



**CATCH A RISING STAR PROGRAM EVALUATION:
YEAR TWO 2006-07**

September 2007

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YEAR TWO 2006-07

Submitted September 2007 by the
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**CATCH A RISING STAR PROGRAM EVALUATION:
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INTRODUCTORY STATEMENT

In the 2005-06 school year, the San Diego Unified School District introduced a new motivational program at six elementary schools to further support their progress in improving student academic performance. These schools were characterized by comparably low but improving performance on statewide academic indices. In September 2006, the program was extended to seven schools, and three additional schools were added in January 2007. Initiated by a district board member and supported by local business leaders, the Catch a Rising Star (CARS) program identifies and rewards students who demonstrate improved academic performance or behavior. This report focuses largely on the seven schools that participated in the program for the full 2006-07 school year, and provides (1) information about program implementation and (2) results for outcome indicators for students at participating schools.

BACKGROUND

Review of Research Context. As noted last year, the research literature offers mixed interpretations on the value of reward systems (extrinsic motivators) and on whether the manner in which rewards are used influences student interest in learning (intrinsic motivation). In the educational setting, the importance of motivation to learn—or more aptly, the *lack* of motivation to learn—has been central to arguments that support external rewards.

For the academically unmotivated, rewards can be used as the “hook” to attract students, a promising strategy when paired with learning activities that engage students. As Hidi and Harackiewicz (2000) argue,

Extrinsic rewards may have a special relevance from the perspective of the academically unmotivated. As these children do not typically find their academic tasks interesting, a combination of carefully administered external rewards and situationally interesting activities may be one of the most realistic approaches to educational intervention (p. 159).

To develop intrinsic motivation, activities linked with rewards should challenge students, build curiosity, provide students with a sense of control over learning, or allow them to indulge in fantasy (Pintrich & Schunk, 2002). This report’s findings will show that activities provided by the CARS program, which have an academic component but diverge from the learning format typically offered in schools, have the potential to meet these conditions.

Extrinsic motivators may also be used to equalize the educational opportunities provided to students. Nicholls (1979) argues that, because children enter the educational system with unequal abilities, unequal motivation, and unequal backgrounds, they may not be given a fair chance to achieve without external intervention. If indeed a major goal of education is to instill motivation and enjoyment of academic activities, particularly activities that are not of high initial interest to students, rewards that are explicitly tied to performance standards may be an effective strategy to increase performance (Cameron, Banko, & Pierce, 2001).

However, the impact of rewards is contingent upon the manner in which they are implemented. When students perceive rewards as attempts to control their behavior, intrinsic motivation decreases. However, rewards that provide information about performance and that also support autonomy can have beneficial impacts (Deci & Moller, 2005). That is, teachers who use reward systems to help students determine what they have learned and to help them decide how to approach future academic experiences can be beneficial.

Opponents of extrinsic motivators contend that they undermine intrinsic motivation, causing students to perform for the reward rather than for the joy of learning. Therefore, interest and performance are sustained only as long as rewards are provided. Brewster and Fager (2000) contend that this can be construed as a form of bribery or behavior control.

Students who are motivated to complete a task only to avoid consequences or to earn a certain grade rarely exert more than the minimum effort necessary to meet their goal. And, when students are focused on comparing themselves with their classmates, rather than on mastering skills at their own rate, they are more easily discouraged and their intrinsic motivation to learn may actually decrease (p. 4).

Another risk of incentives is that they recognize students for performing for others rather than for themselves. According to Merlin (2003), an extrinsically motivated student does not necessarily care about or pay attention to how he or she completes the task, as long as the task is completed and is rewarded. On the other hand, learners motivated by curiosity and inquisitiveness are characterized by perseverance and independence in their learning. This builds pride in work, positive perceptions of self, and enjoyment of learning. (Cameron, Banko, & Pierce, 2001; Hidi & Harackiewicz, 2000; Merlin, 2003).

Those on both sides of this debate agree that students will not act if they believe they can not achieve. With respect to reward systems, students must believe that they will be rewarded if they work on an attainable goal. Rotter (1966) argued that students who believe outcomes are determined by something that they do or by a characteristic they possess (internal locus of control) are likely to respond because they attribute reward attainment to their own behavior. Those with an external locus of control (who believe rewards are due to luck, fate, or others' actions) will not be extrinsically motivated.

The assertion that students are motivated only when they feel in control of situations (Urdu & Turner, 2005; Pintrich, 2004; Weiner, 1986) has significant implications for the

CARS program: the information students receive about how they get selected for rewards must match their experiences. If students who do not meet selection criteria participate in rewards or if the selection criteria are unclear to students, the motivational aspects of the program are mitigated.

Clearly the role of the teacher in motivating students cannot be underestimated. In addition to meeting the many day-to-day demands of instruction, the teacher must help students build independent learning skills, develop confidence in their abilities, and acquire a lifelong joy of learning. For students at schools identified as “low-performing;” however, these feats can be easily undermined if students attribute the school’s status to their own inability to become academically successful. This report explores how activities provided through the Catch a Rising Star program may have reinforced student confidence by providing additional motivation for academic performance.

2006-07 Program Description. The CARS program employed field trip incentives that were designed to motivate elementary school students in Grades 3 through 6. Students were selected to participate in program activities when their teachers “caught them learning.” Learning could be demonstrated in a variety of ways, identified by each school but primarily focused on improved achievement, behavior, or attendance. At the outset of the program, field trip activities were inherently recreational. But their educational components offered students important exposure to the larger community, its human and material resources, and potential career opportunities. When compared with the prior year, the 2006-07 program infused more explicit academic content into its field trips. For example, the USS Midway and Reuben H. Fleet Science Center tours were aligned with state content standards for science and were used to reinforce school-based curriculum.

School Participation. The seven elementary schools that participated in the program for the entire 2006-07 school year included Adams, Baker, Birney, Edison, Garfield, Jackson, and Kimbrough. These schools varied somewhat in their size and student composition, but all had large populations of English Learners (Table 1). (Three additional elementary schools—Crown Point, Franklin and Knox—joined the CARS program in January 2007. Only their participation rates are included in this report, provided in Appendix A.)

Table 1
ENROLLMENT AT PARTICIPATING SCHOOLS
FOR TARGETED GRADE LEVELS*

School	Grade 3	Grade 4	Grade 5	Grade 6	Grade 3-6 Total	Percent ELs**
Adams	67	67	79		213	59%
Baker	69	76	61	42	248	74%
Birney	46	42	52		140	46%
Edison	100	111	90		301	76%
Garfield	71	56	79		206	58%
Jackson	109	99	110		318	70%
Kimbrough	152	145	148		445	81%
Total	614	596	619	42	1,871	70%

* Data include students who were enrolled on the fourth Friday of the school year.

** Data represent students enrolled 11/17/06.

When selected, all participating schools had Academic Performance Indices (API) in the lowest four deciles of the state ranking system but also demonstrated improvement toward reaching an 800 score—the state goal. A six-year review of API base performance (beginning of year) indicated that scores at these schools improved since 2001 (Table 2). However, because many other schools in the state have also improved, not all program schools have been able to improve or maintain their statewide API ranking.

Table 2
API BASE RANKINGS AND SCORES AT PARTICIPATING SCHOOLS

	Adams		Baker		Birney		Edison		Garfield		Jackson		Kimbrough	
	API Rank	API Score	API Rank	API Score	API Rank	API Score	API Rank	API Score	API Rank	API Score	API Rank	API Score	API Rank	API Score
2006	2	676	1	652	5	739	2	670	2	686	4	723	3	701
2005	3	688	2	667	4	723	2	672	3	688	3	683	3	690
2004	3	654	2	643	4	705	3	677	3	670	3	654	3	666
2003	3	658	2	623	3	648	2	641	2	637	2	616	2	641
2002	3	618	1	532	3	605	2	585	2	588	2	566	2	582
2001	3	577	1	422	2	550	1	516	2	544	2	535	2	532

Provision of Rewards and Transportation. Teachers at each school were asked to recommend 25-50 students for participation in the reward activity for that month. These activities were made possible by a broad range of local venues that provided cost-free admittance (Table 3). Appendix B provides additional information about these activities.

Table 3
SPONSOR-DONATED VENUES FOR CATCH A RISING STAR REWARD ACTIVITIES

Sponsor	Donated Trip
Air and Space Museum	Guided tours of the museum for all grades
Birch Aquarium	Guided tours of aquarium and facilities for all grades
Maritime Museum*	Guided tours of historic ships and museum for Grades 3-6
Naval Air Station North Island	Guided tours of available base facilities for Grades 4-6
Petco Park	Guided tours of the park and facilities for all grades
Point Loma Submarine Base	Guided tours of the base, marine mammal facility, and submarine for Grades 4-6
Reuben H. Fleet Science Center	Field trips of exhibit galleries and either an IMAX film or planetarium show for all grades
San Diego Harbor and Whale Watching Excursions	Harbor tours or whale watching trips that targeted students in Grades 5-6
San Diego Natural History Museum	Guided tours followed by open museum access for all grades
San Diego Zoo	Field trips for all grades
Sea World	Guided tours of behind the scenes for all grades
USS Midway	Guided tours and experiments that focused on electricity and magnetism, and targeted students in Grade 4

* Maritime Museum trips were donated after the schedule had been finalized for the program year. A majority of trips were provided to students outside of the Catch a Rising Star program.

Other sponsors donated funding to support the transportation of students to and from field trips using district busses. These organizations included Biogen IDEC Foundation, California Coast Credit Union, CUBIC Corporation, San Diego Harbor Excursion, and USA Federal Credit Union.

METHODOLOGY

Study Design. The design to evaluate the CARS program focuses on district- and school-level implementation of the program and its possible impact on students. Specifically, the study documents student participation in reward activities, student academic performance, and student opinions about program participation.

Identification of Program Participants and Non-Participants. The report distinguishes between “program participants” whom schools identified in field trip records, and “non-participants” who attended the same schools but were not selected for program activities. The analyses of outcome indicators included students in both groups who were enrolled for at least 90 percent of the school year (162 days) during both 2005-06 and 2006-07, i.e., those for whom instructional exposure and student performance could best be correlated. The analyses focused on students in Grades 3-5, the grades at which program activities were most consistently offered (see “Limitations of the Analyses” on the following page).

Identification of One- and Two-Year Program Participant Cohorts. For performance analysis, the report identifies two separate cohorts of program participants. The *one-year program cohort* is comprised of students who attended CARS program schools and participated in at least one reward activity during 2006-07 only. The *two-year program cohort* also attended CARS program schools and participated in at least one reward activity, but did so during *both* 2005-06 and 2006-07 school years.

Student Surveys. Students who participated in at least one CARS field trip by the end of January 2007 were asked to respond to questions about their perceptions of the program (Appendix C). Open-ended responses were coded and categorized by emerging themes.

Student Performance. Analyses of results that compared multiple years of performance were necessarily limited to students for whom all years of data were available. The results of student performance drew from three assessments:

- California Standards Tests (CSTs). Results for the standards-based CST in English language arts and mathematics are presented in terms of the percentage and number of students performing at each performance level.
- Degrees of Reading Power (DRP). For students in Grades 4 and 5, DRP results are presented in terms of the percentage and number of students performing at/above, close to, below, or far below grade level.
- District Mathematics Test (DMT). Mathematics performance on the DMT at Grade 5 is reported in terms of the percentage of students scoring in four levels: 11 items or more correct, 9-10, 6-8, and 5 or below.

It is important to note that the content and level of difficulty of each assessment increases with grade level. Therefore, to perform “at grade level” in Grade 5 implies an increase in skill level over that expected for grade-level performance in Grade 4.

Limitations of the Analyses. The findings in this report are limited by the following methodological concerns:

1. Findings indicated that selection for program participation varied across schools. At some schools nearly all students in targeted grade levels participated in the program, while other schools were more selective. The uneven distribution of participation implies that schools with larger numbers of participants will have a greater impact on *overall* results than will those with smaller numbers of participants.
2. Student survey distribution was limited to students who had participated in a field trip by the end of January. Because participation records were not available to evaluation staff until early Spring, the survey responses necessarily exclude students who participated later in the year.
3. Student responses about selection criteria for program participation varied across the seven schools. These variations in program implementation, if valid, may have had an impact on overall program outcomes.
4. Student responses indicated that some students may not have distinguished CARS field trips from other field trips taken during the school year.
5. Participation lists were not submitted for all field trips. Among year-long participation schools, two did not submit participant lists for one field trip, and a third school submitted participant lists for only three months of the year. The activities for which participants were unknown were necessarily excluded from the analyses. The school with only three months of participant lists was excluded from student performance analyses given the inability to accurately distinguish participants from non-participants at that school.

These limitations suggest caution in interpreting and generalizing results of outcome indicators.

REPORT AUDIENCE

This report is primarily intended for district educators, policymakers, and local business partners who work with and support district students. The findings may have particular import for those who are interested in the implementation of extrinsic rewards to acknowledge student effort, behavior, and/or performance.

FINDINGS**Program Implementation**

What was the scope of the program's outreach during the 2006-07 school year?

Complete school records indicated that CARS program activities were awarded to 976 students in Grade 3-6 at six elementary schools (Table 4). These data show that a large majority of participants were in Grades 4 and 5; only one school offers Grade 6.

In what specific recognition events did students participate?

According to submitted records, 45 field trips were offered at 12 different venues during the school year. Table 5 presents the total number of student participants at each venue by month; some students participated in more than one field trip. (See Appendix A for participation numbers that included Birney's partial list of participation, as well as lists from Crown Point, Franklin, and Knox where program participation began in the middle of the school year.)

Table 4
CATCH A RISING STAR PARTICIPANTS

School	Grade 3	Grade 4	Grade 5	Grade 6	Total
Adams	20	43	67		130
Baker	40	58	58	38	194
Birney	<i>Complete data were not provided by school staff.</i>				
Edison	54	88	56		198
Garfield	34	49	51		134
Jackson		99	94		193
Kimbrough	31	29	67		127
Total	179	366	393	38	976

Table 5
PROGRAM PARTICIPATION BY VENUE AND MONTH[△]

Trip	Oct 2006	Nov 2006	Jan 2007	Feb 2007	March 2007	April 2007	May 2007	June 2007	July 2007	Total
Air and Space Museum	21	29	49	42			47		81	269
Birch Aquarium at Scripps	35		34	30	22		34	31	*	186*
Maritime Museum								6		6
Naval Air Station North Island		24	21		21					66
Naval Base Point Loma			25							25
Reuben H. Fleet Science Center	40			28			*	46	50	164*
SD Harbor Excursion	47	29	15	50	46*		17	24	47	275*
SD Natural History Museum	28	50	50	*			15			143*
SD Padres-Petco Park		51	24		45			50		170
SD Zoo	47	42		26	27		52	*		194*
Sea World SD						35				35
USS Midway	19	43		14	*		*	43	27	146*

[△] Students may have participated in more than one activity.

* A definitive count was not available due to missing participation reports from multiple school sites.

How did the performance of students who participated in reward activities compare with those who did not?

When the report’s methodology for reporting outcome indicators was applied to the participants (see Methodology section), 875 students were subsequently included in the analysis of performance data. These students represented 56 percent of the student enrollment in the six schools that provided a complete set of data (Table 6). Given that schools selected program participation at widely varying rates (e.g., a comparably high rate at Baker and low rate at Kimbrough), the reader is again reminded that a “school effect” on the performance results is likely.

Table 6
CARS PARTICIPANTS REPRESENTED IN PERFORMANCE DATA
AS COMPARED WITH SCHOOL POPULATION

School	Grade 3		Grade 4		Grade 5		Grade 6		Grade 3–6 Total	
	% in Data	Number Enrolled	% in Data	Number Enrolled	% in Data	Number Enrolled	% in Data	Number Enrolled	% in Data	Number Enrolled
Adams	28%	69	66%	61	86%	69			59%	199
Baker	55%	66	77%	66	91%	57	89%	37	76%	226
Birney	<i>Complete data were not provided by school staff.</i>									
Edison	54%	93	77%	107	61%	89			64%	289
Garfield	44%	64	76%	59	64%	77			61%	200
Jackson	0%	89	93%	83	82%	102			59%	274
Kimbrough	23%	130	21%	123	44%	135			30%	388
Total	32%	511	64%	499	68%	529	89%	37	56%	1576

California Standards Test (CST) in English Language Arts (ELA). Performance results on the 2007 CST ELA revealed that program participants outperformed their non-participating counterparts at all grade levels (Figure 1). In addition, two-year participants outperformed students who had participated in the program in 2006-07 only (one-year participants). Students in Grade 4 outperformed all other grade groups.

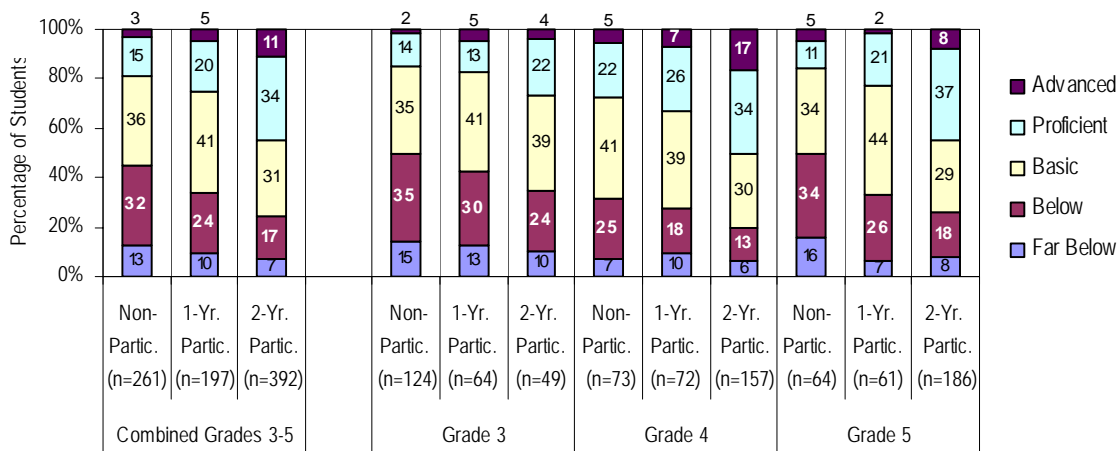


Figure 1. 2007 CST ELA Results by Program Participation

When individual CST ELA performance in 2007 was matched with performance in 2006, the overall results showed improvement across all three groups (Figure 2). The results varied, however, by grade level and comparison group (Figures 3-5). The performance within all groups improved rather dramatically at Grade 4, which skewed the combined results (in Figure 2) considerably. Particularly with respect to the proportion of students achieving the “proficient” level or above, the performance of Grade 5 groups generally *declined* between 2006 and 2007, as did Grade 3 one-year participant performance.

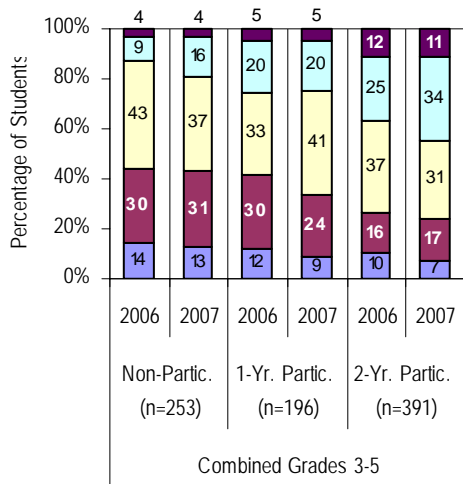


Figure 2. Matched CST ELA Performance by Program Participation: 2006 and 2007

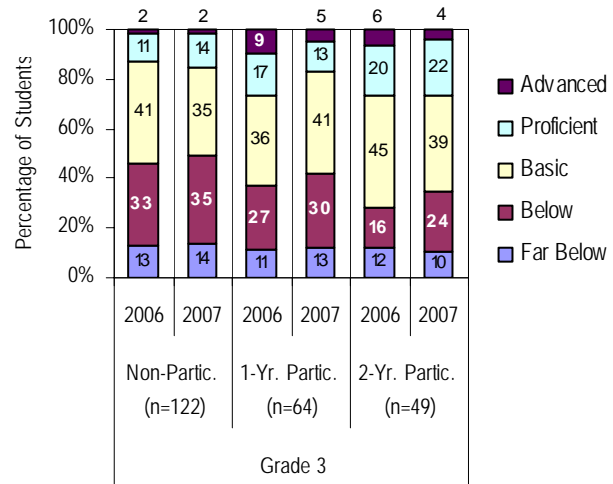


Figure 3. Matched CST ELA Performance by Grade 3 Program Participation: 2006 and 2007

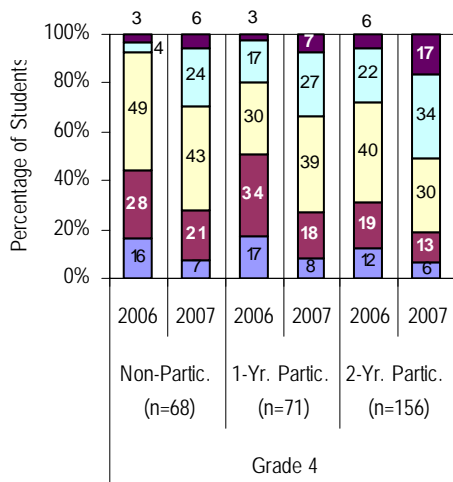


Figure 4. Matched CST ELA Performance by Grade 4 Program Participation: 2006 and 2007

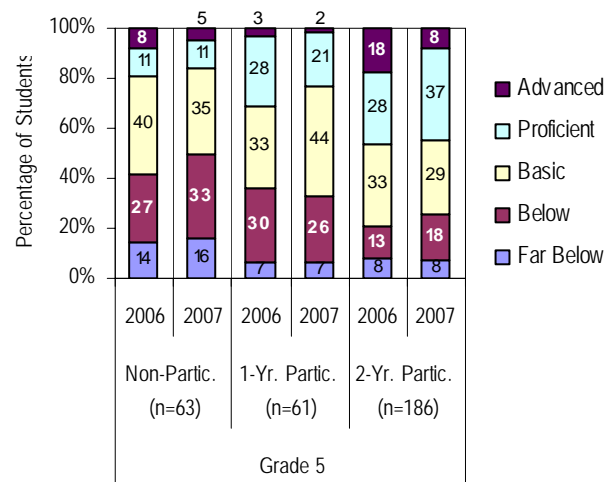


Figure 5. Matched CST ELA Performance by Grade 5 Program Participation: 2006 and 2007

California Standards Test (CST) in Mathematics. Similar to the ELA results, two-year participants outperformed one-year participants, and one-year participants outperformed non-participants on the mathematics portion of the 2007 CST (Figure 6). The only exception was at Grade 3 where the performance of one-year and two-year participants was roughly comparable.

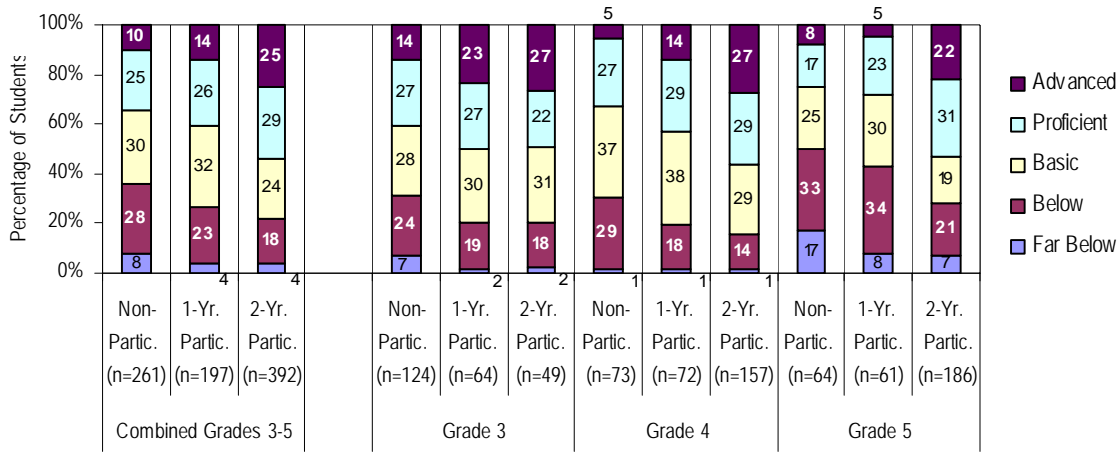


Figure 6. 2007 CST Mathematics Results by Program Participation

When matched data results for CST mathematics tests in both 2006 and 2007 were analyzed, the combined data generally showed either a slight decline or remained unchanged across all three groups with respect to those performing at the “proficient” level or above (Figure 7). This pattern varied little across grade levels (Figures 8-10).

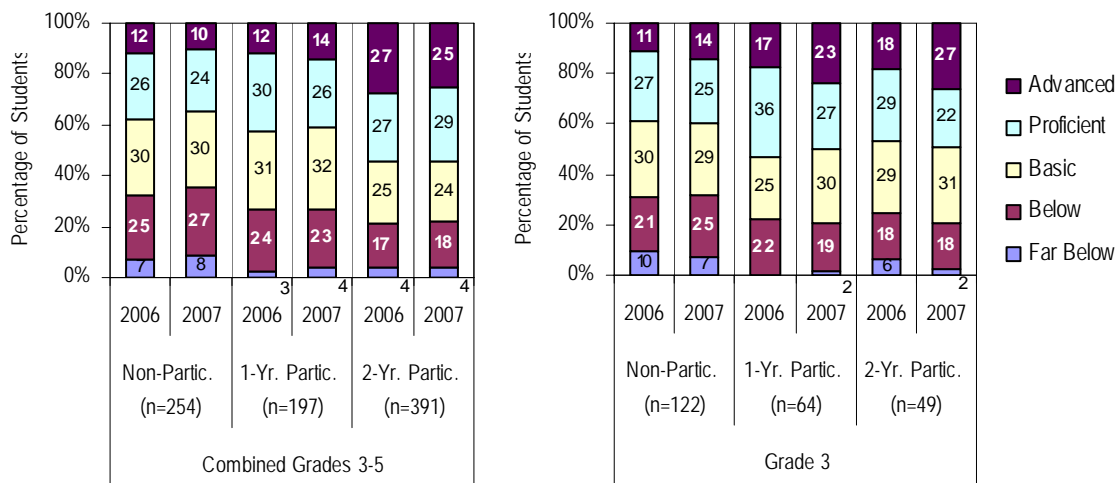


Figure 7. Matched CST Mathematics Performance by Program Participation: 2006 and 2007

Figure 8. Matched CST Mathematics Performance by Grade 3 Program Participation: 2006 and 2007

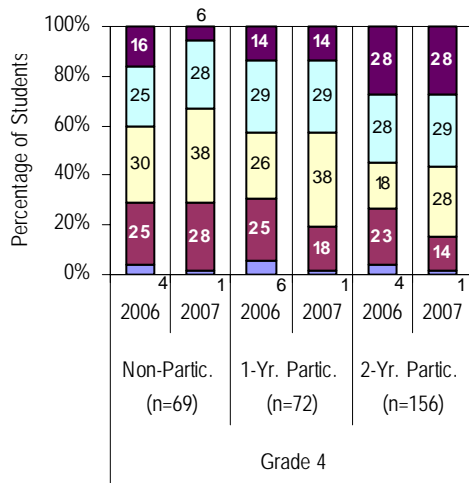


Figure 9. Matched CST Mathematics Performance by Grade 4 Program Participation: 2006 and 2007

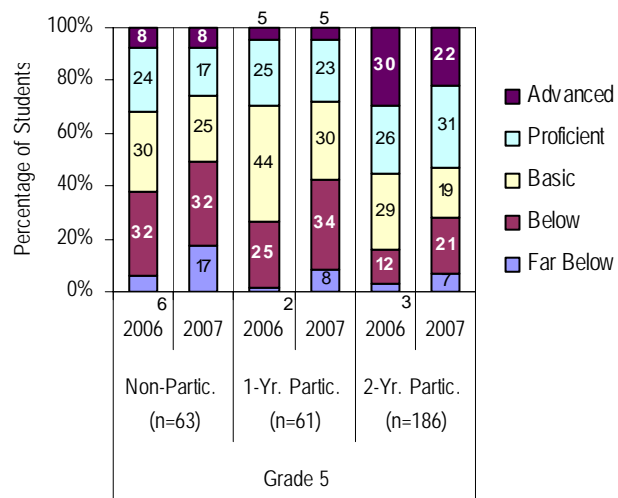


Figure 10. Matched CST Mathematics Performance by Grade 5 Program Participation: 2006 and 2007

Degrees of Reading Power (DRP). End-of-year DRP results demonstrated that participants in Grades 4 and 5 demonstrated considerably higher performance than did non-participants (Figure 11). In addition, two-year participants outperformed one-year participants.

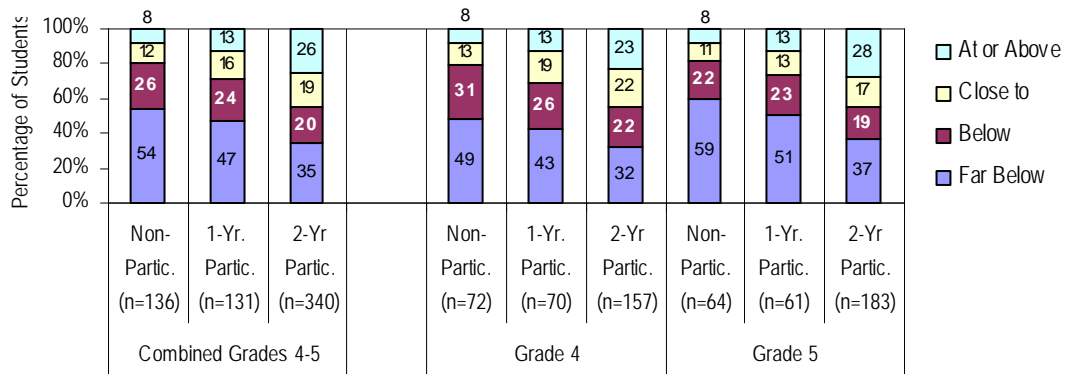


Figure 11. End-of-Year 2007 DRP Performance by Program Participation

Matched DRP results for both 2006 and 2007 revealed improved performance among participants, particularly one-year participants, while the performance of non-participants remained largely unchanged (Figure 12).

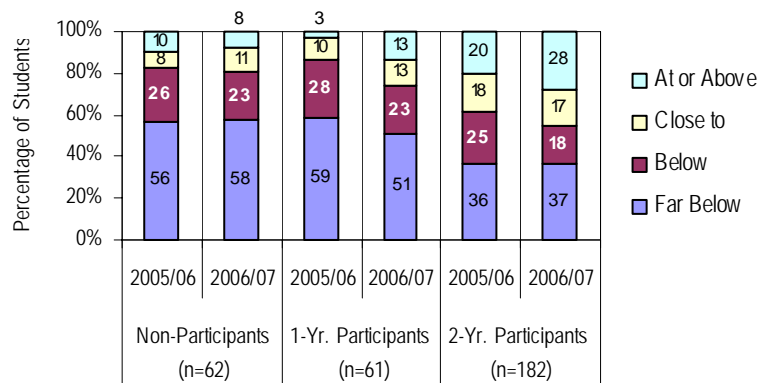


Figure 12. Matched DRP Performance by Program Participation: 2006 and 2007

District Mathematics Test (DMT). End-of-year DMT results for students in Grade 5 (the only grade at which the test is administered) revealed that roughly three in five two-year program participants answered 11 or more items correctly, compared to one in four one-year participants and non-participants (Figure 13). Two-year participants were also less likely to fall into the lowest performance category than both one-year and non-participants.

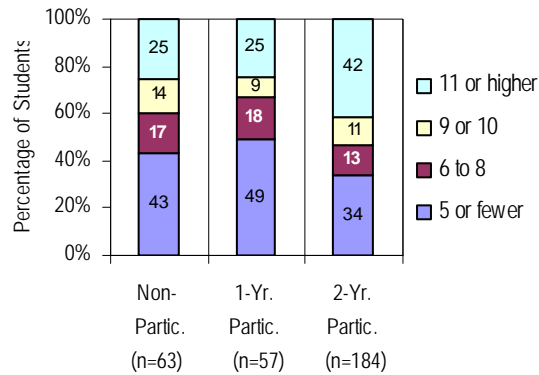


Figure 13. Grade 5 District Mathematics Test Performance by Program Participation

Student Survey

Student Respondent Profile. In May 2007, a district-developed survey was distributed to students in Grades 3-6 who had participated in CARS reward activities through January (see Methodology section). Surveys for 60 percent of these 587 students were subsequently returned. Roughly 80 percent of the student respondents were in Grades 4 and 5 (Table 7).

Table 7
STUDENT SURVEY RESPONDENTS

School	Grade Level				Total
	3	4	5	6	
Adams		30	23		53
Baker	8	15	22	21	66
Birney		10	30		40
Edison	23	14	29		66
Garfield	11	10	5		26
Jackson		26	42		68
Kimbrough	7		26		33
Total	49	105	177	21	352

Student Perception of Program Visibility. When asked how often they had heard about the CARS program at their school, a large majority of students responded “just sometimes” (Figure 14). A school-level analysis revealed considerable variation in responses across sites.

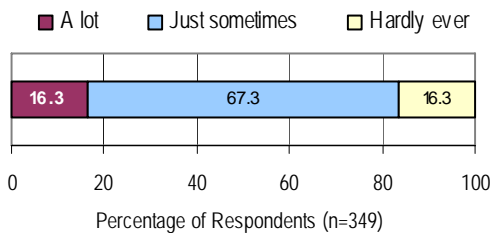


Figure 14. Frequency of Talk about Catch a Rising Star

Selection of Participants. Student respondents indicated that they had at least some knowledge of what rules their teacher would use to select program participants. Slightly more than half reported that they “knew exactly,” and another 34 percent “kind of knew” (Figure 15). Once again, school-level analysis showed considerable variation. An overwhelming majority (97 percent) believed their teacher was fair in choosing which students would go (Figure 16).

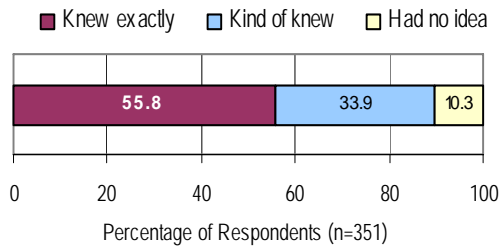


Figure 15. Student Understanding of Field Trip Selection Rules

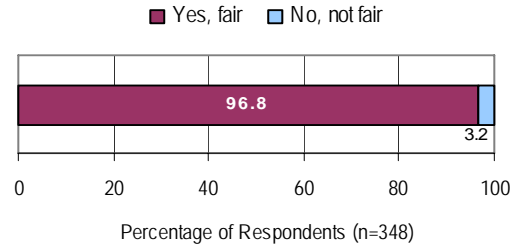


Figure 16. Student Perceptions of Teacher Fairness in Selecting Participants

When asked to identify *why* they were chosen for a field trip, most students were able to identify at least one reason; slightly more than half selected more than one reason. Students most frequently reported that they were selected for “working hard” and “behaving well in class” (Table 8). A small minority indicated they did not know why they were chosen for a field trip. Again, responses varied widely by school.

Table 8
STUDENT PERCEPTIONS ABOUT WHY CHOSEN FOR PROGRAM REWARD

Reason for Participation	Percent	Reason for Participation	Percent
Worked hard	59.1	Helped other students	18.3
Behaved well	48.6	Don't know why	14.0
Good attendance	33.7	Did well on test	10.9
Did homework	30.3	Other reason	8.9

Student Effort. Most survey respondents indicated that they worked hard to earn a field trip. Slightly more than half reported that, when they first heard about the program, they *tried even harder to do well in school to earn a trip* (Figure 17) and nearly all respondents (94 percent) indicated that they kept trying to earn another trip once they had already participated in one.

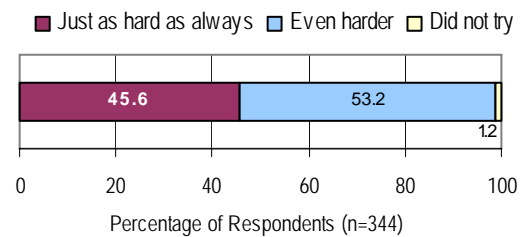


Figure 17. Effort in School to Earn an Initial Field Trip

Student Participation in Catch a Rising Star Field Trips. Students reported greatest participation in the field trips to the Air and Space Museum and the National History Museum (Table 9). It is important to note again that, given the identification of surveyed students at midyear, this student feedback does not reflect the last months of the school year.

Table 9
STUDENT REPORTS OF FIELD TRIPS ATTENDED*

Field Trip Venue	Percent	Field Trip Venue	Percent
Air and Space	27.8	Petco Park	15.6
Natural History	27.8	Whale Watching	14.8
SD Zoo	22.4	Reuben H. Fleet	13.9
USS Midway	21.6	Maritime Museum	5.4
Birch Aquarium	19.3	NAS North Island	5.1
Harbor Excursion	16.8	Submarine Base	4.5

* Inadvertently excluded from the survey's list of field trips was Sea World, offered at only one school.

Academic Benefits from Rewards. When asked if their field trip had something to do with what they were learning in school, the responses were mixed. Three in four students responded either “yes” or “not sure,” and the remaining students did not perceive a link with their school work (Figure 18). But students’ responses to open-ended questions at the end of the survey offered information to suggest that, while they may have not linked the trip to their school work, learning definitely took place (Table 10). A decided majority gave general references to learning, and roughly one in four provided specific detail, such as:

“A shark can sense prey from 25,000 feet. When a fish moves fast, the vibration hits the shark’s side.”

“At the Natural History Museum I learned that the horned lizard shoots blood to scare away predators.”

Other students simply linked the field trip to the general reward system.

Table 10
STUDENT REPORTS OF WHAT WAS LEARNED FROM FIELD TRIPS

Response Category	Percent	Response Category	Percent
Trip-related general comments	41.8	Non-specific “things”	6.0
Trip-related detailed comments	25.9	Will be rewarded	5.1
Must have good behavior/work hard	10.2	Learning is fun	4.3
Nothing/forgot	6.3	Other	1.7

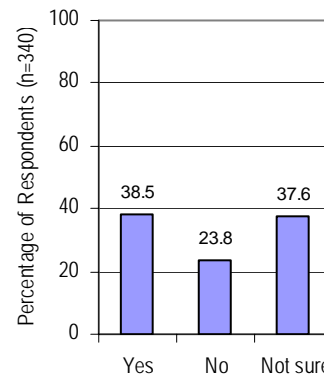


Figure 18. Student Perceptions of Field Trips' Alignment with School Curriculum

What Would Have Made the Trip Even Better? Among students who answered a question about what might have made their field trip even better, most indicated that they generally wanted “more”—whether longer trips, more in-depth information or exploration *during* trips, or more fun and action-oriented activities (Table 11). For some, social considerations such as being with friends or teachers would have made their experience better.

Table 11
STUDENT REPORTS OF WHAT WOULD IMPROVE THE FIELD TRIPS

Response Category	Percent	Response Category	Percent
More in-depth trip experience	22.2	Other	8.8
More fun/activities	19.6	Good as is	5.7
Social considerations	15.3	Mementos from trip	5.4
More time on the trip	12.5	Different trip	5.1

What Was the Best Part About Being a Rising Star? Students provided a range of responses when asked to comment on the *best* part about being a Rising Star (Table 12). The largest group of responses fell into the general category of simply going on the field trip or “having fun.” Roughly one in four cited specific experiences that occurred during the trip, and one in five noted what they had learned. Others liked the recognition and satisfaction that came with being chosen.

Table 12
STUDENT REPORTS OF THE BEST PART OF BEING A RISING STAR

Response Category	Percent	Response Category	Percent
Field trip/having fun	33.0	Being chosen/picked	11.4
Trip experiences	25.0	Being rewarded	9.4
Learning	20.5	Interacting with others	5.7
Self-satisfaction/pride	12.5	Missing school	4.3

SUMMARY OF FINDINGS

Program Implementation

1. Records indicated that CARS program activities were awarded to 976 students in Grades 3-6 at the six elementary schools that provided a complete set of data. A large majority of participants were in Grades 4 and 5.
2. Overall, 56 percent of the students enrolled at one of the six schools participated in one or more field trips. Program participation rates varied widely across schools and grades, ranging from 21 to 93 percent.
3. According to submitted records, local business partners offered 45 cost-free trips at 12 different venues to students who were selected by their teachers to participate in reward activities. When expanded to include the three schools with partial-year participation, the number of trips reached 73.
4. Schools differed in their submission of student participation records. Some provided complete records for all trips taken, however, three schools were missing at least one month's records.

Student Assessment

5. Performance results on the 2007 California Standards Test in English language arts (ELA) and mathematics revealed that program participants outperformed their non-participating counterparts at all grade levels. Two-year participants demonstrated the highest level of performance, followed by one-year participants.
6. When 2007 ELA results were compared with those for 2006, all three comparison groups improved their performance. When analyzed by grade, the performance within all groups improved dramatically at Grade 4; however performance generally declined for Grade 5 groups, and for one-year participants at Grade 3.
7. Change in CST mathematics results between 2006 and 2007 for combined Grades 3 to 5 showed either a slight decline or remained unchanged across all three comparison groups. This pattern varied little across grade levels.
8. End-of-year DRP results demonstrated that participants demonstrated considerably higher performance than did non-participants. Two-year participants outperformed one-year participants.
9. Matched DRP results for both 2006 and 2007 revealed improved performance among participants, while the performance of non-participants remained largely unchanged.
10. Overall CST mathematics performance remained relatively stable but differed somewhat by grade. Small gains at Grade 3 were offset by declines at Grade 5. Grade

4 performance increased slightly for participants but declined dramatically for non-participants.

11. Students with two years of program participation outperformed non-participants, who in turn outperformed one-year participants.

Student Feedback

12. Sixty percent (352) of early-identified participants returned student surveys. The majority of these students were in Grades 4 and 5.
13. Student respondents overwhelming indicated that their teachers were fair in selecting field trip participants; however, only slightly more than half reported they exactly knew how students would be selected. One in ten said they “had no idea.”
14. Working hard and behaving well in class were the most frequently reported reasons for being selected for reward activities; attendance and homework were also reported by roughly a third of the respondents. Again, responses varied widely by school.
15. A large majority of students indicated that program rewards were an incentive to work hard. A decided majority (94 percent) reported they continued to try to earn an additional trip over the course of the school year.
16. When asked what factors would have improved their field trip experience, students identified spending more time, having more in-depth experiences, or participating in activities that were more fun and action-oriented. A small minority also indicated having friends, [more] classmates, or their teachers present would have made their experience better.
17. Students reported that the best part of being a Rising Star was related to learning and other experiences that took place on the trip. A number of respondents also identified positive feelings of self-satisfaction or pride, or made specific mention of being selected and recognized.

CONCLUSIONS

As concluded last year, the Catch a Rising Star program continues to offer an inviting menu of educational field trips to students at participating elementary schools through a valuable partnership between the district and local business/community partners. At the program’s core was the belief that students are motivated by reward and that the activities inherent in the reward can also provide alternative learning experiences.

Program feedback from students was generally very positive, and student assessment outcomes reflected improved academic achievement for student participants. To whatever

extent the CARS program contributed to that improvement, these lower-performing schools have been grateful for its continuing presence and impact on their students. Supporters will, and should, deem the program a success if even one student was motivated by the possibility of earning a place on a program trip. As suggested last year, if one of the program's objectives is to identify learners who may not be rewarded in the traditional school structure, it may be useful to *further* explore how one might "catch a rising star" who is simply demonstrating perseverance or maintaining a level of performance despite personal challenges.

The various strengths and weaknesses of the CARS programs was discussed at an August 2007 planning meeting where principals at participating schools and program coordinators discussed preliminary findings of this report and addressed a broad range of issues. In addition to logistical responsibilities such as scheduling, paperwork, and the tracking of student participants, the group discussed the need to ensure an appropriate link between the educational goals of the program and the reward activity, the challenges related to providing transportation for the field trips, and strategies to bridge the gaps of age and language differences among participants. Some of these issues are reflected in the recommendations that follow.

PROGRAM RECOMMENDATIONS

Based on the study's findings, it is recommended that the program:

1. Continue to establish clear and consistent selection criteria for program rewards, and communicate these to students and teachers.

Rationale: Locus of control theory emphasizes the importance of consistent and transparent criteria to reinforce a student's experience with effort and reward. Because some students continue to be unclear or confused about expectations for selections, greater clarity in this area is recommended.

2. Ensure that students are prepared in advance for how field trip experiences may support academic coursework (when a clear link exists). When possible, align instruction with program activities or provide supplemental curriculum that would enhance the educational experience of the trip.

Rationale: In its second year of implementation, the program's reward activities were intended to more explicitly reflect an academic dimension. However, many students were unable to make *specific* connections between these program activities and their academic work. To better ensure such a connection *where appropriate*, teachers may want to place greater emphasis on what the students might expect, what to look for, and what questions to ask. Schools might also consider the role of field trip chaperones in creating links between field trips and subject-area content.

3. Provide opportunities for students from different classrooms to participate in “ice-breaking” activities at the start of their trips.

Rationale: Because program rewards were typically offered schoolwide, students often did not know other students who were participating on a given field trip. While some students commented that interacting with kids from other classrooms and grade levels was the best part of Catch a Rising Star, some also indicated that having their friends or classmates with them would have improved the trip. Any opportunity to enhance interaction among the participants might add to a student’s experience right from the start.

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APPENDIX A

CATCH A RISING STAR PROGRAM PARTICIPATION
(Including schools that joined the program midyear)

PROGRAM PARTICIPATION BY VENUE AND MONTH
(Including schools that joined the program midyear)

Trip	Oct 2006	Nov 2006	Jan 2007	Feb 2007	March 2007	April 2007	May 2007	June 2007	July 2007	Total
Air and Space Museum	21	29	49	86	39		74	87	81	466*
Birch Aquarium at Scripps	35		34	30	22		34	31	*	186*
Maritime Museum								6		6
Naval Air Station North Island		24	21	25	21		32			123
Naval Base Point Loma			25							25
Reuben H. Fleet Science Center	40			28	53		*	46	50	217*
San Diego Harbor Excursion	47	29	67	74	46*	45	59	24	47	438
San Diego Natural History Museum	28	50	50	*			15	39	45	227*
San Diego Padres-Petco Park		51	24		45			50		170
San Diego Zoo	47	42		26	27		52	*		194*
Sea World San Diego			50			35				85
USS Midway	19	43	24	14	*	21	*	43	27	191*

* A definitive count was not available due to missing participation reports from multiple school sites.

APPENDIX B

CATCH A RISING STAR PROGRAM ACTIVITIES

OVERVIEW OF CATCH A RISING STAR REWARD ACTIVITIES

Air and Space Museum

Located in Balboa Park, the Air and Space Museum celebrates aviation and space flight history through preservation of significant artifacts, presentation of dynamic exhibits, and commemoration of the men and women who forged aerospace history. Offering a variety of educational experiences, the museum strives to encourage life-long learning in support of aerospace advancement, and to inspire students to excel in technology, mathematics and the sciences. Student visitors are taken on a docent-led tour through the museum.

Birch Aquarium at Scripps Institute of Oceanography

The Birch Aquarium is a state-of-the-art facility that offers students a chance to learn about ocean science and ocean conservation. The students are led on a guided tour of the entire facility that includes the museum, the aquarium, and the 4,500 square foot tide pool. The Birch Aquarium also lends a hand to the Whale Watching tours on the San Diego Harbor Excursion by providing a naturalist to answer questions and educate the students on whales.

Maritime Museum

The Maritime Museum hosts one of the world's finest collections of historic ships, including the oldest active ship, Star of India. Docent-led tours bring curriculum to life in the physical sciences and social studies, aligned with grade level standards. Students visit any number of the historic ships, along with galleries and exhibits of maritime topics.

Naval Air Station North Island

The Naval Air Station at North Island was commissioned as a naval air station in 1917. It has been officially recognized as the "Birthplace of Naval Aviation." North Island is home to more than 220 various types of aircraft and two major aircraft carriers: the USS Nimitz and the USS Ronald Reagan. During visits to the base, the students are taken on guided tours of the aircraft carriers (when docked), dry-docked submarines, and the surrounding base facilities.

Naval Base Point Loma Submarine Base

The Naval Submarine Base in Point Loma provides pier-side berthing and support services for submarines of the U.S. Pacific Fleet. Eight attack submarines, one submarine tender and one floating dry-dock are home-ported at the 315-acre base. The U.S. Navy Marine Mammal Program is also based at this site where the military use of marine mammals is studied. Focusing primarily on bottlenose dolphins and California sea lions, the military trains animals to perform tasks such as ship and harbor protection, mine detection and clearance, and equipment recovery. Students who visit the base have an opportunity to tour a submarine, see a submarine in dry-dock being repaired, and feed the dolphins.

Reuben H. Fleet Science Center and IMAX Theatre

The Reuben H. Fleet Science Center offers an educational experience that instills an appreciation for science and technology. By offering fun, hands-on exhibits, the venue nurtures students in learning to love science. During the trip, students view a movie on the IMAX dome screen and then explore the science center.

San Diego Harbor Excursion

The San Diego Harbor Excursion has been in operation for over 90 years. Their outstanding service record and commitment to community, and the motivational and educational experiences they offer to students, made them a logical choice to become part of this program. On the whale-watching tours, the children have the opportunity to take a three-and-a-half-hour tour of San Diego Bay, see whales in their natural habitat, and speak with a naturalist from the Birch Aquarium at Scripps Institute of Oceanography.

San Diego Natural History Museum

The San Diego Natural History Museum has been a part of the landscape in Balboa Park since 1917. Although they have switched buildings several times, the museum has always offered educational exhibits that focus on the uniqueness of our world. Students can participate in any one of a broad range of diverse programs during a 45-minute docent-guided tour, including the new Fossil Mysteries exhibit.

San Diego Padres Petco Park

When Petco Park opened in Spring 2004, San Diego Padres fans poured in by the thousands to view their team's new home. Through a behind-the-scenes tour of the facility, students can visit the press boxes, learn about the history of the Western Metal Supply Company (which was incorporated into the design of the ballpark), and visit the Padres dugout.

San Diego Zoo

The San Diego Zoo, operated by the Zoological Society of San Diego, has been in existence since 1916. The zoo's education program offers school groups a guided tour through the park and additional behind-the-scenes visits to several particularly interesting and educational exhibits.

Sea World San Diego

Established in 1964, Sea World has continued to offer quality attractions and exhibits that educate its visitors on marine animals, research, and conservation. The students are led on a guided tour through the marine exhibits at the park. They also attend an animal show at one of the many show arenas and can pet dolphins and handle sea stars.

USS Midway

The USS Midway is a decommissioned naval aircraft carrier that now serves as a museum on San Diego Bay. Fourth-grade students can take a two-hour tour of the facilities and see a presentation about electricity and magnetism that is aligned with state science content standards. The students are also permitted to tour parts of the ship (like the engine room) that the public is not generally allowed to see.

APPENDIX C

CATCH A RISING STAR STUDENT SURVEY AND OPEN-ENDED RESPONSES BY SCHOOL



CATCH A RISING STAR STUDENT SURVEY

Congratulations on being named a Rising Star this year! We hope you will help us by sharing some things you know about the Catch a Rising Star Program at your school. Please do your best to answer these questions. You don't have to sign your name, and if you don't know how to answer a question, you may leave it blank.

1. What grade are you in? <i>(Bubble just ONE answer.)</i>	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
2. How often did you hear people talking about the Catch a Rising Star program at your school? <i>(Bubble just ONE answer.)</i>	<input type="radio"/> A lot <input type="radio"/> Just sometimes <input type="radio"/> Hardly ever			
3. How hard did you try in school when you found out about the Catch a Rising Star field trips? <i>(Bubble just ONE answer.)</i>	<input type="radio"/> I tried <u>just as hard</u> as I always do. <input type="radio"/> I tried <u>even harder</u> to do well at school to earn a trip. <input type="radio"/> I did <u>not try</u> to earn a trip.			
4. Did you know what rules your teacher would use to choose students for the field trips? <i>(Bubble just ONE answer.)</i>	<input type="radio"/> Yes, I knew exactly. <input type="radio"/> I kind of knew. <input type="radio"/> No, I didn't have any idea.			
5. Why do you think you were chosen for a Catch a Rising Star field trip? <i>(You can bubble in more than one answer.)</i>	<input type="radio"/> I worked really hard. <input type="radio"/> I did well on a test. <input type="radio"/> I always did my homework. <input type="radio"/> I behaved well in class. <input type="radio"/> I had good attendance in school. <input type="radio"/> Other reason _____ <input type="radio"/> I helped other students a lot. <input type="radio"/> I don't know why I was picked.			
6. Do you think your teacher was fair about choosing who would go on the field trips? <i>(Bubble just ONE answer.)</i>	<input type="radio"/> Yes, my teacher was fair. <input type="radio"/> No, my teacher was not fair.			
7. After you went on a field trip, did you keep trying to earn another trip?	<input type="radio"/> Yes, I kept trying to earn another trip.		<input type="radio"/> No, not really	
8. How many trips did you go on this year?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> More than 3
9. Which field trip did you go on? <i>(You can bubble in more than one answer if you went on more than one field trip.)</i>	<input type="radio"/> Air and Space Museum <input type="radio"/> Maritime Museum <input type="radio"/> Point Loma Submarine Base <input type="radio"/> Birch Aquarium <input type="radio"/> NAS North Island <input type="radio"/> Reuben H. Fleet Science Center <input type="radio"/> Whale Watching <input type="radio"/> Natural History Museum <input type="radio"/> San Diego Zoo <input type="radio"/> Harbor Excursion (no whale watching) <input type="radio"/> Petco Park/Padres <input type="radio"/> USS Midway			
10. Did the field trip you went on have something to do with what you were learning at school?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> I'm not sure.	
11. What did you learn from your Catch a Rising Star field trip?	<hr/> <hr/> <hr/>			
12. What would have made your field trip EVEN BETTER?	<hr/> <hr/> <hr/>			
13. What was the BEST part about being a Rising Star?	<hr/> <hr/> <hr/>			

Thank you so much for telling us about the Catch a Rising Star Program!
Please hand this back to your teacher.



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What did you learn from your Catch a Rising Star field trip?
(Page 1 of 9)**

<i>School</i>	<i>Paraphrased Student Comments</i>
Adams	<p>That they had airplanes long ago.</p> <p>That some airplanes were different; some didn't have any window in front.</p> <p>How to take care of animals and not to disrespect their environment.</p> <p>To have fun is learning, too.</p> <p>Back then they lived in a cave.</p> <p>I learned that people do crazy things.</p> <p>There is a lot in space and there are a lot of things. At the zoo there are animals that are becoming extinct.</p> <p>Learning about animals that are extinct and what animals are not.</p> <p>You get picked because you're trying your best and respecting others.</p> <p>The USS Midway is as big as the Titanic. They don't know all the parts of the whale's body.</p> <p>Animals live for a short time.</p> <p>I learned a lot of things there.</p> <p>To be good and treat others the way you want to be treated. To have friendship.</p> <p>I learned new stuff.</p> <p>Learned new stuff.</p> <p>I learned that being fair in the field trip is cool, sharing new stuff being together.</p> <p>From the whale watching I learned that whales breath from their back. From the zoo I learned how different animals eat.</p> <p>I learned that when I went to have fun and learn.</p> <p>Field trips are cool.</p> <p>I do not remember.</p> <p>I learned that whale watching is cool.</p> <p>you can learn lots of stuff and that they are so cool.</p> <p>I learned about planes.</p> <p>I do not remember.</p> <p>I learned about the first person that made an airplane.</p> <p>That when you try your hardest you can get what you want.</p> <p>That we have to take care of our ocean.</p> <p>I learned some new exciting things.</p> <p>I learned about different animals.</p> <p>I learned a lot about different animals.</p> <p>We learned about minerals.</p> <p>I learned that many people died when they used the airplanes.</p> <p>That people made gliders.</p> <p>I learned that the moon has two sides, a dark and light side.</p> <p>That some marine animals are almost nice, like the shark - it does not bite, just when you bother him.</p> <p>I learned that there is a lot of transportation and you have to be patient to be an astronaut!</p> <p>I learned that the bird can fly whenever it wants to fly.</p> <p>There are different kinds of animals.</p> <p>The history of animals was shocking; that so many people hunted them.</p> <p>Yes, a lot; I learned about the past.</p> <p>Not really anything; most stuff I knew already.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What did you learn from your Catch a Rising Star field trip?
(Page 2 of 9)**

<i>School</i>	<i>Paraphrased Student Comments</i>
Adams	<p>That the Warner brothers were the first people to ride a glider.</p> <p>That sharks don't always kill whales.</p> <p>That the first plane was made by the Wright brothers.</p> <p>The habitat of a lot of animals.</p> <p>I learned that optical illusions are rare.</p> <p>I learned that in the movie, sharks aren't really that harmless to people in the ocean.</p> <p>What I learned at the Catch a Rising Star field trip is that there are so many things to discover, and I learned a lot about polar bears.</p> <p>That you can have fun anywhere.</p> <p>I think the different habitats.</p> <p>There were a lot of ways to transport.</p> <p>I learned a lot like ... how a tornado works, how dolphins say hello, go away, you're the boss, and play with me.</p>
Baker	<p>What I learned from the Catch a Rising Star field trip is that, it is important to always do well in school because then you get rewarded. Like for example the Catch a Rising Star field trips.</p> <p>nothing</p> <p>I think that what I learned from the field trips were scientific strategies.</p> <p>How many planes there are.</p> <p>I learned about a woman who was the first one to go into space.</p> <p>That a woman was the first one to go to space.</p> <p>I learned about how we started our life and back in the past and what happened.</p> <p>How like airplanes are made. And how they fly in space.</p> <p>I learned that the whale lives like 1 hour or 2 from shore.</p> <p>I learned about sharks they can smell blood from one mile and that is to I didn't know they can smell that far. It's cool anyway.</p> <p>The shark whale does not eat people.</p> <p>You need to try your best and bring your homework, and bring everything you need.</p> <p>We learned about airplanes of the past.</p> <p>That there's an extinct shark bigger than the white shark.</p> <p>A lot about animals and history I would love to go again sometime.</p> <p>That prehistoric creatures use to live in one whole piece of land.</p> <p>Most wild animals (cats) have their tails for balancing.)</p> <p>I learned about animals that live underwater.</p> <p>I learned about space and who was the first person that went into space.</p> <p>From the USS Midway I learned it was a war ship.</p> <p>That to go on it you should need to behave to go on one.</p> <p>About some facts about the animals habit their diet and how we can help the animal. (Birch Aquarium/Whale watching)</p> <p>I learned about different kinds of airplanes and I also learned about the sun, and how the moon turns.</p> <p>That the first airplane was made out of wood and tissues</p> <p>Every time there were plants on top of the sea there was a whale by there.</p> <p>I forgot</p> <p>I learned that a woodpecker uses his beak to get his food from the trees</p> <p>a lot of stuff about fish</p> <p>It's fun to go</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What did you learn from your Catch a Rising Star field trip?
(Page 3 of 9)**

<i>School</i>	<i>Paraphrased Student Comments</i>
Baker	<p>If you want something you have to try real, real hard. I try hard.</p> <p>I learned that the USS Midway is bigger than the Titanic.</p> <p>In the Natural History museum that Baja California was part of Mexico, but it got separated.</p> <p>I learned how they keep animals safe.</p> <p>I learned that a turtle's life is very long.</p> <p>Well at the outer space museum they said "A lot of people invented planes and other stuff so they can fly" that's what I heard.</p> <p>That all the cables in the USS Midway would reach all the way to New York City.</p> <p>I learned in the USS Midway that the people that were in the ship when the power was gone have 3 holes one for red, black, and white cables to put in the wall to bring the power back. To know where each cable is Red has 3 bumps, Black 2 and White 1.</p> <p>I learned that a group of fish is called a school of fish.</p> <p>I learned that a group of fish is called a school of fish.</p> <p>On my catch a Rising star field trip, I learned many things. And the main thing is that...I need to be good for another field trip!</p> <p>On my catch a rising star field trip to USS Midway, I learned that the USS Midway is bigger and larger than the titanic.</p> <p>On the USS Midway I learned that the boat is bigger than the Titanic. I learned that the USS Midway was like 300ft.</p> <p>I learned more about the Padres that lost.</p> <p>I learned about History of animals.</p> <p>We learned about history and animals. I also learned about the Padres and how they win and lose.</p> <p>I learned about the history of animals and how they got them to freeze.</p> <p>I learned about different kinds of animals that aren't extinct and some that are predators.</p> <p>I learned a lot of things like dinosaur bones and other things about dinosaurs.</p> <p>_____, _____, _____, and I learned about starfish.</p> <p>_____, _____, _____, and I learned about dinosaurs.</p> <p>hardly nothing</p> <p>I learned a lot of stuff, like whales, and how did they make the airplanes and how they delivered mail in the old days.</p> <p>That the whale shark is the biggest fish in the sea, and that the smallest jellyfish is 1 inch.</p> <p>Stories, Artifacts</p> <p>I learned about the tiger sharks at birch aquarium. I learned about the whales and how much time will they come back up to breath.</p> <p>What I learn on one of the Catch a Rising Star trips is that the first air plane that flew was in San Francisco I think.</p> <p>Yes I learn that sharks don't have bones.</p> <p>I learned lots of things. I think I remember that the airplane called "St. Louis" it was made here in California.</p>
Birney	<p>New animals, things that were in the past, and that sharks are usually afraid of us.</p> <p>Roadrunners run to hunt and protect themselves.</p> <p>If you work hard you get a pay day, and interesting facts I didn't know about.</p> <p>I learned what they do on a submarine base.</p> <p>A lot of history and science.</p> <p>To always try your best in school.</p> <p>I learned about the solar power in Legoland.</p> <p>About the magnets in the Reuben H. Fleet Science Center.</p> <p>I learned that you have to work hard for the field trip.</p>



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<i>School</i>	<i>Paraphrased Student Comments</i>
Birney	<p>Animals, baseball stars, and the baseball field.</p> <p>I learned about animals, baseball, and science.</p> <p>On the USS Midway I learned how hard military life is, and they did a presentation on magnets, so I learned MORE about that.</p> <p>Well, at the Reuben H. Fleet Science Center I learned what kind of water goes to certain places, and on the USS Midway I learned what life would be like on the ship.</p> <p>That I keep on trying to be in Catch a Rising Star.</p> <p>How the NASA computer system works.</p> <p>I learned about the Padres field; not much on the harbor cruise.</p> <p>I learned about animals and science.</p> <p>It was fun and exciting. I learned that you need to do everything they tell you to do like bringing your homework and being here every day.</p> <p>Well, I learned about a snake that slithers on its side and I learned that, well, I don't what kind of awull [?], but I saw how an awull [?] can blend into the ground.</p> <p>I learned a lot about endangered animals, about baseball and how they play, and about dolphins and people - like how dolphins react to people coming in their territory.</p> <p>About the life of animals.</p> <p>I learned about shark attacks and how long they are. I also learned about their body and their senses. They sure can smell you from a long distance!</p> <p>At the Natural History Museum I learned that the horned lizard protects itself by shooting blood at its attacker.</p> <p>I learned many things I can't remember.</p> <p>I learned that submarines have sound instruments that pinpoint where something is.</p> <p>A lot.</p> <p>A lot.</p> <p>I learned that every trip takes you to education and finding new things that you will experience.</p> <p>I learned about different types of animals at the Natural History Museum.</p> <p>I learned a lot about science and the histories of old ships, like the USS Midway.</p> <p>At the Natural History Museum I learned that the horned lizard shoots blood to scare away predators.</p> <p>A lot of science.</p> <p>Well, at the Reuben H. Fleet Science Center we learned about the ocean and watched a movie about the ocean.</p> <p>That you can learn so many things from them about life and people.</p> <p>I learned about people living in a submarine, history, and lots of other things.</p> <p>That it's important to have good grades and be here every day.</p> <p>I didn't learn much on the harbor excursion.</p>
Edison	<p>That we are hunters and some animals are predators.</p> <p>I learned that kangaroo rats live in the desert. I also learned that if anything has eyes on the side they are a prey. If you have eyes in the front you are a hunter.</p> <p>I learned that the front of the boat is called a bow and the back is a stern.</p> <p>What I learned when the eyes go then a (mabo) the last one moves.</p> <p>I learned animals that have eyes on the side are prey. And animals that have eyes in the front are hunters.</p> <p>What I learn from my field trip is about snakes.</p> <p>I learned that some birds fight other birds for their food.</p> <p>I learned about nature.</p> <p>Almost nothing.</p> <p>I learned that I went on a boat that has a ghost.</p>



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<i>School</i>	<i>Paraphrased Student Comments</i>
Edison	<p>We learned about fossils and animals.</p> <p>About animals from long ago or ancient times.</p> <p>I learned about the earth, animals, and the ocean.</p> <p>I learned on the movie about endangered animals that they can be stranded on an island or they can be drowned at sea, like little baby dolphins. Also, a big whale died they did not know.</p> <p>On this field trip I learned about animals that are living.</p> <p>The Natural History Museum is a place where people can learn with interesting things inside where I can learn very well.</p> <p>I learned that the field trip was fun because I can learn more about fossils.</p> <p>When I went to the zoo I learned about the habitats of animals.</p> <p>A lot about animals, like a fox that lives in the desert.</p> <p>That they used this super-fast plane that was the fastest back then and used it in some war.</p> <p>I learned that airplanes were first used for mail delivery which was called air mail. I also learned that San Diego has a city rock.</p> <p>That I learned about the Museum of Air and Space. They built a plane. They're famous.</p> <p>History and explorers. We learned how people used to travel. Also how technology changed. Nature and animals.</p> <p>I learned about explorers that went to the moon. Also, the first men that made a plane (Air and Space Museum).</p> <p>Nature and habitats.</p> <p>In the Air and Space Museum I learned that a lot of airplanes were used for war.</p> <p>At the Air and Space Museum I learned more about my history and what it was like. In the zoo I learned about their [the animals'] habitats, what they eat, and what they are like.</p> <p>I learned about endangered species and habitats.</p> <p>That each time you go on a field trip you have to learn something.</p> <p>Not to be late. [Or by not being late to school you earn a field trip?]</p> <p>I learned about the airplanes from long ago in the Air and Space Museum, who the first people were to fly an airplane, and all that stuff.</p> <p>I learned about famous people, historical planes, and rockets like Apollo 9.</p> <p>About planes and nature.</p> <p>I learned the history about the planes, who built them, the pilots, and the planets.</p> <p>When we went to the air and space museum that there was a jet that flew across the country in a little more than half an hour.</p> <p>I learned that mice can live in a house of bread.</p> <p>Because when I go to music with Miss _____ she asks questions about the field trip</p> <p>I learned about the stuff they said and that they use the stuff that they pointed out.</p> <p>That I had to try harder every day.</p> <p>I learned about the habitats of animals.</p> <p>I learned more about animals and how they live when they hunt and stuff like that.</p> <p>I learned about animals in the zoo.</p> <p>I know that they take you on a trip.</p> <p>I really don't remember.</p> <p>Without the blues there would be no music.</p> <p>That if you work hard and do your homework, you might go on a field trip.</p> <p>If you get to school on time you get prizes.</p> <p>That ships are used in many ways.</p> <p>I learned a lot of things that we are doing in class.</p>



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<i>School</i>	<i>Paraphrased Student Comments</i>
Edison	<p>That they are trying to make us learn more on what we are studying.</p> <p>I learned how you can live in the Navy, and I also learned that you can have different jobs in the Navy.</p> <p>I just don't know.</p> <p>I learned about boats, how they worked, and when they were started.</p> <p>All about science.</p> <p>I learned lots of things like the body system and the Navy.</p> <p>I learned a lot of things about sharks and other animals from the sea. I learned that sharks have six senses and we just have five.</p> <p>Different things about sea animals and other different kinds of animals, like I learned that a snake has cold scales not wet scales.</p> <p>That when you are a Rising Star you have to follow the teacher's directions; do not run away.</p> <p>I learned that shark skin is soft or smooth. Some sharks have soft skin or smooth skin and they can smell their prey far away.</p> <p>I learned that the animals are not the same in the ocean and that the shark has six senses.</p> <p>Have fun at school, come on time in the morning every day, and come to school every day.</p>
Garfield	<p>I learned that an ostrich can put their head in the sand to hide or something else.</p> <p>At the Maritime museum I learned that there are many different boats that I saw. So I learned about many kinds of subjects on each boat. So on each boats there were cool things to see.</p> <p>I learned that pirates were really real. I also learned about many animals at the zoo. When I was at the Maritime Museum I learned about the ships like the submarine.</p> <p>I do not remember.</p> <p>I learned that Russian subs are different than ours.</p> <p>How fish live, eat and communicate.</p> <p>I learned that in the zoo there are endangered animals, elephants, bats, black rhinos, and others.</p> <p>I learned at the san diego zoo that most of the animals are harmless, and others are harmful and you should not be afraid of them.</p> <p>I learned that at the Birch Aquarium I learned about different kind of fish like little and big ones.</p> <p>That a kangaroo can jump over 2 cars. Koalas never drink, they only eat.</p> <p>What I learned from a Catch a Rising Star field trip (Birch Aquarium) was how the sharks live and how they hunt their prey.</p> <p>What I learned from the Catch a Rising Star field trip was about vibration and senses. A shark can sense prey from 25,000 feet. When a fish moves fast, the vibration hits the shark's side.</p> <p>There are more than 3,000 (or something like that) species of sharks, and we got to see where their fins go.</p> <p>About many different things I didn't know.</p> <p>I learned that you have to do responsible things to go somewhere. At the Natural History Museum I learned about the way people traveled back then.</p> <p>Well, I learned all about the sharks in the Birch Aquarium and I got to feel a little shark when we were finished.</p> <p>I learned the Navy people have a hard time living in the boats.</p> <p>about the Rising Star. and learn something about science or having fun.</p> <p>that sharks don't mean to hurt you they just think you're seals</p> <p>In the San Diego Zoo I learned that lions are the king of the jungle.</p> <p>That you have to be good to go on a field trip. Field trips make you think and it gets you smarter.</p> <p>We learned about animals.</p> <p>There are too many.</p> <p>I learned how to drive a boat.</p> <p>I learned many things about the Catch a rising star field trips. From all these field trips I have learned many things like science, Natural History things, USS Midway army things and marines.</p>



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<i>School</i>	<i>Paraphrased Student Comments</i>
Jackson	<p>I learned that in the harbor there are harbor police and we saw I think sea lions but I forgot what they are called. I remember learning a lot.</p> <p>I learned about whales</p> <p>I learned that whales have different teeth.</p> <p>We learned about the Navy and the ocean, when we went on the Harbor Excursion. But, nothing about what we were learning in school.</p> <p>How the Captain drives this big ship.</p> <p>I learned that you have to work hard to be a Catch a Rising Star.</p> <p>What I learned is that everybody is working and everybody has some thing to do.</p> <p>I learned a lot every field trip that I go to. I think we should have more Catch Rising Star field trips.</p> <p>I learned we should not pollute the ocean because we can kill a lot of sea animals.</p> <p>You really have to try hard to earn one then once you worked really hard it actually pays off because you'll get a Catch a Rising Star.</p> <p>Well, really I learned that if you are good in school they are going to treat you a lot better.</p> <p>There was a lot of animals to see.</p> <p>I learn that you sneeze because you take out germs you have on your nose.</p> <p>That a boat can go many places and I learned that sea lions can be really dangerous and they can't be close to humans.</p> <p>I learned a lot of my body in the Reuben H. Fleet science center. I learned about what happens to animals when trash is thrown away.</p> <p>Whales are very shy of people.</p> <p>I don't remember</p> <p>I learn is the fish, how fish have color and I learn picture.</p> <p>I learned a lot on the field trip I went on.</p> <p>Did not learn.</p> <p>That you need to try your best.</p> <p>I learned about how some fish could not touch.</p> <p>On the Catch a Rising Star field trip I learn something about music, school, science and the ship.</p> <p>I'm not sure if I learned something because I don't really remember.</p> <p>That the Navy is a lot of work in the ship and it could take a lot of time to get to war and how they land the jets and how they stop them is cool.</p> <p>They told us how the aircraft works they also told us about the main important good people that work there.</p> <p>I learned that there were a lot of captains and how the aircraft was.</p> <p>I learned that whales and other mammals are important.</p> <p>I learned many things, like around where the seals lived.</p> <p>I have learned that whales are big and you have to travel lots of miles to see them and that there's lots of stuff in the sea.</p> <p>About different boats.</p> <p>At the Harbor Excursion I learned parts of the harbor.</p> <p>I learned about places and sea animals, and more.</p> <p>I learned a lot of thing in science that I didn't know. And it was so fun that I wish that I could go again.</p> <p>I learned about many different kinds of animals that live in the sea.</p> <p>That it is a trip for when you are really good.</p> <p>On one field trip I learned that there are lots of big ships in San Diego.</p> <p>I learned about airplanes, animals, and how electricity is made.</p>



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<i>School</i>	<i>Paraphrased Student Comments</i>
Jackson	<p>I learned about flying, who first made a mechanical airplane, who went around the country, one of the fastest airplanes, about the wars, and people flying or making airplanes.</p> <p>I went because I was good and the field trip helped me learn a lot.</p> <p>I learned about the two wright brothers.</p> <p>That a long time ago they invented planes because they thought that airplanes were faster.</p> <p>I learned about ships and how the Midway became a museum. I also learned that it had been traveling for 60 years.</p> <p>A lot of stuff that I forgot, but I learned that they sent me because I'm good.</p> <p>I learned about the USS Midway to learn about the ships and a lot of other things.</p> <p>I learned about ships and the haircuts and stuff like that on the USS Midway. At the Birch Aquarium I learned about sea life. I learned about more missions at San Diego De Alcalá.</p> <p>There were airplanes in a boat.</p> <p>I learn everything about airplanes.</p> <p>When I went to the air and space museum I learn who got the first plane in the air. When I went to the midway I learn how many years the Midway served the army.</p> <p>I learn what the soldiers do on the boat. We learn about how magnets work with a compass.</p> <p>I learn about ships and planes on the midway.</p> <p>It was cool because we learned about a lot of things.</p> <p>On the midway I learned what happened when soldiers were on that ship and what they ate and where they slept too.</p> <p>I learned about the USS Midway and what happened a long time ago. And I did learned about Birch Aquarium I learned about ocean animal.</p> <p>I learn about ships.</p> <p>What I have learned is the NAS used big bombs and went to war and fought. Also I knew the great captains that handle the ship.</p> <p>I learned that if you work hard you get a field trip.</p> <p>I learn lots of things that I didn't know like when I went to the Harbor Excursion, I learn that the planes are on top of the big ship.</p> <p>nothing just saw 1 whale and water.</p> <p>I learned lots of things like when I went to the field trip they showed us pictures that people drew.</p> <p>Tigers are members of the cat family.</p> <p>I learned how boats work.</p> <p>I learn that by participating more you could go to more field trips.</p> <p>When you try hard in school you will get a Catch a Rising Star.</p> <p>The first one was about the human body in the Reuben H. Fleet Science Center and we learned a lot.</p> <p>I learned a lot of things that I didn't know before and then when I went to these field trips I got to know more about them.</p>
Kimbrough	<p>I don't remember.</p> <p>I learned that a lot of soldiers died, and how the machines work.</p> <p>I learned about having good behavior and being honest.</p> <p>From the Birch Aquarium I learned that sharks have six senses, that sharks have a really, really sharp sense of smell, and that sharks feel the vibrations of other things that are coming.</p> <p>I learned that you should always have good behavior and have good grades.</p> <p>I have a problem with my English.</p> <p>I learned a lot of things at Petco Park I was real excited!</p> <p>I learned that the Padres eat and sleep. Also that they have a playground and there are a lot of men.</p> <p>I learned of all the maps of San Diego and all the players.</p>



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<i>School</i>	<i>Paraphrased Student Comments</i>
Kimbrough	<p>I learned how much the players run and all the parks that the Padres went to play.</p> <p>I learned that you need to take care about your oceans because fish can't live with us littering.</p> <p>They tell me to listen, sit down, and be good.</p> <p>That you can learn a lot if you go on a field trip if you try your best in school and in your class.</p> <p>I learned that there are a lot of different sharks. The biggest shark is the whale shark, which is 50 feet long.</p> <p>I learned that if you do well in school you get to go on a field trip.</p> <p>I learned about a lot of different types of sharks and other animals. For example, I learned about cookie shark. In the other field trip I learned how planes were invented and used.</p> <p>I learned about different things. For example about animals under the water.</p> <p>I don't really remember what I learned, but I remember I learned a lot.</p> <p>I learned a lot from all the field trip like electricity, primates, and Religions.</p> <p>How things are in the ocean. How polluted it is. How important the ocean is.</p> <p>I learned that there are a lot of animals in the ocean like them.</p> <p>That the environment is really important. And also on the Birch Aquarium animals are important to our environment.</p> <p>I learned that airplanes can take pictures from up high like 300 feet high I think</p> <p>On the USS Midway I learned how people work there and live there.</p> <p>I learned about the sea.</p> <p>I don't remember.</p> <p>I didn't learn anything because they didn't take us on something that had to do with school.</p> <p>Nothing.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Adams	<p>To stay more time to learn more about the airplanes.</p> <p>I don't know.</p> <p>To get to go to like L.A. or something.</p> <p>To stay all day and to eat there.</p> <p>It would be better if everybody I know was there.</p> <p>If we got to see the whole thing.</p> <p>Going with one or two of my friends.</p> <p>If I would eat breakfast in the morning.</p> <p>Have the whole class go.</p> <p>If we could go on the rides.</p> <p>If my friends could go with me.</p> <p>To go on rides and be with our friends. It would also be good to have a great time.</p> <p>If I went with my friends.</p> <p>I went with my friends.</p> <p>going on different rides but it was neat</p> <p>staying a longer time at the field trip.</p> <p>To go on rides.</p> <p>not going whale watching and going to the air and space museum.</p> <p>If all the class would go to.</p> <p>A teacher falling off the boat.</p> <p>Riding on an airplane or staying the whole week or the airplanes to crash.</p> <p>If I got lost.</p> <p>Staying longer.</p> <p>To be able to play around.</p> <p>Have enough time to go to all the things in there.</p> <p>more time.</p> <p>going in the water</p> <p>By having a good time.</p> <p>ride</p> <p>Seeing a movie about minerals.</p> <p>To see a movie about the people of the planes.</p> <p>If we got to get on airplanes.</p> <p>if my mother would have come and my brother _____ too.</p> <p>I think everything.</p> <p>See the people who were astronauts.</p> <p>It would be better if we went on a bus [through the zoo] because I get so tired.</p> <p>If I could have seen all the animals or if Mr. _____ could have gone with us.</p> <p>If my teacher went because not many teachers went to the Natural History Museum.</p> <p>The whole class going.</p> <p>A better lunch.</p> <p>If we could get in the statue thingies that have an airplane and helicopters and the space ship.</p> <p>It would be better in the Natural History Museum if we went in the dinosaur area.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Adams	<p>My teacher going with us.</p> <p>The museum would come alive during the daytime.</p> <p>If we could see the movie.</p> <p>I think the field trip was just fun; there was nothing to change.</p> <p>Go on the sky thing where you go on a ride that is in the sky; oh, ha, the Skyfari.</p> <p>If we could have better lunches.</p> <p>If the whole class went.</p> <p>I'm not sure.</p> <p>Nothing because the field trips are the best they can be already.</p>
Baker	<p>If we got to play for some part, better lunches, and more activities.</p> <p>What would have made the field trip even better, would be that every student that behaved well in school went to the field trips. Also that they gave better lunches and spend longer time in the field trips.</p> <p>We could stay more time in the field trip.</p> <p>I think that what would have made the trips even better is that you should make two trips a month.</p> <p>Learning what other women did and getting inside things and everything.</p> <p>I don't know.</p> <p>Have enough time to go wherever we want in the place we are at.</p> <p>We could get on an airplane and they could fly us.</p> <p>I think that if our lunches were better then that would be the perfect Catch a Rising Star.</p> <p>That it was almost all the school day and also that we can take hot cheetos.</p> <p>Go to the stores, buy toys, things made of glass, and water and soda. I really don't like soda it makes me sick.</p> <p>To see a whale shark.</p> <p>If my whole class would have come.</p> <p>Go to other places.</p> <p>If I went with one of my friends.</p> <p>Well if we got to go to two places.</p> <p>By bringing a camera to take pictures.</p> <p>Really fun activities.</p> <p>Learning more about animals.</p> <p>If we could get to see everything that was in the museum that would make it even better.</p> <p>To get some souvenirs like we did on the whale watching trip.</p> <p>Work harder even in class.</p> <p>That it was more fun.</p> <p>If I saw the Padres Players.</p> <p>One thing is better lunches. Second have it longer for the whole day of school.</p> <p>It will be fun if we could play a little while.</p> <p>Pay attention. Have fun.</p> <p>I don't know.</p> <p>To see more dolphins.</p> <p>Nothing because it was fun.</p> <p>bring some food, hang out with my friends and have fun.</p> <p>we get to pick our groups</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?**

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<i>School</i>	<i>Paraphrased Student Comments</i>
Baker	<p>To pick our own groups</p> <p>If we had gone to Six Flags.</p> <p>If more students go on the field trip.</p> <p>It would have been better to learn more info.</p> <p>What made my field trip was all the knowledge I learned.</p> <p>The tour people were taking us to the fun places that no one is allowed to go into except for us.</p> <p>My field trip made my score Even Better and made me feel that I know I can do good things at school.</p> <p>At the submarine base if the submarine would have put to sea, it would have been a better experience.</p> <p>I'm not sure.</p> <p>What would make my field trip better would be to learn even more than what we did.</p> <p>If our teacher could go.</p> <p>If Mrs. _____ could go.</p> <p>If our teacher can go.</p> <p>The whole class going and my teacher.</p> <p>That some [animals] would have been real because some were fake, and have some rides.</p> <p>Going to the Air and Space Museum and San Diego Zoo.</p> <p>Be good at the museum and be quiet.</p> <p>Going to the Point Loma Submarine Base in the University Museum.</p> <p>I don't know.</p> <p>If it was longer and I was with all of my friends.</p> <p>Paying better attention to what they say so I could learn something I did not know.</p> <p>Staying longer and doing better field trips like sport or others.</p> <p>If I took pictures.</p> <p>If we could go in an airplane.</p> <p>That I would have liked to take a camera with me.</p> <p>If we could take more time on the field trip. Also, for the teachers look who they're sending.</p>
Birney	<p>Invite all my friends and stay there during all the school hours.</p> <p>To see one of the real Padres in real life.</p> <p>Nothing really.</p> <p>When I went on the submarine base if they could have let us eat where they [Navy personnel] eat lunch.</p> <p>Being able to do everything there.</p> <p>My teacher coming.</p> <p>It would be even better if we went on rides.</p> <p>That we would have had extra time</p> <p>Work really hard.</p> <p>NAS North Island, and more time!</p> <p>If the airplanes were on!</p> <p>I think if they let us buy stuff on the field trip.</p> <p>Hanging out with my friends.</p> <p>If we would have done two missions.</p> <p>Seeing a shark.</p> <p>If we went to Sea World.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?**

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<i>School</i>	<i>Paraphrased Student Comments</i>
Birney	<p>Well, maybe have my best friend _____ go with me.</p> <p>If my friends had worked harder to be in Catch a Rising Star.</p> <p>Nothing.</p> <p>To be able to spend more time there.</p> <p>Nothing.</p> <p>In the Natural History Museum it would have been nice to see everything.</p> <p>If the submarine would actually be moving.</p> <p>If more people worked hard to get a chance to go on a field trip.</p> <p>Letting us touch stuff.</p> <p>If my family and friends were there.</p> <p>It would have made my field trip even better if we could have stayed longer.</p> <p>That people would have acted better and been polite.</p> <p>Nothing.</p> <p>If we would've bought some souvenirs and had more time to explore everything.</p> <p>If we would have behaved better and if we would have walked a little more.</p> <p>Exploring the whole place, going on rides, learning new things, also taking pictures.</p> <p>If there were animals on the trip it would have been even cooler.</p> <p>If the whole class went on the field trip, too. And if we went somewhere fun, not sciency (even though that's not a real word).</p> <p>Nothing really; maybe more time.</p>
Edison	<p>I will bring hot cheetos</p> <p>If you could buy things in gift shops. It would also make it better if the museum had rides you can go on.</p> <p>If we were able to ride the boats</p> <p>When I bring a sack.</p> <p>It would be better it weren't raining.</p> <p>My teacher coming with us, also my brother coming.</p> <p>Put more things that are important and put how a volcano is made.</p> <p>A big globe that knocks down trees.</p> <p>We saw a skeleton of a dinosaur.</p> <p>Moving on water would make it better.</p> <p>If we could have gone to the San Diego Zoo, but I liked the History Museum.</p> <p>Learning and kept learning about it.</p> <p>If we went under the museum.</p> <p>When my dad took pictures and go on to the animal.</p> <p>To make it even better it would be better if I could still see what they have in the Natural History Museum.</p> <p>By following the worker and paying attention so we can all learn about what the workers are talking about.</p> <p>If it was even better we could go in the morning and stay there until after school.</p> <p>More time and to see everything.</p> <p>If we would be able to get some souvenirs.</p> <p>I don't really know because it went really great and I don't know what I would want to change.</p> <p>I think if we get more time on the field trip to learn.</p> <p>That you can think about animals.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Edison	<p>Better lunches and more field trips.</p> <p>I think the field trip was perfect the way it was planned.</p> <p>To get a souvenir from each field trip.</p> <p>The Air and Space Museum would have been better if we would have stayed longer. The zoo would have been better if we did not have to walk as much.</p> <p>Going on a roller coaster and different rides.</p> <p>If we stayed there the whole day.</p> <p>To go somewhere that we hadn't been to for a long time.</p> <p>I think nothing would make it better because it was already all right the way it was. It didn't need anything else!</p> <p>I would have made it longer so we could see everything in there.</p> <p>If we stayed there even longer.</p> <p>If we could have stayed longer.</p> <p>I think they're already good.</p> <p>If there were rides or some thing that we could get on.</p> <p>That we could buy stuff and take Gatorade and Cheetos.</p> <p>It will be wonderful.</p> <p>I couldn't ask for anything better.</p> <p>If they [the animals] had been doing tricks.</p> <p>I think what could have made the field trip better would be if all of us had gone somewhere we hadn't been before.</p> <p>If it was longer.</p> <p>I had a friend go with me.</p> <p>If we would have gotten wet it would have been fun, or if we could have gone on rides.</p> <p>Taking video games.</p> <p>Spending more time on the field trip.</p> <p>If it was more fun or there were more animals.</p> <p>That my family could have gone.</p> <p>To spend more time there to learn more things.</p> <p>I don't know.</p> <p>If we could explore more the Navy part.</p> <p>To keep learning and no playing.</p> <p>What would have made it better would be if the activities were more fun.</p> <p>More field trips.</p> <p>If our parents could come with us and we would go on the city bus.</p> <p>If we listened even better!</p> <p>If they gave us a souvenir to remember that place.</p> <p>Because I went with my friends and because I learned a lot of new things about different animals of the sea.</p> <p>If I could have stopped more to take more pictures of different things.</p> <p>That the field trips of information make you more excited, but were more exciting when you took the field trips with friends.</p> <p>Maybe being able to see other animals.</p> <p>To get to see other animals instead of just seeing sharks.</p> <p>More friends, learning more things, having fun.</p>
Garfield	<p>Going to the Natural history museum to learn about everything in the world.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Garfield	<p>It would be much better if we could ride the boat and get in the submarine. Maybe sailing on one of the ships, or submarines. That we got to see a learning movie. I got to drive. If we got to touch fish. There are a lot of animals in the zoo even endangered ones. It was just fun so I don't really know. It was all fun. By riding on the tour bus. Seeing more animals. My field trip was good the way it was; it was very good. If the pufferfish would have puffed up in front of the kid who was staring at it. Getting to go on some of the rides there. I think more time to spend at the place. Well, what made my field trip even better was seeing all the sharks, fishes, and a lot of fun stuff. If there was a better lunch All of the students who behave good go to the Rising Star [field trip]. Getting a pet from Catch a rising Star If we could hurry up and go to every animal and see it. to touch them nothing If all my friends went Nothing, everything was how I like it.</p>
Jackson	<p>I would stay on the boat a little bit longer. To see more animals or boats, ships, and more harbor police. It would be better if other students go. Doing some activities. I think nothing, because the field trip that I went on was fun. I think what would make it better is if we played games. I think we should have more time on every field trip because it will be fun. I don't think anything could have made this field trip better. I would ask if we can do much more cool and fun stuff like watch a movie, some movies are really exciting and really cool. That it wasn't that long because all the people got sea sick. They started to throw up. More animals like dolphins. I would let them play for one hour. To go under the Coronado Bridge. If we could touch the animals on the Harbor Excursion. Seeing lots more whales. If we had more time on the field trip. See more things. Nothing. If you could pick up the fish and climb on the rocks. Is the field trip made more better because the field trip is very fun and we learn more about something.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Jackson	<p>Score professional in every time/every work I do and good Attitude also good attendance.</p> <p>Put some more things that are fun and kids would like to do to catch a rising star field trip.</p> <p>they should give us better food and different food.</p> <p>It would be better if the tour guide let us watch the ocean.</p> <p>more students going to catch a rising star.</p> <p>That they would let us buy stuff.</p> <p>The time that we eat lunch field trips that we are learning about in class.</p> <p>If I saw whales.</p> <p>I would make it better if we get to go somewhere more fun.</p> <p>We learned more about everything we saw.</p> <p>Well I don't know cause everything was fun and I don't care if it was so fun or boring because I learned something that might help me in a test.</p> <p>Well getting to see every animal better.</p> <p>If more people went.</p> <p>We were on a boat.</p> <p>If Mrs. _____ came because it would be fun having her go on the Catch a Rising Star field trips so she can see the cool things we saw and learn. If Mrs. _____[different name] came because she could learn cool things, too.</p> <p>I would like to go on rides on a field trip.</p> <p>Let us go on stuff we can go on.</p> <p>If I had brought money so I could have bought something.</p> <p>Watch the Midway sail or go inside a jet.</p> <p>Go on rides to a field trip.</p> <p>It would be better if the teacher went to the field trips with us.</p> <p>Going somewhere SUPER FUN! Such as: Seaworld, Legoland, Disneyland, Boomers and fun places like that.</p> <p>nothing</p> <p>To be with my teacher on the field trip.</p> <p>It is good how it is.</p> <p>go on the ride.</p> <p>If the teacher went.</p> <p>It was cool. It was fun.</p> <p>If they had some games like the air space museum that you can get in because the air space museum had a fake plane.</p> <p>To look around and see more animals.</p> <p>If it wasn't wet.</p> <p>What would have made my field trip better is that all my class went to the field trip.</p> <p>I don't really know.</p> <p>The field trip would be better if we get to do something.</p> <p>Just go enjoy the field trip.</p> <p>When they talk about the people who drew this.</p> <p>If we could get wet.</p> <p>We could go close to other ships. We could see the motor of the boat.</p> <p>That I learn more in the field trip.</p> <p>Going with my friends.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What would have made your field trip EVEN BETTER?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Jackson	My Mom. I got to meet new people that work there and I got to meet new people and they were really nice.
Kimbrough	I think that the field trip was fine the way it was and I don't think something will make it better. Spending more time over there. It would be better if we would have had more time. I think that it would be better if we spent more time exploring the place. Have good behavior and be honest. Science and experiments It would be better if one of my friends would go. Meet the Padres and see more old things that they had of history. See more old things of the Padres and meet the Padres. See more old things about the padres and see the Padres play. What would have made it better was going to more places on the field trip. That I went by my own. You could have let us buy stuff on the boat because we had money and Ms. _____ didn't let us buy snacks. Staying longer would have been better. Explaining more about what we were learning. It would be better if we could buy stuff. Staying a little longer. Explaining a little more about what we were learning. Staying a little longer, let us touch things that we could, explain more about the field trip. What made my field trip even better was that we were going on vacation. My field trip would have been even better if my friends would go What I think would make the field trip better would be to have more time in each section Whale watching to see what they look like and what they do. Watching whales would make it even better. I would explore more and maybe take notes. I would behave a little better and paid more attention. I would of gotten so much interested Watching dolphins and whales. Nothing, everything was great. Instead of going whale watching we could have gone to the Science Center.



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Adams	<p>I liked when I got into the airplane.</p> <p>When the airplane was flying above us.</p> <p>Getting to learn more about animals.</p> <p>Getting to see all my friends from different classes.</p> <p>See the movie.</p> <p>The best part was that I got to see airplanes, and that my cousin was there, too.</p> <p>It was fun and cool.</p> <p>Learning new things, and being with my brother and friends.</p> <p>That I learn new things away from school and with other people.</p> <p>You went on a field trip during school hours.</p> <p>What I liked about being a Rising Star is that the trip is like a break.</p> <p>I got to go on a lot of field trips.</p> <p>It was learning about history, and I like learning about history because it is ancient.</p> <p>I felt I was smart.</p> <p>I have been going on cool field trips.</p> <p>it was that being a rising star like other is cool</p> <p>Working hard to get the field trips.</p> <p>I had lots of fun.</p> <p>To go to a field trip.</p> <p>That you get to see cool things. And learn lots of stuff.</p> <p>Skipping part of class and meeting new people.</p> <p>Not going to class or studying.</p> <p>Skipping part of class and meeting new people and teachers.</p> <p>Having fun with your friends.</p> <p>Riding on a bus.</p> <p>getting wet</p> <p>Seeing new things that I never saw before.</p> <p>When I saw the dolphins.</p> <p>Because I didn't know that they were going to pick me.</p> <p>new friend</p> <p>When we were outside looking at different colored minerals.</p> <p>By looking at all the stuff that was there.</p> <p>That it was talking of what they did in/with the airplanes.</p> <p>you meet new friends and help them with stuff.</p> <p>The best part is the Journey to Atlantis.</p> <p>You get to go on a field trip and you don't have to pay.</p> <p>The best part was when we got to see a lot of animals.</p> <p>Going on a field trip and being a Rising Star.</p> <p>That you know you worked hard, behaved in class, and you got an award for that.</p> <p>We got to go on it [field trip].</p> <p>My group got to go on the rides.</p> <p>Going on field trips during times when other kids are learning [in school] and we're having fun.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Adams	<p>The best part was that my mom was a chaperone and I was happy to show her how I work really hard.</p> <p>The game we played on a big screen.</p> <p>When I was chosen to be one.</p> <p>The weighing machine.</p> <p>The best part is that it was free, and I loved the cave at the Natural History Museum and the movie.</p> <p>Is learning about different animals and their habitat.</p> <p>Having fun and going on a rollercoaster, that was the best part at Sea World.</p> <p>You don't have to be at school learning.</p> <p>I got to miss a bit of school and learn something else.</p> <p>We got to go in the big water fountain.</p>
Baker	<p>Showing how well you did in class.</p> <p>The best part about a Rising Star is that you get recognized for doing a great job in school.</p> <p>That I get to be outside the school and get to go to other parts.</p> <p>What's best about being a rising star is that you have fun and learn while other kids only work and work.</p> <p>You can see beautiful things.</p> <p>We went to see cars.</p> <p>Everything</p> <p>That we get to learn more in the Catch a Rising Star.</p> <p>The best part was that we got recognized for all our work.</p> <p>The best part of being a Rising Star is that you get reward for you awesome work.</p> <p>When we were almost at the found of the ocean that the varc [???] was going to water.</p> <p>I want to be an expert about giving ideas about parts of the shark what are called and other things are cool.</p> <p>Going to the Birch Aquarium</p> <p>That I'm one of my classmates that got chosen.</p> <p>Seeing airplanes from the past.</p> <p>That I go on a field trip.</p> <p>Well, knowing that you did a good job in school.</p> <p>That we get to go on amazing trips and learn more things about life on our trip.</p> <p>Leaving school!</p> <p>Seeing animals.</p> <p>We had lots of fun.</p> <p>It felt good being rewired for good stuff you do.</p> <p>Earning field trips because you work hard in class.</p> <p>That sometimes you get to go somewhere fun.</p> <p>Being with your friends, see cool things, be able to move.</p> <p>That we learned a lot and at the same time it was fun.</p> <p>It was fun.</p> <p>It was fun because I behaved good and I was not being disrespectful.</p> <p>looking at the airplanes</p> <p>Seeing my friends and learning new things in life.</p> <p>you got to leave school to have fun and learn</p> <p>you go on a field trip</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Baker	<p>I do not know</p> <p>That I could go on field trips and behave in class. I'm really Proud!</p> <p>My favorite part was when we were on the bus.</p> <p>Going somewhere I had never been to.</p> <p>Well we were doing hard work and trying our best in school, so we have these field trips for hard work and smart thinking.</p> <p>When we saw all the airplanes.</p> <p>I felt proud of myself because I earned a field trip.</p> <p>The best part of being a rising star is when you have good behavior you get rewarded for what you have done.</p> <p>The best part about being a Rising Star is going to field trips and I'm above other students.</p> <p>Being good to go on a field trip, and trying harder.</p> <p>the best part of being a Rising Star is that you can learn things that you didn't know.</p> <p>My best part about being a rising star is that I could learn more about different things on the field trips. Catch a rising star is cool.</p> <p>I get to learn more and do fun things.</p> <p>When we learn about the world.</p> <p>We can learn more about the real world and get to experience new things.</p> <p>That you learn about the world.</p> <p>Only four students were picked to go on the field trip.</p> <p>What's best is you get to go on a field trip.</p> <p>Looking at all the animals.</p> <p>It was very fun.</p> <p>Looking at the cars at the car museum.</p> <p>You have the feeling that you did good in school and you could learn more than you already did. And in a fun way too!</p> <p>That if you are a motivated student you get rewarded.</p> <p>Field trip</p> <p>About you can see new things.</p> <p>What I think is the best part is that you go to a field trip.</p> <p>go in a boat.</p> <p>The best thing about being a rising star is not only getting rewarded, but because you can learn more.</p>
Birney	<p>Going in the dugouts and sitting on the bench because real Padres actually sat on them.</p> <p>You got to learn new things.</p> <p>The best part about being a Rising Star was going to the submarine base.</p> <p>You get to get out of school and see the world.</p> <p>Going on field trips.</p> <p>You get to go on field trips.</p> <p>Well, I am glad about my knowledge, and I liked all your trips; they're cool!</p> <p>It felt good.</p> <p>Field trips!</p> <p>I was rewarded and had fun.</p> <p>Feeling good that I did well.</p> <p>Just being with my friends.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Birney	<p>That I get to go on field trips.</p> <p>Doing the mission to the moon.</p> <p>Making my dad happy.</p> <p>To know you're there because you were good.</p> <p>Going on all those field trips.</p> <p>That it was more fun than staying at school.</p> <p>Going on fun educational field trips.</p> <p>I got to miss parts of class. [or?: I got to mist parts of class.]</p> <p>I got to see real-life sharks and touch them.</p> <p>Knowing that I was rewarded for doing hard work.</p> <p>That I improved.</p> <p>The fun of going on the field trips.</p> <p>You get to be a part of something that not all people get to participate in.</p> <p>Everything.</p> <p>It was that I have learned my subjects.</p> <p>The best part about being a Rising Star is that I learn new things.</p> <p>That I got a chance to be part of fun field trips.</p> <p>Knowing that I'm being rewarded for my hard work.</p> <p>We had fun and we learned a lot.</p> <p>That our teacher caught us learning and we took a little time off from school.</p> <p>That I was being good and I worked really hard.</p> <p>It's great because I know that I did good.</p> <p>To go on a field trip and to be a good student.</p> <p>Knowing that I was being good and doing good, and the field trip.</p>
Edison	<p>to learn more things on the field trip.</p> <p>The best part is you get to learn more facts. You also get to discover interesting things.</p> <p>Because it was just a couple of people that were being good. It makes me feel like a good student.</p> <p>I felt happy to go</p> <p>I felt very good inside.</p> <p>The best part of being a rising star is that I love field trips</p> <p>It was so exciting that I was picked to go to the field trip.</p> <p>That we saw a movie.</p> <p>You get to go on a field trip.</p> <p>Going on a boat.</p> <p>The best part about being a Rising Star is that we went on a field trip and had fun.</p> <p>Doing science.</p> <p>I proved I was being good at school.</p> <p>To have a wonderful time and enjoy the field trip.</p> <p>The best part about being a Rising Star is that you get to go on field trips.</p> <p>The best part was that the museum had so many games that you can learn from it talking about animals.</p> <p>The best part about being a Rising Star is when they pick us for a field trip and studying (?) hard.</p> <p>That you could go on field trips.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Edison	<p>Working really hard and trying to get perfect attendance.</p> <p>Of going to nice museums and learning something new I haven't learned before.</p> <p>The best part was when we got to go on the field trips and learn a lot.</p> <p>It was great to be a Rising Star.</p> <p>I got to go on field trips and learn new things.</p> <p>That you get to go on field trips and learn interesting things.</p> <p>To realize how many kids were good and to earn going on a field trip.</p> <p>What I like about Catch a Rising Star is that I went on two field trips.</p> <p>I liked every single thing about the Air and Space Museum, as well as the zoo.</p> <p>You get to go on fun field trips.</p> <p>You can go on different field trips.</p> <p>The best part was that we got to go on a field trip. At last we feel proud of ourselves and we have fun!</p> <p>Was when you get to go to field trips and learn about almost everything in the museum</p> <p>You get to go on field trips.</p> <p>I got to go. I got to go see animals. I got to learn.</p> <p>Going on field trips with my friends.</p> <p>We got to go on a field trip.</p> <p>Because I could go on a lot of field trips.</p> <p>It was cool to go.</p> <p>Everything was good.</p> <p>Learning about some cool things.</p> <p>Knowing that I went because I earned it and I guess because I deserve it.</p> <p>The field trip.</p> <p>That I went on the trip and had friends go with me.</p> <p>That we got to go on a field trip, but a fun one.</p> <p>Going on the field trip.</p> <p>That we went on a field trip!!!</p> <p>You get a field trip.</p> <p>That we go on field trips.</p> <p>The things at (?) we see in the Rising Star.</p> <p>That we got to go on field trips for doing something well in school.</p> <p>That we use some things in the Navy.</p> <p>Getting awards.</p> <p>That I'm a role model for other students.</p> <p>That they picked me.</p> <p>That you get to learn new things.</p> <p>Going on the field trip.</p> <p>That we went to fun places.</p> <p>The best part about being a Rising Star was that I learned different things and because we went to different parts and places.</p> <p>Getting to go on field trips and having fun on field trips.</p> <p>That when you go inside any field trip, talk with your friend.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Edison	That you can go on field trips to learn more about what you're learning. The best part about being a Star is getting to learn about animals, space, artists, and the world. Learning new things, touching an animal at the Birch Aquarium.
Garfield	Going on field trips because it is one of the coolest things at school. Its so fun to go to rising star. Getting chosen to be a Rising Star. That we go to see stuff on the trip. I got to go on the trip. The best part was the feeling of being a Rising Star. It was like I was special because I was responsible. I was proud. Is that we get to go other places that we have never been before. My favorite part is that I got to touch sharks & learned about them. I feel good about going on a field trip every year, and I feel responsible. The best part of the field trip was that I got to know a little bit more about aquatic animals. When we went to the part where you could touch the fish, octopus, lobster, and coral. Getting to feel like I earned the trip to go on. Seeing things I never saw before. I think it was for being known as a good leader, as well as a smart student. The best part of the Birch Aquarium is we got to see the ocean and got to feel a starfish. Learning new stuff Existed because they caught me learning Touching the baby sharks. That you go to fun places and have fun. Being able to go to field trips and learning more things. That we went to a field trip You go on a field trip. Knowing that I was good. Being recognized as a good student in my classroom and being recognized good, too, by the principal and family.
Jackson	The best part for me was seeing new things and I learned more than I ever knew about the harbor and I had a lot of fun. Thank you for having us. It is when we go on field trips for our hard work. Seeing the big plane inside the ship. The best part of being a Rising Star is that I was chosen for being the best behaved in class. You got to go on a field trip. I think it's very fun and you get to study about what place you are going to. I got to see helicopters, sea lions, boats. I thought it was amazing. It tells me that I worked really hard to get a Rising Star and it makes me feel very proud about myself. That it felt like a ride because it was going up and down. Inside the boat. I represented Jackson elementary in front of other schools. Looking at the animals and hanging with my friends and the boat ride. That I learned a lot on the field trips and I 'm still going to behave so I can go to the next Catch a Rising Star student. You feel happy inside yourself.



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
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<i>School</i>	<i>Paraphrased Student Comments</i>
Jackson	<p>You would not be working so much.</p> <p>Nothing.</p> <p>You go to places, fun places.</p> <p>Is just being there.</p> <p>My best rising star is go to whaling ship, that field trip is very fun and cold.</p> <p>Well the best part being a Rising Star is that, it was the 1st time they pick me to go on or so the best part is being Professional.</p> <p>We got to see stuff that was cool and see where they eat at and what they eat in the navy ship and I have never gone to a navy ship.</p> <p>That she picks you because you did something good and you get to have great field trips.</p> <p>The best part about a rising star was having fun and learning.</p> <p>It felt good being chosen as a rising star.</p> <p>That you get to go on a trip for your hard work.</p> <p>That you feel good about yourself and after all your hard work you get something. It helps you do better and try harder at school.</p> <p>When we saw sea lions.</p> <p>That a little of people get a chance and you're one of them.</p> <p>The best part was that you learned more and at the same time it was fun.</p> <p>When we went in a room that we could play and that there was a tornado play thingy.</p> <p>The best part is that I had fun and I went.</p> <p>It felt good.</p> <p>We had lots of fun.</p> <p>When I went to the Birch Aquarium I got to touch the animals in this tank that had the sea animals. When I went to the Air and Space Museum I learned about airplanes.</p> <p>You get to go on fun trips, it's a privilege, it's fun, and you get to do fun and exciting things!</p> <p>It was fun to go on field trips.</p> <p>The behavior.</p> <p>I got to have fun and learn a lot of new things.</p> <p>Knowing that I was a good student.</p> <p>That you have lots of fun on the field trips.</p> <p>The best part was going to the field trip and learning a lot about light and switch.</p> <p>That I learn!</p> <p>I learned about boat in a war.</p> <p>Getting to go on the field trip.</p> <p>going on a field trip for doing hard in school.</p> <p>The best part was when we drive the boat for fack[?] and when we go in the jet.</p> <p>I got to go on the field trip.</p> <p>That we saw things and we learned. It was fun.</p> <p>You get to go to many field trips to learn and to see what happened a long time ago.</p> <p>You got to learn about a long time ago and what happened.</p> <p>It was fun.</p> <p>The best part of being a Rising Star is that I got to talk with other students of other classes.</p> <p>When I got to go to Legoland California.</p> <p>The best part is knowing that I learn a lot and get to go to the catch a rising star field trip.</p>



**2007 CATCH A RISING STAR STUDENT SURVEY RESPONSES TO:
What was the BEST part about being a Rising Star?
(Page 8 of 8)**

<i>School</i>	<i>Paraphrased Student Comments</i>
Jackson	<p>I want to keep on doing my work. And when school gets hard I don't walk away.</p> <p>Sometimes we could touch the paints and in one paint I touch it and it felt like pearls.</p> <p>I got to learn about animals.</p> <p>You have fun in the trip. They give you facts. You see interesting stuff.</p> <p>That I was trying my best to be a rising star.</p> <p>Seeing the seals and the Navy.</p> <p>The garden.</p> <p>I got to see cool things and I like the wind blowing in my face on the boat and the others were really fun and interesting.</p>
Kimbrough	<p>That it was fun and there were interesting things.</p> <p>Feeling your success and achievement.</p> <p>The best part about being a Rising Star is knowing people and going on field trips.</p> <p>The best thing about being a Rising Star is that when you work hard, you can accomplish anything.</p> <p>Going on the boat with people and teachers.</p> <p>Petco Park/Padres and museum</p> <p>Everything was the best part for me.</p> <p>Being chosen to be a rising star and going on a field trip, learning more things about the Padres and how they use white (wear?) pants and share (?) drink (?).</p> <p>Being chosen to the field trip because of learning things about the Padres</p> <p>Being chosen to go to the field trips. Because we see the Padres practice in the field drill and learn were thing of the Padres.</p> <p>The best thing was that the field trips were fun and interesting with our counselor.</p> <p>That I was chosen to go to a field trip.</p> <p>You could go on field trips and it's a privilege.</p> <p>Knowing that you get chosen for doing a good deed in school</p> <p>I could go to field trips like cool stuff.</p> <p>Knowing you got chosen for doing a good deed in school.</p> <p>We meet other kids from different classes also we learned about different things.</p> <p>The best part was when we saw the seals and when we passed the Coronado bridge.</p> <p>Getting to see the seals.</p> <p>The best part about being a rising star is going on field trips.</p> <p>You get to go on field trips and you represent your school.</p> <p>The best part about being a rising star is that you do your work for a reward.</p> <p>All the field trips. And how much I learned.</p> <p>You get to go on field trips, fun field trips but not only fun, but you learn more than you think you're learning.</p> <p>That you get to go on field trips and learn more.</p> <p>Going on field trips and solving problems.</p> <p>That we got to go on field trips.</p> <p>The best part about being a Rising Star is that I study more than ever.</p> <p>Going on a field trip and learning.</p> <p>The best part was when I saw the sea lions in the ocean.</p> <p>Being chosen to go.</p>