

Cawston Primary School



School Plan 2010-11



Mission Statement:

**We provide a safe and supportive community
where all children succeed.**

Our Motto:

We strive for our personal best.

Rationale for the 2010-11 School Plan

In the past, the Cawston Primary School Plan has focused on three goal areas; namely, Numeracy, Literacy and Culture/Climate. Working on objectives in three goal areas meant that some work was done on each goal area but we were not doing an in-depth study and analysis of any. In addition, our school data indicated that our students consistently achieved better in Numeracy and Social Responsibility than in Literacy.

So, last year (2009-10), our Learning Community decided to focus on one goal area; namely, Literacy. Furthermore, we elected to work on just one objective within that goal: to increase the writing achievement of our students. We felt we could make a greater difference for each one of our students by focusing our attention specifically, and in great detail, on just one objective. We made the decision to choose writing only after extensive discussion and analysis about the needs of our students. We stated our writing objective as a question. We wanted it to direct our staff development while also keeping us focused on our most important objective - the achievement of our students.

We feel that we made progress on our Plan. Staff have a better understanding of the writing process at all age levels. We have studied the research and learned how to best teach writing from people with expertise in this area. As a school community, we are more focused on writing, and writing is more often the topic of our professional conversations. We have also come to recognize that writing is a much more subjective subject to evaluate than reading and math even with provincially-developed evaluation tools. We have learned how critical it is that children of all ages and at all levels of achievement have direct, structured instruction in writing, in order to progress into higher levels; a Grade 3 student fully meeting expectations in writing can move toward the exceeding level with very specific writing instruction.

As our Learning Community discussed the direction of our 2010-11 School Plan, it was apparent to us all that we are only just beginning our journey with Writing. We need to analyze our June 2010 data carefully; to see where we have made a difference for student writing achievement and where we still need to go. Through our work with student writing, we have become cognizant of the correlation between a student's writing achievement and a student's receptive and expressive language skills. We need to better understand the depth of this relationship; if we build language skills, will we see an increase in writing achievement?

We will continue to focus on writing for the 2010-11 school year. Our question will remain the same; our staff development, teaching and student learning activities will reflect what we have learned over the past year and what we still need to do.

All data related to Numeracy, Culture/Climate and the Reading area of Literacy is attached to the 2010-11 School Plan as an Addendum.

Our Question:

Will a school-wide focus on Writing increase the writing achievement of all our students?

Note: "Writing" is used to mean all aspects of written language.

Writing Data:

1. Students fully meeting or exceeding expectations in writing by end of Grade 4 using BC Performance Standards in Writing: (percentage of students fully meeting or exceeding expectations)

	<u>2005</u>		<u>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>
Grade 1	68%	→	46%	→	54%	→	59%	→	74%
Grade 2	60%	→	63%	→	49%	→	44%	→	46%
Grade 3	36%	→	46%	→	43%	→	41%	→	44%
Grade 4	-		69%	→	77%	→	52%	→	62%

Grade Group Data: Students fully meeting or exceeding expectations in writing using BC Performance Standards in Writing:

Grade 1 June 2005	68%	-----	Grade 4 June 2008	52%
Grade 1 June 2006	46%	-----	Grade 4 June 2009	62%

2. First Nations students fully meeting or exceeding expectations in writing by end of Grade 4 using BC Performance Standards in Writing: (percentage of students fully meeting or exceeding expectations)

	<u>2005</u>		<u>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>
Grade 1	38%	→	mask	→	mask	→	mask	→	36% (11)
Grade 2	38%	→	42%	→	mask	→	0% (8)	→	0% (6)
Grade 3	20%	→	50%	→	29% (17)	→	40% (10)	→	13% (8)
Grade 4	-		mask	→	86% (7)	→	46% (13)	→	50% (12)

3. Grade 4 students meeting or exceeding expectations in writing based on FSA results:
(Percentage of students writing the FSA who were fully meeting or exceeding expectations)

	<u>2005</u>		<u>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>
	85%		91%		76%		62%		53%
District					88%		57%		64%
Province					90%		77%		68%

4. First Nations Grade 4 students meeting or exceeding expectations in writing based on FSA results:

(Percentage of First Nations students writing the FSA who were fully meeting or exceeding expectations)

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
83%	mask	57% (4)	50% (14)	58% (11)
		District 81% (13)	58% (36)	72% (23)
		Province 79%	52%	

5. Ministry Satisfaction Survey Results: Grade 4 Parent Survey

Are you satisfied with the development of your child's writing skills at school?

(percentage of parents reporting "all of the time" or "many times")

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
84%	79%	75%	81%	77%
			District 83%	72%
			Province 65%	62%

Strategies and Activities:

The following list of strategies and activities is the plan we have determined should help us make positive changes in the writing achievement of our students. However, we are aware, that as we explore our topic in depth, changes in our strategies and activities may be needed. As with all working documents, we will adjust our plans accordingly.

Our planned strategies and activities fall into five general areas:

1. Staff Development:

- Summer Professional Development - all staff have agreed to the following professional development plan:
August 30 - School Planning Day - Writing Scope and Sequence Chart
August 31 - Language Development Workshop - with guest presenter
September 3 - Writing Workshop - with guest presenter
School Professional Development Committee (J. Keyes, K. Brunton, S. Kruger, L. Thiel) will arrange guest presenters and organize workshops.
- Participate in professional development activities with a writing and/or language focus within and outside the District as available (ongoing - as approved by principal)
- Understand and be able to use brain gym techniques (beginning of each staff meeting - K. Brunton, J. Keyes)
- Study, co-plan and team teach writing with grade level partners (September/October & March - all staff)
- Staff have option to observe and de-brief writing lessons at other grade levels (ongoing as requested - as approved by principal)
- Form a Book Club to study current writing research (J. Keyes, K. Brunton)
- Develop a common understanding of the term "writing workshop" (staff development; all staff)
- All staff will accept leadership roles by selecting specific areas of the Plan to be responsible for.

2. Data:

- Analyze student results in writing, based on BC Performance Standards, from June 2008 to June 2010. Expand current data to include students approaching and not yet meeting expectations in addition to students fully meeting and exceeding expectations. (October Staff Development Meeting - L. Thiel, M. Fairbrother, A. Reichl)
- Analyze cohort data on writing achievement, including information on the number of students who moved in and out of each grade.

Compare “true cohorts” to “grade group cohorts”.

(October Staff Development Meeting - L. Thiel, M. Fairbrother, A. Reichl, K. Brunton)

- Review individual student writing achievement at the end of each term
(December & April Staff Meetings - all staff)
- Collect Term 1 and 3 writing sample and rubric in the Student Assessment files
(December & June, all staff, K. Brunton)

3. Teaching and Student Learning:

- Do October and June grade-wide writes and use the information for planning
(October & June - all staff - Staff Development funds; organized by J. Keyes)
- Assess student writing using the BC Performance Standards, the Okanagan Mainline rubrics & the Kindergarten Writing Continuum
(October & June - all staff; organized by D. Bridgman)
- Utilize a writing workshop format in our daily lessons
(ongoing - all staff)
- Develop self-assessment and peer assessment skills in all students
(ongoing - all staff)
- Teaching writing for different purposes and how to write different genres
(ongoing - all staff)
- Teach brain gym strategies
(ongoing - all staff)
- Teach printing and handwriting skills as set out in our scope and sequence chart
(ongoing - all staff; G. Doi)
- Set common Literacy blocks within grades to support differentiated instruction, teacher collaboration and learning assistance
(August - L. Thiel, K. Brunton)

4. Celebrate Writing:

- Have a school-wide Author’s Tea
(January 27 – B. Bews, J. Martin)
- Create a prominent writing display with student writing samples changing throughout the year
(September – B. Bews, M. Webster)
- Do a multi-grade writing activity with all teachers and all students participating
(one per term - J. Keyes, G. Doi)

5. Resources:

- Purchase writing-focused resources for our Professional Library.
(K. Brunton, M. Lucich, C. Lucich)
- Explore and purchase, when appropriate, mentor texts which exemplify well-developed writing lessons and strategies.
(K. Brunton, M. Lucich, C. Lucich)
- Purchase and teach students to use writing technology - Kurzwell, Co-Writer & Draft Builder
(K. Brunton, C. Lucich)
- Purchase student centered resources which assist in teaching writing.
(M. Lucich, C. Lucich)

School Plan Procedures and Process

September 2009 - June 2010

- September 1 - Professional Development Day - Six Traits Workshop in Kelowna - attended by Kelly Brunton & Jenna Keyes
- September 2 - Professional Development Day - developed Grade 1 Writing Clothesline - Kelly Brunton & Jenna Keyes
- September 3 - Professional Development Day - Writing Workshop attended by all teaching staff. Presented by Betty Schultz. Topic: Six Traits of Writing
- September 4 - School Planning Day - Further study of Six Traits and Writing Process in grade groups.
- September 15 - Grade Group Meeting - study of "mentor" texts to support teaching of writing - Grade 1 & Grade 1/2 teachers - Kelly Brunton & Jenna Keyes
- October 22 - Grade Group Meeting - assessment & planning for teaching with writing samples from each Grade 2 & 2/3 student - Jorie Martin & Michael Lucich
- October 29 - Grade Group Meeting - assessment & planning for teaching with writing samples from each Grade 1 & 1/2 student - Kelly Brunton & Jenna Keyes
- October 21 - Staff Development Meeting - Grade Group partners - discussion of Six Traits and Writing Workshop
- October 23 - Professional Development Day - attended Primary Teachers Provincial Conference - focus on writing - Jorie Martin
- October 23 - Professional Development Day - attended Library/Literacy Provincial Conference - focus on writing - Michael Lucich, Carmen Lucich
- October 23 - Professional Development Day - worked on grade group and Professional Growth Plans focused on writing - Kelly Brunton, Jenna Keyes, Sylvia Kruger, Angela LaBerge, Megan Webster, Gwen Doi
- October 23 - Professional Development Day - assessment and planning Grade 4 writing in classroom and with ESL students - Don Bridgman, Tania Lange
- October 31 - Professional Growth Plans - all staff submitted professional growth plans focused on writing.
- November 4 - Staff Meeting - all Teachers shared successes and changes made to their writing program. General discussion on teaching writing.
- November 5 - Grade Group meeting - assessment and planning for teaching with writing samples from each Grade 3 and 3/4 student - Megan Webster & Angela LaBerge
- November 2 - Early Literacy Meeting - Okanagan Mainline Group - Writing focus - attended by Jenna Keyes & Kelly Brunton
- January 3 - Grade Group Meeting - assessment and planning for teaching - students with low writing achievement in Grade 2 & 2/3 - Jorie Martin, Michael Lucich
- January 5 - Grade Group Meeting - discussed Lucy Calkins program and its use in teaching writing - Megan Webster & Angela LaBerge
- January 6 - Staff Meeting - Grade 1 & 1/2 teachers presented Writing Clothesline to staff - Jenna Keyes, Kelly Brunton. Plans for upcoming Writing Celebrations finalized.
- January 13 - Early Literacy Meeting - Okanagan Mainline Group - Writing focus - attended by Jenna Keyes
- January 22 - Grade Group Meeting - developed a writing clothesline for use in Grade 3 & 3/4 classrooms - Megan Webster & Angela LaBerge
- January - teaching Six Trait lessons in relation to writing portion of FSA - Grade 4 - Don Bridgman

February 16 - Grade Group Meeting - assessment and planning for teaching with February writing sample from each Grade 1 & 1/2 student - Kelly Brunton, Jenna Keyes, Lisa Eaton

February 25 - Grade Group Meeting - assessment and planning for teaching with February journal entries from each K & K/1 student - Bonnie Bews & Sylvia Kruger

February - display of "books" written by Grade 2 class - Michael Lucich

March 31 - Staff Meeting - staff reviewed 2009-10 School Plan - What have we accomplished?; What do we still need to do?

April - all classes studied and wrote poetry.

April 14 - Staff Meeting - review and extensive discussion of current School Plan, data (including June 2009) and plans for 2010-11 School Plan.

April 19 - SPC Meeting - review and extensive discussion of current School Plan, data (including June 2009) and plans for 2010-11 School Plan.

April 22 - Support Staff Meeting - review and extensive discussion of current School Plan, data (including June 2009) and plans for 2010-11 School Plan.

April 23 - Sub-Committee Meeting - developed Strategies & Activities to support 2010-11 School Plan - Michael Lucich, Michael Fairbrother, Kelly Brunton, Linda Thiel

April 28 - Staff Meeting - review Rationale for 2010-11 Plan, discussion of Strategies and Activities developed by sub-committee and review of expanded Writing data.

May 10 - SPC Meeting - review Rationale for 2010-11 Plan, discussion of Strategies and Activities determined by staff

May 7 - Writing "Walk" - all classes have writing displays on bulletin boards; students from other classes "walk" through and read the writing samples.

May 10 - creation of a School Book - each class contributes writing to a book - written by Cawston School Students. Book to be published.

May 11 - PAC Meeting - review of draft 2010-11 School Plan

May 18 - Support Staff Meeting - review draft of 2010-2011 School Plan

May 19 - Staff Meeting - finalize 2010-11 School Plan

June 2 - Staff Meeting - presentation of 2010-11 School Plan to Board by SPC & staff.

Cawston Primary School



School Plan
2010-11



Addendum

Data

Reading, Numeracy & Social Responsibility

Reading:

1. Number of students fully meeting or exceeding expectations in reading by end of Grade 3 - PM Benchmarks Grade 1, 2, 3:
(percentage of students fully meeting or exceeding expectations)

	<u>2005</u>		<u>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>
Grade 1	70%	→	68%	→	66%	→	66%	→	81%
Grade 2	76%	→	70%	→	61%	→	66%	→	64%
Grade 3	76%	→	75%	→	72%	→	51%	→	67%

2. First Nations students fully meeting or exceeding expectations in reading by end of Grade 3 - PM Benchmarks
Grade 1, 2, 3: (percentage of students fully meeting or exceeding expectations; number of students in brackets)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grade 1	51%	mask	mask	mask	45% (11)
Grade 2	76%	50%	67% (6)	25% (8)	0% (6)
Grade 3	80%	100%	53% (17)	50% (10)	33% (9)

3. Students fully meeting or exceeding expectations in reading by end of Grade 4 - Peters/Gardner Assessment:
(percentage of students fully meeting or exceeding expectations)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grade 4	57%	50%	59%	72%	51%

Number of students minimally meeting, fully meeting or exceeding expectations in reading by end of Grade 4 -
Peters/Gardner Assessment:

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	89%	84%	100%	96%	94%

4. First Nations students fully meeting or exceeding expectations in reading by end of Grade 4 - Peters/Gardner
Assessment: (percentage of students fully meeting or exceeding expectations; number of students in brackets)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	67%	mask	57% (7)	46% (13)	50% (12)

5. Grade 4 students meeting or exceeding expectations in reading based on FSA results:
(percentage of students who wrote the FSA meeting or exceeding expectations)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	83%	85%	60%	73%	71%
District			64%	73%	71%
Province			75%	74%	68%

6. First Nations Grade 4 students meeting or exceeding expectations in reading based on FSA results:
(percentage of First Nation students who wrote the FSA meeting or exceeding expectations; number of students in brackets)

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
100%	mask	57% (4)	71% (14)	55% (11)
	District	44% (7)	73% (36)	72% (23)
	Province	59%	57%	

7. Ministry Satisfaction Survey Results - Grade 4 Parent Survey:
Are you satisfied with the development of your child's reading skills at school?
(percentage of parents reporting "all of the time" or "many times")

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
95%	85%	82%	86%	86%
	District		90%	73%
	Province		76%	76%

Additional Language Arts Data:

1. Students fully meeting or exceeding expectations in Language Arts (reading, writing, speaking and listening) - report card data: (percentage of students fully meeting or exceeding expectations)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grade 1	70%	66%	66%	62%	74%
Grade 2	71%	64%	52%	56%	50%
Grade 3	53%	48%	62%	45%	52%
Grade 4	-	85%	91%	89%	93%

Grade Group Data: Students fully meeting or exceeding expectations in Language Arts:

Grade 1 June 2005 70%	-----	Grade 4 June 2009 89%
Grade 1 June 2006 66%	-----	Grade 4 2009 93%

2. First Nations students fully meeting or exceeding expectations in Language Arts - report card data:
(percentage of students fully meeting or exceeding expectations; numbers of students in brackets)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grade 1	50%	mask	mask	mask	36% (11)
Grade 2	63%	41%	17% (6)	13% (8)	0% (6)
Grade 3	40%	50%	41% (17)	40% (10)	25% (8)
Grade 4	-	mask	100% (7)	61% (13)	91% (12)

Numeracy:

1. Students fully meeting or exceeding expectations in Numeracy - report card data:

(percentage of students meeting or exceeding expectations)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grade 1	87%	75%	67%	72%	88%
Grade 2	89%	72%	60%	72%	60%
Grade 3	58%	55%	72%	61%	59%
Grade 4	93%	87%	98%	93%	98%

2. First Nations students fully meeting or exceeding expectations in Numeracy - report card data:

(percentage of students fully meeting or exceeding expectations; number of students in brackets)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Grade 1	75%	mask	mask	mask	73% (8)
Grade 2	100%	42%	50% (6)	59% (8)	50% (6)
Grade 3	60%	67%	41% (17)	60% (10)	44% (8)
Grade 4	100%	mask	100% (7)	78% (13)	100% (12)

3. Grade 4 students meeting or exceeding expectations in Numeracy based on FSA results:

(percentage of students writing the FSA fully meeting or exceeding expectations)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	98%	91%	86%	68%	76%
District			84%	72%	74%
Province			85%	74%	66%

4. First Nations Grade 4 students meeting or exceeding expectations in Numeracy based on FSA results:

(percentage of First Nation students writing the FSA fully meeting or exceeding expectations; number of students in brackets)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	100%	mask	100% (7)	64% (14)	82% (11)
District			95% (15)	78% (36)	72% (23)
Province			73%	57%	47%

5. Ministry Satisfaction Survey Results: Grade 4 Parent Survey

Are you satisfied with the development of your child's math skills at school?

(percentage of parents reporting "all of the time" or "many times")

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	81%	86%	79%	90%	82%
District				90%	73%
Province				69%	68%

Culture and Climate:

1. Student fitness levels based on Achievement Indicator of PE IRP:

(percentage of students emerging, developing, acquiring and accomplished levels)

	June 2009			
	EM	D	AQ	AC
Kindergarten	4%	49%	47%	
Grade One	2%	23%	75%	
Grade Two	7%	20%	57%	16%
Grade Three		25%	55%	20%
Grade Four		16%	78%	7%

2. Students able to describe the benefits of participation in physical activity based on Achievement Indicator in PE IRP:

(percentage of students emerging, developing, acquiring and accomplished levels)

	June 2009			
	EM	D	AQ	AC
Kindergarten	7%	73%	20%	
Grade One	5%	5%	91%	
Grade Two	2%	18%	80%	
Grade Three	2%	24%	71%	4%
Grade Four	2%	33%	49%	16%

3. Ministry Satisfaction Survey Results: Grade 4 Parent Survey

At school, does your child get exercise (for example, physical activity or sports)?

(percentage of parents reporting "all of the time" or "many times")

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	82%	86%	86%	90%	86%

4. Ministry Satisfaction Survey Results: Grade 4 Student Survey

At school, do you get exercise (for example, physical activity or sports)?

(percentage of Grade 4 students reporting "all of the time" or "many times")

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
	97%	86%	98%	78%	91%

5. Number of students fully meeting or exceeding expectations in BC Performance Standards in Social Responsibility:

(percentage of students fully meeting or exceeding expectations)

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Kindergarten	57%	----	----	----
Grade 1	69%	75%	71%	95%
Grade 2	80%	63%	77%	74%
Grade 3	77%	64%	62%	71%
Grade 4	71%	84%	73%	65%

6. Ministry Satisfaction Survey of Grade 4 parents: (percentage of parents responding "all the time" or "many times")

	<u>2005</u>		<u>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>
Do you think your child is safe at school?	86%		93%		93%		95%		82%
		District	91%		85%		92%		84%
Is your child bullied, teased or picked on at school?	19%		14%		21%		10%		24%
		District	11%		8%		10%		14%
Does your school provide clear expectations for student behavior?	91%		88%		93%		95%		95%
		District	89%		90%		92%		90%

7. Ministry Satisfaction Survey of Grade 4 students: (percentage of students responding "all the time" or "many times")

	<u>2005</u>		<u>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>
Do you feel safe at school?	89%		78%		93%		66%		68%
		District	83%		85%		81%		83%
At school, are you bullied, teased or picked on?	11%		6%		7%		6%		9%
		District	12%		9%		6%		10%
Do you know how your school expects you to behave?	97%		94%		85%		85%		93%
		District	90%		89%		89%		91%

Cohort Data:

Kindergarten June 2004 —→ Grade 3 June 2007

44 students who began Kindergarten in the 2003-04 school year were still at Cawston Primary School in Grade 3 (2006-07).

Considering only those 44 students:

Language Arts:

In Kindergarten - 19 students were at risk in one or more areas of Language Arts (based on District Kindergarten Assessment)

By Grade 3 - Of these 19 students:

- 7 students fully meeting expectations
- 4 students approaching expectations
- 6 student not yet meeting expectations
- 2 students designated Special Needs

Numeracy:

In Kindergarten - 15 students were at risk in one or more areas of Numeracy (based on District Kindergarten Assessment)

By Grade 3 - Of these 15 students:

- 1 student exceeding numeracy expectations
- 7 students fully meeting expectations
- 2 students approaching expectations
- 4 student not yet meeting expectations
- 1 student designated Special Needs

Kindergarten June 2005 —→ Grade 3 June 2008

30 students who began Kindergarten in the 2004-05 school year were still at Cawston Primary School in Grade 3 (2007-08).

Considering only those 30 students:

Language Arts:

In Kindergarten - 10 students were at risk in one or more areas of Language Arts (based on District Kindergarten assessment)

By Grade 3 - Of these 10 students:

- 1 student fully meeting expectations
- 5 students approaching expectations
- 2 students not yet meeting expectations
- 3 students designated Special Needs

Numeracy:

In Kindergarten - 6 students were at risk in one or more areas of Numeracy (based on District Kindergarten Assessment)

By Grade 3 - Of these 6 students:

- 3 students fully meeting numeracy expectations
- 2 students approaching expectations
- 1 student designated special needs

Note:

1. Of 44 students who began Kindergarten (June 2004) - 14 were no longer attending Cawston School when the class reached Grade 3 (31%).
2. Of 42 students in Grade 3 (June 2008) - 15 students have moved into Cawston School since the class began Kindergarten (35%).

Kindergarten June 2006 —→ Grade 3 June 2009

40 students who began Kindergarten in the 2005/06 school year were still at Cawston Primary in Grade 3 (2008/09)

Considering only those 40 students:

Language Arts –

In Kindergarten – 21 students at risk in one or more areas of Language Arts (based on District Kindergarten Assessment)

By Grade 3 – Of these 21 students:

- 4 students fully meeting expectations
- 14 students approaching expectations
- 2 students not yet meeting expectations
- 1 student designated special needs

Math –

In Kindergarten – 13 students at risk in one or more areas of Math (based on District Kindergarten Assessment)

By Grade 3 – Of these 13 students:

- 4 students fully meeting expectations
- 5 students approaching expectations
- 3 students not yet meeting expectations
- 1 student designated special needs

Note:

1. Of the 14 students who moved into Cawston School between June 2006 (K) and the end of Grade 3, eight had learning and/or behavior difficulties when they arrived.
2. Of the 40 students who began Kindergarten (June 2005), 5 were no longer attending Cawston School when the class reached Grade 3 .