



Greenville Public Schools

Summer School 2005: Data

***Greenville Middle School Summer School
2005 Report***

Data Analyzed and Compiled

By

Michael Walsh

August 2005



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GREENVILLE MIDDLE SCHOOL SUMMER SCHOOL MISSION STATEMENT

Greenville Summer School at the middle level will strive to encourage students to open their minds for learning, allow them the courage to question, and the confidence to behave respectfully. Our goal is to increase proficiency in academics, social skills, and work ethics.





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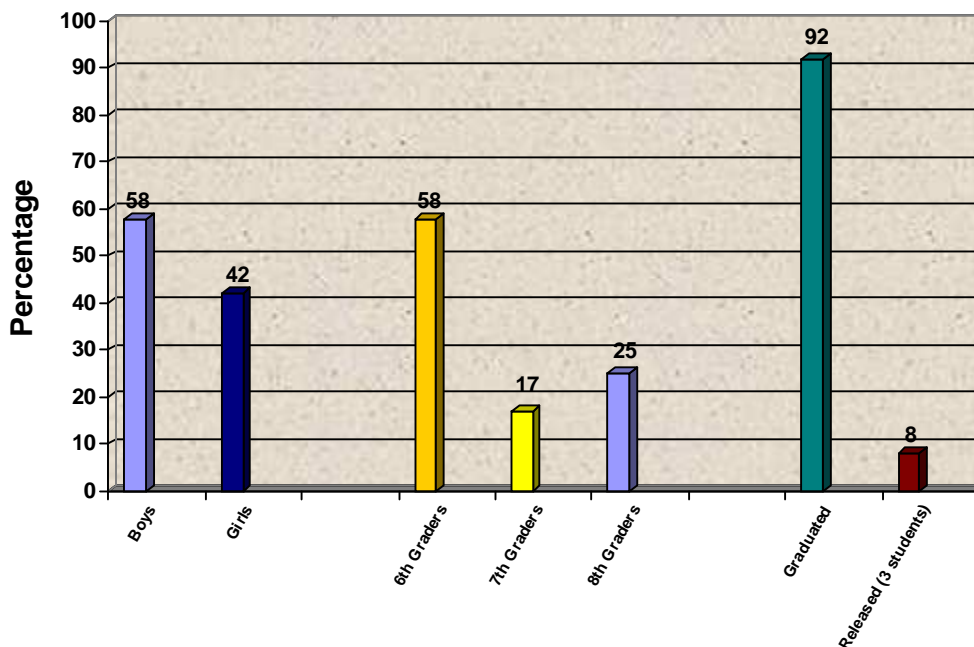
INTRODUCTION

There are two goals of the Greenville Public Schools Middle School Summer Program. The first goal is to labor on specific language arts and mathematics objectives to prove competency for promotion. The second goal is to attain mastery of specific concepts and benchmarks that an individual student did not master during the course of the regular school year.

The eight teams in the middle school initially identified 163 students as needing summer school services. At the end of the 2004-2005 school-year, 44 students had turned in signed permission slips. At the beginning of summer school, 5 students did not attend classes for a variety of reasons leaving 39 students in the program. Of the 39 remaining students, 36 completed all summer school requirements and graduated the program.

The data collected included attendance, mathematics benchmarks mastered, reading competency scores, writing competency scores, and reading level. Achievement measures used were the STAR Reading Assessment, AIMS reports, and district grade level competency assessments. All of these tools were used to assess each student's specific needs. Once the needs were identified, summer school staff developed individualized success plans to best fit each student.

DEMOGRAPHIC INFORMATION



NOTE: The above chart details our Summer School Demographics

- More boys than girls attended.
- Most students in attendance were 6th graders.
- Most students (92%), who attended summer school, graduated the program.

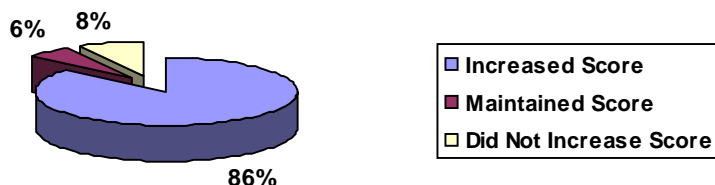


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STUDENT ACHIEVEMENT READING COMPREHENSION

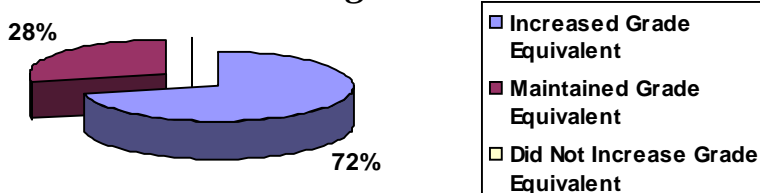
Reading Comprehension *District Assessment*



NOTE: This chart details achievement gains related to the district reading assessment.

- Most students increased their reading score on the district assessment.

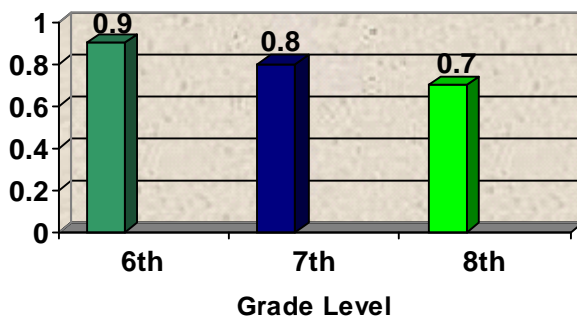
Reading Comprehension *STAR Reading Assessment*



NOTE: This chart details achievement gains related to grade equivalency on the STAR Reading Assessment.

- Most students increased their reading score on the STAR Reading Assessment.
- **100%** of students increased or maintained their grade equivalency.

Average Reading Level Gains



NOTE: This chart details achievement gains for each grade level.

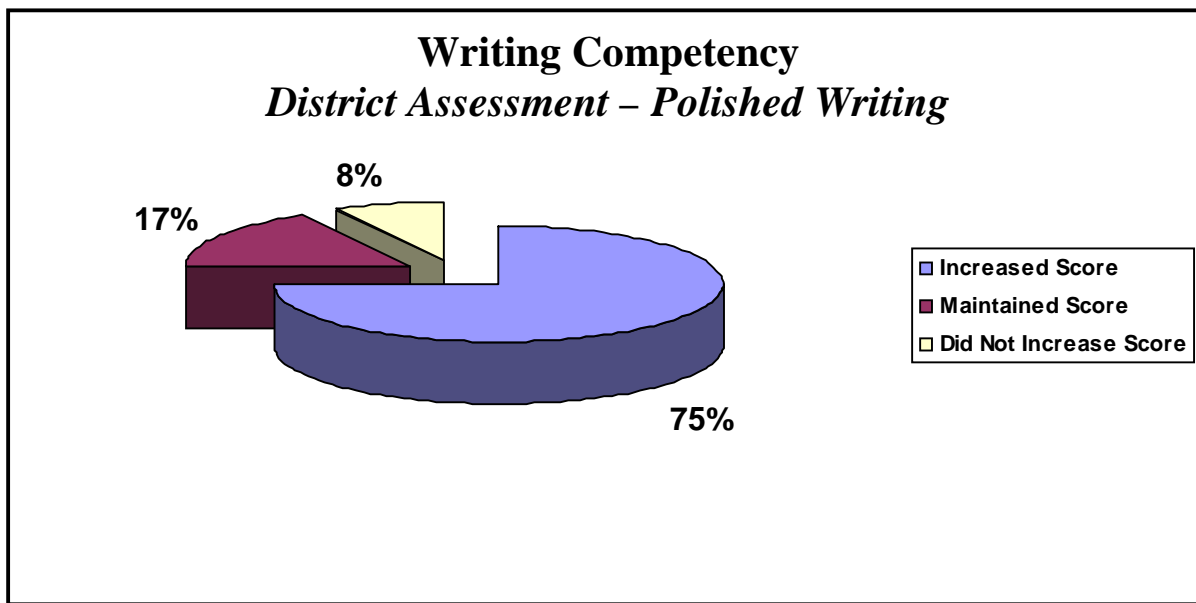
- All 3 grade levels made progress in reading comprehension.
- 6th grade students increased their reading level the most.



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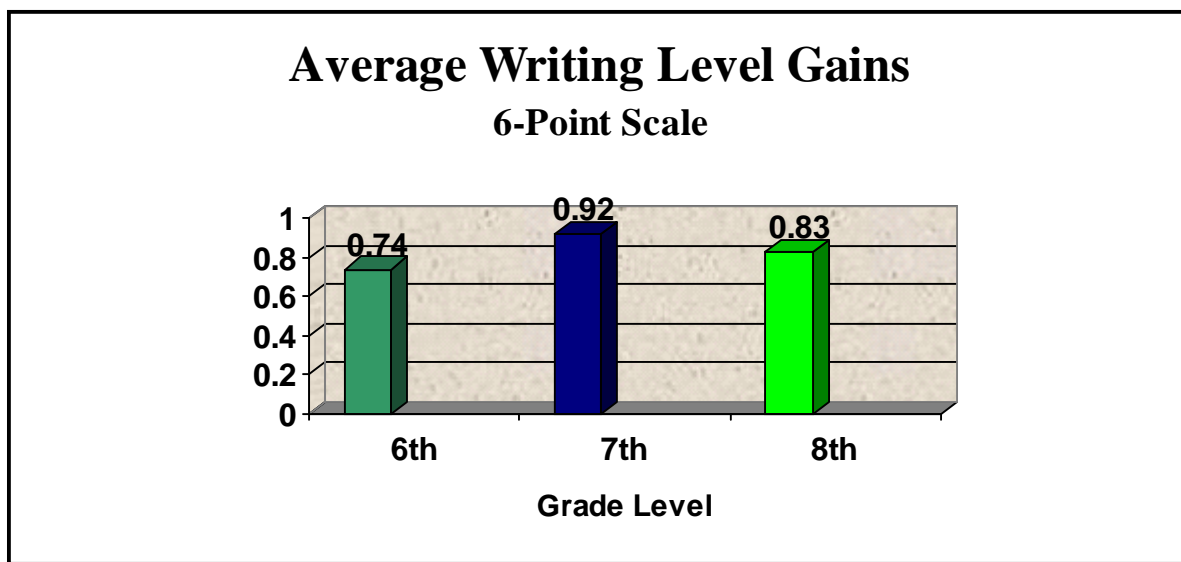
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STUDENT ACHIEVEMENT WRITING COMPETENCY



NOTE: The above chart details achievement gains related to the polished writing on the district writing assessment.

- Most students increased their polished writing score on the district assessment.
***Not shown, but 47% of students who increased their score did so by 1 point (or more) on a 6 point rubric.



NOTE: The above chart details achievement gains in the area of writing on the district writing assessment for each grade level.

- All 3 grade levels made progress in average writing score.
- 7th grade students increased their writing levels the most.



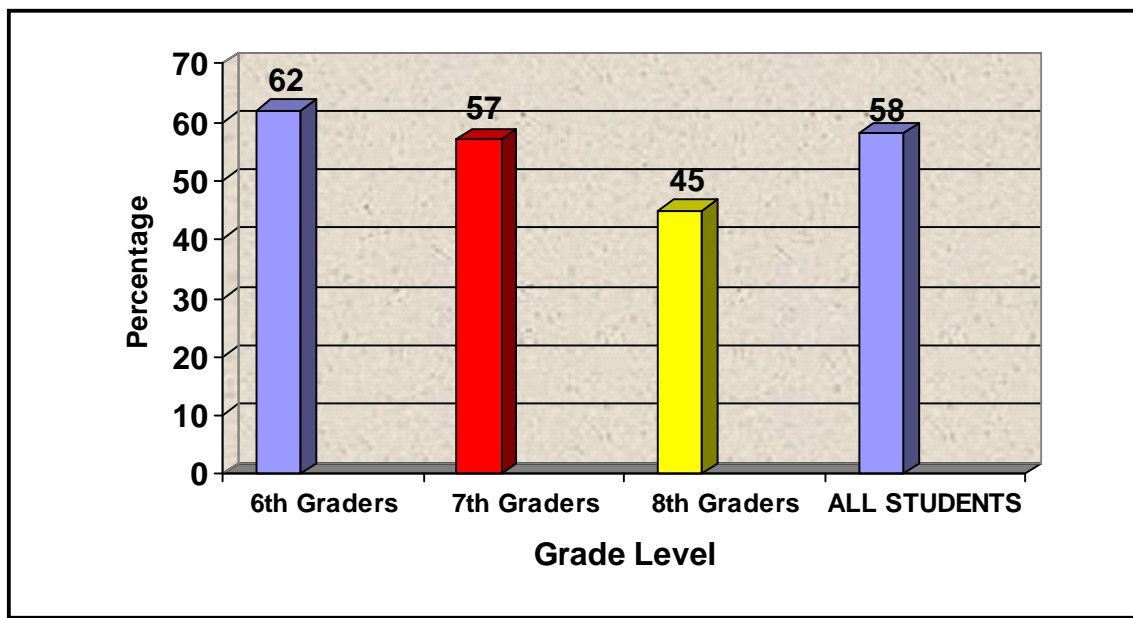
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STUDENT ACHIEVEMENT MATHEMATICS BENCHMARKS

Each student involved in the program had an individual plan created for them in respect to what they would be taught in language arts and mathematics. Since **100%** of students in the program increased their mathematics competency, achievement was measured by how many benchmarks a student mastered during the course of the program and the increase in basic math facts knowledge.

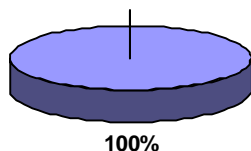
PERCENTAGE OF STUDENTS WHO MASTERED ALL BENCHMARKS ASSESSED



NOTE: The above chart details achievement gains related to the passing of ALL benchmarks assessed in summer school.

- **100%** of students mastered at least four or more benchmarks in summer school.
- Most students mastered ALL benchmarks assessed.
- 6th grade mastered the largest percentage of benchmarks in summer school.

Basic Math Fact Computation



- Increased Score
- Maintained Score
- Did Not Increase Score

NOTE: This chart details achievement gains related to basic math facts.

- ALL students made significant gains and increased their abilities to do basic math facts.



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STUDENT SURVEY RESULTS

(n=35)

On the last day of the program staff and students were given a survey that asked them multiple questions about summer school. The surveys were anonymous so staff and students could be as honest as possible to benefit future programming.

- When asked if summer school was a positive experience...
 - 94% of students said YES.
- When asked if summer school was worth the time and effort...
 - 94% of students said YES.
- When asked about the quality of the summer school staff...
 - 100% of students said they did an *ok* or *great* job.
- When asked about the class sizes of summer school...
 - 83% of students said class sizes were perfect.
- When asked if they felt language arts class was a positive experience...
 - 100% of students said YES.
- When asked if they felt math class was a positive experience...
 - 97% of students said YES.
- When asked if they know more about language arts and math since coming to summer school...
 - 97% of students said YES.
- When asked if they gained enough confidence in math to be successful next fall...
 - 97% of students said YES.
- When asked how summer school could be improved for next year...
 - 49% of students said it should start at a later time.
 - 14% of students said there should be a longer break time in between sessions.
- **When asked if their attitude toward school has changed since coming to summer school...**
 - **94% of students said YES.**



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STAFF SURVEY RESULTS

(n=9)

- When asked if summer school was a positive experience...
 - 100% of staff said YES.

- When asked if the MyAccess! web-based writing program was an important tool in increasing the quality of writing among students...
 - 100% of language arts staff said YES.

- When asked the one thing to keep the same for next year...
 - 56% of staff said the 3-strikes discipline policy.
 - 44% of staff said the starting and ending times.

- When asked to rate the quality of leadership on a scale of 1 to 10 (1=low, 10=high)...
 - 100% of staff rated summer school administration a full 10.



Greenville Middle School Summer School Staff (from left to right)
*Cheryl Visser, Anne Martin, Sandy Griswold, Kim Nestle, Michael Walsh (Administrator),
Rae Dewberry, Nancy Johnson, Lori Wilberding, and Lorri Bontrager.*



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CONCLUSIONS *DRAWN FROM THE DATA*

- Greenville Middle School Summer School exceeded the expectation/goal of simply mastering a few benchmarks.
- GMS Summer School students made progress in all areas assessed.
- Individualized curriculum greatly benefited all students who attended the program.
- Most students who attended GMS Summer School reflected a change in their attitude toward school.
- Almost all students felt that summer school was a positive experience worth their time and effort.
- ALL staff members felt summer school was a positive experience.
- **Greenville Middle School Summer School 2004 was a tremendous success!**

**FOR FURTHER INFORMATION ABOUT THE GREENVILLE MIDDLE SCHOOL
SUMMER SCHOOL PROGRAM, VISIT THE WEBSITE:**

www.geocities.com/gmssummerschool