A RETROSPECTIVE ANALYSIS OF THE PARK ELEMENTARY SCHOOL FOUR-QUARTER PLAN

A Thesis Presented to the Graduate Faculty of California State University, Hayward

In Partial Fulfillment of the Requirements for the Degree Master of Science in Education

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A RETROSPECTIVE ANALYSIS OF THE
PARK ELEMENTARY SCHOOL
FOUR-QUARTER PLAN

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Date:  

[Signature]

Apr, 13, 1913
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Chapter 1

INTRODUCTION

It is recognized that the ten-month school year as it now prevails in most schools is not universally satisfactory, nor has any operating program for a year-round school yet proved to be universally acceptable. A plan which may be appropriate in one situation may not be acceptable in another. The year-round operation of public schools may offer a viable option in our fast changing society.

It is important that legislators, educators, and the general public be well informed on the subject before making a decision regarding such a drastic change. Numerous school districts all over the United States seem to be giving more than passing attention to the year-round plan.

Most research concerning the year-round school relates to organizational and operational considerations, and little has been done relative to ascertaining information about the students: their opinions, feelings and attitudes, and adjustment to this plan. Such data should be considered prior to embarking on such a program.
STATEMENT OF THE PROBLEM

It was the purpose of this study to examine the extended year concept in terms of the relationship that the Park Elementary School Four-Quarter Plan had on achievement, attitudes, and adjustments of the students who participated in this plan in the Hayward Unified School District from its inception through their ninth year of school (Grade 8).

An effort was made to answer the following questions:

1. What was the achievement level of these students in mathematics as compared with counterparts on regular school calendar as measured by tests?

2. What was the achievement level of these students in reading as compared with counterparts on regular school calendar as measured by tests?

3. How do students who participated in the Park Plan feel about the plan, as viewed in retrospect?

4. What has been the adjustment pattern of these students at Winton Junior High School as compared with that of counterparts who attended traditional elementary schools?

DELIMITATION AND DEFINITIONS

This study conducted during the school year 1971-1972, in the Hayward Unified School District, included only
the eighth grade students at Winton Junior High School who had attended Park Elementary Four-Quarter Plan throughout their elementary school years. Only the components related to achievement in areas of mathematics and reading were researched. The "Minimum Standard Test," an instrument developed by the Hayward Unified School District, was given to a group of fifty eighth grade students at Winton Junior High School during April, 1972. These students had been sixth grade students at Park Elementary School during the 1969-1970 school year. The non-Park students used in a control group were those who had attended other elementary schools in the district and were now eighth grade students at Winton Junior High School.

For the purposes of this paper, the following definitions were used:

**Year-Round School**

*(Park Plan)*

The year-round school calendar consists of four quarters of approximately fifty days each with three weeks between quarters. One week of each break is devoted to parent conferences, teacher inservice, and planning. Teachers have two weeks vacation while students have three weeks off between quarters. The district's Christmas and Spring vacations coincide with the three-week quarter breaks.
Attitude

The term "attitudes," according to Katz and others, include both the affective or feeling core of liking or disliking, and the cognitive, or belief elements which describe the object of the attitude, its characteristics, and its relationship to other objects.¹

For this study, an interpretation of what is meant by "attitude" then would be the response or reaction evoked by the meaning an individual attaches to a subject, person, situation, or object. Students were asked to express feelings in the areas of: year-round school; nongraded classes; short vacation periods; personal educational plans; retention of learned materials; working in class with younger students; time to study; feelings about school; and areas of personal interest.

Adjustment

Some individuals achieve a high degree of emotional and social maturity at an early age; others remain immature in many traits throughout their lifetime. The most practical basis for evaluating maturity is to compare these qualities with the traits commonly possessed by persons perceived as adjusted. R. A. Davis listed the following characteristics as being descriptive of well-adjusted persons: good sportsmanship; acceptance by other children;

objective viewpoint; happiness in school; and self-responsibility.² A child may be regarded as achieving satisfactory adjustment when his behavior reflects progress in these areas.

For the purpose of this study, the term "adjustment" was used primarily to describe the student's ability to cope with his school environment.

JUSTIFICATION OF THE STUDY

Adequately preparing young people for the future is likely to depend on the expansion and modification of our educational facilities and curricular offerings. Many long established practices, one being the length of the school year, are being reappraised. Senate and Assembly Bills were introduced in the 1971 California Legislature which provide for establishing an experimental four-quarter year elementary school program. The Park Plan in Hayward preceded this legislation.

It seems imperative to review the literature and to initiate new studies which will provide additional insights and dimensions. Crowded curriculums and a need to avoid the loss of learning that occurs over the summer recess are only a few reasons to look for alternatives to our

traditional school year. Insistent pressures on children, youth, and adults to learn more and to learn better has prompted parents, eager for broader and better educational opportunities for their children, to ask the following question. "Why not operate the schools all the time?"

The California State Superintendent of Instruction predicts that within five years most of the schools in the State will be operating year around.

An extensive review of the literature revealed nothing on student opinions about their adjustment to the year-round program. Since legislators, educators, and the general public are concerned about year-round programs of varying designs, it was felt that there was a need to look at this dimension of the problem.

Sources of the Data

The primary data used in this study were obtained from the Minimum Standards Tests in Reading and Mathematics, an instrument developed by the Hayward Unified School District; from a Student Interview Check Sheet; and a Student Questionnaire Concerning the Four-Quarter Plan completed by the students concerning their attitudes regarding experiences at Park School. Hayward Unified School District files were perused and teacher comments noted regarding student adjustment.
METHODOLOGY

A survey of selected topics in the literature concerning year-round schools was made in order to gain an understanding of the major types of extended year programs.

The Hayward Unified School District files were used to collect information and data relating to the Park School pupils' achievement in the areas of reading and mathematics for the elementary level and eighth grade at Winton Junior High. Fifty pupils were tested in April, 1972 by using the district developed "Minimum Standard Test" in reading and mathematics.

Next, the Questionnaire Concerning the Four-Quarter Plan was completed by the eighth grade students as to how they felt about the four-quarter plan since they are now attending a traditional junior high school. The results were expressed in percentages.

Teacher comments were used to make judgments regarding the adjustment patterns of the eighth grade students. A pink referral slip is placed in the file of each student with a brief explanation about the student's adjustment pattern in relation to study habits, school attendance, and following of school rules.
ORGANIZATION OF THE STUDY

Chapter 2 presents a review of the literature and includes a discussion regarding advantages and disadvantages of the year-round school. A description of the Hayward community precedes the data presentation in Chapter 3. Included in this chapter are the data from standardized tests and the reactions and attitudes of the students as portrayed in the results of a written questionnaire and oral interviews. Chapter 4 is an analysis of the data. Chapter 5 presents the conclusions and recommendations.
Today, as never before in the history of American education, educators are finding it necessary to take a hard look at contemporary schools. With the increasing urbanization of society, the practicality of limiting our educational institutional efforts to a nine-month operation has been questioned. "Is the long-standing traditional 180-day school year sufficient to provide for the increasing complexity and explosive amount of knowledge needed for survival in the space-age world?"\(^1\)

The paucity of current research of several components of the problem is prima facie evidence of the need to investigate the year-round system in more depth generally and as it relates specifically to student attitudes and opinions about this plan.

Advantages and Disadvantages of Year-Round Schools

In 1968 the Research Division of the NEA conducted a survey about the merits of the individual plans for

\(^1\) Margaret W. Cabiness, "Year-Round Education" (Hayward, California: California State University at Hayward, 1971), p. 1. (Mimeographed.)
rescheduling the school year. Many questions remain to be studied, and results of such research as has been conducted need to be verified by further study.

1. Does quality of instruction and learning suffer when teachers and or pupils are in school more days?

2. Is pupil acceleration a feasible goal?

3. Do such ideas as year-round utilization of school resources and pupil acceleration actually lead to savings, or are expected savings theoretical only?

4. Is proper building maintenance possible when school is in session all but a few weeks of the year?

5. Can workable arrangements be made so that teachers can continue to engage in activities, such as summer school and educational travel which they normally pursue during their extended summer vacations?²

A recent feasibility study in Plymouth, Wisconsin suggests that a year-round program may not save any district a dime and in fact may push costs much higher than anybody really suspects. Leonard Ernst reported the reason as follows:

1. The basic argument that the year-round school will save money on bricks and mortar is misleading. The original cost of a new building, amortized over a period of time, really comprises a very insignificant amount or the total cost of education per year.

2. Eventually, rising enrollments in an expanding district will necessitate new construction anyway, and the cost of labor and materials may be a good deal higher.

3. If a district goes to an extended year program, its state aid per pupil reimbursement formula, usually based on average daily attendance, may be adversely affected. Under a year-round plan, average daily attendance is almost invariably lower.

4. Maintenance costs for year-round schools might increase, depending on local conditions.

5. For summer use, some classrooms need to be air conditioned.

6. Start-up money is required. Grants from the U.S. Office of Education are available but it may be difficult for the average district to find this outlay.3

Dr. Raymond G. Arveson, Superintendent of Hayward Unified School District feels that the year-round program in Hayward is a success.

'We had a crowded curriculum and we wanted to expand it,' says Arveson. 'We kept the same teacher-pupil ratio, one to 30. But at the same time, we went to non-graded multi-age groupings, allowing for continuous progress of students. We don't save any space since all of our students attend school all year. And we didn't do it to accelerate. We just did it to get broader coverage of subjects, to get more depth and enrichment, and to avoid the real loss of learning that takes place over a three-month summer recess. Since there is now no need for extensive review in the fall, the students are bound to progress faster.'

In the beginning, participation in the Hayward program was optional. Teachers who wanted to transfer or students who wanted to be bused to another school were free to do so. 'We only had to bus six kids,' says Arveson, 'and now there is no busing at all.'

For the year preceding the start of the four-quarter plan, school officials met monthly with parents to make sure they understood the program. 'Initially, 80% of the parents favored trying the plan,' reports Arveson. 'Now 100% support it. Many like the three-

week winter vacation. The only families with problems are those that also have students in junior high, which is still on a traditional schedule."

Arveson says teachers like it too. "They get paid about 15% more and, since our quarters coincide with those of Hayward State College nearby, they can request leave for a quarter to continue their own studies."

Advantages for Students

According to the National School Calendar Study Committee, some advantages put forth for students are:

1. The quality of education would be improved through initial grouping by age, more prompt recognition of abilities, opportunity for remedial or disciplinary action as indicated, and greater flexibility for the handling of special problems.

2. The improved quality of education would include special handling for gifted children.

3. The professional employment of the teacher on curriculum development and administrative policies would tend to improve the education of the child.

4. The overall achievement of the pupils would be increased due to the shorter vacation periods, thus lessening the "forgetting" which occurs during the summer months.

5. Individual and small group instruction can be given to members of classes during the vacation periods.

6. The evaluation program can be modified to fit the quarterly plan (pupil progress), with special emphasis being placed on evaluation of growth and development.

7. Classes could be smaller and more flexible.

8. Double sessions could be eliminated and make-up days could be allowed for emergency closings.

9. School facilities--libraries, all-purpose rooms, etc.--could be used for the purposes for which they were planned.

10. Regular teachers could do the substitute work, insofar as possible for the school. Thus the quality of the present instruction would be maintained whenever any one regular teacher is absent. (Not to apply if for an extended period.)

11. Class trips could be taken during the four week period when pupils are not in regular class.


13. Pupils would be enrolled at all times and would be eligible for inter-scholastic and performance activities.

14. Class assignments would be made over the four week vacation period and delivered to the teacher for evaluation one week before the class reports for the next twelve week session.  

Although some educators concede that in theory the year-round school has many advantages, they feel it does not work in practice. Here are some typical objections and the arguments that advocates of the program advance in rebuttal are presented as follows:

1. Teachers want summers off to travel, study or take family vacations.
   But many teachers want the chance to work full time at their chosen profession. When the teachers in the schools of Rochester, Minnesota, for instance, were offered the choice between year-round or nine-month contracts, 91 percent of the teachers chose to teach year-round. Last summer Atlanta had more than enough teachers for its summer quarter.
   Only 10 to 15 percent of our teachers actually use the summer for study. If a teacher does wish to take graduate work, however, a year-round school presumably would permit him greater flexibility—he would be able to choose the time in which he wants to teach and the quarter he wants to devote to further training. As for vacations and travel, every teacher would receive at least four weeks' vacation under most plans.

2. Schools must shut down during summer months to allow for maintenance and repairs.
   Plants much more elaborate than schools are maintained during twelve-month-a-year operation. Today's new materials allow a room painted at 5 p.m. to be ready for use the next morning; floors can now be waxed, buffed and ready for use within an hour.

3. The summer months are not conducive to study.
   Long before the advent of air conditioning, studies made during Newark's year-round operation showed that summer was not only an adequate period for study, but an excellent time. Aliquippa found that its summer quarter ranked first in attendance; Ambridge found that the percentage of failures in the summer quarter was lower than in any other quarter. Many cities now successfully operate summer sessions at which attendance is voluntary.

4. On a four-quarter system, students on vacation would not be eligible to participate in extracurricular activities.
   Eligibility requirements can be altered and extracurricular activities easily spread around the calendar.

5. Many states have laws and state-aid statutes that prevent school districts from operating year-round.
Recent studies of year-round operation have persuaded the state legislatures of New York, Michigan, Ohio, Illinois and Texas to pass bills making a year-round calendar possible. Many other states are about to follow suit.

6. Year-round operation makes administrative and scheduling problems too complex.

In the spring of 1969, when school administrators from across the country met in a national conference called to examine twelve-month school operation, none of the participants felt that scheduling difficulties would be insurmountable. Atlanta's year-round schools make new schedules every quarter and provide a proving ground for scheduling methods.

7. Year-round schools would upset traditional vacation patterns for families.

The vacation issue is the one that creates the most opposition to the idea of year-round school. Some year-round plans allow each student to choose his vacation quarter. Others rotate vacations around the calendar. During twelve years of school, on a rotation system, children would have three summer vacations, three in the fall, three in spring and three in winter. Children in the same family can be given the same vacation schedule.6

Arguments Against the Extended School Year

When opponents of the extended school year get together, the spotlight invariably falls on a plan that is used in Aliquippa, Pennsylvania. A teachers' council pointed out these definite disadvantages to their year-round school plan:

1. Maintenance work, repairs, painting, cleaning etc. are difficult to carry on.
2. Vacation and leaves of absence for teachers result in frequent teacher change.
3. It is not possible to keep four groups in the same grade intact in the smaller schools.

4. Too much pupil time is wasted at the end of each quarter and the beginning of the next one.
5. Many pupils and teachers are forced to take their vacation at an undesirable time of the year.
6. Administrative and supervisory work is greatly increased.
7. Pupil transfers between the twelve-month district and the nine-month district are difficult to adjust.7

Research Related to Attitudes

How do students feel about their learning situation? Do their attitudes reflect in their work?

Attitudes are meanings one associates with certain objects. Studies indicated that students take school seriously and understand the importance of school. A study reported several years ago attempted to discover the attitudes toward school expressed by sixth and seventh grade children. The grades chosen represented a midstream group of such nature as to give a true reflection of school attitudes, uninfluenced and untrained by extraneous consideration. The investigation included 639 children in three New York City elementary schools located in varying neighborhoods. An analysis of data revealed that children regard school in a serious and earnest light. School stands for education and children believe that this

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education will help them get ahead in the world--vocational, socially, and otherwise. Excepting in infrequent instances, children do not look at school as a place of joy or pleasure. They attend school with consciousness that it will help them out in later life. School is not pleasurable, but important for its future promise.  

Many studies have been made which relate the intelligence, interests, aptitudes, and personality characteristics of students to achievement in school. Relatively few experiments have been reported which indicate how the school appears to the students and how this factor might be related to scholastic success. The general hypothesis of the following study was: There is a relationship between measures of students' perceptions of school and achievement in school. Ninety-two students, representing almost the entire eighth grade population of the Solvay, New York public school system, were selected as the student sample. Data support the following conclusions:

1. Students' perceptions of school, and various aspects of school, seem to be related to achievement in school, as measured by the end of semester grades.
2. Students' perceptions of school, and various

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aspects of school, do not seem to be related to achievement as measured by standardized tests.9

Significant relationships were found between measures of perception and end-of-semester grades. Little or no relationship existed between measures of perception and standardized achievement test scores. Students' attitudes about the way in which they view their school situation or an interpretation of their attitude toward expressed areas of concern about school need further study and consideration.

In another study two groups of urban eleventh graders were contrasted in their attitudes toward school by means of a specially developed poll. Classified as "satisfied" and "dissatisfied" with school, these groups of approximately forty-five each were compared on the Iowa Tests of Educational Development. "Satisfied" students generally out-performed "dissatisfied" students at a statistically significant level. The advantage of "satisfied" students tended to be greater on tests where academic skills were involved than on tests of general background information.10

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Research Related to Adjustment

Children are found at varying stages of emotional development and social maturity. It is necessary to take into account a child's age and the normal range of personality development characteristics of similar children. The desirable traits and qualities to be suggested should be regarded as idealistic standards of maturity; only a partial approach to such standards is expected.

Progress toward attainment of the following behavior reflects a child who shows signs of achieving satisfactory adjustment as stated by R. A. Davis and other authors.

1. **Good sportsmanship**—The child is a good winner and a good loser. He works and plays in accordance with rules and notions of fair play. His attitude is neither extremely dominating nor submissive.

2. **Acceptance by other children**—Other children are happy to include him in games and activities. He is interested in participating and understands the use of necessary social manners. He possesses the art of mingling harmoniously with his associates.

3. **Objective viewpoint**—He can look at himself without prejudice, accept criticism without resentment, and does not expect success in all activities. He does not demand undue attention but in the classroom takes his turn as a matter of course.

4. **Happiness in school**—The work of the classroom and other school activities interest him. He is happy and cheerful in most situations. He enjoys the stimulation of school activities and does not attempt to avoid social contacts and responsibilities.

5. **Self-responsibility**—He solves his own school problems without leaning excessively upon others for guidance. He knows the satisfaction of achievement through personal effort and does not wish recognition for accomplishment other than his own. He regards schoolwork as his personal responsibility and requires
no pressure from others. He is punctual in his appointments. He is generally willing to accept responsibility for errors, without making excuses.11

Studies of the relationship between a learner's adjustment and his achievement are generally limited to descriptive methods that use correlation and comparative casual patterns. For example, measures of pupil adjustment are correlated with measures of achievement. Also, pupils having poor adjustment are compared with pupils having good adjustment.

A study conducted by Hammond and Skipper12 involved factors related to adjustment of first-grade children. An effort was made to determine the relationship between adjustment and such factors as attendance at kindergarten, scores on readiness tests, and chronological age. A significant relationship was shown between adjustment status and scores on readiness tests. Williams13 studied elementary school children with IQs of 130 or above. Achievement was measured by standardized test; personality


traits were measured by the California Personality Inventory and the Classroom Adjustment Scale.

A group of randomly selected classmates was used for comparison. The findings were analyzed to determine the extent to which the pupils were working up to expected achievement in levels. More than four out of five children who were rated high in total acceptance were achieving within or above expectancy. On the other hand, more than three out of five who were rated low in total acceptance were achieving below expectancy levels.14

Research concerning adjustment and educational achievement revealed that poor mental health and reading retardation were closely associated. Retarded readers were significantly different in behavioral immaturity, interpersonal skills, social participation, satisfying work and adequate goals as indicated by Tarblett's findings.15

The studies that have been reviewed strongly indicate that personality adjustment and educational progress are interrelated, but the studies do not differentiate between causes and effects. Emotional and social maladjustment contribute to educational retardation; learning disabilities also contribute to personality disorders by frustrating the individual's efforts in learning situations.16

14 Davis, op. cit., p. 188.
16 Davis, loc. cit.
Research Related to Achievement

The length of the summer vacation period has been of concern to teachers for a number of years. Often teachers who had the same student in successive years have noticed a seeming drop in knowledge over the summer vacation, and that it was not necessarily even from subject matter area to subject matter area nor from student to student. They wondered how much review was necessary and under what circumstances. Today, while teachers may not have students in consecutive academic years, they do notice that parts of the previous years' curriculum need review, and that there may be differential review needs by subject matter and student involved.

Parsley and Powell\textsuperscript{17} conducted a study to investigate summer gain or loss in achievement as measured by achievement test scores in six areas of subject matter material. The conclusions were as follows:

Neither academic gains or losses nor summer gains or losses were found to be the same in all subject matter areas for students of average intelligence. The Fall curriculum should probably include substantial review of Reading skills and Arithmetic concepts for boys at the third grade level. It appears that a substantial Fall review of Arithmetic Fundamentals is needed by both boys and girls at grades two through six.

\textsuperscript{17}Kenneth M. Parsley, Jr. and Marvin Powell, "Achievement Gains or Losses During the Academic Year and Over the Summer Vacation Period," Genetic Psychology Monographs, LXV-LXVI (1962), 287-342.
The conclusions drawn from the results of this study suggest that a twelve month school year may not be necessary for the maintenance of academic year gains in all subject matter areas, though it may be more necessary at the third grade level than at the other grade levels studied, insofar as average students are concerned.\textsuperscript{18}

\textsuperscript{18}Ibid.
The Hayward Community

Hayward, California is a community of approximately 100,000 population located in the East Bay Area. It is essentially a "bedroom community." Most of the people who live in Hayward work in industries and service occupations outside the Hayward area; however, during the past five years, a retail and industrial growth has taken place which provides greater opportunities for employment in the area.

Hayward Unified School District has operated a compulsory year-round schedule in Park Elementary School since 1968. This innovative program followed a series of investigations and legislative actions. Upon completion of the first year of the four-quarter school, a study was completed to determine the results of the experience. The study indicated positive results in the areas of improved reading and mathematics test scores, as well as continued positive support by the community. The results of the study indicated a need for a continuance of the study for an additional five years.

The four-quarter plan was originally conceived and developed by two principals within the District, Daniel A.
Foster and Bernard P. Moura. Through the cooperation of central office personnel and teachers, application was made for ESEA, Title III funding for a four-quarter feasibility study.

Along with parent information meetings, two written surveys were conducted to assess parents' support. Of the school community, 80 percent approved of the program and indicated they would enroll their children, 10 percent did not approve of the program, but indicated they would enroll their children if the program was presented. Even though 10 percent did not approve of the four-quarter system and indicated they would not enroll their children in the school, all but three children enrolled. A third survey conducted by a local newspaper verified surveys made by the District. Additional surveys were conducted to determine the feasibility of the year-round school.

Assemblyman Carlos Bee, of the 13th District, introduced enabling legislation to allow the District to participate in a two-year pilot venture. Assembly Bill 1971 was passed by the California State Legislature and was signed by Governor Ronald Reagan on August 6, 1968. (State of California Education Code, Section 7495.11-7495.14.)

In 1970, Assemblyman Bee introduced Assembly Bill 1691 to allow for an additional five years of operation. Following legislative approval, the Bill was signed into
law allowing the year-round program to continue through the 1974-1975 school year.

Because of the four-quarter nature of the Park School program, it was necessary to modify the District's curriculum framework to meet the special needs of the year-round school. For the purpose of this study, in the area of curriculum reading and mathematics will be discussed briefly.

With the exception of kindergarten, all students attending Park are on a "staggered reading program." That is, one-half of a class come at 9:00 a.m. and the other half come at 10:00 a.m. The early arrivals are dismissed at 2:05 p.m. and the "ten o'clockers" are dismissed at 3:15 p.m.

The District's reading consultant developed a three-stage reading program for the District which was adopted by Park School: Stage I--Initial Reading; Stage II--Automatic Recognition Response State (Comprehension and Advanced Word Study Skills); Stage III--Advanced Reading Development (Reading to Learn Stage).

Because of the "staggered" reading program, Park School teachers have been able to individualize their reading instruction. Each child is encouraged to proceed at his own rate.

Park School's mathematics program closely adheres to the one adopted by the District. Beginning at the
kindergarten level, discussion and discovery are utilized to help the students build a foundation in number readiness which will enable them to work with more abstract concepts at the upper elementary level. At each level, both concrete and abstract experiences are introduced to clarify and extend concepts. As in the case of reading, students are encouraged to progress at their own rate. Students quickly learn how to work in pairs and in small groups without constant supervision from the teacher.

The materials used in the Park School program are those available to all the schools in the District. In addition to these materials, the teachers and the curriculum specialist at Park School developed enrichment materials to meet the needs for individualized instruction. Special purchases were made for specific individualized materials.¹

The School in the Study

The Park Elementary School program is designed to encourage the continuous progress plan of education and individualized instruction. The intentions of the year-round school is to enrich the curriculum and to allow each child to progress at his own rate both horizontally and

¹Much information in this section is based on Second Evaluation Report Park Elementary School Four-Quarter Extended Year Program, Hayward Unified School District, May, 1972, pp. 1-6.
vertically, not to accelerate a student through the grades to enter junior high school at an earlier age.

Teachers are allowed to volunteer for assignment to Park School and are employed prior to the opening of school to develop curriculum materials.

There were seventy-three sixth grade pupils enrolled at Park during the school year 1971-1972. A breakdown of the number of years these pupils have been attending Park School gives some indication of pupil mobility at this school.

Table 1
Number of Years Pupils Attended Park School
Summary of Pupil Mobility*

<table>
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<th>Number of Years at Park</th>
<th>Number of Pupils</th>
<th>(%) Percentage</th>
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<td><strong>Total</strong></td>
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The number of sixth grade pupils in the school year 1969-1970 who had attended Park School for all seven years, was 44 percent. There has been no great change in pupil mobility.

The Students in the Study

The fifty students who were eighth graders at Winton Junior High during 1971-1972 school year were sixth graders at Park School during 1969-1970 school year. These students are only a portion of the eighth graders at Winton. The non-Park students who were used in this study were randomly selected.

Collection of the Data

The test instrument used in this study was developed by the Hayward Unified School District and known as the "Minimum Standards Tests in Reading and Mathematics."

Data regarding student attitudes were gathered from a Student Questionnaire instrument designed by the investigator and a Student Interview Check Sheet, also designed by the writer.

Teacher comments were solicited concerning the students' adjustments. The teacher comments regarding adjustment were ferreted from Programming Information Cards at Winton Junior High. These cards helped with placement of students.
The minimum standards tests in reading and mathematics. This is a test in basic skills which was given to fifty pupils in April, 1972.

The student questionnaire concerning the four-quarter plan. This was designed to gather information about and to make an assessment of the attitudes of the fifty students.

A copy of the Student Questionnaire is found in Appendix A.

Student interview check sheet. This Check Sheet was developed by General Behavior Systems, Incorporated, and modified for use in gathering evaluative information concerning students' attitudes about the Park Four-Quarter program. Each interview took ten minutes and was done at Winton Junior High School, Hayward, California.

A copy of the Interview Questionnaire is found in Appendix B.
Chapter 4

ANALYSIS OF THE DATA

The data were analyzed in order to examine the extended year concept in terms of the relationship that the Park Elementary School Four-Quarter Plan had on achievement, attitudes, and adjustments of students who participated in this plan in the Hayward Unified School District from its inception through their ninth year of school (Grade 8).

The 1969-1970 sixth graders are now eighth grade pupils at Winton Junior High School. Fifty pupils were tested in April, 1972 by using the District developed "Minimum Standards Tests in Reading and Mathematics." The results are shown in Table 2.

In reading achievement, Park pupils at the median scored seven raw score points above the non-Park pupils. This places them at the reading level of a beginning tenth grade student in the Hayward Unified School District, where this test is being standardized.

There is also a seven point spread in mathematics at the median. This places the Park group at the third month of the tenth year.
# Table 2
Comparative Report of Minimum Standards Tests in Reading and Mathematics, 8th Grade Students at Winton Junior High School, April, 1972

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>Raw Score</th>
<th>Mean</th>
<th>S.D.*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$Q_1$</td>
<td>$Q_2$</td>
<td>$Q_3$</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park</td>
<td>50</td>
<td>53</td>
<td>59</td>
<td>65</td>
</tr>
<tr>
<td>Non-Park</td>
<td>199</td>
<td>42</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>Combined</td>
<td>249</td>
<td>44</td>
<td>54</td>
<td>62</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>26</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>Park</td>
<td>50</td>
<td>26</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>Non-Park</td>
<td>199</td>
<td>19</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>Combined</td>
<td>249</td>
<td>20</td>
<td>25</td>
<td>31</td>
</tr>
</tbody>
</table>

*Standard Deviation--A measure of the variability or dispersion of a set of scores. The more around the mean, the smaller the standard deviation.
The non-Park pupils at Winton Junior High School are achieving approximately one year and five months below the Park group in reading and mathematics.

Data relative to the effects of the Park Plan in retrospect were collected through interviews, from school records, and through the use of a student questionnaire.

Table 3
Student Questionnaire Concerning the Four-Quarter Plan

<table>
<thead>
<tr>
<th>Question</th>
<th>Proportion of Students' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1. Did you like school better when you had a longer school year?</td>
<td>69%</td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>2. Did you like going to school all year long with your vacation spread out? Why?</td>
<td>80%</td>
</tr>
<tr>
<td>3. Did you do better in school when you had a longer school year?</td>
<td>62%</td>
</tr>
<tr>
<td>4. Did the shorter vacation help you to remember better the things you learned?</td>
<td>66%</td>
</tr>
<tr>
<td>5. Did you like being in a class without letter grades? Why?</td>
<td>85%</td>
</tr>
<tr>
<td>6. Did you like being in class with children younger or older than yourself?</td>
<td>59%</td>
</tr>
<tr>
<td>7. Do you feel Park should return to the ten-month school year? Why?</td>
<td>35%</td>
</tr>
</tbody>
</table>
Questions 1, 2, and 5 included comments which are reported in rank order.

Question:

#1. Did you like school better when you had a longer school year? Why?

**Yes Responses:**
1. We did a lot of things. (6)
2. I liked the vacations. (4)
3. You don't forget what you have learned. (3)
4. You have something to do in the summer. (1)
5. There is no pressure in school. (1)

**No Responses:**
1. It got hot in the summer. (10)
2. I liked one long summer vacation. (9)
3. It takes away from your summer activities. (7)
4. There is no time to relax. (3)
5. You seem to always be going to school. (2)

#2. Did you like going to school all year long, with your vacation spread out? Why?

**Yes Responses:**
1. I got bored in three months. (4)
2. This way you don't forget everything. (2)
3. You don't wait 10 months for a vacation. (1)
4. I was with my friends. (1)
5. When you went on vacation not very many people were vacationing. (1)

**No Responses:**
1. You could never go on vacation with your family. (14)
2. We didn't learn anything. (5)
3. I like to have one big vacation. (5)
4. My brother was in a different school; it was hard to work out our vacation. (5)
5. I like the summers to go swimming. (4)
6. I didn't like being in school when my friends were out. (4)

**Undecided:**
1. I remembered more at times. (1)
#5. Did you like being in a class without letter grades? Why?

Yes Responses:
1. I didn't get in trouble. (2)
2. It is better this way. (1)
3. This way you learn what is wrong with what you're doing. (1)
4. Your grades don't tell as much as the comments teachers give. (1)
5. Yes, because it is easier. (1)
6. You couldn't flunk. (1)

No Responses:
1. There is no pressure to make good grades. (14)
2. I like to know specifically what I get. (9)
3. You don't know what average you're working at. (7)
4. A 'D' is a passing grade and you didn't know where you stood. (5)
5. I enjoy working toward a grade. (2)
6. Teachers talked to parents and told them where you were goofing off. (2)
7. The 'A' student will get the same grade as the 'D' student. (2)
8. You don't know if you progressed any from what you did. (2)

The two following questions required only comments:

#1. Was there anything you did not like about going to school all year long? If so, what?

Responses:
1. It was very hot in the summer. (11)
2. Summer vacations were too short. (10)
3. I just didn't like it. (9)
4. The work was not enough. (7)
5. I disliked going to school so long. (3)
6. There was a lack of organization. (2)
7. School was boring the same old thing. (2)
8. It prevents long family vacations. (2)

#2. What was the best thing you liked about the four-quarter program?

Responses:
1. You don't forget as much. (9)
2. I liked the vacations. (7)
3. No, I didn't like anything. (7)
4. You learn so much more. (6)
5. You work at your own rate. (4)
6. You don't do that much work. (4)
7. You had different grade levels with you in your classes. (3)
8. I liked having three weeks off when no one else did. (2)
9. You had a chance to do the things you liked. (2)
10. I liked being able to go skiing in the winter without missing school. (2)

ANALYSIS OF RESULTS OF INTERVIEW

This section presents the results of the interview conducted by the writer. Students were interviewed concerning attitudes toward:

- Year-round school
- Non-graded classes
- Short vacation periods
- Personal educational plans
- Retention of learned materials
- Working in class with younger students
- Educational interests
- Time to study
- Feelings about school
- Areas of personal interest
STUDENT INTERVIEW CHECK SHEET

1. How do you feel about school this year as compared with the four-quarter program?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>78%</td>
</tr>
<tr>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>12%</td>
</tr>
</tbody>
</table>

Students replied they like this year better.
Students replied they liked the four-quarter program.
Other comments were as follows:
Contracts at Park needed to be improved.
I needed to be pushed.
I liked Park because you learned more and I had a super good teacher.
I like receiving letter grades because it gives you more to work for. At Park only Pass/Fail and I didn't work.
I like having a great principal.

2. How do you feel about being in junior high?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>94%</td>
</tr>
<tr>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>

Students replied they liked it.
Other comments were as follows:
You get to know more people from other schools.
I enjoy changing classes and teachers.
Junior high gives one a feeling of what it will be like in high school.

3. How do you feel about being in classes with students younger than yourself?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>26</td>
<td>52%</td>
</tr>
</tbody>
</table>

Students replied they liked it.
Students replied they didn't like it.
Comments were as follows:
It is not a good idea because teachers must help the younger ones.
Number Percentage  Teachers put all students on the same level.
I enjoyed it because older children could help younger ones.

No, I didn't like it. The younger students were too immature.
I didn't like it because younger students have different feelings than older ones.

4. What are your class work habits like now as compared with the four-quarter program?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>42%</td>
<td>Students said their work habits were better.</td>
</tr>
<tr>
<td>16</td>
<td>32%</td>
<td>Students said that they have different work habits in junior high school.</td>
</tr>
<tr>
<td>13</td>
<td>26%</td>
<td>Other comments were as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My class habits have improved in junior high.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You work hard here at Winton Junior High.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At Park you could make a choice about work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At Park you had contracts, I didn't like this.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I worked harder at Park because I was motivated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I learned and remembered more at Park because of the shorter quarters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My grades have dropped, I learned and understood more at Park.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My habits were better at Park when I had freedom. Now you must do or else.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I work harder at Winton Junior High because of the letter grades.</td>
</tr>
</tbody>
</table>

5. In what areas do you feel you have improved most at Winton Junior High?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Students said they improved most in mathematics.</td>
</tr>
</tbody>
</table>
### Number Percentage

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Students said they improved most in...</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>26%</td>
<td>Language Arts.</td>
</tr>
<tr>
<td>7</td>
<td>14%</td>
<td>History.</td>
</tr>
<tr>
<td>5</td>
<td>10%</td>
<td>Physical Education.</td>
</tr>
</tbody>
</table>

5b. Do you feel you improved because of the longer school year you had at Park?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>38%</td>
<td>Yes</td>
</tr>
<tr>
<td>31</td>
<td>62%</td>
<td>No</td>
</tr>
</tbody>
</table>

6. Do you spend more time doing homework this year than at Park?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Yes responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

Other comments were as follows:

- It depends on subjects.
- I don't remember.

7. Have you developed a particular area of interest at Winton Junior High?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Students said they liked...</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>42%</td>
<td>Sports.</td>
</tr>
<tr>
<td>4</td>
<td>8%</td>
<td>Horseback riding.</td>
</tr>
<tr>
<td>8</td>
<td>16%</td>
<td>Clubs.</td>
</tr>
<tr>
<td>3</td>
<td>6%</td>
<td>Activities after school.</td>
</tr>
<tr>
<td>11</td>
<td>22%</td>
<td>Other comments were as follows: Nursing (1) Photography (2) Shop (1) People (1) Cheerleader (2) Music (1) Newspaper Staff (1) Hockey (2)</td>
</tr>
</tbody>
</table>

8. Do you feel short vacations at Park helped you to remember material?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
<th>Students replied...</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>30%</td>
<td>Yes.</td>
</tr>
<tr>
<td>35</td>
<td>70%</td>
<td>No.</td>
</tr>
</tbody>
</table>
9. What future plans have you considered?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>

Students said they planned to go to a four-year college.

Students have made no decision.

Students plan to go to junior college.

These students had no comment.

Students plan to go to a six-year college.

10. How do you like having the long summer vacation versus a series of short vacations?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>8%</td>
</tr>
</tbody>
</table>

Students preferred the long vacation.

Students preferred the short vacation.

Students liked short and long vacations.

11. What effect do you think having been in the four-quarter has had on you in junior high?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>19</td>
<td>38%</td>
</tr>
</tbody>
</table>

Students felt no effect.

Students felt that they had a lot of catching up to do in the seventh grade.

Students felt they couldn't tell any effect.

Other comments were as follows:

My Park experience gave me a broader outlook.

The freedom at Park didn't help me.

I received a good background in Mathematics. It helped me to improve my grades.

I feel like a different person.

I think I am a lot smarter than some of the other students, having come from Park.

The students from other schools got more work done but the Park students are still in high classes with them.
Number Percentage

I had to learn how to sit down and do my work at Winton. At Park we were relaxed and had freedom.

I feel that I know a little more than other kids on the regular schedule.

My Park experience makes me want to try harder.

12. Do you feel Park should continue the Four-Quarter Plan?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>78%</td>
</tr>
<tr>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>12%</td>
</tr>
</tbody>
</table>

Students said they should continue the four-quarter plan.

Students said they should return to the traditional school.

Students which were undecided.

Students expressed an overwhelming like for the traditional junior high. Because it did not disrupt family plans for vacation, 80 percent preferred the three months summer vacation. A desire was expressed by 78 percent to see the year-round Park Plan continue. Students preferred the traditional school year for certain reasons and for other reasons want the year-round plan to continue.

TEACHER AND COUNSELOR COMMENTS

Each student attending Winton Junior High has a Programming Information Card which is on file in the counselor's office. Teacher and counselor comments are kept in this file. A pink slip, which states reasons for referrals, is attached to each student's record. These referrals include some of the following:
(3) Poor work habits   (7) Poor behavior
(11) Tardiness (continuous)   (2) Fighting
(7) Detention cuts   (4) Talking
(1) Excessive absences   (2) Smoking on school grounds
(3) Suspension   (2) Drugs
(6) Poor attitude   (3) Grades
(1) Poor attendance   (1) Truancy problems
(1) Sleeping in class

The records were reviewed for the fifty pupils from Park. The numbers indicate how many pink referral slips were placed in the folders of the fifty pupils in this study. Eighteen pupils had no pink referrals for the seventh or eighth grade. The non-Park students had a higher number of referrals. The counselor comment indicated that the Park pupils seemed well adjusted according to aforementioned criteria. Many of the Programming Information Cards had very favorable comments concerning the Park students' behavior.
Chapter 5

SUMMARY

The purpose of this study was to examine the extended-year concept in terms of the relationship the Park Plan had on achievement in the subject areas of mathematics and reading, attitudes, and adjustments of the students who have participated in this plan since its inception in the Hayward Unified School District through their eighth year.

Conclusions

1. The Park Elementary School pupils at Winton Junior High School are achieving approximately one year and five months above the non-Park group in the areas of reading and mathematics.

2. The students' attitudes regarding the Park Elementary School Plan were mixed and quite varied. Thus it was not possible to draw definitive conclusions. Many students, however, felt the Four-Quarter Plan should be continued with modifications.

3. The adjustment pattern of these students at Winton Junior High seems satisfactory.
Recommendations

Based on the findings in this study, observations, and readings in related literature, the following recommendations are presented as suggestions for further development of year-round education programs.

1. The Park pupil's follow-up study should be continued. The Park Four-Quarter evaluation activities is in need of a valid measurement and assessment of the "loss of learning factor," and of the quantitative educational effect of the increased learning time as well as the non-cognitive effects of the program.

2. The needs of the Park pupils, parents, staff, and community should be considered on a continuous basis for present and future considerations.

Other questions which could be considered in subsequent studies include:

1. Do pupils lose skill and concept mastery as a result of the three-month vacation period in the summer? If so, how much, in what subject areas, and under what conditions?

2. What are the effects of the year-round school in other curricular areas?

3. Among the junior high pupils, what are the differences in other academic subject areas between those who attended the year-round school versus those who attended the traditional elementary school?
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BIBLIOGRAPHY


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Malpass, Leslie F. "Some Relationship Between Students' Perceptions of School and Their Achievement," Journal of Educational Psychology, XLIV (December, 1953), 475-482.

Parsley, Kenneth M., Jr., and Marvin Powell, "Achievement Gains or Losses During the Academic Year and Over the Summer Vacation Period," Genetic Psychology Monographs, LXV-LXVI (1962), 287-342.


Tarblett, B. E. "Poor Readers and Mental Health," Elementary English, XXXV (1956), 69-76.


Student Questionnaire Concerning the Four-Quarter Plan

Each of the questions concern your opinions and is to be answered either "yes" or "no." You must select one or the other, even though in some cases you might not be sure. If you desire to make comments, make them directly below the question that they are about.

Yes No

1. Did you like school better when you had a longer school year? Why?

2. Did you like going to school all year long with your vacation spread out? Why?

3. Did you do better in school when you had a longer school year?

4. Did the shorter vacation help you to remember better the things you learned?

5. Did you like being in a class without letter grades? Why?

6. Did you like being in a class with children younger or older than yourself?

7. Do you feel Park should return to the ten-month school year?

Please answer the following questions:

1. Was there anything you did not like about going to school all year long? If so, what?

2. What was the best thing you liked about the four-quarter program?
APPENDIX B
Student Interview Check Sheet

1. How do you feel about school this year as compared with the four-quarter program?

2. How do you feel about being in junior high?

3. How do you feel about being in classes with students younger than yourself?

4. What are your class work habits like now as compared with the four-quarter program?

5. In what areas do you feel you have improved most at Winton?

5b. Do you feel you improved because of the longer school year you had at Park?

6. Do you spend more time doing homework this year than at Park?

7. Have you developed a particular area of interest at Winton Junior High?

8. Do you feel short vacations at Park helped you to remember material?

9. What future education plans have you considered?

10. How do you like having the long summer vacation vs. a series of short vacations?

11. What effect do you think having been in the four-quarter plan has had on you in junior high?

12. Do you feel Park should continue the four-quarter plan?