

THE H-B WOODLAWN PROGRAM

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The H-B Woodlawn Program is based on a proposal developed by students and teachers in Arlington, and approved by the Arlington County School Board in 1971. The program for grades 6-12 is now in its forty-ninth year. Contact Principal Casey Robinson for more information.

I. STATEMENT OF PHILOSOPHY

The H-B Woodlawn Program is designed to provide our students with more control over their education than traditional comprehensive schools permit. We prize self-motivation and self-discipline in our students, for we know that these characteristics are vital for success here. We also work hard to inculcate these habits in our students, incrementally increasing freedom and expectations of responsibility through the grades.

II. SYSTEM OF OPERATION

The central focus of our system is student choice. Students make choices in three general areas:

A. Use of Time and Personal Behavior

H-B Woodlawn does not provide "continuous adult supervision." Rather, students must decide how to use their time wisely to meet their obligations. The amount of "unsupervised" time increases gradually from 6th to 12th grade. Some students use free time for study, while others spend it socially or away from the building. Instead of having a system of rules to govern their use of time and behavior, H-B Woodlawn students are held accountable for the consequences of their actions. Students must monitor themselves on and off campus. To make this offer of freedom work, we must trust the good intentions of our students and they must reciprocate with a sufficient degree of personal responsibility.

B. Educational Goals

The second area in which we give students more control is in setting educational goals. Beginning in middle school with personal "contracts," we expand choices in the upper grades to include the English and social studies elective programs, independent study and AP courses.

The student who can best take advantage of the personal freedom at H-B Woodlawn is self-motivated and self-directed. For these independent learners, there is no limit to their success. The flexibility, informality and individuality of the atmosphere at H-B Woodlawn encourage these students to design and implement their own programs. Some older students also take college courses, pursue internships and independent study projects, and participate in our "Community as School" Program.

Students are empowered to have control over their educational program. They are also left somewhat unprotected to suffer the consequences of their actions. In 1971 we selected "a word to the wise is sufficient" (*Verbum Sap Sat*) as our school motto to reflect our association of freedom with responsibility.

C. School Governance

We do this through the "Town Meeting" which is H-B Woodlawn's policy-making body. The Town Meeting decides the allocation of staffing given to departments, teacher hiring, the expenditure of parent-raised funds, and general school rules. Town Meetings are held weekly throughout the year. Each student, teacher, and parent in attendance has an equal vote.

As students are treated equally with adults in Town Meeting voting, so are they in other relations with adults. At H-B Woodlawn, students address their teachers by their first names and choose their own "teacher-advisor." To us, this symbolizes an equal footing in the educational process, and also stresses for the student the need to make decisions for himself or herself, not by relying on an impersonal school structure or on the power and authority of a teacher or administrator. For this same reason, administrators also teach classes and have "teacher-advisor" groups.

III. RELATIONSHIP TO THE "HOME SCHOOL"

The current enrollment of 725 for grades 6-12 consists of students who voluntarily choose to attend the H-B Woodlawn Program rather than attend their regular neighborhood middle school and high school. We operate out of our own separate building and our students take all of their classes at H-B Woodlawn. Since we are a program, our students retain their official membership in their "home" schools by:

- a. participating in sports and other extracurricular activities at that home high school;
- b. receiving their diplomas from their home high school;
- c. having their GPA from H-B Woodlawn matched up with the identical GPA of their particular home high school senior class (the class rank reported on the transcript is based on this parallel ranking system). The ranking question on the secondary school report reflects the class size of the HBW senior class and the fact that we do not rank. Any questions, please contact Fatima Posada-Bellaz at 703-228-6352.

IV. PROGRAM INFORMATION

The sixty teachers in the program are state-accredited teachers. Most have Masters degrees or beyond. Instead of having traditional guidance counselors, each teacher and administrator serves as a "teacher-advisor" for about fifteen students.

Students volunteer to participate in this alternative to the traditional neighborhood schools. Because the program is oversubscribed each year, our students are selected by lottery. An extensive advanced placement (AP) program is offered in English, social studies, mathematics, science, foreign language, and fine arts. The strength of this program is demonstrated by the number of scores of 3, 4 and 5 achieved by our students on the "AP" tests each year.

This strength has been recognized by Jay Matthews, the author of *Class Struggle* and *Harvard Schmarvard*. Using his "challenge index," he has continually rated H-B Woodlawn among highly competitive public high schools (with open enrollment policies) in the Washington, D.C. area (*The Washington Post*). Matthews has also ranked H-B Woodlawn as a top school in the U.S. (*Newsweek*).

Our experience has been that H-B Woodlawn students approach college with a mature and realistic understanding of their interests and abilities, and with a heightened commitment to learning for its inherent value.

STUDENT PROFILES: 2016 – 2019

MEAN SAT SCORES*

	<u>Class Size</u>	<u>% of class Represented</u>	<u>Reading/Writing Scores</u>	<u>Math Scores</u>	<u>Combined Scores</u>
Class of 2020	111	56%	649	648	1297
Class of 2019	107	55%	657	652	1309
Class of 2018	100	57%	651	644	1295
Class of 2017	88	45%	642	621	1263

* Junior Year Scores

MEAN ACT SCORES*

	<u>Class Size</u>	<u>% of class Represented</u>	<u>English Scores</u>	<u>Math Scores</u>	<u>Reading Scores</u>	<u>Science Scores</u>	<u>Composite Scores</u>
Class of 2020	111	29%	30	28	30	29	29
Class of 2019	107	39%	30	28	31	29	30
Class of 2018	100	39%	31	28	31	29	30
Class of 2017	88	49%	30	28	29	28	30

*Junior Year Scores

NATIONAL MERIT PROGRAM

	<u>Class Size</u>	<u>Number of Semi-Finalists</u>	<u>Percent of Senior Class</u>
Class of 2020	111	1	0.9%
Class of 2019	107	2	1.8%
Class of 2018	100	0	0
Class of 2017	88	1	1%

ADVANCED PLACEMENT TEST RESULTS

<u>Year Tests Taken</u>	<u>Number of AP Tests Taken</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Spring of 2019	602	11%	21%	30%	21%	18%
Spring of 2018	613	18%	22%	31%	18%	12%
Spring of 2017	514	15%	20%	33%	20%	12%

PLANS OF GRADUATES

	<u>Four-Year Colleges</u>	<u>Two-Year Colleges</u>	<u>Work/Study/Travel</u>
Class of 2019	78%	20%	2%
Class of 2018	79%	19%	2%
Class of 2017	88%	9%	4%
Class of 2016	84%	14%	2%

**H-B WOODLAWN
CLASS OF 2019
SENIORS' PLANS BY STATE**

CALIFORNIA (2)

Occidental College—1
University of California, Irvine--1

COLORADO (2)

Colorado College--1
Colorado State University--1

CONNECTICUT (1)

Wesleyan University--1

DISTRICT OF COLUMBIA (3)

Georgetown University—2
The Catholic University of America--1

FLORIDA (2)

Florida State University--1
University of Miami—1

GEORGIA (2)

Savannah College of Art and Design—1
University of Georgia—1

IOWA (1)

Luther College--1

INDIANA (1)

Indiana University at Bloomington—1

KENTUCKY (1)

University of Kentucky--1

MARYLAND (2)

McDaniel College—1
St. Johns College--1

MASSACHUSETTS (3)

Berklee College of Music--1
Boston College--1
Smith College—1

MICHIGAN (2)

Calvin University—1
University of Michigan—1

MINNESOTA (1)

Carleton College--1

NEW HAMPSHIRE (1)

Dartmouth College--1

NEW JERSEY (1)

Seton Hall University--1

NEW YORK (7)

Barnard College—2
Manhattan College—1
Union College—1
United States Military Academy—1
University of Rochester—1
Vassar College--1

OHIO (2)

Case Western Reserve University—1
Kenyon College--1

PENNSYLVANIA (4)

Juniata College--1
Lafayette College--1
University of Pittsburgh--1
Widener University--1

TENNESSEE (2)

Belmont University—1
University of Tennessee, Martin—1

TEXAS (1)

The University of Texas, Austin--1

VIRGINIA (57)

George Mason University—4
J. Sargeant Reynolds Community College--1
James Madison University—3
Marymount University--1
Northern Virginia Community College--20
Radford University—1
University of Mary Washington--4
The College of William and Mary—5
University of Virginia—7
Virginia Commonwealth University—4
Virginia Polytechnic Institute and State University—7

VERMONT (1)

University of Vermont—1

QUEBEC (2)

McGill University--2

GAP YEAR/WORK (2)

