

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](http://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



Dr. Pamela Thacher interviews teacher Bob Cote

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](http://www.gfsd.org).

