

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mr. Anthony F. Majewski, III

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hill Freedman World Academy

(As it should appear in the official records)

School Mailing Address 6200 Crittenden Street

(If address is P.O. Box, also include street address.)

City Philadelphia State PA Zip Code+4 (9 digits total) 19138-1525

County Philadelphia County State School Code Number\* \_\_\_\_\_

Telephone 215-276-5260 Fax 215-276-5873

Web site/URL http://www.philasd.org/schools/hill-freedman E-mail afmajewski@philasd.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. William Hite E-mail: hite@philasd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Philadelphia City Sd Tel. 215-276-5260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 149 Elementary schools (includes K-8)
  - 16 Middle/Junior high schools
  - 49 High schools
  - 0 K-12 schools
- 214 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	28	35	63
7	41	36	77
8	42	35	77
9	28	29	57
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	139	135	274

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 87 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 2 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	240
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0%  
1 Total number ELL  
 Number of non-English languages represented: 11  
 Specify non-English languages: Arabic, Chinese (Mandarin), Chinese (Yue/Cantonese), Creoles and Pidgins, Fulah, Malayalam, Russian, Spanish, Twi (Ghana), Urdu, Wolof (West African)

\*Note: Students represented are bilingual second generation. They are not ELL students.

8. Students eligible for free/reduced-priced meals: 61%  
 Total number students who qualify: 167

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 29 %  
79 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.

27 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	1 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
35 Mental Retardation	0 Visual Impairment Including Blindness
7 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	97%	95%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X          No

If yes, select the year in which your school received the award.          2006

## **PART III – SUMMARY**

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Hill-Freedman World Academy's (HFWA) mission is to provide a rigorous academic learning environment that fosters lifelong learners who are committed to being knowledgeable, caring and internationally-minded citizens. Embedded in our mission are our pillars of learning, which include: critical and creative thinking, exploration and investigation, problem solving, communication and collaboration, reflection, responsibility and social action. HFWA, with the International Baccalaureate (IB) program as its anchor, offers a continuum of high quality and challenging programs; promotes the education of the whole person; inspires students who are competent self-managed lifelong learners; and inculcates 21st Century skills.

For the last twenty years, HFWA has established an expectation of excellence. In the past five years, our school worked tirelessly to combine two wonderful schools into one vibrant academic program. It was an academic magnet program for gifted learners as well as a highly regarded program for students with more complex and significant needs such as autism, intellectual disabilities and multiple disabilities. HFWA provides the structures and rigor expected by IB Middle Years Program (MYP). Under the umbrella of the MYP and the whole-hearted support of the school community, the two programs united into one cohesive school. There are many examples of how the two programs are unified. First, students collaborated in a campaign to Spread the Word to End the Word. This campaign asked people to pledge to stop saying the "R-word" (retardation) as a starting point toward creating more accepting attitudes and communities for all people. Another successful program is a Unified Sports Program in conjunction with the Special Olympics. Unified Sports joins people with and without intellectual disabilities on the same team. Our elective period is a final example of how the school has blended into one community, where students select a preferred course such as Zumba, Anime, World Art, among many others. The milestone of bringing our two successful school models into one milieu encapsulates our commitment to acceptance of diversity, which is paramount in IB World Schools.

HFWA is entrusted to serve 274 amazing students. Our demographics show a diverse community. Our ethnicity reports 87 percent African American, five percent Asian, four percent Latino, and two percent White. Sixty-four percent of our students come from economically disadvantaged households. Our student body encompasses 13 percent of students who are mentally gifted and 29 percent with disabilities. Students are accepted into the magnet program based on positive school behavior, principal and teacher recommendations, standardized test scores (80 percentile) and an informal interview process. Students with complex support needs are assigned to HFWA with cooperation from the Office of Specialized Services.

HFWA is known as the "Best kept secret in Philadelphia" which is evident in our strengths and accomplishments as a preferred academic program for students. Because of the success of the MYP, this year the School District of Philadelphia (SDP) supported and approved our school to expand into a high school in order to replicate the academic learning environment that our community has revered. To support our expansion, our school community was awarded a 2.6 million dollar grant. As noted, we were the first MYP in the SDP. For the years 2009- 2011 and 2013 our school was identified by the Pennsylvania Department of Education as a Title I Distinguished School. For the past two years, Hill-Freedman Middle School's school performance index has been an Overall School Rank of 1 with a Similar School Rank of 2. In 2006, we were honored to receive National Blue Ribbon School status.

Our staff is what drives our excellence. HFWA has an amazing leader who emulates enthusiasm and ambition to create a school that is top of the line for the community it serves. Three teachers have National Board Certification, one teacher is a Lindback Teacher of the Year winner, and several teachers have presented at the International Baccalaureate Conference of Americas in 2011 and 2012. Because of HFWA's dynamic staff, many schools have visited and used our program as a model to emulate best practices, particularly the practices of MYP and how we support our students with complex support needs. We are also proud of the partnerships we have developed that support student learning: Einstein Fellows; Bioeyes with the University of Pennsylvania; Math and Science with Drexel University; Special Olympics of Philadelphia; AJ Drexel Autism Institute; Teachers Institute of Philadelphia @UPENN; among others.

Our current model of excellence best speaks for itself when you walk the halls of our school where you see students, who are caring, self-reflective and internationally aware. We developed and improved our programs each year to support all students. In this improvement, we demonstrated how urban school students possessing various abilities learn at high levels. Our work is not complete, but we believe our school community is worthy to be recognized as a National Blue Ribbon School.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) The Pennsylvania Department of Education (PDE) administers the state standards aligned PSSA in Reading and Mathematics for grades 6,7, and 8 to HFWA. The levels of performance for the PSSA include: Advanced (superior academic performance), Proficient (satisfactory academic performance), Basic (marginal academic performance) and Below Basic (inadequate academic performance). As part of the No Child Left Behind (NCLB) Act, PDE provides yearly benchmarks for Reading and Math that reveal whether a school is making Adequate Yearly Progress (AYP). For the 2012-2013 school year, the AYP targets were 91 percent Proficient and Advanced for Reading and 89 percent Proficient and Advanced for Math. For the 2014 testing cycle, school targets will be 100 percent Proficient and Advanced for both Reading and Math. For the 2013 PSSA testing cycle, HFWA's overall average results for sixth through eighth grade were 92.6 percent Proficient and Advanced in Reading and 93.7 percent Proficient and Advanced in Math. Although PDE and NCLB targets for 2014 will be 100 percent Proficient and Advanced, HFWA's action plan for the past three years has had a goal of 100 percent Advanced for both Reading and Math. HFWA has made AYP for each of the past five data cycles based on Pennsylvania's benchmarks. We strive to push students to the Advanced level of achievement by providing a rigorous academic program that is internationally benchmarked. Anything less than 100 percent Advanced motivates our instructional team to work harder and reflect deeper each year about practices that will support student academic growth.

b) HFWA's success is directly related to a collective, relentless desire to give students the best education possible. Our student achievement has improved significantly due to the addition of the rigorous IB MYP program and the site selection of passionate, highly effective teachers. Our overall PSSA scores were above 90 percent Advanced and Proficient combined for the past five years in both Math and Reading for grades seven and eight, including our two sub-groups of Socio-Economically Disadvantaged and African-American students. This is similar in the sixth grade data except for the years 2011-2012 and 2012-2013 where the data points are in the mid to high 80 percent range for Advanced and Proficient. HFWA is a magnet school that accepts students who are in the 80th percentile or better in Math and Reading, so it is no surprise that our students perform well on the PSSA. As noted, our ultimate goal is to bolster student skills so they achieve Advanced in both Reading and Math. The following discussion will briefly delineate the trends in data for all students and the subgroups of African-American and Socio-Economic Students. The discussion will highlight how we have taken many of our sixth grade students and supported their growth to the Advanced level by the time they reach eighth grade.

A review of our data over the past five years reveals that, in general, HFWA students' Advanced scores in Reading and Math have increased from grade to grade and as each cohort moves from sixth to eighth grade. For example, the Advanced Reading range for all students during the five years was 45-65 percent for the sixth grade while the Advanced Reading range for the eighth grade was 75-94 percent. Similarly, the Advanced Math range for all students during the five years was 58-77 percent for sixth grade while the Advanced Math range was 68-89 percent for the eighth grade. There is an outlier in eighth grade Math for 2008-2009 of 56 percent Advanced. Because of this notable poor performance, the administrator recognized the need to change the teacher. The trends in data ranges for Socio-Economically Disadvantaged and African American students are similar to all students for Math and Reading.

The five-year data provided has three cohorts of students that have progressed through the three-year middle school program at HFWA, which are referred to herein as Cohort 2008-2009, Cohort 2009-2010 and Cohort 2010-2011. Each cohort has consistently improved over time on the PSSA as indicated by the increased Advanced percentages in Reading and Math for all students. All three cohorts show growth in the percent of students achieving Advanced in Reading: Cohort 2008-2009 grew from 60 percent to 85 percent; Cohort 2009-2010 grew from 65 percent to 94 percent and Cohort 2010-2011 grew from 57 percent to 88 percent. Similarly, two of the three cohorts demonstrate growth in the percent of Advanced students in Math from sixth to eighth grade: Cohort 2008-2009 grew from 66 percent to 87 percent; Cohort 2009-2010 grew from 78 percent to 89 percent. The remaining Cohort 2010-2011 had a slight decrease in eighth grade students performing at Advanced level in Math. This was related to the math cohort having a long-term substitute for

over eight weeks prior PSSA testing. However, Cohort 2010-2011 showed growth from sixth to seventh grade with an increase from 77 percent to 87 percent. The trends for increased Advanced students over time in Reading and Math show analogous growth in the sub-groups of Socio-Economically Disadvantaged and African American Student. Overall, our PSSA data show HFWA's Reading and Math programs have a significant impact on improving student academic success.

## **2. Using Assessment Results:**

Each year, we critically examine our school performance data with great reflection on our practices with the belief that all students can be supported and are able to attain advanced levels. The aim of assessment at HFWA is to support the IB MYP principles through research-based best practices that reinforce student learning by providing feedback on the learning process. To ensure high expectations for all students, HFWA administers diagnostic, formative and summative assessments.

Diagnostic assessments are employed in various contexts. The Gates-MacGinitie is used to determine students' reading and comprehension levels in our magnet program. The KeyMath 3 Diagnostic Assessment is used to measure essential mathematical concepts and skills for students with learning support needs. The Brigance Comprehensive Inventory of Basic Skills II is used to determine present level of performance across a broad range of reading/ELA and mathematics skill areas for students with complex support needs. Finally, the Brigance Transition Skills Inventory includes a broad range of assessments used to assess students with complex support needs in key postsecondary skill areas.

The formative assessments utilized by HFWA include IB units of learning where teachers design IB Unit activities to meet diverse learning needs. The types of formative assessment utilized include: pre-assessments, think, pair, share activities, concept mapping, Socratic questioning, student reflection, exit tickets, student-teacher conferencing, and gallery walks. Also, classroom data collection is analyzed regularly to determine instructional shifts to create more meaningful learning.

Summative assessment is also an important component of unit planning. MYP unit plans are aligned with Common Core Standards and are developed with MYP criterion in mind. Teachers share rubrics with students in advance to provide explicit instruction that clarify expectations. Rubrics are available on teacher/course web pages, in the classroom IB/MYP binder and distributed in hard copy to students. Learning experiences are assessed using the MYP criterion-related rubrics and are measured in terms of levels of achievement so that students master the objective and also monitor their progress toward that objective.

We also employ standardized summative assessments to support student learning. Particularly, the PSSA is used to measure a student's attainment of Pennsylvania academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Data is disaggregated to identify students and or sub-groups who may need additional instructional supports and strategies. PASA is the state's alternate assessment administered to students with complex support needs in order to inform their academic program.

Collectively the diagnostic, summative and formative data, along with classroom observations, are systematically analyzed to make adjustments in classroom practices to support student learning. Our reflective grade group weekly meetings provide the platform for decision-making related to specific students and student groups. Parent and student input is acquired annually through IEP meetings, quarterly during report card conferences and as needed when arranged by the school team or parent request. Assessment data at HFWA is vital in designing individual student supports and programmatic changes that aim to improve the overall achievement of all students.

## **3. Sharing Lessons Learned:**

The HFWA community regards reflection on instructional practices and student learning as a paradigmatic best practice. As a school community, we reflect on teaching practices through collegial conversations,

journal writing, examining student work, and conversations with students, or simply thinking about teaching. However, to gain a broader perspective of best practices and to gain an extensive repertoire of skills, our school has shared successful strategies with other schools in the district, state, universities and professional associations.

First, our National Board certified teachers advance the quality of teaching and learning by mentoring candidate teachers in the SDP and surrounding school districts. As instructional coaches to candidates they provide support towards analyzing their teaching context and students' needs and providing student work samples that demonstrate growth and achievement. In addition, HFWA serves as an educational center for student teaching with Temple University. Each semester, several students are placed with teachers regarded as instructional exemplars by Temple University's education department.

Our connection to professional associations is embedded in our commitment to the IB program, which entails engaging in the global community through workshop and conference participation. HFWA was invited to present for the 2010 and 2011 IB international conferences. The topics of our presentations were, "Reaching Full Potential: Engaging Students with Low-incidence Disabilities in the Middle Years Program" and "Special Education - Journey towards Inclusion and Diversity Awareness". Further, the IB Coordinator participated in IB Research Department focus groups, facilitated IB workshops and continues to support IB candidate schools as a site visitor as part of their authorization. Finally, all teachers attend IB certification training where they share their best practices with colleagues from schools around the world.

To share best practices and establish relationships with other schools, HFWA has visited other exemplary school programs such as the Bancroft school and the Yale school. In turn, we have invited these schools and others to HFWA to share instructional practices and IB programming with candidate schools from New Jersey and from our own district. For instance, HFWA provided IB Level One training to Wilson Middle School, a sister school, which saved the district a considerable amount of expense in them not having to travel out of state. District superintendents and directors from PA and NJ have sent other schools to us for the purpose of learning from our exemplary special education program.

#### **4. Engaging Families and Community:**

"Alone we can do so little; together we can do so much" – Helen Keller

This quote perfectly lends itself to the dynamic that exists between parents and teachers. At Hill-Freedman World Academy (HFWA) we understand the importance of working with our parents to provide an enriching experience for our students; letting them know that we all care about their intellectual and social success. Some of the most successful strategies for working with our parent and community partners are through our school-wide activities and consistent and frequent communication.

With parents, HFWA also sponsors school-wide activities that build school morale and promote academic and social success. For example, we hold an annual science fair where students work for months to create experiments that are displayed for the school. Parents help organize and arrange judges from the scientific community. Annually, we hold an annual "Soul Food PotLuck" which is completely parent-driven. Parents bring food and volunteer to serve students traditional family dishes that celebrate our predominately African American population. Each spring, the Math and Science teams sponsor a career day that focuses on careers in science, technology, engineering and math. Many of the participants in the career day are parents of students. These school-wide activities provide the opportunity for students to share their experiences with their families.

Another successful strategy is open communication. HFWA has a rate of more than 90 percent parent attendance at "Back to School Night", as well as report card conferences. The overwhelming turnout is attributed to our transparent method of communication. Teachers are required to reach out to parents frequently via phone and email as well as through regular progress reports and meetings. Our parents are extremely invested in their children. We promote this investment by keeping them apprised of all school activities. This can range from having teacher lesson plans available online to our All Call phone system that

notifies parents of school functions and important dates, to having Town Hall meetings with parents and students. We truly believe that our success as a school comes from the help of the parents and their commitment to our school vision.

HFWA values its parent and community relationships. We realize the importance of having such relationships and the impact it has on the development of our students. We have been successful in keeping parents and the community partners engaged in the school environment often and with purpose.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

HFWA's curricula strive to provide students with advanced, rigorous and relevant interdisciplinary inquiry-based learning. Students in our magnet program are instructed a year above grade level; meaning sixth grade students learn and progress through seventh grade curriculum in all subjects. Additionally, HFWA closely follows and aligns all learning through the IB criterion for the MYP in which the following eight subject groups are required: Language Acquisition (Spanish), Language and Literature (English), Individuals and Societies (Social Studies), Sciences, Mathematics, Arts (Dance, Music and World Art), Physical Health and Education and Design (Science, Technology, Engineering and Math [STEM]). HFWA is required to provide a minimum of fifty hours of instruction per subject group. Students in our complex support needs program are engrossed in all aspects of our school community, but receive their academic instruction based on individualized education plans. Overall, our courses seek to develop skills that will prepare students for high school and subsequent college readiness which include time management, organization, determination, collaboration, communication and higher-order thinking, which are all embedded in daily instruction across the curriculum.

The Spanish Language program ties global concerns and investigations into Latino social constructions. The program provides sequential instruction that ensures the development of the 5 C's (culture, communication, community, comparing, and connections).

The Language and Literature curriculum includes concepts, instructional methods, and assessments across the middle years grade span. Sixth grade focuses on text to self and text to world connections through essay writing and project-based learning. Seventh grade finds its concentration in addressing content-specific and interdisciplinary skills, such as listening and speaking, presentations and interdisciplinary writing. Eighth grade introduces students to a variety of classical and popular fiction as well as relevant and content-specific informational texts.

Individuals and Societies melds reading, writing and history into a cohesive educational pursuit. In each grade level, the individuals and societies teacher design and implement curriculum that connects informational and fictional readings and portrayals throughout time periods of history and literary: Sixth grade studies the Western Hemisphere; seventh grade studies Eastern Hemisphere; and eighth grade studies American History.

The Science curriculum pathway is life and earth science for sixth grade, physical science for seventh grade, and environmental science for eighth grade with a hands-on focus encourages students to understand and appreciate science and its world implications, cultivate inquiry and analytical thinking, and reflect on learning experiences to make informed choices.

The Mathematics program encourages the development of a mathematical way of knowing that engages students in concrete and abstract critical thinking through analytical reasoning and problem solving. Math instructors lead students to perform weekly real-world investigations to bridge connections to the crucial nature of mathematics in everyday life. The ultimate goal of our math instruction seeks to develop citizens that are literate in the universal language of mathematics.

The Arts program provides students an opportunity to express themselves physically, visually and vocally through real-life connections to the world. The Arts curriculum provides students an avenue to sample and express various modalities with an emphasis on critical analysis and performance.

Physical Education and Health seeks to provide students with the skills to be life-long healthy decisions makers. Skills developed through the three years of the physical education and health programs are collaboration, social responsibility, building positive relationships and personal health planning.

The Education and Design program at HFWA has the unique designation of being one of only a handful of schools in the School District of Philadelphia to have a fully operational STEM program. This program integrates robotics and 21st Century Skills into students already enriched course load. In addition, technology is incorporated throughout the school through the use of laptop carts, a writing lab and Promethean boards in the classroom. Students engage with this technology in sundry ways, including online publishing, creation of podcasts, iMovies and blogging.

Our complex support needs curriculum focuses on instruction that necessitates intensive programming in small group settings tailored to individualized education plans and basic life skills. However, HFWA works very diligently to enfranchise the students with complex needs by creating inclusive classes whenever possible, including service and learning, electives, physical education, health, dance and music.

HFWA takes pride in offering an integrated Service and Learning and Elective period as an importance component of our curriculum. During the Service and Learning Period, all students in their advisory, collaboratively research, select and plan a project in which they will investigate an issue important to their surrounding community. This project culminates by students participating in tangible service to the community such as donation of blankets to the Children's Hospital to the creation and implementation of a Breast Cancer Awareness public service announcement. Through the Elective program students choose two electives per year from a selection which include: Zumba, Steel Drums, Running Club, Chess, Drama and Anime/Graphic Novels.

## **2. Reading/English:**

HFWA's Language and Literature program aligns Common Core Standards with the rigors of the IB learning criterion. Throughout middle school, students focus on a holistic approach to personal expression, communication and analysis and synthesis of challenging fictional and informational texts. Students are taught one year in advance of the state and district standards. The overview of the reading curriculum includes concepts, instructional methods, and assessments across the middle years grade span. Sixth grade focuses on text-to-self and text-to-world connections through essay writing and project-based learning. Seventh grade finds its concentration in addressing content-specific and interdisciplinary skills, such as listening and speaking, presentations and interdisciplinary writing. Eighth grade prepares students to enter the world of high school, through the introduction of a variety of classical and popular fiction as well as relevant and content-specific informational texts.

There are various instructional methods employed through the continuum of the Reading curriculum. First, literature circles strengthen students' reading skills through individual and collaborative analysis of novels. The socially mediated experience of the literature circle fosters comprehension self-regulated strategies. Additionally, students are engaged in inquiry-based investigation via web quests, multi-media presentations and project-based learning. Students are provided with a pool of resources, web links, and texts from which they delve further into the specifics of a topic, according to their own abilities and interest rather than lecture and notes. In this mode, the students are engaged with their own learning and the teacher's role shifts from instructor to facilitator. To exemplify, during a World War Two WebQuest in World History, students may choose foci as varied as Jewish Culture and Society, Japanese Internment Camps or Mussolini's Speeches. Resultant work products can vary from an oral presentation to an essay to a newsletter demonstrating the strain of knowledge acquired through their inquiry.

The HFWA Language and Literature team strives to accommodate students at all levels. For those students who read above grade level, a Mentally Gifted Enrichment Pull-Out program is provided on a weekly basis to further academically challenge and enrich students. For students who read below grade level, interventions such as small-group learning instruction and the Extended Day Program exist. Small-group learning instruction provides additional help to students in the classroom via the addition of a second Language Arts Instructor in the classroom. The extended day program helps to foster success in students through individualized learning plans.

### **3. Mathematics:**

As an IB school, HFWA ascribes the tenets of the IB philosophy, intercultural understanding and respect, to our mathematics curriculum. Our mathematics program encourages the development of concrete and abstract critical thinking through analytical reasoning and problem solving. Students learn the universal language of mathematics and how it applies to decision-making in everyday situations. The emphasis is on problem-solving skills and investigations. High expectations and self-guided discovery are the norm for student achievement in our mathematics classrooms because we believe that all students can learn at high levels.

At HFWA, we strive to develop a love of learning and a deep understanding of mathematics while meeting the standards of learning outlined by our state and nation. Students are expected to master major concepts related to ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability, as delineated in the national Common Core State Standards (CCSS) and Pennsylvania Common Core (PACC).

Throughout the course of HFWA's Math Program (grades 6-8), we meet students where they are mathematically in an effort to extend their mathematical reasoning and knowing. We use diagnostic assessment and open-ended questions to assess where students are so that we have a lens into their mathematical understanding. From these diagnostics, we use small group instruction, guided group investigations, whole-class discussions and independent practice to promote the learning of all students—those who are performing at, above, and below grade level. For example, before beginning a unit on the number system, students are given a diagnostic assessment in which they are asked to categorize a variety of numbers and place them on the number line. Students are also asked to explain their answers. Following this diagnostic, students are placed in heterogeneous groups based on their prior knowledge of the number system. The teacher then uses a combination of whole-group discussion, small-group lessons and investigations, partner work and peer feedback to deliver instruction. The teacher scaffolds activities that have a low entry-point that is accessible to all students, such as a video or image, and incorporates a high ceiling through extension activities by asking students to prove their mathematical findings. This type of instruction ensures that all students are able to access the material and students who are performing above grade level have the opportunity for enrichment.

### **4. Additional Curriculum Area:**

HFWA's mission is to develop life-long learners and contributors to a global society by creating and sustaining a diverse and challenging curriculum that promotes self-discovery, empowers cognitive thinking, and cooperative learning. Dance at HFWA is not just a dance class, it is a curriculum that enhances student skill sets so that they are successful learners and positive role models in a 21st century global environment.

The IB Dance Program at HFWA is unique. The dance program encourages students to kinesthetically investigate, understand, and explain the world they live in by emphasizing dance skills and processes, such as observation, critical analysis, self-discovery, and performance. Students focus on different techniques and are able to recognize, know, use and demonstrate a variety of appropriate dance elements and principles to produce, review and revise original works in dance.

The students also improve positive self-image and gain leadership through dance/movement therapy activities. Performance, creative and analytic skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The dance curriculum provides students with an arts and humanities orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars and/or performers. The course also welcomes students who seek life enrichment through dance.

The dance curriculum at HFWA encourages critical thinking and creative action. The critical and creative skills acquired through dance and performance transcend into other subject areas. Students use their critical thinking skills to analyze their personal and professional performances. Students manipulate information,

develop, assess, critique, and analyze ideas and concepts. They build on previously learned concepts. Students discuss and reflect on their learning, which allows them to develop unique ideas, and strategies that can be utilized across the curriculum.

Finally, students in the dance curriculum acquire important interpersonal skills in which they develop empathy for one another. At HFWA, this is particularly evident in the relationships built between students who are typical and students in our complex support needs program. As part of our mission in developing a diverse program, all students can dance at HFWA regardless of ability. Ultimately, the skills students develop in dance can be applied to other subjects and applications in real world contexts.

## **5. Instructional Methods:**

Our school motto is “I believe in me! I know I can do it! I won’t give up!” which is communicated to students through our instruction at HFWA. We strive to meet the needs of all our diverse learners. We instill in students that their differences are strengths, not deficits.

When students first arrive at HFWA, they each complete the Kaleidoscope Profile, a learning styles inventory, which is designed to help teachers and students understand each students’ multiple intelligences. This inventory shows students that there are various avenues to demonstrate learning. Teachers apply the information gained from the inventory to design lessons that incorporate the diverse learning styles and levels of each student. An example of this design in our Language Arts classroom is when the teacher uses the learning inventory to select a variety of books for literature circles so that students can access the literary curriculum based on their interests and levels. Next, the students are provided a choice board with options of how to demonstrate their learning either through an essay, poem, portrait, video, Podcast, PowerPoint or spoken word.

At HFWA, we incorporate hands-on exploration and discovery learning to support diverse student growth. In our Mathematics classroom, the teacher shows a video of soda being poured into two different types of cylindrical glasses and asks each student to predict which glass has more soda. Subsequently, the teacher provides students with the dimensions of each glass and asks students to calculate the volume based on prior knowledge acquired in the classroom. Active slates, active votes, and Promethean boards are employed to engage students’ kinesthetic modalities. Also, technology has leveled the playing field for many of our students with complex support needs. The use of Promethean boards, iPads, and iPods allow students to make visual connections, which aid in understanding and comprehension of curriculum being presented.

Other instructional methods focused on meeting the needs of students include our extended day and gifted programs. The extended day program is offered to students who have been identified through Response to Instruction and Intervention (RtII) as needing instructional support. The program also supports students who are on the precipice of advanced on state standardized tests. Further, we support our students who are mentally gifted by providing an enrichment program that engages sixth and seventh graders in robotics and eighth graders in an entrepreneur program.

## **6. Professional Development:**

HFWA has on-going professional development that is rooted in increasing teacher effectiveness and student achievement. A primary focus is using Charlotte Danielson’s Framework for Teaching as a tool for examining and improving teaching practices. In accordance with the SDP’s instructional plan, our principal facilitates continued turn-around training on the framework and its four-domain rubric (planning and preparation, classroom environment, instruction, and professional responsibilities). At HFWA, teachers are observed and provided evidence-driven feedback. This framework not only provides a common language to discuss planning, execution, classroom culture, and professional responsibilities, but also allows teachers to focus on improving specific tenants of each domain. Likewise, the principal facilitates whole-staff professional development based on data from these ratings.

Further, professional development is individualized at HFWA. Each teacher designs their own relevant professional development plan based on the strengths and weaknesses they identify in their practice. Teachers consider their rationale for choosing a topic as well as what resources are needed to accomplish their goal. These topics of focused self-study range from incorporating the one-to-one Chromebook initiative in math instruction to writing high quality assessments in social studies.

School-based professional development is not always a formal process at HFWA, but also occurs in many informal contexts to ensure that staff has ongoing and regular opportunities to learn from each other. Also, each teacher completes a quarterly peer visit to observe a colleague's work. Reflection on their own teaching practice is informed by these peer reviews. Collaborative learning is not only expected, but also embraced. For instance, teachers of students with complex support needs collaborate daily to ensure student success while the math department meets to backwards plan to ensure common core standards are thoughtfully addressed. Likewise, weekly grade group meetings allow teachers to learn and problem-solve together in order to identify and create action plans for students who are struggling.

Additionally, our professional development approach is to take advantage of opportunities offered by outside organizations. As an IB school, it is required that at least one member from each content attend a national IB conference in order to learn about IB's mission and strategy for the MYP. However, HFWA sends everyone to training. Finally, a team recently attended a Google Summit to learn about publishing student work, using Google Docs for real-time feedback, and communicating with students and their families.

## **7. School Leadership**

The leadership model at HFWA has evolved over the past five years from a traditional model of a few team members making school-wide decisions to a participatory model where all stakeholders' voices are heard and implemented in the best interest of the school community. Our philosophy of participatory leadership is embedded in respect for each individual and the overall community with a foundation of shared responsibility. The principal utilizes the strengths and skillsets of all teachers to support the academic program. Teachers actively support implementation of the IB MYP and the overall academic program by performing various roles including, but not limited to coordinators of: IB, state testing, events, language arts, math, science, special education, new teacher, school selection, and transition. Essentially everyone has a role to play in ensuring the school efficiently operates with a laser focus on our mission. Further, school decisions are accomplished in a participatory fashion through weekly vertical and horizontal group meetings where school issues are brought to the table for discussion and feedback. This ensures that all voices are heard and all possible solutions are discovered. Sharing responsibility throughout the school is a key to our success as it promotes teacher unity and buy-in.

Parent and student voices also play a vital role in the leadership decisions of the school. Students have helped mold the positive school-wide environment. A principal's advisory team of students meet monthly to provide the principal with feedback and suggestions to improve the school environment which range from issues about a teacher to planning school dances. Further, we believe parents are our partners and honor their presence in school. The principal and teachers meet monthly with the Home and School Association to discuss important school wide decisions with parents and guardians. Recently, parents have been instrumental in supporting the expansion of the middle school into a high school. The prime example of student and parent input is the yearly site selection process. Parents and students are involved with the hiring of all teachers. In a final vote, students literally selected their teachers after finalists provided sample lessons in front of them. This model of hiring has had a direct impact on the academic achievement of students as it provides the selection of highly qualified teachers who connect with. Overall, participatory leadership has brought this community together in common understanding of high expectations for all stakeholders.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Pennsylvania System of School Assessment

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	84	98	96	96
% Advanced	61	58	77	76	66
Number of students tested	56	62	56	46	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	20	16	16	8	16
% of students tested with alternative assessment	26	21	22	15	25
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	77	96	94	91
% Advanced	63	50	73	71	68
Number of students tested	30	26	26	17	22
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	88	84	98	95	96
% Advanced	63	59	76	73	64
Number of students tested	51	53	53	41	45
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** HFWA percentages for our alternate assessment is greater than two percent of all students tested because we have a large population of students with autism, intellectual disabilities and multiple disabilities. HFWA is unique in that it has historically delivered an exemplary program for students with complex support needs that is highly regarded by SDP central office administration. PASA is the state's alternate assessment administered to students with complex support needs in order to inform their academic program. The students who qualify to take the PASA meet specific criteria including: requiring very intensive instruction to learn; requiring very extensive adaptations and supports in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments; requiring very substantial modification of the general education curriculum; and the student's participation in the general education curriculum differs very substantially in form and/or substance from that of most other students. The School District of Philadelphia does not report data for student subgroups taking the PASA.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Pennsylvania System of School Assessment

**All Students Tested/Grade:** 7

**Edition/Publication Year:**2013

**Publisher:** Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	92	98	96	91	93
% Advanced	82	87	82	85	57
Number of students tested	61	63	49	53	72
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	20	21	14	20	13
% of students tested with alternative assessment	25	25	22	27	15
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	91	97	100	78	93
% Advanced	77	82	83	78	61
Number of students tested	34	33	18	18	28
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	91	98	98	90	93
% Advanced	80	88	81	84	57
Number of students tested	54	60	43	51	72
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Pennsylvania System of School Assessment

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	95	100	98	95	91
% Advanced	72	89	87	68	56
Number of students tested	64	47	47	72	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	22	14	23	14	15
% of students tested with alternative assessment	26	23	33	16	19
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	91	100	92	92	86
% Advanced	77	90	85	65	43
Number of students tested	35	19	13	26	21
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	95	100	98	95	91
% Advanced	72	89	87	68	56
Number of students tested	61	44	46	72	63
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Pennsylvania System of School Assessment

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	83	98	100	94
% Advanced	61	45	57	65	60
Number of students tested	56	62	56	46	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	20	16	16	8	16
% of students tested with alternative assessment	26	21	22	15	25
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	77	96	100	91
% Advanced	70	39	54	65	73
Number of students tested	30	26	26	17	22
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	88	83	98	100	93
% Advanced	61	43	59	63	60
Number of students tested	51	53	53	41	45
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Pennsylvania System of School Assessment

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	97	96	96	91	97
% Advanced	62	81	88	76	76
Number of students tested	61	64	50	53	72
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	20	21	14	20	13
% of students tested with alternative assessment	25	25	22	27	15
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	94	97	95	78	96
% Advanced	65	79	79	61	71
Number of students tested	34	34	19	18	28
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	98	98	96	90	97
% Advanced	63	80	87	77	76
Number of students tested	54	61	45	51	72
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Pennsylvania System of School Assessment

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** Pennsylvania Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	98	96	100	91
% Advanced	88	94	85	81	75
Number of students tested	64	48	48	72	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	22	14	23	14	15
% of students tested with alternative assessment	26	23	33	16	19
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	97	100	86	100	86
% Advanced	89	95	86	69	52
Number of students tested	35	19	14	26	21
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	95	98	96	100	91
% Advanced	72	93	85	81	75
Number of students tested	61	45	47	72	63
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** HFWA percentages for our alternate assessment is greater than two percent of all students tested because we have a large population of students with autism, intellectual disabilities and multiple disabilities. HFWA is unique in that it has historically delivered an exemplary program for students with complex support needs that is highly regarded by SDP central office administration. PASA is the state’s alternate assessment administered to students with complex support needs in order to inform their academic program. The students who qualify to take the PASA meet specific criteria including: requiring very intensive instruction to learn; requiring very extensive adaptations and supports in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments; requiring very substantial modification of the general education curriculum; and the student’s participation in the general education curriculum differs very substantially in form and/or substance from that of most other students. The School District of Philadelphia does not report data for student subgroups taking the PASA.