Steps to applying online

To use the School Selection process, here’s what you should do and when.

The District’s online School Selection application process is for families who wish to apply to schools other than their neighborhood elementary, middle or high school. For families who do not have internet access, computer kiosks will be available at regionally based Network Offices and at the Office of Student Enrollment & Placement, 440 N. Broad St., Suite 111. Parents can also use the computers at their local Free Library branch.

As usual, the District’s process includes neighborhood schools with available seats, city-wide middle schools, and citywide and special admission high schools. Charter schools have a variety of application timelines and processes. For more information about a specific charter school’s timeline and application process, contact the respective charter school directly.

August-November

• If a student is interested in a school with entrance criteria, families should review the student’s final report card from the previous grade level, as well as his or her standardized test scores, behavior marks, and attendance to determine whether he or she meets the entrance criteria.

• The School Selection student application will be available on the District’s website from Sept. 20 to Nov. 1. District students will be able to access the application through the parent/student online portal by entering their student ID and password. Non-District students will be able to access the application through a link on the main page of the School District’s website. The High School Fair will be held from 5 to 7 p.m. Friday, Sept. 20, and from 10 a.m. to 2 p.m. Saturday, Sept. 21, at the Pennsylvania Convention Center, at Broad and Race Streets. Registered middle school groups can attend from 1 to 5 p.m. Friday. All Philadelphia District, charter and Archdiocesan schools are invited.

• Families research schools. Students and families can access the District’s high school directory and other School Selection resources at schoolsselect.philasd.org.

• Information sessions: Teachers and counselors may hold sessions to help parents and students choose schools and complete the online student application. Parents should ask principals for information about completing the application.

Fall and ongoing

• Some high schools allow prospective applicants to visit and shadow students. Families should contact schools directly for more information on shadowing and visits. The District is encouraging high schools to hold open houses in the fall for prospective students.

• Charter schools have separate application forms and deadlines for entering admissions lotteries. A list of charter schools participating in the new common application coordinated by the Charter School Office and Philadelphia School Partnership is available on PhillySchoolApp.org.

By Nov. 1

• The application deadline for the District’s School Selection application and the common application for charter schools is 5 p.m. Nov. 1, 2019. Applications may be submitted starting Sept. 20, but there is no admissions advantage to submitting early.

• Students may apply to up to five District schools. There is no limit on charter applications.

• Non-District students who applied to District schools that have admissions criteria must deliver transcripts and any required supplemental materials, such as essays, directly to the schools by Nov. 1.

November-January

• Evaluation Process: For information on each respective school’s admission activities such as interviews and auditions, refer to the High School Directory, which can be found on the Office of Student Enrollment and Placement’s website.

• Application Decisions: Special admission schools make decisions on approval, disapproval, and waitlists. Citywide high schools choose the students who meet their admissions criteria to enter into the admissions lottery. The offices of Student Enrollment and Placement and of Information Technology run three computerized lotteries (one each for general education, special education, and EL students) for acceptance to citywide and neighborhood schools.

• Charter schools begin holding admissions lotteries.

January

• Initial Notifications: The District notifies students about initial status for their selected schools. These notifications can be accessed through the student/parent portal for District students and via the email used for the application process for non-District students (i.e., those from charter, private, and parochial schools).

• Approvals (One or More): Students with multiple approvals are expected to confirm their selected school choice within the defined amount of time. The notification will include the amount of time allotted for acceptance of an approval.

• No Approvals: Students with no approvals are guaranteed enrollment at their neighborhood school.

• Citywide high schools choose the students who meet their admissions criteria to enter into the admissions lottery.

February

• Final notifications: The District collaborates with schools to fill vacancies from waiting lists and sends final notifications about where they have been accepted. These notifications can be accessed through the student/parent portal for District students and via the email used for the application process for non-District students.

...and beyond

• After students receive their final letters from the District, students may make one change in their school selection if they are subsequently accepted from waiting lists.

• Students are allowed to pull from waiting lists to fill vacancies if they arise.

• Families can appeal a disapproval decision through the Request for Reconsideration process provided by the Office of Student Rights and Responsibilities.

-Dale Mezzacappa

Compiled with assistance from Danielle Seward, District deputy chief, Student Enrollment & Placement.

More online at thenotebook.org

Choosing the best high school for you

Our cover features scenes (clockwise, top left) from Parkway Center City (photo by Charles Mostoller), Kensington Health Sciences Academy (photo by Liya Liu), YouthBuild Philadelphia Charter School, and Parkway Central Library’s Culinary Literacy Center (photos by Naomi Elegant).
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The Guide will be distributed, without cost, to Philadelphia public, charter, and parochial high schools, branches of the Free Library of Philadelphia, government offices, and many community-based organizations in October. Learn more or request copies for pickup at www.stepuptocollege.org.
Entering his 8th year as superintendent, Hite emphasizes consistency, puts more focus on equity
by Dale Mezzacappa

As he enters his eighth year as Philadelphia schools’ superintendent — he is the longest-serving District leader since Constance Clayton (1982-93) — William Hite is emphasizing a story of steady progress and consistent focus on crucial goals.

This year, the District acknowledges, city schools still face daunting obstacles of concentrated poverty and financial struggles aberrated by a broken state funding system.

“The things that school districts don’t do well is our focus on things they’ve set out to accomplish,” Hite said in a back-to-school interview. “They start a lot of things, add a lot of things, and it feels like a lot of activity and energy. One thing that is important here in Philadelphia, we’re focused on the same things as last year.”

Among the most important: improving early literacy and getting more students to graduate with “the skills and ability to pursue their aspirations and dreams.”

Other District focus areas include recruiting and retaining talented teachers and stepping up facilities repairs and upgrades.

News coverage of unsafe conditions in school buildings helped the District get additional resources to deal with problems such as lead contamination and asbestos, although he said the District was working before within its limited means to address them.

“It drew attention and resources to help people think about the coverage. “It drew attention to areas in which we were patching stuff that needed more than a patch.”

Over the summer, he said, lead stabilization was completed in 18 schools and the District installed 150 new air conditioners in six schools, spending $24 million in school renovations above and beyond normal maintenance.

“We have made a significant investment in that space, space beyond lead,” he said.

In addition, “We continue to modernize classrooms,” he said. An additional 132 K-3 classrooms were modernized this summer, bringing the total to 363, meaning that they received new lights, new ceilings, new furniture, new technology and educational materials.

Being able to read proficiently by 3rd grade is a crucial benchmark for future success, and the District has made significant progress in that area, although more than half of students still read below grade level.

Over the last two years, the District has spent $422 million in capital and operating funds for classroom improvements. A District assessment in 2017 found that it would cost nearly $5 billion to fully make safe and modernize all the District’s facilities.

Resources remain sparse relative to the needs, but the District is not in crisis mode. Hite’s tenure, when dozens of schools were closed, thousands of teachers laid off, and there was uncertainty over whether the District could even open on time.

The District hired nearly 700 new teachers and counselors to start the year, and Hite said that as of Tuesday there were just 62 unfilled positions. Keeping the District adequately staffed is always a struggle, but he says that it is far better than several years ago.

“We have a 99 percent fill rate. I challenge you to find another urban school district that has that type of a fill rate. That’s out of 100 people we don’t resign between now and first day of school. But we are working hard to fill the vacancies, and we are trying to communicate a broader story. Instead of Philly has a terrible problem, we’re saying we want you to come here, start your family here, and bring your children to our schools.”

Data show that teacher attrition is still high — more than half of new teachers leave before the five-year mark — but that is a natural consequence.

Hite acknowledged the stark disparities in conditions between teaching in the city and in some neighboring suburban districts, where salaries are higher and conditions less stressful.

“The story in Lower Merion or Abington, that’s night and day…so dramatically different,” he said. He recalled how hard it was to recruit in years when “I don’t know if we can open [schools] if we don’t get $55 million now, and teachers get a letter around the holidays saying maybe this is your last paycheck…That is not recruiting material. It is survival material.”

But survival is often the story of urban U.S. schools, which, as a matter of policy, generally receive fewer resources to educate the neediest students. Although Philadelphia is not in crisis mode at the moment, not much progress has been made since Hite arrived in making Pennsylvania’s system for funding schools adequate and equitable. The Commonwealth has some of the largest gaps in spending in the nation between wealthy and poor districts.

**Struggle for funding equity**

Although the legislature adopted a new funding system that distributes state aid in a way that takes into account the actual needs of districts, accounting for poverty rates, the concentration of poverty, local tax capacity, and other factors, that system has not been fundamentally adequate -- or fair.

That’s less than 10 percent now. A “hold harmless” clause ensures that no district gets less than it did the year before even if it has lost enrollment, which tends to put larger urban districts at a disadvantage. The General Assembly has balked at making changes because it would result in money shifting — and in many cases poor — districts seeing a dip in aid.

But if all the funds were distributed through the formula, Philadelphia would get more than $500 million in additional money each year.

“We are happy that new dollars are coming through the formula that way, and large and it’s still inherently a system that’s not based on fundamental adequacy or fairness,” Hite said. In May, Hite joined other urban superintendents to protest in Harrisburg.

Gov. Wolf, a Democrat, campaigned on funneling significant new money into education and had high ambitions to overhaul the tax system, including a state income tax increase, to pay for it. But those plans, made early in his first term, faced stiff opposition from Republican lawmakers and were never realized. Wolf soon settled for incremental increases each year and no significant formula changes for either basic education or charter schools.

Pennsylvania’s charter funding system exacerbates the resource gap, because money that goes to charters comes from districts’ state allotments.

“I won’t opine on what Harrisburg is doing,” Hite said, “or why they’re doing it. We need a system that is fairer in terms of funding monies for facilities and educating children who, by and large, are coming from circumstances of poverty in higher percentages than in other places. That’s what we need. Somebody else has to ask the question of why we can’t get help for that.”

Wolf has announced his intention to make some changes in policy involving charter schools through executive order, including some that the governor said would require them to adhere to the same standards as traditional district schools. Hite sees this as a move that “may make people be more motivated to do something. Anything there would be beneficial, as long as we move it beyond one group to fund another group.”

The charter law and its method for funding schools have not been significantly amended since the law was first enacted in 1997. And half the state’s money that goes to charters comes from charters.

But equity is one value that Hite continues to call the “conversations about race, and we want, as a District, to talk a lot more about it and how it impacts our own understanding about our biases in issues associated with race, class, and to some extent, demographics,” he said. “We’re trying to get better at it as a district.”

The District announced in May that it is embarking this year on a Comprehensive Planning Review that will take a look at its facilities in all city neighborhoods, making an effort to plan for the future as some neighborhoods may need more schools while the needs in others shrink. One goal is to create as many K-8 schools as possible instead of having a hedgehog of grade configurations, and yet another goal is to ensure growth, Hite said.

Beyond that, Hite wouldn’t say much about what values underlie the planning. Values such as prioritizing school desegregation, for instance, would come out of the process instead of being predetermined, he said.

But equity is one value that Hite has embraced. He made a decision, controversial in some quarters, to move Science Leadership Academy, a selective admission school, into the same building as Benjamin Franklin High School, which is marked by high poverty and low achievement. He said that some good has already come from that move.

“The two student bodies have been working together to create a sense of community and involve their voice in this project,” he said. “The two communities are learning from each other. We’re looking to see students from different backgrounds having experiences together through either extracurricular activities or athletic programs.”

**Equity initiative**

One of the more interesting new initiatives being undertaken by the District this year is one that puts the focus squarely on race and equity by having people in the schools and central administration talk more openly about it.

The equity initiative includes staff training that seeks to get teachers and others to recognize and confront their implicit biases. At its last meeting, the Board of Education approved a $170,000 contract to hire the Equity Lab, a consulting firm, to work with top administrative staff so they “have the tools and mindset needed to be successful,” according to the resolution. The firm proposed “a robust engagement that will establish a common understanding of race, equity, diversity and inclusion principles.” It includes four days of development sessions, as well as individual coaching.

And at new teacher orientation, the District launched a process to engage them in “equity circles” in their schools, in which they get together periodically to discuss and confront these issues and their own attitudes.

“It’s all about understanding the cultural context of how they’re working and how they will begin to develop relationships with young people and families to ensure that the child gets what the child needs in order to be successful,” he said.

“There are underlying tensions in many conversations about race, and we want, as a district, to talk a lot more about it and how it impacts our own understanding about our biases in issues associated with race, class, and to some extent, demographics,” he said. “We’re trying to get better at it as a district.”

Daryl Murphy
In the School District’s career and technical education (CTE) programs, students learn the technical theories, competencies, and skills that are used in business, industry, and professional settings. They also offer a college preppy and academic curriculum.

CTE graduates are equipped with industry knowledge, credentials, and certifications, but they are also prepared for post-secondary educational opportunities such as colleges, universities, technical schools, and apprenticeship programs.

Below are the programs now offered to District high school students. Full descriptions appear in the District’s 2019 High School Directory.

Accounting & Financial Services
Prepares students to provide technical administrative support to professional accountants and other financial management personnel.

Locations: Fumes, Lincoln and Washington

Animal Sciences
Focuses on the sciences behind the production and health of all large and small animals. Students learn about equine science, dairy husbandry, and beef production, as well as sheep and small lab animals.

Location: Saul High School for Agricultural Sciences

Architectural Drafting
Prepares students to apply technical knowledge and understanding of scientific principles, mathematical concepts, and technical skills, including CAD, to develop plans for buildings and other structures using various building materials, creative layouts, and designs that are in keeping with the various building codes, zoning laws, and other regulations and ordinances.

Location: West Philadelphia

Automotive Collision Repair
Prepares students to apply technical knowledge and skills to repair damaged vehicles such as automobiles and light trucks.

Locations: Edison, Randolph, Swenson, and the Workshop School

Automotive Technology
Prepares students to apply technical knowledge and skills to servicing and maintenance of all types of automobiles and light trucks.

Locations: Edison, Mastbaum, Randolph, Swenson, and the Workshop School

Baking & Pastry Arts
Gives students practical hands-on experience and basic theoretical training in desserts, pastries, candies, decorative work, specialty or artisan breads, high-volume production, and food marketing.

Location: Swenson

Barbering
Prepares students to shave and trim facial/neck hair and beards, cut and dress hair, fit hairpieces, give facial and scalp massages, apply skin treatments, and prepare for licensure as professional barbers.

Location: Dobbs

Biotechnology
Focuses on the connections between students’ science courses and potential solutions to various problems of our modern world.

Location: Dobbs and Roxborough

Business Administration
Prepares students to learn and work within various business and office/administrative operations by introducing them to the latest Microsoft Office Suite that will prepare them to take the Microsoft Office Specialist certification exams.

Locations: Dobbs, Franklin Learning Center, King, Lincoln, Mastbaum, and R antiborough

Carpentry
Prepares students to apply technical knowledge and skills to lay out, fabricate, erect, install, and repair structures and fixtures using hand and power tools.

Locations: Mastbaum and Swenson

Computer-Aided Drafting & Design
Prepares students to apply technical knowledge related to the gathering and translating of data or specifications, including basic aspects of planning, preparing and interpreting mechanical, architectural, chemical, structural, civil, pneumatic, marine, electrical/electronic, topographical, and other drawings and sketches used in various engineering fields.

Location: Franklin

Computer Supports Systems Technology
Prepares students to apply basic engineering principles and technical skills in support of professionals who use computer systems.

Locations: Kensington and South Philadelphia

Computer Systems Networking
Focuses on the design, implementation, and management of linked systems of computers, peripherals, and associated software.

Locations: Dobbs, Swenson, and West Philadelphia

Construction Technologies
Prepares students to apply knowledge and skills in the construction technology field.

Location: Randolph

Cosmetology
Prepares students to apply technical knowledge and skills related to a variety of beauty treatments, including the care and enhancement of the condition of hair, complexion, and hands.

Locations: Dobbs and Edison

Culinary Arts
Prepares students for employment related to institutional, commercial, or self-owned food establishments or other food industry occupations.


Dental Assisting
Prepares students to function effectively as integral members of the dental health team.

Locations: Kensington Health Sciences and Randolph

Digital Media Production
Includes, but is not limited to, computer system set-up and maintenance, operating basic computer and communications applications, design and layout of graphic and multimedia images, photography, website, and video and audio design and production.

Locations: Creative & Performing Arts (CAPA), Dobbs, Kensington CAPA, Overbrook, Northeast, Roxborough, Swenson, and West Philadelphia

Early Childhood Education & Childcare
Prepares students for a variety of occupations in childcare and guidance, often under the supervision of professional personnel in daycare centers.

Location: Parkway West

Electrical & Power Transmission Installation
Prepares students to apply technical knowledge and skills necessary to install, operate, maintain, and repair electrically energized residential, commercial, and industrial systems, and DC and AC motors, controls, and electrical distribution panels.

Locations: Edison, Mastbaum, and Swenson

Electronics Technology/Automated Systems
Prepares students to apply basic electronic principles and technical skills to the production, calibration, estimation, testing, assembling, installation, and maintenance of electronic equipment.

Location: Randolph

Emergency Medical Technician/Fire Academy
Prepares students to function as an emergency medical technician and firefighter.

Location: Randolph

Engineering Technologies
Prepares students to apply knowledge and skills in the engineering field.

Locations: Carver, Kensington, Science Leadership Academy, Science Leadership Academy @ Benjamin Franklin Philadelphia, and Swenson

Facility & Property Maintenance
Prepares students to apply technical knowledge and skills to maintain a building functioning and to serve a variety of structures, including commercial and industrial buildings and mobile homes.

Location: Dobbs and Franklin

Fashion Design
Introduces students to the spectrum of occupations associated with clothing and textile management, production, and services.

Location: Dobbs

Film & Video Production
Introduces students to the art and science of digital film and video production.

Locations: Edison, Fels, Lincoln, R antiborough, and Science Leadership Academy

Food Processing Science
Focuses on the study of food systems, which includes production, processing, and safe handling.

Location: Saul

Graphic Design
Provides students with the knowledge, skills, and portfolio needed to successfully tackle the challenges of college instruction or to pursue a career as a freelance graphic designer.

Locations: Dobbs, Edison, Mastbaum, and South Philadelphia

Health Information Records Technology
Prepares students to classify medical information and prepare records under the supervision of a medical records administrator.

Location: Mastbaum

Health-Related Technologies
Prepares students to apply knowledge and skills in the health occupations.

Instruction is provided in basic skills in a variety of areas, such as health and medical services, pharmaceuticals, and medical instruments and supplies.

Locations: Edison, Kensington Health Sciences, Lincoln, King, Mastbaum, Overbrook, Randolph, Robeson, Ryan, South Philadelphia, and Swenson

Horticulture
Focuses on the science behind plant production and health.

Locations: Lincoln and Saul

Logistics, Materials & Supply Chain Management
Prepares students to manage and control acquisition and logistical functions in an enterprise and to undertake the responsibilities associated with receiving, storing, shipping, controlling, and distributing products and materials, and the various systems and recordkeeping pertaining to these operations.

Location: Edison

Medical/Clinical Assistant
Prepares students to assist physicians by performing functions related to administrative and clinical duties of a medical office.

Location: Franklin Learning Center

Natural Resource Management
Focuses on the science behind protecting the natural environment. Hands-on skill-building highlights the value of biodiversity and the responsible management of natural resources.

Location: Saul

Plumbing Technology
Prepares students to practice as licensed plumbers by applying technical knowledge, safety, and skills to lay out, assemble, install, and maintain plumbing fixtures and systems for steam, natural gas, oil, hot water, heating, cooling, drainage, lubricating, sprinkling, and industrial processing systems in home and business environments.

Location: Edison and Mastbaum

Precision Machine Tool Technology
Prepares students to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making calculations relating to work dimensions, tooling, and feeds and speeds of machining.

Location: Franklin

Rehabilitation Aide
Prepares students to perform functions related to physical rehabilitation. Includes instruction in roles and responsibilities of rehabilitation providers, basic function of the human body, disabling conditions, therapeutic skills, client management and communication skills.

Location: Sare

Solar Energy
Frankford was selected to implement the nation’s first Solar Energy Program of Study for high school students. A new three-year curriculum for an inaugural class of 100 grade 9 students will begin in fall 2020.

Locations: Franklin High

Sports Marketing & Management
Prepares students to perform development, marketing, and management functions and health careers in the sports and entertainment industry.

Locations: Dobbs, Kensington, Lincoln, Northeast, Roxborough, and Washington

Welding Technology
Prepares students to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame-cutting, and plasma welding. Hands-on, semi-automatic, and automatic welding processes are also included in the instruction.

Locations: Edison, Franklin, Mastbaum, and Randolph
Would CTE fit your needs? Take a look
by Dale Mezzacappa

These questions and answers were developed with the help of the School District’s Office of Career and Technical Education.

Is CTE a good idea for me?

CTE, or career and technical education, used to be called vocational education. The varied programs available now are designed to prepare students for jobs in today’s economy. In addition to traditional trades that are still in demand, such as plumbing, welding, and auto repair, CTE programs now include such fields as health-related technologies, computer systems networking, graphic design, and culinary arts. Typically, students spend 1,080 hours of learning time in their specialties. Classes are taught by teachers with experience in the field, and students also may get part of their training through industry internships and apprenticeships. Successful CTE students can graduate from high school with certifications and contacts that can lead directly to employment.

If I take CTE, does that mean I won’t be prepared for college?

Quite the contrary. CTE students take all the academic coursework required for high school graduation in addition to their specialties, and they can often be better prepared for college. Studies show that CTE students graduate at higher rates than non-CTE students, which is probably the result of the focus on employable skills and hands-on learning.

Do CTE students attend college?

Many do. Most CTE career areas require at least some post-secondary training. CTE graduates can and do enroll in four-year colleges, community colleges, and trade schools.

Will CTE prepare me for well-paying jobs?

Many of the CTE specialties are in demand now. Some traditional trades, including plumbers, welders, and electricians, are experiencing worker shortages and pay well for highly trained people.

How do I choose a program? How do I know whether it is rigorous and legitimate?

Talk to your counselor during 7th and 8th grades about your interest. All CTE programs have admission guidelines, and competition is stiff. But more than two dozen District high schools, including nearly all neighborhood schools, have at least one CTE program. This guide, as well as the District’s online high school directory and the CTE page on its website, outlines what specialties are available at what schools (see page 37).

Can I find CTE programs in charter schools?

One charter high school, Universal Audenried in South Philadelphia, has state-certified CTE programs, in health-related technology and culinary and automotive trades. It also offers cinematography and video production. Don’t assume from a charter school’s name that it has a CTE focus or a certificated CTE program, even though it may offer work-study or internship placements in certain fields.

What questions should I ask before enrolling in a CTE program?

Important questions include: Who is the teacher, and what is their experience in the field? Of those who enroll, how many pass their state competency exams? Can I earn college credits? Will I get to go to work-based settings? What partnerships are offered with employers? What kinds of internships, part-time jobs, or other work experiences might be available for summer or after school? What industry certifications can I get? Ask the principal: How do you view CTE and what do you do to support it?

What are industry certifications, and how do students earn them?

Students can earn industry certifications by passing a test showing that they have mastered the skills at the standards required to work in the field. The industries design the tests. These credentials may allow students to enter the occupation right after graduation. In most programs, each student can obtain multiple certifications. For instance, students in health-related fields can be certified in CPR and in the use of defibrillators, among other competencies. Philadelphia’s CTE students earned more than 1,800 industry certifications in 2016-17. The states for industry certifications are fully covered by the District.

What is NOCTI?

The acronym for this test stands for National Occupational Competency Training Institute. Pennsylvania requires that students who have completed a three-year, 1,080-hour program take this exam in their senior year for the program to maintain good standing and continue to qualify for federal Perkins funds. The NOCTI exam has a theoretical component, administered online, and a hands-on, practical component. About 70 percent of students who take the NOCTI in Philadelphia pass it. Potential employers consider industry certifications more important than NOCTI scores, although students who score advanced on NOCTI can get an additional state credential and benefit when applying to post-secondary institutions.

Is it possible to earn college credits through CTE?

Yes. For most programs, this comes through the Pennsylvania Department of Education’s Students Occupationally and Academically Ready (SOAR) program. Students can earn up to 11 college credits at participating institutions across Pennsylvania, depending on the field. Every field allows for at least some college credits with one or more state institutions. Students can also get post-secondary internships and industry apprenticeships through SOAR.

Do CTE programs now include such fields as health-related technology and culinary and automotive trades? CTE programs now include such fields as health-related technology and culinary and automotive trades.
Choosing the best high school for you
Choosing a high school: Frequently asked questions
by Dale Mezzacappa & Lauren Wiley

I am excited about going to high school. How do I get started?

Talk to the adults in your life, including teachers, counselors, and parents or guardians. Read this guide and the District’s online high school directory to develop a list of schools that align with your interests and future goals. Seventh and 8th graders can attend the Philly High School Fair on Sept. 20 and 21 at the Pennsylvania Convention Center located at Broad and Race Streets.

When should I get started?

No later than the beginning of 7th grade. Selective high schools look at 7th grade attendance, grades, and test scores in determining who is qualified to attend.

How do I apply? What’s the deadline?

The application process is conducted online. Students and their families can access an application on the District’s website starting Sept. 20. All 8th grade students, even those who intend to go to their neighborhood high school, are being asked to participate in the selection process. Applications will be accepted until the deadline of 5 p.m. on Nov. 1.

How does the online application system work?

Students and families must fill out the application online and submit it directly. Counselors have online access to the applications of all the students in their school so they can help students with their choices. Students should take the initiative to get this help.

What is the difference between a special admission high school and a citywide admission high school?

Special admission schools have more competitive entrance criteria. Students accepted to special admission schools must meet the school’s test score, grade, and attendance requirements. Citywide admission schools give less weight to test scores, but still set minimum standards regarding grades, attendance, and discipline records.

The principals and their selection teams at special admission schools make the admission decision based on an evaluation of each student’s academic record against the school’s entrance criteria. Citywide admission schools also conduct an evaluation of each student’s academic record against the school’s entrance criteria but put all students that meet the entrance criteria into a computerized lottery that randomly selects the students who will be offered admission.

How do I get into a charter school?

Every year, each charter school in Philadelphia provides an application for new students and announces a deadline to receive applications for available seats in the next school year. Some schools create their own application. Many others use the Apply Philly Charter standard application, which is developed by Great Philly Schools, an independent entity not affiliated with the District. You can find more information at applyphillycharter.org. You can apply to those charter schools starting on Sept. 20. The application deadline is Jan. 27.

How can I find out the admissions requirements of a school?

This guide and the District’s online directory include the admissions requirements for each high school. Your counselor or teachers can also help explain the admission requirements for each school.

Should I visit the school?

Yes. The School District is currently compiling a list of dates when high schools will be hosting open house events. The schedule will be made available on the District’s website once it is completed. You can check individual school websites to find out the date and time of their open house or other opportunities to visit the school. Some schools permit students to shadow other students for a day to get a feel for what a school is like.

If I don’t meet the exact criteria of a selective school, should I apply anyway?

Yes, but only if your record comes close to meeting the requirements. In close cases, principals at selective schools may seek recommendations from adults at the applicant’s school who know the student. Interviews can also make a big difference.

If I am not accepted for admission to any of my choices, what do I do?

Keep in mind that you will increase your chances of admission if you apply to schools that align with your academic record and career interests. Admissions decisions are either ACCEPTED, DECLINED, OR WAITLISTED. If the decision is DECLINED, a reason for the decline is provided.

For special admission schools, if you receive a decision of WAITLISTED, you met the criteria of the school but due to space constraints, a seat is not available. In this instance, there is a chance that you will be admitted, so stay in contact with the school’s principal and/or counselor. Sometimes, additional recommendations and phone calls can help.

If you receive a decision of WAITLISTED for one or more citywide admission schools, your name will be entered in a second or even a third round lottery. While decisions for citywide admission schools are not made at the school level, it doesn’t hurt to let the principal know of your interest.

In most cases, you are guaranteed admission at your neighborhood high school.

If I intend to go to my neighborhood school, should I still fill out the online application?

Yes. District officials hope that the online-only system will increase the number of students and families who seek out and get guidance on their options.

Do any neighborhood schools have special programs?

Many neighborhood high schools have advanced academic programs, including AP (Advanced Placement) and IB (International Baccalaureate) courses. Many also have Career and Technical Education (CTE) programs such as health occupations, culinary arts, architectural drafting, communications/graphics, video production, and automotive technology. The profiles in this guide show where such programs are located. The District’s directory summarizes them by area of interest.

Can I apply to a neighborhood school in another area?

Yes, but if the neighborhood school is filled to capacity, applications will not be accepted. Northeast High School is an example of a school with a student enrollment that exceeds capacity; it usually cannot accept applications from outside its catchment.

Can students who have IEPs or who are English learners apply to selective high schools?

All students are encouraged to apply to any high school that interests them and for which they meet the basic qualifications. In response to lawsuits, the District facilitates an advocacy process for 8th grade students applying to selective high schools. In fact, it is required to enroll a certain percentage of special education students and English language learners (ELLs) at these schools. Students with individualized education programs (IEPs) or who are ELLs can learn more from their counselor or principal, and from the Office of Specialized Services at 215-400-4170.

Where else can I get help with high school placement?

Families can access more information about schools as well as computers for use in filling out the online application at regional Learning Network offices. Parents will be directed to the District’s website, where they can obtain school profiles. They can also access computers at their local library branches or at any public computer with internet access.

Where do I find official information from the District?

Visit the District’s Office of Student Enrollment and Placement website at philad.org/studentplacement.

The District maintains eight language hotlines, which take questions on any subject, including high school admissions. Students and parents can leave a message in their language with contact information, and someone who speaks their language will return the call.

Albanian: 215-400-8480
Arabic: 215-400-8481
Chinese: 215-400-8482
French: 215-400-8483
Korean: 215-400-8484
Khmer: 215-400-8485
Spanish: 215-400-8486
Vietnamese: 215-400-8486

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For ad rates: 215-839-0082 x101

Notebook Fall Guide 2019
The Arts Academy at Benjamin Rush
11081 Knights Rd., 19154 • 215-400-3030
Lori DeFields, Principal • Email: ldefields@philasd.org • rush.philasd.org

Academy at Palumbo
1100 Catharine St., 19147 • 215-400-8130
Kiana Thompson, Principal • Email: kthompson@philasd.org • https://palumbo.philasd.org

Grades served: 9-12
2018-19 enrollment: 620
Waiting list: Yes
Admissions requirements: As and Bs on most recent report card; 78th percentile or higher on standardized tests; excellent attendance and punctuality; no negative disciplinary reports.
Writing Sample: What does it mean to be a part of a school community? Why do you want to be a part of the Academy at Palumbo's school community?

Student racial demographics:
- African American – 43%
- Latino – 11%
- Asian – 28%
- White – 13%
- Other – 5%
- % English learners: 3%
- % special education students: 3%
- % economically disadvantaged: 87%

grant awarded; All City Choir and Orchestra members; Villanova Initiative for Engaging Women; Students of Tomorrow; Career Day; Diversity Day; produced full musical; Philly Youth Poetry Movement 4-time poetry champions; Teacher Leader Collaborative Grant winner; Philadelphia Academy of School Leaders; 2nd place in state; chess championship, 2018; national competitor in debate

Measures for positive, safe learning:
- Home & School Association; School Advisory Council; 3rd District Police Partnership; Hawthorne Community Coalition Partnership

Accreditations/awards:
- Title 1 School of Distinction, 2019
- Ranked #43 among Pennsylvania’s best high schools
- U.S. News & World Report, 2019
- Public League champion, Girls’ Volleyball, 2018
- Public League champion, Boys’ Wrestling, 2018 & 2019
- Mawell Football Club’s Mini Max High School Award winner, 2018
- Jack Kent Cooke Scholar, 2019
- Gates Millennium Scholar, 2015
- Click & Shift Contest 1st, 2nd, 3rd place winners, Tech Expo and Competition 1st place, Lindback Distinguished Principal 2019
- Best costume Design, Phila. Independence Awards

Art activities and classes:
- Choir; drumline; instrumental classes; jazz; orchestra; other instrumental ensemble; rock band; step team; vocal music classes or ensemble; school plays; theater group; theater instruction; literature; poetry; visuals; arts instruction; ceramics; music theory

Additional activities:
- Clubs: Asian culture; Chaotic Step Team; chess; community service; debate/speech; drama; Griffin Ambassadors; Gay- Straight Alliance;闪光 spike; math team; multicultural club; Muslims Students’ Association; Palumbo and Villanova Exchange; poetry; robotics; Reading Stars community service; student government; Students Run Philly Style, dual enrollment

Social and academic policies:
- African American – 43%
- Latino – 11%
- Asian – 28%
- African American – 43%
- Asian – 28%
- White – 13%
- Other – 5%
- % economically disadvantaged: 87%

students to become active members of a democratic society by fostering a culture of respect for the various views of our diverse student population and encouraging student voice in the pursuit of social justice.

Points of pride:
- We are a student-centered community that was established around these Core Values: Imagination, Communication, Empathy, Perspective, Analysis, and Commitment.

Technology, writing across the curriculum; arts integration; and diverse student population, which celebrates differences and welcomes all points of view are among our points of pride.

Measures for positive, safe learning:
- Project-driven core courses, electives such as creative writing, piano, music theory, dance appreciation, forensic science, and chamber singing; six habits of mind (or core values) frame the curriculum: Imagination, Communication, Empathy, Perspective, Analysis, and Commitment.

Accreditations/awards:
- Students have received awards in these areas: Philadelphia Young Playwrights, 2018, 2017, 2016, 2015, 2014, 2013; Young Artists Exhibition, Philadelphia Sketch Club; All City Orchestra and Choir

Arts activities and classes:
- Choir; Modern Band; Chamber Singers; Jazz Band; Orchestra; String Ensemble; Other instrumental ensembles; Musical, Senior Play, Theatre Festival, Visual Arts Exhibition & Film Festival, Dance Concert, Social Justice Day, African American History Assembly Program, Latino / Hispanic Heritage Assembly Program as well as over 20 student led clubs and activities.

Additional activities:
- Women of Tomorrow; National Honor Society; United Minority Club, SPIRIT Club, Yearbook Committee, and a variety of student-run clubs.

Boys’ sports: Baseball, Basketball, Bowling, Soccer, Softball
Girls’ sports: Basketball, Soccer, Volleyball

Foreign languages:
- Spanish

AP courses:
- Calculus AB, Calculus BC, English Language & Composition, Physics, U.S. Government, Visual Arts

Other special academic offerings:
- Biology 2, Chamber Singers; Creative Writing; Honors English; Piano, Forensics, Pre-Calculus

Parent involvement:
- Home & School Association; School Advisory Council; fundraising activities; event planning and assistance

SEPTA routes: 20, 67, 84

Using the high school profiles

These pages contain profiles of 54 public high schools that will be accepting students in Philadelphia. The information can help you find schools that are a good fit for you.

The profiles are organized by the type of high school – see our explanations below. Review the profiles to find schools with offerings that match with your interests. Do you want strong arts programs? Lots of Advanced Placement (AP) courses? Many sports teams? Each profile lists academic offerings, extracurricular activities, and other programs at the school.

Check the admissions requirements to get an idea of whether you would qualify. Consider where the school is located. The profiles also include statistics on regional population demographics, as reported by the School District or the state.

Then check out our information on school and student performance. You will find statistics such as SAT scores, graduation and suspension rates, and more. There are big differences among schools in how they perform on these indicators. Using all this information, you can whittle down your list of schools.

The profiles use responses from principals who responded to the Notebook’s request to update their school’s profile that appeared in last year’s guide. We edit the responses to avoid repetition and correct errors; we may remove claims about school performance that conflict with publicly available data. If a school had no response to a category, that category does not appear. A few schools failed to respond to our requests for updated information.

The Notebook does not independently verify that all of the programs described are current, nor can we assess their quality.

More on the school selection process

The Office of Student Placement handles the District’s school selection process. Check for any updates at: schoolselect.philasd.org.

The Arts Academy at Benjamin Rush

Grades served: 9-12
2019-20 enrollment: 620
Waiting list: Yes
Admissions requirements: As and Bs on most recent report card (C in a subject other than math, English, or Science); 80th percentile or higher on standardized tests; 95% attendance and punctuality; no negative disciplinary reports.

Mission statement: Rush Arts is based on the belief that the arts provide an opportunity to develop intellectual growth and personal creativity as part of a rigorous academic curriculum. We emphasize solving techniques, technological skills, and instilling a lifelong passion for learning, including a rich arts experience.

Types of high schools

The profiles are organized by type of high school:

Special admission high schools

These 19 District-run high schools have specific – and generally tough – admissions requirements in the areas of test scores, grades, attendance and behavior. But any student can apply using the School District’s application form.

Citywide admission high schools

These 12 District high schools also take students from across the city. Some have a vocational focus. They have admissions requirements for grades, attendance and behavior – though generally not as tough as the special admission schools. All applicants who meet the criteria are entered into a District-run lottery.

Charter high schools

We profile 32 charters serving the high school grades. Each functions as an independent school district with its own admission procedures. Several “renaissance” charters serve a specific neighborhood catchment area and must first admit any applicants who live within those boundaries. Any Philadelphia student may apply to any charter school. Charters are required to choose students by lottery if there are more applicants than slots. They cannot screen students based on academic performance or behavior.
Wellness dual enrollment with local colleges; blended extracurricular academic teams and cultural clubs; competition; International Baccalaureate school's diversity, and participating in the local, national, and global communities. Points of pride: Spring trip (Italy, 2018; China, 2017; Spain and Portugal, 2016; London and Paris, 2015; Costa Rica, 2014); legislative, executive and diplomatic tour of Washington, D.C.; Beijing Sisters Student Exchange; finalists 3 years in a row. Knowledge is a Wharton High School Investment Competition; International Baccalaureate school since 2005, highest IB diploma award rate in the city; 14 PIAA Interscholastic sports teams; 22 extracurricular academic teams and cultural clubs; dual enrollment with local colleges; blended learning model features expanded course offerings online while at school (AP courses, electives, tutoring). Measures of effective, safe learning and meditation: space for daily meditation; peer two letters of reference from current school staff.

Student racial demographics:
- African American - 50% Latino - 21%
- Asian - 12% White - 9% Other - 6%
- % English learners: 5%
- % special education students: 2%
- % economically disadvantaged: 95%

Mediation program; counseling department offers resources for students and families, climate support special.

Accreditations/awards: International Baccalaureate year 5 accreditation; Mid-State re-accreditation, 2018; debate Club City Champions, 2018. The arts and classes: Choral group; guitar; instrumental music classes; jazz; orchestra; other instrumental ensemble; songwriting; arts instruction; ceramics; crafts; film.

Additional activities: Ambassadors (yearbook); Asian Students Association; debate club; Gay-Straight Alliance; International Day Committee; Muslim Students Association; National Honor Society; robotics club; Quiz Bowl; Student Government Association; world affairs club; anime club; Youth Volunteer Corps.


Foreign languages: French, Mandarin, Portuguese and Spanish.


Other special academic offerings: (1) 4-year Engineering sequence.


SEPTA routes: 5, 43, 47, 57, 51 trolley, Market- Frankford El.
Franklin Learning Center
616 N. 15th St., 19130 • 215-400-7570
Nicole Lee, Principal • Email: nlee@philasd.org • www.ficha.org

Grades served: 9-12
2018-19 enrollment: 895
Waiting list: Yes

Admissions requirements: A’s and B’s in major subjects on most recent/final report card, with the possible exception of one C in a minor subject; 80th percentile or higher on standardized tests; excellent attendance record with less than 5 unexcused absences; no negative disciplinary science, public health, performing arts and college preparatory study. FLC students engage with the cultural heritage of Philadelphia and the world at large.

Points of pride: Opened Wawa Welcome America 4th of July, Grammy Signature School, Over 27 live performances per year, Sketch Club Award, District Art Show Award, State-level awards for mock trial; National finalists in Health Occupations Students of America (HOSA) competitions; winner of Philadelphia stock market competition; member of the 2016 blended-learning cohort; 4-year New Learner’s Academy

Mission statement: Franklin Learning Center is a magnet school committed to providing rigorous academic and professional readiness programs through interdisciplinary study and close knit learning communities. FLC provides opportunities for students interested in professional careers in visual arts, business technology, computer

Girard Academic Music Program (GAMP)
2136 W. Ritten St., 19145 • 215-400-8230
Jovan A. Moore, Principal • Email: jmooore@philasd.org • www.gamp.philasd.org

Grades served: 5-12
2017-18 Enrollment: 616
Waiting list: Yes

Admissions requirements: As and Bs on all report cards, extraordinary attendance and punctuality; 80th percentile or higher on standardized tests; applicants must audition for vocal music and may audition for instrumental if they have played an

Mission statement: To be a college preparatory school where academic and music excellence join in a harmonious learning fellowship. As a learning community that strives for academic and music excellence, we are committed to the continued development of an educational environment that prepares students for the demands of higher education. Reflecting on our own collective

Hill-Friedman World Academy
1100 E. Mount Pleasant Ave., 19120 • 215-400-3530
Anthony Majewski, Principal • Email: afmajewski@philasd.org • hfaa.philasd.org

Grades served: 6-12
2017-18 enrollment: 700
Waiting list: No

Admissions requirements: As and Bs in major subject areas, with the possibility of one C, on the most recent report card; 80th percentile or higher on standardized tests; excellent attendance and punctuality. Special education: Students with

Mission statement: To provide a rigorous academic learning environment that fosters lifelong learners who are committed to being knowledgeable, caring, and internationally minded citizens. We have several pillars of learning: critical and creative thinking; exploration and investigation; problem solving.

SPECIAL ADMISSION HIGH-SCHOOL PROFILES 2019

Special admission high schools
These high schools have specific admissions requirements regarding test scores, grades earned in core subjects, and attendance and behavior records. Other schools have special admissions programs within them. Students across the city may apply.

Citywide admission high schools
Students citywide are eligible to apply to these high schools, and those who meet the criteria are entered into a lottery. Each school has different admissions criteria, but most require that students have passing grades in all major subjects and maintain a good attendance, behavior, and punctuality record.

Neighborhood high schools
These schools have geographic boundaries, students are guaranteed admission if their school for grade 8 falls within the feeder pattern. Those living outside of the feeder pattern may also apply, but admission is based on available space and determined through a lottery. Some of these are now run by charter school operators as Renaissance Schools. Others are Promise Academies getting extra supports from the School District.

Charter high schools
There are 32 charters serving the high school grades. charters are not District-operated – each functions as an independent district. Any Philadelphia student may apply to these 32 charter schools, and schools are required to choose students by lottery. If there are more applicants than slots, they are not allowed to exclude applicants based on grades or test scores or other aspects of their record. But each school has its own procedures and deadlines, as well as different interview, orientation, and paperwork requirements for students and parents before enrollment is guaranteed.

Types of high schools

2nd Annual DRESS DOWN FOR PHILLY PUBLIC SCHOOLS
Find A School ★ Find A Future
EST. 2014

IT’S TIME TO DRESS DOWN FOR PHILLY PUBLIC SCHOOLS ON OCTOBER 4TH!

Did you know that you can support public education in style? Purchase a t-shirt or pin to wear on this year’s Dress Down Day and you’ll help raise funds to support your favorite Philly Public School. More than 1,200 people generated $38,000 for 140 different schools last year. Will you help us double that this year?

Last day to purchase shirts online is September 18th!

Get your shirt or pin at dressdownphilly.com

THE NOTEBOOK.ORG
Your source for independent news on the Philadelphia schools

Visit us online – thenotebook.org
Lankenau Environmental Science Magnet High School
201 Spring Lane, 19128 • 215-400-3420
Joshua Levinson, Principal • Email: jlevinson@philasd.org • https://lankenau.philasd.org

Grades served: 9-12
2017-18 enrollment: 352
Waiting list? Yes
Admissions requirements: Minimum of 80% on the PSSA in reading and math; one year of French or Spanish, and Algebra prior to 9th grade; 86th percentile or higher on standardized tests; excellent attendance and punctuality; no negative disciplinary reports

Mission statement: A community where students can develop their individual potential to become environmentally conscious, productive, and successful in their chosen fields of study and careers through the lens of environmental science. This will be accomplished in a safe and supportive environment through excellence in teaching and learning in partnership with family, community members, and business partners.

Points of pride: Strong college-bound program; small, country-like setting; Title I Distinguished School & Innovation Grant award; high graduation rate; AP and honors courses; “Reinforce” on district’s SPR score; Heart of America Makeover Room Renovation, 2017; Silver Medal, 2016, and Bronze Medal, 2012-15 and 2018 in U.S. News & World Report high school rankings; certified peer mediators; sustainability programs in recycling, paper retrieval, composting, and gardening; PSTV Media Hub; Green Apple Day of Service with EY; Envirothon; CFA & Vanguard Financial Literacy Day @ Lankenau; more than 90% of students go to college; international travel; Poetry Out Loud National Recitation Contest; National Honor Society; certified Home & School Association; volunteer opportunities such as charity walks, blood drives, fundraisers and other service learning activities; Model United Nations Conference; beekeeping club; Philadelphia Young Playwrights; WHYY Afterschool Youth Programs; aquaponics and beekeeping club; Philadelphia Young Playwrights; volunteer opportunities such as charity walks, blood drives, fundraisers and other service learning activities; Model United Nations Conference; beekeeping club; Philadelphia Young Playwrights; WHYY Afterschool Youth Programs; aquaponics and beekeeping club; Women of Tomorrow

Measures for positive, safe learning: Peer mediation; “Caught in the Act” drawing tickets are distributed to students observed doing the right thing and nurturing others; dedicated staff, parents, and community partners support initiatives

Student racial demographics:
- African American: 91%
- Asian: 1%
- Latino: 5%
- White: 1%
- Other: 3%

English learners: 2%

Special education students: 12%

Economically disadvantaged: 56%

Accreditations/awards:
- “Reinforce” on district’s SPR score
- Additional activities: Schuylkill Center for Environmental Education Partnership Programs; sustainability programs with Philadelphia Water Department; clubs: recycling; spirit, yearbook; poetry; technology, Canoemobile @ Schuylkill; National Honor Society peer tutoring; HYPO Wellness Council; Temple University Upward Bound; yearbook; beekeeping; anime club; drama; mentoring groups

Boys’ sports: Bowling, Cross Country, students participate in other athletic programs offered at Martin Luther King High School
Girls’ sports: Bowling, Cross Country, students participate in other athletic programs offered at Martin Luther King High School

Foreign languages: Spanish
AP courses: English Literature & Composition, Environmental Science, Government & Politics, U.S. History, English Language & Composition

Other special academic offerings:
- Art, Communications, Drama, Film, Financial Literacy, Psychology, Public Speaking, honors classes, outdoor hands-on learning

Parent involvement: Active Home & School Association; School Advisory Council; afterschool volunteers; spirit club members plan programs that celebrate school diversity; volunteers for student performances, phone outreach to families, walkathons, and community events/forums

SEPTA routes: No direct route; students shunted from various locations in Northwest Philadelphia.

The Alumnae Association of the Philadelphia High School for Girls
Welcomes
Lisa Mesi
20th Principal of the Philadelphia High School for Girls

The legacy of excellence continues!

Perpetuate
Cultivate
Enhance
Advance

SPECIAL ADMISSION HIGH SCHOOL PROFILES 2019

Julia R. Masterman Laboratory & Demonstration School
1699 Spring Garden St., 19130 • 215-400-7580
Jessica Brown, Principal • Email: jebrown@philasd.org • https://masterman.philasd.org

Grades served: 5-12
2019-20 enrollment: 1,211
Waiting list? Yes
Admissions requirements: Minimum of As and Bs in all subjects; B+ or higher in behavior citizenship (or equivalent in a different grading system); excellent attendance and punctuality. Unique qualifications of a candidate may be considered to ensure a community whose members have diverse backgrounds and life experiences, enhancing equity and school diversity.

Student racial demographics:
- African American: 16%
- Multi-racial: 9%
- Latino: 5%
- Asian: 28%
- White: 42%

English learners: <1%

Special education students: 2%

Economically disadvantaged: 31%

Accreditations/awards:
- National Blue Ribbon School (2010), Middle States Accreditation
- Additional activities: Debate, robotics, chess; Odyssey of the Mind, garden club, Scrabble; multicultural club, WHYY, MathCounts; Voices newspaper, yearbook, orchestra, choir, student government, Reading Olympics;

Additional activities:
- Debate; robotics; chess; Odyssey of the Mind; garden club, Scrabble; multicultural club, WHYY, MathCounts; Voices newspaper, yearbook, orchestra, choir, student government, Reading Olympics

Boys’ sports: Baseball, Basketball, Cross Country, Soccer, Swimming, Volleyball, Track & Field
Girls’ sports: Basketball, Cross Country, Soccer, Softball, Swimming, Volleyball, Track & Field

Foreign languages: Spanish, French
AP courses: Biology, Calculus, Chemistry, Physics, English Language & Composition, English Literature & Composition, History, Music

Other special academic offerings:
- Enrichment program, dual enrollment for Discrete Math

SEPTA routes: 2, 4, 16, 23, 33, 43, Broad Street subway

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Philadelphia Public School Notebook

Julia R. Masterman Laboratory & Demonstration School
1699 Spring Garden St., 19130 • 215-400-7580
Jessica Brown, Principal • Email: jebrown@philasd.org • https://masterman.philasd.org

Grades served: 5-12
2019-20 enrollment: 1,211
Waiting list? Yes
Admissions requirements: Minimum of As and Bs in all subjects; B+ or higher in behavior citizenship (or equivalent in a different grading system); excellent attendance and punctuality. Unique qualifications of a candidate may be considered to ensure a community whose members have diverse backgrounds and life experiences, enhancing equity and school diversity.

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- Additional activities: Debate, robotics; chess; Odyssey of the Mind, garden club, Scrabble; multicultural club, WHYY, MathCounts; Voices newspaper, yearbook, orchestra, choir, student government, Reading Olympics

Additional activities:
- Debate; robotics; chess; Odyssey of the Mind; garden club, Scrabble; multicultural club, WHYY, MathCounts; Voices newspaper, yearbook, orchestra, choir, student government, Reading Olympics

Boys’ sports: Baseball, Basketball, Cross Country, Soccer, Swimming, Volleyball, Track & Field
Girls’ sports: Basketball, Cross Country, Soccer, Softball, Swimming, Volleyball, Track & Field

Foreign languages: Spanish, French
AP courses: Biology, Calculus, Chemistry, Physics, English Language & Composition, English Literature & Composition, History, Music

Other special academic offerings:
- Enrichment program, dual enrollment for Discrete Math

SEPTA routes: 2, 4, 16, 23, 33, 43, Broad Street subway

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Lisa Mesi
20th Principal of the Philadelphia High School for Girls

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Julia R. Masterman Laboratory & Demonstration School
1699 Spring Garden St., 19130 • 215-400-7580
Jessica Brown, Principal • Email: jebrown@philasd.org • https://masterman.philasd.org

Grades served: 5-12
2019-20 enrollment: 1,211
Waiting list? Yes
Admissions requirements: Minimum of As and Bs in all subjects; B+ or higher in behavior citizenship (or equivalent in a different grading system); excellent attendance and punctuality. Unique qualifications of a candidate may be considered to ensure a community whose members have diverse backgrounds and life experiences, enhancing equity and school diversity.

Student racial demographics:
- African American: 16%
- Multi-racial: 9%
- Latino: 5%
- Asian: 28%
- White: 42%

English learners: <1%

Special education students: 2%

Economically disadvantaged: 31%

Accreditations/awards:
- National Blue Ribbon School (2010), Middle States Accreditation
- Additional activities: Debate, robotics; chess; Odyssey of the Mind, garden club, Scrabble; multicultural club, WHYY, MathCounts; Voices newspaper, yearbook, orchestra, choir, student government, Reading Olympics

Additional activities:
- Debate; robotics; chess; Odyssey of the Mind; garden club, Scrabble; multicultural club, WHYY, MathCounts; Voices newspaper, yearbook, orchestra, choir, student government, Reading Olympics

Boys’ sports: Baseball, Basketball, Cross Country, Soccer, Swimming, Volleyball, Track & Field
Girls’ sports: Basketball, Cross Country, Soccer, Softball, Swimming, Volleyball, Track & Field

Foreign languages: Spanish, French
AP courses: Biology, Calculus, Chemistry, Physics, English Language & Composition, English Literature & Composition, History, Music

Other special academic offerings:
- Enrichment program, dual enrollment for Discrete Math

SEPTA routes: 2, 4, 16, 23, 33, 43, Broad Street subway

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Motivation High School
5900 Baltimore Ave., 19143 • 215-400-7930
Renae P. Telf-Johnson, Principal • Email: ptelf@philasd.org • motivation@philasd.org

Grades served: 9-12

2017-18 enrollment: 412

Waiting list: Yes

Admissions requirements: As and Bs, with the possible exception of one C in major subjects on most recent final report card; 70% percentile or higher on standardized tests; excellent attendance and punctuality; no negative disciplinary reports;

Mission statement: We establish a nurturing, personalized, scholarly environment that creates productive, responsible students. We provide a liberal arts, college readiness education that prepares all scholars for matriculation in and graduation from college/university and career.

Points of pride: Student respect for diversity; excellent student and staff attendance; most students enroll in 2-4 year colleges and universities; student artwork on display throughout school; annual Walk for Fitness; Multicultural Awareness Day; Career Day; Alumni Day

Boys’ sports: Basketball, Basketball, Cheerleading, Football, Soccer, Softball, Track, Volleyball

Girls’ sports: Basketball, Basketball, Cheerleading, Soccer, Softball, Track, Volleyball

foreign languages: French, Spanish

Career & Technical Education programs: None

Admissions requirements: None

AP courses: None

Accreditations/awards: None

Point of pride: klassnach overshadow the community space; Active dual enrollment for 11th and 12th graders with Arcadia University; Programs with LaSalle University and Penn State Abington; and 12th graders with Arcadia University; Programs with LaSalle University and Penn State Abington; and 12th graders with Arcadia University

Points of pride: International Day of Peace in September, Trayvon Martin Tribute Day in February, Basketball, Cross Country, Football, Indoor Track & Field, Soccer, Track & Field

Girls’ sports: Basketball, Cheerleading, Indoor Track & Field, Track & Field

Foreign languages: Arabic, French

AP courses: Biology, Calculus AB, English Language & Composition, English Literature & Composition, Environmental Science, Music Theory, U.S. History

Other special academic offerings: Anxiety, College Prep, Freshman Seminar, Theater, Drama, Financial Literacy, Forensics, International Issues, Journalism, Psychology, Physiology, Statistics

Parent involvement: Home & School Association, School Advisory Council, volunteers in school; chaperones for trips

SEPTA routes: 46, 43, trolley, Regional Rail

Information not updated by school for this academic year.
To enhance post-secondary and career success, modern environmental and agricultural challenges. Students apply their knowledge and skills to address change in our world. Through diverse, hands-on missions, our mission is to promote student leadership that makes a difference. Philadelphia High School for Creative and Performing Arts prepares students for college and career readiness by providing a rigorous academic and creative experience that allows students to deeply explore artistic skill sets and scholarly disciplines in a diverse, inclusive and safe environment. Whole-school meetings; peer mediation; ethnic pride opportunities; student government; mentoring; parental involvement; college visits; college and financial aid nights; online academic opportunities. Student’s Court (starting 2020) Accreditation/awards: 2nd-oldest all-girls public school in the country; Middle States Accreditation; Broad Street subway SEPTA routes: 2, 4, 9, 23, 27, 32, 40, 64, Broad Street subway.

Philadelphia High School for Girls
1400 W. Olney Ave., 19141 • 215-276-5258
Lisa Meis, Principal • Email: lmeis@philasd.org • www.philasd.org/schools/girlshigh
Grades served: 9-12 2019-20 enrollment: 800 Waiting list: Yes
Admissions requirements: As and Bs on most recent final report card; 85th percentile or higher on standardized tests; excellent attendance and punctuality; no negative disciplinary reports; strong motivation and interest to be challenged.

Mission statement: To provide learning experiences in a safe, nurturing environment to prepare young women for success in college and leadership in their chosen fields. The school challenges student intellect, embraces diversity, celebrates leadership and excellence, honors ethical behavior, and encourages participation in the extracurricular program.

Points of pride: 2nd Oldest all girls public school in the country. Recognized at Silver Level by US News and World Report (2014-2015). Exceeding on the Keystone exams in the areas of Literature, Algebra I and Biology. 99% of students graduate with all being accepted to college, many at top U.S. academically; interview may be required; summer transition program may be required.

Student racial demographics:
- African American - 66% 10% - 10% 16% 3% 5% - 5% 1% - 1% 2% - 2% - 61% 34% - 14% 14% - 1% 19% - 1% 6% - 6% 19% 6% - 6% 14% 1-14% - 1% - 1% 19% 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% - 6% -...
Science Leadership Academy @ Beeber
5925 Malvern Ave., 19131 • 215-581-2107
Christopher Johnson, Principal • Email: cjohnson@scienceleadership.org • www.slaeebee.org

Grades served: 9-12

2016-17 enrollment: 476

Admissions requirements: As and Bs, with the possible exception of one Cs, on most recent final report card; good attendance and punctuality; no negative disciplinary reports; project-based interview. (Families must call school to schedule interview.) A weeklong summer institute is strongly recommended for incoming 9th graders.

Student racial demographics: African American – 64% Latino – 12%
Asian – 5% White – 13% Other – 5%

% English learners: 5%
% special education students: 7%
% economically disadvantaged: 50%

SEPTEA routes: 44, 46, 65, 105, G, 10 trolley, Regional Rail – Overbrook.
Information not updated by school for this academic year.

Mission statement: A partnership school with the Franklin Institute. We provide a rigorous college-preparatory curriculum with a focus on science, technology, mathematics, and entrepreneurship.

Types of High Schools

Public School Notebook
699 Ranstead St., 3rd Floor, Philadelphia, PA 19106
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SPECIAL ADMISSION HIGH-SCHOOL PROFILES 2019

Special admission high schools

These high schools have specific admissions requirements regarding test scores, grades earned in core subjects, and attendance and behavior records. Other schools have special admissions programs within them. Students across the city may apply.

Citywide admission high schools

Students citywide are eligible to apply to these high schools, and those who meet the criteria are entered into a lottery. Each school has different admissions criteria, but most require that students have passing grades in all major subjects and maintain a good attendance, behavior, and punctuality record.

Neighborhood high schools

These schools have geographic boundaries, and students are guaranteed admission if their school for grade 8 falls within the feeder pattern. Those living outside of the feeder pattern may also apply, but admission is based on available space and determined through a lottery. Some of these are now run by charter school operators as Renaissance Schools. Others are Promise Academies getting extra supports from the School District.

Charters are not District-operated – each functions as an independent district. Any Philadelphia student may apply to these 32 charter schools, and schools are required to choose students by lottery if there are more applicants than slots. They are not allowed to exclude applicants based on grades or test scores or other aspects of their record. Each school has its own procedures and deadlines, as well as different interview, orientation, and paperwork requirements for students and parents before enrollment is guaranteed.

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Philadelphia Public School Notebook 23
### Philadelphia’s District and charter high schools: How are they doing?

The school profiles starting on page 17 of this guide provide a lot of detail about the city’s high school and charter public high schools and their programs. In this spread, we provide statistics about these high schools and how they are performing. That is important information as you think about where to attend high school.

On the facing page, if you find data about all the district-run high schools. This page gives summary scores for each of the three types of district-related high schools.

The first four columns of numbers on each page tell you about each school’s student body. We’ve taken a broad look at them to see how large a percentage of low-income students, special education students, and English learners.

Student attendance is often a good indicator of how engaged students are. This year, we’re using a six-figure number to measure this indicator. Instead of average daily attendance, we’re looking at the percent of students who attend 95% or more days.

SAT scores indicate how well the school prepares its students for the best college admission. Be aware that some schools are not teaching the SAT. If they have not been performing well, take this indicator with a grain of salt.

National average reading and math SAT results are highly correlated with poverty rates.

Note: some schools’ measures are for one high school graduation rate and other measures for schools’ graduation rates. There are big variations among schools on those indicators.

For district schools with CTE programs, we calculated the CTE graduation rate. For charter schools, we calculated the graduation rate: Class of 2018 test-takers.

See page 17 for description of school types.

### Key to data for district schools

For schools that are grade 4-12, the data are for the last school year.

- NA indicates no graduating class.
- * indicates no data are publicly released because of an insufficient sample size.
- Dates are as of 2018.

### Key to data for charter schools

Dates are as of 2018.

- NA indicates no graduating class.
- * indicates no data are publicly released because of an insufficient sample size.

**Note**: For schools that serve grades other than 9-12, data are for the entire school.
Building 21
6501 Limekiln Pike, 19138
Arya Calvin, Principal • Email: acalvin@philasd.org • https://building21.org
Grades served: 9–12
2019-20 enrollment: 365
Waiting list: Yes
Admissions requirements: Citywide, non-criteria admissions requirements, with a 60% neighborhood preference. Other 40% of students travel from all over the city.
Mission statement: Building 21 seeks to reimage high school to meet the present needs and the future goals of all learners by empowering students to connect with their passions and build agency (skills, capacity and mindset) to impact their world. Building 21 utilizes a competency-based progression model that enables students to evidence their understanding in a variety of ways including project-based and blended learning. Building 21 seeks to personalize learning and to connect students with college and career pathways throughout high school.
Points of pride: Small size; personalized learning environment; project-based learning; real world learning; student voice; advisory program; internships; community partnerships; dual enrollment; 1:1 technology model.
Arts and activities classes: Creative writing, Poetry, Music Production, Improv/Drama, Animation, Dance, Yearbook.
Additional activities: After-school programs tied to education and health, Culinary Club, Science, etc.

Constitution High School
18 S. 7th St., 19106 • 215-351-7310
Drianna Robb, Principal • Email: drobbn2@philasd.org • constitutionhs.philasd.org
Grades served: 9–12
2017-18 enrollment: 393
Waiting list: No
Admissions requirements: Applicants, their families, and students must demonstrate evidence of an ability to bridge the gap to college and global career pathways, responsibility, success, and happiness.
Student racial demographics: African American – 64% Latino – 16% Asian – 6% White – 6% Other – 3%
% English learners: 6%
% special education students: 11%
% economically disadvantaged: 65%
police officer; easy access to a nearby Center City police precinct.
Arts and activities classes: Vocal music classes or ensemble; theater instruction; theater group; visual arts instruction; poetry; literature; film.
Additional activities: Clubs: chess; National Honor Society; chorus; debate; yearbook; video; drama; yoga; weight; room; science fair; art; National History Day; Civil War project; spirit; multicultural tutoring; Gay-Straight Alliance; student government; mock trial; newspaper; peer mediation; fundraising; Keystone/SAT/ACT test prep; technology; DJ; Spanish; dance; Poetry Slam.
Girls’ sports: Basketball, Bowling, Cheerleading.
% economically disadvantaged: 100%
Mission statement: To surround students with a safe, clean, and nurturing environment that promotes the development of respect and compassion for one another and the community. Through a structured environment, active encouragement and support, and challenging coursework, students will develop the confidence and self-discipline to strive for college and career readiness. We believe the social and emotional development of students is as important as their academic development, and we acknowledge that learning to cooperate, solve problems, communicate, and work productively with others will help them thrive in an ever-changing global society. Every graduate will leave inspired to give back to their communities and prepared to make wise career and academic choices for their future.
SEPTA routes: 2, 38, 39, 54
Information not updated by school for this academic year.

Murrell Dobbins CTE High School
2150 W. Lehigh Ave., 19132 • 215-227-4421
Toni Dumen, Principal • Email: tdumen@philasd.org • dobsons.philasd.org
Grades served: 9–12
2017-18 enrollment: 613
Waiting list: No
Admissions requirements: As, Bs, or Cs, no more than 10 total absences and 10 latenesses; no negative disciplinary reports on the most recent final report card; written sample required.
Student racial demographics: African American – 90% Latino – 7% Asian – 0% White – 1% Other – 1%
% English learners: 2%
% special education students: 16%
points of pride: Over 90% of students accepted into college; 67% graduation rate; improvement on Keystone exams three years in a row; all students have access to a laptop.

High School of the Future
4021 Parkside Ave., 19104 • 215-823-5500
Richard Shinn, Principal • Email: rshinn@philasd.org • sophphilasd.org
Grades served: 9–12
2019-20 enrollment: 560
Student racial demographics: African American – 90% Latino – 6% Asian – 1% White – 3% Other – 1%
% English learners: 2%
% special education students: 18%
% economically disadvantaged: 74%
% economically disadvantaged: 100%
point of pride: Over 90% of students accepted into college; 67% graduation rate; improvement on Keystone exams three years in a row; all students have access to a laptop.
Arts and activities classes: Art 1; Art 2; band; chorus; drumline; instrumental music; yearbook; afterschool arts.
Additional activities: National Honor Society; SAT prep; nutrition club.
Boys’ sports: Baseball, Basketball, Bowling, Cheerleading, Cross Country, Football, Track & Field, Volleyball, Badminton.
Foreign languages: Spanish.
Other special academic offerings: Constitutional law, Creative Writing, Economics, Film Studies, Peer Connections, Philadelphia History, Philadelphia Young Playwrights, Teen Court, Philadelphia Museums.
Parent involvement: Home & School Association; classroom volunteers; after-school volunteers; Parent Support Group meets monthly about fundraising projects; chaperones for field trips.
SEPTA routes: 9, 12, 17, 21, 23, 33, 38, 42, 44, 47, 48, 57, 61, 62, 78, Market-Frankford El.
Information not updated by school for this academic year.

Jules E. Mastbaum Area Vocational Technical School
3116 Frankford Ave., 19134 • 215-400-7220
Warren Bowman, Principal • Email: wbowman@philasd.org • mastbaum.philasd.org
Grades served: 9–12
2017-18 enrollment: 608
Waiting list: No
Admissions requirements: As, Bs, or Cs, no more than 10 absences, no more than 5 latenesses; no negative disciplinary reports on the most recent final report card.
Mission statement: To develop, continually assess, modify, and sustain a personalized learning community that promotes and provides 21st-century learning opportunities and prepares students for college and global career pathways, responsibility, success, and happiness.
Points of pride: Teaching staff, students, families, Student Ambassadors, dual enrollment (concurrent

Partnerships: Community College of Philadelphia, Arcadia University, LaSalle University, Orleans Technical College, Penn State University, Temple University, The University of the Arts, and Villanova University.
Parent involvement: School Advisory Council.
SEPTA routes: 3, 5, 25, 54, 60, 89, Market-Frankford El.
Information not updated by school for this academic year.

Soccer, Track & Field, Volleyball.
Girls’ sports: Basketball, Cheerleading, Soccer, Softball, Track & Field, Volleyball.
Foreign languages: Spanish.
AP courses: English Language & Composition, U.S. History.
Other special academic offerings: Drama, Psychology, Sociology.
SEPTA routes: 3, 5, 25, 54, 60, 89, Market-Frankford El.
Information not updated by school for this academic year.

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**Swenson Arts & Technology High School**

2750 Red Lion Rd., 19114 • 215-400-3140

Colette Langston, Principal • Email: clangston@philasd.org • swenson.philasd.org

**Grades served:** 9-12

**2017-18 enrollment:** 668

**Waiting list:** Yes

**Admissions requirements:** As, Bs, or one C in a minor subject; no more than 10 latenesses; no more than 10 absences; no serious discipline reports; interview required

**Mission statement:** To prepare students for careers, apprenticeships, and post-secondary studies by offering challenging academic and career programs in a safe, supportive learning environment. Students complete an academic program model tied to industry standards with exit assessments and certifications empowering them to become lifelong learners and productive members of society.

**Girls’ sports:** Basketball, Bowling, Cheerleading/ Competitive Sport, Cross Country, Field Hockey, Indoor Track & Field, Lacrosse, Soccer, Tennis, Track & Field, Volleyball

**Foreign languages:** Spanish

**AP courses:** Government & Politics; Computer Science

**Careers & Technical Education programs:** Health- Related Technologies

**Other academic offerings:** University of Pennsylvania STEM ABCS program; Biochemistry / Urban Robotics / Introduction to Laboratory Sciences; Drexel University Biogenetics Program; Penn Medicine Educational Pipelines

**Points of pride:** Successful AROC program; award-winning Girls’ Track team; students won the Science Olympiad three years in a row in 2014, 2015, 2016; partnerships with Philadelphia Academies, Comcast, Ace Mentoring, State Farm; dedicated faculty and staff

**Measures for positive, safe learning:** Emphasis on respect for all members of the school family.

**The LINC**

122 W. Erie Ave., 19120 • 215-400-3940

Bridget B. Jujak, Principal • Email: bjujak@philasd.org • thelinc.philasd.org

**Grades served:** 9-12

**2018-2019 enrollment:** 300

**Waiting list:** Yes

**Admissions requirements:** Open to all current 8th-grade students in Philadelphia. There are no application requirements.

**Mission statement:** The LINC School exists to prepare all students to be critical thinkers, effective communicators, and engaged citizens of their community and the world.

**Points of pride:** The LINC High School is focused on project and problem-based learning to better prepare students for post-secondary schooling and the workplace. Through our novel, capstone instructional approach, our students work in teams, made up of their peers, faculty members, and community partners to create and implement design challenges that address pressing issues in the community, the city of Philadelphia, and our school. To learn and do this effectively, we work in partnership with the New Tech Network and each student is given access to a Chromebook to utilize throughout the school day.

**Student racial demographics:**
- African American – 38%
- Latino – 27%
- Asian – 8%
- White – 17%
- Other – 1%

**English learners:** 19%

**Special education students:** 19%

**Economically disadvantaged:** 76%

**Measures for positive, safe learning:**
- Emphasis on respect for all members of the school family.
- Positive and productive classroom behavior.

**The U School**

2000 N. 7th Street, 19122 • 215-400-7460

Neil Geppet, Principal • Email: ngeppet@philasd.org • theu.school.org

**Grades served:** 9-12

**2019-20 enrollment:** 300

**Waiting list:** Yes

**Admissions requirements:** Students must participate in open house and interview; open enrollment; all students welcome regardless of academic or behavioral backgrounds.

**Mission statement:** We embrace a prototyping culture where curiosity, experimentation, and reflection guide learning expeditions. We will utilize the design process and rigorous learning pathways to facilitate the growth of change agents regardless of incoming math or literacy skills. Every student will be prepared for post-secondary education/training and careers without the need for remediation. In the process, students will create solutions for the city and prove that youth are more than capable of success.

**Student racial demographics:**
- African American – 80%
- Latino – 13%
- Asian – 1%
- White – 4%
- Other – 2%

**English learners:** 4%

**Special education students:** 23%

**Economically disadvantaged:** 100%

**Measures for positive, safe learning:**
- Positive and productive classroom behavior.
- Emphasis on respect for all members of the school family.
- Positive and productive classroom behavior.

**Art activities and classes:** Fashion; dance; poetry; literature; film/video instruction

**Additional activities:** Breakout; Breakout Boundaries; cheso, dance team, debate; Dream Team; filmmaking; Imagination Foundation; mindfulness; peer mediation; photography; poetry club, yearbook

**Boys’ sports:** Basketball, Basketball, Cross Country, Football, Soccer, Softball, Track & Field, Volleyball

**Girls’ sports:** Basketball, Cross Country, Girls track, Softball, Track & Field

**Foreign languages:** Spanish

**Other special academic offerings:** Graphic Design, Visual Arts, advanced classes, PTVF school experiences, 9th Grade Academy

**Parent involvement:** School Advisory Council

**SEPTA routes:** 56, 57

**The Workshop School**

221 S. Hanson St., 19139 • 215-471-2960

Simon Hauger, Co-founder • Email: shauger@philasd.org • www.workshopschool.org

**Grades served:** 9-12

**2018-19 enrollment:** 256

**Waiting list:** Yes

**Admissions requirements:** Preference to students in catchment area; must be interested in working in a hands-on, project-based school environment; for students outside catchment area, multiple rounds of programs of study with interview.

**Mission statement:** To unleash the creative and intellectual potential of young people to solve the world’s toughest problems, we put real-world problems at the center of the curriculum. We create a culture that fosters creativity, risk-taking, and responsibility. We help students understand that setbacks are a natural part of doing challenging work and that the most important thing is to learn from them and press on.

**Points of pride:** Nearly 50 juniors and seniors completed college courses for credit, participated in internships, or both, in 2016-17; more than 95% of graduating seniors were accepted into at least one 2- or 4-year college; nearly all graduates are transitioning either into a job with long-term career prospects or into higher education/student-designed and run peer-mediation program; Workshop

**Program:** Education program for Automotive & Mechanical Engineering; recognized as one of the nation’s most innovative high schools by Neel Generation Learning Challenges. Featured in the documentary School of the Future, which aired on PBS in 2016.

**Art activities and classes:** Instrumental music classes; vocal music classes or ensemble; other vocal music classes; school musicals; school plays; theater production; poetry; literature; film/video instruction.

**Additional activities:** Recording studio; before school hip-hop program; dance team; jui jitsu clubs; yoga

**Boys’ sports:** Basketball; Cross Country; students can participate in varsity sports through neighboring high schools

**Girls’ sports:** Students can participate in varsity sports through neighboring high schools

**Foreign languages:** Spanish

**Career & Technical Education programs:** Autobody Collision Repair, Automotive Technology

**Other special academic offerings:** Auto Body Repair; Animation; Engineering; Teacher Internship

**Boys’ sports:** Basketball, Basketball, Cross Country, Football, Hockey, Indoor Track & Field, Lacrosse, Soccer, Softball, Track & Field, Volleyball

**Girls’ sports:** Basketball, Cross Country, Girls track, Softball, Track & Field

**Foreign languages:** Spanish

**Career & Technical Education programs:** Auto Body Repair, Automotive Technology

**Other special academic offerings:** Auto Body Repair; Animation; Engineering; Teacher Internship

**Parent involvement:** Home & School Association, classroom volunteers, attend students’ quarterly exhibitions

**SEPTA routes:** 21, 31, 42, 52, 64, 34 trolley, Market-Frankford E

**KEY TO THE SCHOOL PROFILES**

**Abbreviations used throughout the listings:**

- NA = Not available
- AP = Advanced Placement
- AYP = Adequate Yearly Progress
- CTE = Career and Technical Education
- PIAA = Pennsylvania Interscholastic Athletic Association
- * = Sports are not authorized for PIAA competition

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John Bartram High School

2401 S. 67th St., 19142 • 215-400-8100
Dwain Warren • Email: dwarren@philasd.org • bartram.philasd.org

Grades served: 9-12
2016-17 enrollment: 596
Waiting list: No
Admissions requirements: Serves students from catchment area; others may apply with admission based on space availability and lottery

Mission statement: Our students will be able to successfully demonstrate: competency using technology programs that will meet academic and career readiness expectations of higher education and industry; appreciation and the celebration of diversity through character development and community service; understanding and application of mathematical and scientific concepts to solve problems in real-world situations; competency and creativity in forming partnerships between school, parents, and the community toward success; an understanding of how relationships and personal actions impact personal goals through the use of positive reinforcements and restorative practices.

Points of pride: 1st place winner, Aspen Challenge, Philadelphia, 2018; $2 million School Improvement Grant enhancing safety and instruction; new Mac computer lab; WiFi and electrical auditorium upgrades; $2 million athletic complex to be completed in fall 2018; Freshman Academy - RELAY Model, technology integration in classroom – Edgenuity & MathX programs; distance and blended learning instructional model.

Student racial demographics:
- African American: 19%
- Asian: 5%
- Hispanic: 33%
- Latino: 25%
- White: 29%
- Unknown: 1%
- % special education students: 27%
- % economically disadvantaged: 79%

Measures for positive, safe learning: We focus on prevention and learner support, rather than responding to manifestations. Instances of assault, bullying and intimidation are addressed aggressively and swiftly.

Arts activities and classes: Choir, instrumental music classes; vocal music classes or ensembles; theater instruction; visual arts instruction; dance instruction; dance; poetry; literature; film/video instruction.

Additional activities: Health Occupations Students of America; GEAR-UP; ELECT; DECA; literary club; Gay-Straight Alliance; EducationWorks; Congreso afterschool programs; Peer Group Connections; Reading projects; Basketball, Basketball, Footbal, Soccer.

Frankford High School

5000 Oxford Ave., 19124 • 215-400-7200
Michael J. Calderone, Principal • Email: mcalderoned@philasd.org • frankfordhhs.philasd.org

Grades served: 9-12
2017-18 enrollment: 1,094
Waiting list: No
Admissions requirements: Residence within the school catchment area. Admission for students outside the catchment area is based on space availability.

Mission statement: To engage all stakeholders in an inspirational and respectful learning environment that prepares students to be productive global citizens.

Points of pride: The first year the students in our new Aviation Program will begin their path toward becoming certified pilots by the time they graduate. Four more aviation-related programs (unmanned aircraft, aerospace and engineering, air traffic control, and aviation maintenance) will launch over the next three years. The Badminton team won back-to-back Public League Championships, and has established the “FKO” philosophy: focused, knowledgeable, and determined; use of restorative practices.


Arts activities and classes: Visual arts, photography, film, ceramics, band, chorus, drumline, guitar, marching band, modern band, percussion, vocal music, musical theater, school musical, dance, drama, journalism.


Boys’ sports: Baseball, Basketball, Bowling, Cross County, Football, Lacrosse, Soccer, Softball, Tennis.

Track & Field, Volleyball, Wrestling.


Foreign languages: French, Spanish.


AP courses: English

Parent involvement: School Advisory Council


Information not updated by school for this academic year.

SEPTA routes: 1, 19, 24, 59, 67.

Information not updated by school for this academic year.

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Free 4th Grade Field Trips

Art Speaks tours include free busing and admission for Philadelphia public and charter school classes.

**Philadelphia Museum of Art**

[Image]

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- **Philadelphia Museum of Art**
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  - [philamuseum.org/learn](http://philamuseum.org/learn)
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  - educate@philamuseum.org

- **The James A. Michener Art Museum**
  - MAKE THE MICHERNER PART OF YOUR SCHOOL YEAR!
  - • Enrich your curriculum with dynamic arts education programming and resources
  - • Learn more about our science and art based programs, like A River Flows Through Art, which engages students with opportunities to learn about art, culture and history, fostering 21st Century skills and STEAM-based approaches
  - • Free busing scholarships for qualifying schools and free admission to all schools and teachers
  - [www.michenerartmuseum.org](http://www.michenerartmuseum.org)
  - 215.340.9800
  - www.michenerartmuseum.org

- **Independence Seaport Museum**
  - NEW “BEYOND THE EXHIBIT” EXPERIENCES
  - Let Independence Seaport Museum do the work for you with our “Beyond the Exhibit” optional add-on offerings. This one-hour experience provides students with both an education program and mini exhibit tour, diving deep into either the history or science behind what they are witnessing.
  - To book your field trip please contact Alexis Furlong, Director of Sales and Marketing, afurlong@phillyseaport.org | 215-413-8622 | phillyseaport.org/fieldtrips

- **Teaching Resources**
  - [Notebook.org](http://thenotebook.org)
TEACHERS, PLEASE KEEP THESE MUSEUMS IN MIND WHEN PLANNING FIELD TRIPS!

More than just a field trip, the Constitutional Ambassadors Program is a 4-hour intellectual, social, and skills-based educational experience on the First Amendment in which students learn the basic principles of the U.S. Constitution, see rare historical documents, priceless artifacts, interactive exhibits, and live theater that bring contemporary discussions about the Constitution to life. **Sign up for the NEW program which includes:**

- **Welcome & “Essential Question”** - Students are presented with a difficult constitutional question to guide the day’s activities—such as how the Constitution protects free speech—that they explore and discuss throughout the day at the Center.

- **Interactive Constitution Workshop** - Center educators take a deep dive into a specific constitutional provision to teach students how to learn about constitutional issues, critically examine primary sources, and distinguish their personal views from what the Constitution requires and forbids.

- **Guided Exploration of the Exhibits** - Students explore the Center’s exhibits and attend the Center’s live theatrical performances to reinforce core constitutional concepts and dive more deeply into the day’s Essential Question.

- **Student Town Hall** - Students reconvene to meet a constitutional expert—such as a state or federal judge, legal scholar, or practicing lawyer—who lead the students in a comprehensive discussion about the day’s Essential Question.

- **Peer Exchange** - The day ends with students talking with and teaching each other about what they have learned about the day’s Essential Question. They practice civil dialogue and active listening skills while discussing and debating constitutional issues.

The National Constitution Center will provide support before, during, and after the visit, including professional development opportunities. Scholarships for the program and transportation are available. **Register today at constitutioncenter.org/learn or contact Gina Romanelli at gromanelli@constitutioncenter.org or 215.409.6695.**
Horace Furness High School
1900 S. 3rd St., 19148 • 215-400-8300
Daniel Peou, Principal • Email: dpeou@philasd.org • furness.philasd.org

Grades served: 9-12
2017-18 enrollment: 690
Waiting list: No
Admissions requirements: Serves students from catchment area, others may apply, with admission based on space availability
Mission statement: To provide the social and academic tools in a safe and nurturing environment that empower students to use multicultural competency to become productive citizens in our global society.
Points of pride: Studio art; academic programs; business accounting program; English as a Second Language/Multicultural Academy, community partnership
Measures for positive, safe learning: Multicultural fair and assembly/concert; student government; full-time staff for afterschool extracurricular activities; National Honor Society
Arts activities and classes: Visual arts instruction; Additional activities: SAT prep; science club; student government

Kensington Creative & Performing Arts High School (KCAPA)
1901 N. Front St., 19122 • 215-291-5010
Lissette Ayogo-Centron, Principal • Email: lagocentron@philasd.org

Grades served: 9-12
2018-19 enrollment: 516
Waiting list: No
Admissions requirements: Serves students from Kensington Multiplex catchment area; others may apply, with admission based on space availability and lottery
Mission statement: To provide students with a rigorous academic program and comprehensive educational experiences in a safe, supportive learning environment, which will prepare students for post-secondary studies, careers, and opportunities in expressive arts.
Points of pride: Participated in the Philadelphia Post-Secondary Success Program, which supports a college and career-going environment; certified Career & Technical Education programs in film, cinematography, commercial art, graphic design; full-time College Access coordinator; Gear Up; Upward Bound/21st Century Community Learning Center; Rotary Club; student leadership.
Accreditations/awards: Leadership in Energy & Environmental Design Platinum High School, 2011
Arts activities and classes: Choir; drumline; instrumental music classes; jazz ensemble; school plays; theater instruction; visual arts instruction; ceramics; dance instruction; dance; film/video instruction
Boys’ sports: Baseball, Basketball, Football, Golf, Soccer
Girls’ sports: Basketball, Soccer, Volleyball
French, Latin, Spanish
Career & Technical Education programs: Film & Video Production, Graphic Design
AP courses: Calculus AB, English Literature & Composition, Environmental Science
Parent involvement: School Advisory Council, classroom volunteers
SEPTA routes: 1, 19, 47, 57, 79
Information not updated by school for this academic year.

Kensington High School
2501 E. Cumberland St., 19125 • 215-400-7700
José E. Lebrón, Principal • Email: jlebron@philasd.org • kensingtonhs.philasd.org

Grades served: 9-12
2019-20 enrollment: 532
Admissions requirements: Serves students from Kensington Multiplex catchment area; others may apply, with admission based on space availability and lottery
Mission statement: To prepare all students academically and holistically to be responsible, caring community members, ready for college or career upon graduation.
Points of pride: Amazing students and staff members
Accreditations/awards: Designation by Mayor’s Office of Education as a Community School, state-approved Career & Technical Education programs
Arts activities and classes: Poetry Club, Martial Arts Club, Music Club, Dance Club
Boys’ sports: Baseball, Basketball, Bowling, Football, Soccer, Volleyball, Wrestling
Girls’ sports: Basketball, Cheerleading, Soccer, Softball, Volleyball
Foreign languages: Spanish
Clubs and activities: Yoga, QSA, Vetin Cooking Club (My Daughter’s Kitchen); Italian Travel Club; Broadcasting Club; City Year Programming (Homework Club, Club EDGE, Yoga Club)
Career & Technical Education programs: Health-Related Technologies, Dental Assisting
AP courses: English Literature & Composition, Government & Politics, Studio Art, Spanish
Parent involvement: School Advisory Council, Mayor’s Office of Education Community School Committee
SEPTA routes: 3, 5, 99, Market-Frankford El

Abraham Lincoln High School
3201 Ryan Ave., 19136 • 215-335-5653
Jack Nelson, Principal • Email: jnelson@philasd.org • lincoln.philasd.org

Twitter: LincolnHSL01
Grades served: 9-12
2016-17 enrollment: 1,546
Waiting list: Yes
Admissions requirements: Serves students from catchment area; others may apply, with admission based on space availability and lottery
Mission statement: We educate all students for current and future success in college, career, technology, and service opportunities.
Points of pride: Four Career Academies: Professional Services, Science Academy, Academy of the Arts, 9th-Grade Academy; robotics; Special Olympics participation; student leadership clubs; student association; student ambassadors; Alumni Association; Boys’ Basketball Public League champions
Measures for positive, safe learning: Positive Behavioral Interventions and Supports, restorative practices
Accreditations/awards: Philly Design Award, 2017 Arts activities and classes: Introduction to Art, Art I & II, Sculpture I & II, Drama, Creating Theater Additional activities: Multidisciplinary project-based learning
Boys’ sports: Baseball, Basketball, Bowling, Football, Soccer, Swimming, Tennis.
Girls’ sports: Basketball, Bowling, Soccer, Softball
Swimming, Tennis
Foreign languages: French, Latin, Spanish
Career & Technical Education programs: Accounting & Financial Services, Business Administration, Sports Marketing, Health-Related Technologies, Horticulture, Engineering Technologies
AP courses: Calculus, English Literature & Composition, Environmental Science, Politics, Psychology, U.S. History,
Other special academic offerings: JROTC, Dead and Hard of Hearing, law, environment, fine arts, performing arts
Parent involvement: School Advisory Council
SEPTA routes: 66, 70, 88
Information not updated by school for this academic year.
Promace Academy at Martin Luther King High School
6100 Stenton Ave., 19138 • 215-276-5253
Keisha Wilkins, Principal • Email: kgwilkins@philasd.org • mlkhs.philasd.org
Grades served: 9-12
2019-20 enrollment: 565
Waiting list: No
Admissions requirements: Serves students from catchment area; others may apply with admission based on space availability and lottery
Mission statement: We are committed to providing challenging and engaging learning experiences for students. We are also committed to our stakeholders and a belief that fosters collaboration, providing
Student racial demographics:
- African American – 96%
- Latino – 2%
- Asian – 0%
- White – 1%
- Other – 2%
% English learners: 0%
% special education students: 32%
% economically disadvantaged: 76%

Northeast High School
1601 Cottman Ave., 19111 • 215-400-3200
Omar Crowder, Principal • ocrowder@philasd.org • nehs.philasd.org
Grades served: 9-12
2018-19 enrollment: 3,467
Waiting list: No
Admissions requirements: Serves students from catchment area; others may apply, with admission based on space availability. This neighborhood school also offers citywide programs that require special admission to the school. Engineering
Mission statement: Northeast High School is a diverse community that empowers students to explore and achieve within their own areas of interest. Our students will become collaborative, socially responsible, goal-oriented, and productive members of a global society. Our faculty and staff are a community of lifelong learners who serve as trusted educational resources to the greater Philadelphia area and beyond.
Points of pride: SPARC Robotics program; annual SPARK Flight (since 1968); Public League

Overbrook High School
5898 Lancaster Ave., 19131 • 215-400-7300
Yvette Jackson, Principal • Email: yjackson@philasd.org • overbrooks.philasd.org
Grades served: 9-12
2017-18 enrollment: 572
Waiting list: No
Admissions requirements: Serves students from catchment area; others may apply, with admission based on space availability and lottery
Mission statement: To provide a safe, respectful and accountable learning environment, where
Student racial demographics:
- African American – 97%
- Latino – 1%
- Asian – 0%
- White – 0%
- Other – 1%
% English learners: 1%
% special education students: 26%
% economically disadvantaged: 77%

Penn Treaty School
600 E. Thompson St., 19125 • 215-400-3800
Sam Howell, Principal • Email: showell@philasd.org • penn treaty.philasd.org
Grades served: 6-12
2019-20 enrollment: 550
Waiting list: No
Admissions requirements: Serves students from catchment area; daily attendance and punctuality are mandatory; students with complex needs are encouraged to apply from catchment area
Mission statement: Supporting the academic and social emotional outcomes of every student.
Points of pride: At Penn Treaty we build an academic community of students who grow as productive
Student racial demographics:
- African American – 33%
- Latino – 31%
- Asian – 1%
- White – 28%
- Other – 8%
% English learners: 8%
% special education students: 34%
% economically disadvantaged: 87%

Academies@Roxborough
6498 Ridge Ave., 19128 • 215-487-4464
Dana Jenkins, Principal • Email: djenkins@philasd.org • ruborughs.philasd.org
Grades served: 9-12
2016-17 enrollment: 625
Waiting list: Yes
Admissions requirements: Residence within the school catchment area; others may apply, but admission is criteria-based
Mission statement: Roxborough High School is an All-Academy High School. Academies offer each student more personalized attention, recognition, and care from teachers, staff and peers. Integral to the Academy methodology is the career-themed approach designed to engage all students with learning that is rigorous and relevant, preparing them for college and career. Each academy is a small learning community built around college and career pathways, Roxborough High School is committed to designing programs and learning opportunities that promote academic and social achievement for all students. We will focus on building a strong college and career preparation foundation that will provide students with the necessary skills and tools to achieve success & Compete in our global society.
More program details can be found at thenetoeb.org
SEPTA routes: 9, 27, 32, 35
More than 5,000 Philadelphia children are in foster care. Kids need YOUR help.

William L. Sayre High School
5800 Walnut St., 19139 • 215-400-7800
Jamie Eberle, Principal • Email: jeberle@philasd.org • sayre.philasd.org

Grades served: 9-12
2016-17 enrollment: 488
Waiting list? No
Admissions requirements: Serves students from catchment area; others may apply, with admission based on space availability and lottery
Mission statement: To create and sustain a positive academic and social-emotional environment, which enables students to develop the skills required to earn their high school diplomas and pursue their post-secondary dreams and aspirations.
Points of pride: Partnership with the Netter Center; Urban Nutrition Initiative program and garden; Sayre Health Center Collaboration; Mural Arts Program; small, but competitive sports program; Promise Corps; ELECT (Education Leading to Employment and Career Training) program; teen outreach programs
Measures for positive, safe learning: Continuously monitor school data and strategically plan to use personnel to the greatest capacity. We are building all aspects of leadership, including school culture.
Arts activities and classes: Visual arts instruction; drumline; dance; literature; music
Additional activities: Chess club; crochet club; various afterschool offerings
Boys’ sports: Intramural Soccer and Basketball through OST program*, Unified Soccer Program*, Basketball, Bowling, Track & Field
Girls’ sports: Intramural Soccer and Basketball through OST program*, Unified Soccer Program*, Basketball, Bowling, Track & Field
Foreign languages: Spanish
AP courses: English, Government, Psychology
Other special academic offerings: Writing Intervention; Enrichment Mathematics and Reading, other electives
Parent involvement: School Advisory Council; classroom volunteers; trip chaperones; professional development sessions; fundraisers
SEPTA routes: 21, 31, 42, 46, G, Market-Frankford
El Information not updated by school for this academic year.

South Philadelphia High School
2101 S. Broad St., 19148 • 215-400-8400
Kimlime Chek-Taylor • Email: kchek@philasd.org • sphs.philasd.org

Grades served: 9-12
2019-20 enrollment: 617
Waiting list? No
Admissions requirements: Serves students from catchment area; others may apply, with admission based on space availability and lottery
Mission statement: South Philadelphia High School is a learning community united in its commitment to ensure a safe, nurturing and literate environment for children and adults.
Student racial demographics:
- African American: 96%
- Asian: 0%
- Latino: 1%
- White: 1%
- Other: 2%
- % special education students: 32%
- % economically disadvantaged: 82%

Points of pride: College & Career Pathways, designation by Mayor’s Office of Education as a Community School; Career & Technical Education programs: Advertising & Graphic Design, Visual Arts instruction; music and drama program
Sports are not authorized for PIAA competition
Girls’ sports: Basketball, Cheerleading, Soccer, Track & Field
Foreign languages: Spanish, French
Career & Technical Education programs: Computer Support Systems Technology, Culinary Arts, Engineering Technologies, Health-Related Technologies, Army JROTC, National Honor Society; athletic programs; extensive network of partnerships that support student success and opportunities
Measures for positive, safe learning: Restorative practices, Positive Behavioral Interventions & Supports
Arts activities and classes: Theater instruction, visual arts instruction; music and drama program
Additional activities: School newspaper; Outward Bound; Future Business Leaders of America; Health Occupations Students of America; SkillsUSA competitions; student government; DECA; cooking club, Careers through Culinary Arts Program; small, but competitive sports program; Promise Corps; ELECT (Education Leading to Employment and Career Training) program; teen outreach programs
Measures for positive, safe learning: Continuously monitor school data and strategically plan to use personnel to the greatest capacity. We are building all aspects of leadership, including school culture.
Arts activities and classes: Visual arts instruction; drumline; dance; literature; music
Additional activities: Chess club; crochet club; various afterschool offerings
Boys’ sports: Intramural Soccer and Basketball through OST program*, Unified Soccer Program*, Basketball, Bowling, Track & Field
Girls’ sports: Intramural Soccer and Basketball through OST program*, Unified Soccer Program*, Basketball, Bowling, Track & Field
Foreign languages: Spanish
AP courses: English, Government, Psychology
Other special academic offerings: Writing Intervention; Enrichment Mathematics and Reading, other electives
Parent involvement: School Advisory Council; classroom volunteers; trip chaperones; professional development sessions; fundraisers
SEPTA routes: 2, 4, 23, 37, 79, Broad Street subway

NEIGHBORHOOD HIGH SCHOOL PROFILES 2019 NEIGHBORHOOD

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KEY TO THE SCHOOL PROFILES
Abbreviations used throughout the listings:
NA = Not available
AP = Advanced Placement
AYP = Adequate Yearly Progress
CTE = Career and Technical Education
PIAA = Pennsylvania Interscholastic Athletic Association
* = Sports are not authorized for PIAA competition
Mission statement: Strawberry Mansion HS is a transformative school that is driven to provide an exceptional education and equitable opportunities for all students. Through career pathways, each student will extend their learning and develop the competencies necessary to compete in the 21st century. Every student will graduate with two viable options: a high-quality diploma and an industry certification that is The Mansion Promise.

Points of pride: The Mansion provides students with college prep and the 21st century skills that align to students interests. The three career pathways are Music, Media, and Management. We have an award winning Culinary program, a full Music program which includes Music Engineering, Graphic Design and Photography.

Measures for positive, safe learning: Established schoolwide rules are enforced daily; motivated and committed teachers and staff, regular contact with parents and the community, monthly workshops during school day for enrichment and exposure to a variety of offerings.

Strawberry Mansion HS is a transformative school with a neighborhood preference based on space availability and lottery. A non-criteria admission for grade 11 is 10, for grade 9 is 250, and for grade 10 is 25. Waiting list: yes.

Grades served: grades 9-11.


Mission statement: Our mission is to equip every student to find and walk their pathway to a successful career. With small communities, internships, and project-based learning, we will educate one student at a time in a community of learners. We seek to provide students with a highly personalized educational program that applies learning in real-world contexts and cultivates deep sustaining relationships with peers, parents, and the community. We will ensure students possess the academic, social, and workplace competencies to find high-quality employment they enjoy, to successfully engage in postsecondary learning opportunities, and to productively “give back” both globally and locally.

Student racial demographics:
- African American – 99%
- Latino – 1%
- Asian – 0%
- White – 0%
- Other – 0%
- English language learners: 1%
- Special education students: 24%
- Economically disadvantaged: 99%

Admissions requirements: A non-criteria admission based on space availability and lottery. Waiting list: yes.

Admissions requirements: Serves students from catchment area; others may apply, with admission based on space availability and lottery. Special program requirements for International Baccalaureate and Career & Technical Education programming (city-wide admissions).

Student racial demographics:
- African American – 27.7%
- Latino – 13.8%
- Asian – 14.5%
- White – 35.6%
- Other – 8%
- English language learners: 23%
- Special education students: 23%
- Economically disadvantaged: 75%

Mission statement: To provide all students with learning opportunities that match their abilities and desired outcomes through the International Baccalaureate program, AP coursework, dual enrollment, internships, apprenticeship programs, hands on learning activities, and industry recognized certifications using 21st-century skills.

To prepare, ensure, and empower all students of diverse backgrounds to achieve their full intellectual and social potential in order to become lifelong learners and productive members of society.

Points of pride: Students come from 67 countries; 28 languages spoken; Mayor's Office of Education Community School; robust International Baccalaureate program; dual enrollment programs with 23 post-secondary institutions; extensive elective choices and levels; winner of People’s Choice Award, Aspen Challenge: Philadelphia, 2017; Peer Group Connection program; championship sports teams; Temple Life Grant recipients for adult ESL classes; PBIS High School 2018-19, Teen Court 2018-2019.

Measures for positive, safe learning: Serious incidents down 5.6% 2018-2019, 67% of 9th graders were on track for graduation at the end of the year. 88% of students with zero suspensions from 2018-2019 school year, over 50% of students taking advanced coursework, 81% of parent surveys responded positively to “I am pleased with the quality of education my child’s school is providing for my child.”

Accreditation awards: 2 International Baccalaureate Diplomas awarded in 2018-2019 school year, 85% of IB exams taken earned college credit. Middle States Accreditation, 52 college credits awarded while students dual enrolled.

Arts and activities: Ceramics, vocal music; orchestra, music design; Additional activities: Biotechnology, chess, choir, culinary arts, dance; Debate, DECA, Gay-Straight Alliance, The Lantern literary magazine, National Honor Society; math club, MSA; multicultural show; musicals/drama, Peer Group Connection, robotics, Science Club, SOA; technology, tutoring, web design.

Boys’ sports: Baseball, Basketball, Football, Track & Field, Wrestling, Badminton, Bowling.

Girls’ sports: Basketball, Field Hockey, Lacrosse, Soccer, Softball, Tennis, Track & Field, Cheerleading, Badminton, Bowling.

Foreign languages: Spanish, French, German.

Parent involvement: School Advisory Council, every parent is expected to attend their child’s mid-year and end-of-year Exhibitions of Learning.
Points of pride: Partnerships: University of Pennsylvania, Drexel University, Community College of Philadelphia, University of the Sciences; African American drag queen; Phi Beta Kappa; Campus Ambassadors. Student demographics: African American - 97%; Latino - 1%; Asian - 1%; White - 0%; Other - 1%. % English learners: 1%. % Special education students: 34%. % Economically disadvantaged: 82%. Suspensions on file for the last two years; transfer students must have nothing less than a C on final quarter from most recent report card. Information not updated by school for this academic year. Required to take the Theory of Knowledge course that investigates the nature of knowledge in various disciplines; participate in Creativity, Action, Service to achieve eight learning outcomes; undertake original research; and write a 4,000-word essay. Students successfully completing the program earn the IB diploma, as well as a Northeast High School Diploma Program. In 2018, 100% of IB graduates earned at least two college-eligible scores. See Northeast HS under "Neighborhood high schools" for more information.
ASPIRA Olney High School

100 W. Duncannon Ave., 19120 • 215-456-3014

James Thompson, Principal • Email: jthompson@olney.aspira.org • www.aspiraolney.com

Grades served: 9-12

2018-19 enrollment: 1,800

Student racial demographics: African American – 33% Latino – 60% Asian – 4% White – 1% Other – 2%

Mission statement: Dedicated to creating, nurturing, and providing quality instruction and a supportive environment conducive to learning, while empowering students to become global thinkers and conscious leaders who will achieve academic proficiency and college and career readiness.

Points of pride: Dual enrollment partnership with Community College of Philadelphia and Cabrini University; in-house day-care center; 25 year internship program partnership with St. Christopher’s Hospital for Children; Health-Related Technologies program through CF Charities, provides students with an opportunity to explore the medical field in a state of the art facility, which doubles as a community clinic after school hours, Financial Literacy Program partnership with American Literacy Program, partnership with American Education for Children; after school hours, Financial Literacy Program partnership with American Education for Children.

Joseph University, Philadelphia Education Fund: College Access Program, Entrepreneurship Classes associated with NFTE, OCHS Drum Corp Cohort Program, Nationally recognized Jobs for America’s Graduates (JAG) program preparing students for post-secondary readiness, Cafe Exceptional Program exposes special education students to the culinary industry, SAT site, Public League and District XII Baseball champions, 2016; support team to enforce safe and orderly climate; job-embedded professional development for teachers in addition to weekly professional development for teachers/staff; one-on-one teacher coaching and support provided by assistant principals, senior lead educators, teacher mentors, special education and ELL coordinators; more than 300 desktop computers and 11 mobile laptop carts; Laptop carts in freshmen classes, Senior Seminar classes focused on college and career readiness; drama club produces a play each spring and fall.

Measures for positive, safe learning: 6 counselors; 6 behavior specialists; 2 school psychologists; Community and Parent Outreach office; 30 safety team members; 2 programs to help support struggling students; ASPIRA Academic Coaches on behavior modification and serves as a disciplinary intervention.

Arts and activities classes: Choir; choir; vocal music classes; drum line; other instrumental ensemble; vocal music classes or ensemble; school musicals; school plays; theater group; theater group; visual arts instruction; photography instruction.

Additional activities: Clubs; city-wide championship level debate team, eastern regional championship level scabbard club, Gay-Straight Alliance, Young Life; ASPIRA leadership, yearbook, anime, robotics, geeks, glee, Brazilian jiu jitsu, multicultural, Blue Ink, writing, SAT, chess; Cafe Exceptional program; recent grants: Taller Puertorriqueño – teaching artist program, After School Activities Partnership drama program; Wilma Theater Residency, North Philadelphia Arts Association – Einstein Programs; Operation HOPE – financial literacy education and entrepreneurship training; partnerships with Automotive Training Center, Universal Technical Institute, Philadelphia Job Corps Center; Own Your Awesomeness – promotes female student empowerment; MANUP Boys’ sports: Baseball, Basketball, Football, Soccer, Cross Country, Track and Field, Volleyball, Wrestling Girls’ sports: Basketball, Cheerleading, Soccer, Cross Country/Track & Field, Volleyball, Softball

Foreign languages: Spanish

AP courses: English Literature & Composition, Government & Politics, Spanish Language & Culture, Statistics

Other special academic offerings: Computer Print Shop, NFTE Entrepreneurship classes, Financial Literacy classes, Perco College Paralegal Partnership Program; Philadelphia College of Osteopathic Medicine STEM career-focused program

Parent involvement: Home & School Association, School Advisory Council; weekly meetings held on Thursdays, community dinners; Community Day Barbeque, end-of-year celebration; monthly dinners with parents of English learner students; transition fairs; dinners for parents of low-incidence students

SEPTA routes: 1, 26, 57, J, R, Regional Rail

Belmont Charter High School

1301 Belmont Avenue, 19104 • 267-788-1421

Genevieve Byrd-Robinson, Head of School • Email: genevieve.byrd-robinson@belmontcharternetwork.org

www.belmontcharternetwork.org/bchs

Grades served: 9 and 10, will grow a grade each year.

2018-19 enrollment: 160

Waiting list: Yes

Admissions requirements: Open to all students who live in Philadelphia and are rising to 9th grade; application required. A public lottery will be held if the number of applications exceeds the number of openings.

Mission statement: To provide students with a high-quality, standards-based college preparatory curriculum and a career preparation and exploration program that provides an individualized, project-oriented learning environment that emphasizes social, emotional, physical, and academic development.

Points of pride: Positive, inclusive, and supportive school environment that encourages students to strive for excellence. The BOHS model offers two pathways to success — to a college pathway and career pathway — and students are given the independence to design their own path through high school.

Measures for positive, safe learning: Our caring teachers model our core values. We also believe that a school is accountable for its students’ socio-emotional development. Each student’s well-being and physical needs are important to us, and we support students in creating a strong, welcoming school culture that reflects their community and home values. We want students to feel a sense of unity with their peers and teachers; have faith in the power of education; realize their own potential; and take ownership for their impact on the school environment and the community.

Arts and activities classes: Dance/performing arts

Additional activities: Out of School Time programming includes technology, yearbook, construction trades, school newspaper, career exploration, Model United Nations, National Honor Society, entrepreneurship program.

Boys’ sports: Basketball, Cross Country, Football, Track & Field, Wrestling

Girls’ sports: Basketball, Cheerleading, Cross Country, Track & Field, Wrestling

Foreign languages: Spanish

Parent involvement: Expectations of parents: volunteer 1 or more events per school year; attend open houses in the fall; actively communicate with teachers and administrators regularly; check student’s agenda regularly; ensure that student reads at home; encourage student to get involved in extracurricular activities.

SEPTA routes: 38, 40, 43, 64, and 10 and 15 trolleys

Informal information not updated by school for this academic year.

Boys’ Latin of Philadelphia Charter School

5501 Cedar Ave., 19143 • 215-387-5149

RJ McDaniel, High School Principal • Email: rjmcda@boyslatin.org

Trudy Allen, Middle School Principal • Email: tal vein@boy2.org • www.boyslatin.org

Grades served: 6–12

2018-19 enrollment: 807

Waiting list: Yes

Admissions requirements: Admission is open to all boys who live in Philadelphia and who are rising to 6th grade or 9th grade.

Mission statement: We prepare boys for success in college and beyond, using as our foundation a classical Latin Education, the positive influence of brotherhood, and rich relationships. We are a community that values and cultivates critical thinking, personal responsibility, emotional intelligence, and character development.

Points of pride: 87% 4-Year College Persistence Rate; ranking Boys’ Latin #1 among all public high schools in Philadelphia for African American students and #2 for male students; 86% College Enrollment Rate, ranking Boys’ Latin #3 among all public high schools in Philadelphia; 98% College of openings. Check website for application and admissions dates.

Student racial demographics: African American 98% Latino – 1% Asian – 0% White – 0% Other 2%

Student special education demographics: 0% English learners: <1% % pecial education students: 26% % economically disadvantaged: 93%

Acceptance Rate; Boys’ Latin graduates accepted and offered scholarships to top 100 colleges and universities including Amherst, Bates, Howard, Penn, Penn State, Swarthmore, and Wesleyan; all boys public school in Pennsylvania; 1:1 laptop program; Latin required in grades 7-12; 1:1 student teacher ratio; “Best of Philly” acclaimed after school program with 40+ sports teams, clubs, and organizations; only public school charter program in Philadelphia; 1:1 public school Bowling and Lacrosse programs in Philadelphia; recognized by the Wall Street Journal for exceptional performance on the National Latin Exam; 20 students recognized for their academic achievements as Union League Good Citizenship Award recipients; 10 students selected for competitive Summer Search program; 8 students earned scholarships to participate in North Carolina Outward Bound School.

Measures for positive, safe learning: Forums for student leadership and expression; weekly student seminars to celebrate school’s core values of school-wide brotherhood and integrity; restorative discipline practices; school safety corridors and monitors.

Accreditations/awards: Charter renewal granted in 2017, middle school expansion granted in 2012

Arts activities and classes: Acting; band; ceramics; digital art (Adobe Illustrator, Adobe Photoshop); drama; film; literature; music; music publishing; poetry; poetry; poetry; poetry; stage crew; theater; visual arts

Additional activities: Bridges to Wealth Financial Scholars; Summer Search, North Carolina Outward Bound School; National Honor Society; Latin Certamen (National Junior Classical League competition), Gay-Straight Alliance, North Philadelphia Public School Council, Student Government; Peer Mediation; after school programs including ancient cuisine, beekeeping society, carpentry, community garden, community service, debate, entrepreneurship, robotics, school newspaper, school store, ultimate frisbee, video gaming, and weight training; among others Boys’ sports: Baseball, Basketball, Bowling, Crew, Cross Country, Flag Football, Golf, Lacrosse, Soccer, Track and Field, Volleyball, Wrestling

Foreign languages: Latin (4-year requirement)

AP courses: Art History, Calculus, English Language & Composition, English Literature & Composition, Environmental Science, Physics, U.S. History


Parent involvement: Extended Family Network parent-teacher workshops; fund-raising activities; teacher appreciation celebrations and student events; board member liaisons; afterschool club advisors; safety corridor monitors; panel members during student forums.

SEPTA routes: 21, 42, 46, 52, 54; 34 trolley

Types of high schools

Special admission high schools

These high schools have specific admissions requirements in the areas of test scores, grades earned in core subjects, and attendance and behavior records. Other schools have special admissions programs within them. Students across the city may apply.

Citywide admission high schools

Students citywide are eligible to apply to these high schools, and those who meet the criteria are entered into a lottery. Each school has different admissions criteria, but most require that students have passing grades in all major subjects and maintain a good attendance, behavior, and punctuality record.

Neighborhood high schools

These schools have geographic boundaries, students are guaranteed admission if their school for grade 8 falls within the feeder pattern. Those living outside of the feeder pattern may also apply, but admission is based on a lottery or determined by a lottery. Some of these are now run by charter school operators as Renaissance Schools. Others are Promise Academies getting extra supports from the School District.

Charter high schools

There are 32 charters serving 12 high schools grades. Charters are not District-operated — each functions as an independent district.

Any Philadelphia student may apply to these 32 charters; each school has a waiting list; students must apply. Each school has a waiting list; students must apply. Each school has a lottery; if there are more applicants than slots. They are not allowed to exclude applicants based on grades or test scores or other aspects of their record. But each school has its own procedures and deadlines, as well as different interview, orientation, and paperwork requirements for students and parents before enrollment is guaranteed.

Philadelphia Public School Notebook

Visit us online — thenotebook.org

Fall Guide 2019
Points of pride:

Fall Guide 2019

Our most recently available FAFSA students.

members work to foster the development of trusting potential and to internalize responsibility for their challenged to explore their personal and academic overall emotional/social functioning. Students are of a positive, supportive school experience. We are to serve urban youth in search graduation; college persistence rate is 10% above attended college within two years of high school

Admissions requirements:
Application, lottery

% English learners: 23%
% special education students: 18%
% economically disadvantaged: 76%

Measures for positive, safe learning: Staff receives training in code of conduct and discipline procedures; school safety climate officers are CPR-certified and attend additional training

Arts activities and classes: Instrumental studies (band and string orchestra); choral studies (choir); dance technique, performance and choreography; drama; playwriting, directing, acting; dance, music, and performance; visual arts; drawing and painting; 3D art; film analysis and production

Waiting list? Yes

Waiting list? Yes

Admissions requirements:

% English learners: <1%
% special education students: 29%
% economically disadvantaged: 0%

Mission statement: Prepare critically thinking, socially capable, spiritually sensitive, and culturally aware young adults who can use English, Spanish, and technology as tools for success.

Points of pride: More than 65% of graduates have attended college within two years of high school graduation; college persistence rate is 10% above the national average.

Performance requirements:

Application, lottery

% English learners: 8%
% special education students: 21%
% economically disadvantaged: 74%

Our six-year average first year college matriculation rate is 61% and our six-year average freshman to sophomore persistence rate is 77%. CAP also offers students an opportunity to earn a ServSafe Food Handler Certification. Students interested in a culinary pathway or who may want to earn a credential can enroll in our Nutrition and Food Preparation course and later take the ServSafe Food Handler Certification test. Latin Dance Group has earned second place 5 times at the Puerto Rican Day Parade; Envihonoree team represented Philadelphia in the state competition for the sixth year in a row.

Measures for positive, safe learning: Our comprehensive Code of Conduct clearly lays out the high expectations for student behavior in

Order to foster an environment where students feel supported and safe so that they can learn. Teachers, along with support staff. Security personnel are trained and certified by Temple University Criminal Justice Center; emotional support team staffed by a psychiatrist, licensed therapist, social worker, school nurse, and certified medical assistant, day-care program for faculty and students; special education department of coordinators and teachers; 2 school psychologists (1 bilingual Spanish/English). English learner support services, a team of reading specialists, emotional support team services include psychiatric assessments, individual and group counseling, affect management, social skills, anti-bullying

Accreditation/awards: Accredited Pre-K-12 by the Middle States Association since 1995; Hispanic Association of Colleges and Universities member, several awards in the Pennsylvania 2019 MESA-Robotics Challenge; chess team recently earned awards at the PEO/ASAP Checkmate Violence tournament; Reading Olympic Blue Ribbon winner

Arts activities and classes: Choir; drumline; instrumental music classes; drill team; other instrumental ensemble; vocal music classes or ensemble; visual arts instruction; poetry; literature; film

Additional activities: Clubs include: running, The

Prometheus Reader Literary magazine, Poetry Café, art show, forensics, mystery science, drama, Latin dance, steppers, chess, anime, book, restaurant, coding, yearbook, Envihonoree, robotics

Boys’ sports: Penn-Jersey league: Baseball, Basketball, Bowling, Soccer, Winter and Spring Track, Cross Country


Foreign languages: French, Spanish

AP courses: Art, Biology, Calculus AB, English Language & Composition, English Literature & Composition, Spanish Language & Culture, World History, Government & Politics, Computer Science, Psychology

Other special academic offerings: Graphic design, Media & Technology (includes a daily news broadcast), 50s Culture & History, coding, Nutrition & Food Preparation, creative writing, journalism, music, art, art history, piano, music technology, public speaking, Introduction to Engineering

Parent involvement: Parent Teacher Organization (PTO); afterschool volunteers, parent meetings and workshops

SEPTA routes: 3, 56, 89, Market-Frankford El

Points of pride:

Admissions requirements:

% English learners: 15%
% special education students: 44%
% economically disadvantaged: 4%

Mission statement: Society capably, spiritually sensitive, and culturally aware young adults who can use English, Spanish, and technology as tools for success.

Points of pride: More than 65% of graduates have attended college within two years of high school graduation; college persistence rate is 10% above the national average.

Performance requirements:

Application, lottery

% English learners: 8%
% special education students: 21%
% economically disadvantaged: 74%

Our six-year average first year college matriculation rate is 61% and our six-year average freshman to sophomore persistence rate is 77%. CAP also offers students an opportunity to earn a ServSafe Food Handler Certification. Students interested in a culinary pathway or who may want to earn a credential can enroll in our Nutrition and Food Preparation course and later take the ServSafe Food Handler Certification test. Latin Dance Group has earned second place 5 times at the Puerto Rican Day Parade; Envihonoree team represented Philadelphia in the state competition for the sixth year in a row.

Measures for positive, safe learning: Our comprehensive Code of Conduct clearly lays out the high expectations for student behavior in

Order to foster an environment where students feel supported and safe so that they can learn. Teachers, along with support staff. Security personnel are trained and certified by Temple University Criminal Justice Center; emotional support team staffed by a psychiatrist, licensed therapist, social worker, school nurse, and certified medical assistant, day-care program for faculty and students; special education department of coordinators and teachers; 2 school psychologists (1 bilingual Spanish/English). English learner support services, a team of reading specialists, emotional support team services include psychiatric assessments, individual and group counseling, affect management, social skills, anti-bullying

Accreditation/awards: Accredited Pre-K-12 by the Middle States Association since 1995; Hispanic Association of Colleges and Universities member, several awards in the Pennsylvania 2019 MESA-Robotics Challenge; chess team recently earned awards at the PEO/ASAP Checkmate Violence tournament; Reading Olympic Blue Ribbon winner

Arts activities and classes: Choir; drumline; instrumental music classes; drill team; other instrumental ensemble; vocal music classes or ensemble; visual arts instruction; poetry; literature; film

Additional activities: Clubs include: running, The

Prometheus Reader Literary magazine, Poetry Café, art show, forensics, mystery science, drama, Latin dance, steppers, chess, anime, book, restaurant, coding, yearbook, Envihonoree, robotics

Boys’ sports: Penn-Jersey league: Baseball, Basketball, Bowling, Soccer, Winter and Spring Track, Cross Country


Foreign languages: French, Spanish

AP courses: Art, Biology, Calculus AB, English Language & Composition, English Literature & Composition, Spanish Language & Culture, World History, Government & Politics, Computer Science, Psychology

Other special academic offerings: Graphic design, Media & Technology (includes a daily news broadcast), 50s Culture & History, coding, Nutrition & Food Preparation, creative writing, journalism, music, art, art history, piano, music technology, public speaking, Introduction to Engineering

Parent involvement: Parent Teacher Organization (PTO); afterschool volunteers, parent meetings and workshops

SEPTA routes: 3, 56, 89, Market-Frankford El
Students work with the latest technology to learn academic program with the maritime studies theme. Coursework is interdisciplinary.

Student racial demographics:
- African American – 9.85%
- Latino – 10.06%
- Asian – 9.71%
- White – 65.92%
- Other – 4.26%

% English learners: 0%
% special education students: 14%
% economically disadvantaged: 26%

English, mathematics, science, social studies, and the arts. Coursework is interdisciplinary.

SEPTA routes: 15, 25, 39, 43, 89

Philadelphia for dual enrollment; recognized by Apple as a distinguished program for innovation, leadership, and educational excellence, 2014-16

Measures for positive, safe learning: Anti-bullying program; Positive Behavioral Interventions and Strategies; Panther Pride positive behavior program;

Raptor system is used to check each visitor's ID against the Megan's Law sex offender list; fingerprint scanning system is used for lunchtime and checking things in and out; doors are always locked;
cleanliness for all staff and parent volunteers


Arts activities and classes: Choir; instrumental music classes; jazz; orchestra; other instrumental ensemble; vocal music classes or ensemble; visual arts instruction; dance; school musicals; school plays; film

Additional activities: Student newspaper and video club; Math 24, band/orchestra/band/guitar club; bands, art, creative kids, yearbook, Student Council, Students Against Destructive Decisions, drawing/portfolio, Club 7, National Honor Society. Do It club, drama, Club Ophelia, environmental club, culture club, dance, drama, recorder ensemble, garden, astronomy, fitness, yoga. Girls in STEM, Lego, film, school store; school app; Panther Pride program; The Panther Press newsletter

Boys' sports: Baseball, Basketball, Soccer, Softball, Intramurals*

Girls' sports: Basketball, Cheerleading, Soccer, Volleyball, Intramurals*

*After school volunteers; Title I Nights; Association for MaST Parents; parent liaison committee, general fundraisers

SEPTA routes: 1, 14, 67, 84

Philadelphia Public School Notebook

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Mission statement: All students learn the academic and personal skills they need to be prepared for post-secondary success and able to pursue their dreams.

Points of pride: Class of 2019 earned $2.4 million in scholarships; 90% of students participate in sophomore internship programs; AP classes.

Measures for positive, safe learning: Assistant principal of school culture; deans; school social worker; outpatient therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationship-building.

Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

Additional activities: Robust after school extracurricular offerings

Measures for positive, safety learning: Assistant principal of school culture; deans; school social worker; outpatient therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationship-building.

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Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

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Arts activities and classes: Visual arts classes

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Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

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Measures for positive, safety learning: Assistant principal of school culture; deans; school social worker; outpatient therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationship-building.

Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

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Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

Additional activities: Robust after school extracurricular offerings

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Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

Additional activities: Robust after school extracurricular offerings

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Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

Additional activities: Robust after school extracurricular offerings

Measures for positive, safety learning: Assistant principal of school culture; deans; school social worker; outpatient therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationship-building.

Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

Additional activities: Robust after school extracurricular offerings

Measures for positive, safety learning: Assistant principal of school culture; deans; school social worker; outpatient therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationship-building.

Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

Additional activities: Robust after school extracurricular offerings

Measures for positive, safety learning: Assistant principal of school culture; deans; school social worker; outpatient therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationship-building.

Accreditations/awards: Recognized as a top 10 school in Pennsylvania by PennCAN, 2013

Arts activities and classes: Visual arts classes

Additional activities: Robust after school extracurricular offerings

Measures for positive, safety learning: Assistant principal of school culture; deans; school social worker; outpatient therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationship-building.
Mastery Charter School Thomas Campus
927 Johnston St., 19146 • 267-236-0036
Peter Langer, Principal ★ Email: peter.langer@masterch.org ★ www.masterch.org
Grades served: K-12
2019-20 enrollment: 1,331
Waiting list: Yes
Admissions requirements: Lottery, preference given to current students at Mastery Charter Thomas Elementary and students living in the South Philadelphia neighborhood
Mission statement: All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.
Points of pride: Class of 2019 earned $4.7 million in scholarships; sophomores participate in internships; dual enrollment with Community College of Philadelphia; extracurricular programs and sports Measures for positive, safe learning: Assistant principal of school culture; deans; school social worker; outpatent therapist; student government committees on school culture and school excellence; proactive response to student issues, including student mediation and class circles; consistent parent communication; staff approach to relationshipsh building
Arts activities and classes: Choir; drama; instrumental music classes; orchestra; visual arts instruction; literature Additional activities: Green clubs; yearbook; technology; Queer-Straight Alliance; debate; Student Council; Mastery Gentlemen of Distinction; DEWAS; National Honor Society, string orchestra
Boys’ sports: Basketball, Baseball, Cross Country, Football, Lacrosse, Soccer, Softball, Track & Field, Volleyball
Girls’ sports: Basketball, Cheerleading, Cross County, Dance, Lacrosse, Soccer, Track & Field, Volleyball

The Mathematics, Civics & Sciences Charter School
447 N. Broad St., 19123 • 215-923-4880
Veronica J. Jayne, Founder/CAO ★ Email: info@mcscs.org ★ www.mcscs.org
Grades served: 1-12
2017-18 enrollment: 1,000
Waiting list: Yes
Admissions requirements: Application, lottery, preference given to students living in Philadelphia and students with siblings attending the school
Mission statement: To provide a quality education to students and to graduate students who are prepared to enter college, vocational training, and today’s workforce. We offer an advanced curriculum, a class size of 20 students, and a highly qualified team of certified teachers.
Points of pride: Over $3 million in scholarships awarded to graduates Measures for positive, safe learning: Security staff throughout the building, including female bathroom monitors; rules posted in every classroom; teachers greet students at their doors; teachers and security supervise during lunch; surveillance cameras throughout the building during dismissal time, security staff are outside and in the subway, zero tolerance for misbehavior.
Accreditations/Awards: PIAA District 12-2A city champions in Boys’ Basketball, 2016, and PIAA Class A state champions in 2011; team was also Class A state runner-up in 2014 and 2016 and PIAA state semifinalist in 2012, 2013, 2015, 2017; several individual winners in DeVry University Math Elite Competition, 2013; mock trial team received a scholarship to attend the Empire Mock Trial World Competition in New York City in 2018.
Arts activities and classes: Choir; instrumental music classes; vocal music classes or ensemble; dance instruction, drill team Additional activities: Clubs: public speaking; sewing, chess, computer, violin, keyboard, yearbook, art; poetry; mock trial; cheerleading; math; robotics; engineering; SAT prep; Homeless Project; before and after school care program for working parents; afterschool tutoring program; mentoring club Boys’ sports: Basketball (Football participation available at the neighborhood school)
Girls’ sports: Basketball

Multicultural Academy Charter School
3821 N. Broad St., 19140 • 215-227-0513
James Higgins, CEO ★ Email: higgins@macs.k12.pa.us
Scott Walsh, Principal ★ Email: walsh@macs.k12.pa.us ★ www.macs.k12.pa.us
Grades served: 9-12
2018-19 enrollment: 275
Waiting list: Yes
Admissions requirements: Apply through applyphilchar.org
Mission statement: To educate the whole child by providing a safe environment with strict discipline in which students can learn and teachers can instruct, while emphasizing the importance of parental involvement in the educational process. The vision of our school is to effect positive change in a multicultural society by developing well-rounded, highly educated, and thoughtful individuals who embody the school’s core values.
Points of pride: Class of 2018 earned more than $5.9 million in scholarships; students required to perform 20 hours of community service yearly Measures for positive, safe learning: The school is built on a foundation of integrity, dignity, trust, and intellectual honesty, which represents the highest possible expression of shared values; bullying and/or violence are not tolerated; trained school police are on campus at all times.
Accreditations/Awards: Recognized as a Title I Distinguished School by the Pennsylvania Department of Education for two consecutive years, placing the school’s performance in the top 5% of all 1,331 schools statewide.
Arts activities and classes: Music classes or ensemble; instrumental music classes; other instrumental ensemble; theater instruction, school musicals; school play, theater group, visual arts instruction; dance instruction; dance; literature Additional activities: Science club; yearbook committee; student council; Gay-Straight Alliance Boys’ and Girls’ sports: D-2 ed Biking club, Soccer club, Running club, Basketball club
Foreign languages: Spanish
Parent involvement: Classroom volunteers; parent committees; board of trustees; Back to School Night; report card conferences; annual parent conferences; Veronica Joyner Scholarship Fund Luncheon; Police Officers Appreciation Luncheon; Homeless Project; Christmas canned food drive, Toy donation, and Thanksgiving baskets; school trip chaperones
SEPTA routes: 2, 16, 23, 43, 45, 61, Broad Street subway
Information not updated by school for this academic year.

New Foundations Charter School
4850 Rhawn St., 19136 • 215-344-6410
Charlie Baltimore, 9-12 Principal ★ Email: cbaltimore@nfcs.k12.pa.us ★ www.nfcsonline.org
Grades served: K-12
2017-18 enrollment: 1,469
Waiting list: Yes
Admissions requirements: Lottery % English learners: 1% % special education students: 10% % economically disadvantaged: 80% % special education students: 10% % economically disadvantaged: 80% broad diversity; strong academics; focus on college and career development; family and student-centered; service learning program; Caring School Community model; National Honor Society, strong athletic department; community gardens and farmer’s market; afterschool and summer programs; college acceptance and scholarship rates; Project Lead the Way
Measures for positive, safe learning: We are always reflecting and making strides to improve the learning environment, including working with families, involving students in decision-making and engaging the community in programs.
Additional activities: Project Leads the Way School, Lowe’s Toolbox for Education; 21st Century Community Learning Center; Pro-Wellness capacity-building initiatives; Fresh Fruits & Vegetable Program; Service Learning School of Success; Farm to School Network partner
Arts activities and classes: Choir; instrumental music classes; jazz; orchestra; other instrumental ensemble; rock band; vocal music classes or ensemble; school musicals; school play; rock band; theater group; theater instruction; visual arts instruction; dance instruction; dance; film; annual arts festival, digital art
Additional activities: Engineering, robotics; SAT and other test prep; dual college enrollment; honor classes; internships; service learning ambassadors and mentors; Student Council, mentoring, Healthy Eating Action Team
Boys’ sports: Basketball, Baseball, Cross Country, Indoor Track & Field, Soccer, Softball, Track & Field, Wrestling, Tennis
Girls’ sports: Basketball, Cheering, Cross Country, Indoor Track & Field, Lacrosse, Soccer, Softball, Tennis, Track & Field, Volleyball
Foreign languages: American Sign Language, French, Mandarin, Spanish
AP courses: Biology, Chemistry, Computer Science, English Literature & Composition, Environmental Science, Physics B, Psychology, U.S. History Other special academic offerings: Criminal Justice, forensics, public speaking, journalism, Computer Science Essentials, Intro to Engineering, Cyber Security
Parent involvement: Strong home & School Association; classroom volunteers; monthly principal’s chat & chew; after school volunteers; parents encouraged to do 20 hours of volunteer work per year.
SEPTA routes: 28, 66, 70, 84, Regional Rail
Philadelphia Performing Arts Charter School

1600 Vine St., 2016 • 267-428-2224
Aaron Gerwer, Head of School • Email: agewer@stringtheoryschools.org • www.stringtheoryschools.org

Grades served: K-12
2016-17 enrollment: 1,121
Waiting list: Yes
Admissions requirements: Lottery
Student racial demographics: African American – 40%; Latino – 39%; Asian – 8%; White – 7%; Other – 6%
Mission statement: To create lifelong learners who exercise self-discipline and self-motivation and attain fulfillment. We help students to recognize that their fulfillment is not in the care and respect that they show to themselves and to others. We ensure that the faculty and staff are consummate professionals, dedicated to student and parent needs. Faculty and staff maintain high expectations and provide creative, rigorous instruction, using state-of-the-art educational tools. They also commit themselves to modeling for students a love of learning and a deep level of care and respect for students and community members.

Points of pride: New state-of-the-art STEM lab

Measures for positive, safe learning: Students are accountable for learning in a rigorous, supportive learning environment.

Accreditations/awards: Recognized in Philly Magazine as top performing high school
Arts activities and classes: Photography, art, music, technology, culinary art
Additional activities: National Honor Society, Student Council; Drama Club; Community Service Club
Boys’ sports: Baseball, Basketball, Golf, Soccer
Girls’ sports: Basketball, Golf, Soccer, Softball

Philadelphia Electrical & Technology Charter High School

1420-22 Chestnut St., 2016 • 267-514-1823
Em Dougerty, CEO • Email: dougertye@petchs.org • www.petchs.org

Grades served: 9-12
2018-19 enrollment: 609
Waiting list: Yes
Admissions requirements: Lottery
Student racial demographics: African American – 73%; Latino – 6%; Asian – 3%; White – 16%; Other – 2%
Mission statement: To develop the skills and knowledge that are employable in high-tech industries of the 21st century. To provide each student with the skills and knowledge for college and the workplace.

Points of pride: Award-winning cooperative education

Arts activities and classes: Visual arts instruction

Additional activities: Annual talent show, National Honor Society, student government, Urbanyearbook Clubs: WHYY broadcasting, multicultural, art, graphic design, music, robotics, knitting, yoga, intramural sports

Foreign languages: Spanish
Career Technical Education programs: Business and Entrepreneurship classes
Other special academic offerings: Honors and elective courses, online platform through Google Apps for Education that allows students and teachers to communicate regularly by posting assignments and reviewing grades
Parent involvement: Parent nights, online platform for posting school and student updates, regular communication between home and school
SEPTA routes: 2, 4, 16, 23, 43, 61, 15 trolley, Broad street subway

The Preparatory Charter School of Math, Science, Technology & Careers

1928 Point Breeze Ave., 2015 • 215-334-6144
Jo Ann Moore, Principal • Email: jmoore@prepchs.org

Grades served: 9-12
2019-20 enrollment: 578
Admissions requirements: Philadelphia resident, application in the fall; lottery in the spring; students interested in transferring into 10th, 11th, or 12th grade may apply at any time.

Waiting list: No
Student racial demographics: African American – 57%; Latino – 7%; Asian – 12%; White – 21%; Other – 3%
Mission statement: Provides a nurturing and challenging atmosphere in which students acquire the knowledge and experience needed to prepare them to become productive members of society. The school will help students achieve high academic skills while giving them extensive experiences in services to their community.

SEPTA routes: 7, 17, 29, 79

The Philadelphia Academy Charter School

1700 Tompkinson Rd., 19116 • 267-635-3990
Megan Simmons, High School Principal • Email: msimmons@1K2pacs.org • www.philadelphiaacademy.org

Grades served: K-12
2018-19 enrollment: 540
Waiting list: Yes
Admissions requirements: Application, lottery
Student racial demographics: African American – 96%; Latino – 2%; Asian – 0%; White – 0%; Other – 2%
Mission statement: To equip students with a challenging educational program in which the fundamentals of entrepreneurship are the primary focus. Economic, community and career education
dpoints of pride: Small classes with a dedicated, highly qualified team of teachers and school leaders committed to ensuring that all students are prepared for college and careers.

Measures for positive, safe learning: Security staff; monitored video surveillance; exit drill; and shelter-in-place drills
Arts activities and classes: Ceramics, music enrichment, culinary arts

Additional activities: Entrepreneurship, yearbook, debate, Student Council, technology
Boys’ sports: Basketball, Track
Girls’ sports: Cheerleading, Track

Grades served: K-12
2016-17 enrollment: 1,211
Waiting list: Yes
Admissions requirements: Lottery
Student racial demographics: African American – 8%; Latino – 6%; Asian – 3%; White – 79%; Other – 3%
Mission statement: To provide each student with the necessary knowledge, skills and interests through a highly experiential program that prepares them to take responsibility for their own lives and to participate actively in their communities.

Points of pride: Small classes with a dedicated, highly qualified team of teachers and school leaders committed to ensuring that all students are prepared for college and careers.

Measures for positive, safe learning: Security staff; monitored video surveillance; exit drill; and shelter-in-place drills
Arts activities and classes: Ceramics, music enrichment, culinary arts

Additional activities: Entrepreneurship, yearbook, debate, Student Council, technology
Boys’ sports: Basketball, Track
Girls’ sports: Cheerleading, Track

Philadelphia Public School Notebook

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Fall Guide 2019
Sankofa Freedom Academy Charter
2501 Kensington Ave., 19125 • 215-288-2001
Ayeshia Imani, CEO • Email: a.imani@sfa schools • www.sfascs.org
Tameka D. Thomas-Bowman, Upper School Coordinator

Grades served: K-12
2017-18 enrollment: 658
Waiting list: Yes
Admissions requirements: Application, lottery, preference given to students from the 19124 catchment area

Mission statement: To increase literacy and numeracy levels throughout the community and promote respect for scholarship, servant leadership, conflict resolution, and personal, social, and environmental responsibility. Our school engenders students, staff, and the community a love for learning, respect for scholarship, pride in heritage, and a commitment to personal and societal transformation.

Points of pride: Service projects in Ecuador, Jamaica, Dominican Republic, Gambia and Ethiopia; 6-week social action internships for seniors
Measures for positive, safe learning: Gay-Straight Alliance; Rites of Passage; conflict resolution programs; servant leadership; peer mentoring program; gender-based overnights

Student racial demographics:
- African American: 89%
- Latino: 4%
- Asian: 0%
- Other: 4%

% English learners: 4%
% special education students: 18%
% economically disadvantaged: 90%

production, fashion design

Additional activities: Magazine; newsletter; newspaper; Freedom School; peer mentors (Ujima Trainers); National Honor Society; mandatory sports; chess club; Boys with Books; martial arts; cultural and ethnic music; dance

Boys’ sports: Baseball, Basketball, Cross Country, Soccer, Softball, Tennis, Track & Field
Girls’ sports: Basketball, Cheerleading, Dance, Soccer, Track & Volleyball

Foreign languages: Spanish

AP courses: English Literature & Composition; Honors courses; dual enrollment program with Lincoln University; dual enrollment program with Community College of Philadelphia for social science, humanities, and the arts

Parent involvement: Home & School Association; classroom volunteers; trip chaperones; attend school activities; participate in intergenerational computer club; attend parent meetings; board of trustees

SEPTA routes: 56, 60, Market-Frankford El
Information not updated by school for this academic year.

Tacony Academy Charter School
6238 Rising Sun Ave., 19111 • 267-388-8656
Ashley Redfield, CEO/Principal • Email: aredfield@taqschools.org
www.ta-schools.org/Tacony-Academy-Charter

Grades served: K-12
2017-18 enrollment: 1,090
Student racial demographics:
- African American: 33%
- Latino: 21%
- Asian: 4%
- White: 31%
- Other: 11%

% special education students: 23%
% economically disadvantaged: 56%

SEPTA routes: 18, 24, 26
Information not updated by school for this academic year.

TECH Freire Charter School
2221 N. Broad St., 19132 • 267-507-1111
Charles Ware, Head of School • Email: charles.ware@techfreire.org • http://techfreire.org

Grades served: 9-12
2017-18 enrollment: 414
Waiting list: Yes
Admissions requirements: Must be Philadelphia residents; admissions preference for students in the Strawberry Mansion catchment area

Mission statement: The mission of TECH Freire Charter School remains the same as what was proposed in our original charter application, which is to provide a college-preparatory learning experience specializing in computer science and entrepreneurship with a focus on real-world learning, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.

Points of pride: Opened in 2016 to integrate rigorous liberal arts curriculum with comprehensive and creative education in technology. We take risks and embrace innovation to make sure our students are prepared for the future. We reject violence and insist that every community member be supported in being true to themselves. We believe in mediation, student and family counseling, and conversation circles, not in school police and metal detectors.

Measures for positive, safe learning: Culture of mutual respect and community; problem-solving resources such as a peer mediation program;

Universal Audreiny High School
3301 Tasker St., 19145 • 215-925-4801
Blanchard Diauvu, Principal • Email: bdiauvu@universalcompanies.org • universalfamilyoldschools.org

Grades served: 9-12
2018-19 enrollment: 575
Waiting list: No, unless cap reached.
Admissions requirements: Students who live in the feeder pattern are guaranteed admission; open admission for other students.

Mission statement: To provide a rich and high-quality education for every scholar to prepare them for college, technical school, and entrepreneurship that lead to a sustainable career in the 21st century; to build altruistic alumni who contribute to the transformation of our communities as future leaders and positive members of society.

Points of pride: Over $3 million in grants and scholarships for since 2016; increased participation and improved scores on the PSAT, SAT, NCTI, and Keystone exams; placed students in more than 250 internship opportunities and real-world experiences since 2016

Measures for positive, safe learning: Positive behavior system includes positive messages, incentives/privileges, and peer mentoring; restorative practices; a-curruculum, co-curricular, and extracurricular activities where students can extend their learning and explore their interests

Accreditations/awards: The only charter school with state-approved Career & Technical Education programs, qualifying it for federal funds.

Arts activities and classes: Visual Arts, Video Production; Additional activities: RIED TV YouTube channel; Student Government; Volunteer Club; Woman Mentoring Groups; Health Occupations Student Association; Robotics; Tutoring RIED TV YouTube channel; Student Government; Volunteer Club; Woman Mentoring Groups; Health Occupations Student Association; Robotics; Tutoring Boys’ sports: Cheerleading, Girls’ Volleyball; Baseball, Boys’ and Girls Basketball, Track & Field; and all other sports are co-op with South Philadelphia HS

Girls’ sports: Basketball, Cheerleading, Track & Field, Volleyball

Foreign languages: Spanish

Other special academic offerings: Dual Enrollment at CCP; Advanced Placement Courses; Honors Courses; SAT Prep; Upward Bound; Microsoft Office Certification

Career & Technical Education programs: Health-Related Technology, Commercial Advertising, Culinary Arts, Automotive Technology, Communications Technology Engineering

Parent involvement: School Advisory Council, Family Student Resource Center; Monthly Parent Workshops, Volunteer opportunities

SEPTA routes: 12, 29, 64

Tameka D. Thomas-Bowman, Upper School Coordinator
www.sfascs.org/Tacony-Academy-Charter

Grades served: K-12
2017-18 enrollment: 658
Waiting list: Yes
Admissions requirements: Application, lottery, preference given to students from the 19124 catchment area

Mission statement: To increase literacy and numeracy levels throughout the community and promote respect for scholarship, servant leadership, conflict resolution, and personal, social, and environmental responsibility. Our school engenders students, staff, and the community a love for learning, respect for scholarship, pride in heritage, and a commitment to personal and societal transformation.

Points of pride: Service projects in Ecuador, Jamaica, Dominican Republic, Gambia and Ethiopia; 6-week social action internships for seniors
Measures for positive, safe learning: Gay-Straight Alliance; Rites of Passage; conflict resolution programs; servant leadership; peer mentoring program; gender-based overnight

Student racial demographics:
- African American: 89%
- Latino: 4%
- Asian: 0%
- White: 1% - Other: 4%

% English learners: 4%
% special education students: 18%
% economically disadvantaged: 90%

production, fashion design

Additional activities: Magazine; newsletter; newspaper; Freedom School; peer mentors (Ujima Trainers); National Honor Society; mandatory sports; chess club; Boys with Books; martial arts; cultural and ethnic music; dance

Boys’ sports: Baseball, Basketball, Cross Country, Soccer, Softball, Tennis, Track & Field
Girls’ sports: Basketball, Cheerleading, Dance, Soccer, Track & Field, Volleyball

Foreign languages: Spanish

AP courses: English Literature & Composition; Honors courses; dual enrollment program with Lincoln University; dual enrollment program with Community College of Philadelphia for social science, humanities, and the arts

Parent involvement: Home & School Association; classroom volunteers; trip chaperones; attend school activities; participate in intergenerational computer club; attend parent meetings; board of trustees

SEPTA routes: 56, 60, Market-Frankford El
Information not updated by school for this academic year.

Grades served: K-12
2016-17 enrollment: 1,090
Student racial demographics:
- African American: 33%
- Latino: 21%
- Asian: 4%
- White: 31%
- Other: 11%

% special education students: 23%
% economically disadvantaged: 56%

SEPTA routes: 18, 24, 26
Information not updated by school for this academic year.

Mission statement: The mission of TECH Freire Charter School remains the same as what was proposed in our original charter application, which is to provide a college-preparatory learning experience specializing in computer science and entrepreneurship with a focus on real-world learning, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.

Points of pride: Opened in 2016 to integrate rigorous liberal arts curriculum with comprehensive and creative education in technology. We take risks and embrace innovation to make sure our students are prepared for the future. We reject violence and insist that every community member be supported in being true to themselves. We believe in mediation, student and family counseling, and conversation circles, not in school police and metal detectors.

Measures for positive, safe learning: Culture of mutual respect and community; problem-solving resources such as a peer mediation program;

TECH Freire Charter School
2221 N. Broad St., 19132 • 267-507-1111
Charles Ware, Head of School • Email: charles.ware@techfreire.org • http://techfreire.org

Grades served: 9-12
2016-17 enrollment: 414
Waiting list: Yes
Admissions requirements: Must be Philadelphia residents; admissions preference for students in the Strawberry Mansion catchment area

Mission statement: The mission of TECH Freire Charter School remains the same as what was proposed in our original charter application, which is to provide a college-preparatory learning experience specializing in computer science and entrepreneurship with a focus on real-world learning, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.

Points of pride: Opened in 2016 to integrate rigorous liberal arts curriculum with comprehensive and creative education in technology. We take risks and embrace innovation to make sure our students are prepared for the future. We reject violence and insist that every community member be supported in being true to themselves. We believe in mediation, student and family counseling, and conversation circles, not in school police and metal detectors.

Measures for positive, safe learning: Culture of mutual respect and community; problem-solving resources such as a peer mediation program;
Alternative ways to finish school

**SCHOOL CALENDAR 2019-2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2</td>
<td>Labor Day – Schools and Administrative Offices Closed</td>
<td>Día del Trabajo – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>9/20</td>
<td>2020-2021 School Selection Process Begins (Ends 11/1)</td>
<td>Comienza el proceso de selección de escuela para 2020-2021 (Termina 11/1)</td>
</tr>
<tr>
<td>9/30</td>
<td>Rosh Hashanah – Schools and Administrative Offices Closed</td>
<td>Rosh Hashanah – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>10/9</td>
<td>Yom Kippur – Schools and Administrative Offices Closed</td>
<td>Yom Kippur Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>10/22-10/24</td>
<td>Interim Reports</td>
<td>Informes interinos</td>
</tr>
<tr>
<td>11/5</td>
<td>Election Day – Full Day Professional Development (Staff Only)</td>
<td>Elecciones – Día completo de desarrollo profesional (Empleados solamente)</td>
</tr>
<tr>
<td>11/11</td>
<td>Veterans’ Day Observed – Schools and Administrative Offices Closed</td>
<td>Fiestas por el Día del Veterano – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>11/20-11/22</td>
<td>Report Card Conferences</td>
<td>Conferencias por Informes de Notas</td>
</tr>
<tr>
<td>11/28-11/29</td>
<td>Thanksgiving Holiday – Schools and Administrative Offices Closed</td>
<td>Acción de Gracias – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>12/17-12/19</td>
<td>Interim Reports</td>
<td>Informes interinos</td>
</tr>
<tr>
<td>12/23</td>
<td>Staff Only – Professional Development Day</td>
<td>Día de desarrollo profesional (Empleados solamente)</td>
</tr>
<tr>
<td>12/24-12/31</td>
<td>Winter recess – Schools and Administrative Offices Closed</td>
<td>Recess de invierno – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>1/1</td>
<td>New Year’s Day – Schools and Administrative Offices Closed</td>
<td>Año Nuevo – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>1/20</td>
<td>Martin Luther King Day – Schools and Administrative Offices Closed</td>
<td>Día de Martin Luther King Jr. – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>2/5-2/7</td>
<td>Report Card Conferences</td>
<td>Conferencias por Informes de Notas</td>
</tr>
<tr>
<td>2/17</td>
<td>Presidents’ Day – Schools and Administrative Offices Closed</td>
<td>Día de los Presidentes – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>3/10-3/12</td>
<td>Interim Reports</td>
<td>Informes interinos</td>
</tr>
<tr>
<td>4/6-4/10</td>
<td>Spring Recess – Schools closed</td>
<td>Recess de primavera – Escuelas cerridas</td>
</tr>
<tr>
<td>4/15-4/17</td>
<td>Report Card Conferences</td>
<td>Conferencias por Informes de Notas</td>
</tr>
<tr>
<td>4/28</td>
<td>Pennsylvania Primary Election Day – Schools closed (Tentative)</td>
<td>Elecciones Primarias de Pensilvania (Tentativa) – Escuelas cerradas</td>
</tr>
<tr>
<td>5/13-5/15</td>
<td>Interim Reports</td>
<td>Informes interinos</td>
</tr>
<tr>
<td>5/25</td>
<td>Memorial Day – Schools and Administrative Offices Closed</td>
<td>Día de la Recuerda – Escuelas y oficinas administrativas cerradas</td>
</tr>
<tr>
<td>6/10-6/12</td>
<td>Graduation Window</td>
<td>Período de graduaciones</td>
</tr>
<tr>
<td>6/12</td>
<td>Last day for pupils</td>
<td>Último día de clases</td>
</tr>
<tr>
<td>6/15</td>
<td>Last day for staff</td>
<td>Último día de trabajo para empleados</td>
</tr>
</tbody>
</table>

**LeGare Process**

Special needs & EL students can get into high schools that have stricter criteria. Assembling a LeGare packet of documentation is key.

**What is the LeGare process?**

The LeGare process permits every 8th grade student with support IEPs or a 504 Plan, and English Language Learners to have an equal opportunity to apply and attend criteria-based high schools and programs that are available to students in City Wide and Special Admission Schools. Students may not be excluded on the basis of admission criteria if they can participate successfully given reasonable accommodations.

The LeGare process applies to all Philadelphia District schools and programs that have admissions requirements, but charter schools were not a part of the LeGare lawsuit and therefore the LeGare process does not apply to charter schools.

**What support/assistance do students receive as part of the LeGare high school selection process?**

The student and their family must be assisted by persons knowledgeable about high schools and the high school programs in considering a range of programs. This person helps identify the accommodations and supports needed for the student to be successful, and in recommending modifications and waivers of admission criteria.

**Who is responsible for assisting students with this process?**

School Counselors are primarily responsible for assisting, but the Special Education and ESOL teachers should certainly assist the student in the form of helping with essays, preparing for interviews, and providing recommendation letters.

**Whom do I contact with questions?**

Please reach out to us at legar@phildasd.org should you have any questions.

**LeGare Information Online:**

https://www.philasd.org/specializedservices/large-scale-initiatives/transition

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**Alternative ways to finish school**

<table>
<thead>
<tr>
<th>Type of program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated high schools</td>
<td>These schools give over-age and undercredited students an opportunity to get on track to graduate in 3 years or less.</td>
</tr>
<tr>
<td>GED-to-college programs</td>
<td>The programs provide GED preparation, college access information, and college preparation.</td>
</tr>
<tr>
<td>Gateway to College</td>
<td>The program offers dual enrollment, allowing students who have dropped out of school to earn their high school diploma and college credit simultaneously. Scholarship pays for college tuition, fees, and books.</td>
</tr>
<tr>
<td>Educational Options Program</td>
<td>The program allows students and adults over age 17 to continue earning credits towards a high school diploma. Classes are held between 3 and 6:30 pm. Participants may earn 6 to 9 credits each year.</td>
</tr>
<tr>
<td>Transition Programs</td>
<td>These structured environments have personalized learning programs for students who have been expelled, transferred for serious disciplinary issues, or returned from court-sponsored placement.</td>
</tr>
</tbody>
</table>

**Examples of programs/sites**

- El Centro de Estudiantes
- One Bright Ray Community High School
- Ombudsman Northwest and South
- GED To College Success Program at 1199C
- GED To College at Temple University
- GED To College (G2C) by YESPhilly
- Community College of Philadelphia
- PLA North and South
- Camelot Academy
- Phase 4 Learning Center – Hunting Park

**Sample eligibility requirements**

- Vary by program
- 17 or older
- Not in school
- Ages 16-21, dropped out of school
- No more than 21 high school credits
- At least an 8th-grade reading level
- Over 17
- Must have more than 8 high school credits
- Not enrolled in a regular day school

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TUESDAY, SEPTEMBER 17
5:30 PM
701 MARKET STREET

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wcupa.edu/philly