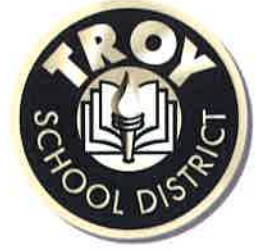




2015/16 Annual Report Troy High School



March 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Troy High School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Principal Remo Roncone for assistance.

The AER is available for you to review electronically by visiting the following link: <https://goo.gl/DnBO0j> or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Troy High School has been identified as a school with No Designation. In an effort to decrease the achievement gap while increasing all student achievement, Troy High School will implement the following strategies in the areas mentioned:

#1: Claim, Evidence, Reasoning

All students will be able to demonstrate proficiency in claim, evidence, reasoning in English Language Arts.

Strategy 1: Students' strengths and needs will be determined based on a pre-assessment at the beginning of the school year; teachers will tailor lessons based on these results. Teachers will continue to respond to formative assessment results throughout the year.

Strategy 2: Teachers will facilitate visible thinking routines to help students transparently create and evaluate claims, evidence, and reasoning.

Strategy 3: Content area teams will create ambitious outcomes related to claim, evidence, reasoning as well as develop lessons and assessments to monitor student progress.

#2: Geometry Growth for Bottom 30%

The bottom 30% of students will increase their ability to solve geometric problems in mathematics.

Strategy 1: Students' strengths and needs will be determined based on a pre-assessment at the beginning of the school year; teachers will tailor lessons based on these results. Teachers will continue to respond to formative assessment results throughout the year.

Strategy 2: Students will participate in both direct instruction and collaborative activities for skills needing improvement in the math lab class.

Strategy 3: If students do not demonstrate mastery after tier one and tier two interventions, they will receive tier three intervention through one-on-one instruction with the teacher.

#3: English Learner Reading Comprehension

English Learners will improve in reading comprehension for fiction and non-fiction texts.

Strategy 1: Students' strengths and needs will be determined based on the reading level gains test at the beginning of the school year; teachers will tailor lessons based on these results. Teachers will continue to respond to formative assessment results throughout the year.

Strategy 2: Students will engage in both choice reading and required reading using leveled texts that are aligned to current reading levels. As students finish texts, they will continuously set new reading goals and monitor their progress.

Strategy 3: Teachers will use various cultures of thinking strategies to support reading comprehension goals.

State law requires that we also report additional information. Students are assigned to Troy High School, as well as every other school in the Troy School District, by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the open enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building. Troy High's School Improvement Plan is up to date and can be found in the school office

Troy, along with the rest of the schools in the District, follows the common core curriculum, an overview of which and description of its implementation can be found at the following link:

http://www.troy.k12.mi.us/pages/Troy_School_District/Departments/Curriculum_and_Staff_Development

The link to the annual report listed above has data on student achievement results for Troy High School

 **MI School Data**
2015-16 College Readiness Trend
Troy High School: All Subjects / All Students
03/07/2017

Location (Zone)	School Year	Assessment/Subject	Eligible Items	Eligible Types (Total/Eligible)	Mean SAT Score	School SAT Score	Number of Students	Eligible for Enrollment	Number of Enrollments	Enrollment Rate	Number of Students	Enrollment Rate
Troy High School	2013-14	ACT Science	All Students	All Students	N/A	24.4	23	312	61.3%	197	38.7%	509
Troy High School	2012-13	ACT Composite	All Students	All Students	N/A	24.4	N/A	208	47.5%	230	52.5%	438
Troy High School	2012-13	ACT English	All Students	All Students	N/A	24.0	18	366	53.6%	72	16.4%	438
Troy High School	2012-13	ACT Mathematics	All Students	All Students	N/A	25.2	22	321	73.3%	117	26.7%	438
Troy High School	2012-13	ACT Reading	All Students	All Students	N/A	24.0	21	310	70.8%	128	29.2%	438
Troy High School	2012-13	ACT Science	All Students	All Students	N/A	23.9	24	231	62.7%	207	47.3%	438
Troy High School	2011-12	ACT Composite	All Students	All Students	N/A	24.4	N/A	217	44.0%	276	56.0%	493
Troy High School	2011-12	ACT English	All Students	All Students	N/A	24.5	18	407	82.6%	86	17.4%	493
Troy High School	2011-12	ACT Mathematics	All Students	All Students	N/A	25.1	22	335	68.0%	158	32.1%	493
Troy High School	2011-12	ACT Reading	All Students	All Students	N/A	23.8	21	317	64.3%	176	38.7%	463
Troy High School	2011-12	ACT Science	All Students	All Students	N/A	23.9	24	281	50.9%	242	49.1%	493

In the 2015-16 school year, there were 2019 students enrolled at Troy High School. In 2015-16, 80% of the parents of those students attended parent teacher conferences. In 2015-16. There were 2005 students enrolled at THS and 85% of the parents of those students attended parent teacher conferences. The number and percent of post-secondary enrollments was 53. The

number of college equivalent courses offered at Troy High in 2015/16 was 22. The number and percentage of students enrolled in college equivalent courses was 694. The number and percentage of students receiving a score leading to college credit was 604 students or 87%.

We have much to be proud of at Troy High School, where we are recognized for excellence in Academics and Fine Arts education. Our students regularly compete in—and win—prestigious contests in math, science, English language arts, music, Robotics, and problem-solving. The rigorous curriculum that Troy High provides, along with our top-notch professional teachers and staff, means every Troy High student has the opportunity to excel. As part of our mission of ongoing review and improvement, we will continue to work to ensure that any gaps in student achievement are eliminated. We are very proud of our students' achievements and believe that the support and involvement of our Troy High School families is critical to their success. This past year

Thank you to all those who make Troy High such a wonderful place to live and learn. If I can be of assistance to you, please contact me at (248).823.2720, or by email at rroncone@troy.k12.mi.us

Sincerely,

A handwritten signature in black ink, appearing to read "Remo Roncone", written in a cursive style.

Remo Roncone, Principal
Troy High School