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 _**X**_ Middle __ High __ K-12 __Charter

Name of Principal **Mrs. Diane Campbell Hathaway**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Joseph E. Hill/Sampson L. Freedman Middle School**
(As it should appear in the official records)

School Mailing Address **6200 Crittenden Street**
(If address is P.O. Box, also include street address)

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

County _**Philadelphia** State School Code Number*__126515001-000007229
Telephone **(215) 276-5260** Fax **(215) 276-5873**

Website/URL **www.phila.k12.pa.us** E-mail **hathaway@phila.k12.pa.us**

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.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Paul G.Vallas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **School District of Philadelphia** Tel. **(215) 400-4000**

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.

_____ Date_____
(Superintendent's Signature)

Name of School Board Mr. James E. Nevels, Esq.
President/Chairperson _____
(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:
   __175_ Elementary schools
   ____43 Middle schools
   ___ 0 Junior high schools
   ____43 High schools
   ____12 Other

   __273___ TOTAL

2. District Per Pupil Expenditure: __$9952.00 (2006)___

   Average State Per Pupil Expenditure: __10,283.00 (2005)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [x] 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. 14____ Number of years the principal has been in her/his position at this school.

   _____ 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	17	20	**37**		**7**	29	47	76
K					**8**	30	48	78
1					**9**			
2					**10**			
3					**11**			
4					**12**			
5					**Other**			
6	38	49	87					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						278

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

6. Racial/ethnic composition of the students in the school:

2% White
95% Black or African American
1% Hispanic or Latino
0% Asian/Pacific Islander
0% American Indian/Alaskan Native
2% other
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: _13__%

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	12
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)]	30
(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)	.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: __0_____%
__0___Total Number Limited English Proficient

Number of languages represented: __N/A_____
Specify languages:

9. Students eligible for free/reduced-priced meals: ___48__%

Total number students who qualify: ____95____

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: ____17____%
____47____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.

__14_ Autism	__6_ Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	__9_Specific Learning Disability
____Emotional Disturbance	_35_ Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
_38_ Mental Retardation	____Visual Impairment Including Blindness
_11_ Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	15	
Special resource teachers/specialists	5	2
Paraprofessionals	11	
Support staff	2	
Total number	34	2

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

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	95%	93%	94%	93%	95%
Daily teacher attendance	92%	96%	94%	85%	94%
Teacher turnover rate	10%	10%	10%	10%	10%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A %	N/A %	N/A %	N/A %

PART III – SUMMARY

Two schools, the Joseph E. Hill Special Education Center and the Sampson L. Freedman Academy of the Humanities, were successfully merged into the Joseph E. Hill/Sampson L. Freedman Middle School, which is now known as Hill-Freedman. Hill-Freedman is located at Crittenden and Tulpehocken Streets in the upper Germantown section of Philadelphia. The school serves a majority of 250 African American students in grades six to eight. We are also home to two early intervention programs, Head Start and Bright Futures, for forty at-risk children, ranging in ages from two and a half to five years old.

Our middle school students represent a spectrum of abilities and talents. Seven regular middle school classes of grades six, seven and eight, come to Hill-Freedman from over twenty district elementary schools. Students must meet eligibility requirements for special admittance to our magnet school. More than 30% of them are in the mentally gifted program. Parents and children that choose Hill-Freedman's middle school program expect, and receive, a progressive and challenging curriculum designed to prepare students for post-secondary school. Curriculum design, instructional strategies, researched based programs and our school climate are geared for transition to higher education. Hill-Freedman also has five Special Education classes: one Learning Support, two Autistic Support, a Life Skills Support and two multi-handicapped Life Skills classes. This population of students receives an adaptive program infused with technology geared to their abilities.

The School Reform Commission has developed a core curriculum that is comprehensively aligned to state and national standards designed to reach proficiency. Hill-Freedman expands this curriculum to reach advanced achievement. We have built a program rich in the expressive arts in recognition that education encompasses as much academic and intellectual growth as it does social, physical, and emotional development. Character building and the arts are integrated into the entire curriculum. Using Sean Covey's book, *The Seven Habits of Highly Effective Teens,* in all guidance classes, along with the *Discover* student agenda, we teach students to take responsibility for their own progress. Studied data is shared with students to assist them in achieving their individual goals. We also share data to promote a competitive team spirit. Our expressive arts programs instill in our children the self-confidence to meet life's challenges. Statistically, schools with viable art programs experience fewer student disruptions and other negative student behaviors. Our school validates this finding.

Hill-Freedman is one of the smallest public middle schools in the City of Philadelphia. A small learning community has distinct advantages: all teachers know all students; no child gets lost in the crowd; and teachers work collaboratively in a collegial manner. Every member of the school community must wear more than one hat to make it successful. Further more, we partner with Haverford College, Lock Haven University, City Sail, Outward Bound, Urban Tree, Junior Achievement, and the Philadelphia Mural Arts Program, and others, which greatly diversify and enrich our students' educational experience.

Hill-Freedman students have technology available to them in every classroom. The latest state of the art computers, scanners, digital cameras, I-pods, and printers provide them with the tools necessary to be prepared for a 21st century workplace. Technology is an integral part of every curricular area. Computers are used to introduce skills, review skills and for tutorial purposes. Web based streaming is used to enhance math, science and Spanish exploration. Our Design and Technology lab enriches math and science skills and a midi lab assists students in learning to read, write and compose music.

The vision, drive, creativity and focus of our staff, parents, students, and school community are deeply rooted in the school's history. Since 1844 Hill-Freedman (formally the Rittenhouse School) has been educating African Americans. We believe that "*All children can achieve at high levels*". Our mission statement, *students will develop into life-long learners, empowered to attain their potential as individuals, to become responsible, productive members of our global society,* is one of synergy and success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Pennsylvania System of School Assessment (the PSSA) is a standardized test administered to all Pennsylvania public schools. The test was first implemented in 1992 and became mandatory in 1998. Presently, the content areas included reading, math, and writing. In 2004-05, the reading and math tests were given to students in grades 3, 5, 8, and 11. The writing test was given to students in grades 5, 8, and 11. Beginning in the 2005-06 school year, the reading and math PSSA will be given in grades 3 through 8 and 11.

The PSSA measures individual student growth and determines the degree to which students are proficient in Pennsylvania academic standards. Student results are rated: advanced, reflecting superior performance; proficient, for satisfactory performance; basic, for marginal and below basic for inadequate academic performance. The desired goal is for every student to perform at the proficient or advanced level. As a part of the *No Child Left Behind* legislation, Adequate Yearly Progress (AYP) was established by all states. It is the means by which schools and their districts demonstrate progress towards achieving 100% proficiency by the year 2014, for their overall student population and for subgroups numbering 40 students or more. The measurable indicators of AYP (for grades 6-8) include: student achievement in math and reading, attendance rate, and test participation.

Since fall 2002, all the students in the School District of Philadelphia in 3rd through 10th grades were tested in math, reading, and science using nationally normed Terra-Nova multiple assessments. The results are reported in terms of scaled scores (range 100-900), national percentiles, and level of mastery, on objectives within the areas of reading, math, language, and science. Grades 6 through 8 were last tested in the fall of 2005.

The data reported in this application are from both the PSSA and Terra-Nova examinations. The PSSA data can be verified on the Pennsylvania Department of Education website: www.pde.state.pa.us/a_and_t/cwp. The Terra-Nova data is available on: http://sdp-webprod.phila.k12.pa.us/school_profiles/servlet.

Reflective practice, individualized educational plans and implementing Philadelphia School District's new core curriculum with fidelity, has radically increased the number of our students scoring in the advanced range on the PSSA. Hill-Freedman has made AYP (Adequate Yearly Progress) for the past two years, with significant progress in the area of mathematics.

On the 2004 PSSA exams, eighty-four percent of students scored in the proficient range or above in mathematics with thirty percent in advanced placement. In reading, eighty-nine percent scored at the proficient level or above with fifty-two percent in advanced placement.

In 2005, further gains were made in mathematics. Eighty-eight percent of our students scored at the proficient and advanced levels with forty-five percent in advanced placement. In reading, eighty-five percent of students scored at the proficient or above level with forty-nine percent in advanced placement. Our scaled scores also increased on the PSSA over the last two years: students gained 150 points in 2004, and had an additional gain of 10 points in 2005. Scores are now seventy points above the Pennsylvania state average. Reading scaled scores have consistently been at or above the Pennsylvania state average since 1996. In 2004, scaled scores in reading were one hundred points above the state average and were one hundred twenty points above the state average in 2005.

Students have also proved successful on the Terra Nova Test. On the 2004 exam, eighty-eight percent of students scored above the national average in Reading, Language Arts and Math. In Science, sixty-two percent scored above the national average. In 2005, greater than ninety percent of students scored at or above the national average in Reading, Language and Mathematics and fifty-six percent scored above the national average in Science. The population of students eligible to take these exams is ninety-seven percent African American. Sub-groups (White, Asian, Latino and Learning Support populations) include fewer than ten students and are not reported.

2. Using Assessment Results: Assessment data determines instruction. A circular model of analysis, planning, implementation and review is used to insure improvement. Students take on-line benchmark

assessments every six weeks that are based on the school district's core curriculum and state standards. Results are posted immediately and teachers can log in to the Internet to review class and individual student progress. Using data the principal and teachers review their improvement plans to refocus remediation and enrichment instruction throughout the school year.

Planning for the next year begins in June with a staff development day used to review all benchmark data for strengths and weaknesses in the curriculum and teacher instruction.

In September, when the Terra Nova and PSSA results have been posted, teachers have additional staff development time to incorporate state and district assessments in their School Improvement Plan (SIP). Data is reviewed horizontally (by grade) and vertically (across grade levels) to identify trends. Teachers share and articulate assessment information weekly in grade groups, and bimonthly in curricular teams.

Additional indicators are analyzed to target areas of weakness; teacher observations, lesson plans, grade books, report card grades, and project learning rubrics. Reading and Math levels are assessed four times a year using the Gates *Miginti*, and Star Reading and Math software.

The district sends teams of practitioners on a "walk through" twice a year to observe classes and assist teachers in strengthening their practice.

When patterns arise, we focus on improving curriculum and instruction that help students achieve success. Results from testing have the largest decision making impact on budgeting. Human and instructional resources, programs and professional development are all data driven decisions.

3. Communicating Assessment Results, Student Progress and Student Performance:
Communication with all stakeholders is done using a variety of traditional and modern communication tools. Standardized test results are mailed home in August and September with a comprehensive explanation and analysis of the scores as they relate to state standards. School and district scores are published in the local newspaper and are posted on the school and district website. An individualized home learning prescription is generated each time a student is assessed using Star software. The first assessment is sent home in September.

Lesson plans are posted on the school's webpage so that parents can review daily instruction. Each parent receives a unique password to view the on-line grade book that is posted beginning in October. Parents can view the results of class work, homework tests and project learning. Homework is coordinated on individual grade calendars, found on the school's website.

The six-week benchmark results are generated by the district and mailed to parents. Parents can log onto Family Net, the district's assessment tool, to review past and present report cards, standardized tests and attendance information.

Parents are updated on student progress via mid-term interim reports, teacher phone calls, e-mail and/or access to our web-based grading system. Hill-Freedman uses *Parent Link*, an automatic dialer, to verify legitimacy of student absences and to alert parents to student lateness. Unexplained patterns, of either absences or tardiness, are investigated. Parent Link also provides parents with timely information and reminders concerning school programs and schedules. In addition, parents have on-line access to reports on any students undergoing our Comprehensive Student Assistance Process. Parents without private Internet access are encouraged to use computers designated for public use in the school office, the school atrium and the school library.

Report cards are given out three times a year. Formal parent–teacher conferences are offered three half-days each term for the first two reports, and may be scheduled at any time at student, parent or teacher request.

Students, our most important stakeholders, are taught how to monitor their own progress and to interpret test results. Each student receives an agenda book to set goals, keep assignments and monitor progress. Students have access to the online grade book and can view their records on Family Net. Portfolios, rubrics, assignment checklists, teacher feedback and other traditional assessments are utilized and shared.

4. Sharing Success: Our success in crossing the digital divide in 1996 made Hill-Freedman a focal point for the district to pioneer and demonstrate its future technology initiatives. Hill-Freedman became the district's "How to " site by 1999. Successes were shared with principals and technology leaders who attended on-site technology staff developments. Our principal served on the district's technology committee for three years and teachers shared their experiences. In 1999, the school was recognized in the *CEO Forum on Education and Technology* and *Converge Magazine* for professional development design.

Our teachers share their ideas at regional and district staff meetings. We open our doors daily, to school district teachers, principals and administrators, for observation. Our school principal leads an eight member cooperative team of principals who analyze and share instructional practices. We are one of several schools selected to train and mentor student teachers and intern-principals. The named Best Practice sites in 2000 and 2005; Hill-Freedman was recognized on both occasions. Our accomplishments have been published in the school district's publication and in city and local newspapers.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: All students should be presented with a demanding curriculum. Curriculum in Philadelphia is clearly articulated and delineated by the School District and is designed to allow students to perform at proficient levels. Hill-Freedman expands this curriculum to provide students with the knowledge and skills necessary to perform at mastery levels. Our curriculum is rigorous but developmentally appropriate.

Language Arts courses encompassing modern and classic literature aim at developing: student listening, critical thinking, writing, debating and public speaking skills. Students may choose books on reading level for independent work, but formal class instruction is taught one year above grade level to further vocabulary and concept development. To enrich understanding of African American heritage, all classes use the ninth grade *African American Literature Anthology*.

Mathematical instruction in sixth grade prepares seventh graders for their study of pre-Algebra, while eighth graders concentrate on Algebra, preparing for the more advanced study of mathematics in high school. Science classes refine and extend students' ability to investigate phenomenon using hypotheses and the scientific method. Spanish is our World Language.

Spanish curriculum is based on students' current needs and uses the framework and standards set by the national guidelines. Seventh and eighth grade middle school students are required to have two years (225 minutes weekly) of Spanish instruction.

Social Studies classes promote understanding of geography, world resources, and United States history and world cultures. Staging mock and school elections, using role-play, and logically arguing well-researched debates give students practice using democratic principles. Student government functions throughout the school led by elected class officers in each grade.

The Art department uses a multicultural approach that takes full advantage of Philadelphia's resources. Our extended classroom includes firsthand experience with opera, museums, zoo wildlife, horticulture, science institutes and theaters. Our World Art course extends cultural knowledge taught in Social Studies and reinforces concepts learned in Science and Math. Students showcase their talents through murals and school, community, district-wide, and national exhibitions. MIE (Music in Education) is a technologically rich program that allows every student to learn to compose music using an electronic keyboard. MIE is sequential and comprehensive, resulting in a structured, systematic acquisition of musical skills and concepts. Musical opportunities for student abound. Instrumental lessons are offered in string, woodwind, brass and percussion. Hill-Freedman has a 70-piece orchestra and a 40-piece band.

Health and Physical Education are comprehensive, follow state and city curriculum guidelines and stress balanced living, individual and team effort, and individual fitness.

Students complete one year of formal Dance and one year of Drama, which culminate in two fully orchestrated stage performances at least bi-annually. Dance standards include movement elements and skills, expression and communication, creativity in thought, multicultural history, healthful living, choreography and connections between dance and other disciplines. Drama encompasses creating scripts and playwriting, analyzing diverse historic and cultural texts, developing body and voice in acting, using business skills to design and create school productions and studying the influence of theatrical history.

Mini computer labs in each classroom, a whole class computer lab, mobile lab, design technology and Computer Science substantially support student success across the curriculum and prepare students for a competitive role in today's workforce.

Hill-Freedman emphasizes the Humanities by integrating the arts and character building into the entire curriculum. Service learning projects are built into graduation requirements.

Block scheduling, combining Social Studies with Language Arts and Mathematics with Science presents teachers and students numerous opportunities to delve deeper into each area and incorporate other subjects and interests. Cooperative planning in all subjects, including Computer Science, Visual Arts, Dance, Music, Drama, Health, Physical Education and Spanish provides the foundation for the school's interdisciplinary instruction. All classes incorporate teamwork, independent research work, discovery learning, process learning and learning geared to world-class standards. Two multi-disciplinary projects are required each year of all grade levels and project assessment is high stakes. All subjects are deemed of equal importance to student development, so all courses are equally weighted.

Our curriculum goals are to develop students into independent and interdependent, socially proactive, life-long problem-solvers, who fulfill their potentialities. Our staff act as role models for these qualities.

2. Reading/English: The standards that Pennsylvania and the School District of Philadelphia mandate for reading and writing are followed and enhanced. Emphasis on reading and writing is complemented by an emphasis on grammar, writing to publish-perfect-standards, listening to comprehend, and public speaking.

Based on research that students learn to read best when engaged in purposeful and meaningful material, Hill-Freedman uses a global approach to reading. Hill-Freedman's literacy curriculum and selection of materials are geared to engage and sustain student interest. Using constructivist teaching methods and cooperative learning techniques, students read for interest and mastery of new vocabulary.

Language Arts are rigorously and thematically taught, one grade above level, in a 90-minute block. Each student's reading level is assessed upon admittance to Hill-Freedman, and periodically reassessed, using *Star Reader*, an evaluation/diagnostic tool. This computer program lists students' strengths, weaknesses, and recommends texts geared for growth. Furthermore, it generates parent letters explaining assessment results and diagnostic strategies to be done at home to strengthen reading and comprehension skills. Instruction is differentiated according to ability. Gifted students use progressively more complex text.

Along with ongoing content reading, students engage in guided reading in a 90-minute block per week. Reading instruction is differentiated. Struggling readers partake in additional guided practice paired with their teacher on a daily basis. Students performing below level also engage in after-school programs designed to bolster their skills. With individualized assistance, these students are showing record improvement. Creative writing is an integral part of the reading program. Reading and writing are as emphasized in every content area as much as they are during English class.

Formal research papers, based on a school-wide theme, are required of all students. The complexity of the requirements increases with grade level. In addition to the school-wide writing project, students are responsible for a school-wide science fair, and in-depth research projects in Social Studies, Music, Art and Spanish. Content and style are evaluated using the Pennsylvania Writing Assessment rubric.

Student accomplishments are celebrated at our school-wide writing fair, held in the spring, and publicized in our newsletter. This culminating event endorses student efforts, provides public recognition, and promotes both unity and diversity within the school community.

Besides the publication and oral presentation of their written work, students have multiple venues to hone their public performance skills. Eighth graders stage two drama productions each year, with full choral, band and orchestra accompaniment. By encouraging all students to actively participate in student council, oratorical debates, our talent shows, and a Def Poetry Jam, students spiraling communication skills are further enhanced.

3. Mathematics: Math is taught daily in 90-minute blocks that provide the time necessary for a thorough exploration of instructional materials, devices and techniques. Hill Freedman uses *Math in Context*, a series of math textbooks mandated by the School District of Philadelphia as part of its district-wide core curriculum program. This series presents math in a variety of real world applications. Students investigate questions directly related to a particular context and construct mathematical understanding and meaning from that context, proving or disproving their conjectures, rather than relying solely on the instructor's explanations, demonstrations or generalized definitions of mathematical rules or algorithms. Reading and writing are integrated throughout the Math program. Word walls, where new vocabulary words are posted, empower students with mathematical language skills. Teachers use constructivist-teaching models, testing students' writing and reasoning abilities with many open-ended questions that students must answer by writing, diagramming or charting their responses. Requiring students to verbalize the mathematical operations they used to compute their answers reinforces deductive reasoning strategies.

Teachers use hands-on manipulatives to bridge the gap, common in adolescence, between concrete and abstract thinking abilities.

Coupled with these approaches are our regular use of computers to practice *First in Math* and *Accelerated Math*. *First in Math* thoroughly familiarizes students with arithmetic operations by challenging them to find the solution to a multitude of math problems that equals 24. *Accelerated Math* allows students to practice, review and enrich basic as well as higher order math concepts and skills. Students enjoy learning from the immediate nonjudgmental feedback a computer generates. Twice weekly, during math period, small groups of students, in scheduled rotation, report to the technology lab to work on combined math and tech challenges.

Using these methods our math program furthers our school's mission by providing authentic problem-solving skills that foster life-long learning and critical thinking abilities.

4. Instructional Methods: The School District of Philadelphia requires that all instructional practice be research-based as well as data driven. It has adopted specific models of instructional delivery that each school must implement. The Reading Framework and Mathematics Model are outlined in the Core Curriculum. Core Curriculum also describes best practice instructional models. We have intensifed our knowledge of these practices with research from sources such as: Dr. Sheryl Feinstein's, "The Secrets of the Teenage Brain"; Carol Ann Thomlinson's, "The Differinciated Classoom"; Thomas Armstrong's, "Muliple Intellegences"; and the Wong's, "The First Days of School." Specifically, teachers employ differentiated instruction, constructivist teaching, graphic organizers, cooperative learning, and teaching strategies based on current research on the development of the adolescent brain, for reaching our pre-teen and teens.

Teachers check student comprehension and seek reasons for student misunderstandings and misconceptions. Teachers move toward teaching that meets individual students at their point of readiness, interest and learning profiles.

CSAP, small group instruction, remediation through technology assisted instruction (that can be accessed at school and at home) and the Extended Day programs to ensure that all students succeed.

Small group instruction is supported by two fully released coaches, a Transition Support Tutor and a Support Services Assistant.

The administrator and leadership team assist teachers with designing and delivering instruction to the advanced level and insure that timelines for data distribution are met and that recommended student accommodations are implemented.

5. Professional Development: Hill-Freedman demonstrates professional responsibility by setting personal and professional goals for responsive teaching and working toward those goals to engage each individual student in meaningful learning experience through its professional development program. A calendar of opportunity for continuous professional learning and collaboration provides the time and structure for reflecting on and planning for student needs. Multi-leveled programming includes regional support, principal/school leadership team meetings, teacher/principal mentoring, new teacher coaches, math and literacy school-based coaches and year-round school district course offerings for teachers. In addition to school-wide professional development, teachers can select to participate in workshops and coursed offered after school, Saturdays, and throughout the summer.

Small group and team workshops are often held in the principal's office. Individual help for veteran and novice teachers is always available from the principal. Teachers also have access to Association of Supervision and Curriculum Development books, videos and research to assist them in transitioning to modern instructional strategies essential to student achievement.

Professional development is offered in the areas of planning and preparation, classroom environment and management, instructional, and professional responsibilities. Topics have included monitoring tools and data review, the Discover Program, web-based grade book and lesson plans. School-wide instructional strategies are adopted including writing across curriculum, CSAP (Comprehensive Student Assistance Program) and remediation through Extended Day programs. Differentiated instruction, Constructivist teaching, Graphic organizers, Cooperative learning and Brain-based research teaching strategies for reaching adolescents are topics often visited for professional development.

The leadership team, inclusive of the Math/Literacy coaches, under the auspices of the principal, meets regularly with teachers in grade groups and or content area groups. This design provides a horizontal and vertical articulation of curriculum and shared knowledge and ensures comfort in implementation of best practices adopted school-wide.

Our professional development program, in using best practice teaching methods, research and current technologies, has had a direct and positive impact on our students' achievement levels as evidenced in standardized test scores. A strong focus on instruction and instructional strategies has led to our success. Our school's professional development program significantly strengthens the core academic subjects in the school and addresses specific academic issues.

PART VII - ASSESSMENT RESULTS

The tables on pages 13 - 17 report the results from The Pennsylvania System of School Assessment. The PSSA is a standards based test. Data is available for four years in reading and math. The numbers represent the percent of students achieving at each of the four levels reported by the state. All percentages are cumulative, as requested. The cut-point for the state of Pennsylvania is at the proficient level.

Scaled Scores are one of the metrics used to report performance on the PSSA. An advantage of these scores is that they are comparable from one year to the next and can, therefore, be used to track performance over time. Due to changes in the 2005 PSSA, the Pennsylvania Department of Education had indicated that the scaled scores from the 2005 administration from subsequent administrations are not comparable to those from prior years. They are included as a comparison of how the school is doing compared to schools in the state and city.

Terra-Nova multiple assessments are nationally normed. The results are reported in terms of national percentiles, and level of mastery, on objective within the areas of reading and math.

HILL-FREEDMAN MIDDLE

Pennsylvania System of School Assessment
Grade 8 Reading

	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March
SCHOOL SCORES				
% Below Basic	5	2	5	8
% Basic	9	8	19	22
% At or Above Meets State Standards	**85**	**90**	**76**	**70**
% At Exceeds State Standards	**49**	**53**	**16**	**6**
Number of students tested	77	59	62	87
Percent of total students tested	100	100	98	100
SUBGROUP SCORES				
1. African American				Not available
% Below Basic	5	2	5	
% Basic	9	9	19	
% At or Above Meets State Standards	**86**	**90**	**76**	
% At Exceeds State Standards	**50**	**52**	**15**	
Number of students tested	76	58	59	
2. White				
Number of students tested	0	0	0	0
3. Asian				
Number of students tested	0	0	0	1
4. Latino				
Number of students tested	1	0	3	0
5. Native American				
Number of students tested	0	1	0	0
6. Economically Disadvantaged				Not available
% Below Basic	9	0	6	
% Basic	11	10	33	
% At or Above Meets State Standards	**80**	**91**	**61**	
% At Exceeds State Standards	**37**	**43**	**0**	
Number of students tested	35	21	18	
7. IEP (Not Gifted)				
Number of students tested	5	2	4	
STATE SCORES				
% Below Basic	20	16	17	20
% Basic	16	15	19	21
% At or Above Meets State Standards	**64**	**69**	**63**	**58**
% At Exceeds State Standards	**33**	**33**	**26**	**20**

Pennsylvania System of School Assessment *Grade 8 Mathematics*				
	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	March	March	March	March
SCHOOL SCORES				
% Below Basic	5	3	19	15
% Basic	5	12	37	22
% At or Above Meets State Standards	**89**	**85**	**44**	**63**
% At Exceeds State Standards	**45**	**31**	**2**	**10**
Number of students tested	77	59	62	87
Percent of total students tested	100	100	98	100
SUBGROUP SCORES				
1. African American				Not available
% Below Basic	5	3	20	
% Basic	5	12	39	
% At or Above Meets State Standards	**89**	**85**	**41**	
% At Exceeds State Standards	**46**	**31**	**2**	
Number of students tested	76	58	59	
2. White				
Number of students tested	0	0	0	0
3. Asian				
Number of students tested	0	0	0	1
4. Latino				
Number of students tested	1	0	3	0
5. Native American				
Number of students tested	0	1	0	0
6. Economically Disadvantaged				
% Below Basic	6	0	22	
% Basic	0	14	61	Not available
% At or Above Meets State Standards	**95**	**86**	**17**	
% At Exceeds State Standards	**49**	**38**	**0**	
Number of students tested	35	21	18	
7. Special Education				
Number of students tested		2	4	6
STATE SCORES				
% Below Basic	19	22	26	27
% Basic	18	20	22	21
% At or Above Meets State Standards	**63**	**58**	**51**	**51**
% At Exceeds State Standards	**36**	**24**	**19**	**17**

Grade 8 Reading Scaled Scores					
	2001	2002	2003	2004	2005
Hill-Freedman	**1350**	**1330**	**1350**	**1470**	**1480**
Phila.	1130	1140	1170	1210	1200
Penn.	**1310**	**1310**	**1340**	**1370**	**1360**

Grade 8 Math Scaled Scores					
	2001	2002	2003	2004	2005
Hill-Freedman	**1270**	**1330**	**1280**	**1430**	**1440**
Phila	1150	1170	1190	1230	1250
Penn.	**1310**	**1320**	**1320**	**1350**	**1370**

Reading

Grade 6				
Testing Month	2004-2005 April	2003-2004 April	2002-2003 April	2002-2003 October
SCHOOL SCORES				
% of students between 1-25 (1st Quartile)	2	2	0	0
% of students between 26-50 (2nd Quartile)	6	12	13	7
% of students between 51-75 (3rd Quartile)	53	56	47	40
% of students between 76-99 (4th Quartile)	40	31	40	53
% at or above national average	93	87	87	94
% below national average	8	14	13	7
Number of students tested	53	52	77	77
Percent of students tested	100	100	100	100

Grade 7				
Testing Month	2004-2005 April	2003-2004 April	2002-2003 April	2002-2003 October
SCHOOL SCORES				
% of students between 1-25 (1st Quartile)	2	0	0	0
% of students between 26-50 (2nd Quartile)	14	22	14	7
% of students between 51-75 (3rd Quartile)	45	36	54	42
% of students between 76-99 (4th Quartile)	40	43	32	51
% at or above national average	85	78	86	93
% below national average	16	22	14	7
Number of students tested	58	79	57	57
Percent of students tested	100	100	100	100

Grade 8				
Testing Month	2004-2005 April	2003-2004 April	2002-2003 April	2002-2003 October
SCHOOL SCORES				
% of students between 1-25 (1st Quartile)	0	0	0	0
% of students between 26-50 (2nd Quartile)	6	5	5	23
% of students between 51-75 (3rd Quartile)	43	53	53	53
% of students between 76-99 (4th Quartile)	52	42	42	25
% above national average	95	95	95	77
% below national average	5	5	5	23
Number of students tested	73	57	59	61
Percent of students tested	100	100	100	100

HILL-FREEDMAN MIDDLE SCHOOL
Terra Nova Assessment

Math

Grade 6				
Testing Month	2004-2005 April	2003-2004 April	2002-2003 April	2002-2003 October
SCHOOL SCORES				
% of students between 1-25 (1st Quartile)	2	0	0	1
% of students between 26-50 (2nd Quartile)	6	2	17	22
% of students between 51-75 (3rd Quartile)	33	40	35	46
% of students between 76-99 (4th Quartile)	59	58	48	31
% at or above national average	93	98	83	77
% below national average	8	2	17	23
Number of students tested	54	52	77	77
Percent of students tested	100	100	100	100

Grade 7				
Testing Month	2004-2005 April	2003-2004 April	2002-2003 April	2001-2002 October
SCHOOL SCORES				
% of students between 1-25 (1st Quartile)	0	1	0	0
% of students between 26-50 (2nd Quartile)	7	6	12	18
% of students between 51-75 (3rd Quartile)	35	28	40	47
% of students between 76-99 (4th Quartile)	58	65	47	35
% at or above national average	93	92	88	83
% below national average	7	8	12	18
Number of students tested	57	79	57	57
Percent of students tested	98	100	100	100

Grade 8				
Testing Month	2004-2005 April	2003-2004 April	2002-2003 April	2002-2003 October
SCHOOL SCORES				
% of students between 1-25 (1st Quartile)	0	0	**2**	7
% of students between 26-50 (2nd Quartile)	6	4	20	30
% of students between 51-75 (3rd Quartile)	44	37	51	44
% of students between 76-99 (4th Quartile)	51	60	27	20
% above national average	95	96	78	64
% below national average	6	4	22	36
Number of students tested	73	57	59	61
Percent of students tested	100	100	100	100