

**Summer School Report – Grades 5-12**

- Grades 5-8
  - 10 students were served (including 2 unique situations)
  - 9 students paid the \$100 fee
  - 8 students completed 12 days of supervised work in English and Math skills
  - 1 student completed 16 days of supervised work in English and Math skills
  - 1 student is addressing unique needs in English and Math-progress was difficult to assess for this student due to limited participation.
  - Students averaged between 7 and 15 activities per day of attendance.
  - 7 Students were able to demonstrate mastery in the majority of their work.
  - 2 Students continue to struggle with core concepts and but showed improvement with guidance and support.
  - A report on individual student work was forwarded to the Middle School administrators.
- Grades 9-12
  - 30 students paid for course(s)
  - 4 students did not complete their coursework by the deadline
  - 22 students successfully earned 1 semester of credit
  - 3 students successfully earned 2 semesters of credit
  - 1 student successfully worked in a non-credit situation
  - 6 other students were served by the program
    - 4 were assigned to summer coursework due to medical or other unique situations preventing the completion of credits during the 2010-11 school year.
    - 2 were non-graduating seniors from the 2010-11 school year working to complete multiple courses to qualify for graduation
    - 2 students successfully earned 1 semester of credit but continue to work on other credit requirements.
    - 4 students have incomplete work.

Reflections on the process:

1. There should be referral forms completed by Middle School teachers or administrators and provided to summer school teachers indicating the reasons for the referral, identifying specific concerns and alerting summer school teachers to special needs such as IEP or RtI interventions that have been in place with the student. This would allow work with these students to be more efficient and productive.
2. When both Middle School and High School students were attending, it worked best to have two adults available in the lab to meet student needs. More high school students physically attended the lab than anticipated. Two students did not have internet access at home and required lab time. six high school students attended lab sessions regularly for the work environment. Four other students attended lab sessions as needed for individual help.
3. Communication via voice and text was critical for students who did not attend the lab sessions. A total of over 200 separate conversations were logged between the instructor and either students or parents - the equivalent of an average of 5.5 contacts per individual involved in the program.