

Lower Milford Elementary School

Demographics

Lower Milford Elementary School is one of the three elementary schools in the district. It includes classes for 161 children in Kindergarten through third grade and a staff of 18 full time and 18 part-time. The school is located in the most rural part of the Southern Lehigh School District, surrounded by ample open school grounds, farm fields, orchards, and modest family homes. Lower Milford boasts a rich history rooted in a Pennsylvania German tradition of one-room schoolhouses and farms. The school was built in 1950 and a new additions and renovations were made in 1992.

School History

The land that is Lower Milford Township was originally part of Milford Township and was considered part of Northampton County. Milford Township, which now lies in Bucks County, was separated to create Upper Milford Township. Upper Milford later became part of Lehigh County. In 1853, Upper Milford Township was separated, creating Lower Milford Township.

Inhabited by a tribe of Delaware Indians in previous years, the area began to be settled by immigrants after the Indian Wars of 1764. These immigrants found rich minerals and soil and built up industries along the Hosensack Creek. They also brought with them customs and arts and left us with many legacies of buildings and villages, which still stand today. Historical points of interest include the many preserved barns, homes, churches, schools, limekilns and mills you see as you travel the winding, hilly back roads.

According to the 2010 Census, the population of Lower Milford Township is 3,860. This is about a 7% increase in a decade. Consisting of 19.65 square miles in a rectangular shape located at the lower end of Lehigh County in Southeastern Pennsylvania, Lower Milford consists mainly of agricultural land. Streams, hills, fields and wooded areas beautify the farms and residential properties shape this township. Lower Milford Elementary's current facilities were constructed in 1992 around the existing Lower Milford School building, which was originally built in 1950. These renovations in 1992 added offices, classrooms, a new library and a new gymnasium. The school went from having one class of each grade to having two and now sometimes three classes per grade. For many years, Lower Milford had a principal that visited the building, the teaching staff had as few as 6 teachers (one per grade), and fifth grade students could answer the phone in the office which was attached to one of the classrooms.

After the renovations, a full-time principal was hired, additional teaching staff was brought over from other buildings, and one class was added for each grade. As enrollment has continued to increase each year, so has the need for additional staff and classrooms. Increasing enrollment for school year 2003-04 created a need to add two portable classrooms to house the fifth grade classes. Large class sizes also necessitated the hiring of a class reduction teacher who instructs language arts and math to one third of the fifth grade. There was also the addition of a half-time kindergarten teacher and a third, third grade class. Currently there are two classes of kindergarten (one AM and one PM) and two classes of each grade level for grades 1 through 3. Each class consists of 20-25 students.

*Source of historical background on LM Township: <http://www.lowermilford.net>

Summary of Academic Programs, Grouping Patterns and Scheduling

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

Elementary School Curriculum

Kindergarten Program

Children learn many things in kindergarten:

- 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 patterns 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 encounter.

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. Lower Milford 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.

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.

The 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 student's 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 log book. Families receive information about the activities and costs of this optional program each spring.

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.

Students who qualify for the gifted enrichment program meet twice a cycle with an enrichment teacher who travels between two schools. As a part of this program, students meet in cross grade level groups and explore units of study that 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 the availability of laptops carts and i-pad carts for classrooms, students also visit the computer 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.

Students also experience instruction, remediation, and enrichment learning via a variety of on-line learning experiences.

Related Arts

Lower Milford's specialist staff provides valuable instruction and experiences to students. The Library is managed by a 2/5 time 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. A 2/5-time Art teacher, 2/5-time Physical Education teacher, and 2/5-time Vocal Music teacher teach classes. 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, an instrumental music teacher visits Lower Milford one day per cycle to conduct group lessons for 3rd grade students electing to play a variety of string instruments.

Lower Milford enjoys a strong arts program that includes vocal and instrumental music. Some highlights of the program are the spring vocal and instrumental music concert for grades 2 and 3 and smaller programs for grades K and 1. These programs are enthusiastically attended and supported by the school community. 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.

School Climate

A visitor to Lower Milford School is greeted by a large colorful artistic display of student work in the spacious foyer. Elsewhere throughout the halls, bulletin boards and wall space is decorated similarly. Students moving through the halls and interacting with each other and with staff in all building areas are reminded to conduct themselves according to the standards of our “PRR” goals: “Lower Milford’s Students are Pouncer’s Pals and they PRR – They are Positive, Responsible and Respectful. Each has been interpreted for students to apply in classrooms, common areas, playground, on the bus, and anywhere else they go during a school day. Monthly assemblies are held to celebrate successes and reinforce positive school-wide behavior expectations. Individual and whole-school rewards help keep students motivated to meet the expectations of the goals. Rewards have included snow cone treats, school-wide BINGO and silly dress days, like PJ Stuffy Day.

Lower Milford is also a place where students are offered many opportunities to explore their interests and demonstrate their talents. All throughout the year, there are special events and presentations that invite student participation. Each child publishes at least one special story as a custom-made book with the help of PTA parent volunteers in the Publishing Center. Everyone gets to know a real published author and experiment with the writing process as part of the annual PTA-sponsored Author Visit. During May, there is a special Lower Milford version of Earth Day during which students explore scientific issues related to conservation. An end-of-the-year Talent Show invites all comers to try out for an opportunity to show the entire school their unique performance skills.

Parents are an integral part of the functioning of Lower Milford School. Homeroom parents plan special events and parties for individual classrooms. The PTA conducts fundraisers, recruits volunteers to help in the Library, to assist teachers by copying class handouts, and to serve on numerous other committees, and promotes educational initiatives as an active partner with the staff. Through special committees for Author Visit, Earth Day, Second Grade Reading Club, Publishing Center, etc., parents work tirelessly throughout the school all year long.

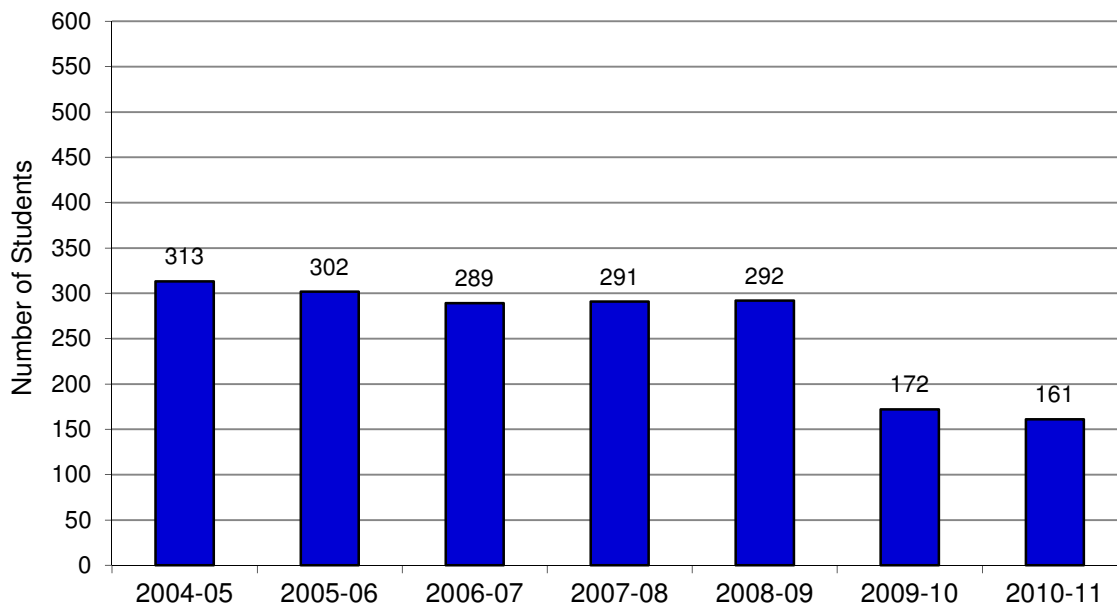
In an effort to maintain effective lines of communication, Lower Milford teachers and administrators employ a variety of tools. A monthly newsletter is sent home and posted on the district web site to help keep families up to date on events and activities around the school. Parent Back-To-School Night offers parents a chance to see their child’s classroom and meet the teacher early in the year. Parent-Teacher conferences are held in both the spring and the fall to communicate student progress. Quarterly report cards

employ a continuum for reading and writing in the primary grades to clearly indicate a student's growth toward benchmarks. Intermediate grades receive letter grades in most academic subjects. Student portfolios are maintained and sent home in June to show families the accomplishments of the child throughout the year. Many teachers choose to communicate with families on a weekly basis via a classroom newsletter. All teachers and administrators also have voice mailboxes in which parents and community members can leave messages and expect prompt personal responses.

Enrollment

Lower Milford currently serves 161 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.

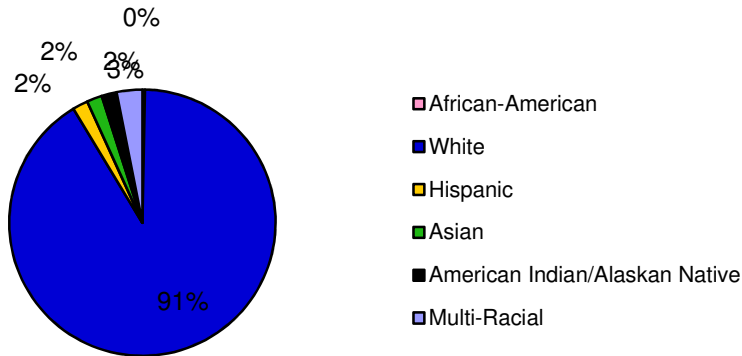
**Lower Milford Elementary School Student Enrollment
2004-05 to 2010-11
October 1 Enrollment**



Ethnicity

Lower Milford does not have a predominantly diverse population.

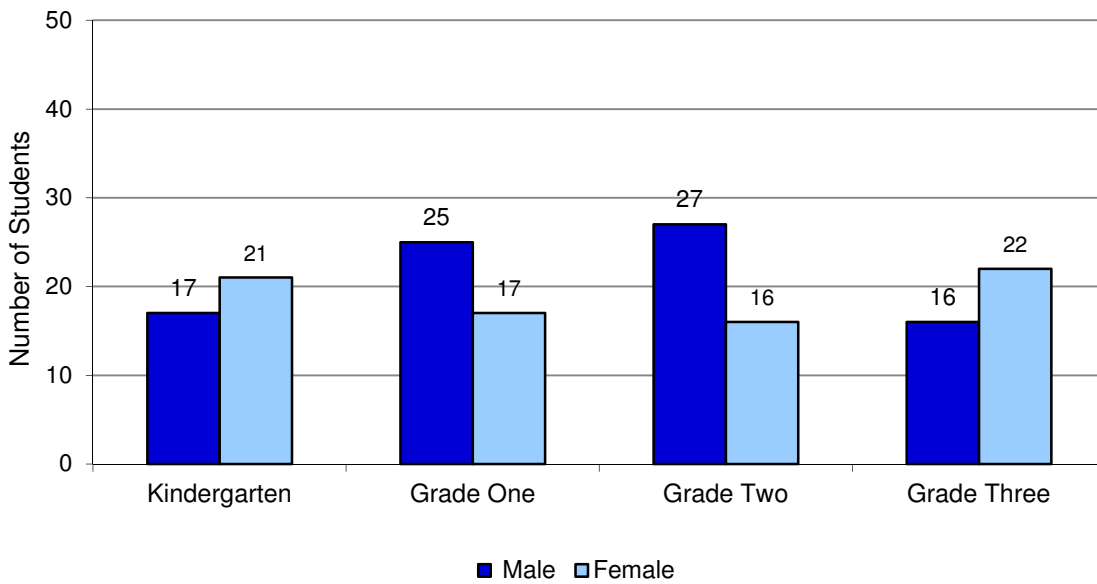
**Lower Milford Elementary School
Student Enrollment by Ethnicity
2010-11**



Gender

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

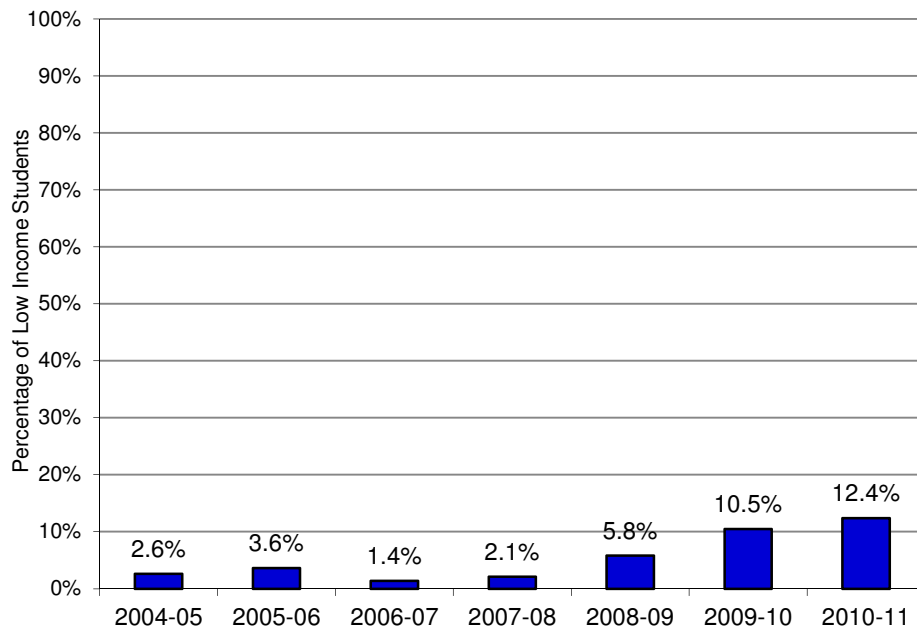
**Lower Milford Elementary School
Gender by Grade Level
2010-11**



Income Level

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

**Lower Milford Elementary School Students
Qualifying for Free/Reduced Lunch
2004-05 to 2010-11**

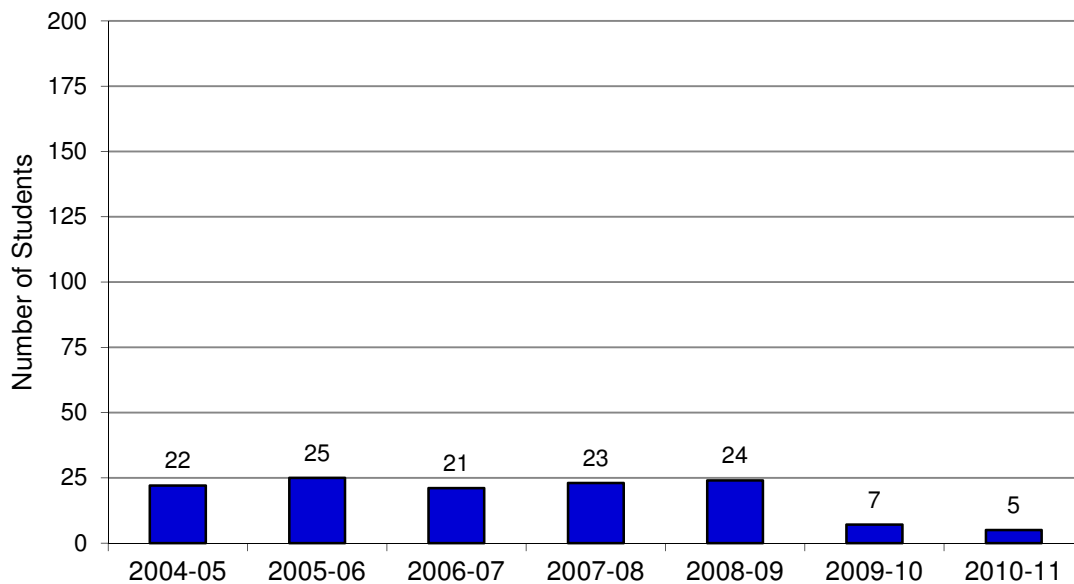


Special Education

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).

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.

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



Assessment Report

District **SOUTHERN LEHIGH SD**
 School **LOWER MILFORD 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 ¹	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
All Students	2010–2011	100%	0%	13%	44%	44%		89%	83%
	2009–2010	100%	0%	13%	57%	30%		90%	84%
Male	2010–2011	100%	0%	12%	35%	53%		91%	84%
	2009–2010	100%	0%	8%	58%	33%		95%	84%
Female	2010–2011	100%	0%	14%	50%	36%		87%	83%
	2009–2010	100%	0%	17%	55%	28%		86%	84%
White	2010–2011	100%	0%	11%	43%	46%		90%	88%
	2009–2010	100%	0%	13%	56%	31%		91%	89%
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	—	—	—	—	—		—	—
English Language Learners	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Migrant	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Economically Disadvantaged	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—

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.

¹ 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 LOWER MILFORD EL SCH

School PSSA Results in Grade 3 Reading

Student Group ¹	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
All Students	2010–2011 2009–2010	97% 100%	3%	0%	61%	37%		88%	77%
			0%	15%	57%	28%		87%	75%
Male	2010–2011 2009–2010	100% 100%	6% 0%	0% 17%	65% 42%	29% 42%		89% 86%	74% 72%
Female	2010–2011 2009–2010	95% 100%	0% 0%	0% 14%	57% 69%	43% 17%		87% 89%	80% 78%
White	2010–2011 2009–2010	97% 100%	3% 0%	0% 15%	61% 58%	36% 27%		89% 88%	83% 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	— —	— —	— —	— —	— —		— —	— —
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —
Economically Disadvantaged	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —

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