

U.S. Department of Education
2014 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 Sr. John Elizabeth Callaghan, OSFS

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

Official School Name Mount Aviat Academy

(As it should appear in the official records)

School Mailing Address 399 Childs Road

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

City Childs State MD Zip Code+4 (9 digits total) 21916-0085

County Cecil State School Code Number* _____

Telephone 410-398-2206 Fax 877-398-8063

Web site/URL http://www.mountaviat.org E-mail principal@mountaviat.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent* _____

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

E-mail: _____

Other)

District Name _____ Tel. NA

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson N/A N/A N/A

(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 that it is accurate.

Date _____

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

**Non-public 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 (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 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: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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. 18 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	8	19
K	10	14	24
1	12	13	25
2	10	17	27
3	16	12	28
4	14	13	27
5	14	13	27
6	14	12	26
7	8	15	23
8	11	13	24
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	120	130	250

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 0 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 93 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 0%

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, 2012 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1	250
(5) Total transferred students in row (3) divided by total students in row (4)	0.004
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 2 %
6 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 categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 20:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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	100%

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

Yes No X

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

PART III – SUMMARY

The mission of Mount Aviat Academy is threefold:

- To provide instruction in the message of Christ, according to the teaching of the Catholic Church, within the context of the gentle and caring spirit of St. Francis de Sales;
- To offer an educational environment that promotes high academic standards;
- To instill the principles of scholarship, citizenship and service in the minds and hearts of the students.

Mount Aviat Academy is a private Catholic school in the Diocese of Wilmington, Delaware, under the direction of the Oblate Sisters of St. Francis de Sales. The school partners with parents to serve the educational needs of children of varying intellectual abilities from preschool through eighth grade.

The school originally opened as the Oblate Sisters' Kindergarten in 1954. In 1960, the name Mount Aviat Academy was born with the establishment of a girls' high school. Nine classes graduated before it was phased out due to the changing needs of the area. Meanwhile, the kindergarten expanded to receive sixteen eager first grade students in 1969. Today, Mount Aviat Academy operates at capacity serving 250 students in preschool through eighth grade. Over the years, Mount Aviat has gained a reputation for its outstanding learning environment. The academic achievement of the students and the laudatory comments of parents attest to its success. The school is very proud that it is now entrusted with educating the children and even grandchildren of graduates.

Mount Aviat serves a broad geographic area extending from Maryland into Delaware and Pennsylvania. Although most of the students come from middle class families, the school serves families in need as identified through the federal guidelines. One-third of the school population receives tuition assistance.

Mount Aviat Academy is blessed with a group of vibrant, dedicated professionals who are making a difference in children's daily lives. The faculty and students adhere to the same code that the Oblate Sisters of St. Francis de Sales live by - *Nec Plus Nec Minus*, "neither more nor less" than their best, personally and professionally.

Along with the tradition of inspiring its students to strive for excellence in academics, Mount Aviat is committed to developing a spirit of service. All students from first through eighth grades are required to provide ten hours of personal service to the broader community each school year. In addition, students are encouraged to participate in the annual Christmas Giving Tree, multiple food drives and regular contributions to the Oblate Missions in Africa and South America. Middle school students have the opportunity to provide leadership in outreach through the Service Club where they participate in after-school activities such as baking cookies for developmentally challenged adults, running car washes for the benefit of a local pregnancy center and collecting clothing for community outreach centers.

Mount Aviat Academy first sought and achieved accreditation from the Middle States Accreditation Association in 1979 and has maintained this accreditation. During the 2009-2010 school year, the school participated in "Renewing the Vision" and received Middle States reaccreditation, signaling its ongoing pursuit of academic rigor and character formation for its students.

In the fall of 2010, Mount Aviat Academy celebrated its 50th anniversary as a school. The student body continues to participate annually in many of the traditions that have helped to form the unique character of this school: the Living Rosary and May Crowning, Family Day picnic, Christmas Bazaar that attracts many alumni and their families back to the school, Christmas Crib Ceremony, Parent Day during Catholic Schools week, Grandparents' Day in May, two middle school dramatic productions as well as preschool, kindergarten, and lower school Christmas shows.

Although traditions rooted in its rich past are important to Mount Aviat, the school maintains a forward thinking stance. A prime example is the solar array installed on the grounds in 2012, which was designed to produce enough renewable energy to power the entire campus. The eighth-grade students produce and broadcast the daily school announcements in a television studio.

Over the past fifty-five years, the school community has faced many challenges with the changes in education, all the while remaining true to the mission that the school espouses. The school board initiated a long-range plan in 2006. With input and assistance from faculty members, local educators, community members, and alumni, Mount Aviat established a long-range plan focusing on the following key areas: curriculum, technology, facilities, communications, and development. The plan was re-evaluated and updated in 2012.

Now in its sixth decade, Mount Aviat Academy remains uniquely poised to meet the goals set forth in the long-range plan, maintaining its particular character of academic excellence, Catholic identity and global and local community service. As a Blue Ribbon School, Mount Aviat Academy will continue to serve its families with distinction, always reaching out to the greater human community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a.) TerraNova standardized tests are administered annually to students in kindergarten through seventh grade. Beginning in second grade, the InView Cognitive Skills Test is also administered. The results are shared with teachers and parents. The principal prepares a grade-level report based on the median score of each subtest.

At the school level, a class average at the 80th percentile is considered proficient. Percentile scores in the 70s are monitored. Attention is also given to particular subtests that show performance significantly lower than the class achievement in general or if a particular subtest's scores are lower across grade levels.

The principal, guidance counselor and classroom teacher review scores for students whose results fall below the 60th percentile or who show a drop of 10 percentile points from the prior year. Consideration is given to whether the student would benefit from placement in the Reading Resource program, Title I services, if eligible, more extensive testing, or classroom support.

The math coordinator reviews scores for students in fourth through seventh grades to determine eligibility for placement in the accelerated math program.

Kindergarten students take the TerraNova readiness assessment, which is used in the process of determining a student's readiness for first grade. Students with scores below the 50th percentile are evaluated carefully to determine if any intervention is needed. In the case of serious readiness concerns, consideration is given to repeating the kindergarten level or requesting more extensive educational testing.

Many eighth graders take an entrance test to local Catholic schools, and these scores are shared with Mount Aviat. The testing data that is received is helpful in providing information on both achievement and ability.

b.) Mount Aviat Academy's standardized test scores indicate that the greatest gains are made over time and reflected in the scores of the seventh graders. High school entrance exam test data and placement in advanced classes in high school support the conclusion that as students approach the completion of their education at Mount Aviat, they score in the superior range.

Mount Aviat Academy administers the TerraNova test each spring. In March of 2011, the TerraNova 3rd edition was introduced. In March of 2013, the fourth and the seventh graders took the TerraNova Common Core for the first time.

All students from kindergarten through seventh grade take the TerraNova test. No alternative testing is administered and no subgroup has been identified. The school utilizes the test data along with other indicators to determine if students are in need of specific academic accommodations so that all students' needs can be met and students can attain their highest potential.

The test results are obtained in early May and reviewed on three levels: individual student performance, class performance and school performance. The principal prepares the class median scores to provide a view of school performance. Teachers then review specific class averages, both individually and during a faculty meeting.

Scores are sent to parents who are invited to discuss the results with their child's teacher or a school administrator. The principal hosts a parent meeting to offer guidance for interpreting scores and to provide valuable data on class and school performance.

Over the past five years, a variance was discovered between the math concepts and computation subtests. This observation fueled discussion about the math program and led to a shift in the curriculum. A new program was introduced in the fall of 2013 for grade-level math classes and a significant amount of professional development was dedicated to this curricular area. A change for accelerated math classes is currently being considered. Teachers are monitoring student mastery of key concepts and skills throughout the year and revising lesson plans to meet the needs of all students.

A new reading series was introduced two years ago in kindergarten through fifth grade. Student reading and language scores continue to be quite strong and the school's faculty is committed to challenging each student to reach his/her greatest potential. Mount Aviat has created a culture of reading, teaching students to value the written word for a variety of reasons: personal pleasure, gaining information, understanding ideas and concepts, and developing critical thinking skills. This culture naturally extends to the writing and speech programs, educating students to become confident communicators of the written and spoken word. This culture, which permeates the school, contributes to the high achievement levels of the students. It is worth noting that achievement scores in reading and math are typically higher than the anticipated scores for each class, showing that the students are making very good progress.

Mount Aviat is currently implementing the Common Core State Standards. The principal devoted significant professional development time to gaining a better understanding of the standards and how they can improve student learning and, consequently, increase achievement scores. Mount Aviat Academy is committed to preparing students to benefit from a rigorous high school curriculum and to developing the potential of each learner.

2. Using Assessment Results:

Teachers at Mount Aviat Academy administer different types of assessment throughout the year. Teachers utilize both formal and informal assessments, as well as formative and summative evaluations, to gain an effective picture of the performance of each student and class. The administration analyzes the performance of the entire school by reviewing the information these assessments provide across grade levels. Steps to improve learning are made based on all these reviews.

The data gathered from nationally normed standardized tests provides an objective component to the assessment process. Mount Aviat administers the TerraNova to students in kindergarten through seventh grade. At the kindergarten level, the TerraNova serves as a readiness test for first grade, assisting the teachers and parents in making appropriate placement decisions. Testing of kindergartners is scheduled for February to allow sufficient time during the kindergarten year to address any concerns in the areas of math and reading/language arts that could impact a student's success in first grade. When appropriate, intervention is provided through remedial support in the classroom or with the reading resource teacher. In cases where a student is performing below grade level, more extensive educational testing is done to determine how to most effectively meet the student's needs.

The TerraNova and InView tests are administered in first through seventh grades in mid-March to provide data on both achievement and ability. The results are available to teachers in early May. Online access to scores allows the administration and staff to explore the data. Scores are tracked over the course of multiple years to ensure consistent progress.

In addition to planning for instruction for individual students, the school uses testing data to evaluate its programs and resources. The results include data about the mastery of objectives included in each subtest. These scores allow teachers to determine if instruction has been effective and if students demonstrate mastery. The level of achievement for a class is used as a factor in assessing the implementation of the curriculum. When lower scores are obtained in particular objectives for any given class, steps are taken to strengthen that area of the school's program.

Through the use of an electronic grade book, teachers easily track student and class performance on formative and summative evaluations. Teachers use this data to confirm that students demonstrate mastery or to determine if review of content may be necessary. Parents may access grade book information online at any time to view their child's progress. This online access facilitates teachers' and parents' communication regarding student progress.

Students are assessed as well through special projects, class participation, and other classroom activities. Teachers informally assess student understanding throughout the day and provide feedback continuously.

Report cards are distributed every trimester. Students in the middle school are recognized with first or second honors based on their GPA. The students who earn honors are recognized at a school assembly and their names published in the local paper. All students are encouraged to work toward continuous progress and academic achievement.

3. Sharing Lessons Learned:

The faculty of Mount Aviat Academy regularly share successful educational strategies with area educators. An annual diocesan-wide professional development day offers an interchange of educational ideas and practices among teachers of similar grade levels or subject areas. Age-appropriate activities proven to enhance classroom learning are readily shared and implemented. Teachers from Mount Aviat often assume leadership roles in these lively exchanges as well as in diocesan curriculum meetings, designed to improve classroom instruction.

The North American Salesian Network was established two years ago by members of religious congregations founded in the spirit of Saint Francis de Sales. The initial aim of this group is the sharing of talent and resources to enhance academic training and fidelity to the Salesian apostolic mission. Through out the year participants make resources available to one another. Mount Aviat's leadership team participates actively in this network as well as in a group focusing solely on Salesian education.

One specific goal of Mount Aviat's most recent reaccreditation by the Middle States Accreditation Association has been the compilation of lesson plans, ideas and activities that form the structure of Catholic Identity and enhance the school's unique Salesian spirit. Each year specific goals are set at various grade levels, activities are planned and implemented by each grade and shared with the school community. The Catholic Identity binder has become an important resource for sharing ideas and strategies within the school and with other Catholic schools.

Mount Aviat's teachers participate actively in professional blogs and learning communities seeking to grow as educators and contributing to the growth of their peers. Teachers in the school meet regularly to brainstorm ideas and develop new ways to present lessons.

This past summer, Mount Aviat Academy hosted a technology course for teachers in the area so that they could improve their skill in using iPads and innovative technology throughout their lesson plans. The school has always been a leader in implementing educational technology and sharing ideas and experiences with the schools in their region.

The principal belongs to the Maryland Catholic Conference and the Maryland Council for American Private Education, serving on a diocesan-wide planning team to develop updated policies for the appropriate use of technology in a school setting.

Mount Aviat's leadership team and highly competent faculty are often called upon to share with others their expertise and successful strategies in educating the whole child, leading to continuous improvement of all students.

4. Engaging Families and Community:

Parents play a vital role at Mount Aviat Academy, enriching the school's educational experience through the gift of their time and talents. Parents volunteer in classrooms, assist with extracurricular clubs, coordinate special events, and coach athletics. Parent ambassadors welcome visitors and provide tours at Open Houses.

Knowing that strong communication between the home and school benefits students immensely, Mount Aviat communicates with parents via a weekly newsletter as well as through RenWeb, a web-based school information system that provides easy e-mail contact and ongoing academic information to parents. This portal is also used for school-wide and classroom announcements.

The school maintains open lines of communication with parents, supporting students and their families through this partnership. Parent conferences are offered twice a year, and teachers make themselves available upon request. Families are invited to tour classrooms twice a year, at the beginning of the school year and during Catholic Schools Week. Parents are encouraged to be involved in their child's education. The principal reaches out to each family and student regularly. Parents are invited to monthly Masses and all spiritual celebrations. Family Day, held in May, is an important tradition that brings together all the families and staff for a shared liturgy and picnic.

Parents and community members provide valuable input for the future of the school. With the help of faculty, staff, parents, alumni, alumni parents, and community members, Mount Aviat's leadership team established a long-range plan in 2006 to assess the school's needs and create short-and long-term goals. In 2012, committee members met to review and revise the original long-range plan.

The advancement director keeps the community abreast of happenings at Mount Aviat by communicating with local parishes and newspapers. Community supporters also receive the semi-annual newsletter, The Aviat Link, which features the many events taking place at the school, student and faculty achievements, and a message from the principal.

Mount Aviat has established a successful partnership with PNC Bank, which has provided scholarship funds for families in need.

The school takes advantage of local resources such as D.A.R.E., Civil War reenactments, visits from the fire company, and the health department. In turn, students reach out to the community with visits to nursing homes, collecting household donations for local outreach programs, and collecting food items and packing lunches for various homeless centers. Students at Mount Aviat are encouraged to view themselves as members of a larger community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Along with its mission statement, the school adheres to the standards put forth by the State of Maryland and the Diocese of Wilmington, which is currently implementing the Common Core State Standards. The faculty strives to meet and exceed these national and local benchmarks. The standards are regularly incorporated in the teachers' lessons and documented in their online plan books.

Religious education and character formation are of primary importance at Mount Aviat. The students have instruction in the faith, not only through their religion classes, but also through the witness of the school community that surrounds them. Opportunities to worship and to express devotion are an integral part of the students' spiritual life. The Oblate Sisters and lay faculty gently guide students in their daily faith formation and prepare them for the reception of the Sacraments.

Language arts integrates spelling, reading, grammar, composition and handwriting. The skills for these subjects are incorporated in all areas of the curriculum. In the lower school, the reading program, Treasures, has online components for both home and school reinforcement. Middle school students are encouraged to participate in an after-school program called Writer's Workshop to enhance their writing skills.

The school's newly adopted math program, Singapore's Math in Focus, emphasizes solid mastery of basic skills and application of advanced mathematical concepts. Lower school students participate in large and small group instruction and have access to online components to reinforce skills at home. An accelerated program is offered for middle school students who qualify.

Science is taught through hands-on learning experiences in the recently renovated science lab. Students in preschool through eighth grade participate in the Lab Learner Program. Students are offered many opportunities to explore varied concepts in the sciences and to investigate new approaches to learning in all areas of science with a concentration in the middle school on life and physical sciences. Cooperative and innovative experiments are conducted throughout the school year, both in and outside the classroom. Field trips and guest speakers from places such as the Franklin Institute are provided to enhance learning.

Social studies in the elementary grades emphasize families, customs, communities, United States history and cultures near and far. As students enter middle school, they are exposed to a more intensive program, learning about the ancient world as well as an in-depth study of the geography, economics, history and government of the United States.

Art instruction is provided weekly to all students, developing their understanding of visual arts in relation to history, culture and the Catholic faith. Students are encouraged to explore their creative genius and apply it in new ways.

Students attend weekly music classes to learn theory, play instruments, experience dance and participate in theatrical programs. Weekly instrumental lessons are available to students in grades four to eight.

The physical education program emphasizes lifelong personal fitness. All students have a weekly physical education class, as well as daily recess periods. Essential gross motor skills are developed within the context of sportsmanship and fair play.

Life Skills, a human development health program, is taught by the school's guidance counselor to students in all grades. Students are assisted in dealing with life's challenges in positive, affirming ways.

The technology program teaches computer literacy, information management, writing and desktop School through the daily use of the school's iPads, laptops, and TV studio, where students learn to broadcast morning announcements. Technology assignments are typically based on cross-curricular objectives.

Mount Aviat Academy is in compliance with the program's foreign language requirements and bases its foreign language instruction on the standards of listening, speaking, writing and reading. French instruction begins in preschool and continues through eighth grade, exposing students to the language and culture. An interactive computer program, Rosetta Stone, is used with the middle school grades so students can hear and practice proper articulation.

The testimonies of alumni, parents, and secondary teachers tell of the high success rates of Mount Aviat graduates in high school and beyond. Many parents of former students comment on the success of their children in college due to the solid academic foundation and excellent study skills, which they received at Mount Aviat Academy.

2. Reading/English:

a.) Mount Aviat Academy carefully selected the Treasures reading program for use in kindergarten through fifth grade due to its foundation in extensive research about how children learn to read. Utilizing this program, the teachers focus on differentiated instruction, reading fluency, developing comprehension skills, vocabulary, and phonemic awareness. Foundational reading skills are taught in kindergarten through second grade and are reinforced throughout the program.

Mount Aviat Academy provides a Reading Resource program for struggling readers in first through fifth grades. Students receive reading support and individualized attention in small groups three times a week. Some students qualify for Title I services from the state of Maryland. Instruction is differentiated for struggling as well as advanced readers within the context of the classroom through explicit teaching of reading and thinking. In addition, cooperative learning provides an opportunity for advanced and less skilled readers to learn from one another.

Although reading skills are developed across the curriculum, the middle school English classroom takes a leading role in equipping students in this key area. Vocabulary skills like recognizing word roots and using context clues are taught explicitly and developed through literature study. Students are taught to recognize textual features in their literature text and other content-area texts and use these clues to build comprehension. Students also learn to be active readers who check their own understanding periodically and link their experience to what they are reading.

Fifth through eighth grades use a combination of short story and novel study, focusing on literary analysis, and individual reading and reporting on fictional prose. Literary analysis is supplemented by essay writing in all grades. Mount Aviat seeks to develop students who are enthusiastic and competent writers. Writing is taught as a process, not just as a product. Students are taught to pre-write, peer edit, revise, and then publish their writing. Many genres are explored in reading, including nonfiction, persuasive prose, technical texts, and poetry, and further supported in composition classes. Attention to media is given as well as examination of text and the various ways it is presented to the student. Mount Aviat recognizes the role that media inevitably plays in students' lives and thus aims to equip them to be thoughtful consumers and producers of media.

Mount Aviat Academy strives to inspire each student to become a lifelong reader and learner.

3. Mathematics:

Mount Aviat Academy provides a rigorous mathematics program designed to create strong and confident math students through developmentally appropriate lessons. The program provides, as the school motto states, each student with the opportunity to be "no more and no less than their best." Students in preschool through fourth grade are instructed in self-contained classrooms. Students in grades five through eight learn in smaller groups ranging from ten to eighteen students based on aptitude, ability and performance. Students are placed in either grade-level or accelerated mathematics classes using a four-point selection process, which includes standardized test scores, a skills inventory, student academic performance, and teacher recommendation. Grade level math students are typically placed in Algebra I in high school, while advanced math students complete Algebra I in the eighth grade and are prepared for Geometry or Algebra II

placement, depending on their high school.

Mathematics instruction focuses on problem solving and employs a progression from concrete to pictorial to abstract. The program is aligned to the Common Core State Standards and emphasizes mastery of, and fluency in, presented concepts at each grade level. The quality of mathematics instruction is quite evident in the teachers' intervention and enrichment activities that meet the needs of all learners.

Interactive lessons, now a natural part of instruction, as well as on-line activities available for iPad and computer use in class and at home actively involve the students in learning. On-line textbooks, tutorials and resources used by the teachers enhance instructional effectiveness. Manipulatives are used to provide hands-on learning at all levels. A support teacher is available to provide intervention instruction on particular topics to struggling students and enrichment instruction to students who excel, as requested by the classroom teacher, with input from parents and the school's leadership team.

Accelerated math students are instructed in a fast-paced and challenging environment where they are encouraged to take ownership for their math education and challenge themselves on a daily basis. All math students at Mount Aviat Academy are expected to use proper math vocabulary in both their written and verbal communications and apply math knowledge across the curriculum.

The faculty is always working to improve the math program so that their students will reach their highest mathematical potential. In recognizing the importance that mathematics plays in higher education and career choices, mathematics will always be a priority at Mount Aviat Academy.

4. Additional Curriculum Area:

a.) Students at Mount Aviat participate in a highly motivating, hands-on science program. The science curriculum is based on the idea that children learn science best by doing and analyzing, and not just through reading or hearing about scientific concepts. The science lab is fully equipped to support this approach to learning. Each week, students from preschool through eighth grade carry out a lab experiment designed to demonstrate or allow them to investigate a scientific principle. As they experiment and discuss their results, the students become adept at creating models for scientific ideas and at using equipment including triple beam balances, graduated cylinders, spectrophotometers, and compound microscopes.

The curriculum spirals so these key scientific topics are repeated from year to year with increased refinement at each level. These topics correlate with the Next Generation Science Standards (NGSS). The program also fosters a practical familiarity with the NGSS crosscutting concepts applicable to many different scientific fields, such as observing and analyzing patterns, determining cause and effect, examining relationships between structure and function and more. The use of technology is woven throughout the program, with the use of BrainPOP enrichment videos and activities, laptops for gathering data and graphing, iPads, and Promethean board interactive activities.

A variety of enrichment programs are offered to students at Mount Aviat. Students in fourth, fifth and sixth grades may participate in the diocesan Science and Math Olympiad and compete against other students their age in a daylong event. This event involves months of preparation and work, and students from Mount Aviat are often presented awards at the closing ceremony. In seventh and eighth grades, the school's annual science fair allows students to develop their personal interests in the field of science and to demonstrate their ability to apply the scientific method. Enrichment programs are presented to students throughout the year. This past year, students enjoyed a presentation on solar energy, a Franklin Institute traveling show about electricity, and a demonstration on nonpoint source pollution from an Artesian Water representative.

Throughout these programs, students are encouraged to think critically, to marvel at God's handiwork in creation and to appreciate the role of science as a tool for building God's kingdom on earth—that is, building a better world.

b.) At Mount Aviat Academy, the preschool program for four-year-olds serves as an entry point for the child's educational journey with a strong emphasis on early literacy and mathematics skills. The standards for this program are based on the Maryland state standards and work to instill in students the basic skills needed for future success in school. Number sense, counting skills, and reading foundational skills are areas of significant focus. Students are exposed to science and social studies through hands-on activities and engaging experiences. The preschool program is aligned carefully with the early elementary program so that students begin a plan of continuous growth and learning that they will follow throughout their years at the school.

Mount Aviat's preschool program is dedicated to the development of the whole child. Children are introduced to the exciting world of learning as they interact with their environment and learn to cooperate and play together. Based upon the belief that play is the work of the young child, learning activities allow each preschooler to develop a sense of self and the other, all while playing and enjoying the many experiences provided. Rooted in the school's philosophy and mission, the preschool program introduces children to God's love and care for them as they learn to love and care for others and the world about them.

Preschool students are assessed and evaluated through formal report cards as just one way of providing parents with information about their child's progress. The preschool teachers elicit assistance from the school's guidance counselor and resource teacher as needed. As part of the school's instructional team, they all work together with the parents to develop each child's learning potential.

Kindergartners takes a readiness assessment before entering first grade to demonstrate their progress and help identify further intervention that may be necessary. It is in preschool that these important early learning skills are first introduced. Mount Aviat's preschool program is predicated on the belief that children must grow and develop at their own rate.

The lower elementary school teachers see a difference between students who have attended Mount Aviat's preschool program and those who have not. Those who have attended the program are able to focus longer during lessons, have stronger small motor skills, and have better listening skills and more self-discipline.

Mount Aviat's strong preschool program prepares students to have greater academic success and begin the journey to becoming lifelong learners.

5. Instructional Methods:

The faculty and staff of Mount Aviat Academy strive to bring to life the school's motto, "Educating students to be no more, no less than their best," focusing on the individual student's strengths and weaknesses and recognizing and responding to their learning challenges. The presentation of material is offered in varied ways, appealing to diverse learning styles and needs.

The effective use of technology allows teachers to address different learning styles in several ways. Interactive boards installed in every classroom permit students to learn via a multisensory approach. Many elementary students respond well to this active teaching style. The school has a well-equipped computer lab, accommodating an entire class. In addition, classroom sets of laptop computers, iPads, and Chromebooks have become invaluable tools in all areas of the curriculum.

Instruction is varied to challenge the students and to give them the opportunity to excel in their areas of strength. Teachers at all grade levels augment instruction with cooperative activities and student-centered learning designed to promote academic and social growth for these twenty-first century learners. Mount Aviat teaches study strategies, as well as reading, writing, and speaking skills across the curriculum and on all levels. Students work regularly in small groups to allow for the sharing of ideas and the blending of student strengths.

When a student presents with a learning disability, accommodations are put in place to assist the learner. These may include additional time for tests and assignments, priority seating, answers scribed and/or material read for the student during a test, modified work load, and one-on-one testing. Small group and individual instruction are provided by classroom teachers with additional reading instruction in a small group setting provided by a reading specialist. 'Headed for Success' is a program that focuses on study skills, goal setting and organization. Participants meet weekly after school and their progress is monitored throughout the school week.

Students who excel in mathematics are placed in an accelerated math class that allows them to challenge themselves at higher levels with a more intense concentration on problem solving and mathematical applications.

The faculty and staff of Mount Aviat Academy are committed to teaching the whole child and respecting each student as an individual. Different approaches to learning enable the students to demonstrate their mastery of information and skills while still honoring their learning styles and strengths.

6. Professional Development:

The principal of Mount Aviat Academy strives to provide professional development for the faculty and staff that focuses on the learner and developing his/her talents and capacities. Teachers and administrators participate in professional development designed to improve classroom instruction and student achievement. The principal and teachers evaluate student-learning data each year to determine professional development needs based on student achievement and growth.

Faculty and staff attend workshops, conferences, and courses in areas that are specific to topics that will enhance student learning and professional growth. Most recently, many teachers had the opportunity to participate in online courses that support Singapore Math strategies that are taught in the school's new math program, Math in Focus. Faculty members regularly attend technology conferences and workshops, learning how to utilize modern learning tools to support instruction.

With the increase in professional level webinars, teachers are taking advantage of this option for ongoing learning and professional advancement. Balancing this with interactive development opportunities allows the faculty to chart a path of ongoing professional growth.

Although Mount Aviat Academy is an independent school, the faculty participates in and contributes to diocesan in-services where teachers from all of the Diocese of Wilmington's schools come together for the betterment of all students. Some recent in-service days have focused on implementing Common Core State Standards and technology advancement. Teachers collaborate with other educators to improve and advance their schools.

In order to support Mount Aviat Academy's commitment to an educational program that prepares students to be twenty-first century learners and achievers, teachers participate in ongoing technology training. The school has implemented many new forms of technology including Apple laptops, Google Chromebooks, iPads, Promethean Interactive Boards, and online drop boxes and storage programs.

Mount Aviat Academy provides a mentoring program for newly hired teachers. An experienced teacher partners with a teacher new to the staff to guide this colleague in his/her first year of teaching at the school. The two teachers work together to familiarize the new teacher with policies, procedures and expectations to ensure a smooth transition. Working along with the principal, mentor-teachers help to guide professional development for new teachers.

Mount Aviat Academy's professional development allows teachers and administrators the opportunities to provide a stimulating learning environment to ensure that all students reach their fullest potential.

7. School Leadership

The leadership team at Mount Aviat Academy works with the faculty and parents to ensure the best possible education of each child, spiritually, academically, physically and emotionally. This philosophy of leadership flows from the school's mission statement, creating an environment replete with Catholic values and promoting high academic standards.

Mount Aviat is under the leadership of the Oblate Sisters of St. Francis de Sales, with one of the Sisters serving as principal and a second as board president. Although it is independent, Mount Aviat collaborates with the Diocese of Wilmington in academic initiatives. In 1990, a school board was established and charged with overseeing the facility, providing for equitable salaries to ensure the continued presence of highly qualified teachers, and promoting programs geared toward academic excellence and innovation.

The principal sets academic goals each school year, providing support directed at their accomplishment. Faculty and staff collaborate in their implementation. A climate of innovation and improvement pervades the school as is demonstrated by a recent example. Believing students were capable of greater achievement in mathematics, the principal and teachers undertook months of research, school visits and professional presentations before choosing Singapore Math to challenge their students to greater academic excellence.

Desiring to promote shared leadership and faculty empowerment, the school's leadership team established curriculum coordinators in key areas. These experienced faculty members participate in professional seminars, providing support and guidance for their colleagues and assisting in setting goals for the future.

Parents are invited to collaborate in the education of their children. This takes place in a formal manner each spring when the principal shares standardized test scores and discusses planned initiatives with the parents, and occurs informally through an open-door policy.

As a means of fostering ongoing academic improvement, the faculty and board collaborate on long-range planning. Over the past eight years, specific goals have been established to accommodate diversified learning styles. Targeted areas included reading resource support, accelerated math, increased technology, and updating the science lab, art and music programs. A new program called Headed for Success was initiated to help students organize their time and assignments through goal setting and ongoing mentoring.

The academic success of Mount Aviat Academy is best viewed through its students. By keeping the focus on the learners, the principal and school leadership team guarantee high levels of achievement and ongoing progress for each student.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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

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 are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$5275
1	\$5275
2	\$5275
3	\$5275
4	\$5275
5	\$5275
6	\$5275
7	\$5275
8	\$5275
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5889
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1950
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 33%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	89	89	77	83
Number of students tested	23	27	23	28	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	89	82	86	81
Number of students tested	27	23	24	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	79	81	71	74
Number of students tested	24	24	28	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	83	73	77	79
Number of students tested	23	25	23	22	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	83	89	84	87
Number of students tested	27	23	22	29	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Common Core with InView taken in 2012 and 2013

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	89	88	77	84
Number of students tested	23	27	23	28	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	88	78	82	76
Number of students tested	27	23	24	28	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	76	78	75	72
Number of students tested	24	24	28	23	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	88	72	79	76
Number of students tested	23	25	23	22	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 with InView</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB/McGraw-Hill LLC</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	85	89	84	87
Number of students tested	27	23	22	29	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Common Core with InView taken in 2012 and 2013