

Southern Lehigh Middle School Profile

Demographics

Southern Lehigh Middle School is the only middle school in the 48 square mile Southern Lehigh School District. The Middle School is located in Upper Saucon Township, Center Valley, PA, one of three communities the district serves.

The building was originally constructed in 1966. Due to continuing rising enrollment and the age of the building, renovations were made and a new wing added, an extensive project completed in 2000. The new wing provided 11 new classrooms and houses the sixth grade teams. Two new science labs were added and four additional labs were constructed in renovated classrooms, providing hands on experience, increased supplies, and greater technology access for science instruction. Special features in the renovated facilities include networked computers, a television studio and closed circuit television, an operational greenhouse, natural area, and library services which facilitate online research. Our cafeteria seats 200 and serves hot lunch with daily ala carte items and a salad bar.

The gymnasium is home court for boys' and girls' inter-scholastic basketball programs. The school's many athletic fields support intramural soccer, softball, and baseball as well as interscholastic field hockey, football and lacrosse. Our remodeled auditorium hosts assemblies, meetings, and student musical group performances.

Summary of Academic Programs, Grouping Patterns and Scheduling

Southern Lehigh Middle School has a rigorous, standards-based program of studies that emphasizes skills through exploration. We offer a comprehensive program that meets diverse needs and abilities from learning support to gifted. Each student takes a core academic curriculum of language arts, reading/, science, social studies, and mathematics. Advanced courses are offered in language arts and math and reading. Supportive grouping patterns which combine ability grouping and heterogeneous grouping are employed to meet pupil needs. Research is a component of reading instruction in grade seven.

The principles of *Turning Points: Preparing American Youth for the 21st Century*, which documents the recommendations of the Carnegie Task Force on Education of Young Adolescents, were the model for the planning of our middle school schedule and revised grouping practices in 1995. At that time, the school moved from homogenous to heterogeneous grouping in a study on grouping practices and a philosophical revamping of the school referred to as "*Success For All Students*".

Interdisciplinary teaming is the organizational system around which collaborative decisions are made for curriculum planning and instruction. The core academic program is delivered through integrated interdisciplinary curriculum.

Presently the middle school has (two) seventh grade teams, two eighth grade teams, and an arts team. The team members collaborate to plan, provide connections for students through interdisciplinary instruction, and to address student issues. At the start of the school year, teams brainstormed words that reflect their values, so that each team has a sub-culture, in addition to the school culture.

The schedule provides for (5) weekly team meetings. One meeting is used for interdisciplinary planning. This meeting also addresses coordination of test and projects across subject areas. A second meeting is devoted to Instructional Support and other student-related issues. The guidance counselor joins the teaching team for this meeting, and parents are often scheduled to meet with the team during this time. A third meeting brings together the entire grade level, along with administrators. Parent liaisons also attend a grade level meeting each month to build communication and discuss ways parents can be of assistance to the team in the upcoming months. The weekly fourth meeting is dedicated to the analysis of student work as considered by data teams. The fifth meeting of the week is used to develop Quadrant D styled lessons.

Windows of opportunity exist for every student. Courses in science and social studies are heterogeneously grouped with flexible grouping options for enrichment within the class. Parents and students have a choice of class pace for language arts and reading instruction. A remedial reading course is available as well as "rigorous" language arts. Students are grouped for math by parent/student choice, based on teacher input, test data such as an algebra prognosis test, standardized test information, and past grades. The master schedule is designed so that even after a course selection is made and classes are in progress, parents may meet with teachers to request a move to a more appropriate level. Special education student placement for inclusion is determined by IEP. Gifted students meet as a group for a reading seminar in seventh grade and for a research seminar in eighth grade. Independent study, exploration, or integrated enrichment, as determined at the GIEP meeting in which students, parents, and teachers meet, are offered through these courses.

Students also take each course in the exploratory arts curriculum each year: music, art, family and consumer science, technology education, health and physical education Design 21, S.T.A.R. and two world languages are taken by 7th graders. These are facilitated through a mini-cycle schedule. In 8th grade World languages is considered a core subject and is taken each day. Students and their families have a

choice of Spanish, French, Chinese, Japanese or Arabic instruction. In addition, approximately 20 students at each grade level participate in a Spanish Immersion program. Students begin participation in this program in first grade. By middle school, they have (2) classes taught completely in Spanish. The courses are Social Studies and Advanced Spanish. The content of these exploratory arts subjects spirals each year to have pupils expand their knowledge and skills during their two years at the Middle School.

We emphasize the use of alternative methods to assess student learning, including the use of performance based assessments, rubrics, and portfolios to best meet varied learning styles and intelligences. We incorporate instructional support strategies such as adaptations into daily lesson planning and collaborative teaming for all students.

Interest based activities, including band, chorus, orchestra, sports, Student Council, newspaper, yearbook, and other varied groups meet twice weekly, with some extending into after school intramural and interscholastic activities. Our community outreach includes a variety of service learning partnerships and charitable fundraisers facilitated through our Builders Club, the middle level version of Key Club.

School Climate

In Southern Lehigh, we believe that a high level of achievement is possible for all students. We have high expectations and standards, challenge each student to reach his or her potential, and provide a rigorous curriculum to meet the demands of an ever-changing world. The staff cares about children and feels a tremendous responsibility to ensure that students of all ability levels and backgrounds succeed. Our annual shared goals to meet such expectations are accomplished through our delivery of instruction and technology. Our goals are made visible through displays of student work and art, bulletin boards in the school lobby.

Each grade level is configured into interdisciplinary teaching teams named after hiking trails in Pennsylvania. In keeping with the theme of meeting new challenges and exploration, our student newspaper is called *Tales from the Trails*, our sustained silent reading program DIRT (Dig Into Reading Time) Teams provide a structure for student pride and promoting a healthy climate among students. Student Council spearheads most school spirit activities. The student council also sponsors assemblies, evening dances, and seasonal events.

Musical opportunities include Mixed Chorus (7th and 8th grades), Blazing Singers (special chorus), Bell Choir, Stage Band, Jazz Band and Orchestra. Students in the

musical organizations perform at community events in addition to their school events.

An after-school program, PEAK (Programmed Edutainment for All Kids), provides a wide variety of activities for students in an attempt to reach all our students with enrichment opportunities, to encourage students to become part of their school family, and to provide for interaction with teachers and peers outside the academic setting. These programs provide students the chance to participate in activities without becoming obligated to more extensive activities involving greater time commitments. Bowling, snow tubing, creative writing, candy making, and t-shirt design are examples of the eclectic offerings of this program. PEAK, offered twice weekly for students requesting support, research assistance or extra homework time in a guided setting.

Over 60 teaching professionals and two full time administrators serve students. One full-time guidance counselor, plus a psychologist/counselor, work with staff to better meet student affective and academic needs. One teacher serves the dual role of gifted specialist/reading specialist. For many of our teachers, Southern Lehigh has been their career teaching assignment, with many retirements in the past few years.. Our current staff is a pleasant and productive blend of youthful enthusiasm and valuable experience. In addition to the many activities they provide for their students, teachers join together for an annual faculty basketball game, holiday variety show, luncheons, and raffles.

An instructional support component of the teaming process brings parents, teachers, and a guidance counselor together to plan for student success. Approximately one-third of the staff is trained and certified in SAP (Student Assistance Program). A SAP team meets weekly to address drug, alcohol and (mental) health issues, while the teachers meet weekly in IST teams to address instructional support issues. A "Teen Counselor" program was initiated this year. Trained high school students visit middle school classrooms monthly to establish a bond and rapport with our students, discuss issues of interest through a planned lesson, and, ultimately, to build a connection between the middle school and high school. Our model of instructional support, inclusion of special education students into regular education, and integrated student assistance is exemplary.

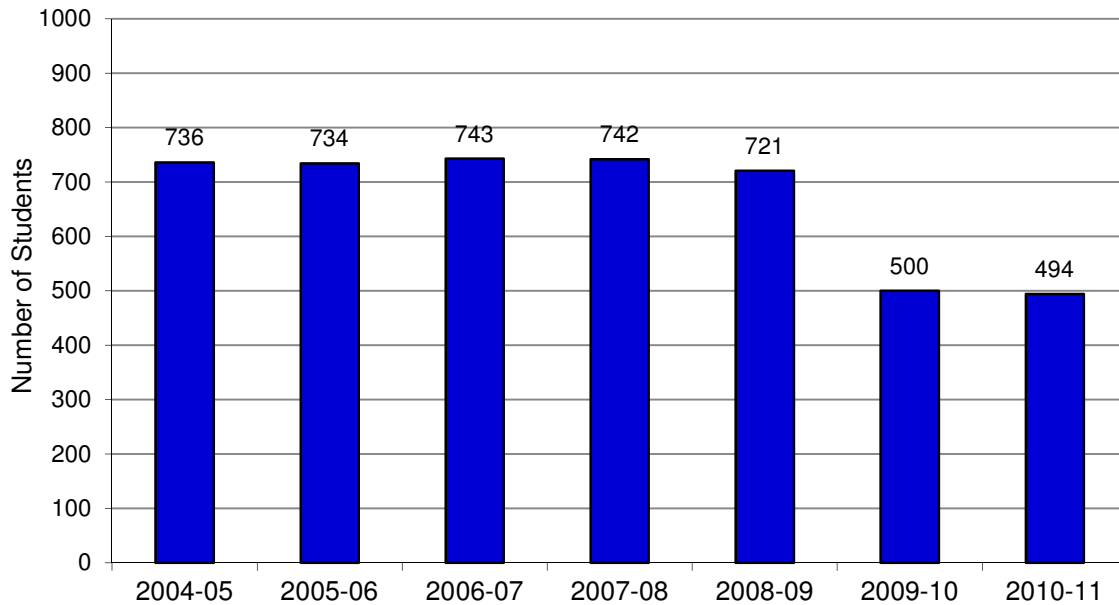
Perhaps the strongest link to our community is through our parent advisory/volunteer program. With monthly parent advisory meetings, this group serves as a liaison to the community, brings school issues home and community issues to school. Several times each year, special presentations are given to the parent group in varied topics of interest. Recent topics include identify theft, presented by the Upper Saucon Township Police Department, and a series

presented by the Middle School guidance counselors on “Surviving the Middle School Years.” A parent volunteer coordinator spearheads an extensive volunteer program that provides mentoring, teacher assistance, support to the school community, and specialized expertise to our students. Numerous opportunities for parents to play a key role in the school’s curriculum, activities, and management are evident. Our annual 8th Grade Career Fair, in which parents and other community members provide seminars and simulated interview opportunities for our students, best exemplifies community involvement and cooperation. Parents are a part of school committees and have a voice in shared decision-making.

Enrollment

Southern Lehigh Middle School currently has (513) students. . The decline in enrollment beginning in 2009-10 is due to the opening of the new Southern Lehigh Intermediate School which serves grades 4 through 6.

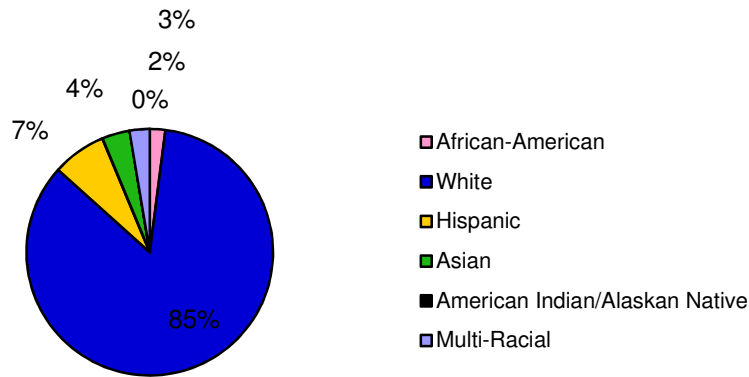
**Southern Lehigh Middle School Student Enrollment
2004-05 to 2010-11
October 1 Enrollment**



Ethnicity

The Southern Lehigh Middle School does not have a predominantly diverse population.

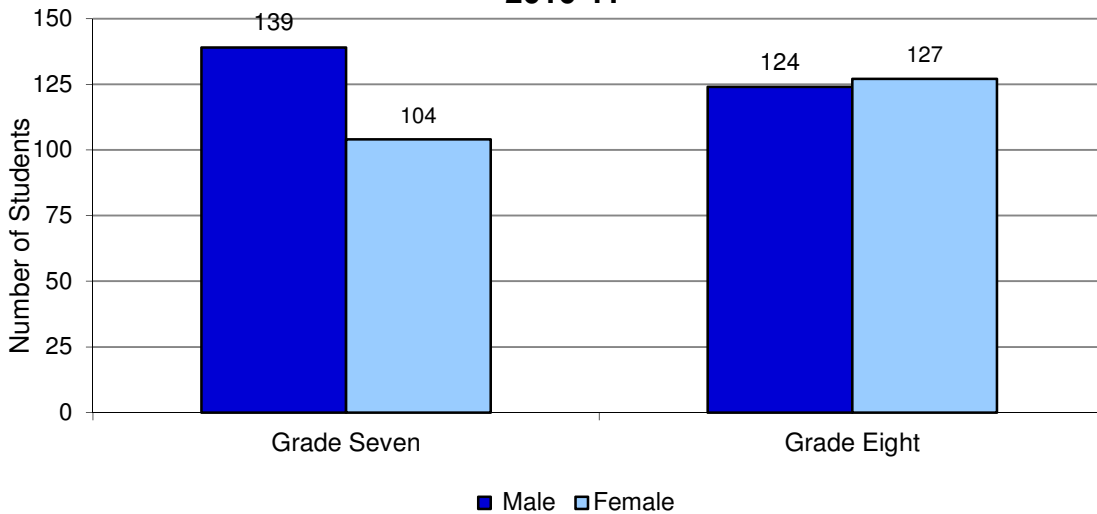
**Southern Lehigh Middle School
Student Enrollment by Ethnicity
2010-11**



Gender

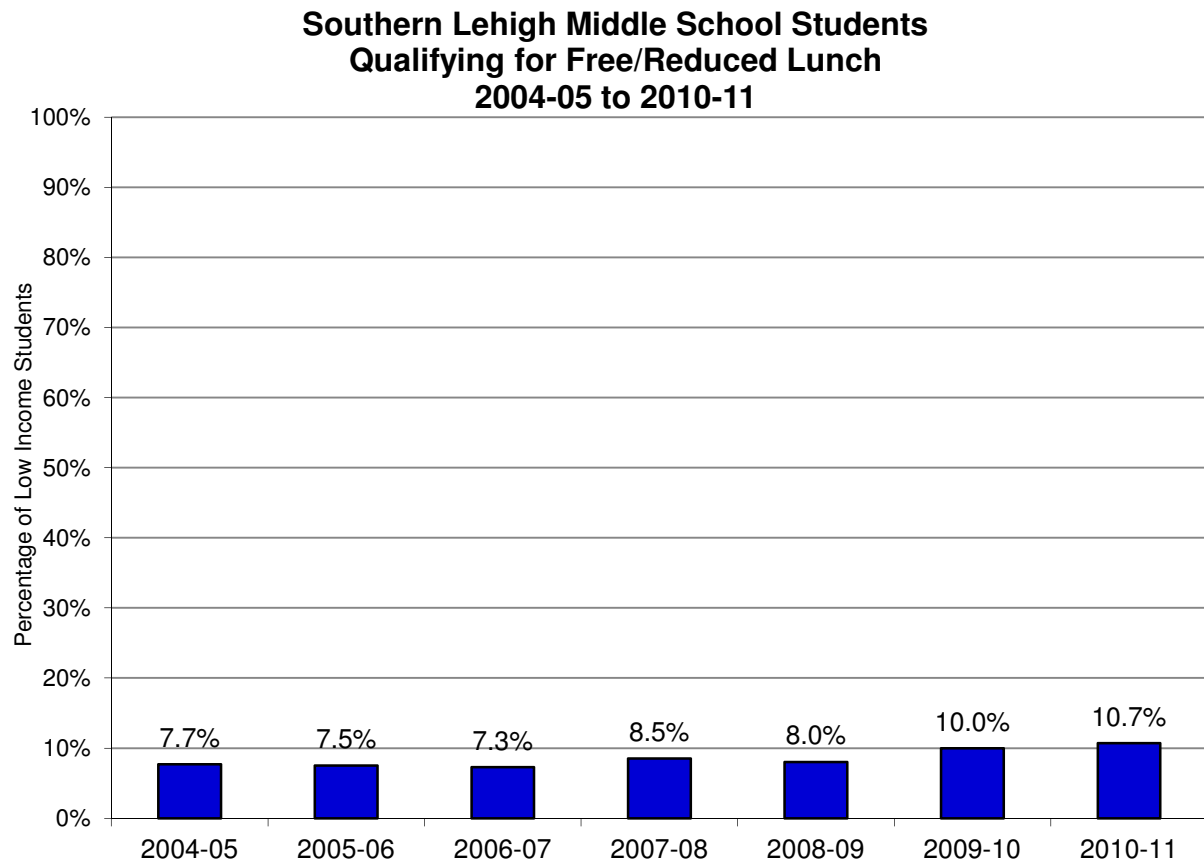
Southern Lehigh Middle School strives for gender balance within classes. Historically, there has not been a significant gender population difference of total enrollment that impacts the school positively or negatively.

**Southern Lehigh Middle School
Gender by Grade Level
2010-11**



Income level

The percent of low income students district-wide has decreased since 1999.

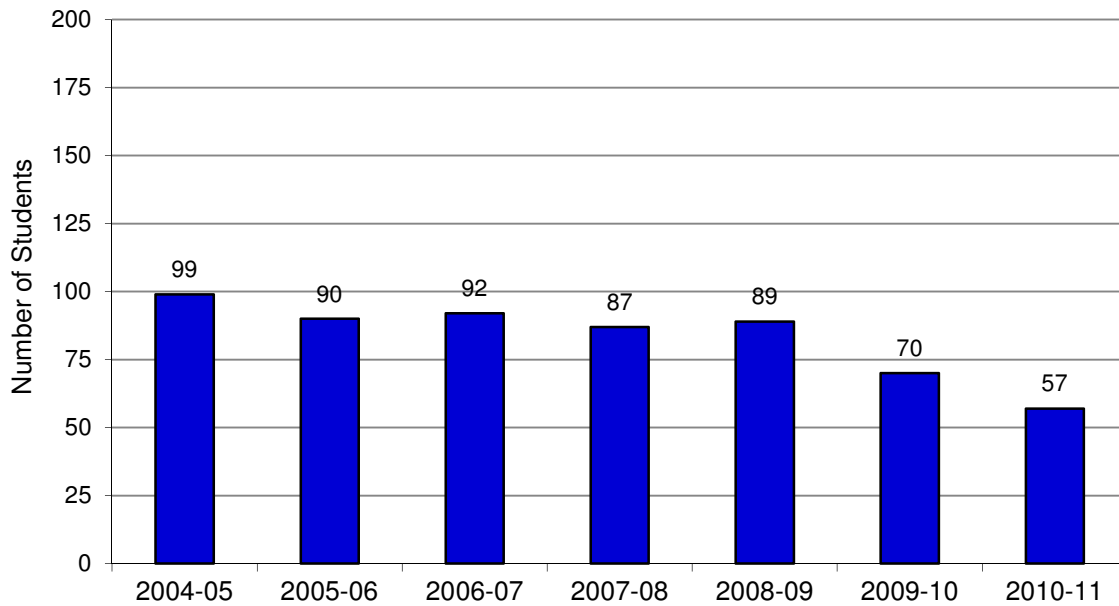


Special Education

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 Middle School
Special Education Enrollment
2004-05 to 2010-11**



Synopsis of Student Achievement

In order to ensure success for all students, a collaborative team effort exists at the core of our fluid, multi-dimensional assessment structure. The assessment methods include norm-referenced and criterion-references standardized tests, authentic and traditional forms of assessment, performance-based assessments, and student and faculty portfolios. Weekly team and grade level meetings serve as forums to articulate student progress.

The Pennsylvania System of School Assessment (PSSA) is administered in the eighth grade for assessment in reading, writing, and math, and science. For every year in which the PSSA was administered at SLMS, our scaled score was significantly higher than the state average and one of the top scoring of all local middle schools.

Assessment Report

District **SOUTHERN LEHIGH SD**
School **SOUTHERN LEHIGH MS**

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 7 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%	4%	4%	16%	76%		92%	78%
	2009–2010	100%	3%	6%	22%	68%		90%	78%
Male	2010–2011	99%	2%	5%	13%	80%		93%	77%
	2009–2010	100%	4%	4%	21%	71%		92%	77%
Female	2010–2011	100%	6%	3%	20%	71%		91%	79%
	2009–2010	100%	3%	8%	23%	65%		89%	79%
White	2010–2011	100%	4%	4%	16%	75%		92%	84%
	2009–2010	100%	3%	6%	23%	68%		90%	84%
Black	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Latino/Hispanic	2010–2011	100%	7%	7%	20%	67%		87%	59%
	2009–2010	—	—	—	—	—		—	—
Asian	2010–2011	100%	0%	0%	0%	100%		100%	90%
	2009–2010	100%	0%	0%	18%	82%		100%	90%
Native American	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Multiracial	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
IEP	2010–2011	96%	32%	9%	27%	32%		59%	42%
	2009–2010	100%	26%	10%	42%	23%		66%	41%
English Language Learners	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Migrant	2010–2011	—	—	—	—	—		—	—
	2009–2010	—	—	—	—	—		—	—
Economically Disadvantaged	2010–2011	100%	22%	13%	26%	39%		65%	65%
	2009–2010	100%	4%	22%	43%	30%		74%	64%

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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— 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 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 MS

School PSSA Results in Grade 7 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% 100%	3%	10%	27%	60%		87%	76%
			6%	8%	30%	57%		87%	73%
Male	2010–2011 2009–2010	99% 100%	3% 8%	10% 9%	29% 32%	59% 51%	 	87% 83%	71% 68%
Female	2010–2011 2009–2010	100% 100%	3% 4%	10% 6%	25% 28%	62% 62%	 	87% 90%	80% 78%
White	2010–2011 2009–2010	100% 100%	3% 5%	9% 8%	27% 30%	60% 56%	 	87% 87%	82% 79%
Black	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Latino/Hispanic	2010–2011 2009–2010	100% 100%	0% 18%	27% 0%	40% 36%	33% 45%	 	73% 82%	55% 50%
Asian	2010–2011 2009–2010	100% 100%	0% 0%	0% 8%	10% 17%	90% 75%	 	100% 92%	86% 84%
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
IEP	2010–2011 2009–2010	95% 100%	24% 31%	38% 28%	29% 31%	10% 10%	 	38% 43%	36% 31%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	9% 19%	32% 12%	36% 46%	23% 23%	 	59% 69%	60% 58%

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Assessment Report

District SOUTHERN LEHIGH SD
School SOUTHERN LEHIGH MS

School PSSA Results in Grade 8 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 2009–2010	100% 100%	3%	8%	26%	63%		89%	76%
			2%	7%	26%	66%		92%	75%
Male	2010–2011 2009–2010	100% 100%	4% 2%	6% 6%	26% 23%	63% 69%		90%	76%
Female	2010–2011 2009–2010	100% 100%	3% 1%	9% 8%	26% 29%	62% 63%		88%	77%
White	2010–2011 2009–2010	100% 100%	3% 1%	9% 7%	24% 27%	64% 65%		88%	83%
Black	2010–2011 2009–2010	— 100%	— 10%	— 0%	— 0%	— 90%		—	—
Latino/Hispanic	2010–2011 2009–2010	100% —	0% —	7% —	47% —	47% —		93%	56%
Asian	2010–2011 2009–2010	— 100%	— 0%	— 8%	— 15%	— 77%		—	—
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —		—	—
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —		—	—
IEP	2010–2011 2009–2010	100% 100%	17% 9%	26% 13%	39% 43%	17% 35%		57%	40%
								78%	38%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —		—	—
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —		—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	4% 5%	26% 19%	52% 29%	17% 48%		70%	61%
								76%	59%

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Assessment Report

District SOUTHERN LEHIGH SD
School SOUTHERN LEHIGH MS

School PSSA Results in Grade 8 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% 100%	2%	6%	21%	71%		91%	81%
			3%	3%	24%	69%		93%	81%
Male	2010–2011 2009–2010	100% 100%	4% 4%	9% 5%	20% 27%	68% 64%	 	88% 91%	77% 77%
Female	2010–2011 2009–2010	99% 100%	1% 2%	4% 2%	22% 21%	73% 75%	 	95% 96%	85% 86%
White	2010–2011 2009–2010	100% 100%	2% 3%	7% 3%	20% 24%	71% 70%	 	91% 94%	87% 86%
Black	2010–2011 2009–2010	— 100%	— 18%	— 0%	— 27%	— 55%		— 82%	— 67%
Latino/Hispanic	2010–2011 2009–2010	100% —	0% —	7% —	40% —	53% —		— 93%	— 60%
Asian	2010–2011 2009–2010	— 100%	— 0%	— 8%	— 15%	— 77%		— 92%	— 90%
Native American	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Multiracial	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
IEP	2010–2011 2009–2010	100% 100%	16%	28%	32%	24%		56%	45%
			26%	12%	35%	26%		62%	42%
English Language Learners	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Migrant	2010–2011 2009–2010	— —	— —	— —	— —	— —	— —	— —	— —
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	20%	4%	48%	28%		76%	67%
			8%	8%	50%	33%		83%	69%

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Assessment Report

District SOUTHERN LEHIGH SD
School SOUTHERN LEHIGH MS

School PSSA Results in Grade 8 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%	7%	15%	38%	40%		78%	58%
			8%	10%	38%	44%		82%	57%
Male	2010–2011 2009–2010	100% 100%	8%	11%	35%	46%		81%	59%
			8%	8%	38%	46%		84%	58%
Female	2010–2011 2009–2010	100% 100%	6%	19%	40%	34%		75%	57%
			9%	11%	38%	42%		80%	56%
White	2010–2011 2009–2010	100% 100%	7%	14%	38%	42%		80%	67%
			8%	10%	39%	43%		82%	66%
Black	2010–2011 2009–2010	— 100%	—	—	—	—		—	—
			18%	18%	36%	27%		64%	25%
Latino/Hispanic	2010–2011 2009–2010	100% —	0%	40%	33%	27%		—	—
			—	—	—	—		60%	28%
Asian	2010–2011 2009–2010	— 100%	—	—	—	—		—	—
			0%	0%	31%	69%		100%	70%
Native American	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Multiracial	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
IEP	2010–2011 2009–2010	100% 100%	30%	30%	30%	9%		39%	23%
			35%	24%	29%	12%		41%	20%
English Language Learners	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Migrant	2010–2011 2009–2010	— —	—	—	—	—		—	—
			—	—	—	—		—	—
Economically Disadvantaged	2010–2011 2009–2010	100% 100%	17%	17%	54%	13%		67%	36%
			29%	8%	38%	25%		63%	36%

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