Academic Achievements

Tradition of Excellence Continues in The School District of Haverford Township

Haverford High School is ranked *18th in Pennsylvania* by U.S. News and World Report's Best High Schools annual rankings.

Nationally, U.S. News and World Report places Haverford High School in the *Top 5%* of all high schools.

Our school district is dedicated to providing dynamic and robust programs that empower students at all levels to excel academically and in extracurricular pursuits.

2023 PENNSYLVANIA RANKINGS OF STANDARDIZED TEST PERFORMANCE

TOP 1%	TOP 2%	TOP 3%	TOP 4%	TOP 5%
Biology Keystone Exam	Algebra Keystone Exam	Grades 4-8 English Language Arts PSSA	Literature Keystone Exam Grade 8 Science PSSA	Grades 4-8 Math PSSA

Cornerstones of Success - In Our Teachers' Words

Analysis of Student Progress (Data)

Teachers across all elementary grades use an MTSS (Multi-tiered System of Supports) framework to analyze and respond to students' achievement and progress. They monitor student learning using data from tests and "checkpoints" throughout the year. This helps to determine how best to support and challenge students in English Language Arts and math.

Grouping of students for MTSS class is fluid and allows teachers to focus on targeting students' strengths and needs. Once they are met, students might move to a new group according to their achievement and growth data.

At Haverford, teachers work as teams with the interventionist teacher and reading specialists, each teaching an MTSS group, working closely with students on specific skills and growth areas. Our educators use various methods to evaluate and then hone in on precisely what each student needs to grow.

"Because we work as a team, we really do get to know all the students and we can work together to analyze the data and personalize the learning for each child," says the second-grade teaching team at Chestnutwold. "It has truly given us a greater and deeper opportunity to support each student with exactly what they need."

Social and Emotional Classroom Focus

"For the last five years, we've spearheaded our Responsive Classroom plan, which is an approach that says a child's social behaviors are as important as the academic," says English Language Arts Lead Teacher Erinn Smith-Delss. "The science of child development tells us that students learn best when we build strong classroom communities and relationships, help them to build intrinsic motivation, have discipline that is proactive and positive, and that we make connections to academics that are engaging and challenging."

Dedicated and Caring Faculty and Staff

"As teachers, we truly love our students and love teaching them. We bring ideas to each other about how to deliver instruction," says high school math teacher Mo Gannon. "There is an intellectual curiosity and hunger for learning in our staff. We take our work very seriously, while also having fun and embracing the joy."



Focus on Relationships

"The key to motivating our students, without question, is to build meaningful relationships with them," says Chestnutwold Elementary's second grade teaching team: Krista Magdy, Lisa McCusker, Nicole McKeown, and Katie Gretchen. "We truly get to know our students – what they like and what they do outside of school."

"It's not hard to connect with students who already enjoy what you're teaching," says 11th grade English teacher Kirsten Montgomery. "But I also truly strive to reach the student who sits in the back and doesn't pay attention. Figuring out how best to both reach and respect that student and meet them where they are, so you can ultimately end up encouraging and engaging them, is both challenging and extremely rewarding."

Collaboration Among Teachers

Mike Huth, HMS science teacher, and Core Subject Mentor: "Having scheduled time to meet with our PLCs (Professional Learning Community) allows us to reflect on our instruction and make adjustments according to the needs of our students. The collaboration of ideas allows for better learning experiences, which leads to more success in our classrooms."



Coaching for Excellence

Haverford's elementary English Language Arts and math teacher coaches, who were classroom teachers in the District, support our teachers in various ways. While many schools use "instructional coaches," Haverford's coaches specialize in helping teachers with the specifics of teaching math and English Language Arts, including:

- Supporting them with expert lesson planning, lesson design, and structuring classroom activities
- Examining and evaluating student progress and using that information to ensure each child is being supported and challenged
- Collaborating on classroom engagement and management
- Co-teaching or modeling a lesson
- Providing mentorship for new teachers
- Helping teachers learn how best to teach the specific content



"In Haverford, we really strive to develop mathematical thinkers," says Kindergarten through Grade 2 math coach Suzi Kintzley. "A strong math foundation is incredibly important, and it really does provide the joy that we want our children to get out of math. If they understand it, they can truly enjoy it. As coaches, we are trained in the very latest math instruction, and we work with teachers as well as parents to reach as many students as possible."

"It really does come back to the focus on the whole child," says Grades 3 – 5 math coach Lauren Schaefer, who is in her 22nd year as a teacher at Haverford and a 1998 Haverford graduate. "It's never just how many students are proficient or advanced. It's how we can help our students grow as learners and classroom citizens. This is truly one of the secrets to our success."