

## ***Southern Lehigh Intermediate School – soon to be renamed Joseph P. Liberati Intermediate School***

### ***Demographics***

Joseph P. Liberati Intermediate School is located in Center Valley on the campus that also houses the Middle School. The school was built in 2009 and is the only school that houses grade four through six in the district.

### ***School History***

The school was conceived as a result of school district growth and the overcrowding of both the Middle School and the three Elementary buildings. The board decided that a solution would be to build one large building that would house all the students in grades four through sixth thus creating three kindergarten through grade three buildings and a seventh and eighth grade building. Construction was completed in the early summer of 2009 and the building opened in September.

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

The students at Joseph P. Liberati Intermediate School 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, DESIGN 21 and STEM on a rotating numbered day schedule.

### ***Intermediate School Curriculum***

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.

#### ***GRADES 4 to 6***

In the intermediate school students begin to experience teacher teaming and departmentalization by subject. In fourth grade the teachers are a team of two with one teaching Language Arts and Social Studies and the other teaching Math and Science. In fifth grade students have three teachers, one for Math, one for Language Arts and one for Social/Studies. In sixth grade the students have a different teacher for each subject.

#### ***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. Classrooms become writing workshops where students develop the skill and craft of writing. In the intermediate grades students 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. Students are also exposed to how to write to a prompt as part of their preparation for the PSSA Writing exam.

An integrated language arts program includes reading, writing, listening and speaking across all of the subject areas.

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. In Southern Lehigh, writing is encouraged and assessed through observation of six components: ideas and content, word choice, voice, fluency, organization and conventions.

### ***Mathematics***

Mathematics instruction revolves around four basic components and the Pennsylvania Math Standards and the Common Core 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 students in the district in grades 1 - 5) 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/ Health*

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. Students engage in health related activities that help them learn about safety, nutrition and development.

#### **DESIGN 21**

##### **(Developing and Empowering Students in the Global Network of the 21st Century)**

This course helps students develop the 21<sup>st</sup> Century Skills they need in order to be successful and competitive in a global community that integrates the nexus of Business, Education, Finance, Government, Industry and other areas that do not yet exist. Students learn about the

importance of Digital Citizenship (Cyber Safety, Netiquette, Copyright laws), and how a society's culture influences both its internal interactions and its relationship with the world.

### ***STEM***

#### **(Science, Technology, Engineering and Math)**

Students participate in activities that support the STEM standards. This is a hands on course that integrates the four areas and shows students how they come together in our every day world in authentic situations.

### ***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, Response to Instruction and Intervention teacher, guidance counselor and a Psychologist work with a team of teachers that have identified at-risk students service the building. The RtII 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 with an enrichment teacher. As a part of this program, students 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. In sixth grade students participate in a gifted language arts class.

### ***Technology Integration***

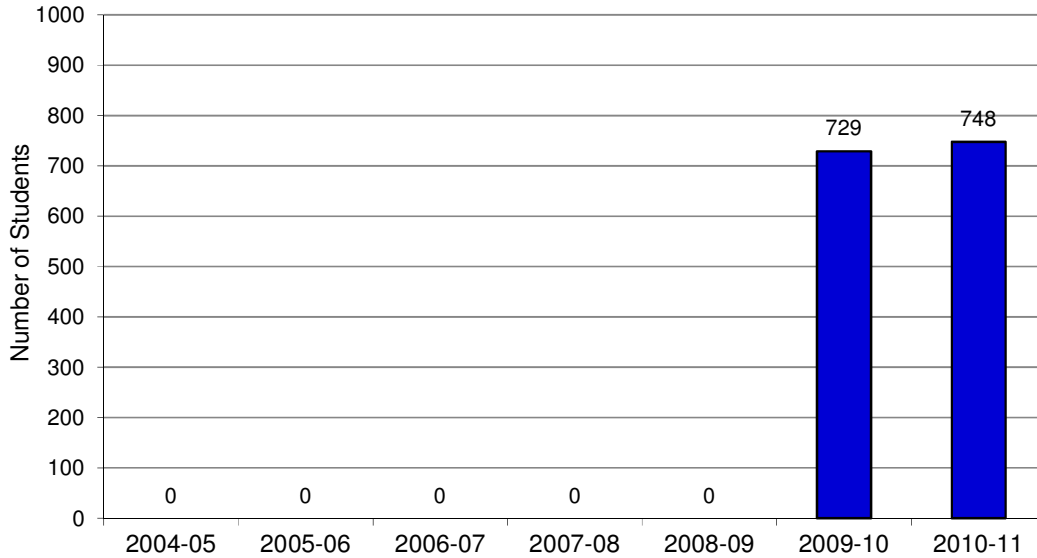
All students benefit from educational technology. In addition to the availability of laptops carts and i-pad carts for classrooms, students also visit the computer lab with classroom teachers. Students also experience technology-integrated lessons that enhance their experiences in related arts classes. A highly qualified technology facilitator assists both teachers and students.

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

## Enrollment

Joseph P. Liberati Intermediate School currently serves 346 students. The new Intermediate School which serves grades 4 through 6 opened its doors for the 2009-10 school year.

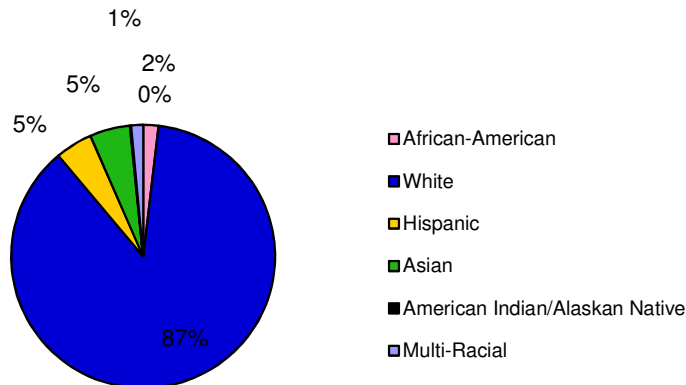
**Southern Lehigh Intermediate School Student Enrollment  
2009-10 to 2010-11  
October 1 Enrollment**



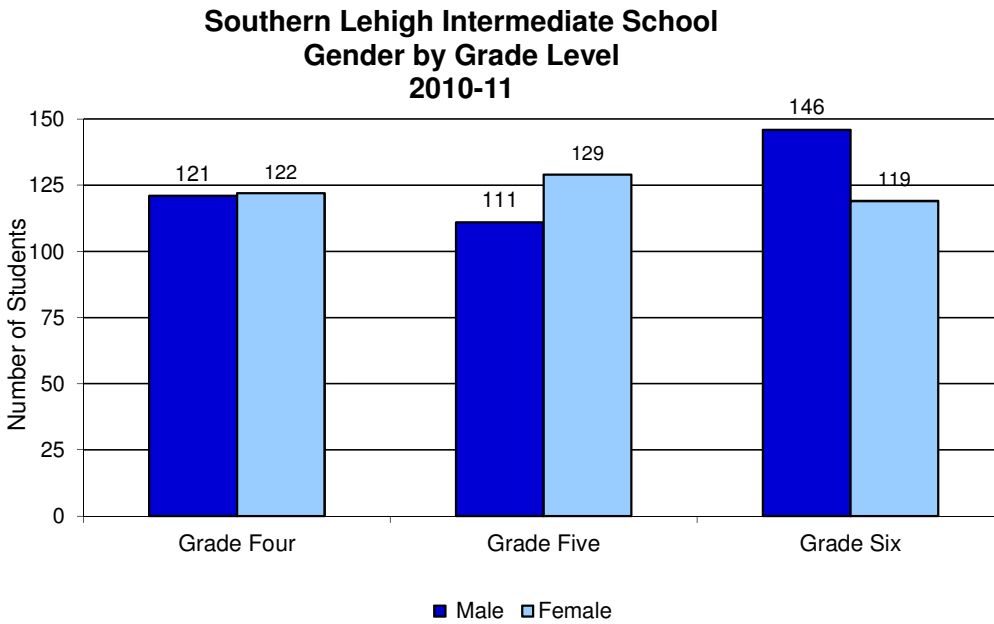
## Ethnicity

The Intermediate School does not have a predominantly diverse population.

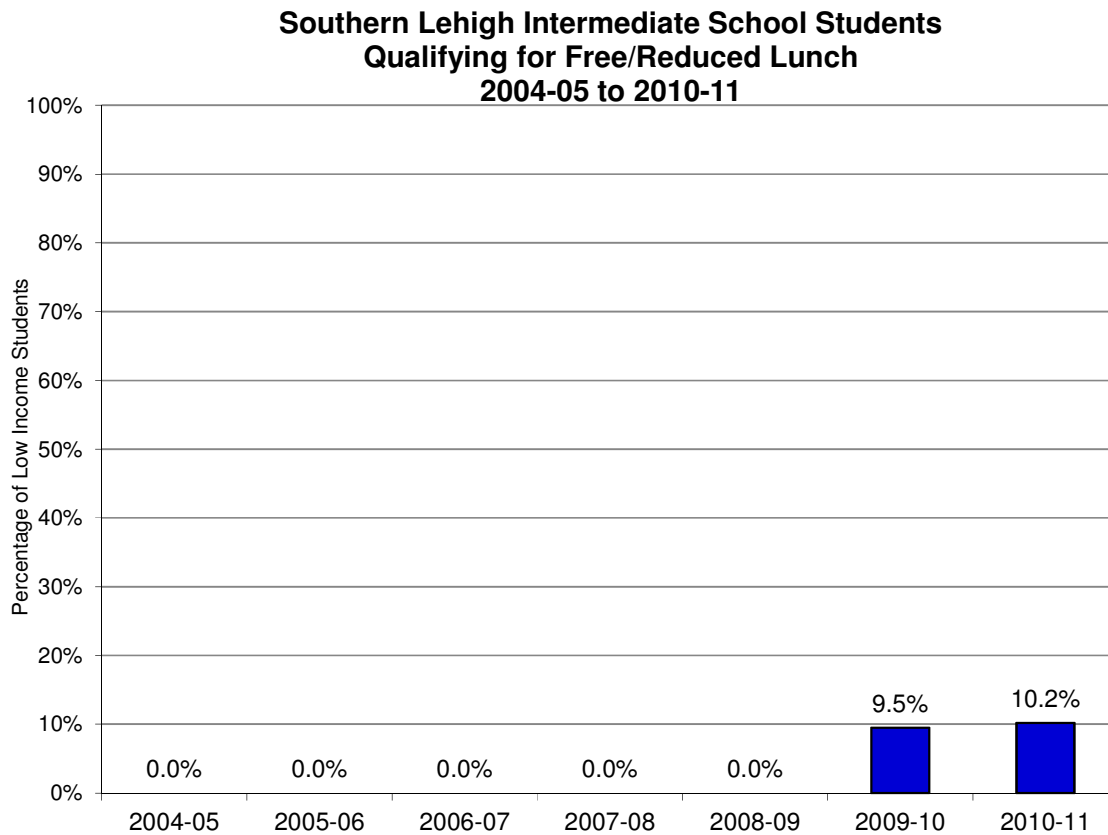
**Southern Lehigh Intermediate School  
Student Enrollment by Ethnicity  
2010-11**



## Gender



## Income Level

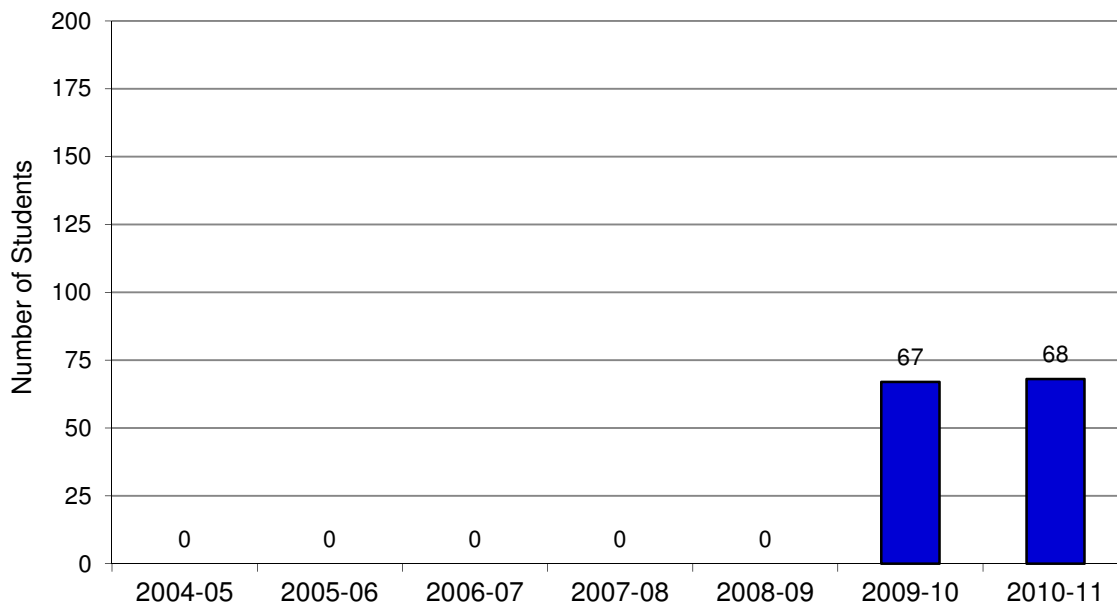


## ***Special Education***

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.

**Southern Lehigh Intermediate School  
Special Education Enrollment  
2004-05 to 2010-11**



# Assessment Report

District **SOUTHERN LEHIGH SD**  
 School **SOUTHERN LEHIGH INTRMD 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 4 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>1%</b>	<b>2%</b>	<b>29%</b>	<b>69%</b>		<b>98%</b>	<b>85%</b>
	2009–2010	100%	1%	3%	23%	73%		96%	84%
Male	2010–2011	100%	0%	2%	24%	74%		98%	85%
	2009–2010	100%	2%	4%	18%	77%		95%	85%
Female	2010–2011	100%	2%	2%	33%	63%		97%	85%
	2009–2010	100%	0%	3%	27%	69%		97%	84%
White	2010–2011	100%	1%	1%	29%	69%		98%	90%
	2009–2010	100%	1%	3%	23%	73%		96%	90%
Black	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Latino/Hispanic	2010–2011	100%	0%	0%	36%	64%		100%	72%
	2009–2010	—	—	—	—	—		—	—
Asian	2010–2011	100%	0%	0%	25%	75%		100%	92%
	2009–2010	100%	0%	0%	15%	85%		100%	94%
Native American	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Multiracial	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
IEP	2010–2011	100%	3%	3%	61%	32%		94%	64%
	2009–2010	100%	9%	9%	26%	57%		83%	64%
English Language Learners	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Migrant	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Economically Disadvantaged	2010–2011	100%	5%	5%	29%	62%		90%	75%
	2009–2010	100%	0%	17%	28%	56%		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 SOUTHERN LEHIGH INTRMD SCH

## School PSSA Results in Grade 4 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%	4%	9%	45%	42%		87%	73%
			3%	6%	41%	51%		91%	73%
Male	2010–2011 2009–2010	100% 100%	4%	11%	48%	38%		85%	70%
			2%	10%	46%	42%		88%	69%
Female	2010–2011 2009–2010	100% 100%	3%	8%	43%	46%		89%	76%
			3%	3%	36%	58%		94%	76%
White	2010–2011 2009–2010	100% 100%	3%	9%	47%	41%		88%	80%
			2%	5%	40%	52%		93%	79%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —
Latino/Hispanic	2010–2011 2009–2010	100% —	18% —	9% —	36% —	36% —		73%	55%
Asian	2010–2011 2009–2010	100% 100%	0% 0%	17% 23%	42% 23%	42% 54%		83%	85%
			0%	23%	23%	54%		77%	86%
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —
IEP	2010–2011 2009–2010	100% 100%	23% 9%	32% 9%	32% 65%	13% 17%		45%	44%
			9%	9%	65%	17%		83%	40%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —		— —	— —
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	10% 11%	10% 11%	62% 61%	19% 17%		81%	58%
			11%	11%	61%	17%		78%	58%

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# Assessment Report

District SOUTHERN LEHIGH SD  
School SOUTHERN LEHIGH INTRMD SCH

## School PSSA Results in Grade 4 Science

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%	0%	3%	27%	70%		97%	83%
			1%	3%	18%	78%		96%	81%
Male	2010–2011 2009–2010	99% 100%	0% 2%	3% 3%	23% 18%	74% 77%	 	98% 95%	83% 81%
Female	2010–2011 2009–2010	100% 100%	0% 1%	4% 3%	31% 18%	65% 79%	 	96% 97%	83% 82%
White	2010–2011 2009–2010	100% 100%	0% 1%	3% 2%	27% 18%	69% 79%	 	97% 97%	90% 89%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Latino/Hispanic	2010–2011 2009–2010	100% —	0% —	0% —	45% —	55% —		100% —	64% —
Asian	2010–2011 2009–2010	100% 100%	0% 8%	0% 8%	17% 8%	83% 77%	 	100% 85%	88% 88%
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
IEP	2010–2011 2009–2010	97% 100%	0% 4%	13% 9%	48% 26%	39% 61%	 	87% 87%	62% 61%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Economically Disadvantaged	2010–2011 2009–2010	95% 100%	0% 5%	5% 5%	33% 32%	62% 58%	 	95% 89%	71% 68%

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# Assessment Report

District SOUTHERN LEHIGH SD  
School SOUTHERN LEHIGH INTRMD SCH

## School PSSA Results in Grade 5 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%	1%	6%	21%	72%		93%	76%
			2%	11%	20%	67%		87%	74%
Male	2010–2011 2009–2010	100% 100%	1% 2%	5% 11%	18% 18%	76% 69%		94%	76%
Female	2010–2011 2009–2010	100% 99%	2% 3%	6% 10%	23% 23%	69% 63%		92%	75%
White	2010–2011 2009–2010	100% 100%	1% 2%	6% 11%	20% 20%	73% 66%		93%	82%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Latino/Hispanic	2010–2011 2009–2010	100% —	8% —	0% —	17% —	75% —		92%	58%
Asian	2010–2011 2009–2010	100% 100%	0% 0%	8% 0%	15% 15%	77% 85%		92%	88%
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
IEP	2010–2011 2009–2010	100% 97%	7% 14%	15% 31%	30% 26%	48% 29%		78%	49%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —		54%	45%
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	8% 4%	12% 18%	36% 32%	44% 46%		80%	63%
								79%	60%

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# Assessment Report

District SOUTHERN LEHIGH SD  
School SOUTHERN LEHIGH INTRMD SCH

## School PSSA Results in Grade 5 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%	4%	13%	47%	36%		83%	67%
			9%	13%	44%	34%		78%	64%
Male	2010–2011 2009–2010	100% 100%	4% 9%	15% 15%	53% 44%	29% 31%	 	82% 76%	63% 60%
Female	2010–2011 2009–2010	100% 100%	4% 8%	12% 11%	41% 43%	43% 38%	 	84% 81%	71% 68%
White	2010–2011 2009–2010	100% 100%	3% 8%	14% 14%	46% 43%	37% 35%	 	83% 78%	73% 71%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Latino/Hispanic	2010–2011 2009–2010	100% 100%	8% 20%	8% 0%	58% 80%	25% 0%	 	83% 80%	46% 42%
Asian	2010–2011 2009–2010	100% 100%	15% 0%	0% 23%	46% 23%	38% 54%	 	85% 77%	79% 77%
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
IEP	2010–2011 2009–2010	100% 100%	19% 42%	30% 25%	41% 25%	11% 8%	 	52% 33%	33% 27%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	4% 7%	28% 18%	52% 68%	16% 7%	 	68% 75%	51% 48%

**NOTE:**

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# Assessment Report

District SOUTHERN LEHIGH SD  
School SOUTHERN LEHIGH INTRMD SCH

## School PSSA Results in Grade 6 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%	3%	6%	16%	75%		91%	78%
			4%	3%	14%	79%		93%	78%
Male	2010–2011 2009–2010	100% 100%	4%	5%	15%	77%		91%	77%
			4%	2%	10%	84%		94%	77%
Female	2010–2011 2009–2010	100% 100%	2%	9%	17%	73%		90%	79%
			5%	3%	19%	72%		92%	79%
White	2010–2011 2009–2010	100% 100%	3%	5%	16%	76%		92%	84%
			5%	2%	14%	79%		93%	84%
Black	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Latino/Hispanic	2010–2011 2009–2010	100% 100%	9%	9%	9%	73%		82%	60%
			0%	9%	9%	82%		91%	59%
Asian	2010–2011 2009–2010	100% 100%	0%	8%	8%	85%		92%	90%
			0%	0%	10%	90%		100%	90%
Native American	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Multiracial	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
IEP	2010–2011 2009–2010	100% 100%	24%	14%	38%	24%		62%	45%
			36%	5%	27%	32%		59%	43%
English Language Learners	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Migrant	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	3%	14%	34%	48%		83%	65%
			20%	0%	20%	60%		80%	64%

**NOTE:**

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

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# Assessment Report

District SOUTHERN LEHIGH SD  
School SOUTHERN LEHIGH INTRMD SCH

## School PSSA Results in Grade 6 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	99% 100%	3%	16%	25%	55%	80%	80%	70%
			7%	8%	27%	58%	85%		
Male	2010–2011 2009–2010	99% 100%	4% 8%	17% 7%	29% 25%	50% 60%	79% 86%	79%	67%
Female	2010–2011 2009–2010	99% 99%	3% 5%	16% 11%	19% 29%	62% 55%	82% 84%	82%	73%
White	2010–2011 2009–2010	99% 100%	3% 7%	16% 9%	24% 27%	57% 57%	81% 84%	81%	77%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Latino/Hispanic	2010–2011 2009–2010	100% 100%	9% 8%	18% 17%	27% 42%	45% 33%	73% 75%	73%	44%
Asian	2010–2011 2009–2010	100% 100%	0% 0%	8% 0%	38% 20%	54% 80%	92% 100%	92%	79%
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
IEP	2010–2011 2009–2010	100% 96%	18% 42%	57% 31%	14% 12%	11% 15%	25% 27%	25%	32%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	7% 33%	38% 17%	28% 22%	28% 28%	55% 50%	55%	52%

**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.