

SUMMER SCHOOL PROGRAMS

Remedial Summer Schools

<u>Staff</u> 13	<u>Students</u> 258	<u>Budget</u> \$98,717	<u>Cost/Student</u> \$383
--------------------	------------------------	---------------------------	------------------------------

(This budget is for the grade 9-12 remedial summer school programs.)

High School

Enrollment

2007-2008	2006-2007	2005-2006
258	264	268

The program began with an unduplicated program enrollment of 165 students and a total class enrollment of 258. Due to student demand, a section of IRP 3 was added this year. Forty-five of those students had special education needs (IEP & 504) and two students were non-native English speakers. Over the course of the six weeks, 7 students elected to drop the courses for which they had registered and an additional 19 students lost the ability to earn credit for their courses due to excessive absences. These students were given the opportunity to continue to attend and many did so. Many decide to participate in the Regents examinations in August as walk-in students and use the class time as review for the exam, while some chose to stop attending class and prepare on their own.

Course and Examination Results – A large part of the focus in our remedial classes is on test preparation skills in general and on the specific content areas tested in each particular course. As a result, one key indicator of student and program success is the various examination scores and the overall success rate. We do take into consideration, however, that a number of the students participating in summer school classes have already passed the required regents examination and are most concerned about achieving a passing class average. Consequently, they may not make a strong effort to prepare for and/or complete the Regents exam given as the final exam for the course.

SUMMER SCHOOLS (cont.)

Regents Courses	2008			2007			2006		
Subject	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course
English 9*	11	7-64%	11-100%	12	10 – 83%	12 –100%	16	14 - 88%	16 - 100%
English 10*	13	13-100%	12-100%	14	13 – 93%	14 -100%	16	14-88%	15 - 93%
English 11	10	10-100%	10-100%	11	10 – 91%	10 – 91%	21	18 –86%	21 -100%
Global 9*	22	15-68%	22-100%	14	12 – 86%	13 – 94%	10	8-80%	10 -100%
Global 10	32	24-75%	27-100%	26	24 – 92%	23 – 88%	30	26-86%	30 -100%
US History	11	11-100%	11-100%	14	12 – 86%	14 -100%	16	16-100%	16 -100%
Math 9 (A)	23	22-96%	22-100%	23	22 –95%	21 –91%	24	24-100%	21 – 87%
Math 10*	20	16-80%	18-90%	29	27 –93%	28 –97%	26	21-81%	26 -100%
Math 11 (B)	7	6-86%	6-100%	10	9 – 90%	9 – 90%	10	7-70%	9 – 90%
IRP 1 Math*	11	11/100%	11-100%	8	8 –100%	8 –100%	10	7-70%	10 –100%
IRP Science 1*	13	12-92%	13-100%	4	4 –100%	4 –100%	8	6-75%	8 – 100%
Biology	11	11-100%	11-100%	9	8 - 89%	9 –100%	19	18-95%	18 – 95%
Earth Science	3	2-67%	3-100%	9	9 - 100%	9 –100%	9	9 - 100%	9 – 100%
IRP3 Science *	1	1-100%	1-100%	1	1 - 100%	1– 100%	0	0	0

Non-Regents Course

Regents examinations are not offered by State Education Department in these courses; therefore, school exams are given.

Regents Courses	2008			2007			2006		
	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course
Health	35	35–100%	35–100%	38	37-97%	38-100%	46	46–100%	47–100%
IRP 3Math*	6	4–67%	6–100%	3	3-100%	3-100%	5	4-80%	47-100%
Unified 1&2*	12	8-67%	11-100%	3	1-33%	2 -66%	5	1-20%	5-100%

HIGHLIGHTS

- The Shaker High School Summer School continues to successfully address the academic remediation needs of its students. The commitment of all faculty members to student support and success is clearly evident in their lesson preparation, student/teacher rapport, and ongoing parental communication. These factors constitute the heart of the program’s success.

SUMMER SCHOOLS (cont.)

- The summer got off to a great start with revisions to the scheduling and registration process. The inclusion of new registration forms and procedures helped to simplify the process for counselors and parents.
- Establishing positive relationships and rapport with students, and strengthening reading comprehension skills were the primary areas of focus this summer. These two key components were emphasized throughout the term resulting in a warm and welcoming climate that helped to promote student retention and success and supported faculty efforts. In addition, the principal and two administrative interns provided individual assistance for students identified in danger of failing, following the mid-term examinations. Individual interventions were planned for each of the identified students. Students and parents were contacted. Teachers were asked to comment on each student's individual strengths and weaknesses. This intervention was another key step in maintaining and establishing personal rapport with students and maximizing student performance.
- This summer's student body included forty-five special needs students, representing 28% of our total population and an increase of 45% over last year. As a result, special education teachers and aides were assigned to many of the summer school classes. It should be noted that the contributions of these staff members went well beyond the individual students to whom they were assigned. Assistance was offered to all students in the classroom, increasing the amount of individual attention each student received, addressing their particular learning needs. This form of differentiated instruction contributed to student success and confidence.
- As we look to next summer, efforts will be made to build upon this year's successes. Plans are underway to provide a full one-day study skills program designed to address the specific needs many of our students encounter. In addition, efforts will be made to provide remediation opportunities to grade twelve students as part of the 2009 summer school. During this school year, we will be reviewing each of the summer school course outlines to ensure that current course content and assessments are included. Curriculum workshops will be convened as needed.

SUMMER SCHOOLS (cont.)

Reading/Writing Program (Grades 5-8)

Course Enrollment:

2007-2008	2006-2007	2005-2006
127	146	129

Thirteen classroom teachers were hired to serve the enrollment of 127 students. Ninety-three percent of enrolled students successfully completed the program. Student enrollment decreased this summer by 19 students. Six students were placed in the Reading/Writing program rather than the Academic Summer Program because of their difficulties in achieving sufficient quality points for promotion was due to their reading and writing difficulties. The junior high administrators and counselors determined that instruction to remediate their reading and writing would be appropriate in order to prepare them for the next school year.

READING AND WRITING PROGRAM HIGHLIGHTS

- The Reading and Writing Program provided a positive and successful six week program for students, parents and staff. This was due to the support of all the program's stakeholders: district administration, teachers, and support staff.
- The faculty and staff from the previous year expressed great interest in returning to this year's program. Two new teachers were hired to replace two who did not return, and there were some changes in the aide needs based on enrollments and specific student needs as identified in their IEPs. The faculty was directly engaged with delivering a quality program to students on a daily basis. The faculty was energetic, student centered, and dedicated to improving students' skills over the summer. The aides were tremendously supportive in their assigned roles. Many went above and beyond their job description to ensure student success.
- This year's registration went smoothly as the 5 – 8 Reading / Writing Program coordinated registrations with the Pre K – 4 summer program. General registration information was communicated with Pupil Service Department teachers through faculty meetings, memos and emails. The criteria for being invited to the Reading/ Writing Program was identified as those students who receive Special Education services, LRA, and/or beginning ESL. Additionally, we welcomed students from Maplewood and St. Pius.

SUMMER SCHOOLS (cont.)

- Six program-wide assemblies were held focusing on character education topics: respect, integrity, decision-making, and teamwork. These programs were student centered focusing on topics and concerns brought forth by students and staff.

READING AND WRITING PROGRAM OBJECTIVES

- Emphasize reading, writing, listening and speaking activities based on experiences with literature.
- Reinforce specific reading skills including comprehension, fluency and vocabulary development. Students are assessed at the beginning and end of the summer program.
- Strengthen higher level thinking skills before, during and after reading.
- Reinforce the writing progress. Students create a writing portfolio containing samples from throughout the summer.
- Increase opportunities for skill development.
- Prepare for state assessments.
- Support student completion of required summer reading assignment.
- Provide students with close direction, frequent interaction with the teacher and individualized support.
- Compose meaningful responses to literature while stimulating an interest and excitement in reading.
- Encourage reading as a lifetime activity.
- Demonstrate positive attitudes toward reading and writing.
- Create a supportive atmosphere for academic risk taking.
- Maintain reading skills.
- Avoid a learning gap during summer vacation.
- Improve work habits.
- Build self-esteem.

SEVENTH AND EIGHTH GRADE REMEDIAL ACADEMIC PROGRAM

Course Results:

Subject	Number Enrolled			Percent Passing Final Exam			Percent Passing Course		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
English 7	12	8	8	88	100	100	100	100	88
English 8	11	14	14	100	100	100	100	100	89
Math 7	14	9	26	93	78	100	100	100	96
Math 8	9	14	13	78	93	100	100	100	92
Science 7	8	5	10	75	80	100	100	100	100
Science 8	11	11	7	100	100	92	100	100	85
History 7	9	5	10	44	80	71	100	80	100
History 8	9	10	13	78	70	89	100	100	89

SUMMER SCHOOLS (cont.)

A total of thirty-two (32) students attended the Academic Summer School Program. Every student passed the course(s) in which they were enrolled during the summer. Therefore, all students are recommended for promotion to the next grade level.

ACADEMIC SUMMER SCHOOL HIGHLIGHTS

- All students passed their courses due in large part to the collective efforts of teachers, guidance counselor, and aides.
- There were four returning teachers, one guidance counselor, and one aide. An additional aide was hired to complete program staffing. Continuity of staff is a strength of this program.
- The summer guidance counselor resumed responsibility for the supervised study hall. This was an essential part of the program that ensured that students received any needed additional support.

ACADEMIC SUMMER SCHOOL OBJECTIVES

- To reinforce content area knowledge and skills to better prepare those students who were not successful during the school year.
- To have the students attain passing final marks, so they will be promoted to the next grade level.
- To provide students with strategies and positive academic habits to be carried over to the school year.

PRE-K TO GRADE 4 SUMMER READING/WRITING PROGRAMS

STUDENT PROGRAM DATA – Enrollment

2008	2007	2006	2005
301	291	292	267

This summer 27 classroom teachers were hired to serve the enrollment of 301 students. This yielded an initial student to teacher ratio of 11:1. Two hundred seventy-two (272) students had successfully completed the program. Ninety percent (90%) of students enrolled completed the program this summer.

SUMMER SCHOOLS (cont.)

READING/WRITING PROGRAM HIGHLIGHTS

- One of the strengths for instruction is that teachers and paraprofessional staff were returning to work in this program. Only three new teachers, out of twenty-seven, began teaching for the first time this summer. This provides for continuity of language arts instruction, since all staff are trained in the district balanced literacy model. Many of the teacher aides are employed in the district during the school year or are pursuing certification as educators.
- One grade three classroom was added due to increased student enrollment at that grade this summer.
- The post-K curriculum was updated by the teachers, reading specialist, and summer school administrator. An instructional resource manual was developed to dovetail with the kindergarten and grade one curricula.
 - A third pre-K teacher was hired to support the increased number of students with speech and language deficiencies.
 - The literacy program includes library research classes, book circulation, read alouds, and other services. This program is very supportive of classroom themes.
 - Two field trip locations were changed to avoid long bus trips. The pre-K and post-K children went to the Rensselaer County Children's Museum instead of the Saratoga Children's Museum. The post-k children went to Little's Lake instead of Five Rivers. These new trips were preferred by the teachers.
 - Four student teachers participated in the program in the library, reading, ASC, and speech areas. The local colleges seek placements for their graduate level students because of the valuable experience the students acquire. These student teachers provide additional support to the students and the program.
 - Nineteen (19) students are included in the two ASC classrooms. Speech, OT, PT, and nursing services were provided as required by the students' IEPs.

READING/WRITING PROGRAM OBJECTIVES

- To strengthen reading and writing skills through a balanced literacy approach, which mirrors the District's reading instruction.
- To emphasize reading, writing, listening, and speaking activities based on reading experiences.
- To reinforce specific reading skills including word attack, comprehension, and vocabulary development.

SUMMER SCHOOLS (cont.)

- To strengthen higher level thinking before, during, and after reading.
- To stimulate an interest in reading.
- To encourage reading as a lifetime activity.
- To reinforce the writing process.
- To demonstrate and develop positive attitudes toward reading and writing.
- To create a supportive atmosphere for academic risk taking.
- To create an appreciation for learning.
- To avoid a learning gap during summer vacation.
- Maintain reading skills over summer break.
- To improve work habits.
- To build self esteem.
- To increase students' ability to identify feelings and to solve problems.
- To increase opportunities for skill development.
- To prepare for state assessments.
- To maintain a maximum student to teacher ratio of 12:1.
- To provide students with close direction, frequent interaction with the teacher, and individualized support.
- To expose students to curriculum objectives at the next grade level (grades 2-4).
- To provide Pre-K students with an opportunity to develop readiness skills.
- To provide Post-K students with an opportunity to further develop readiness skills in preparation for first grade.