

2009 Elementary Summer School

Full-day program of academic skill instruction and activity, arts and recreation for elementary students. Funded through District Title IA and partnership with SUN and Boys and Girls Club.

Assessment Results Summary

Grade level	Number of students	Gain in words per minute	Gain in % point-mastery of math content
Entering 1 st	27	8.78	13.8
Entering 2 nd	33	9.78	7
Entering 3 rd	41	14.85	6.27
Entering 4 th	22	7.36	2.64
Entering 5 th	27	13.77	3.85

Only students who attended regularly were included in the above totals. These results reflect approximately 18 days of instruction.

Parkrose JumpStart

4-week, half-day program of English Language Development instruction for English Language Learner students at MS and HS level.

English Proficiency Level	Number of students	Average Gain (Adept raw score)
Beginner (Level 1)	8	6.4
Early Intermediate (Level 2)	5	3.4
Intermediate (Level 3)	11	2.9
Early Advanced (Level 4)	12	1.3

These results are based on 13 days of instruction. 2 students scored as Proficient on pre-test, not included in post-testing.

21 JumpStart students entering 9th grade also participated in Youth Corps Activities, with weekly field trips to businesses, community sites and college campuses. 9 of them also participated in the Bronco Stampede.

Bronco Summer Success Stampede

One-week program for entering 9th grade students, emphasizing skills for success in High School, orientation to Parkrose High School and team-building. Funded by ARRA IDEA and 9th Grade Counts.

Learning Survey Results

I. Organization

1. Explain three reasons why a student at PHS should carry a large binder with them to *each class every day*.

- 1) *You always have all your work*
- 2) *You have all your supplies*
- 3) *Stay organized*

Pre: 60 Post:75

2. Identify two ways to keep your binder in top condition to best support your success.

- 1) *Put everything in 3 rings*
- 2) *Put everything in correct section*

No significant/meaningful change

II. How to ask questions in class:

1. Level 1 question can be found in the book.

8 @ pre-test, 77 @ post-test

2. Level 2 questions are a combination of the book and your brain.

1 @ pretest, 76 @ post-test

3. Level 3 questions go beyond the book.

0 @ pretest, 71 @ post-test

III. Cornell note-taking:

1. When taking Cornell notes in which section do you write *during* the lesson?

Note section (right side of paper)

75 @ pre-test, 73 @ post-test

2. When do you write the higher level questions in the left column and the summary at the bottom of the page?

At the end of the lesson or after class

53@pre-test, 62 @ post-test

IV. Conflict Resolution:

1. How do you define conflict?

Look for: Negative or positive language development

68 pre-test, 62 post-test

2. What is the most important skill to have when working in a team?

Listening

11 at pre-test, 75 @ post-test