

Summer School Report Summary

September 2016

Robin Zymroz, Assistant Superintendent for Instruction & Student Services

The enclosed Summer School Reports represent programs that were available to our students for 2016.

- High School – Chris Koch
443 Students
14 Graduates
- Stepping Stones – Nathan Bourke
100 Students in Session 1
94 Students in Session 2

We had 637 students participating in these programs, which addressed a variety of student needs.

We continue to analyze data to determine the effectiveness of such programs for both student achievement and fiscal implications.

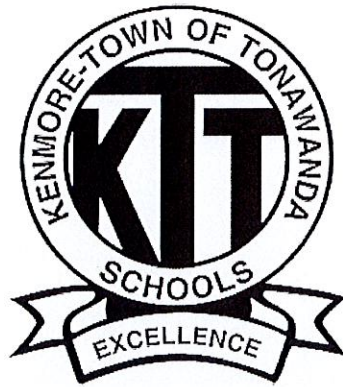
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Ken-Ton

HS SUMMER SCHOOL

2016 Summer Report



Kenmore -Town of Tonawanda Union Free School District
2016 Summer High School Program
Annual Report

Prepared by

Christine Koch

September 7, 2016

Summer School Annual Report 2016

Principal: Christine Koch

Total Remedial Students Attending: 443

Total Regents Exams Given: 358

Total Number of Graduates: 14

Summer School Course Results

Course	Total Tested	Passed Exams	Passing Exam %	Total Course Enrollment	Passed Course	Passing Course %	Absences from Exam
English 9	8	7	88	8	7	88	0
English 10	19	18	95	19	18	95	0
*English 11	23	15	65	15	15	100	0
English 12	1	1	100	1	1	100	0
Algebra A	19	18	95	19	18	95	0
*Algebra B (2 nd pt of Alg I)	16	9	56	16	7	44	0
*Algebra I (CC)	41	31	76	28	24	86	0
*Geometry (CC)	51	24	47	27	25	93	0
*Alg II (CC)	6	4	67	0	0	0	0
*Earth Science	48	35	73	21	21	100	0
*Living Environment	57	19	33	23	16	70	0
*Chemistry	17	10	60	0	0	0	0
Global 9	27	22	81	27	27	100	0
*Global 10	69	27	39	28	24	86	0
*US History	30	22	73	14	11	79	0
Economics	17	16	94	17	17	100	0
Government	19	19	100	19	19	100	0
Physical Education	14	13	93%	14	13	93%	0
Health	42	42	100%	42	42	100%	0

*Note: Courses in orange are Regents courses.

Regents Exam Results

Exam	Number of Exams Given	Score 0-54	Score 55-64	Score 65-84	Score 85-100	Percent Passing
CC ELA	23	6	2	9	6	65
Earth Science	48	5	8	35	0	73
US History	30	4	4	16	6	73
CC Algebra I	57	4	13	38	2	70
CC Algebra II	6	0	2	4	0	67
Geometry	51	8	19	23	1	47
Living Environment	57	22	16	17	2	33
Chemistry	17	2	5	10	0	60
Global 10	69	18	24	25	2	39

Summer School Remedial Attendance Report 2016

Prepared By: Christine Koch; September 2016

*Report includes remedial course attendance data only

Attendance Report

Course	Teacher(s)	Number of Students Enrolled	Total Possible Days	Actual Days	Percentage
English 9	Julia Borgisi	8	176	157	89
English 10	Julia Borgisi	19	418	308	74
English 11	Julian Weber	15	330	301	91
English 12	Julian Weber	1	22	22	100
Algebra A	Joel Maerten/ Stephanie Cleary	19	418	369	88
Algebra B	Brittney Stang	16	352	315	89
Algebra I	Dan Gustafson	28	616	571	93
Geometry	Kim Mahoney	27	594	554	93
Earth Science	Ryan Hogan	21	462	428	93
Living Environment	Kevin Race/ Clarence Boatman	23	506	458	91
Global 9	Tim Knight/ Kathryn Puglisi	27	594	545	91
Global 10	Cory Dukat	28	616	557	90
US History	Joe Iacuzzo	14	308	272	88
Economics	Christopher Knab	17	374	346	93
Government	Christopher Knab	19	418	384	92
Physical Education	John Harris	14	308	267	87
Health	Patrick Veltri	42	924	879	95
Totals		338	7436	6733	91%



Ken-Ton

STEPPING STONES

2016 Summer Report

Stepping Stones to Success 2016 Program Summary

Stepping Stones to Success, now in its seventeenth year, is a transitional program for students exiting grade seventh and entering both grades eight and nine at the Kenmore East and West High Schools. Additionally, English Language Learners, new to the Kenmore High Schools in the fall were invited to attend to assist in their transition process.

Traditionally, students were recommended by their eight grade team of teachers, counselors, and/or other teaching specialists (AIS, ESL, etc.) based on academic need and/or state assessment results. Students were invited, by a mailed home invitation, to attend a two week academic camp that was held July 7-22 or July 25-August 4 from 9am-12 noon, Monday-Thursday at both high schools. Students entering the Big Picture program attended their "home high school."

Program:

Student received small group instruction in English Language Arts/Language Learning, Global History, Mathematics, Sciences, and Study Skills Strategies. Most students who attended this year's program were classified in the districts ESOL program, various Special Education programs, and /or enrolling into the Big Picture Program. During the upcoming school year, students will continue to receive appropriate services at the high schools (AIS, ESL, Special Education, Academic Achievement/Learning Center, etc.) for additional support. Students took a pre and post-test in each discipline to measure their academic and linguistic growth throughout the program

Students' progress within the summer program will be sent to their 2016-17 core academic teachers as well as student's teachers of AIS, ESL, Special Education, and other appropriate service providers. Appropriate recommendations and/or Instructional Support Team referrals will also be made as necessary.

Program Staffing:

Teaching Staff:

English Language Arts	Jeanette Yoder& Jeff Kleismit
Global History	Leslie Simon
Mathematics	Wendy Breene & Nathan Bourke/Lynn Whitworth
Program Coordinator	Nathan Bourke
Sciences	Timothy Freeman & Robert O'Connor
Study Skills	Kelly Holtz

Student Enrollment & Attendance

Site	Session I	Attendance Rate	Session II	Attendance Rate
East High School	52	97%	49	97%
West High School	48	94%	45	92%

Format:

Students rotated daily throughout the various mini-courses. Additionally, they participated in cross curricular projects in Math & Sciences as well as Language Arts and History that focused on concepts that would allow further academic success throughout their first year of high school.

Content:***Science:***

Students were actively engaged in many scientific lessons that will help them be very successful in the high school sciences. This year, all ninth graders will be enrolled in Living Environment. The Metric system was a key element of instruction and was utilized heavily in the cross curricular project. Students also were introduced to critical laboratory equipment, including the triple balance beam. Density, Percentage, and Standard Deviation problems were also reinforced. Students were challenged to make observations and inferences. Finally, students also spent time studying about clean air and water.

Mathematics:

Students in the Stepping Stones Math Program took a pre-assessment on the first day of the session so that they could be grouped according to ability level. A book entitled Exploring Algebra and Pre-Algebra with Manipulatives by Don Balka was used to develop the instructional activities. Each group had some practice with the following topics: adding and subtracting binomials; multiplying binomials; and factoring trinomials. Students in the higher math ability group also practiced simplifying radical expressions. A resource used for simplifying radical expressions was Algebra: New York Edition by Glencoe. On the last day of the session, the students took a post-assessment.

Global History & Geography:

Students were engaged in the following areas:

- Document Based Question work that is a required exam task in grades 9-11
- Research using technology
- Geography
- Constructed Response short answer questions

All students were very actively engaged, showed growth, and were very enjoyable to work with.

English Language Arts/Development:

Students spent the two week session engaged in activities that would enhance their language arts skills within the framework of the Common Core. Spelling, handwriting, as well as critical thinking skills were also emphasized. Students were involved in a mini-cross curricular research project, and focused on literary elements both in their own writing and in others. They also wrote reflection pieces.

Study Skills:

Students have worked on a variety of ways to help improve their study skills in preparation for high school. The two week program is designed to help our students get a head start on the learning process in high school. They not only learned specific content areas, but also learned useful tools to help improve study skills across the curriculum. The various learning styles, team work, planning, test taking, study aids, memory strategies, and the importance of direction following were all key elements that drove instruction.

Summation:

The Stepping Stones to Success program continues to be a productive program that assists students in their transitions from Middle to the High Schools. It serves as a strong foundation for students as they begin their journey throughout high school. Each summer, students, and their parents alike have noted that this program has helped to ease their child's anxiety, and build their confidence toward academic success. Additionally, these connections between the students, and their teachers, lay a strong foundation for the duration of their high school experience.

Throughout the 2016-17 school year, we will be working with Middle School Guidance Counselors and Administrators with the endeavor of recruiting even more students to attend the program, as well as develop a plan to assist both our incoming eighth and ninth graders for the summer of 2017.

Respectfully Submitted,

Nathan Bourke, Coordinator