

PART I – ELIGIBILITY CERTIFICATION

1. 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 and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	15	32
K	9	9	18
1	15	10	25
2	11	17	28
3	15	18	33
4	10	11	21
5	17	8	25
6	13	15	28
7	17	24	41
8	15	15	30
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	139	142	281

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 8 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 5 % 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 1%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2016	263
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0%
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 9 %
25 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>12</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>51</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>12</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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

	Number of Staff
Administrators	6
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 8:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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.

15. In a couple of sentences, provide the school's mission or vision statement.

To provide disciplined, individualized education by stimulating and fostering the development of each child to acquire sound habits of thought and expression and the best traits of personal character; to encourage respect for hard work and the disposition to do required tasks well by reason of honest effort.

PART III – SUMMARY

Founded in 1957, Harford Day School is the oldest private independent school in Harford County, Maryland. Harford County is a suburban area close to Interstate 95, 40 minutes north of Baltimore and an hour and a half south of Philadelphia. Harford Day School is the only Pre-K 3 to Grade 8 independent school in Harford County accredited by AIMS (Association of Independent Maryland/DC Schools) and a member of NAIS (National Association of Independent Schools).

Harford Day School opened its doors to 30 children in kindergarten through second grade in September of 1957, leasing a three-room schoolhouse from the county, just a few blocks from downtown Bel Air.

The school added a grade each year, as well as students in existing grades, and it quickly outgrew its original space. The school bought eight acres on Moores Mill Road in Bel Air and built a new building with six classrooms and a multipurpose room in 1961. In June of 1963, the School held its first commencement and graduated its first five alumni.

In 1975, the school had 197 students. A new kindergarten was completed in 1995 and a new middle school building opened in 2000. In 2014, Gray Smith, Ed.D. became Harford Day School's seventh Head of School. In August 2016, a pre-kindergarten for three-year-olds was added. This allowed Harford Day to serve the local community starting at three years old through 8th grade.

For the 2017-2018 school year, we are celebrating our 60th year. Harford Day School is rich in many traditions that have been shared over the years. We start the school year with our Founders Day Assembly and a Kona Ice treat. Another Harford Day tradition is our annual Blue & Green Games that take place right after our 8th grade Graduation Ceremony. Students compete in fun games based on the color (blue or green, our school colors) team they were assigned at enrollment. Another favorite is our annual 8th Grade vs. Faculty Basketball Game. Every year it is a delight to see several non-sport playing students and faculty members rise to the occasion, while the rest of the school cheers them on. Our middle school students enjoy traditions such as Friday night dances on campus and the 8th Grade Speeches. Our lower school enjoys annual celebrations such as the 1st Grade Tea Party and kindergarten Underwater Day. The whole school enjoys other traditions such as the middle school musical, our school-wide Thanksgiving Feast, and grade specific field trips. Cumulatively, students at HDS go on over 40 field trips throughout the school year.

Our students are expected to take an active role in their learning to achieve the hallmark of a Harford Day education, the mastery of fundamental skills and acquisition of core knowledge. By taking their academic responsibilities seriously, students of average to gifted ability can meet with success. Grouped in a variety of ways, and in various class sizes, our students are encouraged to be independent thinkers, to demonstrate intellectual curiosity, and to work at the edge of their comfort level in a supportive environment. Our students learn independently, collaboratively, and experientially, both on campus and on field trips. Developing healthy minds and healthy bodies is an important aspect of our program. Every effort is made to ensure each of our student's participation in extracurricular activities. Harford Day School embraces the arts through grade level musical productions starting at preschool, an annual Artist in Residence program, music as part of the curriculum for all grades, as well as offering Concert Chorale and instrumental music lessons. We also offer a variety of after-school clubs such as Art Club, Chess Club, Creative Writing Club, French Club, Engineering and Design Club, martial arts, and dance. Along with Coding Camp, Sewing Camp, and Camp Invention, the school provides many opportunities to enhance the learning experience beyond the classroom.

At Harford Day School all children, K-Prep through Grade 8, have two recess periods per day. The school retains recess as part of the daily schedule not only to promote physical activity but because it improves attentiveness in the classroom and provides necessary "brain-breaks" that are known to contribute to knowledge retention and greater learning. We also offer interscholastic sports such as basketball, cross-country, field hockey, lacrosse, soccer, and tennis. Additionally, our students are expected to make contributions to and be good citizens of, both the school and the larger community. Our middle school students fulfill over 3,000 community service hours each year as part of their graduation requirements. The

whole school comes together as a community to do various service projects such as the annual March of Dimes walk. HDS also honors Dr. Martin Luther King, Jr.'s life and his commitment to service by assembling sandwiches, bags of trail mix, and individual bags of toiletry items. These items are then donated to a local shelter. During the winter months, the school collects mittens, gloves, and hats on the "Mitten Tree" for the Department of Social Services. Harford Day School also takes turns donating non-perishable goods each month to a local food bank by grade.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Guided by the Harford Day Mission Statement, our teachers work together to provide a safe learning environment in which every child feels comfortable taking risks and learning from mistakes. Students are given many opportunities to practice positive decision-making strategies in academic and social settings. The goal is to create a supportive atmosphere that will help all students realize their potential and prepare them to face difficult challenges, think independently, make wise decisions, be open to others' opinions, and be comfortable in their own skin. Our culturally responsive and challenging core curriculum employs inquiry-based learning coupled with the Question Formulation Technique to stimulate and foster the development of each child so that he or she will acquire sound habits of thought and expression and the best traits of personal character.

In the area of reading/English language arts, sound-symbol relationships and letter recognition are introduced to the youngest students at Harford Day School. Building on this foundation, students learn to blend, segment, and decode basic words, as well as master sight word vocabulary. As students progress through kindergarten, the SuperKids reading program presents more complex phonetic patterns and focuses lessons on listening comprehension, speaking and presenting, handwriting, sentence structure/grammar, and spelling exercises. In first and second grades, a comprehensive language arts program introduces students to various texts and literature, as well as continues instruction in all areas of language arts skills. First and second graders also use the online phonics program, Explode the Code, to reinforce and practice phonics and listening skills. Beginning in Grade 3, different genres are introduced to students (Caldecott Award winners, nonfiction, biography, historical fiction). Writing techniques and formal spelling and grammar lessons, which continue through 8th grade, are also core components of language arts instruction. In grades 4-5, genre study continues, with titles covering realistic fiction, poetry, mystery, Greek mythology, fantasy, and historical fiction. In middle school English, students read a variety of multicultural texts by both American and British authors, including short stories, *Beowulf*, *A Raisin in the Sun*, *Romeo and Juliet*, *Habibi*, *Lord of the Flies*, *The Miracle Worker*, *To Kill a Mockingbird*, and more. Middle school students also learn vocabulary based on the study of Latin roots. Writing instruction progresses and includes multi-paragraph essays, research papers, as well as opportunities for creative writing.

In 2016, Harford Day School adopted a new mathematics textbook series, which begins in kindergarten and extends through 8th grade. The adoption of this new series allows enriched students to graduate from 8th grade having taken Geometry. All HDS students graduate having taken a year of Algebra I. The scope and sequence outlined in the textbook series guides instruction at each grade level, building upon the previous year's skills. Students in early childhood grades and Grades 1-3 use hands-on manipulatives to practice concepts taught and help to make abstract concepts concrete. Teachers individualize materials used for their classes based on the level of learners and the need for enrichment and/or remediation. Technology is utilized on a regular basis to include the development of math fact proficiency in the younger grades and includes daily math drills, IXL, and XtraMath programs.

The science department at HDS has aligned the science curriculum with the Next Generation Science Standards. The major themes of science studied by HDS students include classification, change over time, energy, engineering design, forces and interactions, measurement, problem-solving/process/scientific method, structure and function, systems, and collaborative discovery methods, problem-solving strategies, and hands-on explorations. Different units of study incorporating these themes are introduced at each grade level beginning with our youngest students. Middle school science focuses on Life Science (6th grade), Earth Science (7th grade), and Physical Science (8th grade). From early on, hands-on experiments and labs are introduced to students. Weekly "Wizard" projects in Grades 2 and 3 allow students to choose a topic on which they are passionate and present their own experiments to classmates. Formal writing of lab reports begins in 4th and 5th grades. Middle school students engage in dissection and other complex hands-on experiments. The addition of a campus greenhouse and a brand new innovation lab planned for the fall of 2018 will also provide more opportunities for scientific study and exploration. After school science clubs also provide an opportunity for students passionate about the subject of science to delve into more complex

engineering and design projects, as well as coding and robotics.

Social studies at HDS covers a wide array of subtopics including geography, economics, civics, and history. Our youngest learners begin with lessons that promote understanding of the questions: Who Am I? What is my community? Where do I fit into the world around me? What are needs vs. wants? as well as the study of customs and holidays celebrated around the world. In Grades 1-3, lessons progress at each grade level to promote a deeper knowledge of world geography and customs in other countries such as Mexico, Japan, England, etc. Students in third grade do an in-depth study of the regions of the United States and Maryland history. fourth graders study American history beginning with Native Americans and covering through the Revolutionary War period. fifth graders study ancient civilizations including Mesopotamia, China, India, Egypt, Greece, and Rome. Middle school students learn medieval history in sixth grade and study American and world history through modern times in seventh and eighth grades.

a. N/A (not a secondary school)

b. Preschool (ages 3-4 years) The core curriculum in the preschool program includes skills and activities related to the following domains: personal and social development, language development, cognitive development, and physical development. Personal and social development includes skills such as: relating to adults, relating to peers, and building self-concept. Language development includes: listening and understanding, expressing thoughts and ideas, entering into conversations, and pre-reading. Cognitive development areas focus on using mathematical and scientific thinking and exploring social studies. Physical development skills include coordination of gross and fine motor skills and caring for self and others.

All skills taught in the preschool setting begin a foundation on which further academic skills are built. Students who begin their educational journey at HDS are taught the basic skills needed to then learn more complex concepts. Early intervention and identification can occur if a student is experiencing any challenges with mastery of basic skills.

2. Other Curriculum Areas:

At Harford Day School, the study of the arts is integral to our core curriculum. Visual arts are infused into the curriculum in all grades with the art teachers creating projects that go hand in hand with what students are studying in their other courses. The students learn how art is connected to every subject. The students work on drawing, painting, molding with clay, and measuring to produce artwork that builds on previous skills learned. Visual arts start in the three-year-old program and continue all the way to the eighth grade. Art meets twice a week in the lower school and once a week in the middle school. Through the visual arts program, the students engage in the Artist-in-Residence program in the spring in both the lower and middle schools to learn about an art that they have not studied through the regular art curriculum. Artist-in-Residence programs have included felting, videography, and making a rainforest. Additionally, in the middle school, students participate in smARTS Week where teachers and outside artists offer courses for one week that target artistic skills that they may not be able to engage in during the course of the year. These courses have included gospel singing, culinary arts, tea ceremony, sculpture art, photography, and building of a didgeridoo. In 8th grade, a set design elective is offered to teach students the art of designing various sets and backgrounds for our school plays.

Harford Day School strongly believes in the importance of giving students opportunities to perform and to speak in front of audience members. Therefore, in the lower school, each grade performs a class play every year, where every student speaks during the play. The plays are chosen by the homeroom teachers to pick the one that is the most appropriate and most enticing for that grade level. In the middle school, we have a fall play and the spring musical. This year, the fall play was Baker Street Irregulars and the spring musical this past year was The Sound of Music. During the fall play, about 30% of the student body participates in the production in some way: actors, lights, sound, managers, or stage crew. During the spring musical, we have over half of the students participate in the production. In the middle school, public speaking is a formal course in the 7th grade. In addition, each 8th grade student makes a speech to the school-wide community on a self-selected topic prior to graduation. From the three-year-olds to third grade, students have physical

education classes three times a week, 30 minutes each time. From Grades four through eight, students have an hour block, twice a week. Students not only learn about various skills in sports such as soccer, basketball, volleyball, and lacrosse, but they also learn the value of teamwork, communication, and working with a coach. Many students also participate in our after-school athletics program, which includes soccer, field hockey, cross-country, basketball, wrestling, lacrosse, and tennis. The importance of healthy living through proper nutrition and physical activity is stressed during physical education class and reiterated during sports practices. The students also learn the importance of not specializing in one sport at an early age and to explore various athletic options. Health and nutrition are integrated into the curriculum in science and physical education classes.

The study of foreign languages starts with our three-year-old program at Harford Day School. For the three and four-year-olds, Spanish is taught twice a week. In the kindergarten program, students learn Spanish three times per week. They develop their speaking and listening skills, as they engage in various games and activities that help them grow an affinity towards various cultures and an appreciation for another language. From first through fourth grades, students study Spanish three times a week. Starting in the fifth grade, students have the option to continue with Spanish or start their study of French. In the fifth grade, they have foreign language classes four times a week. As they progress to the middle school, foreign language is five days a week. Starting in the sixth grade, students may elect to start Japanese classes. In all of our languages, we strive to teach students proficiency in speaking, listening, reading, and writing, along with a deep appreciation for the cultures that are connected to the languages they are studying. In all grades and in all languages, various methods are used to help students acquire the language and help them use the language in various situations. Teachers have used methods such as question circling, Totally Physical Response, and the Natural Approach. In the eighth grade, students may also study Latin as an elective, twice a week. Specifically, in grades 7 and 8, the students take a minimum of three 50 minute sessions of a foreign language. Harford Day School is in compliance with the National Blue Ribbon Program's foreign language requirements.

Students in Grades kindergarten-4th grade have a weekly technology course. Skills taught include: typing proficiency, internet safety and digital citizenship, use of Google Suite, basic programming, and other programs and apps, such as Wixie and code.org, that support and enrich the core curriculum. In the Media Center, students from age 3 through 5th grade have a weekly library class period during which they learn about various genres, author studies, and other literary techniques. Through lessons in the style of readers' theater and story retelling, students learn about, and gain an appreciation for various authors and titles and then have the opportunity to check out weekly book selections.

Students study music weekly from first grade all the way to eighth grade. Music classes in the lower school help support the class plays. Music classes at all levels foster a deeper understanding of the history and types of music available. Students gain an appreciation for various styles of vocal and instrumental music that they are exposed to during their time at Harford Day School.

3. Instructional Methods, Interventions, and Assessments:

At Harford Day School, a variety of instructional approaches are utilized and implemented every day. Our school-wide teaching technique is inquiry-based learning, on which all of our faculty have been trained through ongoing professional development opportunities and faculty summer reading. Inquiry-based learning allows our students to ask the questions that drive our daily instruction and subsequent lessons. Teachers are observed on their implementation of this method on a regular basis.

Students are grouped by ability for language arts and math classes through grade five. Students continue in ability groups for middle school math. Heterogeneous grouping is in place for all other subjects. Teachers utilize differentiated instruction to meet the needs of the diverse learners in their classrooms. Providing choices of summative assessments and culminating projects allows each type of learner to choose what works best for given learning styles. Many teachers use project-based learning to assess knowledge of content, especially in science and social studies classes.

At Harford Day School, many teachers use technology as a tool to support their lessons. Each classroom has

a Promethean interactive whiteboard or projector used to show various digital content. During any given class, teachers may utilize a particular app or program to reinforce concepts taught. Faculty frequently utilize available technology for researching and synthesizing information as well as Chromebooks, MacBooks, iPads, and desktops. Each student in Grade 3 has an assigned iPad to utilize throughout the school day. Beginning in the fall of 2018, each 6th grade student will also have a personal iPad to use in classes, which all students will have for the duration of their middle school years.

Students who are below grade level or struggling with mastery of content can be recommended to the Learning Specialist. The Learning Specialist runs after-school groups which target specific skills for intervention, such as phonics and decoding, reading comprehension, reading fluency, mastery of basic math facts, etc. The Learning Specialist also works with teachers to ensure student accommodations are being implemented in the classroom and on assessments. Enrichment is also offered to students who are performing at high levels of achievement. Small groups are pulled to engage students in projects that go above and beyond the curriculum and are tailored to individual student interests. In 3rd grade science classes, students are participating in a year-long Genius Hour project, which began with asking questions about a specific topic of interest, researching answers to questions, and culminates with the students making prototypes of their creations.

A variety of assessments are implemented across grade levels. Traditional assessment methods such as true/false, matching, multiple choice are given. One may also see project-based assessments, such as dioramas/models, acting out plays, posters, as well as Google Presentation and PowerPoint displays. Teachers may also use Kahoot, Prezi, Gallery Walks and lab practicums to demonstrate and assess student knowledge. In language classes, oral assessment of students' language proficiency is often used.

Students in Grades 1-8 take standardized testing (ERB-CTP) each spring. The tests assess performance in math (computation, problem-solving, quantitative reasoning, reading decoding and comprehension, listening comprehension, verbal reasoning, and writing mechanics). Teachers examine data and use trends observed to inform instruction. If there is a particular area in which students did not perform as well as expected, we examine the curriculum to determine where enhancements can be made. For example, a few years ago, the school felt that its reading comprehension scores could be improved. Administrators and faculty members met to brainstorm different ways reading comprehension activities could be integrated into all subject areas, not just language arts classes.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The aim of Harford Day School (HDS) is to provide disciplined, individualized education by stimulating and fostering the development of each child so that he or she will acquire sound habits of thought and expression and the best traits of personal character. Besides a thorough training in the essential skills, the program offers each student the opportunity to develop independence, imagination, curiosity, and responsibility. At HDS, student motivation and engagement occur through intentional fostering of meaningful relationships between students and teachers. HDS strives to create a safe and supportive environment that affirms and welcomes students from all cultures. Through a carefully designed curriculum, we provide an enriching learning experience that encourages independence and creativity within a supportive framework. Differentiated instruction, meaningful off-campus field experiences like camping at Echo Hill Outdoor School, a strong middle school advisory program, lower school character education program, and intentional affirmation of belief in student abilities all support and enhance student academic, social, and emotional growth. Creating meaningful learning opportunities that are relevant to our students, like planting a butterfly garden, participating in a year-long Genius Hour program where students can explore subjects that pique their curiosity is also an important part of our school climate. Our students also participate in a special smARTS week program that connects the arts to the curriculum, collaborate in grade level plays that showcase the individual talents of every child, and attending retreats focusing on relationship building and problem-solving. All of these activities excite our students and create a passion for life-long learning.

Our teachers determine the culture in our classrooms. The positive, nurturing environments they create and maintain are testaments to their knowledge, skill, and hard work. At HDS, we strive to let our teachers know how crucial their roles are to the successes of our students. Administrators visit each teacher several times/year and provide written and oral comments about each teacher's classroom achievements. Special teacher successes are celebrated at faculty meetings. HDS values professional development and encourages and supports outside learning opportunities for teachers. Our Parents Association celebrates our teachers by funding professional development including a 2017 inquiry-based learning conference in Boston, the 2016 NAIS conference, and the People of Color National Conference. Since HDS is a private AIMS school, our teachers are given the autonomy to create a vibrant, relevant curriculum that supports our mission. Additionally, HDS teacher voices are respected and heard. HDS established an Academic Think Tank where teachers are invited to share their ideas regarding curriculum, HDS school life, and our school mission. Our teachers model the passion for life-long learning that we desire to foster in our students.

2. Engaging Families and Community:

HDS actively engages our families in school life. We have a very strong and active, volunteer Parent Association. Working with our Director of Advancement, our parents raise funds, provide school holiday celebrations, volunteer for chaperoning activities, etc. We partner with our parents to provide relevant parent educational opportunities, like cyber safety speakers, health and wellness speakers, etc. This fall, HDS hosted a community showing of the movie, Screenagers, for middle school students and their families. Every year we, along with our parents, host a Lower School Science Night, a Bunny Breakfast, and a Multicultural Celebration. We believe that communication between parents and the school is crucial to student success. HDS sends an electronic weekly bulletin to all families. We also utilize a Constant Contact communication system with our families that is coordinated by our Director of Communications. Parents can log onto our portal and view student grades, report cards, and all homework and assignments. Parent satisfaction is extremely important to the health of our school. In an effort to constantly improve, we frequently survey both parents and alumni on various topics. This summer, we hosted a seminar focusing on the experiences of our parents of color.

As a member of the Bel Air community, HDS strives to be an active and contributing community member. We open our annual High School Night to the public. We offer Camp Invention, as well as other summer camp opportunities, to our community. HDS hosted its first annual community engineering and design

Catapult Challenge in the spring of 2016.

HDS continues its longstanding tradition of community service with the March of Dimes by hosting a student-led bake sale, penny challenge, and information campaign. We contribute monthly donations to Manna House, a local food bank, and sponsor an annual collection of gloves, hats, and mittens for those in need. HDS student artwork and cross-curricular projects were displayed in the Bel Air Library and various storefront windows on Main Street in Bel Air.

HDS sponsors a tent at the My Lady's Manor Steeplechase Races. HDS is a sponsor of the Harford County Public Library Summer Reading Program. HDS also sponsored the Children's Day event at Ladew Gardens and is a member of the Harford Community Alliance as a non-profit business. The Director of Admissions and Head of School sit on the Education Committee of the Harford Chamber of Commerce.

3. Professional Development:

Professional development is a priority at HDS. Since 2014, in-house opportunities ranged from purposeful inquiry-based learning training with accompanying literature to diversity instruction to specific technology schooling in both hardware and software (iPad education, Google Suite coaching, various training sessions on software applications, etc.). Every new school year begins with technology instruction led by the Director of Technology to ensure that faculty is equipped to provide our students with the most effective use of technology. Technology sessions also occur periodically throughout the school year during full faculty and division meetings. The Learning Specialist also leads discussions during faculty meetings on learning differences and differentiated instruction in the classroom to address the needs of diverse learners. All faculty set goals and submit/review written goals with division heads. All faculty members were given the opportunity to attend the 2016 NAIS national conference in Baltimore and the 2015 ISTE Exhibition Hall (the Director of Technology attended the entire conference). Teachers are encouraged to attend AIMS seminars, webinars, local classes, and take advantage of discipline-specific professional development opportunities. Since 2013, faculty and staff have attended more than 131 workshops, classes, or conferences on diversity, maker spaces, digital technology, basic health and safety training, inquiry-based learning, the question formulation technique, curriculum integration, leadership, learning differences, and more. Currently, HDS partially supports three faculty members who are pursuing masters degrees in various areas of education. Beginning in the 2015-2016 school year, formal diversity programs were regularly incorporated into professional development days and after school faculty meetings. These programs were organized and implemented by the Diversity Committee. In 2016-2017, faculty/staff work on diversity was presented to the Board of Trustees, the Parents Association, and incorporated into the classroom. Understanding social identifiers, personal bias, microaggressions, and implicit and explicit bias in the curriculum and classroom setting served as areas of focus. HDS implemented a school-wide, inquiry-based learning (IBL) program employing the Question Formulation Technique in 2016. Professional development training in the classroom use of IBL as well as supportive reading material using *Make Just One Change*, by Dan Rothstein and Luz Santana, in 2016, and *A More Beautiful Question*, by Warren Berger, in 2017, were provided as resources for each faculty member. Harford Day School is a fully accredited AIMS school. All professional development is designed with the end goal of improving and enhancing student achievement and the overall student experience.

4. School Leadership:

Harford Day School aims to provide a mission directed and student-centered learning environment. All academic programs, interscholastic sports teams, extracurricular activities, field experiences, and school clubs and organizations operate through a mission guided, "what is best for our students" lens. A Board of Trustees governs Harford Day School. They set the mission, work to maintain the school's financial health, and hire the Head of School. The Head of School is the Board's only employee and acts as its Chief Executive Officer. He or she leads the school and oversees all of its operations from hiring faculty to improving facilities. Two division heads oversee daily school life. A Lower School Head supervises grades Pre-K through 5, and a Middle School Head supervises grades 6-8. Additional stakeholders include an Academic Dean who reviews and guides curriculum development, a School Counselor who supports student social and emotional health and well being, a Technology Director who oversees all technology

use, a Director of Admissions who oversees student enrollment, a Director of Advancement who works with parents, alumni, and benefactors of the school, and a Director of Finance and Operations who oversees the finances and facilities. These stakeholders comprise the Administrative Team of the school who meets weekly to discuss all school matters. Weekly division meetings, frequent full faculty meetings, and individual academic department meetings occur with regularity to ensure that the overall school program meets and exceeds the goals of our mission. ERB testing scores are regularly reviewed to ensure student achievement. A school Learning Specialist assists students who might need additional help as well as students who might require enrichment.

We hold our faculty to the highest standards. There is no tenure in a private independent school. All teachers must maintain excellence in their instruction to be offered a contract in subsequent years. We trust and value our faculty. They are responsible for the energy and the active learning occurring in every classroom. Faculty chooses their own books and generates and revises their own curriculum; teachers “own” what they teach and, therefore, are invested in seeing it work for their students. Constantly striving to better the school experience for our students, a faculty Academic Think Tank was established in 2017 to solicit additional faculty input on the implementation of the school mission for 21st-century learners.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

At Harford Day School, we intentionally work on providing our students with a well rounded, socially supportive, emotionally nurturing, healthy, academic experience using a multitude of best practices and proven pedagogical methods. The ONE practice that has been most instrumental to our school's success is the inquiry-based learning program (IBL) employing the Question Formulation Technique (QFT) that we implemented in 2016. Inquiry-based learning fosters curiosity, perseverance, and deeper student understanding because students want to find the answers to their questions. The QFT allows students to ask questions guided by a rigorous protocol. Students must learn to prioritize their questions to solve problems. Students learn to evaluate and synthesize information to improve their questions and then apply their questions to seek further information. As stated above, school-wide faculty training consisted of workshops demonstrating classroom use of IBL, supportive literature, and teacher/administrator attendance at various IBL/QFT conferences. The practice of inquiry-based learning, coupled with the Question Formulation Technique, teaches our students how to explore their passions by asking questions. This method shares the responsibility of learning with the students. It requires our students to be active in their learning. By actively engaging in the learning process, students become invested in the outcome. Their curiosity kicks in, and the desire to "learn more" activates their critical thinking skills. The more they learn, the more they question, and the more they want to know. Deliberately teaching the skill of asking questions empowers our students to adeptly and confidently explore different subject areas. Learning how to ask meaningful and useful questions requires practice. The more our students practice, the more powerful and valuable the experience becomes. We have found that using this practice prepares our students for challenging academic adventures as well as real-life experiences. It teaches them to be self-advocates, problem solvers, and life-long learners.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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 is the educational cost per student? \$15973
(School budget divided by enrollment)

4. What is the average financial aid per student? \$6800

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 17%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 40%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
Records Bureau

Grade: 3
Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	308
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
 Records Bureau

Grade: 4
**Scores are reported here
 as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	308
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
Records Bureau

Grade: 5
Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	325
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
Records Bureau

Grade: 6
Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	335
Number of students tested	37
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
 Records Bureau

Grade: 7
**Scores are reported here
 as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	363
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Math
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
 Records Bureau

Grade: 8
**Scores are reported here
 as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	345
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
 Records Bureau

Grade: 3
**Scores are reported here
 as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	344
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
 Records Bureau

Grade: 4
**Scores are reported here
 as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	338
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
 Records Bureau

Grade: 5
**Scores are reported here
 as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	358
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA
Edition/Publication Year: 2017

Test: CTP-4
Publisher: Educational
 Records Bureau

Grade: 6
**Scores are reported here
 as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
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Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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: Reading/ELA
Edition/Publication Year: 2017

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Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
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Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

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**Scores are reported here
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Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: