

**Princeton Junior-Senior High**  
**School Accountability Report Card**  
**Reported Using Data from 2010-11 School Year**  
*Published During 2011-12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## Data and Access

### *Ed-Data Partnership Web Site*

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### *DataQuest*

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access



Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Princeton Junior-Senior High	<b>District Name</b>	Princeton Joint Unified
<b>Street</b>	PO Box 8	<b>Phone Number</b>	(530) 439-2261
<b>City, State, Zip</b>	Princeton, CA 95970-0008	<b>Web Site</b>	www.pjusd.org
<b>Phone Number</b>	(530) 439-2261	<b>Superintendent</b>	John Greene
<b>Principal</b>	Mr. John Greene, Superintendent	<b>E-mail Address</b>	jgreene@glenncoe.org
<b>E-mail Address</b>	jgreene@glenncoe.org	<b>CDS Code</b>	11626461136209

## School Description and Mission Statement (School Year 2010-11)

**This section provides information about the school, its programs, and its goals.**

Princeton Junior-Senior High School (PHS) is located in Princeton California, an unincorporated farming community, which lies on the county line bordering Colusa and Glenn Counties. PHS is nestled along the beautiful Sacramento River on State Highway 45. The local community depends upon the cultivation and sales of rice, walnuts, almonds and other farming crops. Most of our local students come from either farm owning families or from families that work on farms in or around Princeton. The school population, by current standards, is small with approximately 122 students in grades 7-12. Of that number, approximately students, for a variety of reasons, attend school in Princeton on inter-district transfer agreements from other nearby schools by parent request. The school culture is enhanced by a diverse student population consisting of approximately 43% Caucasian, 48% Hispanic and 7% Native American and 2% Asian students. Currently nearly 61% of our school population in grades 7-12 participates in the free or reduced lunch program. PHS serves students in grades seven through twelfth grade and follow a traditional 180 school day calendar. At the beginning of the 2007-08 school year, 114 students were enrolled which included 10 students that qualified for English Learner support. Student enrollment at the JSH increased to 122 from prior year enrollment at 118.

We believe that Princeton Junior/Senior High School is a safe place for learning and participating in extra curricular areas. Our school wide discipline plan appears to be extremely effective; hence, our suspensions are low when compared to like kind schools in the area. We've had no expulsions in the past four years. Our campus is physically small and easy to supervise, another reason why we have an unusually safe school. The school culture is shaped, in part, by local farming beliefs and interests, and perpetuated through various programs, activities, and course work. The majority of Princeton students participate in 4-H and or FFA classes and various leadership building activities. Our students also participate in county sponsored activities such as the county-wide spelling bee, science fairs, and writer's workshops. Students are encouraged to participate in extra-curricular activities. Currently, the district offers competitive athletics for students in football, baseball, basketball, volleyball, softball and swimming. Students also participate in student government where they can develop and hone their leadership skills and develop our school-wide activity schedule. At the beginning of the 2009-10 school year, Student Leadership was added to the curriculum, a course designed to better prepare future leaders.

Princeton Junior/Senior High School enjoys a very close relationship with parents and other community members, many of whom are Princeton graduates themselves. They show their involvement and support through a variety of meaningful ways. Parents routinely provide transportation to and from athletic and other extra-curricular events. They chaperone dances, take tickets at games, work in our snack bar, and help when asked, in classrooms. Many parents also volunteer to serve on our Site Council and the WASC Focus Group. Our booster's club and the Princeton Community Eagles club continue to support academic and athletic/activity goals by raising money to offset the rising cost for these programs and for annual scholarships for deserving, graduating seniors as they pursue post high school goals.

While we are small and have only nine teachers, we believe that we still offer a well rounded education that parallels most other schools in our area, particularly the smaller ones. Our curriculum includes an AP course in English, CP core courses, General and Vocational Education courses and, next year, our plan is to offer AP courses in math and social science. Our API/APR scores have fluctuated, positively and negatively, over the past three years. This year, 2010, our scores increased significantly and we were successful in meeting API growth requirements by several points. However, we fell short on our AYP and plan to implement intervention services next year (2011) to address this deficiency. Each year high school seniors apply for, and are accepted, to quality colleges and universities. Many are the recipients of awards and scholarships from both Glenn and Colusa counties to help them in their pursuit of post-high school education. Our drop out rate is extremely low; conversely, nearly all seniors graduate with a diploma, on time.

### School Mission

The mission of Princeton High School, an ethnically diverse, rural school that respects individual differences, is to graduate students with the skills and knowledge to be lifelong learners, transition to higher education or the workplace and become productive members of society.

The implementation of a rigorous, dynamic, academic and career-technical curriculum will address career paths that will integrate technology, and be delivered in a partnership between an effective staff and the community.

### Principal's Message

I would like to extend to both new and returning families a sincere welcome to Princeton Junior Senior High School and hope that the upcoming school year proves to be positive and rewarding for all students. I am also inviting you to

explore the Princeton Junior Senior High School's annual School Accountability Report Card, a required document that provides valuable information about our school's instructional program, academic achievements, classroom materials, school safety, facilities, and staff.

Princeton Junior Senior High provides a warm, stimulating environment where students are actively involved in the learning process in a rural setting with very attractive student/teacher ratios. Students receive a challenging, standards-based curriculum delivered by professional, dedicated and caring staff members.

Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the very best educational program possible for Princeton Unified School children, and welcome any suggestions or recommendations that will make our schools even stronger and more effective. Together through our hard work our students will be challenged to reach their maximum potential.

### **Opportunities for Parental Involvement (School Year 2010-11)**

Parents are encouraged to become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school web site, the school marquee, and flyers. Contact Mrs. Hernandez or Mrs. Polito at (530) 439-2261 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

Classroom Helper

Chaperone

Fundraising

Committees

School Site Council

WASC Team

Migrant Parent Advisory Committee

School Activities

Back to School Night

Open House

Athletics & Transportation

Class Community

Project Activities

Field trips



### Student Enrollment by Grade Level (School Year 2010-11)

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

Grade Level	Number of Students
Grade 7	19
Grade 8	19
Ungraded Elementary	0
Grade 9	25
Grade 10	18
Grade 11	22
Grade 12	19
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>122</b>

### Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	0.0	White	43.0
American Indian or Alaska Native	7.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	62.0
Filipino	0.0	English Learners	16.0
Hispanic or Latino	48.0	Students with Disabilities	12.0
Native Hawaiian/Pacific Islander	2.0		

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	16	9	0	0	15.6	6	1	0	15.3	9	0	0
<b>Mathematics</b>	12.2	10	0	0	12.8	8	0	0	12.1	10	0	0
<b>Science</b>	13.3	6	0	0	13.3	7	0	0	18	4	0	0
<b>Social Science</b>	19.8	5	1	0	17.5	6	0	0	20.5	6	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2010-11)

The School Safety Plan is reviewed, updated, and discussed with school faculty annually. The plan establishes and defines procedures/guidelines for the safe and orderly response to earthquakes, fires, floods, intruders, and other emergency disasters. It outlines the protocol for teachers and staff, including the use of telephone trees. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency. To prepare our students and staff for potential disasters and in according law, all schools in the Princeton Joint Unified School District routinely participates in simulated emergency preparedness drills. Each year, there are safety checks by the state Fire Marshall as well as by our insurance carrier. The District is mandated to correct any safety deficiency. We do all we can to ensure the safety of our students, staff, and community at large. To insure safety on campus, supervisors or administrators routinely monitor appropriate behavior Campus supervisors are assigned to monitor appropriate behavior, and to ensure that all people are authorized to be on school property, all visitors must sign in when entering the campus. Our student discipline handbook is updated annually and shared with each student during a pre-selected period at the beginning of each school year. This helps to insure that all students are aware of behavior expectation and consequences; a copy is then mailed home to all parents/guardians. The District offers first aid training each year. Although all staff is encouraged to attend, it is mandatory training for all coaches and health aides.

For more information about how parents can receive more information, or view the School Safety Plan, contact the District Office at 530-439-2261.

## Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	1.68	1.80	0.08	0.84	0.90	0.04
<b>Expulsions</b>	0.00	0.00	0.00	0.84	0.00	0.00

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Princeton Junior Senior High's original facilities were built in the 1950s with the addition of the CDS classroom in 2004. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins; the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two custodians are assigned to PHS.

The custodians are responsible for:

- Grounds keeping
- Restrooms
- Cafeteria Cleanup/Setup
- Office Area Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The Director of Maintenance and Operations communicates daily with the Superintendent and custodial staff concerning maintenance and school safety issues.

The district Director of Maintenance & Operations does an annual inspection of all sites in accordance with Education Code §17592.72(c) (1). The most recent report took place on October 27, 2011. The inspection tool is on file and available for review at the district office.

### School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			New sewer line was installed in Sept. 2011
<b>Safety:</b> Fire Safety, Hazardous Materials		X			.
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			Broken windows reported previously have been replaced.
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.



## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	8	9	9	17
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor	.75	122
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9-22-11

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	7th-8th 4-22-2010 9th-12th 7-21-2011	Yes Yes	0.00%
Mathematics	Pre-Alg 8-16-2006 Algebra 18-16-2007	Yes Yes	0.00%
Science	Chemistry 12-18-2008 Modern Biology	Yes Yes	0.00%
History-Social Science	Various texts and adoptions	Yes	0.00%
Foreign Language	Spanish I & II 5-19-2004	Yes	0.00%
Health	Glencoe Teen Health 10-18-2006	Yes	0.00%
Visual and Performing Arts	N/A		0.00%
Science Laboratory Equipment (grades 9-12)	On going as needed.		0.00%

## Curriculum and Instructional Materials (School Year 2010-11)

### List of curriculum books.

K-6 Social Science-California Reflections July 19, 2006  
7th World History-Medieval to Early Mod Times July 19, 2006  
8th US History-Independence to 1914 July 19, 2006  
6th – 8th Pre-Algebra August 16, 2006  
7th – 8th Health Glencoe Teen Health Course 3 October 18, 2006  
K – 8th English Lang-Arts Macmillan/McGraw  
Hill - California Treasures April 22, 2010

Modern World History McDougal Littell October 9, 2002  
Algebra 2 – 3rd Edition Saxon Publishers July 6, 2003  
US History-Americans Reconstruction 21st Century McDougal Littell May 19, 2004  
Spanish-En Espanol 1 & 2 McDougal Littell May 19, 2004  
Century 21 Accounting South Western Educational Publ July 20, 2005  
Modern Biology Holt, Rinehart & Winston August 17, 2005  
Applied Computer Keyboarding Thompson-Southwestern August 17, 2005  
Start & Operate a Small Business Natl Foundation for Teaching August 17, 2005  
Pre-Algebra McDougal Littell August 16, 2006  
Algebra 1 McDougal Littell August 16, 2006  
Geometry McDougal Littell August 16, 2006  
10th Grade State Requirements Glencoe Health October 18, 2006  
High School Physical Education Glencoe Foundations of  
Personal Fitness October 18, 2006  
Algebra 2 McDougal Little / Larsen August 16, 2007  
High School Geography TCI-Geography Alive! Regions & People July 24, 2008  
High School Math Mathematics with Business Applications  
Publisher: Glencoe September 18, 2008  
High School Chemistry Prentice Hall December 18, 2008  
Leadership Personal Development &  
Career Success, 3rd Ed  
Publisher: Cengage Learning August 19, 2010  
High School English Literature Publisher: Hold-Warriner July 21, 2011  
English I, II, III, IV

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Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year.

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 5,606.00	\$ 445.00	\$ 5,261.00	\$ 43,457.00
District			\$ 10,381.00	\$ 46,117.00
Percent Difference - School Site and District			-49%	-6%
State			\$ 5,455.00	\$ 57,163.00
Percent Difference - School Site and State			-4%	-24%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (School Year 2010-11)

Princeton was proud to add the Blood Energy Sweat Talent (BEST) Program to our students in 2010-11. PHS had 12 students (14% of our eligible students) complete this Saturday program. Each student earned a certificate of completion. We also provide classroom instruction through our Summer School Program. PHS also offers before and after school tutoring for students who scored low on the state standards test or are at risk of retention.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 39,504.00	\$ 37,978.00
Mid-Range Teacher Salary	\$ 53,577.00	\$ 55,252.00
Highest Teacher Salary	\$ 66,357.00	\$ 71,674.00
Average Principal Salary (Elementary)	\$ 0.00	\$ 87,651.00
Average Principal Salary (Middle)	\$ 0.00	\$ 92,196.00
Average Principal Salary (High)	\$ 0.00	\$ 93,352.00
Superintendent Salary	\$ 97,000.00	\$ 116,851.00
Percent of Budget for Teacher Salaries	34.00 %	34.00 %
Percent of Budget for Administrative Salaries	8.00 %	7.00 %

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	28	31	34	26	36	41	49	52	54
<b>Math</b>	14	25	19	24	40	37	46	48	50
<b>Science</b>	48	58	42	31	52	35	50	54	57
<b>History-Social Science</b>	46	38	44	43	36	44	41	44	48

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

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41	37	35	44
All Students at the School	34	19	42	44
Male	30	17	53	69
Female	38	21	33	21
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	30	16	30	36
Native Hawaiian or Pacific Islander	0	0	0	0
White	44	27	0	60
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	25	19	23	26
English Learners	7	0	0	
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

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

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	40	22	35	40	22	35	52	54	59
Mathematics	27	29	29	27	29	29	53	54	56

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

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	68.4	15.8	15.8	61.9	28.6	9.5
All Students at the School	68.4	15.8	15.8	61.9	28.6	9.5
Male	54.5	18.2	27.3	54.5	27.3	18.2
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	54.5	45.5	0.0
English Learners						
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.1	16.7	44.4
9	12.0	28.0	24.0

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

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	3	3	4
Similar Schools	N/A		

## Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	34	25	-23
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	20	8	-14
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	97	686	169	734	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	4		6		33,774	733
Asian	0		0		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	53	660	98	708	2,406,749	729
Native Hawaiian/Pacific Islander	1		1		26,953	764
White	39	733	64	793	1,258,831	845
Two or More Races	0		0		76,766	836
Socioeconomically Disadvantaged	61	649	115	709	2,731,843	726
English Learners	14	468	48	653	1,521,844	707
Students with Disabilities	7		10		521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	Yes
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement		1.0
Percent of Schools Currently in Program Improvement		50.0

Note: Cells shaded black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1	5	1	2	6	1	5	6	5
Graduation Rate							80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	19	19	N/D
Black or African American	0	0	N/D
American Indian or Alaska Native	0	0	N/D
Asian	0	0	N/D
Filipino	0	0	N/D
Hispanic or Latino	6	6	N/D
Native Hawaiian or Pacific Islander	1	1	N/D
White	12	12	N/D
Two or More Races	0	0	N/D
Socioeconomically Disadvantaged	9	9	N/D
English Learners	1	1	N/D
Students with Disabilities	4	4	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

Courses we offer at Princeton Junior/Senior high are:

Introduction to Agriculture  
 Careers  
 Home Economics  
 Agricultural Biology  
 ROP Shop  
 ROP Ag Mechanics  
 ROP Small Engines  
 ROP Business  
 ROP Accounting  
 The BEST Program

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	83
Percent of pupils completing a CTE program and earning a high school diploma	31.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	40.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

## Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0.0	
English	1.0	
Fine and Performing Arts	0.0	
Foreign Language	0.0	
Mathematics	0.0	
Science	0.0	
Social Science	0.0	
All courses	1.0	0.9%

Note: Cells shaded in black do not require data.

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

**This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.**

All training and curriculum development activities at Princeton Junior Senior High revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the superintendent/principal using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. It is the goal of the school to align our Single Site Plan for Student Success, our Vision and our Mission with all expenditures that support professional development. Princeton Junior Senior High includes 3 paid staff development days each year which are devoted to the improvement of student achievement and to the development of safe schools.

The district also offers ongoing support to new teachers through the Beginning Teacher Support and Assessment, and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education.

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The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 1/31/12.

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