

U.S. Department of Education
2019 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 Mr. Matthew Keough

(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 6245 Randall Road

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

Syracuse NY 13214-2501
City State Zip Code+4 (9 digits total)

County Onondaga

Telephone (315) 446-5960

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Web site/URL https://www.cbasyracuse.org/

E-mail amanda.webster@cbasyr.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. Joseph Jozwiak FSC E-mail jjozwiak@cbasyracuse.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name The District of Eastern North America (DNA) Tel. (732) 380-7926

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 O'Connor
(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2018-2019) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 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	63	47	110
8	69	60	129
9	73	61	134
10	79	74	153
11	75	50	125
12 or higher	60	62	122
Total Students	419	354	773

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 6 % Asian
 - 5 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % 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 2017 – 2018 school year: 2%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2017	785
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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: 8 %
 Total number students who qualify: 61

8. Students receiving special education services: 9 %
70 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>1</u> Autism | <u>5</u> Multiple Disabilities |
| <u>2</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>51</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

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	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	41
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school 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 19:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	97%	97%	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 2018.

Post-Secondary Status	
Graduating class size	118
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
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.

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

Christian Brothers Academy challenges students to achieve excellence in all aspects of their lives, encouraging them to live as moral, responsible, contributing, and successful members of society.

PART III – SUMMARY

Christian Brothers Academy ("CBA") is the largest and oldest Catholic Lasallian college preparatory school in Central New York, serving young men and women of diverse faiths. CBA strives to provide a Catholic education based upon the teachings of St. John Baptist de La Salle. CBA's program of study presents a comprehensive view of the various branches of knowledge and their interrelation. The school assists students in developing the powers of observation, imagination, reasoning, tolerance, and good judgment. CBA takes great pride in its reputation as a college preparatory institution. Ranked as the number two Catholic high school in all of New York State, CBA challenges and prepares students for acceptance into the finest colleges and universities.

In 1900, John Baptist de La Salle was canonized the Patron Saint of Teachers. That same year, the Christian Brothers founded a high school in downtown Syracuse, New York. Four years later, the school moved to Willow Street, where it quickly became a vibrant part of city life - spiritually, academically, and culturally.

Soon, the school was filled beyond capacity. A new school was built on 25 acres in the town of DeWitt (a Syracuse suburb) and opened its doors in the fall of 1961. Responding to declining enrollment and demographic shifts, CBA added grades 7 and 8 in 1977 to stabilize enrollment. A decade later, the nearby Convent School/Franciscan Academy closed and CBA welcomed young women to join its student body. The young women thrived at the school and added great value to CBA's academically and spiritually rich environment.

While Syracuse is the hub of culture, diversity, and natural beauty, issues of unemployment and declining industry challenge the city's efforts to maintain and improve its public schools and other civil and social services, while concomitantly upgrading its cityscape. Syracuse currently ranks as having the highest rate of extreme poverty concentrated among blacks and Hispanics. Syracuse's increasing refugee population, continuing issues of educational quality in the Syracuse City School District, and the growing economic disparity, have been significant for CBA. Many more diverse, and economically disadvantaged students, are now seeking an education at CBA. With a reputation for excellence in education and devotion to the needs of students, CBA has not only maintained, but increased enrollment. Current CBA enrollment is the highest it has been since the 70s. The enrollment increase correlates directly with CBA's ability to offer more than \$1.2 million in financial aid to over 39% of the student body annually. The number of families who qualify for free and reduced lunch has increased each of the past three years. Students who attend CBA come from 30 different school districts and are representative of diverse backgrounds.

Once completely staffed by the Christian Brothers, today's faculty members consist of mostly lay educators. Teachers are oriented and educated in the methodology and charism of St. John Baptist de La Salle. They are exceptional educators who provide a challenging academic environment infused with strong discipline and character education. The Lasallian tradition permeates the entire community allowing the spirit of St. John Baptist de La Salle to live on at CBA.

CBA graduates have a long-standing history of success after graduation. The key strategies that have contributed to students achieving their full potential are articulated through the profile of a CBA graduate. According to the profile, CBA graduates are challenged to:

Be intellectually capable and accomplished. Students are challenged by the demands of an extremely rigorous curriculum. CBA offers 31 Advanced Placement ("AP") courses and approximately 88% of students take AP courses while at CBA. CBA follows the New York State Regents Common Core Curriculum and 100% of CBA students graduate with Regents Diplomas. Beginning in eighth grade, all CBA students are placed on an accelerated track, which allows for greater selection of course offerings during students' 11th and 12th grade years.

Act with integrity and emotional maturity. CBA's Campus Ministry Program plays an integral part in creating a school culture that promotes integrity and emotional maturity. The Campus Ministry Department is composed of two staff members and nearly 100 student Peer Ministers. Campus Ministry coordinates

grade-level retreats, leads community and faith building experiences, and supports all efforts to create moral and responsible young people.

Be committed to act in a socially just manner and to serve those in need. CBA students are taught to search out and recognize all of those in need. Numerous schoolwide service projects are completed each year and service opportunities are offered nearly every afternoon for individual students. Recently, CBA added two additional service immersion trips to St. Vincent Strambi Catholic High School in Jamaica, West Indies and an urban immersion in Syracuse. These programs educate students about diversity and help create “oneness” with all of humanity.

Continually develop spiritually and in faith. Every CBA student must take a religion course each year. In addition, students participate in schoolwide liturgies, First Friday Liturgies, overnight retreats, and grade-level retreats.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

CBA follows the New York State Regents Common Core Curriculum. NYS Common Core Learning Standards are implemented in all courses. Students taking Regents level courses must take the corresponding Regents exam, and students taking Advanced Placement courses must take the AP exam for those courses. To graduate from CBA, all students must complete the requirements for both CBA and a New York State Regents Diplomas. Students are strongly encouraged to complete the rigorous requirements for a New York State Advanced Designation Regents Diploma. These rigorous requirements help to ensure that students are prepared for college and beyond.

CBA's core English Language Arts curriculum is steeped in the study of classical literature and the construction of clear academic writing, following New York State learning standards.

Students come to CBA from many different grammar schools, so instruction is designed to provide students with a common academic language and shared expectations. At all grade levels, ELA instruction emphasizes vocabulary in context, critical reading, and effective writing. Students who attend CBA for six years are provided with an additional full year of focused writing instruction, split between seventh and ninth grades .

When choosing reading materials to supplement the Prentice Hall literature series, the English department considers content, readability, and appropriateness. Every reading is selected with an eye toward literary value, its value as a tool for teaching ethics, values, and morality, and its ability to enhance the critical thinking and writing skills required for collegiate success. Classics such as *1984*, *Inherit the Wind*, *The Great Gatsby*, and Shakespearean works are taught alongside more modern works such as *Things Fall Apart*.

Instruction and assessments in ELA courses are varied. Differentiated instruction is provided through choice reading assignments and project work. Students learn to use technology to further effective research, and for a means of communication in presentations. Students read aloud, act out scenes, visualize their readings, and interact with texts in ways that engage many learning styles. In upper-level English courses, students become teachers, exploring concepts and then instructing their peers through guided lectures.

Students can earn college credit through AP English Language and AP English Literature courses, and are required to pass the New York State English Regents exam for graduation. At all levels, teachers use data assessment tools to determine the validity of teacher-created test materials, guide instruction, and prepare students for standardized testing.

1b. Mathematics:

All students at CBA take mathematics courses every year. Students are skill-leveled beginning in seventh grade, based upon the entrance exam score and their student performance. Honors acceleration begins in grade 8, with some students taking Algebra 1, and continues into grade 9 with Geometry Honors, grade 10 with Algebra 2 Honors, grade 11 with Analysis and Differential Equations and grade 12 with AP Calculus. Students not placed into honors classes take Algebra 1, 2 and Geometry during their first three years of high school. All students take the New York State Common Core Regents Exams. All eighth grade students take the New York State Mathematics assessment.

Junior and senior students may elect to take AP Statistics. In addition to AP Calculus, seniors may take Introduction to College Algebra, Calculus, or Pre-Calculus. To prepare them for the Scholastic Aptitude Test ("SAT"), all students are assessed with, and without, the use of a calculator. Problem solving, behavior of graphs, data analysis, and abstract ideas are priorities throughout the department. Technology is used to present ideas, pose questions and furnish examples. Some senior students use Google Chromebooks to participate in online learning and projects.

The Math Department conducts item analyses on major assessments to determine the strengths of and areas of concern with the curriculum. Program adjustments are made as needed.

1c. Science:

In the science program, all seventh grade students take Physical Science. This course, a combination of physics, chemistry, and earth science, prepares students for the high school science curriculum. Beginning in eighth grade, all students take the following sequence of science courses using the New York State Regents Curriculum: Living Environment (Biology), Earth Science, Chemistry, and Physics. These courses are all offered at the Regents and Honors levels. Once students reach their junior year, they may choose to take science elective courses based upon their interests, career goals, and previous performance in the sciences. Science elective courses include: AP Biology, AP Chemistry, AP Physics, AP Physics C, AP Environmental Science, Anatomy and Physiology, and Forensics.

Hands-on, laboratory work is required in all science courses. The major objectives of all science coursework are to increase students' literacy, develop their critical thinking skills, and hone their ability to solve novel, real-world scientific problems. Science teachers analyze the data from assessments to determine students' level of understanding of key concepts.

CBA students graduate prepared in all core sciences. In addition, those students who want to pursue degrees in science in college have had the opportunity to expand their knowledge with a wide variety of science electives at the AP and college preparatory levels.

Outside of the traditional classroom environment, students can enrich their science experience through participation in extracurricular science clubs including Robotics, at both the junior high and senior high levels, Neuroscience, and the Science Olympiad. The Robotics and Science Olympiad Teams compete in numerous interscholastic competitions held throughout the school year.

1d. Social studies/history/civic learning and engagement

All CBA students take a social studies class each year. The Social Studies curriculum begins with the study of local and American History in the junior high, and it continues through Global History and Geography, and United States History and Government into a myriad of electives pertaining to the social sciences of Sociology, Psychology, American and European histories, and Economics, many of which are available at the AP level. At the high school level, students are placed into Regents, Honors, or AP courses based upon their past performance in requisite courses and/or teacher recommendation. Student performance is assessed regularly, and at the end of each course, through school examinations and/or state and national assessments. Assessment performance is analyzed to make changes to the curriculum, as needed.

Articles in publications, including Junior Scholastic and local and national newspapers, supplement the course material at all grade levels. Topics include historical events, geography, and economic and political systems at home and abroad, as well as sociology and psychology for upperclassmen.

Primary sources, stimulus-based questions, and document-based questions are employed in the examination of historical events. Enrichment activities and class trips include a seventh grade trip to Cooperstown, New York, an eighth grade trip to Gettysburg National Military Park, and a junior class trip to Washington, D.C. Opportunities abound for scholars to participate in student government, as well as community service and outreach activities.

1e. For secondary schools:

At CBA, graduation requirements are aligned with the course recommendations and requirements of the most rigorous colleges and universities, to help ensure students' acceptance by and preparedness for college. All students are accelerated in science and world languages so that students earn their first high school credits in the eighth grade. This acceleration provides students with an opportunity to take up to the 5th level

(AP), and additional electives, in both subject areas. In addition to ELA and other writing intensive courses (e.g., social studies and religion), a writing course is required of all seventh and ninth grade students so that they are prepared to meet the demands of college-level writing.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

CBA offers students a variety of opportunities in both the Performing and Visual Arts. Performing ensembles include Band, Jazz Band, Chorus, and Orchestra. Music is a required course for eighth grade students, who compose melodies and build original instruments, as well as for tenth grade students, who create compositions using music software programs. Students have the opportunity to perform in dramatic productions such as the Fall Drama, Junior High Musical and the Spring Musical.

CBA offers courses in the visual arts at each grade level. As all classes are taught by practicing artists, students receive expert advice as they work to develop their artistic skills. The program exposes student to other artists' work through the Scholastic Arts Program, an annual student art exhibition, and through a connection with the Everson Museum of Art, Syracuse.

The goal of CBA's Physical Education program is designed to encourage lifelong physical fitness. Believing that traditional team sports should enhance, rather than dominate, the curriculum provides students with the tools to succeed in "lifetime" activities such as golf, yoga, aerobics and using a fitness center. Additionally, the curriculum requires students to provide written reflections on various health and wellness topics. Knowing how the human body should perform encourages CBA students not only to do well in class, but also to continue exploring fitness after graduation. CBA graduates participate in road races, compete in triathlons, and stay active due to the encouragement to find their fitness niche which they received at CBA.

The World Languages Department provides opportunities for students to study a second language and develop a deeper understanding of diverse cultures. Language study is introduced to seventh grade students as a semester class. All students must successfully complete an eighth grade year of study, for which they receive one high school credit, and then two more years of French or Spanish. Students must pass the New York State Languages Other than English ("LOTE") exam in grades 8 and 10 to earn course credit. Elective classes are offered, which include French/Spanish IV, Spanish V, AP French or AP Spanish Language, AP Spanish Literature, and Latin I and II. CBA strives to further language acquisition and to foster global awareness among students by encouraging community involvement and providing two travel abroad opportunities annually.

CBA offers numerous opportunities for students to enhance their technological skills by exposing them to different computer operating systems so that they learn the advantages of each system. Students learn how the use of each program can positively influence their educational experiences. Technology use enhances instruction at all grade levels. CBA has three computer labs and six carts of Google Chromebooks, which are used by classes of students, throughout the day, on assignments or for assessments.

In CBA's two engineering courses, students become skilled at implementing the engineering design process through hands-on learning. In Engineering 1, students learn the fundamental skills of 3D modeling and printing. In Engineering 2, students take on complex mechanical engineering design challenges and gain experience in computer engineering and computer science concepts through the programming of Arduino microcontrollers.

The Library's literary sources are aligned with the various departmental curricula. The librarian teaches use of databases and citation formats, and emphasizes the use of credentialed sources for research. Students learn to differentiate between credible and non-credible web sources. The library is open before school, during the school day, and after school to support student needs. Seniors electing to take online elective course through the regional Board of Cooperative Educational Services ("BOCES") complete all

assignments and assessments in the library.

Religion is a core subject at CBA. The moral and spiritual growth of students is fostered by the study of the faith at each grade level. In each course, developmentally appropriate topics are taught, including the Basic Tenets of the Faith, Introduction to Morality, Salvation History and the Hebrew Scriptures, Christian Scriptures, Morality, and Catholic Faith and Lifestyles. With each course, students gain a more mature perspective on religious and faith themes as they reflect upon who they are, as Lasallians.

CBA has partnered with Dale Carnegie Training to offer the Dale Carnegie course at no charge to students in grades 10-12. The eight week program cultivates career and life skills, leadership, and character building. In 2018, over 50 students completed the 20-hour course.

3. Special Populations:

CBA is an inclusive learning community which accepts the diverse learning abilities of each student while enforcing rigorous academic standards to which all students must adhere. The school recognizes the diverse learning styles of all students and provides them with a variety of support options.

For students with Individualized Educational Plans ("IEPs"), the school has a full-time special education teacher who monitors students' progress as outlined in their IEPs. Students receive services and support during their assigned study hall period, which ranges from daily occurrence to three times during a six day cycle. The special education teacher ensures that students receive their accommodations in the classroom and for all testing situations. Classroom teachers are provided with strategies to implement lessons and are given support to meet the needs of all students.

A full-time academic support specialist monitors students with plans pursuant to Section 504 as well as works with students identified as needing academic skills development. These students generally struggle with their study, organizational, and classroom skills, and need to be taught how to implement these skills on a regular basis. This teacher monitors students' progress while supporting teachers to ensure that each student's accommodations are being followed within the classroom setting.

CBA also employs an early intervention math support specialist who works with students in grades seven through nine in two different types of settings. This specialist uses both push-in and pull-out models of support throughout the school day and is available before school to assist any student in need of math support.

The three staff members meet with students in small group settings where the student-teacher ratio is no greater than five-to-one. For students requiring special testing accommodations, CBA follows strict guidelines to create testing environments with minimal distractions.

CBA provides a variety of additional student academic support services for all students. Peer Academic Study Support ("P.A.S.S.") is designed to connect students who are not at risk, but need extra support in specific content areas, with a peer tutor. The school works to connect students in grades seven through nine with top subject area students in grades ten through twelve. Additionally, CBA provides an after school intervention program for any student who is struggling to maintain proficient academic standing.

CBA emphasizes the importance of educating faculty about students' diverse learning and educational needs. At the beginning of every school year, the faculty is updated regarding the unique individual learning needs of each identified student. Additionally, the faculty participates in professional development days during the school year which focus on special education services and the unique learning needs of the student population to implement the most effective teaching strategies with these students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

It is no coincidence that CBA's mascot is a BROTHER. CBA is a Lasallian Catholic faith community whose motto is "Brothers for Others." That motto is lived and witnessed from the very opening of the school year. On their first day of orientation to CBA, seventh graders are welcomed to school and paired with their Brothers' Buddy, a twelfth grade student. Immediately, these new students feel a sense of welcome and belonging and begin to experience a family culture filled with love, respect and acceptance. This climate allows students to grow into the best version of themselves and alleviates the pressure they feel to become the best version of someone else. Students are motivated to achieve their personal best academically and to pursue their unique passions and talents.

Many programs at CBA are founded and led by the students. A group of 11th grade students, called Brothers Orientation Leadership Training ("BOLT"), leads the three day orientation program. Other programs that add to the family climate include Peer-to-Peer, Peer Tutoring, Peer Ministers, and Student Senate. Students involved in these programs take ownership of everything they do and have a wonderful sense of Lasallian pride.

All CBA students attend an annual class retreat which aids in promoting a culture of "Brothers for Others." CBA does not portray service as being hierarchal, rather, CBA emphasizes that one serves others because we are all equal and all deserving of love and respect. Service is not simply a quantitative measure; it is a rich and intentional experience, predominantly driven by the students. CBA prepares students to respect all persons, promote an inclusive community, and have faith in the presence of God. A CBA student finds value in the persons he or she serves and reflects a natural inclination to respect all persons, at all times. In addition, students find dignity in everyone and, ultimately, value in him- or herself. CBA's supportive culture results in students achieving tremendous growth academically, socially, spiritually and emotionally.

The faculty and staff at CBA are dedicated to their work and take great pride in the outcomes of their efforts. An ongoing formation program, which includes presentations at faculty meetings, professional development opportunities and classroom observations and evaluation, helps to provide support to the faculty and staff. CBA believes that all who are part of the school community impact the experience and education of the students, including receptionists, finance office employees, maintenance staff, and cafeteria workers.

2. Engaging Families and Community:

CBA employs a multi-faceted approach to communication, feedback, and community building. Students receive report cards six times a year. Formal Parent-Teacher Conferences are held twice a year. In addition to conferences, the administration and faculty are always available via email, phone, or a scheduled appointment, to discuss any concerns.

Daily communication happens through the school's student management software, onCampus. OnCampus provides online access to students' grades and upcoming assignments. All teachers post class pages to onCampus that include the class syllabus, copies of class notes, and links to additional resources. OnCampus also offers information about clubs and activities, and onCampus integrates this information with Google Calendar to automatically coordinate upcoming events and assignments for each class or activity. OnCampus contributes to student success by providing constant access to class notes and additional resources. Using this software is especially advantageous for students with IEPs, 504 Plans, or students who are absent from school. Also, onCampus affords easy access to the instructor. In addition to onCampus, families are enrolled in the CBA bulk email system which allows school leaders to distribute important information and to highlight student achievements.

Social media, including the CBA website, Facebook page, Twitter, and Instagram account, help the school communicate with all who are interested in CBA, shape the messaging of CBA's mission, and demonstrate

how student achievement aligns with the mission.

Parents are encouraged to participate in community building events sponsored by the Parents, Booster, and Parents of Talented Teens Clubs. Also, the Office of Advancement encourages parents to participate in fundraising events organized by that office.

To assess their level of satisfaction with CBA, students and parents are asked to respond to an end-of-year online survey. The survey encompasses all aspects of CBA's operations and the questions align with the mission and goals of the school. All students, and typically 60% of parents, complete the survey. The data points are analyzed and school programming is driven, in part, by the survey data. For example, data indicated that students were unaware of all of the clubs and activities offered at CBA. From this survey information, a communication plan was developed for student clubs and activities for the 2018-2019 school year. The success of this communication plan will be measured through the end-of-year survey conducted in the spring of 2019.

3. Professional Development:

A rigorous professional development and Lasallian formation program begins upon the hiring of new faculty and staff members. New teachers participate in a New Teacher Orientation program led by the Assistant Principal for Academics. New teachers are assigned a mentor teacher, who works closely with them to provide support, as needed. All new teachers meet monthly with the Assistant Principal for Academics to continue with small group professional development programming.

All faculty members complete an Individual Growth Plan, which includes their professional, personal, and Lasallian goals for the year. Professional development opportunities are offered to faculty members to help meet their goals and achieve growth. During the 2017-2018 academic year, these opportunities included: Leadership in Developing Women's Ministries; the Annual Conference of the National Council on Education for the Ceramic Arts; the National Science Teachers Association Conference; a Lasallian Animators Workshop; the Brother John Johnson Institute; the World Languages Seminar; a Social Studies Global Studies Workshop; the Social Justice Institute; the Buttimer Institute of Lasallian Studies; SAT Supervisor Training; SAT SSD Coordinator Training; the Annual College Board Workshop; Exploring College Options Program; the Brother Luke Salm Religious Education Workshop; AP Calculus Workshop and the AP Psychology Workshop. These professional development opportunities have led to significant academic success. For example, after attending a College Board workshop, a teacher incorporated the learned skills and helped CBA students achieve an average score of 3.79 (out of 5) on the AP World History exam, which exceeded the New York State average score of 3.13. In addition, 86% of CBA students scored at level 3 or better on the exam, compared to only 69% throughout the state.

A consultant from The Pacific Institute provided a training day focused on concepts from a curriculum for teachers entitled, *Twenty-One Keys for High Performance Teaching and Learning*. During this professional development workshop, teachers learned strategies to set and achieve positive and meaningful goals, while promoting excellence and a growth mindset. Used by the teachers, and shared with the students, this program continued during the academic year through the use of online videos and accompanying reflection guides. This program aligned with CBA's goal of helping students achieve excellence in all aspects of their lives.

Faculty members also participated in professional growth experiences such as technology integration, changes in curriculum, and horizontal and vertical data analyses during monthly faculty meetings. OnCampus training is continual in nature and focuses on helping faculty members improve teaching and learning in the classroom through the use of this software.

4. School Leadership:

CBA is governed by a Board of Trustees who oversee one employee, the school's President. The Board of Trustees offers long-term planning in the form of a strategic plan. The strategic plan sets out a vision for the school and is based upon data collected from all constituent groups. The most recent strategic plan,

entitled Vision for 2020, was developed in 2015 and established eight goals for the school to achieve. The Trustees routinely review "scorecards" to assess progress towards reaching each goal. The Board of Trustees will undergo a new strategic planning process in the near future.

CBA employs a President-Principal Model of school leadership. The Principal, Director of Finance and Operations, Director of Admissions, and the Director of Advancement report directly to the President. The President-Principal model provides opportunities for the President to be engaged with alumni and advancement efforts while the Principal attends to the day-to-day operations of the school. The President's focus is on efforts to enable the school to continue to succeed financially and his work supports the economic needs of student tuition assistance, improving facilities, and increasing programming. The model also allows for the Principal to be present to students, faculty, and staff on a daily basis. CBA implemented this model of leadership in the 2015-2016 academic year. Before then, the Principal was responsible for all aspects of school operations including finance, development, and admissions.

The Assistant Principal for Academics, Assistant Principal of the Junior High, and Assistant Principal for Student Affairs report directly to and work closely with the Principal. The Principal collaborates with the Assistant Principals to collect and analyze both quantitative and qualitative data to assess student achievement. For example, the Assistant Principal for Academics oversees a biennial data analysis procedure completed by each teacher, for each course. The results are used to drive classroom instruction and are analyzed at the department level to ensure the vertical alignment of the curriculum. The Principal meets weekly with the Assistant Principals to evaluate and plan all facets of student life.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The Lasallian Mission permeates every aspect of CBA. The Lasallian Mission is characterized by a set of Five Core Lasallian Principles that include: Quality Education, Respect for All Persons, Inclusive Community, Concern for the Poor and Social Justice, and Faith in the Presence of God. CBA's focus on these principles shapes all programming and decision-making at the school and is instrumental in the success of CBA students.

Offering a quality education is the work of all groups at CBA. It is a key element of CBA's culture. Administrators, faculty, and staff members are committed to providing the best quality education so that students are prepared with the skills they will need to live fruitful lives and to make a positive impact upon the world.

Respect for all persons is a message that is delivered continuously. Students are encouraged to live to their full potential, to develop their unique skills and talents, and to grow into the best version of themselves. This principle works hand-in-hand with inclusive community as CBA strives to ensure that all students view themselves as important to the CBA community. While CBA is a Catholic school, students do not have to be Catholic to attend. CBA welcomes students of all faiths, traditions, cultures, and backgrounds.

CBA strives to embody the principle of concern for the poor and social justice. Continuous efforts are in place to grow the school's endowment, which allows CBA to offer scholarships to students who would otherwise be unable to attend CBA because of a lack of financial means. CBA serves those less fortunate in the Syracuse community and also offers academic programming to educate students about social justice concerns.

Faith in the presence of God is a thread woven throughout the fabric of CBA. CBA believes in the living presence of God within each individual. CBA believes that everyone has valuable gifts and talents, and that education is the best way to foster them. CBA teachers and staff members see themselves as having a calling from God, a vocation, to serve and educate faithfully, those entrusted into their care.

As a result of the dedication to this mission and identity, CBA flourishes. CBA emphasizes that every program must be uniquely Lasallian and must demonstrate adherence to these Five Core Lasallian Principles. CBA's Lasallian identity fosters a culture of excellence, dedication to service, and a commitment to living a life centered on values. The Lasallian Principles drive all programming at CBA, and hence shape students' success.

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? \$13024
(School budget divided by enrollment)

4. What is the average financial aid per student? \$4094

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? 39%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Edition/Publication Year: 2017

Test: ACT

Publisher: American
College Testing

Grade: 12

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

School Year	2017-2018
Testing month	Jun
SCHOOL SCORES	
Average Score	25.7
Number of students tested	107
Percent of total students tested	90.7
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: The ACT scores being submitted are the highest subscores for each student, taken during various National/State test dates.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT
Publisher: American College Testing

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jun
SCHOOL SCORES	
Average Score	27.49
Number of students tested	107
Percent of total students tested	90.7
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: The ACT scores being submitted are the highest subscores for each student, taken during various National/State test dates.