

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School: High School

Name of Principal Mrs. Laura Hickman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Duchesne Academy of the Sacred Heart  
(As it should appear in the official records)

School Mailing Address\_ 3601 Burt St. \_\_\_\_\_  
(If address is P.O. Box, also include street address)

Omaha \_\_\_\_\_ Nebraska \_\_\_\_\_ 68131-1999 \_\_\_\_\_  
City State Zip Code+4 (9 digits total)

County \_\_ United States \_\_\_\_\_ School Code Number\* \_\_\_\_\_ N/A \_\_\_\_\_

Telephone ( 402 )558-3800 Fax (402 )558-0051

Website/URL <http://duchesne.creighton.edu> email [lhickman@duchesne.creighton.edu](mailto:lhickman@duchesne.creighton.edu)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Sr. Michelle Faltus \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Omaha Tel. ( 402 ) 554-8493

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson — Mrs. Dede Johnson \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ n.a. \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_ n.a. \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_ n.a. \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

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

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 3.5 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	0	86	86
2				10	0	71	71
3				11	0	66	66
4				12	0	66	66
5				Other	0	0	0
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>289</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                   |   |                                |
|-------------------|---|--------------------------------|
| 93                | % | White                          |
| 3                 | % | Black or African American      |
| 2                 | % | Hispanic or Latino             |
| 3                 | % | Asian/Pacific Islander         |
| 0                 | % | American Indian/Alaskan Native |
| <b>100% Total</b> |   |                                |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: .34 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	1
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	289
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.0034
<b>(6)</b>	Amount in row (5) multiplied by 100	.34

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: \_\_\_\_\_  
Specify languages:

9. Students eligible for free/reduced-priced meals: n.a. %

Total number students who qualify: n.a.

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

*Duchesne does not participate in the free and reduced lunch program. We do however have socio-economic diversity. This is best represented through our Need-based financial aid program. On average 42-47% in any given year receive some kind of financial assistance from the school, and this average always falls between 38 and 52 percent of the total student population. Much of the financial aid is tied directly to family income, but 45% of the aid represents scholarships awarded to top scorers on the entrance exam and daughters of Creighton University employees receive a discount as part of a reciprocal program.*

*Those families receiving need-based financial aid do represent a significant population for disaggregation: 21.897% in 2003-04; 25.95% in 2004-05.*

10. Students receiving special education services:   .6  %  
  2  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

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

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  5  </u>	<u>  0  </u>
Classroom teachers	<u> 26 </u>	<u>  4 </u>
Special resource teachers/specialists	<u>  0 </u>	<u>  0 </u>
Paraprofessionals	<u>  0 </u>	<u>  0 </u>
Support staff	<u>  4 </u>	<u>  5 </u>
Total number	<u> 35 </u>	<u>  9 </u>

12. Average school student-“classroom teacher” ratio: 10:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in

100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	99%	99%	99%	99.%	n.a.%
Daily teacher attendance	99%	99%	99%	98%	98%
Teacher turnover rate	0%	8%	5%	14%	14%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_67_
Enrolled in a 4-year college or university	__97%
Enrolled in a community college	__0%
Enrolled in vocational training	__0%
Found employment	__0%
Military service	__0%
Other ( <b>missionary/service work</b> )	__3%
Unknown	__0%
<b>Total</b>	<b>100 %</b>

## PART III - SUMMARY

The history of Duchesne Academy begins in 1800 when the Society of the Sacred Heart was founded. Madeleine Sophie Barat, the foundress, grew up during the French Revolution and received an extraordinary education. Her great desire was to spread the love of Jesus Christ. For this purpose she and her first companions opened a school in response to the needs of the chaotic times in which they lived. One of her first companions was another French woman named Philippine Duchesne, the Society's pioneer missionary. She started the first Sacred Heart School in America (1818) in the frontier village of St. Charles, Missouri. The year 1881 marked the opening of the Convent of the Sacred Heart in Omaha.

Today, the Society of the Sacred Heart has schools, colleges, and other educational and apostolic works in forty-three countries, as well as twenty-two in the United States.

Duchesne offers a unique education focusing on academic excellence, commitment to Jesus Christ, personal growth, and social responsibility. This education reflects those values given priority by St. Madeleine Sophie Barat: integrity and love. Duchesne emphasizes studies that nurture the desire for truth. The school recognizes the contemporary world as a field for learning experiences and incorporates this dimension in the educational thrust. Critical thinking and reasoning, imagination and creativity are essential tools for this process of learning.

Importance is placed on skills necessary for living in our present and future world, on friendships that are life-long, on significant memories, and on an underlying faith that permeates all. Reflection on personal choices leads to a growing awareness of one's relationship to self and to God and concern for others.

Duchesne strives to give each person a sense of dignity and self-worth which liberates her to become a morally responsible human being who can confront issues intelligently and work to bring about necessary and constructive change in world and human conditions.

Like other Schools of the Sacred Heart, Duchesne Academy is characterized by an atmosphere of

faith and mutual trust and a Christ-like concern for each person. Duchesne's purpose is to give the students the values of Jesus Christ, whose Heart is a symbol of God's love. The school fosters devotion to Mary, the Mother of Christ, and commitment to and service within the Church and the wider community.

### **Mission**

Since the early 1970s schools of the Sacred Heart have adhered to the Goals and Criteria, a mission for each of the 21 schools in North America. To ensure that each of the schools would continue to embrace and live the vision of Madeleine Sophie Barat, a five-year process was implemented to review each school's policies and procedures in light of the Goals. The process begins with a self-study conducted within the school and involving all constituencies: parents, students, staff, alumnae, administration and the board. The self-study commends the successes and offers recommendations for improvement. An external visiting team then reports on the authenticity of the self-study and makes other recommendations. An action plan is created and carried through by the school.

***Goal One:** Schools of the Sacred Heart commit themselves to educate to a personal and active faith in God.*

***Goal Two:** Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.*

***Goal Three:** Schools of the Sacred Heart commit themselves to educate to a social awareness that impels to action*

***Goal Four:** Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value.*

***Goal Five:** Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom.*

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1.

As a college preparatory high school, readiness for the ACT and SAT are important indicators of the success of our curriculum and students. The tests are used extensively as admissions tools for colleges and universities and for scholarship selection. The ACT is generally considered a better instrument to measure academic skills of a student, and the SAT is a better test of an individual's cognitive abilities. The ACT is therefore a better indicator of the success of the curriculum, rather than the innate abilities of our students. It is furthermore significant to note that all of our students take the PLAN sophomore year and the PSAT junior year. Neither of these test averages meet the 90<sup>th</sup> percentile requirement of Blue Ribbon. By senior year, however, our students are scoring in the 90<sup>th</sup> percentile in both reading and math—a great indicator of the success of the curriculum.

All of our students take either the SAT or the ACT and the vast majority choose to take both tests. This is not a requirement of the school; it is simply part of the school culture. In 2003-04, sixty-five of the sixty-seven graduating seniors took the ACT. The ACT scores on a 36-point scale in each of the major test components and in the composite score. The senior's composite score on the test averaged 25.2. This compares to a 21.7 average score among Nebraska's seniors and a 20.9 national average score. Duchesne seniors did especially well in English (26.5 average for the total group) and Reading (26.4 average for the total group); the mathematics score is also well above national and state averages (23.7 average for the total group).

The reading test has forty items and students have thirty-five minutes to complete the test. There are four areas of questions, each of which makes up twenty-five per cent of the test: social studies; natural sciences; prose fiction; and humanities. Duchesne students averaged a 26.4 on this portion of the ACT. The 75<sup>th</sup> percentile/third quartile for the senior class scored better than a 29.8; the 50<sup>th</sup> percentile/second quartile scored better than a 26.3; the 25<sup>th</sup> percentile/first quartile scored 23.5 or better.

The mathematics test has sixty items and students have sixty minutes to complete them. Twenty-four items cover pre-algebra, eighteen items cover intermediate algebra, fourteen items cover plane geometry, and four items cover trigonometry. Duchesne seniors averaged 23.7 on the mathematics section of the ACT. The 75<sup>th</sup> percentile/third quartile for the 2004 seniors is 26.4 or better; the 50<sup>th</sup> percentile/second quartile scored better than 24.0; the twenty-fifth percentile/first quartile scored 21.1 or better.

2.

All Duchesne students take standardized tests at the school's expense each year as part of a well planned program: all freshmen take the NEDT, all sophomores take the PLAN, all juniors and some sophomores take the PSAT, and seniors take the ACT and/or SAT. This battery of tests provides a plethora of information about each student and about the successes of their high school course of studies. Furthermore, the school purchases detailed analyses of each test when they are not provided. The PSAT Summary of Answers and Skills and the cohort analysis of PLAN and ACT scores are valuable reference tools for the department chairs to discuss and develop interventions addressing areas of weakness. For example, prior to the 2004 PSAT on October 13, department chairs studied the SOAS and developed interventions.

The SOAS is particularly valuable for Duchesne as a college preparatory because it not only compares our students' scores to the state and national average, but also to other college preparatory schools. The final comparison is a great tool since the national and state averages are always exceeded by our students. The PLAN-ACT Linkage report is also very valuable because it shows how our students scored in relation to their expected improvement between the sophomore and senior years.

3.

Student performance is communicated to teachers, parents, students and the Board of Trustees. Each student meets with either the academic or the college counselor sometime before Christmas to review her scores on the tests. Counselors offer suggestions for improvement and curricular plans to help each student maximize her potential on the ACT and SAT. Reports are also sent home to parents explaining the scores. The entire faculty receives reports by grade level for each test. Department chairs discuss these results at monthly meetings with the principal. Finally, the principal shares an over-view of the testing results with the larger community in a quarterly report to the Board of Trustees and in the Parent Newsletter.

4.

As a member of the Network of Sacred Heart Schools, Duchesne is able to communicate with teachers, administrators and students who share not only a common population—teenage girls—but also a common mission. Our primary means of communicating successes has therefore been through network meetings and on-line communication. The Society hosts a common web page (Sofie.org) through which teachers can share lesson plans, promote interschool communication,

or simply chat about concerns and ideas. The school is also an independent member of the Archdiocese of Omaha Catholic Schools and thus participates in monthly meetings of principals from the six other Catholic high schools in the metro area.

The North Central accreditation process (and state accreditation for Nebraska) uses a school improvement model that requires our faculty to identify areas of academic weakness and develop research-based interventions. Post-testing then determines the success of those interventions. Our faculty, and particularly our steering committee, conducts the research into best practices with other North Central schools.

Finally, our teachers are involved in leadership and membership of numerous professional organizations within their disciplines that also provide opportunities to share our successes and learn from colleagues' successes.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. The primary focus of the curriculum is the core curriculum: requirements include four years of math, English, history, and theology; three years of science; two consecutive years of language; four semesters of physical education and four semesters of art.

The most varied offerings in the curriculum are in the math and science departments. Both offer honors placements at the freshman level, unlike any other department. The science curriculum begins with a solid foundation in biology and anatomy before moving into chemistry and physics. Other offerings include Environmental Science and Advanced Comparative Anatomy. Though we only require three years of science for a Duchesne diploma, the vast majority of our graduates take at least four and many take five. Most freshmen begin their math curriculum in Algebra I despite the fact that nearly all of them took the class in elementary school. Only a few are prepared well enough to move directly into geometry but the approximately twenty per cent who do pass the Challenge Test for advanced math are then able to complete Calculus I and II senior year. No matter which thread a student's ability allows her to pursue in math and science, our girls leave with a strong background in problem solving, logic, and a basic understanding of how the natural and human-made world works. Students can earn college credit in Chemistry and/or Calculus through their work at Duchesne.

English, history and theology offer a solid foundation in the humanities. The required English and history courses complement each other as they take expose young women to a variety of lifestyles in World Literature and World Cultures, then bring them a bit closer to home with British Literature and European History. American Literature junior year complements the first of three semesters of US History followed by Government. Senior English explores the classics. Theology offers the incoming freshmen a study of the scriptures freshman year before moving into two semesters of either Church History, Christian Service, Portraits of Faith, or Faith Themes in Literature as sophomores. Juniors study Ethics and seniors study World Religions. The humanities courses provide intense training in writing, critical reading, advanced research, syllogism, and a basic introduction to philosophy. Students can further explore these skills in numerous electives in the social studies, writing and journalism, yearbook, as well as liturgical and retreat clubs. Our students have been very successful in earning AP credit in Literature, US History, Government and Comparative Government.

The introductory levels of Spanish and French work to develop reading and listening comprehension as well as an appreciation for the various cultures in which the language is spoken. Advanced levels offer growing exposure to the language, culture, and literature with preparation for AP exams available.

The vast majority of Nebraska high schools allow students to take two years of physical education as freshmen and sophomores and never again step foot in a gym. Our school is committed to life-long health and activity and therefore requires one semester of PE each year.

The fine arts are similarly arranged to encourage students to take one fine art each year and develop their creative abilities. Freshman art introduces students to different mediums that can be further explored in two-dimensional or three-dimensional art. Choir, instrumental ensemble, acting, competitive speech, art history, photography, liturgical dance, and dance ensemble address the performing arts opportunities. Speech and an introduction to drama are required of sophomores. Integrated into the curriculum are technology skills and study skills.

2b.

In order to improve the reading skills of our students, we have integrated a four-year sequential vocabulary program, Wordly Wise, into the course of studies. The Wordly Wise series has three main purposes: first, to help students learn new words, thus increasing word recognition, and therefore reading comprehension; second, to give them a better understanding of how words are formed and how they are used; third, to deepen students understanding of nuances of language through a study of antonyms, synonyms and analogies. Our students' reading comprehension scores on the PLAN have improved every year over the last three years, and our students scored 23.0 this year in contrast to the 15.8 national average.

In addition to the vocabulary program, several 9<sup>th</sup> graders and a few upper-classwomen who read below grade level commit themselves during the summer and during the school year to the Be a Better Reader program. This independent reading comprehension program focuses on specific reading skills that help a student recognize and understand text pattern that is typical of a content area. Literal comprehension activities require students to identify the stated main idea, recall details, identify cause and effect, recognize sequence of events, recognize fact and opinion, and identify the elements of a short story. Numerous activities encourage the student to probe for deeper meanings that are implied but not specifically stated.

In every class we move our students to higher level thinking and reasoning skills by teaching the following: Inferring the unstated main idea; inferring cause and effect; finding supporting details; drawing conclusions, making comparisons and contrasts as well as generalizations; evaluating the validity of ideas; and predicting outcomes. By the time a student leaves Duchesne, she knows how to read closely and critically.

3.

The scope and sequence of theology classes play a signal role in the school's mission of educating students to be women of conscience and confidence in a changing and often troubled world. In 9<sup>th</sup> grade, students study the Hebrew Scriptures and the New Testament. In the 10<sup>th</sup> grade seminar they study a variety of topics, including Church history, liturgy and sacraments, prayer and suffering. The 9<sup>th</sup> and 10<sup>th</sup> grade curriculum sets up students for the challenges of 11<sup>th</sup> and 12<sup>th</sup> grade. In Ethics and Catholic Social Teaching (11<sup>th</sup>), students spend roughly a semester studying fundamental moral theology, learning the wisdom of their tradition, and then a semester bringing that wisdom into conversation with the newspaper, applying and developing fundamental moral theology as it pertains to the moral issues that society is discussing. In World Religions and Inter-religious Dialogue, students study Hinduism, Buddhism, Judaism, and Islam, using the disciplines of world religions (What do people believe, and why do they believe it?), comparative theology (What are the similarities and differences between the world religions?), and inter-religious dialogue (What happens when people of different traditions talk to each other?). Where 11<sup>th</sup>

grade teaches our girls to bring the wisdom of their tradition into conversation with the world, 12<sup>th</sup> grade teaches them to bring the wisdom of the religious traditions of the world into conversation with each other. Altogether, then, the four-year theology curriculum intends to teach students how to investigate what is going on in the world, how to communicate with people of different convictions about how best to effect positive change in the world, and how to logically analyze their own beliefs for consistent philosophical foundation. These skills are crucial not only to our mission, but to the healthy functioning of a democratic society.

4.

A recently installed wireless laptop infrastructure that allows students to access information anywhere anytime on campus enhances instruction at Duchesne. Integration of this tool into the classroom has generated dynamic new learning opportunities, empowered students as information gatherers, and exposed them to skills that will become increasingly vital in the future work force. During a discussion of *Huckleberry Finn*, a student searched on-line and found illustrations of the raft from the first edition while another student produced a map of the river traversed by Huck and Jim. The illustrations brought new depth to the discussion: “Why didn’t Jim and Huck land in Illinois, a free state, thus ending Jim’s fear of capture?” Students use critical thinking skills to evaluate web sites for validity; they problem solve by manipulating equations, shapes, and graphs in math classes using special interactive software; they use probes to electronically read and graph acidity and velocity in science labs. Students have been able to publish their work on the World Wide Web and they have engaged in research on dozens of open-ended projects and presented their findings through animated multi-media. For the enhancement of critical thinking and writing skills, the laptops are proving to be invaluable tools.

5.

For the past four years, we have focused our professional development on two complementary areas: critical thinking and writing skills for our school improvement goals and technology integration for the laptop program. An in-service on the current brain research and its implications on learning and thinking began numerous focused discussions among the faculty on the meaning of critical thinking, instructional methodologies to promote it, and means of evaluating it. Writing in-services resulted in the adoption of a “Four Traits” writing method and implementing the development of rubrics in English and other humanities courses. The development of technology skills first focused on basic skills for teachers (power point, e-mail, web page design) then turned to the creation of a goal statement and scope and sequence for student skills.

Following our final report of results to North Central in February 2005, a new goal for improvement will be determined and a professional development plan will be created to compliment the five-year school improvement map.

Technology Integration continues to be a major focus of three teams of faculty who research standards and develop lessons for student learning, develop accompanying standards and plans for teacher’s professional development; and research new equipment and software in an ever-changing market.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): Network of Sacred Heart Schools and Archdiocese of Omaha, Catholic Schools Office  
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ _____	\$ _____	\$ _____	\$6,500.00	\$6,500.00	\$6,500.00
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$6,500.00	\$ _____				
12 <sup>th</sup>	Other				

4. What is the educational cost per student? \$8,527.00  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1,465.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8.1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 42%

## PART VII - ASSESSMENT RESULTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject reading Grade 10 Test PLAN

Edition/Publication Year 2004 Publisher ACT

Scores are reported here as (check one): Scaled scores

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month : October					
<b>SCHOOL SCORES</b>					
Total Score	23.4	22.9	21.4	20.8	22
Number of students tested	71	66	69	na	na
Percent of total students tested	100%	100%	100%		
* no students are tested alternatively					
<b>SUBGROUP SCORES</b>					
Need-Based Financial Aid recipients	23.45	22	21.5	21.14	
Number of students tested	30	14	16	30	
<b>NATIONAL MEAN SCORE</b>	15.8	15.8	15.8		
<b>NATIONAL STANDARD DEVIATION</b>	4.5	4.5	4.5		

### Comment on disaggregated data:

While individual year's data does not provide a clear picture of Duchesne Need-Based Financial Aid students' scores, an average of the past four year's scores shows a **22.02** average mean for this subgroup. Compared to an average five year score of **22.1** for the total group, there is no significant difference between the subgroup and the total group.

Subject math Grade 10 Test PLAN

Edition/Publication Year 2004 Publisher ACT

Scores are reported here as (check one): Scaled scores

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month : October					
<b>SCHOOL SCORES</b>					
Total Score	21.9	19.2	21.5	20.1	
Number of students tested	71	66	69	Na	
Percent of total students tested	100%	100%	100%		
* no students are tested alternatively					
<b>SUBGROUP SCORES</b>					
Need-Based Financial Aid recipients	19.76	23	18.81	21.72	
Number of students tested	30	14	16	30	
<b>NATIONAL MEAN SCORE</b>	16.3	16.3	16.3		
<b>NATIONAL STANDARD DEVIATION</b>	3.8	3.8	3.8		

**Comment on disaggregated data:**

While individual year's data does not provide a clear picture of Duchesne Need-Based Financial Aid students' scores, an average of the past four year's scores shows a **20.82** average mean for this subgroup. Compared to an average four year score of **20.68** for the total group, there is no significant difference between the subgroup and the total group.

Subject verbal Grade 11 Test PSAT

Edition/Publication Year 2004 Publisher SAT

Scores are reported here as (check one): Scaled scores

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month : October					
<b>SCHOOL SCORES</b>					
Total Score	55.0	54	55.7	54	
Number of students tested	68	67	67	56	
Percent of total students tested	100%	100%	100%	100%	
* no students are tested alternatively					
<b>SUBGROUP SCORES</b>					
Need-Based Financial Aid recipients	53.3	51	55.37	54	
Number of students tested	14	16	30	8	
<b>NATIONAL MEAN SCORE</b>	47.3	48	48.3	48.3	
<b>NATIONAL STANDARD DEVIATION</b>	10.8	10.9	10.5	11.1	

**Comment on disaggregated data:**

While individual year's data does not provide a clear picture of Duchesne Need-Based Financial Aid students' scores, an average of the past four year's scores shows a **53.42** average mean for this subgroup. Compared to an average four year score of **54.68** for the total group, there is no significant difference between the subgroup and the total group.

Subject **Math** Grade **11** Test **PSAT**\_\_\_\_\_

Edition/Publication Year **2004** Publisher **SAT**\_\_\_\_\_

Scores are reported here as (check one): Scaled scores

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month : October					
<b>SCHOOL SCORES</b>					
Total Score	53.0	53.3	53.8	53.7	
Number of students tested	68	67	67	56	
Percent of total students tested	100%	100%	100%	100%	
* no students are tested alternatively					
<b>SUBGROUP SCORES</b>					
Need-Based Financial Aid recipients	54.5	51.13	54.6	57.5	
Number of students tested	14	16	30	8	
<b>NATIONAL MEAN SCORE</b>	48.1	49.2	49	49.4	
<b>NATIONAL STANDARD DEVIATION</b>	8.5	11.1	10.8	11.1	

**Comment on disaggregated data:**

While individual year’s data does not provide a clear picture of Duchesne Need-Based Financial Aid students’ scores, an average of the past four year’s scores shows a **54.43** average mean for this subgroup. Compared to an average four year score of **53.45** for the total group, there is no significant difference between the subgroup and the total group.

Subject reading Grade 11-12 Test ACT\_\_\_\_\_

Edition/Publication Year 2003-2004 Publisher ACT\_\_\_\_\_

Scores are reported here as (check one): Scaled scores

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month : October					
<b>SCHOOL SCORES</b>					
Total Score	26.4	26.5	25.7	26.0	26.0
Number of students tested	63	64	53	63	51
Percent of total students tested	100%	100%	100%	100%	100%
* no students are tested alternatively					
<b>SUBGROUP SCORES</b>					
Need-Based Financial Aid recipients	26.64	25.67	26.7	25.57	Na
Number of students tested	14	16	30	8	na
<b>NATIONAL MEAN SCORE</b>	21.2	21.1	21.3	21.5	21.4
<b>NATIONAL STANDARD DEVIATION</b>	6.1	6.1	6.0	6.0	6.0

**Comment on disaggregated data:**

While individual year’s data does not provide a clear picture of Duchesne Need-Based Financial Aid students’ scores, an average of the past four year’s scores shows a **26.15** average mean for this subgroup. Compared to an average five year score of **26.12** for the total group, there is no significant difference between the subgroup and the total group.

Subject **Math** Grade **11-12** Test **ACT**\_\_\_\_\_

Edition/Publication Year **2003-2004** Publisher **ACT**\_\_\_\_\_

Scores are reported here as: Scaled scores

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month : October					
<b>SCHOOL SCORES</b>					
Total Score	23.7	23.5	23.9	24.2	24.0
Number of students tested	63	64	53	63	51
Percent of total students tested	100%	100%	100%	100%	100%
* no students are tested alternatively					
<b>SUBGROUP SCORES</b>					
Need-Based Financial Aid recipients	25.86	22.67	24.15	24.0	na
Number of students tested	14	16	30	8	na
<b>NATIONAL MEAN SCORE</b>	20.6	20.6	20.7	20.2	20.7
<b>NATIONAL STANDARD DEVIATION</b>	5.1	5.0	5.0	4.8	5.0

**Comment on disaggregated data:**

While individual year’s data does not provide a clear picture of Duchesne Need-Based Financial Aid students’ scores, an average of the past four year’s scores shows a **24.17** average mean for this subgroup. Compared to an average five year score of **23.86** for the total group, there is no significant difference between the subgroup and the total group.