

Summer 1984

## School Organization Placement for the Ninth Grade Student

Karen D. Garrison

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)



Part of the [Educational Administration and Supervision Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Educational Psychology Commons](#)

---

SCHOOL ORGANIZATION PLACEMENT  
FOR THE NINTH GRADE STUDENT

BY

KAREN D. GARRISON

JULY, 1984

The purpose of this study was to obtain information regarding the best placement of the ninth grade student in the school organizational pattern. Thirty-six superintendents, seventy-seven high school principals and sixty-four high school teachers, in the state of Washington, responded to a questionnaire-opinionnaire regarding the physical, intellectual, emotional and social maturity level of the ninth grade student. The results showed support for the ninth grade student to be in a four-year high school grade configuration.

## Table of Contents

	Page
List of Tables.....	ii
List of Figures.....	ii
Chapter	
1.    Introduction.....	1
Problem.....	2
Purpose.....	2
Scope of the Study.....	3
2.    Background of the Study.....	5
Review of Research.....	5
Role of School Grade Organization.....	5
Rationale for Reorganization.....	8
3.    Methods and Procedures.....	15
4.    Analysis of the Data.....	17
5.    Summary and Conclusions.....	33
Bibliography.....	36
Appendixes	
A.    Cover Letters for Questionnaire.....	A.1
Questionnaire.....	A.4
B.    Survey Results.....	B.1

## Tables

Table		Page
1.	Distribution and Return of Questionnaire.....	18
2.	Percentage Tabulation of 10-12 Superintendents...	20
3.	Percentage Tabulation of 9-12 Superintendents....	21
4.	Percentage Tabulation of 10-12 Principals.....	22
5.	Percentage Tabulation of 9-12 Principals.....	23
6.	Percentage Tabulation of 10-12 Teachers.....	24
7.	Percentage Tabulation of 9-12 Teachers.....	25

## Figures

Figure		Page
1.	Comparison of 10-12 and 9-12 Superintendents.....	27
2.	Comparison of 10-12 and 9-12 Principals.....	28
3.	Comparison of 10-12 and 9-12 Teachers.....	29
4.	Comparison of 10-12 Superintendents, Principals, and Teachers.....	30
5.	Comparison of 9-12 Superintendents, Principals, and Teachers.....	31

CHAPTER I  
THE PROBLEM AND DEFINITION OF TERMS USED

INTRODUCTION

The question of the best placement for the ninth grade student in the school organization pattern has not been adequately answered. During this century, there has been a lack of agreement concerning the appropriate grade arrangement for students. Educators have not been able to agree on the best form of organization and grades were frequently organized to meet a variety of needs, including enrollment, building space, budget necessity and racial integration. Because educators couldn't reach agreement concerning which grade organization provided the best educational opportunities, reform movements led to the development of the junior high school and eventually the middle school. These movements were away from the traditional kindergarten through eighth - ninth through twelfth system.

In order to address the placement of the ninth grade student, it is necessary to investigate the role of grade organization. Two major events occur in the lives of students enrolled in grades six through nine. First, they enter the growth stage known as puberty and secondly, they make the crossover from elementary to secondary education. The schools play a role in helping students adjust to these events.

In the discussion of the proper placement of the ninth grader, it will be necessary to examine not only the ninth grader, but also the placement of the sixth grader. "These two grades are the center of debate between the proponents of middle schools and the advocates of junior high schools, for these grades are, respectively, the entry level for middle schools and the exit level for junior high schools." [20:2]

## THE PROBLEM

### Statement of the Problem

The author's concern is the best placement of the ninth grade student in the school organization system. Within the framework of this problem, the objectives of this study were to examine the ninth grade students' placement in respect to physical maturity, intellectual maturity, emotional maturity, and social maturity. Continuity of the academic program and of the students' total program were also examined for the ninth grader.

### Purpose of the Study

It is the general purpose of the study to obtain information about the opinions school personnel have regarding physical, intellectual, emotional and social maturity levels of the ninth grade student as well as gather information on continuity of the academic program and continuity of the individual students program pertaining to the best form of grade organization.

### Need for the Study

The Yakima School District is considering a reorganization of its present grade configuration. Presently grades 1-6 are organized together, grades 7-9 together, and grades 10-12 together, which is known as a 6-3-3 pattern. The district is investigating the possibility of a middle school, grades 6 through 8, and a four year high school, grades 9 through 12, known as a 5-3-4 pattern. As interest grew concerning the trend toward middle schools in the United States, there developed a problem of where to place the ninth grader. William Cuff's research found many school organization patterns were founded on non-educational bases. For reorganization, there must be a rationale based on research of the maturational level of the the adolescent student, which would include the ninth grader.[6:82-86]

### Scope of the Study

The population of this study consisted of the 38 largest school districts in the state of Washington, excluding Seattle and Yakima. The sample included 36 superintendents, 77 principals, and 64 teachers.

## DEFINITION OF TERMS

### Adolescence

The time of life between puberty and maturity.

### Physical Maturity Level

Human physical growth and development reached by a student at a certain time.

### Intellectual Maturity Level

The student can make logical decisions, deal with abstracts, form long term goals and is rational in his/her judgment.

### Emotional Maturity level

The student develops from feelings of self-concern, rejection and loneliness to stages of self reliance and a sense of self worth.

### Social Maturity Level

The student develops from selfishness, immature bullying and uncooperativeness to desirable social standards.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### SCHOOL GRADE ORGANIZATION

In order to investigate where the ninth grade student best fits into the school organization pattern it will be necessary to look at the evolution of school grade organization patterns and the rationale for those patterns. It is sufficient to only briefly mention the points of historical significance, which will rationalize the ninth grade placement in the school setting.

Centuries ago schools were housed in a one room structure and one teacher provided elementary instruction to a wide variety of intellectual levels. As the student population increased, one-room school houses made way for larger schools and larger school districts. It became necessary to organize students into grade patterns, because individualized instruction was no longer feasible. The two levels of school organization, which were the most common, were the elementary and secondary patterns. Elementary was composed of grades one through eight and secondary housed grades nine through twelve. [16:110-111]

During the period between 1880-1920, there was a trend toward reorganization of grades. This was a reactionary movement against the existing structure and the junior high school movement was born. There were several reasons for

disillusionment with the organizational structure. One of the various reasons was the lack of standardization in the secondary school programs, which affected the college admission requirements. A recommendation was made by Charles Eliot, president of Harvard, to start secondary preparation two years earlier to help students prepare for college entrance. [3:2] Other reasons for wanting reformation of grade structure, included the concept of keeping students in school longer, thus when students ended elementary school, grade eight, they would be less likely to feel they were finished with their education. [21:2] It was also believed a different grade configuration would bridge the gap between the elementary classroom and the departmentalized high school. [2:18]

With the movement for grade reorganization being felt strongly, grades seven and eight were no longer part of the elementary pattern and thus became part of the secondary school pattern. In 1918, the Commission on Reorganization of Secondary Education, recommended a separate junior high school program with grades seven, eight and nine. [24:68] An emphasis would be on limited departmentalization and instruction in some high school subjects, such as algebra and foreign language. [3:3] It was believed the change in organization structure would attribute to better academic preparation of students for high school and college, as well as, decrease the rate of student drop-outs. [1:229]

With the emerging of the junior high school, at the turn of the century, advocates felt the new school structure would fit the needs of the adolescent child. Programs would be less departmentalized than in high school, but more flexible than in elementary school. [5:154] Loos explained, "The junior high school organization evolved as no imitation of the elementary or senior high school." [16:110] However, critics of the junior high movement suggest differently and list three areas of concern. The first criticism is, the junior high school has adopted the social practices of the senior high school. This can be verified in activities such as dances, athletic events, dating, and graduation-ninth grade recognition activities. The second criticism is the academic program is too departmentalized in structure. The third area of concern rests in the fact by Coffland, "that junior high school students seem to be maturing at an earlier age." [5:154]

Increasing criticism continued to plague the junior high schools and during the 1960's, the middle school emerged as an alternative to the junior high school. The middle school advocates were quick to point out obstacles in the development of the adolescent enrolled in junior high school programs. The junior high was a mimic of the senior high schools programs and activities. It had become subject centered, teacher dominated and unresponsive to the needs of the young adolescent. [14:104-106] Middle school

advocates wanted a change which would design a school to meet the needs of the younger adolescent. Leaders of the movement suggested grades six through eight form the middle school organizational pattern. Grade nine was excluded from their plan. There are some theories, which suggest children mature more rapidly today than in the past. This notion is based on the age at which puberty occurs in girls, as compared to when puberty occurred for their grandmothers. [3:5-6]

Shifts in organizational patterns of schools are caused by social forces and educational theories, however, the biggest influence to cause a change in organizational structure is dictated by building space. According to Brimm, the present controversy of whether to have a middle school or junior high school configuration, provides the administrators in charge of organization an, "opportunity to play the "numbers game": fitting organization to facilities, while pretending to make such decisions on psychological, social, and educational principles." [3:5-6]

#### RATIONALE FOR REORGANIZATION

In the 1950's and 1960's there was an awakening to the needs of the young adolescent. E. Davis found educators and psychologists to believe adolescents of today had different needs than their parents, when entering grades five through nine. Evidence by Havighurst, Mead and

Wattenberg, found our society was producing a child which matured earlier. The areas in which maturity was reached at an earlier stage were social, physical, and emotional maturity. With this information, a new type of school experience was needed. Middle school administrators surveyed, felt it a benefit not to have ninth grade social maturity and sophistication, whereas junior high school administrators felt not having the ninth grade was a social disadvantage. [8:91-94]

In 1967, the Committee on Junior High School Education, would recommend sixth graders to become part of the middle grade curriculum, however, they were skeptical of placing ninth graders into the advanced social atmosphere of the high school. The committee would like to see ninth graders stay in the middle school grade organization. They suggested every community contemplating changing grade organization, to gather information regarding maturation patterns of its children. [24:68-70]

When deciding on whether to place the ninth grader at the junior high school or the senior high school, there are many factors to consider. The secondary schools are important in the transition process for a young persons educational and personal growth. As Mazzuca points out, "The secondary school plays a key role in all aspects of the transition process, and the process must begin early." He stresses student planning in three categories, educational, social and personal, and financial and

recommends planning to begin in the ninth grade. [17:19-21] A study by Rasmusson indicated the junior high school was not necessary. He cited the poorest teaching was done at the junior high school level and felt it to be the weakest structure in the organizational pattern. [22:63-69]

With the movements of the junior high school and the middle school, the ninth grade was considered expendable. Advocates of the junior high movement wanted to remove grades seven and eight from the elementary school influence, and grade nine was to remain the same, in content, as it had been in the original four year high school. Middle school proponents wanted a child-centered school and the ninth grade, being in the middle school, distorted this concept with it's use of the Carnegie units and subject orientated classes. The middle school educators felt the ninth grade should be placed in the senior high school. There are still debates on where to place the ninth grade student. There are questions which need to be dealt with in answering this problem. According to Allen, specific placement of ninth graders should answer the following questions.

1. "Are ninth graders more like high schoolers or middle schoolers? Socially? Emotionally? Physically?"
2. "Where does the ninth grade belong and on what basis do we determine placement?" [1:229-230]

One of the justifications for the four year high school is the Carnegie unit, which controls the ninth

graders course of study for their academic program, which is directed by the college entrance standards. [3:5]

Another reason for placing the ninth grader in the high school program is the depth and breadth of courses, which couldn't be satisfied by junior highs. Some educators have pointed out the three year high school isn't long enough for a continuing and cohesive program in such areas as language, math and history. There has been a lack of articulation in the areas of math and foreign language and academic expectations of tenth grade teachers is different than ninth grade teachers. A study in New York City favored the changing of it's school organizational pattern from a three year high school to a four year high school. Following are points made by the author: The new organization would improve the drop out rate. With the present system, there were more tenth graders dropping out than any other grade. It was felt, if the ninth grade were part of the high school, the personnel would have more time to get acquainted with the needs of the pupils. Staff could have more time to establish interpersonal relationships with a student. The four year high school would be a benefit for those who wish to attend college, because of continuity of academic scheduling, which could be controlled and guided by one counselor. [18:7-8]

Another factor to consider, in the ninth grade placement, is the study conducted by Epstein on brain growth development. He concluded there are periods of

rapid brain development during the ages of ten and eleven, and fourteen and fifteen with plateaus during the ages of twelve and thirteen. This information should be considered in the placement of the ninth grader, however, should not, by itself, justify grade pattern organization. [9:343-350]

Research by Hess, concluded that emotional and physical maturity level of children was occurring at an earlier age and was evident in the sixth graders he observed. If this was the case, he suggested, it would appear ninth graders were moving into full adolescence and hence, should be placed in a young adult environment. [13:38-39] In 1963, Dacus conducted research on the social, emotional and physical maturity level of junior high students. He claimed ninth graders were more like tenth graders than eighth graders. [7:5-9] In 1967, Hench surveyed school district administrators to examine the junior high grade organization structure. The opinions from the administrators resulted with the same findings as Dacus's. [12:100-102]

Myers also did work on the physical, intellectual, emotional and social maturity levels of students in the eighth, ninth, and tenth grade. He confirmed this grade organization pattern did not make a homogenous group. Myers reasoned, "Since eight grade students are less mature than ninth grade students, it appears that the traditional 6-3-3 school grade organization pattern with provisions for the seventh, eighth, ninth grade junior high school does



not provide for the best placement of the ninth grade in terms of these maturity factors. [19:109-110]

The placement of the ninth grade student must address many factors, however the literature indicates the maturation level of this age adolescent is of great importance. Children mature more rapidly, social interest patterns develop earlier and school organizational patterns must reflect this change in maturation level. Read lists seven reasons for the ninth grade to be in the high school setting.

1. "The ninth graders are more like high school students in terms of physical development, social, emotional, and intellectual development."

2. Ninth grade curriculum is determined by the high school because of Carnegie units and there is better coordination of sequence courses.

3. Ninth graders not being involved with seventh or eighth graders will slow the growing up process of these two lower grades.

4. Ninth graders not being part of grades seven and eight will improve discipline with seventh and eighth graders, but doesn't increase discipline problems in the high school.

5. The increased legal age requirement for starting first grade entrance has made ninth grade students older than in previous years.

6. Articulation is improved and more continuity of grades nine through twelve.

7. Seven through nine configuration can't meet demands of instruction in some subjects, such as science, math, language and business. [21:10]

## CHAPTER III

### METHODS AND PROCEDURES

#### Population of the Study

The population of this study included the thirty-eight largest school districts in the state of Washington, excluding Seattle and Yakima. Proposed respondents included superintendents from each of the districts, high school principals from each high school in the district, and a high school teacher from each high school in the district. (See Appendix A, pages 1-3)

#### Instruments and Procedures

The Likert scale, by Rensis Likert, was used to assess opinions of educators concerning the ninth grade placement in the school organization pattern. The first three items of the questionnaire-opinionnaire established the present school organization pattern, time involved in this organizational structure and reason(s) for deciding on this type of structure. The remaining nine items required a response rating. Four items measured were the maturity level of the ninth grader in the the four year high school program, based on physical, intellectual, social and emotional maturity, two items measured the importance of continuity in the academic program and continuity in students program, one item measured the impact of the ninth grade on the athletic program and two items measured the

significance of the transition/orientation programs of the ninth grader. The Ninth Grade Placement Questionnaire was administered during April, 1984. (See Appendix A, pages 4-5)

#### Limitations of the Study

The questionnaire was sent to the largest school districts in Washington which might not be indicative of the opinions of the smaller school districts in the state of Washington.

## CHAPTER IV

### ANALYSIS OF THE DATA

The first phase of the study was to administer a questionnaire regarding the placement of the ninth grade student in the school organizational program.

Questionnaires were to assess the opinions of school personnel in regard to physical, intellectual, social and emotional maturity levels of ninth graders, as well as address the area of academic continuity in the four year high schools and the benefits of the ninth grader to the athletic program.

When the questionnaires were returned, a response count of each category was recorded. The results were tabulated to determine general characteristics and opinions of a sample population. Respondent counting provided a summary of the tabulated frequency for which each category was marked. Frequency data was then converted to a percentage indicating the number of respondents who marked a particular category in relationship to the total number of respondents.

Questionnaires were sent to 38 superintendents, 86 high school principals, and 86 high school teachers in the state of Washington. The data concerning the distribution and return of the questionnaire is shown in Table 1, page 18.

Table 1. Data Concerning Distribution and Return of the Questionnaire

Group Polled	Number	Number	Percentage
	Sent	Returned	Return
Superintendents	38	33	87
Principals	86	77	90
Teachers	86	62	72
Totals	210	172	82

The return percentage rate was 87% from superintendents, 90% from principals, and 72% from teachers, with a total respondent rate of 82%.

Respondents were further broken into the following six groups: superintendents in grade organizations 10 through 12, superintendents in grade organizations 9 through 12, principals in grade configuration 10 through 12 and principals in grade configuration 9 through 12, and teachers in grade organizations 10 through 12 and teachers in grade organizations 9 through 12. Percentages of marked responses, in each category, are indicated in Appendix B, pages 1-12.

The first three items, in the questionnaire, were used to gather information concerning the present organizational configuration of the high school, the years involved in this organization structure and the reason(s) for deciding on this type of school organization. The author divided school organization configuration into two categories,

schools with a three year high school and schools with a four year high school. Eighty six of the respondents were in the grade organization pattern of 10-12 and 86 were in organizational patterns of 9-12. Seventy-two percent of the respondents, who were in the 10-12 pattern, had been in that particular configuration for more than 15 years. Whereas 47% of the respondents, in grades 9-12 had been in that configuration for five years or less, and 23% had been in that structure for ten years or less. The number one reason for grades 10-12 to be in that type of structure was availability of building space, and the two main reasons for the 9-12 grade patterns were availability of building space and declining enrollment.

The author has used the Likert scale in the questionnaire and has given each question number a percentage score in each category. For data conclusions, the author combined categories strongly agree and agree somewhat and categories disagree somewhat and strongly disagree. The following conclusions will be based on this information.

The survey results concluded that all superintendents gave strong support related to the physical, intellectual, social and emotional maturity levels of the ninth grader and felt the ninth grade students were mature enough to be in a four year high school program. Their percentage of support ranged from a high of 100% to a low of 63%. Percentage tabulation of superintendents with school

organizations 10-12 are found in Table 2. Each item from the questionnaire has a percentage response in the appropriate Likert scale category.

Table 2. Percentage Tabulation of Superintendents With School Organizations 10-12

Questionnaire Number	Categories				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	No Opinion
4	26.5	58	0	10.5	5
5	37	47.5	0	10.5	5
6	21	53	10.5	10.5	5
7	26	37	16	10.5	10.5
8	15.5	53	16	5	10.5
9	21	53	10.5	5	10.5
10	5	37	31.5	10.5	16
11	63.5	26	0	0	10.5
12	10.5	31.5	16	10.5	31.5

The superintendents who are in a present 10-12 configuration showed less support related to question number seven, which dealt with the emotional maturity of the ninth grader being ready for the four year high school. A combined percentage from categories strongly agree and agree somewhat totaled 63% favoring the ninth grader being emotionally ready for the four year high school. The 10-12 superintendents indicated, on question eight, having the



ninth grade in the four year program, would have a limited positive effect on the continuity of the academic program of the school. Superintendents in 10-12 configurations were not supportive of the concept of the ninth grader strengthening the four year high school athletic program.

Table 3 shows a percentage tabulation of superintendents with school organizations 9-12.

Table 3. Percentage Tabulation of Superintendents With School Organizations 9-12

Questionnaire Number	Categories				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	No Opinion
4	93	7	0	0	0
5	93	7	0	0	0
6	57	36	0	0	7
7	57	43	0	0	0
8	93	7	0	0	0
9	71	29	0	0	0
10	29	36	21	0	14
11	86	14	0	0	0
12	7	7	21	21	44

Superintendents in the 9-12 configurations strongly supported the physical, intellectual, social and emotional maturity levels of the ninth grader as being developed enough to place the ninth grader in the four year high school program. (Refer to questions number 4, 5, 6, and 7

in Table 3.) The 9-12 superintendents felt the ninth grader in the four year high school program would provide more continuity to the academic program as well as the individuals academic plan. Superintendents felt the ninth grader would have a limited positive impact on the athletic program.

The principals results, from the study, paralleled those of the superintendents, with principals support ranging from 95% to 62% in favor of the four year high school in the areas of physical, intellectual, social and emotional maturity. Table 4 refers to percentage tabulation of principals with school organizations 10-12.

Table 4. Percentage Tabulation of Principals  
With School Organizations 10-12

Questionnaire Number	Categories				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Stronly Disagree	No Opinion
4	26	49	15	10	0
5	23	54	20	3	0
6	15	54	18	13	0
7	13	49	23	13	2
8	49	33	10	8	0
9	41	41	15	3	0
10	10	47	15	15	13
11	59	23	8	0	10
12	13	23	30	3	31

Referring to questions number six and seven in Table 4, principals in the 10-12 configuration gave a 69% favorable result for the social maturity level and 62% on the emotional maturity readiness. Principals in the 10-12 organizations did not feel the ninth grader would have a positive impact on the athletic program.

Table 5 shows percentage tabulations of principals with school organizations 9-12.

Table 5. Percentage Tabulation of Principals With School Organizations 9-12

Questionnaire Number	Categories				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	No Opinion
4	53	40	7	0	0
5	53	42	5	0	0
6	24	66	7.5	2.5	0
7	26	61	10.5	2.5	0
8	63	34	3	0	0
9	55	40	2.5	0	2.5
10	29	37	18	3	13
11	87	13	0	0	0
12	13	25	11	11	40

The 10-12 principals figures were off-set with principals in the 9-12 pattern giving 90% favorable results on social maturity readiness and 87% on emotional maturity readiness. (questions six and seven, Table 5.) All principals gave strong support for the advantages of the continuity of

academic program and individual students program, however, were divided on the athletic benefits the ninth grader would provide to the four year program. Even though the support was strong from principals for the ninth grader to be in the four year high school program, it was less than that of the superintendents.

The questionnaire results from teachers indicated support for the ninth grader to be in the four year program in relationship to physical and intellectual maturity. Percentage tabulations of teachers with school organizations 10-12 are in Table 6.

Table 6. Percentage Tabulation of Teachers With School Organizations 10-12

Questionnaire Number	Categories				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	No Opinion
4	29	50	18	0	3
5	29	39	25	4	3
6	14	32	25	25	4
7	14	39	21.5	21.5	4
8	46	32	18	0	4
9	50	29	14	3	4
10	29	32	14	11	14
11	50	32	4	0	14
12	18	18	7	7	50

Concerning social and emotional maturity readiness, questions number six and seven in Table 6, teachers in 10-12 grade patterns were conservative with only 46% favoring social maturity readiness and 53% emotional readiness.

Table 7 gives the percentage tabulation of teachers with school organizations 9-12.

Table 7. Percentage Tabulation of Teachers With School Organizations 9-12

Questionnaire Number	Categories				
	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	No Opinion
4	47	53	0	0	0
5	35	53	3	6	3
6	23.5	47	17.5	9	3
7	23.5	47	20.5	9	0
8	59	29	6	3	3
9	67.5	20.5	6	3	3
10	32	35	9	6	18
11	73.5	14.5	3	0	9
12	26.5	29	6	12	26.5

There was a wide variation of responses in comparison with the 10-12 teachers, the 9-12 teachers gave a 81% response favoring social maturity readiness and 71% emotional readiness. Sixty-four percent of the teachers felt having the ninth grader in high school would strengthen the athletic program.

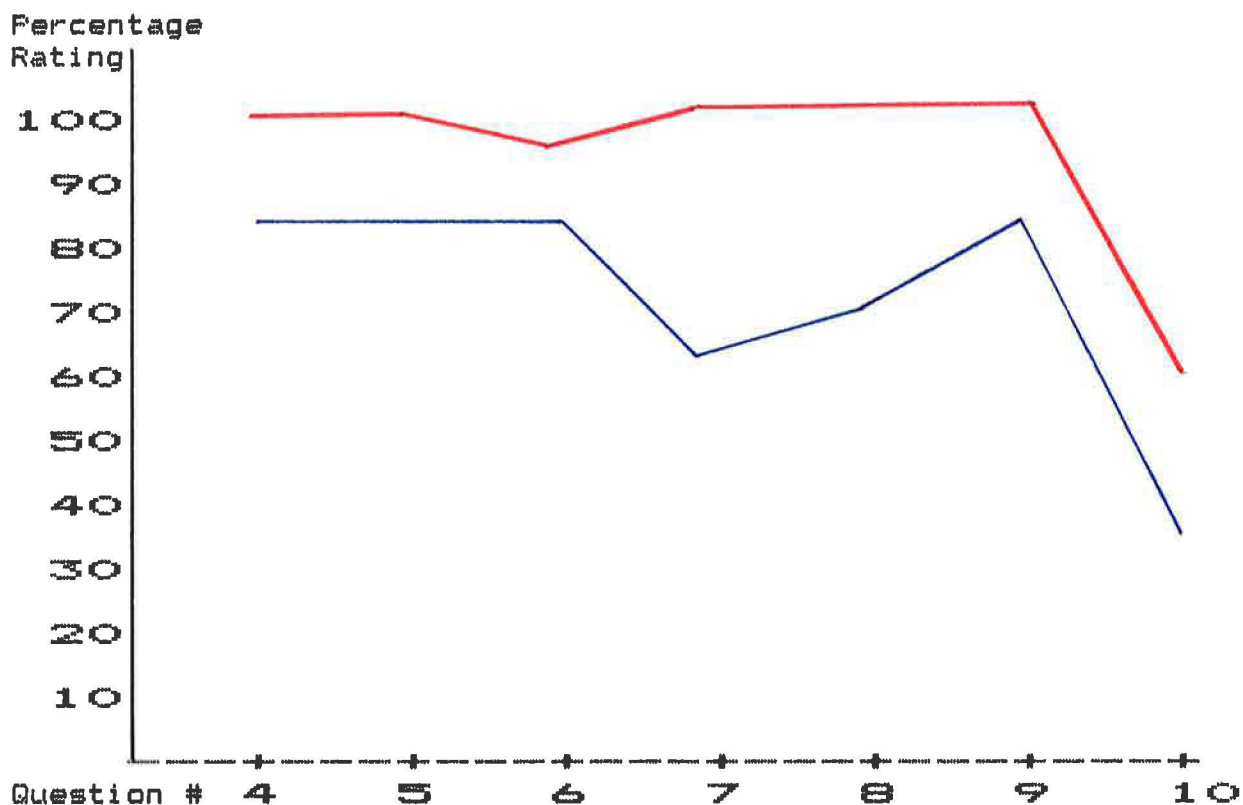
Overall the superintendents, principals, and teachers in the present 9-12 grade configuration gave stronger support to the ninth grader being in a four year high school program than did those who were in the present 10-12 configurations.

A comparison of 10-12 and 9-12 superintendents, who rated question categories as strongly agree or agree somewhat is shown in Chart 1.

Comparison of Superintendents Who Rated Strongly Agree or Agree Somewhat

**CHART 1**

\*\*\*\*\*



— Superintendents in 10-12 Grade Organizations

— Superintendents in 9-12 Grade Organizations

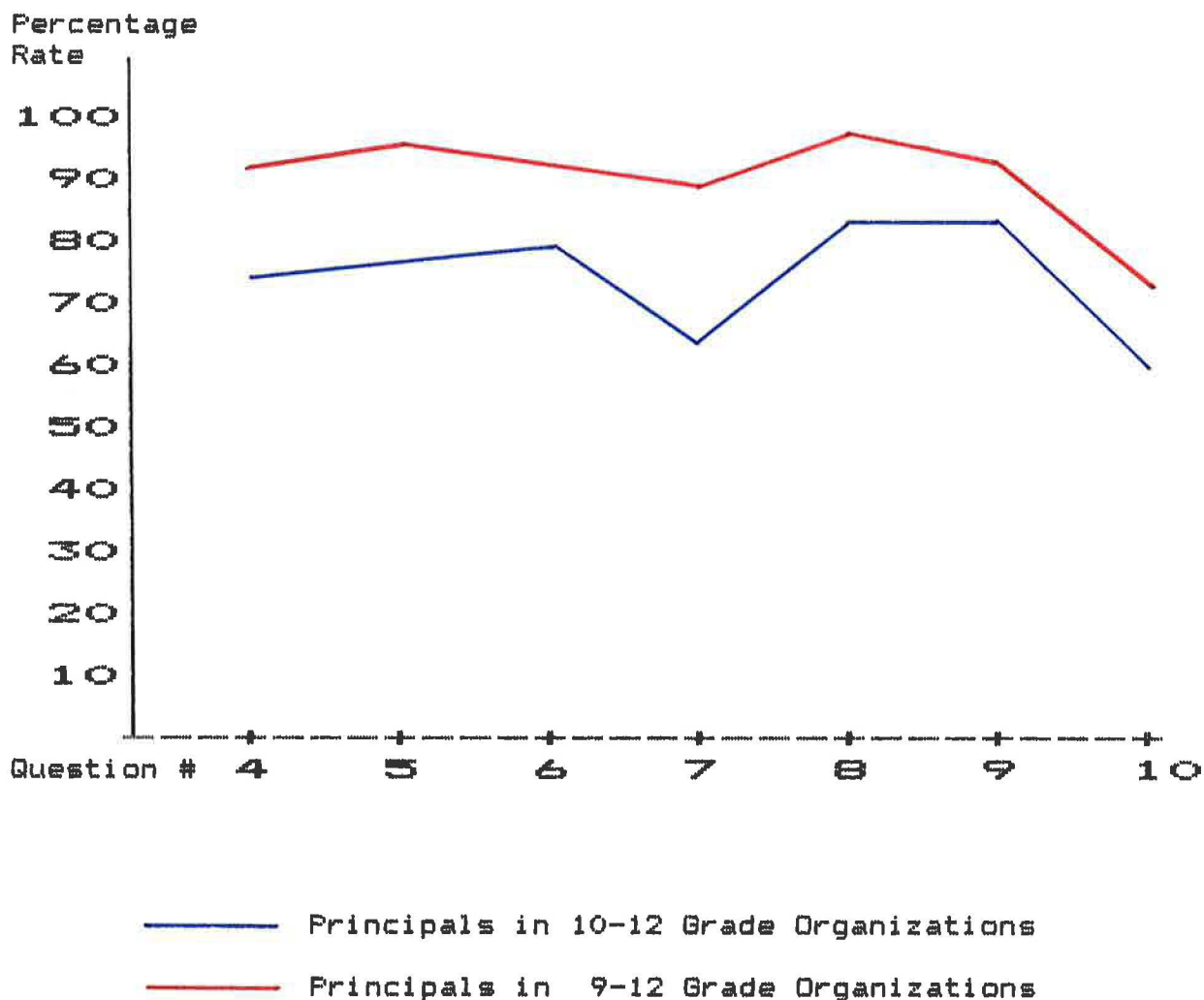
The largest discrepancy indicated was in the category of whether the ninth grader was emotionally mature enough to be in the four year high school program.

Chart 2 displays a comparison of 10-12 and 9-12 principals.

Comparison of Principals Who Rated Strongly Agree or Agree Somewhat

**CHART 2**

\*\*\*\*\*



The indications found in this chart are that principals are following the same pattern as superintendents in regard to emotional maturity.

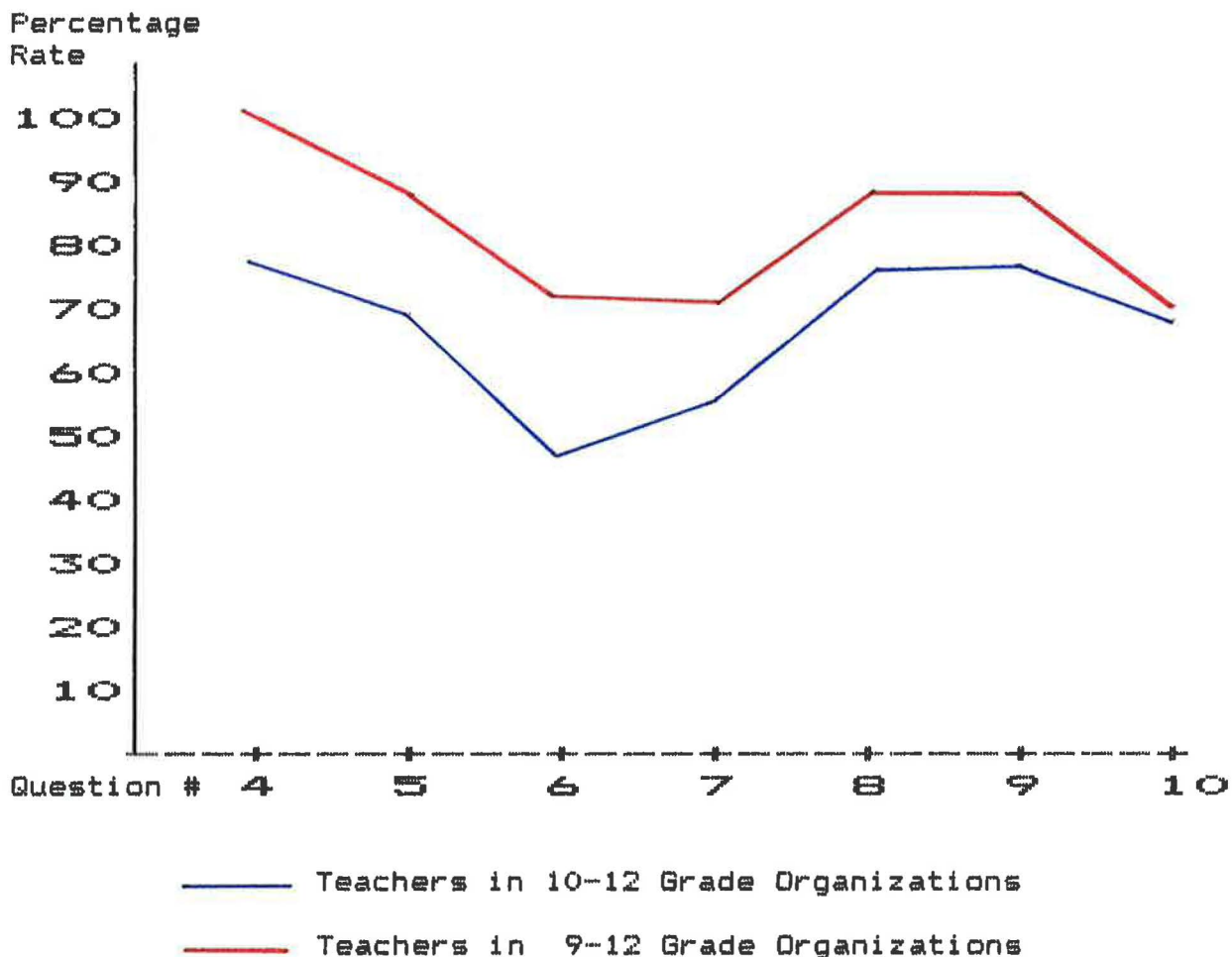


Chart 3 shows a comparison of teachers who rated the categories of strongly agree and agree somewhat.

Comparison of Teachers Who Rated  
Strongly Agree or Agree Somewhat

**CHART 3**

\*\*\*\*\*



Question six, concerning social maturity, showed the largest difference in opinion. Teachers in 10-12 configurations felt ninth graders were not socially mature enough to be in the four year high school, whereas teachers

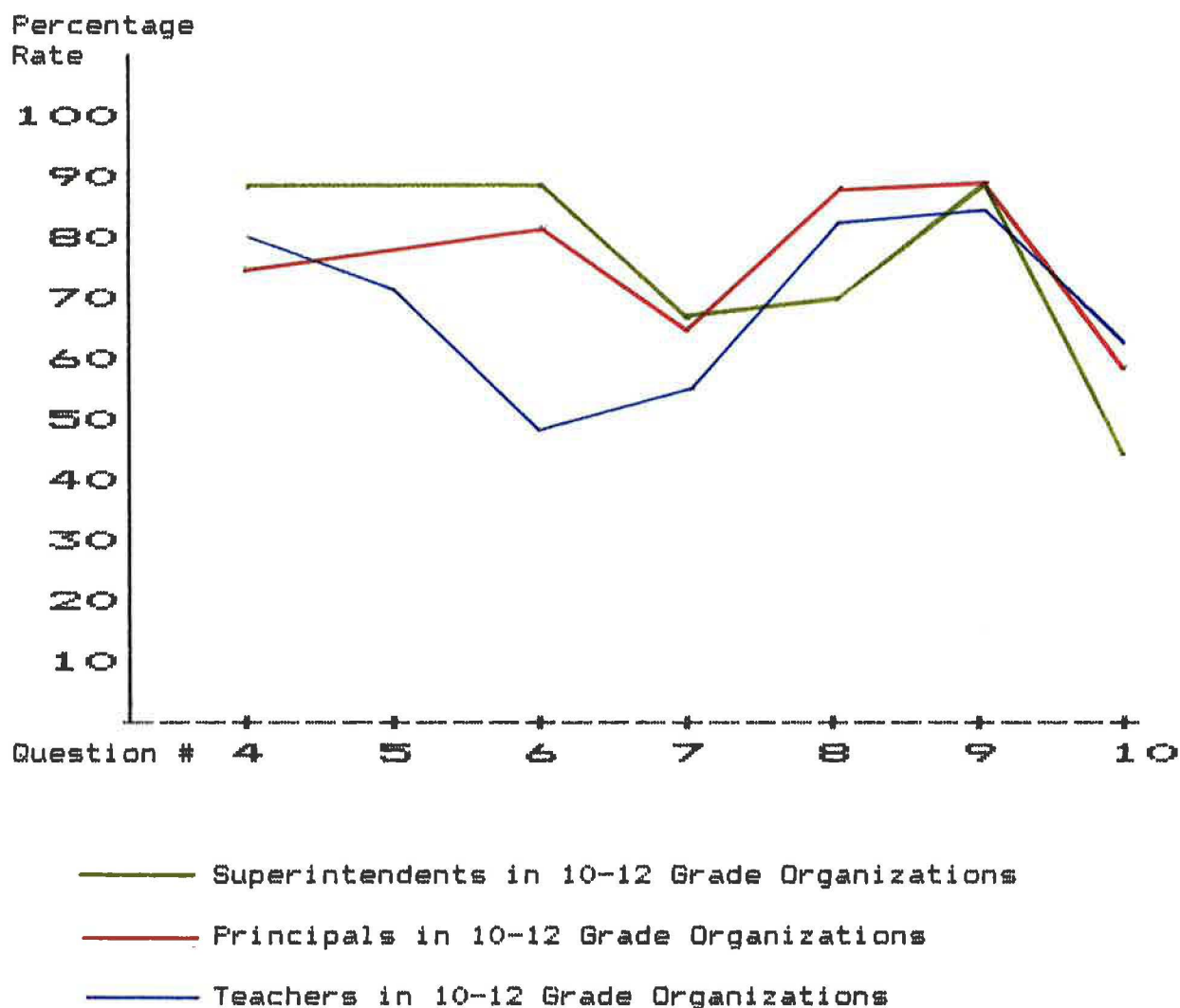
in 9-12 configurations felt ninth graders were mature enough.

The data found in Chart 4 compares superintendents, principals, and teachers in grade configuration 10-12 who rated categories strongly agree and agree somewhat on the questionnaire.

Comparison of Superintendents,  
Principals, and Teachers  
Who Rated Strongly Agree or Agree Somewhat

**CHART 4**

\*\*\*\*\*



Teachers in 10-12 configurations rated social maturity as low and superintendents were in contrast to the teachers and principals in the attitudes of the ninth grade strengthening the athletic program.

Chart 5 compares superintendents, principals and teachers in grade configuration 9-12 who rated the categories of strongly agree and agree somewhat.

Comparison of Superintendents,  
Principals, and Teachers  
Who Rated Strongly Agree or Agree Somewhat

**CHART 5**

\*\*\*\*\*  
Percentage  
Rate

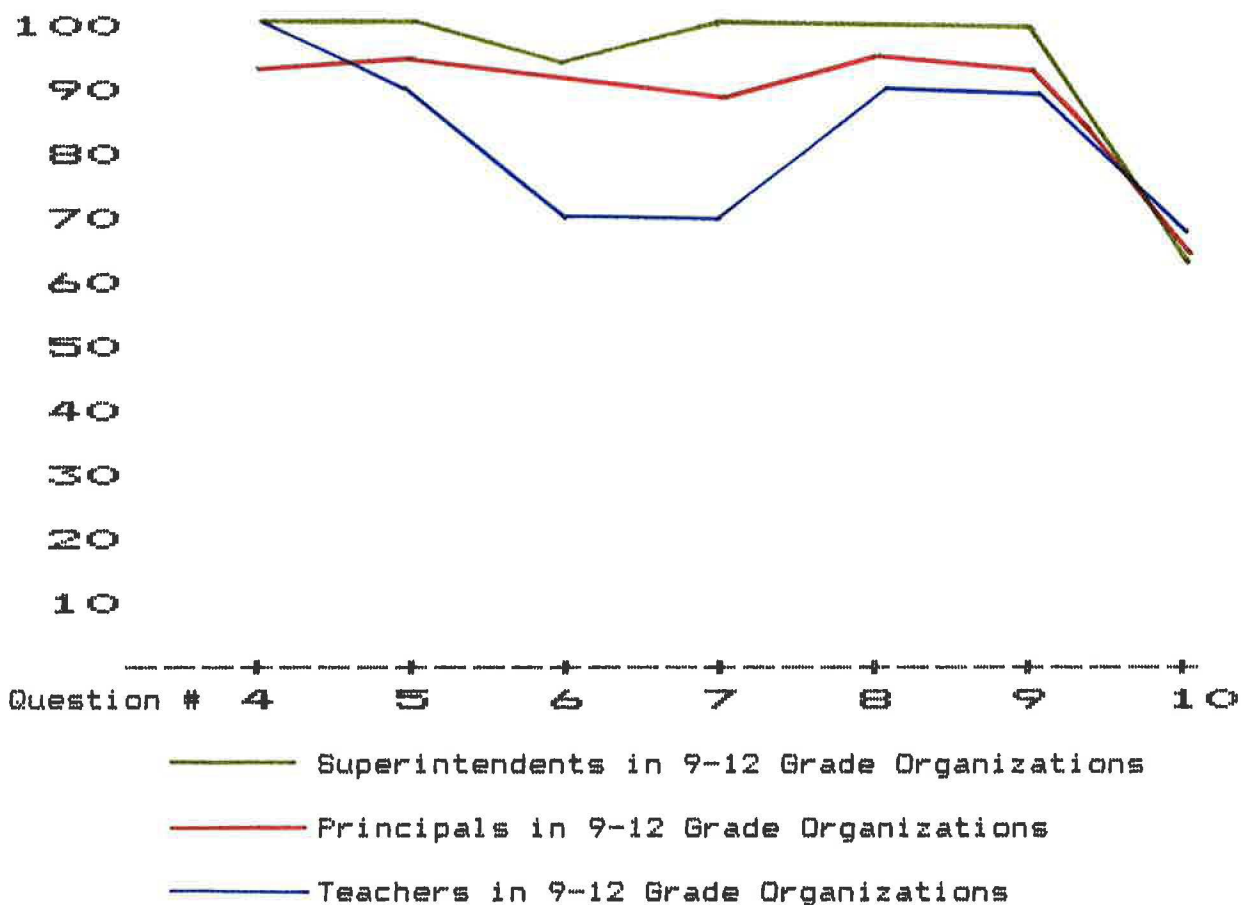


Chart 5 illustrates the teachers in 9-12 configuration pattern rating social and emotional maturity readiness lower than did superintendents and principals, however all other categories are rated very similar.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

Grade organization patterns should not totally rely on building space, budget, increasing or declining enrollment or racial integration. There are many considerations to be kept in mind when deciding the best placement of the ninth grader in the school organization pattern, however, the author addressed only three key issues. First, the maturity level of the ninth grader in regard to physical, social, intellectual and emotional maturity. Second, the academic continuity of the school program and the individuals program, and third, the attitudes of school personnel concerning ninth grade placement.

In an attempt to determine the best placement of the ninth grade student in the school organizational pattern, a questionnaire-opinionnaire was sent to educators in the thirty-eight largest Washington school districts, excluding Seattle and Yakima. Analysis of the data indicated a 9-12 school organization configuration to be favorable for the ninth grade placement. This information is based on the opinions of school personnel who responded more favorably to the questionnaire categories of strongly agree and agree somewhat.

### Conclusions

The author concludes that the ninth grader best fits in the four year high school grade configuration. This statement is based on the physical, intellectual, social and emotional maturity levels of the ninth grade student, as well as the added benefit of having consistency in the individuals' program. These findings are consistent with the review of the literature from Chapter II.

When districts change grade organization configuration, such as adding the ninth grade to the high school, there needs to be provisions made which meet the needs of the new group of students. In the case of the ninth grade addition to the high school program, such items as, orientation, transitional period, graduation requirements, instructional sequencing, and staff development must be strongly considered. [15:105-113]

Although research is not definitive concerning the most appropriate combination of grades based on "needs, interests and abilities of students, their growth and development characteristics and the educational function of the school." [1:230] Johnson states, "in the absence of research evidence favoring a particular form of grade organization, it is entirely reasonable that school districts select the format that best fits with local facility and curricular configurations." [15:105]

Recommendations

The author recommends further study of the best school organization configuration for the ninth grade student. More studies need to be conducted which address specifically the ninth graders placement in the school organizational pattern.

## BIBLIOGRAPHY

1. Allen, Harvey A. "In Search of a School: The Ninth Grade," *Clearing House*, 53:5 (January 1980), 229-230.
2. Beals, Lester M. "Junior High Schools, Past and Present," *NASSP Bulletin*, 36:183 (January 1952), 15-24.
3. Brimm, R.P. "Middle School or Junior High? Background and Rationale," *NASSP Bulletin*, 53:335 (March 1969), 1-7.
4. Caliste, Edward R. "Do School Organizational Patterns Make a Difference?" *U.S., Educational Resources Information Center*, ERIC Document ED 116 344, 1975.
5. Coffland, Jack A. "Reexamining the Middle School: A Study Survey," *Clearing House*, 49:4 (December 1975), 154-157.
6. Cuff, William A. "Middle Schools on the March," *NASSP Bulletin*, 51:316 (February 1967), 82-86.
7. Dacus, Wilfred P. "A Study of the Grade Organizational Structure of the Junior High School As Measured by Social Maturity, Emotional Maturity, Physical Maturity, and Opposite-Sex Choices." Unpublished Ed.D. dissertation, University of Houston, (1963), 32.
8. Davis, Edward L. "What Are the Differences? A Comparison of Junior High and Middle Schools," *NASSP Bulletin*, 56:368 (December 1972), 91-97.
9. Epstein, Herman. "Growth Spurts During Brain Development: Implications for Educational Policy," *Education and the Brain*, Jeanne S. Challe and Allan R. Mirsky, eds. Chicago Illinois: NSSE Yearbook, 1978, 343-370.
10. Forst, Charley F. "A Study of the Middle Schools in the County School Systems in the State of Maryland as Compared to Selected Junior High Schools within the State." Unpublished Ed.D. dissertation, George Washington University, (1969), 140-146.
11. Frankel, Edward. "Grade Reorganization Preparatory to the Establishment of the Four Year Comprehensive High School," *U.S. Educational Resources Information Center*, ERIC Document ED 041 994, 1968.



12. Hensch, Harold E. "A Review of the Growth Development of the Junior High School with Proposals for Modifications Based Upon Studies of Selected Pennsylvania School Districts." Unpublished Ed. D. dissertation, Ohio University, (1967), 124-128.
13. Hess, Fritz. "Organization fo Schools: An Overview of Alternative Grade Level Arrangements." *U.S. Educational Resources Information Center*, ERIC Document ED 158 393, 1978.
14. Isacksen, LRoy D. "Assessing New Issues in Junior High School Organization," *NASSP Bulletin*, 45:264 (April 1961), 104-106.
15. Johnson, Howard M. "Grade Organization: A Decision Based on Local District Needs and Resources, *NASSP Bulletin*, (March 1982), 105-113.
16. Loos, L.E. "Junior High is in the Middle," *Clearing House*, 33:2 (October 1958), 110-111.
17. Mazzuca, Lois C. "The School to College Transition: A Difficult Journey," *NASSP Bulletin*, 67:460 (February 1983), 19-21.
18. "Memorandum, Advantages of Establishment of a Four Year High School Policy and Advantages of the Comprehensive High School," *U.S. Educational Resources Information Center*, ERIC Document Ed 002 027, (March 1965), 1-15.
19. Myers, Norman K. "Physical, Intellectual, Emotional and Social Maturity Levels of Eight, Ninth and Tenth Grade Students with Implications for School Grade Organization. Final Report," *U.S. Educational Resources Information Center*, ERIC Document ED 043 132, (June 1970), 1-177.
20. "Organization of the Middle Grades: A Summary of Research", *Educational Research Service, Inc.*, Research Brief, (1983), 1-181.
21. Read, Betty. "Grade Level Organization in a School System," *Grade Level Organization in a School System*, " *U.S., Educational Resources Information Center*, ERIC Document ED 041 355, (September 1969), 1-23.
22. Resmusson, Glenn R. "The Junior High School- Weakest Rung in the Educational Ladder?" *NASSP Bulletin*, 47:276 (October 1962), 63-69.

23. Sanders, Stanley G. "Differences in Mental and Educational Development from Grades 6-9 and Implications for Junior High School," Unpublished Ed.D. dissertation, University of Iowa, (1966), 246.
24. "Statement by the Committee of Junior High School Education," *NASSP Bulletin*, 51:316 (February 1967), 68-69.
25. Strickland, Virgil E. "Where Does the Ninth Grade Belong?" *NASSP Bulletin*. 51:316 (February 1967), 74-76.

Appendix A

March 26, 1984

Dear Superintendent,

I am conducting a survey to assess the best placement of the ninth grade student in the school organization program. I am presently enrolled in the Education Administration program at Central Washington University and teach in the Yakima School District. The Yakima district is investigating the four year high school plan and the information gathered from this survey will be shared with the district and used to help determine the best placement of the ninth grade student.

Enclosed is a questionnaire designed to help with the study. Your input would be greatly appreciated. Just mark the appropriate response for each item. All responses will be confidential.

I hope to complete the survey by April 27, 1984, and your cooperation will be appreciated. If you would like a copy of the completed study, indicate as such on the questionnaire. In order to account for surveys, please return in envelope provided.

Sincerely yours,

Karen Garrison  
Yakima School District  
c/o Superintendent's Office  
104 N. 4th Avenue  
Yakima, Washington 98902

Enclosure: Questionnaire  
Return envelope

Appendix A

March 26, 1984

Dear Principal,

I am conducting a survey to assess the best placement of the ninth grade student in the school organization program. I am presently enrolled in the Education Administration program at Central Washington University and teach in the Yakima School District. The Yakima district is investigating the four year high school plan and the information gathered from this survey will be shared with the district and used to help determine the best placement of the ninth grade student.

Enclosed is a questionnaire designed to help with the study. Your input would be greatly appreciated. Just mark the appropriate response for each item. All responses will be confidential. Would you please distribute the extra questionnaire and envelope to one of your department chairpersons?

I hope to complete the survey by April 27, 1984, and your cooperation will be appreciated. If you would like a copy of the completed study, indicate as such on the questionnaire. In order to account for surveys, please return in envelope provided.

Sincerely yours,

Karen Garrison  
Yakima School District  
c/o Superintendent's Office  
104 N. 4th Avenue  
Yakima, Washington 98902

Enclosure: 2 Questionnaires  
2 Return envelopes

Appendix A

March 26, 1984

Dear Teacher,

I am conducting a survey to assess the best placement of the ninth grade student in the school organization program. I am presently enrolled in the Education Administration program at Central Washington University and teach in the Yakima School District. The Yakima district is investigating the four year high school plan and the information gathered from this survey will be shared with the district and used to help determine the best placement of the ninth grade student.

Enclosed is a questionnaire designed to help with the study. Your input would be greatly appreciated. Just mark the appropriate response for each item. All responses will be confidential.

I hope to complete the survey by April 27, 1984, and your cooperation will be appreciated. If you would like a copy of the completed study, indicate as such on the questionnaire. In order to account for surveys, please return in envelope provided.

Sincerely yours,

Karen Garrison  
Yakima School District  
c/o Superintendent's Office  
104 N. 4th Avenue  
Yakima, Washington 98902

Enclosure: Questionnaire  
Return envelope

## Ninth Grade Placement Questionnaire

Check one \_\_\_ Superintendent \_\_\_ Principal \_\_\_ Teacher

*In the space provided record your response by using the appropriate letter.*

1. School organization structure for upper grades in your present system.

- a) 7-9, 10-12      b) 6-8, 9-12      c) 5-8, 9-12      d) other      1. \_\_\_\_\_

2. Length of time involved in this organization structure.

- a) 1-2 years      b) 3-5 years      c) 6-10 years      d) 11-15 years      e) over 15 years      2. \_\_\_\_\_

3. Reason(s) for deciding on this type of structure. (If more than one reason rank in priority.)

- a) building space      b) increasing enrollment      c) declining enrollment      d) racial integration      3. \_\_\_\_\_  
 e) budget necessity      f) curricular continuity      g) curriculum improvement      h) other      i) not sure      \_\_\_\_\_  
 \_\_\_\_\_

4. The ninth grade student is physically mature enough to be in a 4 year high school program.

- a) strongly agree      b) agree somewhat      c) disagree somewhat      d) strongly disagree      e) no opinion      4. \_\_\_\_\_

5. The ninth grade student is intellectually mature enough to be in a 4 year high school program.

- a) strongly agree      b) agree somewhat      c) disagree somewhat      d) strongly disagree      e) no opinion      5. \_\_\_\_\_

6. The ninth grade student is socially ready to be in a high school program.

- a) strongly agree      b) agree somewhat      c) disagree somewhat      d) strongly disagree      e) no opinion      6. \_\_\_\_\_

7. The ninth grade student is emotionally ready to be in a high school program.

- a) strongly agree      b) agree somewhat      c) disagree somewhat      d) strongly disagree      e) no opinion      7. \_\_\_\_\_

8. Having the ninth grader in the four year high school program would provide for more continuity in the academic program.

- a) strongly agree      b) agree somewhat      c) disagree somewhat      d) strongly disagree      e) no opinion      8. \_\_\_\_\_

Appendix A

9. Having the ninth grader in the four year high school would strengthen the continuity of the student's academic program.

a) strongly agree    b) agree somewhat    c) disagree somewhat    d) strongly disagree    e) no opinion    9. \_\_\_\_\_

10. The ninth grader in the high school will have a positive impact on the athletic program.

a) strongly agree    b) agree somewhat    c) disagree somewhat    d) strongly disagree    e) no opinion    10. \_\_\_\_\_

11. The ninth grade transition/orientation program is of great importance in the four year high school program.

a) strongly agree    b) agree somewhat    c) disagree somewhat    d) strongly disagree    e) no opinion    11. \_\_\_\_\_

12. A transition room for ninth graders is of great importance in the four year high school.

a) strongly agree    b) agree somewhat    c) disagree somewhat    d) strongly disagree    e) no opinion    12. \_\_\_\_\_

# Ninth Grade Placement Questionnaire

## SURVEY RESULTS

### Superintendents

1. School organization structure for upper grades in your present system.

- a) 7-9, 10-12  
19 responses

2. Length of time involved in this organization structure.

- |              |              |               |                |                  |
|--------------|--------------|---------------|----------------|------------------|
| a) 1-2 years | b) 3-5 years | c) 6-10 years | d) 11-15 years | e) over 15 years |
| 1            | 2            | 4             | 0              | 12               |

3. Reason(s) for deciding on this type of structure. (If more than one reason rank in priority.)

- a) building space 9 b) increasing enrollment 1 c) declining enrollment 1 d) racial integration 0  
e) budget necessity 3 f) curricular continuity 7 g) curriculum improvement 5 h) other 2 i) not sure 7

4. The ninth grade student is physically mature enough to be in a 4 year high school program.

- |                   |                   |                      |                      |               |
|-------------------|-------------------|----------------------|----------------------|---------------|
| a) strongly agree | b) agree somewhat | c) disagree somewhat | d) strongly disagree | e) no opinion |
| 26.5%             | 58%               |                      | 10.5%                | 5%            |

5. The ninth grade student is intellectually mature enough to be in a 4 year high school program.

- |                   |                   |                      |                      |               |
|-------------------|-------------------|----------------------|----------------------|---------------|
| a) strongly agree | b) agree somewhat | c) disagree somewhat | d) strongly disagree | e) no opinion |
| 37%               | 47.5%             |                      | 10.5%                | 5%            |

6. The ninth grade student is socially ready to be in a high school program.

- |                   |                   |                      |                      |               |
|-------------------|-------------------|----------------------|----------------------|---------------|
| a) strongly agree | b) agree somewhat | c) disagree somewhat | d) strongly disagree | e) no opinion |
| 21%               | 53%               | 10.5%                | 10.5%                | 5%            |

7. The ninth grade student is emotionally ready to be in a high school program.

- |                   |                   |                      |                      |               |
|-------------------|-------------------|----------------------|----------------------|---------------|
| a) strongly agree | b) agree somewhat | c) disagree somewhat | d) strongly disagree | e) no opinion |
| 26%               | 37%               | 16%                  | 10.5%                | 10.5%         |

8. Having the ninth grader in the four year high school program would provide for more continuity in the academic program.

- |                   |                   |                      |                      |               |
|-------------------|-------------------|----------------------|----------------------|---------------|
| a) strongly agree | b) agree somewhat | c) disagree somewhat | d) strongly disagree | e) no opinion |
| 15.5%             | 53%               | 16%                  | 5%                   | 10.5%         |



Appendix B

9. Having the ninth grader in the four year high school would strengthen the continuity of the student's academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
21%	53%	10.5%	5%	10.5%

10. The ninth grader in the high school will have a positive impact on the athletic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
5%	37%	31.5%	10.5%	16%

11. The ninth grade transition/orientation program is of great importance in the four year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
63.5%	26%			10.5%

12. A transition room for ninth graders is of great importance in the four year high school.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
10.5%	31.5%	16%	10.5%	31.5%

# Ninth Grade Placement Questionnaire

## SURVEY RESULTS

### Superintendents

1. School organization structure for upper grades in your present system.

6-8, 9-12	5-8, 9-12	other	
7	1	6	14 total responses

2. Length of time involved in this organization structure.

a) 1-2 years	b) 3-5 years	c) 6-10 years	d) 11-15 years	e) over 15 years
2	3	3	2	4

3. Reason(s) for deciding on this type of structure. (If more than one reason rank in priority.)

a) building space 9 b) increasing enrollment 2 c) declining enrollment 6 d) racial integration 0  
e) budget necessity 2 f) curricular continuity 7 g) curriculum improvement 6 h) other 3 i) not sure 0

4. The ninth grade student is physically mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
93%	7%			

5. The ninth grade student is intellectually mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
93%	7%			

6. The ninth grade student is socially ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
57%	36%			7%

7. The ninth grade student is emotionally ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
57%	43%			

8. Having the ninth grader in the four year high school program would provide for more continuity in the academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
93%	7%			

Appendix B

9. Having the ninth grader in the four year high school would strengthen the continuity of the student's academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
71%	29%			

10. The ninth grader in the high school will have a positive impact on the athletic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
29%	36%	21%		14%

11. The ninth grade transition/orientation program is of great importance in the four year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
86%	14%			

12. A transition room for ninth graders is of great importance in the four year high school.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
7%	7%	21%	21%	44%

# Ninth Grade Placement Questionnaire

## SURVEY RESULTS

### Principals

1. School organization structure for upper grades in your present system.

7-9, 10-12  
39 responses

2. Length of time involved in this organization structure.

a) 1-2 years	b) 3-5 years	c) 6-10 years	d) 11-15 years	e) over 15 years
	4	2	1	32

3. Reason(s) for deciding on this type of structure. (If more than one reason rank in priority.)

a) building space 23 b) increasing enrollment 12 c) declining enrollment 3 d) racial integration 0  
e) budget necessity 4 f) curricular continuity 11 g) curriculum improvement 9 h) other 3 i) not sure 9

4. The ninth grade student is physically mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
26%	49%	15%	10%	

5. The ninth grade student is intellectually mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
23%	54%	20%	3%	

6. The ninth grade student is socially ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
15%	54%	18%	13%	

7. The ninth grade student is emotionally ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
13%	49%	23%	13%	2%

8. Having the ninth grader in the four year high school program would provide for more continuity in the academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
49%	33%	10%	8%	

Appendix B

9. Having the ninth grader in the four year high school would strengthen the continuity of the student's academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
41%	41%	15%	3%	

10. The ninth grader in the high school will have a positive impact on the athletic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
10%	47%	15%	15%	13%

11. The ninth grade transition/orientation program is of great importance in the four year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
59%	23%	8%		10%

12. A transition room for ninth graders is of great importance in the four year high school.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
13%	23%	30%	3%	31%

# Ninth Grade Placement Questionnaire

## SURVEY RESULTS

### Principals

1. School organization structure for upper grades in your present system.

6-8, 9-12	5-8, 9-12	other	
22	4	12	38 total responses

2. Length of time involved in this organization structure.

a) 1-2 years	b) 3-5 years	c) 6-10 years	d) 11-15 years	e) over 15 years
8	11	10	6	3

3. Reason(s) for deciding on this type of structure. (If more than one reason rank in priority.)

a) building space	19	b) increasing enrollment	6	c) declining enrollment	17	d) racial integration	0
e) budget necessity	5	f) curricular continuity	8	g) curriculum improvement	13	h) other	5
i) not sure							

4. The ninth grade student is physically mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
53%	39.5%	7.5%		

5. The ninth grade student is intellectually mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
53%	42%	5%		

6. The ninth grade student is socially ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
24%	65.5%	8%	2.5%	

7. The ninth grade student is emotionally ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
26%	60.5%	11%	2.5%	

8. Having the ninth grader in the four year high school program would provide for more continuity in the academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
63%	34%	3%		

Appendix B

9. Having the ninth grader in the four year high school would strengthen the continuity of the student's academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
55%	40%	2.5%		2.5%

10. The ninth grader in the high school will have a positive impact on the athletic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
29%	37%	18%	3%	13%

11. The ninth grade transition/orientation program is of great importance in the four year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
87%	13%			

12. A transition room for ninth graders is of great importance in the four year high school.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
13%	25%	11%	11%	40%

# Ninth Grade Placement Questionnaire

## SURVEY RESULTS

### Teachers

1. School organization structure for upper grades in your present system.

7-9, 10-12  
28 responses

2. Length of time involved in this organization structure.

a) 1-2 years	b) 3-5 years	c) 6-10 years	d) 11-15 years	e) over 15 years
2	5	2	1	18

3. Reason(s) for deciding on this type of structure. (If more than one reason rank in priority.)

a) building space 13 b) increasing enrollment 5 c) declining enrollment 2 d) racial integration 0  
e) budget necessity 4 f) curricular continuity 7 g) curriculum improvement 7 h) other 4 i) not sure 9

4. The ninth grade student is physically mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
29%	50%	18%		3%

5. The ninth grade student is intellectually mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
29%	39%	25%	4%	3%

6. The ninth grade student is socially ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
14%	32%	25%	25%	4%

7. The ninth grade student is emotionally ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
14%	39%	21.5%	21.5%	4%

8. Having the ninth grader in the four year high school program would provide for more continuity in the academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
46%	32%	18%		4%



Appendix B

9. Having the ninth grader in the four year high school would strengthen the continuity of the student's academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
50%	29%	14%	3%	4%

10. The ninth grader in the high school will have a positive impact on the athletic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
29%	32%	14%	11%	14%

11. The ninth grade transition/orientation program is of great importance in the four year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
50%	32%	4%		14%

12. A transition room for ninth graders is of great importance in the four year high school.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
18%	18%	7%	7%	50%

# Ninth Grade Placement Questionnaire

## SURVEY RESULTS

### Teachers

1. School organization structure for upper grades in your present system.

6-8, 9-12	5-8, 9-12	other	
19	4	11	34 total responses

2. Length of time involved in this organization structure.

a) 1-2 years	b) 3-5 years	c) 6-10 years	d) 11-15 years	e) over 15 years
4	12	7	9	2

3. Reason(s) for deciding on this type of structure. (If more than one reason rank in priority.)

a) building space 8	b) increasing enrollment 2	c) declining enrollment 10	d) racial integration 0	
e) budget necessity 7	f) curricular continuity 10	g) curriculum improvement 7	h) other 12	i) not sure 8

4. The ninth grade student is physically mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
47%	53%			

5. The ninth grade student is intellectually mature enough to be in a 4 year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
35%	53%	3%	6%	3%

6. The ninth grade student is socially ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
23.5%	47%	17.5%	9%	3%

7. The ninth grade student is emotionally ready to be in a high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
23.5%	47%	20.5%	9%	

8. Having the ninth grader in the four year high school program would provide for more continuity in the academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
59%	29%	6%	3%	3%

Appendix B

9. Having the ninth grader in the four year high school would strengthen the continuity of the student's academic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
67.5%	20.5%	6%	3%	3%

10. The ninth grader in the high school will have a positive impact on the athletic program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
32%	35%	9%	6%	18%

11. The ninth grade transition/orientation program is of great importance in the four year high school program.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
73.5%	14.5%	3%		9%

12. A transition room for ninth graders is of great importance in the four year high school.

a) strongly agree	b) agree somewhat	c) disagree somewhat	d) strongly disagree	e) no opinion
26.5%	29%	6%	12%	26.5%