



Princeton Junior-Senior High School

PO Box 8 • Princeton, CA 95970 • 530.439.2261 • Grades 7-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Princeton Joint Unified School District

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District Governing Board

Cathy Withrow
Cindy Campbell
Lance Glassgow
Victoria Reamer
Troy Hansen

District Administration

Cody Walker
Superintendent
Beth Penner

Chief Business Official Director of Human Resources

Lance Swift
**Director Maintenance, Operations
& Transportation**

Terri Harris
Food Services Manager
Raylene Robinson
Academic Counselor

School Description

Princeton Joint Unified School District is located in the rural farming community of Princeton, California and has two schools: Princeton Elementary School (K-6) and Princeton Junior Senior High School (7-12), totaling enrollment of about 200 students. The town of Princeton is situated on the Colusa and Glenn County line, on Highway 45, adjacent to the Sacramento River. The Glenn County Office of Education has oversight of the Princeton Joint Unified School District.

Our schools offer excellent educational opportunities for our students. We are high-achieving academically. In the final year API scores were measured, our district API was 807, elementary API was 819, and junior / senior high school was 800. At the time, our elementary school marked its third consecutive year above the 800 API mark, and our high school was the only high school in Colusa and Glenn Counties scoring at the 800 level. An updated API measure has not yet been released by the state.

Both of our schools enjoy very low student to teacher ratios, typically around 15 students per class. Our small school and class sizes make it easier for students to enjoy closer relationships with teachers and staff and for teachers to provide students with greater individualized attention. Our schools are also very safe; we have few discipline issues and remain almost completely free of the gang problems experienced in some other districts.

Our K-12 courses are standards-based and academically rigorous. In addition to college preparatory courses, we offer a variety of career technical education courses, oriented toward agriculture and medicine. Advanced placement courses are sometimes offered on the master schedule; a variety of other courses are available as online options. English learners are offered English Language Development courses at both sites, and our district consistently does an excellent job of helping our English learners become proficient in English.

Despite our small size, Princeton schools offer our students a wide variety of opportunities for involvement. As expected in an agricultural community, 4-H and FFA are popular organizations. Our athletics teams include football, volleyball, basketball, baseball, and softball. Students wishing to participate in other sports have the opportunity to do so at neighboring schools. Yearbook, CSF, student government, school site council, MeCHA, and sixth grade science camp are some of the other extracurricular activities our students enjoy.

Each year our seniors apply 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 dropout rate is extremely low, and nearly all seniors graduate on time with a diploma.

A significant number of Princeton's students have chosen to transfer from their district of residence and attend Princeton as interdistrict transfer students. We welcome interdistrict transfers and have seen very positive results for many of our transfer students. If you should have interest in your students becoming Princeton Eagles, please contact our school offices.

Both of our schools look forward to the new opportunities presented by the transition to Common Core State Standards. We believe that we will be able to help our students become even better prepared for their lives in school and beyond.

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 530.439.2261 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	18
Grade 8	17
Grade 9	24
Grade 10	12
Grade 11	20
Grade 12	19
Total Enrollment	110

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	3.6
Hispanic or Latino	53.6
White	41.8
Socioeconomically Disadvantaged	72.7
English Learners	6.4
Students with Disabilities	5.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Princeton Junior-Senior High School	13-14	14-15	15-16
With Full Credential	9	8	7
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Princeton Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	12
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Princeton Junior-Senior High	13-14	14-15	15-16
Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	79.0	21.1
Districtwide		
All Schools	81.4	18.6
High-Poverty Schools	81.4	18.6
Low-Poverty Schools	0.0	0.0

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	7th-8th 4-22-2010 9th-12th 7-21-2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pre-Alg 8-16-2006 Algebra 18-16-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Chemistry 12-18-2008 Modern Biology The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Various texts and adoptions The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish I & II 5-19-2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe Teen Health 10-18-2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Ongoing as needed Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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 a 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 inspection tool is on file and available for review at the district office.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/29/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	29.40	5.90	11.80
9	34.60	30.80	11.50

* Percentages are not calculated 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	26	32	44
Math	17	33	33

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	60
All Student at the School	79
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
Students with Disabilities	76
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	75	55	79	58	55	60	59	60	56

* Results are for grades 5, 8, and 10. 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	17	17	100.0	35	24	35	6
	8	17	17	100.0	35	47	18	0
	11	22	20	90.9	35	40	20	0
Male	7	17	10	58.8	--	--	--	--
	8	17	9	52.9	--	--	--	--
	11	22	10	45.5	--	--	--	--
Female	7	17	7	41.2	--	--	--	--
	8	17	8	47.1	--	--	--	--
	11	22	10	45.5	--	--	--	--
American Indian or Alaska Native	8	17	1	5.9	--	--	--	--
	11	22	2	9.1	--	--	--	--
Hispanic or Latino	7	17	9	52.9	--	--	--	--
	8	17	8	47.1	--	--	--	--
	11	22	7	31.8	--	--	--	--
White	7	17	6	35.3	--	--	--	--
	8	17	5	29.4	--	--	--	--
	11	22	10	45.5	--	--	--	--
Socioeconomically Disadvantaged	7	17	14	82.4	36	29	36	0
	8	17	13	76.5	38	46	15	0
	11	22	14	63.6	36	36	21	0
English Learners	7	17	1	5.9	--	--	--	--
	11	22	2	9.1	--	--	--	--
Students with Disabilities	7	17	1	5.9	--	--	--	--
	8	17	1	5.9	--	--	--	--
	11	22	1	4.5	--	--	--	--
Students Receiving Migrant Education Services	7	17	1	5.9	--	--	--	--
	11	22	1	4.5	--	--	--	--
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	17	17	100.0	35	24	41	0
	8	17	17	100.0	53	41	6	0
	11	22	20	90.9	60	30	5	0
Male	7	17	10	58.8	--	--	--	--
	8	17	9	52.9	--	--	--	--
	11	22	10	45.5	--	--	--	--
Female	7	17	7	41.2	--	--	--	--
	8	17	8	47.1	--	--	--	--
	11	22	10	45.5	--	--	--	--
American Indian or Alaska Native	8	17	1	5.9	--	--	--	--
	11	22	3	13.6	--	--	--	--
Hispanic or Latino	7	17	9	52.9	--	--	--	--
	8	17	8	47.1	--	--	--	--
	11	22	5	22.7	--	--	--	--
White	7	17	6	35.3	--	--	--	--
	8	17	5	29.4	--	--	--	--
	11	22	10	45.5	--	--	--	--
Socioeconomically Disadvantaged	7	17	14	82.4	43	21	36	0
	8	17	13	76.5	54	38	8	0
	11	22	12	54.5	58	33	8	0
English Learners	7	17	1	5.9	--	--	--	--
	11	22	2	9.1	--	--	--	--
Students with Disabilities	7	17	1	5.9	--	--	--	--
	8	17	1	5.9	--	--	--	--
	11	22	1	4.5	--	--	--	--
Students Receiving Migrant Education Services	7	17	1	5.9	--	--	--	--
	11	22	1	4.5	--	--	--	--
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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

Opportunities to Volunteer:

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

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 deficiencies. We do all we can to ensure the safety of our students, staff, and community at large. To ensure 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 ensure 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 or to view the School Safety Plan, contact the District Office at (530) 439-2261.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.51	5.26	1.54
Expulsions Rate	1.57	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.95	3.47	0.96
Expulsions Rate	0.90	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	13	12	14	13	13	10			1			
Math	9	8	11	14	15	10			1			
Science	13	14	12	6	5	6		1				
SS	19	19	17	5	4	5	1	1				

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.75
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	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	156

* 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.

Professional Development provided for Teachers

Training and curriculum development activities at Princeton Junior Senior High School have focused on the California State Content Standards and Frameworks; they are now shifting to a focus on Common Core Standards and Next Generation Science Standards. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to content standards. Decisions concerning selection of staff development activities are performed by the 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. Princeton Elementary continues to offer three (3) paid in-service days annually for staff development. These days are focused on the improvement of student achievement and the development of safe schools. The district also offers ongoing support to new teachers through BTSA (Beginning Teacher Assessment and Support), and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. The district also devotes up to 6 minimum days that are strictly for collaboration purposes and/or staff development. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education. Classified employees are also encouraged to seek outside staff development opportunities to enhance job proficiency.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,899	\$38,953
Mid-Range Teacher Salary	\$58,332	\$57,103
Highest Teacher Salary	\$67,021	\$74,127
Average Principal Salary (ES)	NA	\$90,225
Average Principal Salary (MS)	NA	\$98,146
Average Principal Salary (HS)	NA	\$97,758
Superintendent Salary	\$105,000	\$117,803
Percent of District Budget		
Teacher Salaries	31%	34%
Administrative Salaries	4%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Princeton offers before and after school tutoring to students who scored low on the state standards tests or are at risk of retention. A credit recovery class is available for students who need to make up for credit deficiencies. Online classes in a variety of subjects, including AP level, are available to students.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,989	\$1701	\$11,288	\$47,362
District	♦	♦	\$11,288	\$46,519
State	♦	♦	\$5,348	\$59,460
Percent Difference: School Site/District			0.0	1.8
Percent Difference: School Site/ State			111.1	-20.3

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	15	54	31	54	38	8
All Students at the School	15	54	31	54	38	8
Socioeconomically Disadvantaged	17	58	25	55	45	

* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Princeton Junior-Senior High School	2012-13	2013-14	2014-15
English-Language Arts	52	22	85
Mathematics	43	39	46
Princeton Joint Unified School District	2012-13	2013-14	2014-15
English-Language Arts	52	22	85
Mathematics	43	39	46
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Princeton Junior-Senior High School	2011-12	2012-13	2013-14
Dropout Rate	5.00	11.80	5.00
Graduation Rate	90.00	88.24	95.00
Princeton Joint Unified School District	2011-12	2012-13	2013-14
Dropout Rate	5.00	16.70	5.00
Graduation Rate	90.00	83.33	95.00
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	32
% of pupils completing a CTE program and earning a high school diploma	31%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	85.71	85.71	84.6
Black or African American			76
American Indian or Alaska Native	100	100	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	72.73	72.73	81.28
Native Hawaiian/Pacific Islander			83.58
White	100	100	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	66.67	66.67	61.28
English Learners			50.76
Students with Disabilities	76.92	76.92	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	68.18
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	0

* Where there are student course enrollments.

Career Technical Education Programs

Princeton Junior Senior High School participates in a consortium led by Glenn County Office of Education. Ms. Raylene Robinson, our school counselor, serves as the primary representative for the district's CTE program. CTE courses are open to all 9th-12th graders at Princeton Junior Senior High School.

In the 2014-15 school year and currently, Princeton offers three primary career pathways: Ag Sciences, Manufacturing Technology, and Medical Careers. The specific classes for each of these pathways are below.

Ag Sciences: Ag Earth Science, ROP Ag Biology
 Manufacturing Technologies: ROP Shop, ROP Ag Mechanics, Woodshop
 Medical Careers: Biology, Career Choices, and Anatomy / Physiology

For most CTE courses, there are preliminary general education classes as prerequisites. CTE courses also provide students with credits that fulfill the general academic course requirements.

The outcomes of CTE programs are reported to the Carl Perkins and ROP Consortiums. Both consortiums evaluation program participation and completion rates.

Beginning in 2014-15, the district is also a participant in the Butte Glenn Career Pathway Trust Consortium.

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., 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.