

Taylor B. Druga and Shanicia N. Young

**A Comparison of Student Achievement between Year-Round and Traditional Schools in
North Carolina**

Abstract

Due to the increasing popularity and growth of year-round schools around the nation, predominantly in North Carolina, questions arise over which schedule is most beneficial to both the child and the family as a whole. However, before choosing which type of school is best, it is necessary to observe the achievement of students attending schools on the year-round calendar schedule and the achievement of students attending schools on the traditional calendar schedule.

After collecting average accumulative EOG scores from both year-round and traditional elementary and middle schools in North Carolina and EOC scores from year-round and traditional high schools in North Carolina, a mean-difference hypothesis test for elementary, middle, and high schools was performed.

Through the tests, it was concluded that at both the elementary and middle school levels, year-round students had the same, if not worse, academic achievement than their counterparts in traditional schools. In contrast, at the high school level, students in year-round schools outperformed their counterparts.