



Princeton Joint Unified School District  
**Princeton Jr. – Sr. High and  
 Community Day School**  
**School Accountability Report Card**  
 Reported for School Year 2008-09    Published During 2009-10

**About This School**

**Contact Information (School Year 2009-10)**

School		District	
School Name	Princeton Junior-Senior High and CDS School	District Name	Princeton Joint Unified
Street	473 State St.	Phone Number	530-439-2261
City, State, Zip	Princeton , CA 95970-0008	Web Site	<a href="http://www.pjUSD.org">www.pjUSD.org</a>
Phone Number	530-439-2261	Superintendent	John Greene
Principal	John Greene	E-mail Address	jgreene@glenncoe.org
E-mail Address	jgreene@glenncoe.org	CDS Codes: Jr. – Sr. High School CDS School	11-62646-1136209 11-62646-1130152

**School Description and Vision (School Year 2008-09)**

**School Profile**

Princeton Junior-Senior High School (PHS) and the Princeton High Community Day School (CDS) are located in Princeton California, an unincorporated farming community, which lies on the county line bordering Colusa and Glenn Counties and is nestled along the beautiful Sacramento River on State Highway 45. Both schools serve students in grades seven through twelfth grade and follow a traditional 180 school day calendar.

At the beginning of the 2007-08 school year, 114 students were enrolled which included 9.2% qualifying for English Learner support. In 2008-09 the student enrollment at the JSH and CDS increased to 118 with 11.0% qualifying for English support.

In 2007-08 31% of Princeton Elementary students were identified to receive migrant education services and 14% were identified at the Jr-Sr High School. 61.2% of our students qualified for free or reduced price lunch. Princeton Junior Senior High achieved a 2008 Academic Performance Index (API) score of 703, in 2008 the API climbed to 709 and thereby met state and local benchmarks.

**School Mission**

To provide our students with the academic, social and emotional skills needed of pre-adolescent children so that they may be better prepared to meet the challenges of middle school, high school and beyond.

**Contents.....Begins on Page**

School Information..... 1  
 Contact Information  
 School Profile and Mission  
 Principal's Message.....2  
 Student Enrollment by Group  
 Average Class Size  
 Data and Internet Access  
 School Climate.....3  
 Safety Plan  
 Suspensions  
 Expulsions  
 Facilities and Maintenance  
 Teachers.....4  
 Teacher Credentials  
 NCLB  
 Support Staff  
 Parent Involvement  
 Curriculum.....5  
 School Finances  
 Salaries  
 Student Performance.....6  
 CST Comparison  
 Results by Student Group  
 STAR Program  
 CAHSEE.....7  
 Physical Fitness Test  
 Types of Services  
 Accountability.....8  
 API  
 API Growth  
 AYP  
 Federal Intervention  
 School Completion.....9  
 Dropout/Graduation Rate  
 CAHSEE  
 Career Tech Programs  
 College Admission  
 UC & Cal State Courses.....10  
 Professional Development  
 AP  
 National Assessment.....11

## Principal's Message

I would like to extend to both new and returning families a sincere welcome to Princeton Junior Senior High School and hope that the upcoming school year proves to be positive and rewarding for all students. I am also inviting you to explore the Princeton Junior Senior High School's annual School Accountability Report Card, a required document that provides valuable information about our school's instructional program, academic achievements, classroom materials, school safety, facilities, and staff.

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

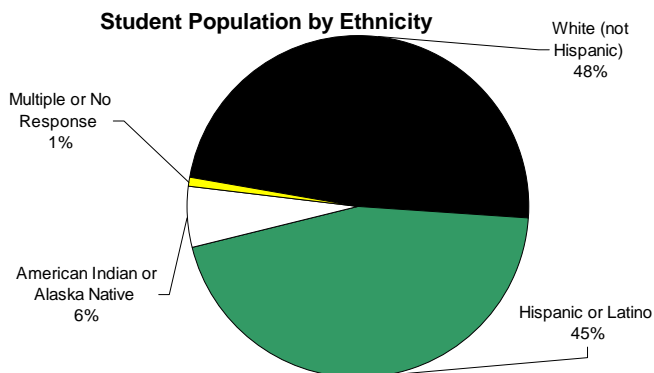
Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the very best educational program possible for Princeton Unified School children, and welcome any suggestions or recommendations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

## Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Grade 7	21
Grade 8	17
Grade 9	22
Grade 10	16
Grade 11	18
Grade 12	24
Total Enrollment	118

## Student Enrollment by Group and Ethnicity (School Year 2008-09)

Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	52 %
English Learners	12 %
Students with Disabilities	10 %



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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.4	6	1		17.4	6	1		16.0	9	0	
Mathematics	12.4	5			15.4	4	1		12.2	10		
Science	9.7	3			14.5	2			13.3	6		
Social Science	15.5	3	1		16.8	4	1		19.8	5	1	

## What is a SARC?

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## Data

[DataQuest](#) is an online data tool located on the CDE DataQuest Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

## School Climate

### School Safety Plan (School Year 2008-09)

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

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

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	Princeton High			CDS			District		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	15.8	11.9	1.7	66.7	20.0	0.0	14.0	9.4	0.8
Expulsions	0.0	0.9	0.0	33.3	0.0	0.0	0.5	0.4	0.8

## School Facilities

### School Facility Good Repair Status (School Year 2009-10)

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

### School Facilities & Maintenance (09-10):

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Princeton Junior Senior High's original facilities were built in the 1950s with the addition of the CDS classroom in 2004. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins; the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two custodians are assigned to PHS and CDS. 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 inspection took place on June 18, 2009. The inspection tool is on file and available for review at the district office.

## Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	9	10	9	15
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Princeton Junior-Senior High	89.5	10.5
CDS	62.5	37.5
All Schools in District	87.7	12.3

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3/5	213
Library Media Teacher (Librarian)	0	N/A
Psychologist	1/5 (GCOE)	N/A
Social Worker	0	N/A
Nurse	As needed (GCOE)	N/A
Speech/Language/Hearing Specialist	As Needed (GCOE)	N/A
Resource Specialist (non-teaching)		N/A
Other: Student Services Aid	1	N/A

### Parent Involvement (08-09):

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

### Opportunities to Volunteer

- Classroom Helper
- Chaperone
- Fundraising

### Committees

- School Site Council
- WASC Team
- Migrant Parent Advisory Committee

### School Activities

- Back to School Night
- Open House
- Athletics
- Class Community
- Project Activities
- Field trips

### No Child Left Behind:

The table to the left displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [NCLB](#) Web page.

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	New to Good	0%
Mathematics	New to Good	0%
Science	New to Good	0%
History-Social Science	New to Good	0%
Foreign Language	New to Good	0%
Health	New to Good	0%
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	New to Good	0%



This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.



This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9784	\$2935	\$6849	\$48,134
District	N/A	N/A	\$6849	\$49,917
Percent Difference – School Site and District	N/A	N/A	0%	-3.6%
State	N/A	N/A	\$5,512	\$56,376
Percent Difference – School Site and State	N/A	N/A	24.3%	-14.6%

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,729	\$38,000
Mid-Range Teacher Salary	\$48,086	\$55,721
Highest Teacher Salary	\$65,056	\$71,548
Average Principal Salary (Elementary)	\$ 45,000	\$85,858
Average Principal Salary (Middle)	n/a	\$91,479
Average Principal Salary (High)	n/a	\$93,937
Superintendent Salary	\$97,000	\$115,980
Percent of Budget for Teacher Salaries	34.70 %	34.80 %
Percent of Budget for Administrative Salaries	9.00 %	6.50 %

## Student Performance

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Princeton High School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	38	33	28	35	27	26	43	46	50
Mathematics	37	19	14	40	27	24	40	43	46
Science	44	38	48	34	37	31	38	46	50
History-Social Science	21	31	46	21	31	43	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.



### STAR PROGRAM:

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards.

(continued on page 10)

### Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*		*
Asian				
Filipino				
Hispanic or Latino	24	12	20	31
Pacific Islander				
White (not Hispanic)	35	18	79	68
Male	29	11	60	56
Female	26	19	36	32
Economically Disadvantaged	25	12	35	41
English Learners	0	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*		*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

## CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English	46.2	43.8	46.2	46.2	41.2	42.9	48.6	52.9	52.0
Mathematics	61.5	56.2	30.8	61.5	52.9	28.6	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	57.1	42.9	0.0	71.4	28.6	0.0
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	13.6	18.2	50.0
9	9.5	33.3	47.6

## Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Princeton Jr. – Sr. High and Community Day School provides the following:

- ✓ Summer school
- ✓ Before- and after-school tutoring.

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.



## Accountability

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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. "N/A" means a number is not applicable or not available due to missing data.

API Rank	2006	2007	2008
Statewide	6 *	6 *	3 *
Similar Schools	N/A	N/A	N/A

### API Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant. All data for the CDS site is "N/A".

Princeton High School: Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	23	-69	34	687 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged			20	658
English Learners				
Students with Disabilities				

### Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	Princeton High	CDS	District
Overall	No	No	No
Participation Rate - English-Language Arts	Yes	N/A	Yes
Participation Rate - Mathematics	Yes	N/A	Yes
Percent Proficient - English-Language Arts	Yes	No	No
Percent Proficient - Mathematics	No	No	No
API	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes

(Note: "Yes" = Met 2008 AYP Criteria. "No" = Did not Meet 2008 AYP Criteria.)

### Federal Intervention Program (School Year 2009-10)

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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	Jr. Sr. High	CDS	District
Program Improvement Status	In PI		Not In PI
First Year of Program Improvement	2009-2010		
Year in Program Improvement	Year 1		
Number of Schools Currently in Program Improvement	N/A	N/A	1
Percent of Schools Currently in Program Improvement	N/A	N/A	25.0

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.



## School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the district's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web site.

Indicator	Princeton High			CDS			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Dropout Rate (1-year)		4.8	1.3		33.3	25.0		6.2	2.5	3.5	4.4	3.9
Graduation Rate	100.0	77.8	87.5			100.0	100.0	77.8	87.5	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2009	
	School	District
All Students	24	25
African American	0	0
American Indian or Alaska Native	1	2
Asian	0	0
Filipino	0	0
Hispanic or Latino	11	12
Pacific Islander	0	0
White (not Hispanic)	12	12
Socioeconomically Disadvantaged	16	17
English Learners	0	0
Students with Disabilities	1	1

### Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

With the assistance of the ROP program offered by the Glenn County Office of Education, Princeton High School students are able to develop skills that will help them find employment before and after they graduate. The CTE opportunities offered to students at Princeton Jr/Sr High School include the following areas: ROP Accounting, ROP Business Retail, ROP Horticulture, ROP Shop, and ROP Agriculture Mechanics. The district also provides instruction in post high school prep, home economics and computer applications.

Through the consortium with Glenn County Office of Education, our students may participate in evening and adult education classes as well.

### Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	42
Percent of the school's pupils completing a CTE program and earning a high school diploma	100%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

### Admission Requirements for California 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 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 University of California Web site.

California State University Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site.

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	42.1
Graduates Who Completed All Courses Required for UC/CSU Admission	28.6

## Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the [CDE DataQuest](#) Web page.

Subject	# of AP Courses Offered	% of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	1.2

## Instructional Planning and Scheduling

### Professional Development

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

All training and curriculum development activities at Princeton Junior Senior High and Community Day revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the superintendent/principal using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

During the 2007-08 school year, Princeton Junior Senior High & Community Day held three (3) staff development days devoted to the improvement of student achievement and to the development of safe schools. The district also offers ongoing support to new through BTSA, and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education.

## National Assessment of Educational Progress

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress Web page](#) (Outside Source).

### More on the STAR PROGRAM (continued from page 6.)

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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the [CDE National Assessment of Educational Progress \(NAEP\) Web page](#).



The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of December 10, 2009.

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