

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Dr. David Peters

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

Official School Name Mount Michael Benedictine School

(As it should appear in the official records)

School Mailing Address 22520 Mount Michael Road

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

Elkhorn NE 68022-3401
City State Zip Code+4 (9 digits total)

County Douglas

Telephone (402) 289-2541

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Web site/URL https://www.mountmichael.com/

E-mail dpeters@mountmichael.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Michael Ashton E-mail mwashton@archomaha.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Omaha School District Tel. (402) 557-5600

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	64	0	64
10	58	0	58
11	61	0	61
12 or higher	54	0	54
Total Students	237	0	237

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 12 % Asian
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 0 % Two or more races
- 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2017	238
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 15

8. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>13</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> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8

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

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	57
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2012

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

Mount Michael Benedictine School is a Catholic college preparatory residential/day high school rooted in Benedictine values. Students develop holistically through comprehensive curriculum and communal experience.

PART III – SUMMARY

Mount Michael Benedictine School (MMBS) is an all-boys ninth through twelfth grade secondary boarding and day school located on 440 acres just outside of Elkhorn, Nebraska (estimated population in 2005 was 8,100), a rural community within Douglas County. MMBS serves young men from the surrounding community and throughout the metropolitan area of Omaha, Nebraska, as well as students from across the country and around the world. Since the 2017 school year, there have been eleven different countries represented among the student body: Australia, Belgium, China, Egypt, Hungary, Japan, Mexico, Nigeria, South Korea, Spain, and Vietnam. The school's diversity increased from 10% non-Caucasian students in 2012 to over 23% in 2018.

The mission of MMBS is to provide a Catholic college preparatory education rooted in the values of St. Benedict. The institution was founded in 1956 as St. John Vianney, a minor seminary founded in the Archdiocese of Omaha. Due to declining numbers, the seminary changed its mission in 1970 to become a college preparatory all-boys boarding school. A day-student program was added in the early 2000s. Currently, 64% of students are boarding and 36% are day students. In 2018, the school year opened with 237 students, one of the highest enrollments in the school's history, marking a 10% increase in enrollment since 2012.

The staff of MMBS consists of 18 full-time teachers and 12 part-time teachers; of these, 75% hold advanced degrees. The teaching staff is 23% religious and 77% secular. All teach within their subject-area disciplines. The school is supported by staff in admissions, counseling, and residential life as well as the business office, advancement department, kitchen, and maintenance.

MMBS seeks to provide challenging coursework across the curriculum. Since 2012, the curriculum has expanded to include Forensic Science, Organic Chemistry, Honors Calculus I and III, Nebraska History, Sociology, and Advanced Placement (AP) Psychology. Our AP scores have increased consistently since 2012, with the percentage of students earning a score of 3 or higher rising from 71% in 2012 to an amazing 87% in 2016. Our current ACT average is the highest in school history. One unique attribute that contributes to students' academic success is nightly study hall, held from 7:30-9:00 p.m. and proctored by residential deans. This study hall is mandatory for boarding students, and day students are asked to replicate the experience at home. Establishing this routine leads students to success in college, which 100% of graduates attend.

MMBS programs develop the entire student. Alongside strong academic programs, MMBS offers a variety of extracurricular activities. Our relatively small student body provides students the opportunity to participate in many activities throughout the year. Sports include cross country, football, tennis, basketball, wrestling, swimming, soccer, track and field, and baseball. Other activities include speech and theater, student council, mock trial, trap shooting, robotics, slam poetry, IT club, journalism, National Honor Society, choir, and band. Since it formed in 2012, the academic decathlon team has been among the top in the state, winning the all-class state championship in 2016-17, the first time in Nebraska Academic Decathlon history, that a small school finished first in the entire state. The team went on to compete at nationals in Madison, Wisconsin, finishing third in their division. MMBS also has a successful robotics team, who competed in nationals in Louisville, Kentucky in 2017. Among 500 teams from across the nation, MMBS was one of only seven that went undefeated. The team went on to the world competition in China in August of 2017.

Students have the opportunity for spiritual growth by joining the Men of Benedict or Oblates of St. Benedict. Students are also encouraged to take on roles in worship, such as choir members, lectors, or ministers of Eucharist. Students are responsible for completing service hours each year, including community outreach at local retirement facilities, grade schools, and a pantry and food distribution center.

In 2012, MMBS was recognized as a National Blue Ribbon School (NBRS). Upon receiving this award, we immediately incorporated the NBRS logo into our communications, including emails, letterhead, advertisements, and recruiting materials. The NBRS flag hangs in our gymnasium, and the symbol is

displayed in other highly visible places like faculty jackets, classroom placards, banners on campus light poles, and signage on the football press box. This recognition generated an incredible amount of pride from our students, parents, staff, faculty, and monastic community and had a powerful impact on recent fundraising for a brand-new science, technology, engineering, and math (STEM) building. Beginning in January 2018, MMBS started holding classes in the new David “DJ” Sokol Learning for Life Building. The 35,000-square-foot building houses state-of-the-art classrooms in mathematics, engineering, science, English, world language and social studies as well as two computer/technology labs and a media center. Raising \$10 million in donations for this facility was undoubtedly enhanced by the prestige of the NBRS recognition.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English language arts curriculum includes the following courses: English I, English II, English III, English IV, AP English Language and Composition, and AP English Literature and Composition. The English curriculum also includes Speech I and elective courses in Writing and Advanced Speech. As a core area, English language arts emphasizes the essential standards of the Archdiocese of Omaha, which are: inquiry, connection, structure, creation, and presentation. Within these standards, the MMBS department focuses on learning objectives in literature/reading, vocabulary, writing, research, and grammar/mechanics.

English I (freshmen) and English II (sophomores) are designed for students of all levels of ability, and 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, juniors between American Literature and AP English Language and Composition, and seniors between British Literature and AP English Literature and Composition. Each of the AP courses covers the content area (American or British literature) along with the AP curriculum set forth by the College Board.

Instructional strategies accommodate students of different interest levels and abilities, especially since English I and II are grouped by grade level, not ability. Discussion, lecture, and group work are common instructional methods, with a variety of discussion formats used to encourage student involvement. Literature is selected to engage and challenge readers of different levels, with more difficult texts used in the AP courses. Formal and informal writing assignments allow assessment of understanding and evaluation of writing skills. The results of the MMBS writing assessment, taken by all students each spring, allow teachers to identify students in need of additional support. Students revise their writing through peer review and teacher feedback, promoting individual improvement.

1b. Mathematics:

The mathematics curriculum is made up of the following courses: Algebra I, Geometry, Algebra II, College Algebra/Trigonometry, Pre-Calculus, Honors Calculus, AP Calculus, and Honors Calculus III. In mathematics, the foundational areas are problem solving, reasoning, operations, and making conclusions; essential standards are measurement, computation, number sense, geometry and spatial concepts, data analysis, and algebra concepts.

Algebra I and Geometry courses employ Khan Academy, GeoGebra, and group work as well as lecture. These strategies especially help freshmen adjust to MMBS expectations. Khan Academy prepares students for distance learning and submitting documents/assessments digitally. This website allows students to watch videos or get hints about their work outside of the school day. GeoGebra is software that allows students to investigate the properties of shapes. Throughout their investigations, a writing component is applied in which students are asked to put into words what properties are being shown and why.

Course placement for incoming students is based on ability rather than grade level to promote achievement; this is determined through transcripts and entrance/placement exams. Except for students showing readiness for higher-level classes, all sophomores take Algebra II to reinforce their algebraic skills. Two levels of calculus are offered, which prepares students for AP exams, thereby giving options to high achievers. Students in each course are held to the same learning objectives, and teachers work with students individually or in small groups before, after, or during the school day.

MMBS mathematics courses promote student excellence through problem-based learning. Students apply acquired knowledge through formative assessments throughout the lectures. Summative assessments occur after a group of sections and at the end of each chapter. Each semester, students take a benchmark

assessment over that semester's material. After students have completed Algebra and Geometry, they take a criterion-referenced examination.

1c. Science:

The courses offered through the science curriculum are: Biology, Chemistry, Physics, Anatomy and Physiology, Forensic Science, AP Biology, AP Chemistry, Honors Physics, Environmental Science, and Honors Organic Chemistry. Science is composed of three main subject areas (biology, chemistry, and physics) into which foundational skills are organized. Biology students develop scientific processing skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Chemistry students learn the basics of the atomic model, chemical bonding, nomenclature, the mole concept, and the chemical and physical aspects of substances in literature and laboratory work. Physics students are introduced to the four major topics in modern physics: mechanics, thermodynamics, electricity and magnetism, and quantum mechanics.

MMBS science courses promote student excellence through problem-based learning. Students apply acquired knowledge to solve problems presented through lecture, tests, and projects, demonstrating their grasp of the material. Students in each course are held to the same learning objectives; struggling students have the option to work with teachers before, after, or during the school day. Additionally, after-school group study sessions are offered.

All science courses utilize assessments containing multiple choice, matching, and true/false questions as well as long answer questions to ensure students can articulate science concepts in writing. Faculty use direct and indirect instructional strategies (e.g. inquiry-based learning, laboratory investigations, and computer-based modelling/data analysis). In all MMBS science classes, students are engaged in hands-on learning tasks at least 20% of a given week. Laboratories are selected to ensure students build essential skills as they progress through the science curriculum. Additionally, many laboratory assignments are problem-driven to address the ever-growing need for students to use critical thinking skills.

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

In social studies, the following courses are offered: World History, U.S. Government/Economics, U.S. History, AP U.S. History, European History, AP European History, AP Psychology, Sociology, Nebraska History, and World Religions. The curriculum is designed to introduce students to politics, economics, culture, and history throughout the world. Students develop skills to be successful in any social studies classes in college, such as research, document analysis, argument development, and writing.

Instruction consists mainly of lecture and discussion. American Government and U.S. History incorporate discussions of current events to help students develop a working knowledge of government and participation as active citizens. All classes require written responses/essays, research, and document analysis. Peer teaching/tutoring and one-on-one collaboration with teachers help students progress in their writing abilities. Critical analysis is another crucial skill fostered through examination of primary sources (documentary/pictorial material, political cartoons, maps, and artwork). Students are also exposed to historical interpretations from various authors, examining differences in historical perspectives over time.

Documents including maps, charts, political cartoons, historian opinions, and excerpts from historical documents are used to engage and challenge students of different levels, with a higher level of difficulty in the AP courses. Written assignments allow assessment of understanding and evaluation of writing skills. In all classes a variety of writing is assessed, including short answer, long essay, and document-based questions. Results from the MMBS writing assessment allow teachers to identify students in need of additional support. Students revise their writing through peer review and teacher feedback, promoting individual improvement. The AP Score Planning Report is also used to improve student performance. The data breaks down student's performance on each category of the AP exam and is used by teachers to pinpoint skills that need improvement from year to year and historical time periods that need additional coverage in class.

1e. For secondary schools:

MMBS has one of the highest standardized test score averages in the state of Nebraska. The core curriculum connects fundamental concepts of each subject area to the essential skills that colleges look for. The fact that 100% of MMBS graduates go onto higher education is a testament to the college-readiness aspect of the curriculum. This has resulted in many students entering higher education with advanced skills. As students progress, they are offered more challenging courses. MMBS offers nine AP courses taught across the curriculum, along with advanced honors courses in order to meet the needs of high-performing students.

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

2. Other Curriculum Areas:

Arts. MMBS offers elective classes in the visual and performing arts. Art I, II, III, and IV emphasize painting, drawing, sculpture, woodworking, and other forms of traditional art making, as well as art history as it relates to their various projects. Band and choir are courses that allow students to develop musical skills and give them opportunities to perform at various events and concerts throughout the school year. MMBS also offers an introduction to theater class, which is complemented by play productions in the fall and spring. Many students begin these courses in their freshman year and continue all four years.

Physical Education/Health/Nutrition. The study of physical education and health is an integral part of educating the whole person. Physical Education/Health I is required in ninth grade, and Physical Education/Health II is an elective class for tenth through twelfth graders. Strength and conditioning is also an elective offered to tenth through twelfth graders. The physical education curriculum concentrates on all areas of physical development. Classes stress the importance of student participation, respect, sportsmanship, safety, and goal setting while learning and performing lifelong skills. Through exposure to a wide variety of activities, students learn the importance of making educated decisions to achieve and maintain a healthy lifestyle. In conjunction with physical education, the health curriculum teaches students to evaluate life decisions, proper nutrition, congenital and transmissible diseases, and other areas of concern in health. Students also research topics of health concern as they relate to the public and individuals. Community resources are used to help educate the students on issues that are affecting teens in today's world.

Foreign Languages. MMBS offers four years of French and Spanish. All students are required to take two years of foreign language to meet the minimum foreign language requirement of most colleges to which they apply. The foreign language department extensively employs the five skills required by national, state, and diocesan guidelines: communication, culture, connections, comparisons and communities. These five skills permeate the foreign language curriculum to develop, improve, and balance the skills required for the AP exam: reading, writing, speaking, and listening. MMBS has designated the third and fourth year of foreign language as honors courses to meet the diverse needs of students' future college choices.

Technology. MMBS offers multiple technology and computer science courses to all grades levels which support students' essential knowledge, skills, and abilities for undergraduate curriculum after graduation. There are two required courses and two electives. Courses include computer applications, computer science, robotics, and cyber security fundamentals, a new course offering in the 2015-16 academic year. In 2018-2019 engineering courses were added. The required courses, computer applications and computer science, focus on basic computing skills ranging from using spreadsheets to managing data and programming basic apps. One elective, cyber security fundamentals, is a dual enrollment course that gives students an overview of field of cyber security, focusing on several components of advanced computer science. Robotics covers principles which include constructing a rudimentary robot, adding sensors and other tools, and developing an understanding of basic and advanced programming.

Library/Media. Ninth graders are given an orientation to the library, covering circulation procedures along with how to use the catalog interface, create an account, and use certain library applications. They are

introduced to research databases and eBook use and access. In eleventh grade, students utilize library resources to write research papers. The collection development of print and digital resources is driven by curriculum needs for research projects, classroom assignments, and personal interests of independent learners. The MMBS library provides fiction and non-fiction to support the interests of independent readers. Studies have shown that there is a close correlation between reading and academic performance.

Additional Curriculum Program: Theology. Theology classes are required for all students and are included in the nine-period schedule. The academic focus is on developing a deeper understanding of the Roman Catholic theology as well as encouraging personal faith. Teachers supplement course textbooks with scripture, online theology sources, videos, spiritual novels/books, news articles, and current events. Teachers encourage class discussion, debate, and skits to display student understanding of theological concepts. This allows the teachers to assess student understanding and intervene with clarification when needed.

3. Special Populations:

MMBS takes special care to provide instructional and academic support within its rigorous curriculum. Students are assessed as eighth graders and those scores, along with their application file, assist with identifying students who will likely need academic interventions. These students are monitored closely during their first year at MMBS and meet with a school counselor to discuss progress. Teachers are made aware of students with identified learning differences and are given an opportunity to discuss classroom interventions in a team setting. While curriculum is not modified, preferential seating, peer support, and alternate testing are just some examples of classroom interventions that are used. Students with low grades or test scores are assigned to extra study time proctored by a school counselor with peer tutors available to help them. Residential deans meet weekly with administration to discuss academic concerns and students performing below grade level. Students who earn low semester grades are assigned an academic advisor for the following semester whom they meet with weekly to monitor and encourage progress.

In mathematics, course placement for incoming students is based on ability rather than grade level for their freshman year. While the majority of students take the same courses sophomore year, students are offered some flexibility in upper-level math courses based on their abilities and post-secondary goals. In other content areas, students are mostly grouped by grade level; however, much effort is made to ensure that individuals can be successful. Early on, teachers identify students who struggle and work individually with the students to help them perform at an acceptable level. Teachers make sure the counseling department, administration, and residential deans are aware of those who are struggling academically. Teachers also offer after-school study sessions to help students prepare for tests.

English language learners generally come from our international student population. Their language proficiency is assessed prior to admission to MMBS. However, we still offer interventions for those who need support such as a writing elective course that allows them to work individually with a certified English teacher on reading and writing fluency. These students are allowed to use translation devices to help initially, if need be, but are strongly encouraged to communicate with teachers and peers in English.

A variety of assessment strategies are used to capitalize on the individual strengths that students have as well as to help them gain skills in their weaker areas. Formal and informal writing assignments allow assessment of understanding and evaluation of writing skills. In addition to standard formative and summative assessments, students are often evaluated through creative expression, presentation, and written and verbal responses. Teachers utilize the results of these assessments to implement changes to instruction as needed.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture of MMBS is established in two main ways. The first is through the presence of a viable monastic community (religious order) that lives on campus, six of whom work within the school. The second way is through the five Benedictine values of community, hospitality, integrity, moderation, and service. These values are modeled to the students by the faculty, staff, and monastic community. Through these cornerstones, the school's culture sets MMBS apart from other religious order schools.

From the time a student applies to MMBS to the time he graduates, the college preparatory standards are supported by the Benedictine value of community. Student leaders help us communicate these standards by traveling with our admissions staff to local Catholic grade schools. Boarding and day students are supervised by a residential dean, who becomes a supportive point of contact and a significant role model for the students. Many of the deans are former students who understand, value, and uphold the unique culture of MMBS. There is one school counselor on site dedicated to working directly with all incoming students. This counselor keeps track of students' grades, extracurricular activities, and parent communication. The small class sizes at MMBS enable the staff to work with each student individually, which is important to educating the entire student.

Each faculty member plays an important part in the administration and culture of the school. MMBS expanded into a new 35,000 square-foot STEM facility in the 2017-18 school year, and teachers have been part of the planning process, from classroom design to furniture selection. Teachers, through their departments, continuously have input in generating and meeting annual school goals, including those generated by the strategic plan (from 2015) and the two continuous-improvement academic goals reached through the school accreditation process.

The relationship between the small staff and the individual students is key to the positive climate and culture. During the school year, a variety of events encourage interaction between the students and the teachers, such as the opening picnic and Mass in early August and community Thanksgiving and Christmas meals.

2. Engaging Families and Community:

Parents and community members are informed of student progress through school newsletters, quarterly distribution of the honor roll, annual scholarships, competition results (such as math and science competitions, robotics, and Academic Decathlon), and other positive news. Through the school website, Twitter, and Facebook, MMBS provides frequent updates on students' achievements in extracurricular activities, standardized test results, scholarships, and recognition in programs they have attended or honors they have earned.

MMBS offers students the opportunity to be involved with members of the Omaha community through several opportunities, including a leadership program taught by faculty from Creighton University. This experience culminates in a workshop on Creighton University's campus with other students from across the city. Other opportunities to build community connections are provided by various school groups, including student council, state and local meetings pertaining to leadership, a mayor's advisory council, and select students traveling to competitions and workshops in the area.

MMBS also works with a few nonprofit organizations in the city. One of these organizations is the Heart Ministry Center, located in a low-income area of Omaha, which does a tremendous amount of outreach to those in need. Another is Operation Others, a collaborative effort by all eight Catholic high schools in Omaha to provide Christmas meals to families. In these contexts, students from MMBS work to collect donations, serve at centers, and participate in other capacities to offer assistance to local families.

Parents have several ways of being active in the MMBS community. The Parent Advisory Committee

(PAC) is a body of parents representing each MMBS grade level and the day-student population. The PAC meets quarterly with the head of school, dean of students and a monastic community member to discuss topics like accreditation, curriculum changes, strategic planning, and other relevant concerns. Parents also have the opportunity to serve on the Booster Club, which supports school athletics and activities. Our annual gala and auction, the Night of Knights, is also headed by parent volunteers who plan fundraising endeavors for the event.

3. Professional Development:

Professional development at MMBS has expanded over the past five years. During an August in-service, teachers meet to analyze standardized test data (ACT, SAT, and PSAT), the Archdiocese of Omaha criterion reference assessments, and results from the annual MMBS writing assessment. Through analysis and discussion, teachers identify areas in need of improvement and find ways to address them within academic departments.

Currently, faculty and staff have two ongoing goals for the students. The first is to improve students' writing skills, an area that was identified as needing improvement. Teachers have initiated strategies across their curricular areas to improve students' writing skills. Student skills continue to be assessed on a yearly basis through an internally-designed writing assessment. These results are analyzed during staff development sessions. Several faculty meetings have also focused on strategies to help students with writing across the curriculum.

A second area for improvement was identified through data from AdvancEd surveys and discussion from the strategic planning process, both of which revealed a weakness in technology. This resulted in the hiring of a director of technology, the installation of a fiber optic internet line, and the purchase of computer devices for teachers. MMBS has also formed a technology committee and added courses in computer science and cyber security. Staff development over the past two years has focused on the use of technology to support classroom instruction.

A spiritual aspect is included in MMBS professional development, which has involved the study of St. Benedict and the Benedictine Rule. During the August in-service, teachers and staff share a retreat experience involving the study of the Rule of St. Benedict. Through prayer and focused readings at faculty meetings, teachers discuss the impact that St. Benedict has on their teaching and interaction with students.

4. School Leadership:

MMBS is led by the head of school. Under the head of school are two assistant administrators, one serving as head of curriculum and the other as dean of students.

Within MMBS, managers are responsible for each department: the business manager, development director, director of admissions, dean of students, activities/athletic director, and head of facilities. This collaborative management team meets every week to discuss areas of concern, plan for upcoming events, and evaluate current practices or procedures.

The school board, appointed by the monastic community, is responsible for passing policies, setting the tuition and budget, and handling any issues that may need to be addressed. Membership is made up of the school management team, members of the monastic community and community members, alumni, and educators from other schools, each of whom serve three-year terms. The board meets six times each year. Members serve on standing committees that deal with admissions, development, finances, facilities, strategic planning, membership, and setting the agenda. The board is kept informed of test results, curriculum decisions, and other areas that affect instruction.

Academic department heads at MMBS make up the curriculum committee. This committee meets monthly to discuss individual content areas, setting budgets, selecting and evaluating curriculum components, scheduling, forming content syllabi, and assessing instructional impact. The departments included are art, English, library/media, mathematics, physical education and health, science, social studies, technology,

theology, and foreign language. The department heads meet with their departments.

The head of school works frequently with the administrative team, which consists of the administrative assistant, two school counselors, the dean of students, the head of curriculum, and the activities/athletic director. This team coordinates many of the daily decisions that impact the school, including calendar items, student and parent concerns, special events or guest speakers, and other issues.

MMBS is a boarding school with residential deans living in the student dormitory. Each week the head of school meets with the dean of students, residential deans, and school counselors. This meeting addresses the issues of individual students as well as class dynamics, both in the dorm and in the classroom. Student grades, behavior, and family issues are identified in these discussions. The team works proactively and, when necessary, reactively to keep students successful, focused, and happy.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

MMBS has promoted academic success for its students through the strategy of high expectations that permeate the school and culture. The admissions director establishes these expectations when visiting and recruiting potential students. When visiting local Catholic grade schools, the admissions director takes current MMBS students along to give presentations to prospective students, informing them of the nature of a college preparatory education and what to expect in terms of homework, test performance, and extracurricular participation.

The MMBS application process continues the culture of high expectations through the following requirements: an application, eighth-grade transcript, three letters of recommendation, entrance/placement exam, and interview. Five staff members are appointed to the admissions committee and potential students are evaluated by each. During the acceptance process, each student's needs are addressed through placement in appropriate courses.

Teachers establish high expectations through their course syllabi. Teacher expectations and student effort result in high achievement through a number of measurements. The class of 2018 had an ACT composite average of 28.0 and a SAT average of 1337. A record number of students from that class took AP exams. Of those students, 84% scored a 3 or higher on these tests. MMBS regularly exceeds the state of Nebraska and global averages on AP exams. These results reveal college-readiness in the student body.

The college planning process is another key strategy for student success. A team of three members in the college counseling department work comprehensively with students as early as their freshman year. The student advocate/counselor meets weekly with each freshman to keep track of his grades, extracurriculars, and classroom behavior. While setting high expectations is important, student retention is also extremely important, and MMBS currently holds close to a 97% retention rate.

The college counseling department meets weekly with juniors and seniors in a college planning class in addition to frequent individual meetings to discuss college applications. Students are encouraged not only to excel in academics but also to pursue personal interests and activities that set them apart from others. The residential deans also monitor grades and performance. Students graduate with placement in the college or university that fits them best.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$19109
(School budget divided by enrollment)

4. What is the average financial aid per student? \$6035

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 50%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: ACT

Grade: 12

Edition/Publication Year: N/A

Publisher: ACT

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

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	27.3
Number of students tested	52
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	28.1
Number of students tested	52
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	0
Number of students tested	0
2. Other 2	
Average Score	0
Number of students tested	0
3. Other 3	
Average Score	0
Number of students tested	0

NOTES: