

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Paule M. Ebrahimi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name High Meadows School
(As it should appear in the official records)

School Mailing Address 1055 Willeo Road
(If address is P.O. Box, also include street address)

Roswell, Georgia 30075-4131
City State Zip Code+4 (9 digits total)

Tel. (770) 993-2940 Fax (770) 993-8331

Website/URL www.highmeadows.org E-mail pebrahimi@highmeadows.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date January 26, 2004
(Head of School)

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () _____

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

N/A Date _____
(Superintendent’s Signature)

Name of School Board President/Chairperson Mr. Buddy Henry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President’s/Chairperson’s Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	21	21	42	7	15	10	25
1	22	20	42	8	11	10	21
2	18	17	35	9			
3	15	15	30	10			
4	12	25	37	11			
5	16	12	28	12			
6	10	13	23	Other	36	28	64
TOTAL STUDENTS IN THE APPLYING SCHOOL →							347

6. Racial/ethnic composition of the students in the school:
- 87.45 % White
 - 5.26 % Black or African American
 - 4.67 % Hispanic or Latino
 - 1.75 % Asian/Pacific Islander
 - .87 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 20 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	386
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	5.7

8. Limited English Proficient students in the school: 1.2 %
4 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages:

1. Dutch
2. Italian
3. Japanese
4. Farsi

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

0 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7.8 %
27 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 20</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 1</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 5</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 9</u>	<u> 0</u>
Classroom teachers	<u> 27</u>	<u> 6</u>
Special resource teachers/specialists	<u> 9</u>	<u> 3</u>
Paraprofessionals	<u> 0</u>	<u> 0</u>
Support staff	<u> 8</u>	<u> 4</u>
Total number	<u> 53</u>	<u> 13</u>

12. Average school student-“classroom teacher” ratio: 11.6
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96%	97%	96%	96%	98%
Daily teacher attendance	98%	97%	98%	97%	97.6%
Teacher turnover rate	3%	7%	23.9%	13.1%	16.7%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement.

High Meadows is a not-for-profit independent suburban day school located on 40 acres of sprawling meadow and forest in Roswell, Georgia. Currently, in its thirty-first year, the school offers exemplary programs for 347 children from preschool through eighth grade. A strong emphasis is placed on environmental education through the on-going involvement of children in the Outdoor Education and EEARRTH Programs.

The mission of High Meadows School is to support a child’s love for learning through a guided, discovery-based curriculum in a natural setting. High Meadows’ history is rich with accounts of both innovation and dedication to one goal – creating a learning environment where a child can flourish as a unique individual.

High Meadows believes that a child wants to learn and learns best through successes, through strengths and talents, through experiences that are real in his or her life, and through relationships of encouragement and good faith. To achieve these aims, a developmentally integrated curriculum is provided which includes math practices, thinking skills, literacy development, social studies, science, environmental studies, Spanish, and the arts.

In 1973, High Meadows moved to its present site. The Founders - Jody Holden, Bill Crawford, Jay Dickerson, and Mike Drake - began High Meadows by offering preschool, kindergarten and camp programs to North Metro Atlanta’s children. These founding members were leaders in education and established teaching practices that are embraced today by many public and private schools.

High Meadows has continued to grow, not only in size, but also in recognition as a school of excellence. New buildings were added in the late 1970s and early 2000s, allowing for growth in the primary, elementary, and middle years’ programs. In 1993, the school celebrated its first graduating 8th grade class.

High Meadows School provides an unmatched educational experience based on its philosophy and personalized approach. Four practices facilitate this process: an integrated curriculum, low student-teacher ratio, multi-age classes, and its unparalleled Environmental Science Program and Outdoor Education Program.

High Meadows offers a summer day camp to about 800 children in the Atlanta metro area. Campers are provided with a variety of experiences, each of them pointing toward the goal of self-discovery and expansion in an atmosphere of fun. Our camp is an accredited member of the American Camp Association.

High Meadows is accredited by the Georgia Accrediting Commission, the National Association for the Education of Young Children, and the Southern Association of Colleges and Schools. High Meadows has received candidacy eligibility from the International Baccalaureate Organization for the implementation of the Primary Years Programme, an inquiry-based program framework for children from the ages of three to twelve.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Students in grades 3, 4, 5, 6, 7 and 8 at High Meadows School are tested annually in reading and mathematics using a nationally recognized norm-referenced test. Group scores (that is, scores by grade level) indicate that High Meadows students perform well compared to their peers nationwide.

Generally, scores achieved by High Meadows students in grades 3, 4, 5, 6, 7, and 8 on the Iowa Test of Basic Skills in 2003 place the school in the top tenth of all schools nationwide.

- In 2003, 8th grade students scored at or above the 85th percentile in reading and at or above the 86th percentile in mathematics as measured on the fall administration of the Iowa Test of Basic Skills. This places the scores of the High Meadows 8th grade in the top 10% of all scores nationwide.
- In 2003, 7th grade students scored at or above the 92nd percentile in reading and at or above the 93rd percentile in mathematics as measured on the fall administration of the Iowa Test of Basic Skills. This places the scores of the High Meadows 7th grade in the top 10% of all scores nationwide.
- In 2003, 6th grade students scored at or above the 86th percentile in reading and at or above the 85th percentile in mathematics as measured on the fall administration of the Iowa Test of Basic Skills. This places the scores of the High Meadows 6th grade in the top 10% of all scores nationwide.
- In 2003, 5th grade students scored at or above the 90th percentile in reading and at or above the 89th percentile in mathematics as measured on the fall administration of the Iowa Test of Basic Skills. This places the scores of the High Meadows 5th grade in the top 10% of all scores nationwide.
- In 2003, 3rd grade students scored at or above the 95th percentile in reading and at or above the 97th percentile in mathematics as measured on the fall administration of the Iowa Test of Basic Skills. This places the scores of the High Meadows 3rd grade in the top 10% of all scores nationwide.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment is integral to all teaching and learning. We are cognizant of the role of assessment as being central to the goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take responsible action.

The purposes of assessment are to promote student learning, provide information about student learning, and contribute to the efficacy of our programs. Teachers use assessment information to develop appropriate ways to teach and reinforce skills and concepts, to identify learning style characteristics for individual students, and to modify strategies that will elicit the best performance from each child. Teachers refer to assessments from previous years, and consult with each other about particular teaching

considerations for a child. They keep anecdotal notes as they observe performance and skill progress. These notations become useful in the planning for classroom activities and for individual conferences that they hold with students to develop goals. Expectations differ for different children.

Standardized test results provide another snapshot of children. Results are tracked and analyzed for school wide patterns of strength and areas needing improvement. Specific programs and approaches to learning are designed to respond to the needs identified.

Assessment is continuous, cooperative, and comprehensive to fulfill its diagnostic purpose. Teachers plan and build assessment into the learning, identify what is worth knowing and assess it. Student learning is promoted through: determining the children's prior knowledge and experience brought to the topic or task; planning the teaching and learning in order to meet individual or group needs; building a profile of children's understanding; and engaging children in reflection on their learning and in the assessment of their work and the work of others.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

High Meadows believes that it is critical to accurately report weaknesses, strengths, and grand epiphanies! The progress of each child is noted and shared with parents in various formal and informal methods. The school communicates progress through newsletters, periodicals, and parent conferences. Board members are presented with an overview of standardized test results at one of their monthly meetings. Parents receive individual student reports of standardized results.

Observations, samples of a child's work, portfolio pieces, and test scores are documented on the following forms: the High Meadows Narrative Report, which records the teacher's assessment of the mastery of the program's objectives in a check-sheet form. Reports provide students and parents with a comprehensive picture of performance of concepts, skills, and meaningful activities over time. Each child's abilities are measured and reported against developmentally appropriate standards and benchmarks for different age groups. The report makes note of the materials and experiences provided by the program per subject, the child's performance in each subject, and the teachers' goals for improvement as the year continues. Narrative reports are written and shared with parents at formal conferences three times a year. Documented sources may include: data samples of student work including art work, audio and/or video tapes of students or student projects, student writing journals, classroom observation notes by teachers, comments or monthly placement reassessments, pupil's self-assessment, comments on all areas of a child's development (aesthetic, physical, cognitive, emotional, and social). Eighth graders receive numerical grades along with narrative reports to prepare them for the high school graded structure.

There is a progress report of performance achievement given to parents several times a year.

4. Describe in one-half page how the school will share its successes with other schools.

Through the school's active participation in local, regional, and national independent school associations, opportunities will be available for presentation of successes at quarterly meetings, conferences, and symposiums. Newsletters highlighting accomplishments will also be distributed to local and regional schools as well as through submission of articles in educational publications, newspapers, and the media. Web-based announcements and articles will be available for schools and the public to view. Application to the National Association of Independent Schools' Leading Edge Program will be made.

High Meadows will continue to provide leadership training through staff development workshops on its campus to teachers interested in its unique inquiry-based approach to teaching and learning, its co-teaching model, hands-on, project-based, interdisciplinary approach to learning, and for its unparalleled environmental science and outdoor education programs. We will also continue to open the school for visitors from many schools, and for those looking to start a school.

Teaching staff and administrators will continue to participate at speaking engagements, conduct workshops at area schools, and submit proposals for award winning programs that have had positive effects on student learning.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).**

The curriculum provides a strong academic foundation, based on national and international standards. Our program is designed to encourage mastery of learning through activities that are developmentally appropriate involving discovery, experimentation, peer interaction, research and representation of information. The power of this approach is evident in confident students who have had meaningful experiences and maintain a desire to learn.

Our primary goal is to produce students who want to know, rather than know what we want. High Meadows School is the ideal environment for children to grow, learn, explore, and discover a unit of study incorporating oral and written language, the arts, math, science, technology, music, and social sciences. The program is designed to teach for knowledge and understanding, rather than for a mere accumulation of facts. We achieve this through our integrated learning approach.

Preschool Program

Young children, age 3 to 5, learn through active experiences in their environment. Children are given many opportunities to work on problems of interest to them, problems that arise from their own attempts to comprehend the world. Our teachers design a learning environment that encourages children to participate in a variety of learning activities appropriate for their level of development. Play, learning centers, projects, and other child-centered experiences provide opportunities to integrate literacy, numeracy, and social skill development. In addition to a rich classroom environment, children participate in pony riding, Spanish, music, nature, library, and physical education.

Primary Program

Teachers organize and structure the Primary Program to encourage and facilitate individual growth and interests of five through eight-year-old students. Children learn the skills to read, think mathematically, make choices, and accept responsibility.

Students learn how to read through a balance of phonics instruction and literature of various genres. Primary children learn to read at their own pace and level of instruction. Student writers thrive at High Meadows, with its balance of task-oriented writing, (researching a question to record knowledge), creative writing, and student- directed journaling.

Math skills are taught, supported, and practiced so that they may serve as tools to reason and problem-solve. Students use physical models to connect concrete and abstract mathematical concepts such as logic, space, measurement, and estimation.

Elementary Program

Eight through ten-year-old students have learned the elements of writing, reading, and mathematics. These skills are used to develop interests, gather information, construct concepts, and form opinions.

Students read a broad base of non-fiction and fiction literature, including poetry and biographies. As the Elementary child learns to analyze the structure of literature, he also practices writing paragraphs, essays, and research papers. Elementary students use mathematic skills to reason, problem-solve, and reinforce prior concept development with physical models and meaningful experiences.

Group projects target themes in the geography, government, and economics of Georgia, the United States, and throughout the world. Science themes target wetlands, eco-systems, motion and force, astronomy, and chemistry.

Middle Years Program

The Middle Years Program provides students the opportunity to acquire an academic foundation of information and concepts in the core subject areas while incorporating technology, English, social

science, mathematics, and science. Projects targeting community resources, interdependence, and diversity create an appreciation and understanding of the social and cultural community. The development of intellectual inquiry encourages investigations led by student interests. Learning mathematics by reasoning and problem solving reinforces basic skills. Students read to acquire knowledge and examine writing styles through experiencing literature of various genres.

The **Music Program** emphasizes active discovery by utilizing a variety of techniques and opportunities, including: singing, playing instruments, improvising, learning about notation, critical listening, evaluating, and learning about the relationships between music, our history, and modern culture. With a state-of-the-art computer-integrated workstation, students are able to create, compose, arrange, and produce and record their own projects.

The **Visual Arts** curriculum at High Meadows School is designed to cover the standard art elements of line, shape, texture, pattern, form, and color as well as basic design principles in projects that meet and exceed state core curriculum standards. Children can use a variety of art materials appropriately, solve visual art problems, and describe and interpret works of art in terms of history, culture, or aesthetic criteria.

Multi-step projects allow several concepts to be explored and reinforced with each lesson. Our fully integrated approach marries art instruction with history and social studies (art history, time and place, and world cultures), science (color theory, physical and chemical properties of artistic media) and mathematics (shape, pattern, proportion, proximity, perspective, balance, form and organization) resulting in an extraordinary rich web of learning.

Technology skills enhance a learner's experience in all areas of the curriculum. Beginning in kindergarten, word processing skills, presentation and spreadsheet development, and Internet research skills are practiced and eventually mastered. Students from K-8th grade are required to take computer study curriculum in the lab once a week to learn important computer skills. Computer study instruction integrates technology skills and classroom learning schemes to facilitate work in project-based activities.

Preschool children are introduced to **Spanish** with music and chants. Beginning in kindergarten, students steadily learn how to read and translate while learning about Hispanic/Latino culture. They are introduced to familiar thematic units like greetings, clothing, the house, the places we go, etc. using music and stories. Students learn language in context through meaningful and personal stories which become increasingly more complex in vocabulary and grammar. Learning language in context is based on the natural approach which advocates language acquisition. From second grade to fifth grade, Spanish instruction increases to two days per week; in the Middle Years program Spanish is taught every day.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

High Meadows makes informed decisions from the best research available. Through current research, we know more about how children learn to read and write, and that these two functions are very similar to the way children learn to talk.

We approach reading and writing through language and literature experiences. We tailor instruction to diverse levels of students. Interest books and selected texts are supplemented to suit the child's best learning mode. Students learn how to read through a balance of phonics instruction and literature of various genres. The Guided Reading and Open Court Phonics Programs are used simultaneously to help children develop skills and interests. Through Guided Reading small instructional groups focus on reading strategies. Children are grouped according to common needs and similar stages of reading development. The texts are carefully selected by the teacher, and children move through a gradient of increasingly more challenging texts when ready. Teachers guide, support, and extend students' reading. Children are read to, and take part in read aloud experiences. They participate in shared reading activities where a three-way partnership takes place between the author/child/ teacher. They also engage in language experience activities where they create links between language and real experiences, and between spoken and written language.

With accurate assessment done through the use of a Literacy Portrait (a tool that helps document the stages of reading development) and research-based lessons, children are encouraged to achieve reading fluency. One outcome of the reading process is to get children to read at an independent level where they are given the opportunity to read and respond to self-chosen texts, finding a “just right” book.

(Secondary Schools) Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English curriculum develops seven strands: reading, writing, vocabulary, grammar and spelling, literature, listening and speaking. Students read a wide variety of materials developing appropriate strategies for both fiction and non-fiction.

Throughout the three year program students learn to analyze a variety of literary genre including short stories, drama, poetry, and novels. As students progress, emphasis shifts from description of literary elements, to the uniqueness of an author’s style, and the thematic and philosophical underpinnings of a literary work. Outside reading for book reports reinforces skills and concepts, and encourages lifelong reading habits.

Writing forms an integral part of the curriculum in all subject areas. Students are encouraged to develop creative writing including drama, poetry, short stories, and journals. We follow a rigorous program of self-editing and self-correction. Students develop skills by self-evaluation and peer editing. Accordingly, teachers periodically edit a paper or composition one-on-one with the student to guide development of ideas, organization, voice, sentence fluency, word choice, and conventions including spelling and punctuation. Students explore drama and journalism by producing a play and a newspaper or yearbook each year.

Extensive reading and writing expands vocabulary and immerses students in language. Vocabulary study provides an additional opportunity for vocabulary development. Each subject teacher also emphasizes learning vocabulary integral to the understanding of a particular unit of study. Students are encouraged to appreciate the beauty and precision of English. Units of poetry and reading a play by Shakespeare highlight the year.

We generally do not serve students who are more than one grade below grade level. Guided reading and independent reading assignments address needs of individual students. Resource services are offered to students who need more support with development of reading skills.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Two of our desired learner outcomes are to affect environmental awareness and responsibility and to value nature.

A cornerstone of a student’s experiences at High Meadows is his or her on-going involvement with the out-of-doors through the Outdoor Education Program (OEP), designed to draw children’s attention to the environment and nature in purposeful ways. Younger children are challenged to journey into our forests, get acquainted with our farm animals, and find ways to be comfortable in a wide variety of weather conditions. Older students spend longer time outside, participate in team-building exercises, stay overnight first on our campus and then on off-campus settings. They also participate in off-campus mountain activities, white water rafting, and rock climbing. During summer months, a day camp program incorporates many aspects of the year-round OEP activities.

Our Environmental Education Program, EEARRTH (Education, Empowerment, Appreciation, and Responsibility to Help) involves our students in studies of nature and the environment both during and after school. The curriculum is designed to work with our science objectives, but also across the curriculum using brain-based learning techniques in the outdoors as well as the classroom. Some topics covered have been our watershed, various habitats, and pollution. Some of the activities and current projects are: school wide recycling, Adopt-a-Spot program, organic gardening, canoeing, Adopt-a-Stream, entering a national art and poetry contest and the GLOBE (Global Learning and Observations to Benefit the Environment) program. This is a world-wide education and monitoring program where our

students send in atmospheric, soil, and water sample data to be used by scientists.

We have recently received the following environmental awards and grants: The Green School of the Year, two Outdoor Education Grants, The Junior Master Gardener National grant, and The Weyerhaeuser Company and The Georgia Recycling Coalition grant.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Children bring with them a drive for cognitive, physical, and social engagement. Our school enhances this disposition for learning by providing an authentic, active learning environment and ongoing assessment of the child's level of engagement, with adjustments of content and experience as necessary.

We recognize that in all samplings of children there will be a proportionate number who will find it difficult to learn in specific ways. They may find particular subjects, certain thought or perceptual processes, or maintaining concentration requires special structures or teaching methods. By eliminating educational structures designed for mass education, High Meadows is responsive and agile in developing individuals. Through our multi-age structure, we acknowledge that all children will not reach the same level at the same time. This model forces teachers to concentrate on the learning and progress of each child, requires teachers to account for each child's position, manage multiple levels of abilities, and hinders habits of expecting all children to be doing the same work on the same day. This practice provides children with the "gift of time". A child's development is seen in a less fragmented way since one or more of his/her teachers spend two or more years with the child. This provides the child with greater continuity in experience, both socially and academically.

The curriculum is designed to meet the varied abilities of children, and to make learning a process that is vitally connected with experience and real materials. We organize our program into developmental periods – preschool, primary, elementary, and Middle Years.

Our nontraditional classrooms provide two teachers in every classroom giving children varied teaching styles. They are also designed to facilitate talk among students, to support project work, and to inspire the development of personal responsibility in completing individual work. We believe this approach resembles work environments of today.

Collaboration versus competition is our desired approach. Teachers, two per classroom, model the benefits of collaboration by designing and managing classroom experiences.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Professional development activities are guided by a deliberate plan based on student and teacher needs and interests. Teachers are encouraged to give their input when developing the school's yearly professional development plan and when developing their yearly Individual Growth Plan.

Employment agreements for teaching at High Meadows stipulate minimum requirements in terms of professional development. A minimum amount of two hundred fifty dollars is given to each staff member for workshops that become available through educational organizations.

High Meadows also offers a Continuing Education Funding Program to support the effort of teachers committed to meeting SACS accreditation credentialing standards. Financial assistance covers up to one half of total course expenses taken at local universities or up to \$1,000 per year. As a result of the implementation of this program, many teachers have opted to pursue master's level degrees. Substitute teachers are hired for permanent staff members when they attend workshops. Parent volunteers, who have participated in an orientation, also provide such services.

Time, travel, and funding are also provided for teachers to attend and or present at national conferences.

Alternative assessments, such as reading inventories, math checklists, daily conferences with students to review their plans and achievements, and results of standardized tests play a part in determining and planning for school wide professional development.

Targeting and focusing areas needing improvement have resulted in better writing skills, research skills, and being able to better meet the needs of varied learning styles on both ends of the continuum.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): National Association of Independent Schools, Southern Association of Independent Schools, Atlanta Area Association of Independent Schools, and the Georgia Independent School Association.

(Give primary religious or independent association only)

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

Part II - Demographics

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

\$8,451.00	\$8,451.00	\$8,451.00	\$8,451.00	\$8,451.00	\$8,451.00
K	1 st	2 nd	3 rd	4 th	5 th
\$9,789.00	\$9,789.00	\$9,789.00	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ <u> \$3,218 - \$7,431.00 </u>				
12 th	Other- Preschool				

- | | |
|--|---------------------|
| 2. What is the educational cost per student?
(School budget divided by enrollment) | <u> \$9,045.25 </u> |
| 3. What is the average financial aid per student? | <u> \$ 297.93 </u> |
| 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u> 3.29 % </u> |
| 5. What percentage of the student body receives scholarship assistance, including tuition reduction? | <u> 8.3 % </u> |

Assessment Data Referenced Against National Norms

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month:	November	October	November	October
Test:	ITBS	Stanford 9	Stanford 9	ITBS
Form:	Form: A	Form: S	Form: S	Form:K&L
Grade 8				
Reading	85	86	84	74
Mathematics	84	87	82	74
Number of students tested	21	22	19	10
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
Grade 7				
Reading	92	81	80	78
Mathematics	95	84	88	81
Number of students tested	25	26	21	18
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
Grade 6				
Reading	86	88	83	84
Mathematics	84	85	81	83
Number of students tested	23	31	25	20
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0

HIGH MEADOWS SCHOOL
Assessment Data Referenced Against National Norms

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month:	November	October	November	October
Test:	ITBS	Stanford 9	Stanford 9	ITBS
Form:	Form: A	Form: S	Form: S	Form:K&L
Grade 5				
Reading	90	82	87	78
Math	91	79	85	70
Number of students tested	28	31	26	26
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Grade 4				
Reading	95	Not Tested	Not Tested	Not Tested
Math	94	Not Tested	Not Tested	Not Tested
Number of students tested	38	0	0	0
Percent of total students tested	100%	0%	0%	0%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%
Grade 3				
Reading	95	80	82	84
Math	96	85	83	85
Number of students tested	31	41	33	37
Percent of total students tested	100%	100%	100%	100%
Number of students excluded	0	0	0	0
Percent of students excluded	0%	0%	0%	0%