

***U.S. Department of Education***  
***2020 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

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

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

Official School Name Creighton Preparatory School  
(As it should appear in the official records)

School Mailing Address 7400 Western Avenue  
(If address is P.O. Box, also include street address.)

City Omaha State NE Zip Code+4 (9 digits total) 68114-1878

County Douglas

Telephone (402) 393-1190 Fax \_\_\_\_\_

Web site/URL http://www.creightonprep.org E-mail hso@creightonprep.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 Father Thomas Neitzke  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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

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Data should be provided for the most recent school year (2019-2020) 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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the 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	272	0	272
10	272	0	272
11	232	0	232
12 or higher	224	0	224
<b>Total Students</b>	1000	0	1000

\*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):
- 0 % American Indian or Alaska Native
  - 2.8 % Asian
  - 7.8 % Black or African American
  - 7.8 % Hispanic or Latino
  - 0.1 % Native Hawaiian or Other Pacific Islander
  - 78.4 % White
  - 3.1 % 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 2018 - 2019 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2018	1010
(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: 8 %

Total number students who qualify: 84

8. Students receiving special education services: 9 %

94 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>8</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>2</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>54</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>21</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>5</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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

	<b>Number of Staff</b>
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	64
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
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.	8

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 16:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	94%	94%	95%	95%
High school graduation rate	99%	99%	99%	99%	99%

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 2019.

<b>Post-Secondary Status</b>	
Graduating class size	235
Enrolled in a 4-year college or university	94%
Enrolled in a community college	3%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	0%
Other	1%

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

Yes  No

If yes, select the year in which your school received the award. 1986

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

Creighton Preparatory School forms men of faith, scholarship, leadership, and service in the Catholic and Jesuit tradition.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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Creighton Preparatory School is a private, Jesuit college preparatory school for young men founded in 1878. Deeply rooted in Ignatian spirituality, the high school serves the Omaha metropolitan community by forming “men for others” who will become leaders in the region and beyond. Creighton Prep (known colloquially as “Prep”) sits centrally located on a 40-acre campus in a residential neighborhood near a busy retail-commercial corridor. Prep is the second-largest Catholic high school in the state of Nebraska (and the largest single-gender school) with an enrollment of 1,000 young men.

The school is accredited by Cognia (formerly AdvancED) and sponsored by the Midwest Province of the Society of Jesus. As part of a Jesuit network consisting of 60 high schools and 28 colleges and universities in the United States, Prep utilizes a shared blueprint called the "The Profile of the Graduate at Graduation," such that each student who enters Prep leaves as a man who is open to growth, intellectually competent, religious, loving and committed to doing justice.

The process for admission includes sitting for a competitive examination in eighth grade for acceptance into the freshman class, which averages 275 students. Prospective students have their grades, scores, teacher recommendations and personal essay reviewed by a committee of faculty and staff before they are recommended for admission. More than 70% of those admitted scored above the 75th percentile based on national norms.

Prep attracts students from nearly every ZIP code in the Omaha metro area as well as from Iowa, rural Nebraska and China. Approximately three-quarters of students matriculate to Prep from Catholic schools, while the remainder enroll from other private and public schools, including a handful who come from home-schooled backgrounds. Prep’s current student body arrived from 41 different public schools and 31 private schools. The demographic composition of Prep is increasingly diverse, but still somewhat less so than the Omaha metro area. According to the Census Bureau, about 67% of Omaha is white non-Hispanic. Prep has a white non-Hispanic enrollment of approximately 78%.

Prep has 117 full time employees, nine part-time employees, five Jesuits, and three alumni volunteers. The faculty consists of 81 FTE professionals. Over 90% of the faculty possess a master’s degree or above and 12 have doctoral degrees. The school is supported by staff in admissions, student support services, as well as the business office, the advancement office, and buildings & grounds.

Prep seeks to provide challenging coursework across the curriculum, including 23 AP courses and 23 courses for college credit. The school’s current ACT average is 26.0, significantly higher than the Nebraska state average of 20.0. Prep consistently qualifies students as National Merit Scholars, including eight finalists last year and eleven semi-finalists just announced in fall 2019. After graduating, 94% of students attend a four-year college.

Alongside rigorous academics, Prep offers a variety of extracurricular activities. Prep’s success in athletics dates back over 100 years. During that time, the school has accumulated nearly 130 state championships in varsity sports, including cross country, football, tennis, basketball, powerlifting, hockey, wrestling, swimming, soccer, trapshooting, track and field, and baseball. The school boasts more than 70 clubs, from Asian Student Outreach to Zoology and everything in between, including student council, robotics, slam poetry and sustainability. The Academic Decathlon team is consistently competitive on the state level, qualifying for nationals in the 2017-2018 year. Annually, students participate in government simulations at Harvard Model Congress and Stanford Model United Nations. The speech and debate team has qualified at least one student to nationals in each of the last five years. The mock trial team won state in 2016, 2017 and 2018 and took second place at nationals last year, and Prep’s robotics team is only the third team in Nebraska to compete in the FIRST Robotics Competition.

Students have the opportunity for spiritual growth through a robust campus ministry program that offers Christian Life Community groups, the Alpha program of Christian exploration, Eucharistic adoration, service at Mass, required and optional retreat programming, and community service opportunities. Prep has

implemented a comprehensive health and wellness program demonstrating the commitment of the school to the Jesuit philosophy of cura personalis, or “care for the whole person.” As part of this program, Prep has mandatory random drug and alcohol testing for all students. Additionally, in conjunction with FLIK Independent School Dining, Prep offers all students a healthy, balanced lunch program inside a recently remodeled commons area that has also been certified as zero-waste thanks to a new composting program focused on promoting sustainability.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Creighton Preparatory School's commitment to educational excellence is shaped by the spirituality and pedagogical tradition of the Society of Jesus, founded in 1540 by St. Ignatius Loyola. In keeping with its Jesuit roots in the Renaissance, Creighton Prep strives to educate the whole person: intellectual, religious, social, emotional and physical. Faculty and administration work to ensure that each student has an opportunity to meet his learning needs. The Creighton Prep course of study provides a balanced and traditional curriculum of preparation for college studies and for life beyond the academy.

Over the last decade, Prep has engaged in a comprehensive Curriculum Design and Review Process (CDRP) guided by national standards in each respective curricular area and shaped by the lens of the Ignatian Pedagogical Paradigm (IPP). Faculty and administration reviewed and revised each course focused around the IPP standards of the five elements of Ignatian pedagogy - context, experience, reflection, action, and evaluation - derived from the underlying principles, values, and actions in St. Ignatius's Spiritual Exercises. Moreover, faculty continuously evaluate the enduring understandings, essential questions, knowledge expectations, skill expectations and common assessments for each course, ensuring that each section of the course is examining the same core skills and knowledge. This provides a competent and consistent framework for all departmental offerings, while still allowing individual teachers the autonomy to be creative and innovative in their classroom.

Prep emphasizes diverse and active learning strategies across the curriculum. The 1:1 iPad program allows teachers to assess student knowledge by creating multimedia projects, working collaboratively using Google Drive, and using interactive electronic books. In the block schedule, teachers are encouraged to “chunk” time so that students have 20-to-30-minute segments of learning. The average block in any given teacher’s classroom will feature a combination of lecture, individual reading, small group collaboration and personal work.

A variety of assessment strategies are used by teachers to ensure that all students are evaluated on the particular strengths they possess and to help them master those skills that are not as easy for them. In all departments, students are often evaluated through creative expression, group presentations, and public speaking. Teachers utilize the results of these assessments to implement changes to instruction as needed.

#### **1b.** Reading/English language arts

At Creighton Prep, students are required to take eight semesters of English and must take both literature and writing courses. The English and Language Arts curriculum includes English I, Honors English I, English II, Honors English II, English III, AP Language and Composition, AP Literature and Composition, Composition, College Composition, Creative Writing, and Contemporary Literature. This curriculum emphasizes the skills necessary for clear communication. Intentional reading, analytical and creative thinking, and writing for reflection and audience are the fundamentals of all English courses. At each level, all English courses utilize the six traits of writing to develop composition skills and assignments. Courses also incorporate multimedia technology, public speaking skills, reading strategies and vocabulary development. Through the study of literature, the English department seeks to introduce students to the issues and ideas that have enlivened and enriched our world, and help them to synthesize the readings with the exploration and development of their own identity.

The freshman curriculum provides a breadth of readings as the students study the different genres. Sophomore year is thematically developed around the concept of the hero, and the junior curriculum is the study of American literature. The seniors are provided with electives that develop their writing and expand their literary boundaries. In order to differentiate instruction and enhance learning, each level has honor sections where placement is determined by transcripts, teacher recommendations, and/or placement exams.

Advanced Placement courses are available on the junior and senior levels, and college credit is available through UNO and Nebraska Wesleyan University.

Teachers in the English department utilize a variety of teaching strategies, including discussion seminars, lectures, student-led presentations, the creation of student books, and video production. The student publication Ink, Inc. is housed in the English department and showcases student poetry, short stories, and photography. It is published and distributed twice a year. This year, the English department has started using Digication, an online portfolio system. All freshman and sophomore students will upload four pieces of writing this year that demonstrate evidence of writing as a process. These uploads will include drafts, rubrics with teacher comments and final work. In subsequent years, this will be expanded to all four grade levels, demonstrating a commitment to developing young writers over an extended period of time.

The English department has also set an ambitious goal to encourage independent reading at each grade level. Each teacher held a drive to have students sign up to receive a public library card and students have been encouraged to spend increased time in the school library through solidified independent reading requirements. Due to this endeavor, the library book checkout at Prep has doubled from this time last year.

### **1c. Mathematics**

The mathematics department at Creighton Prep seeks to enhance students' knowledge and understanding of math, allowing them to attain success in college and throughout life. The department follows the standards recommended by the National Council of Teachers of Mathematics, especially “cultivating in students the ability to draw reasonable conclusions from information found in various sources, whether written, spoken, or displayed in tables and to solve problems which they may encounter in life.” 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. Students are required to take three full years of mathematics, though the vast majority of students take more than this.

The mathematics department offers Algebra I, Advanced Algebra I, Honors College Algebra, Geometry, Advanced Geometry, Honors Geometry/Intro Pre-Calculus, Intermediate Algebra II/Trigonometry, Intermediate Trigonometry/Algebra II, Algebra II, Advanced Algebra II, Honors Geometry, Trigonometry, Pre-Calculus, Finite Mathematics, Honors Pre-Calculus, AP Statistics, Calculus I, AP Calculus I/II AB, AP Calculus I/II BC, Honors Calculus II/III, Calculus III, Advanced Applied Mathematics, Advanced Topics in Mathematics and Differential Equations & Linear Algebra. This breadth of course offerings allows students to select a particular track that both interests them and prepares them for future collegiate studies.

Using various online programs including Desmos and GeoGebra, Prep’s math faculty differentiate the curriculum to ensure student success. Utilizing the 1:1 iPad program, students are able to model and practice in real-time along with their teacher. Introductory and remedial courses use ALEKS, an online course software that uses artificial intelligence to map the details of each student's knowledge and provide customized lessons for each student. Since starting to use ALEKS, math ACT scores for students on the entry-level math track have risen by three points on average.

Perhaps the most innovative programs in the math department are the upper-level mathematics classes. Directed by a faculty member who has a Ph.D. in mathematics and has published papers in journals such as *Journal of Mathematical Analysis and Applications* and *Applied Mathematics and Computation*, the upper-level mathematics classes are run using the Harkness method. This is a textbook-free, inquiry-based model where students use carefully curated problem sets to work through and solve difficult math challenges collaboratively. Class typically involves a group of students clustered at the whiteboard, eagerly scrawling potential solutions while the teacher watches and gives guidance when asked. The Harkness method encourages students to seek mastery through an ongoing analytical process and not simply through memorization.

## **1d. Science**

The science department at Creighton Prep seeks to prepare students for a highly technological future by helping them learn to process and organize information, to think critically and to make intelligent, informed data-driven decisions. The department seeks to share with students a systematic approach to exploring the scientific aspects of the world in which they live, apply the scientific method, and to prepare students for college science courses through classes designed to provide the requisite scientific concepts, fundamental principles and laboratory experiences that will help them excel in college.

Courses offered in the science department include Physical Science, Honors Physical Science, Biology, Honors Biology, AP Biology, Ecology, Chemistry, Honors Chemistry, AP Chemistry, Physics, Honors Physics, and AP Physics C.

In the science department, teachers use innovative strategies that emphasize experiential learning. In the Modeling strategy (developed by the American Modeling Teachers Association), students collaborate in small groups to come up with what they think is the correct model to explain a concept. The class then reassembles as a large group and discusses whether the models are correct or not, and which parts of each group's ideas are compelling. The final model is then determined. This introduces concepts in the classroom and gauges what students already know about a concept for better integration of past and present learning.

In lab courses, teachers have implemented POGIL (Process Oriented Guided Inquiry Learning). Each member of a small team has certain responsibilities (recorder, group manager, lab tech, communicator) so that in addition to completing the lab, students learn how to work together. The result is often that many questions are handled within the group, encouraging student accountability. Following labs, students give whiteboard presentations in which they present their data and explain their reasoning to their peers.

## **1e. Social studies/history/civic learning and engagement**

The mission of the social studies department is to develop capable citizens who are empowered with the knowledge, skills, and attitudes enabling them to make informed decisions in a culturally diverse and interdependent world. The curriculum is designed to introduce students to history, law, economics and cultures 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. A core component of the social studies curriculum is the use of diverse viewpoints and primary sources, including charts, political cartoons, maps, historian opinions and excerpts from historical documents.

The social studies department offers Geography, AP Human Geography, United States History, Native American History, AP United States History, World History, AP World History, International Relations, American Government, AP American Government, Psychology, AP Psychology, Economics, AP Microeconomics and Introduction to Law.

The AP history courses at Creighton Prep are popular with students and enjoy high enrollment numbers. In these courses, students develop the notetaking and analytical skills necessary for college, as well as their writing and research skills. Students learn how to respond to "document-based questions" (DBQ), an essay question type on the AP history exams. For the DBQ essay, students are asked to analyze a historical issue or trend with the aid of the provided sources as evidence. Working on these types of questions throughout the year deepen students' understanding of history as more than simply a survey of the past, making issues and concepts fresh and new.

## **1f. For secondary schools:**

Creighton Prep has a comprehensive approach to college and career readiness. Beginning with his first year, each student takes part in regular discussions led by Prep's staff of guidance counselors. This provides an understanding of what colleges look for in an applicant and how each student can begin to prepare for his future. Sophomores take part in a career seminar which includes aptitude and interest surveys and visits from career mentors in the community. In a student's junior year, a required college awareness class during

community period encourages students to begin the college selection process and prepare for the standardized testing required by many colleges. Prep provides students with detailed information on applications, financial aid and scholarships for college.

The college application process begins senior year when the counselors meet with seniors and their parents to discuss college plans. The college counselor hosts application workshops and targeted Q&A sessions for in-state schools and highly selective schools. Throughout senior year, the Guidance and Counseling Office assists with applications, scholarship searches and final selections. In this, students and counselors utilize Naviance, a comprehensive college, career and life readiness online portal that allows students to discover their strengths, research colleges, compare study programs and submit college applications, improving student outcomes and streamlining the application process. The College Counseling Office also hosts dozens of college representatives each year, allowing students to ask questions directly of the institutions to which they plan to apply.

In each academic department, department chairs communicate regularly with the counseling department and local degree-granting institutions to ensure that their curricula align with the expectations required for incoming first-year college students.

### **1g. For schools that offer preschool for three- and/or four-year old students:**

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

**Arts:** The mission of the Creighton Prep fine arts department is to provide students with the artistic training, preparation, leadership, and scholarship necessary to achieve excellence in the visual and performing arts at both the high school and collegiate levels. Courses offered by the fine arts department include Basic Art and Design, Intermediate Art, Advanced Art Traditional Mediums, Independent Study Art, AP Drawing, Band, Choir, Music Theory, Media Production, Filmmaking, Photography, and AP Photography: 2-D Art and Design. The school's studio art department is run by a professional artist and illustrator whose work has been published and exhibited internationally. His excellence brings out the best in students. Last year, Prep had 63 overall winners in the Scholastic Art & Writing Awards who received 7 Gold Keys (which qualify them to compete at nationals for scholarships), 24 Silver Keys and 32 Honorable Mentions. Prep's band is known as one of the region's premier programs with 33 consecutive superior ratings at the district music contest, the longest active streak in the state.

**Physical education:** First-year students are required to take a full year of Physical Education and Health. The course introduces students to a wide variety of sports and physical exercise. The goals of the course are the promotion of a student's understanding of sports and the formation of a pattern for lifelong physical activity and health. Additionally, Prep offers Fitness for Life I, II and III, each of which emphasizes distinct skills, including muscular strength, endurance and sports nutrition. The department also offers Principles of Athletic Training, designed to teach a basic understanding of musculoskeletal injuries in an athletic population.

**World language:** The world language department offers a full course of study in Spanish, French and Latin, offering honors and standard track courses for four years in all three languages. The department also offers a single-year Greek elective. Students are required to take two years of World Language, though many take more than required. All students take the national exam in their language of choice. French students take Le Grand Concours under the auspices of the American Association of Teachers of French, Latin students take the National Latin Exam under the auspices of the American Classical League, and Spanish students sit for the National Spanish Exam under the auspices of the American Association of Teachers of Spanish and Portuguese. Last year, 24 students scored in the 80th percentile or higher on the National Latin Exam and an additional two dozen scored in the 80th percentile or higher on the National Spanish Exam.

**Technology/library/media:** The Prep community has a superb library facility that is staffed by a director of library services and an instructional technologist. The instructional technologist manages Prep's 1:1 iPad program in conjunction with our Director of Information Technology. The library also serves as a help desk for students regarding technology-related questions. The Library Director and Instructional Technologist

also serve as coaches for teachers to help them integrate research strategies and new technologies into their lesson plans. Computer science/robotics/innovative technologies: At Prep, the design technology department offers courses in Innovative Technologies I and II, Introduction to Coding, Robotics I and II, Introduction to Information Security, Computer Science A and AP Computer Science Principles. Utilizing a vast array of state-of-the-art technologies in the ToMorrow Labs, students learn by doing with an intentional design-based approach that emphasizes repeated iterations in which mistakes serve as the basis for new learning opportunities. Skills and aptitudes acquired here are frequently used to enhance project-based learning in other disciplines.

Theology: As a Jesuit/Catholic school, Prep students are required to take eight semesters of theology. The mission of the theology department is to form students in the Catholic intellectual tradition, challenging them to become men of character and faith who use their gifts for the good of the world. Courses offered include Freshman Theology I & II, Church History, Sacraments, Moral Values, Catholic Social Teaching, First Principles of Philosophy, World Religions, Contemplatives in Action, and Senior Service and Advocacy. Two courses have a required service learning component that takes place during the school day.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Creighton Prep takes special care to provide instructional and academic support within its rigorous curriculum. Entrance exam scores, along with application files, assist with identifying students who will likely need academic interventions. These students are monitored closely by their counselors during their first year at Prep. Teachers are made aware of students with identified learning differences and are given an opportunity to discuss classroom interventions with our learning specialist and academic coach. Based on identified needs, pupils might receive preferential seating, additional class notes, extended time testing or other classroom interventions.

The Magis Scholars program is offered to freshmen who might struggle with the rigors of a college-prep curriculum. Topics covered are study skills, reading comprehension, time management, organization, vocabulary development, critical thinking skills and self-advocacy. Selected students will be invited to take this course based on their entrance exam scores, grades and teacher recommendations.

Peer tutoring is offered after school in the library and is staffed by members of the Prep faculty as well as National Honor Society members every full school day Monday-Thursday beginning the first week of September. This is required for all students who are failing two or more classes but is open to all students who are looking for academic and organizational assistance.

The student support services team, consisting of counselors, a learning specialist, an academic coach and a director of outreach and advocacy meet regularly with the dean of students, academic principal, and assistant principal for student support services to monitor the progress of students and coordinate additional and personalized resources for all students struggling to find success for whatever reason.

#### **3b. Students performing above grade level**

Creighton Prep offers many opportunities for students that are performing above grade level. In English, social studies, science and math, honors courses are offered so that students can reach their fullest potential by enrolling in the course with the speed and scope that best fits their abilities and desires. Moreover, students can enroll in 23 Advanced Placement courses to provide a more challenging experience. In the past school year, 186 students took 299 AP exams, averaging a score of 3.5. Eighty-one percent of the students scored a three or higher on at least one exam. More than 1 in 4 of the Prep students who have taken an AP course have been designated as AP scholars, an honor granted to students who receive scores of 3 or higher on three or more AP exams.

Through partnerships with Creighton University, the University of Nebraska at Omaha, and Nebraska Wesleyan, students can enroll in 23 dual enrollment courses for which they can receive college credits at

discounted rates. Courses offered include non-honors track courses such as Introduction to Coding, World Religions, and College Composition, allowing more advanced students to take on an additional challenge by enrolling in the course for college credit.

Students can enroll in Academic Decathlon, a multi-disciplinary course for students of all academic levels who are curious about a variety of subjects. Faculty members provide independent studies courses in Latin and advanced math, providing opportunities that allow students to seek expanded challenges. Students in advanced math courses have even worked on papers that have been published in leading math journals. Recently, students enrolled in independent study art have taken on unique and challenging projects, including manufacturing designs to be shown at Omaha Fashion week and creating paintings that are now permanently decorating the school chapel.

### **3c. Special education**

Cura personalis or “care for the whole person” is a core value of Jesuit education that has existed at Creighton Prep since its inception 140 years ago. Today, this particularly applies to our recognition that all students learn differently. The philosophy of the Cura Personalis program is that fairness is when everyone gets what they need to be successful, not when everyone is treated the same. Through this program, Prep provides appropriate, individualized accommodations for students who can provide a clear statement of a specific diagnosis from a qualified professional made within the last three years. The Cura Personalis staff manages accommodation plans for dozens of students, working with teachers to ensure that students who need additional testing time, preferred seating, and other academic supports obtain them.

Prep’s four-person Cura Personalis team consists of a school-licensed mental health professional, a learning specialist, an academic coach and a director of outreach and advocacy work who augment the efforts of guidance counselors when unique circumstances arise and more specialized expertise is required to ensure student success and well-being.

The most crucial members of the Cura Personalis team are the learning specialist and the academic coach. The learning specialist is responsible for diagnosing learning differences and establishing and executing accommodation plans for students with special learning needs. They work with students, parents, teachers and administrators to ensure that all students with learning differences have the resources they need to succeed.

The academic coach helps students who need guidance establishing goals, routines, behaviors and habits of mind that are required for successful independent learning at Prep and beyond. These may be students with formal diagnoses of health conditions or learning disabilities, but they can also include those who do not have formal learning accommodations but need special assistance in transitioning to the rigors of Prep.

### **3d. ELLs, if a special program or intervention is offered**

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

To recruit and retain an ethnically diverse student body Creighton Prep employs a full-time director of outreach and advocacy. This individual mentors students from traditionally underrepresented populations, including first-generation, college-bound students and ethnic and racial minorities, including some who are refugees and migrants. From this office, programming is offered, including college symposia, retreat programs, book groups, movie nights and field trips. This spring, sixteen students from the Black Student Alliance (hosted within this office) will travel to Washington, D.C. to learn about black history through a program funded by grant monies and generous Prep donors.

In 2016, a \$10 million major gift endowed a new program to provide an opportunity for academic success to traditionally underserved populations. Loyola Scholars is a year-round, three-year academic and leadership achievement program serving middle school sixth-to-eighth-grade males in the Omaha metro area who are academically talented, have leadership potential and whose households have significant financial need. Selected students attend a four-week program of academic day sessions and twenty Saturday sessions at

Prep beginning the summer before sixth grade and concluding the summer before eighth grade. These sessions prepare Loyola Scholars to be accepted and compete for scholarships at Prep and other top Omaha area college-preparatory high schools. After successful completion of all three years, scholars earn a full scholarship for their freshman year at Prep. With successful completion of ninth grade, scholars continue to receive a full-tuition scholarship as Loyola Scholars, being evaluated each year and held to high standards.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Creighton Prep engages, motivates and provides students with a positive environment that supports their academic, social, and emotional growth. In addition to a rigorous curriculum, students have access to a wide variety of elective courses, allowing students to pursue their passions, be it studio art, journalism, Academic Decathlon fitness or robotics.

The Creighton Prep Student Council is intentionally designed to be inclusive. Instead of an election process, pupils apply to participate. This year, there are 110 active members (slightly more than 10% of the school population). This allows for a variety of programming designed to promote community, diversity and service.

Another way that students find a home at Prep is the comprehensive retreat program. Retreats are an opportunity for students to step back and reflect on God’s work in their lives. Students have required retreat opportunities during their first three years and an optional senior retreat that is attended by the vast majority of students. Many students have said that they truly felt part of the Prep “brotherhood” after Freshman Retreat. The retreat is based on the concepts of love, service, and community. Other retreat opportunities include the Sophomore Service Retreat, Sophomore Overnight, the two-and-a-half-day Junior Encounter, the Junior Ignatian Service Retreat and Senior Retreat.

This spring, Prep will open the \$16 million Lannon Learning Commons, an innovative space designed to help students access the support they need to be successful. This 53,000 square-foot project will be a focused home to the full range of assistance Prep delivers, putting our students at the center of our services. The space will house the licensed mental health professional who provides individualized mental health counseling, as well as suicide awareness and prevention; the academic coach who supports students as they navigate the transition to a college-preparatory environment, and establishes goals and routines for a successful learning experience; the guidance counselors and director of college counseling; a learning specialist who helps diagnose possible learning differences, and if necessary, creates accommodation plans to give students the resources necessary to succeed; and the director of student outreach and advocacy who serves as an advocate to help families address socioeconomic or cultural needs. The new area will also include rooms and lounge areas where students can collaborate on work or simply hang out with their friends, creating a warm and welcoming environment.

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

Creighton Prep engages families in meaningful ways in communicating student learning progress on a continual basis. Parents have real-time access to student grades and teacher comments through PowerSchool. Through the Canvas LMS, parents are able to enroll as "observers" in their son's courses, seeing the same materials, videos and handouts. Prep's active Twitter, Instagram and Facebook pages provide positive information about the community and a weekly "Parent Pulse" and monthly "Prep Pulse" provide key information about school happenings.

In addition to participation in Curriculum Night, parent-teacher conferences and many volunteer opportunities, parents are substantive collaborators with the school. For example, in Sophomore Conversations, each sophomore meets with a faculty facilitator and at least one of his parents to discuss his goals as he nears the midpoint of high school. Our volunteer guild, “Prep Parents,” plans and organizes social events, post-prom and breakfasts for faculty to engage the Prep community. The athletic community at Prep is engaged through a lively booster program, which annually hosts a “Sports Night” for parents, alumni, and community members and includes a guest speaker. Each team also has a supportive group of parent volunteers who host team meals and celebrations.

Every student at Prep is required to complete a minimum of 50 hours of community service that must involve direct contact with people who are materially poor or marginalized. Prep students rake leaves for

elderly neighbors, serve meals at the Siena Francis House shelter, build houses through Habitat for Humanity, and tutor at Jesuit Academy middle school. Many of our service opportunities involve long term relationships with service providers in the community.

Each sophomore participates in Faces of Christ, a one-day retreat that takes place at the Heart Ministry Center, an institution that provides food, healthcare, and job training. Many juniors and seniors enroll in service-learning courses during which they perform service 2-3 times a week in local public elementary schools with high rates of free and reduced lunch.

Prep is also the founding school behind Operation Others, an organization run by eight area Catholic Schools. The program started in 1967 to provide food for the materially poor at Christmas time. Each December, food boxes reach almost 1200 local families (6000 people). Students raise money, gather canned goods, collect turkeys from donors, and package food boxes. Many generous supporters and businesses donate time and resources to support these efforts.

### **3. Creating Professional Culture:**

The induction into the positive and professional culture at Creighton Prep begins immediately after one is hired. Each new teacher is assigned a mentor within their department who follows an annual program with them, guiding and supporting that person through major milestones and daily questions. New teachers and staff also participate in the New Ignatian Employee program, a three-year seminar that meets monthly to discuss Jesuit pedagogy, spirituality, and personal growth.

Prep has a generous professional development and retreat program, encouraging and providing full funding for conferences, retreats, professional meetings and other educational opportunities. Last year, approximately two-thirds of the faculty attended at least one non-required professional development conference or retreat, ranging from the National Council of Teachers of English Annual Convention to EdTech Teacher to AP Summer Institutes.

The faculty also gathers twice a year for required in-service consisting of sessions led by both outside presenters and faculty. Faculty are provided a breadth of options and left to choose, which has increased their satisfaction with in-services, based on internal surveys. Recent in-service topics have included technology integration in the classroom, evaluating learning, suicide prevention, culturally responsive teaching and refugee resettlement, among others. The faculty and staff have an annual Holy Thursday retreat where a facilitator leads the group in spiritual reflection. Quarterly, the faculty and staff gather for Ignatian Breakfast with food provided by the Prep Moms group. During the morning session, a faculty member shares their story of spiritual challenge or reward, and attendees engage in small group conversations.

Each faculty member at Prep is a member of an Ignatian Learning Community (ILC). These groups meet twice a month during late start days to foster collaboration and communication around shared goals, such as a common course prep or a school initiative. These groups are a way for teachers to learn from one another in an intimate environment and work to further student learning and programmatic aims. The ILCs have worked to implement the strategic recommendations created during our most recent accreditation visit and will continue to play a key role in developing the capacity of the educators at Prep.

A fringe benefit of working at Prep is free access to an outstanding lunch program. While this might seem trivial, sharing meals (instead of eating brown bag lunches at desks) has created a camaraderie among the faculty and staff that cannot be measured.

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

The leadership structure at Creighton Prep is designed to serve and support faculty and staff in the many different educational and formational endeavors that promote the growth, success and well-being of students. Prep is formally governed by its 20-member board of trustees who are responsible for appointing the school's president. In addition to hiring and supporting the president, the board meets quarterly to provide oversight and expert guidance regarding finances, enrollment, fundraising, strategic planning and

commitment to mission.

The president directs a leadership team consisting of the head of school, the chief financial officer, and the director of advancement. The head of school has responsibility for the day-to-day operations of the school and oversees an administrative team consisting of the academic principal, the dean of faculty formation, the dean of students, the assistant principal for student support services, the director of student activities, the director of campus ministry and the director of athletics. The head of school also oversees the work of the facilities director and the IT director.

The academic principal and dean of faculty formation head the academic board which consists of all of the department chairs. Together, they are responsible for curriculum development and implementation, individual and department goal-setting and professional development, instructional coaching and annual teacher evaluation.

The assistant principal for student support services provides administrative oversight for the five guidance counselors, the learning specialist, the academic coach, the director of college counseling, the director of advocacy and outreach, and the mental health practitioner. He also oversees the development and implementation of the community period curriculum used by the school counselors.

Prep is committed to having an exceptional co-curricular program that fosters character and spiritual formation, leadership development and varied passions and interests. The director of student activities, the director of athletics and the director of campus ministry work with an array of teachers, coaches and club moderators to oversee and coordinate a vast array of formational and recreational activities and experiences that are an integral part of the student experience.

Finally, the dean of students, along with two assistants, works to ensure the daily order of the school and takes responsibility for safety, attendance and discipline so that students and faculty have an environment that is directed toward their success. This structure ensures that leadership responsibilities are widely shared and thoroughly resourced by professionals with expertise and passion in the areas they oversee and support.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Creighton Prep has embraced rigorous, personalized, and actively engaged learning as a key strategy to advance students with different learning styles through a college-preparatory curriculum. Twelve years ago, Prep implemented an 85-minute A-B block schedule with the intent of fostering greater breadth and depth in the education of students. The block schedule helps students engage project-based, student-centric lessons in a rigorous environment that promotes sustained critical thinking through pedagogical techniques such as station rotations, group work and sustained Socratic dialogue in smaller, seminar-style settings.

In 2015 these efforts were enhanced when Prep adopted a 1:1 iPad program with all students. Students are now able to use a tool they have anytime-access to for creative and collaborative multimedia projects, increased collaboration with Google's G Suite for Education, opportunities for instantaneous feedback on informal assessments using Canvas LMS and other student response systems, and varied instructional techniques including flipped classroom and interactive digital textbooks. Additionally, the Canvas LMS provides students the opportunity for authentic learning and assessment whether that student is in the classroom or unable to attend class. Canvas has freed additional classroom time for all students by serving as a centralized clearinghouse for curricular content.

With the school's expanded commitment to STEAM through the ToMorrow Labs addition in 2017, all students have access to the latest technologies for creativity and innovation, including laser cutters, Computer Numerical Control (CNC) routers and mills, 3D printers, and virtual reality hardware. Students engage in project-based learning using these tools not only in traditional STEAM courses, but across the core curriculum.

In 2018, most classroom desks were replaced with active learning style desks and separate chairs that are designed for easy movement and configuration during a class period. This facilitates quick changes from one activity to another, allowing teachers and students to reshape the classroom according to the task at hand.

While the schedule, technology, facilities and curriculum are vital to an active learning community, such an endeavor would not be possible without committed teachers. As the educational framework has changed with technology and adolescent culture, Prep teachers have embraced this change through professional development directed at subject area, pedagogical and technological competence within the context of student engagement. Ultimately, their commitment drives active learners, allowing students to experience a modern equivalent of the kind of Renaissance education that marked the start of Jesuit schools 450 years ago.

## **PART VII - NON-PUBLIC SCHOOL INFORMATION**

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

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

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

3. What is the educational cost per student?      \$14718  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$5420

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      15%

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