U.S. Department of Education
2016 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 Louise Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 4625 Waters Avenue
(If address is P.O. Box, also include street address.)

City Savannah   State GA   Zip Code+4 (9 digits total) 31404-6218

County   Chatham

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lSavannah

YouTube/URL
http://www.youtube.com/calva
rydayschoolsavannah

Blog
http://www.calvarydayschoo
l.com

Other Social Media Link

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

Date

(Principal's Signature)

Name of Superintendent*Dr. James Taylor   E-mail jtaylor@calvarydayschool.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A   Tel.
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 Mr. Mark Cribbs
(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.

Part I – Eligibility Certification

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 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: 2011, 2012, 2013, 2014, or 2015.

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

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) 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:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	17	28
K	22	16	38
1	17	15	32
2	14	10	24
3	10	8	18
4	20	11	31
5	16	15	31
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	110	92	202

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 8 % Asian
                                      14 % Black or African American
                                       2 % Hispanic or Latino
                                       0 % Native Hawaiian or Other Pacific Islander
                                      74 % 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 2014 – 2015 school year: 4%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2014	192
(5) Total transferred students in row (3) divided by total students in row (4)	0.042
(6) Amount in row (5) multiplied by 100	4

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

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

7. Students eligible for free/reduced-priced meals: 0 %

    Total number students who qualify: 0

8. Students receiving special education services: <u>0</u> %

                  <u>0</u> 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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>17</u>

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	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	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 2015.

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.

Calvary's mission is to provide a Christ-centered educational experience emphasizing high academic achievement that develops the total student - spiritually, academically, socially and physically.

PART III – SUMMARY

Calvary Day School's Lower School division is currently comprised of 198 students in pre-kindergarten through fifth grade. The Lower School is located in buildings B and C of the Calvary Baptist Temple campus on 22 acres in the midtown section of Savannah, Georgia. This midtown location is often referred to as the "hospital" district because of the close proximity of two hospitals: Memorial Health University and St. Joseph's/Candler Hospital. There are several major employers in the Savannah region that are heavily represented within our Lower School families: the two local hospitals already mentioned, Gulfstream Aerospace, JCB, Savannah Chatham County Board of Education, Savannah College of Art and Design and Hunter Army Airfield. The median household income for Calvary Day School is approximately $56,000. Of the total Lower School population of 202 students (as of October 1st), 92 are female and 110 are male. The ethnic breakdown is 74% Caucasian, 14% African-American, 2% Hispanic, 2% Indian and 8% Asian.

Calvary Day School was established in 1961. Since its inception, Calvary Day School has been dedicated to being a deliberately Christian school where academic excellence is rigorously pursued. Dr. John Tippett, along with several involved parents, began the process in 1959 of planning for the creation of a Christian school founded on the principles of Luke 2:52 which states, "Jesus grew in wisdom and in stature, and in favor with God and man." While this verse is coined at numerous Christian schools across the country, it is our daily directive to develop students intellectually, spiritually, physically and interpersonally. Originally named Calvary Baptist Day School, Calvary enrolled thirteen kindergarten students that first year. The academic reputation of the school continued to grow along with the need for a distinctly Christian education. Each year a grade was strategically added until the 1973-1974 school year when Calvary enrolled its first senior class. Since Calvary's inception, the mission has not changed. The goal is to prepare each student for today, college and beyond. Calvary is a community of learners and leaders where teaching and learning are stimulating, interesting and Christ-centered. Students, staff and parents are supportive of one another and work cooperatively to reach ever higher academic, social, emotional and spiritual competencies. Differences are accepted and respected by students, staff and parents. Calvary follows many pathways to learning while sharing goals that unite us, a common core of knowledge and a belief in biblical truths.

In May 2016, Calvary will celebrate its fifty-fifth year of excellence in private, Christian education. Calvary holds SACS AdvancED Global Accreditation status which is the highest level of accreditation a school can attain, with fewer than 10% of schools nationwide achieving this level of academic excellence. The pre-kindergarten program was SACS AdvancED accredited in June 2014 and became one of the first pre-kindergarten programs in the nation to have this distinction. Calvary's students are becoming excellent global citizens. Every year, the Lower School students devote their talent, time and money to community service projects and charitable organizations locally and nationally to benefit the less fortunate. Calvary is a Google for Education campus, with technology incorporated into every facet of the student's educational experience. In August 2015, Calvary became a one-to-one technology school, which means that all students pre-kindergarten through twelfth grade have access to their own technological device. Real world skills such as Google Docs, Google Classroom, Google Presentations and collaborative learning are becoming second nature for the students. The Lower School's emphasis on excellence is evidenced by being a charter member of the National Elementary Honor Society. Calvary also participates in the Duke Talent Identification Program.

The Lower School students regularly attend local musical productions. This school year Calvary partnered with the Savannah Music Festival's initiative with Carnegie Hall's Weill Music Institute entitled "Musical Explorers." This curriculum is designed to connect students to the diverse musical community of the Georgia and South Carolina Lowcountry while developing listening, singing and composing skills and learning the local geography.

With Calvary's global mindset and planning for future world leaders, the Lower School began Mandarin Chinese lessons in the fall of 2013. Chinese classes are offered once a week to students in pre-kindergarten through fifth grade. Students have embraced the Chinese language and culture and have performed in several community events.

Calvary Lower School students also participate in the democratic process by electing student government representatives. These student council officers display leadership skills by organizing community service projects as well as school-wide activities.

The above information is a mere snapshot of the intense effort that goes into encouraging and developing each student's full potential. The administration, faculty, staff and parents are united in providing the best Christian education possible.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

At Calvary, test score performance is a driving force in determining curriculum choices. Each spring, administrators and teachers meet to evaluate the scores to determine a plan of action. Strengths, weaknesses and trends are ascertained from these meetings and recommendations are made for improvement. Careful analysis is given to each student, grade and subject tested. Changing the curriculum is a collaborative effort. Before any textbooks are adopted or philosophies changed, interested stakeholders meet to study the data and to plan accordingly. School and class goals are discussed and appropriate books are reviewed and selected. This is an ongoing process with a rotating schedule of subject area book adoptions. In the 2011-2012 school year, a very deliberate study was conducted on the vocabulary section of the Stanford 10 which had not improved over the years, and actually was decreasing. This was problematic because vocabulary was an area that had already been addressed in the past and should have seen an increase. Grade level committees met and the decision was made to add a vocabulary book to second, third and fourth grade. Test scores significantly improved the next year.

Because Calvary is a distinctly Christian school, Bible is an integral part of the daily curriculum. Calvary uses the Bob Jones curriculum paired with daily devotions, weekly and quarterly Bible verses, weekly chapel, and optional monthly lunchtime Bible studies. This combination helps to achieve Calvary's goal of creating a Christ-centered education.

In the language arts area, improvement was deemed necessary in reading comprehension. Calvary has been a participant for many years in the Accelerated Reader program that is designed to enhance comprehension skills while developing a love of reading. Overall, the AR program has been successful in boosting reading in general, but the students were not transferring these reading skills to the reading comprehension section of the Stanford 10. The determination was made that in order for the students to reach higher reading expectations, more specialized practice was necessary. Comprehension books were purchased for the intermediate grades, and this additional practice helped the students perform better the following year on the reading comprehension section of the Stanford 10.

Also, in the spring of 2012, a committee comprised of administration and primary teachers decided to enhance the social studies and science curriculum in kindergarten, first and second grade. This choice was made to ensure that all the concepts presented in the social studies and science section of the Stanford 10 were taught. Up until this time, teachers in the primary grades were teaching the unit approach, which limited the content area covered and provided no consistency across grade levels. The A Beka program was chosen for these two subject areas and has proven to be successful in meeting student needs.

Traditionally, math has always been a very strong academic area in the Lower School. Scores on the Stanford 10 in the mathematics procedures section have been over the 85th percentile nationwide consistently. These high scores are in direct correlation with the A Beka math program which emphasizes the acquisition of basic number fact skills. The second component of the total math section of the Stanford 10, the math problem solving section, has been an underachieving performance area for the students for many years. In this section, students have to use critical thinking skills to solve word problems. The A Beka program is lacking in this methodology. Brainstorming sessions were held to formulate a plan to address this student need. Some of the teachers that had previously attended the Georgia Teachers of Mathematics Conference and attended a breakout session on Singapore Math shared positive feedback on the program. A committee met and suggested that Calvary should host a Singapore Math workshop. The workshop was held during the summer of 2012 for elementary teachers. Textbooks for teachers and students were purchased, and this supplementary math program was implemented in the fall of 2013.

The core curriculum for Calvary's four year old pre-kindergarten program encompasses strong academic standards coupled with a loving, nurturing environment. Calvary provides a developmentally appropriate, faith based curriculum with certified early childhood educators. The student-teacher ratio of 14:1 provides for excellent care and learning growth for the students. Specialty teachers in Chinese, art, music, physical

education and library provide enrichment opportunities for the students. Pre-kindergarten teachers attend workshops each year to keep up with the trends in early childhood education.

Pre-kindergarten uses the A Beka curriculum for reading and math. A Beka's reading curriculum emphasizes the phonics approach with guided activities in vowel sounds, consonant sounds and blending. This phonics approach is also used in kindergarten, first and second grade. A Beka's math curriculum introduces number concepts and the writing of numbers from one to twenty. A Beka math is used in all grades in the Lower School.

Pre-kindergarten sets the stage for future success. The readiness skills taught and mastered in pre-kindergarten are the foundational skills that promote strong and excellent students throughout the entire school. Calvary's pre-kindergarten program earned the distinction of being one of the first pre-kindergarten programs in the nation to be recognized with SACS AdvancED Global Accreditation status.

2. Other Curriculum Areas:

Calvary Day School strongly believes that creative expression is a pillar of each student's education. The fine arts program at Calvary fuses critical thinking with creative expression to provide students with a fulfilling school experience. An appreciation for the arts begins in the pre-kindergarten program and is interwoven throughout the entire Lower School. The curriculum offerings in the musical arts, the visual arts and the performing arts touch each student's God-given talent and bring that talent to its fruition.

Students participate in several performances throughout the year, giving the students the chance to act, sing and perform. Each grade level has a performance and the entire Lower School puts on three annual major performances. The Music Department uses a variety of approaches to teaching rhythm, pitch and creative movement. Students in the fourth and fifth grades are instructed in how to play recorders and fifes, and this year fifth grade students were given a choice of learning to play a traditional band instrument or learning to play the guitar. Students learn to read, notate and compose music by using the interactive Promethean Board. Students in pre-kindergarten through third grade have music twice a week. Students in fourth and fifth grade have music classes four days a week for 45 minutes each class period.

The mission of the visual arts program is to provide an environment where students learn to express themselves artistically, acquire lifelong skills and develop an appreciation of the arts. Art is one area where observation, creativity, thought, sensitivity and hands-on explorations are united. The objectives of the visual arts curriculum are quality art production, knowledge of art criticism and aesthetics and art history. Students are introduced to different artists and incorporate these techniques into daily art classes. Appreciation of different cultures and artwork helps students to acquire an appreciation of diversity. Art classes meet once a week for 45 minutes. An additional opportunity for students in the visual arts is an art club comprised of intermediate students which meets monthly to work on special projects for the school and community. Traditional community competitions include the Georgia Day banner competition and the Savannah Harbor Foundation Gingerbread House competition. Numerous awards have been garnered over the years in these competitions.

The purpose of the Lower School physical education program in to provide students with the necessary skills to perform a variety of physical activities to achieve and maintain a lifelong healthy and active lifestyle. Each student attends biweekly or weekly physical education classes which amount to one hour of directed fitness. Students develop and acquire the knowledge for personal fitness through locomotor, non-locomotor, manipulative, rhythm, dance/sequence, aerobics and sport related skills. Students also practice responsible behaviors through sportsmanship and teamwork. In the summer of 2015, the Lower School physical education teacher attended the first stage of the CrossFit certification training program which will lead to Calvary being designated as a CrossFit school next year. Currently these specialized CrossFit activities are being incorporated in the regular physical education classes. Community involvement in the physical education program includes a commitment to the American Heart Association with Jump Rope for Heart, which raises thousands of dollars annually. Students also participate in the Presidential Youth Fitness Program which challenges students to strive for excellence.

In the 2013-2014 school year, Calvary's Lower School branched out from the traditional language programs and offered Mandarin Chinese. Mandarin is the fastest growing language in the world and has become the second most important business language, ranking only behind English. This bold initiative is designed to prepare the students for the global market. The curriculum selected, Better Chinese, is considered the best curriculum for written and spoken Mandarin Chinese. This curriculum has both a textbook component and an online support structure to aid in the learning process. Students attend weekly Chinese classes for one hour. The students have shared their knowledge of the language with performances in local churches and school performances.

The goal at Calvary Day School is to provide the most current technologies to enhance the learning experience of the students. Calvary Day School is currently focused on four major areas of technology. These four areas include the best computer hardware for the staff and students, interactive learning experiences for every student, the best in workstation and cloud-based software solutions and the challenge to stay educated in the latest technologies and trends. In the 2015-2016 school year, the one-to-one technology program was implemented by offering Nexus 7 tablets to pre-kindergarten through second graders and Google Chromebooks to the third, fourth and fifth grade students. An intensive online staff development course was offered this summer to the faculty and staff to prepare for this implementation.

3. Instructional Methods and Interventions:

Calvary Day School's staff promotes learning, thinking and life skills in multiple ways throughout the school each day. This conscious effort for student achievement is evidenced by the wide range of course offerings, detailed lesson plans and in-depth curriculum guides. Administrators and teachers monitor and adjust curriculum based on current pedagogy and in response to data gathered from multiple assessments of student learning. Teachers align lesson plans to the respective curricula to ensure that content areas are thoroughly covered, and multiple differentiation strategies are used to ensure learning for all students. Within departments, alignment is achieved by shared data and common assessments. The teaching staff reviews data from formal assessments such as the Stanford 10 and summative assessments and makes adjustments to classroom instruction as necessary to remedy areas identified as problematic.

Calvary Day School teachers strive to engage student learning by means of instructional strategies that guarantee achievement of learning expectations. Teachers endeavor to use instructional strategies that require collaboration, self-reflection, and development of critical thinking skills. Instructional strategies used are aimed at applying knowledge and skills, integrating content and skills with other disciplines, and using technologies as instructional resources and learning tools. The use of technology is prevalent. Teachers plan lessons each day with interactive technology. Promethean Boards are in each classroom, and all students have access to one-to-one technology. Fourth grade students have access to e-books for science. PlusPortals, a learning management system, is used for homework assignments, collaboration and communication between home and school.

Calvary uses an instructional process that informs students of learning expectations and standards of performance. Test reviews, study guides and rubrics are provided to prepare students to perform to the highest level of understanding. Student feedback, as demonstrated in assessment of learning, modifies instruction if students demonstrate a deficiency in the mastery of concepts. Tutorials are required for students that are experiencing academic difficulties.

The teachers at Calvary grade and report on clearly defined criteria that represent the attainment of content knowledge and skills across grade levels and courses. Students in kindergarten through fifth grade receive report cards every nine weeks as well as progress reports at the midpoint of the quarter. Pre-kindergarten students receive report cards twice a year.

Calvary strives to meet the needs of students that have different learning styles and that are experiencing difficulty in the regular classroom setting. Individualized educational plans are developed with input from administrators, teachers and parents, and modifications are made accordingly.

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

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. Assessments, especially those related to student learning, are proven reliable and bias free. The nationally standardized assessments to evaluate student learning and school performance given in the Lower School include the Stanford 10 and the Otis Lennon. The Stanford 10 is administered each spring in pre-kindergarten through fifth grade, and the Otis Lennon is administered to students in the first and fourth grades. Students are given the Star Reading test three times a year, and based on the spring 2015 scores, students in grades three through five averaged above the 85th percentile.

Scores for each student are monitored and evaluated each year. The counselor and teachers study the data for each student to examine concrete improvement in standardized test performance which is then shared with the parents at parent-teacher conferences. This pupil to pupil analysis enables the school to monitor each student's growth and to plan accordingly. This premise guarantees that "no child is left behind." Individualized educational plans are developed for students whose academic achievements have not met expected outcomes. Weekly tutorial grade level sessions and differentiated lessons are also key strategies that are put in place to ensure the success of every student.

In the summer of 2011, Calvary began an administrative and instructional review of the strengths and weaknesses of the Stanford 10 scores and the correlation to the curriculum. After months of research, study, and review, several key areas of necessary improvement were identified. These areas included the administration and execution of the testing, heightening the opportunity for critical thinking skills and practicing the interpretation of data using graphs and statistical materials. These areas of improvement were deliberately incorporated into the curriculum across all academic areas. Significant improvements in the testing results were noted beginning with the 2012 spring testing.

These significant test score improvements are shared through parent-teacher conferences, assemblies and social media. Students excelling in test performance are recognized with the honor of participating in the Duke Talent Identification Program.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

At Calvary Day School the administration, faculty and staff are acutely aware of the constantly changing world and the crucial role that education plays in molding future world leaders and decision makers. These formative years truly establish the joy and discovery of learning, which leads to becoming a lifelong learner.

Calvary's Lower School classrooms are permeated with excellence facilitated by enthusiastic and caring teachers. Calvary's educational premise is to promote a rigorous curriculum that amplifies critical thinking, utilizes relevant standards and is driven by student inquiry and discovery. Small class sizes averaging fourteen students per class contribute to the development of the whole student by providing opportunities for individualized instruction. Enrichment classes in Chinese, music, art, physical education and library lend to stronger academic growth, contributing to a well-rounded student.

Calvary earnestly believes in balancing rigor and excellence with a loving, nurturing environment. The Lower School staff, following Christ's example in Luke 2:52, is wholly committed to providing the best Christian education in the Savannah area. When students join Calvary, a family partnership is begun. As part of this family, students not only discover God's amazing world together, but also gain a network of support that follows each student throughout the years.

Bible classes and chapel are held weekly. Devotions are shared daily with an emphasis on character development. Students in pre-kindergarten through fifth grade memorize Bible verses that are applicable in today's world. In the 2015-2016 school year interested students can participate in a monthly Bible study during lunch.

Programs such as the Calvary Community Service Club, the National Elementary Honor Society and the Student Council regularly sponsor toy drives, nursing home visits and other community-minded projects to benefit the less fortunate. These programs help ensure that Calvary's students have a servant-minded spirit that will impact society in a positive way.

Calvary's strongest asset is the teachers, and the personal relationships formed with students and families that continue long after students move on to another classroom. Much time and effort is spent making sure teachers feel valued and supported. Calvary offers many opportunities for personal growth through various workshops in science, math and technology. Spiritual growth is promoted through weekly devotion time where personal stories are shared, and this time adds to the cohesiveness of the staff. The teachers are respected and valued for the dedication and love that is shown on a daily basis. The school is extremely fortunate to have a veteran staff with a very low turnover rate. When a new teacher begins employment, a mentor is assigned during the New Teacher Orientation, and the mentor helps to acclimate the teacher to the workings of the school throughout that critical first year of teaching.

2. **Engaging Families and Community:**

Calvary Day School has incorporated various strategies throughout the years in working with family and community members to aid in student success and school improvement. One strategy found to foster student success is an individual meeting with each new student's family. The Lower School Principal meets with all new families to discuss expectations and policies, and to address any questions or special concerns the family may have.

Each year before the beginning of school, there is an orientation session for new students. This session is for students to meet teachers, visit the classrooms, and become familiar with the new surroundings. For existing students, an open house is held in each classroom as a meet and greet for the students and an informational time for parents.

Another way the school fosters student success is through mandatory parent conferences for pre-kindergarten and kindergarten students. These conferences are scheduled throughout the year to inform the parents of their child's progress and to discuss possible ways to improve skills in critical areas.

Another tool that families have access to is PlusPortals, which is a cloud-based application integrated with the Calvary student information system. This application provides access to student class pages which includes homework, grades and progress reports along with teacher contact information. This enables parents and students to have constant availability to important school and class information which in turn aids in the success of the student.

There are many strategies the school has found to be successful in working with community members to foster student success. Calvary participates in many community-wide events and service projects which greatly enhance the sensitivity and servant-minded spirit of the young people. The most recent of this type of event was a school-wide prayer vigil for one of Calvary's Middle School teachers battling a life threatening disease. While the teacher was in Candler Hospital undergoing treatment, hundreds of students, along with family members, staff and friends of the community, met at the hospital to pray for the teacher's recovery. There were many tears shed, and it touched the lives of all who attended.

Each fall, Calvary participates in a school-wide project called "Christmas Backpacks for Appalachia." Each spring, students raise money for the American Heart Association by participating in Jump Rope for Heart. Students also participate in the annual Christmas gift card drive for Make-A-Wish Georgia.

School improvements are not always tangible but lean towards helping define better character among the students. By helping to shape the student not only academically but also spiritually, the Lower School hopes to make this world a better place.

3. **Professional Development:**

Calvary Day School values the importance of an ongoing and continuous program of professional learning. Each year, the administrative staff meets to evaluate and plan for professional learning needs based on input from faculty and staff. Test scores, curricular alignment and changes, and academic data also play an integral role in this planning process. This plan includes goals and objectives for a systematic approach to professional learning for the upcoming calendar year. In past years, some examples of learning focal points have been technology integration, hands-on science usage, academic assessment, personal Christian growth, Christian discipline and student relationships. With these topics in mind, the administrative staff then lists possible ways to train the staff, including on-site workshops, off-campus seminars and conferences, training via computer, and brief meetings to address learning needs. All teachers are active participants in the professional learning program, and the program aligns with Calvary's mission and purpose. This program grows the staff intellectually and spiritually to better serve the ever-changing needs of our students.

Professional learning in the area of technology integration is an ongoing process. Technology is moving faster than ever. And with it, the skills and resources teachers and students need to do their best work are rapidly changing. Calvary Day School has implemented a microlearning-based approach with the help of Grovo.com. It is the most effective way to help the staff catch up, keep up, and move ahead. Through the use of short video segments, a small, very specific bit of training is delivered that helps staff learn new technology skills. This also allows for easy review of the material and, ultimately, a mastery that can be passed along to the students in the classroom. During the summer of 2015, all staff participated in Grovo training in preparation for the roll-out of the one-to-one technology program implemented in grades pre-kindergarten through 12 during the fall of 2015.

In January 2015, approximately 20 teachers and administrators attended the Google Apps for Education Summit in Atlanta, Georgia. This seminar was yet another step in assuring the teachers' readiness for the new one-to-one technology program.

Another major area of professional learning is based on subject specific academic needs. Calvary's

curriculum is constantly being evaluated through assessing test scores, academic grades, and input from students, staff and parents. Curricular changes and needs areas are identified, and professional learning opportunities are then planned. Some examples of recent professional learning include AIMS hands-on science workshops, the Scholastic Reading Summit to encourage lifelong reading skills, and attendance at the Georgia Math Conference.

4. School Leadership:

Calvary Day School has been operating as an institution of excellent Christian education for almost fifty-five years. During that time, the leadership philosophy and direction have remained true to its foundational roots that promote student performance and school effectiveness, while striving to educate the students in a challenging way.

The leadership bases the hiring practices at Calvary Day School on using policies and procedures to secure the best, most qualified, Christian educators and support staff that will meet the goals of the school while ensuring success for all students. This highly qualified staff strives to create an environment as well as a culture that displays Christian core values and beliefs. These values and beliefs are seen through many aspects of the school. Policies and procedures are written for the staff in a clear and precise way in a handbook. The staff handbook contains policies that include a code of ethics, core beliefs and internet usage compliance.

The annual budget developed by school leaders allows for sufficient compensation to maintain and continuously train the faculty and staff necessary for achieving the purpose and direction of the school. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning experiences. In order to accomplish this goal, numerous staff development opportunities on current educational trends and on areas of strengths and weaknesses are offered. Each year, the administrative staff meets to evaluate and plan for professional learning needs. In past years, some examples of learning focal points are as follows: technology integration, hands-on science usage, academic assessment, personal Christian growth, Christian discipline and student relationships. With these topics in mind, the administrative staff then lists possible ways to train staff, including on-site workshops, off-campus seminars and conference, training via computer and brief meetings to address learning needs. This program grows staff intellectually and spiritually to better serve the ever-changing needs of students.

Calvary Day School is governed by a leadership committee of parents called the Calvary Day School Committee. This committee assists the Head of School, while allowing the Head of School to make day to day decisions regarding instruction and operations. This committee meets monthly and is comprised of nine interested and qualified stakeholders selected by the Nominating Committee of Calvary Baptist Temple.

Parents and community members are integral parts contributing to the success of the school. Various stakeholder groups that provide assistance to the school include the PTO (Parent/Teacher Organization), CAA (Calvary Athletic Association) and Moms in Prayer International. These organizations provide additional financial resources as well as spiritual support.

PART VI * INDICATORS OF ACADEMIC SUCESS

There are many schools in the state of Georgia that provide great academics, good athletic programs, basic technology, artistic offerings and a spiritual component; however, Calvary offers a truly well-rounded educational experience for students in pre-kindergarten through fifth grade via a seamless integration of strong academics, top notch athletics, fully integrated technology, engaging artistic opportunities, and a truly Christian philosophy and mission.

The faculty at Calvary Day School plays a vital role in promoting social and emotional development as do parents when children are young. Just as parents who are warm and responsive are more likely to promote strong social and emotional skills in their children, the educators at Calvary have created a culture that stimulates a supportive and communal student body. Calvary's environment enables teachers the time to focus on individual children and families. As it is important for a consistent attachment to form between a parent and child, so too is such an attachment important for teacher and child. Calvary bolsters that connection each day through communication logs and face to face contact with each family.

Each staff member is keenly aware of the background of each child coming through the door. This information not only aids the staff in teaching in diverse situations, but it offers the students and families peace of mind when going through life's daily struggles. Calvary's staff is proactive with student and family concerns and needs, many times foreseeing a possible problem ahead and curtailing the stressors that may come with that circumstance. With consistent, open communication Calvary is able to provide a safe, engaging environment for students and families. Initial tours, placement testing and pre-enrollment interviews are all conducted by the teachers and staff that will be in contact with the families when they enroll at Calvary. From the pre-enrollment interview with the family, a course of study is determined by the administrator that will aid the student in achieving success in future educational endeavors.

Educational programs differ in many ways, but with Calvary's well-trained and vested staff that focus attention on the unique needs of each student and an unwavering partnership with parents, the culture of the school is evident in every aspect of daily school life. Calvary Day School is serious about education and the families that are ministered here.

Calvary's vision statement sums it up best: "Calvary is a community of learners and leaders where teaching and learning are stimulating, interesting, and Christ-centered. Students, staff, and parents are supportive of one another and work cooperatively to reach ever higher academic, social, emotional, and spiritual competencies." Calvary stakeholders share goals that unite the Calvary family, a common core of knowledge, and belief in biblical truths. What makes Calvary unique? Calvary provides a safe and nurturing Christian environment which focuses on the total child: intellectual, physical, spiritual, and social growth.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes X   No

3. What is the educational cost per student? $9153
   (School budget divided by enrollment)

4. What is the average financial aid per student? $1453

5. What percentage of the annual budget is devoted to   3%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   5%

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** Stanford 10
Grade: 3	**Edition/Publication Year:** 2007
Publisher: Harcourt	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	646
Number of students tested	25
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:

Subject: Math	**Test:** Stanford 10
Grade: 4	**Edition/Publication Year:** 2007
Publisher: Harcourt	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	669
Number of students tested	28
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:

Subject: Math	**Test:** Stanford 10
Grade: 5	**Edition/Publication Year:** 2007
Publisher: Harcourt	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	682
Number of students tested	16
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:

Subject: Reading/ELA	**Test:** Stanford 10
Grade: 3	**Edition/Publication Year:** 2007
Publisher: Harcourt	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	652
Number of students tested	25
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:

Subject: Reading/ELA	**Test:** Stanford 10
Grade: 4	**Edition/Publication Year:** 2007
Publisher: Harcourt	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	679
Number of students tested	28
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:

Subject: Reading/ELA	**Test:** Stanford 10
Grade: 5	**Edition/Publication Year:** 2007
Publisher: Harcourt	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	680
Number of students tested	16
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: