

## Electronic supplementary material 1

**Table E1**

*Correlations Between Participation Rate in Extracurricular Activities, Self-reported Social Integration and Network Indicators of Social Integration*

	(1)	(2)	(3)	(4)	(5)	(6)
(1) Participation rate in extracurricular activities						
(2) Classroom mean of perceived classroom social relatedness	-.18*					
(3) Classroom mean of general school satisfaction	-.16*	.79*				
(4) Density of friendship network	-.04*	.36*	.24*			
(5) Density of support network	-.07*	.40*	.31*	.51*		
(6) Density of break-spending network	-.18*	.29*	.22*	.61*	.54*	
(7) Density of rejection as deskmates network	.16*	-.49*	-.32*	-.05*	-.04*	.05*

Note.  $n = 10010$ . No missing data. Bonferroni adjustment for multiple testing.  $*p < .001$ .

**Table E2***Correlations Between Diversity of Extracurricular Activities, Self-reported Social Integration and Network Indicators of Social Integration*

	(1)	(2)	(3)	(4)	(5)	(6)
(1) Diversity of extracurricular activities						
(2) Classroom mean of perceived classroom social relatedness	-.27*					
(3) Classroom mean of general school satisfaction	-.25*	.79*				
(4) Density of friendship network	-.06*	.36*	.24*			
(5) Density of support network	-.11*	.40*	.31*	.51*		
(6) Density of break-spending network	-.13*	.29*	.22*	.61*	.54*	
(7) Density of rejection as deskmates network	.14*	-.49*	-.32*	-.05*	-.04*	.05*

*Note.*  $n = 10010$ . No missing data. Bonferroni adjustment for multiple testing. \* $p < .001$ .

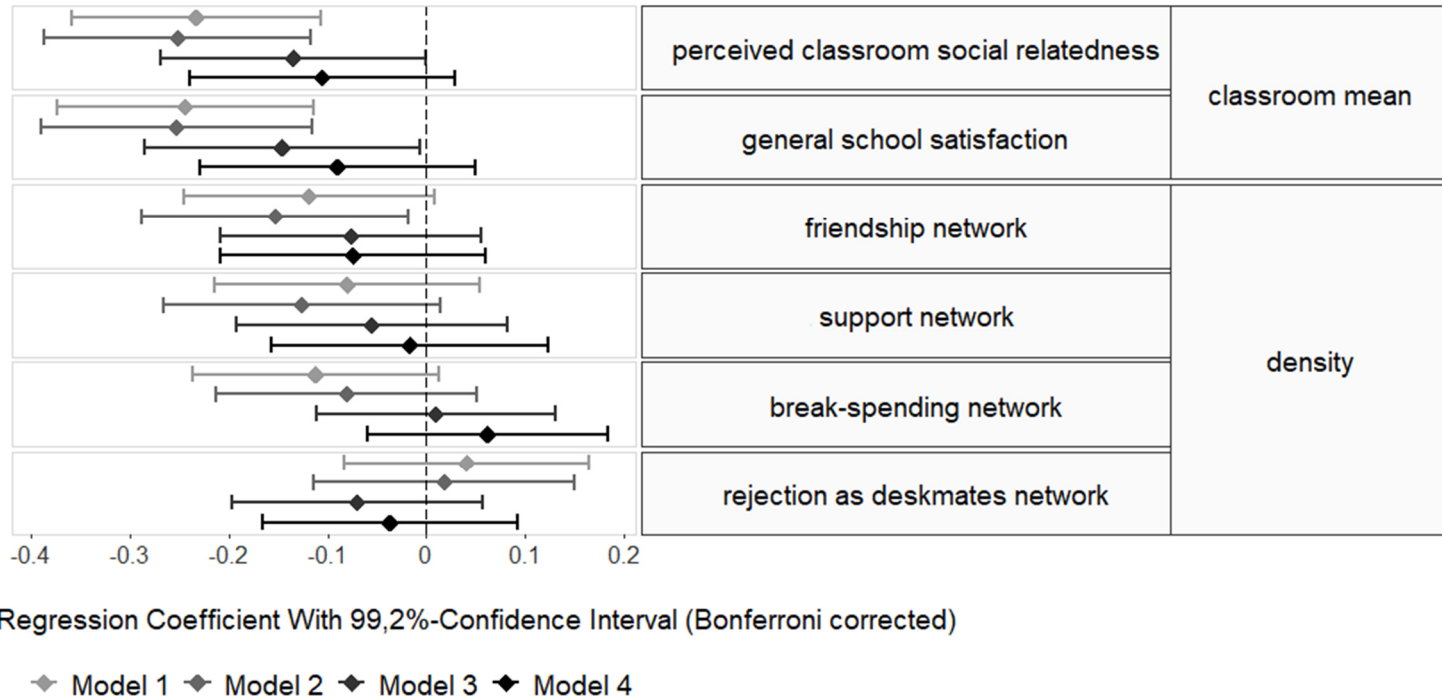
**Table E3***Descriptive Statistics and Mean Differences for Indicators of Social Integration Between Half-day and All-day Schools at the Classroom Level*

	Half-day schools		All-day schools		$M_1 - M_2$	$d$	$SE$	$p$
	$M_1$	$SD_1$	$M_2$	$SD_2$				
Diversity of extracurricular activities	0.71	1.51	1.17	2.25	-0.46	-0.24	0.08	.000
<b>Self-reported social integration</b>								
<b>(Classroom means)</b>								
Perceived classroom social relatedness	3.25	0.16	3.24	0.18	0.01	0.07	0.02	.612
General school satisfaction	3.17	0.17	3.15	0.16	0.02	0.12	0.02	.379
<b>Network indicators of social integration</b>								
Density of friendship network	0.38	0.09	0.39	0.10	-0.01	-0.08	0.01	.503
Density of support network	0.18	0.06	0.19	0.06	-0.01	-0.17	0.01	.159
Density of break-spending network	0.20	0.06	0.19	0.06	0.01	0.23	0.01	.053
Density of rejection as deskmates network	0.17	0.06	0.18	0.07	-0.01	-0.16	0.01	.218

Note.  $M_2 - M_1$  = absolute mean difference between half-day and all-day schools,  $SE$  = standard error of the mean differences,  $d$  = Cohen's  $d$ . All descriptive statistics are located on the classroom level (253 classes in half-day schools and 228 classes in all-day schools).

**Figure E4**

*Regression Coefficients of Diversity of Extracurricular Activities Predicting Self-reported Social Integration and Network Indicators of Social Integration*

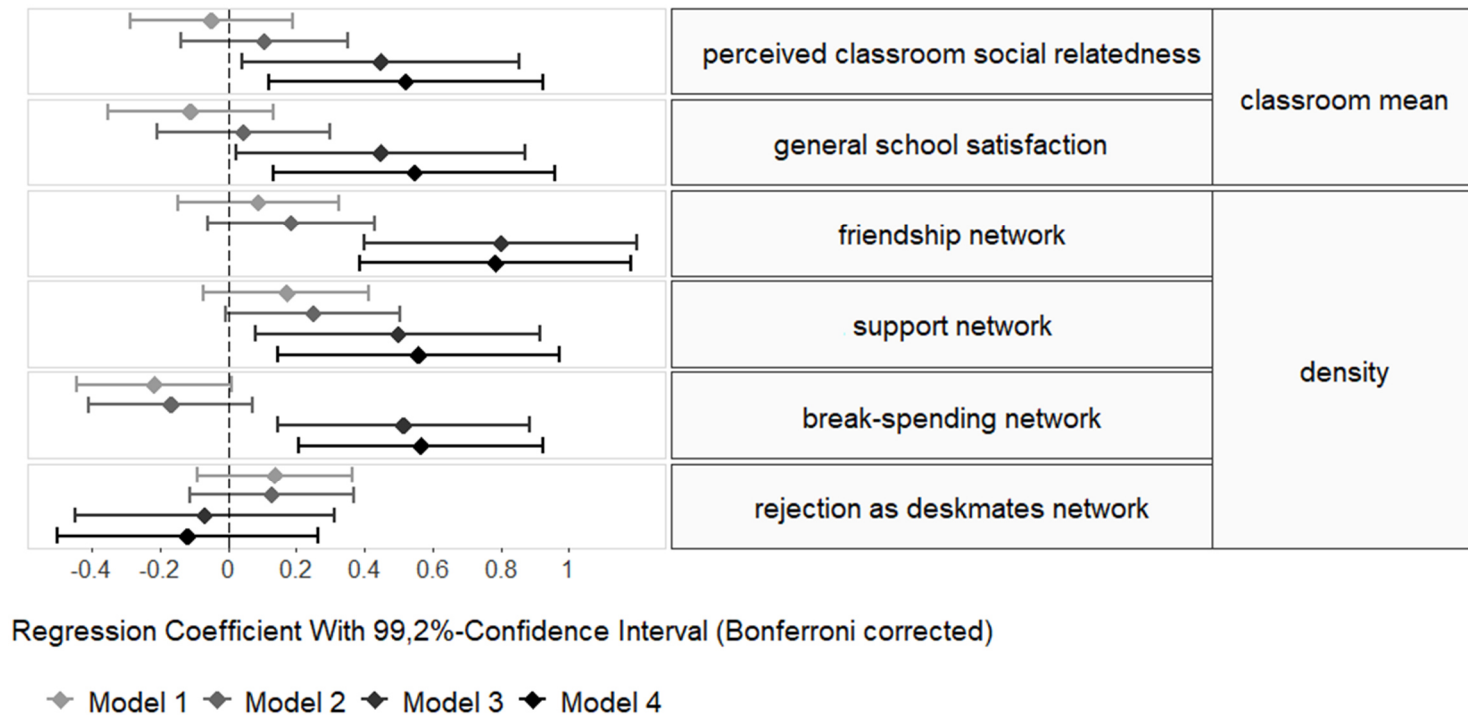


*Note.* Linear regression models predicting responses on Likert scales and network indicators of social integration at the classroom level. Reference group: diversity of extracurricular activities (z-standardized). Error bars indicate confidence intervals for the regression coefficients (Bonferroni corrected significance level  $\alpha < .008$  using the 99.2% confidence interval). When the confidence interval does not include zero,

there is a significant difference between half-day and all-day schools. All outcomes are z-standardized. Predictors for *Model 1*: diversity of extracurricular activities (z-standardized). Predictors for *Model 2*: all-day schooling and diversity of extracurricular activities. Predictors for *Model 3*: all-day schooling, diversity of extracurricular activities (z-standardized), class size (z-standardized), school track, interactions between school track and all-day schooling, federal states in Germany. Predictors for *Model 4*: all-day schooling, diversity of extracurricular activities (z-standardized), immigrant background (z-standardized class mean), spoken German at home (z-standardized class mean), social background (z-standardized class mean), cognitive abilities (z-standardized class mean), class size (z-standardized), school track, interactions between school track and all-day schooling, federal states in Germany (predictors not shown).

**Figure E5**

*Regression Coefficients of All-day Schooling Predicting Self-reported Social Integration and Network Indicators of Social Integration*



*Note.* Linear regression models predicting responses on Likert scales and network indicators of social integration at the classroom level.

Reference group: half-day schools. Error bars indicate confidence intervals for the regression coefficients (Bonferroni corrected significance level  $\alpha < .008$  using the 99.2% confidence interval). When the confidence interval does not include zero, there is a significant difference

between half-day and all-day schools. All outcomes are z-standardized. Predictors for *Model 1*: all-day schooling. Predictors for *Model 2*: all-day schooling and diversity of extracurricular activities. Predictors for *Model 3*: all-day schooling, diversity of extracurricular activities (z-standardized), class size (z-standardized), school track, interactions between school track and all-day schooling, federal states in Germany. Predictors for *Model 4*: all-day schooling, diversity of extracurricular activities (z-standardized), immigrant background (z-standardized class mean), spoken German at home (z-standardized class mean), social background (z-standardized class mean), cognitive abilities (z-standardized class mean), class size (z-standardized), school track, interactions between school track and all-day schooling, federal states in Germany (predictors not shown).