

HOW TO READ THE DRP CHART

The column marked "class" is blank, however, each school's leadership has a report for his/her school that lists the teachers' names.

"Fall/Spring" columns list the average DRP unit score for the class in the fall of 2005 and in June, 2006. The difference between the two averages is recorded in the "Increase" column.

The district has set benchmarks for excellence and proficiency, at each grade level in both the fall and the spring. Obviously, what we might expect as excellence level in the fall would not be the excellence level in the spring. Students who fail to reach either the "excellence" or "proficiency" levels are classified as requiring intervention.

In the columns marked "Percentages Fall/Spring", the first number that appears in the column reflects the percentage of students in that class at the level designated in that column in the fall. Then, after the "slash" appears, the second number in the column is the percentage of students in that class so designated in the spring when new benchmarks are applied.

Following the grade 8 chart is a sample DRP passage to give the readers an idea of how the test looks to a student. The example happens to be from an elementary level test.

Also, there are samples of the DRP levels on the page following the sample test. As a rule, we expect the average grade eight student to approach the DRP 73 level (i.e. the excerpt about Hellenistic literature) in their reading process.

DRP Analysis Thumbnails

The following results are highlighted:

GRADE 3 All three elementary schools had a composite spring DRP average greater than 50, which is the targeted benchmark for the grade level! Hill and Plain's performance is the strongest results they've had since we have kept our records. Overall, though, the percentage of third graders meeting the "excellence" benchmark is slightly lower than we are accustomed to and the percentage of students needing intervention is about 2% to 3% greater.

GRADE 4 Students in grade 4 last fall did not perform nearly as high as accustomed. However, they appear to have greatly improved with an increase of better than 11% meeting the "excellence" benchmark and a decrease of 6% needing intervention services in the spring.

GRADE 5 There was a modest gain in the percentage of students meeting the "excellence" level; however, there was also a small increase in the students needing intervention (+2.6%)

GRADE 6 Students' DRP level of 67.4 is very competitive with the scores of some of our strongest classes; however, the slight increase in the percentage of students needing intervention is a concern (12.9% to 16.1%).

GRADE 7 Students in the spring actually tested at a DRP level that is statistically no difference than in the fall. The percent of students meeting the excellence level improved by about six percent (6%) and there was a decrease in the percent of students requiring intervention. Special Education students performance remained largely unchanged.

GRADE 8 Students in the spring of grade 8 are judged on a testing scale that differs from the fall, so the numbers can be misleading. A key number to look at is the average DRP score in the spring. That number is a tad low from past years, when the average approaches a DRP level of 73. Still a DRP level of 70 represents a sophisticated level of performance; it would allow students at that level to read with understanding newspapers written with the vocabulary of the New York Times.

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**DRP ANALYSIS - GRADE 3
FALL 2005 - SPRING 2006**

HILL & PLAIN

Class	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '05	Spring '06		Excellence	Proficiency	Intervention
	43.4	53.1	+9.7	70.0 / 75.0	20.0 / 15.0	10.0 / 10.0
	40.5	49.9	+9.4	54.5 / 52.4	22.7 / 19.0	22.7 / 28.6
	47.0	56.1	+9.1	63.6 / 77.3	31.8 / 18.2	4.5 / 4.5
	42.7	53.0	+10.3	52.4 / 66.7	33.3 / 14.3	14.3 / 19.0
	43.1	51.3	+8.2	65.0 / 65.0	15.0 / 15.0	20.0 / 20.0
	43.3	52.7	+9.4	61.1 / 67.3	24.6 / 16.3	14.3 / 16.4

PETTIBONE

Class	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '05	Spring '06		Excellence	Proficiency	Intervention
	38.0	51.6	+13.6	47.6 / 52.4	28.6 / 28.6	23.8 / 19.0
	39.3	54.2	+14.9	45.0 / 61.9	40.0 / 23.8	15.0 / 14.3
	40.1	47.8	+7.7	50.0 / 50.0	40.0 / 30.0	10.0 / 20.0
	41.3	52.0	+10.7	52.6 / 68.4	31.6 / 21.1	15.8 / 10.5
	38.3	50.0	+11.7	38.1 / 45.0	38.1 / 20.0	23.8 / 35.0
	39.7	47.5	+7.8	30.0 / 33.3	60.0 / 33.3	10.0 / 33.3
	39.5	50.5	+10.7	43.9 / 51.8	39.7 / 26.1	16.4 / 22.0

NORTHVILLE

Class	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '05	Spring '06		Excellence	Proficiency	Intervention
	37.4	54.0	+16.6	50.0 / 70.8	27.3 / 4.2	22.7 / 25.0
	40.3	53.5	+13.2	43.5 / 62.5	39.1 / 25.0	17.4 / 12.5
	35.4	47.0	+11.6	40.9 / 43.5	31.8 / 17.4	27.3 / 39.1
	37.1	49.0	+11.9	38.1 / 43.5	38.1 / 21.7	23.8 / 34.8
	41.3	52.2	+10.9	45.8 / 62.5	45.8 / 20.8	4.3 / 16.7
	43.3	54.3	+11.0	56.5 / 69.6	39.1 / 21.7	8.3 / 8.7
	39.1	51.7	+12.6	45.8 / 58.7	36.8 / 18.5	17.3 / 22.8

DISTRICT

Class	Fall '05	Spring '06	Increase	Excellence	Proficiency	Intervention
	40.6	51.6	+10.9	50.3 / 59.3	33.7 / 20.3	16.0 / 20.4

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**DRP ANALYSIS - GRADE 4
FALL 2005- SPRING 2006**

SARAH NOBLE INTERMEDIATE SCHOOL

Class	DRP Avg. Unit Score			Percentages Fall/Spring		
	Fall '05	Spring '06	Increase	Excellence	Proficiency	Intervention
	50.7	58.0	+7.3	70.8 / 65.2	12.5 / 21.7	16.7 / 13.0
	52.9	59.6	+6.7	58.3 / 73.9	20.8 / 13.0	20.8 / 13.0
	53.9	61.1	+7.2	60.8 / 78.3	30.4 / 17.4	8.7 / 4.3
	54.0	59.4	+5.4	57.9 / 68.4	36.8 / 31.6	5.3 / 0.0
	50.2	57.2	+7.0	47.4 / 60.0	36.8 / 30.0	15.8 / 10.0
	52.7	60.2	+7.5	63.2 / 70.0	21.0 / 20.0	15.8 / 10.0
	43.9	53.5	+9.6	23.5 / 50.0	29.4 / 27.7	47.1 / 22.2
	48.9	55.5	+6.6	45.0 / 52.4	40.0 / 33.3	15.0 / 14.3
	53.3	58.5	+5.2	72.7 / 81.8	13.6 / 4.5	13.6 / 13.6
	58.8	63.4	+4.6	86.9 / 82.6	8.7 / 17.4	4.3 / 0.0
	51.3	59.0	+7.7	60.8 / 60.9	17.4 / 21.7	21.7 / 17.4
	50.8	60.4	+9.6	52.2 / 83.3	30.4 / 8.3	17.4 / 8.3
	50.4	56.9	+6.5	61.5 / 73.9	19.2 / 8.7	19.2 / 17.4
	53.2	60.5	+7.3	65.2 / 82.6	13.0 / 0.0	21.7 / 17.4
	51.4	57.2	+5.8	60.9 / 70.8	26.1 / 12.5	13.0 / 16.7
	49.9	58.1	+8.2	58.3 / 69.6	12.5 / 13.0	29.2 / 17.4
	54.6	64.8	+10.2	70.0 / 81.0	10.0 / 19.0	20.0 / 0.0
District	51.8	59.0	+7.2	59.7 / 70.9	22.3 / 17.6	17.9 / 11.5

*When numbers do not total 100%, it is due to rounding of the results.

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**DRP ANALYSIS - GRADE 5
FALL 2005 - SPRING 2006**

SARAH NOBLE INTERMEDIATE SCHOOL

Class	DRP Avg. Unit Score			Percentages Fall/Spring		
	Fall '05	Spring '06	Increase	Excellence	Proficiency	Intervention
	53.0	58.9	+5.9	39.1 / 45.4	47.8 / 27.3	13.0 / 27.3
	54.8	63.6	+8.8	38.5 / 61.5	42.3 / 26.9	19.2 / 11.5
	54.1	57.4	+3.3	50.0 / 48.0	45.8 / 36.0	4.2 / 16.0
	48.4	56.3	+7.9	47.6 / 52.4	23.8 / 14.3	28.6 / 33.3
	53.2	58.6	+5.4	54.2 / 60.0	20.8 / 12.0	25.0 / 28.0
	52.8	58.5	+5.7	41.7 / 44.0	37.5 / 40.0	20.8 / 16.0
	61.9	65.3	+3.4	76.2 / 72.7	23.8 / 27.3	0.0 / 0.0
	59.0	67.5	+8.5	77.3 / 81.8	18.2 / 13.6	4.5 / 4.5
	55.1	61.8	+6.7	50.0 / 66.7	45.8 / 20.8	4.2 / 12.5
	58.0	64.8	+6.8	62.5 / 75.0	29.2 / 16.7	8.3 / 8.3
	57.5	64.3	+6.8	69.5 / 70.8	13.0 / 12.5	17.4 / 16.7
	55.4	61.8	+6.4	78.9 / 78.9	5.3 / 5.3	15.8 / 15.8
	54.9	63.9	+9.0	55.6 / 76.5	33.3 / 17.6	11.1 / 5.9
	57.7	60.5	+2.8	73.9 / 59.1	21.7 / 22.7	4.3 / 18.2
	52.8	57.7	+4.9	44.0 / 48.0	44.0 / 32.0	12.0 / 20.0
	53.8	58.6	+4.8	68.2 / 47.6	9.1 / 23.8	22.7 / 28.6
	56.8	62.6	+5.8	69.6 / 63.6	13.0 / 27.3	17.4 / 9.1
District	55.2	61.3	+6.1	58.6 / 61.9	27.9 / 22.1	13.4 / 16.0

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**DRP ANALYSIS - GRADE 6
FALL 2005 - SPRING 2006**

SARAH NOBLE INTERMEDIATE SCHOOL

Class	DRP Avg. Unit Score			Percentages Fall/Spring		
	Fall '05	Spring '06	Increase	Excellence	Proficiency	Intervention
	56.5	64.6	+8.1	50.0 / 54.2	20.8 / 12.5	29.2 / 33.3
	56.4	62.3	+5.9	45.5 / 52.4	22.7 / 14.3	31.8 / 33.3
	63.4	69.1	+5.7	66.6 / 72.7	29.2 / 22.7	4.2 / 4.5
	60.2	63.4	+3.2	45.8 / 56.5	41.6 / 17.4	12.5 / 26.1
	69.4	75.3	+5.9	88.0 / 73.1	12.0 / 26.9	0.0 / 0.0
	60.9	64.0	+3.1	60.0 / 65.4	16.0 / 7.7	24.0 / 26.9
	66.7	72.9	+6.2	72.0 / 88.0	28.0 / 12.0	0.0 / 0.0
	57.5	61.5	+4.0	33.3 / 50.0	45.8 / 20.8	20.8 / 29.2
	64.7	70.2	+5.5	65.0 / 79.2	30.0 / 8.3	5.0 / 12.5
	58.5	65.5	+7.0	41.7 / 63.6	37.5 / 13.6	20.8 / 22.7
	66.5	71.2	+4.7	84.6 / 80.0	7.7 / 8.0	7.7 / 12.0
	59.5	64.8	+5.3	58.3 / 60.0	25.0 / 16.0	16.7 / 24.0
	60.9	65.0	+4.1	51.9 / 56.0	37.0 / 32.0	11.1 / 12.0
	59.7	67.2	+7.5	57.1 / 65.2	23.8 / 17.4	19.0 / 17.4
	65.8	68.5	+2.7	79.2 / 69.5	20.8 / 26.1	0.0 / 4.3
	65.5	73.3	+7.8	75.0 / 87.5	20.8 / 12.5	4.2 / 0.0
Total Average	62.0	67.4	+5.4	60.9 / 67.1	26.2 / 16.8	12.9 / 16.1

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**DRP ANALYSIS - GRADE 7
FALL - 2005 - SPRING - 2006**

SCHAGHTICOKE

Team	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '05	Spring '06		Excellence	Proficiency	Intervention
	66.9	71.5	+4.6	64.5 / 71.4	19.3 / 22.4	16.2 / 6.2
	85.1	71.0	-14.1	66.6 / 70.6	22.4 / 23.4	11.0 / 6.0
	67.2	69.9	+2.7	61.3 / 72.8	26.3 / 19.3	12.4 / 7.8
	63.0	66.7	+3.7	57.6 / 57.2	22.2 / 29.1	20.2 / 13.7
DISTRICT	70.6	69.8	-0.8	62.5 / 68.0	22.6 / 23.6	14.9 / 8.4
SP. ED.	50.2	50.9	+0.7	17.4 / 19.3	18.6 / 16.5	64.0 / 64.2

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**DRP ANALYSIS - GRADE 8
FALL 2005- SPRING 2006**

SCHAGHTICOKE

Team	DRP Avg. Unit Score		Increase	Percentages Fall/Spring		
	Fall '05	Spring '06		Excellence	Proficiency	Intervention
	69.7	71.5	+1.8	72.9 / 44.3	22.3 / 35.2	4.8 / 20.5
	71.4	72.1	+0.7	74.8 / 50.4	19.4 / 23.2	5.8 / 26.4
	69.6	69.1	-0.5	69.0 / 37.3	26.2 / 26.8	4.8 / 35.9
	68.2	69.1	+0.9	59.2 / 43.2	33.8 / 22.9	7.0 / 33.9
DISTRICT	69.7	70.4	+0.7	68.9 / 43.8	25.4 / 27.0	5.6 / 29.2
SPED	56.9	60.9	+4.0	30.9 / 29.7	23.2 / 11.9	45.9 / 58.4

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Table 1. Readability of Prose Samples in DRP Units

34 DRP Units

Bears are big. They need a lot of food. Bears eat meat. They eat bugs. They eat berries. They eat honey. They eat fish, too. Bears feed in the spring. They feed in the summer. They feed in the fall. Bears look for food then. They hunt. They fish. They dig roots. They pick berries. They eat a lot. They grow fat. Soon, winter comes. It gets cold. It snows. But the bears don't need to go out. They don't need food. They are fat enough. They can sleep.

39 DRP Units

A bird's wings are well-shaped for flight. The wing is curved. It cuts the air. This helps lift the bird. The feathers are light. But they are strong. They help make birds the best fliers. A bird can move them in many directions. Birds move their wings forward and down. Then they move them up and back. This is how they fly.

43 DRP Units

Many states are dry in summer. They get hardly any rain. Nearly all their water comes from melted snow. It is stored. It is kept in dammed-up ponds and lakes. It is used during the growing season to water farms and orchards. Farmers buy the water. They are told how much they will be able to get. The amount changes each year. It depends on how snowy the winter was. A farmer needs to know how much he will receive. It allows him to decide which of several crops he ought to plant. The choice is based on how much water different crops need.

47 DRP Units

The part of a beach between high and low tide is called the middle beach. It is home to many plants and animals. But life on this middle beach is hard. There is no protection against the wash of the oncoming waves. Some animals survive by digging holes in the sand. They can stay in their homes under ground. The undertow will not pull them out to sea. They are safe.

51 DRP Units

Most creatures take care to protect their eggs. The walking stick does not. It just drops its eggs, scattering them loosely on the ground. Dozens and dozens drop at a time. As the eggs fall onto dry leaves, they sound like raindrops falling. Many of the eggs do not hatch. But enough do so that the walking sticks will not die out. They have existed on earth since before the era of the dinosaurs.

56 DRP Units

The people of Greece used the alphabet of the Semites. At first the Greeks wrote from right to left and left to

right in alternating lines. The Greek name for this system of writing came from their words for "ox" and "turn." The method reminded them of oxen going back and forth, plowing a field. Eventually, the Greeks wrote only in one direction, as most people do now.

60 DRP Units

The ouija board is a simple rectangular piece of wood. All the letters of the alphabet are set out in a semicircle across a long edge. The ten digits and the words "yes," "no," and "goodbye" appear below. A small heart-shaped piece of wood called a planchette is mounted on casters so it can move easily on the board. When one places his fingertips lightly on the planchette, it slides around. It moves apparently without any conscious control on the part of the operator. Its pointer is supposed to spell out the answers to questions.

64 DRP Units

Wall paintings are especially vulnerable to atmospheric change. Archaeologists know this. Hence they try to discover, before opening a tomb, whether they will find murals. Special tools have been designed for this purpose. One of the most useful is a kind of camera that can be dropped into the ground before the digging starts. If the camera indicates the presence of wall art, scientists can prepare to take steps to preserve the painting as soon as it is reached.

73 DRP Units

Hellenistic literature showed an interest in individual history and psychology, rather than man in general. Theophrastus' *Characters*, with its detailed portraits of such types as the flatterer, appeared during this time. Biography, dealing with the lives of real people, was a flourishing form. And in philosophy the emphasis was on personal conduct rather than speculation about reality.

81 DRP Units

Jefferson's preference for an agrarian society and his idealization of the independent farmer reflected a conviction that representative government required a secure and relatively prosperous economic base to function successfully. He perceived the farmer as economically independent, and thus unlikely to surrender his judgment as a citizen to the influence of demagogues. His dislike and distrust of cities derived from a conviction that urban conditions, especially for the poorer classes, forced men into such a bitter struggle for sheer self-preservation that their natural moral sense could not be relied upon to produce social harmony or to guarantee responsible citizenship.

Note: The readability calculations are based upon longer samples.

Exhibit 2. Sample DRP Passage

Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget that river traffic, too, is essential to our economy. The role of _____ 1 _____ is important. To keep these vessels moving freely, bridges are built high enough, when possible, to let them pass underneath. Sometimes, however, channels must accommodate very tall ships. It may be uneconomical to build a tall enough bridge. The _____ 2 _____ would be too high. To save money, engineers build movable bridges.

- 1 a) wind b) boats
c) weight d) wires
e) experience

In the swing bridge, the middle part pivots or swings open. When the bridge is closed, this section joins the two ends of the bridge, blocking tall vessels. But this section _____ 3 _____. When swung open, it is perpendicular to the ends of the bridge, creating two free channels for river traffic. With swing bridges, channel width is limited by the bridge's piers. The largest swing bridge provides only a 75-meter channel. Such channels are sometimes too _____ 4 _____. In such cases, a bascule bridge may be built.

- 2 a) levels b) cost
c) standards d) waves
e) deck

Bascule bridges are drawbridges with two arms that swing upward. They provide an opening as wide as the span. They are also versatile. These bridges are not limited to being fully opened or fully closed. They can be _____ 5 _____ in many ways. They can be fixed at different angles to accommodate different vessels.

- 3 a) stands b) floods
c) wears d) turns
e) supports

- 4 a) narrow b) rough
c) long d) deep
e) straight

In vertical lift bridges, the center remains horizontal. Towers at both ends allow the center to be lifted like an elevator. One interesting variation of this kind of bridge was built during World War II. A lift bridge was desired, but there were wartime shortages of the steel and machinery needed for the towers. It was hard to find enough _____ 6 _____. An ingenious engineer designed the bridge so that it did not have to be raised above traffic. Instead it was _____ 7 _____. It could be submerged seven meters below the surface of the river. Ships sailed over it.

- 5 a) crossed b) approached
c) lighted d) planned
e) positioned

- 6 a) work b) material
c) time d) power
e) space

- 7 a) burned b) emptied
c) secured d) shared
e) lowered