

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

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[ ] Public or [X] Non-public

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

Name of Principal Mr. R. Ross Fales

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

Official School Name Christian Brothers Academy

(As it should appear in the official records)

School Mailing Address 850 Newman Springs Road

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

City Lincroft      State NJ      Zip Code+4 (9 digits total) 07738-1698

County Monmouth

Telephone (732) 747-1959      Fax (732) 747-1643

Web site/URL http://www.cbalincroftnj.org      E-mail snunan@cbalincroftnj.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\*Br. Frank Byrne      E-mail fbyrne@cbalincroftnj.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Trenton      Tel. (609) 406-7400

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. Joseph Tort Sr.  
(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

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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

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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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	246	0	246
10	251	0	251
11	244	0	244
12 or higher	233	0	233
<b>Total Students</b>	974	0	974

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 87 % White
  - 6 % 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: 1%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2015	1014
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 2 %  
 Total number students who qualify: 20

8. Students receiving special education services: 0 %  
0 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.

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

9. Number of years the principal has been in her/his position at this school: 2

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

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects	79
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 12:1

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

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

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.

<b>Post-Secondary Status</b>	
Graduating class size	265
Enrolled in a 4-year college or university	96%
Enrolled in a community college	3%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

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. 1983

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

Christian Brothers Academy is a Lasallian college-preparatory school providing a holistic education that empowers young men to become intellectually mature and morally responsible leaders.

## PART III – SUMMARY

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Christian Brothers Academy is a Roman Catholic college preparatory secondary school for young men. The school was founded by three local businessmen seeking to establish a Catholic High school for boys in Monmouth County, the northernmost county on the Jersey shore; the school opened in 1959 on 157 acres that had formerly been the Whitney Greentree Stables, and CBA has been the home of the Colts ever since. From its beginning, the school has been run by the Institute of the Brothers of the Christian Schools, the largest order of men in the Catholic Church devoted exclusively to education. The Institute of the Brothers was founded in the seventeenth century in France by St. John Baptist de la Salle, the Catholic patron saint of teachers. When CBA opened, the Brothers were the entire teaching staff, but over the years, the faculty has evolved into a close collaboration between the Brothers and dedicated lay teachers, most of whom hold advanced degrees in their field. In 2012, the school installed its first layman as Principal.

The school community draws students primarily from three suburban counties where a large percentage of the wage earners are college graduates; the majority of parents in the school are upper middle class and are either professional or involved in business. CBA makes a special effort to enroll students from less advantaged areas in the community and annually allots hundreds of thousands of dollars in need-based scholarships.

Christian Brothers Academy's motto, "Religio, Mores, Cultura," speaks to the holistic approach that the school emphasizes with its students in order to develop them in mind, in body, and most significantly, in spirit. The Lasallian pedagogy is a calling for CBA teachers to see themselves as "ministers of grace" and to regard their students as individuals – their "little brothers" as the Founder intended. This attitude of caring is seen as well in the powerful and lasting sense of brotherhood exhibited by CBA students for each other as well as in the motivation to care for those who are less fortunate. This spirit is exemplified by the school's Service Program, which asks each student to develop and complete service opportunities involving a minimum of 50 hours of direct engagement with those in need though most students exceed this number: Last year's graduates averaged over 100 hours each in their four years at CBA. The Service Program is a primary expression of the school's belief in prayer backed by action.

The school has also earned many accolades in athletics; in addition to numerous state titles in most sports, the CBA athletic program has earned the Shop-Rite Cup, an award that recognizes the top athletic program in the state in terms of performance and sportsmanship, 8 times in the 13 years that the award has existed. Over 70% of CBA students take part in an organized sport, and each year, on average 10% of the graduates are deemed Scholar-Athletes.

CBA was named a National Blue Ribbon School in the 1983-84 school year. The award was important to the school as it helped to herald the expansion of CBA's academic program that characterized Christian Brothers Academy in the 1980's. This expansion produced the reputation for academic excellence with which the school has been associated ever since. Academically, the level of rigor was increased as were the numbers of courses offered; this included the establishment of the school's AP program, which developed over the years to its current offering of 22 different AP courses. All AP courses are taught by teachers who have completed the College Board's course audit program, and the school pays for teachers to take professional development workshops in their AP course areas. The course placement system serves as a primary motivation to students as admission into Honors courses is determined solely by student performance. While the academics are rigorous by design, students are very supportive of each other's achievements as demonstrated by the free tutoring performed by members of the NHS and by the Peer Ministry class for seniors, which is designed specifically to help freshmen adjust to the school. CBA students are expected to see their education as something greater than numbers on a report card – they are expected always to seek wisdom in their pursuit of knowledge.

The academic curriculum of Christian Brothers Academy places a school-wide emphasis on equipping students with the knowledge and skills needed to develop into young men who will be able to think critically about the world and their place in it and to make informed decisions throughout their lives. It is the expectation of the school's administrators, faculty, and staff that students graduate from CBA as men of honor and integrity who will serve and stand for those in need, will become morally responsible leaders in both their home communities and the world at large, and will uphold the legacy and proud traditions of our Academy.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Christian Brothers Academy has a well-defined, well-articulated educational program that is consistent with its mission as a college preparatory school. Curricula are developed in a collegial fashion, utilizing the talents of department chairs, guidance, and administrators organized into the Academic Council. Lessons in all subject areas are designed to encourage students to develop the means to regard issues critically and reach informed conclusions. In recent years, this emphasis has been augmented by the inclusion of project-based learning and student collaboration.

CBA students are required to take four years of English. Standard and Honors-level courses are offered to grades 9, 10, and 11; seniors take either standard or advanced-placement English Literature and can also choose from an array of AP, honors, and standard level electives. The English program begins by providing students with the rudiments of critical analysis and formal argumentation that they refine over four years; central to this process are individual student research assignments built around student-generated thesis statements. Students on all four grade levels read both works of fiction and non-fiction, providing a rich array of topics and subject areas to consider. The varying of topics, writing styles, and subject areas compels students to bring a fresh perspective to all of their reading and writing rather than developing a storehouse of pat responses. CBA graduates annually report that their skills and confidence in reading, writing, and argumentation had equipped them exceptionally well for success at the university level.

Students at CBA are required to take three years of mathematics, science, and history. CBA's math curriculum adheres to the philosophical (i.e. focus, coherence, rigor) and practical (i.e. ability to be precise, strategize, argue, apply, persevere, and employ appropriate tools) learning standards detailed in the 2010 publication "Key Shifts in Mathematics," by the National Governors Association Center for Best Practices. Nineteen courses are offered, beginning with Algebra I and culminating with Linear Algebra/ Differential Equations. Focus and coherence are achieved by progressively using algebraic concepts as a common thread throughout the course sequencing. Early on, students are not allowed to use calculators, thereby strengthening their computational, application, and strategic skills. The efficient use of technology is encouraged in the later courses as the desired learning outcome shifts to practical application. The aforementioned shift, the rigor exercised throughout the curriculum as well as offering six honors, three accelerated, and three advanced placement level math courses provide students with experience in perseverance thus preparing them to confront challenges after high school.

The science department at CBA exemplifies the school's mission in its richness, rigor, and academic diversity. Honors courses prepare students to excel on SAT II testing and to take on the challenges of six Advanced Placement course options; at least one AP science course is offered on each grade level. All advanced science courses provide exposure to inquiry-based labs that teach students experimental design. This compels them to hone their reasoning skills, so they will know how to approach any given situation and solve problems using whatever is available to them. Standard-level science courses have been redesigned to focus on activity-based curricula that allow students to learn scientific practices as well as scientific content. Topics are consistently related to everyday relevance (e.g. mitosis to cancer, calculating resistance to the building of a circuit). Where applicable, science courses spend significant time discussing modern scientific achievements, the cultural lag that occurs with each advancement, and how to utilize this information responsibly and productively to improve the world around us. These labs and lessons prepare our students for college and their careers regardless of the specific path they follow.

History courses follow a sequence that requires students to take one year of World History and two years of US History; students choose from a variety of advanced placement, honors, and standard-level electives as seniors. This sequence includes seven AP courses, with at least one AP-level course available at each grade level. The curricula are designed progressively to develop the students' objective knowledge of global and US history in order to comprehend our changing world and America's role in it, to form and enhance their critical and analytic skills, to undertake scholarly research, to analyze and comprehend primary and

secondary sources, to demonstrate the application of these skills in essays and research papers, and to provide them with the analytic skills essential for successful advanced studies in university.

## **2. Other Curriculum Areas:**

The study of Theology is central to the educational mission of Christian Brothers Academy. Theology courses, which are required for all students in each of their four years, provide the opportunity for students to consider questions of life's meaning, matters of personal morality, and issues of social justice. Students develop their ability to think creatively, to craft cogent arguments, and to respond thoughtfully and respectfully to those who differ with their views. Through class discussions, reflection papers, and research projects, students enrich their understanding of the Christian tradition, clarify their own positions on theological questions, and examine the relevance of their religious beliefs for their lives. Students not only study the work of the great thinkers in the Western tradition, but also consider the pressing religious and moral issues confronting our nation and the wider global community in the twenty-first century.

CBA students also take Health and Physical Education in each of their four years. In Health and Physical Education, the curriculum focuses on three major facets for all students: the importance of fitness and nutrition, the relationship of these to lifelong health, and the enjoyment and benefits of team sports. Along with the school's interscholastic and intramural sports programs, the Health/ Physical Education department provides the emphasis on physical health and well-being that is crucial to the school's holistic approach to education. The study of nutrition includes maintaining a balanced diet, reading food labels, and monitoring caloric intake. Junior Health involves guidance counselors discussing the college application process, potential majors, and the student self-profile. Seniors in health study the real-world situations that they will encounter in college, such as financial responsibility, drug and alcohol abuse, and personal relationship responsibilities. It is important to the entire school that we prepare them for these responsibilities as we want our graduates to prosper not just as students but as people.

Christian Brothers Academy is in compliance with the program's foreign language requirements. The study of a World Language is required in the first three years at CBA; this requirement is a larger commitment than the state's requirement of one year of World Languages study. CBA offers advanced placement, honors, and standard courses in French, Latin, and Spanish. Students are offered opportunities to extend their learning by participating in clubs, such as the Spanish, French, Latin, and International Clubs. Many students perform volunteer work with native speakers, are taught by native speakers, or are given the opportunity to converse with native speakers in class via the internet. Working with native speakers helps our students see their studies as a rich cultural reality of the world. Latin students take the National Latin Exam, and students in Spanish and French take the STAMP exam in pursuit of the Biliteracy Seal of the state of New Jersey.

The Christian Brothers Academy computer science program offers a number of courses throughout a student's four-year academic career. All freshmen are required to take Freshman Computer Science Seminar, a full-year course that provides an overview of computer-based tools to enhance communication; in addition, introductory lessons in scripting and coding are offered, and instruction in utilizing the school's online learning management system is given. All sophomores are required to take either the standard or honors one-semester offering in Introduction to Computer Science. The sophomore year course is a STEM overview using the Arduino platform. Students are taught problem-solving skills utilizing electrical engineering principles and coding in a C-based language. Juniors and seniors are offered two electives - Intro to Code and AP Computer Science A; class sizes for these electives run between 15 and 30 students. The Intro to Code course picks up where the sophomore course leaves off with a strictly coding slant. Students are exposed to a variety of modern programming languages in order to accomplish useful tasks and write functional programs. The AP course is taught using the language of Java and prepares students to take the AP exam.

Instruction in the Arts is offered in an array of elective courses that are open to musicians and non-musicians. Members of the school's Jazz Ensemble meet every other day for formal instruction. Seniors have a choice of standard and honors level survey courses in music history; in addition, AP Art History is one of the seven AP courses offered by the History department. Enrollment in these electives averages 20



students per class. Beyond the classroom, CBA is proud of its award-winning programs in jazz ensemble and theater.

### **3. Instructional Methods, Interventions, and Assessments:**

Students at CBA share much in common including similar demographic backgrounds, a shared desire to succeed, and a kindred bond of brotherhood; nevertheless, CBA recognizes the importance of meeting the varied needs of individual students.

lab. Students are taught how to use technology as a learning tool. Hands-on activities are used to support students' different learning styles and to reinforce cooperative learning skills.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

At CBA, teachers and students understand that they are part of a shared mission, members of a true community of brothers that enables all involved to support and to be supported. Students at CBA are very motivated to succeed, and their teachers are personally invested in their success. Each student is treated with respect and is valued for what talents he brings to the community. Teachers form strong relationships with their students and mentor them. They strive to be excellent role models and to lead by example. Hard work is encouraged and recognized. Discipline and high standards are combined with encouragement and understanding to bring out the best in all students. The teacher's goal is always to put students in a position to succeed; the teacher's responsibility is to provide the support and encouragement students need to do so.

Success at CBA is not defined solely by academic achievement. A Lasallian education seeks to educate the entire student, so the concerns of the teacher will always go beyond the student's grades. There are multiple avenues for students to express themselves in addition to academics, and they are encouraged to support each other whether through peer tutoring, attending extracurricular and club activities, or participating in service projects. Lasallian educators are called to know their students as individuals in order to touch their hearts; therefore, teachers get to know what their students are involved in – teachers show support by attending games, concerts, and plays; they give of themselves – volunteering to serve as club moderators for student interests or to provide extra help to struggling students. Like a family, the teachers, administrators, and staff are very proud of all of our students and their achievements, and like a family, we are there for our students when they are in need. Every student has at least one teacher that he trusts to confide in, both in good times and bad; CBA teachers understand the solemn responsibility that this trust implies; they take it very seriously and always provide their students with what they need.

Teachers are encouraged to give input into how their classes, their departments, and the school community are run, and they are included in the major decisions that affect the CBA community. The administration is open to speaking and meeting with members of the faculty. The concerns and ideas of teachers are taken seriously and whenever possible, their suggestions are implemented and their concerns are addressed.

### **2. Engaging Families and Community:**

The administration, faculty, and staff of Christian Brothers recognize the crucial role of educating both students and parents, and they work very closely with both to engage in the development of the student as a whole and to prepare them for success in the future.

The school does a great deal to educate parents about all of the resources available to them and to their sons. The year begins with the traditional Back-to-School Night, and there are evening parent/ teacher conferences twice a year. CBA also makes extensive use of the school website and other social media (primarily Twitter and Instagram) to provide parents with all the news and information that they require. Parents are encouraged to use the school portal to follow their son's progress, and they are always able to email teachers with questions and concerns. At the mid-point of each quarter, the school sends out email reminders to parents to check the portal and contact teachers if their son needs help. If a student needs additional help with any subject, the faculty is always available in the morning or after school to help, but in the event that a student requires additional tutoring, CBA always provides parents with a range of options to consider.

Additionally, the guidance department provides information evenings in the fall, which address topics specific to each grade level. The school has also been able to sponsor evening assemblies for parents, such as talks from local law enforcement on recognizing illegal drug usage and paraphernalia; on another occasion, author Jeffrey Marx gave a talk for parents on his novel *Season of Life* on the evening before he gave a school-wide assembly to our students.

The Mothers Club and Fathers Club are additional avenues for parents to become involved, meet other

parents, and learn more about of their son's development as each monthly meeting features a different speaker. Volunteers from the Mothers Club and Fathers Club play important support roles at major school events such as Open House and graduation. Volunteers from the Mothers Club are also vital to the school's Service Program as they have the task of reviewing each service proposal for every student and making sure the service is carried out as promised. In addition, parents are included as members of our accreditation strategic planning team; this team also includes educators and administrators from other area schools and members of the Board of Trustees.

### **3. Professional Development:**

Christian Brothers Academy is committed to remaining a high-performing institution by providing teachers with the encouragement, opportunities, and funding needed for sustained professional development. Professional development at CBA occurs in different categories: general education trends, innovations and increased acumen in specific subject areas, and most distinctly, Lasallian formation, which helps teachers to develop not just as teachers in their particular field, but more specifically as Lasallian educators. Each year, the school provides the faculty with one general education professional development day and one faculty retreat for Lasallian formation, which is attended by administrators, faculty, and staff. This year's faculty retreat was particularly rewarding for CBA's teachers. It focused on "healing the family," a theme that was selected specifically because in the 2015-2016 school year, the entire CBA community had to deal with the deaths of three students. Previous retreats covered topics such as Lasallian Association and serving as "ministers of grace." Lasallian formation is further promoted by the school by encouraging and sponsoring faculty to attend specific Lasallian formation workshops such as the Buttimer Institute, the Lasallian Leadership Institute, the Huether Lasallian Conference, and the Johnston Institute of Contemporary Lasallian Practice.

In recent years, teachers have been provided with extensive professional development in educational technology as the school prepares to institute a formal Bring Your Own Device program for students in the 2017-2018 school year. Workshop topics have focused on the use of technology to enhance student engagement and to foster both student-student and student-teacher collaboration. In addition to school-wide sessions, there are also individual professional development opportunities that our teachers take to stay current in their fields. Not only do AP teachers attend AP Summer workshops, but a number of teachers and guidance counselors have attended the national AP conference. The information gleaned from these conferences and workshops is shared both within specific departments and with their fellow AP teachers. Guidance counselors regularly attend the NJACAC conference as well as individual workshops on student wellness and college admissions. In recent years, teachers have also attended the national ACTFL conventions in Boston and San Diego, the National Science Teachers Conferences in Philadelphia and Nashville, and subject-specific workshops at Rutgers University. In addition, many teachers have attended one-day workshops on topics such as project-based learning, the flipped classroom, and coping strategies for student well-being; all three of these concepts have been integrated fully into curricula in English, science, world languages, and mathematics.

### **4. School Leadership:**

Christian Brothers Academy is governed by a Board of Trustees. The Administration of CBA consists of a President, a Principal, an Associate Principal for Academic Affairs, a Dean of Students, and a Director of Student Life. The Principal serves as chief administrator for the school while the President oversees, directs, and implements the policies of the Board with respect to the non-educational functions of the Academy.

School policies are well thought out and fairly administered; further, they are transparent, communicated and published to all, and updated as needed. The Principal, Associate Principal, and department chairs keep a close watch on what is being taught in the classrooms as well as what new classes should be offered to address the changing needs of our students.

Many programs are offered to enhance the learning environment. The Scholars Program is for juniors and seniors who have a deep desire to learn more; this program permits accepted students to explore advanced

topics, personal interests, and independent research beyond the parameters of the traditional classroom. Involvement in the Scholars Program allows students to pursue and demonstrate scholarly study and research on a university level and to enhance their profile for the college admission process. The NHS tutoring program helps students who are struggling. The Peer Ministry program matches mature and trustworthy seniors with freshmen to help them make the most of their freshman year academically, socially, and emotionally. An early morning “period zero” curriculum has recently been offered to allow students who are interested in robotics, jazz ensemble, performing arts, and social media to enhance their learning before the school day begins. Outside of school, the Christian Service program helps students to get out of their comfort zone and help the unfortunate with direct service. The Director of Student Services and the Athletic Director have vibrant and extensive programs that attract all different types of students. The President of the school is often in the building as he teaches one class and runs two clubs; he is a gregarious face for the school and a positive influence in the entire school community. He makes sure to know all students by name and is very welcoming to them and their parents, and this approach is emulated by his fellow administrators. The members of the administration are people that students often feel comfortable seeking out when they are in need. They are seen at games, concerts, club activities, and service projects. There is a true sense that the administration cares for each member of the student body.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Success at Christian Brothers Academy is the result of a myriad of positive influences, but at the heart of the CBA mission is the school's holistic approach to education. CBA is not simply a school rooted in morals or in an exemplary athletic program or in a quality education – it is all of these. Students are at all times encouraged to strive for more than they think they can achieve, to seek wisdom in their pursuit of knowledge, and to challenge themselves to use their talents to help others. CBA turns boys into gentlemen who will serve as morally responsible leaders for the church, for their community, and for the world at large.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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?      \$15300  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1512

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      8%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      22%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** SAT

**Grade:** 12

**Edition/Publication Year:** 2015

**Publisher:** College Board

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

School Year	2015-2016
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	623
Number of students tested	260
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**



**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2015

**Test:** SAT  
**Publisher:** College Board

**Grade:** 12  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	592
Number of students tested	260
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**