

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

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

Official School Name Saint Jude Catholic School  
 (As it should appear in the official records)

School Mailing Address 323 W Butler Avenue  
 (If address is P.O. Box, also include street address.)

<u>Chalfont</u> City	<u>PA</u> State	<u>18914-2329</u> Zip Code+4 (9 digits total)
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County Bucks

Telephone (215) 822-9225

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Web site/URL http://www.stjudeschool.com

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent \*Mrs. Judy Sweeney     E-mail jusweeney@archphila.org  
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia     Tel. (215) 587-3700

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
 President/Chairperson Mr. Timothy Lynch  
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

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

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

## PART I – ELIGIBILITY CERTIFICATION

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1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

**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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	37	27	64
<b>K</b>	17	26	43
<b>1</b>	11	10	21
<b>2</b>	15	14	29
<b>3</b>	17	6	23
<b>4</b>	13	22	35
<b>5</b>	12	14	26
<b>6</b>	15	26	41
<b>7</b>	15	15	30
<b>8</b>	29	24	53
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	181	184	365

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 0 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 94 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: <01%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	3
(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, 2016	340
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 7 %  
 Total number students who qualify: 27

8. Students receiving special education services: 7 %  
25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>21</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 20:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	98%	97%	96%	98%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
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

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

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

Saint Jude Catholic School is a Christ-centered community that integrates strong Gospel values, the charisma of mercy, and academic excellence. We strive to instill in our students a lifelong love of learning, a commitment to service, and the skills necessary to become fruitful members of the church and world.

## PART III – SUMMARY

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On September 4, 1963, St. Jude School opened its doors to welcome students enrolled in first through eighth grade. The dream of a brand new Catholic school for the children in Chalfont, Bucks County, was realized as parents, faculty, and administration joined hearts and hands preparing for the opening day. Then and there the indomitable spirit of enthusiasm and community pride was born and remains the cornerstone of the St. Jude School family to this day.

St. Jude Catholic School is a parish elementary school of the Archdiocese of Philadelphia, established under the direction of the founding Pastor and the Sisters of Mercy. When first designed, school plans called for a two-level building, a classroom level over a large room, which would double as a cafeteria, and an auditorium with the “chapel” attached. The “chapel,” planned to later be converted into a school gymnasium, served as the original church for more than twenty years.

By the year 1979, the original school building was expanded to accommodate the increasing enrollment. On October 9, 1982, tragedy struck St. Jude Parish when the “chapel” burned to the ground. Fortunately, although the school was attached to the chapel, it was spared the destructive flames. In the wake of this tragedy, the invincible St. Jude community spirit rose above the catastrophic fire, and a new church, separate from the school, was constructed by September 1984.

The next two decades saw tremendous growth in the parish population and in the school’s enrollment. In 2003, through the collaborative efforts of the Pastor, Principal, and parents, plans were initiated to construct a state-of-the-art, two-story building to be added to the original school. In the spring of 2006, the air-conditioned, handicapped-accessible addition was dedicated and opened, providing a modern library, a fully equipped technology lab, eight classrooms, nurse’s office, faculty lounge, a 10,000-square-foot gymnasium, and an administrative wing. Again, enthusiasm and community pride prevailed as this monumental phase of St. Jude School’s development became a reality.

Throughout its fifty-four year history, St. Jude School has been a spiritual, academic, and social haven for its students. The mission statement clearly defines who we are and what we desire for all students. “St. Jude School is a Christ-centered community that integrates strong Gospel values, the charism of mercy, and academic excellence. We strive to instill in the students a lifelong love of learning, a commitment to service, and the skills necessary to become fruitful members of the church and the world.”

Serving students from Preschool through eighth grade, St. Jude School employs dedicated professionals committed to the values of the Catholic faith and to the growth and development of each student. An active partnership with home and school, enabling parents and teachers to work together, is the hallmark of students’ self-confidence and success.

The mission of St. Jude School is realized by educating the whole child: spiritually, academically, socially, emotionally, and physically. With Christ at the center, the students’ spiritual life is nurtured by daily prayer, instruction in the Catholic faith, participation in monthly Masses, and the reception of the Sacrament of Reconciliation. Meaningful liturgical celebrations throughout the church year enhance the religion curriculum. Coupled with faith formation is a commitment to service to others inspired by the charism of the Sisters of Mercy. In grades K - 8, students, teachers, and parents work together in a well-defined Mercy Outreach program bringing God’s merciful love to the local and global community.

Integration of the core curriculum subjects of Religion, English Language Arts, Math, Science, and Social Studies with the specialized areas of Art, Foreign Language, Library Skills and Research, Music, Physical Education, and Technology creates a well-balanced and academically rigorous educational program. The recent Middle States evaluation team reported that “St. Jude School has exceeded expectations by challenging their students to a broad spectrum of lessons inviting cross application. Students achieve excellence as demonstrated by multiple scholarships and high academic achievement.”

Understanding the uniqueness of each child, varying methods of instruction and assessment are provided in

order to assist students in reaching their fullest potential. The Accelerated Reader program is an example of differentiated learning which allows students to be successful readers. Guided by the Librarian and English Language Arts teachers, students in grades K - 8 select books at their independent reading level and complete online tests assessing vocabulary and comprehension. Improved reading scores in the Terra Nova testing program are a direct result of the Accelerated Reader program.

The extent and variety of extracurricular activities offered enables students to grow socially, emotionally, and physically. Leadership and service skills are developed through Student Council and Beta Club. Children's Choir, annual school show, summer theater camp, instrumental music, and forensics build confidence and unearth hidden talents. An extensive program of Catholic Youth Organization sports and the iRun4Life program provide physical exercise, good sportsmanship, and fun athletics for students in grades 1-8. Reading Olympics, Book Clubs, Math Club, Robotics, and Sign Language Club strengthen academics and develop wholesome relationships with peers.



## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

#### Introduction

St. Jude School integrates strong Catholic values with academic excellence in the education of each student. The school follows the Common Core State Standards and the Guidelines of the Archdiocese of Philadelphia to provide a rigorous and relevant core curriculum. Faculty collaboration in delivering the core curriculum is a highlight of the school and helps students to maximize their academic success. The particular focus on critical thinking, research, and problem solving challenges students to reach their potential and beyond. The goal is to instill in students a lifelong love of learning. Recently re-accredited by the Middle States Commission on Elementary Schools, St. Jude School remains committed to continual planning for growth and improvement.

#### Reading/English Language Arts

The focus of the Reading/English Language Arts curriculum is the development of reading, writing, speaking, and listening skills, and includes instruction in vocabulary, phonics, spelling, and grammar. Believing that every teacher is a language arts teacher, instructors integrate these skills throughout the curriculum. The Common Core State Standards combined with the Archdiocesan English Language Arts Standards are followed in grades K-8. A balanced literacy program is employed, which includes skills-based anthologies, authentic literature, non-fiction selections, and grade-level novels. Emerging readers and writers in Preschool through Kindergarten are provided with extensive instruction in decoding, phonemic awareness, word recognition, and fluency. This preparation supports the instruction of the primary and middle school students as they advance to structured and guided reading, skill development, comprehension, and critical thinking. This natural progression leads students in all grades through reading instruction that promotes and develops higher level cognitive skills. Students are prepared to incorporate the major components of reading, writing, listening, and speaking into other subject areas and interdisciplinary projects across the curriculum.

#### Mathematics

The Mathematics curriculum follows the Common Core State Standards and the Math Curriculum Standards of the Archdiocese of Philadelphia. Students study numeration, measurement, geometry/spatial sense, algebra concepts, and data analysis/probability through an emphasis on computation, precise vocabulary, mathematical practices, problem solving, and critical-thinking skills. Skills are reinforced through the use of modeling and manipulative materials, technology, maintenance, and participation in the online First in Math program. An Honors Math program is offered to qualifying students in grades 4-8; accelerated instruction allows for the completion of high school algebra in grade 8. The Bucks County Intermediate Unit/Catapult Program provides small-group instruction for students who need additional math support. Benchmark tests are administered at the beginning and end of each school year. Standardized tests are administered annually. Results of both tests are analyzed to set grade-level and school-wide Math goals.

#### Science

The Science curriculum is driven by the Lab Learner™ Program which is a 100% research-based, comprehensive, hands-on Science education system aimed at illuminating and clarifying Science in a way that is most understood and retained by students in the Preschool to eighth grade range. The Lab Learner™ Program has been developed by scientists and educators with years of experience and research in their fields. Lessons incorporate Reading, Writing, Communication, and Mathematics to bring about insightful, critical thinking. To meet the academic needs of all students, regardless of ability, several methods are used to evaluate student achievement. These methods include a variety of summative and formative assessments that allow students to reflect on the discoveries of Science. Annually, seventh and eighth grade students compete in the Bucks County Science Research Competition which further enhances the Science program. This competition provides students the opportunity to be involved in sophisticated research projects that focus on STEM (Science, Technology, Engineering, and Mathematics) topics in thirteen different scientific categories.

## Social Studies/History/ Civic Learning and Engagement

The core of the Social Studies curriculum allows the students to learn about the world around them and instills in them a sense of responsible citizenship. In the primary grades, the focus is on self, family, neighborhoods, and community. Through the use of textbooks, non-fiction selections, media literacy, cooperative learning, and engaging projects, students' knowledge of their world expands. Fourth graders research famous citizens presented in a Pennsylvania Wax Museum. Students in grade five celebrate the United States with a State Fair, showcasing states in a creative way as family members and younger students tour the fair. The focus is on geography and world cultures in sixth grade, culminating with an Epcot celebration as students present their research of a particular country to the school community. Civic engagement is highlighted in grades seven and eight through students' participation in the Veterans of Foreign War sponsored essay contest, Patriot's Pen. Middle School students' knowledge of American History is demonstrated with a major research project integrated in the English Language Arts, Library, and Technology classrooms.

## Preschool and Prekindergarten

Preschool and Prekindergarten programs are offered, following the Archdiocesan Guidelines, in alignment with the Pennsylvania Learning Standards for Early Childhood Education. Small and whole group instruction includes learning centers for English Language Arts and Math, with emphasis on fine motor skills, listening, speaking, thinking, pre-writing, reading, and social interactions. Children also prepare for kindergarten through age-appropriate experiences in Science, Technology, Religion, Art, Music, Library, Physical Education, and Spanish. Teachers in the Early Childhood Program meet regularly to discuss student progress and needs. Children who attend the Preschool and Prekindergarten programs at St. Jude School are consistently well-adjusted to school and perform higher on the kindergarten baseline testing in English Language Arts and Math. Strength in basic phonemic awareness, vocabulary, and writing skills are also evidenced in students attending St. Jude School from Preschool through grade 3.

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

### Arts

Through the Visual Arts at Saint Jude School, children experience being creators, innovators, problem solvers, communicators, collaborators, and designers, while developing vital skills needed for success in the 21st century. Classes are offered weekly to students in grades K-8 and instructed by an art educator. The curriculum aligns with Pennsylvania State Standards, the National Core Arts Standards, and Archdiocesan Art Guidelines. Through Visual Arts, children develop an awareness and understanding of world cultures, learn art history, and explore a multitude of two- and three-dimensional art media in a hands-on approach. Students learn to persist and persevere in developing artistic skills and behaviors. Art-integrated lessons provide instruction across disciplines, fostering deeper learning. Interested students extend their artistic abilities through participation in scenic and graphic design for school productions and programs.

### Music

All students in grades Prekindergarten-8 participate in weekly music classes. The curriculum aligns with Pennsylvania State Standards, the National Core Music Standards, and Archdiocesan Music Guidelines. Students are taught not only to understand the elements and theory of music, but to have a broader appreciation for all genres and sub-genres. The Children's Choir is open to students in grades 3-8; Choir members sing at parish weekend liturgies and special community events. An instrumental program is available to interested students in grades 4-8. Approximately sixty percent of the students participate in an annual spring musical which features Broadway, Jr., productions that attract sell-out performances.

### Physical Education

Physical Education classes are offered weekly in grades Preschool-8. The Archdiocesan Guidelines form the basis of the program with the goal of developing lifelong physical fitness and healthy lifestyles. Students also learn the value of teamwork, cooperation, perseverance, and respect for themselves and others. Opportunities are offered to enhance the curriculum through iRun4Life, dodge ball tournaments, Project Fit America, and Kick the Cone with grade buddies. The Physical Education classes culminate in an annual Field Day which unites students, teachers, and families for a day of outdoor games of fitness and fun.

## Foreign Language

In compliance with the Blue Ribbon program's foreign language requirement, students in Preschool – 8th grade at St. Jude School have a weekly Spanish class. Students are engaged in learning to listen, read, write, and speak Spanish. Acceptance and respect for people of other cultures is an essential component to this program. The long-range goal is to provide students with a foundation for success and mastery of the language by graduation from eighth grade. Sign language, considered by many states as a foreign language, is offered as an after-school club at St. Jude School. Each year, members of the Sign Language Club achieve success as they complete the tiered levels of instruction.

## Technology

The instruction in Technology begins with weekly classes for grades K-8, emphasizing digital skills and integration with classroom curriculum. Essential keyboarding and presentation skills, as well as cross-platform projects, are incorporated into the instruction led by a dedicated teacher. The curriculum aligns with Archdiocesan Guidelines and the National Technology Standards for Students (NETS) and includes Internet safety, digital citizenship, and real-world problem-solving skills. Wired and wireless networks support student use of Chromebooks, iPads, and desktops in the classroom and in the technology lab. Every classroom incorporates the use of laptops and interactive whiteboards. The implementation of G-Suite further enhances the cumulative Technology curriculum, adding a collaborative element to the students' digital learning experience. Additional opportunities for technology exist outside the classroom through student management of the school's digital display and video productions.

## Library

Students in grades Preschool-8 meet weekly with the librarian. Lessons include the study and appreciation of various genres of literature, authors and illustrators, and the use of our online catalog and other digital resources. The librarian collaborates across all disciplines to scaffold student writing and research in the classroom. Through a well-developed Research Continuum, students are taught sequentially the required steps to complete a quality research project. Finding reliable reference sources (including both print and online), databases, and credible websites is an essential skill developed and practiced by students. The Research Continuum culminates in final eighth grade projects: well-constructed research papers that include works cited, in-text citations, and direct quotations, all following the MLA format. Students in grades 5-8 challenge themselves to expand the depth and breadth of their reading engagement by participating in county-wide Reading Olympics and school-based Book Clubs.

### **3. Instructional Methods, Interventions, and Assessments:**

The teachers incorporate a broad scope of instructional methods, based on individual student needs, learning styles, best practices, and current research. Demonstration, direct instruction, differentiated instruction, scaffolding, and discussion are some examples of teacher-centered methods. Learner-centered instruction includes, but is not limited to, cooperative learning groups, discovery or inquiry-based learning, graphic organizers, journals, role-playing, simulations, and storytelling. Written, oral, and digital presentations by individual students and by groups of students are also utilized and proven to be highly effective in student learning.

A wide variety of pre-test and post-test assessments are used to evaluate, measure, drive instruction, and document the academic readiness and progress of students. Formative assessments are employed to give educators feedback during a particular unit. Summative assessments are administered to analyze student learning and mastery. Daily maintenance quizzes sharpen skills, and performance assessments measure student achievement aligned with the curriculum standards. Portfolios, hard copy and digital, contain students' writing samples, research materials, and grade level assessments in all subjects.

In grades 3-7, the Terra Nova 3 Common Core Edition with InView is administered annually. This standardized assessment provides reports for individual students and for each grade tested. Identifying strengths and weaknesses from the testing data enables teachers to target and align instruction to meet the needs of all students. A recent analysis of the Terra Nova scores steered the objectives for student improvement in the areas of Reading and Math. Craft, structure, and reading informational texts were found to be weaker areas. Geometry, problem solving, and modeling in math were identified as skills needing

development. Using the Terra Nova scores from the past three years, a baseline has been established. Action plans have been proposed and approved by the Middle States Evaluating Team. The plan for student growth and improvement is now underway. Indicators of success will be measured by the examination of Terra Nova scores for the targeted objectives.

Technology-based instruction and assessment is a key component in assisting students and teachers to achieve learning goals. Think Central, an online digital resource, is used in English Language Arts classes to introduce, practice, review, differentiate, and enrich daily lessons. Students practice, maintain, and acquire skills in Math through the Suntext First in Math online program. By leveraging the mechanics of Math, students are able to achieve higher level skills using prerequisite knowledge to discover new information and construct independent learning. Edmodo, a web-based site, is widely used by teachers in Religion, Social Studies, English Language Arts, and Science. Its primary benefit is that it connects teachers and students in collaborative learning, assessments, reports, and group projects.

The Archdiocesan Honors Math program is offered to qualifying students beginning in grade 4. Students who are in the program, as well as all students in grades 4-8, are reevaluated annually by the Honors Math teacher and the principal to ascertain their eligibility for the program. Graduates of the Honors Math program complete the Algebra 1 course and consistently place in higher levels of math in freshman year of high school.

Classroom teachers accommodate and modify the curriculum to meet the needs of struggling learners. Additional support is provided by Catapult Learning, under the auspices of the Bucks County Intermediate Unit. Services include speech/ language therapy and remediation for Math and Reading. A school counselor works with individual students, small groups, and entire classes as needed. Learning assessments are conducted by the school counselor to identify students' abilities and performance levels. An educational psychologist is available to complete full psycho-educational testing when necessary. Teachers, parents, principal, counselor, and psychologist work as a team to support students' needs.

In 2007 Saint Jude School faculty and administration initiated a unique Research Continuum to ensure that students learn the spiraling, sequential, and well-defined steps to doing research. A distinct pattern of skills with an appropriate timeline for introducing, practicing, and mastering the research process is utilized by all teachers as a cross-curricular guide for the research process. Research projects are completed each trimester in grades K - 8, utilizing the format of the Continuum. Improved written, oral, and digital presentations have been documented since the inception of this tool. Consistent reports of graduates' superior preparation for research and writing from local high schools affirms the inestimable value of the St. Jude School Research Continuum.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Saint Jude School is a family that includes students, their families, faculty, staff, and the parish community. It offers a caring and nurturing environment in which the academic, social, and emotional needs of students are a priority. The St. Jude School family works together to provide students with the opportunity to develop and value a lifelong love of learning, strong Catholic values, and a commitment to service so they have the necessary 21st-century skills to responsibly contribute to society.

Students are taught to be kind stewards of God’s creation. They are challenged to be mindful of each other, to serve others, and to care for the world around them. Needs and talents of individual students are recognized. A friendly atmosphere fosters a love of learning beyond the confines of the classroom. Students are engaged in activities that enhance social growth, friendship, community, and self-confidence.

Social growth is evident in the friendships nurtured through participation in musicals, choir, Sign Language Club, and Yearbook. The seeds of self-confidence are grown in STEM projects, Math and Science competitions, Math Club, Forensics, Robotics, CYO athletic teams, and iRun4Life. St. Jude pride is evidenced in the student art displayed throughout the school and during the annual Art Show. From the St. Jude School Garden Club to the Book Club and Reading Olympics, students are taught to care about their future and the common good of all. Student Council representatives from grades 3-8 ensure that all are respected and considered when planning school activities.

The many activities sponsored by Home and School Association provide opportunities for students and families to come together in a social setting. There is a sense of community and belonging that is crucial to emotional growth. Additionally, the Bucks County Intermediate Unit provides support to teachers, students, and their families. It offers counseling services, learning support, and conflict resolution.

St. Jude School is immersed in the charism of mercy. Students are a part of the Mercy Outreach program which fosters a greater understanding of service and of helping those less fortunate. St. Jude School students reach out to parishioners who are home-bound by praying for them and sending cards at various holidays. An annual school-wide theme, selected each year, is steeped in mercy and kindness. Students are partnered with each other as part of the Prayer Buddy program. Mercy Day is celebrated each year and buddies work on service projects together.

Teachers contribute ideas to enhance academics and professional development. The principal is involved and concerned with the personal needs of teachers and provides support for professional needs through in-service days and Summer Book Club. There is open and valued communication with administration. Teachers are supported by the Home and School Association with reimbursements for classroom purchases, faculty lunches, and end-of-the-year bonuses.

### 2. Engaging Families and Community:

St. Jude School holds firmly to the belief that faith formation is an ongoing collaboration between the school, the family, and the community. Engaging families and the community is a priority that directly benefits the students spiritually, socially, and academically. Weekly digital communications are emailed to families updating them on academics, service programs, and student achievements. Teachers communicate with parents regularly through classroom web pages, posting homework, projects, tests, and class news. A column in the parish bulletin informs the broader community of school events and students’ accomplishments. The St. Jude School website and other forms of social media provide up-to-date news and information for all visitors.

Saint Jude School has a chapter of the National Junior Beta Club, the largest independent, non-profit, educational, youth organization in America, preparing today’s students to become tomorrow’s leaders. Seventh and eighth graders must meet academic standards and demonstrate dedication to service to qualify

for membership. Students practice leadership skills by conducting meetings and organizing service projects. The “Christmas Shoe Box” is an example of a Beta project which supports the Bucks County Foster Parents Association. Beta members ask the entire school to contribute small toys which they pack into shoe boxes with a handmade card of wishes, in readiness to give to children in foster care at Christmas. This activity, along with many others, helps the students learn to lead, serve, and make valuable contributions to the community.

Partnering with local high schools and universities in academic challenges enables students to expand their knowledge and build self-confidence. Students enter Math, Science, Writing, and Forensics competitions held at Archbishop Wood, Lansdale Catholic, La Salle College, and Villa Joseph Marie High Schools. Seventh and eighth graders enter Science research projects into the Delaware Valley University Science Fair, consistently achieving awards and recognition for their work.

D.A.R.E. (Drug Abuse Resistance Education) is provided to the students in grade 6, courtesy of the New Britain Township Police Department. Students learn about the effects of various abusive substances on the body and practice drug resistance techniques by role-playing social situations they may encounter in their daily lives. Students develop a positive relationship with the D.A.R.E. Officer, and the program culminates in a simple graduation ceremony with students’ family members in attendance.

A recent grant from J.P. Mascaro & Sons afforded St. Jude School community the opportunity to create a natural habitat garden. All students are involved in designing, planting, and tending the garden. Hand-painted rocks, one from each student, form the garden’s perimeter. Eighth grade Math classes engaged in specific lesson plans for the garden, resulting in the construction of bird feeders. As good stewards of God’s creation, St. Jude School students learn the values of respect, cooperation, care for the earth, and natural habitats. A Garden Club was recently initiated for students in grades 5 and 6 with the goal of leading the care and development of the garden.

### **3. Professional Development:**

Professional development is an indispensable component of the St. Jude School mission to educate the whole child and reflects the commitment to support student achievement and school improvement. Through a carefully planned, goal-oriented approach, teachers and administrators endeavor to keep abreast of current trends. Faculty attendance at workshops, peer-sharing sessions, online webinars, graduate classes, and seminars at the local, state, and national levels are encouraged and supported. Professional educators and speakers are brought in from the Bucks County Intermediate Unit, the Office of Catholic Education, institutions of higher learning, businesses, and social agencies to provide in-service on a broad scope of topics. Schools in our Bucks County district share professional development days where colleagues collaborate on educational issues, curricular best practices, and the everyday concerns facing today’s educators.

A prevailing challenge to professional development is the restriction of time and the range of curricular needs present at the elementary level. One program offered to St. Jude School is a summer reading Book Club endorsed and funded through the Bucks County Intermediate Unit. Summer participation by teachers and administration affords everyone the advantage of more leisure time to read and discuss at the meetings. Selection of the summer reading topic rotates to include all curricular areas and levels. Strategies for student achievement and school improvement are identified and established as objectives for the next academic year.

Consideration of the diverse needs of today's learners has necessitated training in differentiated learning styles, attention deficit disorders, autism, and various other syndromes that impact the students. Seeking opportunities to increase knowledge while gaining practical applications to instruction is an ongoing quest. In addition to in-services, teachers rely on the expertise of one another gleaned by professional reading, personal experiences, and peer observations.

Professional development at St. Jude School also includes learning about students’ physical needs. Having the advantage of a full-time school nurse on staff allows children with chronic conditions to attend a

Catholic school. A parish school nurse educates the faculty and staff about the various medical issues affecting students and offers ways to support student learning, despite severe health conditions. Hearing and speech therapists provide demonstrations and lessons on the specific needs of students who receive their services.

Teachers are required to earn 180 hours of continuing education under Act 48 in the state of Pennsylvania. First year teachers complete an Induction Program defined by the PA Department of Education. Cooperation with these mandates and a desire for continual student growth and improvement motivates and directs the approach to professional development.

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

The philosophy of the leadership of St. Jude School is to partner with the parish clergy, as well as the faculty and staff, to aid in the spiritual, academic, emotional, and social development of all students. The principal recognizes and cherishes the uniqueness of each individual student. Calling each one by name and knowing something special about each student, she convinces students of their importance and worth. Morning announcements and daily prayers led by the principal convey to the school community that faith and kind relationships should remain a priority throughout the day. At the close of the day, communication of student achievements, after-school activities, and prayer on the public address system demonstrates a sense of community and security as students end their day the way they began: with the principal's caring leadership.

Committed to academic excellence, the principal strives to stay current with contemporary and data-driven educational research. As educational leader, the principal engages the faculty in best practices, relevant and rigorous instruction, and careful, conscientious planning. Decisions affecting students' progress, individual needs, curriculum programs, and professional development are determined in a collaborative style with input from appropriate faculty and staff. Policies are reviewed, revised, and adopted, following discussion and consultation. Mutual respect and professionalism characterizes the relationship between the teachers and the principal, with all members contributing to the common good and advancement of the school and its students.

Classroom visits, review of lesson plans, consistent patterns of communication, support, and supervision ensure the smooth operation and functioning of the school as a whole. The faculty and staff work as a team with the principal, accepting their individual and shared responsibilities with enthusiasm and dedication. The principal is supported by a full-time secretary and a part-time administrative assistant who fulfill their respective responsibilities and oversee the practical needs of the faculty and students. A division of responsibilities is clearly identified in the absence of the principal when various faculty and staff members share the work and maintain the daily routine. The recent hiring of a full-time Director of Institutional Advancement provides an additional collaborative role to the leadership of the school.

The principal meets regularly with the faculty as a whole and with individual teachers as needed. Always approachable and accessible, she attends parent/teacher conferences to learn about a student's challenges and to participate in a plan for improvement, motivation, support, or additional assessments. Above all, the principal aspires to know, understand, encourage, and serve each student, teacher, and staff member in the privileged responsibility she holds as leader of the school community.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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St. Jude School attributes its success on all levels to its Catholic identity, excellent academic programs, and spirit of service that is embraced and held sacred by the entire school community. The strategy of partnership between home and school has become the cornerstone of success for the students. Enthusiasm and pride are the identifying characteristics of this strong relationship. As a cohesive unit, the St. Jude School family stands together for the values that enable students to be happy, well-adjusted, highly motivated, and positioned for success. At the start of each school year, an annual theme or mantra is selected which permeates the daily interactions of the entire school community. Uniting efforts to live the mantra and forge bonds of love, respect, trust, and service to one another paves the way for yearlong success and rewarding experiences for students at St. Jude School.

Spiritual growth, both in knowledge and in practice, is embraced by the entire school and parish community, including clergy, parishioners, parents, administration, faculty, staff, and students. Milestones, such as reception of first sacraments in second grade and Confirmation in seventh grade, are occasions of involvement and joy for the total St. Jude School family. Progressions through the early childhood programs to the primary, intermediate, and junior high classes are recognized and applauded as students take significant steps in their educational journey. The final year in eighth grade holds traditions that are celebrated by the school as a whole and that graduates and families anticipate and treasure beyond graduation day.

Instilling in students a lifelong love of learning, parents support the efforts of the faculty who provide a focused, organized, flexible, creative, and integrated program of core-curriculum subjects and the arts. Daily work, long-range projects, academic clubs, and competitions are supported at school and at home. Students are challenged to become risk takers and problem solvers while discovering their own gifts and talents. St. Jude School exceeds the expectations of high-performing schools. Standardized testing results consistently place St. Jude School above the eighty-fifth percentile nationally. Students in grade 8 earn academic scholarships to a broad range of high schools. Unique to the Archdiocese of Philadelphia is the prestigious Neumann Scholars Program sponsored by the Connelly Foundation. Neumann Scholars are granted four-year scholarships to an Archdiocesan High School. Candidates are eligible based on distinguished academic accomplishments. Of the approximately 950 students that are eligible for the annual scholarship exam, the top 40 highest performing students are selected. During the past eleven years consecutively, a total of twenty-two St. Jude School students have earned the distinction of becoming Neumann Scholars, bringing pride to the entire school community and highlighting the academic excellence achieved by the students.

The strong practice of partnership between home and school and the firm commitment to work together on all levels is the key to the accomplishments of the students and to the extraordinary success St. Jude School!



## PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student?      \$6335  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$860

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      78%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3

**Grade:** 3

**Edition/Publication Year:** 2017

**Publisher:** CTB McGraw-Hill

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	85
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 4  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	94
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 5  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	81
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 6  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	94
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 7  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	90
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 3  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	83
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 4  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**



**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 5  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	73
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 6  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	90
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw-Hill

**Grade:** 7  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**