

# THE PROFILE OF THE SCHOOL SYSTEM AND ITS COMMUNITY

In Phase III of the *Design by Excellence (SV)* self-assessment and accreditation protocol, the school system was asked the following questions:

- *Where are we as a school system and as component schools in terms of our students' performance in the knowledge, skills, and characteristics described in our Profile of Graduates?*
- *Where are we as a school system and component schools in terms of our capacity to produce the levels of student performance desired and expected by our community of stakeholders and as expressed in our Mission and Profile of Graduates?*

The Profile of the School System and Its Community consists of the following elements:

- The Profile of the School System. A description of the context in which the school system exists and operates, including information about the community(ies) it serves; the history and traditions of the school system; events and trends in the system that are having an effect on the system's ability to achieve its Mission. Also, descriptions of the current student population, the system's staff, and the system's current organization.
- The Profile of Student Performance. A description of the performance of the system's students using data from multiple assessments of student performance for use by the Planning Team to compare current student performance to the preferred student performance expressed in the system's Mission and Profile of Graduates.
- The Profile of Organizational Capacity: A description of the school system's capacity to produce the levels of student performance expressed in the school system's Mission and Profile of Graduates by conducting a self-assessment of the system's adherence to the expectations of quality expressed in the Middle States Standards for Accreditation and their Indicators of Quality. The system may choose to conduct the self-assessment using the Standards Survey provided by MSA or by self-assessment committees depending on which process best meets the needs of the school system.

- The Results of the External Factors. Identifying the current and future factors external to the school system that will likely have an impact on the system's ability to achieve its Mission and produce the outcomes expressed in the Profile of Graduates.

Collecting information and data that describe the school system, its community(ies), and its staff is important because the system needs these data and information to determine if it has the organizational capacity necessary to deliver the educational program and to produce the levels of student performance desired and expected by its community of stakeholders.

In this Profile, the system is asked to gather and report data and information describing the system and its staff in a variety of areas.

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

{Reference: Chapter 5, *Excellence by Design (Systems Version)*}

	<p><b>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 <i>Excellence by Design (SV) Self-Study and Accreditation Protocol</i>. Our approved Profile of the School System is shown below.</b></p>
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## A. THE CONTEXT OF THE SCHOOL SYSTEM

- A.1. Provide a description of the community(ies) the school system serves—their major characteristics, including geographic location, major businesses and industries, and their socioeconomic and demographic makeup.**

Located one hour north of Philadelphia, and two hours west of New York, the Lehigh Valley nestles in the rolling hills of Pennsylvania. A mixture of urban quality and collegiate excellence, surrounded by rural serenity and beauty, the Valley offers residents a wide range of opportunities and life experiences.

The focal point of Lehigh Valley is the mid-sized, dual-city complex of Allentown and Bethlehem, having a population of over 100,000. Bethlehem, originally an 18th century Moravian community, still reflects the historic significance of the area's heritage, as shown in its gothic German architecture. Allentown, rapidly becoming known as one of the country's progressive high-tech centers, also is the home of several outstanding private colleges and universities, which is part of a larger consortium including Muhlenberg, Cedar Crest, Lafayette, Moravian, and Lehigh University. DeSales University, a private four-year liberal arts college, is located in the district. There are also four schools in the state university system within 35 miles of Southern Lehigh.

New shopping malls, growing light industry, nationally recognized art museums and cultural programs, and lovely rambling parks provide an ideal urban setting for area inhabitants. And yet, a five-minute drive in any direction brings a person out into the beautiful rolling countryside of fields and forests. Unspoiled by modern progress, the Valley reflects the purity and benefits of living in a naturalistic setting. Low mountains, forests and verdant fields provide the population with extensive recreational activities, self-contained within the Valley.

Southern Lehigh School District lies on the southern edge of the Lehigh Valley. Its 48 square miles includes the borough of Coopersburg (population 2,400) and the rural townships of Upper Saucon and Lower Milford. The District, made up of three elementary schools, one intermediate school, one middle school, and one high school, plays a significant role in the community. The schools encourage parents and residents to participate in many diversified ways -- from classroom visitations and open houses to working on community projects. Concerted effort is made by the schools and the community to work closely together to provide children with multifaceted opportunities.

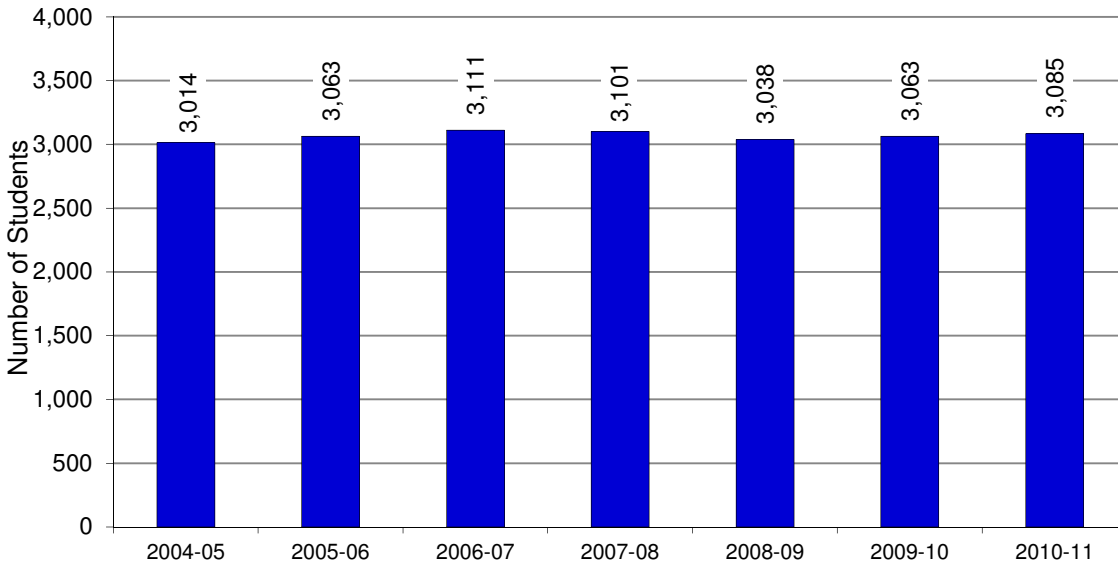
As the community reflects its values in its strong support of quality education for its children, the school district in turn serves the community in providing the vehicle for this educational excellence.

Demographic Information of our community:

The Southern Lehigh School District (SLSD) is comprised of Coopersburg Borough, Upper Saucon Township, and Lower Milford Township. The District lies within a developing area of Southeastern Lehigh County. The Allentown/Bethlehem metropolitan area, with its airport, commercial and employment opportunities, is several miles to the North, while Philadelphia and New York City are within what is now considered acceptable commuting distance. The character of the School District is that of a suburban area. The district encompasses 44.5 square miles, which is moderately below the state average of 89 miles, and lower than the peer group average. Coopersburg Borough is an attractive small town with a commercial center and well-maintained homes. Both townships have moderate to large-scale homes spread over beautiful rolling hills and a pastoral landscape. The Stabler Center, The Promenade Shops at Saucon Valley, two strip malls, and various small businesses make up the majority of commercial resources. Combined with an excellent road system, which includes Interstate Highway 78, and the excellent reputation of the School District, this area is predicted by the Lehigh Valley Planning Commission to experience steady and continuous growth for the next 20 years.

The Southern Lehigh School District is a grade kindergarten through grade twelve district with three elementary schools, one intermediate school, one middle school, and one high school located in central eastern Pennsylvania. Seven years ago, 3,014 students were served by the district. Currently, Southern Lehigh School District serves 3085 students in six schools: three elementary (K-3), one intermediate school (4-6), one middle (7-8), and one senior high (9-12) with an annual budget of 53.9 million. The district has experienced a 2.3% enrollment increase over the past 7 years.

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



According to the 2010 census, the Southern Lehigh School District that includes the Borough of Coopersburg (2,574), Lower Milford Township (3,860), and Upper Saucon Township (14,570), has a total population of approximately 21,004. The census data also show that the average family income in 2010 for Upper Saucon Township was \$95,679. The average family income in 2010 for Coopersburg was \$66,143 and for Lower Milford was \$84,583. ([PaSDC 2011 Pennsylvania County Data Book for Lehigh County](#)).

Within the school district the largest employers are: Lutron Electronics Corporation; Dun and Bradstreet, Southern Lehigh School District; and Olympus America.

**A.2. Describe any major changes in the community(ies) over the last five years that have had an impact on the school system.**

- Expansion of local businesses including the addition of a lifestyle shopping mall, Olympic Corporation headquarters and Penn State Lehigh Valley Campus.
- Leveling off of district enrollment figures.

**A.3. Indicate any major changes in the community(ies) that are expected to occur during the next five years.**

- We expect that when the economy recovers there will be a increase in housing and business development.

**A.4. Describe any major challenges faced by the school system that are presented by social, economic, and/or political factors in its community(ies).**

- We have seen reduction in revenue due to the slowing of the real estate market.

**A.5. In the table below, list educational and cultural programs and facilities in the system's community(ies) that are available for use by the schools and their students. Evaluate the degree to which the school system makes use of these programs and facilities in its educational program using S = Satisfactory, NI = Needs Improvement, and U = Unsatisfactory.**

Program/Facility	Degree of Use		
	S	NI	U
	S	NI	U
DeSales University	S		
Penn State University – Lehigh Valley Campus	S		
Southern Lehigh Public Library	S		

**Table A.** Community educational and cultural programs and facilities

## **B. HISTORY OF THE SCHOOL SYSTEM:**

Southern Lehigh School District is a school district of the third class, organized and existing under the laws of the Commonwealth of Pennsylvania. In 1950, the former school districts of the Borough of Coopersburg and the Townships of Lower Milford and Upper Saucon formed the Southern Lehigh School District.

The governing body of the School District is a board of nine school directors who are each elected at-large for a four-year term. The daily operation and management of the School District is carried out by the administrative staff of the School District, headed by the Superintendent of Schools who is appointed by the Board of School Directors.

The District operates three elementary schools (K-3), one intermediate school (4-6), one middle school (7-8), and one high school (9-12). The original construction date and rated capacity for each building, for PA Department of Education reimbursement purposes, are as follows:

Hopewell Elementary	1969	450 students
Liberty Bell Elementary	1962	415 students
Lower Milford Elementary	1950	350 students
Intermediate School	2009	950 students
Middle School	1966	752 students
High School	1953	1236 students

The buildings in the Southern Lehigh School District have been well maintained and the program of scheduled maintenance that has been carried out by the Physical Plant Staff has been very successful. Administrators effectively capture and use all available space. A recent addition of an Intermediate School for grades 4-6 has helped to alleviate overcrowded conditions.

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## **C. DESCRIPTION OF THE SCHOOL SYSTEM:**

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<b>Official Name of the School System</b>	Southern Lehigh School District	
<b>Address of the School System (street address, city, state, zip code)</b>	5775 Main Street Center Valley, PA 18034	
<b>Telephone Number of the School System</b>	610-282-3121	
<b>Fax Number of School System</b>	610-282-0193	
<b>Name and Title of Head of the School System</b>	Mrs. Leah M. Christman, Acting Superintendent	
<b>E-mail Address of Head of the School System</b>	<a href="mailto:christmanl@sbsd.org">christmanl@sbsd.org</a>	
<b>Website Address for the School System</b>	www.sbsd.org	
<b>Type of Organization (check all that apply)</b>	<input checked="" type="checkbox"/>	Public
	<input type="checkbox"/>	Independent
	<input type="checkbox"/>	Not for Profit
	<input type="checkbox"/>	Proprietary
	<input type="checkbox"/>	Religious
	<input type="checkbox"/>	Academic
	<input type="checkbox"/>	Career and Technical
	<input type="checkbox"/>	Secondary Students
<input type="checkbox"/>	Postsecondary Students	
<b>Year School System Began Operating</b>	1950	
<b>Date Charter/License to Operate Granted</b>	N/A	
<b>Year of First Graduating Class of the School System</b>	1956	
<b>State/Agency/Country Granting License to Operate</b>	PA	
<b>Diplomas/Certificates School System is Licensed to Grant</b>	High School	



Calendar System	Quarter	Semester	Trimester	12-Month	Other (Describe)
	X				
Currently Accredited by	Name of Agency		Accredited Until		
	Middle States Association				

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### C.1. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOL SYSTEMS

*Instruction: To be completed by independent, religious, and proprietary school systems.*

x	This section is not applicable to our school system.
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### C.2. SCHOOL SYSTEM'S CENTRAL STAFF

Name of Division: Central Office		
Position Title	Name	Years in This Position
Acting Superintendent	Leah Christman	<1 (5)
Assistant to the Superintendent	Kristen Lewis	<1 (6.5)
Director of Elementary Education and Technology	Ken Jordan	<1 (9.5)
Director of Secondary Education	Joan Takacs	3
Director of Special Education	Andria Buchman	<1
Director of Business Affairs	Jeremy Melber	<1

Table C.2. Divisions of the school system's central staff

**Note: We just recently had some major changes in our central office staff and although it appears that most of our staff has less than one year of experience it is due to changes in position titles. The number of years that they have been in the district is in parentheses behind the first number.**

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### C.3. THE SCHOOL SYSTEM'S COMPONENT SCHOOLS

<b>Component School: Southern Lehigh High School</b>	
<b>No. of Administrators</b>	2
<b>No. of Professional Staff</b>	64
<b>No. of Support Staff</b>	41
<b>Grade Levels Served</b>	9 - 12
<b>Describe any special characteristics:</b>	

Table C.3. Description of the system's component schools

<b>Component School: Southern Lehigh Middle School</b>	
<b>No. of Administrators</b>	2
<b>No. of Professional Staff</b>	36
<b>No. of Support Staff</b>	26
<b>Grade Levels Served</b>	7 - 8
<b>Describe any special characteristics:</b>	

Table C.3. Description of the system's component schools

<b>Component School: Southern Lehigh Intermediate School</b>	
<b>No. of Administrators</b>	2
<b>No. of Professional Staff</b>	52
<b>No. of Support Staff</b>	43
<b>Grade Levels Served</b>	4 - 6
<b>Describe any special characteristics:</b>	

Table C.3. Description of the system's component schools

<b>Component School: Hopewell Elementary School</b>	
<b>No. of Administrators</b>	1
<b>No. of Professional Staff</b>	22
<b>No. of Support Staff</b>	27
<b>Grade Levels Served</b>	K - 3
<b>Describe any special characteristics:</b> Some Shared teachers for the related arts at the elementary buildings are recorded in this building.	

Table C.3. Description of the system's component schools

<b>Component School: Liberty Bell Elementary School</b>	
<b>No. of Administrators</b>	1
<b>No. of Professional Staff</b>	28
<b>No. of Support Staff</b>	22
<b>Grade Levels Served</b>	K - 3
<b>Describe any special characteristics:</b> Some Shared teachers for the related arts at the elementary buildings are recorded in this building.	

Table C.3. Description of the system's component schools

<b>Component School: Lower Milford Elementary School</b>	
<b>No. of Administrators</b>	1
<b>No. of Professional Staff</b>	13
<b>No. of Support Staff</b>	15
<b>Grade Levels Served</b>	K - 3
<b>Describe any special characteristics:</b> No related arts teachers are recorded in this building.	

Table C.3. Description of the system's component schools

## D. STUDENT ENROLLMENT

### D.1. STUDENT ENROLLMENT—SCHOOL SYSTEM

#### FOR THE ACADEMIC YEAR 2010--2011

<b>SCHOOL SYSTEM ENROLLMENT</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Infant</b>	0	0	0
<b>Pre-K</b>	0	0	0
<b>Kindergarten</b>	94	86	180
<b>Grade 1</b>	104	91	195
<b>Grade 2</b>	110	106	216
<b>Grade 3</b>	117	107	224

<b>SCHOOL SYSTEM ENROLLMENT</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Grade 4</b>	121	122	243
<b>Grade 5</b>	111	129	240
<b>Grade 6</b>	146	119	265
<b>Grade 7</b>	139	104	243
<b>Grade 8</b>	124	127	251
<b>Grade 9</b>	149	133	282
<b>Grade 10</b>	134	111	245
<b>Grade 11</b>	139	115	254
<b>Grade 12</b>	131	116	247
<b>Post-Secondary</b>	0	0	0
<b>Ungraded</b>	0	0	0
<b>TOTALS</b>	<b>1619</b>	<b>1466</b>	<b>3085</b>

Table D.1. School system student enrollment

**D.1.a. Explain any significant or unusual enrollment trends for the school system as a whole that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*None.*

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## **D.2. STUDENT ENROLLMENT – COMPONENT SCHOOLS**

**FOR THE ACADEMIC YEAR 2010--2011**

<b>Name of School: Southern Lehigh High School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>

<b>Name of School: Southern Lehigh High School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Grade 9</b>	149	133	282
<b>Grade 10</b>	134	111	245
<b>Grade 11</b>	139	115	254
<b>Grade 12</b>	131	116	247
<b>TOTALS</b>	<b>553</b>	<b>475</b>	<b>1028</b>

Table D.2. Enrollment of each of the system's component schools

**FOR THE ACADEMIC YEAR 2010--2011**

<b>Name of School: Southern Lehigh Middle School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Grade 7</b>	139	104	243
<b>Grade 8</b>	124	127	251
<b>TOTALS</b>	<b>263</b>	<b>231</b>	<b>494</b>

Table D.2. Enrollment of each of the system's component schools

**FOR THE ACADEMIC YEAR 2010--2011**

<b>Name of School: Southern Lehigh Intermediate School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Grade 4</b>	121	122	243
<b>Grade 5</b>	111	129	240
<b>Grade 6</b>	146	119	265
<b>TOTALS</b>	<b>378</b>	<b>370</b>	<b>748</b>

Table D.2. Enrollment of each of the system's component schools

**FOR THE ACADEMIC YEAR 2010--2011**

<b>Name of School: Hopewell Elementary School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>

<b>Name of School: Hopewell Elementary School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Kindergarten</b>	44	34	78
<b>Grade 1</b>	33	32	65
<b>Grade 2</b>	35	47	82
<b>Grade 3</b>	47	36	83
<b>TOTALS</b>	<b>159</b>	<b>149</b>	<b>308</b>

Table D.2. Enrollment of each of the system's component schools

**FOR THE ACADEMIC YEAR 2010--2011**

<b>Name of School: Liberty Bell Elementary School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Kindergarten</b>	33	31	64
<b>Grade 1</b>	46	42	88
<b>Grade 2</b>	48	43	91
<b>Grade 3</b>	54	49	103
<b>TOTALS</b>	<b>181</b>	<b>165</b>	<b>346</b>

Table D.2. Enrollment of each of the system's component schools

**FOR THE ACADEMIC YEAR 2010--2011**

<b>Name of School: Lower Milford Elementary School</b>			
<b>Grade Level</b>	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>Kindergarten</b>	17	21	38
<b>Grade 1</b>	25	17	42
<b>Grade 2</b>	27	16	43
<b>Grade 3</b>	16	22	38
<b>TOTALS</b>	<b>85</b>	<b>76</b>	<b>161</b>

Table D.2. Enrollment of each of the system's component schools

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## E. STUDENT DEMOGRAPHIC CHARACTERISTICS

### E.1. STUDENT DEMOGRAPHICS – SCHOOL SYSTEM

FOR THE ACADEMIC YEAR 2010 -- 2011

Student Characteristic	Percent of Students Now	Percent of Students in Previous Year
Male	52.5%	52.5%
Female	47.5%	47.5%
American Indian/Alaskan native	0.3%	0.2%
Black or African-American	1.6%	1.7%
Hispanic	5.1%	3.6%
Asian	3.6%	3.8%
Multi-Racial	2.3%	0.8%
White	87.2%	89.9%
English Language Learners	0.7%	0.7%
Students with IEP	11.0%	11.3%
Students with Free or Reduced Lunch	9.8%	9.8%

Table E.1. Demographics of the school system's students.

**E.1.a. Explain any significant or unusual trends in the demographic characteristics of the school system's students as a whole that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*Our demographic characteristics have remained stable over time. No unusual changes have occurred.*

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### E.2. STUDENT DEMOGRAPHICS – COMPONENT SCHOOLS

**FOR THE ACADEMIC YEAR 2010 -- 2011**

<b>Name of School: Southern Lehigh High School</b>		
<b>Student Characteristic</b>	<b>Percent of Students Now</b>	<b>Percent of Students in Previous Year</b>
<b>Male</b>	53.8%	53.4%
<b>Female</b>	46.2%	46.6%
<b>American Indian/Alaskan native</b>	0.2%	0.4%
<b>Asian</b>	2.7%	2.6%
<b>Black or African-American</b>	1.6%	1.0%
<b>Hispanic</b>	4.3%	3.4%
<b>Multi-Racial</b>	2.3%	0.3%
<b>White</b>	88.9%	92.3%
<b>English Language Learners</b>	0.3%	0.4%
<b>Students with IEP</b>	11.2%	11.5%
<b>Students with Free or Reduced Lunch</b>	7.9%	9.2%

Table E.2. Student demographics of each of the system's component schools.

**FOR THE ACADEMIC YEAR 2010 -- 2011**

<b>Name of School: Southern Lehigh Middle School</b>		
<b>Student Characteristic</b>	<b>Percent of Students Now</b>	<b>Percent of Students in Previous Year</b>
<b>Male</b>	53.2%	49.6%
<b>Female</b>	46.8%	50.4%
<b>American Indian/Alaskan native</b>	0.0%	0.0%
<b>Asian</b>	3.6%	5.0%
<b>Black or African-American</b>	2.0%	3.2%
<b>Hispanic</b>	7.1%	3.0%
<b>Multi-Racial</b>	2.6%	0.0%
<b>White</b>	84.6%	88.8%
<b>English Language Learners</b>	0.4%	0.2%
<b>Students with IEP</b>	11.9%	14.0%
<b>Students with Free or Reduced Lunch</b>	10.7%	10.0%

Table E.2. Student demographics of each of the system's component schools.



**FOR THE ACADEMIC YEAR 2010 -- 2011**

<b>Name of School: Southern Lehigh Intermediate School</b>		
<b>Student Characteristic</b>	<b>Percent of Students Now</b>	<b>Percent of Students in Previous Year</b>
<b>Male</b>	50.5%	54.3%
<b>Female</b>	49.5%	45.7%
<b>American Indian/Alaskan native</b>	0.1%	0.6%
<b>Asian</b>	4.9%	1.2%
<b>Black or African-American</b>	1.9%	0.6%
<b>Hispanic</b>	4.5%	1.2%
<b>Multi-Racial</b>	1.5%	2.3%
<b>White</b>	87.0%	94.2%
<b>English Language Learners</b>	0.9%	1.0%
<b>Students with IEP</b>	11.9%	11.5%
<b>Students with Free or Reduced Lunch</b>	10.2%	9.5%

Table E.2. Student demographics of each of the system's component schools.

**FOR THE ACADEMIC YEAR 2010 -- 2011**

<b>Name of School: Hopewell Elementary School</b>		
<b>Student Characteristic</b>	<b>Percent of Students Now</b>	<b>Percent of Students in Previous Year</b>
<b>Male</b>	51.6%	51.3%
<b>Female</b>	48.4%	48.8%
<b>American Indian/Alaskan native</b>	0.0%	0.0%
<b>Asian</b>	5.8%	5.6%
<b>Black or African-American</b>	1.3%	1.6%
<b>Hispanic</b>	3.2%	3.1%
<b>Multi-Racial</b>	2.3%	2.5%
<b>White</b>	87.3%	87.2%
<b>English Language Learners</b>	0.0%	0.0%
<b>Students with IEP</b>	11.4%	12.5%
<b>Students with Free or Reduced Lunch</b>	11.7%	13.8%

Table E.2. Student demographics of each of the system's component schools.

**FOR THE ACADEMIC YEAR 2010 -- 2011**

<b>Name of School: Liberty Bell Elementary School</b>		
<b>Student Characteristic</b>	<b>Percent of Students Now</b>	<b>Percent of Students in Previous Year</b>
<b>Male</b>	52.3%	52.5%
<b>Female</b>	47.7%	47.5%
<b>American Indian/Alaskan native</b>	0.6%	0.0%
<b>Asian</b>	2.0%	2.6%
<b>Black or African-American</b>	1.2%	1.8%
<b>Hispanic</b>	9.2%	5.6%
<b>Multi-Racial</b>	2.9%	1.8%
<b>White</b>	84.1%	88.3%
<b>English Language Learners</b>	2.6%	2.9%
<b>Students with IEP</b>	7.8%	6.2%
<b>Students with Free or Reduced Lunch</b>	10.1%	7.6%

Table E.2. Student demographics of each of the system's component schools.

**FOR THE ACADEMIC YEAR 2010 -- 2011**

<b>Name of School: Lower Milford Elementary School</b>		
<b>Student Characteristic</b>	<b>Percent of Students Now</b>	<b>Percent of Students in Previous Year</b>
<b>Male</b>	52.8%	50.0%
<b>Female</b>	47.2%	50.0%
<b>American Indian/Alaskan native</b>	1.9%	0.6%
<b>Asian</b>	1.9%	1.2%
<b>Black or African-American</b>	0.0%	0.6%
<b>Hispanic</b>	1.9%	1.2%
<b>Multi-Racial</b>	3.1%	2.3%
<b>White</b>	91.3%	94.2%
<b>English Language Learners</b>	0.0%	0.0%
<b>Students with IEP</b>	9.3%	9.3%

Name of School: Lower Milford Elementary School		
Student Characteristic	Percent of Students Now	Percent of Students in Previous Year
Students with Free or Reduced Lunch	12.4%	10.5%

Table E.2. Student demographics of each of the system's component schools.

**D.2.a. Explain any significant or unusual trends in the demographic characteristics of the school system's students as a whole that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*None have occurred.*

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## E. STUDENT MOBILITY

### E.1. STUDENT MOBILITY – SCHOOL SYSTEM

FOR THE ACADEMIC YEAR 2010 -- 2011

Students enrolled for the entire academic year	Number of Students	Percent of Total Students
Students enrolled for the entire academic year	2973	93.5%
Students enrolled from 50% to 90% of the academic year	81	2.5%
Students enrolled for 49% or less of the academic year	100	2.1%
Students who withdrew and re-enrolled in the same academic year	40	1.25%

Table E.1. Mobility rates of the school system's students

**E.1.a. Describe significant trends in the school system's student mobility rate that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*There are no significant trends because our mobility is so low.*



## E.2. STUDENT MOBILITY – COMPONENT SCHOOLS

FOR THE ACADEMIC YEAR 2010 -- 2011

<b>Name of School: High School</b>		
	<b>Number of Students</b>	<b>Percent of Total Students</b>
<b>Students enrolled for the entire academic year</b>	973	91.8%
<b>Students enrolled from 50% to 90% of the academic year</b>	24	2.3%
<b>Students enrolled for 49% or less of the academic year</b>	46	4.3%
<b>Students who withdrew and re-enrolled in the same academic year</b>	26	2.5%

<b>Name of School: Middle School</b>		
	<b>Number of Students</b>	<b>Percent of Total Students</b>
<b>Students enrolled for the entire academic year</b>	472	93.3%
<b>Students enrolled from 50% to 90% of the academic year</b>	18	3.6%
<b>Students enrolled for 49% or less of the academic year</b>	15	3%
<b>Students who withdrew and re-enrolled in the same academic year</b>	7	1.4%

<b>Name of School: Intermediate School</b>		
	<b>Number of Students</b>	<b>Percent of Total Students</b>
<b>Students enrolled for the entire academic year</b>	727	94%
<b>Students enrolled from 50% to 90% of the academic year</b>	20	2.6%
<b>Students enrolled for 49% or less of the academic year</b>	22	2.8%
<b>Students who withdrew and re-enrolled in the same academic year</b>	5	.64%

<b>Name of School: Hopewell</b>		
	<b>Number of Students</b>	<b>Percent of Total Students</b>
<b>Students enrolled for the entire academic year</b>	<b>302</b>	<b>94.3%</b>
<b>Students enrolled from 50% to 90% of the academic year</b>	<b>10</b>	<b>3.1%</b>
<b>Students enrolled for 49% or less of the academic year</b>	<b>6</b>	<b>1.8%</b>
<b>Students who withdrew and re-enrolled in the same academic year</b>	<b>0</b>	<b>0%</b>

<b>Name of School: Liberty Bell</b>		
	<b>Number of Students</b>	<b>Percent of Total Students</b>
<b>Students enrolled for the entire academic year</b>	<b>338</b>	<b>95.5%</b>
<b>Students enrolled from 50% to 90% of the academic year</b>	<b>7</b>	<b>2%</b>
<b>Students enrolled for 49% or less of the academic year</b>	<b>6</b>	<b>1.7%</b>
<b>Students who withdrew and re-enrolled in the same academic year</b>	<b>2</b>	<b>.06%</b>

<b>Name of School: Lower Milford</b>		
	<b>Number of Students</b>	<b>Percent of Total Students</b>
<b>Students enrolled for the entire academic year</b>	<b>161</b>	<b>96%</b>
<b>Students enrolled from 50% to 90% of the academic year</b>	<b>2</b>	<b>1%</b>
<b>Students enrolled for 49% or less of the academic year</b>	<b>5</b>	<b>3%</b>
<b>Students who withdrew and re-enrolled in the same academic year</b>	<b>0</b>	<b>0%</b>

Table E.2. Student mobility rates for each of the system's component schools

## F. THE PROFESSIONAL AND SUPPORT STAFFS

### F.1. THE PROFESSIONAL AND SUPPORT STAFFS – SCHOOL SYSTEM

FOR THE ACADEMIC YEAR 2010 -- 2011

	Full-Time	Part-time	Total Full-Time Equivalent
<b>ADMINISTRATIVE STAFF</b>			
Administrators	10		
<b>INSTRUCTIONAL STAFF</b>			
Classroom teachers- elementary/lower school	53		
Classroom teachers- middle school	25		
Classroom teachers- high school/upper school	48		
Special needs teachers	25		
<b>STUDENT SERVICES STAFF</b>			
Guidance/college/ career counselors	5		
Specialists and consultants	6		
Technology services personnel	2		
Information resources/ library personnel	5		
Health services personnel	4		
<b>SUPPORT STAFF</b>			
Paraprofessionals and aides		74	

	Full-Time	Part-time	Total Full-Time Equivalent
Secretaries and clerks	17	1	
Custodial personnel	32	1	
Maintenance personnel	5		
Food services personnel		35	
Security personnel	1		
Other: Cafeteria monitors		13	

Table F.1. The school system's professional and support staffs

**F.1.a. Describe significant trends in the numbers of the school system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*None.*

## **F.2. THE PROFESSIONAL AND SUPPORT STAFFS – COMPONENT SCHOOLS**

**FOR THE ACADEMIC YEAR 2010 -- 2011**

<b>Name of School: High School</b>			
	Full-Time	Part-time	Total Full-Time Equivalent
<b>ADMINISTRATIVE STAFF</b>			
Administrators	2	0	
<b>INSTRUCTIONAL STAFF</b>			
Classroom teachers-high school/upper school	48	0	
Special needs teachers	9	0	
<b>STUDENT SERVICES STAFF</b>			



<b>Name of School: High School</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>Guidance/college/ career counselors</b>	3	0	
<b>Specialists and consultants</b>	1	0	
<b>Technology services personnel</b>	1	0	
<b>Information resources/ library personnel</b>	1	0	
<b>Health services personnel</b>	1	0	
<b>SUPPORT STAFF</b>			
<b>Paraprofessionals and aides</b>	0	9	
<b>Secretaries and clerks</b>	6	0	
<b>Custodial personnel</b>	12	1	
<b>Food services personnel</b>	0	12	
<b>Security personnel</b>	1	0	
<b>Other:</b>			

<b>Name of School: Middle School</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>ADMINISTRATIVE STAFF</b>			
<b>Administrators</b>	2	0	
<b>INSTRUCTIONAL STAFF</b>			
<b>Classroom teachers- middle school</b>	25	0	
<b>Special needs teachers</b>	6	0	
<b>STUDENT SERVICES STAFF</b>			

<b>Name of School: Middle School</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>Guidance/college/ career counselors</b>	1	0	
<b>Specialists and consultants</b>	1	0	
<b>Technology services personnel</b>	1	0	
<b>Information resources/ library personnel</b>	1	0	
<b>Health services personnel</b>	1	0	
<b>SUPPORT STAFF</b>			
<b>Paraprofessionals and aides</b>	0	7	
<b>Secretaries and clerks</b>	3	0	
<b>Custodial personnel</b>	7	0	
<b>Food services personnel</b>	0	5	
<b>Other: Cafeteria Monitor</b>	0	4	

<b>Name of School: Intermediate School</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>ADMINISTRATIVE STAFF</b>			
<b>Administrators</b>	2	0	
<b>INSTRUCTIONAL STAFF</b>			
<b>Classroom teachers- elementary/lower school</b>	40	0	

<b>Name of School: Intermediate School</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>Special needs teachers</b>	6	1	
<b>STUDENT SERVICES STAFF</b>			
<b>Guidance/college/career counselors</b>	1	0	
<b>Specialists and consultants</b>	1	0	
<b>Technology services personnel</b>	0	1	
<b>Information resources/ library personnel</b>	1	0	
<b>Health services personnel</b>	1	0	
<b>SUPPORT STAFF</b>			
<b>Paraprofessionals and aides</b>	0	25	
<b>Secretaries and clerks</b>	3	0	
<b>Custodial personnel</b>	5	0	
<b>Food services personnel</b>	0	6	
<b>Other: Cafeteria Monitors</b>	0	4	

<b>Name of School: Hopewell</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>ADMINISTRATIVE STAFF</b>			
<b>Administrators</b>	1	0	
<b>INSTRUCTIONAL STAFF</b>			
<b>Classroom teachers-elementary/lower school</b>	15	0	

<b>Name of School: Hopewell</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>Special needs teachers</b>	2	1	
<b>STUDENT SERVICES STAFF</b>			
<b>Specialists and consultants</b>	1	0	
<b>Technology services personnel</b>	0	1	
<b>Information resources/ library personnel</b>	1	0	
<b>Health services personnel</b>	0	1	
<b>SUPPORT STAFF</b>			
<b>Paraprofessionals and aides</b>	0	15	
<b>Secretaries and clerks</b>	2	0	
<b>Custodial personnel</b>	3	0	
<b>Food services personnel</b>	0	5	
<b>Other: Cafeteria Monitors</b>	0	2	

<b>Name of School: Liberty Bell</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>ADMINISTRATIVE STAFF</b>			
<b>Administrators</b>	1	0	
<b>INSTRUCTIONAL STAFF</b>			
<b>Classroom teachers- elementary/lower school</b>	17	0	
<b>Special needs teachers</b>	1	1	

<b>Name of School: Liberty Bell</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>STUDENT SERVICES STAFF</b>			
<b>Specialists and consultants</b>	7	0	
<b>Technology services personnel</b>	0	1	
<b>Information resources/ library personnel</b>	0	1	
<b>Health services personnel</b>	0	0	
<b>SUPPORT STAFF</b>			
<b>Paraprofessionals and aides</b>	0	11	
<b>Secretaries and clerks</b>	2	0	
<b>Custodial personnel</b>	3	0	
<b>Food services personnel</b>	0	4	
<b>Other: Cafeteria Monitors</b>	0	2	

<b>Name of School: Lower Milford</b>			
	<b>Full-Time</b>	<b>Part-time</b>	<b>Total Full-Time Equivalent</b>
<b>ADMINISTRATIVE STAFF</b>			
<b>Administrators</b>	1	0	
<b>INSTRUCTIONAL STAFF</b>			
<b>Classroom teachers-elementary/lower school</b>	8	0	
<b>Special needs teachers</b>	1	1	
<b>STUDENT SERVICES STAFF</b>			
<b>Specialists and</b>	1	0	

Name of School: Lower Milford			
	Full-Time	Part-time	Total Full-Time Equivalent
consultants			
Technology services personnel	0	1	
Information resources/ library personnel	0	1	
Health services personnel	0	0	
<b>SUPPORT STAFF</b>			
Paraprofessionals and aides	0	7	
Secretaries and clerks	1	1	
Custodial personnel	2	0	
Food services personnel	0	3	
Other: Cafeteria Monitors	0	1	

Table F.2. The professional and support staffs of each of the school system's component schools

**F.2.a. Describe significant trends in the numbers of the school system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*The difference in numbers of staff throughout the K – 3 buildings reflects the differences in enrollments.*

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## **G. EXPERIENCE OF THE PROFESSIONAL AND SUPPORT STAFFS**

## G.1. EXPERIENCE OF THE PROFESSIONAL AND SUPPORT STAFFS – SCHOOL SYSTEM

FOR THE ACADEMIC YEAR 2010 -- 2011

*Years in the Southern Lehigh School District*

	0-1 Years	2-5 Years	6-10 Years	11-20 Years	over 20 Years
<b>Administrative Staff</b>	0	4	3	2	1
<b>Instructional Staff</b>	8	89	84	67	1
<b>Student Services Staff</b>	0	8	7	7	6
<b>Support Staff</b>	No available data				

Table G.1. Experience of the school system's professional and support staffs

**G.1. Describe significant trends in the job experience of the school system's faculty and staff that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*Due to the fact that the majority of our instructional staff has between two and ten years of experience, there will come a time in the distant future where we will see significant amounts of teachers retiring. This is not something that we need to plan for at the present time.*

## G.2. EXPERIENCE OF THE PROFESSIONAL AND SUPPORT STAFFS – SCHOOL SYSTEM

FOR THE ACADEMIC YEAR 2010 -- 2011

*Years in the Southern Lehigh School District*

Name of School: High School					
	0-1 Years	2-5 Years	6-10 Years	11-20 Years	over 20 Years
<b>Administrative Staff</b>	0	0	1	2	0
<b>Instructional Staff</b>	5	41	30	21	7
<b>Student Services Staff</b>	0	2	3	1	1

<b>Name of School: High School</b>					
	<b>0-1 Years</b>	<b>2-5 Years</b>	<b>6-10 Years</b>	<b>11-20 Years</b>	<b>over 20 Years</b>
<b>Support Staff</b>	No available data				

<b>Name of School: Middle School</b>					
	<b>0-1 Years</b>	<b>2-5 Years</b>	<b>6-10 Years</b>	<b>11-20 Years</b>	<b>over 20 Years</b>
<b>Administrative Staff</b>	0	1	1	0	0
<b>Instructional Staff</b>	1	18	14	12	7
<b>Student Services Staff</b>	0	2	1	2	0
<b>Support Staff</b>	No available data				

<b>Name of School: Intermediate School</b>					
	<b>0-1 Years</b>	<b>2-5 Years</b>	<b>6-10 Years</b>	<b>11-20 Years</b>	<b>over 20 Years</b>
<b>Administrative Staff</b>	0	1	1	0	0
<b>Instructional Staff</b>	2	15	18	17	3
<b>Student Services Staff</b>	0	2	1	1	1
<b>Support Staff</b>	No available data				

<b>Name of School: Hopewell</b>					
	<b>0-1 Years</b>	<b>2-5 Years</b>	<b>6-10 Years</b>	<b>11-20 Years</b>	<b>over 20 Years</b>
<b>Administrative Staff</b>	0	1	0	0	0
<b>Instructional Staff</b>	0	4	8	6	7
<b>Student Services Staff</b>	0	1	0	1	1
<b>Support Staff</b>	No available data				



Name of School: Liberty Bell					
	0-1 Years	2-5 Years	6-10 Years	11-20 Years	over 20 Years
Administrative Staff	0	1	0	0	0
Instructional Staff	0	5	8	8	5
Student Services Staff	0	0	1	1	1
Support Staff	No available data				

Name of School: Lower Milford					
	0-1 Years	2-5 Years	6-10 Years	11-20 Years	over 20 Years
Administrative Staff	0	0	0	0	1
Instructional Staff	0	6	6	3	2
Student Services Staff	0	1	1	1	2
Support Staff	No available data				

Table G.2. Experience of the profession and support staffs of each of the school system's component schools

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## H. ACADEMIC PREPARATION OF THE PROFESSIONAL STAFF

### H.1. ACADEMIC PREPARATION OF THE PROFESSIONAL STAFF – SCHOOL SYSTEM

FOR THE ACADEMIC YEAR 2010 -- 2011

	Associate's or No Degree	Bachelors' Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
<b>Administrative Staff</b>	1	8	0	16	0	1
<b>Instructional Staff</b>	0	70	0	142	0	1
<b>Student Services Staff</b>	0	4	0	16	0	1

Table H.1. Academic preparation of the school system's professional staff

**H.1.a. Describe significant trends in the academic preparation of the school system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*With the exception of certain administrative positions that are not connected to buildings our staff is highly educated.*

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## **H.2. ACADEMIC PREPARATION OF THE PROFESSIONAL STAFF – COMPONENT SCHOOLS**

**FOR THE ACADEMIC YEAR 2010 -- 2011**

*This data is not available in this format and would require extensive manual work in order for us to provide it.*

<b>Name of School: see not above</b>						
	Associate's or No Degree	Bachelors' Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
<b>Administrative Staff</b>						

Name of School: see not above						
	Associate's or No Degree	Bachelors' Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
<b>Instructional Staff</b>						
<b>Student Services Staff</b>						

Table H.2. Academic preparation of the professional staff of each of the school system's component schools

## I. PROFESSIONAL CERTIFICATION OF THE PROFESSIONAL STAFF

### I.1. PROFESSIONAL CERTIFICATION OF THE STAFF – SCHOOL SYSTEM

#### FOR THE ACADEMIC YEAR 2010 -- 2011

	No Certificate	Emergency Certificate	Early Age Certificate	Elementary Level Certificate	Middle Level Certificate	Secondary Level Certificate	Administrative Certificate
<b>Administrative Staff</b>							14
<b>Instructional Staff</b>				97	37	79	213
<b>Student Services Staff</b>					6	15	21

Table I.1. Professional certification of the school system's professional staff

**I.1.a. Describe significant trends in the certification of the school system's professional staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

None.

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## I.2. PROFESSIONAL CERTIFICATION OF THE STAFF – COMPONENT SCHOOLS

*Does not vary from ratios at the district level.*

FOR THE ACADEMIC YEAR 2010 -- 2011

*This data is not kept in this format and would require  
extensive manual work to compile.*

Name of School: N/A							
	No Certificate	Emergency Certificate	Early Age Certificate	Elementary Level Certificate	Middle Level Certificate	Secondary Level Certificate	Administrative Certificate
Administrative Staff							
Instructional Staff							
Student Services Staff							

Table I.2. Professional certification the professional staff of each of the school system's component schools

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## J. DEMOGRAPHIC CHARACTERISTICS OF THE PROFESSIONAL STAFF

### J.1. DEMOGRAPHIC CHARACTERISTICS OF THE PROFESSIONAL STAFF – SCHOOL SYSTEM

FOR THE ACADEMIC YEAR 2010 -- 2011

<b>Characteristic</b>	<b>Percent of Staff Now</b>
<b>Male</b>	31%
<b>Female</b>	69%
<b>African-American</b>	0%
<b>Asian/Pacific Islander</b>	1%
<b>Caucasian/White</b>	97%
<b>Hispanic</b>	2%
<b>Native American Indian</b>	0%
<b>Mixed Race</b>	0%
<b>Unknown Race/Ethnicity</b>	0%
<b>TOTALS</b>	100%

Table J.1. Demographic characteristics of the school system's professional staff

**J.1.a. Describe significant trends in the demographic characteristics of the school system's professional staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

Our teacher profile matches closely to our student profile in terms of ethnicity.

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**J.2. DEMOGRAPHIC CHARACTERISTICS OF THE PROFESSIONAL STAFF – COMPONENT SCHOOLS**

**FOR THE ACADEMIC YEAR 2010 -- 2011**

*The data is not available in this format and would need to be compiled manually.*

<b>Characteristic</b>	<b>Percent of Staff Now</b>
<b>Male</b>	
<b>Female</b>	
<b>African-American</b>	

Characteristic	Percent of Staff Now
Asian/Pacific Islander	
Caucasian/White	
Hispanic	
Native American Indian	
Mixed Race	
Unknown Race/Ethnicity	
Other Ethnicity [Describe]:	
Other [Describe]:	
Other [Describe]:	
Other [Describe]:	
Other [Describe]:	
TOTALS	

Table J.2. Demographic characteristics of the professional staff of each of the school system's component schools

## K. TURNOVER IN THE PROFESSIONAL AND SUPPORT STAFFS

*We do not have a data source for this information past last year due to the migration of our Human Resources data to an electronic system. We have never kept information in this format in the past.*

FOR THE ACADEMIC YEAR 2010 -- 2011

	Percent New Hires Three Years Ago	Percent New Hires Two Years Ago	Percent New Hires One Year Ago
Administrative Staff	N/A	N/A	0%
Instructional Staff	N/A	N/A	2%
Student Services Staff	N/A	N/A	0%

	Percent New Hires Three Years Ago	Percent New Hires Two Years Ago	Percent New Hires One Year Ago
<b>Support Staff</b>	N/A	N/A	2%
<b>TOTAL</b>	N/A	N/A	4%

Table K.1. Rates of new hires to the school system's professional and support staffs

	Percent Changeover Three Years Ago	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
<b>Administrative Staff</b>	N/A	N/A	0%
<b>Instructional Staff</b>	N/A	N/A	5%
<b>Student Services Staff</b>	N/A	N/A	9%
<b>Support Staff</b>	N/A	N/A	7%
<b>TOTAL</b>	N/A	N/A	<b>21%</b>

Table K.2. Rates of departures from the school system's professional and support staffs

*Note: Some Support Staff positions do not have Benefits.*

**K.1.a. Describe significant trends in the rates of turnover in the school system's faculty and staff that that will or might have an effect on the system's ability to produce the levels of student performance stated in its Mission and Profile Graduates.**

*We have not ever had high rates of turnover in our district. Our rates of new hires are down at this time because we are not growing as a district as we have in the past an therefore we are not creating new positions and even when a person retires/resigns it is not a guarantee that we replace their position.*

