
| Pacific Islander | * | * | * | * |

| | | | | |
|---|----|----|----|----|
| White (not Hispanic) | 81 | 63 | 76 | 63 |
| Male | 83 | 72 | 80 | 79 |
| Female | 88 | 73 | 81 | 71 |
| Economically Disadvantaged | 61 | 38 | 49 | 47 |
| English Learners | 73 | 70 | 62 | 49 |
| Students with Disabilities | 28 | 11 | 26 | 27 |
| Students Receiving Migrant Education Services | | | | |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. 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 10 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 Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English | 90.0 | 90.5 | 91.0 | 67.7 | 62.8 | 70.1 | 51.1 | 48.6 | 52.9 |
| Mathematics | 89.8 | 92.1 | 89.9 | 68.3 | 66.3 | 67.7 | 46.8 | 49.9 | 51.3 |

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.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

| Group | English | | | Mathematics | | |
|---|----------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 9.0 | 41.4 | 49.6 | 10.1 | 22.3 | 67.6 |
| Male | 10.7 | 42.7 | 46.6 | 9.7 | 23.0 | 67.3 |
| Female | 7.3 | 39.9 | 52.8 | 10.5 | 21.6 | 67.9 |
| African American | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 2.5 | 33.0 | 64.5 | 0.0 | 9.3 | 90.7 |
| Filipino | 3.0 | 36.4 | 60.6 | 3.0 | 9.1 | 87.9 |
| Hispanic or Latino | 28.2 | 50.0 | 21.8 | 40.5 | 35.4 | 24.1 |
| Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 12.1 | 51.1 | 36.8 | 14.4 | 37.0 | 48.6 |
| English Learners | 25.7 | 54.3 | 20.0 | 17.1 | 28.6 | 54.3 |
| Socioeconomically Disadvantaged | 34.1 | 46.3 | 19.5 | 41.5 | 26.8 | 31.7 |
| Students Receiving Migrant Education Services | * | * | * | * | * | * |

| | | | | | | |
|----------------------------|------|------|------|------|------|------|
| Students with Disabilities | 64.7 | 17.6 | 17.6 | 47.1 | 35.3 | 17.6 |
|----------------------------|------|------|------|------|------|------|

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 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones |
|-------------|---|
| 5 | 0 |
| 7 | 0 |
| 9 | 72.7 |

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 10 | 10 | 10 |

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 3037496

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| | 2005-06 | 2006-07 | 2007-08 | 2008 |
|----------------------------------|---------|---------|---------|------|
| All Students at the School | 27 | -10 | 3 | 917 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 21 | -6 | 3 | 975 |
| Filipino | | | | 936 |
| Hispanic or Latino | 50 | -20 | -4 | 786 |
| Pacific Islander | | | | |
| White (not Hispanic) | 18 | -21 | 10 | 893 |
| Socioeconomically Disadvantaged | | | | 763 |
| English Learners | | | 86 | 872 |
| Students with Disabilities | | -62 | 79 | 627 |

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though

Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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 AYP criteria.

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

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 at the [AYP](#) Web page.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | |

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [University of California](#) Web site.

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 site.

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 is 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 [DataQuest](#) Web site.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Dropout Rate (1-year) | | 0.1 | 0.3 | 0.4 | 0.7 | 2.3 | 3.1 | 3.5 | 4.4 |
| Graduation Rate | 100.0 | 99.4 | 99.8 | 97.8 | 96.6 | 96.3 | 85.0 | 83.0 | 79.5 |

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2008 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 503 | 3,157 | N/A |
| African American | 4 | 74 | N/A |
| American Indian or Alaska Native | 1 | 4 | N/A |
| Asian | 208 | 632 | N/A |
| Filipino | 17 | 89 | N/A |

| | | | |
|---------------------------------|-----|-------|-----|
| Pacific Islander | 1 | 13 | N/A |
| White (not Hispanic) | 164 | 1,010 | N/A |
| Socioeconomically Disadvantaged | 23 | 662 | N/A |
| English Learners | 9 | 532 | N/A |

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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, AVID, 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 2007-08)

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

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of the school's pupils participating in CTE | 1,741 |
| Percent of the school's pupils completing a CTE program and earning a high school diploma | 14% |
| Percent of school's 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 2007-08)

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 at the [DataQuest](#) Web site.

| UC/CSU Course Measure | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 80.3 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 60.7 |

Advanced Placement Courses (School Year 2007-08)

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 at the [DataQuest](#) Web site.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 2 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 4 | N/A |
| Mathematics | 3 | N/A |
| Science | 3 | N/A |

| | | |
|----------------|----|------|
| Social Science | 4 | N/A |
| All courses | 19 | 16.2 |

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 second year as principal of Troy High School during the 2007/08 school year. The administrative team includes three 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 Troy High School 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.

Troy High School 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 Troy High School 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.

Troy High School 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 Troy High School 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 Troy High School 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.