SOUTHERN LEHIGH SCHOOL DISTRICT
2012 SPANISH IMMERSION SURVEY

Grades 1-2-3 Response
Number of Children Enrolled in SI

Grades 4-5-6 Response
Number of Children Enrolled in SI

Grades 7-8 Response
Number of Children Enrolled in SI

Grades 9-12 Response
Number of Children Enrolled in SI
**Grades 1-2-3 Response:** Indicate which grade the student is enrolled in the Spanish Immersion program for the 2011-2012 school year.

- Grade 1 (14): 40%
- Grade 2 (11): 31%
- Grade 3 (10): 29%

**Grades 4-5-6 Response:** Indicate which grade the student is enrolled in the Spanish Immersion program for the 2011-2012 school year.

- Grade 4 (14): 56%
- Grade 5 (4): 16%
- Grade 6 (7): 28%

**Grades 7-8 Response:** Indicate which grade the student is enrolled in the Spanish Immersion program for the 2011-2012 school year.

- Grade 7 (7): 64%
- Grade 8 (4): 36%

**Grades 9-12 Response:** Indicate which grade the student is enrolled in the Spanish Immersion program for the 2011-2012 school year.

N/A – Reported as Grades 9 and above
SOUTHERN LEHIGH SCHOOL DISTRICT
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Grades 1-2-3 Response: Indicate the primary interest(s) or reason(s) for having your child participate in the Spanish Immersion Program.

- To become bilingual and appreciative of cultural diversity: 27
- To participate in a specialized educational program: 32
- Program reputation/recommendation: 10
- Future career and personal advantages: 20
- Other*: 3

Other*
Cognitive/developmental benefits of early 2nd language acquisition
Optimum time to learn a language
As a necessary academic enrichment that would otherwise be unavailable

Grades 7-8 Responses: Indicate the primary interest(s) or reason(s) for having your child participate in the Spanish Immersion Program.

- To become bilingual and appreciative of cultural diversity: 8
- To participate in a specialized educational program: 11
- Program reputation/recommendation: 5
- Future career and personal advantages: 2
- Other*: 2

Grades 4-5-6 Response: Indicate the primary interest(s) or reason(s) for having your child participate in the Spanish Immersion Program.

- To become bilingual and appreciative of cultural diversity: 15
- To participate in a specialized educational program: 8
- Program reputation/recommendation: 8
- Future career and personal advantages: 22
- Other*: 1

Other*
No proof of this but I felt it may stimulate another part of the brain and increase their overall academic ability

Grades 9-12 Response: Indicate the primary interest(s) or reason(s) for having your child participate in the Spanish Immersion Program.

- To become bilingual and appreciative of cultural diversity: 13
- To participate in a specialized educational program: 18
- Program reputation/recommendation: 7
- Future career and personal advantages: 5
- Other*: 3

Other*
All of the above. Plus being bilingual improves mental agility and intelligence
To take advantage of an advanced program which will help child in future educational areas/life skills.

Grades 9-12 Response: Indicate the primary interest(s) or reason(s) for having your child participate in the Spanish Immersion Program.

- To become bilingual and appreciative of cultural diversity: 13
- To participate in a specialized educational program: 18
- Program reputation/recommendation: 7
- Future career and personal advantages: 5
- Other*: 3

Other*
Going forward everyone will be learning technology so that is not the advantage it once was but being bilingual will be the next "leg up".
Grades 1-2-3 Response: Based on your child's educational experience in the Spanish Immersion program, would you recommend the program to families considering the program?

Grades 4-5-6 Response: Based on your child's educational experience in the Spanish Immersion program, would you recommend the program to families considering the program?

Grades 7-8 Response: Based on your child's educational experience in the Spanish Immersion program, would you recommend the program to families considering the program?

Grades 9-12 Response: Based on your child's educational experience in the Spanish Immersion program, would you recommend the program to families considering the program?
Grades 1-2-3 Response: Supports and advocates the program by showcasing student achievements via school events, and/or district newsletter & websites.

Grades 4-5-6 Response: Supports and advocates the program by showcasing student achievements via school events, and/or district newsletter & websites.

Grades 7-8 Response: Supports and advocates the program by showcasing student achievements via school events, and/or district newsletter & websites.

Grades 9-12 Response: Supports and advocates the program by showcasing student achievements via school events, and/or district newsletter & websites.
Grades 1-2-3 Response: Provides parents several ways to effectively communicate questions and concerns via email, notes, phone calls, and/or scheduled meetings.

Grades 4-5-6 Response: Provides parents several ways to effectively communicate questions and concerns via email, notes, phone calls, and/or scheduled meetings.

Grades 7-8 Response: Provides parents several ways to effectively communicate questions and concerns via email, notes, phone calls, and/or scheduled meetings.

Grades 9-12 Response: Provides parents several ways to effectively communicate questions and concerns via email, notes, phone calls, and/or scheduled meetings.
Grades 1-2-3 Response: Addresses and responds to parental concerns or questions in a timely manner regarding student behavior and/or student academic performance.

Grades 4-5-6 Response: Addresses and responds to parental concerns or questions in a timely manner regarding student behavior and/or student academic performance.

Grades 7-8 Response: Addresses and responds to parental concerns or questions in a timely manner regarding student behavior and/or student academic performance.

Grades 9-12 Response: Addresses and responds to parental concerns or questions in a timely manner regarding student behavior and/or student academic performance.
Grades 1-2-3 Response: Promotes the program on the school and grade level websites.

- Exceeds my expectations: 4%
- Meets my expectations: 54%
- Falls short of my expectations: 14%
- Unsure at this time: 20%

Grades 4-5-6 Response: Promotes the program on the school and grade level websites.

- Exceeds my expectations: 4%
- Meets my expectations: 52%
- Falls short of my expectations: 16%
- Unsure at this time: 28%

Grades 7-8 Response: Promotes the program on the school and grade level websites.

- Exceeds my expectations: 0%
- Meets my expectations: 45%
- Falls short of my expectations: 18%
- Unsure at this time: 36%

Grades 9-12 Response: Promotes the program on the school and grade level websites.

- Exceeds my expectations: 14%
- Meets my expectations: 43%
- Falls short of my expectations: 19%
- Unsure at this time: 24%
SOUTHERN LEHIGH SCHOOL DISTRICT
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Grades 1-2-3 Response: Supports and advocates for the program throughout the school to promote cultural diversity.

Grades 4-5-6 Response: Supports and advocates for the program throughout the school to promote cultural diversity.

Grades 7-8 Response: Supports and advocates for the program throughout the school to promote cultural diversity.

Grades 9-12 Response: Supports and advocates for the program throughout the school to promote cultural diversity.
Grades 1-2-3 Response: Provides information on support services for students enrolled in the program in the areas of homework and/or interventions in either Spanish or English.

Grades 4-5-6 Response: Provides information on support services for students enrolled in the program in the areas of homework and/or interventions in either Spanish or English.

Grades 7-8 Response: Provides information on support services for students enrolled in the program in the areas of homework and/or interventions in either Spanish or English.

Grades 9-12 Response: Provides information on support services for students enrolled in the program in the areas of homework and/or interventions in either Spanish or English.
SOUTHERN LEHIGH SCHOOL DISTRICT
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Grades 1-2-3 Response: Promotes the program on the district website, school website and at Kindergarten Registration.

- Exceeds my expectations: 0%
- Meets my expectations: 63%
- Falls short of my expectations: 23%
- Unsure at this time: 14%

Grades 4-5-6 Response: Promotes the program on the district website, school website and at Kindergarten Registration.

- Exceeds my expectations: 4%
- Meets my expectations: 40%
- Falls short of my expectations: 20%
- Unsure at this time: 36%

Grades 7-8 Response: Promotes the program on the district website, school website and at Kindergarten Registration.

- Exceeds my expectations: 18%
- Meets my expectations: 45%
- Falls short of my expectations: 9%
- Unsure at the time: 27%

Grades 9-12 Response: Promotes the program on the district website, school website and at Kindergarten Registration.

- Exceeds my expectations: 0%
- Meets my expectations: 33%
- Falls short of my expectations: 38%
- Unsure at this time: 29%
Grades 1-2-3 Response: Supports and advocates the program throughout the community. (Community businesses and events, district newsletter, school board meetings).

Grades 4-5-6 Response: Supports and advocates the program throughout the community. (Community businesses and events, district newsletter, school board meetings).

Grades 7-8 Response: Supports and advocates the program throughout the community. (Community businesses and events, district newsletter, school board meetings).

Grades 9-12 Response: Supports and advocates the program throughout the community. (Community businesses and events, district newsletter, school board meetings).
Grades 1-2-3 Response: Welcomes and encourages parent participation in decision making processes, improvements, and changes to program.

Grades 4-5-6 Response: Welcomes and encourages parent participation in decision making processes, improvements, and changes to program.

Grades 7-8 Response: Welcomes and encourages parent participation in decision making processes, improvements, and changes to program.

Grades 9-12 Response: Welcomes and encourages parent participation in decision making processes, improvements, and changes to program.
Grades 1-2-3 Response: Activities and assignments are directly related to grade level goals, curriculum framework, and PA standards.

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<td>1st-2nd-3rd</td>
<td>31%</td>
<td>63%</td>
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Grades 4-5-6 Response: Activities and assignments are directly related to grade level goals, curriculum framework, and PA standards.

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<td>4th-5th-6th</td>
<td>16%</td>
<td>52%</td>
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Grades 7-8 Response: Activities and assignments are directly related to grade level goals, curriculum framework, and PA standards.

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<tr>
<td>7th-8th</td>
<td>36%</td>
<td>55%</td>
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Grades 9-12 Response: Activities and assignments are directly related to grade level goals, curriculum framework, and PA standards.

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<tr>
<td>9th-12th</td>
<td>29%</td>
<td>62%</td>
<td>0%</td>
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Grades 1-2-3 Response: Classwork and homework are differentiated to meet the needs of all learners by readiness, interest, and learning profile of each student.

Grades 4-5-6 Response: Classwork and homework are differentiated to meet the needs of all learners by readiness, interest, and learning profile of each student.

Grades 7-8 Response: Classwork and homework are differentiated to meet the needs of all learners by readiness, interest, and learning profile of each student.

Grades 9-12 Response: Classwork and homework are differentiated to meet the needs of all learners by readiness, interest, and learning profile of each student.
Grades 1-2-3 Response: Use of innovative practices/resources and technology enhance instruction in the classroom.

Grades 4-5-6 Response: Use of innovative practices/resources and technology enhance instruction in the classroom.

Grades 7-8 Response: Use of innovative practices/resources and technology enhance instruction in the classroom.

Grades 9-12 Response: Use of innovative practices/resources and technology enhance instruction in the classroom.
Grades 1-2-3 Response: Allocates use and availability of Spanish resources/materials/technology to give all students the instruction and materials to enhance the program.

Grades 4-5-6 Response: Allocates use and availability of Spanish resources/materials/technology to give all students the instruction and materials to enhance the program.

Grades 7-8 Response: Allocates use and availability of Spanish resources/materials/technology to give all students the instruction and materials to enhance the program.

Grades 9-12 Response: Allocates use and availability of Spanish resources/materials/technology to give all students the instruction and materials to enhance the program.
Grades 1-2-3 Response: Assessment practices are fair and equitable to all students regardless of prior student intervention or enrichment.

Grades 4-5-6 Response: Assessment practices are fair and equitable to all students regardless of prior student intervention or enrichment.

Grades 7-8 Response: Assessment practices are fair and equitable to all students regardless of prior student intervention or enrichment.

Grades 9-12 Response: Assessment practices are fair and equitable to all students regardless of prior student intervention or enrichment.
Grades 1-2-3 Response: Support teachers to collaborate with traditional classes to stay on track with curriculum benchmarks (weekly, monthly, and/or quarterly.)

Grades 4-5-6 Response: Support teachers to collaborate with traditional classes to stay on track with curriculum benchmarks (weekly, monthly, and/or quarterly.)

Grades 7-8 Response: Support teachers to collaborate with traditional classes to stay on track with curriculum benchmarks (weekly, monthly, and/or quarterly.)

Grades 9-12 Response: Support teachers to collaborate with traditional classes to stay on track with curriculum benchmarks (weekly, monthly, and/or quarterly.)
Grades 1-2-3 Response: Provides appropriate amount of time and support for teachers when introducing or changing the Curriculum/Educational Program for students.

Grades 4-5-6 Response: Provides appropriate amount of time and support for teachers when introducing or changing the Curriculum/Educational Program for students.

Grades 7-8 Response: Provides appropriate amount of time and support for teachers when introducing or changing the Curriculum/Educational Program for students.

Grades 9-12 Response: Provides appropriate amount of time and support for teachers when introducing or changing the Curriculum/Educational Program for students.
Grades 1-2-3 Response: Collaborates with partners in educational institutions, businesses, and community organizations on a local, regional, national, and global level to provide opportunities to enrich the program.

Grades 4-5-6 Response: Collaborates with partners in educational institutions, businesses, and community organizations on a local, regional, national, and global level to provide opportunities to enrich the program.

Grades 7-8 Response: Collaborates with partners in educational institutions, businesses, and community organizations on a local, regional, national, and global level to provide opportunities to enrich the program.

Grades 9-12 Response: Collaborates with partners in educational institutions, businesses, and community organizations on a local, regional, national, and global level to provide opportunities to enrich the program.
Grades 1-2-3 Response: Do you feel your child receives appropriate homework in all core subjects?

- Yes (32)
- No (3)

91% Yes, 9% No

Grades 4-5-6 Response: Do you feel your child receives appropriate homework in all core subjects?

- Yes (16)
- No (9)

64% Yes, 36% No
Grades 7-8 Response: Do you feel your child receives appropriate homework in all core subjects?

- Yes (8) 73%
- No (3) 27%

Grades 9-12 Response: Do you feel your child receives appropriate homework in all core subjects?

- Yes (16) 76%
- No (5) 24%
Grades 1-2-3 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child

- True: 94% (33 responses)
- False: 6% (2 responses)

Grades 4-5-6 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child

- True: 72% (18 responses)
- False: 28% (7 responses)

Grades 7-8 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child

- True: 100% (11 responses)
- False: 0% (0 responses)

Grades 9-12 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child

- True: 95% (20 responses)
- False: 5% (1 response)
SOUTHERN LEHIGH SCHOOL DISTRICT
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Grades 1-2-3 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child to succeed in the program.

Grades 4-5-6 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child to succeed in the program.

Grades 7-8 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child to succeed in the program.

Grades 9-12 Response: The Spanish reading, writing and speaking curriculum provides enough support services for your child to succeed in the program.
SOUTHERN LEHIGH SCHOOL DISTRICT
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Grades 1-2-3 Response: Select one component of the program that needs change in order to improve the program.

- Educational Opportunities to enrich/showcase the program in the community (12)
- Differentiated Instruction within the classroom to meet the needs of the students (2)
- Communication: teacher, school, and administration (7)
- Curriculum Continuity between the Spanish and Traditional Classrooms (6)
- Other (8)

Grades 4-5-6 Response: Select one component of the program that needs to change in order to improve the program.

- Educational Opportunities to enrich/showcase the program in the community (4)
- Differentiated Instruction within the classroom to meet the needs of the students (9)
- Communication: teacher, school, and administration (4)
- Curriculum Continuity between the Spanish and Traditional Classrooms (3)
- Other (5)
SOUTHERN LEHIGH SCHOOL DISTRICT
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Grades 7-8 Response: Select one component of the program that needs to change in order to improve the program.

- Educational Opportunities to enrich/showcase the program in the community (2)
- Differentiated Instruction within the classroom to meet the needs of the students (3)
- Communication: teacher, school, and administration (1)
- Curriculum Continuity between the Spanish and Traditional Classrooms (2)
- Other (2)

Grades 9-12 Response: Select one component of the program that needs to change in order to improve the program.

- Educational Opportunities to enrich/showcase the program in the community (6)
- Differentiated Instruction within the classroom to meet the needs of the students (1)
- Communication: teacher, school, and administration (3)
- Curriculum Continuity between the Spanish and Traditional Classrooms (0)
- Other (11)