

SUMMER SCHOOL PROGRAMS

Remedial Summer Schools

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost/Student</u>
12	253	\$106,784	\$422

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

High School

Enrollment

2008-2009	2007-2008	2006-2007
253	258	264

The program began with an unduplicated program enrollment of 178 students and a total class enrollment of 253. Fifty-six of the students who participated possessed special learning needs (IEP & 504) and an additional three students had limited English proficiency (LEP). Over the course of the six weeks 9 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 a number of them did so.

Remedial coursework for English 12, Physical Education 12, Participation in Government and US History was offered for the first time this summer. We were pleased to note that the number of students who required this remediation to complete graduation requirements was very small. However, providing this option, allowed 11 students to graduate with the remainder of their cohort and to avoid returning to high school in the fall.

A two week review class focused on preparation for the Chemistry Regents examination was offered at the end of the summer term to address the unusually large number of students who were unsuccessful in passing the June Regents examination.

Course and Examination Results

One of the primary objectives of the summer remedial program is to assist students in developing content comprehension and retention, as well as effective test preparation and taking skills. 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,

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however, that a number of the students participating in summer school classes have already passed the required regents examination, and are most concerned with achieving a passing class average, and may not make a strong effort to prepare for and/or complete the Regents exam given as the final exam for the course. This year's results demonstrate a strong rate of success, with an overall success rate of 95% on Regents examinations and 85% on local examinations.

Regents Courses	2009			2008			2007		
Subject	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course
English 9*	5	5 - 100%	5-100%	11	7 - 64%	11 -100%	12	10 - 83%	12 - 100%
English 10*	14	10-72%	11-80%	13	13 - 100%	12 -100%	14	13 - 93%	14 - 100%
English 11	14	10-72%	10-72%	10	10 - 100%	10 - 100%	11	10 - 91%	10 - 91%
Global 9*	10	8 - 80%	10-100%	22	15 - 68%	22 - 100%	14	12 - 86%	13 - 94%
Global 10	25	22-85%	24 - 95%	32	24 - 75%	27 - 100%	26	24 - 92%	23 - 88%
US History	21	20- 94%	21-100%	11	11- 100%	11 - 100%	14	12 - 86%	14 -100%
Math 9 (A)	16	16-100%	16-100%	23	22 -96%	22 - 100%	23	22- 95%	21 - 91%
Math 10*	20	20- 100%	20-100%	20	16 - 80%	18 - 90%	29	27- 93%	28 - 97%
Math 11 (B)	12	12-100%	12 -100%	7	6 - 86%	6 - 100%	10	9 - 90%	9 - 90%
IRP 1 Math*	12	11 - 92%	12 -100%	11	11-100%	11 - 100%	8	8 - 100%	8 -100%
IRP Science 1*	3	3-100%	3-100%	13	12 -92%	13 - 100%	4	4 - 100%	4 - 100%
Biology	4	4-100%	4-100%	11	11 -100%	11 -100%	9	8 - 89%	9 - 100%
Earth Science	9	9-100%	93-100%	3	2 - 67%	3 -100%	9	9 - 100%	9 - 100%
IRP3 Science *	3	3-100%	3-100%	1	1- 100%	1 - 100%	1	1 - 100%	1 - 100%

Non-Regents Course

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

Regents Courses 2009 2008 2007

	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course	# Taking Exam	# Passing Exam	# Passing Course
Health	46	46-100%	46-100%	35	35-100%	35-100%	38	37-97%	38-100%
IRP 3Math*	3	2-67%	3-100%	6	4-67%	6-100%	3	3-100%	3-100%
Unified 1&2*	3	2-66%	3-100%	12	8-67%	11-100%	3	1-33%	2-66%
Economics	5	5-100%	5-100%	N/O	N/O	N/O	N/O	N/O	N/O
English 12	4	4-100%	4-100%	N/O	N/O	N/O	N/O	N/O	N/O
Participation in Government	1	1-100%	1-100%	N/O	N/O	N/O	N/O	N/O	N/O
PE 12	2	2-100%	2-100%	N/O	N/O	N/O	N/O	N/O	N/O

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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 developed, and ongoing parental communication. These factors constitute the heart of the program's success.
- Never before have we seen such a large number of special needs students enrolled in the summer school program, fifty-six in total, representing a third of the total population and an increase of about 30% from last year. As a result of the increased learning needs of the population, special education teachers and aides were assigned to many of the summer school classes. This had a positive impact on these classes as a whole. This assistance was extended 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 increased student self-confidence and success.
- This was our third year of using Infinite Campus which increased the efficiency of data collection and storage, registration, scheduling, attendance, grade reporting, and generating report cards. The operation of the summer program requires establishing a small school within the context of the larger Shaker High School and maintaining the security and integrity of both. Building a caring rapport with students and parents, professional communication and record keeping and maintaining a positive and professional decorum are important aspects of our program. We were very fortunate to have strong faculty and staff working within our program to meet those objectives.

Reading/Writing Program (Grades 5-8)

Student Enrollment:

2008-2009	2007-2008	2006-2007
130	127	146

Thirteen classroom teachers were hired to serve the enrollment of 130 students. Student enrollment increased this summer by 3 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

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writing difficulties. The junior high administrators and counselors determined that instruction to remediate their reading would be appropriate in order to prepare them for the next school year.

READING AND WRITING PROGRAM HIGHLIGHTS

- The Reading and Writing Program was a positive and successful six weeks for students, parents and staff. This was due, greatly, to the support of district administration, teachers, and support staff.
- The faculty and staff from the previous year expressed great interest in returning to this year’s program. One new teacher was hired to replace a teacher from last year who took a leave of absence due to a medical reason. Teacher aides were hired based on enrollment of special education students and their needs as identified in students’ 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 criterion for being invited to the Reading / Writing Program was identified as those students who receive Special Education services, LRA, and/or beginning ESL. Grade 5 and 6 Remedial Math students, identified through Mrs. Horsman’s office, were also invited to attend the Math portion of the program. The registration deadline of April 1 was again emphasized this year. Eligible students who joined the district after April 1 were still invited to attend, as were students who were newly identified through the Committee on Special Education.

- Five program-wide assemblies were held focusing on the theme of “Going Beyond”. Students set individual and classroom goals for the summer, re-evaluated and adjusted these throughout the program. The assemblies reinforced methods in which students can achieve these goals for a further sense of accomplishment.

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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 sample 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.
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- 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.
- Avoid a learning gap during summer vacation.
- Improve work habits while building self-esteem.

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Remedial Academic Program (Grades 7 and 8)

SEVENTH AND EIGHTH GRADE REMEDIAL ACADEMIC PROGRAM

Course Results:

Subject	Number Enrolled			Percent Passing Final Exam			Percent Passing Course		
	2009	2008	2007	2009	2008	2007	2009	2008	2007
English 7	9	12	8	100	88	100	100	100	100
English 8	14	11	17	100	100	100	100	100	100
Math 7	19	14	9	64	93	78	84	100	100
Math 8	10	9	14	80	78	93	100	100	100
Science 7	12	8	5	58	75	80	100	100	100
Science 8	18	11	11	78	100	100	100	100	100
History 7	10	9	5	50	44	80	70	100	100
History 8	13	9	10	53	78	70	92	100	100

A total of forty-three (43) students attended the Academic Summer School Program. Three students lost credit in one or more classes as a direct result of not meeting the attendance requirements. These three students were given the option to acquire outside tutoring or repeat the course during the 2009 – 2010 academic year.

ACADEMIC SUMMER SCHOOL HIGHLIGHTS

- The Academic Summer School Program was extremely successful again this summer. There were three returning teachers and one guidance counselor. A new math teacher was added due to the previous teacher resigning. We welcomed two new summer program aides, who are with SJHS during the regular academic year.

- The summer guidance counselor assumed responsibility for the supervised study hall, as well as communicating with parents and teachers in an effort to promote student success.

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.

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- To provide students with strategies and positive academic, social and study skill habits to be carried over to the school year.

PRE-K TO GRADE 4 SUMMER READING/WRITING PROGRAMS

STUDENT PROGRAM DATA – Enrollment

2009	2008	2007	2006
324	301	291	292

This summer 29 classroom teachers were hired to serve the enrollment of 324 students. This yielded an initial student to teacher ratio of 11:1. Two hundred eighty-three (283) students had successfully completed the program. Eighty-seven percent (87%) of students enrolled completed the program this summer.

READING AND WRITING PROGRAM HIGHLIGHTS

- An evaluation instrument was provided to parents at the end of the program. Parental comments prior to and throughout the summer are also considered. Parental response to the program is overwhelmingly positive. Many parents report improvement in their children’s reading ability and self confidence. Many parents also express gratitude to the district for providing this opportunity for their children and want the program to continue.
- An evaluation instrument was provided to teachers near the end of the program. Teachers frequently shared their observations and suggestions with the principal prior to and throughout the summer both informally and at faculty meetings. Staff response to the program continues to be positive. Teachers continue to comment

on their satisfaction with being involved with such a unique and positive program. Faculty and staff from the previous year expressed great interest in returning to this year's program. The faculty is dedicated to teaching and effectively delivered a quality program to the students on a daily basis. Two Level 2 teachers were added due to increased student enrollment.

- All of the support staff have prior experience working with students in the district, and some are pursuing certification as educators. Aide support is a tremendous asset in classrooms.
- This year's registration went smoothly. The registration timeline was again coordinated with the 5-8 Summer Program's timeline. Registration information was

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communicated via email, memorandums, Pupil Services Department meetings, mailings to parents, and parent meetings. The criteria for being invited and the registration deadline of April 1 were emphasized. Eligible students who joined the District after April 1 were invited to attend.

- Administrative preparations such as use of space, movement of supplies, location of classrooms, and safety were all considered and planned for in advance. Small tables and chairs from Southgate were delivered for use in classrooms with younger children for the summer. In preparation to meet this need for the future, tables were purchased which will be stored for summer use.
- Identification stickers were mailed to all students in June and worn on the first day of school. As a result, the arrival of students on the first day went very smoothly.
- Fifteen (15) students with multiple academic, physical, and emotional needs were served in the Academic Skills Classrooms. Two full day teachers were hired to serve this challenging population. The teachers coordinated the support of 9 aides, several therapists, a 1:1 nurse, and the school nurse. Air conditioning was provided to support this medically fragile student population in the classrooms and in the OT/PT room. Therapies and speech were provided, as were other supports required by the students' IEPs.
- The majority of students were very well behaved this summer. Teachers, the counselor, support staff, the administrator, transportation, and parents actively promoted and acknowledged good student behavior.

READING AND 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
- 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

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- To avoid a learning gap during summer vacation
- 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