

Southern Lehigh High School Profile

Demographics

Southern Lehigh High School is the only high school in our district. The high school includes ninth through twelfth grade and has a student body of 1071 students. Graduating classes are typically around 260 students. The high school also utilizes the services of the Lehigh Career Technical and Institute for a variety of vocational programs with 102 students attending this year. The administration in the building is comprised of 1 principal and 1 assistant principal. The staff includes 81 teaching professionals, 6 intermediate unit employees, and 8 classroom aides. We have 3 guidance counselors, a school psychologist and a school nurse assigned to our building. The school is located in Upper Saucon Township and in close proximity to the middle school and the district administration office. The school is bordered by route 378 and 309, which makes it easily accessible to our community. The campus is surrounded by athletic playing fields and the middle school campus directly across the street houses our school stadium.

The results of the growing enrollment are evident as one enters the building. The current high school building opened in 1955 and since has received a renovation in 1974 and additional facilities were most recently completed in 2003. In 1974 additional classroom space was added. In 2003 renovations and new construction brought the school additional classrooms, which we call the “freshman wing” and a new music facility, gymnasium, technology and consumer science classrooms, fitness center and a cafeteria. The common facilities have become the hub of community activity. Our state of the art fitness center, most recently opened up to the public for use in the evening. Through our facilities and programs we have fostered a partnership with our community.

Summary of Academic Programs, Grouping Patterns and Scheduling

Southern Lehigh High School offers 144 courses to our students at several levels of academic rigor. Students may choose to take Gifted, Advanced Placement, Honors, College Prep or Applied courses in subjects such as English, Science, Social Studies and Math. Guidance counselors, in concert with parents and students, use teacher recommendations, test scores and grades to place students in courses commensurate with abilities and interests. Students also select electives relative to Career Pathways. Each pathway is designed to allow students to select courses that relate to their future interests and coordinate with their academic program whether

their goal is to enter the work force or post-secondary education upon completing graduation requirements. For our more advanced students we also offer online courses, distance learning, dual enrollment and our scholars program (college class opportunities off campus). For those students who need academic assistance we offer a math lab for remedial tutoring in math skills and concepts. We use an inclusionary model where all of our special education and academic teachers co-teach courses in order to address needs of our special education population.

In January of 2003, the teaching staff and administration began a whole school curriculum rewriting process. After meeting with each department individually to determine where state standards were met and where overlap and gaps were occurring the staff wrote a brand new course curriculum for each course taught at the high school. At the present time we have 99% of the course curricula complete. Revisions to course curricula occurs on a yearly basis as we incorporate the Common Core standards into our curriculum. The staff puts an enormous amount of effort into this process and we are extremely proud of the outcomes. In addition, the teachers also developed common course syllabi for each course and some core content teachers have also developed common assessments in specific courses. The course syllabi information is posted on the district website in order to give parents and students access to this information for purposes of scheduling, grading procedures and course content. Our Program of Studies booklet is revised on a yearly basis and has been made more user- friendly for parents and students alike.

Our Guidance department has upgraded its program tremendously in the past three years. The student counselor ratio is about 357:1. Students are assigned to counselors by the first letter of their last name and remain with their counselor over their four years of high school. This allows the counselor to develop a rapport and working relationship with the student and their parents. The counselors offer evening parent programs for each grade level to discuss information relative to each year of high school. Programs include course selection, financial aid, and college admission process just to name a few.

Our school day begins at 7:45 AM and ends at 2:24 PM. We have an 11 period day with three lunch periods built into that. Students have the opportunity to schedule 8 class periods a day. Each class period is 40 minutes in length. Even though the high school is a fast-paced environment, students relate very well to the pace. With only four minutes to travel from class to class, both staff and students find time to regroup their thoughts and start the next class on time. The counselors meet with

each grade level at the beginning of January to explain the course selection process and then meet on an individual basis with each student to schedule their courses for the following year. The student requests for courses are what drive the building of the school's master schedule.

School Climate

Over the past few years, the high school has seen many changes not only with the facilities but also with the staff. The principal's philosophy is to work collaboratively with the staff to set and reach the desired goals. The staff has responded very positively to this approach and it has improved the morale within the building and amongst the staff. No longer do teachers work solely independent but rather they talk to teachers in their department and even other departments to come up with integrated units and various activities that they can then carry out with their classes. Staff enjoy working with one another and learning from one another. The staff is very supportive towards each other on a personal level. It is truly a "family" atmosphere. Principals are available for staff and student concerns. Whenever possible the principals are in the halls during and between classes and in the cafeteria. Administrators attend a variety of extra-curricular activities in support of students and their representation of the school at these functions. All of the administrators have an "open-door" policy where students can come in and talk at any time. Students approach administrators in the halls and in general have a very good rapport with the student body. As one walks through the hallways there is evidence of active learning in every classroom. The administration has supported a district initiative of Project Based Learning and Gold Seal Lessons with the high school staff. Trainings have taken place, observations have been conducted and the teaching staff is willing to share ideas with others about what has worked and what hasn't worked. As you walk the halls you will see less direct instruction and more student engagement. The sounds of student recitation, teacher instruction, group learning and hands-on activities are part of every classroom. The staff acts as both a facilitator and an instructor in the classroom. Southern Lehigh students exhibit respect for each other and for staff members. While there is not much diversity within the high school, students do demonstrate tolerance for other cultures and attitudes.

There are a variety of support programs that are in place to help students who may be at-risk. Of course the obvious is that both the staff and administration enforce the school's code of conduct. We have an active SAP team, which assists students with drug and alcohol and mental health issues. The team is comprised of

administrators, counselors, teachers, and the school nurse. They are able to assist students and their families in obtaining a free drug/alcohol or mental health assessment through a county agency. Programs have been developed for transitioning 8th grade to the high school. A formal orientation program is offered to all incoming freshman, new students and their parents in the summer prior to school starting. Student Council helps to organize and facilitate the orientation program. Teen Counselors offer support to our freshman homerooms throughout the school year. They meet with them homerooms on a regular basis and give them updates about high school happenings and answer questions they may have about all aspects of high school life.

A typical day begins with opening exercises via WSOL, the school television station. Students present school announcements, sports results, weather and students of the day in a lively manner. Often videos shot by the media class accompany the announcements. The principal will also recognize special student achievements on the morning show or congratulate sports teams on their championships. There are many activities that our students have the availability to participate in during their four years of high school. The school has 31 activity clubs that are either co-curricular or extra-curricular. We have 22 interscholastic sports teams. Our student body is very involved in our activity and sports programs. In fact, we feel that sometimes our students are over involved because we are a smaller school. The principal, superintendent and school board have been supportive in granting the requests for new clubs and activities as those proposals have been brought to their attention. We strive to meet the demands of our student body. In addition to the formal clubs and sports teams there are a variety of activities that go on throughout the year to promote school spirit and foster our ties with the community. We have several pep rallies to support our fall, winter and spring sports teams and have recognized clubs at these as well. We have spirit weeks with different dress up days and even did a Tsunami relief fundraiser with a hat day. Our homecoming festivities are rich in tradition even though they have changed somewhat over the years. Each grade level class decorates a hallway in the homecoming theme and they are judged and the winner is recognized at our homecoming pep rally and dance. Our school newspaper, the Spotlight covers the events that occur throughout the year. The Spartan Newsletter covers academics and activities and is sent home to parents about every 4-5 weeks. Students are recognized for their accomplishments annually at a senior awards banquet and also a varsity club banquet. Both of these banquets and our graduation ceremony are held in the high school facilities.

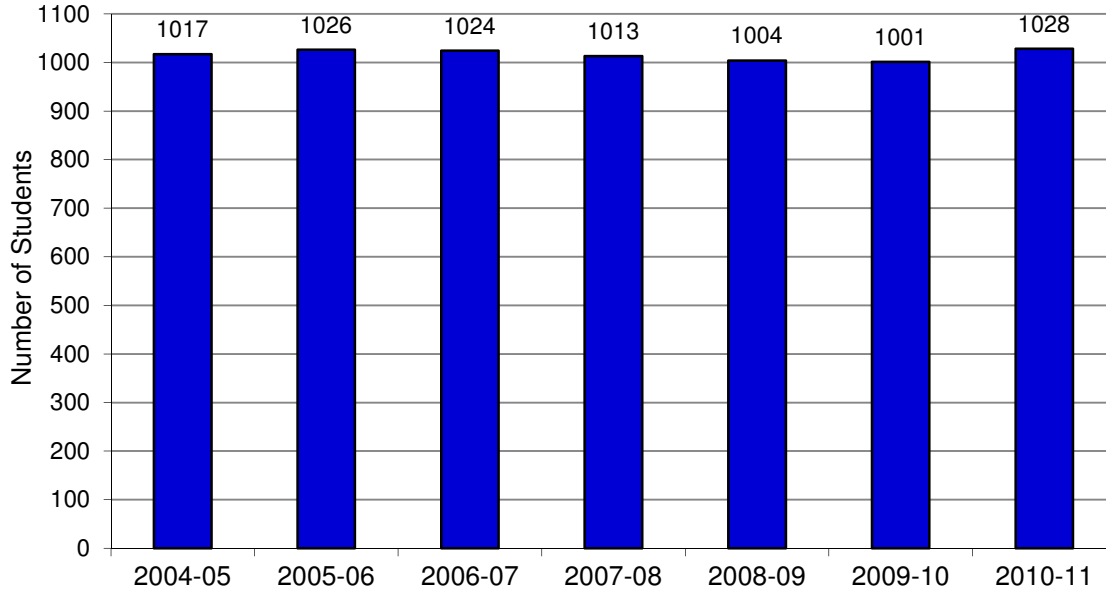
We strive to have a positive relationship with our parents and community members. Each year we hold our Senior Citizens Dinner Theatre in the fall and spring. Seniors in our community are treated to a dinner prepared by our cafeteria staff and served by members of our Key Club. In between the meal and the show we offer them tours of the building so we can show them what we do at the high school. They then move into the auditorium to see either the fall play or the spring musical. Attendance has grown from 250 to 400. It is truly a magnificent event for all and one of the principal's favorites. A high school parent group meets on a bimonthly basis with the administration. This group is under the direction and guidance of the high school principal. The group has grown from 10 to almost 24 parents in attendance on a regular basis. The parent group meets with the principal and other school personnel to talk about upcoming events, issues, concerns and academics. For the past two years this group has sponsored a Teacher Appreciation Luncheon for our staff. Many parents volunteer to make items for the lunch and they bring it in on the designated day and serve it to our staff over all three of our lunch periods. The staff is truly appreciative of the kind gestures from the group and thoroughly enjoys the day.

The support staff maintains the building in excellent condition. Lockers have been newly painted and halls are polished. Classrooms are colorful and bright. The cafeteria workers are pleasant and friendly and serve students breakfast and lunch. The students thoroughly enjoy the cafeteria and its food court style. The cafeteria staff has offered our students a variety of choices including vegan dishes and sushi. The students were excited about these new editions to their range of choices each day. The school nurse is always on hand in the building to assist students with their medical needs and any emergencies that may arise throughout the day.

Enrollment

Southern Lehigh High School currently serves 1028 students, with enrollment remaining about the same since 2004.

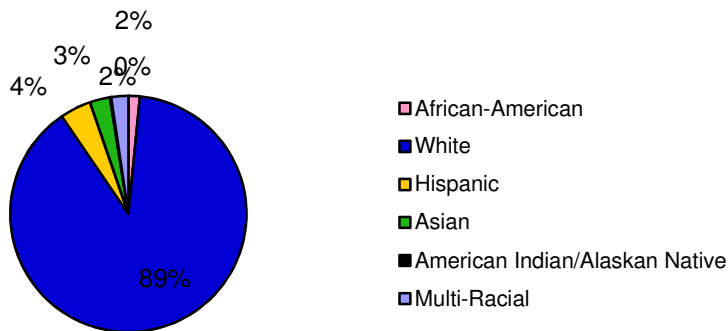
**Southern Lehigh High School Student Enrollment
2004-05 to 2010-11
October 1 Enrollment**



Ethnicity

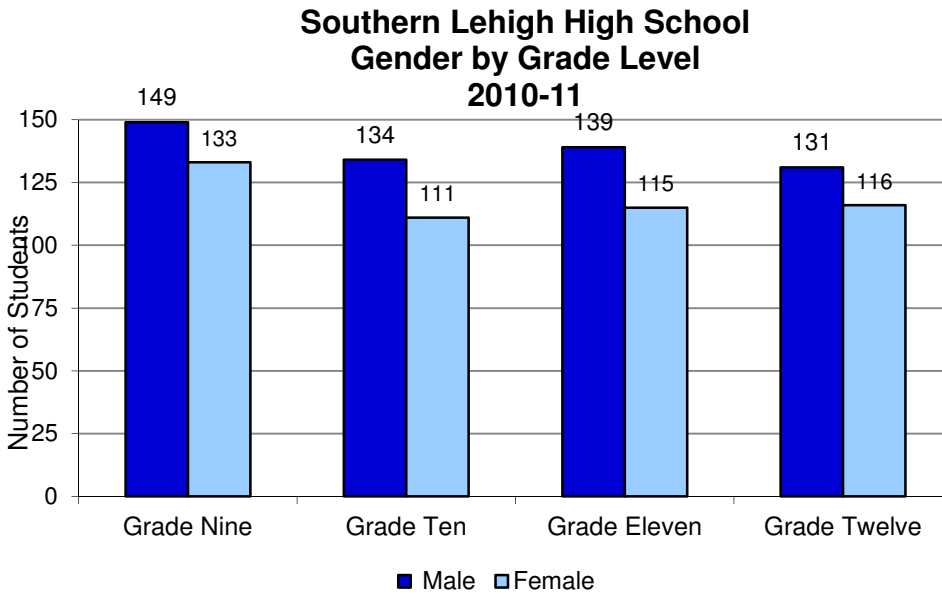
Southern Lehigh High School does not have a predominantly diverse population.

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

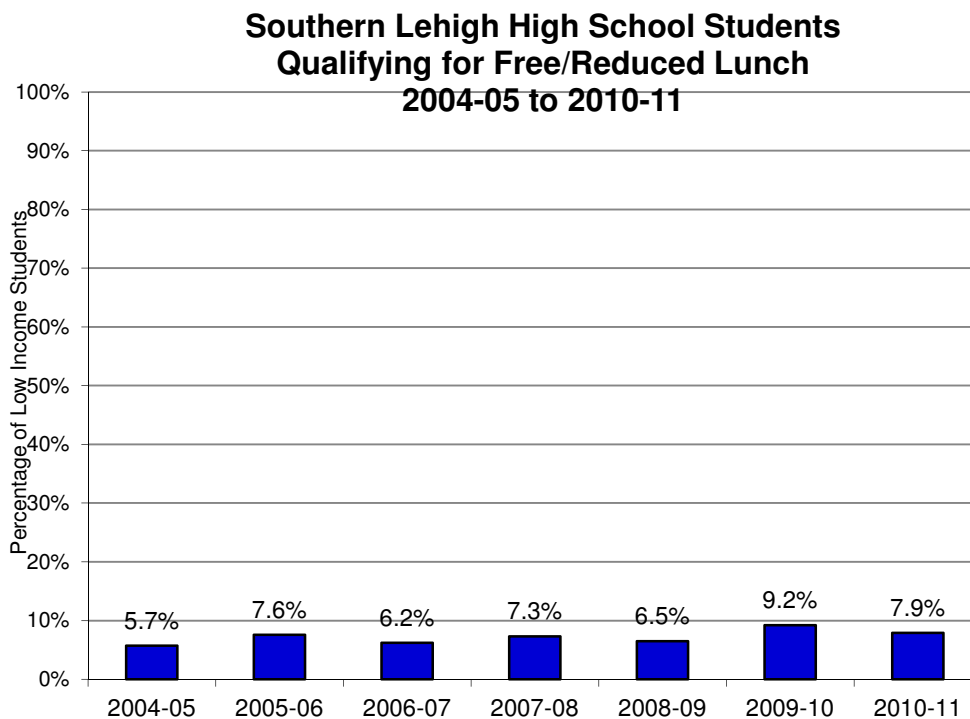


Gender

Southern Lehigh High School strives for gender balance within classes. Historically, there has not been a significant gender population difference of total enrollment that impacts the school positively or negatively.



Income Level

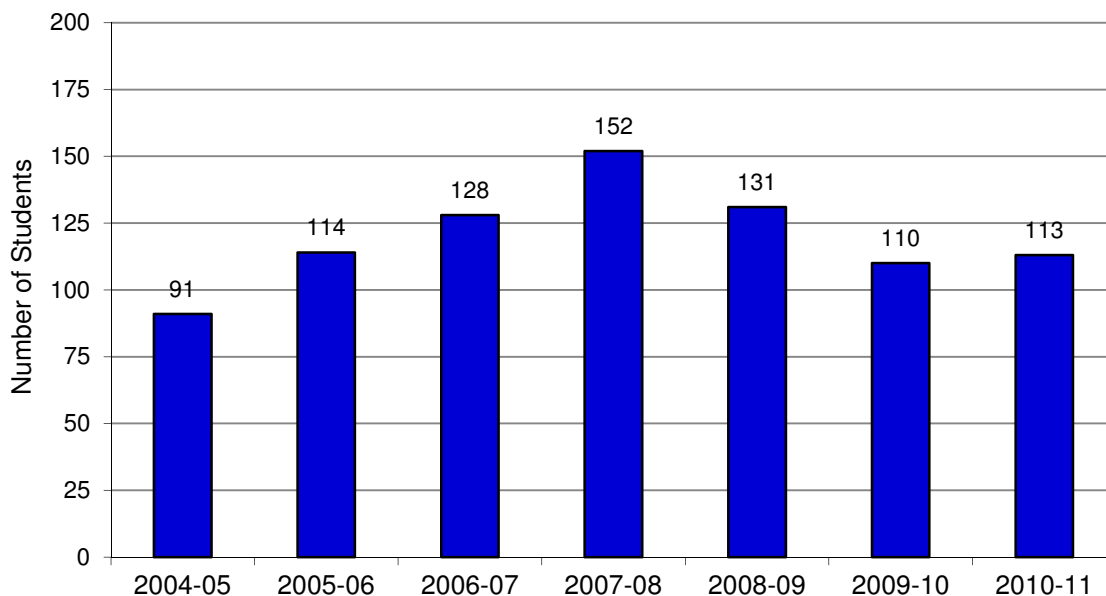


Special Education

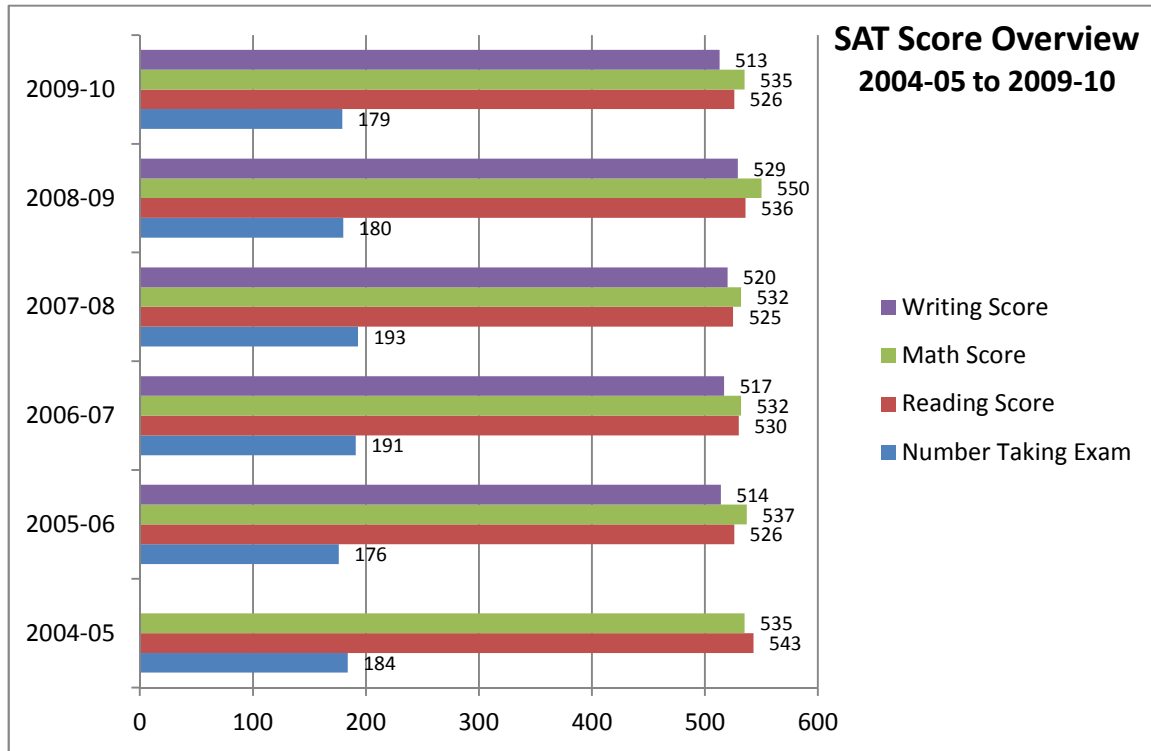
If a child is in need of a special education program, an evaluation process to assess the child's needs is available to a parent at no cost through Southern Lehigh School District. A special education program often involves adapting materials and modifying instruction to better meet a child's specific 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, 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 High School
Special Education Enrollment
2004-05 to 2010-11**



SATs



Graduation Data

District **SOUTHERN LEHIGH SD**
 School **SOUTHERN LEHIGH SHS**

Pennsylvania's accountability system includes school assessment based on graduation rates. Graduation rates measure the number of students receiving a regular high school diploma in a given year against the total number of dropouts.

All Student Groups ²	Graduation Measure ¹ Graduation Goal: 85%			
		School	District	State
All Students	✓	97%	97%	91%
Male	✓	96%	96%	90%
Female	✓	98%	98%	93%
White	✓	97%	97%	94%
Black	—	—	—	84%
Latino/Hispanic	—	—	—	77%
Asian	—	—	—	94%
Native American	—	—	—	88%
Multiracial	—	—	—	—
IEP	—	—	—	86%
English Language Learners	—	—	—	77%
Migrant	—	—	—	79%
Economically Disadvantaged	✓	100%	100%	85%

— Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10.

¹ Graduation measure is a goal of 85%, or a target of 82.5% or a 10% reduction of the difference between the previous year and 85%.

² There can be overlap among the groups since a student may belong to more than one of these groups.

For the new 4 year cohort graduation rate data (not used in calculating AYP in 2011), click here:

http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237/info/757639

Assessment Report

District **SOUTHERN LEHIGH SD**
 School **SOUTHERN LEHIGH SHS**

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 11 Mathematics

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above		
			Below Basic	Basic	Proficient	Advanced	School	District	State
All Students	2010–2011	100%	15%	15%	33%	37%		71%	60%
	2009–2010	99%	18%	11%	30%	42%		71%	59%
Male	2010–2011	100%	17%	13%	31%	39%		70%	60%
	2009–2010	99%	15%	11%	32%	42%		74%	60%
Female	2010–2011	100%	13%	16%	37%	34%		71%	60%
	2009–2010	99%	22%	10%	27%	41%		67%	59%
White	2010–2011	100%	15%	14%	33%	38%		71%	66%
	2009–2010	100%	17%	10%	29%	43%		72%	65%
Black	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Latino/Hispanic	2010–2011	100%	20%	30%	40%	10%		50%	35%
	2009–2010	91%	30%	10%	40%	20%		60%	34%
Asian	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Native American	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Multiracial	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
IEP	2010–2011	100%	63%	10%	27%	0%		26%	19%
	2009–2010	100%	74%	7%	7%	11%		19%	19%
English Language Learners	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Migrant	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Economically Disadvantaged	2010–2011	100%	53%	12%	18%	18%		35%	41%
	2009–2010	95%	28%	22%	28%	22%		53%	40%

NOTE:

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

Percentages may not total 100 due to rounding.

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¹ There can be overlap among the groups since a student may belong to more than one of these groups.

Assessment Report

District SOUTHERN LEHIGH SD
School SOUTHERN LEHIGH SHS

School PSSA Results in Grade 11 Reading

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above		
			Below Basic	Basic	Proficient	Advanced	School	District	State
All Students	2010–2011 2009–2010	100% 99%	9%	15%	33%	44%		76%	69%
			10%	11%	33%	45%		79%	67%
Male	2010–2011 2009–2010	100% 99%	7%	21%	31%	41%		71%	65%
			10%	12%	34%	45%		78%	63%
Female	2010–2011 2009–2010	100% 99%	11%	7%	35%	47%		82%	73%
			9%	11%	33%	47%		80%	71%
White	2010–2011 2009–2010	100% 100%	8%	14%	33%	44%		77%	75%
			9%	11%	33%	47%		80%	73%
Black	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Latino/Hispanic	2010–2011 2009–2010	100% 91%	10%	20%	50%	20%		70%	45%
			30%	10%	40%	20%		60%	44%
Asian	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Native American	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Multiracial	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
IEP	2010–2011 2009–2010	100% 100%	43%	23%	27%	7%		32%	26%
			44%	22%	19%	15%		33%	23%
English Language Learners	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Migrant	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 95%	35%	18%	24%	24%		47%	51%
			22%	17%	39%	22%		63%	48%

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Assessment Report

District SOUTHERN LEHIGH SD
School SOUTHERN LEHIGH SHS

School PSSA Results in Grade 11 Science

Student Group ¹	Academic Year	Participation Rate	Percentage of students in each Performance Level				Percentage of students Proficient and above		
			Below Basic	Basic	Proficient	Advanced	School	District	State
All Students	2010–2011 2009–2010	100% 100%	8%	37%	39%	16%		55%	40%
			9%	36%	36%	18%		54%	39%
Male	2010–2011 2009–2010	100% 100%	8% 8%	31% 35%	42% 38%	20% 19%		61%	44%
Female	2010–2011 2009–2010	99% 99%	9% 11%	44% 37%	35% 35%	12% 17%		47%	37%
White	2010–2011 2009–2010	100% 100%	6% 8%	39% 36%	38% 38%	16% 18%		54%	47%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Latino/Hispanic	2010–2011 2009–2010	100% 100%	36% 45%	18% 18%	36% 18%	9% 18%		45%	15%
Asian	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
IEP	2010–2011 2009–2010	100% 97%	43% 43%	37% 46%	20% 7%	0% 4%		19%	11%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	—	—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 95%	29% 33%	47% 28%	24% 28%	0% 11%		24%	21%
								37%	20%

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