

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Jeanne Rossi

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

Official School Name St. Jude School

(As it should appear in the official records)

School Mailing Address 422 S Mountain Blvd

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

City Mountain Top State PA Zip Code+4 (9 digits total) 18707-1918

County Luzerne State School Code Number* _____

Telephone 570-474-5803 Fax 570-403-6159

Web site/URL http://www.sjspa.org E-mail jrossi@sjspa.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr Kathleen Hanlon

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: Kathleen-Hanlon@dioceseofscranton.org

Other)

District Name _____ Tel. _____

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson _____

(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 that it is accurate.

Date _____

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

**Non-public 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 (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. 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.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	20	30
K	17	8	25
1	7	17	24
2	13	13	26
3	10	13	23
4	14	5	19
5	9	13	22
6	9	4	13
7	14	10	24
8	6	8	14
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	109	111	220

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	210
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 9 %
 Total number students who qualify: 17

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

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

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 3 Specific Learning Disability |
| 0 Emotional Disturbance | 4 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 17:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

Yes_ No X

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

PART III – SUMMARY

St. Jude School is the result of a dream come true for the first pastor in Mountain Top, Pennsylvania. Not long after constructing St. Jude Church, Fr. Edward Nolan pursued his dream of a Catholic school for the parish. He worked closely with the Sisters of Christian Charity, and the school was opened in 1958.

Since then, St. Jude School has been a vital part of the Mountain Top community, providing programs for the spiritual, emotional, and academic development of its students. The sisters no longer have a presence at St. Jude School, but the qualities of faith, love, and service lived daily by their foundress, Blessed Pauline Von Mallinckrodt and her sisters remain ever-present in the school community.

One of the greatest assets of the school is the tremendous faculty/staff who are the backbone of St. Jude School. These people are dedicated individuals who believe that Catholic education is a vital mission of the Church. The school is also fortunate to have an extensive network of untiring volunteers who support the school in so many ways and are true examples of stewardship in action.

The mission statement for St. Jude School is aligned to the twenty other schools in the Diocese of Scranton. The statement was developed by the leadership of the diocese in 2007. Each school submitted its mission statement at that time. The statements were studied and used to develop the current mission statement that represents all schools in the diocese.

We, the Catholic schools of the Diocese of Scranton, are committed to educate students and their families in the Catholic faith. We provide a Catholic education that is spiritually sound and academically excellent. We strive to prepare our students to be faith-filled leaders and life-long learners dedicated to serving the Church and society.

For the 2013–2014 school year, St. Jude School has experienced an increase in enrollment from 207 students in 2012 to 220 students this year. This is indeed a positive sign for the school that the value of the educational and spiritual program is recognized by the community.

Service to school, parish, community, and country has been a hallmark of St. Jude School students. They support the parish in all of its functions, and they assume leadership roles in their participation. Clothing and food drives are regularly conducted and support those in need in the community. For two years, a middle school student organized a “Cards To Heroes” project where she sold Christmas cards for a dollar donation and asked that the purchaser write a Christmas greeting and note of thanks for our wounded veterans. She personally delivered the cards to the Walter Reed Hospital and sent the donations to the Pennsylvania Wounded Warriors Association. Since then, she has been named the first student ambassador of that organization by its founder.

Students are blessed with families who recognize the importance of a strong education. St. Jude School parents are partners in educating children and modeling commitment to give back to the community by serving those in need.

Administration, faculty, and parents work cooperatively to develop new initiatives that inspire students to experience engaging and challenging programs. The St. Jude School Parent Teacher Guild (PTG) has recognized the value of a quality art curriculum by funding a yearly Artist In Residence program. This visual and performing arts component represents a serious commitment by the PTG to bring quality art education to the students and complement the weekly art and music classes offered to students from prekindergarten to eighth grade.

The faculty of St. Jude School has worked diligently to create opportunities for students to develop skills, especially in mathematics, science, and writing by establishing programs that address these areas. One example is the inquiry-based science program which begins in the lower grades and grows at each grade level. In the middle school (grades sixth through eighth), students visit the well-equipped science laboratory to conduct weekly experiments that are at the high school level with regard to complexity and difficulty. Students stay after school every week to work on research that each is conducting for presentation at the Pennsylvania Junior Academy of Science competition. Students, faculty, and educational partners are committed to academic excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The TerraNova, Third Edition with InView is administered to students in grades three, five, and seven each year. The diocese elected to test in the fall of the school year. Results are received in mid-November. The principal first reviews the data and gathers the information needed to complete a comparison graph that shows percentages of students scoring Proficient and Advanced compared with the state averages. TerraNova makes this comparison possible by publishing a PA Group Level Report that displays the scores in the same way as the state assessment, the PSSA. Beginning in 2009, St. Jude School has published this testing data on Edline. The graphs show that St. Jude School meets or exceeds the state average PSSA test scores for students scoring at the Advanced or Proficient level. For only one testing year, 2009, the third grade percentage in reading fell below the PA state average. There was significant improvement in 2011 when the same class (then 5th grade) exceeded the PA state average in reading by 18 points.

When comparing the mean scale score for each grade level in both reading and math for the past five years, St. Jude School scores have met or exceeded the cut-off scores in every year except for grade three in 2009 (reading and math) and grade five in 2012 (math only). The scores have been consistently high in every year otherwise. Because of these reported discrepancies, teachers in grades kindergarten through fifth, met to compare tested skills and the curriculum in place at the time. Changes were made to reflect the inadequacies found.

Finally, when comparing the obtained and anticipated scores (TerraNova with InView) for whole groups, it is apparent that although the scores are high, there is a discrepancy between the achievement test and the ability test in a few areas. This information results in conversations between and among teachers to attempt to determine the cause for these discrepancies and to continually raise the level of rigor of the curriculum.

2. Using Assessment Results:

TerraNova testing data are just one means of assessment used to determine student growth. Teachers who conduct testing at their grade level, review data and share this information with all teachers at a faculty meeting. Everyone understands that the data are a result of multiple years of instruction and thus are the responsibility of all teachers.

Teachers first look at the data that will be shared with our school community – percentages of Proficient and Advanced in reading and math in grades three, five, and seven. This information, along with the names of students scoring at each of the four levels, provides validation, or in some cases fodder for conversations about why a student performed at a particular level. Collaboration is key to identifying deficiencies and possible solutions to the problems illuminated.

Standardized testing results inform instruction at every level. When scores are reported, teachers analyze data for each subtest to determine adequacy of instruction and to identify gaps and redundancies in the curriculum. This is accomplished at an afternoon in-service day where teachers break up into three groups (grades prekindergarten-third, fourth-fifth, and sixth-eighth) to analyze and discuss data within groups and later come together to display the whole picture.

Teachers use a variety of assessment strategies to determine effectiveness of instruction and student growth. Along with the traditional types of formative assessment – quizzes, tests, reports, etc. – teachers also assign project-based assessments with multiple steps of problem solving. These assessments are sometimes based on a group collaborative effort because the philosophy of the school agrees with the Pennsylvania Inspired Leadership belief that students learn with and through others. The principal is responsible for assuring that an adequate number and quality of formative and summative assessments have been conducted to present a clear picture of a student's progress throughout each quarter.

Communication with parents is imperative, and Edline is used for this purpose. Parents have daily access to grades, assignments, and expectations of teachers. They can send an email to a teacher who will respond before the end of the school day. Teachers are also available for consultation with parents before and after school. There are two opportunities for parents to meet formally with teachers to discuss student progress. These parent/teacher conferences are conducted at the conclusion of the first and third quarters. Parents are encouraged to contact a teacher if any concerns exist.

St. Jude School is currently undertaking the process of initiating a Response to Intervention model to identify and address student deficiencies. In consultation with the local intermediate unit, administration has requested formal training of teachers in this RTI model. This training will be conducted in the second half of this school year. The belief that all students can and should achieve is the foundation for this initiative.

3. Sharing Lessons Learned:

St. Jude School has made a very deliberate effort to analyze testing data for the past nine years. Since 2009, CTB McGraw Hill (TerraNova) has issued to the diocese a PA Group Level Report that allowed for correlation with the state assessment. The school analyzed the data provided and recognized an opportunity to inform parents about this correlation and the implications that the numbers presented. The school first published a graph showing that the students' scores consistently met or exceeded the state average PSSA test scores for students scoring at the Advanced or Proficient level. This information was shared with the diocese. A director from the diocesan marketing office subsequently met with the principal to discuss how the information was obtained and used to identify strengths and weaknesses as well as for marketing purposes. This marketing of school achievement has provided many opportunities to share the good news of St. Jude School with others. Since the meeting with the diocesan marketing official, the diocese has spent a considerable amount of time analyzing data and creating charts and graphs to articulate this data to all school principals. This has been a starting point for other conversations about how to use testing data for school improvement.

In 2005, it was determined that there was a need for an after-school care program. The feeling was that such a program would introduce the school to potential families who would come to see the benefit of a Catholic education. That year, St. Jude School initiated a program to provide child care after school to students in prekindergarten through eighth grade. It was successful and has grown each year. The forms used for the program and the record keeping process employed has been shared with a number of principals within the diocese as well as with a school in Jim Thorpe, PA.

Several members of the St. Jude School faculty have facilitated teacher workshops at the annual Diocesan Teachers' Institute held in February. They have shared their work on Common Core alignment, prompting discussions on current practices employed and teacher concerns.

4. Engaging Families and Community:

One of the most important tools used by the school in keeping parents informed and articulating expectations is the Edline communication website. Using this portal, teachers can inform parents of student progress and update them on information pertinent to each of their child's classes. Parents can use this portal to communicate with teachers as well. Keeping the lines of communication open in this partnership is vital.

St. Jude School has over fifty volunteers who come into the school for a variety of service opportunities. From the daily operation of the school (cafeteria, playground, and library) to the special occasions when parent volunteers are needed (enrichment program aides, homeroom parents, etc.), St. Jude parents are invited to support the school with their presence. These volunteer opportunities invest the parents in the school community and add vibrancy to the school culture.

Parents of students in the National Junior Honor Society provide for and monitor the sale of snack items on half days and Fridays during the school year. The money that is raised by NJHS supports the school's scholarship fund, providing financial assistance to students with demonstrated need.

The school community works tirelessly with the parish social justice committee to support those in need. Clothing and food drives are held each year to assist the poor and homeless in the community. Students have volunteered at the St. Vincent DePaul soup kitchen, helping to serve hot meals. The school community sees this obligation to share what they have with those less fortunate as an important ministry.

St. Jude School partners with Luzerne County Community College and Misericordia University in a number of ways. Education students from LCCC complete observation hours at the school as they work on the education requirements of their program of study. Middle school students visit LCCC to spend a day in the science department, learning about career opportunities and putting their laboratory skills to use. Misericordia partners with St. Jude School to provide Pi Day activities for all students, where classes engage in a number of age-appropriate activities that add to the rigorous mathematics curriculum.

Engaging families and the community in the school broadens the base of knowledge and expertise that is available to the students. The school is constantly looking for new opportunities to involve families and the community in the work of the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The diocesan curriculum, developed through the Office of Catholic Schools, is the result of nearly three years of collaboration with teachers, principals, diocesan administrators and the curriculum specialists of Luzerne County Intermediate Unit 18.

At St. Jude School, the curriculum continues to be developed, revised, and maintained according to diocesan and state standards aligned to the Pennsylvania Common Core Standards and the unique needs of our school community. Teachers utilize students' personal strengths and knowledge to drive instruction. Students engage in activities that allow application of skills to new and real world situations. Teachers employ a spiraled and integrated approach to instruction. Learning standards are adjusted according to student ability, and adaptations are made at the classroom level to ensure that each student is being challenged. Expectations are shared with students and parents, and children are continually encouraged to set high goals.

Religion is the foundation of all that is accomplished at St. Jude School. Students in grades PreK through eight receive daily formal instruction in the faith. They attend Mass every Wednesday and have the opportunity to receive the sacrament of reconciliation during the Advent and Lenten seasons. The Catholic faith prompts the school community to treat one another with love and respect. It calls all members of the school family to use the gifts that God has given each person for the good of all.

There is no formal prekindergarten curriculum. Instead, it is based upon Prekindergarten PA Learning Standards for Early Childhood and a preparedness for the challenges of kindergarten. These standards provide a framework for teachers to determine what students should know and be able to do.

Science and social studies in the prekindergarten and kindergarten levels are presented according to seasonal topics and themes. Textbooks are not used in these grades. Scope and sequence is used in grades first through fifth. Teachers of different grade levels meet periodically to discuss what has been covered in their classes. Comparisons are used to identify the strengths and weaknesses of the various classes to see if topics should be repeated, taught in more depth, or omitted. Middle school students (grades sixth through eighth) are taught by the same teacher for each individual subject. The teacher is then able to build on prior experience for these grades. The results of standardized tests are used to compare and contrast the progression of classes within the school to inform instruction and identify individual student strengths and weaknesses. Technology is used to support and enhance instruction in all academic areas. SMARTBoards are located in all grades kindergarten through eighth. Web-based programs are used to monitor student progress.

Physical education and health classes are offered weekly to student in prekindergarten through eighth grade. Children practice fine and gross motor skills and engage in a variety of sports while learning the rules of each game and sportsmanship.

St. Jude School is in compliance with the program's foreign language requirements. Students in grades six through eight use the computer lab twice a week to work on the online Rosetta Stone Language Program. At the start of sixth grade, children choose a language from one of eight offered. They progress through the lessons for this language on multiple levels as they continue through middle school. Homeroom teachers monitor students' progress through the program and certificates are awarded for levels completed. Since this is an on-line program, students can and do access the program from home as well. In addition to the language program, all students receive technology instruction weekly. They work on a number of computer skills and various software programs that are often coordinated with other subject areas to produce reports, Power Point presentations, and research projects.

Art and music classes are offered weekly to students in prekindergarten through eighth grades. These programs are taught by two high school art and music teachers who teach at the diocesan high school in the morning and at St. Jude School each afternoon. The art and music programs are complemented by a yearly Artist-In-Residence program funded by the PTG and the intermediate unit. Artists (visual and performing)

visit the school for a twenty day intensive residency to work with the school community. This year, the artist has painted landscapes with the students. In previous years, St. Jude has hosted a potter, a weaver, a musical director, a photographer, and a mural artist. Art installations from the residencies are hung throughout the building.

Students are introduced to musical drama in the form of two plays presented in the fall and the spring of each year. Students in grades five and three, respectively, present these plays to our school family. Students in grades five through eight may participate in the diocesan forensics program where they compete with other diocesan elementary schools in fall and spring regional and final competitions.

2. Reading/English:

In prekindergarten, teachers provide reading readiness experiences to students so that they are able to complete a number of tasks that prepare them for kindergarten. Teachers read books to students to help them acquire new information, interpret what is read to them, and evaluate and appreciate text. One of the first building blocks of reading is phonemic awareness. Prekindergarten students acquire this skill by listening to rhyming stories and songs and engaging in word play activities.

Kindergarten is a pivotal year for language development. Students are engaged in a number of activities that develop listening, speaking, reading and writing skills. Faculty selected the Scott Foresman Reading Street program as a primary resource for grades Kindergarten through five. All students are exposed to a variety of fiction and non-fiction works. Students are placed in intervention and flex groups based upon individual needs. Students acquire foundational reading skills necessary in all subject areas, through various sources – textbooks, exemplars, fresh reads, worksheets, SMARTBoard technology, CDs, videos, teacher/student presentations, journals, and projects to show understanding and application of concepts that lead to higher level thinking and writing skills. Struggling students are identified from baseline testing, standardized testing, skills tests, and teacher observation. Discrepancies are addressed by re-teaching, support services, peer teaching, and various oral, auditory, and hands-on techniques. Students working at a higher level are given more advanced reading text and writing activities requiring higher level thinking skills.

The approach to reading at St. Jude School is not singular, but as varied as the teachers who teach reading and adapted to suit the needs of the individual learners. In the middle school, students acquire foundational reading skills in the classroom setting in which guided comprehension, vocabulary building, and skills practice are among the most commonly used methods of instruction. Students are not only tested in comprehension and vocabulary, but are given frequent opportunities to present proof of their skill development in numerous writing assignments geared toward assessing their progress. Middle school students have an ELA block of eighty minutes to work on English and literature. This block has been newly implemented this year and offers the continuity and curriculum connection necessary to work through language and literature skills.

3. Mathematics:

The mathematics curriculum was the first to be developed through the diocese by elementary and secondary school principals a number of years ago. The math curriculum committee met monthly to write the curriculum based on Pennsylvania State Standards and to develop priority topics and a pacing guide for each grade level. When the PA Common Core Standards were introduced through the Pennsylvania Department of Education, teachers representing each school came together to align the curriculum to the core standards. This has been a work in progress. All teachers have attended summer workshops to train for the implementation of the aligned curriculum. A new lesson plan template was developed for all subject areas. This template assists teachers in identifying teacher and student expectations, assessment strategies as well as the rigor and relevance of instruction.

In prekindergarten, teachers facilitate mathematical learning by encouraging children to problem solve, reason, communicate, connect and represent mathematical topics and concepts. Beginning in kindergarten, students use the Scott Foresman text as a primary resource, supplemented by the Simple Solutions program that reinforces a variety of grade level skills each day. This has been found to be effective in maintaining

skills. Other resources used are textbooks, SMARTBoard technology (games, facts drills, etc), manipulatives, and most importantly, writing in math where children explain the process needed to solve mathematical problems. Students are grouped and regrouped based on teacher observation and periodic formal and informal assessments. Students are assessed by teacher observation, standardized testing, diagnostic and chapter tests and quizzes. Instruction is differentiated to accommodate learners' needs.

In May of each year, all students in grades five through eight, take an end-of-year diocesan math test. The results of the test, coupled with the student's final math average, TerraNova math stanine, teacher recommendation, and principal endorsement, determine the placement of each student in regular or advanced math classes in grades six through eight. Certain criteria must be maintained for students to remain in the advanced math program each year. Eighth grade students in the advanced math program complete the high school algebra program in eighth grade. The middle school students use the Prentice-Hall text as their primary resource, supplemented by Simple Solutions.

Tutoring is available in the middle school each morning before the first period, during their lunch recess period each day and during the final homeroom period at the end of the day. Teachers are committed to making sure that students receive the help that they need to be successful.

4. Additional Curriculum Area:

St. Jude School has made a deliberate effort to bring exemplary science instruction to its students. Beginning in the lower grades, students experience a minds-on, hands-on approach to science. Students have numerous opportunities to investigate scientific principles at every grade level. Beginning in fourth grade, science classes are held each school day with regular laboratory periods. By the time students enter the sixth grade, they are prepared for the rigorous science curriculum presented to middle school students. Here, the students use sophisticated science equipment to conduct experiments and identify research projects that they will present in seventh and eighth grade at the regional Pennsylvania Junior Academy of Science competition in March at a local college. Students who receive a First Place award are invited to Penn State, University Park in May to again present their research. More than half of the students from St. Jude School go on each year to the state finals. In 2012, twenty of the twenty one students who presented research at the regional competition received First Place awards and were invited to Penn State to compete in the finals. St. Jude School was the recipient of the award for most First Place awards.

To complement the outstanding science instruction at St. Jude School, the Parent Teacher Guild has made a commitment to provide high quality science enrichment programs to our student body each year. In the past two years, the parent group has provided enrichment programs on science topics such as Crime Scene Science, Franklin Institute science presentation, Nutrition Program, Mobile Ed Science Safari, Alternative Energy Program, and Lehigh Valley Zoo presentation. In addition to these in-school presentations, the PTG provides a stipend for each student to experience a field trip each year. Classes visit the Butterfly Museum, the Philadelphia Zoo, Nescopok State Park for conservation and nature studies, and Hershey Park for Nutrition Day. Each year, the PTG membership in conjunction with school science teachers, present science days for all of the students in the school.

5. Instructional Methods:

Although theories abound regarding styles of learning, the basic and essential ways of learning remain strong in practice – learning by seeing, learning by hearing, and especially learning by doing. All of the teachers at St. Jude School incorporate styles of teaching to include all three of these customary means of learning in each of their classes. In the classroom, instruction may take the form of whole group, small group, cooperative learning groups, and inquiry-based instruction. Teachers employ strategies that assist their students in making sense of information like highlighting important text, outlining information, providing graphic organizers, and creating study guides.

Learning and achieving are relative terms. What is high achievement for one student might be of average caliber for another and even substandard for someone else. At St. Jude School, ideally, each student is met on his level and is encouraged and empowered to reach for the level of achievement that best exemplifies his

abilities, interests, and motivational level. For one student, adaptations in content and testing might be made to ensure that he is doing the best that he can do with his abilities, while for a classmate, such adaptations might be to enrich his development beyond the average to reflect his natural gifts. Teachers believe that given enough time and enough effort, all students can be successful.

Technology is used at St. Jude School in two primary ways within the curriculum itself with each class encountering weekly opportunities. In one weekly class, the students are given computer instruction in which they become familiar with the computers themselves, as well as with various pieces of software often used in scholastic and commercial settings. Many opportunities are provided by which students develop their skills making computer based presentations and using other computer resources to solve problems. A second program, the Rosetta Stone Language Program, is provided for students in sixth through eighth grade twice a week to learn a foreign language at his own pace under teacher supervision. Finally, with SMARTBoards available for each teacher in the classroom setting, technology on the cutting edge of interactivity is being used at St. Jude School for daily instruction.

6. Professional Development:

Professional development at St. Jude School is an ongoing process in accordance with Pennsylvania's Act 48 legislation which requires teachers to maintain certification by completing coursework within a given period of time. In addition to completing such coursework, the teachers at St. Jude meet regularly to keep abreast of recent research and trends in education and to ensure the safety of all children.

The Diocesan Catholic Schools office together with the local intermediate unit and principal of St. Jude School provide for a variety of professional development opportunities. Educational workshops and training are provided on common core alignment, alternative assessments, formative and summative assessments, SMARTBoard technology, Webb's Depth of Knowledge Questioning Strategies, and other pertinent topics that have been determined to be relevant to the needs of the teachers.

In addition to regularly planned in-service days, St. Jude School faculty meets once a month to discuss curriculum issues, intervention strategies, and other relevant topics. Standardized test data are analyzed and interpreted and these conversations drive school planning. Teachers strive to stay current in their educational practices. All professional development opportunities are geared toward raising student achievement.

During the summer of 2013, the Office of Catholic Schools sponsored twenty-eight curricular sessions for teachers in the following areas: prekindergarten, kindergarten, math (kindergarten through second), math (third through fifth), math (sixth through eighth), Algebra I, Algebra II and Geometry, ELA for grades kindergarten through second, third through fifth, sixth through eighth, and high school. Social studies sessions were offered for kindergarten through second, third through fifth, sixth through eighth, and science sessions for high school teachers in biology, chemistry, and physics. There was significant teacher representation at these sessions. Upon completion of these summer sessions, curriculum binders were completed for each school as well as individual CDs for teacher use. Teachers also have an individual expanded version of the curriculum as well as a new diocesan template to assist in their lesson planning and preparation. Teachers are using unit resources, templates, rubrics, and internet resources as they prepare for their unit planning.

7. School Leadership

The administration of St. Jude School follows the hierarchical structure of the Roman Catholic Church of which it is a part. The Bishop of the Diocese of Scranton is the de facto leader of everything accomplished at St. Jude. The Superintendent of Schools brings together the dictates of the bishop and those of the Commonwealth of Pennsylvania to ensure that St. Jude School develops each student in accordance with what both religious and civil authority demand. The principal of St. Jude School ensures that the mandates of the Office of the Superintendent are realized in each of the classrooms and throughout the school at large, while each teacher in his own classroom works to provide a learning environment that is conducive to the learning process.

The principal of St. Jude School believes in a shared leadership model that supports collaboration and responsibility. Recognizing that all teachers bring unique gifts to the table, she encourages them to explore their individual interests and develop ways to share their talents with their students. She takes an active role in the school's progress and is involved in all aspects of school life, from guiding teachers in implementing educational changes and improvements to being involved in the students' spiritual life. She visits each classroom weekly, checking lesson plans and watching the growth and interaction of the children. The leadership of St. Jude School is characterized by mutual respect and responsibility. The principal initiates and supports procedures and ideas to promote student achievement. She uses a hands-on approach to teacher and student development.

The principal is the driving force behind the school's direction and its course along the path of goal achievement. Her leadership is evident in her diligence in ensuring that St. Jude School is using data to inform and drive instruction. She works to oversee the implementation of the Common Core strategies of rigor and relevance and ensures that teachers have opportunity to develop their skills in a variety of ways. She also continually guides both staff and students toward the fulfillment of the school's mission.

Teachers are encouraged to pursue educational opportunities that allow them to personally and professionally grow. Because the faculty and staff strive for academic excellence, they are supportive of the shared responsibility of their roles.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$4075
1	\$4075
2	\$4075
3	\$4075
4	\$4075
5	\$4075
6	\$4075
7	\$4075
8	\$4075
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$6005
5. What is the average financial aid per student? \$104
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	631.1	630.3	630.9	609	582.8
Number of students tested	22	21	22	19	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	662.2	655.2	665.6	660.2	659.8
Number of students tested	22	12	27	16	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	718.7	723	716.3	696.6	712.8
Number of students tested	24	12	15	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	634.7	641	643.8	637.4	618.6
Number of students tested	22	21	22	19	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	677	674.8	668.9	663.9	664.6
Number of students tested	22	12	27	16	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	692.6	698	695.3	690.8	695.7
Number of students tested	24	12	15	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Because we are reporting scores starting with the current school year, each column header is off by one year.