

*A Place for Learning  
A Commitment to Excellence*

# Princeton Regional Schools

ANNUAL REPORT

2006 — 2007

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## **The Princeton Regional Schools 2006-2007 Annual Report**

**Editor: Lewis Goldstein**

**Data Research Editor: Edward Ward**

**Cover Design: Betsy Gilbert**

**We wish to thank all individuals who contributed information  
and/or pictures to this annual report for their collective assistance.**

This booklet is printed on recycled paper.



# District Mission & Goals

## MISSION

The mission of the Princeton Regional Schools is to prepare each student to thrive as a self-confident adult in a rapidly changing and competitive future by:

- Providing each student with a strong knowledge base as a foundation for competence;
- Enabling each student to find, make sense of, integrate, evaluate, and utilize this knowledge, experience, and emerging information to become a lifelong learner;
- Empowering each student to develop a positive identity as a unique individual who has the competencies to be successful and the motivation to seek excellence;
- Helping each student to understand the common human ground shared by people from diverse backgrounds in order to promote mutual respect and cooperation; and
- Guiding each student to recognize responsibility to self, family, and community in order to foster a humane and democratic society.

## GOALS

- Building a connected PK-12 curriculum that is standards based, clearly articulated for implementation among all schools and across all grade levels, and provides for the academic growth of all students.
- Developing a system to closely monitor individual student achievement PK-12 via regular formative and standardized assessments in order to create specific learning profiles on which interventions, supports and extended learning opportunities can be based.
- Developing a comprehensive system for professional learning of all employees that is connected to district goals, based on National Staff Development standards and New Jersey statute, and framed 6-12 months in advance so as to fully impact student achievement in Princeton Regional Schools.

## SUMMARY

In summary, the goals of the district are to increase student achievement overall while narrowing the academic gaps among specific groups of students, especially students of poverty and students of color when compared to overall student achievement. The above goals are multi-year goals with impact and growth to be evidenced each year in an annual report.

# Greetings from the Superintendent

March 2008



The Princeton community places tremendous value on our public education system and makes a significant investment to support the personnel, facilities and resources required for the education of our Pre-K through 12<sup>th</sup>-grade students. Princeton Regional educators and students are remarkably talented individuals who, with great support from parents, the community and the Board of Education, maintain the highest levels of excellence in our state. Our mission is to maintain and in some areas raise that level of excellence as resources diminish, mandates increase and challenges mount.

Most recently, our district has celebrated the *U.S. News & World Report* ranking of Princeton High School as **one of the nation's top 100 public high schools**. Based on how well the high school prepares *all* students for success in advanced coursework and for college readiness, the award captures the essence of our mission and our high level of achievement in meeting educational goals for every student.

In recent years at PRS, we have become more centered on data collection and analysis that inform our decision-making processes. This is true both at the individual student progress level and at the systemic level of the district. In order to better recognize and track the trends of our results and the patterns within our work, we have begun to collect and analyze more slices of our data regarding expenditures, attendance, student test scores and program implementation. Much of that data is included in this report, which will serve at least two major goals: 1) to better inform all community members of PRS's exemplary work and its challenges; and 2) to set a baseline from which we communicate our trends and longitudinal data from this year forward.

None of us should take for granted the overwhelming success of our district as is evidenced perennially by standardized test scores, college admissions, top placements in academic competitions, outstanding concerts and drama productions and triumphant athletic endeavors. Nor should we move from year to year without critical analysis of our investments, our achievements and our needs.

I invite all community members to review this annual report and share your comments with me. **Please remember to vote in the school board elections on Tuesday, April 15 from 12 noon to 9 p.m.**

Sincerely,

A handwritten signature in black ink that reads "Judith A. Wilson". The signature is written in a cursive, flowing style.

Judith A. Wilson  
Superintendent



# Our District

The mission of the Princeton Regional Schools is to “prepare each student to thrive as a self-confident adult in a rapidly changing and competitive future.” To accomplish this mission, the district adheres to an educational philosophy that promotes excellence and quality in teaching and learning.

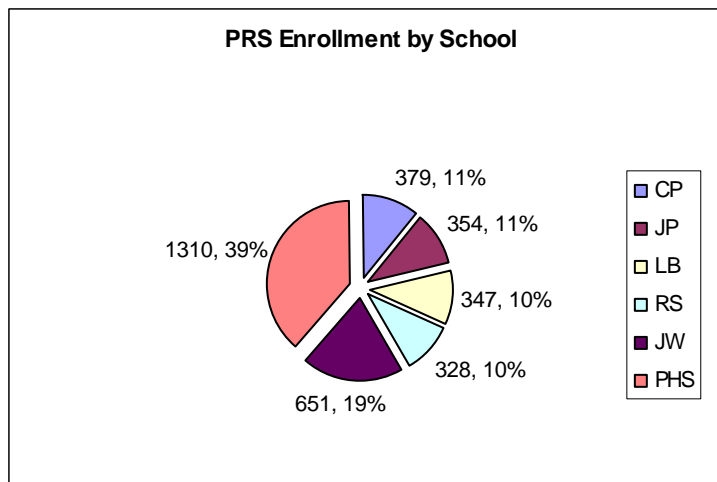
Our district has six schools that serve approximately 3,400 students from three communities in Central Jersey (Princeton Borough, Princeton Township and Cranbury Township; Cranbury students attend only the high school). Four elementary schools serve more than 1,400 students in kindergarten to fifth grade. John Witherspoon Middle School serves just under 700 students in the sixth, seventh and eighth grades, and more than 1,300 students are enrolled in the ninth to 12th grades at Princeton High School. About 13 percent of Princeton’s students are Asian, 8 percent are African-American, 9 percent are Hispanic/Latino and 70 percent are Caucasian.

Our rigorous academic program prepares students for college and career choices with an educational experience that reflects the value that the Princeton community places on the humanities, mathematics and the fine and performing arts.

John Witherspoon Middle School, Riverside Elementary School, Community Park Elementary School and Princeton High School have been recognized and honored over the past several years as New Jersey benchmark schools by the state and the Business Coalition for Educational Excellence as part of the program called *Just for Kids*. All schools have shown consistent student academic achievement gains and implementation of best practices in the classroom.

In addition to the district’s general academic program, there are several areas in which the program goes beyond what is required by state standards. An enhanced music program from the third to the 12th grade involves more than 50 percent of the total student enrollment. Non-instrumental music begins in kindergarten. The district offers world language instruction beginning in kindergarten and continuing through grade 12. Spanish is offered in kindergarten to fifth grade; Spanish and French in the sixth through eighth grades; in the ninth to 12th grades, four languages (Mandarin, Italian, Japanese and Latin) are offered in addition to Spanish and French. All our elementary schools are fully equipped with science labs, computer labs and exemplary libraries. High school pupils may choose from a wide range of rigorous courses and eligible students may take courses at Princeton University.

The Princeton community values education and fully supports our students and schools as we provide the academic and co-curricular opportunities for each child to reach his or her goals.



# Princeton High School

“Princeton High School is committed to preparing its students for the challenges and demands of an exciting future.”

Princeton High School reflects the values of a community that takes pride in its continuing tradition of academic and cultural achievement. PHS works hard to ensure that all its programs reflect students’ abilities and aspirations. Approximately 1,310 students choose from 243 course offerings. More than 60 percent of PHS students participate in advanced placement or accelerated programs. The school supplements these courses with extensive elective offerings in the arts, humanities and sciences.



Principal  
Gary Snyder

Special programs focus on student enrichment and are designed to form a web of support for all students. The Learning-in-the-Community and School-to-Career programs help stu-

dents become aware of community resources, explore careers, improve communication skills and provide community service. The Big Brother/Sister course trains selected seniors to serve as resources for other students. The Career Awareness/Community Service program educates students to organize and lead sophomore groups in career and community-service projects. Peer Group programs teach selected seniors to be student leaders for groups of freshmen in problem-



solving activities, group discussions and student-bonding activities. The PHS Student Center provides free tutoring services to all students in all academic areas, provided by university students, high school student peer tutors and highly qualified community volunteers.



Princeton High School fields teams in 25 sports and sponsors award-winning student publications, acclaimed performing groups in vocal and instrumental music, math and debating teams, more than 100 clubs devoted to specialized interests and more than 30 community service groups. The most

competitive colleges seek Princeton High School students. Approximately 84 percent of PHS graduates continue their education in four-year colleges and 96 percent continue their education in a post-secondary setting. Honored by numerous national organizations for excellence, Princeton High School is truly “a place of learning.” In



# Princeton High School

December 2007, Princeton High School was named a Gold Medal school in the listing of the “Top 100 High Schools in the United States” by *US News & World Report* and recognized by *The Wall Street Journal* as one of the top schools for sending students to elite colleges.

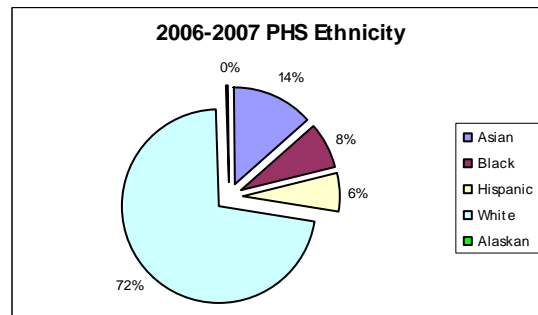
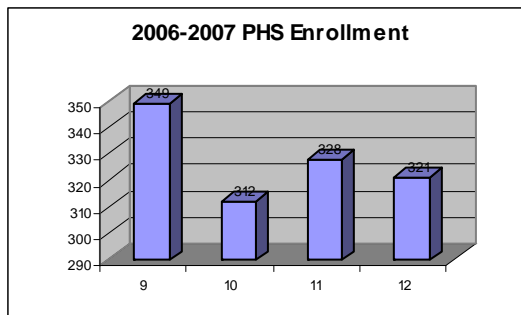


The population of Princeton High School reflects America’s diversity. Students represent all major racial and cultural groups (8.5 percent African American, 14 percent Asian, 6.5 percent Hispanic, 71 percent Caucasian); 15 percent of PHS students claim one of 38 languages other than English as their first language. These languages range from Akan to Urdu. This cultural richness has contributed to the maturity of the students’ acceptance of others. A goal of Princeton High School is enhancing the educational experience of its minority population.

PHS students have earned many honors. The class of 2007 included 14 National Merit Semi-Finalists and 38 Commended Scholars, as well as 22 Bloustein Scholars. Of the 215 Princeton High School students who took the May 2007 Advanced Placement examinations, 96 received Scholars with Distinction awards, 46 were Scholars with Honor and 73 were Scholars. In addition, 25 Princeton High students qualified for the Advanced Placement National Scholar Award; 92 percent of the AP scores were 3 or higher from the 958 tests administered. PHS students have been included in the highest SAT I groupings in the nation; the 2007 mean Critical Reading Score was 601, mean Writing Score was 604 and mean Math Scorer was 619—for a combined mean of 1824. Princeton High School continues to be ranked as one of the top schools in the state.



Princeton High School is committed to preparing its students for the challenges and demands of an exciting future. Through the increasing use of technological innovations, analyzing the use of instructional time and nurturing a climate of professional dialogue, Princeton High School offers the best educational opportunities to its students.



# John Witherspoon Middle School

John Witherspoon Middle School accepts the challenge of delivering qualitative learning experiences and providing a smooth transition between the elementary school and high school to the pre-adolescent students of Princeton. Through a balanced curriculum, counseling, cooperative planning and a positive school climate, the students are exposed to new learning experiences that enrich the exceptionally skilled learners and resolve skill deficiencies when necessary.



Principal  
William Johnson

The student body of John Witherspoon reflects the diversity of the community. The school population comprises students who are native to Princeton, as well as students who relocate from regions in the United States and more than 40 countries throughout the world, which includes the children of visiting scholars at the Institute for Advanced Study, Princeton University and Princeton Theological Seminary.

The enrollment is just under 700 students in grades six, seven and eight, with 70 certificated staff members. Students at each grade level are assigned to interdisciplinary academic teams called Houses. There are two Houses in each grade, consisting of five teachers and approximately 110 students in each House. The House plan encourages teachers to use co-teaching techniques, multiple texts and both individualized and small group instruction.

A typical student schedule includes five academic subjects, two periods for non-academics and a 30-minute lunch period. Students begin the day with a five-minute homeroom period followed by seven 50-minute classes. Courses offered are English, mathematics, science, social studies, world languages of French or Spanish, physical education and aquatics, health, music (choral and instrumental), art, computers, tech prep wood, modern living, drama/theatre arts and survey of the arts/humanities.

Comprehensive basic skills, special education and English-as-a-Second Language classes assist the overall program at John Witherspoon. The school has a full-time Child Study Team, consisting of an educational psychologist, learning consultant and social worker. Each grade has its own guidance counselor who coordinates all standardized testing, course selection, student social issues and parental communication.



Academically, John Witherspoon has been consistently recognized for achieving and maintaining outstanding GEPA scores, by the New Jersey Chamber of Commerce and

# John Witherspoon Middle School

New Jersey State Board of Education as a benchmark school for the *Just for Kids* website. The world language program has been recognized by the New Jersey World Language Association as one of three model middle schools in the state. World language



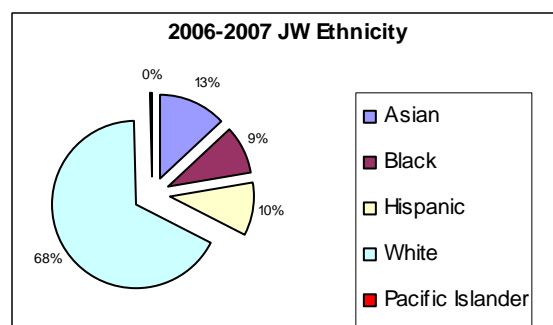
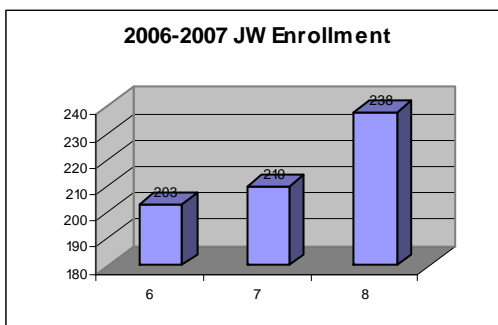
students consistently place in the top 10 in the National Spanish and French Examination. A significant number of eighth-graders receive the President's Academic Fitness Award. JW was recognized for the Star School/ Best Practices Program Award from the State of New Jersey in the Character Education Section for its

Jefferson Debates conducted in the eighth-grade civics classes. Eighth-grade students participate in a Rising Above conference, which focuses on stamping out hatred. The seventh-grade students participate in career awareness activities. Sixth-grade students experience a two-day environmental education camping trip, seventh-grade students spend a day at the United Nations and eighth-graders actively plan a three-day Washington, D.C., civics trip that includes laying a wreath on the Tomb of the Unknown Soldier.

Each year eighth-grade students prepare a banner with a class theme. The most recent banner stresses the importance of reaching out to people and countries in need. Students participated in fundraising activities that supported a local homeless shelter, "Doctors without Borders" working in Darfur and continued to assist victims of Hurricane Katrina. They collected and sent personal care products to U.S. military troops stationed in Iraq. The D.A.R.E program continues to be an integral part of the health curriculum. Auxiliary programs including Academic Success Today, Peer-to-Peer, Crossings, STAR and GENTS supplement the students' experiences.



John Witherspoon School's theme is "Excellence in Learning and Teaching." The school's energies are constantly striving to make this theme a reality.



# Community Park Elementary

Community Park Elementary School is located in the heart of the Princeton community. Its proximity to such unique resources as Princeton University, Princeton Public Library, Princeton Medical Center, the Arts Council of Princeton and many other cultural and educational resources provides opportunities for extensive enrichment experiences. CP students take frequent walking trips, making Princeton a natural extension of its classrooms.



Principal  
Sharon Goldman

CP's kindergarten through fifth-grade students reflect the multicultural diversity of the Princeton community, representing every part of the world. The school celebrates the broad range of experiences its students bring to heterogeneously grouped classrooms. The school is responsive to the changes in the family, community and the world.

CP is proud of its accomplishments, including having been recognized by *New Jersey Monthly* magazine as one of the "31 Great Elementary Schools in New Jersey." In addition, Community Park School has been recognized for two years by the Business Coalition for Educational Excellence, the New Jersey Chamber of Commerce and the New Jersey Department of Education as a Benchmark School for high student achievement on the New Jersey Assessment of Skills and Knowledge.

The mission of Community Park is to provide all students with a safe, positive and challenging learning environment by establishing continuous educational experiences, which encourage all students to develop their unique strengths and to achieve their maximum potential. This empowers students to become responsible and productive citizens of the world.

Working as a partnership, the students, staff, parents and community commit themselves to developing the social, emotional, academic and physical well-being of all children. Through CP's Grand Pals Program, senior citizens in the community serve as reading partners and provide enrichment opportunities for students. Local businesses support a Power Lunch Reading Program whereby their workers spend their lunchtime reading with students. Princeton University students visit the school to assist in classroom, lunchroom and recess activities.



Community Park offers a comprehensive curriculum based on the New Jersey Core Curriculum Content Standards. The curriculum is flexible and accommodates all levels of ability to reflect both cognitive and affective goals. CP students are presented with a program of study that includes instruction in reading/language arts, mathematics, science, health and physical education, social studies, art, music and library skills. Students

# Community Park Elementary

learn to use technology as an integral part of their education to access, process and communicate information. Computers are available to students in the computer lab, library and classrooms. In addition the school has a mobile classroom set of laptop computers for in-class whole group instruction. World language instruction is provided at all grade levels. Other programs include bilingual education, English-as-a-Second-Language, reading recovery, basic skills, occupational therapy, speech/language therapy and resource center. Learning experiences are enhanced through field trips, special programs and after-school activities.



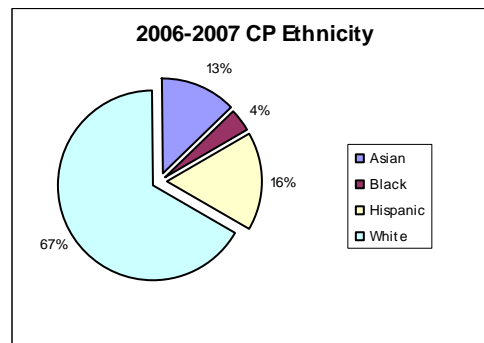
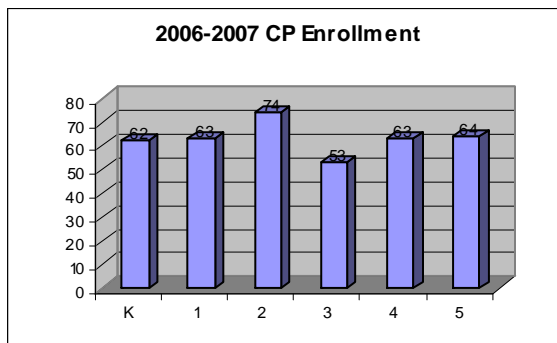
Through CP's artist-in-residence program, the school collaborated with professionals who enhanced and enriched the performing arts and

academic programs. Kindergartners learned about a variety of reptiles and their habitats through hands-on activities. First-graders wrote and published their own books after working with an author/illustrator of children's books. Second-graders learned about the ancient art of Japanese storytelling using a special puppet stage. Third-graders learned how to creatively respond to literature through music and dance as they worked with McCarter Theatre using the novel "Alice Through the Looking Glass." Fourth-graders expanded their appreciation of poetry, as well as their skills in writing, through their work with a published poet. Fifth-graders' study of the U.S. Civil War culminated in a trip to Gettysburg, Pa.



Community Park School takes pride in the many accomplishments of its staff and students. Many of its pupils have had their poems published in both local and national anthologies of literature.

Several staff members have been awarded Princeton Education Foundation grants to provide students with unique learning experiences. Staff members have also attended the Teacher-As-Scholars Program at Princeton University. Many Community Park teachers are involved in graduate work. All of CP's teachers actively pursue professional development opportunities in order to enhance the quality of their instructional delivery.



# Johnson Park Elementary

During 2006-2007, Johnson Park Elementary School staff members participated in training and planning activities to enhance the school's social environment via the Positive Behavior Support in Schools, or PBSIS, program. Based on input from parents, staff members and pupils, a core team of educators developed a schoolwide set of goals exemplified in the "JP Pledge": Be responsible. Be respectful. Be safe. Be kind. Be successful.



Principal  
Robert Ginsberg

Pupils received instruction in what those schoolwide goals look and sound like in various situations—on a school bus, in the school cafeteria, in classrooms, at recess—and received recognition for acting according to those expectations. Finally, staff members participated in training in Tier 1 or universal interventions designed for all pupils, in Tier 2 interventions designed for small groups of youngsters, and in Tier 3 interventions designed for individual children to enhance students' ability to behave appropriately.

The district received a substantial monetary grant to support the project, which is now being expanded to JW and will move to other schools during the next few years. The materials and procedures that the JP staff developed have been placed on the PBSIS web site as exemplars for other schools to use.

Twelve members of JP's staff have continued to implement aspects of Total Literacy (TL), an approach that integrates the arts with literacy learning, providing alternative ways for pupils to become proficient readers and writers. JP music teacher Cordelia Mann coordinates the district's TL initiative.



Under the instructional leadership of world languages teacher Mark Eastburn, JP third-through fifth-graders participated in an online project to develop a national assessment for foreign-language skills. Mr. Eastburn is one of a handful of American educators brought to Washington, D.C., to help create NOELLA, the National On-Line Early-Language-Learning Assessment. (In addition to tests in Spanish, Mr. Eastburn's

# Johnson Park Elementary

specialty, other tests measure proficiency in French, Mandarin Chinese, Japanese and Korean.)

JP staff members and parents developed and provided governance and financial support for the Koko Fund. Named after JP's mascot—Koko, the gorilla—the fund subsidizes private individual or group lessons in the arts, registration expenses for athletic teams and tuition for summer-camp enrollments for pupils whose families face financial challenges. Pupils organized dessert sales during which they raised more than \$1,000 to help their peers.

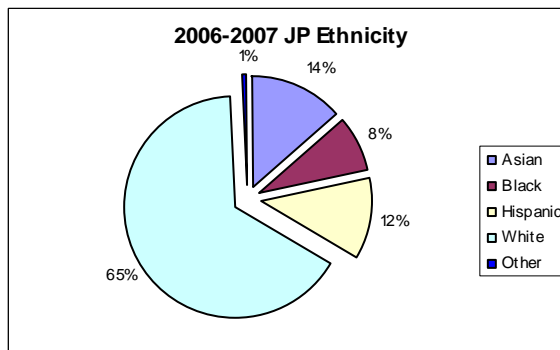
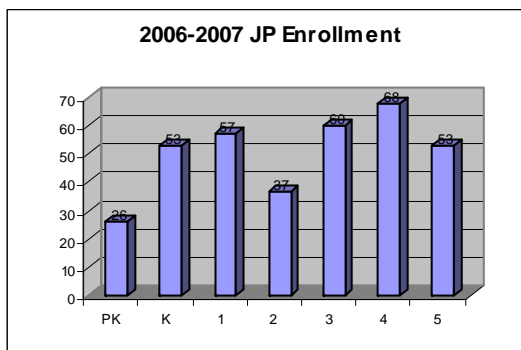
In what has now become a tradition at JP, fifth-graders read Shakespeare's *Twelfth Night* and then, with help from McCarter Theatre artists, rewrote and performed the play in a modern genre.



JP pupils continued to engage in service-learning activities that integrate community-service projects with classroom learning. For example, fourth-graders, as they learned about their own forebears' stories about how they came to the United States, created science and social-studies materials about animals indigenous to Central America for their peers in a school in Guatemala, from where some of JP's pupils' families arrived.



Modeling a program on the Princeton Public Library's "Princeton Reads" program, in which people throughout the community read and then discuss the same book, Johnson Park's media specialist (librarian), Carolyn Bailey, launched "JP Reads." All JP pupils read E.B. White's classic, "Charlotte's Web," either individually or through classroom read-alouds. Then, the PTO bought out a theater showing of the movie so that JP families could attend together.



# Littlebrook Elementary

Littlebrook Elementary School offers broad, deep and integrated educational experiences to a diverse pupil population. The school's integrated approach to education, which presents art, computers, health, language arts, library skills, mathematics, music, physical education, science, social studies and world language through their connections rather than in isolation, is a hallmark of Littlebrook School.



Principal  
Annie Kosek

Developing literacy is a high priority at Littlebrook School. Its media center and classroom libraries hold collections of quality children's literature reflecting the school's commitment to diversity and multi-cultural values. The language arts program is literature-based and balanced with appropriate word work. The school's multiple instructional approaches reflect current research and allow it to meet the needs of students with different learning styles.

At Littlebrook, mathematics learning is integrated with other disciplines, allowing students to experience everyday applications. School-based, teacher/student-centered professional development opportunities keep the teaching staff abreast of new strategies and methods for teaching mathematics.

The social studies program invites students to integrate reading and writing through the use of historical novels and other books, while the studies of geography and economics overlap with mathematics lessons. Fifth-graders become historians and hone their research skills by examining and analyzing primary documents such as the Constitution, the Declaration of Independence, letters, diaries, newspaper accounts, speeches and photographs. Study of U.S. history culminates in a trip to the National Civil War Museum in Harrisburg, Pa., and an overnight in Gettysburg. Fourth-graders experience hands-on learning at a 1900s New Jersey farm as part of New Jersey history. Third-graders relive aspects of Colonial Princeton history, and second-graders participate in a unit on communities that encompasses Princeton's multiple and diverse constituencies. First-graders focus on "Then and Now" studies, learning about the olden days, and kindergartners learn all about themselves and their families through songs and stories.



There are two aspects of science education at Littlebrook. The first is in-class instruction by the home-room teacher that follows a standards-based district curriculum. This instruction is supplemented by skills-based instruction led by a science specialist. The science specialist uses the school's lab and environmental trail to create genuine hands-on, minds-on science investigations. By using the classroom, the lab and

# Littlebrook Elementary



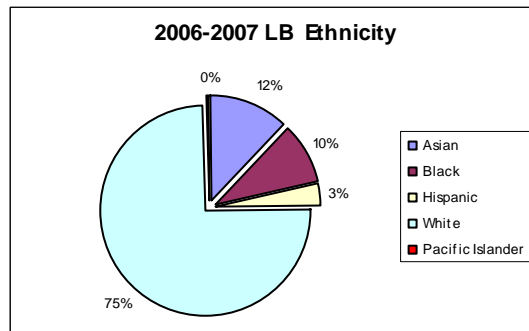
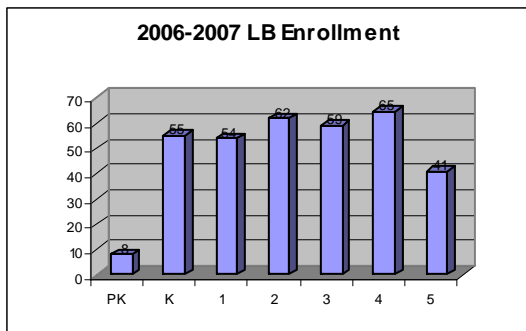
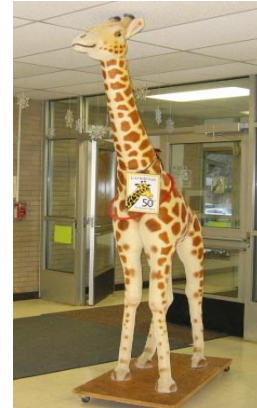
the environmental trail, teachers are able to develop the students' content knowledge and skills. The goal is to create students who can see and investigate the world as a scientist.

In 2006-2007, Littlebrook had artists working with students in drama, storytelling and illustration, as well as historians working with third-graders and Native Americans working with kindergartners. The school also celebrated its ongoing relationship with local senior citizens, "Grandparents/Grandpartners,"

connecting generations with kindergartners and their Grandpals reading together. The school also participates in family activities with Family Creativity in the Arts evenings and Family Math evenings.

Littlebrook further developed its service learning projects—activities related to a grade-specific curriculum focus and a community-service theme. Themes include hunger and homelessness, living and working together, the elderly, the environment, poverty and literacy. As a result of their learning, students identify a need and then design and implement a project intended to fulfill the need. Students reflect on their service-learning experiences in a journal that follows them through the grades. The journals are presented to the student at the end of their fifth-grade year as a reminder of the helpful, caring work they've done in service to others.

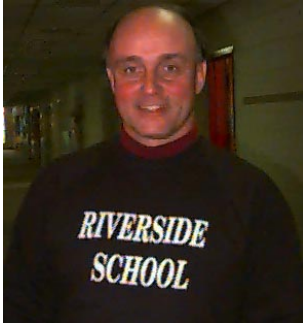
Above all, Littlebrook's students, staff and parents value the community of learners the school has formed in its pursuit of academic excellence and the development of a sense of individual responsibility and respect for all. Littlebrook believes that the social curriculum is as important as the academic curriculum and that children learn best in a setting where they are known and valued. Every morning, the day begins with a Morning Meeting in every classroom, where every student is greeted with eye contact and personal connections are made through sharing and a group activity. Littlebrook's beloved giraffe mascot, Ravioli, reminds us all of the importance of sticking our necks out for others by being caring and kind.



# Riverside Elementary

**“Including parents and students in decision-making ensures shared responsibility for the child's success and raised expectations for academic performance.”**

Riverside Elementary School strives to address the needs of students by uniting the major forces of learning so that parents, students and teachers are working together toward a common goal of success for all students. The school focuses on the individual student through the collaboration of teacher, student and parent/guardian. Including parents and students in decision-making ensures shared responsibility for the child's success and raised expectations for academic performance.



Principal  
William Cirullo

Riverside continues to expand its efforts to reach out to every family, striving to cooperatively construct each student's school experience in recognition of the fact that real learning considers the whole person. Issues of student self-esteem, personal confidence, academic growth and social development are integral to the development of the child and must be thoughtfully considered. Thus, the school has recognized the need to explore every opportunity to expand integration of diverse cultures in the programs and curriculum and to find ways to increase student and parent participation in all school activities.

Academic challenge and success for all is a central mission of the school. Instructional staff continues to create learning opportunities that integrate curriculum with factual, problem-solving and generative thinking. Thematic and whole-to-part teaching, combined with cooperative learning, computer/Internet instruction and personalized instruction, have established meaningful highways of learning. Programs such as the resource center, English-as-a-Second Language, special education and autism help serve the needs of the school's diverse population. Student projects using a variety of online services including the World Wide Web have helped Riverside pupils develop new skills while opening doors to the world.



Riverside's focus on the library/media center and classroom technology has kept the school in a leadership role as it has thoughtfully connected the computer with the curriculum and developed student skills in analysis, synthesis and evaluation. Student enrichment activities include the Kid's

# Riverside Elementary

Broadcasting Company and the Lego Engineering Robotic Project. Students present live news broadcasts to the entire school each morning. These activities enhance student achievement as they help build students' sense of community.

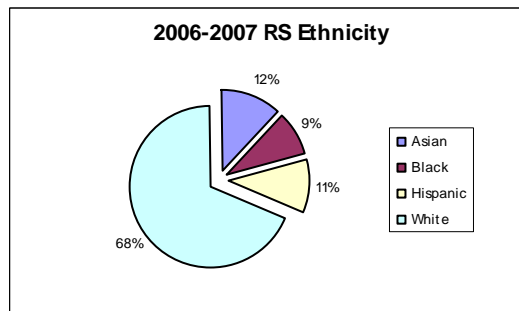
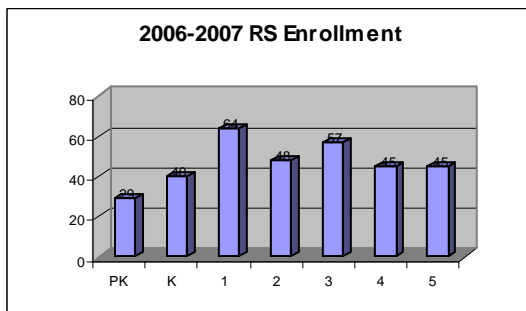


River Bear

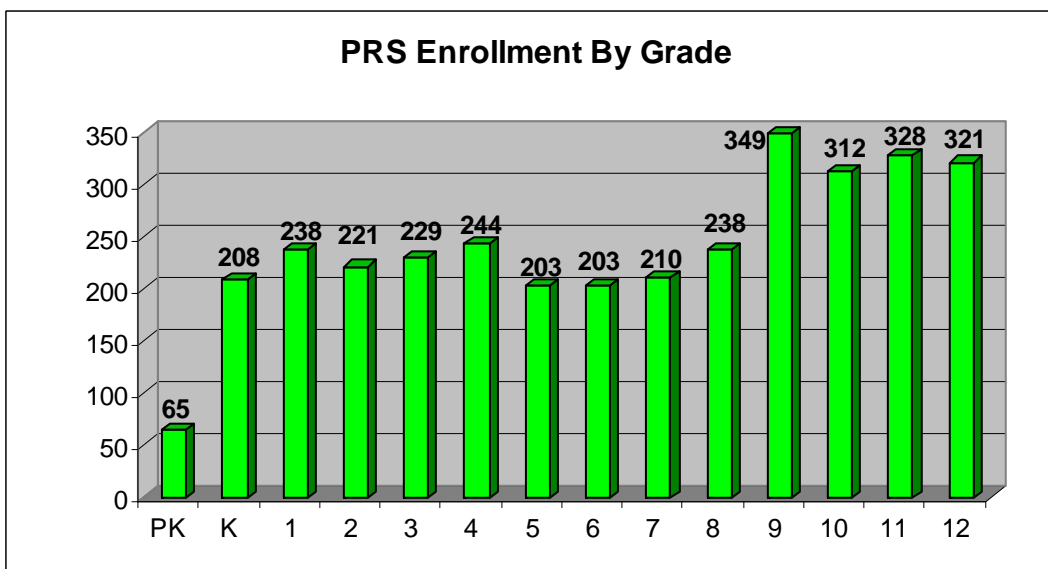
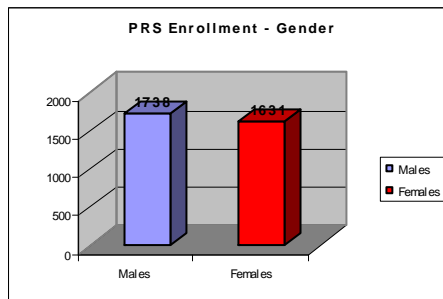
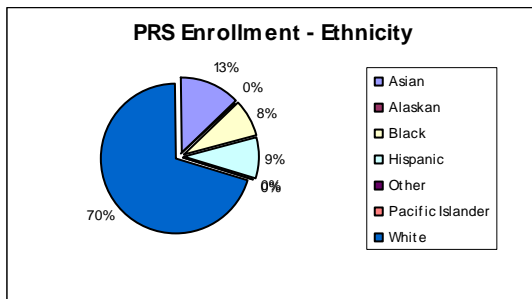
The school continues to capture opportunities to expand the Outdoor Living Laboratory, including its popular Organic Garden. Parents, faculty, students and community volunteers have furthered the school's ability to bring meaningful science into children's lives. A Flight Residency program integrated the world of flight in all areas of the curriculum.

Parent involvement continues to escalate. Each year, Riverside's volunteer list has climbed. The PTO, Site Council, senior-citizen volunteers, grand pals, classroom speakers and staff and parent committees have given the school the ideas, resources and energy needed to build programs that support student learning. Continued commitment to the development of minority student action plans has stimulated important growth while affirming a philosophy that embraces and supports all students.

The Riverside family proudly joins together in celebrating student success. The warm and positive atmosphere that characterizes the school is a tribute to all its partners. Riverside is built on the strengths of each member of the school learning community. It eagerly welcomes challenges that offer greater opportunity for student happiness and success.



# Student Enrollment Profile



## Princeton Regional School District Three-Year Enrollment

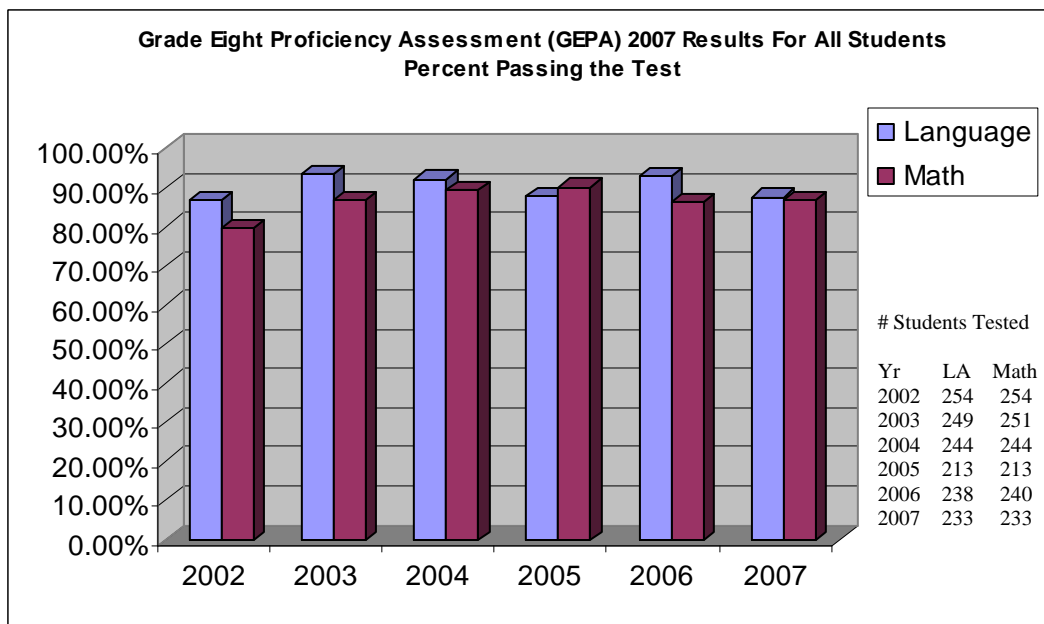
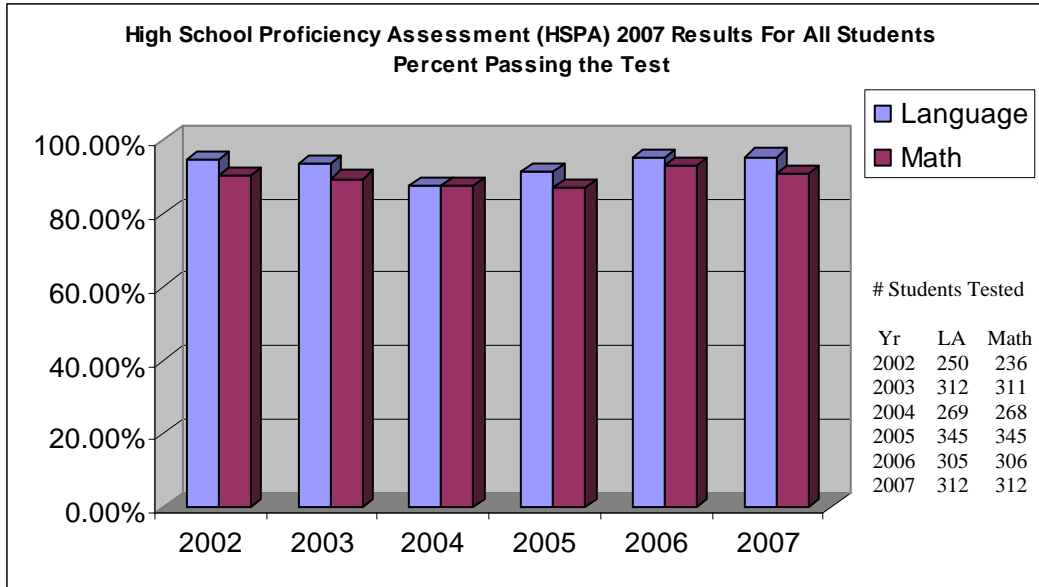
School	2004	2005	2006
CP	405	382	379
JP	371	351	354
LB	364	362	347
RS	299	339	328
JW	682	664	651
PHS	1284	1264	1310
<b>Total</b>	<b>3405</b>	<b>3362</b>	<b>3369</b>

Grade	2004	2005	2006
PK	56	61	65
K	230	239	208
01	215	224	238
02	242	225	221
03	213	238	229
04	244	227	244
05	230	220	203
06	220	207	203
07	240	221	210
08	222	236	238
09	339	300	349
10	314	326	312
11	358	303	328
12	273	335	321

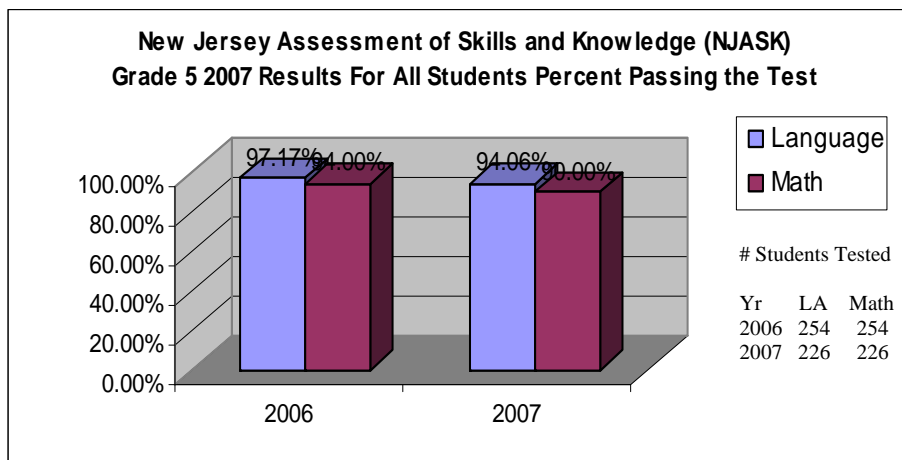
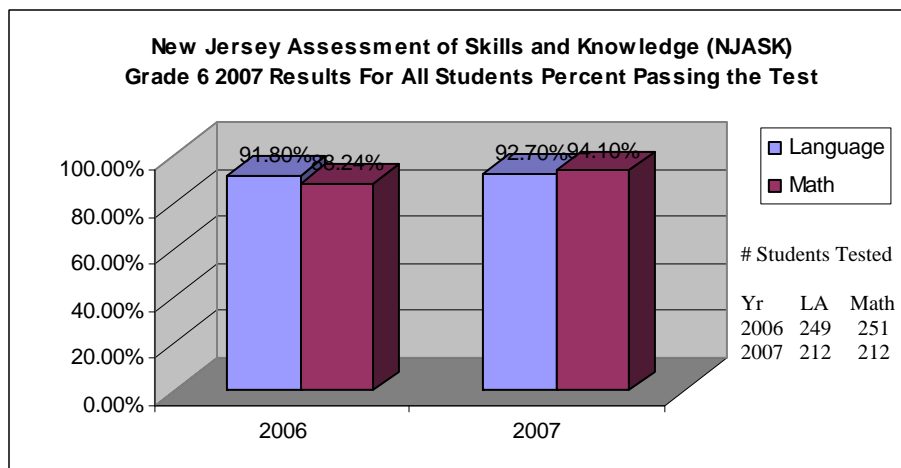
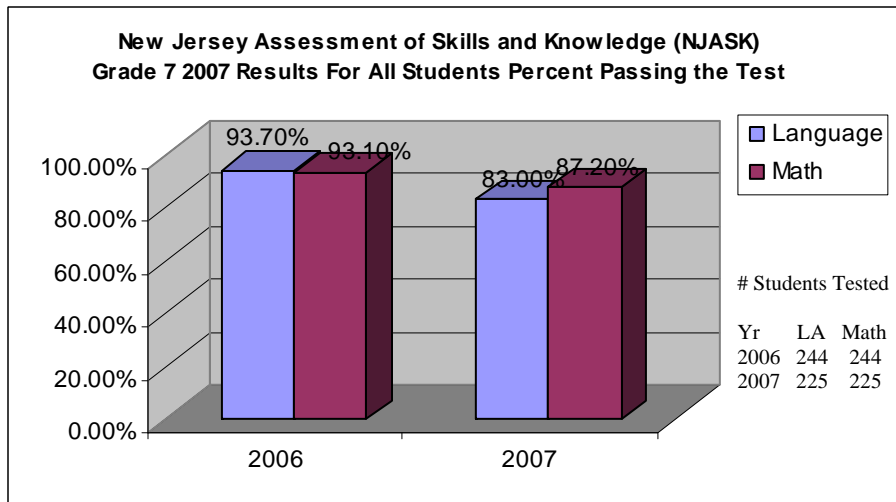
Ethnicity	2004	2005	2006
Asian	392	452	443
Alaskan	2	2	2
Black	301	272	267
Hispanic	301	287	292
Other	6	3	4
White	2403	2346	2361

# Academic Progress

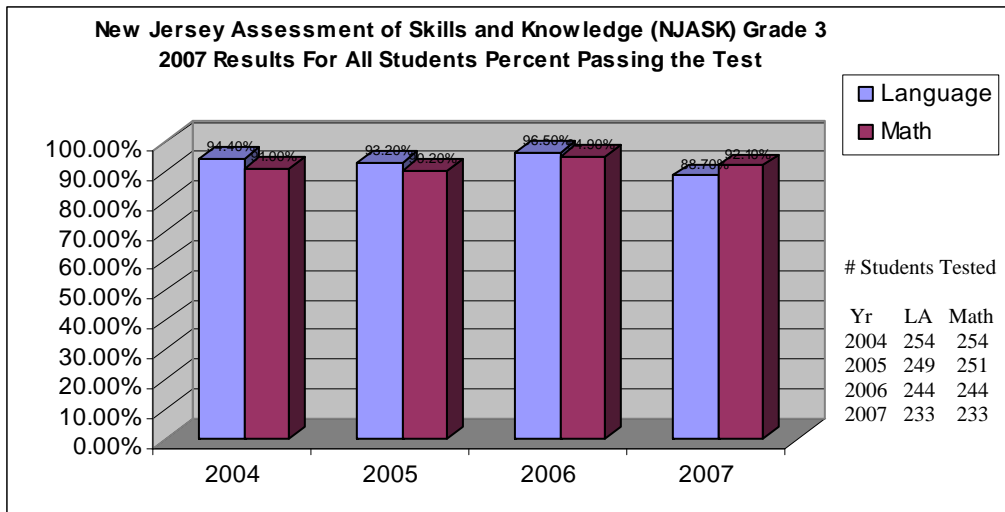
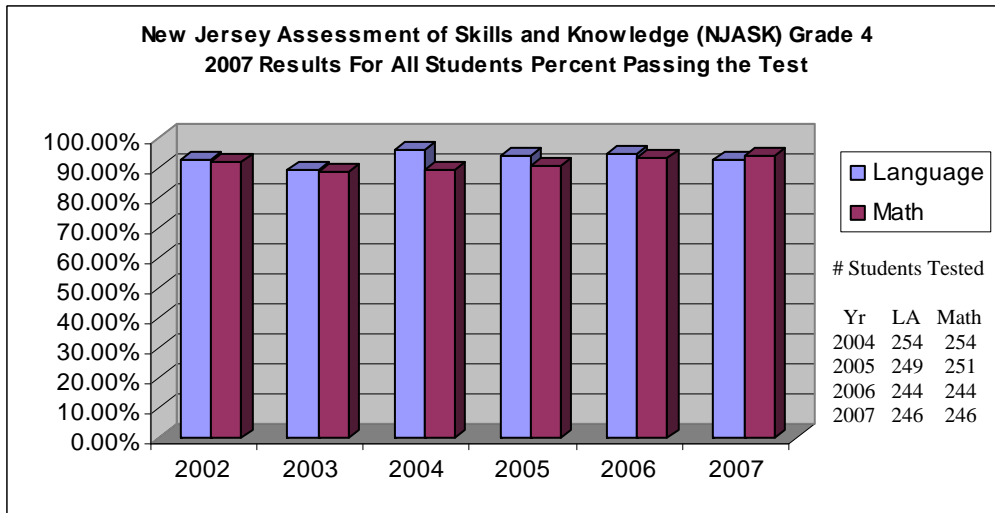
**Princeton Regional Schools met the educational requirements on all state assessments for all sub-groups. The following graphs show the percentage of students passing the specific grade-level assessments.**



# Academic Progress



# Academic Progress



The **Princeton Education Foundation (PEF)** saw results from the first phase of the “Take a Seat” fundraising campaign in 2006-2007, successfully raising \$240,000 in funds for a choral shell, stage extender and acoustic enhancements for the Performing Arts Center. The first events held in the theater were capped off when Princeton High School’s Spectacle Theatre Company staged the Wizard of Oz in March. The “Take a SEAT” campaign continues, with seats still available for sale to support the mission of PEF.

The foundation also raised more than \$10,000 for media for the renovated PHS library. In addition, nearly \$5,000 in teacher mini-grants were awarded to 11 teachers in all grades, to support innovative educational experiences. Since 1995, the PEF has awarded PRS teachers more than \$125,000 for more than 150 creative educational projects. These small grants, ranging from several hundred dollars to \$1,000, allow teachers to bring innovative ideas to life in the classroom.

To learn more about the PEF and its current projects, visit [www.pefnj.org](http://www.pefnj.org).

# Academic Success - Assessments

<b>Advanced Placement Results</b>		
<b>Test Name</b>	<b># Students Taking Test</b>	<b># Students who Scored 3 or Better</b>
Art History	16	13
Biology	41	37
Calc AB	25	23
Calc BC	62	58
Chemistry	57	53
Comp Science AB	7	7
Macroeconomics	30	30
Microeconomics	30	28
English Language (gr. 11)	129	128
English Lit. (gr. 12)	103	92
Environmental	30	14
European History	21	18
French Lang.	33	29
Gov & Pol Comp	35	28
Gov & Pol US	38	34
Italian Lang	4	3
Japanese Lang	7	6
Latin Vergil	2	1
Latin Lit	1	1
Music Theory	10	10
Physics C E/M	10	10
Physics C Mech	12	12
Spanish Lang	23	22
Statistics	17	15
US History	109	103
World History	105	100
<b>Total</b>	<b>957</b>	<b>875</b>

## Celebrating Our Students in Music and Art

Princeton High School sophomore Leora Paradise was selected to sing with an honors choir sponsored by the Central Jersey Music Educators Association. She rehearsed with the group each weekend for a month for a concert in January. She sang with the CJMEA Region II Women's Choir, which is formed by audition from choir students from schools across Central Jersey. This is the first time in many years that the PHS Choir program has sent a student to audition for this choir.



The Princeton High School Studio Band celebrated its 30th anniversary this year with a reception at PHS's Performing Arts Center, the Trego-Biancosino Auditorium. Alumni were invited to join in and bring their instruments for a grand finale. A reception followed. Proceeds benefited the PHS Band program.

Riverside School third-, fourth- and fifth-grade instrumental music students performed a concert in April. Littlebrook School third-, fourth- and fifth-grade instrumental music students performed a concert in May. Both shows were under the direction of Steve Kramer.

The *Wizard of Oz*, the spring musical produced by Spectacle Theatre at Princeton High School, played before packed houses in the new Performing Arts Center for three nights. With students from the elementary schools performing onstage alongside the cast, the musical was acclaimed as an outstanding performance, earning standing ovations at all three performances. Niall Lessard received a Paper Mill Playhouse Rising Star scholarship for his performance as the Scarecrow. Director Patricia Wray, choreographer Michael Kubala, vocal music director Kary Haddad, musical conductor Robert Loughran, set design and construction coordinator Paul Skalka, lighting designer Jack Bathke, managing director Cory Alperstein, technical director Kurt Zimmerman and all the cast, crew and volunteers who contributed to the performance had reason to be proud of their glowing achievement.



Jane Georgs and Claudia Luongo, art teachers at John Witherspoon Middle School, had a selection of their students' artwork on display in a county-wide exhibit celebrating

## Celebrating Our Students in Music and Art

Youth Art Month in March. The exhibit was sponsored by the Art Educators of New Jersey. The display, comprising work from many of the schools in Mercer County, was



at the Hickory Hill Corner Library in West Windsor. Featured were works by Charlotte Gray, Joel Muflam, Leah Bella Zinder, Monica Chon, Sorrel Anderson, Carlos Boix, Carmen Munoz, Julian Spergel, Rebecca Saltzman, Marina Oganisova, Keely Herring, Isaac Howell, Sophie DiSanto, Zack Bayer, Idris Cason, Russell Sechzer, Ross Mazur, Will Kister, Jose Bautista, Andrew Khanarian, Anjali Mehta, Clara Hartmanshen, Courtney Dwyer, Sean Andalcio, Talya Na-

kash, Kevin Zheng, Taylor Tria, Maddy Alden, Abby Stern, Maria Miralda, Alice Gallagher and Neta Nakash.

In February the PHS Choir completed a much-acclaimed performance tour in Sweden, performing with high school and community choirs in cathedrals and concert halls in Stockholm, Vaxjo and Uppsala.

Community Park Elementary School featured its annual school-wide art show in May with works from every grade level. The show featured a fifth-grade project of student-designed life-size replicas of Egyptian sarcophagi. This project was related to a fifth-grade art trip to Philadelphia for the King Tut exhibit.

In November, an art exhibit featuring works by students from all four elementary schools was on display for a month at Red Green Blue on Hulfish Street. The opening reception was attended by the mayors of both Princeton Borough and Princeton Township. In March, an exhibit at the Princeton Public Library also featured artwork by students from all four elementary schools.



During the fall, 18 to 20 families participated in Family Art, six exciting evenings of parents and children creating art together at Littlebrook School. This program, led by art teacher Bev Mills and kindergarten teacher Muriel Lewis, had a long waiting list. In the spring, a Dodge Foundation grant supported a second session, which served all of the families on the waiting list.

# Celebrating Our Students in Sports

Congratulations to the PHS boys' golf team—state Group III champions, in addition to sweeping sectional, county and division championships. The team also won the Bunker Hill and Cherry Valley tournaments. Peter Teifer earned all-state honors.

Greg Hand (swimming) and Sheryl Severance (boys' golf) were honored by the state as coaches of the year.

Athletic Trainer Shannon Koch was honored by the state at its Award of Honor Luncheon.



The PHS football team won the division championship and qualified for the state playoffs both for the first time in 15 years.

The girls' cross country team finished with an 11-1 record, won the county championship, placed second in Group III Central Jersey competition and fourth in the state Group III championship.

Boys' cross country compiled a record of 10-3, finishing as division runner-ups and garnering third place in the Mercer County Tournament. The team placed fifth in Central Jersey and 20<sup>th</sup> in the state Group III championship.

The boys' soccer team went 17-4 to win the division and Central Jersey championships. Ross McDonald was selected as the Colonial Valley Conference player of the year.

The third annual Hall of Fame Banquet honored some of the great teams, players, coaches and administrators from the past.

The girls' basketball "A" team from John Witherspoon Middle School had a very successful 2006-2007 season with a final record of 13-2, one of the best records in the history of JW girls' basketball. The girls also competed in the Bush Invitational Tournament



## Celebrating Our Students in Sports

hosted by Readington Middle School. Compiling a 2-0 record in the tournament, the team took home the championship trophy. Graduating nine eighth-grade students from the A team, and two from the B team, JW gives the Princeton High School girls' basketball much to look forward to. The students hoping to continue their basketball careers at the high school included: Laurel Kasel, Katie Bechler, Shellbe Randall, Tara Thomas, Katherine Romain, Neta and Talya Nakash, Julia Barry and Molly Barber from the A team, and Kendall Petro and Tajah Best from the B team.

The boys' and girls' swim teams both won their divisions and the Central Jersey championships again. The girls went on to compete in the state championship meet for the third consecutive year.



Boys' ice hockey placed second in the Mercer County Tournament and reached the sweet 16 of the state playoffs for the third straight year.



Girls' ice hockey won the prestigious Princeton Day School Invitational and the regular season league championship, in addition to setting the school record for wins. Haley Thompson was first team all state and Chelsea Corell second team all state. Haley and Blair Thompson and Chelsea Corell were first team all league, Dee Dee Mahon second team all league and Gabby Vukasin honorable mention all league.

Boys' lacrosse qualified for the state playoffs again.

Girls' lacrosse was division runner-ups and qualified for the state playoffs for the second consecutive year.

The girls' (17-2) and boys' (17-4) tennis teams both won their division championships and were the Central Jersey finalists again. Sarah Heyman was coach of the year for each season.



## Celebrating Staff and Student Success

Princeton High School student **Vrajesh Modi** received numerous honors during the 2006-2007 school year. He was selected for the Bausch and Lomb Honorary Science Award, given in recognition of outstanding achievement and superior intellectual promise in the field of science. A scholarship opportunity at the University of Rochester accompanied this award. Vrajesh was also honored by the Mathematics Association of America for receiving a score of distinction on the American Mathematics Competition and participating in the American Invitational Mathematics Examination. Additionally, Vrajesh was chosen as a finalist in the Delaware Valley Science Council's competitive examinations at Temple University, where other PHS students were also honored. **William Steinhardt** received honorable mention in physics and **Megan Bartels** received honorable mention in chemistry. A total of 167 students representing 46 high schools in the tri-state area took the examinations.



**Constance Escher**, John Witherspoon Middle School grade six teacher of ancient world cultures, was named one of three statewide winners of the 2007 Amistad Award. The school received a \$5,000 award to establish a Betsey Stockton/Frederick Douglas Social Studies Research Center. Materials will allow teachers to enhance their teaching of African American culture and history on the K-12 levels.

**Denise Xu** was one of 300 high school seniors named as a semifinalist of the Intel Science Talent Search 2007. The STS, America's oldest and most prestigious science competition, is often called the "Junior Nobel Prize." Each semifinalist received \$1,000, with an additional \$1,000 donated to their school.

John Witherspoon teacher **Marian Melzer** was one of 24 teachers chosen to participate in the Maitland P. Simmons Memorial Life Science Institute at Rutgers University. This week-long program focused on a series of demonstrations and activities in all areas of life sciences, as well as environmental science.



PHS student **Mark Baldino** received the Princeton Alcohol and Drug Alliance Award, given to a graduating senior boy or girl who has shown leadership in the area of alcohol and other drug awareness education. Mark was a member of Corner House's Teen Advisory Group during his junior year at PHS and was a member of the Corner House Student Board during his senior year.

The Princeton Rotary presented its 2006 Rotary Excellence in Vocation Award to John Witherspoon Principal **Bill Johnson** and his recently retired executive secretary, **Carmela Drummond**. This was the first time the award was presented to a team for their efforts in developing the entire child in addition to the academic mission of the schools. The award reflected Mr. Johnson's 30 years of service and Mrs. Drummond's 54 years of service, and highlighted their 30 years together in carrying out the goal of community service and exemplary leadership to students within the Princeton community.



## Celebrating Staff and Student Success

PHS students garnered several awards in the National Latin Exam. Gold Medal/Summa cum laude honors went to **Megan Bartels**, **Sophia Qasir** and **Rachel Sverdlove**. Silver Medal/Maxima cum laude honors were earned by **Rameen Shayegan** and **Harald Zurakowski**. Earning Magna cum laude honors were **Brandi Andrews** and **Peter Armington**, and Cum laude honors were bestowed on **Galia Abramson** and **William Steinhardt**.



**Pat Marino**, English-as-a-Second-Language teacher at PHS, was selected to participate in the Florida Humanities Council's Landmarks in American History and Culture workshop, "Between Columbus and Jamestown: Spanish St. Augustine," funded by the National Endowment for the Humanities. The process for selection was competitive. The workshop offered participants a place to read, reflect, discuss and explore a fascinating period of history, and an opportunity to establish ties with outstanding colleagues from around the country.

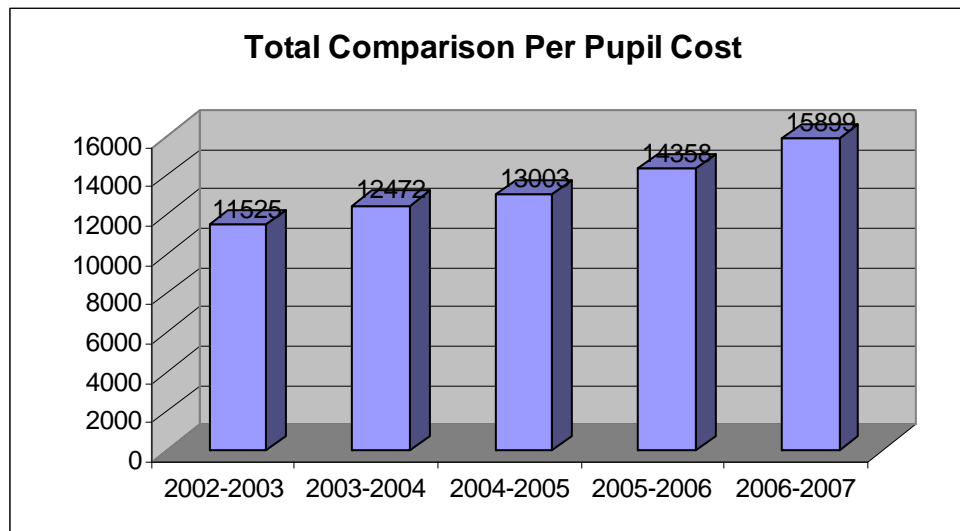
The first graduates of the **Generation One** program at PHS were honored at Community House, a community service organization at Princeton University committed to helping underserved minority youth and their families in Princeton Borough and Township. The Generation One program—a partnership involving Princeton University, Princeton Regional Schools' Guidance Department, Princeton Regional Schools' Minority Education Committee and Peterson's, the college guide and test preparation course publisher—is designed to encourage PHS students to be the first in their families to pursue college or other post-secondary education. The 10 graduating students honored were **Mark Baldino**, **Talib Cason**, **Gabriella Cifuentes**, **Helen Lopez**, **Julio Lopez**, **Justin Morton**, **Ralph Nelson**, **Merle Redding**, **Aroldo Rodas** and **Javier Quiej**. They have pursued post-secondary education at institutions including The George Washington University, the Chubb Institute, McDaniel College, St. Peter's College and Wellesley College.



PHS student **Tucker Chan** was chosen as a finalist for the 2008 U.S. Physics Team in a competition sponsored by the American Association of Physics Teachers and the American Institute of Physics. Each year, only 24 students from across the country are selected as finalists; they attend the annual U.S. Physics Team Training Camp, where they engage in nine days of intense studying, testing and problem-solving. Tucker and fellow PHS student **Vrajesh Modi** were among 200 semifinalists selected for the 2007 team.

# Financial Outlook

The district budget for 2006-2007 was designed to sustain programs of excellence, not an expansion of facilities or programs as has been the case in recent years. With construction nearing an end at the high school and construction completed at the four elementary schools and John Witherspoon Middle School, the district launched the appropriate curricular programs to match those new and renovated spaces with a focus on continuous improvement within our current physical and programmatic boundaries.



The district's budget goals included:

- \* Supporting centers of academic excellence and strong co-curricular opportunities which make provide for outstanding education and remarkable results.
- \* Implementing the recommendations of the district's literacy and math achievement councils to positively impact the instruction and academic growth for all pupils preK-12.
- \* Raising the standard of health, safety and security across all PRS sites.
- \* Improving the use of technology integration throughout preK-12 instruction.
- \* Equipping and staffing the performing arts center at the first phase level in order to capture the full scope of the facility's potential for enhancing student learning and to develop a revenue source.

The budget for 2006-2007 reflects a continued commitment to programs of excellence, inclusion of conservation efforts to decrease our annual costs for energy and maintenance, and revenue development in order to minimize our dependence on property taxes in the years to come as we also address the rising costs of charter school payments, special education tuition, salary and health benefits, transportation costs and unfunded mandates from the federal and state levels, all of which are forced and drive our budget costs.

# Financial Outlook

## 2006-2007 Budget Statement

<b>REVENUES:</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>Change \$'s</b>	<b>%change</b>
Budgeted Fund Balance	\$2,677,373	\$1,086,574	-\$1,590,799	-59.42%
Budgeted Fund Bal-Cap Reserve Increase	\$1,077,681	\$370,000	-\$707,681	-65.67%
Local Tax Levy	\$49,590,650	\$54,925,520	\$5,334,870	10.76%
Hazardous Busing	\$147,004	\$151,500	\$4,496	3.06%
Tuition	\$3,530,673	\$3,773,819	\$243,146	6.89%
Interest on Investments	\$112,000	\$270,000	\$158,000	141.07%
Rental/Building Use	\$67,261	\$117,632	\$50,371	74.89%
Miscellaneous	\$135,000	\$70,000	-\$65,000	-48.15%
Encumbrances	\$1,376,012	\$0	-\$1,376,012	-100.00%
State Aid	\$3,501,198	\$3,501,198	\$0	0.00%
Cap Reserve withdraw	\$720,000	\$700,000	-\$20,000	-2.78%
<b>CURRENT EXPENSE TOTAL:</b>	<b>\$62,934,852</b>	<b>\$64,966,243</b>	<b>\$2,031,391</b>	<b>3.23%</b>
<b>STATE/FED GRANTS TOTAL</b>	<b>\$2,074,010</b>	<b>\$1,968,076</b>	<b>-\$105,934</b>	<b>-5.11%</b>
<b>DEBT SERVICE:</b>				
Budgeted Fund Balance	\$562,803	\$643,913	\$81,110	14.41%
Local Debt Service Tax Levy	\$4,983,876	\$4,863,904	-\$119,972	-2.41%
<b>DEBT SERVICE TOTAL:</b>	<b>\$5,546,679</b>	<b>\$5,507,817</b>	<b>-\$38,862</b>	<b>-0.70%</b>
<b>TOTAL REVENUE:</b>	<b>\$70,555,541</b>	<b>\$72,442,136</b>	<b>\$1,886,595</b>	<b>2.67%</b>
<b>EXPENDITURES</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>Change \$'s</b>	<b>%change</b>
Instruction	\$23,032,520	\$23,851,452	\$818,932	3.56%
Tuition, Regular & Spec Ed	\$4,701,283	\$4,332,694	-\$368,589	-7.84%
Attendance	\$206,022	\$198,558	-\$7,464	-3.62%
Health	\$468,986	\$505,571	\$36,585	7.80%
Guidance & Special Ed Services	\$4,967,567	\$5,641,465	\$673,898	13.57%
Educational Media/Library Services	\$1,198,865	\$1,237,077	\$38,212	3.19%
Student Body Activities	\$1,051,883	\$1,068,874	\$16,991	1.62%
Support Programs	\$915,207	\$909,668	-\$5,539	-0.61%
Administration	\$3,926,313	\$3,921,496	-\$4,817	-0.12%
Employee Benefits	\$7,807,366	\$8,450,647	\$643,281	8.24%
Operations/Maintenance	\$4,958,804	\$5,732,469	\$773,665	15.60%
Capital Outlay	\$2,455,670	\$2,246,156	-\$209,514	-8.53%
Increase in Capital Reserve	\$1,077,681	\$370,000	-\$707,681	-65.67%
Transportation	\$2,959,361	\$3,169,767	\$210,406	7.11%
Charter School	\$2,450,151	\$2,630,349	\$180,198	7.35%
Cap Reserve withdraw	\$757,173	\$700,000	-\$57,173	-7.55%
<b>CURRENT EXPENSE TOTAL:</b>	<b>\$62,934,852</b>	<b>\$64,966,243</b>	<b>\$2,031,391</b>	<b>3.23%</b>
<b>STATE/FED GRANTS TOTAL:</b>	<b>\$2,074,010</b>	<b>\$1,968,076</b>	<b>-\$105,934</b>	<b>-5.11%</b>
<b>DEBT SERVICE TOTAL:</b>	<b>\$5,546,679</b>	<b>\$5,507,817</b>	<b>-\$38,862</b>	<b>-0.70%</b>
<b>TOTAL EXPENDITURES:</b>	<b>\$70,555,541</b>	<b>\$72,442,136</b>	<b>\$1,886,595</b>	<b>2.67%</b>

# Expanding the Curriculum

## Across the District and Our Schools

- Expanding the high school's World Language Program to include Japanese AP and Mandarin for the 2007-2008 academic year.
- Developing and implementing a high-quality pre-kindergarten program at Riverside Elementary and Johnson Park Elementary School.
- Continuing and enhancing programs with McCarter Theatre's Education Department.
- Implementing Year Four of Princeton High School's Small Learning Communities grant to provide a more personalized learning environment for students.
- Developing John Witherspoon's handbook created by students and written in 11 different languages to be responsive to the district's diversity.
- Building on the work of the student-written and performed opera at Riverside that actually went "on the road" to the People's Republic of China.
- Developing and implementing a nationally recognized five-year mentoring and induction program for novice and new teachers to the district.
- Researching and implementing best practices with preK-12 Literacy and Mathematics Achievement Councils. These councils also have representatives from Cranbury and are designed to review current research in the areas of curriculum, assessment and instruction.
- Working in concert with Princeton University's Teacher Preparation Program. "Teachers as Scholars" is a unique programmatic experience for classroom teachers to enrich themselves at the university.
- Developing and implementing policies for student wellness and nutrition.
- Developing and implementing a mathematician-in-residence program allowing for professional growth opportunities for teachers across the district.
- Implementing a robust elementary science program through the use of the elementary science labs and classrooms.
- Expanding the elementary outdoor garden classrooms to the middle and high schools in 2007-2008.
- Recognizing exemplary student achievement through the College Board, Merit Scholars Program, Distinguished AP Scholars, the National Minority Student Achievement Network/Delaware Valley Minority Student Achievement Network, and the W.E.B. DuBois Program at Princeton University.
- Continuing the district's elementary video in-house production programming.
- Expanding the "Artists-in-Residency" program to all schools to raise awareness and funds to help rebuild the schools in New Orleans and to support artists, musicians and the local Creole community displaced by flooding after Hurricane Katrina.
- Offering "Music-After-School" at all elementary schools throughout the academic year.
- Implementing a Service Learning/Community Service Program across the four elementary schools to complement student work in grades 6-12.



# Grants and Awards

Princeton Regional Schools receives grant funding from federal, state and private sources. The Office of Curriculum and Instruction works closely with curriculum supervisors, principals and teachers to review grant opportunities, write proposals, implement activities, and collect data and monitor progress on activities. The office also works collaboratively with the Princeton Education Foundation to seek private funding sources for specific educational priorities.

## **State and Federal Entitlement Grant Programs**

*No Child Left Behind Act of 2001 (NCLB)* funds for FY 2007 were used for the following activities and programs:

**Title IA** funds were used for intervention activities, enrichment programs and professional learning for elementary grade students and teachers. Several after-school and summer enrichment programs, in math and language arts/literacy, were designed and implemented to support struggling learners from grades one through five. A variety of professional learning activities for teachers were funded throughout the school year and summer. **Title IIA** funds were used primarily for language arts/literacy, math and science professional learning activities in grades PreK to 12. **Title IID** funds covered a portion of the cost of sending teachers and technology staff to conferences and workshops that enhance teachers' uses of technology for instruction in the classroom. **Title IIIA** funds were used to assist students in acquiring and enhancing their English language skills. Significant portions of the funds were used to cover a language enrichment program held during the summer for students with limited English proficiency. **Title IV** funds were used for an after-school program that supports students during the transition from middle school to high school. **Title V** funds were used to support a pre-Kindergarten summer program that supports at-risk students with the development of language literacy and school readiness skills.

## **Discretionary Grant Programs**

*Smaller Learning Communities (SLC) Planning and Implementation Grants* from the U.S. Department of Education for a total of \$348,000 were awarded to the district. Planning took place in 2003-2004 and over the next three years structures and strategies designed to personalize students' educational experiences and raise achievement levels were thoroughly researched and implemented. The 2006-2007 school year was the final year of the grant.

*Early Launch to Learning Initiative (ELLI)* grant funds, administered by the N.J. Department of Education's Office of Early Childhood Education, were awarded for the district's half-day pre-school program for 4-year-olds that was hosted at Johnson Park and Riverside schools.

## **Other Grant Programs & History**

During the past five years, the district has received grants from other sources to support a variety of educational activities\* including:

Bristol-Myers Squibb's grant for the Mercer-Middlesex Science Education Consortium; Community Foundation of New Jersey; Geraldine R. Dodge Foundation; National Endowment for the Humanities (NEH); N.J. Character Education Initiative; N.J. Child Assault Prevention (CAP) Program; N.J. Learn and Serve America Expansion Grant; Princeton Education Foundation's grant for After School Instrumental Music Program; Princeton Education Foundation's grant for Mathematician in Residency Program; Princeton Education Foundation's grant for Sky Lab; U.S. Department of Education's 21st Century Community Learning Centers Program; U.S. Department of Education's Foreign Language Incentive Program (FLIP); Youth Disaster Preparedness Awareness (YODA).

\*Princeton Regional Schools has also received generous contributions from individual donors that have supported aspects of the district's educational programs.

# The Future of Princeton Regional Schools

Walking the halls and classrooms of all six buildings during the last year gave witness to the artwork of kindergartners modeled after famous artists, hearing the beautiful sounds of middle school vocalists, admiring the projects of elementary science students, observing a middle school lab and learning of students winning awards and recognition in math, physics, jazz band, computer science, choir and orchestra programs, robotics and athletics.



During one week last year, it was possible to visit a gallery of King Tut's World created by fifth-graders, chat with other fifth-graders about their production of

*Twelfth Night*, look at the world of African music through middle-schoolers' eyes or attend the *Wizard of Oz* on stage in our Princeton Regional Schools Performing Arts Center.

Students were also engaged in the following new summer programs: Chinese Camp, Jazz Week, How Medicines Are Made and Theater Tech. At the middle and elementary levels, students flourished with extended school year programs through summer math and literacy academies, orchestral strings workshops for students in grade three through seven and sports camps. Faculty learning and curriculum development continued as evidenced by the collective efforts of staff working on math and literacy benchmarks, curriculum revisions and standards alignment, as well as co-teaching models to support instruction for children with special learning needs in the general education population.



The past year witnessed the completion of a majority of construction including the new Princeton High School academic additions, gymnasium, performing arts auditorium, media center and athletic fields. Infrastructure upgrades to the existing building include a new electrical service, data transmissions and in-class technology upgrades, fire alarm upgrades, security modifications and new lighting. Construction on the new middle school academic wing and renovations to the existing school were completed. All four elementary schools completed their major renovations and expansions.



In the years to come, the district will be working to improve its mission of providing high-quality professional learning experiences that are connected

and have direct impact on the quality of instruction and the academic and social achievement of every student. During 2007-2008, the district will learn more about using differentiated instruction, tracing student progress, expanding parent-teacher communication, improving math and literacy skills, integrating math and science skills with technology and supporting the K-12 educational journey of each student.