

CHARACTER COUNTS!® Works

And here is the data to prove it.

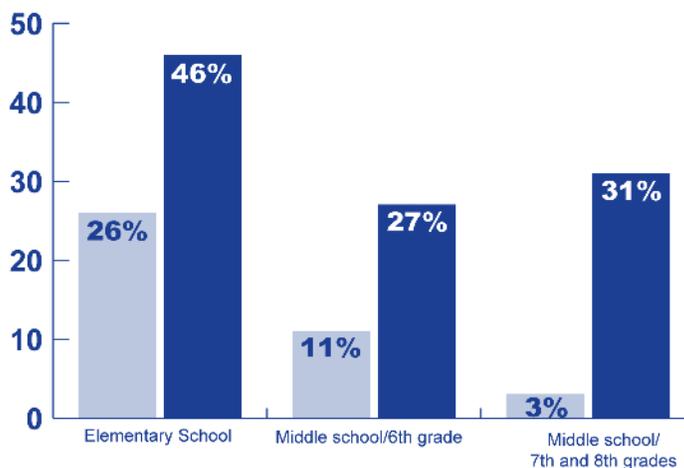
CHARACTER COUNTS! can change the entire climate of a school, organization, or community. When the program is fully implemented, participants see:

- Improvement in academic achievement
- Reduction in misbehavior and crime
- Increased attendance
- Improvement in school climate

The proof is in the data.

Improvement in Academic Achievement

In the Lennox School District, CA, the percentage of students at or above proficiency on the Mathematics CST increased steadily within two years.



** in conjunction with other teaching and curriculum strategies*

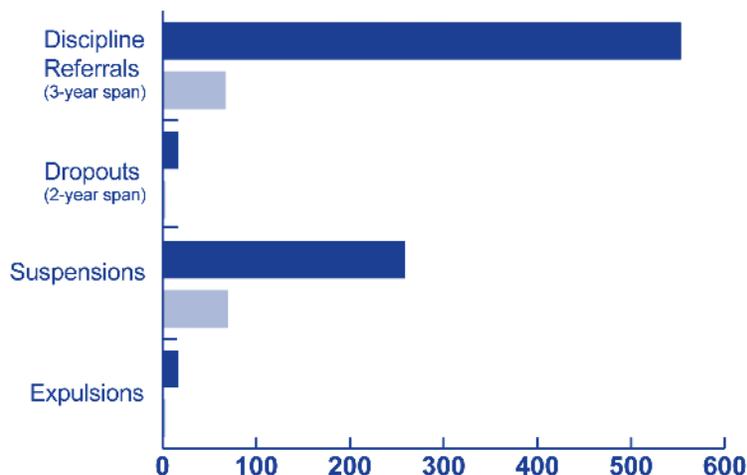
At Atlantis Elementary School in Cocoa, FL, the percentage of students scoring 3 or above (on an ascending 1-5 scale) on the Florida Comprehensive Assessment Test **jumped from 45% to 78%** in one year after CC! implementation.

In Downey Unified School District, CA, API scores rose 5.12% in the four years after CC! was implemented.

With the introduction of CC! as the only new variable, Hinsdale Central High School, IL, has achieved consistent improvement in ACT and AP scores and increases in the number of National Merit Scholars.

Reduction in Misbehavior and Crime

In Kaweah Continuation High School in Tulare, CA:



- Discipline referrals fell from 553 in the first year of CC! implementation to 67 three years later.
- In two years, dropouts fell from 17 prior to CC! implementation to two.
- Suspensions fell from 259 prior to CC! implementation to 69.
- Expulsions fell from 17 prior to CC! implementation to two.

Downey Unified School District, CA, saw the total of suspension days decrease from 6417 to 3757, **down 41.45%** in the four years after CC! was implemented. This decrease in the number of suspensions generated a **costs savings of \$85,120**.

In the three years prior to CC! implementation, the total number of expulsions fell from 250 to 229, down 8.4%. This drop intensified in the four years after CHARACTER COUNTS! implementation, as **the total number of expulsions fell 64.19% more**, from 229 to 82.

In Garfield Middle School in Albuquerque, NM, physical **violence incidents in this gang-plagued school fell from 91 to 26** in the first 20 days of school after CC! implementation.

Duran Elementary School in Albuquerque, NM, says: “Good behavior has become the norm and misbehavior the exception.” In two years, **suspensions fell from 32 prior to CC! implementation to two**, the lowest record of suspensions ever recorded at the school.

Orchard Place, a mental health and juvenile justice services center in Des Moines, IA, reported:

- A 60% reduction in negative behavior incidents in living units
- A 47% reduction in negative behaviors in the academic setting

Increased Attendance

On their first mid-year evaluation, the Lennox Math, Science and Technology Academy in Los Angeles, CA, is already showing a statistically significant, positive impact on suspensions and attendance for 10th grade students.

With an increased focus on student responsibility, **Hinsdale Central High School, IL, posted its highest attendance rate in 13 years.**

Thomas J. Pappas Regional Elementary School for homeless families in Phoenix, AZ, says CC! **achieved an attendance rate increase from 75% to 95%** – an impressive statistic in a school for homeless children.

At Ballenger Creek Elementary School in Frederick County, MD, attendance averages have been in the upper 90th percentile since CC! implementation.

Improvement in School Climate

A survey conducted across the state of Nebraska found:

- 85% of respondents reported an overall positive difference in the children they teach
- 61% reported seeing students help each other more frequently
- 55% reported seeing fewer instances of students blaming others

At Orchard Place, Des Moines, IA, **staff retention is the highest it has been in 15 years.** “The results have been outstanding.”

Federally Funded Grants

Two school districts that received Federal Partnerships in Character Education Program grants to implement CHARACTER COUNTS! have reported strong mid-term evaluation results.

Lennox School District, CA:

Staff responses were very positive concerning aspects of school safety and climate. **Ninety-seven percent rated their respective schools as supportive and inviting places for students to learn.**

The increases in student engagement and attendance resulted in a more participatory community, and **grades improved** as a result of school-wide positive reinforcement, greater staff awareness, and increased parental involvement and knowledge of the importance of the program and values. (*PCEP Mid-Term Evaluation Report, Lennox CHARACTER COUNTS! Program, September 2008*)

In Hanford Elementary School District, CA:

- In the first year of implementation, suspensions were at 1,486. This dropped to 1,121 in year two.
- Chronic offenders (15+ citations) numbered 25 in year one, dropping to 17 in year two.
- 64% of respondents said they had seen positive changes in their school. (Indicates increased tendencies toward student engagement.)
- 61% of respondents said students were being nicer to each other.

(*PCEP Mid-Term Evaluation Report, Project CARE, Hanford Elementary School District, September 2008*)

For more data, visit our website:
www.CharacterCounts.org
800.711.2670

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