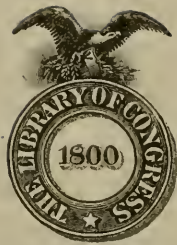


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1920

Educational Survey of Lee County Georgia

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By

M. L. DUGGAN, Rural School Agent

AND

**MISS EURI BELLE BOLTON,
Extension Dept., G. N. I. College**

No. 28

Under Direction of State

DEPARTMENT OF EDUCATION

M. L. BRITTAIN

State Superintendent of Schools

1920

Monograph

Educational Survey of Lee County Georgia

By

M. L. DUGGAN, Rural School Agent

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MISS EURI BELLE BOLTON,
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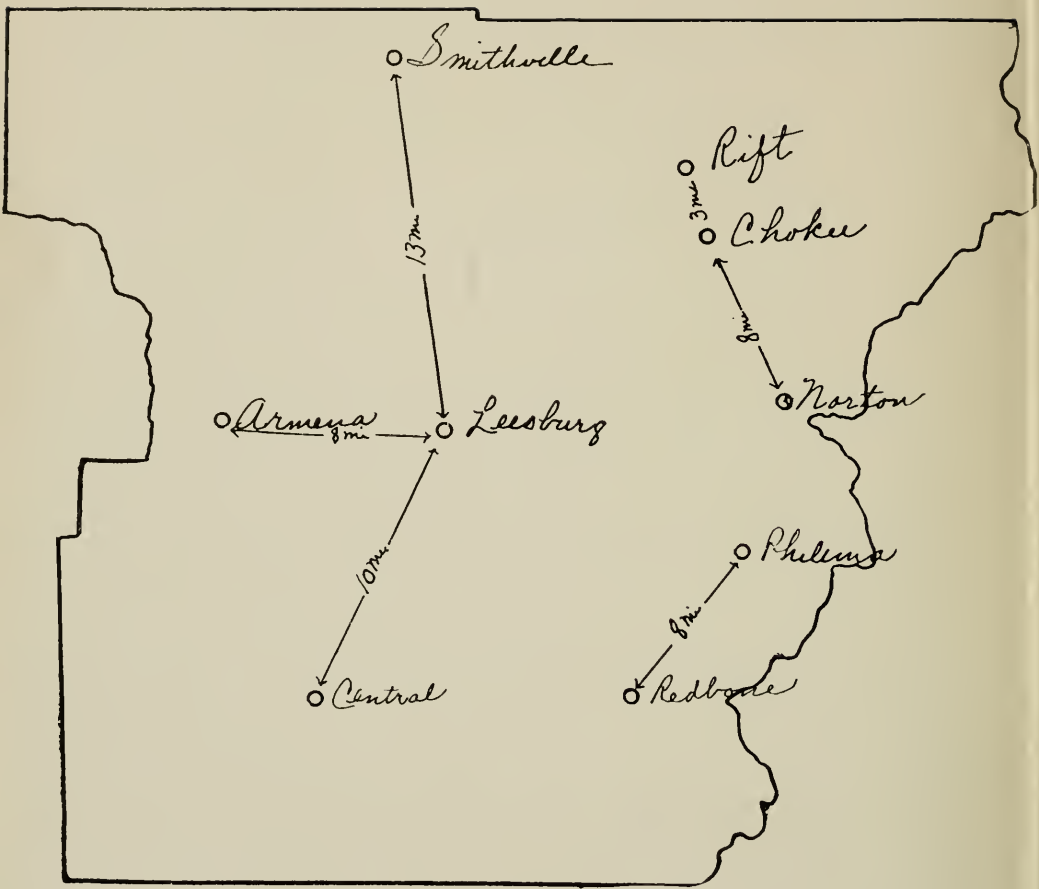
Revised
Under Direction of State

DEPARTMENT OF EDUCATION

M. L. BRITTAIN

State Superintendent of Schools

1920



MAP OF LEE COUNTY SCHOOLS.

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LEE COUNTY PUBLIC SCHOOLS.

HON. S. J. POWELL, County Superintendent ---- Leesburg, Ga.

County Board of Education.

HON. W. H. LUNSFORD, Chairman ----- Smithville, Ga.

HON. J. W. PYE ----- Leesburg, Ga.

HON. J. R. COWART ----- Leesburg, Ga.

HON. O. W. STATHAM ----- Leesburg, Ga.

HON. J. I. KAYLOR ----- Smithville, Ga.

LEE COUNTY SCHOOLS

The survey of the Lee county public schools was made during the month of October, 1919, with the assistance of Miss Euri Belle Bolton, of the G. N. I. College, and Supervisor F. E. Land, of the State Department of Education.

Upon his own initiative, and in accordance with our advice, County Superintendent S. J. Powell has formulated a program of progress in harmony with the successful experiences of progressive Southern school systems. His constructive program is proceeding aggressively, and the publication of this bulletin has awaited developments in his system. It now seems to be the opportune time for its publication, and its purpose, mainly, is to show his plans and purposes to the people of Lee county so as to enlist their intelligent sympathy and co-operation. We believe that a full and fair consideration of the educational problems of the county, based upon the facts as found, is all that will be necessary to secure hearty cooperation from all the people. The county school administration has proceeded conservatively, but after a period of careful study and investigation and comparison with many successful systems elsewhere, the policies adopted will now be pressed aggressively. If the people of the county give heartily and promptly such support as these constructive policies deserve Lee county will very soon have a public school system second to none in the South. The best is none too good for their children.

RESOURCES.

Lee county contains 426 square miles of territory. The school population is 600 white children, and 2881 negroes. The taxable property of the county, including corporate property, is about four million dollars. A levy of five mills is made for maintaining the public schools, and four mills for maintaining public roads. It is a prosperous agricultural section.

THE SCHOOLS.

The public school system of the county has heretofore consisted of sixteen school districts and nine white schools, and thirty negro schools. The negro schools were not in session when this survey was made, and are, therefore, not included. There are two towns, Leesburg and Smithville, with high schools, and seven rural schools with one and two teachers. The two high schools have never been fully accredited high schools, and some of the rural schools have attempted more or less high school work at times. None of the rural schools have sufficient faculty, equipment, or accommodations for any high school work, and wherever attempted it has only interfered with the common school work.

The school at Leesburg has a faculty of six teachers, and at Smithville five teachers, Red Bone and New Chokey, each, has two teachers; the rest of the rural schools are one teacher schools.

The building at Smithville has been enlarged, but in no respect does it meet modern school standards.

At Leesburg, besides a very inadequate and unsuitable building for the common school, the high school is housed in the old court house, abandoned several years ago as a county court house. It was condemned as "good for nothing but a public school house".

The rural school houses are all fairly good buildings of the old-school-house-type, but none of them planned for the purposes of a modern school. They fall far short of all architectural standards for an up-to-date school plant. The photographs published herewith give sufficient idea of their inadequacy without further descriptions.

The equipment consists of patent desks, blackboards, a very few maps, sometimes a teachers' desk and a globe, and a few charts, etc. No school in the county is adequately equipped. Plenty of well chosen teachers' helps are as important and profitable to a school as good tools to a workman, and good teachers will demand conditions under which they can do good work. Unwise economy is extravagance.

A NEW ERA.

The State and the Nation are waking up to the inadequacy of our public school facilities and the educational needs of the children. Public education is coming to be estimated at its true value at last. In many places business-like programs of real educational progress on a large scale are engaging the attention of the people. It is fortunate for Lee county that an aggressive administration is planning real educational institutions within a reasonable reach of all the children of the county. "Little schools" that do not and cannot educate the children should quickly give way to live educational institutions abreast the times in which we live. No man should retard the progress.

CONSOLIDATIONS.

There are only 600 white children of school age in Lee county. After deducting the number who will attend the two high schools at Leesburg and Smithville the remaining number to be divided between the several rural schools will not be large. One teacher attempting all the grades can not possibly do thorough work, and thorough work has not been accomplished in the schools of the county, as is shown from the tests published herein. The children go up to the high school and on to college without having developed the ability or the habit of reading understandingly, manipulating numbers rapidly or accurately, or applying practically and profitably whatever of information may have been acquired. A better division of the work among more teachers under favorable conditions and with longer recitation periods, as is made possible through consolidation, will give far better results. The inspiration of larger numbers will also be very stimulating to the children. The many and considerable advantages of the consolidated school are no longer questioned by those who are really interested in the better education of the children. There are sometimes other considerations that lead people to oppose such a policy.

It is proposed to divide the county into four large school districts; and four live schools, properly housed and well equipped, with convenient transportation where needed, will afford to all the children of Lee county as good educational facilities as are enjoyed by any children in most favored localities. It is to be hoped that nobody's prejudice will stand in the way of such opportunities. These will be the Leesburg District, Smithville District, Red Bone District, and New Chokey District.

For these schools adequate buildings should first be provided, and the business-like and equitable way is by bond issues. Thus the costs would be paid by the property rather than by the people. People move away sometimes; but property remains to pay year by year for the benefits it is receiving from good schools. It is manifestly unfair for such cost to be borne by those who move out of reach of the continuing benefits. By issuing bonds the property of those who reap the benefits will gradually bear the cost, at the same time enhancing in value by reason of such schools much more than the bond levies will amount to.

INCREASED OPPORTUNITIES.

Only under such proposed consolidated conditions can there be introduced an enriched course of study to meet the coming needs of all the children. Educational methods must attempt to meet the demands of the age, and very little readjustment can be done in one-teacher schools.



SMITHVILLE.



LEESBURG SCHOOL.



LEESBURG HIGH SCHOOL (COURT HOUSE).



PHILEMA.



RIFT, LEE COUNTY.



RED BONE.



NORTON.



ADAMS.



NEW CHOKEE.

TESTS.

To ascertain just the character of work that was being accomplished in the schools of the county very careful tests were made of all the pupils above fourth grade in each one of the schools. **These tests reveal the fact that the work has not been thorough in the fundamentals of education.** These unsatisfactory results are not so much chargeable to the teachers as to the conditions under which they are attempting to teach. The tests were made at the beginning of the school year.

Tests were made in reading, spelling, arithmetic and writing. The Munroe Timed Sentence Spelling Tests were used in spelling and scored by Dr. Munroe's recent standards.

Munroe's Silent Reading Tests were used in reading and scored for Rate and Comprehension.

Courtis' Arithmetic Tests Series B were used in Arithmetic and scored for speed and accuracy.

Explanation of Technical Terms.

The **Median Score** is the middle score of the group and indicates, approximately, the average ability of the class. It is found by arranging the scores in order of magnitude and taking the score on the middle paper. Eg., 1, 7, 3, 4, 5, would be arranged 7, 5, 4, 3, 1 and 4 represents the median score.

The **Standard Scores** for the different tests have been derived by giving the tests to thousands of pupils and getting the median score of the individual scores.

The **Distribution of the Pupils' Scores** shows the number of pupils in a group making each per cent or score. (See Table III.)

READING.

The Munroe Standardized Silent Reading Tests were given to the pupils of the fourth through the tenth grades, inclusive. The pupils were scored both for rate, the number of words read per minute, and comprehension, the ability to understand what is read.

The results of the tests show that the fourth and fifth grades in all of the schools are more than a grade below standard in both rate and comprehension. (See accompanying graphs and table.) The scores of the sixth, seventh, and eighth grades are very good, especially in consideration of the fact that the tests were given at the beginning of the school year.

The reading score of the Leesburg School is very low in the fourth and fifth grades, but rises very rapidly in the sixth, the seventh, and the eighth grades. This is due to the fact that the pupils of these grades had a very strong teacher when they were in the primary grades. These facts are conclusive proof of the need for strong, well trained teachers for the lower grades. During these formative years the learning of the pupils should be given very careful attention.

SILENT READING—RATE.

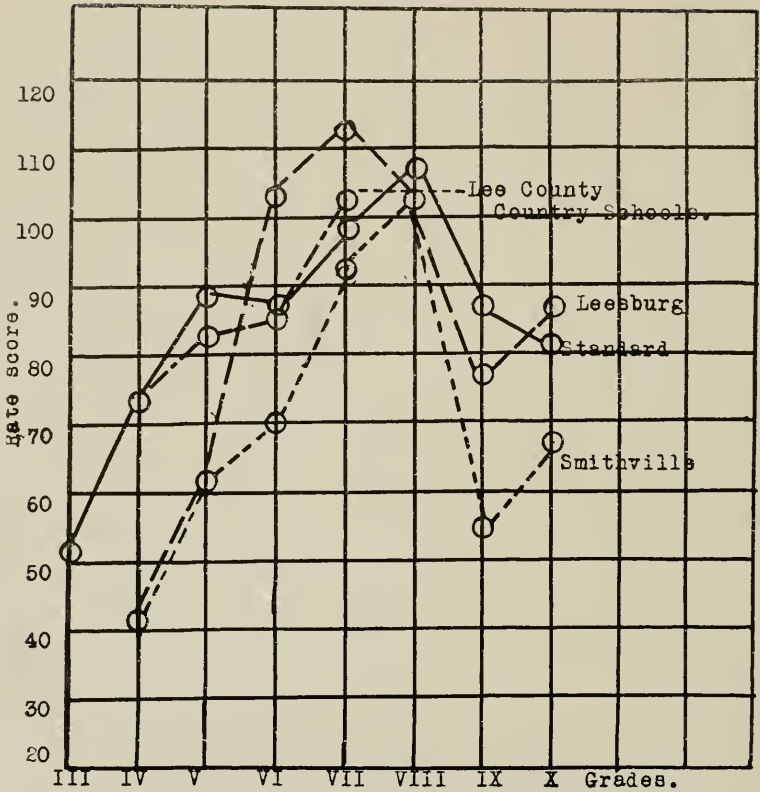


Chart showing Median Rate Scores of each grade of the Leesburg School, the Smithville School, and the Lee County Country Schools in comparison with the Standard Scores, using the Munroe Silent Reading Tests.

Solid line represents the Standard; long dash line represents the Leesburg School; short dash line represents the Smithville School; mixed dash line represents the Lee County Country Schools.

SILENT READING—COMPREHENSION.

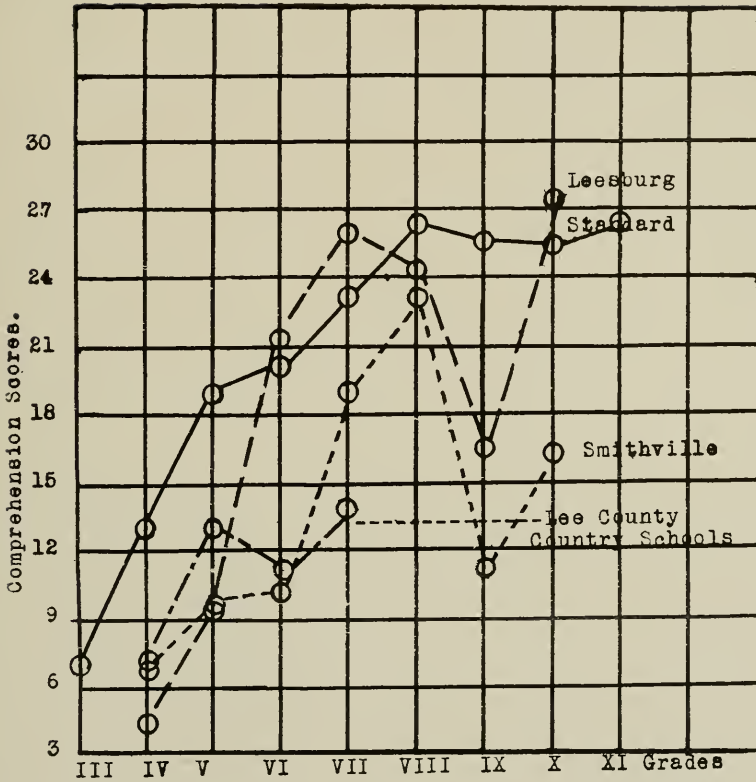


Chart showing Median Comprehension Scores of each grade of the Leesburg School, the Smithville School, and the Lee County Country Schools in comparison with the Standard Scores, using the Munroe Silent Reading Tests.

Solid line represents the Standard; long dash line represents the Leesburg School; short dash line represents the Smithville School; mixed dash line represents the Lee County Country Schools.

The score made by the country schools is very low. No grade spelled more than 28% of the words, or 14 words out of 50, correctly. The third grade standard is 56%. The spelling papers handed in by the pupils show that the low score is due not only to the fact that spelling is not well enough taught in the country schools, but to the fact that the children are not taught to write and that there is not enough attention given to written composition and dictation exercises.

SPELLING.

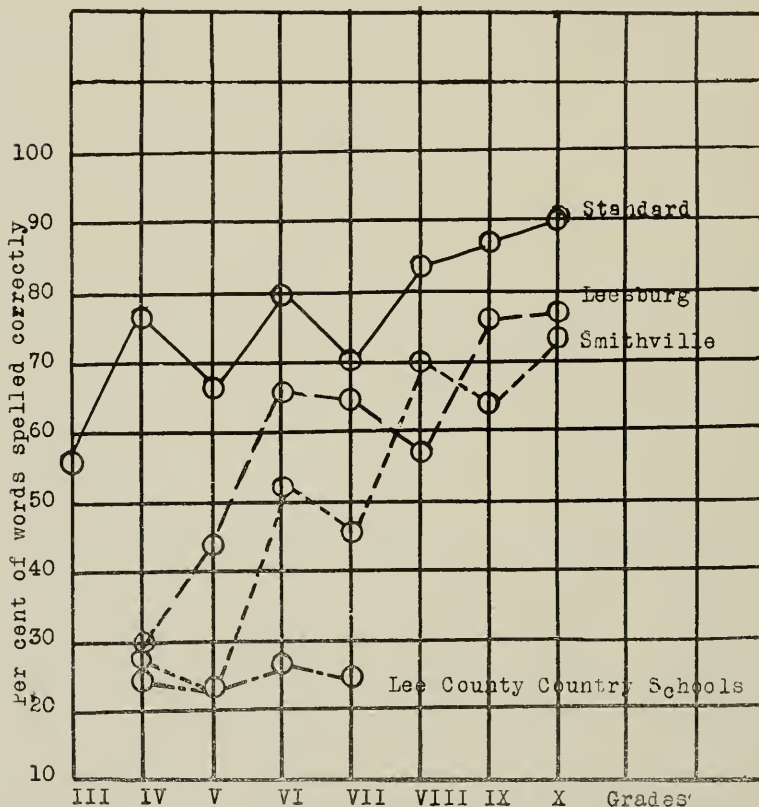


Chart showing the Median per cent of words spelled correctly by the pupils of the Leesburg, the Smithville, and the Lee County Country Schools in comparison with the Standard Scores, using Munroe's Timed Sentence Spelling Test-Form I, II, and III. (See accompanying table.)

Solid line represents the Standard; long dash line represents the Leesburg School; short dash line represents the Smithville School; mixed dash line represents the Lee County Country Schools.

SPELLING.

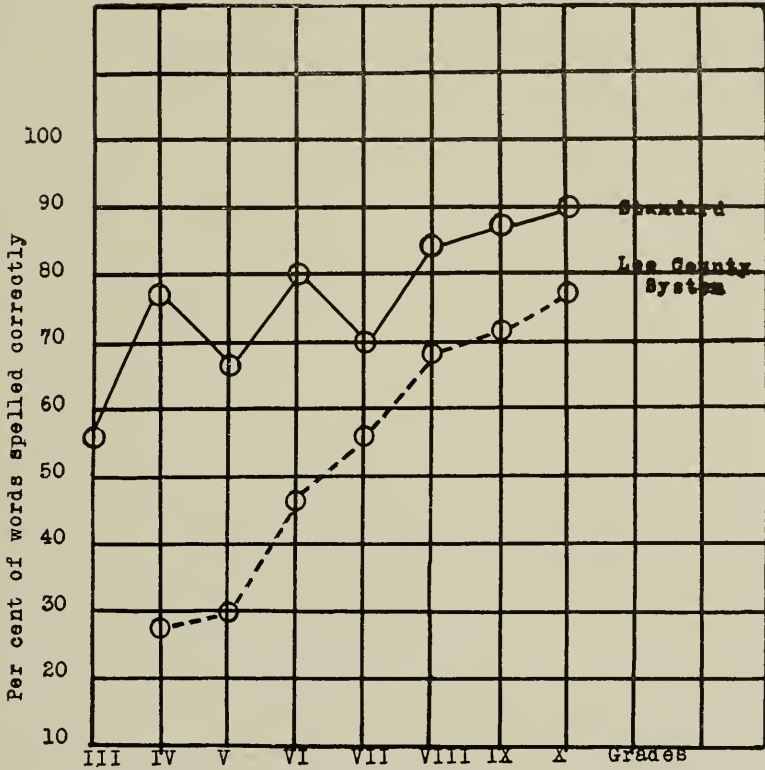


Chart showing the Median per cent of words spelled correctly by the pupils of the different grades in the Lee County School System in comparison with the Standard Scores, using Munroe's Timed Sentence Spelling Test-Form I, II, and III.

	Lee County	Standard
Grade III -----	56%	56%
Grade IV -----	28%	78%
Grade V -----	30%	66%
Grade VI -----	47%	80%
Grade VII -----	56%	70%
Grade VIII -----	69%	84%
Grade IX -----	71%	86%
Grade X -----	79%	90%

TABLE II.

Showing the per cent of words spelled correctly by the pupils of the Leesburg School, by the pupils of the Smithville School, and those of the Lee County Country Schools in comparison with the Standard Scores and the scores made by the pupils of several other schools in Georgia.

GRADES	III		IV		V		VI		VII		VIII		IX		X		
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	
Standard	---	56	78	66	80	70	84	86	90								
Leesburg	---	---	28	44	66	65	57	76	77								
Smithville	---	---	30	24	52	46	70	64	74								
Lee County Country Schools	---	---	26	24	28	26	---	---	---								
Decatur	---	---	68	52	74	66	---	---	---								
Pavo	---	---	53	54	75	84	---	---	---								
Manchester	---	26	63	46	70	56	72	80	85								

TABLE III.

Showing distribution of pupils' scores in spelling, Lee County System.

Grade	0 to 10		10 to 20		20 to 30		30 to 40		40 to 50		50 to 60		60 to 70		70 to 80		80 to 90		90 to 100		
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	
Grade IV	---	---	7	5	3	1	3	2	1	0											
Grade V	---	---	7	7	3	6	2	3	2	1	1										
Grade VI	---	---	3	5	4	4	5	3	2	4	3										
Grade VII	---	---	2	4	1	4	2	5	3	3	1										
Grade VIII	---	---	0	2	1	4	2	2	2	8	2	1									
Grade IX	---	---	0	3	0	1	4	3	5	6	2										
Grade X	---	---	2	2	0	0	2	2	6	2	4										

* 1 represents the number of pupils in the fourth grade who spelled from 0% to 10% of the words correctly; 7 represents the number of pupils in the fourth grade who spelled from 10% to 20% of the words correctly, and so on.

SILENT READING—RATE.

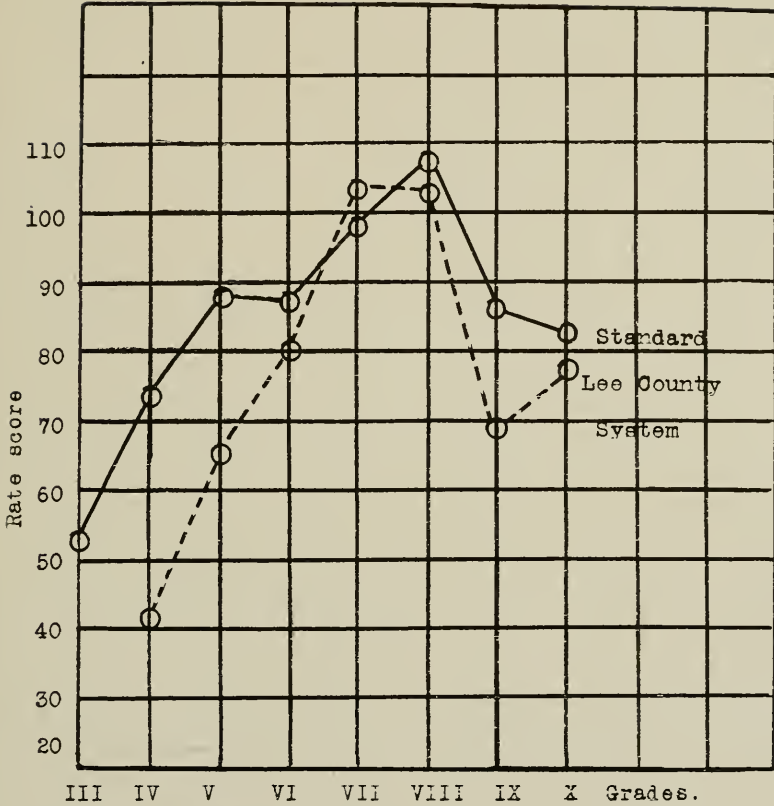


Chart showing Median Rate Scores of each grade of the Lee County System in comparison with the Standard Scores, using the Munroe Silent Reading Tests.

Solid line represents standard; broken line represents Lee County System.

SILENT READING—COMPREHENSION.

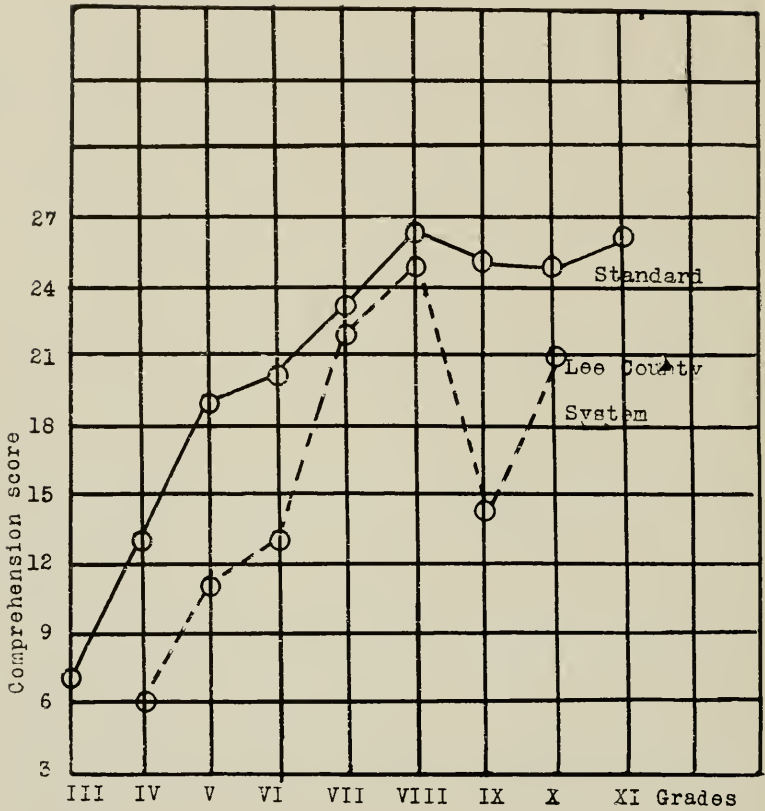


Chart showing Median Comprehension Scores of each grade of the Lee County System in comparison with the Standard Scores, using the Munroe Silent Reading Tests.

Solid line represents standard; broken line represents Lee County System.

TABLE II.

Showing the Rate and Comprehension Scores in Reading made by the Leesburg School, the Smithville School, and the Lee County Country Schools in comparison with the scores made by two other schools in Georgia.

	GRADES										
	III	IV	V	VI	VII	VIII	IX	X	XI		
Standard	52 7.2	73 13.0	89 19.0	88 20.0	99 23.0	106 26.4	87 25.0	81 25.0	88 26.4	Rate Comp.	
Leesburg	-- --	41 4.9	61 9.5	103 21.4	113 26.0	103 24.8	77 16.5	86 27.8	-- --	Rate Comp.	
Smithville	-- --	41 6.7	61 9.7	70 9.8	94 18.9	103 23.9	55 11.2	66 16.3	-- --	Rate Comp.	
Lee County Country Schs.	-- --	73 7.8	83 13.9	87 10.5	103 17.8	-- --	-- --	-- --	-- --	Rate Comp.	
Decatur	26 2.5	59 8.3	80 12.7	83 17.4	98 18.5	100 21.7	86 22.5	87 27.8	90 32.7	Rate Comp.	
Pavo	22 2.9	67 11.0	87 16.2	81 13.0	81 20.9	98 19.6	77 16.1	77 21.0	109 38.8	Rate Comp.	

SPELLING.

Dr. Munroe's Timed Sentence Spelling Test was given to the pupils of the fourth through the tenth grades, inclusive. The tests were given as a dictation exercise and the pupils did not know that they were to be marked for spelling.

In marking the papers only the fifty words in italics were considered. Other mistakes were not counted. The Standards with which the results are compared are Dr. Munroe's latest standards.

The results of the tests show that written spelling receives very little emphasis in the schools of Lee County. The fourth, fifth, and sixth grades in all of the schools are far below standard. (See accompanying graphs and tables.) The seventh and high school grades more nearly approach the standard. This is probably due to the fact that composition work has increased the pupil's ability to spell and not to the fact that written spelling receives more emphasis in these grades.

ARITHMETIC.

The Curtis Standard Research Tests, Series B, were used in measuring arithmetic abilities. The series consists of tests in Addition, Subtraction, Multiplication, and Division. Each test consists of twenty-four examples of the same form and difficulty arranged in columns. The time allowed for each test is: addition, eight minutes; subtraction, four minutes; multiplication, six minutes, and division, eight minutes. The papers are marked by a printed answer card and no credit is given for answers partly correct. A pupil's score is the number of examples attempted and the number right. This plan insures uniformity and accuracy.

The tests were given to all the pupils from the fourth to the eleventh grade. The scores of the grades above the eighth are not given either in the tables or in the graphs.

The results of the tests reveal some important facts: (1) The scores of the grades of all the schools are much below standard, except the score of the eighth grade of the Smithville School. The score of this grade is unusually good. (2) The scores of the country schools are uniformly lower than the scores of the larger schools. (3) All of the grades of the country schools made a very low score in multiplication and division, showing that these processes have not been well taught in the smaller schools. This is probably due to the fact that these schools change teachers so often and that each teacher instead of taking up the work where her predecessor left it starts at the beginning. (4) All of the schools are further from standard in rights than in attempts. This shows a lack of accuracy in arithmetic work.

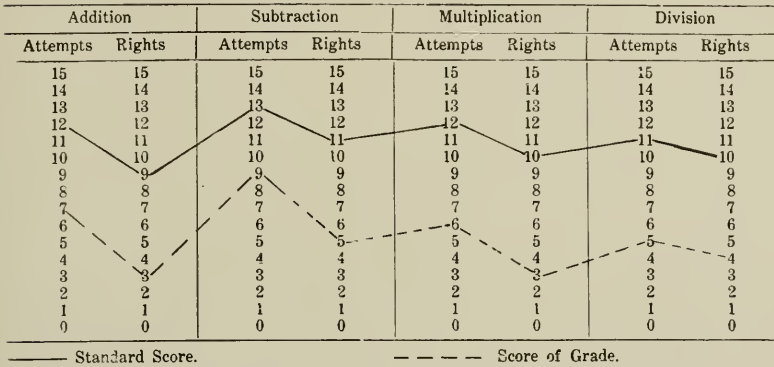
Addition, subtraction, multiplication and division are mechanical processes and should be so thoroughly taught that the pupils will recognize the results of the combinations instantly. This means that the pupils must form certain specific habits in the use of the various combinations. Much attentive practice in the use of the operations is necessary until the habits are firmly established. The drill work in the primary grades can be made interesting by introducing games.

For comparison of the results from the various schools see the accompanying graphs.

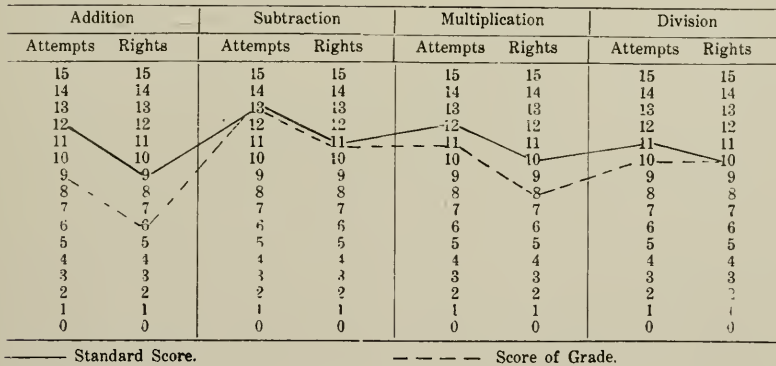
A series of Charts showing the Median Class Scores made by the grades of the Leesburg School, the Smithville School, and the Lee County Country Schools in comparison with the Standard Scores, using the Courtis Arithmetic Tests.

NOTE: Attempts represent the median number of examples the pupils tried to work; Rights represents the median number of examples they did correctly.

ARITHMETIC—LEESBURG SCHOOL. GRADE VIII.



ARITHMETIC—SMITHVILLE SCHOOL. GRADE VIII.



ARITHMETIC—LEE COUNTY COUNTRY SCHOOLS. GRADE VII.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

———— Standard Score. - - - - - Score of Grade.

ARITHMETIC—LEESBURG SCHOOL. GRADE VII.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

———— Standard Score. - - - - - Score of Grade.

ARITHMETIC—SMITHVILLE SCHOOL. GRADE VII.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

———— Standard Score. - - - - - Score of Grade.

ARITHMETIC—LEE COUNTY COUNTRY SCHOOLS. GRADE VI.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

— Standard Score. - - - - - Score of Grade.

ARITHMETIC—LEESBURG SCHOOL. GRADE VI.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

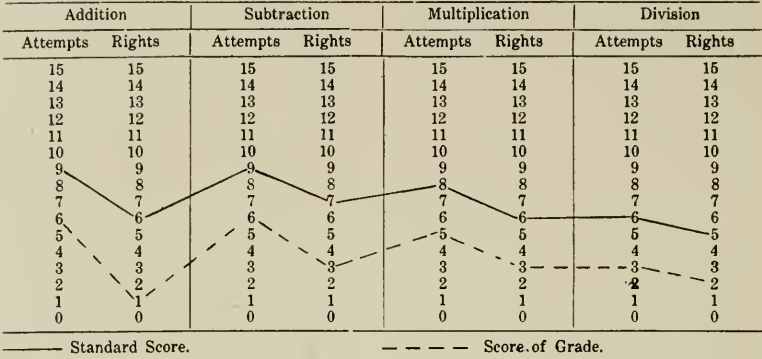
— Standard Score. - - - - - Score of Grade.

ARITHMETIC—SMITHVILLE SCHOOL. GRADE VI.

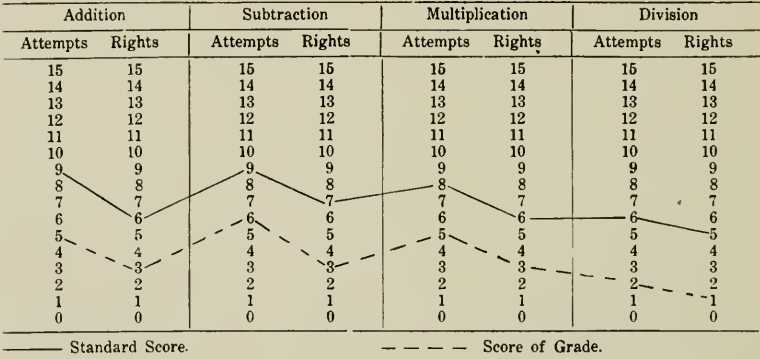
Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

— Standard Score. - - - - - Score of Grade.

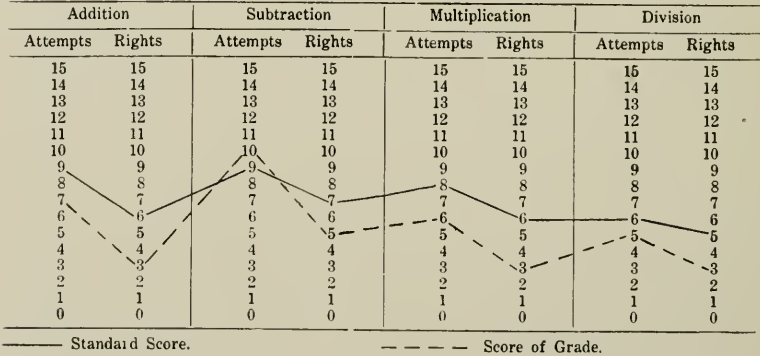
ARITHMETIC—LEE COUNTY COUNTRY SCHOOLS. GRADE V.



ARITHMETIC—LEESBURG SCHOOL. GRADE V.



ARITHMETIC—SMITHVILLE SCHOOL. GRADE V.



ARITHMETIC—LEE COUNTY COUNTRY SCHOOLS. GRADE IV.

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

—— Standard Score. - - - - - Score of Grade.

ARITHMETIC—LEESBURG SCHOOL GRADE IV.

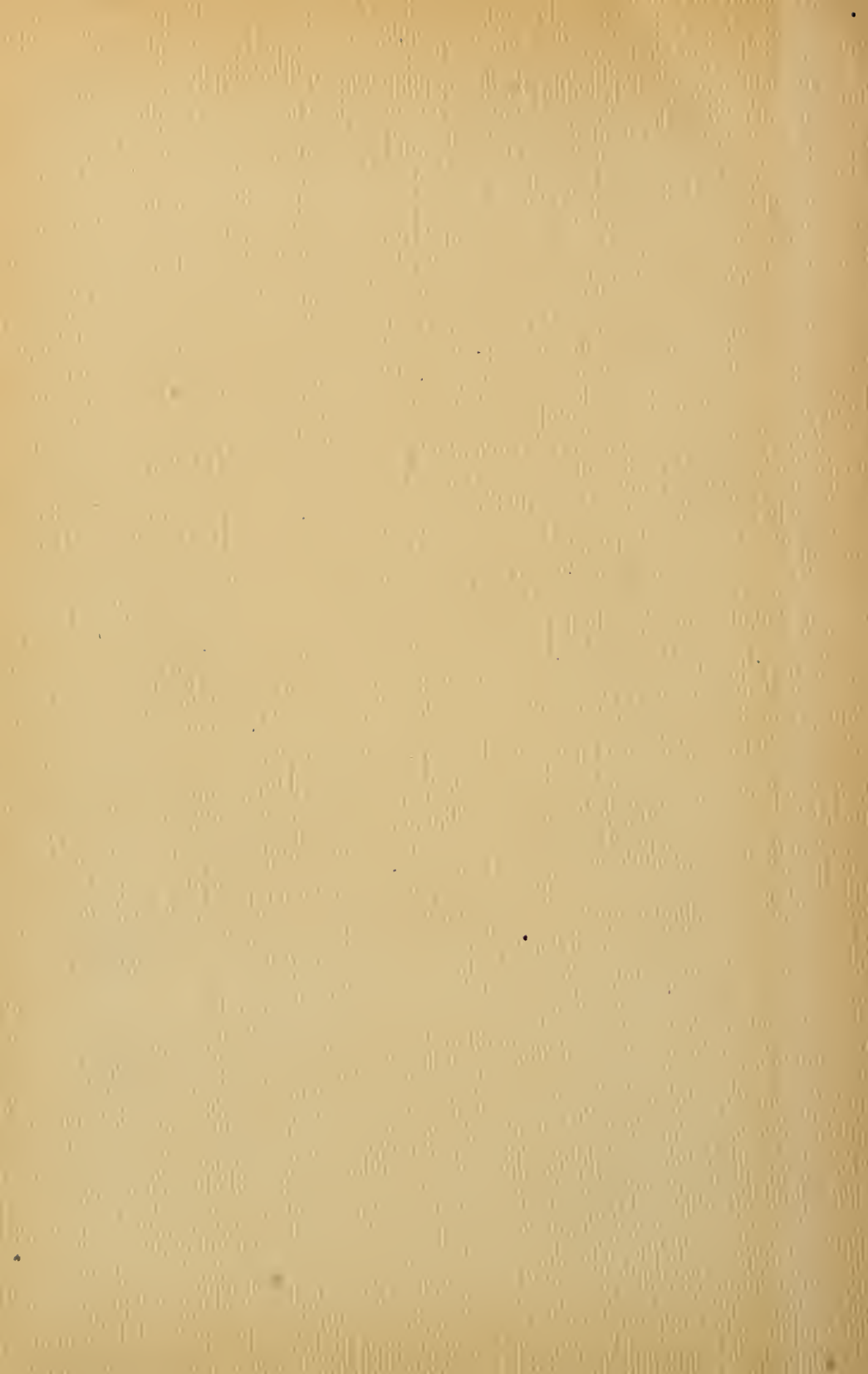
Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

—— Standard Score. - - - - - Score of Grade

ARITHMETIC—SMITHVILLE SCHOOL. GRADE IV

Addition		Subtraction		Multiplication		Division	
Attempts	Rights	Attempts	Rights	Attempts	Rights	Attempts	Rights
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0

—— Standard Score. - - - - - Score of Grade.



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