

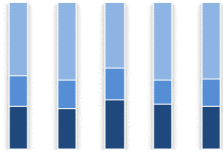
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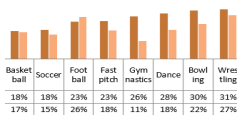
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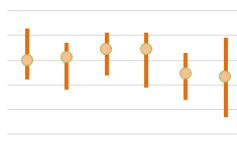
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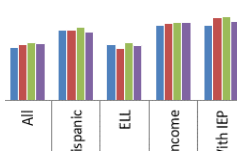
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Percent of favorable responses by students in grades 3-8 on the survey of Character and Action outcomes in the Panorama Student Survey, given in eight Bellingham schools in 2016

6) Percent of Students with Chronic Absences

6

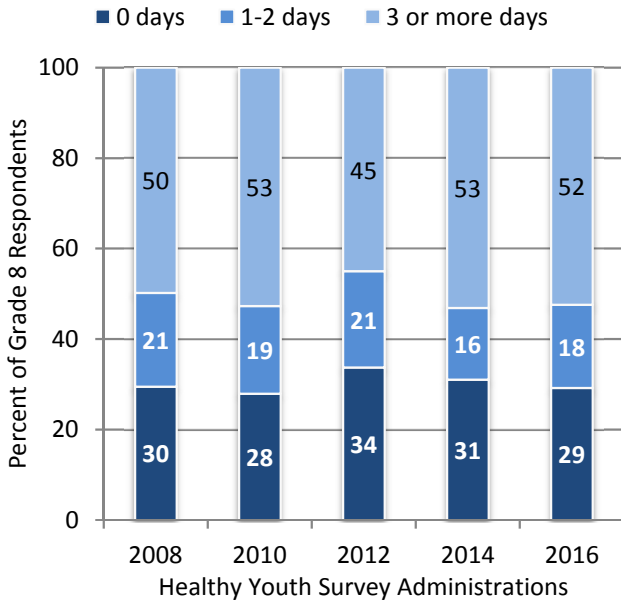


Percent of students in grades K-12 who missed at least ten percent of school days during the 2015-16 school year, for Bellingham Public Schools and Washington state.

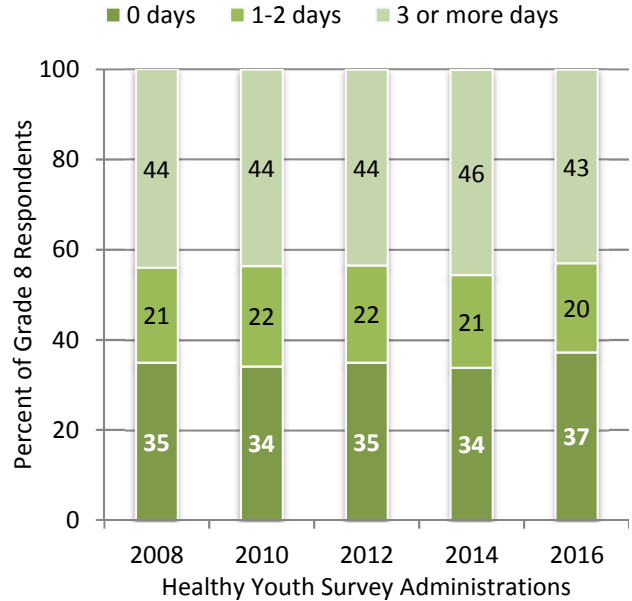
Percent of Students Participating in After School Activities - Healthy Youth Survey

Survey Item: During the average week, on how many days do you participate in supervised after-school activities either at school or away from school? Include activities such as sports, art, music, dance, drama, or community service, religious, or club activities.

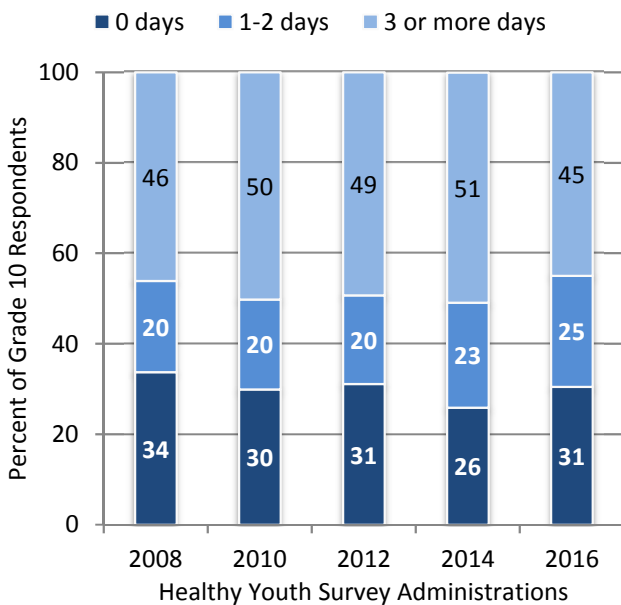
Bellingham Public Schools - Grade 8



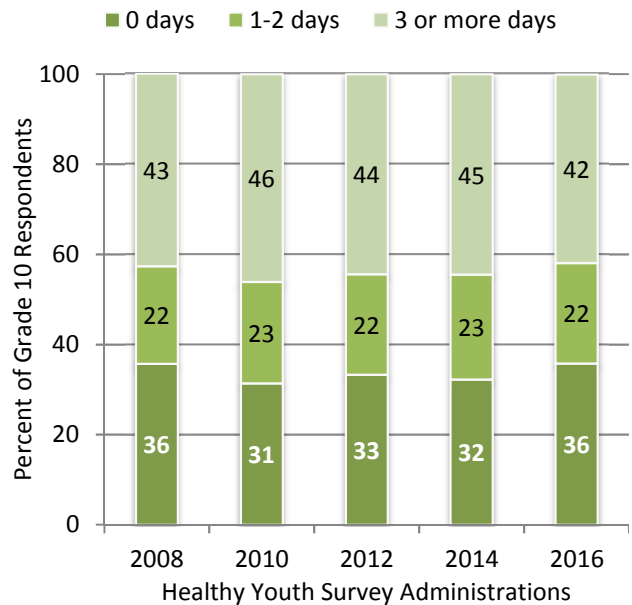
Washington State - Grade 8



Bellingham Public Schools - Grade 10



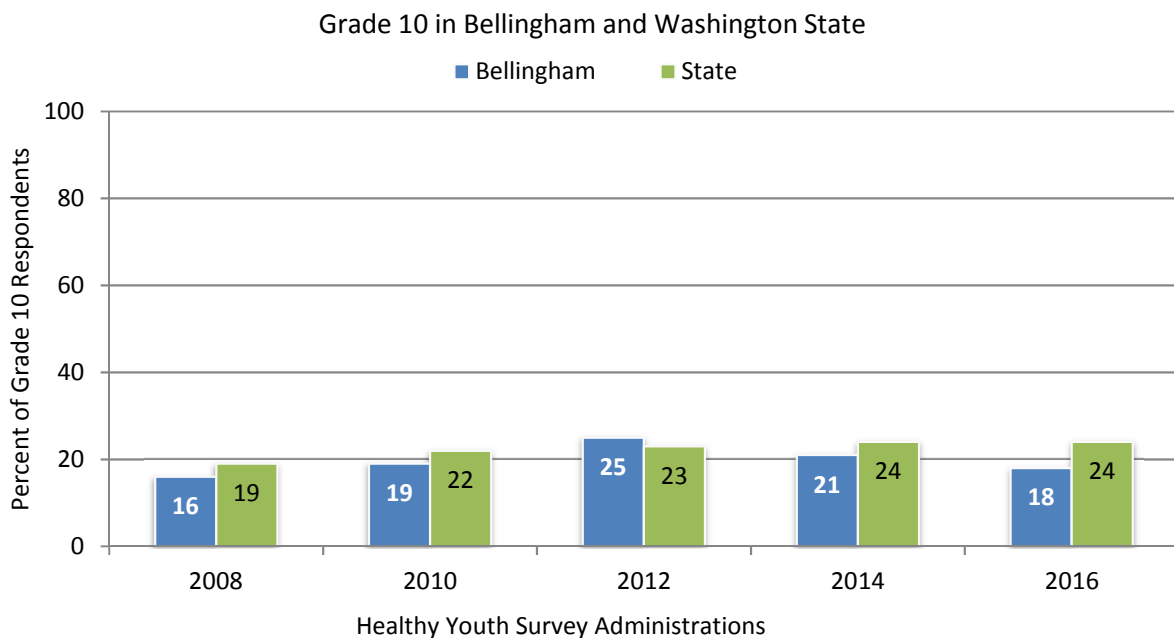
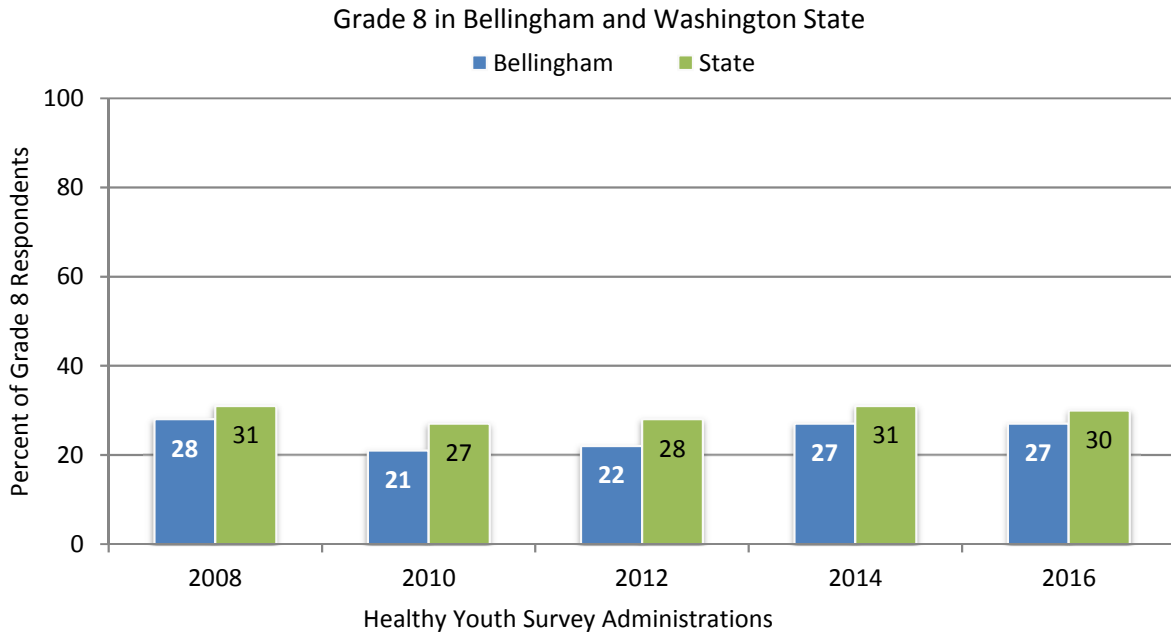
Washington State - Grade 10



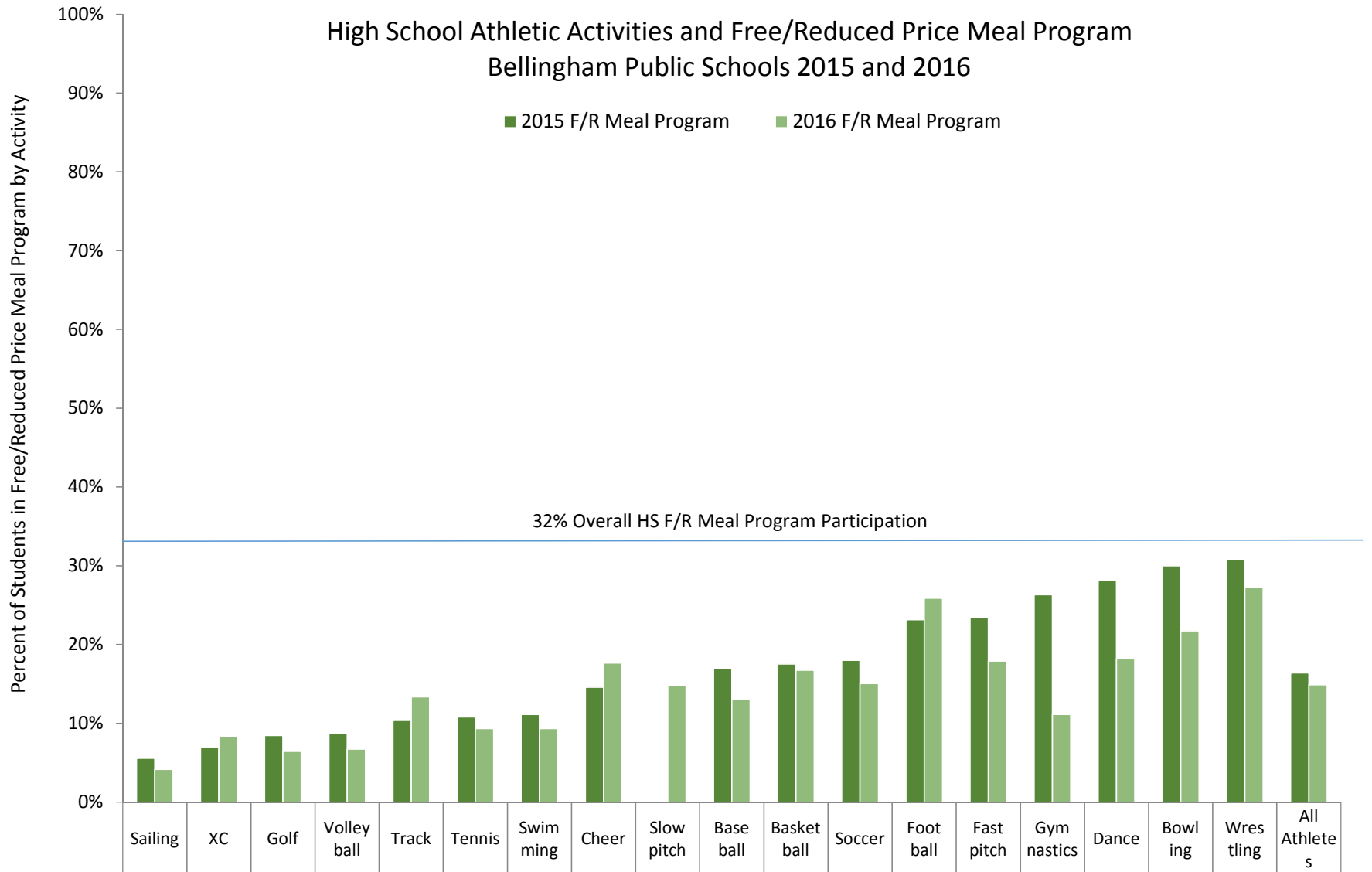
Percent of Students Who Met Recommendations for Physical Activity - Healthy Youth Survey

Survey Item: In the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increases your heart rate or makes you breathe hard some of time.)

The Centers for Disease Control and Prevention recommends that children and adolescents participate in at least 60 minutes of physical activity daily, and muscle training 3 days a week.



High School Athletic Activities and Free/Reduced Price Meal Program Bellingham Public Schools 2015 and 2016



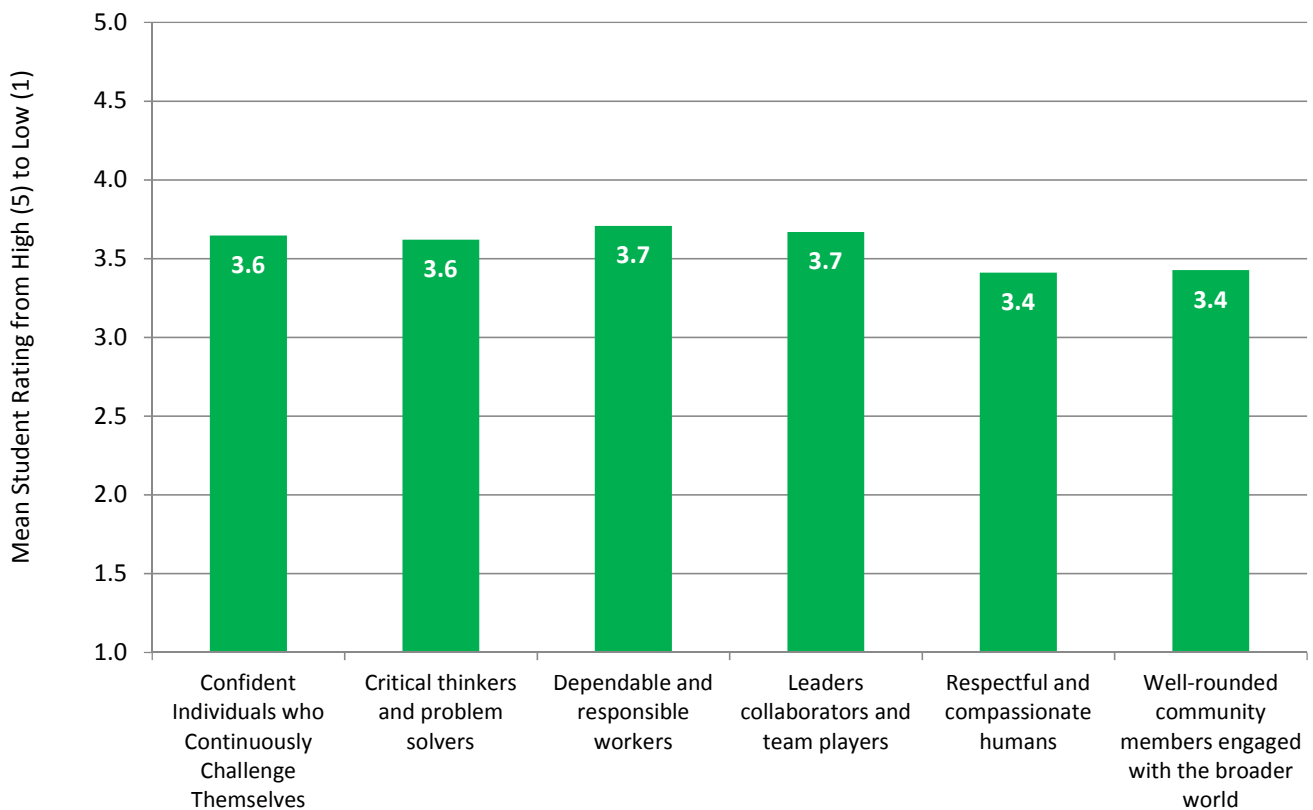
	Sailing	XC	Golf	Volleyball	Track	Tennis	Swimming	Cheer	Slowpitch	Baseball	Basketball	Soccer	Football	Fastpitch	Gymnastics	Dance	Bowling	Wrestling	All Athletes
2015 F/R Meal Program	6%	7%	8%	9%	10%	11%	11%	15%		17%	18%	18%	23%	23%	26%	28%	30%	31%	16%
2016 F/R Meal Program	4%	8%	6%	7%	13%	9%	9%	18%	15%	13%	17%	15%	26%	18%	11%	18%	22%	27%	15%
2015 Student Count	< 30	214	71	103	318	250	126	48	< 30	100	177	328	216	81	< 30	32	< 30	94	1531
2016 Student Count	< 30	229	124	104	322	268	118	51	< 30	100	191	339	224	67	< 30	44	< 30	99	1604

Social Emotional Learning Survey - Mean Scores by Student

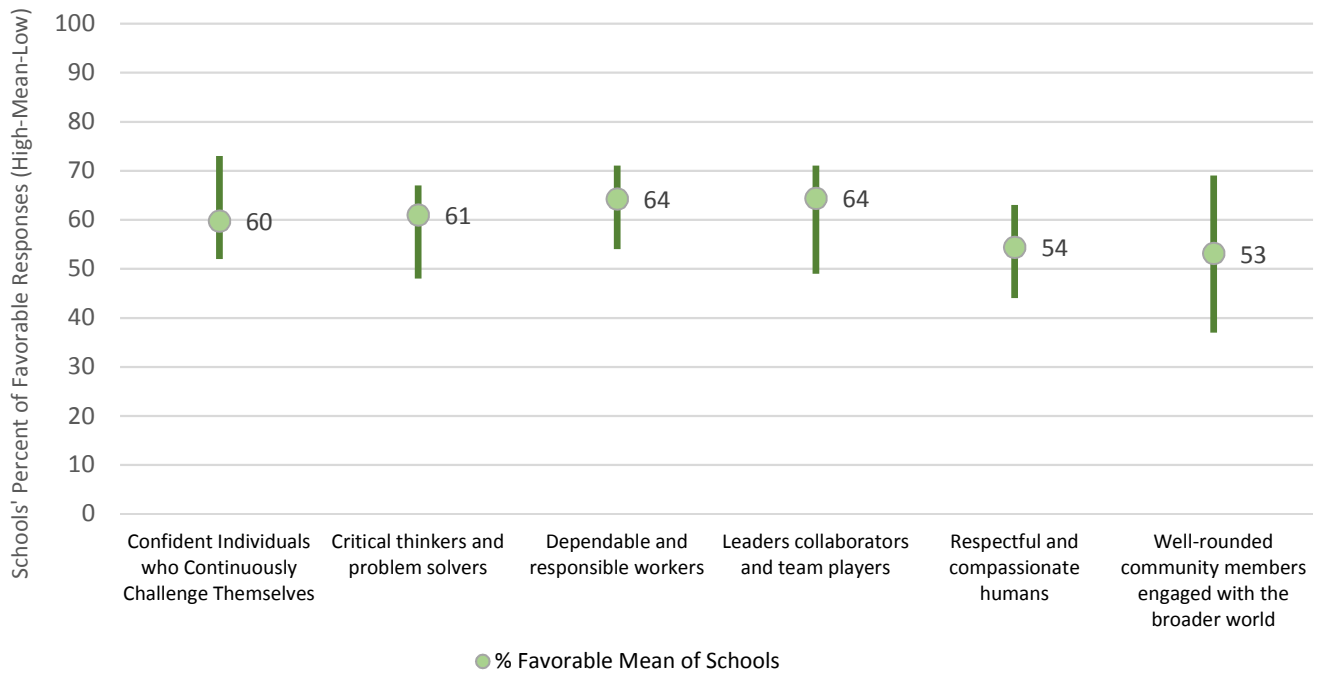
In Fall of 2016, seven elementary schools and one middle school surveyed a total of 834 students in grades 3-8. Students rate each question on a scale from Extremely (5) to Somewhat (3) to Not at All (1).

	Mean
Confident individuals who continuously challenge themselves	3.6
Critical thinkers and problem solvers	3.6
Dependable and responsible workers	3.7
Leaders collaborators and team players	3.7
Respectful and compassionate humans	3.4
Well-rounded community members engaged with the broader world	3.4

Social Emotional Learning by Promise Outcomes
Mean Scores on 2016 Panorama Survey



Social Emotional Learning by Promise Outcomes Percent of Favorable Responses on 2016 Panorama Student Survey



2016 Student Perceptions Survey - Bellingham Promise Outcomes topics and questions

Confident Individuals who Continuously Challenge Themselves

How sure are you that you can learn all the topics taught in your class?

If you fail to reach an important goal, how likely are you to try again?

When you get stuck while learning something new, how likely are you to try a different strategy?

Critical thinkers and problem solvers

Before starting a difficult project, how often do you think about the best way to do it?

How comfortable are you working on problems that take a long time to solve?

How confident are you that that you know how to determine when information is trustworthy?

How sure are you that you can figure out when information is useful?

When learning more about a complicated topic, how likely are you to change your opinion when you need to?

Dependable and responsible workers

How focused are you on the activities in your classes?

How often can other people depend on you to do the right thing?

When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?

Leaders collaborators and team players

How comfortable are you taking a leadership role in your school?

How much do you actively engage with group projects in class?

In your classes, how eager are you to participate?

When working on group projects, how much do other's ideas help lead to success?

Respectful and compassionate humans

At your school, how much does the behavior of other students hurt or help your learning?

How much do you try to understand how other people feel and think?

How much respect do students at your school show you?

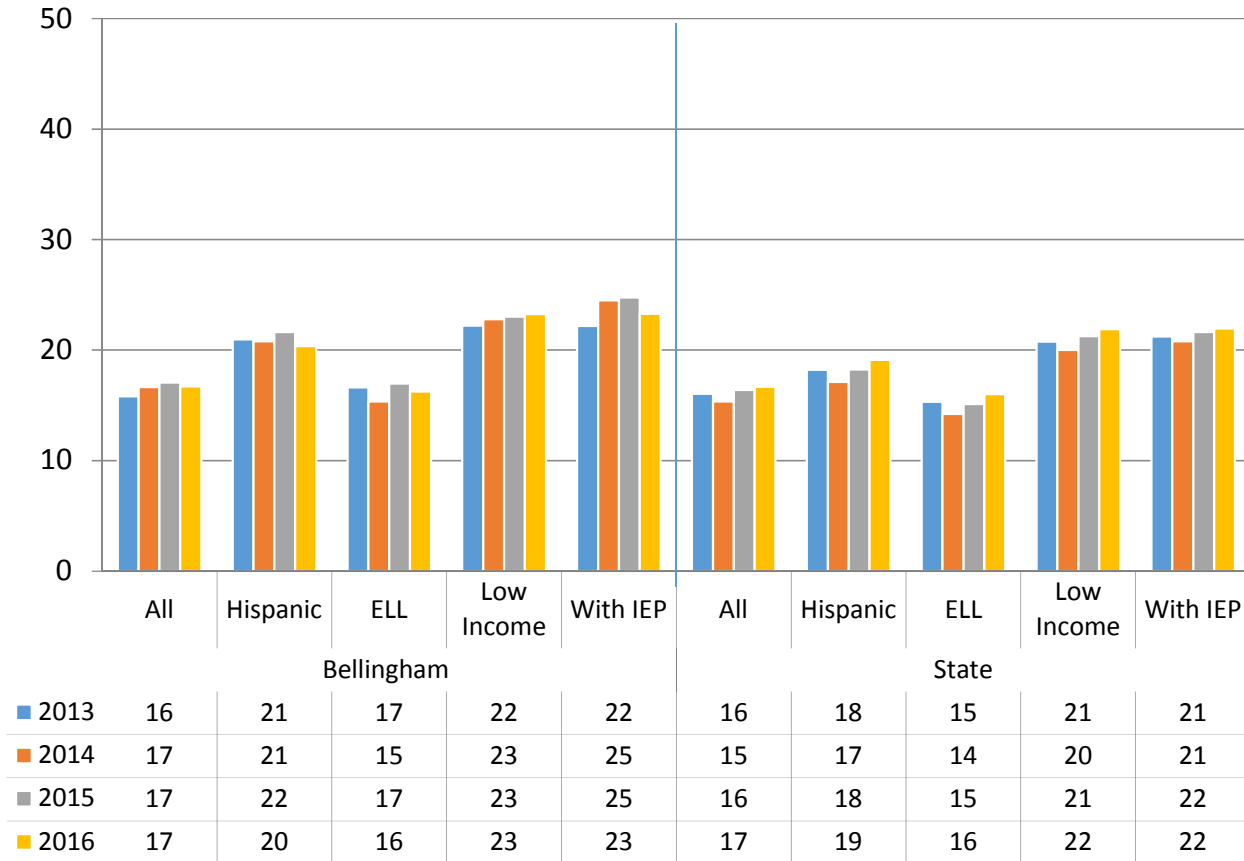
How often are people disrespectful to others at your school?

Well-rounded community members engaged with the broader world

How much do you believe you can make a difference in the world?

How often do you actively try to make a difference in the world?

Percent of Students with Chronic Absences K-12 for Bellingham Public Schools and Washington State



Notes: Vertical axis of graph is shortened to 50% to help provide distinction in bar differences by group. Chronically Absent is defined as missing at least 10 percent of school days in a 180-day school year for any reason, excused or unexcused.

Bellingham K-12 Students with Chronic Absences Ratio of Percentages by Population

	2013	2014	2015	2016
Hispanic : White	1.4	1.3	1.3	1.3
ELL : Non ELL	1.1	0.9	1.0	1.0
Low Income : Non Low Income	2.1	1.9	1.9	2.0
Special Ed : Non Special Ed	1.5	1.6	1.6	1.5

Low Income students twice as likely to be chronically absent than Non Low Income students.