

REPORT ON ORAL READING TESTS

Developed and Administered By

Samuel L. Blumenfeld

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SOUTH BOSTON HEIGHTS ACADEMY

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Purpose of Testing

At the beginning of the current school year (1982-83), it was decided by the administration of South Boston Heights Academy that all of the students in grades 3 through 12 should be tested in their reading ability. The administration commissioned this testing in order to determine the following:

(1) How well the Academy was doing its job of teaching reading skills.

(2) How well long-time Academy students performed in comparison with recent transfers from public and parochial schools.

(3) How many students in the Academy were reading below grade level.

(4) How many students, and which ones in particular, required tutoring or other remedial help to bring them up to an acceptable level of reading skill.

Why the Information Was Wanted

Since a school's reputation depends on how well it performs its basic task of teaching children to read, it was decided that this information was needed so that the Academy could evaluate its own performance and make whatever changes were necessary to improve it.

Also, because the Academy has recently admitted so many new students from public and parochial schools, it was considered important to test the incoming students' reading ability and to establish a standard of literacy for the school as a whole.

Thus, from September through November 1982, all of the students in grades 3 through 12 at Heights Academy were given an oral reading test to determine a grade-by-grade literacy profile of the school and to identify those students in need of special help. In all, 207 students were tested. The test was administered to each student individually by the developer of the test.

Nature of the Test

The test consisted of 38 ten-word columns (380 words in all) arranged in a sequence progressing from the simplest three-letter, one-syllable words to complex multisyllabic words. The first 23 columns tested the student's knowledge of the English alphabet system in its entire range of vowel and consonant spellings. This knowledge is generally known as "basic decoding." Columns 24, 25, 27, 28 tested reading ability with two-syllable words. Columns 26, 29, 30 presented three-syllable words. Column 31 consisted of common

multisyllabic words used in and out of school. Columns 32, 33, 34, 35, 36 presented more difficult multisyllabic words generally found in such adult-level literature as the Reader's Digest. Columns 37 and 38 presented multisyllabic words taken from employment display ads in the Sunday Boston Globe.

Thus, the students were exposed to a wide range of words that could adequately demonstrate their reading ability. Comprehension was not tested. However, it was assumed that students who read better have greater comprehension of what they are reading than those students who do not read as well. Obviously, those who make more reading errors and encounter more unknown words would be expected to comprehend less.

How the Tests Were Scored

The tests were scored by counting the number of errors made. The highest possible score on this test was 0; lowest possible score was 380. Errors included the inability to read the word at all, gross misreadings, wrong vowel or consonant pronunciations, and wrong stress in multisyllabic words.

In scoring, it was determined that less than 20 errors represented excellent reading ability; from 20 to 30 errors represented good reading ability; between 30 and 50 errors represented average, or fair, reading ability. More than 50 errors signalled serious deficiencies in reading skills. The seriousness of the problem depended on the age and grade level of the student. For example,

students in grades 3, 4 and 6 who scored 50 errors or less were better than average readers at their grade level. Students in grades 7 through 12 who scored more than 50 errors were below-grade-level readers.

Since students in all grades were given the same test, it was possible to draw a "literacy profile" of the school by determining averages for each grade and establishing an expected grade-level average for each grade. The grade averages (average number of errors made) were as follows:

<u>Grade</u>	<u>Number of Pupils</u>	<u>Average Errors Scored</u>	<u>Expected Grade-level Scores</u>	<u>Errors Scored by Best Reader</u>	<u>Errors Scored by Poorest Reader</u>
3	11	119	110-130	51	230
4	7	105	95-109	39	227
5	0		75-94		
6	21	62	55-74	31	103
7	17	49	45-54	16	83
8	33	48	40-44	12	123
9	42	50	35-39	15	130
10	29	36	30-34	6	111
11	25	29	25-29	8	93
12	22	31	20-24	9	85

Progress of Students

It is obvious from the above chart that the students' greatest progress in developing reading skills takes place from grades three

through seven. After that, the rate of reading improvement slows down considerably. From grades 7 through 9 virtually no progress is made. This is reflected even in the scores of the best readers. All of which suggests that the students in these grades are not being given sufficiently challenging reading materials. They are reading the same words over and over again rather than expanding their vocabulary.

By establishing grade averages, it was also possible to determine the actual reading level of each student based on a comparison of the student's score with the average score of the entire grade as well as with the expected grade-level score for each grade.

Lack of Progress in Grades 7 - 9

However, it is important to note that the average scores for grades 7, 8, and 9 are virtually the same, showing no improvement at all from grade 7 to 9. The reason for this may be that the students in these three grades were the most affected by the busing disruptions of 1975-76. In grade 7, 14 out of 17 of the students were in public schools from grades 1 through 5. The average score of this group of students was 50 (expected grade 7 score: 45 - 54). In grade 8, 18 out of 33 students were in public schools for at least 5 years. The average score of these 18 students was 59 (expected grade 8 score: 40-44). In grade 9, 20 out of 42 students are recent transfers from public schools. The average score of these 20 students was 52 (expected grade 9 score: 35-39). Thus, the poor reading skills of the public schoolers tended to pull down the average score for the entire grade.

Comparison of SBHA Students with Recent Admissions

To see if long-time SBHA students did better on the tests than their counterparts from the parochial and public schools, we calculated the averages for the three groups of students. The numbers of pupils in each group are shown in parentheses beside the number of pupils in each grade, with SBHA students represented by the first figure, parochials by the second, and public schoolers by the third. The results were as follows:

<u>Grade</u>	<u>Number of Pupils (HA-pa-PS)</u>	<u>Expected Average Score</u>	<u>Entire Class Average</u>	<u>SBHA</u>	<u>Paroch</u>	<u>P.S.</u>	<u>Score of Best Reader</u>	<u>Score of Worst Reader</u>
3	11 (11-0-0)	110-130	119	119			51	230
4	7 (3-0-4)	95-109	105	85		120	39	227
5	0	75-94						
6	21 (5-1-15)	55-74	62	68	39	61	31	103
7	17 (1-2-14)	45-54	49	39	46	50	16	83
8	33 (14-1-18)	40-44	48	35	56	59	12	123
9	42 (10-12-20)	35-39	50	53	48	52	15	130
10	29 (7-13-9)	30-34	36	38	34	38	6	111
11	25 (7-9-9)	25-29	29	25	34	28	8	93
12	22 (9-3-10)	20-24	31	28	26	36	9	85
Total	207 (67-41-99)							

The figures reveal a mixed performance by long-time students of the Academy. SBHA students scored better than their parochial and public school counterparts in grades 4, 7, 8, and 11. They did better than the public schoolers but not as well as the parochials in grade 12. They did worse than the two other groups in grades 6 and 9. In grade 10 Academy students scored evenly with the public schoolers but lower than the parochials.

It should be noted that out of the 207 students tested, 67 were long-time Academy students, 41 were recent admissions from parochial schools, and 99 were recent admissions from public schools.

Public schoolers scored worse than the two other groups in grades 4, 7, 8, and 12. They did better than the parochials but not as well as Academy students in grade 11. They did better than Academy students but not as well as parochials in grades 6 and 9. In no grade did public schoolers do better than both other groups at the same time.

The parochials did better than Academy students in grades 6, 9, 10, and 12.

Thus, on the whole, long-time Academy students performed better than their public school counterparts, but performed more or less evenly with their parochial counterparts.

These findings suggest that SBHA must strengthen its academic program if it is to outperform the two other groups in all grades.

Of the 67 long-time Academy students tested, 41 scored above or at grade level; 26 scored below grade level. Of the latter, 12 scored 1 grade below their expected reading level; 4 scored 2 grades below; 4 scored 3 grades below; 6 scored 4 or more grades below their expected reading level.

READING SCORES OF LONG-TIME SBHA STUDENTS

Name	Grade	Reading level	Age	Test score	Class average	Expected grade average	Above or below	Attendance		
								SBHA	Paroch	P.S.
Slund, Jennifer	3	2	8	132	119	110-130	-1	1-3		K
Haffner, Edward	3	7	8	51	119	110-130	+4	1-3		K
rdy, Paul	3	2	8	131	119	110-130	-1	1-3		K
Johnson, Dawn	3	4	8	104	119	110-130	+1	1-3		K
Heher, Jeanne	3	5	8	85	119	110-130	+2	1-3		
Mahoney, Maryann	3	2	9	131	119	110-130	-1	2-3		K-1
Moore, Natalie	3	6	8	68	119	110-130	+3	3	2	K-1
Wyrrang, Erica	3	5	8	83	119	110-130	+2	1-3		K
Hwcomb, Jennifer	3	2	8	133	119	110-130	-1	1-3		
Toole, Patrick	3	1	9	230	119	110-130	-2	1-3		
Rosemond, Scott	3	1	8	161	119	110-130	-2	1-3		
Collins, John	4	9	9	49	105	95-109	+5	1-4		
innolly, Kelli	4	2	9	147	105	95-109	-2	1-4		
ynch, Jessica	4	6	9	61	105	95-109	+2	1-4		K
Hardy, John	6	5	11	77	62	55-74	-1	2-6		K-1
nes, David	6	6	11	58	62	55-74		1-6		K
ullen, Chris	6	5	12	83	62	55-74	-1	1-6		
O'Brien, Kerri	6	6	11	64	62	55-74		1-6		
semond, Stephen	6	6	11	62	62	55-74		1-6		K
seph, Pamela	7	10	10	39	49	45-54	+3	1-7		
Eushi, James	8	10	13	33	48	40-44	+2	1-8		K
Carey, Sean	8	7	13	50	48	40-44	-1	1-8		
Csey, Joseph	8	9	13	36	48	40-44	+1	1-8		K
Dapkas, Pamela	8	12	13	23	48	40-44	+4	1-8		K
enn, Edward	8	12	13	17	48	40-44	+4	1-8		K
Greary, Michael	8	7	14	45	48	40-44	-1	1-8		K
lurl, Christine	8	7	14	45	48	40-44	-1	1-8		K-1
Joseph, Paul	8	12	13	12	48	40-44	+4	2-8		K-1
Kaynakian, Lisa	8	9	13	39	48	40-44	+1	2-8		K-1
Juddiman, Jeffrey	8	9	13	35	48	40-44	+1	1-8		

READING SCORES OF LONG-TIME SBHA STUDENTS

Name	Grade	Reading level	Age	Test Score	Class average	Expected Grade Average	Above or Below	Attendance SBHA	Parach	P.S.
O'Toole, Patricia	8	11	12	26	48	40-44	+3	1-8		
Powers, Lisa	8	11	13	28	48	40-44	+3	1-8		
Rosemond, Michael	8	6	13	61	48	40-44	-2	1-8		K
ardaro, Joanne	8	8	13	41	48	40-44		1-8		K
Lougherty, Rita	9	5	14	94	50	35-39	-4	3-9		1-2
Elwell, Paul	9	10	14	34	50	35-39	+1	2-9		K-1
andy, Charles	9	6	14	55	50	35-39	-3	5-9	1-2	3-4
Mitchell, Susan	9	12	14	16	50	35-39	+3	2-9		K-1
O'Toole, Ann	9	12	14	20	50	35-39	+3	2-9	1	K
arry, Sandra	9	12	14	15	50	35-39	+3	2-9		K-1
Rogers, Susan	9	12	14	22	50	35-39	+3	2-9		1
ones, Kerry	9	6	14	66	50	35-39	-3	2-9		K-1
Morgan, Valerie	9	5	14	78	50	35-39	-4	2-9		K-1
tanley, William	9	6	14	69	50	35-39	-3	2-9		K-1
Ferg, James	10	12	15	22	36	30-34	+2	3-10		K-2
Holey, Daniel	10	12	16	19	36	30-34	+2	3-10		1-2
illis, Mark	10	12	15	16	36	30-34	+2	3-6 9-10		1-2 7-8
helly, Philip	10	11	15	25	36	30-34	+1	3-10		1-2
Mulrean, Brian	10	3	16	111	36	30-34	-7	4-10	1-3	
Kocik, David	10	9	15	37	36	30-34	-1	3-10		K-2
Vardaro, Michael	10	9	15	36	36	30-34	-1	3-10		K-2
Casey, Laura	11	7	16	52	29	25-29	-4	4-11		K-3
Illins, Pamela	11	12	16	17	29	25-29	+1	4-11		K-3
oyne, William	11	12	16	15	29	25-29	+1	4-8 10-11	9	K-3
Cicco, John	11	12	16	23	29	25-29	+2	5-7 9-11		K-4 7-8
Fowler, Alwyn	11	10	17	31	29	25-29	-1	5-11		K-4
Franciose, Lisa	11	12	17	23	29	25-29	+2	5-11		K-5
Landy, Daniel	11	12	16	15	29	25-29	+2	4-11		K-3

READING SCORES OF LONG-TIME SBHA STUDENTS

Name	Grade	Reading level	Age	Test Score	Class Average	Expected grade average	Above or below	Attendance SBHA	Paroch	P.S.
McCand, Robert	12	9	17	38	31	20-24	-3	6-12		K-5
Labana, Eugene	12	12	18	14	31	20-24		6-12		K-5
Foyne, Richard	12	12	17	20	31	20-24		5-12		K-4
Leary, Annmarie	12	7	17	51	31	20-24	-5	5-12		K-4
Magoon, Michael	12	12	17	14	31	20-24		5-12		K-4
McMasters, Jodi	12	12	17	15	31	20-24		5-12		K-4
O'Brien, Majorie	12	12	17	23	31	20-24		5-8 11-12	9-10	K-4
Hoemaker, Lee	12	6	18	64	31	20-24	-6	6-12		1-5
Meagher, James	12	12	17	18	31	20-24		9-12	5-8	K-4

STUDENTS WHO NEED TUTORING OR REMEDIAL HELP

The main purpose of the testing was to find out which students need special help so that they can be brought up to grade level in reading. Of the 207 students tested, the following scored two or more grades below their expected grade level.

Name	Grade	Reading level	Age	Test Score	Class Average	Expected grade average	Above or below	Attendance SBHA	Paroch	P.S.
Boyle, Patrick	3	1	9	230	119	110-130	-2	1-3		
Rosemond, Scott	3	1	8	161	119	110-130	-2	1-3		
Connolly, Kelli	4	2	9	147	105	95-109	-2	1-4		K
Friedman, Robert	4	1	10	227	105	95-109	-3	3-4		K-3
Tzmaine, Nancy	6	4	11	103	62	55-74	-2	6		K-5

Students Who Need Tutoring or Remedial Help

Name	Grade	Read in level	Age	Test Score	Class aver- age	Expected grade average	Above or below	Attendance SBHA Abs.	P.S.
avis, James	7	5	13	83	49	45-54	-2	4-7	K-4
ngee, Dawn	8	6	13	71	48	40-44	-2	1-2 6-8	K 3-5
Dunlap, Martin	8	6	14	58	48	40-44	-2	7-8	K-6
arnest, Edward	8	6	13	56	48	40-44	-2	7-8	K-6
Mahoney, Richard	8	3	14	123	48	40-44	-5	6-8	K-5
McCormick, Robert	8	6	14	56	48	40-44	-2	8 1-5	6-7
Robinson, Robert	8	3	13	110	48	40-44	-5	5-8	K-4
Rosemond, Michael	8	6	13	61	48	40-44	-2	1-8	K
Island, William	8	5	13	93	48	40-44	-3	6-8	K-5
Zaniboni, Charles	8	6	14	70	48	40-44	-2	6-8	K-6
Anna, John	8	5	13	84	48	40-44	-3	6-8	K-5
llen, Denise	9A	7	14	45	50	35-39	-2	7-9	1-6
Clougherty, Rita	9A	5	14	94	50	35-39	-4	3-9	1-2
Fribb, Melissa	9A	6	14	64	50	35-39	-3	8-9	1-7
veSisto, Diane	9A	6	14	68	50	35-39	-3	7-9	1-6
DiCicco, Maria	9A	7	14	47	50	35-39	-2	7-9	K-6
lardy, Charles	9A	6	14	55	50	35-39	-3	5-9 1-2	3-4
Julian, Robert	9A	5	16	92	50	35-39	-4	9	K-8
Morgan, Tracy	9A	6	14	73	50	35-39	-3	6-9	K-5
Reardon, Daniel	9A	7	15	52	50	35-39	-2	9	1-8
Whittier, Shawn	9A	7	15	51	50	35-39	-2	9 1-8	
Bromley, Richard	9B	4	15	108	50	35-39	-5	9 1-8	
alley, Frederick	9B	6	14	62	50	35-39	-3	9 1-8	
Gregorio, Kenneth	9B	6	15	74	50	35-39	-3	9 1-8	
Houlahan, Maura	9B	7	14	45	50	35-39	-2	2,9 1,4 5-8	
Hugal, Frank	9B	3	16	130	50	35-39	-6	7-9	1-8
lones, Kerry	9B	6	14	66	50	35-39	-3	2-9	K-1
Kelly, Thomas	9B	5	15	75	50	35-39	-4	9 1-8	
leBlanc, Michelle	9B	7	14	52	50	35-39	-2	6-9	K-5
Moore, Robert	9B	6	16	73	50	35-39	-3	9	1-8

Students Who Need Tutoring or Remedial Help

Name	Grade	Reading level	Age	Test Score	Class average	Expected Grade average	Above or below	Attendance SBHA Parach P.S.		
Jorgan, Valerie	9B	5	14	78	50	35-39	-4	2-9		K-1
Stanley, William	9B	6	14	69	50	35-39	-3	2-9		K-1
Pewar, Cheryl	9B	5	14	83	50	35-39	-4	9		1-8
Block, Christopher	10	6	15	65	36	30-34	-4	9-10		1-8
abana, Gregory	10	8	15	41	36	30-34	-2	6-8 10	9	1-5
Carson, Paul	10	4	16	97	36	30-34	-6	10	1-9	
Flaherty, Dennis	10	6	15	55	36	30-34	-4	10		1-9
Mulrean, Brian	10	3	16	111	36	30-34	-7	4-10	1-3	
Murphy, Charles	10	8	16	42	36	30-34	-2	9-10	1-8	
O'Shea, Caryn	10	7	15	52	36	30-34	-3	10	9	1-8
Simmons, Fred	10	8	15	40	36	30-34	-2	9-10	1-8	
Mulligan, Shawn	10	8	16	44	36	30-34	-2	9-10	1-9	
Tallent, John	10	6	17	60	36	30-34	-4	9-10	5-8	2-4
Casey, Laura	11	7	16	52	29	25-29	-4	4-11		K-3
Lydon, John	11	5	16	93	29	25-29	-6	10-11	1-9	K
Monteagudo, Paul	11	9	16	39	29	25-29	-2	9-11		K-8
Olson, Karen	11	6	16	66	29	25-29	-5	6-11		K-5
Cox, Roger	11	8	16	40	29	25-29	-3	11	1-10	K
Marcand, Robert	12	9	17	38	31	20-24	-3	6-12		K-5
Bresnahan, David	12	8	18	42	31	20-24	-4	9-12		K-9
Brown, Lee Ann	12	9	17	35	31	20-24	-3	12	7-11	K-5
Campo, Joseph	12	10	17	30	31	20-24	-2	12	3-6	1-2 7-11
Dear, Annmarie	12	7	17	51	31	20-24	-5	5-12		K-4
Manning, Michael	12	5	18	85	31	20-24	-7	9-12	5-8	K-4
Mcardon, Mary	12	8	17	43	31	20-24	-4	10-12		K-9
Shoemaker, Lee	12	6	18	64	31	20-24	-6	6-12		1-5
Tallent, Pamela	12	9	17	35	31	20-24	-3	11-12	5-10	K-4
Wiley, Thomas	12	9	17	36	31	20-24	-3	9-12		K-8
Zimmer, Brian	12	7	18	48	31	20-24	-5	11-12	2-11	1

RECOMMENDATIONS

The tests reveal that 22 students in grades 8 - 12 are reading at 4 or more grades below their expected reading level. Six of these students have expressed the desire to go to college. Eleven are undecided. The Academy should consider establishing a special tutoring program to help these students improve their reading skills so that they can attend college should they decide to do so. These students are:

<u>Name</u>	<u>Grade</u>	<u>Test Score</u>	<u>Reading Level Grade</u>	<u>Grades below Expected Reading level</u>
Mahoney, Richard	8	123	3	-5
Robinson, Robert	8	110	3	-5
Clougherty, Rita	9A	94	5	-4
Julian, Robert	9A	92	5	-4
Bromley, Richard	9B	108	4	-5
Hugal, Frank	9B	130	3	-6
Kelly, Thomas	9B	75	5	-4
Morgan, Valerie	9B	78	5	-4
Dewar, Cheryl	9B	83	5	-4
Block, Christopher	10	65	6	-4
Carson, Paul	10	97	4	-6
Flaherty, Dennis	10	55	6	-4
Mulrean, Brian	10	111	3	-7
Tallent, John	10	60	6	-4
Casey, Laura	11	93	5	-6
Toland, Karen	11	66	6	-5

<u>Name</u>	<u>Grade</u>	<u>Test Score</u>	<u>Reading Level Grade</u>	<u>Grades below Expected Reading level</u>
Bresnahan, David	12	42	8	-4
Geary, Annmarie	12	51	7	-5
Manning, Michael	12	85	5	-7
Reardon, Mary	12	43	8	-4
Shoemaker, Lee	12	64	6	-6
Zimmer, Brian	12	48	7	-5

SPECIAL NEEDS FOR STUDENTS IN GRADES 3 - 6

The following students in grades 3 - 6 were found to have great difficulty in learning to read. These students should be given special tutoring to make sure that they do not fall too far behind their grade level.. They are:

<u>Name</u>	<u>Grade</u>	<u>Test Score</u>	<u>Reading Level Grade</u>	<u>Grades below Expected Reading level</u>
O'Toole, Patrick	3	230	1	-2
Rosemond, Scott	3	161	1	-2
Connolly, Kelli	4	147	2	-2
Friedman, Robert	4	227	1	-3
Tremaine, Nancy	6	103	4	-2

STUDENT SURVEY

At the end of the oral reading test, each student was asked about his or her college and career plans. The answers revealed that 130 students intended to go to college, 55 were undecided, and 15 said no. Three students intended to go to apprentice school, and four to business school.

The fact that more than 62 percent of the Academy's students are planning to attend college means that the Academy must strengthen its college preparatory program.

Among the 55 "undecideds" are many poor readers. Many of these students would probably decide to go to college if their reading skills were improved. That is all the more reason for the Academy to establish a reading improvement program for those students who need it.

Student Survey on College Plans

<u>Grade</u>	<u>Yes</u>	<u>Undecided</u>	<u>No</u>	<u>Apprentice</u>	<u>Business</u>
3	9	2			
4	5	2			
6	21				
7	12	5			
8	23	10			
9A	15	6			
9B	6	8	7		
10	13	12	3		1
11	20	5			
12	<u>6</u>	<u>5</u>	<u>5</u>	<u>3</u>	<u>3</u>
	130	55	15	3	4

Professions and Careers

Students expressed interest in 66 different professions, careers and trades. This suggests that the Academy can serve these students best by providing them with a strong basic skills program, with emphasis on reading, writing, mathematics, science, history, geography and foreign language.

Student Choices in Careers and Professions

[illegible]

Student Choices in Careers and Professions

Career	Grade											
	3	4	6	7	8	9A	9B	10	11	12		
Zoologist									1			
Scientist				1		1			1			
Lab technician					1							
Kung Fu expert				1								
Air Force pilot					1					1		
Auto mechanic					1	1	2	1	1			
Photographer					1				1			
Psychiatrist								1				
Psychologist						1		1	1			
Truck driver					1		1					
Teller									1			
Business management					1	1	1					
TV reporter						1						
Meteorologist						1						
Accountant										2		
Chemical engineer						1						
Secretary						1	1	1	2	1		
Plumber										1		
Draftsman						1						
Musician										1		
Hair Stylist						1						
Stewardess								1	1			
Longshoreman							1					
Architect							2	1	1			
Electrician							2	1				
Stock broker									1			
Sheet metal worker							1					

Student Choices in Careers and Professions

Career	3	4	6	7	8	9A	9B	10	11	12
Legal secretary						1		1		
Hospital managemt						1				
Warehouseman										1
Bookkeeper							1			
Broadcasting								1		
Journalism							1			
Real estate									1	
Merchant marine								1		1
Construction								1		
Social Worker									1	
Stuntman								1		
Retail business								1		
Electronics				1			1	1		
Carpenter				1	2			1		1
X-ray technician								1		
Undecided		1	3	1	8	1	1	2	3	1

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 3	Age	Test Score	Reading level	College plans	career choice	Attendance			Above or Below Expected grade level
						SBHA	Parish	P.S.	
Eklund, Jennifer	8	132	2	Y	teacher	1-3		K	-1
Haffner, Edward	8	51	7	Y	military	1-3		K	+4
Hardy, Paul	8	131	2	Y	policeman	1-3		K	-1
Johnson, Dawn	8	104	4	Y	teacher	1-3		K	+1
Kelleher, Jeanne	8	85	5	Y	teacher	1-3			+2
Mahaney, Maryann	9	131	2	Y	teacher	2-3		K-1	-1
Moore, Natalie	8	68	6	Y	doctor	3	2	K-1	+3
Myrvang, Erica	8	83	5	U	homemaker	1-3		K	+2
Newcomb, Jennifer	8	133	2	Y	nurse teacher	1-3			-1
O'Toole, Patrick	9	230	1	U	pro-hockey train operator	1-3			-2
Rosemond, Scott	8	161	1	Y	pro-hockey fireman	1-3			-2

class average 119

Expected grade-level score 110-130

Grade 4

Caraleri, Lydia	9	39	9	Y	nurse	2-4		K-2	+5
Collins, John	9	49	7	Y	lawyer	1-4			+5
Cannolly, Kelli	9	147	2	Y	doctor	1-4		K	-2
Friedman, Robert	10	227	1	Y	military	3-4		K-3	-3
Friedman, David	9	97	4	U	lawyer	3-4		K-3	
Lynch, Jessica	9	61	6	Y	undecided	1-4		K	+2
Pagaduan, Jeffrey	10	117	3	U	lawyer	4		K-3	-1

class average 105

Expected grade-level score 95-109

Y = yes

N = no

U = undecided

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 6	Age	Test Score	Reading level	College plans	career choice	Attendance			Above or Below Expected Grade-level
						SBHA	PAPER	P.S.	
Conde, Mark	12	89	5	Y	undecided	6		K-5	-1
Crowley, William	13	70	6	Y	lawyer policeman	5-6		1-4	
Donlan, Staci	11	60	6	Y	nurse, doctor lawyer	6		K-5	
Durand, David	12	47	7	Y	doctor policeman	6		1-5	+2
Foley, Thomas	11	62	6	Y	pro-football judge	6		1-5	
Hardy, John	11	77	5	Y	pro-football policeman	2-6		K-1	-1
Hurley, Gerald	11	32	10	Y	pro-baseball doctor	6		K-5	+5
Jones, David	11	58	6	Y	pro-basketball lawyer	1-6		K	+1
Keneally, Debra	11	46	7	Y	actress, writer	6		K-5	+2
Larkan, Janet	12	39	9	Y	undecided	6	1-6	K	+4
Maciejewski, M.	12	31	10	Y	veterinarian	5-6		K-4	+5
Mullen, Chris	12	83	5	Y	pro-hockey	1-6			-1
Nally, Paul	12	65	6	Y	engineer	6		1-5	
O'Brien, Kerri	11	64	6	Y	undecided	1-6			
Parzych, Dawn	12	78	5	Y	actress, producer	6		1-5	-1
Perry, Thomas	11	32	10	Y	archeologist	6	5	K-4	+5
Rosemond, Stephen	11	62	6	Y	pro-hockey fireman	1-6		K	
Sharpe, William	12	91	5	Y	welder boiler maker	6		1-6	-2
Tremaine, Nancy	11	103	4	Y	teacher	6		K-5	-2
Welch, Peter	11	54	7	Y	lawyer	6		K-5	+1
Williams, Deborah	11	65	6	Y	nurse beautician	6		K-5	

class average 62

Expected grade-level score 55-74

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 7	Age	Test Score	Reading level	College plans	career choice	Attendance			Above or Below Expected Grade level
						SBHA	Paroch	P.S.	
Bulens, Traci	12	38	9	Y	pediatrician	7	3-5 6	1-3 5	+2
Cesario, Carla	13	35	9	Y	doctor teacher	6-7		1-5	+2
Conley, Patrick	13	60	6	U	computers	6-7		1-5	-1
DeAngelo, Daniel	14	16	12	U	artist	6-7		1-5	+5
Duchaney, Chris	12	64	6	Y	surgeon	6-7		1-5	-1
Joseph, Pamela	10	39	9	Y	nursing	1-7			+2
Keneally, Donna	12	67	6	Y	day care	7		1-6	-1
Lefebvre, Karen	12	64	6	U	undecided	7		1-6	-1
McPhee, Lisa	12	36	9	Y	nursing	6-7		K-5	+2
Pagaduan, Wendy	12	41	8	Y	computers	6-7		1-5	+1
Redden, Paul	12	36	9	Y	pro-basketball electronics	6-7		1-5	+2
Robak, Kim	12	25	11	U	engineer	6-7		1-5	+4
Robinson, Thomas	12	53	7	Y	Kung Fu expert carpenter	6-7	2-5	1	
Tessier, Anne	12	69	6	Y	nursing	6-7		1-5	-1
Travis, James	13	83	5	Y	computers	4-7		K-4	-2
Tremaine, Marcia	12	70	6	Y	lawyer Pres of U.S.	7		K-6	-1
Waters, Edward	12	40	8	U	scientist	7	1-6		+1

class average 49

Expected grade-level score 45-54

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 8	Age	Test Score	Reading level	College Plans	career choice	Attendance			Above or Below Expected grade level
						SBHA	Paroc	P.S.	
Blushi, James	13	33	10	Y	undecided	1-8		K	+2
Bradway, Kim	13	46	7	Y	lab technician	7-8		1-6	-1
Carey, Sean	13	50	7	Y	computers	1-8			-1
Casey, Joseph	13	36	9	Y	pro-football	1-8		K	+1
Cavaleri, Matthew	12	30	10	Y	air force pilot	6-8	5 PRIV.	K-5	+2
Dalrymple, Gary	13	39	9	Y	carpentry	6-8		K-5	+1
Dapkas, Pamela	13	23	12	Y	undecided	1-8		K	+4
Denn, Edward	13	17	12	Y	undecided	1-8		K	+4
Dingee, Dawn	13	71	6	Y	lawyer	1-2 6-8		K 3-5	-2
Dunlap, Denise	13	50	7	Y	lawyer	7-8		K-6	-1
Dunlap, Martin	14	58	6	Y	computers	7-8		K-6	-2
Earnest, Edward	13	56	6	U	auto mechanic	7-8		K-6	-2
Fahy, Lisa	14	19	12	U	nursing	8	2-6 PRIV.	K-1 7-8	+4
Geary, Michael	14	45	7	U	undecided	1-8		K	-1
Ghazi, Maria	13	49	7	Y	photographer	6-8		K-5	-1
Hurl, Christine	14	45	7	U	undecided	1-8		K-1	-1
Joseph, Paul	13	12	12	Y	pro-basketball	2-8		K-1	+4
Kaynakian, Lisa	13	39	9	Y	nursing	2-8		K-1	+1
Mahoney, Richard	14	123	3	Y	pro-basketball	6-8		K-5	-5
McCarthy, Charles	13	48	7	Y	computers	7-8		1-6	-1
McCormick, Robert	14	56	6	Y	computers	8	1-5	6-7	-2
Muddiman, Jeffrey	13	35	9	U	computers	1-8			+1
O'Toole, Patricia	12	26	11	Y	surgeon	1-8			+3
Powers, Lisa	13	28	11	U	undecided	1-8			+3
Robinson, Robert	13	110	3	U	undecided	5-8		K-4	-5
Rosemond, Michael	13	61	6	U	undecided	1-8		K	-2
Toland, William	13	93	5	Y	pro-football/ computers	6-8		K-5	-3
Vardaro, Joanne	13	41	8	Y	nurse	1-8		K	
Zanikoni, Charles	14	70	6	U	pro-hockey truck driver	6-8		K-6	-2
Haugh, Sheila	14	20	12	Y	business man.	8	4-7	K-3	+4
Hanna, John	13	84	5	Y	lawyer	6-8		K-5	-3
Eagan, Richelle	14	46	7	Y	psychologist	8		K-7	-1
Zimmer, Kevin	15	49	7	U	carpenter	8		K-7	-1

class average 48 Expected grade-level score 40-44

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 9A	Age	Test Score	Reading level	College plans	career choice	Attendance			Above, or Below Expected grade level
						SBHA	Paroch	P.S.	
Allen, Denise	14	45	7	Y	teacher	7-9		1-6	-2
Clougherty, Rita	14	94	5	U	business man.	3-9		1-2	-4
Cribb, Melissa	14	64	6	Y	teacher	8-9		1-7	-3
Deitsch, Joseph	14	32	10	U	pro-hockey policeman	9		1-8	+1
DeSisto, Diane	14	68	6	Y	hospital management	7-9		1-6	-3
DeCicco, Maria	14	47	7	Y	teacher	7-9		K-6	-2
Earner, Carolyn	15	20	12	U	legal secretary	6-9		1-5	+3
Elwell, Paul	14	34	10	Y	TV reporter	2-9		K-1	+1
Gurley, Robert	14	22	11	U		9		1-8	+2
Hardy, Charles	14	55	6	Y	computers	5-9	1-2	3-4	-3
Hartford, James	15	40	8	Y	meteorologist	9		1-8	-1
Julian, Robert	16	92	5	Y	law enforcement	9		K-8	-4
Minton, William	14	37	9	U	doctor, military	9	1-8		
Mitchell, Susan	14	16	12	Y	chemical engineer	2-9		K-1	+3
Morgan, Tracy	14	73	6	Y	science	6-9		K-5	-3
O'Toole, Ann	14	20	12	Y	secretary	2-9		K	+3
Parry, Sandra	14	15	12	Y	computers	2-9		K-1	+3
Reardon, Daniel	15	52	7	Y	draftsman	9		1-8	-2
Rogers, Susan	14	22	12	Y	psychologist	2-9		1	+3
White, Denise	14	27	11	Y	nursing hair stylist	9		1-8	+2
Whittier, Shawn	15	51	7	U	auto mechanic	9	1-8		-2

combined grade

average (9A + 9B) 50

Expected grade-level score 35-39

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 9B	Age	Test Score	Reading level	College plans	career choice	Attendance			Above or Below Expected Grade level
						SEHA	Paroch	P.S.	
Bromley, Richard	15	108	4	N	longshoreman	9	1-8		-5
Calley, Frederick	14	62	6	N	auto mechanic	9	1-8		-3
Cannon, James	15	21	12	U	architecture	9		1-8	+3
Coffey, Edward	15	22	12	U	electrician	9		1-8	+3
Durkan, James	15	38	9	Y	undecided	9	1-8	9	
Gallagher, John	14	32	10	N	Boston Edison	9	1-8		+1
Gregorio, Kenneth	15	74	6	N	pro-hockey electronics	9	1-8		-3
Harris, Paul	14	33	10	U	mechanic	8-9	1-7		+1
Houlihan, Maura	14	45	7	U	day-care	2-9	1-8		-2
Hugal, Frank	16	130	3	Y	veterinarian	7-9		1-8	-6
Jones, Kerry	14	66	6	U	secretary	2-9		K-1	-3
Kelly, Thomas	15	75	5	U	sheet metal	9	1-8		-4
LeBlanc, Michelle	14	52	7	N	book keeper	6-9		K-5	-2
Moore, Robert	16	73	6	N	truck driver	9		1-8	-3
Morgan, Valerie	14	78	5	U	computers	2-9		K-1	-4
Stanley, William	14	69	6	N	actor, singer	2-9		K-1	-3
Wieckowski, Mark	15	30	10	Y	business man.	9	1-9		+1
Dewar, Cheryl	14	83	5	Y	nursing	9		1-8	-4
Reddish, Steven	15	32	10	Y	journalism	9		1-8	+1
Lyons, Timothy	16	25	11	U	architecture	9	1-9		+2
Swezey, Nadine	15	37	9	Y	medicine	9	6-8	1-5	

Combined grade

average (9A + 9B) 50

Expected grade-level score 35-39

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 10	Age	Test Score	Reading level	College plans	career choice	Attendance			Above or Below Expected Grade level
						SBHA	Paroch	P.S	
Barry, John	17	27	11	U	carpenter	10	1-10		+1
Berg, James	15	22	12	Y	computers	3-10		K-2	+1
Block, Christopher	15	65	6	U	computers	9-10		1-8	-4
Cabana, Gregory	15	41	8	U	merchant marine	6-8, 10	9	1-5	-2
Carson, Paul	16	97	4	Y	computers	10	1-9		-6
Flaherty, Dennis	15	55	6	U	construction	10		1-9	-4
Foley, Chris.	15	19	12	U	electronics	9-10	3-8	1-2	+2
Foley, Daniel	16	19	12	Y	psychiatry	3-10		1-2	+2
Gilbride, John	15	19	12	Y	electronics computers	9-10	1-8		+2
Gillen, Steven	17	20	12	U	Carpentry electrician	7-10		1-6	+2
Gillis, Mark	15	16	12	Y	computers	3-6, 9-10		1-2, 7-8	+2
Guilfooy, Catherine	15	34	10	Y	legal stenographer	9-10		1-8	
Hagerty, Kathleen	15	19	12	Y	x-ray technician	10	2-9	1	+2
Kelly, Philip	15	25	11	N	stuntman	3-10		1-2	+1
Lynch, Patrick	16	22	12	U	retail business	9-10	1-8		+2
Mulrean, Brian	16	111	3	N	policeman	4-10	1-3		-7
Murphy, Charles	16	42	8	U	policeman	9-10	1-8		-2
O'Shea, Caryn	15	52	7	Bus.	secretary	10	9	1-8	-3
Simmons, Fred	15	40	8	Y	computers	9-10	1-8		-2
Skocik, David	15	37	9	U	undecided	3-10		K-2	-1
Stack, Brian	16	36	9	Y	military	10	1-9		-1
Sullivan, Shawn	16	44	8	Y	computers	9-10	1-9		-2
Vardaro, Michael	15	36	9	Y	undecided	3-9		K-2	-1
White, Jean	15	31	10	U	day care	10		K-9	
Tallent, John	17	60	6	N	automotive military	9-10	5-8	2-4	-4
Doherty, Paul	17	35	9	Y	undecided	6, 9-10	7-8	1-6, 7-8	-1
Mackie, Ronald	16	11	12	U	fireman policeman	10	6-9	1-5	
O'Leary, Linda	15	6	12	U	stewardess	10	1-9		+2
Chisholm, John	16	15	12	Y	broadcaster	9-10	1-9		+2

class average 36

Expected grade-level score 30-34

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade	II	Age	Test Score	Reading level	College plans	career choice	Attendance			Above or Below Expected Grade level
							SBHA	Parish	P.S.	
Bennett, John	16	14	12	Y	photographer	4, 11	6-10	K-5		+1
Bresnahan, Renee	16	20	12	Y	auto mechanic	4, 11	5-10	K-3		+1
Casey, Laura	16	52	7	U	secretary	4-11		K-3		-4
Collins, Pamela	16	17	12	U	dancer, teller	4-11		K-3		+1
Coyne, William	16	15	12	Y	engineer	4-8, 10-11	9	K-3		+1
DiCicco, John	16	23	12	Y	computers	5-6, 7, 9-11		K-4, 7-8		+1
Fowler, Alwyn	17	31	10	Y	air force	5-11		K-4		-1
Franciose, Lisa	17	23	12	Y	computers, lawyer	5-11		K-5		+1
Hogan, John	17	30	10	Y	teacher, Marines	10-11	4-10	K-3		-1
Landy, Daniel	16	15	12	Y	science	4-11		K-3		+1
Lydan, John	16	93	5	U	Pro-basketball, state trooper	10-11	1-9	K		-6
Lynch, Ronald	16	31	10	U	undecided	9-11	3-8	K-2		-1
Maubourquette, P.	19	33	10	Y	social worker	10-11		K-10		-1
Minton, Robert	17	16	12	Y	zoologist	10-11	1-10	K		+1
Mitchell, Edward	17	9	12	Y	us Marines, policeman	11	9-10	K-8		+1
Monteagudo, Paul	16	39	9	Y	stock broker	9-11		K-8		-2
Pepin, Laurie	16	24	12	U	computers	9-11	7	K-6		+1
Regan, Daniel	16	31	10	Y	real estate	11	1-10	K		-1
Romvos, Tim	18	8	12	Y	psychology	9-11		K-9		+1
Stelley, Deborah	15	29	11	Y	secretary	7, 9-11	3, 5, 6, 8-9	1-2, 4-5		
Toland, Karen	16	66	6	Y	undecided	6-11		K-5		-5
Cox, Roger	16	40	8	Y	undecided	11	1-10	K		-3
Edwards, George	17	21	12	Y	restauranteur	11	1-6, 7-11	K, 6		+1
Brandt, Rhonda	17	22	12	Y	stewardess	11		1-11		+1
Porter, William	16	24	12	Y	coast guard, architecture	11	9-10	K-8		+1

class average 29

Expected grade-level score 25-29

STUDENT TEST SCORES AND SURVEY DATA BY GRADE

Grade 12	Age	Test Score	Reading level	College Plans	career choice	Attendance			Above or Below Expected Grade level
						SBHA	Parrish	P.S.	
Arcand, Robert	17	38	9	N	air force mechanic	6-12		K-5	-3
Bresnahan, David	18	42	8	A.S.	plumber	9-12		K-9	-4
Brown, Lee Ann	17	35	9	B.S.	court stenographer	12	7-11	K-5	-3
Butler, Robert	18	19	12	N	air force pilot	9-12		K-8	
Cabana, Eugene	18	14	12	A.S.	carpentry	6-12		K-5	
Campo, Joseph	17	30	10	U	computers boiler maker	12	3-6	7-11	-2
Cavaleri, Tina	17	9	12	Y	journalism	10-12	8 priv	1-7	
Coyne, Richard	17	20	12	U	coast guard	5-12		K-4	
Dailey, John	17	16	12	Y	business, law enforcement	12	1-9	K	
Geary, Annmarie	17	51	7	U	undecided	5-12		K-4	-5
Gillis, Louise	17	27	11	Y	accountant	9-12		K-8	-1
Magoon, Michael	17	14	12	Y	computers merchant marine	5-12		K-4	
Manning, Michael	18	85	5	N	U.S. Marines	9-12	5-8	K-4	-7
McMasters, Jodi	17	15	12	B.S.	secretary	5-12		K-4	
Meagher, James	17	18	12	A.S.	painter	9-12	5-8	K-4	
O'Brien, Marjorie	17	23	12	B.S.	accountant	5-8	11-12	9-10	K-4
Reardon, Mary	17	43	8	U	cashier salesgirl	10-12		K-9	-4
Shoemaker, Lee	18	64	6	N	musician	6-12		1-5	-6
Tallent, Pamela	17	35	9	N	actress	11-12	5-10	K-4	-3
Wiley, Thomas	17	36	9	Y	architecture draftsman	9-12		K-8	-3
Zimmer, Brian	18	48	7	U	warehouseman	11-12	2-11	1	-5
Sullivan, Sean	17	15	12	Y	engineer	12	5-11	K-4	

Class average 31

A.S. = apprentice school

Expected grade-level score 20-24

B.S. = business school

PERCENTAGE OF STUDENTS BY GRADE WHO READ AT OR ABOVE
THEIR EXPECTED GRADE LEVEL

<u>Grade</u>	<u>Number of Students Who read at Or above Expected Grade level</u>	<u>Percent of Total</u>	<u>Number of Students Who read Below Expected Grade level</u>	<u>Total Number of Students</u>
3	5	45%	6	11
4	4	57%	3	7
6	15	71%	6	21
7	10	58%	7	17
8	14	42%	19	33
9A	10	47%	11	21
9B	8	38%	13	21
10	15	51%	14	29
11	15	60%	10	25
12	<u>10</u>	45%	<u>12</u>	<u>22</u>
	106		101	207

School average: 51% of the students in grades 3-12 read
at or above their expected grade level.

ANALYSIS OF TEST SCORES BY GRADE
WITH RECOMMENDATIONS FOR ACADEMIC IMPROVEMENT

GRADE 3 (11 pupils) (ages 8-9)

The average test score for grade 3 was 119. The best score was 51, the poorest, 230. The expected grade 3 score range is 110 - 130. Only 45% of the pupils managed to score at or above their expected grade level.

As in every grade at the Academy, grade 3 has a mixture of readers with different abilities. Four pupils are very good readers, five are average readers, and two are poor readers. The poor readers should be considered as candidates for tutoring. It is important to try to correct reading problems as early as possible. Otherwise these pupils will have great difficulty keeping up with their peers.

The very good readers should be given more challenging reading and writing assignments with an emphasis on vocabulary development. Nine of the pupils say they want to go to college; two are undecided.

GRADE 4 (7 pupils) (ages 9-10)

The average test score for grade 4 was 105, which is within this grade's expected score range of 95-109. The best score was 39, the poorest 227. In all, 57% of the class scored at or above their expected grade level.

The class has three very good readers, two average readers, and two poor readers. Of the seven pupils in this class, three have attended the Academy since grade 1. Of these, two are very good

readers and one is a poor reader. Five have expressed the desire to go to college; two are undecided.

It is recommended that the two poorest readers be given tutoring at this very crucial stage of their academic development. Without it they may develop severe learning handicaps. The very good readers should be given more challenging reading and writing assignments with emphasis on vocabulary expansion. It is essential for the Academy to give good readers the opportunity to advance themselves as far as their abilities can take them. At the same time, the Academy should provide the poorest readers with the extra help needed to prevent them from developing serious academic problems.

GRADE 6 (21 pupils) (ages 11-13)

The average score of the pupils in this grade was 62, which is within their expected grade-level score range of 55-74. The best score was 31, the poorest 103. In all, 71% of the class scored at or above their expected grade level, making this grade academically the best in the Academy.

This grade has 6 very good readers, 12 average readers, and only 2 poor readers. Most of the very good readers are new or recent admissions from public schools. This would indicate that the parents of these children want them to maintain their academic lead. This is really a mandate for the Academy to stress academic excellence.

Of the four students who have attended the Academy since grade 1, all are average readers. The two poor readers are new admissions from public schools. They should be given tutoring or special help.

GRADE 7 (17 pupils) (ages 10-14)

The average score of the pupils in this grade was 49, which is within the expected grade 7 score range of 45-54. The best score was 16, the poorest 83. In all, 58% of the class scored at or above their expected grade level. There are 7 very good readers, 9 average readers, and only 1 poor reader.

Fifteen of the 17 pupils in this grade entered the Academy in the 6th or 7th grade. This probably indicates that parents are reluctant to put their children in the large public middle and high schools where academic standards are low and discipline poor. Since most of these students came directly out of public elementary schools, we must assume that these parents prefer a secular private school to a parochial one. We must also assume that the parents expect a strong academic program to justify the cost of private schooling. The Academy has become an important alternative for parents seeking quality education for their children.

Seven of the pupils scored two or more grades above the expected grade 7 score range. They should be given more challenging reading and writing assignments. Only one pupil scored more than one grade below the expected grade 7 score range. He has been at the Academy since grade 4 and should be considered for tutoring or special help.

Twelve of the pupils have indicated plans to attend college; 5 are undecided.

GRADE 8 (33 pupils) (ages 12-15)

The average score of the pupils in this grade was 48. The expected grade 8 score range is 40-44. The best score was 12, the poorest 123. In all, only 42% of the pupils in grade 8 scored at or above their expected score range.

Nine of the pupils are good readers, 14 are average, and ten are poor. There is a nine-grade difference between the best and the worst scores in this grade.

Twelve students in grade 8 have been at the Academy since grade 1. Of these, 8 scored at or above their expected grade level; 4 scored below. Of the 18 pupils who have attended the Academy for three years or less, 15 scored below their expected grade level. Of that 15, 13 are products of the public schools.

Four pupils in this grade scored three or more grades below their expected grade level. They should be considered for tutoring. It is to the Academy's advantage to do whatever can be done to improve the reading ability of these students and thereby bring up the school's average as a whole.

The pupils in grade 8 who were in public schools during the busing turmoil of 1975-77 probably fell behind academically because of it. The Academy should do what it can to help them catch up.

Twenty-three pupils in this grade have expressed the desire to attend college. Ten are undecided. The academic program should be strengthened to help these students achieve their goals.

GRADE 9 (42 pupils) (ages 14-16)

The average test score of the pupils in grade 9 was 50. The expected grade-level score range for grade 9 is 35-39. Thus, the pupils in grade 9, on the average, are reading at a seventh grade level. The best score in grade 9 was 15, the poorest 130.

Grade 9 at the Academy is divided into two sections: 9A and 9B. In 9A, 47% of the pupils scored at or above their expected grade level. In 9B, only 38% scored at or above their expected grade level.

In 9A, seven pupils are good readers, four are average, ten are poor. In 9B, there are three good readers, five average, and twelve poor. Thus, for the ninth grade as a whole, only ten are good readers, nine are average, and 22 are poor readers.

In the entire ninth grade, only 9 out of 42 students are long-time Academy attendees. Of these, five scored at or above their expected grade level, four scored below.

Thirty-three students in this grade are recent admissions from public and parochial schools. Only 21 out of 42 students in grade 9 have indicated that they plan to attend college; 14 are undecided; 7 do not intend to go to college.

The fact that the busing turmoil started in September 1974, when these ninth graders were in the first and second grades may explain why they are two grades behind in their average score.

The seven pupils who scored four or more grades below their expected grade level ought to be given tutoring. A special remedial class should be arranged for the rest of the poor readers.

With 31 average and poor readers in grade 9, considerable thought

should be given to determining how to raise the reading level of this grade as a whole. Twelve of the poorest readers in this grade have indicated a desire to attend college. It will be difficult for them to reach that goal if their reading does not improve.

GRADE 10 (29 pupils) (ages 15-17)

The average test score of the pupils in grade 10 was 36. The expected grade-level score range for grade 10 is 30-34. Thus, the class average score falls within the grade 9 range of 35-39. The best score was 6, the poorest 111. In all, 51% of the students in grade 10 read at or above their expected grade level.

Nine pupils are good readers, ten are average, and 10 are poor. Of the ten poor readers, the five who read four or more grades below their expected grade level should be given special help or tutoring.

Only 6 of the pupils in this grade have attended the Academy for five or more years; 19 have been at the Academy for two years or less. Twelve have come from parochial schools, 4 from public schools, and 4 have attended both parochial and public schools. Thus, grade 10 has the largest mixture of different educational backgrounds in the Academy.

Of the 6 pupils who have been at the Academy since grade 3 or 4, three scored above their expected grade level, two scored one grade below, and one scored seven grades below. Of the 12 parochial students, 7 scored at or above their expected grade level, 5 scored below.

Most of the students in this grade have not had enough challenging

reading and writing instruction in their school careers. Such instruction would go a long way to improve their skills.

Fifteen students in grade 10 intend to go to college; twelve are undecided; three do not intend to go to college.

GRADE 11 (25 pupils) (ages 15-19)

The average test score of the pupils in grade 11 was 29. The expected grade 11 score range is 25-29. The best score in grade 11 was 8, the poorest 93. In all, 60% of the students in this grade scored at or above their expected grade level.

Twenty students in this grade scored between 8 and 33, putting them in the very good to average range. Five scored between 39 and 93, putting them in the fair to poor range. Four students scored three or more grades below their expected score level. These pupils ought to be given special help or tutoring.

Seven students in grade 11 have attended the Academy for six years or more. Only one among them is seriously behind in reading. Eleven students are recent admissions from public and parochial schools. Thus, grade 11 has a high mixture of students with different educational backgrounds,

Twenty students, or four-fifths of the class, have indicated that they intend to go on to college. Five are still undecided.

This seems to be an academically inclined class that should be given more challenging reading and writing assignments, with special emphasis on vocabulary development.

GRADE 12 (22 pupils) (ages 17-18)

The average test score for grade 12 was 31, which is within the grade 10 expected score range of 30-34. The best score was 9, the poorest 85. In all, only 45% of the students in the graduating class of 1983 scored at or above their expected grade level. The expected score range for grade 12 is 20-24.

At least ten students in this grade scored three or more grades below the grade 12 score range. Of those ten, four have been at the Academy for four or more years. It is regretful that the reading deficiency of these students was not spotted earlier so that they could have been given remedial help.

This situation should demonstrate the necessity of identifying poor readers as early as possible in their school careers so that corrective measures can be taken while there is still enough time to do something about it.

Only six students in this graduating class plan to attend college; another six will be attending apprentice and business schools; five are undecided. Of the latter, however, three intend to enter the armed forces.

Fourteen of the 22 students in this grade have been at the Academy for less than five years. Four have attended the Academy only one year. Only seven have been at the Academy since the fifth or sixth grade. Thus, the students in this graduating class represent a high mixture of different educational backgrounds.

SUMMARY OF FINDINGS

Test Scores

Of the 207 students tested in grades 3-12, 51% scored at or above their expected grade level; 49% scored below.

In numbers, 106 students scored at or above their expected grade level.

101 students scored below their expected grade level:

35	-	1	grade below
24	-	2	grades below
18	-	3	grades below
12	-	4	grades below
6	-	5	grades below
4	-	6	grades below
2	-	7	grades below

Forty-two (42) students scored three or more grades below their expected grade level. In other words, 20% of the students in grades 3-12 need tutoring or other special help in order to improve their reading skills.

Student Mix

Of the 207 students in grades 3-12, 140 are recent admissions from parochial and public schools -- 41 from parochial and 99 from public schools.

Only 67 students (32% of the student body) in grades 3-12 are long-time Academy students. Parochials make up 19%, public schoolers 47%. In other words, former public schoolers are the largest single group at the Academy.

Post-Graduate Plans

62% of the students (130) in grades 3-12 plan to attend college. 26% (55) are undecided. 7% (15) are not going to college.

56 of the 130 students who intend to go to college scored below their expected grade level. 28 of the 55 undecideds also scored below their expected grade level.

GENERAL RECOMMENDATIONS

The Oral Reading Test was commissioned so that the administration could determine how well the Academy was doing its job of teaching reading. The results reveal that the Academy is doing a fair job and that there is much room for improvement.

The reading program must be strengthened with vocabulary development and dictionary work beginning in grade 3. The tests reveal that while most of the average and some of the poor readers have good decoding skills, they have had little exposure to a rich reading vocabulary.

The poorest readers show marked weaknesses in basic decoding skills as well as the inability to handle unfamiliar multisyllabic words. These students can only be helped through tutoring or special remedial classes.

Because the Academy now has so many recent admissions from public schools, it must offer tutoring and remedial programs to deal with the many students with poor reading skills. This is the only way the Academy will be able to maintain the academic standards required of a college preparatory school.

Since two-thirds of the students intend to go to college, the Academy should offer tutoring to those students whose reading skills are inadequate for college work. In addition, most of the careers chosen by the students require high literacy skills.

How the tutoring is to be fitted into the Academy's academic program must be determined by the administration. The availability and training of tutors is another problem the Academy must solve if

it is to institute tutoring as a part of its regular program.

By being able to offer tutoring, the Academy will distinguish itself as a very special school with a superior reading program. This will no doubt help attract a larger enrollment.

Parents should expect to pay a surcharge for tutoring should their child need it. The tutoring should be offered as an option to any student who scores three or more grades below his or her expected grade level in reading.

In general, most long-time Academy students do well in reading. However, some read poorly and need special help. In addition, the Academy will always be faced with the problem of dealing with new admissions from public schools among whom will be found many poor readers.

It is therefore recommended that the Academy set up a Reading Improvement Department which will administer the tutoring and remedial programs in cooperation with the faculty and administration.

An alternative to the above would be for the Academy to sponsor an independent tutoring and remediation service -- a Reading Improvement Service -- which would work directly with the parents of students who need special help. The Academy would simply refer parents to this tutoring service and recommend its use. The parents would engage the service directly at their own expense. The tutoring could take place in the Academy during or after classes at the convenience of all concerned.

In this way the Academy would have the benefit of a Reading Improvement Department without directly hiring additional staff or charging parents. The tutoring services would thereby be available,

but their use would be completely up to the parents. This service would be of particular value to parents of pupils in the lower and middle grades with serious reading problems.

Meanwhile, the administration and faculty should start thinking of ways to improve reading instruction at the Academy at all levels, in all grades. More challenging reading and writing assignments and stronger vocabulary development in conjunction with extensive dictionary use are particularly recommended.

The Academy faces the difficult job of assimilating a large number of new admissions from public schools who bring with them the attitudes, behavior, and academic deficiencies of the public schools. It is up to the administration and faculty of the Academy to see that as high a level of academic and disciplinary standards as possible is maintained throughout the Academy. If Heights Academy is to continue to serve as an attractive and valuable educational alternative for the community, it must maintain its reputation as an institution that cultivates excellence in student performance and behavior.