

**North Vancouver School District
SCHOOL PLAN
2009-2010**

School: Carisbrooke Elementary School
Address: 510 E. Carisbrooke Rd.
North Vancouver, BC V7N 1N5
Phone: 604-903-3380

Principal: Alannah MacPhail

School/Community Context:

CARISBROOKE ELEMENTARY SCHOOL: Striving For Our Personal Best

OUR MISSION STATEMENT

Our mission at Carisbrooke is to provide a positive, inclusive, learning environment where individual differences are acknowledged and where every student is challenged to reach his and her intellectual, social, physical, aesthetic and emotional potential. This is a cooperative process that encourages the involvement of students, staff, families and the community.

OUR COMMITMENTS

In partnership, we strive for our personal best by developing...

- A love of learning
- A pride in accomplishment
- Respectful and cooperative attitudes and behaviour
- Independent thinking and critical expression
- Self worth and independence
- Successful, lifelong learners



Demographics:

Total number of students (February 2009): 369 Male: 197 Female: 172

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English	0	33	37	46	55	55	48	48	47
Fr. Imm.									

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
19.87	0.5%	10%	2.99%	7.6%



Progress Analysis:

Review of School Goals – Previous Year

- 1. To improve reading proficiency in students who are less than fully meeting expectations at each grade level.**

Objective 1.1:

To ensure that all children who are less than fully meeting expectations in reading at each grade level are identified by September 30th of each year for additional support.

Objective 1.2:

To ensure that all children who are identified as less than fully meeting expectations in reading receive appropriate reading support during the school year.

Objective 1.3:

To celebrate school-wide student reading success throughout the school year

- 2. To improve writing proficiency in students who are less than fully meeting expectations at each grade level**

Objective 2.1:

To ensure that all children who are less than fully meeting expectations in writing from grades 1 through 7 are identified by September 30th of each year for additional support

Objective 2.2:

To ensure that all children who are identified as less than fully meeting expectations in writing receive appropriate writing support during the school year

Objective 2.3:

To celebrate school-wide student writing success throughout the school year



Review and Analysis of School Goal 1 and 2:

1. Year-end assessment data indicating students' not meeting expectations in reading and writing were collected and collated, June 08. Information was used in staff discussions to determine class organization and composition. Information was found to be particularly useful in determining class organization for 2008/09. Primary classes were built larger in order to better support learning needs at the Intermediate grades.
2. Databases indicating students at risk in reading and/or writing were created for each division, LAC, and ESL in September 2008. Teachers completed each database after the first report card, indicating for each student:
 - a. Classroom support and interventions used; and
 - b. Assessment of performance at the end of term 1.

Additional students at risk were added to classroom databases. Teacher feedback indicated that the process of tracking interventions and progress for at risk students had been worthwhile.

3. Identification Testing:
 - a. DIBELS, September 08, Dec. 08, Feb. 09
 - b. GATES, June 08, Sept. 08, June 09
 - c. TOPA, January 09, June 09
 - d. School-wide Write, May 09
4. Parent Support
 - a. October Newsletter: Discussion of "reading difficulties" and "writing difficulties"
 - b. November Newsletter: Discussion of assessment practices
 - c. November "Ready, Set, Learn" hosted at Carisbrooke for preschool parents and children
4. 2008/09 Resource Support:
 - ✓ Grade 6 classes participated in this year's Learning through the Arts "Media Literacy" project. This was a targeted intervention in order to provide opportunities for grade 6 students to engage in an alternate form of literacy expression and to develop critical thinking skills.
 - ✓ A second laptop cart was purchased (15 laptops) as a shared school/PAC expenditure, in order to facilitate classroom programs. Students, K-7, use the laptops regularly for both reading and writing purposes.
 - ✓ NEO's were provided for each Intermediate classroom to support students with written output issues. A NEO "lunch and learn" was organized early in the year for Intermediate staff.
 - ✓ Memory sticks were purchased for each Intermediate classroom to support students who use personal laptops or NEO's at school for written output.
 - ✓ LAC resource purchases included the "Earobics" program, "Academy of Reading" upgrade and high interest/low vocabulary novels
5. Celebration of Reading and Writing:
 - ✓ Author visit, September 8 '08, David Bouchard
 - ✓ Book Fair, November '08
 - ✓ November, Student-led Remembrance Day assembly spotlighting student writing



- ✓ December school-wide writing contest: "Who Stole the Top of the Christmas Tree". Stories posted on school website.
 - ✓ Grade 6 Learning through the Arts project. Carisbrooke student wins national essay writing contest.
 - ✓ "Wild About Literacy" event, March 12 '09
 - Author visit, Pam Withers
 - Evening Family Pajama Party
 - ✓ Vancouver Youth Theatre, "Kids' Writes 2009", May '09. Carisbrooke teachers submitted student writing to VYT. Grade 6 submissions selected for performance; 2 grade 7 students received honourable mention for their submissions.
6. Have we met our Goals and Objectives?
- a. We have met our Objectives in that students this year who are less than fully meeting expectations in reading and/or writing were quickly identified , tracked, and received additional support as needed in the classroom and/or the LAC. We have purchased resources to better support the diversified instruction of reading and writing and supported professional development through school and district initiatives. We have celebrated reading and writing on a year-long, school-wide basis.
 - b. On the other hand, Key Performance Measures do not clearly indicate an "improvement" in reading or writing proficiency in the group of identified students. For example, 9% of students in grades 4-7 received a C minus in Language Arts in June 2008 and 9% of students in grades 4-7 received a C minus in Language Arts in November 2008. We believe Goals 1 and 2 continue to be worthwhile and as such they will be incorporated into the 2009-10 School Plan.

Opportunities for Further Development:

- As per the above review, the SPC has agreed to continue with Goals 1 and 2 of the 2008-09 School Plan in which students not meeting expectations in reading and/or writing were identified, tracked, and supported. However, given their similarities, it is felt that the 2 Goals could be more effectively written as one Goal.
- A review of FSA score patterns in Reading, Writing, and Numeracy shows a recent trend where school writing scores have dropped below those of the School District. Term 1 report cards this Fall, 2008 also show slightly lower achievement for primary students in writing than in either reading or math (79% of students who met or exceeded expectations in Writing as compared with 82% in Reading and 88% in Math). In addition, when asked the question, "Are you getting better at writing?" in the 2008 Satisfaction Survey, 70% of grade 4 students answered "yes" as compared with 86% for Reading and 86% for Math. This information leads us to believe that a strong school-wide focus on the teaching and learning of writing skills is opportune.

School Goals:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Carisbrooke School Plan for 2009-2010 are:

1. To improve the reading and writing proficiency in students who are less than fully meeting expectations at each grade level.
2. To improve the writing proficiency of all students.

School Goal 1:

To improve the reading and writing proficiency in students who are less than fully meeting expectations at each grade level.

Goal Rationale:

This goal is a continuation of Goal 1 and Goal 2 in School Plan, 2008/09. The SPC has agreed to continue with these goals by which students, not meeting expectations in reading and/or writing, are identified, tracked, and supported. Given their similarities, it is felt that the 2 goals would be more effectively written into one.

Objective 1.1:

To ensure that all children, grades 1 to 7, who are less than fully meeting expectations in reading and/or writing are identified by September 30th of each year.

Strategies/Structures:

- By June 15th, classroom teachers provide to the principal a year-end list for all students, identifying the reading and writing proficiencies of each (not yet, approaching, fully meeting, or exceeding).
- Data is collated and used by staff to determine class organization and to screen students for follow up in September.

Evidence: (Quantitative)

Key Performance Measure:	Baseline June 2008	Actual: June 2009	Target
Percent of students identified as not yet or approaching expectations in reading, through classroom screening, in June.	12%		Improve progress trend by a yearly 1%
Percent of students identified as not yet or approaching expectations in writing, through classroom screening, in June.	18%		



Objective 1.2:

To ensure that all students who are identified as less than fully meeting expectations in reading and/or writing receive appropriate support during the school year.

Strategies/Structures:

- Kindergarten students at risk for learning to read will receive intervention using Firm Foundations and Launch into Reading Success.
- Teachers and support staff will plan for students identified as less than fully meeting expectations in reading and/or writing to have additional, differentiated reading and writing opportunities which target areas of weakness and support learning; in particular:
 - o Reading 44 and Writing 44 strategies and instructional activities, teaching of decoding and fluency skills, increased use of technology and educational software, use of differentiated assessment and evaluation.
 - o Instructional Intelligence techniques: awareness of safety in the classroom (i.e. risk taking, opportunities to practice/make mistakes, etc.), differentiated instruction organizers, increased use of cooperative learning and TRIBES, and framing questions to encourage engagement and thinking skills.
 - o LAT will provide support, classroom-based materials and mentorship to teachers as they adapt instruction to support struggling readers and writers within their classroom programs.
 - o Principal will allocate learning resource budget to resources that support struggling readers and writers and the implementation of differentiated instruction in classrooms.

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2007/08	Actual 2008/09	Target
Kindergarten TOPA: % of children scoring below the 25 th percentile, <u>January 2008</u> % of children scoring below the 25 th percentile, <u>June 2008</u>	0% 0%	25%	Improve progress trend by a yearly 1% for all indicators
Grades 1 through 3: % of children less than fully meeting expectations in reading in 1 st term report card, <u>November 2007</u> % of children less than fully meeting expectations in reading in 3 rd term report card, <u>June 2008</u>	26% 9%	25%	
Grades 1 through 3: % of children less than fully meeting expectations in writing in 1 st term report card, <u>November 2007</u> % of children less than fully meeting expectations in writing in 3 rd term report card, <u>June 2008</u>	26% 25%	28%	



<p>Grades 4 through 7: % of children less than fully meeting expectations in reading on the RAD (Reading Assessment Device), <u>September 2009</u> % of children less than fully meeting expectations in reading on the RAD (Reading Assessment Device), <u>June 2009</u></p>	<p>Baseline to be est'd Sept. 2009</p>		<p>Improve progress trend by a yearly 1% for all indicators</p>
<p>Grades 4 through 7: % of children less than fully meeting expectations in writing on the School-Wide Write, <u>September 2009</u> % of children less than fully meeting expectations in writing on the School-Wide Write, <u>June 2009</u></p>	<p>Baseline to be est'd Sept. 2009</p>		<p>Improve progress trend by a yearly 1% for all indicators</p>

**School Goal 2:
To improve the writing proficiency of all students.**

Goal Rationale:

A review of FSA score patterns in Reading, Writing, and Numeracy shows a recent trend where school writing scores have dropped below those of the School District. Term 1 report cards for Fall, 2008 also show slightly lower achievement for primary students in writing than in either reading or math (79% of students who met or exceeded expectations in Writing as compared with 82% in Reading and 88% in Math). In addition, when asked the question, "Are you getting better at writing?" in the 2008 Satisfaction Survey, 70% of grade 4 students answered "yes" as compared with 86% for Reading and 86% for Math. This information leads us to believe that a strong school-wide focus on the teaching and learning of writing skills is opportune.

Objective 2.1:

To ensure that student school-wide write scores improve from September to May.

Strategies/Structures:

- Students from grades 1 through 7 will participate in a school-wide write in September and May. Writing samples will be assessed using the BC Performance Standards for Writing.
- Teachers will be provided release time to meet in grade groups to assess student writing.
- By September 30th and May 30th, classroom teachers will provide the principal the results of the school-wide write, identifying the writing level of each student in terms of the expectations scale (not yet, approaching, fully meeting, and exceeding).
- Primary classroom teachers will be encouraged to attend the Primary Writing 44 workshops when the new document is released.
- Writing will be a professional development focus for 2009-10.



Evidence: (Quantitative)

Key Performance Measure:	Baseline 2007/08	Actual 2008/09	Target
<u>FSA Writing Scores:</u> %age of Carisbrooke students in grade 4 meeting or exceeding expectations %age of Carisbrooke students in grade 7 meeting or exceeding expectations	82%		Improve progress trend by a yearly 1%
<u>May School-Wide Write Scores:</u> %age of students in grades 1-3 meeting or exceeding expectations in writing using the Performance Standards (Baseline: May '09) %age of students in grades 4-7 meeting or exceeding expectations in writing using the Performance Standards (Baseline: May '09)	Baseline to be est'd May 2009		Improve progress trend by a yearly 1%

Objective 2.2:

To celebrate student writing throughout the school year.

Strategies/Structures:

- Consider feasibility of publishing an annual writing anthology to be housed in the school library.
- Student writing will be honoured in a variety of ways: assemblies, newsletters, bulletin boards, Carisbrooke website, author's chair, buddy classes, etc.
- Encourage teachers to participate in writing opportunities outside of the school and to submit student writing where applicable.
- Continue to bring in professional writers to share their experiences and expertise with students.
- Celebrate student literacy at an annual school-wide "Wild About Literacy" event



Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- 2008/09 Events at Carisbrooke that celebrated and promoted writing:<ul style="list-style-type: none">o Author visit, September 8 '08, David Bouchardo Book Fairs, November '08, May '09o "Wild About Literacy" event, March 12 '09<ul style="list-style-type: none">▪ Author visit, Pam Withers▪ Evening Family Pajama Partyo Vancouver Youth Theatre, "Kids' Writes 2009", May '09
<p>Qualitative Target:</p> <ul style="list-style-type: none">- To maintain a focus and celebration of writing with at least 4 school-wide events
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Connections:

Connections to Family of School's School Plans and/or District Achievement Plan:

Principals in the Balmoral Family of Schools meet regularly with each other and District staff to discuss shared and individual school issues, policies, directions, procedures, instructional initiatives and progress with our School Plans. We also meet as a Level 4 group including those Student Services staff attached to our Family of Schools. These meetings are opportunities to engage in dialogue concerning the best ways to support the needs of those students at-risk for learning. It has been tradition to host a Family of Schools joint SPC meeting yearly in order to share our School Plan goals and objectives with each other. This meeting is informative and interesting as it highlights our unique school communities within our shared concerns for student success. The Balmoral FOS School Planning Councils have met twice this year – November 25 '08 and January 14 '09.

This year's School Plan continues to reflect the District's focus on improved student achievement while describing and planning for our unique needs. Carisbrooke staff continue to engage in District and Provincial professional development opportunities and to utilize District and Provincial support and resources; for e.g.;

- ✓ Reading 44
- ✓ Writing 44

- ✓ Math 44
- ✓ Firm Foundations, Early Learning Initiatives
- ✓ Technological Support for both hardware, software, and curriculum; for e.g. “Digital Literacy”
- ✓ TRIBES
- ✓ Roots of Empathy
- ✓ Friends
- ✓ PBS (Positive Behaviour Support)
- ✓ District Fine Arts programs and Festivals
- ✓ Learning Through The Arts

Consultation Process of Carisbrooke School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Capilano School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 2009

Name		Signature
Chairperson (Principal)	Alannah MacPhail	<i>Original Document signed by SPC Members</i>
Teacher	n/a	
Parent	Kevin Cattell	
Parent	Kimberly Culling	
Parent	Lori Leteta	
Student (Gr 10, 11, 12 schools only)	n/a	

Board Approval of School Plan:

Approved by:

**Dave Pearce, Assistant Superintendent
June 15, 2009**

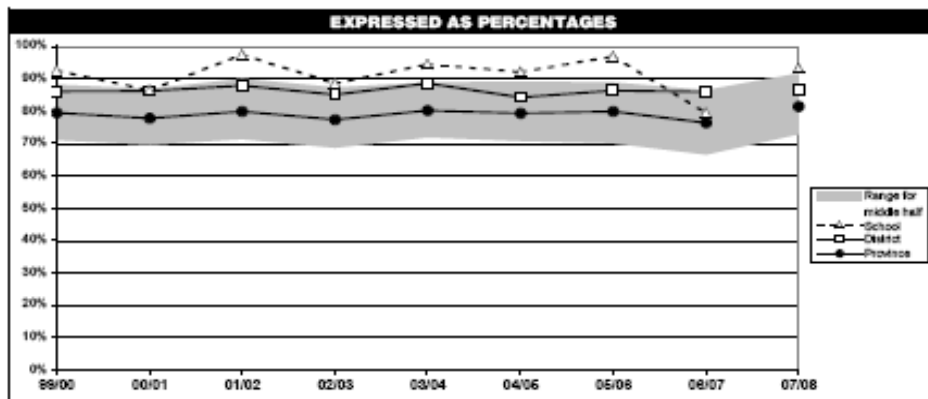


Appendix A: FSA Results

READING

TEST YEAR (MAY)	GRADE LEVEL	%age of Carisbrooke students MEETING OR EXCEEDING EXPECTATIONS	%age of District students MEETING OR EXCEEDING EXPECTATIONS
2002	4	98%	88%
	7	85%	83%
2003	4	89%	85%
	7	88%	85%
2004	4	95%	89%
	7	91%	89%
2005	4	92%	84%
	7	96%	83%
2006	4	97%	87%
	7	97%	80%
2007	4	79%	86%
	7	84%	81%
2008 **New Standards	4	93%	87%
	7	93%	81%

GRADE 4
STUDENTS MEETING OR EXCEEDING EXPECTATIONS

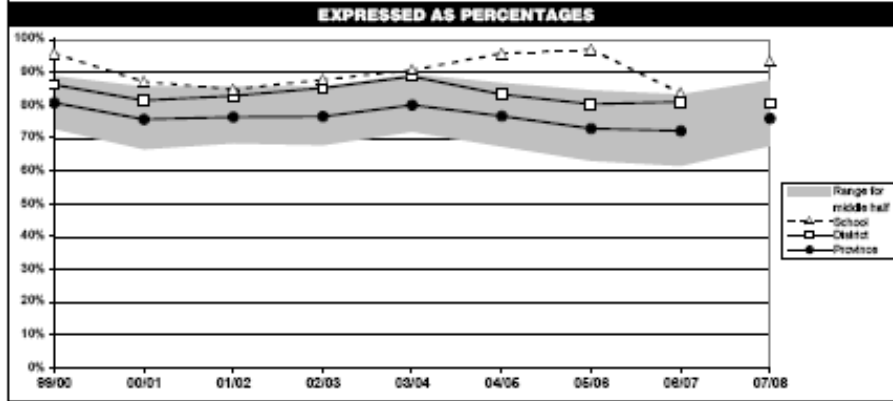


Percent Meeting/Exceeding Expectations		99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	New standards Tab 1	
Range for middle half of schools	Maximum	88%	87%	90%	87%	89%	89%	89%	87%	92%	
	Minimum	71%	70%	71%	69%	72%	71%	70%	67%	73%	
△ School		98%	87%	98%	89%	95%	92%	97%	79%	93%	
□ District		89%	86%	88%	85%	89%	84%	85%	86%	87%	
● Province		79%	78%	80%	77%	80%	79%	80%	77%	82%	

Percent of assessed students used for all years above (see Diagnostic Table)
NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



**GRADE 7
STUDENTS MEETING OR EXCEEDING EXPECTATIONS**



New standards Tab 1

Percent Meeting/Exceeding Expectations		99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09
Range for middle half of schools	Maximum	80%	86%	88%	86%	80%	87%	85%	83%	88%	
	Minimum	73%	67%	68%	68%	72%	67%	63%	62%	68%	
△ School		98%	87%	85%	88%	91%	92%	97%	84%	93%	
□ District		86%	81%	83%	85%	89%	83%	80%	81%	81%	
● Province		81%	79%	79%	77%	80%	77%	75%	72%	76%	

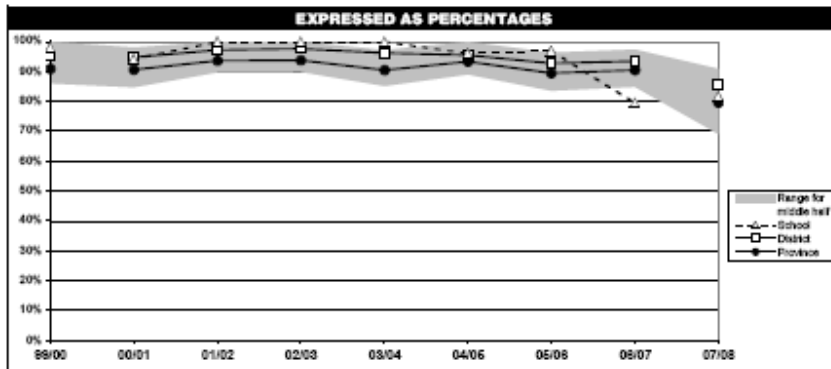
Percent of assessed students used for all years above (see Diagnostic Table)
NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.

WRITING

TEST YEAR (MAY)	GRADE LEVEL	%age of Carisbrooke students MEETING OR EXCEEDING EXPECTATIONS	%age of District students MEETING OR EXCEEDING EXPECTATIONS
2002	4	100%	97%
	7	100%	89%
2003	4	100%	98%
	7	98%	88%
2004	4	100%	96%
	7	100%	96%
2005	4	96%	96%
	7	100%	94%
2006	4	97%	93%
	7	91%	92%
2007	4	79%	94%
	7	89%	91%
2008 **New Standards	4	82%	86%
	7	93%	88%



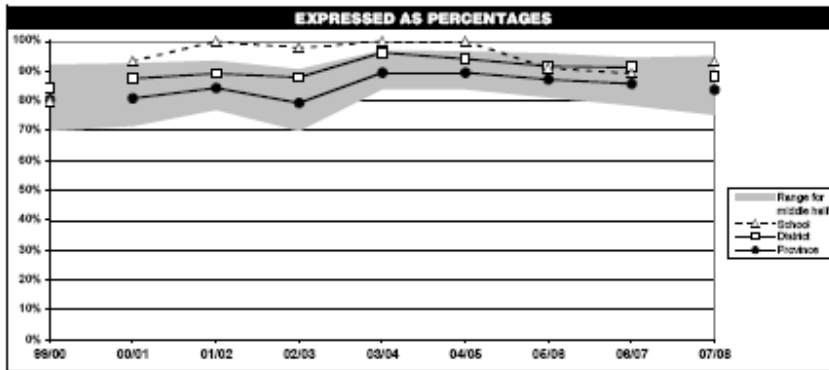
GRADE 4 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Percent Meeting/Exceeding Expectations		99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	New standards Tab 1	
Range for middle half of schools	Maximum	100%	98%	100%	100%	97%	100%	95%	97%	91%	91%
	Minimum	88%	85%	90%	90%	85%	89%	84%	85%	89%	89%
	△ School	95%	95%	100%	100%	100%	98%	97%	70%	82%	82%
	□ District	95%	95%	97%	98%	98%	98%	93%	94%	98%	98%
	● Province	91%	91%	94%	94%	91%	93%	90%	90%	90%	90%

Percent of assessed students used for all years above (see Diagnostic Table)
NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.

GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Percent Meeting/Exceeding Expectations		99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	New standards Tab 1	
Range for middle half of schools	Maximum	92%	92%	94%	91%	97%	97%	95%	95%	95%	95%
	Minimum	70%	72%	77%	70%	84%	84%	81%	79%	75%	75%
	△ School	84%	84%	100%	98%	100%	100%	91%	89%	93%	93%
	□ District	84%	87%	89%	88%	98%	94%	92%	91%	88%	88%
	● Province	81%	81%	84%	79%	90%	90%	87%	89%	84%	84%

Percent of assessed students used for all years above (see Diagnostic Table)
NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.

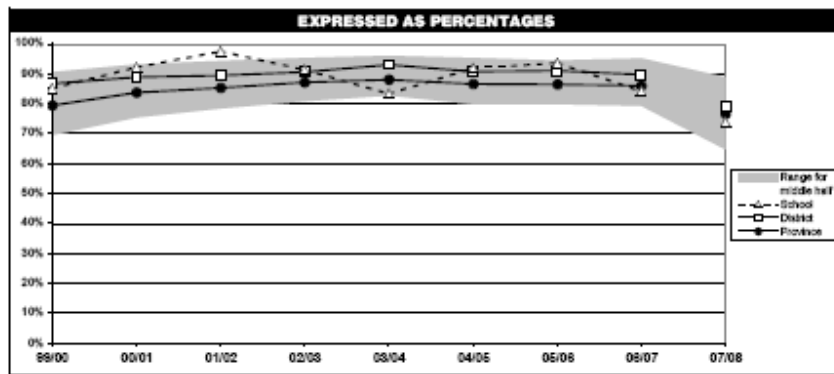


Appendix A (cont'd)

NUMERACY

TEST YEAR (MAY)	GRADE LEVEL	%age of Carisbrooke students MEETING OR EXCEEDING EXPECTATIONS	%age of District students MEETING OR EXCEEDING EXPECTATIONS
2002	4	95%	89%
	7	92%	89%
2003	4	91%	91%
	7	100%	92%
2004	4	83%	93%
	7	98%	92%
2005	4	92%	91%
	7	100%	91%
2006	4	94%	91%
	7	97%	91%
2007	4	84%	90%
	7	91%	89%
2008 **New Standards	4	74%	79%
	7	89%	84%

GRADE 4
STUDENTS MEETING OR EXCEEDING EXPECTATIONS

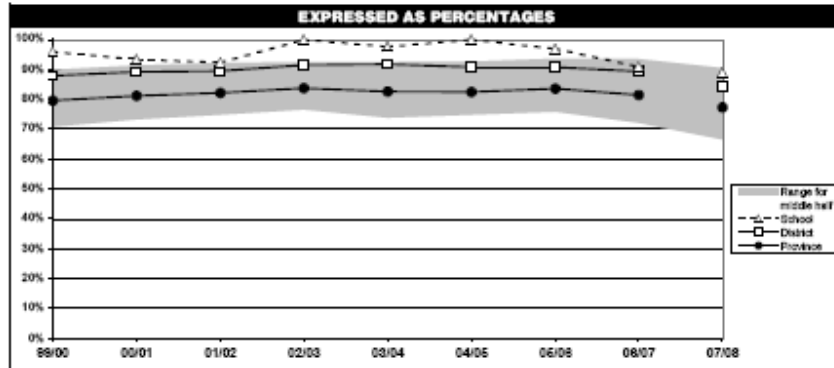


Percent Meeting/Exceeding Expectations		99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	New standards Tab 1	
Range for middle half of schools	Maximum	91%	93%	94%	95%	95%	95%	95%	95%	89%	
	Minimum	70%	75%	70%	81%	83%	82%	80%	70%	85%	
△ School		85%	92%	88%	91%	83%	92%	94%	84%	74%	
□ District		87%	88%	80%	91%	92%	91%	91%	90%	79%	
● Province		70%	84%	85%	87%	88%	87%	88%	80%	77%	

NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



GRADE 7 STUDENTS MEETING OR EXCEEDING EXPECTATIONS



Percent Meeting/Exceeding Expectations		New standards Tab 1											
		99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09		
Range for middle half of schools	Maximum	90%	91%	92%	93%	93%	95%	94%	94%	91%			
	Minimum	71%	73%	75%	77%	74%	75%	76%	72%	67%			
△ School		88%	82%	82%	100%	85%	100%	87%	81%	86%			
□ District		88%	80%	80%	91%	92%	91%	91%	80%	84%			
● Province		80%	81%	82%	84%	83%	83%	84%	82%	77%			

NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.

Appendix B: School Report Card Summary Data

This data documents the %ages of students meeting or exceeding the literacy (reading, writing, numeracy) learning expectations for each grade level as reported in the First Term Report Cards and again in the Final Reports. Reporting for the Intermediate Grades changes with Reading/Writing reported as “Language Arts” . A letter grade from C to A is considered equivalent to meeting or exceeding. District Mean is included for comparison purposes.

Grade Level	2007- 2008 Term 1/Final/District Mean	2008 – 2009 Term 1/Final/District Mean	
Kindergarten	<ul style="list-style-type: none"> • 97%/97%/88% • 97%/97%/84% • 100%/100%/92% 	<ul style="list-style-type: none"> • 100% • 97% • 100% 	
Grade 1	<ul style="list-style-type: none"> • 63%/85%/74% • 74%72%/71% • 78%/85%/83% 	<ul style="list-style-type: none"> • 63% • 54% • 86% 	
Grade 2	<ul style="list-style-type: none"> • 76%/87%/77% • 72%78%/69% • 94%84%/82% 	<ul style="list-style-type: none"> • 78% • 76% • 84% 	
Grade 3	<ul style="list-style-type: none"> • 82%/98%/80% • 71%87%/72% • 89%/98%/86% 	<ul style="list-style-type: none"> • 85% • 87% • 83% 	
Grade 4	<ul style="list-style-type: none"> • 96%/96%/94% • 98%98%/95% 	<ul style="list-style-type: none"> • 92% • 98% 	
Grade 5	<ul style="list-style-type: none"> • 91%98%/96% • 85%/84%/94% 	<ul style="list-style-type: none"> • 93% • 100% 	
Grade 6	<ul style="list-style-type: none"> • 86%86%/94% • 70%/83%/93% 	<ul style="list-style-type: none"> • 90% • 81% 	
Grade 7	<ul style="list-style-type: none"> • 83%89%/95% • 92%/83%/92% 	<ul style="list-style-type: none"> • 88% • 89% 	



Appendix C: North Vancouver Safety & Social Responsibility Survey for Elementary Students

This survey addresses student feelings of safety, interpersonal behavior, racial discrimination and harassment, bullying, and social responsibility.

Specific aspect of school safety, behavior and social responsibility	Carisbrooke (District) 2006: BASELINE SCORES	2008: SIGNIFICANT DIFFERENCES		
Self-Esteem (5=high)	4.12 (4.05)	No difference but girls report higher and boys lower over time		
Feelings of School Safety (5=always)	4.4 (4.33)	No difference		
Bullying: Victimization (5=high)	1.77 (1.74)	2008>2006 2.00		
Bullying: Perpetration (5=many/wk)	1.32 (1.34)	2008>2006 1.64		
Racial Discrimination: Victimization (5=many/wk)	1.23 (1.19)	No difference		
Families Mattering (5=always)	4.7 (4.62)	No difference but boys>girls		
Adults: Responsiveness (5=always)	4.06 (4.04)	No difference		
Adults: Caring & support (5=always)	3.97 (3.98)	No difference		
Students: Belonging (5=always)	3.81 (3.86)	No difference		
Social Responsibility: Climate (teaching and	3.47 (3.50)	No difference but girls>boys		



learning) (5=always)				
Social Responsibility: Behavior (5=always)	3.47 (3.49)	No difference		



Appendix D: Satisfaction Survey Results

Survey Questions:	2006 (All of the time or many times. School/District)	2007 (All of the time or many times. School/District)	2008 (All of the time or many times. School/District)
Do you try to do your best at school?	<ul style="list-style-type: none"> Gr. 4 (not available) Gr. 7 (85%/82%) 	<ul style="list-style-type: none"> Gr. 4 (88%/91%) Gr. 7 (83%/84%) 	<ul style="list-style-type: none"> Gr. 4 (91%/91%) Gr. 7 (91%/81%)
Are you getting better at reading?	<ul style="list-style-type: none"> Gr. 4 (not available) Gr. 7 (85%/75%) 	<ul style="list-style-type: none"> Gr. 4 (76%/86%) Gr. 7 (50%/75%) 	<ul style="list-style-type: none"> Gr. 4 (86%/85%) Gr. 7 (85%/73%)
Are you getting better at writing ...?	<ul style="list-style-type: none"> Gr. 4 (not available) Gr. 7 (81%/75%) 	<ul style="list-style-type: none"> Gr. 4 (72%/80%) Gr. 7 (35%/70%) 	<ul style="list-style-type: none"> Gr. 4 (70%/77%) Gr. 7 (81%/70%)
Are you getting better at math?	<ul style="list-style-type: none"> Gr. 4 (not available) Gr. 7 (70%/69%) 	<ul style="list-style-type: none"> Gr. 4 (76%/81%) Gr. 7 (75%/70%) 	<ul style="list-style-type: none"> Gr. 4 (86%/79%) Gr. 7 (70%/70%)
At school, do you respect people who are different from you (for e.g., think, act, or look different)?	<ul style="list-style-type: none"> Gr. 4 (not available) Gr. 7 (89%/85%) 	<ul style="list-style-type: none"> Gr. 4 (84%/91%) Gr. 7 (68%/ 90%) 	<ul style="list-style-type: none"> Gr. 4 (93%/91%) Gr. 7 (98%/87%)
Do you know how your school expects students to behave?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Gr. 4 (90%/91%) Gr. 7 (75%/82%) Parents (95%/85%) 	<ul style="list-style-type: none"> Gr. 4 (98%/90%) Gr. 7 (92%/83%) Parents (Masked)
Do your teachers help you with your schoolwork when you need it?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Gr. 4 (90%/83%) Gr. 7 (78%/83%) Parents (86%/78%) 	<ul style="list-style-type: none"> Gr. 4 (82%/83%) Gr. 7 (97%/84%) Parents (Masked)
Do your teachers care about you?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Gr. 4 (96%/91%) Gr. 7 (50%/74%) Parents (96%/85%) 	<ul style="list-style-type: none"> Gr. 4 (96%/91%) Gr. 7 (68%/75%) Parents (Masked)
Do you feel welcome at your child's school?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Parents (98%/86%) 	<ul style="list-style-type: none">

