

PROFILE OF STUDENT PERFORMANCE

The Profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school system's community of stakeholders, valued by the school system's professional staff, and/or required by the state or federal governments. The purposes of the Profile are to:

- Portray the current levels at which the school system's students are performing in those areas identified in the system's Mission and Profile of Graduates and those areas expected by the system's community of stakeholders.
- To provide those who participated in and contributing to the development of the school system's Plan for Growth and Improvement with a good understanding of the current status of student performance within the system.

The Profile includes:

- Data for standardized academic assessments.
- Data for school system-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.
- Data for state academic assessments, if applicable.

The Profile of Student Performance is not evaluated by the Middle States Visiting Team. The primary purpose of the Profile is to provide for the school system the information and data it needs to determine how well it is doing in achieving its Mission and Profile of Graduates. It also provides those with responsibility for developing the system's Plan for Growth and Improvement with a good portrait of the current organization and operations of the system as well as the characteristics of its staff and students. It also provides the Visiting Team with understanding of the school system.

It is understood that not all of the areas of performance requested in this template will apply to all school systems, nor will all systems have all of the data sets that are requested.

Therefore, the system is expected to report the most current data for all areas that are applicable to the system and for which it has data. If data requested are not applicable or not available, note this fact in the appropriate areas.

Our system's Profile of the School System and Its Community was presented to the Middle States Association for a Validation audit, and our Profile was approved as meeting the requirements of the *Excellence by Design (SV) Self-Study and Accreditation Protocol*. Our approved Profile of Student Performance is shown below.

A. ACADEMIC PERFORMANCE DATA – PUBLIC SCHOOL SYSTEMS

A.1. Results of State Academic Assessments:

RESULTS FOR THE ACADEMIC YEAR 2010 - 11

Adequate Yearly Progress Status for 2010-2011 - SOUTHERN LEHIGH SD
Southern Lehigh School District Status Report

2010-2011 AYP Status		Made AYP			
District Grade Span Status					
		3-5 Grade Span	6-8 Grade Span	9-12 Grade Span	District
Mathematics	Participation	Yes	Yes	Yes	Yes
	Performance	Yes	Yes	Yes	Yes
Reading	Participation	Yes	Yes	Yes	Yes
	Performance	Yes	Yes	Yes	Yes

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	95.65%	Yes

Graduation Rate		
	Graduation Rate Goal = 85%, Target = 82.5% or Improvement	Met Graduation Target
All Students	97.13%	Yes

Adequate Yearly Progress Status for 2010-2011 - SOUTHERN LEHIGH SHS
Southern Lehigh High School Status Report

2010-2011 AYP Status	This School met 9 target(s) out of 9.
	Made AYP

Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	100.0	Yes	70.4	Yes
White non-Hispanic	100.0	Yes	71.0	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	N/A	N/A	N/A	N/A
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	100.0	Yes	76.0	Yes
White non-Hispanic	100.0	Yes	77.2	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A

American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	N/A	N/A	N/A	N/A
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Graduation Rate		
	Graduation Rate Goal = 85%, Target = 82.5% or Improvement	Met Graduation Target
All Students	97.13%	Yes

Adequate Yearly Progress Status for 2010-2011 - SOUTHERN LEHIGH MS
Southern Lehigh Middle School Status Report

2010-2011 AYP Status	This School met 17 target(s) out of 17.
	Made AYP

Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	99.6	Yes	88.2	Yes
White non-Hispanic	99.5	Yes	88.4	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	96.8	Yes	62.1	Yes-N2CI
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	100.0	Yes	62.0	Yes-CI

Reading				
	Participation Goal = 95%	Met Participation	Performance Goal = 72%	Met Performance

		Target		Target
All Students	99.6	Yes	86.9	Yes
White non-Hispanic	99.5	Yes	87.1	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	96.8	Yes	41.0	Yes-GM
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	100.0	Yes	64.0	Yes-CI

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	95.75%	Yes

Adequate Yearly Progress Status for 2010-2011 - SOUTHERN LEHIGH INTRMD SCH
Southern Lehigh Intermediate School Status Report

2010-2011 AYP Status	This School met 17 target(s) out of 17.			
	Made AYP			
Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	100.0	Yes	93.7	Yes
White non-Hispanic	100.0	Yes	94.1	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	100.0	Yes	77.3	Yes
English Language Learner	N/A	N/A	N/A	N/A

Economically Disadvantaged	100.0	Yes	83.6	Yes
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Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	99.7	Yes	83.7	Yes
White non-Hispanic	99.7	Yes	83.7	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	100.0	Yes	40.9	Yes-SHCI
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	100.0	Yes	68.5	Yes-CI

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	95.45%	Yes

Adequate Yearly Progress Status for 2010-2011 - HOPEWELL EL SCH
Hopewell Elementary School Status Report

2010-2011 AYP Status	This School met 9 target(s) out of 9.
	Made AYP

Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	100.0	Yes	85.2	Yes
White non-Hispanic	100.0	Yes	84.9	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A

American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	N/A	N/A	N/A	N/A
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	N/A	N/A	N/A	N/A

Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	100.0	Yes	88.9	Yes
White non-Hispanic	100.0	Yes	90.4	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	No Students	No Students	No Students	No Students
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	N/A	N/A	N/A	N/A
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	N/A	N/A	N/A	N/A

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	95.54%	Yes

Adequate Yearly Progress Status for 2010-2011 - LIBERTY BELL EL SCH
Liberty Bell Elementary School Status Report

2010-2011 AYP Status	This School met 9 target(s) out of 9.
	Made AYP

Mathematics

	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	100.0	Yes	91.2	Yes
White non-Hispanic	100.0	Yes	94.1	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	N/A	N/A	N/A	N/A
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	100.0	Yes	84.3	Yes
White non-Hispanic	100.0	Yes	85.9	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	N/A	N/A
IEP	N/A	N/A	N/A	N/A
English Language Learner	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	95.81%	Yes

Adequate Yearly Progress Status for 2010-2011 - LOWER MILFORD EL SCH
Lower Milford Elementary School Status Report

2010-2011 AYP Status	This School met 5 target(s) out of 5.
	Made AYP

Mathematics

	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	100.0	Yes	86.8	Yes
White non-Hispanic	N/A	N/A	N/A	N/A
Black non-Hispanic	No Students	No Students	No Students	No Students
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	No Students	No Students	No Students	No Students
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	No Students	No Students	No Students	No Students
IEP	N/A	N/A	N/A	N/A
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	N/A	N/A	N/A	N/A

Reading

	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	97.4	Yes	97.3	Yes
White non-Hispanic	N/A	N/A	N/A	N/A
Black non-Hispanic	No Students	No Students	No Students	No Students
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	No Students	No Students	No Students	No Students
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	No	No Students	No Students	No Students

	Students			
IEP	N/A	N/A	N/A	N/A
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	N/A	N/A	N/A	N/A

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	96.06%	Yes

Legend	
Symbol	Definition
~	Not measured for feeder schools
N/A	Not applicable for subgroups with fewer than 40 students
N2	Two Years of Data
N3	Three Years of Data
SH	Safe Harbor
CI	Confidence Interval
APP	Appeal
GM	Growth Model

C. ACADEMIC PERFORMANCE – RETENTION IN GRADE

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Grade Level: 12	
Sub-Group of Students	Percentage Retained in Grade
All	1%
Male	50%
Female	50%
White/Caucasian	100%

Table C. Retention in grade by grade level

- C.1. Identify in the table below any component school whose rate of retentions in grade differs significantly from the system's average performance. Describe the actions the school system/component school is taking in response to this performance.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:
Describe the actions the school system/component school is taking in response to this performance:

Table C.1. Component schools whose retention in grade performance differs significantly from the system's average performance

D. ACADEMIC PERFORMANCE – HONORS COURSE ENROLLMENT AND PERFORMANCE

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Grade Level	Sub-Group of Students	Percentage Enrolling in & Passing One or More Honors Courses
9 - 12	All	99%

Table D. Honors course enrollment and performance for the school system

- D.1. Identify in the table below any component school whose enrollment and performance in honors courses differs significantly from the system's average performance. Describe the actions the school system/component school is taking in response to this performance.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:
Describe the actions the school system/component school is taking in response to this performance:

Table D.1. Honors course enrollment and performance for component schools whose performance differs significantly from the system's average performance

E. ACADEMIC PERFORMANCE – ADVANCED PLACEMENT® COURSE ENROLLMENT AND PERFORMANCE:

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Sub-Group of Students	Percentage Enrolling in and Passing One or More AP® Courses
All	14%
10 th Grade	14%
11 th Grade	32%
12 th Grade	30%

Table E. Advanced Placement® course enrollment for the school system

E.1. Identify in the table below any component school whose enrollment and performance in Advanced Placement® courses differs significantly from the system's average performance. Describe the actions the school system/component school is taking in response to this performance.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:
Describe the actions the school system/component school is taking in response to this performance:

Table E.1. AP® course enrollment for component schools whose performance differs significantly from the system's performance

F. ACADEMIC PERFORMANCE – ADVANCED PLACEMENT® EXAMINATION PERFORMANCE:

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Sub-Group of Students	No. of Students Taking One or More AP® Examination	Percentage Scoring Three or Above
All	215	88%
10th	48	73%
11th	84	94%
12th	83	92%

Table F. Students in the school system that enrolled in one or more AP® courses and scored 3 or better on one or more AP® examinations

F.1. Identify in the table below any component school whose performance on Advanced Placement® examinations differs significantly from the system's average performance. Describe the actions the school system/component school is taking in response to this performance.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:
Describe the actions the school system/component school is taking in response to this performance:

Table F.1. Component schools with students that enrolled in one or more AP® course and scored 3 or better on one or more AP® examinations

G. ACADEMIC PERFORMANCE – INTERNATIONAL BACCALAUREATE PROGRAM PARTICIPATION

X	Our school system does not offer the International Baccalaureate Program
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H. ACADEMIC PERFORMANCE – NATIONAL OCCUPATIONAL COMPETENCY TEST PERFORMANCE

FOR THE ACADEMIC YEAR 2010-2011

NOCTI Assessment	Met Standard	Below Standard
Accounting Basic		
Accounting Advanced		
Administrative Assisting		
Advertising and Design	0	1
Agriculture Mechanics		
Architectural Drafting		
Audio-Visual Communications		
Automotive Technician Advanced		
Automotive Technician Core	2	0
Automotive Technician Standard		
Building Construction Occupations		
Building Trades Maintenance		
Business Information Processing		
Cabinetmaking		
CAD		
CAD/CAM		
Career Skills-Middle School		
Carpentry	0	1
Clothing and Textiles Management and Production		
Collision Repair Technology		
Collision Repair & Refinishing Technology	1	0
Commercial Foods		
Computer Networking Fundamentals		
Computer Programming		
Computer Repair Technology		
Computer Technology		
Construction Masonry–Block		
Construction Masonry–Brick		
Construction Masonry–Stone		
Cosmetology		
Criminal Justice	0	1

NOCTI Assessment	Met Standard	Below Standard
Culinary Arts Cook Level 2	1	2
Culinary Arts Prep Cook Level 1		
Dental Assisting		
Dental Laboratory Technology		
Diesel Engine Technology	2	0
Early Childhood Care & Education		
Electrical Construction	1	0
Electrical Occupations		
Electronic Technology		
Electronics		
Floriculture		
Floriculture-Greenhouse		
Forestry Products and Processing		
Finance Cluster		
Financial and Investment Planning		
Business Financial Management		
Banking and Related Services		
General Drafting and Design		
Graphic Communications		
Technology		
Health Assisting	12	0
Health Assisting (with Dental)		
Heating, Ventilation & Air		
Conditioning (HVAC)		
Heating, Ventilation, Air		
Conditioning & Refrigeration		
(HVAC/R)		
Heavy Equipment Maintenance and Repair		
Home Health Aide		
Horticulture-Landscaping	0	1
Horticulture-Olericulture & Pomology		
Hospitality Management-Food & Beverage		
Hospitality Management-Lodging		
Industrial Electricity		
Industrial Electronics		

NOCTI Assessment	Met Standard	Below Standard
Industrial Maintenance Mechanic		
Logistics Technology/Distribution Center Services		
Manufacturing Technology		
Medical Assisting		
Nursing Assisting	1	0
Painting and Decorating	1	0
Plumbing	1	0
Practical Nursing		
Pre-Engineering/Engineering Technology		
Precision Machining		
Production Agriculture		
Protective Services		
Retail Commercial Banking		
Retail Trades	1	0
Small Engine Technology		
Technical Drafting		
Television Production		
Visual Communications		
Multimedia Design		
Welding		
Workplace Readiness		
Manufacturing Technology		
Medical Assisting		
Nursing Assisting		
Painting and Decorating		
Plumbing		
Practical Nursing		
Pre-Engineering/Engineering Technology	1	0
Precision Machining		
Production Agriculture		
Protective Services		
Retail Commercial Banking		
Retail Trades		
Small Engine Technology		

NOCTI Assessment	Met Standard	Below Standard
Technical Drafting		
Television Production		
Visual Communications		
Multimedia Design		
Welding	1	0
Workplace Readiness	3	0

Table H. Performance of students in the school system that took a National Occupational Competency Test

FOR THE ACADEMIC YEAR 2010-2011

Number of Students Enrolled in Career/Technical Programs	118
Number of Students Eligible to Take a NOCTI Assessment	37
Percentage of Eligible Students Taking One or More NOCTI Assessments	95%
Percentage of Students Meeting the Standard on One or More NOCTI Assessment	83%

Table H.1. Percentage of students in the school system that met the standard on one or more NOCTI examination

I. ACADEMIC PERFORMANCE – GRADUATION RATE:

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Sub-Group of Students	Percentage Graduating Within Four Years
All	99%

Table IO. Percentage of students in the school system that earned a diploma from the system within four years of entering ninth grade

- I.1. Identify in the table below any component school whose graduation rate differs significantly from the system's average performance. Describe the

actions the school system/component school is taking in response to this performance.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:
Describe the actions the school system/component school is taking in response to this performance:

Table I.1. Component schools with a graduation rate that differs significantly from the school system's average performance

J. ACADEMIC PERFORMANCE – POST GRADUATION INTENTIONS

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Intentions	Percent of Total Senior Class
Attend 4 year college or university	64.3%
Attend junior or community college	20.9%
Attend another post-secondary, technical school or business college	1.6%
Continue education but unsure of what type of school	.8%
Enter military service	2%
Enter the workforce	4.9%
Other: N/A	0%
Undecided	5.3%
TOTAL	100%

Table J. Post graduation intentions of the most recent senior class of School system

- J.1. List the colleges, universities, and/or other post-secondary education institutions at which the ten highest numbers of graduates of the system's most recent graduating class were *accepted* for matriculation.

Post-Secondary School	Number Accepted
Lehigh Carbon Community College	39
Penn State University	13
Northampton Community College	10
Bloomsburg University	8
West Chester University	8
Millersville University	7
Temple University	7
Kutztown University	6
Moravian College	5
Susquehanna University	5

Table J.1. The colleges, universities, and/or other post-secondary education institutions at which the ten highest numbers of graduates of the system's most recent graduating class were *accepted* for matriculation

Note: These are colleges that students have indicated that they will attend. We do not maintain data on the number of students that are accepted in to the schools to which they apply.

K. CITIZENSHIP PERFORMANCE—ALL SCHOOLS

K.1. ATTENDANCE

RESULTS FOR THE ACADEMIC YEAR 2010 – 2011

The percentages are reflecting the percentage of the specific category

Kindergarten			
	Total Students	10+ Absences	Percentage
	186	38	20%
Female	87	17	20%

Male	99	21	21%
Black/African American	3	2	67%
Hispanic	9	1	11%
White/Caucasian	157	32	20%
Multi Racial	8	1	13%
Asian	9	2	22%

1st Grade			
	Total Students	10+ Absences	Percentage
Total	203	43	21%
Female	96	22	23%
Male	107	21	20%
American Indian Alaskan Native	3	1	33%
Black/African American	6	2	33%
Hispanic	7	2	29%
White/Caucasian	176	37	21%
Multi Racial	5	0	0%
Asian	6	1	17%

2nd Grade			
	Total Students	10+ Absences	Percentage
Total	222	58	26%
Female	109	33	30%
Male	113	25	22%
Black/African American	3	0	0%
Hispanic	11	4	36%
White/Caucasian	190	47	25%
Multi Racial	8	4	50%
Asian	10	3	30%

3rd Grade			
	Total Students	10+ Absences	Percentage
Total	231	47	20%
Female	111	20	18%
Male	120	27	23%
American Indian Alaskan Native	2	0	0%
Black/African American	3	1	33%
Hispanic	19	4	21%
White/Caucasian	201	41	20%

Multi Racial	2	0	0%
Asian	4	1	25%

4th Grade			
	Total Students	10+ Absences	Percentage
Total	250	55	22%
Female	125	29	23%
Male	125	26	21%
Black/African American	6	1	17%
Hispanic	11	5	45%
White/Caucasian	215	47	22%
Multi Racial	6	1	17%
Asian	12	1	8%

5th Grade			
	Total Students	10+ Absences	Percentage
Total	250	51	20%
Female	131	24	18%
Male	119	27	23%
Black/African American	6	1	17%
Hispanic	12	3	25%
White/Caucasian	214	45	21%
Multi Racial	4	0	0%
Asian	14	2	14%

6th Grade			
	Total Students	10+ Absences	Percentage
Total	273	66	24%
Female	122	27	22%
Male	151	39	26%
American Indian Alaskan Native	1	0	0%
Black/African American	5	1	20%
Hispanic	15	7	47%
White/Caucasian	237	56	24%
Multi Racial	2	0	0%
Asian	13	2	15%

7th Grade			
	Total	10+	Percentage

	Students	Absences	
Total	250	57	23%
Female	108	21	19%
Male	142	36	25%
Black/African American	5	2	40%
Hispanic	19	2	11%
White/Caucasian	212	53	25%
Multi Racial	4	0	0%
Asian	10	0	0%

8th Grade			
	Total Students	10+ Absences	Percentage
Total	257	70	27%
Female	131	33	25%
Male	126	37	29%
Black/African American	6	0	0%
Hispanic	19	7	37%
White/Caucasian	215	58	27%
Multi Racial	9	2	22%
Asian	8	3	38%

9h Grade			
	Total Students	10+ Absences	Percentage
Total	289	59	20%
Female	136	33	24%
Male	153	26	17%
Black/African American	10	2	20%
Hispanic	7	0	0%
White/Caucasian	251	0	0%
Multi Racial	9	56	622%
Asian	12	1	8%

10th Grade			
	Total Students	10+ Absences	Percentage
Total	260	75	29%
Female	121	39	32%
Male	139	36	26%
American Indian Alaskan Native	2	2	100%
Black/African American	2	0	0%

Hispanic	13	0	0%
White/Caucasian	235	71	30%
Multi Racial	4	1	25%
Asian	4	1	25%

11th Grade			
	Total Students	10+ Absences	Percentage
Total	263	97	37%
Female	118	51	43%
Male	145	46	32%
Black/African American	6	1	17%
Hispanic	12	6	50%
White/Caucasian	233	86	37%
Multi Racial	5	3	60%
Asian	7	1	14%

12th Grade			
	Total Students	10+ Absences	Percentage
Total	264	135	51%
Female	123	69	56%
Male	141	66	47%
Black/African American	4	3	75%
Hispanic	14	9	64%
White/Caucasian	235	119	51%
Multi Racial	6	2	33%
Asian	5	2	40%

Table K.1. Percentage of students at each grade level in the school system that were absent from school 10 or more days in the academic year noted.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:
Describe the actions the school system/component school is taking in response to this performance:

Table K.1.a. Component schools with attendance performance that differs significantly from the school system's average performance

K.2. SUSPENSIONS FROM SCHOOL

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Name of Component School: Southern Lehigh School District		
Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
7	All	3%
8	All	1%
9	All	1%
10	All	2%
11	All	1%
12	All	3%

Table K.3. Percentage of students at each grade level of the school system that were suspended from school one or more times in the academic year noted

K.3. EXPULSIONS FROM SCHOOL

RESULTS FOR THE ACADEMIC YEAR 2010 -- 2011

Name of Component School: Southern Lehigh School District		
Grade Level	Sub-Group of Students	Percentage Expelled One or More Times
9	All	.003%

Table K.4. Percentage of the school system's students that were expelled from school One or more times in the academic year noted