

## 2019 Summer School Report

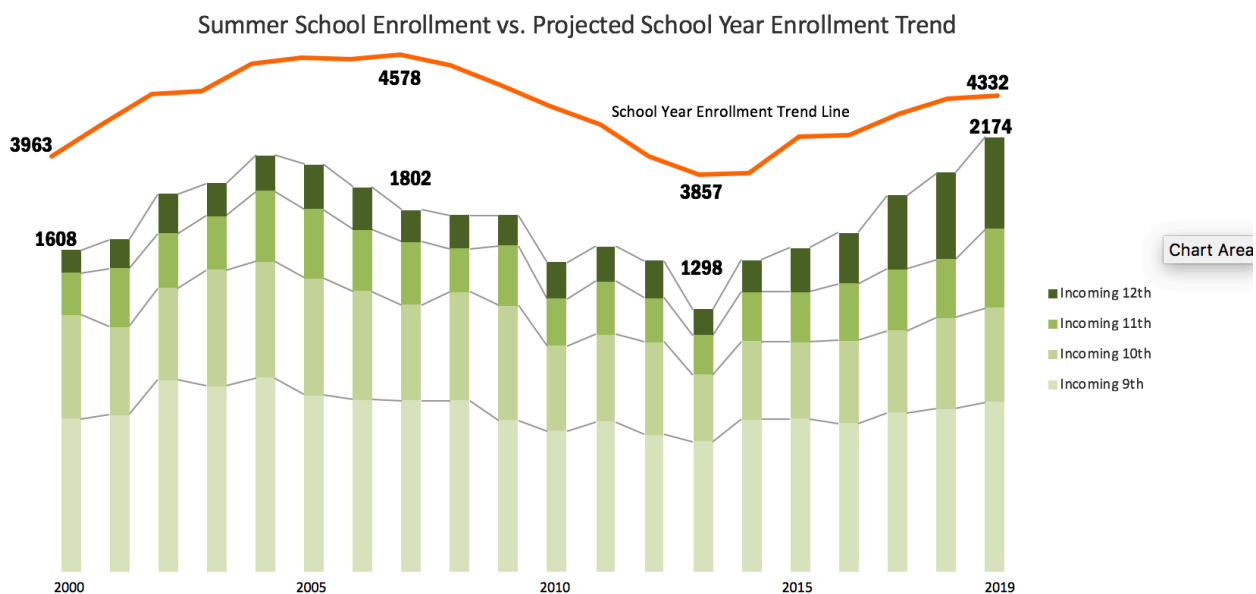
### General Information

Summer school registration opens up at the same time as incoming freshmen course selection evenings and remains open up until summer school begins. Numbers are monitored continuously in order to make decisions about running or canceling classes, adding sections and hiring teachers and needed staff. The 4-day week for summer school is generally observed except around July 4<sup>th</sup>. In the end, each semester is 16 days long with a school day running from 7:45 am and to 12:50 pm. However, the number of days of a class varies. For example, all Social Studies and Mathematics courses were semester long while test prep, College Essay and Career classes run one or two weeks. As with last summer, construction in the East building required summer school to be held in the west building with the exception of a couple of Special Education classes.

Sodexo provides breakfast, lunch, and snack service throughout summer school.

### Enrollment

This year's summer enrollment of 2174 students was the highest to date. This represents an increase of 8.3% from last year's enrollment of 2007 students. There were 1903 seats scheduled during first session and 1101 registered for second session. The following numbers represent the percentage of each class in the 19/20 school year who took advantage of a summer school experience: 78% - freshman (74% in 18/19); 42% - sophomore (same as last year); 35% - junior (27% in 18/19); 42% - senior (38% in 18/19). Another way to look at summer school enrollment is that about 49% of 19/20 students were enrolled in summer school – surpassing all previous years.



## **Courses and Trends**

Course offering patterns did not differ significantly from previous years. Curriculum directors have attempted to offer different experiences, such as Astronomy, Plant Science Practices, and Rhythm Core, student preferences still tend favor the same courses that have historically been popular. In all, 53 courses were offered, and 36 courses had enough enrollment to run. In semester 1, 80 sections of classes ran, and 45 sections were run second semester.

College Essay Workshop and World History continue to be the two most popular courses. In its fourth year being offered, the College Essay Workshop was taken by 374 rising seniors. About 80 of these students took advantage of an evening option for the Essay class. This one-week workshop is taught entirely by SHS English teachers. World History continues to be the summer school course choice of incoming freshmen. About 520 students enrolled in World History. This 8-week course is taught primarily by out-of-district teachers, many who have been teaching the SHS World History summer course for many years. For the last few years, an SHS teacher has served in a support and coaching capacity to the World History team to ensure the curriculum and instruction meet SHS high standards. (It may be worthwhile to note that out-of-district teachers are observed teaching, given feedback related to their instruction, and a written report of the observation is provided to the division director.) Required for graduation at SHS, the World History curriculum focuses on inquiry-based learning to teach skills critical in history and other SHS courses (persuasive writing, creating thesis/claim statements, primary and secondary document analysis, historical and geographical literacy, and the development of public speaking skills).

Every summer, we offer a smattering of career classes that include healthcare and medicine, science and engineering, law, as well as business and technology. These classes are popular and always have a waiting list. The challenge of these classes is arranging the site visits and speakers. Sarah Bowen will work with Diane Willock to explore ways to provide more students with the opportunity to enroll in these popular career classes.

Once again, we ran three ELL classes: Bridge to Mainstream English; ELL English Enrichment; and ELL Study Skills. Each of these classes provide our EL student population, especially those newly transferring into the district, an opportunity to get extra academic support over the summer months. Over all three courses, enrollment was 32.

### ILC (Library)

The ILC served more teachers and a greater variety of classes this summer than ever before. Almost 30 classes took advantage of the ILC during first semester. This included classes such as Keys to Success, Reading for College, World History, ELL Bridge, ELL English Enrichment, Economics, and Reading and Writing for SHS. Second semester was even busier, with 53 classes scheduled to use the ILC, (predominately used by World History classes, but also US History, Economics, SAT prep, Reading for College, ELL Study Skills, and Keys to Success).

Having many of the incoming freshmen take advantage of the space and services of the ILC was especially delightful. In particular, the World History classes and the Keys to Success class had assignments that utilized instruction on the ILC's virtual resources and required research and information literacy skills. Students were able to develop critical information literacy skills using subject specific databases, developing search techniques using subject or keyword searches, narrowing topics, accessing various types of information, and evaluating sources. In addition, several classes came in for book talks and checked out books for individual reading.

When not in class, many of the summer school students used the ILC during non-class time to use the computers, print, and check out books, as well as just relaxing with their friends and collaborating on their work. This was a great chance to show students everything the ILC has to offer and to orient them to use of the facility. Moreover, the summer ILC provided nearly all the other functions as during the regular school year, including ordering materials, cataloguing, maintaining subscriptions, troubleshooting, and collaborating with teachers for lessons and materials.

Summer travel. This summer four summer travel enrichment classes were part of the summer school program. Below is a description of the experience in the words of one or more of the teachers that organized the travel experience. Note that students receive one elective credit for their travel experience.

***Spain (25 students) as shared by Justin Fisk.*** We had 25 great students on this year's trip, including rising sophomores, juniors, and seniors, as well as students from virtually all of our Spanish courses. Our journey started in Madrid, where we saw sights such as the famous Prado art gallery and the Spanish Royal castle. We then wound our way through Toledo, with its beautiful walled city, Segovia, with a medieval castle and Roman aqueduct, and Burgos, famed for its gothic cathedral and medieval wall. Next, we headed toward the Cantabrian Sea and the modern metropolis of Bilbao, renowned for its contemporary architecture, such as the Guggenheim museum. We traveled through the beautiful seaside resort of San Sebastián and then on to Pamplona, home of the "running of the bulls." Our last stop on our journey was Barcelona, Spain's Mediterranean jewel, where we enjoyed the architectural splendor, the beaches, and the amazing culture of this unique city. As students dived into new linguistic and cultural experiences throughout the trip, they not only created lasting memories, but forged friendships.

***AP European History (25 students) as shared by Jenessa Gerber.*** The 2019 AP Euro Summer trip took 25 excited students to Berlin, Prague, Krakow, Budapest, and Vienna for a 12-day journey through 7 centuries of living history. From the medieval castles of Prague and Krakow to the contemporary architecture of Berlin, these students expanded their understanding of how modern Europeans preserve the past, embrace the present, and plan for the future. A central historical focus of this trip was the 20th century experiences of the Second World War and the Cold War. Perhaps one of the most meaningful events on the itinerary was a visit to the Auschwitz-Birkenau Concentration Camp and Holocaust Memorial, which not only moved students emotionally, but led to wonderful discussions about how we appropriately memorialize dark spots of the past and use them as a call to inclusivity in the present and future. The tour guide, Ildi, brought the experiences of communist Eastern Europe to life for the group every day as she told stories of her Hungarian childhood and travels throughout the Eastern Bloc. In addition to visiting other historically powerful sites from the Cold War like the Berlin Wall and Budapest's House of Terror museum, students also celebrated the cultural triumphs of the European past. Tours of the Old Town of Prague, the Hungarian Parliament building, and Schonbrunn Palace in Vienna, were just a few other highlights of our itinerary.

Once again, the chaperones returned home grateful for the chance to help our students develop their independence, foster friendships, and expand their cultural horizons. These 25 SHS Patriots are one step closer to the key traits embodied in the Portrait of a Stevenson Graduate, especially self-

empowerment, respect and empathy for diverse people and perspectives, and their ability to collaborate and learn with others.

***NYC Fashion Industry (15 students) as shared by Christina Erickson.*** The 2019 New York Fashion Industry Summer Trip was once again a success. The students were exposed to numerous job facets of the fashion industry from creative careers in photography, make-up design, and fashion design to the business side of finance, marketing, human resources, showroom management and public relations. They visited the Fashion Institute of Technology (FIT) and took a class on visual marketing and spoke to an admissions counselor on how to apply to fashion related colleges and programs. They visited businesses such as Tommy Hilfiger, Sareh Nouri Bridal Designs, Kleinfeld's Bridal Store, and Rebecca Taylor. Many of the speakers we heard from stressed the importance of interpersonal skills, working hard, creativity and how to make positive first impressions on the people you meet.

***Dominican Republic (24 students) as shared by Kristen One.*** This summer, 24 students traveled to the Dominican Republic. In our eight days there, we experienced the incredibly rich culture and history of Santo Domingo, Villa Pajon, and Santiago. Our service project took place in a remote mountain community called Villa Pajon, where they strive to educate the surrounding school communities on environmental sustainability - the lodge itself is completely solar panel powered, and all the food is farm to table. For our project, we worked on building nesting boxes to protect one of the endangered species called the Golden Swallow and preserving a favorite local trail.

The nesting boxes required our students to measure, hammer, and drill with great precision, and preserving the trail took strength and patience. After meeting some of the children in the neighboring community at their school, they got to come visit us at Villa Pajon where we then showed them how to install the boxes. Despite the language barrier, our students were amazing, practicing their Spanish and talking to the kids about the role we play in protecting the environment. It was a very special lesson. We all needed to be reminded that our work may only seem like a small contribution but is crucial to finishing a much larger puzzle. On top of that, students created bonds and relationships with the kids that we will never forget. Meeting children so happy with so little teaches us to be grateful for all the amazing things that a school like Stevenson and our community has to offer.

Summer School 2019	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Enrollment</b>																				
Session 1	1261	1417	1618	1735	1828	1817	1614	1603	1669	1625	1419	1459	1388	1182	1390	1454	1503	1654	1765	1903
Session 2	786	756	870	971	995	1026	882	862	807	795	798	794	836	659	850	877	900	1125	1110	1101
Total	2047	2173	2488	2706	2823	2843	2496	2465	2476	2420	2217	2253	2224	1841	2240	2331	2403	2779	2875	3004
<b>Unique Student Count</b>																				
Incoming 9th	751	768	942	911	951	867	844	840	838	741	692	735	672	639	746	750	726	781	800	833
Incoming 10th	512	436	451	572	574	576	535	471	538	568	416	432	457	328	385	377	409	402	449	462
Incoming 11th	205	288	271	266	348	338	303	312	213	295	235	262	217	193	244	249	282	305	287	389
Incoming 12th	111	141	193	161	174	224	208	155	165	147	179	172	183	130	157	215	250	361	427	453
Other	29	10	10	15	8	17	13	24	7	11	8	8	4	8	18	41	47	45	44	37
Total	1608	1643	1867	1925	2055	2022	1903	1802	1761	1762	1530	1609	1533	1298	1550	1632	1714	1894	2007	2174
<b>Students in both Sessions</b>	524	544	601	739	759	778	672	748	648	656	676	643	656	543	690	699	689	885	868	867
<b>Percent</b>	33%	33%	32%	38%	37%	38%	35%	42%	37%	37%	44%	40%	43%	42%	45%	43%	40%	47%	43%	40%
<b>Next School Year Enrollment (Proj)</b>																				
9th	1056	1066	1156	1159	1186	1124	1084	1145	1113	1037	955	990	928	934	1023	1076	1019	1062	1084	1070
10th	1135	1059	1070	1071	1163	1173	1121	1103	1134	1112	1037	967	987	926	911	1060	1045	1017	1071	1088
11th	966	1114	1055	1059	1152	1154	1178	1111	1110	1135	1092	1048	961	997	921	954	1042	1058	1044	1099
12th	806	913	1052	1064	1020	1103	1161	1219	1156	1106	1182	1148	1086	1000	1005	991	982	1083	1110	1075
Total	3963	4152	4333	4353	4521	4554	4544	4578	4513	4390	4266	4153	3962	3857	3860	4081	4088	4220	4309	4332
<b>Percent Class Enrolled</b>																				
Incoming 9th	71%	72%	81%	79%	80%	77%	78%	73%	75%	71%	72%	74%	72%	68%	73%	70%	71%	74%	74%	78%
Incoming 10th	45%	41%	42%	53%	49%	49%	48%	43%	47%	51%	40%	45%	46%	35%	42%	36%	39%	40%	42%	42%
Incoming 11th	21%	26%	26%	25%	30%	29%	26%	28%	19%	26%	22%	25%	23%	19%	26%	26%	27%	29%	27%	35%
Incoming 12th	14%	15%	18%	15%	17%	20%	18%	13%	14%	13%	15%	15%	17%	13%	16%	22%	25%	33%	38%	42%
All Students	0.398	0.393	0.429	0.439	0.453	0.44	0.416	0.388	0.389	0.399	0.357	0.386	0.386	0.334	0.397	0.39	0.408	0.438	0.456	0.49331
<b>Courses</b>																				
Offered	35	36	37	36	39	43	41	42	42	46	49	54	53	60	57	54	55	52	49	53*
Ran	25	29	34	33	39	40	39	35	36	39	38	43	41	33	36	36	34	33	37	36
Session 1 Sections	54	63	78	71	83	82	79	76	74	73	68	76	70	62	59	65	59	64	71	80
Session 2 Sections	36	37	44	46	52	51	47	41	38	37	39	38	43	32	39	42	37	45	44	45
Students per Section (S1)	23.4	22.5	20.7	24.4	22.0	22.2	20.4	21.1	22.6	22.3	20.9	19.2	19.8	19.1	23.6	22.4	25.5	25.8	24.9	23.8
Students per Section (S2)	21.8	20.4	19.8	21.1	19.1	20.1	18.8	21.0	21.2	21.5	20.5	20.9	20.0	20.6	21.8	20.9	24.3	25.0	25.2	24.5
<b>Teachers</b>																				
SHS Faculty	48	54	71	75	80	90	80	68	76	72	67	68	56	56	51	53	77	79	87	89
Out-of-district	19	18	26	26	25	23	27	28	26	20	25	26	28	29	29	28	26	27	25	30
Total	67	72	97	101	105	113	107	96	102*	91	92	94	84	85	80	81	103	106	112	119
<b>Bus Routes</b>																				
Session 1	15	17	20	20	22	25	26	25	25	23	24	23	24	25	25	25	25	30	24	24
Session 2					13	14	12	13	13	11	11	11	14	15	15	15	15	16	15	15
<b>Student cost per session</b>																				
In-district	\$160	\$170	\$170	\$185	\$185	\$215	\$225	\$235	\$245	\$250	\$260	\$270	\$270	\$275	\$285	\$285	\$300	\$325	\$325	\$350
Out-of-district	\$200	\$200	\$250	\$300	\$300	\$430	\$450	\$470	\$490	\$500	\$520	\$540	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Grade Distribution (percent)</b>																				
<b>Session 1</b>																				
A	51%	54%	53%	52%	50%	51%	54%	54%	51%	55%	57%	58%	63%	64%	58%	57%	61%	65%	61%	63%
B	34%	29%	30%	33%	31%	31%	31%	28%	31%	29%	28%	23%	24%	21%	22%	21%	18%	18%	20%	14%
C	8%	7%	8%	8%	10%	8%	7%	8%	8%	6%	6%	5%	4%	4%	5%	4%	3%	4%	4%	3%
D	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	0.50%	1.00%	0.50%	1%	1%	1%	1%	0%	0%
F	0%	0%	0%	0%	0.1%	0.1%	0%	0.2%	0.1%	0.1%	0.0%	0	0	0	0%	0%	0%	0%	0%	0%
Other	5%	9%	8%	7%	8%	8.5%	7%	9%	8%	8%	8%	14%	8%	11%	14%	16%	17%	13%	15%	19%
<b>Session 2</b>																				
A	47%	54%	49%	53%	45%	49%	51%	56%	57%	53%	56%	57%	64%	62%	64%	64%	67%	68%	66%	76%
B	34%	31%	35%	29%	35%	34%	31%	30%	31%	33%	28%	25%	21%	21%	20%	23%	20%	17%	18%	14%
C	10%	9%	12%	10%	13%	9%	9%	8%	7%	8%	8%	8%	5%	4%	7%	6%	5%	6%	4%	4%
D	3%	2%	2%	3%	3%	3%	2%	1%	1%	2%	2%	2%	1%	1%	2%	1%	1%	1%	0%	1%
F	1%	0%	0%	0.2%	0.1%	0.2%	0.2%	0.3%	0.2%	0.3%	0.0%	0.40%	0.00%	0.00%	0%	0%	0%	0%	0%	0%
Other	5%	5%	3%	5.5%	4%	5.5%	7%	5%	4%	7%	6%	8%	9%	10%	6%	7%	8%	8%	11%	6%