

**ORANGE COUNTY
BOARD OF EDUCATION**

AGENDA ITEM ABSTRACT

Meeting Date: December 10, 2012

AGENDA ITEM No. 12-12-13

ACTION ITEM (Y/N) N

SUBJECT: School Clubs

INFO. CONTACT: Michael Gilbert **PHONE:** 919-732-8126

ATTACHMENTS: 1. List of clubs by school site
2. *The Case for High School Activities*

PURPOSE: To present the Board of Education information about the number, type and function of school based clubs

BACKGROUND: School clubs provide students the opportunities to participate in activities during and after the school day. The district hosts more than 135 clubs that provide enrichment to more than 2,800 students, covering interests ranging from curriculum to fitness. Each of the district's 12 traditional schools currently host school clubs.

School-based clubs are an integral part of our students' education. Apart from the educational benefits, clubs allow students to have access to a broader peer group, have new experiences and make connections with new staff members. Current research on the impact of school-based clubs indicates that students who are involved in clubs have higher levels of achievement, better attendance and are less likely to engage in risky behaviors.

A copy of *The Case for High School Activities* is attached for your information.

FINANCIAL IMPACT: Most school-level clubs are free to students. Some clubs charge dues/fees to participate in national organizations or to pay for supplies.

RECOMMENDATION: The Superintendent recommends the Board of Education receive the report on school clubs.

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
ALS	4-square	Dreibelis/ Herring	Yes	Traditional 4-square.	47	Fridays	8:33am - 8:58am	No	No	0
ALS	Art/ Collage Club	Wilkinson	Yes	students explore different collage styles and have fun with artsy projects.	16	Fridays	8:33am - 8:58am	No	No	0
ALS	Basketball club	Day/ Huskins/ Capps	Yes	Pick up basketball games to 5 on outside courts or perhaps half of the gym space.	36	Fridays	8:33am - 8:58am	No	No	0
ALS	Battle of the Books	Tovell	Yes	Traditional with a twist.	6	Fridays	8:33am - 8:58am	No	No	0
ALS	Bel Canto Club	Jones	Yes	The Bel Canto Club is a service- learning club and one that promotes two character building traits: caring and responsibility. We make greeting cards for residents at Carillon Assisted Care, deliver them, visit with the residents and present a short music performance.	22	Fridays	8:33am - 8:58am	No	No	0
ALS	Board Games	Harshaw/ McMullen/ Glascoe/ Wade/ Hatch	Yes	Scrabble, boggle, scrabble slam and other word games both online and offline.	64	Fridays	8:33am - 8:58am	No	No	0
ALS	Chess	Sisco/ Capps	Yes	Students learn to play chess,	21	Fridays	8:33am - 8:58am	No	No	0
ALS	Theater Club	Bryant/ Scully	Yes	This club features classic American movies, from "The Wizard of Oz" to Alfred Hitchcock's "The Birds".	26	Fridays	8:33am - 8:58am	No	No	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
ALS	Community Service Club	Watts	Yes	ALS Builders Club is the middle school level of the Kiwanis Key Club. Our focus will be on community service and leadership. We are Not a club who uses hammers and saws. This club needs members who want to help make our school community better! Students who enroll need to have an interest in community service.	19	Fridays	8:33am - 8:58am	No	Yes	0
ALS	Creative Problem Solving	Thompson/ Fry	Yes	Working on outside of the box solutions to simple problems.	3	Fridays	8:33am - 8:58am	No	No	0
ALS	Digital Animation	Faucette/ Moss	Yes	student explore animation techniques to use for fun and possibly course work.	20	Fridays	8:33am - 8:58am	No	No	0
ALS	Digital Game Maker	Townsend	Yes	Student will design competitive games.	15	Fridays	8:33am - 8:58am	No	No	0
ALS	Dungeons and dragons	Hurn	Yes	Traditional game.	12	Fridays	8:33am - 8:58am	No	No	0
ALS	Gardening Club	Edmisten/ Carter	Yes	Gardening	20	Fridays	8:33am - 8:58am	No	Yes	0
ALS	Diversity Club	Lester/ Newlin	Yes	ALS Diversity club brings together students of all backgrounds/ beliefs to challenge racism, prejudice, and other forms of discrimination.	6	Fridays	8:33am - 8:58am	No	No	0
ALS	Jazz	Capps/ Sisco	Yes	Music	40	Monday - Thursday	7:30am - 8:10am	No	No	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
ALS	French Club	Elder	Yes	Fun activities involving French culture: board games, movies, food related, --students will have a say in coming up with desired activities Open to all students regardless of whether or not they are currently taking French.	12	Fridays	8:33am - 8:58am	No	No	0
ALS	Knitting Club	Myers/ Ziemba/ Flake	Yes	The kids should already know how to knit or crochet.	10	Fridays	8:33am - 8:58am	No	No	0
ALS	Lacrosse Club	Kirby/ Amos	Yes	Come find out why lacrosse is the fastest game on two feet....learn the basics of throwing, catching, and cradling.	26	Fridays	8:33am - 8:58am	No	No	0
ALS	Guitar Club	Sharp	Yes	Guitar club is for individuals who play guitar to practice their skills with other students. Experience and skill may vary, but some basic guitar playing skills are required. Guitar club is not guitar lessons, but students learn from each other by sharing "how to" tips, riffs, and knowledge.	16	Fridays	8:33am - 8:58am	No	No	0
ALS	Odyssey of the Mind (OM) Club	Glosson/ Smith/ Lester	Yes	Will work on OM stuff with our teams -primarily the spontaneous problem stuff during this time I expect.	19	Fridays	8:33am - 8:58am	No	No	0
ALS	Ultimate Frisbee	Lester/ Flake	Yes	Students play ultimate frisbee.	20	Fridays	8:33am - 8:58am	No	No	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
ALS	School Newspaper	Johnson/ Gilbert/ Mertz/ Jocys	Yes	Foster and facilitate students writing and publishing the articles for the student newspaper and yearbook.	26	Fridays	8:33am - 8:58am	No	No	0
ALS	Solo / Ensemble	Capps	Yes	Students use this time to practice solos, duets, or other small group configurations to better hone their performance skills.	18	Fridays	8:33am - 8:58am	No	No	0
ALS	Yearbook	Plambeck	Yes	Design yearbook for the school.	13	Fridays	8:33am - 8:58am	No	No	0
ALS	Student Council	Chamberlin/ Dunson/ Lee	Yes	Students will support the school as a whole. We would like to do a few fundraisers for causes. We hope to at least repeat the movie night since it went so well last time.	25	Fridays	8:33am - 8:58am	No	Yes	0
ALS	W.E.B.	Vallero	Yes	This club will be an opportunity for this year's W.E.B. leaders to further connect with each other, hone leadership skills through various activities, and plan informal connections with the mentees in their groups. Participation in this club is optional. Trained W.E.B. leaders only.	9	Fridays	8:33am - 8:58am	No	Yes	0
ALS	Walking /drawing-math semester club.	Mabry/ Pendergraft/ Borland	Yes	We will walk the cross country trail on nice days and draw or do math on rainy days.	70	Fridays	8:33am - 8:58am	No	No	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
ALS	Technology Student Association	Thompson/ Fry	Yes	Robotics competitions.	25	Monday - Thursday	3:30pm - 4:30pm	Yes	No	0
ALS	Wii Fitness Club	Huskins	Yes	Coming soon... Through a recently approved Bright Ideas Grant, students will complete circuit training including the use of Wii Fit.	TBD	Fridays	8:33am - 8:58am	No	No	0
ALS	Fellowship of Christian Athletes	Capps/ Myers	Yes	Student-led organization of Christian student-athletes.	11	Wednesdays	7:30am - 8:10am	No	No	0
HES	Good News Club	Walker (parent volunteer)	No	Fellowship, fun and games.	75	Fridays	After school	No	No	0
HES	Soccer Club	Krauss	Yes	Exercise, socialization & self- confidence.	15	Tuesdays	After school	No	No	0
HES	Sewing Club	Krauss	Yes	Sewing skills, socialization & self- confidence.	15	TBD	After school	No	No	0
HES	Dynamic Dolphin Jump Rope Team	Walker	Yes	Exercise, teamwork, socialization & self-confidence.	25	TBD	After school	No	No	0
HES	Lego Club	Canosa	Yes	Hands-on building, problem-solving.	15	TBD	After school	No	No	0
HES	Student Ambassadors	Corcoran/ Merritt	Yes	Leadership, community service.	25	Thursdays	During school	No	No	0
HES	Yearbook	Oechsle/ Langevin (parent volunteer)	Yes/No	School yearbook.	30	TBD	After school	No	No	0
HES	Pet Pals	Stewart	Yes	Leadership, community service.	10	Varies	After school	No	Yes	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
HES	Anti-Bullying Club	Denney	Yes	Leadership.	10	TBD	During school	No	No	0
HES	Jr. SOCRATES	Corcoran/ Walker/ Denney/ Sinicrope	Yes	Leadership, academics, future planning.	25	Varies	During school	No	No	0
GAB	Safety Patrol	Vetrano/ Byerly	Yes	Safety and greeting.	15	Daily from 7:30 - 7:55	Before School	No	No	0
GAB	Battle of the Books	McCue/ parent volunteers	Yes	Reading.	50	Daily from 7:30 - 7:55	Before School	No	No	0
NHE	Battle of the Books	Gill	Yes	Reading.	20	daily	Lunch	No	No	0
NHE	Student Council	Kelleher/ Lamason	Yes	Leadership, community service.	25	Bimonthly	Lunch	No	Yes	0
NHE	Junior Ranger	Kelleher	Yes	Leadership, community service.	8	Weekly	Before, during and after school	No	Yes	0
NHE	Media Crew	Gill	Yes	Leadership, community service.	10	daily	Before and After school	No	No	0
NHE	Morning News Crew	Rosensweet	Yes	Developing morning news program.	15	daily	Before School	No	No	0
CWS	Battle of the Books	Roane	Yes	Reading.	25	Weekly	After school	No	No	0
CWS	Yearbook	Walker	Yes	School yearbook design.	20	Weekly	After school	No	No	0
CWS	Fellowship of Christian Athletes	Carr/ Gregory	Yes	Student led organization of Christian Athletes.	60	Weekly	Before School	No	No	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
ECE	Girls on the Run	Scillitani	Yes	Character Development/Running.	15	Weekly	After school	No	No	\$200 (with scholarship \$15)
ECE	Good News Club	Brogden	Yes	Community Outreach.	30	Weekly	After school	No	No	0
ECE	Battle of the Books	McMullen	Yes	Reading.	Varies	Weekly	After school	No	No	0
ECE	Eagle Pride Marshalls	Meyer	Yes	Student Leadership.	Varies	Weekly	After school	No	No	0
ECE	Eagle Patrol	Scillitani	Yes	Student Leadership/Community Service.	Varies	Weekly	After school	No	No	0
OHS	Anime Club	Mustian	Yes	To promote reading in the area of graphic novels.	10	Thursdays	Before school	No	No	0
OHS	Book Club	Mustian	Yes	To promote reading fiction for pleasure.	5	Fridays	Before school	No	No	0
OHS	A.R.K.	Helner	Yes	To promote kindness throughout our school and community.	10	Tuesdays	After school	Yes	Yes	0
OHS	Music Club	Boquist	Yes	To enjoy music through listening, playing instruments, watching/listening to videos, and discussing music.	8	Tuesday	After school	Yes	No	0
OHS	Beta Club	Walker	Yes	The purpose of the National Beta Club shall be to promote the ideals of character, service and leadership among elementary and secondary school students, to reward meritorious achievement and to encourage and assist students in continuing their education After high school.	64	Mondays	Before school	No	Yes	\$15 National Dues

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
OHS	FCCLA Club Meeting - after school	Braxton/ Schaub/ Thomas	Yes	To promote personal growth & leadership development through family & consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development; creative & critical thinking; interpersonal communications; practical knowledge; and vocational preparation.	48	Wednesday	After school	Yes	Yes	\$20.00 (local, state and national dues
OHS	Key Club	Compton	Yes	Key Club is an international student-led organization which provides its members with opportunities to provide service, build character and develop leadership.	Varies	Tuesday	Before school	Yes	Yes	\$15.00
OHS	Senior class council	Compton/ Marsh/ Ward	Yes	Give the seniors a voice in the senior year at OHS.	Varies	Fridays	Before school	Yes	Yes	0
OHS	Latin Club	Mauriello	Yes	To encourage an interest in and an appreciation of the language, literature, and culture of ancient Greece and Rome and to impart an understanding of the debt of our own culture to that of Classical antiquity.	45	Thursdays	After school	Yes	Yes	\$30 dues / different convention/ meeting fees

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
OHS	National Technical Honor Society	DeLoatch	Yes	To promote the CTE programs/classes.	20	Tuesdays	Before school	No	Yes	\$10.00/yr
OHS	SGA (Student Government Association)	Okun	Yes	Represent student voice and interests in the school and in the community.	25	Wednesday	Before school	Yes	Yes	0
OHS	National Achievers Society	DeLoatch	Yes	To promote academic achievement in minority students.	15	Thursday	Before school	No	Yes	\$10.00
OHS	National Spanish Honor Society	Griffin	Yes	Promote Spanish and Hispanic culture through service and to promote lifelong pursuit of language.	10	Mondays	Before school	No	Yes	\$5.00
OHS	Tobacco Reality Unfiltered (TRU)	DeLoatch	Yes	To Educate the public/students about tobacco use.	10	Thursday	Lunch	No	Yes	0
OHS	Interact Club	Lantzy	Yes		30	Wednesday	Before school	Yes	Yes	\$5.00
OHS	Peace Club	Sprintz	Yes	The OHS Peace Club is a student-led club that focuses on raising awareness about national and international issues challenging the ability of humans to achieve a peaceful world.	25	Thursday	Before school	Yes	Yes	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
GHMS	Dance Troupe	Lang	Yes	To allow students to access formal dance training, who may otherwise, not be able to do so. We use classical styles of dance to build knowledge, self-esteem, teamwork, and self-discipline.	12	2x/ week	After school	Yes	No	\$100
GHMS	Jazz Band	Golden	Yes	To allow students the opportunity to experience one of America's truest (and only) musical forms.	25	Tuesdays and Thursdays	Before School	No	Yes	0
GHMS	NJHS	Stanley	Yes	To allow students the opportunity to promote academics and service at the middle school and in the community.	75	Monthly	TBD	Yes	Yes	0
GHMS	FCA	Shiplett	No	To allow students a time to fellowship and strengthen their moral outlook.	40	Wednesdays	Before school	No	No	0
GHMS	WEB	McGuire/ Watson	Yes/Yes	Where Everyone Belongs: 8th grade student mentors.	40	Monthly	During school	No	No	0
GHMS	School Climate Committee	Zimmerman/ McGuire	No/Yes	To allow students a chance to voice their ideas about improving the school climate and call attention to social/emotional realities, issues, and solutions.	15	Biweekly	Before school	No	No	0
GHMS	Student Leadership	Harris	Yes	To allow students the opportunity to strengthen their leadership skills and provide a voice for their peers.	12	Monthly	After school	No	Yes	0
GHMS	FBLA	Jeffries	Yes	To allow students the opportunity to learn business and marketing strategies and attend/participate in competitions.	15	Monthly	Before school	Yes	Yes	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
GHMS	Jigsaw 44	Bray	Yes	To all students the opportunity to enrich their knowledge and polish their presentation for the school's only a capella group.	40	2x/ week	Before school	No	No	0
GHMS	Service Club	McGuire/ Watson	Yes	To allow students the opportunity to invest in community service and raise awareness of community issues that affect out students and our families (both locally and globally).	20	Biweekly	After school	Yes	Yes	0
CRHS	Anime/Manga Club	Kostrewa	Yes	Share knowledge and interest in Japanese anime.	12	Fridays	After School	No	No	0
CRHS	Archery Club	Eaton	Yes	Instruct students in the sport of archery and various types of archery competition.	35	Tuesday, Wednesday, Saturday	After School	Yes	Yes	\$25.00 per trimester
CRHS	Biology Club	Eaton	Yes	extend biology experiences to first graders and beyond the high school classroom.	12	Monday Friday	Mornings	No	Yes	Only for weekend field trips
CRHS	Car Club	Heinold	Yes	Share Knowledge and interest in cars and trucks.	10	Monday	Before school	No	No	0
CRHS	Comedia Fresca	Drowatzky	yes	Learn the art of improvisation.	13	Mondays	After school	No	Yes	0
CRHS	Creativity Club	Lester/ Burt	Yes	Make crafts.	5	Every other Thursday	After school	No	No	0
CRHS	Debate Club	Barnhardt/ Dittmar	Yes	To learn different forms of argument, persuasion, and debate and to practice them locally and abroad.	12	Friday afternoons from 4:00-5:00pm	After school	No	No	TBD

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CRHS	Green Palms Environmental Club	Gronback	Yes	To increase awareness of environmental issues facing our local area and to advocate for "best practices" in terms of implementing strategies to reduce waste and conserve energy and resources.	Varies	Wednesday	Morning 8:10 - 8:35	Yes	Yes	0
CRHS	Epicurean (Food) Club	Knapp	Yes	Promote Food Program, cater campus events and participate in fundraising for Habitat.	8	Weekly	After school	Yes	Yes	0
CRHS	FFA	Donaldson	Yes	develop student potential for premier leadership, personal growth, career success.	20	Monthly	Varies	Yes	No	\$15.00
CRHS	Fellowship of Christian Athletes	Newman/ Walker	Yes	To present to coaches and athletes, the fellowship of the church.	40	Friday mornings	8:00 am	Yes	Yes	0
CRHS	Dream Team	Oakley	Yes	DREAM Team student-athletes participate in training sessions. They select and plan services for elementary schools, middle schools, community organizations, and/or their own high school.	15	Monday	Before School	No	Yes	0
CRHS	FIRST Robotics Team	Daye (OHS)	Yes	promote science and engineering.	10	Varies	After school	Yes	Yes	0
CRHS	Future Business Leaders of America (FBLA)	Fornes	Yes	FBLA provides its members with the necessary skills to successfully compete in the job market, pursue post-secondary education, or manage personal skills.	20	Fridays	Before School	Yes	Yes	\$12.00

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CRHS	Gay-Straight Alliance	Campbell/ Dittmar	Yes	promote equality; anti-bullying; provide social/interpersonal support.	20	Wednesday afternoons	After school	No	Yes	0
CRHS	Habitat for Humanity	Orstad	Yes	promote home ownership in Orange Co.	10	Monthly	After school	Yes	Yes	0
CRHS	Interact Club	Orstad	Yes	Raise funds for international causes, send student to RYLA summer camp.	10	Monthly	After school	Yes	No	0
CRHS	History Club	Buchacek	Yes	Explore history.	8	Monthly	Before schools	No	No	0
CRHS	International Club	Paulsen	Yes	Raise awareness and build relationships between international students and the school community.	20	Thursday afternoons	After School	No	Yes	\$15.00
CRHS	International Thespian Society	Kaizen	Yes	honor theatre scholars, performers and technicians.	20	Monthly	After school Fridays	No	Yes	\$21.00
CRHS	Invisible Children Club	Buchacek	Yes	raise money and awareness of Invisible Children.	6	Monthly	Before school	Yes	No	0
CRHS	Jazz Band	Hughes	Yes	To play and promote the performance of jazz music in the public school setting.	25	Weekly	Before school	No	Yes	0
CRHS	Key Club	Reed	Yes	To serve the children within our community, our nation, and the world.	25	Biweekly	Before school	Yes	Yes	\$15.00
CRHS	Russian Club	Buchacek	Yes	Explore Russian language and culture.	6	Thursdays	After school	No	No	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CRHS	Latin Club (Orange Co. Junior Classical League)	Clark	Yes	Open to students taking Latin. Monthly meetings. Local, state, and national meetings and competitions.	Varies	TBD	TBD	No	No	0
CRHS	National Latin Honor Society	Clark	Yes	Taken from JCL membership -- students who achieve high grades in the Latin class and who show academic integrity.	Varies	TBD	TBD	No	No	0
CRHS	Skills USA Woodworking club	Yow	Yes	SkillsUSA's mission is to help its members become world-class workers, leaders and responsible American citizens.	40	Monthly	After school	Yes	Yes	\$14.00
CRHS	Math Team	Busfield	Yes	Get students who are interested in math the chance to compete in some of the different math competitions (both state, regional, and national) as well as the opportunity to explore math in a very different setting then the traditional classroom.	8	Weekly	8:00- 8:35 am	No	No	0
CRHS	Young Conservatives Club	Kavanaugh	Yes	To raise awareness of conservative ideals and help conservatives become more involved in the political process.	40	Monthly	Before school	No	No	\$5.00
CRHS	Red Cross Club	Eaton/ Wozniak	Yes/No	Red cross service projects like blood drives and education.	40	Fridays	Before school	Yes	Yes	Varies

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CRHS	Tobacco Reality Unfiltered	Barnes	Yes	Youth tobacco prevention. TRU promotes the choice to be tobacco free.	12	Biweekly	Before school	No	Yes	0
CRHS	Model UN	Felicelli	Yes	Model UN is an academic oriented club where independent research on current world issues is a prerequisite for membership. Students role play diplomats representing a pre-assigned country and then participate in conferences with other schools. Public speaking, collaborative writing, negotiation skills are developed through the venue of a typical Model UN Conference. CRHS participates in and travels to Emory University, Johns Hopkins University and competes locally at UNC.	30	As needed	Before and after school	Yes	No	Up to \$300.00
CRHS	National Achievers Society	Boyd/ Paige	Yes	To recognize minority students, students of color with a minimum gpa of 3.0 who also exemplify excellence in the arts and extracurricular activities	30	Weekly	8:00- 8:35 am	Yes	Yes	\$20.00

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CRHS	National Honor Society	Efland and Bradley	Yes	National NHS Mission: To create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools.	42	Biweekly	After school	Yes	Yes	\$15.00
CRHS	SGA	Felicelli	Yes	SGA is the representative voice of the student body. Our organizational structure includes school officers who have seats on the PTSO Executive Board and are the Administration's point of contact on many issues regarding the collective student body.	50	Tuesdays	8:15am	Yes	No	0
CRHS	National Technical Honor Society	Smith/ Fornes	Yes	To promote academic achievement, service, and leadership among CTE students.	9	Monthly	Before School	No	Yes	\$25.00 initial fee and \$10.00 annual dues
CRHS	Random Acts of Kindness (RAK) Club	K. Smith	Yes	to promote kindness within CRHS and our community, to support each other as we strive to think of ways to help, serve, and bring joy to others.	50	Biweekly	Before school	Yes	Yes	optional dues of \$5.00
CRHS	Spanish Club	Wilson	Yes	to promote the study of the Spanish language and culture, to establish a mentoring relationship with the ESL students of Grady Brown Elementary school.	55	Biweekly	Before school	Yes	Yes	\$5.00

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CRHS	Young Democrats Club	Buchacek	Yes	To raise awareness of Democratic ideals and help Democrats become more involved in the political process.	8	Weekly	Before school	No	No	0
CRHS	Spanish Honor Society	Gilreath	Yes	to promote the study of the Spanish language and culture, to provide service tot the local and international community.	Varies	Biweekly	Before school	Yes	Yes	\$5.00
CRHS	Skills USA Graphics Club	Landis	Yes	SkillsUSA is a national student organization that serves students enrolled in career and technical education training programs at our nations public high school and colleges. SkillsUSA's mission is to help members become world-class workers and responsible American citizens. SkillsUSA complements technical skill training with instruction in the employability skills that make a well-rounded worker and citizen. SkillsUSA is endorsed by the US Department of Education and state departments of education and is cited in federal legislation as an integral part of the technical education curriculum.	20	Thursdays	After school	Yes	Yes	\$14.00

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CRHS	Video Club	DeGette	Yes	To keep interested students able to work in the area of digital media all year. We do special projects which include the Student Academy Awards and other special contests and projects for the school and district.	Varies	Weekly	Before school	Yes	Yes	0
CRHS	Vocal A Cappella	Hansen	Yes	To promote singing in our school and community. To provide additional singing opportunities to our student population. To allow students to create music that reflects their preference in an ensemble setting.	32	Daily	Before and after school	No	Yes	0
CRHS	Tri-M (Modern Music Masters)	Hughes/ Hansen	Yes	The Tri-M Music Honor Society is the international music honor society for middle/junior high and high school students, designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities.	60	Monthly	Before school	No	Yes	\$15.00
CPES	Running Club	Westbrook	Yes	Promoting physical fitness through running.	50	Biweekly	After school	No	No	0
CPES	Think Tank	Palmer	Yes	Enhancing students' critical thinking skills.	Varies	Weekly	8:00-8:30 am	No	No	0
CPES	Chess Club	Leonard	Yes	Learning to play chess.	20	Weekly	After school	No	No	0
CPES	Pilates for Girls Club	Anello	Yes	Exercise.	15	Biweekly	After school	No	No	0

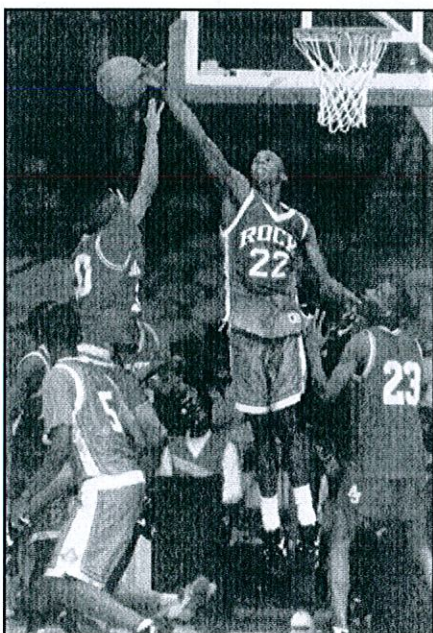
School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CPES	Art Club	Casey	Yes	Exploring various genres of Art.	Varies	Monthly	After school	No	No	0
CPES	Wellness Committee	Tant/ Dow	Yes	Promotes the development of our students and faculty in the areas of healthy living, healthy living, healthy eating and fitness.	Varies	Varies	After school	No	No	0
CPES	Battle of the Books Gr. 3	Lazarus	Yes	Reading.	20	Daily	8:00-8:30 am	No	No	0
CPES	Battle of the Books Gr. 4/5	Hughes	Yes	Reading.	20	Daily	Lunch	No	No	0
CPES	Recycling Club	Anello	Yes	Recycling,	Varies	Weekly	After school	No	No	0
CPES	Walleroos	Wahlers	Yes	A service group who helps out within our school daily assisting in the Media Center, classrooms, our school store, escorting Kindergarten students, and various other task to help things run smoothly.	26	Daily	7:30-7:55 am	No	No	0
CPES	Child Nutrition Council	Tant	Yes	A group of students from various grade levels who help with menu choices, sampling new foods to be served in our cafeteria, and helps to promote good nutrition.	15	Varies	During the school day for approx. 20 minutes	No	No	0
CES	Good News Club	Ali/ Hannaman	Yes/No		20	Thursdays	After school	No	No	0

School	Club	Sponsor/ Advisor	Are they a staff member?	Mission	Number of students	Meeting dates	Meeting times	Do they raise funds?	Involved in service projects	Student Fee?
CES	Soaring Eagles	Gaddy	Yes	Students learn basketball, teamwork, cooperation, and leadership skills culminating in the opportunity to perform during high school and college games.	75	Fridays	During specials	No	No	0
CES	GOFAR (Go Out For A Run)	Gaddy	Yes	Promote healthy active lifestyles through setting a goal to complete a 5K race in the fall and spring.	44	Varies	After school	No	No	0
CES	Battle of the Books	Whitmore	Yes	Students improve reading skills, discover different authors, share their enthusiasm for reading with others, and improve their group cooperation skills.	34	Weekly	Varies	No	No	0
CES	Yearbook	Porterfield	Yes	Students will help create the school yearbook.	12	Weekly	After school	Yes	No	0
CES	Science Olympiad	Day	Yes	Students will explore science concepts through hands-on, collaborative projects, and work to compete in the area Science Olympiad competition.	18	Daily	TBD	No	No	\$200.00 fee for to compete. \$150.00 for supplies/ materials
PES	Running Club	Behringer	Yes	Fitness.	30	Varies	After school	No	No	0

The Case for High School Activities

Introduction

The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.

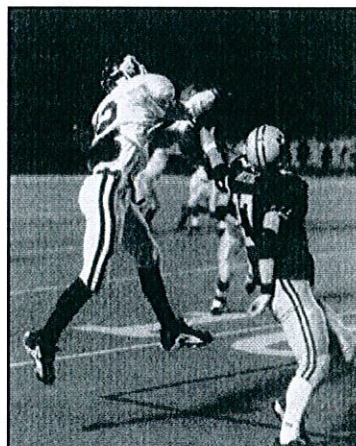


There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as that compliment the academic lessons taught in the classroom.

The NFHS supports co-curricular endeavors through many avenues, including:

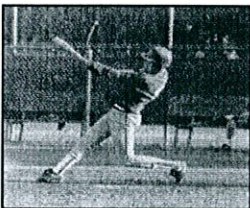
- ❖ Rules Writing Process- The NFHS produces more than eight million copies of publications and support materials annually for 15 rules books covering 17 sports. The NFHS publishes case books, officials' manuals, hand books, and simplified and illustrated books in many sports.



- ❖ The NFHS Coaches Education Program- The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age appropriate sport experience. The course can be taken either online or in a face to face blended delivery option.
- ❖ National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, drama, debate, and spirit squads during this week-long celebration in the third week in October.
- ❖ Public Service Announcements: Various sportsmanship messages are created and distributed in electronic and radio formats. In addition, healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.
- ❖ High School Activities: A Community Investment in America – This presentation is a NFHS educational product. It documents the value of high school athletic and activity programs through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.

Benefits of Co-curricular Activities

- ❖ **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.
- ❖ **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.
- ❖ **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.



Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities support the academic mission of schools and are inherently educational).

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- ❖ In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight*, Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that their results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.
- ❖ A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.
- ❖ In telephone interviews of a national sample of teens in 2001, more than half (54%) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two-thirds of those surveyed said they would participate in such programs if they were available.
- ❖ Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents*, concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to: be recognized for academic achievement, win a school

attendance award, participate in a science and math fair and win an award for writing. They are also three times more likely to be elected to class office.

- ❖ A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the average student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the average student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)
- ❖ A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise* found that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10% better in math, science, English and social studies classes.
- ❖ According the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points high in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.

Participation in activity programs yields positive results after high school as well.

- ❖ Participation in extra-curricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.
- ❖ In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18-25 years old who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, regular volunteering, registering to vote, voting in the 2000 election, feeling comfortable speaking in a public setting, and watching news (especially sport news) more closely than non-participants.
- ❖ An extensive study commissioned by the Alberta Schools' Athletic Association found, in that Canadian province in 2006, an average of 78.3% of Alberta's top corporate CEOs and Members of the Legislative Assembly had participated in interschool sports. Nearly 80% indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic

pursuits. This same study pointed out that normal participation rate of students in high school sports is around 30 to 35%.

- ❖ The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal setting, leadership, independence, self confidence, stress relief, character development and personal growth, fair play, and acceptance of others.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has researched various school districts' budget information across the country that activity programs make up only one to three percent of the overall education budget in a school. In the Midwest, South, and West that figure is even less. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was \$4.6 billion dollars, and activity programs received only \$36.2 million, a minuscule one-seventh of one percent (.00789). In the Charlotte-Mecklenburg area, their Board of Education proposed in their overall 2008 \$1.2 billion dollars. Their activity programs received only \$4.7 million dollars, one-third of one percent (.0038). Finally, in the northwestern part of the country, in the Seattle Public School system, their Board of Education has a 2008 overall budget of \$339.7 million dollars, while setting aside \$3.2 million dollars for activity programs for a scant one-ninth of one percent (.00942).

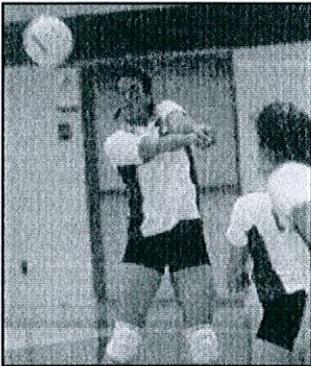
Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs*, found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources increasing the probability of positive development among youth.
- ❖ In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects that last over a moderate length of time.
- ❖ Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research*, they

provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.

- ❖ A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.
- ❖ Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the U.S. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers
- ❖ Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents* state, "Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs."

Co-curricular activities teach lessons that lead to better citizens.



- ❖ Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research* notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. They are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.
- ❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- ❖ On June 23, 2000, then President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on "strategies to promote better health for our nation's youth through physical activity and fitness." The resulting report entitled "Promoting Better Health for Young People Through Physical Activity and Sports" was released in November 2000 and stated that "enhancing

efforts to promote participation in physical activity and sports among young people is a critical national priority."

- ❖ In a recent report entitled "Sports Participation and Health-Related Behaviors Among US Youth" published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that "nationwide, 62.4% of high school students reported participating on 1 or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of US high school students, sports participation is associated with multiple positive health behaviors....sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance."
- ❖ In a study done by researchers at Clark University in Worcester, Massachusetts, in 2001, "middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers." The Clark researchers noted that "kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities." -- "Batters More Likely 'Up'", Amanda Gardner, *HealthScoutNews*.
- ❖ Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association¹ of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:
 - Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
 - Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
 - Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
 - Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.
 - Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

¹ North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001

NOTE to webmaster: This material should be on separate page or place and linked with the reference in the above material.

Supplemental Supporting Evidence for the Case for High School Activities

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.
- ❖ The 29th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of cocurricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty-three percent of the respondents believed the current emphasis was about right.
- ❖ The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.
- ❖ In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.
- ❖ Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities.

- ❖ A study by Search Institute in 1995 indicates that cocurricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.
- ❖ School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.
- ❖ Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2-to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.
- ❖ A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.
- ❖ In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.

95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.
- ❖ A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.
- ❖ In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- ❖ In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	<u>Athletes</u>	<u>Non-athletes</u>
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- ❖ Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.
- ❖ A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.
- ❖ High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.
- ❖ 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved

grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- ❖ In a 1988 survey, John Chevette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.
- ❖ Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- ❖ The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive effect.
- ❖ A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

- ❖ The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including:

School boundaries – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies.

Youth programs – Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.

Achievement motivation – Young person is motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.

Planning and decision making – Young person knows how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- ❖ The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.

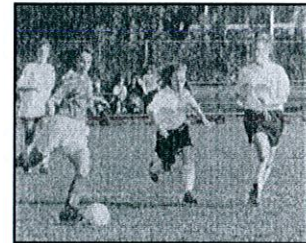


- ❖ Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs?* in a 1992 article in Connecticut Music Educators Association News.
- ❖ Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.
- ❖ The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.

- ❖ The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was \$2.6 billion, and activity programs received only \$2.9 million, a minuscule one-tenth of one percent (.001).

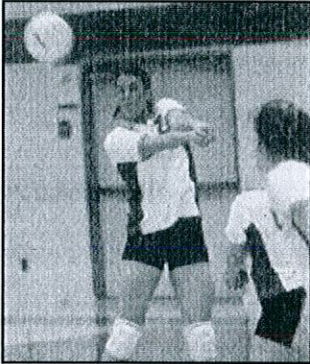


Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.
- ❖ American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-

competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

Cocurricular activities teach lessons that lead to better citizens.



❖ An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to reason and think well.

❖ A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately

25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome.

In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.

- ❖ The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta.

Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

"The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students."

Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other cocurricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

- ❖ A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.

The following two examples don't have dates or other reference material. Assume they are anecdotal stories. Seems like this is best left here, but they could be woven back into main material.

- ❖ Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."
- ❖ Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

- ❖ The 1996 Surgeon General's report, Physical Activity and Health, said that "regular participation in physical activity during childhood and adolescence:

- Helps build and maintain healthy bones, muscles and joints

- Helps control weight, build lean muscle and reduce fat

- Prevents or delays the development of high blood pressure

- Reduces feelings of depression and anxiety.

The report goes on to say that "participation in physical activity increases adolescents' self-esteem.

(U.S. Department of Health and Human Services. Physical activity and health: a report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.)

- ❖ "Other research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smokers or use drugs¹, and are more likely to stay in school and have good conduct and high academic achievement². Sports and Physical activity programs can introduce young people to skills such as teamwork, self-discipline, sportsmanship, leadership and socialization."

(1. Escobedo LG, Marcus SE, Holtzman D, Giovino GA. Sports participation, age at smoking initiation and the risk of smoking among US high school students. Journal of the American Medical Association 1993;269:1391-5.

(2. Zill N, Nord CW, Loomis LS. Adolescent time use, risky behavior and outcomes: an analysis of national data. Rockville, MD: Westat, 1995.)