

## *Hopewell Elementary School Profile*

### *Demographics*

Hopewell Elementary School is one of the three elementary schools in the Southern Lehigh School District. Hopewell has an enrollment of 308 students from kindergarten through third grade. Our school is located in a suburban setting in Upper Saucon Township, which is situated in the southeastern corner of Lehigh County, approximately 60 miles north of Philadelphia and 80 miles east of Harrisburg. Hopewell is located in close proximity to three major highways – Interstate 78, PA Route 309 and PA Route 378.

According to the 2010 National Census, the population in the Upper Saucon Township was 14,570 and the median household income was \$95,679. In the school year of, the Pennsylvania Department of Education-Division of Food and Nutrition identified % percent of Hopewell's student body were eligible for free or reduced lunch services.

### *Summary of Academic Programs, Grouping Patterns and Scheduling*

#### **ELEMENTARY SCHOOL CURRICULUM**

#### **KINDERGARTEN PROGRAM**

Children learn many things in kindergarten. They will learn:

- To get along with other children
- To share materials, ideas, and experiences
- To explore his/her environment
- To express himself/herself with words, clay, paint, crayons, paper, music
- To help in planning his/her own activities and group projects
- To recognize differences in color, pictures, sizes, and shapes
- To play both quiet games and exciting ones
- To pretend by dramatizing favorite stories creating rhythms to music
- To count and learn simple number concepts and discover pattern in the environment
- To care for himself/herself and belongings; to develop good health habits; to return each toy and material to its proper place
- To listen to stories and friends as they tell their stories
- To begin to read pictures, letters, and environment print such as STOP,

- their own names, and simple stories
- To write stories using pictures, scribbles and letters

### ***GRADES 1 TO 3***

We are very proud of Southern Lehigh's academic program. The following brief descriptions provide an overview of the types of objectives and activities children will encounter.

#### ***Language Arts***

An integrated language arts program includes reading, writing, listening and speaking across all of the subject areas. A child's language growth begins as he/she hears and produces his/her first sounds. And, language learning occurs during all waking hours of the day as the child experiences the world around him/her and mimics the language he/she hears and sees.

Our language arts instruction includes these components:

- Teachers reading to students
- Students reading a core program of literature such as leveled books, trade books and an anthology
- Students reading self-selected books/stories
- Students responding to reading in order to clarify information, evaluate ideas, and share understanding
- Students writing for many purposes

An effective reader is one who can: (1) predict and connect to a rich background of experiences; (2) read for meaning through self-monitoring using sound/symbol, grammatical, word meaning clues; (3) and then discuss, summarize and evaluate the text. The love of reading is an important goal.

The writer is able to convey his/her thoughts on paper. Early in the developmental stages, pictures and approximate spellings are often seen. But as the writer develops, spelling becomes critical to communication. Spelling is an integral part of the editing stage of the writing process and is also taught in a formal program. In Southern Lehigh, writing is encouraged and assessed through observation of six components: ideas and content, word choice, voice, fluency, organization and conventions.

#### ***Handwriting***

Students progress through recognition of letters to association of letters to names to proper formation on their own. In third grade, cursive writing is introduced as the major writing form.

### *Computer Literacy*

Children are provided with opportunities to use the computer across the curriculum as another educational tool. These experiences begin in kindergarten and continue in a developmentally appropriate manner through the grades.

### *Mathematics*

Mathematics instruction revolves around four basic components and the Pennsylvania Math Standards. **Problem solving** requires that students apply their knowledge of mathematical ideas and computational skills to new situations. **Reasoning** emphasizes that students draw logical conclusions using their computational skills and that they are able to justify their conclusions. **Mathematical Connections** are important as well -- connections between mathematical concepts and processes, as well as connections between mathematics and the real world. And lastly, **Communication** of mathematical thinking to others expands the opportunity for students to confirm and develop their understanding of concepts and process.

### *Science*

Our science curriculum includes four strands: physical science, biology, chemistry, and earth/space. A variety of resources are provided to enhance the scientific learning through experimentation, scientific inquiry and multimedia presentations.

### *Social Studies*

Beyond teaching history and geography, our program helps develop thinking and learning skills and encourages children to see the total environment and how it has affected human behavior. The sustaining theme is responsibility -- responsibility for oneself, for mankind and for the environment.

### *Spanish Immersion*

Southern Lehigh offers a total Spanish immersion program at Liberty Bell School, serving one class of students (from all three buildings) at each grade level. The program is on a first come, first serve basis. The twin goals of the program include: a sound Southern Lehigh education (using the same curriculum that's taught across the district) and fluency in Spanish (listening, speaking, reading and writing).

### *Other Curricular Areas*

### ***Library***

Students receive weekly instruction on the use of the media center. Students learn to love literature and access information.

### ***Music***

The curriculum includes listening and appreciation, learning to read music, understanding some of the simple techniques for performing, and opportunities to express oneself in musical terms. The program as prescribed makes it possible for all to develop an interest and appreciation for music, and for some more talented to pursue special abilities through chorus, instrumental lessons and enrichment classes.

### ***Art***

The art curriculum includes opportunities to appreciate, understand some simple techniques and to express oneself in the many different art forms available. Students use all types of materials in every possible way in order to make each piece of work something unique.

### ***Physical Education***

Students participate in a systematic program of physical skills in various team and individual activities that are developmentally appropriate. The physical education teachers emphasize skill development and positive group interaction.

### ***Optional Summer Program -Liberty Trail***

Liberty Trail, a summer program in environmental awareness, is offered to children who have completed grades 2-8. This enrichment class stresses the historical, cultural and natural heritage of our local region. Emphasis has been placed on developing language facility through recording direct experiences daily in a logbook. Families receive information about the activities and costs of this optional program each spring.

Hopewell's students are part of a rigorous, standards-based academic program that includes the areas of Language Arts, Mathematics, Science, and Social Studies. In 2003-04 students also received instruction in the areas of Music, Art, Health and Physical Education, Library, and Spanish on a rotating numbered day schedule.

### *Language Arts*

As a part of the Language Arts program, students are exposed to a balanced literacy program where students read for a variety of purposes and respond to their reading in a variety of ways. Our students become effective readers who employ a variety of strategies to decode, comprehend, and evaluate text. Hopewell staff benefited from the intensive staff development provided by professor Mary Beth Allen from East Stroudsburg University in the areas of Guided Reading and Guided Comprehension. Classrooms become writing workshops where students develop the skill and craft of writing. The Kid Writing program is used in the primary grades and in the intermediate grades students continue to write pieces in a variety of genres with a focus on the six analytical writing traits. Students develop their editing skills in the context of writing.

### *Differentiation of Instruction*

A Reading Specialist/Instructional Support Teacher (IST) and a Psychologist work with a team of teachers that have identified at-risk students service the building. The Instructional Support Teacher oversees implementation of interventions for a short duration to assist students in meeting educational goals. Other services available to qualifying students include speech therapy and occupational therapy as needed, as well as learning support programs. Classroom teachers work in conjunction with specialists through the Intermediate Unit for additional support services. A team of aides helps meet the needs of diverse learners.

An instructional coach services Hopewell as well as the two other elementary schools. This coach works closely with classroom teachers to develop and implement differentiated lessons and activities to meet diverse student needs within our heterogeneously grouped classrooms. Students who qualify for the gifted enrichment program meet twice a cycle with an enrichment teacher. As a part of this program, students meet in cross grade level groups and explore units of study, which extend the existing curriculum. The enrichment teacher also meets with teachers and works in classrooms to provide additional support in areas such as problem solving and the use of classroom mathematics extension kits.

### *Technology Integration*

All students benefit from educational technology. In addition to 3 computer stations in each classroom, students visit the lab with classroom teachers. Students also experience technology-integrated lessons that enhance their experiences in related arts classes. A highly qualified technology aide assists both teachers and

students. Hopewell also enjoys the luxury of 2 mobile computer labs comprised of fifteen to thirty laptop computers with Internet access.

Some students also experience some remediation learning via E-learning. Unfortunately, limited funds have necessitated offering the E-learning experience only to students whose academic progress has lagged. It is hoped that future funding will permit the opportunity to offer regular education and enrichment experiences through E-learning resources as well.

### *Related Arts*

Hopewell's specialist staff provides valuable instruction and experiences to students. The Library is managed by a Library/Media Specialist who maintains the circulating collection of more than 10,000 Library items, teaches lessons encompassing literature appreciation, information literacy and basic research skills. The Art teacher, Physical Education teacher, and Vocal Music teacher see each class. Visual Art instruction includes art appreciation and creative technique. Physical Education classes build knowledge of good health, disease prevention, and growth and development, while developing healthy attitudes and working to reduce risky behaviors. Music education gives students knowledge of the elements of music and appreciation for music. Vocal music, melody bells, and recorders are all parts of the music program. Additionally, several traveling instrumental music teachers visit Hopewell to conduct group lessons for students electing to play a variety of band and string instruments.

Hopewell enjoys a strong arts program that includes vocal and instrumental music. Some highlights of the program are the spring instrumental music concert and the annual winter and spring vocal concerts that are enthusiastically attended and supported by the school community. Fourth and fifth grade students also benefit from before-school special art, chorus and physical education programs, which allow them to expand their skills and knowledge in these subject areas. Yearly visits from the high school performing groups and professional performers also give students a picture of how these skills can be developed in future years. In the spring, students celebrate the arts with an annual Arts Day that is coordinated by the music and art teachers. Local professional artists and musicians present their talents to students and invite them to participate by creating their own masterpieces. Parents are invited to attend before and after school Gallery Walks where they can view student artwork displayed throughout the school. The

Allentown Art Museum and Allentown Symphony have presented some of their outreach programs to students on this special day.

### *School Climate*

Hopewell endeavors to encourage and support a caring environment for all of its students. A large Hawk greets you on the welcome mat as you enter Hopewell Elementary School. This mascot is integrated into our school climate. As a part of our caring environment, Hopewell has created a Helping Hawks program where fourth and fifth grade students volunteer their time to tutor or assist other students in a variety of ways.

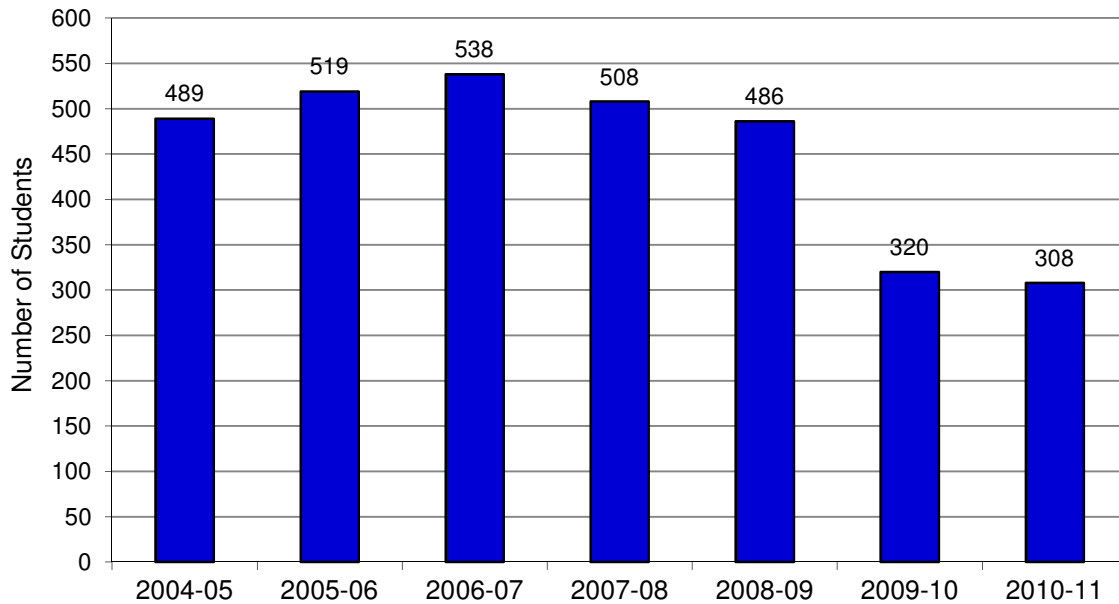
Once inside Hopewell, a visitor's attention is attracted to large, oversized letters that spell HOPEWELL CARES. These letters represent our practice of reinforcing positive behaviors. The acronym **CARES** stands for desired behaviors such as: **C**ooperation, **A**cting Responsibly, **R**especting Others, **E**ncouraging Kindness and **S**triving for Success. Hopewell students are always busy earning **CARES** tickets for great behavior. **CARES** tickets are collected each month and placed on the large, oversized "Hopewell **CARES**" letters that are found in the lobby. When a letter is completely filled, Hopewell enjoys a school-wide celebration. Some past celebrations have been classroom scarecrow building, a movie, school-wide bingo, and the ever-favorite DJ "Mix-a-lot" at lunch. You can see Hopewell **CARES** behavior on the playground, in the cafeteria, in the halls, in the library, in the computer lab, and in the classroom.

The Parent Teacher Organization at Hopewell is highly involved in both student and teacher activities. Hopewell's PTO supports learning and social activities in and out of the classroom. Educational assemblies, field trips, and classroom celebrations are scheduled and supported throughout the year. The teachers are given a monetary stipend at the beginning of each school year to augment their classroom supplies.

## Enrollment

Hopewell Elementary School currently serves 308 students. . The decline in enrollment beginning in 2009-10 is due to the opening of the new Southern Lehigh Intermediate School which serves grades 4 through 6.

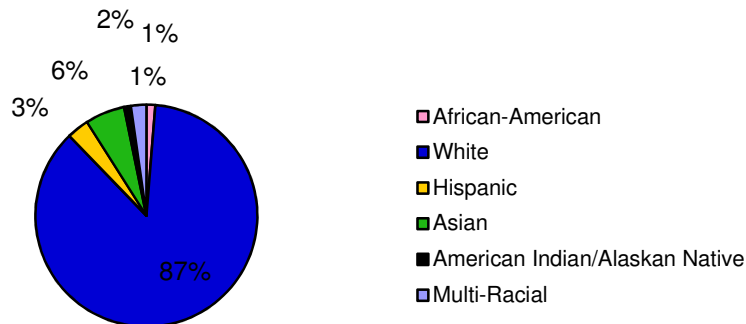
**Hopewell Elementary School Student Enrollment  
2004-05 to 2010-11  
October 1 Enrollment**



## Ethnicity

Hopewell does not have a predominantly diverse population.

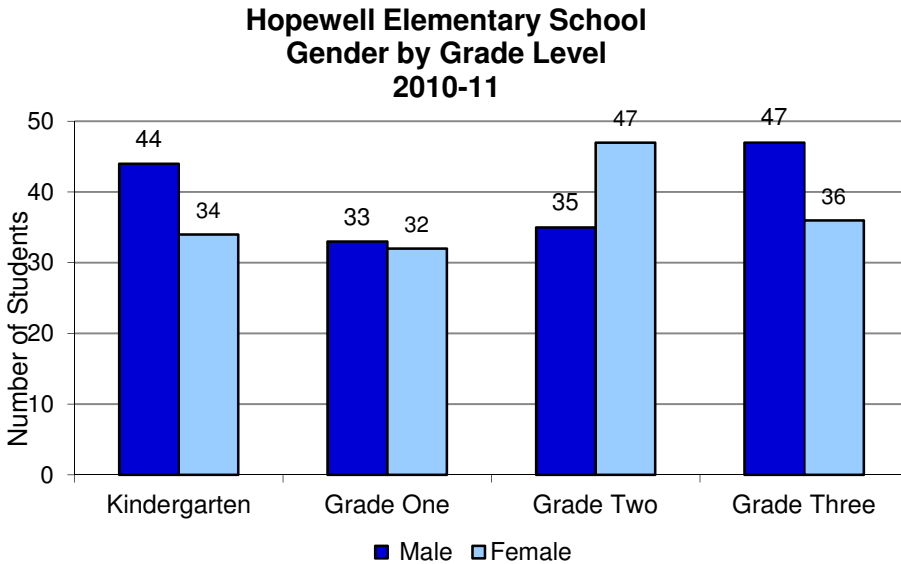
**Hopewell Elementary School  
Student Enrollment by Ethnicity  
2010-11**





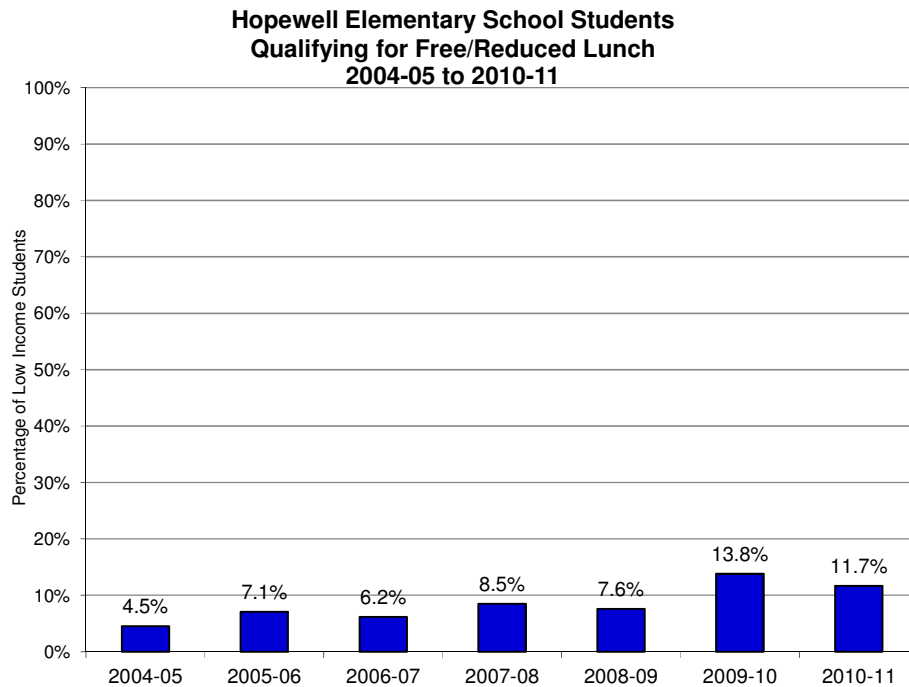
## Gender

The Southern Lehigh School District strives for gender balance within each elementary school.



## Income Level

The percent of low income students has decreased since 1999 district-wide. As a result of the decrease in low income students, the school district no longer qualifies for Title I funds.



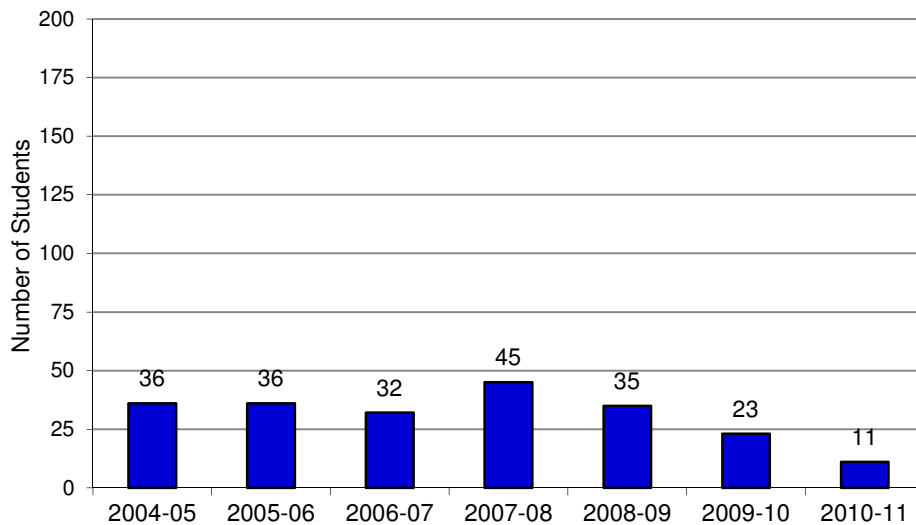
## *Special Education*

If a child is in need of a special education program, an evaluation process to assess the child's needs is available to a parent at no cost through Southern Lehigh School District. A special education program often involves adapting materials and modifying instruction to better meet a child's specific learning needs. If a parent requests these services, a child receives an evaluation from a team of experts trained in assessing children. This team determines if a child has a disability and, if so, is in need of special education. Parents and/or guardians are important members of each child's evaluation team. Before the school district proceeds with an evaluation, it will notify parents in writing of the specific types of tests and procedures it plans to use, and of the parents' rights throughout the process. The evaluation cannot be scheduled until the parent/guardian signs the written notice, indicating that he or she consents to the proposed testing and assessments, and returns the notice to school. If, after an evaluation, a child is found to have a disability and to need special education, the District will develop, with parental participation, an Individualized Education Plan (IEP).

According to 2003-2004 statistics, thirty-five students or 7.3% of the school population were identified as special needs children. This qualified them for Special Education services within Hopewell Elementary School. Three full-time Special Education teachers service this student population.

Students with autism and emotional disturbance are two exceptionalities that have increased the most. This increase is consistent with other schools in the Lehigh Valley.

**Hopewell Elementary School  
Special Education Enrollment  
2004-05 to 2010-11**



# Assessment Report

District **SOUTHERN LEHIGH SD**  
School **HOPEWELL EL SCH**

The purpose of this section of the report card is to show how students performed on the PSSA over the past two years in Mathematics, Reading, and Science. This data table captures this school's overall performance results and participation rates by disaggregated group and compares it to this school's results in the previous year. The table reflects all students taking the PSSA in Grades 3-8 and 11 who were in this school for any part of the academic year.

## School PSSA Results in Grade 3 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above		
			Below Basic	Basic	Proficient	Advanced	School	District	State
<b>All Students</b>	2010–2011 2009–2010	100% 100%	2%	11%	33%	54%		89%	83%
			1%	8%	49%	42%			
Male	2010–2011 2009–2010	100% 100%	2%	9%	38%	51%		91%	84%
			0%	4%	46%	50%			
Female	2010–2011 2009–2010	100% 100%	3%	14%	27%	57%		87%	83%
			2%	12%	52%	33%			
White	2010–2011 2009–2010	100% 100%	1%	12%	34%	53%		90%	88%
			1%	5%	53%	41%			
Black	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Latino/Hispanic	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Asian	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Native American	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
IEP	2010–2011 2009–2010	100% 100%	0%	42%	25%	33%		61%	59%
			6%	28%	33%	33%			
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Migrant	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	18%	45%	27%	9%		62%	73%
			0%	15%	69%	15%			

**NOTE:**

This is the first year the PSSA-M Reading and Science assessments were administered.

Percentages may not total 100 due to rounding.

This table reflects all students enrolled for any portion of the academic year, meaning that these numbers may not match the results reported for Accountability purposes.

— Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10.

<sup>1</sup> There can be overlap among the groups since a student may belong to more than one of these groups.

# Assessment Report

District SOUTHERN LEHIGH SD  
School HOPEWELL EL SCH

## School PSSA Results in Grade 3 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above		
			Below Basic	Basic	Proficient	Advanced	School	District	State
<b>All Students</b>	2010–2011 2009–2010	100% 100%	7%	5%	50%	38%		88%	77%
			6%	8%	50%	37%		87%	75%
Male	2010–2011 2009–2010	100% 100%	7%	4%	58%	31%		89%	74%
			4%	8%	54%	33%		86%	72%
Female	2010–2011 2009–2010	100% 100%	8%	5%	41%	46%		87%	80%
			7%	7%	45%	40%		89%	78%
White	2010–2011 2009–2010	100% 100%	7%	4%	51%	38%		89%	83%
			5%	7%	51%	37%		88%	82%
Black	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Latino/Hispanic	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Asian	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Native American	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
IEP	2010–2011 2009–2010	100% 100%	25%	17%	50%	8%		48%	46%
			22%	22%	50%	6%		50%	44%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Migrant	2010–2011 2009–2010	— —	— —	— —	— —		— —	— —	
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	36%	27%	27%	9%		58%	64%
			23%	23%	46%	8%		70%	61%

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