



# PART I - ELIGIBILITY CERTIFICATION

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12PV17

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

12PV17

All data are the most recent year available.

## DISTRICT

Questions 1 and 2 are for Public Schools only.

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	61	0	61
3	0	0	0		10	57	0	57
4	0	0	0		11	42	0	42
5	0	0	0		12	58	0	58
<b>Total in Applying School:</b>								218

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
12 % Asian  
3 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
84 % White  
0 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2010	195
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 5%  
 Total number of students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This estimate is based upon the information provided by families on their financial aid application. These families meet the free/reduced-priced school meals program guidelines. We do not participate in the free and reduced-price school meal program.

10. Percent of students receiving special education services: 0%  
 Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>15</u>	<u>8</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>6</u>
Total number	<u>33</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 10:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>46</u>
Enrolled in a 4-year college or university	<u>98%</u>
Enrolled in a community college	<u>2%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

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

No

Yes

If yes, what was the year of the award?

Mount Michael Benedictine School (MMBS) is a college preparatory boarding school for young men founded by the Benedictine Monks of Mount Michael Abbey. It is located on 440 acres in Elkhorn, Nebraska, on the edge of Douglas County. In an effort to meet the growing needs of Conception Seminary in Missouri, Mount Michael was established as a priory in 1956. The school was opened that year under the name of St. John's Seminary. In the late 1960s, as enrollment in the seminary started to fall, the mission of the school was redefined. Mount Michael Benedictine School opened its doors in the fall of 1970.

In its mission statement, MMBS is defined as a Catholic college preparatory residential/day school for young men committed to academic excellence. The school's mission is to integrate a life of spirituality, scholarship and the formation of Christian Community by following the charism of the Gospels and the Rule of Saint Benedict. MMBS currently has 218 young men registered in grades nine through twelve. About two-thirds of the students board, while the remainder are day students. The school serves young men from the Omaha area as well as from out-state Nebraska and other states in the US. At present, MMBS also has international students from Korea, China, Rwanda and Vietnam who make up approximately 10% of the student population.

MMBS is accredited by the North Central Association of Colleges and Schools, AdvancED and the Nebraska Department of Education. MMBS is recognized by the College Board, the College Scholarship Service, the National Association of College Admissions Counselors and the National Catholic Educational Association.

The staff of MMBS consists of sixteen full-time and eleven part-time teachers, one head-of-school, two admissions staff, six development department employees, one administrative assistant, two counselors, five deans, five maintenance personnel, six kitchen employees and three business office employees. The student to faculty ratio is 10:1. Twenty-seven percent of the faculty is made up of monks of Mount Michael or members of a religious order, and seventy-three percent of all faculty hold graduate degrees.

MMBS charges tuition, which covers about 89% of the actual educational costs of the school. The remaining amount comes from endowments, grants and subsidy through the abbey. Out of 300 schools that were reviewed by Boarding School Review website, MMBS was ranked the highest in affordability and ACT/SAT scores for all-male boarding schools.

As a college preparatory institution, MMBS enrolls students of high academic ability, as shown by several measurements. The average ACT composite score of our 48 graduates in 2011 was 28.4, the highest ACT average of any high school in the state of Nebraska. The class of 2012, a class of 58, has one National Merit Semi-Finalist and two National Merit Commended Students. Twenty of our 2011 graduates received AP scholar awards (AP Scholars, AP Scholars with Honors, AP Scholars with Distinction). Sixty-seven percent of the upperclassmen are enrolled in at least one college level course, and 54% percent of the seniors will have completed three or more such courses by graduation.

The young men of MMBS participate in many extracurricular events. Fall events include football, cross country, tennis, mock trial, speech/drama and student government. Winter events include basketball, wrestling, swimming, bowling and Harvard Model Congress. Spring activities include trap shooting, track and field, soccer and baseball. Students also participate in academic competitions in physics, chemistry and mathematics. In November 2011, a team of 20 MMBS students participated in the University of Nebraska Math Day competition. This is the largest math competition held in the state of Nebraska. The

MMBS team won their class, as they have for the past seven years. The team placed second overall in this year's competition, out of 104 high schools and a total of 1500 student contestants.

MMBS students participate in a designated number of service hours each year. Students participate in mentoring programs, serve as retreat leaders at local Catholic grade schools and assist local needy families by providing meals and gifts during the holidays, among a variety of other projects. Blood drives that are held several times throughout the school year are well attended by students and faculty. During spring break, a group of boys along with their fathers participate in a mission trip to Mexico in which they build and paint homes for indigenous families.

Parents account for many of the volunteers that support MMBS, serving on the Booster Club, the Parent Advisory Committee and the Mother's and Father's Clubs. The Booster Club supports many activities and projects around the school, from robotics to sports broadcasting to facility renovations. Through these organizations, parents are actively involved in events like our annual Night of Knights dinner and auction fundraiser, Mass under the Pines, class retreats, sports programs, drama productions, Grandparent's Night, student dances, school blood drives, the Fall Festival and other student-sponsored events.

### 1. Assessment Results:

As a Catholic college preparatory school, the mission of MMBS is to educate young men by integrating spirituality, scholarship and the formation of Christian Community in light of the Gospels and the Rule of Saint Benedict. Incoming freshmen are required to take the High School Placement Test (HSPT) for admittance to MMBS. Data reports indicate that 91% of the incoming freshmen must meet the required 50<sup>th</sup> percentile benchmark score to be successful at MMBS. The average HSPT score for students who have graduated from MMBS, not including sophomore and junior transfers, is 77<sup>th</sup> percentile. Of the MMBS students who scored in the 90<sup>th</sup> percentile or better on the HSPT, 96% earned a GPA greater than a 3.5.

All sophomores are required to take the PLAN and PSAT exams in the fall. The PLAN exam results are used as a benchmark for sophomores. In the last five years, the English, Math, Reading, and Scientific Reasoning test sections of the PLAN exam averaged a 20.6, which is 81<sup>st</sup> percentile nationwide among sophomores who tested.

All juniors are required to take the PSAT. MMBS juniors in the last five years have averaged an index score of 170, which is 80<sup>th</sup> percentile.

All seniors are required to take the ACT/SAT prior to their senior year. In the last five years, 94% of seniors have taken the ACT/SAT for a final time in the fall. On average, 83% of our seniors take the ACT for a five-year average of 28 (91<sup>st</sup> percentile). On average, 28% of our seniors take the SAT for a five-year average of an index score of 1980 (93<sup>rd</sup> percentile).

Math and reading scores show no significant trends in MMBS standardized test scores. Over the past five years, there have not been any significant gains or losses in either math or reading. Analysis of trends for subgroups is not possible because none of the school's subgroups contain more than 10 students; therefore, gains or losses evidenced for any of the subgroups from year to year have little to no statistical significance.

### 2. Using Assessment Results:

**A.** Since an average of nine percent of incoming freshmen do not meet the required 50<sup>th</sup> percentile benchmark score on the High School Placement Test (HSPT), the Admissions Committee admits incoming freshmen through a holistic evaluation of their applications, including: the student's seventh grade Iowa Test of Basic Skills (ITBS) scores, diocesan eighth grade EXPLORE scores, both seventh and eighth grade transcripts, the student's personal statement, a math and an English teacher recommendation and a personal interview. Students who fall below the benchmark are accepted conditionally with specific criteria that must be met before the beginning of the school year. In addition, incoming freshmen who disagree with their class placement in math and foreign language take a departmental criterion exam before the end of May.

All freshmen are required to take the PLAN exam in the fall in order to practice for future PLAN and ACT testing. The PLAN exam offers a Student Needs Survey (SNS) that is extremely helpful to the school faculty in identifying the percentage of students who need help in reading, writing, mathematics and organizational skills. As the faculty reviews these scores and the SNS each year, freshman teachers work cooperatively to create study skills exercises specific to their disciplines that correspond with the results of this survey. The SNS indicates that by sophomore year, students have improved in

organizational skills, reading and mathematics by more than half from the previous year. Only writing remains over 30% among sophomores as an important need.

Sophomore PLAN and PSAT scores allow students the opportunity to identify which test might be better for them in the future. In addition, the PSAT offers through its AP Potential Program a set of benchmark percentile suggestions for AP teachers to invite potentially capable students to pursue AP American History, English Language, Chemistry or Computer Science. Interested students are required to apply to the course while disclosing their cumulative GPA and grades in math, social studies and English as well as handing in a writing example.

All juniors are required to take the PSAT and are encouraged to take the ACT and/or SAT in fall and the spring of their junior year. By the end of junior year, every student has completed at least one of these exams. Once again, the College Board's AP Potential Program is useful in determining students capable of reading, writing, analyzing and computing at a college level for AP Biology, Chemistry, Computer Science, English Literature, European History or Psychology their senior year. Teachers analyze these scores and test questions once a year to determine if the material has not been taught that school year or to see if there are particular items that must be reviewed or retaught in their discipline.

In the last five years, 94% of seniors have taken the ACT/SAT for a final time in the fall. On average, 83% of our seniors take the ACT, for a five-year average of 28 (91<sup>st</sup> percentile); an average of 28% of our seniors take the SAT, for a five-year average of a 1980 (93<sup>rd</sup> percentile). Our international students prefer the SAT because of its global program with summer preparation programs and due to the fact that the Critical Reading section of the exam is easier to read than the ACT Reading section. Among our American students, only National Merit Semi-Finalists and students with excellent math skills pursue the SAT. As students own these scores, it is not possible for us to review scores as a faculty due to privacy laws. Nevertheless, junior teachers review, practice and give sample ACT/SAT questions related to their teaching domain.

**B.** The school counselor typically returns exam results and test booklets to students during the month of January. Raw scores are explained, but the primary focus falls on the percentiles for each category of the standardized test. Both the PLAN and PSAT give students a booklet to guide them through what the scores mean. Students are asked to show these materials to their parents as soon as possible and to keep their materials to use for review of the ACT and SAT.

Parents are informed that students have received their results via e-mail and are invited to bring the testing materials to the guidance counselor for further explanation. At the meeting, the counselor gives tips to parents regarding methods and practices to help students with future standardized testing. Parents with specific or personal questions about their son's performance on the exam may call the counselor or make an appointment for individual help. The greater community is informed of individual student success via press releases by MMBS's school newspaper, *The Mount*; the school's internet homepage; MMBS's Development Office's publication, the *Michaeleen*; the *Elkhorn Post Gazette*; and the *Omaha World Herald*.

### **3. Sharing Lessons Learned:**

As a member school of the Catholic Boarding School Association (CBSA), our administration communicates regularly and meets annually with other CBSA member schools. This national group works with international organizations to find student populations for various schools and to meet student needs. This group shares ideas for financial aid, recruitment of students and advertising to a global market. For example, many of our Rwandan students were referred to MMBS from another school to help each school develop diverse student populations within their international programs.

Locally, our diocesan school presidents, principals, directors of admissions, counselors and department chairs meet two to four times a year to discuss and share enrollment statistics, tuition, fee increases and diocesan curriculum standards. For example, the nine schools are working together to effectively and efficiently implement a new national and diocesan theology curriculum.

MMBS students mentor male students at a local Catholic grade school. This mentoring includes spiritual, academic and developmental guidance. In addition to this mentoring program, many MMBS students assist local Catholic grade schools with retreats and work with the Big Brothers/Big Sisters program at a local public middle school.

MMBS was the birthplace of robotics as a school program and continues to be one of the most influential schools in the state of Nebraska in robotics. The robotics program at MMBS was started in 2006 by a parent/alumnus, who also used our facilities to mentor students from two other local Catholic schools and two local public schools. This program hosts regular robotics league and tournament play throughout the school year. In addition, MMBS has helped establish and mentor robotics programs throughout the city especially in elementary schools. Many of our future students have a strong desire to continue robotics at MMBS.

Our athletic facilities are used by St. Patrick's, a local Catholic elementary school, as well as Omaha's junior high Parochial Athletic League for football, basketball and baseball practice, games and occasionally tournaments. This is a great opportunity to attract young men to our school, and this neighborly exchange promotes a positive relationship with the local community.

#### **4. Engaging Families and Communities:**

Online grades, Curriculum Night in September, semester parent/teacher conferences and teacher availability for student and parent questions are key parts of the MMBS strategy for communicating with its primary constituents. Moreover, the boarding aspect of our school has created a unique opportunity for parental visits on Wednesday evenings. Many parents find this quality one-on-one time has enhanced familial relationships and created a family atmosphere for the entire MMBS community. Parents are also invited to attend monthly presentations by Benedictine monks to discuss the order's spiritual values that MMBS aims to actively integrate into student life: community, hospitality, integrity, service and moderation.

The Omaha Metro population is predominately Catholic and consequently there is a growing population of Catholic homeschool students. MMBS attracts a significant number of these homeschool students due to its reputation for spirituality, academics and personal/social development. MMBS invites the local Catholic homeschool population to Catholic College Night and a presentation by EducationQuest. The counselor at MMBS has also counseled several homeschool families in the Omaha Metro area to aid in finding a good college fit for the student looking for a school. This consideration includes spiritual, academic, career, personal and social needs.

MMBS has several cooperating parent and alumni organizations. The Parental Advisory Committee (PAC) meets quarterly with members of the school administration. The parent representatives are the contact persons for parents of each class to share their thoughts and opinions for school improvement. The Booster Club is comprised of current and alumni parents who dedicate considerable time and money to improve the student experience through new resources and programs. The Alumni Association hosts events throughout the year to help promote alumni and current student involvement. Some of their activities include Career Night for juniors and seniors, the year-end social for seniors, the Alumni Golf Tournament, the Junior High Basketball Tournament and Christmas with Santa.

Two major events, the Fall Festival and Night of Knights, are fundraisers for the school that involve parents, students, alumni and other community members. Many people from these groups volunteer or donate money or gifts to these events, but more importantly, these events are an opportunity for members of the community to have an enjoyable experience at MMBS.

## 1. Curriculum:

Mount Michael Benedictine School (MMBS) is a college preparatory school. The classes and courses are designed to get the graduates into the college or university of their choice. The school operates on a period scheduling system. There are nine periods each day. Forty-seven different courses are offered, including nine Advanced Placement (AP) classes. There are mandated courses for each grade level with several electives that are also offered. Each of the core curriculum areas fulfill and exceed the Archdiocese of Omaha Catholic School standards for Language Arts, Math, Science, Religion/Theology, Social Studies, Technology and World Languages.

Underlying all curriculum areas of MMBS are the Benedictine values of community, hospitality, integrity, service and moderation. These five values support the mission and are foundational to a sound curriculum. These values are present and exemplified in each of the academic areas, which is one of the most important aspects of the school and its mission.

Each formal area of the curriculum offers core courses that are strong in their delivery. The achievement of having the highest ACT average in the state of Nebraska is due to the focus on fundamentals and high expectations of the students.

The following subject areas make up the formal curriculum of MMBS:

Reading/English classes that are offered include English I, English II, English III, English IV, Writing Elective, English Elective, Creative Writing and AP English Literature and Composition.

Math courses offered are Algebra I, Algebra II, Geometry, Trigonometry, Pre-Calculus, Statistics, College Algebra and AP Calculus.

Science courses offered at MMBS are Biology, AP Biology, Chemistry, AP Chemistry, Physics, Honors Physics and Anatomy and Physiology.

History/Social Studies class offerings are Introduction to Social Studies, United States Government, Economics, United States History, AP United States History, European History, AP European History, Accounting, Contemporary History and AP Psychology.

Visual and Performing Arts classes that are offered are Art I, Art II, Art III, Art IV, Art History, Band, Choir, Strings, Speech, Advanced Speech and Theatre (in conjunction with the Rose Theater for the Performing Arts, the local children's theater company)

Physical Education/Health/Nutrition courses that are offered are Physical Education I and II, Health I and II and Strength and Conditioning.

Technology classes that are offered include Keyboarding and Computer Application, Computer Concepts and Visual Basic, AP Computer Science, Robotics and CAD Drafting.

Foreign Language instruction includes French I, French II, Honors French III, Honors French IV, Spanish I, Spanish II, Honors Spanish III, and Honors Spanish IV. Mount Michael Benedictine School is in compliance with the program's foreign language requirements.

Theology courses for each level include: Hebrew and Christian Scripture, Sacraments, Church History Morality, World Religions, Vocations and Social Justice.

All courses offered by MMBS support a college preparatory program. Courses are designed to be rigorous and to support students' desire to get into a college of their choice. Approximately 99-100% of all graduates attend college. Many of the students receive college course credit before graduating from MMBS.

One unique area of our curriculum is robotics. Beginning in 2006, MMBS was the first high school in the state of Nebraska to offer robotics as a course. MMBS has been responsible for assisting in establishing the program in other high schools and elementary schools, which has enhanced our recruiting efforts.

## **2. Reading/English:**

The MMBS English language arts curriculum emphasizes a range of topics, including writing, vocabulary, grammar, literature and research. Discussion, lecture and small group work are all used as strategies for instruction throughout the four grade levels, although the upper grade levels favor discussion as an instructional method.

English I (freshmen) and English II (sophomores) are designed for students of all levels of ability. These courses build basic skills such as writing five paragraph essays, using MLA citation and identifying elements of grammar. The juniors and seniors are split into sections based on reading and writing skills as evaluated by their current teachers and by the College Board's AP Potential Program. Juniors are split into American Literature and AP English Language and Composition; seniors are split into British Literature and AP English Literature and Composition. Each of the AP courses covers the designated content area (American or British literature) along with the AP curriculum set forth by the College Board.

The AP courses offered during junior and senior year are geared towards students who read above grade level, allowing them to engage in analysis of more difficult texts through both writing and discussion. Juniors and seniors of any level of reading ability may also enroll in English Elective, a course that aims to foster the enjoyment of reading; students in this course benefit from responding personally to literature through writing and discussion in order to make the reading relevant to their own life experiences.

Our students who speak English as a second language are enrolled in a course separate from their regular English class to work on improving their language skills; while the main focus of this class is on writing, they also work on strategies for reading comprehension, such as predicting, outlining, using context clues, increasing speed of reading and using information about the author to aid in understanding a text.

In all English classes, priority is placed on selecting literature that is engaging for a variety of students, and teachers use various discussion formats to get all students interested and involved in the understanding of literature. Reading for pleasure is common among our students, and this culture helps to promote reading in students of all levels of ability. To further encourage reading, students are required to read one novel of their own choice each quarter during their sophomore year; the aim of this assignment is to allow students to read literature suited to their individual abilities and interests.

## **3. Mathematics:**

The mission of the MMBS mathematics department is to prepare all students to become problem solvers, develop critical thinking, and effectively, as well as ethically, use these skills in society. The philosophy of the mathematics department is that all students should be prepared, upon graduation, for math concepts presented at the college level. With this in mind, the mathematics department strives to introduce students to concepts that will be covered in college or on the ACT/SAT exams and to connect these concepts to the real world.

The standards for mathematics are based on the following components: problem solving, appropriate operations, reasoning and drawing conclusions. Students should be able to communicate mathematically by utilizing proper terminology, expressing concepts both orally and in writing and interpreting math independently. Discovery is used to explore the pervasiveness of mathematics in real life situations and to make connections with other disciplines. MMBS math students are expected to create new approaches to problem solving, to defend answers using logical reasoning and to assist in teaching others. The essential standards for math students are number sense, computation, measurement, geometry and spatial concepts, data analysis and algebra concepts. Freshmen take Algebra I or Geometry, sophomores take Algebra II, juniors take Pre-Calculus or Geometry and seniors take AP Calculus, College Algebra/Trigonometry or Statistics.

MMBS students have earned many math awards throughout its history. In November 2011, 104 schools with approximately 1500 students participated in the 23rd Annual University of Nebraska Math Day. This is the largest math competition for high school students in the state of Nebraska. MMBS placed first in Class B (designated by enrollment) and second overall amongst all classes. This is the seventh year in a row that MMBS has placed first in its respective class. One student also placed second overall, the highest finish ever for a MMBS student.

Math instructors offer before and after school study sessions to assist students that need further instruction. Student peer tutors are also employed. These students from upper level mathematics courses meet with students needing assistance during after school study hall or evening study hall.

#### **4. Additional Curriculum Area:**

MMBS offers four years of French and Spanish. All freshmen and sophomores must take two years of foreign language so that they meet the minimum foreign language requirement of the majority of colleges to which they apply.

The language department employs extensively the five skills required of foreign languages by national, state and diocesan guidelines: communication, culture, connections, comparisons and communities. These five skills permeate the foreign language curriculum so as to develop, improve and balance the skills required for the AP exam: reading, writing, speaking and listening.

All French students participate in the National French Exam at the school's expense. Over 96% of the students place well above the national average, with many in the top ten in the state of Nebraska and approximately two to six placing nationally. In Spanish, interested level one and level two students may sign up for the National Spanish Exam at the school's expense. As this exam is administered via the web, testing is limited to students on a first-come, first-served basis. Once again, their results reflect a 93% placement above the national average for the two-thirds who participate. Level three and four Spanish students excel at both the state and national level, with 97% of these students placing above the national average.

The foreign language department encourages students who are earning a B or better in the second year of language to pursue a third and fourth year of foreign language since most Ivy League and other reputable colleges insist upon three or four years of a foreign language in order to be eligible for application consideration. Fortunately, many students (55% in Spanish and 85% in French) choose to continue their foreign language studies because they enjoy learning a foreign language and wish to continue their studies at the university level. Other students continue in the hope of fulfilling their university foreign language requirement of two years/four semesters.

MMBS has designated the third and fourth years of foreign language as honor courses to meet the diverse needs of students' future college choices. Students are taught an AP curriculum. While a few take the AP exam in May, others take the SAT II and all must take their respective college's language department

placement exam in order to register for classes. Alumni feedback and surveys indicate that over 90% have already fulfilled the college's two year foreign language requirement through their work at MMBS. Moreover, many place into either a first or second semester third year college foreign language course with the promise of a minor upon the completion of three more courses.

## **5. Instructional Methods:**

Instructional methods are varied and assorted at MMBS. Teachers vary the methods depending on the students, lesson, subject matter and grade level of students. Fundamentally this is due to the variety of learners that attend. Being a college preparatory school does allow for a standard of expectation that is visible in these approaches. Instructors use various methods based upon the level and subject matter they are teaching. Methods used are lecture, group projects, small group work, discussion, cooperative learning, independent projects, visual, auditory, laboratory, discovery, hands-on/tactile, differentiated and technology-enhanced.

Each classroom has a Smart Board/Active Board. This allows teachers to project their notes, lessons and any supporting video or internet-related items to the students. These interactive boards allow for lessons to be easily visible. Students can also use them to display and support their own independent work.

Several rooms are designed to assist with instruction. The rooms used by the science department include special laboratory tables, and the lighting, seating and layout aid in this type of instruction. The music room, computer laboratory and drafting room also have specific layouts in order to assist with instruction. This year the drafting room has a set of new computers to aid in CAD (Computer Aided Drafting) instruction.

Faculty members offer before and after school study sessions whenever possible. Teachers supply students with study guides to provide a focused means of preparing for tests, quizzes and final exams.

Each student has a mandatory study hall during the day and during the evening. Being a boarding school allows for peer-tutoring to take place, which is an opportunity for older students to work one-on-one with younger students who are struggling in specific subjects. Students with low grades in a class are assigned a mandatory after-school study hall, where they receive support and assistance through faculty members and peer tutors.

Freshmen and sophomore students also have a student advocate who is much like a school counselor. This person keeps close track of the students' grades and performance and also communicates with parents, individual students and staff. The student advocate works with individual students to meet their academic needs.

## **6. Professional Development:**

There are a variety of ways that staff development takes place at MMBS. Formal means of staff development vary according to the individual teacher. Teachers commit to bettering themselves as professionals through taking college level courses, reading various articles and texts in their subject area, attending workshops and conferences, participating in summer institutes and writing, discussing and presenting on various topics. Many of our teachers are also members of professional organizations (e.g., NATS, NCTM, AAPT, etc.). These individual means of staff development are noted in each faculty member's personnel file.

Presently, the faculty is working cooperatively on a continuous improvement goal of writing. Teachers present writing activities in all content areas, and criterion reference testing takes place to evaluate student writing using specific scoring rubrics. This goal for improvement has been effective because it is applicable to each subject area.

The department heads are responsible for sharing information with their respective departments. This year the faculty has met to discuss successes and strategies with various writing methods and tools. This spring the students will again take a school-wide writing assessment, which is scored using a rubric. Comparison to previous tests will result in analysis broken down by the different subject areas. Time is given in the summer to go through the data to seek areas of change and improvement.

There is a set of curriculum standards written and published by the Archdiocese of Omaha Catholic Schools Office. Standards have been established in Language Arts, Math, Science, Religion/Theology, Social Studies, Technology and World Languages. Each year, one of these areas is the focus of in-service and discussion. Full-day in-services take place during the school year. The current curriculum area of focus is Theology, in which new course materials are being selected based upon the United States Conference of Catholic Bishops New Framework for Theology. All Theology courses at MMBS are being evaluated with a focus on changing their content to meet this framework. The result of these in-service meetings and discussions will result in a new curriculum guide, syllabi and course objectives. The Theology teachers at MMBS are also working with other Theology teachers throughout the diocesan high schools with this change.

## **7. School Leadership:**

The leadership model that MMBS has operated under has been the president/principal model: one person served as president and one served as principal. Currently, there is a transition to a head-of-school leadership model, in which the president and principal roles are combined. This is the first year for this change.

The overall leadership at MMBS is truly collaborative. There are three major teams that operate within the school structure, all of which are connected by the head-of-school. The first one is referred to as the Management team, which meets weekly. This group consists of the head-of-school and the heads of development, facilities, admissions, finance and the dean of students. Currently, the annual goals for the entire institution are formulated by this group using the Best Year Yet (BYY) model. BYY is an independent organization that works with private businesses, schools and other organizations to establish and refine goals. The resource person from BYY works monthly with the Management team in realizing the ten goals established for the twelve-month calendar year. These goals and their attainment are central to the Management team meetings. The realization of these institutional goals is based upon each manager working within his/her departmental personnel to obtain them.

The next leadership team that the head-of-school works with is the department heads. This team represents all curricular areas: English, Foreign/World Languages, Library/Media, Mathematics, Physical Education/Health, Science, Social Studies/History, Technology and Theology. Meetings take place bi-monthly. This group is responsible for scheduling, continuous education goals, staff development, syllabus formation, accreditation requirements and overall curriculum. This group looks at current best practices, data analysis of student assessments (both norm-referenced and criterion-referenced) and ways to be efficient and effective in the delivery of curriculum to the students.

The third leadership team is the Administrative team. This team works directly with the head-of-school on a daily basis and includes an administrative assistant, counselor, student advocate, campus minister, dean of students and activities director. This team is responsible for many day-to-day details, such as individual student needs, calendar events, program changes, special activities, guest speakers and various other issues that arise.

# PART VI - PRIVATE SCHOOL ADDENDUM

12PV17

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
K	1st	2nd	3rd	4th	5th
<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$8780</u>	<u>\$8965</u>	<u>\$9030</u>
6th	7th	8th	9th	10th	11th
<u>\$9085</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$14948

5. What is the average financial aid per student? \$5300

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
18%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 53%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 12

Test: ACT

Edition/Publication Year: October, 2010

Publisher: American College Testing

Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	28	28	27	28	28
Number of students tested	42	36	31	30	41
Percent of total students tested	91	84	84	91	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	27	30	25	30	32
Number of students tested	2	3	2	2	2
<b>2. African American Students</b>					
Average Score	20	25	24	24	0
Number of students tested	2	1	1	1	0
<b>3. Hispanic or Latino Students</b>					
Average Score	27	0	28	0	0
Number of students tested	1	0	1	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12PV17

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 12

Test: ACT

Edition/Publication Year: October,  
2010

Publisher: American College  
Testing

Scores reported as: Scaled  
scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	27	27	28	27	27
Number of students tested	42	36	31	30	41
Percent of total students tested	91	84	84	91	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score	31	30	23	29	34
Number of students tested	2	3	2	2	2
<b>2. African American Students</b>					
Average Score	23	22	25	24	0
Number of students tested	2	1	1	1	0
<b>3. Hispanic or Latino Students</b>					
Average Score	35	0	33	0	0
Number of students tested	1	0	1	0	0
<b>4. Special Education Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12PV17