Palo Alto High School

FINAL REPORT

2006-2007

Palo Alto Unified School District

GOAL 1: Our school community will provide students with skill development and knowledge relating to post-secondary options, such as career options, technical training, travel, community service, and higher education. (ALIGNED TO PAUSD STRATEGIC GOAL 1a and 1)

TASK 1: Investigate means of building teacher capacity to align instructional practices with ESLRs and District/State content standards.

(AQ): What conclusions were reached as a result of the investigation? What plans have been developed to build teacher capacity?

Science

In the sciences, several curricular and instructional changes were made that have had a direct effect on student learning. Incoming 9th graders with weak reading and math skills postponed entering Biology during their freshman year and took Introduction to Chemistry and Physics. In Biology, students have been heterogeneously grouped so that students of all ability levels are found in each class. This has provided the opportunity for more highly achieving students to serve as mentors and peer tutors. In addition, the new Biology textbook includes both online and digital resources that have provided additional support for all students. By meeting weekly, the Biology teachers have paced their instruction and developed common assessments that have given them the opportunity to analyze student work across all classes. In the classroom, teachers have focused on differentiated instruction and other instructional strategies that have increased the options for learning for all Biology students. Teachers have combined whole-group, small group and individual instructional strategies to meet their students "readiness" levels, learning preferences and interests. Teachers are planning to continue to integrate more differentiated instructional strategies to improve the success of all students.

In our 2005-2006 report last year, the quote from Tom Luce, Assistant Secretary for the Office of Planning, Evaluation and Policy Development in the US Department of Education, that "…everybody needs a foundation in math and science" prompted the Science department to make some major changes in Biology, Chemistry and Physics so that all students might have equal opportunity and access to all the pathways we offered in Science.

Based on an analysis of student needs and the changes to the Biology program, Intro to Science was dropped for the 2007-2008 school year. This pilot course was designed to focus on specific reading, writing and communication skills used in science. The course was heavily focused on the metric system (mass, length, volume, temperature and density) and the method of dimensional analysis as an aid in conversion of units and problem solving. Only 27 out of 442 entering freshman were initially placed into the class and the attrition rate from the class was very high. Students in Intro-Science demonstrated very low math processing skills (some were taking Algebra 1.1 for the first time), many had no concrete understanding of the basic concepts (such as relating the mass of 1 gram to the mass of a paper clip, or of bigness versus smallness in decimal conversion), and many read below grade level. Students required one-on-one attention and classroom aides were absolutely essential to help with instruction. Midway through the first quarter, it became clear that teachers needed to reconsider who took Intro to Science. After many departmental discussions and conversations with SPED teachers, it was decided to drop the pilot. Although Intro to Science students showed gains in Math and classroom readiness to work in a lab situation much later in the year, unlike Biology, there was a void of strong role models for peer tutoring or student leadership. Consequently, the department recommends a direct selection of incoming freshman into Literacy and/or Study Skills courses in lieu of a science course. Unless math and literacy skills can be acquired and reinforced for these students,

they have little chance for success in any course, science, math or otherwise, particularly when grouped together in one class.

In Chemistry, the transition from Chemistry 1/A to the Chemistry A/AC sequence has produced some positive results; however, it has also raised some concerns. Comparing statistics gathered from students enrolled in the new course configurations of 2006-2007 to those of the 2005-2006 year:

1. The number of students enrolled in Chemistry at the end of the first semester went from 223 to 303, an increase of 80 students. Roughly 125 students were enrolled in Chemistry 1 in the 2005-2006 school year. About 60% of those students who would have taken Chemistry 1 in the past are now in Chemistry A.
2. Comparing the percentages of grades for those years, some changes are noted. (See Appendix 1) there are more D's, not unexpected with the increase number of students. However, the percentages of A's and B's varied only slightly.
3. Importantly, all students enrolled in Chem A and Chem AC are receiving a vigorous college prep course, which was the goal of the change. Teachers have met collaboratively on a regular basis to ensure that the sequence and pacing of material, the labs, and the assessments have been consistent from class to class. As expected, the Chem A students required more time to master the key concepts of dimensional analysis and stoichiometry covered first quarter. However, shortly before the end of the first semester, both "A and AC" classes were within 1-2 weeks of each other, depending on the teacher. (Note: At year's end, an informal discussion began as to the merits of dropping the A/AC designation and creating a single heterogeneous class. The discussion will carry into the 2007-2008 year and if it is thought to be a viable alternative, the new designation will begin in 2008-2009).
4. The data also supports the conclusion that math skills correlate strongly with success in Chemistry, and that a student's math level is a good predictor of how the student will fare in a quantitative science. Again, of greater importance is the realization that at least 60% more students now have access to our AP classes (assuming they meet all other prerequisites) than in previous years. This was the goal of the change.

The rate of attrition from the Chemistry A classes has surfaced as a serious problem and raised the issue of the appropriate prerequisites for Chemistry A. In tracking students who dropped the class, it was discovered that many had been originally recommended by their 9th grade Biology teachers for Introduction to Chemistry and Physics because of their low performance in Math. Many of these students upgraded their math over the summer and transferred into Chemistry A several weeks into the school year. Even with tutoring, their math skills were too weak to handle the basic algebra used in stoichiometry and these students were forced to drop the class. As a result, the department has concluded that the prerequisites for Chemistry A should include: *"Completion of Algebra 1 with a grade of "B" or higher or completion of Algebra 1-A with a grade of "C" or higher (by the end of the current school year) and concurrent enrollment in Geometry or Geometry A"*. A probable consequence of this change will be a greater number of students enrolled in Introduction to Chemistry and Physics and, in future years, a mix of both sophomores and juniors in both Chemistry A and AC. The department is also exploring the possibility of enrolling students Physics 1. With its early introduction, students should be able to work with more concrete ideas and would be more able to take real-world, everyday phenomena and relate them to basic math and scientific inquiry.

This year, science also developed the plans to pilot an introductory biotechnology course which will be offered to 32 students for the second semester of 2007-2008. The following is the brief descriptor as it appeared in the course catalogue:

Biotechnology: Theory and Practices
PILOT Semester 11 – 12
Prerequisites: Successful completion of Biology 1A or higher. Successful completion of Chemistry A or AC with a grade of "C" or higher and concurrent enrollment in or prior completion of Physics 1 or A.

Biotechnology is an advanced course in biology that will be laboratory focused. The course will cover topics such as bacterial genetics, recombinant DNA, and protein expression and analysis as well as societal issues arising from this new technology. It will focus on beginning skills useful in the biotechnology industry. This course is a second semester pilot. The course description will be submitted for approval for the UC entrance "g" requirement during the 2007 school year.

Several grant proposals were successfully written to acquire special equipment and consumable materials for the new course. New equipment such as water baths, micro centrifuges, a UV spectrophotometer and a new biological refrigerator are currently on order and will arrive in time to be used not only in Biotech, but also by all other Biology courses.

Science Teachers have invited a variety of guests (an organic chef, an engineer from the Palo Alto Water Treatment Facility, speakers from the Audubon Society, the Paly Green Team, Acterra, Nektar Pharmaceuticals) to expand students' knowledge of post secondary options.

Social Studies
During the 2006-2007 school year, the Social Studies Department continued to build on its previous efforts to work on basic skills needed by all students, regardless of their post-secondary goals. These skills included reading comprehension, writing competence, oral presentations and/or the ability to contribute to group discussions and projects, as well as critical thinking skills. Curriculum maps have been developed at each grade level and the next step will be to develop a comprehensive curriculum map that reflects the work done at each grade level. After experiencing significant turnover of staff in the past several years, the social science teachers recommitted to collaborate on lessons to improve reading comprehension and writing skills. Again, maps were developed and teachers shared best practices in the incorporation of reading and writing skills into the social science curriculum.

The World History team collaborated on every unit in World History to build understanding with the two new teachers and to discuss ways to teach and assess student comprehension. Teachers in AP Psychology and Economics developed lessons specifically designed to help students learn how to make inferences beyond the literal content of their reading. In US History, oral exams and primary document research projects were used to ensure that students have moved beyond reading the text and remembering dates.

Teachers in Social Science are also using projects that require students to use critical thinking skills. These skills require that students analyze and synthesize information gathered from observation or experience to problem solve, reflect on their own values, and to effectively contribute to a group. These projects include a team of teachers who are using alternative methods, such as poster projects and oral presentations, to assess student work. An outgrowth of this project is the contemplation of a senior poster project which serves as a capstone demonstration of critical thinking skills. They offered an integrated Senior AP Psych/Econ poster. Overall it worked well, giving some students the opportunity to blend their understanding of the two subjects. They did learn more about each other's projects and expectations and believe they will be able to improve on the projects next year.

In order to ensure that everyone is aware of the work that is being done and how it affects student work, the Social Studies Department is using InClass as a department resource to share their curriculum maps.

World Languages

In 2006-2007, the World Language Department continued its work to revise all course descriptions by revising the Spanish Language 4 AP course of study. Teachers have committed to continue their work on course description during the summer of 2008. The World Language teachers have developed common units and assessments in several courses that will provide students with greater access to a common curriculum with common standards. These units include skill development and real world cultural lessons.

Visual and Performing Arts

The Visual and Performing Arts Department has a long-standing history of incorporating information on careers and post secondary options into its curriculum and instruction. Virtually every course in the department contains activities and exercises where students can see relationships to post secondary career options. In digital film courses, students learn technical skills that are current to professional filmmaking. They analyze technique and artistry through teacher-guided screenings of a wide variety of historically significant and modern films and then employ those techniques in their own compositions. Students are informed of post secondary opportunities in filmmaking and many are guided toward those paths for further study beyond high school. Summer workshops and enrichments are also encouraged. To walk into the room, one is immediately reminded of the potential career options related to the course as the walls are covered with countless posters of important films through the years and also with those of various colleges offering programs in film making.

In the visual arts, students are given skills and training that allow them to choose from a wide variety of media. The Art Spectrum classes begin the pathway of courses that include advanced sculpture, painting, drawing, and graphic design. All of these courses are taught by practicing artists who show the students potential pathways to post secondary study or careers in art. Guest speakers and artists are often enlisted to speak to or work with students. In the Artist in Residence program in the advanced sculpture department, a professional artist works with students on a daily basis in glass blowing, bronze casting and clay sculpture.

Theatre students are given opportunities to work in productions similar to those in the professional theater realm. In addition, there are opportunities to take part in stage tech work where students learn set building and other vocational skills. All activities in the department are aligned with current practices in college programs and professional theater.

In both Instrumental and Choral Music, students are continually exposed to a professional standard of performance. Recordings of professional and college ensembles are used as examples to help students gauge their own work and understand the established expectations for professional performances. Discussions of the performances, including the technical musical aspects and who is performing, connects students to these professional and college performers as colleagues performing the same music. Through these exercises, students become aware of the variety of college programs in music and the professional opportunities available. Annually, Jazz Band students are given the opportunity to perform with a professional jazz musician in the annual guest artist program. The most valuable time in this process is generally the rehearsal/discussion time when the students are able to ask questions of the performer and gain further insight into life as a professional musician. Several times a year, guest groups from local colleges perform and join the Paly choirs to provide students with a clear vision of opportunities to participate in choral programs beyond high school. Music Theory students use current digital technology in composition of pieces which is in keeping with current professional composing and arranging practice.

English

Members of the English Department have focused on improving their use of technology to support instruction. English teachers are participating in the InClass laptop acquisition program (a laptop in

exchange for using InClass) and the entire department in now in a three-year refresh cycle for upgraded laptops. Ninety percent of the department uses InClass to communicate with students and families. Upgraded computers have been secured for the English Lab and there are plans to secure a wireless lab for the department. The iMac and InDesign upgrade is mostly complete.

TASK 2: Implement instructional units and activities in all departments to address research skills as the "skill of the year" and continue activities relating to time management and self-advocacy.

(AQ): What instructional units and activities were implemented? What assistance was provided to departments in their efforts to implement these units and activities?

Science

Scientific investigation and research is a cornerstone of every science class at Paly and students use investigative skills routinely. Over the past 4 years, elementary and middle school science teachers have been training with PS3 (Partnership for Student Success in Science) in which an "inquiry learning model" is used to teach science. As these students matriculate to Paly, they will be more familiar with scientific inquiry. The Science Department is currently discussing the feasibility of building on these skills by incorporating scientific research into 9th and 10th grade classes and culminating with a long term research project in the 11th grade.

"Science Research Projects" has become an active virtual online class through InClass. Posted on InClass are a series of articles, Internet links and tutorials that coach students through the process of developing and writing a mock science journal article. The purpose of the article is to sum up students research experience in an authentic manner and to provide them with an opportunity to communicate with their mentors about scientific writing.

The Science Department recognizes that there are other foundation skills that students need in order to be successful in higher order skills such as research. Time management is still a big issue with all students. Teachers have found that InClass has enabled them to post study guides, worksheets, assignment due dates and grades online. Both students and their parents have 24-hour access to this information and it has helped some students keep abreast of their schoolwork. In Biology, teachers have shared literacy strategies for students. When students are assigned textbook reading, they know that they are to take notes, make a graphic organizer (such as a Venn diagram or KWL chart), or answer a specific question or set of questions. Teachers have also continued to teach the use of scientific writing for lab reports and classroom papers. InClass continues to be a way for students to keep track of topics covered, weekly class schedules, the average length of homework assignments and due dates for assignments and assessments.

English

The English department emphasizes 'workplace documents' mainly through its journalism programs and its research units. The journalism classes require students to read a range of 'real world' documents such as product reviews, government documents and manuals, and practice writing evaluative critiques of everything from government policy to music recordings. With the increase of sections of Advanced Journalism and the creation of the Sports Magazine class, we are able to enroll more of the student body. Between Beginning Journalism and the Advanced Journalism productions, we have around 340 students enrolled in classes. However, the continued growth of the journalism program presents a challenge for the goal of using the computer labs for drafting in the ninth and tenth grade classes. The English Lab will be used periods 5-7 by production staffs, making the lab inaccessible in the afternoon. We hope to have a wireless lab available to ease this burden.

To further streamline its practices, the English Department is working on taking the information from each individual course description and creating a four-year matrix of information. Each department

meeting this year concluded with a 15-minute sharing of a "best practice" from a different teacher each time. Examples of shared practices included: organizational and closure strategies, reader's theater techniques and reading strategies, creating a course outline with student input. The SOS survey results indicate success and growth in this area. More than half the teachers "Sometimes, Frequently or Always" indicate how long an assignment will take, an increase over the previous two years. Eighty percent of students say that their homework assignments "Sometimes, Frequently or Always" prepare them for tests and exams. The majority of students (800 out of 1106) feel that the academic challenge in their English class is "about right." Ninety percent of the English department (18 out of 20 teachers) uses InClass to communicate with families. Those who did not provided printed calendars, syllabi and reading schedules on a regular basis. We have used department meeting and collaboration time to meet with grade level colleagues and assure that all teachers are giving similar amounts of work. We have also stepped-up our efforts to check-in with students about how long assignments take.

The English and Social Studies departments met during the February 16th Staff Development Day to work on a scope and sequence of skills and assignments. The departments agreed to develop a common Style Guide and settled on the MLA Style Guide. The proposal is to use this style guide in ninth and tenth grade, with the expectation that students might then use such computer-generated style guides as "NoodleTools.com." In break out groups, department members generated notes on assignments and required skills by grade level. The notes have not yet been put together into one document. More time is needed for the English and Social Studies ISs to work on this project. The departments will also need follow up time to review and make additions to the document once completed.

In 2006-2007, Turnitin.com, a plagiarism identification program, was purchased for the site and was used by all the teachers in the English department. The incidents of plagiarism seemed to be down, although according to SASI discipline records, there were six instances of the kinds of plagiarism turnitin.com looks for during the first semester of last year, and there were five during the same period this year. More data is needed to make a final determination. Teachers in the department agree that they have had improved discussions with students about authentic work with the use of the electronic tool.

Within the department, teachers are interested in finding a diagnostic test that can be administered to ninth graders to assess student needs. After this initial information and data gathering, the ninth grade teachers will collaborate and identify three specific areas for instruction for that grade level that would be the main focus of grammar instruction for the year, in addition to any other areas that need to be addressed as issues arise during the course of the year. The English Department Study Group is also doing some research on successful strategies for grammar instruction to apply to our ninth and tenth grade curriculum.

TASK 3: Gather evidence of progress and evaluate efforts related to this goal through departments and the Teacher Advisor Program.

(AQ): What evidence was gathered? What were the findings of the evaluation of efforts related to this goal?

Math

The math department is interested in a district investigation of a "gap year" program in high school during which students can work, perhaps even be apprenticed, and then return to high school in a work-study program as they work toward their high school diploma. Such a work experience could be a foothold into a college or work program. In addition, to support such a program, students could be granted a 5th year in the high school.

In the meantime, we continue to explore ways to expand the long-sight of our at-risk students in the Alg 1.1 and Alg 1.2 courses through an individual exploration of strengths and interests and their relationship to careers.

This year our "long-sight" work with our Alg 1.1 and Alg 1.2 students has been individualized. We've worked on helping these students build their relationships and interactions with others into support for a safe environment, and then have expanded that perspective into thinking about what is needed for course completion. Finally, we have begun the conversation about graduation requirements. This year, the individuals in these courses are much more shortsighted than they have been in the past and the building of "long-sight" is in its initial stage.

World Languages

There were two new courses offer during the 2006-2007 school year. The options were Chinese 1 and AP Japanese Language and Culture. The World Languages Department also emphasized enrichment activities. A few examples of this include: a Spanish camp (March 2-4, 2007), China/Japan Capital Trip (March 30-April 8, 2007), and a Chinese Institute for students and teachers (June 25-July 20, 2007). This area is one that our department discusses at length and we are trying to develop more units in this area and lesson plans that will incorporate students' understanding of their target cultures and how they can successfully interact with their counterparts in those countries.

GOAL 2: ***Our school community will work together to improve the academic performance of underrepresented minority students, specifically to reduce the achievement gap. (ALIGNED TO PAUSD STRATEGIC GOALS 1b and 1d)***

TASK 1: Implement original recommendations of the Achievement Gap Task Force plus new leadership team recommendations including:

1a. All teachers demonstrate the identified effective teaching strategies for closing the Achievement Gap.
1b. Examine data on new students of color and update current student data.
1c. Analyze our "at-risk" database to identify strengths and/or weaknesses of current intervention strategies for underrepresented minority students.
1d. Initiate student/staff conversations around the topic of "dis-identification," poor attendance, and academic challenges and success for underrepresented minorities.
1e. Review and enforce attendance policy for all students, including monitoring attendance, parent communication, and administrative support.
1f. Continue to develop and use Elements of Instruction (EOI), TESSA Equity System, and AVID teaching strategies (e.g. time management tools, Cornell note taking) across all discipline areas to help assure greater access to all curriculum and increase student achievement.
1g. Increase efforts to involve under-represented students in all areas of Paly life.
1h. Create a comprehensive, staff-driven Staff Development program.
1i. Work with the Special Education staff on differentiated instruction.
1j. Use "Cruncher" to disaggregate data and improve instructional practices.

(AQ): What recommendations of the Achievement Gap Task Force were implemented? What were the results of the implementation of these recommendations? Were plans for additional programs developed or changes in existing programs suggested? Was a Staff Development Program established? What activities were offered?

Attendance

This year, the school's administration developed more assertive protocols to address the school's attendance policies and to reinforce the importance of good attendance and punctuality with students and parents and its relationship to academic success. Jerry Berkson, TOSA and Dean, closely monitored student truancies and implemented several steps in the process of addressing students who were habitually truant. In addition to the regular phone calls home for absences, parents were contacted at the 3rd and 4th cuts in a specific class. According to the current school policy, students are dropped from a class after the 5th cut. By tightening up the monitoring of attendance and involving parents earlier in the process, the number of students with habitual truancy problems classes has decreased.

Professional Development Plan

In response to the need to develop a comprehensive professional development plan for its teachers, Paly implemented the concept of "training cadres" or groups of teachers with a specific common goal for their own professional development (see following hand-out). Based on teacher responses, a full professional development calendar was developed that included designated times for teacher collaboration and trainings. The calendar is included below. The professional development plan for Paly provided teachers with embedded time during the school day for focused collaboration with their colleagues. In addition, teachers were given the opportunity to participate in structured workshops on various topics such as: Assessment, Reading Strategies, Technology in the Differentiated Instruction, and Writing Strategies.

PALO ALTO HIGH SCHOOL TRAINING CADRE PROPOSAL
2006-2007

WHY A TRAINING CADRE?

PAUSD teachers are always looking for professional growth opportunities. Some want to learn more about their subject area, some learn administrative skills and take on new roles. Others might want to take on an instructional initiative or work on a school reform topic and teach that skill or concept to the school. Developing a cadre of trainers within a building who can effectively teach their colleagues is essential to a strong professional learning community.

WHO WOULD BE IN THE CADRE?

A select group of teachers who have an interest in adult learning and staff development, who are interested in furthering the educational objectives/goals of Palo Alto HS and are willing to design and present learning opportunities to their colleagues.

WHEN WOULD THE CADRE MEET?

Four 3-hour after-school 'training the trainer' sessions will take place in the fall semester of 2006. One per month - September, October, November, January. Most likely 3:30pm-6:30pm sessions to be held on the Paly Campus. Specific dates would be determined once the cadre was created. Teacher trainer-led presentations, facilitation of study groups, trainings on staff development days or in staff meetings will take place during the spring semester of 2007.

WHAT CONTENT COULD THE CADRE MEMBERS PRESENT?

Cadre members will come with a key content in mind that they will want to present on when the sessions are done. Key topics include but are not limited to:

- New teacher mentoring
- Differentiation
- Reading across the content areas
- TESA
- Technology in the classroom

WHAT WILL THE CADRE LEARN DURING THE TRAINING SESSIONS?

Cadre members will use their chosen content to drive their learning of staff development skills. They will attend four sessions on training and do readings and presentation design between sessions. Key topics will include:

- Effective Staff Development – What does it look like?
- Adult learning theory – How does it differ from work with students?
- Elements of Instructional Design for Effective Trainings
- Strategies that Engage Adult Learners
- Change Theory – Why Adults Won't Change
- Presentation Skills and Trainer Traps
- Facilitating Learning Groups

WHAT WILL CADRE MEMBERS DO IN THE SPRING OF 2007?

In the spring, cadre members will work one-on-one with Jennifer to design either a short training for the whole staff, a series of afternoon sessions, or collaboration meetings. The presentations will be reviewed by Chuck Merritt, who will assist in scheduling the training opportunities.

WHAT WILL CADRE MEMBERS RECEIVE AS COMPENSATION FOR THEIR INVOLVEMENT? UNITS? A STIPEND?

Cadre members will receive <u>one</u> unit for their full participation in the four fall sessions and $500 for designing and presenting on a given topic during the spring semester. The length of a given training and how it is compensated will be determined at a later date.

HOW DO YOU BECOME INVOLVED?

E-mail Chuck Merritt to indicate your interest. We are hoping to have the cadre together for an orientation before the end of school this year. It will give cadre members an opportunity to begin research on a given topic, etc.

PAHS PROFESSIONAL DEVELOPMENT
2006-2007 CALENDAR

STAFF DEVELOPMENT DAYS

TUESDAY, SEPTEMBER 5	
AM All Paly staff	*PM Departments*
Camp Everytown Mandated Reporting Epi-Pen Training Sexual Harassment Recommendation Writing	Give copy of department staff development plan to Carolyn Benfield

TUESDAY, OCTOBER 3	
AM All PAUSD staff	*PM PAUSD by Departments*
The World is Flat – future global connections to the curriculum	Planned by steering committees

THURSDAY, FEBRUARY 16	
AM All Paly staff	*PM Departments*
Denise Pope on the Student Engagement. Extra time for department collaboration	Give copy of department staff development plan to Carolyn Benfield

COLLABORATION
PROFESSIONAL DEVELOPMENT
REQUIRED FOR ALL STAFF

1st SEMESTER *7:45-8:40am*	**2nd SEMESTER** *2:15-3:15pm*
September 21 October 19 November 2 November 16	February 15 March 8 ~~March 22~~ April 12 ~~April 12~~ May 10

Mini-courses below are 4 sessions long, offered each semester except for Differentiated Instruction (FALL only)

Assessment
AVID Support
Differentiated Instruction
Difficult Conversations
First Aid/CPR
InClass Techniques
Microsoft Office
New Teachers
Reading Strategies
Technology in the Classroom
Writing Strategies

DEPARTMENT COLLABORATION

1st SEMESTER *7:45-8:40am*	**2nd SEMESTER** *2:15-3:15pm*
August 24 December 7 January 4 January 18	May 10 June 7

Math

Suz Antink observed and recorded math teachers demonstrating a variety of strategies with under-represented minority students such as Equitable Distribution of Response Opportunities, critical feedback, proximity, courtesy, personal interest, individual help, wait time, delving or scaffolding, acceptance of feelings and higher-level questioning. The math Department established an after-school Math Drop In program that created a one-to-one match-up of any type of mentoring student with a math-needy student of any background. This was housed in a classroom adjacent to the Math Resource Center and was managed by a math teacher. Funding for this drop-in program that teachers have managed was found for this year. It has had limited success. The number of students served has ranged from 1 to 7 on any given day, but the numbers dwindled as the year progressed. The majority of students helped were in Geometry and Geom A. The Alg 1.1 students showed up only when specifically directed to so by their classroom teacher (and required a signature). Occasionally some Alg 2 and Pre-Calc students would attend.

English

The department continued to work with under-represented minority students on a case-by-case basis, encouraging students to move into the advanced sections when appropriate and offering additional help when moved into those sections. We had two sections of Facing History and Ourselves this year and have enough sign ups for a third section in the 2007-2008 school year. Five of the department's twenty teachers participated in training related to the Achievement Gap, including E=E, EOI and Camp Everytown.

Social Studies

David Rapaport continued to integrate the use of technology and doing research on "real" documents allowing underrepresented minorities and all students to be more engaged in class. David was able to successfully build the skills and knowledge of a few of his under achieving students with his " Costello" project by having them create their own textbook based on good solid research work. In Ethnic Studies, students produced an "audio documentary" allowing them an opportunity to select and follow a topic of their choosing. This allowed them the chance to explain the classwide thesis of perception vs. reality. Now in its second incarnation, it gives students more control and buy-in to the topics of race and ethnicity. While the pieces seem very interesting and topical, several students of color have expressed some frustration in "teaching themselves" and have asked for more direct instruction to allow them to "learn more". Hopefully, the teacher/student dialog will create more valuable classroom experience in addition to raising achievement. We plan to seek out and present guest speakers in order to offer important real-world connections to students in order for students to see how our curriculum is used in the outside world.

Real world experiences also allow students to see that individuals do make a difference in the world today. A holocaust survivor came and spoke of her experiences in Auschwitz to a lunchtime assembly. George McGovern provided frank answers about current war in Iraq and other political questions. Strawberry farmer, Ernie Farley, spoke about shifting incentives and struggles of working in a very competitive market. A high tech professional and Muslim came and spoke to the 9th grade classes on Islam and fundamentalism—answering questions about the faith. Two stockbrokers helped with a business simulation. The students felt that they were one of the best parts of the simulation because they brought the real world into the class. A brain researcher from Stanford spoke to AP Psych classes regarding the brain.

TASK 2: Increase the overall cumulative grade point average (GPA) of our underrepresented minority students by 20 –25%.

(AQ): What increase in the cumulative GPA of these students was achieved?

The cumulative GPAs for Latino and African American students over the last three years are summarized in the table below. Although there was a decrease in both groups during 2005-2006, the cumulative GPAs rose for both groups and exceeded the average GPA for each group in 2004-2005.

Student Group	2004-2005	2005-2006	2006-2007
Latino	2.62 (117 students)	2.41 (123 students)	2.70 (128 students)
African American	2.58 (81 students)	2.29 (92 students)	2.65 (86 students)

In the sciences, student scores from the 2006-2007 STAR testing season will provide baseline data for the department to observe improvement trends from the overall course changes made this year.

Some disaggregate data was obtained for under-represented minorities in Science. As of March 2007:

- Biology A classes had 45 under-represented minorities. Of this group 73% were earning grades of "C" or lower.
- In the Intro classes (both science and chem/physics), of the 37 under-represented minorities, 78% were earning "Cs" or lower.
- In Chemistry A and AC, 19 under-represented minorities were enrolled, 58% were earning "Cs" or lower.
- In Physics 1, 30 under-represented minorities were enrolled, 43% were earning "Cs" or lower.
- In a combination of all advanced placement sciences and the elective classes, only 25 under-represented minorities were enrolled, 52% were earning "Cs" or lower.
- 42 under-represented minority seniors were scheduled to graduate in June 2007. Of that group, 4 had only one year of science, 10 had 2 years, 15 had 3 years, 7 had 4 years and 2 had not successfully passed one science class.

This was another "lens" from which to observe the progress of under-represented minorities in science. No conclusions can be made at this early stage, but it is hoped that with the changes made in the sequence of science courses, that an increase in the numbers, the grades and the years enrolled in science will be significant for these students in particular. 2007 STAR test scores will also provide data and insight into how effective the curricular changes have been for all students.

Visual and Performing Arts

In this year's gathering of data, it has become evident that there still exists an achievement gap in some of the VPA courses. There are, however, some bright spots where these students are achieving at grade level or better. Overall enrollment of under-represented minority students in the department is still low.

In beginning choir, a minority student received the only sub-B grade. In instrumental this year, there was only one African American student whose performance was quite low. Although this was not necessarily a representative model as this was a new student to the school who moved away before the end of the year.

Hispanic students in the instrumental music department (seven students from three families) all performed at grade level or better, all receiving A's. One student in this group required special attention at the beginning of the year, and then made a major jump in maturity and performance leading to the above-mentioned end. The strong family connection played a major role in this student's improvement.

Results from Digital Film, although deemed by the instructor to show a gap, actually showed that the grade break down for the under-represented minorities paralleled that of the rest of the class. Here is the breakdown:

- Total number of students: 30
- African American students: 3
- Hispanic students: 2
- Grade breakdown for the class: 24-A; 6-B
- African Americans: 2-A; 1-B
- Hispanics: 1-A; 1-B

Results are still pending from Art Spectrum, which should give a good picture of achievement in a course which contains a better demographic cross-section of enrollment.

Efforts are definitely being made in this goal, however. If anything, there is more open discussion about the goal and we are going to continue to gather data from year to year and to continue to make improvements as we go. This is not a goal that can be attained in one year and then chalked up as "done." It literally requires a lifelong awareness and effort.

TASK 3: Increase the numbers of underrepresented minority students in advanced level core academic classes by 10%.

(AQ): What increase in the number of minority students in these classes was achieved?

English

We were unable to make significant progress in this area. We have generated a lengthy list of the kind of data we would like to have the district generate for us. The English Department Study group will spend time during the summer researching and looking for models that would help inform us about what we are doing well and what might work better for all our students.

As already noted, the department still has concerns over its curricular organization and delivery because of the appearance that with each passing grade level, the gap between college-prep and honors English widens significantly, causing students who want to up-lane past 9th grade to have an increasingly difficult time. We recognize that it is still a near-impossible leap for a college-prep student to move to honors at the 11th or 12th grade for the first time. The demographic make-up of our Reading Support and college-prep classes continue to concern us, as these students are increasingly under-represented minority and male. The department perceives that non-under-represented minority students and socially high-achieving girls are pushing themselves into the honors level of 9th and 10th grade English because of the students' perception that Exploratory Thinking is a breeding-ground for behavior problems and a 'remedial' class. Teachers at this level notice that without the handful of strong non-honors students the class does in fact require more concrete skill building and less time for higher order thinking and problem solving opportunities. Concurrently, teachers in the honors classes are finding that the handful of students that would be better suited as the stronger college-prep students are highly-stressed and intimidated in the honors setting and require a great deal of hand-holding on most tasks. The English Department Study group hopes to find some alternative methods of organization and instruction that might help eradicate this issue over time. Because of the immense amount of time this kind of research takes, only a handful of department members are working on this during their own time. We would welcome any opportunity to spend more time looking at the data around this issue and researching models that could inform improvement for us.

Math

Results in this area have been disappointing for the Math Department and we continue to strive to make gains here. The main challenge has been the preparation of this group of students. We now have all three middle schools on board with a Kid by Kid focus to support their success through the initial laning processes. We hope to see our numbers improve in the future.

TASK 4: Have 30% of each department participate in at least one diversity and equity training.

(AQ): What training opportunities were provided for the staff? What levels of participation were achieved?

Khalid Hussein's *Kite Runner*, a story about the lives of two young boys in Afghanistan and America, was taught with great success in the senior year World Literature and Classics classes to fill the gap of Middle-Eastern literature. Firoozeh Dumas' *Funny in Farsi* was also piloted in American Writers of Color and Analysis of the Writers Craft, in conjunction with a week of discussions with the author through a partnership with the Palo Alto Public Libraries. We continue to examine writers of color, and women writers, for addition to the ninth grade curriculum. If Women Writers does not build back up to two full sections every year over the next two years, the teacher will recommend finding other courses in which to place those books and no longer offer the class.

All of the Temp and Prob 1 and 2 teachers attended the required diversity training through the district.

TASK 5: Host meetings designed to engage greater representation and participation of the underrepresented parent community. Increase outreach to parent communities.

(AQ): What events were held? Who attended? What strategies were used to solicit parent attendance at these events? What issues were discussed?

Math

Math department members have continued to participate in the administratively designed dinner meetings. In addition, the under-represented parent community and the math teachers have been forging closer relationships through parent meetings and e-mail communication initiated by both parents and by teachers. In other words, our parent community has become more pro-active and receptive, and our math teachers have been more cognizant of keeping that relationship current.

Visual and Performing Arts

The Paly music booster group has two branches: the Music Boosters and the Flea Market. Although currently the booster board leadership is primarily Caucasian, all parents of the program get involved in helping with the program in some way. There has been inclusion across all of the parent populations as has been evidenced by volunteer forms which have been turned in and documented participation at events.

TASK 6: Monitor the progress of students identified as reading, writing and doing math below grade level.

(AQ): What conclusions about the effectiveness of current curricular organization and delivery were reached as a result of monitoring the progress of these students? What plans have been developed to facilitate improvement in the progress of students reading, writing and doing math below grade level?

English

Using the Degrees of Reading Power (DRP), one-minute timed readings and other assessments, we determined that all students enrolled in the Reading program improved their reading scores, with the majority reading at grade level standards by the end of the year. Those who were still below grade level are offered to continue the course the following year. David Cohen moved his Reading classes into the Tower Building this year to be closer to the other support services (Study Skills, Guidance, Administration, Adolescent Counseling Services). Many teachers in the department used Cruncher to look at the reading profile of an entire class to inform curricular choices.

The English Department continues to feel that its current curricular organization and delivery is effective for students reading below grade level. In college-prep classes, teachers employ a variety of strategies and assessments to maximize student success. Teachers use the methodology of the Elements of Instruction among others to reach all students. In addition, David Cohen, through our Reading class, has contributed to schoolwide improvement in the data management for all students in a variety of support services and classes. David sends out monthly SMART e-mails that advocate cross-curricular reading strategies for use in all classrooms. In addition, the department continues to look for vocabulary books for the 9th grade; vocabulary development is widely considered one of the most important elements of advancing reading abilities. Our growing emphasis on real-world research skills, which moves beyond just documentation methods to evaluating and analyzing sources for validity and usefulness, will continue to help all students with reading comprehension skills and critical thinking skills.

We still feel that there are a number of concerns in the area of Reading. First, some students who are recommended to take Reading coming out of the middle school do not choose to do so, or are not properly assessed. Second, although David Cohen makes great efforts to communicate with and engage the whole staff, there are students out there who would benefit from the Reading class, but are not recommended to it. The school's STAR scores indicate that there are still about 10% of students reading below grade level. Next year, Denise Shaw will teach one of the sections of Reading. She and David Cohen will work closely together to continue to support the students.

We all hope that the new reading assessment program purchased by the District will allow for more accurate and useful identification information between the grade levels.

GOAL 3: Our school community will work collaboratively to reduce student stress through balance of academic, extracurricular, and leisure activities for better overall health habits and academic performance. (ALIGNED TO PAUSD STRATEGIC GOAL 1a and 1c)

TASK 1: Implement recommendations of the Stressed Out Students Committee in order to achieve a reduction in the level of stress experienced by Paly students in their work at school.

1a: Continue participation in the "social norming" campaign, including conducting a media campaign to educate the community on survey results.

1b. Continue implementing the recommendations of the Balance Task Force through the SOS Action Plan and measure efforts by conducting surveys to measure stress. These efforts might include, but are not limited to, the school calendar, a potential later start to the school day, examining the need for mid year finals, using Advisory periods for social/emotional educational activities.

(AQ): How were the recommendations of the Stressed Out Student Committee implemented? What data was gathered regarding student stress? Was a reduction in student stress evident from the data?

In spring, 2007 three years of SOS survey data were compiled to determine what progress had been made on the school goals. A copy of the entire survey results is in the appendix. The key findings from the 2006-2007 survey results are summarized below.

General Findings

- 50-70% of students rate their level of academic challenge as "just right."
- 50-70% of students feel "welcomed and valued" in their classes. Classes that are "welcoming" are not as "stressful."
- The most common sources of stress in regards to grade pressure, college pressure and high standards are 1) parents, 2) self. Stress doesn't come in a significant way from peers.
- Homework causes stress 60% of the time.

Significant Key Findings including grade level, gender and ethnicity

- Almost 60% of juniors rate their level of stress as "too much".
- 80% of African American females rate their level of stress as "too much."
- African American and Hispanic students report higher level of stress.
- Female students report higher levels of stress than male students.
- Sophomores and juniors report higher levels of stress than freshmen and seniors.
- Caucasian and Asian students report that grade pressure is coming from themselves and parents equally. Hispanic and African American students report grade pressure is coming from their parents.
- Caucasian students report that college pressure is coming from themselves. Hispanic students report college pressure is coming from their parents.

TASK 2: Departments will improve alignment of homework/assessments with classroom instruction.

2a. Departments conduct discussions/review of "best practices" regarding alignment of "common" tests to content standards, test construction, benchmark assessments and standards, homework, grading policies, level of difficulty between lanes, and alignment of homework and assessments.

2b. Departments investigate frequency and timing of assessments with view toward assisting students in managing workloads.

2c. Departments consider implementing some flexibility into homework and quiz system.

2d. Develop and implement staff development activities on assessment issues.

(AQ): What collaborative work was done in departments on alignment of homework/assessments with instruction, best practices and frequent and timing of assessments? What improvement of student and parent perceptions was reported in surveys? What professional development activities were scheduled?

Math

Math continues to monitor tests for timing and level of challenge, but we no longer monitor our homework assignments for expected time for completion. We are sure that the homework monitoring will be cyclical in nature and that it will be done every few years—especially as the department members change over the years.

Social Studies

Subject area/grade level teachers continue to discuss "best practices" for grading policies, assessments, homework assignments and other common topics. Additionally, building on the work in the curriculum maps, work towards creating common assessment and assignment to create balanced courses and expectations in each grade level. While still planning on doing a research paper project in the 9th grade, Jaclyn Edwards, along with new department members Adam Yonkers and Ben Bolaños, have "redesigned" the project to have the students research a historical character and write a piece of "historical fiction" in the voice of the person they researched. This enables the students to learn the basics of research without feeling overwhelmed by having to create a formal research paper. This worked very well and all the teachers reported good work and feedback from students on the project.

The last 5 years has seen significant turnover in the department of History & Social Science. We have lost several senior teachers in every grade level. What we now are beginning to see is our former junior staff members take on curricular leadership roles and see the value of both subject area alignment and collaboration. As a result of this 'maturing' of the dept teaching staff we are beginning to look beyond our classrooms for ways to offer better instruction to and assessment of our students.

To that end, we started to rethink ways to formally assess students by using new tools like, "scratcher" answer sheets and radio frequency "clickers", which will give instant feedback in addition to provide an opportunity to discuss 'right' and 'wrong' answers in a way that teaches learning through assessments. The department began to revamp the 11th grade curriculum by implementing a new resource rich textbook. The department planned to use an authentic Civil War diary to create a research site on the Web to authenticate, publish, and make accessible the work of a long gone masters student.

English

The department continues to make progress in this area. Teachers continued to submit course outlines and overviews to the Instructional Supervisor and to distribute them to students within the first week of school and to families on Back To School Night. Nearly all teachers also have this information posted on InClass. The sharing of best practices, department time during staff development days, the schoolwide staff development groups and the English Department Study Group were all helpful in increasing consistency between courses and teachers. Teachers of similar courses spend much time collaborating informally, especially in the freshman curriculum, in American Literature/Classics and in Humanities.

Teachers use end-of-the-semester course evaluations to gather feedback, which are then shared with the Instructional Supervisor.

While not all teachers use the ERB rubric, the majority of teachers use rubrics with each student assignment; these rubrics are similar if not identical across like courses. The Writing Matrix for 9th and 10th grade was given to Nancy Ayling at the District last year, but we are still waiting for it to be "finalized" and given to us to use as a tool, especially with new teachers**.**

TASK 3: Departments work collaboratively with parents and students to improve communication of expectations regarding homework and assessments.

3a. Departments conduct reviews and implement "best practices" in communication of expectations for assessments to students and parents.
3b. Teachers gather data by including on all homework assignments a place for students to indicate how long it took them to complete the assignment, review the data, and discuss it with students as a means of investigating time expectations for homework assignments.
3c. Departments review and discuss grading and homework policies with view toward expansion of use of policy "best practices."
3d. Departments conduct review of spring 2005 InClass pilot and discuss expanding by 20% the use of InClass system as means of communicating with parents and students during 2006-2007.

(AQ): What improvements were made in communicating expectations regarding homework and assessments? What resulted from practice of gathering data on how long it took students to complete assignments? What was the % increase in the use of InClass by the staff?

Math

The Mathematics Department will continue to reflect on and reassess assessment tasks and homework assignments in terms of difficulty, time, preparation and balance of challenge and comfort.

Collaborative teams of teachers (in the Math Department) will continue to discuss "best practices" for grading policies, assessments, homework assignments and other common topics. Math Teachers will be clear with their courses regarding the expected collaboration of these topics. All Math Teachers will give common final exams.

The math department continues to get positive feedback about this topic from our student population and from our parent community.

The Math Department gives flexibility in homework due dates by generally giving one more day on assignments when requested by students where an honest effort has been made to complete the assignment on time.

The members of the math department unanimously use InClass to post information about grades, class policies and assignments. Some math teachers also post notes or special worksheets on InClass.

Visual and Performing Arts

It has been the finding of the performing arts branch of the VPA that a major key to reducing student stress in our programs is consistent communication of expectations and time requirements for the various programs.

This type of communication occurs in many forms. Newsletters are sent regularly with performance schedules and also accolades regarding recent events. Parents are placed on e-mail groups in the instrumental department so that they can be updated to changes in plans at a moment's notice. Each branch of the Performing Arts has developed a Web site in order to further get the word out regarding program happenings. So far the Choral music Web site is the most used and updated. The other two are in development and expected to be running for the 2007-2008 school year.

Another success of the Performing Arts this year has been increased collaboration among it members. Choral Music, Drama, and Instrumental Music teachers work hard in the spring of each year to develop a schedule that decreases performance overlaps and maximizes the use of space. The resulting schedule

allows students to participate in several components of the program. The four teachers also work collaboratively to make sure that students get the best daily classroom experience possible. This often means that classes will switch rooms from time to time based on specific daily needs. When a room is free during any period (Band room, Choir room, Theatre) whichever class is in session at that time is welcome to use that room for sectionals, break-off groups, change of scenery whenever it is possible, and it is usually possible. The ability of the Performing Arts department to work collaboratively was confirmed this year in the production of the school musical. Each branch of the production prepared its group of students systematically and efficiently to the point where, when it was all put together in the final weeks of production, the students experienced a smooth, well-prepared process with the least amount of stress possible. When students see that the teachers are getting along well professionally and that they are a part of a well-run program with high expectations, their level of stress goes down considerably. By minimizing the stress (a little stress is important to a good performance), the students experience the true joy of participating in a production that is well-run. As evidence by their post-production conversations, this was the experience of the majority of students who participated. These students then carried the positive attitudes into their daily performance classes.

English

All teachers are in accord with the department policies. Teachers submit course descriptions and expectations at the beginning of the year. Eighteen out of 20 teachers use InClass as a communication tool with families.

TASK 4: Provide for collaborative work in departments to improve differentiation of assessments.

4a. Departments conduct reviews and implement "best practices" in differentiation.
4b. Special Education teachers attend meetings in October-November with other departments to share expertise on "best practices" in accommodation and differentiation of assessments.
4c. Departments develop discipline specific lessons in differentiation of homework and assessments.
4d. Departments work on best practices in differentiating instruction.

(AQ): What resulted from collaborative work in departments to improve differentiation of assessments? What training was provided?

Science

Differentiated Instruction allowed for whole-group, small group and individualized teaching. The department's focus on it had more teachers take note of student interest, readiness, abilities, skills and intelligences in order to help take students to higher levels of thinking. All Freshmen Biology teachers have received materials in WICR strategies obtained from AVID workshops. Anecdotal information and information from some surveys indicated that students appreciated teacher efforts to keep them organized, to provide scaffolded lessons and tiered assessments and to increase the use of technology and online resources.

Math

Special Education teachers attend meetings in October-November with the math department to share expertise on "best practices" in accommodation and differentiation of assessments.

TASK 5: Research and plan to implement an intramural program for the 2007-2008 school year.

(AQ): Are plans in place to start an intramural program at the start of the 2007-2008 school year?

After much discussion in Site Council a pilot Intramural program was planned for the spring of 2007. This was going to be a joint effort between the YMCA and Paly. An eight week basketball program was to be implemented starting in April 2007. Due to a change in leadership at the YMCA this plan was postponed to the fall of 2007. In June of 2007 meetings were held to formalize the plan.

TASK 6: Research and write a comprehensive coach's athletic handbook.

(AQ): Was the coach's handbook written and used in the coach's professional development training?

A coach's handbook was completed in the spring of 2007. It was to be the basis of the yearly coaches training that occurs in August of each school year. The professional development training was to be followed up with a parents meeting in the fall of 2007. The entire handbook is on the Palo Alto High School Web site.

Appendix

SCIENCE DEPARTMENT
2005-2006 SCHOOL REPORT

Correlation between math sequence and performance (as indicated by first semester grades) for sophomores enrolled in Chemistry A.

YEAR 2004-2005

Chem A/Geometry Grades	Percentages	ChemA/Alg2 Trig H or Higher Math Grades	Percentages
A's – 15	16.8	A's – 83	97.3
B's – 51	57.3	B's – 24	21.8
C's - 21	23.6	C's – 2	1.8
D's – 2	2.2	D's – 1	0.9
F's – 0	0.0	F's – 0	0.0
Other - 0	0.0	Other – 0	0.0
Total - 89		Total - 110	

YEAR 2005-2006

Chem A/Geometry Grades	Percentages	ChemA/Alg2 Trig H or Higher Math Grades	Percentages
A's – 13	13.1	A's – 73	58.9
B's – 45	45.4	B's – 31	33.1
C's – 36	36.4	C's – 8	6.4
D's – 3	3.0	D's – 1	0.8
F's – 0	0.0	F's – 0	0.0
Other - 2	2.0	Other – 1	0.8
Total – 99		Total - 124	

YEAR 2006-2007

Chem A/Geometry Grades	Percentages	ChemAC/Alg2Trig H or Higher Math Grades	Percentages
A's – 47	25.5	A's – 59	49.6
B's – 56	30.4	B's – 47	39.5
C's – 57	31.0	C's – 11	9.2
D's – 22	12.0	D's – 2	1.7
F's – 2	1.1	F's – 0	0.0
Other – 0	0.0	Other – 0	0.0
Total – 184		Total - 119	

BASELINE DATA FOR UNDER-REPRESENTED MINORITIES
(First Semester Grades 2005-2006)

Biology 1: Total Enrollment (as of 09/13/05): 53 out of 148

9th – 30	10th – 16	11th – 6	12th – 1	
A's = 0	B's = 10	C's – 17	D's = 7	F's = 8
Other = 9				

Biology A: Total Enrollment: 7 out of 305

9th – 6	10th = 1			
A's = 2	B's = 4	C's – 17	D's = 0	F's = 0
Other = 1 (10th)				

AP Bio: Total Enrollment: 1 out of 56 (12th)

Intro: Total Enrollment: 12 out of 29

10th = 5	11th = 1	12th = 7		
A's = 0	B's = 3	C's = 3	D's = 0	F's = 0
Other = 7 (12th)				

Chem 1: Total Enrollment: 29 out of 154

10th = 18	11th = 7	12th = 4		
A's = 0	B's = 6	C's = 13	D's = 4	F's = 0
Other = 6 (12th)				

Chem A: Total Enrollment: 7 out of 244

10th = 11	11th = 1			
A's = 2	B's = 7	C's = 3	D's = 0	F's = 0
Other = 0				

AP Chem: Total Enrollment: 5 out of 45

A's = 0	B's = 0	C's = 3	D's = 0	F's = 0
Other = 2				

Phys 1: Total Enrollment: 17 out of 226

11th = 12	12th = 5			
A's = 2	B's = 2	C's = 2	D?P's = 3	F's = 0
Other = 7 (12th)				

Phys H: Total Enrollment: 2 out of 87

A's = 0	B's = 0	C's = 1	D's = 0	F's = 0
Other = 1 (10th)				

AP Phys: Total Enrollment: 0 out of 14

Geology: Total Enrollment: 4 out of24

A's = 1 B's = 2 C's = 1 D's = 0 F's = 0
Other = 0

ES: Total Enrollment: 3 out of 22

A's = 2 B's = 4 C's – 17 D's = 0 F's = 0
Other = 1 (10th)

APES: Total Enrollment: 5 out of 165

A's = 2 B's = 4 C's – 17 D's = 0 F's = 0
Other = 1 (10th)

Biology A: Total Enrollment: 45 out of

9th – 10th =
A's = 3 B's = 9 C's – 28 D's = 4 F's = 1
Other = 1 (10th)

AP Bio: Total Enrollment: 1 out of (12th)

Intro to Chem/Phys: Total Enrollment: 29 out of

10th = 11th = 12th =
A's = 3 B's = 4 C's = 13 D's = 4 F's = 3
Other = 2

Chem AC: Total Enrollment: 3 out of

10th = 3 11th = 0 12th = 0
A's = 1 B's = 2 C's = 0 D's = 0 F's = 0
Other = 0

Chem A: Total Enrollment: 17 out of

10th = 17 11th = 0
A's = 0 B's = 2 C's = 7 D's = 3 F's = 1
Other = 4 drops

AP Chem: Total Enrollment: 1 out of 40

A's = 0 B's = 0 C's = 0 D's = 0 F's = 0
Other = 1 – Chem 52

Phys 1: Total Enrollment: 26 out of

11th = 12th =
A's = 5 B's = 8 C's = 3 D's = 8 F's = 2
Other = 0

Phys A: Total Enrollment: 7 of

A's = 2 B's = 3 C's = 2 D's = 0 F's = 0
Other = 0

AP Phys: Total Enrollment: 0 out of 16

Geology: Total Enrollment: 6 out of

A's = 0 B's = 0 C's = 5 D's = 1 F's = 0
Other = 0

ES: Total Enrollment: 3 out of 22

A's = 2 B's = 4 C's – 17 D's = 0 F's = 0
Other = 1 (10^{th})

APES: Total Enrollment: 6 out of

A's = 2 B's = 3 C's –1 D's = 0 F's = 0
Other = 1 (10^{th})

Intro to Science: Total Enrollment: 9 out of

A's = 0 B's =2 C's = 2 D's = 5 F's = 0
Other = 0

SOS
PROGRESS ON SCHOOL GOALS
2005 - 2007

I am in grade:	2005	2006	2007
	Response Total		
a) 9	402	349	272
b) 10	369	293	325
c) 11	381	255	300
d) 12	300	226	246
Total Respondents	1452	1123	1143
(skipped this question)	3	4	2

Gender:

	Response Total		
a) Male	762	580	577
b) Female	690	543	565
Total Respondents	1452	1123	1142
(skipped this question)	3	4	3

Race/Ethnicity:

	Response Total		
a) African- American	103	71	72
b) Asian	321	259	287
c) Caucasian	870	654	635
d) Latino/ Hispanic	138	87	92
e) Pacific Islander	49	26	33
f) Other	147	117	129
Total Respondents	1450	1116	1135
(skipped this question)	14	11	10

Please indicate the courses and levels you are currently enrolled in:
English

	Response Total		
a) regular	487	332	346
b) advanced	533	484	426
c) honors	338	229	269
d) advanced placement	64	45	73
e) none	25	19	18
Total Respondents	1447	1109	1132
(skipped this question)	12	18	13

Does your teacher indicate how much time you will need to complete a homework assignment?
English

	Response Total		
a) always	140	145	177
b) frequently	182	184	172
c) sometimes	327	285	266
d) infrequently	269	173	192
e) never	510	304	304
Total Respondents	1428	1091	1111
(skipped this question)	26	36	34

History-Social Studies

	Response Total		
a) always	156	165	176
b) frequently	213	184	191
c) sometimes	370	307	308
d) infrequently	260	186	196
e) never	430	252	246
Total Respondents	1429	1094	1117
(skipped this question)	25	33	28

	2005	2006	2007
Mathematics			
	Response Total		
a) always	233	204	239
b) frequently	206	173	153
c) sometimes	295	250	254
d) infrequently	217	166	166
e) never	443	271	259
Total Respondents	1394	1064	1071
(skipped this question)	60	63	74
Science			
	Response Total		
a) always	84	93	93
b) frequently	129	145	137
c) sometimes	219	203	201
d) infrequently	264	206	208
e) never	661	402	425
Total Respondents	1357	1049	1064
(skipped this question)	97	78	81
	2005	2006	2007
Science			
	Response Total		
a) always	35	47	41
b) frequently	43	76	60
c) sometimes	170	169	168
d) infrequently	201	173	184
e) never	900	578	612
Total Respondents	1349	1043	1065
(skipped this question)	106	84	80
World Language			
	Response Total		
a) always	61	64	67
b) frequently	50	90	93
c) sometimes	124	229	241
d) infrequently	157	185	181
e) never	865	518	527
Total Respondents	1257	1086	1109
(skipped this question)	197	41	36

How much time, on average, does it take you to complete your homework/schoolwork outside of class per weeknight?

English			
	Response Total		
a) 0 to 1 hour	901	64	64
b) 1 to 2 hours	412	108	101
c) 2 to 3 hours	63	235	247
d) 3 to 4 hours	18	196	197
e) over 4 hours	33	485	511
Total Respondents	1427	1088	1120
(skipped this question)	28	39	25
History-Social Studies			
	Response Total		
a) 0 to 1 hour	980	510	371
b) 1 to 2 hours	303	401	348
c) 2 to 3 hours	81	119	223
d) 3 to 4 hours	27	29	95
e) over 4 hours	39	20	85
Total Respondents	1430	1079	1122
(skipped this question)	25	48	23
	2005	2006	2007

		2005	2006	2007
History-Social Science				
	begin 2007	Response Total		
a) 0 to 1 hour	(0-15 min.)	828	547	375
b) 1 to 2 hours	(15-30 min.)	363	305	307
c) 2 to 3 hours	(30-45 min.)	121	159	193
d) 3 to 4 hours	(45min-1hr.)	51	42	106
e) over 4 hours	(over 1 hr.)	58	29	134
Total Respondents		1421	1082	1115
(skipped this question)		33	45	30
Mathematics				
	begin 2007	Response Total		
a) 0 to 1 hour	(0-15 min.)	563	295	119
b) 1 to 2 hours	(15-30 min.)	581	415	207
c) 2 to 3 hours	(30-45 min.)	143	260	261
d) 3 to 4 hours	(45min-1hr.)	34	53	254
e) over 4 hours	(over 1 hr.)	59	26	224
Total Respondents		1380	1049	1065
(skipped this question)		74	78	80
Science				
	begin 2007	Response Total		
a) 0 to 1 hour	(0-15 min.)	846	590	319
b) 1 to 2 hours	(15-30 min.)	324	258	266
c) 2 to 3 hours	(30-45 min.)	86	119	208
d) 3 to 4 hours	(45min-1hr.)	25	32	116
e) over 4 hours	(over 1 hr.)	40	30	128
Total Respondents		1321	1029	1037
(skipped this question)		134	98	108
World Language				
	begin 2007	Response Total		
a) 0 to 1 hour	(0-15 min.)	1009	741	547
b) 1 to 2 hours	(15-30 min.)	122	135	238
c) 2 to 3 hours	(30-45 min.)	26	35	79
d) 3 to 4 hours	(45min-1hr.)	9	7	32
e) over 4 hours	(over 1 hr.)	36	12	37
Total Respondents		1202	930	933
(skipped this question)		252	197	212
World Language				
		Response Total		
a) always		297	279	278
b) frequently		365	274	301
c) sometimes		277	189	189
d) infrequently		106	85	76
e) never		139	99	87
Total Respondents		1184	926	931
(skipped this question)		271	201	215

Do your homework assignments prepare you for tests and examinations?

English			
	Response Total		
a) always	446	379	401
b) frequently	393	324	326
c) sometimes	332	231	207
d) infrequently	116	70	82
e) never	115	68	87
Total Respondents	1402	1072	1103
(skipped this question)	52	55	42

	2005	2006	2007
History-Social Studies			
	Response Total		
a) always	620	495	491
b) frequently	439	325	337
c) sometimes	247	172	179
d) infrequently	61	46	73
e) never	53	39	35
Total Respondents	1420	1077	1115
(skipped this question)	33	50	30
Mathematics			
	Response Total		
a) always	685	528	543
b) frequently	374	280	257
c) sometimes	179	147	150
d) infrequently	71	37	61
e) never	62	49	52
Total Respondents	1371	1041	1063
(skipped this question)	82	86	82
History-Social Science			
	Response Total		
a) Study guide	994	741	764
b) Student samples	84	64	75
c) Project descriptions	153	116	125
d) Rubrics	126	98	93
Other (please specify)	40	38	39
Total Respondents	1397	1057	1096
(skipped this question)	57	70	49
Mathematics			
	Response Total		
a) Study guide	793	598	655
b) Student samples	116	97	102
c) Project descriptions	81	61	55
d) Rubrics	106	80	60
Other (please specify)	225	169	146
Total Respondents	1321	1005	1018
(skipped this question)	133	122	127
Science			
	Response Total		
a) Study guide	852	671	686
b) Student samples	102	72	73
c) Project descriptions	110	100	87
d) Rubrics	133	95	97
Other (please specify)	92	64	68
Total Respondents	1289	1002	1011
(skipped this question)	167	125	134
World Language			
	Response Total		
a) Study guide	640	472	491
b) Student samples	114	91	107
c) Project descriptions	157	141	103
d) Rubrics	129	121	115
Other (please specify)	94	65	78
Total Respondents	1134	890	894
(skipped this question)	320	237	250

	2005	2006	2007
Science			
	Response Total		
a) About right	658	564	566
b) Not enough	229	166	135
c) Too much	418	287	325
Total Respondents	1305	1017	1026
(skipped this question)	150	110	119
World Languages			
	Response Total		
a) About right	712	576	578
b) Not enough	224	184	170
c) Too much	222	140	156
Total Respondents	1158	900	904
(skipped this question)	297	227	241

Do your teachers provide flexibility and encouragement for student learning and improvements in the classroom?

English			
	Response Total		
a) always	488	372	430
b) frequently	414	322	280
c) sometimes	261	187	214
d) infrequently	135	89	83
e) never	104	92	80
Total Respondents	1402	1062	1087
(skipped this question)	55	66	58
History-Social Studies			
	Response Total		
a) always	433	348	396
b) frequently	431	355	359
c) sometimes	343	221	223
d) infrequently	115	77	68
e) never	87	66	49
Total Respondents	1409	1067	1095
(skipped this question)	48	61	50
History-Social Studies			
	Response Total		
a) Always	759	550	604
b) Frequently	338	275	278
c) Sometimes	191	142	137
d) Infrequently	64	53	48
e) Never	56	44	35
Total Respondents	1408	1064	1102
(skipped this question)	46	63	43
Mathematics			
	Response Total		
a) Always	596	472	462
b) Frequently	327	250	240
c) Sometimes	212	171	186
d) Infrequently	131	72	86
e) Never	86	60	73
Total Respondents	1352	1025	1047
(skipped this question)	102	102	98

	2005	2006	2007
Science			
	Response Total		
a) Always	366	376	355
b) Frequently	315	249	234
c) Sometimes	292	194	209
d) Infrequently	165	98	106
e) Never	167	89	113
Total Respondents	1305	1006	1017
(skipped this question)	150	121	128
World Languages			
	Response Total		
a) Always	401	364	340
b) Frequently	275	208	238
c) Sometimes	237	150	160
d) Infrequently	100	72	76
e) Never	139	95	83
Total Respondents	1152	889	897
(skipped this question)	302	238	248
World Language			
	Response Total		
a) always	378	344	332
b) frequently	294	250	246
c) sometimes	245	150	164
d) infrequently	107	62	66
e) never	125	80	78
Total Respondents	1149	886	886
(skipped this question)	305	241	259

Recognizing that some stress is healthy, how would you rate your level of stress at Paly?

My level of stress is...

	Response Total		
a) About right	583	500	482
b) Not enough	63	45	56
c) Too much	777	527	580
Total Respondents	1423	1072	1118
(skipped this question)	30	55	27

What causes you the most stress in each area?

Pressure for grades

	Response Total		
a) parents	610	438	455
b) peers	61	65	59
c) teachers	59	36	33
d) self	535	442	452
Other (please specify)	132	84	101
Total Respondents	1397	1065	1100
(skipped this question)	58	62	45

Pressure to get into a top college

	Response Total		
a) parents	490	371	395
b) peers	166	78	68
c) teachers	39	23	14
d) self	541	512	537
Other (please specify)	131	77	82
Total Respondents	1367	1061	1096
(skipped this question)	88	66	49

	2005	2006	2007
Athletics			
	Response Total		
a) Always	144	93	88
b) Frequently	205	164	170
c) Sometimes	308	254	250
d) Infrequently	288	201	217
e) Never	454	339	357
Total Respondents	1399	1051	1082
(skipped this question)	60	76	63
Employment/Job			
a) Always	58	48	45
b) Frequently	79	50	72
c) Sometimes	180	138	145
d) Infrequently	194	130	183
e) Never	830	642	610
Total Respondents	1341	1008	1055
(skipped this question)	118	119	90

Which schedule do you prefer on Thursdays? I prefer…

a) late start (8:45am)	1034
b) early dismissal (2:10pm)	379
Total Respondents	1413
(filtered out)	11
(skipped this question)	40

According to the Palo Alto High School Academic Honesty Policy cheating is defined as…….. "taking (or lending) at inappropriate times a person's work, information, ideas, research, or documentation without properly identifying the originator." Based on this definition how frequently (if ever) have you violated the academic policy this year?

never	n/a	430	484
once	n/a	153	139
1-2 times	n/a	218	230
3-4 times	n/a	90	72
more than 5 times	n/a	173	174
Total Respondents	n/a	1064	1099
(skipped this question)	n/a	63	46

Approximately what percentage of students at Paly do you think have cheated at least once this school year? (i.e. For example think about how many in a group of 100 students or 3 classrooms.)

0 (none)	18	29
10	116	122
20	88	88
30	83	75
40	63	77
50 (about half)	155	152
60	65	63
70	109	116
80	100	107
90	150	149
100 (everyone)	102	87
Total Respondents	1049	1065
(skipped this question)	78	80

I would like first semester finals before winter break.

Strongly agree	405
Agree	332
Disagree	96
Strongly Disagree	64
Have no Opinion	163
Total Respondents	1060
(skipped this question)	68

	2005	2006	2007

If having first semester finals before Winter break required school to start in early August I would still prefer first semester finals before Winter break.

Strongly agree	120
Agree	141
Disagree	223
Strongly Disagree	409
Have no Opinion	161
Total Respondents	1054
(skipped this question)	74

On average in the course of a seven day week, how many hours do you sleep nightly?

On average I sleep...

a) less than 4	84	46	31
b) 4-6	382	288	260
c) 6-8	745	570	628
d) 8-10	196	149	167
e) more than 10	12	12	15
Total Respondents	1419	1065	1101
(skipped this question)	35	62	44

On average, how many healthy meals do you eat daily? On average I eat….

a) less than 1	65	34	34
b) 1 per day	203	125	99
c) 2 per day	490	331	316
d) 3 per day	487	432	491
e) more than 3	170	139	153
Total Respondents	1415	1061	1093
(skipped this question)	38	67	52

How honest were you in answering this survey? I was….

a) completely honest	1263	946	973
b) somewhat honest	121	90	97
c) a little honest	13	9	5
d) my pants are on fire	19	16	23
Total Respondents	1416	1061	1098
(skipped this question)	35	66	47

History-Social Science

	Response Total		
a) regular	1167	929	910
b) advanced/accelerated	27	25	23
c) honors	11	8	23
d) advanced placement	216	143	170
e) none	20	7	9
Total Respondents	1441	1112	1135
(skipped this question)	18	15	10

Mathematics

	Response Total		
a) regular	499	363	385
b) advanced/accelerated	397	325	288
c) honors	274	182	239
d) advanced placement	170	160	132
e) none	96	78	83
Total Respondents	1436	1108	1127
(skipped this question)	23	19	18

Science	2005	2006	2007
	Response Total		
a) regular	587	379	459
b) advanced/accelerated	425	404	307
c) honors	98	61	38
d) advanced placement	178	164	191
e) none	147	97	135
Total Respondents	1435	1105	1130
(skipped this question)	24	22	15

World Language			
	Response Total		
a) regular	561	488	476
b) advanced/accelerated	155	108	75
c) honors	161	124	144
d) advanced placement	199	124	151
e) none	340	257	274
Total Respondents	1416	1101	1120
(skipped this question)	44	26	25

World Language			
	Response Total		
a) always	138	141	143
b) frequently	116	107	124
c) sometimes	175	138	155
d) infrequently	174	149	163
e) never	667	439	390
Total Respondents	1270	974	975
(skipped this question)	184	153	170

Does your teacher check-in with you and/or the class to see how much time a homework assignment took to complete?

English	Response Total		
a) always	64	64	67
b) frequently	102	90	93
c) sometimes	240	229	241
d) infrequently	237	185	181
e) never	782	518	527
Total Respondents	1425	1086	1109
(skipped this question)	29	41	36

History-Social Science	Response Total		
a) always	56	64	64
b) frequently	85	108	101
c) sometimes	248	235	247
d) infrequently	269	196	197
e) never	767	485	511
Total Respondents	1425	1088	1120
(skipped this question)	29	39	25

Mathematics			
	Response Total		
a) always	107	87	84
b) frequently	151	134	136
c) sometimes	299	244	218
d) infrequently	235	189	186
e) never	598	403	451
Total Respondents	1390	1057	1075
(skipped this question)	64	70	70

Mathematics	2005	2006	2007
	Response Total		
a) 0 to 1 hour	599	252	86
b) 1 to 2 hours	593	481	218
c) 2 to 3 hours	119	246	301
d) 3 to 4 hours	33	35	258
e) over 4 hours	45	32	205
Total Respondents	1389	1046	1068
(skipped this question)	66	81	77

Science			
	Response Total		
a) 0 to 1 hour	989	614	310
b) 1 to 2 hours	251	288	300
c) 2 to 3 hours	49	93	218
d) 3 to 4 hours	11	12	121
e) over 4 hours	36	20	89
Total Respondents	1336	1027	1038
(skipped this question)	120	100	107

World Language			
	Response Total		
a) 0 to 1 hour	1066	770	567
b) 1 to 2 hours	89	117	248
c) 2 to 3 hours	19	20	67
d) 3 to 4 hours	10	3	20
e) over 4 hours	31	18	35
Total Respondents	1215	928	937
(skipped this question)	240	199	208

How much time, on average, does it take you to complete your homework outside of class over the weekend?

English	begin 2007	Response Total		
a) 0 to 1 hour	(0-15 min.)	606	399	227
b) 1 to 2 hours	(15-30 min.)	544	371	262
c) 2 to 3 hours	(30-45 min.)	169	203	269
d) 3 to 4 hours	(45min-1hr.)	47	70	165
e) over 4 hours	(over 1 hr.)	51	35	183
Total Respondents		1417	1078	1106
(skipped this question)		37	49	39

Do you feel you know class material well before going on to new concepts?

English	Response Total		
a) always	663	498	536
b) frequently	472	375	350
c) sometimes	199	145	162
d) infrequently	41	28	31
e) never	46	31	28
Total Respondents	1421	1077	1107
(skipped this question)	37	50	39

History-Social Science	Response Total		
a) always	515	401	396
b) frequently	486	393	414
c) sometimes	286	205	224
d) infrequently	81	52	57
e) never	59	29	24
Total Respondents	1427	1080	1115
(skipped this question)	31	47	31

	2005	2006	2007
Mathematics			
	Response Total		
a) always	286	211	229
b) frequently	470	399	370
c) sometimes	404	295	301
d) infrequently	131	91	108
e) never	89	47	59
Total Respondents	1380	1043	1067
(skipped this question)	78	84	79
Science			
	Response Total		
a) always	192	172	155
b) frequently	322	284	284
c) sometimes	391	332	326
d) infrequently	251	149	160
e) never	174	87	114
Total Respondents	1330	1024	1039
(skipped this question)	129	103	107
Science			
	Response Total		
a) always	280	290	276
b) frequently	343	261	288
c) sometimes	320	251	226
d) infrequently	200	124	131
e) never	182	92	109
Total Respondents	1325	1018	1030
(skipped this question)	129	109	115
World Language			
	Response Total		
a) always	393	367	373
b) frequently	369	250	248
c) sometimes	202	137	156
d) infrequently	84	59	58
e) never	131	100	90
Total Respondents	1179	913	925
(skipped this question)	274	214	220

Teachers communicate their expectations for various assessments (e.g., tests, projects, quizzes, essays, etc.) in a variety of ways. Which methods are most effective for you to understand how to do well on an assignment?

English			
	Response Total		
a) Study guide	385	283	309
b) Student samples	263	184	218
c) Project descriptions	316	233	219
d) Rubrics	372	316	287
Other (please specify)	52	45	56
Total Respondents	1388	1061	1089
(skipped this question)	66	66	56

	2005	2006	2007

Do you have projects, tests, and homework assignments all due at similar times?
All due at similar times:

	Response Total		
a) Always	259	185	189
b) Frequently	671	549	581
c) Sometimes	438	305	324
d) Infrequently	38	33	27
e) Never	17	12	7
Total Respondents	1423	1084	1128
(skipped this question)	30	43	17

Recognizing that a certain amount of academic challenge is necessary for learning and achievement, please rate the level of academic challenge in your classes.
English

	Response Total		
a) About right	1022	802	800
b) Not enough	229	165	188
c) Too much	155	103	118
Total Respondents	1406	1070	1106
(skipped this question)	48	57	39

History-Social Science

	Response Total		
a) About right	985	771	830
b) Not enough	207	178	172
c) Too much	220	125	115
Total Respondents	1412	1074	1117
(skipped this question)	42	53	28

Mathematics

	Response Total		
a) About right	871	660	657
b) Not enough	124	96	78
c) Too much	365	282	320
Total Respondents	1360	1038	1055
(skipped this question)	94	89	90

Mathematics

	Response Total		
a) always	324	275	281
b) frequently	350	304	247
c) sometimes	323	250	274
d) infrequently	213	108	128
e) never	145	90	107
Total Respondents	1355	1027	1037
(skipped this question)	102	101	108

Science

	Response Total		
a) always	188	191	193
b) frequently	275	282	232
c) sometimes	361	279	280
d) infrequently	265	137	160
e) never	214	119	150
Total Respondents	1303	1008	1015
(skipped this question)	155	120	130

World Language	2005	2006	2007
	Response Total		
a) always	240	223	233
b) frequently	259	263	233
c) sometimes	313	198	219
d) infrequently	177	91	102
e) never	163	116	107
Total Respondents	1152	891	894
(skipped this question)	305	237	251

Are your teachers approachable?

English			
	Response Total		
a) Always	786	579	596
b) Frequently	310	208	225
c) Sometimes	165	151	151
d) Infrequently	68	61	58
e) Never	73	61	64
Total Respondents	1402	1060	1094
(skipped this question)	52	67	51

My teachers create an atmosphere where I feel welcomed and valued

English			
	Response Total		
a) always	686	534	554
b) frequently	340	245	251
c) sometimes	210	153	152
d) infrequently	83	69	63
e) never	81	55	61
Total Respondents	1400	1056	1081
(skipped this question)	56	71	64

History-Social Science

	Response Total		
a) always	631	523	576
b) frequently	386	284	284
c) sometimes	236	155	153
d) infrequently	78	60	46
e) never	78	41	33
Total Respondents	1409	1063	1092
(skipped this question)	47	64	53

Mathematics

	Response Total		
a) always	484	388	401
b) frequently	334	302	258
c) sometimes	303	181	210
d) infrequently	126	76	98
e) never	102	77	71
Total Respondents	1349	1024	1038
(skipped this question)	106	103	107

Science

	Response Total		
a) always	358	311	317
b) frequently	291	257	251
c) sometimes	324	241	209
d) infrequently	156	112	115
e) never	173	84	116
Total Respondents	1302	1005	1008
(skipped this question)	154	122	137

	2005	2006	2007
High standards/expectations			
	Response Total		
a) parents	566	419	444
b) peers	71	56	55
c) teachers	90	59	58
d) self	553	455	469
Other (please specify)	110	68	67
Total Respondents	1390	1057	1093
(skipped this question)	66	70	52
How often do the following cause you stress Too much homework			
	Response Total		
a) Always	432	250	312
b) Frequently	501	382	380
c) Sometimes	348	333	299
d) Infrequently	83	76	88
e) Never	49	26	24
Total Respondents	1413	1067	1103
(skipped this question)	45	60	42
Inflexibility in classroom			
	Response Total		
a) Always	160	123	122
b) Frequently	283	190	229
c) Sometimes	498	361	368
d) Infrequently	310	257	230
e) Never	156	131	152
Total Respondents	1407	1062	1101
(skipped this question)	51	65	44
Friendships/relationships			
	Response Total		
a) Always	183	122	111
b) Frequently	236	186	205
c) Sometimes	405	329	338
d) Infrequently	379	252	273
e) Never	208	177	174
Total Respondents	1411	1066	1101
(skipped this question)	47	61	44
If you have violated the academic honesty policy this year what prompted you to do so? Check as many as apply. (If you answered "never" to question 75 skip to the next question.)			
Pressure to get good grades		419	432
Pressure to get into college		253	255
Too little time to prepare/too much homework		494	393
Too much homework		n/a	420
Procrastination-didn't get around to studying or preparing		334	328
Felt assignment was busy work and didn't want to do it		266	231
Work was too difficult/didn't understand the assignment		338	320
Cheating is no big deal-other students do it too		149	145
Other (please specify)		84	53
Total Respondents		643	627
(skipped this question)		484	518

2005	2006	2007

If you have violated the Academic Honesty Policy this school year, what type of cheating have you engaged in? Please check all that apply.

	Response Total	2007 only
Plagiarism (claiming another's work as your own		67
Copying work or homework		524
Copying during a test		160
Cheat notes for a test		122
Other (please explain below)		45
Total Respondents		601
(skipped this question)		544

This school year have you pretended to be ill to avoid a test paper project presentation etc.?

	Response Total	2007 only
Yes		333
No		694
Total Respondents		1027
(skipped this question)		118

School starts Aug. 28 2007. Would you prefer a shorter first semester with finals before winter break?

	2007 only
Strongly agree	385
Agree	292
Disagree	74
Strongly Disagree	78
Have no Opinion	176
Total Respondents	1005
(skipped this question)	140

What kind of extra-curricular activities if any do you participate in? Please check all that apply.

	2007 only
Paly clubs	330
Paly sports team	526
Club (non-Paly) sports team	307
Theater	118
Music/band	268
Community service	358
Religious activities	196
Job/internship	262
Other (please explain below)	161
Total Respondents	992
(skipped this question)	153

On average how much time if any do you spend doing extra-curricular activities each day?

	2007 only
Less than one hour	125
One to two hours	341
Two to three hours	395
More than three hours	209
None	63
Total Respondents	1059
(skipped this question)	86

2006-07 Demographic and Student Achievement Data
Palo Alto High School

2006-07 Enrollment

	Number	Percent
Asian	353	21%
White, not Hispanic	1030	62%
African American	84	5%
Hispanic/Latino	116	7%
Other	66	4%
Total	1649	
Free-Reduced Lunch	76	5%
Special Education	125	8%
English Learner (EL)	25	2%

Source: SASI- June, 2007

Academic Performance Index (API)

2005 BASE	2006 GROWTH	2006 BASE	2007 GROWTH
886	892	887	883

Academic Performance Index (API) is calculated by the State using results of the STAR tests. CAHSEE is also a component of API for high schools. An annual target for growth is set. An API of 800 is considered exemplary.

Education Records Bureau Writing Assessment Program (ERB WrAP)
Percent of Students in Suburban Stanine Groups 1 to 3, 4 to 6, 7 to 9

	2004-05	2005-06	2006-07
	Grade 10	Grade 10	Grade 10
Stanine 7 - 9	39	46	61
Stanine 4 - 6	52	45	36
Stanine 1 - 3	10	9	3
Number Tested	405	406	402

The ERB WrAP provides a direct measure of writing ability by having each student produce a writing sample. Each essay receives one score for each of six writing traits.

Additional sources of data: School demographics, testing and accountability information, class size, staffing and financial information are available in the state-mandated School Accountability Report Card (SARC) for this school. This may be found on the PAUSD website, http://www.pausd.org/community/about/sar.shtml, or obtained at the school. Extensive data, current and historical, on all public schools is also available on the California Department of Education website: http://www.cde.ca.gov.

2006-07 Demographic and Student Achievement Data
Palo Alto High School

California High School Exit Exam (CAHSEE)

California High School Exit Exam (CAHSEE)
Class of 2006

	English-Language Arts			Mathematics		
	Tested	Passed	Percent	Tested	Passed	Percent
All Students	442	428	97	437	421	96
Asian	68	66	97	67	66	99
African Amercian	28	23	82	29	22	76
Hispanic/Latino	34	31	91	35	32	91
White, not Hispanic	289	288	100	284	279	98
ELL	11	10	91	11	10	91
Redesignated FEP	16	15	94	15	14	93
Students in Spec. Ed	40	32	80	39	28	72
Students Not in Spec Ed.	402	396	98	398	393	99

California High School Exit Exam (CAHSEE)
Class of 2007

	English-Language Arts			Mathematics		
	Tested	Passed	Percent	Tested	Passed	Percent
All Students	411	402	98	409	395	97
Asian	85	85	100	85	85	100
African American	16	15	94	16	13	81
Hispanic/Latino	22	21	95	22	17	77
White, not Hispanic	260	256	98	259	255	98
ELL	–	–	–	–	–	–
Redesignated FEP	19	19	100	19	16	84
Students in Spec. Ed	33	28	85	33	22	67
Students Not in Spec Ed.	378	374	99	376	373	99

California High School Exit Exam (CAHSEE)
Class of 2008

	English-Language Arts			Mathematics		
	Tested	Passed	Percent	Tested	Passed	Percent
All Students	425	409	96	427	404	95
Asian	79	79	100	79	79	100
African American	22	15	68	22	16	73
Hispanic/Latino	34	31	91	35	29	83
White, not Hispanic	257	253	98	257	251	98
ELL	–	–	–	–	–	–
Redesignated FEP	41	38	93	41	36	88
Students in Spec. Ed	40	28	70	41	26	63
Students Not in Spec Ed.	385	381	99	386	378	98

California High School Exit Exam (CAHSEE)
Class of 2009

	English-Language Arts			Mathematics		
	Tested	Passed	Percent	Tested	Passed	Percent
All Students	413	402	97	414	402	97
Asian	89	89	100	88	88	100
African American	26	24	92	26	25	96
Hispanic/Latino	31	24	77	31	25	81
White, not Hispanic	255	254	100	257	254	99
ELL	–	–	–	–	–	–
Redesignated FEP	45	42	93	45	43	96
Students in Spec. Ed	31	25	81	31	25	81
Students Not in Spec Ed.	382	377	99	383	377	98

Starting with the class of 2006, all high school students must pass both the English-Language Arts and Mathematics tests in order to receive a diploma. The CAHSEE is administered to 10th grade students. Students have multiple opportunities to retake the tests before graduation. Comparison is made between number of students tested and number of those students who have passed.

2006-07 Demographic and Student Achievement Data
Palo Alto High School

Algebra I Completion by End of 9th Grade

	2004-05		2005-06		2006-07	
	Total 9th Grade	Percent of 9th Grade	Total 9th Grade	Percent of 9th Grade	Total 9th Grade	Percent of 9th Grade
All Ethnic Groups	443	89	425	93	422	85
Asian	79	97	94	98	89	93
White, not Hispanic	266	92	260	95	268	82
African American	25	60	25	76	17	88
Hispanic/Latino	38	74	33	79	30	70

Source: SASI as of June, 2007. Percent of 9th grade completing Algebra I by end of school year is compared to the total number of 9th grade students in each of the sub-populations as of the end of school year.

Honors and AP Students

	2004-05		2005-06		2006-07	
	Number	Percent	Number	Percent	Number	Percent
All Ethnic Groups	1741	43	1688	47	1649	49
Asian	289	54	334	55	353	59
White, not Hispanic	1107	45	1070	49	1030	50
African American	91	20	95	20	84	14
Hispanic/Latino	127	23	126	32	116	37

Source: SASI as of June, 2007. Percent of enrolled students having taken one or more honors or A/P courses in their course history is compared to the total students in grades 9-12 in each of the above sub-populations as of the end of the school year.

University of California Requirements Completion (A-G)

	2004-05		2005-06		2006-07	
	Total Graduates	Percent of Eligible	Total Graduates	Percent of Eligible	Total Graduates	Percent of Eligible
All Ethnic Groups	387	72	396	77		
Asian	60	93	66	92		
White, not Hispanic	256	75	258	78		
African American	19	21	17	47		
Hispanic/Latino	26	38	24	54		

Source: CBEDS. Percent of graduating students having fulfilled university A-G requirements is compared to the total number of graduating students in each of the above sub-populations as of the end of the school year. University requirements changed in 2002-03 to require 1 year of visual/performing arts credit. CBEDS data is compiled in October.

College Board Exam (SAT) Participation and Performance

Mean Scores

	2003-04 Students Taking SAT		2004-05 Students Taking SAT		2005-06 Students Taking SAT		2006-07 Students Taking SAT	
	Verbal	**Math**	**Verbal**	**Math**	**Verbal**	**Math**	**Verbal**	**Math**
Asian	615	685	602	678	622	694	624	666
White, not Hispanic	613	624	616	638	622	642	624	644
African American	499	523	526	544	497	498	521	507
Hispanic/Latino	430	457	463	503	568	566	565	615
District Mean	607	637	619	659	614	650	624	655
State Mean	501	519	504	522	501	518	499	516
National Mean	508	518	508	520	503	518	502	515

Source: CollegeBoards data. Scores reported only if five or more test takers in a subgroup.

2006-07 Demographic and Student Achievement Data
Palo Alto High School

Palo Alto High School STAR Test Results

CST refers to the California Standards Test.
This table shows the % of students scoring at the proficient and advanced levels.

Grade or Course	CST 2004			CST 2005			CST 2006			CST 2007		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both
English/Language Arts												
Grade 9	28	53	81	18	67	85	15	69	84	23	61	84
Grade 10	19	57	76	26	56	82	22	60	82	23	54	77
Grade 11	27	46	73	30	45	75	23	59	82	17	61	78
Mathematics												
Algebra I	33	28	61	31	33	64	36	25	61	49	19	68
Geometry	35	43	78	26	51	77	39	41	80	40	41	81
Algebra II	31	41	72	30	37	67	29	44	73	39	38	77
Summative Math	25	67	92	27	66	93	36	59	95	18	80	98
Science												
Gr10 Life Science	*first offered 2006*			*first offered 2006*			25	53	78	33	43	76
Biology	42	24	66	42	27	69	34	38	72	36	39	75
Chemistry	33	27	60	36	22	58	39	20	59	38	29	67
Physics	34	38	72	41	28	69	34	33	67	42	24	66
History												
World History	29	44	73	30	45	75	28	47	75	37	23	60
U.S. History	24	53	77	21	58	79	29	52	81	24	56	80