

Palo Alto Unified School District

FINAL REPORT

2005-2006

Palo Alto High School



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RESPONSES TO QUESTIONS POSED IN THE 2005-2006 SCHOOLWIDE ACTION PLAN

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 1d]

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?

Physical Education

The Paly Physical Education Department saw the need for staff members to be brought up to date on current aquatic safety and instructional techniques.

In order to provide the Physical Education Staff with up to date skills in aquatics instruction, the PE staff participated in a four hour Basic Water Rescue/Safety Training for Swim Coaches course sponsored by the Red Cross. The purpose of this course was to enhance training in aquatic safety and skill development that is needed to meet the new standards in Physical Education for 9th graders. The course covers the safety responsibilities of an aquatic leader, recognition of the common hazards associated with swimming pools, recognizing and assisting a distressed/injured swimmer, demonstration and participation in rescue techniques, and discussion and presentations of “best practices” by aquatic instructors in the PAUSD. This was a hands-on workshop and all participants earned a Red Cross certificate for Basic Water Rescue and Safety training for Swim Coaches. In addition, staff members shared best practices in development of our aquatic units. Presentations were made regarding division of skill levels, course content, safety, games and basic water rescue. Valuable knowledge was exchanged as the staff members interacted and discussed what works and what does not work in aquatic curriculum.

Teacher capacity to align instructional practices with ESLRs and District/State standards was investigated by the Physical Education staff as a whole and on an individual basis.

The Paly Physical Education staff worked together to create a physical environment that engages students. Student backgrounds, interests and developmental learning needs will continue to be considered as the curriculum is updated. Connecting students’ prior knowledge, life experience, and interests with learning goals will also continue to be considered as our curriculum evolves.

Paly Dance aligned instruction and assessment with the ESLRs through learning a new dance (ESLR 1), watching a video of individual and group performances of the dance (ESLR 7) and providing a written assessment of individual and group performances of the dance (ESLR 2).

In a continued effort to align instructional practices with ESLR's 2, 3, 5, and 6, ninth grade Physical Education students were asked to research the history of their favorite sport. This would include the rules, country of origin, and how the sport has developed since its origination. Students wrote a one-page paper and presented it to the class. The sophomore weight training classes included a project to develop a personal fitness plan for a given population. Students researched the needs of the assigned population and fashioned a weight training program for the people within that population.

Each Paly PE teacher examined individual units and submitted updated instructional practices as part of Individual Professional Development Plans. Below are the practices that have been submitted and have been or will be implemented during the 2006-2007 PE Units:

- ❑ Lessons will guide students in a meaningful and enjoyable way to life long physical fitness.
- ❑ Continue effort to "do as I do" through positive fitness examples.
- ❑ Mastery of skills in games and sports will be emphasized.
- ❑ Emphasis will be placed on the historical background of sports and games.
- ❑ Multiple career opportunities in fitness and related fields were presented during the Paly
- ❑ Career Day Speaker program. Specifically the job of a personal trainer was explored.

Science

Since the WASC report of 2000, the science department has been collecting both statistical and empirical data on the success of students in our core courses of biology, chemistry and physics. As a department we have read several articles and had many discussions where we have acknowledged, to quote Tom Luce, Assistant Secretary for the Office of Planning, Evaluation and Policy Development at the U.S. Department of Education, that "In the world in which we live today, everybody needs a foundation in math and science". How successful have we been in meeting Luce's goal? Ample evidence supports the fact that for our top end students, the courses and the pathways through science give them a variety of enriching opportunities to grow personally and academically. However, we asked whether there are similar options and pathways offered to all of our students, especially the "under represented minority" (URMs)? That answer was less clear. For instance, why were there disproportionately fewer URMs in our Advanced Placement college preparation classes? We began this year by redesigning our core courses to better reflect the knowledge and skills that all students need to access and be successful with AP courses and exams. The following summarizes the updated courses and the rationale behind the changes.

Biology: *Biology 1* has been discontinued. Most entering freshman will take *Biology 1 A*. In *Biology 1* classes students often struggle with low reading and math skills, lack positive academic role models, have negative self-images and tend not to select more academically challenging courses. *Biology1* classes typically do not reflect the ethnic diversity of the Paly community. We hope that the new course better reflects the diversity of our school, provides positive academic role models, sets high standards for all students, and that the use of differentiated instruction better meets the needs of all students.

Introduction to Science: A number of criteria will be used to measure the readiness of a student for *Biology1 A* which include concurrent math placement as well as 8th grade STAR Math scores, reading readiness as measured by District ESLRs and 8th grade STAR Reading scores, level of critical thinking as outlined by Bloom's Taxonomy of Cognitive Skills and generally individual self-readiness as measured by attendance, self-advocacy and organizational skills. For students who require more focus on reading, writing and communicating in science, a new pilot course "*Introduction to Science*" has been created to work on improving student organizational and basic manipulative skills. Students will receive physical science credit towards graduation and will enroll in *Biology 1A* following completion of the *Intro* class. It is hoped that this class will be the foundation that supports a student's future successes in science, as well as providing a positive stepping stone course for those students who typically find the transition from middle school to high school difficult.

Chemistry: An important change has been made in that *Chemistry 1*, (which was truly a lower level class) has been discontinued and replaced with *Chemistry A and AC*. *Chemistry 1 (Chem 1)* did not fully cover all of the topics taught in a traditional chemistry class and, as a consequence, students enrolled in it did not have the experiences necessary to be successful in our advanced placement courses. *Chemistry A (Chem A)* meets the chemistry prerequisites for the AP classes and allows more students to have access to taking *AP Biology*, *AP Chemistry* and *AP Environmental Science* during their junior and/or senior years.

Chem A and Chem AC are similar in the scope and sequence of material traditionally covered in a college prep chemistry class. They will have similar kinds of labs, activities, homework and performance expectations. Classes will focus primarily on the development of proper measurement techniques, use of dimensional analysis, assessment of measurement uncertainty and rudimentary treatment of error analysis. With limited additional outside work, the courses will prepare those students who want to take the SAT II Chemistry exam. Both meet the UC “a-f” requirements and both can be use as prerequisites for the AP course offerings. Neither course has honors designation.

The courses have received different letter designations because students integrate and apply the ideas of chemistry to novel situations with different levels of comprehension depending on their math background. The higher the level of math, the more successful students are in relating what they learn in the lab to what they read and discuss in class. The department recognizes this fact, and, therefore, *Chem A* and *Chem AC* will differ largely in the way the instructor approaches heavily math related concepts during the first quarter. The mastery of these key concepts is critical to a student's overall understanding of chemistry topics covered throughout the year. *Chem A* will cover the dimensional analysis and stoichiometry at a different pace than *Chem AC*.

Introduction to Chemistry and Physics: Students who require additional practice in those areas of science and math skills used extensively in *Chem A/Chem AC* will have an opportunity to take *Intro to Chemistry and Physics* or may elect to wait a year before they take another science course while their math skills continue to improve. After successful completion of *Intro to Chemistry and Physics*, and concurrent enrollment in *Geometry*, students may enroll in *Chem A*.

Physics: Over the last 10 years a major component in the Physics H (Honors) class has been a long-term student project that teaches students advanced scientific inquiry. For a small percentage of students the project offered a chance to do original research and to delve into the areas of problem identification, design and application of procedure and collection and analysis of data. A greater number of students have not responded as enthusiastically, producing projects with few new ideas, limited research and which were “stiff, dry and lack-luster”. For the 2006 – 2007 year, the project and hence the “honors” designation has been eliminated. The new course *Physics A*, is designed for students strongly considering a field of study based on mathematics and/or science. The students in this course will extensively apply concepts from Algebra 2, Geometry and Trigonometry and a significant amount of time will be spent on laboratory work supporting the theoretical portion of the course. Students successfully completing this course will be eligible to take the *College Physics AP* course. *Physics 1* is designed to show students how physics applies to their daily lives. The emphasis will be placed on developing the concepts of physics through labs, with a de-emphasis on the sophisticated mathematics that accompanies *Physics A*.

In preparation for the changes that are taking place for the next few years we have stepped up our own ongoing reflection and study of what and how we teach. Specifically we are reviewing new books to meet the needs of students in *Biology A*, *Introduction to Science*, *Introduction to Chemistry and Physics* and *Chemistry*. The primary focus for the winter and spring teacher collaborative time has been to identify, define and create units of “differentiated instruction” as is seen specifically in science classes.

We have created “information and clarification of new course” documents to share with middle school teachers, Paly teacher advisors and parents.

World Languages

Many of our teachers are leaders in World Language education. They serve as officers of local/regional language associations (Foreign Language Association of Santa Clara County). Others act in the capacity as trainers by leading workshops for AP teachers (French, German). Our department also provides readers for AP tests (French, Spanish) and state language teachers tests (Spanish). In preparation for the beginning of AP Japanese Language and Culture course for the 2006-2007 year, teachers have been attending workshops to ensure that the course will be fully articulated with Levels 1-4. Our veteran teachers have been working with newer teachers to help them in their planning and teaching.

For the past three years, our teachers have been including more and more information about post-secondary options in their curricula and have been trying to address this topic in their lesson plans. At the time of our WASC self-study, our department discovered that this topic was not adequately covered in most of our teaching materials and have been trying to ensure that students will have received information about the topic and more technical training during their time in our courses.

Since all new AP tests will be online, teachers, especially teachers of Japanese will need to ensure that their students are capable of taking online tests in the language before they reach the AP Japanese Language and Culture course.

Visual and Performing Arts

Over the past two years, the District Visual and Performing Arts Department has been holding meetings for the development of new course descriptions. Through these meetings, each specific discipline of the department has been able to reexamine the alignment of its courses to ESLRs, and District and state standards and then to create course descriptions which truly fit the current district and state models. This has been a completely collaborative and quite illuminating process for all.

Career and Vocational Education

The Career Vocational Education teaching staff gathered career and technical training materials by discipline. Each discipline within CVE (Auto tech, Business law, CAD, Engineering, Home Economics, Sports Medicine, etc.) is correlated with the new state standards. In addition to meeting state standards for Vocational Education, the ROP courses at Paly meet state ROP requirements. Both sets of requirements include the presentation of career option and specific technical training within that discipline.

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

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

Career and Vocational Education

Student self-advocacy was addressed in Career/Vocational Educational instruction through a variety of reporting techniques employed by teachers. A combination of the use of InClass and other Web-delivery techniques for providing important information to students gave CVE students the tools to more effectively interact with CVE teaching staff to request help. Students in Home Economics

received a new curriculum of consumer awareness to help them become empowered to make good choices in nutrition and personal economics. Business Law students received practice in using the legal system by role-playing small business legal situations in class.

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. The research unit, which is required in 9th grade but also shows up in virtually all 11/12 electives and many other required classes, emphasizes reading and assessing documents such as Consumer Report articles, trade publications and various internet sources to incorporate into their writing. Students practice resume writing through various courses such as freshman English and senior English. We no longer maintain department files on this topic, as we believe that we adequately address this need for students. Teachers regularly collaborate around these topics and several department meetings have formally addressed them.

The English Department continued its technology use emphasis, especially in the freshman and sophomore college-prep classes. Teachers continued to bring classes to the computer labs for internet research, Web-quests, word processing and use of such programs as PowerPoint and Adobe PageMaker. Furthermore, the English Department computer lab will be upgraded over the summer with new computers and publishing software. As wireless laptops become available, English teachers use them to manage their InClass accounts for students and as a classroom instructional tool.

In general, teachers agree that students still lack strong oral presentation skills. To this end, by grade level, teachers have shared assignments and strategies for better preparing students for presentations. Humanities teachers report much success in this area. Course outlines were rewritten for all English courses that include alignment references to ESLRs and state standards. Each course outline also details model units and lessons and which of these skills the assignment addresses. Outlines were written by Tom Schellenberg, Trinity Klein and David Cohen. Two sets of drafts were reviewed and approved by teachers of the courses prior to final submission to Burton Cohen at the district.

Physical Education

The 9th grade Physical Education curriculum has been enhanced to provide self-advocacy skills in developing personal fitness plans. The purpose of these plans is to provide every Paly ninth grader with the ability and skills necessary to develop, implement and self-monitor personal fitness. Staff members involved with the ninth grade curriculum provided a summary of activities that provide students with the skills necessary to develop and implement a personal fitness plan.

In order for the Paly Physical Education Department to continue in this effort, the weight training facility will need to be updated with equipment that provides opportunities for student growth and development. Some equipment will be eliminated and some new machines and weight training stations will be added. The possibility of building/creating an "aerobic room" will be investigated.

During the 2005-2006 weight training units, instruction focused on weight training and fitness as ways to build self-esteem and means of addressing self-advocacy. Improvement and updating of the athletic facilities began during the 2003-2004 school year and is ongoing. The work performed on athletic facilities positively and directly relates to the Physical Education program at Paly. Below is an overview of facility improvements:

- ❑ Addition of five new weight training stations in the weight room.
- ❑ Further investigation into the addition of a fifth indoor teaching station.

- ❑ Completion of the new state of the art aquatic facility.
- ❑ "Field Turf" for all athletic fields is in the explorative stage.

History and Social Science

The Social Studies Department is committed to building upon efforts made in the 2005-2006 school year to work on basic skills needed by all students, regardless of their post-secondary goals.

These include reading comprehension, writing competence, oral presentations and/or the ability to contribute to group discussions and projects. Critical thinking skills - the ability to analyze and synthesize information and to evaluate sources of information - will also be crucial in the 21st century. Our primary focus was to create curricular maps for each of the grades and course we offer in Paly Social Studies. We have successfully started curriculum maps in the 12th grade and we finished work in the other grades over the summer. The district has funded, through curriculum writing, teachers to work on curriculum maps over the summer. We also collaborated on lessons to improve reading comprehension and writing skills. In economics, as part of the curriculum mapping process, Debbie Whitson and Eric Bloom spent time aligning our courses and developing common essential questions that guide us and the kids to think more. As part of the summer curriculum work, Debbie has started working on tying real world events, where there are no "correct answers" to the curricular concepts in units to allow students to see Economics as a way of examining choices rather a body of determined answers. The first unit will use the border between Mexico and the US as a backdrop to examine the basic economic concepts of: scarcity, trade-offs and opportunity cost, incentives, externalities and the "Tragedy of the Commons".

The Social Studies Department also developed lessons specifically to help students learn how to make inferences beyond the literal content of their reading. Twelfth grade teachers have spend time working of essay questions that require students to support their conclusions. Twelfth grade teachers designed projects requiring students to use critical thinking skills to problem solve, to reflect on their own values, and to effectively contribute to a group. Debbie Whitson, Kathie Laurence, Melinda Mattes, and Eric Bloom have had some good success with our end of the year poster projects but have noticed some redundancy between our classes. We have decided to create a Senior poster project which will synthesize the learning of all social sciences skills in our classes. Social Studies and English reexamined the ninth grade research project and determine the core skills and knowledge needed for ninth graders to be successful in their four years at Paly. This may require suspending the formal research paper for the 2006-2007 year as we develop a project that teaches those skills needed. Although we still did some sort of research project some of the ninth grade teachers worked to revive the old project. Jaclyn Edwards and David Rapaport used involving primary documents including an English indenture from the year 1742 (a long term project), original American newspapers from WWI (short term) and a selection of handwritten journals written from 1914-1918 (short).

Science

In addition to overhauling the science courses and sequences, the following activities were conducted throughout the year with the idea of exposing students to a variety of post secondary options. The following are a few examples of field trips, guest speakers and staff training.

1. Medical School 101 – selected freshman and sophomores attended a day in the life of a medical student at Stanford University School of Medicine. Twenty students participated in Science Research Projects class. Students also participated in Science Teaching Practicum
2. Guest speakers in Environmental Science and AP Environmental Science: Hurricane Katrina hazardous waste engineer, Environmentalists from Stanford Graduate Environmental Studies Program, Acterra, Save the Bay and Career Day Waste Management speakers.

3. Two teachers attended training in Nanoscience and Technology. Seven teachers have attended two days of advanced InClass training.

Many science class activities are provided which have students employ the use of computers (PowerPoint presentations, online chat boards, etc) and help to increase student computer literacy

Visual and Performing Arts

There are many new and ongoing units and activities in place in the Visual and Performing arts. Each of these activities helps to promote a self-motivation and knowledge that will help students make personal decisions in the arts. Among them are:

- In Instrumental Music, jazz students are given the opportunity to rehearse and perform with professional musicians once a year and to be given advice from that musician about paths toward that vocation. Field studies to college campuses for clinics and festivals give band and orchestra students insight into music study beyond high school and for pursuing such study.
- The current “artist in residence” program in the visual arts allows students to learn and create on a daily basis with a professional artist.
- Students in the theater department are given specific responsibilities in the running of the theater itself. The stage tech class deals in both vocational training and time management.
- Discussions are ongoing in the classes about schedules and time budgeting and preparation as they apply to specific class activities and to life in general.

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?

Teacher Advisor Program

Paly is extremely proud of its teacher advisor system. We have expanded services over the past ten years to include a regular curriculum of academic support, career and vocational options and social/emotional support. Each grade level has the opportunity to evaluate the TA program at the end of each year, by completing a survey. See appendix for survey, which was given to our 12th grade students.

The results from last year’s survey are being completed. We have five years of data available to examine. WASC has recognized the Paly TA system as exemplary and in most conversations about stress, the Paly model of guidance is recognized as a very good model. The data from the evaluations shows our students value the TA program and feel it works for them. Joan Wrenn and Susan Shultz have worked for many years to make this guidance system successful.

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 assessment 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 underrepresented students in all areas of Paly life.
- 1h. Create a comprehensive, staff driven Staff Development program.

(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?

Career and Vocational Education

An examination of the “at-risk” database (done as a whole department and also by individual teachers) gave the Career Vocational Education teaching staff a student-by-student understanding of particular student needs. The department was able to individualize attention to student needs in this way. In addition to the “at-risk” database, the department was given demographic achievement information to look at containing student achievement by gender and ethnic self-identification. Certain disciplines noted specific trends; the over-representation of special needs students in one discipline, the under-representation of minority students in several other disciplines. Staff recognized these trends and took steps to address special needs and opportunities for targeted recruitment of minority students.

All Career Vocational Education teaching staff attended Elements Of Instruction training in 2005-06. The training received depended on the previous training levels accomplished. TESSA training was offered as was differentiation and other training. The specific teaching method from these training opportunities implemented by Career Vocational Education staff varied; most addressed the assessment of students with a variety of special needs.

English

This year, we saw many URM students ‘up-lane’ in English, with varying degrees of success. Teachers largely report that the majority of students who moved mid-year during 10th grade (6 in total) needed a tremendous amount of support to maintain minimum passing grades. As a result, the department has called into question its curricular organization and delivery because it appears that with each passing grade level, the gap between college-prep and honors English widens significantly. As a

result, students who want to up-lane past 9th grade have an increasingly difficult time. We recognize that it is a near impossible leap for a college-prep student to move to honors at the 11th or 12th grade for the first time. To that end, we are writing department goals to address this problem. The demographic make-up of our Reading Support and college-prep classes continue to concern us, as these students are increasingly URMs and male. The department perceives that non-URM 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. However, state standards testing reveal that URMs are improving their performance at our school. The Class of 2007 CAHSEE ELA results show that 95% of Hispanics and 94% of African-Americans passed the exam, which actually means only one student of each ethnic group did not pass.

In regard to the new English elective Facing History and Ourselves, we advertised and gained enrollment for two sections at the 10th grade level. We received Board Certification on two textbook titles for the class and look forward to hearing from our first students of this course next year.

Through Staff Development opportunities many teachers participated in TESA training. Seven staff members (four teachers, one guidance counselor, two administrators) participated in Identity Safety Training which highlighted what an identity safe classroom would look like. The next step would for all staff to participate in this training.

Guidance Department

At the beginning of the second semester there was a retreat held by the Guidance Department to review all students below a 2.0 GPA and those currently in Paly Support Programs. The Paly Support Programs include: Study Skills, AVID, Opportunity/Independent Study program, Literacy/Reading. During the retreat every student was evaluated to examine what services they were and were not receiving. Through the day we discovered that we knew who the students were and that they were receiving services. In addition, another level of monitoring the students was discussed—to use our current Advisory system and utilize the Teacher Advisors.

Math

The Math Department has worked in two major areas to support students. The first is that all math teachers have received training in the TESA method of instruction. The math Instructional Supervisor did walkthroughs to observe these teaching methods and provided her staff with feedback.

The Math Department planned and executed an out-reach luncheon in November of 2005 for under-represented minority upper-classmen to recruit them to mentor students during their prep periods in our Alg 1.1, Alg 1.2, and Alg 1 courses. This helped in two areas. The first was to involve these students as math leaders and mentors. The second was to provide positive role models for the students who see math as a challenge.

The math department also investigated the possibility of an after-school program that will create a one-to-one match-up of any type of mentoring student with a math-needy student of any background.

Currently, we have a handful of students who mentor math-needy students after school in a couple of math classrooms. These are upper-class A-lane or honors-lane students. Some of them receive extra credit in their math classes for this work and others will receive Community Service points. We are beginning to get a regular clientele in this drop-in largely to parent-teacher-student cooperation and the student desire to pass the course.

History & Social Science

In Social Studies David Rapaport has seen improvements with underrepresented minorities and all students as a result of integrated use of technology. He says “Having a nice technological base has made my classroom far more productive for me and my students. A dedicated "hub" of 5 computers with a projector and reliable printer has transformed my classroom into a high-intensity learning lab independent of the other rolling laptop cart (which occasionally augments the 5 computers when whole class access to the net is desired).”

In Economics a student-focused “audio documentary” gave students an opportunity to select and follow a topic of their choosing. We managed to get eight podcasts posted on Paly’s Voice.

Guest speakers have provided important real-world connections to students. In Government we had FBI Agent Dave Schutz provide a great forum on law enforcement and respecting constitutional rights. Local politician Vic Ojakian shed light on the local and state elections that students followed. CBS News Director of Polling Kathleen Frankovic took discussion of polling and public opinion to a new level. Helen Thomas (by phone) inspired students and provided frank answers about tough political questions. She became big news just a few weeks later when she and the president tussled in the give and take she was describing.

In Economics we had a strawberry farmer, Ernie Farley, who spoke about shifting incentives and struggles of working in a very competitive market. Two stockbrokers helped with our business simulation—the kids felt that they were one of the best parts of the simulation because they brought the real world into the class. Lauren Young, a co-founder of FaceAids.org, a Stanford sophomore, who helped found a student orientated direct aid organization for Africans with AIDS. She spoke on how individuals can make a difference in development. In US Foreign Policy we had a litany of speakers ranging from former students doing work in Africa, to Army officers who served and were injured in Iraq, to internationally recognized experts on foreign policy.

Science

Science teachers were involved in a variety of different training sessions in order to learn of and effectively use strategies to improve teaching for all students. These have included:

1. TESA skills (training for and reading articles on Identity safety).
2. Teacher on Special Assignment: working on curriculum and textbook selection for the new courses “*Introduction to Science*” and the current “*Introduction to Chem/Physics*”
3. Continued AVID Training
4. Readings, discussions, workshops in Differentiated Instruction
5. Nanoscience and Technology Workshops

Professional Development

After two years of preparation, Paly has finally developed a staff driven professional development program. The driving force behind this effort is the work of Chuck Merritt, Jenn Abrams, David Cohen and Hilary McDaniels. The following three documents show the people involved and how the program is organized. It also shows the calendar for the year in general terms and the options the staff has to improve their practice. We are developing a cadre of professional trainers in a variety of areas and have imbedded the responsibility for professional development with our staff.

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 High School 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 one 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?

Email 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	
<i>AM All Paly staff</i>	<i>PM Departments</i>
Camp Everytown Mandated Reporting Epi-Pen training Sexual Harassment Recommendation writing	Give copy of department staff development plan to Carolyn Benfield

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

THURSDAY, FEBRUARY 16	
<i>AM All Paly staff</i>	<i>PM Departments</i>
Student Stress	Give copy of department staff development plan to Carolyn Benfield

**Collaboration
Professional Development
Required for all staff**

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

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

1 st SEMESTER <i>7:45-8:40am</i>	2 nd SEMESTER <i>2:15-3:15pm</i>
September 21 October 19 November 2 November 16	February 15 March 8 March 22 April 12

DEPARTMENT COLLABORATION

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

PALO ALTO HIGH SCHOOL COLLABORATION SCHOOL-BASED PROFESSIONAL LEARNING FALL 2006

The Paly Staff Development Cadre is pleased to announce our Fall Semester offerings, designed to provide you with practical, high-quality, staff-led, ongoing professional development. We want to provide experiences for you to deepen your understanding of relevant topics, and support you in adding to your repertoire of instructional strategies.

**Fall Sessions: Thursday Collaboration, mornings 7:45-8:45am
September 21, October 19, November 2 and November 16**

You can attend only **ONE** of the sessions below during Fall Collaboration. Please indicate your first three choices on the attached half-sheet. (Some sessions will be available in the spring, along with new topics).

By the week of September 18th you be receiving notification of which group you are in and the location where you will be meeting for your first session on September 21st. We will try to accommodate you as best we can. Thank you! - **The Paly Staff Development Cadre**

<p>SESSION #1: Who are the kids stuck in the middle and how can we reach them? In these sessions, we will explore how we can support the learning of all students, including students of color and students in the middle. In the fall we will study <u>Why are All the Black Kids Sitting Together in the Cafeteria?</u> and share best practices to improve student outcomes. In the spring we will develop classroom strategies utilizing AVID's WICR methodologies (Writing, Inquiry, Collaboration, and Reading) to better help all students learn. Facilitator: Liz Brimhall</p>	<p>SESSION #2: Seize the Moment You've planned your lesson and have problem-solved possible glitches. Then...the unexpected occurs: an offensive or derogatory remark, a campus crisis, or a world or social event. Do you continue with your planned lesson? Or do you seize the moment, and dive into these uncharted waters? In this series we will explore strategies, learn tools, and develop language to help us navigate through the inherent tensions and create learning from these moments. Facilitator: Letitia Burton</p>
<p>SESSION #3: Making and Using Better Exams Testing is a big deal, but not rocket science. Using your own class/unit ideas as criteria, we will discuss how to create exams that test what your teach, learn to use Microsoft Word for effective construction, and some simple guides to interpretation of data. Facilitator: Eric Bloom</p>	<p>SESSION #4 Practical First Aid Four sessions will cover some basic techniques for dealing with typical scenarios for school first aid. You will receive a practical, hands-on approach to dealing with classroom or office first aid. We will discuss how to know when to call for assistance and when you have the resources to handle a situation on your own. This seminar is designed specifically for classified staff needs. Facilitator: Stacey Kofman</p>
<p>SESSION #5 Integrate Technology Want to use some technology tools to enhance your curriculum? Need a little help with the planning? These four sessions will give you that help by putting the fundamentals of problem-based learning at the service of lessons that you choose to develop or expand. Practical lesson plans for your classroom will be an outcome. Facilitator: Arlene Leslie</p>	<p>SESSION #6 Tips for Using Microsoft Office Unlock the mysteries of Microsoft Word and Excel (at least some of them!). These sessions will address specific participant-chosen issues, from basic to more advanced, depending on what is requested. We will definitely cover the use of tables and mail-merge in Word. A brief overview of PowerPoint will be included. This seminar is designed specifically for classified staff needs. Facilitator: Chuck Merritt</p>

SESSION #7:**“WHAT were you thinking?”**

What do Floyd Landis, Vladimir Putin, 50 Cent, T.S. Elliot, Marion Jones, Ann Coulter, Stephen King, Samuel Taylor Coleridge, Madonna, Mark Twain, H.G. Wells, and Britney Spears AND the developers of the Apple iPod all have in common?

All have been found or have been accused of cheating or plagiarizing! Given the preponderance of famous and not-so-famous folks cheating and plagiarizing, is it any wonder that we are seeing more of the same here at PALY?

Grab a cup of coffee, a bagel, and come hear from experts in the field:

1. Markkula Center for Applied Ethics – Santa Clara University
2. Doping and Steroid use – College and Age-Group Athletics
3. Google's work, copyright, and the public good
4. Adolescent medicine and development
5. Best practices to keep temptation to cheat outside your classroom, off the gym floor, and away from the playing field.

Facilitator: Kindel Launer

**SESSION #8:****InClass-Extending the Boundaries of the Classroom**

InClass is a powerful communication tool that can be easily used by any teacher at any level of technology. Come and learn how to take your use of InClass to the next level as the workshop content will be matched to participant interests. Some of the possible topics that may be covered include:

- Various ways to post and distribute assignments and course materials
- Making online tests which are automatically scored by the system
- Creating anonymous online surveys
- Setting up Discussion Boards to extend your students conversations outside of the classroom

Whatever your interest is you can focus your lab time on the topic that works for you.

Facilitator: Mindy Steiner

SESSION #9**New to Paly???**

Where do I...? Who is...? How do I...? What is...?

Learn all about how Paly works and spend time getting to know the 2006 New to Paly cohort. We will support each other in the transition to a new school, gain confidence in communicating with parents, familiarize ourselves with processes and procedures at Paly, visit with support staff and program leaders, talk about classroom management and share information about our classrooms. Most importantly we will aim to have FUN!

Facilitator: Hilary McDaniel

SESSION #10:**Differentiated Instruction- Let's do it!**

Teaching a “mixed level” course? This may be the session for you! Instead of convincing you that we need to differentiate, we will discuss and develop lessons in small groups, which we can use in our classrooms this year. This session will allow you time to brainstorm ideas with your peers. The goal is to take one to two lessons/units (over the four sessions) and differentiate in ways you have not tried before. In the end, we will share our ideas with each other in the hopes that they are ideas that can be converted to all of our classrooms.

Facilitator: Michelle Steingart

SESSION #11:**“I Read It, But I Don't Get It” – Strategic Approaches to Reading**

Your students know how to read, but are they remembering what they read and learning as much as you'd hoped? What can you do to help without sacrificing huge chunks of instructional time? In four sessions, this group will...

- Review common student and teacher misconceptions about reading
- Increase awareness of how students negotiate texts
- Learn strategies that improve the reading of all students
- Plan strategic mini-lessons that can be integrated into regular instruction

Facilitator: David Cohen

Register by Sept. 11! You have **TWO** methods to choose from.

<p align="center">-one-</p> <p>EMAIL JENNIFER WITH YOUR FIRST, SECOND AND THIRD CHOICES BY SEPTEMBER 11TH. (Jennifer Abrams, PAUSD BTSA coach, and staff developer, is working with us to coordinate this effort.)</p> <p align="center">(jabrams@pausd.org) OR....</p>	<p align="center">-two-</p> <p>INDICATE YOUR <u>TOP THREE CHOICES</u> ON THIS HALF SHEET BELOW AND HAND IT TO VALLEN IN THE MAIN OFFICE.</p> <p>Use table below. Write 1, 2 and 3 to show first, second and third choice:</p>	
Session #1	Session #2	Session #3
Session #4	Session #5	Session #6
Session #7	Session #8	Session #9
Session #10	Session #11	(Write 1st, 2nd and 3rd)

NAME: _____ **DEPT:** _____

Please give this form to Vallen Queen in Main Office or email Jen Abrams by the 11th

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 following is a comparison of the Semester 2 GPA from the 2004-05 and 2005-06 school years for all Latino and African American students. Although the average decreased slightly, partly due to an increase in the number students from the previous year, overall there were fewer students with GPAs under 2.0. However, the average for African American students decreased by .29, which reflects a few more students having GPAs below 2.0.

Average GPA for Latino and African American students

	2004-2005	2005-2006
Latino	2.62 (117 students)	2.41 (123 students)
African American	2.58 (81 students)	2.29 (92 students)

In an effort to improve the GPA of all underrepresented minority students, In the March 2006 Science Walk Around, did individual recruiting of URM students and reviewed their individual four-year science goals in the fall of 2006 the Science Department will add a core unit “Mathematics for Science” for implementation into the Biology 1, Chemistry and Intro classes. The Science Department collaborated with the Math Department as to the needs of “math for science” for students and reviewed the prerequisites for AP Environmental Science.

In general, World Languages doesn’t appear to be that appealing to underrepresented minority students and as a result, enrollment figures of students from this group tend to be very low. Historically, Spanish has been viewed as the “easiest” language in the department and has had the largest enrollment of underrepresented minority students.

Since we do not have a Spanish-for-Spanish-Speakers class this year, we are unable to adequately track students belonging to this group in a course that is intended to help them improve their listening, speaking, reading and writing skills as native speakers. We hope that we will be able to offer this course to them next year.

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?

In examining Latino and African American students' participation in accelerated or honors classes in English, History-Social Science, Math, and Science, we noted that the levels are constant. Overall, in the core subjects, Latino and African American students were more likely to take regular college prep classes than accelerated and honors level classes. However, Latino students in Math and Science were more likely to enroll in accelerated and honors level classes than African-American students.

One highlight was that the Math department began to recruit high performing underrepresented students to tutor and mentor other underrepresented students in the lower level math classes.

English;

- 9th grade—8 of the 25 African-American students took Critical Thinking 1. 7 of the 33 Latino students took Critical Thinking 1
- 10 African-American students were enrolled in AP English, World Classics, and Humanities classes. Seventeen Latino students were enrolled in AP English, World Classics, American Classics and Humanities classes.
- 5 African-American and 5 Latino students were enrolled in the Journalism classes.

History-Social Science;

- Has a four year requirement for graduation and only offers 1 honors level class (US Foreign Policy), 2 Advanced Placement classes (Psychology and US History).
- 2 African-American and 8 Latinos were enrolled in AP Psychology. No underrepresented minorities were enrolled in AP US History.

Math;

- 4 African-American students were enrolled in Alg 1A and Geo/Alg 2A, 4 in Geometry A, 3 in PreCalc, 2 in Alg/PreCalcH, 2 in AB Calc
- 5 Latino students were enrolled in Alg1A and Geo/Alg 2A, 5 in Geometry A, 4 in Trig/Analyt, 6 in PreCalc and PreCalc A, 2 in Alg2/PreCalcH, 5 in AB and BC Calc

Science;

- 4 African-American students were enrolled in BioA, 4 Chem A, 2 AP Chem, 1 AP Envi Sciences
- 8 Latino students were enrolled in BioA, 9 CHem A, 2 Physics H, 2 AP Chem, 6 AP Envi Sciences

The Math and Science Departments have been working very hard over the past two years examining curriculum in regards to this goal. With the revision of the Science curriculum we are expecting the number of students who have access to our upper level science classes to increase.

In the Visual and Performing Arts, the rate of retention in the upper level classes is increasing. This is allowing students to show their strengths at a higher level and offering them the opportunities that come with staying with a program for a number of years.

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 Board Certified and purchased for use in the senior year World Literature and Classics classes to fill the gap of Middle-Eastern literature. We continue to examine writers of color, and preferably female, for addition to the ninth grade curriculum, with *How the Garcia Girls Lost Their Accent*, by Julia Alvarez, as a possibility. The addition of two sections of Facing History and Ourselves at the 10th grade level will also address this task as the course focuses on social justice and citizenship. All department teachers participated in the Facing History and Ourselves activities offered during Staff Development Days. The department also had follow-up discussions, with a particular emphasis on laning as gate-keeping for students of color. All of the Temp. and Prob 1 and 2 teachers attended the required diversity training through the district. Our PAR teacher is taking EOI and E=E over the summer.

Through Staff Development all teachers had the opportunity to attend training sessions; Identity Safety, BTSA, TESA, Equity = Excellence. In addition, the Paly Staff Development Group organized site training in Facing History in which all staff participated.

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?

Paly held two events specifically aimed at increased community participation for our parents and students in the Voluntary Transfer Program. The first was the VTP Family Night held at the Cesar Chavez Middle School in East Palo Alto in November. There was an evident increase in the number of parents, students, and staff that participated; more than 85 parents and students and 20 staff. The event was co-sponsored by the PTSA as well. The goal of the night was community building, as such, parents got to meet many staff members including the entire administrative team as well as several Instructional Supervisors.

The second event was a spring event held at Paly to welcome new VTP families. Current VTP families were invited as well. The event was not well attended by our current VTP families, one observation might be that holding the event in East Palo Alto would increase participation. For each event two mailings were sent and all the families were called individually.

In addition, Paly sponsored an evening for all Latino and African American families in the District, the keynote speaker was Edmundo Norte. Both events were coordinated by parent associations to discuss what current issues were affecting the students and families. There will additional meetings in the 2006-2007 school year.

TASK 6: Research and organize a mentoring program to be started in the 2006-2007 school year.

(AQ): Is the program in place to start in the beginning of the 2006-2007 school year?

The math department is piloting a number of ideas this year in mentoring, beginning with mentoring in the classroom. In addition, we are looking for ways to set up a mentoring program outside of the school periods. Refer to the Math section on page 9.

TASK 7: 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?

Math

Incoming 9th graders are given an Algebra Readiness exam in the spring and then are appropriately placed in the Math level ranging from pre-Algebra to honors level. In addition, the Paly Guidance team meets with the middle schools to identify which students are reading below grade level and these students are then administered the Degrees of Reading Power (DRP). If the student scores below the 50th percentile he/she are placed in the Literacy/Reading class. Current Paly students are recommended through teachers, parents, or resulting from a SST meeting.

In the fall, departments and individual teachers were given assessment results in order, to identify students below grade level. Currently, teachers are beginning to access the testing information; the 2006-2007 goal will be to increase access and then to begin using the data to potentially differentiate instruction.

English

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. Teacher 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. He has worked with Liz Brimhall and Ann Degelman to this end. In an effort to better facilitate coordination among the Reading Course and other schoolwide intervention programs, David Cohen will begin teaching his two sections of Reading in the Tower Building so that he can have easier access to the support services and programs that are located in the administrative building. David sends out monthly S.M.A.R.T emails that advocates 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.

This year all secondary English departments met during a Staff Development Day to discuss the teaching of reading. The end result was a greater understanding of a scope and sequence of skills from the middle through the high schools. The department also updated its core and extended reading lists and created a list of short stories used at each grade level for distribution to the other secondary sites. The English Department will continue with the implementation of the Writing Matrix into the 10th grade this year.

Science

Along with a student's current science course and grade, science teachers have traditionally used both a student's current math grade and his/her placement in the math course sequence as criteria for determining the next science course a student should take. Empirically, we know that math skills correlate strongly with success in science. The question is whether a student's grade in math is a good predictor of success in science for students of all academic abilities. For those students who are enrolled in *Chemistry A* and *Physics H*, the correlation between math grades and classes, and success in science is excellent. However, serious questions have arisen when we look at the data for our reading and math challenged students. As part of monitoring grades in science and math courses, we have discovered a potential bias that may profoundly impact students initially working below grade level specifically with respect to their access to AP courses. A review of grades for students who are identified both as under represented minorities (URMs) and reading below grade levels has clearly shown that their math grades are consistently one or more grades *below* their science grades when tracked in *Introduction to Chemistry and Physics* and *Chemistry 1*. The outcome is that regardless of whether students desire to continue on in science or even meet the science requirement, their math grades and consequently, their math placement technically make them ineligible for some of the AP science courses. As a department we are committed to reversing this trend by reorganizing the courses in the science department and adding a skills class for incoming freshmen called: *Introduction to Science*.

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 Balance Task Force 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.

(AQ): *How were the recommendations of the Balance Task Force implemented? What data was gathered regarding student stress? Was a reduction in student stress evident from the data?*

The Social Norming Campaign finished its third year with some good results. The first result is that we now have three years of data and can look at a pattern or trend. The student responses over the past three years are so similar in all areas we believe we have a good picture of the amount of use on the campus in regards to alcohol and drugs. We also see the need for a consistent long-term educational approach to drug and alcohol issues as we turn over 25% of our students on a yearly basis. The language of the discussions is now easier due to the influx of the middle school students and parents that have previously taken the survey and heard the message.

The major change we are seeing in our student population is the understanding that the perception of alcohol use versus the reality is slowly getting closer to the truth. There was a 15% decrease between what our students believed to be the percentage of students using alcohol and the actual percentage. We believe we need to continue with the program in to the future and continue to inform our community.

We believe it should be a high priority to continue to expand the messages of the Social Norming Project into the community. The Palo Alto Medical Foundation has been a wonderful partner in our efforts. We would like to continue this partnership and expand it with other agencies. We also need to work with our community to help them understand the many ways we work on drug and alcohol issues. We have a portion of our population that does engage in risky behaviors and we have programs in place to deal with these issues. Drug and alcohol treatment and prevention is not approached with only one tool. We are seeing a significant reduction in the perception of use by our students and we must continue to offer support to those students involved with drugs and alcohol.

The Balance Task Force (BTF) has evolved into the “Stressed Out Students” or “SOS” committee. The Paly SOS committee continues to participate in Stanford University’s “Stressed Out Students” conference. We have been a part of the conference since its inception in May 2004. We again attended the conference in May 2006. Our committee continues to address growing concerns that adolescents are often making huge sacrifices to their mental and physical health, personal values, and commitment to learning as they deal with the increasing pressure for high achievement in our competitive high school environment. Our committee is the umbrella committee overseeing the Social Norming project as well.

The SOS committee continues to orchestrate some important activities in regards to stress and stress reduction. Through our Teacher Advisory system, we conduct a time management activity. This activity asks students to think about their schoolwork in addition to other important activities such as athletics, religious obligations, club involvement, volunteering, family time, etc. Through Advisory we also cover mental health awareness. We think it is important for students to know warning signs of depression and suicidal ideation in themselves or others. We discuss the importance of knowing how, when, and where to get help. Thirdly, we will continue with a yoga class on Thursdays after school.

We are pleased to report that the second annual "SOS" survey (otherwise known as "Progress on School Goals" survey) given on April 7, 2006 showed improvements in several areas. Based on last year's key findings, some of this year's improvements included: "More teachers than last year are indicating how long assignment should take students to complete and teachers are checking to verify how much time it actually took"; "The majority of the students feel their teachers create an atmosphere where they feel welcomed and valued. In three out of five academic departments, the numbers have improved". The majority of students rated their academic challenge to be at "about the right level", yet 50% of students report that their level of stress is "too high." This is down 5% from last year. Fifty-nine percent of students report that the school activity that causes them the most stress is "too much homework". This percentage is down from the 66% reported last year.

Some areas we still need to work on include: "Less than 50% of students report that they know the class material well before moving on to new concepts" and "68% of students say they always have projects, tests and homework all due at similar times".

We added a couple of questions regarding academic honesty/integrity to our survey. This is an area of concern. We also added a question about having first semester finals before Winter Break. Seventy percent of our students wanted first semester finals before Winter Break. With 70 % of our student body supporting this change, the SOS committee (along with the PAUSD SHARE committee) decided to make a formal proposal to the PAUSD calendar committee. Our proposal included why we thought this be would beneficial not only to students but to the entire Paly community (Winter Break would be a true "break" for everyone) and information about how this calendar has been working at other local high schools with good results. Our formal proposal went to the calendar committee in late May 2006.

Our survey also told us our students are not getting enough sleep. Only 14% of students report sleeping an average of 8-10 hours per night. Our committee also plans to put some thought and effort into a "later start" to the school day. Although we do not have any specifics at this point, this will be a priority for us.

The SOS committee feels that we have made some significant strides regarding student stress. We will continue to work on this very important topic on behalf of the Paly community. The recommendation to achieve a reduction in the level of stress experienced by Paly students in their work at school was addressed by the Dance program through guest instruction in the art of yoga. The Dance classes were taught basic yoga techniques and given time to practice them. As well, relaxation exercises were added to Dance and three ninth grade PE classes. Students interviewed agreed 100% that the instruction and new techniques, both yoga and relaxation, greatly improved their sense of well being. Most students indicated they would continue to use the techniques to which they were introduced.

TASK 2: Implement recommendations of the Academic Task Force.

2a: Develop and implement staff development activities on assessment issues.

(AQ): What staff development activities on homework and assessment were developed?

The answer to this question is covered in the answers to questions asked in Task 3.

TASK 3: Departments will improve alignment of homework/assessments with classroom instruction.

- 3a. 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.
- 3b. Departments investigate frequency and timing of assessments with view toward assisting students in managing workloads.
- 3c. Departments consider implementing some flexibility into homework and quiz system.

(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?

Career and Vocational Education

The Career Vocational Education teaching staff reviewed homework procedures several times during the fall semester in order to better understand common practices within the department. It was determined that clear communication of course objectives, clear communication of the nature of assignments, and consistency of application of the rules about homework and assignments were essential to the success of students in all CVE courses.

English

The English Department’s first activity prior to the opening of school was to perform a grade-level essay assessment calibration activity. For each grade level they teach, teachers read and graded an essay (accompanied by an assignment handout) and then discussed results. Teachers then shared grading standards and rubrics used in their classes. Through the draft revision of the Course Descriptions, the department also re-affirmed the amount and nature of assignment at each grade level. 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. 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. The Writing Matrix for 9th and 10th grade was completed and submitted to Nancy Ayling at the District. Teachers also use InClass to make their assignments, grading standards, rubrics, and grades visible to students and their families.

Overall, English rated well on the SOS Student survey. Eighty-five percent of students report that homework takes them under an hour. Eighty percent of students feel that they know the class material well before moving on to a new concept. Sixty percent of students felt that homework assignments ‘always’ or ‘frequently’ prepared them for tests and exams. Seventy-five percent rated the level of academic challenge in their English classes as “about right”, with only 9.6% citing ‘too much’.

However, our major concern in this area is around the issue of plagiarism. We have seen a spike in violation of the Academic Honesty Policy, particularly in students using Internet resources to write their book essays and research papers. The SOS survey confirms that over half those surveyed have knowingly violated the policy at least once and nearly 25% have done so more than three times. The main cause for this is cited as “too little time to prepare/too much homework.” To combat this increasing problem, the English department has requested a site license for the internet-based turnitin.com software, which not only examines papers for plagiarism, but is also a valuable teaching tool for helping students learn more about the nuances between using outside resources for research and borrowing from someone else’s original ideas. The tool would be available to all teachers at the school. We hope it will be available and implemented, including end-user training by the start of the 2006-2007 school year. The majority of teachers in the department continued to use InClass to allow students greater access to assignments, resources and tools, and their grades. The department also administered the Social Norming survey and helped deliver the contents of its message to all students.

Math

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

The math department’s staff development activities lies within discussion and reading of current publications regarding these ideas. These discussions and their implementations take a lot of planning and time; the time comes from department meeting time and collaboration time. However, it is common practice for many additional hours to come from informal and formal meetings beyond these times.

Science

Science teachers have used a variety of strategies and techniques to engage students and urge them to think critically and creatively. These have included:

- ❑ A variety of technologies used in classes to provide enhanced instruction for the different learning modalities and multiple intelligences seen in students. Students use computers during classes to see molecular models rotated in three dimensions, observe chemical demonstrations, watch and hear examples of the Doppler effect in physics classes and participate in a limited number of virtual lab experiments enhanced by computerized instruction. Students are frequently challenged visually, auditorially and kinesthetically with in one class period in science classes.
- ❑ Departmental Course restructuring based on the knowledge that students “stress” over grades. With our newly designed courses, we plan to reduce student stress by assuring student readiness for whatever science course they select. Ensuring that students are “math ready” for the quantitative science they will see in upper division classes is a high priority for the 2006-2007 school year.
- ❑ Reduced homework, group testing, individual oral testing
- ❑ Focus on “general” quantitative learning versus “specific” quantitative learning.

World Languages

For the past two years, World Languages at Paly and Jordan have been working on the alignment of “common” tests. In addition, we have discussed and agreed on a common statement of policies and procedures for our teachers to follow from grades 7-12. We hope that by doing this there will be less confusion for the students and their parents as they begin a language and continue through the upper levels.

World Languages agreed to pilot early finals this year by giving our finals during the two block days the week before winter vacation. Based on survey results, the students were largely in favor of having early finals. They also recommended that only one department doing this was not enough and that it would be better for the whole school to participate in giving early finals. There has also been discussion in the department about the elimination of final exams for the end of the first semester. This would mean that the students' grades would be based on all assessments except a final examination for their semester 1 grade.

Whenever possible, teachers responsible for the same level of a language meet frequently to coordinate their classes. Often, one teacher arranges for the copying of materials for everyone. During department meetings and on staff development days, we have shared activities that work well with each other and made copies of the lesson plans for all to use.

During two summers, 2004 and 2005, teachers met to completely revise the World Languages Course Descriptions for all levels of French, Spanish, Japanese and Levels 1-2 of German. Moreover, student outcomes are aligned to State/National and PAUSD Content Standards.

Visual and Performing Arts

In the performing arts, there was a meeting in the spring of 2005-2006 to plan the calendar for the coming school year. In the planning of our performances, which are a major part of our homework and assessment for our classes, we work to make sure that our various performance schedules do not overlap and that the students that we share do not get overloaded. We also take into account the master school calendar and steer clear of major all school events such as spirit week, AP exams and prom to name only a few.

TASK 4: Departments work collaboratively with parents and students to improve communication of expectations regarding homework and assessments.
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|--|
| <ul style="list-style-type: none">4a. Departments conduct reviews and implement "best practices" in communication of expectations for assessments to students and parents.4b. 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.4c. Departments review and discuss grading and homework policies with view toward expansion of use of policy "best practices."4d. Departments conduct review of spring '05 InClass pilot and discuss expanding by 20% the use of InClass system as means of communicating with parents and students during 2005-2006. |
|--|

(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?

English

The English Course Description Project was completed, with an emphasis on alignment with District and state standards. The department has demonstrated alignment with these descriptions and standards through submission of their course overviews to the Instructional Supervisor and through ongoing collaboration with colleagues. Teachers continued to use collaboration time to discuss best practices, assessment and feedback, especially in the ninth grade level. Teachers continue to expand their use of InClass as a communication tool with students and their families. No benchmarks beyond required testing such as CAHSEE, STAR, and ERB were identified or implemented.

The majority of teachers use calendars or syllabi in their classes to help students manage both daily and long-term assignments. Over half of the department also uses InClass to post assignments and calendars to students and their families. 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 results of the SOS survey affirm that English is strong in this area. Over half of all students said that a teacher checks-in to see how much time a homework assignment takes to complete.

Also in English, teachers attended the Opening of School Picnic Dinner and served food to guests. The journalism teachers presented at two Open House events meant to inform community members and grant giving institutions about how resources are being used. Overall, the department's emphasis on collaboration definitely improved our policies regarding "best practices", homework, grading and assessment, and feedback to and from students. During the entire school year, less than a handful of complaints came in from students or their parents about perceived disparity among teachers' grading practices or course expectations. Those that did come in focused on a transition between the regular teacher and a long-term sub. Students who had to move teachers mid-course for whatever reason reported ease in doing so.

Math

The members of the math department have embraced InClass. Our parents and students have indicated that they appreciate the access.

Visual and Performing Arts

As of winter '06, the Theater department, the Choral department and the Instrumental Music department have Web sites up and running. Each site links up to the course descriptions and the plan is for each to have links to the actual green sheets of the courses with grading expectations.

The instrumental department, through the help of the music boosters, has compiled an email list and created a user group so that changes in schedules may be sent out quickly, providing another way to disseminate information beyond classroom announcements and handouts that may not get home.

TASK 5: Provide for collaborative work in departments to improve differentiation of assessments.

- 5a. Departments conduct reviews and implement "best practices" in differentiation.
- 5b. Special Education teachers attend meetings in October-November with other departments to share expertise on "best practices" in accommodation and differentiation of assessments.
- 5c. Departments develop discipline specific lessons in differentiation of homework and assessments.

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

Career and Vocational Education

The Career Vocation Education staff generally employed assessment techniques that are inherent to the best practices of assessment in Vocational Education. These are understood by the department members to be assessments influenced by Project-Based Learning (PBL). Various principals of PBL employed by the CVE staff include: use of rubrics, student participation in the construction of rubrics, use of multimedia, and assessment by multiple means (oral presentation, demonstration of skills, writing, oral examination [question and answer or interview], role play, informal assessments). All members of the CVE teaching staff use elements of PBL in every course. In addition, the CVE teaching staff is familiar with the assessment accommodations and modifications of their special needs students. The difference between accommodations and modifications has been covered in department training.

Science

During the first semester, Science teachers discussed best teaching practices at several department meetings. At each meeting, a teacher would share best teaching practices that he/she had developed and/or used. Differentiated instruction was the major departmental focus on the February 17th staff development afternoon. Individual subject area groups had similar collaborative sessions on an ongoing basis, as follows:

Biology: The Biology teachers met frequently and accomplished a number of changes. After studying student assessment and accountability, course requirements and content, the decision was made to eliminate *Bio 1* and to put all skill-ready students in *Bio A*. A new textbook for *Bio A* was selected after a review of several books by teachers and a representative group of parents and students (from both *Bio1* and *BioA* classes). Teachers also have collaborated on tests, technology, and differentiated instruction in order to assure consistency between teachers across similar courses.

Chemistry: Thursday collaboration time was used by chemistry teachers to review new chemistry books, Few books presented the scope and sequence needed for the *Chemistry 1* course, eventually leading to discussions and the decision to restructure the chemistry classes (Goal 1; Task 1).

Introduction to Science, is the new course for incoming 9th graders. For this new course, two physical science/chemistry textbooks have been selected which reflect different reading levels and allow teachers material for differentiated instruction. The primary book will be used as a reference for vocabulary and background reading of general topics at home and in the classroom. The second book will be used in class to provide enrichment for those students who are ready for more challenging science content that will help to develop their critical thinking and analytical skills for future science courses. In addition, the chemistry textbook will introduce students to some of the lab work, vocabulary and chemical concepts, which they will see again in *Chemistry A* or *AC*.

Physics: The Physics staff continued to examine the scope and sequence of their courses. One task was to experiment with the idea of providing a *Physics 1* curriculum that de-emphasized heavy calculations, and emphasized student self-evaluation of learning through the use of portfolios and reflective writing, and collaborative learning using projects and group tests. The success of this task will be discussed, and further expansion of it should occur next year.

A math unit is being developed for the first weeks of Introduction to Science, Chemistry and the existing sophomore course, Introduction to Chemistry/Physics. This unit will start with a "pre-assessment quiz" so that teachers can determine each student's math ability as it relates to science. The unit will include topics of dimensional analysis, metric conversions, multiplying and dividing by powers of 10, manipulating equations to solve for "x", the use of scientific calculators and the use of appropriately label numbers with units. This pre-assessment quiz may also be used to evaluate whether a student has been inappropriately placed in a section of science. For instance, if a student can handle the applied math concepts used in Chemistry A and he/she appears to be ready in other respects (see Recommended Criteria), then that student will be moved from Intro to Chemistry and Physics to Chemistry A.

TASK 6: Research and plan to implement an intramural program for the 2006-2007 school year.

(AQ): Are plans in place to start an intramural program at the start of the 2006-2007 school year?

The math department has had an intramural program for some years: The ATM (Annual Team Math) Contest. This is a "math-mixer" that brings together mathletes of different ages.

Intramurals

AAHPERD recommendations:

1. A ratio of 1 teacher for every 4 students participating in the intramurals. This seems a bit high for high school students.
2. Every student have medical clearance before participating.
3. Informed consent from parents.
4. Immediate first aid needs to be available from a trained provider. Sports first aid card should be sufficient. Clear guidelines regarding what to do in an emergency.

Katy Hall contacted Jim Grogan at the YMCA who is willing to help us start a program.

The Y had four high school basketball teams last year. They ran an 8 game schedule and charged \$98.00/athlete. They use volunteer coaches and professional referees.

Suggestions:

1. flag football
2. ultimate frisbee
3. volleyball (would need to be on the grass because of gym demand)
4. basketball
5. innertube waterpolo
6. softball
7. soccer

In some of the above sports, we would need to look at size and ability level to make sure people were in appropriate groups to lessen the likelihood of injury. All of the sports should be open to anyone who wants to participate.

Appendix

Evaluation of Paly Guidance Services

The Guidance Department at Paly provides academic planning, personal counseling, and college and career advising for its students. At the core of the department is the Teacher Advisor (TA) Program.

Please answer these questions thoughtfully and honestly. Your responses will help us in making needed changes in the program and ensuring its continued success. Your answers will remain anonymous.

Directions: FOR EACH QUESTION #1-#28, USE A #2 PENCIL TO MARK YOUR ANSWER ON THE SCANTRON SHEET. CHOOSE ONLY ONE ANSWER. FOR QUESTIONS #29 A-E AND #30, WRITE YOUR ANSWER ON THIS PAPER.

1. Your grade level:
(A) Freshman (B) Sophomore (C) Junior (D) Senior
2. Your gender:
(A) Female (B) Male
3. At which grade level did you begin at Palo Alto High School?
(A) Freshman (B) Sophomore (C) Junior (D) Senior

TEACHER ADVISOR/ACADEMIC ADVISING

4. Have you been in a class with your Teacher Advisor as a teacher this year or in previous years?
(A) Yes (B) No
5. Do you feel that your Teacher Advisor knows you well enough to write a recommendation for you?
(A) Yes (B) No
6. Do you feel that your Teacher Advisor knows your academic record and plans?
(A) Yes (B) No
7. Do you feel that your Teacher Advisor knows your extracurricular activities?
(A) Yes (B) No
8. Have you told your Teacher Advisor about your extracurricular activities?
(A) Yes (B) No
9. Do you have a "4-year plan" for academic planning (usually made in sophomore year)?
(A) Yes (B) No
10. If Yes on #9, has it assisted you in choosing courses? [If No, answer (C)].
(A) Yes (B) No (C) I answered No on question #9
11. Have you ever needed your TA and could not reach him/her in 48 hours?
(A) Yes (B) No
12. When you have needed help with academic issues, how has your Teacher Advisor helped you?
(A) very satisfactorily (B) satisfactorily (C) unsatisfactorily (D) I never sought help

COLLEGE ADVISING & APPLICATION SERVICES

13. Did you use the College Center?
(A) 10 or more times (B) 5-9 times (C) 1-4 times (D) never

IN #14, #15, AND #16, PLEASE RATE THE RESOURCES (A), (B), OR (C) ONLY IF YOU USED THEM:

14. Individual session w/College Advisor: (A) very useful (B) useful (C) not useful (D) didn't use
15. College representative visits: (A) very useful (B) useful (C) not useful (D) didn't use
16. Were the people of the College & Career Center, including volunteers, accessible and helpful?
(A) always (B) usually (C) sometimes (D) never (E) didn't use
17. Was the college application procedure at Paly clear to you? (A) Yes (B) No
18. Have you read The Viking College and Career Planning Guide or used it as a reference?
(A) Yes (B) No
19. If Yes on #18, did you find the Guide useful? [If No, answer (C)].
(A) Yes (B) No (C) I answered No on question #18

REGISTRAR

20. Has the Registrar handled your transcript requests:
(A) very satisfactorily (B) satisfactorily (C) unsatisfactorily (D) I never sought help
21. Was the Registrar able to answer questions about your transcript and to correct problems?
(A) very satisfactorily (B) satisfactorily (C) unsatisfactorily (D) I never sought help
22. Was the Registrar accessible and helpful?
(A) always (B) sometimes (C) never (D) I never sought help

ADVISORIES

23. Did you attend the advisory periods scheduled for your class/group?
(A) always (B) occasionally (C) rarely

CAREER ADVISING

24. Did you hear one of the Career Speakers on Career Speakers Day, December 6?
(A) Yes (B) No (C) Don't remember
25. If Yes on #24, did you learn anything from the speaker?
(A) Yes (B) No (C) I answered No or Don't Remember on question #24

GUIDANCE COUNSELING and A.C.S. COUNSELING

26. Did you find the Mental Health Awareness information (given in advisory in September) useful?
(A) Yes (B) No (C) Don't remember

27. Have you had a need to seek assistance/counseling for personal issues through the Guidance Office or through Adolescent Counseling Services (A.C.S.)?
(A) Yes (B) No

• IF YOUR ANSWER IS NO, SKIP #30 AND GO DIRECTLY TO #31.

28. If Yes, were you satisfied with the assistance/counseling?
(A) very satisfied (B) satisfied (C) dissatisfied (D) undecided

29. Please clarify below some of the answers you have given. Write clearly on this paper. If you need more space, write on the back.

a. re: #17—College Applications If the college application process at Paly was not clear to you, which parts of it were unclear or difficult?

b. re: #23—Advisory What were some of the most helpful advisory subjects/discussions?
What were some of the least helpful advisory subjects/discussions?
What suggestions do you have for other advisory subjects/discussions?

c. re: #24-#25---Career advising What kind of career-related activities would be helpful for you?

d. re: #27 ---Counseling If you sought assistance/counseling for personal issues, who referred you for this assistance?

e. re: #28---Counseling Please explain why you were satisfied or dissatisfied with the assistance/counseling:

30. Please add any comments about the TA Program at Paly:

SOS - Progress on School Goals 2005

I am in grade:

	Response Total
a) 9	402
b) 10	369
c) 11	381
d) 12	300
Total Respondents	1452
(filtered out)	9
(skipped this question)	3

Gender:

	Response Total
a) Male	762
b) Female	690
Total Respondents	1452
(filtered out)	9
(skipped this question)	3

Race/Ethnicity:

	Response Total
a) African- American	103
b) Asian	321
c) Caucasian	870
d) Latino/ Hispanic	138
e) Pacific Islander	49
f) Other	147
Total Respondents	1450
(filtered out)	0
(skipped this question)	14

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

English

	Response Total
a) regular	487
b) advanced	533
c) honors	338
d) advanced placement	64
e) none	25
Total Respondents	1447
(filtered out)	5
(skipped this question)	12

History-Social Science

	Response Total
a) regular	1167
b) advanced	27

c) honors	11
d) advanced placement	216
e) none	20
Total Respondents	1441
(filtered out)	5
(skipped this question)	18

Mathematics	Response Total
a) regular	499
b) advanced	397
c) honors	274
d) advanced placement	170
e) none	96
Total Respondents	1436
(filtered out)	5
(skipped this question)	23

Science	Response Total
a) regular	587
b) advanced	425
c) honors	98
d) advanced placement	178
e) none	147
Total Respondents	1435
(filtered out)	5
(skipped this question)	24

World Language	Response Total
a) regular	561
b) advanced	155
c) honors	161
d) advanced placement	199
e) none	340
Total Respondents	1416
(filtered out)	4
(skipped this question)	44

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

English	Response Total
a) always	140
b) frequently	182
c) sometimes	327
d) infrequently	269
e) never	510

Total Respondents	1428
(filtered out)	10
(skipped this question)	26

History-Social Studies

Response Total

a) always	156
b) frequently	213
c) sometimes	370
d) infrequently	260
e) never	430

Total Respondents	1429
(filtered out)	10
(skipped this question)	25

Mathematics

Response Total

a) always	233
b) frequently	206
c) sometimes	295
d) infrequently	217
e) never	443

Total Respondents	1394
(filtered out)	10
(skipped this question)	60

Science

Response Total

a) always	84
b) frequently	129
c) sometimes	219
d) infrequently	264
e) never	661

Total Respondents	1357
(filtered out)	10
(skipped this question)	97

World Language

Response Total

a) always	138
b) frequently	116
c) sometimes	175
d) infrequently	174
e) never	667

Total Respondents	1270
(filtered out)	10
(skipped this question)	184

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
b) frequently	102
c) sometimes	240
d) infrequently	237
e) never	782
Total Respondents	1425
(filtered out)	10
(skipped this question)	29

History-Social Science

	Response Total
a) always	56
b) frequently	85
c) sometimes	248
d) infrequently	269
e) never	767
Total Respondents	1425
(filtered out)	10
(skipped this question)	29

Mathematics

	Response Total
a) always	107
b) frequently	151
c) sometimes	299
d) infrequently	235
e) never	598
Total Respondents	1390
(filtered out)	10
(skipped this question)	64

Science

	Response Total
a) always	35
b) frequently	43
c) sometimes	170
d) infrequently	201
e) never	900
Total Respondents	1349
(filtered out)	9
(skipped this question)	106

World Language	Response Total
a) always	61
b) frequently	50
c) sometimes	124
d) infrequently	157
e) never	865
Total Respondents	1257
(filtered out)	10
(skipped this question)	197

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
b) 1 to 2 hours	412
c) 2 to 3 hours	63
d) 3 to 4 hours	18
e) over 4 hours	33
Total Respondents	1427
(filtered out)	9
(skipped this question)	28

History-Social Studies	Response Total
a) 0 to 1 hour	980
b) 1 to 2 hours	303
c) 2 to 3 hours	81
d) 3 to 4 hours	27
e) over 4 hours	39
Total Respondents	1430
(filtered out)	9
(skipped this question)	25

Mathematics	Response Total
a) 0 to 1 hour	599
b) 1 to 2 hours	593
c) 2 to 3 hours	119
d) 3 to 4 hours	33
e) over 4 hours	45
Total Respondents	1389
(filtered out)	9
(skipped this question)	66

Science	Response Total
a) 0 to 1 hour	989
b) 1 to 2 hours	251

c) 2 to 3 hours	49
d) 3 to 4 hours	11
e) over 4 hours	36
Total Respondents	1336
(filtered out)	8
(skipped this question)	120

World Language

	Response Total
a) 0 to 1 hour	1066
b) 1 to 2 hours	89
c) 2 to 3 hours	19
d) 3 to 4 hours	10
e) over 4 hours	31
Total Respondents	1215
(filtered out)	9
(skipped this question)	240

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

English

	Response Total
a) 0 to 1 hour	606
b) 1 to 2 hours	544
c) 2 to 3 hours	169
d) 3 to 4 hours	47
e) over 4 hours	51
Total Respondents	1417
(filtered out)	10
(skipped this question)	37

History-Social Science

	Response Total
a) 0 to 1 hour	828
b) 1 to 2 hours	363
c) 2 to 3 hours	121
d) 3 to 4 hours	51
e) over 4 hours	58
Total Respondents	1421
(filtered out)	10
(skipped this question)	33

Mathematics

	Response Total
a) 0 to 1 hour	563
b) 1 to 2 hours	581
c) 2 to 3 hours	143
d) 3 to 4 hours	34
e) over 4 hours	59

Total Respondents	1380
(filtered out)	10
(skipped this question)	74

Science

	Response Total
a) 0 to 1 hour	846
b) 1 to 2 hours	324
c) 2 to 3 hours	86
d) 3 to 4 hours	25
e) over 4 hours	40

Total Respondents	1321
(filtered out)	9
(skipped this question)	134

World Language

	Response Total
a) 0 to 1 hour	1009
b) 1 to 2 hours	122
c) 2 to 3 hours	26
d) 3 to 4 hours	9
e) over 4 hours	36

Total Respondents	1202
(filtered out)	10
(skipped this question)	252

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

English

	Response Total
a) always	663
b) frequently	472
c) sometimes	199
d) infrequently	41
e) never	46

Total Respondents	1421
(filtered out)	6
(skipped this question)	37

History-Social Science

	Response Total
a) always	515
b) frequently	486
c) sometimes	286
d) infrequently	81
e) never	59

Total Respondents	1427
(filtered out)	6
(skipped this question)	31

Mathematics	Response Total
a) always	286
b) frequently	470
c) sometimes	404
d) infrequently	131
e) never	89
Total Respondents	1380
(filtered out)	6
(skipped this question)	78

Science	Response Total
a) always	192
b) frequently	322
c) sometimes	391
d) infrequently	251
e) never	174
Total Respondents	1330
(filtered out)	5
(skipped this question)	129

World language	Response Total
a) always	297
b) frequently	365
c) sometimes	277
d) infrequently	106
e) never	139
Total Respondents	1184
(filtered out)	9
(skipped this question)	271

Do your homework assignments prepare you for tests and examinations?

English	Response Total
a) always	446
b) frequently	393
c) sometimes	332
d) infrequently	116
e) never	115
Total Respondents	1402
(filtered out)	10
(skipped this question)	52

History-Social Studies	Response Total
a) always	620
b) frequently	439

c) sometimes	247
d) infrequently	61
e) never	53
Total Respondents	1420
(filtered out)	11
(skipped this question)	33

Mathematics	
	Response Total
a) always	685
b) frequently	374
c) sometimes	179
d) infrequently	71
e) never	62
Total Respondents	1371
(filtered out)	11
(skipped this question)	82

Science	
	Response Total
a) always	280
b) frequently	343
c) sometimes	320
d) infrequently	200
e) never	182
Total Respondents	1325
(filtered out)	10
(skipped this question)	129

World Language	
	Response Total
a) always	393
b) frequently	369
c) sometimes	202
d) infrequently	84
e) never	131
Total Respondents	1179
(filtered out)	11
(skipped this question)	274

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
b) Student samples	263
c) Project descriptions	316
d) Rubrics	372
Other (please specify)	52

Total Respondents	1388
(filtered out)	10
(skipped this question)	66

History-Social Science

Response Total

a) Study guide	994
b) Student samples	84
c) Project descriptions	153
d) Rubrics	126
Other (please specify)	40

Total Respondents	1397
(filtered out)	10
(skipped this question)	57

Mathematics

Response Total

a) Study guide	793
b) Student samples	116
c) Project descriptions	81
d) Rubrics	106
Other (please specify)	225

Total Respondents	1321
(filtered out)	10
(skipped this question)	133

Science

Response Total

a) Study guide	852
b) Student samples	102
c) Project descriptions	110
d) Rubrics	133
Other (please specify)	92

Total Respondents	1289
(filtered out)	8
(skipped this question)	167

World Language

Response Total

a) Study guide	640
b) Student samples	114
c) Project descriptions	157
d) Rubrics	129
Other (please specify)	94

Total Respondents	1134
(filtered out)	10
(skipped this question)	320

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

All due at similar times:

	Response Total
a) Always	259
b) Frequently	671
c) Sometimes	438
d) Infrequently	38
e) Never	17
Total Respondents	1423
(filtered out)	11
(skipped this question)	30

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
b) Not enough	229
c) Too much	155
Total Respondents	1406
(filtered out)	10
(skipped this question)	48

History-Social Science

	Response Total
a) About right	985
b) Not enough	207
c) Too much	220
Total Respondents	1412
(filtered out)	10
(skipped this question)	42

Mathematics

	Response Total
a) About right	871
b) Not enough	124
c) Too much	365
Total Respondents	1360
(filtered out)	10
(skipped this question)	94

Science

	Response Total
a) About right	658
b) Not enough	229
c) Too much	418

Total Respondents	1305
(filtered out)	9
(skipped this question)	150

World Languages

	Response Total
a) About right	712
b) Not enough	224
c) Too much	222

Total Respondents	1158
(filtered out)	9
(skipped this question)	297

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

English

	Response Total
a) always	488
b) frequently	414
c) sometimes	261
d) infrequently	135
e) never	104

Total Respondents	1402
(filtered out)	7
(skipped this question)	55

History-Social Studies

	Response Total
a) always	433
b) frequently	431
c) sometimes	343
d) infrequently	115
e) never	87

Total Respondents	1409
(filtered out)	7
(skipped this question)	48

Mathematics

	Response Total
a) always	324
b) frequently	350
c) sometimes	323
d) infrequently	213
e) never	145

Total Respondents	1355
(filtered out)	7
(skipped this question)	102

Science	Response Total
a) always	188
b) frequently	275
c) sometimes	361
d) infrequently	265
e) never	214
Total Respondents	1303
(filtered out)	6
(skipped this question)	155

World Language	Response Total
a) always	240
b) frequently	259
c) sometimes	313
d) infrequently	177
e) never	163
Total Respondents	1152
(filtered out)	7
(skipped this question)	305

Are your teachers approachable?

English	Response Total
a) Always	786
b) Frequently	310
c) Sometimes	165
d) Infrequently	68
e) Never	73
Total Respondents	1402
(filtered out)	10
(skipped this question)	52

History-Social Studies	Response Total
a) Always	759
b) Frequently	338
c) Sometimes	191
d) Infrequently	64
e) Never	56
Total Respondents	1408
(filtered out)	10
(skipped this question)	46

Mathematics	Response Total
a) Always	596
b) Frequently	327
c) Sometimes	212

d) Infrequently	131
e) Never	86
Total Respondents	1352
(filtered out)	10
(skipped this question)	102

Science	Response Total
a) Always	366
b) Frequently	315
c) Sometimes	292
d) Infrequently	165
e) Never	167
Total Respondents	1305
(filtered out)	9
(skipped this question)	150

World Languages	Response Total
a) Always	401
b) Frequently	275
c) Sometimes	237
d) Infrequently	100
e) Never	139
Total Respondents	1152
(filtered out)	10
(skipped this question)	302

My teachers create an atmosphere where I feel welcomed and valued:

English	Response Total
a) always	686
b) frequently	340
c) sometimes	210
d) infrequently	83
e) never	81
Total Respondents	1400
(filtered out)	8
(skipped this question)	56

History-Social Science	Response Total
a) always	631
b) frequently	386
c) sometimes	236
d) infrequently	78
e) never	78

Total Respondents	1409
(filtered out)	8
(skipped this question)	47

Mathematics

	Response Total
a) always	484
b) frequently	334
c) sometimes	303
d) infrequently	126
e) never	102

Total Respondents	1349
(filtered out)	9
(skipped this question)	106

Science

	Response Total
a) always	358
b) frequently	291
c) sometimes	324
d) infrequently	156
e) never	173

Total Respondents	1302
(filtered out)	8
(skipped this question)	154

World Language

	Response Total
a) always	378
b) frequently	294
c) sometimes	245
d) infrequently	107
e) never	125

Total Respondents	1149
(filtered out)	10
(skipped this question)	305

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
b) Not enough	63
c) Too much	777

Total Respondents	1423
(filtered out)	11
(skipped this question)	30

What causes you the most stress in each area?

Pressure for grades

	Response Total
a) parents	610
b) peers	61
c) teachers	59
d) self	535
Other (please specify)	132
Total Respondents	1397
(filtered out)	9
(skipped this question)	58

Pressure to get into a top college

	Response Total
a) parents	490
b) peers	166
c) teachers	39
d) self	541
Other (please specify)	131
Total Respondents	1367
(filtered out)	9
(skipped this question)	88

High standards/expectations

	Response Total
a) parents	566
b) peers	71
c) teachers	90
d) self	553
Other (please specify)	110
Total Respondents	1390
(filtered out)	8
(skipped this question)	66

How often do the following cause you stress?

Too much homework

	Response Total
a) Always	432
b) Frequently	501
c) Sometimes	348
d) Infrequently	83
e) Never	49
Total Respondents	1413
(filtered out)	6
(skipped this question)	45

Inflexibility in classroom	Response Total
a) Always	160
b) Frequently	283
c) Sometimes	498
d) Infrequently	310
e) Never	156
Total Respondents	1407
(filtered out)	6
(skipped this question)	51

Friendships/relationships	Response Total
a) Always	183
b) Frequently	236
c) Sometimes	405
d) Infrequently	379
e) Never	208
Total Respondents	1411
(filtered out)	6
(skipped this question)	47

Athletics	Response Total
a) Always	144
b) Frequently	205
c) Sometimes	308
d) Infrequently	288
e) Never	454
Total Respondents	1399
(filtered out)	5
(skipped this question)	60

Employment/Job	Response Total
a) Always	58
b) Frequently	79
c) Sometimes	180
d) Infrequently	194
e) Never	830
Total Respondents	1341
(filtered out)	5
(skipped this question)	118

Which schedule do you prefer on Thursdays?

I prefer...

	Response Total
a) late start (8:45am)	1034
b) early dismissal (2:10pm)	379

Total Respondents	1413
(filtered out)	11
(skipped this question)	40

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

On average I sleep...

	Response Total
a) less than 4	84
b) 4-6	382
c) 6-8	745
d) 8-10	196
e) more than 10	12

Total Respondents	1419
(filtered out)	10
(skipped this question)	35

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

On average I eat...

	Response Total
a) less than 1	65
b) 1 per day	203
c) 2 per day	490
d) 3 per day	487
e) more than 3	170

Total Respondents	1415
(filtered out)	11
(skipped this question)	38

How honest were you in answering this survey?

I was...

	Response Total
a) completely honest	1263
b) somewhat honest	121
c) a little honest	13
d) my pants are on fire	19

Total Respondents	1416
(filtered out)	13
(skipped this question)	35

SOS - Progress on School Goals Survey

I am in grade:

	Response Total	
a) 9		349
b) 10		293
c) 11		255
d) 12		226
Total Respondents		1123
(skipped this question)		4

Gender:

	Response Total	
a) Male		580
b) Female		543
Total Respondents		1123
(skipped this question)		4

Race/Ethnicity:

	Response Total	
a) African- American		71
b) Asian		259
c) Caucasian		654
d) Latino/ Hispanic		87
e) Pacific Islander		26
f) Other		117
Total Respondents		1116
(skipped this question)		11

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

English

	Response Total	
a) regular		332
b) advanced		484
c) honors		229
d) advanced placement		45
e) none		19
Total Respondents		1109
(skipped this question)		18

History-Social Science

	Response Total	
a) regular		929
b) advanced		25
c) honors		8
d) advanced placement		143
e) none		7
Total Respondents		1112
(skipped this question)		15

Mathematics

	Response Total	
a) regular		363
b) advanced		325
c) honors		182
d) advanced placement		160
e) none		78
Total Respondents		1108
(skipped this question)		19

Science

	Response Total	
a) regular		379
b) advanced		404
c) honors		61
d) advanced placement		164
e) none		97
Total Respondents		1105
(skipped this question)		22

World Language

	Response Total	
a) regular		488
b) advanced		108
c) honors		124
d) advanced placement		124
e) none		257
Total Respondents		1101
(skipped this question)		26

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

English

	Response Total	
a) always		145
b) frequently		184
c) sometimes		285
d) infrequently		173
e) never		304
Total Respondents		1091
(skipped this question)		36

History-Social Science

	Response Total	
a) always		165
b) frequently		184
c) sometimes		307
d) infrequently		186
e) never		252
Total Respondents		1094
(skipped this question)		33

Mathematics

	Response Total	
a) always		204
b) frequently		173
c) sometimes		250
d) infrequently		166
e) never		271
Total Respondents		1064
(skipped this question)		63

Science

	Response Total	
a) always		93
b) frequently		145
c) sometimes		203
d) infrequently		206
e) never		402
Total Respondents		1049
(skipped this question)		78

World Language

	Response Total	
a) always		141
b) frequently		107
c) sometimes		138
d) infrequently		149
e) never		439
Total Respondents		974
(skipped this question)		153

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
b) frequently		90
c) sometimes		229
d) infrequently		185
e) never		518
Total Respondents		1086
(skipped this question)		41

History-Social Science

	Response Total	
a) always		64
b) frequently		108
c) sometimes		235
d) infrequently		196
e) never		485
Total Respondents		1088
(skipped this question)		39

Mathematics

	Response Total	
a) always		87
b) frequently		134
c) sometimes		244
d) infrequently		189
e) never		403
Total Respondents		1057
(skipped this question)		70

Science

	Response Total	
a) always		47
b) frequently		76
c) sometimes		169
d) infrequently		173
e) never		578
Total Respondents		1043
(skipped this question)		84

World Language

	Response Total	
a) always		46
b) frequently		62
c) sometimes		124
d) infrequently		134
e) never		597
Total Respondents		963
(skipped this question)		164

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 30 minutes		510
b) 30 to 60 minutes		401
c) 1 to 2 hours		119
d) 2 to 3 hours		29
e) over 3 hours		20
Total Respondents		1079
(skipped this question)		48

History-Social Science

	Response Total	
a) 0 to 30 minutes		612
b) 30 to 60 minutes		309
c) 1 to 2 hours		110
d) 2 to 3 hours		24
e) over 3 hours		27
Total Respondents		1082
(skipped this question)		45

Mathematics

	Response Total	
a) 0 to 30 minutes		252
b) 30 to 60 minutes		481
c) 1 to 2 hours		246
d) 2 to 3 hours		35
e) over 3 hours		32
Total Respondents		1046
(skipped this question)		81

Science

	Response Total	
a) 0 to 30 minutes		614
b) 30 to 60 minutes		288
c) 1 to 2 hours		93
d) 2 to 3 hours		12
e) over 3 hours		20
Total Respondents		1027
(skipped this question)		100

World Language

	Response Total	
a) 0 to 30 minutes		770
b) 30 to 60 minutes		117
c) 1 to 2 hours		20
d) 2 to 3 hours		3
e) over 3 hours		18
Total Respondents		928
(skipped this question)		199

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

English

	Response Total	
a) 0 to 30 minutes		399
b) 30 to 60 minutes		371
c) 1 to 2 hours		203
d) 2 to 3 hours		70
e) over 3 hours		35
Total Respondents		1078
(skipped this question)		49

History-Social Science

	Response Total	
a) 0 to 30 minutes		547
b) 30 to 60 minutes		305
c) 1 to 2 hours		159
d) 2 to 3 hours		42
e) over 3 hours		29
Total Respondents		1082
(skipped this question)		45

Mathematics

	Response Total	
a) 0 to 30 minutes		295
b) 30 to 60 minutes		415
c) 1 to 2 hours		260
d) 2 to 3 hours		53
e) over 3 hours		26
Total Respondents		1049
(skipped this question)		78

Science

	Response Total	
a) 0 to 30 minutes		590
b) 30 to 60 minutes		258
c) 1 to 2 hours		119
d) 2 to 3 hours		32
e) over 3 hours		30
Total Respondents		1029
(skipped this question)		98

World Language

	Response Total	
a) 0 to 30 minutes		741
b) 30 to 60 minutes		135
c) 1 to 2 hours		35
d) 2 to 3 hours		7
e) over 3 hours		12
Total Respondents		930
(skipped this question)		197

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

English

	Response Total	
a) always		498
b) frequently		375
c) sometimes		145
d) infrequently		28
e) never		31
Total Respondents		1077
(skipped this question)		50

History-Social Science

	Response Total	
a) always		401
b) frequently		393
c) sometimes		205
d) infrequently		52
e) never		29
Total Respondents		1080
(skipped this question)		47

Mathematics

	Response Total	
a) always		211
b) frequently		399
c) sometimes		295
d) infrequently		91
e) never		47
Total Respondents		1043
(skipped this question)		84

Science

	Response Total	
a) always		172
b) frequently		284
c) sometimes		332
d) infrequently		149
e) never		87
Total Respondents		1024
(skipped this question)		103

World Language

	Response Total	
a) always		279
b) frequently		274
c) sometimes		189
d) infrequently		85
e) never		99
Total Respondents		926
(skipped this question)		201

Do your homework assignments prepare you for tests and examinations?

English

	Response Total	
a) always		379
b) frequently		324
c) sometimes		231
d) infrequently		70
e) never		68
Total Respondents		1072
(skipped this question)		55

History-Social Science

	Response Total	
a) always		495
b) frequently		325
c) sometimes		172
d) infrequently		46
e) never		39
Total Respondents		1077
(skipped this question)		50

Mathematics		
	Response Total	
a) always		528
b) frequently		280
c) sometimes		147
d) infrequently		37
e) never		49
Total Respondents		1041
(skipped this question)		86

Science		
	Response Total	
a) always		290
b) frequently		261
c) sometimes		251
d) infrequently		124
e) never		92
Total Respondents		1018
(skipped this question)		109

World Language		
	Response Total	
a) always		367
b) frequently		250
c) sometimes		137
d) infrequently		59
e) never		100
Total Respondents		913
(skipped this question)		214

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		283
b) Student samples		184
c) Project descriptions		233
d) Rubrics		316
Other (please specify)		45
Total Respondents		1061
(skipped this question)		66

History-Social Science		
	Response Total	
a) Study guide		741
b) Student samples		64
c) Project descriptions		116
d) Rubrics		98
Other (please specify)		38
Total Respondents		1057
(skipped this question)		70

Mathematics

	Response Total	
a) Study guide		598
b) Student samples		97
c) Project descriptions		61
d) Rubrics		80
Other (please specify)		169
Total Respondents		1005
(skipped this question)		122

Science

	Response Total	
a) Study guide		671
b) Student samples		72
c) Project descriptions		100
d) Rubrics		95
Other (please specify)		64
Total Respondents		1002
(skipped this question)		125

World Language

	Response Total	
a) Study guide		472
b) Student samples		91
c) Project descriptions		141
d) Rubrics		121
Other (please specify)		65
Total Respondents		890
(skipped this question)		237

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

	Response Total	
a) Always		185
b) Frequently		549
c) Sometimes		305
d) Infrequently		33
e) Never		12
Total Respondents		1084
(skipped this question)		43

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		802
b) Not enough		165
c) Too much		103
Total Respondents		1070
(skipped this question)		57

History-Social Science

	Response Total	
a) About right		771
b) Not enough		178
c) Too much		125
Total Respondents		1074
(skipped this question)		53

Mathematics

	Response Total	
a) About right		660
b) Not enough		96
c) Too much		282
Total Respondents		1038
(skipped this question)		89

Science

	Response Total	
a) About right		564
b) Not enough		166
c) Too much		287
Total Respondents		1017
(skipped this question)		110

World Language

	Response Total	
a) About right		576
b) Not enough		184
c) Too much		140
Total Respondents		900
(skipped this question)		227

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

English

	Response Total	
a) always		372
b) frequently		322
c) sometimes		187
d) infrequently		89
e) never		92
Total Respondents		1062
(skipped this question)		66

History-Social Science

	Response Total	
a) always		348
b) frequently		355
c) sometimes		221

d) infrequently	77
e) never	66
Total Respondents	1067
(skipped this question)	61

Mathematics

	Response Total	
a) always		275
b) frequently		304
c) sometimes		250
d) infrequently		108
e) never		90

Total Respondents	1027
(skipped this question)	101

Science

	Response Total	
a) always		191
b) frequently		282
c) sometimes		279
d) infrequently		137
e) never		119

Total Respondents	1008
(skipped this question)	120

World Language

	Response Total	
a) always		223
b) frequently		263
c) sometimes		198
d) infrequently		91
e) never		116

Total Respondents	891
(skipped this question)	237

Are your teachers approachable?

English

	Response Total	
a) Always		579
b) Frequently		208
c) Sometimes		151
d) Infrequently		61
e) Never		61

Total Respondents	1060
(skipped this question)	67

History-Social Science

	Response Total	
a) Always		550
b) Frequently		275
c) Sometimes		142
d) Infrequently		53
e) Never		44
Total Respondents		1064
(skipped this question)		63

Mathematics

	Response Total	
a) Always		472
b) Frequently		250
c) Sometimes		171
d) Infrequently		72
e) Never		60
Total Respondents		1025
(skipped this question)		102

Science

	Response Total	
a) Always		376
b) Frequently		249
c) Sometimes		194
d) Infrequently		98
e) Never		89
Total Respondents		1006
(skipped this question)		121

World Language

	Response Total	
a) Always		364
b) Frequently		208
c) Sometimes		150
d) Infrequently		72
e) Never		95
Total Respondents		889
(skipped this question)		238

My teachers create an atmosphere where I feel welcomed and valued.

English

	Response Total	
a) always		534
b) frequently		245
c) sometimes		153
d) infrequently		69
e) never		55
Total Respondents		1056
(skipped this question)		71

History-Social Science

	Response Total	
a) always		523
b) frequently		284
c) sometimes		155
d) infrequently		60
e) never		41
Total Respondents		1063
(skipped this question)		64

Mathematics

	Response Total	
a) always		388
b) frequently		302
c) sometimes		181
d) infrequently		76
e) never		77
Total Respondents		1024
(skipped this question)		103

Science

	Response Total	
a) always		311
b) frequently		257
c) sometimes		241
d) infrequently		112
e) never		84
Total Respondents		1005
(skipped this question)		122

World Language

	Response Total	
a) always		344
b) frequently		250
c) sometimes		150
d) infrequently		62
e) never		80
Total Respondents		886
(skipped this question)		241

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		500
b) Not enough		45
c) Too much		527
Total Respondents		1072
(skipped this question)		55

What causes you the most stress in each area?

Pressure for grades

	Response Total
a) parents	438
b) peers	65
c) teachers	36
d) self	442
Other (please specify)	84
Total Respondents	1065
(skipped this question)	62

Pressure to get into college

	Response Total
a) parents	371
b) peers	78
c) teachers	23
d) self	512
Other (please specify)	77
Total Respondents	1061
(skipped this question)	66

High standards/expectations

	Response Total
a) parents	419
b) peers	56
c) teachers	59
d) self	455
Other (please specify)	68
Total Respondents	1057
(skipped this question)	70

How often do the following cause you stress?

Too much homework

	Response Total
a) Always	250
b) Frequently	382
c) Sometimes	333
d) Infrequently	76
e) Never	26
Total Respondents	1067
(skipped this question)	60

Inflexibility in classroom

	Response Total
a) Always	123
b) Frequently	190
c) Sometimes	361
d) Infrequently	257
e) Never	131
Total Respondents	1062
(skipped this question)	65

Friendships/relationships	
	Response Total
a) Always	122
b) Frequently	186
c) Sometimes	329
d) Infrequently	252
e) Never	177
Total Respondents	1066
(skipped this question)	61

Athletics	
	Response Total
a) Always	93
b) Frequently	164
c) Sometimes	254
d) Infrequently	201
e) Never	339
Total Respondents	1051
(skipped this question)	76

Employment/Job	
	Response Total
a) Always	48
b) Frequently	50
c) Sometimes	138
d) Infrequently	130
e) Never	642
Total Respondents	1008
(skipped this question)	119

Are there other sources of stress in your life that are not listed above? If so please add a comment.

Total Respondents	393
(skipped this question)	734

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?

	Response Total
never	430
once	153
1-2 times	218
3-4 times	90
more than 5 times	173
Total Respondents	1064
(skipped this question)	63

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.)

	Response Total
Pressure to get good grades	419
Pressure to get into college	253
Too little time to prepare/too much homework	494
Procrastination-didn't get around to studying or preparing	334
Felt assignment was busy work and didn't want to do it	266
Work was too difficult/didn't understand the assignment	338
Cheating is no big deal-other students do it too	149
Other (please specify)	84
Total Respondents	643
(skipped this question)	484

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)

	Response Total
0 (none)	18
10	116
20	88
30	83
40	63
50 (about half)	155
60	65
70	109
80	100
90	150
100 (everyone)	102
Total Respondents	1049
(skipped this question)	78

I would like first semester finals before winter break.

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

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.

	Response Total
Strongly agree	120
Agree	141
Disagree	223
Strongly Disagree	409
Have no Opinion	161

Total Respondents	1054
(skipped this question)	74

On average I sleep...

	Response Total
a) less than 4	46
b) 4-6	288
c) 6-8	570
d) 8-10	149
e) more than 10	12

Total Respondents	1065
(skipped this question)	62

On average I eat...

	Response Total
a) less than 1	34
b) 1 per day	125
c) 2 per day	331
d) 3 per day	432
e) more than 3	139

Total Respondents	1061
(skipped this question)	67

If you could change one thing at Paly what would it be?

Total Respondents	823
(skipped this question)	304

How honest were you in answering this survey?

I was...	Response Total
a) completely honest	946
b) somewhat honest	90
c) a little honest	9
d) my pants are on fire	16

Total Respondents	1061
(skipped this question)	66

2005-06 Demographic and Student Achievement Data Palo Alto High School

2005-06 Enrollment

	Number	Percent
Asian	334	20 %
Caucasian	1070	63 %
African American	95	6 %
Hispanic	126	7 %
Other	63	4 %
Total	1688	
Free-Reduced Lunch	73	4 %
Special Education	154	9 %
English Learner (EL)	21	1 %

Source: SASI- June, 2006

Academic Performance Index (API)

2004 BASE	2005 GROWTH	2005 BASE	2006 GROWTH
878	885	886	892

Academic Performance Index (API) is calculated by the State using results of the STAR tests. 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

	2003-04	2004-05	2005-06
	Grade 10	Grade 10	Grade 10
Stanine 7 - 9	43	39	46
Stanine 4 - 6	45	52	45
Stanine 1 - 3	11	10	9
Number Tested	431	405	406

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.

2005-06 Demographic and Student Achievement Data Palo Alto High School

California High School Exit Exam (CAHSEE)

California High School Exit Exam (CAHSEE) Class of 2005						
	English-Language Arts			Mathematics		
	Tested	Passed	Percent	Tested	Passed	Percent
All Students	386	380	98	391	362	93
Asian	60	60	100	60	60	100
African American	19	18	95	19	14	74
Hispanic/Latino	25	20	80	25	16	64
Caucasian	275	274	100	280	265	95
ELL	–	–	–	–	–	–
Redesignated FEP	49	47	96	51	47	92
Students in Spec. Ed	41	37	90	43	28	65
Students Not in Spec Ed.	345	342	99	348	334	96

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 American	28	23	82	29	22	76
Hispanic/Latino	34	31	91	35	32	91
Caucasian	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
Caucasian	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
Caucasian	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

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.

2005-06 Demographic and Student Achievement Data Palo Alto High School

Algebra I Completion by End of 9th Grade

	2003-04		2004-05		2005-06	
	Total 9th Grade	Percent of 9th Grade	Total 9th Grade	Percent of 9th Grade	Total 9th Grade	Percent of 9th Grade
All Ethnic Groups	418	91	443	89	425	93
Asian	80	100	79	97	94	98
Caucasian	270	94	266	92	260	95
African American	16	63	25	60	25	76
Hispanic	26	65	38	74	33	79

Source: SASI as of June, 2006. 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.

College Board Exam (SAT) Participation and Performance

	Mean Scores							
	2002-03 Students Taking SAT		2003-04 Students Taking SAT		2004-05 Students Taking SAT		2005-06 Students Taking SAT	
	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math
Asian	630	683	615	685	602	678	622	694
Caucasian	603	625	613	624	616	638	622	642
African American	546	596	499	523	526	544	497	498
Hispanic	494	510	430	457	463	503	568	566
District Mean	609	645	607	637	619	659	614	650
State Mean	499	519	501	519	504	522	501	518
National Mean	507	519	508	518	508	520	503	518

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

Honors and AP Students

	2003-04		2004-05		2005-06	
	Number	Percent	Number	Percent	Number	Percent
All Ethnic Groups	1653	43	1741	43	1688	47
Asian	266	56	289	54	334	55
Caucasian	1111	44	1107	45	1070	49
African American	86	17	91	20	95	20
Hispanic	108	22	127	23	126	32

Source: SASI as of June, 2006. Percent of enrolled students having taken one or more honors or AP 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)

	2003-04		2004-05		2005-06	
	Total Graduates	Percent of Eligible	Total Graduates	Percent of Eligible	Total Graduates	Percent of Eligible
All Ethnic Groups	369	72	387	72		
Asian	61	85	60	93		
Caucasian	261	74	256	75		
African American	18	39	19	21		
Hispanic	19	21	26	38		

Source: CBEDS 2005. 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.

**2005-06 Demographic and Student Achievement Data
Palo Alto High School**

Palo Alto HS STAR Test Results

CST refers to the California Standards Test.

In grades 9-11, the CSTs for mathematics, science and history are specific to the course taken, with the exception of Grade 10 Life Science taken by all grade 10 students.

These tables show the % of students scoring at the proficient and advanced proficiency levels.

Grade or Course	CST 2003			CST 2004			CST 2005			CST 2006		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both
English/Language Arts												
Grade 9	26	54	80	28	53	81	18	67	85	15	69	84
Grade 10	26	51	77	19	57	76	26	56	82	22	60	82
Grade 11	21	47	68	27	46	73	30	45	75	23	59	82
Mathematics												
Algebra I	34	36	70	33	28	61	31	33	64	36	25	61
Geometry	30	49	79	35	43	78	26	51	77	39	41	80
Algebra II	28	46	74	31	41	72	30	37	67	29	44	73
Summative Math	32	63	95	25	67	92	27	66	93	36	59	95
Science												
Gr10 Life Science	<i>first offered 2006</i>			<i>first offered 2006</i>			<i>first offered 2006</i>			25	53	78
Biology	40	32	72	42	24	66	42	27	69	34	38	72
Chemistry	28	36	64	33	27	60	36	22	58	39	20	59
Physics	40	19	59	34	38	72	41	28	69	34	33	67
History												
World History	31	44	75	29	44	73	30	45	75	28	47	75
U.S. History	24	55	79	24	53	77	21	58	79	29	52	81