

# Trinity High School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 9-12

321 Victory Lane Weaverville, CA 96093

Phone: (530) 623-6104 x252 Fax: (530) 623-6661

Website: [www.trinitywolves.org](http://www.trinitywolves.org)

Ed Traverso  
Superintendent

Debra Robison  
Principal

## Principal's Message

The School Accountability Report Card (SARC) is provided to inform our community about our school, its programs, and progress. It gives general information on student achievement, discipline, academic programs, and services. We make every effort at Trinity High School to ensure that each of our students enjoys a positive and successful high school experience. We are proud of the many diverse and challenging vocational and academic course offerings available to our students. Our Career Pathways Program helps our students make meaningful and necessary course selections which will prepare them for college and the careers after high school. Parents and community members are encouraged to visit Trinity High School and participate in school activities and committees. If you have any questions about this SARC or would like more information about Trinity Alps Unified School District, please call (530) 623-6104.

### EXPECTED SCHOOLWIDE LEARNING RESULTS

All Trinity High School students will:

- Demonstrate competency in course and State standards for all areas of study. This will include analysis, synthesis, and implementation of information and skills.
- Learn and work as an individual and a group member in a variety of contexts in preparation for future endeavors.
- Demonstrate effective organizational and communicative skills.
- Develop and apply technological skills appropriate to each curricular area.

## Mission Statement

The Trinity High School Community will provide an education modeled on state standards, as well as a safe educational environment, which promotes student self-worth, responsible citizenship and critical thinking skills necessary for productive, meaningful participation in a global society.

## School Safety

Trinity High School must continue to set and achieve higher academic and behavioral goals annually. We must continue to improve curriculum and teaching practices. We must strive to address the needs of the multiple learning styles of students. We must continue to seek out opportunities for students that include meaningful participation in school and community service.

Students must be empowered to take responsibility for the safety and well-being of others. The faculty and students will continue to receive training on bullying, violence prevention, and tolerance training. We must continue to schedule drug, alcohol, and tobacco abuse prevention training, guest speakers, and assemblies for our students.

Trinity High School will examine current security measures and explore ways to improve them. We will strive to improve the supervision and the monitoring of our campus. We shall improve the number of walkways and sidewalks that are unsafe during adverse weather conditions. We must continue to replace textbooks that are not Standards-based, in poor condition, or insufficient in supply.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2010. Key elements of the plan include monthly safety drills, crisis intervention plans, and academic performance and environment.

*"Home of the Wolves!"*



## Trinity Alps Unified School District

321 Victory Lane  
Weaverville, CA 96093  
Phone: (530) 623-6104  
Fax: (530) 623-3418  
[www.tausd.org](http://www.tausd.org)



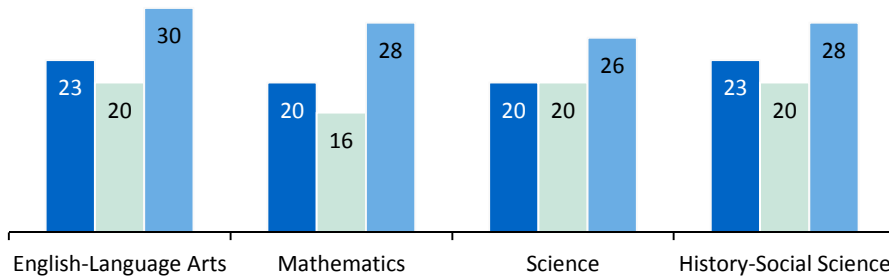
## TAUSD Mission Statement

The Trinity Alps Unified School District is committed to preparing students for success by promoting responsible citizenship, critical thinking, knowledge and skills within a safe, positive educational environment.

### Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

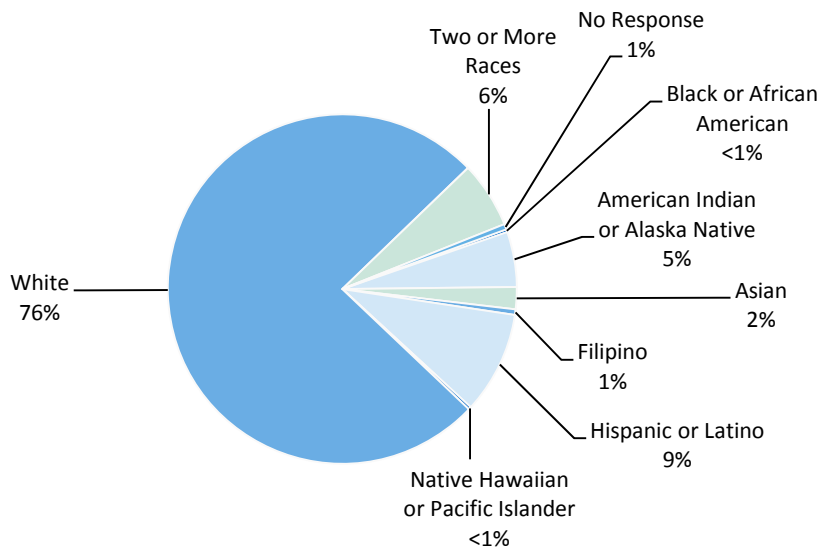


### Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	7	11		12	5	1	4	12	
Mathematics	14	4	1	14	3	1	3	7	
Science	6	7		8	5		5	11	
History-Social Science	8	6	1	9	5		2	9	

### Enrollment and Demographics

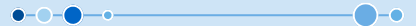
The total enrollment at the school was 391 students for the 2009-10 school year.



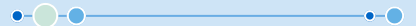
### Parental Involvement

Trinity High School offers a wide variety of curricular and extracurricular activities, which can provide parents many opportunities to become directly involved in school organizations and events. These include: classroom volunteer, coaching assistant, field trip chaperone, club assistant, phone call volunteer, dance chaperone, Sober Grad chaperone, tutor, campus supervisor, academic booster, athletic booster, and score clock operator.

For more information on how to become involved, please call Lynne Gervasi at (530) 623-6127 x202.



*“We make every effort at Trinity High School to ensure that each of our students enjoys a positive and successful high school experience.”*



### School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			07/28/2010
Date of the Most Recent Completion of the Inspection Form			07/28/2010

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Structural	Gym roof needs to be repaired. Asphalt in parking lot needs to be sealed. Computer server room cooling system needs repair. All repairs to be made in Summer 2011.

### School Facilities

We are proud of the neat and clean appearance of our campus. Trinity High School was constructed in 1970. The school is well maintained and in exceptional condition. Our grounds and custodial staff are on duty from 7:00 A.M. until 11:00 P.M. so that our classrooms and our school grounds are clean, safe, and are a pleasant place to meet and learn. Our large high school campus and classrooms are designed to facilitate instruction and student learning.

A geothermal HVAC heating and air conditioning system was installed campus wide in 2002 providing our students with a climate controlled learning environment.

Our hardworking instructors provide Trinity High School students with a curriculum that meets or exceeds the California Standards for each subject taught.

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### School Facilities

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They are dedicated professionals who often volunteer their time to provide students with personal assistance with their assignments.

Our school is an important part of the community. The school is a hub of a variety of activities including athletic competitions, Shasta Community College classes, and community meetings.

We maintain a close connection with businesses and law enforcement and share information about students’ crimes and truancy. Most areas on our campus are well monitored by faculty and staff, and a video surveillance system.

Our bathrooms are used at all sporting events and community activities and are well maintained and clean. One hundred percent of the toilets in each of the bathrooms are kept in working order at all times. We take pride in our sports programs and facilities and provide quality equipment for use by our coaches and athletes.

Our library is well stocked with materials relevant to the curriculum provided by our instructors. Many books and magazines are readily made available to students each day. Our library also houses a 35-station computer lab to facilitate Internet research, and lessons and assignments that require word and data processing.

Our students are able to participate in a wide variety of athletic activities as a result of the two baseball fields, a softball field, a gymnasium which houses a regulation sized basketball court, a football field, a track, and a soccer field located on our campus. All of our classrooms and facilities are handicap accessible.

As a first step towards modernization, we are currently pursuing Critical Hardship Program funding for a new fire alarm system. In-house Deferred Maintenance Projects are ongoing.

During the summer a new set of student bathrooms was added to the site which doubled the available facilities. The new set is located on the north side of campus making it more convenient for student use.

*Continued on page 4*



### Textbooks and Instructional Materials

Students are provided with current textbooks that meet our State and district standards. Textbooks are regularly replaced in accordance with the State textbook adoption cycle. Ample funds are available to staff to provide current and relevant instructional and supplemental materials. All State-adopted textbooks are reviewed and selected by the chairperson of each department. The Board of Trustees must approve each book selected.

The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Classes offered in the visual and performing arts include drama, photo, music, and art.

**Textbooks and Instructional Materials List**

Subject	Textbook	Adopted
English-Language Arts	<i>The Readers Choice</i> , Glencoe/McGraw	2002
English-Language Arts	<i>The Readers Choice</i> , Glencoe/McGraw	2002
English-Language Arts	<i>The Readers Choice</i> , Glencoe/McGraw	2002
English-Language Arts	<i>The Readers Choice</i> , Glencoe/McGraw	2002
Basic Math	<i>Algebra 1: Concepts and Skills</i> , McDougal	2001
Pre-Algebra	<i>Pre-Algebra-AGS</i>	1998
Algebra A/B	<i>Algebra 1: Applications, Equations, and Graphs</i> , McDougal	2001
Geometry	<i>Geometry: Applications and Connection</i> , Glencoe/McGraw	1995
Algebra 2	<i>Algebra 2: Applications, Equations, and Graphs</i> , McDougal	2001
Pre-Calculus	<i>Pre-Calculus</i> , Houghton Mifflin	2004
Calculus	<i>Graphic, Numerical, Algebraic</i>	2007
Statistics	<i>Modeling the World</i>	2007
Biology	<i>Concepts and Applications</i> , Brooks/Cole	2003
Earth Science	<i>Physical Science</i> , McGraw-Hill	2002
Chemistry	<i>Chemistry</i> , Houghton Mifflin	2000
Physics	<i>Physics</i> , John Wiley and Sons	2006
World History	<i>World History: Modern Times</i> , Glencoe	2006
U.S. History	<i>Modern Times: The American Vision</i> , Glencoe	2006

**Note:** This data was most recently collected and verified in September 2010.

### School Facilities

*Continued from page 3*

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$96,000.00 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Trinity HS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Trinity HS			Trinity Alps USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	47%	49%	46%	44%	54%	51%	46%	50%	52%
Mathematics	17%	19%	26%	16%	40%	37%	43%	46%	48%
Science	41%	54%	49%	40%	58%	60%	46%	50%	54%
History-Social Science	42%	48%	45%	38%	46%	49%	36%	41%	44%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	51%	37%	60%	49%
All Students at the School	46%	26%	49%	45%
Male	39%	27%	51%	49%
Female	53%	25%	48%	40%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	17%	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	54%	23%	77%	50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	47%	27%	47%	46%
Two or More Races	41%	33%	❖	17%
Socioeconomically Disadvantaged	36%	20%	49%	35%
English Learners	❖	❖	❖	❖
Students with Disabilities	6%	9%	❖	12%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

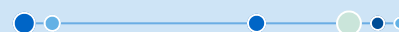
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	6	7	7
Similar Schools API Rank	3	4	7

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	31	16	-19
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	31	25	-17
Two or More Races	■	■	■
Socioeconomically Disadvantaged	34	22	-21
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



### API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Trinity HS	Trinity Alps USD	California
All Students	740	759	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	749	769	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	706	705	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Federal Intervention Program

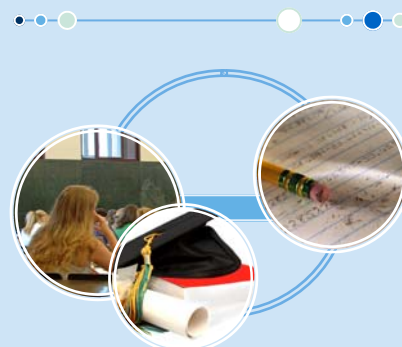
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Trinity HS	Trinity Alps USD
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

### API Growth by Student Group: 2010 Growth API Comparison

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



### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
Grade 9	
Four of Six Standards	10.7%
Five of Six Standards	26.2%
Six of Six Standards	50.0%

### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Trinity HS		Trinity Alps USD	
<b>Met Overall AYP</b>	Yes		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	No	No
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	Yes		Yes	

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	1.0
<b>Ratio of Students Per Academic Counselor</b>	391:1
Support Staff	FTE
<b>Counselor (Social/Behavioral or Career Development)</b>	0.0
<b>Library Media Teacher (Librarian)</b>	0.0
<b>Library Media Services Staff (Paraprofessional)</b>	1.0
<b>Psychologist</b>	0.0
<b>Social Worker</b>	0.0
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	0.0
<b>Resource Specialist (non-teaching)</b>	0.0
<b>Other</b>	0.0

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



### Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Trinity HS	Trinity Alps USD	California
All Students	96.6%	90.7%	94.5%
Socioeconomically Disadvantaged	92.9%	82.4%	91.3%
English Learners	❖	❖	98.5%
Students with Disabilities	❖	❖	53.4%
Black or African American	❖	❖	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	❖	❖	97.4%
Filipino	❖	❖	98.2%
Hispanic or Latino	100.0%	85.7%	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	100.0%	95.1%	98.1%
Two or More Races	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Data not available from the state at this time.

### Courses Required for UC/CSU Admission

**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 more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**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 at [www.calstate.edu/admission](http://www.calstate.edu/admission).

### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Trinity HS		
07-08	08-09	09-10
0.190	0.244	0.199
Trinity Alps USD		
07-08	08-09	09-10
0.133	0.187	0.121
Expulsion Rate		
Trinity HS		
07-08	08-09	09-10
0.011	0.005	0.000
Trinity Alps USD		
07-08	08-09	09-10
0.007	0.002	0.000

### Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	62.0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	61.6%

### California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Trinity HS	61.0%	73.8%	63.5%	65.0%	63.3%	61.9%
Trinity Alps USD	58.2%	69.4%	62.8%	62.6%	58.6%	61.2%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

### CAHSEE Results by Student Group: English-Language Arts

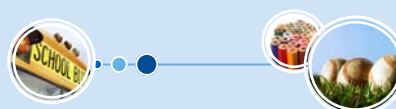
This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	36.8%	36.8%	26.4%
All Students at the School	36.0%	37.2%	26.7%
Male	40.0%	45.0%	15.0%
Female	32.6%	30.4%	37.0%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	14.3%	57.1%	28.6%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	38.3%	33.3%	28.3%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	43.5%	26.1%	30.4%
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



### Career Technical Education Programs

Trinity High School is committed to providing a strong core curriculum to all students as well as providing opportunities for students to study in areas of personal interest. For example, THS offers strong business, agriculture, drafting, auto, science, math, fine arts and liberal arts career paths for students. ROP courses are offered in business, agriculture, drafting, auto-mechanics, photo, computer networking, and construction engineering. ROP also provides funding for a career center and a career technician. The district supplements the funding for these programs. Several ROP courses have been articulated with Shasta College, and students successfully meeting established criteria could receive college credit for these courses. Career assessment activities are offered to every grade level. Job shadowing opportunities are available at the junior level.

These career technical education programs and classes are offered and are specifically focused on career preparation and/or preparation for work:

- Architectural Design
- Drafting
- Wood 1
- Wood 2
- Processing

Continued on page 11

### CAHSEE Results by Student Group: Mathematics

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

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	38.4%	46.5%	15.1%
All Students at the School	37.6%	47.1%	15.3%
Male	35.9%	48.7%	15.4%
Female	39.1%	45.7%	15.2%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	15.4%	76.9%	7.7%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	36.7%	45.0%	18.3%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	36.4%	50.0%	13.6%
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

	Graduate and Dropout Rates								
	Trinity HS			Trinity Alps USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	❖	❖	98.77%	❖	❖	98.85%	80.61%	80.21%	78.59%
1-year Dropout Rate	❖	❖	0.27%	❖	❖	0.49%	5.46%	4.88%	5.69%

❖ Data not available.

### Career Technical Education Programs

*Continued from page 10*

These career technical education courses conducted by a regional occupational center or program:

- Ag Mechanics
- Ag Natural Resources
- Auto Mechanics
- Cisco Academy
- Computer-Aided Drafting
- Computer Technology: Desktop Publishing
- Computer Technology: Data Management
- Computerized Accounting
- Construction Technology
- Photography

Trinity High does not have a district career technical advisory committee.

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	187
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	43%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	80%



### Teacher Qualifications

Teacher Credential Information				
	Trinity Alps USD	Trinity HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	41	22	21	21
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence		1	0	0

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

### 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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Trinity HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

### Professional Development

Curriculum improvement and professional growth opportunities are highly valued by the school and district. Certificated and classified teachers participate in various local and state workshops and conferences. The Governing Board has approved three in-service days this year. This year we will be refining the process of the integration and assessment of the State standards into the curriculum. An additional area focus this year is the continued articulation of the curriculum between the math and English departments at Trinity High School with those of the various outlying elementary schools.

For the 2007-08 school year, we dedicated one day for professional development. In 2008-09, there were three days, and in 2009-10, there were three days dedicated for professional development.

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Trinity HS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 8.0% of the school's students were enrolled in a total of 15 AP courses offered.

Advanced Placement Courses	
Computer Science	9
English	67
Fine and Performing Arts	13
Foreign Language	0
Mathematics	10
Science	23
Social Science	114

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Trinity Alps USD	Similar Sized District
Beginning Teacher Salary	\$38,068	\$38,591
Mid-Range Teacher Salary	\$57,699	\$55,764
Highest Teacher Salary	\$75,371	\$72,219
Average Principal Salary (Elementary School)	\$80,089	\$86,327
Average Principal Salary (High School)	◇	\$94,411
Superintendent Salary	\$91,200	\$116,768
Teacher Salaries — Percent of Budget	35.8%	34.8%
Administrative Salaries — Percent of Budget	4.7%	6.4%

◇ Information not available.

### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Trinity HS
Total Expenditures Per Pupil	\$6,779
Expenditures Per Pupil From Restricted Sources	\$788
Expenditures Per Pupil From Unrestricted Sources	\$5,991
Annual Average Teacher Salary	\$60,635

### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Trinity HS	\$5,991	\$60,635
Trinity Alps USD	\$1,669	\$60,635
California	\$5,681	\$56,953
School and District — Percent Difference	+72.1%	0.0%
School and California — Percent Difference	+5.2%	+6.1%

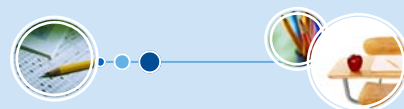
### Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### Types of Services Funded

The Trinity High School GATE program provides funding to our Advanced Placement classes and training for AP teachers. It also supports extra activities for our visual and performing arts programs, academic awards programs and provides mini-grants to GATE students for individual projects.



### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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