



Appendix D

Open Ended Comments

District
Principal
Faculty
Parent
Community



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District Open Ended Comments

Question 11. What were the benefits for students of the Extended School Year Program?

- ◆ Increased time for learning which provided for an expanded curriculum and activities. Less down time for students to regress. Positive climate for the summer months...not at home alone.
- ◆ Longer period of time to cover curriculum. Less regression during the summer. Extended time before promotion/retention decisions were made.
- ◆ The benefits for students included additional instructional time which helped to reinforce content gains and greater opportunities for individual skill mastery.

Question 12. What specific examples of increases in student achievement can you attribute to the extra instructional time provided through the Extended School Year Program?

- ◆ Examples include individual student gains and at-risk population gains.
- ◆ Student attitudes and grades. Improved FCAT scores for students in the program for several years.
- ◆ When the SAT-9 was given for the second time in late June, students had made significant gains as a result of additional instructional time.

Question 13. What other benefits resulted from implementing the Extended School Year Program?

- ◆ Provided a continuous program. No need to stop regular year and begin a summer program.
- ◆ Teachers were creative in their planning curriculum. Students and teachers increased their technology knowledge and use.
- ◆ The pilot program provided the state and our district hands-on opportunities to explore the impacts of extending the annual school year beyond the traditional 180 days.

Question 14. What were the major challenges of implementing the Extended School Year Program?

- ◆ Making sure that all divisions were aware of the extended school year and coordinating all the services.
- ◆ Parent attitudes and funding.
- ◆ The specialized operational and support needs required for pilot program schools and the fiscal cost exceeding the pilot program allocation.

Question 15. What recommendations do you have for the Extended School Year Program?

- ◆ Continue the program!
- ◆ It should be continued.
- ◆ The cost and benefits of implementation of the Extended School Year Programs should be carefully weighed and a comprehensive plan developed prior to renewal or expansion of the program.

Question 16. Other Comments.

- ◆ Implementation plans for future extended school year pilots should include strategies for urban and rural districts, adequate funding, and address general issues derived from the evaluation prior to the implementation process.

Principal Open Ended Comments

Question 13. What were the benefits for students of the Extended School Year Program?

- ◆ Additional curriculum, greater hands-on, greater use of technology.
- ◆ Additional time to meet state and district objectives, some place to be other than the streets, two balanced meals, and staff who cared.
- ◆ Extended learning time. Constructive use of time. Summer of Success program.
- ◆ Increased learning.
- ◆ It provides additional time to work on the district expectations and benchmarks. Students also have additional time working on Sunshine State Standards.
- ◆ More time-on-task. More emphasis upon literacy. Extended technological experiences.
- ◆ Through the Extended School Year Program, students met higher performing criteria in reading and math for two years. The school maintained or improved reading scores of the lowest performing students and demonstrated substantial improvement in reading, math, and writing.

Question 14. What specific examples of increases in student achievement can you attribute to the extra instructional time provided through the Extended School Year Program?

- ◆ Additional time-on-task provided students the opportunity to become more successful in traditional basic skills, therefore, students showed marked improvement on FCAT reading, writing, and math assessments.
- ◆ At the end of May, we would have had to retain 104 students. Now, at the end of June, we only have about 53 students who will be retained.
- ◆ I believe that the number of students who showed growth in reading can partly be attributed to the extra instructional time provided through the ESY program.
- ◆ I do not have enough data or information to say. The Summer of Success program implemented this year during ESY was beneficial for students and teachers.
- ◆ Increased FCAT score from "F" to a "C". Ten percent increase on FCAT reading (grades 3, 4, and 5). Nine percent increase on FCAT mathematics (grades 3, 4, and 5). Fifteen percent increase on FCAT Writes! (grade 4)
- ◆ Increased FCAT scores.
- ◆ Level I learners, especially made gains over last year.

Question 15. What other benefits resulted from implementing the Extended School Year Program?

- ◆ Increased parental involvement. Increased business community involvement.
- ◆ Kids were in a safe environment. Increased motivation.
- ◆ Less loss of skills over summer.
- ◆ Overall, the benefits for our students out weigh any of the negatives. Students are succeeding and happy.
- ◆ Students had a safe place to go to everyday where two meals were given.
- ◆ The Extended Year Program provided additional professional development, the use of technology and other curriculum initiatives to improve student achievement.

Question 16. What were the major challenges of implementing the Extended School Year Program?

- ◆ Attendance.
- ◆ Getting students to school daily, personnel, cleaning of campus (building, grounds, kitchen, etc.). Vacations of 12-month employees.
- ◆ Keeping the school clean.
- ◆ Mandated attendance. Communication with Tallahassee.
- ◆ Not all schools have the program so students long for "vacation" time.
- ◆ Teacher fatigue.
- ◆ Teachers were not afforded additional end of year planning days to sufficiently plan for the opening of the new school year.

Question 17. What recommendations do you have for the Extended School Year Program?

- ◆ Continue and expand the Extended School Year Program.
- ◆ Continue it.
- ◆ Continue the funding, especially for high poverty, at-risk schools. Maybe have a one or two week break and then have the ESY program re-start.
- ◆ Design for specific students/needs. Teacher and school accountability set-up and expectations made clear (leadership responsibility). Four days/week. Regular school hours.
- ◆ I recommend that funding continue. I also feel that if the high school and middle school students were a part of the ESY program, the younger siblings would not feel it was unfair that they were attending school during the summer months.
- ◆ The expansion of the ESY Program to adjoining middle and high school to assist parents with planning for ONLY one type of school year.
- ◆ The state needs to seek a way to fund and take us out of the traditional 180-day year.



Question 18. Other Comments.

- ◆ Continue and expand the Extended School Year Program which will benefit students!
- ◆ Everyone on the staff has been fantastic. The opportunity for our faculty and students has been tremendous because of the ESY program.
- ◆ FDOE should continue to FUND the EXTENDED SCHOOL YEAR PROGRAM.
- ◆ I think it could be an effective program. It might work to target specific students and clearly identify the purpose.
- ◆ Would definitely be interested in further implementation should the opportunity arise.

Faculty Open Ended Comments

Question 11. What were the benefits for students of the Extended School Year Program?

- ◆ A place for children to be.
- ◆ Able to extend activities and remediate longer.
- ◆ Able to spend additional time on SSS. Reviewed and prepared for next year's expectations.
- ◆ Acclimation to SSMS, exposure to teachers and varied curriculum.
- ◆ Additional curriculum-theme used school wide.
- ◆ Additional developmental learning. ESY with this year's Summer of Success Program provided teacher training, implementation with students, teacher planning outstanding program for students. Students learned so much in a very short time.
- ◆ Additional instruction time. (3)
- ◆ Additional instructional time for students.
- ◆ Additional on-going curriculum with a continuation of skills needed.
- ◆ Additional reading and getting the additional help on subjects that they didn't grasp because the parents aren't helping so they need the school for support.
- ◆ Additional reading instruction with smaller groups.
- ◆ Additional reinforcement of skills; continuity of learning.
- ◆ Additional remediation for failing students,
- ◆ Additional time at the beginning for FCAT prep.
- ◆ Additional time-on-task for students. Additional curriculum subject content for students.
- ◆ Additional time-on-task, safe educational environment for students.
- ◆ Additional time to learn skills needed.
- ◆ Additional time to master instructional objectives.
- ◆ All children improved their skills.
- ◆ All students, especially primary, had less time to backslide between years and more time to reach grade level.
- ◆ Allowed more time to complete hands-on activities and work in cooperative groups.
- ◆ Allows more time to make connection with curriculum. Prevents inactive time during the summer break when students forget concepts.
- ◆ An extra month of instruction in the beginning of the school year.
- ◆ An opportunity to explore media not normally covered in the school year. In-depth hands-on material to teach these planned activities.
- ◆ Baby sitting during the summer
- ◆ Beginning earlier to prepare students for tests.
- ◆ Beginning earlier.
- ◆ Being able to fit more teaching in ESY than in regular school year.
- ◆ Benefits before testing.
- ◆ Benefits were more time for learning and the fact that students had somewhere to be during the summer.
- ◆ Better grades.
- ◆ Brain food, physical food, in school and out of trouble, retain knowledge better with shorter time off, etc.
- ◆ Broader curriculum; chances for teachers to use a different spectrum of ideas.

- ◆ Children had continued access to books. They also had more time to learn and review things needed for first grade.
- ◆ Children had more time with the teacher. This was very helpful to our struggling students.
- ◆ Children that are behind academically can have extra time to prepare for FCAT.
- ◆ Children were able to retain more information at a more relaxed pace.
- ◆ Continued academic reinforcement.
- ◆ Continued education.
- ◆ Continued extended projects. Kept them in a safe and learning environment.
- ◆ Continued learning and enrichment.
- ◆ Continued learning-expanded curriculum.
- ◆ Continued routine and structure. Additional exposure to and application of new skills and curriculum.
- ◆ Continued to read during the summer. Parents and students were able to choose extended school year.
- ◆ Continuing skills practice.
- ◆ Continuous learning for those that attended.
- ◆ Could cover more curriculum areas and in greater depth. No remedial work necessary at beginning of year.
- ◆ Curriculum was provided, teachers were supportive, opportunities for expanded technology and participation in a science fair were offered.
- ◆ Curriculum, standards, and support were apparent in classroom which will always result in students' continued learning in meeting state requirements.
- ◆ Did not have to repeat so much material after summer break.
- ◆ Enrichment, remediation, and extended practice of skills that are practiced at home in other schools.
- ◆ ESY gives staff and students a chance to continue or maintain progress during the summer months.
- ◆ ESY program provided additional instructional time to assist in several areas, especially reading and writing.
- ◆ Everyday is a learning experience, it is more beneficial to have a trained professional to guide, enhance, and relate activities, lessons, and experiences.
- ◆ Expanded curriculum, increased use of technology.
- ◆ Expanded time for deeper and broader learning. Did not have time to forget things because there was little time off in the summer.
- ◆ Exposure to a variety of topics/experiences not available during the regular school year.
- ◆ Extended learning time, especially for students who need additional time to learn and maintain their skills.
- ◆ Extended time-on-task. Less of a gap between school years.
- ◆ Extending curriculum activities and not feeling pressured to hurry through the units.
- ◆ Extra actual learning time.
- ◆ Extra reinforcement.
- ◆ Extra time at the beginning of the year helped much more than at the end.
- ◆ Extra time for babysitting. Free breakfast and lunch.
- ◆ Extra time on skills; less time out of school; reduced lost knowledge; a safe, friendly environment for children; new students become familiar with campus and teachers.

- ◆ Extra time spent for FCAT teaching and learning.
- ◆ Extra time spent on practicing skills that the students had trouble understanding and grasping.
- ◆ Extra time to help struggling students prepare for the next year.
- ◆ Extra time to improve on weak subject areas.
- ◆ Extra time to learn.
- ◆ Extra time to master concepts not yet mastered.
- ◆ Extra time to pass benchmarks.
- ◆ Extra work and reinforcement. (2)
- ◆ FCAT test result improved overall.
- ◆ For a school like ours, the students benefited by having breakfast, lunch, and a full-time nurse. Students who were on the borderline to fail improved to go in to the next grade level.
- ◆ Gave some extra time to demonstrate skills and meet expectations.
- ◆ Gave them the chance to explore topics not normally taught in regular classes. Worked in smaller groups practicing cooperative learning. Developed social skills and self-esteem. Developed confidence in academic areas they were having difficulty with. Many achieved academic success for the first time. Obtained remediation skills in order to pass. Learned to interact with students of all grade levels in a positive learning environment. Provided a safe environment to be when both parents are at work. Literally kept many students off the street and out of trouble with the law!
- ◆ Given an opportunity to continue reading, writing, and doing math on a daily basis.
- ◆ Given them an opportunity to read more during the regular school year.
- ◆ Hands-on experience creating projects, theme related curriculum, field trips, and additional reading instruction.
- ◆ Having a class of struggling students, the ESY really gave me the extra time for more individualized attention to meet their needs. The shorter summer vacation will help with retention.
- ◆ Having them continue to learn on a year long basis and implementing and reinforcing their skills.
- ◆ Helped keep students learning and out of trouble.
- ◆ Higher FCAT scores.
- ◆ I did not see any benefits for students.
- ◆ I had more time to teach the curriculum.
- ◆ I strongly believe that our students benefited from ESY because of its continuity. The students in our community see our school as the core of their world. The school is a sign of stability in their lives.
- ◆ I think ESY is a great tool to help those students who need the extra time and help in their school work. On the other hand, a lot of parents used the ESY program as a daycare. There should be requirements in attending ESY.
- ◆ I was able to explore science topics that the children were interested in. We had fun learning, reading, and writing about animals, robots, and space. Without ESY, we would not have had the time to explore 12 more topics in depth.
- ◆ If benchmarks were not met, they had extra time to learn what was necessary.
- ◆ Improved reading scores. More time for struggling students to reach expectations. Less time for all students to forget.
- ◆ In my program they have more involvement.

- ◆ Increased opportunities for reading, math, and writing. More opportunities to ensure parent involvement. Additional testing and coordination time through Child Study Progress.
- ◆ Increased time to practice knowledge learned and less downtime for regression of learned concepts.
- ◆ It allowed more time for review and additional time to bring the lower students closer to grade level.
- ◆ It gave students an extended educational experience! Our students, for the majority, would have spent the ESY sitting at home because of the limited finances and transportation! Many of our students want to come!
- ◆ It gave students more time to learn basic skills. It is much more effective than summer school.
- ◆ It keeps their brains functioning on a distinctly higher level than if they were home watching MTV or playing video games all day.
- ◆ It provided the necessary extra practice time for these struggling students to gain knowledge of required skills. These students have little, if any, reinforcement at home of these skills and succeed with more learning time at school.
- ◆ Kept them off the streets, wide range of choice to expand their knowledge.
- ◆ Kids were not out in the streets getting into trouble.
- ◆ Learned more and were able to achieve academically.
- ◆ Less "lag time" to forget concepts. Goals become attainable.
- ◆ Less "street" time. More structure.
- ◆ Less information forgotten over the summer.
- ◆ Less loss between grades.
- ◆ Less review needed at next grade level. Expanded curriculum and learning. Less retention in grade levels.
- ◆ Less stress, more hands-on with students.
- ◆ Less time to forget skills.
- ◆ Less transition time to next grade level. Continuity of purpose-learning and less behavior modifications/training.
- ◆ Longer time, more information. Many retain much more.
- ◆ Lower teacher to student ratio the extra hour of the day while on level students went to SOAR classes. The other benefit was more time spent learning.
- ◆ More class time for further explanation and comprehension.
- ◆ More concentration in trouble areas of curriculum.
- ◆ More content covered in each subject. Students' knowledge was broader in each area.
- ◆ More education, less time to forget.
- ◆ More FCAT prep prior to FCAT.
- ◆ More in-depth instruction. Time for enrichment or remediation. Less time off in summer to forget routines.
- ◆ More individualized attention. More review to make benchmarks. Self-confidence and self-worth are heightened.
- ◆ More learning going on in school.
- ◆ More opportunity to achieve benchmarks for promotion. Greater retention of material learned.
- ◆ More prepared for FCAT testing, less loss of knowledge and skills over the summer.

- ◆ More seating and teaching time.
- ◆ More time for core curriculum.
- ◆ More time for deeper studies instead of rushing through the curriculum you could slow it down for better understanding.
- ◆ More time for integration of curriculum, use of technology, and less time to forget.
- ◆ More time for learning from qualified teachers. Teachers have more time with parents. Result: Parents helping the child.
- ◆ More time for more units-expanded units. More structure-staying on schedule with more routine.
- ◆ More time for remediation and extension activities.
- ◆ More time for students to learn and for teachers to teach. Better and more effective use of public facility and materials.
- ◆ More time in class with more chances to learn.
- ◆ More time in practicing skills.
- ◆ More time in school.
- ◆ More time-on-task. (3)
- ◆ More time on task. More consistency in their lives. More support.
- ◆ More time to get ready for the FCAT.
- ◆ More time to meet grade level expectations. Safe summer environment. Expanded curriculum.
- ◆ More time to prepare for FCAT. Keep students on-task. Less time to find trouble.
- ◆ More time to remediate deficits.
- ◆ More time to teach and less time to forget before the next year.
- ◆ More time to work on skills.
- ◆ Motivation was high and creative projects and methods made things interesting.
- ◆ No lag time for therapy.
- ◆ No loss of academic progress. Time to do projects that require the use of learned skills in real world settings.
- ◆ No loss of instructional benefits over a period of time. More control over student achievement.
- ◆ None, the students and teachers are tired!
- ◆ None.
- ◆ Not as much reviewing in the fall.
- ◆ Not having to rush through some curriculum. If the unit ran long, there was time to finish without rushing.
- ◆ Not staying home to get into any trouble.
- ◆ Nothing.
- ◆ Opportunity provided for students to improve reading and math for FCAT.
- ◆ Opportunity to expand the curriculum. Continuity of their education.
- ◆ Opportunity to get back on track with other extracurricular activities such as chorus, P.E., and art.
- ◆ Our students don't have the financial resources to travel, this helps to keep them out of trouble and mentally challenged.
- ◆ Overall, the students learned more.
- ◆ Parents were happy because of babysitting.

- ◆ Productive summer activities. Time to expand the curriculum.
- ◆ Received extra time in areas of academics that needed reinforcing.
- ◆ Reinforcement of discipline.
- ◆ Remediation in subject areas where they were performing below level.
- ◆ Re-teaching and assessing.
- ◆ Retention of learning. Sense of community. Transitions were easy.
- ◆ Review item that may need more reinforcement.
- ◆ Safe environment for kids who might not have this at home during summer.
- ◆ Since I am working with ESE students, the additional time provides more time to increase student's deficits and better prepare them for kindergarten.
- ◆ Small class sizes.
- ◆ So many of the children in our community have little or nothing beneficial to do at home. The ESY program gives them activities that are fun and educational.
- ◆ Some students did not attend so class size was smaller. Out school chose a theme and tried to teach students some things we might not have time for during the regular school year.
- ◆ Some students that had not reached the needed gains to be promoted had time to make those gains and are being promoted.
- ◆ Some students were able to meet benchmarks.
- ◆ Starting 3 weeks early only.
- ◆ Starting early gave students a head start on testing skills, but ending later was a complete waste of time.
- ◆ Starting in August gave students additional time to learn basic skills.
- ◆ Starting school earlier.
- ◆ Student time-on-task increased, enabling all students a greater opportunity to achieve higher levels of learning than in the traditional 180 days.
- ◆ Student who had not met benchmarks were able to do so. More opportunity for one-on-one time.
- ◆ Students all achieved more. Flexibility to teach children.
- ◆ Students are able to enhance their learning skills due to ESY.
- ◆ Students are able to get help longer-they get extra help they need. They also do not read at home-this helps them keep the skills they have.
- ◆ Students are receiving extra practice for FCAT.
- ◆ Students began to learn for the FCAT sooner and they learned more information.
- ◆ Students benefited from using more hands-on activities and critical thinking skills. Students were having fun while learning.
- ◆ Students continue to read.
- ◆ Students could do more work at a leisurely pace. Seemed to have more fun during the summer.
- ◆ Students didn't forget what they learned during a long summer vacation. They got in less trouble than being home along all day.
- ◆ Students had a head start on school programs. Students more eager to learn. Low students had enough time to accomplish grade level status.
- ◆ Students had a longer time to reach benchmarks.
- ◆ Students had a productive, positive force in their lives.

- ◆ Students had extended learning opportunities because of the additional time in the school year.
- ◆ Students had extra time to meet the benchmarks and standards for their grade level.
- ◆ Students had less regression in academic skills.
- ◆ Students had more time for review and retouching those areas of difficulty.
- ◆ Students had more time to extend on the skills that were already being taught. Much easier to flow into activities because they know the routine already.
- ◆ Students had more time to learn and improve many academic skills.
- ◆ Students had more time to learn.
- ◆ Students had more time to master skills.
- ◆ Students had more time to prepare for tests.
- ◆ Students have a structured schedule in which to follow.
- ◆ Students have an opportunity to cover more information before testing starts.
- ◆ Students have more time in school. Therefore, they are having more time to practice the subjects taught in classes. Also, teachers know they have more time to review theme, and enhance the students' learning processes.
- ◆ Students learn more.
- ◆ Students' minds stayed in a learning mode and there was less time to forget before the new school year began. They were motivated to learn with the fun curriculum.
- ◆ Students receive additional assistance needed to improve skills. Children are better prepared for the following grade.
- ◆ Students received more individual attention and greater learning.
- ◆ Students that need additional instructional time benefited.
- ◆ Students were able to participate in a special reading program. We had a group of reading coaches working with our students during the ESY. This was great because we have so many students with reading difficulties. They were able to have more instruction in different subject areas to enrich them, more hands on projects, and special events.
- ◆ Students were able to utilize the additional time in school to improve their overall skills.
- ◆ Students were further exposed to reading and math, whereas if they were at home, their reading level might not continue to increase. Students are staying off the streets and are less likely to get into trouble. Students are continuing to improve their social and cooperation skills and are able to attend more field trips.
- ◆ Students were given the opportunity to continue their growth in learning. Some students increased their reading levels while others mastered new expectations and benchmarks they had not accomplished.
- ◆ Students were in a safe place.
- ◆ Students who may have been retained were given extra time.
- ◆ Students who needed the extra instruction had time to receive it.
- ◆ Students who still had not passed benchmarks had the extra time they needed in order to pass them. We could go back and re-teach the areas they had passed but were weak in. Enrichment activities to accelerate student's learning.
- ◆ Studies show students retain more and start up time is less because they don't need as much review time. Schools are put to better use.
- ◆ Teachers were able to get through the entire curriculum.

- ◆ The benefits for students of the ESY Program were year-long learning and extra time to work on FCAT skills.
- ◆ The benefits of ESY for our school were students and teachers have time for instruction in all basic disciplines and time to apply that instruction to state tests.
- ◆ The benefits are more time to take care of students during the summertime than others.
- ◆ The children had more time in the classroom, more time to learn.
- ◆ The children require less review at the start of the year.
- ◆ The early start.
- ◆ The ESY allowed students more time to dive more deeply into curriculum and pursue mastery.
- ◆ The last year was drudgery! The children need a rest and so do teachers!
- ◆ The parents had a free babysitter for the summer. The pay.
- ◆ The program allowed more time for instruction. A longer time with the kids leads to better instruction.
- ◆ The students learn more and we have more time to prepare them for FCAT.
- ◆ The students belonging in the lower academic levels were given supplemental time to catch up.
- ◆ The students benefited by having a "jump start" at the beginning of the school year. They began practicing FCAT strategies earlier.
- ◆ The students benefited by staying on task for the extra days and being in a learning environment.
- ◆ The students do not play out in the streets. They are supervised during school hours. Ironically, a lot of the parents don't work in this area.
- ◆ The students get more opportunities to learn material and read because most of them do not read in this community due to lack of reading materials in their homes.
- ◆ The students had more time to learn beneficial academic materials which assisted them with the FCAT.
- ◆ The students had more time to master the needed skills.
- ◆ The students that had not met benchmarks were given more time to meet them. Teachers were given more time to cover curriculum material not yet taught.
- ◆ The students that needed to pass their writing, SAT, or reading benchmarks got a chance to do so.
- ◆ The students were given the chance to learn and study interesting topics and subjects expanded from regular curriculum.
- ◆ The students were taught an additional six weeks and my class was able to work at a slower pace on more difficult concepts.
- ◆ The students who participated in ESY were able to contain the information taught in the academic school year for a longer period of time.
- ◆ The summer of success professional development program was able to be held here.
- ◆ There are many students who just need more time to meet the benchmarks. It also provides a safe place for our students instead of being in this neighborhood.
- ◆ There was additional time offered to reach specific benchmarks and success.
- ◆ They are exhausted and upset that neighborhood friends are out playing. Many parents take the kids on vacation.
- ◆ They could improve and review taught skills.

- ◆ They did learn a little more, but the majority did not want to be here and it is a struggle to make them do their work.
- ◆ They did not have time to forget what was taught. They maintained most of what was taught during the year.
- ◆ They had extra time to reach benchmarks in order to be promoted.
- ◆ They had less loss between the grade levels. Parents did not have to worry about daycare.
- ◆ They had less time to regress or forget. Also, they were able to continue in the learning frame of mind.
- ◆ They had more contact time for instruction on required objectives.
- ◆ They had more time to learn.
- ◆ They had more time to master necessary skills.
- ◆ They had more time to work on weak areas of learning.
- ◆ They had supervision.
- ◆ They have a longer vacation time than those students who also attend summer school.
- ◆ They have the opportunity to learn and retain more.
- ◆ They learned more-not just in context, but as an instructor; they learned to use higher order thinking strategies.
- ◆ They were able to catch up on more academics that were lacking.
- ◆ They were able to have enrichment activities and to have opportunities to do science experiments and outdoor activities.
- ◆ They were able to improve their academics and work on their social skills.
- ◆ They were able to learn in a more relaxed environment.
- ◆ They were able to study and learned more while getting better grades.
- ◆ They were exposed to material not normally presented during the normal school year.
- ◆ They were exposed to more reading, math, and one-on-one time.
- ◆ They were kept busy and had less time to get in trouble or lose knowledge previously learned. Instruction was more creative and fun.
- ◆ They were more motivated to learn. No pressure was placed on them.
- ◆ They will be able to learn more and use all the school facilities.
- ◆ Those behind were able to catch up. Some students who would have been retained are being promoted.
- ◆ Those that wanted to learn spent time on task.
- ◆ Time for learning.
- ◆ Time on task for students with hands-on projects.
- ◆ To gain more knowledge.
- ◆ To keep them off the streets and around older kids. To give them more opportunities to succeed, experience success, and build confidence academically.
- ◆ To prepare them for the basic skills for passing tests.
- ◆ To teach new subjects and information. To stress hands-on activities. To do more group work.
- ◆ We got started earlier; we had more time prior to the FCAT.
- ◆ We were able to continue in the academic learning of our students.
- ◆ Younger students were ahead and more mature.

Question 12. What specific examples of increases in student achievement can you attribute to the extra instructional time provided through the Extended School Year Program?

- ◆ "A" school/SAM data/PIAP scores.
- ◆ More students gained maximum points on FCAT. Drew Elementary, an inner city school, became an A school. Students spend more time in tutorial programs, thus accomplishing more learning.
- ◆ A "C" school.
- ◆ A good example would be the late bloomers who are now given extra time to flourish and be able to grasp reading skills and math skills. These students are worth the extra time we put in.
- ◆ A percentage of third graders will have the chance for promotion.
- ◆ A strong foundation for reading to continue to the next grade.
- ◆ Ability to research and evaluate resources on the web.
- ◆ Acquisition of some developmental skills as measured by the DILS assessment.
- ◆ Additional training opportunity for teachers. Increased and consistent student attendance. Reduction in discipline referrals.
- ◆ All children passed on to the next grade level.
- ◆ Allows students that have not achieved writing and reading goals to become better readers and writers.
- ◆ As a kindergarten teacher, I believe it helped these kids who had no pre-k background have more time to master kindergarten skills and be better prepared for first grade.
- ◆ Be able to point out their reading and understanding problems, also math.
- ◆ Because some students don't come to school, the class is smaller and there is more time to work one-on-one.
- ◆ Beginning earlier may have helped in the time we had to prepare for the FCAT.
- ◆ Being an A school, most likely for the second time around.
- ◆ Benchmarks were higher, more time allotted for remediation of the lower kids.
- ◆ Better FCAT scores and PRFCAT scores.
- ◆ Better grades, attendance, and motivation to learn.
- ◆ Better readers.
- ◆ Better reading and math scores.
- ◆ Better scores on our Presidential Fitness Tests.
- ◆ Better test scores.
- ◆ Better test scores. P.E. could implement a water activity week.
- ◆ Certain individuals definitely seemed to show improvement on their FCAT reading scores.
- ◆ Charles Drew Elementary went from a D to an A school.
- ◆ Children were able to achieve desired reading levels and writing expectations.
- ◆ Children were able to provide more samples of the information they learned. I was able to do more projects with the children.
- ◆ Comprehension and reading improvement.
- ◆ Developmental reading assessment, Running Records, FCAT scores, math pre/post test assessments, informal and formal writing scores.
- ◆ Don't know of actual achievement increased. Students just had more time to demonstrate that they'd met expectations.

- ◆ DRA scores improved during this additional block of time. The writing scores improved as well.
- ◆ Due to ESY, the school grade ascended from a D to a C and the children continue to show progress.
- ◆ During the 3rd year, we saw a marked improvement in first quartile students in reading
- ◆ During the Summer Reading Camp, the students practice fluency and their scores are increasing.
- ◆ Each class had three to five students that were borderline for meeting their benchmarks. With the extra time they were able to meet the benchmarks and are truly ready for promotion.
- ◆ Enrichment activities and intensive reading.
- ◆ Expanded year allows more time to get under-achievers on up to strengthen skills.
- ◆ Extended reading schedules-Saturday school academy part time.
- ◆ Extra time for practice.
- ◆ Extra time for reading.
- ◆ Extra time to do science and social studies, which are hard to fit in a regular day with so much FCAT focus.
- ◆ FCAT high score on academic performance.
- ◆ FCAT scores brought us from a D school to a C.
- ◆ FCAT scores have gradually increased since the implementation of the ESY program.
- ◆ FCAT scores have increased every year since the ESY program has been implemented.
- ◆ FCAT scores have increased.
- ◆ FCAT scores increased as a result of ESY.
- ◆ FCAT scores went up.
- ◆ FCAT scores were higher. (3)
- ◆ FCAT scores. (2)
- ◆ FCAT writing gains.
- ◆ For many, the extra instructional time provides an opportunity for students that did not pass FCAT to do so.
- ◆ Gave students additional time to catch up and advance.
- ◆ Getting a jump start on the next school year.
- ◆ Getting ready for the tests earlier.
- ◆ Giving third and fifth graders extra time needed to pass-beyond FCAT scores.
- ◆ Greater percentage of students passed.
- ◆ Growth in reading levels.
- ◆ Having special programs that come to the school helps students learn about other things going on in the world that are positive.
- ◆ Higher achievement scores.
- ◆ Higher FCAT scores, academic increase through on all grade levels.
- ◆ Higher FCAT scores.
- ◆ Higher levels of writing skills. Students who are struggling have more time to achieve goals.
- ◆ Higher reading and math scores.
- ◆ Higher reading scores for some, more benchmarks met for those students who had not achieved them yet.
- ◆ Higher reading scores.
- ◆ Higher test scores as a result of the extra hour and dedicated teachers.

- ◆ Higher test scores. (2)
- ◆ I am able to spend more one on one time with them to help them feel confident in themselves when doing subjects. They tend to have fear and I try to make them feel at ease.
- ◆ I believe 20 to 25% of our FCAT level 1 scores came up to level 2.
- ◆ I can see students performing better in measurement and problem solving skills.
- ◆ I don't know the percentage of kids passing since ESY was implemented.
- ◆ I have a child who did not get a math concept during the last month of the regular year. I extended the lesson to allow for more practice time until it became clear.
- ◆ I only have one out of fourteen being retained as opposed to six out of sixteen at midpoint.
- ◆ I really didn't see any major benefit from the program. Many teachers just saw this as an opportunity to make extra money. I personally was tired, but I felt pressured to stay because of the prior commitment.
- ◆ I'm certain our FCAT scores were higher because of it.
- ◆ Improved FCAT scores in grades 3-5. Identification/placement of ESE students prior to 2003-04 school year. Improved school attendance.
- ◆ Improved FCAT scores.
- ◆ Improvement in reading, writing, and math skills and knowledge in content areas.
- ◆ Improvement on FCAT scores.
- ◆ In the intermediate division, students made notable gains in reading.
- ◆ Increase in literature, repertoire, able to really expand on topics, learning was more beneficial because of the extended timeline.
- ◆ Increase in science and social studies instructional time.
- ◆ Increase in standardized test scores. Academic gains in general.
- ◆ Increase in student grades.
- ◆ Increase in writing and deductive reasoning. A school grade (FCAT).
- ◆ Increased assessment scores.
- ◆ Increased joy of writing. Increased interest in reading chapter.
- ◆ Increased learning for ESE goals and decreased regression for ESE students.
- ◆ Increased number of students passing their benchmarks. Less retentions.
- ◆ Increased reading and math scores.
- ◆ Increased reading and writing skills.
- ◆ Increased reading levels over summer days. More prepared for next grade level-ample time to remediate/review key curriculum.
- ◆ Increased student achievement can be seen in my students with reading, math, and writing progress.
- ◆ Increased test scores
- ◆ Increased writing, math, and reading scores on standardized tests.
- ◆ Increases reading achievement; reaching higher DRA levels.
- ◆ Increases such as reading achievement in below grade level students.
- ◆ Introduction of concept to mastery/greater application of benchmarks.
- ◆ It really benefits the student who is borderline. They have the extra time to review and retake the necessary benchmarks.
- ◆ Kindergarten children who were the younger children were given the extra time to meet the kindergarten expectations. Many times July and August birthday children need time to grow, mature, and learn.

- ◆ Kindergarten reading levels increased dramatically. Two students-one with three languages spoken at home-began speaking voluntarily and expressing his needs and wants openly and freely for the first time all year! He is now reading on level, passing in math, and improving his writing skills.
- ◆ LEP students had the opportunity to become more proficient.
- ◆ Less regression for long periods of vacation.
- ◆ Lower student/teacher ratio; smaller reading groups.
- ◆ Many students were given extra practice with FCAT skills instruction, CCC lab, etc.
- ◆ Math benchmarks were not met during this extra time, especially during after school tutoring.
- ◆ Math scores increased with the additional time.
- ◆ More children being promoted to the next grade.
- ◆ More children in gifted. We moved from a D to a C school.
- ◆ More children made grade level expectations.
- ◆ More content taught and more learning. Extra practice means better grades. Time to finish up books, units, and projects.
- ◆ More one-on-one attention. The writer workshop is an excellent advantage during ESY.
- ◆ More one-on-one instruction. A more interesting learning process for the students.
- ◆ More practice on all subject areas.
- ◆ More practice on math skills that they are below in.
- ◆ More students eligible for promotion. We also took more time to review key skills and concepts to prepare for the next grade.
- ◆ More students were able to successfully pass the assessments they would not have passed had the school year ended sooner. Second grade writers benefited from the ESY as well as third graders struggling in reading.
- ◆ More time reading, writing, and doing math helped my class's scores go up.
- ◆ Most students performed at a level of 2 or better on the FCAT.
- ◆ My students (half of them) were reading by December.
- ◆ My students raised their reading levels by two grade levels. They learned to read much faster with the controlled reader and comprehend what they were reading at an 80% comprehension rate.
- ◆ My students that continued in ESY learned better when they started in the fall. The ones who didn't come were behind and didn't want to work.
- ◆ None. (3)
- ◆ None to speak of.
- ◆ Now a C school.
- ◆ One more month to prepare for instructional strategies. FCAT program benchmarks.
- ◆ One student borderline in reading improved her skills and will now be promoted.
- ◆ Our FCAT scores have gone up every year. The extra instructional time in previous years adds up.
- ◆ Our FCAT scores have increased steadily over the past three years, from a D to C and have gotten even better this year.
- ◆ Our school was able to achieve a score of an A from the state of Florida for the 2001-2002 and 2002-2003 school years.
- ◆ Our school went from a D to an A. Our writing scores have gone up tremendously on the Florida Writes. Our reading scores went up on the FCAT.

- ◆ Our scores on standardized tests have increased for the past 3 years.
- ◆ Our students did a little better in the FCAT test; they read more and are provided more fun learning materials.
- ◆ Passing FCAT scores in reading and math.
- ◆ PIAP scores do not show as much regression from July to August.
- ◆ Problem solving and critical thinking texts.
- ◆ Raised FCAT scores.
- ◆ Read more books and increased the Accelerated Reader score.
- ◆ Reading achievement because the students are still surrounded by literature which they may not have been at home, especially low SES students.
- ◆ Reading aloud to review more reading skills. Math review-I am able to prepare for the next grade level, which in turn excites the students.
- ◆ Reading and math strategies! Writing. Teacher and student collaboration and student academic contact time.
- ◆ Reading comprehension strategies. Also working on math strands.
- ◆ Reading fluency levels increased.
- ◆ Reading for longer period of time increases ability and desire to read. (2)
- ◆ Reading increased in student achievement due to extra instructional time provided through ESY program.
- ◆ Reading levels are progressing for those who have put their efforts into learning.
- ◆ Reading levels increased and benchmarks were met.
- ◆ Reading levels-those students who were close to being at the expected level in May reached that goal by the ESY's end.
- ◆ Reading skills improved on FCAT.
- ◆ Reading skills improved. The more students read, the higher reading achievement they reached.
- ◆ Reading skills, writing abilities, and social skills.
- ◆ Reading.
- ◆ Reading-students moving up two grade levels with readability and comprehension. Additional information from tests to review and accommodate these needs.
- ◆ Remediation students coming to average grade level.
- ◆ Reviewing skills learned throughout the year, such as refreshing computer skills.
- ◆ Rising scores on state testing.
- ◆ Running Records in reading went up one or two levels per child and writing scores were up for all students.
- ◆ School grade went from a D to a C during this time.
- ◆ Several of my students made gains in reading and math.
- ◆ Several of my students went up at least one reading level. One of my students who wasn't writing is (writing) now.
- ◆ Six students who had not passed writing during the school year passed and were able to go to third grade, rather than spending another full year in second. Five students who met minimum reading requirements were able to improve by two or three levels so that they are fully prepared for next year.
- ◆ Some first graders that would not have been reading at grade level by the end of the regular school year, reached that goal by the end of the ESY year.

- ◆ Some students may have been in first grade in reading or math and was able to move to next level second grade.
- ◆ Some students were able to achieve their benchmarks academically.
- ◆ Some students who attend receive more instructional time. Unfortunately, some of the students that attend have behavior problems and interfere with the teachers' instructional time.
- ◆ Struggling students benefit from those additional six weeks-gets them ready for the next grade when they otherwise wouldn't have made it.
- ◆ Students below expectations have more time to strive to meet expectations and in many cases, reach their goal.
- ◆ Students' classroom attitude. Better social interaction skills. Better understanding of curriculum taught.
- ◆ Students did not really want to be in school. It's hard to teach kids who aren't motivated.
- ◆ Students had more time to attempt to pass the FCAT's alternative assessments. Some students are pulled for extra tutoring/Due to smaller class size, students receive more one-on-one time.
- ◆ Students in my classes liked the content-foreign country/language studies-that they began offering the class at high school level.
- ◆ Students increased in all academic areas, including math and science.
- ◆ Students increased technology time. First graders worked with Power Point; third and fourth graders used the internet for research and i-movie. Children spent more time on science. There was more intervention time available for students at all levels of need.
- ◆ Students learned at a level of interest.
- ◆ Students produced an animated clay movie with high tech digital equipment and extensive software.
- ◆ Students reading on level.
- ◆ Students showed growth and progress in six weeks following the assessments.
- ◆ Students that would be reading not quite on grade level were able to read on grade level.
- ◆ Students were able to achieve a greater understanding and in depth knowledge of academic subjects.
- ◆ Students were able to achieve more due to better technology.
- ◆ Students were able to continue learning math, language, reading, and writing skills.
- ◆ Students were able to experience all skills and state mandated objective. They were able to master more.
- ◆ Students were able to gain in reading mastery and were able to complete books they would have not been able to do.
- ◆ Students were able to increase their reading levels.
- ◆ Students were able to work on assignments that were difficult to them. Teachers were able to plan a more effective and extensive curriculum.
- ◆ Students were given more instructional time in the computer lab and the scores on the EduTest and other computer assisted programs increased.
- ◆ Students were provided extra instruction in areas of academic weakness, which enabled them to pass assessments which were previously failed.
- ◆ Students who attended the ESY program as 7th graders increased either their reading or math FCAT scores by one level.

- ◆ Students who start the year as non-readers become readers who are fluent and comprehend appropriately.
- ◆ Students who transferred from other school in the district had failed the FCAT writing and had to be retained. These students passed the FCAT this year.
- ◆ Students who were borderline retention had extra time to catch up and perform on level.
- ◆ Summer of success modeled specific best practice strategies one day to be implemented the next with our students.
- ◆ Teachers have more time to teach. Therefore, students also have more time to review and practice all themes learned in classes. The mother of the learning process is time to practice.
- ◆ The increases were not sufficient enough to lead me to believe that they were due to the ESY program.
- ◆ The learning of basic physics in the space program.
- ◆ The problem is not time, but overloaded classes of children. Increasing time for overloaded classes is ridiculous. At this school we even have to provide the children with glasses. They are dependent on us!
- ◆ The struggling students made significant gains in reading over the summer.
- ◆ There was an improvement in FCAT scores.
- ◆ This program was not beneficial.
- ◆ Those students who need a little more catch up time are benefited.
- ◆ Time for students to have hands-on experiences.
- ◆ Time to review all the skills the students have learned throughout the year.
- ◆ To increase motivation and make learning fun. To stress the SSS to increase FCAT scores. We made a high B, almost an A, on our school ranking.
- ◆ Understand concepts from application to real world.
- ◆ Unsure.
- ◆ Very little, if any, review of skills at the beginning of a new school year. More joy of learning when FCAT pressure was over.
- ◆ We are looking at different strategies for math and writing; for example, newspaper activities in writing and lattice in math.
- ◆ We are now a grade C school.
- ◆ We can offer more opportunities for review, enrichment, and hands-on activities.
- ◆ We did better on our tests.
- ◆ We had increased scores across the board for FCAT.
- ◆ We have seen an increase in FCAT scores during the year. Students showed excitement about learning during the summer program.
- ◆ We were able to nearly complete our math book.
- ◆ We were able to review and strengthen weak areas while having fun together doing enrichment, science-based activities.
- ◆ When teaching in the regular year, many students were finally able to begin to click in May, then school was out for the summer. In ESY, the children were able to continue to strengthen their skills instead of forgetting them.
- ◆ When the child returned to school in August, the new teacher did not have to review as much because children retained and remembered.
- ◆ With the additional time, a very strong foundation in reading comprehension is developed.

Question 13. What other benefits resulted from implementing the Extended School Year Program?

- ◆ 5th grade students were able to become familiar with the school and meet the teachers as well as other students.
- ◆ A positive learning environment was enhanced.
- ◆ A smoother start to begin the next school year due to less of a readjustment to routine period.
- ◆ Academic focus, time management, and social integration.
- ◆ Additional access to the media center.
- ◆ Additional time for planning units, activities, taking field trips, focus on SSS without the hassle of grading, testing, and stress. Sense or camaraderie amongst staff.
- ◆ Additional time to meet with team leaders and teachers.
- ◆ All students were exposed to a school wide theme and we had time to teach oceans. My students seem more relaxed since a few have withdrawn and the class is smaller.
- ◆ Being able to make more parent contacts. Being able to learn more about your students.
- ◆ Better peer relationships and opportunities for student/teacher involvement. Also, two students has no school experience until March and April of this year and now one is on level in reading and soon to be in math. This extra time has helped prepare him for first grade readiness.
- ◆ Better students. A safer community. A healthier community.
- ◆ Better use of facilities rather than sitting unused for the summer. Better security during the summer for school otherwise standing empty.
- ◆ Children are in school and not on the street.
- ◆ Children lost less with less time off for summer.
- ◆ Children were introduced to the next year's expectations.
- ◆ Children were more focused at the beginning of a new school year.
- ◆ Children were not left to roam the streets. Better nutrition-being fed two meals a day.
- ◆ Children were safe, not at home alone; they also had a good breakfast and lunch.
- ◆ Continual learning environment for the students.
- ◆ Elevated test scores.
- ◆ Enough time to implement specific academic interventions via reading coaches, etc.
- ◆ Enrichment of skills previously attained by students.
- ◆ Extra money for teachers.
- ◆ Extra time to help students catch up.
- ◆ Extra tutorial type help for those needing it.
- ◆ Extremely smooth start of school since transition began in summer. More class time for in-depth curriculum.
- ◆ Field trips for students. Additional money to help with technology.
- ◆ For the teachers, more money, but I would much rather have a smaller class size.
- ◆ Funding for our project.
- ◆ Getting a chance to get to know students better. Not feeling rushed to move on to the next area. Being able to concentrate on one area for as long as I needed.
- ◆ Getting to know your children and being able to meet their needs.
- ◆ Group field trips relating to the field of instruction the students chose. Community involvement in many areas-play, Saturday assembly, etc.

- ◆ High FCAT scores
- ◆ Higher student achievement. More children reading and writing on grade level.
- ◆ Higher teacher salary. Time for enrichment for students. Time for extra support/help for struggling students.
- ◆ I believe one benefit was that they students that were having problems had a chance to catch up.
- ◆ I have experienced more parental involvement. I find my attendance is better.
- ◆ I think that with small breaks in between students remember what they learned before more easily.
- ◆ I was able to help prepare students for fifth grade.
- ◆ Improved parent relationships.
- ◆ In our county, there is very little for students to do during the summer. The ESY program not only provides something to occupy their time, but it allows them to learn without the pressure of grades and FCAT.
- ◆ Incoming students learned the campus and 3/4 of the faculty.
- ◆ Individual test results.
- ◆ It gave a lot of our student population something to do for the summer while staying out of trouble.
- ◆ It gives students a chance to continue to learn and be challenged over the summer months.
- ◆ It helps keep some of the students off the streets and out of trouble.
- ◆ It helps the students not to have such a long summer lag.
- ◆ It keeps kids off the streets.
- ◆ It provides our students with consistency and routine.
- ◆ Keep students out of trouble by keeping them in school more days
- ◆ Keeps kids off the street and gives us more time for field trip expenses and hands on learning.
- ◆ Keeps students off street and out of trouble. Keeps their minds from getting lazy. They have time to learn new things that are different from the normal year.
- ◆ Kids are off the street and they are learning more.
- ◆ Kids benefited from a learning experience during the summer which was active. Too much passive, uninvolved time otherwise.
- ◆ Kids have more time in school. As a result, their education will be increased. Their interaction with the education system is reinforced by the time they spend on it.
- ◆ Kids in a safe environment.
- ◆ Learning more.
- ◆ Less time spent on review at the beginning of the year.
- ◆ Less time to lose material over the summer.
- ◆ Lower teacher-student ratio.
- ◆ Many students did not have child care supervision and are in the home alone until their parents get off work; our students were supervised and learning in a safe environment over the summer.
- ◆ Materials, more technology, and more training were benefits.
- ◆ Money.
- ◆ More hands-on activities in science were implemented, as well as in math.
- ◆ More individual time.

- ◆ More initiative taken for learning.
- ◆ More money for teachers.
- ◆ More money for the teachers.
- ◆ More money.
- ◆ More opportunities for enrichment through extension of curriculum, increased use of computer lab, and field trips.
- ◆ More pay for teachers.
- ◆ More publicity meant some great funding opportunities!!
- ◆ More teaching time.
- ◆ More time for children to expand their minds.
- ◆ More time for curriculum, greater focus and depth in subjects.
- ◆ More time for extra curricular activities.
- ◆ More time for remediation.
- ◆ More time in reading.
- ◆ More time spent on academics and learning.
- ◆ More time to be creative with the curriculum and help students develop a love for learning.
- ◆ More time to enhance reading skills.
- ◆ More time to evaluate and motivate.
- ◆ More time to implement fun and engaging learning experiences.
- ◆ More time to spend on small group learning and computer learning.
- ◆ More time to strengthen student weaknesses.
- ◆ Most kids love to learn. They are like sponges. Most of our kids, when not in school, are in a daycare situation. It is far better to keep on challenging children than having them play all day for two months.
- ◆ Most of the teachers who voted for the extended school year were only thinking about making more money.
- ◆ Most students showed improvement after only 3 weeks.
- ◆ None. (4)
- ◆ Opportunities for teachers to catch up on paperwork during breaks. Discussion of individual students in teacher planning groups. Parental awareness of slow student progress.
- ◆ Other benefits are the fact that students are carrying over skills to the next grade.
- ◆ Our school received a double A.
- ◆ Overall school environment was more structured.
- ◆ Parental support at our school is higher than at others. More time for content area instruction.
- ◆ Parents appreciated knowing their children were well in a safe and positive learning environment during the summer.
- ◆ Parents benefited a lot from having their children under supervision, in a learning environment, and also with free lunch.
- ◆ Parents did not have to worry about child care for most of the summer.
- ◆ Parents didn't have the expense of summer daycare. Teachers had employment during the summer.
- ◆ Parents got free child care for an extended period of time.
- ◆ Parents like that their children are getting more learning opportunities.
- ◆ Parents were involved with their children.

- ◆ Pinpointing what students need help in on a one-on-one basis, and working with that student and their parents.
- ◆ Positive student/teacher morale.
- ◆ Practice on computers and extra reading.
- ◆ Practice on computers and extra reading.
- ◆ Provided additional income for school staff.
- ◆ Provided more tutoring programs. More incentives for the children to learn.
- ◆ Readiness for next grade. Begin learning material for next grade earlier.
- ◆ Reading and writing benchmarks were better met.
- ◆ Reading levels increase due to more time teaching. High writing scores.
- ◆ Safe environment for students.
- ◆ Social skills-being managed by adults and kept in good rapport. Safety!
- ◆ Some allowed for in depth learning and more exploration and teachers and students were able to pursue a wider variety of learning interests. It also kept our kids safe and in a learning frame of mind.
- ◆ Strengthening of reading, writing, and math skills.
- ◆ Student and teacher burn-out.
- ◆ Student and teacher motivation.
- ◆ Student and teacher relationship is much better due to more quality time spent together.
- ◆ Student crime rate has decreased considerably. A bored student in this community gets in trouble. These students will get bored, it's not like they are going on vacation.
- ◆ Students are able to expand their knowledge base of computer skills.
- ◆ Students are able to have more challenging activities. More one-on-one activities are done.
- ◆ Students are happy about going to school. It is great for new 6th graders to learn the layout of campus and must teachers before the new school year.
- ◆ Students continued to receive all services for an extra six weeks-specifically ESE services.
- ◆ Students depending on school for breakfast and lunch gain from ESY.
- ◆ Students did not regress as quickly.
- ◆ Students didn't need to spend long amounts of time reviewing what they had forgotten over the summer.
- ◆ Students do not need to review the proceeding year curriculum before they get started in their new grade.
- ◆ Students get more instruction rather than being unattended at home.
- ◆ Students got more instruction time and attention.
- ◆ Students had daily structured activities and a place to go. Otherwise, many students would have unstructured, unsupervised time at home.
- ◆ Students had less time in the summer to forget important skills.
- ◆ Students had more practice with FCAT skills. Teachers stressed more FCAT skills throughout the school year.
- ◆ Students had more time to prepare for the next year.
- ◆ Students had the opportunity to get involved in extra activities.
- ◆ Students have structured activities to participate in through the summer.
- ◆ Students in a safe place during the summer with more social interaction.
- ◆ Students' interaction with peers, especially since at home there is no adult to care for the child during the summer.

- ◆ Students reading achievement increased.
- ◆ Students seemed happy to continue their schedule and not be as bored as their friends not in ESY.
- ◆ Students spent time reading every day and that would not have happened if they were out of school. They were also off the streets and in a safe setting.
- ◆ Students stayed on task with daily schedules.
- ◆ Students were able to get two hot meals a day. They could go on field trips.
- ◆ Students were able to review lessons that were taught throughout the year.
- ◆ Students were better prepared when they went to middle school.
- ◆ Students were committed more and bought into their own educational process. Discipline greatly improved.
- ◆ Students were engaged with projects and field trips that increased their motivation to learn.
- ◆ Students were given other social experiences not given during the regular year.
- ◆ Students were given time to hone skills for the following school year.
- ◆ Students were in the continuous learning mode with no break in their education.
- ◆ Students were kept off of the streets.
- ◆ Students were not bored. Did not have to use a lot of time reviewing subject matter. Students from middle schools came back to help struggling students.
- ◆ Students were off the streets. They had a place to go for 30 extra days.
- ◆ Students with poor family life have a community with love and support daily in their classroom throughout the summer.
- ◆ Summer school is not an issue anymore.
- ◆ Teachers being able to teach all year-no need for a second job. Parents don't have to find daycare. Kids learn more and retain more.
- ◆ Teachers could implement some fun thematic meaningful units. Students retain the information over a shorter break-three weeks instead of two months. Students who are on grade level get a jump on the next grade level's benchmarks.
- ◆ Teachers could make a living given the extra money earned.
- ◆ Teachers don't have to look for summer jobs.
- ◆ Teachers had a better attitude knowing that an extended year meant a year round pay. This is a big incentive of working at Maximo.
- ◆ Teachers were more involved with hands-on and group learning activities.
- ◆ The ability to cover more material and prepare students for the next grade level.
- ◆ The ability to review and re-teach lessons that were not mastered the first time. Also, a school wide theme.
- ◆ The allowance for students to close the gap between developmental delays and instructional practices.
- ◆ The atmosphere was more fun filled and less stressful.
- ◆ The children stayed in an atmosphere that promoted learning and academics instead of being in a non-print rich environment.
- ◆ The curriculum included many extra activities, such as author's Tea, Career Day, Science Fair, etc.
- ◆ The extra pay was nice.
- ◆ The field trip and special projects exposed them to things they had not experienced first hand.

- ◆ The kids are not here alone or out wondering the community. They learned that school can be fun. Next year's sixth graders became familiar with our campus.
- ◆ The longer summer school days provide opportunity to go on field trips further away from campus.
- ◆ The program enables them to see for themselves that learning can be fun. Between the smaller numbers and the high-interest activities we offer, they get a good dose of enjoyable learning.
- ◆ The school worked on a specific theme-"Oceans" together.
- ◆ The students have less summer where bad things could happen. I feel it is also a way to protect them from social problems in the neighborhood such as fighting, drugs, etc.
- ◆ The teachers were given an opportunity to work with different age levels and different learning and behavior problems, including a variety of ESE students. Teachers were given the opportunity to teach in other topics that they normally did not teach. Parents have a structured plan for placement of the students for six weeks when the regular school is closed. It saves them child care costs.
- ◆ The transition from elementary to middle school for students and parents was easier.
- ◆ There is a more relaxed school environment which is educational and enriching while at the same time fun and interesting.
- ◆ There isn't a big break in time between the sessions so the flow of learning continues.
- ◆ There was extra time to evaluate and staff students going to ESE.
- ◆ There was more time to teach and really make sure that the students were able to comprehend the material covered.
- ◆ There were less behavioral problems with students. Students had a chance to go on field trips to places they have never visited.
- ◆ They are supervised when they may not be at home. They also keep skills they may not have if they had been at home because they didn't read at home.
- ◆ They were more able to retain information, but even with three weeks off the students returned unable to recall some things they have learned, so a longer period of time out of school would effect the school greatly.
- ◆ This time gives me more time to develop a love for books with the children. They are continuing to read during the summer, not just play.
- ◆ Time for better parent and community involvement. Short lapse of time before the next year starts focused children.
- ◆ Time to do more.
- ◆ To give each child more individual attention and a positive school experience.
- ◆ Took kids off the street during the day.
- ◆ Transition when school starts won't be difficult.
- ◆ Tremendous increase in the students' technological knowledge.
- ◆ Unsure.
- ◆ Use common sense...!
- ◆ We are so focused on the benchmarks during the school year that some important areas are neglected. The extra time gave the students time to learn cursive, and to do a unit on the human body which really interested them. We also extended domain knowledge in social studies through a study of maps.

- ◆ We were able to gather more information on what to do with students that weren't on grade level. We were able to push the students a little more.
- ◆ Without being selfish, I lived having a pay check those extra months without having to worry about summer school.
- ◆ Workshops and summer trainings were held at our school for teachers from other locations so they could observe and work with our students.
- ◆ Year round salary for teachers. School. Buildings being utilized year round. Programs for before/after care.
- ◆ You can teach more and the students can learn more.
- ◆ You have a longer time to get to know some of your students a little better during this time of the year.

Question 14. What were the major challenges of implementing the Extended School Year Program?

- ◆ A better response from parent and attendance from parents.
- ◆ Additional funding and supplies.
- ◆ Additional stress on physical plan and resources-human included.
- ◆ Adjusting to the time and schedule.
- ◆ Adjusting to vacation time. Having kids home while their siblings are at school.
- ◆ Aligning with schools on a regular calendar.
- ◆ All the other schools on vacation.
- ◆ All the paperwork and selling the idea to students and parents so they'll choose to attend.
- ◆ As a teacher, the challenges were minimal following the first year of the program.
- ◆ At times, attendance was irregular, so all students did not benefit from lessons.
- ◆ Attendance and being on time.
- ◆ Attendance and burnout.
- ◆ Attendance and teacher/parent communication.
- ◆ Attendance is going up and down as it is during the regular year.
- ◆ Attendance lacking. Parents were not supportive. Teacher and student burnout.
- ◆ Attendance of students during the extended year.
- ◆ Attendance of teachers and students. Teachers missing for trainings (otherwise wouldn't be able to benefit from summer professional development). Overall lack of motivation; students and teachers are tired.
- ◆ Attendance varied, making it difficult to teach and motivate students.
- ◆ Attendance!
- ◆ Attendance, negative attitude because siblings and friends are at home, lack of motivation for some students.
- ◆ Attendance. (5)
- ◆ Attendance. By June, teachers and students were burned out. After regular school got out for summer, I had between 5 and 7 students absent per day.
- ◆ Attendance. Many of my students just came to school when their mom or dad could not watch them. I felt that they school was more of a daycare than a place of education.
- ◆ Attendance. Student and teacher morale.
- ◆ Behavior problems.

- ◆ Being left out of the loop to do attendance on the computer and conflict in dates with other district mandates and events.
- ◆ Both students and teachers are exhausted.
- ◆ Both students and teachers are extremely tired, exhausted.
- ◆ Burnout for staff and children. Inconvenience for parents.
- ◆ Burnout of teachers.
- ◆ Burnout!
- ◆ Buses/transportation.
- ◆ By the end of May, students' academic focus was totally gone.
- ◆ Changing schools hours to accommodate four days a week instead of five.
- ◆ Children and teachers attending school regularly.
- ◆ Children are tired and angry that siblings are out of school. Many suspensions due to disruptive behavior.
- ◆ Children come in late and are absent a lot. Children want to be out with their siblings. Vacations are interrupted.
- ◆ Children knowing they were supposed to be out of school and trying to maintain their interest.
- ◆ Children were tired of being in school without any breaks during the ESY. Teachers feel burned out from the same.
- ◆ Combating student and teacher apathy.
- ◆ Coming up with a new way of doing things so that learning was fun instead of boring. My class did literature circles and looked forward to working in groups.
- ◆ Communication with parents and community.
- ◆ Community support; keeping the students motivated and on-task.
- ◆ Competing with the fact that siblings are out of school.
- ◆ Continue the program.
- ◆ Continued attendance.
- ◆ Continuing to come to school when all others are out.
- ◆ Convincing a few of the students' families of the need for their children to attend daily. Some students miss an entire week and then some sporadically.
- ◆ Convincing some children that it was in their best interest to attend.
- ◆ Convincing the staff of the benefits.
- ◆ Coordinating the different groups and making sure everyone communicates.
- ◆ Decrease in funding.
- ◆ Developing an interesting intensive curriculum.
- ◆ Difficulty with parents who were unfamiliar.
- ◆ Encouraging attendance to 8th graders.
- ◆ Endurance for the teachers.
- ◆ Exhaustion, teacher and student burnout.
- ◆ Exhaustion. There us not enough down time for teachers to rest or time to plan together.
- ◆ Family vacations, though not many, made consistency difficult.
- ◆ Fatigue, child participation, running out of curriculum.
- ◆ Finding curriculum to re-do without kids getting bored.
- ◆ Finding extra curriculum and resources to implement lessons during the extended year.
- ◆ Finding time to meet the grant-mandated number of days.

- ◆ Funding.
- ◆ Getting all the students in early at the same time of year. Not to enter when the regular school begins.
- ◆ Getting and keeping funding.
- ◆ Getting students to give up a month of summer for those who have never tried ESY program.
- ◆ Getting the program approved and funded by Tallahassee.
- ◆ Getting the students to believe in the program the first year. After the first year, word will get out and enrollment will improve.
- ◆ Getting the students to buy into it while their friends are on vacation.
- ◆ Getting the students, parents, and community to accept the need for change.
- ◆ Getting used to working longer and keeping attendance up.
- ◆ Got tired June 15-July 16.
- ◆ Having all the children come back after May 23rd.
- ◆ Having to place siblings in care due to conflicting off days or planning days of regular school.
- ◆ Heat, longer hours, attendance, and getting homework portfolios back.
- ◆ Helping parents see that different is sometimes better.
- ◆ I believe our major challenge was convincing our parents of the benefit.
- ◆ I haven't the slightest clue; probably teacher buy-in.
- ◆ I'm not sure if there were any challenges, just scheduling, maybe.
- ◆ Informing parents and students of the ESY calendar and providing bus service to students in early August and late June.
- ◆ It was challenging keeping students focused and on-task when they had siblings who were already out of school.
- ◆ Keeping energy as a teacher and motivating students at the end of the year.
- ◆ Keeping it exciting and motivating.
- ◆ Keeping kids focused and interested.
- ◆ Keeping students excited while their friends from other schools are on vacation.
- ◆ Keeping students in school and having parental cooperation. (2)
- ◆ Keeping students interested when others were no longer in school.
- ◆ Keeping students motivated after the regular school year ended.
- ◆ Keeping students motivated and eager to learn.
- ◆ Keeping students motivated when their friends are on summer break.
- ◆ Keeping students on task and strengthening their understanding of reading and math for a lifetime.
- ◆ Keeping the attendance high.
- ◆ Keeping the children in school-some parents refused to comply with it.
- ◆ Keeping the children interested until the end of the year.
- ◆ Keeping the kids interested in academics while their siblings are home.
- ◆ Kids were tired and teachers were exhausted from the long year.
- ◆ Kids weren't motivated to be at school that long.
- ◆ Lack of interest. Burnout of teachers, parents, and students.
- ◆ Lack of materials, lack of parental involvement.
- ◆ Lack of vacation for teachers and students. The last month was a waste. Many students didn't show up and those who do have no desire to be there.

- ◆ Lack of vacation for teachers.
- ◆ Learning to work when the students knew their friends were on summer vacation.
- ◆ Limited vacation time for relaxation.
- ◆ Long hours and short vacation time.
- ◆ Long hours...cost of transportation (buses).
- ◆ Long hours-I would have liked shortened or regular school hours.
- ◆ Maintaining attendance levels.
- ◆ Making the summer fun while still learning.
- ◆ Many students absent. Teacher burnout. Lack of desire of all involved to be here when all others are out.
- ◆ Many students were not used to attending school during the summer months and resisted the program at first.
- ◆ Materials for classes.
- ◆ Middle and high schools not doing it. Not enough time off for teachers to recoup themselves so no burnout occurs.
- ◆ Money to do all that was necessary. Finding qualified part-time teachers.
- ◆ Money! (4)
- ◆ Money. Teacher and student burn-out.
- ◆ Money. Changes in county from other schools not ESY.
- ◆ More children than expected were very interested. Our school has been overcrowded since we opened nine years ago. There is a great demand.
- ◆ More hands-on fun as the students learned.
- ◆ Most students don't want to be here because siblings and friends are out; behavior and interest problems were challenges.
- ◆ Most students were a little tired seeing the rest of the kids on vacation.
- ◆ Motivating students to come in earlier and stay later.
- ◆ Motivating students to want to be in school doing their best while siblings and friends are home.
- ◆ Motivating students who don't want to be here.
- ◆ Motivating the students to begin, paperwork, and money to buy materials.
- ◆ Moving from a temporary site the week school got out to be ready a week later for another month for ESY.
- ◆ My major challenge was keeping them motivated.
- ◆ New teachers that didn't realize that we were on ESY.
- ◆ No additional curriculum given to us, no support from regional offices, air conditioning failure, students are tired and distracted.
- ◆ No challenges.
- ◆ No major challenges except to initially plan for the different schedule.
- ◆ Nobody else in the school system seems to know that we are extended.
- ◆ None major - teachers had to develop additional lesson plans and activities.
- ◆ None! Worth all the work!
- ◆ None.
- ◆ None-our school opened as ESY in 1994.
- ◆ Not enough funding to support the curriculum with extra materials and personnel.

- ◆ Not enough supplies. Our school ran out of everything-computer toner, laminating film, soap, paper towels, etc. Our teachers could not attend any summer trainings either.
- ◆ Not having additional resources such as technology, in the classroom.
- ◆ One challenge was attendance but that was a challenge the whole year.
- ◆ One of the major challenges of implementing the ESY program was that there was not enough time to reenergize for the upcoming year.
- ◆ Our enrollment would decrease when the other schools were out.
- ◆ Overworked teachers and student misbehavior.
- ◆ Parent support and summer trips.
- ◆ Parental attitudes.
- ◆ Parents are not withdrawing their children. Keeping teacher morale up. Motivating students to continue learning because they'd rather be at home. Finding quality substitutes during the summer.
- ◆ Parents receive free babysitting.
- ◆ Parents were taking their children on a week's vacation trip. The class was organized in cooperative learning groups, so that left the group to do the child's assignment.
- ◆ Parents who didn't want students to attend.
- ◆ Parents withdrew students. A lot of discipline problems and suspensions.
- ◆ Physical and mental exhaustion.
- ◆ Physical exhaustion.
- ◆ Poor attendance rates.
- ◆ Poor attendance, lack of motivation for students.
- ◆ Pressure from administration to eliminate ESY as a cost-saving measure. Limited planning by the district for ESY schools. Too many negative attacks on county, schools, and teachers.
- ◆ Reminding students they still had to come to school everyday.
- ◆ Revised curriculum.
- ◆ Scheduling!
- ◆ School attendance.
- ◆ Shorter vacation.
- ◆ Siblings of students out of school wanting to participate. Poor communication-some feel ESY is or should be optional.
- ◆ Some of the students were tired of school after their other school mates vacated.
- ◆ Some parents had summer plans for their children.
- ◆ Some parents withdrew their children because they didn't think it was fair.
- ◆ Staff/parent disapproval, difficult situation when siblings are on a regular schedule.
- ◆ Staying until after 4 p.m. for the staff. I would like to have left earlier.
- ◆ Student attendance is more sporadic.
- ◆ Student enrollment and teacher and student motivation.
- ◆ Student motivation and parent buy in.
- ◆ Students acting out to get out of school. Parents not sending some of the neediest children.
- ◆ Students are extremely difficult.
- ◆ Students are tired and shut down at the end of the school year.
- ◆ Students are tired and unmotivated.
- ◆ Students are tired.

- ◆ Students have mentioned they would like to go four days but go longer each day and rotate having Monday or Friday off. Change in menus. Constant complaining from students about the food; most students wish something could be done about food during the regular year. The teachers have mentioned it would be nice to have one day free lunch for them each week.
- ◆ Students were not able to be out of school at the same time as their siblings during the school year. Students had to start school earlier and finish later than their siblings.
- ◆ Students who were not wanting to come to school due to the fact that all other schools in the county were out.
- ◆ Students who need ESY may leave.
- ◆ Students who needed the extra time did not show up.
- ◆ Teacher and student burnout. (2)
- ◆ Teacher and student motivation.
- ◆ Teacher burnout and student burnout. School board doesn't really cater to the needs of year-round schools.
- ◆ Teacher burnout. (4)
- ◆ Teacher burn-out. Filthy school.
- ◆ Teacher burnout. Kids tired-the extended hour days are very taxing.
- ◆ Teacher burnout; those of us who have been doing this for 9 years are very tired-no turn around time.
- ◆ Teachers and students needing a break.
- ◆ Teachers get tired and feel left out when other schools get out in June.
- ◆ Teachers were worn out.
- ◆ Teachers, students, and support staff were getting burned out as each year passed in ESY.
- ◆ The children and staff became anxious and restless waiting for the school year to finish.
- ◆ The children showed signs of tiredness toward the end of the school year.
- ◆ The fact that no other schools did it caused a big problem in attendance and enrollment.
- ◆ The Governor and good ole boys!
- ◆ The length of time.
- ◆ The major challenges of implementing the ESY was motivating teachers and students to stay focused after the FCAT testing.
- ◆ The major challenges of implementing this program were to enhance our future generations' education, specifically in those areas where the education should be reinforced.
- ◆ The major challenges were (1) staff fatigue, and (2) irregular attendance at the end of the regular school year.
- ◆ The major challenges were getting students to attend daily and keeping them motivated to be here.
- ◆ The parents in the community were not supportive. Children began school later and the attendance was terrible in June.
- ◆ The process became tiring and tedious.
- ◆ The schedule was a major challenge, dealing with time changes.
- ◆ The scheduling is exhausting if one is used to a summer.
- ◆ The school is in deplorable condition. We have not been painted in over 11 years.
- ◆ The students and teachers are tired.
- ◆ The students and teachers became burned out; they needed a break.

- ◆ The students and teachers were noticeably tired towards the end of the year.
- ◆ The students upset because siblings were out.
- ◆ They grew tired by June and so did the teachers.
- ◆ Those students that didn't want to be here.
- ◆ Time change of school hours. Students showing up only half the time and having to re-teach material to get that one student on track.
- ◆ Time.
- ◆ Time...burnout...planning extensively with little break between the new school year, and student attendance!
- ◆ Tired teachers.
- ◆ Tired-need more than a half day break between sessions.
- ◆ Tiresome.
- ◆ To increase attendance-there were other community summer programs that took a lot of our students.
- ◆ To maintain motivation of staff and students.
- ◆ To see less F's and D's.
- ◆ Too many student contact days for teachers! Not enough time off to regroup and plan for the coming year!
- ◆ Toward the end of the year, the children appear to be more stressed.
- ◆ Trying to find monies and making the school board/district more aware.
- ◆ Trying to keep students focused on their work.
- ◆ Understanding the new type of scheduled time in and out of school.
- ◆ We are very tired!
- ◆ Weather and level of energy from the teacher.
- ◆ Working with the buses-transportation.

Question 15. What recommendations do you have for the Extended School Year Program?

- ◆ A new program! Less children in each class. This school has air conditioners in 23 rooms. We are miserable when it is hot! They make so much noise that we have to turn them on and off. In the beginning, I was thrilled. What a disappointment! School plant was not overhauled and neither was class
- ◆ A specific curriculum for teachers to implement.
- ◆ Added teacher salaries and student materials.
- ◆ Allow only those who want to learn take part.
- ◆ As of now, I feel that the ESY program has worked at our school.
- ◆ Beginning earlier is great but from June to July is just a waste of time.
- ◆ Beginning the year is helpful, but everyone is burnt out by year's end.
- ◆ Better understanding between school and parents.
- ◆ Cancel it.
- ◆ Cease the program. Too long for students and teachers.
- ◆ Change format to Extended School DAY.
- ◆ Change the calendar so that time off for both students and teachers is not so long. Too much burnout.
- ◆ Continue a good and worthwhile approach to learning by extending the program.
- ◆ Continue at Sulphur Springs.

- ◆ Continue ESY program.
- ◆ Continue it! (2)
- ◆ Continue it, it's wonderful!
- ◆ Continue the ESY program. Allow students to grow academically.
- ◆ Continue the funding for this project.
- ◆ Continue the program next summer.
- ◆ Continue the program statewide.
- ◆ Continue the program! (2)
- ◆ Continue the program, but modify the beginning and ending dates.
- ◆ Continue to fund it.
- ◆ Continue to offer it!
- ◆ Continue to search and find funding-the students benefited from this program.
- ◆ Continue!
- ◆ Contracts for parents and students. Attendance and expectations-maybe a later start might assist teachers in burnout mode and students arriving on time or at all will increase because their wake up time is fairly early naturally.
- ◆ Demonstrate effectiveness for learners. Provide incentives for administrators and teachers.
- ◆ Discontinue it. I feel the students need a real summer vacation.
- ◆ Discontinue it. It is way too expensive.
- ◆ Discontinue. (2)
- ◆ District being more involved.
- ◆ Do away with it.
- ◆ Drop the program.
- ◆ Early start and a regular end.
- ◆ Eliminate it.
- ◆ End it!
- ◆ End it, or start early in July instead of having it after May. Teachers and students will be more motivated instead of downright tired.
- ◆ ESY should be a permanent program in schools.
- ◆ Even though it is very hard on teachers, it does help student achievement.
- ◆ Expanding it to other inner-city schools. Maybe opening it up to other teachers in the county and treating it like a camp.
- ◆ Extend the program statewide!
- ◆ Extended year and extended day should not be incorporated together. It was too tiring for teachers and students.
- ◆ Fewer days and perhaps longer days or four day weeks.
- ◆ Find the funding to continue the program.
- ◆ Find the money to fund it.
- ◆ For a D or F school, it could be a way to get the list in 2 or 3 years.
- ◆ Four day weeks. Twelve month contracts for employees-very little time off between school years.
- ◆ Four days on/three days off.
- ◆ Frequent breaks during ESY.
- ◆ Fund it! (3)
- ◆ Get rid of it. It's a waste of time and money-it's exhausting to be at school after 180 days!

- ◆ Give kids some extra credit for additional time.
- ◆ Give some more days off.
- ◆ Great benefit to community; need additional funding and continuation.
- ◆ Hands-on workshops, field trips, and outside resources brought in.
- ◆ Have a good theme, relax the learning so that grades aren't as important as learning and participating.
- ◆ Have funding so more schools can participate.
- ◆ Have smaller class size and extra teachers. We must not give up on our students. Work closer with parents and community.
- ◆ Have summer school and target reading, math, or writing.
- ◆ Have teachers use this time only for professional development rather than student instruction.
- ◆ Having 12 months employees, being 11 month employees with paid summer.
- ◆ I believe it is an excellent idea. Many of our students do not have books or access to a library and it provides a literacy community for them. They make gains as opposed to forgetting over the summer.
- ◆ I believe starting in the first week of August and ending in June would be more beneficial for students, parents, and staff members. The turn-around time was too short.
- ◆ I feel it should still be offered. I can't believe it's gone. I'm very worried about my children out of school for an entire six weeks.
- ◆ I loved it and I think it is great. I have finally gotten used to it and I miss it now!
- ◆ I recommend discontinuing ESY.
- ◆ I recommend its continual funding and communicating expectations and gains to the general population.
- ◆ I recommend that only students having problems attend ESY.
- ◆ I recommend continuing doing projects, field trips, and theme related activities.
- ◆ I think all elementary schools should have ESY.
- ◆ I think it would be best if only the students that needed it participated.
- ◆ I think the teachers should have some input to what his or her class should concentrate on during the ESY.
- ◆ I think there should be limitations of which students should attend ESY. Students who really need the extra help should attend, not those who are just being babysat for their parents. Many teachers feel this way because kids who don't need to be there develop behavior problems from being bored and not on summer break. There are positives and negatives to everything.
- ◆ I think there should be requirements for why a student attends ESY so that the students who really need the extra time and help can attend, not the ones looking for a daycare.
- ◆ I think this program should be approved and implemented in more schools around the country. Thanks to this program this school jumped from a D to an A.
- ◆ I would highly recommend synchronizing the calendars of regular and extended school years to the extent possible. The interruptions of regular students on campus are a major disruption.
- ◆ I would like it if it were a traditional year round program; the extra thirty days are tiring for both students and teachers.
- ◆ I would like to have field trips that would help attendance and enrich our students.
- ◆ I would like to see it continued.

- ◆ I would recommend either making it an ESY program or extended day, but not both.
- ◆ I would recommend having the program on half days or four days a week.
- ◆ If it is funded, parents are to be made aware that they child must attend the entire school year.
- ◆ If this is what works, DON'T END IT!
- ◆ If you do it, it should be done in all schools in the county or state.
- ◆ Implement the program for twenty days.
- ◆ Increased funding for special field trips away from campus.
- ◆ Informing parents that we are an ESY school and not summer school which is an option. Extra curricular activities such as food preparation, sewing, art, and sports would be nice.
- ◆ Instead of extending the school year, it might be better just to start the next year a little earlier.
- ◆ It is essential that the state continues to fund ESY!
- ◆ It is good for every child to learn.
- ◆ It needs a separate calendar that is not coordinated with the regular school year.
- ◆ It should be extended next year.
- ◆ It should be offered at more schools.
- ◆ It should have never been dropped.
- ◆ It's okay to start early, but they should finish with the rest of the schools.
- ◆ It's truly not worth the money. Possibly make it optional for students and teachers alike.
- ◆ Just continue.
- ◆ Keep beginning earlier to have time to prepare for tests.
- ◆ Keep ESY, but maybe just half days instead.
- ◆ Keep it funded.
- ◆ Keep it going forever. Best thing about teaching was ESY program.
- ◆ Keep it going! (2)
- ◆ Keep it if you can possibly find more funding for it!
- ◆ Keep it in place!
- ◆ Keep it! (2)
- ◆ Keep it, it works!
- ◆ Keep school hours the same as a regular school year schedule.
- ◆ Keep the funding for it!
- ◆ Keep the program.
- ◆ Let the ESY finish the same time regular school finishes.
- ◆ Let us have three to four days off between sessions.
- ◆ Look at Colorado School system.
- ◆ Make attendance mandatory.
- ◆ Make it all schools or phase it out.
- ◆ Make it mandatory that students who are borderline on subjects such as reading and math attend the summer to continue to strengthen their understanding of these subject areas.
- ◆ Make it until the end of June and give teachers and students a good month out.
- ◆ Make sure teachers get a good break before the net year starts. More custodial help for ESY programs.
- ◆ Mandatory attendance. If a certain number of days are missed, there must be a doctor's excuse or other approval.
- ◆ Materials and resources.

- ◆ Maybe a four day week instead.
- ◆ Maybe make it a half day like normal summer school.
- ◆ More activities to enhance learning.
- ◆ More breaks needed within the school year.
- ◆ More equalized vacation breaks throughout the year.
- ◆ More funding for school and teachers.
- ◆ More hands-on activities and field trips.
- ◆ More money for teachers and entire staff.
- ◆ More money.
- ◆ More sick days earned for the extra weeks of work.
- ◆ More students should be included.
- ◆ More teachers, more money, and reduced class sizes.
- ◆ Motivate students with enrichment programs like field trips.
- ◆ My first recommendation is to continue the ESY program even after satisfactory progress has been attained to keep the success level up for the schools and students. The second is to offer summer activities after school or special clubs during school time-science clubs, field trips to motivate student involvement and provide fun learning activities for a hard year's work, etc.
- ◆ My recommendation would be to begin early and allow extended periods of vacation time between each grading period.
- ◆ My recommendations for the ESY Program will be to make the summer vacation 3 weeks instead of 2 weeks.
- ◆ New governor!
- ◆ No more ESY. (3)
- ◆ None, I don't like it.
- ◆ None. (4)
- ◆ Not to add on one hour each day, it's too long for teachers and students.
- ◆ Not to continue ESY.
- ◆ Not to continue ESY. Parents think of many reasons to keep children home.
- ◆ Only allow those who want and need to be here to enroll. Some students don't appreciate the extra time taken to help them move up and just caused problems in class.
- ◆ Only the students who have not met their benchmarks should be required to attend ESY program.
- ◆ Parents use ESY as a babysitting service and do not hold students accountable for homework or acceptable school behavior. More commitment from parents to the program-perhaps in writing. Meeting with parents each year regarding ESY requirements may prove helpful.
- ◆ Please continue the program and offer it to more children.
- ◆ Please do what you can to get it reinstated in the state of Florida!
- ◆ Please for the sake of Sulphur Springs students, keep this program!
- ◆ Possibly, it would be more effective at the beginning of the year than at the end.
- ◆ Promote the program to the community.
- ◆ Quality not quantity.
- ◆ Reconfigure vacation days.
- ◆ Reinstatement the funding at existing schools and expand the program-it works!

- ◆ Resource teachers/specialist services are no longer needed during the ESY. Teachers at this point are capable of accelerating and compacting curriculum and instruction without specialized help of input.
- ◆ School-wide theme for extended days to keep our kids interested.
- ◆ Scrub it.
- ◆ Select those that are willing to learn.
- ◆ Set politics aside and do something for the kids-extend the program!!
- ◆ Shorten number of days to 30 or 20.
- ◆ Shorten the span of the day-half day maybe.
- ◆ Shortening it just one week may give teachers the energy they need to come back and start a new year.
- ◆ Shorter days or four day weeks-students and teachers need a little break.
- ◆ Shorter days-maybe four or five hours?
- ◆ Should be a regular yearly program.
- ◆ Should be continued.
- ◆ Some kind of break that allows teachers and students to rejuvenate and refresh.
- ◆ Some parents say they're moving on May 29th so their child doesn't have to attend ESY program, so more parent education about why it's important would be nice.
- ◆ Special programs that are fun that students can work together and learn should be added.
- ◆ Start earlier and end when other schools end.
- ◆ Start earlier but finish in June.
- ◆ Start early (same), but end at same time as regular schools.
- ◆ Start early August and end in late May.
- ◆ Stop ESY program!
- ◆ Stop it! (2)
- ◆ Teachers and students could have at least a couple of days off before the ESY program starts.
- ◆ Teachers and students need more time to recover between school years.
- ◆ Teachers and students need more time to rejuvenate themselves between the beginning and end of school year.
- ◆ Teachers need resources. Students need consumable textbooks.
- ◆ Teachers or individual teams should choose their theme to teach.
- ◆ That it be funded for next summer.
- ◆ That we start earlier and finish earlier.
- ◆ That, if anyway possible, it could be continued for another year.
- ◆ The ESY program promotes academic excellence; however I would like to see money allotted for field trips.
- ◆ The funding needs to be available to schools-especially Title One schools to have to option of ESY.
- ◆ The program is too long; it does not need to go beyond June 30th.
- ◆ The time needs reconfiguration. Start early, but leave in May.
- ◆ This is a great program for students and teachers and it should be continued if possible.
- ◆ This is of great benefit for the students participating. They retain their degree of achievement for the next school year, keeping the teachers from having to review before going forward.
- ◆ This program should not have been cut from the budget!
- ◆ To be continued.

- ◆ To continue the ESY program.
- ◆ To continue the program at Drew.
- ◆ To continue the program.
- ◆ To continue the programming for school that will benefit from a longer school year.
- ◆ To continue-it is a great program of educational instruction in all areas of study.
- ◆ To have all the students in the county on the same program.
- ◆ To have smaller class sizes.
- ◆ To only keep students who need the extra help enrolled.
- ◆ To stop it!
- ◆ Try it again!
- ◆ Try to revive it! Kids and teachers need it!
- ◆ Use the ESY money for more important things such as smaller classes, additional money for schools, computers, etc.
- ◆ Use the money on smaller class size but if we must have ESY then it should be region-wide and include kindergarten, elementary, middle, and high schools.
- ◆ We hope to get the funds to continue ESY. We have vocational type of curriculum that is fun for the student while they learn.
- ◆ We want it back next year.
- ◆ What difference would it make when government efforts are to privatize education?
- ◆ Where is the money? As usual the government starts something then doesn't want to continue the funding.
- ◆ Yes, only if every school in the district participates.

Question 16. Other Comments.

- ◆ As a teacher, I saw much more student participation in extra-curricular activities. 2. Parents became more involved in their children's education. 3. Some parents had a safe place to leave their children.
- ◆ A break before the extra days and a break before the regular school year begins would benefit the mood and energy of teachers and students.
- ◆ A schedule with a break after each term -- 10 weeks on, 2 off, or something like that. The time between years (9 days) was absolutely ridiculous for teachers and students!
- ◆ Any teacher who said the ESY program works only wants the extra money.
- ◆ Charles Drew Elementary School is a perfect example of how effective the ESY Program is. We are an A school.
- ◆ Children become restless and do eventually stop attending the ESY program.
- ◆ Children did not enjoy it. Teachers were extremely fatigued and not motivated at all.
- ◆ Children do get tired just like adults do.
- ◆ Dade County will eliminate ESY as an option due to costs. Cost of instruction should not drive effective instruction. Thank you for caring about what teachers think!
- ◆ ESY provides that additional few days that some teachers need in order to teach some students!
- ◆ ESY schools work best when there is buy in throughout the whole staff. Some of the ESY schools had staff that only wanted to work in a regular school year. This doesn't work very well.

- ◆ ESY should be on a need only basis. Not every student needs to attend.
- ◆ Express the benefits to everyone.
- ◆ Four day school week with three day weekend during June is a perfect schedule.
- ◆ Funding needs to continue!
- ◆ Great.
- ◆ I especially feel the after school tutoring was beneficial!
- ◆ I feel ESY is really necessary to keep all students to better compete in middle school.
- ◆ I feel that our students benefited from ESY, but it is time challenging for teachers.
- ◆ I feel that students with behavior problems be given a chance to attend, but if they cannot control their behavior, they should be out.
- ◆ I feel that the ESY program needs to be funded for extra curricular field trips to Washington D.C.
- ◆ I have enjoyed the ESY program.
- ◆ I loved working with this program. I think it is a great asset to our school system.
- ◆ I think it's beneficial for the kids.
- ◆ I think our president should put more attention toward this aspect. They might get the money and put it on the education budget in order to keep this program running.
- ◆ I think this program will help the kids to understand their lessons better.
- ◆ I will miss the ESY program!
- ◆ I would devote more planning time to effectively reach the needs of students who could be provided with accelerated enrichment opportunities.
- ◆ If the days off were spaced out better, there would be less burnout.
- ◆ I'm proud of our staff and administrative team; we took the challenge and made the best of it. Our students are better for it. Yes, we are tired, but we are also proud of the results.
- ◆ In our district, to quote a good man: It raised academic achievement and standards, and it helps their developmental and educational processes.
- ◆ Increase in salary. We teachers need more money.
- ◆ Instead of increasing amount of days, make classes smaller for children to have more one-on-one contact with their teachers.
- ◆ It has been a good ride-the kids have really learned a lot without the pressure of regular school.
- ◆ It is appalling that students in Hillsborough County don't have textbooks or consumables that they can take home to refer to when doing homework.
- ◆ It is very important for the learning of our students and should be continued.
- ◆ It really helps our community!
- ◆ It really works!
- ◆ It was a great joy to be a part of this year's ESY program.
- ◆ It was devastating to be shut down this year-financially as well as emotionally. Parents were angry as well.
- ◆ Let's do away with FCAT. Student achievement can't be judged correctly in three days of testing! That's not fair to teachers or students. What about the other 181 days of school?
- ◆ Let's rock 'n' roll with ESY.
- ◆ Like any program there are positives and negatives, but I feel strongly that there are more positives for the students in our community and perhaps besides money issues, many negatives for educators, but it should be about the children.

- ◆ Make good use of the 180 days of the school year and also allow teachers, students, and parents to have a summer break; students can then return motivated and eager to learn.
- ◆ Many children benefit from the smaller group setting.
- ◆ None.
- ◆ Please continue for benefit of this school's population.
- ◆ Please do not cut off the lights on our children's future!
- ◆ Stop it! We are exhausted!
- ◆ Students and teachers are overwhelmed at the end of the regular school year and must work over the summer.
- ◆ Students would be okay if they were all in ESY, not some schools, but all schools.
- ◆ Teachers and staff are totally burnt out and too stressed after three years of this!
- ◆ Teachers have a greater time coping with the ESY calendar; they tire more quickly than the students.
- ◆ Thank you for your concerns.
- ◆ Thanks for making this enriched environment possible for the past three summers for our gifted, average, and underprivileged wonderful students at South Sumter Middle School!
- ◆ The ESY helps in a number of ways for the students, parents, and community.
- ◆ The ESY program keeps the learning going. Students at low performing schools need all the help they can get.
- ◆ The program kept the students off the streets.
- ◆ The state should extend ESY because of the retention of learning. Our enrollment grew over the three year period due to students expanding the word of the great program.
- ◆ The students and faculty do not have adequate time off between school years and start the new year tired!
- ◆ The teachers and students are burned out.
- ◆ There should at least be one month between school years.
- ◆ This has been a program that has been successful in our school. It made a difference for our students, parents, and staff of the community. It succeeded because we chose to be here-it was not shoved at us. Too bad that in this state success does not breed success-it draws cuts.
- ◆ This has been a worth while program for both the students and staff.
- ◆ This is a program that works and teachers, students, and parents support it. This is a way to help student achievement. It works!
- ◆ This is my 35th year of teaching. It has been a wonderful experience to teach in an ESY school for the past nine years. Watching the children improve their skills with such enthusiasm has been a highlight of my career.
- ◆ Very good in some areas-children are challenged to succeed if implemented properly.
- ◆ Very tough for teachers to stay motivated.
- ◆ We need ESY!
- ◆ We need this in our rural county.
- ◆ Year-round school would be better if children came to school 9 weeks and were off 2 weeks. The way it is now is just too much for kids and teachers.

Parent Open Ended Comments

Question 10: What are the best things about the Extended School Year Program at your child/children's school?

- ◆ A long summer lapse in education does not have to be rebuilt.
- ◆ A long weekend...Friday, Saturday, and Sunday is plenty of time for a student to feel like they are on a short vacation.
- ◆ Activities.
- ◆ Additional education for my child.
- ◆ Additional education time.
- ◆ Additional learning time.
- ◆ Adequate learning time.
- ◆ Allows children to have educational programs.
- ◆ An educational structure.
- ◆ As a parent, I don't have to think about keeping my child occupied for the summer. Due to the ESY program, they are busy attending school and finishing homework.
- ◆ At the age of seven, my son does not need a full summer off. He gets bored after two weeks.
- ◆ Better education. The school went from a C to an A.
- ◆ Better teachers are attracted to the school due to no loss of income during the summer.
- ◆ Bus transportation and free lunch.
- ◆ Child care purposes.
- ◆ Child doesn't forget material learned during the year.
- ◆ Children and parents aren't left to wonder about summer activities, child care issues, boredom, etc. Children have a good thing to do and parents have less to worry about.
- ◆ Children are placed in a learning environment while having fun.
- ◆ Children develop stronger relationships with teachers; therefore, they feel more accountable for their behaviors.
- ◆ Children have more time to learn and it's convenient for parents' working schedules.
- ◆ Children learn more and spend more time with their classmates.
- ◆ Children learn so much more.
- ◆ Children retain more from prior year because they don't have enough time off to forget what was learned. Usually during a long summer off, children fall behind and forget what they learned.
- ◆ Consistency on routines and daily school work.
- ◆ Continued learning for all levels of children.
- ◆ Continued learning year round.
- ◆ Continued learning. (2)
- ◆ Continuity of attendance and learning.
- ◆ Danielle is a good student and year round school helps kids retain what they have learned.
- ◆ Different programs.
- ◆ Eases the burden of daycare and keeps the kids active for most of the year.
- ◆ Easier return academically to school the next year.
- ◆ Easier transition from one school year to the next.
- ◆ Education is essential for survival in today's economy. Anything positive is good.

- ◆ Education retention.
- ◆ Education.
- ◆ Educational opportunity to research interests.
- ◆ ESY allowed my child to learn more.
- ◆ ESY gives the children more time to grasp their lessons, and the teachers get more time to teach.
- ◆ ESY program is great because parents need to continue working in the summer and this gives the child something to do that is educational and fun. It also keeps things more consistent for them.
- ◆ Everything about ESY is great.
- ◆ Everything is good.
- ◆ Everything prior mentioned.
- ◆ Everything. (3)
- ◆ Extended curriculum.
- ◆ Extended education.
- ◆ Extended learning. (2)
- ◆ Extension of learning. Also, it relieves the parents of a full summer of all-day child care.
- ◆ Extra learning time during the summer.
- ◆ Extra learning.
- ◆ Extra summer activities.
- ◆ Extra time for learning.
- ◆ Extra time spent learning.
- ◆ Field trips.
- ◆ Football and other activities.
- ◆ For parents who work in the summer, it helps greatly with child care issues.
- ◆ For working parents, a place for their children to be.
- ◆ For working parents, the program provides a safe environment for their children.
- ◆ Free activities.
- ◆ Free lunch.
- ◆ Frontier has some really good programs, for example, computer labs. Of course the extra time spent for this particular program is a benefit.
- ◆ Getting him prepared for entering 6th grade in the coming school term. The interaction with other children and teachers was good.
- ◆ Getting my child a better education
- ◆ Gives my child something to do for a few more weeks.
- ◆ Gives the kids a better education and the parents don't have to look for daycare or camp.
- ◆ Gives them something to do for the summer.
- ◆ Greater learning, more attention
- ◆ Greater retention of information.
- ◆ Hands-on activities.
- ◆ Hands-on learning and smaller classes.
- ◆ Haven't heard of any extra activities.
- ◆ He gets to learn more.

- ◆ He is learning for free what some summer programs still do just boosted on one subject instead of the full agenda. This is especially good for Ronnie because it gets him into a learning routine in the summer instead of boredom and mischief.
- ◆ He learns more.
- ◆ He seems to enjoy going because he can relax and learn since there is no pressure or homework.
- ◆ Heightened academics, no boring summers.
- ◆ Helping my child do better.
- ◆ Helping my children learn more.
- ◆ I also believe the ESY program better prepared my older children for middle and high school. I know my children enjoy their summers more. They don't spend two months being bored.
- ◆ I am a single parent, so my child will need care five days a week so I can work. ESY helps with this.
- ◆ I am a working mom and I would just have to send her to a summer camp. I would rather her be some place where she is learning.
- ◆ I appreciate that my children are occupied academically.
- ◆ I believe that it helps out children who struggled at the beginning of the school year to get that extra time to pick up their pace so they can pass.
- ◆ I believe they learn more and retain more of what they learn.
- ◆ I can go to work and not worry about placing my children in a summer program with total strangers. It keeps the kids focused.
- ◆ I didn't really think they had ESY program at Oak Park; I had never heard anything about it.
- ◆ I don't have any good points to comment on.
- ◆ I don't have to worry about her while I'm at work. I know she's learning and being watched.
- ◆ I feel my child learns a lot from the program. It keeps him learning between school years and he enjoys it.
- ◆ I feel my child learns more. With a little break in the summer, I feel everything stays fresh in the mind and not forgotten over the summer vacation.
- ◆ I feel my son has done a better job in school due to the ESY.
- ◆ I feel my son has excelled because of the extended year. He's had more time to learn in regard to the days spent and with the short summer break. By first grade, my son was reading at the third grade level.
- ◆ I feel safe because I know where my children are.
- ◆ I feel that the extra thirty days is well spent. The more time my child spends in school, the better. I am all for it.
- ◆ I feel the extra time at school gives my son an edge in his education over other school that do not have ESY because he has more weeks of learning. This can only help him in his future.
- ◆ I have noticed that my child has learned a lot more and less time to play.
- ◆ I know where my child is and he is learning more.
- ◆ I know where my children are during the school hours.
- ◆ I know where my kids are.
- ◆ I like everything that is going on at my child's school because it helps him learn more.
- ◆ I like everything.
- ◆ I like that I can't leave them at school.

- ◆ I like the ESY program because of the extra time spent at school. He is more likely to retain the information he learned when going from one year to the next.
- ◆ I like the fact that the breaks are scattered, but the kids are learning -- keeps their minds active.
- ◆ I like the fact that the children are being prepared for the next grade they are entering. The ESY program also helps financially with child care.
- ◆ I like the idea of free lunch, it saves my family and I don't have to pay for lunch.
- ◆ I like the idea that they keep learning and do not lose what they have learned from year to year.
- ◆ I love how the school encourages parents to read with children.
- ◆ I really do not like the ESY program. I found it difficult to plan vacations and obtain care for my son during the extra time off.
- ◆ I really like the fact that my daughter has the opportunity to learn things such as, archeology and crime scene investigation. These are fun classes that help prepare her for the future. She has learned so much already and is excited about going to school. I don't have to force her or encourage her to want to go to school and this is the summer! She has been having a lot of fun and I don't have to feel guilty about sending her to school versus sending her somewhere else. I love this program.
- ◆ I really think it helps the absorb more and retain more than to have a break for two months.
- ◆ I think children tend to forget a lot of information during long summer breaks.
- ◆ I think it gives more time and opportunity for learning and engaging in school activities.
- ◆ I think it is great that the children don't have the long summer to forget everything they have been taught. I also think it is great for most parents because it is very helpful with childcare issues.
- ◆ I think it's helpful for those kids that weren't able to succeed during the regular school year and for parents that work and are unable to place them in daycare or camp.
- ◆ I think learning more is the best outcome.
- ◆ I think my child learned more and built skills in areas she was lacking in.
- ◆ I think that too much time out of school in the summer breaks the school routine for my daughter, therefore, making it harder for her. Two months is too much time to be away from a learning environment. She loves school and becomes very bored at home. She learns much, much more.
- ◆ I think the best thing about having an ESY program is that it helps my child focus on academics, especially math and reading. Often during summer breaks, these are the first things to go. The ESY Program reinforces the good habits my child developed during the school year.
- ◆ I think the fact that children are taught all the way from the beginning of their educational experience that they are in the real work force and that you must commit yourself full-time.
- ◆ I think they help your child excel. The teachers my child has really care what he has done and where he is going-I think this is important.
- ◆ I thought the program would benefit my child by shortening the time spent off between each school year.
- ◆ If one of my children has low grades in one subject, the extended year helps immensely in that area of learning, and I love it as a parent.
- ◆ If they don't have the points to pass, they can make them up.

- ◆ I'm a single parent and it helps me knowing where my child is at during the summer. It also helps him to not forget everything he has learned during the year before.
- ◆ I'm not really sure there is anything. The children need a break just like we do.
- ◆ I'm not sure, the children need a break.
- ◆ In school earlier, receive more education
- ◆ In school longer.
- ◆ Increased ability to learn. Keeps them off the streets and safe.
- ◆ Increased learning ability.
- ◆ Increased learning time.
- ◆ Increased time and attention to help those students having difficulty.
- ◆ Increased time for extra curricular activities.
- ◆ Interaction with her classmates and learning at the same time.
- ◆ It allows students and teachers to explore a unit more completely. There is less chance of children being left behind. There's no need to waste the first few weeks of a new year in review of information lost over the summer.
- ◆ It continues the learning process lost over summer vacation. It allows children to stay scheduled while parents continue working, especially those who can't afford child care.
- ◆ It gives children a change to improve their skills.
- ◆ It gives children the chance to learn things in a more fun atmosphere and there isn't a lot of pressure, as with FCAT.
- ◆ It gives her more time away from the television and extra junk food and it helps her with math and reading.
- ◆ It gives my child a chance to get ahead in her basic skills and to stay focused. This extra time also helps my child to stay motivated and challenged.
- ◆ It gives my child a chance to learn more and interact with children his own age more frequently.
- ◆ It gives the child more responsibility and they are occupied in a constructive way.
- ◆ It gives the children a better opportunity to learn. They are able to retain more of what they learn because summer break isn't as long.
- ◆ It gives the children something to do during the summer besides sit in front of a TV or video game. It's educational and fun.
- ◆ It gives the children the opportunity to explore new ideas. I don't worry about my children being out for long periods of time. Children learn more things more often.
- ◆ It gives the teacher more time with the kids.
- ◆ It gives them a chance to do what they like and have fun doing.
- ◆ It gives them the opportunity to excel more. They have more structured learning time in the summer. When the new school year starts it doesn't take long to get the children in sync with their daily duties.
- ◆ It gives them the opportunity to get more education.
- ◆ It gives your child a chance to make up grades that he may have failed or is slow in and they can also look forward to going on the field trip at the end of the program.
- ◆ It helps in the summer.
- ◆ It helps keep the children off the street.
- ◆ It helps my child learn more with one-on-one teaching.
- ◆ It helps parents while they work. They have to learn instead of playing and running around.

- ◆ It helps the children retain more of the things they learned for the following year.
- ◆ It helps the children who really need it.
- ◆ It helps them to retain what they are learning, which is so important for elementary children. Also, it gives them a much better education! It also helps the parents through the summer months knowing their child is safe and learning. Provides special program classes for those who need them.
- ◆ It helps them where they don't forget what they have learned. When I work, I don't have to pay a babysitter or get them ready to go to a babysitter's house. I think you should keep it going and bring back pre-k because I have another baby that I want to attend pre-k in three years.
- ◆ It keeps her from getting bored in the summer.
- ◆ It keeps him out of trouble and keeps his mind active.
- ◆ It keeps kids out of trouble during the summer.
- ◆ It keeps learning fresh in my child's mind. It does not provide the opportunity for my child to forget what he has learned in one grade before moving to the next.
- ◆ It keeps me from having to find summer camps every year that would cost an average of \$1500-\$2000 that offer nothing more than a babysitting service.
- ◆ It keeps me from having to find summer camps every year that would cost an average of \$1500-\$2000 that offer nothing more than a babysitting service.
- ◆ It keeps my child continuously learning throughout the year so she doesn't forget as much.
- ◆ It keeps my child learning. He has less time to be bored.
- ◆ It keeps my child more active with his studies.
- ◆ It keeps my child's mind fresh in learning. It helps with summer daycare. It does provide the opportunity for my child to remember what he learned before moving onto the next grade.
- ◆ It keeps my daughter reading during the summer.
- ◆ It keeps our daughter active and socially involved. It gave her a head start in beginning band and now marching band. The field trips are great! Class options are wonderful! Relaxed atmosphere.
- ◆ It keeps the kids learning.
- ◆ It keeps their minds focused on school when they don't have such a long break.
- ◆ It keeps their minds sharp by not allowing them to spend too much time at home watching TV or playing video games. It also saves money because parents don't have to provide summer daycare because their children are in school.
- ◆ It keeps them busy.
- ◆ It keeps them developing mentally and helps still with their peers under this pressure knowing that a lot of children are out of school.
- ◆ It keeps them interested in learning and motivated. They don't forget what they have learned so far and can catch up in areas where needed. They don't get into trouble because they are bored.
- ◆ It keeps them mentally active. The Florida schools are already challenged in comparison to Northern schools. I feel ESY gives them a little more bump up.
- ◆ It keeps them more prepared for the following year. Children get so bored during a long summer break, so I think it keeps them out of trouble.
- ◆ It makes learning fun and there is no stress of testing and FCAT.
- ◆ It saves parents a lot of money in child care costs.

- ◆ It saves parents a lot of money in child care costs.
- ◆ It will keep my child out of trouble in the community and will keep her focused on the next school year.
- ◆ It would be a good thing if all the public schools could go on the same schedule. Affording better planning with all children in the family.
- ◆ It's an ongoing learning process.
- ◆ It's an ongoing learning process. (2)
- ◆ It's good for the kids who have problems completing their schoolwork. Now they have a better chance to pass since they are cutting out summer school.
- ◆ It's good for those students who need extra help in meeting requirements to go to the next grade level. It does give my children an advantage to prepare for the following year.
- ◆ Just being able to have fun and learn.
- ◆ Keep up the good work.
- ◆ Keeps the children's minds busy longer and into the summer. I like the IDS format. I like the hands-on effort of teachers.
- ◆ Keeps the kids fresh in learning. Keeps them active in learning.
- ◆ Keeps the kids out of trouble; less time to have idle hands.
- ◆ Keeps the kids safe and involved in learning new things. It helps improve their reading, writing, and math skills. It is much better for my kid to attend the school that she knows than to attend a summer program at an unknown location.
- ◆ Keeps their minds busy and out of trouble.
- ◆ Keeps them busy, out of trouble, and they complain less about how bored they are after a week or so.
- ◆ Kids are learning instead of being at home watching TV or playing games all day.
- ◆ Kids get more time or days to learn at that grade level. Also, it keeps them occupied during the summer.
- ◆ Knowing he is learning year round and not having all the free time to be non-productive.
- ◆ Knowing my child is improving her ability to read and understand it makes me feel good.
- ◆ Learn more about things. Transportation, optional classes that are fun and teach life skills. Breaks up remedial classes.
- ◆ Learn more academically. More activities, field trips, and learning experiences.
- ◆ Learn more. Better prepared for the next grade level.
- ◆ Learn more. Prepare them for the next grade level.
- ◆ Learning is always good. This time also shortens the summer. I think the summer is too long and most kids get very bored over the break.
- ◆ Learning more to better prepare for first grade.
- ◆ Learning more, special programs, and learning to live a day to day life with other people.
- ◆ Learning more. (2)
- ◆ Learning over the summer gives them less time to forget what they have learned during the regular year.
- ◆ Learning over the summer. Less time to forget what they have learned.
- ◆ Learning process is longer. No refreshing time. Children are less bored.
- ◆ Learning program trips.
- ◆ Learning things.
- ◆ Learning.

- ◆ Less down time-he gets bored in camp.
- ◆ Less summer.
- ◆ Less time out of school and more education!
- ◆ Longer learning periods, less time to get out of a regular routine with a long summer break.
- ◆ Longer learning time. Schools involvement time with each student. Longer school time to learn more.
- ◆ Mental development. Peer pressure is a continuous process.
- ◆ Minimizes loss of academic progress typically seen during a long summer break.
- ◆ More classroom time gives the children time to work on areas that might be a problem.
- ◆ More education for the kids! Less time out of school.
- ◆ More education. Catching up on his or her grade level.
- ◆ More education. Safer than being at home alone.
- ◆ More learning time. Less childcare worries.
- ◆ More learning to prepare the students for the FCAT.
- ◆ More learning. Keeps kids busy and out of trouble. Schedule is good for instilling discipline for life/work skills.
- ◆ More learning. (2)
- ◆ More time can be spent on lessons allowing for all teaching methods to be used so kids who learn in different ways may benefit also.
- ◆ More time for children to learn.
- ◆ More time for learning. FCAT practice.
- ◆ More time in classroom to learn.
- ◆ More time in school
- ◆ More time to go over curriculum, which clearly helps with retention. With Frontier the only year round elementary in the district, it seems to attract better teachers.
- ◆ More time to learn and grow. This program gives the children more time to catch up and continue learning.
- ◆ More time to learn and kids aren't sitting in front of the television during their time off.
- ◆ More time to learn. More time to practice for FCAT.
- ◆ More time to learn. (2)
- ◆ More time to teach concepts, subjects, etc. Less time away from learning environment. There is no need to review in the fall. It also minimizes the amount of summer camp/daycare requirements for working parents.
- ◆ More time to work on skills that children may have difficulty with.
- ◆ My baby needs a little more time in school.
- ◆ My child actually learns for the fun of it and enjoys the class he is taking.
- ◆ My child continues to learn throughout the summer, while other kids at normal schools are in camps.
- ◆ My child continues to learn with dedicated, enthusiastic teachers around!
- ◆ My child does not choose to be in programs outside of school, so the ESY gives him a way to spend a useful summer.
- ◆ My child does not have all the extra time to forget what was learned due to this school having extended year.

- ◆ My child does not like being out of school. He enjoys it and I feel he will not fall back because he wasn't out of school for the summer. I also feel he has an opportunity to go further and have more experiences due to the ESY.
- ◆ My child doesn't have as much time off to forget all she has learned during the year. Her test scores are higher due to ESY.
- ◆ My child enjoys the program he is in.
- ◆ My child gets to spend more time with her friends and has less time to be bored.
- ◆ My child has a learning disability and the ESY helps him because he gets the extra time to keep developing his learning skills and his grades have greatly improved.
- ◆ My child has been in this school for six months. His confidence and reading ability has amazed me! He is now proud of himself.
- ◆ My child is able to learn more and get the extra time for extra help.
- ◆ My child is ahead in learning and is not given the opportunity to forget what he has learned.
- ◆ My child is behind in many things, but because of the ESY, he is better able to receive the help he needs. Frontier is one of the best schools because of the relationship between the teachers and parents. We believe in education.
- ◆ My child is getting a great education that lasts even longer. My child is busy learning more things.
- ◆ My child is getting additional educational material.
- ◆ My child is in a safe environment. I do not have to put them in summer camps that are expensive.
- ◆ My child is learning about things not ordinarily taught during regular school year. He enjoys the programs that are being taught.
- ◆ My child is learning and understanding more.
- ◆ My child is learning on a longer on-going basis. The two month summer break that most schools give the kids is too much time away from learning and retaining knowledge.
- ◆ My child learned more because of the extended year in math and reading.
- ◆ My child learns more.
- ◆ My child learns more. The school is a safe place for my child to spend time. The program helps me with child care.
- ◆ My child likes school...that's about it!
- ◆ My child loves the interaction with the other students.
- ◆ My children are better able to retain what they have learned by having a shorter break between school years.
- ◆ My children are getting more education that I know they need.
- ◆ My children are happier and have something to talk about and feel more freedom and responsibility. They are not as tired or lazy and they have something excited about what they are going to do everyday. To them, the ESY program is fun.
- ◆ My children do not forget lessons already learned. They go into new grades and with their memories still fresh.
- ◆ My children have been able to get ahead of the students around them.
- ◆ My children have flourished because of the ESY.
- ◆ My children learn more.
- ◆ My children learn more. I love having my children attend Frontier with the ESY program.

- ◆ My children learn more. They progress more. Behavior is much better. Children are happy - they love it!
- ◆ My daughter enjoys school and enjoys the social atmosphere of being with other children. I am a single mother and when she is not in school she is always with adults.
- ◆ My daughter is learning more in school. Teachers are very good.
- ◆ My eight year old couldn't read at all, but by her staying in school for the ESY, she can almost read a whole book!
- ◆ My family and I like it because my daughter loves school. She is learning so much more than I ever imagined. She loves learning and enjoys art, music, and the library.
- ◆ My kids are learning more. They are safe in this program. It's good for me as a parent.
- ◆ My kids are learning more. They have good grades, and the teachers are great.
- ◆ My kids had extra time to learn other things. They read more.
- ◆ My kids love school and enjoy being there. I think they have definitely learned more because of this program.
- ◆ My oldest daughter attended Frontier since first grade. She is not in tenth grade and an honor roll student. She was bored when she left sixth grade with a summer and nothing to do. She started volunteering after seventh grade to fill the summer void.
- ◆ My son has maintained a 3.0 average due to his school year being longer than some of his friends'. He is the only one out of several of his friends who has never been in any legal trouble, been suspended from school, or thrown out of any businesses.
- ◆ My son has worked hard all year to increase his reading fluency or comprehension. With the extended school year, he has shown improvement by reaching his goal at honor roll. Also, it is very convenient for my summer school schedule.
- ◆ My son is learning more with ESY program. When he goes back to school, he hasn't forgotten what he has learned.
- ◆ My son is reading more.
- ◆ My son remains structured throughout the summer.
- ◆ My son remembers what he learned all year. The summer session keeps his education refreshed and he is more ready for the next year.
- ◆ N/A
- ◆ Never had experienced ESY before.
- ◆ No child care costs. Continued education.
- ◆ No difference.
- ◆ No long breaks in learning. Shorter review period between grades.
- ◆ No long gap in learning due to summer break. Easier as a parent in the summer months.
- ◆ No two month transition coming back to the next grade level. More field trips.
- ◆ None that I can see.
- ◆ None! (4)
- ◆ Not having so much review when school starts after the summer. The extra days off during the year are great!
- ◆ Not having to recap so much when they restart in the fall.
- ◆ Not so much time between school years. My child can stay in the swing of things with her schedule.
- ◆ Not sure.
- ◆ Nothing - it is an inconvenience.

- ◆ Nothing good about the school year.
- ◆ Nothing is good about it. It only keeps a child in school longer and doesn't teach them more because they get tired and forget what they have been taught.
- ◆ Nothing that I see.
- ◆ Nothing! (2)
- ◆ Only because a new teacher came - a new teacher who cares.
- ◆ Our child remains in a familiar environment throughout the year. We would otherwise have to find an alternative summer program for our child, as we both work full-time. The ESY program best matches our dual career household schedules.
- ◆ Overall, I like the fact that my children are getting extra classroom time.
- ◆ Overall, I like the fact that my son is getting extra classroom time.
- ◆ Parents can save money by putting their children in aftercare program. The children have a little more time to learn.
- ◆ People who get out of school at the regular time and have two months off tend to forget things more than those who attend ESY.
- ◆ Positive use of time during the summer for students.
- ◆ Possible exposure to the curriculum
- ◆ Provides activity during summer months.
- ◆ Provides more learning and individual instruction.
- ◆ Reading and learning other subjects.
- ◆ Reading practice.
- ◆ Safety-child care is less expensive during the summer.
- ◆ School is every day and they don't forget what they have learned. I believe if the children stay busy learning, they won't get bored and will always stay sharp. I love ESY program.
- ◆ School overall grade raised from a C to an A school.
- ◆ Scrapbooking and pirate class with Mrs. Simmons, and becoming familiar with the school campus and teachers.
- ◆ She (my child) continues to remember her school manners.
- ◆ She can get more money.
- ◆ She can read and write. She loves to go to school every day, and I love that she loves being very good at schoolwork.
- ◆ She continues her learning process, but my child is a very motivated child anyway.
- ◆ She gets to learn more math, English, and social studies.
- ◆ She has a structure environment. Her learning capacity has improved. She retains her information from one grade level to the next.
- ◆ She has come a long way in her reading and math.
- ◆ She has something to do.
- ◆ She is supposed to continue learning.
- ◆ She retains more knowledge between grades! Less summer boredom! Less daycare expenses!
- ◆ Shorter breaks mean less catch up time.
- ◆ Since my children only have a short vacation time when they end school, they remember a lot more and do not feel as frustrated. My one child has a hard time with comprehension and it is very beneficial for any extra help given.

- ◆ Since this is my first year with the ESY program, I am looking to see an increase in her learning to reinforce or upgrade what I'm teaching her.
- ◆ Social interaction.
- ◆ Social relationships continue developing.
- ◆ Something to do for summer months.
- ◆ Something to do for the summer. They learn new things.
- ◆ Something to do while they are learning. Fun trips-low costs
- ◆ Sports, fun activities. Teachers are more on a one-to-one base with the children.
- ◆ Staying on a schedule. Learning and they don't have time off to forget what they learned in the regular school year.
- ◆ Structure, learning, safe environment, hours, etc. Summer program is more like an on going project combining all subjects.
- ◆ Students retain what they learned in the previous year. It gives them positive activities for the summer.
- ◆ Success.
- ◆ Successful.
- ◆ Sulphur Springs was rated as a B school, so the ESY is good for the school and the students to bring up the grade level.
- ◆ Summertime is educational instead of recreational. More time to study and focus on the FCAT.
- ◆ Teachers
- ◆ Teachers can spend more time with curriculum. They don't have to rush things. They are taught current events of the summer.
- ◆ Teachers have more time to connect with the children's weak areas.
- ◆ Teachers.
- ◆ Teaches the children that learning can be fun. Shows them that adults care and together positive learning can occur. Improves self-esteem/acceptance. Teachers are role models for students. Keeps the creative mind working.
- ◆ Teaching those who need the extra time and giving those who don't a chance to learn and be safe.
- ◆ Terrific subjects. Large selection of subjects. Free schooling.
- ◆ That he doesn't forget the knowledge he's learned while on vacation. I think the ESY program is very good for the students.
- ◆ That he doesn't waste his time and uses it for learning.
- ◆ That keeps her occupied and learning at a comfortable pace.
- ◆ That the child has more time to learn and should not forget what he learned the year before. It keeps the child updated all year round.
- ◆ That we are in school.
- ◆ The activities.
- ◆ The activities-my child is not bored anymore.
- ◆ The additional instruction time that I feel my children need.
- ◆ The amount of time that teachers usually get to teach is extended, while the other schools end. Kids are mentally preparing for school to end weeks before it actually does. Our school was open longer and thus, kids learned longer.

- ◆ The best thing about ESY program are the additional 30 days given, which afforded the students more time to learn. The additional days proved to be beneficial by the increased test scores.
- ◆ The best thing about it is that children still have some information fresh in their minds.
- ◆ The best thing is my children receive a better education. They seem to retain more and have become great readers.
- ◆ The bus picks up and drops off. It's educational for extra curricular activities.
- ◆ The child has more time to learn and prepare for the next grade level.
- ◆ The child has somewhere to be while parents are at work.
- ◆ The children are given the opportunity to study subjects that are not available during the school year, due to curriculum constraints.
- ◆ The children are learning more.
- ◆ The children are not left alone for the summer. They can learn and it's state paid.
- ◆ The children are still learning, and I still have time to sleep.
- ◆ The children do not have to relearn a lot of things at the beginning of the next year.
- ◆ The children going to the school have the advantage of learning and staying out of trouble.
- ◆ The children have a half day in the week to look forward to and parents can use that day for appointments or planned activities without losing school time. It's continuity.
- ◆ The children have more time to learn. I love the fact the teachers have more time to go over lessons or cover more material.
- ◆ The children keep focused on learning and not forgetting what they learn during the school year than having a summer off. Their skills in reading and writing improve daily. The children enjoy going to school more often. They should do this in every school.
- ◆ The children learn more.
- ◆ The children retain more and don't forget as much over the short break. They don't get bored while going to school.
- ◆ The children stay social more of the time and are challenged and keep thinking longer.
- ◆ The classes are more informative and more time is spent with each child. Several activities for all to enjoy and participate in. I hope this program will continue in the future!
- ◆ The continuing learning that they receive. No time off that allows children to forget the knowledge they received.
- ◆ The continuity of the schedule is a benefit, and the extended classroom time enables the children to not only learn more, but to also reinforce the additional information and retain it.
- ◆ The curriculum. My daughter has the opportunity to get an early start in band and has learned a lot in art.
- ◆ The diversity of the programs.
- ◆ The ESY has been great for everyone, children as well as parents. It works great with our schedule at work. I feel the children have too long of a summer break, being in a year round program keeps them off the streets and keeps them from getting bored. It also extends their learning.
- ◆ The ESY helped my child in many ways: her reading, writing, and math improved considerably because of this program.
- ◆ The ESY helps working parents out a whole lot.
- ◆ The excellent tutoring classes that were provided for the children during the FCAT exams.

- ◆ the extended instruction time, by having a shorter summer break they retained more. Our routine helped our day flow better. It helped financially by not having to pay for the child care.
- ◆ The extra help in math and reading.
- ◆ The extra practice the students receive.
- ◆ The extra-curricular activities.
- ◆ The fact they learn all year round and aren't sitting at home bored during a very long summer.
- ◆ The faculty is available for the community year round.
- ◆ The free breakfast and lunch ensures low income children are provided adequate nutrition.
- ◆ The kids are further ahead at the start of the next year.
- ◆ The kids are kept occupied by learning an assortment of new things. They are kept busy and not running the road and getting into trouble.
- ◆ The kids are still learning.
- ◆ The kids have better retention. The teachers do not have to waste the first month of school going over things from last year. The kids have less time to be bored during the summer break since it is shorter. After two weeks off, they look for something else to do.
- ◆ The kids keep learning. Usually being out during the summer relaxes their minds.
- ◆ The kids keep their minds fresh by staying in school longer.
- ◆ The kids learn more by being in school more days. Kids are more likely to stay out of trouble during the summer months. Parents with limited income do not have to pay for expensive summer programs to watch their kids.
- ◆ The kids learn more. It gives them less time to get involved in negative activities. Year-round school should be and important topic in the school curriculum.
- ◆ The learning opportunities for my children and a safe environment for them to be in.
- ◆ The learning time-keeps our children actively immersed in good things. As a parent, I love hearing from my daughter that they activities they are doing in school are fun, educational, exciting and keeps her wanting to go back and continue in school.
- ◆ The longer you go to school, the more you learn.
- ◆ The MicroSociety time.
- ◆ The MicroSociety. My children have a sense of community and purpose at Maximo and I believe that is absolutely wonderful for their self-esteem and growth.
- ◆ The more reading they do with less homework.
- ◆ The on-going learning keeps young minds fresh and ready to learn. There is a theme of focus each section that touches all the subjects.
- ◆ The opportunity to be exposed to more learning in a less stressful setting. A time to interact with peers at different grade levels. I like having the children in our surrounding community being able to come in and have lunch.
- ◆ The opportunity to learn in a less stressful environment.
- ◆ The peace of mind that my children are in a safe, nurturing place. They are with their friends and learning, not getting into trouble.
- ◆ The reading program.
- ◆ The relationships that the school staff have with my child and the other kids.
- ◆ The school partners with parents and helps us all be on the same page.
- ◆ The staff has been supportive of this program.

- ◆ The students are excited about learning. There is no emphasis on the tests. Kids are allowed to broaden their knowledge of different and varied subjects. The teachers enjoy teaching subjects that challenge their students and the kids appreciate their dedication.
- ◆ The students have less time to be out of school. The students don't have time to be running the streets and getting into trouble because they don't have anything to do. There is always something to do at school. It keeps them focused and wanting to do better in school. This is a successful program.
- ◆ The teacher goes a little but more in teaching. They show more concerns and care about the child more. They have gotten help for them if they need it. It seems like all the employees know every child in school.
- ◆ The teacher is good, helpful, and kind.
- ◆ The teachers and staff make learning fun.
- ◆ The teachers and students need time off to rest and prepare for new students and new challenges.
- ◆ The teachers care.
- ◆ The teachers do not have to spend a lot of time going over what was learned last year since the kids have better retention. The shorter summer is nice and kids are not as bored. The teachers are able to expand the curriculum since they have more time.
- ◆ The teachers have more time to teach what is needed for that current grade level.
- ◆ The teachers really take time to make sure that the children learned their lessons.
- ◆ The teachers who are there really want to teach. Teaching is a hard job, they do an extra thirty days. It really helps with the cost of daycare in the summer time. I also like the extra summer activities.
- ◆ The teachers.
- ◆ The variety of classes available. The fun way children are learning.
- ◆ The variety of classes offered to students.
- ◆ Their memories stay fresh.
- ◆ Their minds are always working. They retain more because they don't have time to forget.
- ◆ There are a lot of programs where children can express their potential as well as their talents. The teachers do a great job in educating the students and informing the parents.
- ◆ There are no great things that stand out in my mind.
- ◆ There are none.
- ◆ There is more time for field trips and events at school.
- ◆ There is so much time for field trips and school events.
- ◆ There isn't a long break for them to forget things.
- ◆ They are getting more help and are learning more.
- ◆ They are in school learning.
- ◆ They are learning all year long.
- ◆ They are learning and not losing information taught.
- ◆ They can learn more, and they have fun with their friends at school.
- ◆ They can make up some work. They learn to make some creative stuff.
- ◆ They continue to teach a structured reading program while monitoring my child's progress.
- ◆ They do not spend the first part of the following year relearning what they forgot over the summer.

- ◆ They don't forget all the work they did during the long summer vacations. Two weeks is plenty!
- ◆ They don't forget what they learned. Also, it keeps them busy over the summer.
- ◆ They don't have time to forget; they retain more and excel more.
- ◆ They don't have time to get bored and into trouble. They stay in the routine of learning and both love school.
- ◆ They get a better education and it's also a benefit to not have to place the children in camp.
- ◆ They get to learn things that they don't normally learn in the regular school year.
- ◆ They get to play some and equally important, they are in a safe environment.
- ◆ They have extra days to learn more. It keeps their minds stimulated so they won't forget too much over the summer.
- ◆ They have fun and learn at the same time.
- ◆ They have more time to learn.
- ◆ They have the opportunity to make the progress and go to the next grade.
- ◆ They hours they go to school during the summer. I think they are more advanced than a child at a regular learning schedule school and they are learning at the beginning of the new year instead of being refreshed.
- ◆ They improve in many aspects, like reading and writing. Because the children get better at these subjects, they improve their grades.
- ◆ They keep the rhythm instead of having a long period of time off.
- ◆ They keep the same teachers.
- ◆ They learn more and it keeps them out of trouble.
- ◆ They learn more and they socialize more.
- ◆ They learn more each and every day.
- ◆ They learn more.
- ◆ They maintain the learning structure throughout the summer months, making the transition easier to the next grade.
- ◆ They may be getting a little more education.
- ◆ They stay in a little longer and they have tutoring.
- ◆ They will learn more.
- ◆ They're further ahead when it is time to go into the next grade.
- ◆ They're learning more than before.
- ◆ They're learning more.
- ◆ They're learning more. It's too hot to play at the recreation center and be at the pool all day every day.
- ◆ This is not a waste of time, he learns more.
- ◆ This year in particular helped her catch up because of time missed but in general I think the kids used a break.
- ◆ Time spent in school is instrumental in preparing children to further their education.
- ◆ Time well spent. Better for single parents. They get bored during the summer at home. They love going to school. It keeps their minds working.
- ◆ To learn more education.
- ◆ Transition back to school is not as difficult. Children appear to learn more.
- ◆ Variety of classes.
- ◆ Variety of classes. It offers something for everyone.



- ◆ We live in the neighborhood where the school is located, so I think it brought our property values up because for many parents, having their kids attend school in the summer was a free babysitter.
- ◆ We love having the ESY program because children learn more.
- ◆ We love it because it keeps my son alert and learning all year long. During the summer, it hard to get kids active, but with year round school, he is always busy either going to school or camp on the weekends. Plus, we don't have to worry about a babysitter. Not only is this convenient, but it's very good for my child. I can't say enough good things about the program. He comes home always hyper and spelling out all he learned that day at a mile a minute!
- ◆ When most of the kids are out of school, my child is in school and staying out of trouble.
- ◆ With a shorter summer vacation, kids tend not to get bored. I feel better knowing my child is in school rather than wondering if she's okay at a daycare. Also, longer school means cheaper daycare.
- ◆ You get to learn new things that my children did not know. We have lunch A and B; I think we should have lunch together and schedule changing.

Question 11: What are the things about the Extended School Year Program at your child/children's school that you do not like?

- ◆ A shorter summer vacation -- kids have to have time to be kids.
- ◆ All of it.
- ◆ Are too relaxed in curriculum-no homework, more playing.
- ◆ As I have another child in a non-extended school, it makes it hard to plan a vacation in the summer, but not impossible!
- ◆ At the end of the school year, less emphasis is placed on academic achievement-no homework, less worksheets done in class or sent home, etc.
- ◆ Attitudes of other children -- my children tell me every day about fights at school. This was not present at my children's last school.
- ◆ Being in school while my other children are out of school.
- ◆ Being in school while the other children are out of school.
- ◆ Being the only child in the house in ESY. Creates problems with family vacations.
- ◆ Bus routes.
- ◆ Cannot plan vacations. Too much school sometimes isn't good. The kids feel left out of a summer vacation.
- ◆ Children are not being patrolled walking home after school.
- ◆ Children are out opposite of older siblings. Teachers are not given proper incentive for the additional time, especially where pay is concerned. This also goes for the other help that contributes to the ESY program.
- ◆ Children need a summer break. Otherwise, it's just like going to a job. They need time to play.
- ◆ Children were children once. These days, they work as hard as adults. They need down time to grow in other ways than academically. Also, teachers are paid enough! They need a break too! Could you spend that much time with children and do the paperwork of a legal secretary and not have a decent hiatus? About \$30,000 a year? And I am NOT a teacher, imagine how they feel!
- ◆ Earlier start time in summer.
- ◆ Early release days.
- ◆ Early release on Thursday. (2)
- ◆ Early start time.
- ◆ Education is an important part of their lives but going almost all year doesn't leave very much time for anything else.
- ◆ ESY interferes with family plans.
- ◆ Everything has been excellent.
- ◆ Everything.
- ◆ Four day schedule.
- ◆ Fridays off in summer. Thursday half days during the year.
- ◆ Getting up every Saturday.
- ◆ Half day Thursday-I'd rather it be Friday.
- ◆ Half day earlier than regular school year.
- ◆ Half day on Thursdays. (3)
- ◆ Half day Thursdays and then the switch to no school on Fridays; makes child care a concern.

- ◆ Half day Thursdays-why not Friday?
- ◆ Half days and Fridays off.
- ◆ Half days are difficult.
- ◆ Half days on Thursdays and no school on Fridays.
- ◆ Half days. (5)
- ◆ Hard to plan for vacation. Also, transportation is sometimes a problem.
- ◆ Have every kid eat together.
- ◆ Haven't found anything I don't like. I love the workers and children; they are very special.
- ◆ He feels good that he gets no time for summer vacation.
- ◆ He sometimes misses neat daycare trips, but he still likes it.
- ◆ Homework after school.
- ◆ Homework during the summer-since the hours are longer and we tend to have guests and do family activities; there is not much time for homework.
- ◆ Hours change. (2)
- ◆ How early they have to be in school. (2)
- ◆ I am a parent of two children with a four-year age difference. My eldest is out of school more often and has to walk by herself to pick up my youngest due to my work schedule.
- ◆ I am a single parent and for me the ESY has been a God-send. I really cannot think of anything that I do not like. Although, I am concerned that some teachers may become burnt out.
- ◆ I am happy with everything I have seen so far.
- ◆ I am very disappointed it has been taken away. What benefit is that for the children?
- ◆ I believe if a child has successfully achieved their grades, he or she shouldn't have to attend the ESY program. It also interferes with planned summer activities with parents and children.
- ◆ I can't take a vacation with my child.
- ◆ I do not believe that extending the school year is the best way to improve children's performance.
- ◆ I do not like the early release days for elementary age kids. Parents have to take time off work to be home with the younger kids, and that extra five day recess in May should be tacked onto the end of the school year.
- ◆ I do not like the inconsistency in starting and ending times and the numerous extra time off. Also, I am worried that my son will miss something now that funding was cut and school ends June 24th instead of July 10th.
- ◆ I do not like the scheduling-the random days off, half days, etc.
- ◆ I do not like the school timings during the month of June and July. They are 8:00am to 3:15pm. The mornings are always rushed and the child has to go to bed early while the kids in the neighborhood are out having fun.
- ◆ I do not like the week in May. I would prefer it if they had it the first week the other children are out of school in June.
- ◆ I don't feel it is fair to the children. The other schools are out, but my children only get one month off for summer vacation. They have no time to have fun and it just isn't fair.
- ◆ I don't know why they should go to the ESY program because some of the teachers are not giving homework.
- ◆ I don't like anything about it. I think it's making young children too tired and exhausted.

- ◆ I don't like that summer starts July 17th. I think it should start in June.
- ◆ I don't like the fact that they are trying to stop the program.
- ◆ I don't think that kids who do well should have to attend ESY.
- ◆ I don't think when they go back for summer session that the grades actually count. I may be wrong, but for the past three years, the summer school was not nearly as intensive as the rest of the year.
- ◆ I feel bad when the others are out, but I know it teachers them better.
- ◆ I feel the children should continue to have homework until the last week of school-not the last month.
- ◆ I felt that in 2002, the time off was too short. I think a break of four weeks would be good.
- ◆ I have a teenager at home who gets out sooner; it makes it difficult for the other two.
- ◆ I have no problems with the ESY program. I know where my son is during the day, and I know that the person who is watching my son will be responsible for his acts and is paying attention to him and working at 100% to keep him safe.
- ◆ I just don't like the extended year. It's very hard to plan summer vacation, especially when they start school way too early (August 5th this year, last year it was August 7th). I think the kids go to enough school and the hours are long enough. Of course working parents will want the extended year, but this stay at home mom doesn't care for it.
- ◆ I like everything about ESY program. (2)
- ◆ I like everything about it, but if I could pick one thing to change, I would stop the half days on Thursdays and only have class Monday-Thursday, with no school on Fridays, like the summer schedule.
- ◆ I like everything about the program.
- ◆ I like everything.
- ◆ I like it, but I believe the kids do not.
- ◆ I like the way things are.
- ◆ I think it's harder on my child who is graduating this year because his summer is cut short and now he has to start right away in the middle school.
- ◆ I think it's unfair to the children. All other children are out and getting a nice break having fun. How do you explain to the children why they have to go so much longer? My child does not need more school than others. You might say the teaching time frame is the same. This school needs the extra two months because there are half days and many Fridays off. Why? This just makes our children have to take unnecessary time off and vegetate at a sitter's location. Now they have to make up for it all summer while the other children are out.
- ◆ I think my child needs more time for other activities such as family vacation, spending more time on hobbies, and more overall family time. I believe school is very important, but too much of it can be a detriment to a child.
- ◆ I think that if these kids have to go for the ESY, that all of the schools should have the same program schedule instead of changing times of starting and ending school days,
- ◆ I wish Danielle did not have to bus 45 minutes to school one way! But I do like the school and Danielle does love her teachers and talks a lot about school.
- ◆ I wish it was five days a week and not four.
- ◆ I wish schools were all year round.

- ◆ I would like the month of June off. Go back early in July. This would allow for kids to go to Vacation Bible School. There are no VBS in July.
- ◆ If a child is already failing and still has to go to school all year long, it's not fair. These kids need a break.
- ◆ If I had to pick one thing, it would be the way the hours change for summer.
- ◆ If you take them on a week or two vacation, before it's over, they will be discredited in school. They should be a little easy about excused vacations.
- ◆ I'm not sure that they ESY program increased test scores. The school usually received a C score anyway. Kids are not able to attend many camps sponsored through the city because they occur during the weeks the kids are in school. Also, attending school in the summer meant a limited free time for family vacation-we'd like to go away before hurricane season, not during it!
- ◆ I'm very happy with the ESY program. I think it is the best idea every for the students and the school.
- ◆ Inconvenient and has no real purpose.
- ◆ Interferes with family time, summer camp, and vacations.
- ◆ Interferes with summer camp programs that are on a rigid schedule. My daughter asked me to mention that the food is horrible.
- ◆ Interferes with vacation time and contact with family (grandparents, cousins, etc.) due to conflicting schedules. School hours-conflicting time changes. Times should remain constant.
- ◆ It conflicts with summer vacation.
- ◆ It could have been the same hours but it still helps tremendously.
- ◆ It does make planning vacations a little difficult; other than that, there is nothing.
- ◆ It doesn't include enough outside learning (field trips).
- ◆ It getting cut shorter this year.
- ◆ It interferes with other summer activities and programs I would like her to get involved in.
- ◆ It is a big inconvenience for our family. Everyone seems overworked.
- ◆ It is supposed to be the summer, a time off. They need another type of summer program. It is an inconvenience. Summers are when my kids are supposed to be with their father.
- ◆ It makes a problem for me when vacation time comes at work.
- ◆ It seems as if the schools that are ESY schools are those that are in a predominantly African-American neighborhood.
- ◆ It should be optional to attend. If that's not possible, then maybe less time to attend.
- ◆ It sometimes cuts into a vacation.
- ◆ It takes away from going on any vacations.
- ◆ It would be my preference to change the early dismissal day to Friday to enable families to plan weekend activities together. Also, the fact that there is no nurse on the premises during the summer session is a concern.
- ◆ It's hard to find a summer camp once school is over because camp has already started. It's hard to find care for the kids during the extra breaks.
- ◆ It's hard to schedule family vacations.
- ◆ It's not fair.
- ◆ It's really nothing to complain about.

- ◆ I've been very happy with the program. I'm hoping my younger daughter will be able to have it offered to her.
- ◆ Just hanging around.
- ◆ Just the hours (stayed the same).
- ◆ Less time to spend with children during the summer or to plan vacations.
- ◆ Less vacation time for the student.
- ◆ Letting my 10-year-old watch PG-13 movies without my permission.
- ◆ Like all children, they get a little tired but they always ask to go back to school after a week.
- ◆ Long bus ride.
- ◆ Longer days and hardly any breaks for the children.
- ◆ Longer summer break.
- ◆ Lunches. (2)
- ◆ Lunches-children do not like them.
- ◆ Mandatory attendance.
- ◆ Maybe start a half hour earlier?
- ◆ Messes up vacation.
- ◆ More field trips and other fun things.
- ◆ My child complained about lunch time lines.
- ◆ My child is learning instead of being out on the streets. In other countries, they encourage education and go all year and end up far more advanced than us Americans. What does this say for people that speak of education, yet don't encourage our younger generations?
- ◆ My child is tired of the same routine and needs a change.
- ◆ My children who both attend are honor students. Half of their summer is taken due to this program. It's not fair, especially when they apply themselves all year long.
- ◆ My children would like to join activities and camps for sports and other things. The ESY prohibits this as these programs are for a normal school summer break. Three weeks break isn't very long and doesn't allow them to explore these things.
- ◆ My daughter doesn't like it because she only has a month for summer vacation.
- ◆ My kids are on two different schedules. I have to find a sitter when she's out for a week's break.
- ◆ My kids go to their father's for the summer and this year they had to stay home, which means I lost money because I couldn't work extra hours.
- ◆ My kids not being safe, my kids are not learning more, rough for me as a parent.
- ◆ My oldest child doesn't like that other regular children are out playing while she is still in school.
- ◆ Narrow window for vacation.
- ◆ Needs more homework and more reading books.
- ◆ Needs to be five days a week.
- ◆ Never had experienced ESY before.
- ◆ No complaints.
- ◆ No homework.
- ◆ No summer.
- ◆ No vacation time. Hours-start half hour early and end half hour later. That puts a strain on an already hectic schedule!
- ◆ None at this time. I just wish that it could have continued for the years to come.

- ◆ None. (4)
- ◆ Not being able to have a long summer with my children, full of summer memories, as I did as a child. My children get burnt out on school and need sufficient time to regroup and have spare time to do things as children. As well as a good family vacation.
- ◆ Not enough homework.
- ◆ Not enough time off to take a vacation or travel to see extended family.
- ◆ Not enough time spent with them.
- ◆ Not going five days a week. The fact that the county cut the funding.
- ◆ Not long enough for me!
- ◆ Not one thing!
- ◆ Nothing if all the teachers like teaching there. In that case, I am all for it.
- ◆ Nothing so far.
- ◆ Nothing. (17)
- ◆ Only her teachers.
- ◆ Only the schedule-it would be more convenient for us to either now have the half day at all, or have it on Friday instead.
- ◆ Other people are out of school and they're not.
- ◆ Our vacation was shorter and my child wasn't able to spend extra time with grandparents outside of the U.S.
- ◆ Overall, the ESY program has been a positive experience for my son and myself.
- ◆ P.E. is extremely hot during the summer in Florida, especially since this school does not have a gym.
- ◆ P.E. is extremely hot during the summer.
- ◆ Personally, I am opposed to the ESY program. I have two children, while one is in school the other is home on vacation. This makes it very difficult to make plans, upsets my child because he is in school during the summer, and makes a total hardship for everyone in my family.
- ◆ Schools ask for too much money for field trips during this extended program.
- ◆ She did well on her FCAT and she had to get up and go to school every morning while the other kids went to camp.
- ◆ She must stay in school for more days than her sister and most other students.
- ◆ Short Thursdays and no school Fridays are difficult to manage in normal child care situations.
- ◆ Short week, needs to be five days and longer in the summer.
- ◆ Shortened summer vacation. Extra thirty days that could be done if there were less in-service days and FCAT preparation.
- ◆ Some boring activities.
- ◆ Some classes and teachers are geared more for 7th and 8th graders than incoming 6th graders.
- ◆ Some families are not able to plan vacations.
- ◆ Some of the kids don't need this, but they have to suffer anyway and lose most of their summer.
- ◆ Some of the people in it.
- ◆ Some of the teachers don't really take their time to teach, they send the kids home with no books to do things they don't understand.

- ◆ Some school buses don't work through the ESY so transportation gets difficult.
- ◆ Starts too early in the morning.
- ◆ Staying in school too long. (2)
- ◆ Still in school for the summer.
- ◆ Still in school when everyone else is out.
- ◆ Summer school hours are different from the rest of the year.
- ◆ Switch of days.
- ◆ Switching days and hours.
- ◆ That each year has a different schedule of weeks off-it should be standard.
- ◆ That I have to take off in the middle of the day to pick him up.
- ◆ That it ended.
- ◆ That it is not happening this coming year (ESY).
- ◆ That it is only Monday through Thursday and not on Fridays. I work full-time and I have to make special arrangements.
- ◆ That it's being discontinued!
- ◆ That the child does not have enough time off for summer vacation.
- ◆ That the funding was stopped so there won't be any more ESY program in Pinellas County.
- ◆ That the state decided it wasn't worthy and discontinued it.
- ◆ That there is no school on Fridays.
- ◆ The bus route.
- ◆ The bus system is not safe or convenient; it drops children off quite a distance from their homes. Attitude of the bus drivers.
- ◆ The changes in scheduling during the week. The shortened summer break.
- ◆ The children are in school while my other children are out.
- ◆ The children are not learning anything new. They play more than they learn. Homework stops. So how is this learning?
- ◆ The children are there only to do the time, but no real school work.
- ◆ The children do not get an adequate break before returning to school. Not having an adequate break may increase misbehavior. I had made plans for the summer for my children but they will miss out on part of their activities and trips.
- ◆ The children need more vacation time.
- ◆ The children tell me the breakfast and lunches are terrible. They get free breakfast and lunch, but I feed them breakfast at home.
- ◆ The day is too long.
- ◆ The decision made this year about not having ESY for the following school year at Frontier.
- ◆ The early morning 8:30 schedule this fine.
- ◆ The early start time. Homework-some teachers give it. The summer, I believe, should be more for enrichment.
- ◆ The fact that they are ending it! (2)
- ◆ The food. (2)
- ◆ The food-more variety.
- ◆ The funding being taken away from the school's budget and ending this program for Pinellas County.
- ◆ The hours. (3)

- ◆ The kids get tired and feel like all the other kids are home and they're not. They don't get a long enough break. It can deter them from learning.
- ◆ The kids have no vacation time-not fair! Too much stress on the kids and parents!
- ◆ The only thing I do not care for is Thursdays being an early release day.
- ◆ The only thing I don't like about the ESY program is that it starts thirty minutes earlier than the regular school year.
- ◆ The only thing is the long hours and the fact that I don't get to spend a full summer with him. But it is for hi best interest so I am for this.
- ◆ The other children in my neighborhood do not participate in the ESY Program.
- ◆ The program itself is just too long; if it were shortened the children would enjoy it a lot more.
- ◆ The school is far away from our house.
- ◆ The school is in for the summer and the other schools are out. My child cannot go anywhere for the summer.
- ◆ The school lunches; although they are free, they stink.
- ◆ The school will no longer be an ESY school and they have lost teachers and aides, which I think is wrong. There will be more children on the streets and they will be held back in school because they will not get the extra time and help they need.
- ◆ The school year ends so late.
- ◆ The sex education she has gotten on the bus.
- ◆ The time change.
- ◆ The time getting out of school at the end of the day 8-1.
- ◆ The time.
- ◆ The times the students are out compared to the other schools not on the ESY program.
- ◆ There are no school buses. Walk a long way to school in the hot summer and cold winter. My child and I don't approve. I have medical problems.
- ◆ There is not much about the program that I dislike.
- ◆ There is nothing I don't like about it so far, except the ending of the program.
- ◆ There is nothing I don't like about the program; it's excellent and everyone benefits from it.
- ◆ There is nothing my child dislikes about this program. My child states that this program is fun.
- ◆ There is nothing that I don't like, but I want to see that this program is going to make my child smarter than he was.
- ◆ There is nothing to dislike. The program needs to stay put!
- ◆ There isn't anything I don't like about the ESY program.
- ◆ They don't get much of the summer off to go on family vacations.
- ◆ They don't have a very long summer vacation and parents have to cut vacation time shorter.
- ◆ They don't have enough time over the summer to spend with their father.
- ◆ They had to go longer hours (8:30-3:00) when other schools in the area were going 9:00-2:40. I do not see my children as much.
- ◆ They have operation only four days.
- ◆ They have to go year round.
- ◆ They have to spend the summer at school.
- ◆ They keep moving their school.
- ◆ They want the whole summer off. They don't like doing homework.
- ◆ They're trying to change it.

- ◆ This disrupts my home time with my children. Some are in school and one of them is at home.
- ◆ This is my first experience with a year-round school and it is a creative idea. I've had children in private schools that are not as creative.
- ◆ Thursday half days and Fridays off during the summer.
- ◆ Time schedule should be starting at 9:00am. Too early for her to be getting up now.
- ◆ Timing.
- ◆ Too early start in the morning.
- ◆ Too many breaks.
- ◆ Too many costly field trips.
- ◆ Too much time in school.
- ◆ Vacation scheduling last year was different.
- ◆ Vacation times are not the same as other relatives that we may go with, but we make do.
- ◆ Walking in the heat. (2)
- ◆ We are unable to travel as we do every year.
- ◆ We are very pleased with the program and have no criticisms.
- ◆ We don't like the longer school day and it's hard to enjoy summer activities.
- ◆ We were unable to travel as we do every summer.
- ◆ When she's in school, I can't take her on vacation during that period.
- ◆ When the students come back home without any homework.
- ◆ When there are children of the same family attending different schools, it is difficult planning vacations.
- ◆ You can't plan on going on a vacation for a long period of time.
- ◆ You have to wait to see if the child passes or not when you already know. Why should we wait?

Question 12. How can the school improve what it is doing with the Extended School Year Program at your child/children's school?

- ◆ Add a creative writing class for kids who love to write short stories.
- ◆ Add another day.
- ◆ Add more activities. Offer it as a summer program for those interested.
- ◆ Add some interesting field trips to the program and the children will be more excited about it.
- ◆ Allow is to continue.
- ◆ Allow more suggestions from the students. More communication with parents-confirmation prior to first day attending, written instead of verbal instructions. Suggest kids bring snacks because lunches are not always filling. Allow water bottles.
- ◆ Allow the children at least one week of vacation that is an excused absence if the family has a planned week during the extended year.
- ◆ Allow the program to be optional.
- ◆ At least two days per week of after-school tutoring.
- ◆ Be more flexible. I feel that if the children have met the necessary benchmarks and passing grade at the end of the regular year, the parent should not have to be inconvenienced with the ESYP.

- ◆ Be more understanding with kids. Talk more. Be more aggressive on their lessons. Reward them and tell kids to smile every day, even on a hard day.
- ◆ Be sure that the problems my child was having during the school year [are being addressed during ESY].
- ◆ Behavior programs and more suspensions.
- ◆ Being able to keep it available.
- ◆ Being it back to Frontier!
- ◆ Better teachers!
- ◆ Bring it back! (3)
- ◆ Bus ride for students after school.
- ◆ By continuing a close relationship with the children.
- ◆ By keeping the ESY program!
- ◆ By keeping the program! Some of these kids have no where to go, and what better place to go than school?!
- ◆ By teaching them more.
- ◆ Cancel it.
- ◆ Change the week vacation to June.
- ◆ Continue a job well done. When I found out my child was going to attend a year round school, I was excited-even more that it was Frontier! The school is wonderful-I did volunteer work at Frontier a few years back.
- ◆ Continue FCAT practice.
- ◆ Continue it! (9)
- ◆ Continue it. But that's up to Jeb. It's sad to see this program go. Education=Our children's future!
- ◆ Continue the ESY program.
- ◆ Continue the extended year!
- ◆ Continue the program! (6)
- ◆ Continue the program. I was disappointed to hear that there is no extended year for 2003-04 school year.
- ◆ Continue to have ESY.
- ◆ Continue to have it all year.
- ◆ Continue to have it in the future.
- ◆ Continue to have it through next year and beyond!
- ◆ Continue to have it. (2)
- ◆ Continue to have the program!
- ◆ Continue to implement the program.
- ◆ Continue to provide the ESY program.
- ◆ Continue to provide the ESY to students at Frontier.
- ◆ Continue with the ESY program every year.
- ◆ Continue with the program. It's the best thing the school can offer the children to keep them safe and away from drugs, and more into their studies to better their futures.
- ◆ Continue.
- ◆ Cut out the ESY program.
- ◆ Decide whether it stays or goes.

- ◆ Discontinue it. Can't the teachers fit their curriculum into the same time frame as the regular schools? The only positive I see it might help low income families who work so they don't have to pay for babysitting.
- ◆ Do not take a ten day break at the end of May; just run it through and give kids a little bit more of a summer break.
- ◆ Do something nice for the 5th grade class when they complete the program.
- ◆ Do what they say is going to happen. Let the parents attend the banquet.
- ◆ Doing a fine job. Ask for more parent involvement.
- ◆ Doing a test on them, or maybe comparing them with other schools.
- ◆ Don't bring it back.
- ◆ Don't discontinue this program.
- ◆ Don't end it. Do whatever it takes to keep it going. It is good for the children.
- ◆ Don't have anything at this time.
- ◆ Don't have it because I don't agree with it.
- ◆ Don't stop the program and make it longer.
- ◆ Don't stop the program!
- ◆ During the extended period, there should be a variety of workshops for the kids.
- ◆ During the summer go shorter days, not longer.
- ◆ Encourage my child to go to school.
- ◆ Encourage the program to continue.
- ◆ Enhance reading programs at all grade levels. More extra curricular activities.
- ◆ ESY appears to function the same as the regular year, and I am happy with that.
- ◆ Even if the teacher gives homework that she says she explained, she should still send home books to help the parents help their children...some of us have been out of school a long time!
- ◆ Every school in Dade County should be year-round with more teachers. Also, more jobs for Dade County. Bus drivers that only work ten months -- it will be great for us to have more year-round schools in the community.
- ◆ Everything is going well so far.
- ◆ Everything it great.
- ◆ Extend it another 30 days.
- ◆ Extend it for the children who need it and not the entire school.
- ◆ Extend it further.
- ◆ Extend vacation breaks instead of having a half day on Thursday. I believe this makes it difficult for parents who work and have to pick their children up at 12:30.
- ◆ Extra help from parents.
- ◆ Faculty and staff are doing a great job! County and state need to find the funding to continue!
- ◆ Fewer days or hours during the extended month.
- ◆ Fewer kids in the class and more extra work and reading.
- ◆ Find the funding somehow to continue the program and help so many children retain their knowledge for longer periods of time.
- ◆ Find the funding to reinstate it!
- ◆ Focus more on learning. Give a fair amount of homework to back up the learning in the classroom. Or just end ESY altogether.

- ◆ Focus on areas where they need help, like reading.
- ◆ Frontier is doing a fantastic job! The principal, Mrs. Dennison is wonderful and her support and teaching staff that I have worked with are wonderful as well.
- ◆ Frontier is doing a great job at reaching students who need extra support. Through the extended school year, students receive more of the support they need.
- ◆ Fund it for next year.
- ◆ Get better lunches for the kids.
- ◆ Get better teachers.
- ◆ Get buses please. A lot of parents agree.
- ◆ Get children more involved in activities. Give them homework.
- ◆ Get rid of Governor Bush. Remain an ESY school.
- ◆ Get rid of that program.
- ◆ Get some dedicated teachers.
- ◆ Getting more children involved.
- ◆ Give homework and keep doing the ESY program every year.
- ◆ Give more vacation time in the summer so the children can spend time at home learning other important values of life. The ESY program might be good for some children, but I don't agree that it is good for all children.
- ◆ Give students some time off for summer vacation.
- ◆ Give teachers the incentive to participate in these programs (pay increase). Continue the program.
- ◆ Give the parents more information on it. I didn't even know it was extended until I asked why my daughter was in school and all her friends were already out of school.
- ◆ Give them another test right before the ESY is over.
- ◆ Give them snack and reward them for going to school longer.
- ◆ Go back to the regular school time. Let all the students be home at the same time, and all at school at the same time.
- ◆ Good question!
- ◆ Have a math class available.
- ◆ Have a variety of food.
- ◆ Have it again.
- ◆ Have more activities to participate in and more educated things to benefit kids in the future.
- ◆ Have more activities.
- ◆ Have more choices for classes.
- ◆ Have more educational classes. (2)
- ◆ Have more opportunities for the kids to go on outdoor field trips.
- ◆ Have other activities like arts and crafts, swimming, field trips, or gymnastics.
- ◆ Have shorter days, have more days off, and most important, stop the ESY program!
- ◆ Have the government get it back.
- ◆ Hire more teachers that have some clue as to what they are doing.
- ◆ I am glad that my children were a part of the program. I just wish that every child could have an opportunity to have a structure program for extended learning. It's just great.
- ◆ I am very pleased with the program at Frontier. I would like to see additional field trips in the summer.

- ◆ I believe that the children get a little antsy when others are out of school. Maybe if extended did away with spring break and got an extra week in the summer that would be better.
- ◆ I believe that this summer extended school year was nothing but positive for all concerned. The teachers are dedicated and the children attending will most likely learn more because of the dedication of the teachers. Thank you!
- ◆ I believe the school should stay in the ESY program. My granddaughter was so far behind this year, but with all the help she received, she will be going to the next grade.
- ◆ I can't think of anything that needs improving.
- ◆ I can't think of anything. I have had children at Frontier since it first opened. The program is wonderful. My son has been an honor student throughout middle school and I believe the extended year helped him. He has good study habits, loves to read, excels in math. He was also fortunate to have wonderful teachers!
- ◆ I do not think the agenda should change. I think homework and spelling tests should be grades counting towards report cards-this would make it more worthwhile.
- ◆ I don't know if it is possible. What are families with several children in different schools supposed to do? How can they possibly spend any time together as a family when everyone has such different time schedules?
- ◆ I don't know that it can do anything to improve my situation.
- ◆ I don't know, I am happy with the present schedule and program.
- ◆ I don't think it can be improved. If there was no improvement in three years, then there will be no improvement. My kids won't come back to Sulphur Springs if this continues next year.
- ◆ I don't think they need it.
- ◆ I don't think this school needs improvement. I love the school and all the members of the staff.
- ◆ I feel that kids who do well in school should get to go on vacation so that the teachers could focus more on kids who need the help.
- ◆ I feel they should continue the program.
- ◆ I hope ESY doesn't change.
- ◆ I hope the program stays. I think it's wonderful for children
- ◆ I like it!
- ◆ I like them having Fridays off.
- ◆ I think they are doing a good job.
- ◆ I think everything is fine the way it is. It's sad that it will no longer be offered after this year. I strongly believe the ESY program helps keep children's minds sharp.
- ◆ I think it should be for the kids who really need it.
- ◆ I think it works just fine the way it is. Our son went to Frontier for six years with the ESY program and has just completed his second year at Coachman Fundamental. He has been on the honor roll both years.
- ◆ I think it's fine as it is.
- ◆ I think it's wonderful; I'm satisfied.
- ◆ I think reading and talking about books should be increased. Work on obvious weaknesses. Check into enrichment material.
- ◆ I think Frontier is doing a great job!

- ◆ I think the ESY program is great. I hope Maximo can somehow keep the program for the 2003-04 school year. I think it'll be a big help for children going into middle school the following school year.
- ◆ I think the program is great. It is just that the hours that are a problem-too early to take the bus, I had to take them to school.
- ◆ I think the school is doing a great job thanks to the staff and teachers. I would appreciate if instead of homework, kids are asked to concentrate on some projects on a weekly basis, like starting a project on Monday and having it due the following Monday. This way, parents can help their kids during the weekend.
- ◆ I think the school is doing a great job. I can't think of anything to improve, just keep the school year round.
- ◆ I think they are doing a good job with the ESY program.
- ◆ I think they are fine how they are; I think they should keep they ESY program!
- ◆ I wish we had enough money in the budget to continue it next year.
- ◆ I would like to keep it.
- ◆ I would like to see it continue in the state of Florida. I am appalled at the lack of funding for education.
- ◆ I would like to see the children get uniforms for school. (2)
- ◆ I would not like to change anything; I want it to stay extended year so my kindergartener can have the same benefits as my oldest daughter.
- ◆ I would rather not have an ESY. I think it is unfair if all schools are not included.
- ◆ If possible, bring it back!
- ◆ If there are two schools next to each other, make both ESY participants, not just one.
- ◆ I'm not sure of what they are currently doing, thus I cannot contribute any ideas.
- ◆ I'm sorry we have to lose it! The children will be missing out on a lot. I figured if we have to live in the community and pay taxes in the community, all should be extended. It would really help the community in the long run.
- ◆ Improve the aftercare program by adding a set curriculum. Also, add a before care program for parents who work early. Add a few more out-of-classroom educational activities.
- ◆ In my opinion, don't change anything.
- ◆ Include swim lessons.
- ◆ Increase computer training.
- ◆ Instead of a five-day break in May, which is right after spring break, put those days at the end of the school year so that the kids can go to camp or swim lessons in the summer, which are important.
- ◆ Instead of increasing the number of school days through the summer, do away with shortened Thursdays. Many parents work and this would do away with much of their burden.
- ◆ It doesn't need to be improved, but I don't recommend it again for next year.
- ◆ It doesn't need to be improved. We need more schools like Charles R. Drew.
- ◆ It is somewhat disruptive to change the last month to an earlier start time. I have observed many students arriving late, which is disruptive to the other students. I would like to see the start time remain the same throughout the year.
- ◆ It seems to work well.
- ◆ It would give a child a chance to learn something more.
- ◆ It's already fine.

- ◆ It's A-Okay!
- ◆ It's fine.
- ◆ It's good.
- ◆ It's perfect! Please don't change!
- ◆ It's perfect, more schools should have the same benefits. Education can only build a person up! Failing third graders on one test or not allowing children who try their best at a regular diploma only builds bad self-esteem and negativity towards school.
- ◆ Just allow it to continue each year.
- ◆ Just continue the program as it has been!
- ◆ Just continue to do great things with the kids!
- ◆ Just help them with their work.
- ◆ Just keep it going!
- ◆ Just keep up the good work.
- ◆ Keep bringing speakers from different departments of Police Safety, Fire Department, etc. The information received by my child I know will help her far through the tough years ahead, and also she is opening her eyes without lecturing, in a more positive way.
- ◆ Keep doing a great job.
- ◆ Keep doing what they're doing.
- ◆ Keep doing what you are doing.
- ◆ Keep ESY and try to get other schools in the same program.
- ◆ Keep ESY.
- ◆ Keep him in school all year!
- ◆ Keep it going every year. It's a wonderful opportunity for my child. Thank you for offering it!
- ◆ Keep it going! (7)
- ◆ Keep it going, please!
- ◆ Keep it going. Children lose too much information during a long summer. With the ESY, when the children go back, they have not lost that much and teachers don't have to spend the first few weeks reviewing.
- ◆ Keep it next year.
- ◆ Keep it the same.
- ◆ Keep it! (9)
- ◆ Keep it! The state and government really need to rethink this and stop taking funding away from where it works!
- ◆ Keep parents informed about what they are doing with the kids, such as what they are teaching them.
- ◆ Keep regular start and end times as normal school.
- ◆ Keep the ESY Program and watch the children starve for more learning time.
- ◆ Keep the ESY program going.
- ◆ Keep the ESY program! That's they only improvement we need at this point.
- ◆ Keep the ESY program. (2)
- ◆ Keep the program going. (2)
- ◆ Keep the program.
- ◆ Keep this program going every year.
- ◆ Keep this program going.

- ◆ Keep up the good job-they are really great!
- ◆ Keep up the good work! (4)
- ◆ Keep up the good work. That's the only thing I can think of.
- ◆ Keep up the great job! Thank you for all your hard work. Thank you for caring about the future leaders!
- ◆ Kids should have more hands-on experience skills on activities such as field trips and more hands on projects.
- ◆ Learning had a lot of homework. I like the way they are teaching.
- ◆ Learning.
- ◆ Lengthen it by two weeks or so.
- ◆ Less focus on FCAT testing-go back to basic.
- ◆ Less homework for my children during the school year. Not having a half day during the week. Make the day a full day-it's not convenient for parents who drive children to and from school.
- ◆ Let the kids start school later during the extended days.
- ◆ Lower the class sizes-no more than 22 students. Bring back teacher aides. Bring back assignment notebook. Better communication between parents and teachers.
- ◆ Make all five days have the same hours.
- ◆ Make classroom sizes smaller.
- ◆ Make it a couple of hours longer a day. This child is making the comment that all classes are good, especially Mrs. Wright's.
- ◆ Make it a little shorter.
- ◆ Make it last longer.
- ◆ Make it longer! (2)
- ◆ Make it so the students don't have homework during the summer, or shorten the hours of each day.
- ◆ Make scheduling easier to deal with by creating a little more conformity, for instance, 45 days on, two weeks off, rather than scheduling random days off, half days, etc.
- ◆ Make sure other parents know about it.
- ◆ Make sure the kids do their work instead of playing around.
- ◆ Make sure to keep the kids involved with leaning and fun trips!
- ◆ Make the classes smaller, if possible.
- ◆ Make the school day longer instead of the school year.
- ◆ Make Thursday a full day during regular months.
- ◆ Makes parents more aware of activities. We might could offer some help.
- ◆ Math program.
- ◆ Monday-Friday, 8:30am-3:00pm. (2)
- ◆ More curricular activities.
- ◆ More field trips over the summer time or Friday Skate Day sponsored by school fundraisers.
- ◆ More materials sent home.
- ◆ More outside activities.
- ◆ More programs for the children dealing with social issues and peer pressure.
- ◆ More reading in the program.
- ◆ More structured schedule.
- ◆ More teachers and aides needed. Smaller class sizes would be good.

- ◆ More valuable field trips. I think both teachers and students dread going to school. I don't think I'd choose again to have my child go to an ESY program!
- ◆ My child's ESY program is excellent as is.
- ◆ My child's learning ability is better.
- ◆ My first grader should learn about the things in second grade. My other child is in 3rd grade, and I also think she should learn more of the things they learn in fourth grade.
- ◆ My son said that he wishes they could have more academic activities that could make the ESY program more meaningful. This year, his school is having a picnic to help ease the transition. That made my son want to have an ESY next year since his class doesn't have the money for these kinds of activities.
- ◆ Need patrolling walking home.
- ◆ No homework for the ESY.
- ◆ No improvement is needed. I would like the program to continue.
- ◆ No improvement needed.
- ◆ No improvements needed. I would sincerely appreciate continuation of the ESY program.
- ◆ No improvements-Frontier is a wonderful school.
- ◆ Not closing the program.
- ◆ Not much, I like year round school
- ◆ Not sure, maybe that you should be allowed to keep it in place.
- ◆ Not sure. Frontier is a wonderful school; the staff and teachers are to think for that! (2)
- ◆ Not to have it. (2)
- ◆ Nothing that I can think of.
- ◆ Nothing, I love the two weeks for vacation and back to school. Florida needs improvement in the school system and I believe this is a step in the right direction! I feel lucky my children are a part of the ESY.
- ◆ Nothing, it works out great.
- ◆ Nothing, keep it going.
- ◆ Nothing. (4)
- ◆ Nothing. They're doing a great job.
- ◆ Offer after school study hall.
- ◆ Offer ESY to all or other schools, to have more than one to choose so the children will be closer.
- ◆ Offer it again.
- ◆ Offer more variety and have ESY more often.
- ◆ Offer some other courses.
- ◆ One of the ways the school can improve is by having less students in a classroom and higher salary for the teachers and staff.
- ◆ Only make the kids who really need it stay for the extended year.
- ◆ Organize the vacations and early release with the regular program.
- ◆ Other than starting earlier and getting out in June, I don't think anything is wrong with the program.
- ◆ Our school is fantastic! The system they have to work with is sometimes a deterrent to the goals they were trying to reach together.
- ◆ Please continue the program at Frontier.

- ◆ Possibly offer a little more advanced curriculum for the cause of further educating our children.
- ◆ Provide after school tutors for math, reading, etc. Too many children fell through the cracks and should have passed the FCAT.
- ◆ Provide extended care so the working class can work around the same school hours.
- ◆ Provide more funds.
- ◆ Provide transportation for walkers because of the weather and the areas in which they have to walk.
- ◆ Reading programs.
- ◆ Receive continuous grants for more learning field trips and be able to keep the schools at extended levels.
- ◆ Remain a year-round school. It makes a difference in my children's academic progress and it offers a lasting education that's priceless.
- ◆ Retain it. The district plans to drop the program in the coming school year. Such a shame!
- ◆ Safety from other students.
- ◆ School can get out a little later, around 3:30.
- ◆ School should start at 9am instead of 8. Instead of Fridays off, kids should only have to go a half day for the remainder of the year, ending at 1pm.
- ◆ Short time extended school is good to improve reading and math.
- ◆ Shorten the day so that extended days are shorter than regular school year days.
- ◆ Shorten the length of time, maybe even the hours of the day.
- ◆ So far, they have done a great job.
- ◆ Some more intense learning.
- ◆ Somehow find the funding to continue it for all students.
- ◆ Start later in the morning.
- ◆ Stop.
- ◆ Stop ESY.
- ◆ Stop it completely.
- ◆ Take it as seriously as the rest of the year.
- ◆ Teach children their lessons and phonics, and stop failing third graders, making them eight and nine year old drop outs!
- ◆ Teach more during the year with programs like 15 minute crunch time. If not 15 minutes, 10 minutes.
- ◆ Teachers that are dedicated. Give them what is needed to give our children what is needed. Make education fun. Protect them from predators and allow parents to help make a change in the school board system.
- ◆ Teaching classes and not watching videos.
- ◆ Telling the Pinellas County school system that they children are suffering by taking the ESY program away from them.
- ◆ The bus system needs an overhaul.
- ◆ The children need a break from school!
- ◆ The county and state can continue to fund the ESY program.
- ◆ The ESY Program has no improvements that I can see/It is a wonderful program for the students, teachers, and community.

- ◆ The improvement that could be made is to allow the children to have a variety to choose from at lunch.
- ◆ The meals: if a child has to go to school all day, at least give them a decent lunch. No improvements needed in the curriculum.
- ◆ The program is fine the way it is but a computer program would be nice.
- ◆ The program is good. It does not need much improvement.
- ◆ The program needs to continue.
- ◆ The program works well.
- ◆ The school and staff are doing an excellent job with the program. We hope the program will become a permanent part of the school.
- ◆ The school can improve the program by keeping it up. I am sad in seeing it being discontinued. It has been a great program!
- ◆ The school can improve the teaching of math making it more fun with board games and other games.
- ◆ The school could implement the ESY again. It is good for the children, provides a healthy environment, and a good routine for the kids.
- ◆ The school could include more reading, writing, and math.
- ◆ The school is doing a good job in trying to incorporate fun activities with learning.
- ◆ The school is doing an outstanding job.
- ◆ The school needs more experienced teachers.
- ◆ The state can continue funding this program to benefit other children. I am extremely disappointed that funding is no longer supporting the ESY program.
- ◆ The time school starts and ends for the day.
- ◆ They add a little 30 minute program free of work but (goal) working on a project that's fun and out of the classroom help with social skills and dealing with peer pressure.
- ◆ They are doing a fine job, I could not have asked for a better school.
- ◆ They are ending the program, which we are VERY upset about.
- ◆ They can continue the program instead of doing away with it. It's a big mistake to cancel it.
- ◆ They can contribute their projects in their school.
- ◆ They need to continue with the year round program. Also, add more reading help since the FCAT is a state requirement and so many kids are at risk of failing.
- ◆ They need to make her do her work.
- ◆ They should just retain the people who are not passing, and stop holding up people's time who are passing. They could be hanging out with family members and friends.
- ◆ They're doing a good job.
- ◆ Things are going just fine.
- ◆ This is a wonderful school and does not need improvement.
- ◆ This is my child's first year in the ESY program so I cannot answer this at this time.
- ◆ To find a way to continue the program.
- ◆ To give the children homework to bring home to help them improve enough to go onto the next grade so they won't be held back.
- ◆ Too bad the extended year couldn't be a choice for teachers/parents that feel a student needs extra help to pass or catch up.
- ◆ Try to keep it going!
- ◆ Very good program and I can't think of how to improve it at this time.



- ◆ We haven't been there long enough to give suggestions at this time.
- ◆ When other children are involved and attending different schools it's difficult to plan vacations.
- ◆ When parents come to register, let them know and the choice be theirs.
- ◆ With the children and parents help, they can accomplish more goals.
- ◆ You all are doing one heck of a job!
- ◆ You can improve the program by making sure that the ESY program lasts.
- ◆ You can make it a regular schedule.
- ◆ You could keep it around for next year.
- ◆ You guys are doing great!

Community Open Ended Comments

Question 7. What are the best things about the Extended School Year Program at this school?

- ◆ Continues work ethic in students. Maintains learned skills with little to no loss of learned skills.
- ◆ Everything.
- ◆ Extra five weeks of academics which is so important at the elementary level.
- ◆ Gives children an opportunity to explore their learning and creativity as they progress.
- ◆ Helped my daughter with reading and math.
- ◆ Helping kids have a focus during summers. Extra time to learn!
- ◆ Helps kids.
- ◆ I believe it keeps the children on track with learning and they retain information for the next school year.
- ◆ It creates a learning experience during the summer, rather than 10 weeks of "other" activities and boredom.
- ◆ It decreases the stress on parents having to provide something for their kids throughout the summer, plus our community program couldn't possibly handle all of the kids.
- ◆ It gives the children in our community an opportunity to be introduced to things they otherwise wouldn't... violin lessons, crime scene investigation, etc. (South Sumter)
- ◆ It keeps children learning and at the same time it keeps them off the street and out of trouble.
- ◆ It occupies children over the summer. It prepares students for year-round duties as an adult.
- ◆ Kids off streets.
- ◆ Learning increase.
- ◆ More time for learning.
- ◆ One-on-one extra time.
- ◆ One-on-one time with my child.
- ◆ Seeing children excited about school in the summer. Benefiting from the extra time in school.
- ◆ Small class sizes.
- ◆ Smaller class sizes.
- ◆ Students continue the learning process so that less time is needed in the fall for review and re-acclimating to the school process.
- ◆ Teachers and small class sizes.
- ◆ Teachers teaching.
- ◆ The 30 extra days of instruction.
- ◆ The best thing about the extended school year is that the students are continuing to learn throughout the summer to prepare them for the next grade level.
- ◆ The children are learning more.
- ◆ The kids are in a safe learning environment.
- ◆ The kids are in school most of the time.
- ◆ The on-going educational opportunity for the children.
- ◆ The reading camp and extra instruction in math. I also feel the extended year allows for instruction in additional core courses such as English and science.

- ◆ The students get to enhance the skills they've learned during the school year and will hopefully use them to become more successful.
- ◆ The students learn all academic subjects without pressure of a pass/fail. They look forward to coming each year.
- ◆ The teachers are the best thing because they take the time for our kids.
- ◆ The variety of courses offered.
- ◆ The wide range of instruction.
- ◆ There are many students who are below grade level in a variety of subjects, so additional learning can only help.

Question 8. What are the things about the Extended School Year Program at this school that you do *not* like?

- ◆ At school.
- ◆ Can't think of anything.
- ◆ Children get too tired and it's very hot.
- ◆ Everything is wonderful.
- ◆ Everything! I do not feel it is working in my school because teachers are not supported by the principal. I have been yelled at for taking students who were fighting and hitting to the office (in front of the students). No support!! The students are wild in the summer! (teacher answer)
- ◆ Having school 5 days a week. How about 4 days a week or 4 days and then a half day on Friday?
- ◆ I do not like the fact that the state is not permitting the program to continue.
- ◆ I like everything about the ESY program. It is good for the kids and community.
- ◆ I like everything.
- ◆ I like it all.
- ◆ Longer school hours.
- ◆ Maybe a longer break between sessions.
- ◆ None.
- ◆ Not enough time.
- ◆ Nothing. (5)
- ◆ School ending every Thursday at 12:30 p.m. During the last 30 days, no school on Friday.
- ◆ Send the gifted students home.
- ◆ Should be all years.
- ◆ That kids can't participate in other summer programs, athletic camps, etc.
- ◆ The time; it should be 8:00-12:00.
- ◆ Time. Students need a break.
- ◆ Tradition of summer off.

Question 9. How can the school improve what it is doing with the Extended School Year Program at this school?

- ◆ Continue the program!
- ◆ Continue to offer!!!
- ◆ Continue with bringing in volunteers and supplementing the classrooms with other aids.
- ◆ Get rid of the break in May.
- ◆ Happy with the program at Maximo!
- ◆ Have more reading and smaller classes.
- ◆ Have the teachers and parents participate more.
- ◆ How about 4 days a week or 4 days and then a half day on Friday?
- ◆ I don't know.
- ◆ I'm not sure it could be improved. The kids enjoy what we have now.
- ◆ Inform parents of entire school year of academics and attendance is mandatory.
- ◆ Keep the turnover of teachers to a minimum.
- ◆ Maximo is doing an excellent job.
- ◆ Maybe four days per week instead of five.
- ◆ More field trips.
- ◆ More time.
- ◆ Network with the existing agencies and provide creative education experiences, i.e., swimming lessons, science center, aquarium, and the like.
- ◆ No improvement needed.
- ◆ Not have school on Fridays.
- ◆ Not the school...the state can continue the funding. I sincerely believe our students will suffer from the loss.
- ◆ Provide snacks.
- ◆ They can continue with their already successful and wonderful program.
- ◆ They're doing a great job!
- ◆ Unknown.
- ◆ Use a consistent schedule throughout the entire year.

Question 10. Other comments:

- ◆ Disappointed that the program will be cut for next year!
- ◆ Excellent program.
- ◆ Extended school year programs should be implemented at all schools and at all levels.
- ◆ Hate to lose the program due to lack of state funds.
- ◆ I think it is a good concept but it needs to be done with all the schools to be successful!
- ◆ It is better for a child if they are in an environment that promotes the growth of their minds. Extended school year is a better alternative than being at a grandparent's house or finding out about sex while the child's parent is working. All grades should be year round.
- ◆ It is hard to get 100% parent and student commitment when family, friends, etc. are out of school.



- ◆ It's been really good for the new incoming 6th grade students. It gives them the opportunity to learn their way around the new school.
- ◆ My grandchild has excelled in this ESY program.
- ◆ Other schools should follow the example and program implemented by Maximo. With today's dual parent or single parent working scenario, the benefits to the children and community are exceptional.
- ◆ The ESY program is very beneficial to students.
- ◆ The kids are learning a lot during the extended school year and making real good progress.
- ◆ Would like to see ESY continued for the children in our community.



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