

Princeton Joint Unified School District Princeton Junior-Senior High & Community Day

Grades 7 through 12
John S. Greene, Ed.D, Principal



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2006-07 School Accountability Report Card Published June 2008

Princeton Joint Unified School
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Principal's Message

I invite you to explore Princeton Junior-Senior High & Community Day's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Princeton Junior-Senior High & Community Day is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high obtainable expectations for students. Princeton Junior-Senior High & Community Day is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

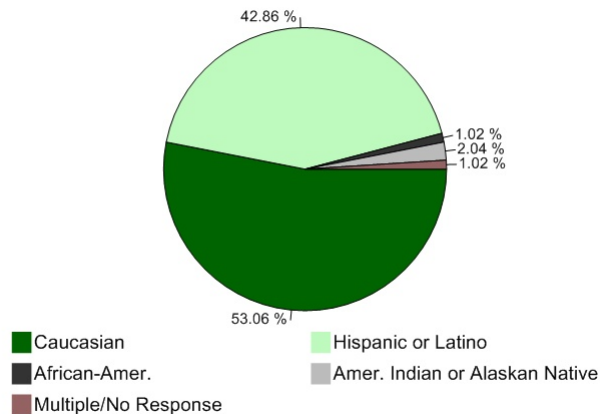
The Mission of Princeton High School, an ethnically diverse, rural school that respects Individual differences, is to graduate students with the skills and knowledge to be lifelong learners "transition to higher education or the workplace" and become productive members of society.

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

School Profile

Princeton Junior-Senior High & Community Day is located in the northern region of Princeton and serves students in grades seven through twelve following a traditional calendar. At the beginning of the 2006-07 school year, 98 students were enrolled, including 7.4% qualifying for English Learner support, and 53.5% qualifying for free or reduced price lunch. Princeton Junior-Senior High & Community Day achieved a 2007 Academic Performance Index (API) score of 724.

Percentage of Students by Ethnicity
2006-07 Enrollment: 98



The statistical information disclosed in this report is obtained from the California Department of Education and the Princeton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.

Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Princeton Junior-Senior High & Community Day participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Princeton Junior-Senior High & Community Day is required by the state to administer a physical fitness test to all students in grade seven and grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2006-07 fitness exam, 40% of the grade seven students and 65% of the grade nine students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's web site <http://www.cde.ca.gov/ta/tg/pf/>.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Princeton Junior-Senior High & Community Day			District			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Language Arts	25	33	38	29	31	35	40	42	43
Math	39	35	37	39	38	40	38	40	40
Science	14	40	44	20	35	34	27	35	38
Social Science	23	17	21	23	17	21	32	33	33

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Princeton Junior-Senior High & Community Day						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*	*			24		48
Math	*	*			32		41
Science					35		48
Social Science					20		22

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Princeton Junior-Senior High & Community Day					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	38	39	*	30		
Math	46	29	*	36		
Science	46	41	*	30		
Social Science	19	25	*	19		

CAT/6 Test Results
All Students
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Princeton Junior-Senior High & Community Day			PJUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
	Reading	38	56	50	36	50	35	41	42
Math	75	56	56	50	53	46	52	53	53

CAT/6 Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Princeton Junior-Senior High & Community Day						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Reading					*	
Math					*		*

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average
(50th Percentile)

	Princeton Junior-Senior High & Community Day					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
	Reading	*	*	*	50	
Math	*	*	*	50		

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Students in grades three and seven participated in this assessment. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details, including grade level results, can be obtained from the CDE's website <http://star.cde.ca.gov/>.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years. The API table in this report highlights Princeton Junior-Senior High & Community Day's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. Princeton Junior-Senior High & Community Day's results were calculated using alternative methods specifically formulated to accurately report results for small schools (schools with less than 100 enrolled students and/or valid test scores). Detailed information on the alternative methods used to calculate results for small schools can be found on the California Department of Education's web site www.cde.ca.gov.

Note: Small schools are defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program scores for API purposes. Small schools receive an API with an asterisk to denote the greater statistical uncertainty of an API based on small numbers of student results. These schools also receive asterisked statewide ranks to indicate the decile rank into which their APIs would have fallen if they had been included in the ranking system. Schools with asterisked APIs do not receive similar schools ranks.

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2007	2005	2006	2007
Schoolwide - All Students	724	29	-14	23
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2005, 2006, and 2007 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. For the 2006-07 AYP cycle, high schools must achieve a 22.3% or higher proficiency rate in English/Language Arts and 20.9% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8), achieving a graduation rate of 82.9% or higher, and obtaining an API growth score of 590 or higher or increasing the API growth by 1 point. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2006-07		
Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?		
AYP Indicator	PJSH	PJUSD
Overall Results	Yes	Yes
Participation Rate - 2006-07		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	Yes
Math	Yes	Yes
API Score 590 or Increase API by 1 point	Yes	Yes
Graduation Rate	Yes	Yes

Title I Program Improvement (PI) Status		
	PJSH	PJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, Princeton Junior-Senior High & Community Day qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment by volunteering on campus, 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 John S. Greene, Principal at (530) 439-2261 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Chaperone

Committees

School Site Council
WASC Team
Migrant Parent Advisory Committee
Class Community Project Activities

School Activities

Back to School Night
Open House
Student Performances
Sports Events

School Facilities & Maintenance

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 & Community Day's original facilities were built in 1950; 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 ensure 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 director of maintenance and operations inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians are assigned to Princeton Junior-Senior High & Community Day. The day custodians are responsible for:

- Groundskeeping
- Restroom
- Cafeteria Cleanup/Setup
- Office Area Cleaning

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

Campus Description	
Year Built	1950
	Quantity
Permanent Classroom	8
Portable Classroom	0
Library	1
Gymnasium	1
Teacher Lunch/Work Room	1
Career Center	1
Counseling Office	1

Deferred Maintenance

Princeton Junior-Senior High & Community Day participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, Princeton Junior-Senior High & Community Day received \$2,205 in deferred maintenance funds for the repair and/or maintenance of:

- Interior/Exterior Painting
- Floor Systems

Facilities Inspection

The district's maintenance department inspects Princeton Junior-Senior High & Community Day on an annual basis in accordance with Education Code §17592.72(c)(1). Princeton Junior-Senior High & Community Day use a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, June 13, 2007. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2006-07, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, June 13, 2007			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)		✓	
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	Art Room: Wallpaper Peeling Corrected as of April 4, 2008. Cafeteria: Broken Floor Tiles In Process as of April 4, 2008.
(5)	Cafeteria: Broken Floor Tiles In Process as of April 4, 2008.
(6)	Science: Northwest corner on the exterior. Corrected as of April 4, 2008

Overall Summary of School Facility Good Repair Status				
Exemplary	Good	Fair	Poor	
	✓			

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: teachers and an administrator. Teachers and an administrator monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, teachers and an administrator monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Princeton Junior-Senior High & Community Day is a closed campus. During school hours, all visitors must

sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Princeton Junior-Senior High & Community Day in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in September, 2007 and updated in September, 2007. Staff responsibilities and safety plan updates were discussed with staff in September, 2007.

Classroom Environment

Instructional Time

All instructional time offered at Princeton Junior-Senior High & Community Day either meets or exceeds California's Education Code requirements. For the 2006-07 school year, Princeton Junior-Senior High & Community Day offered 180 days of instruction comprised of 170 regular days and 10 minimum days. Minimum days were used for parent conferences, staff training, staff meetings, and grade level planning. The state requires junior high school students to receive 54,000 minutes of instruction, and high school students to receive 64,800 minutes of instruction; Princeton Junior-Senior High & Community Day offered a total of 64,020 minutes of instruction for junior high students and 64,920 minutes of instruction for high school students in the 2006-07 school year.

Discipline & Climate for Learning

Princeton Junior-Senior High & Community Day's discipline policies are based upon the district's conduct code, which is used as a guide to develop school rules, develop behavior management programs, and encourage good decision making. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Princeton Junior-Senior High & Community Day employ a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include a detention, a parent phone call, and suspension.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the student handbook. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior at school wide assemblies and in morning announcements.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each trimester. Academic honors include Honor Roll and Academic Achievement Awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Princeton Junior-Senior High & Community Day offers California Scholarship Federation (CSF), Movimiento Estudiantil Chicano de Aztlan (MECHA), Future Farmers of America (FFA), and Associated Student Council. Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, basketball, softball, baseball, football, and flag football.

Suspensions & Expulsions			
	PJSH		
	04-05	05-06	06-07
Suspensions (#)	15	0	17
Suspensions (%)	17.65 %	0.00 %	17.35 %
Expulsions (#)	0	0	1
Expulsions (%)	0.00 %	0.00 %	1.02 %
PJUSD High Schools			
Suspensions (#)	15	0	17
Suspensions (%)	17.65 %	0.00 %	17.35 %
Expulsions (#)	0	0	1
Expulsions (%)	0.00 %	0.00 %	1.02 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
	2004-05			
	Avg. Class Size	Number of Classrooms		
Subject		1-20	21-32	33+
English	11.1	7	*	*
Math	11.7	6	*	*
Science	14.0	5	*	*
Social Science	13.8	6	*	*
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
English	11.6	7	*	*
Math	16.0	2	2	*
Science	10.7	3	*	*
Social Science	13.2	5	*	*
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
English	14.4	6	1	*
Math	12.4	5	*	*
Science	9.7	3	*	*
Social Science	15.5	3	1	*

Graduation & Dropout Rates

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Princeton Junior-Senior High & Community Day's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, and counseling. Understanding that the needs of each student are different, administrators, counselors, and

teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Graduation & Dropout Rates			
	PJSH		
	03-04	04-05	05-06
Dropout Rate	0.0%	0.0%	0.0%
Graduation Rate	100.0%	100.0%	100.0%
	PJUSD		
	03-04	04-05	05-06
Dropout Rate	1.9%	0.0%	0.0%
Graduation Rate	91.0%	100.0%	100.0%
	California		
	03-04	04-05	05-06
Dropout Rate	3.2%	3.1%	3.5%
Graduation Rate	85.3%	85.0%	83.0%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Princeton Junior-Senior High & Community Day revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, implementation of new programs, and alignment of curriculum to state 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. During the 2006-07 school year, Princeton Junior-Senior High & Community Day held three (3) staff development days devoted to instructional strategies.

Princeton Junior-Senior High & Community Day offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Princeton Junior-Senior High & Community Day are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's governing board. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Thursday, September 20, 2007, the Princeton Joint Unified's governing board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The governing board adopted Resolution No. 07/08-001 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

Textbooks		
Adoption Year	Publisher & Series	Grades
English Language Development		
2003	Prentice Hall, English Language Arts	9-12
2003	Prentice Hall, Prentice Hall Literature: Timeless Voices, Timeless	7-8
Foreign Languages		
2004	McDougal Littell, Spanish-En Espanol 1 & 2	9-12
Health		
2006	Glencoe Health, 10th Grade State Requirements	9-12
2006	Glencoe/McGraw-Hill, Glencoe Teen Health	7-8
History-Social Science		
2002	McDougal Littell, Modern World History	9-12
2004	McDougal Littell, US History - Americans Reconstruction 21st Century	9-12
2006	Holt, Rinehart & Winston, Holt California Social Studies: World History, Med	7
2006	Holt, Rinehart & Winston, Holt California Social Studies: United States Hist	8
2006	McDougal Littell, McDougal Littell CA Pre-Algebra and Algebra I	7-8
Math		
2003	Saxon, Algebra 2-3rd Edition	9-12
2006	McDougal Littell, Pre-Algebra	9-12
2006	McDougal Littell, Algebra 1	9-12
2006	McDougal Littell, Geometry	9-12
2006	McDougal Littell, Algebra 2	9-12
Science		
2005	Holt, Rinehart & Winston, Modern Biology	9-12

School Leadership

School leadership is a responsibility shared among the principal, school staff, and parents. Principal John S. Greene is responsible for the day-to-day operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the assistant principal based upon individual strengths and expertise. The assistant principal takes a prominent role in managing student discipline, student activities, and school and student safety.

Principal John S. Greene has been in the educational field for 31 years and serving Princeton Junior-Senior High & Community Day for one year (as of 2007-08). Previous positions held in other schools include: principal, classroom teacher, counselor, director of alternative education, coach, and director of special education. Principal John S. Greene holds a bachelor's degree in Social Science and Psychology, a master's degree in Counseling/Guidance, a doctorate in educational administration and leadership, and Life Standard Secondary Teaching Credential, Life Pupil Personnel Services Credential, and Clear Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Princeton Junior-Senior High & Community Day offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the class room by language fluency level to receive differentiated instruction from class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Princeton Junior-Senior High & Community Day's teachers utilize Prentice Hall series, a state-approved reading intervention program and textbook adoption. Princeton Junior-Senior High & Community Day monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Princeton Junior-Senior High & Community Day's special education program is staffed by a resource specialist para professional and a resource specialist instructor. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Princeton Junior-Senior High & Community Day takes advantage of the district's participation in the Glenn COE SELPA, which provide a pool of professional resources and expertise in the field of special education.

Princeton Junior-Senior High & Community Day provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results and district benchmark assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Teacher Tutoring
- CAHSEE Prep
- English as a second language

Classroom teachers monitor student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Students Enrolled in UC/CSU Courses 2005-06*	
	%
Students enrolled in courses required for UC/CSU admission	55.3
Graduates who completed all courses required for UC/CSU admission	13.3

*Most current data available

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and to his or her general educational development; the scoring range is 200-800. Various programs offer opportunities for students to prepare themselves for their college entrance examinations. During the 2006-07 school year, Princeton Junior-Senior High & Community Day did not offer any college exam preparation programs.

SAT Reasoning Test**			
	PJSH		
	04-05	05-06	06-07
Test Takers (%)	23	33	63
Average Verbal Score	*	404	426
Average Math Score	*	472	386
Average Writing Score*	*	372	418

*2005-06 is the first year that the exam included a writing portion and score.

**Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Princeton Junior-Senior High & Community Day did not offer any advanced placement courses during the 2006-07 school year.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Princeton Junior-Senior High & Community Day's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Princeton Junior-Senior High & Community Day offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs
- Workability

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are

available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The ROP table in this report identifies the programs offered at Princeton Junior-Senior High & Community Day during the 2006-07 school year along with each program's advisory chairperson.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2006-07 school year, Princeton Junior-Senior High & Community Day offered the following career technical education programs as elective courses:

- Agriculture Education
- Business Education - Marketing
- Business Education - Office
- Home Economics Related Occupations

Princeton Junior-Senior High & Community Day receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Princeton Junior-Senior High & Community Day to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2006-07	
Total number of students participating in CTE programs	103
Percentage of students completing CTE program and earning a high school diploma	0.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Substitute Teachers

Princeton Junior-Senior High & Community Day does not experience any difficulties finding substitute teachers to fill vacancies. Substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Princeton Junior-Senior High & Community Day's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students

- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by either the principal or assistant principal; both administrators have been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the Peer Assistant and Review (PAR) program. Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Counseling & Support Staff

Princeton Junior-Senior High & Community Day provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Princeton Junior-Senior High & Community Day's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07		
	No. of Staff	
	FTE	
Counselor	1	0.5
Psychologist	1	0.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2006-07 school year, Princeton Junior-Senior High & Community Day had 10 teachers who met all credential requirements in accordance with state guidelines. All of Princeton Junior-Senior High & Community Day's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials & Assignments				
	PJSH		PJUSD	
	04-05	05-06	06-07	06-07
Total Teachers	10	9	10	17
Teachers with full credentials	9	9	10	17
Teachers without full credentials	1	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	PJSH	PJUSD
	07-08	07-08
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2006-07		
	PJSH	PJUSD
Doctorate	10.0 %	5.9 %
Master's degree plus 30 or more semester hours	0.0 %	0.0 %
Master's degree	0.0 %	5.9 %
Bachelor's degree plus 30 or more semester hours	70.0 %	64.7 %
Bachelor's degree	10.0 %	17.6 %
Less than Bachelor's degree	10.0 %	5.9 %

Percentage of Core Classes 2006-07		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Princeton Junior-Senior High & Community Day	80.0 %	20.0 %
District Totals		
All Schools	84.0 %	16.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For

comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2005-06 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2005-06		
	PJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,329	\$34,363
Mid-Range Teacher Salary	\$42,502	\$50,814
Highest Teacher Salary	\$61,025	\$65,731
Superintendent Salary	\$84,560	\$103,105
Average Principal Salaries:		
High School	\$0	\$84,594
Percentage of General Fund Expenditures for:		
Teacher Salaries	39.6%	35.8%
Administrative Salaries	8%	6.5%

Expenditures Per Student

For the 2005-06 school year, Princeton Joint Unified School District spent an average of \$11,089 of total general funds to educate each student (based on 2005-06 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Princeton Joint Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Class Size Reduction
- Community Based Tutoring
- Economic Impact Aid
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Staff Development
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education

Expense of Education Per Pupil 2005-06					
	Dollars Spent per Student				
	PJSH	PJUSD	% Diff. School & Dist.	State Avg., Dist. Size & Type	% Diff. School & State
ADA*	88	179	N/A	N/A	N/A
Total**	\$12,918	\$12,450	103.76	N/A	N/A
Restr.†	\$3,503	\$3,141	111.53	N/A	N/A
Unrestr.††	\$9,415	\$9,309	101.14	\$4,943	190.47
Avg. Teacher Salary	\$44,594	\$48,194	92.53	\$52,361	85.17

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student