



# South Lake High School 2007 Annual Report

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[www.seattleschools.org/area/main/ShowSchool?sid=960](http://www.seattleschools.org/area/main/ShowSchool?sid=960)

**GRADE LEVELS: 9 - 12**

## VISION STATEMENT

*South Lake High School faculty, staff and students will develop, maintain, and support an academically challenging environment that provides the critical social and emotional support needed to enable each student to make the academic gains necessary to become life long learners and productive citizens of their community.*

## DESCRIPTION OF PROGRAMS

South Lake High School offers programs and educational opportunities for all high school age students as follows:

- |                                |                               |
|--------------------------------|-------------------------------|
| A. Special Education Program   | I. Physical Education         |
| B. Reading Mastery             | J. Drug and Alcohol Education |
| C. Writing Mastery             | K. Behavior Modification      |
| D. Math Mastery                | L. Career Education           |
| E. Social Studies              | M. Project Discovery          |
| F. Science-Hands-On Curriculum | N. TAPP Program               |
| G. Project MISTER              | O. Seventh Period Class       |
| H. Project Based Learning      |                               |

South Lake High School is a continuous enrollment school. We enroll new students every Monday throughout the school year.

## ADDITIONAL SCHOOL INFORMATION

### Student Awards:

- |   |  |
|---|--|
| ❖ <b>Black Achievers Award</b>          | ❖ <b>Union Bank of California Award</b>      |
| ❖ <b>Roscoe Bass Humanitarian</b>       | ❖ <b>The Governor's Scholarship</b>          |
| ❖ <b>Project Mister Award</b>           | ❖ <b>Florence Carkeek Scholarship</b>        |
| ❖ <b>Hidden Winner Award</b>            | ❖ <b>Rainier Beach Merchants Association</b> |
| ❖ <b>Seattle Central CC Scholarship</b> |  |

### Additional Information:

- Technology (number of students per computer): 2.8
- Teacher/Student ration: 1/15
- Student involvement in activities: ASB/10 students
- Partners in Prevention: 12
- Number of tutors at South Lake High School: 11
- Percentage of parents/guardians in PTSA/Family organization: 72.5

### South Lake High School Reading Mastery Vision Statement

Our goal is to guarantee that every student attains a college level reading ability by the time they complete our reading program. We have developed an effective reading program by following three tenants:

1. Basic foundational skills must be taught first.
2. Homogeneous grouping of life-skilled students must be assigned to each class.
3. A linear "pipeline" of course builds skills developed in the previous classes.

All incoming students are given a reading assessment. Based on how they place in that test, they are scheduled into the appropriate class. The program is divided into four levels. This program has already had measurable success. Every student who has completed the course has improved his or her reading ability; more specific and up-to-date information can be found in the Academic Achievement section of this report.

**South Lake High School Writing Mastery Vision Statement**

Students will transfer the skills learned in the program to courses such as history, math and science. Strengths of the South Lake Writing Program:

1. Direct writing standards, particularly 1.1; 1.3; 3.2; 3.4; 4.1 and 4.2 are taught.
2. Much of the WASL is dependent on the concise writing skills that are taught.
3. The program develops the Direct Assessment.

**South Lake High School I-728 Allocations:**

- 2006-07 I-728 Allocation \$60,145; 2006-07 Total School Budget \$1,141,996.
- **Amount allocated to each purpose:** class size reduction \$28,281; full day K \$0; extended learning \$31,864; early assistance/pre/K support \$0; professional development \$0; facility improvements/additions \$0.
- Funds used to teach strategies directed toward eliminating disproportionality
- Class size reduction
- Extended learning opportunities
- Funded one class of Level 1 Writing and one class of Decoding Level C Reading

**SCHOOL DEMOGRAPHIC SUMMARY**

Diversity is a hallmark of Seattle Schools. The ethnic diversity of our school is shown below. Many students receive special services. Special Education is offered to students with identified disabilities who receive specially designed instruction provided or supervised by a qualified special educator. Bilingual services are offered to students who have limited fluency in English.

A variety of highly trained, capable and dedicated staff provides instruction, counseling, and support to all students. Certificated staff have special certificates to allow them to provide direct instruction to students. Classified staff provide many different support services such as instructional assistance and administrative support.

**SCHOOL DEMOGRAPHICS (OCTOBER 2007)**

**STUDENTS**

	School		District	
	No.	%	No.	%
American Indian	4	5%	957	2%
Asian	20	24%	10,059	22%
African American	42	51%	9,760	22%
Latino	6	7%	5,280	12%
Caucasian	10	12%	19,220	42%
Total Students	82	100%	45,276	100%
Female	40	49%	22,248	49%
Male	42	51%	23,028	51%
Special Education	17	21%	4,201	9%
Bilingual Ed.	0	0%	5,052	11%
Free/Red. Lunch	43	52%	17,657	39%

**STAFF**

**CERTIFICATED**

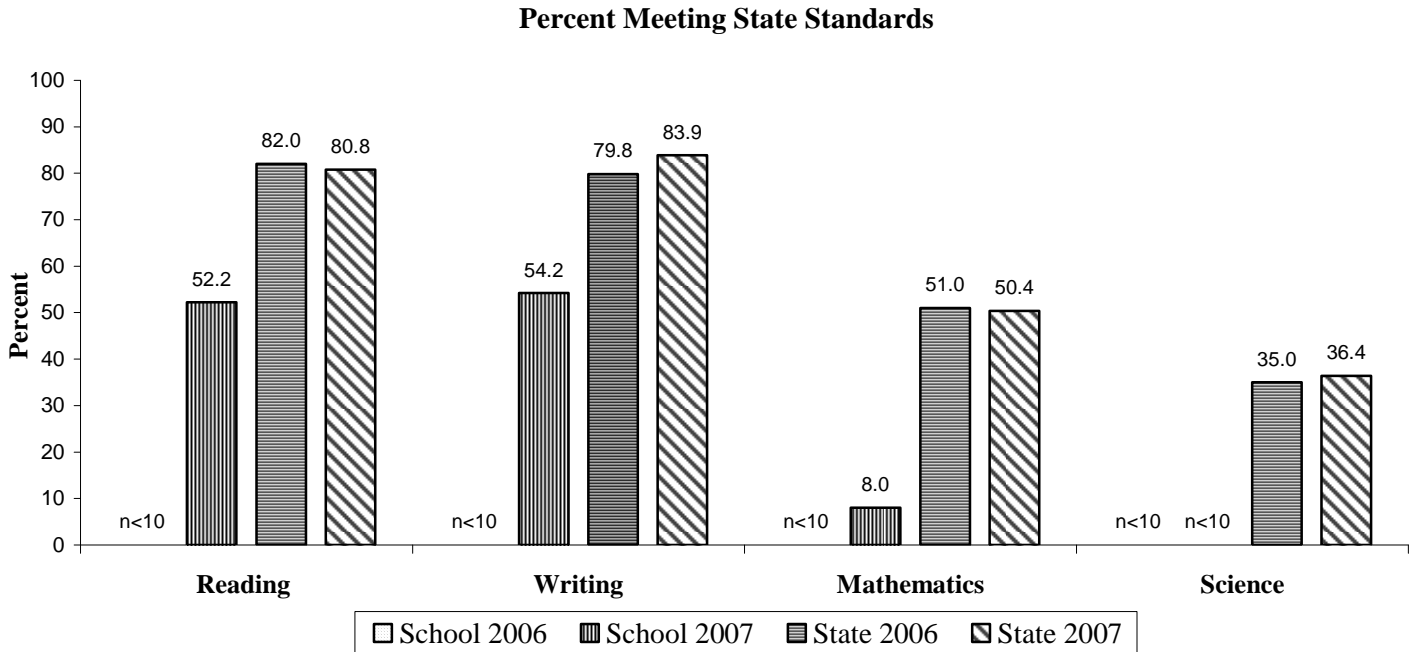
	School		District	
	No.	%	No.	%
American Indian	0	0%	23	1%
Asian	0	0%	247	9%
African American	3	23%	227	8%
Latino	0	0%	77	3%
Caucasian	10	77%	2,240	80%
Total Certificated	13	100%	2,814	100%

**CLASSIFIED**

	School		District	
	No.	%	No.	%
American Indian	0	0%	11	1%
Asian	0	0%	199	16%
African American	2	50%	260	21%
Latino	2	50%	86	7%
Caucasian	0	0%	688	55%
Total Classified	4	100%	1,244	100%

**ACADEMIC ACHIEVEMENT IN CORE SUBJECT AREAS  
TENTH GRADE WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)**

Students' academic performance is assessed throughout the year by each teacher. In addition to the daily and weekly assessment teachers normally perform, tenth grade students were evaluated on whether they met standards of performance established by the State of Washington in reading, writing, mathematics and science. Below we show the percent of our students who met the State's standards based on assessments in April of 2006 and March of 2007. Data are not shown if enrollment is less than 10 students.



More extensive breakdowns of WASL scores that comply with the School Report Card requirements of the Federal Elementary and Secondary Education Act of 2002/No Child Left Behind can be found at <http://reportcard.ospi.k12.wa.us/default.aspx>.

**DISCIPLINARY ACTIONS**

We believe that a safe and positive school environment is important to both a student's learning and academic achievement and to his or her growth as a citizen. We seek to maintain a safe and secure learning environment. While there are many measures of success in this area, we have included data related to suspensions and expulsions.

<u>School Year</u>	<u>SUSPENSIONS</u>				<u>EXPULSIONS</u>			
	<u>Our School</u>		<u>District</u>		<u>Our School</u>		<u>District</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
2004-2005	58	42.3%	3,308	7.1%	3	2.2%	49	0.1%
2005-2006	58	42.3%	2,918	6.4%	3	2.2%	45	0.1%
2006-2007	52	52.0%	2,808	6.2%	5	5.0%	34	0.1%

Note: Percents are based on October 1 student enrollment for that school year.

<b>CUMULATIVE GRADUATION AND DROPOUT RATES</b>
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Completion of high school in order to pursue higher education or enter the work world is a very important goal. We show, as of June 2007, the total number and percent of dropouts and graduates in the classes of 2005, 2006 and 2007 from our school compared to all Seattle public high schools. Early (class of 2008) and late (before class of 2005) graduates are not shown. The "adjusted number in class" includes all students who enrolled since September 2002 who were expected to graduate in 2005, 2006 or 2007 minus confirmed transfers to other schools.

<u>Class of</u>	<u>Adjusted Number in Class</u>	<b>DROPOUTS</b>				<b>GRADUATES</b>			
		<b>Our School</b>		<b>District</b>		<b>Our School</b>		<b>District</b>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
2005	50	23	46.0%	1,126	29.2%	27	54.0%	2,707	70.1%
2006	67	36	53.7%	1,101	28.2%	27	40.3%	2,693	69.0%
2007	44	28	63.6%	1,138	28.1%	7	15.9%	2,561	63.3%

<b>SAT SCORES</b>
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Juniors and Seniors can take a college entrance exam called the Scholastic Aptitude Test (SAT) during their last two years of high school. Some students elect not to take this test. Average scores are shown here for college-bound seniors in 2005-2006 and 2006-2007.

	<u>Number</u>	<u>Verbal</u>	<u>Math</u>	<u>Writing</u>
2005-2006:	N/A	N/A	N/A	N/A
2006-2007:	N/A	N/A	N/A	N/A

**POLICY**

The Seattle Public Schools is an equal opportunity employer. The Seattle Public Schools provides equal employment opportunities to all applicants and employees without regard to race, creed, color, national origin, age, gender, sexual orientation, religion, pregnancy, marital status, or disability, except as may be necessary to meet a bona fide occupational qualification.

The Seattle Public Schools also provides equal educational opportunities for all students without regard to race, creed, color, national origin, gender, sexual orientation, religion, pregnancy, marital status, disability, economic status, previous arrest, or previous incarceration.

The Director of Equity and Race Relations is responsible for monitoring and ensuring internal compliance with non-discrimination laws. To request an accommodation or to file an internal discrimination complaint, contact Caprice D. Hollins, Director of Equity and Race Relations, P.O. Box 34165, Seattle, WA 98124. Phone: (206) 252-0138.

Further information concerning this annual report is available at the school.

2006-2007 Principal: Barbara Moore

2007-2008 Principal: Love Denton