U.S. Department of Education
2019 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 Mr. Jim Hoye
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hancock Day School
(As it should appear in the official records)

School Mailing Address 6600 Howard Foss Drive
(If address is P.O. Box, also include street address.)

Savannah   GA   31406-7004
City   State   Zip Code+4 (9 digits total)

County Chatham

Telephone (912) 351-4500   Fax (912) 351-4550

Web site/URL https://hancockdayschool.org/   E-mail   eoconnor@hancockdayschool.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Jim Hoye   E-mail jhoye@hancockdayschool.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Independent   Tel.   (912) 351-4500
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Victoria Chandler
(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, to the best of my knowledge, that it is accurate.

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

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.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.

3. 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.

4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
   0 High schools
   0 K-12 schools

   0 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
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	23	43
K	29	22	51
1	26	21	47
2	30	20	50
3	23	19	42
4	27	18	45
5	23	18	41
6	6	22	28
7	18	23	41
8	17	17	34
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	219	203	422

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4.   Racial/ethnic composition of   0 % American Indian or Alaska Native
     the school (if unknown, estimate):   1 % Asian
                                          1 % Black or African American
                                          0 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          96 % White
                                          2 % 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 2017 – 2018 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 *to* the school after October 1, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2017-2018 school year	0
(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, 2017	408
(5) Total transferred students in row (3) divided by total students in row (4)	<.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: 5 %

    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 conditions. It is possible that students may be classified in more than one condition.

1 Autism	13 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	0 Other Health Impaired
0 Developmental Delay	19 Specific Learning Disability
3 Emotional Disturbance	0 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 1

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	8
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school 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   14:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	97%	96%	96%
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 2018.

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 X

   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.

Hancock Day School develops the whole student by instilling values, knowledge, and skills to become an independent, self-reliant, lifelong learner with strength of character to make positive contributions in our ever-changing world.

PART III – SUMMARY

Hancock Day School was founded in 1953 by Mrs. Emmie Ruth Hancock. An experienced elementary educator and a certified Director of Christian Education, Mrs. Hancock conceived the idea for the school while teaching a course to Kindergarten teachers. Her objective was to establish a school where each student could realize his/her full potential. Opening with a kindergarten and first grade, the school experienced rapid growth. In 1960, the campus on Skidaway Road expanded with the acquisition of property adjacent to the original lot. Mrs. Hancock's son, William Bell, left his position at Abraham Baldwin College to join his mother at Hancock. In 1962, Mrs. Bell joined the faculty and later served as Director of Curriculum.

The Bells operated the school until their retirement in 2004. As planned, they announced that the school would close upon their retirement. A group of parents assembled, formed the nonprofit organization, Parents and Friends of Hancock, Inc., and thereby ensured the continued operation of this fine school. In 2006, a group of parents and the Board of Trustees voted to extend the school grades to include a middle school. Parents expressed a desire to keep their students immersed in the rich academic foundation through the middle school years. The Board decided to grandfather in one grade per year and incorporate an athletic program that would allow students to become well-rounded individuals through competitive athletics and rigorous academics.

In 2007, the school also opened its new facility on Howard Foss Drive, which includes a gymnasium, cafeteria, library, computer lab, outdoor play areas, and spacious classrooms. Since opening, we have added on a new middle school building and an outdoor classroom.

From its inception, Hancock Day School has provided a challenging academic program in a supportive, nurturing environment where students feel comfortable asking questions, taking risks, and trying new things. Our faculty and staff partner with parents as we know that a team approach to a child's education is essential to success. While many of our families have two parents that work, they still find time to volunteer in our library, lunchroom, or their children's classrooms. They drive vehicles for our field trips, attend parent/teacher conferences, and help their children with homework and projects outside of school. Similarly, our faculty and staff also go above and beyond by involving themselves in academic, athletic, and artistic programs for our students after school hours, on the weekends, and even during the summer. This community approach to education makes Hancock feel like a family as we all work together toward a common goal.

In the community we are known for providing students with a solid academic foundation that translates into tremendous success when students graduate from our eighth grade and attend the high school of their choice. Since 1953, phonics instruction has been the backbone of our early learning program. While educational trends have come and gone, our commitment to literacy and challenging our youngest students has not changed. Currently we find that the vast majority of our students are reading by the end of prekindergarten. As the only independent preK-8th grade school in Savannah without an upper school, we embrace the challenge of preparing our students not for one specific high school, but for the high school option of choice - whatever that may be. By beginning foreign language education in prekindergarten and emphasizing real world application of math concepts from a very early age, by the end of middle school most students already have credit for two high school courses.

Our students' families appreciate our rigorous curriculum as well as the Judeo Christian values that we share with students through programs like our advisory time, weekly guidance classes, and our virtues of the month. Our community approach and close partnership with families allow us to quickly identify and address any social or emotional problems that do arise for our students. Additionally, our middle school students are required to complete at least ten hours of individual community service each year. This requirement is in addition to the school-wide commitment to our monthly service projects like food drives, caring for trees, collecting change, etc.

Our athletic program provides a variety of offerings from football and basketball to tennis, cheerleading, soccer, volleyball, and golf. In addition to competitive teams from fifth grade up, we also offer intramural

leagues for our younger students. Our physical education classes are designed to reinforce academic concepts taught in the core classrooms while also building sports-related skills and teaching sportsmanship and personal space.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Hancock Day School provides an academically rigorous English Language Arts program across all grade levels. In prekindergarten and kindergarten, students are learning phonetic sounds, as well as demonstrating an understanding of blends and digraphs. Sight word memorization is another important aspect of the curriculum at this level, and our faculty employs the principle "sing it, say it, spell it." In first and second grade, students are continuing to further their phonemic awareness by working on a wide array of concepts, while also concentrating on the application of the skills being learned. In second grade, students begin novel studies where higher level questions are asked in order to ensure comprehension of texts. In third and fourth grade, students continue their novel studies by reading classics such as Trumpet of the Swan by E.B. White, and Bud, Not Buddy by Christopher Paul Curtis. Diagramming sentences is introduced in third and fourth grade, while students also write in multiple genres such as persuasive essays, biographies, expository essays, and poetry. Fourth and fifth grade students strengthen their vocabularies by independently working with the Wordly Wise program. Fifth grade students work in different reading and writing genres by reading Bull Run by Paul Fleischman and The Crossover by Kwame Brown. A study on the parts on speech makes up a large portion of the ELA curriculum in fifth grade.

In middle school, students begin learning both Latin and Greek roots, while continuing to hone their grammar mechanics skills. Sixth grade students read The Outsiders and concentrate on better understanding point of view and setting. In seventh grade, students work on thematic units such as Sportsmanship, Dystopian Universe, and Social Justice. Students in seventh grade write film-to-novel comparisons, research papers, and five-paragraph essays. To round out the ELA curriculum, the eighth grade students participate in a Socratic seminar at the beginning of the school year and read historical texts with conceptual vocabulary. The end of the eighth year finds students reading Shakespeare's Romeo and Juliet, while also learning more about the development of words and the evolution of language.

Hancock Day School believes in the monumental importance of developing strong readers and writers. Throughout all of the concepts taught in English Language Arts, students are also learning to express their voice, listen to the point of view of others, and have empathy. These life skills, along with a firm foundation in grammar, vocabulary, reading, and writing, allow Hancock students to graduate from eighth grade prepared for enormous success.

1b. Mathematics:

In grades K-5, Hancock Day School uses the Everyday Mathematics series as the basis for our curriculum. This program ensures students master key concepts by revisiting them numerous times in different contexts. Everyday Math emphasizes conceptual understanding as well as fluency. Students use manipulatives, games, and collaborative exploration to develop the critical thinking skills and reading comprehension necessary to solve real-world problems.

In middle school, students continue to develop critical thinking and problem solving skills as they are exposed to more complex problems and more challenging concepts. Accelerated Math 7, Pre-Algebra, Algebra 1, Advanced Algebra, and Geometry are offered. Throughout these courses students do not just solve problems - they also develop the skills necessary to explain their solutions. This provides them with a solid foundation that supports them throughout their high school years and beyond.

All grade levels use IXL to review prerequisite skills and to enrich those accelerated students who are above grade level. Across all grade levels teachers also work to identify students who may need extra support and communicate with parents to ensure the student's success.

1c. Science:

The science curriculum at Hancock Day School is based on the Georgia Standards of Excellence with an emphasis on STEM activities. Middle school focuses on earth (6th grade), life (7th grade) and physical (8th grade), while the lower school integrates all three topics in its program. These rigorous standards spiral across the grade levels and provide multiple opportunities for hands-on labs, unit themed projects, technology integration and real-world problem solving. Students utilize one of two school science labs to engage in hands-on simulations, conduct dissections, and complete experiments in chemistry and physics, use microscopes to view live and preserved specimens, and participate in several real-world STEM activities. Student unit projects include creating 3-D models, booklets, dioramas, posters and skits. Technology, including SMART boards, Ipads and virtual labs, can be used in the classroom for instruction, as well as, student created presentations, and films. An emphasis on learning about our world and appreciating science in our community is demonstrated with things such as visits to the Hancock Victory Garden and Bee Observatory, obtaining data from the school mini-weather station, and field trips to the Georgia Southern University Planetarium, Skidaway Island Marine Science Center, Tybee Island Marine Science Center, and local museums. Classroom instruction is differentiated and tiered to provide proper grade level transition in an optimum learning environment.

1d. Social studies/history/civic learning and engagement

The social studies curriculum in the primary grades introduces students to the world and helps them develop a sense of global awareness. Students learn about the seven continents and cultures around the world, as well as important holidays that are celebrated in America. Using children's literature and supplemental materials, students are exposed to a variety of topics including United States and world geography, landforms, Georgia history, history of the United States, American Presidents, and history of other continents. Students learn through reading materials, researching topics, and participating in field trips.

In middle school, sixth graders begin studying Ancient Civilizations with early humans and describe what is known about early humans through archaeological studies of the early physical and cultural development of humankind. They focus on other ancient civilizations throughout the year including Egypt, India, China, Greece, and Rome. As students move into seventh grade, they focus on early American History. Beginning with the early Americans and the roots of the American people, they examine how America is connected to the world. Once they are introduced to the connections they focus on colonizing America, The American Revolution, creating a new nation, Thomas Jefferson, the War of 1812, Native Americans, and the Industrial Revolution. They participate in several research projects including exploring Native Americans and ancestry. Finally in eighth grade students pick up where they left off with American history and also explore an in depth look at American government. They begin with the Civil War and reconstruction. Using prior knowledge from seventh grade, they move into the Second Industrial Revolution and the Gilded Age. World War I, The Roaring Twenties, The Great Depression, World War II, the Cold War, and Civil Rights are the topics the eighth graders dive into as they finish up their year. The students participate in a World War II Encyclopedia and Casualties project that is cross-curricular with math and art. The eighth grade students will also travel to Washington, D.C. to reinforce the topics they have covered in their previous years of study. The social studies curriculum across the board engages the students in an investigation of not only events, but also their impact on the world. Students learn to view different perspectives on issues and begin to understand their place in our broader global community.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Hancock Day School's prekindergarten creates an environment rich in phonics, literature, art, science, social studies, and math. Students learn through hands-on activities, play, music, games, and the inquiry method. Small/large group activities along with one on one instruction allow teachers to differentiate, enrich students, and meet each child's needs. As a result of tailoring instruction, students develop a strong reading readiness and number sense. Many students are decoding consonant vowel consonant words, adding/subtracting, and reading books in prekindergarten. This strong foundation paves the way to amazing

academic success throughout the elementary years. In addition to classroom activities, prekindergarten students participate in the following specials: Spanish, Music, Library, Physical Education, and Guidance. The prekindergarten team regularly collaborates with all primary grades to ensure necessary skills and concepts align across grade levels.

2.   Other Curriculum Areas:

Hancock Day School is committed to developing the whole child. While we value our core academic instruction, areas like the arts, athletics, digital citizenship, character development, and financial literacy are just as important to the growth and well-being of our students. Our faculty and staff have worked diligently to partner with community leaders and expand offerings for our students.

As part of our comprehensive education program, students in grades preK through five receive weekly lessons in both art and music. In the middle school, students take weekly visual and theater arts based courses as well as having access to club offerings including drama and creative writing. These clubs meet one a week during the school day. Throughout all of these course and club offerings students explore detailed skills and concepts from creating their own ceramic masterpieces to composing their own songs. Field trips are included as part of our curriculum to engage with the community around us by visiting the Jepson, Telfair, and SCAD Museum for art classes and live musical performances for our music classes. Additionally, we work to partner with local artists that can expand students' knowledge of the art world as we discover areas like mural painting and the world of fiber arts. In the afternoons, extracurricular activities are provided for students to further their personal interests including Art Club, Choir, and Bucket Brigade.

Our students also take weekly physical education classes to expand their knowledge of general wellness as well as developing sport-specific skills. Teamwork, sportsmanship, commitment, and responsibility are all valuable lessons students learn through our physical education program. Athletics are an integral component of the program with extracurricular offerings that include movement classes and soccer for elementary school students, as well as interscholastic competitive athletics beginning in fifth grade and continuing through middle school.

Spanish education begins in preK with weekly classes exposing students to numbers, colors, and the alphabet. By fifth grade Spanish class meets daily, and in the middle school Spanish becomes a part of the core curriculum. Across all grade levels our Spanish courses are designed to teach students about culture, geography, and literature, in addition to grammar and vocabulary. Students practice working together as they engage in group activities creating skits, videos, and written compositions. In addition to learning about the heritage of different groups of Spanish-speakers, students also explore their own heritage. Students are learning that the world is bigger than Savannah, Georgia, and that our lives are richer when we understand others.

Technology is integrated throughout all grade levels and course offerings at Hancock Day School. Our youngest students are exposed to educational activities on iPads, and older children access Chromebooks to complete assignments, work on projects, and conduct research. Students in kindergarten through fifth grade attend weekly computer classes where they learn basic coding, typing, and digital literacy. In the middle school students have their own Chromebooks which allows them to work in Google Classroom and complete assignments.

In addition to accessing information through technology, Hancock Day School also believes in the importance of reading physical books and learning how to navigate a library. Students in preK through fifth grade attend weekly library classes where they learn about different types of books, authors, and develop of love language. Middle school students have the freedom to visit the library daily before school, and they explore books of their choice during their weekly free reading period.

Because we seek to prepare our students for success in all facets of their lives, Hancock Day School has just begun a partnership with Junior Achievement in order to offer an Economics for Success program to our middle school students. The program will be delivered by our faculty, and lessons will center on topics like

financial literacy, work readiness, and entrepreneurship. Additionally, our sixth grade students also take a seminar course focusing on Executive Functioning Skills. This course teaches students to explore areas like time management, organization, and metacognition. Both of these offerings are areas that students explore for the joy of learning; grades are not attached to either course.

Finally, Hancock Day School prioritizes the social and emotional health of students, and for this reason students in all grade levels have weekly guidance classes centered on our virtue of the month. During this time, students unpack values like respect, appreciation, and empathy. These meaningful discussions occur at a regular time each week, and they serve as a powerful jumping off point from which our faculty can extend the lesson by finding real world applications for these concepts. Additionally, our guidance counselor also leads students in "lunch bunch" groups to build rapport and serve as a preventative measure for addressing potential discord among students.

3. Special Populations:

Hancock Day School is committed to supporting the unique educational needs of all students. Our teachers differentiate within their own classrooms to ensure that an extra level of challenge or support is available to all. Additionally, our faculty strives to partner with parents and keep them abreast of educational challenges that students may be facing. By utilizing a team approach we believe we can best support all types of learners.

In sixth grade all students take a course on Executive Functioning & Study Skills which allows students to reflect on how they best learn and improve in areas like working memory, time management, sustained attention, and organization. Our teachers often use pretests and diagnostic assessments to facilitate ability grouping and target specific areas with room for growth. Additionally, accommodations are made for students with individualized learning plans who need specific academic support due to documented learning differences.

For students who struggle with a particular concept or subject area, teachers across all divisions provide complimentary extra help sessions embedded into the school day. By providing these extra help sessions, extra practice exercises, and explaining concepts in a variety of different ways including incorporating technology, our faculty strives to meet students where they are and find ways to help them succeed. Our teachers chunk large assignments into manageable parts, carefully scaffold new concepts, and provide guided notes for all students as we believe these strategies support all types of learners.

For students with documented learning differences, our school counselor and learning coach collaborate with the faculty and family to compose an individualized learning plan for the child. Common accommodations include extended time for assessments, providing a copy of notes, preferential seating, allowing written work to be completed on a computer, and reading tests aloud. Frequent communication with the child's parents is another important piece as we work together to support the student.

We are always exploring new opportunities for students who are ready for an additional level of challenge. Currently students in grades 4-8 can qualify for Duke TIP based on their standardized test scores. Students who qualify can access additional programs, testing, and academic competitions through Duke University. Advanced students are also invited to serve in leadership positions like the editor of our school's newspaper, lighting and sound director for elementary programs, or individual speakers at school-wide assemblies. Our middle school's math program also provides two different tracks offering students the ability to work either one or two years ahead of traditional math programs. In the past gifted students have also had the opportunity to access different types of assignments in their core classes when looking for an additional challenge.

1. School Climate/Culture:

Hancock Day School is a unique place because of the warm community feel and emphasis on manners. Our students are taught to follow the "Hancock Way," and this general philosophy for treating others with kindness, respect, and empathy influences every interaction on our campus. Students at Hancock Day School are taught by faculty members trained in developmentally-appropriate techniques that engage students. We teach critical thinking and foster creativity by designing lessons that push our students to explore the world around them and embark on authentic learning experiences and project-based assignments. Additionally, by partnering with families and communicating regularly, we are able to work as a team to address the individual needs of our students. Our students also receive special recognition for their academic achievements in the form of honor roll certificates, end of the year academic awards, Geography Bee recognition, Duke TIP qualification, and more.

Our advisory program and guidance classes are designed to support the social and emotional growth of our students, and these fun and low-stress times during the week provide a break for students and an opportunity to socialize with peers and discuss ideas. Additionally our daily schedule is designed, across all grade levels, to provide frequent breaks for students and opportunities to move around in the form of recess and physical education times. We understand the importance of these "brain breaks" and have found great success by giving students a chance to decompress during the school day.

The administrative team works diligently to give the faculty a voice in decision-making and help them feel supported and valued. Special treats are planned for faculty throughout the year and organized by Room Parents. There is also a Sunshine Committee responsible for organizing faculty gatherings to build community, celebrate birthdays, and recognize other special events in faculty members' lives. Division heads strive to reach out to express their gratitude to faculty members for all that they do, and we find that by working closely together we are able to create a positive culture where faculty and staff members lift each other up. Faculty members are also recognized for special achievements in the "Winged Word", our biannual publication.

2. Engaging Families and Community:

Hancock Day School believes that student success is rooted in a strong partnership between home and school. We know that we are fortunate to have a supportive parent base that signs up to drive for field trips, substitutes in our classrooms, coaches athletic teams, serves lunch, reads to students in the library, and forges partnerships in the community to allow students access to exciting new resources. Our students benefit immensely from actively involved parents that show their children the importance of education.

A comprehensive communication plan helps to foster parent engagement as we ensure that parents and community members feel connected to and supported by the school. Our weekly "Eagles' Nest" publication alerts readers to upcoming events, celebrates successes, and shares images taken from around the school during the previous week. It also includes links to the middle school and lower school blog which detail specific academic assignments and upcoming deadlines for students. Individual press releases are used to highlight specific events of great interest, for example our 49 fourth through seventh grade students who were recently nominated for Duke University's Talent Identification Program. Additionally, the "Winged Word" is a new biannual digital publication that allows our community to dig a bit deeper into each of the divisions of our school. This publication also has a robust "Recognitions" section as we seek to celebrate the achievements of our faculty. All of these publications are in addition to the regular emails and phone calls shared by our faculty and staff alerting parents to changes in their child's academic, social, or emotional progress. Our faculty prides themselves in reaching out early and often to address student concerns, and in doing so we not only form strong partnerships with families, we also support our students academic growth and success. Parents can also always access their child's current grades through our online portal, RenWeb.

Parents and community members also have the opportunity to visit our campus and participate in meetings and informational sessions. Each school year begins with orientation sessions for both new and returning parents, and just a few weeks later these meetings are followed by grade-level parent coffees. Designed to give parents a chance to acclimate to a new school year and ask questions as they begin to dig in, these meetings provide parents with a voice and give them access to the information they need to best support their child. Parent meetings continue throughout the year in the form of monthly Parent.EDU sessions targeting topics of specific interest like school safety, digital citizenship, sports medicine, etc. Other events like our Homecoming Celebration, Grandparents Day, and Holiday Program are designed to bring together our community build morale. Additionally, we strive to maintain relationships with our alumni through organizing special events just for them to help build community. We also partner with local nonprofits and support them through monthly charitable initiatives.

3. Professional Development:

Hancock Day School's professional development program divides the faculty and staff into four groups based on their tenure at the school and gives each employee an opportunity to set SMART goals and engage in meaningful professional learning in the selected areas of their choice.

Early in the fall members of the administrative team meet with each faculty and staff member to review their SMART goals and identify learning experiences that will help the employee advance in their selected area. While faculty members arrive at the meeting with goals in mind, the administration will introduce specific concerns or challenge the faculty member to explore a particular area if needed. Based on an employee's tenure at the school, s/he may choose to spend a day shadowing at another school, attend a local, regional, or national conference, participate in a webinar, join a professional cohort/fellowship, or complete graduate-level coursework. After engaging in their selected professional learning, faculty and staff members are asked to share a brief presentation with the faculty detailing what they have learned and how they can implement the new knowledge in their particular grade level/content area. These presentations are everyone's favorite part of our monthly faculty meetings as they inspire the audience to try new ideas and lead to meaningful discussions about educational research, best practices, and student growth and development. Since the introduction of these presentations several years ago, the faculty has become more invested in self-improvement and professional growth. Ultimately this has led to greater learning outcomes for our students.

In addition to individual professional development plans for each faculty and staff member, the administrative team also seeks to provide engaging speakers and informative sessions during our regularly scheduled teacher work days and monthly "Academic Conversation" meetings. So far this school year, wellness has been a major theme and speakers have visited in our campus to discuss campus safety, to train all faculty and staff members in the "Stop the Bleed Program," and to speak to the faculty and staff about the relevance of emotional coaching in the classroom. In the second half of the year we are excited to have a speaker from an international pen pal program who will share their project-based method for increasing students' global awareness.

4. School Leadership:

Hancock Day School is committed to achieving its objectives through a strong and well-understood system of governance by the Board of Trustees and Head of School, and through the retention and recruitment of faculty and administrators who embrace and advance the School's mission. The Head of School leads the administrative team in anticipating the developing needs of the school along with the general supervision and management of the school's operation including curriculum, budget, and the hiring/termination of all the school's employees. The current administrative team consists of the Head of School, Middle School Head/Lower School Coordinator, Academic Dean, Director of Advancement and Admissions, Business Manager, and three Administrative/Executive Assistants. As a collaborative team, this group meets regularly to ensure that the needs of our students are always put first and student growth and achievement remains our primary focus.

The Board of Trustees is directly responsible for hiring the Head of School, and together they develop

broad goals that preserve and enhance the assets of the school, including land, buildings, and regular income. There is a parent presence on our Board of Trustees, and this important link between home and school ensures that we work as a community to support to support the whole child.

The Head of School seeks input from all stakeholders as he makes decisions that impact the entire school community. He meets regularly with divisional liaisons as well as the entire leadership team to be aware of classroom concerns, student issues, happenings in athletics and the arts, and community events. He also works closely with the Board of Trustees to develop broad goals and strategic plans for the school's future.

The Head of Middle School/Lower School Coordinator oversees the activities of students in grades three through eight. This includes attending team meetings for these grade levels, addressing discipline concerns, and helping to coordinate support for students who are struggling academically. He ensures that the academic growth and success of our students remains paramount throughout all that he does.

The Academic Dean oversees the vertical alignment of the school's curriculum from grades preK through eight. She monitors student progress, including coordinating standardized testing, to make decisions about curriculum choices and resources to be used by faculty. Together with the Head of School she also organizes professional development opportunities for the faculty. Additionally, she works to ensure that the advisory program in the middle school aligns with the personal development and academic growth of the middle school students by coordinating with the Guidance Counselor and faculty.

The Admissions and Development Director works closely with parent volunteers as she ventures into the community to promote the school and organize admissions events. She also processes applications for admission and leads the team that reviews applications and makes admissions decisions. Additionally, she helps to organize annual fundraising events including soliciting donations, thereby allowing the faculty and students to access new resources.

The Business Manager oversees all financial transactions of the school. She works closely with the Head of School and Board of Trustees to ensure that the approved budget is followed and that faculty and staff have access to all materials they need to support students.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Hancock Day School is successful because of the dedication of our entire community, from our students and their parents to our faculty and the administration. By putting the right people in the right positions and empowering them to be creative and do their jobs, we have found immense success. For this reason, we believe that respecting and supporting our faculty and giving them autonomy to teach within their classrooms is essential to our success. By hiring experienced faculty members who are respected in their fields and carefully mentoring our new teachers, we find that our faculty members are ready to hit the ground running and inspire students to love learning.

At Hancock Day School administrative oversight is a support system, not a burden; our administration knows that is easy for faculty members to lose instructional time when they are given mandates for testing, paperwork, and other initiatives that take their focus off of classroom instruction and student achievement. For this reason, our administrative team is carefully structured to keep our teachers focused on the most critical work of the school. Examples of this include the Administrative Assistant in the middle school scheduling drivers for field trips, our Academic Dean planning and teaching weekly advisory lessons, our Learning Coach supporting students who face specific academic challenges, and the Head of the Middle School proctoring recess and carpool daily. Knowing that our teachers use every moment of their planning time to grade papers and craft lessons, whenever possible the administrative team and parent volunteers step in to help. By empowering our faculty to be professionals who innovate, we have seen great things happen and student achievement soar -- in addition to retaining some of the most talented teachers in the country.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>9280</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>5625</u>

5. What percentage of the annual budget is devoted to   <u>2</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>3</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** CTP4R   **Grade:** 3
Edition/Publication Year: N/A   **Publisher:** Educational **Scores are reported here**
Records Bureau   **as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	462.6
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Math   **Test:** CTP4R   **Grade:** 4
Edition/Publication Year: N/A   **Publisher:** Educational   **Scores are reported here**
                                        Records Bureau   **as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	547.1
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Math   **Test:** CTP4R   **Grade:** 5
Edition/Publication Year: N/A   **Publisher:** Educational Records Bureau   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	582.2
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Math   **Test:** CTP4R   **Grade:** 6
Edition/Publication Year: N/A   **Publisher:** Educational Records Bureau   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	641.1
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Math
Edition/Publication Year: N/A

Test: CTP4R
Publisher: Educational Records Bureau

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	685
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Math **Test:** CTP4R **Grade:** 8
Edition/Publication Year: N/A **Publisher:** Educational Records Bureau **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	726
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Reading/ELA   **Test:** CTP4R   **Grade:** 3

Edition/Publication Year: N/A   **Publisher:** Educational Records Bureau   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	533.3
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Reading/ELA   **Test:** CTP4R   **Grade:** 4
Edition/Publication Year: N/A   **Publisher:** Educational Records Bureau   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	588.2
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Reading/ELA   **Test:** CTP4R   **Grade:** 5
Edition/Publication Year: N/A   **Publisher:** Educational Records Bureau   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	621.3
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Reading/ELA **Test:** CTP4R **Grade:** 6
Edition/Publication Year: N/A **Publisher:** Educational **Scores are reported here**
Records Bureau **as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	657.9
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Reading/ELA   **Test:** CTP4R   **Grade:** 7
Edition/Publication Year: N/A   **Publisher:** Educational Records Bureau   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	715.2
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

Subject: Reading/ELA   **Test:** CTP4R   **Grade:** 8
Edition/Publication Year: N/A   **Publisher:** Educational Records Bureau   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	683.4
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: