



Princeton Junior-Senior High School

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

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Princeton Joint Unified School District

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K-12 Principal

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Director of Human Resources**

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Operations & Transportation**

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Counselor

About the SARC

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 530.439.2261.

District and 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 220 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, with our district API at 807, elementary API at 819, and junior / senior high school at 800. Our elementary school is in its third consecutive year above the 800 API mark, and our high school is currently the only high school in Colusa and Glenn Counties scoring at the 800 level.

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 much 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 neighboring districts.

Our K-12 courses are standards-based and academically rigorous. In addition to college preparatory courses, we offer a variety career technical education courses, oriented toward agriculture and medicine. Some advanced placement courses are 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.

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

| Student Enrollment by Grade Level | |
|-----------------------------------|--------------------|
| Grade Level | Number of Students |
| Gr. 7 | 22 |
| Gr. 8 | 14 |
| Gr. 9 | 19 |
| Gr. 10 | 22 |
| Gr. 11 | 23 |
| Gr. 12 | 18 |
| Total | 118 |

| Student Enrollment by Group | |
|----------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.0 |
| American Indian or Alaska Native | 6.8 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 61.0 |
| Native Hawaiian/Pacific Islander | 0.0 |
| White | 32.2 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 72.0 |
| English Learners | 29.7 |
| Students with Disabilities | 5.1 |

| Average Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|------|------|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Year | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 |
| English | 15.7 | 13.6 | 10 | 8 | 9 | 13 | 1 | 0 | | 0 | 0 | |
| Math | 12.1 | 10.5 | 9 | 11 | 11 | 14 | 0 | 0 | | 0 | 0 | |
| Science | 16.7 | 14.6 | 13 | 3 | 5 | 6 | 0 | 0 | | 0 | 0 | |
| SS | 20.5 | 17.6 | 19 | 4 | 5 | 5 | 2 | 0 | 1 | 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, English, Math, Science and Social Science (SS), rather than grade level.

| Suspensions and Expulsions | | | |
|----------------------------|-------|-------|-------|
| School | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 0.08 | 0.0 | 10.4 |
| Expulsions Rate | 0 | 0.0 | 1.7 |
| District | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 0.04 | 2.7 | 9.0 |
| Expulsions Rate | 0 | 0.0 | 1.0 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/12/13

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 most recent report took place on November 12, 2013. The inspection tool is on file and available for review at the district office.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| School Facility Good Repair Status | | | | |
|---|------------------|-------------|-------------|---|
| 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] | [] | [] |

| Teacher Credentials | | | |
|--------------------------------------|-------|-------|-------|
| School | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | 9 | 9 | 9 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area | 0 | 0 | 0 |
| Districtwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | ♦ | ♦ | 16 |
| Without Full Credential | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| School | 11-12 | 12-13 | 13-14 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| 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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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.

Core Academic Classes Taught by Highly Qualified Teachers

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* webpage at: www.cde.ca.gov/nclb/sr/tq/

| 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 | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 100.0 | 0.0 |
| 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 25 percent or less in the free and reduced price meals program.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | .75 |
| Social/Behavioral or Career Development Counselor | 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 | 157 |

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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. Summer school is offered to students who need to make up credits.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | \$11423 | \$1823 | \$9600 | \$47349 |
| District | ♦ | ♦ | \$9600 | \$46418 |
| State | ♦ | ♦ | \$5,537 | \$58,606 |
| Percent Difference: School Site/District | | | 0.0 | 2.0 |
| Percent Difference: School Site/ State | | | 73.4 | -19.2 |

* **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 webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at 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: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average for Districts In Same Category |
|--------------------------------------|-----------------|--|
| Beginning Teacher Salary | | \$38,390 |
| Mid-Range Teacher Salary | | \$55,793 |
| Highest Teacher Salary | | \$72,306 |
| Average Principal Salary (ES) | | \$88,846 |
| Average Principal Salary (MS) | | \$92,801 |
| Average Principal Salary (HS) | | \$95,916 |
| Superintendent Salary | | \$116,026 |
| Percent of District Budget | | |
| Teacher Salaries | 34.0% | 34.0% |
| Administrative Salaries | 8.9% | 6.6% |

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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:

Textbooks and Instructional Materials

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

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.

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 (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) 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 star.cde.ca.gov.

| STAR Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|---|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 36 | 57 | 60 | 43 | 59 | 61 | 54 | 56 | 55 |
| Math | 19 | 24 | 29 | 37 | 43 | 43 | 49 | 50 | 50 |
| Science | 42 | 61 | 76 | 35 | 62 | 58 | 57 | 60 | 59 |
| H-SS | 44 | 37 | 49 | 44 | 37 | 49 | 48 | 49 | 49 |

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

| 2013 STAR Results by Student Group | | | | |
|---|---|------|---------|------|
| Group | Percent of Students Scoring at Proficient or Advanced | | | |
| | ELA | Math | Science | H-SS |
| All Students in the LEA | 61 | 43 | 60 | 49 |
| All Student at the School | 60 | 29 | 76 | 49 |
| Male | 56 | 26 | 75 | 52 |
| Female | 64 | 32 | 79 | 46 |
| Black or African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 54 | 20 | 68 | 52 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 69 | 49 | 93 | 48 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 58 | 26 | 68 | 49 |
| English Learners | | | | |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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 webpage at www.cde.ca.gov/ta/ac/ap/.

| API Growth by Student Group – Three-Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | -23 | 89 | 17 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | 104 | 3 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | -14 | 108 | 14 |
| English Learners | | | |
| Students with Disabilities | | | |

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.

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|--|------|------|------|
| API Rank | 2010 | 2011 | 2012 |
| Statewide | 4 | 3 | 7 |
| Similar Schools | | | |

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| 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 | | 0.0 |

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

| Group | | School | District | State |
|----------------------------------|----------|--------|----------|-----------|
| All Students at the School | Students | 91 | 150 | 4,655,989 |
| | API-G | 783 | 807 | 790 |
| Black or African American | Students | 0 | 0 | 296,463 |
| | API-G | | | 708 |
| American Indian or Alaska Native | Students | 6 | 7 | 30,394 |
| | API-G | | | 743 |
| Asian | Students | 0 | 0 | 406,527 |
| | API-G | | | 906 |
| Filipino | Students | 0 | 0 | 121,054 |
| | API-G | | | 867 |
| Hispanic or Latino | Students | 54 | 92 | 2,438,951 |
| | API-G | 774 | 782 | 744 |
| Native Hawaiian/Pacific Islander | Students | 0 | 0 | 25,351 |
| | API-G | | | 774 |
| White | Students | 31 | 51 | 1,200,127 |
| | API-G | 856 | 862 | 853 |
| Two or More Races | Students | 0 | 0 | 125,025 |
| | API-G | | | 824 |
| Socioeconomically Disadvantaged | Students | 69 | 120 | 2,774,640 |
| | API-G | 781 | 791 | 743 |
| English Learners | Students | 26 | 56 | 1,482,316 |
| | API-G | 686 | 729 | 721 |
| Students with Disabilities | Students | 7 | 11 | 527,476 |
| | API-G | | 605 | 615 |

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)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | Yes | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | Yes |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | N/A |

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 webpage at 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 webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet 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.

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|---------|
| Group | Graduating Class of 2013 | | |
| | School | District | State |
| All Students | 19 | 19 | 418,598 |
| Black or African American | | | 28,078 |
| American Indian or Alaska Native | | | 3,123 |
| Asian | | | 41,700 |
| Filipino | | | 12,745 |
| Hispanic or Latino | 10 | 10 | 193,516 |
| Native Hawaiian/Pacific Islander | 1 | 1 | 2,585 |
| White | 8 | 8 | 127,801 |
| Two or More Races | | | 6,790 |
| Socioeconomically Disadvantaged | 11 | 11 | 217,915 |
| English Learners | 4 | 4 | 93,297 |
| Students with Disabilities | | | 31,683 |

| Dropout Rate and Graduation Rate | | | |
|----------------------------------|---------|---------|---------|
| Indicator | 2009-10 | 2010-11 | 2011-12 |
| School | | | |
| Dropout Rate (1-year) | 5.90 | 5.00 | 5.00 |
| Graduation Rate | | 94.12 | 90.00 |
| District | | | |
| Dropout Rate (1-year) | 15.00 | 5.00 | 5.00 |
| Graduation Rate | | 90.00 | 90.00 |
| State | | | |
| Dropout Rate (1-year) | 16.60 | 14.70 | 13.10 |
| Graduation Rate | 80.53 | 77.14 | 78.73 |

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 cahsee.cde.ca.gov/.

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|---------|---------|---------|
| Subject | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 35 | 41 | 52 |
| Mathematics | 29 | 48 | 43 |
| District | | | |
| English-Language Arts | 35 | 41 | 52 |
| Mathematics | 29 | 48 | 43 |
| English-Language Arts | 59 | 56 | 57 |
| Mathematics | 56 | 58 | 60 |

| Advanced Placement Courses (School Year 2011-12) | | |
|--|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | --- |
| English | 1 | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | | --- |
| Mathematics | 1 | --- |
| Science | | --- |
| Social Science | | --- |
| All courses | 2 | 8.9% |

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 48 | 38 | 14 | 57 | 33 | 10 |
| All Students at the School | 48 | 38 | 14 | 57 | 33 | 10 |
| Male | 62 | 31 | 8 | 69 | 15 | 15 |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 62 | 31 | 8 | 69 | 23 | 8 |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 67 | 33 | | 67 | 25 | 8 |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

| Career Technical Education Participation | |
|---|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 52 |
| Percent of pupils completing a CTE program and earning a high school diploma | 19.2% |
| Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education | 0% |

| Courses for University of California and/or California State University | |
|---|---------|
| UC/CSU Course Measure | Percent |
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission | 37.7 |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 42.1 |

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Princeton Junior Senior High School participates in a consortium led by Glenn County Office of Education. Ms. Jada Correa, 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 2012-13 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.