

## *Liberty Bell Elementary School Profile*

### *Demographics*

Liberty Bell Elementary School is one of the three elementary schools in our district. It has a student body of 346 students and 35 staff members. Our school includes three classes of each grade level first through third grade and two sessions of kindergarten.

Our school is located in the Borough of Coopersburg. Coopersburg is a community of 2,574 people according to the 2010 census. It is located in Lehigh County. The median resident's age is 41 years. The median household income is \$66,143, and the median house value is \$135,500. Students are also drawn from the Upper Saucon and Lower Milford Townships for immersion, kindergarten, and new student populations.

Liberty Bell was first constructed in 1966 and more recently renovated in 2002. Although many people think Liberty Bell is named for the Liberty Bell in Philadelphia, it is not. Rather, it is named for the Liberty Bell Series Trolley, Lehigh Valley Transit. The Coopersburg stop was on Liberty Street, approximately where the school is located.

\*Liberty Bell School is truly a "link among the days to knit the generations each to each." The nearby waters are that of the Saucon Creek where the Saukonk Indians hunted and camped long before the first white men came to what is now Coopersburg in 1735. George Bachman marked off 300 acres in 1737, making him the founder of both Upper Saucon Township and the Borough of Coopersburg, all of which were a part of Northampton County, and remained so until March 6, 1812, when Lehigh County was separated out of Northampton County. When the Liberty Bell was transported and hidden in the old Zion Reformed Church in Allentown in 1777 to prevent it from being melted down by the British, the Bell passed by on the old Bethlehem Pike, which is now Main Street.

On December 25<sup>th</sup> of 1856 the first passenger train connecting Coopersburg with Philadelphia opened for service. This railroad was on the opposite side of present day Rt. 309. In 1901, the original Allentown and Coopersburg Street Railway opened through the current Main Street. In 1925, because of growing traffic of horses and the new automobile, the track-bed was shifted west of Main Street. The right of way is the current Liberty Street, hence the naming of the street and the school for the Liberty Bell Line.

The Bell on display in the lobby of the school is the 1894 bell that rang daily from the belfry of the first grade school, a school that became, with successive additions, a three

room building which once stood on the south side of East State Street, just off of what we now know as RT 309.

In 1909, this same bell was carefully raised to a new cradle in a new belfry in the Old Coopersburg School, ringing until 1938, when it was replaced by a more modern electric bell system. It was given a place of honor at the new Liberty Bell Elementary School in 1963, at the steps at the main entrance to the school, where it remained until the dedication of the newly renovated and additions to the Liberty Bell Elementary School, September 28, 2000. It is now part of the lobby in the addition.. The first principal was Dr. Carmen J. Riola and Alma H. Schlenker was the Elementary Supervisor. The cost of the building, including the site, bonds, legal trustee and authority, architect's fees, prime contractors, and equipment was \$830,341.63. The rated pupil capacity was 617 students. Walter Wavrek was the Business Manager at this time and Thomas Watkins, Supervising Principal. There was no superintendent, as at this time there was a county superintendent. After Dr. Carmen J. Riola, the next principal was Mr. Robert F. Scizma, previously a fourth grade teacher in the school. Dr. Jack Yeager was the next principal, followed by Mrs. Julia T. Moore, Mrs. Terri Laurent and Mrs Kristen Lewis. The current principal is Mr. Samuel Hafner. While Mr. Csizma was principal, arrangements were made with the Fountain Hill Exchange Club to have a Freedom Shrine presented to the school. The logistics of this project were arranged by Mr. Csizma and two faculty members, Mr. George Weisel and Mr. Ron Hari. At that time, Mr. Don Ritter was serving as Lehigh and Northampton County's House of Representatives delegate. He was the guest speaker at this more than capacity event in the history of Liberty Bell School. The proximity to the 1976 Bicentennial Celebration made the event even more important to the school of 1975-1976. The fifth grade classes traveled to Washington, D.C., and were admitted to the gallery of the House and Senate through congressman Ritter's arrangements. He, along with his wife, Edie, arranged a special guided tour of the Capitol and White House through retired Senator Fred Schwengel, who headed the Capitol Hill Historic Society. The documents of the Freedom Shrine graced the walls of Liberty Bell Elementary School for many years, reminding parents, students, faculty and guests of the price paid for our freedoms and what was endured by our citizens and country to continue live in those precious freedoms. In preparation for the renovations and additions in 2000, some of the documents were placed on display in one of the exit hallways to the rear of the building.

(\* Information obtained from the Liberty Bell Dedication booklet, May 1964.)

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

### ELEMENTARY SCHOOL CURRICULUM

#### KINDERGARTEN PROGRAM

Children will 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. Liberty Bell'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. Additionally, our school offers a Spanish Immersion program for grades one through five. One class per grade level is taught in Spanish in all subject areas except Art, Music, Gym, and Library. The purpose of the program is to develop fluency in another language while learning traditional curricula.

### ***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. Liberty Bell 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, Response to Instruction and Intervention/Instructional Support Teacher (IST) and a Psychologist work with a team of teachers that have identified at-risk students service the building. The Response to Instruction and Intervention/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.

### *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. Liberty Bell also enjoys the luxury of several mobile computer labs comprised of fifteen to thirty laptop computers with Internet access. Liberty Bell also has an iPod touch cart as well as a cart of iPads for the teachers and students to utilize.

### *Related Arts*

Liberty Bell'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 within Liberty Bell and travel to Lower Milford to teach one grade level not covered by the ½-time teachers at that school. 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 Liberty Bell to conduct group lessons for students electing to play a variety of band and string instruments.

Liberty Bell 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. 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, which 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*

We are known as the Liberty Bell Lions. It is our belief that all students are responsible for their own learning and behavior. This statement is affirmed each time we meet for a school-wide event.

A positive atmosphere is evident as you walk through the halls. Students walk in quiet orderly lines in the hallway, demonstrating respect for the learning process in each classroom. An observed class is rewarded for its behavior with a colorful paper sneaker cut out that is placed on a chart outside of each classroom. Rainbows of sneakers can be seen throughout the building.

Liberty Bell has implemented a new school-wide positive behavior system called the Pride of Liberty Bell. The purpose of the Pride of Liberty Bell is to establish and maintain a safe and effective school environment that maximizes the academic achievement and social-emotional behavioral competence of ALL students. Liberty Bell has also adopted a new philosophy in conjunction with its new SWPBS. It is, "Liberty Bell...a place of learning, caring, and sharing with one another."

Below is an overview of how the Pride of Liberty Bell works:

## **Expectations & Lesson Plans**

### **1. Immediate (Daily)**

#### **A. Pride of Liberty Bell Tickets**

The ticket is a way that students are acknowledged for demonstrating the expected behavior listed on the Liberty Bell Pledge and L.I.O.N. Matrix on a daily basis.

Every morning the office staff will track and distribute 1 ticket to 10 random staff members. A total of 50 tickets will be allocated each week. Staff members include Cafeteria, Classroom Teachers, Custodial, Gifted, Instructional Aides, Nurses, Office, Special Education, Specialists, Substitutes, and Transportation.



Pride of Liberty Bell tickets will be awarded to students who are “caught” following one of the L.I.O.N. rules. The teacher will praise the student for their good behavior, describe the L.I.O.N. rule the student was following on the matrix/poster, and award the student with a ticket. Once a ticket has been issued to a student, it may not be taken away as a punishment. The teacher must sign their name, provide the date, and write the student’s name on the ticket. Students must hold onto the ticket until collection time (11:30am and 2:30 pm). An announcement will be made by office staff for students to report to the office with their tickets to be recognized for the Pride of Liberty Bell. Pride of Liberty Bell tickets will be printed on Blue paper. The ticket will include the grade level, non-classroom settings, and the school-wide expectations. Space will be provided for student’s name, homeroom number, teacher’s signature and date.

### **B. C.A.T. Coupons**

The coupon is a way that students are acknowledged for demonstrating the expected behavior listed on the Liberty Bell Pledge and L.I.O.N. Matrix on a daily basis for a specific setting. This will only be used for Cafeteria behavior.

During student lunches, the cafeteria staff distributes C.A.T. coupons for students “Caught Acting Terrific.” The staff member will praise the student for their good behavior, describe the L.I.O.N. rule the student was following on the matrix/poster, and award the student with a coupon. Once a ticket has been issued to a student, it may not be taken away as a punishment. The staff member must provide the date and write the student’s name on the coupon. The student will place the C.A.T. coupon in the envelope marked for their grade level. At the end of the week, there will be a drawing. One winner will be picked from each grade and issued a Blue Pride of Liberty Bell ticket. The 3 C.A.T. coupon winners must hold onto the ticket until collection time (11:30am and 2:30 pm). An announcement will be made by office staff for students to report to the office with their tickets to be recognized for the Pride of Liberty Bell.

Three (3) envelopes will be marked for each grade level. During lunches, the envelopes will hang on the bulletin board on the wall. Before and after lunch, the cafeteria staff will store the envelopes in the office. C.A.T. coupons will be printed on Yellow paper. The coupon will include the grade level and space for the date and student’s name.

### **C. Ticket Collections**

An announcement will be broadcast twice a day for students to bring their Pride of Liberty Bell tickets to the office. Students will report to the office and have their names announced over the loud speaker by the Principal or Office staff. Collections will occur during the following times: 11:30 AM 2:30 PM.

#### **D. Phone Call Home**

Calling parents is important as it develops a positive link between school and home. During the collection times, the Office staff will call the student's home. The parents will be informed and congratulated for their child's appropriate behavior demonstrated at school. If the parents are not at home, a message will be left on the answering machine. It is extremely important to make it clear that the call is positive. In addition, a postcard will be sent home with the student regarding the good news if the parent was not able to be contacted.

#### **E. Celebrity Book**

The celebrity book will keep accurate data for the office staff to track the number of tickets students have redeemed each marking period. During the ticket collection time, students will sign the celebrity book located in the office. The celebrity book will be maintained by the Office staff. The book should include the student's name, grade, homeroom number, marking period and date the ticket was issued. At the beginning of each school-wide celebration, the principal will read the names of the students who signed the celebrity book for the marking period. As each student's name is read, the student will stand for recognition.

### **2. Intermittent (Weekly/Monthly)**

#### **A. Pride of Liberty Bell Number**

During the daily collection times, students will get to participate in an activity just like the game Bingo. Two envelopes and 196 tokens numbered 1-196 will be located in the office. The student will draw one number (1-196) from a container. The number will correspond to a numbered cell on the Pride of Liberty Bell chart. Liberty Bell will be using a computer program that will be displayed on the television located in front of the office. The office staff will add the student's name and homeroom number on the chart. Over time, the board will fill up randomly as the tickets are redeemed each day.

Once a number has been selected, it can no longer be used until a column or has been filled on the board. All the numbers will be returned to the container and the process will begin again.

#### **B. Pride of Liberty Bell Matrix (Principal's 200 Club)**

Liberty Bell will be using a computer program that will be displayed on the television set located in front of the office. Public recognition is an important aspect of the Pride of Liberty Bell. By placing the matrix in a high traffic area, it serves as a frequent reminder to students, staff, and parents that good behavior is being recognized in school.

The Pride of Liberty Bell matrix is a large visual chart divided into 196 numbered cells. The number of cells in the matrix was selected because experience has shown that with 10 students being caught each day, on average it takes approximately 2-3 weeks before 10 or more names will complete a column or row. After the student's pick their number, their name will be displayed on the chart where the number is located. Over time, the matrix will randomly fill up with names. The first column or row to be filled with student's names will be rewarded the Mystery Motivator. The students will be instructed to go to the office, their names will be announced, and the Mystery Motivator will be revealed. After the column or row has been filled, all the names will be erased on the board. All the numbers will be returned to the container and the process will begin again.

### **C. Mystery Motivators**

Mystery Motivators are non tangible prizes awarded to students whose names complete a horizontal or vertical row on the Pride of Liberty Bell matrix. Mystery Motivators will be written on a piece of paper and sealed in a Special envelope. The Special envelope will hang on the inside window of the office. The students whose names on the matrix complete either a horizontal or vertical row will be announced and the motivator will be revealed. The principal will select 3-4 motivators each marking period.

## **3. Long Range (Quarterly)**

### **A. School wide Behavior Celebrations**

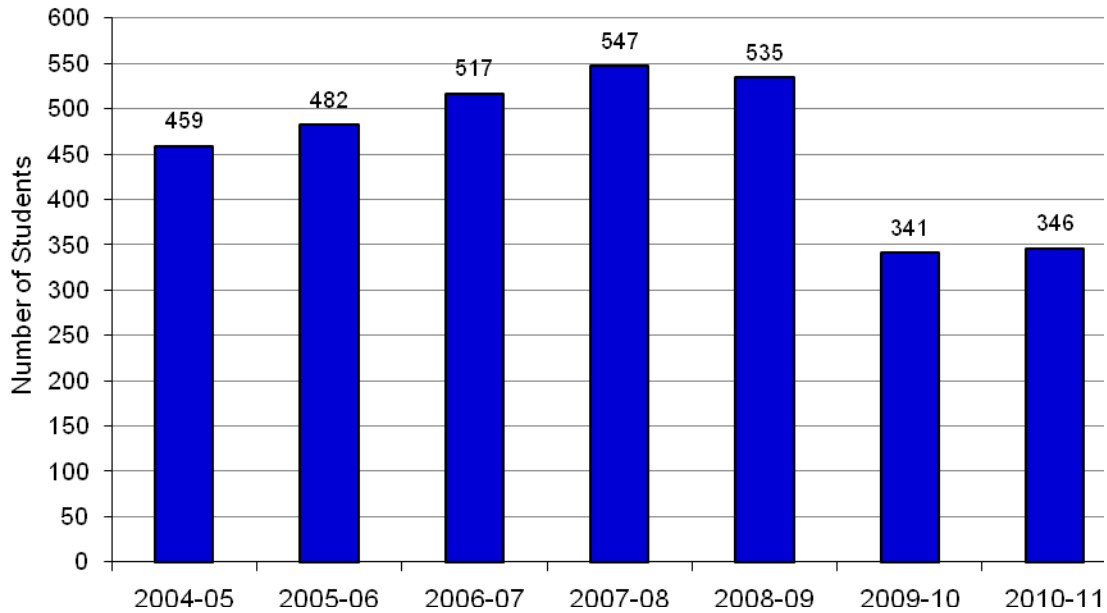
Celebrations will be attended by EVERY student and held at the end of each marking period. The celebration should include a fun theme, a school-wide activity or assembly, an overview of the L.I.O.N. pledge, and recognition for the students who received a Pride of Liberty Bell ticket. Liberty Bell's Schoolwide Behavior Team would also like to reward a teacher, staff member, or parent who is modeling, teaching, and encouraging the students to follow the L.I.O.N. matrix. In the beginning of the celebration, the principal will review the L.I.O.N. pledge with the students and read the names of the students who signed the celebrity book for the marking period. As each student's name is read, the student will stand for recognition.

The PTA organization is highly involved in both student and teacher activities. Parents support learning and social activities in and out of the classroom. Educational assemblies, field trips, and classroom celebrations are scheduled intermittently to the delight of the student body.

## Enrollment

Liberty Bell Elementary currently serves 346 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.

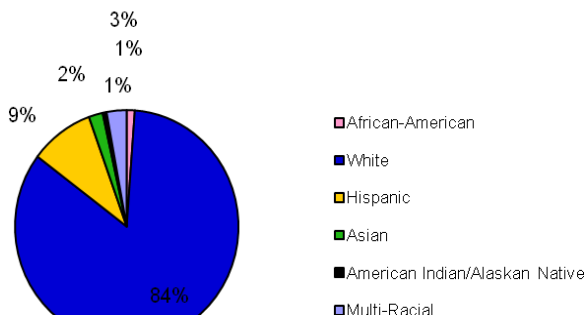
**Liberty Bell Elementary School Student Enrollment  
2004-05 to 2010-11  
October 1 Enrollment**



## Ethnicity

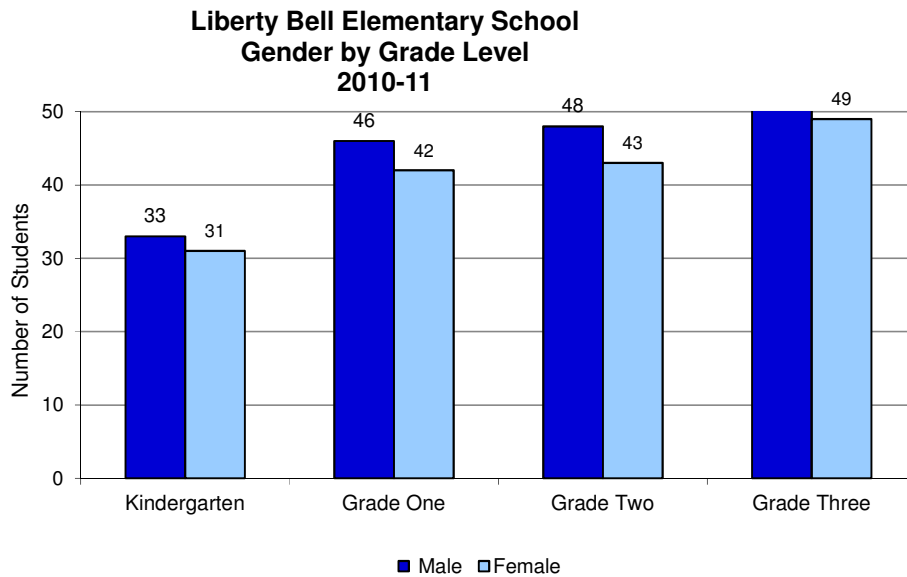
Liberty Bell does not have a predominantly diverse population.

**Liberty Bell Elementary School  
Student Enrollment by Ethnicity  
2010-11**



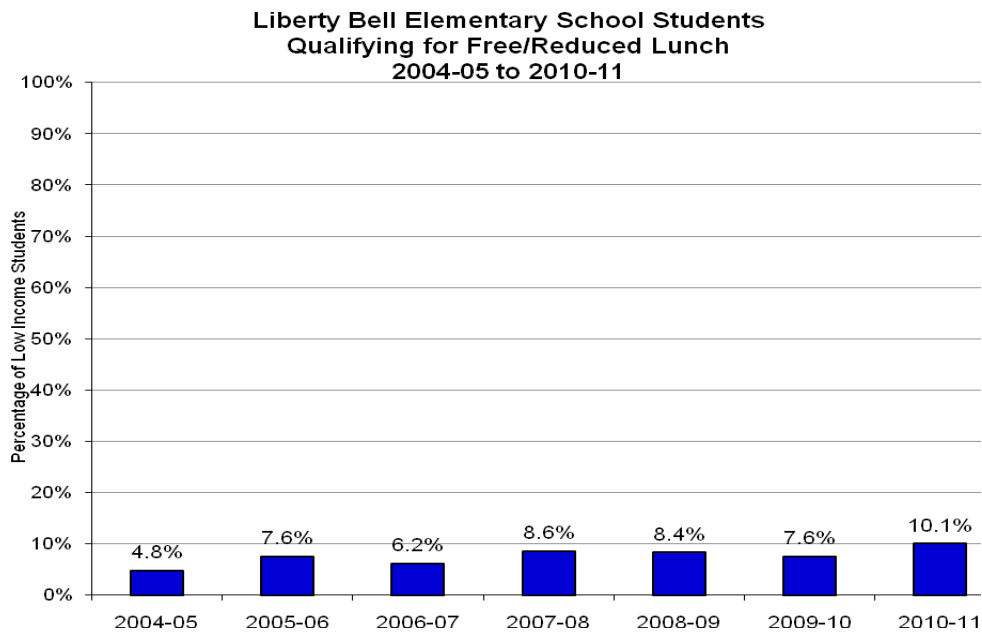
## Gender

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. As a result of the decrease in low income students district-wide, the school district no longer qualifies for Title I funds.

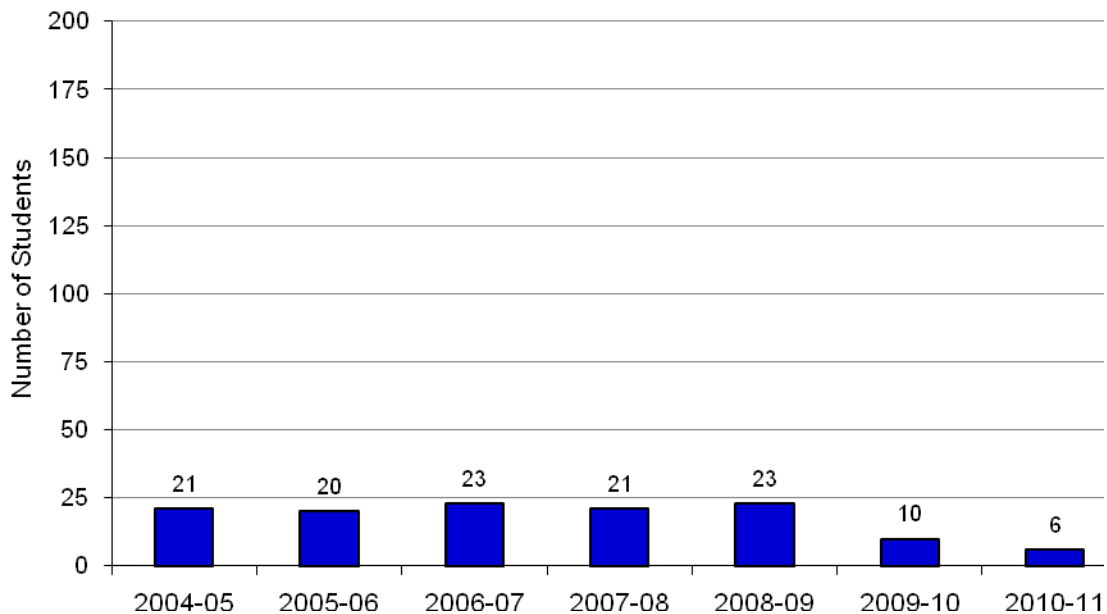


## ***Special Education***

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).

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.

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



# Assessment Report

District **SOUTHERN LEHIGH SD**  
 School **LIBERTY BELL 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>	<b>2010–2011</b>	<b>100%</b>	<b>3%</b>	<b>6%</b>	<b>47%</b>	<b>45%</b>		<b>89%</b>	<b>83%</b>
	2009–2010	100%	2%	6%	41%	51%		90%	84%
Male	<b>2010–2011</b>	<b>100%</b>	<b>4%</b>	<b>4%</b>	<b>41%</b>	<b>52%</b>		<b>91%</b>	<b>84%</b>
	2009–2010	100%	2%	2%	33%	62%		95%	84%
Female	<b>2010–2011</b>	<b>100%</b>	<b>2%</b>	<b>8%</b>	<b>53%</b>	<b>37%</b>		<b>87%</b>	<b>83%</b>
	2009–2010	100%	2%	10%	47%	41%		86%	84%
White	<b>2010–2011</b>	<b>100%</b>	<b>2%</b>	<b>4%</b>	<b>45%</b>	<b>49%</b>		<b>90%</b>	<b>88%</b>
	2009–2010	100%	2%	6%	40%	52%		91%	89%
Black	<b>2010–2011</b>	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Latino/Hispanic	<b>2010–2011</b>	<b>100%</b>	<b>8%</b>	<b>23%</b>	<b>54%</b>	<b>15%</b>		<b>71%</b>	<b>69%</b>
	2009–2010	—	—	—	—	—		—	—
Asian	<b>2010–2011</b>	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Native American	<b>2010–2011</b>	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Multiracial	<b>2010–2011</b>	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
IEP	<b>2010–2011</b>	<b>100%</b>	<b>23%</b>	<b>15%</b>	<b>46%</b>	<b>15%</b>		<b>61%</b>	<b>59%</b>
	2009–2010	—	—	—	—	—		—	—
English Language Learners	<b>2010–2011</b>	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Migrant	<b>2010–2011</b>	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Economically Disadvantaged	<b>2010–2011</b>	<b>100%</b>	<b>0%</b>	<b>15%</b>	<b>54%</b>	<b>31%</b>		<b>62%</b>	<b>73%</b>
	2009–2010	100%	0%	20%	40%	40%		83%	74%

**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 LIBERTY BELL 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%	6%	10%	56%	28%		88%	77%
			4%	6%	52%	38%		87%	75%
Male	2010–2011 2009–2010	100% 100%	4% 5%	9% 10%	61% 48%	26% 38%		89%	74%
Female	2010–2011 2009–2010	100% 100%	8% 4%	10% 4%	51% 55%	31% 37%		87%	80%
White	2010–2011 2009–2010	100% 100%	4% 4%	11% 7%	55% 53%	31% 36%		89%	83%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Latino/Hispanic	2010–2011 2009–2010	100% —	23% —	8% —	54% —	15% —		71%	60%
Asian	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
IEP	2010–2011 2009–2010	100% —	31% —	31% —	31% —	8% —		48%	46%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	15% 0%	15% 10%	54% 70%	15% 20%		58%	64%
								70%	61%

**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.