

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. Jim Callis

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

Official School Name Mount Bethel Christian Academy

(As it should appear in the official records)

School Mailing Address 4385 Lower Roswell Road

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

Marietta GA 30068-4164
City State Zip Code+4 (9 digits total)

County Cobb

Telephone (770) 971-0245

Fax (770) 971-3770

Web site/URL http://www.mtbethelchristian.org

E-mail jim.callis@mtbethelchristian.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Vince Birley

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

E-mail vbirley@videntfinancial.com

District Name Independent Tel. (770) 971-0245

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 Vince Birley

(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 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	6	13
K	19	19	38
1	20	30	50
2	16	19	35
3	31	35	66
4	32	21	53
5	27	21	48
6	39	41	80
7	35	30	65
8	24	22	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	250	244	494

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 5 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 4%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2016	566
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

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

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

8. Students receiving special education services: 11 %
53 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>53</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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	11
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
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 15:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	95%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

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

To provide a Christ-centered education through an environment that develops and encourages academic excellence, spiritual growth, and a lifelong love and desire for learning.

PART III – SUMMARY

Mt. Bethel Christian Academy (MBCA) is applying for the program for our Lower and Middle School only, as the Upper School has not been in existence for the required 5 years. The Upper School is housed on a separate campus and has its own leadership, which fulfills the requirement to apply. The Lower and Middle School community serves families in the suburban areas of Marietta, Roswell, Smyrna, and Sandy Springs and is more diverse today than ever before. MBCA consistently strives to increase demographic representation. Currently, MBCA students are: 4.7% African American, 3.6% Asian, 3.4% multi-racial, 2.1% other, and 86.2% White. When compared to the demographics of the school's zip code, the numbers are actually slightly more diverse than that of the local population: 4% African American, 4% Asian, 2% multi-racial, 1% other, and 89% White. The GOAL Scholarship has been one of the greatest assets, and MBCA offers scholarship funds and financial aid to applicable candidates. The bus service, added in 2014, has increased enrollment by pulling more families from locations a little further from the central campus. As an evangelical school, MBCA accepts families who are not practicing Christians; however, the faculty and staff follow the covenant model.

MBCA is an extension of Mt. Bethel United Methodist Church. Founded in 1998, MBCA has grown substantially in its 20-year history. After conducting a study, the church and surrounding community determined a need for Christian education beyond what was offered at the church preschool, and the congregation voted overwhelmingly in favor of opening MBCA. The first two kindergarten classes began on August 21, 1998, and since that time, the Academy has grown to include a Lower School (LS), Middle School (MS), and beginning in 2014, an Upper School. The Lower and Middle Schools are housed on the main campus, which is located on 44 acres and includes soccer fields, baseball fields, a gym, multiple play areas, a pond and nature area, and 215,000 square feet of fixed buildings, making the environment a stimulating place for students to grow and learn. In 2014, the Academy secured an additional 33-acre campus six miles away to house the Upper School. That facility has 35,000 square feet, a baseball field, sports field, lake and nature area, and swimming pool. The Lower and Middle Schools currently serve 481 students and have full dual accreditation through the Southern Association of Independent Schools (SAIS)/Southern Association of Colleges and Schools (SACS).

Everything done at MBCA is centered on the mission statement. To encourage academic excellence, MBCA engages students in the process of learning. Instead of only encouraging the right answer, teachers focus on the how and why that go into finding that answer. Students are encouraged to try, and if they fail, to try again without fear or anxiety. For example, MS science students will study a concept and create an experiment or construct a project that takes that book learning to the next level. If the experiment doesn't go as planned, students know to learn from failure and try a new approach without repercussion. To enhance spiritual growth, MBCA has adopted a Bible curriculum designed to incorporate Biblical truths into the students' everyday lives and increased the scope of grade level and school mission projects. Finally, the teachers concentrate on creating an environment where the students develop a lifelong love and desire for learning. While a less tangible goal to quantify, it is at the heart of everything we do. Technology integration, foreign language opportunities, a Maker Space program for all LS students, a league leading sports program for MS students, academic competitions, an annual musical production, robotics, student house and government leadership opportunities, and an unrivaled library offer students new challenges and the resources to explore and discover. Students in JK-2 learn and create on iPads, while students in grades 3-4 move to laptop computers in class. Beginning in 5th grade, students use individual Macbook laptops in the 1:1 technology initiative. By integrating technology in the early grades, students are trained from a young age to use the technology responsibly as a study tool and creative medium to further enhance the learning experience.

In its 20-year history, MBCA has established numerous traditions. Second grade students anticipate History Day, where students dress up as historical figures and present research to the class. Fifth grade students look forward to the Crossover Ceremony, where they are recognized for achievements and cross a graduation bridge from Lower to Middle School. MS students experience group STEAM projects, as they work in small groups to research a topic and spend two entire class days building a model or example of

their topic out of recycled materials. Every grade level has unique traditions, and students are excited to move from one grade to the next to experience them.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In Reading and Language Arts, students acquire foundational skills through a multitude of modalities. Building an early foundation of phonemic and phonological awareness is imperative for future reading success, so Kindergarten students begin instruction by learning letter recognition, which builds to sound-symbol connections, decoding sounds, word building, and ultimately word recognition. As students move from 1st-3rd grade, they are fully immersed in an all-encompassing program that blends phonics, spelling, and grammar into story selections. The students are able to integrate language arts instruction and make connections to apply skills taught in one subject to the others. Through 4th - 5th grade, students experience a larger variety of both fiction and non-fiction text through independent and small group novel studies. Students learn to express themselves in both creative and realistic writing, incorporating proper structure, organization, and grammar and vocabulary integration. In MS, teachers incorporate more collaborative group projects and complex reading materials, including Shakespeare in 7th and 8th grades, and a fully integrated, Science driven research paper. Students delve deeper into grammar concepts and literature analysis at this level.

In Mathematics, students in Kindergarten-4th grade build a solid foundation in a variety of mathematical functions. In addition to daily practice, students also use hands on activities and games to reinforce learning. The curriculum is spiral in nature, so students continually build skills from one year to the next. To prepare for MS math, students in 5th grade use a more traditional math program. Students increase their computation speed and accuracy and focus on solving word and logic problems to take that base knowledge and apply it in more complex ways. Additionally, students begin acquiring the language of math by studying math vocabulary. Beginning in MS, Math is leveled to allow both on-level and advanced class offerings at each grade level. The curriculum emphasizes real world application and problem solving abilities in Math 6/Advanced Math 6, Math 7/Pre-Algebra 7, Pre-Algebra 8, Algebra 1, or Algebra 1 Honors.

In Science, students in Kindergarten -3rd grade focus on unit studies and experiences. Kindergarten visits the fire station to meet the community helpers they study, 1st graders visit the Fernbank Science Museum when studying living and non-living creatures, 2nd graders document the life cycle of a chicken by incubating and hatching baby chicks, and 3rd graders visit the Tellus Museum's rock and mineral display when learning about the Earth. Beginning in 4th grade, students engage in more complicated topics and experiments. Students not only develop inferencing skills when using the Scientific Method to conduct experiments, they participate in project based learning. Fourth graders take an overnight trip to a local 4H center to study the environment, and fifth graders visit the Jekyll Island 4H Center on a three-day trip to conclude their study on oceans. As the student moves to MS, he has a more defined Science path and studies Earth Science in 6th grade, Life Science in 7th grade, and Physical Science in 8th grade.

In Social Studies and History, students not only learn about civic responsibility, they are engaged in participatory activities designed to demonstrate how democracy works in action. In a Presidential election year, teachers hold a mock election and students fill out a voter identification card and select a candidate privately. LS students have the opportunity to campaign for and be elected to Student Government starting in 3rd grade and MS students are divided into houses where students elect a President, Vice President, Chaplain, and 6th Grade Representative. In the early elementary grades, students are engaged in unit studies to learn about community helpers, famous historical figures, American symbols, Presidential history, and map reading skills. True history begins in 4th grade by focusing on early explorers and the founding of the United States. Continuing through 5th grade, students learn about the development of the U.S. government through to the Civil War. Geography and landforms are introduced and reinforced in both grades. The 6th grade curriculum centers around U.S. history and geography, culminating in a week-long trip to Washington D.C., while 7th and 8th grade focus on world history and geography. With the emphasis on global thinking, student trips are based on global missions, including an 8th grade international mission trip.

2. Other Curriculum Areas:

MBCA values its co-curricular offerings and incorporates the work being done there with academic work in the classroom as often as possible to increase student acquisition of essential skills and knowledge. All LS students participate in weekly visual arts, music, PE, library, Think Tank, Latin (in 3rd -5th), and Spanish classes. In MS, students can choose semester long or year long electives in visual arts, chorus, band, robotics, and technology.

In LS Art, students learn the elements of art and the principals of design through a multitude of mediums. In order to help students build on their academic learning, concepts from class are often reinforced in art. For example, when studying about Jesus' birth in 4th grade Bible, each student begins the creation of a clay nativity set that will be completed in 5th grade. In Music, students learn everything from music literacy to musical instruments. Each grade level will be a part of one of two musical events: the Christmas musical or the Spring musical. Students participate in PE twice a week and learn valuable teamwork skills, which translate into the academic classroom, as part of their physical activity. In their weekly Library time, students in younger grades are read a story and encouraged to pick out appropriate grade level books to read independently. In grades 3-5, children learn research skills and create independent projects using those skills. The librarian works closely with the teachers to support curriculum needs with both materials and work space and time. Think Tank is a new class for 2017 and allows the children to be creative in a Maker Space type of environment. Again, this teacher works with the grade levels to incorporate their subject matter studies into the class. For example, while learning about oceans for an experiential three-day field trip to Jekyll Island, students in 5th grade also worked collaboratively in small groups in Think Tank to create and build an ocean cleaning device to rid the oceans of polluted materials. All Lower School students participate in a weekly Spanish class, designed to expose students to Spanish vocabulary and culture. Latin, which is a twice weekly class for students in 3rd-5th grade, focuses on the building blocks of English by deconstructing words into Latin root words, suffixes, and prefixes in order to enhance decoding skills of unfamiliar English words. The work done in this class supports the vocabulary work done in traditional English classes at this level.

In MS, students choose electives that fit both their interests and learning modalities. In Art, which is taken by 16% of 6th graders, 63% of 7th graders, and 52% of 8th graders, students create more elaborative works that showcase their talents across different mediums. Whether a student chooses Chorus (10% of 6th graders, 9% of 7th graders, and 4% of 8th graders) or Band (74% of 6th graders, 28% of 7th graders, and 20% of 8th graders), he will showcase his talents regularly at performance concerts, certain sporting events, and an end of the year musical production. PE is a required class that integrates kinesthetic learning with listening, following directions, team building, and critical thinking skills to develop the whole child. Although students don't have a scheduled Library time in MS, the library is open to the students for literature, research, and special projects as needed. In Technology (paired with Art on a semester each system), students use their 1:1 Mac laptop to perform a variety of digital projects, including iMovie, video editing, website design, graphic design, and Photoshop. Robotics is offered as an afterschool activity for 6th -8th grade and as a class in 8th grade. We use the FLL program and compete against private and public schools in the area. MBCA is in compliance with the program's foreign language requirements. The approach to world language instruction is intentional and effective. In sixth grade, students will take one semester of Latin and one semester of Spanish. In seventh grade, each student will choose Latin or Spanish (50/50 split in 7th grade and a 60/40 split, Latin/Spanish in 8th grade) and over the course of their seventh and eighth grade years, they will complete a course of study equivalent to high school Spanish I or Latin I.

3. Instructional Methods, Interventions, and Assessments:

To advance academic achievement, teachers get to know students at an individual level, both strengths and weaknesses. Using the ERB results as a guide, each teacher is given specific goals set each year for improving the areas that need focus. Teachers and administrators evaluate curriculum on a five-year cycle to ensure that goals are aligned to standards with curriculum that supports students' needs. The curriculum map is reviewed, evaluated, and updated every year.

The teachers use a variety of formative and summative assessments to guide learning. Each LS classroom

has both a teacher and a paraprofessional full time, which enables teachers to differentiate at a highly individualized level, whether in a whole group, small group, or individual setting. In K-2nd grade, students take the CPAA three times a year, which helps the teachers pinpoint specific strengths and weaknesses multiple times throughout the year and address those needs on an ongoing basis. In 3rd-8th grade, students take the CTP-4. The results of that assessment are analyzed and broken down by grade level and/or subject area and used to set specific goals for each teacher. Teachers are provided with individual student score reports to assist them in their differentiated instruction.

Students identified by the Kindergarten teacher as needing additional reading support, can enter The Learning Center (TLC) in 1st grade, as can students in 1st and 2nd grade who either show gaps in their reading skills or have a psychoeducational evaluation done that identifies such a need. TLC is administered by an Orton Gillingham trained instructor who uses the program to help remediate those students. Class size is held to 10 students at a time in order to maximize small group and individual instruction in phonics, grammar, writing, and reading comprehension. In MS, students with an evaluation indicating a language difficulty can opt out of foreign language and have a monitored study hall period.

When looking at how to improve student performance, the teachers take a variety of factors into account. Standardized testing provides good baseline information in grades 3-8, and the CPAA testing provides real time performance measurements throughout the year, but faculty look beyond standardized testing analysis. For example, when considering MS math placement, students are admitted into the accelerated class based on three factors: CTP results, a placement test, and 5th grade yearly assessment average. This multi-faceted approach allows the team to look at not only a standardized test result, which demonstrates how the child compares to his classmates and other top performing students at the independent school level, but how the child performed throughout the course of a year. Even then, if a child is not placed in the accelerated class but performs at a high level in the regular 6th grade class, he will be given the option to move into the accelerated class after the first six weeks. Faculty strongly believe in looking at the individual child over time, rather than just one test score.

Summative assessments are used at the end of a lesson or unit to assess understanding and are often a mixture of standard comprehension and extended thinking questions. In addition, teachers employ formative assessments to ensure the students are learning the material as a unit progresses, often utilizing technology. Students can play an interactive, teacher-created online game using Kahoot, which allows the teacher to download the results and see who may be struggling with the information and need more assistance. Younger learners use classroom iPads and apps like Haiku Deck to demonstrate their knowledge by creating a slide deck to review.

If achievement gaps within a subgroup are identified, the teachers have the flexibility and the resources available to help the children. Sometimes the answer is re-teaching the concept to ensure understanding, and other times, the answer lies in possibly counseling out the student to an environment more suited to their particular needs. While MBCA does everything possible to retain a child, it is sometimes in a child's best interest to seek one of the other independent schools in our area that specializes in something like dyslexia, for example, for those who need full immersion rather than just language remediation in TLC.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The students at MBCA are engaged and motivated because they know they are loved and feel safe to make mistakes and learn from them. No two children are the same, and faculty embrace and promote their individual gifts and talents. Academically, students are supported at their level, and teachers do everything possible to ensure each child is successful, whether that's straight As for the child who is naturally gifted, or Bs and Cs for the child who does his best to earn them. Socially, faculty encourage the children to follow our Biblical principles in the way they treat each other. Additionally, teachers are proactive in building community amongst the students. For example, the MS takes all students on a retreat early in the year to bring them together and immerse them in team building activities, including the selection of their house. Emotionally, the children are supported and valued for who they are in the classroom. A counselor is available in both the LS and MS who can meet with children who are struggling with emotional issues that need a bit more expertise than the classroom teacher can provide. Because the majority of families share the same core values and religious background, the familial feel is one of the best ways to support the students emotionally.

The teachers feel valued and supported, as evidenced by the fact that the staff has remained relatively consistent for more than a decade. Few teachers voluntarily leave for other opportunities, and our LS Principal has been in an administrative role since the school's inception. There are several reasons for this, but overall, the teachers feel valued because they have the autonomy to decide how to meet their standards and benchmarks. This allows them to tailor curriculum to individual classes of students based on the needs of the group, and they work well collaboratively within their grade level team to communicate with parents and establish an open, communicative partnership. Because the faculty and families are able to build relationships, when issues with a child arise, the teachers feel like they can communicate that information successfully with the parents. The administrators support the teachers and require parents to speak with a child's teacher before agreeing to meet with them about any potential issues. This way, the teacher is fully involved in difficult situations from the outset and can meet with both administrators and parents to resolve conflicts.

2. Engaging Families and Community:

One of MBCA's best assets is the community. Families are engaged in the school in different ways. There are numerous volunteer opportunities, both in the classroom and for special functions, that allow the parents to experience student life and connect with both children and faculty. Parents can volunteer to be part of the Prayer Parent ministry, serve in the library or lunch room, participate in the classroom as a Mystery Reader or center monitor, or work with the children at events like Field Day or You Fed Me. Financially, the development office regularly secures 95-100% of family, Board, and staff participation in the annual fund campaign, which has allowed MBCA to secure grants and private donations. MBCA has a Parent Council, who hold an annual fundraiser, coordinate volunteer programs, and meet with administrators to assess the needs of the school community. Parents are kept well informed about school functions, classroom happenings, and children's academic progress through the web based communication tool, Schoology. Administrators meet with the school's constituents on a fairly regular basis to ensure the school is meeting the needs of the community while staying true to the mission.

As a school, MBCA participates in many community events, both globally and locally. For the annual You Fed Me event, students, faculty, and parents work together to package 100,000 meals in just a few hours through the organization Stop Hunger Now, which distributes the food to countries around the globe. In order to do that, MBCA reaches out to families and the community at large to solicit the \$25,000 in donations that make that project possible. In MS, 7th grade students visit SIFAT, a missions training facility, and they put that knowledge to work in 8th grade on an international mission trip. The LS supports the Community Hope School of Namibia. Sponsorship makes it possible for a child to receive Christian education and receive the basic necessities, such as food, uniforms, school supplies and basic health care, that are needed to excel at school. Additionally, each grade level has a specific mission project and group

to serve in the local community. Whether it's hosting a food drive for MUST Ministries, packing backpacks of supplies and food for area children in need, collecting toys for Make a Wish, or raising funds to support the children of Camp Hope, students are engaged in our local community and gain valuable global perspective.

3. Professional Development:

MBCA allows teachers to select professional development and seek out professional learning communities based on individual passions and goals. With the data analysis initiative, teachers are seeking out development opportunities that can better help them reach individual goals. This process directly supports student achievement, as the teachers' goals are based on identified student weaknesses. With the school's investment in technology, administrators wanted the teachers to take full advantage of the features the Apple platform offers. When the 1:1 Macbook laptop program was first introduced, the Head of School invested in an Apple certified trainer to come onsite and show teachers not just how to use the basic features, but how to really engage the students in the different platforms that were available. When the school added iPad technology to the lower grades, several teachers went to a workshop designed specifically for implementing the iPad in the classroom, and those teachers came back and trained others.

As the admissions staff started to identify more potential students with an emerging reading issue, the Head of School arranged for a group of teachers to receive Orton Gillingham training. Not only are these teachers able to put some of that theory to work in the classroom, it has greatly enhanced the identification of TLC students and allowed them to receive remediation as early as possible.

With the recent changes in Georgia's certification standards, MBCA has instituted professional learning communities, where the teachers get to spend time learning from one another in their subject areas or areas of interest. Teachers who are experts in certain areas, like the two teachers who are BrainPop Certified Educators, are leading some of the learning communities and sharing their knowledge with others. Other committees have been formed based on specific learning objectives, while others have been created to share methodologies. Within the communities, teachers are meeting with those who teach the same subjects in successive years to ensure our scope and sequence is appropriate.

Teachers attend local, regional, and national conferences as both participants and presenters, including GISA, ACSI, Georgia ETC, and ERB. When attendees return, they can post their learnings and any presentations to a shared file server for all teachers to access. To support overall school improvement, our leadership attend conferences as well. The Head of School and Principals attended a leadership conference recently in order to confer with other leaders about the challenges facing independent schools today.

4. School Leadership:

Acknowledging the crucial relationship between student achievement and faculty engagement, the leadership structure of MBCA is purposely designed to remove obstacles and equip faculty to invest deeply in student success. In supporting faculty, the leadership places a high value on accountability and strives to model this through interactions with faculty, parents, and students.

A team of certified faculty and paraprofessional personnel supports the LS, students in Kindergarten through fifth grade. Students in sixth through eighth comprise the MS division. Each school division is led by an experienced, certified principal who impacts student achievement by supporting faculty and assisting them to evaluate the effectiveness of our curriculum, assessment, and instructional programs. The principals of each division are accountable to a Head of School who is ultimately responsible for student outcomes and institutional improvement. The Head of School reports to a Board of Trustees who sets policy and performance objectives and holds the Head of School accountable for their execution. Lastly, the Board of Trustees is accountable to the parent community who entrust their children to the instructional care of the school.

Student achievement is the motivating force behind the school's policies for curriculum review, and no

resource is spared in pursuit of this goal. The school invests not only in relevant student assessment, but also in the careful evaluation of assessment results. As gaps in student achievement are revealed through this process, the school empowers teams of teachers to review curriculum and instructional practices and make recommendations to leadership on how best to strengthen student outcomes. Such recommendations range from adjustments to the scope and sequence of content, which requires moderate resources, to the replacement of the entire curriculum in a given content area, requiring significant resources.

As a non-public school, MBCA is directly accountable to its parents who select our school (or not) based on their perception of their child's experience. In discerning whether a school is living up to its learning goals for students, parents are empowered to "vote with their feet." To ensure that the voice of parent stakeholders is represented, the school conducts periodic surveys to learn where the school excels in meeting expectation and where it falls short. Additionally, the leadership hosts a monthly parent coffee to address specific issues identified by the parent community. With a relentless focus on student outcomes viewed through the lens of accountability, MBCA strives to prepare every child for success.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Although there are number of programs that lead to the school’s success, the MS chapel program is unique. A MS student described its influence by stating, “Kids are known {by their small group leaders}. You can’t hide here or go unnoticed.” In MS, that need to be known, loved, and understood by someone is critical. Students at this age are developing into more independent individuals with their own sets of beliefs, ideals, and norms. Instead of looking to their parents for guidance, they look to their peers. Instead of adopting their parents’ beliefs, they begin to form their own. So, when the MS faculty started to see some increased instances of bullying a few years ago, administrators took immediate action to adopt a new model that would help teachers identify those who were feeling lost or unnoticed as well as those who were acting out in an unacceptable way to their peers.

Historically, MS held a weekly chapel service, where all the students and teachers came together to hear the same message. The faculty wanted something more intimate, where the teachers could get to know the students and the children could get to know each other in a more meaningful way. In the new model, started in 2016, students meet in a bi-weekly chapel which is separated by gender. This gives the students the opportunity to hear the same message but in two unique perspectives suited to their needs. For the other two weeks of the month, students meet with a faculty supervisor in small groups of 8-10. The students stay with this same mentor and student group throughout their MS years. The benefit of the new format has been tremendous. Faculty are able to detect potential issues early, identify which students are feeling left out and provide them with avenues to become more involved, and involve the MS counselor in situations that might require it before things escalate and children are hurt. Not only has the faculty seen a drastic reduction in the number of bullying incidents, teachers have also seen an upswing in academic performance. MS administration attributes both of these factors to the new program and the way it allows both teachers and students to know each other on a deeper level. From a student perspective, students have reported they are more focused on their academic work because they are no longer concerned about negative social influences.

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? \$14458
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5474

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 21%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: CTP-IV

Grade: 3

Edition/Publication Year: 2017

Publisher: ERB

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

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	313
Number of students tested	55
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	333
Number of students tested	50
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	338
Number of students tested	80
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	349
Number of students tested	80
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	355
Number of students tested	49
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	358
Number of students tested	72
Percent of total students tested	96
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	336
Number of students tested	55
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	343
Number of students tested	50
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	355
Number of students tested	80
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	358
Number of students tested	80
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 7
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	358
Number of students tested	48
Percent of total students tested	98
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: 2017

Test: CTP-IV
Publisher: ERB

Grade: 8
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	365
Number of students tested	75
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: