

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Dr. Ann Gardiner, PhD

Official School Name: William W Bodine High School for International Affairs

School Mailing Address:  
1101 North 4th Street  
Philadelphia, PA 19123-1550

County: Philadelphia County State School Code Number\*: 126515001-7070

Telephone: (215) 351-7332 Fax: (215) 351-7370

Web site/URL: www.bodine.phila.k12.pa.us E-mail: agardiner@philasd.org

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

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

Name of Superintendent\*: Dr. Arlene Ackerman

District Name: Philadelphia City School District Tel: (215) 400-4000

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

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

Name of School Board President/Chairperson: Ms. Sandra Dungee-Glenn

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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:	<u>177</u>	Elementary schools
	<u>28</u>	Middle schools
	<u>0</u>	Junior high schools
	<u>60</u>	High schools
	<u>16</u>	Other
	<b><u>281</u></b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 11490

Average State Per Pupil Expenditure: 11485

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

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

Urban or large central city

Suburban school with characteristics typical of an urban area

Suburban

Small city or town in a rural area

Rural

4. 4 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			0	7			0
K			0	8			0
1			0	9	64	97	161
2			0	10	54	87	141
3			0	11	42	65	107
4			0	12	58	90	148
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							557

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
13 % Asian  
56 % Black or African American  
16 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
15 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	548
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.920

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 5

Specify languages:

French, Russian, Krio (West African), Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 329

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The population of Bodine High School is diverse not only in terms of the racial, ethnic and multi-lingual characteristics of the students, but also in terms of socioeconomic status. The use of free/reduced lunch eligibility to determine poverty statistics among high school students results in under representation because some students who would qualify do not apply. Because of the new, and vastly more attractive lunch program introduced at Bodine by the District in 2007-2008, the number of students applying for free and reduced lunch increased significantly. However, we believe that reluctance to self-declare still affects a segment of our population. At this time a conservative estimate of those not represented due to failure to apply would be in the 7-10% range. If we add 7% of the total population (39) to the official figure (329), the adjusted estimate is 376 or 66%.

10. Students receiving special education services: 4 %

Total Number of Students Served: 23

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

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>4</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff	<u>5</u>	<u>5</u>
Total number	<u>44</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	93%	93%	92%	94%
Daily teacher attendance	94%	97%	95%	94%	96%
Teacher turnover rate	20%	16%	9%	22%	13%
Student dropout rate	0%	1%	1%	0%	0%

Please provide all explanations below.

Daily Student Attendance: Bodine's average attendance over the past five years is 93%. In 2007-2008 it was 94%, while the average daily attendance for the Philadelphia School District was 91%. For 2008-2009 thus far, our average daily attendance is 96%, and we have received the first place award for attendance in our region of 22 schools for the months of November and December. But attendance remains a challenge for us, as for other urban high schools. Because Bodine is a magnet school, our students come for all parts of the city. Many students travel 90 minutes one-way by public transportation, and this circumstance becomes a deterrent to attendance when extreme cold or other adverse weather conditions prevail. Moreover, as a Title 1 school we have many students from struggling, single parent homes, where family concerns take precedence over school attendance when illnesses or other crises arise. Severe, chronic ailments, like asthma also contribute to our relatively high rates of absenteeism. Additionally, attendance is affected by the family activities of our diverse population. For example, visits to homelands abroad frequently extend holidays and vacations, and various appointments prompt our non-English speaking parents to keep students out of school to translate. We are encouraged by the progress shown this year, and we re optimistic that the plans that we have in place for the 2009-2010 school year will enable us to maintain steady improvement.

Teacher attendance: In 2004-2005 our teacher attendance was affected by two cases. One teacher experienced the recurrence of cancer, while the other employee was the subject of disciplinary action, which she attempted to forestall through absence. In 2007-2008 two teachers were chronically absent with serious, verified illnesses. For one of these teachers the chronic illness was combined with the long-term effects of an automobile accident.

Teacher turnover: Until 2002 Bodine High School was staffed by teachers assigned through the seniority system. As a magnet school, Bodine's vacancies were typically filled by highly experienced teachers with 25-30 years of seniority at the time of transfer. As a result, the school has experienced significant "turn over" due to the retirement of these senior teachers. In the past seven years, the school has seen the retirement of 26 teachers, many of whom now return regularly as substitutes when needed. Since 2002 the Bodine faculty has chosen by an annual referendum conducted by the teachers' union, to fill vacancies not by seniority, but by "site based selection." Our staff is now a "mixed age" faculty, comprised of veterans with more than 20 years , mid-career teachers with 10-20 years and newly hired teachers, and we look forward to the increased stability, which this distribution will produce in the next decade.

Student Drop Out Rate: As a small academic school that is dedicated to the success of each student, Bodine devotes great attention to our students who are at risk. The CSAP process works effectively to support students who are in crisis, helping them to remain in school and ultimately to graduate. We are proud of our low drop out rates for the past five years, 0%, 1%, 1%, 0%, 0% and 0% respectively, which reflect the outcomes that can be achieved when teachers, the counselor and the administrators remain focused on assisting all students to succeed.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	121	
Enrolled in a 4-year college or university	<u>76</u>	%
Enrolled in a community college	<u>19</u>	%
Enrolled in vocational training	<u>3</u>	%
Found employment	<u>0</u>	%
Military service	<u>2</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	%

## PART III - SUMMARY

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Bodine High School is a magnet program established in 1981 to promote interracial understanding by attracting students from every neighborhood of the city to prepare for college in a thematic context. Our unique character is defined by a contracted partnership with the World Affairs Council of Philadelphia. Today Bodine remains true to its fundamental charter, drawing together a diverse student body that mirrors the racial composition of the city (56% African American, 14% Caucasian, 16% Latino, 13% Asian and 1% other), as well as its linguistic and socio-economic differences. Located one mile north of Olde City, Bodine serves 557 students, whose average daily attendance this year is 96%, despite the fact that many travel 90 minutes one-way by public transit. The students embrace our school because of its mission: “To provide urban public school students with a comprehensive educational experience that expands their interests to include global issues and prepares them for ... participation in the local, national and global communities.” The standards that support the mission include: a rigorous college preparatory curriculum that includes geography, technology and world language; challenging options like International Baccalaureate and Advanced Placement; an international studies program of electives, seminars, assemblies, lectures and travel; and a nurturing atmosphere where leadership and sensitivity to diverse worldviews are fostered.

Non-traditional learning experiences through the World Affairs Council characterize our unique program. Monthly assemblies affirm our commitment to global and intercultural understanding. Some assemblies feature dignitaries like Princess Alia al Hussein of Jordan and the Ambassador of Tunisia or representatives from the State Department and the European Union. Other assemblies involve cultural demonstrations or student-productions to observe African American, Hispanic and Asian Heritage Months. Our culminating celebration, International Day, features professional and student assemblies, classroom workshops like African story telling and Brazilian drumming, and student talks about their travels or native cultures. Students meet WAC speakers in their classrooms, visit WAC venues to hear world leaders (e.g. Vicente Fox and Pervez Musharraf) and travel to the United Nations and the National Holocaust Museum. Other signature activities include our “open stage” Shakespearean Festival and the spring trip abroad. Bodine’s unique social milestones include “Big Brothers and Big Sisters Day,” Senior Breakfast and Junior Tea.

Bodine’s academic rigor is matched by an extensive after school program. In the last four years Bodine has increased its offerings of PIAA sports and extracurricular activities to the level of one activity for every 16 students. Participation is high as students discover community and empowerment through academic, literary, ethnic, artistic, social and athletic activities.

Bodine’s motto is “harmony in diversity,” and visitors immediately register the warmth and energy of the school. Our students corroborate the visitors’ impressions by expressing their appreciation of the understanding they achieve by celebrating other cultures. This climate is the context for Bodine’s rigorous academic program, whose traditional roster enables students to take seven courses per year. All students take four years of one world language; 90% of upperclassmen study mathematics beyond Algebra 2, and 52% are enrolled in IB, AP or dual enrollment classes. The class of 2009 exceeded PA AYP standards with these PSSA Advanced and Proficient outcomes: 86% in Math, 84% in Reading and 100% in Writing.

The class of 2008 included two Gates Millennium scholars, amassed \$2.1 million in scholarships, and enrolled in college at the rate of 95%. These recent graduates have matriculated at competitive institutions like Stanford, Princeton, University of Pennsylvania, Carnegie Mellon, Morehouse and Spelman. This college admissions record is particularly meaningful to us, given the socio-economic profile of the student body and our recent, systematic efforts to prepare students for world-class competition by linking them with enrichment and mentoring programs from the 9th grade forward.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Bodine's academic performance is measured by the Pennsylvania System of School Assessment, which is administered to 11th graders. Student achievement is ranked as: Advanced, Proficient, Basic and Below Basic. Only Advanced and Proficient performances are counted for AYP. Each year the scaled scores are applied to the achievement rankings according to formulas fixed by the Pennsylvania Department of Education and the test publisher, Data Recognition Corporation. Information about the Pennsylvania assessment program is available at the PDE website: <http://www.pde.state.pa.us/k12/site/default.asp>. The state report card for Bodine is available at [www.paayp.com](http://www.paayp.com). Bodine has 13 performance targets, all of which have been met for the past six years.

Bodine exceeds NCLB targets for school wide and subgroup performance. In 2008 the overall percentage of students scoring in the Advanced and Proficient ranges were 84% in reading and 86% in mathematics. This year our math performance surpassed the reading, a significant breakthrough, given our history.

Reading performance has remained even at 83%-84% Advanced and Proficient over the five-year period. In 2007, the school gained 2 percentage points, but our performance returned to the mean in 2008. We have seen, however, an increase over the past three years in the percentage of students scoring at the advanced level (21%, 29%, 33%). We attribute this encouraging trend to the following practices: school-wide implementation of research-based literacy strategies, embedded test preparation at all grade levels and the infusion of "vertical rigor" by the teachers of 9th, 10th, and 11th graders who have received IB and AP training.

Analysis of the data for our subgroups reveals that Economically Disadvantaged students have deviated from the whole school trend by showing greater fluctuations (82%, 77%, 72%, 94% and 90%). They have also lagged behind the aggregate in terms of Advanced performance, but the discrepancy has been less than 5 percentage points. African Americans comprise the only subgroup whose number exceeds 40. For the first three years, the Black students outperformed the aggregate. In 2007, however, the group dropped back by less than one percentage point, and in 2008 the Black students performed below the average by slightly less than 4 percentage points. The 2008 discrepancy, however, was greater when compared with the other, smaller subgroups. The African American group scored 10 percentage points below the Latinos and 8 percentage points below the Asian and White students. At the same time the percentage of Black students receiving Advanced scores doubled between 2006 and 2007 and then gained another 8% in 2008. Last year Latino students outperformed all the other groups with 40% Advanced/50% Proficient, while Asians and Whites were close behind at 19% Advanced / 69% Proficient and 43% Advanced / 47% Proficient, respectively. The Asian group had fewer students in the Advanced range, which is likely to reflect the fact that many are former English language learners. This compels us to increase our attention to the comprehension needs of students who learned English as a second language. The discrepancy between the Black students and the other three groups prompts us to seek more knowledge about the learning characteristics of Black students and increase our efforts to engage them in mentoring and enrichment programs and in activities that affirm their cultural identity.

In mathematics the school has recovered from a low of 62% at Advanced/ Proficient in 2005 by posting continuous gains for the past three years: 75% in 2006 (+13%), 81% in 2007 (+5%) and 86% in 2008 (+5%). This improvement was paralleled by gains in the percentages of students achieving at the Advanced level (20% in 2005, 26% in 2006, 29% in 2007 and 35% in 2008). For Economically Disadvantaged students over the past three years, 2006-2008, there has been a steady increase in the aggregate achievement (75%, 81% and 91%) as well as in the percentages of students scoring at the Advanced level (25%, 33% and 38%).

Our Black students' math performance paralleled their reading achievement, placing them below the school average and below the more successful, less populous groups. The three-year trend from 2006 to 2008 for Black students has shown an increase in overall achievement as well as in Advanced performance (total Advanced /Proficient =71%, 77% and 80%, and Advanced achievement only = 13%, 22% and 28%), but in the past two years the Asian and Latino groups have both achieved in the 90-95% Advanced /Proficient range, and last year the White students achieved 91% Advanced and Proficient, rivaling the other two groups. We will address the discrepancy in math with the same strategies outlined for reading.

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

The assessment data available for Bodine consists of the results for the Eleventh Grade PSSA, Benchmark test results for grades 9-11 in English, science, mathematics and language and mean and individual SAT scores. Terra Nova data is historical only, as testing was discontinued in 2005-2006. We use all relevant data for school improvement planning. Our relative weaknesses, identified by PSSA reporting category, determine the instructional targets for the following year. In 2008, weakness in comprehension and reading skills and understanding non-fiction prompted the English teachers to develop a plan encompassing vocabulary, reciprocal teaching and summarizing/synthesis through writing and independent reading. The social studies and science departments committed to a complementary focus on non-fiction that involves pre-teaching vocabulary, preview/analyze/connect and structured note taking. The world language department supports this agenda by focusing on cognates, roots and summarization of authentic texts. The math department used the PSSA reporting categories to identify geometry, measurement and open-ended tasks as targets for vertical (grades 9-11) and horizontal (grade 11) emphasis.

Consequently, the 2008 SIP calls for the improvement of geometry instruction through manipulatives and technology and the embedding of review for geometry and measurement in all math classes where 11th graders are enrolled. Although some progress has been documented, our relative weakness in open-ended tasks prompted the mathematics department to increase student exposure to practice problems beginning in 9th grade. The science department used the weaknesses in measurement and problem-solution writing as cues to teach measurement whenever applicable and to devise writing tasks that require students to detail their problem solving processes. Our relatively low SAT scores prompted us to roster SAT Prep classes, encourage the use of on-line resources and embed SAT questions in daily warm-ups. SAT and PSSA writing results prompt us to improve writing instruction through the use of modeling, anchor papers and rapid feedback to move more students into the advanced range. Teachers use the quarterly Benchmark assessment results to identify and remediate areas of weakness in their instructional programs.

Standardized test results are also used to identify the professional development targets for the faculty, since areas of weakness signal the need for more effective instruction. Thus, Bodine's assessment data drives not only the delivery of instruction, but also its professional development agenda.

## **3. Communicating Assessment Results:**

Bodine disseminates information about student performance through mailings, telephone calls, conferences and web communications. Academic progress is reported to parents each quarter through interim reports, which are mailed, and report cards, which are distributed to students. We also mail out attendance reports, notices of eligibility for extended day and summer school classes, CSAP letters and commendations for honor roll and other significant achievements. First quarter report card conferences are held in the evening. Report card conferences for other quarters are held by appointment. Many teachers use the web to provide information about student progress. In September the counselor meets personally with all 12th graders to analyze their transcripts and develop plans for their final year. In February, the 12th grade team conducts parent conferences for at risk-seniors. Attendance is reported daily through the automated system, ParentLink, and weekly through personal calls. Teachers discuss the results of bimonthly Benchmark tests with all students, identifying strengths, areas of need and test taking strategies, and challenging each section and

individual to take ownership of learning. Benchmark scores, the PSSA results, the attendance history and report card grades are also available for families to review through ParentNet on the District web site.

The 11th grade PSSA results are announced in the summer newsletter. More detailed information is included in the September newsletter, presented by the principal to the parents at the Title 1 Budget meeting and at the September Home and School meeting. Parent volunteers examine the data when they review the School Improvement Plan. In October, individual PSSA results are mailed to parents with an explanation in the home language. Students receive their PSSA results in advisory and attend an assembly featuring certificates and a drawing for prom tickets. The juniors attend this assembly to learn of their “mission” for the coming year. Our PSSA data appears on the District’s website along with our Benchmark scores. The Report Card on the School is given to parents upon request. School achievements, including US News awards, are posted on the Bodine web site.

The counselor delivers PSAT results to sophomores and juniors during their English classes, explaining the significance of the scores and the resources for improvement. The school’s mean SAT scores and its IB and AP outcomes are shared with the Home and School parents and Middle States Planning Committee. Test results are also shared with the Directors of the World Affairs Council and with visitors. Pennsylvania Keystone Awards are visible at the main entrance, and names of PSSA achievers, honor roll achievers and SAT stars are posted in the display cases.

#### **4. Sharing Success:**

Bodine has been recognized by the Pennsylvania Department of Education for exceeding AYP standards for six years. The school has also been listed among the top schools in the nation by US News and World Report. In 2007 we were ranked in the “Silver Ribbon” division, and in 2008 we appeared in the “Bronze Ribbon” category. Additionally, Bodine has been recognized by the School District of Philadelphia for the past three years as a “Best Practices School,” and a description of our program has appeared in the annual Best Practices handbook, which is distributed to all schools. In May 2008 Bodine participated in the “Best Practices” Expo held at the Education Center to showcase successful schools and promote replication of effective models. Bodine participates in the annual autumn High School Expo, where seventh and eighth grade students investigate their public school options, and secondary administrators share program highlights with one another. We welcome prospective families and the general public to participate in our Wednesday morning tours, which are conducted by Bodine’s enthusiastic student “ambassadors” and concluded by conversations with the principal. We share our successes with our parents through monthly newsletters and through evening events, like September’s Back to School Night / College Fair, November’s report card conferences and February’s African American Heritage Assembly.

We have showcased our successful American school for delegations from South Korea, Iraq and Japan in partnership with the Philadelphia International Visitors Bureau. We also cooperate with the State Department to host the Fulbright Visiting Scholars each year. Finally, we consult with institutions, such as the University of Pennsylvania, that seek to create international studies schools, and our International Baccalaureate coordinator shares information with officials of IBO member schools and prospective IB schools.

Bodine students share their appreciation for the program in venues that gather students from many schools, like Model U.N., Academic World Quest, Building with Books, Operation Understanding and HACIA Democracy.

Our firm belief in the value of a Bodine education has always compelled us to share our experience with interested audiences, and we will maintain this tradition in the years to come.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Bodine provides a rigorous college preparatory program for all students. Historically, 94% of our students attend college immediately after graduation. Bodine combines personalized support with challenging academics and has thus maintained a graduation rate of 99% or better.

Bodine operates on a traditional full-year roster, which allows students to take seven major courses. As a result, they earn 28 credits, exceeding state and School District requirements. Our four-year curriculum is built on the core subjects: English, world language, social studies, mathematics and science. All students take four years of English and four years of the same world language. The mandatory four-year social studies sequence of World History, African American History, US History and Social Science is complemented by a one-semester ninth grade course, World Geography, which is paired with Computer Science, an introduction to the acceptable use of technology for academic work. All students are required to take seven credits in mathematics and science. The majority elects to study both disciplines for four years and choose Advanced Placement Calculus or Elementary Functions, Physics, Anatomy or Astronomy to complete their programs. The required curriculum also includes one and one-half credits in Physical and Health Education.

The 28-credit format enables students to advance and diversify according to their personal interests. The art program offers Ceramics, Crafts, Art 1 and 2, allowing avid artists to accrue a three-credit minor and many other students to take at least one art class. The same is true for technology, where students may take up to three courses, which cover hardware, advanced applications, web page design, and the global implications of information technology. Students may also elect to study a second foreign language, carry two math courses in 10th grade, take SAT Prep or explore specialized topics like African American Literature, Japanese Studies, International Economics or Personal Finance.

The rigorous International Baccalaureate option provides the most challenging program for 11th and 12th graders. Bodine's IB Diploma Programme is a comprehensive two-year curriculum consisting of English (Language A) HL, Biology HL, History HL, Math Studies SL, Information Technology for a Global Society SL, Language B (French or Spanish) SL, Theory of Knowledge, and the Extended Essay (4,000 words). Bodine permits non-IB students to enroll in IB courses to meet their general curriculum requirements, space permitting. Since its inception in 2005 the IB program has served approximately 75 students per year.

Additional options for acceleration at Bodine include these Advanced Placement courses: English Literature and Composition, English Language and Composition, Spanish Language and Spanish Literature, U.S. History and Calculus AB. Bodine students also participate in dual enrollment programs at area colleges and in Saturday AP courses offered by the School District.

The rigor of the Bodine program derives not only from the curriculum, but also from the delivery of instruction. All teachers regard the improvement of literacy skills as a critical dimension of their mission. This cross-curricular vision is apparent not only in English, history and language, but also in less obvious domains, such as health, where teachers use young adult novels, daily journaling and research projects. It is also exemplified in research projects on the history of mathematics, readings on bio-medical research and ethical controversies in science, reflective journals in art and text-rich products in the technology courses. The summer reading program extends the literacy agenda into vacation time, engaging students and parents with its "One Book" theme.

Academic rigor at Bodine derives also from the professional preparation and intellectual integrity of the faculty. Forty percent hold multiple certifications, twenty percent have professional experience in other fields and one has achieved National Board Certification. Eleven Bodine teachers (37%) have received IB or AP training. Their advanced content and pedagogical skills impact powerfully not only on the courses for which they were trained, but also the 9th and 10th grade courses that they teach.

## 2b. (Secondary Schools) English:

The English program at Bodine consists of four core courses prescribed by the School District and anchored in the Holt series, *Elements of Literature*. Our teachers enrich the core by incorporating international connections, exposing students to all literary genres, and expanding the syllabi to include additional novels and authentic contemporary texts in each grade. Students study full-length works like *The Bean Trees*, *Krik? Krak!*, *The Poisonwood Bible*, *To Kill a Mocking Bird*, *The Things They Carried*, and *Brave New World* and read articles from *The Atlantic Monthly*, *The New Yorker* and *The Wall Street Journal*. nrtment systematically promotes literacy development through independent reading. Our Shakespearean Festival opens the stage to all students who wish to prepare and perform. Eleventh and twelfth grade students read the “One Book, One Philadelphia” selection from the Free Library, and class trips to the Free Library for the Young Author’s Series motivate students to read the works before meeting with authors like Nathan McCall (*Makes Me Wanna Holler*) and Luong Ung (*Lucky Child*). The English teachers coordinate our summer reading program, which features a “One Book, One Bodine” selection, chosen to complement our internationalism, and grade-variable lists for the additional readings. Titles from previous years include *Chanda’s Secret* (Africa) and *First They Killed My Father* (Cambodia). These seasonal events, coupled with daily student-selected reading in the classrooms, create a community of readers that performs well on PSSA, and more importantly, cultivates reading habits that will support a life time of learning.

The AP and IB-trained English teachers prepare their ninth and tenth grade classes for the challenges ahead, emphasizing critical thinking and comparative analysis. Their instruction is reinforced by social studies teachers with dual certification, who systematically integrate reading and writing into the World History and African American History courses.

Differentiation is practiced at all levels and for all populations. English language learners receive support in an enrichment class and from the core teachers, who structure lessons that meet their comprehension and vocabulary needs. IEP students receive service in both the regular class and in the resource room. Adapted texts by Holt, books on tape and READ 180 also support the progress of students with disabilities. The English Intervention class provides additional instruction for struggling 9th graders. English teachers differentiate in their classes according to students’ interests and learning profiles. They also use Benchmark results in order to reteach topics efficiently and regroup students strategically. Comprehension and convention skills are addressed through direct instruction and daily warm-ups. Flexible grouping, collaborative tasks, tiered assignments and choice are practiced by the English faculty for instruction, extension and assessment. Consistent implementation of the research-based strategies prescribed in *The High School Plan for Literacy* addresses the needs of those who struggle and assists the proficient to develop greater maturity. The web-based Study Island option enables teachers to provide targeted practice for individuals and groups, and the SAT-prep course enrolls 11th graders whose reading and verbal skills require intensive development beyond that which is provided in the core course.

## 3. Additional Curriculum Area:

Bodine teachers, students and parents regard mathematics as equal in importance to literacy. Mathematics is an international language, which ranks alongside proficiency in English as a gateway to college and life-long productivity. Over the past four years our PSSA math scores have improved steadily from 62% Advanced/Proficient in 2005 to 86% Advanced/Proficient in 2008.

The anchor of Bodine’s math program is the School District’s Core Curriculum: Algebra 1, Geometry, Algebra 2 and Pre-calculus. Acceleration in math is a hallmark of our program, and this year approximately 40% of our tenth graders are taking Geometry and Algebra 2 concurrently. Increasing numbers of ninth graders arrive pre-qualified for geometry, as evidenced by the 45 freshmen currently enrolled in that subject. These conditions permit students to advance to Pre-calculus and physics in their junior year or to enter the rigorous two-year IB Math course. As seniors, the other accelerated students enroll in AP Calculus. Students who take one math course per year complete Algebra 2 in 11th grade, and then choose Elementary Functions or Pre-calculus for their final year. Mathematics instruction is standards-based and student-centered. Students work in groups to apply concepts; they demonstrate and defend their solutions before the class; they practice problem-solving skills and explicate in writing their solutions for classroom display and evaluation. All

students use graphing calculators. Teachers encourage students to explore and compare divergent strategies to solve problems; they employ manipulatives and rely on technology resources like Geometer's Sketchpad and Study Island to extend learning. The Algebra and Geometry classrooms are equipped with new CFF technology, which increases teacher options and enhances student engagement.

The mathematics teachers demonstrate their commitment to improving student outcomes by attending District-sponsored workshops, Advanced Placement Institutes, IB training weekends, webinars and national conferences. Their commitment is also evident in their professional collaboration around curriculum planning and in the time they devote to tutoring before and after school and during lunch.

#### **4. Instructional Methods:**

The District's Core Curriculum is the center of Bodine's instructional program. Teachers follow *The Planning and Scheduling Timelines*, which specify the weekly goals and content and along with strategies for cultural inclusion. Teachers also rely on the manual, *Access to the Core Curriculum*, to accommodate diverse learners and differentiate instruction. And in all classes teachers implement our literacy agenda by invoking the BDA paradigm for all texts and activating the six research-based components of *The High School Plan for Content Area Literacy*: pre-teaching vocabulary, reciprocal teaching, comprehension constructors, structured note taking, preview/analyze/connect and summarize/synthesize through writing. Technology is used in six CFF classrooms and in the computer labs, which are available to teachers by reservation.

The administration expects all teachers to differentiate instruction with the awareness that 4% of our students have mild impairments (including autism and deafness), 13% are gifted and 17% are current or former English Language Learners. Specialists consult with the core subject teachers and provide direct services to students such as re-teaching, tutoring, and remediation. For hearing impaired students the accommodations include teacher behaviors like wearing an FM device, facing the students, repeating others' contributions and using visual cues. For students with learning disabilities, implementation of the IEP in conjunction with standard differentiation strategies ensures progress. The teachers' awareness of students' learning rates and profiles, background knowledge, personality traits and special interests, coupled with the results of formative assessments, enable them to create lessons and formats that engage all students.

Teachers incorporate a variety of activities and address all modalities within their lessons. They post objectives and agendas, create study guides, design hands-on activities including weekly science labs and experiments with manipulatives, conduct text renderings, and engage students in partner and group tasks. Teachers also pace lessons so that advanced students may forge ahead, while others receive small group instruction. Study Island provides teachers with web-based options for individualized instruction and assessment. The quarterly Benchmark tests provide information about whole class, small group and individual profiles to guide decisions about reteaching, regrouping and advancing students as needed. Teachers engage "Student Voices" in empowering discussions of the Benchmark results. Only in the past year has an achievement gap developed for an NCLB subgroup, and our differentiation strategy addresses the learning characteristics of African American children and intensified efforts to involve these students in affirming enrichment programs.

#### **5. Professional Development:**

Bodine's professional development activities build capacity by expanding teacher skills in data analysis, school improvement planning, instructional practices and technology. The District's professional development calendar provides time for site-based and centralized learning throughout the year. Universal scripted trainings have targeted differentiated instruction, single school culture, classroom discussion, implementation of the Core Curriculum and use of corresponding resources. School-selected topics hinge on our annual performance targets and components of School Improvement Plan: vocabulary, literacy strategies, performance tasks and calculator use. Other topics include checking for understanding, student-centered objectives and Internet resources for communicating and enriching instruction. Weekly Leadership Team meetings facilitate the exchange of information between the administration and the teacher leaders, who meet with their departments to share information and explore content-specific best practices. Teacher leaders also

attend monthly discipline-specific professional development sessions conducted by the District at central locations and conduct turn-around training for their departments. Interdisciplinary CSAP teams meet by grade to share teaching strategies and devise student support plans. Regional coaches mentor new teachers in conjunction with school-based support from the principal and peer “buddies.” The principal provides detailed oral and written feedback from classroom visits and has an open door policy to address teacher concerns. The principal’s Weekly Update maintains the focus on rigor and relationships by highlighting “best practices” and reflecting on the current issue of The MASTER Teacher, a professional pamphlet distributed on Monday mornings. Bodine teachers attend conferences like the Delaware Valley Minority Symposium, NCTM and TI, International Baccalaureate workshops, Advanced Placement Institutes and District-sponsored after-school seminars. They also participate in webinars and pursue additional certifications. Six Bodine teachers receive technology training through “Classrooms for the Future.” Bodine participates in the Distributed Leadership program at the University of Pennsylvania, through which the core team attends monthly off-site workshops on instructional leadership and meets weekly with the DL coach to plan a professional development package, which will include national experts, for our school. This unrelenting focus on continuous improvement and teacher empowerment has enabled Bodine to maintain its high achievement on the PSSA and its high college matriculation rates.

#### **6. School Leadership:**

The administrative team of Bodine High School consists of the principal and assistant principal. The role of the administrators is to improve the educational and extracurricular programs, enhance the climate of “harmony in diversity,” preserve the partnership with the World Affairs Council and perpetuate and communicate high expectations for all stakeholders. The principal maintains a focus on instruction and ensures that all decisions are aligned with the goals of maximum time on task and intellectual rigor in a supportive atmosphere. The Leadership Team consists of the administrators, counselor, roster chairman, nurse, athletic director, World Affairs Coordinator and teacher leaders from the core disciplines and technology. The team meets weekly to address school concerns: curriculum, assessment, school improvement planning, performance targets, policy, climate, awards and admissions. The Leadership Team works collaboratively to achieve consensus on all questions. Teacher leaders meet weekly with their departments to share information and implement team decisions. The principal consults continually with individual members on matters specific to their domains. The Building Committee, representing the teachers’ union and led by building representative, meets monthly with the principal to discuss concerns. Two members of the Building Committee are members of the Leadership Team, and their dual roles create a transparency that facilitates collaboration. The Home and School Association meets monthly with the principal, providing a forum for dialog and parental leadership. The Site Selection Committee forms when teacher vacancies must be filled. Comprised of the principal, Home and School parents, students and teachers (including the building representative) this team conducts interviews and makes the final selection.

Following a faculty referendum, Bodine entered the Distributed Leadership Program at the University of Pennsylvania. The new DL team meets monthly with other schools for professional development and meets weekly with the DL coach to create a professional learning plan that will improve instruction. Distributed Leadership is an apt enterprise for Bodine, where the faculty is deeply invested in the school’s mission. Distributed Leadership formalizes and makes explicit the prevailing culture, which welcomes teacher initiative and innovation.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 11      Test: Pennsylvania System of School Assessment (PSSA)  
 Edition/Publication Year: n/a              Publisher: Pennsylvania Department of Education /Data Recognition Corp

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	86	81	75	62	70
Advanced	35	29	26	20	24
Number of students tested	150	123	96	137	81
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	91	81	75	64	86
% Advanced	38	33	25	28	36
Number of students tested	69	36	32	47	28
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	80	77	71	58	61
% Advanced	28	22	13	14	17
Number of students tested	82	83	45	74	41
<b>3. (specify subgroup): Latino</b>					
% Proficient plus % Advanced	95	91	75	85	73
% Advanced	40	36	35	39	18
Number of students tested	20	11	20	13	11
<b>4. (specify subgroup): Asian</b>					
% Proficient plus % Advanced	92	92	57	78	93
% Proficient plus % Advanced	42	58	43	33	53
Number of students tested	26	12	7	18	15

Notes:

The form does not permit expansion to enable us to account for the final student group, which, although too small to be considered and official NCLB subgroup, must be reported in order to complete the achievement profile of our school. Therefore, the PSSA results for the White students is summarized below.

2008 -- Advanced & Proficient: 91%, Advanced: 52%, N = 21

2007 -- Advanced & Proficient: 81%, Advanced: 31%, N=16

2006 -- Advanced & Proficient: 88%, Advanced: 33%, N=24

2005 -- Advanced & Proficient: 50%, Advanced: 20%, N=30

2004 -- Advanced & Proficient: 71%, Advanced: 14%, N=14

Subject: Reading

Grade: 11 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: n/a

Publisher: Pennsylvania Department of Education /Data Recognition Corp

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient & Advanced	84	86	84	83	84
Advanced	33	29	21	38	25
Number of students tested	150	123	96	137	81
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	90	94	72	77	82
% Advanced	30	25	22	28	18
Number of students tested	69	36	32	47	28
<b>2. Racial/Ethnic Group (specify subgroup): African American</b>					
% Proficient plus % Advanced	80	86	87	87	90
% Advanced	34	27	13	39	29
Number of students tested	82	83	45	74	41
<b>3. (specify subgroup): Latino</b>					
% Proficient plus % Advanced	90	91	85	85	73
% Advanced	40	27	25	39	18
Number of students tested	20	11	20	13	11
<b>4. (specify subgroup): Asian</b>					
% Proficient plus % Advanced	88	92	43	83	73
% Proficient plus % Advanced	19	25	0	28	20
Number of students tested	26	12	7	18	15

Notes:

The form does not permit us to supply the data for the final student group at our school, who like the Latino and Asian groups do not constitute an official NCLB student group, but whose performance completes the achievement picture for our school. Therefore, that data is provided below for the White student group.

2008 -- Advanced & Proficient: 90%, Advanced: 43%, N=21

2007 -- Advanced & Proficient: 81%, Advanced: 44%, N=16

2006 -- Advanced & Proficient: 91%, Advanced: 35%, N=23

2005 -- Advanced & Proficient: 73%, Advanced: 40%, N=30

2004 -- Advanced & Proficient: 86%, Advanced: 21%, N=14