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A STUDY OF PUPIL REPORTING PRACTICES, SCHOOL TO HOME,
IN ILLINOIS JUNIOR HIGH SCHOOLS ORGANIZED
ON A SEVEN-EIGHT GRADE BASIS

By

Gale Edwin Anderson

A research problem submitted
in partial fulfillment of the requirements for the
degree Master of Science at South Dakota
State College of Agriculture
and Mechanic Arts

August 1956

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ACKNOWLEDGEMENT

This study was made under the supervision of Dr. J. Howard Kramer, Head of the Education Department at South Dakota State College. His able guidance and patient assistance are hereby gratefully acknowledged. Dr. Stanley Sundet's assistance with this study is also sincerely appreciated. I would like to extend my appreciation to the administrators who generously gave their time in answering the questionnaire upon which this study is based.

TABLE OF CONTENTS

	PAGE
Chapter I	
Introduction	1
Chapter II	
Review of Literature	3
Chapter III	
Problem	7
Procedure	8
Chapter IV	
Study Results	11
Chapter V	
Summary	18
Conclusion	19
Recommendations	20
Bibliography	21
Appendixes	
Appendix A	22
Appendix B	23
Appendix C	24
Appendix D	27
Appendix E	28
Appendix F	29
Appendix G	31

CHAPTER I

INTRODUCTION

Interest in the welfare of children is as old as love for the first born of primitive man. Despite this ideal of education, the place given the child as an important factor in educational practice has been relatively low. Slow in its initial development pupil reporting practices did not find a place in the educational accounting until the start of the century.

In the year 1908 very few cities in the United States, probably not more than thirty, could without great difficulty furnish a record of a pupil's school life.¹ Today almost all schools can produce some record of the pupils enrolled. One of the important facts of modern education is that it has provided a system of pupil accounting and progress reporting.

The most serious conflict is between those who believe that no comparative marks of achievement should be reported either to pupil or parent and those who believe that both pupil and parent should be frankly and completely informed on the pupils progress and status. The theorists who tells nothing believes in two basic facts: first, marks are too unreliable and involved to justify their use; and second, comparative marks stir up undesirable competition among students and discourage many poor students. They believe that any method of marking or reporting

¹ C. W. Odell "Marks and Marking Systems," Encyclopedia of Educational Research (Revised Edition), 1950, p. 711

based on the plan of rank in class or comparative standing of pupils is not a satisfactory method of reporting pupil progress.

In contrast there are those who believe the best way to have maximum parental cooperation is to share all information with parents and that pupils are stimulated to better and greater things when they know their progress and where they stand. The latter claim that competition is fundamental in the American way of life. It is not the purpose of this problem to say which of these theories is the more nearly correct.

CHAPTER II

REVIEW OF LITERATURE

The problems involved in the reporting of pupil progress have brought about numerous changes in the type of reports used and the methods of reporting. The literature dealing with methods and procedures of reporting pupil progress suggests that there are no generally approved standards as to the nature and type of reports used. The widespread practice of making reports to parents periodically suggests a general belief in the necessity and value of reporting according to Lund.

The traditional report card with its mark does nothing more than strengthen the "3-R" notion of education still too dominant in the minds of too many of the patrons of our schools. The report card is one inevitable contact between the home and the school. The school therefore cannot afford to have its purposes and its methods misrepresented regularly and consistently through the medium of a report which arbitrarily condemns the major educational consideration.¹

Noteworthy objection to the traditional report cards at the junior high school level include the following:

1. They tend to over-emphasize subject matter achievement.
2. They disregard pupil growth in attitudes, ideals, and personality and character qualities.
3. They disregard differences in pupil abilities, needs, and interests.
4. They stimulate unwholesome competition for marks, with frequent emotional upsets on the part of disappointed pupils.
5. They apply a uniform marking and report system to all subjects in the curriculum, disregarding differences between subjects.
6. They assume that all pupils come to a subject with approximately the same background in that subject and related subjects.

¹ John Lund, "More Truth About Marks," Journal of Education, June 3, 1929, page 609

7. They fail to encourage parent-teacher cooperation in helping pupils with learning problems.²

The dissatisfaction shown the traditional report card has given rise to experimentation with a new-type pupil-progress report. The new type reports contain a number of common characteristics though they have taken a variety of forms, among them the following:

1. They provide for an evaluation of progress in terms of the ability of the individual pupil.
2. They provide for an evaluation of progress on items other than subject matter achievement, such as attitudes, understandings, character and personality qualities, citizenship traits, and study habits.
3. They provide separate forms, or other means of adaptation, for the evaluation of progress in various subjects.
4. They encourage cooperation between teachers and parents concerning the child's educational growth.
5. They provide, ordinarily, for less frequent reports to parents than the traditional report cards.³

Observation shows that in a few schools, new-type report plans have been developed which are much more elaborate than any discovered in this study. Some teachers are apt to regard such procedures as another job not requiring special study and guidance and are, therefore, unprepared to achieve the goals set up by the administration. With the conflicting points of view on pupil reporting there is some justification for the frank feeling that it doesn't make sense. In the schools where new-type report forms have been introduced they met with more dissatisfaction than the one replaced. According to Gruhn and Douglass,⁴ "It should be emphasized

² William T. Gruhn and Harl R. Douglass, The Modern Junior High School, (New York: Ronald Press Company, 1947) page 388

³ Ibid. page 388

⁴ Ibid. page 395

that the chief purpose of pupil-progress reports is to inform the pupil and his parents concerning the pupil progress in school."

With that in mind these suggestions for pupil-progress reports are offered:

1. The report form should be sufficiently simple so that it is readily understood by the parents.
2. The report form should be sufficiently brief so that parents may examine it carefully in a reasonable length of time.
3. The report forms should be such that the teacher can prepare them carefully for all his pupils in a reasonably short period of time.
4. The report form should be such that there will be reason-uniformity in the way it is prepared and used by different teachers.
5. The report form, if it is a new one, should be introduced only after considerable preliminary study by parents and teachers.
6. The report form should not be changed too often lest it confuse parent, pupils, and teachers.⁵

The most important weakness of the new-type reports is the fact that it is very difficult for teachers to rate pupils on the important qualities which the school seeks to develop. Perhaps reports should be attempted only on the qualities which the teacher is in a good position to pass judgement on. When this type of evaluation of the student is demanded of the teachers, it should be mandatory that the school train its teachers in making judgements which the school seeks to develop among its pupils.

To re-emphasize the above statement on reporting pupil progress we refer to this basic criterion given by Mr. Fred E. Harris.⁶ "We report

⁵ Ibid. page 395

⁶ Fred E. Harris, Bureau of School Service, Three Persistent Educational Problems: Grading, Promoting, and Reporting to Parents. Vol. XXVI, No. 1. Lexington: College of Education, 1954 page 46

to parents in order to improve the school-centered life experiences of the child. This is the basic criterion against which any system of reporting must be measured."

It should be emphasized, therefore, that the philosophy of the junior high school demands that considerable attention be given to the techniques of measurement, the types of pupil-progress reports, and the plans for recording pupil progress. The traditional practices in these matters are still widely employed and no doubt have some value, but fail in many instances to meet the needs of a forward-looking junior high school program. Thoughtful attention should be given to the practices most appropriate for measuring, reporting, and recording pupil progress in the junior high school.

CHAPTER III

PROBLEM AND PROCEDURE

Problem

In recent years the subject of pupil reporting practices has acquired considerable importance. The very nature of its importance suggest needed research. The writer has contacted several authoritative groups in education. Among the organizations included were the U.S. Office of Education (Appendix A) and The Research Division of the Illinois Education Association (Appendix B). The two offices replied that no recent research pertinent to this study is being carried on at junior high school level at this time. Therefore, there apparently are many unanswered questions and unsolved problems in this field. Since there appears to be limited information and data available on this problem the author was prompted to make a study of pupil reporting practices in a group of selected junior high schools in Illinois.

The problem of an understanding public and the wide division of ideas in the evaluation of pupil progress has become a problem in education. Pupil reporting practices have not kept pace with the development of growing needs in the educational program. Hence, the purpose of this study is to determine current pupil reporting practices in the junior high schools organized on a seven-eight grade basis in the State of Illinois. It was thought that if the current practices are known, it may then be possible to plan a system of improvement in the reporting practices within the educational program of the State.

Procedure

The method employed in this study was to make a questionnaire survey of "school to home" pupil reporting practices in Illinois Junior High Schools. Administrators in the surrounding schools of Park Forest, Illinois were consulted. The experience of the writer as a committee member on student marks for the last five years, was valuable in developing a preliminary questionnaire. This questionnaire was submitted to various administrators in surrounding communities and former administrators who are now teachers in the Park Forest school system. Many fine suggestions were received from this group and they were incorporated in a revised questionnaire. This questionnaire was then sent to Dr. J. Howard Kramer, Head of the Education Department, at South Dakota State College for his suggestions and final revision. Corrections and additions were made, and the final questionnaire was lithographed on canary yellow paper and prepared for transmission.

The geographic area and grade level covered by the questionnaire was determined by the limitations and the interest of the writer in this particular area. Hence, the questionnaire (Appendix C) used in this survey was sent only to those junior high schools organized on 7-8 grade basis with enrollment of 250 to 450 pupils. In most cases this tended to make the seventh and eighth grades easily distinguishable and a practical unit with which to work.

A personal letter of transmittal (Appendix D) with a letter from the Superintendent of Schools of Park Forest, Illinois, (Appendix E) who was making a study of the same problem, accompanied each questionnaire.

The questionnaire consisted of two general areas. The first of these was related to specific information in regard to the recording of student marks, reporting to the parents, type of marking and explanation of marks. The second area of this questionnaire asked the administrator to state his opinions as to the type junior high school organization and the method of recording of pupil marks which he preferred. The administrators were also asked whether they had ever evaluated their marking system and by whom and how and with what results.

The junior high schools used in this study are located in 25 of 102 counties of the State. A map of the State with school locations that were included in the survey is shown in Figure I on page 10.

The questionnaires were mailed to the administrators of the 31 schools to be surveyed, and were returned promptly. Twenty-nine of the 31 administrators completed the questionnaire which gave a return of 93.5 per cent.

The schools surveyed, with title and name of the administrator to whom the questionnaire was sent, are shown in Appendix F of this report.

A list showing schools, by county, town, number of teachers and enrollment, is given in Appendix G.

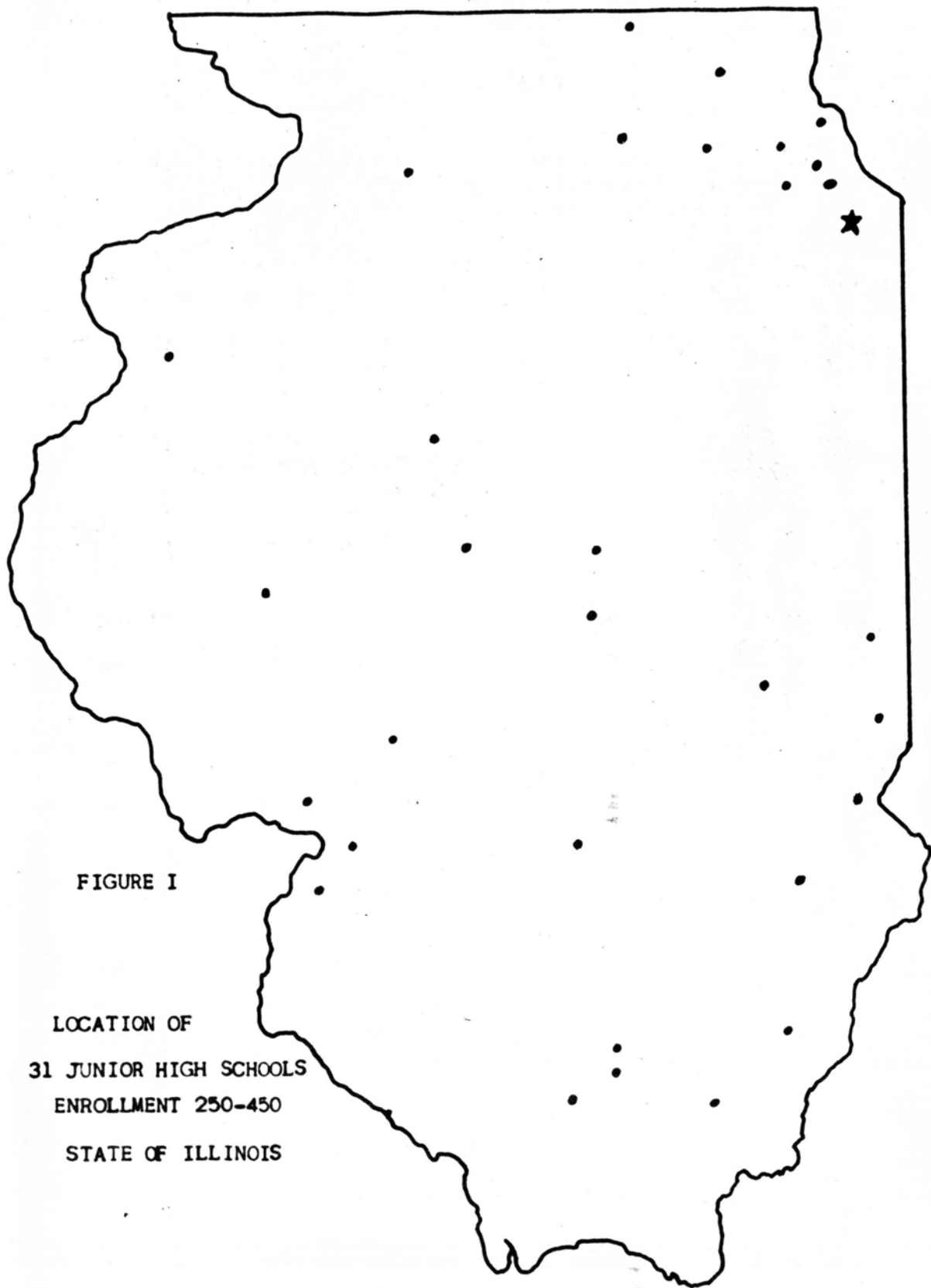


FIGURE I

LOCATION OF
31 JUNIOR HIGH SCHOOLS
ENROLLMENT 250-450
STATE OF ILLINOIS

CHAPTER IV

STUDY RESULTS

Methods of Reporting

The writer sent out questionnaires to 31 school administrators in junior high schools in the State of Illinois. The schools selected in this study were organized on the basis that the seventh and eighth grades constituted the junior high school. Schools with other types of organization were not included. Of the 31 questionnaires sent out, 29 completed and usable questionnaires were returned.

Out of the 29 persons replying to the questionnaire 22 were principals, four were superintendents, one was an assistant superintendent, and one an assistant principal, and one a supervisor. The average tenure of the 29 respondents, in their respective school districts was 12.4 years. The average length of time in their present position was 7.4 years. The average enrollment for the school year 1955-56 was 314 pupils.

The study shows that the person responsible for recording of pupil marks on the permanent record is as follows:

Homeroom teachers	20
Classroom teachers	4
School secretaries	5

The person responsible for recording of marks on the pupils report cards.

Homeroom teachers	21*
Classroom teachers	13*
School secretary	1

* Six school used the combination of homeroom teacher and classroom teacher as recorders on report cards.

TABLE I
REPORTING TO PARENTS

1. Intervals of time pupil progress reports are sent to parents.	
Interval	School
Six weeks	18
Nine weeks	8
Twelve weeks	3
2. How pupil progress report is sent to parents.	
Pupil	28
Mail	1
3. Number of schools sending letters warning of impending failure.	
Yes	26
No	3
4. Number of schools sending special letters for accomplishment.	
Yes	6
No	22
No reply	1
5. Number of schools holding teacher-parent conferences.	
Yes	29
No	0
6. Number of schools holding administration-parent conferences.	
Yes	23
No	2
No reply	4

Table I shows that 62 per cent of the schools send reports home at the end of the six weeks period. All schools but one, send the reports home with the pupil. Ninety per cent of the schools sent warning letters of impending failure, but only 20 per cent send letters to parents report-

ing their child's accomplishments.

All schools have teacher-parent conferences which consider the problems of failure and/or discipline. The scheduling of conferences were on the teachers "free" time and before or after school. Conferences at the administrative-parent level were scheduled when the administrator considered it necessary or when requested by the parents.

The present system of marking at the junior high school level had been in use from one year up to 25 years which means an average of 7.241 years.

The schools replying on length of time the system of reporting to parents had been in use gave an average length of time as 6.6 years.

The standard letter marks of A, B, C, D, and F are used by 72 per cent of the schools surveyed. It was noted that regardless of the types of letters, or numbers used the value of the marks was the same. Examples of marks used are as follows:

<u>Value</u>	<u>Different Grades Used</u>			
Superior	A	L	E	1
Above Average	B	E	G	2
Average	C	A	M	3
Below Average	D	R	P	4
Failure	F	N	F	5

Most schools reported that they explained thoroughly the importance of marks to both pupil and parent. The methods of explaining marks to pupils is tabulated in Table II below.

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TABLE II
METHODS USED TO EXPLAIN MARKS TO PUPIL *

Item	Frequency
Student handbook	11
Homerooms	25
Assemblies	12
School address system	4
Report cards	21
No reply	1

* All schools used a combination of the above methods in bringing the value of marks to the pupils' attention.

Table III following shows the methods frequently used.

TABLE III
METHODS USED TO EXPLAIN MARKS TO PARENTS †

Item	Frequency
Parent-teacher association (PTA)	17
Open house	15
Report cards	25
Parent handbooks	5
Conferences	2
Letters accompany cards	1
No reply	2

† Twenty-seven schools explained the marks either by cards or by combination of the above mentioned means. The largest group, 13 schools, used three ways: parent-teachers association (PTA), open house, and report cards in the explanation of marks.

Generally the administrative personnel preferred that the homeroom teacher handle the recording of marks for their students. Table IV

The writer consulted two administrators, who suggested that the building secretary should relieve the teachers of this job so more time

could be spent in guidance of his or her homeroom pupils.

TABLE IV

PREFERRED METHOD FOR RECORDING PUPIL MARKS

Item	Frequency
Homeroom teacher	15
Classroom teacher	9
Building secretary	5

The best time for reporting pupil progress as preferred by the administrators surveyed is shown in Table V.

TABLE V

BEST TIME PERIOD TO REPORT PUPIL PROGRESS

Item	Frequency
Six weeks	18
Nine weeks	8
Twelve weeks	1
No reply	2

Twenty-four administrators believed that failure notices should be sent to parents.

In the three types of conferences; teacher-pupil, teacher-parent, and teacher-parent-pupil conferences, all had value. The opinions of the administrators on this item are found in Table VI.

TABLE VI
CONFERENCE RESULTS

Item	Frequency			
	Number of schools reporting			
	Excellent	Good	Fair	No Reply
1. Teacher-pupil conference	10	13	5	1
2. Teacher-parent conference	12	16	1	0
3. Teacher-parent-pupil conference	13	10	4	2

Twenty schools returned materials used in their system of student or parent orientation of marks and types of report cards used. It was noted that of the student handbooks enclosed, the positive approach to school life was adopted. The material was written so that it could be easily understood by the junior high school students.

Nineteen of the schools replying to the questionnaire, reported that their system of reporting had been evaluated.

As shown in Table VII the administrators indicated that teachers are asked for advice in the types of reporting practice they must use.

TABLE VII
PERSONNEL THAT EVALUATED THE PUPIL REPORTING PRACTICES

Item	Frequency
Teachers	19
Parents	7
Parent-teacher groups	7
Administration	13
No reply	10

In evaluating the reporting practices of the schools questioned the following results were found as tabulated in Table VIII.

TABLE VIII
HOW WAS SYSTEM OF REPORTING PRACTICES EVALUATED *

Item	Frequency
Questionnaire	5
Opinionnaire	1
Conferences	15
Discussion groups	1
Teacher meetings	16
P.T.A. meetings	6

* It is to be noted that conferences and teacher meetings were marked together on twelve of the returned questionnaires.

The results show that 50 per cent of the schools were not satisfied with the reporting practices used at the present time. These schools are continuing the study of pupil reporting practices for possible improvement.

Opinions of the school administrators in rating the seventh and eighth grade as a type junior high school organization were favorable. Ten administrators rated this system excellent, one excellent to good, and 14 good. No administrator rated it as poor. In the type of junior high school preferred, 48 per cent of the administrators checked the seventh and eighth grade organization. Next in popularity was the 7, 8 and 9 organization with 38 per cent. The remaining 14 per cent did not reply or preferred the 6, 7, 8 groups.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this investigation was to determine the status of pupil reporting practices, school to home, in Illinois Junior High Schools organized on a seven-eighth grade basis. Recognized authorities have emphasized the need for a concentrated effort to improve rapport between school and home on reporting pupil progress. It was hoped that this investigation might provide some suggestions for the improvement of reporting pupil progress.

The literature pertaining to pupil progress reporting from school to home, was limited.

The geographic area covered by this study was limited to the State of Illinois. The schools selected in this study were organized on the basis of seventh and eighth grades with enrollment of 250 to 450 pupils.

The questionnaire used was directed to the administrators. A response of 93.5 per cent return was received. The information was then compiled concerning recording of marks, methods used in reporting to parents, marks used and methods of explaining marks to pupil and parent. The administrators were also asked to evaluate and/or check a preference as to junior high school grade groups, method of recording marks, time for reporting to parents and whether the system of marking had ever been evaluated. The information was then compiled and the following conclusions formulated.

Conclusions

1. The homeroom teacher is responsible for the recording of pupil marks on permanent records and report cards in most cases.
2. Reports on pupil progress are most often sent out at the end of a six weeks period.
3. Most schools send letters of impending failures, but only six schools send special letters for accomplishment and/or give a special certificate to the pupil.
4. All schools have parent-teacher conferences, and 79 per cent have administrator-parent conferences. The administrator-parent conferences are held by either administrator request or through parent interest.
5. The average length of time a system of reporting to parents has been in use is 6.6 years.
6. The usual marking symbols are A, B, C, D, and F.
7. The importance of marks is explained thoroughly to pupil and parents in most cases.
8. Most administrators preferred that the teachers record pupil marks.
9. The six weeks period was the preferred time in reporting to parents.
10. Twenty-four administrators believed that impending failure notices should be sent to the parent.
11. The administrators generally agreed that teacher-pupil, teacher-parent, and teacher-pupil-parent conferences all had value.
12. The material in the student handbooks examined was written so as to be understood by junior high school students.
13. The administrators indicated that teachers are consulted when the type of marking system used by their schools is evaluated.
14. All schools have evaluated their marking system in use. One half of the schools were dissatisfied with marking and reporting practices and were continuing study to seek improvement.

15. There was disagreement among administrators on grade levels to be grouped in a junior high program.

Recommendations

In view of the modern philosophy of education which recognizes that reporting is an important factor in pupil evaluation and appraising the curriculum, the writer recommends further study on methods of reporting pupil progress "school to home."

It is specifically recommended that:

1. Competent clerks should record routine marks.
2. More attention should be given to sending commendatory letters to parents concerning the accomplishment of their children.
3. Every junior high school should have a handbook available for the use of pupils.

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DEPARTMENT OF
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22

April 17, 1956

Appendix A

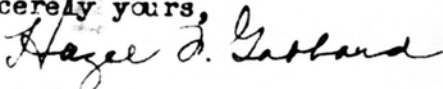
Mr. Gale E. Anderson
Sauk Trail School
240 North Orchard Drive
Park Forest, Illinois

Dear Mr. Anderson:

Your request for information on pupil reporting practices has come to me for a reply. The Office of Education has not made a study of reporting practices in junior high schools organized on a 7-8 grade basis. We have recently collected information on the reporting practices of some 70 elementary schools, kindergarten to eighth grade, who submitted reporting forms they were using, information on how recently these forms have been revised, and by what steps they went about the revision. Our present study is nearing completion and we shall be glad to mail you a copy if you are interested.

I am glad to send a brief bibliography on reporting practices and you will notice several of the references included are on teacher-parent conferences.

Sincerely yours,



Hazel F. Gabbard, Specialist
Extended School Services and
Parent Education

Enclosure

Illinois Education Association

100 EAST EDWARDS • SPRINGFIELD, ILLINOIS

23

Telephone



3-4533

March 13, 1956

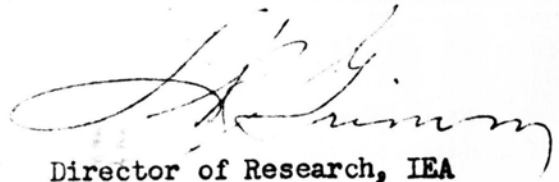
Appendix B

Mr. Gale E. Anderson
240 North Orchard Drive
Park Forest, Illinois

Dear Mr. Anderson:

This acknowledges receipt of your questionnaire on reporting practices in junior high schools. A few years ago we did keep current cards and reports relating to pupil reporting practices but have not recently renewed our file materials. What we have is out of date. Your questionnaire directed to local school systems at this time will, no doubt, result in sufficient material for your study.

Very truly yours,



Director of Research, IEA

LRG:emc

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Please return to: Gale B. Anderson
Park Forest Junior High School
240 Orchard Drive
Park Forest, Illinois

Appendix C

A STUDY OF PUPIL REPORTING PRACTICES,
SCHOOL TO HOME, IN ILLINOIS JUNIOR HIGH SCHOOLS
ORGANIZED ON A SEVEN-EIGHT GRADE BASIS

Name of reporting administrator: _____

Name of School: _____

Position of person reporting: _____

Length of time employed in this school district: _____

Length of time in present position: _____

I. Junior High School enrollment ('55-'56) _____ pupils.

II. Grades included in Junior High _____, _____, _____, _____,

III. Who does the recording of student's marks?

A. On permanent records:

<input type="checkbox"/> Home room teachers	<input type="checkbox"/> Building principal
<input type="checkbox"/> Class room teacher	<input type="checkbox"/> School secretary
<input type="checkbox"/> Class counselors	<input type="checkbox"/> Students
<input type="checkbox"/> Others (specify) _____	

B. On pupil reports:

<input type="checkbox"/> Home room teacher	<input type="checkbox"/> Building principal
<input type="checkbox"/> Class room teacher	<input type="checkbox"/> School secretary
<input type="checkbox"/> Class counselors	<input type="checkbox"/> Students
<input type="checkbox"/> Others (specify) _____	

IV. Reporting to parents:

A. How often is the pupil progress report sent to parents?

<input type="checkbox"/> Weekly	<input type="checkbox"/> Monthly
<input type="checkbox"/> Six weeks	<input type="checkbox"/> Nine weeks
<input type="checkbox"/> Other (specify) _____	

B. How do you send the pupil progress report to the parents?

<input type="checkbox"/> Mail	<input type="checkbox"/> Pupil
<input type="checkbox"/> Other (specify) _____	

C. Does your school send home special letters warning of impending failure?

yes no.

D. Does your school send home special letters for accomplishment?

yes no.

E. Do you have teacher-parent conferences? yes no.

If so, when? _____

F. Do you have administrator-parent conferences? yes no.

If so, when? _____

V. Period report:

A. How long has your present system of marking been in use?

months years.

B. How long has your system of reporting to parents been in use?

months years.

VI. What type of marking system is in use by your school?

Check and balance system

Letter marks (A, B, C, D, E, F)

Other combinations _____

Other means _____

VII. Explaining reports:

A. Does your school attempt to explain thoroughly the importance of marks?

To pupils? yes no.

To parents? yes no.

B. What methods are used to explain marks to pupils?

Student hand book

Public address system

Home rooms

Report cards

Assemblies

Other _____

C. What methods are used to explain marks to parents?

Parent-teacher association

Report cards

Open house

Parent hand book

Other _____

VIII. It is realized the following evaluation is highly subjective, but I believe that it will be illuminating in this study. In your opinion please evaluate the following:

A. How would you rate the 7th and 8th grade Junior High organization?

excellent good fair poor.

B. Type of organization preferred: (list) 6, 7, 8 7, 8, 9 7, 8

Other (specify) _____

C. Please check the method of recording pupil marks you prefer:

Home room teacher

Building principal

Counselors

Building secretary

Teachers

Students

Other _____

D. What is the best time period for reporting pupil progress?

- Weekly
- Monthly
- Six weeks
- Other _____
- Nine weeks
- Twelve weeks

E. Should a warning of failure notice be sent home?

yes no.

F. Evaluate the results of the following:

1. Teacher-pupil conference: excellent good fair poor.
2. Teacher-parent conference: excellent good fair poor.
3. Teacher-pupil-parent conference: excellent good fair poor.

IX. Please enclose any hand books, syllabi, report cards or direction sheets which you use in reporting pupil progress.

X. Do I have your permission to mention your school system in reporting exceptionally worthwhile practices peculiar to your Junior High School program? yes no.

XI. Has your school ever evaluated the system of pupil reporting practices? yes no.

A. By whom?

- Teachers
- Parents
- Community
- Other _____
- Survey agency
- Parent-Teacher group
- Administration

B. How?

- Questionnaire
- Opinionnaire
- Conferences
- Door to door canvas
- Teachers meetings
- Parent-Teacher Association meetings

XII. Results: _____

Would you like a copy of this study? yes no.

THANK YOU

Gale B. Anderson

SAUK TRAIL SCHOOL
DISTRICT 163
PARK FOREST, ILLINOIS

Appendix D

27

240 North Orchard Drive
Telephone SKyline 5-9571

Date

Administrator
School
District No. ____
City, State ____

Dear Administrator:

May I solicit your cooperation in filling out the enclosed questionnaire on pupil progress reporting in your seventh and eighth grades?

The purpose of this questionnaire is to determine to some extent the present status of pupil progress reporting in the junior high schools of Illinois at the seventh and eighth grade level.

Besides having considerable interest in this problem, I am going to submit the research as partial fulfillment of the requirements for a Masters Degree.

The success of this study largely depends upon the answers received, and it is hoped the return will be 100%. It should take approximately ten minutes of your time to complete this questionnaire. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you for your time and effort in supplying the necessary information and material.

Sincerely,

Gale E. Anderson

BOARD OF EDUCATION

PARK FOREST, ILLINOIS

Appendix E

28

SCHOOL DISTRICT 163 • • • GERALD L. SMITH, Superintendent

Board of Education Office
576 Lakewood Boulevard
Park Forest, Illinois
Telephone SKYline 5-7050

Date

Administrator
School
District No. ____
City, State

Dear Administrator:

As a part of our program to evaluate our pupil progress reporting we are currently investigating practices being followed by other districts in the area. Since Mr. Gale Anderson of our staff has expressed an interest in doing research on this subject at the seventh and eighth grade level he has been delegated this responsibility.

Enclosed is a copy of brief questionnaire he has formulated. Both he and I would appreciate your taking ten minutes from your crowded schedule to fill it out and return it to us in the enclosed envelope. Since we are contacting only thirty-five districts it is important we hear from each of you.

Thank you for your cooperation and with best wishes for a successful school year.

Sincerely,

Gerald L. Smith
Superintendent

Addresses of Junior High Personnel
For Mailing Questionnaire

Superintendents

1. Harlie A. Hatfill, District 95, Paris, Ill.
2. Harry F. Augspurger, Central Jr. H.S., District 27, Lincoln, Ill.
3. Floyd E. King, District 50, Harvard, Ill.
4. B. I. Lehr, Rock Falls Jr. H.S., District 13, Rock Falls, Ill.

Assistant Superintendents

5. A. H. Conger, Roosevelt Jr. H.S., District 88, Bellwood, Ill.

Principals

6. Leland Schnake, Lincoln Jr. H.S., District 15, Beardstown, Ill.
7. E. J. Harrington, Marshall Jr. H.S., District C-2, Marshall, Ill.
8. Stanley Weber, Jefferson Jr. H.S., District 1, Charleston, Ill.
9. Lovisa A. Young, Blue Island Jr. H.S., District 130, Blue Island, Ill.
10. Phillip Jacobson, Des Plaines Jr. H.S., District 62, Des Plaines, Ill.
11. Alf L. Slette, McClure Jr. H.S., District 101, Western Springs, Ill.
12. J. E. Snyder, Robinson Jr. H.S., District 2, Robinson, Ill.
13. Harold Blumm, DeKalb Jr. H.S., District 428, DeKalb, Ill.
14. Gloyd Archey, Clinton Jr. H.S., District 15, Clinton, Ill.
15. Robert Chelseth, Lombard Jr. H.S., District 44, Lombard, Ill.
16. James A. Spencer, Central Jr. H.S., District 203, Vandalia, Ill.
17. R. Earl Doty, Webster Jr. H.S., District 47, Benton, Ill.
18. Ural Campbell, Central Jr. H.S., District 68, West Frankfurt, Ill.
19. E. R. Marshall, Dundee Jr. H.S., District 300, Dundee, Ill.
20. Helen Munhall, St. Charles Jr. H.S., District 303, St. Charles, Ill.
21. R. E. Leasman, Carlinville Jr. H.S., District 1, Carlinville, Ill.

22. Olin Hileman, Madison Jr. H.S., District 12, Madison, Ill.
23. Ralph K. Rader, Roxana Jr. H.S., District 1, Roxana, Ill.
24. William I. Hatch, Olney Jr. H.S., District 1, Olney, Ill.
25. Fred Armistead, Harrisburg Jr. H.S., District 43, Harrisburg, Ill.
26. H. L. Smith, Central Jr. H.S., District 86, East Peoria, Ill.
27. James Hodson, Monmouth Jr. H.S., District 38, Monmouth, Ill.
28. Ted Matsel, Washington School, District 52, Carmi, Ill.
29. H. W. Ellis, Herrin Jr. H.S., District 207, Herrin, Ill.

Assistant Principals

30. A. E. Best, Lakeview Jr. H.S., District 4, Decatur, Ill.

Supervisor

31. Gilbert W. Fouts, Brighton Jr. H.S., District 9, Brighton, Ill.

JUNIOR HIGH SCHOOLS

The following is a list of Junior High Schools as furnished by the County Superintendent. No attempt has been made on the part of the Office of Public Instruction to designate or determine what constitutes a Junior High School. We have merely printed the list as furnished to us.

The information below constitutes Junior High Schools on a Seventh and Eighth Grade basis, with population between 250 to 450 students.

<u>County-School</u>	<u>Town</u>	<u>No. of Teachers</u>	<u>Enrollment</u>
Cass-Lincoln Jr. H.S.	Beardstown	9	337
Clark-Marshall Jr. H.S.	Marshall	9	250
Coles-Jefferson Jr. H.S.	Charleston	11	267
Cook			
Roosevelt Jr. H.S.	Bellwood	28	400
Blue Island Jr. H.S.	Blue Island	19	405
Des Plaines Jr. H.S.	Des Plaines	15	339
McClure Jr. H.S.	Western Springs	10	318
Crawford-Robinson Jr. H.S.	Robinson	13	314
DeKalb-DeKalb Jr. H.S.	DeKalb	16	372
DeWitt-Washington Jr. H.S.	Clinton	16	250
DuPage-Lombard Jr. H.S.	Lombard	17	415
Edgar-Paris JR. H.S.	Paris	10	295
Fayette-Central Jr. H.S.	Vandalia	13	301
Franklin			
Webster Jr. H.S.	Benton	13	331
Central Jr. H.S.	West Frankfurt	17	288
Kane-Dundee Jr. H.S.	Dundee	15	370
St. Charles Jr. H.S.	St. Charles	10	315
Logan-Central Jr. H.S.	Lincoln	11	315
Macon-Lakeview Jr. H.S.	Decatur	8	333
Macoupin			
Brighton Jr. H.S.	Piasa	10	262
Carlinville Jr. H.S.	Carlinville	8	278
Madison			
Madison Jr. H.S.	Madison	9	320
Roxana Jr. H.S.	Roxana	11	326
McHenry-Jefferson Jr. H.S.	Harvard	18	250
Richland-Olney Jr. H.S.	Olney	13	296
Saline-Harrisburg Jr. H.S.	Harrisburg	20	361
Tazewell-Central Jr. H.S.	East Peoria	13	309
Warren-Monmouth Jr. H.S.	Monmouth	13	290
White-Carmi Jr. H.S.	Carmi	7	253
Whiteside-Rock Falls Jr. H.S.	Rock Falls	19	391
Williamson-Herrin Jr. H.S.	Herrin	10	267