

THE H-B WOODLAWN PROGRAM

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September 2022

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 fifty first 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 themselves, 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 704 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. If you have 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.

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: 2020 – 2023

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 2023	107	53%	660	649	1309
Class of 2022	108	47%	662	652	1314
Class of 2021	105	26%	668	692	1360
Class of 2020	108	56%	649	648	1297

* 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 2023	107	32%	29	27	31	28	29
Class of 2022	108	10%	33	30	34	29	32
Class of 2021	105	15%	29	27	31	27	29
Class of 2020	108	29%	30	28	30	29	29

*Junior Year Scores

NATIONAL MERIT PROGRAM

	<u>Class Size</u>	<u>Number of Semi-Finalists</u>	<u>Percent of Senior Class</u>
Class of 2023	107	3	2.8%
Class of 2022	108	5	4.6%
Class of 2021	105	2	1.9%
Class of 2020	108	1	0.9%

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 2022	570	15%	21%	24%	25%	15%
Spring of 2021	543	13%	22%	26%	27%	11%
Spring of 2020	586	16%	20%	29%	25%	11%

PLANS OF GRADUATES

	<u>Four-Year Colleges</u>	<u>Two-Year Colleges</u>	<u>Work/Study/Travel</u>
Class of 2022	85%	4%	11%
Class of 2021	80%	15%	4%
Class of 2020	84%	12%	4%
Class of 2019	78%	20%	2%

H-B WOODLAWN CLASS OF 2022 SENIORS' PLANS BY STATE

ARIZONA (1)

Arizona State University-1

CALIFORNIA (3)

Occidental College-1

Santa Clara University-1

University of California-Santa Barbara-1

COLORADO (2)

Colorado School of Mines-1

University of Denver-1

CONNECTICUT (1)

Wesleyan University-1

DISTRICT OF COLUMBIA (1)

American University-1

DELAWARE (1)

University of Delaware—1

GEORGIA (3)

Georgia Institute of Technology—2

University of Georgia-1

ILLINOIS (1)

University of Illinois at Chicago—1

KANSAS (1)

University of Kansas--1

LOUISIANA (2)

Tulane University of Louisiana-2

MASSACHUSETTS (2)

Northeastern University--2

MARYLAND (2)

Goucher College—1

Maryland Institute College of Art—1

MICHIGAN (1)

University of Michigan Ann Arbor-1

MINNESOTA (3)

Carleton College-1

St. Olaf-1

University of Minnesota Twin Cities-1

NORTH CAROLINA (2)

Davidson College-1

Wake Forest University-1

NEW JERSEY (1)

Princeton University-1

NEW YORK (4)

Cornell University-1

New York University-1

Rochester Institute of Technology-1

University of Rochester-1

OHIO (1)

Oberlin College-1

PENNSYLVANIA (10)

Bloomsburg University of Pennsylvania—1

Dickinson College-3

Franklin and Marshall College-1

Misericordia University-1

Pennsylvania State University-1

Saint Joseph's University-1

Swarthmore College-1

University of Pittsburgh-1

RHODE ISLAND (1)

University of Rhode Island-1

SOUTH CAROLINA (3)

Clemson University-1

Converse College-1

University of South Carolina, Columbia-1

TENNESSEE (1)

The University of Tennessee, Knoxville-1

VIRGINIA (38)

College of William and Mary—11

George Mason University—3

James Madison University—1

Northern Virginia Community College--4

Radford University—1

University of Mary Washington—1

University of Richmond-1

University of Virginia—7

Virginia Commonwealth University—7

Virginia Polytechnic Institute and State University-2

VERMONT (1)

University of Vermont—1

WISCONSIN (2)

Marquette University-1

University of Wisconsin-Madison-1

QUEBEC (1)

McGill University—1

GAP YEAR/WORK (11)