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ABSTRACT

Connecticut's Basic Skills Proficiency Test, administered for the sixth time in October 1985, measures reading, language arts, mathematics, and writing skills. The test was intended to identify students who require further diagnosis and remediation in order to participate successfully in ninth grade classes. Results indicated that over 90 percent of the examinees scored at or above the Statewide Level of Expected Performance (SLOEP) for the second consecutive year. Mathematics showed the greatest improvement over the previous year in average score, although there continues to be an indication of greater need in mathematics. The average score and the percent at or above SLOEP were substantially higher than the figures for the 1980 test administration. The 1985 performance of urban students improved from the previous year in mathematics, language arts, and writing. The percent meeting or surpassing SLOEP also improved since 1980, with a 34 percent gain in mathematics. Of a total of 5,790 students in possible need of remedial assistance, 3,711 or 64 percent fell below SLOEP on only one subtest. Large cities had the highest percentage of students (37 percent) needing remedial assistance. (This booklet contains a description of the testing program, graphs, data tables, and holistically scored writing samples.) (Author/GDC)

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For the second consecutive year, the results of the Connecticut Basic Skills Proficiency Test indicate that 90 percent of Connecticut's students met or exceeded the statewide level of expected performance in reading, writing, language arts and mathematics. While the statewide scores this year are consistent with the 1984 results, improvement during the five-year history of the Education Evaluation and Remedial Assistance Act has been considerable. I think we can all take pride in the achievements of Connecticut students.

As you know, we are implementing a new test system, the Connecticut Mastery Test. Proficiency testing is scheduled to end after the fall 1986 administration. The first mastery test was administered in the fall of 1985 to fourth graders. Mastery testing of sixth and eighth graders will take place for the first time in the fall of 1986. These mastery tests represent the next stage in the work begun by the implementation of the proficiency test.

Connecticut's experience with the ninth-grade proficiency test demonstrates the commitment of local school districts to higher achievement in the basic skills. We at the Department of Education are looking forward to your continued cooperation and assistance as we attempt, together, to assess more accurately the performance of Connecticut's students statewide.

Sincerely,

Gerald N. Tirozzi
Commissioner of Education

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I. OVERVIEW

The Connecticut Statewide Basic Skills Proficiency Test was administered for the sixth time in October 1985. The test measures basic skills in reading, mathematics, and basic writing skills in the language arts. The purpose of the test is to help identify students who are performing so far below their current grade level that they require further diagnosis and remediation in order to participate successfully in ninth-grade classes. The results of the proficiency test are of particular interest to those who are concerned about the effectiveness of basic skills instruction and remediation. Highlights from the 1985 assessment are summarized in this section. Specific details are provided in Section V (October 1985 Proficiency Test Results) of this report.

Highlights

- The percent of students at or above Statewide Level of Expected Performance (SLOEP) is above 90 in each of the four subtest areas of the statewide proficiency test for the second consecutive year.

- Statewide, the percent of students at or above SLOEP varied no more than three-tenths of a percentage point in mathematics, language arts or writing, compared to last year's scores.

- Mathematics showed the most improvement over the previous year in average score, although there continues to be an indication of greater need in mathematics.

- The 1985 average score and percent of students at or above the SLOEP in each of the four areas tested were substantially higher than the comparable figures for the 1980 administration.

- The performance of urban students (TOC 1) in 1985 improved from the previous year in mathematics, language arts and writing. The percents of students at or above SLOEP also improved since 1980 with the largest gain in mathematics (34.0% additional students at or above SLOEP).

- With the exception of large cities (TOC 1) and Vocational Technical Schools, there are relatively small differences in the average scores on the subtests among the remaining TOCs.

- Of the 5,790 students in possible need of remedial assistance, 3,711 (64.1%) fell below SLOEP on only one subtest.

- Large cities (TOC 1) continue to have the highest percent of students who may be in need of remedial assistance (37.4%).

Historical Background

The Connecticut Statewide Basic Skills Proficiency Test is required by the Education Evaluation and Remedial Assistance Act (Section 10-14n of the Connecticut General Statutes). This examination was administered for the first time in March of the 1979-80 school year and has subsequently been administered each October from the 1980-81 school year through the 1985-86 school year. The law, which became effective July 1, 1978, requires that the State Board of Education administer an annual statewide proficiency examination in basic reading, language arts, and mathematics skills to all ninth-grade students in Connecticut's public schools, vocational-technical schools, and endowed or incorporated high schools and academies. In addition, Public Act 82-387, which was passed in June of 1982, requires that students who score below the Statewide Level of Expected Performance (SLOEP) on any part of the statewide proficiency test must be retested annually in the non-proficient area(s) until they score at or above the statewide standard. In October 1985, retesting of tenth-, eleventh- and twelfth-grade students who scored below the SLOEP on one or more parts of the test took place. This report describes the development of the test and summarizes the October 1985 test results for ninth-grade students. Results for tenth-, eleventh- and twelfth-grade students who were retested in one or more areas are reported in a separate addendum.

Purposes

The act concerning Education Evaluation and Remedial Assistance (EERA), which requires, among other things, the Statewide Basic Skills Proficiency Test, has eight basic purposes:

- to formalize a process of identifying those students in need of further diagnosis and possible remedial assistance in basic skills;
- to provide appropriate basic skills remedial assistance for students so identified;
- to maximize the number of students in Connecticut's schools who are proficient in the basic skills;
- to provide information to parents, instructors, students, and the public regarding the status of student proficiency in basic skills;
- to establish procedures at both the state and local levels for the effective use of test results;
- to provide school districts with information for use in assessing the progress of individual students over time;
- to provide the State Department of Education with information for use in assessing the progress of students and school districts over time, and
- to provide information upon which improvements in the general instructional program can be based.

The Basic Skills Proficiency Test is one important means of achieving the goals of EERA.

Use of the test. In enacting Section 10-14n of the Connecticut General Statutes, the Connecticut General Assembly specified that the proficiency test should be used as a means of screening or identifying students who may be in need of help in acquiring basic skills proficiency. Students who are deficient in these skills must be provided with remediation. The test, however, should not serve as a requirement for promotion or graduation or as a diagnostic instrument. The test is administered as early as possible in high school in order to make the best use of the time available for providing remedial assistance to students who need it.

Implementation

A Statewide Advisory Committee was appointed by the State Board of Education to assist the Department of Education in implementing EERA. Committees were appointed in each of the three content areas (Mathematics, Language Arts, and Reading) to assist in identifying the specific skills upon which the proficiency test would be based and to assist in developing the test. A Test Bias Committee and a Psychometrics Committee were also appointed to assist in the development and review of the test. Committee members included specialists in the basic skills areas, representatives of the education community (elementary school through graduate school), and representatives of the general public. A list of the EERA Advisory Committee and the other committee members is presented at the beginning of this report.

During the 1979-80 school year, three phases of the development of the ninth-grade test were successfully completed:

PHASE I Identifying the Content of the Test
PHASE II Developing and Piloting the Test
PHASE III Administering, Scoring, and Reporting the Results of the Test (March 1980)

In the 1980-81 school year, the same form of the test (Form A) was administered for a second time and subsequently released to the public. In the 1981-82 and 1982-83 school years, a parallel test form (Form B) was used. The College Board of New York was responsible for developing and scoring the reading portion of the proficiency test (PA-3). Form C was administered during the 1983-84 and 1984-85 school years as well as a new form of the reading test (PB-6) developed by the College Board of New York. In the 1985-86 school year Form D was administered for the first time with Form PB-6 of the reading test. National Computer Systems (NCS) of Iowa City, Iowa administered and scored the test and reported the data in the 1984-85 and 1985-86 school years.

II. DESIGNING THE TESTS

The scope and difficulty of the content included in the proficiency test were selected to represent skills that students should have acquired after eight years of instruction. Lists of the specific skills (or objectives) to be assessed by the test were developed by the EERA Mathematics, Language Arts, and Reading Committees in the spring of 1979. The skills lists, along with examples and sample items, as appropriate, were then reviewed by Connecticut citizens by means of a survey questionnaire and a series of public meetings.

Based on reviews of the survey results and the reactions and recommendations of people attending the public meetings, members of the three content area committees revised the skills lists (objectives). A description of the test and a complete list of the objectives for each content area are included below.

Mathematics Test

The mathematics portion of the proficiency test was composed of 65 test items, all in multiple-choice format. Students were given 70 minutes to complete the test. Listed below are the 37 objectives which were identified for the mathematics portion of the test. The Mathematics Committee selected the objectives as representative, but not exhaustive, of the skills which should be taught prior to taking the Basic Skills Proficiency Test that are included within the broader domains of Computation, Concepts, and Problem Solving.

COMPUTATION

Addition and Subtraction with Whole Numbers and Decimals

1. Add whole numbers.
2. Subtract whole numbers.
3. Add decimal numbers.
4. Subtract decimal numbers.

Multiplication and Division with Whole Numbers and Decimals

5. Multiply whole numbers.
6. Divide whole numbers (without remainders).
7. Multiply decimal numbers.
8. Divide decimal numbers.

Computation with Fractions

9. Add fractions and/or mixed numbers.
10. Subtract fractions and/or mixed numbers.
11. Multiply fractions and/or mixed numbers.
12. Divide fractions and/or mixed numbers.

Percents

13. Find a percent of a given whole number.
14. Find what percent one whole number is of another whole number.

CONCEPTS

Concepts of Order and Magnitude

15. Order unit fractions or decimal numbers.
16. Identify the place value of a digit in a given number.
17. Select the most appropriate unit of measure for a given task.

Concepts of Mathematical Equivalents

18. Convert fractions, decimals, and percents to equivalents.
19. Find equivalent linear measures (English, metric).
20. Find equivalent measures of weight (mass) and capacity (English, metric).

Concepts of Numeric Representations

21. Identify the numeric form of a given whole number written in words.
22. Name a ratio given two quantities.
23. Identify the fractional equivalent of the shaded portion of a given pictorial representation.

Concepts of Geometric Properties

24. Recognize a given pair of lines as parallel, perpendicular, or intersecting.
25. Find the perimeter of a common geometric figure (triangle, rectangle, square, circle).
26. Find the area of a common geometric figure (triangle, rectangle, square, circle).

PROBLEM SOLVING

Problem-Solving Techniques

27. Identify the correct number sentence to solve a problem.
28. Solve for the value of a variable in a given formula.
29. Approximate a reasonable answer to a given problem.

Problem-Solving Using Tables, Graphs, Charts and Maps

30. Read and interpret a table, chart, or graph.
31. Read and interpret a map drawn to scale.

Problem-Solving Applications

32. Solve a problem involving whole numbers.
33. Solve a problem involving fractions.
34. Solve a problem involving decimals.
35. Solve a problem involving percents.
36. Solve a problem involving time.
37. Find the average of a set of whole numbers.

Basic Writing Skills in the Language Arts Test

In identifying the content of the language arts portion of the proficiency test, members of the Language Arts Committee acknowledged that the language skills of listening, speaking, reading, and writing are all very important tools in the study of language arts. Given the constraints of testing, however, and given the fact that reading would be assessed separately, the Committee determined that the proficiency test of language skills would concentrate on writing. For that reason, they titled the language arts assessment "Basic Writing Skills in the Language Arts".

The test was designed to assess writing ability as well as related language skills in the broad domains of Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks. Accordingly, the test consisted of two parts:

- an exercise requiring each student to write a passage based on personal experience, and
- 36 multiple-choice questions.

Students were given 25 minutes to complete the writing exercise and 45 minutes to answer the 36 multiple-choice questions.

Following is the list of objectives identified for inclusion on the multiple-choice test of basic writing skills in the language arts.

MECHANICS OF WRITTEN EXPRESSION

1. Use correct capitalization in a sentence.
2. Use correct spelling for basic English vocabulary words.
3. Use correct punctuation in a sentence.
4. In connected discourse, recognize and correct errors of usage and/or grammar.

COMPOSING AND ORGANIZING SKILLS

5. Use language appropriate for the writer's purpose and audience.
6. Arrange information and ideas in appropriate sequence.
7. Recognize and group related ideas to achieve unity in a passage.
8. Identify and use appropriate words and phrases to make transitions in written expression.

LIBRARY SKILLS FOR WRITING TASKS

9. Demonstrate dictionary skills.
10. Use reference materials to locate information for a given writing task.

Reading Test

The reading portion of the proficiency test is called the "Degrees of Reading Power" (DRP). The test is designed to measure a student's ability to process and understand nonfiction English prose passages written at different levels of difficulty or readability. The test identifies the hardest prose that a student can read with comprehension.

The test measures a student's reading ability on an absolute scale. Just as a person's height and weight can be measured accurately without reference to how tall or heavy any other person is, so can reading ability be measured by determining on the prose difficulty scale the hardest text that can be read with comprehension.

The earlier form (PA-3) of the test consisted of 14 nonfiction prose passages on a variety of topics. Each passage contained about 300 words and asked seven questions. Students were given 75 minutes to answer the 98 questions. In the present form (PB-6) of the test, the number of passages has been reduced to 11, and the students are given 65 minutes to answer the 77 questions. The passages are arranged in order of difficulty, beginning with very easy material and progressing to very difficult material. Test items are formed by the deletion of selected words in each passage. Each deleted word is indicated by an underlined blank space. Five response options are provided for completing each blank.

The items are designed so that the text of the passage must be read and understood. All the response options fit the blank space: that is, each one makes a grammatically correct and logically plausible sentence if the sentence is considered in isolation. However, only one response fits or is plausible when the surrounding context of the passage is considered. Therefore, to determine the right answer, students must understand the text surrounding the sentence. If the text is understood, then the one correct answer will be obvious.

The deleted words and the response options are always easy or common words, no matter how difficult the passage. Thus the test items become more difficult only with respect to the difficulty of the text in the passages. The response options are kept at an easy level in order to assure that answering questions correctly depends on understanding the surrounding prose in the passage. In addition, all the information that is needed to answer the questions is provided in the text of the passages, thus making it more certain that the test measures reading ability, and not prior information that some students may have and others may not.

Since a student's score on the test is an indication of the most difficult prose reading material which that student can comprehend, the information can be used by teachers to select materials for instruction and independent reading assignments which are of an appropriate difficulty level for that student.

III. TEST DEVELOPMENT PROCEDURES

For each of the skills identified for inclusion on the proficiency test, the content area committees established guidelines concerning the types, numbers, and difficulty level of items to be used to measure the skill. National Evaluation Systems was responsible for providing a set of test items meeting those specifications from which two parallel forms of the mathematics and language arts tests could be constructed. The College Board was responsible for providing a set of items for the reading test.

All language arts and mathematics test items were developed specifically for the Connecticut Basic Skills Proficiency Test. Test items were reviewed by committee members three times during the test development process--twice prior to the pilot test and once afterward to examine the pilot test results. Test items were added, deleted, or revised based upon committee recommendations throughout the test development process. Reading Committee members participated in a review of test items which had previously been extensively field-tested by the College Board of New York. The next section (Pilot Testing) will describe the procedures used in October 1979 to create Forms A and B and those used in October 1981 and 1982 to create Forms C and D.

Pilot Testing

In October 1979 a pilot test consisting of 148 test items in mathematics and 112 test items in language arts was administered to a sample of tenth-grade students in 32 representative Connecticut schools. A review of pilot-test results by the Mathematics, Language Arts, Test Bias, and Psychometrics Committees resulted in a final item pool containing enough items to construct two parallel forms (Forms A and B) of the mathematics and language arts tests. Form A was administered in March 1980 and again in October 1980. (For a more detailed description of the pilot-test procedures, see the Summary Report of the 1979-80 Connecticut Ninth-Grade Proficiency Test.)

In the fall of 1981, test Form B in both Language Arts and Mathematics was administered along with a set of pilot items. Form B in Language Arts was administered with 20 different sets of 6 pilot items. Form B in Mathematics was administered along with twenty different sets of 10 pilot items. In this testing design, Form B is an anchor test into which 120 experimental language arts items and 200 experimental mathematics items are imbedded. Each version of the tests was administered to approximately 2,000 students.

In October 1982, the same design was used to test an additional 200 experimental mathematics items (20 sets of 10 items) and 140 experimental language arts items (20 sets of 7 items). (NOTE: Experimental items were administered to ninth-grade students only.)

The major purpose of this design was to construct two new forms of the tests, Form C and Form D, for both language arts and mathematics. Test Forms C and D will have the following characteristics:

- Test Forms C and D are to have the same number of items as Form B (i.e., 36 items in language arts; and 65 items in mathematics);

- Test Forms C and D are to be equal in difficulty to each other, and to Form B, at both the domain and total test level, and

- Test Forms C and D are not to contain any overlapping items.

The psychometric procedures which were utilized to construct test Forms C and D focus primarily on the use of the one-parameter latent trait model. The construction of Form C was completed in the spring of 1983, and was used in the October 1983 and October 1984 test administrations. The construction of Form D was completed in 1984 and administered in October 1985.

Setting the Statewide Level of Expected Performance (SLOEP)

As soon as final test forms (A and B) had been established for each section of the March 1980 Ninth-Grade Proficiency Test, the State Department of Education began the process of setting standards for the test. EERA regulations mandated that a Statewide Level of Expected Performance (SLOEP) be established by January 1, 1980. Students whose scores fall below the statewide level of expected performance will be eligible for further diagnosis and, if necessary, remedial assistance to be provided by the local or regional school board.

The State Department of Education's EERA staff met with the EERA Advisory Committee to determine the procedures to be used for setting standards on the Connecticut test. The State Department staff made a proposal, based upon consultation with the Psychometrics Committee, which recommended using some combination of the four most commonly used procedures for setting standards on multiple-choice tests: (a) Angoff method, (b) Nedelsky method, (c) Borderline Group method, and (d) Constrasting Groups method. The EERA Advisory Committee recommended the following two steps:

- Use the Angoff and Nedelsky methods prior to January 1 to establish the expected levels of performance for the March 1980 test administration.

- Use the Borderline and Contrasting Groups procedures after March 1980 to validate the SLOEP (set in step 1) for future years.

Angoff and Nedelsky procedures. Both the Angoff and Nedelsky approaches to standard-setting required the participation of subject-matter experts who know the capabilities and general performance levels of the student population and who are familiar with the curriculum in the schools. Four such groups of subject-matter experts, the majority of whom were teachers of ninth-grade students, participated as judges in the standard-setting process for the Connecticut mathematics and language arts multiple-choice tests. For each test, one group used the Angoff procedure and the other used the Nedelsky procedure. Both methods are designed to yield an estimate of the expected average score of a group of students with minimally acceptable performance. Estimates resulting from the use of these procedures were used to set the cut scores for the mathematics and language arts multiple-choice portions of the Connecticut ninth-grade test. (For a more detailed description of the standard-setting process, see the 1979-80 Summary Report.)

Setting standards for the Writing Exercise and the Reading Test (DRP) involved two groups for each test. For the Writing Sample, two groups of committee members, acting as judges, read a set of 18 papers which had been previously scored using the holistic scoring method. The judges were asked to read each paper and to determine whether the writer (a) definitely needed remedial assistance, (b) definitely did not need remedial assistance, or (c) was on the borderline between needing remedial assistance and not needing it. After a brief training exercise in holistic scoring, each judge rated the papers. Judges' ratings were then compared with the actual scores those papers had been given when scored holistically. Based upon their ratings, the two groups of judges agreed that papers which had received a summed score of 2 or 3 indicated a need for remedial assistance. The State Department, therefore, recommended as the SLOEP for the writing sample a holistic score of 4.

In reading, one group examined the passages in the DRP, asking themselves what the most difficult passage was which a ninth-grade minimally competent student could be expected to read with 75% comprehension. The other sub-group examined lists of textbooks, commonly used in English and social studies classes, and selected those textbooks which a minimally competent ninth-grade student could be expected to read. When the DRP unit (score) corresponding to those textbooks was identified, it was identical to the DRP unit (score) of the passage identified by the first group. The DRP unit (score) recommended by both reading sub-groups was 47.

State Board approval. The State Department of Education recommended the adoption of the following Statewide Levels of Expected Performance: 62 percent for Mathematics, 58 percent for Basic Writing Skills in the Language Arts, a holistic score of 4 for Writing, and a DRP unit score of 47 for Reading. In January, 1980, the State Board of Education approved the standard-setting process and all four of the proposed Statewide Levels of Expected Performance.

IV. TEST ADMINISTRATION AND SCORING

Test sessions were conducted by local teachers under the supervision of local test coordinators who had been trained by staff from National Computer Systems (NCS). A student who took all four subtests participated in approximately three and one-half hours of testing. In order to allow the school districts as much latitude as possible in adapting test administration to local conditions and student needs, local plans for administration of the Basic Skills Proficiency Test were acceptable if the following conditions were met for all students:

- Session 1 (Writing Sample) occurred on October 17, 1985;
- Basic Writing Skills in the Language Arts, Mathematics, and Reading occurred in any sequence sometime during October 15, 16, 17 and 18, 1985;
- All ninth, tenth, eleventh and twelfth graders in a district were tested on the same schedule;
- Testing occurred during the regular school day in a classroom setting;
- Testing allowed for a minimum of a five-minute break between each testing session;
- No more than three testing sessions were administered in one-half day, and
- Make-up sessions began on Monday, October 21 and were concluded by Thursday, October 24, 1985. The last three above conditions applied for all make-up sessions.

At the conclusion of the make-up testing period, the tests and answer booklets were returned to NCS and organized in preparation for holistic scoring workshops and optical scanning and scoring.

Scoring of the Language Arts and Mathematics Tests

The mathematics and language arts multiple-choice tests were scored by NCS. The scores reported indicate the percent of items answered correctly by students. Mathematics scores were reported for the total test and for three domains: Computation, Concepts, and Problem Solving. Likewise, language arts scores were reported for the total test and for three domains: Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks.

Scoring of the Writing Sample

The writing samples were scored by Connecticut English teachers using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the

basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated.

The major assumption upon which holistic scoring is based is that the quality of a piece of writing should be judged on its overall success as a whole presentation, rather than on the quality of its component parts. Contributing to the rationale underlying holistic scoring is evidence that: (1) no aspect of writing skill can really be judged irdependently; (2) teachers can recognize and agree upon good writing when they see it regardless of how they describe writing ability, and (3) teachers will rate pieces of writing in much the same way regardless of any discrepant views they might hold about how particular components of writing should be weighed.

The procedure for holistic scoring is specific to the complete set of writing samples on a given topic that a group of scorers has been asked to evaluate. That is, the scoring scale is based on the range of ability reflected in the particular set of writing samples being assessed.

Preparation for scoring. Prior to the training/scoring sessions, a committee consisting of Connecticut State Department of Education (CSDE) personnel, representatives of the Connecticut Council of Teachers of English (CCTE) and the Connecticut Heads of English Departments (CHED), two Chief Readers and project staff from Measurement Inc. of Durham, North Carolina, met and read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 60 essays were selected to serve as "range-finders" or "markers", representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder was assigned a score according to a four-point scale, where 1 represents a poor paper and 4 represents a superior paper.

Scoring workshops. During the month of November, eight holistic scoring workshops were held in two different locations in the state. Attendance at these scoring workshops totaled 246 teachers. A Chief Reader and two assistants (table leaders) were present at every workshop in addition to representatives of the CSDE, the CCTE , and the CHED. Each workshop consisted of a training session and a scoring session. Any teacher with at least two years of prior scoring experience had the option to self-train under the supervision of the table leaders. The training of all other teachers was conducted separately by the Chief Reader.

The general procedure for a training session is described below.

- Each training paper (range-finder) was studied in turn and trial-scored by all scorers. Scoring judgments were independent, quick, and immediate, and were based on the scorer's overall impression of the paper. No fractional points on the score scale (1-4) were permissible.

- After all scorers had scored the first four training papers, their judgments were compared to the score assigned during the range-finding process. Any discrepancies were discussed. Through repeated discussions on succeeding training papers, scorers came to identify and internalize those features of written composition that distinguish the papers along the established range. This "holistic" process obviates the need to articulate explicitly the specific criteria that separate one score point from the next.

- Scorers were "calibrated" by ascertaining that they were making judgments consistent with one another and with the Chief Reader/table leaders. Discussions about papers continued until agreement was reached on the scores of the training papers.

Once teachers were calibrated, actual scoring of the writing exercises occurred. Each paper was read independently by two different scorers; that is, the second reader did not see the score assigned by the first reader. The Chief Reader was responsible for adjudicating any disagreement of more than one point between the judgments of the two scorers as well as any score in combination with a zero score. In another words, discrepancies of one point between scores (e.g., 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (e.g., 2 and 4, 3 and 1, 1 and 4, as well as 0 and 1, 2, 3, or 4) had to be resolved by the Chief Reader. Once a paper was assigned two acceptable scores, the two scores would be summed in the computerized scoring process to produce the final score for each student. The possible scale of summed scores ranged from a low of 2 to a high of 8.

Understanding the holistic scores. Examples of actual student papers which are representative of the scoring range for the Connecticut proficiency test will assist the reader in understanding the statewide standard set for the writing sample and in interpreting the test results. Sample papers representing four different holistic scores are presented in the Appendix. Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper to which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers--some 4 papers are better than others.

A score of zero (0) was assigned to student papers in certain cases. A score of 0 indicates that a paper is not scorable and, therefore, that the student's writing skills remain to be assessed. The cases in which a score of 0 was assigned were as follows:

- responses that merely repeated the assignment

- illegible responses

- blank responses

- responses in languages other than English

- responses that failed to address the assigned topic in any way
- responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it recopied)

Both readers had to agree that a paper deserved a 0 before this score was assigned. If the two readers disagreed, the Chief Reader arbitrated the discrepancy. Papers which were assigned a score of 0 were not included in summary reports of test results.

Scoring of the Reading Test

The reading test was scored by the College Board of New York. The scores reported are the DRP unit scores. These scores identify the difficulty or readability level of prose that a student can read with comprehension. This makes it possible to match the difficulty of written materials with student ability. These scores can be better interpreted by referring to the readability levels of some general reading materials as shown below:

- Sports Section - local daily newspaper - 58 DRP Units
- Fiction Section - general interest magazines - 45 DRP Units
- Business Section - local daily newspaper - 73 DRP Units

A much more extensive list of reading materials is contained and rated in the booklet Readability Report.

The conversion between DRP unit scores and raw scores can be made from the tabled values in the Degrees of Reading Power Users Guide, pp. 26-28.

A new conversion scale was used during 1985 for the DRP. Since the Proficiency Test was first administered, in 1980, it has included a reading section scored on a scale set by the College Board. The Department of Education received notice that the College Board was changing its conversion scale for the 1985 test. This change was the result of College Board's continuing research and development of the DRP. The effect of the change was to make it necessary for students to correctly answer more questions in order to score at or above the state's minimum reading standard. Thus, the department recommends that reading scores not be compared with previous years' reading scores.

V. OCTOBER 1985 PROFICIENCY TEST RESULTS

Test results are reported in three ways: statewide, by type of community and by district.

Statewide Test Results

Table 1 summarizes the statewide results of the October 1985 Basic Skills Proficiency Test for ninth-grade students in each of four subject areas.

TABLE 1

CONNECTICUT BASIC SKILLS PROFICIENCY TEST RESULTS: OCTOBER 1985
STATEWIDE SUMMARY REPORT: GRADE 9
ALL DISTRICTS

SUBJECT/DOMAIN	AVERAGE PERCENT CORRECT	STANDARD DEVIATION	NUMBER OF STUDENTS SCORED	STUDENTS AT OR ABOVE SLOEP* NUMBER	PERCENT
MATHEMATICS					
COMPUTATION	83.2%	14.6%			
CONCEPTS	74.3%	18.2%			
PROBLEM-SOLVING	87.8%	14.4%			
TOTAL	82.2%	14.0%	36,475	32,941	90.3%
LANGUAGE ARTS					
MECHANICS	90.5%	13.9%			
COMPOSING	85.4%	16.1%			
LIBRARY	92.3%	14.6%			
TOTAL	89.0%	12.7%	36,439	35,136	96.4%
	AVERAGE HOLISTIC SCORE				
WRITING SAMPLE	5.5	1.4	35,789	33,262	92.9%
	AVERAGE DRP UNIT SCORE				
READING	64		36,407	34,684	95.3%

* MATHEMATICS SLOEP = 62%
LANGUAGE ARTS SLOEP = 58%
WRITING SLOEP = 4
READING SLOEP = 47

Mathematics. In mathematics, 32,941 or 90.3% of the students taking the test scored at or above SLOEP. Statewide, Connecticut students achieved an average score of 82.2%; that is, 54 of the 65 items were answered correctly. Students did best in problem solving (87.8%), followed by computation (83.2%) and mathematical concepts (74.3%).

Basic Writing Skills in the Language Arts. Basic writing skills in the language arts were measured with two separate tests. Students took a 25-minute writing sample as well as a 36-item multiple-choice test. On the multiple-choice test, 35,136 students, or 96.4% scored at or above SLOEP. The average score was 89.0%. It can be seen that students did best on multiple-choice test items in library skills (92.3%), followed by mechanics of written expression (90.5%) and composing (85.4%). On the writing sample, 33,262 students, or 92.9% were at or above SLOEP. The average score on the writing sample was 5.5 on a range of 2 to 8.

Reading. In reading, 34,684 students, or 95.3%, scored at or above SLOEP. The average Degrees of Reading Power (DRP) unit score was 64. This translates to a DRP raw score of 67 out of 77 test items.

Figures 1-3 (pages 17-19) pictorially present the results in mathematics, language arts and writing for each of the five October test administrations. For each subtest (figures 1-3), the bar graph indicates the percent of students at or above SLOEP for each test administration. The shaded area of each bar graph highlights the average growth in student achievement since 1980. The line graphs display the average number or percent of items answered correctly by all students for each test administration, with the SLOEP for each area tested represented by the solid black horizontal line. The 1985 reading results are presented in Figure 4 (page 20). Reading results from previous years are not presented since current scores are based on revised raw score to DRP conversion tables and are not directly comparable to past student performance.

Principal Results

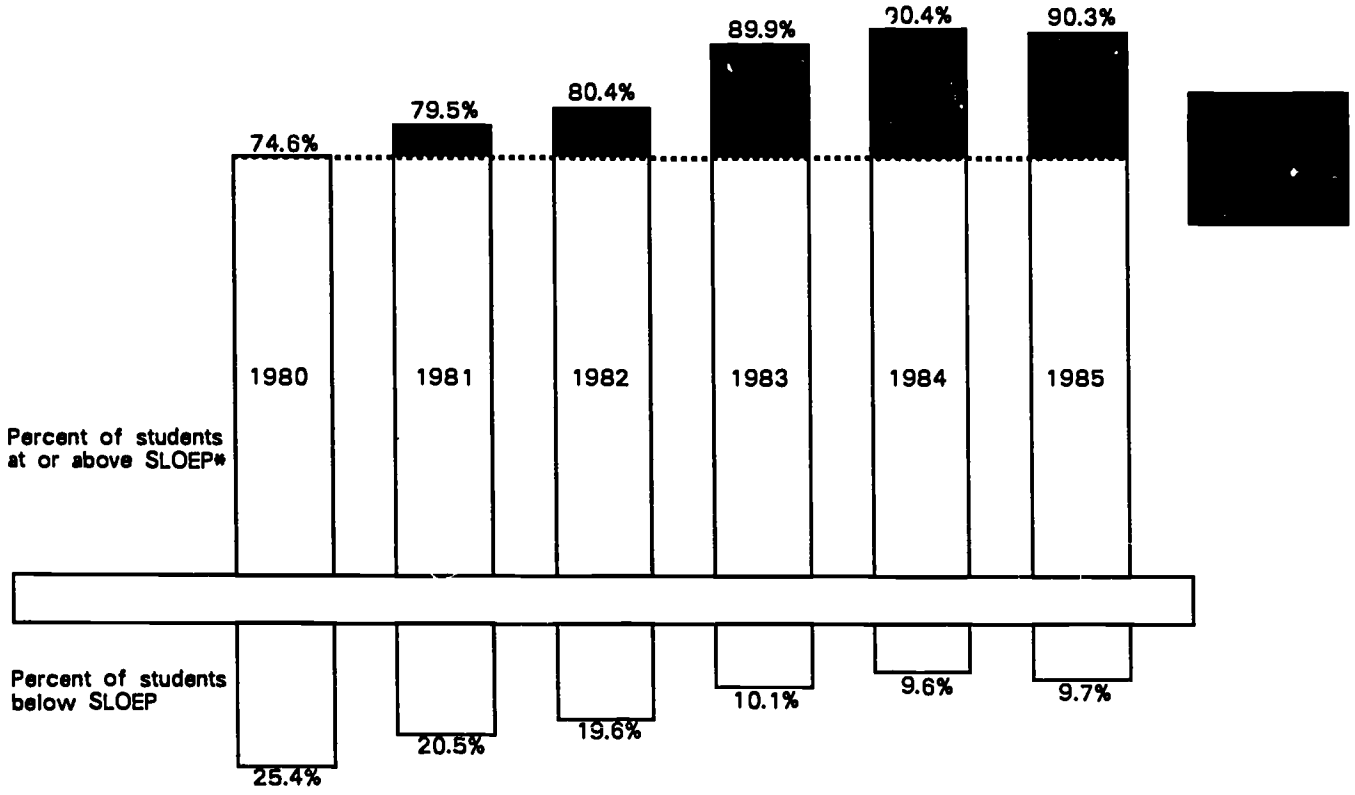
- The percent of students at or above SLOEP is above 90 in each of the four subtest areas of the statewide proficiency test.
- The 1985 average scores showed improvement or remained the same from the previous year in mathematics, language arts and writing.
- Mathematics showed the most improvement over the previous year in the average score, although there continues to be an indication of greater need in mathematics.
- The 1985 average score and percent of students at or above SLOEP in each of the four areas tested were substantially higher than the comparable figures for the 1980 administration.
- Statewide, the percent of students at or above SLOEP varied no more than three-tenths of a percentage point in mathematics, language arts or writing, compared to last year's scores.

FIGURE 1

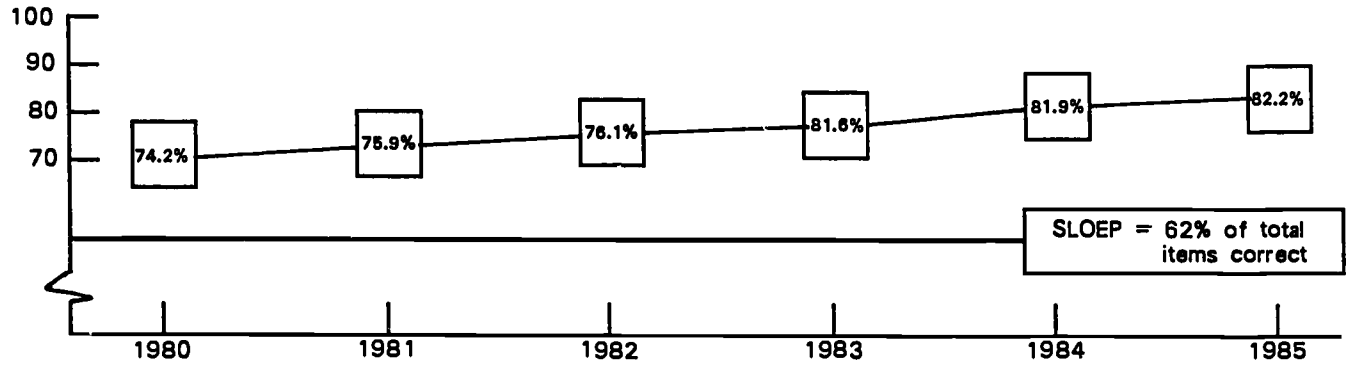
COMPARISON OF STATEWIDE RESULTS FOR EERA BASIC SKILLS PROFICIENCY TES OCTOBER 1980 THROUGH 1985 ADMINISTRATIONS

MATHEMATICS

Student Achievement in Relation to the SLOEP*



Average Percent of Items Correct



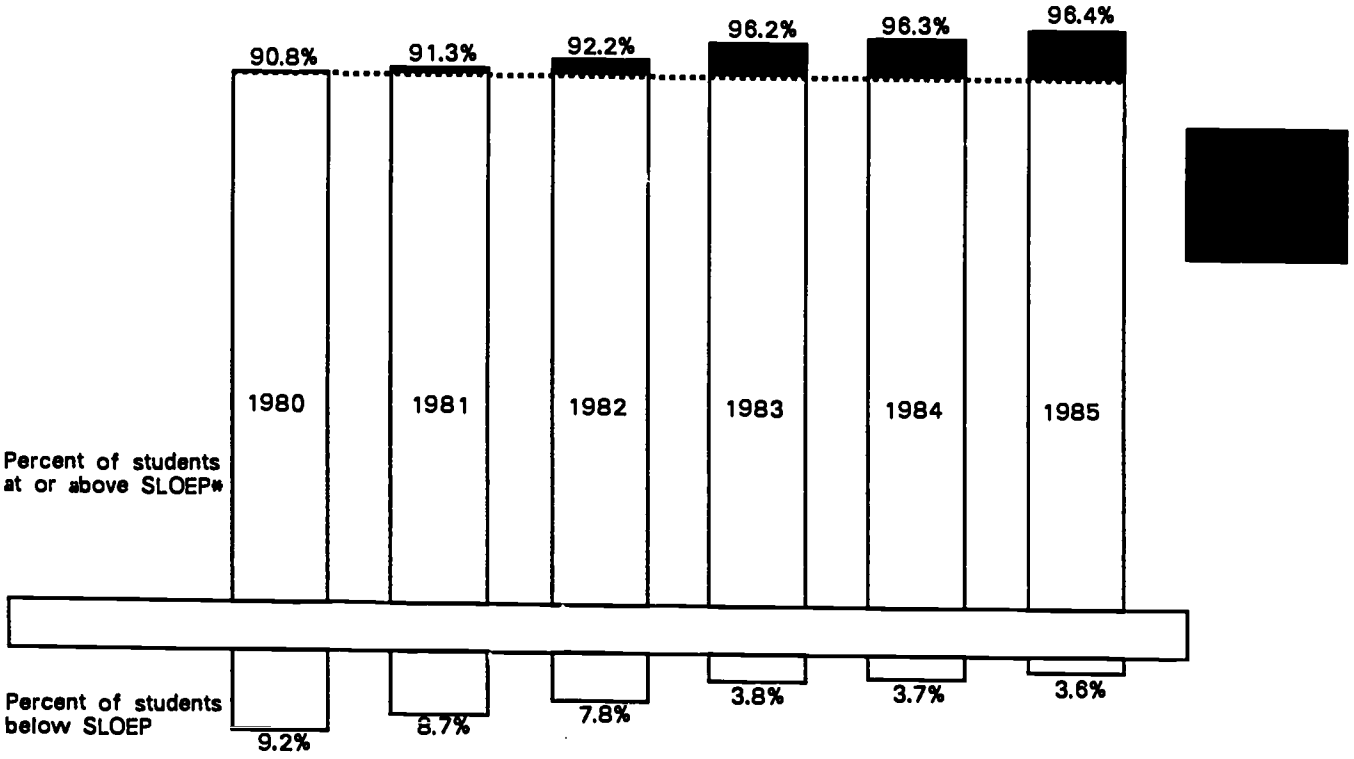
*SLOEP is the Statewide Level of Expected Performance

FIGURE 2

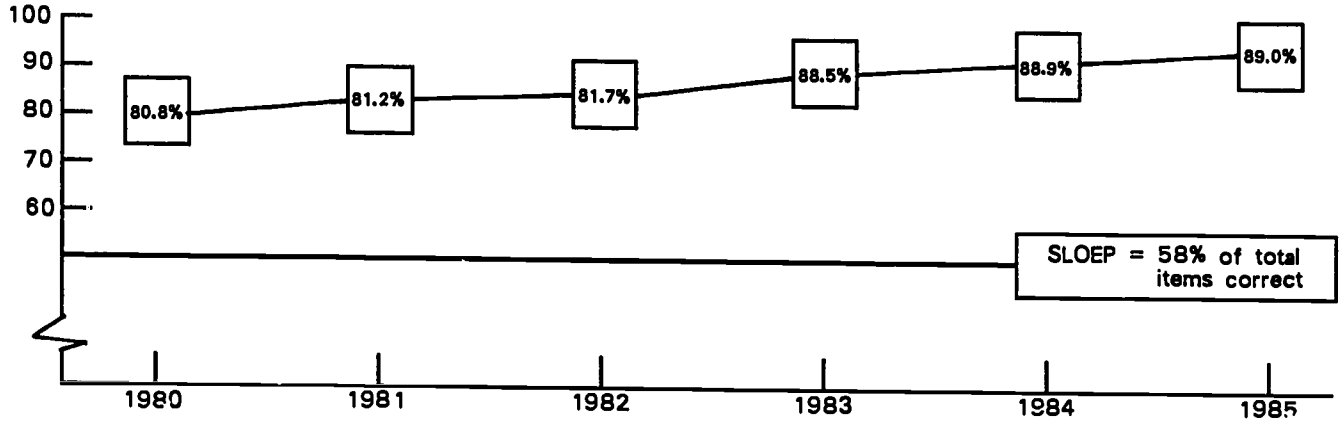
COMPARISON OF STATEWIDE RESULTS FOR EERA BASIC SKILLS PROFICIENCY TEST: OCTOBER 1980 THROUGH 1985 ADMINISTRATIONS

LANGUAGE ARTS

Student Achievement in Relation to the SLOEP*



Average Percent of Items Correct



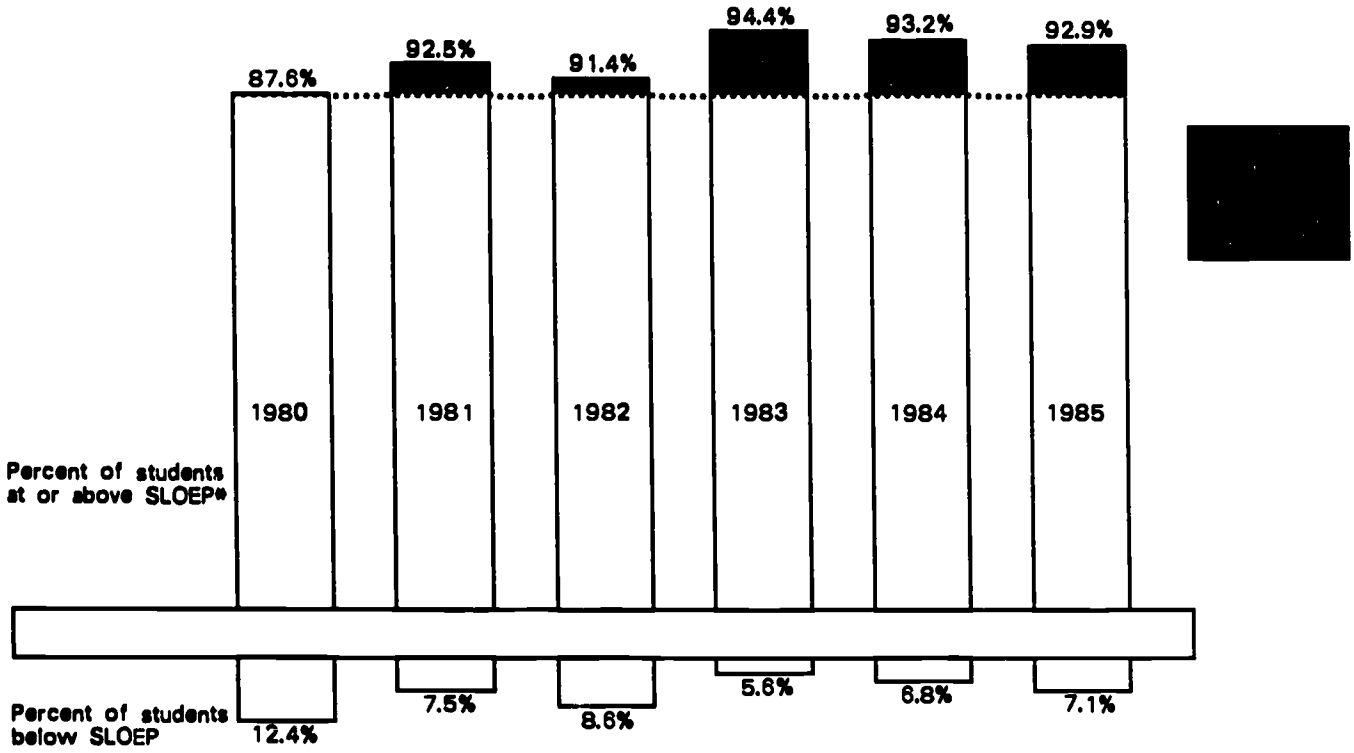
*SLOEP is the Statewide Level of Expected Performance

FIGURE 3

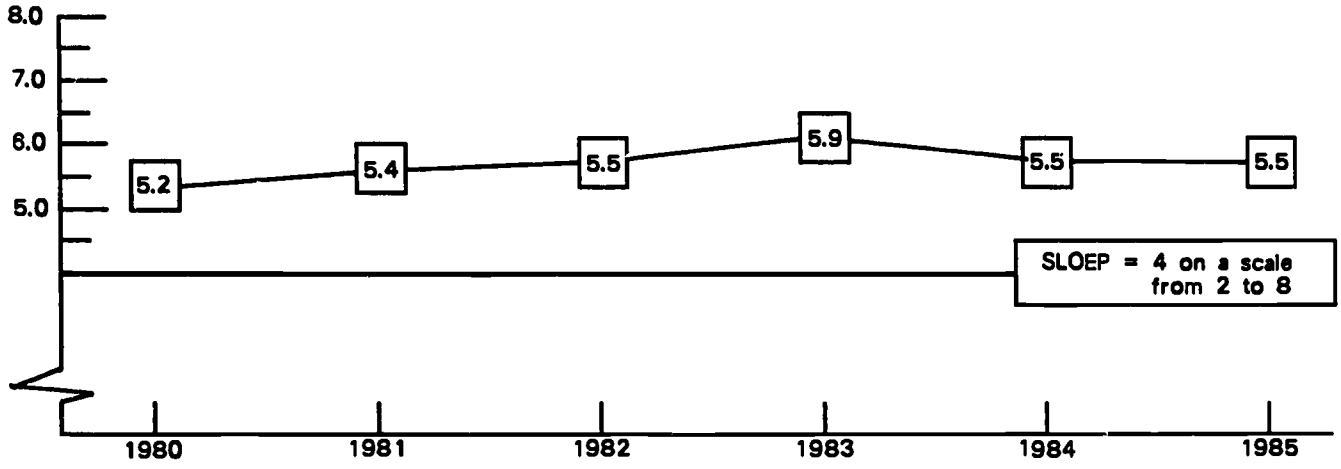
COMPARISON OF STATEWIDE RESULTS FOR EERA BASIC SKILLS PROFICIENCY TEST: OCTOBER 1980 THROUGH 1985 ADMINISTRATIONS

WRITING

Student Achievement in Relation to the SLOEP*



Average Holistic Score

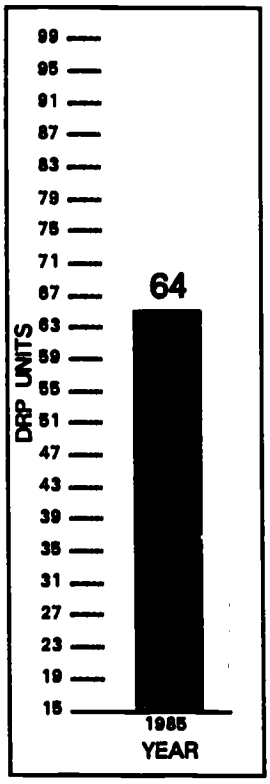


*SLOEP is the Statewide Level of Expected Performance

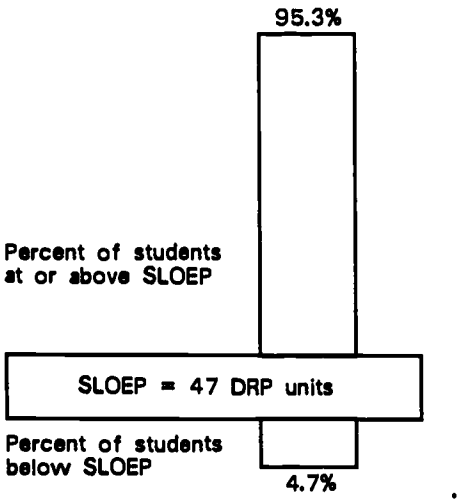
FIGURE 4

STATEWIDE RESULTS FOR EERA BASIC SKILLS PROFICIENCY TEST: OCTOBER 1985 ADMINISTRATION

READING



This bar chart illustrates the average DRP unit score of students, statewide.



Reading results for previous years are not presented above since all current score reports are based on revised conversion tables. In order to compare student performance this year with student performance in 1984, the table below presents the data for both years using the current conversion scale and the prior conversion scale.

Year	Number Students	Raw Score Mean	Raw Score Standard Deviation	Mean DRP Units Prior Scale	Mean DRP Units Current Scale	% at or Above SLOEP Prior Scale	% at or Above SLOEP Current Scale
1985	36,407	67	11.3	72	64	96.7	95.3
1984	38,468	67	10.7	72	64	97.3	96.1

It is evident from this table that the mean raw score (i.e., the average number of correct items) has remained equal in both test administrations. It is also evident that the mean DRP Unit Scores are equal for the two years when the same scale is used. The current scale, however, produces a consistently lower mean score. Similarly, the percent of students at or above SLOEP is approximately equal for the two years when the same scale is used.

Test Results by Type of Community

Tables 2 and 3 present data aggregated by Type of Community (TOC) for each portion of the test. Connecticut school districts were classified according to six community types, as follows:

TOC 1 = LARGE CITY - a town with a population of more than 100,000.

TOC 2 = FRINGE CITY - a town contiguous with a large city, and with a population over 10,000.

TOC 3 = MEDIUM CITY - a town with a population between 25,000 and 100,000 and not a Fringe City.

TOC 4 = SMALL TOWN (Suburban) - a town within an SMSA* with a population of less than 25,000, not a Fringe City.

TOC 5 = SMALL TOWN (Emerging Suburban) - a town with a population of less than 25,000 included in what was a proposed 1980 SMSA but not included in a 1970 SMSA.

TOC 6 = SMALL TOWN (Rural) - a town not included in an SMSA, with a population of less than 25,000.

For Tables 2 and 3, students attending Regional Vocational-Technical Schools have not been classified within the six TOCs but have been aggregated as a separate group.

Principal Results

- The performance of urban students (TOC 1) in 1985 improved from the previous year in mathematics, language arts and writing. The percents of students at or above SLOEP also improved since 1980 with the largest gain in mathematics (34.0% additional students at or above SLOEP).

- With the exception of large cities (TOC 1) and Vocational-Technical Schools, there are relatively small differences in the average scores on the subtests among the remaining TOCs.

- In TOC 1, the average scores and the percents of students at or above SLOEP are below the respective statewide averages.

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*SMSA ("Standard Metropolitan Statistical Area") is the U.S. Census Bureau definition of a metropolitan area. It includes a central city (or "twin cities") of at least 50,000 people, and those contiguous towns that are socially and economically integrated with the central city. There are 11 SMSAs in Connecticut. The above classifications are based upon what were the proposed 1980 SMSAs.

TABLE 2

SUMMARY OF EERA BASIC SKILLS PROFICIENCY TEST RESULTS FOR SIX TYPES OF COMMUNITIES, VOCATIONAL-TECHNICAL SCHOOLS, AND STATE: OCTOBER 1985

SCHOOL YEAR 1985-86

NOTE: It is neither appropriate nor meaningful to sum across the different tests and subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

TYPE OF COMMUNITY (TOC)	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
	Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean DRP Unit Score	% At or Above SLOEP
Large City (1)	74.5	61.4	78.7	72.1	73.9	82.0	77.7	86.1	81.4	90.3	4.6	80.6	58	87.0
Fringe City (2)	85.7	77.5	90.4	84.9	94.0	92.9	87.8	94.0	91.3	98.1	5.8	96.2	67	97.7
Medium City (3)	83.4	74.0	88.1	82.3	91.5	91.1	86.1	92.6	89.6	96.7	5.5	94.4	64	95.9
Suburban Town (4)	87.5	80.7	91.6	87.0	96.2	93.8	89.2	95.2	92.5	98.8	6.0	97.2	69	98.2
Emerging Suburban (5)	86.0	78.8	90.8	85.6	95.0	93.8	88.1	94.4	91.9	98.7	5.8	96.8	67	97.4
Rural Town (6)	83.5	76.4	88.6	83.2	91.8	91.2	85.9	92.3	89.5	96.7	5.7	95.1	66	96.0
Vocational-Technical Schools	78.6	68.3	83.5	77.3	86.6	85.1	78.9	88.5	83.6	93.7	4.8	86.3	60	92.1
State	83.2	74.3	87.8	82.2	90.3	90.5	85.4	92.3	89.0	96.4	5.5	92.9	64	95.3

TABLE 3

NUMBER OF STUDENTS SCORED: OCTOBER 1985

SCHOOL YEAR 1985-86

TYPE OF COMMUNITY (TOC)	MATHEMATICS	LANGUAGE ARTS	WRITING	READING
Large City (1)	5,131	5,091	4,998	5,074
Fringe City (2)	7,493	7,491	7,023	7,484
Medium City (3)	8,149	8,157	8,106	8,153
Suburban Town (4)	6,772	6,760	6,759	6,765
Emerging Suburban (5)	3,330	3,336	3,320	3,337
Rural Town (6)	2,564	2,570	2,563	2,553
Vocational-Technical Schools	3,036	3,034	3,020	3,041
State	36,475	36,439	35,789	36,407

Table 4 presents unduplicated counts of the total number and percent of students needing further diagnosis (and perhaps remedial assistance) in one or more subject areas. Table 4 displays the potential magnitude of remedial assistance at the ninth-grade level in Connecticut. The results are presented for the state as a whole, and then aggregated by TOC and vocational-technical schools.

Principal Results

- Of the 5,790 students, statewide, in possible need of remedial assistance, 3,711 (64.1%) fell below SLOEP on only one subtest.
- Large cities (TOC 1) continue to have the highest percent of students who may be in need of remedial assistance (37.4%). However, the urban school districts have reduced this figure substantially since the beginning of the statewide proficiency testing in 1980.

TABLE 4

NUMBER AND PERCENT OF STUDENTS BELOW SLOEP ON ONE OR MORE SUBTESTS, BY STATE AND BY TYPE OF COMMUNITY (TOC)*: OCTOBER 1985

SCHOOL YEAR 1985-86

	NUMBER OF STUDENTS TAKING AT LEAST ONE SUBTEST	BELOW SLOEP ON ONLY ONE SUBTEST		BELOW SLOEP ON TWO OR MORE SUBTESTS		TOTAL BELOW SLOEP ON AT LEAST ONE SUBTEST	
		#	%	#	%	#	%
STATE	37,024	3,711	10.0	2,079	5.6	5,790	15.6
TOC 1	5,329	1,108	20.8	887	16.6	1,995	37.4
TOC 2	7,574	535	7.1	205	2.7	740	9.8
TOC 3	8,292	761	9.2	389	4.7	1,150	13.9
TOC 4	6,801	360	5.3	117	1.7	477	7.0
TOC 5	3,368	222	6.6	76	2.3	298	8.8
TOC 6	2,594	218	8.4	117	4.5	335	12.9
VOCATIONAL-TECHNICAL SCHOOLS	3,066	507	16.5	288	9.4	795	25.9

* THE TOC IS BASED ON THE STUDENT'S SCHOOL DISTRICT

Test Results by District

Table 5 (pages 25-27) presents a listing of test results by school districts and other schools. School districts are listed alphabetically, followed by regional school districts, endowed academies, and vocational-technical schools. The TOC designation in the second column indicates the group with which each district or school has been classified on Tables 2, 3 and 4.

Because the most valid comparisons for district scores are longitudinal within each district, the State Department of Education advises against making school district comparisons. The following cautions should also be noted:

- The tests were not designed for normative purposes.
- It is not appropriate or meaningful to sum across the different tests and subtests because of differences in test length, scoring units, and SLOEPs.
- It is inappropriate to compare districts solely on the basis of the percent of students scoring at or above the SLOEPs. These comparisons are inappropriate since it is impossible to identify, solely on the basis of the above information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing, although many factors may affect the comparability of these statistics as well.
- Test score comparisons with previous years should be performed at the total test score level and not at the domain score level.

Participation Rate Results

Table 6 (pages 30-32) presents the number of ninth-grade students in each district and the percents of students who participated in the proficiency test during the October 1985 statewide administration. The alphabetical listing of districts provides the following information for each district:

Column 1	The total number of ninth-grade students at the time of testing.
Column 2	The number of ninth-grade students eligible for testing (i.e., excluding certain special education, bilingual, and ESL students).
Column 3	The number of students tested but excluded from district summary data.
Columns 4-7	The percents of ninth-grade students who received valid scores for each test based on the number of eligible students (i.e., column 2).

Individual Student Report

For each student tested, two copies of an individual student report were sent to the district, one for the student's file and one for the student's parent or guardian. An example is provided in Figure 5 on page 33.

TABLE 5

EERA BASIC SKILLS PROFICIENCY TEST RESULTS FOR CONNECTICUT SCHOOL DISTRICTS: OCTOBER 1985

SCHOOL YEAR 1985-86

NOTE: It is neither appropriate nor meaningful to sum across the different tests and subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

		MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
DISTRICT	TOC	Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean DRP Unit Score	% At or Above SLOEP
ANSONIA	5	82.7	72.9	88.0	81.7	94.0	93.6	82.5	92.8	89.4	98.5	5.5	96.9	63	97.7
AVON 1	4	91.5	86.3	94.1	90.9	98.5	93.9	91.5	96.3	93.6	99.2	6.5	99.2	73	98.5
BERLIN	4	86.1	77.8	90.0	85.0	96.7	92.4	88.5	95.2	91.6	99.5	5.6	97.1	66	97.1
BETHEL	4	89.8	81.0	93.0	88.4	97.6	94.0	89.8	96.6	93.1	99.6	5.7	98.4	69	98.4
BLOOMFIELD	2	81.5	69.4	87.2	80.0	88.4	90.5	86.2	90.9	89.0	97.2	5.3	95.8	64	97.2
BOLTON 2	4	85.0	80.8	90.6	85.8	100.0	95.9	89.0	96.2	93.5	98.4	6.0	100.0	73	100.0
BRANFORD 3	4	83.1	73.8	89.7	82.7	93.8	92.4	88.6	94.4	91.5	98.3	5.6	91.3	69	98.0
BRIDGEPORT	1	72.0	58.0	75.6	69.2	68.7	78.2	74.8	85.2	78.5	87.8	4.5	79.5	55	82.6
BRISTOL	3	81.2	71.9	87.1	80.5	89.6	89.6	84.4	92.0	88.3	95.3	5.6	96.2	64	96.4
BROOKFIELD	4	87.7	83.8	91.8	88.0	95.3	95.0	90.3	96.0	93.5	99.1	6.1	97.4	67	95.3
BROOKLYN	6	82.9	74.0	87.4	81.9	90.0	90.0	84.2	93.2	88.6	96.7	6.0	98.9	66	97.7
CANTON 4	4	91.7	86.3	94.1	90.9	100.0	92.8	90.3	97.7	93.0	100.0	6.2	96.7	73	100.0
CHESHIRE	2	86.3	80.2	92.3	86.6	95.5	94.9	88.2	94.9	92.5	99.2	5.9	98.3	71	98.1
CLINTON	5	85.8	77.4	88.7	84.4	95.1	90.0	86.0	91.9	89.0	98.8	5.6	95.1	67	98.8
COLCHESTER	5	86.4	79.1	92.2	86.3	97.2	91.5	83.8	93.4	89.1	97.3	5.9	100.0	66	96.3
COVENTRY	4	83.2	74.3	86.5	81.8	94.6	91.8	85.0	92.2	89.5	96.4	5.8	99.1	64	92.9
CROMWELL	4	88.3	76.1	89.0	85.0	93.7	90.7	86.5	93.8	89.8	97.9	5.6	94.7	67	97.9
DANBURY	3	82.3	75.7	87.6	82.3	89.6	90.1	85.8	91.1	88.8	95.3	5.7	94.7	64	94.5
DARIEN	2	92.9	86.1	94.4	91.4	98.6	96.1	91.6	96.2	94.5	99.1	6.5	99.5	76	99.1
DERBY 5	5	78.7	70.4	85.7	78.7	86.5	93.0	85.6	92.4	90.2	99.0	5.7	97.1	64	99.0
EAST GRANBY	4	90.3	82.8	95.5	89.9	100.0	94.8	89.2	97.0	93.2	97.6	6.6	100.0	73	97.6
EAST HADDAM	5	86.8	77.5	88.6	84.7	90.4	95.7	90.4	93.2	93.2	98.6	6.1	100.0	71	97.3
EAST HAMPTON	5	86.9	79.2	90.6	85.9	95.1	96.6	89.9	96.5	94.2	100.0	5.4	92.2	66	95.2
EAST HARTFORD	2	80.5	72.1	87.8	80.6	91.8	89.5	83.1	90.3	87.4	95.6	*	*	63	97.7
EAST HAVEN	2	75.2	64.2	83.7	75.0	79.2	90.2	82.2	89.0	87.1	93.9	5.4	90.8	61	92.6
EAST LYME 6	4	90.4	82.6	92.2	88.7	96.4	94.0	88.6	95.1	92.3	97.6	6.0	99.2	69	97.9
EAST WINDSOR	4	84.0	73.9	91.1	83.5	97.6	92.2	88.9	93.7	91.3	98.8	5.5	96.4	71	100.0
ELLINGTON	4	82.7	77.7	91.1	84.2	95.3	93.0	87.8	94.4	91.4	100.0	5.8	96.0	69	99.3
ENFIELD	3	85.1	77.1	90.2	84.5	94.9	93.9	88.1	94.7	92.0	98.9	5.6	97.8	71	99.6
FAIRFIELD	2	89.3	81.1	92.8	88.1	98.1	95.6	89.8	95.7	93.5	99.8	6.3	98.3	69	99.0
FARMINGTON 7	4	91.5	82.4	94.4	89.9	98.9	94.9	91.6	96.6	94.1	98.9	6.0	97.3	76	98.9
GLASTONBURY 8	4	91.1	87.6	94.0	91.1	98.6	95.6	91.0	96.3	94.1	99.7	6.6	100.0	73	99.7
GRANBY 9	4	86.7	79.6	93.5	87.0	99.1	94.3	91.2	97.1	93.8	99.1	6.7	100.0	76	100.0
GREENWICH	2	89.7	82.4	93.7	89.0	98.2	94.6	89.1	95.8	92.9	99.4	6.2	99.2	73	100.0
GRISWOLD 10	4	82.8	69.0	84.1	79.2	89.7	88.9	81.8	88.7	86.3	97.7	5.4	90.7	62	94.2
GROTON	3	86.5	76.1	88.8	84.3	92.2	92.0	87.7	94.0	90.9	97.1	5.6	96.8	67	97.3
GUILFORD	4	86.0	83.5	91.8	87.3	95.9	94.6	89.1	95.4	92.8	99.3	6.4	99.6	71	98.5
HAMDEN	2	82.5	73.6	87.2	81.6	91.2	90.4	86.7	92.4	89.5	96.5	5.5	93.6	64	97.1
HARTFORD	1	75.5	63.4	80.0	73.6	79.1	82.1	78.8	87.5	82.1	92.1	4.5	79.2	59	89.7
KILLINGLY 11	6	78.1	73.3	82.7	78.3	86.1	86.6	78.3	86.5	83.5	90.1	5.2	89.6	61	93.6
LEBANON 12	6	87.8	79.7	89.4	86.0	94.9	94.3	86.9	95.2	91.8	100.0	5.7	97.4	73	100.0
LEDYARD 13	4	86.8	78.4	90.0	85.5	91.2	92.9	89.3	94.4	91.9	98.2	5.8	92.9	67	97.4
LITCHFIELD	6	87.5	80.5	91.0	86.7	95.8	92.6	86.5	94.0	90.7	98.9	5.5	90.4	67	95.7
MADISON	5	86.8	80.3	91.7	86.6	96.1	95.3	88.9	95.1	93.0	99.6	6.1	96.1	67	96.5
MANCHESTER 14	3	85.5	73.9	89.0	83.3	91.9	92.0	86.0	91.8	89.8	97.0	5.5	95.6	64	96.0
MERIDEN	3	80.9	71.1	86.9	80.1	88.7	91.4	86.2	91.5	89.5	97.7	5.5	94.5	63	96.1
MIDDLETOWN 15	3	82.5	70.2	87.5	80.6	90.2	89.4	84.5	92.8	88.4	95.7	5.4	93.3	64	96.5
MILFORD	3	83.0	75.4	88.4	82.7	94.0	92.0	86.9	93.9	90.6	98.0	5.8	96.2	69	97.5
MONROE 16	4	88.3	82.8	91.6	87.9	96.1	96.6	90.3	95.8	94.1	99.6	5.8	94.9	69	96.5
MONTVILLE	4	84.2	79.3	88.9	84.4	92.0	91.1	83.5	91.7	88.5	94.8	5.4	93.7	66	97.1
NAUGATUCK 17	2	79.7	70.8	86.6	79.5	88.2	91.4	86.2	92.7	89.8	97.4	5.0	92.1	66	97.8
NEW BRITAIN	3	81.2	69.8	85.1	79.2	87.8	87.0	83.4	91.0	86.6	94.2	5.1	91.1	61	90.9

TABLE 5

EERA BASIC SKILLS PROFICIENCY TEST RESULTS FOR CONNECTICUT SCHOOL DISTRICTS: OCTOBER 1985

SCHOOL YEAR 1985-86

		MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
DISTRICT	TOC	Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean DRP Unit Score	% At or Above SLOEP
NEW CANAAN 18	2	92.8	86.6	94.8	91.7	98.7	97.2	92.8	97.1	95.6	100.0	6.4	99.6	76	100.0
NEW FAIRFIELD	4	86.6	79.2	90.9	86.0	94.6	93.7	88.3	93.6	91.7	98.2	5.6	97.7	69	98.2
NEW HAVEN	1	72.6	58.0	77.3	70.0	70.0	81.5	75.5	82.8	79.6	87.4	4.5	79.9	56	84.7
NEWINGTON	2	89.0	82.9	93.4	88.8	97.6	94.5	88.9	96.8	93.0	99.4	5.7	93.8	69	99.4
NEW LONDON	3	77.3	66.3	81.0	75.4	80.7	83.8	79.0	90.4	83.5	91.9	4.6	79.7	61	91.9
NEW MILFORD 19	5	86.4	77.0	90.2	85.0	93.9	95.1	90.7	96.2	93.8	100.0	5.8	96.9	69	98.2
NEWTOWN	5	85.4	78.2	90.3	85.0	93.3	92.5	87.7	93.4	91.0	95.9	5.8	93.2	69	95.6
NORTH BRANFORD	4	84.8	75.2	89.8	83.7	94.8	92.9	86.2	93.3	90.5	97.4	5.7	96.7	66	97.4
NORTH HAVEN	2	87.7	76.6	92.3	86.1	94.6	94.0	89.6	95.0	92.6	98.7	5.5	95.5	69	99.1
NORTH STONINGTON 20	5	89.5	82.1	91.8	88.2	97.0	91.7	87.4	95.3	90.9	98.5	5.8	96.9	67	98.5
NORWALK	3	81.3	69.6	84.7	79.1	87.2	87.1	83.6	89.5	86.4	94.4	5.3	92.7	61	90.6
NORWICH	3	58.4	57.9	62.1	59.6	42.9	75.2	64.8	96.4	76.2	85.7	4.7	100.0	60	100.0
OLD SAYBROOK	5	85.9	77.4	91.1	85.2	93.3	92.3	87.0	93.1	90.6	100.0	5.9	100.0	64	95.9
PLAINFIELD 21	6	81.5	70.4	86.1	79.9	90.5	90.0	84.4	91.6	88.3	97.1	5.3	94.3	62	95.6
PLAINVILLE 22	4	87.6	79.6	93.2	87.2	99.5	94.9	89.8	95.8	93.3	100.0	5.5	94.7	67	97.6
PLYMOUTH	2	81.5	73.1	89.1	81.7	95.8	92.2	89.4	94.8	91.7	99.4	5.7	95.8	67	98.2
PORTLAND	5	84.7	81.2	92.3	86.3	94.3	93.9	89.1	95.1	92.5	100.0	5.8	100.0	67	98.9
PUTNAM 23	6	85.2	77.7	89.8	84.6	94.7	90.8	83.9	90.2	88.2	96.2	5.5	95.5	64	96.1
RIDGEFIELD	5	91.3	85.4	94.6	90.7	98.4	96.7	91.3	97.9	95.0	100.0	6.4	99.4	73	99.7
ROCKY HILL	4	85.1	80.8	90.9	85.9	95.8	92.2	87.2	93.8	90.8	98.2	5.8	97.6	67	97.6
SEYMOUR 24	5	81.0	72.9	88.5	81.3	92.4	92.2	85.6	92.5	89.9	97.6	5.5	94.8	66	96.2
SHELTON	3	81.9	73.2	88.3	81.6	91.6	92.9	85.7	92.5	90.2	97.9	5.4	91.5	66	97.6
SIMSBURY 25	4	91.5	85.7	94.6	90.9	99.2	95.5	91.1	96.6	94.2	99.7	6.6	99.5	76	99.5
SOMERS	4	88.7	80.0	94.0	88.0	99.0	93.9	90.3	95.4	92.9	100.0	5.5	91.8	71	98.0
SOUTHINGTON 26	3	85.2	77.4	91.1	85.0	96.2	94.2	89.7	96.2	93.0	99.6	5.5	96.0	69	98.7
SOUTH WINDSOR 27	2	85.6	77.6	90.2	84.9	95.3	92.6	86.7	94.5	90.9	98.7	5.9	95.7	66	97.3
STAFFORD 28	5	86.3	80.4	91.1	86.3	97.7	94.1	86.8	93.5	91.3	98.5	5.6	93.3	67	97.7
STAMFORD	1	80.4	71.5	84.7	79.3	83.5	88.3	83.9	90.8	87.3	95.5	5.4	90.0	63	93.4
STONINGTON	4	86.9	79.7	91.4	86.4	95.8	92.9	88.5	94.1	91.6	98.9	6.0	97.4	66	97.9
STRATFORD	2	83.8	74.7	89.4	83.1	92.7	91.1	85.0	92.6	89.3	96.9	5.3	94.0	64	96.0
SUFFIELD 29	4	82.7	76.4	89.4	83.2	90.2	92.4	90.3	95.9	92.4	99.3	6.1	98.6	67	97.2
THOMASTON	4	79.7	71.4	87.4	80.0	96.1	89.6	86.8	91.3	89.0	96.1	5.5	96.1	66	97.4
THOMPSON	6	82.9	76.6	90.8	83.9	94.1	94.8	89.0	93.7	92.5	100.0	5.9	98.0	66	99.0
TOLLAND	5	87.5	83.7	90.8	87.6	96.3	94.0	89.3	94.3	92.4	98.1	5.7	96.3	71	98.8
TORRINGTON	3	87.2	80.8	91.1	86.7	96.8	93.2	90.3	95.3	92.6	98.7	5.6	96.2	67	97.8
TRUMBULL 30	2	90.7	82.2	93.2	89.1	97.8	94.5	90.4	95.6	93.3	99.3	6.1	98.8	73	99.8
VERNON 31	3	83.3	76.1	88.3	83.0	91.9	91.6	87.0	91.6	89.9	95.6	5.5	93.2	64	94.9
WALLINGFORD 32	3	83.7	70.2	87.8	81.2	93.1	90.9	85.2	91.4	88.9	97.2	5.4	91.6	66	96.8
WATERBURY 33	1	73.6	57.5	77.3	70.2	68.5	83.0	77.3	85.0	81.4	89.7	4.4	76.2	58	85.6
WATERFORD	4	85.6	77.8	89.4	84.7	90.8	91.7	87.8	92.5	90.5	98.0	5.6	95.6	69	98.0
WATERTOWN	2	85.9	74.1	90.7	84.1	97.5	93.6	87.7	95.1	91.8	98.9	5.1	91.8	66	98.9
WESTBROOK	6	87.4	78.2	92.5	86.5	98.2	92.9	88.2	95.8	91.9	98.2	5.7	98.2	71	100.0
WEST HARTFORD 34	2	89.5	83.9	92.7	89.0	97.3	94.0	90.3	95.4	93.0	99.0	6.3	98.5	69	97.3
WEST HAVEN	2	77.4	67.0	81.4	75.7	79.7	89.9	85.4	90.4	88.4	96.2	5.3	93.4	61	92.8
WESTON	5	89.9	85.2	94.6	90.2	97.5	96.5	91.7	96.6	94.8	100.0	6.2	98.3	73	99.2
WESTPORT	3	90.3	84.9	93.1	89.7	98.0	96.1	92.3	96.4	94.8	100.0	6.3	99.3	73	98.0
WETHERSFIELD 35	2	87.1	80.7	91.4	86.8	94.1	93.1	87.6	93.4	91.2	97.4	5.6	95.6	69	97.8
WILTON 36	4	91.2	84.4	94.2	90.3	99.2	96.5	91.4	97.4	94.8	100.0	6.1	98.9	73	99.2
WINDHAM 37	6	74.7	66.3	81.9	74.8	77.1	86.8	83.1	88.5	85.9	90.6	5.3	88.9	61	87.5
WINDSOR	2	86.0	80.6	91.2	86.2	96.5	91.6	89.3	94.3	91.3	98.0	5.5	96.5	69	97.9
WINDSOR LOCKS	4	85.3	79.5	91.7	85.9	94.6	91.2	88.4	95.5	91.1	98.8	5.4	95.2	69	97.6
WOLCOTT 38	2	82.8	72.4	88.1	81.6	91.8	92.3	85.3	92.3	89.8	97.7	5.5	97.3	64	96.4

TABLE 5

EERA BASIC SKILLS PROFICIENCY TEST RESULTS FOR CONNECTICUT SCHOOL DISTRICTS: OCTOBER 1985

SCHOOL YEAR 1985-86

		MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
DISTRICT	TOC	Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean DRP Unit Score	% At or Above SLOEP
REGION I 39	6	87.8	80.4	91.4	86.9	100.0	94.3	89.1	93.5	92.3	100.0	6.2	96.2	69	100.0
REGION IV 40	6	88.6	80.7	91.3	87.2	95.3	92.5	87.4	94.0	91.0	97.7	6.0	98.5	67	95.4
REGION V 41	4	88.7	83.1	93.0	88.6	97.9	95.5	91.0	96.9	94.2	99.7	6.1	98.5	76	100.0
REGION VI 42	6	85.3	77.1	91.8	85.2	100.0	90.7	85.8	90.2	88.8	98.5	5.2	100.0	69	100.0
REGION VII 43	6	86.0	80.6	91.6	86.4	96.3	92.5	88.1	94.6	91.4	98.8	6.0	99.4	69	99.4
REGION VIII 44	5	83.9	79.0	90.3	84.7	94.2	92.5	88.8	93.4	91.4	98.1	5.8	98.6	67	96.2
REGION IX 45	4	91.8	83.3	92.6	89.6	98.1	95.1	89.3	96.2	93.2	99.4	6.5	100.0	73	98.7
REGION X 46	5	85.5	76.4	90.4	84.6	98.4	93.3	87.4	94.6	91.5	98.7	5.5	98.7	66	95.5
REGION XI 47	6	81.5	75.9	89.4	82.7	88.2	90.9	86.3	90.5	89.2	98.0	5.4	94.1	66	100.0
REGION XII 48	6	87.*	83.0	91.5	87.7	98.9	93.4	88.8	94.8	92.0	98.9	6.5	100.0	73	100.0
REGION XIII 49	5	86.6	75.9	90.5	84.8	98.3	93.0	84.3	91.6	89.6	98.3	5.8	99.2	66	98.3
REGION XIV 50	4	87.8	77.8	89.1	85.3	96.4	95.2	88.3	95.6	92.8	99.3	6.2	99.3	67	91.3
REGION XV 51	4	85.9	79.2	90.3	85.5	95.0	93.7	88.9	94.8	92.2	97.3	5.8	99.1	69	98.6
REGION XVII 52	6	85.9	81.7	92.6	87.0	98.0	93.6	88.8	95.2	92.2	98.7	5.6	91.8	69	98.6
REGION XVIII 53	6	84.7	76.9	88.9	83.9	91.5	92.3	85.9	93.0	90.1	98.8	6.1	98.8	69	97.6
NORWICH FREE ACDMY 54	3	83.8	74.0	88.8	82.7	91.4	91.1	84.5	93.3	89.2	95.7	5.6	93.3	64	94.5
GILBERT SCHOOL 55	6	84.0	76.3	91.2	84.3	97.1	93.6	89.2	95.7	92.5	99.4	5.9	99.4	67	96.0
WOODSTOCK ACDMY 56	6	86.2	79.6	91.3	86.1	97.4	95.1	90.5	95.6	93.5	100.0	5.9	98.7	71	98.8
BULLARD-HAVENS VT 57	7	79.1	64.9	83.7	76.6	89.8	85.8	82.4	90.9	85.7	96.4	4.7	86.3	60	96.8
HENRY ABBOTT VT 58	7	78.0	69.0	82.9	77.1	89.3	87.5	84.0	91.2	87.0	98.0	4.8	86.0	61	93.4
H H ELLIS VT 59	7	85.7	75.3	88.6	83.7	96.7	91.4	85.6	93.1	89.7	100.0	4.8	92.6	66	99.2
ELI WHITNEY VT 60	7	83.3	68.4	87.6	80.5	94.9	89.3	82.3	90.8	87.1	99.0	4.9	88.7	61	94.4
A I PRINCE VT 61	7	76.0	61.9	79.4	73.1	81.9	80.0	74.5	87.3	79.6	90.3	4.8	87.0	58	87.0
HOWELL CHENEY VT 62	7	80.7	75.1	86.0	80.9	89.5	86.3	80.2	87.3	84.3	92.8	5.1	91.6	62	93.5
H C WILCOX VT 63	7	80.5	69.1	85.5	78.9	89.7	87.0	81.3	90.9	85.8	97.1	5.3	96.6	62	94.1
VINAL VT 64	7	78.8	69.0	84.5	77.9	86.5	84.7	79.2	85.8	83.0	96.8	4.9	92.9	60	91.6
E C GOODWIN VT 65	7	74.8	62.5	80.0	73.0	77.8	78.5	72.8	81.9	77.2	84.5	4.4	79.1	58	86.8
NORWICH VT 66	7	83.1	74.6	89.7	82.9	93.7	88.6	82.9	91.8	87.2	96.0	5.3	90.2	64	97.7
J M WRIGHT VT 67	7	71.2	58.8	73.9	68.5	68.4	77.0	70.5	81.0	75.5	84.0	4.1	69.6	54	79.0
OLIVER WOLCOTT VT 68	7	84.2	77.0	88.5	83.6	96.1	90.3	84.9	93.1	89.0	99.4	5.5	95.4	64	98.1
W F KAYNOR VT 69	7	76.0	65.2	83.7	75.5	83.5	86.0	79.0	89.5	84.3	94.6	4.7	87.2	60	93.3
WINDHAM VT 70	7	78.3	74.8	87.2	80.4	94.8	85.1	78.7	90.6	84.0	95.7	4.7	78.4	62	94.8
EMMETT O'BRIEN VT 71	7	76.6	67.1	80.4	75.2	81.4	85.8	77.6	87.7	83.3	93.8	4.3	72.2	60	90.5
PLATT VT 72	7	74.8	68.0	78.7	74.2	79.6	84.3	77.1	87.1	82.3	92.1	4.6	81.1	56	85.8
GRASSO SOUTHEASTERN 73	7	79.3	70.1	84.4	78.4	88.0	82.2	72.1	87.8	79.8	88.0	4.8	91.9	61	94.0
E O SMITH SCHOOL 74	6	88.4	83.7	91.6	88.1	91.8	92.1	88.6	93.5	91.1	97.5	6.0	96.9	69	96.2

FOOTNOTES TO TABLE 5

School districts that received students from other towns or school districts are listed below: A (P) means that the district sends its students to two or more school districts. (Source: Feeder Patterns/Schools Verification Form, 1985)

1 AVON RECEIVES STUDENTS FROM HARTFORD(P).
2 BOLTON RECEIVES STUDENTS FROM WILLINGTON(P).
3 BRANFORD RECEIVES STUDENTS FROM HARTFORD(P).
4 CANTON RECEIVES STUDENTS FROM HARTFORD(P).
5 DERBY RECEIVES STUDENTS FROM ANSONIA(P), NEW HAVEN(P), OXFORD(P) AND SHELTON(P).
6 EAST LYME RECEIVES STUDENTS FROM SALEM(P).
7 FARMINGTON RECEIVES STUDENTS FROM HARTFORD(P).
8 GLASTONBURY RECEIVES STUDENTS FROM EAST HARTFORD(P), HARTFORD(P), ROCKY HILL(P), WETHERSFIELD(P), MANCHESTER(P) AND MARLBOROUGH(P).
9 GRANBY RECEIVES STUDENTS FROM HARTFORD(P), SUFFIELD AND WINDSOR LOCKS(P).
10 GRISWOLD RECEIVES STUDENTS FROM CANTERBURY(P), LISBON(P) AND VOLUNTOWN(P).
11 KILLINGLY RECEIVES STUDENTS FROM BROOKLYN(P), CANTERBURY(P), EASTFORD(P), GRISWOLD(P), PLAINFIELD(P), STERLING(P), VOLUNTOWN(P), WOODSTOCK(P), POMFRET(P), PUTNAM(P) AND THOMPSON(P).
12 LEBANON RECEIVES STUDENTS FROM ANDOVER(P), COLCHESTER(P), COLUMBIA(P), FRANKLIN(P), HEBRON(P), MARLBOROUGH(P) AND SALEM(P).
13 LEDYARD RECEIVES STUDENTS FROM EAST LYME(P), GROTON(P), MONTVILLE(P), NEW LONDON(P), PRESTON(P), STONINGTON(P), WATERFORD(P), NORTH STONINGTON(P), GRISWOLD(P), FRANKLIN(P), NORWICH(P), OLD LYME(P), SPRAGUE(P) AND LEBANON(P).
14 MANCHESTER RECEIVES STUDENTS FROM HARTFORD(P).
15 MIDDLETOWN RECEIVES STUDENTS FROM CLINTON(P), CROMWELL(P), DURHAM(P), EAST HAMPTON(P), GUILFORD(P), OLD SAYBROOK, PORTLAND(P), ESSEX(P), DEEP RIVER(P), MADISON(P), CHESTER(P) AND HADDAM(P).
16 MONROE RECEIVES STUDENTS FROM BRIDGEPORT(P), OXFORD(P), NEWTOWN(P) AND REGION XVI.
17 NAUGATUCK RECEIVES STUDENTS FROM BEACON FALLS(P).
18 NEW CANAAN RECEIVES STUDENTS FROM DANBURY(P), DARIEN(P), FAIRFIELD(P), STAMFORD(P), MILFORD(P), MONROE(P) AND SHELTON(P).
19 NEW MILFORD RECEIVES STUDENTS FROM SHERMAN(P).
20 NORTH STONINGTON RECEIVES STUDENTS FROM VOLUNTOWN(P).
21 PLAINFIELD RECEIVES STUDENTS FROM STERLING(P).
22 PLAINVILLE RECEIVES STUDENTS FROM HARTFORD(P).
23 PUTNAM RECEIVES STUDENTS FROM POMFRET(P).
24 SEYMOUR RECEIVES STUDENTS FROM BEACON FALLS(P) AND OXFORD(P).
25 SIMSBURY RECEIVES STUDENTS FROM HARTFORD(P).
26 SOUTHINGTON RECEIVES STUDENTS FROM NEW BRITAIN(P), WOLCOTT(P), BRISTOL(P), PLYMOUTH(P) AND BERLIN(P).
27 SOUTH WINDSOR RECEIVES STUDENTS FROM HARTFORD(P).
28 STAFFORD RECEIVES STUDENTS FROM UNION(P).
29 SUFFIELD RECEIVES STUDENTS FROM AVON(P), BLOOMFIELD(P), CANTON(P), EAST GRANBY, ENFIELD(P), GRANBY, HARTFORD(P), SIMSBURY, WINDSOR(P), WINDSOR LOCKS(P) AND FARMINGTON(P).
30 TRUMBULL RECEIVES STUDENTS FROM BRIDGEPORT(P), MONROE(P), SHELTON(P) AND STRATFORD(P).
31 VERNON RECEIVES STUDENTS FROM EAST WINDSOR(P), ELLINGTON(P), MANCHESTER(P), SOMERS(P), SOUTH WINDSOR(P), STAFFORD(P), TOLLAND(P), BOLTON(P) AND UNION(P).
32 WALLINGFORD RECEIVES STUDENTS FROM BRANFORD(P), CHESHIRE(P), EAST HAVEN(P), HAMDEN(P), MERIDEN(P), NEW HAVEN(P), NORTH BRANFORD(P), BETHANY(P), BRISTOL(P), NORTH HAVEN(P) AND WEST HAVEN(P).
33 WATERBURY RECEIVES STUDENTS FROM NAUGATUCK(P).
34 WEST HARTFORD RECEIVES STUDENTS FROM HARTFORD(P).
35 WETHERSFIELD RECEIVES STUDENTS FROM BRISTOL(P), HARTFORD(P) AND SOUTHINGTON(P).
36 WILTON RECEIVES STUDENTS FROM BRIDGEPORT(P).
37 WINDHAM RECEIVES STUDENTS FROM CANTERBURY(P), COLUMBIA(P) AND WILLINGTON(P).
38 WOLCOTT RECEIVES STUDENTS FROM PROSPECT(P).
39 REGION I RECEIVES STUDENTS FROM CANAAN(P), CORNWALL(P), KENT(P), NORTH CANAAN(P), SALISBURY(P) AND SHARON(P).
40 REGION IV RECEIVES STUDENTS FROM CHESTER(P), DEEP RIVER(P) AND ESSEX(P).
41 REGION V RECEIVES STUDENTS FROM BETHANY(P), ORANGE(P) AND WOODBRIDGE(P).
42 REGION VI RECEIVES STUDENTS FROM BURLINGTON(P), GOSHEN(P), HARWINTON(P), LITCHFIELD(P), MORRIS(P), NEW HARTFORD(P), THOMASTON(P), TORRINGTON(P) AND WARREN(P).
43 REGION VII RECEIVES STUDENTS FROM BARKHAMSTED(P), COLEBROOK(P), NEW HARTFORD(P) AND NORFOLK(P).
44 REGION VIII RECEIVES STUDENTS FROM ANDOVER(P), HEBRON(P) AND MARLBOROUGH(P).
45 REGION IX RECEIVES STUDENTS FROM EASTON AND REDDING(P).
46 REGION X RECEIVES STUDENTS FROM BURLINGTON(P) AND HARWINTON(P).
47 REGION XI RECEIVES STUDENTS FROM CHAPLIN(P), HAMPTON(P) AND SCOTLAND(P).
48 REGION XII RECEIVES STUDENTS FROM BRIDGEWATER(P), ROXBURY AND WASHINGTON(P).
49 REGION XIII RECEIVES STUDENTS FROM DURHAM(P) AND MIDDLEFIELD(P).
50 REGION XIV RECEIVES STUDENTS FROM ANSONIA(P), BEACON FALLS(P), BETHEL(P), BETHLEHEM(P), BRIDGEWATER(P), BROOKFIELD(P), DANBURY(P), MIDDLEBURY(P), MONROE(P), NAUGATUCK(P), NEW MILFORD(P), NEWTOWN(P), OXFORD(P), PROSPECT(P), SEYMOUR(P), SHERMAN(P), SOUTHBURY(P), WASHINGTON(P), WATERBURY(P), WATERTOWN(P), WILLINGTON(P), NEW FAIRFIELD(P), DERBY(P) AND WOODBURY(P).
51 REGION XV RECEIVES STUDENTS FROM MIDDLEBURY(P) AND SOUTHBURY(P).
52 REGION XVII RECEIVES STUDENTS FROM HADDAM(P) AND KILLINGWORTH(P).
53 REGION XVIII RECEIVES STUDENTS FROM LYME(P) AND OLD LYME(P).

FOOTNOTES TO TABLE 5

School districts that received students from other towns or school districts are listed below: A (P) means that the district sends its students to two or more school districts. (Source: Feeder Patterns/Schools Verification Form, 1965)

54 NORWICH FREE ACDMY RECEIVES STUDENTS FROM NORWICH(P), SPRAGUE(P), SALEM(P), BOZRAH(P), LISBON(P), FRANKLIN(P), PRESTON(P), CANTERBURY(P) AND VOLUNTOWN(P).

55 GILBERT SCHOOL RECEIVES STUDENTS FROM HARTLAND(P) AND WINCHESTER(P).

56 WOODSTOCK ACDMY RECEIVES STUDENTS FROM BROOKLYN(P), EASTFORD(P), POMFRET(P), STAFFORD(P), WOODSTOCK(P), PUTNAM(P), CHAPLIN(P) AND CANTERBURY(P).

57 BULLARD-HAVENS VT RECEIVES STUDENTS FROM BRIDGEPORT(P), FAIRFIELD(P), MONROE(P), SHELTON(P), STRATFORD(P) AND TRUMBULL(P).

58 HENRY ABBOTT VT RECEIVES STUDENTS FROM BETHEL(P), BRIDGEWATER(P), BROOKFIELD(P), DANBURY(P), MONROE(P), NEW FAIRFIELD(P), NEW MILFORD(P), NEWTOWN(P), REDDING(P), RIDGEFIELD(P), SHERMAN(P), SOUTHBURY(P) AND WOODBURY(P).

59 H H ELLIS VT RECEIVES STUDENTS FROM BROOKLYN(P), CANTERBURY(P), CHAPLIN(P), EASTFORD(P), GRISWOLD(P), KILLINGLY, PLAINFIELD(P), POMFRET(P), PUTNAM(P), STERLING(P), THOMPSON(P), VOLUNTOWN(P), WOODSTOCK(P) AND ASHFORD(P).

60 ELI WHITNEY VT RECEIVES STUDENTS FROM BETHANY(P), BRANFORD(P), EAST HAVEN(P), HAMDEN(P), NEW HAVEN(P), NORTH BRANFORD(P) AND NORTH HAVEN(P).

61 A I PRINCE VT RECEIVES STUDENTS FROM BLOOMFIELD(P), EAST HARTFORD(P), ENFIELD(P), GLASTONBURY(P), HARTFORD(P), VERNON(P), WEST HARTFORD(P), WETHERSFIELD(P), WINDSOR(P) AND WINDSOR LOCKS(P).

62 HOWELL CHENEY VT RECEIVES STUDENTS FROM BLOOMFIELD(P), BOLTON(P), COVENTRY(P), EAST HARTFORD(P), EAST WINDSOR(P), ELLINGTON(P), ENFIELD(P), GLASTONBURY(P), HARTFORD(P), MANCHESTER(P), NEWINGTON(P), SOMERS(P), SOUTH WINDSOR(P), TOLLAND(P), VERNON(P), WETHERSFIELD(P) AND WINDSOR LOCKS(P).

63 H C WILCOX VT RECEIVES STUDENTS FROM BERLIN(P), CHESHIRE(P), MERIDEN(P), SOUTHINGTON(P), WALLINGFORD, WOLCOTT(P) AND NORTH HAVEN(P).

64 VINAL VT RECEIVES STUDENTS FROM CLINTON(P), COLCHESTER(P), CROMWELL(P), DEEP RIVER(P), DURHAM(P), EAST HADDAM, EAST HAMPTON(P), ESSEX(P), GUILFORD(P), HADDAM(P), KILLINGWORTH(P), MADISON(P), MERIDEN(P), MIDDLEFIELD(P), MIDDLETOWN, NORTH BRANFORD(P), PORTLAND(P) AND ROCKY HILL(P).

65 E C GOODWIN VT RECEIVES STUDENTS FROM AVON(P), BERLIN(P), BRISTOL(P), BURLINGTON(P), CROMWELL(P), FARMINGTON(P), GLASTONBURY(P), MANCHESTER(P), NEW BRITAIN(P), NEWINGTON(P), PLAINVILLE, PLYMOUTH(P), SOUTHINGTON(P), WEST HARTFORD(P) AND WETHERSFIELD(P).

66 NORWICH VT RECEIVES STUDENTS FROM BOZRAH(P), CANTERBURY(P), COLCHESTER(P), FRANKLIN(P), GRISWOLD(P), GROTON(P), LEBANON(P), LISBON(P), MONTVILLE(P), NORTH STONINGTON(P), NORWICH(P), PRESTON(P), SALEM(P), SPRAGUE(P), VOLUNTOWN(P) AND WATERFORD(P).

67 J M WRIGHT VT RECEIVES STUDENTS FROM DARIEN(P), GREENWICH, NORWALK, RIDGEFIELD(P), STAMFORD(P), WESTON, WESTPORT AND BRIDGEPORT(P).

68 OLIVER WOLCOTT VT RECEIVES STUDENTS FROM AVON(P), BARKHAMSTED(P), BETHLEHEM(P), CANAAN(P), CANTON(P), COLEBROOK(P), CORNWALL(P), GOSHEN(P), HARTLAND(P), HARWINTON(P), KENT(P), LITCHFIELD(P), MORRIS(P), NEW HARTFORD(P), NORFOLK(P), NORTH CANAAN(P), PLYMOUTH(P), SALISBURY(P), SHARON(P), THOMASTON(P), TORRINGTON(P), WINCHESTER(P), BURLINGTON(P), WARREN(P), WASHINGTON(P) AND WOODBURY(P).

69 W F KAYNOR VT RECEIVES STUDENTS FROM BEACON FALLS(P), NAUGATUCK(P), PROSPECT(P), SOUTHBURY(P), WATERBURY(P), WATERTOWN(P), WOLCOTT(P) AND WOODBURY(P).

70 WINDHAM VT RECEIVES STUDENTS FROM ANDOVER(P), ASHFORD(P), BOLTON(P), CHAPLIN(P), COLUMBIA(P), COVENTRY(P), FRANKLIN(P), HAMPTON(P), HEBRON(P), LEBANON(P), MANSFIELD(P), MARLBOROUGH(P), SCOTLAND(P), SPRAGUE(P), TOLLAND(P), UNION(P), WILLINGTON(P) AND WINDHAM(P).

71 EMMETT O'BRIEN VT RECEIVES STUDENTS FROM ANSONIA(P), BEACON FALLS(P), DERBY(P), NAUGATUCK(P), OXFORD(P), SEYMOUR(P), SHELTON(P), BRIDGEPORT(P) AND TRUMBULL(P).

72 PLATT VT RECEIVES STUDENTS FROM ANSONIA(P), BETHANY(P), DERBY(P), MILFORD(P), ORANGE(P), SEYMOUR(P), SHELTON(P), STRATFORD(P), WEST HAVEN(P), WOODBRIDGE(P), BRIDGEPORT(P) AND NEW HAVEN(P).

73 GRASSO SOUTHEASTERN RECEIVES STUDENTS FROM EAST LYME(P), GRISWOLD(P), GROTON(P), LEDYARD, LYME(P), MONTVILLE(P), NEW LONDON(P), NORTH STONINGTON(P), NORWICH(P), STONINGTON(P) AND WATERFORD(P).

74 E O SMITH SCHOOL RECEIVES STUDENTS FROM ASHFORD(P), CHAPLIN(P), COVENTRY(P), HAMPTON(P), MANSFIELD(P), SCOTLAND(P), WILLINGTON(P) AND WINDHAM(P).

* RESULTS EXCLUDED DUE TO AN INTERRUPTION IN TESTING CAUSED BY A POWER FAILURE.

Table 6

Participation Rates for Ninth-Grade Students by District
School Year 1985-86

District	Total Ninth-Grade Population	Students Eligible for Testing[1]	Students Tested but Excluded from Summary Data[2]	Percent of Eligible Students Tested[3] Mathematics	Language Arts	Writing	Reading
Ansonia	149	133	0	100.0	100.0	98.5	100.0
Avon	151	148	15	89.9	89.9	89.2	89.9
Berlin	224	208	4	100.0	100.0	100.0	100.0
Bethel	282	274	19	89.4	89.8	89.8	88.7
Bloomfield	232	228	4	94.7	94.3	93.9	94.3
Bolton	67	65	1	98.5	96.9	96.9	96.9
Branford	261	258	16	93.4	90.7	93.8	95.0
Bridgeport	1618	1447	0	87.4	87.4	85.1	85.2
Bristol	747	728	51	87.2	87.6	86.8	87.0
Brookfield	234	234	0	100.0	100.0	99.1	100.0
Brooklyn	94	91	0	98.9	98.9	100.0	96.7
Canton	109	106	14	86.8	86.8	86.8	86.8
Cheshire	383	361	0	99.4	99.7	99.4	100.0
Clinton	169	168	0	97.0	97.0	97.0	97.0
Colchester	118	113	2	96.5	97.3	97.3	96.5
Coventry	148	148	3	75.7	75.0	75.7	76.4
Cromwell	101	97	2	97.9	97.9	97.9	97.9
Danbury	652	597	7	99.5	99.0	97.7	99.7
Darien	237	219	18	100.0	100.0	99.5	100.0
Derby	109	109	4	95.4	95.4	95.4	95.4
East Granby	51	51	7	82.4	82.4	82.4	82.4
East Haddam	81	73	0	100.0	100.0	100.0	100.0
East Hampton	118	117	13	88.0	88.0	88.0	88.9
East Hartford	585	585	53	81.0	80.9	*	82.6
East Haven	222	207	0	95.2	95.7	94.2	91.3
East Lyme	262	257	5	96.1	95.3	94.2	94.6
East Windsor	104	103	17	82.5	82.5	81.6	82.5
Ellington	163	157	0	94.3	94.9	94.9	94.3
Enfield	644	630	68	86.8	86.2	85.7	86.8
Fairfield	531	502	32	100.0	100.0	100.0	100.0
Farmington	207	195	10	94.4	94.9	94.9	94.4
Glastonbury	405	397	34	90.4	90.4	89.9	89.7
Granby	132	116	2	100.0	100.0	100.0	100.0
Greenwich	588	568	76	90.0	90.0	89.8	90.0
Griswold	98	96	8	90.6	89.6	89.6	89.6
Groton	385	383	8	97.4	97.4	97.1	97.4
Guilford	297	293	20	91.8	91.8	91.8	91.8
Hamden	489	479	18	94.8	94.8	94.2	94.8
Hartford	2075	1847	164	74.8	73.8	72.6	73.6
Killingly	294	284	11	88.7	88.7	88.4	87.7
Lebanon	85	83	5	94.0	94.0	94.0	94.0
Ledyard	278	273	0	99.6	99.6	98.5	98.9
Litchfield	99	95	0	100.0	98.9	98.9	98.9
Madison	295	295	0	96.6	96.6	96.6	96.6
Manchester	558	557	24	93.4	94.3	94.1	93.5
Meriden	721	669	2	96.7	96.7	95.5	96.4
Middletown	299	288	27	88.5	88.5	88.5	88.9
Milford	620	589	21	93.9	93.2	93.5	93.4
Monroe	272	259	2	99.2	99.2	99.2	99.2
Montville	193	193	19	90.2	90.2	90.2	89.6
Naugatuck	319	311	36	87.5	85.9	85.9	86.5
New Britain	502	403	2	93.5	94.3	94.3	95.5
New Canaan	260	258	18	92.6	92.6	92.6	92.6
New Fairfield	226	224	0	99.1	99.1	99.1	99.1
New Haven	1270	1148	0	86.5	86.0	84.4	86.3
Newington	353	343	0	98.5	98.3	98.5	98.5
New London	186	164	10	91.5	90.2	90.2	90.9
New Milford	390	369	0	88.9	89.7	87.8	89.7
Newtown	354	351	2	96.9	97.2	95.7	96.9
North Branford	160	157	1	98.1	97.5	97.5	98.1
North Haven	240	226	10	99.1	99.1	99.1	97.8
North Stonington	72	72	5	91.7	91.7	88.9	91.7
Norwalk	819	728	9	94.1	95.1	93.5	95.5

1 The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.
2 These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies.
3 These percents include only those students receiving valid scores.
* Results excluded due to an interruption in testing caused by a power failure.

Table 6

Participation Rates for Ninth-Grade Students by District
School Year 1985-86

District	Total Ninth-Grade Population	Students Eligible for Testing[1]	Students Tested but Excluded from Summary Data[2]	Percent of Eligible Students Tested[3] Mathematics	Language Arts	Writing	Reading
Norwich	7	7	0	100.0	100.0	100.0	100.0
Old Saybrook	133	130	7	92.3	93.8	93.8	94.6
Plainfield	230	214	1	98.1	97.7	98.1	96.3
Plainville	229	229	16	90.4	90.4	90.4	91.3
Plymouth	184	168	2	98.8	98.8	98.8	98.8
Portland	96	96	7	90.6	90.6	90.6	91.7
Putnam	157	157	13	83.4	84.7	84.1	81.5
Ridgefield	333	333	19	94.6	94.6	94.3	94.3
Rocky Hill	171	169	1	98.2	98.2	98.2	97.0
Seymour	228	228	17	92.1	92.5	92.5	91.7
Shelton	402	389	0	97.4	96.7	96.9	97.4
Simsbury	376	374	6	98.1	98.1	98.1	98.1
Somers	114	114	14	86.8	86.0	86.0	86.8
Southington	522	515	36	92.8	93.0	92.8	93.0
South Windsor	322	322	19	93.5	93.5	93.5	92.2
Stafford	145	140	0	94.3	94.3	95.7	95.0
Stamford	864	835	27	89.8	88.4	87.2	89.2
Stonington	198	190	0	100.0	100.0	99.5	100.0
Stratford	500	477	9	94.1	94.8	94.8	94.8
Suffield	157	149	6	96.0	96.0	96.0	96.0
Thomaston	88	81	0	95.1	93.8	93.8	96.3
Thompson	114	101	0	100.0	100.0	100.0	100.0
Tolland	167	167	6	96.4	96.4	95.8	96.4
Torrington	345	316	29	99.1	99.1	98.7	99.1
Trumbull	450	441	27	92.5	92.5	92.7	92.5
Vernon	385	363	0	98.1	100.0	97.0	97.0
Wallingford	496	471	25	98.9	98.7	98.9	98.3
Waterbury	873	809	42	91.7	91.2	90.0	92.1
Waterford	211	211	0	97.6	96.2	97.2	96.7
Watertown	317	289	0	97 9	97.9	97.2	97.2
Westbrook	62	57	5	100.0	100.0	98.2	98.2
West Hartford	635	624	0	99.2	99.4	98.9	99.2
West Haven	530	461	0	81.3	80.7	82.2	84.2
Weston	124	124	0	98.4	98.4	96.8	98.4
Westport	369	356	54	84.3	84.3	84.3	84.6
Wethersfield	281	277	1	98.2	98.6	98.6	97.1
Wilton	285	285	20	92.6	92.6	92.6	92.6
Windham	327	302	19	98.3	98.3	98.0	98.3
Windsor	374	371	28	92.2	92.2	91.6	91.6
Windsor Locks	179	173	5	96.0	95.4	95.4	95.4
Wolcott	271	269	10	95.2	95.5	95.5	93.7
Regional I	125	110	12	96.4	96.4	95.5	95.5
Regional IV	139	139	0	92.1	94.2	94.2	93.5
Regional V	375	375	38	89.1	89.3	89.9	89.6
Regional VI	79	67	2	98.5	98.5	97.0	98.5
Regional VII	180	162	0	99.4	99.4	100.0	100.0
Regional VIII	229	229	18	90.8	90.8	90.4	90.8
Regional IX	167	167	10	94.0	94.0	94.0	94.0
Regional X	170	170	15	89.4	89.4	90.6	90.6
Regional XI	57	51	0	100.0	98.0	100.0	100.0
Regional XII	92	92	3	96.7	96.2	96.7	96.7
Regional XIII	124	119	1	99.2	99.2	99.2	98.3
Regional XIV	149	148	11	92.6	92.6	92.6	92.6
Regional XV	259	255	18	85.5	86.3	86.3	86.3
Regional XVII	165	165	16	89.7	90.3	88.5	88.5
Regional XVIII	92	92	10	89.1	89.1	89.1	89.1
Norwich Free Acdmy	542	520	15	98.8	98.3	97.9	98.1
Gilbert School	183	178	4	97.8	97.8	97.8	97.8
Woodstock Acdmy	94	85	4	91.8	94.1	92.9	94.1
Bullard-Havens VT	269	248	0	98.8	100.0	100.0	100.0
Henry Abbott VT	193	151	42	99.3	99.3	99.3	100.0
HH Ellis VT	121	121	0	100.0	100.0	100.0	100.0
Eli Whitney VT	210	210	9	93.8	94.3	92.9	93.8

1 The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.
2 These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies.
3 These percents include only those students receiving valid scores.

Table 6

Participation Rates for Ninth-Grade Students by District
School Year 1985-86

District	Total Ninth-Grade Population	Students Eligible for Testing[1]	Students Tested but Excluded from Summary Data[2]	Percent of Eligible Students Tested[3] Mathematics	Language Arts	Writing	Reading
AI Prince VT	186	153	0	94.1	94.1	95.4	95.4
Howell Cheney VT	160	160	0	95.6	95.6	96.3	96.3
HC Wilcox VT	208	208	0	98.1	98.6	97.6	98.6
Vinal VT	155	155	0	100.0	99.4	100.0	100.0
EC Goodwin VT	246	246	0	91.5	89.4	89.4	89.4
Norwich VT	174	174	0	100.0	100.0	100.0	100.0
JM Wright VT	196	196	0	95.4	95.4	92.3	94.9
Oliver Wolcott VT	181	181	26	85.6	85.6	84.5	85.6
WF Kaynor VT	235	224	0	100.0	100.0	97.8	100.0
Windham VT	136	136	18	85.3	85.3	85.3	85.3
Emmett O'Brien VT	150	150	0	96.7	96.0	99.3	98.7
Platt VT	245	245	0	98.0	97.6	97.1	97.6
Grasso Southeastern	200	200	0	100.0	100.0	99.0	100.0
EO Smith School	174	174	15	91.4	91.4	91.4	91.4

1 The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.
2 These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies.
3 These percents include only those students receiving valid scores.

CONNECTICUT BASIC SKILLS PROFICIENCY TESTING PROGRAM FALL 1985

INDIVIDUAL STUDENT REPORT

STUDENT NAME: ANNE BROWN DISTRICT: WEST CHESTER GRADE: 09

STUDENT ID: SCHOOL: WEST CHESTER HIGH SCHOOL

	MATHEMATICS				LANGUAGE ARTS				WRITING SAMPLE	READING	
	COMPUTATION	CONCEPTS	PROBLEM SOLVING	TOTAL	MECHANICS	COMPOSING	LIBRARY SKILLS	TOTAL		RAW	ORP Units
STUDENT'S SCORE	69.9%	86.5%	78.5%	86.9%	86.7%	92.5%	87.5%	88.9%	4	69	67
STATEWIDE LEVEL OF EXPECTED PERFORMANCE (SLOEP)				62%				58%	4	43	47

You have scored at or above SLOEP on language arts, writing and reading.

You have scored below SLOEP on mathematics.

Your school should diagnose your skills in this area and, if necessary, provide you with remedial help. You will need to be retested annually until you reach, or exceed, the SLOEP(s).

If you have any questions concerning your scores, contact your teacher or principal.

ABOUT THE SERA TESTING PROGRAM: The Connecticut Basic Skills Proficiency Test is one part of the Education Evaluation and Remedial Assistance (SERA) Act, passed in 1978. Two major purposes of the law are to help students acquire proficiency in the basic skills and to gather information that will help improve school programs. In addition, the law was amended in 1982 to require that students who scored below the Statewide Level of Expected Performance (SLOEP) on any part of the test must be retested annually in the area(s) of weakness until they score at or above the statewide standard.

WHAT THE TESTS MEASURE: There are four parts to the SERA basic skills proficiency examination: Mathematics, Language Arts, Writing Sample, and Reading. The four parts of this test were designed to measure those skills that students should have acquired after eight years of school. The Mathematics Test measures three skill areas: computation, concepts, and problem solving. The Language Arts Test also measures three skill areas: mechanics of written expression, composition, and the use of library and reference materials. The Writing Sample measures a student's writing skills, as demonstrated on a 20-minute express describing a personal experience. The Reading Test measures a student's ability to understand nonfiction reading material, and identifies the level of reading material that a student can read with comprehension.

STATEWIDE LEVEL OF EXPECTED PERFORMANCE (SLOEP): A SLOEP has been set to represent minimum proficiency on each of the four parts of this test. The SLOEPs for the four parts of this test are presented above. Each SLOEP was established by Connecticut educators to identify those students whose achievement is significantly below grade level. Such students should receive further diagnosis by the local school and, if necessary, be provided with remedial assistance.

THE TEST SCORES: For the Mathematics and Language Arts Tests, scores are the percent of test questions answered correctly. A percent correct score is given above for each skill area and for total mathematics and total language arts. The Writing Sample score is expressed on a scale of 2 to 8 where 8 represents a very well-written essay. For the Reading Test, two scores are shown. The first score (Raw) represents the number of questions answered correctly out of the 77 questions on the test. The second score (ORP Units) identifies the difficulty level of reading material that a student can comprehend while in an instructional setting. Higher scores reflect increased student ability to comprehend more difficult prose. If asterisks (**) appear above in place of a test score, this means the student was absent, the answers were not scorable, or the student was not required to be tested in that area.

APPENDIX

SAMPLE PAPERS REPRESENTING THE SCORING RANGE FOR THE WRITING SAMPLE

The following student papers are representative samples of papers receiving summed holistic scores of 2, 4, 6, 8, and 0. Since each paper was scored by two readers on a scale of 1 to 4, a student's final score is on a range from 2 to 8. The Statewide Level of Expected Performance is a summed score of 4; students receiving a 2 or a 3 should receive further diagnosis at their local schools. (See pages 11-14 for a fuller explanation of holistic scoring.)

Students were asked to respond to the following essay topic:

> Suppose you had three wishes and you could use them anyway you wanted.
>
> Think about what you would do if you had three wishes. Write a composition about your three wishes. You may want to tell how you got the wishes and what happened when you made your wishes.
>
> Your composition will be read and scored by two Connecticut English teachers. Write your composition so that the teachers who read it will understand it.

HOLISTIC SCORE OF 2 (TWO RATINGS OF 1)

WRITING SAMPLE
(Begin Here)

If I have Three wishes These are my Three

One of my three wishes is to see my grandmother. My second wish is to have five million dollar I will buy my mother a House and a new car. My third wish is That all of my family will be together not apart.

The End of My Three Wishes

HOLISTIC SCORE OF 4 (TWO RATINGS OF 2)

WRITING SAMPLE
(Begin Here)

"If I Had three wishes"

If I were granted three wishes I would want them to be three great and adventures wishes like ① I would love to live in California in a great big house where I could have lots of parties. ② I would like to meet and be good friends with some famous actors, actresses and singers. ③ I would like to be rich not stuck-up rich just rich so I could and for friends have maids butlers, and a limo.

Those are the three wishes I would want

WRITING SAMPLE
(Begin Here)

If I were given three wishes, I would use them not only to make this world a better place for me, but a better place for others as well knowing that the wishes I choose will reflect upon me in the future. I will choose them well.

Improving all of the major aspects of society with three changes would be a very difficult task, but in merely showing an improvement, three wishes will suffice.

To begin these changes, I would have to focus on all of the underpriviledged people today that act as a major part of our society. These people were put into this busy world lacking many tools that are given to you and me. I would have to stretch my imagination from the deprived land where food is not an abundance to the children being born in the ghettos and slumms. I would wish for equality for all those who come into this world.

Moving to the topic of warfare, I would give all of the rulers of these quarreling countries a type of moral friendship where they would be trying to help each other instead of trying to find ways to destroy each other.

My last wish would enhance and broaden the study of science and astronomy. I would like for we on planet earth to know more about this subject

HOLISTIC SCORE OF 8 (TWO RATINGS OF 4)

WRITING SAMPLE
(Begin Here)

"My Four-Leaf Clover"

One day, as I was walking through a field, I came across a patch of clovers. Just for fun, I quickly searched to see if there were any with four leaves. To my surprise, there, hidden in the grass, was a tiny four-leaf clover. This had never happened to me before!

In all my excitement I forgot to pick the clover, so I reached down and snatched it. All of a sudden my clover turned into a real live leprechaun! He sprang up, talking very quickly. I didn't catch his name, but I heard him say something about three wishes. Seeing that I had no idea what he had said, he slowed his speech and explained.

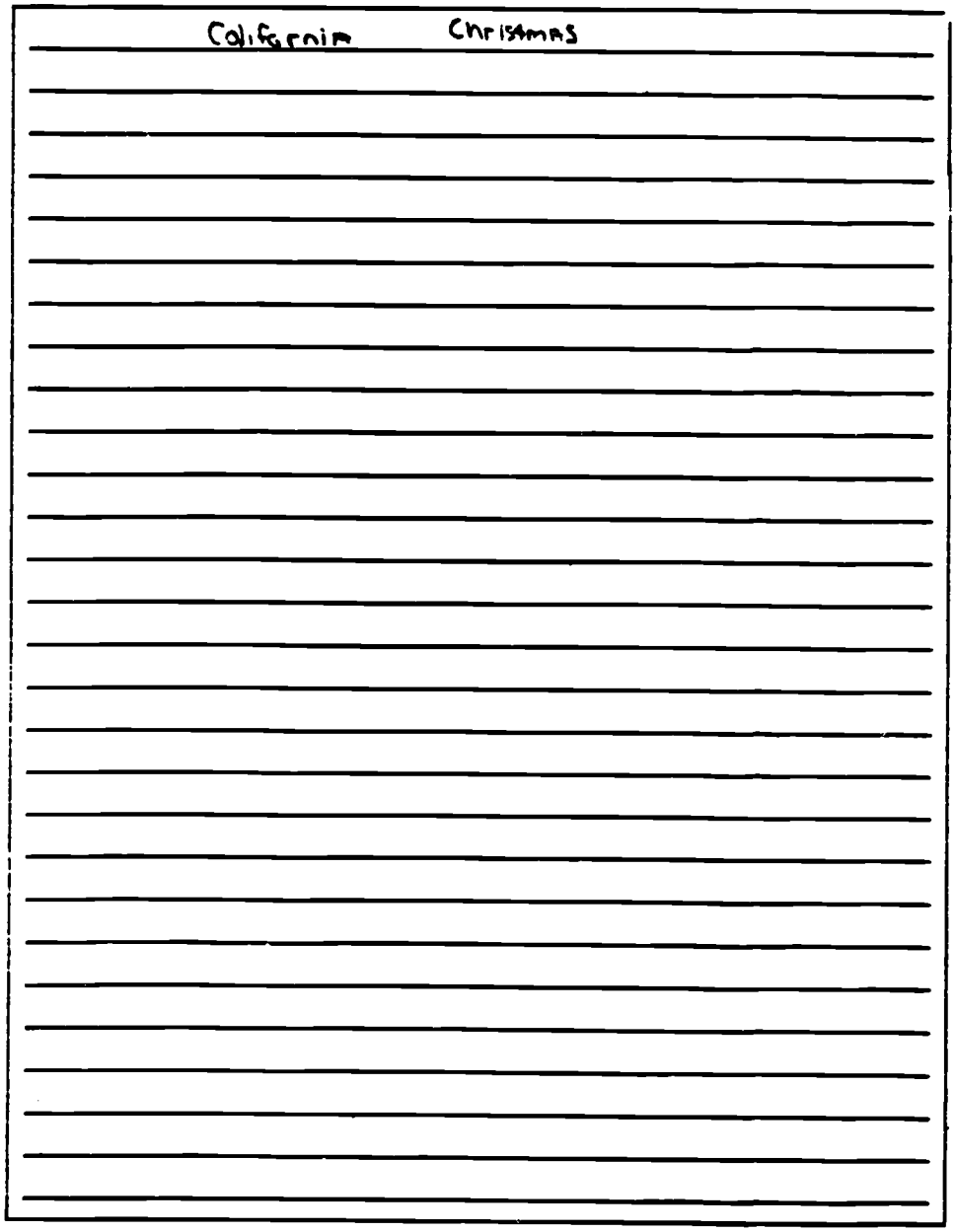
I was told that I found his lucky clover and now I was being rewarded by receiving three wishes. At first I thought I was dreaming, so I pinched myself, but sure enough I was wide awake! Now my only problem was deciding what to wish for.

Soon I decided my first wish would be that my family will always stay healthy, and never die. The leprechaun said he would arrange it immediately. Secondly, I wished that we would always have enough money and food for the rest of our lives. This, the leprechaun said, could also be arranged. When I began to think of my third wish I came up with a great idea.

I wanted my third wish to be one hundred more wishes. Of course, since it was my third wish, the leprechaun had to agree. Now, when ninety-nine wishes are up, I can just wish for hundred, or a thousand, or a million more!

HOLISTIC SCORE OF 0 (TWO RATINGS OF 0)

WRITING SAMPLE
(Begin Here)



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