

Trinity High School & Alps View High School



School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades 9-12
P.O. Box 1227
321 Victory Lane Weaverville, CA 96093
Phone: (530) 623-6104, ext. 252 Fax: (530) 623-3418
Web Site: www.trinitywolves.org

Michael McAllister
Superintendent/Principal

Principal's Message

The School Accountability Report Card (SARC) is provided to inform our community about our school, its program, and progress. It gives general information on student achievement, discipline, academic programs, and services. 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 Union High School District, please call (530) 623-6127.

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.

Parental Involvement

Trinity Union High School District offers a wide variety of curricular and extra curricular activities which can provide parents many opportunities to become directly involved in school organizations and events. These include: Class Room volunteer, Coaching Assistant, Field Trip Chaperone, Club Assistant, Phone Calls, Dance Chaperone, Sober Grad Chaperone, Tutoring, Campus Supervision, Academic Booster, Score Clock Operator.

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

School Safety

Trinity Union High School District 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 to have meaningful participation in school and community service.

Students must be empowered to take responsibility for 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 April 2008. Key elements of the plan include monthly safety drills, crisis intervention plans, and academic performance and environment.



Trinity Union
High School District

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.

District Trustees

Marijane Poulton
Robert Simmons
Steve Hagen
Mike Cloud

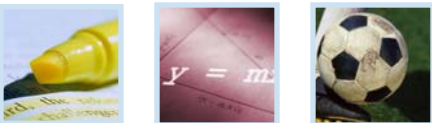
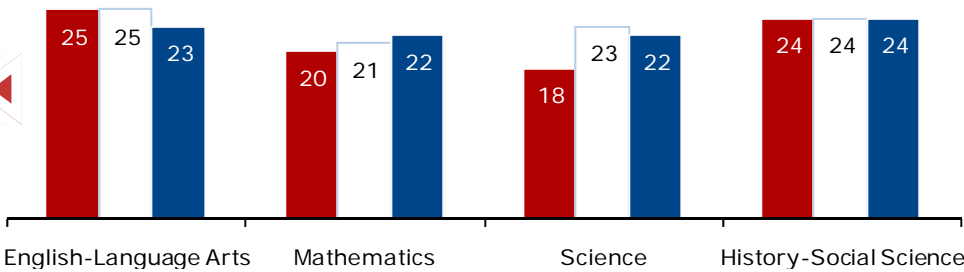


"Home of the Wolves"



Class Size

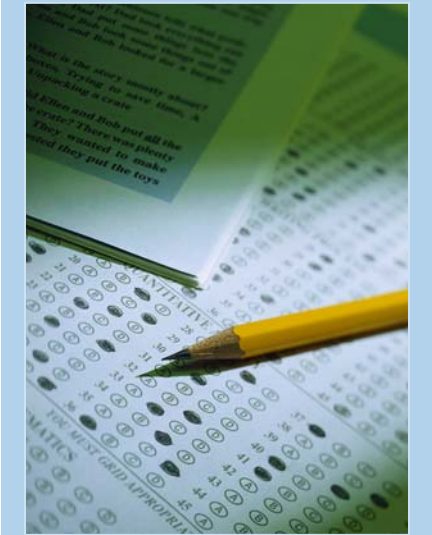
The adjacent chart displays Trinity High School's three-year data for average class size. Please note that no class size information is available for Alps View High School.



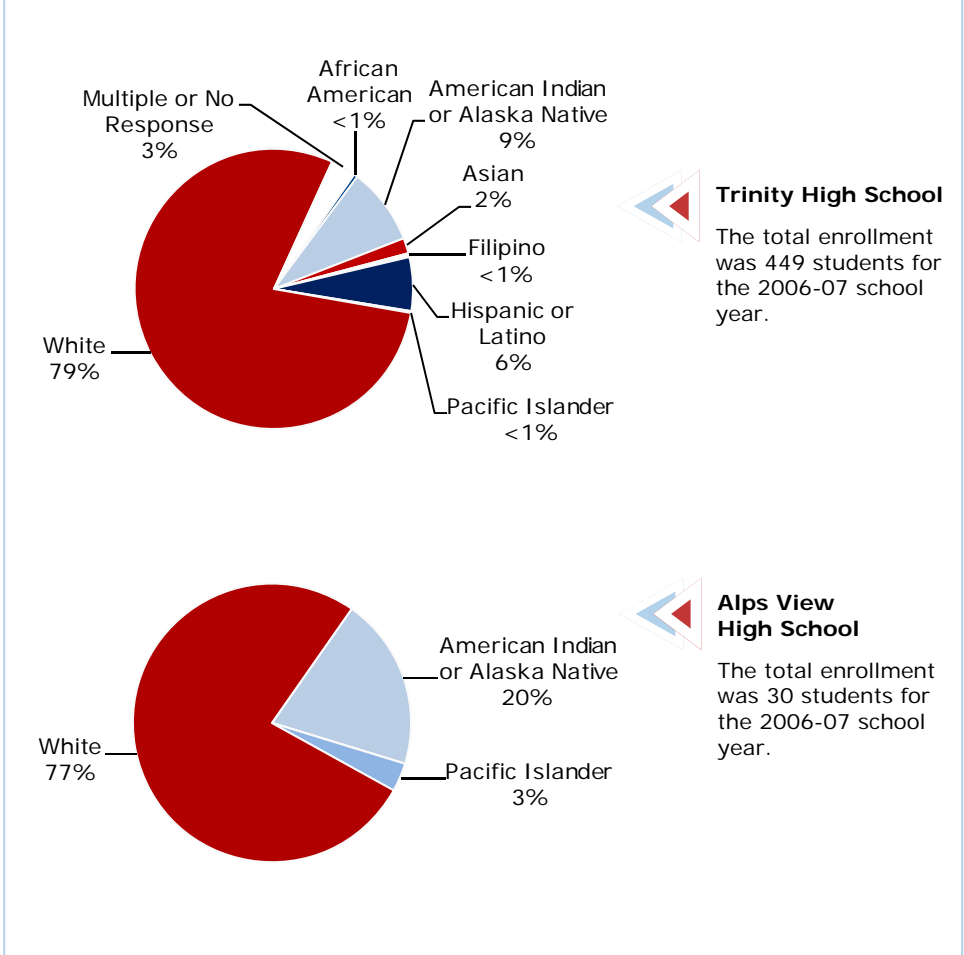
Class Size Distribution — Number of Classrooms By Size									
Subject	2004-05			2005-06			2006-07		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	3	14		3	14		5	13	
Mathematics	10	6		9	5	1	11	6	
Science	11	5		4	8		4	5	1
History-Social Science	3	9		2	11		4	9	

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.



Enrollment and Demographics





Textbooks and Instructional Materials

Trinity Union High School District 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 text books are reviewed and selected by the chairperson of each department. The Board of Trustees must approve each book selected.

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

Quality and Availability of Textbooks			
Subject	Textbook	Adopted	Meets State Standards?
English 9	<i>The Readers Choice</i> , Glencoe/McGraw	2002	Yes
English 10	<i>The Readers Choice</i> , Glencoe/McGraw	2002	Yes
English 11	<i>The Readers Choice</i> , Glencoe/McGraw	2002	Yes
English 12	<i>The Readers Choice</i> , Glencoe/McGraw	2002	Yes
Basic Math	<i>Algebra 1: Concepts and Skills</i> , McDougal Littell	2001	No Standards
Pre-Algebra	Pre-Algebra—AGS	1998	No Standards
Algebra A/B	<i>Algebra 1: Applications, Equations, and Graphs</i> , McDougal Littell	2001	Yes
Geometry	<i>Geometry: Applications and Connection</i> , Glencoe/McGraw	1995	No-text is supplemented
Algebra 2	<i>Algebra 2: Applications, Equations, and Graphs</i> , McDougal Littell	2001	Yes
Pre-Calculus	<i>Pre Calculus</i> , Houghton Mifflin	2004	Yes
Calculus	<i>Graphica, Numerical, Algebraic</i>	2007	Yes
Statistics	<i>Modeling the World</i>	2007	Yes
Biology	<i>Concepts and Applications</i> , Brooks/Cole	2003	Yes
Earth Science	<i>Physical Science</i> , McGraw-Hill	2002	Yes
Chemistry	<i>Chemistry</i> , Houghton Mifflin	2000	Yes
Physics	<i>Physics</i> , John Wiley and Sons	2001	Yes
World History	<i>World History: Modern Times</i> , Glencoe	2006	Yes
U.S. History	<i>Modern Times: The American Vision</i> , Glencoe	2006	Yes

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual & Performing Arts	0%
Health	0%
Foreign Language	0%
Science Laboratory Equipment	0%

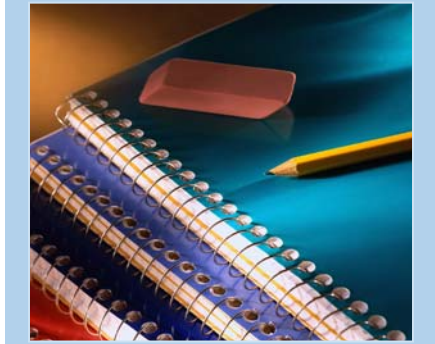
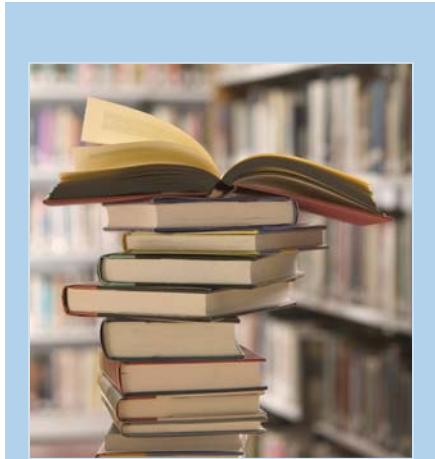
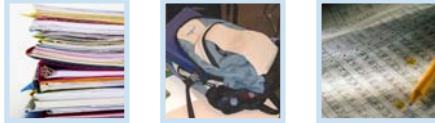
Note: This data was most recently collected and verified in August 2008.

Public Internet Access

Internet access is available in all classrooms, in the library, in all four of our computer labs, and in the counseling center.

For information on public internet use at the Trinity County Library in Weaverville, please contact (530) 623-1373.

Trinity County Library
 351 Main Street
 Weaverville, CA 96093
 Mon - Thurs: 1p.m - 6p.m.
 Fri, Sat, Sun: Closed





School Facilities

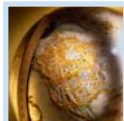
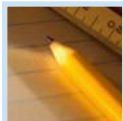
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Our bathrooms are used at all sporting events and community activities and are well maintained and clean. 100% of the toilets in each of the bathrooms are kept in working order at all times. We take pride in our sports programs and facilities and provide 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 enabled 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.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the District budgeted \$21,492.



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The school site inspection occurred in November 2007. The inspection form was completed in November 2007. Another school site inspection occurred in April 2008.

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. 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.

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California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels						
	Trinity HS			Alps View HS		
	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	42%	46%	43%	0%	11%	9%
Mathematics	22%	21%	18%	❖	❖	0%
Science	40%	41%	29%	❖	❖	❖
History-Social Science	44%	40%	31%	0%	5%	8%
Percentage of Students Scoring At Proficient or Advanced Levels						
	Trinity UHSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	39%	43%	41%	40%	42%	43%
Mathematics	21%	21%	18%	38%	40%	40%
Science	40%	38%	29%	27%	35%	38%
History-Social Science	40%	36%	29%	32%	33%	33%

❖ Information not available.

CST Subgroup Results for Trinity High School English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	42%	22%	26%	35%
Female	44%	14%	33%	27%
Economically Disadvantaged	31%	13%	24%	21%
English Learners	❖	❖	❖	❖
Students with Disabilities	11%	13%	❖	6%
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	42%	18%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41%	8%	❖	18%
Pacific Islander	❖	❖	❖	❖
White	41%	17%	30%	33%

❖ 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 Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. Please note 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. Therefore, no subgroup data is available for Alps View High School. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.



Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

Adequate Yearly Progress Criteria						
	Trinity HS		Alps View HS		Trinity UHSD	
Met Overall AYP	Yes		Yes		Yes	
AYP Criteria	English-Language Arts	Math	English-Language Arts	Math	English-Language Arts	Math
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes	Yes	Yes
API	Yes		Yes		Yes	
Graduation Rate	Yes		Yes		Yes	

Suspensions and Expulsions

The table below 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 and Expulsion Rates						
	Suspension Rate			Expulsion Rate		
	04-05	05-06	06-07	04-05	05-06	06-07
Trinity HS	0.0%	17.7%	17.1%	0.2%	0.2%	0.4%
Alps View HS	0.0%	72.0%	46.7%	0.0%	20.8%	19.1%
Trinity UHSD	0.0%	20.8%	19.1%	0.2%	0.2%	0.4%

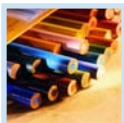
Graduates and Dropouts

Graduates and Dropouts						
	Trinity HS			Alps View HS		
	03-04	04-05	05-06	03-04	04-05	05-06
Graduation Rate	96.0%	100%	100%	90.2%	98.2%	97.1%
Dropout Rate	0.9%	◆	◆	19.0%	3.4%	8.0%
	Trinity UHSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06
Graduation Rate	90.2%	98.2%	97.1%	85.3%	85.0%	83.0%
Dropout Rate	2.5%	0.2%	0.4%	3.2%	3.1%	3.5%

◆ Information not available.

Graduates and Dropouts

The adjacent table displays the one-year dropout and graduation rates for the school, district, and state for the most recent three-year period for which data is available.





Academic Performance Index

API Ranks — Three Year Comparison						
	Trinity HS			Alps View HS		
	03-04	04-05	05-06	03-04	04-05	05-06
Statewide API Rank	8	6	8	◆	◆	◆
Similar Schools API Rank	9	5	7	◆	◆	◆



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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap.

API: Trinity High School

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	-9	21	-32	713
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-13	33	-45	711
Socioeconomically Disadvantaged	10	10	-34	673
English Learners	◆	■	■	■
Students with Disabilities	◆	■	■	■

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

API: Alps View High School

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	◆	◆	65	550
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	■	■	■	■
English Learners	◆	■	■	■
Students with Disabilities	◆	■	■	■

◆ Information not available.

◆ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.





School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

No Child Left Behind Compliant Teachers

No Child Left Behind (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. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.



Teacher Qualifications

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

Teacher Credential Information							
	Trinity UHSD	Trinity HS			Alps View HS		
Teachers	2006-07	04-05	05-06	06-07	04-05	05-06	06-07
With Full Credential	25	23	20	22	2	3	2
Without Full Credential	1	0	0	0	0	1	1
Teaching Outside Subject Area of Competence		0	1	0	0	2	0
		05-06	06-07	07-08*	05-06	06-07	07-08*
Teacher Misassignments of English Learners—English Language Learner (ELL) teachers without ELL certification		0	0	0	0	0	0
Total Teacher Misassignments		0	1	0	0	1	0
Vacant Teacher Positions—teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0	0	0	0

* Most current data.

No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Trinity High School	100%	0.0%
Alps View High School	66.7%	33.3%
All Schools in District	98.8%	1.2%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

◆ Information not available.

Academic Counselors

Academic Counselors		
	Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselors
Trinity High School	1.0	449
Alps View High School	0.0	0.0



Career Technical Education Participation

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

Career Technical Education Data		
	Trinity HS	Alps View HS
# of Pupils Participating in CTE	211	0
% of Pupils Who Complete a CTE Program and Earn a High School Diploma	0%	0%
% of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	28%	0%

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
- Word Processing

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.

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.

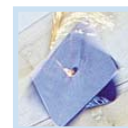
Several days throughout the year are dedicated to staff and professional development. For the last three years, we had three days each year dedicated to staff and professional development.

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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 39.6% of students in the ninth grade at Trinity High School scored in the HFZ. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for the Alps View High School. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



“Our students are enabled 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.”



Courses Required for UC/CSU Admission

The adjacent chart provides information on the minimum requirements for University of California (UC) and California State University (CSU) admission. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgtable.asp.

For UC admission, students must complete the minimum course requirements listed on the chart and meet one of three eligibility standards:

- Eligibility in the Statewide Context
- Eligibility in the Local Context
- Eligibility by Examination Alone

For CSU admission, students must complete the minimum course requirements on the chart, as well as have certain grades in specified courses and test scores.

For more detailed information on both UC and CSU admission, please visit www.californiacolleges.edu/admissions/admissions.asp.



Courses Required for UC/CSU Admission

Courses Required for UC Admission	
HS Subject Area	UC Requirements for Freshman Admissions
English	4 years of approved courses
Mathematics	3 years, including algebra, geometry, and intermediate algebra (4 years recommended)
Social Science	2 years of history/social science, including 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography
Science	2 years with lab required, chosen from biology, chemistry, and physics (3 years recommended)
Foreign Language	2 years in same language required (3 years recommended)
Visual & Performing Arts	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art
Electives	1 year*
Total	15 (7 in the last 2 years)

Courses Required for CSU Admission	
HS Subject Area	CSU Requirements for Freshman Admissions
English	4 years of approved courses
Mathematics	3 years, including algebra, geometry, and intermediate algebra
Social Science	2 years, including 1 year of U.S. history or U.S. history and government and 1 year of other approved social science
Science	2 years, including 1 year of biological and 1 year of physical science with lab
Foreign Language	2 years in same language required
Visual & Performing Arts	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art
Electives	1 year*
Total	15

* Electives must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts.

Course Enrollment for UC/CSU Admission for Trinity High School

The table below 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. Please note there is no data available for Alps View High School. For more information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
UC/CSU Course Measure	2005-06
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	70.9%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	36.1%





California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the 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. Also, 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. Therefore, no subgroup data is available for Alps View High School. The table below displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Trinity HS	63.9%	57.0%	58.9%	61.5%	47.9%	64.8%
Alps View HS	❖	❖	❖	❖	❖	❖
Trinity UHSD	60.2%	54.7%	56.4%	58.8%	46.4%	60.8%
California	49.0%	51.1%	48.6%	45.2%	46.8%	49.9%

❖ 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.

CAHSEE Results by Student Group for Trinity High School: English Language Arts

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

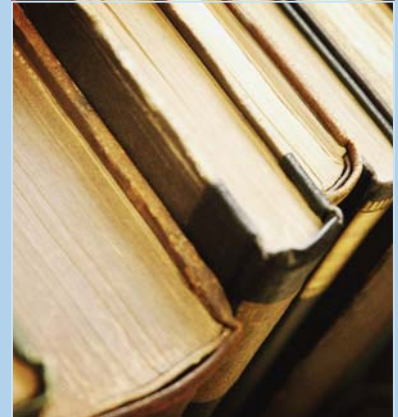
Percentage of Students Achieving At Each Performance Level			
Subgroup	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students	41.1%	40.0%	18.9%
Male	57.4%	31.9%	10.6%
Female	23.3%	48.8%	27.9%
Socioeconomically Disadvantaged	46.2%	38.5%	15.4%
English Learners	❖	❖	❖
Students with Disabilities	90.9%	9.1%	0.0%
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	40.5%	40.5%	18.9%

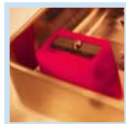
❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Courses

The following is a list of advanced placement courses offered by subject at Trinity High School. At Trinity High School, 5% of the school's students were enrolled in a total of seven AP courses offered. Please note, there is no information for Alps View High School regarding Advanced Placement courses offered.

- English 2
- Mathematics 1
- Science 2
- Social Science 2





Completion of High School Graduation Requirements

The adjacent table shows the percentage of students (that began the 2006-07 school year in the 12th grade) who met all state and local graduation requirements for grade 12 completion or received a local waiver or state exemption. To receive a high school diploma, students must pass both the English-language arts and mathematics portions of the CAHSEE. Please note state results are not available. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs.

CAHSEE Results by Student Group for Trinity High School: Mathematics

This table below 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			
Subgroup	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	35.2%	46.2%	18.7%
Male	28.6%	51.0%	20.4%
Female	42.9%	40.5%	16.7%
Socioeconomically Disadvantaged	42.1%	39.5%	18.4%
English Learners	❖	❖	❖
Students with Disabilities	78.6%	21.4%	0.0%
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	34.2%	47.4%	18.4%

❖ 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.

Completion of High School Graduation Requirements

Completion of High School Graduation Requirements			
Group	Graduating Class of 2007		
	Trinity HS	Alps View HS	Trinity UHSD
All Students	98%	100%	99%
Economically Disadvantaged	43%	100%	1%
English Learners	❖	❖	❖
Students with Disabilities	9%	❖	❖
African American	1%	❖	❖
American Indian or Alaska Native	13%	❖	❖
Asian	2%	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	7%	❖	❖
Pacific Islander	❖	❖	❖
White	72%	100%	72%

❖ 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.



Federal Intervention Program

Federal Intervention Program			
	Trinity HS	Alps View HS	Trinity UHSD
Program Improvement Status	Not In PI	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			0.0%

✧ Not applicable.

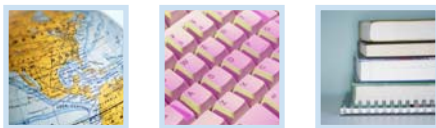
Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Financial Information

The data displayed is from the 2005-06 school year because 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.

District Salary Information — Does not include benefits		
Range	Trinity UHSD	Similar Sized District
Beginning Teacher Salary	\$36,022	\$36,807
Mid-Range Teacher Salary	\$54,598	\$53,195
Highest Teacher Salary	\$69,575	\$65,235
Average Principal Salary	\$80,653	\$88,276
Superintendent Salary	\$93,636	\$109,456
% of Budget for Teacher Salaries	30.4%	30.7%
% of Budget for Administrative Salaries	5.0%	4.9%



Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Trinity HS	\$7,603	\$1,745	\$5,858	\$52,992
Trinity UHSD			\$6,206	\$54,831
California			\$4,943	\$54,825
% Difference Between School and District			-5.9%	-3.5%
% Difference Between School and California			15.6%	-3.5%
Alps View HS	\$2,348	\$2,000	\$348	\$43,888
Trinity UHSD			\$6,206	\$54,831
California			\$4,943	\$54,825
% Difference Between School and District			-1683.3%	-24.9%
% Difference Between School and California			-1320.4%	-24.9%

“Trinity Union High School District offers a wide variety of curricular and extra curricular activities which can provide parents many opportunities to become directly involved in school organizations and events.”



Trinity High School and Alps View High School

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SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Graduate And Dropout Rates, Course Enrollment and Courses Required for UC/CSU Admissions, AP Classes, CAHSEE Results, Teacher Qualifications, and some Financial Information. 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 other information is provided by the school and the district office.

All data accurate as of March 13, 2008.
