

## Evaluation Report

# Summer Learning Programs, 2024

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## Executive Summary

Summer learning loss describes a process that occurs during summer vacation where students experience a loss of academic knowledge and skills ([Quinn & Polikoff, 2017](#)). The effects of such loss vary, but the outcome of this phenomenon is students “starting the academic year with achievement levels lower than where they were at the beginning of summer break” ([Quinn & Polikoff, 2017](#)). To address this problem, school districts implement summer learning opportunities for students. In addition to ameliorating summer learning loss, students and their families may choose a summer learning program to help accelerate learning, experience an enrichment program, address an area in which the student struggles, make-up for a previously failed course or take classes for credit that may not fit into the school year schedule.

In the summer of 2024, Prince George’s County Public Schools (PGCPS) offered these kinds of opportunities through various programs ([Prince George’s County Public Schools, 2024](#)). Many of these were open to the more than 130,000 students in PGCPS elementary, middle, and high schools, while others were available to students meeting certain criteria or attending certain schools. This report presents information about these programs, including their type, their targeted student populations, and their impact on student outcomes.

### *Description of the Summer School Programs*

Summer learning programs in PGCPS fall under one of five categories: 1) early childhood and elementary school programs; 2) middle school programs; 3) high school programs; 4) cross-level programs; and 5) school-based programs. The first three types target students in, respectively, grades K-5, 6-8, and 9-12, while cross-level programs include students in each of these grade level categories. School-based programs, as the name implies, describe summer learning programs unique to individual schools.

While the purposes varied, the SY2024 summer learning programs sought to achieve one or more of the following purposes with its student population:

- Remediate gaps in students’ knowledge and/or skills
- Offer extended learning experiences to students
- Provide opportunities for students to earn credits towards graduation for courses not previously taken (i.e., original credit)

➤ Provide additional opportunities to earn credits towards graduation for courses previously taken and failed (i.e., credit recovery).

Summer learning programs were delivered primarily in three ways. Most required students to report to a physical location, either a PGCPS site or an external partner's site (e.g., Prince George's Community College, etc.), while others were delivered virtually or through a hybrid model. In addition, program start, duration, and completion varied. Some programs, for example, ran for multiple weeks with various start dates beginning in early June, while others lasted only a week or just a few days.

In addition to academic support, each program offered Social-Emotional Learning (SEL) activities each day. The SEL supports provided by each program varied, but may have included an on-site mental health clinician, counselor sessions, team building, or daily brain breaks.

### *Implications for Reporting*

It is important to note that the summer school programs included in this report differ from one another in a variety of ways. The outcome data are discussed independently and include descriptions of the programs, demographic information on student participants, and changes in outcomes of interest.

It is also important to note that demographic information, such as gender and race and/or ethnicity, may not have been reported for all students. The Office of Research and Evaluation attempted to cross-reference any missing data with PGCPS enrollment files; however, this approach did not always resolve the issue. It is for this reason that the numbers of students in the demographic tables may not total to the number of students served by the program.

### *Contact Information*

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## I. EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS



### Content Area(s)

Science/Environmental Literacy

### Student Identification

#### Process

Open to all students rising to fourth through sixth grade in SY2025

#### Format

In-person at the William S. Schmidt Outdoor Education Center

### Social-Emotional Learning Activities

Team building on the low and high ropes courses. This occurred at least twice during the week.

### Results

Environmental Content

Knowledge Growth – 73.1%

Environmental Actions Growth – 0.2%

Attendance rate – 89.1%

## *Chesapeake Champions @ Camp Schmidt*

### Description

The William S. Schmidt Outdoor Education Center (a.k.a. Camp Schmidt) is set on 450 acres in Brandywine, MD. The Center offered a day program for students interested in spending time outdoors and engaging with nature. The camp included team building activities on the low and high ropes courses, environmental stewardship, eco-games, and arts & crafts. Most of the time was spent outdoors.

### Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student’s grade level, or elective.

### Goals

For students to develop a deeper appreciation and understanding of their environment and local ecosystems through a variety of hands-on activities that include habitat restoration, stream ecology, and woodland ecology.

### Details

- Number of sessions – 5
- Hours per session – 5.5
- Grades served – rising 4<sup>th</sup> – 6<sup>th</sup>
- Number of students served – 22

### Student characteristics

	# of Students	Percent of Total
Male	10	45.5%
Female	12	54.5%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	19	86.4%
Hispanic	2	9.1%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	1	4.5%
Special Education Students	0	0%
English Learners	1	4.5%
Free or Reduced-Price Meals	4	18.2%

## *Judy Center Early Learning Hub @ Bradbury Heights ES*



### Content Area(s)

Literacy  
Mathematics

### Student Identification

#### Process

Enrolled in PreK for SY2025 @  
Bradbury Heights ES

#### Format

In-person @ Bradbury Heights  
ES

#### Results

Literacy growth rate – 96.1%  
Math growth rate – 75%  
Attendance rate – 76.8%

### Description

Rising prekindergarten students who will attend Bradbury Heights Elementary School in SY2025 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program.

### Purpose

To expose rising prekindergarten students to the school environment. The program will focus on math, language and literacy as well as social emotional development.

### Goals

Using a pre- and post-assessment on literacy and math, students will show a 5% increase in literacy and math assessment.

### Details

- Number of sessions – 19
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 15

### Student characteristics

	# of Students	Percent of Total
Male	8	53.3%
Female	7	46.7%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	11	33.3%
Hispanic	3	6.7%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	1	0%
Special Education Students	0	0%
English Learners	0	0%
Free or Reduced-Price Meals	5	33.3%

## Judy Center Early Learning Hub @ Carmody Hills ES



### Content Area(s)

Literacy  
Mathematics

### Student Identification

#### Process

Enrolled in PreK for SY2025 @ Carmody Hills ES

#### Format

In-person @ Carmody Hills ES

#### Results

Literacy Growth Rate – 182.9%  
Math Growth rate – 50.0%  
Attendance rate – 76.3%

### Description

Rising prekindergarten students who will attend Carmody Hills Elementary School in SY2025 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program.

### Purpose

To expose rising prekindergarten students to the school environment. The program will focus on math, language and literacy as well as social emotional development.

### Goals

Using a pre- and post-assessment on literacy and math, students will show a 5% increase in literacy and math assessment.

### Details

- Number of sessions – 19
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 15

### Student characteristics

	# of Students	Percent of Total
Male	11	73.3%
Female	4	26.7%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	10	66.7%
Hispanic	5	33.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	12.5%
English Learners	0	0.0%
Free or Reduced-Price Meals	1	7.7%





**Content Area(s)**

Literacy  
Mathematics

**Student Identification**

**Process**

Enrolled in PreK for SY2025 @ Cool Spring ES

**Format**

In-person @ Cool Spring ES

**Results**

Literacy growth rate – 193.1%  
Math growth rate – 25.0%  
Attendance rate – 86.2%

**Description**

Rising prekindergarten students who will attend Cool Spring Elementary School in SY2025 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program.

**Purpose**

To expose rising prekindergarten students to the school environment. The program will focus on math, language and literacy as well as social emotional development.

**Goals**

Using a pre- and post-assessment on literacy and math, students will show a 5% increase in literacy and math assessment.

**Details**

- Number of sessions – 19
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 18

**Student characteristics**

	# of Students	Percent of Total
Male	13	76.5%
Female	4	23.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	0	5.6%
Hispanic	14	82.4%
Native Hawaiian or OPI	0	0.0%
White	3	16.7%
More than one race	0	0.0%
Special Education Students	NA	NA
English Learners	2	11.1%
Free or Reduced-Price Meals	2	11.1%



## *Judy Center Early Learning Hub @ Hillcrest Heights ES*

### Content Area(s)

Literacy  
Mathematics

### Student Identification

#### Process

Enrolled in PreK for SY2025 @ Hillcrest Heights ES

#### Format

In-person @ Hillcrest Heights ES

#### Results

Literacy growth rate – 62.2%  
Math growth rate – 22.3%  
Attendance rate – 61.5%

### Description

Rising prekindergarten students who will attend Hillcrest Heights Elementary School in SY2025 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program.

### Purpose

To expose rising prekindergarten students to the school environment. The program will focus on math, language and literacy as well as social emotional development.

### Goals

Using a pre- and post-assessment on literacy and math, students will show a 5% increase in literacy and math assessment.

### Details

- Number of sessions – 19
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 10

### Student characteristics

	# of Students	Percent of Total
Male	6	60.0%
Female	4	40.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	10	100.0%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	2	20.0%



## Judy Center Early Learning Hub @ Rosa Parks ES

### Content Area(s)

Literacy  
Mathematics

### Student Identification

#### Process

Enrolled in PreK for SY2025 @  
Rosa Parks ES

#### Format

In-person @ Rosa Parks ES

### Results

Literacy growth rate – 37.7%  
Math growth rate – 26.2%  
Attendance rate – 79.1%

### Description

Rising prekindergarten students who will attend Rosa Parks Elementary School in SY2025 are eligible to attend the Judy Hoyer Summer Program. Students must be registered for school in order to be eligible to attend this program.

### Purpose

To expose rising prekindergarten students to the school environment. The program will focus on math, language and literacy as well as social emotional development.

### Goals

Using a pre- and post-assessment on literacy and math, students will show a 5% increase in literacy and math assessment.

### Details

- Number of sessions – 19
- Hours per session – 6
- Grades served – rising Pre-K
- Number of students served – 15

### Student characteristics

	# of Students	Percent of Total
Male	11	73.3%
Female	4	26.7%
American Indian or Native Alaskan	1	6.7%
Asian	0	0.0%
Black or African American	2	13.3%
Hispanic	11	73.3%
Native Hawaiian or OPI	0	0.0%
White	1	6.7%
More than one race	0	0.0%
Special Education Students	3	20.0%
English Learners	0	0.0%
Free or Reduced-Price Meals	1	6.7%



## *S.T.A.M.P. Camp*

### Content Area(s)

STEM

### Student Identification Process

Schools were given the opportunity to choose 15 rising fifth graders with good attendance, good grades and overall good citizenship during the 2024 school year.

### Format

In-person@ five sites throughout the county

### Results

Attendance rate = 80.4%  
STAMP growth rate = 34.1%

### Description

Summer S.T.A.M.P. Camp (Science Technology Aerospace and Math Program) was designed for selected rising fifth graders. Using the Engineering and Design Process through science, technology, aerospace, and mathematics evidence-based activities and experiences, the program was designed to build interest, knowledge, and STEM skills using NASA's BEST Curriculum, coding, and creative arts. Learning was enhanced through field trips, guest speakers, movement and fitness, and fun Space "learning" Stations.

### Purpose

Connect students to unfamiliar career fields in STEM.

### Goals

Students' STEM-related skills and awareness will increase by 20% over the course of the program. The attendance rate will be 80% or higher.

### Details

- Number of sessions – 16
- Hours per session – 6
- Grades served – rising 5th
- Number of students served – 375

### Student characteristics

	# of Students	Percent of Total
Male	202	54.0%
Female	172	46.0%
American Indian or Native Alaskan	0	0.0%
Asian	10	2.7%
Black or African American	206	55.1%
Hispanic	149	39.8%
Native Hawaiian or OPI	1	0.3%
White	5	1.3%
More than one race	3	10.8%
Special Education Students	13	3.5%
English Learners	95	25.3%
Free or Reduced-Price Meals	283	75.5%

## II. MIDDLE SCHOOL PROGRAMS



### Content Area(s)

Mathematics and R/ELA  
ESOL

### Student Identification Process

Middle school students who are at risk of failure (failing grades for three or more quarters in Math or R/ELA).

### Format

Virtual

### Results

R/ELA growth rate = 90.3%  
Math growth rate = 60.1%

## *Middle School Intervention & Enrichment*

### Description

The Middle School Intervention and Enrichment (MSIE) Summer Virtual Learning Program offered students the opportunity to participate in a virtual experience designed to provide programming for 6th, 7th and 8th grade students focused on Reading/English Language Arts (R/ELA) and mathematics. Additionally, a social-emotional learning component supported the wellness of students participating in the program.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content; support for student mental health and well-being; English language instruction and/or language skills for students who are English Learners.

### Goals

Students attending the MS Acceleration program will improve their scores by 20% as measured by the pre-test and post-test assessment.

### Details

- Number of sessions – 22
- Hours per session – 4 hours
- Grades served – Rising 6<sup>th</sup> thru 8<sup>th</sup>
- Number of students served – 613

### Student characteristics

	# of Students	Percent of Total
Male	398	64.4%
Female	218	35.6%
American Indian or Native Alaskan	1	0.2%
Asian	2	0.3%
Black or African American	304	49.6%
Hispanic	275	44.9%
Native Hawaiian or OPI	0	0.0%
White	23	3.8%
More than one race	8	1.3%
Special Education Students	50	8.2%
English Learners	164	26.8%
Free or Reduced-Price Meals	483	78.8%



## *Block BOT Academy*

### Content Area(s)

STEM

### Student Identification Process

Rising 6<sup>th</sup> grade Title 1 students

### Format

In-person @ five sites throughout the district

### Results

Attendance Rate = 78.8%

STEM Growth Rate = 9.3%

### Description

The Block BOT Academy Summer enrichment program was designed to introduce rising 6<sup>th</sup> grade Title 1 students to STEM subject.

### Purpose

To provide Title 1 students with opportunities to explore STEM subjects and participate in enrichment activities.

### Goals

Participants will improve their scores by 20% as measured by the pre-test and post-test assessment. The attendance rate will be 75%.

### Details

- Number of sessions – 16
- Hours per session – 6 hours
- Grades served – Rising 6<sup>th</sup>
- Number of students served – 315

### Student characteristics

	# of Students	Percent of Total
Male	168	53.3%
Female	147	46.7%
American Indian or Native Alaskan	1	0.3%
Asian	8	2.5%
Black or African American	167	53.0%
Hispanic	132	41.9%
Native Hawaiian or OPI	1	0.3%
White	6	1.9%
More than one race	0	0.0%
Special Education Students	13	4.1%
English Learners	53	16.8%
Free or Reduced-Price Meals	243	77.1%

### III. HIGH SCHOOL PROGRAMS



#### Content Area(s)

High School Courses

#### Student Identification Process

All students enrolled in grades 9 through 12 were eligible to participate.

#### Format

Virtual or in-person at nine sites throughout the county

#### Results

# enrolled and Percent earning credit by subject area:

	# enrolled	%earning credit
ART	278	75.2
ELA	2,450	90.2
ESOL	471	93.2
MATH	2,734	92.3
PE-Health	1,060	92.6
Science/Tech	2,257	88.8
Social Studies	2,378	88.2
World Languages	864	94.7
Coll., Career & WorkExp	163	79.8

### *High School Summer Learning Program*

#### Description

The PGCPs High School Summer Learning Program offered students opportunities to earn original credits and/or recover failed credits towards fulfilling graduation requirements. Students completed courses in-person and/or online with daily instructional support provided by a PGCPs certified content teacher.

#### Purpose

Credit recovery for students who did not pass courses; Acceleration and scaffolding of upcoming content and prerequisite skills; Opportunities for advanced coursework.

#### Goals

Provide opportunities for high school students to earn course credits required for graduation.

#### Details

- Number of sessions – 4
  - Session 1 – 8 days
  - Session 2 – 10 days,
  - Session 3 – 10 days
  - Session 4 – 10 days
- Hours per session – 4
- Grades served – 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 7,668 enrolled in at least one course, including 4,987 enrolled in two or more

#### Student characteristics

	# of Students	Percent of Total
Male	4,002	52.2%
Female	3,666	47.8%
American Indian or Native Alaskan	22	0.3%
Asian	139	1.8%
Black or African American	3,857	50.3%
Hispanic	3,409	44.5%
Native Hawaiian or OPI	11	0.1%
White	173	2.3%
More than one race	57	0.7%
Special Education Students	743	9.7%
English Learners	1,863	24.3%
Free or Reduced-Price Meals	5,074	66.2%



## Aerospace Engineering & Aviation Technology

### Content Area(s)

Science, Mathematics,  
Technology, R/ELA

### Student Identification Process

Rising 9<sup>th</sup> and 10<sup>th</sup> grade students who have been accepted into the AEAT program

### Format

In-person @ DuVal HS

### External Partnerships

The University of Maryland  
College of Engineering.

### Results

Attendance rate = 75.8%

Science growth rate = 42.9%

Math growth rate = 90.3%

Engineering growth rate = 41.7%

R/ELA growth rate = 19.9%

### Description

The First Steps to Success Summer Bridge was for new students entering into the Aerospace Engineering and Aviation Technology (AEAT) Program in SY2025. Students participated in science, mathematics, technology, and study skills sessions. The program included hands-on activities and labs. Students worked together to complete a group project and made real-world science and engineering connections by attending a research institution.

### Purpose

Summer bridge or transition programs, for students who are transitioning between middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

Eighty percent of students will show growth from the pre- to post-test.

### Details

- Number of sessions – 12
- Hours per session – 6 hours
- Grades served – Rising 9<sup>th</sup> & 10<sup>th</sup>
- Number of students served – 53

### Student characteristics

	# of Students	Percent of Total
Male	35	56.5%
Female	27	43.5%
American Indian or Native Alaskan	0	0%
Asian	3	4.8%
Black or African American	38	61.3%
Hispanic	19	30.6%
Native Hawaiian or OPI	0	0%
White	2	3.2%
More than one race	0	0%
Special Education Students	0	0%
English Learners	4	6.0%
Free or Reduced-Price Meals	31	46.3%





## Cadet Officer's Leadership Program (JROTC)

### Content Area(s)

Leadership skills  
Personal health and wellness  
Physical training

### Student Identification Process

JROTC Instructor identified/  
approved participation.

### Format

Face-to-Face

### Social-Emotional Learning

#### Activities

Daily - Healthy lifestyles,  
Nutritional strategies and  
Physical Fitness tips

### Results

COLP workbook growth = 40.2%

### Description

The JROTC cadre and staff conducted a 4-day summer leadership program for those cadets assuming positions of greater responsibility within their units. Cadets are required to participate in team building exercises, obstacle courses, and other fitness activities. In the future it is expected that Cadets will experience the pressure of a military training environment; therefore, they must be mentally and physically ready for these challenges.

### Purpose

Selected JROTC Cadets will complete the Cadet Officers Leadership Program (COLP) prepared to assume positions of higher responsibility within their JROTC units.

### Goals

Cadets must achieve an 80% or higher on all assignments and practical exercises to graduate from the leadership program.

### Details

- Number of sessions – 4
- Hours per session – Overnight
- Grades served – 9 through 12
- Number of students served – 175

### Student characteristics

	# of Students	Percent of Total
Male	90	51.4%
Female	85	48.6%
American Indian or Native Alaskan	0	0.0%
Asian	13	7.4%
Black or African American	102	58.3%
Hispanic	54	30.9%
Native Hawaiian or OPI	0	0.0%
White	2	1.1%
More than one race	4	2.3%
Special Education Students	6	3.4%
English Learners	21	12.0%
Free or Reduced-Price Meals	102	58.3%



## Career Adventure Summer Camp

### Content Area(s)

Career Awareness

### Student Identification Process

Open to students receiving Special Education Services rising to 8<sup>th</sup> or ninth grade.

### Format

In-person @ Bowie HS

### Results

Career Awareness Growth Rate = 39.7%

Attendance rate = 100.0%

### Description

The Career Adventure Summer Camp provided rising eighth and ninth graders receiving Special Education services with experiences to introduce them to career planning and awareness.

### Purpose

To encourage students receiving Special Education Services to think about possible careers for themselves.

### Goals

Participants' Career Awareness skills will improve by at least 20%.

### Details

- Number of sessions – 4
- Hours per session 5
- Grades served – Rising 8<sup>th</sup> & 9<sup>th</sup>
- Number of students served – 8

### Student characteristics

	# of Students	Percent of Total
Male	2	25.0%
Female	6	75.0%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	8	100.0%
Hispanic	0	0%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	7	87.5%
English Learners	0	0%
Free or Reduced-Price Meals	3	37.5%



## *International Baccalaureate Summer Bridge*

### Content Area(s)

IB program orientation

### Student Identification Process

Students in Grades 9-12 entering the IB Diploma Programme.

### Format

In-person @ Frederick Douglass HS and Laurel HS

### Results

Attendance rate = 77.9%

### Description

The International Baccalaureate (IB) Bridge Program was an in-person learning experience for students in Grades 9-12 accepted into an IB program at Frederick Douglass and Laurel High Schools. Students were introduced to the mission of the IB Program, and discovered what is expected of IB students.

### Purpose

Summer bridge or transition programs, for students who are transitioning from middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

Develop an understanding of the IB Diploma Programme Assessment Tools and expectations for teaching and learning. Student Attendance rate will be at least 75%.

### Details

- Number of sessions – 7
- Hours per session – 7
- Grades served – Rising 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 114

### Student characteristics

	# of Students	Percent of Total
Male	44	38.6%
Female	70	61.4%
American Indian or Native Alaskan	1	0.9%
Asian	3	2.6%
Black or African American	97	85.1%
Hispanic	9	7.9%
Native Hawaiian or OPI	0	0.0%
White	2	1.8%
More than one race	2	1.8%
Special Education Students	1	0.9%
English Learners	1	0.9%
Free or Reduced-Price Meals	32	28.1%



## *P-TECH @ Frederick Douglass High School*

### Content Area(s)

R/ELA, Math, skills for program success

### Student Identification Process

Students accepted into the P-Tech program were contacted directly to participate.

### Format

In-person @ Frederick Douglass HS

### Social-Emotional Learning

#### Activities

Character education and study skills

### Results

Math Growth Rate= 8.8%  
R/ELA Growth Rate = 31.2%  
Attendance rate = 81.7%

### Description

The Pathways in Technology Early College High School (P-TECH) Summer Bridge program supported incoming P-Tech scholars at Frederick Douglass High School with the transition from middle to high school and provided academic enrichment. Students participated in science, math, technology, R/ELA, character education, and study skills sessions.

### Purpose

To support students in their simultaneous transition from middle school to high school and college by providing incoming P-TECH students (rising 9th graders) and current 10th graders with the academic, social and emotional resources essential for success in the program.

### Goals

Attendance rate of 80% or higher  
R/ELA growth 20% or higher  
Math growth 20% or higher

### Details

- Number of sessions – 8
- Hours per session – 6
- Grades served – Rising 9<sup>th</sup> and 10<sup>th</sup>
- Number of students served – 95

### Student characteristics

	# of Students	Percent of Total
Male	28	29.5%
Female	67	70.5%
American Indian or Native Alaskan	0	0%
Asian	1	1.1%
Black or African American	86	90.5%
Hispanic	6	6.3%
Native Hawaiian or OPI	0	0%
White	2	2.1%
More than one race	0	0%
Special Education Students	2	2.1%
English Learners	0	0%
Free or Reduced-Price Meals	22	23.2%



## Science & Technology Summer Bridge

### Content Area(s)

R/ELA, Science, Math and Technology

### Student Identification Process

Rising 9th and 10th grade students newly registered in the Science and Technology Program.

### Format

In-person @ Flowers, Roosevelt, and Oxon Hill High Schools

### Results

Attendance rate = 76.8%  
 R/ELA growth rate = 15.5%  
 Math growth rate = 50.8%  
 Science growth rate = 118%  
 Engineering growth rate = 69%  
 Computer growth rate = 117.6%

### Description

The First Steps to Success Summer Bridge - Science and Technology (S&T) was designed to assist incoming S&T students with the transition from middle school to high school. Students participated in science, mathematics, technology, and study skills sessions. The program included hands-on activities and labs. Students were able to make real-world science and engineering connections by attending a research institution.

### Purpose

For students transitioning from middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

By the conclusion of the summer bridge program, incoming Science and Technology program students attended counseling workshops to help with the social/emotional transition to high school, attended classes in math, technology, engineering, science, and R/ELA to address gaps, and participated in collaborative and team building activities to build leadership and teamwork skills.

### Details

- Number of sessions – 12
- Hours per session – 6
- Grades served – rising 9<sup>th</sup> and 10<sup>th</sup> graders
- Number of students served – 511

### Student characteristics

	# of Students	Percent of Total
Male	219	46.4%
Female	253	53.6%
American Indian or Native Alaskan	0	0%
Asian	47	10.0%
Black or African American	303	64.2%
Hispanic	69	14.6%
Native Hawaiian or OPI	0	0%
White	43	9.1%
More than one race	10	2.1%
Special Education Students	4	0.8%
English Learners	5	1.0%
Free or Reduced-Price Meals	191	37.4%



## TalentReady Summer Bridge

### Content Area(s)

IT Awareness

### Student Identification Process

Rising 9<sup>th</sup>-grade students who have been accepted into the Talent Ready program @ Largo High School.

### Format

Virtual

### Results

Attendance rate = 93.6%

IT Awareness growth rate = 92%

### Description

TalentReady Summer Bridge program was specific to the student cohort selected through the application process. Students gained basic knowledge of the four pathways in the program, took their first introductory Prince George’s Community College (PGCC) course, and interacted with our program partners.

### Purpose

For students transitioning from middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

To introduce students to the four pathways of the program: Cybersecurity, Networking, Programming, and Database Management. The students were expected to have a wide knowledge of the four pathways and familiarity of their PGCC course by the end of the 4-day program.

### Details

- Number of sessions – 4
- Hours per session – 5
- Grades served – rising 9<sup>th</sup> and 10<sup>th</sup>
- Number of students served –22

### Student characteristics

	# of Students	Percent of Total
Male	17	77.3%
Female	5	22.7%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	19	86.4%
Hispanic	2	9.5%
Native Hawaiian or OPI	0	0%
White	1	4.5%
More than one race	0	0%
Special Education Students	2	9.1%
English Learners	1	4.5%
Free or Reduced-Price Meals	8	36.4%

## IV. CROSS-LEVEL PROGRAMS



### Content Area(s)

Career awareness in the healthcare field

### Student Identification Process

Open to rising 8<sup>th</sup> thru 10<sup>th</sup> grade students interested in learning about healthcare careers

### Format

In-person @ Prince George's Community College

### External Partnerships

Prince George's Community College

### Results

Attendance rate = 96.3%

## *Healthcare Careers and College Summer Exploration Program*

### Description

The Healthcare Careers and College Summer Exploration Camp provided rising eighth through tenth graders with the opportunity to gain information about various careers in healthcare.

### Purpose

To introduce students to healthcare careers and the education programs needed to pursue those careers.

### Goals

Participants' attendance rate will be at least 80%.

### Details

- Number of sessions – 5
- Hours per session – 6
- Grades served – Rising 8<sup>th</sup> thru 10<sup>th</sup>
- Number of students served – 27

### Student characteristics

	# of Students	Percent of Total
Male	6	23.1%
Female	20	76.9%
American Indian or Native Alaskan	0	0%
Asian	2	7.7%
Black or African American	21	80.8%
Hispanic	2	7.7%
Native Hawaiian or OPI	0	0%
White	1	3.8%
More than one race	0	0%
Special Education Students	2	7.4%
English Learners	1	3.7%
Free or Reduced-Price Meals	14	51.9%



## Special Education Extended School Year

### Content Area(s)

Custom course of study

### Student Identification Process

Students with current IEPs who were determined eligible by IEP Teams during the Annual Review process. This determination is made by the team and includes parent(s)/guardian(s)

### Format

Virtual and in-person@ various sites throughout the county

### Social-Emotional Learning Activities

Instruction was based on IEP goals. Those students with social/behavioral IEP goals received targeted instruction in social/emotional learning.

### Results

Average Weekly Attendance rate = 50.7%

### Description

This program was an individualized extension of specific services beyond the regular school year. It was customized for each student to meet specific goals included in the student's Individualized Education Program (IEP).

### Purpose

To provide individualized specially designed instruction that is an extension of specific special education goals and related services beyond the regular school year for those students determined eligible through the IEP process.

### Goals

Provide individualized extension of specific special education goals and related services beyond the regular school year. It was designed to meet specific goals and objectives as identified in the student's Individualized Education Program (IEP).

### Details

- Number of sessions – Individual student determined
- Hours per session –1 to 7, IEP determined
- Grades served – Pre-K through 12
- Number of students served – 4,193

### Student characteristics

	# of Students	Percent of Total
Male	2,919	69.6%
Female	1,274	30.4%
American Indian or Native Alaskan	21	0.5%
Asian	95	2.3%
Black or African American	2,699	64.4%
Hispanic	1,184	28.2%
Native Hawaiian or OPI	7	0.2%
White	127	3.0%
More than one race	60	1.4%
Special Education Students	4,193	100.0%
English Learners	623	14.8%
Free or Reduced-Price Meals	2,850	67.9%



## V. SCHOOL-BASED PROGRAMS



### Content Area(s)

Middle School to High School transition

### Student Identification Process

Rising 9<sup>th</sup> graders who have been accepted into AHS

### Format

In-person at Academy of Health Sciences @ PGCC

### Results

Attendance rate = 99.6%  
Transition skills growth = 29.6%

## *Academy of Health Sciences Summer Bridge*

### Description

The Summer Bridge program at the Academy of Health Sciences (AHS) @ Prince George's Community College was for incoming Year 1 students who had been accepted and registered at AHS in either the Health Sciences or Teacher Preparation Pathways. The Academy of Health Sciences' Summer Bridge program prepared students for the transition from middle school to college.

### Purpose

Summer bridge or transition programs, for students who are transitioning between middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

Participants' knowledge of transition skills will improve by at least 20%. The average attendance rate of participants will be 80% or higher

### Details

- Number of sessions – 12
- Hours per session – 6
- Grades served – Rising 9<sup>th</sup>
- Number of students served – 150

### Student characteristics

	# of Students	Percent of Total
Male	40	26.8%
Female	109	73.2%
American Indian or Native Alaskan	0	0%
Asian	14	9.3%
Black or African American	97	65.1%
Hispanic	30	20.1%
Native Hawaiian or OPI	0	0%
White	5	3.3%
More than one race	3	2.0%
Special Education Students	4	2.7%
English Learners	2	1.3%
Free or Reduced-Price Meals	65	43.3%



## Beacon Heights PUSH Program

### Content Area(s)

Math & R/ELA

### Student Identification Process

Students who are below grade level academic targets

### Format

In-person @ Beacon Heights ES

### Results

Attendance rate = 80.4%

Math growth rate = 44.1%

R/ELA growth rate = 58.7%

### Description

Rising second to fifth grade students received interventions in Math and R/ELA to support learning recovery for children currently enrolled at Beacon Heights ES. Students received face to face small group instruction in areas of need.

### Purpose

For remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content, English language instruction and/or language skills for students who are English Learners.

### Goals

Students will improve their performance in R/ELA and Math by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 11
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 14

### Student characteristics

	# of Students	Percent of Total
Male	10	71.4%
Female	4	28.6%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	2	14.3%
Hispanic	12	85.7%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	9	64.3%
English Learners	11	78.6%
Free or Reduced-Price Meals	12	85.6%



## Buck Lodge Middle School Summer Adventures

### Content Area(s)

R/ELA & Math

### Student Identification Process

Open to rising 6<sup>th</sup> grade students coming from Cool Spring ES and rising 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in Buck Lodge MS based on Reading Inventory and Benchmark data.

### Format

In-person @ Buck Lodge MS

### Results

Attendance rate = 62.7%

Math growth rate = 126.9%

R/ELA = 19.0%

### Description

Students engaged in various reading, math and writing activities. The program was for rising, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Buck Lodge students. Students were selected based on their Reading Inventory and Benchmarks data. All students who applied to the program were accepted. Students were identified and grouped according to their data.

### Purpose

Enrichment or teaching of skills or content that was not part of the required content, advanced beyond a student's grade level, or elective.

### Goals

Participants will improve their R/ELA and Math scores by 20%. The attendance rate will be 80%.

### Details

- Number of sessions – 16
- Hours per session – 3
- Grades served – Rising 6<sup>th</sup> thru 8<sup>th</sup>
- Number of students served – 36

### Student characteristics

	# of Students	Percent of Total
Male	23	63.9%
Female	13	36.1%
American Indian or Native Alaskan	1	2.8%
Asian	3	8.3%
Black or African American	12	33.3%
Hispanic	18	50.0%
Native Hawaiian or OPI	0	0%
White	1	2.1%
More than one race	1	2.1%
Special Education Students	4	8.3%
English Learners	13	27.1%
Free or Reduced-Price Meals	30	62.5%



## Carole Highlands Summer Academy

### Content Area(s)

R/ELA, Math

### Student Identification Process

Rising 2<sup>nd</sup> and 3<sup>rd</sup> grade students were invited to participate based on academic need.

### Format

In-person @ Carole Highlands ES

### Results

Attendance rate = 92.5%

R/ELA growth rate = 72.9%

Math growth rate = 194.1%

### Description

The Carole Highlands Summer Academy was designed to help students rising to the second and third grade in SY2025 to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Participants will improve their R/ELA and Math scores by 20%. The attendance rate will be 80%.

### Details

- Number of sessions – 12
- Hours per session – 4
- Grades served – rising 2<sup>nd</sup> and 3<sup>rd</sup>
- Number of students served – 20

### Student characteristics

	# of Students	Percent of Total
Male	9	45.0%
Female	11	55.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	1	5.0%
Hispanic	17	85.0%
Native Hawaiian or OPI	0	0.0%
White	2	10.0%
More than one race	0	0.0%
Special Education Students	2	10.0%
English Learners	18	90.0%
Free or Reduced-Price Meals	14	70.0%



## Carrollton Elementary School ELO

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students who were identified as performing two or more grade levels below target.

### Format

In-person @Carrollton ES

### Results

R/ELA growth rate = 30.7%

Math growth rate = 38.6%

Attendance rate = 85.3%

### Description

Carrollton’s Summer ELO program provided support for rising first through fifth grade students. They engaged in interventions for R/ELA and mathematics in a virtual learning platform to build their academic skills.

### Purpose

For remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content, R/ELA language instruction and/or language skills for students who are English Learners.

### Goals

Students will improve their performance in R/ELA and Math by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 12
- Hours per session – 3.5
- Grades served – Rising 1st thru 3rd
- Number of students served – 36

### Student characteristics

	# of Students	Percent of Total
Male	23	63.9%
Female	13	36.1%
American Indian or Native Alaskan	1	2.8%
Asian	0	0.0%
Black or African American	6	16.7%
Hispanic	24	66.7%
Native Hawaiian or OPI	0	0.0%
White	5	13.9%
More than one race	0	0.0%
Special Education Students	1	2.8%
English Learners	23	63.9%
Free or Reduced-Price Meals	26	72.2%



## Charles Carroll Middle School

### Content Area(s)

R/ELA, Transition SEL, Math

### Student Identification Process

Self-selected new and incoming sixth and seventh graders of Charles Carroll Middle School for SY2025. For the Enrichment Program- Current Charles Carroll Middle School rising seventh and eighth graders who will attend for SY2025. Selection was first-come, first-served.

### Format

In-person @ Charles Carroll Middle School

### Results

Attendance rate = 63.7%

R/ELA growth rate = 17.9%

Math growth rate = 212.3%

### Description

Charles Carroll Middle School's Transition and Enrichment Program was designed to be a transition program for incoming sixth and seventh graders transitioning to Charles Carroll in the fall of 2024 and an enrichment program for our current rising 7th and 8th graders. All students benefited from learning opportunities in R/ELA and Math.

### Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective. Summer bridge or transition programs, for students who are transitioning from elementary to middle school, focus on academic and behavioral skills, etc.

### Goals

Provide math and R/ELA enrichment to help bridge the gap in learning between grade levels. The program will also focus on transitioning from elementary to middle school.

### Details

- Number of sessions – 14
- Hours per session – 4
- Grades served – rising 6<sup>th</sup> through 8<sup>th</sup>
- Number of students served – 52

### Student characteristics

	# of Students	Percent of Total
Male	30	60.0%
Female	20	40.0%
American Indian or Native Alaskan	0	0.0%
Asian	1	2.0%
Black or African American	18	36.0%
Hispanic	29	58.0%
Native Hawaiian or OPI	0	0.0%
White	1	2.0%
More than one race	1	2.0%
Special Education Students	7	13.5%
English Learners	17	32.7%
Free or Reduced-Price Meals	36	69.2%



## *Deerfield Run ES Summer Scholars Program*

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students enrolled in Deerfield Run ES rising to grades first through fifth in SY2025.

### Format

In-person @ Deerfield Run ES

### Results

Attendance rate = 83.0%

R/ELA growth rate = 31.5%

Math growth rate = 99.4%

### Description

The Deerfield Run ES Summer Scholars Program was designed to help students rising to grades first through fifth to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – 16
- Hours per session – 4
- Grades served – rising 1<sup>st</sup> through 5<sup>th</sup>
- Number of students served – 58

### Student characteristics

	# of Students	Percent of Total
Male	32	55.2%
Female	26	44.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	23	39.7%
Hispanic	32	55.2%
Native Hawaiian or OPI	0	0.0%
White	3	5.2%
More than one race	0	0.0%
Special Education Students	17	29.3%
English Learners	39	67.2%
Free or Reduced-Price Meals	43	74.1%



## *Dora Kennedy French Immersion Academy*

### Content Area(s)

Math

French Language Arts

### Student Identification Process

The program was open to all DKFI students who wished to attend.

### Format

In-person @ Dora Kennedy  
French Immersion

### Results

Attendance rate = 92.7%

French growth rate = 172.3%

Math growth rate = 144.7%

### Description

The Dora Kennedy French Immersion Summer Camp was designed to help students in grades kindergarten to six improve their academic foundations in Math, and French language arts.

### Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective. Support for student mental health and well-being.

### Goals

Math and French language arts performance will improve by at least 20%; Attendance rate will be at least 80%

### Details

- Number of sessions – 11
- Hours per session – 7
- Grades served – K through 5
- Number of students served – 65

### Student characteristics

	# of Students	Percent of Total
Male	31	49.2%
Female	32	50.8%
American Indian or Native Alaskan	0	0%
Asian	3	4.8%
Black or African American	40	63.5%
Hispanic	3	4.8%
Native Hawaiian or OPI	0	0%
White	16	25.4%
More than one race	1	1.6%
Special Education Students	3	4.6%
English Learners	0	0%
Free or Reduced-Price Meals	6	9.2%





## *Drew-Freeman Middle School*

### Content Area(s)

Math, Science and R/ELA

### Student Identification Process

Any rising 6<sup>th</sup> thru eighth student enrolled in Drew-Freeman MS wishing to participate

### Format

In-person @ Drew-Freeman MS

### Results

Math Growth Rate = 118.5%  
 Science Growth Rate = 187.6%  
 R/ELA Growth = 30.0%  
 Attendance rate = 70.8%

### Description

Drew-Freeman Middle School's Summer Program was designed to be a transition program for new students transitioning to Drew-Freeman in the fall of 2024. It also provided enrichment content for the current rising 7th and 8th graders. All students participated in learning opportunities in Math, Science and R/ELA.

### Purpose

To assist students with the transition from elementary to middle school with a focus on academic and behavioral skills, etc. Additionally, to provide struggling students with opportunities to strengthen their skills in Math, Science and R/ELA.

### Goals

Provide math, science and R/ELA enrichment to help bridge the gap in learning between grade levels. The program will also focus on transitioning from elementary to middle school.

### Details

- Number of sessions – 16
- Hours per session – 5
- Grades served – Rising 6<sup>th</sup> through 8th
- Number of students served – 19

### Student characteristics

	# of Students	Percent of Total
Male	12	63.2%
Female	7	36.8%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	17	89.5%
Hispanic	2	10.5%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	7	36.8%
English Learners	2	10.5%
Free or Reduced-Price Meals	10	52.6%



## Dwight D. Eisenhower Middle School

### Content Area(s)

R/ELA and Math

### Student Identification Process

Open to students enrolled in Dwight D. Eisenhower MS in SY2025

### Format

In-person @ Dwight D. Eisenhower MS

### Results

Math Growth Rate = 147.2%  
 R/ELA Growth = 41.0%  
 Attendance rate = 71.6%

### Description

The Dwight D. Eisenhower Summer Program aimed to help students catch up on R/ELA and Math if they are behind, and to move ahead if it is their and their parents wish.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content. Academic acceleration for those wishing to get a head start on the coming school year. Also to help students gain skills that will help them be successful in high school.

### Goals

Math and R/ELA performance will improve by at least 20%;  
 Attendance rate will be at least 80%

### Details

- Number of sessions – 11
- Hours per session – 4
- Grades served – Rising 7<sup>th</sup> and 8<sup>th</sup>
- Number of students served – 21

### Student characteristics

	# of Students	Percent of Total
Male	13	61.9%
Female	8	38.1%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	13	61.9%
Hispanic	7	33.3%
Native Hawaiian or OPI	0	0%
White	1	4.8%
More than one race	0	0%
Special Education Students	18	85.7%
English Learners	6	28.6%
Free or Reduced-Price Meals	18	85.7%



## EXCELLENCE Summer Academy

### Content Area(s)

R/ELA and Math

### Student Identification Process

Low-performing students rising to grades two through six in SY2025 enrolled in EXCEL Academy PCS.

### Format

In-person @ Bonnie F. Johns Educational Media Center

### Results

Math Growth Rate = 52.8%  
R/ELA Growth = 53.1%  
Attendance rate = 63.4%

### Description

The EXCELLENCE Summer Academy Program was designed to help students enrolled in the EXCEL Academy PCS rising to grades second through sixth to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 6<sup>th</sup>
- Number of students served – 13

### Student characteristics

	# of Students	Percent of Total
Male	4	30.8%
Female	9	69.2%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	100.0%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	3	23.1%
English Learners	0	0.0%
Free or Reduced-Price Meals	7	53.8%



## Fairmont Heights HS Hornets Summer Bridge Academy

### Content Area(s)

Math

### Student Identification Process

Open to rising 9<sup>th</sup> graders students enrolled in Fairmont Heights HS in SY2025

### Format

In-person @ Fairmont Heights HS

### Results

Math Growth Rate = 57.4%  
Attendance rate = 79.1%

### Description

The Fairmont Heights HS Hornets Summer Bridge Academy was designed to help rising ninth grade students transitioning to Fairmont Heights HS improve their math skills to better prepare them to be successful in high school math.

### Purpose

Summer bridge or transition programs, for students who are transitioning between middle to high school to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

Math performance will improve by at least 20%; Attendance rate will be at least 80%

### Details

- Number of sessions – 7
- Hours per session – 5
- Grades served – Rising 9<sup>th</sup>
- Number of students served – 39

### Student characteristics

	# of Students	Percent of Total
Male	18	46.2%
Female	21	53.8%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	26	66.7%
Hispanic	13	33.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	9	23.1%
English Learners	7	17.9%
Free or Reduced-Price Meals	31	79.5%



## *Forest Heights ES Mighty Wise Owl Academy*

### Content Area(s)

Coding

### Student Identification Process

Students with disabilities and economically disadvantaged students rising to second through fifth grade were targeted for participation.

### Format

In-person @ Forest Heights ES

### Results

Attendance rate = 66.3%

Coding growth rate = 92.0%

### Description

Forest Heights ES Mighty Wise Owl Academy provided rising second through sixth grade students with the opportunity to explore computer science basics and learn coding.

### Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

### Goals

Students will improve their coding knowledge by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 14
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 22

### Student characteristics

	# of Students	Percent of Total
Male	13	59.1%
Female	9	40.9%
American Indian or Native Alaskan	1	4.5%
Asian	0	0.0%
Black or African American	7	31.8%
Hispanic	14	63.6%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	4.5%
English Learners	13	59.1%
Free or Reduced-Price Meals	13	59.1%



## *Fort Foote Elementary School*

### Content Area(s)

R/ELA and Self-efficacy

### Student Identification Process

Multi-lingual Learners rising to grades two through five in SY2025

### Format

In-person @ Fort Foote ES

### Results

Attendance rate = 91.0%

R/ELA growth rate = 23.9%

Attitude Survey growth rate = 15.4%

### Description

The Fort Foote Elementary School Summer Program was designed to help multi-lingual learner students enrolled in Fort Foote ES rising to grades second through fifth to improve their academic foundations in R/ELA and to build their literacy confidence.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

R/ELA performance and Attitude Survey results will improve by at least 20%; Attendance rate will be at least 80%

### Details

- Number of sessions – 9
- Hours per session – 5
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 16

### Student characteristics

	# of Students	Percent of Total
Male	10	62.5%
Female	6	37.5%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	1	6.3%
Hispanic	15	93.8%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	1	6.3%
English Learners	16	100.0%
Free or Reduced-Price Meals	7	43.8%



## Francis Scott Key @ Concord Summer Enrichment

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students enrolled in Francis Scott Key ES and rising to grades two through five in SY2025.

### Format

In-person @ Concord ES

### Results

Attendance Rate = 70.4%

Math growth Rate = 12.6%

R/ELA growth Rate = 44.3%

### Description

The Francis Scott Key ES Summer Enrichment Program was designed to help students enrolled in Francis Scott Key ES rising to grades second through fifth to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student's grade level, or elective.

### Goals

Math and R/ELA performance will improve by at least 20%; Attendance rate will be at least 80%

### Details

- Number of sessions – 19
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 19

### Student characteristics

	# of Students	Percent of Total
Male	8	62.5%
Female	11	37.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	15	78.9%
Hispanic	4	21.1%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	0	0.0%
English Learners	5	26.3%
Free or Reduced-Price Meals	14	73.7%

## Francis Scott Key Special Education Summer Camp



### Content Area(s)

R/ELA and Math

### Student Identification Process

Students with disabilities enrolled in Francis Scott Key ES rising to grades two through five in SY2025

### Format

In-person @ Concord ES

### Results

Attendance Rate = 90.3%  
Math growth Rate = 128.4%  
R/ELA growth Rate = 32.3%

### Description

The Francis Scott Key ES Special Education Summer Camp was designed to help students with disabilities enrolled in Francis Scott Key ES rising to grades second through fifth to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – Varies from 8 to 16
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 9

### Student characteristics

	# of Students	Percent of Total
Male	8	88.9%
Female	1	11.1%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	6	66.7%
Hispanic	3	33.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	8	88.9%
English Learners	3	33.3%
Free or Reduced-Price Meals	8	88.9%





## Hillcrest Heights ES Summer Program

### Content Area(s)

Math & R/ELA

### Student Identification Process

Targeting enrolled students who need additional support in Math and R/ELA, especially Students with disabilities and English Learners

### Format

In-person @ Hillcrest Heights ES

### Results

Attendance rate = 78.3%

R/ELA growth rate = 64.9%

Math growth rate = 41.5%

### Description

The Hillcrest Heights Elementary School Summer Program was designed to help students with disabilities and multi-lingual learner students enrolled in Hillcrest Heights ES rising to grades second through fourth to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – 18
- Hours per session – 5
- Grades served – Rising 2nd thru 4th
- Number of students served – 24

### Student characteristics

	# of Students	Percent of Total
Male	10	41.7%
Female	14	58.3%
American Indian or Native Alaskan	0	0.0%
Asian	1	4.2%
Black or African American	10	41.7%
Hispanic	12	50.0%
Native Hawaiian or OPI	0	0.0%
White	1	4.2%
More than one race	0	0.0%
Special Education Students	3	12.5%
English Learners	15	62.5%
Free or Reduced-Price Meals	12	50.0%



## High Point High School Summer Program

### Content Area(s)

High School Courses

### Student Identification Process

Off-cohort students enrolled in High Point HS in SY2024

### Format

In-person @ High Point HS

### Results

Attendance rate = 90.0%

Earned credit = 97%

### Description

The High Point High School Summer Program offered off-cohort students in grades nine through twelve opportunities to earn original credits and/or recover failed credits towards fulfilling graduation requirements. Students were taught by a PGCPs certified content teacher in-person at High Point HS.

### Purpose

Credit recovery for students who did not pass courses and off-cohort students needing original credits to fulfill graduation requirements.

### Goals

At least 80% of participants will earn at least one credit toward graduation; attendance rate will be at least 80%.

### Details

- Number of sessions – 20
- Hours per session – 5
- Grades served – 9<sup>th</sup> thru 12<sup>th</sup>
- Number of students served – 741

### Student characteristics

	# of Students	Percent of Total
Male	422	57.0%
Female	319	43.0%
American Indian or Native Alaskan	0	0%
Asian	12	1.6%
Black or African American	69	9.3%
Hispanic	650	87.7%
Native Hawaiian or OPI	0	0%
White	8	1.1%
More than one race	2	0.3%
Special Education Students	47	6.3%
English Learners	488	65.2%
Free or Reduced-Price Meals	460	61.4%



## Hyattsville Elementary School

### Content Area(s)

R/ELA & Math

### Student Identification Process

Students with disabilities rising to grades three through five

### Format

In-person @ Hyattsville ES

### Results

Attendance rate = 90.2%

R/ELA growth rate = 45.9%

Math growth rate = 99.7%

### Description

The Hyattsville Elementary School Summer Program was designed to help students with disabilities enrolled in Hyattsville ES rising to grades third through fifth to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – 12
- Hours per session – 5
- Grades served – Rising 3rd thru 5th
- Number of students served – 41

### Student characteristics

	# of Students	Percent of Total
Male	17	41.5%
Female	24	58.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	11	26.8%
Hispanic	29	70.7%
Native Hawaiian or OPI	0	0.0%
White	1	2.4%
More than one race	0	0.0%
Special Education Students	11	26.8%
English Learners	20	48.8%
Free or Reduced-Price Meals	38	92.7%



## *Imagine Andrews PCS Summer Enrichment*

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students enrolled in Imagine Andrews PCS.

### Format

Virtual via Zoom and Google classroom

### Results

Attendance rate = 70.6%

R/ELA growth rate = 1.3%

Math growth rate = -2.4%

### Description

The Imagine Andrews PCS Summer Enrichment Program used an online self-paced program aimed to help students catch up, keep up, and get ahead in mathematics and reading. Students were required to complete one hour of math and one hour of R/ELA daily.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – 14
- Hours per session – 2
- Grades served – rising 1st through 8<sup>th</sup>
- Number of students served – 45

### Student characteristics

	# of Students	Percent of Total
Male	29	64.4%
Female	16	35.6%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	37	82.2%
Hispanic	3	6.7%
Native Hawaiian or OPI	0	0.0%
White	4	8.9%
More than one race	1	2.2%
Special Education Students	2	4.4%
English Learners	1	2.2%
Free or Reduced-Price Meals	13	28.9%



## *Imagine Leeland PCS Summer School*

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students enrolled in Imagine Leeland PCS rising to third through eighth grade in SY2025.

### Format

Virtual via Zoom and Google classroom

### Results

Attendance rate = 79.5%  
 R/ELA growth rate = -22.0%  
 Math growth rate = 38.5%

### Description

The Imagine Leeland PCS Summer School Program was designed to help students enrolled in Imagine Leeland PCS rising to grades three through eight to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
 Attendance rate will be at least 80%

### Details

- Number of sessions – 10
- Hours per session – 2
- Grades served – rising 3<sup>rd</sup> thru 8<sup>th</sup>
- Number of students served – 33

### Student characteristics

	# of Students	Percent of Total
Male	16	48.5%
Female	17	51.5%
American Indian or Native Alaskan	0	0.0%
Asian	1	3.0%
Black or African American	31	93.9%
Hispanic	0	0.0%
Native Hawaiian or OPI	1	3.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	2	6.1%
English Learners	0	0.0%
Free or Reduced-Price Meals	21	63.6%



## *Imagine Lincoln PCS Summer Enrichment*

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students enrolled in Imagine Lincoln PCS.

### Format

In-person @ Imagine Lincoln PCS.

### Results

Attendance rate = 55.7%

Math growth rate = 0.4%

R/ELA growth rate = 0.9%

### Description

The Imagine Lincoln PCS Summer program provides in-person instruction in math, R/ELA and social emotional skills program aimed to help students catch up, keep up, and get a head start on the coming school year. Students were required to complete one hour of math and one hour of R/ELA daily.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content. Academic acceleration for those wishing to get a head start on the coming school year.

### Goals

Math and R/ELA performance will improve by at least 20%; Attendance rate will be at least 80%

### Details

- Number of sessions – 19
- Hours per session – 3.5
- Grades served – rising 3<sup>rd</sup> through 8<sup>th</sup>
- Number of students served – 23

### Student characteristics

	# of Students	Percent of Total
Male	13	56.5
Female	10	43.5
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	22	95.7%
Hispanic	1	4.3%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	6	26.1%
English Learners	1	4.3%
Free or Reduced-Price Meals	13	56.5%



## Imagine Foundations Morningside PCS

### Content Area(s)

R/ELA and Math

### Student Identification Process

Enrollment was open to all students enrolled @ Imagine Morningside

### Format

In-person @ Imagine Morningside

### Social-Emotional Learning

#### Results

Math Growth Rate = 2.0%  
 R/ELA Growth Rate = 2.0%  
 Attendance rate = 70.4%

### Description

The Imagine Foundations Morningside Summer Acceleration and Enrichment Program aimed to help students catch up, keep up, and get ahead in mathematics and reading. Student progress was monitored by summer program teachers and identified students also received small group instruction daily to support academic growth.

### Purpose

To provide accelerated or remedial learning opportunities for rising second to eighth graders enrolled in Imagine Morningside PCS.

### Goals

The math and R/ELA skills of participants will increase by 20%.

### Details

- Number of sessions – 19
- Hours per session – 3.5
- Grades served – Rising 1st thru 8th
- Number of students served – 44

### Student characteristics

	# of Students	% of Total
Male	22	52.4%
Female	20	47.6%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	42	100.0%
Hispanic	0	0%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	3	6.8%
English Learners	0	0%
Free or Reduced-Price Meals	29	65.9%



## International HS @ Langley Park

### Content Area(s)

High School Courses  
SEL Self-Efficacy

### Student Identification Process

Students enrolled in IHS @  
Langley Park struggling to master  
core content

### Format

Hybrid

### Results

Percent earning credit = 75.0%

### Description

Students who attended an International High School and who earned grades of 1.5-1.9 in a core content course had the opportunity to continue to work towards standards mastery in core content areas, which included R/ELA 9, 10, 11, 12, science, social studies, mathematics, physical education/health, and selected electives.

### Purpose

Credit recovery for students who did not pass courses, R/ELA language instruction and/or language skills for students who are English Learners.

### Goals

To provide opportunities for IHSLP students to stay on track to graduate with their cohort.

### Details

- Number of sessions – 18
- Hours per session – 4
- Grades served – 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 26

### Student characteristics

	# of Students	Percent of Total
Male	13	50.0%
Female	13	50.0%
American Indian or Native Alaskan	0	0.0%
Asian	2	7.7%
Black or African American	0	0.0%
Hispanic	23	88.5%
Native Hawaiian or OPI	0	0.0%
White	1	3.8%
More than one race	0	0.0%
Special Education Students	3	11.5%
English Learners	26	100.0%
Free or Reduced-Price Meals	26	100.0%





## International HS @ Largo Summer Mastery Hub

### Content Area(s)

High School Courses  
SEL Self-Efficacy

### Student Identification Process

Students enrolled in IHS @ Langley Park struggling to master core content

### Format

In-person @ IHS @ Largo

### Results

Attendance rate = 51.8%

### Description

Students who attended an International High School and who earned grades of 1.5-1.9 in a core content course had the opportunity to continue to work towards standards mastery in core content areas, which included **R/ELA** 9, 10, 11, 12, science, social studies, mathematics, physical education/health, and selected electives.

### Purpose

Credit recovery for students who did not pass courses, R/ELA language instruction and/or language skills for students who are English Learners.

### Goals

To provide opportunities for IHSLP students to stay on track to graduate with their cohort.

### Details

- Number of sessions – Student dependent
- Hours per session – Student dependent
- Grades served – 9<sup>th</sup> through 12<sup>th</sup>
- Number of students served – 33

### Student characteristics

	# of Students	Percent of Total
Male	22	66.7%
Female	11	33.3%
American Indian or Native Alaskan	0	0%
Asian	4	12.1%
Black or African American	0	0%
Hispanic	29	87.9%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	0	0%
English Learners	31	93.9%
Free or Reduced-Price Meals	26	78.8%



## *J. Frank Dent ES Pride Academy*

### Content Area(s)

R/ELA & Math

### Student Identification Process

Students with disabilities rising to 2<sup>nd</sup> thru 5<sup>th</sup> grades were eligible

### Format

In-person @ J Frank Dent ES

### Social-Emotional Learning

#### Results

Attendance rate = 84.6%

Math growth rate = 94.9%

R/ELA growth rate = 7.5%

### Description

The J. Frank Dent ES Pride Academy Program was designed to help students with disabilities rising to grades two to five to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Participant will improve their reading and math scores by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 20
- Hours per session – 5
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 15

### Student characteristics

	# of Students	Percent of Total
Male	8	61.5%
Female	5	38.5%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	100.0%
Hispanic	0	0.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	9	69.2%
English Learners	0	0.0%
Free or Reduced-Price Meals	11	84.6%

## Laurel Elementary School



### Content Area(s)

R/ELA and Math

### Student Identification Process



### Results

Attendance rate = 80.2%

Math growth rate = 32.4%

R/ELA growth rate = 17.8%

### Description

The Laurel Elementary School Summer Program was designed to help students with disabilities rising to grades two to five to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Participant will improve their reading and math scores by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 12
- Hours per session – 3
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 20

### Student characteristics

	# of Students	Percent of Total
Male	12	60.0%
Female	8	40.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	11	55.0%
Hispanic	9	45.0%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	20	100.0%
English Learners	9	45.0%
Free or Reduced-Price Meals	17	85.0%



## ***Maya Angelou French Immersion Academy***

### **Content Area(s)**

Math and French Language Arts

### **Student Identification Process**

Open to rising kindergarten to fifth grade students enrolled @ Maya Angelou French Immersion Academy

### **Format**

In-person @ G. Gardner Shugart

### **Results**

Attendance rate = 96.2%  
Student satisfaction, average on a scale from 1 to 5 = 5, Excellent

### **Description**

The Maya Angelou French Immersion Summer Camp was designed to help students rising to kindergarten through fifth grade improve their academic foundations in Math, and French language arts.

### **Purpose**

Enrichment or teaching of skills or content that are not part of the required content, advanced beyond a student’s grade level, or elective. Support for student mental health and well-being.

### **Goals**

Student attendance rate will be at least 80%  
Students will rate their camp experience as “Very Good,” overall.

### **Details**

- Number of sessions – 11
- Hours per session – 7
- Grades served – rising K thru 5th
- Number of students served – 58

### **Student characteristics**

	<b># of Students</b>	<b>Percent of Total</b>
Male	20	35.1%
Female	37	64.9%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	53	93.0%
Hispanic	2	3.5%
Native Hawaiian or OPI	0	0.0%
White	2	3.5%
More than one race	0	0.0%
Special Education Students	7	12.1%
English Learners	0	0%
Free or Reduced-Price Meals	13	22.4%



## Nicholas Orem MS Summer Bridge Program

### Content Area(s)

R/ELA, Math, and organizational skills needed to facilitate the transition from elementary to middle school

### Student Identification Process

Incoming Nicholas Orem MS rising 6<sup>th</sup> graders

### Format

In-person @ Nicholas Orem MS

### Results

Attendance rate = 87.9%  
 R/ELA growth rate = 46.3%  
 Math growth = 147.6%  
 Organizational Skills growth = 32.7%

Nicholas Orem Middle School's Bridging Transition Program was designed to be a transition program for incoming sixth and seventh graders transitioning to Nicholas Orem Middle School in the 2024-2025 school year. Students benefited from learning opportunities in R/ELA and Math along with supporting Organizational Skills that oriented them to the middle school learning environment.

### Purpose

Provide acceleration and scaffolding of upcoming content and prerequisite skills, support for student mental health and well-being, summer bridge or transition programs, for students who are transitioning between school levels to familiarize them with school environments, focus on academic and behavioral skills, etc.

### Goals

Participants' R/ELA, Math and Organizational skills will improve by 20% over the course of the program. The attendance rate will be at least 80%..

### Details

- Number of sessions – 9
- Hours per session – 4
- Grades served – Rising 6<sup>th</sup>
- Number of students served – 56

### Student characteristics

	# of Students	Percent of Total
Male	28	50.0%
Female	28	50.0%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	17	30.4%
Hispanic	39	69.6%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	4	7.1%
English Learners	31	55.4%
Free or Reduced-Price Meals	40	71.4%



## Panorama Elementary School

### Content Area(s)

R/ELA & Math

### Student Identification Process

Students enrolled in Panorama ES rising to grades two through five in SY2025.

### Format

In-person @ Panorama ES

### Results

Attendance rate = 70.2%

R/ELA growth rate = 198.4%

Math Growth Rate = -193.5%

### Description

The Panorama Elementary School Summer Program was designed to help students rising to grades two to five to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Participant will improve their reading and math scores by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 16
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 21

### Student characteristics

	# of Students	Percent of Total
Male	8	38.1%
Female	13	61.9%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	18	85.7%
Hispanic	2	9.5%
Native Hawaiian or OPI	0	0%
White	1	4.8%
More than one race	0	0%
Special Education Students	1	4.8%
English Learners	4	19.0%
Free or Reduced-Price Meals	15	71.4%



## Ridgecrest Rocket Academy

### Content Area(s)

R/ELA

### Student Identification Process

iReady scores and teacher recommendations.

### Format

In-person @ Edward M. Felegy ES

### Results

Attendance rate = 75.3%

R/ELA growth rate = 88.4%

### Description

Ridgecrest Rocket Academy was a summer program for rising first through fifth grade students enrolled at Ridgecrest ES. The program focused on foundational skills in R/ELA, such as phonics, phonemic awareness, and reading comprehension.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

To improve foundational literacy skills by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 16
- Hours per session – 3
- Grades served – Rising 1<sup>st</sup> thru 5<sup>th</sup>
- Number of students served – 40

### Student characteristics

	# of Students	Percent of Total
Male	17	43.6%
Female	22	56.4%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	4	10.3%
Hispanic	35	89.7%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	0	0%
English Learners	33	82.5%
Free or Reduced-Price Meals	23	57.5%



## Ridgecrest Rocket Soar Academy

### Content Area(s)

R/ELA & Math

### Student Identification Process

Students with disabilities enrolled in Ridgecrest ES

### Format

In-person @ Edward M. Felegy ES

### Results

Attendance rate = 83.8%

R/ELA growth rate = 29.5%

Math Growth Rate = 132.0%

### Description

Ridgecrest Rocket Soar Academy was a summer program for first through sixth grade students with disabilities. The program focused on foundational skills in R/ELA and math.

### Purpose

Remediation or reteaching of missed or missing grade-level content based on each student's IEP.

### Goals

To improve R/ELA and Math skills by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 16
- Hours per session – 3.5
- Grades served – Rising 1<sup>st</sup> thru 6<sup>th</sup>
- Number of students served – 17

### Student characteristics

	# of Students	Percent of Total
Male	12	70.6%
Female	5	29.4%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	4	23.5%
Hispanic	13	76.5%
Native Hawaiian or OPI	0	0%
White	0	0%
More than one race	0	0%
Special Education Students	17	100.0%
English Learners	13	72.2%
Free or Reduced-Price Meals	13	72.2%





## Riverdale Elementary School

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students with disabilities enrolled in Riverdale ES and rising to grades one through six in SY2025.

### Format

In-person @ Riverdale ES

### Results

Attendance rate = 90.3%  
 R/ELA growth rate = 21.5%  
 Math Growth Rate = 91.3%

### Description

The Riverdale Elementary School Summer Program was designed to help students with disabilities rising to grades one to six improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Participants will improve their R/ELA and math scores by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 8
- Hours per session – 4
- Grades served – Rising 1<sup>st</sup> thru 6<sup>th</sup>
- Number of students served – 18

### Student characteristics

	# of Students	Percent of Total
Male	9	50.0%
Female	9	50.0%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hispanic	16	88.9%
Native Hawaiian or OPI	0	0.0%
White	1	5.6%
More than one race	1	5.6%
Special Education Students	16	88.9%
English Learners	13	77.2%
Free or Reduced-Price Meals	16	88.9%



## Robert R. Gray ES Eagle Academy

### Content Area(s)

R/ELA & Math

### Student Identification Process

Students enrolled in Robert R. Gray ES rising to first through sixth grade in SY2025.

### Format

In-person @ Robert R. Gray ES

### Results

Attendance rate = 79.7%

R/ELA growth rate = 46.7%

Math Growth Rate = 98.0%

### Description

The Robert R. Gray ES Eagle Academy Program was designed to help students rising to grades one through six to improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Math and R/ELA performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – 14
- Hours per session – 4
- Grades served – Rising 1<sup>st</sup> thru 6<sup>th</sup>
- Number of students served – 31

### Student characteristics

	# of Students	Percent of Total
Male	21	67.7%
Female	10	32.3%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	13	41.9%
Hispanic	18	58.1%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	0	0.0%
Special Education Students	1	3.2%
English Learners	15	48.4%
Free or Reduced-Price Meals	21	67.7%



## *Robert R. Gray Elementary School Eagles CSI*

### Content Area(s)

R/ELA and Math

### Student Identification Process

Open to students with disabilities rising to kindergarten through sixth grade enrolled in Robert R. Gray ES

### Format

In-person @ Robert R. Gray ES

### Results

Attendance rate = 78.7%

R/ELA growth rate = 64.7%

Math Growth Rate = 112.2%

### Description

The Robert R. Gray Elementary School Eagles CSI Program was designed to help students with disabilities rising to grades kindergarten to six improve their academic foundations in both R/ELA and Math, using research-based interventions.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

Participant will improve their R/ELA and math scores by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 14
- Hours per session – 4
- Grades served – Rising K thru 6<sup>th</sup>
- Number of students served – 23

### Student characteristics

	# of Students	Percent of Total
Male	12	54.5%
Female	10	45.5%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	9	40.9%
Hispanic	10	45.5%
Native Hawaiian or OPI	0	0%
White	3	13.6%
More than one race	0	0%
Special Education Students	5	21.7%
English Learners	9	39.1%
Free or Reduced-Price Meals	17	73.9%



## Samuel Chase Elementary School

### Content Area(s)

R/ELA and Math

### Student Identification Process

Students enrolled in Samuel Chase ES who are multilingual learners.

### Format

In-person @ Samuel Chase ES

### Results

Attendance rate = 75.3%

R/ELA growth rate = 91.3%

Math Growth Rate = 1.0%

### Description

The Samuel Chase Elementary School Summer Program was designed to help multi-lingual learner students enrolled in Samuel Chase ES rising to grades one through four to improve their academic foundations in R/ELA and Math.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content.

### Goals

R/ELA and Math performance will improve by at least 20%;  
Attendance rate will be at least 80%

### Details

- Number of sessions – 15
- Hours per session – 3
- Grades served – Rising 1<sup>st</sup> thru 4<sup>th</sup>
- Number of students served – 25

### Student characteristics

	# of Students	Percent of Total
Male	12	48.0%
Female	13	52.0%
American Indian or Native Alaskan	0	0%
Asian	0	0%
Black or African American	0	0%
Hispanic	24	96.0%
Native Hawaiian or OPI	0	0%
White	1	4.0%
More than one race	0	0%
Special Education Students	2	8.0%
English Learners	24	96.0%
Free or Reduced-Price Meals	12	48.0%



## Springhill Lake Elementary School

### Content Area(s)

R/ELA and Math

### Student Identification Process

Any rising first through fifth grade student currently enrolled in Springhill Lake ES wishing to participate.

### Format

In-person @ Springhill Lake ES

### Results

Math Growth Rate = 64.3  
 R/ELA Growth Rate=83.0%  
 Attendance rate = 88.7%

### Description

Springhill Lake Elementary School offered a program to support educational opportunities to currently-enrolled rising first through fifth grade students in R/ELA and mathematics during the month of July. The program will support any of our student's academic needs as well as provide enrichment opportunities.

### Purpose

To assist Springhill Lake Elementary School students improve their R/ELA and math skills.

### Goals

The R/ELA and math and skills of participants will increase by 20%. Attendance rate will be at least 80%

### Details

- Number of sessions – 16
- Hours per session – 4.5
- Grades served – Rising 1<sup>st</sup> thru 5<sup>th</sup>
- Number of students served – 80

### Student characteristics

	# of Students	Percent of Total
Male	44	55.0%
Female	36	45.0%
American Indian or Native Alaskan	2	2.5%
Asian	0	0%
Black or African American	39	48.8%
Hispanic	37	46.3%
Native Hawaiian or OPI	0	0%
White	2	2.5%
More than one race	0	0%
Special Education Students	6	7.5%
English Learners	34	42.5%
Free or Reduced-Price Meals	63	78.8%



## Stephen Decatur Middle School ATSI

### Content Area(s)

R/ELA and Math

### Student Identification Process

Rising sixth through ninth grade students enrolled in Stephen Decatur MS during SY24 or SY25.

### Format

In-person @ Stephen Decatur MS

### Results

Attendance rate = 82.5%  
 R/ELA Growth Rate = 29.5%  
 Math Growth Rate = 44.1%

### Description

The Stephen Decatur Middle School ATSI Summer Program was designed to help students catch up on R/ELA and Math, especially students with disabilities, if they are behind.

### Purpose

Remediation or reteaching of missed or missing grade-level content, for students who are identified as behind on grade-level content. Also to help students gain skills that will help them be successful in higher grades.

### Goals

R/ELA and Math performance will improve by at least 20%;  
 Attendance rate will be at least 80%

### Details

- Number of sessions – 13
- Hours per session – 3
- Grades served – Rising 6<sup>th</sup> thru 9<sup>th</sup>
- Number of students served – 22

### Student characteristics

	# of Students	Percent of Total
Male	13	59.1%
Female	9	40.9%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	19	86.4%
Hispanic	2	9.1%
Native Hawaiian or OPI	0	0.0%
White	1	4.5%
More than one race	0	0.0%
Special Education Students	15	68.2%
English Learners	1	4.5%
Free or Reduced-Price Meals	16	72.7%



## Waldon Woods Elementary School

### Content Area(s)

R/ELA and Math

### Student Identification Process

Open to students with disabilities rising to second through fifth grade enrolled in Waldon Woods ES

### Format

In-person @ Waldon Woods ES

### Results

Attendance rate = 80.6%

Math growth rate = 138.4%

R/ELA growth rate = 220.7%

### Description

The Waldon Woods Elementary School Summer Program was designed for students with disabilities rising to second through fifth grade. The program focused on foundational skills in R/ELA and math.

### Purpose

Remediation or reteaching of missed or missing grade-level content based on each student's IEP.

### Goals

To improve R/ELA and Math skills by 20% over the course of the program. The attendance rate will be at least 80%.

### Details

- Number of sessions – 10
- Hours per session – 4
- Grades served – Rising 2<sup>nd</sup> thru 5<sup>th</sup>
- Number of students served – 17

### Student characteristics

	# of Students	Percent of Total
Male	12	70.6%
Female	5	29.4%
American Indian or Native Alaskan	0	0.0%
Asian	0	0.0%
Black or African American	11	64.7%
Hispanic	4	23.5%
Native Hawaiian or OPI	0	0.0%
White	0	0.0%
More than one race	2	11.8%
Special Education Students	17	100.0%
English Learners	2	11.8%
Free or Reduced-Price Meals	14	82.4%

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