

Dear Parents and Guardians:

As you know, the High School's daily schedule is being restructured to run the current nine periods of instructional time beginning at approximately 8:30 a.m. instead of 7:45 a.m. and ending at 3:00 p.m. instead of 2:22 p.m. This change will take effect in September.

The shift is being made to allow students approximately 45 extra minutes of sleep in the early morning, which will increase student performance, elevate the overall health of our students, and ultimately improve the learning process.

Change is a challenge for everyone, and it takes time to adjust. Some of the resources below may be useful to parents and guardians as they prepare their families for the start time change.



We thank you in advance for your cooperation as we move forward in implementing the later start time at the High School. We're confident that our students, parents and staff members can work together to "provide a safe, positive and stimulating environment — one that fosters self-growth, a passion for continuous learning, confidence and the ability to succeed in a changing world."

additional Resources

The National Sleep Foundation

www.sleepfoundation.org

Find facts on adolescent sleep needs and patterns, and get advice on how to maximize the value of your sleep from this nonprofit organization dedicated to alerting the public to the importance of adequate sleep.

School Start Time.org

<http://schoolstarttime.org>

Read a wide sampling of annotated sleep research from the scientific community and case studies from school districts that have instituted a later start time.

American Psychological Association

www.apa.org

Read the October 2001 cover story from the APA's professional journal, *Monitor on Psychology*: "Sleep deprivation may be undermining teen health."

Glens Falls City School District

www.gfsd.org

Check the High School's home page on the district web site for links to the School Start Time Committee's research, analysis and recommendations.

Did you know? Quick facts about teens and sleep

- Studies have proven that adolescents have trouble staying awake in early-morning classes because of their biological clocks, not lethargy, "laziness," or lack of parental discretion (*Lawton 2005*).
- Poor sleepers are more likely to fail a grade than other students are, even when they do a similar amount of homework (*Kahn, et al. 1989*).
- Research has shown that sleep deprivation in teens can lead to irritability and impulsiveness (*Bates, et al. 2002*); depression and lower self-esteem (*Fredriksen, et al. 2004*); and decreased functionality, even though the teenager may not report feeling sleepy (*Beatty, 2001; Horowitz, et al. 2003*).
- Adolescents require at least as much sleep as they did when they were children, generally 8 1/2 to 9 1/4 hours each night (*Carskadon et al. 1980*).
- A 2006 poll conducted by the National Sleep Foundation on 1,600 adolescents nationwide found that more than half (56%) of teenagers report getting less sleep than they need to feel rested during the school week.
- A large-scale longitudinal study of schools that changed their start times showed that for all six grade levels (7-12), there was a significant increase in reported academic grades with progressively later start times (*School Start Time Study, 2000*).
- A 2011 report from the Brookings Institute recommended starting school later in the day for middle and high school students as an organizational reform with the greatest potential to increase student performance at modest costs.

Dear Parents and Guardians:

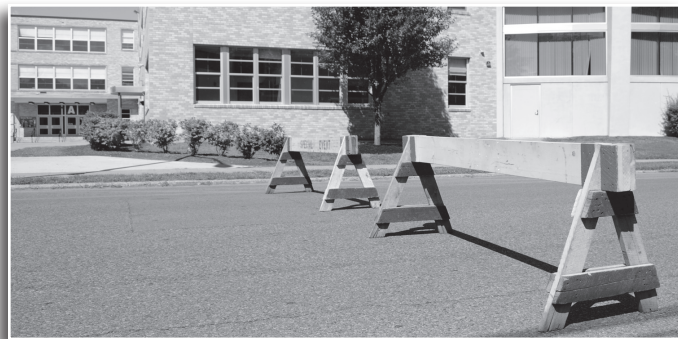
This is the second in our series of publications designed to help you acclimate your family to the High School's later start time in September, and keep you informed about the district's preparations for a smooth and results-oriented transition.

The district's independent traffic study around the High School/Middle School campus is progressing, and we expect a preliminary memo on existing conditions and draft alternatives within the next few weeks.

The City and the Glens Falls Transportation Council are partnering with GFSD on this comprehensive evaluation. Resource Systems Group (RSG, Inc.)—a firm that specializes in planning, analysis, and management of transportation design—is conducting the study.

In mid-January, the team held a site visit to collect a wide range of data. The team studied early-morning circulation patterns, set up road tubes to collect traffic data throughout the day, met with staff members of both schools for their perspective and feedback, and conducted a site analysis of the parking lots, access roads and other campus structures. Data from the Glens Falls Police Department will help complete the safety analysis portion of their report. Additional demographic data from the schools will be incorporated into the report as well.

We expect the final analysis to suggest a range of options for improving traffic flow and student safety, from easy-to-implement, low-cost improvements to more significant infrastructure changes that the district could consider.



additional **Resources**

Glens Falls City School District

www.gfsd.org

Check the High School's home page on the district web site for summaries of current and ongoing research, updates on the traffic safety study and recommendations, questionnaires for the St. Lawrence University academics and sleep study (when they become available), and links to the School Start Time Committee's research, analysis and recommendations.

The National Sleep Foundation

www.sleepfoundation.org

Find facts on adolescent sleep needs and patterns, and get advice on how to maximize the value of your sleep from this nonprofit organization dedicated to alerting the public to the importance of adequate sleep.

Watch for the detailed parent letter **St. Lawrence University to study GFHS start time change**

Glens Falls High School is partnering with a research team from Saint Lawrence University to conduct a longitudinal study on how the school start time change affects academic achievement and overall health of students.

All students in grades eight through twelve will be asked to participate in this voluntary study, which includes a series of questionnaires that ask about sleep times, mood, caffeine use and personal preference to stay up late or get up early. Participating students will also complete a sleep diary for one week.

Data will be collected from participants in April of 2012 (to create a baseline for comparison before the start time change takes effect), in November of 2012, and again in April of 2013, to provide for a comprehensive analysis of how students fare with a later start time. Students will be paid for their participation, and all surveys will be available for review online at the district's web site.

"We want to stress that participating in this study is completely voluntary for students," says High School Assistant Principal Liz Collins. "While any parent can easily opt their child out of survey participation, we hope to have as many students in the study as possible, so we can have the best data for the analysis."

Lead researcher Dr. Pamela Thacher holds a Ph.D. in Clinical Psychology from the University of Connecticut and completed a post-doctoral fellowship at the E.P. Bradley Sleep and Chronobiology Laboratory in Providence, Rhode Island.

Watch for the detailed parent letter arriving in your mailbox soon.

www.gfsd.org

Dear Parents and Guardians:

This is the third in our series of publications designed to help you acclimate your family to the High School's later start time in September, and keep you informed about the district's preparations for a smooth and results-oriented transition.

Traffic Study: District leaders have received the preliminary memo on existing traffic conditions and draft alternatives from the independent traffic study around the High School/Middle School campus. Researchers from Resource Systems Group (RSG, Inc.) will be meeting with administrators next week to help evaluate a range of options for improving traffic flow and student safety, from easy-to-implement, low-cost improvements to more significant infrastructure changes that the district could consider.

The City and the Glens Falls Transportation Council are partnering with GFSD on this comprehensive evaluation. RSG, Inc. specializes in planning, analysis, and management of transportation design.



additional Resources

Pointers for Parents

Educate yourself about adolescent development, including physical and behavioral changes you can expect, especially those that relate to sleep needs and patterns.

Talk with your children about their individual sleep/wake schedules and levels of sleepiness. Work with them to adjust their schedules, extracurricular and/or employment activities to allow for enough sleep, if necessary.

Encourage your children to **complete a sleep diary** during a typical week (students participating in the St. Lawrence University study will be doing this in early May). The diary can give you specifics to continue the conversation about your family's sleep and health.

Be a good role model make sleep a priority for yourself.

Source: *The National Sleep Foundation*
www.sleepfoundation.org

Opt-out period continues First data collection for St. Lawrence Univ. sleep study to begin soon

Students in grades eight through twelve will soon be asked if they'd like to participate in the longitudinal study on how the school start time change affects academic achievement and overall health of students.

Unless parents return the opt-out form that was mailed home in early April, students will decide whether to answer a series of questionnaires that ask about sleep times, mood, caffeine use and personal preference to stay up late or get up early. Participating students will also complete a sleep diary for one week, and will be paid (\$5) for completing the log.

The research is being carried out by a team from Saint Lawrence University that includes Dr. Pamela Thacher (who holds a Ph.D. in Clinical Psychology from the University of Connecticut and completed a post-doctoral fellowship at the E.P. Bradley Sleep and Chronobiology Laboratory in Providence, Rhode Island), and Dr. Serge Onyper (who holds a Ph.D. in Experimental Psychology from Syracuse University and whose research identifies factors that influence human cognition, specifically aspects of learning and memory).

Parents and guardians can view questions contained within the surveys online at the High School's web page on www.gfsd.org. Data will be collected from participants in May of 2012 (to create a baseline for comparison before the start time change takes effect), in November of 2012, and again in April of 2013, to provide for a comprehensive analysis of how students fare with a later start time. Aggregate results of the study—which could be one of the most comprehensive and thorough examinations of the effects of a start time change on a high school population, nationwide—will be shared with parents, students, and the school community.

www.gfsd.org

Dear Parents and Guardians:

This is the fourth in our series of publications designed to help you acclimate your family to the High School's **8:26 a.m.** start time in September, and keep you informed about the district's preparations for a smooth and results-oriented transition. Watch for additional information over the summer, and bookmark the High School home page at www.gfsd.org.

SLU sleep study update

"Baseline" data collection complete; analysis continues

St. Lawrence University researcher Pamela Thacher says she's pleased with the first round of data collection in the multi-year study on Glens Falls students' sleep schedules and academic achievement.

"The response rate has given us a fantastic baseline for our study," Dr. Thacher said. She reported that many hundreds of responses were collected by the study team during the last week of May and first week of June, and analysis of the data will continue over the summer. Approximately 500 students have participated in the web-based survey questionnaires that ask about sleep times, mood, caffeine use, and personal preference to get up early or stay up late. Of those respondents, roughly half



have also completed the seven-day sleep diary, logging their bedtimes, wake times, and total hours of sleep in a day.

Dr. Thacher has also spent a series of days on-site at the High School, personally interviewing staff members, teachers, coaches and current parents to get a more in-depth look at some of the varying attitudes about sleep and well-being.

"The process went more smoothly than expected," Dr. Thacher noted. "Still, we will spend the next few months changing the study protocol somewhat, now that we've been through one phase of data collection."

GFHS highlighted in statewide publication

New study finds higher scores with later start times

The New York State School Boards Association highlighted GFHS in the June 11 issue of its' statewide newspaper, *On Board*, as part of a feature story on later school start times.

The article details a recent study of test scores and demographic

information within one of the top 20 largest public school districts in America. Researcher Finley Edwards describes the

study in *Education Next*:

In this study, I use data from Wake County, North Carolina, to examine how start times affect the performance of middle school students on standardized tests. I find that delaying school start times by one hour, from roughly 7:30 to 8:30, increases standardized test scores by at least 2 percentile points in math and 1 percentile point in reading. The effect is largest for students with below-average test scores, suggesting that later start times would narrow gaps in student achievement.

(More on the study is available at <http://educationnext.org/do-schools-begin-too-early/>)

The *On Board* article detailed the process in Glens Falls that led to the start time change:

"Teenagers' biology is not suited to starting school earlier than 8:30 a.m.," noted board President Anna Poulos, a physician and mother of four, including two high school students ... In the Glens Falls City School District, interest in changing the start time of school began when a group of high school teachers and administrators sat down to review research on the teenage brain. They were looking for ways to improve learning, decrease tardiness, increase graduation rates and improve daily attendance. What stood out was research related to sleep and the adolescent.

Read the full article at: www.gfsd.org.



Dear Parents and Guardians:

This is the fifth in our series of publications designed to help you acclimate your family to the High School's new **8:26 a.m.** start time, and keep you informed about the district's efforts towards a smooth and results-oriented transition.

Your efforts at home are much appreciated. For additional tips and resources, check the High School home page at www.gfsd.org.



SLU team returns in Nov.

Dr. Pamela Thacher and members of her research team from St. Lawrence University will be back on the High School campus in mid-November for the second round of data collection in the multi-year study on GFHS student sleep schedules and academic achievement. Dr. Thacher will give an update on the study's progress at the Board of Education meeting on November 19. Parents and community members are encouraged to attend the meeting, which begins at 7:30 p.m. in the administration building.

During the second week of November, students will again be invited to fill out web-based survey questionnaires that ask about sleep times, mood, caffeine use, and personal preference to get up early or stay up late. Students will also be invited to complete a seven-day sleep diary, logging their bedtimes, wake times, and total hours of sleep in a day.

Data was collected in May so researchers could compare results from before and after the start time change took effect. A third round of data collection is planned for April of 2013. Students will again be paid a small incentive for their participation in November, and all surveys are available for review online at the district's web site. To opt your child out of being invited into the study, call Liz Collins at 792-6564 or see the opt-out letter on the High School page at www.gfsd.org.

New Quade St. traffic circulation makes for smoother student arrival, departure

Drivers are noting fewer traffic jams and a quicker drop-off process, now that most vehicles are following a "counter-clockwise" traffic flow on Quade Street for student arrival and dismissal. Over the summer, the district requested that parents and guardians travel from Grant to Quade to Shippey when they are dropping off Middle School students, and West Notre Dame to Quade to Sherman when dropping off High School students, in an effort to address concerns that an aligned start time would cause significant traffic and student safety issues.

"It's making a big difference," said Superintendent Paul Jenkins, as he monitored the traffic during the first few days of school. "Most cars are able to pull into the yellow-striped drop-off zones and get back into the traffic flow in less than a minute."

Officer John Norton of the Glens Falls Police Department said he only had to give a couple of friendly reminders to drivers on the second day of school for the 2012-13 academic year. Some parents dropping off their Middle School students agreed that the process has seemed smoother so far.

The district expanded the High School's drop off zone to include all of Quade Street in front of the school, plus a section of Sherman Avenue from Quade to approximately Larose Street. The Middle School's drop off zone was extended along Grant Avenue by the baseball field, and new sidewalks were constructed for student use. Drivers use the zones as an area to pull out of traffic to load or unload passengers.

Zone expansion—and the request for vehicles to use counter-clockwise circulation—was one of the recommendations in a professional traffic circulation study and analysis conducted by Resource Systems Group, Inc. The transportation engineering firm conducted a comprehensive evaluation of traffic patterns in the spring of 2012, as district leaders prepared for the alignment of start times at the High School and Middle School. Classes in both buildings now begin at approximately 8:30 a.m., which means nearly 1,300 students are arriving at the Quade Street campus at the same time.

"I'm sure there will be adjustments to make as we progress through the year," said Mr. Jenkins, "but our parents' efforts so far have kept our students safe and prevented most of the gridlock."

Dear Parents and Guardians:

This is the sixth in our series of publications on the High School's new **8:26 a.m.** start time, designed to keep you informed about the district's efforts to create an environment in which students are more alert and ready to learn.

Your family's efforts at home are much appreciated, as only your child can ensure he or she is using those extra 45 minutes each morning to improve his or her sleep quality and overall health. For additional tips and resources, check the High School home page at www.gfsd.org.



Update coming Nov. 19

The Board of Education and members of the public will hear about the St. Lawrence University sleep study from lead researcher Dr. Pamela Thacher on Monday night, November 19.

Dr. Thacher and High School assistant principal Liz Collins will provide early observations on how the start time change is affecting the student body. The briefing is scheduled as part of the Board of Education's regular meeting, which begins at 7:30 p.m. in the administration building.

"We've seen a reduction in the number of students who are late to school this year, which we could reasonably expect," said Mrs. Collins. "Still, more students in school on time is a positive step towards better academic achievement."

Mrs. Collins plans to present data on tardiness rates and share High School staff members' anecdotal observations of student performance at the November 19 briefing. Dr. Thacher's report will include early data analysis from the Spring 2012 sleep study questionnaires, and discuss the data collection process so far.

Parents and community members are encouraged to attend the meeting. A summary of the briefing will be posted online at www.gfsd.org.

Three-day "lookback" sleep diary included Students taking surveys this week

Students participating in the St. Lawrence University sleep study are answering questions about their sleep times, mood, and caffeine use this week, as part of the second round of data collection in the multi-year study on how the school start time change affects academic achievement and overall student health.

Dr. Pamela Thacher, lead researcher for the SLU study team, said the data collection has been going "very well."

"We took out the sleep diary component for this round," said Dr. Thacher, referring to the seven-day diary in which students log their bedtimes, wake times, and total hours of sleep in a day. "That's because we will be doing the sleep diary component in the spring, so as to be able to compare spring-data 2012 to spring-data 2013, which is our plan. We are including a three-day retrospective diary in the questionnaires that participating students fill out this week."

Data was collected in May so researchers could compare results from before and after the start time change took effect. A third round of data collection is planned for April of 2013.

"We're planning a more broad and deep data collection in the spring," said Dr. Thacher. Students were paid a small incentive for completing questionnaires and sleep diaries in the first round of data collection, as motivation to participate. The incentive is \$6 for the current round.

Participation in the study is completely voluntary for students, and they can choose to fill out surveys in any or all rounds of data collection. Parents can opt their child out of an invitation to participate by contacting the main office of the High School. Details and an opt-out form are available on the High School web page at www.gfsd.org. The questionnaires are also posted online for parents to view.

Aggregate results of the study—which researchers say could be one of the most comprehensive and thorough examinations of the effects of a start time change on a high school population, nationwide—will be shared with parents, students, and the school community once the research is complete.

Dear Parents and Guardians:

This is the seventh in our series of publications on the High School's new **8:26 a.m.** start time, designed to keep you informed about the district's efforts to create an environment in which students are more alert and ready to learn.

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Graduate research assistant Melanie Derosier and Dr. Pamela Thacher presented data to the Board of Education on Nov. 19.

Preliminary data in sleep study shows improvement

Data from the second wave of St. Lawrence University's sleep study shows Glens Falls High School students getting about 20 more minutes of sleep per day this fall. Students' sleep quality has also shown a "really significant" improvement, according to lead researcher Pamela Thacher, who presented preliminary data to the Board of Education on November 19.

Students participating in the study answered questions about their sleep times, mood, and caffeine use this past May, and again in mid-November, as part of data collection in the multi-year study on how the school start time change affects academic achievement and overall student health.

Survey data obtained so far shows students total sleep time increased from an average of 7 hours and 17 minutes in May to 7 hours and 37 minutes in November, Dr. Thacher said. Reported rise times now average to 7:00 a.m., and reported bedtimes average to 10:42 p.m. The High School's start time changed from 7:47 a.m. to 8:26 a.m. in September.

Dr. Thacher explained that students' average gain in nightly sleep is really 30 minutes during the week, according to study data. But when weekends are factored in, the gain in total sleep time averages 20 minutes per day.

"Some predicted students would stay up later with the start time change, and yes, they did—by two minutes," Dr. Thacher said, referencing the preliminary data analysis. "This is consistent with every other sleep study that has been done. Students' bedtimes typically don't change. It's quite true that some students do stay up later and some go to bed earlier. This study shows us the mean."

Absentee and achievement data is still being analyzed, but student tardiness rates have dropped from 9.44% over the first ten weeks of the 2011-12 school year to 6.14% over the same time period this year, reported High School assistant principal Liz Collins.

The real comparison will come in the spring, Dr. Thacher said, when her team is able to

measure data from May of 2012 against data from May of 2013.

"To see a sleep quality index go from an average of 9.6 in the first wave of data collection to a 6.3 in the second wave is really significant," Dr. Thacher said. Lower indices correlate to better quality of sleep. Also in the second wave, fewer study participants were referred to the school counseling office for depression screening, based on their questionnaire responses.

Participation in the study is completely voluntary for students, and they can choose to fill out surveys in any or all rounds of data collection. Parents can opt their child out of an invitation to participate by contacting the main office of the High School. Details and an opt-out form are available on the High School web page at www.gfsd.org. The questionnaires are also posted online for parents to view.

Aggregate results of the study will be shared with parents, students, and the school community once the research is complete.

Sleep variables

Variable	Wave 1	Wave 2
Sleep quality	9.6	6.3
Total sleep time	7 hrs. 17 min.	7 hrs. 37 min.
Rise Time	6:40 a.m.	7:00 a.m.
Bed Time	10:40 p.m.	10:42 p.m.
Time it takes to fall asleep	26 min.	23 min.

A slide from Dr. Pamela Thacher's presentation on Nov. 19. (left) A lower sleep quality variable in Wave 2 is an improvement, Dr. Thacher said.

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Data: sleep time increasing

Stress scores, discipline issues decrease; Third wave May 28

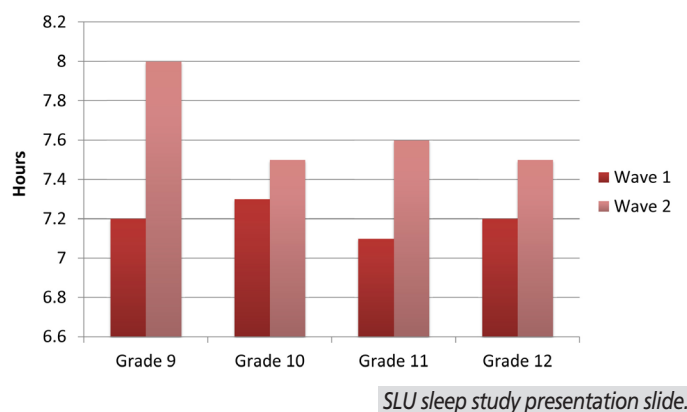
Analysis on the first two waves of data from the St. Lawrence University sleep study shows that GFHS students are getting more sleep—with increases averaging between 12 and 48 minutes more per night from last spring to this fall. Survey data shows that self-reported depression, anxiety and stress (DASS) scores are lower across all grade levels from last spring to this fall, and discipline incidents have dropped as well.

The news comes as the SLU research team prepares for a third wave of data collection in the multi-year study on how Glens Falls high school's start time change affects academic achievement and overall student health. Students participating in the study answered questions about their sleep times, mood, and caffeine use this past May, and again in mid-November. The third wave of data will be collected on May 28 and 29 during participating students' physical education classes.

Lead researchers Drs. Pamela Thacher and Serge Onyper discussed some initial findings with high school administrators in early April. Data from the first and second collection waves shows that:

- Mean weekday bedtimes for Grade 12 and Grade 11 stayed constant across the two data collection waves, at 10:54 p.m. and 10:51 p.m., respectively. Grade 10 participants' bed times went from 10:30 p.m. to 10:42 p.m., and Grade 9 participants' bed times went from 10:30 p.m. to 10:36 p.m.
- Mean weekday rise times were later in wave 2 for all grades—Grade 12 respondents went from 6:42 a.m. to 7:06 a.m., and Grade 11 respondents went from 6:48 a.m. to 7:06 a.m. Grade 10 respondents' average wake-up time was 6:36 a.m. in wave 1, and 6:48 a.m. in wave 2, while Grade 9 respondents rose at 6:24 a.m. in wave 1, and 7:00 a.m. in wave 2, on average.

Mean Total Sleep Time – Self Report by Sleep Diary



- Total sleep time (as indicated in the chart above) increased for participants at all grade levels: Grade 12 by 18 mins., Grade 11 by 30 mins., Grade 10 by 12 mins., and Grade 9 by 48 mins.
- Students reported lower overall levels of stress, anxiety and depression in wave 2 as compared to wave 1, and fewer study participants were referred to the school counseling office for depression screening based on their questionnaire responses, as compared to wave 1.
- Reports of disciplinary problems, including disorderly conduct, disrespectful behaviors, insubordination, and tardiness are each lower in wave 2 than wave 1.

Academic achievement and physical health data is still being analyzed. The real comparison will come in the spring, Dr. Thacher said, when her team is able to measure data from May of 2012 against data from May of 2013.

"We don't expect to see a significant change in one year," Dr. Thacher said, referring to student achievement data. "There may even be a decrease in performance that is due to factors totally unrelated to start time change, such as cohort intelligence, or the economy of our city and nation."

Participation in the study is completely voluntary for students, and they can choose to fill out surveys in any or all rounds of data collection. Parents can opt their child out of an invitation to participate by contacting the main office of the High School. Details and an opt-out form are available on the High School web page at www.gfsd.org. The questionnaires are also posted online for parents to view.

Aggregate results of the study will be shared with parents, students, and the school community once the research is complete.

Dear Parents and Guardians:

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Headline: Later start, better grades

Fewer course failures after start time change; analysis continues

This fall, the High School's later start time—and the positive early results being seen in student performance—caught the attention of local media, particularly as U.S. Education Secretary Arne Duncan advocated for later school start times across the country (see bit.ly/1fYmjNI). The following is excerpted from Michael Goot's Sept. 4 Post Star article, "Later Start, Better Grades:"

Giving Glens Falls High School students more time to catch Z's in the morning has led to more A's.

More than two years after the Board of Education's decision to move the start time from 7:45 a.m. to 8:26 a.m., effective last September, the controversy over the change has appeared to dissipate.

Principal Mark Stratton said he believes it has been a success because it also reduced the number of late students, which was one of the reasons that prompted the board to make the change.

"People have come to accept the later start time. The faculty and students are starting to see the advantage," he said.

The percentage of students who were late to school dropped by almost 30 percent, from 9.7 percent during the 2011-2012 year to 6.8 percent in 2012-2013.

Stratton calculated the figure by taking student

enrollment, multiplied by 180 days of school and divided by the instances of tardiness.

The number of students failing courses has decreased 5 points, from 13.6 percent to 8.6 percent, which Stratton said could be directly or indirectly linked to the change in start time. He heard anecdotally that teachers noticed that students in early morning classes were more alert, which is in sharp contrast to their attention span under the old start time.

"There was quite a bit of sleepiness," he said. ...

... Junior Gracie Endieveri, 15, said she used to have to get up at 6 a.m. when school started around 7:30 a.m. Now, she can get some more sleep.

"I get nine or 10 hours," she said.

The only downside, according to Endieveri, is students who play sports don't have much of a break between the end of school and the start of practice. "We get home later," she said.

Stratton said Athletic Director Arthur Corlew has been a team player and did a great job managing the schedule and coordinating with the other teams in the Foothills Council.

Sixteen-year-old junior Mike Basford, who does soccer, skiing and track, said he enjoys the chance to sleep in.

"I didn't mind being at school a little bit later," he said.



There are some detractors.

"I just liked being out of the school earlier," said 16-year-old junior Jared McIntosh.

He said another issue is students who do sports have to rush to get to practice because school isn't dismissed until 3:03 p.m. He has heard from teachers that participation in other after-school activities has dropped because students do not want to stay that late. ...

"I applaud our Board of Education for basically going out on a limb and standing up for what they believed was the right decision for kids," [Dr. Stratton] said. "We want to help kids be successful. Even though for some, this was not a popular move, it was the right move."

Percentage of courses failed by students

Grade	2011-2012	2012-2013
9th	13.9 percent	10.3 percent
10th	14.1 percent	9.6 percent
11th	15.7 percent	8.9 percent
12th	11.2 percent	5.6 percent

Source: Glens Falls High School