

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Angela Naples

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

Official School Name Atlanta Academy

(As it should appear in the official records)

School Mailing Address 2000 Holcomb Woods Parkway

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

City Roswell State GA Zip Code+4 (9 digits total) 30076-4704

County Georgia

Telephone (678) 461-6102 Fax (678) 461-6105

Web site/URL http://www.atlantaacademy.com E-mail anaples@atlantaacademy.com

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*Mrs. Angela Naples E-mail anaples@atlantaacademy.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Independent School District Tel. (678) 461-6102

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 Josh Harrison
(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

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 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: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	40	35	75
K	11	9	20
1	12	18	30
2	14	9	23
3	11	10	21
4	17	19	36
5	14	10	24
6	13	16	29
7	10	9	19
8	11	5	16
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	153	140	293

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 6 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % 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 2015 – 2016 school year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2015	287
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

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

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: 11 %
32 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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>37</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</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>1</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 16
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	7
Classroom teachers including those teaching high school specialty subjects	22
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	93%	94%	95%	92%	94%
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 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
- If yes, select the year in which your school received the award.

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

Atlanta Academy strives to give every student the individual attention they need to succeed. This is at the core of everything we do.

PART III – SUMMARY

In the sixteen years since Atlanta Academy was established, a vibrant community of dedicated faculty, motivated students and involved parents has emerged. The school serves approximately 300 PK to 8th grade students from all socio-economic groups who reside in the North Metro Atlanta area. On-level, advanced, and remedial programs are available so that the needs of every child in the family can be met. Due to small class sizes, the teachers know the students' individual strengths and help them discover their own unique talents, building the confidence and skills they need to succeed at prestigious private high schools, top-ranking public schools and magnet programs. Over 94% of Atlanta Academy graduates are accepted into their top choice high school, where they have a long record of outstanding performance.

The Atlanta Academy was founded in November, 2000, in Sandy Springs in a leased facility. In 2007 a move was made to our own 9 acre campus in Roswell, which was donated by Malon Mimms, a local entrepreneur and philanthropist. Originally the property was a shopping center that was failing. Since then, two Capital Campaigns and 4 phases of construction have created a state of the art facility where our children can grow and thrive. We are currently awaiting the completion of a new classroom wing for lower school expansion, and the redesigning of our performing arts spaces. These capital improvements will maximize the use of the entire 90,000 square foot facility, allowing us to modestly increase enrollment while maintaining our small class sizes and tight knit community.

The Atlanta Academy's faculty is among the best in the business; smart, compassionate and qualified. The faculty members have an average of 15 years of teaching experience, and 59% hold masters degrees. To keep our instructional skills sharp, we invest annually in professional development opportunities, including mentoring for new teachers and summer sessions at Columbia University for Readers and Writers Workshop training. Singapore Math consultants provide on-campus staff development so that our math teachers will always be at the top of their game.

Student achievement in all areas including academic, emotional, physical, social, and cultural development is our ongoing goal. Small class sizes along with a strong curriculum, which is centered around Readers and Writers Workshop and Singapore Math, provides the springboard to the development of a high level of literacy as well as analytical and problem solving skills. A by-product of this is a high degree of success in standardized testing. However, as we recognize the need to develop the whole child, we also offer a strong Physical Education program, an all-inclusive Fine Arts program, a Counseling program, Social Skills Training Lunch Bunch, athletic program with a no-cut policy for middle school teams, and a wide variety of after school programs where every child can find his/her niche. Some of these programs include robotics, Club Scientific, Chess, Odyssey of the Mind, Intermurals, golf, tennis, Gladiator Singers, and Debate. Each year the Music Department presents a musical which is open to all students. This year we will be performing "Jungle Book" and the final product will be the result of the efforts of the music director, teachers, students and parents. This community-wide effort is always an amazing hit!

When academic support is needed the school offers the Academic Edge Program, which provides in-house tutoring during the school day. In addition, when a student needs classroom support beyond the scope of the Edge Program, the Bridge Program is also an option. This is a self-contained transition program designed to help struggling students overcome academic challenges and later rejoin the mainstream classroom. Both of these programs have been highly successful in helping every child reach full potential.

The School Leadership team is composed of Head of School, Assistant Principal, Curriculum Coordinator/Bridge Director, Middle School Coordinator, Pre-School Director, Admissions/ Development Director, and Business Manager. This is the team that sees that a challenging curriculum is in place, identifies qualified teachers to instruct the children, makes support available to those who need it, and provides a safe and secure environment.

The Parent Association works closely with the Leadership team to make the communication between home and school more effective, along with sponsoring events that benefit the school. The co-Parent Association Presidents coordinate fundraising events along with traditional events that the children look forward to each

year. For example, they host the Annual Fall Festival which is a school-wide, day-long event, Santa's Secret Workshop, teacher luncheons, Family Fun Night and Family Picnic. All of these events build community and are an integral part of creating an environment in which children can thrive and learn. The parents' support is essential to the daily life and success of the school.

The Atlanta Academy is a school where children thrive and grow physically, academically, and emotionally. A strong and challenging curriculum is enriched by many opportunities to explore the arts, athletics, community service, and social development within a safe and secure environment. Our goal is to provide a nurturing environment where children develop into well-educated, independent, problem solvers, who are prepared to do well in high school and beyond.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Atlanta Academy curriculum is a rigorous program designed to develop critical thinkers and problem solvers who are well prepared for high school and beyond. Attention is paid to common core standards, but the goal is to exceed those standards. Class sizes are small so that the teachers know and understand the learning styles of all students. Starting in third grade, reading and math are divided into on level and above level groups so that all children are challenged appropriately. In addition, an in-house tutoring program known as “Academic Edge” offers extra support during the school day as pull out, one on one instruction. When children are identified with moderate learning disabilities, the Bridge Program is also available, which is a modified self-contained class at every grade level staffed by Language Specialists, and Math Specialists.

This year, the opening of our Innovation Center has enhanced the entire curriculum as we embrace the STEAM initiative. Students are using their core curriculum as they learn design thinking and planning and engage in problem solving. They are truly becoming twenty-first century learners as they use 3D printers, laser cutters and a variety of power tools to make their inventions become real.

Reading/ Language Arts

The Readers and Writers Workshop, developed at Columbia University as a result of 35 years of research, is the basis for our Reading/ Language Arts instruction. We chose this reading approach because we were not satisfied with the “read the passage, answer the questions” style of reading instruction. We understand that today’s world requires the ability to analyze information and apply the result to finding solutions. Readers Workshop develops a much deeper level of comprehension and understanding of author’s intent, character development, and inferred meaning in fiction, as well as a greater ability to understand and manipulate information found in non-fiction text.

The Writer’s Workshop method teaches writing as an ongoing process with a set of procedures for planning, drafting, revising, editing, and publishing writing. Students learn skills and strategies to create different types of writing with an emphasis on grammar and mechanics. Students move progressively through all types of writing. In middle school the primary aim of the writing curriculum is to provide the tools, resources and inspiration for students to become better writers. Students are taught through a writing workshop approach that integrates grammar, punctuation, genres, and principles of good writing into the writing process.

Math

The Atlanta Academy uses the Singapore Math curriculum through the Primary Mathematics series. The main feature of this series is the use of the Concrete, Pictorial, Abstract approach. The students are provided with the necessary learning experiences beginning with the concrete and pictorial stages, followed by the abstract stage to enable them to learn mathematics meaningfully. This approach encourages active thinking, communication of mathematical ideas and problem solving. This helps develop the foundation students will need for more advanced mathematics. Primary students are given the means to develop number sense, which provides a strong foundation for understanding math concepts. Mental math is a major component of Singapore Math, especially at the Primary level. This program was chosen because of the development of number sense that leads to success in math at all levels.

In middle school, students begin the process of developing critical thinking skills that are a vital component in algebraic investigations. Pre-Algebra and Algebra are offered. This approach provides a solid foundation to support high school math.

Science

In the primary school science is taught in units of study through a hands-on, child centered approach. Children of all ability levels thrive in the Science lab. Some of the topics covered are: life science, earth science, and physical science.

In the middle school students will be actively engaged in the following content areas. Life Science, Earth

Science, Chemistry, Space Science, and Conservation; Students complete dissections and various labs throughout the school year which encompass all areas of Science. Students with academic challenges are allowed to show their understanding through projects done in school.

Social Studies

The Social Studies program at the primary level provides opportunities to learn about people working together in homes, schools, communities, states, and countries. Maps, globes, children's literature and other supplemental materials support the instruction of the Social Studies curriculum. In middle school students study World Geography emphasizing note-taking and study skills. Students learn landforms, economics, climate zones, types of vegetation, and cultures of geographic areas around the world, and United States History. The course engages the students in an investigation of not only events, but also their impact on the world today.

PreSchool

The Atlanta Academy Preschool strives to create a nurturing and safe environment to ease the transition from home to school. Children learn primarily through play, hands-on activities, songs and games as they explore concepts in Early Literacy, Early Mathematics, Science and Social Development. A combination of individual and group instruction is used to allow children to learn at their own pace. Weekly enrichment classes are offered in Music, Library, Technology, Spanish, Physical Education and Art and are taught by faculty in their respective departments. The preschool department regularly meets with the lower elementary school to insure our students are developing the skills necessary to be successful with our elementary curriculum. We have consistently found that students entering our kindergarten after completing our preschool program are very prepared and have a great foundation to build upon in the later primary years.

2. Other Curriculum Areas:

Spanish

Atlanta Academy is in compliance with the program's foreign language requirement.

Students from PK3 through eighth grade participate in the Spanish program. During Preschool there is one 30 minute class per week. In K-fifth grades, the students go to Spanish twice a week for 40 minutes. In Middle School, 95% of the students take Spanish, which is a core subject and is graded on the report card. Classes are held five times out of a six day rotation. Most of our students go on to Spanish II in high school. Classes are leveled so that new students who have never had Spanish can start at a beginner level. Elementary students demonstrate receptive and productive knowledge of themes such as colors, numbers, calendar, weather, emotions, school supplies, family, body parts, foods, and animals. Throughout the year, students will also learn about Hispanic culture and holidays. The language is taught with emphasis on conversation. Middle Schoolers learn grammar and usage along with the conversational aspects of Spanish. Middle School students participate in a national Spanish exam /competition. Over the past Five years we have received many awards as a result of this test.

Technology

The Atlanta Academy recognizes the role that technology now plays in education. It is integrated throughout the school day in every subject. Every student in grades four through eight have daily access to chromebooks, and they are taught organizational and study skills facilitated by the chromebooks. All textbooks are now loaded on them and teachers communicate back and forth with their students. This is a valuable tool throughout the writing process, and all students have google accounts. At the lower level, students explore and experiment using age-appropriate software programs, In addition to giving students computer experience, these programs also reinforce skills such as reading comprehension. A strong focus is on collaboration between the classroom teacher and media specialist to implement an online reading comprehension program that is customized to student's specific reading levels. Standardized testing is now delivered on I pads and Chromebooks, which is more conducive to success among students with various learning issues.

We also have a new STEAM lab called the "Innovation Center". Students are learning design thinking as their teachers collaborate across Science ,Technology, Engineering, the Arts, and Math to create, problem solve and build.

Media Center

Students receive library orientation and learn media center behavior and procedures. Students become more familiar with the location of library books and how to read easy reader spine labels. Students become familiar with reference resources such as the dictionary, thesaurus, atlas, newspaper, encyclopedia and almanac. The Dewey Decimal System is introduced. Students continue to develop listening and comprehension skills through recall, sequencing and questioning. Students in grades PK2 through 4th grade go to the Media Center once a week as a class, but it is available throughout the week.

Music

Children develop listening, rhythmic, and singing skills. Rhythmic patterns become more complex and Orff instruments are introduced. Students develop the ability to accompany songs with various ostinatos on pitched and unpitched percussion instruments. Musical notation is also introduced. Students in PK2 through 3rd grades go to Music once a week, but also go to chorus every other week. 5th grade through 8th grade go twice a week.

Chorus

All Atlanta Academy students in grades K- 3 participate in Chorus. The goals in chorus are to develop a unique voice while making music. Other goals of the program are to develop musicianship through singing, sight-reading, theory practice, and listening to analyzing and critiquing music. The chorus performs multiple times throughout the year including Grandparent's Day, Christmas, and Night of the Arts.

Physical Education

Physical Education in PK attend PE once a week. Kindergarten through 3rd grade goes to the gym twice a week. The focus for these students is on fundamental movement skills. Circuit training is used to introduce skills such as jump rope, sit-ups, catching & throwing, dribbling, and kicking. Students in grades 4 through 8 participate in team sports including: soccer, baseball, and modified floor hockey. Good sportsmanship and teamwork are very important. They also attend PE twice a week.

Art

Students have weekly instruction where they are introduced to many different mediums and processes. The emphasis is on the creative process, art production and following directions. They will develop and begin to master: caring for materials, drawing skills, painting skills, manipulating clay, cutting, gluing, and manipulating paper, printmaking, collage, and sculptures.

Exploratory

Middle School students attend Exploratory classes once a week. This gives them an opportunity to experience instruction in areas outside of the normal curriculum, such as photography. In addition, they attend organizational and study skills classes.

3. Instructional Methods, Interventions, and Assessments:

The Atlanta Academy is aware that students come to school with a variety of learning styles and needs. One of the basic premises of the school is that greater learning takes place in a classroom with a smaller number of students. For this reason the class number ranges from 16 to 18. Most children in this type of environment succeed especially since Readers and Writers Workshop is geared to individual levels. However, even then, there are students who need more than the mainstream classroom teacher can provide. The Academic Edge program provides in-house tutorial support from specialized teachers during the school day. This is an effective way to help students who are struggling in any particular area. When the needs are greater, the Bridge program is available. This is a transition program that allows students time to be in a self-contained classroom with a specialized reading/ language arts teacher, and a specialized math teacher. The students rejoin the mainstream classes for enrichment areas as well as Social Studies and Science. The Bridge teacher goes with them to those classes to provide support. The program gives the students the opportunity to experience the best of both worlds. In the Bridge classroom they are taught at a slower pace by teachers who are trained to provide appropriate interventions for students with learning differences. For example, the Bridge teachers are trained in the Orton-Gillingham method of phonics which was developed for dyslexic

children. We have also found that without the stress and competition that these students had formerly experienced in the mainstream classroom, the amount of learning increased dramatically. The goal is to eventually have the students rejoin the mainstream classes. The curriculum is the same in the Bridge classes as it is in the mainstream classes so that the students are prepared when they re-enter the mainstream class. Homework support is provided in a tutorial hour after school. Students in the mainstream classrooms are placed in on-level and above-level classes in third grade and above for reading/language arts and also for math. This allows all students to move at an appropriate pace. This is especially important for eighth graders who are preparing to move into high school and who want to take Honors or Advanced Placement classes. Standardized testing reflects the success of this approach, and local high schools have recognized that Atlanta Academy students are well prepared for high school.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our unique academic environment is enhanced by the use of the most dynamic and effective methods of instruction. Students are encouraged, through an interdisciplinary approach, to seek academic challenges, develop critical thinking skills, and apply new concepts as they strive to become responsible, impactful leaders of the future. Our small class sizes, dedicated faculty, and involved parents help us to create a safe and supportive environment in which individual talents are developed and shared. High expectations for achievement, creativity, self-discipline, and social responsibility are the cornerstones of The Atlanta Academy.

The Atlanta Academy understands that unless students are motivated and engaged, effective learning will not take place. We believe that children thrive and learn in a supportive and nurturing community that respects and embraces their uniqueness. We offer children a dedicated faculty who deliver a progressive and innovative curriculum. Our goal is to provide our children with a wealth of experiences that will launch them into a fulfilling and successful future. By focusing on character development as well as academic standards, we are able to help children apply their learning to their daily lives.

In order to prepare students to become members of the global community, equipped with the tools that will be demanded in the twenty-first century, we have provided a “Maker Space” or STEAM lab. Under the direction of our STEAM Coordinator, teachers collaborate as students engage in design thinking. They are able to identify problems, brainstorm solutions, and create products in the lab, utilizing the knowledge they have acquired from Science, Technology, Engineering, the Arts, and Math

This well- rounded education starts with our faculty and staff, who provide a comfortable environment where risk-taking is encouraged and support is provided. A full time Guidance Counselor is available to work with students, teachers, and families to promote social and emotional growth and to provide assistance when issues arise. Our teachers join us from a wide range of backgrounds, cultures, and experiences. We help them to grow as professionals with curriculum and professional development opportunities, such as their yearly Readers' and Writers' Workshop training at Columbia University in New York. Through constant growth of our staff, we believe we are better prepared to keep students engaged, excited, and enthused about what they are learning at all times.

Our Parent Association works hard to make our teachers feel loved and appreciated. There are monthly breakfasts and/or luncheons, as well as birthday and holiday surprises for each teacher. The Sunshine Committee provides holiday socials and special occasion gifts and celebrations. Teachers are never left alone to deal with serious student or parent issues. The Administration holds weekly grade level meetings to address the concerns and needs of the teachers and provide support when necessary. This is another way to ensure that no student falls through the cracks and that parents are always kept in the loop.

2. Engaging Families and Community:

Establishing connections with both families and the community is essential to providing a successful learning environment. The Atlanta Academy reaches out to parents for help in all aspects of the school life, welcoming their time, talent, and treasure. For example, parents are critical to the success of our community outreach program providing support through ideas, organization, and transportation. It is common to see parents at morning carpool working on class outreach projects and soliciting support from the entire school community. Children learn by working alongside parents about the value that we place on helping others. Also, many parents bring professional or personal experiences that are related to the curriculum and give the benefit of real life experiences to the learning process.

We also rely on programs from local universities. For example, Georgia Tech provides programs that encourage girls to consider careers in engineering, math, and science fields. Georgia Tech also hosts a Leadership seminar for students that teaches tolerance through “Power Over Prejudice”.

The City of Roswell Environmental Education Coordinator also provides learning experiences such as the "Earth Balloon" which is an interactive inflatable globe that children can enter to learn earth science and geography. Home Depot partners with our school and provides materials and supplies for projects that involve water conservation, botany, and environmental education. Through the efforts of students, parents, and Home Depot, the students are enjoying gardening in their own greenhouse which they helped to build. In the Athletic program community coaches work with students who want to be on a team. The school has a no-cut policy, so everyone gets to play. The emphasis is on skill development, team work and good sportsmanship. These qualities lend themselves to success on the playing field and also in the classroom.

Another community helper that plays a huge role in our school is Officer Hood. He is a Roswell policeman who donates his time to provide classes for the middle school students that relate to drug and alcohol awareness. He also talks to them about being good citizens and responsible teenagers. Another valued asset is Officer Kevin Walker, who is one of our parents. He works with Homeland security and provides advice and training to the staff and faculty on keeping the school secure and safe.

As a result of these efforts, The Atlanta Academy has a close-knit family feel to all who are involved.

3. Professional Development:

We believe that every member of the school community, including administrators, teachers, students and parents, must engage in life-long learning. In order to be an effective learning community we understand the need to provide those opportunities.

Seven years ago the Atlanta Academy adopted Readers and Writers workshop, developed by Columbia University as the result of 35 years of research on the teaching of reading and writing. Our goal was to see a boost in standardized test scores, particularly in reading comprehension and writing. This program requires intense teacher training, but the results are remarkable. In order to achieve these results, our teachers spend a week each summer at The Summer Institute at Columbia University. In addition, the curriculum coordinator and vice-principal have attended the Coaching Institutes, to provide on-campus support on a daily basis. As a result, 90% of the students are reading at or above grade level, and are achieving standardized test scores in the 85th percentile and above.

Likewise, Singapore Math was adopted because of the weakness that was found in standardized test scores in the problem solving category of Math. Some of our best students were struggling with word problems. After much investigation, Singapore Math was chosen because of the way it develops number sense in the younger grades, and translates this into concept development later on. Again, this program requires intense teacher training. Twice a year a Singapore Math consultant spends two days on campus observing and working with the teachers, helping them to master the techniques that make Singapore Math so effective. We have tried to departmentalize math from third through 5th grades so that teachers who are strong in math and who enjoy math can provide effective instruction.

In order to encourage teachers to pursue higher degrees, a pool of money is set aside for tuition assistance. This benefits both the teachers and the students as the teachers become more proficient in their fields.

The Southern Association of Independent Schools offers conferences and workshops that are available to administrators for development. This is an excellent opportunity for administrators to not only learn, but also interact with and get new ideas from other administrators. Outside consultants provide additional opportunities for school growth, networking and strategic planning. Local Associations such as Atlanta Area Association of Independent Schools and the Georgia Independent School Association provide workshops and conferences throughout the year for both administrators and teachers.

4. School Leadership:

The Leadership Philosophy at the Atlanta Academy revolves around a simple goal to make decisions based on the best interests of the children. The leadership team includes the Head of School, Vice Principal,

Middle School Coordinator, Preschool Director, Admissions Director, Business Manager, Curriculum Coordinator, Marketing Director, and School Counselor. This group works collaboratively to ensure a fair and productive decision making process that results in student growth and achievement.

The Head of School, who ultimately makes final decisions, does so with input from all parties involved. Weekly meetings with teachers at all grade levels keep her in the loop of what is happening in the classrooms, which children are at risk, and what is being done to help them. She works with the Board of Trustees in establishing school policy and in providing for the financial well-being of the school.

The Vice Principal oversees curriculum, and works with the Curriculum Coordinator in finding solutions for struggling students. This may include placement in the Academic Edge Program which offers one on one tutoring, or the Bridge Program, which is a modified self-contained class at each grade level for students with learning issues. She also works with the Head of School on discipline issues.

The Middle School Coordinator oversees the activities of the middle school, aligning them with the personal and academic growth and development of the middle school students. Likewise, the Preschool Director works with “Bright From the Start”, a preschool licensing group, to see that the preschool maintains the highest stands of care and education.

The Curriculum Coordinator has one of the most important roles in the school. She organizes staff development that is appropriate for the curriculum that we use, as well as monitoring student progress to make decisions about curriculum choices.

The Admission/Development Director promotes the school within the community and processes the applications for admission. She also promotes fundraising efforts such as Annual Fund and Capital campaign. Another key player is the Business Manager, who controls all of the financial transactions of the school.

The Parent Association President holds a seat on the Board of Trustees because they play an important role in the daily life of the school. The connection between home and school is critical to creating the type of learning environment that embraces the entire family. Events such as Family Fun Night, Fall Festival, and Santa’s Workshop all help to create the culture and environment that is conducive to learning.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

When considering the practices that make a school successful, it seems that they are all related. When children are successful in their academic endeavors the socio-emotional issues fall into place and the assessment data is good. However, we feel that the most important indicator of academic success in an elementary school is the success that students experience in high school.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$12000
(School budget divided by enrollment)

4. What is the average financial aid per student? \$6000

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 20%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: CTP4

Grade: 3

Edition/Publication Year: N/A

Publisher: Educational
Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	306
Number of students tested	30
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educational
 Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	324
Number of students tested	24
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educational
 Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	326
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educational
 Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	360
Number of students tested	16
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educational
 Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	363
Number of students tested	19
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educational
 Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	331
Number of students tested	30
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educational
 Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	349
Number of students tested	24
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP4
Publisher: ional Research
BureauEducat

Grade: 5
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	342
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educh
Bureauational Researc

Grade: 6
Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	354
Number of students tested	16
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: CTP4
Publisher: Educational
 Research Bureau

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

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	359
Number of students tested	19
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: