

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Wade Putnal

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name First Presbyterian Day School - Elementary School

(As it should appear in the official records)

School Mailing Address 5671 Calvin Drive

(If address is P.O. Box, also include street address.)

City Macon State GA Zip Code+4 (9 digits total) 31210-8099

County Bibb State School Code Number* _____

Telephone 478-477-6505 Fax 478-477-2804

Web site/URL http://www.fpdmacon.org E-mail fpdinfo@fpdmacon.org

Twitter Facebook

Handle @FPDSMacon Page http://www.facebook.com/FPDMAcon Google+ _____

YouTube/URL _____ Blog http://www.fpdmacon.org/fpd-blog/ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Mr. Gregg Thompson E-mail: gregg.thompson@fpdmacon.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Saynor Foshee

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	25	38
K	15	22	37
1	22	18	40
2	27	27	54
3	31	19	50
4	29	35	64
5	29	30	59
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	166	176	342

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 7 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 0 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	374
(5) Total transferred students in row (3) divided by total students in row (4)	0.043
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

9. Students receiving special education services: 6 %
19 Total number of students served

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>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	97%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2003

15. Please summarize your school mission in 25 words or less: "Equipping students to change the world for God's glory" by developing competent learners who are habitually healthy, self-aware, engaged and persuasive, and committed to others.

PART III – SUMMARY

The Elementary School of First Presbyterian Day School (FPD) in Macon, GA, was founded in 1970 and provides a faith-based and child-focused education that directs children toward service to their community and world, developing their individual gifts and interests, and preparation for college. Students come from 13 counties in Central Georgia primarily living in the five-county Macon MSA (population ~220,000). The elementary school operates on two campuses. The FPD Downtown campus opened in 2012 to serve families who live and/or work in the historical and urban downtown Macon. An aggressive restructuring of the administrative structure of the school and curriculum overhaul began in 1997. These efforts reinvigorated the school community and led to significant growth and school improvement. A culmination of these efforts for the elementary school was recognition as a 2003 National Blue Ribbon School.

Since 2003, the combined elementary school has seen a significant increase in student socio-economic and ethnic diversity and has maintained the high academic performance of the student body. (Over 15% of families have income under \$75,000 while 23% have over \$200,000.) This increase in diversity is due to a combination of:

- community recognition from the 2003 National Blue Ribbon School award;
- continual cultivation of community relationships;
- aggressive development of financial aid resources;
- the continuing academic success of FPD students;
- a safe and supportive family-oriented environment; and
- establishment of the FPD Downtown campus.

At FPD, education is more than instilling knowledge and skill. It is also focused on implications and responsibilities. Whether the children are learning mathematics or to read, whether they are learning about the problems of hunger and homelessness in the Macon community, or following an election or current international event, they are applying the curriculum immediately and developing “others-centered” attitudes.

Understanding that children are created in the image of God, each child is seen as having immeasurable worth and potential. The school seeks to discern each child's individual gifts and talents, and develop and celebrate them. Visitors to the school enjoy extensive displays of student work. The school honors students for excellence in academics, character, the arts, and athletics. Instruction is designed to be varied with the understanding that different students learn in different ways with varied strengths and interests.

The school emphasizes integrated, thematic units of instruction and emphasizes learning in context. On-campus teaching gardens and nature trails, a science laboratory, relationships with people and organizations in the community, and careful selection of field trips and other experiential educational opportunities help students learn in authentic life-changing ways.

The FPD faculty and facilities are great strengths, as all faculty members are experienced and highly qualified. Ongoing professional learning is an important part of the culture of the school. All teachers use appropriate instructional technology, including projectors and SMARTBoards in each classroom, and classroom sets of iPads and Lenovo convertible tablet PCs. All fifth graders receive a Lenovo tablet and have access to extensive digital resources as part of FPD's “One-to-One” technology initiative.

All FPD students are challenged to learn more than “basic skills” in the core curriculum. More than 60% of the students participate in band, chorus, and/or theatre. The gifted FPD 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. Students also participate extensively in intramural athletics programs including football, soccer, and cross-country. All students study Spanish. The Center for Discovery is the school's extensive after school program where students may explore a wide array of interests.

Supporting families is a core value of the school. Parents consistently praise the school for its family atmosphere, and they spend a lot of time at the school. Strong counseling and instructional support programs that provide students with adult advocates who know them well and support their academic, social, and spiritual development. These professionals work closely with the faculty to provide opportunities for students to deal with issues like self-esteem, bullying, conflict resolution, and personal responsibility. Programs are designed so that students develop strong supportive peer relations.

Since being recognized as a 2003 National Blue Ribbon School, other schools have visited FPD for ideas for their own school improvement. Mathematics and instructional technology programs are particular points of interest to others. The award has also encouraged the school to continue aggressive school improvement activity, continually analyzing curriculum and instruction. Since the award, the school has completed curriculum mapping to national standards, including the Common Core State Standards. Teachers have confidently shared at a variety of state and national educational conferences and taken a greater role in presenting professional learning to their peers at school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum is designed to prepare students for a college-preparatory upper school experience, help students develop their interests and gifts, and challenge them to understand and impact the world around them. The curriculum has been designed through study of state and national standards, including the Common Core State Standards, and based upon the unique mission of the school. Implementation of a coherent standards-based program is monitored and maintained through curriculum mapping. Students who perform at or below grade level are supported by teachers' differentiated instruction and those with learning differences and special needs are supported by a program that includes pull-out instruction. Testing programs of the ERB are used to help monitor individual student progress on basic skills.

Reading/English Language Arts - In the language arts, God has given a means of learning about Him and His world, a way to communicate with others, and a tool to care for the world. Students become proficient with the understanding and use of written and oral language. The school uses a literature-based balanced literacy approach with a strong writing emphasis. Four emphases are word study, guided reading, writing, and self-selected reading. In early elementary, word study includes a strong phonics base integrated with comprehension, writing, and learning skills. After second grade, the program becomes a more literature and writing-based approach that develops reading comprehension and speaking and writing skills (including grammar and vocabulary development) through the study of real literature. Teachers also use writing workshop methods. This approach was chosen as it reflects the broad components of language development as shown in current research, incorporates multiple instructional modes, recognizes the uniqueness of the individual, and allows teachers to more readily identify areas of deficit when a student struggles.

Mathematics - Students learn to use mathematics as a way of thinking about and understanding the world. The program emphasizes conceptual understanding and number sense, procedure development, communicating mathematical ideas, and the application of mathematical concepts. The core mathematics program is Everyday Mathematics. This program recognizes children as unique and supports multiple instructional techniques. Students practice skills through games (available both physically and online). The curriculum is organized in a spiral structure where concepts are visited instructionally multiple times moving students from an introduction to developing understanding to mastery. This approach was selected to recognize the importance of developing conceptual understanding and number sense in addition to procedural competency. Students performing below expectations are supported by classroom teachers and Instructional Support.

Science - Students study science to learn about God's world and their responsibility to care for and see to its appropriate use. It is important that students see science as activity and know what it means to "do science." The science program is developed around units of study to support students' growth in observation skills and the ability to formulate and test hypotheses. This involves learning content knowledge as well as learning from scientific investigation. The program has a strong hands-on approach that uses the school's nature trails, outdoor classrooms, science laboratory facilities, instructional gardens, and a wide range of technology. Students also study the varied ecosystems on the 110-acre campus which includes a lake, streams, wetlands, and forests and is designated a NWF Schoolyard Habitat. Classroom teachers provide science instruction partnering with and supported by an elementary science specialist. Additional resources used include Georgia DNR facilities, Jekyll Island 4-H Center, and the GYSTC Starlab.

Social Studies/History - The social studies include history and geography and social, political, and economic systems. The general progression for 3K to fourth grade is from the child's immediate experience—family and local communities—to broader experience—state, country, and world. Fifth graders study US History. Students gain an understanding of the student's place and responsibilities in society and an understanding of God's work in the world, both historically and in present experience. In each grade, 3K-4, much of the social studies curriculum is included in integrated thematic units of instruction. For example, fourth grade students study world geography and culture. The curriculum is organized around landforms and associated people

(e.g., mountains, plains). This organization influences the selection of literature and the earth science components of the science curriculum.

Preschool Program - The preschool curriculum focuses on literacy development and mathematical thinking and number sense. The language program is balanced literacy designed to mesh with the kindergarten and elementary curriculum. For mathematics, centers are designed to provide small group and individual activities for students. The program is very active and incorporates movement and play. The curriculum aligns with NAEYC standards, current research, and appropriate national standards foundational to the school's elementary program. Students completing the preschool program more consistently make a smooth transition to the elementary school than students coming from other programs in the area.

2. Other Curriculum Areas:

Technology - All students learn keyboarding and computer applications and learn to use a variety of technological tools and digital resources. The primary emphasis in the elementary school is on projects that give students opportunities to integrate and present the knowledge and understanding they gain in the classroom. The students also develop an understanding of digital responsibility, safety, and stewardship. All students work with a computer teacher once a week in a lab or using class sets of iPads or laptops.

Fine and Performing Arts - The creative arts reflect God's creativity in people as His image bearers. All students have the opportunity to express themselves through visual and performing arts and to appreciate and evaluate the art of others. All FPD students in 3K through fifth grade are involved in art and music weekly and have the opportunity to participate in after school programs. Students with particular interests and abilities may participate in concert band, chorus, and major theatrical productions. The arts faculty also works closely with classroom teachers to design instruction that complements and enhances instruction in other curricular areas. Instruction is strongly experiential.

FPD visual arts teachers are also practicing artists. Students learn the elements of art and how to use them and are exposed to a wide variety of media, and art history. They create a broad collection of work that is displayed in a portfolio. All the students are enabled to confidently and respectfully attempt any artistic challenge that is placed before them. The Elementary Art Room is a positive, happy, creative environment that all children seem to adapt well in and love to visit each and every week.

All elementary students receive weekly instruction in music. Classes are taught via an experiential Orff-Schulwerk approach to music education using singing, movement, and instrument playing. Essential learning skills such as creativity, critical thinking, and collaboration are taught experientially through music making. Students in grades 1-5 perform in a school-wide program twice a year and grades 3K-5K perform in a school-wide program once a year. Fifth graders have the option to participate in a concert band or chorus four days a week.

Health and Physical Education - The ideas of being "fearfully and wonderfully made" and the body a "temple of the Holy Spirit" carry responsibilities to develop physically and make decisions that promote a high quality of life in service to God. 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. The program is based on national standards from SHAPE America emphasizing foundational motor, non-motor, and manipulative skills and increasing general fitness and physical movement. All grades participate twice a week in PE instruction in addition to recess. Interdisciplinary activities are also utilized. Math skills including prediction, science concepts dealing with heart rate, muscle movement and fitness and language arts concepts of sentence structure and vocabulary are integrated into the curriculum. The acquisition of affective skills such as sportsmanship, cooperation and responsible personal and social behavior is incorporated through group discussion, role play activity and collaborative games.

Spanish - Students in Kindergarten receive instruction from a Spanish instructor once every other week. Students in first through fifth grade have two 30-minute lessons a week. All elementary teachers have received training to incorporate Spanish language across the curriculum as well. The Spanish teacher

collaborates with classroom teachers to support cross-curricular objectives. Instructional strategies include games, movement, writing, and iPad apps and other technology active resources. The Spanish language focus is on providing stress-free language acquisition. Students participate in many conversations around the units of study. The children are not afraid to speak or sing in Spanish. They have a natural curiosity about the language and are not intimidated by practicing or speaking in public. This exposure is designed that they may build a base and confidence to be strong, uninhibited students in subsequent language classes.

Bible - The elementary school Bible curriculum is designed around six strands—basic beliefs, Bible study and scripture memory, Christian character, Christian heritage, worship, and missions and service. Much of the instruction is implemented across disciplines.

3. Instructional Methods and Interventions:

FPD's philosophy of curriculum and instruction leads to several approach and method commitments. All students are unique with differing needs, gifts, and abilities. Thus, the use of a variety of instructional techniques is important. Professional development focuses on teachers being able to vary instruction. There is also an emphasis on active learning that focuses on problem solving, applications and implications, and service. For example, the school facilities include trails and outdoor classrooms, instructional gardens, and a science laboratory that facilitates hands-on investigation in science. An important part of the early childhood education and the mathematics program is learning through play. Games in the mathematics curriculum provide opportunities for students to practice concepts and skills. In the early grades, instruction is often structured around centers with small group and individual activities.

The curriculum is mapped to national standards including CTP4 testing standards and the Common Core State Standards. This standards connection allows teachers to identify each student's performance on specific skills. In 3K through third grade, assessments are standards-based and incorporate narratives rather than using summative grades. The curriculum is also spiraled so that concepts are revisited in instruction multiple times, allowing students to move from introductory understanding to developing to mastery. These approaches better inform interventions, whether implemented by classroom teachers or by the Instructional Support staff, to support students' learning and achievement.

One core understanding at FPD is that the curriculum is more than the sum of its parts. Thus, thematic integrated units are utilized throughout the elementary school. For example, literature for the reading program is often selected to support objectives in social studies, science, and mathematics. Co-curricular teachers also collaborate often with classroom teachers to support cross-disciplinary projects. One physical education activity, for example, recently included mathematics objectives.

The school has made a major commitment to the use of technology. All classrooms are equipped with SMART Boards and projectors. Class sets of iPads and convertible tablet PCs are regularly used for instruction and student activity and investigation. In the fifth grade, all students are issued a Windows-based convertible tablet PC. Digital textbooks, a course management system (Moodle), and extensive digital resources are available for teachers and students. All teachers have received extensive and ongoing professional development in instructional technology. Two technology integration specialists support teachers.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

FPD students' standardized achievement test scores present a picture of continuing high performance. Scores have been near or above National Blue Ribbon School cut-off levels for more than ten years. The fifth grade data shows stable performance over the past five years in reading comprehension and mathematics. In third and fourth grade, students' performance shows a statistically significant increase over the five years. The school has a culture of data-based decision making by monitoring performance indicators and responding accordingly through collaboration between teachers and administrators. The increases evident in this data coincide with efforts to monitor and respond to specific student performance issues. Over the past seven years, at various times, possible trends appeared showing decreased performance levels in math, reading comprehension, and writing in third and fourth grade and writing in fifth grade. When these performance trends, particularly for cohorts moving from grade to grade, raised concerns, the school responded by analyzing a variety of data sources and then implementing curriculum reform and faculty development as needed. Over the past five years the school has responded to the possibly negative student performance trends by reasserting the emphasis on writing across the curriculum, providing ongoing faculty development on balanced literacy and mathematics, updating mathematics curriculum materials, revising curriculum maps, studying new standards initiatives, and implementing a substantial technology initiative. The technology initiative provided students and teachers resources for engaged learning and provided teachers a greater connection for monitoring student performance. The student testing data presented in this report provides an indication that potential declines were reversed and student performance recovered.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

FPD's School Improvement Process is focused on student performance. In the classroom, teachers have worked to provide a strong and varied system of formative assessment to provide a more complete picture of student understanding and inform instruction. Students develop portfolios that pass with them from grade to grade. Quarterly grade reports for the lower grades display mastery of objectives rather than summary grades to help focus on particular growth areas. The external assessment program includes the Gesell developmental screenings for early childhood placement, CTP4 testing for individual diagnosis and curriculum evaluation, and the ERB WrAP as an external writing assessment. Since any one measure provides an incomplete picture and the picture will always be incomplete without personal knowledge of the child, all teachers and instructional support personnel are trained in and have a variety of tools available. Teachers also consult with parents to provide a caring and competent professional judgment of individual student performance.

The principal and curriculum director confer each year on results from the CTP4 and WrAP to assess school performance. They summarize and discuss results with teachers to evaluate instruction from the current year and plan for the next. Teachers, the principal, and Instructional Support personnel have access to individual student results to help inform necessary interventions. Student progress is communicated to parents through an online system and sample student work with evaluative comments is sent home weekly. Each quarter, parents receive a detailed summary evaluation indicating the degree to which the student has mastered each set of objectives. Parents also receive detailed reports of standardized achievement test performance and assistance in interpreting the results. Teachers confer with all parents in October of each year. Testing reports are reported to the school board and community annually through the curriculum director's report and the school magazine.

Part VI School Support

1. School Climate/Culture

FPD Elementary School has a core value of supporting families. Engaging and motivating students to learn involves seeing them as part of families and involving the family in the child's education. Educating children is a collaboration between the home and school. Parents are regularly informed of students' progress and are consulted so that teachers better understand the students and can better meet their needs.

Three beliefs about curriculum and instruction guide the creation of a positive environment that supports students' growth. First, students are seen as created in the image of God with unique gifts, interests and abilities. Students are treated with dignity as rational and purposeful individuals. Teachers have been trained in positive classroom management techniques (e.g., Love and Logic) and instruction is designed to emphasize active learning and varied learning styles. Co-curricular and after-school programs allow students to discover and develop their individual interests and abilities.

Second, students are seen as created with responsibilities in this world. Curriculum choices emphasize applications, implications, and conceptual development. Students are expected to explain concepts and procedures rather than simply perform. This emphasis is particularly evident in the mathematics program. Service to the community is an important part of students' education. Forbes magazine listed Macon as one of the most impoverished urban centers in the US. It is important that students understand the needs of this community and develop attitudes to recognize and solve problems.

Students are also seen as dependent and in need of support. A number of support structures are in place to help students grow academically, socially, and spiritually. All staff members understand that while students are to be held accountable to standards, there must be mechanisms for recovery when students fail. The Instructional Support program provides academic support for students with special needs or who fall significantly behind. Teachers are trained in differentiated instruction to support students within the classroom. The school counselor has programs for monitoring and supporting the emotional and social health of students and support families experiencing crises. The chapel and religious program supports students' spiritual and character growth.

The key person in education is the teacher who makes instructional decisions based his or her knowledge of the students in consultation with parents. The teacher is seen as a mentor and model so the relationships between the teacher and students are critical. Teachers are included in school improvement efforts, regularly involved in leadership, and have extensive opportunities for professional growth.

2. Engaging Families and Community

The school provides an open, welcoming, and responsive environment for parents to fulfill its core value of supporting families. Volunteer opportunities for parents include assisting teachers with class events, field trips, and tutoring. The Viking Parent Ambassadors and grade parents coordinate these activities. Parents are welcome to visit classrooms, use school facilities, and join their students for lunch. Parents and community members provide an extension to the classroom by speaking about their careers and interests. Classes regularly take local field trips to museums and historical sites, performance venues, and businesses.

The downtown campus supports the school's desire to serve the Macon community. Many workers travel into the city from outlying counties. Others live in the downtown area and do not have easy transportation to the main campus. The downtown location also provides access to resources like the Grand Opera House and supports and develops relationships with downtown businesses. A fun picture published recently showed the kindergarten students sitting around a downtown historical monument eating ice cream from a local restaurant.

The counselor offers parenting workshops that are open to the community. Recent workshop topics have included internet safety and spiritual formation. The principal, counselor, and teachers communicate

through social media and weekly newsletters. Teachers are expected to reply quickly to parents and communicate both positive news as well as concerns. News is distributed through magazines, electronic newsletters, blogs, and social media. The curriculum director has written articles for school publications and local magazines about academic and child development issues. Recent articles include how parents can develop strong reading comprehension, the nature and importance of preschool education, and the place of standards.

The FPD Center for Discovery is a broad community education and after-school program for children and adults both at FPD and in the community. The Center offers sports, dance, academic support and enrichment programs, chess, technology, and world languages among others.

The school has a strong service focus to challenge students to learn about and meet community needs. Each grade has a project focus. For example, students have written to deployed soldiers, replenished local food banks, and provided weekend food items to homeless students. The principal and faculty have worked with the service director to develop relationships with over 90 area non-profit organizations.

FPD has partnerships with three local universities to host student teacher field experience. Personnel from these schools and others have also provided professional learning and consulting services. A partnership with the University of Georgia has been instrumental to the implementation of an iPad initiative.

3. Professional Development

Professional development is an important part of the school culture. School seeks to be a professional learning community led by the principal and supported by the curriculum and faculty development director. On Wednesdays, the students' day begins later, allowing time for professional learning and other meetings. The school also has in-service days during the school year and plans summer workshops. The principal uses monthly faculty meetings to address current research and practice in child development, curriculum and instruction, assessment, and instructional technology. Workshops are primarily developed in-house and led by school personnel. Teams of teachers are often sent to training and conferences off campus and return to redeliver the instruction to the faculty. Outside experts are brought in at times for extended and ongoing training. The school has emphasized teachers learning from their peers. An annual conference-style professional learning day with concurrent sessions offered by FPD faculty members has been well-received. Faculty members also lead in many of the Wednesday morning sessions. Approximately 1% of the school budget is directed toward the school's faculty development initiatives.

The school's academic committee, which includes teachers, and administration sets the professional learning agenda with input from the faculty as a whole and requests from individual teachers. Emphases are driven by student performance, data-based school improvement plans, and contemporary education focuses on student learning. When student performance on writing assessments declined over a period three years recently, the school responded with training on developing writing skills. Teachers and school administration led professional learning. Several teachers went to off-campus workshops. An expert met with faculty over the course of the year and presented workshops, observed classrooms, and performed demonstration lessons. This emphasis resulted in significant student performance gains in writing. Variations of this model have been used in recent years for balanced literacy, mathematics instruction, and implementing iPads in the classroom. The desire is that professional learning be closely connected to the classroom, ongoing and collaborative, and owned by the faculty.

The faculty and staff share their expertise with other schools in Central Georgia by serving as a state-approved professional learning provider. This experience has also given teachers confidence to present at state and national conferences. FPD teachers have a strong professional community of practice that is able to collaborate in curriculum development and able to communicate to the school community in a way that inspires confidence.

4. School Leadership

The First Presbyterian Day School system leadership is directed by the headmaster. The system level curriculum and faculty development director helps monitor and inform curriculum implementation, instructional innovation, assessment, faculty development and evaluation, and interpret testing and other school performance data. The elementary school principal meets at least biweekly with the other system principals and administrators to discuss emphases and improvement plans and make sure the school administrators share a common vision. Recently, the group has discussed such topics as school safety, school discipline policies, cyber-safety, and internships for upper school students in the elementary school.

The principal is responsible for implementing the school vision in the elementary school. She articulates the vision to all constituencies through meetings, personal contacts, and newsletters. 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 school counselor and a chaplain in partnering with children and families who have counseling needs. An Instructional Support staff member is dedicated to the elementary school to support planning and interventions for students having special needs or challenges in learning. The system has a service-learning director to assist with school-wide and grade-level community services activities.

The principal's leadership style is one of distributive responsibility, collaboration, and servant leadership. The principal encourages a culture of a professional learning community for the faculty. On Wednesdays, for example, the students' day begins later allowing for faculty meetings and professional development before school. Faculty members meet regularly in grade levels and the principal meets with a leadership team of teachers. Monthly divisional meetings focus on discussion and consideration of relevant issues of child development, curriculum, instruction, and assessment rather than simply communication of announcements that may be better left to a memo. Faculty members are provided resources to develop professionally and in turn redeliver professional learning to peers.

The principal continually seeks to grow in her professional understanding. She has developed strong positive relationships and interactions with faculty members and students and sees her role as knowing and celebrating the gifts of all. She is clearly instrumental in leading her faculty and staff to make the FPD Elementary School a safe place where students are challenged and supported for high achievement and personal development.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$8075
1	\$12295
2	\$12295
3	\$12295
4	\$12295
5	\$12395
6	\$0
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$12597
5. What is the average financial aid per student? \$3391
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 23%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 53%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Comprehensive Testing Program 4 (CTP4)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Education Records Bureau (ERB)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	301	296	290	289	288
Number of students tested	60	56	54	77	59
Percent of total students tested	100	98	100	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Comprehensive Testing Program 4 (CTP4)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Education Records Bureau (ERB)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	312	314	304	303	306
Number of students tested	58	58	75	61	58
Percent of total students tested	100	100	100	98	97
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Comprehensive Testing Program 4 (CTP4)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Education Records Bureau (ERB)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	323	325	325	329	327
Number of students tested	65	78	66	59	55
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Comprehensive Testing Program 4 (CTP4)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Education Records Bureau (ERB)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	330	325	323	321	324
Number of students tested	59	56	53	78	60
Percent of total students tested	98	98	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Comprehensive Testing Program 4 (CTP4)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Education Records Bureau (ERB)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	337	340	330	330	330
Number of students tested	58	57	74	61	60
Percent of total students tested	100	98	99	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Comprehensive Testing Program 4 (CTP4)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Education Records Bureau (ERB)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	344	344	340	347	340
Number of students tested	65	78	66	59	55
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: