

# Summer School Report Summary

September 2017

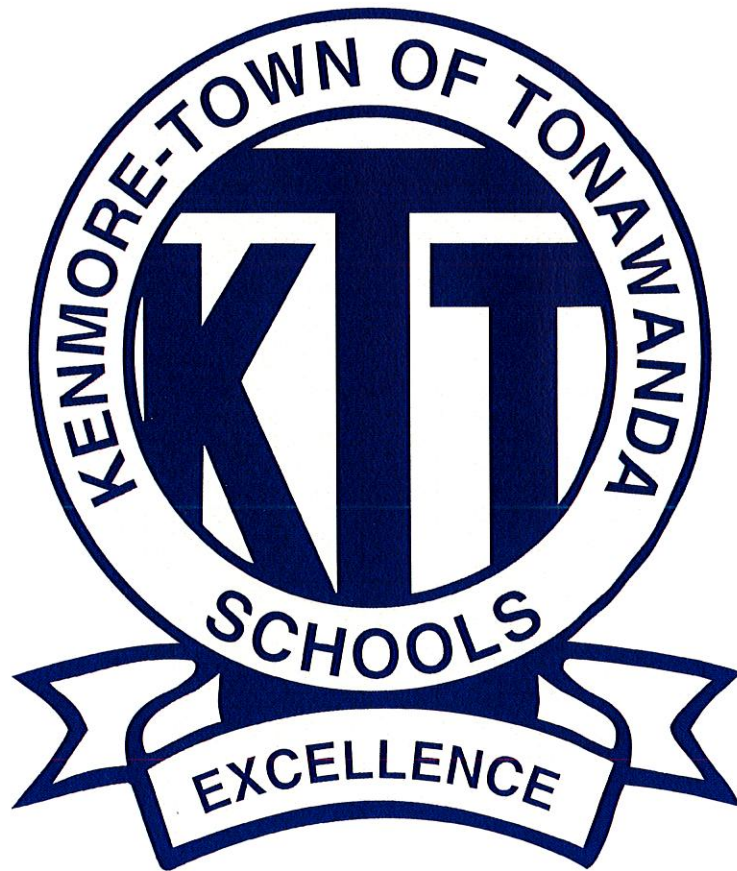
Robin Zymroz, Assistant Superintendent for Instruction & Student Services

The enclosed Summer School Reports represent programs that were available to our students for 2017.

- **High School:** Principal Trevor Brown  
**Location:** Kenmore East HS  
8<sup>th</sup> Grade – 125  
9<sup>th</sup> Grade – 255  
10<sup>th</sup> Grade – 170  
11<sup>th</sup> Grade – 50  
12<sup>th</sup> Grade – 31  
**Total Students:** 631  
Graduates 26 out of 31
- **Middle School:** Principal Michael Haggerty  
**Location:** Franklin MS  
**Total Students:** 96
- **Elementary School:** Principal Dave King  
**Location:** Holmes ES  
**Total Students:** 171
- **Stepping Stones –** Nathan Bourke  
**Location:** Kenmore East HS  
45 Students in Session 1  
48 Students in Session 2  
**Total Students:** 93

We had 991 students participating in these programs, which addressed a variety of student needs.

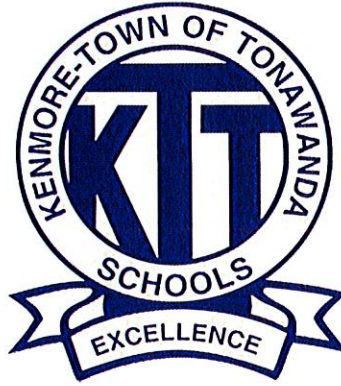
We continue to analyze data to determine the effectiveness of such programs for both student achievement and fiscal implications.



Ken-Ton

HS SUMMER SCHOOL

2017 Summer Report



Kenmore -Town of Tonawanda Union Free School District  
2017 Summer High School Program  
Annual Report

Prepared by

Trevor Brown  
Revised September 11, 2017

HS SUMMER SCHOOL  
ENROLLMENT  
2017

GRADE	ENROLLMENT
8	125
9	255
10	170
11	50
12	31



# Summer School Annual Report 2017

Principal: Trevor Brown

Total Remedial Students Attending: 469

Total Regents Exams Given: 511

Total Number of Graduates: 26

## Summer School Course Results

Course	Total Tested	Passed Exams	Passing Exam %	Total Course Enrollment	Passed Course	Passing Course %	Absences from Exam
English 8	13	12	92%	13	13	100%	0
English 9	15	14	93%	15	14	93%	0
English 10	17	17	100%	17	14	82%	0
*English 11	19	13	68%	19	15	79%	0
English 12	7	7	100%	7	7	100%	0
Math 8	68	11	16%	73	61	84%	5
Int Algebra	4	1	25%	4	4	100%	0
Algebra A	31	27	87%	37	23	62%	6
*Algebra B (2 <sup>nd</sup> pt of Alg I)	25	16	64%	25	19	76%	0
*Algebra R (CC)	11	8	73%	12	9	75%	1
*Geometry (CC)	17	2	12%	19	10	53%	2
*Alg II (CC)	--	--	--	--	--	--	--
* Earth Science	29	18	63%	29	29	100%	0
* Living Environment	78	53	68%	82	74	90%	4
*Chemistry	--	--	--	--	--	--	0
Social Studies 8	17	16	94%	19	17	90%	2
Global 9	21	19	91%	21	21	100%	0
*Global 10	30	9	30%	31	31	100%	1
*US History	30	26	87%	31	28	90%	1
Economics	10	10	100%	10	10	100%	0
Government	13	13	100%	13	13	100%	0
Physical Education	NA	NA	NA	23	22	95%	0
Health	40	39	97.5	41	40	97.5%	1

\*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	29	6	2	9	6	65%
Earth Science	54	12	14	28	0	52%
US History	41	3	5	24	9	80%
CC Algebra I	51	9	12	26	4	59%
CC Algebra II	2	--	--	1	1	100%
Geometry	47	17	12	13	5	38%
Living Environment	164	32	70	57	5	38%
Chemistry	34	2	11	19	2	62%
Global 10	91	33	30	22	6	31%

## Summer School Remedial Attendance Report 2017

Prepared By: Trevor Brown; August 2017

\*Report includes remedial course attendance data only

### Attendance Report

Course	Teacher(s)	Number of Students Enrolled	Total Possible Days	Actual Days	Percentage
English 8	Scot LaFalse	13	286	267.5	94%
English 9	Julia Borgisi	15	330	283	86%
English 10	Julia Borgisi	17	374	229	61%
English 11	Julian Weber	19	418	328.5	79%
English 12	Julian Weber	7	154	128	83%
Algebra A	Stephanie Cleary	37	814	739	91%
Algebra B	Alicia Salmon	25	550	455	83%
Algebra R	Joel Maerten	12	264	245	93%
Geometry	Joseph Olaf	19	418	305	73%
Earth Science	Ryan Hogan	29	638	452	71%
Living Environment	Kevin Race Robert O'Connor	82	1804	1638	91%

<b>SS 8</b>	Leslie Simon	21	462	414	89%
<b>Global 9</b>	Leslie Simon	22	484	436	90%
<b>Global 10</b>	Cory Dukat	31	682	589	90%
<b>US History</b>	Joe Iacuzzo	31	682	573	84%
<b>Economics</b>	Christopher Knab	10	220	189	86%
<b>Government</b>	Christopher Knab	13	286	240	84%
<b>Physical Education</b>	John Haynes	23	506	396	78%
<b>Health</b>	Carrie Vetter	41	902	789.5	88%

### Five Year Comparison of Summer Regents Exams

EXAM	2013		2014		2015		2016		2017	
	#	%	#	%	#	%	#	%	#	%
ELA	19	79	14	57	--	--	--	--	--	--
ELA CC	--	--	12	67	24	79	23	65	29	65
Int Alg	29	55	55	56	--	--	--	--	--	--
Alg I CC	--	--	61	52	103	50	57	70	51	59
Geometry	34	47	45	67	--	--	--	--	--	--
Geometry CC	--	--	--	--	43	35	51	47	47	38
Alg 2 Trig	--	--	--	--	40	40	--	--	--	--
Alg II CC	--	--	--	--	--	--	6	67	2	100
US History	20	35	51	80	31	77	30	73	41	80
Global	66	36	89	57	90	73	69	39	91	31
Earth Science	69	58	33	48	24	58	48	73	54	52
Living Environment	26	65	60	40	60	33	57	33	164	38
Chemistry	--	--	--	--	21	62	17	60	34	62

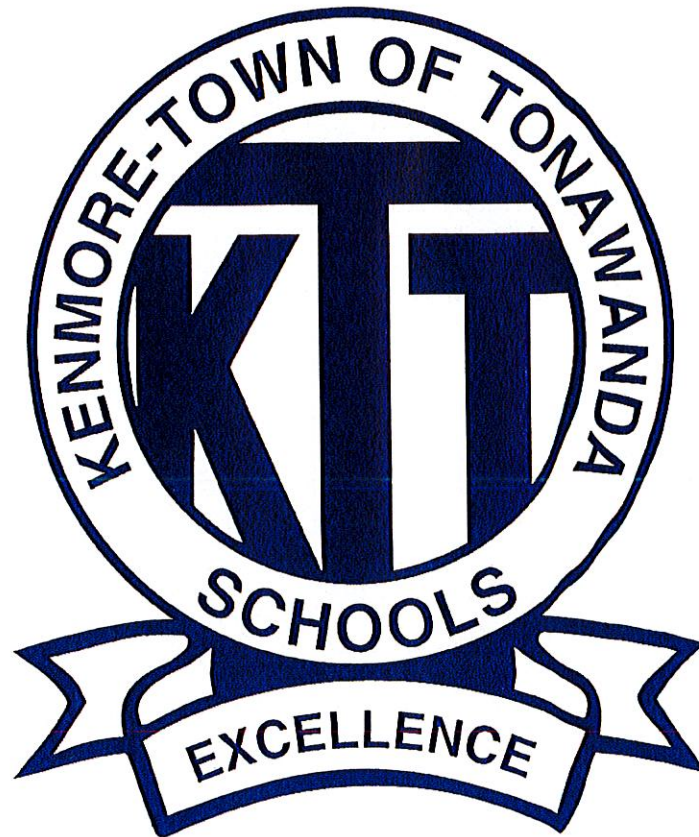
--Indicates exams not offered during Summer School

## Summer 2016 Course Sections

EXAM	Course		Mini	
	# of sections	# of total students	# of sections	# of total students
Geometry CC	2	18	1	29
ELA CC	1	19	1	12
Algebra (B and R)	3	37	1	18
Alg 2	--	--	--	--
Earth Science	2	29	1	25
Chemistry	--	--	1	30
Global	2	31	2	52
US	2	31	1	10
Living Environment	4	77	3	84

2017 Summer Graduates: 26 out of 31 students graduated





Ken-Ton  
MS SUMMER SCHOOL  
2017 Summer Report



## **Summer Skill Building Program Report 2017**

Prepared by: Michael Haggerty, August 2017

The Ken-Ton Summer Middle Skill Building Program ran from Monday, July 10, 2017 and ended on Thursday, August 17, 2017. The program ran Monday-Thursday from 8:00 AM – 12:00 PM. The program offered small class sizes with an intense focus on ELA and Mathematics.

The specific goals of this program were to increase student performance in all core subject areas through appropriate hands-on applications and/or programs that integrated all disciplines in alignment with the Common Core Learning Standards.

Each student took ELA, Math, Science and Social Studies.

Students also engaged in a diagnostic computer program called i-Ready which is designed to build on grade level ELA and math skills.

Student growth was assessed as per assessments defined in teacher lesson plans aligned to the approved course scope and sequence, and the use of data-driven iReady Program progress reports.

Students were not required to participate in this program, instead they were selected for participation by their respective schools and encouraged to participate by their counselors and administration.

# Summer Skill Building Program Growth



## Student Growth by Grade and School Report

Academic year: 2016-2017  
Subject: Math

Show: Window 1 - 07/01/2016 - 08/01/2017  
Compare: Window 2 - 08/02/2016 - 08/14/2017

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

### District Summary

District	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in District
	Target 100%						
KENMORE-TONAWANDA UNION SD	76%	+10	15	40%	0%	53	96

### District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
	Target 100%						
Grade 5	35%	+7	20	18%	0%	17	31
Grade 6	92%	+12	13	48%	0%	29	39
Grade 7	109%	+12	11	57%	0%	7	26

### District Detail by School

School	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
	Target 100%						
BENJAMIN FRANKLIN MIDDLE SCH	72%	+11	15	39%	0%	23	41
HERBERT HOOVER MIDDLE SCHOOL	78%	+10	15	40%	0%	30	55



## Student Growth by Grade and School Report

Academic year: 2016-2017  
Subject: Reading

Show: Window 1 - 07/01/2016 - 08/01/2017  
Compare: Window 2 - 08/02/2016 - 08/14/2017

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

### District Summary

District	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in District
	Target 100%						
KENMORE-TONAWANDA UNION SD	90%	+14	16	36%	0%	66	96

### District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
	Target 100%						
Grade 5	68%	+13	19	32%	0%	19	32
Grade 6	78%	+12	15	32%	0%	28	39
Grade 7	129%	+17	13	47%	0%	19	25

### District Detail by School

School	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
	Target 100%						
BENJAMIN FRANKLIN MIDDLE SCH	59%	+10	16	25%	0%	28	41
HERBERT HOOVER MIDDLE SCHOOL	113%	+16	15	45%	0%	38	55

### Explanation of Data:

- *Average Scale Score Gain Required to Achieve Target* equates to 1 grade level of reading/math growth. Our students showed adequate growth to meet yearly growth goals and even had significant growth toward meeting growth goals in 6 weeks (School year is normally 40 weeks).
- Differences in progress toward targeted growth can be attributed to Franklin students having more academic and cognitive needs based on SRI/SMI data as did Hoover students who were enrolled in the program.
- Specifics on individual student achievement, common core lessons completed, was sent home to each student. Example of student report here: [Student Response to Instruction](#)



# Summer Skill Building Program Attendance Report 2017

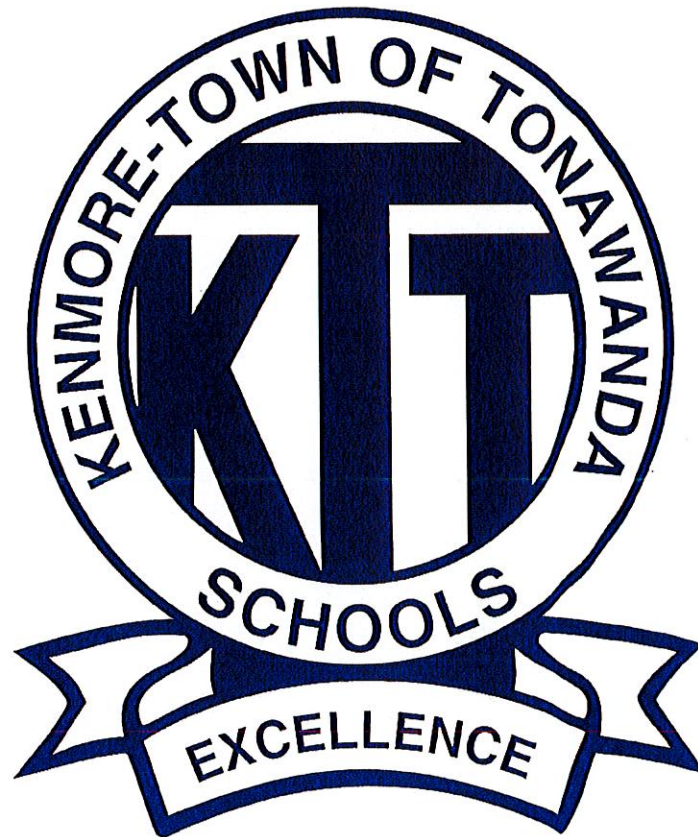
<b>17-18</b> <b>Ken-Ton Middle Summer School</b> 540 Parkhurst Blvd, Buffalo NY 14223 Generated on 08/16/2017 11:16:29 AM Page 1 of 2	<b>Attendance/Membership Report</b> Start/End Date: 07/11/2017 - 08/16/2017 School(s): 1 Calendar(s): 1 Grade: 05, 06, 07
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School: Ken-Ton Middle Summer School Calendar: 17-18 Ken-Ton Middle Summer Sc

	Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
								Days	Avg. Daily	
	05	32	666	156.00	510.00	30.28	23.18	156.00	7.09	76.58%
	06	37	774	117.00	657.00	35.18	29.82	117.00	5.36	84.88%
	07	27	554	84.50	469.50	25.18	21.37	84.50	3.81	84.75%
<b>Total</b>	<b>3</b>	<b>96</b>	<b>1994</b>	<b>357.50</b>	<b>1636.50</b>	<b>90.64</b>	<b>74.37</b>	<b>357.50</b>	<b>16.26</b>	<b>82.07%</b>

## Contributing factors

- Some family travel plans influenced student attendance.
- Incentive is mainly the desire to learn, as there were no grades and no formal attendance requirements.
- Some students "dropped out" of program mid-way through.
- Many students maintained "excellent attendance".
- Individual Student Detail Report on file.



Ken-Ton  
ELEM. SUMMER SCHOOL  
2017 Summer Report

# **Kenmore-Town of Tonawanda UFSD**

## **2017 Elementary Summer Session Report**

**Site:** Holmes Elementary School

**Grade(s):** Current K, 1, 2, 3 (15 lowest ELA students/grade level from each of 5 elementary schools)

**Subjects:** ELA (Reading and Writing)

**Coordinator:** David King, Principal Edison Elementary, KTUFSD

### **Specific goals this program addressed:**

The specific goal of this program was to provide targeted instruction to ensure that by the end of our summer program that students will demonstrate measurable growth in ELA as measured by the American Reading Color Levels and accumulation of American Reading Grade level points, which included rewards for comprehension skills.

### **Specific strategies that were implemented:**

The resources of the *American Reading Company Summer Semester* were used as the primary intervention tools for reading and writing skills. "**Summer Semester**" is a reading intervention using close reading of informational text with nonfiction writing to develop academic vocabulary, background knowledge, and test preparedness and proficiency. Project-based learning stimulates and challenges students to read like detectives and write like reporters. Students build knowledge of the world they live in today and acquire literacy skills for their world tomorrow.

### **How student growth was assessed?**

Growth was assessed through the accumulation of evidence collected and housed in the eIRLA (color level change/ point accumulation). Further success was indicated by student ability to find facts, research and articulate the aspects of writing in the non-fiction genre.

### **Program Dates/Times for Students:**

Classes were held on Tuesday, Wednesday, Thursday of each week beginning July 10 and ending on Aug 4 from 8:00-11:00am (July 11, 12, 13, 18, 19, 20, 25, 26, 27 Aug 1, 2, 3).



## Data Summary

### Initial Data: Snapshot from July 14, 2017 (2nd week)

Project Summary for Kenmore-Tonawanda Union School District

SchoolPace

Reporting Date: Jul 14, 2017 | Total Participating Students: 118

#### Targets

Text Level

76

Students Can Read Grade-Level Text With Basic Comprehension



CCSS Application

76

Students Can Apply CCSS to Grade-Level Text



#### Progress

Text Level

Students Can Read Grade-Level Text With Basic Comprehension

	Total Students	%
Proficient or Above On or Above Grade Level	76	64.4 %
At-Risk 01 - 1.9 Years Below Grade Level	31	26.3 %
Emergency 2 or More Years Below Grade Level	11	9.3 %

### Final Data: Concluding Snapshot from August 2017

Project Summary for Kenmore-Tonawanda Union School District

SchoolPace

Reporting Date: Aug 18, 2017 | Total Participating Students: 171

#### Targets

Text Level

103

Students Can Read Grade-Level Text With Basic Comprehension



CCSS Application

103

Students Can Apply CCSS to Grade-Level Text



#### Progress

Text Level

Students Can Read Grade-Level Text With Basic Comprehension

	Total Students	%
Proficient or Above On or Above Grade Level	103	60.2 %
At-Risk 01 - 1.9 Years Below Grade Level	53	31.0 %
Emergency 2 or More Years Below Grade Level	15	8.8 %

#### Student Reading Levels

#### Student Reading Tiers

Grade	Date	Students	N/A	RTM	1Y	2Y	3Y	10	20	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Sl	Gl	N/A	Emergency	At-Risk	Proficient or Above				
K	Aug 18, 2017 Summer 2017	46				3	17	26																	46	100.0 %			
1st	Aug 18, 2017 Summer 2017	47					3	4	12	16	10	2												3	6.4 %	4	8.5 %	40	85.1 %
2nd	Aug 18, 2017 Summer 2017	29		1				1	1	6	7	9	3											3	10.3 %	13	44.8 %	13	44.8 %
3rd	Aug 18, 2017 Summer 2017	49								2	7	16	20	4										9	18.4 %	36	73.5 %	4	8.2 %
Total	Aug 18, 2017 Summer 2017	171		1	3	20	31	13	24	24	27	23	4	1										15	8.8 %	53	31.0 %	103	60.2 %



## Absence Report:

School	Teachers (# of students)	11-Jul	12-Jul	13-Jul	18-Jul	19-Jul	20-Jul	25-Jul	26-Jul	27-Jul	1-Aug	2-Aug	3-Aug
Edison	Newman (11)	2	2	2	4	4	5	3	4	4	6	2	1
Edison	Boldt (8)	2	1	1	2	1	1	2	2	2	2	0	0
Edison	Rusinski (12)	1	0	0	0	0	0	1	0	1	1	0	0
Edison	Achenbach (10)	1	1	0	4	3	2	2	2	2	0	1	0
Edison	Achenbach 2 (3)	0	0	0	1	2	2	2	0	2	1	1	0
Franklin	Pohl (8)	2	2	1	3	1	2	2	3	4	2	2	4
Franklin	Rajski (7)	0	0	0	0	0	1	2	1	1	1	0	1
Franklin	Mattea (14)	3	3	3	7	5	7	5	6	6	5	2	2
Holmes	Tucker (14)	5	0	0	0	0	0	7	8	8	8	6	6
Holmes	Caruana (11)	3	4	3	1	0	0	2	2	2	2	5	5
Holmes	Mauro (18)	3	4	4	3	4	3	6	4	8	3	4	4
Holmes	Ewing (11)	2	2	0	3	0	6	3	1	0	2	2	3
Hoover	Schechter (11)	4	2	2	3	4	4	3	5	6	7	5	8
Hoover	Eichenger (13)	4	4	4	4	4	3	6	6	4	0	8	5
Hoover	Chiavoroli (13)	3	4	4	4	4	3	3	0	0	5	4	6
Hoover	Warsocki (15)	2	2	5	4	2	4	4	4	3	2	3	4
Lindbergh	Valint (10)	2	2	2	0	1	2	2	0	2	1	1	5
Lindbergh	Beiter (11)	4	2	1	2	2	2	0	3	0	3	2	4
Lindbergh	Nucheren (9)	2	3	0	1	1	0	0	0	0	0	2	1
Lindbergh	Hubbard (9)	1	1	2	2	3	4	1	1	1	4	4	5
Total absent for the day		46	39	34	47	38	48	56	52	56	55	54	64
% Absent For The Week		21%	18%	16%	22%	17%	22%	26%	24%	26%	25%	25%	29%

School	Teachers (# of students)	Total % Absent for Summer
Edison	Newman (11)	29%
Edison	Boldt (8)	17%
Edison	Rusinski (12)	3%
Edison	Achenbach (10)	15%
Edison	Achenbach 2 (3)	31%
Franklin	Pohl (8)	29%
Franklin	Rajski (7)	8%
Franklin	Mattea (14)	32%
Holmes	Tucker (14)	29%
Holmes	Caruana (11)	22%
Holmes	Mauro (18)	23%
Holmes	Ewing (11)	18%
Hoover	Schechter (11)	40%
Hoover	Eichenger (13)	33%
Hoover	Chiavoroli (13)	26%
Hoover	Warsocki (15)	22%
Lindbergh	Valint (10)	17%
Lindbergh	Beiter (11)	19%
Lindbergh	Nucheren (9)	9%
Lindbergh	Hubbard (9)	27%

Total # of SS Students		218
School	Average % Absent For Summer	
Edison	19%	
Franklin	23%	
Holmes	23%	
Hoover	30%	
Lindbergh	18%	

**Teacher Exit Survey:** The following data was gleaned from a summative electronic survey sent to teachers at the conclusion of the summer program. Full survey results can be obtained by the KTUFSD Office of Curriculum and Instruction.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
The AR Summer Session curriculum was	65.22%	26.09%	4.35%	0.00%
The training for the AR Summer Session was adequate.	31.82% 7	59.09% 13	9.09% 2	0.00% 0
I was able to locate all of the curriculum parts easily.	36.36% 8	54.55% 12	4.55% 1	0.00% 0
I was able to create meaningful lessons with the AR core curriculum.	45.45% 10	54.55% 12	0.00% 0	0.00% 0
The curriculum engaged the students.	47.62% 10	47.62% 10	4.76% 1	0.00% 0
I had the supplies needed to complete the AR Summer Curriculum	40.91% 9	45.45% 10	13.64% 3	0.00% 0
There was a balance of reading and writing in the AR Summer Curriculum.	59.09% 13	36.36% 8	4.55% 1	0.00% 0
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I felt comfortable teaching using the AR summer session.	57.14% 12	42.86% 9	0.00% 0	0.00% 0
I was able to use the electronic schoolpace site for data collection.	66.67% 14	23.81% 5	9.52% 2	0.00% 0
I was able to use fellow teachers for planning and schoolpace help.	36.36% 8	63.64% 14	0.00% 0	0.00% 0
My planning for each lesson was appropriate for a summer session.	50.00% 11	45.45% 10	0.00% 0	0.00% 0
The time allotted for each lesson in the AR Teachers Manual was appropriate.	28.57% 6	57.14% 12	4.76% 1	4.76% 1
The summer session pace was appropriate. I was able to complete lessons.	27.27% 6	50.00% 11	13.64% 3	0.00% 0
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
The topics were interesting to the children.	68.18% 15	31.82% 7	0.00% 0	0.00% 0
The materials led to student-led discussion	63.64% 14	27.27% 6	4.55% 1	4.55% 1
The book levels were appropriate for my students.	59.09% 13	31.82% 7	9.09% 2	0.00% 0
The type and variety of titles were engaging	63.64% 14	27.27% 6	9.09% 2	0.00% 0
All books were of good quality.	59.09% 13	36.36% 8	4.55% 1	0.00% 0
My students were able to maintain their reading level or increase levels.	45.45% 10	54.55% 12	0.00% 0	0.00% 0
I would consider the summer session a successful program.	54.55% 12	45.45% 10	0.00% 0	0.00% 0
Summer session inspired/engaged students in reading.	54.55% 12	40.91% 9	4.55% 1	0.00% 0



## **Staffing Budget:**

### **Budget Breakdown:**

Instructional:	\$ 7560.00	10 Teacher Aides
	\$ 30260.00	20 General Classroom Certified Teachers (3 teachers were hired to support 8:1 and 15:1 IEP students)
Support	\$ 6052.08	3 Elementary ESL Teachers
	\$ 966.00	Total for 1 Nurse
	\$ 1260.00	Total for Clerical
	\$ 500.00	Total for Administrative Supplies
	\$ 2000.00	Total for Administrative Salary
<hr/>		
\$ 48, 598.00		<b>Total Expenditure (\$50,000 District Budget)</b>

## **Summation:**

### **The 2017 KTUFSD Summer Session was a season of firsts:**

- Students and staff came together for a single-site summer school.
- The KTUFSD Curriculum office purchased necessary materials, books and journals.
- The budget allowed for additional support staff including a nurse and clerical.
- KTUFSD bussing transported elementary students from all areas of the District to Holmes Elementary.
- The KTUFSD Food Service provided a healthy breakfast to all students needing a start-your-day meal.
- Specialized Support for a diverse student body was available including Special Education and English as a Second Language Teachers.
- Each teacher was able to retrieve school year eIRLA data, identify goals and baselines and differentiate student learning.
- The leveling and student information input into the eIRLA through the summer session can be accessed by the 2017-2018 Teacher.

Although attendance factors make it difficult to find specific trend data, end of session reading level data shows that 97% of the students enrolled in the summer session reading program retained their color/reading level. Seven (7) of our summer students progressed enough to move up a level. Most students with consistent attendance were able to reach the two step reading goal of 30 minutes/day, with many exceeding the minimum. The success of the outcome-based non-fiction research project was observed as the students planned, created and shared their personal books, presenting to parents and peers in "author days" at the conclusion of the summer session. An overwhelmingly positive response to the program on the teacher survey is indicative of the strength of the summer session, both in curriculum and student engagement.



Ken-Ton

STEPPING STONES

2017 Summer Report



## **Stepping Stones to Success 2017 Program Summary**

Stepping Stones to Success, now in its eighteenth year, is a transitional program for students entering both Kenmore East and West High Schools (currently transitioning from grade 7 to grade 8.) Additionally, English Language Learners, new to the Kenmore High School in the fall were invited to attend to assist in their transition process.

Traditionally, students were recommended by their seventh 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 10-20 or July 24-August 3 from 8am-12 noon, Monday-Thursday at Kenmore East High School. New for this year, students had the opportunity to take advantage of district summer transportation and breakfast.

### **Program:**

Student received small group instruction in English Language Arts/Language Learning, Social Studies, Mathematics, Sciences, and Study Skills Strategies. Most students who attended this year's program were classified in the district's ESOL program, and various Special Education programs. 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 2017-18 counselors as well as 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.

### **Teaching Staffing**

English Language Arts	Jeff Kleismit
Mathematics	Susan Zummo
Sciences	Timothy Freeman
Social Studies	Michael Mendola
Study Skills	Kelley Holtz

## **Student Enrollment & Attendance**

*\*Both Sessions were housed at Kenmore East HS due to summer transportation opportunities.*

Session I	Attendance Rate	Session II	Session II
45	98%	48	97%

### **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:

### **Sciences:**

Students were actively engaged in many scientific lessons that will help them be very successful in the eighth grade science curriculum and/or Living Environment for those who are accelerated. 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.

### **\*Social Studies & Geography:**

Students were engaged in the following areas:

- Document Based Question work that is a required exam task in grade 8
- Research using technology
- Geography
- Constructed Response short answer questions

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

**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 various 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, teamwork, 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 School, and 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 2017-18 school year, I will be working with Middle School Guidance Counselors and Administrators with the endeavor of recruiting even more students to attend the program, and possibly stream line our program with other district summer programs.

Respectfully Submitted,

Nathan Bourke, Coordinator