

GUIDANCE SERVICES

Primary Goal - To provide educational, vocational and personal counseling services to the end that the student might derive maximum benefit from his or her educational experience.

<u>Staff</u> 16.71	<u>Students</u> 5648	<u>Budget</u> \$2,203,563	<u>Cost Per Student</u> \$390
-----------------------	-------------------------	------------------------------	----------------------------------

A. STUDENT PROGRAM DATA – POST HIGH SCHOOL PLANS

Class	4 Year College	2 Year College	Other Education	Employment	Military	Other
Class of 2009	57	35	3	4	1	0
Class of 2008	58	36	2	3	1	0
Class of 2007	63	31	2	3	1	0
Class of 2006	62	33	1	3	1	0

The Shaker High School Guidance Department continues to have an ongoing commitment to building relationships with a variety of colleges, which include private and public institutions. Over the years approximately 155 colleges and universities attend the College Visitation Days at Shaker High School at which seniors and some juniors meet college representatives. College admissions counselors provided information to families at the Junior Parent and Financial Aid Nights.

B. STUDENT PROGRAM DATA – DISTRICT DROPOUT RATE

Year	Shaker High School
2008-09	2%
2007-08	1.3%
2006-07	1.5%

Sometimes Shaker students withdraw and become part of the statistics, but later re-register during the next year to complete graduation requirements. They finish in January or June.

GUIDANCE SERVICES (cont.)

C. STUDENT PROGRAM DATA – ATTENDANCE DATA

SHS Letters written by principals to parents about attendance:

	2008-2009	2007-2008	2006-2007
Letters written at 20 absences for second warning	306	228	792
Principal's letter for final notice (25 absences)	170	159	364
Number of students who lost course credit	107	81	85

The number of letters written for 20 and 25 absences increased this year. The number of students who lose credit in courses is delineated to 55 students in full year courses and 62 in half year courses.

GUIDANCE HIGHLIGHTS

- The elementary counselors presented approximately 1,200 classroom guidance lessons. These lessons are in grades, kindergarten through sixth. Lesson objectives work to have students be able to develop conflict resolution skills, improve their self-esteem, recognize and counteract bullying and harassment, and utilize good decision making strategies.
- Elementary counselors continue to provide a great number of both group and individual counseling sessions. Through these sessions, as well as classroom lessons, the significant impact that counselors have on the overall student population assists students in addressing personal challenges that students face.
- The elementary counselors expanded upon incorporating thematic literature into the grade level developmental guidance curricula. The counselors collaborated and shared books with specific themes across grade levels and schools. These themes supported the character education programs throughout the district.
- Five evening parent program were organized which addressed diverse topics and helped parents acquire information related to parenting.
- The junior high school counselors worked with the teacher assigned to the REACH program to coordinate the academic support for at-risk students assigned to that program.

GUIDANCE SERVICES (cont.)

- The junior high guidance counselors recommended students to the General Level Programs in English and math for academically at-risk students after reviewing standardized tests, teacher recommendations, and AIS services. This program will begin for the 2009-10 school year.
- This was the fifth year of Instant Admissions Day at Shaker High School by Hudson Valley Community and Schenectady Community Colleges. Approximately one hundred seventy-six (176) students met with the admissions counselors and were accepted into the college that day. This was an increase of 43 students from last year. Students and their parents feel this day enabled them to have a supportive environment when working through the college admissions process.
- Ninety-four percent (94%) of the class of 2009 went on to college, which is an indication of overall guidance effectiveness. We saw a 5% increase in the number of students who selected 2-year over 4-year colleges. This may be due to the recent economy.
- The Character Education Committee in the high school was given a new direction. In previous years, three anti-bullying and decision-making lessons were taught to ninth and tenth graders. This disruption to the teaching schedule was a concern of classroom teachers. The Character Education Committee became a broad segment of the teaching staff, club advisors, and students. The Committee recommended that Rachael's Challenge be invited to present a program. The planning and school participation was outstanding. The program has been invigorating for our students, who responded very positively to the events. This initiative will continue next year with student-generated activities and a club called "Friends of Rachel."
- For the high school guidance department, the development of the RISE program created the need to restructure the Child Study Team at the high school, which had previously been titled Pre-Referral Team. That Team reviewed services provided for students prior to a referral to special education. Now the CST developed and streamlined the referral process for identifying students and referring them to AIS services. This became an improved team for providing student support services this year. In total, 54 students participated in the program throughout the school year.
- The creation of a new Counseling Center during the summer of 2009 was greatly anticipated by the counselors and administrators. The Guidance Department appreciated the support of the Board for creating the Center.

GUIDANCE SERVICES (cont.)

OBJECTIVES:

- The Secondary At-Risk Committee recommended to the Board that a high school program be developed for high school students to support academics and enable students to meet graduation requirements. At the junior high school the committee recommended expanding the block aide program, which would include a teacher to direct the instruction and monitor student progress. Both programs were initiated for the 2008 -09 school year.

In the Shaker Junior High School, 115 students were enrolled in the REACH Program at some time during the year. Nineteen (19) new entrants were enrolled during transition, and 8 remained until the end-of-the-year. The parents of students enrolled in REACH were contacted at least 4 times during the year, quarterly. Nineteen (19) new entrants were enrolled during their transition to North Colonies, and 8 students remained until the end-of-the-year.

At the Shaker High School, 54 students participated in the RISE Program throughout the year. A goal of the program was to meet the needs of students who were at risk of not graduating from high school. A survey of the students at the end of the year indicated that 76% said they felt better about being a student at Shaker since being in the program. Ninety-seven (97%) of the students said they benefited from RISE services, and 50% participated in at least one extra-curricular activity during the year.

STUDENT ASSISTANCE PROGRAM

At Shaker High School, two hundred twenty-nine (229) students were seen for individual counseling.

- 68% of these students passed all core courses
- 14% of these students passed all but 1 core course
- 6% of these students passed all but 2 core courses
- 2% of these students failed 3 core courses
- 2% of these students failed all core courses
- 8% of these students left Shaker High School, e.g., transferred, moved

At Shaker Junior High School the student assistance counselor met with one hundred sixty-six (166) students either individually or in groups.

GUIDANCE SERVICES (cont.)

- 100% of these students passed at least one block class
- 98% passed at least two block classes
- 95% passed at least three classes
- 5% failed one class
- 9 students receiving counseling services attended summer school

Overall, the Student Assistance Program was effective in that it provided support for students with academic, behavioral and social difficulties. The number of referrals in each school continues to be an indicator of the students' level of comfort and need for this program. Both secondary programs are recognized and accepted by the students who seek the counselors' support. Collaboration between the student assistance counselors and the high school and junior high school guidance counselors was an integral part of the students' academic support. The student assistance counselors continue to be at the forefront of supporting students with acute emotional issues.

STUDENT ASSISTANCE HIGHLIGHTS

- Student assistance counselors continue to provide individual counseling for a variety of issues that affect students' ability.
- Student assistance counselors meet with students who are suspended due to alcohol, tobacco or illegal substance abuse issues. These students are provided education regarding the dangers of their use. The high school student assistance counselor provided counseling for 47 students returning to school following a substance abuse suspension.
- The high school counselor maintained contact with 47 out of 54 students in the RISE program since they had been counseled by him previously.
- The junior high counselor facilitates groups that address topics specific to issues affecting developmental concerns for adolescents, which included students in REACH.
- Student assistance counselors periodically teach in health classes on topics relevant to that curriculum, i.e., drug and tobacco education and good decision making. The junior high school counselor presented in health classes on the topic of internet and cell phone safety.
- The junior high student assistance counselor arranged for a school-wide and parent evening presentation on Respect and Responsibility by M. Pritchard.

GUIDANCE SERVICES (cont.)

- The junior high school student assistance counselor is an advisor for the Best Buddies program, which was recognized by Best Buddies International as one of the best programs in the state.

PERSONAL IMPROVEMENT INTERVENTION PROGRAM (PIIP)

At Shaker High School, twenty-seven (27) students finished the PIIP program during the school year.

- 22 out of 25 students passed all their core subjects
- 3 students attended summer school and obtained credit

Overall, the overall grade point average was 78%, which exceeds the yearly objective of 75%. Six students received Merit Roll distinction during the year. This success gives the students a positive image and serves as a model for other students in the program.

RESPONSE TO INTERVENTION FOR SUCCESSFUL EDUCATION (RISE)

At Shaker High School, 54 students participated in the RISE Program throughout the year. A goal of the program was to meet the needs of students who were at risk of not graduating from high school. Surveys were conducted at the first year. Students indicated that 76% said they felt better about being a student at Shaker since being in the program. Ninety-seven (97%) of the students said they benefited from RISE services, and 50% participated in at least one extra-curricular activity during the year. For the general education teachers, 100% felt that RISE was helpful or very helpful for their students in the program. For the high school administrators, reported that RISE served to prevent more serious behavioral problems occurring for those students.

SHAKER JUNIOR HIGH SCHOOL AT-RISK PROGRAM (REACH)

A goal of this program was to academically support students so they would be promoted to the next grade level. One hundred two (102 students) were enrolled in the REACH Program at the end of the year. Thirteen (13) students exited during the year, thus 115 students were enrolled over the course of the year. The parents of students enrolled in REACH were contacted at least 4 times during the year. Nineteen (19) new entrants were enrolled during transition, and 8 remained until the end-of-the-year. Nineteen (19) students were enrolled as new entrants, and 8 students remained until the end-of-the-year.