

PROFILE OF THE JESUIT HIGH SCHOOL GRADUATE AT GRADUATION

OPEN TO GROWTH: Jesuit High School students at the time of graduation have matured emotionally, intellectually, physically, socially, and religiously to a level that reflects some intentional responsibility for their own growth. In the tradition of Jesuit High School's motto *Age Quod Agis* ("Do well whatever you do"), the graduate is beginning to reach out in his or her development, seeking opportunities to stretch one's mind, imagination, feelings, and religious consciousness. Although still very much in the process of developing, the graduate already:

1. is more conscious of one's feelings and beginning to take responsibility for growth as a person, desiring integrity and excellence in multiple facets of life.
2. is learning how to accept self, both talents and limitations, with a sense of humility and gratitude.
3. recognizes the need for exercise, leisure, recreation and good nutrition as important to living a balanced and healthy life.
4. is open to a variety of aesthetic experiences, and continues to develop a wide range of imaginative sensibilities.
5. is becoming more open to other points of view and beginning to seek new experiences, even those that involve some risk or the possibility of failure.
6. is becoming a servant leader, a person of integrity open to using one's gifts to serve the common good.
7. is exploring career and lifestyle choices within a framework of faith and values.
8. is becoming more aware of choices and consequences relating to personal, community, and global issues.
9. understands both the positive and negative uses of technology and chooses the better path.
10. is developing a habit of reflecting on experience which then leads to future actions based on faith, good will, and integrity.

INTELLECTUALLY COMPETENT: The Jesuit High School graduate will exhibit both the academic aptitude for higher education and a variety of intellectual skills that go beyond college entrance requirements. The student is gaining an appreciation for learning in general and for one's aesthetic and academic accomplishments. The student is also developing habits of intellectual inquiry in quest of religious truth and an informed response to issues of social injustice. By graduation the student:

1. has mastered those academic skills required for college or some other form of advanced education.
2. is developing problem-solving skills and an organized approach to learning tasks.
3. is developing a mastery of logic and critical thinking and their application to new situations.
4. is developing precision in oral and written expression that evidences sound analytical thinking and convincing rhetoric.

5. is developing a curiosity to explore ideas and issues and taking pride and ownership in intellectual and aesthetic pursuits.
6. is able to learn in a variety of settings within different academic disciplines.
7. effectively uses a variety of media resources to acquire, create and process information while attending to issues of credibility, values, and civility.
8. is developing the ability to work collaboratively and learn as an active member of a team.
9. is beginning to understand the interconnectedness of the world economically and politically.
10. is developing a cultural literacy that enables one to analyze global issues from the standpoint of being a man or woman for others.
11. has begun to develop knowledge of central ideas and methodologies and to relate current issues and perspectives to some of their historical antecedents.
12. understands the basic principles of personal finance.
13. is beginning to understand one's own government, other forms of government around the world, and one's rights and responsibilities as a citizen.
14. understands the need for individual and community stewardship of the earth's resources.
15. by exploring a wide range of human experience through literature, history, and the arts, is gaining insight into one's own nature.

RELIGIOUS: The Jesuit High School graduate will have a basic knowledge of the major doctrines and practices of the Catholic Church. Having been introduced to Ignatian spirituality, the graduate will have examined his or her own religious feelings and beliefs with a view to choosing a fundamental orientation toward God and establishing a relationship with religious tradition and/or community. Respectful of the conscience and religious background of the individual, this also applies to the non-Catholic graduate of a Jesuit high school. By graduation the student:

1. has read the Gospels and gained a basic understanding of the Church's teaching about Jesus Christ and His redeeming mission, as well as the embodiment of that mission through the Church.
2. has an understanding of the variety of the world's religious traditions.
3. is beginning to take more responsibility for exploring and validating one's own faith, understanding that being fully alive necessitates an active relationship with God.
4. is increasingly willing to let religious faith influence basic values, lifestyle, and vocational interests.
5. has been exposed to the presence of God in private and liturgical prayer, on retreat, through the Spiritual Exercises of St. Ignatius, and in other moments of grace.
6. is growing in a formed conscience, and influenced by the words of Christ, evaluates and reasons through moral issues with increasing clarity.
7. appreciates the centrality of the Eucharist to a vibrant Christian community.
8. recognizes the effect of his or her own sinfulness on the human community and the need for healing by reconciliation with friends, family, Church, and the Lord.

9. knows Church teachings on moral issues and social justice and understands the relationship between faith in Jesus and being men and women for and with others.

LOVING: The Jesuit High School graduate is continuing to form his or her own identity. He or she is moving beyond self-interest or self-centeredness in close relationships. The graduate is beginning to be able to risk some deeper levels of relationship in which one can disclose self and accept the mystery of another person and cherish that person. By graduation the student:

1. has personally experienced support from members of the school community and is learning to trust friends, family, and adults both in school and the wider community.
2. is growing in self-acceptance and in recognizing that he or she is loved by God and others.
3. assumes responsibility for caring for one's own health, including being attentive to sources of stress and applying strategies to maintain a balanced life.
4. having begun to identify and work against personal prejudices and stereotypes, is open and able to communicate with others, especially with persons of another race, gender, religion, nationality, socio-economic background, or sexual orientation.
5. is becoming increasingly comfortable and mature in relating with persons of a different gender.
6. has begun to appreciate deeper personal friendships, while also learning that not all relationships are profound and long lasting.
7. is beginning to appreciate the satisfaction of giving oneself through service for and with others.
8. is increasingly empathetic, thereby taking into account and valuing the feelings of others when making decisions.
9. cares deeply about preserving human life.
10. is sensitive to the beauty and fragility of the created universe and exercises stewardship.

COMMITTED TO DOING JUSTICE: The Jesuit High School student at graduation has acquired considerable knowledge of the many needs of local, national, and global communities and is preparing for the day when he or she will take a place in these communities as a competent, concerned and responsible member. The graduate has been inspired to develop the awareness and skills necessary to live in a global society as a person for and with others. By graduation the student already:

1. is becoming aware of one's own attitudes and tendencies and is consciously seeking to be more understanding, accepting, and generous with others.
2. is becoming aware of the global nature of many social problems and their impact on human communities and the environment.
3. practices a sustainable lifestyle by working to make environmentally responsible choices in all areas of one's life and engages in public dialogue on environmental issues, practices, and solutions.
4. is beginning to understand the structural roots of injustice in social institutions, attitudes, and customs.

5. is developing, from reflection on Christian Service experiences, a sense of compassion and a growing understanding of those social changes which will assist all in attaining their basic human rights.
6. is becoming aware of alternatives in public policy and has begun to consider the social justice implications of future careers.
7. is beginning to recognize the importance of public opinion and voter influence on public policy and the need for critical study and evaluation of diverse sources of information.
8. is beginning to confront some of the moral ambiguities embedded in values promoted by our contemporary culture and to make decisions, based on Gospel values, which sometimes conflict with the values of a materialistic society.
9. is beginning to see that Christ's commandment to love one another calls forth a commitment to promote a just society as men and women for others.

Revised: October 2010