

**The Implications Of
Year-Round Education
For Hawaii's Public Schools**

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Report No. 2, 1972

LEGISLATIVE REFERENCE BUREAU

UNIVERSITY OF HAWAII
State Capitol
Honolulu, Hawaii 96813

Price \$1.25

FOREWORD

This study on the feasibility of rescheduling the public school year has been prepared in response to House Resolution No. 116, H.D. 1 and Senate Concurrent Resolution No. 74, H.D. 1 of the Sixth Legislature of the State of Hawaii, Regular Session of 1971.

The successful completion of this report would not have been possible without the special assistance of Mr. Jim Dannemiller of the Survey Research Office, University of Hawaii. We are also grateful for the cooperation of the Department of Education, State-wide Information System of the Department of Budget and Finance, and the Parent-Teacher Associations that participated in the survey.

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February, 1972

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SUMMARY

National interest in year-round education has grown and is expected to grow even more in the future because of the widespread belief that the twelve-month school year or the extended school year is the most workable solution to the problems of rising expenses and financial crisis in the public schools. Although the idea of fully using existing costly school facilities on a year-round basis is not new, the rising pressures of providing more and better education and recent demands of realizing more returns on educational expenditures have motivated approximately twenty-five school districts and at least twenty-seven states to actively study the feasibility of year-round education.

Of the three approaches underlying year-round education plans, the "summer program plans" are most similar to the current situation in Hawaii and include the supplementing of the traditional 180-day school year with a voluntary summer session of remedial enrichment, make-up and acceleration course offerings. "Year-round school plans," a second approach appropriate for burgeoning suburban and overcrowded urban areas, does not increase the number of school days but allows the schools to handle approximately twenty-five percent of the school's enrollment by rotating or staggering student attendance.

"Extended school year plans," the third and most recent approach, offer more days of school than the traditional 180 days and are aimed primarily at providing more and better education. However, extended school year plans usually mean additional costs.

Although most year-round education plans claim theoretical savings, many pilot projects conducted in other states have proven otherwise. The abundance of plans, claims, counterclaims and contradictory findings of various school districts in the Nation indicate that the real test of feasibility of year-round education for a school district is through self-experimentation. The favored features of year-round education plans which most school districts shared through pilot projects and opinion surveys are voluntary student attendance and curriculum offerings of remediation enrichment and acceleration, thereby allowing for more flexibility in the curriculum.

Growing interest in year-round education in Hawaii closely patterns national interest. Rising expenses in school construction and projected growth of student enrollments in several districts in the State have caused the Legislature to consider the school calendar as an educational resource.

Hawaii's major experience with year-round education was the implementation of the Kona four-quarter plan at Konawaena Elementary and High School. The plan was discontinued because of the lack of voluntary student attendance at non-September starting dates of school, which made the Kona project economically and administratively infeasible. Although the plan was discontinued, the Board made the recommendation that the year-round education plan not be abandoned as infeasible for the public schools since the Kona experience was an inappropriate model to test the feasibility of the plan.

A state opinion survey of parents, teachers and educational officers was conducted to determine community interest in year-round education. The responses of parents and teachers indicated little or no interest while the responses of educational officers expressed greater interest. When asked to indicate a preference for year-round education approaches, the overwhelming response of all three groups favored the summer school approach.

Based on the recommendations of the Board of Education and on the findings of the state opinion survey, recommendations were made on the necessity of conducting pilot projects on various year-round education plans, including a voluntary modified summer school plan, before consideration can be given to re-scheduling the public school year in Hawaii.

CHAPTER I

INTRODUCTION

Overview

Across the nation the movement in education which is gaining momentum and is predicted to sweep the country in the next ten years is the concept of year-round education.¹ This national interest in the school calendar as an educational resource is spreading rapidly because of its economic and instructional implications. The popularity of this educational concept is based on two social and economic facts that the public schools must cope with in the years ahead: (1) the number of students to be educated will continue to increase, and (2) more knowledge, skills, and specialization will be required of students in an increasingly complex society.

Yet, like all innovations, the concept of year-round education has also led to controversy as evidenced by the polarized viewpoints and plethora of literature on the subject. Many proponents of year-round education contend that monies are saved through better use of existing facilities and personnel. Other proponents hold that innovative, quality education can be provided only through an extended school year framework. Opponents, on the other hand, contend that year-round education plans often cost more, not less, money and remain unconvinced of the need for or benefits from year-round education. To support their opinions, they cite the failures of past experiments in lengthening the school year.

National polls have indicated that students, parents, teachers, and school administrators have mixed feelings on the concept of year-round education. A Gallup Poll conducted in 1967 revealed that forty-two percent of the adults and forty percent of the students favored keeping the schools open year-round.² However, a 1968 national survey of public "classroom" teachers revealed the controversial nature of the subject indicating emotional reaction regarding year-round education, and in 1969, a poll of 640 respondents representing a four percent sampling of the 16,000 school administrators in fifty states, resulted in thirty-two percent responding favorably on the need for an extended school year, twenty percent responding negatively, and forty-eight percent responding that the extended school year is a future possibility.³

YEAR-ROUND EDUCATION FOR HAWAII'S PUBLIC SCHOOLS

Recent developments and activities clearly illustrate that there is a substantial interest in a year-round education for varying reasons among three major segments of the population--taxpayers, educators, and legislators. The taxpayers' interest in year-round education is economically motivated. Their concern arises from the tremendous expenditures in education that support a multi-billion dollar enterprise which, in most sections of the country, comes to a standstill every June and remains unused for nearly three months. The taxpayers maintain that this under-utilization of facilities is both expensive and unproductive.

Educators are interested in the concept of year-round education for other reasons. They view the concept as a possible means of strengthening and updating the school curriculum, thereby providing more options in course work and alternatives in educational experiences for students than are presently available in the public schools.

Legislative concerns bridge the interests of both segments. Aware of the economic as well as the educational potential of year-round education, legislators have faced the task of maintaining quality in education while at the same time giving due regard to the fact that funding sources to support education are not inexhaustible.

With these thoughts in mind, House Resolution No. 116, H.D. 1 and Senate Concurrent Resolution No. 74, H.D. 1 were passed by the Sixth Legislature, Regular Session of 1971, requesting the Legislative Reference Bureau to conduct a study of year-round education for the State of Hawaii.

Statement of the Problem

The length of the school year in Hawaii, as established by the State Board of Education, consists of approximately 180 days. The policy reads as follows:

Except as otherwise determined by the board, the school year shall consist of ten months in which teaching is done, from September to June, and two summer non-teaching months, July and August.⁴

This policy establishing the length of the school year in the State traces its history to practices probably prevailing in the days of the Hawaiian monarchy. The roots, however, go back to the adoption of prevailing American educational practices

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which were attuned to an agrarian system which characterized much of the early economic development of the United States. Long after agricultural needs declined, the tradition of the nine-month school year remained, and few questioned its appropriateness.

It is probable that none would argue that a 180-day school year is needed in the Hawaiian economy whose agricultural base has changed considerably in the past thirty years. In 1970, the State Department of Labor and Industrial Relations reported that agricultural employment accounted for only 8.2 percent of the total labor force. By 1980, the State Department of Planning and Economic Development has predicted that agricultural employment will decline to approximately four percent of the total labor force.⁵

If tradition is the main basis for keeping a nine-month school year, it is nevertheless a strong emotional issue. Advocates of year-round education have criticized this adherence as a time-worn practice and argue that the traditional school year is inappropriate for the complex needs of today's technologically oriented society. They contend that there is a need for more and better education because the educational time block--both in hours per day and days per year--has been saturated. They further contend that students need more time to effectively assimilate the stream of available information. By closing down the schools for three months of the year, they maintain that students are being deprived of a proper learning environment.⁶ Thus, the conclusion follows that a longer school year would provide students with a more individualized curriculum and more time to absorb it.

The problem of increasing student enrollment emphasizes the growing controversy over year-round education. This factor is visible in Hawaii where between 1960 and 1970, the public school enrollment in the State increased by approximately 36,800 students. The enrollment for the current academic year is 182,463 and the enrollment projection for 1990 is 265,598 which indicates an increase of 83,135 students in the next two decades. In the past, growth has been concentrated on the island of Oahu; however, the percentage of the total State enrollment in the Honolulu and Hawaii school districts are predicted to decline within the next two decades while the remaining five school districts of Central, Leeward, Windward Oahu and Maui and Kauai will experience steady growth. (Table I indicates the predicted enrollment increases by districts up to 1990).

Another significant projection is the proposal for an additional seventy-one schools to cope with the predicted increases in student enrollment by 1990. The district breakdown

TABLE I^a

Comparison of Enrollment: District to State, 1971-1990

Year	State Enrollment	HONOLULU		CENTRAL		LEEWARD		WINDWARD		HAWAII		MAUI		KAUAI	
		Enroll.	% of State	Enroll.	% of State	Enroll.	% of State	Enroll.	% of State	Enroll.	% of State	Enroll.	% of State	Enroll.	% of State
1972	189,186	52,201	27.59	35,028	18.52	34,643	18.31	29,632	15.66	17,419	9.21	12,177	6.44	8,086	4.27
1973	191,537	51,570	26.92	35,790	18.69	35,782	18.68	30,255	15.80	17,591	9.18	12,406	6.48	8,143	4.25
1974	193,273	50,892	26.33	36,394	18.83	36,700	18.99	30,694	15.88	17,752	9.18	12,618	6.53	8,223	4.26
1975	195,580	50,464	25.80	36,913	18.87	37,709	19.28	31,282	16.00	17,992	9.20	12,875	6.58	8,345	4.27
1976-80	214,583	49,777	23.20	44,177	19.18	43,131	20.09	34,991	16.30	19,455	9.09	15,854	7.39	10,198	4.75
1981-85	238,380	50,865	21.34	44,794	18.79	50,069	21.00	39,688	16.65	21,954	9.21	18,701	7.85	12,309	5.16
1986-90	265,598	53,173	20.02	49,027	18.46	57,096	21.50	45,138	16.99	24,678	9.29	21,886	8.24	14,600	5.50

^aSource: Hawaii, Department of Education, Facilities and Auxiliary Services Branch, Preliminary Long Range Plan for New School Sites in Hawaii (Hawaii: January, 1971), p. 5.

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includes four new schools for the Honolulu District, eleven new schools for the Central Oahu District, eighteen new schools for the Leeward Oahu District, ten new schools for the Windward Oahu District, ten new schools for the Hawaii District, eleven new schools for the Maui District, and seven new schools for the Kauai District.

This proposed increase in the number of schools to prevent overcrowded classroom conditions assumes increases in appropriations for school construction which will rise rapidly in the next decade and beyond. The impact can be better understood by reviewing the cost of school construction which has risen annually by approximately five percent during the past twenty years and will probably continue to rise at the same rate. Table II reveals the increases in construction costs for schools of comparable size and equipment for a forty-year period, 1950 to 1990.⁷

TABLE II

Comparison of School Construction Costs: 1950-1990

KIND OF SCHOOL	STUDENT CAPACITY	1950	1970	1990
Elementary	800	\$ 600,000	\$1,000,000	\$ 3,000,000
Intermediate	1,500	1,250,000	2,500,000	7,500,000
Secondary	2,200	2,000,000	5,000,000	15,000,000

The problem, then, is can Hawaii's educational system meet the challenge of providing educational opportunities relevant to the needs of its student population in the face of increases in school expenditure, climbing enrollments on all levels, rising construction costs, and mounting expenses for attendant services and salaries? The problem is complex and has multiple aspects. Year-round education does not purport to be a panacea. However, more and more people are focusing on the length of the school year in the belief that herein lies one approach to solving the problem. This is based on the assumption that the extension of the school year, accompanied by innovative curriculum changes, will provide more opportunities for all students and at the same time, contribute to fiscal efficiency by the continuous utilization of existing school facilities.

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Definitions

Research findings reveal that there are approximately sixty different plans of rescheduling the school year with one point of commonality--the effort to realize efficient use of existing school facilities. Despite the wide range in plans, three major patterns are evident: (1) "year-round school plans," (2) "extended school year plans," and (3) "summer program plans." There is an important distinction between the terms "year-round school" and "extended school year" which should be noted. The term "year-round school" has generally referred to plans which utilize school facilities year-round (e.g., rotating four-quarter plan), but does not increase the required number of days of schooling per student. The primary aim of year-round school plans is economy through pupil acceleration and/or utilization of school facilities year-round.

The "extended school year" is a term applied to plans which provide for a longer school year or more days of education and aims primarily at improved curriculum and possible student acceleration, with economic objectives being secondary although important considerations. One example of the extended school year plan is the "quadrimester plan" which increases the number of school days to 204 or more days per year.

"Summer program plans" refer to plans which supplement the traditional 180-day school year by operating a summer program usually to provide student enrichment courses during the summer months which are optional for students.

Scope of Study

As requested by H.R. No. 166, H.D. 1 and S.C.R. No. 74, H.D. 1, the primary objective of this study is to explore the economic, educational and sociological feasibilities of year-round education for the State of Hawaii. For the purposes of this study, only the three basic patterns and their recent variations will be discussed. Attention will also focus on the advantages and disadvantages of individual plans in the Mainland United States based on past experimentation or ongoing pilot projects. However, because each school district and each large city school system has its own unique problems dictated by economic, sociological, and geographic factors, whatever advantages and disadvantages reported by school districts may not necessarily hold true for Hawaii. Although an attempt has been made to present the major problems that most school districts share in

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common, the list does not encompass all the practical problems that Hawaii will encounter should a year-round education plan be implemented. It should also be emphasized that because the system of public education in Hawaii is unique in that there is only one centralized, statewide school system, unforeseen circumstances may provide problems never experienced before by school districts that have experimented with year-round education plans. Therefore, to determine what kinds of problems may arise if a year-round education plan were implemented in Hawaii, the Bureau conducted surveys to indicate the possible effects of year-round education plans by seeking reactions from teachers, educational officers and parents. The results of the surveys are reported in Chapter IV of this report.

CHAPTER II

HISTORICAL REVIEW

The concept of a longer school year is neither recent nor unique in the history of public education in America. In fact, prior to 1840, many of the large city schools operated for most of the year. For example:

Buffalo operated its schools for twelve months, Baltimore and Cincinnati, for eleven months; New York, for forty-nine weeks; and Chicago, for forty-eight weeks. The school year was usually divided into four terms of twelve weeks each, with one-week vacation between terms. Gradually this pattern was altered to provide a one-week vacation at Christmas, another at Easter and two during the summer.¹

During this period, on the other hand, rural schools opened for the winter months and were closed during the planting and harvesting seasons which started in late spring and extended through early fall. This relatively short school year with an "extended summer vacation" stemmed from the needs of the existing agrarian economy; a time when fields and harvests took priority over educational needs and children provided a major portion of the manpower needed for agricultural production.

After 1840, moves were begun to restructure the school year. In areas where the school year had been short, demands for organized educational experiences became more insistent. Modern agricultural practices lessened the need for children to perform farm work, and urbanization had begun to influence rural life. In areas where the school year had been long, the rising costs of education and other societal forces dictated shorter school calendars. By 1915, most of the nation's schools had been standardized, providing both rural and urban areas with school terms of approximately 180 days per year.²

While the length of the school year has remained uniform at about 180 days across the country for the last fifty-six years, it was the subject of much discussion and considerable debate during the 1920's and 1930's and again in the post World War II years. A survey of the literature indicates that interest in year-round schools was widespread between 1924 and

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1931, and again between 1947 and 1953, times of burgeoning increases in the population and rising costs of school construction.³

In 1966, research indicated that three states--California, Florida, and New York--and three local school districts conducted feasibility studies on year-round operations of schools.⁴ Then in 1967, the number of interested local school districts increased to eight, as five other local school districts reported studies on the feasibility of rescheduling the school year.

In 1968, Delaware, Illinois, and North Carolina joined the other three states listed above and sixteen other local school districts reported interest in the extended school year concept. In addition, Atlanta and Fulton County, Georgia, along with Hayward, California, began pilot programs.

Pennsylvania, Ohio, and Missouri and twenty-three additional local school districts across the nation researched year-round schools in 1969. New pilot programs at this time included Lockport, Illinois and Becky David School in St. Charles, Missouri. This was also the first year of the national seminar on year-round education held in Fayetteville, Arkansas with state conferences being held in Florida, Michigan, and other states.

At least fifteen states in 1970--California, Colorado, Florida, Georgia, Illinois, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, New York, Pennsylvania, North Carolina, Wisconsin, and Washington--and twenty-seven additional local school districts studied the feasibility of year-round schools. Dade County, Florida established a pilot program and the second national seminar on year-round education was held in Harrisburg, Pennsylvania. Several other state conferences were also held. In the latter part of the year, the Education Commission of the States, a nation-wide organization dedicated to the purpose of bringing together the political and educational leadership of the states into a working partnership for the benefit of education, adopted a program to promote and endorse the extended school year concept in the fifty states.

Districts in Virginia, California, and Baltimore, Maryland have initiated year-round school programs in 1971, and it has also been reported that Cincinnati, Ohio, Jefferson County, Kentucky, and four school districts in Michigan intend to conduct pilot programs in 1972 or 1973.

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A review of the development of the school calendar in America indicates that the concept of year-round education is an old one, but it has gained new impetus in the past five years. Recent developments and activities suggest that the concept is being seriously considered both on the theoretical and application levels by a number of states and is being supported as the promising hope for American public education to meet the needs and demands of tomorrow. A closer examination of the basic plans in the following chapter reveals the reasons for this optimism.

CHAPTER III

PLANS FOR RESCHEDULING THE SCHOOL YEAR

A wide variety of exploratory plans on year-round education have been developed across the country. However, instead of attempting to cover all plans, the three basic patterns which underlie most year-round education plans and their variations which have received recent attention will be described. Also included with the description are the primary objectives or the reasons for the development of the plan and the advantages and disadvantages of each plan. Experiments, studies, and evaluations are cited on a selective basis. However, the lack of data to measure whether stated objectives were attained and whether the anticipated advantages and disadvantages of the plans actually materialized limits the conclusions of this analysis.

Four-Quarter Plans

For many years, the most frequently considered plan was the rotating or staggered four-quarter plan. This arrangement divides the school year into four equal quarters and the student enrollment into four groups. Each group of students is expected to attend school for three consecutive quarters and spends its vacations during the fourth quarter. Thus, the groups are rotated in such a way that only three groups are in attendance at any given quarter which limits the school enrollment during any quarter to seventy-five percent of the total enrollment. Table III illustrates the operation of this plan.¹

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TABLE III^a

The Four-Quarter Plan

Student Groups	Attendance Quarters			
	Fall	Winter	Spring	Summer
Group A	School	School	School	Vacation
Group B	Vacation	School	School	School
Group C	School	Vacation	School	School
Group D	School	School	Vacation	School

^aSource: Mildred D. Kosaki, Year-Round Operations of Educational Institutions and the Implications for Hawaii (Honolulu: University of Hawaii, 1963) p. 27.

There are several variations of this plan. The basic plan outlined above allows students to attend school only for three quarters, while teachers are required to teach all four quarters. Another variation makes the fourth quarter mandatory for teachers but optional for students, and a third variation makes the fourth quarter optional for both teachers and students. Although distinctions are not always clearcut, a fourth variation that encourages voluntary student attendance during the fourth quarter is called the "continuous four-quarter plan;" however, student attendance during the fourth quarter can be made mandatory.²

The primary objective of the rotating four-quarter plan is economy. Theoretically, this arrangement would avoid or limit new school construction and cut down on operating expenses, thereby saving about twenty percent in capital outlay for a new school construction and at the same time releasing twenty-five percent of classroom space and making maximum use of the existing school facilities year-round.³

Experimentation

The rotating four-quarter plan has been tried by a number of school districts dating back to 1904, when it was first put into operation in Bluffton, Indiana but was discontinued in 1915. However, the best known experiment of the rotating four-quarter

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plan is the Aliquippa, Pennsylvania experiment implemented in 1928. Aliquippa was the only district that maintained the plan for a length of time which permitted evaluation and also conducted a thorough cost analysis. The Aliquippa rotating four-quarter plan was instituted in order to avoid investment in additional school facilities and to avoid double sessions in the face of increasing enrollments.⁴

From the standpoint of economy, the Aliquippa experiment succeeded in producing an annual savings of \$40,000 in operating costs and an estimated savings of \$282,059 in capital outlay and other related expenses and \$96,880 in teachers' salaries during a seven-year period. However, because the disadvantages of the rotating four-quarter plan outweighed the economic advantages, Aliquippa returned to the traditional nine-month school year in 1938.⁵

The major disadvantages reported in the Aliquippa experiment were: (1) the difficulty of maintaining school buildings because of increased costs which somewhat offset the savings in capital outlay; (2) the increase in administrative problems and supervisory tasks accompanied by an increase in the paper work associated with assigning vacation periods; (3) parental objections to the non-summer vacations; (4) evidence of a let-down in work by both students and teachers during the summer quarter; and (5) the constant changing of classroom teachers resulting from the option allowed teachers to select their vacation quarters disrupting continuity in instruction for some students.⁶

More recently in 1969, another major experiment on a variation of the rotating four-quarter plan began in eight school systems of the metropolitan Atlanta area which consists of four interchangeable quarters with optional student acceleration. At no time were students arbitrarily assigned to any specific quarter and teachers were not required to work more than three quarters. The primary objective of the Atlanta plan is to improve the educational opportunities and experiences for all students. The curriculum has undergone major revision to provide a flexible schedule of year-round educational opportunities.⁷

About one-third of the city's high school students now go to summer school, but the proportion of student attendance has not changed drastically since the implementation of the rotating four-quarter plan. However, there has been a dramatic increase in the number of students taking lighter loads and working year-round at jobs. The number of courses available for students to take has increased to a choice of more than 860 quarter-course offerings. Because the primary objective of the Atlanta plan is

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not to economize but to offer every student a program designed to meet his individual needs, the plan added approximately \$1.5 million to the cost of instruction for the first year of operation.⁸

Another recent variation of the rotating four-quarter plan is in operation at Valley View Elementary District, located in suburban Chicago, which was faced with insufficient funds to cope with the large increases in student enrollment. Under the "45-15 Continuous School Year Plan" every student attends a term of 45 consecutive class days (approximately nine weeks) and then goes on vacation for 15 days. This schedule is maintained year-round. The result is the student attends four 45-class day terms in a year or 180 days, and the student body is divided into four groups with three groups in attendance while the fourth is on vacation. Holidays, Christmas and Easter vacations are taken off by all students. In addition, all students are off for twelve days at the end of June in order that maintenance work can be done on school plants. The superintendent of the Valley View School District reported that the plan has allowed for one-third more space without any new construction and provided a savings of \$7.5 million. Teachers have been given the option to teach year-round and increase their earnings by one-third. Parental support has been encouraging. As a result of the Valley View experiment, four schools in Dale City, Virginia, outside of Washington D.C., initiated the "45-15 Continuous School Year Plan" in the summer of 1971.⁹

Other districts recently implementing the rotating four-quarter plan or a variation of it include Molalla, Oregon,¹⁰ Chula Vista, California,¹¹ Rochester, Pennsylvania and four new junior and senior high schools in Baltimore, Maryland.¹² In most cases, tight budgetary constraints brought on by the need for new school construction and burgeoning student enrollments have motivated these districts to attempt the rotating four-quarter plan.

Studies

Despite the enthusiasm for the recent experiments, some studies have refuted these results or report little public support for the plan. In 1957, the Florida State Department of Education reported that the theoretical savings of the rotating four-quarter plan could not be realized in view of new expenditures which would offset any economies. These additional expenditures are expected to occur as a result of: (1) doubled administrative costs to handle the increased frequency of

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registration, promotions, and graduations; (2) the increase in school costs brought about by the reduction in the teacher-student ratio; and (3) the additional capital outlay and operating costs of the installation of air-conditioning units. Even though the department estimated statewide savings of \$3,882,400 annually, it was also predicted that the rotating four-quarter plan would create additional problems because of the lack of time for building maintenance, conflicts in vacation schedules of families, lack of time for teachers to attend professional improvement courses in summer, decline in teacher health, lack of time for teacher pre-school planning and evaluation, and a rise in juvenile delinquency.¹³

Another study conducted by the Citizens' Committee of the Sequoia Union High School District, California, reported in 1960 that additional costs under the four-quarter plan would occur in the following areas:

1. Administrative costs for additional personnel would increase eight percent.
2. Salaries of certificated personnel would rise thirty-three percent for additional teaching staff plus a five percent allowance for an increased number of teachers required to staff small classes.
3. Costs of instructional materials would increase twenty-eight percent because of an accelerated rate of depreciation and replacement.
4. Auxiliary services costs would increase eight percent for additional staff.
5. Operation and maintenance costs would rise eight percent to cover an increase in custodial work, building repairs and maintenance.
6. Fixed charges would increase twenty percent to cover increased costs in staff retirement contributions and other benefits.¹⁴

More current studies were completed by school districts in Michigan. In July, 1970, Utica Community Schools completed a comprehensive study indicating that mandating a four-quarter plan could save the school district approximately \$100 million in school construction costs in the next ten years. However, the study also indicated that such a plan would alienate eighty-eight percent of the voters. Port Huron Area School District studied the four-quarter plan by special grant and reported that the plan would increase the operating budget of \$3.87 million for

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the first year and \$2.5 million in succeeding years. Moreover, the plan would avoid the immediate need to build new schools at a savings of \$5.6 million in construction and maintenance costs. However, the study also indicated that the plan would be feasible only if community acceptance and support were obtained.¹⁵

Although proponents for the four-quarter plan contend that there are substantial savings, research has indicated that few school districts are currently operating under the plan for the purpose of economy. The following sections discuss the advantages and disadvantages often cited for the rotating four-quarter plan.

Advantages

1. Efficiency would be achieved through maximum utilization of school facilities year-round.
2. Fewer school buildings would be necessary, thus realizing savings in school construction.
3. Less equipment and instructional material would be needed at any one time.
4. Evaluation of student work would occur more often and students who fail a quarter may make up failures during the extra quarter. Gifted students could accelerate and complete schooling in less than twelve years.
5. Teachers would receive higher salaries and year-round employment.
6. The demands and competition for jobs on the labor market would be less for youths because only a fourth of the student enrollment would be graduated at any one time.¹⁶
7. Teachers would have smaller classes or a better student-teacher ratio.¹⁷

Disadvantages

1. Not all studies indicate savings; some concluded greater costs in operating rotating four-quarter plans.

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2. Installing air-conditioning might be necessary thereby increasing costs for facilities.
3. Steady use of buildings year-round would require major cleaning and maintenance to be done during the evening hours and weekends rather than during the long summer vacation thereby increasing maintenance costs. Also, steady use of equipment and other school facilities would accelerate the need for replacement, thereby offsetting some of the savings in capital outlay for new schools.
4. Comprehensive record keeping required in the areas of student registration, transfers, attendance, achievements, graduation and other administrative tasks would necessitate a larger staff and would, in cases such as student transfers from other school districts, be difficult to accommodate.
5. The plan can be applied only to schools with an enrollment that would allow fairly uniform group sizes with arrangements made for members of the same family to vacation during the same quarter.
6. Truancy and delinquency might increase. The group that is on vacation might influence those in school to be truant.
7. Coordinating extracurricular activities which are usually geared to the seasons would be curtailed for some students and community agencies that provide special youth activities especially during the summer would have to operate year-round, thereby increasing their costs.¹⁸

Extended School Year Plans

The second basic pattern is referred to as the extended school year plan which provides for a longer school year or more classroom days for every student. The most comprehensive extended school year plans have been developed by the New York State Department of Education not only to provide student acceleration and savings but also to: (1) help reduce the rate of dropouts; (2) make available additional classroom space (through student acceleration) to accommodate increases in enrollment; (3) eliminate double sessions, reduce class size and abandon obsolete school facilities; (4) increase the availability of special school facilities; (5) provide more and better education for all types of children through the "E" concept;

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and (6) provide higher quality education for less cost. The "E" term concept stands for extra education. It can refer to enrichment opportunities or excellence in education. "E" terms represent time blocks for a given class or grade in which students who have failed courses can make up the lost work and other students can move ahead to the next educational level or take enrichment courses.¹⁹ Table IV indicates the educational opportunities offered by "E" terms.

There are six basic extended school year plans: (1) continuous school year plan; (2) multiple trails plan; (3) trimester plan; (4) quadrimester plan; (5) extended K to 12 plan; and (6) modified summer school plan.²⁰

Although the features, methods of implementation, and procedures of operation of each plan vary considerably, there are four points of commonality which seek to make better use of existing school facilities, teacher time, and student time. These are:

1. Extended school year plans are usually based on a longer school year of 210 or more days.
2. Extended school year plans do not eliminate the traditional summer vacation, although they do shorten it.
3. Extended school year plans do not stagger or rotate student attendance throughout the school year with all students attending school every day.
4. Extended school year plans do not lengthen the school day.

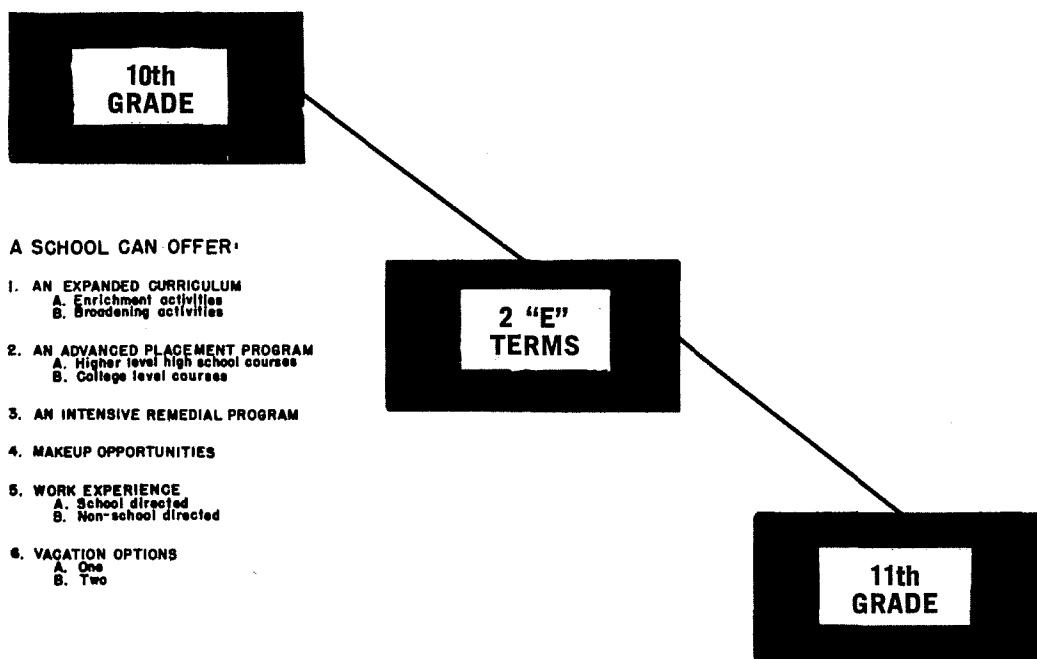
Extended school year plans also involve fundamental changes in educational philosophy, school administrative policies, and, like most year-round school plans, changes in patterns of family and community life styles as well as major revamping of the school curriculum.²¹

Continuous School Year or Continuous Progress Plan

One of the simplest designs to understand and which is relatively uncomplicated administratively, the continuous school year or continuous progress plan consists of a longer school year with students working through sequential phases of the

TABLE IV^a

THE "E" TERMS OFFER MORE EDUCATIONAL OPPORTUNITIES



^aSource: Adapted from George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), p. 12.

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curriculum without the segmentation of time. Therefore, there is no need for semesters, trimesters or quadrimesters. Under this plan, kindergarten students, for instance, may complete a year's work at the end of 180 days and then devote the remaining time to Grade One work.²²

Continuous School Year Calendar

The number of days in an extended school year is contingent on the number of grades included in the continuous school year plan and the corresponding number of years over which one year of schooling is to be saved. For example, a 216-day school year would be needed from grades 1 to 6 if one year out of six is to be saved. Including grades K to 6 in this plan would require a 210-day school year with one year saved out of seven. A 203-day school year would be necessary from grades K to 8 to save one year out of eight. The school calendar also includes six- or seven-week summer vacation. Table V compares the time and grade concepts of the traditional 180-day school year with the continuous school year plan.²³







Adjustment Period

The period of transition from the traditional nine-month school year to the continuous school year of 210 days with a one year saving out of seven will last for approximately six years. This would mean that the student enrollment will not decrease immediately and therefore no economic savings will be evident until the seventh year after the plan has been introduced. The implementation of the plan can be total or gradual. Total implementation would involve an accelerated curriculum beginning in kindergarten and the first grade. All other grades would use the additional school days for enrichment. In each subsequent year, another class or grade would adopt an accelerated curriculum.

Gradual implementation can sharply decrease adjustment costs during the transitional period through the introduction of the continuous school year plan to one class or grade while the other grades remain on the 180-day school calendar. Another new class or grade would be phased into the program each succeeding year.²⁴

TABLE V^a

TIME AND GRADE CONCEPTS IN REGULAR AND CONTINUOUS SCHOOL YEARS PLANS

Regular School Year Plan	Length of the School Year	Continuous School Year Plan	Length of a school Year
Kindergarten	180 days	Level one	180 days
			30 days (210)
1st Grade	180 days	Level two	180 days
			30 days (210)
2nd Grade	180 days	Level three	180 days
			30 days (210)
3rd Grade	180 days	Level four	180 days
			30 days (210)
4th Grade	180 days	Level five	180 days
			30 days (210)
5th Grade	180 days	Level six	180 days
			30 days (210)
6th Grade	180 days		
TOTAL INSTRUCTIONAL DAYS IN THE REGULAR SCHOOL YEAR PLAN 1260		TOTAL INSTRUCTIONAL DAYS IN A CONTINUOUS SCHOOL YEAR PLAN 1260	

^aSource: George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), p. 18.

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Savings

The New York State Department of Education has calculated the initial transitional period expenditures for total implementation of the continuous school year plan from grades K to 6 would add 3.6 percent to total expenditures. If implementation were gradual, the transitional period costs would be lower. After the transitional period has passed, the calculated savings are estimated at approximately five to six percent of the total operating budget.²⁵

Experimentation

A three-year pilot program of a modified continuous school year plan based on an extended school year of approximately 210 days was implemented in Grace L. Hubbs Elementary School in Commack, New York. The pilot project included an experimental group of 216 students selected from various elementary schools on the basis of achievement, age, I.Q., and sex. The control group which remained under the traditional 180-day school calendar was known to have a slightly higher average of mental ability than the experimental group.²⁶

For experimental group, there was a gradual chronological acceleration of students through the normal grade requirements. Through the basis of measured achievement of the experimental group and control group both by grade level and by ability level, it was found that the experimental group scored higher than the control group on all seven subtests of the Metropolitan Achievement Test. Thus, although the experimental group had a lower average of mental ability, with the exception of the sixth grade group, they statistically scored greater significant gains than the control group.²⁷

As a whole, parental reaction to the plan was favorable in that eighty-eight percent of the parents with children in the experimental group reported that they would readily re-enroll their children. Most parents favored a four- to five-week June summer vacation with an early August opening.²⁸

Although the continuous school year plan, like all other extended school year plans, had its origin as a potential economy measure, it must also be considered in terms of its educational advantages and disadvantages which are summarized on the following page.

PLANS FOR RESCHEDULING THE SCHOOL YEAR

Advantages

1. One elementary school year in six or seven would be saved without divisions in the school year.
2. Students would have more time during the formative years to master basic skills and concepts required for continued success in school.
3. Cumulative adjustment costs would be less than the realized savings which is estimated at five to six percent of the total operating budget.²⁹

Disadvantages

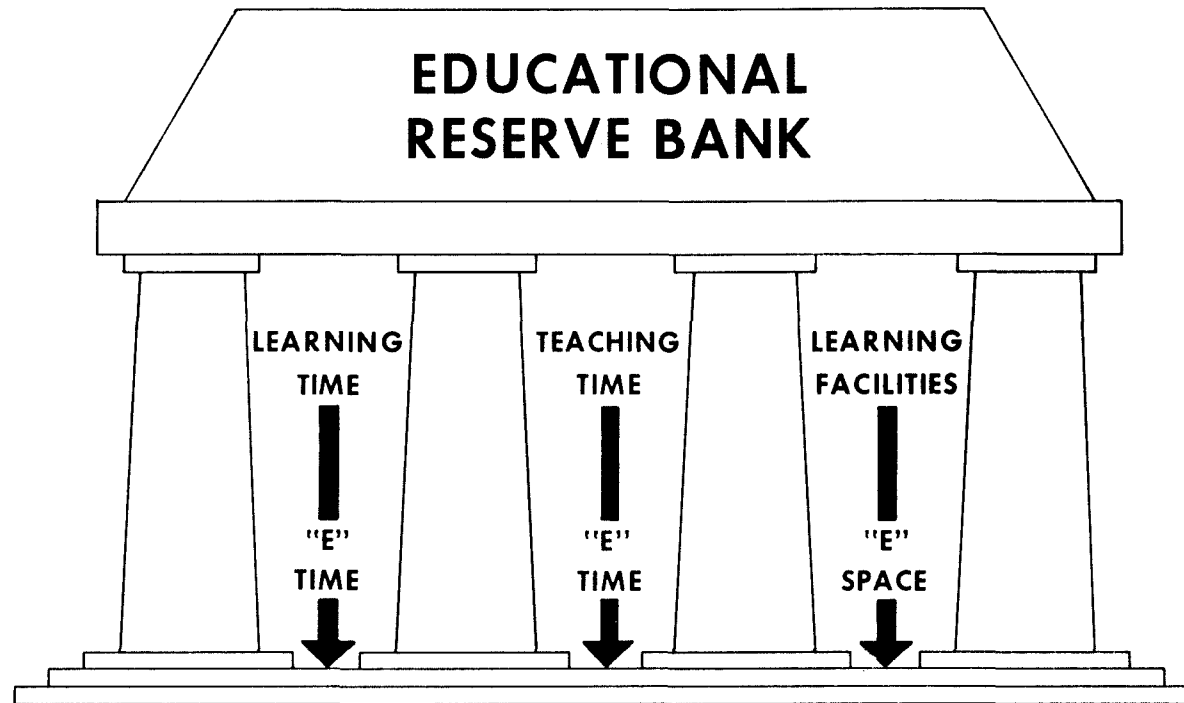
1. It would take five or six years to realize economic savings.
2. Before the continuous school year plan is implemented, the philosophy of continuous progress in learning must be adopted and the curriculum reorganized. This will require time, careful preparation and effort.
3. If a year is saved on the elementary level, the plan presupposes that the secondary schools will be able to handle the additional number of students who will arrive a year early.³⁰

Multiple Trails Extended School Year Plan

The multiple trails plan involves a reorganization of the secondary school by rescheduling the students' day and providing for a longer school year. The primary objectives of economy and a higher level of educational achievement are obtained by an immediate release of twenty-five to twenty-six percent of available classroom space in a secondary school and by the release of "E" time as illustrated in Table VI. While the other extended school year plans have the potential to release classroom space in proportion to the student enrollment through student acceleration, the multiple trails plan achieves a savings in space in proportion to the number of available classrooms and the length of the school day.³¹

TABLE VI^a

ADOPTION OF TRANSITION STAGE 1 OF THE MULTIPLE TRAILS PLANS LEADS TO THE
CREATION OF THE EDUCATIONAL RESERVE BANK



THE ASSETS OF THIS BANK CAN BE USED TO:

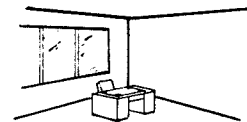
1. PROVIDE ADDITIONAL
EDUCATION



2. HELP MEET THE NEED FOR
CLASSROOM TEACHERS



3. MINIMIZE THE NEED FOR ADDITIONAL
NEW SCHOOL CONSTRUCTION



^aSource: University of the State of New York, State Education Department,
Setting the Stage for Lengthened School Year Programs
(Albany: March, 1968), p. 58.

PLANS FOR RESCHEDULING THE SCHOOL YEAR

Multiple Trails Calendar

Based on a 210-day or eleven-month school year, the plan consists of instructional time spread over forty-two weeks instead of the traditional thirty-six week school calendar with students attending classes fewer times a week but still receiving the same amount of instructional time as the 180-day school year. The extending of the school year would mean a new daily and weekly time schedule involving a lighter class load for both teacher and student. Under this plan July or August vacation is included with the traditional winter and spring vacations.³²

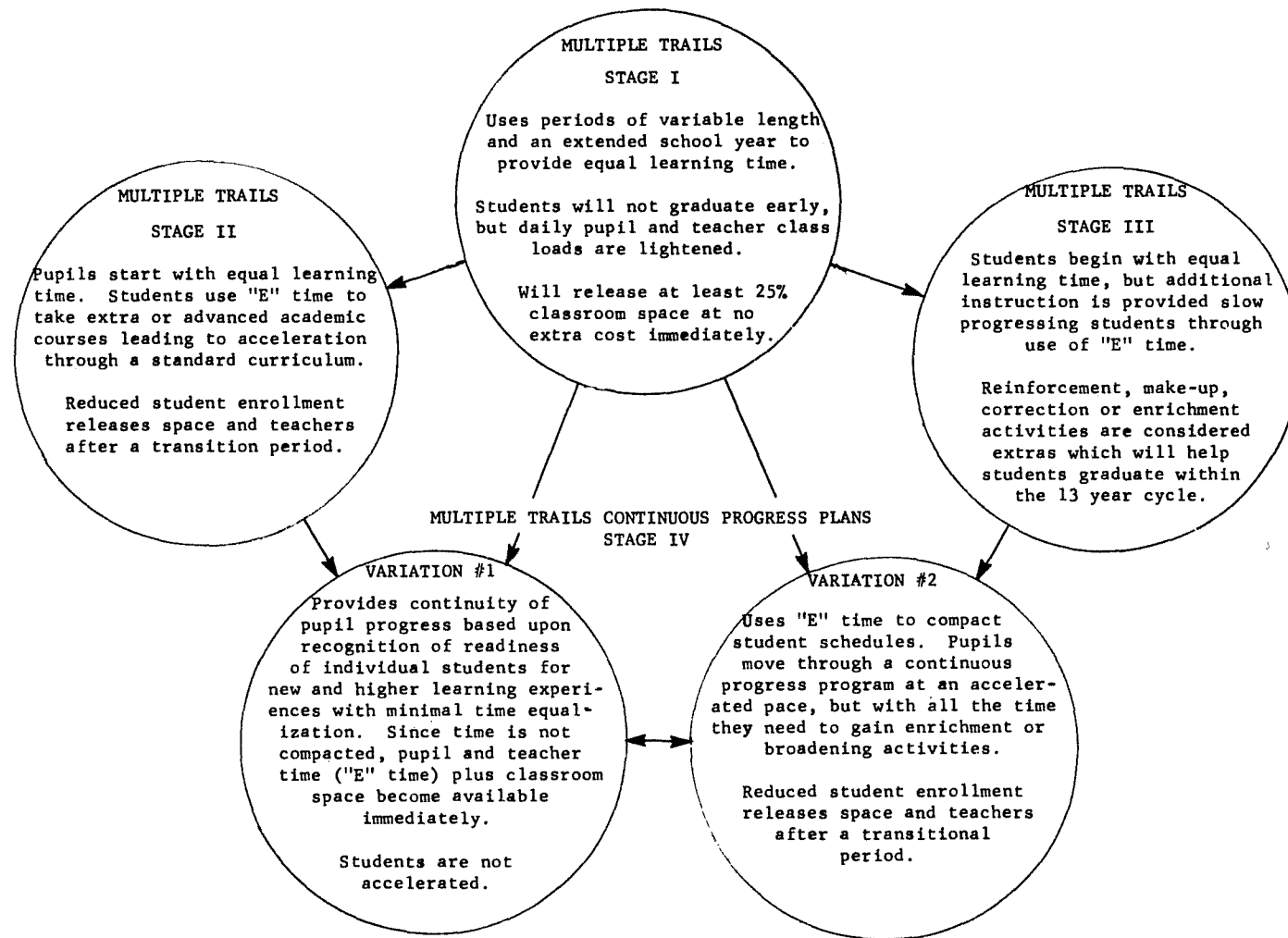
Stages of Implementation

The multiple trails plan may be implemented at four stages; however, with the exception of Stage One, all four stages need not be implemented nor need implementation be in sequential order. That is, a school can implement stage one only, or stages one and three, or any combination thereof. Table VII presents a graphic explanation of the four stages of implementation.

Stage I. In Stage One, the school day is rescheduled so that classes meet less often and for less time per week than the traditional school week but, through the longer school year, instructional time is equal to that of the regular school year. This impact of time equalization leads to the release of learning time, instructional time and classroom space. Because students meet fewer teachers in a day and have fewer classes in a week, "E" time is automatically provided for both teachers and students while releasing twenty-five percent classroom space immediately. A secondary school may implement Stage One only for an indefinite period of time.

Stage II. If immediate economy is needed, implementation of the plan should be limited to Stage One. If not, "E" time which is released in Stage One can be used by students to take advanced courses, thereby reducing their years of schooling by fulfilling the course requirements of the standard curriculum. Reduced enrollments would, in time, release additional classroom space.

TABLE VII^a



^aSource: University of the State of New York, State Education Department, Setting the Stage for Lengthened School Year Programs (Albany: March, 1970), p. 59.

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Stage III. In Stage Three, "E" time is used to provide remedial assistance, additional learning time to students who progress at a slower rate and other programs to meet the needs of special students. During this stage, reinforcement, make-up, correction or enrichment activities are developed to help the educationally disadvantaged toward academic achievement.

Stage IV. Stage Four combines the benefits of all other stages and adopts the continuous school year plan which provides an ungraded curriculum in which a student's progress is based on his individual readiness. The "E" time is also used to concentrate student schedules at an accelerated pace but with all the time students need to gain enrichment or broadening activities.³³

Experimentation

Although the multiple trails plan has never been implemented as an experiment in any elementary or secondary school, the underlying concept of the plan has been applied to the Board of Cooperative Services Occupational Training Programs. The application of the multiple trails approach has shown that the extension of the school year does increase the availability of space at the training centers which is dependent upon the number of periods classrooms are used per day and the length of the school day. Essentially the findings were:

1. a twenty-five percent increase in space may be anticipated where classrooms are used for eight periods a day;
2. a thirty-seven and a half percent increase may be obtained with a minor adjustment in the length of the eight period day; and
3. a twenty-nine percent increase may be expected where classrooms are used for seven periods a day.³⁴

Field studies conducted at the occupational training centers also indicate that the plan might be used effectively in a regular high school to provide expanded vocational education opportunities. The automatic release of "E" time can be used to provide students with direct work experience or to encourage students to take vocational education courses.³⁵

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If adopted, the potential impact of the multiple trails plan may have upon a school district are outlined in the following lists of advantages and disadvantages.

Advantages

1. Classroom space would be released in proportion to the number of available classrooms.
2. Extra learning time would be provided to students who find it difficult to complete the required courses during the traditional time allotments.
3. Student acceleration would not be needed to realize economic savings.
4. A long transition period before savings are realized would not be necessary and at the same time, the immediate release of "E" time can provide many options for students, teachers, and the use of classroom space--i.e., students may engage in independent study for enrichment, teachers may work on curriculum planning or research, and the classroom space may be used for increases in student enrollment or as a special resource laboratory.
5. Vocational training programs can be expanded.³⁶

Disadvantages

1. Implementation of this plan might require inservice training for teachers and school administrators to prepare them for the flexibility of the plan and how to use this flexibility effectively.
2. The effectiveness of "E" time would be dependent upon how students use their time. Therefore, students must also be trained and counseled to use their time wisely.
3. The change in time schedules might require restructuring of the curriculum as well as continuous evaluations and revision on the part of teachers and school administrators.³⁷

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Trimester Plan

The trimester plan consists of three equal terms or trimesters in the school year. Two trimesters would provide the same amount of instructional time as two regular semesters of the traditional school calendar with a small increase in the length of daily class periods and the length of the school year. The regular school course would be completed in two trimesters with a new course beginning in the following trimester. This would enable students to accelerate through the secondary school curriculum without the loss of a summer vacation.³⁸

There are three variations of the trimester plan: the three-year plan, the four-year plan, and the five-year plan. The three-year trimester plan includes grades 9 to 12 and allows for the completion of a full four-year program in three years. Table VIII shows the flow of students through the three-year trimester plan. By following the flow of class "9A" outlined in the diagonal band, the completion of a full four-year program in three years with one "E" term is apparent.³⁹

Assuming 300 students at each grade level 9 to 12, the school accommodates 1,200 students during the first two trimesters of the first year. In the third trimester of the first year, the enrollment is reduced to 900 students since 300 students in the grade 12 level would have completed their instructional requirements in the two preceding trimesters.⁴⁰

The four-year trimester plan for grades 8 to 12 saves one year in five as illustrated in the flow of students in class "8A" outlined in the diagonal band in Table IX. The regular five-year program is completed in four years with two "E" terms and a school housing 1,500 students during the first two trimesters of the first year need accommodate only 1,200 students in the third trimester of the first year.⁴¹

Table X demonstrates the saving of one year in six under the five-year trimester plan for grades 7 to 12. The flow of students in class "7A" outlined in the diagonal band shows the completion of the regular six-year program in five years with three "E" terms. The first and second trimesters of the first year consist of a student enrollment of 1,800 students with a reduction to 1,500 students in the third trimester of the first year.⁴²

TABLE VIII^a

Student Flow in a Three Year Trimester Plan

1st Year				2nd Year				3rd Year				4th Year			
V	1	2	3	V	1	2	3	V	1	2	3	V	1	2	3
	9A				9A				9A				9A		
A		9B		A		9B		A		9B		A		9B	
C			10A	C			10A	C			10A	C			10A
A	10A			A	10B			A	10B			A	10B		
T		10B		T		11A		T		11A		T		11A	
I			11A	I			11B	I			11B	I			11B
O	11A			O	11B			O	E-1			O	E-1		
N		11B		N		12A		N		12A		N		12A	
			12A				12B				12B				12B
	12A				12B										
		12B													

TABLE IX^a

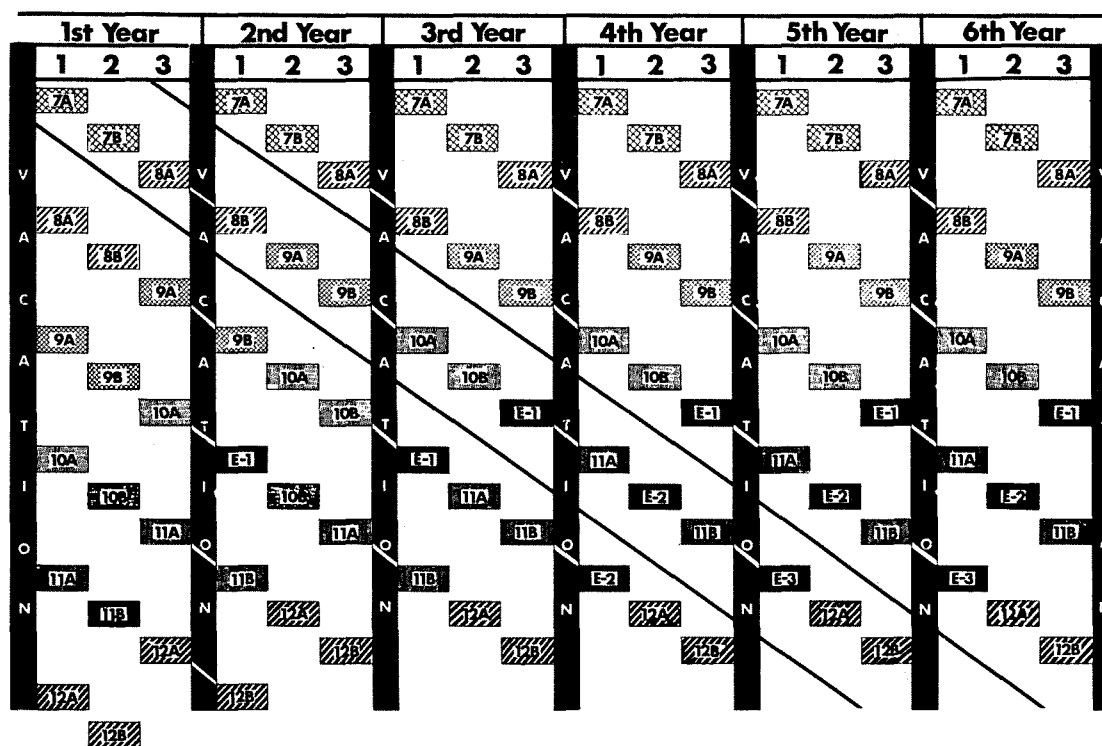
Student Flow in a Four Year Trimester Plan

1st Year				2nd Year				3rd Year				4th Year				5th Year			
V	1	2	3	V	1	2	3	V	1	2	3	V	1	2	3	V	1	2	3
	8A				8A				8A				8A				8A		
A		8B		A		8B		A		8B		A		8B		A		8B	
C			9A	C			9A	C			9A	C			9A	C			9A
A	9A			A	9B			A	9B			A	9B			A	9B		
T		9B		T		10A		T		10A		T		10A		T		10A	
I			10A	I			10B	I			10B	I			10B	I			10B
O	10A			O	E-1			O	E-1			O	E-1			O	E-1		
N		10B		N		11A		N		11A		N		11A		N		11A	
			11A				11B				11B				11B				11B
	11A				11B				11B				E-2				E-2		
		11B				12A				12A				12A				12A	
			12A				12B				12B				12B				12B
	12A				12B														
		12B																	

^aSource: George Isaiah Thomas, *Extended School Year Designs* (Albany: University of the State of New York, State Education Department, January, 1966), pp. 27-28.

TABLE X^a

STUDENT FLOW IN A FIVE YEAR TRIMESTER



^aSource: George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), p. 29.

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Trimester Calendar

The length of a trimester is contingent on the length of the school year and the length of the class periods. Under this plan, the extended school year ranges from 204 days to 225 days; the length of the trimester varies from sixty-eight days to seventy-five days. The New York State Department of Education recommends the following increases in the length of the class periods to equalize instructional time with that offered in a two-semester program:⁴³

TABLE XI^a

Length of School Year	Length of Trimester	Increase in Length of Class Period
225 days	75 days	8 minutes
216 days	72 days	10 minutes
210 days	70 days	11 to 12 minutes
204 days	68 days	13 minutes

^aSource: George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), p. 30.

Adjustment Period

The transition period of the trimester plan is usually two years at which time students, teachers, and school administrators are to adjust to the changes in established routines. The implementation costs during the transition period will increase the current operating expenses by approximately two percent

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for the three-year trimester plan and three percent for the five-year plan as a result of teacher compensation for at least one extra month's service. Only with the permanent reduction in student enrollments in the fifth trimester can schools begin to realize dollar savings.⁴⁴

Split Trimester Plan

The split trimester plan which was also designed by the New York State Department of Education is a major variation of the trimester plan which requires all students to complete two full trimesters and one-half trimester in a school year with an option to attend school in the remaining half semester.

Some educators view the split trimester plan as an arrangement that will be more palatable to the public than the basic trimester plan because some freedom of choice has been included. However, other school administrators oppose this arrangement because considerably more complexity is involved in scheduling and administering the plan than is necessary for the basic trimester plan.⁴⁵

Experimentation

It was reported that the State of New York had planned to implement the trimester plan for the first time in the fall of 1967; however, due to the time, budget, and administrative limitations, no public school in New York adopted the plan. The advantages and disadvantages outlined below have been determined by the New York State Department of Education and are based on the experiences with plans for lengthening the school year that have been implemented.⁴⁶

Advantages

1. Savings are realized through student acceleration which would mean a one-year reduction in schooling.
2. "E" time can provide students with enrichment courses, make-up and remedial courses and other options.

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3. More students may graduate or reach higher levels of education because they would have received more instructional time before reaching the maximum age of compulsory attendance.⁴⁷

Disadvantages

1. Accelerated trimester plan is not recommended on the elementary level, especially grades K to 3, because students need the time to learn the basics.
2. Division of school year into three terms might require the lengthening of the class periods and revision of the school curriculum.⁴⁸

Quadrimester Plan

The quadrimester plan differs from the trimester plan in that the extended school year is divided into four quarters or quadrimesters. Three quadrimesters would provide the same amount of instructional time as the 180-day school year with an increase in the length of the daily class periods and the length of the school year. Thus, the regular school curriculum would be completed in three quadrimesters with a new course beginning in the fourth quadrimester. Under this plan, above-average and average students can accelerate through the secondary school curriculum. This plan also provides all students with a four-to seven-week summer vacation.⁴⁹

Like the trimester plan, the quadrimester plan has three main variations: three-year plan, four-year plan, and five-year plan.

The five-year quadrimester plan includes student completion of the regular six-year program in five years with two "E" terms. Table XII depicts the flow pattern of the five-year quadrimester plan of students in class "7A" outlined in the diagonal band. Students in the second diagonal band beginning with class "8A" will not go through the full flow pattern of the five-year quadrimester plan; however, they will complete the regular five-year program in four years with one "E" term. The first ninth, tenth, eleventh, and twelfth grade classes are adjustment classes; they will not have the advantage of "E" terms.⁵⁰

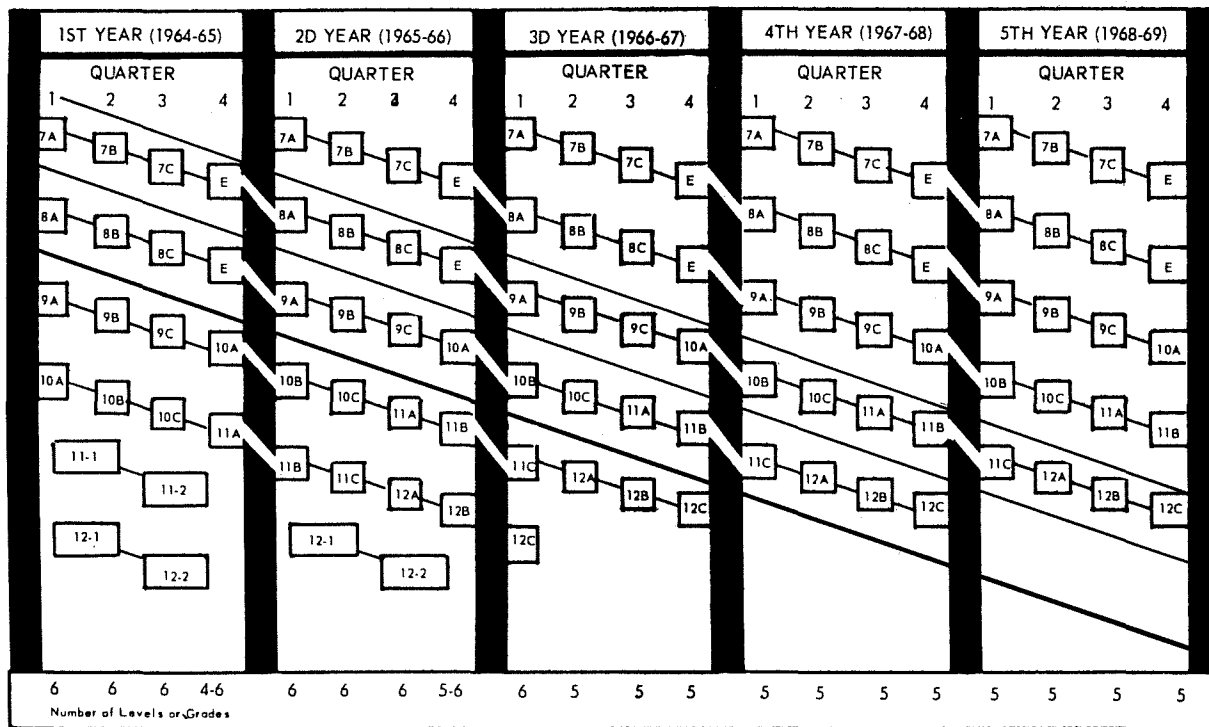
PLANS FOR RESCHEDULING THE SCHOOL YEAR

The four-year quadrimester plan enables above-average and average students in grades 8 to 12 to complete the regular five-year program in four years with one "E" term. Table XIII shows the flow of students in class "8A" outlined in the diagonal band. The three-year quadrimester plan, on the other hand, includes grades 9 to 12 and, as illustrated in Table XIV, provides for the completion of the regular four-year program in three years with no "E" term. It should be noted that for all three quadrimester plans, a permanent reduction in the school enrollment takes place at the end of the ninth quadrimester as indicated at the bottom of Tables XII, XIII, and XIV.⁵¹

One significant difference between the trimester plan and the quadrimester plan is that although both plans were designed primarily for the secondary level, only the quadrimester plan can be implemented at the elementary level. This would involve the eventual adoption of a continuous progress curriculum which does not require the segmentation of learning time into terms or quadrimesters; instead, students progress by learning levels which are determined by their rates of learning. Table XV illustrates the student flow pattern of a kindergarten class outlined in the diagonal band. Students are able to complete the regular seven-year elementary school program in six years with three "E" terms to provide special assistance to students before they move into the secondary school. The potential reduction in the school enrollment takes place at the end of the ninth quadrimester when, as revealed at the bottom of Table XV, the seven levels are reduced to six permanently.⁵²

TABLE XII^a

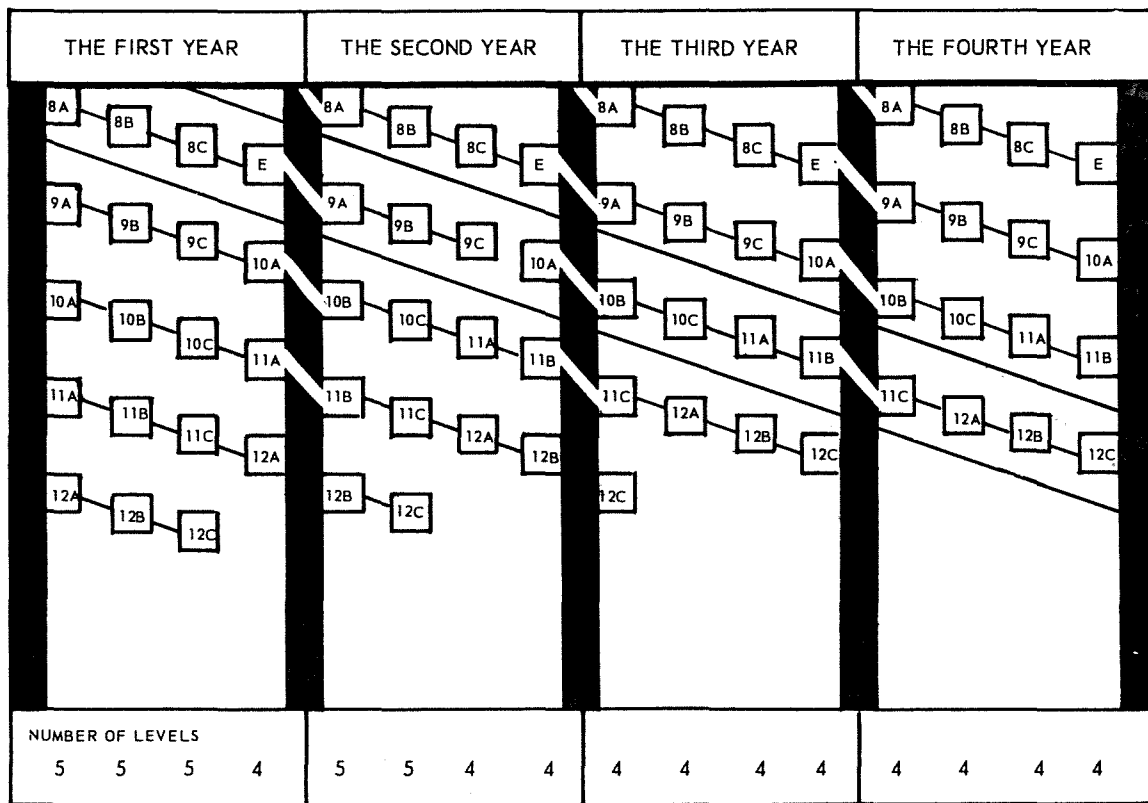
Flow of Students Through a Transitional Quadrimester Program (Grades 7 to 12)



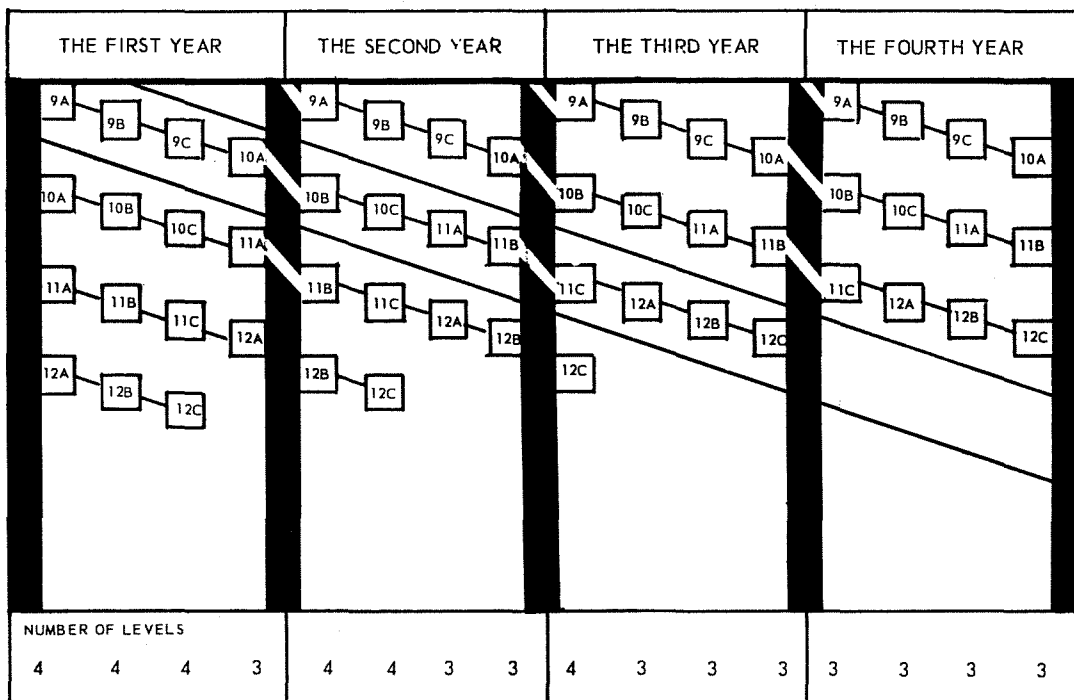
^aSource: George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), p. 57.

TABLE XIII^a

The Four Year Quadrimester Flow Pattern

TABLE XIV^a

The Three Year Quadrimester Flow Pattern



^aSource: George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), pp. 58-59.

TABLE XV^a

ELEMENTARY SCHOOL QUADRIMESTER FLOW PATTERN						
1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.
NUMBER OF LEVELS						
7 7 7 6	7 7 7 6	7 6 6 6	6 6 6 6	6 6 6 6	6 6 6 6	6 6 6 6

^aSource: George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), p. 60.

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Quadrimester Calendar

The length of the school year under the quadrimester plan ranges from 204 days to 210 days with one quadrimester varying from fifty-one days to fifty-five days. In order to equalize time so that two ninety-day semesters' work can be completed in three quadrimesters, class periods must be lengthened as well as the school year extended. The New York State Department of Education recommends the following lengths of class periods for the varying school year lengths under the quadrimester plan:⁵³

TABLE XVI^a

Length of School Year	Length of Quadrimester	Increase in Length of Class Period
220 days	55 days	4 minutes
216 days	54 days	5 minutes
212 days	53 days	6 minutes
208 days	52 days	7 minutes
204 days	51 days	8 minutes

^aSource: George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Department of Education, January, 1966), p. 61.

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Adjustment Period

The first two years of the quadrimester plan constitutes the transition period with an increase in the operating budget by approximately two percent for the three-year quadrimester plan and a three percent increase for the five-year plan. In the fourth year savings are realized. The student enrollment will fluctuate during the transition period, but will stabilize in the third year due to the introduction of the "E" time. Student enrollments are permanently reduced at the end of the ninth quadrimester thereby releasing classroom space and teachers. If the teaching staff size is adjusted at the end of the sixth quadrimester, the four-year quadrimester budget can approach the breakeven point and a small savings can accrue with the three-year quadrimester plan.⁵⁴

Experimentation

In 1964 a modified quadrimester plan was implemented in grades K to 6 of Cato-Meridian Central School which is located near Syracuse, New York. Although the school houses children from grades K to 12, there was an attempt to establish interdependence by having a principal for each school. Theoretically the elementary school should be able to operate completely apart from the secondary school, but conflicts can develop when both schools share common facilities, custodians, buses, and specialists. Although the initial extended school year of 200 days was to have been lengthened to 212 days, certain local factors freezed the school calendar at the 200-day mark. The elementary school day was increased by ten minutes for kindergarten, twenty minutes for grades 5 and 6, and seventy minutes for grades 1 to 4.⁵⁵

With the adoption of the extended school year calendar, it was necessary to revise the nature of the curriculum. While an elementary school does not need time segments of trimesters or quadrimesters, time was divided into quadrimesters to serve as a guidepost where inter-class ability grouping was desirable. During the experimental years, a limited number of students were moved upwards or downwards at the end of a quadrimester in terms of readiness for new learning levels. The point had been reached where teachers accepted the continuous school year concept of no time segments, but some rigidity remained due to the preservation of the self-contained classroom philosophy. This led to a movement of classes and groups more than it did of individual students.⁵⁶

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Student achievement was measured by means of standardized tests with students in the experimental group compared with students attending school prior to the pilot project and with other experimental students participating in the project for one year less, and by ability levels. The observations that were made are:⁵⁷

1. Academic gains were not large enough to support the thesis that the lengthening of the elementary school day improves student achievement.
2. No evidence was provided that supported the concept of "E" time as a means of allowing for enrichment, make-work, remedial assistance, and acceleration. This led to the assumption that much of the "E" time had been wasted.
3. Lengthening of the school year provided evidence that at the intermediate level, science and foreign language programs were greatly expanded.
4. Students in the experimental program made academic gains, but statistical analysis failed to reveal sufficient gains to support the hypothesis that the modified quadrimester implemented at Cato-Meridian Central School could ultimately reduce school costs.
5. The most significant gains were made in the lowest ability (I.Q.) student groups, which supports the findings made in other extended school year projects that slow learners and disadvantaged children benefit educationally when provided a well-structured extended curriculum.

A survey of the parents of children participating in the project revealed that two-thirds of the parents were satisfied with their children's progress in school. A similar number reported that their children had no adjustment problems due to their participation in an extended school year project.⁵⁸

A survey of the teachers revealed considerable negativism towards the program; however it was not evident from the survey as to whether the negativism was due to the lengthening of the school day or the school year or both.⁵⁹

Some of the advantages and disadvantages of the quadrimester plan may be summarized as follows:

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Advantages

1. Classrooms, other special learning facilities, and teachers would be released in two and one-fourth years.
2. Student acceleration by one year is provided.
3. "E" time would provide for acceleration, enrichment, remedial work; thus, allowing for a more flexible curriculum.
4. According to experimentation, the plan has potential especially for slow learners and disadvantaged students and can be implemented on elementary and secondary levels.⁶⁰

Disadvantages

1. Time equalization is achieved through the lengthening of the school day and school year.
2. Initial costs are involved and savings are not realized immediately.
3. Standard 180-day curriculum would involve revision.⁶¹

Extended K to 12 Plan

The extended K to 12 plan is a composite of features from other extended school year plans. It is based on the premise that all students of a given system can benefit from an extended school year plan which guarantees them more educational opportunities of a continuous nature with little, if any, extra cost to the taxpayers. Its purpose is to reduce the K to 12 thirteen-year learning cycle to twelve years, and at the same time, to make additional instructional time--"E" term--available to students at designated grade levels for the purpose of enlarging the curriculum. The saving of one year would eventually release classrooms and result in projected dollar savings in capital outlays.⁶²

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For example, one variation of the extended K to 12 plan is to divide grades K to 12 into two schools--a lower school consisting of grades K to 6 and an upper school of grades 7 to 12--and to lengthen the school year. Elementary students in grades K to 6 would utilize the seven long years of school for learning of fundamental skills, branching out into new fields of learning and working in a broadened and enriched curriculum. Then in the upper school consisting of grades 7 to 12, the trimester or quadrimester plan described earlier would be implemented to save one year out of the regular six-year program, or by adopting the continuous progress curriculum plan described below, students can progress at their individual learning rates with no grade level labels.⁶³

Under this plan, grades K to 12 are divided into three schools: lower, middle, and upper. The grades included in each of the three schools can be patterned as follows:⁶⁴

<u>Variation</u>	<u>Grades in lower school</u>	<u>Grades in middle school</u>	<u>Grades in upper school</u>
#1.	K to 6		7 to 12
#2.	K to 4	5 to 7	8 to 12
#3.	K to 4	5 to 8	9 to 12
#4.	K to 5	6 to 8*	9 to 12
#5.	K to 5	6 to 8**	9 to 12

* organized on trimester basis

** organized on quadrimester basis

The lengthening of the school year to 210 days would involve a broadened and an enriched curriculum for the lower schools which minimizes the importance of student acceleration and emphasizes as an end result--a more advanced educational curriculum. To provide a curriculum which would establish a firm foundation in basic concepts in education, the continuous progress concept of no segmentation of time should be implemented in the lower schools. At the middle and upper school levels, any one of several extended school year plans such as the trimester, quadrimester, or modified summer program can be adopted. However, the extended K to 12 plan can be applied to the middle and upper schools without the adoption of another extended school year plan. Through the implementation of the continuous progress curriculum, student acceleration would start gradually from kindergarten, continue through the lower, middle, and upper schools until it culminates with the absorption of one chronological year of schooling.⁶⁵ Table XVII illustrates the year-by-year accumulation of more instructional days in the extended K to 12 plan.

TABLE XVII^a

The Extended K to 12 School Year Provides More Instructional Days
For Average, Bright, and Slow-Learning Children

Number of Instructional Days Available in Regular and Extended School Year Plans

Grade	Median age of entry into grade	Cumulative number of days of schooling possible in regular school year	Cumulative number of days of schooling possible in extended school year			Cumulative gain in days		
		180 days	205 days	210 days	215 days	205	210	215
K	5	180	205	210	215	25	30	35
1	6	360	410	420	430	50	60	70
2	7	540	615	630	645	75	90	105
3	8	720	820	840	860	100	120	140
4	9	900	1025	1050	1075	125	150	175
5	10	1080	1230	1260	1290	150	180	210
6	11	1260	1435	1470	1505	175	210	245
7	12	1440	1640	1680	1720	200	240	280
8	13	1620	1845	1890	1935	225	270	315
9	14	1800	2050	2100	2150	250	300	350
10	15	1980	2255	2310	2365	275	330	385
11	16	2160	2460	2520	2580	300	360	420
12	17	2340	2665	2730	2795	325	390	455

Extended year programs starting with kindergarten will allow pupils to enter new grades or schools with more instructional days behind them. This should result in their being at higher educational levels than peers working in regular school year programs. Thus:

1. New fourth graders will have had 100 to 140 extra days of schooling.
2. New sixth graders will have had 150 to 210 extra days of schooling.
3. New eighth graders will have had 200 to 280 extra days of schooling.
4. Potential dropouts electing to leave at age 16 will have had 275 to 385 extra days of schooling.

^a Source: Adapted from George Isaiah Thomas, Extended School Year Designs (Albany: University of the State of New York, State Education Department, January, 1966), p. 81.

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According to the New York State Department of Education, at any one time, fifty-eight to seventy-five percent of the students in kindergarten and grades 1 to 12 will be using the lengthened school year to master fundamental skills and basic concepts and to broaden and enrich their backgrounds while the remaining twenty-five to forty-two percent will be using the lengthened school year to save one year of schooling out of thirteen.⁶⁶

Extended K to 12 Calendar

A 204-day school year has been recommended for the extended K to 12 plan with uniform holidays, and the same dates for the opening and closing of school at all grade levels. However, a longer school year may be desired in some school systems in deference to a shorter adjusted daily class periods. In this case, a 210- to 212-day school year may be adopted.⁶⁷

Experimentation

Inquiry indicated that no pilot project of the extended K to 12 plan has been implemented in any of the New York Public schools. However, the following advantages and disadvantages of the extended K to 12 plan can be anticipated:

Advantages

1. One year of schooling in thirteen years would be saved and secondary classroom space would be released at the end of two and one-fourth years.
2. All students would attend school at the same time and vacation at the same time.
3. Before reaching the maximum age of compulsory school attendance, dropouts would be ahead by one learning level or grade level because of gradual acceleration which may encourage them to complete high school. Building in continuity in the curriculum from kindergarten to grade 12 would also be possible.⁶⁸

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Disadvantages

1. Daily class periods would be lengthened.
2. Financial savings would be difficult to predict because unknown number of students electing to accelerate and the number of students electing to enrich or broaden their backgrounds may outweigh the former which would mean additional demands and costs.⁶⁹

Modified Summer School Plan

The modified summer school plan is an attempt to accelerate students through the secondary schools by offering new academic courses instead of only remedial, make-up, and enrichment courses during the summer months. Students who participate in the modified summer school plan do so voluntarily with the understanding that they will take only new academic course offerings. The purpose of this plan is to allow students to complete the secondary school curriculum in one less school calendar year without forcing elementary and secondary schools, as a rule, to alter traditional methods of operations.⁷⁰

Modified Summer School Calendar

The length of a modified summer session that would be adequate to complete at least one full year of course work in a subject is seven to eight weeks. The length of daily class periods is four and a half hours for five days a week. It is estimated that the instructional time available in this plan would exceed that of the regular summer school program and is about equal to that of the regular school year for one subject.⁷¹

Adjustment Period

The cost of the modified summer school plan will probably exceed that of the traditional summer school program because of a broader course offering. However, preliminary reports have shown that the per student cost of offering academic courses for

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acceleration in the summer would be much lower than during the regular school year. Also, as long as the modified summer school plan remains a voluntary one, it is difficult to calculate the number of student volunteers and therefore, to predict a reduction in the student enrollment during the regular school year which would release classroom space and realize savings in capital outlays for new school construction.⁷²

Experimentation

Prior to the implementation of the modified summer school plan, the Syosset school district operated a summer school program for students who wanted to make up courses, improve their grades or fit driver education into their course schedule during the school year. However, in 1965, the Syosset modified summer school plan began with the purpose of measuring the effects of a modified summer school program upon student achievement and the impact of a lengthened school year upon teachers, students, and the community. It was based on the hypothesis that students attending a modified summer school session can complete in three years and three or four summer sessions a four-year program of study; that achievement of students attending summer sessions will at least be as great as those taking comparable courses in the regular school year; and that the number of summers and the number of hours of summer school will determine the amount of achievement.⁷³

Participating students were selected from those who had just completed the seventh grade in June and were divided into three groups:

Group A--fast learners of the academically gifted who have the potential to accelerate their secondary education from five years instead of six by enrolling in three summer sessions.

Group B--"average" students who could conceivably accelerate after four modified summer sessions.

Group C--average or above-average (I.Q.) students who are not achieving and some slow learners who would probably take six or seven years to complete the four-year high school curriculum. The academic abilities of this group ranged from 85 to 128 (I.Q.).

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The control groups consisted of students matched with the experimental groups in terms of age, sex, and I.Q., achievement scores, and teacher recommendations.⁷⁴

Syosset's modified summer school plan included a series of six-week modified summer school programs which offered full year academic courses to experimental groups A and B. In addition, these students took half-year enrichment courses. Experimental group C used the summer session as a third term to complete fundamental courses and also enrichment and vocational education courses. Although team-teaching was not a part of the regular school year program, it was incorporated during the modified summer school sessions.⁷⁵

Student achievement was measured by standardized tests, the New York Board of Regents Examination, and teacher grades. Test scores of students in the experimental groups indicated that upon completion for the first time of a six-week full year course in eighth grade social studies, ninth grade English and tenth grade math and/or earth sciences, students of experimental group A and B had learned as much or more than students in the control groups.⁷⁶

Students of the experimental groups A and B who completed one summer session of new academic course took the next course in sequence with older students who were also matched with the experimental students in terms of sex and I.Q. but were chronologically a year older. Reports indicated that the students of the experimental groups received higher grades or equivalent to the upper classmen.⁷⁷

Students in group C made satisfactory progress while others did not; however, this was attributed to personal problems and other factors and not to the lack of ability.⁷⁸

Attendance of the students in the experimental groups during the summer session was very good and later studies indicate that these students had a slightly better attendance record than the control groups during the regular school year.⁷⁹

Studies also indicate that full new academic course taught in the summer cost less than similar courses taught during the regular school year.⁸⁰

Parents of students participating in the experiment reported that they felt their children had benefited educationally from the program and eighty percent indicated no negative developments were present. However, student reaction among students in group C was one of resentment because they were left out of the acceleration program.⁸¹

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Another pilot program in which the modified summer school plan was implemented in 1964 in Hornell, New York, indicated results comparable to those revealed in the Syosset's project. Students were selected and divided into experimental or control groups. The experimental groups attended summer school for seven weeks.⁸²

Standardized achievement tests and the New York Regents Examination revealed that the experimental students scored equivalent to or higher than the control students.⁸³

Parental reaction to the plan was favorable and studies also revealed that the summer school course offerings cost less than courses offered during the regular school year.⁸⁴

Student complaints centered around the heat. But reports indicate that students who attended classes in air-conditioned classrooms showed no significant differences in achievement or growth when compared with those attending classes in non air-conditioned classrooms.⁸⁵

Advantages

1. Because the plan is voluntary, parents would be given the opportunity to make the final decision.
2. Teachers would favor this plan because they may choose their own summer activity and elect to work.
3. The plan can be a preliminary step toward the eventual adoption of another extended school year plan such as the trimester or the quadrimester.
4. Student acceleration could be available without upsetting the present administrative operations and curriculum.⁸⁶

Disadvantages

1. Voluntary nature of the plan would make prediction and planning for summer school enrollment difficult.
2. Cost of operating a broad summer program will exceed the present summer program.

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3. Release of classroom space and savings in capital outlays, would be contingent on the number of student volunteers.⁸⁷

Traditional Summer School Plan

In the past, summer school has served as an adjunct to, rather than an integral part of, the total school program. Student attendance at summer school was mainly for make-up and remedial course work. However, in recent years, attempts have been made to provide students with educational opportunities for enrichment, student acceleration, recreation as well as make-up and remediation. The traditional summer school plan offers a wider remedial, avocational, recreational, enrichment type of school program which would provide the opportunity for year-round education for students of all ability levels.⁸⁸

Most summer sessions last from six to seven weeks with voluntary student attendance. Also, teachers have the option to teach, thereby supplementing their incomes, or to pursue their own summer activities. Summer schools are financed entirely from public funds or entirely by the tuition charged students enrolled, or partly from public funds and partly from tuition fees. Costs for operating a summer school program have been estimated at four to five percent to seventeen to eighteen percent of the annual operating budget.⁸⁹

Studies

Studies conducted by the Florida Educational Research and Development Council on the feasibility of adopting two variations of a traditional summer school program indicated that a completely voluntary, seven-week summer program which offers make-up, acceleration, enrichment, recreation, and remediation course work without cost to the students would result in a 5.55 percent increase in net expenditures. A similar program in which attendance is mandatory for students who fail and voluntary for all others would result in an estimated 5.70 percent increase in net expenditures. Also, after studying and considering six plans for year-round education, the Florida Council recommended that the summer school approach to year-round education is the most acceptable plan if the primary objective is to make better use of existing facilities without requiring major changes in the present method of administration and operation and in the present curriculum.⁹⁰

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Advantages

1. Increased educational opportunities would be available without requiring major changes in the school operations and curriculum.
2. Students of all ability levels are provided with opportunities for additional assistance, repeating failures, enrichment, acceleration or guided leisure activities.
3. Teachers would have the opportunity to earn additional money by teaching during the summer or may utilize the summer for their own activities.
4. Voluntary nature of the plan would give parents the choice to decide to enroll their children.

Disadvantages

1. If the summer session is funded entirely from public funds, total educational costs will increase.
2. If the summer session is funded entirely by tuition charges, fees will increase.
3. Voluntary nature of the plan may result in only a small percent of student participation which would make the plan economically unfeasible.
4. If the summer session is funded entirely from public funds, some parents may burden the schools with some of the duties of child training and care which might be better retained in the home.

CHAPTER IV

IMPLICATIONS FOR HAWAII

The Kona Four-Quarter Plan

Serious discussion and deliberation on year-round education and experimentation with the concept have also been extended to Hawaii. In 1969, the Board of Education implemented a modified four-quarter plan in an attempt to best meet the needs and resolve the conflicts within the Kona, Hawaii community. Under the Kona plan, students were given a choice of two starting dates--one in September for students desiring an early start and the second in December for those preferring a late start. The choice of one of two starting dates was a result of an economic shift in Kona from a predominantly coffee farm economy to a more diversified economy based on macadamia nut production and a concomitant rise in tourism. The coffee farm economy had previously required a November to August school calendar to conform with the coffee planting and harvesting seasons.¹

At the same time the economy of Kona was undergoing diversification, educators and parents of the community were becoming increasingly concerned with more and better education for the children in Kona schools. The Statewide Minimum Testing Program revealed the need for special programs of remediation and enrichment; therefore, the added task of curriculum revision was undertaken in order that students would be provided with curricular improvements focusing on remediation, enrichment, and acceleration. Secondary objectives to the implementation of the Kona four-quarter plan were also present for it seemed reasonable that beyond a mere adjustment of starting dates, the Kona four-quarter plan could serve as a model to ascertain the feasibility of year-round education for all public schools in the State. With these objectives as a basis for implementation, the Board of Education designated Konawaena Elementary and High School as an experimental project school for the duration of two years, 1969 to 1971.²

After approximately one year of operation of the Kona four-quarter plan, the Department of Education reported that a disproportionate number of students at Konawaena Elementary and High School chose to begin school in September instead of December. At Konawaena Elementary, all but sixteen students chose to start school in September and at Konawaena High and Intermediate School, only thirty-three out of 1,100 students chose to start school in

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December.³ The negligible number of students opting to start in December was the major factor contributing to the unsuccessful implementation of the Kona four-quarter plan. In order to keep operational school costs from being prohibitive and insure a course offering of consistent quantity and quality, while maintaining a realistic pupil-teacher ratio, a minimum student enrollment must exist for every starting date of school. Although there are no established minimums, the recommended minimum student enrollment figures for implementation of the four-quarter plan have been estimated at 720 students for an elementary school, 1,500 students for an intermediate school, and 2,400 students for a high school--adding up to a minimum student enrollment of 4,620 students for grades K to 12. The student enrollment of both Konawaena Elementary and Konawaena High and Intermediate School, at the time of implementation of the Kona four-quarter plan, was approximately 1,786 students.⁴

The per pupil cost for the first year of operation at Konawaena Elementary and Konawaena High and Intermediate School was \$219.57. In comparison, the per pupil cost for the second and third quarter which would normally be a part of the conventional school year was \$192.33 for each quarter. This increase in per pupil cost in the Kona four-quarter plan was attributed to the increase in personnel services.⁵

Other factors which contributed to the infeasibility of the Kona four-quarter plan were the lack of time to effectuate the necessary curriculum and methodological changes more responsive to the four-quarter schedule, the burdensome task of revising old and developing new instructional plans for incumbent teachers of the project school, the fourfold increase in the duties of the registrar to master-schedule each quarter and keep account of student changes and other administrative records, and the demands for increased expenditures of energy and effort on the part of the school administration.⁶

A survey of the Kona students, parents, teachers and principals, which was designed to evaluate the opinions and attitudes of the Kona community toward the four-quarter plan, revealed that a majority of the respondents had favorable opinions of the plan on a voluntary year-round basis. Moreover, the flexibility of the four-quarter curriculum including a variety of enrichment and remediation course offerings was appreciated by most of the respondents. However, primarily because of the lack of student attendance in the fourth quarter, the Kona four-quarter plan was deemed economically and administratively infeasible, and the decision was made by the Board of Education to discontinue the plan.⁷

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Action taken by the Board was qualified by indications that the Kona four-quarter plan is deemed an inappropriate model to test the feasibility of statewide implementation of the concept of year-round education. Therefore, the following recommendations were made in the interest of future development and implementation of a four-quarter plan throughout the State:

1. The starting dates of school should be made optional; however, the Department should promote non-September starting dates of school in order that student enrollments for each quarter be equally balanced.
2. To achieve equal enrollment patterns for all starting dates, curriculum offerings and extra-curricular should be consistent for all four quarters. This would also mean that financial resources should be sufficient in order to insure a comparable school program for all four quarters.
3. The full school program offered must be unique from the present summer school program operating in public schools throughout the State.
4. Computer assistance is necessary especially on the secondary level.⁸

Opinion Survey of the Legislative Reference Bureau

In the light of current developments on the Mainland and the recent attempt at changing the traditional calendar in Kona, renewed interest among certain segments of the community has focused on the need for a better assessment of public attitudes regarding year-round education. In order that the Legislature may be given a broader perspective of the possible implications of year-round education among the two most concerned segments of the general populace of Hawaii--educators and parents--the Legislative Reference Bureau conducted a survey in the summer and fall of 1971, the results of which can serve as a valuable tool in evaluating the feasibility of year-round education.

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Survey of Educators

In order to ascertain the opinions and attitudes of educators on the concept of year-round education, a systematic sample was obtained by extracting every fifth name from the certificated personnel files of the Department of Education. These names represent certified teachers and educational officers who were on contract with the department as of August 31, 1971. Data was gathered through the use of two separate sets of questionnaires--teacher questionnaires and educational officer questionnaires. The teacher questionnaire covered classroom teachers, school counselors, school librarians, special education teachers and other specialists. The educational officer questionnaire surveyed school principals, vice-principals and other administrative and program specialists working in the district or state offices of the department.

Teacher Questionnaire

Of the 1,646 questionnaires that were mailed directly to the homes of teachers, 1,221 or 74 percent were returned. Teachers were asked to indicate their sex, marital status, years of teaching experience, school district, and their position (grade and/or subject). Detailed figures on the aforementioned demographic data are reproduced in Appendix C and only a summary of findings will be reviewed here. The key questions and responses of the teacher survey are as follows:

WOULD YOU BE INTERESTED IN WORKING YEAR-ROUND OR ADDITIONAL DAYS PER YEAR PROVIDED THAT ADEQUATE COMPENSATION AND/OR ADDITIONAL BENEFITS ARE NEGOTIATED--In response to this question, 405 teachers or 33.2 percent said "yes" while 789 or 64.6 percent said "no." The remaining 27 or 2.2 percent did not answer.

The fairly large percentage of negative teacher responses may be because most of Hawaii's teachers have not participated in a year-round education program. This has been a general finding on the Mainland. Studies and reports conducted in other states on teacher attitudes indicate that teachers who have never been involved in a year-round school program are usually less enthusiastic about the idea than teachers who have participated.⁹ However, although the negative response of Hawaii's teachers may be attributed to unfamiliarity with the concept of year-round education, this in no way negates the basic significance of the findings.

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The preceding question was followed by a list of reasons most commonly cited in Mainland surveys for interest in working year-round or additional days per school year. Respondents were asked to indicate agreement or disagreement with each reason. A breakdown of the percentages of agreement, disagreement and no response for each reason is as follows:

EXTRA PAY AND/OR BENEFITS WHICH MAY BE NEGOTIABLE--62.2 percent agreed, 25.2 percent disagreed, and the remaining 12.6 percent indicated no response.

POTENTIAL CURRICULAR ADVANTAGES--61.6 percent agreed, 25.3 percent disagreed, and the remaining 13.1 percent indicated no response.

BETTER USE OF EXISTING SCHOOLS AND CLASSROOM FACILITIES--74.3 percent agreed, 15 percent disagreed, and the remaining 10.6 percent indicated no response.

TEACHING WOULD BECOME A FULL-TIME PROFESSION--The largest percentage of disagreement was received for this reason. Only 27.7 percent agreed, 58.1 percent disagreed, and the remaining 14.2 percent indicated no response. Frequent negative reactions to this reason appear to stem from teacher opinions that teaching is already a full-time profession. This was indicated by additional comments made by respondents to this reason where space was provided on the questionnaire.

PROFESSIONAL RESPONSIBILITY OF PROVIDING STUDENTS WITH MORE LEARNING TIME--43.4 percent of the respondents agreed, 43.4 percent disagreed, and the remaining 13.2 percent indicated no response.

Following the first list of reasons, a second list of commonly cited reasons in Mainland surveys for NO interest in working year-round or additional days per school year was provided. Again, respondents were asked to indicate agreement or disagreement with each reason and a breakdown of the percentages of agreement, disagreement and no response is as follows:

ONLY WANT TO TEACH TEN MONTHS A YEAR--76.3 percent of the respondents agreed, 17.4 percent disagreed, and the remaining 6.3 percent indicated no response.

CONCERNED ABOUT AIR CONDITIONING IN BUILDINGS DURING THE SUMMER MONTHS--56.4 percent of the respondents agreed, 36.9 percent disagreed, and the remaining 6.6 percent indicated no response.

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WANT TO SPEND MORE TIME WITH FAMILY--79.2 percent of the respondents agreed, 12.6 percent disagreed, and the remaining 8.3 percent indicated no response.

WANT TO TAKE ADVANCED COURSES DURING THE SUMMER--89.7 percent of the respondents agreed, 6.6 percent disagreed, and the remaining 3.8 percent indicated no response. The largest percentage of agreement was received for this reason.

WANT TO SUPERVISE MY CHILDREN'S ACTIVITIES DURING THE SUMMER--61.8 percent of the respondents agreed, 18.8 percent disagreed, and the remaining 19.4 percent indicated no response.

WANT TO TRAVEL--86.3 percent of the respondents agreed, 8 percent disagreed, and the remaining 5.7 percent indicated no response.

WANT TO SUPPLEMENT MY INCOME WITH ANOTHER KIND OF JOB--23.2 percent of the respondents agreed, 64.5 percent disagreed, and the remaining 12.3 percent indicated no response.

The remaining key question in the teacher questionnaire asked the respondents to rank their preference of three approaches to rescheduling the school year on the basis of 1, 2, and 3. A brief description was provided for each. However, because there was no in-depth explanation of the advantages and disadvantages, some of the respondents indicated that until more information on each approach was available, they did not feel informed enough to rank the approaches or they felt that any preference indicated was superficial and subject to change. The rankings of the plans are as follows:

SUMMER SCHOOL APPROACH--48.8 percent of the respondents ranked this approach as their first choice, 25.3 percent ranked it second, 8 percent ranked it third, and 17.9 percent did not indicate a preference.

TERM ROTATION APPROACH--29.6 percent of the respondents ranked this approach as their first choice, 34.6 percent ranked it second, 14.5 percent ranked it third, and 21.4 percent did not indicate a preference.

EXTENDED SCHOOL YEAR--4.8 percent of the respondents ranked this approach as their first choice, 18 percent ranked it second, 54.3 percent ranked it third, and 22.9 percent did not indicate a preference.

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Educational Officer Questionnaire

Of the 136 questionnaires that were mailed directly to the homes of educational officers, 115 or 84.5 percent were returned. Educational officers were asked to indicate their sex, marital status, their position (title), school district they are currently assigned to, years of experience as an educational officer, and years of teaching experience. Figures on the aforementioned demographic data can be obtained in Appendix D. The key questions and responses of the educational officer survey are as follows:

WOULD YOU BE INTERESTED IN WORKING YEAR-ROUND OR ADDITIONAL DAYS PER SCHOOL YEAR PROVIDED THAT ADEQUATE COMPENSATION AND/OR ADDITIONAL FRINGE BENEFITS ARE NEGOTIATED? 43 or 37.4 percent of the respondents said "yes" while 25 or 21.7 percent said "no." The remaining 47 or 40.9 percent did not answer. This distribution of the favorable and unfavorable responses corresponds to some degree to a national survey conducted in 1969 of 640 school administrators representing a 4 percent sampling of the 16,000 school administrators in the fifty states. It was reported that 32 percent of the school administrators responded affirmatively to the need for an extended school year, 20 percent responded negatively, and 48 percent saw the extended school year as a future possibility. General findings of studies and reports conducted by other states reveal that most school administrators view year-round education as a practical necessity, and therefore, endorse the concept.¹⁰

The preceding question was followed by a list of reasons most commonly cited in Mainland surveys for interest in working year-round or additional days per school year. Respondents were asked to indicate agreement or disagreement with each reason. A breakdown of the percentages of agreement, disagreement, and no response for each reason is as follows:

ADDITIONAL SALARY AND/OR FRINGE BENEFITS--39.1 percent agreed, 20 percent disagreed, and the remaining 40.9 percent indicated no response.

RECOGNITION OF THE NEED FOR STUDENTS TO BE IN SCHOOL LONGER EACH YEAR IN ORDER TO KEEP PACE WITH THE EDUCATIONAL NEEDS OF TODAY--24.3 percent agreed, 34.8 percent disagreed, and the remaining 40.9 percent indicated no response.

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MAXIMUM USE OF SCHOOL FACILITIES--52.1 percent agreed, 7 percent disagreed, and the remaining 40.9 percent indicated no response. The largest percentage of agreement was received for this reason.

POTENTIAL CURRICULAR ADVANTAGES--43.5 percent of the respondents agreed, 14.7 percent disagreed, and the remaining 41.7 percent indicated no response.

A second list of commonly cited reasons in Mainland surveys for NO interest in working year-round or additional days per school year followed, and respondents were asked to indicate agreement or disagreement with each reason. A breakdown of the percentages of agreement, disagreement and no response is as follows:

CONCERNED ABOUT AIR CONDITIONING IN BUILDINGS DURING THE SUMMER--21.7 percent agreed, 37.4 percent disagreed, and the remaining 40.9 percent indicated no response.

WANT TO SPEND MORE TIME WITH FAMILY--44.3 percent agreed, 16.5 percent disagreed, and 39.1 percent indicated no response.

WANT TO TAKE ADVANCED COURSES DURING THE SUMMER--52.2 percent agreed, 8.7 percent disagreed, and the remaining 39.1 percent indicated no response. Like the teacher responses, the greatest percentage of agreement was received for this reason.

WANT TO SUPERVISE MY CHILDREN'S ACTIVITIES--33.1 percent agreed, 24.4 percent disagreed, and the remaining 42.6 percent indicated no response.

WANT TO TRAVEL--48.7 percent of the respondents agreed, 12.2 percent disagreed, and the remaining 39.1 percent indicated no response.

WANT TO SUPPLEMENT MY INCOME WITH ANOTHER KIND OF JOB--10.4 percent agreed, 48.7 percent disagreed, and the remaining 40.9 percent indicated no response.

The final key question in the educational officer questionnaire asked the respondents to rank their preference of three approaches to rescheduling the school year on the basis of 1, 2, and 3. The rankings of each plan are as follows:

SUMMER SCHOOL APPROACH--50.4 percent ranked this approach first, 25.2 percent ranked it second, 10.4 percent ranked it third, and 13.9 percent did not indicate a preference.

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TERM ROTATION APPROACH--39.1 percent ranked this approach first, 29.6 percent ranked it second, 22.6 percent ranked it third, and 8.7 percent did not indicate a response.

EXTENDED SCHOOL YEAR--7.8 percent ranked this approach first, 26.1 percent ranked it second, 43.5 percent ranked it third, and 22.6 percent did not indicate a response.

Parent Questionnaire

A survey designed to elicit parental reaction to the concept of year-round education was conducted through the cooperation of the Parent-Teacher Associations (PTA) and the school administrations. One high school, one intermediate school, and one elementary school were selected from each school district on the basis of the prior year's PTA membership. In cases where the largest memberships were in two schools that were in the same feeder school complex--i.e., students of an intermediate school would eventually attend a high school selected to participate in the survey or students from an elementary school would eventually attend an intermediate school selected to participate--the school with the second largest membership was chosen in order to avoid surveying the same parents. Twenty-five out of the twenty-seven schools selected cooperated by returning a total of 4,197 questionnaires.

Parents were asked to indicate their marital status, sex, school district of residence, whether or not both spouses were employed and the number and grade level of children currently enrolled in the public schools. The complete results of the survey are found in Appendix E of this report. A summary of the key questions and the responses of the parent survey are as follows:

ARE YOU INTERESTED IN THE POSSIBILITY OF RESCHEDULING THE SCHOOL CALENDAR? 1,084 or 25.8 percent of the respondents said "yes," 1,974 or 47 percent said "no," 995 or 23.7 percent were "undecided," and the remaining 144 or 3.4 percent expressed no opinion. The responses to this question seem to indicate that parents interested in the feasibility of year-round education are outnumbered by parents who are NOT interested. However, these results appear to contradict a recent Gallup Poll taken nationally which reported that 42 percent of the adults favored keeping the schools open year-round.¹¹ On the other hand, studies and reports conducted by other states reveal varying responses in parent surveys which tends toward the conclusion that at best, parental reaction to the concept of year-round education is "mixed."¹²

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The preceding question was followed by a list of reasons commonly cited as advantages in year-round school programs. Respondents were asked to indicate agreement or disagreement with each reason. A breakdown of the percentages of agreement, disagreement and no response for each reason is as follows:

EXPANSION AND/OR IMPROVEMENT OF THE PRESENT CURRICULUM--67.1 percent of the respondents agreed, 10.7 disagreed, and the remaining 22.3 percent expressed no opinion.

BETTER USE OF EXISTING SCHOOL FACILITIES--67.5 percent of the respondents agreed, 7.5 disagreed, and the remaining 25 percent expressed no opinion. The largest percentage of parental agreement was on this reason which was also true for the teachers and educational officers.

STUDENT ACCELERATION--STUDENTS MAY GRADUATE EARLIER--40.1 percent of the respondents agreed, 32.9 percent disagreed, and the remaining 27 percent expressed no opinion.

MORE LEARNING TIME FOR STUDENTS--62.2 percent of the respondents agreed, 12.4 percent disagreed, and the remaining 25.4 percent expressed no opinion.

The respondents were then asked to rank their preference of three approaches to rescheduling the school year on the basis of 1, 2, and 3. A brief description followed each approach which was ranked as follows:

SUMMER SCHOOL APPROACH--42.1 percent of the respondents ranked this approach as their first preference, 19.4 percent ranked it as their second, 8.3 percent ranked it as third, and the remaining 30.1 percent expressed no preference.

TERM ROTATION APPROACH--13.7 percent of the respondents ranked this approach as their first preference, 16 percent ranked it as second, 30.2 percent ranked it as third, and the remaining 40 percent expressed no preference.

EXTENDED SCHOOL YEAR--25.2 percent of the respondents ranked this approach as their first preference, 21.3 percent ranked it as second, 16.9 percent ranked it as third, and the remaining 36.7 percent expressed no preference.

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The preceding question was followed by asking respondents to rank their preference of the seasons for a vacation choice on the basis of 1, 2, 3, and 4. The following preferences for each season were indicated:

WINTER--6.9 percent first choice, 19.1 percent second choice, 10 percent third choice, 28.8 percent fourth choice and the remaining 35.2 percent expressed no preference.

SPRING--6.2 percent first choice, 24.6 percent second choice, 21.3 percent third choice, 11.9 percent fourth choice and the remaining 36 percent expressed no preference.

SUMMER--74.6 percent first choice, 6.7 percent second choice, 3.5 percent third choice, 3.5 percent fourth choice and the remaining 11.6 percent expressed no preference.

FALL--4 percent first choice, 14.6 percent second choice, 27.5 percent third choice, 17.5 percent fourth choice and the remaining 36.4 percent expressed no preference.

If summer was their strongest preference, an accompanying question asked respondents to check reasons commonly cited in Mainland surveys for preferring the traditional summer vacation schedule. Of those who selected summer as their first choice for a vacation, the following percentages of checks were compiled for each reason:

SATISFIED WITH PRESENT SCHOOL CALENDAR--55.6 percent checked while 44.4 percent indicated no response.

RECREATION OPPORTUNITIES FOR CHILDREN--50.9 percent checked while 49.1 percent indicated no response.

BREADWINNER VACATIONS DURING THE SUMMER--26.9 percent checked while 73.1 percent indicated no response.

WANT TO TRAVEL WITH CHILDREN--43.7 percent checked while 56.3 percent indicated no response.

DON'T LIKE THE POSSIBILITY THAT IT MAY BE NECESSARY THAT MY CHILDREN WILL BE ON VACATION AT DIFFERENT TIMES--50.1 percent checked while 49.9 percent indicated no response.

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Conclusions of Opinion Survey

From the responses of parents, teachers and educational officers to key questions, the following observations can be made.

At the present time, moderate interest in year-round education has been generated. Of the three groups of respondents, some negative reactions to the concept of year-round education were exhibited primarily by teachers and also by parents. More educational officers, on the other hand, responded favorably rather than negatively to the idea although the largest percentage of educational officers did not express an opinion.

The reason most frequently cited for interest in the concept of year-round education by all three groups is the concern over better use of existing school facilities. The overwhelming reaction to greater utilization of school facilities seems to indicate a greater community awareness of idle school facilities during the summer months coupled with a greater demand for better returns on educational expenditures in the State. A second major reason expressed by educational officers and parents is the potential value of lengthening the school year in the area of curriculum improvements and expansion--a perennial educational concern. Although teachers also indicated the potential curricular advantages as being important, extra pay and/or fringe benefits appear to be a slightly greater teacher incentive for interest in year-round education.

In examining reasons for NO interest in the idea of year-round education, teachers and educational officers responded strongly and affirmatively to the desire to take advanced courses during the summer as well as travel. Also the number of parents who selected the summer season as a first choice for a vacation, thereby disclosing a satisfaction with the present school calendar, was formidable. In addition, the recreational opportunities for children offered during the summer and the possibility that children of the same family may be on vacation during different times reinforce their preference for summer as a vacation choice.

This significant preference for summer as a vacation choice correlates with the consistent preference of the summer school approach to rescheduling the school year. Perhaps this can be attributed to the fact that no major changes in the school calendar, operations, and curriculum would be required with the summer school approach. The voluntary nature of the summer school

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approach for school administrators, teachers and students also makes it more acceptable to all three groups of respondents.

While the results of the opinion survey appear to be significant, several points made earlier should be reemphasized. With regard to the teacher questionnaires, many respondents indicated a reluctance to state a preference for any of the three approaches to year-round education. Many commented that they were making their choices without the benefit of detailed information on the advantages and disadvantages of each approach.

The parent survey was not based on a systematic sample because of the lack of any authoritative listing of parents such as was made available through the Department's certificated personnel files in the educator survey. The large number of parents of school age children enrolled in public schools precluded the use of a parent sample on a controlled basis. Moreover, parental reaction to the various questions may not be accurate indicators because, as a general rule, parents were not as informed as educators on the year-round education concept.

In summary, the opinion survey conducted of teachers, educational officers and parents seems to highlight the major conclusion that the traditional school year has had a tremendous conditioning effect on the life-styles of the general population. Because the present 180-day school calendar has existed since the early 1900's, people of the State have come to structure their lives around it; therefore, any year-round education plan that would require a considerable adjustment on the part of the community would in all probability be strongly opposed unless there are extremely justifiable reasons which are made known to all for doing so. Although there is a minority who would like to see more flexibility incorporated into the organization of the school year, the majority has geared living patterns to the school calendar as it presently exists.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Attempts at revising the time-honored 180-day school calendar are far from new. At the turn of the century, considerable increase in the population and the rising cost of school construction led to discussion and deliberation on rescheduling the school year and resulted in limited experimentation such as, the rotating four-quarter plan implemented in Bluffton, Indiana in 1904. Once again, in the post-World War II years, which were characterized by rapid growth in student enrollment and rising expense in education, public interest in the concept has been renewed but with an added ingredient--public concern for more and better education.

Today's schools are faced with the basic economic principle that increases in the number of students have created a demand for more teachers, textbooks and other equipment, additional school buildings--all of which spell financial problems in public education. Rather than hire more teachers, purchase more textbooks and other equipment, build more temporary or permanent classroom structures or increase the pupil-teacher ratio, educators and school boards are looking to the concept of year-round education as a workable solution to their problem. However, the concept is controversial.

Basically, proponents of year-round education contend that: the present school calendar is a remnant of an agrarian economy that is inappropriate to the needs of society; year-round schools on a rotating four-quarter system, for example, would allow for twenty-five percent additional space thereby enabling existing schools to handle student enrollment; and the extended school year plans would provide for more flexibility in the school curriculum for opportunities of enrichment, remediation, and acceleration.

Opponents, on the other hand, contend that: past pilot projects on year-round education failed because most segments of a community (students, teachers, parents, and school administrators) have been satisfied with the present school calendar which is therefore, compatible with societal norms and expectations; learning is not solely contingent on the number of hours spent in the classroom; a longer school year preempts the

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the opportunity of other learning activities; and year-round education can be disastrous for students who already feel that the current educational process is irrelevant.

The wealth of literature and information available on the concept of year-round education, claims, counterclaims, and contradictory findings of experiments with year-round education plans make the major advantages and disadvantages of any one of the sixty plans of rescheduling the school year difficult to evaluate. This leads to the conclusion that no one plan and set of findings of a pilot project are universally applicable.

Hawaii Findings

Like other states, interest in year-round education plans in Hawaii can be attributed, in part, to legislative concern for growth in student enrollments, especially in developing suburban areas on Oahu and some of the neighbor islands and the already high and continually rising costs of school construction. The attractive potential of year-round education plans of achieving maximum or better use of existing school facilities as well as providing curricular opportunities of enrichment, remediation and acceleration added to legislative interest in the educational concept.

Up to now, Hawaii's only experience with rescheduling the school calendar has been the Kona four-quarter plan which was discontinued primarily because an overwhelming number of students chose the traditional September to June school calendar when given a choice of two starting dates for the school year. In the evaluation of the Kona four-quarter plan by the Department of Education, recommendations were made that the concept of year-round education should not be dismissed for the rest of the State on the basis of the Kona experience and that studies and plans should continue with eventual experimentation conducted under more ideal and controlled conditions.

Because public interest in year-round education has not been assessed on a statewide basis, parent, teacher, and educational officer opinions and attitudes were surveyed by the Legislative Reference Bureau in order to determine the degree of interest in the concept. The findings were that moderate interest in year-round education was evident among educational officers while parents and teachers indicated a basic satisfaction with the present school calendar. The survey also revealed that most of the respondents were reluctant to abandon the perennial summer vacation for another time of the year.

CONCLUSIONS AND RECOMMENDATIONS

Recommendations

On the basis of the future educational needs of Hawaii, a review of the major plans which have recently received widespread attention and the theoretical advantages and disadvantages of each plan, the findings and recommendations of the Kona four-quarter plan pilot project, and an opinion survey of the parents, teachers, and educational officers of the State, the following recommendations may be considered by the Legislature:

Recommendation No. 1

That the State Department of Education conduct a pilot project on a voluntary summer school program with educational opportunities for enrichment, remediation, make-up, acceleration and recreation.

The opinion survey conducted of parents, teachers, and educational officers seems to indicate that the community prefers the summer school approach to rescheduling the school year because it would not involve an adverse adjustment of their living patterns. However, in considering the summer school approach, the issues and problems of the present summer school program must be identified and evaluated.

The 1970 summer school enrollment for the State was 15,885 students who attended summer school on a voluntary basis. This represents a decrease of 1,765 students or approximately 10 percent from the 1969 summer school enrollment.¹ Although all the factors contributing to the decrease are not fully known, it would appear that the offerings of the present summer school program of the department are limited to make-up and remediation. There also exists the possibility that the charging of tuition may discourage or prevent some students from attending.

Therefore, because it would appear that the full potential of the summer months as an educational resource has not been realized, experimentation with the summer school approach should be conducted to provide citizens of the State with a better utilization of existing school facilities as well as an excellent opportunity for developing and implementing new teaching methods and program

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offerings for enrichment and acceleration. Consideration should also be given to the possibility of State financing summer programs or a combination of both State funds and a small tuition fee or a combination of State funds and Federal funds.

Recommendation No. 2

That a pilot project be conducted on at least two year-round education plans--the rotating four-quarter plan and one of the extended school year plans.

As stated before, no one plan for year-round education is universally applicable or even desirable. Because the approach of the rotating four-quarter plan varies from extended school year plans, experimentation with both types would provide a basis for comparison and aid in the decision-making process of selecting an appropriate type of plan for possible statewide implementation.

Before a decision is made as to the implementation of a year-round education plan statewide, a pilot project should be conducted. The contradictory findings of pilot projects in other states and the recommendation of the Department of Education that the Kona four-quarter pilot project not be considered a valid test to judge the feasibility of year-round education for the rest of the State, highlight the need for a pilot project under more ideal and controlled conditions in order to deduce a valid and reliable determination of feasibility.

Recommendation No. 3

That a citizens' advisory committee be formed to take active part in the development of plans and implementation for the pilot project.²

A wide gap exists between interest in year-round education and actual adoption and implementation of year-round education plans. To gain greater community understanding and support of the pilot project, public involvement is essential at the outset. Resistance to change is a human tendency especially if change requires an adjustment to

CONCLUSIONS AND RECOMMENDATIONS

the living patterns of people. Rescheduling the school year by staggering school attendance or extending the school year would involve the disruption of the life style of many people. However, the disruption and adjustment that accompany the process of change are more readily accepted if the justifications and ramifications of change are clearly understood by the community.

Recommendation No. 4

That the district school advisory councils, as established in Section 296-7 of the Hawaii Revised Statutes, be directed to assist the citizens' advisory committee.

Prior to the development and implementation of plans, valuable assistance can be provided by the school district advisory councils in assessing the community setting and the curriculum and financial needs of the school districts. On the basis of the assessments of the district school advisory councils, the process of selecting appropriate plans for experimentation would be facilitated.

Recommendation No. 5

That sufficient funds be appropriated in order that the implementation of plans of the pilot project can be done effectively.

The foremost objective of plans for year-round education should be oriented towards the basic goal of public education--i.e., every student should be provided with equal opportunity for an education which develops his capabilities to the fullest potential. Optimal use of physical facilities and reproduction of capital expenditures for school construction are by-products of the basic goal. Although rescheduling the school year does not guarantee improvements in the quality of education, it does offer more opportunities to enrich the present school curriculum, a chance to initiate new and exciting avenues of teaching and learning, and instructional experiences for students that are not available now. Therefore, a basic commitment of human and economic resources is vital if successful implementation is to be accomplished.

YEAR-ROUND EDUCATION FOR HAWAII'S PUBLIC SCHOOLS

Although it would be extremely difficult to make an accurate estimate of the additional funds needed for a pilot project because of many variables such as, the number of schools participating in the pilot project, the student enrollment of these schools and the year-round education plans selected for implementation, research revealed the following estimated percentage increases for some of the various plans:

- (1) an estimation of tuition charges for the present school year plus a voluntary expanded summer school is not available. However, the traditional school year plus a voluntary, tuition-free summer school in which 50 percent of the student body attended would be--6 percent increase of the operating budget;
- (2) the trimester plan--9 percent increase of the operating budget; and
- (3) the continuous progress plan--11 percent increase of the operating budget.³

These increases have not measured against any savings that may be realized in areas such as capital outlay expenditures for school construction. The Kona four-quarter plan for one year, 1969-70, required \$156,310 in addition to the regular operating costs of the school.⁴

A crucial step in implementation for which monies should be allocated is the extensive reorientation of teachers and other staff members, especially as the pilot project schools are established. In the light of Hawaii's collective bargaining law, teacher employment practices and other similar considerations must be thoroughly recognized at the outset and given high priority if the full support of the faculty and staff is to be received. For in spite of well-developed plans, the realization of effective and successful implementation of the pilot project is contingent on the acceptance and understanding of the teachers and educational officers of the public school system.

In summary, the major advantage of plans for year-round education is the possibility of educational benefits such as, flexible scheduling and more and fuller curriculum offerings while the major disadvantage is the disruption of the living patterns of people in the State. However, plans for year-round education are feasible if the following conditions are met: curriculum revision sensitive to the adopted plan(s); community acceptance and support;

CONCLUSIONS AND RECOMMENDATIONS

administration, faculty and staff acceptance and support; and sufficient funds for a well planned and developed pilot project.

FOOTNOTES

CHAPTER I

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6. James H. Sandlin and M.E. Combs, The Extended School Year: A Feasibility Study, Legislative Research Commission, Research Report No. 52 (Frankfort, Kentucky: June, 1969), pp. 5-6.
7. Per telephone conversation with Mr. Ralph M. Ikeda, Administrator, CIP & Repair & Maintenance Section, Department of Education, on September 24, 1971.
2. National Education Association, Research Division, The Rescheduled School Year, Research Summary 1968-S2 (Washington D.C.: 1968), p. 10.
3. Ibid.
4. Kosaki, p. 8.
5. Ibid., p. 9.
6. National Education Association, Research Division, p. 12.
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12. George B. Glinke, "Modern Extended School Year Programs--Thumbnail Sketch," Proceedings of 3rd National Seminar on Year-Round Education, (March 24-26, 1971), p. 2b.
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15. John D. McLain, "Emerging Plans for Year-Round Education," Compact 4(6) (December, 1970), p. 7.
16. National Education Association, Research Division, p. 14.
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18. National Education Association, Research Division, pp. 14-15.

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2. Hawaii, Department of Education, "Progress Report: Konawaena Four Quarter Schedule Evaluation," The Kona Coffee Schedule (Honolulu: September, 1970), p. 1.
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APPENDIX A

(To be made one and ten copies)

HOUSE OF REPRESENTATIVES
SIXTH LEGISLATURE, 1971
STATE OF HAWAII

H. R. NO. 116

H.D. 1

HOUSE RESOLUTION

REQUESTING THE LEGISLATIVE REFERENCE BUREAU TO STUDY THE
FEASIBILITY OF RESTRUCTURING THE PUBLIC SCHOOL SCHEDULES
SO AS TO PROVIDE FOR SCHOOL SESSIONS ON A FULL YEAR
BASIS.

WHEREAS, Hawaii's heavy investment in education requires
a maximum return in utilization of educational facilities,
buildings and grounds; and

WHEREAS, Hawaii's educational facilities at present are in
use for only nine and a half months of the year; and

WHEREAS, a restructuring of the public school schedules
can provide for school sessions on a full year basis; and

WHEREAS, such full year sessions could yield benefits such
as: alleviating the traffic congestion problem in the Honolulu
district; assisting agricultural industries which require sea-
sonal workers; and providing additional employment opportunities
for the teaching profession; now, therefore,

BE IT RESOLVED by the House of Representatives of the
Sixth Legislature of the State of Hawaii, Regular Session of
1971, that it request the Legislative Reference Bureau to study
the feasibility of restructuring the public school schedules so
as to provide for school sessions on a full year basis; and

BE IT FURTHER RESOLVED that the Legislative Reference
Bureau submit a report of its findings and recommendations to
the House no later than twenty (20) days prior to the convening
of the 1972 regular session; and

BE IT FURTHER RESOLVED that a certified copy of this
Resolution be transmitted to the Director, Legislative Reference
Bureau.

HMA 747 021

APPENDIX B

(To be made one and eight copies)
SIXTH LEGISLATURE, 1971
STATE OF HAWAII

S.C.R. NO. 74
H.D. 1

SENATE CONCURRENT RESOLUTION

REQUESTING THE LEGISLATIVE REFERENCE BUREAU TO CONDUCT A STUDY
ON THE ESTABLISHMENT OF YEAR-ROUND OPERATIONS OF PUBLIC
SCHOOLS.

1 WHEREAS, under the present nine-month operation of the
2 state's public elementary and secondary schools, for three
3 months many schools sit unused, many teachers seek temporary
4 employment and many students are faced with "nothing much to do"
5 during the summer; and
6

7 WHEREAS, this situation seems to be a great waste of costly
8 facilities and equipment, a waste of valuable professional
9 skills, and a waste of precious learning time; and
10

11 WHEREAS, the prevalent nine-month school year with three
12 months vacation appears to be a remnant of an agrarian society
13 and no longer meets the complex and increased needs of our
14 urban society; and
15

16 WHEREAS, through the years, plans have been designed and
17 discussed on the concept of the extended school year as a way
18 of eliminating the waste of facilities, skills, and time, and
19 recent implementation of this concept in other states has proved
20 to be successful; now, therefore,
21

22 BE IT RESOLVED by the Senate of the Sixth Legislature of the
23 State of Hawaii, Regular Session of 1971, the House of Representa-
24 tives concurring, that the Legislative Reference Bureau be and
25 hereby is requested to conduct a study on the extension of the
26 present nine-month school year to twelve months by including
27 another instructional term. The Bureau is requested to include
28 the following areas in the study. However, your Committee wishes
29 to emphasize that the Bureau should also fully explore all other
30 areas it may feel of relevance to the successful implementation
31 of such a plan.
32

33 1. The twelve-month schedule as an aid to slow learners
34 and students needing remedial work.
35

HMA 256-898

2. The early completion of curriculum requirements and consequent early graduation of certain students.
3. The expansion of present curriculum offerings so students who have completed their required courses may have a wider selection from which to choose electives.
4. Giving students the option to attend school on either the nine-month or twelve-month schedule.
5. The compensation of all certified professional personnel working on the extended school year schedule.
6. All costs related to the extension of the school year, including the operation and maintenance of facilities.

BE IT FURTHER RESOLVED that the Bureau is requested to submit its recommended implementation plan and possible alternative plans to the Legislature twenty days prior to the convening of the Regular Session of 1972; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Director of the Legislative Reference Bureau.

APPENDIX C*

UNIVERSITY OF HAWAII

Legislative Reference Bureau

September 22, 1971

Dear Educator:

The Legislative Reference Bureau of the University of Hawaii was requested by the Sixth Legislature to conduct a study on the feasibility of rescheduling the school year in the State. Because the opinions of educators are a major factor in the consideration, acceptance, and implementation of any plan to reschedule the school year, we are attempting to survey, by random sampling, teachers and educational officers with the approval and assistance of the Department of Education.

In the enclosed survey questionnaire, "year-round school" generally refers to the rotating-quarter plan which utilizes school facilities year-round, but does not provide for more days in the school year and the "extended school year" refers to plans which provide for a longer school year--e.g., 210 or more days per school year.

Your response is an important indicator which can help the legislators decide whether or not to pursue the feasibility of rescheduling the school year. Therefore, we would appreciate your cooperation in filling out the survey questionnaire and returning it in the enclosed envelope by October 5, 1971. Please be assured of the confidentiality of your individual responses.

State Capitol - Honolulu, Hawaii 96813

*Same cover letter used for Appendix D

APPENDIX C

STATE OF HAWAII

Teacher Survey

1. SEX

Male	306 (25.1)
Female	914 (74.9)

2. MARITAL STATUS

Married	879 (72.0)
Single	305 (25.0)
Widowed/Divorced	33 (2.7)
No Response	4 (0.3)

3. How many years of teaching experience do you have?

0-5 Years	472 (38.7)
5-10 Years	304 (24.9)
10 Years or more	444 (36.4)

4. What school district do you teach in?

Honolulu	349 (28.6)	Hawaii	133 (10.9)
Central	208 (17.0)	Maui	98 (8.0)
Leeward	191 (15.6)	Kauai	63 (5.2)
Windward	173 (14.2)	No Response	6 (0.5)

5. What position do you hold in the Department of Education? (Fill in the blanks with the appropriate grade(s) and/or subjects.)

Elementary Teacher	558 (45.7)
Secondary Teacher	445 (36.4)
Counselor	46 (3.8)
Registrar	4 (0.3)
Librarian	32 (2.6)
Specialist (e.g. Media Specialist, Psychological Examiner, etc.)	25 (2.0)
Special Education Teacher	60 (4.9)
Other (Please specify)	28 (2.3)
No Response	23 (1.9)

6. Would you be interested in working year-round or additional days per school year provided that adequate compensation and/or additional fringe benefits are negotiated?

Yes 405 (33.2) No 789 (64.6) No Response 27 (2.2)

7. The following reasons for working year-round or additional days per school year have been given by other educators. Check one of the four columns to indicate your opinion of each.

	<u>No Response</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Extra pay and/or benefits which may be negotiable	154 (12.6)	297 (24.3)	463 (37.9)	227 (18.6)	80 (6.6)
Potential curricular advantages	160 (13.1)	193 (15.8)	559 (45.8)	245 (20.1)	64 (5.2)
Better use of existing schools and classroom facilities	129 (10.6)	413 (33.8)	495 (40.5)	142 (11.6)	42 (3.4)
Teaching would become a full-time profession	173 (14.2)	96 (7.9)	242 (19.8)	407 (33.3)	303 (24.8)
Professional responsibility of providing students with more learning time	161 (13.2)	137 (11.2)	393 (32.2)	389 (31.9)	141 (11.5)

8. The following reasons for not working year-round or additional days per school year have been given by other educators. Check one of the four columns to indicate your opinion of each.

	<u>No Response</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Only want to teach ten months a year	77 (6.3)	503 (41.2)	429 (35.1)	182 (14.9)	30 (2.5)
Concerned about air conditioning in buildings during the summer months	81 (6.6)	288 (23.6)	401 (32.8)	352 (28.8)	99 (8.1)
Want to spend more time with family	101 (8.3)	509 (41.7)	458 (37.5)	134 (11.0)	19 (1.6)
Want to take advanced courses during the summer	46 (3.8)	562 (46.0)	553 (43.7)	67 (5.5)	13 (1.1)
Want to supervise my children's activities during the summer	237 (19.4)	328 (26.9)	426 (34.9)	199 (16.3)	31 (2.5)
Want to travel	69 (5.7)	535 (43.8)	519 (42.5)	86 (7.0)	12 (1.0)
Want to supplement my income with another kind of job	150 (12.3)	83 (6.8)	200 (16.4)	579 (47.4)	209 (17.1)

9. If our school calendar were changed, when would you prefer your vacation? Rank your preference for the following seasons on the basis of 1, 2, 3, 4. One would be your strongest preference, 2 your next strongest, etc.

	No Response	1	2	3	4
Winter	122 (10.0)	69 (5.7)	295 (24.2)	210 (17.2)	525 (43.0)
Spring	118 (9.7)	126 (10.3)	359 (29.4)	393 (32.2)	225 (18.4)
Summer	98 (8.0)	806 (66.0)	141 (11.5)	114 (9.3)	62 (5.1)
Fall	125 (10.2)	128 (10.5)	318 (26.0)	377 (30.9)	273 (22.4)

10. I would agree to take vacation other than summer if the following members of the family could get away at the same time:

Children in school	136 (11.1)
Other wage earner(s) in the family	162 (13.3)
Both children in school and other wage earner(s) in the family	403 (33.0)
None of the above apply in my case	406 (33.3)
No Response	113 (9.3)

11. Which approach to rescheduling the school year would you be interested in? Rank your preference for the following plans on the basis of 1, 2, and 3. One would be your strongest preference, 2 your next strongest, etc.

	No Response	1	2	3
SUMMER SCHOOL APPROACH--expansion of the present summer program to include remedial, enrichment, and acceleration courses which would be supported by the State with student attendance optional	218 (17.9)	596 (48.8)	309 (25.3)	98 (8.0)
TERM ROTATION APPROACH--staggered attendance with approximately three-fourths of the student body in attendance. Teachers would teach three quarters per school year with one quarter off for vacation which would not necessarily be during the summer months	261 (21.4)	361 (29.6)	422 (34.6)	177 (14.5)
EXTENDED SCHOOL YEAR--increase in the number of days in the school year to approximately 204+ (exact number of days would be dependent upon the plan), thereby enabling students to accelerate or providing students with desired or necessary extra learning time. Teachers and students would take vacation(s) during the same time(s)	280 (22.9)	58 (4.8)	220 (18.0)	663 (54.3)

APPENDIX D

STATE OF HAWAII Educational Officer Survey

1. SEX

Male	90 (78.3)
Female	25 (21.7)

2. MARITAL STATUS

Married	105 (91.3)
Single	6 (5.2)
Widowed/Divorced	4 (3.5)

3. What position do you hold in the Department of Education? (Fill in the blanks with the appropriate grade levels or title of your position in the District or State Office)

Principal	41 (35.7)
Vice-Principal	31 (27.0)
Educational Officer (District Office)	21 (18.3)
Educational Officer (State Office)	22 (19.1)

4. What school district are you assigned to?

Honolulu	25 (21.7)	Hawaii	15 (13.0)
Central	20 (17.4)	Maui	7 (6.1)
Leeward	12 (10.4)	Kauai	6 (5.2)
Windward	8 (7.0)	STATE	6 (5.2)
No Response	16 (13.9)		

5. How many years of experience as a school administrator or educational officer do you have?

0-5 Years	63 (54.8)
5-10 Years	24 (20.9)
10 Years or more	28 (24.3)

6. How many years of teaching experience do you have?

0-5 Years	18 (15.7)
5-10 Years	52 (45.2)
10 Years or more	43 (37.4)
No Response	2 (1.7)

NOTE: The following question (#7) should be answered only by educational officers on a twelve-month contract.

7. Considering your position, would the opening of schools year-round or extending the number of school days affect your on-the-job tasks?

Yes	25 (21.7)	No	22 (19.1)	No Response	68 (59.1)
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NOTE: The following questions (#8, 9, 10, 11, 12) should be answered only by school administrators on a ten-month contract.

8. Would you be interested in working year-round or additional days per school year provided that adequate compensation and/or additional fringe benefits are negotiated?

Yes	43 (37.4)	No	25 (21.7)	No Response	47 (40.9)
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9. The following reasons have been given for working year-round or additional days per school year by other educational officers. Check one of the four columns to indicate your opinion of each.

	<u>No Response</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Additional salary and/or fringe benefits	47 (40.9)	20 (17.4)	25 (21.7)	20 (17.4)	3 (2.6)
Recognition of the need for students to be in school longer each year in order to keep pace with the educational needs of today	47 (40.9)	12 (10.4)	16 (13.9)	31 (27.0)	9 (7.8)
Maximum use of school facilities	47 (40.9)	35 (30.4)	25 (21.7)	7 (6.1)	1 (0.9)
Potential curricular advantages	48 (41.7)	26 (22.6)	24 (20.9)	15 (13.0)	2 (1.7)

10. The following reasons have been given for not working year-round or additional days per school year by other educational officers. Check one of the four columns to indicate your opinion of each.

	<u>No Response</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Concerned about air conditioning in buildings during the summer	47 (40.9)	12 (10.4)	13 (11.3)	35 (30.4)	8 (7.0)
Want to spend more time with family	45 (39.1)	19 (16.5)	32 (27.8)	19 (16.5)	0
Want to take advanced courses during the summer	45 (39.1)	20 (17.4)	40 (34.8)	10 (8.7)	0
Want to supervise my children's activities	49 (42.6)	11 (9.6)	27 (23.5)	27 (23.5)	1 (0.9)
Want to travel	45 (39.1)	21 (18.3)	35 (30.4)	14 (12.2)	0
Want to supplement my income with another kind of job	47 (40.9)	5 (4.3)	7 (6.1)	33 (28.7)	23 (20.0)

11. If our school calendar were changed, when would you prefer your vacation? Rank your preference for the following seasons on the basis of 1, 2, 3, 4. One would be your strongest preference, 2 your next strongest, etc.

	No Response	1	2	3	4
Winter	48 (41.7)	1 (0.9)	12 (10.4)	19 (16.5)	35 (30.4)
Spring	48 (41.7)	8 (7.0)	19 (16.5)	22 (19.1)	18 (15.7)
Summer	46 (40.0)	49 (42.6)	8 (7.0)	8 (7.0)	4 (3.5)
Fall	48 (41.7)	11 (9.6)	28 (24.3)	18 (15.7)	10 (8.7)

12. I would agree to take vacation other than summer if the following members of the family could get away at the same time:

Children in school	10 (8.7)
Other wage earner(s) in the family	8 (7.0)
Both children in school and other wage earner(s) in the family	42 (36.5)
None of the above apply in my case	11 (9.6)
No Response	44 (38.3)

13. Which approach to rescheduling the school year would you be interested in? Rank your preference for the following plans on the basis of 1, 2, and 3. One would be your strongest preference, 2 your next strongest, etc.

	No Response	1	2	3
SUMMER SCHOOL APPROACH--expansion of the present summer program to include remedial, enrichment, and acceleration courses which would be supported by the State with student attendance optional	16 (13.9)	58 (50.4)	29 (25.2)	12 (10.4)
TERM ROTATION APPROACH--staggered attendance with approximately three-fourths of the student body in attendance. Teachers would teach three quarters per school year with one quarter off for vacation which would not necessarily be during the summer months.	10 (8.7)	45 (39.1)	34 (29.6)	26 (22.6)
EXTENDED SCHOOL YEAR--increase in the number of days in the school year to approximately 204+ (exact number of days would be dependent upon the plan), thereby enabling students to accelerate or providing students with desired or necessary extra learning time. Teachers and students would take vacation(s) during the same time(s)	26 (22.6)	9 (7.8)	30 (26.1)	50 (43.5)

APPENDIX E

UNIVERSITY OF HAWAII

Legislative Reference Bureau

September 13, 1971

Dear Parent:

The Legislative Reference Bureau of the University of Hawaii was requested by the Sixth Legislature to conduct a study on the feasibility of rescheduling the school year in the State. This would involve one of two possible basic changes in the school calendar: (1) operation of the public schools year-round or (2) extension of the number of school days from 180 days to 204 or more days per school year

Operation of the public schools year-round would consist of dividing students into four sections and the school year into four quarters--Fall, Winter, Spring, and Summer. Each section of students would be required to attend school three of the four quarters of the year with the sections rotated in such a way that only three sections of students are in attendance each quarter. It would also mean that vacation periods would be staggered throughout the year.

Extension of the number of school days per school year would involve plans based on a lengthened school year of 204 or more days. This would mean the shortening of the traditional summer vacation. However, there would not be staggering of attendance and vacation periods.

Your response is an important indicator which can help the legislators decide whether or not to pursue the feasibility of rescheduling the school year. Therefore, we would appreciate your cooperation in filling out the survey questionnaire. Please be assured of the confidentiality of your individual responses.

State Capital - Honolulu, Hawaii 96813

STATE OF HAWAII

PARENT SURVEY

1. MARITAL STATUS:

Married	3,838 (91.4)
Unmarried (includes single, widowed, divorced, separated)	328 (7.8)
No Response	31 (0.7)

2. SEX:

Male	1,282 (30.5)
Female	2,623 (62.5)
Both	95 (2.3)
No Response	197 (4.7)

3. What school district do you live in?

Honolulu	2,015 (48.0)	Hawaii	549 (13.1)
Central	156 (3.7)	Maui	319 (7.6)
Windward	411 (9.8)	Kauai	141 (3.4)
Leeward	518 (12.3)	No Response	88 (2.1)

4. Do both husband and wife in the family work?

Yes	2,297 (54.7)	No	1,806 (43.0)	No Response	94 (2.2)
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5. How many children do you have enrolled in PUBLIC schools in grades kindergarten through twelfth?

0	90 (2.1)	5	140 (3.3)
1	1,155 (27.5)	6	50 (1.2)
2	1,339 (31.9)	7	20 (0.5)
3	888 (21.2)	8	8 (0.2)
4	421 (10.0)	No Response	86 (2.0)

6. Indicate the number of children you have attending PUBLIC schools after the appropriate grade levels listed below:

	No Response	1	2	3	4	5
Pre-schoolers	4,037 (96.2)	135 (3.2)	15 (0.4)	4 (0.1)	3 (0.1)	
Elementary school children (Kindergarten through grade 6)	1,270 (30.3)	1,568 (37.4)	941 (22.4)	336 (8.0)	70 (1.7)	9 (0.2)
Junior high school children (Grades 7 through 9)	2,383 (56.8)	1,449 (34.5)	337 (8.0)	26 (0.6)		
Senior high school children (Grades 10 through 12)	2,450 (58.4)	1,331 (31.7)	383 (9.1)	29 (0.7)	3 (0.1)	

7. Are you interested in the possibility of rescheduling the school calendar year?

Yes 1,084 (25.8) No 1,974 (47.0) Undecided 995 (23.7) No Response 144 (3.4)

8. Would you be interested in a year-round school program or an extended school year program if such a program resulted in (indicate your opinion of each reason for rescheduling the school year):

	<u>No Response</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Expansion and/or improvement of the present curriculum	937 (22.3)	1,396 (33.3)	1,418 (33.8)	271 (6.5)	175 (4.2)
Better use of existing school facilities	1,050 (25.0)	1,294 (30.8)	1,540 (36.7)	184 (4.4)	129 (3.1)
Student acceleration--students may graduate earlier	1,133 (27.0)	678 (16.2)	1,004 (23.9)	996 (23.7)	386 (9.2)
More learning time for students	1,066 (25.4)	1,191 (28.4)	1,418 (33.8)	358 (8.5)	164 (3.9)

9. Which approach to rescheduling the school year would you be interested in? Rank your preference for the following plans on the basis of 1, 2, and 3. One would be your strongest preference, 2 your next strongest, etc.

	<u>No Response</u>	<u>1</u>	<u>2</u>	<u>3</u>
SUMMER SCHOOL APPROACH--expansion of the present summer program to include remedial, enrichment, and acceleration courses which would be supported by the State with student attendance optional.	1,265 (30.1)	1,767 (42.1)	816 (19.4)	348 (8.3)
TERM ROTATION APPROACH--staggered attendance with approximately three-fourths of the student body in attendance. Teachers would teach three quarters per school year with one quarter off for vacation which would not necessarily be during the summer months.	1,679 (40.0)	576 (13.7)	672 (16.0)	1,269 (30.2)
EXTENDED SCHOOL YEAR--increase in the number of days in the school year to approximately 204+ (exact number of days would be dependent upon the plan), thereby enabling students to accelerate or providing students with desired or necessary extra learning time. Students and teachers would take vacation(s) during the same time(s).	1,539 (36.7)	1,056 (25.2)	892 (21.3)	710 (16.9)

10. If our school calendar were changed, when would you prefer that your children take their vacation? Rank your preference for the following seasons on the basis of 1, 2, 3, 4. One would be your strongest preference, 2 next strongest, etc.

	No Response	1	2	3	4
Winter	1,477 (35.2)	288 (6.9)	803 (19.1)	419 (10.0)	1,209 (28.8)
Spring	1,512 (36.0)	261 (6.2)	1,031 (24.6)	892 (21.3)	501 (11.9)
Summer	487 (11.6)	3,131 (74.6)	282 (6.7)	148 (3.5)	148 (3.5)
Fall	1,529 (36.4)	168 (4.0)	612 (14.6)	1,153 (27.5)	735 (17.5)

11. The following reasons were given for preferring the traditional summer vacation in the past. If summer was your strongest preference, why do you prefer to continue the traditional summer vacation schedule? Answer as many as you feel appropriate.

	No Response	Checked
Satisfied with present school calendar	1,862 (44.4)	2,333 (55.6)
Recreation opportunities for children	2,059 (49.1)	2,135 (50.9)
Breadwinner vacations during the summer	3,066 (73.1)	1,131 (26.9)
Want to travel with children	2,364 (56.3)	1,832 (43.7)
Don't like the possibility that it may be necessary that my children will be on vacation at different times	2,093 (49.9)	2,103 (50.1)

12. Would you approve of some type of year-round school program whereby students could attend summer session to broaden or accelerate their education although a small tuition may be required?

Yes 2,596 (61.9) No 593 (14.1) Undecided 691 (16.5) No Response 317 (7.6)

NOTE: The following questions (13 and 14) should be answered only by parents with children in junior high and/or high school.

13. If you have children in the secondary schools, are any of them involved in sports or other extracurricular activities as clubs, newspaper or yearbook staff, etc.?

Yes 1,418 (33.8) No 987 (23.5) No Response 1,792 (42.7)

14. If a year-round school program is established, should special privileges regarding attendance be given to students involved in sports and other extracurricular activities?

Yes 1,285 (30.6) No 941 (22.4) No Response 1,971 (47.0)