

PART I - ELIGIBILITY CERTIFICATION

12PV257

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV257

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 10

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	31	39	70
K	0	0	0		7	42	33	75
1	0	0	0		8	36	48	84
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								229

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
5 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2010	229
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Japanese

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This number is fairly accurate. The school does not participate in the federal meals program and only collects financial information from families if the family requests financial aid. This data represents the number of students whose families have requested financial aid and have incomes below 185% of the federal poverty guidelines (i.e., the federal meals program income eligibility guidelines). There may be a few other low income families in the school who do not request assistance with tuition from the school.

10. Percent of students receiving special education services: 14%
 Total number of students served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>39</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 13:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	97%	98%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

The First Presbyterian Day School Middle School is part of a system in Macon, GA, that also includes a high school and an elementary school on two campuses. The schools serve college-intending students primarily in the five-county Macon MSA (population ~220,000). The school provides a Christ-centered and child-focused education that directs children toward service to their community and world and preparation for college. The mission is to "educate and equip children to change the world for God's glory." Education is seen as more than instilling knowledge and skill, but as focused on implications and responsibilities. Whether the children are learning mathematics or to read, whether they are learning about the problems of water availability and usage around the world, or following an election or current international event, or writing letters to military veterans, they are applying the curriculum immediately and developing other-centered attitudes.

The school is based on the belief that children are created in the image of God. Thus, each child has immeasurable worth and potential. The school staff seeks to discern each child's individual gifts and God-given talents and develop and celebrate them. The school honors students for excellence in academics, character, aesthetics, and athletics. Instruction is designed to be varied based on the understanding that different students learn in different ways and have differing strengths and interests.

Knowledge is more than the sum of its parts and thus the school emphasizes integrated and thematic units of instruction. On campus teaching gardens and nature trails, relationships with people and organizations in the community, and careful selection of field trips and other experiential education opportunities help students learn in authentic life-changing ways that prepare them for college and career as well as community involvement.

The faculty and facilities are great strengths as all faculty members are experienced and highly qualified. Faculty members participate in regular and ongoing professional learning which is an important part of the culture of the school. All teachers receiving training in and are expected to use appropriate instructional technology, including SMARTBoards that are in each classroom.

FPDS Middle School students should learn more than "basic skills." In the language arts program, as well as across the curriculum, students are challenged with a strong writing emphasis. The mathematics program emphasizes conceptual understanding and higher order reasoning. Through the science curriculum, students come to truly understand what science is and what scientists do. Students are involved in making observations, conducting experiments, and making and testing hypotheses. The students receive a wonderful opportunity to share what they have learned through a school science fair. Strong projects then advance to the district and state level.

More than 60% of the students participate in band, chorus, and/or theatrical productions. The gifted arts faculty integrates their instruction with the other areas of the curriculum allowing all of students to both develop their own aesthetic gifts and appreciate the gifts of others. At the same time, students participate extensively in intramural and interscholastic athletics programs including football, baseball, basketball, soccer, track and cross-country, golf, swimming, wrestling and tennis. The caring physical education and coaching staff provide an enjoyable and nurturing atmosphere for our children. Student also participate in strong academic extra-curricular activities including robotics teams and math and academic bowl teams.

At the FPDS Middle School, the school exists to support families. So it a great joy to see the extensive involvement of families in the school. Many parents praise the school for the family atmosphere and families spend a lot of time at the school. The school truly is a good place to be and has a warm sense of community. Parents attend field trips and assemblies, eat lunch with their children, attend chapels, help with field day and grade level functions among many other opportunities. The school has also developed

more resources for financial assistance over the past three years that have allowed the school to serve a more diverse student body racially and socio-economically.

The school has a strong advisory program that provides each student with a faculty member adult advocate that knows them well and supports their academic, social, and spiritual development. The school counselor and chaplain work with the advisors to provide opportunities for students to deal with adolescent and pre-adolescent issues like self-esteem, bullying, conflict resolution, and personal responsibility. Formally scheduled programs (e.g., each grade level has specifically designed programs by the counselor and small groups counseling such as the “lunch bunch”) are supplemented with informal and one-to-one counseling as needed. Programs are designed so that students develop strong supportive peer relations. These opportunities include regular class trips designed to build peer support and interaction along with training from counselors, chaplains, and teachers on how to interactive positively with one another.

1. Assessment Results:

First Presbyterian Day School has used the *Comprehensive Testing Program*, fourth edition, (CTP4) for standardized achievement testing and the *Writing Assessment Program* (WrAP) as an external writing assessment for the last three years. Both of these tests are published by the Education Records Bureau (ERB). The Stanford 9 was used prior to the last three years. It is difficult to compare Stanford and CTP scores, but across the change, students have continued to score at or above the cut off for the Blue Ribbon School program. Average scores for the CTP4 are reported as scaled scores. The CTP4 is designed by the ERB to be a rigorous test of college-preparatory objectives for high performing public and private schools. Goals include seeking to have all students perform on the 4th stanine or above and have an average class score that is above the Blue Ribbon School standard in each grade in mathematics and reading comprehension. A strong writing emphasis has been developed across the curriculum and the WrAP is used to measure student writing performance. Student writing is evaluated for overall development, organization, support, sentence structure, word choice, and mechanics each on a scale of 1-6 with 6 the highest rating. Based on the rubric, competency in each area is between 3 and 4 so we look for all students to score above a rating of 21 which is at or above the 4th stanine as compared to independent schools nationally.

Students continue to perform strongly as indicated by the scores on the CTP4 mathematics and reading comprehension sub tests. One can see a value-added effect as students generally improve or at worst stay the same on percentile scores as they move from grade to grade. The average class percentile increase for mathematics is 3.5 and for reading comprehension is 2.25 from year to year for the same class. With one recent exception, same grade scores in mathematics and reading comprehension have stayed level, not changing significantly (at most increasing or decreasing 4 percentile points) over the past three years. The exception was the seventh grade reading scores which went from percentiles of 80 to 69 to 73 over the last three years. Considering cross grade progression, however, the class that scored on the 69th percentile in seventh grade had scored on the 69th in the sixth grade and then the 78th in the eighth grade. Sustaining high achievement levels and helping lower-performing students recover are testaments to the FPDS Middle School faculty's high academic standards and expectations combined with closely monitoring student performance and provision of support systems (e.g., our Reading Rejuvenation and Instructional Support programs). These support programs are used to identify students who have not had success and place them in small group setting for teacher support and monitoring while allowing them to remain in their regular classroom. These programs also support students whose learning is affected by disabilities. Instructional Support teachers also work with the regular classroom teacher to differentiate instruction to meet individual student needs. In mathematics, students who have not experienced success are in classes with a lower student to teacher ratio while still having the same opportunity to learn as other students. The curriculum coverage of the courses is monitored through an online curriculum mapping tool.

In writing instruction, FPDS Middle School teachers have been trained in 6+1 Trait Writing instruction and in using and interpreting the WrAP rubric and testing program. We have emphasized writing across the curriculum in faculty development. Over the last three years we have seen the percent of students scoring below the 4th stanine on the WrAP fall from over 25% of students to about 10%.

Over the past five years, the FPDS Middle School has increased in both racial and socio-economic diversity through community outreach and the significant increase in financial assistance. We experienced a significant increase this year. Last year, the six students from low income families in seventh grade had an average reading comprehension percentile score of 69 versus 73 for the general population and 71 versus 84 in mathematics. Groups in other grades from last year were smaller and thus the comparison is much less meaningful. Non-Asian minorities (fewer than ten in each group) compared favorably with the

general student body last year. In eighth grade, the mathematics comparison was 82 versus 86 and reading comprehension was 86 versus 78. In seventh grade, the mathematics comparison was 69 versus 84 and reading comprehension was 74 versus 73.

Overall, FPDS Middle School students are high performing as a group and are well-supported individually to provide short and long term success. While significant subgroups are small within each grade but growing and evidence indicates, racial and socio-economic minorities are not disadvantaged in comparison with the general school population.

2. Using Assessment Results:

The First Presbyterian Day School Middle School uses a data-driven decision-making process for school improvement and for supporting student learning. The curriculum is mapped using an online mapping tool and the curriculum is tied to *Core Curriculum State Standards*, the *Georgia Performance Standards*, and the content standards for the *Comprehensive Testing Program*, fourth edition (CTP4). The CTP4 is given annually to track student performance and progress on standards, identify individual student strengths and weaknesses, and for program evaluation. The data is reviewed by the principal and the curriculum director. The curriculum director shares performance reports with the principal, department chairs, and teachers and assists in the interpretation of assessment data and training teachers.

Classroom level assessment is used for both formative and summative evaluation. The principal monitors classroom assessment with the support of the curriculum and faculty development director to improve validity and reliability of inferences. Teachers are expected to use a variety of classroom assessment practices and participate in faculty development in assessment. Classroom assessment includes such practices as selected and open ended tasks, projects, performance and writing tasks, and such technological tools as the SMART Response system. Teachers are expected to regularly assess higher order thinking skills and problem solving. Teachers have recently participated in faculty development on differentiated instruction, problem-based instruction, and formative assessment.

Teachers communicate student progress to students and parents regularly through the online NetClassroom system and written and oral feedback on student work. Summative assessments are required to be kept up-to-date in a timely fashion on NetClassroom over the course of the quarter and at the end of each quarter. Student progress is communicated directly to parents of students involved in the Instructional Support program on a weekly basis. The principal monitors the teachers' use of NetClassroom. Teachers are also required to contact parents when student performance changes significantly.

CTP4 data is also used for informing placement decisions. Students needing academic support and remediation may be recommended for the Reading Rejuvenation and Instructional Support programs. This standardized achievement test data along with the *Orleans-Hanna Algebra Prognosis Test*, classroom performance data, and teacher recommendation is used to inform placement decisions in mathematics, particularly for students wishing to take Algebra I. The CTP4 Algebra I end of course test is used as an external measure for students completing Algebra I both for recommendation of continuing an accelerated mathematics track and for program evaluation. The Writing Assessment Program is used to evaluate students' writing proficiency, evaluate our instruction in writing, and make recommendations for students as they advance to the high school that the FPDS Middle School feeds into.

The school is accredited or certified by three agencies (*Southern Association of Colleges and Schools*, *Southern Association of Independent Schools*, and *Council for Educational Standards and Accountability*) whose standards require a systematic and continual school improvement culture informed by data. School improvement plans are developed formally every five years as part of accreditation and certification renewal and continually monitored. FPDS Middle School uses a "value-added" model of achievement to analyze assessment data for program evaluation. Student achievement is evaluated on the basis of meaningful improvement over time with, at minimum, annual benchmarking in mission-critical subject

and skill areas, and annual reporting demonstrating progress or regress in those areas. This process is monitored by the curriculum director. The school board receives a report annually in August of student performance analysis from the previous year. The principal also reports interim results monthly to the board. Student performance is shared with the community through a published annual report, the biennially published *FPD Magazine*, a frequently published electronic newsletter, various locally published community magazines and the local newspaper, and other publications and live venues.

3. Sharing Lessons Learned:

First Presbyterian Day School Middle School participates in several networks for sharing successful strategies. The school is a member of the *Georgia Independent Schools Association* and faculty members have offered workshops to member schools at the annual state convention. Topics offered by our faculty have included teaching technical theater and using video to teach movement in physical education.

The principal has implemented the *Love and Logic* disciplinary system with the faculty in the school and she and other faculty members have trained teachers from the other two schools in the system. The curriculum director has shared workshops on assessment, mathematics education, instructional technology, curriculum management, and other topics at various venues including the Georgia Mathematics Conference and other regional conferences and the national Paideia Conference. He also consults for schools and chairs accreditation peer review teams.

When the school offers faculty development workshops on campus, the workshops are open to teachers from other local schools. Recent topics attended by area teachers have included instructional technology and TPRS Spanish instruction. The guidance counselor regularly meets with area counselors and has facilitated visits to other schools for these area counselors to look at advisory programs. Another faculty member has participated in the National Writing Project.

The school participates in the Growing Greatness roundtable of Christian schools from around the country to share best practices through an annual meeting and is collaborating on upcoming publications and a conference in June of 2012. The school also shares curriculum maps with other Christian schools through Faith Websites' Curriculum Trak system.

As the middle school faculty has implemented a service learning component across the school, they have partnered with schools internationally through H2O for Life Schools to meet water needs. The system service learning director has shared the school's experiences at the NYLT National Service Learning Conference as she also served on the organizing committee and as a facilitator for the conference.

4. Engaging Families and Communities:

A hallmark of the First Presbyterian Day School – Middle School is the family orientation and atmosphere. Families are heavily involved with the school. Volunteer opportunities for parents abound including hosting school events; serving concessions at athletic events; assisting teachers, coaches, and club advisors; and tutoring. Volunteer activities are coordinated through an organization called the Viking Parent Ambassadors. Parents and community members often provide an extension to the classroom by speaking about their careers, interests, and expertise. Parents and community members serve as judges and advisors for the school's annual science fair and public speaking competition. One of the school system's core values is supporting families, thus, the school strives to create an open, welcoming, and responsive environment for parents.

The school also supports parents in several ways. The school counselor and chaplain regularly offer workshops for parents on parenting topics. Recent topics have included adolescence issues, internet safety, sexuality, and spiritual formation. The principal hosts annual grade-level parent meetings to discuss academic issues. Face-to-face opportunities like this are very important to community

development in a school. Print and electronic communication is also important. Teachers are expected to quickly reply to parents and communicate both positive news as well as concerns. School news is regularly distributed through system magazines, electronic newsletters, Facebook, and Twitter. The curriculum director has also written articles for school publications and local magazines about academic issues. Recent articles include how parents can promote mathematical problem solving and develop strong reading comprehension in students.

The school has developed a strong service learning focus to challenge students to learn about and serve their community. Each grade has a project focus. For example, the seventh grade focus is on water needs local and internationally. The class partners with H2O for Life to educate others in the school and community about water needs and raises money to meet the needs of a partner school in Africa. With a large military presence in the school community, students have sent gifts and letters to soldiers and served families of those deployed. The students regularly replenish local food banks and provide disaster relief. The principal and faculty work with the system service learning director to develop relationships with area organizations and identify projects.

1. Curriculum:

The middle school curriculum at First Presbyterian Day School is designed to prepare students for a college-preparatory high school curriculum, help students develop fully their interests and gifts—intellectual, physical, aesthetic, and spiritual—and challenge them to understand and impact the world around them thus readying them for future careers. Students have a wide variety of electives to choose from each year as well. The curriculum has been designed through study of state and national standards as well as based upon the unique mission of the school. The curriculum is coordinated with the Common Core State Standards, the Georgia Performance Standards, the content standards of the CTP4, and the various national standards.

In the language arts, students learn to communicate with others, and develop tools to care for creation and to change the world. FPDS desires that students become proficient with the understanding and use of written and oral language. The school includes a strong focus on writing and speaking.

Students learn to proficiently use mathematics as a way of thinking about and understanding the world. The middle school curriculum expects students to develop the proficiency to effectively study the sciences and mathematics and ultimately participate in impacting the world. The content of the mathematics is focused on preparing the student to study and successfully complete algebra. Emphases include concepts and procedures as well as communicating mathematical ideas and the application of mathematical concepts. Students have the opportunity to complete high school courses in Algebra I and Geometry, but all students will be at least prepared to succeed in high school Algebra I.

Through the study of science, students learn more about the world. Thus, they are better able to understand and fulfill their responsibility to care for and see to the appropriate use of creation. Foremost, the school desires that students develop observation skills and the ability to formulate and test hypotheses. This involves learning content knowledge as well as learning from scientific investigation. The teachers take a strongly hands-on approach that makes use of science laboratory facilities and technology. Students also spend time studying the aquatic, wetland, and forest ecosystems on campus. Sixth grade students study life science and the seventh grade studies earth science. Eighth graders may complete a high school physical science course or an environmental science course.

The social studies include a two-year study of world geography and cultures with an emphasis on connecting current events to the content students are learning. Eighth graders study civics and Georgia History. The social studies instill an understanding of place and responsibilities in the world and society and an understanding of God's work in the world, both historically and in the present experience.

The Bible curriculum focuses on Christian character and disciplines so students understand their responsibility towards others and spiritual formation.

All students learn keyboard skills and computer applications. The primary emphasis is on preparing students to use productivity tools, including multi-media tools to learn and publish content.

All students have opportunities to express themselves through visual and performing arts and to appreciate and evaluate the art of others. All students are involved in art, music, and/or drama at some point. Students with particular interests and abilities may participate in concert band, chorus, and major theatrical productions.

The health and physical education curriculum allows students to develop physically and make decisions that promote a high quality of life. Students are involved in regular physical education instruction that promotes motor development, develops skills and attitudes for team and individual games, and instills knowledge in order to encourage healthy and God-honoring decisions related to the body.

First Presbyterian Day School - Middle School is in compliance with the program's foreign language requirements. Foreign language instruction is received by 24% of seventh grade students and 35% of eighth grade students. Languages offered include French, Spanish, and Latin.

2. Reading/English:

The FPDS Middle School Reading/English curriculum is correlated to the *Core Curriculum State Standards* with emphases in reading, writing, listening and speaking, interdisciplinary academic literacy, and the study of literature.

The school has reading, writing, and speaking expectations across the curriculum. English Language Arts faculty members have been trained in *6+1 Trait Writing*, *Collins Writing Assessment*, and work in vertical and grade level teams to inform instruction and support student learning. All middle school faculty members have been trained in developing students' academic literacy. The English Language Arts faculty regularly attends workshops to further hone instructional craft and increase understanding student learning.

All students participate in a short story writing program and a public speaking program. Stories and speeches are analyzed by faculty and community members who provide feedback to the students. Gifted writers and speakers continue on to compete for special recognition. Students with difficulties in reading or language are supported by differentiated instruction in the classroom and individual and small group attention from Instructional Support personnel. Students identified as reading below grade level participate in the Reading Rejuvenation classes for small group attention and support.

Teachers use SMART Boards, projectors, and document cameras regularly in classroom instruction. All classrooms are equipped with SMART Boards and projectors and are connected to the school network and the internet.

The curriculum is mapped with an online mapping system and tied to Common Core standards and CTP4 content standards in reading comprehension, vocabulary, writing concepts and mechanics, and verbal reasoning. This mapping allows student test data to be used for diagnosis in support of student learning and for program evaluation. The ERB WrAP program is used to support students' writing development as they are evaluated and instructed in general development, organization, support, sentence structure, word choice, and mechanics. Test data is evaluated by the principal and curriculum director and by grade level and vertical teams. Language Arts faculty members also participate in meetings with the English faculty of the system high school to better understand needs of students in preparation for high school and college level study.

3. Mathematics:

The mathematics curriculum at the FPDS Middle School is designed to align with NCTM *Standards and Principles* and the *Common Core State Standards* with a focus on preparing students for success with algebra. In line with the NCTM *Principles for School Mathematics*, the curriculum is designed with (1) "high expectations and strong support for all students," (2) is "coherent, focused on important mathematics, and well-articulated across the grades," (3) requires teachers to "understand what students know and need to learn and challenging and supporting them well," (4) expects students to "learn with understanding, building new knowledge from experience and prior knowledge," (5) includes "assessment that supports learning and furnishes useful information to both teachers and students," and (6) recognizes

“technology is essential in teaching and learning mathematics.” Students are expected to see mathematics as problem solving, communication, reasoning, and be able to make connections across the strands of the curriculum within and outside of mathematics and to the real world.

The sixth grade curriculum uses the *Everyday Mathematics* program to provide a strong pre-algebra foundation with strands in number and numeration, operation and computation, data and chance, measurement, geometry, and patterns, functions, and algebra. After sixth grade, students are evaluated based on the *Orleans-Hanna Algebra Prognosis Test*, achievement test scores, classroom performance, and teacher recommendation for readiness to study high school algebra. Students have the opportunity to take one of three tracks to algebra. About 20% of students proceed to a high school Algebra I course and then a high school Geometry course, 60% to a Pre-Algebra course followed by Algebra I, and 20% take a two year Pre-Algebra track. All students leave the school having either completed Algebra I or strongly prepared to take Algebra.

Students also have the opportunity to take a mathematical problem solving course. Strong mathematics students participate in the national MATHCOUNTS program and other interscholastic mathematics competitions. The FPDS Middle School mathematics team has won the regional MATHCOUNTS competition seven of the last eight years and won many awards at various tournaments around the southeast. Students, who have not experienced success in mathematics, are strongly supported with smaller class sizes and by Instructional Support Program personnel both individually and in small groups outside of class.

All teachers make use of SMART Boards, graphing calculators, and such software tools as Geometer’s Sketchpad for mathematics instruction. Mathematics teachers regularly participate in faculty development on and off campus and through GCTM and NCTM to better understand teaching and learning mathematics. They also work in grade level teams and the department to further support hands-on learning, interdisciplinary projects, and service learning.

4. Additional Curriculum Area:

The First Presbyterian Day School – Middle School has a strong and vibrant visual and performing arts program. Students have the opportunity to choose a variety of electives. The gifted arts faculty attracts a great deal of student participation. Over 70% of the students will take an art class in any given year. Student participation for the performing arts includes 22% in the bands, 16% in choral groups, and 37% in theater. Another 11% of the student body will participate in theater as an extracurricular activity. A few other students are participating in the new string orchestra program. The band program includes marching, concert, and jazz bands. The theater program includes a major production each winter and several smaller productions over the course of the year. Students receive training in acting, production, and technical theater.

Many students find creativity an important part of their lives. Studies have correlated arts involvement with a variety of measures of academic success and social well-being. The arts address different learning styles and intelligences that may not be addressed as often in the traditional classroom. Students also develop improved communication skills, comfort being in front of people, and discipline and group learning skills. Physical skills such as breath, movement, and physical control, dexterity, and expression are developed. Students receive the opportunity to develop precision and strive for perfection.

The emphasis on a strong arts program reflects the school’s desire to see students as unique and gifted and support them in developing their interests and abilities. The program also allows the school to have a greater impact on the community through public performance both in the school auditorium and around the community. Groups have performed at nursing homes, for community events like the Otis Redding Day, and many more functions. Band students receive recognition through Georgia Music Educators Association Honor Band auditions. FPDS Middle School had 16% of the band members qualify for District and Region Honor Bands and 6% qualified for All State Band.

5. Instructional Methods:

The First Presbyterian Day School Middle School faculty believes that each person is unique, with unique gifts, abilities and interests. Thus, different students learn differently. With this realization, teachers need to vary instructional practices to impact diverse learners. Teachers have been trained in differentiated instruction techniques. At times instruction is teacher-directed with explicit instruction given to a group of learners.

Since students are all active and social, learning is expected to be active as well. Throughout the school, teachers use small and cooperative group and problem-based instruction. The faculty understands that cooperative group instruction involves each member of the group, generally with each member involved in different tasks and then each providing input into a group task. Students regularly are involved in extended projects that involve independent research and oral and dramatic presentations to their peers. Experiential learning is very important. Teachers make use of teaching gardens, nature trails, and outdoor classrooms on campus and use off campus trips to place students' learning within context. Off-campus experiences include the Georgia Aquarium, Sea World, the Kennedy Space Center, the environmental education program at the Rock Eagle 4-H Center, and Atlanta's Alliance Theater. All of our teachers have completed extensive training in the use of instructional technology and use technology for instruction, student-developed products and presentations, and research.

All classrooms are equipped with SMART Boards and projectors with internet connections and media capability. The faculty also values team-teaching, cross-disciplinary collaboration, problem-based instruction, and service learning. The arts, classroom, and media faculty work closely together and also at times collaborate with the faculty and students of the Upper School the middle school feeds into. Emphases include writing across the curriculum, higher order thinking skills, and problem solving. All teachers have been trained in problem-based learning and techniques such as *Love and Logic* that challenge students to take responsibility for their learning as well as their behavior.

6. Professional Development:

The First Presbyterian Day School system places a high value and priority on extensive and regular faculty development. Professional development has become an important part of the school culture as the school seeks to be a professional learning community led by the principal and curriculum director.

The principal uses monthly faculty meetings to have faculty address current research and practice in child development, curriculum and instruction, assessment, and instruction technology. Professional development emphases are driven by student performance data and data-based school improvement plans and focused on student learning. Workshops are primarily developed in-house and led by the principal and school or system personnel. Teams of teachers are often sent to training off campus and redeliver the instruction to the faculty as a whole. Approximately \$20,000 - \$30,000 is available annually to fund the school's faculty development initiatives.

The school system is a state-approved professional learning provider and, thus, school and system courses are attended by teachers from other schools in Middle Georgia. Over 60% of the faculty members take part in faculty development opportunities over the summer, and all are involved during the school year. To a great extent, the school attributes strides made in student achievement to this emphasis on faculty development. For example, faculty members now have a very strong understanding of instructional technology, the writing process and academic literacy, formative assessment, and techniques for dealing with students to encourage individual responsibility. In the past, many teachers may have been constrained to simply follow the published curriculum. Now, they have the understanding to flexibly deal with diverse learners and to differentiate instruction to deal with the interests and needs of their particular students. Teachers have learned to flexibly design integrated units and problem-based learning without sacrificing objectives in particular curriculum areas.

Faculty development has allowed the faculty to develop a strong professional community of practice that is able to collaborate in curriculum development and able to communicate to our school community in a way that inspires confidence.

7. School Leadership:

The First Presbyterian Day School system leadership is directed by the headmaster. The system level curriculum and faculty development director supports the school principals. The principal meets regularly with the other school system principals and system level administrators to inform and implement system-wide emphases and improvement plans and make sure the school administrators share and influence a common vision for the system. The principal is responsible for implementing the school system mission and vision as it works out in a middle school setting. She articulates the vision and implementation strategy to all constituencies. She leads the discussion on standards and best practices and encourages high expectations for students. The principal protects instructional time, manages the school resources and budget, evaluates teachers, and encourages parent and community engagement, support and involvement. She is supported by a Dean of Students, a school counselor, and an Instructional Support Program staff member.

The leadership style is one of distributive responsibility, collaboration, and servant leadership. The principal has developed mechanisms to encourage the culture of a professional learning community for the faculty. Faculty members meet regularly as a grade level and as vertical subject area teams. Monthly faculty meetings involve discussion and consideration of relevant issues of child development, curriculum, instruction, and assessment rather than communication of announcements that may be better left to a memo. Faculty members are empowered to develop competencies and in turn redeliver to others. The principal, for example, has led faculty members in Love and Logic training and then allowed time and resources for the trained faculty members to train others. The same style of implementation is evident as the school moves toward a one-to-one computing environment over the next two years. Currently, teachers are visiting other schools and conferences to help cast a vision for what the program will look like.

The principal clearly puts the interests of the students first. The advisory program she has designed and implemented strongly supports students through the many issues of middle school aged children. She is clearly seen as an authority on this age group. She continually seeks to grow in her understanding. She has developed strong positive relationships and interactions with faculty members and students. She also is a visible model for her faculty as she teaches one class, serves as an advisor, and helps sponsor an academic team. She is clearly instrumental in leading her faculty and staff to make the FPDS Middle School a safe place where students are challenged and supported for high achievement and person development.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV257

1. Private school association: Independent

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$</u> K	<u>\$</u> 1st	<u>\$</u> 2nd	<u>\$</u> 3rd	<u>\$</u> 4th	<u>\$</u> 5th
<u>\$11210</u> 6th	<u>\$11210</u> 7th	<u>\$11210</u> 8th	<u>\$</u> 9th	<u>\$</u> 10th	<u>\$</u> 11th
<u>\$</u> 12th	<u>\$</u> Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$10007

5. What is the average financial aid per student? \$3549

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
15%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 53%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Comprehensive Testing Program

Edition/Publication Year: 4 Publisher: Education Records Bureau Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	340	339	336	714	706
Number of students tested	71	74	78	79	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Year 4 and 5 scores are Stanford 9.					

12PV257

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Comprehensive Testing Program

Edition/Publication Year: 4 Publisher: Education Records Bureau Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	348	339	344	698	693
Number of students tested	71	73	78	79	65
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Year 4 and 5 scores are Stanford 9.					

12PV257

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Comprehensive Testing Program

Edition/Publication Year: 4 Publisher: Education Records Bureau Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	360	359	362	708	721
Number of students tested	72	85	81	70	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Year 4 and 5 scores are Stanford 9.					

12PV257

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Comprehensive Testing Program

Edition/Publication Year: 4 Publisher: Education Records Bureau Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	350	348	354	705	717
Number of students tested	72	85	81	70	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Years 4 and 5 scores are Stanford 9.					

12PV257

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Comprehensive Testing Program

Edition/Publication Year: 4 Publisher: Education Records Bureau Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	374	376	363	724	724
Number of students tested	84	78	75	81	88
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Year 4 and 5 scores are Stanford 9.					

12PV257

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Comprehensive Testing Program

Edition/Publication Year: 4 Publisher: Education Records Bureau Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	358	362	355	726	727
Number of students tested	84	79	75	81	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Year 4 and 5 scores are Stanford 9.					

12PV257