

1986

Converting the Bement Junior High School to the Bement Middle School

Greg Zollman

Eastern Illinois University

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CONVERTING THE BEMENT JUNIOR HIGH SCHOOL

TO THE BEMENT MIDDLE SCHOOL
(TITLE)

BY

Greg Zollman

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Educational Administration

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1986

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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CONVERTING THE BEMENT JUNIOR HIGH SCHOOL
TO THE BEMENT MIDDLE SCHOOL

By
Greg Zollman

A field research study
submitted in partial fulfillment
of the requirements of the degree of
Specialist in Educational Administration
in the Graduate School of
Eastern Illinois University

1986

ABSTRACT

The town of Bement, Illinois, had an elementary school (K-8) and a high school (9-12) prior to 1976. The Bement Community Unit School District initiated its junior high school in 1976. This school consisted of the seventh and eighth grades.

During the 1983-84 school year, the administrators of the Bement schools expressed a general concern with the academic grades, social development, and behavior that was occurring in the Bement Junior High School. They indicated that many of the problems were the result of having the junior high school students housed with the senior high school students. They perceived that some of the high school students were negative influences on some of the seventh- and eighth-grade students during the school day and on the younger students' personal lives.

One immediate suggested solution was the physical separation of the seventh- and eighth-grade students from the high school students. The members of the Bement Board of Education instructed the administrators to implement a middle school that would be operational for the 1984-85 school year. This school included the sixth, seventh, and eighth grades and was housed in a separate area of the school building.

This field experience studied the Bement Middle School students' academic grades, social development, and behavior after the 1984-85 school year.

Compared to their seventh-grade accomplishments, the academic grades were improved for 55% of the eighth-grade students in language arts; 36% in mathematics; 49% in social studies; and 45% in science. The accumulative grade point average for the eighth grade increased from 3.38 as seventh graders to 3.57 as eighth graders after the first year in the middle school.

In order to determine the change in behavior and social development of the middle school students, a survey was given to the 1984-85 eighth graders, the parents of those students, and the staff (administrators, teachers, guidance counselor, and a social worker) of the Bement Middle School. The majority of the students did not indicate that their behavior or social development improved after the first year of the Bement Middle School in comparison to the Bement Junior High School. However, the parents' and staff's opinions strongly supported the improvements of the behavior and social development of the middle school students.

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CHAPTER I

OVERVIEW OF THE PROBLEM

Introduction

"Perhaps for no age group other than the emerging adolescent is there greater concern for peer acceptance by an individual.

"Changing needs, interests, desires, and wishes all present a variety of problems concerning 'with whom' the emerging adolescent should associate, and there is a continuous shift in friends."¹

The town of Bement, Illinois, had an elementary school (K-8) and a high school (9-12) prior to 1976. The Bement Community Unit School District initiated its junior high school in 1976. This school consisted of the seventh and eighth grades, which totaled approximately 80-90 students each year between 1976 through 1984. These students were housed in the same building as the high school students. Appendix A presents a floor plan of the Bement schools. The high school students and the junior high school students were also required to share the following: teachers, building principal, lunch period, cafeteria, locker area, classrooms, class periods, assemblies, grading system, and report cards. One area of separation involved interscholastic contests in athletics and music. The junior high school had its own nickname, colors, cheerleaders, conference, schedules, and coaches or sponsors.

¹Thomas E. Gatewood and Charles A. Dilg, The Middle School We Need, (Washington, D. C.: Association of Supervision and Curriculum Development, 1975), p. 15.

During the 1983-84 school year, the three administrators of the Bement schools (the researcher, who was the principal of the Bement Junior-Senior High School; the principal of the Bement Elementary School; and the superintendent of the Bement Community Unit School District) expressed a general concern with problems that were occurring in the Bement Junior High School. They indicated that many of the problems were related to Gatewood's and Dilg's statement quoted at the beginning of this chapter. The Bement administrators perceived that some of the high school students were negative influences on some of the seventh- and eighth-grade students during the school day and on the younger students' personal lives. Some of the younger students were attempting to emulate some of the older high school students. For example, they were dating seniors, drinking alcohol, and violating their closed-campus rules.

Eight of the 40 eighth-grade students were in danger of not being promoted after the 1983-84 school year. This was due to the poor grades they were receiving in several different subjects. After many consultations with the administrators, teachers, and the guidance counselor, they were able to achieve passing grades during the last grading term and also to pass their semester examinations. These grades enable all of the 1983-84 eighth-grade students to be promoted. The administrators, many teachers, parents, and some students were still very concerned about the low grades that the junior high school students had received.

One immediate suggested solution to the social and academic grade concerns expressed in the previous paragraphs was the physical separation of these seventh- and eighth-grade students from the high school

students. The members of the Bement Board of Education indicated that this plan of physically separating the junior high school students from the high school students had merit. At the April, 1984, board meeting, the Bement Board of Education instructed the administrators to implement a middle school that would be operational for the 1984-85 school year. This school was to include the sixth, seventh, and eighth grades and be housed in a separate area of the school building. Appendix B presents the new floor plan for the Bement schools.

Statement of the Problem

This field experience studied the Bement Middle School students' academic grades, social development, and discipline during the 1984-85 school year. The amount of change in these three areas was used to determine the value of the middle school concept at Bement. If there was no noticeable change in these areas, other solutions would be sought. If there was improvement, the Bement Middle School would continue.

Limitations of the Study

This study was conducted only at the Bement Community Unit School District. This limitation should be considered when inferring the results of this study to other school districts.

CHAPTER II

RATIONALE, RELATED LITERATURE, AND RESEARCH

Rationale

The researcher was the principal of the Bement Junior High School (7-8) and the Bement High School (9-12) during the 1983-84 school year. The researcher and the other Bement administrators perceived that deficiencies were occurring with the junior high school students in three major areas--academic grades, social development, and behavior. The administrators believed that these problems were likely promoted by having the high school students housed with the junior high school students.

The elementary principal and the superintendent of the Bement Community Unit School District suggested to the researcher a method of separating the two schools without having two buildings. These two administrators had a considerable amount of experience in education, which gave additional strength to their idea.

The researcher was a teacher for nine years in the Monticello, Illinois, school system. During that time, the majority of his experience was with students in the ninth through the twelfth grades. However, in the first two years of his career, the researcher also taught eighth-grade students for one hour a day. This experience, coupled with the one year of experience as a principal in Bement, gave him a basis to accept the suggestion of this colleagues.

The researcher believed there would be improvement in the academic grades, social development, and behavior of the junior high school students if they were not housed in the same building as the high school students. The rationale for this belief was:

1. Middle school teachers would be able to concentrate on the middle school students. Their teaching style would be redesigned for the students rather than attempting to have the students adapt to the high school teachers.
2. The high school students would not be in daily contact with the middle school students. This would possibly eliminate the emulation of the poorer high school students and also the preparation for after-school plans between students of the two schools.

At Bement, it was financially impossible to build a new school building to house the junior high school students. Another option was to physically separate the two groups of students (junior high school and the high school) as much as possible, even though they were in the same building complex. The researcher believed that this concept had merit and would accomplish the results he desired; which were the improvements of the academic grades, social development, and behavior of the junior high school students. This study offers some conclusions resulting from this experiment.

Review of the Related Literature and Research

There were numerous studies conducted, books and articles written, and reports made between 1960 and 1973 concerning the advent of the middle school. However, the researcher was unable to locate any written research associated with this paper's specific study. This study was used to determine the results on the academic grades, social development, and behavior of the junior high school students once they were housed in an area away from the high school students.

A simple definition of an intermediate school is a school between the elementary grades and the secondary grades. The intermediate school may include any grades the school district desires. The researcher reviewed literature and research related to the premise of changing the intermediate school at Bement from the Bement Junior High School to the Bement Middle School. The research that follows in this chapter indicates that a "middle school" has advantages over a "junior high school".

Bement changed the name of the intermediate school from the Bement Junior High School to the Bement Middle School, the grades involved from 7-8 to 6-8, and the teaching concepts associated with "middle schools" rather than "junior high schools". The reasoning for these changes are supported in the following research. In the process of this metamorphosis of schools, an attempt was also made through studied research to substantiate the reasoning to physically isolate the middle school students from the high school students.

The Junior High School

According to Bondi, the basic concept of the junior high school was established around 1912.¹ There are two different approaches as to the reason junior high schools were originated. According to Hansen and Hearn, the dissatisfaction with the 8-4 system mounted in the first decade of this century.² The junior high schools were mainly created because of this dissatisfaction; not because of the different benefits proponents were offering to establish the junior high school.³

The literature concerning education during the early twentieth century appeared to advocate that the junior high schools might be more expedient than the previous system by lessening the housing problems and also keeping many students in school one more year.⁴ This additional year would be the result of the change from an 8-4 grade structure to a 6-3-3 grade structure.

The Middle School

Just as there were criticisms about the grade structure (8-4) in the early 1900's, some educators began proclaiming the deficiencies of the junior high school in the 1950's. This is exemplified by Hansen and Hearn when they stated:

"One criticism which has generated a great deal of heat concerns the adoption by many junior high schools of senior high schools' activities--formal dances, night dances, parties, sophisticated dating patterns, and even sororities and fratern-

¹Joseph Bondi, Developing Middle Schools: A Guidebook, (New York: MSS Information Corporation, 1972), p. 9.

²John H. Hansen and Arthur C. Hearn, The Middle School Program, (Chicago: Rand McNally & Company, 1971), p. 5.

³Ibid., p. 8.

⁴Ibid., pp. 6-7.

ities. It has been charged that there is excessive emphasis on interscholastic competitive activities to the extent that the junior high school often becomes the training ground for the high school athletic program. His imitation of the high school activity program sometimes includes letter sweaters, 'Lettermen Clubs', elaborate graduation exercises, and marching bands. . . .

Concern has been expressed that the child of this age, who needs guidance, attention, and teachers who know him as an individual, finds himself as another unit in a factory. He has no home base and is shunted from room to room with indifference and cold efficiency."¹

Mead also perceived the junior high school emphasizing the social rather than the intellectual preparation.²

Kindred stated that the new concept called a "middle school" began approximately in 1950.³ Here is an uncertainty as to the actual conception since there are several cities claiming the origination. The definition of a middle school is dependent upon the source. The middle school may have grade placements of 5-8, 6-8, 7-8, 6-9, 5-7, or whichever grades the administration of that school district chooses. Kohut offers the following definition of a middle school, "A middle school functions as a separate intermediate school that combines one or more of the elementary grades with the lower secondary grades."⁴

Researchers stated several reasons to support the movement toward middle schools, including the following:

¹Ibid., p. 17.

²Margaret Mead, "Early Adolescence in the United States," Bulletin of the National Association of Secondary School Principals, (April 1965), pp. 3-7.

³Leslie W. Kindred and Associates, The Intermediate Schools, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1968), p. 33.

⁴Sylvester Kohut, Jr., The Middle School: A Bridge Between Elementary and Secondary Schools, (Washington, D. C.: NEA Publication, 1976), p. 3.

"A special program is needed for the ten-fourteen-year-old child going through a unique 'transcent' period in his growth and development. The term 'transcent' has been coined to indicate the period of change from late childhood to early adolescence. The widest range of difference in terms of physical, social and intellectual growth is found in middle school youngsters. Such a wide range of difference calls for an individualized program that is lacking in most junior high schools."¹

"Establishing a block of time, where the students are with the same teacher two or three periods as in the lowest grades of the school; and allowing departmentalized instruction by subject matter specialists for the balance of the day will permit the middle school to make an even transition from the elementary to high school."²

". . . the middle school is designed for students who are making the transition from childhood to adulthood.

. . . the middle school should be an institution which has: a smooth educational transition between the elementary school and the high school while allowing for the physical and emotional changes taking place due to transience."³

Apparently several school administrators believed in the middle school concept and accordingly changed their junior high schools to middle schools. Wiles and Thomason stated that, ". . . somewhere between one-third and one-half of all intermediate schools in the United States now have the label (middle school)."⁴ In 1981, Arth stated that this number would be over 6,000 by 1985.⁵

¹Bondi, Developing Middle Schools: A Guidebook, p. 12.

²Hansen and Hearn, The Middle School Program, p. 20.

³Gatewood and Dilg, The Middle School We Need, pp. 1-2.

⁴Jon W. Wiles and Julia Thomason, "Middle School Research 1968-74: A Review of Substantial Studies," Educational Leadership 32 (March 1975):421.

⁵Alfred A. Arth, "Renewing the Momentum of Middle School Education," Education Digest 66 (May 1981):38.

Middle School or Junior High School

There is no concrete evidence to indicate which intermediate school is more advantageous. However, proponents of the middle school stated:

" . . . a 5-8 middle school is able to produce a better, different, sounder program aimed at satisfying the curricular and educational needs of its age group first."¹

" . . . most middle school students show improvement in achievement, self-concept, and attitudes toward school when exposed to innovations associated with the middle school program or when compared to students enrolled in more traditional learning programs or junior high school."²

Alexander summarized the belief that the middle schools were an improvement to prior systems when he stated, "If anything replaces the junior high school, it will probably be a 'middle school'."³

Characteristics of the Middle School Student

Intellectual

Students are developing intellectually at a much faster rate than their predecessors. Several characteristics of the middle school student follows:

"Around the onset of pubescence, most transcents begin to develop the ability to carry out formal as well as concrete intellectual operations. . . . The student can begin to hypothesize and go beyond what might be--that which may be discovered to be true. A high degree of intellectual curiosity also is generally characteristic of this developmental stage."⁴

According to Bondi, ten and eleven-year-olds in Piaget's system

¹Hansen and Hearn, The Middle School Program, p. 19.

²Kohut, The Middle School, p. 17.

³William Alexander, "What Education Plan for the In-Between-Ager?," NEA Journal 55 (March 1966):30.

⁴Gatewood and Dilg, The Middle School We Need, p. 10.

are entering a period of greater ability to use abstract reasoning.¹

Bondi also indicated that, "Practically all youngsters in the ten-to-fourteen age grouping make (educational) progress, but the gap between the good student and the poor student continually widens."²

By the time the student reaches the eighth grade, this span is becoming great. Hansen and Hearnns stated that, "In an actual eighth-grade class one is likely to find students with primary grade reading ability alongside those with college reading ability."³

The following sample of studies attempted to document the belief that the middle school is a better setting than a junior high school to improve the achievement of the children who are aged ten to fourteen:

1. Trauschke indicated that there was more achievement for the middle school students than the junior high school students, but only after at least two years of treatment in the middle school.⁴

2. Baker and Beauchamp found that following the conversion from a junior high school to a middle school, student achievement was better for seventh and eighth graders.⁵

3. Evans discovered in his assessment of the Fort Worth, Texas, middle schools that the middle school students scored higher than the

¹Bondi, Developing Middle School: A Guidebook, p. 22.

²Ibid.

³Hansen and Hearnns, The Middle School Program, p. 36.

⁴Edward Trauschke, "An Evaluation of a Middle School by a Comparison of the Achievement, Attitudes, and Self-Concept of Students in a Middle School with Students in Other School Organization," (Ph.D. dissertation, University of Florida, 1970).

⁵L. G. Baker and M. Z. Beauchamp, "A Study of Selected Variables in a Change from a Junior High School to a Middle School," (Ph.D. dissertation, Syracuse University, 1972).

junior high school students in reading and math skills.¹

4. Smith also reported that his comparison between two Ohio junior high schools, one of which employed "middle school concepts" (interdisciplinary team teaching, grouping of students based on needs, team planning for teachers, a thematic teaching approach, a discipline program managed at the team level, and an advisor-advisee program) yielded: the students in the "middle school" building scored higher in reading and mathematics than did students in the junior high school that used a more traditional approach (departmentalization, non-thematic teaching, grouping by age, and individual teacher planning only).²

5. Brantley compared student achievement scores from the period of 1973-75 when a certain school was a junior high school to those scores from 1976-81 when that same school was operated as a middle school. He found reading and mathematics achievement scores to be higher under the middle school program.³

6. Case and Howell found middle school pupils achieving higher in some academic areas than their counterparts in other forms of intermediate education.⁴

¹Charles L. Evans, "Short Term Assessment of the Middle School Plan," Fort Worth: Fort Worth Independent School District, 1970.

²J. Smith, "A Comparison of Middle School Instruction and Conventional Instruction with Respect to the Academic Achievement and Self-Concept in Pre- and Early-Adolescents," (Ph.D. dissertation, University of Akron, 1975).

³William E. Brantley, "West Chester Area School District Middle School Survey," (Unpublished report), May, 1982.

⁴D. Case, "A Comparative Study of Fifth Graders in a New Middle School with Fifth Graders in Elementary Self-Contained Classrooms," (Ph.D. dissertation, University of Florida, 1970), and B. Howell, "The Middle School, Is It Really Any Better?," The North Central Association Quarterly 43 (Winter 1969):43-44.

7. Sardone compared achievement scores of 190 junior high school eighth graders to 215 eighth graders in a middle school. He concluded that the middle school students outscored the junior high school students on basic skills, verbal creativity, and figurative creativity.¹

Social Development

The definition of social development was given by Bondi as the ability to adjust to those around him.² The adolescent has difficulty adjusting to those around him and is confused about his social life. Gatewood and Dilg further described this confusion when they stated that, "the changing needs, interests, desires, and wishes all present a variety of problems concerning 'with whom' the emerging adolescent should associate, and there is a continuous shift in friends."³ Within a one-year time period, there is a great shift in patterns of social development. Hansen and Hearn stated that, "The seventh graders are more interested in group rather than individual activities and successes. This characteristic reverses itself during the eighth grade."⁴

Hansen and Hearn also stated that, "because of the confusing nature of the student's environment, his physical development, his unstable peer relationships, and his uncertain future, the student needs something or someone to whom he can attach."⁵

¹N. Sardone, "Comparative Analysis of Basic Skills and Creativity of Eighth Grade Students in Selected Junior High Schools and Middle Schools in the State of New Jersey," (Ph.D. dissertation, Fordham University, 1976).

²Bondi, Developing Middle Schools: A Guidebook, p. 21.

³Gatewood and Dilg, The Middle School We Need, p. 15.

⁴Hansen and Hearn, The Middle School Program, p. 38.

⁵Ibid.

Peer acceptance is of primary concern to the middle school student. Gatewood and Dilg stated that, "peer pressures are at a peak level during the developing stages for the early adolescent. . . perhaps for no age group other than the emerging adolescent is there greater concern for peer acceptance by an individual."¹ Peer relationships have a strong bearing upon the future of the child. Gatewood and Dilg also stated, "Peer acceptance is exceedingly important to future behavior patterns. Peer rejection often leads to development of solitary behavior models."² Hansen and Hearn added, "Peer acceptance is a major factor in the life of the middle school student. In everything he thinks and does, the student tries to conform to the norms of his peers."³ Finally, Gatewood and Dilg stated, "Conformity is high at this particular age level as peer acceptance is a dominant concern."⁴

Another element that confuses the middle school student in his social life is the group of older students and adults. Bondi stated, "The young child lives as a child in an adult world wanting constant adult support and seeking adult approval."⁵ Grooms connected the peer acceptance to the adult acceptance when she stated, "We learn that the child forms close interrelationships with his peer groups during this period and that he may also form close associations with adults."⁶

¹Gatewood and Dilg, The Middle School We Need, p. 15.

²Ibid., p. 18.

³Hansen and Hearn, The Middle School Program, p. 38.

⁴Gatewood and Dilg, The Middle School We Need, p. 15.

⁵Bondi, Developing Middle Schools: A Guidebook, p. 21.

⁶M. Ann Grooms, Perspectives on the Middle School, (Columbus: Charles E. Merrill Books, Inc., 1967), p. 17.

Another factor that unfortunately affects the adolescent is the pressure from society. Howard stated that, "the culture, which is producing an earlier physical maturity, has perceptibly speeded up social maturity."¹ Toby stated that there are "massive pressures that American society brings to bear on conformity to the peer group."²

In discussing early adolescence in the United States, Mead stated that children today mature earlier and this is coupled with precocities; including, a pattern of earlier dating, going steady, and pairing off.³ Tanner further stated that this trend toward earlier physical growth is accompanied by earlier sexual maturity.⁴ This early development was observed in the Bement Junior High School students and was believed by the researcher to be one of the contributing causes of their social development.

There exists today an early reaching for adulthood, encouraged by parents who allow children to do things too early; compounded by schools and clubs which initiate precocity, and resulting in an adolescent who is achieving social maturity at an earlier age.⁵

Behavior

The behavior of the adolescent is as unstable as his other characteristics. Alexander described this instability when he stated:

¹Alvin W. Howard, Teaching in Middle Schools, (Scranton, PA: International Textbook Company, 1968), p. 4.

²Jackson Toby, Contemporary Society, (New York: John Wiley & Sons, Inc., 1964), p. 334.

³Mead, "Early Adolescence in the United States," p. 9.

⁴J. M. Tanner, Growth at Adolescence, (Oxford: Blackwell Scientific Publication, 1962), pp. 143-4.

⁵Mead, "Early Adolescence in the United States", p. 9.

"The child is changing from emotional behavior which can be described as contented and amiable to that displayed by an often aggressive, belligerent, and argumentative individual. . . . The anger of the preadolescent is more intense and deeper than that of the younger child, and he may strike out with more fervor. It takes him longer than the younger child to recuperate from emotional outbursts."¹

Gesell further describes the older middle school student as follows:

"The full-blown fourteen-year-old is a spontaneous extrovert. He does not hold back and brood or feel sorry for himself. He is full of laughter, jokes, and humor."²

According to Howard, some of the more common misbehaviors of this age group include such actions as: talking in class; whispering to a neighbor; drumming on a desk; tickling; scuffling; teasing; tormenting the child in the desk ahead; tripping others; hitting one another with books, rulers, pencils, or whatever may be in their hands; interrupting the teacher by leaving their seats to sharpen pencils or get something; and pushing desks and furniture around. Somewhat more annoying and varying in seriousness are such behaviors as refusal to obey teacher requests; turning in assigned work late or failure to do it at all; impudence; belligerency; insolence; exhibiting a "don't-care" attitude in class; lying, cheating, and stealing.³

Howard continued by explaining several of his beliefs for the misbehaviors of the adolescent at school. Some of these are:

¹William M. Alexander, The Emergent Middle School, 2d enl. ed., (New York: Holt, Rinehart and Winston, Inc., 1969), p. 40.

²Arnold Gesell, Frances L. Ilg, and Louise B. Ames, Youth: The Years From Ten to Sixteen, (New York: Harper & Row, Publishers, 1956), p. 333.

³Howard, Teaching in Middle Schools, p. 31.

"Probably the greatest number of classroom offenses are caused by a dull curriculum, weak classroom management; lack of understanding of techniques of discipline; personality characteristics of the teacher and, at the top of the list, poor planning and teaching. The physical environment can be a source of behavior problems. A stuffy room or one that is too hot will cause inattention, sleepiness, yawning, frequent requests to go to the restroom or drinking fountain, and restlessness. A room that is poorly lighted or one in which there is a glare from the chalkboard will produce complaints, twisting, turning, and irritability. Outside noise is a discomfort to students."¹

Research indicated that many of these behavioral problems of the adolescent were improved when using the middle school concepts. In the study by Howell, evidence showed that there were lower discipline problems in a middle school compared to a junior high school.² M^cGee and Krajewski also found that discipline referrals were cut in half when converting from a junior high school to a middle school in a Tennessee city.³

Psychological Development

The physical characteristics of the adolescent creates great psychological concern for him. Gatewood and Dilg stated:

"The acceleration and unevenness of physical development and physiological change in transescence have many emotional and psychological side effects. Transescents are likely to be disturbed by awkwardness resulting from disproportionate changes in weight and muscle development and are sensitive to the changing contours of the body. The variety of growth patterns frequently engenders anxiety about the normality of one's own development; deviation from cultural models of physical efficiency and physical attractiveness tend to upset both boys and girls."⁴

¹Ibid., pp. 30-31.

²Howell, "The Middle School, Is It Really Any Better?", pp. 43-4.

³Jerry C. M^cGee and R. Krajewski, "Middle School Effectiveness: A Three Year Study," Middle School Journal 10 (November 1979):4.

⁴Gatewood and Dilg, The Middle School We Need, p. 7.

Gatewood and Dilg described the inner turmoil the adolescent experiences when they stated,

"We should use the term 'hectic' because the body changes taking place inevitably produce tension and turbulent emotions. The pre-adolescent is characterized by mood instability. . . . such unpredictability of mood is, of course, evidence of inner tensions."¹

According to Kohut, the adolescent is a good subject for counseling services because of the ambivalent natures and varying rates of maturation. Adolescents are more in need of and more receptive to the advantages gained from personal guidance than any other group.²

Physical Development

The following research describes the physical development of the middle school student. Since there is no precise age that every human body develops, **this causes the great disparity among students** of the same age and grade level. This biological information describes the wide range of beginning and ending puberty.

"Adolescence refers to that period of time during which the growing individual makes the transition from childhood to adulthood. This period begins and ends at different points for everyone, as there is no precise span of years. . . . Most adolescents experience the majority of their changes between the ages of 11.8 and 14.6--approximately the ages of grades seven, eight, and nine."³

"The growth pattern usually is the same for all boys and girls, but there are wide variations in the timing and degree of changes. . . . the sequential order in which development occurs is relatively consistent in each sex. The age of greatest variability in physical size and physiological development is about 13."⁴

¹Ibid., p. 15.

²Kohut, The Middle School, p. 12.

³Hansen and Hearn, The Middle School Program, p. 32.

⁴Gatewood and Dilg, The Middle School We Need, pp. 6-7.

"The variation among pupils in physical maturity level will be greatest in grades 5 through 8, although not all pupils will undergo their whole transition periods within these years. There will be some who terminate later, but a majority will go through this period during grades 5 through 8, and all will be in some stage of transition during these grades. The data establish a range of eight to nine years in the physical maturity levels of children in each grade from 5 through 8."¹

Gatewood and Dilg further explained additional results of the drastic change in the human body when they stated:

"Transescents are characterized by extreme restlessness and need to have daily release of physical energy. They may feel that they have unlimited sources of energy and unlimited resistance, but they tire easily and are reluctant to admit it. The tendency to overexert may result in chronic fatigue."²

To better prepare the students and the staff of a middle school to understand this physical change, the following should be included in the curriculum:

". . . instruction related to growth of the body so that one can better understand changes in himself or herself and in others and be prepared for future changes and problems. Students should be reassured that they are 'normal' even if their patterns of development is not that of the average person."³

"Each child is maturing in his own way and in his own time. Awareness of physical changes of middle school pupils and diversity of physical maturation suggests that the 'typical child' does not exist and we should plan the curriculum accordingly."⁴

"Several authors indicate the importance of knowledge concerning ossification and skeletal development because it can give the teacher help in interpreting scholastic success, mental development, and social adjustment."⁵

¹Alexander, The Emergent Middle School, p. 28.

²Gatewood and Dilg, The Middle School We Need, p. 7.

³Ibid., p. 8.

⁴Bondi, Developing Middle Schools: A Guidebook, p. 20.

⁵Hansen and Hearn, The Middle School Program, p. 33.

Converting a Junior High School to a Middle School

Grades to be Included

Whenever a new middle school is started, the grades to be included must be determined. In a study by Dacus, a marked difference in social and emotional maturity was seen between eighth and ninth graders while there were no differences observed between ninth- and tenth-grade boys. The least differences were found between grades six and seven and grades nine and ten.¹

Another study by Creek supported the principle that the beginning grade for a middle school should be sixth. This research determined that sixth-grade students are more similar to seventh-grade students rather than fifth-grade students because of the early onset of puberty in most sixth- and seventh-grade students. Fifth-grade students behave more like grade school children than early adolescents.²

Kohut stated that there is a general agreement among middle school planners that ninth grade should be omitted from all definitions of the middle school.³ Trauschke and Mooney discovered that ninth graders are usually more like tenth-, eleventh-, and twelfth-grade students than like seventh- and eighth-grade students.⁴ Dacus and Myers also stated that ninth graders are more like tenth graders than eighth graders in terms of

¹Wilfred P. Dacus, "Study of the Grade Organization Structure in the Junior High School As Measured by Social Maturity, and Opposite Sex Choices," (Ph.D. dissertation, University of Houston, 1963).

²Roy J. Creek, "Middle School Rational: The Sixth-Grade Component," (Ph.D. dissertation, University of Pittsburg, 1969).

³Kohut, The Middle School, p. 4.

⁴E. M. Trauschke and Patrick F. Mooney, "Middle School Accountability," Middle School in the Making, (Washington, D. C.: Association for Supervision and Curriculum Development, 1974), pp. 9-12.

physical, social, emotional, and intellectual maturity.¹ Howard's research indicated that the earlier physical and mental maturation of the adolescent supports the belief that ninth graders should be placed on the high school level and suggests that it might be better to combine the sixth grade with the seventh and eighth grades.²

In 1968, Alexander estimated that approximately 60 percent of all middle schools in the United States included grades 6-7-8.³ Alexander and Howard concluded on which grades to include in a middle school.

Alexander first stated:

"Many of the middle school reorganizations include grades 6, 7, and 8, a practice of long standing in some districts. . . . Such a grade reorganization does not necessarily involve any change in the instructional program or method of instruction. The departmentalized schedule and the same program of activities may carry over into the new school."⁴

Howard continued by stating that the intermediate school is intended to serve the early adolescents, and it should include the grade and age where this pubescence is most likely to occur in the majority of children--probably ages 11-14 and grades 6-7-8.⁵

¹Dacus, "Study of the Grade Organizational Structure," and Norman K. Myers, "Physical, Intellectual, Emotional, and Social Maturity Levels of Eighth-, Ninth-, and Tenth-Grade Students with Implications for School Grade Organization," (Ph.D. dissertation, University of Missouri, 1970).

²Howard, Teaching in Middle Schools, p. 4.

³William M. Alexander, "A Survey of Organizational Patterns of Reorganized Middle Schools," (Washington, D. C.: U. S. Dept. of Health, Education, and Welfare, 1968).

⁴Alexander, "What Educational Plan for the In-Between-Ager?", p. 31.

⁵Howard, Teaching in Middle Schools, p. 4.

Facilities

Planners of a middle school must determine if they are financially able to construct a new school building or must work with an existing building. The Bement administrators accepted the fact that the Bement Middle School would be located in the existing school building. Bondi stated that, "Many of the great middle schools are operating in very old buildings designed for conventional high school buildings. Such middle schools are either knocking down walls or going around them."¹

A middle school, whether it is a new building or an existing building, must have the following features:

1. "Should have facilities for art, music, science, industrial arts, homemaking, and physical education. It is desirable to have an auditorium or cafeteria--some sort of central meeting place--as well as adequate grounds and playfield."²
2. "Student centers, spaces for independent study, small and large group centers, science laboratories, and learning centers."³
3. "Ample space for movement involved in exploration, manipulation, and experimentation; space for activities related to hobbies and interest groups.
4. "Space designed that allows for places to accommodate small groups.
5. "Carefully designed reading areas with a variety of reading materials.
6. "Quiet areas and small spaces for individual study.
7. "Large spaces, indoors and outdoors, for movement and for release of substantial amount of student energy."⁴

¹Bondi, Developing Middle Schools: A Guidebook, p. 88.

²Hansen and Hearn, The Middle School Program, p. 21.

³Grooms, Perspectives on the Middle School, p. 112.

⁴Robert S. Jones and C. Kenneth McEwin, "Creative Learning Environments for the Middle School," Education Digest 45 (May 1980): 14-16.

Curriculum

The actual courses offered by each middle school should be determined by their communities. However, as Bondi stated, "The needs of the middle school students are the number one priority."¹

Bondi further explained the broad curriculum that must be considered when he stated:

"The wide range of achievement levels and interests of middle school youngsters necessitates a diversity of learning materials if instruction is to be carried out successfully. The effective middle school must commit itself to making provisions for each child and make the curriculum relevant and exciting. Through the use of a wide variety of learning materials, this goal can more easily become a reality."²

Alexander defined the curriculum for the middle school in more detail in his statement:

"The basic subjects of the elementary and the junior high school would undoubtedly be retained in the middle school: language arts, math, science, and social studies. Some schools would include the fine arts and a second language as common subjects; others would make one or both an exploratory, individualized choice area.

"The content of the common areas would be planned with reference to the program of the elementary and high school so that there would be as much continuity as possible throughout the school program."³

Middle School Teacher Requirements

A study by Gatewood and Dilg in 1973 of over six hundred colleges and universities in the United States found that more than three-fourths reported no formal programs for middle school teacher pre-service preparation.⁴ State departments of education in different areas

¹Bondi, Developing Middle Schools: A Guidebook, p. 47.

²Ibid.

³Alexander, "What Educational Plan for the In-Between-Ager?", p. 32.

⁴Gatewood and Dilg, The Middle School We Need, p. 19.

of the country are directing colleges and universities to the future demands of the middle school teachers. During the 1983-84 school year, there were twenty-five colleges and universities that had special preparation for middle school level teachers--an increase of 150 percent since 1975.¹

Unless a student has decided to become a middle school teacher and the college or university he is attending offers a middle school teaching degree, he must combine information from the secondary department (which usually stress only the subject to be taught) and the elementary department (which often emphasize ways to teach young children).² When comparing practicing middle school teachers, research indicated that those teachers with elementary certification displayed a **greater** use of a variety of classroom instructional modes compared to teachers with secondary certification.³

Regardless of the certificate, Bondi lists the following characteristics a middle school teacher must display:

1. Is flexible and sensitive to quick changes in pupils' moods and needs.
2. Likes children who are active, energetic, and loud.
3. Establishes rapport easily with his pupils.
4. Believes and practices the middle school concepts and philosophy.
5. Possesses wide variety of skills, abilities, and talents.
6. Is enthusiastic for and committed toward working with older children and younger adolescents.

¹"Middle Grades," Today's Education, 1983-4, pp. 26-7.

²Ibid.

³William F. Kolsick, "An Analysis of the Effect of School Organizational Plans Upon Instructional Modes in the Classroom," (Ph.D. dissertation, The Pennsylvania State University, 1972).

7. Is open-minded toward innovation and change.
8. Works effectively with fellow teachers in cooperative planning and team teaching.
9. Is knowledgeable in the subject area and brings it to the level of the students.
10. Has a good sense of humor, compassion, tolerance, and patience.

Uniqueness of the Study

The researcher was unable to locate any previous studies that resembled this experiment or offered information that was relevant to this study. All research that was read by the researcher was concerning the establishment of a middle school either in a new building or by converting an existing junior high school building into a middle school building.

This study investigated the results from the isolation of the middle school students from the elementary school students and the high school students, while all three schools remain in the same building complex.

In addition to the value of the middle school concept, this study was also used to determine the results of the academic grades, social development, and behavior of the middle school students after they were isolated from the high school students.

¹Bondi, Developing Middle Schools: A Guidebook, pp. 33-4.

CHAPTER III

DESIGN OF THE STUDY

Research Questions

This study addressed the following questions:

1. How did the 1984-85 eighth-grade students at the Bement Middle School perceive:
 - a. the improvement in the different courses that were being offered?
 - b. the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?
 - c. different factors comparing the past junior high school to the present middle school?
 - d. a final grade for the Bement Middle School after one year of operation?
2. How did the parents of the 1984-85 eighth-grade students at the Bement Middle School perceive:
 - a. the improvement in the different courses that were being offered?
 - b. the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?
 - c. different factors comparing the past junior high school to the present middle school?
 - d. a final grade for the Bement Middle School after one year of operation?
3. How did the staff of the Bement Middle School perceive:
 - a. the improvement in the different courses that were being offered?
 - b. the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?

- c. different factors comparing the past junior high school to the present middle school?
 - d. a final grade for the Bement Middle School after one year of operation?
4. What were the effects upon the academics of the middle school students after the Bement school was converted from the Bement Junior High School to the Bement Middle School?

Sample and Population

Every student who attended the Bement Community Unit School District between the 1980-81 school year and the 1984-85 school year and was in the sixth, seventh, or eighth grade had their academic grades recorded. These records were used as a base to compare the academic grades of the Bement Middle School students after the 1984-85 school year. The Bement School District is a small school district which enabled the researcher to include all 210 students of these five school years.

The following groups completed a questionnaire which was used to determine their opinions toward the change in social development and behavior between the 1983-84 school year and the 1984-85 school year: teachers, administrators, students, social worker, guidance counselor, and parents.

There were twenty-four teachers in the Bement Community Unit School District who taught at least one class in the sixth, seventh, or eighth grade during the 1983-84 or the 1984-85 school year. Only nine of these teachers taught in these grade levels during both school years and were the only teachers surveyed.

There were four administrators who were employed by the Bement Community Unit School District during the 1983-84 school year or the 1984-85 school year. The superintendent and the researcher were the

only two administrators who were employed both of those school years and were the only administrators surveyed.

There was only one social worker involved with the Bement students during the 1983-84 and the 1984-85 school years. There also was only one guidance counselor for the Bement students during those school years. Both of these people were surveyed.

All of the Bement eighth-grade students of the 1984-85 school year were surveyed. This was the only class that experienced both the junior high school and the middle school system. Fifty students constituted this group.

A questionnaire was sent to the home of each of the eighth-grade students of the 1984-85 school year. This questionnaire was to be completed by the parents or guardians of those students. Fifty questionnaires were sent and forty-two were returned to represent an eighty-four percent rate of return.

Data Collection and Instrumentation

The researcher collected all grades given to the sixth-, seventh-, and eighth-grade students at the Bement Community Unit School District for the 1980-81 school year through the 1984-85 school year. This information was secured from the permanent school records for each student.

A questionnaire was distributed to the eighth-grade students of the 1984-85 school year, the parents or guardians of those students, and the Bement Middle School staff (administrators, teachers, social worker, and guidance counselor) who were associated with both the Bement Junior High School and the Bement Middle school. These questionnaires were used to gather the opinions of those groups concerning the development of the social development and behavior of the middle school students at

Bement. There were several questions that requested other pertinent information concerning the middle school that was desired by the researcher but was not used for this specific study. All groups were surveyed in the first week of May, 1985. This was after eight months of operation of the new Bement Middle School. Samples of these questionnaires are in Appendix C.

The staff members were issued the questionnaire and asked to return it to the researcher's mailbox (in Bement Middle School office). All questionnaires were returned.

The parents were sent the questionnaire via the U. S. Postal Service. A stamped, pre-addressed envelope for returning responses was furnished.

The eighth-grade students were given the questionnaire during their study hall period. It was administered by the researcher and collected at the same sitting.

Data Analysis

The academic grades of the sixth, seventh, and eighth, grades was analyzed by:

1. The yearly grade point average was computed for the school years of 1980-81 through the school year of 1984-85 for:
 - a. each of the four basic subjects (language arts, mathematics, science, and social studies).
 - b. the combined four basic subjects for each grade level
 - c. the middle schools
2. A comparison between the five different school years was made using the preceding data.
3. The grades of the basic subjects for the individual seventh graders of the 1983-84 school year was compared to his grade in the same subject when he was an eighth grader in the 1984-85

school year. The results were placed into three categories: an improvement, a decline, or no change in his grade.

The social development and change in behavior were analyzed by using statistics in the form of frequency counts and percentages obtained from the questionnaire's answers. The three different groups' (students, parents, and staff) answers were tabulated, compared, and analyzed by the researcher.

CHAPTER IV

RESULTS

Introduction

A survey, which was administered in May, 1985, was used to determine the answers to the following questions:

1. How did the 1984-85 eighth-grade students at the Bement Middle School perceive:
 - a. the improvement in the different courses that were being offered?
 - b. the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?
 - c. different factors comparing the past junior high school to the present middle school?
 - d. a final grade for the Bement Middle School after one year of operation?
2. How did the parents of the 1984-85 eighth-grade students at the Bement Middle School perceive:
 - a. the improvement in the different courses that were being offered?
 - b. the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?
 - c. different factors comparing the past junior high school to the present middle school?
 - d. a final grade for the Bement Middle School after one year of operation?
3. How did the staff of the Bement Middle School perceive:
 - a. the improvement in the different courses that were being offered?

- b. the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?
 - c. different factors comparing the past junior high school to the present middle school?
 - d. a final grade for the Bement Middle School after one year of operation?
4. What were the effects upon the academics of the middle school students after the Bement school was converted from the Bement Junior High School to the Bement Middle School?

Table 1 through table 9 offers the following information:

- 1. The number of responses to each question. Some of the individuals did not answer all of the questions on the survey.
- 2. The percentage of those respondents answering each question.
- 3. The average score of each question. This was determined by assigning points to each response; i.e., "Strongly Agree" was given five points, "Agree" was given four points, "Not Sure" was given three points, "Disagree" was given two points, and "Strongly Disagree" was given one point. The total points were divided by the number of responses to that question.

Improvements in the Different School Subjects

Students

This section pertains to Question 1a, which states, "How did the 1984-85 eighth-grade students at the Bement Middle School perceive the improvement in the different courses that were being offered?"

As table 1 shows, the eighth-grade students had a very low perception of the improvement of the different school subjects. Their composite average was 1.57. The subject that received the highest average was chorus (2.58); the lowest average was given to health, French, home economics, business, industrial arts, and art (1.12).

The eighth-grade students had been in the Bement Junior High School in the 1983-84 school year. The researcher perceived that many

TABLE 1 (STUDENTS)

IN YOUR OPINION, THE FOLLOWING AREAS WERE ADEQUATELY IMPROVED IN THIS YEAR'S BEMENT MIDDLE SCHOOL
 COMPARED TO THE PREVIOUS BEMENT JUNIOR HIGH SCHOOL

School Subject	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Language arts	3 (6%)	2 (4%)	3 (6%)	28 (56%)	14 (28%)	2.04
Science	3 (6%)	1 (2%)	3 (6%)	25 (50%)	18 (36%)	1.92
Mathematics	3 (6%)	4 (8%)	3 (6%)	24 (48%)	16 (32%)	2.08
Social studies	3 (6%)	2 (4%)	3 (6%)	27 (54%)	15 (30%)	2.02
Physical education	3 (6%)	1 (2%)	3 (6%)	7 (14%)	36 (72%)	1.56
Band	1 (3%)	5 (13%)	4 (11%)	10 (26%)	18 (47%)	2.08
Chorus	4 (11%)	7 (19%)	5 (14%)	10 (28%)	10 (28%)	2.58
Reading	1 (2%)	1 (2%)	6 (12%)	1 (2%)	41 (82%)	1.40
Spelling	1 (2%)	1 (2%)	5 (10%)	8 (16%)	37 (71%)	1.36
Health	0 (0%)	0 (0%)	3 (6%)	2 (4%)	45 (90%)	1.12
French	0 (0%)	0 (0%)	3 (6%)	2 (4%)	45 (90%)	1.12
Home economics	0 (0%)	0 (0%)	3 (6%)	2 (4%)	45 (90%)	1.12
Business	0 (0%)	0 (0%)	3 (6%)	2 (4%)	45 (90%)	1.12
Industrial arts	0 (0%)	0 (0%)	3 (6%)	2 (4%)	45 (90%)	1.12
Art	0 (0%)	0 (0%)	3 (6%)	2 (4%)	45 (90%)	1.12
Total	21 (3%)	23 (3%)	53 (7%)	152 (21%)	475 (66%)	1.57

of these students were still very upset in May after being returned to the controlled environment of the new middle school and answered the questions on the survey accordingly.

Health was never offered at the eighth-grade level in the Bement Junior High School. The introduction courses in French, business, industrial arts, home economics, and art were eliminated between the 1983-84 school year and the 1984-85 school year.

Parents

This section pertains to Question 2a, which states, "How did the parents of the 1984-85 eighth-grade students at the Bement Middle School perceive the improvement in the different courses that were being offered?"

Many of the Bement parents indicated an improvement in all of the courses, except the introduction courses. The composite average shown in table 2 was 3.12. The highest average was for reading (4.69). This was possibly because there was not a separate reading course for the seventh-grade students in the 1983-84 school year and there was a course entitled, "Reading", offered as an elective for eighth-grade students in the 1984-85 school year.

The lowest average was for the art course (1.11). Art was one of the five courses eliminated for the eighth-grade students in the 1984-85 school year.

Staff

This section pertains to Question 3a, which states, "How did the staff of the Bement Middle School perceive the improvement in the different courses that were being offered?"

TABLE 2 (PARENTS)

IN YOUR OPINION, THE FOLLOWING AREAS WERE ADEQUATELY IMPROVED IN THIS YEAR'S BEMENT MIDDLE SCHOOL
 COMPARED TO THE PREVIOUS BEMENT JUNIOR HIGH SCHOOL

School Subject	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Language arts	29 (69%)	8 (19%)	3 (7%)	2 (5%)	0 (0%)	4.52
Science	28 (67%)	9 (21%)	3 (7%)	2 (5%)	0 (0%)	4.50
Mathematics	29 (69%)	7 (17%)	2 (5%)	4 (10%)	0 (0%)	4.45
Social studies	26 (62%)	5 (12%)	2 (5%)	8 (19%)	1 (2%)	4.09
Physical education	16 (38%)	8 (19%)	16 (38%)	2 (5%)	0 (0%)	3.90
Band	6 (29%)	14 (67%)	1 (5%)	0 (0%)	0 (0%)	4.62
Chorus	4 (29%)	8 (57%)	2 (14%)	0 (0%)	0 (0%)	4.14
Reading	27 (69%)	12 (31%)	0 (0%)	0 (0%)	0 (0%)	4.69
Spelling	29 (69%)	8 (19%)	3 (7%)	2 (5%)	0 (0%)	4.52
Health	16 (38%)	8 (19%)	16 (38%)	2 (5%)	0 (0%)	3.90
French	2 (5%)	0 (0%)	0 (0%)	10 (24%)	30 (71%)	1.43
Home economics	2 (5%)	0 (0%)	0 (0%)	10 (21%)	30 (71%)	1.43
Business	2 (5%)	0 (0%)	0 (0%)	9 (21%)	31 (74%)	1.40
Industrial arts	2 (5%)	0 (0%)	0 (0%)	8 (21%)	29 (74%)	1.41
Art	2 (5%)	0 (0%)	0 (0%)	6 (16%)	30 (79%)	1.11
Total	220 (39%)	87 (15%)	48 (8%)	65 (11%)	151 (26%)	3.09

Table 3 indicates similar results as table 2. The staff rated all courses as greatly improved, except for the introduction courses. The highest average was for language arts, mathematics, social studies, physical education, band, chorus, reading, and health (4.77). The lowest average was for the introduction courses to French, home economics, business, industrial arts, and art (2.23). The composite average for the staff in this section was 3.28.

Classroom Discipline, Clubs and Organizations,
Interscholastic Sports, and Social Development

Students

This section pertains to Question 1b, which states, "How did the 1984-85 eighth-grade students at the Bement Middle School perceive the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?"

In table 4, the eighth-grade students rated classroom discipline an average of 2.50, clubs and organizations an average of 1.46, interscholastic sports an average of 2.22, and social development was given an average of 2.26.

The only organization that existed in the Bement Middle School during the 1984-85 school year was a student council. Interscholastic sports included the sixth-grade students in all sports; whereas, the 1984-85 eighth-grade students were not allowed to compete in junior high school sports until they were in the seventh grade.

Parents

This section pertains to Question 2b, which states, "How did the parents of the 1984-85 eighth-grade students at the Bement

TABLE 3 (STAFF)

IN YOUR OPINION, THE FOLLOWING AREAS WERE ADEQUATELY IMPROVED IN THIS YEAR'S BEMENT MIDDLE SCHOOL
 COMPARED TO THE PREVIOUS BEMENT JUNIOR HIGH SCHOOL

School Subject	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Language arts	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Science	9 (69%)	4 (31%)	0 (0%)	0 (0%)	0 (0%)	4.38
Mathematics	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Social studies	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Physical education	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Band	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Chorus	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Reading	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Spelling	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Health	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
French	4 (31%)	0 (0%)	0 (0%)	0 (0%)	9 (69%)	2.23
Home economics	4 (31%)	0 (0%)	0 (0%)	0 (0%)	9 (69%)	2.23
Business	4 (31%)	0 (0%)	0 (0%)	0 (0%)	9 (69%)	2.23
Industrial arts	4 (31%)	0 (0%)	0 (0%)	0 (0%)	9 (69%)	2.23
Art	4 (31%)	0 (0%)	0 (0%)	0 (0%)	9 (69%)	2.23
Totals	119 (61%)	31 (16%)	0 (0%)	0 (0%)	45 (23%)	3.28

TABLE 4 (STUDENTS)

IN YOUR OPINION, THE FOLLOWING AREAS WERE ADEQUATELY IMPROVED IN THIS YEAR'S BEMENT MIDDLE SCHOOL
 COMPARED TO THE PREVIOUS BEMENT JUNIOR HIGH SCHOOL

Area	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Classroom Discipline	9 (18%)	10 (20%)	3 (6%)	3 (6%)	25 (50%)	2.50
Clubs and Organizations	0 (0%)	2 (4%)	6 (12%)	5 (10%)	37 (74%)	1.46
Interscholastic Sports	1 (2%)	2 (4%)	11 (22%)	29 (58%)	7 (14%)	2.22
Social Development	2 (4%)	2 (4%)	21 (42%)	7 (14%)	18 (36%)	2.26
Total	12 (6%)	16 (8%)	41 (21%)	44 (22%)	87 (44%)	2.11

Middle School perceive the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?"

Table 5 shows that the parents approved all four areas of this section. Classroom discipline was given an average of 4.09, clubs and organizations an average of 4.19, interscholastic sports an average of 4.65, and social development an average of 3.80.

Parents were apparently pleased that the middle school sports' programs were deemphasized. Athletic letters were now awarded for participation rather than ability, more students were allowed to participate, and younger children were given professional instruction.

Staff

This section pertains to Question 3b, which states, "How did the staff of the Bement Middle School perceive the improvement in classroom discipline, clubs and organizations, interscholastic sports, and social development?"

Table 6 shows the staff giving great support for the improvement in two of the major concerns of this study. They gave classroom discipline a perfect 5.00 and social development an average of 4.77. Apparently they had concern over the lack of clubs and organizations, since it only received an average of 1.69. Interscholastic sports was given an average of 4.92.

Factors Comparing the Bement Middle School to the Bement Junior High School

The first, fourth, and fifth questions in this section of the survey pertained to the respondents' perceptions of the behavior of the middle school students. The second and seventh questions pertained to the academics of these students. The third, sixth, and eighth

TABLE 5 (PARENTS)

IN YOUR OPINION, THE FOLLOWING AREAS WERE ADEQUATELY IMPROVED IN THIS YEAR'S BEMENT MIDDLE SCHOOL
 COMPARED TO THE PREVIOUS BEMENT JUNIOR HIGH SCHOOL

Area	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Classroom Discipline	16 (38%)	16 (38%)	8 (19%)	2 (5%)	0 (0%)	4.09
Clubs and Organizations	18 (43%)	16 (38%)	6 (14%)	2 (5%)	0 (0%)	4.19
Interscholastic Sports	32 (80%)	6 (15%)	0 (0%)	0 (0%)	2 (5%)	4.65
Social Development	19 (48%)	8 (2%)	3 (8%)	6 (15%)	4 (10%)	3.80
Total	85 (52%)	46 (28%)	17 (10%)	10 (6%)	6 (4%)	4.18

of

TABLE 6 (STAFF)

IN YOUR OPINION, THE FOLLOWING AREAS WERE ADEQUATELY IMPROVED IN THIS YEAR'S BEMENT MIDDLE SCHOOL
 COMPARED TO THE PREVIOUS BEMENT JUNIOR HIGH SCHOOL

Area	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Classroom Discipline	13 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5.00
Clubs and Organizations	0 (0%)	0 (0%)	0 (0%)	9 (69%)	4 (31%)	1.69
Interscholastic Sports	12 (92%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.92
Social Development	10 (77%)	3 (23%)	0 (0%)	0 (0%)	0 (0%)	4.77
Total	35 (67%)	4 (8%)	0 (0%)	9 (17%)	4 (8%)	4.10

17

questions pertained to the social development of the middle school students.

Students

This section pertains to Question 1c, which states, "How did the 1984-85 eighth-grade students at the Bement Middle School perceive different factors comparing the past junior high school to the present middle school?"

In table 7, the eighth-grade students indicated that the students did not behave any better in the middle school than they did when they were in the junior high school (2.38). They did not feel safer or worry about other students picking on them at school (2.10), and they did not think that the teachers had told them how they would handle the discipline at the beginning of the year (2.04). They also did not believe that they learned more in the middle school (2.48), but they felt that they could have done much better in their classes (3.98). Socially, they believed that students were not more friendly (1.82). However, they felt that their teachers did care more about them and how well they did in their classes (3.48), and that most of their friends were in the middle school (4.50).

Parents

This section pertains to Question 2c, which states, "How did the parents of the 1984-85 eighth-grade students at the Bement Middle School perceive different factors comparing the past junior high school to the present middle school?"

As table 8 shows, the parents of the eighth-grade students gave the middle school a much higher rating than the junior high

TABLE 7 (STUDENTS)

ANSWER THE FOLLOWING STATEMENTS AS THEY PERTAINED TO YOU THIS YEAR WHEN YOU WERE A MEMBER OF THE BEMENT MIDDLE SCHOOL COMPARED TO LAST YEAR WHEN YOU WERE A MEMBER OF THE BEMENT JUNIOR HIGH SCHOOL

Factors	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Students in your classes behaved better.	8 (16%)	9 (18%)	3 (6%)	5 (10%)	24 (49%)	2.38
You learned more in your classes.	10 (20%)	7 (14%)	5 (10%)	8 (16%)	20 (40%)	2.48
Students in this school were more friendly.	5 (10%)	2 (4%)	4 (8%)	7 (14%)	32 (64%)	1.82
You felt safer and did not worry about other students picking on you at school.	18 (36%)	6 (12%)	3 (6%)	7 (14%)	16 (32%)	2.10
Your teachers let you know at the start of this year how they would handle discipline.	1 (2%)	2 (4%)	15 (31%)	14 (29%)	16 (33%)	2.04
Your teachers cared more about you and how well you did in their classes.	18 (36%)	12 (24%)	5 (10%)	6 (12%)	9 (18%)	3.48
You could have done better in your classes.	31 (62%)	4 (8%)	5 (10%)	3 (6%)	7 (14%)	3.98
Most of your friends were in the middle school.	38 (76%)	5 (10%)	3 (6%)	2 (4%)	2 (4%)	4.50
Total	133 (35%)	43 (11%)	43 (11%)	48 (13%)	122 (32%)	3.13

TABLE 8 (PARENTS)

ANSWER THE FOLLOWING STATEMENTS AS THEY PERTAINED TO YOUR CHILD THIS YEAR WHEN HE WAS A MEMBER OF THE BEMENT MIDDLE SCHOOL COMPARED TO LAST YEAR WHEN HE WAS A MEMBER OF THE BEMENT JUNIOR HIGH SCHOOL

Factors	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Students in his class behaved better.	16 (38%)	12 (29%)	10 (24%)	4 (10%)	0 (0%)	3.95
He learned more in his classes.	18 (43%)	12 (29%)	7 (17%)	3 (7%)	2 (5%)	3.98
Students in this school were more friendly.	17 (40%)	13 (31%)	3 (7%)	4 (10%)	5 (12%)	3.79
He felt safer and did not worry about other students picking on him at school.	31 (79%)	4 (10%)	2 (5%)	1 (3%)	1 (3%)	4.62
His teachers let him know at the start of this year how they would handle discipline.	6 (14%)	14 (33%)	6 (14%)	8 (19%)	8 (19%)	3.24
His teachers cared more about him and how well he did in their classes.	36 (86%)	2 (5%)	1 (2%)	1 (2%)	2 (5%)	4.64
He could have done better in his classes.	38 (90%)	2 (5%)	0 (0%)	1 (2%)	1 (2%)	4.79
Most of his friends were in the middle school.	40 (95%)	1 (2%)	0 (0%)	0 (0%)	1 (2%)	4.88
Total	202 (61%)	60 (18%)	29 (9%)	22 (7%)	20 (6%)	4.21

school. They believed that the students behaved better in the classroom (3.95), did not worry about other students picking on their children (4.62), and that the teachers instructed the students how they would handle discipline at the beginning of the school year (3.24). They thought the students learned more in their classes (3.98), but they felt that the students could have done better in their classes (4.79). Most parents felt that the students were more friendly (3.79), the teachers cared about their children (4.64), and that most of their children's friends were in the middle school (4.88).

Staff

This section pertains to Question 3c, which states, "How did the staff of the Bement Middle School perceive different factors comparing the past junior high school to the present middle school?"

According to table 9, the staff believed that the middle school was a great improvement over the junior high school. There was almost a unanimous vote toward the students behaving better (4.92), most felt that the students did not worry about other students picking on them (4.15), and they believed that the students were told at the beginning of the year how the teachers would handle discipline problems (4.46).

The staff thought that more was taught in the classes (4.54), but again believed that the students could have done better in their classes (4.98).

Concerning the social development, the staff thought that the students were more friendly in the middle school (4.54), the teachers were more caring about the students and how well they did in their classes (4.92), and most of the students' friends were in the middle school (4.92).

TABLE 9 (STAFF)

ANSWER THE FOLLOWING STATEMENTS AS THEY PERTAINED TO THIS YEAR'S
MIDDLE SCHOOL COMPARED TO LAST YEAR'S JUNIOR HIGH SCHOOL

Factors	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Average
Students behaved better.	12 (92%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.92
More was taught in classes.	9 (70%)	2 (15%)	2 (15%)	0 (0%)	0 (0%)	4.54
Students in this school were more friendly.	8 (62%)	4 (31%)	1 (7%)	0 (0%)	0 (0%)	4.54
Students felt safer and did not worry about other students picking on them at school.	6 (46%)	3 (23%)	4 (31%)	0 (0%)	0 (0%)	4.15
Teachers let students know at the start of this year how they would handle discipline.	7 (54%)	5 (39%)	1 (7%)	0 (0%)	0 (0%)	4.46
Teachers cared more about the students and how well they did in their classes.	12 (92%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.92
Students could have done better in their classes.	8 (62%)	2 (15%)	0 (0%)	2 (15%)	1 (8%)	4.08
Most of the students' friends were in the middle school.	12 (92%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.92
Total	74 (71%)	19 (26%)	8 (8%)	2 (2%)	1 (1%)	4.68

Grades Awarded to the Bement Middle School

The following section pertains to Question 1d, which states, "What did the 1984-85 eighth-grade students at the Bement Middle School perceive as a final grade for the Bement Middle School after one year of operation?"; Question 2d, which states, "What did the parents of the 1984-85 eighth-grade students at the Bement Middle School perceive as a final grade for the Bement Middle School after one year of operation?"; and Question 3d, which states, "What did the staff of the Bement Middle School perceive as a final grade for the Bement Middle School after one year of operation?"

Table 10 shows the students awarding the Bement Middle School an average grade of a 2.36, or approximately a "D+". Table 11 shows the parents awarding a 4.21, or approximately a "B+". Table 12 shows the staff awarding a 4.85, or approximately an "A-".

Academic Achievement

This section pertains to Question 4, which states, "What were the effects upon the academics of the middle school students after the Bement school was converted from the Bement Junior High School to the Bement Middle School?"

Table 13 shows the grades received by the sixth-grade students at Bement from the 1980-81 school year to the 1984-85 school year. These grades were shown by year, grade, and placed into the four major subjects (language arts, mathematics, social studies, and science).

Table 14 uses the same format as table 13, but for the seventh-grade students. Table 15 shows the information for the eighth-grade students.

TABLE 10 (STUDENTS)

IF YOU WERE TO GIVE THE BEMENT MIDDLE SCHOOL A GRADE, IT WOULD BE:

A (5)	B (4)	C (3)	D (2)	U (1)	Average
2 (4%)	2 (4%)	21 (42%)	10 (20%)	15 (30%)	2.36

TABLE 11 (PARENTS)

IF YOU WERE TO GIVE THE BEMENT MIDDLE SCHOOL A GRADE, IT WOULD BE:

A (5)	B (4)	C (3)	D (2)	U (1)	Average
22 (52%)	9 (21%)	10 (24%)	0 (0%)	1 (2%)	4.21

TABLE 12 (STAFF)

IF YOU WERE TO GIVE THE CEMENT MIDDLE SCHOOL A GRADE, IT WOULD BE:

A (5)	B (4)	C (3)	D (2)	U (1)	Average
11 (85%)	2 (15%)	0 (0%)	0 (0%)	0 (0%)	4.85

TABLE 13

ACADEMIC GRADES OF BEMENT SIXTH-GRADE STUDENTS

(1980-1985)

Year	Grade	Language Arts	Mathematics	Social Studies	Science
1980-81	A	13	9	5	6
	B	19	13	14	13
	C	7	12	12	19
	D	5	7	10	6
	U	0	3	3	0
1981-82	A	13	11	8	7
	B	11	7	14	15
	C	9	11	7	11
	D	1	4	5	1
	U	0	1	0	0
1982-83	A	10	5	17	5
	B	17	21	10	18
	C	15	10	15	22
	D	3	10	3	1
	U	1	0	1	0
1983-84	A	12	10	13	3
	B	6	11	8	12
	C	9	8	6	13
	D	4	4	5	5
	U	2	0	1	0
1984-85	A	6	8	8	3
	B	14	18	15	13
	C	13	8	9	19
	D	6	3	4	4
	U	1	3	4	1

TABLE 14

ACADEMIC GRADES OF BEMENT SEVENTH-GRADE STUDENTS
(1980-1985)

Year	Grade	Language Arts	Mathematics	Social Studies	Science
1980-81	A	4	5	4	6
	B	13	13	7	9
	C	12	9	13	10
	D	6	4	9	5
	U	0	4	2	5
1981-82	A	10	8	4	4
	B	14	13	11	16
	C	15	11	15	12
	D	7	7	10	10
	U	0	6	6	4
1982-83	A	8	10	7	5
	B	13	11	11	11
	C	9	5	9	10
	D	5	5	7	7
	U	0	2	1	1
1983-84	A	4	5	2	3
	B	19	23	16	14
	C	19	15	16	14
	D	5	3	15	6
	U	0	1	2	0
1984-85	A	3	5	4	2
	B	9	12	15	15
	C	14	10	6	6
	D	7	6	7	10
	U	0	0	1	0

TABLE 15

ACADEMIC GRADES OF BEMENT EIGHTH-GRADE STUDENTS

(1980-1985)

Year	Grade	Language Arts	Mathematics	Social Studies	Science
1980-81	A	3	6	2	2
	B	10	5	5	7
	C	11	9	13	14
	D	1	3	6	3
	U	1	3	0	0
1981-82	A	7	4	6	6
	B	12	8	14	17
	C	6	9	7	5
	D	5	8	4	4
	U	2	3	1	0
1982-83	A	10	9	7	5
	B	13	13	17	11
	C	13	13	10	16
	D	6	5	5	9
	U	1	3	4	2
1983-84	A	10	8	6	6
	B	10	12	13	13
	C	12	7	11	9
	D	7	12	9	11
	U	0	0	0	0
1984-85	A	4	8	2	3
	B	29	23	19	19
	C	13	15	23	23
	D	3	3	5	4
	U	0	0	0	0

Table 16 shows the grade point average for the sixth-, seventh-, and eighth-grade students at Bement in each of the four major subjects. These were for the 1980-81 school year through the 1984-85 school year. Also shown are the number of students in each grade for each year.

Table 17 shows the accumulative grade point averages for the sixth-, seventh-, and eighth-grade students at Bement for the 1980-81 school year through the 1984-85 school year.

Table 18 shows the combined accumulative grade point averages for the students in the sixth, seventh, and eighth grades. This is shown even though the middle school was not in existence until the 1984-85 school year. The reader has the data to compare the grade point averages of these grades prior to the change to the middle school.

Table 19 shows the changes in letter grades for the 1984-85 eighth-grade students compared to when they were seventh-grade students in 1983-84. There were only 47 students who attended the Bement schools for both school years. If the student received a better grade than the previous year, that grade was placed in the "Increased" category. If the student received the same letter grade as the previous year, it was placed in the "Unchanged" category. If they received a lower grade than the previous year, it was placed in the "Decreased" category.

Tables 13-18 show improvement for some years and a lack of improvement for other years. There was no obvious trend for any year.

Table 19 shows that grades were improved or remained the same for the majority of the eighth-grade students after they were placed in a middle school.

TABLE 16
 GRADE POINT AVERAGES FOR BEMENT STUDENTS
 (1980-1985)

Year	Number of Students	Language Arts	Mathematics	Social Studies	Science
Sixth Grade					
1980-81	44	3.91	3.41	3.18	3.43
1981-82	34	4.06	3.68	3.74	3.82
1982-83	46	3.70	3.46	3.85	3.59
1983-84	33	3.67	3.82	3.82	3.39
1984-85	40	3.45	3.63	3.48	3.33
Seventh Grade					
1980-81	35	3.43	3.31	3.06	3.17
1981-82	46	3.59	3.22	2.93	3.13
1982-83	35	3.69	3.63	3.46	3.34
1983-84	47	3.47	3.60	2.94	3.51
1984-85	33	3.24	3.49	3.42	3.27
Eighth Grade					
1980-81	26	3.50	3.31	3.12	3.31
1981-82	32	3.53	3.06	3.63	3.78
1982-83	43	3.58	3.48	3.42	3.19
1983-84	39	3.59	3.41	3.41	3.36
1984-85	50	3.70	3.74	3.38	3.44

TABLE 17

ACCUMULATIVE GRADE POINT AVERAGES FOR BEMENT STUDENTS
(1980-1985)

Year	Sixth Grade	Seventh Grade	Eighth Grade
1980-81	3.48	3.24	3.31
1981-82	3.83	3.22	3.50
1983-83	3.65	3.53	3.42
1983-84	3.68	3.38	3.44
1984-85	3.47	3.36	3.57

TABLE 18

COMBINED ACCUMULATIVE GRADE POINT AVERAGES FOR BEMENT STUDENTS
(1980-1985)

Year	Sixth, Seventh, and Eighth Grade (Middle School Years)
1980-81	3.34
1981-82	3.52
1982-83	3.53
1983-84	3.50
1984-85	3.47

TABLE 19

CHANGES IN LETTER GRADES FOR BEMENT EIGHTH-GRADE STUDENTS OF 1984-85

Change	Language Arts	Mathematics	Social Studies	Science
Increased	26	17	23	21
Unchanged	13	18	21	13
Decreased	8	12	3	13

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary

Between the 1983-84 school year and the 1984-85 school year the Bement Junior High School became the Bement Middle School. One of the main reasons for this change was to eliminate housing the junior high school students with the senior high school students. The administrators at Bement perceived this as a possible cause for the behavior problems, social development, and academic grades of the junior high school students.

A survey was administered to the 1984-85 eighth-grade students, the parents of those students, and the staff members who were associated with both the junior high school and the middle school. These three groups were the only groups that experienced both the Bement Middle School and the Bement Junior High School. The purpose of this survey was to gather the opinions of these three groups toward the improvement of the behavior and social development. The results were used to determine if the middle school was successful in improving those areas in comparison to the previous junior high school environment. The 1980 through 1985 academic grades of the sixth, seventh, and eighth grades were also researched to aid in the determination of the effect of the change in school.

Findings

The researcher valued the adults' opinions more than the eighth-grade students' opinions. The students had been removed from the relaxed atmosphere of the high school and returned to the controlled environment of the elementary school. Most of the students were very negative toward the entire change and their answers were reflective of these feelings. The researcher believed that the parents were more objective than the students and that the staff members were the best evaluators of the three groups.

The majority of the students did not indicate that their behavior or social development improved after the first year of the Bement Middle School in comparison to the Bement Junior High School. The parents' and the staff's opinions strongly supported the improvements of the behavior and social development of the middle school students.

Compared to their seventh-grade accomplishments, the academic grades were improved for many of the eighth-grade students. The accumulative grade point average for the eighth grade increased from 3.38 as seventh graders to 3.57 as eighth graders after the first year in the middle school. More eighth-grade students improved their grades than lowered their grades in each of the four major subjects (language arts, mathematics, science, and social studies).

Conclusion

This study resulted in the following conclusions:

1. The majority of the 1984-85 eighth-grade students perceived that:
 - a. There was no improvement in the behavior of the middle school students.

- b. There was no improvement in the social development of the middle school students.
 - c. A grade of "D+" should be given to the Bement Middle School.
2. The majority of the parents of the 1984-85 eighth-grade students perceived that:
 - a. There was a great improvement in the behavior of the the middle school students.
 - b. There was a great improvement in the social development of the middle school students.
 - c. A grade of "B+" should be given to the Bement Middle School.
 3. The majority of the staff that was associated with the Bement Middle School and the Bement Junior High School perceived that:
 - a. There was a great improvement in the behavior of the middle school students.
 - b. There was a great improvement in the social development of the middle school students.
 - c. A grade of "A-" should be given to the Bement Middle School.
 4. The academic grades of many middle school students improved during the first year of the Bement Middle School.

The researcher concluded that the change from the junior high school to the middle school was a success. By separating the younger students from the older students, their behavior, social development, and academic grades improved.

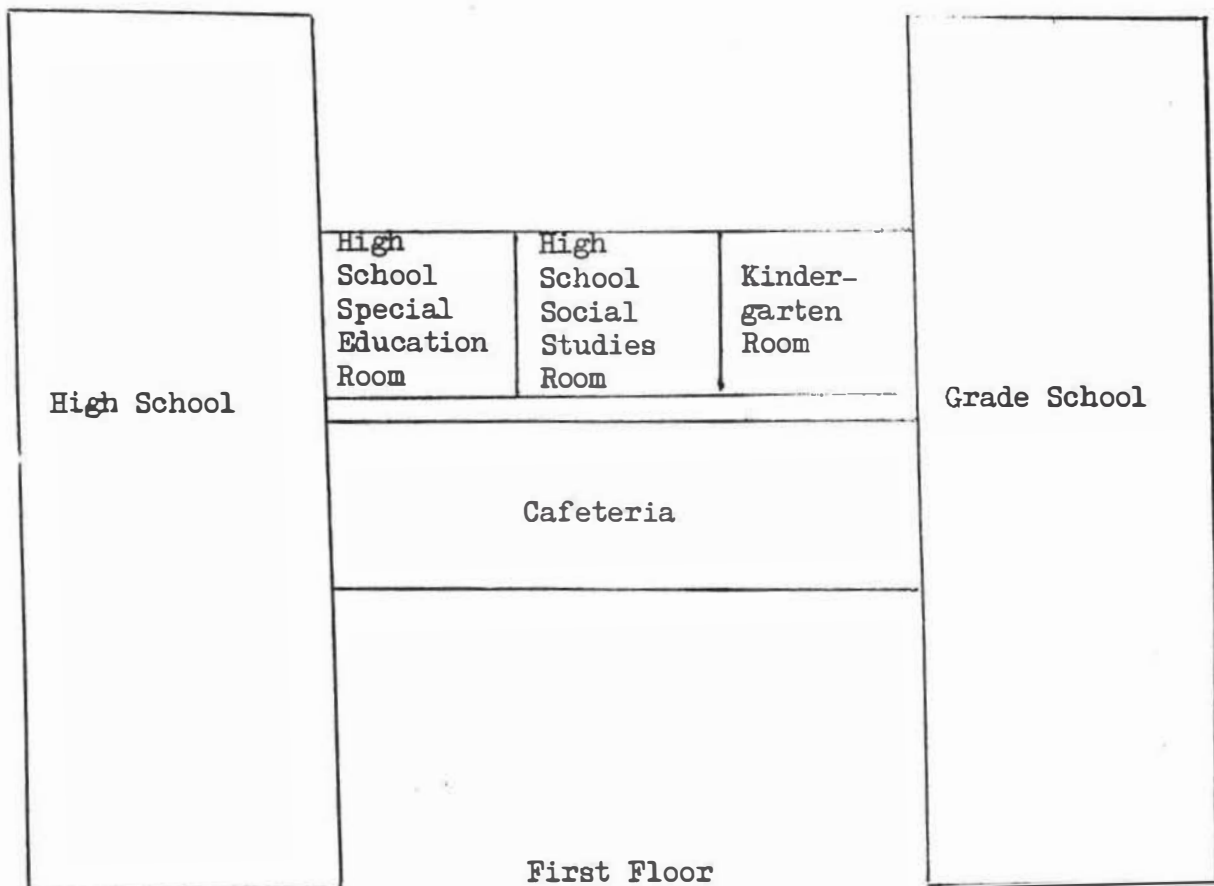
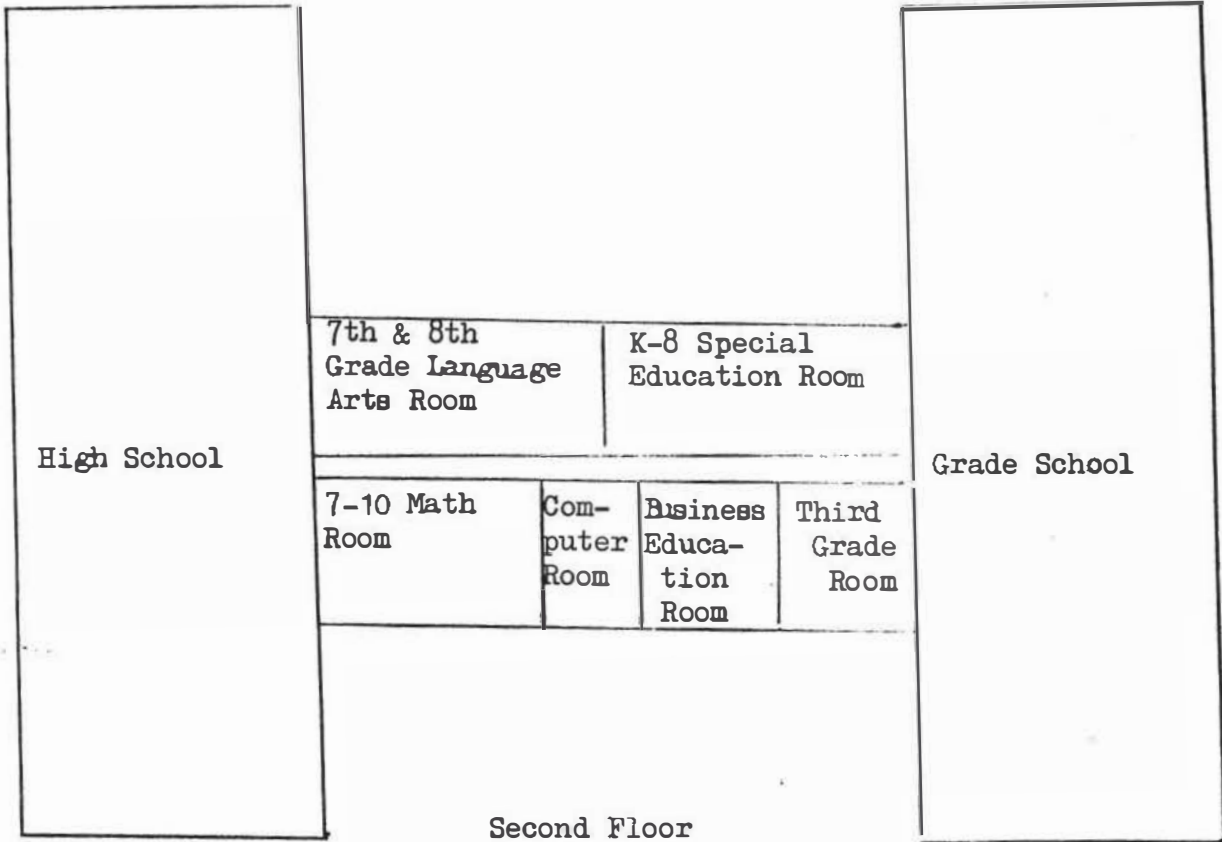
Recommendations

More time was needed to determine any long-range results of the separation of the junior high school students from the high school students. Other school districts that attempt this experiment should be studied to determine if there are supporting results. Finally, any school district that houses high school students with their younger

students and perceive this as a problem, should strongly consider separating these students.

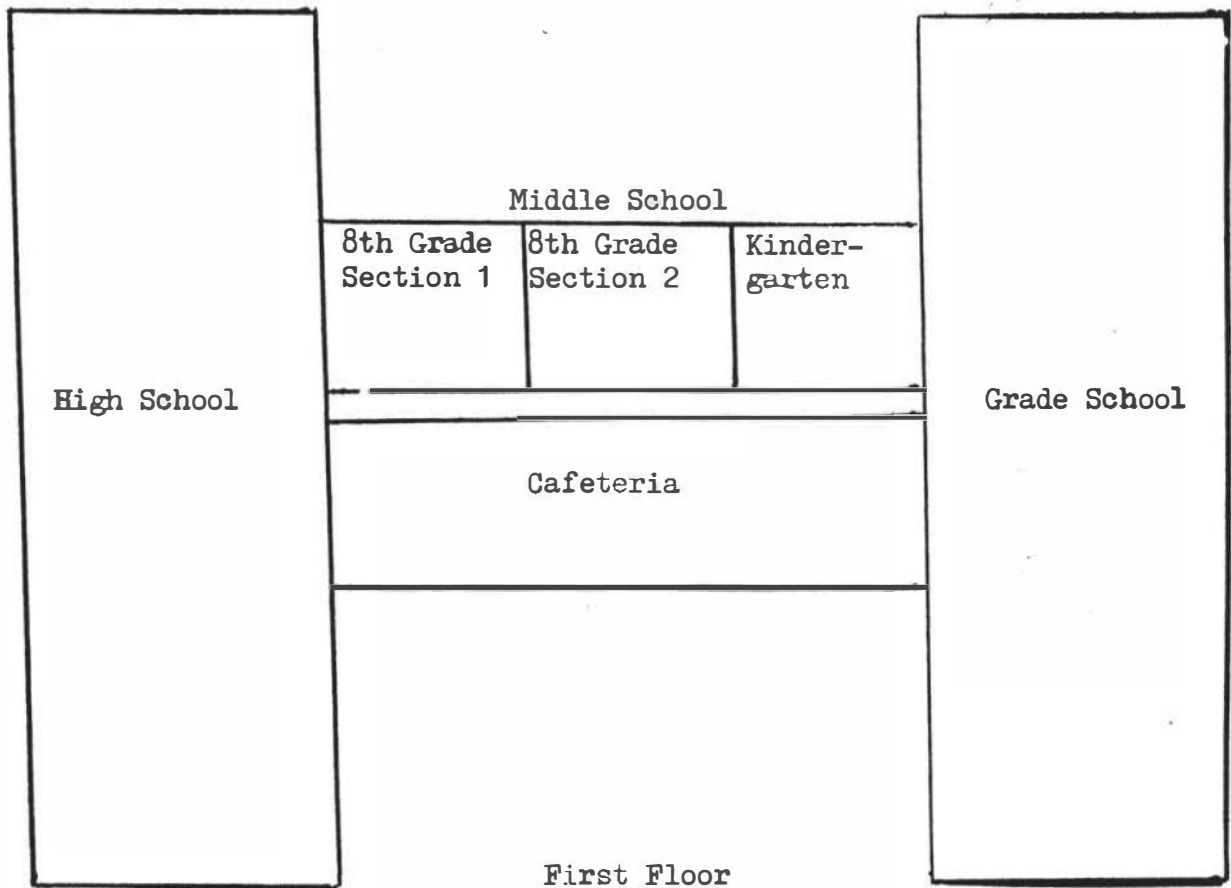
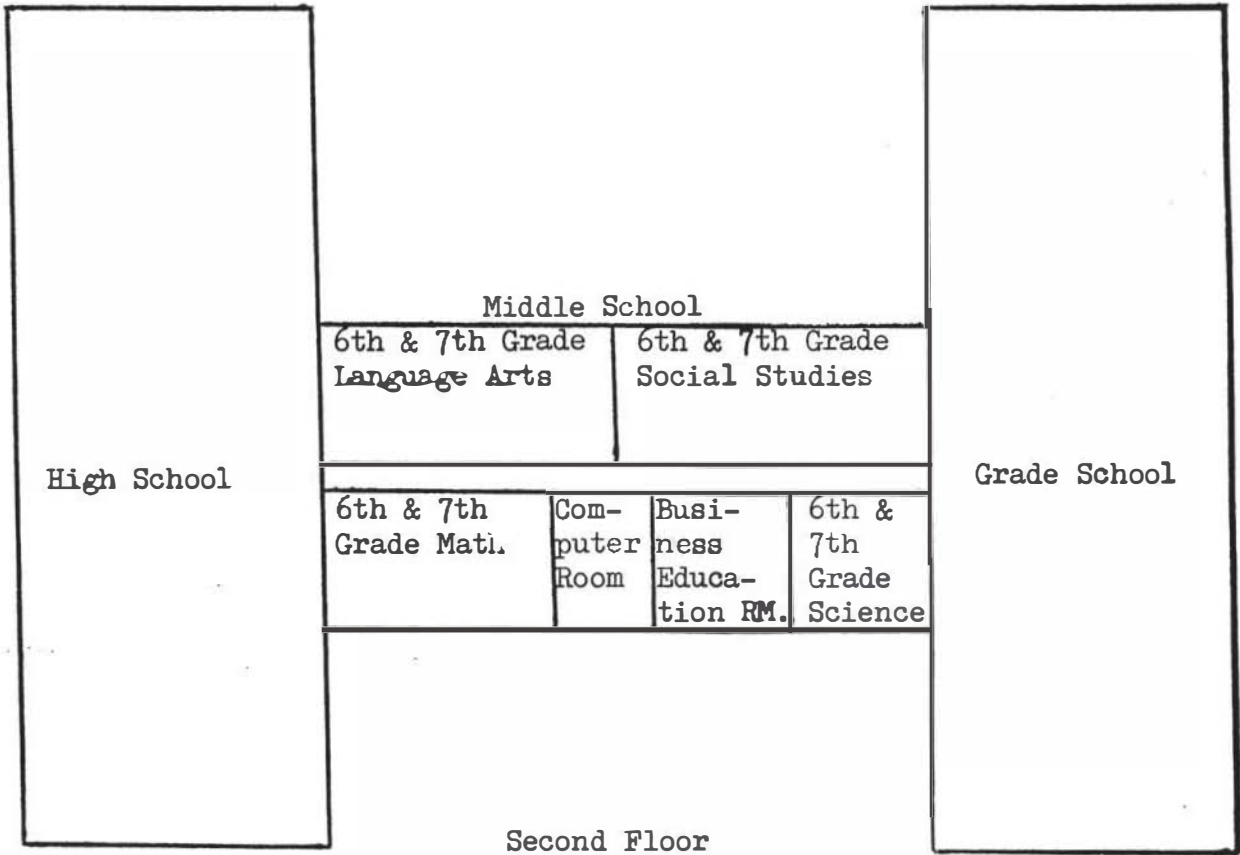
APPENDIX A

BEMENT SCHOOL BUILDING FLOOR PLAN
PRIOR TO THE 1984-85 SCHOOL YEAR



APPENDIX B

BEMENT SCHOOL BUILDING FLOOR PLAN
AFTER THE 1983-84 SCHOOL YEAR



APPENDIX C

STUDENT, PARENT, AND STAFF QUESTIONNAIRES

STUDENT QUESTIONNAIRE

BEMENT MIDDLE SCHOOL

Please do not write your name on this questionnaire. Look at the code at the right. Using it, circle the answer which best describes your opinion about each statement. If you are unable to answer an item, leave it blank.

Code

SA = Strongly Agree
A = Agree
NS = Not Sure
D = Disagree
SD = Strongly Disagree

I. In your opinion, the following areas were adequately improved in this year's Bement Middle School compared to the previous Bement Junior High School:

A. School Subjects

1. <u>Language Arts</u>	SA	A	NS	D	SD
2. <u>Science</u>	SA	A	NS	D	SD
3. <u>Mathematics</u>	SA	A	NS	D	SD
4. <u>Social Science</u>	SA	A	NS	D	SD
5. <u>Physical Education</u>	SA	A	NS	D	SD
6. <u>Band</u>	SA	A	NS	D	SD
7. <u>Chorus</u>	SA	A	NS	D	SD
8. <u>Reading</u>	SA	A	NS	D	SD
9. <u>Spelling</u>	SA	A	NS	D	SD
10. <u>Health</u>	SA	A	NS	D	SD
11. <u>French</u>	SA	A	NS	D	SD
12. <u>Home Economics</u>	SA	A	NS	D	SD
13. <u>Business</u>	SA	A	NS	D	SD
14. <u>Industrial Arts</u>	SA	A	NS	D	SD
15. <u>Art</u>	SA	A	NS	D	SD

B. Classroom Discipline SA A NS D SD

C. Clubs and Organizations SA A NS D SD

D. Interscholastic Sports SA A NS D SD

E. Social Development SA A NS D SD

II. Answer the following statements as they pertained to you this year when you were a member of the Bement Middle School compared to last year when you were a member of the Bement Junior High School:

A.	Students behaved in your classes better.	SA	A	NS	D	SD
B.	You learned more in your classes.	SA	A	NS	D	SD
C.	Students in this school were more friendly.	SA	A	NS	D	SD
D.	You felt safer and did not worry about other students picking on you at school.	SA	A	NS	D	SD
E.	Your teachers let you know at the start of this year how they would handle discipline.	SA	A	NS	D	SD
F.	Your teachers cared more about you and how well you did in their classes.	SA	A	NS	D	SD
G.	You could have done better in your classes.	SA	A	NS	D	SD
H.	Most of my friends were in the middle school.	SA	A	NS	D	SD

III. If you were to give the Bement Middle School a grade, it would be:

A	B	C	D	U
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PARENT QUESTIONNAIRE

BEMENT MIDDLE SCHOOL

Please do not write your name on this questionnaire. Look at the code at the right. Using it, circle the answer which best describes your opinion about each statement. If you are unable to answer an item, leave it blank.

Code

SA = Strongly Agree
A = Agree
NS = Not Sure
D = Disagree
SD = Strongly Disagree

I. In your opinion, the following areas were adequately improved in this year's Bement Middle School compared to the previous Bement Junior High School:

A. School Subjects

1. <u>Language Arts</u>	SA	A	NS	D	SD
2. <u>Science</u>	SA	A	NS	D	SD
3. <u>Mathematics</u>	SA	A	NS	D	SD
4. <u>Social Studies</u>	SA	A	NS	D	SD
5. <u>Physical Education</u>	SA	A	NS	D	SD
6. <u>Band</u>	SA	A	NS	D	SD
7. <u>Chorus</u>	SA	A	NS	D	SD
8. <u>Reading</u>	SA	A	NS	D	SD
9. <u>Spelling</u>	SA	A	NS	D	SD
10. <u>Health</u>	SA	A	NS	D	SD
11. <u>French</u>	SA	A	NS	D	SD
12. <u>Home Economics</u>	SA	A	NS	D	SD
13. <u>Business</u>	SA	A	NS	D	SD
14. <u>Industrial Arts</u>	SA	A	NS	D	SD
15. <u>Art</u>	SA	A	NS	D	SD

B. Classroom Discipline SA A NS D SD

C. Clubs and Organizations SA A NS D SD

D. Interscholastic Sports SA A NS D SD

E. Social Development SA A NS D SD

II. Answer the following statements as they pertained to your child this year when he was a member of the Bement Middle School compared to last year when he was a member of the Bement Junior High School:

A.	Students in his class behaved better.	SA	A	NS	D	SD
B.	He learned more in his classes.	SA	A	NS	D	SD
C.	Students in this school were more friendly.	SA	A	NS	D	SD
D.	He felt safer and did not worry about other students picking on him at school.	SA	A	NS	D	SD
E.	His teachers let him know at the start of this year how they would handle discipline.	SA	A	NS	D	SD
F.	His teachers cared more about him and how well he did in their classes.	SA	A	NS	D	SD
G.	He could have done better in his classes.	SA	A	NS	D	SD
H.	Most of his friends were in the middle school.	SA	A	NS	D	SD

III. If you were to give the Bement Middle School a grade, it would be:

A	B	C	D	U
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STAFF QUESTIONNAIRE

BEMENT MIDDLE SCHOOL

Please do not write your name on this questionnaire. Look at the code at the right. Using it, circle the answer which best describes your opinion about each statement. If you are unable to answer an item, leave it blank.

Code

SA = Strongly Agree
 A = Agree
 NS = Not Sure
 D = Disagree
 SD = Strongly Disagree

I. In your opinion, the following areas were adequately improved in this year's Bement Middle School compared to the previous Bement Junior High School:

A. School Subjects

1.	<u>Language Arts</u>	SA	A	NS	D	SD
2.	<u>Science</u>	SA	A	NS	D	SD
3.	<u>Mathematics</u>	SA	A	NS	D	SD
4.	<u>Social Science</u>	SA	A	NS	D	SD
5.	<u>Physical Education</u>	SA	A	NS	D	SD
6.	<u>Band</u>	SA	A	NS	D	SD
7.	<u>Chorus</u>	SA	A	NS	D	SD
8.	<u>Reading</u>	SA	A	NS	D	SD
9.	<u>Spelling</u>	SA	A	NS	D	SD
10.	<u>Health</u>	SA	A	NS	D	SD
11.	<u>French</u>	SA	A	NS	D	SD
12.	<u>Home Economics</u>	SA	A	NS	D	SD
13.	<u>Business</u>	SA	A	NS	D	SD
14.	<u>Industrial Arts</u>	SA	A	NS	D	SD
15.	<u>Art</u>	SA	A	NS	D	SD

B. Classroom Discipline SA A NS D SD

C. Clubs and Organizations SA A NS D SD

D. Interscholastic Sports SA A NS D SD

E. Social Development SA A NS D SD

II. Answer the following statements as they pertained to this year's middle school compared to last year's junior high school:

A.	<u>Students behaved better.</u>	SA	A	NS	D	SD
B.	<u>More was taught in classes.</u>	SA	A	NS	D	SD
C.	<u>Students in this school were more friendly.</u>	SA	A	NS	D	SD
D.	<u>Students felt safer and did not worry about other students picking on them at school.</u>	SA	A	NS	D	SD
E.	<u>Teachers let students know at the start of this year how they would handle discipline.</u>	SA	A	NS	D	SD
F.	<u>Teachers cared more about the students and how well they did in their classes.</u>	SA	A	NS	D	SD
G.	<u>Students could have done better in their classes.</u>	SA	A	NS	D	SD
H.	<u>Most of the students' friends were in the middle school.</u>	SA	A	NS	D	SD

III. If you were to give the Bement Middle School a grade, it would be:

	A	B	C	D	U
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