



Prepared for the Future: Planning for Seventh Grade

The culmination of the educational program at Friends School Haverford is the sixth grade experience in the Intermediate School. During the fall of the sixth grade year, parents and students have the opportunity to consider the best educational setting for seventh grade and beyond. Friends School Haverford provides support and guidance for both students and parents in this process; the decision and responsibility ultimately rest with parents.

The surrounding area has outstanding public and independent schools and FSH graduates are well prepared for their continuing education. Some students and their families plan to attend middle school in their local public district, others continue their education at area independent schools, including Friends schools. Friends School Haverford graduates have a strong record of acceptance into the area's most competitive schools.

This brochure contains information about the process of researching and applying to next schools; the role of standardized testing; the experience of the most recent graduating classes, including acceptances and enrollments; and the colleges and universities that FSH graduates attend. We have also included several testimonials about the foundation that Friends School Haverford has provided for recent graduates.

In Democracy and Education, John Dewey writes about the balanced experience of life, composed of discipline, character, phases of growth in capacity and ability. He states "... education is not a mere means to such a life. Education is such a life." Friends School Haverford creates a balanced experience of life for all our students. Our curriculum supports them in their growth and the development of the tools and concepts that enable them to express their growing understanding of the world. Like Dewey, we believe that education is more than preparation for the next educational setting; we strive to create a balanced, integrated, and challenging program that is relevant and meaningful for all students. We are confident that their solid foundation will support a lifetime of learning.

The Process

Summer Before Sixth Grade: Families gather material about next schools.

Fall of Sixth Grade: The Head of School meets with all sixth grade families to discuss plans for next schools. Parents attend open houses at area independent schools and visit local public middle schools.

October: Next Schools Night for sixth graders and their parents: Admissions directors from surrounding independent schools visit FSH to meet sixth grade families and to describe admissions and financial aid procedures. Sixth grade

students meet with last year's graduates, now in seventh grade, to share their experiences.

November: ERB and ISEE (Independent School Entrance Exam) tests are administered at FSH.

October-December: Families submit applications to their selected schools; FSH completes the applications by sending in the fall report. Later applications are filed on a rolling admissions basis. Students visit schools.

January-February: Families notified of admissions decisions.

March: Families make their enrollment decisions.

Friends School Haverford Sixth Grade Next Schools Enrollments 2001-2006

	2001 Acceptances	2001 Enrolled	2002 Acceptances	2002 Enrolled	2003 Acceptances	2003 Enrolled	2004 Acceptances	2004 Enrolled	2005 Acceptances	2005 Enrolled	2006 Accepted	2006 Enrolled
Agnes Irwin School	1	1	1		1				2	1		
Baldwin School			2	1	1				1			
Church Farm School							1	1				
Chestnut Hill Academy									1			
Crefeld School											1	1
Delaware Christian	1	1			1	1						
Delaware Valley Friends	1	1	2		2	2	2	2			2	1
Devon Preparatory	1	1										
Episcopal Academy	1				2		2		3	2	2	1
Friends Central School	4	1	6	3	4	4	6	4	11	4	8	6
Friends Select School	1		2	1	2		1		2	1	1	
Germantown Friends	2	2	3	2	4	3	3	1	3	1	1	
Haverford School							1					
Media-Providence Friends			1	1								
Montgomery School									1			
Parochial			3	1	1	1			2	2		
Penn Charter School	7	5			3		2	1	3		2	1
Public Middle		2		6		2		7		3		5
Rosemont Holy Child									1	1		
Shipley School	4		4	3	4	2	4	2	3	2	5	2
Springside School					2							
St. Peters School	1	1										
Westtown School					3	2	3		1		2	
Woodlynde School			3	2	1				1	1		
Relocated		2										
Total		17		20		17		18		18		17

The Role of Standardized Testing

Like many other independent and public schools, Friends School Haverford administers standardized tests developed by the Educational Records Bureau. Students in grades three through six take the ERBs in November of each year. The testing results are used for a number of purposes: to give our students practice taking standardized tests, to confirm areas of strength, to analyze and address areas of relative weakness for each student, and to examine our curriculum overall. While our teaching methodologies primarily rely on other means of assessment, we recognize that students need to be experienced standardized test-takers.

As a school, we value the process of learning as well as the knowledge gained: experiential and cooperative learning, divergent thinking (in contrast to convergent thinking that leads to the “right” answer), and growth in intellectual curiosity and intrinsic motivation. Standardized tests do not measure these qualities. At the same time, we know the importance of computation, problem-solving, accuracy, comprehension, vocabulary, and writing mechanics. We have carefully analyzed the last four years of composite sixth grade ERB scores and can state with confidence that our graduates perform well compared with other independent school test-takers on these measures.

College Choices Classes of 1994-2000

Amherst College	Philadelphia University
Bennington College	Princeton University (3)
Boston University (2)	Reed College
Brown University	Rensselaer Polytechnic Institute
Carleton College	Roanoke College
Carnegie Mellon	Sarah Lawrence College
Connecticut College	Skidmore College
Dartmouth College	Trinity College (2)
Davidson College	Tulane University
Earlham College	Union College
Emerson College	University of North Carolina
Franklin & Marshall College	The University of Chicago
Hamilton College	University of Delaware
Haverford College	University of Pennsylvania
Johns Hopkins University	University of Rochester
Kenyon College	Ursinus College
Maryland Inst College of Art	Vassar College
McGill University	Wellesley College
Middlebury College	Wesleyan University
New York University	Williams College
Northwestern University	Wheaton College (2)
PA Academy of the Fine Arts	Yale University
Penn State University (4)	

Comments from Admission Directors at next schools in response to the questions: *What do you know about Friends School Haverford? What words come to mind when you think about Friends School Haverford?*

“Friends School Haverford is a small, nurturing, Quaker day school that provides a strong academic foundation for children. Given the intimate setting, teachers can provide both support and challenge to students as needed. The program clearly ends after sixth grade as graduates are fully prepared for seventh grade and the transition into area independent schools. The stimulating and creative academic approach provides children with a well-rounded education.”

“Strong Quaker community, excellent staff, knowledgeable administration, beautiful setting, great, long tradition.”

“Small, close community of learners. Attention to the development of the whole child. Collaborative process with child to reach his/her full potential.”

**Quakerism as a Formative Factor in My Life (excerpts)
by CE Elser FSH '98, Friends Central School '04, Kenyon College '08**

Quakerism's first premise—that all people are equal—was not just a classroom lesson but also rather a way of looking at the world. F. Scott Fitzgerald once said, “The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function.” My years at Quaker schools have taught me that there are many different ways of looking at one thing, and many paths to a shared vision. I have learned openness to others' ideas and perspectives, and how to work together with people whose personalities and values are different than my own. The self-reflection college applications invite has helped me to realize on a very fundamental level that I thrive in an environment shaped by diversity, mutual respect, and genuine collaboration.

Quakerism has also made me question. All students at my school are required to take a course in Quakerism so they have some background on the religion. Despite this, and having a parent who is a Quaker, I have never felt that Quakerism was forced on me. This freedom has given me the opportunity to discover who I am and what I believe. It would have been much easier if I was told from the age of five what to believe, but I have been required to step outside my comfort zone and make my own decisions. I have learned that the “why?” is more important than the “what?” It is not simply enough to memorize scientific formulas and historical dates, they must be understood. I recall a teacher telling me that education should be a “classroom without boundaries”. Education is not something that should begin and end inside a classroom; rather it is something that should be used as a tool for understanding the world.

The most important thing that a Quaker education has given me is a sense of balance in my life. A central part of the Quaker religion is Meeting for Worship. In the hectic times in which we live it is beneficial to have forty minutes to sit and reflect. It gives me a chance to clear my mind of all the stress that builds up during the week. Meeting for Worship has taught me to appreciate silence and learn from it instead of being uncomfortable with it. Out of this I have learned patience. I think that everyone could use a little Meeting for Worship once in a while.

