Standards of the Middle States Association

INTRODUCTION

T he Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 100 years, the Association has provided leadership in educational quality and school improvement for its member schools in Delaware, the District of Columbia, Maryland, New Jersey, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and in schools in Europe, the Middle East, the subcontinent of Asia, and Africa.

The school that is the subject of this report selected the *Accreditation for Growth* (*AFG*) self-study and accreditation protocol. *AFG* outlines a unique accreditation process that uses strategic and site-based planning as vehicles for school improvement and growth in student performance. The protocol, developed by the Middle States Association of Colleges and Schools, also provides linkages between school improvement efforts at the school and system levels. The primary determinants of progress within the protocol are the actual results the school obtains in student performance rather than the quality of the school's programs and resources. *AFG* requires the school to focus its mission and improvement objectives on its vision of a preferred future for its students; therefore, it is a future-oriented process. *AFG* also requires the school to conduct continuous reviews of its programs and services and allows diverse constituent groups to participate in charting the future of the school.

To be accredited through the *Accreditation for Growth* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of representatives from the school's community stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision making.

In addition, the school must demonstrate that it has or is developing a planning ethic to ensure the school has both the will and the capacity to implement its plan and achieve its objectives.

When a school selects *AFG* as its accreditation protocol, it must make several commitments:

Focusing Improvement Efforts on Growing and Improving Student Performance

The school must commit itself to focusing its growth and improvement efforts primarily on growing and improving its student performance and the school's capacity to affect that growth and improvement. Improvement efforts must be aimed at targeted growth and improvement in student learning, student performance, and student results. The school must commit itself to continuous evaluation of the results it is achieving by putting into place the organization and processes needed to implement its plan faithfully, formally reviewing its plan periodically, and submitting itself to external review and evaluation by a team of its peers.

Establishing and Maintaining a Culture of Accountability for Student Performance

The school must commit itself to being accountable for its student performance and have in place a viable system for monitoring achievement of its objectives and the action plans to achieve them.

Establishing and Maintaining a Planning Ethic

The school must commit itself to continuous clarification of its unique mission, beliefs, and expectations in terms of student performance. The school must be action-oriented as shown by the development of long-term strategic action plans that integrate program, services, facilities, and other support systems to address growth needs. The school must have or be developing a planning ethic to ensure the school has both the will and the capacity to implement its plan and achieve its objectives.

Involving the School's Community of Stakeholders in its Growth and Improvement Efforts

The school must commit itself to involving a broad spectrum of the members of its community of stakeholders in identifying its mission, beliefs, a profile of its graduates, the objectives for growth and improvement in student performance, the action plans to

achieve the objectives, and in overseeing implementation of action plans and monitoring achievement of the objectives.

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold: First, the Team determines whether the school meets the 12 Standards for Accreditation; Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Accreditation for Growth* protocol; and Third, the Team reviews the content of the school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, the report is most meaningful when it is read in conjunction with the School's Self-Study Document.

THE CONTEXT OF THE SCHOOL

The Context of the School describes the context in which the school exists. It presents a portrait of the school's "distinctive personality" and the unique characteristics of the school. The Context presents contextual information that establishes a "developmental snapshot" of where the school is in its efforts to achieve its mission and to ensure the highest levels of student performance.

The Context of the School consists of the following elements:

- Profile of the School's Community
- Profile of the School
- Profile of Student Performance

The data and information contained in the Context of the School are not evaluated by the Visiting Team. Instead, the Context serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To "introduce" members of the Visiting Team to the school, and as such, provides one of the lenses through which Team members will view and evaluate the school. Thus, the Context section should provide sufficient information about the school and its students' performance to build and enhance Team members' awareness and understanding of the total milieu in which the school exists and operates.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS—CONTEXT OF THE SCHOOL

Observations

- Christian Brothers Academy of Syracuse, New York enjoys a long and rich history dating back to the turn of the twentieth century. Nestled in a quiet suburb of a bustling city of nearly 140,000 and metropolitan area of 732,000, CBA can offer its students a wealth of varying experiences in the arts and sciences.
- CBA has weathered the national and local downtown in the economy well, and much better than many other private schools. This seems to be due to a variety of factors. Syracuse itself has faired better than most metropolitan areas; CBA has long tradition of excellence in the community; the school remains a reasonably priced alternative to other private Catholic schools; the school's long history and

previous excellence has provided it with a long list of benefactors who want to help others have the same CBA experience they had.

- The financial planning for the school has been generally excellent with capital campaigns containing very specific goals, and professional money managers making decisions about cash flow and investment.
- The school is aware of possible "threats" from the outside such as the closing of many Catholic feeder schools, the rising cost of bussing, and New York state initiatives to keep students in the public school system with promises for reduced or free college tuition for high achievers. Since there is an awareness, the school will not be taken by surprise by any of these factors and can work to counter them as best as possible before they become a bigger danger to enrollment.

Recommendations

- CBA might consider additional partnerships with nearby colleges that might help more students obtain college credits in high school, thereby increasing the attractiveness of CBA to highly motivated students.
- If an additional performance space on campus is out of the question (as discussed further on in this report) perhaps an arrangement can be made with one of the wealth of professional performing arts venues in the area to provide additional space for the CBA program. This would be a unique selling point for the school, and would provide students with a professional experience in the arts.

THE PERIOD OF APPRAISAL

Because of the unique nature of the *Accreditation for Growth* protocol, the use of *AFG* the second and subsequent times will differ from school to school, depending on the degree to which the school has developed a culture that reflects the spirit and intent of this strategic planning protocol and the parameters to which the institution committed itself.

At the beginning of the reaccreditation process using *AFG* for the second and subsequent times, the school set aside a period for collective appraisal of what the school has achieved in terms of its student performance objectives over the accreditation term. For this purpose, the school was asked to use an appraisal rubric to assess the current status of its planning processes, the content of its Plan for Growth and Improvement, its continuing adherence to the Middle States Association Standards for Accreditation, and the expectations for maintaining the school's accreditation.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Period of Appraisal based on what was seen and heard during the Team's visit to the school.

First, the Visiting Team provides any general observations regarding the school's adherence to Requirements of the Protocol for the Period of Appraisal and any areas in which the school exceeds the Requirements.

Overall Assessment—Requirements of the Protocol for Period of Appraisal

x	The Visiting Team's assessment is that the school **MEETS** the Requirements of the Protocol for the Period of Appraisal
	The Visiting Team's assessment is that the school **DOES NOT MEET** the Requirements of the Protocol for the Period of Appraisal for the following reason(s): *[Note: A determination that the school does not meet the Requirements of the Protocol for the Period of Appraisal requires that a stipulation is added to the school's accreditation.]*

Observations

- Christian Brothers Academy took the Period of Appraisal very seriously. The administration selected a very able Internal Coordinator, required the involvement of the faculty and staff and provided them with the time and resources required to complete the Appraisal.
- Surveys were given serious consideration and when the surveys indicated that communication was poor, CBA immediately began working to improve communications. Tremendous strides have been made in this area and communications are now given high marks by all stakeholders.
- The school recognized the need to change the Planning Team from a "Middle States only" entity into a permanent one. It was clear that it was difficult to monitor the progress of the previous Action Teams because there was no body overseeing the processes. This need was seen and addressed and the Planning Team is no longer a temporary entity.

Recommendations

Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

- The Visiting Team recommends that the school appoint one member of each Action Team to Planning Team (perhaps on a rotating basis) so that there is always a member responsible for reporting back the progress on each Objective.

Recommended Monitoring Issues

Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

Requirement of the Protocol	Recommended Action
NONE	

THE PLANNING PROCESS

INTRODUCTION

A sound planning ethic and planning process are every bit as critical to achieving an school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of an organization's context and culture, it should be visionary in describing what an organization wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When an institution seeks accreditation using the *AFG* protocol, it must commit to working toward establishing and maintaining a planning ethic within the institution. A planning ethic means that planning for growth becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

In the *Accreditation for* Growth protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts at least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the plan for growth and improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

A.   Planning Team

A.1.   Observations

- The Planning Team is well represented by the various stakeholders that comprise the Christian Brothers Academy community. There is a clear sense of purpose, and the members of the Planning Team are interested in maintaining a culture that is geared toward continuous improvement. It is very evident that the Planning Team comes from a place that is more profound, namely from an emotional level that gives them energy which impels their process. It is clear to the Visiting Team that the Planning Team was involved in the process from the beginning and that there is a comprehensive understanding of both objectives that were submitted. The Planning Team was comprised of fifteen members drawn from students, faculty, and Board members.

  The Visiting Team noted that the Internal Coordinator was aware that at the conclusion of the 2003 AFG process the Planning Team (then) disbanded. The current Internal Coordinator understands the need for continuity and continued involvement of the Planning Team.

  We also commend the work of the Internal Coordinator insofar as her work has been done in the context of a leadership change at the school as well as a number of other transitions that she was required to negotiate.

A.2.   Recommendations

- While it is true that the Planning Team is competent, the Visiting Team recommends that a wider range of stakeholders be included, e.g., parents who are not Board members.
- The Planning Team is "top heavy" with CBA administrators. Although not necessarily the case, some Team members might feel the need to support ideas formed by members of the administration.

- The Visiting Team recommends that student delegates be selected from underclasses in order to guarantee greater continuity for the Planning Team, and that multiple grade levels be present on the Team at all times.

B.   Role of the Internal Coordinator

B.1.   Observations

- Dr. Marijane Finlay, JD became the school's Internal Coordinator with the arrival of Brother Joseph Jozwiak, FSC as Principal in the fall of 2009. The previous Associate Internal Coordinator retired, leaving a void that was filled well by Dr. Finlay. A member of the Christian Brothers Academy community for some while as teacher, parent, and Campus Minister, Dr. Finlay's organizational skills as well as her ability to move among faculty, Trustee, and student communities prove invaluable in this role. The Visiting Team's observation is that she possesses the time and objectivity necessary to fulfill her mandate.

B.2.   Recommendations

- The Visiting Team recommends that a plan for succession be developed whereby an easy transition will be achieved in the event that the incumbent Internal Coordinator leaves the post.

C.   Role of the School's Leadership

C.1.   Observations

- Brother Joseph Jozwiak, FSC was appointed Principal of Christian Brothers Academy for a three year term beginning in 2009. He came to Christian Brothers Academy possessing a depth of experience as a School Administrator and in leadership for the Mid-West District of the Brothers of the Christian Schools. It is clear from interviews conducted by the Visiting Team that Brother Joseph's arrival at CBA has marked the beginnings of something of a new era for the school.
- The Principal of CBA is appointed after the approval of the District Visitor of the Brothers of the Christian Schools, who also retains some reserved powers.
- Mrs. Judy Killion serves CBA as Assistant Principal for Academic Affairs, Mr. Mark Person serves as Assistant Principal for Student Affairs, and Mrs. Kathleem Hanson is Assistant Principal for the Junior High School.   These persons comprise the Administrative Team. They meet weekly to establish priorities for CBA. Another group of key personnel join this team and serve as the President's Council.
- The Visiting Team observed a deep respect amongst the members of the school administration, as well as a willingness to trust each member to fulfill his or her duties free from micromanagement. This said, Brother Jozwiak maintains an

overall understanding of the operations of the school, and members of the administrative team are well aware of their assigned responsibilities.

C.2.   Recommendations

- None

D.   Role of the Governing Body

D.1.   Observations

- The Board of Trustees of Christian Brothers Academy is self-perpetuating. A member serves as Chair of the Nominating Committee. That established, Christian Brothers Academy operates under the provision of a Sponsorship Covenant that was promulgated in 1993. A key concept is that "Lasallian schools are committed to working together by association." The current Chair of the Governing Board is Mr. Paul Drescher. The Board meets quarterly, and the Chair in consultation with the Principal sets the agent. Board members are selected and nominated based upon their expertise, their familiarity with CBA, and their willingness to perform Committee assignments. The Visiting Team commends the Board of Christian Brothers Academy for its devotion to the school.
- The Visitor of the Christian Brothers is represented by his Delegate whom he appoints.

D.2.   Recommendations

- None

E.   Role of the External Facilitator

	The school used the services of an External Facilitator
X	The school did not use the services of an External Facilitator

E.1.   Observations

- An External Facilitator was not used.

E.2. **Recommendations**

- An External Facilitator was not used.

F.   Communication and Awareness Activities

F.1. **Observations**

- It became clear to the Visiting Team very early on that communication was a priority of those who were responsible for the development of protocols. There were small and large group meetings, faculty and Board gatherings, and all stakeholders were informed of the progress of the Planning Team. NAVIANCE became a key tool in communication and surveys were conducted among and with the participation of all stakeholders.
- It bears noting that at the time of the internal scan, one of the greatest complaints of the community in general was alack of communication. The Planning Team and the school administration attacked this problem with vigor and the result has been spectacular turn around in a very short time. Even students had to admit that they were generally well informed and that if they were not it was not the fault of the school.

F.2. **Recommendations**

- The Visiting Team recommends that the school continues to keep abreast of the latest developments in technology and uses those advances to maintain a high level of connectivity with its stakeholders.

G.   Action Plan Teams

X	The school used Action Plan Teams
	The school did not use Action Plan Teams

G.1. **Observations**

- The Action Plan Teams are composed of representation among all stakeholders of Christian Brothers Academy. They have been meeting regularly since the spring of 2010, and each of the Action plan teams has developed detailed plans for the fulfillment of all facets their respective objectives.

G.2. Recommendations

- Relative to Objective 1, it was the experience of the Visiting Team that the wording of the Objective was a bit confusing. It was only after our initial interviews that we understood what was being sought. The Visiting Team suggests that more clarity would be helpful. For example, some brief narrative at the beginning of the Objective might be included as background. The Action Plan Team may meet to discuss this possible revision.
- In terms of Objective 2, the Visiting Team recommends that the Action Plan Team continues to articulate in a better fashion the following items: timeline, benchmarks, and strategies for Writing Across the Curriculum. The Visiting Team suggests that Christian Brothers Academy consult other similar institutions that have developed this program.

H.   Implementation Teams

	The school used Implementation Teams
X	The school did not use Implementation Teams

H.1.   Observations

- The school did not use Implementation Teams. The Action Teams will serve in that capacity.

H.2.   Recommendations

- The Visiting Team recommends that there be a member of each plan responsible for reporting to the Planning Team whenever a Planning Team meeting is held, or that one member of each Action Team is a member of the Planning Team.

I. Periodic Reviews of the Plan for Growth and Improvement

I.1. Observations

- The Visiting Team observed that through the new plan CBA has implemented to keep the Planning Team in operation, there will be a constant monitoring of the successes, failures and need to revise the Plan for Growth and Improvement. Due to personnel changes and the previous lack of retention of a Planning Team, the reviews in the past have not been sufficient. This will no longer be the case.

I.2. Recommendations

- Remain constant to the plan currently in place regarding the retention and renewal of members of the Planning Team.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Planning Process based on what was seen and heard during the Team's visit to the school.

First, the Visiting Team provides any general observations regarding the school's adherence to Requirements of the Protocol for Planning Process and any areas in which the school exceeds the Requirements.

Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

Stipulations are Requirement(s) of the Protocol that are entirely absent and, therefore, the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

Overall Assessment—Requirements of the Protocol for the Planning Process

X	The Visiting Team's assessment is that the school **MEETS** the Requirements of the Protocol for the Planning Process
	The Visiting Team's assessment is that the school **DOES NOT MEET** the Requirements of the Protocol for the Planning Process for the following reason(s): *[Note: A determination that the school does not meet the Standard requires that a stipulation is added to the school's accreditation.]*

Recommended Monitoring Issue(s):

In this section, the Team lists any Requirements of the Protocol for the Planning Process that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are only partially in compliance and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's accreditation.

Requirement of the Protocol	Recommended Action
NONE	

Recommended Stipulation(s):

In this section, the Team lists any Requirements of the Protocol for the Planning Process the school does not meet and, therefore, must be included as a stipulation to the school's accreditation.

Requirement of the Protocol	Recommended Action
NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

Introduction

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Accreditation for Growth* protocol is based in the principles and concepts of strategic planning/ Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the components of the Plan for Growth and Improvement in Student Performance:

- Mission

- Beliefs
- Profile of Graduates
- External Scan (optional)
- Internal Scan (optional)
- Measurable student performance objectives
- Action plans to achieve the objectives

Important: The Team's observations and recommendations regarding the Plan for Growth and Improvement must be read in conjunction with the Plan as presented by the school in its Self-Study Document.

Relationship to Other School Improvement Efforts

In this section, the Visiting Team provides its observations regarding the degree to which the school's planning process and Plan for Growth and Improvement are aligned with other school improvement efforts and or those of a parent system.

The Visiting Team supports the Planning Team's work on organization and communication to stakeholders throughout the planning process. This improvement has made it much simpler for the various improvement efforts to work in tandem.

The school's Strategic Plan has ties to the Plan for Growth and Improvement as both seek to grow enrollment and improve the academic and spiritual environment of the school. The Technology Plan does the same, and works with both the Middle States Plans and Strategic Plan. All are tied financially and academically together. Better email and other communications efforts have made the sharing of information seamless and helped the various plans to work together rather than in isolation.

In addition to these plans for growth, CBA is preparing for its evaluation from the Christian Brothers community. The plans put in place for the Middle States Validation will also be used for school improvement in this upcoming evaluation.

A.   MISSION, BELIEFS, AND PROFILE OF GRADUATES

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will its purposes).

While it is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete or whether the school and its community of stakeholders support and are "walking the talk" of the Mission. However, it is up to the school to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's mission are presented.

THE VISITING TEAM'S OBSERVATIONS—MISSION

A.1. MISSION

The school's Mission is:

Christian Brothers Academy is a Catholic, Lasallian, college preparatory school serving young men and women of diverse faiths and cultures.

The administration, faculty, staff, and the entire CBA family provide students with a

safe, nurturing environment that fosters spiritual, intellectual, physical, emotional, and social growth.

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

What is the school's *audience* as identified in the Mission?

The school's audience is young men and women of a variety of faiths and cultures

What is the *unique identity* of the school as identified in the Mission?

The school is Catholic and, more specifically Lasallian in identity.

What is the *aim or purpose* of the school as stated in the Mission?

The aim of the school is to challenge students to achieve excellence in all aspects of their lives, encouraging them to live as moral, responsible, contributing, and successful members of society.

What is the action of the school as stated in the Mission?

The school will provide a safe, nurturing environment that fosters spiritual, intellectual, physical, emotional, and social growth in its students.

What is the *means* the school will use to accomplish it Mission?

The school will use the use its faculty, administration and extensive network of supporters to help accomplish its Mission. Given the dedication of the stakeholders, CBA is in an excellent position to be able to do so.

To what extent do the school's stakeholders know, understand, and support the school's Mission?

In every conversation that the Visiting Team had with stakeholders an understanding of the Mission was either specifically articulated, or clearly communicated through other statements of belief about the culture of the school. All stakeholder communities know, understand, and support the Mission. Moreover, they are dedicated to doing their best to achieve it.

A.2. BELIEFS

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

The school's Beliefs are:

Christian Brothers Academy is an educational community, which finds its inspiration in four traditions:

The Catholic Tradition
The Lasallian Tradition
The Liberal Arts Tradition
The American Tradition
From these traditions, our educational community derives a basic set of beliefs about the human person which give meaning and purpose to the various approaches to schooling taken at CBA.

The Catholic Tradition
As an educational community in the Catholic tradition, Christian Brothers Academy seeks to bring its students to a recognition and acceptance of the "Good News" that Jesus the Christ is indeed THE model of what it means to be a human person. Particular qualities of Jesus which CBA undertakes to nurture in its students are the following:
A SENSE OF THE SACRAMENTAL; that is, an awareness of the Divine Presence being revealed in persons, in creation, and, in a special way, in religious word, symbol, and ritual.
A SENSE OF OBEDIENCE; that is, a careful listening for God's promptings which are to

be heard "spoken" in experiences of persons and circumstances.
A SENSE OF COMPASSION; that is, a love for life born of sensitivity to the interconnectedness of all creatures by reason of their common Creator.

The Lasallian Tradition

As an educational community in the Lasallian tradition, we see in the person of Saint John Baptist DeLaSalle, Founder of the Christian Brothers and Patron Saint of Teachers, three kinds of commitment which seem especially important to be fostered in the students of Christian Brothers Academy. They are:

A COMMITMENT TO EDUCATION; that is, an acceptance of life-long learning, both formal and informal, as a path leading to fulfillment for the human person.
A COMMITMENT TO COMMUNITY; that is, an acceptance of a person's responsibility to contribute to both the intentional and circumstantial communities of which he or she is a member-- for example, family, parish, school.
A COMMITMENT TO THE GOSPEL; that is, an acceptance of Jesus' "Kingdom-Proclamation" that this world of ours, so torn by violence, alienation, and poverty, can, should, and will instead be a world characterized by "shalom," that is, a world of peace based on justice.

The Liberal Arts Tradition

As an educational community which refers to itself as an "academy," we consider ourselves to be inheritors of a tradition focal to western civilization; namely, the tradition of the liberal arts education. From this tradition are derived the following convictions transmitted to the students of Christian Brothers Academy:

The CONVICTION that in the "disciplines" of the arts and sciences the person can discover methods for solving problems which human society has a knack for creating, and for engaging the mysteries out of which Divine Wisdom has fashioned our universe. The CONVICTION that self-centeredness and any sort of parochialism are inconsistent with the breadth of vision nourished by exposure to the liberal arts.
The CONVICTION that the knowledge and skills one acquires from the liberal arts education are to be used for the purpose of leadership in the service of others.

The American Tradition

As an educational community blessed to have developed in the United States, we cannot help but have absorbed values which account for the greatness of this nation. Primary among these values is respect for the individual. Expressive of such respect are the following characteristics of the American spirit which the students of Christian Brothers Academy are enabled to acquire:

A SPIRIT OF FAIRPLAY; that is, a way of living which acknowledges the presence of

rules which apply to everyone, not just to a few.
A SPIRIT OF GENEROSITY; that is, a way of living which is ready to respond to the needs of those who, for whatever reason and in whatever way, are less fortunate.
A SPIRIT OF OPENNESS; that is, a way of living which is comfortable with differences and challenged by possibilities.

This series of fundamental beliefs serves as directions which seem to go to the very heart of what the educational community we call Christian Brothers Academy has been, is now, and will be about. The "vision" of the human person which these twelve directions create is, of course, an ideal. While this ideal might take an individual a lifetime to attain, it is not by that fact unrealistic.

To what degree do the school's Beliefs meet the criteria of the _Accreditation by Growth_ protocol? If they do not meet the criteria, explain why.

Although not brief, the school's Beliefs are certainly practical, clear, far from trivial, free from "must" or "should" in relevant places, and applicable far beyond the realm of education. The only criteria not met is that they do not begin with "We believe that…"

How well do the school's Beliefs represent what the Team heard from the school's stakeholders?

This system of Beliefs was precisely what the Team heard from stakeholders, though not in so many words.

To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?

The stakeholders of this community are entirely invested in the schools Beliefs and core values. Even those members of the community who did not think that they were able to voice the Beliefs if directly asked were able to articulate those Beliefs in their own words without prompting.

———————————

A.3. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- A concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

CBA Profile of Graduates:

The commitment of Christian Brothers Academy to its students is reflected in our Mission: To nurture our students towards achieving excellence in all aspects of their lives. As our students graduate, they will continue to build upon the foundations

developed at CBA. They will continue to grow: intellectually, emotionally, and in faith. In describing our ideal graduates, we commit to assisting our students grow and develop so that they mature into confident, strong, spiritual young men and women who will contribute positively to the community; act always for the greater glory of God; and be prepared to meet the challenges they face with confidence.

The ideal graduates of Christian Brothers Academy will:

I. Be intellectually capable and accomplished:

By the time of graduation, CBA students will have faced a challenging curriculum that will prepare them for further learning, enabling them to think critically and express themselves through written and oral communication. The graduates will have identified and developed strengths and interests. The graduates will also have learned to achieve the best they can in areas of relative weakness, and will continue to challenge themselves. Further, the graduates will have had experiences outside of the classroom that have enriched and developed them into more well-rounded individuals.

II. Act with integrity and emotional maturity:

By the time of graduation, CBA students will act in a fair and respectful manner in their interactions with others. CBA graduates will accept responsibility for their actions. They will be familiar with how to engage in a healthy lifestyle.

III. Be committed to act in a socially just manner and to serve those in need:

By the time of graduation, CBA students will demonstrate an awareness of current global social issues. They will seek to be understanding and open to others' differences and needs. They will demonstrate an understanding of the Catholic and Lasallian imperatives to help those who suffer and are in need, and will have participated in Christian service to others in the community.

IV. Continually develop spiritually and in faith:

By the time of graduation, CBA students will demonstrate knowledge of the charism and traditions of St. LaSalle. They will know the tenets and traditions of the Catholic faith, and will have familiarity with and respect for other religions. They will demonstrate a solid and loving relationship with God.

To what degree does the Profile of Graduates express:

- **What the school expects its graduates to know**
- **What the school expects its graduates to do with what they know**
- **What qualities or characteristics the school expects its graduates to demonstrate**

The Profile of Graduates expresses clearly the outcomes of CBA's Mission and Beliefs put into practice in the areas of academic and spiritual growth and development. The Profile states that students will have found their areas of strength and weakness through the academic rigor of course work, as well as activities outside of the classroom. It states that students will be willing and able to react with integrity to the situations around them and that they will live their lives in such a way as to promote social justice.

The school expects that its graduates have worked to become well-rounded, well-intentioned human beings capable of making rational well-informed decisions about their lives and will be able to live in the world as compassionate, intelligent individuals.

To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?

The stakeholders, from students to Board members to parents, are in complete support of the Profile of Graduates whether they know one exists or not. Those on the Planning Team and the faculty are very much aware of the Profile, as they were a part of its creation. As such, they have been a party to discussions as to its validity and composition, and have come to a deep understanding of its meaning. The Visiting Team observed however, that most stakeholders who would not be able to list the four bullet points of the profile would articulate the same information regarding the CBA graduate if asked about the results of a CBA education.

The Mission and Beliefs that lead to this Profile of Graduates are an integral part of the conscious and the subconscious of this community. Parents, students, coaches and Board members, unprompted by a specific question regarding such a profile, describe the graduates in just this way.

THE VISITING TEAM'S RECOMMENDATIONS—MISSION, BELIEFS, AND PROFILE OF GRADAUTES

THE VISITING TEAM'S RECOMMENDATIONS:

In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- The Visiting Team recommends that CBA continue to help its teachers and students understand the Mission and Beliefs of the school through training in the Lasallian principles.
- While the beliefs are clearly in line with the Mission, it might be beneficial to articulate them in a manner more consistent with the Middle States model. Specifically, starting each of the statements of belief with the recommended "We believe" might make the specific beliefs more evident.

THE VISITING TEAM'S RECOMMENDED MONITORING ISSUES:

In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring Issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring Issues must be corrected by mid-term in the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	

THE VISITING TEAM'S RECOMMENDED STIPULATIONS:

In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	

B.   STUDENT PERFORMANCE OBJECTIVES

The centerpieces of the school's Plan for Growth and Improvement are the two, three, or four areas of student performance the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which two, three, or four of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student

performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its mission, as expresses in its Profile of Graduates. Not only should the objectives be related to the school's mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

The Team's observations and recommendations regarding the Context of the School must be read in conjunction with the Context of the School as presented by the school in its Self-Study Document.

B.1. Student Performance Objective #1:

Objective #1

Student Performance Objective #1: As submitted by the school

*By the year 2017, the students of Christian Brothers Academy will demonstrate increased comprehension of the Lasallian Core Principles of **responding to the needs of those who suffer from poverty and injustice**, and **valuing the living presence of God in our world** through increased participation in voluntary religious activities, school and community service, and availability and participation in positive peer programs and events, as measured by:*

a. The percentage of the number of students participating in voluntary religious activities will increase by 3% or more from the current baseline year of 2009-2010:

Religious activity	*2009-2010 % participation*	*Target %*
Confession	*10%*	*13%*
Religious vocation		

Information (high school)	*3%*	*6%*
First Friday Mass	*3%*	*6%*
Eucharist assistants (servers,		
ministers)(high school)	*3%*	*6%*
outside (Diocese, etc) events	*1.5%*	*4.5%*
prayer services	*1%*	*4%*
Lasallian Youth Group	*3%*	*6%*

b. The percentage of students in grades 9, 10 and 11* performing at least 10 hours of community or school service per year will attain and be maintained at 65% of students in those grades.

Baseline: attach results of student survey:**

Number of students responding to survey (grades 9, 10, 11): 348

Number of students overall with 10 or more hours of service: 182

% result overall (10 or more hours of service) as of April, 2010: 52%

> ** Students in Grade 12 have a mandatory graduation service requirement of 32 hours of service to be performed in senior year, and that requirement will not change.*

c. The percentage of students in grades 10-12 participating in positive peer mentoring and tutoring activities will increase by 3% or more from a 2009-2010 baseline of 2.5% participation in peer mentoring activities and 5.5% participation in peer tutoring.

**Survey of Grades 9, 10, 11: results

Given: April 2010

Number of 9th grade students responding: 113

Number of 9th grade students with 10 hours or more of service: 52

% result (10 hours or more): 46%

Number of 10th grade students responding: 125

Number of 10th grade students with 10 hours or more of service: 70

% result (10 hours or more): 56%

Number of 11th grade students responding: 110

Number of 11th grade students with 10 hours or more of service: 60

% result (10 hours or more): 55%

Middle States Survey

April, 2010

Objective 1

The following is a survey of students in grades 9-11. It is given to ascertain the average number of hours of participation by students (and the average number of students) in community and school service. Please go over the instructions with your students and ask them to be as accurate and honest as possible.

Instructions:

This is a simple survey which will help us know how many CBA students participate in community and school service, and how many hours on average students spend in voluntary service. Here are the guidelines in answering:

1. In calculating your hours, use the time period of July, 2009 to the present.

2. Service can be in fundraising, participating in a walkathon, stocking shelves at a food pantry, helping at a camp for kids, vacation Bible School, clean-ups, etc. It does not have to be limited to service directly to people in need. It can also include things you do at school, like tutoring, Open House. It can be work with animals as well.

3. Simple donations of items or money do not qualify as service for this survey.

4. If your service is done for Confirmation or any other obligation, please note that.

5. Service to the school done as a result of detention does not qualify.

MIDDLE STATES STUDENT SURVEY

April, 2010

Please listen to the instructions before answering the survey. If you have questions, please ask the teacher.

Grade:_____

Approximate number of hours volunteered for School or the Community (7/2009-present)____

How many of these hours did you perform for Confirmation or other obligation (like Girl or Boy Scouts, for an award, etc)_____

What are some examples of the service you participated in?

_____

_____

_____

Thanks for your time!

What evidence was seen and heard to confirm that this objective represents a priority for the school in growth and improvement in student performance?

In discussions with members of the Planning Committee, the Action Plan Team, Brother Jozwiak, faculty, coaches, and parents, this objective was consistently the priority. It was seen as the clearest means of increasing the students' comprehension of the Lasallian Core Principles and of increasing their participation in religious activities and service.

What is the level of understanding of and support for the objective among the school's community of stakeholders?

The level of understanding is high. Over the past year, there have been numerous meetings in which faculty and staff have brainstormed, discussed, narrowed the focus of the objective and its components, and agreed upon the final list. In every discussion during the visitation, there was full support for the objective.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	x	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	x	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?		x
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	x	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	x	
Have an effective and efficient way to gather data to assess the progress of the objective?	x	
Is the objective reasonable and achievable?	x	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

Fill in baseline data as it becomes available.

_____

B.2.   Student Performance Objective #2:

Objective #2

By the year 2017, students at Christian Brothers Academy will have an increased comprehension of the Lasallian core principle to "promote a quality education through the ability to communicate by writing effectively" as demonstrated by:

1. A 3% increase in the mean PSAT writing score

Baseline: 2009: mean Writing score=52.7

2. A 3% increase in the mean ACT writing score

Baseline: 2009 mean ACT Writing score=23

3. A 3% increase in the mean SAT writing score

Baseline: 2009 mean SAT Writing score=551

4. A maintenance of a three-year average percent of 84% at the mastery level (grade of 85 or above) on the New York State English Regents Exam.

Baseline:

Percent at mastery level:

2007=89%

2008=81%

2009=83%

Three-year average=84%

What evidence was seen and heard to confirm that this objective represents a priority for the school in growth and improvement in student performance?

Documentation is broad enough to provide evidence through the data provided, dialogue and anecdotal observations. The Visiting Team heard that there was a consensus for standardizing a writing process across the curriculum. The Action Team's plan (that will be addressed later in this document), will demonstrate the variety of approaches going beyond the ACT, PSAT, SAT and New York State Regents writing assessments.

What is the level of understanding of and support for the objective among the school's community of stakeholders?

The process began with guidance raising the issue of scores in ACT's and SAT's. In meetings with the Action Team, faculty, students and Planning Team, there appears to be a general knowledge of the expectations of standardizing writing requirements across the curriculum. The Visiting Team heard that there is acceptance of MLP Writing protocols, while allowing teachers to meet appropriate needs of specific classes.

As implementation of Objective 2 continues, the Visiting Team encourages three things. The first is to implement appropriate on-going professional development in the area of writing skills for all teachers. Second, the administration and department chairs should moderate the amount of work placed on members of the English department in supporting their colleagues in this area. Third, the librarian should continue to be recognized for her expertise and support of teachers in research and writing.

In addition to the Action Plan for Objective 2, the faculty might want to consider the creation of rubrics to address the application of MLP styles in each core subject.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	x	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	x	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	x	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	x	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	x	
Have an effective and efficient way to gather data to assess the progress of the objective?	x	
Is the objective reasonable and achievable?	x	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

The Visiting Team supports the need to add an assistant to the Reading specialist. This would be a proactive move to accommodate various learning styles of students. This additional staff would allow the Reading Specialist time to further support teachers in their quest to best serve their students.

_____

_____

C.   ACTION PLANS

Action plans describe the methods the school will use to accomplish its mission/philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team examined the action plans for the performance/capacity objectives in the school's Plan for Growth and Improvement and has determined that the plans meet or do not meet the criteria for effective action plans below.

C.1.   Action Plan for Objective #1:

What are the major strategies/actions steps in the action plan?

- Peer Ministers in Community Outreach "adopt" religion class sections in grades 9, 10, and 11 to promote service through discussion, projects, and idea generation.

- Increase visibility of First Friday Mass by posting information on the school website, putting out more posters, and sending out personal invitations to various student groups.
- Increase opportunities for individual confessions from two times up to four times per academic year (September, Advent, Ash Wednesday, and Holy Week), increase participation from 10% to 13%.
- Provide more prayer services for students (i.e., Exposition of the Blessed Sacrament, Chapel time, Grotto prayers).

What is the level of understanding of and support for this action plan among the school's community of stakeholders?

Understanding of and support for this action plan is very strong. Members of all stakeholder groups are particularly dedicated to the understanding of and commitment to Lasallian Core Principles that drive the school, and they support any activities that help students to grow in their understanding.

Does the action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	x	
Address as many aspects of the institution's programs, activities, and services as appropriate?	x	
Address the entire student population?	x	
Include a logical sequence of strategies and/or action steps?	x	
Include enough activities to ensure that the objective will be achieved?	x	
Not exclude major action steps?	x	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	x	
Identify the resources required to implement the action steps?	x	
Identify the persons/groups responsible for implementing each action step?	x	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	x	

Does the action plan:	YES	NO
Include plans for obsolescence; identifies the activities that will cease (and when that will occur) so that the additional activities can be added?		x
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	x	
Establish reasonable timelines for implementing the action steps?	x	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan?	x	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	x	
Appear reasonable and achievable?	x	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this action plan?

- The Team recommends that the there be an increase in school-sponsored opportunities for service for underclassmen. It also recommends that the junior and senior Kairos be expanded to the usual four day experience rather than the abbreviated version now in place.

_____

C.2. Action Plan for Objective #2:

What are the major strategies/actions steps in the action plan?

- Hiring an assistant to the Reading specialist to assist in providing services to students with 504 plans.
- Implementing standard writing and grading practices in all disciplines.
- Holding training sessions for faculty members in using standard language to assign work or format tests so that expectations are clear and familiar.

- Celebrating the mission of educating the whole student. As one parent stated: "all of the faculty believe in each student. " And several parents stated that "CBA offers an education that goes beyond excellent academics. Teaching students to be kind, giving, and compassionate people is just as important as getting good grades."

What is the level of understanding of and support for this action plan among the school's community of stakeholders?

The Visiting Team discovered an awareness of Objective 2 and the Action Plan among most faculty and some students. Support for the plan is consistent with the data. The Visiting Team encourages CBA to provide the finances to hire an assistant to the Reading Specialist and provide the professional development needed to tackle this Action Plan.

Does the action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	x	
Address as many aspects of the institution's programs, activities, and services as appropriate?	x	
Address the entire student population?	x	
Include a logical sequence of strategies and/or action steps?	x	
Include enough activities to ensure that the objective will be achieved?	x	
Not exclude major action steps?	x	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	x	
Identify the resources required to implement the action steps?	x	
Identify the persons/groups responsible for implementing each action step?	x	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	x	
Include plans for obsolescence; identifies the activities that will	x	

Does the action plan:	YES	NO
cease (and when that will occur) so that the additional activities can be added?		
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	x	
Establish reasonable timelines for implementing the action steps?	x	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan?	x	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	x	
Appear reasonable and achievable?	x	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this action plan?

- N/A

THE VISITING TEAM'S RECOMMENDATIONS—STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

In this section, the Team lists its recommendations regarding the degree to which the school's student performance objectives and action plans meet the Requirements of the Protocol for Objectives and Action Plans.

THE VISITING TEAM'S RECOMMENDED MONITORING ISSUES:

In this section, the Team lists any requirements for Student Performance Objectives and Action Plans that require monitoring. Monitoring Issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring Issues must be corrected by mid-term in the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	NONE

THE VISITING TEAM'S RECOMMENDED STIPULATIONS:

In this section, the Team lists any requirements for the Student Performance Objectives and Action Plans the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	NONE

THE MIDDLE STATES STANDARDS FOR ACCREDITATION

INTRODUCTION

The self-assessment of the degree to which the school meets the Middle States Standards for Accreditation provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect.

The 12 Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

Standards for Accreditation for Schools: Elementary, Middle, High, and PreK-12 Institutions

Foundational Standards: Standards addressing best practices in the components of a school that provide the *foundations* for quality in the education program, services, and results in terms of student learning.

- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization

*Operational Standards***:** Standards addressing best practices in delivering the education program, services, and activities to the students.

- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources and Technology

The Team's observations and recommendations regarding the school's adherence to the Standards for Accreditation must be read in conjunction with the school's self-assessment as presented in the school's Self-Study Document.

PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

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A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment is that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

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B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
The school's philosophy/mission	x
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	x
Marketing, recruitment, and admissions materials	x
http://www.cbasyracuse.org/cbasyr/academics/index.php	x

Evidence	Visiting Team
Policies related to the philosophy/mission	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

Throughout the Visiting Team's stay at Christian Brothers Academy it was clear that the Mission drives the school and is a vital part of everyday life. The policies are aimed at assuring that students are well-developed men and women of good character who place a premium on education and on treating each other with respect. Alumni could attest to the fact that this is a long-standing Mission, and even if it has been rewritten from time to time, the intent has always been the same. Parents are aware of the philosophy of the school and generally cite reasons related to the Mission for wanting their children to attend CBA. The Team found that students and faculty also articulated a support for the school's philosophy.

C.2 Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

• None

C.3 Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements

that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X

Evidence	Visiting Team
For independent, non-public, and proprietary institutions only	
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	X
Sponsorship Covenant Document	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The primary indicators for the Standards that are required by MSA for Leadership and Governance have been met well by Christian Brothers Academy. The Governing Board operates inside of clear parameters established in its By-Laws, the articulation agreement between the Brothers of the Christian Schools and the Board of CBA is demonstrably clear in the Sponsorship Covenant, and the structural chart that was provided to the Visiting Team is clear.

It was abundantly clear to the Visiting Team that Board Members are most committed to the Institution. It was also manifestly clear that involvement in the Academy by the Governing Board transcended mere altruism, and support for the Academy is heartfelt.

The Planning Team received 985 surveys from among all stakeholders. The Ratings received were 4/4 in all categories. The Governing Board is perceived as an effective entity, and the School's Leadership enjoys the high regard of all stakeholders, particularly the students. The students we interviewed had high praise for the School Leadership and were commended by the students for creating an environment that is most conducive to learning.

The vision of the Christian Brothers is clearly understood by both the Governing Board and the School Leadership. Faculty has been invited into partnership, and strong efforts are made by Brother Joseph to ensure that vision past his tenure.

The Board and the School Leadership have committed to a culture of planning, and have a deep understanding of the Objectives as well as what is contained in the Strategic Plan.

C.2   Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Visiting Team recommends that in its next development of a Strategic Plan that the school more clearly articulates its Long Term Goals and Objectives, particularly in the areas of financial aid, tuition levels, and faculty compensation. Also, insofar as the Visiting Team recommended investigation of the feasibility of an Auditorium in other places in this document, it seems in order that this be considered in the school's next Strategic Plan

C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Strategic and/or long-range plan	x
Development/institutional advancement plan	x
Enrollment plan	x

Evidence	Visiting Team
Policies related to school improvement planning	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Planning Team, Board of Trustees, and Administration of Christian Brothers Academy are rich in their insight, vision and organization strategies. The Visiting Team observed and heard support for financial support, capital campaigns, judicious budgeting and institutional advancement and development. There is a commitment to and understanding of financial planning, keeping tuition affordable, maintaining and enriching facilities and programs, while addressing marketing and enrollment. In a downward slide in the economy, CBA was able to continue a major capital campaign for endowment and athletics projects.

CBA seems to be valued by the greater Syracuse community for the tradition, alumni and present families of the school.

C.2 Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Visiting Team recommends the continuance of their recruitment initiatives, Lasallian formation and mission effectiveness in front of all decisions of planning.

C.3 Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FINANCES STANDARD FOR ACCREDITATION

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Current operating budget (for main campus and each branch campus)	x
Certified external audit letter conducted within the last two years (for main campus and each branch)	x
Student tuition and fee schedule (if applicable)	x
Long-range financial plan	x
Schedule of student tuition and fees (for non-public and proprietary institutions)	x

Evidence	Visiting Team
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation	x
Publications provided to students outlining students' financial obligations	x
Summary of the institution's insurance coverage (for main campus and each branch)	x
Policies related to finances, financial aid, and refunds	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team concurred that the protocols for finances were organized, current and professional. Christian Brothers Academy is fortunate to have the expertise of their COO, Brenda Mulvern. When combined with the Principal and the Board of Trustees, there is expertise in the area of fiscal responsibility, vision and an understanding of Lasallian traditions. A number of the Board members are alumni and many have had children attend the school.

From the COO, principal, staff and Board Members, the Visiting Team frequently heard a commitment to strategic planning regarding market tuition prices as well as financial aid for present and future students. In several examples of strategic planning by the Board of Trustees, the use of resources and the financial protocols for tuition collection, the values of a Lasallian are understood and implied by the people who enact the protocols.

In the area of communication with the school community regarding finances, there is an annual report which distributed to all stakeholders. Finances are presently stable and well monitored by the Finance Committee and the COO. Members of the Finance Committee appear to be excellent stewards of the investments and of the budget.

C.2   Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- While written policies and procedures are in place and well monitored, the Visiting Team encourages a written plan of succession for committee members.

C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FACILITIES STANDARD FOR ACCREDITATION

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

C. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

D. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Floor plan of facilities	x
Long-range facilities plan	x
Maintenance/repair schedules	x
Plans for any facilities improvements	x
Policies related to facilities	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

Christian Brothers Academy is housed in a large and welcoming building. The grounds are beautifully kept and the school has an inviting quality. Highlights to the facility include a beautiful chapel, large art and music rooms, a school library, two gymnasiums, and ample classroom space. The school employs a full time maintenance person who takes care of the day-to-day up keep of the facility, and an outside janitorial company cleans the building. Equipment appears to be sufficiently maintained and overall the facility seems to meet the school's philosophy and mission including achievement of desired student learning outcomes. When teachers were asked by the Visiting Team about access to equipment and materials for instruction, they were supportive of the administration's effort to provide and also aware of financial constraints of the school. The entire physical plant is on a routine maintenance schedule that includes regular cleaning of equipment and maintenance of boilers and other systems. The school contracts with a third party food service company to operate a full service kitchen that serves a light breakfast and full lunch daily. The kitchen facility is inspected regularly by the New York State Department of Health.

There is little doubt that students have pride in their school as evidenced by the cleanliness of hallways and lack of clutter in common areas. As previously stated, the school facility has a welcoming atmosphere and is functional; the board and current and administration are aware of needs for improvement and opportunities for growth to the physical plant. CBA has done a good job of using space efficiently and has continued to adapt the existing physical plant to meet the educational needs of the school community.

The school's physical plant was renovated in the year 2000. Renovations included the enclosure of an existing courtyard to add three classrooms, a nurse's office, gymnasium, science labs, and an arts wing with a 200-seat large group instruction hall. The renovation also included decreasing the size of the Brothers' residence to expand instructional and office space.

In 2007, the school launched a capital campaign to raise funds for the school's endowment and make improvements to the athletic facilities. In 2009, after successfully raising 11.4 million dollars, CBA was able to add two new synthetic turf fields and to

light the stadium. The renovation also included refurbishment of the softball field, new furniture and volumes for the library, enhancement to the technology infrastructure and the placement of approximately six million dollars into the endowment to bring the total worth of the endowment to almost $10 million.

Having just completed a major capital campaign, the board does not have a long-range facilities plan but realizes the importance of continued development to the facility. Current discussion revolves around the eventual need for new boilers, windows, roof work, renovation of tennis courts and baseball field as well as a study of possible need for growth of the physical plant.

C.2   Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Visiting Team recommends that CBA explore the feasibility of building of an auditorium space at the school. There is a definite need for the school to have a place to gather together, besides the gymnasium. The Visiting Team heard from every stakeholder interviewed that the school is committed to and sees a need for expanding its current arts programs. An auditorium space will enhance CBA's current program in the arts and also aid in some of the space constraints as the school currently uses space in a local public high school for the major school productions and has to celebrate school/large masses in the gym.

C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL CLIMATE AND ORGANIZATION STANDARD FOR ACCREDITATION

The Standard: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Organizational chart for the school and school system	x

Evidence	Visiting Team
Floor plan of facilities	x
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	x
Contracts (e.g. union, collective bargaining agreements)	x
Professional development plan	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The community of the Christian Brothers Academy articulates its Catholic and Lasallian identity throughout the school. The faculty, staff, students, parents and board members share a common perception of the school's mission. Repeatedly the Visiting Team heard from the stakeholders that the "school is a family community." Climate in the school is one of trust, caring and a love of CBA. One student expressed her love of the school by telling how on her first day, she "just had the best time." We asked her for an explanation, and she said that several faculty asked her how she did on this day.

The principal is working to educate and inspire Lasallian formation for parents, students and faculty and staff. The desired outcome of the formation strategy will be the insurance that the Christian Brothers charism will be well established in the present and future. Parents stated that the principal is accessible and the teachers are caring and qualified.

The Visiting Team has found that CBA meets this Standard.

Early in our visit, one characteristic surfaced – family. The Visiting Team believes that the focus of all efforts of the school is treat all stakeholders as family and to empower students grow in the practice of faith and serve to a wide community. .

All stakeholders report to the principal. There is no typical organization chart at this time. The principal is relatively new to the position and the system is meeting everyone's needs.

C.2 Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Visiting Team recommends that a very public governance flow chart be developed to assure stakeholders clearly understand roles and protocols.

C.3 Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4 Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Emergency and crisis plans	x
Records of most recent health and safety inspections	x
Record of emergency drills	x
Emergency Procedures section of Faculty Handbook	x
Procedures for handling injuries and other health issues	x

Evidence	Visiting Team
Policies and procedures for storage and dispensing of student medications	x
Policies related to health and safety	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

Christian Brothers Academy (CBA) has a safe and healthy environment for teaching and learning. The School has a thorough *Student Handbook* that outlines the expectations for students' behavior and conduct as well as outlining procedures for creating an orderly and productive school environment. The Assistant Principal for Student Affairs holds students accountable for behavior issues and is a constant presence in hallways. On several occasions students reported to members of the Visiting Team that they felt safe at CBA and that there is a wonderful family feel to the school. The Visiting Team was able to witness this safe family environment in every area of the school.

The school nurse is available every day to provide basic medical attention to students, houses all of the student health records, and oversees the School's compliance with Onondaga County and the State of New York. The school has Automated External Defibrillators located in various places on the campus. The school is in compliance with New York State Education Law:

> " … requiring [schools] to provide and maintain on-site, in each instructional school facility, at least one functional automated external defibrillator (AED) for use during emergencies. The legislation also requires public school officials and administrators responsible for such school facilities to ensure the presence of at least one staff person who is trained in the operation and use of an AED." (Section 917)

Attendance is collected during every period of the day and students are not allowed to wander the halls. Teachers all seem to use a pass system for students who leave classrooms during a class period. During lunches students must be in the cafeteria. Senior students may go to the cafeteria, guidance office, or the library during free

periods but must sign in at those locations. The school installed a buzzer/intercom system at the front door and the chapel door to the school. Other doors to the building are locked at all times. Entry to the school is controlled by a buzzer/intercom system during and after the school day. In addition, each wing of the school can be secured and students are not able to re-enter the academic wing of the building after 3:30 in the afternoon.

All rooms in the school have signs that prominently display the procedures for "lockdown," "lockout," and fire evacuation. All fire drills and alarms are logged into a binder for easy reference and proof of drills. The school meets the New York State requirement for fire drills and also holds "lockdown" drills. The school also has an Emergency Response team in place that meets regularly throughout the year. This team is responsible for carrying out the school wide emergency plan and also regular revision to the plan.

CBA appears to have adequate storage facilities. Recently the decision was made to swap the weight room and a storage room to create a better use of space for each. Janitorial supplies and cleaning equipment are appropriately stored and labeled in secure places throughout the building. There are shelving units placed in open space at the bottom of a stairwell for students to store gym bags of practice equipment.

C.2   Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The nurse currently serves as the school's attendance officer. The Visiting Team recommends that either the Assistant Principal for Student Affairs or the main office handle attendance matters.
- While the storage areas are adequate they are by no means ideal. All storage facilities are currently at or nearing capacity, and the storage at the base of the stairwell could present a danger if the area is not regularly monitored. The Visiting Team recommends that at some point additional areas be designated or built to address storage issues that already exist or will exist as the schools strives to increase its enrollment and expand its course and extra curricular offerings.

C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the "heart" of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes**.**

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Program of studies or other overview of the components of the educational program	x
Scope and sequence charts	x

Evidence	Visiting Team
Written curriculum guides for each component of the educational program	x
Master schedule	x
Policies related to educational program	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

"Academic excellence" is a phrase that the Visiting Team heard from all of the stakeholders in the Christian Brothers Academy community. The school's second Objective creates an initiative for writing across the curriculum that is supported by the entire faculty. The program will require that students follow the same writing guidelines and complete writing assignments in all subject area, not just in English. Students currently complete research papers in social studies, physical education, religion, and English. Writing projects will also be assigned in mathematics and science. The Librarian supports this initiative. She teaches research methods and works with classroom teachers in implementing the writing initiative. In addition to writing across the curriculum, all seventh and ninth grade students complete a one semester English writing course.

Students refer to CBA as having a "Very encouraging academic environment." The Visiting Team observed that students feel both challenged and supported by the faculty. Parents also cite the academic reputation of CBA as the primary reason for choosing the school. The instructional program is designed to meet the New York State Regents requirements for graduation as well as prepare students for the rigor of college.

The faculty and administration see a need to expand the curriculum to include more elective offerings, particularly in the fine arts and world languages. Students also express desire to have more opportunity for electives of all kinds and acknowledge that more arts electives and opportunity to study more world languages would be a good start.

The school's entire curriculum is easily accessible. CBA recently completed a Curriculum Mapping project and have all curriculum and Curriculum Maps stored in the school's main office. The rigor of the educational program is apparent in the success that alumni report back to the school regarding the level of preparedness in college. The faculty is qualified to teach in the academic areas where they are assigned and professional development and universal commitment to the educational program and rigor of the curriculum were voiced in interviews with faculty and observed in classroom observations made by the Visiting Team.

C.2 Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Visiting Team recommends concentrating on an expansion of Arts electives. The program is strong, clearly on the rise, and has the potential to attract a group of students who wish to be able to have a concentration on the Arts during their high school careers. Such expansion could function as an excellent recruiting tool in the same way the sports program currently does.

C.3 Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4 Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

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ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Example of student transcript	x
Example student report card	x

Evidence	Visiting Team
Results of assessments administered to students	x
Policies related to assessment of student learning	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

Christian Brothers Academy uses a variety of assessment tools to evaluate and place its students appropriately. Applicants take an entrance examination, which is used for admission and placement. Eighth graders take the EXPLORE exam as a preliminary PSAT test. Ninth graders take the PLAN test, a preliminary ACT test. As both sophomores and juniors, the students take the PSAT, in tenth grade for further practice and in eleventh grade for the National Merit Scholarship program. All seniors take the ACT exam as well.

The school offers fourteen Advanced Placement courses in a variety of subjects for upperclassmen and requires New York State Regents examinations for all students. The Mastery Level, set by New York State at 85%, is the criteria that teachers strive to have all of their students achieve.

Findings that evaluate student performance come from these standardized tests and criteria; assessments are evaluated and compared to the scores of past years to monitor student progress. Student assessment and other academic files are complete and well maintained in the Guidance Department.

C.2 Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The school is well aware of the increase of students with a variety of learning disabilities that are applying to and enrolling in CBA. With this in mind, it will be important for the school to focus attention on the success of these students as their needs may vary from the general population.

C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Guidance and counseling plan	x
Examples of student schedules	x
Results of follow-up studies of graduates	x

Evidence	Visiting Team
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	x
Admissions criteria (if applicable)	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Christian Brothers Academy environment is supported through student services. It is apparent that there is a strong culture of affirmation and esteem building present in Campus Ministry and the guidance department at the School.

The guidance department provides support for the emotional and social needs of the students in a caring and thoughtful manner that places student needs first. The department is sensitive to the non-academic needs of the students and has several options for addressing the diverse needs of the student population. There is a guidance class taught to all seventh grade students. The course exists to help with transition and begin the career search and exploration process. All of the guidance counselors see students privately several times per year as well as push-in to classrooms to teach lessons on subjects like the college application process. In addition, the guidance counselors meet individually with student and parent in eighth grade to discuss the high school plan and meet again in eleventh grade to discuss and assist with the college process. Students have access to school counselors and feel comfortable speaking candidly with teachers and counselors. The Visiting Team also observed that several students take advantage of time before and after school and during free periods to use the guidance office for quiet study. The guidance office is clearly a welcoming center of activity for students. Every student is seen at least twice a year by his or her counselor, seniors often more frequently.

The school employs four guidance counselors who provide all of the services and work closely with other members of the faculty and staff. The department also provides students with crisis intervention, violence prevention programs, psycho-social counseling, and training on the use of NAVIANCE which is a software package that is

used for college and career searches, parent/student communication and personality surveys.

CBA has an impressive number of students attending college; in fact the Visiting Team was able to verify through parent interviews that many, if not most, students are accepted to first choice schools. Students have access to college information through the guidance department and trough the NAVIANCE computer program. NAVIANCE can be accessed from anywhere once the student and parent register. The guidance department also deals with all academic related issues in conjunction with the Assistant Principal for Academic Affairs. There is a common feeling throughout the student body that teachers and administrators are approachable, available, and willing to help. The School has a peer-tutoring program administered through the National Honor Society, the school leadership class, and the peer ministry program. Teachers and guidance counselors are readily available to students before and after school.

Teachers are fully aware of the special needs of any student with an IEP or 504 Plan. Student accommodations are reviewed on a regular basis. Students are openly appreciative of the effort made by teachers and administration to provide a comfortable learning environment. CBA has a full time resource teacher provided by the Jamesville-Dewitt Central School District who works with all students who have IEP's. In addition, CBA employs a full time specialist who works with all 504 students to provide accommodations. Both specialists work in concert with the entire faculty and all of the students with identified special needs. All students at CBA must write an entrance exam and apply to attend the school. Students are not allowed to have any accommodations while writing the entrance exam. Students with documented special needs are reviewed in the application process to ensure that CBA can accommodate the needs of all students who attend the school. The principal and admissions director are aware that there will be a greater need for CBA to expand the services provided for students with learning disabilities in the coming years. The principal has a plan to create a learning center and is aware that CBA can be a great opportunity for students.

Campus Ministry is an integral part of the CBA community. The Campus Minister coordinates the Peer Ministry program, the junior and senior class overnight retreat program based on the Kairos retreat. The Peer Ministry program has four different groups, each of which is student run. Each group meets individually and through oversight from the Campus Minister truly supports the mission of the school and underlines the Lasallian philosophy that the Visiting Team found so present within the community.

It is obvious that the health and well being of every student at CBA is paramount. The School has a full time certified nurse who is an employee of CBA but whose salary is paid to the school by the Jamesville-Dewitt Central School District. The nurse notifies all faculty of student medical needs using a read-only document, which cannot be printed, posted or copied onto a shared drive. Students who need medications are required to report to the nurse's office to receive them. All administration of medication is recorded in a log with date, time, and dosage. The Visiting Team observed that the school nurse is also the school attendance officer and handles verification of absence for all students not in attendance and compiles the daily attendance report. Communication among faculty, parents, and the school nurse is strong. Students

appear to be comfortable with the nurse and a routine is in place for students when they arrive in the office. The nurse keeps all health records and ensures that the students are medically able to participate in athletic programs. There is a Health and Safety Plan published by CBA that is used by the school for handling accidents and safety procedures.

CBA owns three vans that are used for student transportation to athletic events, campus ministry outreach, and transportation for students who attend CBA from Oswego, New York. Transportation of students to and from school is handled through the New York State Transportation Law, which requires the public school districts to transport private school students from the home district to a private school within a 15-mile radius. All students outside the 15-mile radius are responsible for getting back and forth to school on their own, unless they live in Oswego. This transportation policy is widely communicated to parents in the admissions and school registration process. Vans are scheduled through the athletic director; however, Campus Ministry has a "first refusal" understanding for the use of one van afterschool.

The school has an adequate cafeteria facility used by all of the students. The cafeteria staff does not directly report to the school administration as they are contracted from a local food service company. The cafeteria serves a light breakfast and full lunch on all school days and uses standard food safety practices. Students interviewed all spoke highly of the food quality.

The school operates a full service library with a full time librarian who is supported by a teacher each period of the day. The library has approximately 8,700 volumes and a web page that can be accessed from within the school or from any computer. The library web page has links to all of the research tools. The librarian is an excellent resource to students and teachers alike and provides a true teacher/librarian to the CBA program.

CBA has well established and well communicated admissions guidelines. Admission to CBA is based on an entrance exam and an application process. An admissions committee made-up of various stakeholders from within the school itself screens all applicants. The school holds an open house for prospective students in the fall and the entrance exam in November with a December 1 deadline for applications.

C.2   Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Particularly based on the value given to the spiritual awareness requirement in the school's Objective 1, the Visiting Team recommends that the current junior/senior overnight retreat program be expanded to the full four day Kairos model and that there be no cap on the number of students who wish to attend.
- The nurse has many and varied obligations. The Visiting Team feels that the task of signing students in late would be better assigned to the main office staff or, perhaps to the disciplinarian, as it is entirely likely that the nurse may need to tend to a medical emergency when students would otherwise need to sign in to school late.

C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The Standard: **A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.**

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A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

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B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	x
Budget for all athletic activities	x
Budget for all non-athletic activities	x
Policies on academic eligibility	x

Evidence	Visiting Team
Policies related to student life and student activities	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

Through fostering a healthy environment for student life and offering a large number and wide variety of student activities, Christian Brothers Academy promotes a remarkable atmosphere of understanding and respect. Because of the number and variety of activities offered, students have the opportunity to find their place, a place in which they can be themselves, are respected, and can blossom and celebrate their gifts. This atmosphere, in which each student "becomes special," is strongly fostered by the faculty, staff and coaches involved with the activities.

Both athletic and non-athletic activities promote the growth of the students on intellectual, physical and spiritual levels, giving the students a sense of identity and self confidence as well as their place in the traditional practice of the core Lasallian values.

According to students, the variety of activities available gives each of them a chance to follow a passion; they are also aware that if they have an idea for a new activity and can find a faculty moderator, it is possible for that club to form.

The Visiting Team was especially impressed with the dedication and commitment of the athletic director and coaches, many of whom are CBA graduates or parents of graduates. These people believe that they can promote the school's values because of their own experience with the school and therefore carry on its tradition of building character. The number of years they have been working at CBA is a testament to their belief in the program, in the values it inculcates, and in the athletic director's leadership.

C.2 Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

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C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

INFORMATION RESOURCES AND TECHNOLOGY STANDARD FOR ACCREDITATION

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	x
The information resources and technology plan(s)	x
Budget for information resources and technology	x
Information skills curriculum	x
Inventory of information resources	x

Evidence	Visiting Team
Inventory of information technology equipment	x
Policies related to information resources and technology	x
Student Technology Usage Contract	x
Acceptable Use Policy for the Use of Computers and Telecommunications	x

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

C.1 Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Library and the Technology Department of Christian Brothers Academy provide a positive and thorough learning experience for each student. To do this, the school has established a sequence of instruction starting with a technology orientation for seventh graders and advancing every year so that by their senior year, students can take electives in such areas as computer graphics, the construction of web pages and 3D modeling.

All members of the community – faculty, staff and students – have complete 24/7 access to the CBA network and the internet. During the school day, with computers available in two computer labs, the Physics lab, the Guidance Center, the library, and classrooms, there is ample opportunity for everyone to do their work and complete research. In addition, students can work from anywhere off campus by going to the library site where they can find links to databases for all research. To supplement their holdings and databases, the library subscribes through BOCES to an interlibrary loan program that gives students and faculty the opportunity to use educational and research materials from all schools within the county.

Beginning with the seventh graders, the librarian works with the students on the basics of doing research and using MLA format, over subsequent years building the students' understanding of and comfort in dealing with the process. In addition, the librarian checks the formatting of all citations on papers written in conjunction with a project a

teacher has a class work on with her. As a result, the library provides a strong support system for all classroom teachers.

Six wall-mounted SMART boards, eight Airliners, and seven Epson Bright Link Interactive Projectors provide opportunities in the classrooms for both teachers and students to gain a better use of the technology that can serve them.

In addition, turnitin.com is available to all teachers for questions of academic honesty and to all students for a better understanding of what constitutes plagiarism.

The Strategic Plan addresses the school's ongoing technological needs.

C.2   Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Since the library has multiple uses – library, media center, classroom, and computer lab – there can be problems with the use of space and with one purpose of the library conflicting with another, for example, instructing a class while other students are coming and going.   Therefore, it is recommended that the school explore the possibility of creating one or two enclosed spaces for class and small group work.

C.3   Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring Issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

C.4   Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

ACCREDITATION RECOMMENDATION

A fter its visit to the school, the Middle States Association's Visiting Team is charged with making a recommendation to the appropriate Commission(s) of the Middle States Association of Colleges and Schools regarding the accreditation action the Association should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Association that it takes the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

NEXT STEPS

A s Christian Brothers Academy proceeds with the implementation of its Plan for Growth and Improvement, there are a number of "next steps" the school will be expected to take in order to maintain accredited status. These include the following:

- *Maintain Adherence to the Middle States Standards for Accreditation.*
  The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. Tan

accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- *Implement the Plan for Growth and Improvement*
  When the Middle States Association grants accreditation to a school using the *Accreditation for Growth* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- *Submit an Annual Profile and Nominations to Serve on Visiting Teams*
  As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- *Conduct Periodic Reviews of the Plan for Growth and Improvement*
  While Middle States does not "collect" evidence of the school's annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- *Complete a Mid-Term Report*
  At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- *Prepare for Reaccreditation*
  At the beginning of the sixth year of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Accreditation for Growth* school improvement process has been ongoing as expected, preparing for the next team visit should be an extension of work already underway.

CONCLUSION

Christian Brothers Academy of Syracuse is a school that has risen above many of the challenges that face private schools today. In a complex and difficult economy it has maintained a constant enrollment. It has managed this by being aware of its surroundings, utilizing strategic planning, remaining true to its Mission, and always placing the success of its students both academically and spiritually at the top of its list of priorities. These successes can certainly be related to a successful completion of the AFG 2nd and Subsequent Accreditation Protocol.

Understanding the importance of strategic planning means that CBA is always engaging in self-assessment. The Planning Team took its role seriously, and the administration and the Board gave the Planning Team the freedom and resources to do what it needed. Action Teams are expected to complete the work outlined in the Action Plans and stakeholders are expected to be active participants in the plans.

The excellent financial management of the school means that there is enough money to cover emergency situations as well as the day-to-day operation of the school. It also helps the school to fulfill its Mission and Beliefs in that there is some money available to those who would otherwise not be able to afford what CBA offers. A larger endowment will mean that even more students may be able to attend the school.

The facilities at CBA are capable of handling most of the needs of the student body. The new fields and expansions to the academic wing have gone a long way toward providing modern spaces in which students may work and play. The Visiting Team did hear from a variety of stakeholders that the burgeoning fine arts program would benefit greatly from an auditorium. The Team feels that it would benefit the entire community and that serious consideration be given to the idea. The difficulty of storage on the property was also mentioned a number of times, and the Team also recommends that, when possible, the school take steps to address the issue of storage.

To enhance the safety of the students (though much to their chagrin) CBA has installed a new security system. When the Team asked if students feel safe on campus, we received some odd looks and a resounding chorus of yeses. We applaud CBA's initiative in addressing security before it became an issue.

With regard to leadership, Christian Brother Academy has seen some challenges over the past seven years, which led to changes in administration. These changes seem to have been in the best interest of the school and have helped the community to a deeper understanding of its Mission and Beliefs. The current administration employs a collaborative style, allowing stakeholders to have a voice in the decision making process and in the day-to-day running of the school. Faculty and parents in particular, voiced their comfort with bringing any issues to Brother Joseph, who noted, "Interruptions are my work."

Students at Christian Brothers Academy have a wealth of extra curricular activities in which to participate. The Visiting Team noted that students often participated in a wide variety of activities. Parents and students alike stated that it is not unusual for a participant in the play to be on a sports team in the same season. Perhaps most remarkable was the conversation the Team had with coaches. During our meeting the coaches agreed that it was a common occurrence for them to alter practice times or lengths to accommodate other student activities – including dance lessons run by a CBA parent. Students are able to commit to multiple activities and not become "specialists".

It is clear that the administration, faculty and Board recognize that the demographics of the school may be changing, and that it may become necessary to do more in the area of remediation. The Visiting Team applauds this forward thinking self-reflection and encourages CBA to continue to investigate various possibilities. The Visiting Team also suggests that the school investigate the possibility of expanding its offerings in the areas of World Languages and technology.

Although Christian Brothers Academy has met the standards in all areas, there is one standard in particular for which the school deserves special recognition – Mission. In all aspects of life at CBA the Mission is evident. In the interviews conducted with all stakeholders the Team found the spirit of the Lasallian traditions to be a living entity. A student, when articulating what it mean to be a Brother said, "You can learn and you can pray, but what matters is that you live it out." One coach, during a discussion regarding all coaches' obvious support for each other and for the school, made a statement that drove home the emphasis coaches at CBA place on helping each student to feel significant. "There are teams that need a kid, but sometimes there are kids that need a team." A student who requested that that the Team meet with him over a lunch break as he was not able to attend either of the student sessions told the Team that although he'd had no intentions of attending CBA and had been, in fact, a bit concerned about fitting in, said he "grew into a CBA kid" over his time at the school. Asked what he meant by that he replied that he had learned to look a person in the eye when shaking hands and to carry himself with dignity. During our conversations with faculty we heard many positive comments about the atmosphere of the school. Perhaps most telling was the comment, "When you are in college and you say that you want to be a teacher, this is the kind of place you are envisioning." In all areas, from the development of curriculum, to the emphasis on service; from the fields to the stage; from planning to implementation, it is clear that CBA walks the talk of its Mission. The Visiting Team commends CBA for infusing their Mission into all that they do.

Given the strong emphasis on Mission and the dedication to the Objectives, the Team believes that most vehement recommendation it can make to CBA is the expansion of the Kairos retreat program to its full length.

The Visiting Team commends Christian Brothers Academy for its hard work in preparing for the Middle Accreditation process. Such work and seriousness of purpose is to be rewarded.

VISITING TEAM ROSTER

Chairperson

Mrs. Jessie Wintle
Mathematics Chairperson, English Teacher
Morris Catholic High School
Denville, New Jersey

Rev. Michael Allison
Chaplain
Mercyhurst Preparatory School
Erie, Pennsylvania

Mrs. Evelyn Kirst
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