2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet   Type of School: (Check all that apply) __ Elementary __ Middle X High __ K-12 __Charter

Name of Principal _____Mr. Charles F. Maruca_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name _____Troy High School_____
(As it should appear in the official records)

School Mailing Address_____2200 E. Dorothy Lane_____
(If address is P.O. Box, also include street address)

___Fullerton_____   CA_____92831-3036___
City   State   Zip Code+4 (9 digits total)

County _____Orange_____State School Code Number*__30665143037496_____

Telephone _____(714) 626.4401_____Fax_____(714) 626.4492_____

Website/URL_____troyhigh.com_____   E-mail____cmaruca@fjuhsd.k12.ca.us_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent*_____Dr. George J. Giokaris_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name ____Fullerton Joint Union High School District____ Tel. (714) 870.2801_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board   Mr. Bill Dunton
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)
Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
                                         _____ Middle schools
                                         _____ Junior high schools
                                         __6__ High schools
                                         __2__ Other

                                         __8__ TOTAL

2. District Per Pupil Expenditure: **$6,309**

    Average State Per Pupil Expenditure: **$7,007**

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [X] Suburban school with characteristics typical of an urban area
    [ ] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

4. __9__ Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K					8			
1					9	301	343	644
2					10	278	295	573
3					11	234	296	530
4					12	243	332	575
5					Other			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					2322

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   33%___ White
    the students in the school: 01%___ Black or African American
                                     16%___ Hispanic or Latino
                                     49%___ Asian/Pacific Islander
                                     01%___ American Indian/Alaskan Native
                                     100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: ___8___ %

    [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	66
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	130
(3)	Total of all transferred students [sum of rows (1) and (2)]	196
(4)	Total number of students in the school as of October 1	2322
(5)	Total transferred students in row (3) divided by total students in row (4)	.084
(6)	Amount in row (5) multiplied by 100	8.4

8. Limited English Proficient students in the school: **_5___**%
                                     117___Total Number Limited English Proficient
    Number of languages represented: **28_____**
    Specify languages: **Arabic, Armenian, Burmese, Cantonese, Cebuano, English, Farsi, Greek, Gujurati, Hindi, Hungarian, Indonesian, Italian, Japanese, Khmer, Korean, Lao, Mandarin, Tagalog, Punjabi, Rumanian, Russian, Samoan, Spanish, Taiwanese, Thai, Urdu, Vietnamese**

9. Students eligible for free/reduced-priced meals: ___**3**___%

    Total number students who qualify: ___**79**___

10. Students receiving special education services: ____**9**____%
                                     __**211**____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

21 Autism   **11** Orthopedic Impairment
1 Deafness   **13** Other Health Impaired
0 Deaf-Blindness   **33** Specific Learning Disability
0 Emotional Disturbance   **16** Speech or Language Impairment
3 Hearing Impairment   **6** Traumatic Brain Injury
82 Mental Retardation   0 Visual Impairment Including Blindness
25 Multiple Disabilities

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	4	0
Classroom teachers	79	9
Special resource teachers/specialists	15/9	0
Paraprofessionals	0	30
Support staff	29	5
Total number	136	44

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: **28:1**

13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	99%	99%	99%	98%	98%
Daily teacher attendance	95%	95%	95%	NA	NA
Teacher turnover rate	8%	6%	8%	7%	3%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	6%	4%	1%	12%	16%

Dropouts in California are defined as students who have left one school but have not enrolled in another educational program. Troy High School diligently tracks students who leave so as to ensure their enrollment in another approved educational program. A survey of students leaving the magnet program and returning to their home schools prior to 2003 indicated that they did not understand the program or its expectations upon entering. Since 2003, clearer communication of academic expectations to incoming students has reduced the drop-off rate and stabilized enrollment figures.

14.   (***High Schools Only***) Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	**505**
Enrolled in a 4-year college or university	**76**%
Enrolled in a community college	**20**%
Enrolled in vocational training	**1**%
Found employment	**1**%
Military service	**1**%
Other (travel, staying home, etc.)	**1**%
Unknown	**0**%
Total	**100%**

PART III - SUMMARY

In its 40 years, Troy High School has become synonymous with innovation in education. It is a vanguard in magnet studies, special education, and comprehensive programs, all of which provide students with theoretical and practical approaches to learning. Troy is a National Blue Ribbon School and a California Distinguished High School. In 2005, *Newsweek* named Troy the 21st best high school in America, and the Advanced Placement *Report to the Nation* identified Troy's AP Computer Science Program as the top program in the world. These accolades comment positively on Troy's all-inclusive vision:

> Troy High School seeks to provide both a comprehensive liberal arts 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 they 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 these visions.

This vision statement is being realized each day in the classrooms of Troy, whose 2005 California Academic Performance Index score of 910/1000 is unprecedented among the scores of Orange County's comprehensive high schools. It reflects a staff committed to standards-based teaching and a student body focused on learning. Indeed, 96 percent of Troy's graduates attend college.

Troy's two magnet programs, both founded in 1986, serve over 60 percent of Troy's 2,322 students, who have come from over 100 junior high schools. Troy Tech is a four-year math- and science-based technology program that supplements students' academic studies with over 20 technical course selections and a 150-hour senior internship through which students work with a professional mentor to explore a college major or career. The International Baccalaureate Program, the 15th largest in the world, offers university-level academic classes to high-achieving juniors and seniors; over 70 seniors each year earn the IB Diploma. Together, these programs represent Troy's most rigorous pathway to graduation. These programs have educated almost 500 National Merit and Commended Scholars since 2001.

Troy's Special Education Program, the largest in north Orange County, provides classroom and life skills instruction, socialization experiences, reading strategies, and career and college transition to students with minimal to severe disabilities. The Troy/California State University, Fullerton Transitional Program affords such students an opportunity to attend classes at CSUF, to secure employment either there or at a local business, and to leave high school with a sense of advanced accomplishment and independence.

Troy Tech, IB, and Special Education students share classes with students in Troy's comprehensive program, which accommodates residents of Troy's attendance area and the district beyond. Students in all programs enjoy classes in the fine and performing arts, in physical education, in leadership through Naval Junior Reserve Officers Training and Associated Student Body, and in career exploration through the Regional Occupational Program. Together, Troy's students participate in band, orchestra, dance and drill teams, and the full array of California Interscholastic Federation sports. Troy's athletes have won league championships and CIF, state, and national titles.

Over 50 community service, cultural, and special interest clubs and organizations afford students opportunities to compete and to gain leadership experience at local, state, and national levels. The Science Olympiad Team has captured first place in the nation five times in the past decade; the Science Bowl Team has received first and second place medals in Jet Propulsion Lab-sponsored events. Troy's newspaper has received 19 prestigious George H. Gallup awards, and the 2004 yearbook won the Best in Show at the National Journalism in Education competition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** California has established an Academic Performance Index (API) for all schools based upon student performance on two exams, the California Standardized Testing and Reporting exam ("STAR" or "CST"), administered to freshmen through juniors, and the California High School Exit Exam ("CAHSEE"), administered to all sophomores. The state sets an API target goal of 800 out of 1000. Troy High's API for 2005 was 910, far exceeding the state's target goal of 800 for all schools. Based upon its API, Troy placed second among all high schools in Orange County, California, in 2005. The state has also established an Annual Yearly Progress (AYP) expectation for all schools. The AYP is determined by four criteria: a 95% student testing participation rate, a 22.3% proficient score on the CST English/Language Arts (ELA), a 20.9% proficient or higher score on the CST Math, and an API of 590 or more, or one point growth, and a graduation rate of 82.9%. A school meeting all four criteria is considered to have met its AYP. Troy has exceeded the state target goals. In addition to ranking schools by API and AYP, the state places schools in groups of 100 based upon similar social and economic criteria. Schools strive each year to be in the top decile of their 100-school grouping. In 2005, Troy High School ranked in the top 10 in our 100-school grouping.

   The California Standardized Testing and Reporting (CST) measures student performance in English Language Arts (ELA), Math, Science and History. Math, Science and History have multiple curricular tests. ELA has one. Based on performance, students place at one of five levels on the CST: advanced, proficient, basic, below basic and far below basic. California has established "proficient" as the minimal target for students to meet statewide goals. In 2005, 82.13% of Troy students met the state goal of proficient or advanced in ELA; 67.27% scored proficient or advanced in Math; 71.65% scored proficient or advanced in Science; 75.99% scored proficient or advanced in History.

   The state has also set a target growth standard for all subgroups called the Annual Measurable Objective (AMO). A subgroup consists of a group of at least 100 students of the same ethnicity who are testing. The state's 2005 AMO target for all Troy subgroups in ELA was 22.3%; Troy's actual ELA AMO ranking school-wide was 85.8%, exceeding the target by 63.5%. The target for Math set by the state was 20.9%; Troy's actual Math AMO ranking school-wide was 87.1%, exceeding the target by 66.2%. In 2005, all subgroups met their growth targets.

   For the California Exit Exam (CAHSEE), a statewide test of ELA and Math knowledge, the state has set a standard for proficiency and a standard for passing. The state has set the bar for scoring proficient higher than the bar for passing. Troy's 2005 ELA proficiency rate was 84.5%; the pass rate was 96%. The Math proficiency rate was 87.1%, and the pass rate was 96%.

   Results are reported for three major subgroups: Asian, Hispanic/ Latino and White/Non Hispanic. The ELA proficiency rate for Asian was 93.9%, for Hispanic/Latinos 60%, and for White/Non Hispanic 86.2%. The Math proficiency rate for Asian was 96.9%, for Hispanic/Latino 58.6%, and for White/Non Hispanic 87.2%.

   Troy has addressed several of the factors that may have contributed to disparities in subgroup scores through a carefully constructed action plan following the 2002 accreditation process and through establishment of two new courses, CAHSEE ELA and CAHSEE Math, designed to support students who have had difficulty passing the CAHSEE.

   The website at which data can be viewed is http://www.cde.ca.gov/ope/sarc/data.htm.

PART IV – INDICATORS OF ACADEMIC SUCCESS (CONTINUED)

2. **Using Assessment Results:** By October 1 each year, the school completes a Single School Plan for Student Achievement ("The Plan") to develop strategies for improving academic performance. The data-driven Plan targets certain areas for improvement focusing on students performing below basic to far below basic in the following groups: the English Language Learner (ELL) population, Special Education students, and students performing in the lower quartile. Additionally, The Plan identified the need to align Algebra I and Earth Science curricula more closely with the standards. Department representatives have met in essential standards workshops at both district and site levels to prioritize standards and create pacing guides to insure consistent and adequate coverage. The school subscribes to a data analysis service "DataDirector™," enabling instructors to access individualized assessment data. The school provided inservice time to train teachers in the use of the service and time to assess actual data. Troy formed a volunteer cross-curricular literacy team that generated strategies to improve reading and language acquisition skills of target groups. The school also created classes in both Math and English to give special support to enrolled students who have not passed the California High School Exit Exam (CAHSEE). The newly-adopted REACH program addresses reading deficiencies of Special Education students. Newly purchased textbooks *Visions* support ELL students. Staff attend offsite workshops and conferences that offer strategies to improve academic performance. The school communicates assessment data to faculty through the principal's annual address to staff at the opening of school, through all-faculty inservices, through Troy Tech/IB committee meetings and at department leader meetings.

   Several core curricular departments have adopted common assessments to more consistently monitor and evaluate student performance. District-wide, the core curricular areas are adopting common assessments as well. Department leaders share assessment data with their departments at frequent department level meetings. A Dean of Attendance uses assessment data to counsel and support underachieving students.

3. **Communicating Assessment Results:** The School Accountability Report Card (SARC) is posted on the school's website (www.troyhigh.com), communicating assessment data to parents, students and the community. A link to a state website with STAR (CST) and CAHSEE results (http://www.cde.ca.gov/ope/sarc/data.htm) is posted at www.troyhigh.com as well. The Assistant Principal of Pupil Services coordinates parental requests for translation of assessment data into languages other than English. The school provides parents with individual test results each fall. The school mails home mid-quarter and quarter progress reports, CAHSEE results and STAR (CST) test results. Upon request, teachers of students in danger of failing complete a weekly or daily progress report that is sent home to parents. Counselors meet with all seniors to communicate information on academic standing. Four times a year, counselors send letters home to seniors in jeopardy of failing. These seniors are required to develop a plan that will insure their successful completion of the twelfth grade. Parents of ELL students are informed of the results of Nelson reading and California English Language Development Test (CELDT) assessments. Special Education students and parents attend Individual Education Plan meetings (IEPs) that establish educational goals and formulate a standard-based educational plan to meet graduation requirements. All teachers have telephones in their rooms, allowing for direct communication with parents. The newly acquired DataDirector™ service facilitates faster reporting of individual assessment data to students and parents.

PART IV – INDICATORS OF ACADEMIC SUCCESS (CONTINUED)

4. **Sharing Success:** Successes are shared in many ways. Troy articulates with over 100 feeder junior high schools. The IB and Troy Tech coordinators visit these schools to share information on our programs, test results and accolades. Troy invites all district schools, parents and community members to the Troy Tech Fair, a May event that celebrates the successful completion of senior internships. The interns themselves demonstrate the strength of our programs when, through internships, they interact with the community. Troy invites parents of prospective students to four school tours and parent information nights each year. Awards such as New American High School U.S. Dept. of Education Showcase, California Golden Bell award for innovative programs, and California Distinguished High School have resulted in other school representatives visiting our campus. A neighboring school district implemented a technology program similar to ours after representatives visited Troy.

The Los Angeles Times, The Orange County Register and the district's *In Touch* apprise others of our programs, testing scores and successes. The district's school report card and The Single School Plan report current educational practices and assessment data. Troy faculty have published articles in educational journals describing school programs. Troy's website publishes information on programs and testing data. Troy faculty serve as trainers in Project Start, a district program for new teachers, and several teach as adjunct faculty at area colleges and universities. Staff share successes at district workshops and through attendance at professional workshops and conferences. Department chairs share successes at monthly curriculum meetings. Principal Maruca articulates program and testing information to the Board and the Administrative Council. Representatives from the Orange County Department of Education visited the campus following the continued national successes of our Science Olympiad Team. The accreditation process brings faculty and administrators from other campuses to our school to observe our programs.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum**. Ninety percent of Troy's students graduate with an Academic Studies emphasis (230 total units). Ten percent choose General Education Studies (220 units). All students complete four years of English (40 units), three years of Social Science (30 units), two years of Science (20 units), two years of Physical Education (20 units), ¼ year of Driver Education (2.5 units) and ½ year of Health Education (5 units), and a minimum of two years of Math including Algebra 1.

   Additionally, Academic Studies students as a minimum take three years of Math through Algebra 2 (30 units), two years of the same foreign language (20 units), one year of Visual/Performing Arts or Applied Arts (10 units), and two years from advanced level Math, Science, English, Social Science, Foreign Language, or Visual/Performing Arts (20 units). Electives account for 32.5 units.

   General Education Studies specifies two years of Math including one year of Algebra 1 or higher) (20 units) and one year of Foreign Language or Visual/Performing Arts (10 units). Electives account for 72.5 units.

   English offers Advanced Placement (AP) and International Baccalaureate (IB) classes for accelerated students, Troy Tech English with a technology emphasis for Troy Tech magnet students, and College Preparatory classes that infuse technology into the curriculum for non-magnet students. Junior English classes include English 3 College Prep, Advanced Composition/ Novel and English 3 AP/IB. Senior English classes include English 4 College Prep, World Literature/British Literature and English 4 AP/IB.

   Social Science offers freshmen World History (College Preparatory) or Geography of Non-Western Cultures (pre IB), sophomore AP (advanced placement) European history, junior U.S. history and AP American History, senior Government and Economics (college preparatory), AP Government and Economics and/or IB Global Studies. Sophomore through senior electives include Psychology, Sociology and Student and the Law. IB Theory of Knowledge and Philosophy IB (senior level) are offered for full-diploma IB students. NJROTC levels 1-4 are offered as physical education for the first two years, and as elective credit for the last two years.

   Math includes Algebra Skills/Concepts, Algebra 1, Geometry and Geometry honors, Algebra 2 and Algebra 2 honors, Trig and Trig honors, Math Analysis/Calculus, Calculus AB and Calculus BC. AP Statistics is an elective.

   Science offers Life Science, Earth Science, Biology, Biology Honors, AP Biology, Chemistry, Chemistry Honors, AP Chemistry, Physics, Physics Honors, AP Physics, and AP Environmental, Oceanography and Human Anatomy/Physiology.

   Foreign Language offers four languages: 1-5 French, 1-5 Spanish, 1-4 Japanese, and 1-4 Latin. Levels 4 or 5 of French, Spanish, Japanese and Latin are honors level. Ninety percent of Troy students meet University of California A-G admission requirements, including a third, fourth or fifth year of a foreign language.

   The Visual and Performing Arts program offers college preparatory and AP courses in Drawing and Painting, 3-D Design, Instrumental and Vocal Music, Dance and Theater. All courses meet the California Model Curriculum Standards and Framework for Visual and Performing Arts.

   Computer Science offers Computer Application Technology 1 & 2, Fundamentals of Programming,

Business Systems, Accounting for Business, Financial Systems, Media Production 1 & 2, AP Computer Science A/AB, Visual Basic, Robotics, Business Management IB, Accounting for Merchandising, Computer Logic and Algorithms, Pre-Internship and Internship. **Physical Education** offers ninth and tenth grade PE, Bowling, Dance, Dance Production, Weight Training and Sports.

To graduate, students must pass the California High School Exit Exam's ELA and Mathematics sections, and the district's writing and computer competency exams.

District committees have redesigned course outlines to support alignment with state standards and assessments. Core departments have aligned curriculum with standards. Through observation and evaluation, administrators confirm that instruction includes significant content and conforms closely to state standards.

PART V – CURRICULUM AND INSTRUCTION (CONTINUED)

2b. **(Secondary Schools) English:** In accordance with Troy's mission, the English Department offers a curriculum challenging to all students. The ELA pass rate on the California High School Exit Exam (CAHSEE) was 96%, attesting to the department's success. The curriculum is aligned to state standards and to the state framework. After the school's last accreditation self-study, English teachers targeted academically at-risk and basic to below-basic performing students for improvement, adopting curriculum and methodologies to support student needs. Goals were set to increase test performance and bolster reading, writing and critical thinking skills. In 20-1 (student to staff) ratio freshmen classes, staff instruct ninth graders in technologically-infused standards-based curriculum, writing, reading and thinking processes and language-acquisition strategies. The school also moved English Language Development (ELD) courses from the Foreign Language to the English Department and staffed the course with a highly qualified instructor using a new state-aligned textbook and supplementary materials. Teachers received inservicing in research-based strategies for delivering high-quality instruction and incorporated these techniques into their teaching. English teachers in all classes apply Socratic questioning techniques and coach students in techniques to assess text for explicit as well as implied meaning. Teachers attended Jane Schaeffer workshops designed to improve writing skills. The English Department has adopted common assessments to evaluate students' reading and writing abilities. Inspired by the above-mentioned workshops and other conferences, teachers in the department have adopted portfolio assessments, graphic organizers, rubrics, note-taking strategies, assignment notebooks and MLA research into all English courses, including those for ELD students. Staff work in teams through release time to assist one another in maintaining consistency and addressing diverse needs. Through data analysis, a need was identified to assist underperforming students through development of a CAHSEE English review class, and this class was added this year. The department has also continued to refine the Advanced Placement /International Baccalaureate curriculum with impressive examination results.

3. **Mathematics:** In keeping with the school's mission to "provide both a comprehensive liberal arts educational program and a specialized program of study for students of all abilities and backgrounds," the Mathematics Department has revamped curriculum to align with state standards and to support students at all levels. Assessment results have been impressive, as illustrated by a 96% pass rate for the CAHSEE and a 100% rate on AP Calculus exams. Like the English Department, Math instructors use common assessments and pacing guides to make sure that all essential standards are covered in all classes. Based upon assessment data, a new class, the CAHSEE Math Review Class, was added to meet the needs of underperforming students. Instructors provide weekly tutorial sessions at lunchtime and after school for struggling students. The Math Department also purchased new texts this year aligned to state standards in Trigonometry and Mathematical Concepts. Students in AP Calculus AB

and BC classes receive college credit through California State University, Fullerton (CSUF) for both semesters. Students in Troy's Calculus BC concurrently enroll in courses at CSUF, courses in Math 250A (Multi-Variable Calculus) for the first semester of work, and Math 250B (Differential Equations and Linear Algebra) for the second semester. Several department members have attended district-level meetings to identify essential standards, and Math staff have been directed to infuse curriculum with essential standards. Staff work formally and informally in teams to share lessons, assure uniform pacing and share assessment materials. Staff help students translate verbal problems into corresponding mathematical language and apply mathematical concepts to real-world problems.

4. **Instructional Methods:** In many classes, learning experiences involve students in inquiry, formulating and solving problems, working in teams, communicating about, reflecting on and revising their work, and refining interpersonal skills. Students are involved in challenging learning experiences that encourage critical thinking, collaboration and cooperative work across the curriculum. Projects, simulations, portfolios, demonstrations, and primary field work are illustrative of the types of activities offered. Across all disciplines, students gain standards-based foundational skills and apply what they have learned to create unique projects. Many teachers use Socratic questioning techniques to mutually explore ideas and aspects of the curriculum with students. Troy Tech senior internships require students to apply the skills and knowledge they learn in class to a real-world setting. One of the trademarks of Troy's unique culture is that teachers often work together cross-curricularly to create learning experiences that require students to become problem solvers and better communicators. All disciplines learn and practice research techniques in a scope and sequence framework, using the library as a hub. Over the past three years, Troy teachers learned numerous research-based strategies for increasing student achievement from inservices centered on Robert Marzano's *Classroom Instruction that Works*. At follow-up workshops, teachers modeled and created lessons that utilized these instructional strategies. Technology plays a big part in student development as well: teachers across the curriculum have integrated technology into their instructional practices to increase student achievement. Students use Internet searches, email, word processing, spreadsheets, and PowerPoint® to investigate or present results.

5. **Professional Development:** The school's professional development program is data-driven, based upon student performance. The web-based DataDirector™ program allows staff to quickly identify individual student performance on state exams. Based upon analysis of this standards testing data, the school has responded with staff development programs that have assisted staff to realign curriculum to state standards, scope and sequence curriculum to the curriculum framework, and develop new courses that better address ways to improve student performance. Representatives of departments from core curricular areas, including English, Math, Science, Social Science, Foreign Language and the Arts have met in district and site-level sessions to identify essential standards, establish pacing guides and develop common assessments. As a part of the teacher evaluation process, staff are required to delineate specific professional development plans and goals each year. Monthly, all department chairs attend district curriculum development meetings to align curriculum to standards and to identify essential standards (what students need to know to perform well on state mandated testing and succeed in the rigors of a college and university environment). Troy teachers are encouraged to attend conferences and workshops. Such workshops and conferences have assisted staff to create an academically challenging environment where all students are expected to perform successfully on all state-mandated testing and prepare themselves well for the rigors of college and university expectations. High student achievement scores attest to the success of our professional development.

PART VII - ASSESSMENT RESULTS

TROY HIGH SCHOOL
California High School Exit Exam (CAHSEE) Results (Administered to Tenth Graders)

English - Language Arts

SCHOOL SCORES **All Students**	2005	2004	2003
Number of students tested	547	550	555
Percent of total students tested	100%	99%	99%
% At or Above Proficient	**86%**	**88%**	**91%**

Asian			
Number of students tested	229	219	244
% At or Above Proficient	94%	95%	97%

Hispanic or Latino			
Number of students tested	70	83	71
% At or Above Proficient	60%	63%	68%

White (not of Hispanic origin)			
Number of students tested	203	191	202
% At or Above Proficient	86%	89%	92%

SCHOOL SCORES **All Students**	2005	2004	2003
Number of students tested	547	549	556
Percent of total students tested	100%	99%	99%
% At or Above Proficient	**87%**	**87%**	**87%**

Asian			
Number of students tested	229	219	243
% At or Above Proficient	97%	97%	97%

Hispanic or Latino			
Number of students tested	70	82	72
% At or Above Proficient	59%	55%	52%

White (not of Hispanic origin)			
Number of students tested	203	191	203
% At or Above Proficient	87%	86%	85%