

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don Crumbaker at  
Chairperson

3:30 ~~am~~/p.m. on February 6, 1984 in room 313-S of the Capitol.

All members were present ~~except~~:

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office  
Ben Barrett, Legislative Research  
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

Representative Ed Rolfs  
Mac McKenney, United School Administrators  
Bill Curtis, Kansas Association of School Boards  
Jim Weixelman, Superintendent Baileyville School District  
Nelson Hartman, Kansas State High School Activities Association  
Representative Denise Apt  
Dr. O. L. Plucker, Superintendent Kansas City, Kansas USD #500

The Chairman opened the meeting with the hearing on HB 2737 which would require students to maintain at least a "C" average to be eligible for extracurricular activity involvement.

Representative Ed Rolfs presented HB 2737. He stated the feeling in his district is that there is too much emphasis on extracurricular activities, more emphasis needs to be put on academic studies. His conceptual view is that extracurricular activities are a privilege rather than a right, academics should come first. Non-gifted special education students would be exempt from the grade requirements in this bill.

During questioning, Representative Rolfs stated he felt a week to week update on grades would be considered 'current grade average'. However, that consideration would be left up to the local board of education. This would include all extracurricular activities, those that require out of the classroom involvement.

Mac McKenney, United School Administrators, testified in opposition to HB 2737. He stated the School Administrators are aware of the implications of the Nation at Risk report, seeking academic improvements, however every student has a right to participate in extra activities. Participation and success in activity programs provide leadership skills. They feel the regulations should be left with the school districts. Mr. McKenney stated the passage of this bill would increase the drop-out rate because of denials in those activities.

Bill Curtis, Assistant Executive Director of Kansas Association of School Boards, testified in opposition to HB 2737 on a philosophical basis. They feel this issue is more appropriately addressed by the Kansas State High School Activities Association rather than by the Legislature.

Jim Weixelman, Superintendent Baileyville school district and President of KSHSAA, testified in opposition to HB 2737. He stated the control should remain with the local school boards and the KSHSAA. He further added that parents approve of local controls more than state controls. If there are changes needed to the current procedures or requirements they should be through the Association.

Nelson Hartman, Executive Secretary of Kansas State High School Activities Association, testified in opposition to HB 2737. (ATTACHMENT I) He referred to a presentation to Special Committee on Education, see Attachment I. Mr. Hartman stated that the KSHSAA currently requires students to be passing in four credits the previous semester to be eligible for extracurricular activities. He further stated that a "C" average is not possible for some students, because they are below average to begin with and struggling just to pass. If this bill is passed, those students would drop out. He pointed out that class time spent in sports is considerably less than class time spent in other activities.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 313-S, Statehouse, at 3:30 ~~am~~/p.m. on February 6, 1984

The Chairman opened the hearings for HB 2820 which affects the length of the school day for kindergarten and the FTE funding computations.

Representative Apt presented HB 2820. She explained that at the present time even if a school has a full-time kindergarten class, for funding purposes these students are only counted as one-half FTE.

Avis Swartzman of staff offered further explanation of HB 2820. She stated that this legislation would allow two classifications for kindergarten, one would be a half-time student attending class 180 days for three hours a day. The second classification would be for students attending class 180 days for six hours a day, counted as one FTE. These changes would affect the funding for the school districts.

Representative Lowther explained that with HB 2820, it would be open to the school districts as to how they chose to treat kindergarten, either one-half or one FTE.

Dr. O.L. Plucker, Superintendent of schools, USD #500, Kansas City, Kansas testified in support of HB 2820. He stated that their concern with the present law is that it prohibits school districts from going to a full day program because of the financial situation. He further stated that in the rural districts, being able to go to a full-time schedule for kindergarten, there would be a situation with transportation involvement that would create savings. Dr. Plucker referred to "A Comparison of Full-Day and Half-Day Kindergartens" by Jack W. Hunphrey. (ATTACHMENT II)

Bill Curtis, Kansas Association of School Boards, testified in opposition to HB 2820. He stated their objection to this bill is the change of time requirements from two and one-half hours to three hours. They have no objection to the change to a full-time six hour FTE for funding purposes.

That concluded the hearings for the day.

The minutes of January 30 and January 31, 1984 were approved as written.

The Chairman adjourned the meeting at 5:08 p.m.

The next meeting of the committee will be February 8, 1984 at 3:30 p.m.



# Synopsis of Presentation

Made by Nelson Hartman  
Kansas State High School Activities Association,  
To Special Committee on Education, Kansas Legislature  
on September 6, 1983

*A Nation At Risk: The Imperative for Education Reform* has truly attracted and captivated the attention of our American society. All of us who are educators recognize we must be **responsive** to the concerns which are being studied today relative to our educational system.

In December, 1973, the KSHSAA Executive Board in compliance with the recommendations of President Nixon and Governor Docking, adopted recommendations, policies and guidelines for **conservation of energy** by Kansas Junior and Senior High Schools participating in interscholastic activities. You have before you, the energy report, a brown document, outlining the emergency measures taken at that time and the modifications which have taken place through September 1, 1981. Energy conservation of gasoline for transportation purposes was synonymous to conservation of costs. **However, some of those policies contributed to loss of schooltime.**

Loss of schooltime, before and since December, 1973, has also been a great concern of the educators of Kansas. Consolidation and unification of schools along with other factors have drastically reduced the number of senior high schools from **671** in 1940 to **375** in 1983. This 44% reduction has increased mileage immensely between schools of equal size throughout the state. This has had its effect on travel time and for some activities — **loss of schooltime.**

The KSHSAA has not been silent nor non-responsive on the issue of loss of schooltime caused by participation in activities. Committee action, studies, changes in rules and regulations have taken place through the years. You will note, as per the article on page 1 of the September *Activities Journal*, published by the KSHSAA, Kansas continues to be the nation's most conservative state in athletics. **Kansas has less athletic participation than the national average in all sport categories**, with the exception of baseball where the figures are identical.

The detailed report on page 2 indicates 11 states have less softball, 11 states less baseball, 6 states less swimming and diving, 4 states less soccer, 1 state less gymnastics and 1 state less football. In all other sport categories, Kansas is **the** most conservative state in the nation as it relates to athletic game limitations.

The **KSHSAA** is proud of its contribution to the educational experiences of its youth in grades 7 through 12. I believe in the basics of reading, writing and arithmetic, sometimes referred to as the 3-R's. The activities program adds a 4th R — **RESPONSIBILITY**. *Responsibility is taught through the 3-D's . . . DEDICATION, DETERMINATION and DISCIPLINE. The 3-D's are rarely taught in the classroom, but they are taught in "Activities — The Other Half of Education."*

**The Association recognizes the educational values derived from "Activities — The Other Half of Education" must be done in harmony and cooperation** with the classroom and should occur **insofar** as possible, without infringing upon the classroom day. I believe we have as a whole achieved that goal and feel we must address this topic again this school year. This will be done at Regional Administrator and Board of Education Meetings held in October. Tentative topics for discussion to be finalized by the Executive Board and Board of Directors on September 13, 14 and 15 are before you. **Items 7 through 17** are specific conservations of schooltime considerations. The items will undoubtedly be modified by the Association Boards before they are authorized for final publication.

"Activities — The Other Half of Education" must be retained. **It is a statistical fact that we MUST attract MORE students, not fewer, into the activity program.** Facts concerning absences, grade point averages and dropouts show we need to encourage those not involved in activities to do so. Statistics show our activities programs are financially affordable and with isolated exceptions do not unjustifiably impose themselves upon the academic day. Adjustments will need to be made and I am confident our regional meetings in October will pinpoint what they are so that proper action can be taken.

I would now like to share with you some facts concerning the Kansas activities program.

## GUEST EDITORIAL

In December, 1978, the Association published a guest editorial which started with the following question: Of the choices below, which is the most consistent predictor of a person's life success?

- A. Major achievement in extracurricular activities
- B. High grades in college
- C. High grades in high school
- D. High scores on the ACT Test

If you selected A, congratulations.

If you selected B, C or D, then read on . . .

## RESEARCH SAYS . . .

Even more startling is a pair of studies which question even the value of grades and test scores in predicting success. The American College Testing Service recently completed a study of itself which compared the value of four factors in predicting success (as measured by self-satisfaction and participation in a variety of community activities two years after college). The factors were: 1) major achievement in what most high schools call extracurricular activity (debate, speech, journalism, etc.); 2) high grades in high school; 3) high grades in college; 4) high scores on the ACT. Three of the four factors were found to have no predictive value. The only factor which could be used to predict success in later life was achievement in "extracurricular" activities.

The College Entrance Examination Board's Scholastic Aptitude Test was examined for its accuracy in predicting how successful a person might be at a chosen career upon graduation from college. Results show that "the SATs offered virtually no clue to capacity for significant intellectual or creative contributions in mature life." That is, there was virtually no correlation between high scores on the SAT and success in life. This study also found that the best predictor of creativity in mature life was a person's performance during youth, in independent self-sustained ventures. Those youngsters who had many hobbies, interests, and jobs, or were active in extracurricular activities, were most likely to be successful in later life.

[From "Startling/Disturbing Research on School Program Effectiveness," by Wayne Jennings and Joe Nathan, Phi Delta Kappan, March 1977, pg. 589, as reprinted by the NASSP.]

## 1979-80 KSHSAA Senior High Dropout Survey

Following the conclusion of the 1979-80 school year, high school principals were polled to determine how many dropouts they experienced in grades 10, 11 and 12, during the previous 1979-80 school year. The results were startling, in that the 378 schools reported that among 114,196 students, 7,098 dropped out of school. This represented a dropout rate of 6.2 percent.

When evaluating the 7,098 dropouts, it was noted that 6,653 (93.7 percent) did not participate in activities. Of the 445 (6.3 percent) who did participate, it was noted that very few had been involved in activities, which involved their commitment for practice and/or competition during after school hours. This dropout study verified what educators have professed for years, namely, "Activities — The Other Half of Education" does have holding power, as it relates to keeping students in school.

## 1977-78 Cost Factors

Cost factors, based on figures obtained from the State Department of Education for the 1977-78 school year, are listed below as it relates to student body activities. The figures did not include coaches/directors supplementary salaries, utilities, nor capital outlay items. Equipment purchases may or may not have been included.

Student Body Activities .....	\$4,451,084.04
Transportation for Activities .....	2,800,000.00
	\$7,251,084.04

Total expenditures during the 1977-78 school year were \$671 million ...

$$\$7,251,084 \div \$671,000,000 = 1.1\%$$

While the above figures are not current, I have every reason to believe the percentage is somewhat comparable to that of today. Member schools who have shared total costs, including supplementary salaries, equipment purchases, etc., have indicated the figure is in the 2.0 percent range. This will vary, depending upon one's geographical location, where transportation costs are critical variables. Schools who have excellent gate receipts, find the figure is reduced.

Superintendent Raj Chopra, Shawnee Mission, was quoted in a recent publication that "the total senior high athletics budget comprises 1.6 percent of the district's total operating budget ..."

## Current Information Obtained From Select Member Senior High Schools

A number of KSHSAA member senior high schools have submitted academic and absentee information as it relates to the past 1982-83 school year.

### Topeka-Seaman — Class 6A

The grade averages of 622 students who participated in various activities at Topeka-Seaman High School during the 1982-83 school year follows. The grading scale used to compile this study is also listed.

Number of Students	Grade	Scale
228	(A)	3.50 — 4.00
304	(B)	2.50 — 3.49
83	(C)	1.50 — 2.49
7	(D)	.50 — 1.49
0	(F)	.49 & below

### Dodge City — Class 6A

*Grade Point Averages and Absences for Those Listed on Form C  
Which Includes Athletes, Debaters & Cheerleaders*

Student Group	Number	% of Classification	Avg. GPA	School Days Absent	Avg. Per Student
<i>Sophomores on Form C</i>	112	34.78	2.979	638	5.696
<i>Sophomores not on Form C</i>	210	65.22	2.321	2,308	10.990
<i>Juniors on Form C</i>	82	27.33	2.914	540	6.585
<i>Juniors not on Form C</i>	218	72.67	2.691	2,755	12.638
<i>Seniors on Form C</i>	66	24.72	3.172	496	7.515
<i>Seniors not on Form C</i>	201	75.28	2.819	2,226	11.075
<i>All Students on Form C</i>	260	29.25	<b>3.022</b>	1,674	6.438
<i>All Students not on Form C</i>	629	70.75	<b>2.610</b>	7,289	11.588

**Dodge City continued —**

The information listed below is schooltime missed for (sophomores, junior varsity and varsity teams) students listed on Form C of KSHSAA eligibility form.

<i>Sport</i>	<b>Days*</b>	<b>Hours</b>	<b>Minutes</b>
<b>Football</b>	2		
<b>G Volleyball</b>	1	1	
<b>G Gymnastics</b>	3	4	
<b>G Golf</b>	6	1	
<b>G Tennis</b>	8	1	30
<b>Cross Country</b>	3	3	
<b>B Basketball</b>	1	5	30
<b>G Basketball</b>	4	1	
<b>Wrestling</b>	4	4	
<b>Baseball</b>	6		30
<b>B Track &amp; Field</b>	3	3	
<b>G Track &amp; Field</b>	3	3	
<b>B Golf</b>	7	3	30
<b>B Tennis</b>	5		30
<b>Cheerleaders</b>	3	2	30
<b>Debate</b>	1	4	
	60 days	35 hrs.	180 min.
<b>TOTAL</b>	66 days	2 hrs.	

\* Days are based on a 6-hour school day.

**Parsons High School — Class 5A**

The Parsons High School enrollment during the 1982-83 school year (September 15 count) was 479 students in grades 10, 11 and 12. A total of 180 school days multiplied by 6 hours per day, multiplied by 479 students gives a total of 517,320 academic hours available during the school year.

*Percentage of Academic Hours Lost to Athletics*

2,102 Hours Lost to Athletics  
517,320 Total Hours in School Year = .41%

*Percentage of Academic Hours Lost to Activities*

2,179 Hours Lost to Activities  
517,320 Total Hours in School Year = .42%

*Total Hours and Percentages of Academic Year Lost Due to Involvement in Athletics and Activities*

*Athletics:* 2,012 hours lost equals .41% of total academic hours  
*Activities:* 2,179 hours lost equals .42% of total academic hours  
*Total:* 4,281 hours lost equals .83% of total academic hours

*Conclusion:* Less than 1% (.83%) of the total academic hours in the school year at Parsons High School were lost due to student participation in athletics and activities during the 1982-83 school year.

Report to the KSHSAA on the amount of academic time (hours) lost due to participation by students at Parsons High School in athletics and non-activities:

**Fall Sports:**

1. Football No time lost
2. G Golf 6 students lost 2 1/2 hours each  
6 students lost 6 hours each @ state meet
3. Volleyball 25 students lost 4 hours each
4. G Tennis 6 students lost 19 hours each  
2 students lost 6 hours each @ state meet
5. Cross Country 6 students lost 8 1/2 hours each

**Total Academic Hours Lost = 452**

**Winter Sports:**

1. B Basketball 14 students lost 9 hours each  
14 students lost 12 hours each @ state tournament
2. G Basketball 14 students lost 12 hours each @ state tournament
3. Wrestling 12 students lost 6 hours each  
6 students lost 6 hours each @ state tournament

**Total Academic Hours Lost = 560**

**Spring Sports:**

1. B&G Track & Field 30 students (approx.) lost 19 1/2 hours each  
14 students lost 6 hours each @ state meet
2. B Golf 8 students lost 27 1/2 hours each  
1 student lost 6 hours @ state meet
3. B Tennis 8 students lost 21 hours each  
3 students lost 9 hours each @ state meet

**Total Academic Hours Lost = 1,090**

**Grand total** of academic hours lost by students at Parsons High School due to participation in athletics = **2,102 hours.**

**Parsons continued —**

**Activities:**

1. Debate 8 students (*approx., the number did vary from week to week*) lost 42 hours each  
6 students lost 9 hours each during involvement at regional and state contests

**Total Academic Hours Lost = 390**

2. Forensics 10 students (*approx.*) lost 18 hours each  
8 students lost 3 hours @ regional contests

**Total Academic Hours Lost = 204**

3. Music 40 students in vocal music lost 6 hours at Miami festival  
15 students in Music Company lost approx. 20 hours each due to varied performances during the year  
40 orchestra students lost 6 hours each on trip to Olathe  
40 orchestra students lost 4 hours each playing at grade schools  
15 students in Jazz Band lost approx. 15 hours each due to varied performances during the year  
70 students (*approx.*) in vocal music and orchestra lost 6 hours each during participation at state contest for large groups

**Total Academic Hours Lost = 1,585**

**Grand total of academic hours lost by students at Parsons High School due to participation in non-activities = 2,179 hours**

*Academic Standing of Students at Parsons High School Involved in Athletic Programs*

**Juniors**

The class grade point average was 2.54

The average grade point for junior athletes was 2.82. There were no dropout students who were involved in athletics.

The average grade point for junior non-athletes was 2.25. There were 19 dropouts in this category.

**Sophomores**

The class grade point average was 2.48

The average grade point for sophomore athletes was 2.82. There were no dropout students who were involved in athletics.

The average grade point for sophomore non-athletes was 2.14. There were 10 dropouts in this category.

**Senior Class (1983)**

Twelve out of the top 16 were athletes. Number 1 and 2 were athletes. Forty-nine members of the senior class (32%) were involved in athletics or cheerleading. Of this number, only 4 had a grade point below 2.00

**Junior Class (1984)**

Ten out of the top 16 (10%) were athletes. Number 2 was an athlete. Forty-six members of the junior class (31%) were involved in athletics or cheerleading. Of this number, only 7 had a grade point below 2.00

**Sophomore Class (1985)**

Seven out of the top 15 (10%) were athletes. Number 1 and 2 were athletes. Fifty-four members of the sophomore class (34%) were involved in athletics or cheerleading. Of this number, only 6 had a grade point below 2.00.

In 1982-83, 61.1% of the members of the National Honor Society were athletes or cheerleaders.

**Competency Test 1982-83**

1. No athlete was below the minimum in reading as opposed to 24 non-athletes.
2. Four athletes were below the minimum in math as opposed to 40 non-athletes.

The grade point averages of the 4 individuals were 2.7, 2.5, 2.7 and 1.0.

**Altamont-Labette County High School — Class 5A**

*The Impact of Extracurricular Activities  
on Student Academic Performances  
Involving the Seniors of 1982-83*

This will present data gathered concerning the 1982-83 seniors at Labette County High School in Altamont, Kansas. LCHS contains grades 9-12. There were 631 students of which 145 were graduating seniors. The school serves many rural families.

Data will consist of student activities offered and participated in by the students, and the grade point averages of those students. Information was drawn from the final grade point averages (for 4 years) and from the listings of senior activities in the 1982-83 School Annual.

Activities were placed into 4 categories. They are 1) athletics (cross country, tennis, volleyball, football, basketball, wrestling, track and field, golf, and cheerleading); 2) music (band choraleers, stage band, pep band, chorus, and girls' glee); 3) clubs (chess, drama, FCA, library, paramedics, science, Spanish, German, Y-Teens, and Hi-Y); 4) organizations (drafting VICA, printing VICA, T&I VICA, FFA, FHA, FBLA).

**Altamont-Labette County continued —**

Note that grade point averages (GPA) are 12=A+, 11=A, 10=A-, etc.; the numbers listed below represent GPA and number of seniors involved.

	GPA	Boys	GPA	Girls	GPA	Combined
<b>1982-83 SENIOR CLASS</b>	6.9625	77	8.0866	68	7.4897	145
Out for any sport	7.3603	37	8.5636	33	7.9275	70
3 or 4 yrs. in same sport	7.7471	18	9.2434	13	8.3745	31
1 or 2 yrs. in same sport	6.9937	19	8.1217	20	7.5722	39
No sports	6.5946	40	7.6368	35	7.0810	75
Participated in clubs	7.6217	36	7.8694	50	7.7657	86
3 or 4 yrs. in same club	8.2903	8	8.3647	21	8.3442	29
1 or 2 yrs. in same club	7.4307	28	7.5107	29	7.4714	57
No participation in clubs	6.3838	41	8.6898	18	7.0873	59
Participated in music	8.0959	14	8.6826	19	8.4337	33
3 or 4 yrs. in same music group	7.9366	13	8.6623	11	8.2693	24
1 or 2 yrs. in same music group	10.1666	1	8.7104	8	8.8719	9
No participation in music	6.7107	63	7.8554	49	7.2115	112
Participated in organizations	6.7693	71	8.2321	55	7.4078	126
3 or 4 yrs. in same organization	6.9946	36	7.9634	35	7.4722	71
1 or 2 yrs. in same organization	6.5376	35	8.7023	20	7.3248	55
No participation in organizations	9.2488	6	7.4708	13	8.0323	19

The data collected also showed that the GPA for students involved in four activities or less was 5.9797. This was lower than the class average. Those that participated in more than four activities scored higher than the class average with the exception of those that participated in seven activities. Their GPA was 6.9714.

Students that participated in activities had higher GPA (athletics 7.9275, clubs 7.7657, music 8.4337, organizations 7.4078). Students that did not participate in athletics, clubs, or music scored lower than the class average with their GPA. Of those that participated 3 or 4 years in the same music group, club, organization, or sport, all scored higher than the class average with their GPA.

It is obvious that definite conclusions cannot be drawn from this one study. Enough data has not been accumulated to make any of the findings reliable.

The trends shown, however, allow the author to suspect that participation in extra-curricular activities has a positive effect on the participants' grade point average.

**Larned High School — Class 4A**

The 371 students at Larned High School for the 1982-83 school year were identified as to their involvement or non-involvement in athletics and activities. Only those extra-curricular activities that require KSHSAA eligibility were considered for the purposes of this study. Those activities included athletics, band (regional), chorus (regional), and debate. It was found that 70% of our students were involved in activities. Each group (those involved and those not in activities) was further broken down by class and sex, and their average grade point averages and average days agencies per year were compared.

The GPA results show that girls involved in activities (135) had an average GPA of 2.936, while girls not in activities (47) had an average GPA of 2.351. The boys in activities (122) had an average GPA of 2.665 and those boys not in activities (62) had an average GPA of 2.072. After combining the GPA's of the boys and girls in activities (257) it was found that they had an average GPA of **2.808** compared to an average GPA for those not in activities (109) of **2.192**.

Larned High School uses a 4.000 system for their GPA's. Thus, those in activities had a B- average compared to a C average for those not in activities. Five student's scores were not used since they received a pass-fail grade for their attendance.

Larned High School was on the 1,080 hours for school attendance for the 82-83 school year. All data is based upon 168½ days of attendance and those students who attended for only a part of the year were adjusted to reflect full-year tendencies. This involved 17 students, 10 not in activities and 7 in activities.

The 126 girls involved in activities had an average absence of 8.67 days last year; those girls not in activities (48) averaged 16.58 days missed. The 122 boys in activities had an average absence of 5.76 days; those boys not in activities (65) missed an average of 10.71 days last year. Boys and girls in activities (258) missed an average of **7.30** days last year, while those boys and girls not in activities (113) were absent on the average of **13.20** days for the 1982-83 year.

Larned emphasizes attendance. Any student who misses 10 or more days merits close observation for potential academic and/or dropout problems. The student involved in activities most generally will not fall in this category, even though they represent 70% of the school population.

Also, Larned has allowed early graduation by those who have earned enough credit by the end of the first semester. Eight of the 17 students who only attended for a partial year were seniors who graduated early. None of the eight were involved in activities.

continued

**Conclusion**

For years the KSHSAA has deemed activities as "the other half of education." Coaches and faculty have stated that those students in activities are the best students. Administrators have said that the student that is involved in athletics or activities comes to school more regularly. It would seem from this survey that those statements are correct. In 1982-83 the students at Larned High School who were "out" for an extracurricular activity made higher grades and came to school more often than those who were not "out." The data supplied from this report very well documents what was understood by so many for so long. It has taken on more importance now that activities are being attacked by some who cannot or refuse to believe facts or figures.

Another statistic must be included here for, perhaps, it is the most important. Fourteen (14) students dropped out of Larned High School last year — none were involved in activities. If the nation still desires to have a **public** education system, it must meet the needs of its students. Those needs include more than just the basics. They include the activities that make students want the basics.

**St. Marys — Class 3A**

The following information is compiled from student records and student activity records at St. Marys High School for the 1982-83 school year. In the 1982-83 school year, St. Marys High School had 219 enrolled. Of these 219 students, 157 participated in activities during the past school year. Of the 157 student participants, 108 participated in activities throughout the year. The combined grade point of the 157 students during their participation in activities was **2.88** on a 4.0 scale. The grade point average of students not participating in activities was **2.01** on a 4.0 scale. Absenteeism of participants accounted for **346** days. Absenteeism of non-participants accounted for **466.5** days.

Class time missed due to participation in activities was as follows:

Football	3 hours (9th grade games)
Volleyball	4½ hours (3 hours were JV contests)
Cross Country	6 hours
Basketball	7 hours for varsity basketball 18 hours for Jr. and Fr. basketball
Wrestling	10½ hours (includes state wrestling meet)
Track & Field	52 hours for varsity 9 hours for junior varsity
Baseball	34 hours
Golf	83 hours (including 2 JV matches)
FFA	59½ hours missed
FBLA	23 hours missed

**Syracuse — Class 2A**

	Number of Students	Absences	Grade Point Average
Non-Participation	60	13.83	<b>2.45</b>
1, 2, 3, Sports	70	8.45	<b>2.86</b>

**Lakin — Class 3A**

Number of Students	Status	Average GPA	Average Days Absent	Class
22	Athletes & Cheerleaders	3.14	7.32	Senior
22	Non-Athletes	2.72	13.80	Senior
18	Athletes & Cheerleaders	3.17	8.18	Junior
15	Non-Athletes	2.23	12.66	Junior
32	Athletes & Cheerleaders	3.24	8.18	Sophomore
10	Non-Athletes	2.23	13.39	Sophomore
25	Athletes & Cheerleaders	3.03	7.69	Freshmen
13	Non-Athletes	2.22	9.25	Freshmen

The average grade point for all students participating in athletics and cheerleading was **3.15** and for non-athletes it was **2.36**. Absentees for all athletes and cheerleaders averaged **7.10** days for the year and the non-athletes averaged **12.28** days.

## Ness City — Class 2A

Ness City High School has just completed a study of the absences of non-athlete versus athlete, plus the absence rate of athletes in their season of competition.

**Our study, broken down by classes (below), showed that 64.5 athletes had 466 absent days. This is 7.22 days absent out of 180 days per student athlete.** The average number of days absent during their seasons of competition was 4.41 days.

**This compared to 52.75 non-athletes missing 622.5 days of school, or an 11.8 day average per student.**

<b>Seniors</b>	12 athletes	127.0 days absent	10.58 days average	5.79 days in season
	20 non-athletes	292.5 days absent	14.62 days average	
<b>Juniors</b>	20 athletes	129.0 days absent	6.45 days average	3.90 days in season
	9.5 non-athletes	69.5 days absent	7.31 days average	
<b>Sophomores</b>	13.5 athletes	84.5 days absent	6.26 days average	4.81 days in season
	18 non-athletes	187.0 days absent	10.38 days average	
<b>Freshmen</b>	19 athletes	125.5 days absent	6.6 days average	3.15 days in season
	5.25 non-athletes	73.5 days absent	14.0 days average	

## Pomona — Class 2A

Grade Point Average for those involved in athletics	<b>2.84</b>
Grade Point Average for those not involved in athletics	<b>2.55</b>
Avg. No. of days missed for those involved in athletics	<b>4.08</b>
Avg. No. of days missed for those not involved in athletics	<b>9.03</b>

## Dighton — Class 2A

<b>Total Enrollment:</b>	125 (63 girls & 62 boys)
<b>Sports:</b>	Volleyball, Football, Cross Country, Basketball, Golf, Track & Field
<b>Activities:</b>	Kayettes, Pep Club, Vocal Music, Dighton Singers, Band, Stage Band, Speech
<b>Max. Participation Possible:</b>	<i>Girls:</i> 3 sports & 7 activities <i>Boys:</i> 3 sports & 6 activities
<b>Avg. Actual Participation:</b>	<i>Total student body:</i> 1.5 sports & 2.2 activities <i>Girls:</i> 1.3 sports & 3.4 activities <i>Boys:</i> 1.6 sports & 0.9 activities

	<b>GPA</b>	<b>Absences</b>	<b>Tardies</b>
<b>Participation or Non-Participation Averages:</b>			
Overall averages of total student body	2.52	7.9	2.0
Avg. of students not participating in any sport and/or activity	<b>1.91</b>	13.0	4.5
<b>Sports and/or activity participation:</b>			
Avg. of students participating in 1 or more sports and/or act.	2.59	7.3	1.7
Avg. of students participating in 4 or more sports and/or act.	2.95	6.2	1.3
Avg. of students participating in 6 or more sports and/or act.	3.09	6.3	1.5
Avg. of students participating in 8 or more sports and/or act.	3.31	6.1	1.1
<b>Sports participation:</b>			
Avg. of students participating in 1, 2, or 3 sports	<b>2.61</b>	6.8	1.8
Avg. of students participating in 2 or 3 sports	<b>2.64</b>	5.4	2.0
Avg. of students participating in 3 sports	<b>2.81</b>	4.9	1.7

## Clyde--Clifton-Clyde — Class 2A

### Time Missed Due to Activities

Activity	Hours/Minutes
Volleyball	0
Football	3 hrs. 30 min.
Basketball	4 hrs. 45 min.
Track & Field	33 hrs. 0 min.
(6 students, 6 hours state track meet)	
Pep Club	2 hrs. 0 min.
Kayettes	11 hrs. 0 min.
Student Council	9 hrs. 9 min.
(6 students, 6 hours)	
Speech & Drama	6 hrs. 0 min.
Yearbook	6 hrs. 0 min.
Band & Chorus	25 hrs. 0 min.
FFA	43 hrs. 0 min.
Class	Hours/Minutes
Sophomores	1 hrs. 20 min.
Juniors	4 hrs. 0 min.
Seniors	2 hrs. 40 min.

## Mullinville — Class 1A

Total Student Body	45
Number of Boys	18
Number of Girls	27
Percentage of Boys in Athletics	90%
Percentage of Girls in Athletics	74%
Percentage of Boys in Student Activities	100%
Percentage of Girls in Student Activities	93%
Avg. days absent for athletes	8.46
Avg. days absent for non-athletes	15.67
Avg. days absent for students involved in activities	9.06
Avg. days absent for students not involved in activities	28.00
Athletes GPA	3.17
Non-athletes GPA	3.13
GPA for students involved in act.	3.18
GPA for students not involved in activities	2.60
Total student body average grade point	3.16

\* \* \* \* \*

### Concluding Remarks

This would indicate to us (*KSHSAA and its member schools*) that athletics and student activities are a positive force in our student body development.

The statistics shared uphold what educators have long believed, namely, **keep a student busy and involved and he/she is more responsible and productive.**

Give a job to a busy person and it will get done. Students involved miss less school and have a superior performance in the classroom.

Kansas can be proud of its educational system. Its citizens rank **second** in the nation as to **literacy**. Compared to other states, we've done well! However, where there is room for improvement, steps should be taken to make those adjustments and the KSHSAA is committed to do its part.

# A Comparison of Full-Day and Half-Day Kindergartens

Jack W. Humphrey\*

W/H

The Evansville-Vanderburgh School Corporation, which has an enrollment of approximately 24,000 students, introduced a full-day kindergarten program in four schools in the 1978-1979 school year. The program was continued in 1979-1980. The children in these four schools were compared to a control group from four other schools with half-day kindergartens. An evaluation of the first two years of full-day kindergarten titled *A Study of the Effectiveness of Full-Day Kindergarten* was published in 1980.

The 1980 study indicated that full-day kindergarten children scored significantly higher than half-day kindergarten children in most of the readiness test areas of the *California Achievement Tests*, scored significantly higher than anticipated on the *Boehm Tests of Basic Concepts*, scored significantly higher on the *Gates-MacGinitie Reading Tests* in first grade, had parents who were supportive of the program, and had first grade teachers who were undecided about the merits of full-day kindergarten.

This article describes the results of a follow-up study conducted in the fall of 1982 to discover whether the effects of the full-day kindergarten program continued as students entered third and fourth grades.

## Reasons for Full-Day Kindergarten

When five new schools were recommended for the full-day program in the spring of 1982, the following reasons were given to support the need for full-day kindergarten.

- Results of the 1980 study showed that children in the full-day pro-

gram did better in their readiness tests, had higher than anticipated scores in basic concepts, and continued to do better in reading at the end of the first grade.

- Parents rated the program very high and preferred a full-day program if given a choice. (In the fall of 1982, 22 teachers and an average of 22.5 assistants worked with 700 kindergarten children in 11 schools that provided a full-day kindergarten program. Parents of 691 of the 700 children opted for a full-day program. Only nine children were enrolled in a half-day program in these same schools).
- Teachers have more time in the full-day program to provide opportunities for learning at an appropriate level for each child.
- Over half of the children in the United States receive some pre-kindergarten experience. Much of this experience is for a full day.
- The district has enough teachers and enough space in the schools to implement full-day kindergarten.
- Children in the full-day program have more opportunities to become part of the school because they can use facilities such as the gymnasium, cafeteria, auditorium, and library more frequently.
- The full-day kindergarten program attracts children to the school system. This is beneficial because money is provided by the state for every child enrolled in school. In 1982, for example, the school system received \$928.98 per child enrolled in grades one to 12.

\*Jack W. Humphrey is Director of Reading Services and Special Projects for the Evansville-Vanderburgh School Corporation, Evansville, Indiana (enrollment 24,000). He based this article on a longer report to the Evansville-Vanderburgh Board of School Trustees titled *A Study of the Longitudinal Effectiveness of Full-Day Kindergarten*.

## Concerns About Full-Day Kindergarten

Despite the many benefits resulting from the full-day kindergarten, we recognized certain concerns about full-day programs. These concerns were:

- The cost is high. Teachers and assistants should not be hired during a period of economic decline.
- The full-day program is another example of government taking over from parents the responsibility to provide training for their children prior to first grade.
- The full-day program puts too much pressure on five-year-old children.
- Little evidence indicates that the investment of money and effort in full-day kindergartens results in better success in school.

## Experimental and Control Groups

Four schools began full-day kindergarten in the 1978-1979 school year. All children enrolled in 1978-1979 and 1979-1980 were included in the original experimental group. The number of children enrolled in the four experimental schools in June 1979 was 187; in June 1980, the enrollment in the same four schools was 223. In this study, only those children still enrolled in the same school in grades three and four were included. Of the original 187 students in the 1978-1979 group, 81 were still enrolled in the same school. In the 1979-1980 group, 115 children out of the 223 in the original group remained in the same school.

The original control group was composed of half-day kindergarten students from four schools selected to match the socio-economic levels of the four experimental schools. In June 1979, 223 half-day kindergarten students were enrolled in these four schools. In June 1980, 203 students were enrolled. As with the experimental group, only those children still enrolled in the same school in grades three and four were included in the control group for this study. Of the original 223 students attending in 1978-1979, 108 were still enrolled in the same school; of the original 203 students in the 1979-1980 group, 114 remained in the same school.

## Purpose of the Study

The purpose of the 1982 study was to follow children who completed full-day, every-day kindergarten in 1979 and 1980 to determine any long-term benefits. Data were collected from standardized tests, report cards, questionnaires, and interviews to test the hypothesis that children who attended the full-day program evinced significant differences from children in the half day-program.

Thus, when compared to students who attended half-day kindergarten in 1978-1979 and 1979-1980, we expected that the children who attended the full-day kindergartens would:

- display a higher self-concept, as measured by the *Piers-Harris Children's Self-Concept Scale*;
- have more positive attitudes toward school, as measured by the *Survey of School Attitudes*;
- achieve higher academic grades on report cards;
- achieve higher conduct marks on report cards;
- have a lower rate of retention;
- achieve higher handwriting ratings as measured by the *Evaluation Scale--Cursive*;
- achieve higher reading scores, as measured by the *Comprehensive Tests of Basic Skills*.

Further, we expected that children who attended the 1978-1979 and 1979-1980 full-day, every-day kindergarten would:

- have positive attitudes about full-day kindergarten;
- have parents with positive attitudes about full-day kindergarten;
- have first, second, and third grade teachers with positive attitudes about full-day kindergarten.

## Full-Day Students' Attitudes

The attitudes of children who completed full-day kindergarten in 1978-1979 and 1979-1980 were obtained from a 10-item Student Questionnaire administered in the fall of 1982. Nine of the items called for *yes* and *no* responses; the tenth item asked the question, "What do you remember most about your year in kindergarten?"

The third and fourth grade children were consistent in their answers to the questions. At least 85 percent of the children replied that they felt more grown up when they went to school all day; liked eating in the school cafeteria; were glad to go to school full day so that they could spend more time using the blocks, paints, and playhouse; found it easier than before to learn how to read and learn mathematics in first grade; liked having more music and art; and were glad that they went to full-day kindergarten. The most frequent answer of the children to the question about what they remembered most from kindergarten was "play."

Eleven percent of the third grade children and 23 percent of the fourth grade children indicated that it bothered them to be away from their mothers or sitters at full-day kindergartens. Thirty-five percent of the third grade children and 43 percent of the fourth grade children reported that they were frightened when they went to first grade.

This part of the study was not intended to compare the attitudes of full-day and half-day kindergarten students. It was meant to determine whether or not students who attended full-day kindergarten had positive attitudes after completing second or third grade. The results of the Student Questionnaire for grades three and four indicated that children had positive attitudes toward their full-day kindergarten experience. It should be noted that a similar questionnaire used with the control group might have revealed the same attitudes toward a half-day kindergarten experience.

### Effect on Children's Self-Concept

We administered the *Piers-Harris Children's Self-Concept Scale* to children in both the experimental and control groups in the fall of 1982. The statistical *t*-test was used to determine whether there was a significant difference between the full-day and half-day kindergarten scores.

The 1978-1979 full-day kindergarten children had higher self-concept scores than did the half-day kindergarten chil-

dren, with a mean score of 58.99, compared to a mean score of 54.81 for half-day kindergarten children. The full-day kindergarten children scored significantly higher, with the statistical *t*-test showing  $t = 1.98$  and  $p < .05$ . Therefore, full-day kindergarten children showed significantly higher self-concepts than half-day kindergarten children.

The 1979-1980 full-day kindergarten children also had higher self-concept scores than did the half-day kindergarten children, with a mean score of 60.48 compared to a mean score of 58.41 for half-day kindergarten children. However, the difference was not significant.

### Effect on Children's Attitude Toward School

In the fall of 1982, the *Survey of School Attitudes*, Intermediate Level, was given to fourth grade children in the experimental and control groups who attended kindergarten in 1978-1979. The statistical *t*-test was performed to determine any significant difference between the full-day and half-day scores. The mean scores of the full-day kindergarten children were higher than those of the half-day kindergarten children in all four subject areas, but they were significantly higher only in science.

Also in the fall of 1982, the *Survey of School Attitudes*, Primary Level, was given to third grade students who attended kindergarten in either the experimental or control group in 1979-1980. The mean scores of children who attended half-day kindergarten in 1979-1980 were higher than those of children who attended full-day kindergarten in all four subject areas, but they were significantly higher only in social studies.

The results of the *Survey of School Attitudes* suggested no overall difference in school attitudes between the children who attended full-day kindergarten and those who attended half-day kindergarten. One full-day group scored higher than the half-day group in every subject area, but the other full-day group scored lower than the half-day group in every subject area.

### Effect on Academic Grades

The children received report cards four times a year in the primary grades. The marks they received in subject achievement were S (Satisfactory Progress), I (Improvement Shown), and N (Needs Improvement). At the end of each school year, report card grades were recorded on a composite report and averaged. These averages were used to compare the groups.

We made 23 academic grade comparisons between the 1978-1979 and 1979-1980 experimental and control groups. The experimental groups consistently had a higher percentage of satisfactory marks and a lower percentage of less-than-satisfactory marks. The chi-square test revealed that the grade assigned and membership in the experimental and control groups were significantly associated in 11 of the 23 comparisons. Those subject areas in which the probability was less than .05 that the observed findings could be attributed to chance were: mathematics, four times; reading, three times; spelling, two times; and English and handwriting, one time each. In the other 12 areas, the difference between full-day and half-day kindergarten children was not significant.

### Effect on Conduct

The conduct marks on report cards for the first, second, and third grades for the 1978-1979 experimental and control groups and the first and second grade report card conduct marks for the 1979-1980 experimental and control groups were analyzed. Children received report card marks four times each year in 12 conduct areas. The marks for these 12 areas were S (Satisfactory Progress), I (Improvement Shown), and N (Needs Improvement). At the end of each school year, report card conduct marks were recorded on a composite report, along with an average of these marks. These quarterly marks and yearly averages were used to compare the groups.

The chi-square test of independence was utilized five times for each of the 12 conduct areas. The test revealed that the conduct marks assigned and mem-

bership in the experimental and control groups were significantly associated 25 times in which the full-day kindergarten children received higher conduct marks. The areas for which membership in the full-day kindergarten group was significantly associated with more favorable conduct marks were as follows: obeys playground rules (5), shows self-confidence (4), respects property of others (4), uses time wisely (3), puts forth best effort (3), follows directions (2), works independently (2), works well with others (1), and listens attentively (1). In one area (uses self-control), the half-day kindergarten children received higher conduct marks. In these 25 areas, significant differences were found in favor of full-day kindergartens.

### Effect on Grade Promotion

Children enrolled in kindergarten in the four experimental and four control schools in June 1979 and June 1980 were compared by grade levels to determine those promoted to a higher grade and those retained in the same grade for another year. The retention information referred only to children still enrolled in the same school in June 1982 and did not involve children in the 1978-1979 or 1979-1980 kindergarten groups who had moved to other schools.

A higher percentage of children were retained from the groups of children who attended half-day kindergarten. Nineteen percent of the children who attended half-day kindergarten in 1978-1979 were retained at the end of kindergarten, grade one, grade two, or grade three. Only nine percent of the full-day kindergarten children were retained.

The chi-square test of independence disclosed that the probability was less than one in 100 that the findings occurred by chance and that rate of retention and membership in the experimental and control groups were significantly associated.

### Effect on Handwriting

Handwriting tests were given in the fall of 1982 to the 1978-1979 and 1979-1980 experimental and control groups.

The *Evaluation Scale--Cursive* for grade three was used with the 1979-1980 group, and the *Evaluation Scale--Cursive* for grade four was used with the 1978-1979 group. Each test included five areas: letter formation; slant; spacing; alignment and proportion; and line quality. The handwriting tests were rated 1, excellent; 2, good; 3, average; 4, fair; and 5, poor.

The children who attended half-day kindergarten in 1978-1979 and 1979-1980 had lower mean scores in the handwriting test. Because the rating of 1 was excellent and 5 was poor, a lower mean score indicated that the half-day kindergarten children performed better on the *Evaluation Scale--Cursive* than did the children who attended full-day kindergarten. The 1979-1980 control group scored significantly better than the experimental group, with a statistical *t*-test showing  $t = 2.08$  and  $p < .05$ .

#### Effect on Reading

The *Gates-MacGinitie Reading Tests* were administered to children in the spring of 1982 when the 1978-1979 groups were in the third grade and the 1979-1980 groups were in the second grade. The statistical *t*-test was performed to determine whether there was a significant difference between the full-day and half-day kindergarten group mean scores.

The results of the *Gates-MacGinitie Reading Tests* showed that the children who attended full-day kindergarten in 1978-1979 and 1979-1980 had higher mean scores in vocabulary and comprehension. For both the 1978-1979 and 1979-1980 groups, the results of the *t*-test showed that the vocabulary and comprehension scores were significantly higher for the children who had attended full-day kindergarten.

#### Effect on Basic Skills

The *Comprehensive Tests of Basic Skills* were administered to children in the 1978-1979 experimental and control groups in the spring of 1982. The statistical *t*-test was performed to determine whether there was a significant

difference between means of the full-day and half-day kindergarten group scores.

The results of the *Comprehensive Tests of Basic Skills* showed that the children who attended a full-day kindergarten in 1978-1979 had higher mean scores in all 14 areas of the test than the children who attended half-day kindergarten. The statistical *t*-test showed that full-day kindergarten children were significantly higher in the following areas: word attack, vocabulary, comprehension, total reading, mechanics, total language, computation, and total battery.

#### Attitude of Parents

In the fall of 1982, 196 questionnaires were mailed to parents; 92 of the parents (47 percent) returned them. Most of the respondents indicated that their children learned more in the full-day kindergarten program; were better prepared for first grade; learned more self-control; became more socially adjusted; gained more self-confidence; became better listeners; were more able to express themselves verbally; were better able to follow directions; learned to enjoy music; had improved handwriting, cutting, and coloring skills; were better prepared for reading and mathematics; developed better body coordination; and had better home-school relationships.

In the 1980 study, most of the parents were pleased with the full-day program when their children finished kindergarten in 1979 and 1980. The 1982 study showed that they continued to feel that way. Only two percent of the parents surveyed in 1982 preferred half-day to full-day kindergarten.

#### Attitude of Teachers

Each of the 25 primary school teachers in the four schools with full-day kindergartens completed the Teacher Opinionnaire. Nine of the teachers were from grade one, eight from grade two, and eight from grade three. The opinionnaire contained 16 statements about full-day kindergarten, with which the teachers could agree, disagree, or be undecided.

In 12 of the 16 statements, a majority of the teachers indicated that full-day kindergarten was superior to half-day kindergarten. The highest agreement concerned the statements that full-day programs offered more time to develop basic listening and language skills, that students were not bored, and that students had been exposed to a more in-depth skills program.

The teachers agreed least with the statements that full-day kindergarten children socialize better with their peer group, that there were no apparent differences in the abilities of the children in the two groups, and that children in the full-day kindergarten program were more excited about coming to school.

### Conclusions

Children who attend full-day kindergarten, their parents, and their primary school teachers have positive attitudes about the program. These children, when compared to children who attend half-day kindergarten, tend to have higher academic and conduct marks on their report cards, a lower rate of retention in a grade, higher standardized achievement test scores, but worse handwriting ratings. Their self-concepts and attitudes about school are not negatively affected by participation in the full-day kindergarten program.

Because the findings for this study are either two and three years or three and four years after the kindergarten experience, one may conclude that the effects on children who attend full-day kindergarten are lasting. As shown in the 1980 study, differences existed at the end of kindergarten and first grade between children who attended full-day and half-day kindergarten. The 1982 study showed that those differences in favor of the full-day kindergarten children continued into the third and fourth grades.

### Recommendations

The following recommendations concerning full-day kindergarten in the Evansville-Vanderburgh School Corporation are suggested by the study:

- When economically feasible, full-day kindergarten programs should be maintained and gradually expanded to schools where community support exists and where appropriate space is available.
- The full-day kindergarten staff should examine the results of the study to determine areas of the curriculum that might be changed or modified.
- The longitudinal study should be expanded to 1987 and include results from the students' experiences in the middle and upper grades. ■