

Single-gender Classrooms in a Multi-gender Middle School

Kathy Lawrence

University of Alaska Southeast

Abstract

This study looks at the effect of single-gender classrooms on the educational experiences of boys within a multi-gender middle school environment. The study, using data collected from interviews with students, their teachers, and samples of the students graded work from in-class as well as homework assignments, to discover how the eighth grade boys of Blatchley Middle School and their teachers describe the educational outcome after three years of participation in this setting.

Single-Gender Classrooms for Boys in a Co-education Setting

Introduction

During the past three years, 2009-2012, I have had the pleasure of working with the current eighth grade students as a substitute teacher in all but two classrooms. During this time, I noticed that the school had designated several core classes as single-gender boys only; this was due to the unusually high ratio of boys to girls. As I began to work with the eighth grade teaching team, completing my teaching internship, on a daily basis I became interested in the educational effect of single-gender classes on the boys. The purpose of this case study will be to describe the effect of single-gender classrooms on the educational experiences of boys with in a multi-gender middle school environment. At this stage in the research, the current data regarding the benefits of boys in this type of setting is inconclusive. How do the eighth grade boys of Blatchley Middle School and their teachers describe the educational outcome after three years of participation in this setting?

Literature Review

Little evidence is available regarding the educational value and effect of single-gender classrooms for boys in a co-educational setting. Much of the research on the subject of single-gender education started in the late nineteen-eighties remains relatively inconclusive.

Title IX of the Education Amendments of 1972 states,

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...” (Labor, 2012)

This left many school districts leery of having single-gender classes for fear of being taken to court on discrimination charges. In 1998, the American Association of University Women (AAUW), which until this time had supported separation of gender to support girl's educational deficiencies, decided that the separation of genders in school could lead to an imbalance in educational opportunities and reversed their stand. The subject of educational rights still leaned toward equality for girls, no mention of equality for boys was found. The No Child Left behind Act of 2001(NCLBA) was established to set high standards of education thru measurable assessments of basic skills and academic achievement.

Spielhagen (2011) Reminded us that,

In 2002, an amendment to No Child Left Behind legislation opened a window for schools to experiment with single-sex classes as a means of improving educational outcomes for all students. In 2003, the Office of Civil Rights immediately began reviewing arguments about the legality of single-sex classes. Then, in 2006, the United States Department of Education confirmed the legality of single-sex arrangements and opened the door to a proliferation of such classes.
(p. 2)

There followed a plethora of studies none of which focused solely on public education, or boys specifically. Current studies, within the last ten years, have finally begun to focus on single-gender classes for boys because of an increasing decline in their educational test scores.

The failure of boys is one of the most disturbing problems we are facing within the education system today. Frances Spielhagen, Christina Hoff, and others have started to look at why boys are failing to thrive in school by comparing the benefits of mixed gender vs. single-gender environments within the middle school setting. The state of South Carolina found that

single-gender education for boys reduced the amount of special education referrals. The South Carolina survey also noted a reduction in bullying, and aggressive behavior (Piechura-Couture, Heins, & Tichenor, 2011). Spielhagen (2011) on the other hand found in a yearlong survey of a Southeastern school, that went from one mixed gender school to two separate single-gender schools, the teachers views before and after a year of teaching single-gender boys classes changed from a positive outlook to a negative one. The teacher survey data showed that boys were more aggressive, acted less maturely, were less focused and on-task when in a single gender classroom. “Slavin (2009) noted in his research that students live up to or down to teachers expectations” (Piechura-Couture, et al., 2011) can this account for the difference of opinion found in the two studies.

When the students are surveyed, the results are mixed as well. However, this is based on age and grade as opposed to ability. When sixth graders were surveyed, the consensus was that single-gender classrooms were exciting. Each group referred to the opposite gender peers “annoying” and “noisy” (Spielhagen F. , 2006). By the seventh and eighth grade, views had changed. Students reported higher cases of bullying, one observations made by a middle school boy in favor of single-education classrooms was, “I want to beat them (other boys). I didn’t try to beat the girls [when I was in mixed classes] because I didn’t think I could beat the top girls, so why bother?” (Spielhagen F. , 2006). Sommers (2000) looked at preparedness of students in middle school years. She found that more of the boys admitted to coming to class without basic supplies, and as the grade level increases, the likelihood of boys having homework done decreased in mixed gender classes. Where adults look at single-gender classrooms for academic achievement, the students themselves look at the social aspect.

I am working in a mixed gender middle school in rural Alaska that also has single-gender boys' classes, and I am able to observe and interact with students in both settings. The current eighth grade class upon arriving in middle school two years ago was boy heavy. To make classes a more even mix of boys and girls, each core subject in the day was assigned one all boy class. The classes are not set; the boys are in both mixed gender and single-gender core classes throughout the day. I want to know how they feel about their educational experience. I want to understand how the teachers view this method of division. Were there success in academics, reduction of bullying, and an increase in testing scores? Using the information gleaned from previous studies, does a mixed daily schedule provide a balance to the obvious extremes that are apparent in the limited number of studies done on the subject of single-gender education for boys.

Today the issue of single-gender classrooms remains under attack from groups like the ACLU. They are using a platform of, "Teach Kids, Not Stereotypes", targeting schools with single-gender populations. The ACLU contends single-gender classrooms are similar to the pre-sixties "Whites only", "Blacks only" stereotype. Dr. Leonard Sax, the founder of the Pennsylvania-based National Association for Single Sex Public Education contends the movement is about breaking down gender stereotypes, not promoting them. (Press, 2012).

Method

Participants

Participants include five individual eighth grade boys who have been assigned to single-gender classes in each of the last three years, and one current classroom of boys in a single-gender setting. Participants will also include teachers who have taught single-gender and multi-gender classrooms over the last three years they include Ms. R and Mr. H. from the sixth grade,

Ms. P. and Mr. A. from the seventh grade, and Ms. G. and Ms. N from the eighth grade, along with the principal, and school counselor. All participants currently attend or teach at Blatchley Middle School.

Materials

A summary of field notes taken during personal interviews, notes are organized by question with responses coded. The interviews included one group of boys in a single-gender setting, five individual boys, and their teachers. Copies of interview notes and observations taken over an eight-week period, and information on discipline collected from school administration can be found in the appendix.

Interviews

The interviews will be conducted using group and individual settings. Each interview will consist of the same five questions on the topic of how they, eighth grade boys of Blatchley Middle School, and their teachers describe the educational outcome of single-gender classrooms in a multi-gender school after participating in this setting. The interviews will take place for the teachers on November 2, 2012. This is a teacher workday with no students in attendance. The group interview will take place during second period Social Studies on November 7, 2012. This class is a single-gender boy's class that I have been working with as a teaching intern since the beginning of the school year. The individual interviews will be conducted before and after school, as well as at lunchtime. All interviews are scheduled to reduce the effect on instructional time during the school day.

I will start by asking one single-gender boy class to participate as a focus group answering the five research questions. I am looking to see how these answers align with individual answers from students not in a group setting when questioned. I will ask five

individual students and at least one teacher from each grade level, the school counselor, and principal the same set of questions. I will obtain permission to tape their responses, and possibly video tape the group interview to watch group dynamics later. I will set aside time immediately after interviews to record my personal observations of the interview.

I am looking to see how eighth grade boys of Blatchley Middle School and their teachers describe the educational outcome of single-gender classrooms in a multi-gender school after three years of participating in this setting?

1. How did being in an all boy class for one core subject class a day differ from your (their) classes with girls in them?
2. What would you think of having all boy classes for all core (math, science, social studies, and language arts) classes?
3. Do you think teachers (you) treated your all boy classes differently than those you (they) shared with girls. How?
4. What did being in (teaching) both single-gender and multi-gender class teach you about yourself?
5. Demographics:
 - a.) Which subject was your all boy class?
 - b.) What period of the day?
 - c.) If you could choose which subject your all boys' class was which would it be? Why?

Observations

Observations will occur during second period (single-gender boys) and fifth period (multi-gender) period Social Studies, also sixth period (single-gender boys) and seventh period (multi-gender) Language Arts classes. The time and place of observations are chosen because

they provide two setting with similar gender variables, but different teachers. These classes were also chosen because I am currently the eighth grade teaching teams intern, and I am known to the students, thus my presence within the classrooms will allow me to be an observe participant.

I will be looking at who is present in the class and what role they play in relationship to the boys. I am also looking to see what types of interactions occur between peers groups when the boys are in single-gender vs. multi-gender classroom settings, are the interactions productive or disruptive to the education environment. Observations will include whether the boys are participating more in the mixed-gender classes or the single-gender setting and with whom. Finally, I will be looking at the work effort placed on in-class, and homework assignments to see if there is a difference in the quality of work produced in the different settings. I am also interested to see what if any discipline issues arise from the single-gender setting as opposed to the mixed classrooms. After every observation period, time was set aside to review my notes to insure I have accurate information on the learning lesson, and to write any questions that I might like clarification on later. Field notes will consist of what was not observed, as well as unexpected events and curiosities.

Documents

The documents to be analyzed include classroom progress reports, classroom and homework samples, and referral to the office documentation. These documents were chosen because they provide the basic data I need, and conform to the student confidentiality regulations the school requires due to my status as a teaching- intern at Blatchley Middle School.

Findings

Analysis

Internal validity in this study will be accomplished through triangulation, of the analysis of multiple sources of qualitative data (Merriam, 2009). A content analysis of interviews, observations, and documents will be conducted using respondent validation as a further check of validity. During the analysis of data, I am looking for themes, phrases, and patterns in oral responses that are corroborated by the documentation collected. I am looking to see if both teachers and students communicate similar information about their experiences with the single-gender classroom experience in a multi-gender school environment. Table A contains samples of students graded classwork and homework obtained from three of the four core subjects. Math was not included in this study because there are no single-gender boy math classes at this grade level. The chart is broken into the subject, assignment, and overall class grade point average. The multi-gender class for this comparison was chosen for its size and similarity in student performance standards, similar number of individual education plans and gifted students, to that of the single-gender boy's class.

With the collection of data completed, I started to look for patterns in the effect of single-gender classrooms on the educational experiences of boys with in a multi-gender middle school environment. How do the eighth grade boys of Blatchley Middle School and their teachers describe the educational outcome after three years of participation in this setting? A pattern began to emerge early. During the group and individual interviews with the boys, I heard the boys saying, that the teachers did not teach their all boy classes differently than they did the classes they shared with girls. However when I interviewed the teacher every one of them said that they did alter their teaching methods and styles to accommodate the all boy classes needs to be more active. The teachers also stated that they provided shorter attainable goals so that the boys stayed on task to completion. The boys stated that they felt freer to be themselves, not as

self-conscious about giving a wrong answer with all male peers, than when they were in a class with girls. The boys also said that if there were an all-girl class, unlike the all boy classes, nothing would be done because all the girls would do was talk. During my observations, I witnessed a lot of talking in the all boy classes, numerous times the teacher had to call the boys back to topic. The conversations I heard in the boys classes centered not on other classmates but things happening outside school, new video games, chess matches, and sports. Conversations in the mixed-gender classes were more peer oriented and gossipy. Outside the classroom, at lunch, and before school in the commons, I observed these eighth grade boys participating in games such as chess and Magic, a card game, in-group settings were two or more boys were playing and more were watching and kibitzing. A few individual boys were sitting with or interacting with groups of girls. These boys were the same individuals who interacted most with girls in the multi-gender class setting, suggesting that single-gender classes should be abolished.

In a side-by-side comparison of graded homework and class work collected from the single-gender boy's class and the multi-gender class, the all-boys class had higher in class participation score as well as higher in class work ethic scores than the boys in the mixed-gender classes. During my observations I witnessed the all-boys class interacting but without the posturing that was present in the multi-gender classes. The scores evened out in the homework. If you look at Table A's column with O's for work not submitted you can see that boys seem to have a higher rate of incomplete work. In Science out of twenty-six assignments, the single-gender class, sixteen boys, had a combined thirty assignments missing. In the mixed-gender class, seventeen students, the combined total missing assignments out of twenty-six was twenty-five and five boys account for twelve of those. Leading me to hypothesize that while in the classroom teachers keep the single-gender boys classes on task, but when given assignment to

complete outside the classroom setting boys are less likely to complete or turn in finished assignments.

Observation of the single-gender class and the multi-gender class also showed a variation in the teaching and learning styles of the participants. I saw how teachers were a little looser in their structure, they let the boys have a little more freedom of expression, yet still maintained a structured framework for the boys to follow that was not as apparent in the mixed-gender classes. With the mixed-gender classes the teacher was able to move a faster pace allowing for more classroom discussion.

Classroom discipline was also a looked at during this study. Teachers stated across the board that they did not have as many discipline problems with their single-gender class as they did with the mixed-gender classes. In an interview with the school counselor and administrator, I found that the all-boys classes had been started three years ago to balance the class ratio of girls to boys. This particular eight-grade class has fifty boys and thirty-eight girls. As you can see from Table B more boys are referred school wide than girls. However, the number has decreased from last year. The principle of Blatchley Middle School believes that this might be due more to a change in daily scheduling, up until this year classes were ninety minutes long and held every other day. This year the school has adopted a fifty-minute period that has the teacher seeing all their teachers on a daily basis. This means that students did not have time to become bored and disruptive in class. This is very apparent in the data showing a decrease in referrals. During the interview, both teachers and students indicated that patients were stretched by the end of the day leading to more confrontations and referrals. As you can see by looking at table, C data collected by the office last year substantiates this. There is not yet enough information yet this year to predict if this trend will continue, or if this statistic will also show a decline in numbers.

Conclusions and Recommendation

The findings of a yearlong survey, in South Carolina, on single-gender boys' classes found a reduction in the number of referrals and aggressiveness. (Piechura-Couture, et al, 2011) At the same time, a survey of teachers in southern school that went from mixed-gender classes to single-gender noted that there was an increase in aggression. Whether do to a change in daily schedule, 90-minute classes last year vs. 50 minutes classes this year, or a maturity from seventh to eighth grade, the boys I observed had fewer referrals for aggressive behavior the first two months of this year over last year's first two months of school. During my observations I did witness some posturing but this occurred more in the classes shared with girls than in the single-gender classes.

Sommers (2000) found that as the boys of her study advanced in grade level they were less prepared for class. This included supplies for class and completion homework when boys were in a mixed-gender setting. I found this observation to be true in the case of my study. Documentation shows that the boys in a mixed-gender setting had lower classroom participation grades than their peers in a single-gender setting. However, I found that the reverse was true about homework, during my observation I saw that the boys in the single-gender class participated in class discussions more than their peers were. When questioned they attributed this to not having to worry about looking stupid, it is more comfortable we can just be us was a repeated theme during my interviews.

Finally during my reading preparing for this research project I found many reference to boys stating that although the idea of all boys classes was cool when they were first in middle school by eighth grade they were more than ready to mix it up. I found this to be true of the boys at Blatchley Middle School as well. When asked if they wanted to continue the single-gender

classes next semester or have smaller, mixed gender classes the majority of boys voted to give up their boys classes. The majority did say they wished PE were single gender so that they could be more aggressive in their play.

With more similarities than differences, I found that the boys in single-gender classes at Blatchley Middle School are much like other teenage boys across the country. I believe that the school should continue to have single-gender classes; however, I think that they need to look at including both genders in this practice while the students are in the sixth and seventh grade. I would recommend that students be provided with the opportunity of taking certain classes in a single-gender setting when they reach the eighth grade. These classes might include PE and science, which were the students' main choice for this style setting. I would recommend that the same interview questions be asked again at the end of this year if the single-gender classes are terminated at the end of this semester as planned.

Reference

- Blatchley Middle School. (2012). *Discipline referral summery 1*. Sitka.
- Grey, Colette; Wilson, Joanne. (2006). Teachers' experiences of a single-sex initiative in a co-educational school. *Educational Studies*. 32(3), 285-298.
- Labor, U. S. (2012). Title IX, Education amendments of 1972. Retrieved from United States Department of Labor: <http://www.dol.gov/oasam/regs/Statutes/titleix.htm>
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementaion*. San Francisco: Jossey-Bass.
- Piechura-Couture, K., Heins, E., & Tichenor, M. (2011). The boy factor: Can single-gender classes reduce the over-representation of boys in special education? *Journal of Instructional Psychology*. 38(4), Retrieved from EBSCOhost.
- Press, A. (2012, July 8). Increasing number of US schools splitting up boys, girls in classrooms. Retrieved from Foxnews.com: <http://www.foxnews.com/us/2012/07/08/increasing-number-us-schools-splitting-up-boys-girls-in-classrooms/#ixzz27v0XtH1e>
- Sommers, C. H. (2000). The war against boys. *Atlantic Magazine*. 258(5).
- Spielhagen, F. (2006). How tweens view single gender classrooms. *Educational Leadership*. 63(7), 68-72, Retrieved from EBSCOhost..
- Spielhagen, F. R. (2011). It all depends...:Middle school teachers evaluate single-sex classes. *RMLE online research in iddle level education*, 34(7), 1-12, Retrieved from EBSCOhost.

Appendix

Interview Field Notes:

Interviewer: *How did being in an all boy class for one core subject class a day differ from your classes with girls in them?*

Students:

- A. There is more talking and not as many arguments. It can be loud.
- B. We mess around more. When there are girls in the class the language is civil.
- C. It is more comfortable in the all-boys class. We get along better without girls in the room.
- D. I think it is more noise in the boy's class. I think it is more fun and there are more jokes.
- E. Well in the all boy classes, they only girls are the teachers. I think in the boys classes we learn more. When asked why the student could not give an explanation.

Group - We can be more relaxed and joke around more without girls around. We don't feel judged. More comfortable.

Interviewer: *What would you think of having all boys' classes for all your core classes, math, science, social studies, and Language Arts?*

Students:

- A. One is ok, I don't want more.
- B. I am in two now and that is enough.
- C. One is enough.
- D. No, I like just the one.
- E. I don't know, maybe not next year.

Group – No, if you are in a class with the same people all the time you can go crazy.

Interviewer: *Do you think teachers treat your all boy's classes differently than those you share with girls? How?*

Students:

- A. No, there was not difference in how they teach. I really don't see a difference in my grades in the different classes.
- B. No, they are pretty much the same.
- C. Yes, they are more fun. The teachers seem more relaxed and get into joking more. The boys work at the same speed and we work together better so I think that makes the teacher's job easier.
- D. Most teachers joke and have fun, a few are more serious.
- E. It depends on the time of day. Later in the day, the teachers are tired and have fewer patients with us.

Group - No, Yes, No (Split evenly when asked to raise hands)

Interviewer: *What did you learn about yourself in your all boys' class over the mixed classes?*

Students:

- A. Nothing
- B. Nothing
- C. Boys get more done without in class. I think that boys get more done than girls would if they had all girl classes

- D. What?
 - E. I don't mind all boy classes.
- Group – You don't have to hide, and are more relaxed.

Interviewer: *Demographics*

Which subject was your all boys' class? What period.

- A. Science 3rd/, and Language Arts 6th/
- B. Language Arts 6th/
- C. Shop 7th/
- D. Science 3rd/
- E. Language Arts 6th/

Group – This is was an all boy Social Studies class.

- a) *If you could choose which subject, your all boys' class was which would it be? Why?*
- A. PE, because with all boys in the class we can be more aggressive, and get more work done.
 - B. PE, because boys can be more aggressive when we play games.
 - C. I like shop.
 - D. PE, we can be more active.
 - E. Math, because it's hard and the teacher might spend more time with me.
- Group - Science was the most popular answer with math next in popularity.

Interviews were also conducted with teachers from each grade level, a school administrator, and counselor that have dealt with the single-gender and multi-gender classroom setting over the last three years. Teachers are identified by initial, grade level, and subject.

Ms.R.-6th/ grade-Math: Single-gender boy's classes are more active even with the smaller class size. You need to have more short-range goals when planning their lessons. As a teacher, you must also keep them engaged in learning and their attention on what they are doing. To do this you need to take frequent breaks for physical activity. I use push-ups, jumping jacks, and rewards like jolly ranchers. In the last three years, one of the things I have noticed is that the time of day has an impact. I have had single-gender classes at the beginning of the day, 1st/ period, and at the end. At the end of the day boys, have lots more issues they are tired, and I am tired. The makeup of the class also plays a part in the dynamics of the class.

In the past three years, I have had two good classes and one bad boy class. With this class no matter what methods of teaching, I tried nothing worked. This one class had many

referrals for behavior related issues, in my other boy classes I really have no referral's to the office. The biggest thing I have learned is that the teacher has to make a connection with the Boys, parent to child or mentor, they need more support. I do treat my boy's classes differently it also helps that I'm a little boyish.

Mr.H.-6th/ grade-Social Studies: I love my boys' classes. If I could have all boys' classes and access to a gym, it would be a great learning environment. You need to treat a boy's class as if you were training your dog, exercise them, discipline them, and praise them a lot. When girls are in the class, they offer stability and equilibrium. Without girl's boys exhibit a lot of stupid behavior, boys work better without girls in the class.

Ms. P. -7th/ grade – Science: The atmosphere in my all boy class is more relaxed. This might be because of the smaller size. With the smaller size, there are fewer behavior problems. My boy classes have occurred first/ and 3rd periods which I like. I have found that I look forward to my boy classes. I have a better relationship with them; it could be because of the size.

Ms. A. – 7th/grade – Social Studies: My boy classes have been smaller than my mixed classes. Last year I had the boys period 3-4 this year I have them 6th/. In the all boy classes, I have noticed that there is more physical activity, but no real difference in behavioral problems. I noticed that this year the boys are lower in general educationally than in the past few years, they are not as mature as last year boys are. I also question the focus of boys when girls are in the class.

Ms. N. – 8th/grade- Language Arts: My all boys' class is 6th period this year. I had many these same students in a 6th/ grade all boys' language arts class, which makes it easier because I know where they were, and can compare to where they are. The all boy classes are more informal. I have to elaborate more when teaching. In sixth/ grade boys talked more in groups,

they answered more often than peers did. They would also take a guesses and have and stated an opinion than they do now in 8th/ grade. In sixth grade, the boys took more risks, and were more creative. This year they are a lower end group that is behind all my other classes.

Ms. K – counselor: We started this division of classes because when this grade came to the middle school it was heavy with boys. By making all boy classes, we made other classes so that girls were not out numbered. I have not noticed many discipline problems due to the class makeup. The boys classes are smaller than many of the other classes, most are 16 boys this makes some of the mixed classes number 24-26 kids.

Mr. R. – administrator: I have noticed a decrease in the number of referrals' this year over last. I am not sure however if that is due to the change in the daily schedule or the class make up in general. I think that with the shorter periods daily and see the same teacher on a daily basis rather than every other has allowed students less time to get bored and in trouble. It also helps form a relationship with their teachers that I think was not there last year. I think that the all boy classes' work but I understand from teachers that class size is now an issue. Many teachers want to even classes out by doing away with the all boy classes next semester.

Table A - Average Grades Single-gender boy's class vs. multi-gender class

Subject	Assignment	Boys Class	Mixed-gender	Grade comparison
Science	Mind map	2.5	1.97	2.5/2.0
Science	Mind map timeline	2.97	2.86	3.0/2.9
Science	Homework	1.79	2.03	1.8/2.0
Science	Homework	2.47	2.39	2.5/2.4
Science	O's in Grade book	30/26 assignments	25/26 assignments 5 boys = 12 4 girls = 13	
Science	Class Average	2.18	2.41	2.2/2.4
Social Studies	Going Places Classwork	3.2	3.1	3.2/3.1
Social Studies	Going Places Aesthetics	3.0	2.1	3.0/2.1
Social Studies	GP – grade	3.1	2.8	3.1/2.8
Social Studies	Homework	2.0	2.3	2.0/2.3
Social Studies	Homework	2.53	2.46	2.5/2.5
Social Studies	O's in Grade book	17/13 assignments	12/13 assignments 5 boys = 11 1 girl = 1	
Social Studies	Class Average	2.81	2.79	2.8/2.8
Language Arts	Homework	1.66	2.31	1.7/2.3
Language Arts	Quiz	3.25	3.25	3.3/3.3
Language Arts	Class Average	2.45	2.83	2.5/3.0
Language Arts	O's in Grade book	19/11 assignments	21/11 assignments 6 boys = 12 7 girls = 9	
				2.6/2.6

Table B. – Total referrals of all students at Blatchley Middle School.

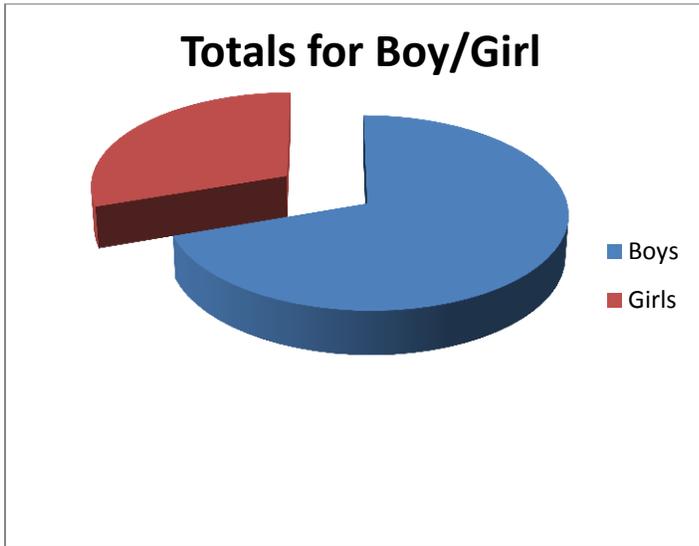


Table B-1

2011-2012	Boys	Girls
August	0	0
September	16	2
October	20	5
November	11	6
December	11	6
January	9	4
February	12	7
March	8	4
April	11	4
May	8	8

Table B-2

2012-2013	Boys	Girls
August	0	0
September	5	2
October	14	8
November		
December		
January		
February		
March		
April		
May		

Table B-1 8 of the referrals in September 2011 were boys in this study (1 repeat). In October 2011, five boys are in the study, two are repeats.

Table B-2 One of the referrals in September 2012 is a boy in the study. Seven boys in October are in study (2 repeat)

Table C – Referrals at Blatchley Middle School by time of day, and month.

