

MADISON METROPOLITAN SCHOOL DISTRICT

**2005 Summer School
Executive Summary**

**2006 Summer School
Recommendations
and Budget**

March 2006

2005 SUMMER SCHOOL REPORT EXECUTIVE SUMMARY

Introduction:

All students experience learning losses when they do not engage in educational activities in the summer

- Students lose approximately 2.6 months of grade level equivalency in mathematical skills over the summer months.
- Low-income children and youth experience greater summer learning loss than their higher income peers.

(Cooper, H., Nye, B., Charlton, K., Lindsay, J. & Greathouse, S. [1996]. The effects of summer vacation on achievement test scores: A narrative and meta-analytic review *Review of Educational Research*, 66, 227-268)

The Madison Metropolitan School District's comprehensive summer school program has proven to be a successful intervention for those students attending by:

- Increasing academic skills
- Providing credit recovery for high school students.
- Providing safe, appropriate enrichment and recreational activities

Summer School 2005:

The Extended Learning Summer School, Kindergarten Ready through 8th grade, served a total of 1,636 students in academic classes. This is a decrease of 239 students from the previous summer. Specific program evaluation information, including student outcome data, will be available later in the spring of 2006

At the end of the 2004/05 school year, there were 18 fourth graders and 77 eighth graders who did not meet promotion criteria. This represents a decrease from the 2003/04 school year, when 26 fourth graders and 111 eighth graders did not meet promotion criteria. At the end of 2005 summer school, 100% of the fourth graders and 92% of the eighth graders successfully passed the promotion summer school class.

The MSCR afternoon programs, SREC and Safe Havens served over 1,500 students, K-Ready through 8th grade. This represents approximately 93 percent of the students enrolled in Extended Learning Summer School.

The Enrichment program, kindergarten through 8th grade, served 880 students.

The High School program served a total of 1,132 students with 95% of the students earning credit. Seventy-three students completed their graduation requirements at the end of the summer.

SUMMER SCHOOL RECOMMENDATIONS 2006 K-READY THROUGH HIGH SCHOOL

Administration and Operations: Continue to strongly emphasize coordination and communication between all of the staff and departments working to support summer school. Continue to emphasize the use of technology to streamline the identification process, to communicate with families, and to support transportation. Examples:

- Add temporary clerical time to support enrollment process
- Revise enrollment forms and provide better parent contact information
- Require bus vendors to provide information in our electronic format
- Communicate regularly with MSCR staff

Additional Cost: \$6,000

Funding Source: Current Operating Budget

Math Pilot in Primary Classes:

Under the current model, literacy is the only curriculum offered to students in the primary grades. The effects of adding math instruction as part of the primary summer school model will be evaluated.

Additional Cost: \$10,000

Funding Source: Current Operating Budget

MMSD SUMMER SCHOOL BUDGET – 2006-07

Expenses	Rec*	Extended Learning Initiative	Enrichment	High School	Total
		District Budget	Budget	Budget	Budget
Student FTE Generated	44	256	46	117	463
1 Administrative Salary/Fringe		126,954	35,829	20,000	182,783
2 Teacher Salary/Fringe	168,580	722,157	120,000	272,156	1,282,893
3 Librarian Salary/Fringe		19,200			19,200
4 Nurse/NA Salary/Fringe		49,690			49,690
5 Teacher Prof Development		80,000			80,000
6 Guidance Counselors		6,230		4,000	10,230
7 Clerical/Technical Salary		32,380		31,000	63,380
8 SEA's & BRS		112,022	5,100		117,122
9 Spec Ed Asst Salary/Fringe (above)					
10 Student Aides					
11 Bilingual Resource Staff (BRS Aides)					
12 Fringe Benefits					
13 Contracted Service				8,000	8,000
14 Equipment Repair				2,000	2,000
15 Pupil Travel (non-instructional)					
16 Employee Travel			600	600	1,200
17 Pupil Travel (instructional)		308,700	9,900	3,000	321,600
18 Postage				2,000	2,000
19 Printing and Binding			1,000	1,000	2,000
20 Telephone		800	600		1,400
21 AV Media				500	500
22 AV Rental					
23 Supplemental Reference				5,227	5,227
24 Classroom Supplies		46,600	10,000	8,625	65,225
25 LW Services/Work Study				2,000	2,000
26 Miscellaneous				100	100
27 Office Supplies			1,500	2,000	3,500
28 Custodial Salary/Fringe		107,596	19,334	49,175	176,105
29 Custodial Supplies		10,081	1,811	4,607	16,500
30 Utilities		87,981	15,809	40,210	144,000
31 Delivery Services		2,566	461	1,173	4,200
32 Food Service		36,900			36,900
33 K-Ready P.M. Program		18,000			18,000
Subtotal	168,580	1,767,858	221,944	457,373	2,615,755
District Indirect Costs	3.3	42,662	7,090	14,611	64,364
Title I Indirect Costs	3.3	19,199			19,199
Expenditure Grand Total	168,580	1,829,719	229,034	471,984	2,699,317
Revenues		Extended Learning Initiative	Enrichment	High School	Total
		District Budget	Budget	Budget	Budget
Identified Revenues:					
Amount Generated from Fees:					
Fee @ \$20 per class		(6,650)	(11,200)	(13,300)	(31,150)
Fee @ \$25 Music			(3,850)		(3,850)
Amount from Tuition/Grant Funds:					0
Non-Resident Tuition				(1,000)	(1,000)
Academic Initiative **		(621,283)			(621,283)
Revenue Limit Authority For SS Enroll ***	(168,580)	(901,786)	(183,655)	(467,123)	(1,721,145)
Title I Revenue (Proj 141)		(300,000)			(300,000)
Revenue Grand Total	(168,580)	(1,829,719)	(198,705)	(481,423)	(2,678,428)
Net Operational Cost (Expenditures minus Revenues)	0	(0)	30,328	(9,439)	20,889
* MSCR: Summer Recreation and Enrichment Centers and Swimming classes that are taught by certified staff.					
** RISE Initiative Reallocation					
*** Total Revenue Limit Authority generated by ELI is \$1,022,082					

MADISON METROPOLITAN SCHOOL DISTRICT

2005 Summer School Participation

March 2006

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MADISON METROPOLITAN SCHOOL DISTRICT 2005 – EXTENDED LEARNING SUMMER SCHOOL (ELSS) AND HIGH SCHOOL SUMMER SCHOOL PARTICIPATION

ELEMENTARY/MIDDLE COMPREHENSIVE SUMMER SCHOOL 2005

Description of the Program

For the past three summers, the district has provided a comprehensive extended learning summer school program K-Ready through 8th Promotion at six sites. Each of the six sites was directed by a principal, and professional librarian resources were available. Breakfast and lunch were served at each site and MSCR offered recreation options to students at all sites. Specific programs such as Bilingual classes, K-Ready, and Promotion classes were offered at some of the sites.

The academic program served 1636 students, ranging from those entering Kindergarten through 8th Grade. The enrichment program served 880 students K-Ready through 8th grade. Specific Summer School Programs included:

PROGRAM	INTENDED STUDENT POPULATION
K-Ready	Students whose kindergarten screener indicated need and will be entering kindergarten Sept. 2005 at a school with Title I services
K-2 Literacy	Students who received a 2 or a 1 on specific literacy report card items
Grades 3, 4, and 5 Literacy	Students in Title I schools who received a 2 or a 1 on specific literacy report card items
Grades 3, 4, and 5 Math	Students in Title I schools who received a 2 or a 1 on specific math report card items
Grade 4 Promotion	See Promotion Criteria (BOE Policy 3537)
K-5 Bilingual / ESL	<ul style="list-style-type: none"> ▪ Spanish-speaking students at DPI level 1 and 2 in bilingual programs who meet criteria in Spanish ▪ All students at DPI level 1 NOT in bilingual programs
Grades 6 and 7 Literacy	Students with 2.0 or lower GPA
Grades 6 and 7 Math	Students with 2.0 or lower GPA
6-8 ESL	English language learners at DPI level 1 and 2
Grade 8 Promotion	See Promotion Criteria (BOE Policy 3537)
Enrichment	Students who have demonstrated an interest in the subject matter and are performing at or above grade level expectations in the area

Site enrollment and specific programs were as follows (counts of students are unduplicated):

Whitehorse/Schenk

Academic Enrollment: 387 students

Enrichment Enrollment: 45 students

Programs: K-Ready
K, 1, 2, 3, 4, 5, 6, 7
Bilingual Spanish for K-5
Enrichment

Marquette/O'Keeffe

Academic Enrollment: 297 students

Enrichment Enrollment: 187 students

Programs: K-Ready
K, 1, 2, 3, 4, 5, 6, 7
ESL for 6-8
8th Grade Promotion
Enrichment

Cherokee

Academic Enrollment: 124 students

Enrichment Enrollment: 245 students

Programs: K, 1, 2, 6, 7
Grade 8 Promotion
Enrichment

Schenk/Whitehorse

Academic Enrollment: 312 students

Enrichment Enrollment: 77 students

Programs: K-Ready
K, 1, 2, 3, 4, 5, 6, 7
Bilingual Spanish/ESL for K-5
Enrichment

Orchard Ridge/Toki

Academic Enrollment: 267 students

Enrichment Enrollment: 253 students

Programs: K-Ready
K, 1, 2, 3, 4, 5, 6, 7
Grade 4 Promotion
ESL for 6-8
Enrichment

Gompers/Black Hawk

Academic Enrollment: 249 students

Enrichment Enrollment: 73 students

Programs: K-Ready
K, 1, 2, 3, 4, 5, 6, 7
Grade 4 Promotion
Enrichment

**K-READY
148 Students**

The K-Ready Summer School Program was developed to address the academic needs of students registered to attend an MMSD Title I school in fall 2005. Kindergarten screener results (administered spring 2005) were used to identify potential participants.

Class size was limited to ten students, and there were 14 classes distributed across five sites. Programming included a full morning of developmentally appropriate literacy and math activities in a variety of instructional settings including large group, small groups, learning centers, independent, and one-on-one. In all cases volunteers were available to assist the children.

Student Profile

Of the 148 students enrolled, 25% were African-American, 47% Hispanic, 4% Asian, 13% White, and 11% South-East Asian, 8% had special educational needs, 76% were low-income and 46% were English language learners. A detailed demographic profile is available in Appendices A and B.

**STARS PROGRAM
23 Pre-Kindergarten and 13 Kindergarten Students**

STARS (Summer Training of At-Risk Students) is a program that has been operating for 17 years out of Leopold School. It serves K-Ready and Kindergarten students including ESL and bilingual students. STARS was funded as part of Extended Learning Summer School.

The STARS program serves a similar student population and has a slightly different program model than ELSS. The K-Ready and Kindergarten curricula and assessments are similar. However, there is a required parent participation and training component.

Student Profile

Among the 23 pre-Kindergarten students, 22% were African-American, 74% Hispanic, and 4% White. 4% of the enrolled pre-Kindergarten students had special educational needs, and 56% were English language learners. 74% were low-income students.

Among the 13 Kindergarten students, 15% were African-American, 77% Hispanic, and 8% White. 8% of the enrolled Kindergarten students had special educational needs, and 61% were English language learners. 100% were low-income students.

**LITERACY FOR STUDENTS COMPLETING KINDERGARTEN, 1ST AND 2ND GRADES
520 Students**

This literacy program, initiated in summer 2001 to serve students from four elementary schools and those living on Allied Drive, grew in summer 2003 to have the capacity to serve all eligible students in the district.

There were 56 classroom sections distributed across all six summer school sites, resulting in an average class size of 9.3 students. Programming included a full morning of literacy instruction targeted to student learning needs. Summer School teachers had access to students' literacy profiles which contain the results of the Primary Literacy Assessments, thus providing teachers with information regarding students' learning strengths and needs. Based on student needs, the morning of instruction may have included concepts about print, comprehension, fluency, high frequency words, literary appreciation, phonemic awareness, phonics, strategies and vocabulary development.

Student Profile

Subgroup	Literacy
Male	54%
Minority	74%
Low-income	72%
Special Ed	18%

A detailed demographic profile is available in Appendix A.

**MATH AND LITERACY FOR STUDENTS COMPLETING 3RD, 4TH, AND 5TH GRADES
287 Math Students and 384 Literacy Students**

This program included two hours of literacy instruction and two hours of math instruction for eligible students who attended Title I schools or who lived in the Allied Drive area. Five of the six sites offered these courses.

There were 43 literacy classrooms with an average class size of 8.9 students, and 39 math classrooms with an average class size of 7.4 students. Programming included two hours of math instruction focused on number, operations and algebraic relationship standards and designed to help students develop the number knowledge and mathematical understanding they would need to be successful. After a short break, students had two hours of literacy instruction focused on reading comprehension and writing clarity.

Student Profile

Subgroup	Math	Literacy
Male	46%	48%
Minority	80%	82%
Low-income	87%	87%
Special Ed	18%	18%

A detailed demographic profile is available in Appendices A and B

**FOURTH GRADE PROMOTION CLASSES
16 Math Students and 3 Literacy Students (18 unduplicated count)**

To be promoted from fourth grade, a student must have a grade of "2" or higher on the 4th grade report card in each of the core content areas. If a student has a grade of "1" on his/her 4th grade report card in any of the core content areas, the student may be promoted if s/he has a score of "basic" or above on the WKCE in each content area where the report card grade was "1." However, if a student meets neither of these criteria, the student may be promoted if the student's academic performance is such that he/she passes a District-approved District summer school program that the student takes between his/her 4th and 5th grade school years. The Fourth Grade Promotion Classes were offered in response to this Board of Education Policy (#3537)

The 16 math students were placed in promotion classes distributed across two sites. They received two hours of instruction on specific math standards in number, operations, and algebraic relationships. The 3 literacy students were integrated into regular 4th grade summer school classes.

Student Profile

Subgroup	Math	Literacy
Male	17%	33%
Minority	100%	66%
Low-income	100%	100%
Special Ed	17%	100%

Results: All 16 of the students passed the Math course, and all 3 of the students passed the literacy course

**MATH AND LITERACY FOR STUDENTS COMPLETING 6TH AND 7TH GRADES
244 Math Students and 163 Literacy Students**

This program included two hours of literacy instruction and two hours of math instruction for eligible students

There were 21 math classroom sections and 18 literacy sections distributed across five sites. Average class enrollment was approximately 11.6 students for math courses and 9.1 students for literacy courses. Programming included two hours of math instruction focused on the development of understanding of fractions,

decimals, percent, proportional thinking, and algebraic thinking and two hours of literacy instruction focused on reading comprehension strategies and writing clarity

Student Profile

Subgroup	Math	Literacy
Male	57%	68%
Minority	72%	72%
Low-income	80%	81%
Special Ed	30%	28%

A detailed demographic profile is available in Appendices A and B.

EIGHTH GRADE PROMOTION CLASSES

61 Math Students and 51 Literacy Students (77 Unduplicated Students)

To be promoted from the eighth grade, a student must have a 1.67 cumulative GPA during seventh and eighth grade in courses aligned to the 8th Grade Wisconsin Model Academic Standards in each of the core content areas (English/Language Arts, Math, Science, and Social Studies). If the student's performance on the WKCE is "basic" or above in each content area where the GPA was below 1.67, the student shall be promoted. However, if the student meets neither of these criteria, the student may be promoted if the student's academic performance is such that he/she passes a District-approved District summer school program that the student takes between his/her 8th and 9th grade school years. The Eighth Grade Promotion Classes were offered in response to this Board of Education Policy (#3537)

There were 5 Math classrooms and 5 Literacy classrooms distributed across two sites, one on the east side of Madison and one on the west side. The class enrollment averaged 11.2 students. Depending upon eligibility, students enrolled in either the Literacy class or the Math class or both. Students in the Literacy class received two hours of instruction in literacy with an emphasis on nonfiction science and social studies reading. Students in the Math class received two hours of instruction on specific math standards including proportional reasoning, algebraic reasoning, and mathematical communication.

Student Profile

Subgroup	Math	Literacy
Male	49%	41%
Minority	89%	80%
Low-income	93%	92%
Special Ed	8%	4%

Results: 47 of the 51 eighth-grade students passed the language arts course. 56 of the 61 eighth-grade students passed the math course. All students had personal plans created and implemented for the 2005-06 school year.

K-5 BILINGUAL CLASSES

64 K-2 Literacy Students, 49 3-5 Literacy Students, 49 3-5 Math Students

This program provided primary language literacy instruction (grades K-2) and primary language math and literacy instruction (grades 3-5) for Spanish-speaking English language learners at DPI English proficiency levels 1 and 2.

K-2 literacy teachers had access to students' literacy profiles which contained the results of the Spanish Primary Literacy Assessments, thus providing teachers with information regarding students' learning strengths and needs. Based on student needs, the morning of instruction may have included concepts about print, comprehension, fluency, high frequency words, literary appreciation, phonemic awareness, phonics, strategies, and vocabulary development.

Grades 3-5 bilingual programming included two hours of math instruction focused on number, operations and algebraic relationship standards and designed to help students develop the number knowledge and

mathematical understanding they would need to be successful. After a short break, students had two hours of primary language literacy instruction which focused on reading comprehension and writing clarity.

Student Profile

Subgroup	K-2 Literacy	3-5 Literacy	3-5 Math
Male	45%	41%	41%
Low-income	100%	98%	98%
Special Ed	11%	4%	4%

**6-8 ESL CLASSES
35 ESL Language Arts and Math Students**

This program was designed for English language learners with DPI English proficiency levels 1 and 2 at the middle school level. Classes were taught either in English or Spanish and included two hours of literacy instruction and two hours of math instruction.

Grade 6-8 ESL teachers used the Math in Context summer program and the 6-Traits of Writing curriculum to increase and enhance students' academic and linguistic skills. Literacy skills were taught through reading in the content areas of math, science, and social studies.

Student Profile

Subgroup	ESL
Male	63%
Low-income	97%
Special Ed	6%

MADISON SCHOOL AND COMMUNITY RECREATION – AFTERNOON PROGRAM

An important part of Extended Learning Summer School is the option for participation in afternoon recreational programs. Students could enroll in an Elementary Summer Recreation Enrichment Center (SREC) at their summer school site or be transported to a Safe Haven Program. Activities included arts and crafts, outdoor adventure, outdoor games, indoor games, fire safety, field trips, swimming, roller skating, and cultural fairs and events.

Over 1,500 students participated in the elementary options K-ready through 8th grade

Approximately 93 percent of the elementary and middle school students enrolled in the Extended Learning Summer School program participated in MSCR programming.

**HIGH SCHOOL SUMMER SCHOOL 2005
1,132 Students**

Program Description

Courses were offered at East High School and Memorial High School, and the University of Wisconsin. The summer curriculum included courses in the required content areas of English, math, science, social studies, health, and physical education. In addition, elective courses were offered in keyboarding, computer literacy, art, study skills, algebra prep, ACT/SAT prep, and work experience.

Student Profile and Results

1,132 students were enrolled in summer school.
108 sections were offered.
95% of the students earned credit in summer school.
73 students completed graduation requirements.
56% of the students attending summer school were students of color

See Appendix C for more information.

SUMMER SCHOOL: JUSTICE SYSTEM (JAIL – HUBER – DETENTION) 71 Students

Summer school teachers were provided in three programs that are part of the Adult and Juvenile Justice System. A total of 71 students were served in these three programs over the course of summer school (Detention 44, Jail 17, and Huber 10).

ENRICHMENT 880 Students

In summer 2005, the enrichment program was once again coordinated with the academic summer school program. The Summer Music Experience, an opportunity for 4th – 8th graders to participate in individual and group musical performances, was offered at one of the summer school sites in 2005. Two sessions of enrichment classes (three weeks per session) were offered at all six summer school sites. Summer Enrichment Courses were incorporated into the Madison School Community Recreation (MSCR) Summer Flyer, and registration was facilitated by MSCR. Details about specific classes and enrollment by class and site are in Appendix D.

STAFF PROFILE - 2005

Teaching Staff

	Elem/Middle Totals	% Ethnic Minority	% Non-MMSD	Pay Rates		
				I	II	III
2003	195	11%	19%	93%	3%	3%
2004	201	14%	24%	90%	4%	7%
2005	175	14%	34%	85%	8%	7%

Classified Staff (BRS, EAs, SEAs, Clericals, Nurses Assistants)

	Elem/Middle Totals	% Ethnic Minority	% Non-MMSD
2003	57	40%	1%
2004	39	36%	0%
2005	39	44%	0%

Enrichment Staff

	Elem/Middle Totals	% Ethnic Minority	% Non-MMSD
2003	57	No data	No data
2004	49	12%	29%
2005	43	2%	28%

High School Staff

	High School Totals	% Ethnic Minority	% Non-MMSD
2003	53	No data	No data
2004	55	7%	22%
2005	61	15%	25%

APPENDIX A
Demographic Comparison –
2005 Summer School Language Arts Participants and Total Students

		ELSS		Total Grade Level		Participation Rate
		Participants				
		n	%	n	%	
Pre-Kindergarten	Female	63	45	105	30	60%
	Male	76	55	244	70	31%
	Single Parent Home	38	27	76	22	50%
	Disability	12	9	342	98	4%
	Low Inc	104	75	51	15	204%
	African Amer	37	27	99	28	37%
	Hispanic	60	43	46	13	130%
	Asian, Not SE	6	4	10	3	60%
	SE Asian	16	12	1	0	1600%
	White	20	14	191	55	10%
	Pre-School Experience	96	69	340	97	28%
	Total		139		349	100
Kindergarten	Female	81	44	932	50	9%
	Male	105	56	942	50	11%
	Single Parent Home	57	31	397	21	14%
	Disability	29	16	231	12	13%
	Low Inc	121	65	771	41	16%
	African Amer	63	34	426	23	15%
	Hispanic	45	24	263	14	17%
	Asian, Not SE	8	4	148	8	5%
	SE Asian	7	4	46	2	15%
	White	61	33	968	52	6%
	Pre-School Experience	147	79	1558	83	9%
	Total		186		1874	100
Grade 1	Female	100	47	863	47	12%
	Male	115	53	988	53	12%
	Single Parent Home	85	40	433	23	20%
	Disability	37	17	280	15	13%
	Low Inc	162	75	837	45	19%
	African Amer	94	44	482	26	20%
	Hispanic	43	20	253	14	17%
	Asian, Not SE	10	5	136	7	7%
	SE Asian	20	9	58	3	34%
	White	47	22	913	49	5%
	Pre-School Experience	144	67	1371	74	11%
	Total		215		1851	100

Appendix A (continued)

		ELSS		Total Grade Level		Participation Rate
		Participants		n	%	
		n	%	n	%	
Grade 2	Female	61	50	855	47	7%
	Male	60	50	947	53	6%
	Single Parent Home	55	45	434	24	13%
	Disability	30	25	268	15	11%
	Low Inc	95	79	737	41	13%
	African Amer	48	40	396	22	12%
	Hispanic	30	25	216	12	14%
	Asian, Not SE	7	6	155	9	5%
	SE Asian	10	8	56	3	18%
	White	25	21	969	54	3%
	Pre-School Experience	83	69	1273	71	7%
	Total		121		1802	100
Grade 3	Female	73	57	886	50	8%
	Male	54	43	877	50	6%
	Single Parent Home	37	29	400	23	9%
	Disability	23	18	323	18	7%
	Low Inc	108	85	739	42	15%
	African Amer	47	37	394	22	12%
	Hispanic	43	34	249	14	17%
	Asian, Not SE	6	5	117	7	5%
	SE Asian	10	8	54	3	19%
	White	21	17	945	54	2%
	Pre-School Experience	79	62	1183	67	7%
	Total		127		1763	100
Grade 4	Female	64	48	863	49	7%
	Male	70	52	887	51	8%
	Single Parent Home	50	37	416	24	12%
	Disability	18	13	343	20	5%
	Low Inc	116	87	696	40	17%
	African Amer	49	37	347	20	14%
	Hispanic	36	27	225	13	16%
	Asian, Not SE	2	1	134	8	1%
	SE Asian	17	13	68	4	25%
	White	29	22	961	55	3%
	Pre-School Experience	78	58	1160	66	7%
	Total		134		1750	100

Appendix A (continued)

		ELSS		Total Grade Level		Participation Rate
		Participants		n	%	
		n	%	n	%	
Grade 5	Female	61	50	834	50	7%
	Male	60	50	844	50	7%
	Single Parent Home	53	44	468	28	11%
	Disability	30	25	372	22	8%
	Low Inc	108	89	730	44	15%
	African Amer	51	42	420	25	12%
	Hispanic	37	31	201	12	18%
	Asian, Not SE	2	2	91	5	2%
	SE Asian	12	10	82	5	15%
	White	19	16	871	52	2%
	Pre-School Experience	61	50	1031	61	6%
	Total		121		1678	100
Grade 6	Female	30	36	861	49	3%
	Male	54	64	889	51	6%
	Single Parent Home	35	42	424	24	8%
	Disability	24	29	364	21	7%
	Low Inc	65	77	659	38	10%
	African Amer	45	54	354	20	13%
	Hispanic	12	14	207	12	6%
	Asian, Not SE	1	1	92	5	1%
	SE Asian	3	4	87	5	3%
	White	22	26	1004	57	2%
	Pre-School Experience	46	55	1058	60	4%
	Total		84		1750	100
Grade 7	Female	22	28	847	50	3%
	Male	56	72	860	50	7%
	Single Parent Home	45	58	421	25	11%
	Disability	21	27	378	22	6%
	Low Inc	66	85	657	38	10%
	African Amer	41	53	367	21	11%
	Hispanic	9	12	169	10	5%
	Asian, Not SE	1	1	92	5	1%
	SE Asian	3	4	81	5	4%
	White	24	31	986	58	2%
	Pre-School Experience	46	59	1037	61	4%
	Total		78		1707	100

APPENDIX B
Demographic Comparison –
2005 Summer School Math Participants and Total Students

		ELSS		Total Grade Level		Participation Rate
		Participants n	%	n	%	
Grade 2	Female	1	50	855	47	0%
	Male	1	50	947	53	0%
	Single Parent Home	1	50	434	24	0%
	Disability			268	15	0%
	Low Inc	2	100	737	41	0%
	African Amer	2	100	396	22	1%
	Hispanic			216	12	0%
	Asian, Not SE			155	9	0%
	SE Asian			56	3	0%
	White			969	54	0%
	Pre-School Experience	2	100	1273	71	0%
	Total	2	100	1802	100	0%
Grade 3	Female	64	63	886	50	7%
	Male	38	37	877	50	4%
	Single Parent Home	31	30	400	23	8%
	Disability	16	16	323	18	5%
	Low Inc	89	87	739	42	12%
	African Amer	39	38	394	22	10%
	Hispanic	33	32	249	14	13%
	Asian, Not SE	5	5	117	7	4%
	SE Asian	7	7	54	3	13%
	White	18	18	945	54	2%
	Pre-School Experience	61	60	1183	67	5%
	Total	102	100	1763	100	6%
	Grade 4	Female	47	48	863	49
Male		50	52	887	51	6%
Single Parent Home		35	36	416	24	8%
Disability		12	12	343	20	3%
Low Inc		84	87	696	40	12%
African Amer		35	36	347	20	10%
Hispanic		25	26	225	13	11%
Asian, Not SE		1	1	134	8	1%
SE Asian		11	11	68	4	16%
White		24	25	961	55	2%
Pre-School Experience		58	60	1160	66	5%
Total		97	100	1750	100	6%

Appendix B (continued)

		ELSS		Total Grade Level		Participation Rate
		Participants				
		n	%	n	%	
Grade 5	Female	44	51	834	50	5%
	Male	42	49	844	50	5%
	Single Parent Home	44	51	468	28	9%
	Disability	24	28	372	22	6%
	Low Inc	76	88	730	44	10%
	African Amer	40	47	420	25	10%
	Hispanic	19	22	201	12	9%
	Asian, Not SE	2	2	91	5	2%
	SE Asian	9	10	82	5	11%
	White	16	19	871	52	2%
	Pre-School Experience	44	51	1031	61	4%
Total	86	100	1678	100	5%	
Grade 6	Female	55	46	861	49	6%
	Male	64	54	889	51	7%
	Single Parent Home	54	45	424	24	13%
	Disability	35	29	364	21	10%
	Low Inc	93	78	659	38	14%
	African Amer	64	54	354	20	18%
	Hispanic	19	16	207	12	9%
	Asian, Not SE	4	3	92	5	4%
	SE Asian	4	3	87	5	5%
	White	27	23	1004	57	3%
	Pre-School Experience	60	50	1058	60	6%
Total	119	100	1750	100	7%	
Grade 7	Female	51	41	847	50	6%
	Male	74	59	860	50	9%
	Single Parent Home	67	54	421	25	16%
	Disability	38	30	378	22	10%
	Low Inc	102	82	657	38	16%
	African Amer	62	50	367	21	17%
	Hispanic	15	12	169	10	9%
	Asian, Not SE	3	2	92	5	3%
	SE Asian	3	2	81	5	4%
	White	42	34	986	58	4%
	Pre-School Experience	67	54	1037	61	6%
Total	125	100	1707	100	7%	

APPENDIX C
2005 – High School Summer School Enrollment

By Course:

MMSD Course Name	Students Enrolled
ACT/SAT Prep	127
Algebra 2	14
Algebra I, Sem 1	60
Algebra I, Sem 2	121
Algebra Prep	39
Algebra/Trigonometry	12
Algebra/Trig Prep	13
Aquatic Biology	23
Ceramics 1	25
Ceramics 2	25
Computer Literacy	22
Drawing and Design	25
English 10	120
English 11	86
English 12	41
English 9	182
ESL 2	48

MMSD Course Name	Students Enrolled
ESL 1	42
Geometry, Sem 1	49
Geometry, Sem 2	99
Health	114
Keyboarding	76
Modern US History	48
Mural Painting	27
Physical Education	137
Science Research Intern Prog.	18
Science Sampler	124
Social Issues	52
Study Skills	64
US History	119
UW Summer Science Institute	18
Work Experience	237
World History, Sem 1	63
World History, Sem 2	65

By Class:

Grade 8	65
Grade 9	319
Grade 10	377
Grade 11	263
Grade 12	108

By Home School:

East HS	311
La Follette HS	166
Memorial HS	283
Shabazz HS	19
West HS	235
Alternative Programs	33
Middle Schools	61

**APPENDIX D
2005 - Enrichment Course Enrollments**

Enrichment Course Name	Gompers/ Black Hawk	Cherokee	Leopold	Marquette/ O'Keefe	Whitehorse/ Schenk	Orchard Ridge/ Toki	Grand Total
Art Lab	33		48				81
Cpt Language				26			26
Csi Madison		52		45	28	61	186
Digital Phot		28				25	53
Doing Thedig			25		22	54	101
Field Biolog		21		14			35
Kidspiration				8			8
Math Rndhse				16		42	58
Nimble Num		24					24
Num Sen/Non		31					31
Outdoor Sci	38		42	16		51	147
Puppetry		44		16			60
Round Wrld15	29	55	29	27			140
Sci Of Fun		74					74
Spanish Spk		17		23	18	38	96
Speaking Of		27					27
Sum Mus Exp						75	75
Under Micro		50					50
Updown Inout				76			76
Video Produc				15			15
Write/Publis						28	28
Zoology		28		34		25	87
Grand Total	100	451	144	316	68	399	1478

Steve Hartley, Summer School Administrator: 663-1907
 Sandy Bolles, Summer School Secretary: 663-5211
 Bill Héritz, K-Ready Coordination: 212-5935
 Don Bennett, MSCR Program Administrator: 204-4583
 Iris Tirado, Summer School Food Services: 204-4007

2006 Summer School Sites – Staffing / Programs
June 19 – July 28, 2006 (No school Tuesday, July 4th)

(The phone numbers on this chart are for the summer only; for general summer school information, contact Sandy Bolles at 663-5211.)

Site (Summer school office located in school uncentered)	Principal Secretary <i>Intern</i>	Programs	Schools Served	MSCR Site Coordinator	MSCR Afternoon Sites (Students enrolled in MSCR afternoon programs will stay at ELSS sites unless listed below)	HEALTH SERVICES
Hawthorne 204-2500	Chris Hodge Jenny Cox	Pre-K K, 1, 2, 3, 4, 5	Emerson, Lapham, Lowell, Hawthorne, Marquette, Sandburg, TEP Program	Rachel Jovi – ELEM 212-0061 Arthur Morgan – MID 204-6863	Atwood Safe Haven to Atwood Community Center Emerson Safe Haven to Emerson CASPER students to Emerson	Nurses Assistants (7-45 a.m. – 4:15 p.m.) Nurses – Schedule* Blilee Halliday (a.m.) Denise James (p.m.) Sue Fatupaito
Safe Arrival 204-xxxx Gompers/Black Hawk 204-4361	Marianne Moss 204-4434 Pamela Sternberg	Pre-K K, 1, 2, 3, 4, 5, 6, 7 Middle School ESL 8 th Grade Promotion	Black Hawk, Sherman, O'Keefe, Gompers, Lake View, Lindbergh, Mendota	Michelle Moe – ELEM 212-0447 Kate Ewings – Black Hawk MS Kyl Lally – Sherman MS Contact Ian Hannah during school year at 204-3052	Mendota Safe Haven students to Mendota Lindbergh GEMS students to Lindbergh Sherman students to Sherman	Maria Vasquez
Whitehorse / Schenk 204-1500	Sheila Briggs 204-1502 Shelley Day	Pre-K K, 1, 2, 3, 4, 5, 6, 7 DPI 1 & 2 Bilingual Spanish – Elem ESL Newcomer	Whitehorse, Sennett, Allis, Glendale, Elvehjem, Kennedy, Schenk, Nuestro Mundo Elem bilingual/ESL east side schools	Stacy Williams – ELEM 235-4942 Dhaghy Kaupanger – MID 220-9345	Middle school students stay at Whitehorse Glendale Safe Haven students to Glendale Allis Safe Haven students to Allis	Jill Jimenez
Cherokee 204-1240 Safe Arrival: 204-1247 (English) 204-1254 (Spanish)	Michael Deignan 204-1264 Mary Koss	6, 7 Middle School ESL 8 th Grade Promotion	Hamilton, Cherokee, Jefferson Toki, Wright, Spring Harbor	Jamie Thomas – MID 204-1266	All middle school students stay	
Huegel 204-3100	Linda Allen 204-2323 Lori Havey	Pre-K K, 1, 2, 3, 4, 5	Chavez, Crestwood, Falk, Muir, Stephens, Huegel, ORE, Shorewood, Van Hise	David Melcher-ELEM 220-6814 David Bratland – MID Contact Ian Hannah during school year at 204-3052	Falk Safe Haven students to Falk	Sue Peckham
Safe Arrival 204-xxxx Leopold 204-4240	Mary Hyde 204-4248 Carol Georgeson	Pre-K K, 1, 2, 3, 4, 5 DPI 1 & 2 Bilingual Spanish – Elem ESL Newcomer	Franklin, Leopold, Lincoln, Midvale, Randall, Thoreau Elem bilingual/ESL west side schools	Ann Neumaler – ELEM 575-8759 - Cell	Lincoln and Midvale students to Lincoln Allied students stay at Leopold	Susie Messman
Safe Arrival 204-4241						

All 4th grade non-promotion students will be integrated into regular 4th grade classes based on the elementary school where they live.
 Title I Schools: Allis, Emerson, Falk, Glendale, Hawthorne, Huegel, Lake View, Lapham, Leopold, Lincoln, Lindbergh, Lowell, Mendota, Midvale, Nuestro Mundo, ORE, Sandburg, Schenk, Thoreau.
 Non-Title I Schools: Chavez, Crestwood, Elvehjem, Franklin, Gompers, Kennedy, Marquette, Muir, Randall, Shorewood, Stephens, Van Hise.
 Any students living in the Allied Drive neighborhood who meet criteria are eligible to attend Extended Learning Summer School.
 Lunch will be served to all students from 12:00 – 12:30 at each ELSS site. Transportation will be provided after lunch to students enrolled in MSCR programs going to a different school site in the afternoon.
 No noon transportation will be provided to students not enrolled in MSCR programs.

HIGH SCHOOL SITES (8:00 a.m. – 12:00 p.m.)

School	Principal / Intern	Secretary	Health Office (8:00-12:00)
East High School	David Krause	Jessica Miesbauer	Linda Nee
Memorial High School	Rick Rogness	Cara Walker Vera Ricketts	Mary Etmanczyk
Districtwide	Bonnie Goeke-Johnson		

All summer school sites will be enrollment centers for 2006-07 enrollment.

* Nurses – Schedule:
 Cell phone #: 575-6079

Week	Nurse
June 19-23	
June 26-30	
July 3-7	
July 10-14	
July 17-21	
July 24-28	

ENRICHMENT and ESY at all Elem/Middle Sites:

Sites	Coordinator
Summer Enrichment Program	Welda Simousek 663-5288 (cell: 320-0069)
ESY Summer Coordination	Scott Zimmerman 663-8486

ELSS (SUMMER SCHOOL) 2006
Elementary School Student Identification Process – Third Quarter
Students in Non-Title I Schools

Academic Criteria: See the grid below.

Behavioral Criterion: The classroom teacher and the principal have evidence that the student can independently remain engaged in instructional activities and not impede the learning of others in an unfamiliar educational setting with one teacher and at least 10 other students.

English Language Criteria: The classroom teacher and principal have evidence that the student can successfully work in a general education setting without any language support. (See Other ELSS Classes below.)

Grade	Literacy - Report Card Item(s)	Math - Report Card Item(s)
	<p><i>Recommend ELSS if student receives a 2 or 1 on any of the following items.</i> NOTE: An ME on any item disqualifies a student from ELSS.</p>	<p><i>Recommend ELSS if student receives a 2 or 1 on two or more of the following items.</i> NOTE: An ME on any of the items disqualifies a student from ELSS.</p>
K	<ul style="list-style-type: none"> • Knows letter sounds • Knows concepts about print (print contains a message, direction of print, difference between letters/words) • Reads at level 	<p style="text-align: center;"><i>There is no ELSS program for primary math.</i></p>
Grade 1	<ul style="list-style-type: none"> • Knows basic sight words • Reads at level 	<p style="text-align: center;"><i>There is no ELSS program for primary math.</i></p>
Grade 2	<ul style="list-style-type: none"> • Reads at level 	<p style="text-align: center;"><i>There is no ELSS program for primary math.</i></p>
Grade 4 PROMOTION	<p>Review 4th grade Grading Guide for report card promotion criteria; "minimal" on WKCE for any core content area in which report card grade was a "1"</p>	<p>Bilingual/ESL: Report card grade for math is "1" and WKCE for math is "minimal" Special Education:</p> <ul style="list-style-type: none"> • A student's basis of promotion on the IEP must be the MMSD promotion criteria (not the IEP) for the content area. • For students with a second quarter report card grade of 1 in any one of the four core content areas and "minimal" on the WKCE in that same core content area, the student's basis of promotion must be reviewed by the IEP team during the third quarter.

ELSS (SUMMER SCHOOL) 2006
Elementary School Student Identification Process – Third Quarter
Students enrolled in Title I schools or living in the Allied Drive neighborhood qualify for K – 5 ELSS

Academic Criteria: See the grid below.
Behavioral Criterion: The classroom teacher and the principal have evidence that the student can independently remain engaged in instructional activities and not impede the learning of others in an unfamiliar educational setting with one teacher and at least 10 students.
English Language Criteria: The classroom teacher and the principal have evidence that the student can successfully work in a general education setting without any language support. (See Other ELSS Classes below.)

Grade	Literacy - Report Card Item(s)	Math - Report Card Item(s)
	<p>Recommend ELSS if student receives a 2 or 1 on any of the following items. NOTE: An ME on any item disqualifies a student from ELSS.</p>	<p>Recommend ELSS if student receives a 2 or 1 on two or more of the following items. NOTE: An ME on any of the items disqualifies a student from ELSS.</p>
K	<ul style="list-style-type: none"> Knows letter sounds Knows concepts about print (print contains a message, direction of print, difference between letters/words) Reads at level 	<p>There is no ELSS program for primary math.</p>
Grade 1	<ul style="list-style-type: none"> Knows basic sight words Reads at level 	<p>There is no ELSS program for primary math.</p>
Grade 2	<ul style="list-style-type: none"> Reads at level 	<p>There is no ELSS program for primary math.</p>
Grade 3	<ul style="list-style-type: none"> Reads at level 	<ul style="list-style-type: none"> Reads, writes, and orders numbers to 10,000 Solves story problems Solves addition, subtraction, and simple multiplication problems Knows subtraction facts and multiplication facts (for x2s, x3s, x4s, x5s)
Grade 4	<ul style="list-style-type: none"> Reads at level 	<ul style="list-style-type: none"> Solves story problems Solves addition, subtraction, multiplication and simple division problems Knows all multiplication facts
Grade 4 PROMOTION	<p>Review 4th grade Grading Guide for report card promotion criteria; "minimal" on WKCE for any core content area in which report card grade was a "1"</p>	<p>Bilingual/ESL: Report card grade for math is "1" and WKCE for math is "minimal" Special Education: A student's basis of promotion on the IEP must be the MMSD promotion criteria (not the IEP) for the content area. For students with a second quarter report card grade of 1 in any one of the four core content areas and "minimal" on the WKCE in that same core content area, the student's basis of promotion must be reviewed by the IEP team during the third quarter.</p>
Grade 5	<ul style="list-style-type: none"> Reads at level 	<ul style="list-style-type: none"> Solves story problems Solves addition, subtraction, multiplication and division problems Knows division facts and multiples of 2-10 and 25

OTHER ELSS CLASSES

K-5 Bilingual	<ul style="list-style-type: none"> Spanish-speaking students at DPI levels 1-2 in bilingual programs who meet the above criteria in Spanish.
K-5 ESL (Newcomers)	<ul style="list-style-type: none"> All students at DPI level 1 NOT in bilingual programs who enroll during the 2005-06 school year.

ELSS (SUMMER SCHOOL) 2006
Middle School Student Identification Process at Third Quarter

Academic Criteria: See the grid below.

NOTE: Students who are English language learners must be a DPI level 3 or higher.

Students who receive special education must be full time in the general curriculum for core content areas (i.e., work on the same curriculum goals and are expected to be as proficient in the same number of curricular goals as students without disabilities)

Behavioral Criterion: The classroom teacher and the principal have evidence that the student can independently remain engaged in instructional activities and not impede the learning of others in an unfamiliar educational setting with one teacher and at least 15 students.

English Language Criteria: The classroom teacher and the principal have evidence that the student can successfully work in a general education setting without any language support.
 (See Other ELSS Classes below.)

Grade	Student Eligibility
6	<ul style="list-style-type: none"> ▪ Report Card GPA of 2.0 or less in reading/language arts (and at least one year below grade level reading) or math
7	<ul style="list-style-type: none"> ▪ Report Card GPA of 2.0 or less in reading/language arts (and at least one year below grade level reading) or math
PROMOTION 8	<ul style="list-style-type: none"> ▪ Report card GPA less than 1.67 in any one of the four core content areas (reading/language arts, math, social studies, science) and "minimal" on the WKCE in that same core content area <p>ESL and Bilingual Education:</p> <ul style="list-style-type: none"> ▪ Report card GPA less than 1.67 in math; WKCE for math is minimal <p>Special Education:</p> <ul style="list-style-type: none"> • A student's basis of promotion on the IEP must be the MMSD promotion criteria (not the IEP) for the content area. • For students with a <u>second quarter</u> report card GPA of less than 1.67 in any one of the four core content areas and "minimal" on the WKCE in that same core content area, the student's basis of promotion must be reconsidered by the IEP team during the <u>third quarter</u>.

OTHER ELSS CLASSES

6, 7 and 8 ESL (Newcomers)	<ul style="list-style-type: none"> ▪ All students at DPI level 1 NOT in bilingual programs who enroll during the 2005-06 school year.
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