

*The School District of Haverford Township
Annual Report
2009*



Dear Residents, Parents and Friends of Haverford,

Since I became superintendent in 2006, our district's focus has been on improving student achievement by challenging, not only our students, but also our teachers; encouraging them to take on leadership positions. I am proud of the progress we have made but I must, along with district administrators and school directors, continue to provide effective educational tools so our teachers may provide effective instruction.



Professional development led by classroom teachers is the most meaningful way to improve instruction. Over the past four years, district-wide training initiatives using the model known as "Professional Learning Communities" (PLCs) have become powerful, meaningful structures that are inspiring comprehensive change. Within this model, all district initiatives, including Formative Assessment, Differentiated Instruction, Mastery Learning and best practices for grading, assessment and homework are now integrally related to one another.

AIMSweb and OSCAR (Online School Centered Assessment Reporting), technology-based tools for assessing students' progress are now used in our schools. These programs allow us to gather and use assessment data almost immediately and then to direct instruction at the classroom level. In the pages of this report, you will learn more about these qualitatively different and exciting uses of assessments and data. Both systems provide sophisticated online analysis of students' performance and provide our teachers with quick, timely formative data that are consistent across all elementary buildings and all secondary subjects.

These powerful initiatives allow teachers to solve learning problems in classrooms every day. I am confident the changes will improve student achievement and foster a genuine love of learning.

Be assured we will continue to use all tools and resources that become available to us as we strive to meet our goals through constant improvement.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Heil". The signature is written in a cursive style with a long horizontal flourish extending to the right.

New Elementary School Report Card debuts

The report is now based on the Pennsylvania State Standards.

After two years of research and review, the new Elementary Standards-Based Report Card was introduced to parents in December. The report card focuses on what students are actually and demonstrably learning rather than what is being

“covered.” It is designed to provide parents with more detailed information regarding the progress their son or daughter is making toward grasping the learning concepts outlined by the Pennsylvania State Standards. The district’s curriculum is based on these standards.

“We felt the former report card did not fully communicate what students need to know and to be able to do,” Assistant Superintendent Nancy Donahue explains. Parents will now know the topics and activities a student is covering and whether he or she is acquiring the knowledge and skills needed. The characteristics of a successful learner are also defined. Donahue says behavior and attitude are an important part of learning and an important part of the assessment.

Along with reporting progress, the report card will also show improvement as well as what the child needs to do in order to improve.

The task of revising the system of assessment involved many administrators and teachers who studied current best practices, developed an extensive list of standards and benchmarks that reflected the learning expectations at each grade level to define and quantify achievement. The committees wanted to make sure teachers had the information they needed to assess a child’s ability as objectively and

transparently as possible. This report card is completed electronically saving teachers time and improving accuracy.

“Feedback from parents and teachers has been positive,” Ms. Donahue says, “but we know there is still work to do.” An interim reporting system has been developed for assessment updates in between the report cards. Both interim assessments and report cards will be distributed three times a year during parent-teacher conferences.



Lynnewood first-grade teacher Becky Moran reviews the new report card with a parent.

The Promise of Technology

“This is the real promise of educational applications of technology that we have been predicting for a decade.”

Throughout the district, instructional staff is implementing the AIMSweb assessment system for reading and literacy skills at the elementary level and OSCAR (Online School Centered Assessment Reporting), a test-score data management system, is being implemented in all core content areas in middle school and high school.

OSCAR is a customized software program designed specifically for Haverford students in conjunction with the district’s teachers and curriculum experts. OSCAR makes test results available to teachers within minutes. The almost-instant data retrieval allows teachers to adjust instruction immediately.

OSCAR is far more than instant test results. The software helps teachers to delve further into the data identifying actual instructional problems a class of students or individual students may have. Teachers can get grade comparisons as well as classroom comparisons.

“This is a wonderful opportunity that has been made available to us,” Superintendent of Schools William Keilbaugh said, adding that it is easier to use than many other assessment programs, plus inexpensive and powerful because of the quick turn around. He says OSCAR will benefit all major subject areas. “The data is rich, thorough and will drive instruction. Problems can be identified during the lesson and addressed long before the final exam.”

After intense research and investigation, all elementary grade levels are using the universal

reading screener AIMSweb: an assessment and data delivery system that allows timely assessment of students beginning in kindergarten. AIMSweb allows continuous assessment of

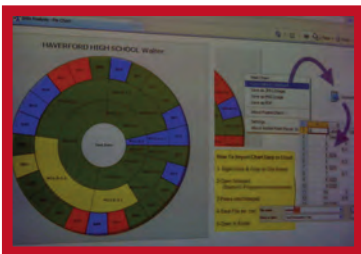


Guidance counselor prepares to administer AIMSweb testing at Chatham Park.

students yet takes little instructional time to provide immediate information on how a student or group of students is performing.

“AIMSweb puts data into teachers’ hands giving them information to develop instructional strategies to use in the classroom on a daily basis. Teachers are becoming comfortable with the data and using it regularly.

“Teachers will leave behind old ways of teaching when more effective new practices are powerful and easy to implement,” Dr. Keilbaugh says, referring to the research done by education experts Jim Knight and Dennis Sparks in their book *Leadership and Change*. “AIMSweb and OSCAR are powerful tools, and these tools in turn motivate educators to work toward increasing student achievement and inspire a love of learning.”



Integrating technology ... visualizing the future

Classrooms For the Future grants are changing the direction of Haverford High's classrooms

Pennsylvania's Classrooms For the Future grants have given Haverford High School teachers unique ways to engage students in their classes.

Twenty-five teachers in all subjects put a wealth of technology in their students' hands using laptops, interactive white boards, and web-based applications. It's a whole new world with a new set of vocabulary words used regularly in classroom conversation - wikis, (Wikipedia is a wiki), Nings, and other interactive web sites bring the curriculum alive, says Jennifer Ward, CFF coach and teacher.

"The CFF program has helped our students and teachers understand that education is not something that simply happens behind a desk during school hours," she says. "Learning happens constantly. We encourage not only life-long learners, but 'round the clock globe learners."

Thanks to CFF funding, teachers have access to innovative professional development including graduate classes, in-service training, and a variety of workshops and conference days to collaborate with Haverford teachers and teachers from other school districts. "The more Haverford teachers learn about incorporating state-of-the-art technology into their curriculum, the more they help their students to learn now and to be prepared for what comes next," Ms. Ward says. "The goal of the CFF grant is to ensure a successful future for every student whether that future includes college or the world of work."

Through this technology, Devona Jackson, a social studies teacher, has discovered a new approach to teaching lessons that have been part of her curriculum for years. She asks her students to create and collaborate using Glogster, a website that allows students to create interactive posters. The students incorporate video and audio files into their

poster, share ideas and comment on each others work - all on line. These new lessons, enhanced with technology, allowed her students to create unique multimedia presentations using the information they have gathered. A student said Glogster helped her organize her research and present a poster that was more succinct and contained better information.

"If the students were writing a report on these same topics," Ms. Jackson says. "They would write a long essay filled with more information than they needed. Using Glogster they must decide what facts are most important. They are becoming more efficient communicators."

Ms. Jackson now shares her classroom activities with other Haverford teachers leading to more innovative and engaging ways to present lessons and reinforce important concepts. The students create posters to explain and outline historic events, explore government principles and theories as well as analyze propaganda.

Teachers find their students are more engaged in analyzing and evaluating historical information now that the information is con-

veyed using sound and visual images. Working collaboratively to prepare and present this new knowledge, the students' projects dramatically enriched the dialog that is generated around each concept presented on the posters. Using Glogster was not simply a way to create posters; it was a way to enhance the academic rigor of their classes. Teachers are constantly searching for ways to extend learning beyond the walls of the classroom.

"I believe it is making a difference in our students' learning," CFF science teacher Rebecca Mortland said. "It helps them to be more technologically literate and to think globally. My students are becoming stronger, more creative problem solvers."



Providing Pupil Services that impact every Haverford student.

Valerie Burnett, Director of Pupil Services, took the helm of Haverford's Pupil Services Department in the fall of 2008. Her passion has always been to work with those who need her most.

"I wanted to come to Haverford because of its reputation – this district has made a major commitment to students with special needs. Over the past year, I have had an opportunity to share my 25 years of experience with teachers, parents and administrators and I have had the opportunity to learn from each of them."

Dr. Burnett works toward making information about the Pupil Services Department, especially special education services, more accessible. She has added information and explanations to the district website as well as forms and documents relevant to parents of special-needs students.

She continues to address the findings in the 2008 Special Education Report and initiated Haverford involvement with a resolution-training program believing it will create the kind of atmosphere these special communities deserve.

On-going work includes:

- In-service training for teachers and aides including special education law updates
- Training for secondary staff on transition to post secondary life for students with IEPs
- Instructional strategies supporting high school math teachers working with special students
- High-quality training for instructional aides
- A district-based advisory committee to help the department prioritize needs
- The development of a study skills curriculum for support classes
- Opportunities for co-teaching when regular education and special education teachers work together in the same classroom to enhance the learning of all children.

Also as a result of the study, middle school and high school staff members work together to identify where improvements can occur in curriculum alignment with regular education.

A social skills curriculum for special needs secondary students was implemented in the fall, 2009.

An Elementary and Secondary Special Education Literacy Committee has been created. This committee is comprised of special education administrators, principals, reading specialists and special education teachers that are developing a framework of scientifically based reading instruction.



Flanked by her very proud teachers, a special student sells her homemade chocolate-covered pretzels to raise funds for the Best Buddies Ball.

Instructional planning is data driven and linked to progress monitoring of literacy skills. Staff development for teachers includes in-service classroom coaching by reading consultants from the Institute for Teaching and Learning.

To further communication regarding the special education programs of the district, a parent advisory council began last spring. It is comprised of parents of special education, regular education and gifted education students. Each school in the district is represented as well as parents of students who attend special schools outside the district. The purpose of the group is to facilitate communication between parents and the administration.

"We look to this group to provide input and recommendations to the administration regarding programming and its impact on special education," Dr. Burnett said, discussion topics are suggested by parent for special speakers and training.

The transformation of Haverford Middle School is well underway

Darby Road commuters can clearly see the changes to Haverford Middle School. Inside, the changes are even more spectacular.

Renovations have been divided into six phases - two are now complete; including more than 80 percent of the new infrastructure - heating, air conditioning, storm water management systems and lighting.

Phase III is now underway and includes the former district administration area and the classrooms directly above. To date the majority of the sixth-grade wing on the north side of the building has been completed along with the music wing and the rear of the Golf Road corridor.

“The changes in the middle school are dramatic,” Superintendent of Schools William Keilbaugh says. “We need to celebrate what has been accomplished. As this project continues, I couldn’t be more proud of our teachers, administrators and students. They are great.” The first and second floors of the sixth-grade wing have been transformed after only nine months.

When the renovations are completed in 2011, Haverford Middle School will have:

- additional classrooms
- a completely new library
- new cafeterias with an outside courtyard
- a renovated auditorium with new wheelchair accessibility
- a renovated gymnasium.



Many of the beautiful Mercer tiles that have graced middle school walls for more than 86 years have been preserved.

Below: Bright hallways are now enhanced with wood wainscoting and the school colors.



*The New Manoa Elementary School ...
Where everyone feels right at home*



Opened in the January, 2009, the new Manoa School quickly became a home away from home for the 559 students and 68 staff members who make their way to its front door and sparkling new main entrance Monday through Friday.

Along with additional classrooms, a stage in the gymnasium, full-size music rooms, and an art room with state-of-the-art equipment, the school is completely wireless and exceptionally energy efficient.

The Manoa School has quickly become an important meeting place for the district and the community.

The H1N1 school-based clinic was staged at Manoa in December, and township and state officials have used this new convenient space for meetings. Its small and large venues, along with excellent parking around the campus, make the new Manoa School a true Haverford treasure.



Most importantly, the playgrounds are used by neighborhood children and their parents throughout the year and on weekends.

A year in pictures.



First morning at the Manoa School, January, 2009. Smiles are all around!

Coopertown's kids, parents and teachers celebrate their school's 50th anniversary with a 50's style sock hop!



Chestnutwold's Roots and Shoots Club was invited to meet famed anthropologist in the spring, 2009. The club's advisers teach the young members of the club



how to plant their own flowers and vegetables, be good stewards of the environment by peaceful endeavors.

Goodall is the founder of Roots and Shoots, an international club for children.



The annual District Art Show displayed the works of students from kindergarten to 12th grade. During the middle school construction, the art show is held in the Oakmont School Administrative Center for five days at the end of May.

Mark your calendars!

This year's art show opens on June 1. Come and celebrate our students' talents with us.





Lynnwood School students collected and packed up hundreds of gently used and new books that were sent to Africa to begin a library.



Haverford High's Marching Band leads the Haverford Township Day Parade in 2009. The Competition Marching Band qualified for the Atlantic Coast Cavalcade of Bands Championships. Haverford music teacher Drew Shanefield wrote the winning score.

Haverford High's football team (below) were real winners when they collected and packaged holiday meals for those in need.



Author Edward White visited with Chatham Park second graders. He read his real-life tale of a champion Alaskan sled dog "Foxy."

Congratulations, Coach!

On January 14, 2010 Coach Jim Jones recorded his 400th win at Haverford High School. Coach Jones has coached our wrestling program since 1969. Haverford wrestlers continued their undefeated run, and Coach Jones celebrated with family and friends.





A Haverford High student (left) in Ms. Grady's creative writing class wrote and illustrated an original children's books. She and her classmates walked to Chatham Park School to share their books with the students there.

Science Week is an annual event at Manoa. Students get a chance to do special hands-on experiments with professional science experts in the community. At right, students are challenged in physics activities with parents assisting them.



Haverford High School celebrated the Sixtieth Anniversary of WHHS, its historic radio station in December, just months after the doors to its first official television studio classroom began offering courses in video broadcasting and production to students in all grades (left).

WHHS's station manager and his staff were interviewed at the station by a Philadelphia Inquirer reporter (below left) for a front page story that appeared in the Sunday edition of the paper.

The Haverford School District Education Foundation provided funding for the creation of the TV studio and is assisting efforts to reenergize the radio station.



Record breaking year filled with stunning accomplishments ...

Haverford Students are Among Delaware County's Best Athletes

Three Haverford High School student athletes were named Delco Players of the Year by the Daily Times.

Senior cross-country runner **Ed Donnelly** qualified for state-level competition this fall and the a state qualifier.

Donnelly, who runs during the fall, winter, spring and summer also won the individual title at the Delaware County Cross Country Championships. He is a National Merit Commended Scholar.



His team might not have won a championship, but **Ronny Tanner** was the 2009 All Delco Baseball Player of the Year. Tanner emerged as the front runner for the award early in Haverford's season. His all-out approach



and ability to guide his team made him a favorite. Ronny is the first Haverford recipient of Player of the Year honors in baseball since 1993-94.

Haverford High's girls' soccer team goalie **Leah Cesanek** led the Fords to a 13-win season allowing only seven goals while recording 12 shutouts. The team earned second-place in the Central League, and an appearance in the PIAA District One Class AAA Tourney. Cesanek also earned All-Central League co-MVP honors, was named to the All-Southeast Pennsylvania Girls' Soccer Team and received All-State honors.



Record-breaking swimmers

Entering her senior year, **Sarah Somers** broke Haverford High School's 100-meter breaststroke record in spring 2009. The record was set in 2004. Her speed and her skill earned her the right to compete at the state level.



In 2009, Ninth-grade **Shane Ryan** was Haverford's first All-American swimmer since Olympic athlete Brendan Hansen

held the title while a student at Haverford High.

Photos courtesy of Delaware County Daily Times

in athletics, academics and the arts



Thirteen was their lucky number this year – that’s how many **Future Business Leaders of America** club members qualified to compete at the state level conference in Pittsburgh in the spring of 2009. At that conference, Zachary Ferrara earned a place on the state team and competed at

the national FBLA competition in Anaheim, CA this summer. He received a \$150 scholarship award through FBLA.

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**Haverford High’s Robotics Team** won the Delphi "Driving Tomorrow's Technology" award at the annual F.I.R.S.T. Robotics competition. The award celebrates an “elegant and advantageous machine feature.” Haverford’s teams have won all four of the Judge’s Awards presented at the F.I.R.S.T. competition.



**Coopertown Elementary School** was named a **School of Excellence in Arts Education** by the Pennsylvania Alliance for Art Education last spring thanks to the efforts of music teacher Jennifer Sheridan who completed the challenging application. Coopertown teachers have dedicated themselves to incorporating visual art, music, movement and classroom drama into their curricula. Coopertown, along with all the elementary schools in the township, brings artists, poets, writers, musicians and actors into the classroom through residencies and special programs and on-going projects.

### Haverford bus driver **Jim O’Toole** competes in state safety program



Haverford Bus Driver Jim O’Toole, brought honor to the school district when he won the right to compete on the state level in Harrisburg.

“He cares about the kids as if they were his own,” Transportation Director George Ramplin said of O’Toole.

### Teacher singled out to attend Google Academy

Google selected Haverford High teacher and technology coach Jennifer Ward to attend its coveted Google Teacher Academy last December . This intensive, one-day event gives participants hands-on experience with innovative technologies. Ms. Ward says she was introduced to innovative instructional strategies and received resources she has begun to share with her fellow teachers. She is now a Google Certified Teacher and will



share what she learned with educators in the region. “What a wonderful opportunity to learn about new web-based collaboration tools,” Ms. Ward said. “It was an honor to be chosen.”

# 2009-2010 School District Budget

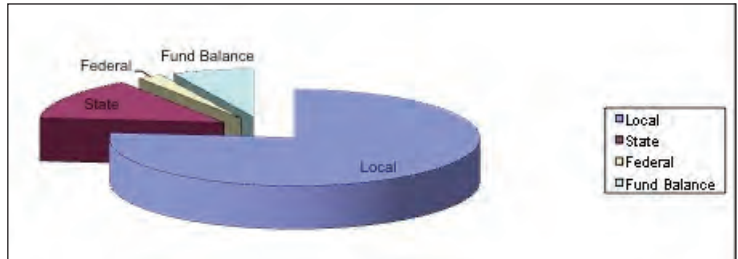
**Total Expenditures:** \$87,659,065

**Millage Increase:** 4.4 percent to 23.102 mills

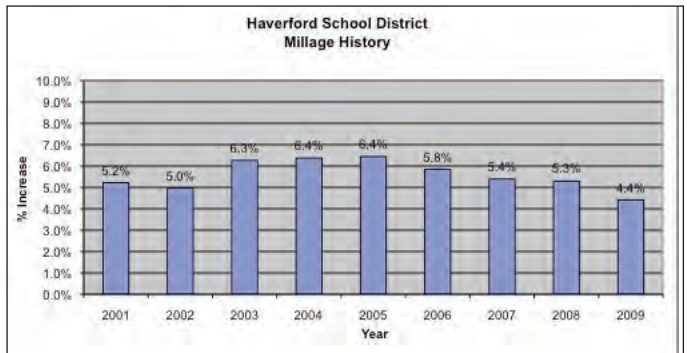
**Average homeowner increase:** \$154.32 or  
\$12.86 per month

## Good News!

- The district continues to collaborate with the Delaware County Intermediate Unit's consortium of public school districts to maximize purchasing opportunities. The purchasing power of 15 school districts gets the district the best prices for gasoline, diesel and heating fuel as well as office supplies.



- The tax bill of qualified township property owners will be offset by \$163.00 thanks to gambling revenues.
- Nearing the end of a 10-year facilities plan, the district can take pride in two new elementary schools, a new administration building and the major renovation of Haverford Middle School.



## Great News!

- Haverford's per pupil costs are lower than 10 of the 15 school districts in Delaware County according to a state formula, yet our district remains competitive academically with districts that spend far more in per pupil costs.

# State and National Test Results 2009

## *Fast Facts*

|                                                   | Math | Math<br>2009<br>minus<br>2008 | Reading | Reading<br>2009<br>minus<br>2008 | Writing | Write<br>2009<br>minus<br>2008 |
|---------------------------------------------------|------|-------------------------------|---------|----------------------------------|---------|--------------------------------|
| HHS<br>2008                                       | 528  |                               | 520     |                                  | 515     |                                |
| HHS<br>2009<br>(All Students)                     | 537  | +9                            | 522     | +2                               | 514     | -1                             |
| HHS 2009<br>4 Year<br>College<br>Bound<br>Seniors | 560  |                               | 544     |                                  | 537     |                                |
| PA 2009                                           | 501  | +36                           | 493     | +29                              | 483     | +31                            |

- In 2009, 236 Advanced Placement tests were taken by Haverford High School students an increase of 16 over last year's total. Eighty percent of the grades were passing grades and the highest grade if "5" was earned on nearly 40 percent of the tests.

### 2009 Mathematics PSSA

| 2008-2009 | Haverford Overall Math<br>% Advanced & Proficient | State Math<br>% Advanced & Proficient | Haverford/State-<br>Difference |
|-----------|---------------------------------------------------|---------------------------------------|--------------------------------|
| Grade 3   | 91.8                                              | 81.7                                  | + 10.1                         |
| Grade 4   | 94.6                                              | 81.8                                  | + 12.8                         |
| Grade 5   | 90.3                                              | 73.5                                  | + 16.8                         |
| Grade 6   | 85.5                                              | 75.7                                  | + 9.8                          |
| Grade 7   | 83.4                                              | 75.3                                  | + 8.1                          |
| Grade 8   | 77.7                                              | 71.3                                  | + 6.4                          |
| Grade 11  | 63.3                                              | 55.6                                  | + 7.7                          |

\*Overall refers to the scores for the total Haverford population that was assessed.

- According to the results of the PSSA standardized tests results, reading and math scores remain consistently high across the grades and well above the state performance average in grade three through six.

### 2009 Reading PSSA

| 2008-2009 | Haverford Overall<br>Reading<br>% Advanced & Proficient | State Reading<br>% Advanced & Proficient | Haverford/State-<br>Difference |
|-----------|---------------------------------------------------------|------------------------------------------|--------------------------------|
| Grade 3   | 87.7                                                    | 77.0                                     | + 10.7                         |
| Grade 4   | 87.3                                                    | 72.6                                     | + 14.7                         |
| Grade 5   | 76.2                                                    | 64.5                                     | + 11.7                         |
| Grade 6   | 78.3                                                    | 67.6                                     | + 10.7                         |
| Grade 7   | 82.0                                                    | 71.4                                     | + 10.6                         |
| Grade 8   | 87.1                                                    | 80.5                                     | + 6.6                          |
| Grade 11  | 73.8                                                    | 65.2                                     | + 8.6                          |

\*Overall refers to the scores for the total Haverford population that was assessed.

- Intense research and review led to changes in the math program in the middle and high school.
- Haverford continues to work toward ensuring success for all students by continuing to work on core curriculum delivery and a focus on instruction. A study skills curriculum for secondary special education students has been developed. been developed.

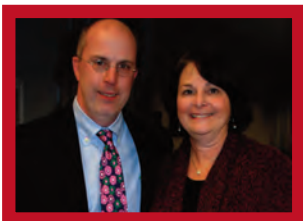


The School Directors of Haverford Township are (seated from left) School Director Karen Renshaw, Board Vice-President Maxine Murdoch, Board President Denis Gray, School Directors Patricia Giambuzzi, (standing from left) Lawrence Feinberg, Philip Hopkins, James Goldschmidt, Joseph Martin and Russell Bilotta.

Haverford Township's Board of School Directors can look back on 2009 with pride. These nine dedicated men and women have helped to lead the district through the completion of the new Manoa School opened at the start of the school year. A new wood shop now on the ground floor of Haverford High and frees up space at the middle school where a long-awaited, major renovation project nears completion.

The board has overseen the district as it advances instructionally with curriculum and technology, working hand-in-hand to advance student achievement through assessment.

Board leadership is skillfully provided by Board President Denis Gray Esq. and Board Vice-President Maxine Murdoch, Ph.D.



### **Board says good-bye to friend, colleague, advocate**

After 16 years as a school director, Ellen Hollin left the Board of School Directors in 2009. She will be remembered as a strong advocate for children, education and for the township she loves. At a November board meeting, Board President Denis Gray thanked her for her many years of dedicated service.