

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

[] Public or [X] Non-public

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

Name of Principal Mrs. Lori Hadley

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

Official School Name Mount Dora Christian Academy Elementary School

(As it should appear in the official records)

School Mailing Address 301 W. 13th Avenue

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

City Mount Dora State FL Zip Code+4 (9 digits total) 32757-4271

County Lake

Telephone (352) 383-9915 Fax (352) 383-0098

Web site/URL https://www.mdcacademy.org/ E-mail lori.hadley@mdcacademy.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. James Moore E-mail james.moore@mdcacademy.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mount Dora Christian Academy & Children's Home Tel. (352) 383-2155

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 13 | 21 | 34 |
| 1 | 11 | 19 | 30 |
| 2 | 16 | 10 | 26 |
| 3 | 12 | 18 | 30 |
| 4 | 13 | 17 | 30 |
| 5 | 16 | 16 | 32 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 81 | 101 | 182 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 7 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 7%

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 4 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 8 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 12 |
| (4) Total number of students in the school as of October 1, 2015 | 178 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.067 |
| (6) Amount in row (5) multiplied by 100 | 7 |

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

English Language Learners (ELL) in the school: 1 %
3 Total number ELL

7. Students eligible for free/reduced-priced meals: 29 %
Total number students who qualify: 54

8. Students receiving special education services: 5 %
10 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>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3
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 | 1 |
| Classroom teachers including those teaching high school specialty subjects | 12 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 4 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 2 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 96% | 94% | 95% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

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

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

The mission of Mount Dora Christian Academy is to educate students for life and eternity by providing college preparatory instruction from the Christian worldview.

PART III – SUMMARY

Mount Dora Christian Academy (MDCA) is located in beautiful Mount Dora, Florida, a charming, historic small city in the heart of central Florida. Mount Dora is a popular weekend destination for many Floridians with an abundance of quaint Bed and Breakfast establishments, specialty boutiques, antique shops and year round fairs and festivals all on the shores of beautiful Lake Dora. With a little over 13,000 residents Mount Dora is conveniently located just north of Orlando, Florida giving its families access to a myriad of cultural, sports, entertainment and travel venues.

MDCA operates under the parent organization Christian Home & Bible School which was founded in 1945 by a group of Christians seeking to fulfill their dream of having a local Christian school. The first year, the school had a student body of 55 who met just minutes away from the current campus. Today the campus includes over 70 acres of classrooms, meeting facilities, play areas, athletic fields, administration and development offices, a social services department and three cottages serving children in the sister organization the Mount Dora Children's Home. For the first 70 years of operation, the school operated under the name Christian Home & Bible School. In February of 2015, the Board of Directors announced the new name Mount Dora Christian Academy which has created excitement within the local community and presented a host of new marketing opportunities.

MDCA serves students from two years of age through the 12th grade with three schools, a preschool serving ages 2 through 5, an elementary school serving grades K through 5 and a secondary school for grades 6 through 12, all operating on the same campus. MDCA is registered with the Florida Department of Education and is accredited by the Southern Association of Colleges and Schools and the National Christian Schools Association.

The mission of MDCA is to educate for life and eternity. This mission is stressed regularly within staff development, curriculum selection and development and in the development of school policies. All teachers are required to be faithful Christians who are active members of a local church and are tasked with teaching to meet Florida standards with Christian values interwoven in their instruction. The teachers possess a range of experience from those just beginning their careers to those with as many as 30 years in the classroom. A conscious effort has been made to groom young teachers and provide them with mentors to help them deliver challenging instruction and operate within the guidelines that serve the school's mission. All teachers are certified by the State of Florida and receive regular professional development in areas that interest them individually and align with the school improvement plan.

The use of the Measures of Academic Progress (MAP) assessment has proven invaluable for increasing student achievement. Teachers have been given extensive training in the use of student data to inform classroom instruction. Teachers work with students in groups and individually to set learning goals and plans for achieving them.

In the fall of 2015, MDCA was able to add an Academic Coach with training in Exceptional Student Education to the school faculty. The coach is tasked with providing assistance to those students with diagnosed learning disabilities either by pushing into the classroom or pulling the student out of the classroom for help. The coach makes sure that teachers are aware of the needs of students with Individual Education Plans (IEPs) and ensures that the students receive the indicated services.

While many schools have reduced the amount of instruction students get in the fine arts and physical education, elementary students at MDCA receive both on a daily basis as a part of the regular school curriculum by state certified teachers. To further enhance and enrich the student experience, after school offerings for elementary students include Lego Robotics, Drama, Football, Cheer leading, Basketball and Soccer.

As a Christian School, character education goes hand in hand with academics. Each morning students and teachers gather for chapel and receive a Bible lesson or character development activity. Monthly "Terrific Kids" awards are given in cooperation with the local Kiwanis Club to those students who exhibit

exceptional character. Award certificates are given to students receiving all A's and B's and/or all A's each grading period and those who receive all A's with no missing assignments and exemplary conduct are treated to lunch with the principal. MDCA participates in the Duke University Talent identification Program and recognized 16 fourth and fifth grade students this year for qualifying in one or more areas.

Continuous improvement is a hallmark quality of MDCA and administrators and other school leaders are always looking for ways to improve the school offerings, the facility, and the overall campus atmosphere while protecting the mission and values upon which the school was founded.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum development is an ongoing process at Mount Dora Christian Academy. All teachers, including those who primarily instruct in resource areas, are involved in the planning, research and adoption process of core curriculum. The primary emphasis in alignment is to the Florida Standards; however, attention is also given to the standards addressed in the Measures of Academic Success (MAP) assessment as it is a predictor of future ACT performance. Foundational skills have been at the forefront over the last three years as standardized test data indicated a need in this area, however, as those scores have improved and achievement gaps have been narrowed, the faculty is now able to instruct at a higher level of rigor to address the upper levels of cognition.

Reading instruction is delivered using the Foundations & Frameworks model. This is a new approach for MDCA that focuses on key comprehension skills and allows teachers to teach each one to mastery. Students spend time in sustained independent reading each day and meet with the teacher and a small group to discuss the reading selection and their thinking. The program relies heavily upon the teacher's ability to connect with students and to make sound instructional decisions that reflect best practices and will impact student achievement. Notable gains have already been observed in all grade levels since the model was adopted in the fall. Teachers report that students have increased their reading stamina and their ability to respond to open ended questions about the text. Additionally, the approach allows time for student collaboration, problem solving, critical thinking and presentation, all of which are important twenty first century learning skills. In kindergarten and first grade, teachers use the Saxon Phonics curriculum to provide focused phonics instruction alongside the comprehension instruction given through Foundations & Frameworks. All grade levels have access to the Accelerated Reader program for support in measuring reading comprehension through the use of incentives given for passing scores on the comprehension quizzes. Additionally, grades 2-5 utilize the Grammar Workshop materials from Sadlier Publishing and all grades use the Learning Odyssey computer program. These materials have helped boost student performance and have allowed for a more rigorous approach to writing mechanics.

In the fall of 2014 a shift was made to the Saxon math series. School data indicated that students were only performing well in areas to which they had recent exposure so the shift was made to the spiraling curriculum. With additional practice and skills no longer being taught in isolation the school has observed an increase in math performance across all grade levels. Teachers are intentional in their planning to make sure that students are given multiple opportunities to practice multiple concepts in increasingly complex ways. In all grade levels instruction is provided in concrete ways through the use of manipulatives and/or computer and tablet games and applications.

All grades use the National Geographic science curriculum. The curriculum provides opportunities for hands on learning and addresses earth science, life science, physical science and health. Students in kindergarten and first grade participate in hands on discovery activities and often rotate between classrooms for multiple exploratory opportunities. In second grade students maintain a garden with plants chosen specifically to attract butterflies. The garden is in the center of the campus and students enjoy visiting and watching the many varieties of butterflies that it attracts. Beginning in third grade students begin participating in hands on lab activities and are given instruction in the scientific method; this instruction continues through the fifth grade and includes participation in a STEM fair when each class creates a display to demonstrate their learning.

In 2013, grades 2-5 adopted the Harcourt Social Studies curriculum. The resources give students a broad worldview and allow them to interact with and learn about a variety of other cultures, map skills, geography and government. In the primary grades Social Studies become a part of the overall experience as lessons about culture, family structure, government, and holidays are interwoven into the reading and math curriculum. Teachers are intentional in their planning to weave Biblical thinking into all areas but especially in social studies as it naturally yields discussions that impact the formation of personal, Biblical values.

2. Other Curriculum Areas:

While fine arts programs and physical education are being reduced in many schools across the nation, the leadership at Mount Dora Christian Academy considers these programs a vital part of the curriculum. Students receive one fine arts class each day and rotate weekly between art and music, both taught by degreed, certified teachers. Physical education is offered daily, also under the instruction of a degreed, certified teacher.

Elementary music plays an important role in the academic program in a variety of ways. Daily classes address music history, music theory, aural theory, composers, rhythm and movement. Class visits by local artists expose students to various instruments and open their thinking regarding music as a career. Students receive instruction in proper performance technique in preparation for the annual Grandparent's Day, Veteran's Day and Christmas performances. Students may audition for the elementary chorus which performs throughout the year at school and community events.

The art curriculum includes instruction in art history, art appreciation, elements of design and proper techniques. Students work both individually and collaboratively with a variety of media. Students are taught to assess their own work and skillfully and tactfully critique the work of their classmates. Two large murals decorate the school halls which were created collaboratively by the kindergarten through fifth grade classes in 2013 and 2015.

Each year the school hosts a fine arts week. Local artists, including painters, sculptors, dancers, storytellers and musicians are invited to campus to display their work for students. Performing artists perform during school-wide assemblies and visual artists are on display throughout the campus. Students are able to observe the artists at work and to interact with them and ask questions. Last spring, the school was one of the sponsors of the local storytellers' festival and students took part in storytelling workshops and performances.

By their very nature, young students like and need to get up and move throughout the day. Studies show that in addition to the health benefits related to physical activity, there is a correlation between physical activity and cognitive function. Teachers give students periodic "brain breaks" throughout the day which provides short bursts of physical activity in addition to the focused instruction they receive in their physical education class. Daily instruction focuses on health, stamina, social skills and self-esteem. All students participate in the Presidential Youth Fitness Program each year and are recognized for their efforts and accomplishments.

Character Education is another important component of MDCA's program. Daily chapel provides an opportunity for students to gather for Bible lessons and character instruction. The use of the Habitudes leadership development curriculum provides students with a platform to begin looking introspectively and guest speakers focus on personal development, bullying prevention, digital citizenship and social development. Chapel discussions support classroom instruction as they give teachers a reference point to help students understand the expectations of the school and to help them develop socially and emotionally.

As the world continues to advance technologically it becomes increasingly important for students to have access to technology and to understand its importance. In order for students to truly be college and career ready they must be able to not only use technology but also to discern the best use of the available media to accomplish the desired outcome. Each class has access to a fully equipped computer lab as a part of the instructional day. The computers are used as a tool to develop other academic skills using programs such as Learning Odyssey, Kahn Academy, Accelerated Reader and other programs associated with the curriculum. Kindergarten and first grade classes all have interactive whiteboards in the classroom which are used in both whole group and small group scenarios for instruction and for practice. Fourth and fifth grade classes have access to iPads which are used for skills practice and to create media. The school improvement plan includes plans to provide ipads for the remaining grade levels.

3. Instructional Methods, Interventions, and Assessments:

Throughout history, the best teachers have always found a way to reach students; this remains true today. At Mount Dora Christian Academy teachers are able to meet students' instructional needs and achieve instructional goals through a variety of approaches designed to support the mastery of rigorous content and build student confidence.

The use of small and large group instruction in skill and content areas has allowed teachers to fully understand the levels at which their students are performing. Most students within the school are performing at or above grade level. For those who are performing above grade level, teachers are able to address their need through differentiation such as leveled text, small group instruction in reading and math and the use of the Learning Odyssey computer program.

There is a small group of students who are performing below grade level. Through collaboration with the academic success coach, teachers work to ensure that the appropriate accommodations and supports are in place and being utilized to the fullest extent. Struggling students receive additional tutoring twice per week in a pull-out session with trained, certified teachers. A collegial relationship has been cultivated with a local psychologist who provides evaluative services and recommendations when the need is presented.

The only sub-group within the school that represents more than ten percent of the population is the students who qualify for the free and reduced lunch program. Those students are distributed widely across the school with the number being less than ten in any tested grade, however, their performance and achievement is comparable with that of the remainder of the school.

Within the design of the reading curriculum, students are given explicit instruction in the use of graphic organizers which carry over into the content areas. Targeted feedback and student goal setting allow students to assume responsibility for their learning and achievement. In the lower grades, the use of learning centers and cooperative work stations has provided the opportunity to begin developing collaborative skills and self-directed learning which is reinforced in the upper grades.

Within the content areas, the use of journaling, discovery, field trips and guest speakers enhances the content and creates multiple ways for students to achieve their learning goals.

Students have access to the Learning Odyssey program on a daily basis both at school and at home. The program creates an individualized learning path for the student based on their most recent testing scores. Students who are working above level are able to continue growing in their skills and those who need remediation are given focused content and practice in the area of deficiency.

The use of classroom technology ensures high levels of student engagement. Classrooms are equipped with interactive whiteboards, iPads, document cameras, and Apple TV's allowing teachers to create lessons that appeal to all learning styles.

The use of formative assessments goes hand in hand with the Measures of Academic Performance (MAP) assessment. The assessment is administered three times each year in the fall, winter and spring, and allows teachers and students to measure both growth and proficiency. Following each testing cycle, teachers and students analyze the scores and set learning goals in order to help each student show growth in the upcoming season. Additionally, teachers work collaboratively in grade levels to monitor groups of students and plan lessons that meet the needs of all students. As a school, teachers are required to maintain the data wall with current data and meet regularly to look for trends in the data that require adjustment in the curriculum or affirm the validity of the current curriculum.

Teachers and administrators hold parent workshops twice each year to answer questions regarding the assessment, individual student progress and to provide parents with resources to help their children at home.

In addition to the MAP assessment, triangulation is achieved with the tracking of common assessments in each grade level, assessment reports from Learning Odyssey and from the Accelerated Reader Star Test.

Balanced, well-designed assessment and its related feedback are critical to the success of any school, classroom or student. Measurement according to a set standard allows teachers and students to measure growth, put supports in place as needed and affirms those who have achieved their learning goals.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Since 1945 the leadership at Mount Dora Christian Academy has practiced the belief that each child is a gift from God with inherent talents and abilities. Helping each one develop academically, spiritually, socially and emotionally is a daily practice delivered largely through the fostering of personal relationships. Teachers communicate regularly with parents and students through newsletters, email and social media to ensure clear expectations and a strong partnership between the school and the home.

As students are assessed each quarter, teachers and parents work together to encourage and motivate students to give their best effort. Individual and classroom goals are set and allow students to encourage one another for the greater good. Students who excel academically are rewarded at the end of each grading period. Those with exceptional performance are named to the Principal's List. At the end of each school year an awards assembly recognizes every student in the school for their achievement as well as their effort and growth both academically and personally. Students who demonstrate notable effort in the regular classroom and in resource areas are recognized once each month in the "Terrific Kids" ceremony sponsored by the local chapter of the Kiwanis Club.

Students also participate in activities with the other schools on campus such as dressing up for spirit week, participating in the Veteran's Day parade and program, participating in the local Christmas parade and FaithWorks, a school-wide day of service.

The leadership of MDCA considers its teachers its greatest resource. A conscious effort is made to provide teachers with the tools needed to make them as effective as possible. Teachers are held accountable for professional growth through the school's professional development program and are given leadership opportunities as mentors and in delivering training to other teachers. Teachers are recognized annually for years of service and are recognized for the outstanding achievement of their students. Throughout the year the leadership shows their appreciation with gestures such as catered lunches, school spirit wear, and other small tokens. One faculty meeting per month is devoted to gathering the entire faculty for a devotional or inspirational thought given by a teacher or administrator.

If you ask any student, parent or faculty member what is special about MDCA, they will tell you it is the family atmosphere and the relationships that are built on a daily basis among teachers, students and families.

2. Engaging Families and Community:

Mount Dora Christian Academy has a lot of support from the community. Students are recognized by the mayor each year for participating in community contests such as the soil and water conservation poster contest and the water conservation t-shirt design contest.

The school has fostered a good relationship with the Mount Dora Police Department. Officers on patrol frequently pass through the campus and after hours the campus is used for training K-9 officers and SWAT drills.

The local Kiwanis clubs support MDCA by sponsoring the school chapter of K-Kids. K-Kids are involved in service projects and leadership development on campus. The Kiwanis visit the school frequently to deliver apples to the teachers, dictionaries and thesauruses to the third and fourth grade students and lunch for the Teachers of the Year.

Each spring the school sponsors FaithWorks, a campus wide day of service. Each class chooses an organization to serve or a way to serve on campus. In the past, some have visited local retirement homes, made cards for nursing home patients, took gifts to the fire and police departments, planted trees and cleaned up streets. Many parents choose to join their students for the day.

Parents are always welcome on campus during the school day and for special events and activities. It is not unusual to see parents in the hallways helping with bulletin boards or in the classroom working with a small group of students or on campus for other activities such as the annual Pie & Poetry night, school concerts, plays and athletic events hosted by the secondary school.

The Patron Teacher Association (P-T-A) is a vital part of campus life as they coordinate the many volunteers needed to make special events successful. They are also highly involved in showing appreciation to teachers and helping with large school events.

Helping students who struggle academically is a challenge for many schools. Utilizing a grant from a local trust, the school has been able to employ an Academic Success Coach who works with students who need extra help or classroom accommodations.

Three times each week an e-newsletter is distributed to community subscribers to keep them informed of upcoming events, recap past events and highlight the achievements of students and school personnel. The Imagine magazine is published quarterly and distributed to the community, it contains useful articles about school events and other topics of interest to parents.

3. Professional Development:

The leadership of Mount Dora Christian Academy values its teachers and believes that they are the school's most precious resource. In order for them to be at their most effective, they must have ample opportunity to grow professionally.

Professional growth is not only provided, it is expected and is measured through administrator observations, peer observations and surveys of parents and students. Teachers are eager to learn and grow and seek opportunities for further development. Professional Learning Communities have been devoted to the use of data to identify areas of need and the practice of collaboration to seek solutions.

The school's professional development program requires teachers to choose an area of focus in each of the three areas that have been identified as critical to the success of the school. The three areas include improving the academic product, seeking opportunities for spiritual formation and biblical integration and communication. After choosing areas for personal emphasis and providing the data that supports the choice, each teacher meets with the principal to develop a plan of action for each area. Through budgeted school funds, title II funding and P-T-A funds, teachers have access to a variety of workshops, classes and other professional development opportunities.

Each year the elementary principal works with other administrators to determine school-wide improvement goals. These goals are determined through data gathered in school surveys and standardized testing. Recent goals have included standards alignment, using data to inform instruction, using data to set achievement goals, professionalism and communication.

Annual teacher evaluations are based on a number of factors including teacher and peer observations, administrator walk-throughs, the completion of professional development goals, student and parent surveys and the teacher's capacity to connect with students and families. The establishment of the professional development plan has provided a measurable way to evaluate the effectiveness of teachers in all areas while giving them ownership in the process.

The professional development plan has been instrumental in the improvement of the school. Survey data indicates an increased level of satisfaction and the school has increased in enrollment steadily over the last three years.

4. School Leadership:

Mount Dora Christian Academy is part of a larger organization, Christian Home & Bible School, Inc., which includes the Preschool, Elementary School, Secondary School and the Mount Dora Children's Home. The president of the organization is responsible for both entities and answers to the Board of Directors.

Reporting directly to the president are the head of school and the vice president of finance. The vice president of finance oversees all of the finances and human resources and the head of school ensures that the schools are all functioning in alignment with one another.

The head of school and other school principals work together to provide vision and direction for the educational and extracurricular offerings on campus. They work with teacher leaders to set and revise policy and to ensure that all teachers are performing at a level consistent with the school's expectations.

Within the elementary school, the principal is ultimately responsible for student achievement. The hiring and retention of qualified faculty, curriculum approval, safety, security, student discipline, parent and community relations and valid assessment practices all fall under the responsibility of the principal.

The principal, along with other school leaders, recognizes the importance of highly effective teachers. Teachers are encouraged to be creative, innovative and to take leadership roles when appropriate. Teachers are given opportunities to express their opinions and are asked for their input on school matters. Teachers are given discretionary funds and are expected to manage them wisely in order to procure the resources needed in the classroom. The principal maintains an open door policy and is eager to provide support to teachers when dealing with students or parents.

As the educational leader, the principal maintains relationships with students and with parents. As assessment data becomes available and grades are issued the principal is involved in encouraging students and holding them accountable for their effort and performance.

The principal believes in the importance of creating the right atmosphere in the school and in individual classrooms in order for students to learn. To facilitate this, discipline is structured and students and parents are held accountable for the student's behavior at school.

As the school moves forward, teachers, students and parents must continue to be held accountable and be given the required resources in order for all students to reach their fullest potential.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

While they do exist, rare is the student who excels on their own without the assistance of the adults around them. Most students rely on the support and encouragement of teachers and parents in order to succeed academically and socially. At Mount Dora Christian Academy, the intentional building of relationships is a hallmark of school success. Students and parents alike cite the family atmosphere as the major factor that sets the school apart. Teachers are invested in their students and it is not unusual to find teachers at little league games, dance recitals and birthday parties outside of school hours. When families are in crisis or experience difficult times, the school rallies to support them. When children know that the adults in their lives love them and have provided a safe place to fall, they are free to learn, to take risks in learning and to explore new interests.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$11509
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2512

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 42%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measures of Academic Progress

Grade: 3

Edition/Publication Year: N/A

Publisher: NWEA

Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 198.8 |
| Number of students tested | 30 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: There are fewer than 10 students in the sub-group in this grade level.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measures of Academic Progress

Grade: 4

Edition/Publication Year: N/A

Publisher: NWEA

Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 213.7 |
| Number of students tested | 30 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: There are fewer than 10 students in the sub-group in this grade level.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measures of Academic Progress

Grade: 5

Edition/Publication Year: N/A

Publisher: NWEA

Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 220.4 |
| Number of students tested | 32 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: There are fewer than 10 students in the sub-group in this grade level.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measures of Academic Progress

Grade: 3

Edition/Publication Year: N/A

Publisher: NWEA

Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 199.2 |
| Number of students tested | 30 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: There are fewer than 10 students in the sub-group in this grade level.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measures of Academic Progress

Grade: 4

Edition/Publication Year: N/A

Publisher: NWEA

Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 212 |
| Number of students tested | 30 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: There are fewer than 10 students in the sub-group in this grade level.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measures of Academic Progress

Grade: 5

Edition/Publication Year: N/A

Publisher: NWEA

Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 217.9 |
| Number of students tested | 32 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: There are fewer than 10 students in the sub-group in this grade level.