



# BROWNELL TALBOT

## COLLEGE PREPARATORY SCHOOL

### 2025-2026 Upper School Profile

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#### About BT

Brownell Talbot is the only private, independent, coeducational college preparatory day school in the state of Nebraska. Brownell Hall opened on September 17, 1863, as an Episcopal girls' boarding school and transitioned to a coeducational facility in 1952. In 1963, the first freshmen boys were admitted, and the school became Brownell Talbot, taking the names of both bishops responsible for its creation. In 1969, the school ended its formal relationship with the Episcopal Church and became independent.

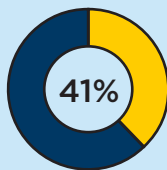
#### OPENING DAY ENROLLMENT

Lower School (PS-4): **197**

Middle School (5-8): **138**

**Upper School (9-12): 158**

Total student body: **493**



Upper School  
students  
of color

#### FACULTY

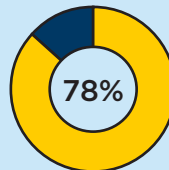
**18.7** FTE Upper School faculty members

Upper School student to faculty ratio: **6.1:1**

Average years in education: **19.9**

Upper School average class size: **11.5**

Largest individual class: **21**



Upper School  
faculty members  
who hold  
advanced degrees

#### OUR MISSION:

*Every student. Every mind. Every heart.  
Known. Inspired. Challenged.*

**400 North Happy Hollow Boulevard, Omaha, Nebraska 68132**  
**Phone: 402.556.3772 • FAX: 402.553.2994 • brownell.edu • School Code #281695**



# Innovative Programs

## College Counseling

All students have dedicated time with college counselors starting in seventh grade, and students are enrolled in a standalone (ungraded) college counseling seminar class each year during Upper School. Each small group class meets 10-25 times per year, with topics ranging from personality profiles and college research to résumé writing and compiling a college list.

## RULER

RULER is a systemic approach to social emotional learning, developed at the Yale Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into all aspects of school, informing how leaders lead, teachers teach, students learn, and families support students. As a preschool through grade 12 school, RULER allows all Brownell Talbot students and staff to have a shared language around Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

## The House System

The House System is Brownell Talbot's advisory program. Students are inducted into their House when they enter Upper School and remain there through graduation. Houses meet twice a week and are led by a House Dean (faculty member) and House Leader (Upper Class student).

## Common Ground Collaborative

Brownell Talbot recently became a member school within CGC, an international collaborative where all institutional members are like-minded in their goal to identify the pedagogical practices that support the school's common principles of learning at all levels - in BT's case, preschool through senior year. Underpinning all of this work are the attributes of a

global education that will be interwoven into BT's existing standards and curriculum that ensure our students are prepared for life beyond BT.

As we continue our work with CGC, we are addressing our school's specific strategic plan initiatives of:

- **Global Mindset**

Develop a globally-focused curriculum and staff that prepare students with knowledge and skills, including a global mindset, language, and culture, in order to successfully engage with the global community.

- **Learning Environments**

Define and become the standard for excellence in learning environments, facilities, equipment, campus safety, and technologies within global education.

- **Environmental Sustainability**

Create an environmentally conscious culture that focuses on sustainability and equability, by having a deep understanding of the impact human beings have on the natural world.

## Malone Schools Online Network

Malone Schools Online Network is a consortium of college preparatory independent schools, each selected by the Malone Family Foundation to receive scholarship endowment funding in recognition of success in educating gifted and talented students. MSON provides students, generally juniors and seniors, with a variety of superior virtual, real-time classes that enhance the existing curriculum of each member school. Teachers for MSON have experience in independent school education and are experts in their fields. They share a commitment to excellence, small class sizes, and personal relationships. Participating students must demonstrate sufficient independence, commitment, and ability to succeed in a virtual discussion seminar setting.

## Admission and Financial Aid

Brownell Talbot seeks to enroll students in preschool through grade 12 who show promise and proven ability and who are enthusiastic and eager to learn. Admission is competitive, and applicants for grades 1-12 are reviewed on the basis of their academic record (grades, test scores, and teacher recommendations), character, and extracurricular interests and talents.

For the 2024-2025 school year, more than \$520,000 in need-based assistance was awarded, which includes \$315,000 in scholarships. Approximately 20% of the school population (1 in 5 students) receives some form of financial assistance with roughly one-third of Upper School

students receiving scholarships and financial aid totalling \$230,000.

## The Malone Scholars Program

The Malone Scholars Program seeks gifted and academically motivated students in grades 7 through 12 who require a minimum of 30 percent financial assistance. Malone Scholars can receive up to 100 percent of tuition and fees. Malone merit-based scholarships are available for qualified, high-ability students who test in the top five percent on Brownell Talbot's entrance exams and meet other requirements—students who are committed to achieving their full potential in high school and beyond.

## Accreditation and Memberships

Accreditation: Independent Schools Association of the Central States, AdvancED, and the Nebraska Department of Education. Memberships: National Association of Independent Schools, Educational Records Bureau, Council for the Advancement and Support of Education, National Association for College Admission Counseling, Great Plains Association of College Admission Counseling, American School Counselors Association, Association of College Counselors in Independent Schools, and the School and Student Service for Financial Aid.

# Portrait of a BT Graduate



## **I seek meaning and purpose in my existence.**

I am motivated to explore my interests, passions, and moral purpose. I seek out opportunities to serve others, the community, and the world. Because I know myself and I am curious about my world, I am prepared to identify an impact only I can make, and I will make it. I strive for balance in my life, knowing it will benefit my personal well-being and the ways in which I am able to contribute to the world.

## **I have a strong sense of identity and understand the importance of my role in the world.**

Who I am, my story, is unique. I am shaped by where I come from and the path I have chosen. I have value and so do my ideas. I have a voice and I am motivated to share what I know with others. I am proud of who I am.

I am an individual, but I am not alone. Just as I have value, I recognize that all humans have value and I am curious about others. I know that I don't have all the answers, and I know the convergence of thoughts and experiences generates the best ideas. I believe the diversity of human experience is its strength.

## **I am an effective communicator.**

In every interaction, I am aware that the process of communication engages the ears and eyes first, seeking to fully understand the words and movements of others. Experiences with those different from me only enhance my ability to communicate and tell my story. Understanding that conflict and disagreement are inevitable, I have the skills to facilitate fair, peaceful, and successful resolutions. I am thoughtful, compassionate, empathetic, and effective in my communication.

## **I share a duty of stewardship for the world I inhabit.**

I am a global citizen. I know my daily actions can and do make an impact and my influence begins with my family, school, and local community. I lead by example in caring for the natural world and for humanity. I am an advocate for myself and for others, speaking up for my own rights and the rights of others.

## **I am a creator, imagining new futures.**

I am proud of what I know and willfully acknowledge there is much I don't know. I am continually learning and perceiving the world in new ways, finding hidden patterns to make connections between seemingly unrelated subjects. I make decisions, solve problems, and take appropriate risks when information is incomplete or not yet known. I am not afraid to fail and view it as an opportunity to learn; understanding that creativity and innovation is a cyclical process of small successes and frequent mistakes. It allows me to reflect and find new ways to approach old problems. I believe in my ability to grow and learn.

## **I investigate complex problems using a wide range of evidence to generate solutions.**

I research, identify and analyze patterns of relevant information in order to make sound judgements and decisions based on effective reasoning. I can apply system-thinking processes and logic to ideas in order to improve and maximize creative efforts. I demonstrate inventiveness in work and understand real-world limitations that exist, but persist to develop relevant and concrete solutions.

# Student Accomplishments

## 2025-2026 School Year

The Upper School Yakking Raiders speech team is perennially one of the state's best teams, having placed first (nine times) or second (four times) at nearly every state tournament over the past 16 years. The team has also earned numerous district and conference championships.

# AP

5 students earned the AP Scholar with Distinction Award, 12 earned the AP Scholar with Honor Award, and 21 earned the AP Scholar Award.

# 83%

of tenth through twelfth grade Upper School students took an Advanced Placement exam.



**5** Five Upper School robotics teams competed in regional and state tournaments. At the regional level, these five teams earned five championship titles, five tournament finalists, a Judges Award, an Innovate Award, nine Robot Skills Champions, two Design Awards, one Amaze Award and four Excellence Awards. At the International level three teams qualified for the US Open and two to the Vex World Championships. At the CREATE US Open, one team won the Excellence Award. At the Vex World Championships one team was Division Finalist and won the Amaze Award.

# 15

The Competition Math team has competed in the University of Nebraska-Lincoln Math Day each year, earning first place 15 times since 2007.

Since 2013, 33 BT graduates have gone on to participate in intercollegiate athletics.

# 19

Upper School students earned academic All-State honors representing their activities.

In the 2024-2025 school year, BT teams were Nebraska Frontier Conference champions for the volleyball tournament, girls basketball regular season, girls basketball tournament, boys basketball regular season, speech, and quiz bowl. BT placed 2nd in the boys basketball tournament. Brownell Talbot's speech team placed runner up at Districts and 3rd overall at State. The BT swim team won the state championship for the 13 under division in USA swim.



BT's Thespian Troupe #8093 is a Nebraska Thespians Gold Honor Troupe; student representatives

presented at the state capitol building for Theatre in Our Schools Advocacy Day, meeting with legislators and the governor. BT students serve on the state board for the Nebraska Thespians, with one serving as a Nebraska Student Thespian Officer. Students wrote and performed an original musical, *The Sleeping Beau*, at The Fringe Festival 2024 in Edinburgh. They received standing ovations and the Royal Crown Award for their performances and technical achievements. The same play was performed at the Nebraska State Thespians and was selected for Internationals.



The Upper School orchestra, choir, contemporary cappella ensemble, and both of BT's jazz combos all

earned Level I (Superior) ratings at the 2025 District Music Contest, consistent with recent years. BT won multiple Vocalist awards and Best Beatboxer Award at the 2024 Gretna East A Cappella Excellence Competition. BT's two jazz combos earned Superior ratings at the Great Plains Jazz Festival at the University of Nebraska at Omaha.

Last year the Academic Decathlon team won Regionals and the State Championship in the Very Small School division. The team finished 2nd overall amongst the Small School division and 3rd overall in the entire state.

BT cheerleading has 27 members, including six who were named All-American. In addition to cheering at school athletic events, the team competes at local and state-level cheer competitions in the Traditional and Game Day categories. They have won numerous state champion and runner-up honors.

## Graduate Successes

### Classes of 2023-2025

- 100% of the seniors submitting college applications were accepted into four-year colleges and universities.
- Over \$14.7 million in scholarships were offered.
- 86% of graduates received one or more scholarship offers.

## Class of 2026

**3.69**  
Average  
Cumulative  
GPA

Grade Point Average  
(6 semesters)

**49** Class Members

### Advanced Placement

100% of the Class of 2026 will graduate having completed at least one AP course.



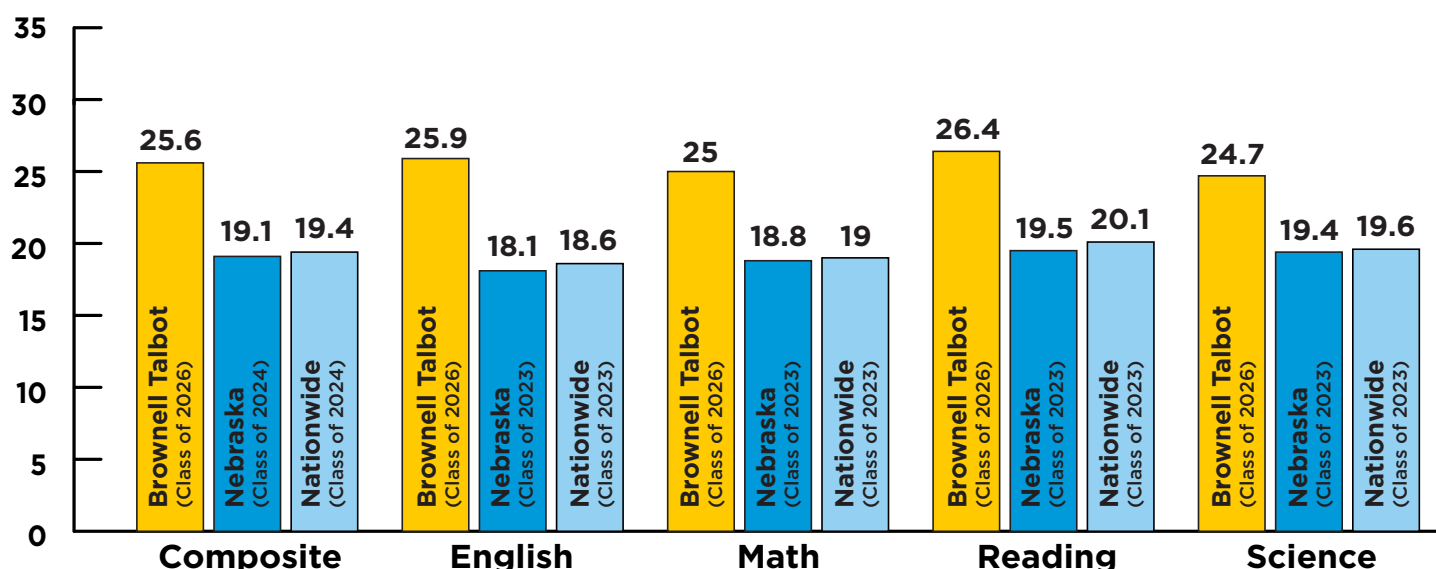
## ACT Scores

61% of the Class of 2026 took the ACT.

## SAT Scores

47% of the Class of 2026 took the SAT.

Standardized test statistics include scores through August 2025 test dates.



## Transcript and Course Information

### Grade Point Average

Each student has an individualized semester GPA and a cumulative GPA calculated from the beginning of ninth grade. The GPA includes grades from all classes. Transfer courses are not calculated into Brownell Talbot's cumulative GPA. We do not calculate unweighted GPAs.

### GPA Scale

AP, MSON and Physics with Calculus courses are weighted an additional .5 GPA.

W=Withdrawal after the course drop/add deadline

A+, A, A-	4.0
B+, B, B-	3.0
C+, C, C-	2.0
D+, D, D-	1.0

#### Standard Grading Scale (prior to Fall 2024)

A 93-100	C 77-84	F <70
B 85-92	D 70-76	

#### Standard Grading Scale (starting Fall 2024)

A+ 98-100	B- 80-82	D 63-67
A 93-97	C+ 78-79	D- 60-62
A- 90-92	C 73-77	F <60
B+ 88-89	C- 70-72	
B 83-87	D+ 68-69	

#### AP, MSON, and Physics with Calculus Grading Scale

A 90-100	C 70-79	F <60
B 80-89	D 60-69	

### Class Rank

Brownell Talbot is selective in admission and academic requirements and each class is relatively small; therefore, class rank is not calculated.

### Course Schedule and Credits

Brownell Talbot uses a unique block schedule on a five-day rotation; one day of the rotation contains all eight classes at 40 minutes each, while the other days consist of four 85-minute blocks in a rotating schedule to vary the time of day each class meets. Additionally, each day contains a 30-minute flex period. Course credits are primarily determined by the frequency of classes during the five-day rotation. English, history, math, science, and world language courses are typically five credits per semester. One exception is Physics with Calculus, which is awarded six credits per semester, due to class time extending into one flex period per rotation.

### Advanced Placement (AP) Policy

Brownell Talbot limits the number of AP courses allowed each academic year and requires completion of the AP exam unless given special permission.

Sophomore Year: Up to 1 AP course

Junior Year: Up to 3 AP courses

Senior Year: Up to 3 AP courses

### AP Courses Offered (23)

2-D Art & Design	Biology	English Language
3-D Art & Design	Chemistry	English Literature
Drawing	Environmental Science	European History
Music Theory	Physics 1	U.S. History
PreCalculus	Physics 2	French
Calculus AB	Physics C: Mechanics	Latin (denoted on transcript as Latin V)
Calculus BC	Physics C: Electricity and Magnetism	Spanish
Computer Science A	Statistics	

AP scores do not appear on the transcript in accordance with school policy.

# Graduation Requirements

BT has the highest graduation requirements in the State of Nebraska. Upper School courses are taught at an advanced level, comparable to honors level. However, this is not indicated on the transcript. Students must complete a minimum of 250 credit hours:

- 40 credits of history (eight semesters)
- 40 credits of English (eight semesters)
- 40 credits of mathematics (eight semesters)
- 30 credits of science (six semesters)
- 20 credits of the same world language (four semesters)
- Healthy Living plus three additional semesters of PE
- A minimum of one semester of arts each year (four semesters)

## HISTORY

### Minimum Requirements

40 credits, eight semesters

### Required Courses

World History: Ancient to Renaissance

World History: Reformation to Modern or  
AP European History

U.S. History or AP U.S. History

U.S. Government

Economics

### Additional Courses

Elective(s) offered periodically:

Humanities: Summer Session Abroad

Social Studies Semester Seminars:  
The Korean War, Technology and the Rise  
of Authoritarianism, Street Law, Dictators  
(Past and Present), Introduction to  
Philosophy

## ENGLISH

### Minimum Requirements

40 credits, eight semesters

### Required Courses

English 9: Foundations  
(Critical Reading and Writing)

English 10: Connections  
(Literature, World, and Self)

English 11: Explorations I  
(Personal Essay and Memoir)  
or English 11: Explorations II  
(Creative Writing)

English 12: Capstone

### Additional Courses

AP Language and Composition

AP Literature and Composition

## MATH

### Minimum Requirements

40 credits, eight semesters

### Required Courses

Algebra I, II

Algebra II

Geometry

### Additional Courses

PreCalculus

AP PreCalculus

AP Calculus AB

AP Calculus BC

Statistics

AP Statistics

Multivariable Calculus

## SCIENCE

### Minimum Requirements

30 credits, six semesters

### Required Courses

Physics 9

Chemistry

Biology

### Additional Courses

AP Biology

AP Chemistry

AP Environmental Science

AP Physics 1, AP Physics 2, AP Physics:  
E&M, AP Physics: Mechanics

Semester electives offered periodically:  
Plant Science, Introduction to Forensic  
Science, Anatomy and Physiology

## WORLD LANGUAGE

### Minimum Requirements

20 credits of the same language,  
four semesters

### Required Courses

French I, II

Latin I, II

Spanish I, II

### Additional Courses

French III, IV, AP

Latin III, IV, V

Spanish III, IV, AP

## PHYSICAL EDUCATION

### Minimum Requirements

Healthy Living plus three additional  
semesters of PE

### Required Courses

Healthy Living

### Additional Courses

Team Sports/Officiating

American Red Cross Lifeguard  
Training Class

Strength and Conditioning

Yoga

Athletic Competition

Fitness for Life

Swimming

Dance for the Stage

## FINE ART

### Minimum Requirements

A minimum of one semester of arts  
each year.

### Additional Courses

Chamber Music

Technology in Music

Music Theory

AP Music Theory

Band

Choir

Strings

Forensics I, II

Repertory Theatre

Acting

Dance for the Stage

Technical Theatre

Directing

Painting

Sculpture

Pottery

Photography

Portfolio

AP Portfolio (AP 2-D Art & Design,  
AP 3-D Art & Design or AP Drawing)

Applied Design

Beginning Journalism

Journalism

Yearbook I, II

Digital Media

# Acceptances and Matriculation

## Classes of 2023-2025

Schools where Brownell Talbot graduates have been accepted.

**Names in bold indicate at least one matriculated student**

American University	Gonzaga University	Saint Mary's College of California	University of Exeter
Amherst College	<b>Grinnell College</b>	<b>San Diego State University</b>	University of Florida
Arizona State University	Gustavus Adolphus College	San Francisco State University	University of Georgia
Art Center College of Design	Hamilton College	San Jose State University	<b>University of Illinois at Urbana-Champaign</b>
Auburn University	Hampton University	<b>Santa Clara University</b>	<b>University of Iowa</b>
Augsburg University	<b>Harvard University</b>	<b>Santa Monica College</b>	University of Kansas
Augustana University	Haverford College	<b>Savannah College of Art and Design</b>	University of La Verne
<b>Barnard College</b>	High Point University	<b>Scripps College</b>	University of Lynchburg
Bates College	Hofstra University	Seattle University	University of Maine
<b>Baylor University</b>	<b>Iowa State University</b>	Simpson College	University of Maryland
<b>Bentley University</b>	Johns Hopkins University	Skidmore College	University of Massachusetts
<b>Boston College</b>	Kansas State University	<b>St. Edward's University</b>	<b>University of Miami</b>
Boston University	Lawrence University	<b>St. Olaf College</b>	University of Michigan
Bowdoin College	Louisiana State University	<b>Stanford University</b>	University of Minnesota
Brandeis University	Loyola Marymount University	SUNY at Albany	<b>University of Missouri</b>
<b>Brigham Young University Idaho</b>	Loyola University Chicago	SUNY College of Environmental Science and Forestry	University of Missouri at Kansas City
Brown University	Luther College	Stony Brook University	<b>University of Nebraska</b>
Buena Vista University	Macalester College	Swarthmore College	University of Nebraska at Kearney
California College of the Arts	Marquette University	Syracuse University	<b>University of Nebraska at Omaha</b>
California Polytechnic State University (San Luis Obispo)	Massachusetts Institute of Technology	Temple University	University of New Hampshire
California State University (East Bay)	<b>Metropolitan Community College</b>	Texas A&M University	University of North Carolina at Chapel Hill
California State University (Long Beach)	Michigan State University	Texas Christian University	University of Northern Iowa
Carnegie Mellon University	Middlebury College	The Ohio State University	<b>University of Notre Dame</b>
Case Western Reserve University	<b>Midland University</b>	The University of Alabama	University of Oklahoma
<b>Chapman University</b>	Milwaukee School of Engineering	The University of Manchester	University of Oregon
Claremont McKenna College	Morehouse College	The University of Montana	<b>University of Pennsylvania</b>
Clemson University	<b>Nebraska Wesleyan University</b>	The University of Tennessee	<b>University of Pittsburgh</b>
Colby College	New Jersey Institute of Technology	The University of Texas at Austin	University of Rochester
Colgate University	New York Institute of Technology	Trinity College Dublin	University of San Diego
College of Saint Mary	New York University	Tufts University	University of San Francisco
Colorado Mesa University	Northeastern University	Tulane University of Louisiana	University of Sioux Falls
<b>Colorado State University</b>	<b>Northwestern University</b>	Union College	University of South Carolina
Colorado State University Pueblo	Occidental College	<b>United States Air Force Academy</b>	University of South Dakota
<b>Columbia University</b>	Oregon State University	United States Coast Guard Academy	University of South Florida
Connecticut College	Oxford College of Emory University	<b>United States Naval Academy</b>	University of Southern California
Cornell University	Pace University	<b>University of Amsterdam</b>	University of Sussex
Creighton University	Pennsylvania State University	University of Arizona	<b>University of Tulsa</b>
Dartmouth College	Peru State College	University of Birmingham	University of Vermont
DePaul University	Pitzer College	University of California (Berkeley)	University of Virginia
<b>Doane University</b>	Pomona College	University of California (Davis)	University of Washington
<b>Drake University</b>	Portland State University	University of California (Irvine)	University of Wisconsin
Drexel University	Princeton University	University of California (Los Angeles)	Vanderbilt University
Duke University	<b>Purdue University</b>	University of California (Riverside)	Vassar College
Elon University	<b>Reed College</b>	University of California (San Diego)	Villanova University
Emory University	Regis University	University of California (Santa Barbara)	Virginia Tech
<b>Escuela Superior de Administración y Dirección de Empresas (ESADE)</b>	<b>Rensselaer Polytechnic Institute</b>	University of California (Santa Cruz)	Washington University in St. Louis
Florida State University	Rhode Island School of Design	University of Cambridge	Wayne State College
<b>Fordham University</b>	<b>Rice University</b>	University of Central Florida	Wesleyan University
George Washington University	Rochester Institute of Technology	<b>University of Chicago</b>	<b>Western Colorado University</b>
Georgetown University	Rockhurst University	University of Colorado Boulder	Williams College
Georgia Institute of Technology	Rose-Hulman Institute of Technology	University of Connecticut	Yale University
	Rutgers University	University of Denver	<b>Yeshiva University</b>
	Saint Louis University		