

WOODLAWN PROGRAM  
ARLINGTON PUBLIC SCHOOLS  
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THE WOODLAWN PROGRAM:  
REPORT ON THE FIRST YEAR OF OPERATION

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## INTRODUCTION

This report summarizes the first year of operation of the Woodlawn Program of the Arlington Public Schools. It is not an exhaustive treatment; but it does touch upon the important facets of the Program as seen by the participants. The format was chosen to allow rapid comprehension of the contents. Beyond reading the Summary, the Objectives and Conclusions together give an abbreviated glimpse of its successes and failures. The operation of the school from a practical viewpoint is described under the section entitled Procedures and Operations. The section could have as easily consumed ten times the number of pages. A careful study of the three surveys (Appendices 1, 2 and 3) will provide more hard data than can be found in any other part of the report. Anyone with sufficient time ought to spend an hour or so analyzing them. Finally, the emotional context within which the Program flourished can only be duplicated by spending a day or so visiting the school while it is in operation. Even a two-hour concentrated tour can help the visitor grasp the true significance of the Program and its impact on the participants. Society is changing rapidly in America. One way to experience the "future shock" associated with this change is to make one's self aware of the potential of the Woodlawn Program.

## SUMMARY

The Woodlawn Program was created to achieve the following objectives: equal or better academic performance, as determined both by quantitative means and by improvement in attitudes toward learning; positive changes in student self-images; return of school priorities to those based on learning rather than discipline and administrative procedure; student-teacher relations centered on learning rather than discipline; and creation of a humanized and individualized educational environment focused on current needs and interests.

Equal or slight improvement was observed in quantitative measurement of academic performance. However, the test results can be considered only partly reliable. In a broader context, students felt a strong improvement in the intellectual level of their performance at Woodlawn. Significant results in improved student self-perceptions were obtained; specifically, students saw themselves more mature, more independent, more stable and more outgoing as a result of attending Woodlawn. Radical changes were implemented in the area of administration. Few schools in the United States give students more freedom and responsibility than Woodlawn. In the face of this change the Program's few errors only emphasize its basic success in this area. Teachers and students sensed a strong common effort to make the school work, partly by removing authority relationships between student and teacher. The concensus was that great strides were made toward this objective. Finally, a real sense of community developed at Woodlawn. The objective of creating a humane and individualized adtmosphere for learning was surpassed. This, more than all the rest, was the true success of the Woodlawn Program.

## I. OBJECTIVES

The objectives of the Woodlawn Program derive from many sources: the student, teacher and parent members of the Citizens' Committee for the New School; the Superintendent of Schools, the School Board, and the many individuals within and without the Arlington School system who have read, thought and discussed the need for change in today's public education.

One concern was the nature of academic performance in a program both experimental and "permissive". Thus, an objective was "that the students enrolled perform academically at a level at least as well as could be expected in a regular high school."<sup>1</sup> In one sense academic progress can be defined in narrow terms and measured rather easily. Sufficient evidence relating to this question is included in part III. A broader view of academic advancement includes quality as well as quantity, and long-term intellectual curiosity as well as short-term memorization and recitation. In essence, the attitude of the student toward learning is at least of equal importance.

"The purpose of the new high school would be to make the individual student responsible for his own education, thus developing greater self-confidence and purpose in life through his accomplishments within the school system."<sup>2</sup> The emphasis was on providing an alternative environment rather than significantly modifying behavior. Whatever behavioral and/or attitudinal changes that took place would result from the new environment, not from a therapy or counseling effort.

Changes were expected, however. Students were expected to develop a sense of commitment, to work harder, and to be more satisfied.<sup>3</sup> It was thought "that the students enrolled have their energies and enthusiasms enlisted."<sup>4</sup> More than mere surface changes were anticipated. "Although the individual student may not be as mature and/or independent at the beginning of the year as may be advisable, the New School will most probably be able to foster this maturity in a way that conventional school has not, so far, been able to do."<sup>5</sup>

The Program was advertised by the Superintendent "for the student who chafes at too much structure and longs to have more direction over the course of his own education. For the student who views the world as a classroom and longs to learn from it as well as from texts and case studies."<sup>6</sup>

<sup>1</sup> Robert L. Chisholm, Draft Report on an Experimental High School, May 10, 1971 (Arlington, Virginia: Superintendent of Schools, 1971), p.1

<sup>2</sup> A Request for the Creation and Funding of an Experimental School Project -- the New High School, Jeffrey Kallen, Chairman (Arlington, Virginia: April 1, 1971), p.1

<sup>3</sup> Robert L. Chisholm, Report on an Experimental High School, April 23, 1971 (Arlington, Virginia: Superintendent of Schools, 1971), p.1

<sup>4</sup> Draft Report on an Experimental High School, May 10, 1971 (Arlington, Virginia: Superintendent of Schools, 1971), p.1

<sup>5</sup> Second Memorandum concerning the creation of the New School, Jeffrey Kallen, Chairman (Arlington, Virginia: May 3, 1971), p.3

<sup>6</sup> Robert L. Chisholm, Notice to Potential Students of the Woodlawn Program, May 28, 1971 (Arlington, Virginia: Superintendent of Schools, 1971) p.1

Student involvement in decision-making was to be a challenging objective. A governing council consisting of all students and teachers would determine the policies that controlled the New School. Each student and teacher would have one vote. Could mere students and teachers perform the full range of administrative duties exercised by the staff of a high school?

Particularly in the administrative hierarchy of the school staff, Woodlawn was viewed as "experimental" in nature. This was so partly because it was new and different; and partly because new techniques and practices might be developed that could be applied in the traditional schools.

Finally, a whole set of unstated objectives had evolved from the weekly Citizens' Committee meetings. They are perhaps the most important of all in that they represent the deepest felt needs of students and teachers actually in the classroom.

One emphasis was on the nature of the relationship between students and teachers. Could students be treated as adults without chaos developing? A strong desire existed in the Committee to promote non-authority based relationships between student and teacher.

Most Committee members had experienced at least one administrative roadblock in the old school. Would it really be possible to put educational objectives ahead of administrative procedures? Could such a school be run without an increase in costs, or even a reduction?

Most education does not take place in the classroom. Woodlawn was to be a step toward making learning a continuous activity rather than one restricted to the classroom, toward breaking down the barriers between school and community, and toward providing a relevant curriculum that was in tune with current student needs and interests.

In summary, these objectives can be grouped accordingly: equal or better academic performance, as determined both by quantitative means and by improvement in attitudes toward learning; positive changes in student self-images; return of school priorities to those based on learning rather than discipline and administrative procedure; student-teacher relationship centered on learning rather than discipline; and creation of a humanized and individualized educational environment focussed on current needs and interests.

## II. PROCEDURES AND OPERATIONS

The Woodlawn Program opened in September, 1971, with 171 students, 8 full-time teachers, 1 secretary and 1 custodian. Two-thirds of the students were female; one third were male: three were black; all were volunteers. By the end of the year the enrollment had decreased to 165. Two students moved out of the County and four returned in mid-year to their home high schools. Although approximately 100 students sought admission after the initial selection in June, none were admitted. As can be seen from Appendix 2, the majority of students selected Woodlawn to find greater freedom in their education. An analysis of Washington-Lee students showed that the average of Woodlawn students from W-L had higher class ranks than the other W-L students. This seems to be in keeping with the SCAT-STEP scores of 480 for Woodlawn juniors. The figures respectively for Wakefield, W-L and Yorktown were 465, 470 and 475: the range between Wakefield and Woodlawn is 4%.

The teachers were volunteers from the teaching staff of the other three Arlington high schools. One had been teaching in a County junior high school and another had been a substitute teacher. They came for the opportunity to create educational programs without the usual restrictions of the traditional high school. Three were probational teachers (less than three years experience) while two had been teaching in Arlington County for over twenty years.

The Woodlawn Program is an external program or consortium of the three regular Arlington high schools. The students retain their affiliation with their home schools, but attend classes at Woodlawn. They complete the same courses as they would have at their home school, though the means by which those requirements are met often vary significantly.

In Social Studies and English the traditional year-long courses were divided into nine week units. The first quarter courses were designated as English or Social Studies; the second and third quarters, some courses were open for either English or Social Studies credit; the last quarter, no distinction was made. The outcome as to enrollment, content and interest was the same in each case. While the other other high schools offer similar elective programs, the nature, scope and direction of the Woodlawn electives was significantly greater. The electives covered such diverse topics as: Peace and War; Shakespeare; Women's Liberation; Yoga; Creative Writing; Political Process; Philosophy and Photography. Students were offered as much freedom as they desired to modify the large-group instruction of the elective classes. Perhaps a quarter of the students elected each quarter to fulfill their English or Social Studies credit through an independent study project. It was up to each student to initiate discussion with a teacher. The two cooperatively would develop a program, the completion of which would give the student credit for the quarter.

Students were encouraged to use the community as a classroom. Judging from the responses to question 14 of the New School Survey (Appendix #2) at least three quarters of the Woodlawn students do so. The community often came to Woodlawn. Many Woodlawn teachers brought speakers into the school and took their classes on field trips. While no statistical count was kept the incidence of such visitations was probably three to five times that of the old schools. Several times outside teachers taught mini courses at Woodlawn. At one point, two rather controversial teachers suggested courses. The school administration was consulted and as a consequence the courses were rejected. A decision was then made by the Town Meeting to have all potential teachers present their proposals to the Town Meeting for approval. The basic standard is whether the course evokes a positive student response.

Woodlawn was funded through the budgets of the three regular high schools. Woodlawn used \$750 of its \$1800 budget for supplies and supplementary materials. Standard textbooks were transferred from the three schools. Woodlawn received no staff support for guidance counselors, librarians or administration. The burdens of administration proved to be greater than the Committee anticipated; for 1972-73 Woodlawn will receive a half-time "dispensation" for the Head Teacher from teaching duties. The audio-visual equipment at Woodlawn was of insufficient quantity and quality. The school administration accepted the offer of the Woodlawn STP (Students, Teachers, Parents organization) to pay \$500 toward the purchase of a television Video-Tape Recording (VTR) unit. The one operational movie projector needs a companion. In the school budget the cost of the building, custodian, secretary, and Head Teacher are carried as special costs of the Program. Normally, these costs would be included as part of the over-all educational budget.

Since Woodlawn as a building has not been permanently allocated for any specific use, expensive alterations are impractical at this time. This year, Woodlawn students and staff painted and carried out several carpentry projects to alter the building for the special needs of the Program. Permission was granted this spring for a \$3000 allocation to pay for materials and equipment for the coming year. However, objections by the support staff of the central administration has prevented further utilization of students and staff in such activities. The level of quality of the work and the provisions of negotiated contracts are some of the reasons for this situation.

Woodlawn parents often expressed their appreciation for the positive responses they saw in their children, but took little direct action in running the Program. One mother taught a nine week elective; the art teacher had two of her children as students. At the first STP meeting in January, 115 parents attended; at the second, 125. Their primary concern was to ask how they could aid the Program. As a result of their efforts, over \$500 was raised at a garage sale. Woodlawn also received over \$1000 in direct contributions from parents. Some of this amount will go to buy the VTR. The remainder was spent this year to supplement materials needed or was saved to meet additional needs for next year.

Decision-making at Woodlawn followed the recommendations of the Citizens Committee and the Superintendent. Policy-making and administrative authority was vested in a "Head Teacher," who held a dual responsibility as a full-time member of the teaching staff. The Committee's chief concern with the appointment of a "Principal" was that most administrators with whom Committee members had contact would have been unwilling to relinquish as much actual day-to-day authority as the Committee desired.

This aspect of the Woodlawn Program seemed to work quite well. At times, the Head Teacher presented specific proposals to the weekly Town Meeting for consideration, as with the question of hiring teachers for the 1972-73 school year. Other times, he conducted research regarding a question, presented the results to the Town Meeting, and asked the group to decide the issue, as with the recommendation to expand the school in the budget proposal for 1972-73. Students often initiated discussions from which decisions resulted. Of course, many of the mundane administrative decisions were made directly by the Head Teacher. At least twice students at subsequent Town Meetings questioned the lack of involvement by the Town Meeting in those decisions. In both cases, the Head Teacher explained that he made many such decisions each day; but that the Town Meeting was the fundamental policy making body of the school, and that it could over-rule or revise any decision of the Head Teacher (subject to the higher authority of the Superintendent and the School Board.) This arrangement satisfied virtually all members of the Woodlawn community, while allowing for efficient and consistent administration.



The participation of students in decision-making at more than a token level was astonishingly successful! At the beginning of the school year, the Town Meeting devoted almost two meetings just to the question of grades. After a full discussion of the merits of a variety of proposals presented by the students themselves, the Town Meeting selected a dual system of letter grades and credit/no credit. In most courses the student decided at the beginning whether the student would be evaluated by the traditional letter grades (A/B/C/D/E) or by credit/no credit. If the student selected letter grades he could fail; if he selected credit/no credit the teacher defined the requirements necessary for "credit" and if the student met 100% of those requirements he received credit; if not, he was removed from the course without prejudice. As a result of credit/no credit, many students took Art and Elementary Functions who otherwise would not have done so for fear of lowering their grade point average.

The students and teachers became involved in more than merely making decisions. They often performed difficult administrative functions. Two Woodlawn teachers resigned (one due to pregnancy; the other due to moving to Colorado with spouse) and three additional teachers were assigned to Woodlawn for the 1972-73 school year. For each subject area (Art, Math, English, P.E., Science, Social Studies) a committee was created to interview applicants and make recommendations. Each committee consisted of a teacher in that subject area, the Head Teacher, and two to five student volunteers. Final decisions were made by a general meeting of all members of all committees. Written minutes of the interviews were printed and disseminated to committee members (collected and locked in the office at the end of the each meeting to maintain confidentiality and to protect the privacy of the applicants). Ultimately, five new teachers were selected by this process, the hardest being English, where fourteen applicants interviewed for one job. The range of consideration, the depth of discussion, and the acuteness of observation was remarkably high. No individual could have given the applicants equal consideration. Interestingly enough, the five individuals recommended by the committee were the same five that the Head Teacher would have selected if he alone had been making the choice. Students and teachers can be as responsible as administrators when given real authority.

Woodlawn became a part of the community in another way. We received visitors from many parts of the East Coast, including: HEW officials, a high school principal from Georgia, college students and professors from Virginia, New Hampshire, Maryland and Pennsylvania; high school students from Maryland and Virginia and many others. Newspaper articles were written about Woodlawn in the Washington Post, the Washington Star, the Washington Daily News and the Northern Virginia Sun, as well as a George Mason College newsletter, a PACE report, the newsletter of Virginia social studies teachers, and the publications of junior and senior high schools in Arlington and Montgomery County. An article is being planned for the American School Board Journal. Woodlawn students and teachers addressed the faculty and/or student body of each Arlington junior and senior high school, the Wakefield PTA, several local civic associations, the Committee of 100, and classes at the University of Maryland and George Washington University. In a biased and selective four part presentation of the Arlington schools in the Daily News, Woodlawn received favorable notice. The Sun sent a reporter to spend a week at Woodlawn; the outcome was a highly complimentary article. The articles in the Post and Star were also quite positive in nature. Woodlawn has been editorially praised by the Sun and WTOP-TV. In fact the only negative comments made about Woodlawn came from its constant critics within the Arlington school system and from those parents who opposed its creation and chose not to send their children here. Woodlawn has been a source of favorable publicity for the Arlington County schools.

## CONCLUSIONS

Did the students at Woodlawn perform at a level equal to what they would have at the regular schools? The Mathematics test results indicated that they did about the same (when it is considered that many Functions students would not ordinarily have taken the course). No final comparison is available in Foreign Language, but it appears that performance here was weakest. Considering that one teacher had to teach French, German and Spanish the results are quite satisfactory. Part-time teachers in German and Spanish should improve this situation for 1972-73. In English, which the students rated the greatest success (see Appendix 1), no statistical data is available. In Social Studies, which also received good marks from the students, the Woodlawn students significantly outscored students from the other schools. The students' own response to this question (questions 3 and 4, Appendix 2) clearly indicate that their answer is affirmative. It seems safe to assert that Woodlawn students did no worse than they would have done at their old schools.

Using a broader definition of learning, 85% of the Woodlawn students felt they had learned more than they would have. As far as their overall learning achievement, 54% identified Woodlawn as very effective, 45% as effective, and 1% as needing improvement. Since the Woodlawn rate of college admissions (about 60%) closely approximated the Arlington average, others saw Woodlawn as successful too. Where they were influenced, college admission people responded favorably to the Woodlawn experience as realistic preparation for the academic environment of college.

Making the student responsible for his own education by providing an alternative to the regular schools was an important objective. It was thought that such a system would develop greater self-confidence and purpose in life, maturity, enthusiasm, satisfaction and commitment. The Program was highly successful in this area. 62% of the students felt the program had been very effective in creating opportunities for self-realization and understanding, 34% felt it had been effective in developing their happiness and well-being, 25% felt it had been effective and 1% felt improvement was needed. 93% felt themselves more stable, 28% about the same, and 5% less stable than before. The students' observations were confirmed by the many parents who went out of their way to express their delight at the positive change in attitude on the part of their children.

The Superintendent cited the Program as a place for those who chafed at too much structure. 90% of the students said Woodlawn was very effective in eliminating petty rules and regulations, 10% said it was effective, and none said improvement was needed. Large numbers of students utilized the community as part of their education. In one way or another probably every student did so. Certainly the frequency and level of involvement was much higher than would be possible in the old school.

Students became involved in the administrative operation and decision making process to a degree found in few schools in the country. That the results of this experiment were positive relations between "administration" and a strong sense of participation and responsibility indicates the success of this aspect of the Program. The only noticeable administrative errors related to class-ranks at the semester break and problems with submitting data processing forms. The first was the failure of the Head Teacher to anticipate the need for this information immediately at the end of the semester. It will not be repeated. The second will be rectified by establishing Woodlawn and the new Hoffman-Boston school as independent entities for the purpose of internal data processing. Other administrative malfunctions were minor in nature and caused little agitation within Woodlawn. After all, we were putting educational priorities over administrative procedures. While this outlook found little sympathy

elsewhere in the County it met one of the unstated objectives of Woodlawn. Nevertheless, as a unique and untried proposal implemented by a group of administrative amateurs, the Program can be considered a notable success.

Student-teacher relationships were targeted for marked improvement. Obviously, teachers influenced the over-all learning environment, and student satisfaction thereof indicates the teachers' success as well as the students'. 57% felt the teachers were very effective in their concern for students as individuals, 40% felt the teachers were effective, and 3% felt the teachers needed improvement. 66% felt the teachers were very available for help, 30% felt they were available, and 4% felt they were not sufficiently available. Most remarkable was that 77% of the students agreed with their teachers as to the student's grade in all of their courses, 21% in some, and only 2% in few or none of their courses. Teachers were uniformly delighted with the chance to work with students without the need to constantly discipline and control them, because for many teachers the authority role is the least attractive part of teaching.

As to the creation of a humanized and individualized educational environment, the almost total attainment of this subjective objective is perhaps the true meaning of the Woodlawn Program. 77% of the students identified with Woodlawn as a personal, intimate, friendly, healthy, challenging, loving, unique place to be. In the best use of the word, Woodlawn was a family of 180 caring human beings. Only 6% of those responding said they did not identify positively with Woodlawn. It was individualized as well as humanized. 60% saw the courses as very relevant to individual needs and interests, 35% as relevant, and 5% as not sufficiently relevant.

Many of these objectives are interlocking and interdependent. Change can not be made in one area without affecting another. Likewise, resistance to change at one point will inhibit desired change at another. Woodlawn did not seek to modify the traditional high school. Instead, we "started from scratch" and created a new institution based on the collective experiences of the members of the Citizens Committee. The School Board is to be highly commended for its willingness to risk possible failure and notoriety in order to have given us this chance. The few areas of minor failure, when contrasted with the basic success of the program as a concept and a reality, reaffirm the Board's faith in progress through reasonable experimentation. The successes of the first year must be proven to be permanent in nature before they are implemented in the regular schools. But the ease with which Yorktown adopted the expanded day plan and Hoffman-Boston was converted to an experimental junior high school indicates that many already recognize Woodlawn as pointing the way to educational reform in Arlington.

## RECOMMENDATIONS FOR 1972-73

1. Do not interfere with the Program as it is presently functioning. Its success so far justifies a continued hands-off approach.
2. Provide transportation for 10th graders, the majority of whom cannot drive. Failure to do so creates a dangerous situation with 15-year olds walking, hitching rides or cutting school. Having one of the dozen or so buses that arrives at each regular high school pick up all those Woodlawn students needing rides and drive them to Woodlawn. The three buses could then resume their routes for junior high and elementary students. Surely the County staff is capable of revamping the bus schedules to such a minor extent.
3. Hurry provision of the Woodlawn VTR. We have our \$500 ready now.
4. Provide Woodlawn with one additional Bell & Howell 16mm movie projector.
5. Encourage the County staff to reconsider the use of student and staff labor in building projects.
6. Consider the creation of a Woodlawn type program as part of a cluster school plan, rather than a separate consortium located far from a library, gymnasium and other expected school facilities.

## APPENDIX #1

WOODLAWN EVALUATION

This evaluation in both form and substance has been worked out in cooperation with Woodlawn students and faculty in May, 1972. It has been the subject of lengthy discussion in at least two town meetings. It is hoped we can get a 100% response in order to have meaningful results, thus your cooperation in completing it is urgently requested.

To the immediate left of the items, place a plus sign (+) before at least five (5) of the items that were most meaningful to you this year. Likewise place a minus sign (-) before the five items least meaningful to you.

In addition, please check ( ) in the appropriate column on the right side of the page the degree to which the following indicated aspects of the Woodlawn Program have been very effective, effective, or if they need improvement.

KEY: MM = Most meaningful  
 LM = Least meaningful  
 VE = Very effective  
 E = Effective  
 NI = Needs improvement

	MM	LM	VE	E	NI
The advisor-advisee program	45%	55%	26%	41%	33%
The town meetings	30%	70%	13%	38%	49%
Independent study arrangements	96%	4%	61%	30%	9%
Relevance of courses to needs and interests	93%	7%	60%	35%	5%
Teacher concern for you as an individual	96%	4%	57%	40%	3%
Special programs such as group therapy, Yoga, etc.	57%	43%	32%	48%	20%
Guest speakers and teachers	75%	25%	29%	51%	20%
Assistance on college admissions	20%	80%	18%	32%	50%
Grading and reporting to parents	27%	73%	13%	50%	37%
Availability of teachers for help	97%	3%	66%	30%	4%
Opportunities for self-realization and understanding	92%	8%	62%	34%	4%
Involvement in educational experimentation	92%	8%	57%	31%	12%

	MM	LM	VE	E	NI	12
Preparation for college or career	52%	48%	33%	52%	15%	
Opportunities to make new friends	69%	21%	44%	35%	21%	
Freedom from petty rules and regulations	100%	0%	90%	10%	0%	
Contributions to your happiness and well-being	97%	3%	74%	25%	1%	
Opportunities to make choices and decisions	95%	5%	75%	24%	1%	
The English program	93%	7%	69%	29%	2%	
The social studies program	84%	6%	40%	35%	25%	
The foreign languages program	44%	56%	18%	42%	40%	
The math program	45%	55%	34%	42%	24%	
The science program	36%	64%	66%	20%	14%	
The art program	68%	32%	38%	50%	12%	
Your overall learning achievement	85%	15%	54%	45%	1%	

\* \* \* \*

## APPENDIX #2

NEW SCHOOL SURVEY

The following are the results of a survey of student attitudes taken at the New School in December, 1971 and repeated in May, 1972.

The total number of students responding in December was 78 out of a possible 169; thus, the total return was 46%. In May, 75 students responded.

Please note that the base figure for determining percentages might vary from question to question. In some instances students did not respond to all questions. The percentages given are computed on the basis of those who actually responded to that particular question.

Some of the questions do not lend themselves to statistical analysis. The responses to these questions are summarized as best as possible.

1. Why were you dissatisfied with your previous high school? (from 5/72 survey only)
  - 49% A. Too much structure - having to be there from 8:00 to 2:30 and having the same classes every day
  - 33% B. My past high school was too large
  - 53% C. Not enough say in my own education
  - 59% D. Not able to pursue what I wanted to learn in my individual courses
  - 28% E. Teachers did not seem to have enough time for each student
  - 64% F. Other reasons
    - 25% School structure was impersonal, restrictive, foolish. There were no provisions for independent learning and meaningful education
    - 9% I was bored, tense, under social pressures. I had expectations of a better way of learning. At my old school "student unrest interfered with school work."
    - 9% Teachers were rude, impersonal, sick, incommitted, +/- or incompetent
    - 8% The Administration was unfair
  
2. Please list the extra-curricular activities in which you took part at your old high school (examples: drama, sports, student government, music, choir, orchestra, band, clubs, hobbies in school, newspaper and yearbook staffs.) (from 5/72 survey only)
  - 25% Honor societies
  - 23% Sports
  - 16% Service clubs
  - 16% Student government
  - 12% Science groups
  - 12% Drama groups
  - 8% Music groups
  - 7% Others"

5% Publications  
5% Art groups

3. At the New School, do you feel that:

5/72    11/71

- |     |     |  |
|-----|-----|--|
| 30% | 27% | A. You have learned more factual data than you learned at your old high school |
| 42% | 32% | B. About as much factual data as you learned at your old high school           |
| 17% | 29% | C. Less factual data than you learned at your old high school                  |
| 11% | 12% | D. About the same amount of factual data at both schools                       |

4. At the New School do you feel that:

5/72    11/71

- |     |     |   |
|-----|-----|---|
| 85% | 83% | A. You have learned more general ideas (concepts) than you did at your old school |
| 4%  | 3%  | B. You have learned fewer general ideas than you did at your old school           |
| 11% | 14% | C. You have learned about the same number of general ideas at both schools.       |

5. Do you feel that you are able to relate knowledge learned in one subject area with that learned in another subject area:

5/72    11/71

- |     |     |   |
|-----|-----|---|
| 13% | 17% | A. More frequently at your old high school than at the New School |
| 74% | 86% | B. More frequently at the New School than your old high school    |
| 10% | 11% | C. Little difference in the two schools                           |
| 3%  | 1%  | D. I have never been able to do this at either school             |

6. Are grades determined in different ways for different courses?  
(Please answer this question in a sentence or two.)

Brief summary of responses

- a. Yes.
- b. Science, math, language graded more on effort; English and social studies more on results of effort
- c. Discussion with teacher  
Written self-evaluation
- d. "Grades are worked out as an after-thought in all my courses"
- e. Different goals in each course



7. Please indicate the letter which closely approximates your situation with regard to grades.

5/72      11/71

- |     |     |   |
|-----|-----|---|
| 3%  | 12% | A. In none of my courses did the teacher consult me with respect to an assessment of what I had learned |
| 10% | 15% | B. In a few of my courses the teacher consulted with me in an assessment of what I had learned          |
| 13% | 19% | C. In some of my courses the teacher consulted with me in an assessment of what I had learned           |
| 46% | 30% | D. In most of my courses the teacher consulted with me in an assessment of what I had learned           |
| 28% | 36% | E. In all of my courses the teacher consulted with me in an assessment of what I had learned            |

8. The teacher and I basically agreed on my grade

5/72      11/71

- |     |     |                          |
|-----|-----|--------------------------|
| 1%  | 3%  | A. In one of my courses  |
| 1%  | 3%  | B. In few of my courses  |
| 21% | 16% | C. In some of my courses |
| 77% | 80% | D. In all of my courses  |

9. If you were to list materials that you feel would help you to learn more, what would you list? (Materials in this sense would be supplies, books, AV equipment, etc.) (From 5/72 survey only.)

- |     |  |
|-----|--|
| 55% | A. Books, magazines, newspapers  |
| 12% | B. Audio-visual equipment (we now have 1 working movie projector)  |
| 9%  | C. Photography equipment   |
| 8%  | D. Films   |
| 12% | E. Miscellaneous (Art supplies, science equipment, drama equipment, a piano, a bus, a computer terminal) |

10. How would you characterize your relationship with the teachers at the New School? Indicate in a sentence or two whether it is the same or different from last year and why, if you can. (from 5/72 survey only.)  
A summary of responses:

- |     |   |
|-----|---|
| 32% | A. Teachers were more friendly                                |
| 28% | B. Teachers were more informal                                |
| 25% | C. Teachers were more personal                                |
| 16% | D. Teachers were more easily accessible                       |
| 13% | E. Teachers were real friends                                 |
| 13% | F. Teachers were concerned for students as individuals        |
| 5%  | G. Teachers were not much different                           |
| 1%  | H. Teachers would leave you alone when you wanted to be alone |
| 1%  | I. Teachers criticized fairly.                                |

11. How often do you attend Assembly meetings?

<u>5/72</u>	<u>11/71</u>	
20%	13%	A. Never
41%	42%	B. Seldom
28%	29%	C. Most of the time
11%	16%	D. All of the time

12. You feel that the New School has a variety of students?  
(a variety in the sense of abilities,  
incomes, interests)

	<u>5/72</u>	<u>11/71</u>
<u>Yes</u>	81%	78%
<u>No</u>	19%	19%

13. In the future, would you like to see the New School expanded. (if you answered YES, please check the ways you would like to see it expanded)

	<u>5/72</u>	<u>11/71</u>
<u>Yes</u>	67%	70%
<u>No</u>	33%	30%

<u>5/72</u>	<u>11/71</u>	
33%	31%	A. Addition of Sophomores
10%	18%	B. Junior High Students
33%	28%	C. Expanded enrollment of upperclassmen
		1. to 300
		2. to 500
		3. to 800
24%	23%	D. Any other way that you like to see expansion (please indicate.)

14. In what particular ways have you used the community in your education? (from 5/72 survey only)

61%	A. Films
52%	B. Museums
51%	C. "Others"
29%	D. Studies of other schools
28%	E. Government field trips
24%	F. Work on political campaigns
19%	G. Environmental studies
10%	H. Studies of school board
10%	I. Studies of Congress and Supreme Court
6%	J. George Mason Center

15. As a result of your coming to the New School, do you feel you are:

<u>5/72</u>	<u>11/71</u>	
62%	60%	A. More stable than before
5%	8%	B. Less stable than before
28%	32%	C. Little difference in your stability

16. As a result of your coming to the New School, do you feel:

5/72      11/71

60%	35%	A. That you are more outgoing than before
6%	6%	B. Less outgoing than you were before
34%	58%	C. No difference

17. Being a student at the New School, do you feel

5/72      11/71

93%	87%	A. More on your own as an individual and more in control of your life
0%	0%	B. Less on your own as an individual and less in control of your life
7%	13%	C. About the same as before in terms of being an individual and in control of your life

18. Why do you feel identified with the New School? (from 5/72 survey only)

77%	A. Identified with Woodlawn as a personal, intimate, friendly, healthy, challenging, loving, unique place to be
12%	B. Identified with Woodlawn's academic nature
	1. I can be creative
	2. "I have been encouraged to learn../what/..I want to learn"
	3. A place to study things "practical and necessary to my life's purpose."
	4. "I can do independent work"
	5. "Education means a great deal to me now - it's fun!"
6%	C. Did not identify with Woodlawn
4%	D. Did not respond to the question

\* \* \* \*

APPENDIX # 3

The following survey was constructed by Bob Weiser, former director of Curriculum Research and Development of the Arlington Public Schools. The survey was administered at Woodlawn and the three regular high schools, and tabulated by the data processing department. Woodlawn's involvement is limited to including the survey results below. (Numbers are percentiles.)

SECTION I - PERSONAL DATA

1. Indicate the school you attend as follows:

- A. Wakefield
- B. Washington-Lee
- C. Yorktown
- D. Woodlawn Program
- E. Adult Education

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71				100		34.7	31.7	33.7		
May 72				100		32.9	29.3	37.7		

2. Indicate your grade placement as follows:

- A. 12th
- B. 11th
- C. 10th
- D. parent

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	57.0	43.0				56.3	41.2	2.5		
May 72	61.9	38.1				38.9	40.1	21.0		

3. Sex

- A. Female
- B. Male

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	73.1	26.9				53.3	45.7	.5		.5
May 72	65.6	34.4				40.7	49.1	.6	.6	

4. If all of your grades were averaged, what would your average be:

- A. B/ or better
- B. B- to B /
- C. C- to C /
- D. D- to D /

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	36.6	47.3	16.1			15.7	43.4	38.4	2.5	
May 72	46.8	45.2	8.1			16.3	39.2	42.8	1.8	

5. Indicate your current program as follows:

- A. Preparation for college
- B. Preparation for work
- C. General

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	77.4	1.1	21.5			60.4	15.2	23.4	1.0	
May 72	72.6	3.2	24.2			50.3	16.8	32.3	.6	

6. Indicate your educational plans for the future:

- A. None
- B. Trade or Vocational School
- C. Junior College or Community College
- D. 4 year College
- E. Armed Forces Schools

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	12.1	1.1	5.5	81.3		13.7	10.2	18.3	52.8	5.1
May 72	4.9	6.6	11.5	77.0		17.5	10.2	21.1	48.2	3.0

7. Indicate your family's income level as follows:

- A. Under \$6,999
- B. \$7,000 - \$9,999
- C. \$10,000 - \$14,999
- D. \$15,000 - \$19,999
- E. \$20,000 and over

	WOODLAWN					Regular High School				
	A	BB	C	D	E	A	B	C	D	E
Oct. 71	5.6	11.2	15.7	15.7	51.7	5.6	16.8	25.1	25.7	26.8
May 72	5.4	12.5	3.6	10.7	67.9	4.5	16.2	26.0	17.5	35.7

8. Indicate if you belong to one of the following groups:

- A. Black
- B. White
- C. Oriental
- D. Spanish American

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	3.4	94.4			2.2	7.2	88.2	2.6	1.5	.5
May 72	3.3	95.0	1.7			14.5	81.3	1.8	2.4	

9. Indicate your father's highest completed level of formal schooling as follows:

- A. Less than High School Graduate
- B. High School Graduate
- C. Trade or Vocational School
- D. Junior College or Community College
- E. 4 year College

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	5.4	7.6	4.3	2.2	80.4	17.2	29.7	7.3	5.7	40.1
May 72	8.5	6.8	3.4	1.7	79.7	18.5	26.5	6.8	3.7	44.4

10. Indicate your mother's highest completed level of formal schooling as follows:

- A. Less than High School Graduate
- B. High School Graduate
- C. Trade or Vocational School
- D. Junior College or Community College
- E. 4 year College

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	4.3	20.4	12.9	10.8	51.6	10.8	46.4	7.7	10.8	24.2
May 72	5.0	23.3	10.0	8.3	53.3	16.8	44.3	9.0	7.2	22.8

## SECTION II

In this section we wish to learn about your attitudes towards school for the coming year. What do you expect school to be like during the next school year? These questions relate to the opportunities you feel exist in your school for you. Your answer should be marked as follows:

- A. If you feel there is a very high chance of opportunity
- B. If you feel there is a high rate of opportunity
- C. If you feel there is an average rate of opportunity
- D. If you feel there is a low rate of opportunity
- E. If you feel there is a very low rate of opportunity

IN MY SCHOOL I HAVE THE OPPORTUNITY TO:

11. take courses which will help to fulfill my goals for personal growth

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	63.7	31.9	4.4			17.3	43.7	31.0	4.1	4.1
May 72	67.2	15.5	13.8		3.4	12.3	23.9	44.2	13.5	6.1

12. prepare well for my vocation

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	38.4	31.4	24.4	4.7	1.2	13.8	36.9	41.5	5.6	2.1
May 72	23.7	39.0	28.8	6.8	1.7	8.4	24.7	41.0	15.7	10.2

13. determine my own style of learning pattern

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	70.7	20.7	4.3	1.1	3.3	9.6	23.9	41.6	19.8	5.1
May 72	69.5	16.9	6.8	3.4	3.4	7.9	24.2	35.8	21.8	10.3

14. practice thinking and reasoning

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	69.6	20.7	6.5	2.2	1.1	11.6	36.9	38.4	10.6	2.5
May 72	67.2	24.1	5.2	3.4		10.3	27.3	44.2	11.5	6.7

15. determine the amount of time I must spend studying

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	67.0	23.1	3.3	3.3	3.3	12.1	27.8	38.9	14.1	7.1
May 72	77.2	10.5	8.8	1.8	1.8	15.2	24.8	31.5	15.2	13.3

16. participate in making decisions about school regulations

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	70.7	19.6	4.3	4.3	1.1	6.1	17.8	30.1	20.8	16.2
May 72	69.0	10.0	8.6	3.4		7.8	13.3	29.5	22.9	26.5

17. tell the administration what changes I think are needed in the coursework

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	70.7	20.7	3.3	4.3	1.1	3.6	19.8	33.0	22.3	21.3
May 72	74.1	10.3	12.1	1.7	1.7	10.4	15.2	28.7	26.8	18.9

18. have informal contacts with the teachers

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	68.5	25.0	3.3	1.1	2.2	12.6	19.2	41.9	19.7	6.6
May 72	78.8	9.6	9.6	1.9		18.2	18.2	30.9	22.4	10.3

19. believe that student opinions influence important decisions about the school

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	64.8	26.4	6.6	2.2		8.6	26.8	35.9	18.7	10.1
May 72	75.4	17.5	3.5	1.8	1.8	6.2	22.8	32.7	17.3	21.0

20. have teachers help me in the development of my course plans

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	68.1	20.9	6.6	3.3	1.1	9.1	24.9	44.7	15.7	5.6
May 72	57.1	28.6	8.9	3.6	1.8	10.3	25.5	35.8	18.8	9.7

21. believe that the faculty is interested in my progress at school

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	68.1	18.7	9.9	2.2	1.1	8.1	23.4	43.1	17.3	8.1
May 72	54.4	26.3	15.8	3.5		9.1	18.9	40.2	18.3	13.4

22. see a guidance counselor when I need him

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	62.6	26.4	4.4	3.3	3.3	26.9	30.5	27.4	8.1	7.1
May 72	57.4	20.4	14.8		7.4	29.1	33.3	21.8	8.5	7.3

23. believe in the friendliness of most faculty members

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	71.4	23.1	3.3	1.1	1.1	13.2	30.5	38.1	13.2	5.1
May 72	70.4	16.7	7.4	3.7	1.9	13.3	27.3	45.5	6.7	7.3



24. believe that each student receives a quality education in this school

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	57.1	29.7	12.1	1.1		16.9	29.2	39.0	7.7	7.2
May 72	44.2	40.4	15.4			9.6	25.9	34.3	18.1	12.0

25. know the expectations teachers have regarding the amount of time that students should study

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	41.6	32.6	19.1	3.4	3.4	4.6	26.5	52.0	10.7	6.1
May 72	33.3	37.0	25.9	3.7		6.6	22.9	50.6	13.3	6.6

26. know the amount of study it takes to get a passing grade

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	49.4	25.9	20.0	3.5	1.2	14.1	40.9	38.4	5.6	1.0
May 72	43.1	25.9	27.6	3.4		17.01	33.3	41.8	6.1	1.8

27. know the amount of work required in most classes

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	49.4	30.6	17.6	2.4		11.1	44.4	36.9	6.1	1.5
May 72	47.4	28.1	19.3	5.3		19.9	30.1	42.8	6.0	1.2

28. pursue my own interests in any given subject area

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	82.2	14.4	1.1	1.1	1.1	10.1	26.3	39.9	16.7	7.1
May 72	75.4	14.0	7.0	3.5		10.8	27.1	34.3	18.7	9.0

29. determine the level of difficulty of most courses in keeping with my abilities

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	51.1	34.4	12.2		2.2	5.6	27.8	50.0	12.1	4.5
May 72	60.7	26.8	10.7	1.8		5.5	31.9	44.8	11.7	6.1

30. have a reasonably active social life with the other students

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	37.2	32.6	23.3	4.7	2.3	22.7	34.0	28.4	9.8	5.2
May 72	37.9	22.4	32.8	5.2	1.7	22.4	26.7	32.1	12.1	6.7

SECTION III

In this section we wish to learn about your attitudes towards school last year. How well did the school meet your expectations during the last school year? You will be given two descriptive words. If the first word accurately describes what you believe about your courses of last year, mark Column A. If the last word accurately describes what you believe about your courses of the last year, mark Column E. If your belief is somewhat in between these two words, use Columns B, C, and D to indicate most nearly the degree to which a given word describes how you feel.

Example: Item 31 - Mark your box selection as follows:

- A. if your courses were practical
- B. if your courses were somewhat practical
- C. if not really practical but not impractical either
- D. if your courses were somewhat impractical
- E. if your courses were impractical

31. practical.....impractical

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	9.2	20.7	34.5	25.3	10.3	40.1	27.3	19.8	7.5	5.3
May 72	27.9	29.5	24.6	9.8	8.2	23.6	34.5	26.7	9.1	6.1

32. clear.....vague

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	12.6	26.4	27.6	18.4	14.9	26.3	35.5	26.3	5.4	6.5
May 72	20.0	35.0	23.3	18.3	3.3	17.7	39.6	26.2	11.6	4.9

33. logical.....illogical

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	10.5	17.4	39.5	16.3	16.3	28.6	33.0	22.7	5.9	9.7
May 72	30.2	25.4	28.6	9.5	6.3	23.0	33.3	24.2	15.2	4.2

## 34. original.....imitational

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	5.8	10.5	14.0	24.4	45.3	18.4	29.7	27.6	12.4	11.9
May 72	46.8	12.9	12.9	11.3	16.1	13.3	24.2	32.7	13.9	15.8

## 35. rational.....irrational

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	10.5	18.6	41.9	19.8	9.3	17.3	32.4	35.1	9.7	5.4
May 72	34.5	19.0	39.7	3.4	3.4	19.5	28.0	37.8	9.8	4.9

## 36. sensitive.....insensitive

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	1.2	8.2	22.4	22.4	45.9	13.0	26.6	38.0	11.4	10.9
May 72	30.0	20.0	16.7	11.7	21.7	8.0	23.3	35.6	17.8	15.3

## 37. interesting.....boring

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	5.8	11.6	20.9	26.7	34.9	16.0	24.6	28.9	15.0	15.5
May 72	29.5	29.5	18.0	4.9	18.0	7.9	30.5	17.1	22.6	22.0

## 38. active.....passive

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct.71	4.7	8.2	20.0	35.3	31.8	19.9	31.2	25.3	12.9	10.8
May 72	31.0	27.6	13.8	8.6	19.0	11.0	27.4	29.9	18.3	13.4

## 39. unusual.....usual

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	2.3	7.0	17.4	19.8	53.5	11.3	18.8	33.9	12.9	23.1
May 72	35.6	18.6	15.3	10.2	20.3	7.9	20.0	32.1	17.6	22.4

## 40. valuable.....worthless

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	7.1	25.9	32.9	23.5	10.6	25.4	29.2	29.2	10.3	5.9
May 72	36.7	26.7	23.3	6.7	6.7	13.0	35.8	30.9	13.6	6.8

41. exciting.....dull

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	3.5	10.5	20.9	37.2	27.9	8.6	22.6	38.2	16.1	14.5
May 72	19.7	34.4	23.0	9.8	13.1	5.5	23.8	29.3	22.6	18.9

42. honest.....dishonest

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	10.7	11.9	44.0	17.9	15.5	30.3	28.6	30.3	4.3	6.5
May 72	39.0	23.7	25.4	8.5	3.4	23.2	27.4	33.5	11.6	4.3

43. frank.....deceitful

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	6.0	18.1	44.6	18.1	13.3	30.3	28.6	30.3	4.3	6.5
May 72	41.7	23.3	21.7	6.7	6.7	17.2	35.6	33.1	10.4	3.7

44. tolerant.....intolerant

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	8.2	15.3	22.4	25.9	28.2	17.7	32.8	32.8	7.5	9.1
May 72	42.6	21.3	18.0	6.6	11.5	15.2	29.3	32.9	15.2	7.3

45. optimistic.....pessimistic

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	7.1	14.1	35.3	27.1	16.5	18.9	28.1	34.6	10.8	7.6
May 72	30.5	23.7	28.8	10.2	6.8	14.5	23.3	43.4	10.1	8.8

46. broad interest.....narrow interest

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	3.5	14.1	23.5	24.7	34.1	16.2	33.0	34.1	8.6	8.1
May 72	32.8	27.6	15.5	13.8	10.3	10.5	30.2	30.9	21.0	7.4

47. deep.....shallow

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	2.4	16.5	24.7	23.5	32.0	12.6	25.1	43.2	8.2	10.9
May 72	23.7	32.2	18.6	16.0	8.5	9.2	26.4	38.7	17.2	8.6

48. complex.....simple

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	3.5	20.9	34.9	23.3	17.4	17.3	33.5	38.9	4.9	5.4
May 72	12.3	42.1	31.6	7.0	7.0	11.2	27.3	43.5	11.8	6.2

49. progressive.....conservative

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	4.8	11.9	20.2	20.2	42.9	18.5	25.0	33.2	11.4	12.0
May 72	47.4	17.05	5.3	10.5	19.3	13.0	29.2	26.7	17.4	13.7

50. uninhibiting.....inhibiting

	WOODLAWN					Regular High School				
	A	B	C	D	E	A	B	C	D	E
Oct. 71	7.1	5.9	17.6	17.6	51.8	15.1	22.7	43.8	10.8	7.6
May 72	42.1	14.0	21.1	5.3	17.5	13.0	21.7	31.7	19.3	14.3

## APPENDIX #4

SOCIAL STUDIES TESTING PROGRAM

As part of the evaluation of the Social Studies program a testing program was designed to compare the results of the History and Government instruction/learning at Woodlawn with that at the other high schools. In addition, each Woodlawn student was required to pass a test in History or Government (depending on which course he was taking) before receiving credit for the course. This plan was adopted to insure a minimum level of factual learning being accomplished, even though the students were actually enrolled in a series of unrelated courses each nine weeks.

The Social Studies Supervisor arranged for the County Guidance Staff to obtain a standardized test from the Educational Testing Service for the comparison test. Near the end of the school year, Woodlawn learned that the test had not been requested. In order to provide some basis for comparison the required tests in History and Government (written by Woodlawn Social Studies teachers Ray Anderson and James McCaskill) were administered at Yorktown and Wakefield. Washington-Lee received the request too late to fit it into the last week's activities.

The last minute arrangements necessary to have these tests administered at the home schools and the small number of individuals taking the tests might cast some doubt on the validity of the results. But the similarity between the government scores at High School #1 (24.38) and the regular class at High School #2 (21.30), and the high degree of correlation between Woodlawn/Home School ratio on both the History (6:10) and the Government (7:11) tests, suggests that the results are reliable indicators of social studies learning at Woodlawn as compared with Yorktown and Wakefield.

## HISTORY TEST

	# of errors out of 75	# of participants
WOODLAWN	18.71	51
High School #2	29.40	15

## GOVERNMENT TEST

	# of errors out of 50	# of participants
WOODLAWN	13.99	101
Summary of classes at High School #1 and High School #2	22.10	67
High School #1	24.38	42
High School #2 (regular)	15.00	12
High School #2 (intensified)	21.30	13

## APPENDIX #5

MATHEMATICS TESTING PROGRAM

A majority of the Woodlawn mathematics students took either Algebra-Trig or Elementary Functions. To evaluate their progress, tests were given to Woodlawn students and to regular Arlington high school students. The results of this testing (shown below in data form) indicate that the Woodlawn Algebra-Trig students achieved at approximately the same level as the regular high school students and that the Woodlawn Elementary Functions students achieved at a slightly lower level than the regular high school students. Approximately 50% of the Functions students were not planning to take math if they had remained at the home school. In spite of this, the Functions students achieved at a level above the national average.

COURSE SCHOOL	ALGEBRA-TRIG		ELEMENTARY FUNCTIONS	
	Average raw score	Average percentile	Average raw score	Average percentile
WOODLAWN	20	47%	16	66%
Regular High School	21	48%	19	76%

## NOTES:

1. Students normally elect Algebra-Trig in the 11th grade and Elementary Functions in the 12th grade.
2. A few students took mathematics courses other than Algebra-Trig or Elementary Functions at Woodlawn (e.g. two (2) students took senior math and three (3) students took introductory algebra.) Comparison test data on these students is not available.



## APPENDIX #6

FOREIGN LANGUAGE TESTING PROGRAM

In the major foreign language skills of listening, speaking, reading and writing students at Woodlawn in the school's first year of operation made progress which was comparable to that made by students in the other Arlington high schools. Of course, we had some students who well exceeded the Arlington norm of yearly progress and others who fell below the norm, but testing, administered to the foreign language students in the fall of the year and again in the spring revealed no noticeable deviations from the expected performance of students in the other high schools. Batteries of tests prepared by the Modern Language Association were used to measure the students' achievement.

Woodlawn's unorthodox scheduling system affording students much more free time is the one great factor responsible for students in the foreign language program. The extra free time enabled students with a talent and a love for foreign language learning to spend much more time working in the foreign language center and with the teacher who similarly had additional free time to devote to interested individuals

## MODERN LANGUAGE ASSOCIATION TESTING

<u>Student</u>	<u>Fall</u>			<u>Spring</u>		
	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>
FRENCH I						
1	-	-	-	95%	92%	77%
2	-	-	-	87%	67%	77%
3	-	-	-	15%	11%	13%
FRENCH II						
1	-	-	-	73%	37%	38%
2	-	-	-	74%	78%	-
FRENCH III						
1	12%	10%	10%	-	15%	-
2	0%	2%	10%	17%	4%	10%
3	8%	4%	.6%	12%	5%	6%
4	81%	23%	20%	76%	29%	20%
FRENCH IV						
1	46%	43%	68%	76%	63%	68%
2	88%	92%	85%	88%	92%	85%
3	27%	11%	43%	50%	56%	77%
4	-	2%	5%	13%	18%	3%
5	65%	56%	77%	76%	70%	77%
6	27%	4%	25%	40%	33%	30%

<u>Student</u>	<u>Fall</u>			<u>Spring</u>		
	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>
FRENCH V						
1	46%	63%	-	65%	50%	-
2	76%	70%	16%	56%	43%	30%
3	56%	75%	68%	65%	56%	43%
4	6%	14%	16%	40%	43%	21%
5	40%	4%	5%	56%	14%	57%
6	76%	33%	9%	76%	43%	6%
7	17%	33%	7%	50%	33%	-
8	46%	43%	25%	-	33%	36%
9	94%	99%	99%	95%	92%	99%
10	24%	3%	7%	40%	29%	7%
11	32%	23%	16%	40%	9%	6%
FRENCH VI						
1	65%	80%	68%	86%	63%	68%
2	88%	88%	77%	88%	88%	94%
3	88%	70%	43%	56%	70%	94%
4	-	-	-	56%	14%	43%
5	56%	63%	68%	65%	50%	36%
6	88%	56%	85%	76%	56%	57%
7	-	92%	94%	91%	80%	94%
8	98%	98%	94%	88%	80%	98%
9	91%	80%	99%	95%	96%	99%
SPANISH I						
1	-	-	-	45%	47%	46%
2	-	-	-	87%	98%	81%
SPANISH II						
1	76%	31%	80%	90%	53%	97%
2	62%	31%	32%	46%	6%	24%
3	62%	31%	80%	76%	71%	80%
4	7%	15%	7%	46%	48%	17%
5	90%	85%	99%	98%	95%	99%
6	-	-	7%	12%	15%	7%
SPANISH III						
1	77%	69%	85%	30%	60%	29%
2	-	-	-	3%	90%	-
3	25%	56%	16%	-	42%	.6%
4	-	56%	45%	-	60%	-
SPANISH IV						
1	3%	16%	0%	-	22%	-
2	49%	16%	51%	-	18%	-
SPANISH V						
1	-	-	-	57%	62%	92%
2	72%	43%	79%	69%	49%	63%
3	99%	81%	71%	99%	90%	98%

Student	<u>Fall</u>			<u>Spring</u>		
	Listening	Reading	Writing	Listening	Reading	Writing
SPANISH VI						
1	-	-	-	92%	99%	99%
GERMAN I						
1	-	-	-	73%	68%	51%
2	-	-	-	13%	10%	84%
3	-	-	-	42%	48%	42%
4	-	-	-	13%	54%	10%
5	-	-	-	25%	10%	65%
6	-	-	-	36%	54%	42%
GERMAN II						
1	42%	27%	12%	8%	8%	75%
2	42%	8%	-	12%	22%	12%
3	73%	76%	-	65%	42%	-
4	73%	27%	-	79%	57%	98%
5	-	-	-	12%	5%	20%
6	-	-	-	-	83%	-
7	71%	57%	87%	79%	68%	99%
8	86%	84%	-	51%	27%	54%
9	42%	27%	42%	-	-	-
GERMAN III						
1	91%	99%	97%	-	-	-