

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Susan Ender

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

Official School Name Everest Collegiate High School and Academy

(As it should appear in the official records)

School Mailing Address 5935 Clarkston Road

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

City Clarkston State MI Zip Code+4 (9 digits total) 48348-4711

County Oakland

Telephone (248) 241-9018 Fax (248) 620-3942

Web site/URL http://everestcatholic.org/ E-mail sender@everestacademy.org

Twitter Handle _____ Facebook Page https://www.facebook.com/everestclarkston/ Google+ _____

YouTube/URL https://www.youtube.com/user/EverestSchools Blog http://everestcatholic.org/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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Michael Nalepa E-mail mnalepa@everestacademy.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Detroit Tel. (313) 237-5775

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Fr. Aaron Smith LC
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	22	40
K	13	16	29
1	17	13	30
2	14	11	25
3	21	17	38
4	12	11	23
5	21	14	35
6	20	25	45
7	20	22	42
8	22	37	59
9	20	11	31
10	17	19	36
11	9	15	24
12 or higher	8	16	24
Total Students	232	249	481

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2014	499
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 14 %
69 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Chinese, Korean, Vietnamese

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

8. Students receiving special education services: 2 %
11 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	15
Classroom teachers	36
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
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.	5

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 14:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	96%	100%	100%	100%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	24
Enrolled in a 4-year college or university	84%
Enrolled in a community college	8%
Enrolled in career/technical training program	4%
Found employment	0%
Joined the military or other public service	0%
Other	4%

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

Yes No

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

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

To shape Christian leaders who will transform society according to the standards of the Gospel. Everest is dedicated to providing the highest quality Catholic education through the development of the whole person (Integral Formation®) encompassing the commitment to teach, to educate, and to form. Everest Collegiate High School graduates are motivated, self-confident Christian leaders who are prepared and committed to transform society.

PART III – SUMMARY

In the fall of 1992, Everest Academy opened its doors to 33 students. The staff of three faculty and chaplain, Fr. Lorenzo Gomez, LC used four classrooms and a chapel on the Lower level of the first phase of the initial building to start what would be a growing independent Catholic school in North Oakland County.

Everest's commitment to academic excellence is rooted in the Catholic understanding that faith and reason are complementary, that a firm ability to reason and to understand truth is a necessary aspect of the Christian faith. Our students are taught to be life-long learners with formed intellects and wills, capable of thinking critically, possessing the objective truth in Christ, with freedom to love, and possessing a well-formed conscience in order to gain a better understanding of the world around them, how they should relate to it, and how they should work to improve it in light of Christ's truth. Through the delivery of a college preparatory curriculum, as well as a variety of high-level honors and Advanced Placement courses, Everest's students are well prepared for success in university and beyond. We value personal attention. Our low student-to-teacher ratio enables our faculty and staff, our deans of students, formation directors, and counselors, to know each student and to understand each one as uniquely created by God.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At the foundation of the Legionary educational system is the Christian view of the human person. The curriculum Everest, and all other Legionary schools, use has been developed from sources inside and outside the United States and is based on national, international, and state standards. Each discipline is reviewed every 5 years by faculty from Legionary schools throughout the nation to ensure compatibility for seamless matriculation of our students into universities. Each discipline is on a five year review and revision cycle which follows a two-year process. This process provides our schools with a continually revised and improved curriculum and instruction with aligned resources on a systematic, sustainable and predictable cycle. This curriculum revision process beginning with each school's in-depth review of its own program and then each school's educators representing the school on the curriculum team, ensures a deep level of understanding and integration of the curriculum in our schools and support of our mission.

Beginning in preschool through 2nd grade, the language arts strand covers all subjects related to oral and written communication. Beginning with phonemic awareness and blending sounds into words, students read fluently in prosody and comprehension by the completion of 2nd grade. The language arts component encompasses a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of reading selections from various genres. From 3rd grade to 5th grade, students effectively apply a variety of reading strategies for comprehension and have mastered the understanding of story elements and are fine-tuning the basic skills of clarifying, summarizing, predicting, and questioning at higher levels.

Creative writing first begins in Kindergarten with students completing 2nd grade by writing 2-3 paragraphs using correct grammar, spelling, and punctuation. Writing curriculum spirals up through 5th grade where students master writing 5 paragraph narrative, descriptive, expository, instruction, compare/contrast, cause/effect, and research papers using correct punctuation, spelling, and grammar. To reach these curriculum benchmarks, Everest teachers utilize a variety of support material for achievement including a comprehensive reading and language arts program which contains reading, writing, spelling, and grammar components. To provide additional support Everest Kindergarten through 5th grade classrooms also incorporate the use of leveled reading programs, grammar workbooks, phonic support programs and materials, and follow the Excellence in Writing program to teach writing.

In grades 6-8, the curriculum strands cover a wide variety of literary genres, including novels, nonfiction, essays, short stories, drama, and poetry. An integrated approach to grammar, vocabulary, reading, and composition provides a comprehensive development of language skills. The conventions of formal writing and the research process are introduced, including supporting a thesis, essay structure, parenthetical citation, and avoidance of first-person. Vocabulary, grammar, and mechanics are taught to the appropriate grade level.

At the high school level, students are run through a wide scope of literary genres, with a different focus each year. During the freshmen and sophomore years, the curriculum centers on world literature. The junior level curriculum focuses on American literature, and the senior year curriculum focuses on British literature. This literary course of study runs parallel to and complements the school's four year social studies curriculum which starts off with two years of world history, followed by a year of American history, and ends with a year of civics and government. Grammar and mechanics is reinforced at the high school level, and over the four year curriculum emphasis is placed on the research paper, public speaking, debate, logical construction of written and oral arguments, interpretation of classic works, and essay writing. At each grade level there are options for honors courses, and also offered is Advanced Placement English Literature & Composition, as well as a slate of English and writing electives.

Mathematics instruction begins in preschool teaching mathematical language and symbols and continues through the grades with counting, reading and writing numerals, classification, measuring, graphing, sorting, patterning, recognizing coins and values, time, etc...at a level which is consistent with developmental abilities. Math strands spiral up through the grades to ensure students know math facts by rote and are able

to use these facts to solve, as well as to explain, mathematical computations and functions.

Emphasis in math during the middle school years is placed on critical thinking, problem solving, and logical reasoning skills working through algebra at the eighth grade level. At the high school level students have a few tracks from which to choose. The general track allows students to use freshmen year as a year of review, with Algebra I. This track continues through the next three years with geometry, Algebra II, and either pre-calculus or probability and statistics during the senior year. The next track takes students from geometry during freshmen year, through Algebra II, pre-calculus, and finally calculus, AP Calculus AB, or AP Calculus BC. An advanced track is offered to very gifted students, and Everest Collegiate High School is the only school in the Archdiocese of Detroit to offer such an option. In this track, gifted freshmen begin by studying geometry, they then work with Everest faculty and take supplementary summer course work to prepare them for sophomore year in which they study pre-calculus. By their junior year, these students will take AP Calculus BC, and during their senior year they take a dual enrollment Calculus III (differential equations) course that is accredited through a local university.

Science and Social Studies/History are also important core curricular components of Everest's educational program. Science is introduced in Kindergarten to stimulate scientific inquiry and reasoning and begin teaching low level life and physical science concepts using basic scientific tools. Science concepts get more in-depth as students advance in cognitive abilities. By 3rd grade, students are encouraged to investigate scientific concepts through units of study which encompasses physical, life, and earth sciences. In grade 4, students are provided more hands-on activities and experiments with the emphasis placed on using the scientific method and inquire-based learning.

Middle school provides a year of each discipline; Earth Science (6th grade), Life Science (7th grade), and Physical Science (8th grade) which goes into greater depth of each area. At the high school level, students must take three years of science. This typically is achieved with biology as the freshmen offering, chemistry as the sophomore option, and physics as the junior year option. Also offered are anatomy and physiology as well as Advanced Placement Biology, Advanced Placement Chemistry, and Advanced Placement Physics. Social Studies/History begins in preschool with basic concepts of understanding time, ordering events, and moves from broad concepts to more specific concepts.

From learning about historic figures, eras, civilizations and environments along with map skills and geography, students are prepared while in the elementary years for 6th and 7th grades' history and geography study. In 8th grade students study world geography which assists them as they prepare for a broadened curriculum at the high school level. Four years of social studies are required at the high school level, and this curriculum is designed to complement the language arts curriculum in terms of areas/eras studied. Freshmen and sophomore students study World History. During the students' freshmen year, they will study ancient times through the Middle Ages. The sophomore curriculum focuses on the Renaissance through the modern era. Junior year allows for a comprehensive study of American history, and our senior curriculum requires study of American government and economics.

The teaching of language arts and math involve a variety of means to aid students in comprehension; manipulatives, reading circles, guided reading, leveled reading and writing, rote memorizing of math facts and sight words, songs for younger learning, and other strategies aimed at reaching all learning styles. To ensure students are placed in appropriate grade levels, entrance testing is performed on all students as well as reviewing previous school's records. Kindergarten readiness is assessed using a development screening which is performed with each prospective student.

For students who struggle in any core subject, a plan is developed through collaboration of teachers, parents, and administrators to aid the student in growth. The student is closely followed and plans are adjusted, as needed, until the student has achieved the desired outcome. Students who are above grade level also have a plan in place to ensure they are receiving challenging material to best meet their needs. All plans are annually reviewed and/or modified by parents with administrators and teachers. As a private, independent school we do not have resources in place to offer many support services thus all individual student plans are accommodations within the boundaries of the curriculum and not modifications of the curriculum.

2. Other Curriculum Areas:

Everest students from Junior Kindergarten through 8th grade receive Spanish, gym, music, art, and technology each week. Spanish meets 2x a week in all elementary grades and 3x per week for grades 6, 7, and 8th. Vocabulary and some basic phrases are taught in lower elementary classes and spirals up through the years. By 4th and 5th grade, students are writing sentences, conjugating verbs, and learning conversational speech. In middle school, Spanish continues to progress so students may be qualified to enter high school in second year Spanish. High school requires all students to complete second year Spanish and offers electives through Spanish 4. Everest Collegiate High School and Academy is in compliance with the program's foreign language requirements. 100% of the elementary population (Kindergarten through grade 5) have Spanish twice a week for a total of 96 minutes each week. 86% of the middle school population (grades 6, 7, and 8) receive 144 minutes of Spanish instruction each week. 100% of our high school population complete a minimum of 2 years of Spanish for graduation requirements.

Physical education is offered one time each week for all grades in the academy level (JK-8th grade) to provide learning experiences that contribute to the psychomotor, cognitive, and affective development of each student. The curricular standards met in physical education classes include students making informed decisions to monitor and maintain a healthy, active lifestyle, applying movement concepts and principles to the learning and development of motor skills, demonstrating competency in many movement forms to confidently participate in physical activities, interacting positively and respectfully in team activities, and understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. At the high school, a semester course of physical education is required with the goal of helping students to use decision-making processes to select appropriate physical activities to achieve fitness and to demonstrate an understanding of the training and skill work necessary to improve fitness. The students will learn rules, skills, and strategies associated with many physical activities. In addition, students will learn to make informed decisions in the following priority health areas: promoting healthful nutrition and dietary practice, promoting physical fitness, reducing and preventing intentional or unintentional injuries. High school students are also required to take a health course which focuses on topics relating to drugs, alcohol, and nutrition education, as well as providing a view of chastity as the Catholic, Christian approach to human sexuality.

Music is offered to all students in Junior Kindergarten through 8th grade. In 5th grade, students are allowed to choose between band class and choir. These classes meet one time per week and culminate in two, all school, performances during the school year. In middle school, a few levels of band classes are offered to accommodate the instrumental abilities of the students. Music begins with the young students at a basic level to encourage a fondness for the art and progresses through the years encompassing learning a varied repertoire of music, vocal techniques, improvising melodies, variations and accompaniments, composing and arranging music, reading musical notes, evaluating music and performances, and learning music history and culture. Three electives relating to music are offered at the high school level: Choir, Music Appreciation, and Band. These are offered as one semester electives. Drama class (elective) is a basic survey class that gives high school students an opportunity to learn the fundamentals of theater in the real life setting of the Everest Collegiate fall play or spring musical. The students also study the various playwrights from the major periods, beginning with the Greeks onward to Modern American Drama. Students are responsible for monologues, research papers, presentations, and cultural events, as well as an active participation in class activities. Performing Arts is offered as an elective in high school and is an activity-oriented course designed to offer students an opportunity to explore any facet of the Fine and Performing Arts that intrigues the student. Students will have the opportunity to work on the Spring Musical in many different capacities: acting, set design, lighting, sound board, behind-the-scenes, etc.

Visual Arts is attended once per week by all students ranging from Junior Kindergarten through 8th grade. Students study and learn visual media, techniques, processes, apply the elements and the principals of design, understand the design process, appreciate characteristics of beauty found in man-made objects, understand the relationship between the visual arts and other disciplines, learn its history, culture, and its relation to the Catholic Church, and learn about art as a profession. Many mediums are incorporated in the course work to learn technique as well as its historical significance. At the high school level, students have an opportunity to discover their own creativity while acquiring knowledge and skill in Art Foundations

through its elements (color, texture, form, value, line, and shape/space). These skills, along with the various elements of art, become the basis of the students' art experience in high school. Students complete assignments in the areas of drawing, painting, sculpture, and art history. An AP Art History course is also offered to high school students.

Catholic Formation (Religion) is offered to all students in preschool through 12th grade. Religion is interwoven into all subjects but is formally taught three times a week to all Academy students (JK-8th grade). Christian revelation of the Catholic faith, sacraments, morality, theology, and prayer are taught at levels appropriate to the students' ages. High school students are required to take courses related to the Catholic faith all four years of their experience at Everest Collegiate. Catholic Formation helps students learn to live as authentic Catholic adults who will reflect Christian humanism to those they encounter in life.

Technology is also offered once a week to all students in the Academy (JK-8th grade) where computer skills are taught and emphasized through projects. From basic keyboarding skills to creating web pages, students experience technology at levels appropriate to their ages. Beginning at the upper elementary level, technology is incorporated into preparing research papers, creating school newsletters, corresponding with pen pals, and other projects which increase the awareness of technology's world-wide uses. In high school, Computer Applications I and II are required semester courses. The first semester focuses on proficiency in Microsoft Office. The second semester of Computer Applications focuses on website design and development.

3. Instructional Methods and Interventions:

At Everest, instructors use a variety of strategies to aid in the acquisition of skills and knowledge. Teachers choose strategies which best engage students whether direct, indirect, or interactive instruction, experiential learning or independent study to engage students and to best meet the needs of each one. Instructors attempt to incorporate as many modes of learning into each lesson so all learning types benefit. Our instructors know, through training, how best to engage the different genders and they use this knowledge to quickly gain interest in order to motivate students toward learning. Lessons vary from teacher to teacher depending on the needs and ages of the students. Teachers of younger students in our elementary for example, use a mixed approach to teach core subjects involving leveled groupings, center activities, paired learning, drill and practice, peer practice, and other methods to provide stimulation and interest to the students' learning. In math and language arts, pretests are often used to assess prior knowledge and to determine instructional strategies for teaching the material based on students current ability levels. Support material and strategies are used when students struggle in the acquisition of knowledge which best relates to the student's needs. As a private, non-profit school, Everest unfortunately has limited resources and is not able to provide in-depth support for special needs students. For students who require some additional support, the curriculum is adapted for each student's learning needs. Service plans are created for students with learning needs which allow for accommodations in the curriculum within the classroom. For example, one student with low working and retrieval memory skills and impaired nonverbal processing systems has a service plans affording accommodations which include tests given orally, preferential seating, giving sensory breaks, reducing the amount of problems on homework, close monitoring of student's attention levels during instruction, providing the use of Dragon NaturallySpeaking computer program to enhance text by audio streaming, and private tutoring. Service plans are also created for intellectually gifted students which focus on providing more challenges to the student by enhancing grade-level curricula to support the student's needs. Teachers meet once per month with principals or academic coordinators to discuss all students' progress and to provide support for the teachers in order to best meet the needs of each student. Teachers who would benefit from learning other instructional approaches are given time to observe faculty members who excel in these needed areas.

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

Teachers are observed by either the principals or the academic coordinators once each year, or more often as needed or requested, to assist the teacher with growth regarding instructional strategies and classroom management. Beginning in 3rd grade, all academic grades are posted on-line for parents and students to view. Report cards are available electronically and sent home as a hard copy each quarter. Email alerts are

sent to all families at mid-quarter and at the end of each quarter to remind parents to view grades. Teachers communicate with parents when students' grades are below 70% in any subject.

Leveled assessments are given to all students in Kindergarten through 3rd grade in math and reading in fall and spring to assess intellectual growth. Reading fluency tests are given to these grades each month to assess reading fluency and comprehension levels. From 4th through 12th grade, leveled assessments in math and language arts are given in fall, winter, and spring. Students in these grades also participate in semester exams for all core subjects: math, language arts, history, Spanish, and science. Teachers, parents, academic coordinators, and principals review scores to ensure no student is falling behind. A plan is put into place with parents and teachers to help the student reach acceptable levels in any subject which requires remediation.

Each year students in the academy, grades K through 8, take standardized tests which provide scaled scores, national and local percentile ranks and stanines, grade equivalents, and normal curve equivalents which are shared with our sister schools (Legionary Schools in the United States), parents, and teachers.

Administering standardized tests to young students provides more opportunities to practice taking standardized tests and helps to increase confidence levels. A standardized abilities' test is also included in this yearly testing so intellectual ability can be measured against academic achievement. Data is viewed and disseminated to determine areas which may need to be strengthened in future years by teachers, principals, and academic coordinators. Plans are put into place to address any areas which the school feels needs strengthening for the following year.

High school students in 9th through 11th grades take the PSAT each year. The NMSQT (National Merit Scholar Qualifying Test) is given to 11th grade students as well as the ACT. Everest Collegiate students' 5-year average on the ACT is 25.25; the Michigan 5-year average is at 19.96. To maintain these high levels of achievement in our high school, more AP courses are being offered to our students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Everest Collegiate High School and Academy successfully engages and motivates its students by providing small class size which provides greater opportunities for teachers to work individually with all students from instruction to developing relationships which aid in the support and success of each student. Everest offers support for students and faculty through support from a multitude of staff members. Deans of students work with students in grades 3-12 on formative discipline, encouraging students to accept and follow school rules out of personal conviction. The deans provide opportunities for students to participate in informal sports' tournaments, extracurricular clubs, service projects, assemblies, as well as assist the formation instructors (priests and consecrated) with practical aspects of implementing the monthly virtue program. The deans provide training and ongoing support for teachers related to students' formative discipline and human formation. Academic coordinators monitor students' academic standing to ensure success is achieved in each course and provide guidance to families and students in need of additional support. They offer a solid and challenging academic program based on the school's approved curriculum which includes planning and implementing academic competitions which support the school's mission, offering support to teachers by providing professional development opportunities, helping with curriculum development, and assisting teachers with lesson implementation and instructional practices. Teachers and students also receive support from the priests and consecrated women who work full time exclusively at Everest. Offering spiritual support and guidance through regular meetings, students receive guidance as they develop into the Catholic Christian leaders they are created to be. Principals support the teachers and support staff in the areas mentioned above as well as conduct monthly meetings with faculty to provide additional guidance and support. The guidance counselor assists high school students with college entrance testing, applications, scholarships, and admission to university. The entire academic and social culture of the school works to provide an environment in which students are enabled to build and deepen their relationship with the person of Jesus Christ; to achieve academic objectives aimed at the pursuit of truth; and to actively grow in virtue. Through the process of Integral Formation®, we work together to build a climate of growth – spiritually, apostolically, academically, and socially – realizing that the overall education of the person does not simply lie in the execution of an academic process, but in working to develop each of these interrelated areas of formation.

2. Engaging Families and Community:

Everest Academy utilizes multiple outlets of communication, which fosters community involvement for student success and improvement. Everest's stakeholders are provided access to classroom updates, homework, fundraising events, athletic events, and other pertinent information through several social media outlets: NetClassroom, website, annual report, and school newsletters. To accommodate its global population, it is important that all Everest's families currently residing in the United States and abroad have access to current happenings within and around Everest.

Everest Academy implements multiple methods of communication and collaboration with various stakeholder groups. The school utilizes several social media outlets as forms of communication: Facebook, Twitter, YouTube, and a blog that is updated daily. School (PK-12) and individual (PK-5) newsletters are sent out on a weekly basis and an Everest magazine is published twice a year. The entire community also receives electronic updates from various members of the leadership team on a monthly basis. Topics include relevant messages about the school's mission, vision, values, and progress toward its goals. In addition, they inform parents and other members of the community about pertinent news including as an example, the introduction of new programs being offered to support the school in pursuit of its mission.

Everest also has NetClassroom where families have online access to their students' current grades and assignments which are posted weekly. Parents receive teacher communication through email, mail, or phone calls. Teachers also communicate with the families face to face during the drop off/pick up time. Student learning expectations are communicated through the school handbook and teacher's syllabi. In

grades of 3-5, a nightly signature is required in the student planner, and each test and quiz below 70% requires a parent signature. Everest has a school board that consists of parents, staff, and clergy. Findings from a recent accreditation visit found during interviews, "...parents indicated that they feel informed of the rules and procedures as well as student progress. Students expressed during the interviews that they have an open door policy with the school counselor to discuss current and future academic goals." Families are required to volunteer 15 hours minimum per school year which provides a closer view of the happenings at school which allows for suggestions for improvement. The president of Everest encourages families to meet to review areas of satisfaction and concern. Parent surveys are sent out using Survey Monkey twice a year and noted areas of weakness have been addressed and improved upon by the leadership team. Parenting courses are offered to support and assist Everest parents and meet throughout the school year. The School Improvement Team, made up of a cross section of faculty members, meets twice a month to work on improving various aspects of the school environment.

As far as community engagement is concerned, the school's leadership team is responsible for maintaining the relationships within the local Archdiocesan structure and parishes. There are also quarterly communications with the local parishes in the vicariate which include inserts into their parish bulletins. The president holds meetings routinely to engage with various members of the local community and business leaders.

3. Professional Development:

As a private, non-profit school, Everest utilizes Title II funding (approximately \$6,000 - \$7,000 a year) to provide much of its professional development offerings to its faculty. In 2015, Title II funds paid for the Gurian Institute to provide a one day professional development seminar for the entire teaching faculty in August, using scientific research and data that supports specific techniques that can help boys and girls learn more effectively based upon their biological and psychological differences. This professional development goal was supported through a follow-up visit by the Gurian Institute, in which classroom visits occurred and feedback was given to the faculty regarding gender-specific teaching strategies observed in use and suggestions given for improvement. As a gender specific institution, this training provided great insight and instructional strategies to aid teachers in their mission to achieve academic objectives. Title II funds have paid for teachers, counselors, and administrators to attend conferences, in past years, related to teachers' areas of interest: literacy, science, counseling, history, AP courses, accreditation, and early childhood to name a few. Since funds are limited, teachers rotate yearly to ensure everyone has an opportunity to attend professional development conferences on a fairly continuous basis. Another source of professional development offering at Everest is its talented teachers. Weekly faculty meetings provide time for teachers to share best methods and new ideas with peers. Everest also hosts a yearly team building day for the entire faculty which occurs in late winter. Other professional development workshops Everest teachers utilize are offered through the local ISD; some at nearby locations and others on-line. Some Everest teachers volunteer to work with other sister schools each year to review curriculum to make updates related to state, national, and international standards, which assure proper vertical and horizontal alignment within the K-12 arena and supports seamless matriculation into universities. Each year a different core subject is evaluated and reviewed again every fifth year.

4. School Leadership:

A multi-year strategic plan has been developed to help the school achieve its long term vision. There is a 5 member national school board that oversees the high level direction of the institution in pursuit of its vision and mission. In an effort to further decentralize the school's strategic decision making, a six member local board will be fully implemented in the 2016-17 school year to work in conjunction with the national school board and the school leadership team. From a daily perspective, the school's administration is governed by its leadership team which consists of the school's president, two principals, two formation directors and the school chaplain.

Everest's mission is to shape Christian leaders who will transform society according to the standards of the Gospel. Everest is dedicated to providing the highest quality Catholic education through the development of the whole person (Integral Formation®) encompassing the commitment to teach, to educate, and to

form. Our vision is based on our philosophy, which is that of Christian Humanism. The person of Jesus Christ, His life, His actions, and His teachings are the model and guide for all of mankind. Because we view each student as being uniquely created by God, we focus a lot of effort on personal attention at Everest. We use a team approach to education. While our teachers serve the primary role of educating Everest students, the students' growth in all areas is shared by an academic coordinator, dean of students, instructor of formation, director of formation, and a principal. With so many points of contact for our students, we can better focus on reinforcing the strengths of each child and improving those areas that need further growth. All members of Everest, from the teacher's aide to the president, share Everest's mission and vision and work together to supply as much individual attention and support to our students. Policies are reviewed or developed by the leadership team (listed above). Everest's rigorous curricula steer decisions toward student achievement; all activities, programs, student projects are looked through the lens of how it will positively impact students as well as meeting curricular goals. There is not enough time in the day to waste potential instructional minutes. For example: As curriculum demands increase Everest's Kindergarten circus was moved to preschool since the circus did not address any of the curricular benchmarks at the Kindergarten level. In high school, more AP courses are now offered to meet the needs of our students who wish to gain college credits during high school. Lunch/recess paraprofessionals were hired to provide duty free lunches to lower school teachers who felt they would be more effective in the afternoon if they had more time during lunch to regroup and prepare. In this last example, which exemplifies how decisions are often made, a proposal was written by the teachers and presented to the principal and president. The principal, after reviewing the situation through discussions with faculty, observing lunch/recess, and talking with other schools, shared findings with the president. Realizing the students would benefit from the teachers having time to relax and regroup before afternoon sessions; the budget for such a program was reviewed and added to the budget proposal for the next school year. This year Everest now has teacher-free duties in place for the lower elementary teachers.

PART VI * INDICATORS OF ACADEMIC SUCESS

The one practice which makes Everest so successful is the living out of our faith. At the very heart of our mission as a private, independent Catholic school is the process of Integral Formation® which is used in the High School and the Academy. In essence, Integral Formation is the method by which the faculty and staff at Everest apply the teachings of the Catholic Church to the everyday lives of its students as we help them form into the unique individuals God intends. It was created by the Legionaries of Christ in support of their mission to help others know Christ on a more personal level.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$12335
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2194

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 83%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>(2015 Graduating class)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
SCHOOL SCORES	
Average Score	26.88
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Test was taken in various months throughout the year by students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	89
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	89
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Jan
SCHOOL SCORES	
Average Score	86
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	81
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	82
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	77
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>(2015 Graduating Class)</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
SCHOOL SCORES	
Average Score	25.92
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Test was taken in various months throughout the year by students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	91
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	81
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	83
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	80
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	77
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 Achievement Test Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2002</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	70
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: