

Revised 3/2/2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Michael Zapicchi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name West Windsor-Plainsboro High School North
(As it should appear in the official records)

School Mailing Address 90 Grovers Mill Road
(If address is P.O. Box, also include street address)

Plainsboro NJ 08536
City State Zip Code+4 (9 digits total)

County Mercer State School Code Number* 21-5715-025

Telephone (609) 716-5100 Fax (609) 716-5142

Website/URL http://ww-p.org E-mail michael.zapicchi@ww-p.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Robert Loretan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Windsor-Plainsboro Regional School District Tel. (609) 716-5000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Hemant Marathe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 6 Elementary schools
 2 Middle schools
 _____ Junior high schools
 2 High schools
 _____ Other
- 10 TOTAL
2. District Per Pupil Expenditure: \$10,941
- Average State Per Pupil Expenditure: \$10,725

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
- NA If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	212	164	376
2				10	180	155	335
3				11	170	171	341
4				12	177	179	356
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1408

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|----------------------------------|
| _____ | 54 % White |
| _____ | 7 % Black or African American |
| _____ | 4 % Hispanic or Latino |
| _____ | 35 % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1	1328
(5)	Total transferred students in row (3) divided by total students in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: English, Hindi, Mandarin, Spanish

9. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 39

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
207 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>13</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>98</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>57</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>7 (supervisors shared w/otherHS)</u>
Classroom teachers	<u>84</u>	<u>16</u>
Special resource teachers/specialists	<u>24</u>	<u>3</u>
Paraprofessionals	<u>18</u>	<u> </u>
Support staff	<u>14</u>	<u>1</u>
Total number	<u>143</u>	<u>27</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 11

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	97 %	96 %	96 %
Daily teacher attendance	95 %	95 %	96 %	93 %	95 %
Teacher turnover rate	3 %	6 %	7 %	9 %	13 %
Student dropout rate (middle/high)	0.5 %	0.1 %	0.0 %	0.5 %	2 %
Student drop-off rate (high school)	0.5 %	+3 %	+3 %	+0.04 %	4 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>307</u>
Enrolled in a 4-year college or university	<u>83</u> %
Enrolled in a community college	<u>10</u> %
Enrolled in vocational training	<u>1</u> %
Found employment	<u>3</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	_____ %
Unknown	<u>2</u> %
Total	100 %

PART III - SUMMARY

WEST WINDSOR - PLAINSBORO HIGH SCHOOL NORTH has been serving the municipalities of West Windsor Township and Plainsboro Township since its formation in October 1997. In its mission statement, WWPHS-North states:

The mission of West Windsor-Plainsboro High School North, valuing our tradition of excellence, is to develop all of our students as passionate, confident, life-long learners who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.

West Windsor - Plainsboro High School North reflects the lifestyle of a community that takes pride in its continuing tradition of academic and cultural achievement. The richness of our academic programs, alternative options, and extracurricular activities expands learning beyond classroom boundaries. High School North provides an educational environment that motivates students to learn and requires them to exercise imagination and sensibility in solving problems. Approximately 1400 students may choose from over 150 courses offered in a program of studies that reflects a demanding and challenging curriculum. Close partnerships have been developed with area businesses of Princeton and the Route 1 research corridor, Educational Testing Service, James Forrestal Research Campus of Princeton University, and Princeton University. West Windsor- Plainsboro High School North offers state-of-the-art resources and technology that allow faculty to provide interdisciplinary instruction with maximum flexibility. Our innovative rotating schedule allows for the maximum teacher /student contact with a minimum of disruptions. West Windsor- Plainsboro High School North offers teams in 29 sports and sponsors various student publications, acclaimed performing groups in vocal and instrumental music, academic teams, and over 30 clubs/activities devoted to specialized interests. Approximately 12 percent of the senior class earned National Merit semifinalist or commended scholar status. Traditionally, the West Windsor – Plainsboro Regional School District has the largest number of National Merit semifinalists in New Jersey. Approximately 95 percent of our graduates continue their education with 86 percent going on to four-year colleges. In addition, HSN is exceedingly proud of its many students who volunteer countless hours in service of their community.

The academic and cultural resources of West Windsor and Plainsboro have attracted a dedicated and highly trained instructional staff that welcomes the challenges and excitement of a diverse student population. The high school values its 11 to1 student to faculty ratio. About 55 percent of the 125 teachers hold advanced degrees (M.A. or Ph.D.). Additionally, many faculty members serve as educational consultants or teach part time at local colleges and universities.

The population of West Windsor - Plainsboro High School North reflects the growing trend toward pluralism in American society. Students represent all major racial and cultural groups, and speak 33 languages. This diversity affords students excellent opportunities for intercultural understanding and provides them with a global view of world issues.

West Windsor - Plainsboro High Schools have been accredited by the New Jersey Department of Education. West Windsor- Plainsboro High School North has been recognized as the #1 High School in the state of New Jersey by New Jersey Monthly magazine, in its first year (2004) of eligibility, and also as one of the nation's best high schools by Newsweek (2004). These recognitions have been earned through the commitment of staff and students to the quality of life and learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results - The New Jersey state legislature determined that a statewide test was needed to measure the reading, writing, and mathematical skills that high school graduates need to function politically, economically, and socially in our increasingly complex society. The school year 2000-2001 was the last year the Grade 11 High School Proficiency Test (HSPT11) served as the statewide high school graduation test for juniors. All first time Grade 11 students who entered Grade 11 on or after September 1, 2001 are required to take and pass the High School Proficiency Assessment (HSPA). The HSPA measures the more rigorous academic content standards and workplace readiness skills embodied in the State Core Curriculum Content Standards.

The total HSPA language arts literacy and mathematics scores are reported as scale scores with a range of 100 to 300. To meet the state's graduation testing requirement for a high school diploma, a student must score at or above the passing score for both sections of the HSPA. (Please note that 100 and 300 are a theoretical floor and ceiling and may not be actually observed.) The scale score of 250 is the cut point between Proficient students and Advanced Proficient students. The scale score of 200 is the cut point between Proficient students and Partially Proficient students. The score ranges are as follows: Advanced Proficient/Pass 250-300; Proficient/Pass 200-249; Partially Proficient/Not Pass 100-199. Grade 12 students who have not passed both sections of the HSPA begin a Special Review Assessment (SRA) in order to help them meet the minimum level of proficiency for the HSPA. Passing the HSPA is a requirement for graduation. It should be noted that the scores of students who are included in the Partially Proficient level are considered to be below the state minimum level of proficiency. These students need additional targeted or instructional support, which could be in the form of individual or programmatic intervention. Students who are Partially Proficient will be re-tested. These students must complete the SRA process; the SRA process must continue for those students who also meet all other graduation criteria.

Information regarding New Jersey's state assessment program can be found at <http://www.nj.gov/njded/assessment/hs/>. In addition, testing data for High School North can be found on the district website, www.ww-p.org, under the section entitled **Testing Report**. When the testing results for High School North are examined, their results consistently surpass statewide performance benchmarks and demonstrate exemplary results in any comparison. We duly note that after all administrations of the HSPA, the passing percentage of HSN students is close to 100 percent. In 2005, only one student at High School North graduated through the SRA process.

2. Using Assessment Results - The West Windsor-Plainsboro Regional School District reviews student performance on national and state standardized achievement tests. These tests provide an objective measure of students' knowledge and skill in the areas of reading, writing, language arts, mathematics, and science. For high school students, standardized tests measure achievement in other content areas such as literature, history, computer science, the arts, and world languages. In addition to state and district standardized assessments, other evaluations are used to determine student proficiency in core curriculum content areas. Also, the use of multiple indicators of a student's performance validates the student's need for additional assistance. Taken collectively, the results of such tests can serve as one measure of the overall success of a school district in meeting the educational needs of its students. Further, the results can call attention to relative strengths and weaknesses in specific areas of the curriculum. Another purpose of standardized testing is to provide students, teachers, and parents with information about an individual student's general achievement. Individual student achievement can be compared with the achievement in these same areas of a large sample of students in the state and nation. There are a number of variables that cannot be controlled in group testing; therefore, these results may not always be congruent with either the student's daily school achievement or the specific objectives of the curriculum.

In addition, a large percentage of our high school students sit for voluntary national standardized tests that predict students' preparedness for college level work. These include: Scholastic Achievement Tests (SAT I and SAT II), Preliminary Scholastic Achievement Test (PSAT), and Advanced Placement (AP) Tests. When considered as part of a larger array of pupil performance data, these test results can provide useful information about the effectiveness of our educational program. The use of standardized tests in the West Windsor-Plainsboro Regional School District has been part of the total curriculum for many years. With the adoption of New Jersey Core Curriculum Content Standards and related pupil performance indicators, assessment emphasis is shifting from standardized norm-referenced tests to standardized criterion-referenced tests (students evaluated on whether or not they know or can do a specific item, e.g. NJASK, GEPA, HSPA). For that reason, districts in New Jersey no longer are required to use commercial norm-referenced achievement tests and are being encouraged by the state to introduce more performance-based assessments into the regular curriculum. At present, the West Windsor-Plainsboro Regional School District uses both norm- and criterion-referenced assessments, the results of which are reported each year. The administration and staff at each school review the data, along with other types of assessment information, e.g. classroom performance, report card grade/checklists, portfolio work, progress reports, to address the needs of individual students and to evaluate program effectiveness.

3. Communicating Assessment Results - Student performance, including assessment data, is disseminated in a number and variety of ways. Parents are mailed individual student score reports for the HSPA. In the fall, the Director of Guidance provides a summary of district-wide test results at a Board of Education meeting. Local newspapers and television distribute assessment data through press releases. The School Profile provides highlights of standardized test data. The aforementioned assessment information is available through the district website, www.ww-p.org, under the Testing Report. Further information comparing HSN to its state, local and DFG counterparts are available in the New Jersey State Report Card, available online through www.state.nj.us/njded/reportcard.

On a quarterly basis, parents receive school report cards. Mid-marking period progress reports are sent home to all students as well, making a total of eight communications mailed home outlining student progress. In addition, report cards, mid-marking period progress reports, attendance data and student schedules are available online. Telephone and in-person conferences are held. E-mail communications occur between parents, teachers, and counselors. Data are communicated via school, guidance department, and district newsletters mailed home and our E-Guidance electronic newsletter. School and district websites also are used to disseminate student data.

HSN also recognizes exemplary student performance at award ceremonies in the evening for the community at large as well as a ceremony for the seniors and their parents. Over \$55,000 in scholarships were awarded to the Class of 2005 in our annual Scholarship Night. Students are recognized individually by the school and through town wide newsletters. The Director of Guidance provides an annual report on college acceptances for the graduating class at a Board of Education meeting held at the end of the academic year. Our Guidance Department employs a developmental guidance curriculum to keep the student body aware of the latest developments in graduation requirements and assessment information. Staff share information related to student performance at Newcomers Night, College Planning Night and Back-to-School Night, in their effort to keep all members of the school community apprised.

4. Sharing Success - Many high schools on the state and local levels look to HSN to share its achievements with them due to its excellent academic standing. Central Office and building level administrators are routinely sought out to share and exchange ideas with administrators in state and national venues. The Principal holds leadership positions in county and state organizations. The Director of Guidance participates in a county-wide organization and in NACAC presentations. Counselors belong to and serve as leaders in the countywide counseling organization. The Superintendent is a member of the county roundtable for chief school administrators.

The District's website serves as a valuable source of information sharing, as do our school Profile and Program of Studies. Channel 23, West Windsor-Plainsboro's public access station, informs members of our school community and the community at-large of our successes. College admissions representatives visit our school on a regular basis through individual college visitations and our College Fair which annually attracts over 150 colleges and universities. Our success story is told through letters of recommendation written by teachers, counselors, coaches, and administrators. Our School Profile offers a valuable perspective to college and university personnel. In addition, many local realtors use the Profile as a way of informing prospective property owners about our outstanding schools. New Jersey Monthly recently honored HSN by naming it the #1 academic high school in New Jersey for 2004. Consider these accomplishments from a school which has only graduated its fourth class in 2005!

HSN has developed partnerships with Princeton University, Rider University and the Educational Testing Service. We constantly look to expand upon these cooperative initiatives. West Windsor-Plainsboro High School North constantly serves as a host school for visitors from other schools, including professional educators from other countries who wish to visit our outstanding programs and innovative schedule. We are proud of exchange programs with students from local urban districts in the capitol city (Trenton Central High School) and in Philadelphia (Lincoln High School). Teachers and students have participated in many international programs designed to promote dialogue on student learning. The entire building is connected to the Internet for communication with individuals and schools from around the globe.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum - The curriculum of West Windsor-Plainsboro High School North is true to its mission statement: *to develop all of our students as passionate, confident, life-long learners who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.*

The curriculum is aligned with the New Jersey State Core Curriculum Content Standards. Our curriculum is a web of opportunities and experiences intended to guide students through an academic journey which ends with our students as contributing members of the WWP community. All courses in our curriculum are connected in a web of learning by the critical thinking skills necessary for successful completion as well as appropriate interdisciplinary connections. Each department uses criteria that include standardized test results, student grade performance, teacher evaluation, and portfolio assessment as well as parent and student input where appropriate for student placement. Standard level classes are offered to students that need additional support and reinforcement before moving through to the more demanding planes of our curriculum. College Preparatory courses allow students the opportunity to provide themselves with a set of learning experiences that prepare them more rigorously for post-secondary study. Students accept the fact that these courses demand a greater level of individual accountability and that the teachers' assessments will require more independent thought. Honors and Advanced Placement courses offer motivated students an educational experience comparable to courses at the most competitive colleges and university. In addition, students who exhaust the extensive complement of courses in the WWP curriculum may further their learning goals at Princeton University through a partnership arrangement.

True historical understanding requires students to engage in historical thinking: to raise questions and to collect solid evidence in support of their answers; to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult multiple primary sources, and to do so in a creative and imaginative fashion--taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time. Our Social Studies Department creates this atmosphere for learning within a rostrum of courses which include one year of World History and two years of American History. The Department offers Advanced Placement courses in American and European History and American Government. Electives offered include IPLE (Constitutional Law), International Business, Human Behavior and Economics and Social Problems.

Our Science supervisor is fond of saying, "To learn Science, you must **do** Science!" WWP students have the opportunity to **do** Science through a variety of inquiry based science courses from Biology and Oceanography to Advanced Placement courses in Biology, Chemistry and Physics. Over 75 percent of our students enroll in four years of science, with many doubling up in Science courses in their junior and senior years. All Honors and Advanced Placement courses include additional time for laboratory study once in every four day cycle. Our students excel in the study of advanced science topics with students being named to National Physics and Chemistry teams and receiving mention in science competitions such as the Intel Science Talent Search.

The study of World Languages features sequential study in Mandarin Chinese, French, German, Latin and Spanish. Listening, speaking, reading, writing, and culture are integral parts of each course. The majority of WWP students that complete middle school world language study enroll in level two language courses in their freshman year. It will be possible for most WWP students to complete a full five-year sequence of study in one language. Students may advance to Advanced Placement French, German or Spanish or Chinese in their senior year.

The Special Education Department provides support to 200 students that are eligible for classification under IDEA. Services include, but are not limited to, self-contained classes, learning & language disabilities (LLD) classes, resource center (RC) classes, in-class support, in-class support facilitators and in-class assistance. Appropriate services are determined annually through the IEP process. Students may additionally receive a period of structured support during their study hall to assist with their study in mainstream classes. We are very proud of two special programs which are part of the WWPN family. The Academy is a comprehensive support services program including small, structured classes and in-depth counseling delivered and monitored by a team of special service professionals for a student population whose profile includes an emotional component. The LARKS are our cognitively impaired class. Composed mostly of students affected by Down's Syndrome, the LARKS have a team supporting them in a full schedule of classes, work, recreation and service programs within our walls. Juniors and seniors may elect to assist the LARKS in their adaptive PE classes, analogous to the buddy system of Challenger Little League.

WWPN students embrace our extensive Visual and Performing Arts Curriculum. The Music Department features an extensive array of performing ensembles in Band (Concert, Advanced Concert, Jazz, Pit, and Marching), Choir (Chorale, Choir, A Cappella, Women's Madrigal), and Orchestra (Orchestra, String, Brass and Percussion Ensembles), as well as Music Theory and Advanced Music Theory. Our Fine Arts curriculum includes Foundations of Art, Drawing and Painting I/II, Ceramics and Sculpture, Printmaking, Book and Paper Arts, Computer Art and Design, Photography and AP Studio and AP Art History. A highlight for our senior Art students is their Senior Showing in the Media Center.

Related Arts courses in Computer Programming and Applications give students practical skills in Technology and the logic of computer languages to Java in AP Computer Science A and B. Both technological strands merge in Artificial Intelligence and Robotics. The Life Skills courses in Creative Cooking and International Cooking enable students to learn about diet and nutrition both for personal wellness and as a professional career. The Child Development classes learn through supervised observation and participation in our KnightCare Child Center with groups of young children from the community. Business courses in Accounting and Consumer Economics prepare students for college majors and personal finance applications.

2b. English (Secondary) - The Language Arts Department promotes the study and practice of writing through a truly multicultural array of literature from all corners of the world. The Language Arts curriculum in the freshman year involves reading and writing, literary analysis, close reading, and a careful exploration of style and thought. Students should develop higher-level reading, writing, speaking, listening, viewing, and thinking skills and write skillful and analytical essays throughout the year. Students are introduced to formal expository writing and an emphasis is placed on the development of inferential thinking. Such literary genres as short stories, novels, biographies, drama, essays and poetry are explored. Language study also includes vocabulary, grammar, mechanics, usage, self and peer editing. The writing process is incorporated into each literary genre. In the sophomore year, the students are introduced to representative works of American writers who reflect the enduring traditions and styles of American literature. Students continue the study of vocabulary, grammar, mechanics and usage. The development of writing skills remains a high priority for students. The essay and expository writing forms are studied and correlated with skills in organization and logic.

After freshman and sophomore years, our students elect semester courses organized by interest rather than chronological passage through school. Search for Self, The Monster Show and Rebellion and Conformity are options available alongside Shakespeare, The Art of the Essay and the Short Story. The junior and senior year Language Arts elective-based curriculum is designed to prepare students to write for a variety

of real audiences and purposes through the exploration of a wide array of literary genres. The courses promote the use of the writing process while addressing such forms as persuasive, expressive, research and reflective writing. Students will be engaged in a variety of writing activities including timed and untimed writing, conferencing and revising and editing. At the end of these courses, students will have the tools to continue to write in meaningful and purposeful ways addressing lifelong writing situations.

Advanced Placement courses are also available in Literature and Composition and Language and Composition. In addition, interested students may pursue the performance areas of the Language Arts through Journalism, Drama, Creative Writing, by participating in our radio station, WWPB, and in television production classes.

Students identified through the administration of state-mandated standardized tests as below the required level of proficiency in reading or writing are provided with individualized and group attention. Units of study are designed to promote the development of critical reading, writing and communication skills in narrative, persuasive, work place, and informational texts. Literature is selected as appropriate to student needs. The Writing Laboratory offers students individualized instruction for remediation of deficiencies in writing skills. While instruction in writing is provided in all language arts courses, the Writing Laboratory permits directed guidance in many discrete as well as general skills.

3. Mathematics - The **mission** of the West Windsor-Plainsboro Regional School District, valuing our tradition of excellence, is to develop all of our students as passionate, confident, life-long learners who have competence and strength of character to realize their aspirations and thoughtfully contribute to a diverse and changing world.

Our Mathematics department offers a system of demanding courses with most students taking four years of mathematics. The sequence begins for most students with Geometry and progresses through Advanced Placement AB or BC Calculus to Multivariate Calculus available for the student with a proclivity for the study of mathematics. We are additionally proud that any student who takes a four-year complement of Math courses reaches Algebra II as their terminal course. Our students succeed in math competitions on local, state and national levels, and our HSPA and SAT scores are a testimony to the excellence in mathematics studies we advocate for all our students.

The spirit of our mission statement is embodied in the belief that all students can learn mathematics at appropriate levels with differentiated instruction that builds confidence while challenging students. The ultimate goal is to have students appreciate the usefulness and relevance of mathematics in the real world and be able to apply what they have learned in their lives. There are four main factors that enable this to occur: the classroom environment, instructional strategies, curriculum content, and expectations regarding the role and responsibilities of the teacher. The classroom environment must be a supportive place, which promotes risk-taking and encourages thinking through active, engaging, and relevant learning experiences. Relevant learning experiences include real world problems applicable to students as well as a variety of other problem types, including those embedded in other disciplines. We offer a wide variety of learning experiences to accommodate various learning styles.

In all situations, teachers seek a balance between guided discovery, cooperative learning, direct instruction, and independent work. Teachers make lesson choices based on on-going and varied assessment and provide students with constructive feedback. Teachers design learning experiences to promote reasoning and critical thinking so that students will be able to answer questions and problems with evidence. Part of this process is also designed to encourage students to take responsibility and ownership for learning study skills and perseverance. The use of technology in this process enhances fundamental understanding and provides a means for even more complex and in-depth investigation. As students participate in our mathematics program, they learn to communicate about math, explaining solutions and ideas as well as

asking questions. They communicate with words, pictures, numbers, and thus experience mathematics as a language or medium of expression as well as an entity to communicate about.

4. Instructional Methods - The West Windsor-Plainsboro School District is invested in the study of Active Learning as defined through the work of Nancy Sulla and Grant Wiggins. Our teachers have had extensive training in the development of the Active Classroom and curriculum using the Understanding by Design model. The term "active learning" is often used in conjunction with instructional reform, but what does it mean? If students are actively engaged in tasks that the teacher creates, the teacher selects the time for, and the teacher evaluates, just how active a role do those students actually play in their overall education? Ultimately, if students are to become lifelong learners, they need to learn to take greater responsibility in goal-setting, developing a plan of action, identifying and utilizing the necessary resources, and evaluating their progress. These skills will be acquired in a classroom where active learning means being an active participant in the entire learning process.

In learner-active classrooms, students and teachers work together to achieve the goals and objectives of the curriculum. Certainly some essential elements exist in terms of broad units of study skills to be acquired, but students must play a greater role in establishing the focus of what will be learned, and how it to be learned. Students will take some of the responsibility in deciding upon the activities that will be used. The student is responsible for carrying out the activity with the teacher acting as a resource. That's not to say that teachers don't oversee the learning process, but they play a much less overt role. Finally the students assess their progress with input from and agreement of the teacher.

The move from the traditional model of education to the learner-active model requires first and foremost establishing a new perspective on the purpose of school and the role of the teacher. Is the purpose of school to pass on a finite collection of information and rote skills to prepare students for work in the factory? Or is it to create lifelong learners capable of handling various challenges that come their way in an ever-changing society? Is the role of the teacher to direct and supervise students? Or is it to create a structure in which students learn how to make responsible decisions? The decision to pursue this avenue for learning is especially congruent with the district mission's desire to develop all of our students as passionate, confident, life-long learners.

Teachers, in their quest to create learner-active classrooms, question everything they do in the classroom to find the balance between allowing students to take responsibility for learning and allowing them to facilitate the learning process. Administrators, too, need to question how they interact with those whose professional development they facilitate to ensure that they are modeling a learner-active philosophy.

5. Professional Development - The goals of the Professional Development program for West Windsor-Plainsboro High School North are as follows:

1. To build understanding of differentiated instruction practices in order to provide opportunities for all students to reach high standards of achievement.
2. To increase knowledge and skill of how to integrate technology into the curriculum by faculty and administration.
3. To develop faculty members understanding of the social and emotional needs of students and the effects of these factors on student motivation and achievement.
4. To build the faculty's knowledge of teaching strategies that increase student learning.
5. To focus on implementing the professional development recommendations related to the NJ Core Curriculum Content Standards and the No Child Left Behind Act.

Creating a classroom environment where students are actively involved in their own learning and use technology in powerful ways takes time and support. Our school is in the process of working with Dr. Nancy Sulla and IDECorp to develop the skill of reflective practice -- the process of having our teachers

asking themselves why they do what they do. Through this consultative process, the teachers begin to implement new instructional strategies to meet the students' needs. Instructional design workshops allow participants to deconstruct the learning environment and become architects of exciting, cutting-edge learning environments. Our instructional design work focuses on the previously mentioned learner-active classroom.

Our teachers have attended many out of District/summer workshops, professional conferences and graduate courses. The following are some highlights:

- Twenty-three faculty members were funded to participate in Princeton University's "Teacher's as Scholars" program.
- District funded summer work enabling faculty to study and propose curricular changes in specific content areas.
- District funded summer professional development enabled faculty to gain knowledge in content and instructional skills in a wide variety of curriculum areas.
- District continued to support faculty enrollment in graduate courses. An extraordinarily high level of professional and educational development has been maintained in our district. Note: faculty is supported through full tuition reimbursement at any college or university.
- Faculty members attended a great variety of out-of-district workshops and conferences given by professionals recognized as experts in their fields.

Our monthly faculty/department meetings were a source of professional development opportunities:

- School departments and faculty meetings at the middle and high school levels were focused on curriculum changes, schedule changes, and the professional development needed to implement both.
- Many faculty and department meetings were devoted to opportunities related to teaching and learning.

We feature a special induction sequence of professional development for new teachers:

- A comprehensive mentoring plan exists that includes criteria for selecting mentors, responsibility for mentors, training dates, and induction activities for new teachers.
- Some district administrators provided a day of professional development for new faculty.
- New teacher training sessions were offered during the school year on topics such as teaching of reading and writing for students, sharing tips for classroom management, and communicating with parents.

PART VII - ASSESSMENT RESULTS

High School Proficiency Assessment (HSPA)

The New Jersey state legislature determined that a statewide test was needed to measure the reading, writing, and mathematical skills that high school graduates need to function politically, economically, and socially in our increasingly complex society. 2000-2001 was the last year the Grade 11 High School Proficiency Test (HSPT11) served as the statewide high school graduation test for juniors. All first time eleventh grade students who entered eleventh grade on or after September 1, 2001 are required to take and pass the High School Proficiency Assessment (HSPA). The HSPA measures the more rigorous academic content standards and workplace readiness skills embodied in the State Core Curriculum Content Standards.

The total HSPA Language Arts Literacy and Mathematics scores are reported as scale scores with a range of 100 to 300. To meet the state's graduation testing requirement for a high school diploma, a student must score at or above the passing score for both sections of the HSPA. Please note that 100 and 300 are a theoretical floor and ceiling and may not be actually observed. The scale score of 250 is the cut point between Proficient students and Advanced Proficient students. The scale score of 200 is the cut point between Proficient students and Partially Proficient students.

The score ranges are as follows: Advanced Proficient/Pass 250-300
 Proficient/Pass 200-249
 Partially Proficient/Not Pass 100-199

Twelfth graders who have not passed both sections of the HSPA may also begin a Special Review Assessment (SRA) in order to help them meet the minimum level of proficiency for the HSPA. Passing the HSPA is a requirement for graduation.

STATE CRITERION-REFERENCED TESTS

Grade: 11

Test: High School Proficiency Assessment - LANGUAGE ARTS LITERACY

Edition/Publication Year: Annual

Publisher: New Jersey Department of Education

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	100	99	99
% At Exceeds State Standards	40	40	35
Number of students tested	342	308	289
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			

1. General Education			
% At or Above Meets State Standards	100	99	99
% At Exceeds State Standards	46	40	35
Number of students tested	298	269	259
2. Special Education			
% At or Meets State Standards	88	76	73
% At Exceeds State Standards	14	3	0
Number of students tested	42	33	30
3. Black			
% At or Above Meets State Standards	92	91	n.a.
% At Exceeds State Standards	18	17	n.a.
Number of students tested	16	12	n.a.
4. Asian & Pacific Islander			
% At or Above Meets State Standards	97	97	94
% At Exceeds State Standards	46	44	44
Number of students tested	98	96	91
STATE SCORES			
% At or Above Meets State Standards	84	82	80
% At Exceeds State Standards	20	17	15

Grade: 11

Test: **High School Proficiency Assessment - MATHEMATICS**

Edition/Publication Year: Annual

Publisher: New Jersey Department of Education

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	98	95	97
% At Advanced	68	50	50
Number of students tested	324	279	265
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. General Education			
% At or Above Meets State Standards	100	99	99
% At Exceeds State Standards	72	63	57
Number of students tested	297	267	257
2. Special Education			
% At or Above Meets State Standards	77	70	71
% At Exceeds State Standards	30	27	7
Number of students tested	45	25	22

3. Black			
% At or Above Meets State Standards	60	58	n.a.
% At Exceeds State Standards	28	25	n.a.
Number of students tested	8	12	0
4. Asian& Pacific Islander			
% At or Above Meets State Standards	79	78	92
% At Exceeds State Standards	21	22	69
Number of students tested	106	96	91
STATE SCORES			
% At or Above Meets State Standards	75	70	66
% At Exceeds State Standards	28	25	20

V. NATIONAL TESTING

The use of national tests has played an important part in the total program and curriculum at West Windsor - Plainsboro High School North. The PSAT, the SAT Reasoning Test, the SAT Subject Tests, and the Advanced Placement (AP) Exams have been used to help determine a student's preparedness for college and to assess abilities generally associated with academic performance in college. When comparing mean SAT verbal and math scores, it is important to note that they do not measure the effectiveness of any high school. Since different proportions and cross sections of students take the SAT from school to school and state to state, direct comparisons are often misleading. For example, testing a larger percentage of one's senior class generally leads to lower mean scores. Some schools only test their elite students, which lead to inflated SAT means.

PSAT 2004-2005

The PSAT measures critical reading, math, and writing abilities important to academic success in college. It is generally used as a practice test for the SAT Reasoning Test and junior year scores are entered into competition for scholarships conducted by the National Merit Scholarship Corporation. Scores range from 20 to 80 with 50 being the average. By adding the critical reading, math and writing scores together, the NMSQT selection index is generated. As an approximate rule of thumb, it generally takes a selection index of approximately 220 to get semi-finalist status and a score of approximately 200 to get commended status.

2004-2005 PSAT Comparisons

(Mean Scores)

<u>WWPN</u>			<u>N.J.</u>			<u>U.S.A.</u>		
CR	M	W	CR	M	W	CR	M	W
52.5	56.9	55.7	46.5	48.7	50.1	46.9	48.8	50.5

	<u>HSN</u>			
	CR	M	W	% taking test
2001-2002	54.0	57.8	53.6	96
2002-2003	55.2	56.7	54.7	96
2003-2004	54.5	55.7	55.4	95
2004-2005*	52.5	56.9	55.7	97

	<u>Class of '05</u>	<u>Class of '04</u>	<u>Class of '03</u>
<u>Semi Finalists</u>	13	15	8
<u>Commended</u>	22	22	27

The SAT Reasoning Test

The SAT Reasoning Test measures critical reading, math, and, beginning with March 2005, writing abilities. The critical reading section has become more of a reading assessment, but the College Board matched the new critical reading scores to the previous verbal scores for this reporting period. Colleges are using that same comparison as they evaluate potential candidates. The math section added more advanced topics.

Results - SAT Reasoning Test– 2004-2005

The College Board recently released information on our senior class performance for the 2004-05 school year. Scores are reported as mean scale scores in the critical reading and math sections. The score range is from 200-800. Scores are reported as mean scale scores in verbal and math in the College Board *Summary Report for 2005 College Bound Seniors*. Beginning in March, students took the new test which measures critical reading, math and writing, but only two seniors from our district actually sat for that test administration. The approximate average score for both the math and verbal sections is 500 as a result of the SAT score recentering that occurred 9 years ago. The new SAT Reasoning Test will have a ceiling of 2400. Until College Board provides us with normative data, no comparisons can be made.

The aggregate verbal mean score was 586, an increase of 13 points over 2004. The WWPN mean score was 93 points higher than the New Jersey mean and 88 points higher than the national mean.

The aggregate math mean score was 616, an increase of 14 points over 2004. In comparison to the New Jersey mean score, WWPN was 110 points higher than the New Jersey mean and 107 points higher than the national mean in math.

	2005 SAT Reasoning Test Results		
	<u>Verbal</u>	<u>Math</u>	<u>Total</u>
WWPHS North	586	616	1202

Percentage of Seniors Taking the SAT Reasoning Test

2001 – 94%

2002 – 96%

2003 - 96%

2004 – 95%

2005 – 97%

Scholastic Aptitude Test I.

The SAT Reasoning Test measures critical reading, mathematics, and writing abilities. The critical reading section has become more of a reading assessment, but the College Board matched the new critical reading scores to the previous verbal scores for this reporting period. Colleges are using that same comparison as they evaluate potential candidates. The mathematics section added more advanced topics. Overall, these are abilities students develop over time through work done in school and on their own. SAT I scores can

help students, counselors, and colleges better understand how students compare with others who are preparing for college. The SAT I is an important admissions criterion used by most colleges. The College Board recently released information on our senior class performance for the 2004-2005 school year. Scores are reported as mean scale scores in the critical reading and math sections. The score range is from 200-800. Scores are reported as mean scale scores in verbal and math in the College Board *Summary Report for 2005 College Bound Seniors*. Beginning in March 2005, students took the new test that measures critical reading, mathematics, and writing, but only two seniors from our district sat for that test administration. The approximate average score for both the mathematics and verbal sections is 500 as a result of the SAT score recentering that occurred nine years ago. The new SAT Reasoning Test will have a ceiling of 2400. Until College Board provides us with normative data, no comparisons can be made.

Grade: 12

Test: Scholastic Aptitude Test – SAT

Edition/Publication Year: Annual

Publisher: The College Board

Scores are reported here as (check one): NCEs Scaled scores x Percentiles

	2004-2005	2003-2004	2002-2003
Testing month	Varied	Varied	Varied
SCHOOL SCORES			
Total Score	1202	1197	1200
Number of students tested	329	279	253
Percent of total students tested	97	99	100

	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	1028	1026	1026
STATE MEAN SCORE	1020	1015	1016

Grade: 12

Test: Scholastic Aptitude Test – VERBAL SAT

Edition/Publication Year: Annual

Publisher: The College Board

	2004-2005	2003-2004	2002-2003
Testing month	Varied	Varied	Varied
SCHOOL SCORES			
Total Score	586	585	584
Number of students tested	329	279	253
Percent of total students tested	100	100	100

	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	508	508	507
STANDARD DEVIATION	112	111	111

Grade: 12

Test: Scholastic Aptitude Test – MATHEMATICS SAT

Edition/Publication Year: Annual

Publisher: The College Board

Scores are reported here as (check one): NCEs Scaled scores x Percentiles

	2004-2005	2003-2004	2002-2003
Testing month	Varied	Varied	Varied
SCHOOL SCORES			
Total Score	616	612	616
Number of students tested	329	279	253
Percent of total students tested	100	100	100

	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	517	519	516
STANDARD DEVIATION	114	115	114

Scholastic Aptitude Test (SAT) II.

The SAT II tests, also known as subject tests, are one-hour, primarily multiple-choice tests in specific subjects. The subject tests measure knowledge or skills in a particular subject and students' ability to apply that knowledge. Many colleges require or recommend one or more of the subject tests for admission or placement. Used in combination with other background information (high school record, scores from other tests like the SAT I, and teacher recommendations), the tests provide a measure of academic achievement and are a good predictor of future performance. Colleges tend to use this information for placement rather than as an admissions criterion.

**SAT Subject Test Score Means
Class of 2005**

		NAT			WW PN	
Test	03	04	05	03	04	05
English Writing	596	604	605	646	657	667
English Lit	591	590	589	627	621	638
Mathematics IC	590	586	586	630	638	657
Mathematics IIC	662	669	670	726	716	716
US History	589	603	599	642	629	662
Chemistry	610	612	628	649	644	704
Spanish	616	622	636	-	-	-
Biology-M	621	617	627	624	685	625
Biology-E	588	584	595	583	621	649
Physics	650	651	652	694	695	689
Chinese	756	756	758	-	-	785
Listening Korean	737	745	752	-	-	-
Listening French	604	610	620	-	-	-

Advanced Placement Tests (AP) – 2005

The Advanced Placement program is a cooperative endeavor based on the premise that college level material can be taught successfully to well prepared high school students. Participating colleges, in turn, can grant credit or appropriate placement to students who have done well on the AP examination. Scores of 3 or higher are generally considered “passing” scores for this purpose. Scores are reported on a scale of one to five as follows:

- 5 = Extremely well qualified
- 4 = Well qualified
- 3 = Qualified
- 2 = Possibly qualified
- 1 = No recommendation

AP Results - 2005

High School North had 532 AP tests taken by 261 students. 88% of HSN students scored 3 or higher.

Summary of Grades in AP Courses Offered at WWP

AP Subject	% 3 or Higher			# Test Takers			# Enrolled		
	2005	2004	2003	2005	2004	2003	2005	2004	2003
US HISTORY	78	81	85	78	40	42	110	68	57
BIOLOGY	90	97	91	46	32	17	64	48	24
CHEMISTRY	96	91	95	43	44	35	48	43	40
COMP SCI A	81	80	63	26	20	21	34	37	42
COMP SCI AB	68	60	89	11	7	17	22	28	20
ENGLISH LANG	97	95	-	60	65	-	70	74	-
ENGLISH LIT	97	97	97	24	28	34	62	38	6
EURO HIST	82	95	93	27	56	29	63	49	22
FRENCH	88	93	93	4	14	14	13	15	12
GOVT & POL – US	76	79	91	29	19	15	66	65	45
CALC AB	97	99	99	49	40	56	55	50	53
CALC BC	100	95	100	26	20	18	27	22	20
SPANISH	93	100	89	8	12	12	33	13	15
STUDIO ART	60	100	77	2	2	6	17	12	12
ART HISTORY	78	100	77	11	9	8	18	11	14
PHYSICS B	100	90	89	2	5	3	No AP Course Offered		
PHYSICS C (e & m)	88	95	96	12	8	10	No AP Course Offered		
PHYSICS C (mechanics)	91	96	100	1	5	8	No AP Course Offered		

AP Scholar Awards	05	04	03	02
AP Scholar Awards (Grades of 3 or Higher on 3 or more tests)	32	28	27	12
AP Scholar w/ Honors Awards (3 or higher on 4 or more tests with an avg. grade of 4.27)	20	17	14	12
AP Scholar w/ Distinction Awards (3 or higher on 5 or more tests with an avg. grade of 4.42)	38	28	14	6
National Scholar (4 or higher on 8 or more exams)	8	5	1	-
Totals	98	78	56	30