

Piano Evaluation - Beginners

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy.	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02-The learner will improvise simple major and minor melodies.
1. Developing	1	3	3	3
2. Proficient	9	5	6	9
3. Outstanding	0	5	4	1
	10	10	10	10

Piano Evaluation - Intermediate

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy.	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02-The learner will improvise simple major and minor melodies.
1. Developing	3	3	3	3
2. Proficient	10	5	6	9
3. Outstanding	0	5	4	1
	13	13	13	13

Brass Evaluation - Beginners

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02 - The learner will improvise simple major and minor melodies.
1. Developing	0	0	0	7
2. Proficient	2	0	0	0
3. Outstanding	5	7	7	0
	7	7	7	7

Brass Evaluation - Intermediate

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02 - The learner will improvise simple major and minor melodies.
1. Developing	0	0	0	0
2. Proficient	0	0	0	8
3. Outstanding	8	8	8	0
	8	8	8	8

Violin Evaluation - Beginners					
	2.01- The Learner will play with increased pitch accuracy	2.02- The learner will play with increased rhythmic accuracy	2.05-The learner will play independent instrumental parts while other play rhythmic, melodic, or harmonic parts	5.01 The learner will read whole, half dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.02 The learner will read melodic notation in treble clef.
1. Developing	2	2	0	3	1
2. Proficient	2	3	3	2	2
3. Outstanding	2	1	3	1	3
	6	6	6	6	6

Violin Evaluation - Beginners					
	2.01- The Learner will play with increased pitch accuracy	2.02- The learner will play with increased rhythmic accuracy	2.05-The learner will play independent instrumental parts while other play rhythmic, melodic, or harmonic parts	5.01 The learner will read whole, half dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.02 The learner will read melodic notation in treble clef.
1. Developing	33%	33%	0%	50%	17%
2. Proficient	33%	50%	50%	33%	33%
3. Outstanding	33%	17%	50%	17%	50%
	100%	100%	100%	100%	100%

Violin Evaluation - Intermediate					
	2.01- The Learner will play with increased pitch accuracy	2.02- The learner will play with increased rhythmic accuracy	2.05-The learner will play independent instrumental parts while other play rhythmic, melodic, or harmonic parts	5.01 The learner will read whole, half dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.02 The learner will read melodic notation in treble clef.
1. Developing	0	0	0	2	1
2. Proficient	3	3	2	1	2
3. Outstanding	2	2	3	2	2
	5	5	5	5	5

Violin Evaluation - Intermediate					
	2.01 - The learner will play with increased pitch accuracy.	2.02 - The learner will play with increased rhythmic accuracy.	2.05 - The learner will play independent instrumental parts while other play rhythmic, melodic, or harmonic parts.	5.01 - The learner will read whole, half dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.02 - The learner will read melodic notation in the treble clef.
1. Developing	0%	0%	0%	40%	20%
2. Proficient	60%	60%	40%	20%	40%
3. Outstanding	40%	40%	60%	40%	40%

Dance Evaluation - Elementary				
	1.1 - Generate abstracted movement to communicate ideas, experience, feelings or images.	1.2 - Create dance sequences that vary the use of dance elements, use simple choreographic structures and use choreographic principles to fulfill choreographic intent.	1.3 - Understand the role of improvisation in creating dance choreography.	2.1 - Use appropriate behaviors and etiquette while observing, creating and performing dance.
1. Developing	0	0	0	1
2. Proficient	3	0	0	5
3. Outstanding	11	14	14	8
	14	14	14	14

Dance Evaluation - Middle				
1. Developing	0	0	0	0
2. Proficient	2	2	3	6
3. Outstanding	9	9	8	5
	11	11	11	11

Visual Arts Evaluation - Elementary			
	Competency Goal # 1- The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art	Competency Goal #3- The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements	Competency Goal #6- The learner will reflect upon and assess the characteristics and merits of their work and the work of others.
1. Developing	1	1	0
2. Satisfactory	10	8	13
3. Outstanding	14	16	12
	25	25	25

Elementary Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	0	0	2	3
2. Proficient	6	6	13	47
3. Outstanding	44	44	35	0
	50	50	50	50

Middle Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	4	3	3	4
2. Proficient	28	26	17	30
3. Outstanding	16	19	28	14
	48	48	48	48

Piano Evaluation - Beginners				
	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02-The learner will improvise simple major and minor melodies.
1. Developing	10%	30%	30%	30%
2. Proficient	90%	50%	60%	90%
3. Outstanding	0%	50%	40%	10%

Piano Evaluation - Intermediate				
	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02-The learner will improvise simple major and minor melodies.
1. Developing	23%	23%	23%	23%
2. Proficient	77%	38%	46%	69%
3. Outstanding	0%	38%	31%	8%

Brass Evaluation - Beginners				
	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02 - The learner will improvise simple major and minor melodies.
1. Developing	0%	0%	0%	100%
2. Proficient	29%	0%	0%	0%
3. Outstanding	71%	100%	100%	0%

Brass Evaluation - Intermediate				
	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02 - The learner will improvise simple major and minor melodies.
1. Developing	0%	0%	0%	0%
2. Proficient	0%	0%	0%	100%
3. Outstanding	100%	100%	100%	0%

5.03 The learner will identify pitches on the treble clef.	7.03-The learner will show respect for the musical efforts and opinions of other.
1	0
1	2
4	4
6	6

5.03 The learner will identify pitches on the treble clef.	7.03-The learner will show respect for the musical efforts and opinions of other.
17%	0%
17%	33%
67%	67%
100%	100%

5.03 The learner will identify pitches on the treble clef.	7.03-The learner will show respect for the musical efforts and opinions of other.
0	0
2	1
3	4
5	5

5.03 - The learner will identify pitches on the treble clef.	7.03 - The learner will show respect for the musical efforts and opinions of other.
0%	0%
40%	20%
60%	80%

Dance Evaluation - Elementary

	1.1 - Generate abstracted movement to communicate ideas, experience, feelings or images.	1.2 - Create dance sequences that vary the use of dance elements, use simple choreographic structures and use choreographic principles to fulfill choreographic intent.	1.3 - Understand the role of improvisation in creating dance choreography.	2.1 - Use appropriate behaviors and etiquette while observing, creating and performing dance.
1. Developing	0%	0%	0%	7%
2. Proficient	21%	0%	0%	36%
3. Outstanding	79%	100%	100%	57%

Dance Evaluation - Middle

1. Developing	0%	0%	0%	0%
2. Proficient	18%	18%	27%	55%
3. Outstanding	82%	82%	73%	45%

Visual Arts Evaluation - Elementary			
	Competency Goal # 1- The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art	Competency Goal #3- The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements	Competency Goal #6- The learner will reflect upon and assess the characteristics and merits of their work and the work of others.
1. Developing	4%	4%	0%
2. Satisfactory	40%	32%	52%
3. Outstanding	56%	64%	48%

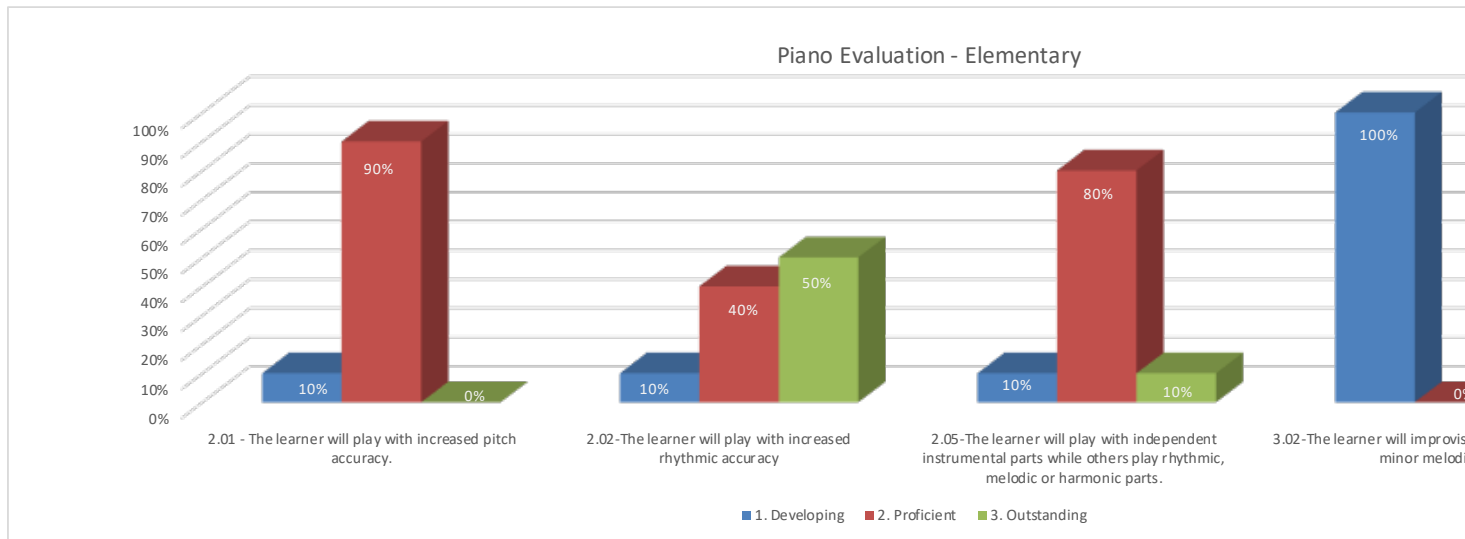
Elementary Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	0%	0%	4%	6%
2. Proficient	12%	12%	26%	94%
3. Outstanding	88%	88%	70%	0%

Middle Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	8%	6%	6%	8%
2. Proficient	58%	54%	35%	63%
3. Outstanding	33%	40%	58%	29%

Piano Evaluation - Beginners

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy.	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.
1. Developing	1	1	1
2. Proficient	9	4	8
3. Outstanding	0	5	1
	10	10	10

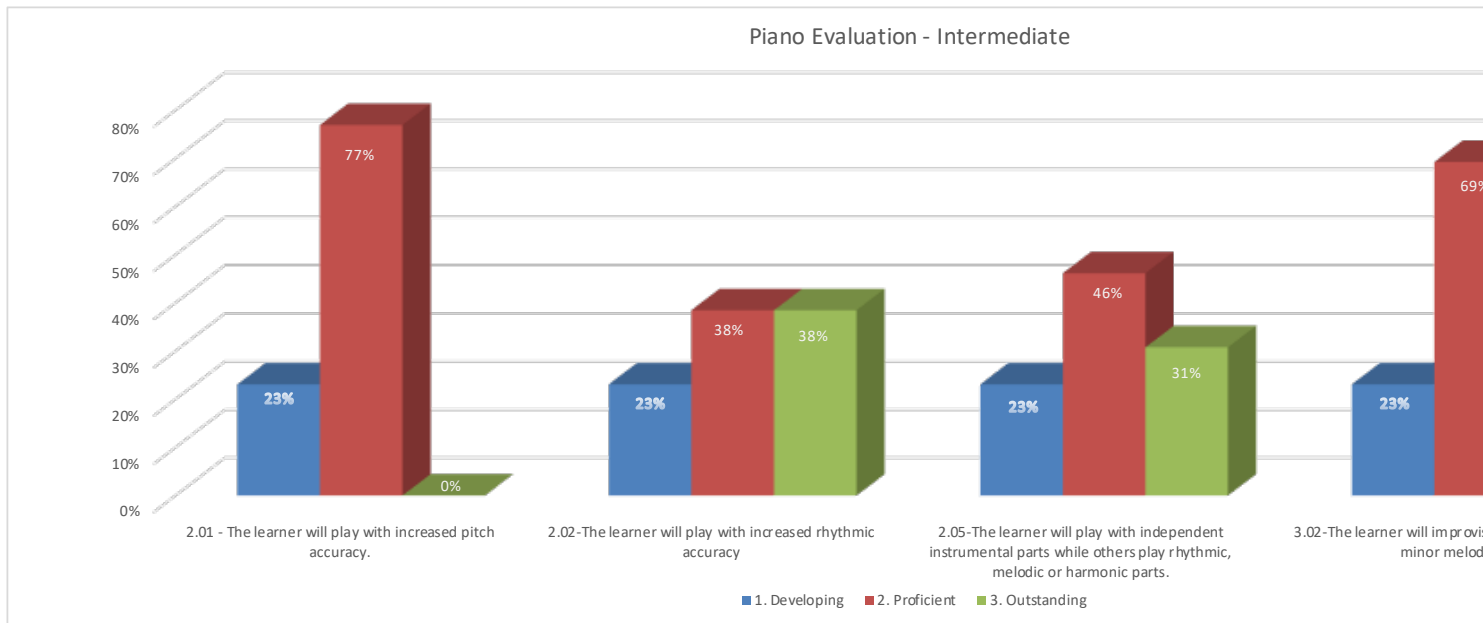
	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.
1. Developing	10%	10%	10%
2. Proficient	90%	40%	80%
3. Outstanding	0%	50%	10%



Piano Evaluation - Intermediate

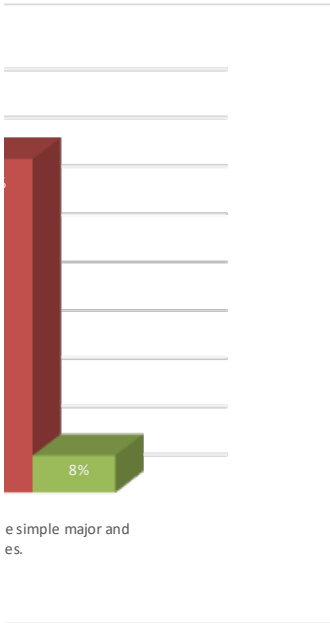
	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy.	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.
1. Developing	3	3	3
2. Proficient	10	5	6
3. Outstanding	0	5	4
	13	13	13

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.
1. Developing	23%	23%	23%
2. Proficient	77%	38%	46%
3. Outstanding	0%	38%	31%



3.02-The learner will improvise simple major and minor melodies.
3
9
1
13

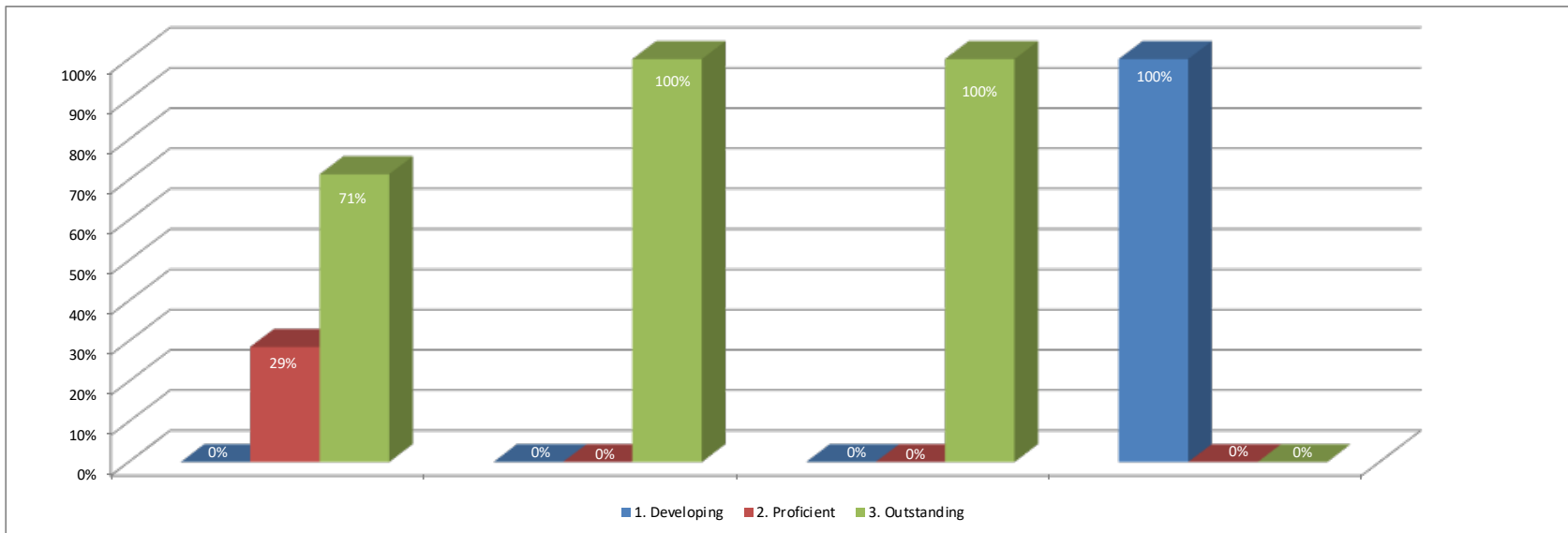
3.02-The learner will improvise simple major and minor melodies.
23%
69%
8%



Brass Evaluation - Beginners

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02 - The learner will improvise simple major and minor melodies.
1. Developing	0	0	0	7
2. Proficient	2	0	0	0
3. Outstanding	5	7	7	0
	7	7	7	7

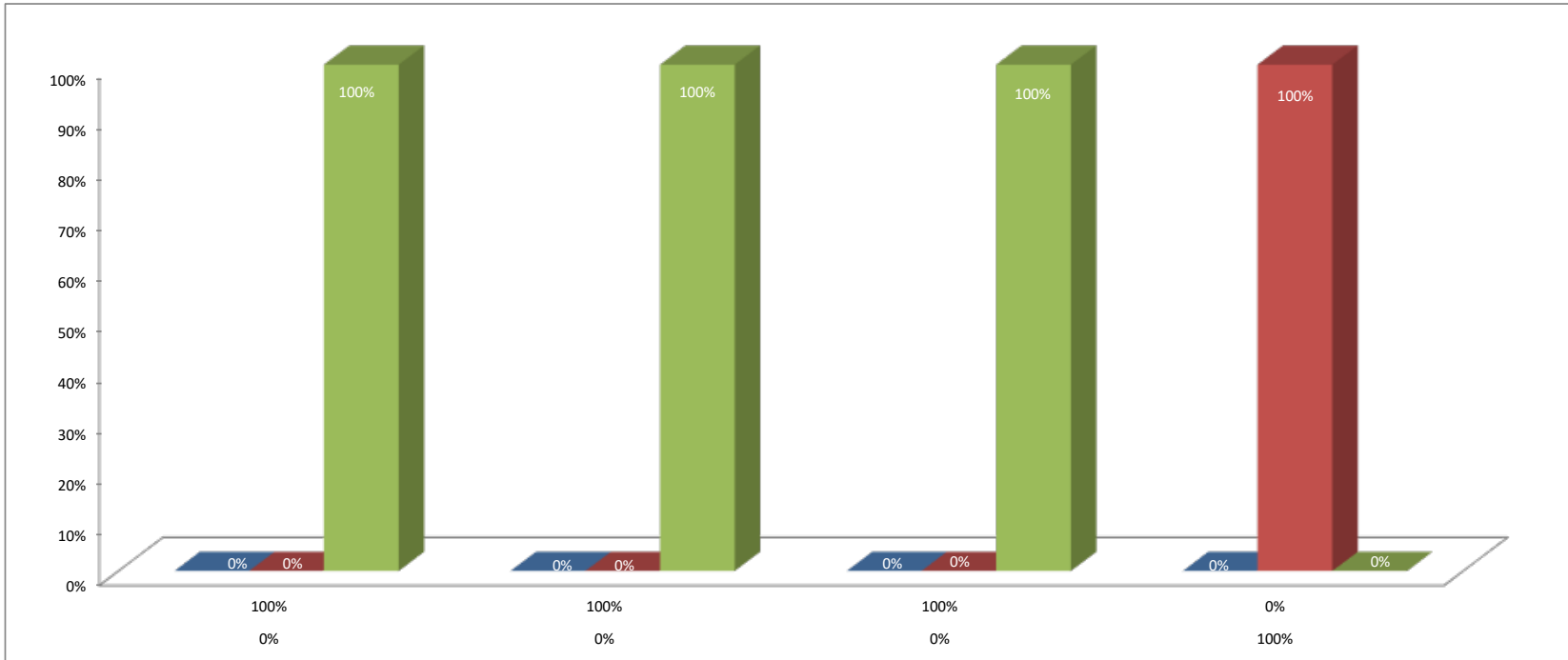
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1. Developing	0%	0%	0%	100%
2. Proficient	29%	0%	0%	0%
3. Outstanding	71%	100%	100%	0%



Brass Evaluation -Intermediate

	2.01 - The learner will play with increased pitch accuracy.	2.02-The learner will play with increased rhythmic accuracy	2.05-The learner will play with independent instrumental parts while others play rhythmic, melodic or harmonic parts.	3.02 - The learner will improvise simple major and minor melodies.
1. Developing	0	0	0	0
2. Proficient	0	0	0	8
3. Outstanding	8	8	8	0
	8	8	8	8

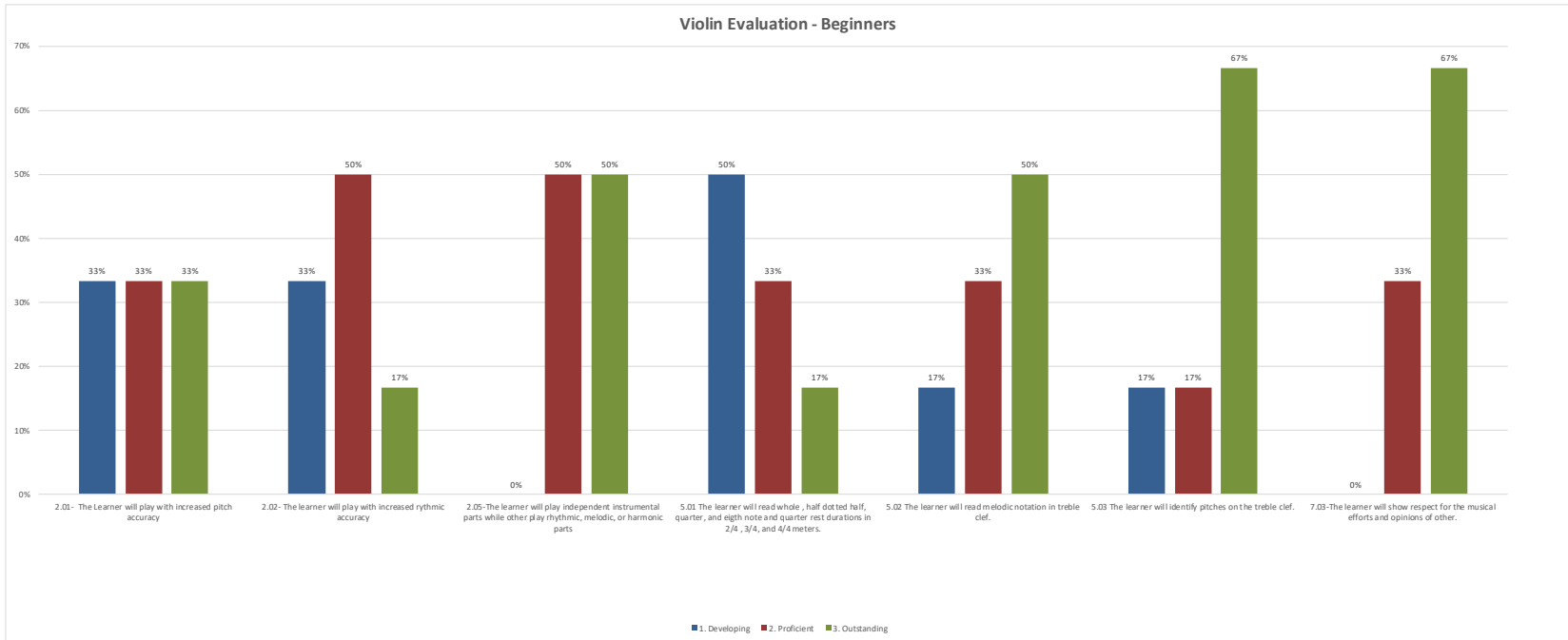
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1. Developing	0%	0%	0%	0%
2. Proficient	0%	0%	0%	100%
3. Outstanding	100%	100%	100%	0%



Violin Evaluation - Beginners

	2.01- The Learner will play with increased pitch accuracy	2.02- The learner will play with increased rhythmic accuracy	2.05- The learner will play independent instrumental parts while other play rhythmic, melodic, or harmonic parts	5.01 The learner will read whole, half dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.02 The learner will read melodic notation in treble clef.	5.03 The learner will identify pitches on the treble clef.	7.03- The learner will show respect for the musical efforts and opinions of other.
1. Developing	2	2	0	3	1	1	0
2. Proficient	2	3	3	2	2	1	2
3. Outstanding	2	1	3	1	3	4	4
	6	6	6	6	6	6	6

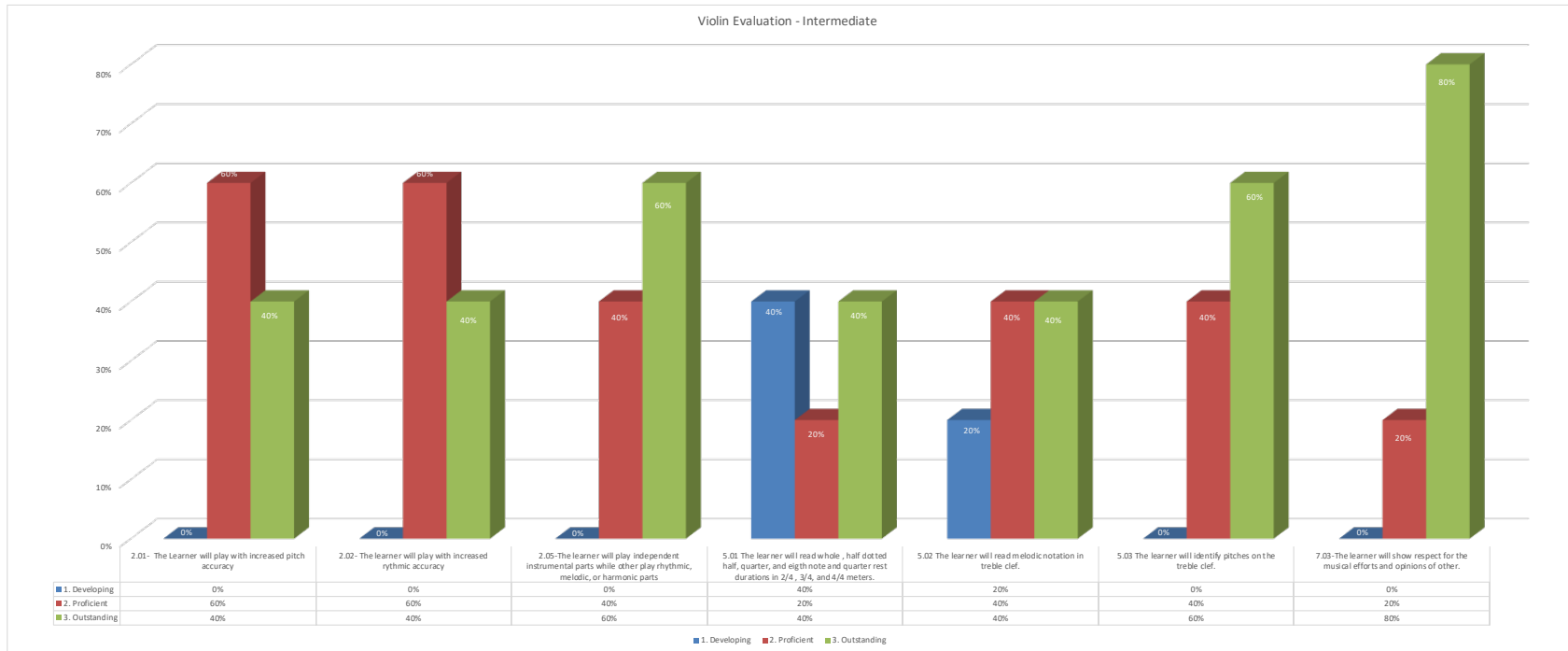
	2.01- The Learner will play with increased pitch accuracy	2.02- The learner will play with increased rhythmic accuracy	2.05- The learner will play independent instrumental parts while other play rhythmic, melodic, or harmonic parts	5.01 The learner will read whole, half dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.02 The learner will read melodic notation in treble clef.	5.03 The learner will identify pitches on the treble clef.	7.03- The learner will show respect for the musical efforts and opinions of other.
1. Developing	33%	33%	0%	50%	17%	17%	0%
2. Proficient	33%	50%	50%	33%	33%	17%	33%
3. Outstanding	33%	17%	50%	17%	50%	67%	67%
	100%	100%	100%	100%	100%	100%	100%



Violin Evaluation - Intermediate

	2.01- The Learner will play with increased pitch accuracy	2.02- The learner will play with increased rhythmic accuracy	2.05- The learner will play independent instrumental parts while other play rhythmic, melodic, or harmonic parts	5.01 The learner will read whole, half dotted half, quarter, and eighth note and quarter rest durations in 2/4, 3/4, and 4/4 meters.	5.02 The learner will read melodic notation in treble clef.	5.03 The learner will identify pitches on the treble clef.	7.03- The learner will show respect for the musical efforts and opinions of other.
1. Developing	0	0	0	2	1	0	0
2. Proficient	3	3	2	1	2	2	1
3. Outstanding	2	2	3	2	2	3	4
	5	5	5	5	5	5	5

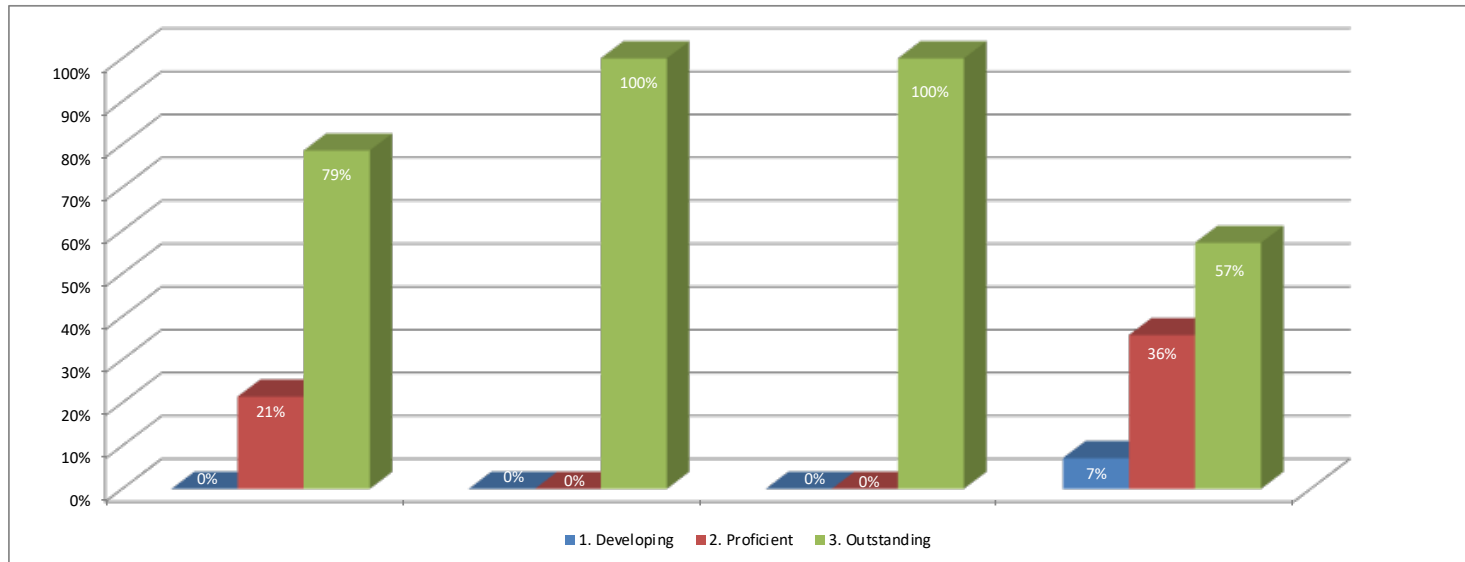
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1. Developing	0%	0%	0%	40%	20%	0%	0%
2. Proficient	60%	60%	40%	20%	40%	40%	20%
3. Outstanding	40%	40%	60%	40%	40%	60%	80%
	100%	100%	100%	100%	100%	100%	100%



Dance Evaluation - Elementary

	1.1 - Generate abstracted movement to communicate ideas, experience, feelings or images.	1.2 - Create dance sequences that vary the use of dance elements, use simple choreographic structures and use choreographic principles to fulfill choreographic intent.	1.3 - Understand the role of improvisation in creating dance choreography.	2.1 - Use appropriate behaviors and etiquette while observing, creating and performing dance.
1. Developing	0	0	0	1
2. Proficient	3	0	0	5
3. Outstanding	11	14	14	8
	14	14	14	14

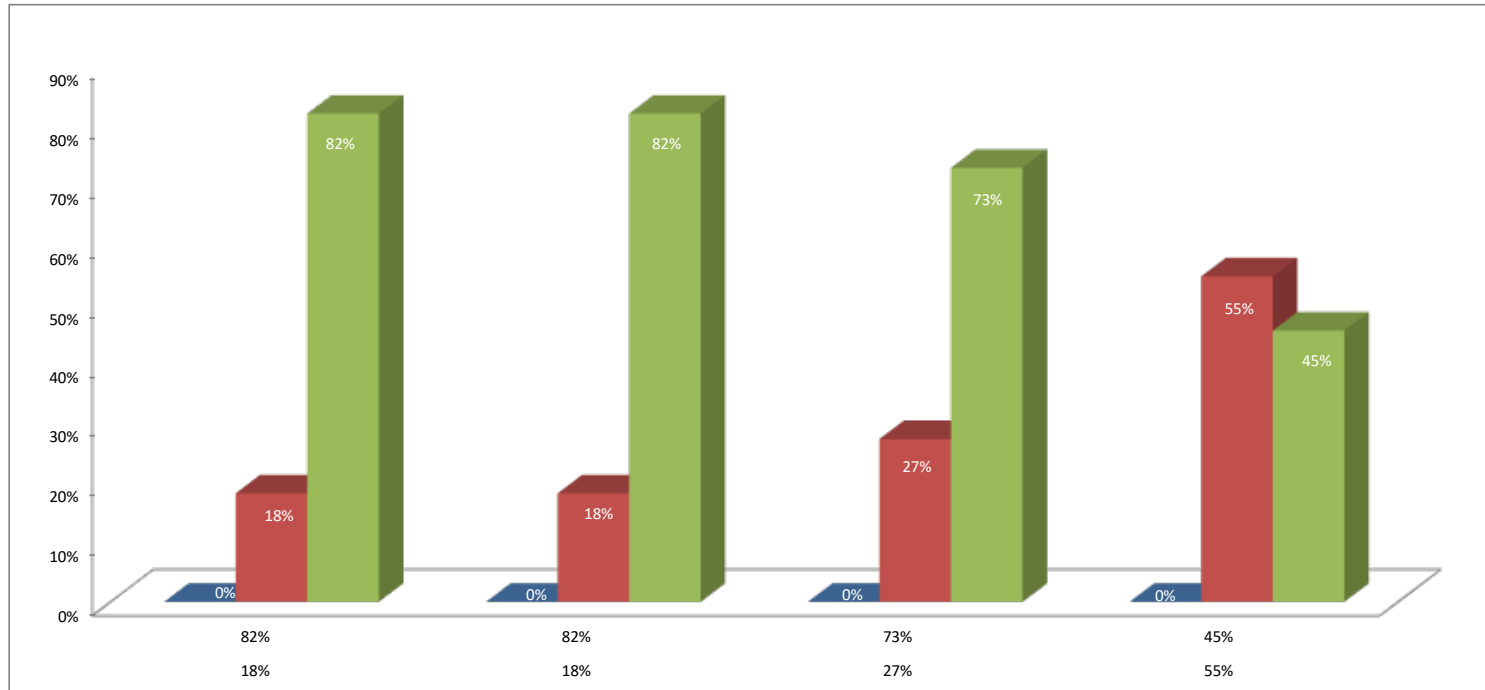
	1.1 - Generate abstracted movement to communicate ideas, experience, feelings or images.	1.2 - Create dance sequences that vary the use of dance elements, use simple choreographic structures and use choreographic principles to fulfill choreographic intent.	1.3 - Understand the role of improvisation in creating dance choreography.	2.1 - Use appropriate behaviors and etiquette while observing, creating and performing dance.
1. Developing	0%	0%	0%	7%
2. Proficient	21%	0%	0%	36%
3. Outstanding	79%	100%	100%	57%



Dance Evaluation - Middle

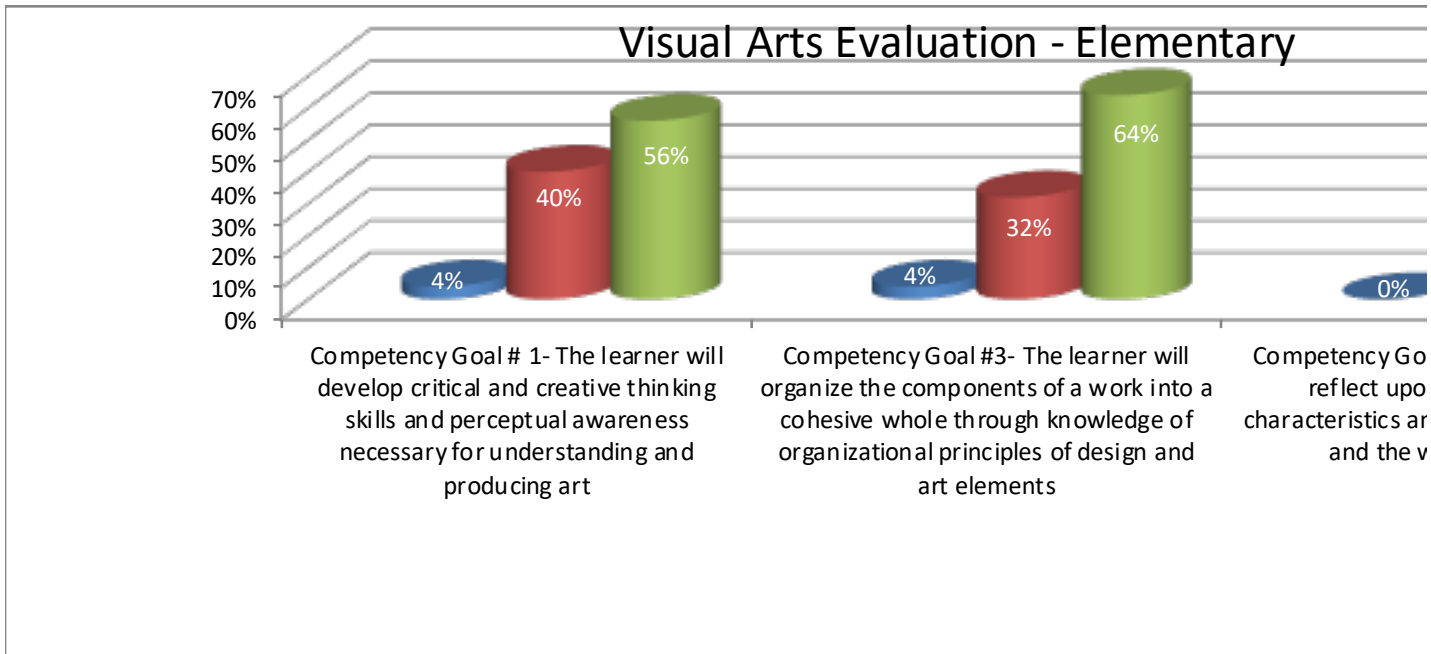
	1.1 - Generate abstracted movement to communicate ideas, experience, feelings or images.	1.2 - Create dance sequences that vary the use of dance elements, use simple choreographic structures and use choreographic principles to fulfill choreographic intent.	1.3 - Understand the role of improvisation in creating dance choreography.	2.1 - Use appropriate behaviors and etiquette while observing, creating and performing dance.
1. Developing	0	0	0	0
2. Proficient	2	2	3	6
3. Outstanding	9	9	8	5
	11	11	11	11

	1.1 - Generate abstracted movement to communicate ideas, experience, feelings or images.	1.2 - Create dance sequences that vary the use of dance elements, use simple choreographic structures and use choreographic principles to fulfill choreographic intent.	1.3 - Understand the role of improvisation in creating dance choreography.	2.1 - Use appropriate behaviors and etiquette while observing, creating and performing dance.
1. Developing	0%	0%	0%	0%
2. Proficient	18%	18%	27%	55%
3. Outstanding	82%	82%	73%	45%



Visual Arts Evaluation - Elementary		
	Competency Goal # 1- The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art	Competency Goal #3- The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements
1. Developing	1	1
2. Satisfactory	10	8
3. Outstanding	14	16
	25	25

Visual Arts Evaluation - Elementary		
	Competency Goal # 1- The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art	Competency Goal #3- The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements
1. Developing	4%	4%
2. Satisfactory	40%	32%
3. Outstanding	56%	64%



Competency Goal #6- The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

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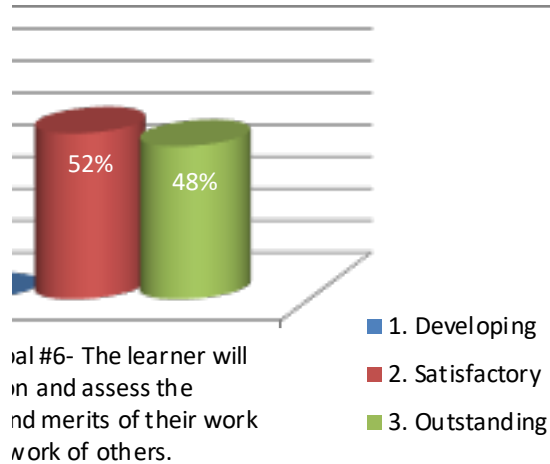
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Competency Goal #6- The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

0%

52%

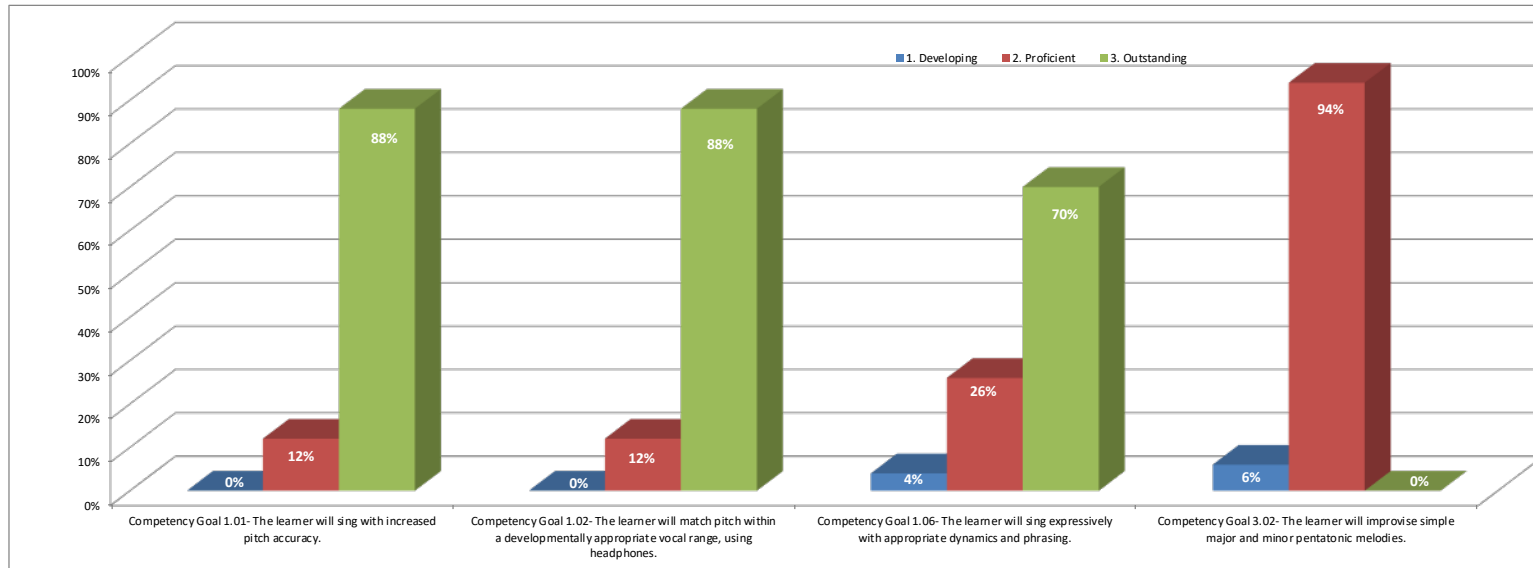
48%



Chorus Evaluation - Elementary

Elementary Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	0		2	3
2. Proficient	6	6	13	47
3. Outstanding	44	44	35	0
	50	50	50	50

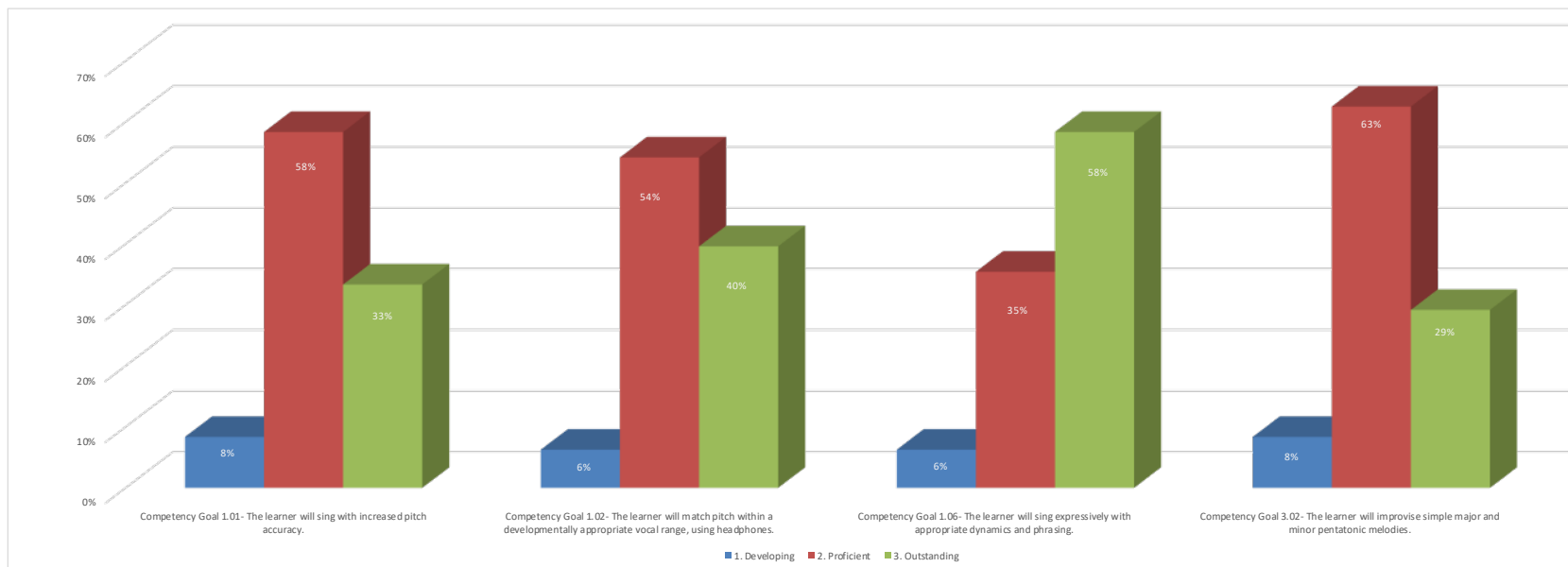
Elementary Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	0%	0%	4%	6%
2. Proficient	12%	12%	26%	94%
3. Outstanding	88%	88%	70%	0%
	100%	100%	100%	100%



Chorus Evaluation - Middle

Middle Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	4	3	3	4
2. Proficient	28	26	17	30
3. Outstanding	16	19	28	14
	48	48	48	48

Middle Vocal Evaluation				
	Competency Goal 1.01- The learner will sing with increased pitch accuracy.	Competency Goal 1.02- The learner will match pitch within a developmentally appropriate vocal range, using headphones.	Competency Goal 1.06- The learner will sing expressively with appropriate dynamics and phrasing.	Competency Goal 3.02- The learner will improvise simple major and minor pentatonic melodies.
1. Developing	8%	6%	6%	8%
2. Proficient	58%	54%	35%	63%
3. Outstanding	33%	40%	58%	29%
	100%	100%	100%	100%



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2018 Summer Academics
Pre and Post Test Results

2018 Summer Academics
Pre and Post Test Results

2019 CLARA H. JONES SUMMEER INSTITUTE

Parent Survey

How many years has your child been in the Summer Institute Program?	1st Time	2nd Year	3 or More Years		
	21	11	36		
How would you <u>rate</u> the Summer Institute overall in the following areas?	Excellent	Good	Fair	Poor	Don't Know
The overall program	59	8			1
The Fine Arts courses	57	7			3
The academic portion	55	9	1		2
The facility and atmosphere	54	12			1
The food and snacks provided	32	16	13		6
The hours of operation	63	2	1		1
The overall value of services provided	57	8			2
The Summer Institute staff	60	6			1
To what extend do you agree or disagree with the following statement describing your child's experience in the Summer Institute?	Excellent	Good	Fair	Poor	Don't Know
Enjoys attending the program	53	15			
Feels comfortable with staff	58	9			
Has friends in the program	60	7			
Discusses things that happen during the day	48	14	4	1	
Has made academic progress	43	11	3		10
Has made progress in the fine arts	51	10	3		3
Has been exposed to new ideas, activities, field trips, etc.	54	8	4		1
Why did you child attend the program?					
Student needed daytime supervision	32				
Student was interested because friends were attending	19				
Student was interested because of activities offered	34				
Parent was interested in academic program	47				
Parent was interested in fine arts program	48				
Student needed academic assistance	37				
Other reason	2				
- Activities / Educational					
- To hear about different things					
- Wanted to learn to play the piano					
- Child loved it last year.					
What would your child have been doing if she/he had not attended this program?					

Staying home alone	12
Cared for by neighbors or relatives	33
Staying home with adult supervision	27
Attended a variety of places during the summer	28
Other	
- Attend a different summer camp	
- Hanging out with nanny or with mommy at work	

How many times have you had a chance to observe the program?	Once	2 or 3 Times	More Than 3 Times	Never	No Response
	11	21	11	15	10

What did you like best about the Summer Institute?

- Fine Arts were a part of the program with no additional cost.
- Learned something new everyday and enjoyed coming.
- Hours of operation (2)
- Friendliness of the staff (2)
- Safe environment
- Staff very professional, always informed me if children had a good day and activities that were offered.
- *My child liked to attend the program because they taught his how to draw and helped him with literacy.*
- Activities
- The triplets feel at home with the staff and other students
- Director was very nice and seem to genuinely care about summer camp and teaching the students
- Feel like this camp is the best for my girls
- Causes and the variety of lessons
- *They enjoyed and always been busy*
- Social together with parents
- Supervised kids
- *Kids were busy and learned different things*
- Programs, hours, people coming in working with the kids.
- Learning different topics about things
- My daughter came home everyday so happy
- Provides a positive enviornment during summer vacation
- Commitment to children (whole child)
- Like that he always desired to be in camp.
- Everything was very good and you had excellent information.
- My children are able to learn to play instruments and participate in other Fine Arts.
- Daughter loved the piano clases, choir and math, son loved his first grade teacher and choir.
My son improved his math skills and reading.
- Appreciate the activities
- Staff did a great job creating a bully free environment.

- The learning activities
- *Would like you to open a charter school*
- Academic / enrichment topics
- Communication, life skills, preparation for upcoming school year, explore opportunities in Fine Arts and music.
- Care and concern from staff (4)
- Youth have attended First Baptist Church-West and each time is better than the others. Thank you!
- Continued academic program in order that students do not lose so much during the summer (3)
- The Arts are excellent (2)
- Fine Arts and Academic focus
- All the activities were wonderful. Everything was wonderful
- Enjoyed it all but my daughter talked more about dance class
- Liked that they after both academics and Fine Arts
- The care and structure given to the students
- Fine Arts
- Academic support
- The staff and the scheduling
- Teaching on character and love of God. Christ-centered
- My daughter enjoyed lunch and playing in the gym. Excited to see classwork she was working on throughout the program.
- The dance, music and instrument program to keep the kids challenging.
- The ongoing lessons and keeping them in the books
- Keep up the good work and thank you

What are some things you would like to see changed/improved/added?

- Program extended to mid August
- Would like to have more information verbally but specifically written on academics and progress
- Wished the program lasted all summer
- More field trips (2)
- Academic progress or academic outline
- The food (more things for the kids)
- The way some teachers talk to kids and the things they say to them
- Approach kids
- Parents being shown what the kids are learning academically
- More music focus and instrument play
- Closing time for the summer camp at the end of day.
- Have artists come in to talk to the kids
- Not sure, not aware of all services offered
- Change is helping them to grow in every area of all their lives.....
- More parent involvement / engagement (2)
- More staff, more students to help share and take part in the joy and experience
- Communication from staff on weekly updates and academic progress of student

- ****Longer Camp****
- Attend to special needs
- Request to attend field trips
- 8-week program instead of 6-week
- Teachers provide too much candy to students. Once per week treats are okay, but not several times per week.
- Both children informed me that the children cussed when teachers were not around
- Would be helpful to have more communication as to the academic agenda.
- Was not comfortable with the class about alcohol and substance abuse.
Would have wanted to know what was going to be discussed in advance.
- STEM
- 9-week program
- Nothing!

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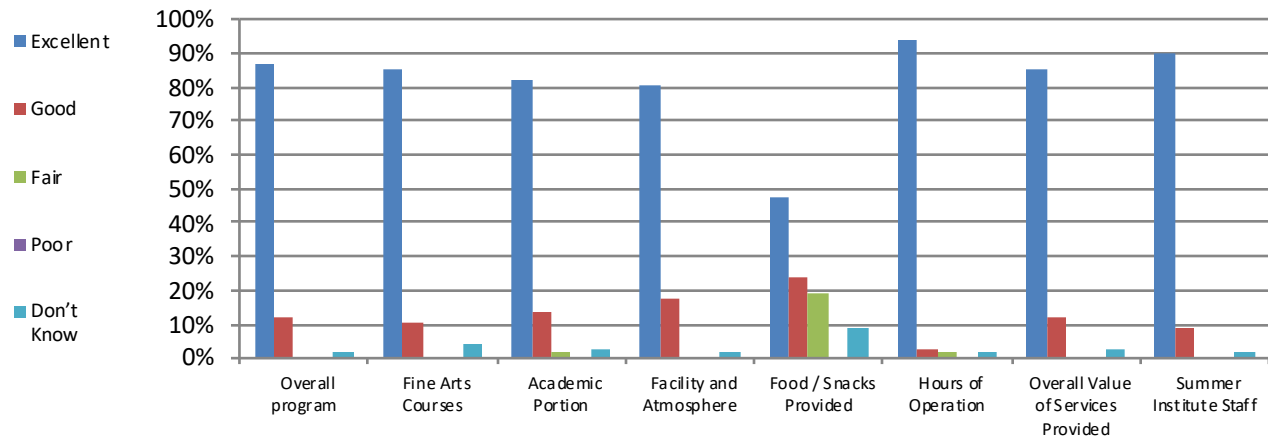
Parent Survey

How many years has your child been in the Summer Institute Program?

1st Time	2nd Year	3 or More Years
21	11	36

How would you rate the Summer Institute overall in the following areas?

	Excellent	Good	Fair	Poor	Don't Know
Overall program	87%	12%			1%
Fine Arts Courses	85%	10%			4%
Academic Portion	82%	13%	1%		3%
Facility and Atmosphere	81%	18%			1%
Food / Snacks Provided	48%	24%	19%		9%
Hours of Operation	94%	3%	1%		1%
Overall Value of Services Provided	85%	12%			3%
Summer Institute Staff	90%	9%			1%



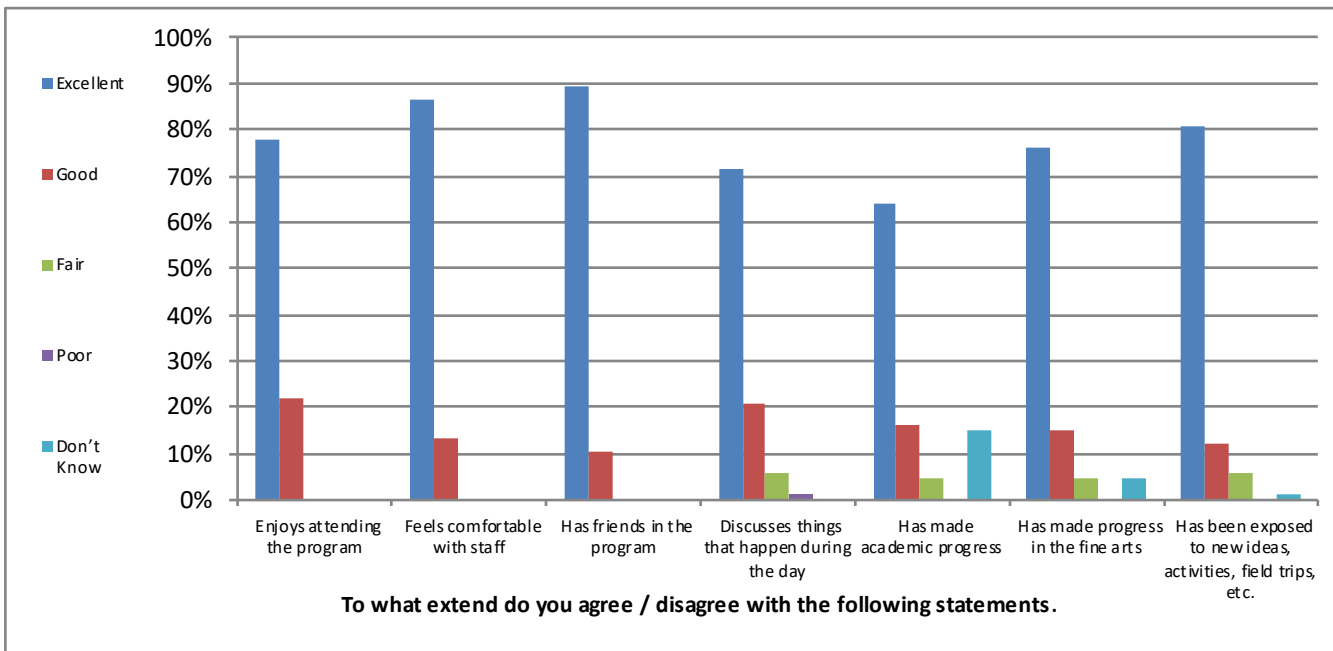
How would you rate the Summer Institute overall in the following areas?

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Parent Survey

To what extent do you agree or disagree with the following statement describing your child's experience in the Summer Institute?

	Excellent	Good	Fair	Poor	Don't Know
Enjoys attending the program	78%	22%			
Feels comfortable with staff	87%	13%			
Has friends in the program	90%	10%			
Discusses things that happen during the day	72%	21%	6%	1%	
Has made academic progress	64%	16%	4%		15%
Has made progress in the fine arts	76%	15%	4%		4%
Has been exposed to new ideas, activities, field trips, etc.	81%	12%	6%		1%

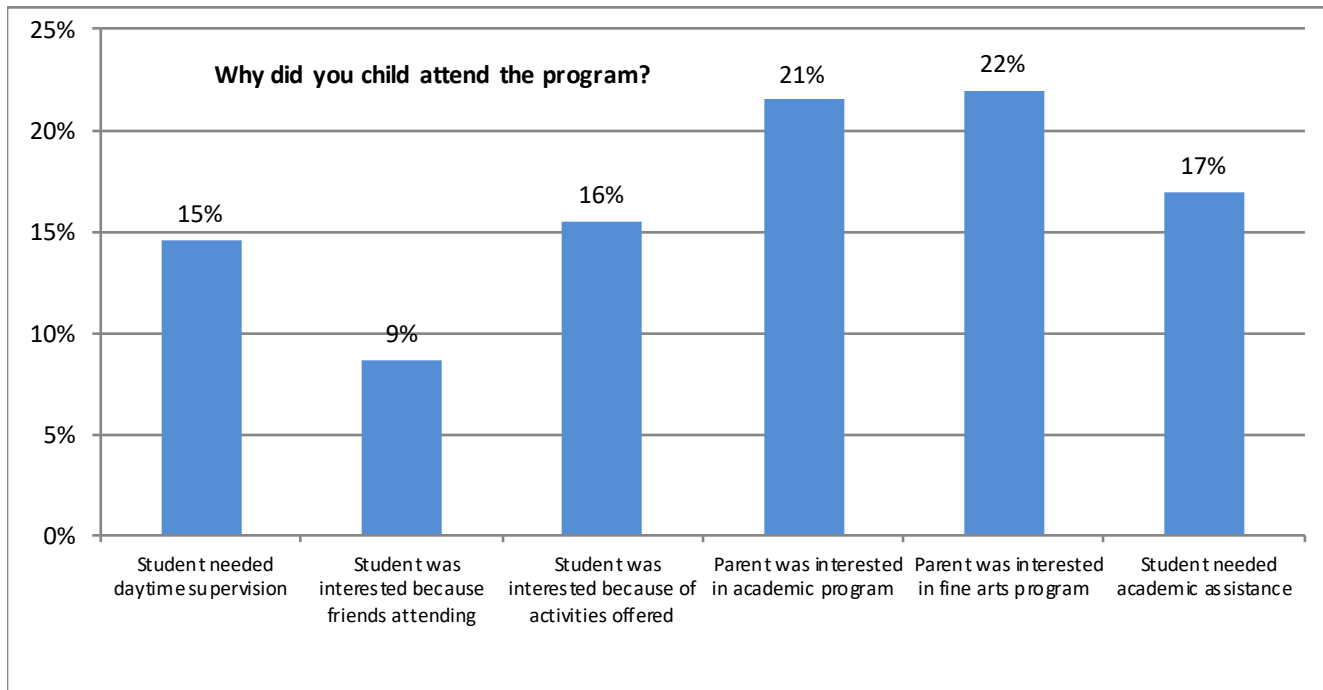


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Why did you child attend the program?

Student needed daytime supervision	15%
Student was interested because friends attending	9%
Student was interested because of activities offered	16%
Parent was interested in academic program	21%
Parent was interested in fine arts program	22%
Student needed academic assistance	17%
Other reason	1%



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Parent Survey

What would your child have been doing if she/he had not attended this program?

Staying home alone	12%
Cared for by neighbors or relatives	33%
Staying home with adult supervision	27%
Attended a variety of places during the summer	28%

How many times have you had a chance to observe the program?	Once	2 or 3 Times	More Than 3 Times	Never
	24	11	19	4

