

**Wyoming Department of Education
SUMMER SCHOOL AND EXTENDED DAY (BRIDGES)**

**Joint Education Interim Committee Report
November 29, 2013**

Authority

2008, chapter 95. § 101
W.S. § 21-13-334

History

Need for funds targeted specifically to summer school and extended-day interventions was identified in two studies done in 2002 and 2003^{1 2}. The two studies looked at equitable distribution of funds to provide educational supports to students along with research identifying the impact of summer loss. As a result of these studies, a non-competitive grant program was created as a pilot targeted to support remedial programs in summer school. In the next year the pilot program added extended day services.

In the 2006 legislative session, the Wyoming Legislature established House Bill 139, a school funding bill that increased the grant amount available to districts, maintaining the pilot program outside the school foundation block grant. This bill was based on extensive research, including a study from Picus and Odden (2005). The pilot was continued with no changes in 2007.

The grant program was enacted into legislation in 2008; its funding formula and programmatic function are now described under W.S. 21-13-334, and actual funding for the program is requested through the biennial budget process by the Wyoming Department of Education. Funds are directed separately to districts from the cost-based block grant education funding model, and for FY14, \$13.1 million was set aside for summer and extended day programs running through the 2013-14 school year. Bridges grant funds are generated based on district at-risk student counts, the largest component of which is the number of students participating in free or reduced lunch programs. Free/reduced lunch participation has grown from 30.0% of student enrollment in the 2006-07 school year to 37.0% of student enrollment reported for the 2011-12 school year, an increase of more than 24 percent.

¹ Ruth Sommers, Review of the At-risk Adjustment to the Wyoming Cost-based Block Grant Education Funding Model, Cheyenne, WY, November 2002.

² Ruth Sommers, Summer Semester: A Grant Proposal to Fund summer School Programs for the State of Wyoming, Cheyenne, WY, October 2003.

Actions

Extended-Day Intervention Programs

Forty-four districts utilized Bridges funds for extended day programs in SY12-13; generally, districts with funds remaining in the grant from the prior summer school year (2012) used these funds to provide additional learning programs outside the school day. A slight decrease in enrollment was seen in SY2012-13 with a total enrollment of 9,470 compared to 9,931 during SY2011-12. One district reported the need for extended day services decreased when time was added to the schedule for Professional Learning Communities. The teachers were able to increase differentiation and target instruction more by using data.

Districts vary in their offerings, with some targeting students in grades K-12, while others provide programs only for students in specific grade groups, i.e., only elementary, only middle, or only high school grades. Additionally, districts sometimes concentrate supplemental instruction in only a single subject in keeping with their district goals.

Although the added instructional time offered through the Bridges grant during the school year is referred to as “extended day”, in reality, this time is offered in a variety of ways. Before and after-school programs are the most common settings, but quite a few districts also offer extra learning time on Saturdays; many districts which operate four-day schedules make instruction available for students who need it on Fridays.

All participating districts make available supplemental instruction in math and language arts. Many report providing additional instructional opportunities for social studies, science, foreign language, and health, particularly in secondary grades. Some districts have used extended day to specifically supplement instruction to English language learners. Two districts reported specifically providing this type of instruction during SY 2012-13. Many districts report adding 21st Century Skills, study skills, and ACT prep opportunities to Extended Day offerings. A new trend in credit recovery was reported this year. Some districts provide opportunities for students to recover credit for units within a course in addition to the standard full course and half credit recovery.

The majority of districts report that certified teachers are delivering their supplemental extended-day instruction. Some employ paraprofessionals under the direct supervision of a certified teacher, and others utilize tutors, student teachers, instructional facilitators, and even principals in extended-day instructional settings. One district reported hiring certified substitutes part time to help with tutoring.

Summer School Programs

In the summer of 2013, 47 of the state’s 48 school districts participated in the Bridges Summer School Grant Program; only Sheridan County School District #3 does not participate in the grant. Most districts made summer intervention and remediation programs available to students in all grades K-12. Exceptions in 2013 included Big Horn County School District #3, Fremont County School Districts #6, #21 and #38, Park County School District #16, Sublette County School

District #9, and Washakie County School District #2, all of which held summer programs only for students in grades K-6, or K-8. Big Horn County School District #2 operated Bridges summer school only for 6-12 students.

Department personnel visited five summer program during 2013. Results of these monitoring visits are discussed in the Results portion of this report.

The initial analysis of a single district's summer school effectiveness for the 2007 summer school period expanded to include student growth assessment data across eight districts throughout the state for the summers of 2008 and 2009. In accordance with the statutory mandate to evaluate summer school effectiveness, in 2010 the study was taken statewide, and incorporated results from 30 districts. More districts were not included in this first statewide study because not all districts had the required four assessment seasons needed for analysis. A total of 36 districts were included in the 2011 summer analysis. Results of these studies were discussed in the December 2012 report. The study is currently on hold until the department is able to locate a new contractor to continue the work. Data from the Northwest Education Association (NWEA) Measures of Academic Progress assessment (MAP) are being maintained in order to continue the study.

Financial

Extended Day Intervention Programs

In Table 1, expenditure information is displayed for each district utilizing the Wyoming Bridges grant to provide Extended Day services. Per pupil expenditure varied from a low of \$45/student in Big Horn County School District #4 to a high of \$1,959/student in Sublette County School District #9; average per pupil expenditure was \$496 in school year 2012-13, an increase of \$22 compared to the prior year. Districts participating in Bridges extended-day programs expended a total of \$4,634,363 in SY12-13 versus \$4,711,594 the prior year of which \$4,033,450 were Bridges grant funds. Grant funds were supplemented with \$600,913 from other sources. Bridges grant funds supported approximately 87 percent of the costs reported by districts for these extended day programs in SY12-13 compared to 89 percent the prior school year (Table 2).

Some districts reported using Bridges funds to replace Title I tutoring funds lost through federal sequestration.

Summer School Programs

Districts reported expending \$11.4 million on summer school programs during the summer of 2013, of which nearly \$9.1 million were Wyoming Bridges funds, approximately 80 percent of total expenditures. The difference between these two amounts was made up from other revenue sources locally including Title VI-B, other miscellaneous funds, district general funds, and Title I dollars, (Table 3). Total 2013 expenditures increased \$0.7 million from 2012

Sixteen districts did not support summer programs with funds other than the Bridges grant. As usual, per pupil expenditures among the districts vary widely and ranged from a high of \$2,144

in Converse #2 to a low of \$363 in Sheridan #1, with an average of \$1,054, nearly the same average as summer 2012 which was \$1,033/pupil (Table 4).

The Department has in the past and anticipates continuing to partner with GEAR UP to sponsor statewide learning targeted to teachers in secondary grades. This year teachers and administrators received training at the Spring and Fall School Improvement Conferences sponsored by AdvancED. A special session for summer school teachers is planned for Spring 2014. Ruby Payne's training on working with under resourced students will be featured. Additional training is planned around personalized learning.

Results

Student Enrollment and Completion Data -Extended Day Intervention Programs

Tables 5 and 6 display student enrollment and completion data for Bridges SY12-13 extended-day offerings in math and language arts respectively. More students attended extended day programs for additional instruction in math (8,936 students enrolled) than in language arts (8,776), in a typical year, the opposite is true.

Approximately eighty percent of students identified as needing to attend extended day programs actually enrolled in these additional learning opportunities. Of those enrolled, 98 percent of students met some or all goals set forth in their Individual Learning Plans (ILPs) in language arts and 97% in math. Student success in meeting learning plan goals varies among the districts, from 10 to one hundred percent of participating students meeting some or all ILP goals.

The final data presented in Table 7 indicates the level of repeated supplemental instruction needed by students participating in Bridges extended- day programs during SY12-13. Districts estimated an average of 54 percent of students participating in SY12-13 extended-day programs had also taken part in supplemental instruction programs the previous year or the prior summer. This percentage ranged among districts from an estimated high of one hundred percent to a low of 20 percent.

Student Enrollment and Completion Data – Summer School Programs

Districts this year identified 15,692 students in grades K-12 who could benefit from summer instruction. Of this number, 10,909 students actually enrolled and 10,118 completed Bridges summer programs. The number of students reported by districts to be enrolled in summer school this year in grades K-12 increased by 997 students over the prior year (Table 8). Enrollment in summer school ranged from a low of 5.52 percent of total student enrollment in Niobrara #1 to a high of 36.67 percent in Fremont #21. In 2013, six districts did not have programs for high school students.

Of those who enrolled in summer school, an average of 93 percent completed summer school, with completion rates ranging among the districts from 100 percent to only 53 percent. (NOTE: Observers will see some districts reporting more completing students than enrolled. This is a data quality issue.)

Some districts still report struggling to maintain attendance and interest in summer programs. In contrast, others report improving student attendance as well as parental interest and support largely as a result of increased student engagement through the incorporation of enriched instructional approaches and project or place-based education, with multiple hands-on learning opportunities. Provision of hot breakfasts and lunches along with transportation is also reported to increase student attendance. Several districts reported using various incentives to increase attendance. These included incorporating fun activities into the day such as clubs, supervised computer free time, and other high interest activities. Others partnered with community groups such as Big Brothers Big Sisters and County Extension offices.

In 2013, nineteen districts offered pre-kindergarten summer programs to 754 students, as shown in Table 9. Most of these programs were targeted to students who may be considered not ready for kindergarten, although some were made available to all incoming kindergarten students. Most participant districts indicated they used a pre and post assessment specifically designed to measure kindergarten readiness in young students, but some measure progress through classroom observation and parent surveys. Pre-kindergarten summer programs continue to grow with two additional districts offering services for this age student this year and 168 additional children being served.

Table 10 illustrates completer data for credit recovery in high school grades in the nine content areas of math, language arts, science, social studies, career/technical, fine arts, foreign language, health, and physical education for 2013 summer high school students. It is apparent that summer programs funded through Wyoming Bridges play an essential part in credit recovery for Wyoming high school students, enabling many to be able to graduate. As can be seen in the table, high school students recovered a total of 2,455 semester credits. Please keep in mind the recovered credit count is not exact. For instance, a student recovering credits for both a fall and spring math course will show only one credit recovered in math; and a student reported as completing a subject will be counted as recovering a semester credit, but in reality, the student could have failed the completed class and not receive the credit.

All but one Wyoming school district utilizes the Bridges grant to provide additional learning opportunities for their struggling students. Since the inaugural year of the grant in 2005, the number of students enrolled in summer school has grown. However, because statewide enrollment has increased in general, the *percentage* of students enrolling in summer programs has remained fairly consistent across time, moving from 10.02 percent in 2005 to 14 percent in 2013 of total student enrollment in offered grades.

Best Practice

A number of districts report best practices in both extended day and summer school programs. The following is a list of the highlights:

- Robotics and hands-on projects used to enhance learning and interest
- Learning games for social studies such as “Making History”
- Adjust teacher schedules to allow time for them to tutor
- Focus on and plan for individual needs

- Students use online curriculum and electronic devices for learning
- Group students with similar needs regardless of grade level and focus on distinct skills and learning gaps
- Providing late buses facilitates attendance after school
- Spring credit recovery for fall classes
- Work with Community Centers and child care facilities to fill staffing needs for tutoring
- Tap volunteer resources such as Foster Grandparents
- Higher level upper elementary readers model for kindergartners after school
- Retention prevention program for K-4, identified students attend two years of summer school and two years of extended day in lieu of retention

Site Monitoring Visits

The Department has undertaken the monitoring of both summer and extended day programs over the past five years and is learning what models of successful programs look like. During the 2012-13 school year, Bridges staff visited summer school programs in six districts: Natrona #1, Fremont #1, Sublette #9, Uinta #4, and Uinta #6. No extended day programs were visited during this school year.

Natrona County School District #1:

Five schools were visited - two elementary and three secondary programs. The district has simplified their application process for summer school. This has streamlined enrollment.

Elementary teachers meet as a team, plan activities and curriculum, and coordinate all summer school operations. A project-based approach is used to provide engaging activities. Games, field trips, and computer activities are used to enhance the project-based curriculum. An RTI approach is also used to ensure appropriate interventions and supports are available for all students. Pre and post assessments provide progress monitoring.

A pre-K program called “Jump Start” is targeted for students who fall below the 40th percentile on Kindergarten readiness assessments.

The summer school program for junior high school students is also project and theme-based. One site used the theme “Heroes and Villains of the Old West” to build language arts and math skills. Students selected and studied a famous person from the period. They completed research, produced reports, and created skits based on what they had learned. Using math skills, they built sets and developed props and costumes. The culminating activity was a performance.

High school students work on credit recovery for any classes they have failed. Opportunities are available to recover up to 1 full credit. The program is operated in coordination with the district support services.

Fremont County School District #1:

One elementary school and one secondary were visited. The district students for referral who score below the 40th percentile on the spring MAP test for grades 2-8 and students failing classes

for grades 9-12. Students attending the “Lights On” after school program are also invited to attend summer school.

The elementary and middle school programs use differentiated instruction, hands-on learning, and learning centers. Students in the middle school were observed to be very engaged in the project-based activity. High school students have several options for credit recovery. They can recover a half credit in one content area or contract for partial credit to make up missed work. Odysseyware is also available.

Sublette County School District #9:

The middle school program was visited. The district offers programs for Pre-K – 8. A Professional Learning Community process is used for planning and monitoring student progress.

Classes meet six hours a day and use a project-based approach. Science is used to help students learn reading and math. Multi-age grouping is employed. Students report they enjoy summer school and are learning. They are aware of their goals and what they need to do to improve. Teachers meet weekly in their Professional Learning Community and communicate with one another regularly. All agreed they work as a team.

The program has set a goal to improve community involvement next year.

Uinta County School District #4:

One elementary school was visited. The district offers two summer sessions. One is in June, one in August. High school students are offered the opportunity to recover a full credit, or two half credits in different subjects. Middle school also targets credit recovery. Elementary teachers continue to use the same curriculum for summer school as the regular school year. Instruction is more hands-on and collaborative. Teachers use RTI and supplemental materials.

Summer school staffs meet and plan almost daily. Student assessment data is shared and reviewed during the meetings.

A special August Pre-K session is open to all incoming kindergartners. The teachers are the same that will have the students for kindergarten. By the end of the two week session, students are familiar with the expectations for school, are comfortable with their teacher and the surroundings, and have been given initial assessments.

Uinta County School District #6:

Two secondary schools were visited, one middle school and one high school. The district provides the opportunity to recover 3 ½ credits during the summer session. Two teachers provide instruction and work very closely as a team. Sessions are scheduled for six hours a day over a two week period. Instruction is project-based and incorporates three sections, one written, one oral, and one electronic. Middle school students work on language arts and math. They are also engaged in hands-on activities.

Each school has its own principal for summer school. Principals function as a member of the team and are available daily. Teachers meet in Professional Learning Communities to review student progress and to plan.

Recommendations

Recommendations from Districts

Each year as part of the end-of-program reporting process, districts are asked to relate information they think might be helpful to other districts in planning or operating extended-day programs. Recommendations from SY2012-13:

- Use summer school as a Tier 2 RTI intervention;
- Small groups and small class sizes are critical for students at risk to gain the most;
- Virtual school – distance education can help support students who need to work or have other scheduling issues;
- Use math and reading specialists and Instructional Facilitators to support teaching staff;
- Use Public Library activities and community presentations;

Recommendations to Policymakers

Districts continue to express their appreciation of the availability of Bridges funds to provide summer and extended day learning opportunities for students. They see these funds supporting programs that can personalize instruction for students and strengthen their skills and knowledge by addressing individual needs in a timely manner. Districts appreciate the legislature's continued policy of maintaining the administration of the Bridges summer school and extended-day grant independent of the block grant school funding model to ensure program quality, integrity, and effectiveness can be maintained. Additionally, allowing both summer school and extended-day programs to be funded as a single entity gives districts flexibility in targeting resources according to perceived need. Policymakers are asked to continue these practices and to retain funding for the Wyoming Bridges grant as part of the Wyoming Department of Education's budget process.

Districts appreciated the separate funding for enrichment and were disappointed when the funding program ended. They continue to request this type of program. In particular, they are interested in funding for STEM programs and for using technology for learning. Policymakers are asked to consider reviving the enrichment funding.

Personalized Learning and Blended Learning are an especially good fit for the summer school learning environment. Bridges already emphasizes individualized learning plans, and a more personalized, hands-on approach. Policymakers are asked to review the Bridges legislation and incorporate more flexibility in terms of place and time limitations.

**Table 1: Wyoming Department of Education
SY12-13 Extended Day Per Student Expenditures**

District	Bridges Grant Award	Total Ext Day Expenditures	Number Enrolled	Expenditures per Student
Albany #1 (K-12)	\$ 379,844.00	\$ 257,536.00	565	\$ 455.00
Big Horn #1 (K-12)	\$ 153,505.00	\$ 11,163.00	189	\$ 59.00
Big Horn #2 (6-12)	\$ 107,503.00	\$ 25,861.00	76	\$ 340.00
Big Horn #3 (K-5)	\$ 97,772.00	\$ 21,765.00	46	\$ 473.00
Big Horn #4 (5-8)	\$ 53,979.00	\$ 8,169.00	180	\$ 45.00
Campbell #1 (K-12)	\$ 1,156,409.00	\$ 293,740.00	1485	\$ 197.00
Carbon #1 (K-5)	\$ 228,767.00	\$ 34,551.00	53	\$ 651.00
Carbon #2 (K-12)	\$ 99,807.00	\$ 44,185.00	211	\$ 209.00
Converse #1 (1-12)	\$ 191,009.00	\$ 198,055.00	193	\$ 1,026.00
Converse #2 (1-6)	\$ 95,597.00	\$ 25,879.00	50	\$ 517.00
Crook (K-12)	\$ 159,076.00	\$ 60,528.00	210	\$ 288.00
Fremont #1 (K-12)	\$ 243,140.00	\$ 135,210.00	145	\$ 932.00
Fremont #2 (2 & 9-12)	\$ 37,426.00	\$ 12,906.00	23	\$ 561.00
Fremont #14 (1-12)	\$ 181,780.00	\$ 50,227.00	165	\$ 304.00
Fremont #24	\$ 39,031.00	\$ 8,919.00	28	\$ 318.00
Fremont #25 (K-12)	\$ 407,595.00	\$ 261,178.00	197	\$ 1,325.00
Fremont #38 (3-8)	\$ 117,888.00	\$ 15,479.00	46	\$ 336.00
Goshen (9-12)	\$ 329,214.00	\$ 12,648.00	22	\$ 574.00
Hot Springs (2-12)	\$ 107,062.00	\$ 70,044.00	202	\$ 346.00
Johnson #1 (4-12)	\$ 169,532.00	\$ 44,019.00	184	\$ 239.00
Laramie #1 (K-12)	\$ 2,315,153.00	\$ 848,094.00	797	\$ 1,064.00
Laramie #2 (K-6)	\$ 144,840.00	\$ 77,585.00	218	\$ 355.00
Lincoln #1 (1-12)	\$ 55,270.00	\$ 9,169.00	47	\$ 195.00
Lincoln #2 (1-12)	\$ 372,151.00	\$ 172,048.00	189	\$ 910.00
Natrona #1 (K-12)	\$ 2,089,216.00	\$ 757,290.00	1258	\$ 601.00
Niobrara (3-8)	\$ 93,679.00	\$ 17,222.00	62	\$ 277.00
Park #1 (K-5)	\$ 262,859.00	\$ 82,899.00	217	\$ 382.00
Park #6 (K-12)	\$ 290,305.00	\$ 119,546.00	93	\$ 1,285.00
Park #16 (K-8)	\$ 35,988.00	\$ 2,061.00	11	\$ 187.00
Platte #1 (K-12)	\$ 119,272.00	\$ 30,347.00	57	\$ 532.00
Platte #2 (K-6)	\$ 37,814.00	\$ 6,862.00	49	\$ 140.00
Sheridan #1 (K-5)	\$ 102,663.00	\$ 15,442.00	79	\$ 195.00
Sheridan #2 (1-12)	\$ 493,948.00	\$ 137,142.00	229	\$ 598.00
Sublette #1 (3-5)	\$ 80,757.00	\$ 5,766.00	35	\$ 164.00
Sublette #9 (1-4)	\$ 76,972.00	\$ 35,274.00	18	\$ 1,959.00
#Sweetw #1 (K-12)	\$ 769,641.00	\$ 87,658.00	115	\$ 762.00
Sweetw #2 (1-12)	\$ 326,328.00	\$ 123,674.00	179	\$ 690.00
Teton #1 (K-12)	\$ 343,363.00	\$ 96,452.00	126	\$ 765.00
Uinta #1 (1-12)	\$ 483,375.00	\$ 283,308.00	649	\$ 436.00
Uinta #4 (K-12)	\$ 78,702.00	\$ 13,206.00	89	\$ 148.00
Uinta #6 (K-12)	\$ 86,228.00	\$ 27,868.00	328	\$ 84.00
Washakie #1 (2-12)	\$ 279,756.00	\$ 55,751.00	229	\$ 243.00
Weston #1	\$ 107,616.00	\$ 16,682.00	42	\$ 397.00
Weston #7 (K-5)	\$ 37,888.00	\$ 22,955.00	84	\$ 273.00
Totals	\$ 13,439,720.00	\$ 4,636,363.00	9470	\$ 21,837.00

Table 2: SY12-13 Extended Day Expenditure Information - Sources

District	Bridges Funds	Title I	Title VI B	Gen Fund	Other	Total Expenses
Albany #1 (K-9)	\$ 102,066.00	\$ 3,500.00	\$ 49,904.00	\$ 56,030.00	\$ 46,036.00	\$ 257,536.00
Big Horn #1 (K-12)	\$ 11,163.00	\$ -	\$ -	\$ -	\$ -	\$ 11,163.00
Big Horn #2 (6-12)	\$ 25,861.00	\$ -	\$ -	\$ -	\$ -	\$ 25,861.00
Big Horn #3 (K-5)	\$ 18,793.00	\$ 1,486.00	\$ -	\$ 1,486.00	\$ -	\$ 21,765.00
Big Horn #4 (5-8)	\$ 8,169.00	\$ -	\$ -	\$ -	\$ -	\$ 8,169.00
Campbell #1 (K-12)	\$ 259,071.00	\$ -	\$ -	\$ 34,669.00	\$ -	\$ 293,740.00
Carbon #1 (K-5)	\$ 34,551.00	\$ -	\$ -	\$ -	\$ -	\$ 34,551.00
Carbon #2 (K-12)	\$ 44,185.00	\$ -	\$ -	\$ -	\$ -	\$ 44,185.00
Converse #1 (1-12)	\$ 50,015.00	\$ -	\$ -	\$ -	\$ 148,040.00	\$ 198,055.00
Converse #2 (1-6)	\$ 25,879.00	\$ -	\$ -	\$ -	\$ -	\$ 25,879.00
Crook (K-12)	\$ 25,954.00	\$ -	\$ 5,424.00	\$ 29,150.00	\$ -	\$ 60,528.00
Fremont #1 (K-12)	\$ 111,396.00	\$ 6,582.00	\$ -	\$ -	\$ 17,232.00	\$ 135,210.00
Fremont #2(2,9-12)	\$ 12,906.00	\$ -	\$ -	\$ -	\$ -	\$ 12,906.00
Fremont #14 (1-12)	\$ 19,383.00	\$ 30,844.00	\$ -	\$ -	\$ -	\$ 50,227.00
Fremont #24	\$ 8,919.00	\$ -	\$ -	\$ -	\$ -	\$ 8,919.00
Fremont #25 (K-12)	\$ 229,238.00	\$ 7,800.00	\$ 16,174.00	\$ 7,966.00	\$ -	\$ 261,178.00
Fremont #38 (3-8)	\$ 14,198.00	\$ -	\$ -	\$ -	\$ 1,281.00	\$ 15,479.00
Goshen (9-12)	\$ 12,648.00	\$ -	\$ -	\$ -	\$ -	\$ 12,648.00
Hot Springs (2-12)	\$ 70,044.00	\$ -	\$ -	\$ -	\$ -	\$ 70,044.00
Johnson #1 (4-12)	\$ 44,019.00	\$ -	\$ -	\$ -	\$ -	\$ 44,019.00
Laramie #1 (K-12)	\$ 846,094.00	\$ -	\$ -	\$ -	\$ -	\$ 846,094.00
Laramie #2 (K-6)	\$ 69,111.00	\$ -	\$ 8,474.00	\$ -	\$ -	\$ 77,585.00
Lincoln #1 (1-12)	\$ 9,169.00	\$ -	\$ -	\$ -	\$ -	\$ 9,169.00
Lincoln #2 (1-12)	\$ 85,078.00	\$ -	\$ 32,270.00	\$ 36,407.00	\$ 18,292.00	\$ 172,047.00
Natrona #1 (K-12)	\$ 757,290.00	\$ -	\$ -	\$ -	\$ -	\$ 757,290.00
Niobrara (3-8)	\$ 17,222.00	\$ -	\$ -	\$ -	\$ -	\$ 17,222.00
Park #1 (K-5)	\$ 82,899.00	\$ -	\$ -	\$ -	\$ -	\$ 82,899.00
Park #6 (K-12)	\$ 119,546.00	\$ -	\$ -	\$ -	\$ -	\$ 119,546.00
Park #16 (K-8)	\$ 2,061.00	\$ -	\$ -	\$ -	\$ -	\$ 2,061.00
Platte #1 (K-12)	\$ 30,347.00	\$ -	\$ -	\$ -	\$ -	\$ 30,347.00
Platte #2 (K-6)	\$ 6,862.00	\$ -	\$ -	\$ -	\$ -	\$ 6,862.00
Sheridan #1 (K-5)	\$ 11,118.00	\$ -	\$ -	\$ 4,324.00	\$ -	\$ 15,442.00
Sheridan #2 (1-12)	\$ 129,341.00	\$ -	\$ 5,193.00	\$ 2,607.00	\$ -	\$ 137,141.00
Sublette #1 (3-5)	\$ 5,766.00	\$ -	\$ -	\$ -	\$ -	\$ 5,766.00
Sublette #9 (1-4)	\$ 23,183.00	\$ -	\$ 3,025.00	\$ -	\$ 9,066.00	\$ 35,274.00
#Sweetw #1 (K-12)	\$ 87,658.00	\$ -	\$ -	\$ -	\$ -	\$ 87,658.00
Sweetw #2 (1-12)	\$ 123,674.00	\$ -	\$ -	\$ -	\$ -	\$ 123,674.00
Teton #1 (K-12)	\$ 96,452.00	\$ -	\$ -	\$ -	\$ -	\$ 96,452.00
Uinta #1 (1-12)	\$ 283,308.00	\$ -	\$ -	\$ -	\$ -	\$ 283,308.00
Uinta #4 (K-12)	\$ 13,206.00	\$ -	\$ -	\$ -	\$ -	\$ 13,206.00
Uinta #6 (K-12)	\$ 26,363.00	\$ -	\$ -	\$ 1,505.00	\$ -	\$ 27,868.00
Washakie #1 (2-12)	\$ 55,751.00	\$ -	\$ -	\$ -	\$ -	\$ 55,751.00
Weston #1	\$ 13,939.00	\$ -	\$ -	\$ -	\$ 2,743.00	\$ 16,682.00
Weston #7 (K-5)	\$ 9,555.00	\$ -	\$ -	\$ 13,400.00	\$ -	\$ 22,955.00
Total (44):						
% Total Exp:	\$ 4,033,451.00	\$ 50,212.00	\$ 120,464.00	\$ 187,544.00	\$ 242,690.00	\$ 4,634,361.00

Table 3: SY12-13 Summer School Expenditure Information - Sources

District	Bridges	Title	Title	Gen	Total	
	Funds	I	VI B	Fund	Other	Expenses
Albany #1 (K-9)	\$139,542.00	\$ 51,762.00	\$ 137,240.00	\$ 17,148.00	\$ -	\$ 345,692.00
Big Horn #1 (K-12)	\$50,100.00	\$ -	\$ -	\$ 25,227.00	\$ -	\$ 75,326.00
Big Horn #2 (6-12)	\$77,518.00	\$ -	\$ -	\$ -	\$ -	\$ 77,518.00
Big Horn #3 (K-5)	\$70,606.00	\$ -	\$ -	\$ -	\$ 29,906.00	\$ 95,240.00
Big Horn #4 (5-8)	\$40,436.00	\$ -	\$ -	\$ -	\$ 31,407.00	\$ 71,843.00
Campbell #1 (K-12)	\$839,468.00	\$ -	\$ 329,951.00	\$ 12,423.00	\$ -	\$ 1,181,842.00
Carbon #1 (K-5)	\$202,677.00	\$ -	\$ -	\$ -	\$ -	\$ 202,677.00
Carbon #2 (K-12)	\$52,932.00	\$ -	\$ -	\$ -	\$ -	\$ 52,932.00
Converse #1 (1-12)	\$94,446.00	\$ -	\$ -	\$ -	\$ 78,365.00	\$ 172,812.00
Converse #2 (1-6)	\$117,923.00	\$ -	\$ -	\$ -	\$ -	\$ 117,923.00
Crook (K-12)	\$81,081.00	\$ -	\$ 34,563.00	\$ 10,349.00	\$ -	\$ 125,992.00
Fremont #1 (K-12)	\$122,859.00	\$ -	\$ -	\$ -	\$ -	\$ 122,859.00
Fremont #2(2,9-12)	\$33,258.00	\$ 1,780.00	\$ 21,871.00	\$ -	\$ -	\$ 56,908.00
Fremont #6	\$25,776.00	\$ 1,814.00	\$ 11,772.00	\$ -	\$ 13,111.00	\$ 52,638.00
Fremont #14 (1-12)	\$146,393.00	\$ 843.00	\$ -	\$ -	\$ 25,553.00	\$ 172,788.00
Fremont #21	\$107,913.00	\$ -	\$ -	\$ 171,021.00	\$ -	\$ 278,933.00
Fremont #24	\$35,590.00	\$ -	\$ 1,192.00	\$ -	\$ -	\$ 36,783.00
Fremont #25 (K-12)	\$449,435.00	\$ 9,400.00	\$ 80,878.00	\$ 51,275.00	\$ 19,578.00	\$ 610,566.00
Fremont #38 (3-8)	\$88,194.00	\$ -	\$ -	\$ -	\$ -	\$ 88,194.00
Goshen (9-12)	\$288,304.00	\$ -	\$ 6,434.00	\$ 49,767.00	\$ -	\$ 344,505.00
Hot Springs (2-12)	\$58,672.00	\$ -	\$ -	\$ -	\$ -	\$ 58,672.00
Johnson #1 (4-12)	\$95,669.00	\$ -	\$ -	\$ -	\$ -	\$ 95,669.00
Laramie #1 (K-12)	\$1,577,261.00	\$ -	\$ 35,739.00	\$ 289,767.00	\$ 31,427.00	\$ 1,934,193.00
Laramie #2 (K-6)	\$65,191.00	\$ -	\$ -	\$ 13,974.00	\$ -	\$ 79,165.00
Lincoln #1 (1-12)	\$39,855.00	\$ -	\$ -	\$ -	\$ -	\$ 39,855.00
Lincoln #2 (1-12)	\$252,980.00	\$ -	\$ 48,571.00	\$ 4,665.00	\$ 51,824.00	\$ 358,040.00
Natrona #1 (K-12)	\$1,210,448.00	\$ -	\$ -	\$ 61,232.00	\$ -	\$ 1,271,679.00
Niobrara (3-8)	\$52,959.00	\$ -	\$ -	\$ -	\$ -	\$ 52,959.00
Park #1 (K-5)	\$231,002.00	\$ -	\$ 57,533.00	\$ -	\$ -	\$ 288,535.00
Park #6 (K-12)	\$149,024.00	\$ -	\$ -	\$ 36,113.00	\$ -	\$ 185,136.00
Park #16 (K-8)	\$11,919.00	\$ -	\$ -	\$ 4,229.00	\$ -	\$ 16,148.00
Platte #1 (K-12)	\$70,166.00	\$ -	\$ -	\$ -	\$ -	\$ 70,166.00
Platte #2 (K-6)	\$28,243.00	\$ 4,045.00	\$ -	\$ -	\$ -	\$ 32,288.00
Sheridan #1 (K-5)	\$94,508.00	\$ -	\$ -	\$ -	\$ -	\$ 94,508.00
Sheridan #2 (1-12)	\$346,124.00	\$ -	\$ 23,759.00	\$ -	\$ -	\$ 369,883.00
Sublette #1 (3-5)	\$35,886.00	\$ -	\$ -	\$ -	\$ 32,581.00	\$ 68,467.00
Sublette #9 (1-4)	\$64,279.00	\$ -	\$ -	\$ 4,497.00	\$ -	\$ 68,777.00
#Sweetw #1 (K-12)	\$466,998.00	\$ -	\$ 168,936.00	\$ 16,773.00	\$ -	\$ 652,707.00
Sweetw #2 (1-12)	\$199,085.00	\$ -	\$ 2,804.00	\$ -	\$ 17,102.00	\$ 218,991.00
Teton #1 (K-12)	\$218,801.00	\$ -	\$ -	\$ -	\$ -	\$ 218,801.00
Uinta #1 (1-12)	\$357,900.00	\$ -	\$ 113,206.00	\$ -	\$ -	\$ 471,106.00
Uinta #4 (K-12)	\$62,972.00	\$ -	\$ 13,577.00	\$ -	\$ -	\$ 76,548.00
Uinta #6 (K-12)	\$72,126.00	\$ -	\$ 15,929.00	\$ 9,225.00	\$ 600.00	\$ 97,879.00
Washakie #1 (2-12)	\$141,518.00	\$ -	\$ -	\$ -	\$ -	\$ 141,518.00
Washakie #2	\$18,299.00	\$ -	\$ -	\$ -	\$ -	\$ 18,299.00
Weston #1	\$74,436.00	\$ 10,182.00	\$ 30,144.00	\$ -	\$ -	\$ 114,763.00
Weston #7 (K-5)	\$ 29,357.00	\$ -	\$ 3,653.00	\$ -	\$ -	\$ 31,792.00
Total (44):						
% Total Exp:	\$9,090,129.00	\$ 50,212.00	\$ 1,137,752.00	\$ 777,685.00	\$ 331,454.00	\$ 11,410,515.00

**Table 4: Wyoming Department of Education
SY12-13 Summer School Per Student Expenditures**

District	Bridges Grant Funds	Total SS Expenditures	Number Enrolled	Expenditures per Student
Albany #1 (K-12)	\$ 139,542.00	\$ 345,692.00	433	\$ 798.00
Big Horn #1 (K-12)	\$ 50,100.00	\$ 75,326.00	121	\$ 622.00
Big Horn #2 (6-12)	\$ 77,518.00	\$ 77,518.00	76	\$ 1,019.00
Big Horn #3 (K-5)	\$ 70,606.00	\$ 95,240.00	123	\$ 774.00
Big Horn #4 (5-8)	\$ 40,436.00	\$ 71,843.00	38	\$ 1,890.00
Campbell #1 (K-12)	\$ 839,468.00	\$ 1,181,842.00	976	\$ 1,210.00
Carbon #1 (K-5)	\$ 202,677.00	\$ 202,677.00	247	\$ 820.00
Carbon #2 (K-12)	\$ 52,932.00	\$ 52,932.00	42	\$ 1,260.00
Converse #1 (1-12)	\$ 94,446.00	\$ 172,812.00	150	\$ 1,152.00
Converse #2 (1-6)	\$ 117,923.00	\$ 117,923.00	55	\$ 2,144.00
Crook (K-12)	\$ 81,081.00	\$ 125,992.00	172	\$ 732.00
Fremont #1 (K-12)	\$ 122,859.00	\$ 122,859.00	139	\$ 883.00
Fremont #2 (2 & 9-12)	\$ 33,258.00	\$ 56,908.00	31	\$ 1,835.00
Fremont #6 (K-6)	\$ 25,776.00	\$ 52,638.00	58	\$ 907.00
Fremont #14 (1-12)	\$ 146,393.00	\$ 172,788.00	191	\$ 904.00
Fremont #21 (K-8)	\$ 107,913.00	\$ 278,933.00	183	\$ 1,524.00
Fremont #24	\$ 35,590.00	\$ 36,783.00	28	\$ 1,313.00
Fremont #25 (K-12)	\$ 449,435.00	\$ 610,566.00	399	\$ 1,530.00
Fremont #38 (3-8)	\$ 88,194.00	\$ 88,194.00	68	\$ 1,296.00
Goshen (9-12)	\$ 288,304.00	\$ 344,505.00	202	\$ 1,705.00
Hot Springs (2-12)	\$ 58,672.00	\$ 58,672.00	109	\$ 538.00
Johnson #1 (4-12)	\$ 95,669.00	\$ 95,669.00	123	\$ 777.00
Laramie #1 (K-12)	\$ 1,577,261.00	\$ 1,934,193.00	1235	\$ 1,566.00
Laramie #2 (K-6)	\$ 65,191.00	\$ 79,165.00	121	\$ 654.00
Lincoln #1 (1-12)	\$ 39,855.00	\$ 39,855.00	44	\$ 905.00
Lincoln #2 (1-12)	\$ 252,980.00	\$ 358,040.00	415	\$ 862.00
Natrona #1 (K-12)	\$ 1,210,448.00	\$ 1,271,679.00	1545	\$ 823.00
Niobrara (3-8)	\$ 52,959.00	\$ 52,959.00	54	\$ 980.00
Park #1 (K-5)	\$ 231,002.00	\$ 288,535.00	281	\$ 1,026.00
Park #6 (K-12)	\$ 149,024.00	\$ 185,136.00	156	\$ 1,186.00
Park #16 (K-8)	\$ 11,919.00	\$ 16,148.00	23	\$ 702.00
Platte #1 (K-12)	\$ 70,166.00	\$ 70,166.00	122	\$ 575.00
Platte #2 (K-6)	\$ 28,243.00	\$ 32,288.00	40	\$ 807.00
Sheridan #1 (K-5)	\$ 94,508.00	\$ 94,508.00	260	\$ 363.00
Sheridan #2 (1-12)	\$ 346,124.00	\$ 369,883.00	270	\$ 1,369.00
Sublette #1 (3-5)	\$ 35,886.00	\$ 68,467.00	66	\$ 1,037.00
Sublette #9 (1-4)	\$ 64,279.00	\$ 68,777.00	112	\$ 614.00
#Sweetw #1 (K-12)	\$ 466,998.00	\$ 652,707.00	535	\$ 1,220.00
Sweetw #2 (1-12)	\$ 199,085.00	\$ 218,991.00	183	\$ 1,196.00
Teton #1 (K-12)	\$ 218,801.00	\$ 218,801.00	302	\$ 724.00
Uinta #1 (1-12)	\$ 357,900.00	\$ 471,106.00	538	\$ 875.00
Uinta #4 (K-12)	\$ 62,972.00	\$ 76,548.00	145	\$ 527.00
Uinta #6 (K-12)	\$ 72,126.00	\$ 97,879.00	90	\$ 1,087.00
Washakie #1 (2-12)	\$ 141,518.00	\$ 141,518.00	184	\$ 769.00
Washakie #2 (K-8)	\$ 18,299.00	\$ 18,299.00	10	\$ 1,829.00
Weston #1	\$ 74,436.00	\$ 114,763.00	83	\$ 1,382.00
Weston #7 (K-5)	\$ 29,357.00	\$ 31,792.00	37	\$ 859.00

Totals

\$ 9,090,129.00

| \$ 11,410,515.00

10815

\$

1,054.68

Table 5: Bridges SY11-12 Extended Day Completion Data

Math

District	# Students ID'd to Attend	# Students Enrolled	# Students Completing	Meeting ALL ILP Goals	Meeting SOME ILP Goals*	Meeting NO Goals
Albany #1 (K-12)	422	565	497	301	185	11
Big Horn #1 (K-12)	192	189	188	174	18	-
Big Horn #2 (2-12)	76	76	76	17	49	10
Big Horn #3 (K-5)	60	46	46	33	12	1
Big Horn #4 (5-12)	180	180	180	-	180	-
Campbell #1 (K-12)	1,617	1,485	1,302	926	292	84
Carbon #1 (1-5)	666	35	32	27	5	-
Carbon #2 (K-12)	219	211	183	152	21	10
Converse #1 (1-12)	210	193	121	62	27	32
Converse #2 (1-4)	38	38	24	14	7	3
Crook (K-12)	199	181	172	157	15	-
Fremont #1 (K-12)	203	145	90	72	66	18
Fremont #2 (9-12)	23	23	23	23	-	-
Fremont #14 (1-12)	467	155	155	17	137	1
Fremont #24 (2-6)	40	28	28	12	12	-
Fremont #25 (K-12)	294	182	158	99	63	8
Fremont #38 (3-11)	57	34	34	29	4	-
Goshen (9-12)	22	22	15	15	2	5
Hot Springs (2-12)	202	202	193	157	105	9
Johnson #1 (K-12)	184	184	184	138	46	-
Laramie #1 (K-12)	1,145	797	735	331	300	22
Laramie #2 (K-6)	218	218	218	218	-	-
Lincoln #1 (1-12)	66	47	47	47	-	-
Lincoln #2 (1-12)	213	189	188	120	52	16
Natrona #1 (K-12)	957	957	632	326	245	61
Niobrara (4-9)	65	62	55	50	8	-
Park #1 (K-5)	164	217	159	122	38	3
Park #6 (K-12)	84	84	81	79	5	-
Park #16 (K-9)	23	11	10	8	2	-
Platte #1 (1-8)	80	57	52	44	5	-
Platte #2 (K-6)	57	49	49	20	29	-
Sheridan #1 (K-5, 9-12)	96	78	74	28	4	-
Sheridan #2 (1-12)	794	225	225	144	67	14
Sublette #1 (3-5)	35	35	35	35	-	-
Sublette #9 (K-5)	18	18	18	15	18	-
Sweetwater#1(K12)	216	56	47	31	11	5
Sweetwater #2(1-12)	212	171	164	76	83	7
Teton #1 (1-6, 12)	202	121	115	84	28	3
Uinta #1 (2-12)	736	649	590	378	46	82
Uinta #4 (K-12)	85	69	62	52	11	2
Uinta #6 (K-12)	198	328	99	95	63	5
Washakie #1 (K-12)	220	220	78	78	150	12
Weston #1 (K-8)	20	20	16	13	3	-
Weston #7 (K-5)	60	84	88	36	18	6
Totals: (44)	11,335	8,936	7,508	4,855	2,432	430

*Includes students who did not complete

Table 6: Bridges SY11-12 Extended Day Completion Data

Language Arts

# Students	# Students	# Students	Meeting ALL	Meeting SOME	Meeting NO
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District	ID'd to Attend	Enrolled	Completing	ILP Goals	ILP Goals*	Goals
Albany #1 (K-12)	440	471	460	324	122	14
Big Horn #1 (K-12)	152	152	151	150	8	-
Big Horn #2 (3-12)	17	17	17	9	7	2
Big Horn #3 (K-5)	60	46	46	35	11	-
Big Horn #4 (5-12)	180	180	180	-	180	-
Campbell #1 (K-12)	1,458	1,351	1,175	853	281	41
Carbon #1 (2-5)	605	53	46	40	6	-
Carbon #2 (K-12)	218	204	175	146	21	8
Converse #1 (1-12)	162	145	83	52	20	11
Converse #2 (1-6)	54	50	36	30	3	2
Crook (K-12)	223	210	201	187	13	1
Fremont #1 (K-12)	145	145	90	66	71	19
Fremont #2(9-12)	23	23	23	23	-	-
Fremont #14 (K-12)	385	165	165	13	142	10
Fremont #24 (2-6)	35	28	27	12	12	-
Fremont #25 (K-12)	285	197	162	103	49	27
Fremont #38 (3-12)	89	46	33	27	16	3
Goshen (9-12)	14	14	13	13	1	-
Hot Springs (2-12)	191	191	182	155	96	9
Johnson #1 (K-12)	126	126	125	100	-	-
Laramie #1 (K-12)	941	684	595	371	259	29
Laramie #2 (K-6)	218	218	218	218	-	-
Lincoln #1 (1-12)	66	47	47	47	-	-
Lincoln #2 (1-12)	145	121	112	59	44	15
Natrona #1 (K-12)	1,258	1,258	933	326	546	61
Niobrara (4-10)	28	25	22	17	5	-
Park #1 (K-5)	164	217	159	117	40	7
Park #6 (K-12)	93	93	90	81	12	-
Park #16 (K-9)	23	11	10	8	2	-
Platte #1 (1-8)	65	47	40	34	6	-
Platte #2 (K-6)	52	45	45	19	26	-
Sheridan #1 (K-5)	86	79	79	17	69	-
Sheridan #2 (K-12)	891	229	229	126	82	22
Sublette #1 (3-5)	35	35	35	35	-	-
Sublette #9 (K-5)	18	18	18	12	18	-
Sweetwater #1(K-12)	360	115	108	66	22	20
Sweetwater #2(1-12)	227	179	161	69	79	15
Teton #1 (1-12)	148	126	125	99	23	4
Uinta #1 (1-12)	678	645	585	399	-	69
Uinta #4 (K-12)	97	89	72	60	12	-
Uinta #6 (K-12)	192	328	93	91	66	3
Washakie #1 (K-12)	229	229	93	93	116	8
Weston #1 (K-8)	42	42	37	34	3	-
Weston #7 (K-5)	58	82	57	34	16	7
Totals: (44)	10,976	8,776	7,353	4,770	2,505	407

*Includes students who did not complete

Table 7: Estimated Ext Day or SS Repeaters

District	Percent attending prior year intervention programs
Albany #1 (K-12)	50.00%
Big Horn #1 (K-12)	45.00%
Big Horn #2 (6-12)	35.00%
Big Horn #3 (K-5)	63.00%
Big Horn #4 (5-8)	42.00%
Campbell #1 (K-12)	41.00%
Carbon #1 (K-5)	50.00%
Carbon #2 (K-12)	67.00%
Converse #1 (1-12)	35.00%
Converse #2 (1-6)	59.50%
Crook (K-12)	54.00%
Fremont #1 (K-12)	100.00%
Fremont #2 (2 & 9-12)	50.00%
Fremont #14 (1-12)	75.00%
Fremont #24	20.00%
Fremont #25 (K-12)	46.00%
Fremont #38 (3-8)	21.00%
Goshen (9-12)	59.00%
Hot Springs (2-12)	45.00%
Johnson #1 (4-12)	48.00%
Laramie #1 (K-12)	21.00%
Laramie #2 (K-6)	50.00%
Lincoln #1 (1-12)	80.00%
Lincoln #2 (1-12)	62.71%
Natrona #1 (K-12)	58.00%
Niobrara (3-8)	50.00%
Park #1 (K-5)	42.10%
Park #6 (K-12)	80.00%
Park #16 (K-8)	50.00%
Platte #1 (K-12)	57.00%
Platte #2 (K-6)	62.00%
Sheridan #1 (K-5)	90.00%
Sheridan #2 (1-12)	35.00%
Sublette #1 (3-5)	50.00%
Sublette #9 (1-4)	66.00%
Sweetwater #1 (K-12)	64.00%
Sweetwater #2 (1-12)	37.25%
Teton #1 (K-12)	60.00%
Uinta #1 (1-12)	81.00%
Uinta #4 (K-12)	75.00%
Uinta #6 (K-12)	49.00%
Washakie #1 (2-12)	16.85%
Weston #1	90.00%
Weston #7 (K-5)	54.00%
Average:	54.24%

**Table 8: Wyoming Department of Education
2013 Bridges Summer School Enrollment and Completer Data**

District	Grades Offered	Students Identified	Students Enrolled	% of Total Enrollment	Students Completing	Percent Completing
Albany #1	K-12	605	433	11.80%	432	99.77%
Big Horn #1	K-12	157	121	13.53%	105	86.78%
Big Horn #2	K-12	100	88	8.05%	92	104.00%
Big Horn #3	K-12	195	123	25.10%	103	83.74%
Big Horn #4	K-12	69	38	12.58%	38	100.00%
Campbell #1	K-12	1546	976	11.21%	708	72.54%
Carbon #1	K-12	463	247	13.24%	286	116.00%
Carbon #2	K-12	66	82	6.57%	82	100.00%
Converse #1	K-12	188	150	8.60%	116	77.33%
Converse #2	K-12	121	55	8.15%	55	100.00%
Crook #1	K-12	206	172	16.00%	152	88.37%
Fremont #1	K-12	151	139	8.31%	143	102.87%
Fremont #2	K-12	35	31	20.00%	29	93.55%
Fremont #6	K-8	42	58	14.95%	41	70.69%
Fremont #14	K-12	225	191	30.71%	145	75.92%
Fremont #21	K-8	207	183	36.67%	183	100.00%
Fremont #24	K-12	47	28	8.09%	28	100.00%
Fremont #25	K-12	556	399	15.45%	306	76.69%
Fremont #38	K-12	121	89	17.35%	89	100.00%
Goshen #1	K-12	354	202	11.75%	174	86.14%
Hot Springs #1	K-12	138	109	16.80%	108	99.08%
Johnson #1	K-12	156	123	9.56%	123	100.00%
Laramie #1	K-12	1351	1256	9.23%	1256	100.00%
Laramie #2	K-12	201	121	12.87%	121	100.00%
Lincoln #1	K-12	57	44	7.30%	30	68.18%
Lincoln #2	K-12	550	415	16.22%	388	93.49%
Natrona #1	K-12	1944	1545	12.12%	1545	100.00%
Niobrara #1	K-12	114	54	5.52%	54	100.00%
Park #1	K-12	443	281	16.32%	267	95.02%
Park #6	K-12	183	156	7.30%	138	88.46%
Park #16	K-8	24	23	19.66%	23	100.00%
Platte #1	K-12	155	122	11.74%	123	101.00%
Platte #2	K-12	70	40	20.10%	40	100.00%
Sheridan #1	K-8	266	260	28.73%	202	77.69%
Sheridan #2	K-12	690	270	8.24%	266	98.52%
Sublette #1	K-12	57	66	6.48%	66	100.00%
Sublette #9	K-8	196	112	17.86%	59	52.68%
Sweetwater #1	K-12	1065	535	9.70%	467	87.29%
Sweetwater #2	K-12	347	183	6.90%	180	98.36%
Teton #1	K-12	622	302	12.14%	302	100.00%
Uinta #1	K-12	633	538	18.75%	531	98.70%
Uinta #4	K-12	240	145	18.81%	145	100.00%
Uinta #6	K-12	134	90	12.31%	88	97.78%
Washakie #1	K-12	346	184	13.14%	184	100.00%
Washakie #2	K-6	29	10	16.88%	10	100.00%
Weston #1	K-12	181	83	10.43%	58	69.88%
Weston #7	K-12	46	37	14.92%	37	100.00%
TOTAL:		15692	10909	14.00%	10118	92.78%

**Table 9: Wyoming Department of Education
2012 Summer Pre-K Enrollment**

District	Students Enrolled
Albany #1	151
Big Horn #3	36
Carbon #1	12
Crook #1	20
Fremont #2	2
Fremont #25	86
Hot Springs #1	39
Laramie #1	110
Laramie #2	14
Lincoln #2	20
Natrona #1	18
Park #1	24
Park #6	38
Park #16	3
Sheridan #1	30
Sublette #9	36
Uinta #1	42
Uinta #4	53
Weston #1	20
State Total (19)	754

**Table 10: Wyoming Department of Education
2013 Bridges High School Summer Credit Recovered**

District	Language Arts	Math	Science	Social Studies	CTE	Fine Arts	Foreign Language	Health	PE	TOTALS
Albany #1	74	0	0	73	0	0	0	0	0	147
Big Horn #1	6	14	0	0	0	0	0	0	0	20
Big Horn #2	8	4	13	7	0	0	0	0	0	32
Big Horn #3	0	7	5	2	2	0	0	0	0	16
Big Horn #4	7	4	0	0	0	0	0	0	0	11
Campbell #1	56	104	13	12	0	0	0	0	0	185
Carbon #1	13	7	16	13	0	2	1	0	0	52
Carbon #2	14	15	2	3	0	0	0	0	0	34
Converse #1	16	5	6	4	4	0	0	2	0	37
Converse #2	5	5	0	1	0	0	0	0	0	11
Crook #1	5	19	2	0	0	0	0	0	0	26
Fremont #1	11	11	5	7	0	0	0	1	0	35
Fremont #2	6	0	0	0	0	0	0	0	0	6
Fremont #14	24	27	13	26	0	0	0	0	0	90
Fremont #24	2	2	2	2	2	2	0	2	2	16
Fremont #25	27	46	0	5	0	0	0	0	0	78
Fremont #38	0	5	5	1	0	0	0	0	0	11
Goshen #1	17	21	25	11	0	0	0	0	0	74
Hot Springs #1	5	13	10	1	0	0	2	0	0	31
Johnson #1	9	17	7	8	9	0	0	0	0	50
Laramie #1	126	113	51	40	0	0	5	11	11	357
Laramie #2	5	5	5	1	0	0	0	0	0	16
Lincoln #1	3	7	2	1	0	0	0	0	0	13
Lincoln #2	29	32	27	6	0	0	0	0	0	94
Natrona #1	70	115	45	48	7	0	0	0	36	321
Niobrara #1	2	0	3	6	0	0	0	0	0	11
Park #1	35	10	4	3	5	0	1	0	0	58
Platte #1	21	10	9	14	0	0	0	0	0	54
Platte #2	6	0	0	6	0	0	0	0	0	12
Sheridan #1 (K-8)	4	1	5	0	0	0	0	0	0	10
Sheridan #2	14	10	15	11	0	0	0	0	0	50
Sublette #1	4	4	0	0	0	0	0	0	0	8
Sweetwater #1	55	40	47	37	0	0	0	7	0	186
Sweetwater #2	9	15	15	9	0	0	0	0	0	48
Teton #1	20	20	0	0	0	0	0	0	0	40
Uinta #1	37	48	0	2	8	0	0	19	0	114
Uinta #4	18	12	0	10	0	0	0	0	0	40
Uinta #6	6	0	0	0	2	0	0	0	0	8
Washakie #1	21	6	11	2	6	0	0	0	0	46
Weston #1	2	2	0	0	0	0	0	0	0	4
Weston #7	1	2	0	0	0	0	0	0	0	3
State Total (40)	793	778	363	372	45	4	9	42	49	2455