

2016-2017

SPECIALIZED HIGH SCHOOLS

Student Handbook

Fiorello H. LaGuardia High School
of Music & Art and Performing Arts

The Bronx High School of Science

The Brooklyn Latin School

Brooklyn Technical High School

High School for Mathematics,
Science and Engineering at the City
College of New York

High School of American Studies
at Lehman College

Queens High School for the
Sciences at York College

Staten Island Technical High School

Stuyvesant High School

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MESSAGE TO STUDENTS AND PARENTS/GUARDIANS ABOUT SPECIALIZED HIGH SCHOOLS ADMISSIONS

This 2016-2017 Specialized High Schools Student Handbook contains useful information, including:

- Specialized High School admission procedures
- Registration for the Specialized High Schools Admissions Test (SHSAT) and Fiorello H. LaGuardia High School of Music & Art and Performing Arts (LaGuardia High School) auditions
- Confirming testing accommodations for SHSAT and LaGuardia High School auditions
- Calendar of important dates
- Sample SHSAT tests with test-taking tips

There are nine Specialized High Schools in New York City. They are:

ADMISSIONS DETERMINED BY AUDITION(S)	FIORIELLO H. LAGUARDIA HIGH SCHOOL OF MUSIC & ART AND PERFORMING ARTS	
	Dance	Drama
	Instrumental Music	Technical Theater
	Fine Arts	Vocal Music
ADMISSIONS DETERMINED BY SHSAT	THE BRONX HIGH SCHOOL OF SCIENCE	
	THE BROOKLYN LATIN SCHOOL	
	BROOKLYN TECHNICAL HIGH SCHOOL	
	HIGH SCHOOL FOR MATHEMATICS, SCIENCE AND ENGINEERING AT THE CITY COLLEGE OF NEW YORK	
	HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE	
	QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE	
	STATEN ISLAND TECHNICAL HIGH SCHOOL	
	STUYVESANT HIGH SCHOOL	

These schools were established under New York State Law 2590 – Section G. Entrance into these schools is determined by the SHSAT, except for LaGuardia High School, which is based on a competitive audition and review of academic records. Students must be residents of New York City and current eighth grade or first-time ninth grade students in order to apply, register, sit for, and receive results for the Specialized High Schools Admissions Test (SHSAT) and LaGuardia High School audition(s).

For updates concerning Specialized High School admissions, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High/specialized>.

The Specialized High Schools Student Handbook is a project of the New York City Department of Education.

THE BRONX HIGH SCHOOL OF SCIENCE

75 West 205th Street, Bronx, New York 10468

Phone: (718) 817-7700 ■ Website: www.bxscience.edu

Email: golanc@bxscience.edu

Overview: The Bronx High School of Science educates an academically gifted community of learners through a rigorous Science, Technology, Engineering and Mathematics (STEM) curriculum. All academic disciplines are taught through the lens of inquiry to emphasize critical thinking and problem solving. The school cultivates a diverse community of lifelong learners who discover their passions through a collaborative and supportive network of students, educators and alumni. Utilizing a balance of theoretical and applied learning, students explore complex problems and have access to a rich offering of resources to develop solutions. Drawing upon a long tradition of academic success, the Bronx High School of Science prepares students to flourish in the best colleges and universities. The school creates the leaders and visionaries of the future. Included among the school's alumni are eight Nobel Prize winners and six Pulitzer Prize winners.

Academic program: The Bronx High School of Science offers 30 Advanced Placement (AP) courses and many post-AP courses (second-year college courses). The school offers seven foreign languages, numerous electives in biology, chemistry, physics, mathematics, technology, the humanities, music and a three-year independent research course in STEM or social science. Students may also select sequences in computer science and engineering that emphasize hands-on applications of scientific principles. The school's website provides full course descriptions.

Extracurricular activities: Extracurricular activities include over 70 after-school clubs, 43 athletic teams, an internationally acclaimed speech and debate team, mock trial team, two robotics teams, two theatrical productions, S!NG, a newspaper and yearbook, and scholarly journals.

2016 Admissions: 19,456 students listed Bronx Science as a choice on the SHSAT, and 962 offers were made.

THE BROOKLYN LATIN SCHOOL

223 Graham Avenue, Brooklyn, New York 11206

Phone: (718) 366-0154 ■ Website: www.brooklynlatin.org

Email: parents@brooklynlatin.org

Overview: Modeled after the prestigious Boston Latin school and founded in 2006, The Brooklyn Latin School (TBLS) provides a liberal arts curriculum, with an emphasis on the Classics and Latin language instruction. Early instruction emphasizes the acquisition of core knowledge of the key

academic disciplines that students use as a foundation for deeper exploration in the upper grades. Widely regarded around the world as the most rigorous and comprehensive course of study at the high school level, the International Baccalaureate (IB) Programme is integral to the TBLS curriculum. In all classes, students experience a strong and consistent emphasis on structured writing and public speaking, as well as numerous opportunities for analytical thinking, which prepares them for the challenges of college work.

Academic program: All students are required to complete four years of study in Latin, history, mathematics, English, and science, at least two years of a world language, and one year of art history. Many of our classes feature public speaking exercises such as Declamation and Socratic Seminars, as well as oral presentations of scientific labs and mathematical problem sets. In addition, many of our classes feature writing exercises such as science lab reports, Spanish portfolios and essays, math modelling papers and Latin sight translations. The IB Programme's emphasis on student-led inquiry, global perspectives, international mindedness, and personal integrity conform perfectly with the ideals on which the school was founded. In addition to rigorous class work, IB stresses independent thinking and community engagement. In order to earn the IB Diploma, students are expected to complete an independent research project that culminates in a 4,000-word essay paper on a subject of choice, a task which correlates closely to college-level research writing. They are required to take a two year epistemology course called Theory of Knowledge (TOK) that challenges students to consider the ways knowledge is constructed, and which culminates in a final research paper and presentation. In addition, students are required to engage in activities involving creativity, service and reflection over an 18-month period. Creativity, action, and service (CAS) may include volunteering or engaging meaningfully with the TBLS community and the larger community. These requirements of the IB Diploma help our students become well-rounded citizens of the world.

Extracurricular activities: To provide enrichment for students outside of the classroom, and to facilitate the completion of their CAS requirements, TBLS currently supports over 40 extracurricular activities, including athletic teams such as coed cross country, badminton and soccer, boys and girls basketball, boys wrestling, and girls volleyball clubs; fine and performing arts offerings like studio art, photography, literary magazine, dance, and a cappella; and various other groups such as the school newspaper, STOKED, Math Club, Science Olympiad, Model United Nations, and many more.

2016 Admissions: 16,962 students listed The Brooklyn Latin School as a choice on the SHSAT, and 409 offers were made.

BROOKLYN TECHNICAL HIGH SCHOOL

29 Fort Greene Place, Brooklyn, New York 11217

Phone: (718) 804-6400 ■ Website: www.bths.edu

Email: info@bths.edu

Overview: Brooklyn Technical High School (Brooklyn Tech) is the nation's largest public high school. Housed in a state-of-the-art physical plant reborn for the 21st century, the school is a national model for excellence and a stimulating environment that fosters transformational education and personal growth. With modern technology at its core and labs and classrooms on par with university and industry standards, Brooklyn Tech serves as a vibrant intellectual arena for faculty and students to explore and embrace the ideas, technology and instructional methods that will shape the future.

Academic program: In the 9th and 10th grades, all students take an academic core which includes college credit-bearing courses in Design & Fabrication and Digital Electronics. In the 11th and 12th grades, Brooklyn Tech students choose one of the following major areas of concentration: Aerospace, Architecture, Biological Sciences, Chemistry, Civil Engineering, College Prep, Economics & Finance, Electrical Engineering, Environmental Science, Gateway to Medicine, Industrial Design, Law & Society, Applied Mathematics, Mechatronics & Robotics, Media & Digital Animation, Physics, Social Science Research, or Software Engineering. In addition, the school offers unique electives in performance-based music, competitive mathematics, and research opportunities.

Extracurricular activities: Brooklyn Tech's unparalleled learning environment is enriched with 43 PSAL teams and more than 120 activities and clubs. Partners in industry and higher education, as well as an active alumni community help sustain the level of excellence through classroom enrichment, mentoring, internships and more.

2016 Admissions: 23,169 students listed Brooklyn Tech as a choice on the SHSAT, and 1,939 offers were made.

HIGH SCHOOL FOR MATHEMATICS, SCIENCE AND ENGINEERING AT THE CITY COLLEGE OF NEW YORK

240 Convent Avenue, New York, New York 10031

Phone: (212) 281-6490 ■ Website: www.hsmse.org

Email: info@hsmse.org

Overview: Founded in September 2002, The High School for Mathematics, Science and Engineering (HSMSE) at The City College of New York (CCNY) provides a unique and unparalleled collaborative educational experience. The school's mission is to

encourage students to develop the habits of inquiry, written and verbal expression, and critical thinking. HSMSE enrolls approximately 450 students, drawn from all five boroughs, making it one of the most ethnically diverse schools in New York City. The academically rigorous learning environment focuses on mathematics, science, and engineering, while emphasizing civic responsibility and the value of acquiring knowledge for its own intrinsic reward. HSMSE faculty work together regularly to plan lessons, develop curricula, and share best practices. Their deep professional and personal experiences enrich the learning community; many faculty members have earned doctorates, and all have advanced degrees. Many have distinguished themselves in business, engineering, and other fields prior to becoming teachers.

HSMSE has staff who conduct individual and group counseling sessions regularly, and coordinate the Big Sib / Little Sib Program that connect upperclassmen to serve as peer mentors to underclassmen. Through a partnership with The New York Foundling, HSMSE has a Health and Wellness Center with a full-time mental health clinician. HSMSE sponsors workshops that have an overall theme and industry partners, who provide different speakers from different departments to offer a comprehensive perspective of a particular job or company. Students who participate can apply for summer research, apprenticeship, and/or employment opportunities in the partnering company.

Academic program: HSMSE faculty plan lessons that include student discussion and cooperative learning to develop and improve problem-solving skills. All students take four years of math and science courses. Core classes meet every other day for 90 minutes, allowing time to engage in hands-on activities and in-depth discussions. Students attend a 45-minute elective enrichment course daily; course options include: Gastronomy, Astronomy, Microsoft Office User Certification, Art, Poetry Writing, Jazz Band, and Classical Guitar. There are three major concentrations that students select from in the spring of their sophomore year: Mathematics, Mount Sinai Medical Biomedical Research Program, or Engineering. HSMSE has the largest German Language program in New York State. College credit courses are offered in multiple ways: Advanced Placement courses are offered to all, and CUNY courses are offered to eligible students through the CCNY partnership and the City University of New York (CUNY) College Now program.

Extracurricular activities: CCNY's Baskerville Hall faces the college quad, giving students green space in which to eat lunch, socialize, and relax on sunny days. Students may participate in a wide variety of extracurricular activities and PSAL sports after school, including Junior Statesmen of America, Moot Court, Mock Trial, Model United Nations, and the Key Club International. Additionally, HSMSE offers ping-pong, volleyball, dance, cheerleading, and Strategy Games clubs. HSMSE students

compete in national competitions, sponsored by the Goethe Institute and American Association of Teachers of German, for study abroad opportunities to Germany. Every year, at least one HSMSE student competes successfully enough to earn two weeks free travel to Germany. During the school year, HSMSE sponsors trips to colleges such as Boston College, Massachusetts Institute of Technology, Princeton, Brown and University of Michigan.

2016 Admissions: 19,308 students listed HSMSE at CCNY as a choice on the SHSAT, and 184 offers were made.

HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE

2925 Goulden Avenue, Bronx, New York 10468

Phone: (718) 329-2144 ■ **Website:** www.hsas-lehman.org

Email: atrebofiore@schools.nyc.gov

Overview: The High School of American Studies at Lehman College (HSAS) emphasizes the study of American History and offers students a well-rounded academic program that aims to prepare students for admission to highly competitive colleges and for a range of careers in politics, law, journalism, business, science, mathematics and the arts. In all endeavors, HSAS seeks to encourage in students a love for learning and an inquisitive spirit.

Academic program: All students engage in a three-year chronological study of American History. Our aim is to make history come alive through the use of primary source documents, films, biographies, literature, and creative teaching techniques. Supported by the Gilder-Lehrman Institute, students gain first-hand knowledge of the key events in American history through trips to sites and cities of historic importance and through participation in special seminars with guest speakers. We also offer honors-level, Advanced Placement, and elective courses in mathematics, science, constitutional and criminal law, literature, film, foreign languages, history, and the arts. A special component of our program focuses on the development of college-level research skills and methodologies, and students are therefore supported by school and college faculty in the process of pursuing individualized research projects. Through our collaboration with Lehman College, students have access to its campus library and athletic facilities, and take credit-bearing college classes and seminars in their junior and senior years.

Extracurricular activities: After school, students may participate in a wide variety of clubs, join one of the school's many athletic teams, and take part in competitive activities, such as moot court, mock trial, debate, and Model UN.

2016 Admissions: 17,061 students listed HSAS at Lehman College as a choice on the SHSAT, and 159 offers were made.

QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE

94-50 159th Street, Jamaica, New York 11433

Phone: (718) 657-3181 ■ **Website:** www.qhss.org

Email: lgibson4@qhss.org

Overview: Queens High School for the Sciences at York College is dedicated to providing a rigorous curriculum in collaboration with York College that emphasizes the sciences and mathematics. The school philosophy is students are more successful when nurtured in a small learning community. The school mission is to develop a community of diligent learners and independent thinkers who are inspired to attain academic excellence and prepare them for the competitive environment and challenges of higher education.

Academic program: In line with offering small-sized classes for standard high school courses (such as English, Social Studies, Science, and Mathematics), the school offers a wide range of elective courses in all academic subjects, as well as art, music and language. Advanced Placement courses, including Biology, Calculus AB, Calculus BC, Chemistry, Chinese, English Language and Composition, Environmental Science, Physics 1, Spanish, U.S. History, and World History, are available to those who qualify. Students also have the opportunity to enroll in City University of New York (CUNY) College Now courses, such as Biology, Sociology, Health Services, Nutrition and Health, Pre-Calculus, and Psychology. Course offerings vary from year to year. Besides offering nurturing, small classes, students are further supported with tutoring by teachers and honors students. Guidance counselors support and assist students in all areas of concern, especially the selection of and application to colleges.

Extracurricular activities: Since the school is located on the campus of York College, students enjoy state-of-the-art facilities such as the College's library, gymnasium, pool, theater, and cafeteria/food court throughout their high school career. A variety of clubs (determined by student suggestion and staff capacity) are available to all students, including Model UN, Amnesty International, chess, Sigma sorority, philosophy, basketball, Key club and many others. Boys and Girls Swimming, Girls Bowling, and Coed Tennis and Handball comprise the school's athletic teams.

2016 Admissions: 16,592 students listed Queens High School for the Sciences at York College as a choice on the SHSAT, and 157 offers were made.

STATEN ISLAND TECHNICAL HIGH SCHOOL

485 Clawson Street, Staten Island, New York 10306

Phone: (718) 667-3222 ■ Website: www.siths.org

Email: BMalenfant@schools.nyc.gov

Overview: Staten Island Technical High School's college preparatory curriculum provides a robust liberal arts curriculum that includes courses in Science, Technology, Engineering, Arts and Mathematics (STEAM), and a cutting edge Career and Technical Education (CTE) program. All 9th grade students receive a computer to use in school and take home for four years via a 1:1 Digital Education Initiative. Over 60% of the faculty members teach Advanced Placement (AP) and other college level courses.

Academic program: Students advance beyond the core curriculum by taking four years of mathematics and a wide array of STEM and AP courses in all subject areas, along with the option of participating in the Science & Engineering Research Program, in which students compete in the NYC Science and Engineering Fair, Intel Science Talent Search, Google and Quality of Life competitions. All ninth grade students take an Intensive Writing course and English and Language Arts College Board Common Core-aligned Springboard curriculum, which prepares all students for AP Language and AP Literature and Composition curricula. All students graduate with at least two or three AP Social Studies courses and take three years of Russian language. There is an optional fourth-year of a second language offered in Mandarin, Latin, German, French, Italian or Spanish via a blended learning program.

The CTE program features Pre-Engineering, AutoCAD, Digital-Analog Electronics, TV Studio Engineering, and Computer Science courses as well as an extensive Work Based Learning (WBL) College and Career Exploration sequence featuring career talks, job shadowing, career and college fairs, as well as internships. All students participate in the CTE program.

Partnerships with CUNY College Now, SUNY University in the High School, St. John's University College Advantage and the College of St. Rose provide students with the opportunity to earn and graduate with 15 to 60 college credits.

Extracurricular activities: The extracurricular program features over 100 afterschool clubs and activities (e.g., robotics, debate, Science/ Russian Olympiad) and 44 PSAL teams. The Student Organization, National Honor Society and Junior Statesmen of America serve as the pipeline for our student leaders, while students interested in the arts can participate in nine different bands, including jazz, marching band and ensembles, as well as theatrical productions.

2016 Admissions: 15,490 students listed Staten Island Technical High School as a choice on the SHSAT, and 346 offers were made.

STUYVESANT HIGH SCHOOL

345 Chambers Street, New York, New York 10282-1099

Phone: (212) 312-4800 ■ Website: www.stuy.edu

Email: 02M475@schools.nyc.gov

Overview: Stuyvesant High School's mission is to provide students with a rigorous curriculum that nurtures and rewards their intellectual curiosity. Although Stuyvesant is historically recognized for its strengths in math, science and technology instruction, the school also has a dynamic and diverse Humanities program, as well as unique educational opportunities outside the classroom.

Academic program: The school's enriched curriculum includes required courses for graduation and also affords its students the opportunity to take many advanced courses and electives in various subjects. These course selections include Research, Multivariate Calculus, Organic Chemistry, Existentialism, and Wall Street, in addition to a wide array of Advanced Placement courses.

Extracurricular activities: The school is proud of its 45 PSAL sports teams and extensive extracurricular activities such as Robotics, Math Team, Speech and Debate, Science Olympiad, chess, Model UN, and Junior State of America. There are a number of major publications, over 100 student-run clubs, and an active student government. Students interested in music may participate in symphonic band, symphony orchestra, jazz band, and a number of choral groups.

2016 Admissions: 22,476 students listed Stuyvesant High School as a choice on the SHSAT, and 950 offers were made.

FIGLIORIO H. LAGUARDIA HIGH SCHOOL OF MUSIC & ART AND PERFORMING ARTS

100 Amsterdam Avenue, New York, New York 10023

Phone: (212) 496-0700 ■ Website: www.laguardiabs.org

Email: admissions@laguardiabs.org

The Figliorio H. LaGuardia High School of Music & Art and Performing Arts enjoys an international reputation as the first and foremost high school committed to nurturing students dedicated to the arts. LaGuardia High School's dual mission provides a uniquely balanced educational experience that includes both demanding conservatory-style training and a rigorous, comprehensive academic program.

Studio Programs: Students in the **Dance** program study ballet and modern dance; supplementary courses include dance history, choreography, theater dance (tap and jazz), career management, and professional skills. Students in the **Drama** program focus on theater preparation through courses in acting, voice and diction, physical techniques, theater history, and script analysis. In the **Fine Arts** program, students receive

two years training in traditional skills and disciplines, which include drawing, painting in water-based media, graphic design, and painting in oils and acrylics. After taking the core art courses, students round out their arts education with advanced courses in the subjects listed above and with other elective offerings, such as architecture, art history, ceramics, computer graphics, mural painting, photography, print making, and sculpture. Students in the **Technical Theater** program receive practical training in scenic carpentry, lighting technology, costume construction, sound properties, stage management, technical drawing, and design. Technical Theater students participate in both the production and the performance aspects for the various LaGuardia High School events. Students in the **Instrumental Music** and **Vocal Music** programs study sight singing, music theory, and music history. The Instrumental Music Studio performing groups include four symphony orchestras, two concert bands, two jazz bands, and three musical pit orchestras. Students also have the opportunity to compose, conduct and perform original repertoire.

The Vocal Music Studio performing groups include Elementary, Mixed, Girls, Women's, and Senior Choruses; Gospel Choir; Show Choir; and an opera production. In voice classes, students receive training in Italian, German, and French vocal literature. Music elective courses include chamber music, guitar, music technology, and songwriting.

Each studio requires a substantial time commitment after school, including rehearsals and performances, as well as the practical application of technical theater and gallery management techniques. Longer school days are expected during performance times, and students are required to be present and participate in program-related, after-school performances and activities.

Auditions will be held at the school. Student must register for auditions with their guidance counselors. See pages 12-13 for LaGuardia High School audition information.

Academic Program: LaGuardia High School students exceed the NYC Department of Education's College and Career Readiness Benchmarks. These benchmarks, as outlined by the DOE "define the qualities and achievements that students need to complete in order to be ready to enroll, persist, and success in college, postsecondary training opportunities, and gain entry into meaningful careers." The school's rigorous academic program includes required courses for graduation, CUNY College Credit Bearing Courses, as well as over 20 Advanced Placement (AP) courses in the following subjects: English Language, English Literature, Language and Culture in Italian, French and Spanish, Calculus, Statistics, Biology, Chemistry, Environmental Science, Physics, Psychology, Government & Politics, US History, Human Geography, World History,

Art History, Studio Art, and Music Theory. Students complete this course load in addition to their studio majors.

Extracurricular activities: Students actively engage in 21 PSAL sports teams and an extensive array of extracurricular activities such as Math Team, Speech and Debate, Science Olympiad, Chess, Model United Nations, ARCHON and ARISTA Honor Societies. Students participate in over 50 student-run clubs, and an active student government.

2016 Admissions: 1,148 students received one or more offers to the programs at LaGuardia High School from a pool of 12,826 students.

SPECIALIZED HIGH SCHOOLS ADMISSIONS TEST SHSAT DATES AND LOCATIONS

SECTION

2

All eligible current 8th and first-time 9th grade students in public, private, and parochial schools applying to one or more of New York City's Specialized High Schools (with the exception of LaGuardia High School) must take the SHSAT. Approximately 28,500 students took the SHSAT for September 2016 admission.

Students interested in taking the SHSAT should speak with their guidance counselor during the Request for Testing (RFT) period.

Students will be issued a Test Ticket, which will indicate the date, time, and location assigned to the student for testing.

Students must test on the date and at the location assigned. Testing locations are specified on page 11, and students are assigned to a test site based on the geographic district in which the student's school is located. Conflicts should be reported to the student's guidance counselor prior to the test date.

September 8 – October 13, 2016

RFT Period

Students register for the SHSAT and LaGuardia High School audition(s) with guidance counselors.

October 19, 2016

Test Tickets available for distribution

TEST DATES (For locations, see page 11)

<ul style="list-style-type: none"> ■ All current 8th grade students 	<p>Saturday, October 22, 2016 Sunday, October 23, 2016</p>
<ul style="list-style-type: none"> ■ All current 9th grade students ■ 8th and 9th grade students who are English Language Learners or students with disabilities who have Individualized Education Programs (IEPs) or 504 Plans.* ■ Make-up test requests 	<p>Sunday, October 30, 2016 Saturday, November 5, 2016</p>
<ul style="list-style-type: none"> ■ Students new to New York City (Records must show that student arrived in NYC after the November test.) 	<p>End of summer 2017</p>

ALTERNATE TEST DATE

- Students must notify their guidance counselors within the RFT period if they require a test date that does not conflict with a Saturday or Sunday religious observance. If a student's Test Ticket does not indicate an appropriate date, the student should speak to his/her guidance counselor so that the ticket can be modified.
- If a student is ill and unable to take the test on a scheduled date, the student must immediately notify their guidance counselor upon return to school, present medical documentation, and request that the guidance counselor provide a make-up testing date.
- Documentation is required to confirm a valid make-up request. Guidance counselors must submit requests with required documentation by October 26 for the October 30 test and by November 1 for the November 5 test.

*More information about eligible English Language Learners and former English Language Learners is on page 15.

SHSAT DATES AND LOCATIONS *continued...*

TEST LOCATIONS		
Grade 8 and 9 students attending schools in:	TESTING SITE	ADDRESS
Manhattan	Stuyvesant High School	345 Chambers Street, New York, NY 10282 Tel: (212) 312-4800 Subways: 1, 2, 3, A, C, E to Chambers Street; R to City Hall Buses: M20, M22, M5, M9, X1, X10
Bronx	The Bronx High School of Science	75 West 205 Street, Bronx, NY 10468 Tel: (718) 817-7700 Subways: 4, to Bedford Park Boulevard-Lehman College; B, D to Bedford Park Boulevard Buses: Bx1, Bx10, Bx2, Bx22, Bx26, Bx28, Bx3
Brooklyn Districts 13, 14, 15, 16, 17, 20, 32	Brooklyn Technical High School	29 Fort Greene Place, Brooklyn, NY 11217 Tel: (718) 804-6400 Subways: 2, 3, 4, 5 to Nevins Street, A to Hoyt & Schermerhorn; B, Q, R to DeKalb Avenue; C to Lafayette Avenue; D, N to Atlantic Avenue-Barclays Center; G to Fulton Street Buses: B103, B25, B37, B38, B41, B45, B52, B54, B62, B63, B65, B69
Brooklyn Districts 18, 21, 22, 23	James Madison High School	3787 Bedford Avenue, Brooklyn, NY 11229 Tel: (718) 758-7200 Subways: B, Q to Kings Highway Buses: B100, B2, B31, B44, B49, B7, B82, BM3, BM4
Brooklyn District 19 Queens Districts 27, 28, 29	Hillcrest High School	160-05 Highland Avenue, Jamaica, NY 11432 Tel: (718) 658-5407 Subway: E, J, Z to Jamaica Center-Parsons/Archer; F to Parsons Boulevard Buses: Q1, Q110, Q111, Q112, Q114, Q17, Q2, Q20A, Q20B, Q24, Q3, Q31, Q34, Q36, Q40, Q41, Q43, Q56, Q6, Q65, Q76, Q77, Q8, Q83, Q9, X68
Queens Districts 24, 25, 26, 30	Long Island City High School	14-30 Broadway, Long Island City, NY 11106 Tel: (718) 545-7095 Subways: N, Q to Broadway Buses: Q100, Q102, Q103, Q104, Q18, Q66, Q69
Staten Island	Staten Island Technical High School	485 Clawson Street, Staten Island, NY 10306 Tel: (718) 667-3222 Subways: Staten Island Railway (SIR) to New Dorp Buses: S57, S74, S76, S78, S79-SBS

Note: Not every site will be available on November 5. Please check your Test Ticket for precise testing location.

TEST RESULTS

Please note that the SHSAT is not a requirement for admission to LaGuardia High School. For all other Specialized High Schools, offers are made to students based upon their SHSAT scores, how they ranked the Specialized High Schools on the SHSAT answer sheet, and seat availability. SHSAT scores are available in March 2017 with High School Admissions Round One results. To determine offers to a Specialized High School:

- All scores of the students who took the test are ranked from highest score to lowest score.
- The student with the highest score is placed in their first choice (highest prioritized school).
- Starting from the highest score on down, each student, in turn, is placed in that student's highest prioritized school in which seats are still available. Therefore, if all the seats in a student's first-choice school have been offered to students who scored higher, the student is placed in their second-choice school if seats are available. If all the seats in the student's second-choice school have been offered to students who scored higher, the student is offered a seat in their third-choice school if there are still seats available, and so on. This process continues until there are no seats available in any of the eight Specialized High Schools where admission is based on the SHSAT.

From year to year, the number of offers and projected seats for each Specialized High School may be subject to an increase or decrease based on school enrollment.

FIORIELLO H. LAGUARDIA HIGH SCHOOL OF MUSIC & ART AND PERFORMING ARTS AUDITIONS

SECTION

3

September 8 – October 13, 2016

Register for LaGuardia High School audition(s) with your guidance counselor.

October 19, 2016

Audition Tickets available for distribution

2016-2017 AUDITION DATES

All auditions are held at LaGuardia High School. Dates are scheduled according to the borough in which your school is located, not your current home address, and by the first letter of your last name.

BOROUGH	LAST NAME	AUDITION GROUP	DATE	START TIME
Bronx	A-L	Students auditioning for Dance	Saturday, November 05, 2016	8:00 AM
Bronx	M-Z	Students auditioning for Dance	Sunday, November 06, 2016	8:00 AM
Bronx	A-Z	Students auditioning for a single or multiple studios except Dance	Saturday, December 03, 2016	8:00 AM
Brooklyn	A-Z	Students auditioning for two or more studios or Technical Theater	Saturday, October 29, 2016	8:00 AM
Brooklyn	A-L	Students auditioning for a single studio except Technical Theater	Sunday, October 30, 2016	8:00 AM
Brooklyn	M-Z	Students auditioning for a single studio except Technical Theater	Sunday, October 30, 2016	11:30 AM
Manhattan	A-Z	Students auditioning for two or more studios or Technical Theater	Saturday, November 05, 2016	8:00 AM
Manhattan	A-L	Students auditioning for a single studio except Technical Theater	Sunday, November 06, 2016	8:00 AM
Manhattan	M-Z	Students auditioning for a single studio except Technical Theater	Sunday, November 06, 2016	11:30 AM
Queens/ Staten Island	A-Z	Students auditioning for two or more studios or Technical Theater	Saturday, November 19, 2016	8:00 AM
Queens/ Staten Island	A-K	Students auditioning for a single studio or Technical Theater	Sunday, November 20, 2016	8:00 AM
Queens/ Staten Island	L-Z	Students auditioning for a single studio or Technical Theater	Sunday, November 20, 2016	11:30 AM

AUDITION EXCEPTIONS

If a student's audition date conflicts with a religious observance, the student may audition on either the Saturday or Sunday of the student's school's scheduled weekend.

If a student's scheduled SHSAT date/time conflicts with their scheduled LaGuardia High School audition, the student must contact LaGuardia High School directly via phone or email to schedule a different audition date.

LaGuardia High School may require a doctor's note for students who need to reschedule due to illness/injury.

AUDITIONS FOR STUDENTS NEW TO NEW YORK CITY

End of summer 2017 (official records must indicate that the student became a New York City resident after November 1, 2016).

ADMISSIONS PROCESS

■ Admission to LaGuardia High School is based on a competitive audition and review of a student's academic record to ensure success in the school's demanding studio work and challenging academic program.

■ To audition for one or more of the studios at LaGuardia High School, a student must inform their guidance counselor of their intention to audition and indicate for which studio(s) they wish to audition. The guidance counselor will provide the student with a receipt to reflect the request during the RFT period, and an Audition Ticket prior to the audition date.

■ Successful candidates are expected to exhibit an intermediate to advanced level of proficiency in their art forms. Students are evaluated based on their preparation for the audition, level of

FIORIELLO H. LAGUARDIA HIGH SCHOOL OF MUSIC & ART AND PERFORMING ARTS AUDITIONS *continued...*

commitment to their art form, technical proficiency, and artistic expression. Most students receiving an offer for one or more of the studios typically score between 80-100 points on the studio rubric in addition to having a satisfactory academic record.

■ All applicants must bring their Audition Ticket to each audition for entrance. Printed receipts from the RFT process are not acceptable. For students who attend a non-public school (private or parochial), one copy of the previous academic year's report card and/or transcript is required for each studio audition for which the student is registered. For example, if the student is auditioning for two studios, then the student must provide two copies of the Audition Ticket and report card. Students are evaluated solely on the official marks awarded during the previous academic school year. No reevaluation will be done based on any subsequent improved academic performance.

REGISTERING FOR LAGUARDIA HIGH SCHOOL AUDITIONS

■ Students interested in applying to one or more of the six studios at LaGuardia High School should review the audition requirements listed in this handbook and also in the *2017 New York City High School Directory* to prepare to audition.

■ Students registered to audition for more than two studios may be asked by LaGuardia High School to audition over more than one day. Students should ask their guidance counselors to follow up with LaGuardia High School directly if they are in this situation.

■ English Language Learners (ELLs) eligible for testing accommodations and students with disabilities whose Individualized Education Plans (IEPs) or 504 Plans provide for testing accommodations will receive those accommodations for the LaGuardia High School audition(s) as long as the accommodations do not interfere with the content or the skill being measured.

■ Students with disabilities or ELL and eligible former English Language Learners who will be using their accommodations for LaGuardia High School auditions must send directly to LaGuardia High School any relevant documents related to the accommodations prior to the RFT deadline (e.g., student's IEP, 504 Plan, or signed letter on school letterhead describing ELL supports received by student in school setting). Documentation for LaGuardia High School can be faxed to 212-724-5748 or emailed to admissions@laguardiahs.org.

■ Students must arrive on time for audition(s), although the arrival time indicated on the Audition Ticket may not be the actual start time of the audition. Students should bring a light snack and/or water.

■ At the auditions, there is a designated waiting/reunion area for parents/guardians, as they are not allowed in the audition areas. Parents/guardians also may choose to leave and re-enter the school building at any time. It is important that the student has

food/water and that any other communication with families is made prior to the beginning of the audition process.

AUDITION INFORMATION FOR EACH STUDIO

A total of 12,826 students auditioned for LaGuardia High School for an offer to one or more of the school's six studios for the 2016-2017 school year. Students may audition for the studios listed below. Only students who are residents of New York City are eligible to apply and audition.

DANCE Applicants participate in both a ballet class and a modern dance class. Female applicants must wear a leotard, footless or convertible tights and ballet shoes. Males should wear a fitted t-shirt, black leggings, fitted black sweatpants or black tights, and ballet shoes. Applicants are evaluated for their potential to succeed in the specific training offered.

DRAMA Applicants should be prepared to perform two contrasting one-minute monologues. Applicants will be asked to do an impromptu reading and participate in an interview. Attire should allow free movement since applicants may be asked to demonstrate how well they move physically.

FINE ART Applicants must bring a portfolio of 8-15 pieces of original artwork done in a variety of media. The artwork should be from observation, imagination, and memory, and labeled appropriately. Photographs—not originals—of three-dimensional (3D) works may be included. For the audition, applicants will be given three drawing assignments, including drawing the human figure from observation, drawing a still life from memory, and creating a drawing in color based on imagination. All drawing materials for auditions will be supplied by the school at the time of the audition.

INSTRUMENTAL MUSIC Applicants should prepare a solo selection to perform without accompaniment and bring one copy of the music they plan to perform. Applicants should bring their instruments to the audition, except those auditioning on piano, percussion, tuba, double bass, and harp. These instruments will be provided by the school at the audition. Amplifiers also will be provided at the audition for electric guitarists. Applicants will be tested for rhythm and tonal memory and will be asked to complete a sight-reading of a given selection.

TECHNICAL THEATER Applicants are expected to bring a prepared 3D design model/diorama for presentation, along with a photograph of the diorama. Applicants will be asked to participate in a small-group, hands-on practical in one or more aspects of technical theater.

VOCAL MUSIC Applicants should prepare a song to sing without accompaniment for the audition. The musical selection can be classical or popular in style. In the audition applicants will be asked to sing back melodic patterns and tap back rhythmic patterns. LaGuardia High School has a suggested online song list (www.laguardiahs.org); applicants are not required to select from the song list.

1 CONTACT GUIDANCE COUNSELOR

Students should contact their guidance counselor to indicate intention to take the SHSAT and/or audition for LaGuardia High School within the RFT period, starting in early September.

2 OBTAIN A TEST OR AUDITION TICKET

Prior to the testing/audition date(s), school guidance counselors will provide students with a SHSAT Test Ticket and/or a LaGuardia High School Audition Ticket. This ticket will indicate the location of the test/audition site, the date and time of the SHSAT/audition, the student's ID number, and the school code number of the student's current school. If a student has a conflict with the test or audition date assigned, the student should inform the guidance counselor immediately to arrange an alternate test or audition date. Once Test and Audition Tickets have been issued, students are expected to arrive on the date and time indicated on their tickets. SHSAT test sites are based on the location of students' current schools, not current home address. LaGuardia High School audition dates and times are based on the borough where students currently attend school.

3 REVIEW TEST OR AUDITION TICKET

Students and parents/guardians should review all information on the Test or Audition Ticket for accuracy. ELLs and students with disabilities should check their ticket and make sure they are scheduled for the appropriate testing date (see pages 10 and 12) with the appropriate accommodations. They should inform their guidance counselors immediately if there are any errors on the Test or Audition Ticket.

4 COMPLETE AND OBTAIN PARENT/GUARDIAN SIGNATURE ON TEST OR AUDITION TICKET

Students and parents/guardians must sign the Test or Audition Ticket prior to the exam or audition. Those taking the SHSAT should rank, in priority order, up to eight Specialized High Schools to which they want to apply. Students will copy these choices onto the test answer sheet on test day. Students may choose to apply to only one school, or may apply to as many as all eight schools to increase their chances of being offered a seat in one of those Specialized High Schools. Students should only list schools that they wish to attend if they are offered a seat. Once choices have been submitted on the day of the test, they may not be changed. The LaGuardia High School Audition Ticket will display the studio(s) for which the student requested to audition when the RFT was submitted. Students should make a copy of the Audition Ticket for each audition they attend.

5 ATTEND SHSAT OR AUDITION

Students taking the SHSAT must bring their Test Ticket to their assigned test site on the day of the test. Students auditioning for one or more studios at LaGuardia High School must bring their Audition Tickets to their audition(s) as well.

Students arriving without an Audition or Test Ticket may not be guaranteed admittance. Although sites will make every effort to confirm a student's registration and accommodate those with missing tickets, another test or audition date may need to be scheduled. Students should arrive at the time indicated on the Test or Audition Ticket; but it is important to note that the test or audition may start after the arrival time listed on the Test or Audition Ticket.

Students are allowed to bring cell phones to the SHSAT test site and/or LaGuardia High School, but cell phones must be turned off and not in use while in school buildings. No other electronic devices are allowed. Prior to the start of the audition or SHSAT, students must be prepared to turn in their cell phones when it is requested.

For both the SHSAT and LaGuardia High School auditions, students may bring a snack and water; however, test and audition site staff, including proctors and adjudicators, will determine when consuming these items is allowed.

6 RECEIVE RESULTS

Students must be residents of New York City in order to receive results of the SHSAT and/or offers to LaGuardia High School studio(s). In March 2017, students will be notified through the High School Admissions Round One result letters as to whether or not they received offer(s) to the Specialized High Schools. It is possible for students who audition for one or more of the studios at LaGuardia High School to receive offer(s) to one or more of the studios at LaGuardia High School. Students who receive offers to a Specialized High School may, at the same time, receive an offer to one of the other high school choices that were submitted on their New York City High School Admissions Application. At this time, the student will have to choose between the Specialized High School offer(s) and the High School Admissions Application offer.

Students with disabilities who have IEPs or 504 Plans and English Language Learners, including current and former English Language Learners who achieved proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) within the past two years, are eligible to receive testing and/or audition accommodations on the SHSAT and LaGuardia High School auditions.

TESTING AND AUDITION ACCOMMODATIONS

Testing accommodations are changes to test format and/or the way tests are administered so that eligible students have the support they need in order to demonstrate their skills, knowledge, and abilities without being unnecessarily impacted by their disabilities or English proficiency. Families are encouraged to review the New York City Department of Education's (NYCDOE) resources on testing accommodations for additional information: <http://schools.nyc.gov/Academics/SpecialEducation/Classroom/instruction/accommodations.htm>.

IMPORTANT NOTES:

- Testing accommodations are provided based on a student's existing testing accommodations. These are documented on students' IEPs or 504 Plans or based on their ELL status.
- Accommodations that are requested only for the SHSAT and/or LaGuardia High School auditions are not allowed. Students must demonstrate a documented history of needing and using testing accommodations.
- Students with 504 Plans must have their accommodations approved every year. Schools and families must review (and approve, if appropriate) the student's 2016-17 504 Plan no later than the last day of school in June 2016. Please see this FAQ on 504 Plans: <http://schools.nyc.gov/Offices/Health/SchoolHealthForms>
- Students who demonstrate disabilities or temporary impairments within 30 days of the SHSAT may receive certain emergency testing accommodations, if approved by the principal. Please see the section on "Emergency Testing and/or Audition Accommodations" on page 17 for more information.

TESTING ACCOMMODATIONS ON THE SHSAT

Students with disabilities will be provided with the accommodations listed in their IEPs or 504 Plans, unless the accommodation is not permitted on the SHSAT, or if the accommodation is not needed on the SHSAT (see the next section). Students and families should contact guidance counselors at their current schools directly with questions about testing accommodations on the SHSAT and to make sure their testing accommodations are correct on their test tickets.

Due to the time needed to transition students from the building entrance to the testing rooms, extended time on the examination is calculated from the start time of the exam, not the arrival time indicated on the ticket.

ELLs and eligible former ELLs taking the SHSAT are granted extended testing time of 225 minutes (1.5x standard testing

time) and a separate location. Bilingual mathematics glossaries will also be provided by the NYCDOE on the day of the SHSAT at each test administration site in the NYCDOE's nine major languages: Arabic, Bengali, Chinese (Traditional and Simplified), French, Haitian-Creole, Korean, Russian, Spanish, and Urdu. Students are not permitted to bring their own bilingual mathematics glossaries. Sample glossaries can be found on the NYCDOE Specialized High School Admissions Test (SHSAT) website: <http://schools.nyc.gov/accountability/resources/testing/shsat.htm>.

ELLs with IEPs or 504 Plans will receive the accommodations to which they are entitled, as long as the accommodations are permitted for the SHSAT (see the next section).

Students whose IEPs or 504 Plans list the use of assistive technology, such as a Frequency Modulation (FM) Unit, or other aids, such as masks, markers, or highlighters must bring these with them on the day of the SHSAT and/or audition. Please note: assistive technology and other aids will not be provided by test or audition sites on testing and/or audition days.

Testing Accommodations Not Allowed for SHSAT

Certain testing accommodations are not permitted for any student on the SHSAT because providing these accommodations would interfere with how the test measures certain skills.

- Students are not permitted to use calculators and/or mathematics tables on the Mathematics section, because this section of the SHSAT measures students' mathematical computation skills.
- No part of the Reading section of the SHSAT will be read aloud to any student, because this section of the SHSAT measures students' reading comprehension skills. This includes directions, passages, questions, and answers.
- Oral translations of test directions, questions, and answers are not permitted because this changes the standardization of the test. ELLs who need translations are permitted to use bilingual mathematics glossaries on the Mathematics section of the SHSAT only.

Testing Accommodations Not Needed for the SHSAT

In addition, some accommodations that students may use on other tests may not be needed on the SHSAT. For example, students who use a computer or word processor for tests with essays will not need to use this accommodation on the SHSAT because there are no essays on the test.

A Note About Scribes: if a student has a scribe listed on their IEP or 504 Plan, it is important to note if the student needs

STEPS IN THE APPLICATION PROCESS *continued...*

TESTING AND AUDITION ACCOMMODATIONS

help bubbling in their answer sheet or not. **A scribe is not needed if** the student can bubble in the student's answers on the answer sheet independently. **A scribe is only needed if** a student is unable to write out the student's work on scrap paper and bubble in the student's answers. Students using a scribe on testing day will have a 1:1 testing administration. Therefore, it is critical for families to work with their IEP or 504 Team to make sure this accommodation is correctly listed on the IEP or 504 Plan.

TESTING ACCOMMODATIONS FOR LAGUARDIA HIGH SCHOOL AUDITIONS

If there is any question as to whether an accommodation is permitted for an audition, please have your guidance counselor contact LaGuardia High School directly by phone at 212-496-0700 or email at admissions@laguardiahs.org. For information about arranging for accommodations for LaGuardia High School auditions, please see the next section.

CONFIRMING TESTING ACCOMMODATIONS FOR THE SHSAT AND LAGUARDIA HIGH SCHOOL AUDITIONS

■ During the SHSAT RFT period, a student's current school, including non-public schools (private and parochial schools), is responsible for entering the appropriate testing accommodations in the NYCDOE's Student Enrollment Management System (SEMS). For students with 504 Plans or similar school-based accommodation plans (only for students not in NYCDOE schools), all documentation must be submitted to the NYCDOE for review via email to SHSATaccommodations@schools.nyc.gov at least three (3) weeks prior to the RFT deadline. Documentation received after this deadline may not be reviewed in time for the student's scheduled test date. Students and families should directly contact their guidance counselors at their current schools with questions about testing accommodations on the SHSAT.

■ Students arranging accommodations for LaGuardia High School auditions must have their guidance counselor send supporting documentation **directly to LaGuardia High School** prior to the RFT deadline (e.g., student's IEP, 504 Plan, or signed letter on school letterhead describing English Language Learner supports received by student in school setting). Documentation for LaGuardia High School can be faxed to 212-724-5748 or emailed to admissions@laguardiahs.org. Guidance counselors should contact LaGuardia High School directly with any questions about audition accommodations.

■ Non-public school students with disabilities who do not have an IEP or 504 Plan indicating their need for testing accommodations **must work with their school guidance**

counselor to complete a NYCDOE Request for Accommodations form and submit the form and supporting documentation to the NYCDOE for review and approval by the RFT deadline. Students' current schools can provide the form and are responsible for ensuring that an appropriate review process takes place, and that students' accommodations and relevant documentation are submitted by the RFT deadline. The NYCDOE reserves the right to request additional information about schools' processes for granting accommodations and verify that the requested accommodation addresses a documented need. Non-public school students auditioning at LaGuardia High School must have accommodations plans approved by school-based support or IEP teams and the documentation should be sent directly to LaGuardia High School so that accommodations can be arranged for the audition(s).

OPTING OUT OF TESTING ACCOMMODATIONS

Before the RFT deadline, parents/guardians of English Language Learners and students with IEPs or 504 Plans may opt out of certain testing accommodations for their children on the SHSAT or LaGuardia High School auditions. Before the RFT deadline, parents/guardians must contact their child's guidance counselor to indicate in writing their desire to opt out of testing accommodations for their child. Neither guidance counselors nor students may opt out of testing accommodations; written consent by a parent/guardian is required.

If it is not possible to provide written consent to opt out of testing accommodations before the RFT deadline, parents/guardians must provide their written consent on testing day to opt out of the testing accommodations listed on their child's Test or Audition Ticket.

On testing day, students cannot modify or opt out of the testing accommodations listed on their Test or Audition Ticket unless parent/guardian consent has been provided in writing on the Test or Audition Ticket.

STUDENTS WITH EXTENDED TIME WHO FINISH THE TEST BEFORE THE END OF THE EXTENDED TIME PERIOD

■ All students must stay in testing rooms until at least the end of the standard test administration time (150 minutes), with the exception of bathroom breaks.

■ Once the standard test administration time (150 minutes) is over, students with an accommodation of extended time may leave if they have finished working on the exam.

■ Students who leave before the end of their extended time will be required to acknowledge in writing that they had the

STEPS IN THE APPLICATION PROCESS *continued...*

TESTING AND AUDITION ACCOMMODATIONS

opportunity to use the full amount of the extended time period but chose to leave early.

■ If a parent/guardian does not want their child to leave the testing room before the full amount of the extended time period has ended, the parent/guardian is responsible for communicating this to their child before the test begins.

■ Re-tests will not be provided to students who choose to leave before the end of their extended time.

EMERGENCY TESTING AND/OR AUDITION ACCOMMODATIONS

Emergency testing accommodations are intended for use by students whose disabilities or injuries occur after the RFT deadline but before their scheduled testing/audition day, and without enough time to develop an IEP or 504 Plan. For the SHSAT, students and families should work with their guidance counselor to complete the Emergency Testing Request form and ask their guidance counselor to email **SHSATaccommodations@schools.nyc.gov** as soon as possible prior to the testing day that emergency accommodations may be needed.

If a family requests an accommodation without giving the NYCDOE sufficient time to review the request before the regular SHSAT administration date, the student's SHSAT may be rescheduled to ensure that the request for accommodations may be properly reviewed.

If a student requires emergency accommodations for a LaGuardia High School audition, the family or guidance counselor must contact LaGuardia High School directly to request the accommodation.

Students and families should contact their current guidance counselor for additional information about testing accommodations.

BUILDING ACCESSIBILITY

The NYCDOE is committed to ensuring that its programs, services, and activities are accessible to staff, members of the school community, students, and family members with disabilities. The NYCDOE assesses all of its buildings on a continuing basis to determine which schools are accessible to individuals with disabilities. For the most up-to-date information on the accessibility of each school, please contact the school directly. Families are encouraged to visit schools to learn about the level of accessibility. For more information, please visit <http://schools.nyc.gov/Offices/OSP/Accessibility>.

The SHSAT assesses knowledge and skills. These skills consist of the ability to comprehend English prose, to think through a verbal problem in order to reach a reasoned conclusion based on given information, and to use problem-solving skills in mathematics. The test measures knowledge and skills students have gained over the course of their education. Keeping up with schoolwork throughout the year is the best possible preparation.

The SHSAT has two sections, Verbal and Mathematics. Standard administration time is 150 minutes to complete the test.

VERBAL SECTION (45 QUESTIONS)

The verbal section consists of verbal reasoning and reading comprehension components. Verbal reasoning is measured through five scrambled paragraph items, which require students to place sentences in the correct order to form a paragraph, and 10 logical reasoning questions. The reading comprehension section requires students to read five reading selections, each of which is followed by six questions assessing students' ability to understand, analyze, and interpret what they have read.

MATHEMATICS SECTION (50 QUESTIONS)

The Mathematics section consists of word problems and computational questions.

Students may choose to complete either the Verbal or Mathematics section first. Students who finish early may go back to questions in either section to review their work.

Students will not be given extra time at the conclusion of testing to transfer responses from the test booklet to the answer sheet. All responses must be recorded on the answer sheet before the conclusion of the test.

TEST MATERIALS

Students must bring to the testing session:

- a SHSAT Test Ticket signed by parent/guardian with student's Specialized High School choices
- sharpened Number 2 pencils (a ballpoint pen or other ink cannot be used for machine scoring)
- an eraser
- Assistive Technology (if indicated on the IEP and Test Ticket)
- a silent non-calculator watch to keep track of your working time

The test site will provide:

- a test booklet with an answer sheet and scrap paper attached
- optional extra scrap paper

Scrap paper may be used to solve logical reasoning and mathematics problems, and will be collected at the end of the test.

SHSAT TESTING PROCEDURES

Students, it is important to review the instructions below with your parent/guardian to ensure understanding prior to testing.

ARRIVING AT THE TEST SITE

■ It is important to arrive at the test site at the time indicated on your SHSAT Test Ticket. Please note the test may not begin immediately after the stated arrival time. The test site can provide information about anticipated test completion times. You may bring snacks and water, but the test site will determine the appropriate time to consume them. All cell phones and electronic devices will be collected by the proctor and stored in the testing room prior to the test and will be returned at the conclusion of the test. You may not use a cell phone until after the test is completed and you have been dismissed from the building.

■ Prior to the test, you will be asked to read and sign a statement on your answer sheet indicating that you are a resident of New York City, are well enough to take the test, and are taking it at the appropriate grade level. Students who sign this statement but do not meet the requirements specified will be disqualified from acceptance to any of the Specialized High Schools.

■ If you do not feel well and do not have an approved medical 504, you should inform the test proctor immediately; you should not begin the test, or sign the statement. Once you have begun the test, you may not be able to request a make-up test due to illness. Any requests for a make-up test made after you have started the test may not be honored.

■ Prior to the start of the test, NYCDOE staff will take a photograph or video of the students in each testing room. These images will be used for test security purposes only.

Do not bring cameras or personal electronic devices such as a calculator watch, smart watch, calculator, MP3 Player/iPod, tablet/iPad or ebook reader to the test.

As per NYCDOE testing policy, cell phones and other prohibited electronic devices will be collected from all students entering the room in which the test is being administered and returned to the student after the student finishes the test and leaves the testing room. Students may not access any devices during testing, including break periods.

During testing, schools will establish a collection point upon students entering the classroom prior to the test administration. Students will be instructed to store cell phones/cameras/electronic devices in their back pack/bag, or a school provided container, and place it in the front of the classroom until the conclusion of the test administration. Admission to the test shall be denied to any student who refuses to relinquish a prohibited device. Possession of a prohibited device at any time during the test administration, even if powered off, shall result in the test being invalidated. Students will not be provided with an opportunity to make up the exam on a subsequent day.

FILLING IN THE ANSWER SHEET

Answer sheets will be attached to test booklets. When the proctor instructs you to do so, you must detach the answer sheet and a sheet of scrap paper from the test booklet along the perforations, being careful not to tear the answer sheet or break the seal on the test booklet.

Before taking the test, you will need to provide information such as name, student ID number, school number, and school choices on the answer sheet.

It is important to fill in the bubbles completely so that scoring is not delayed. The following grids from the answer sheet collect important identifying information as well as information that affects admission to a Specialized High School.

In Grid 4 you will bubble in your name as it appears in your school record and on your high school application. You should not use a nickname. For example, if your name on your school record is Robert, you should bubble in that name, even if most people call you “Robbie.” Or if your name on your school record is Mei-Ling, you should bubble in that name, even if most people call you “Melanie.”

Grid 5 is for your choice of Specialized High Schools only. If you mark Grid 5 incorrectly, your admission to a Specialized High School may be affected. Admission is based on your score and the order in which you rank your school preferences in Grid 5, as well as the number of seats available at each school. Therefore, it is very

important that you make your decisions about ranking schools before the day of the test. Discuss with your family the schools you are interested in, and determine the order in which you will list them on the answer sheet. Enter these rankings on the Test Ticket so that you will be able to carefully copy them onto Grid 5 on your answer sheet at the test site. Only choices made in Grid 5 will be counted.

EXAMPLES OF CORRECT GRID 5

5. CHOICES OF SPECIALIZED HIGH SCHOOLS
Indicate your school choice in order of preference.
• Fill in only one school for each choice.
• You **must** fill in a first choice school.
• Fill in only one circle in a row and only one circle in a column.

School choices indicated on the answer sheet are final.

SCHOOLS	CHOICES							
	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice
Bronx Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Latin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Brooklyn Tech	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS Math, Sci., & Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS American Studies/Lehman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queens Sci./York	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staten Island Tech	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stuyvesant	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. CHOICES OF SPECIALIZED HIGH SCHOOLS
Indicate your school choice in order of preference.
• Fill in only one school for each choice.
• You **must** fill in a first choice school.
• Fill in only one circle in a row and only one circle in a column.

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Bronx Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Latin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS Math, Sci., & Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HS American Studies/Lehman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queens Sci./York	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staten Island Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stuyvesant	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You MUST fill in a first choice school.

EXAMPLES OF INCORRECT GRID 5

~~**5. CHOICES OF SPECIALIZED HIGH SCHOOLS**
Indicate your school choice in order of preference.
• Fill in only one school for each choice.
• You **must** fill in a first choice school.
• Fill in only one circle in a row and only one circle in a column.~~

~~School choices indicated on the answer sheet are final.~~

SCHOOLS	CHOICES							
	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice
Bronx Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Latin	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Tech	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Staten Island Tech	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stuyvesant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DO NOT fill in more than one circle in a column.

~~**5. CHOICES OF SPECIALIZED HIGH SCHOOLS**
Indicate your school choice in order of preference.
• Fill in only one school for each choice.
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Brooklyn Latin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Tech	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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HS American Studies/Lehman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queens Sci./York	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staten Island Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stuyvesant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DO NOT fill in more than one circle in a row.

~~**5. CHOICES OF SPECIALIZED HIGH SCHOOLS**
Indicate your school choice in order of preference.
• Fill in only one school for each choice.
• You **must** fill in a first choice school.
• Fill in only one circle in a row and only one circle in a column.~~

~~School choices indicated on the answer sheet are final.~~

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	1st choice	2nd choice	3rd choice	4th choice	5th choice	6th choice	7th choice	8th choice
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Brooklyn Latin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brooklyn Tech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Staten Island Tech	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Stuyvesant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DO NOT fill in the same school for each choice.

SHSAT DESCRIPTION AND MATERIALS *continued...*

You must fill in one and only one circle for each school for which you wish to be considered. You may make as few as one or as many as eight choices. To increase your chances of receiving an offer to one of the Specialized High Schools, you are encouraged to make more than one choice. You must fill in a first choice school, and you may fill in only one school for each choice. You must fill in only one circle in a row and only one circle in a column. You must not fill in a school more than once. You must not fill in the same school for each choice.

In Grid 7, you must print the name of the school where you are now enrolled. You will then print your school code exactly as it appears on your Test Ticket or in the Feeder School List available from the test proctor. After that, you will bubble in the corresponding number or letter for each digit of your school code. Bubble in the letter "P" if you attend a private or parochial school. For example, a student who attends Abraham Lincoln IS 171 in Brooklyn should complete Grid 7 as shown in the example on the right. Fill in Grid 7 carefully: a bubbling error in Grid 7 may delay the reporting of your score.

Grid 8 is labeled "STUDENT ID NUMBER." Write your nine-digit student ID number in Grid 8. You will find this number on your SHSAT Test Ticket. Below each box, fill in the circle containing the same numeral as the box. (See the example on the right.)

When you are told to begin the test, mark your answers on the answer sheet by completely filling in the appropriate bubble (see example). Make sure your marks are heavy and dark. Be careful not to make any stray marks on the answer sheet.

SAMPLE ANSWER MARKS					
1	(A)	(B)	(C)	(D)	● RIGHT
2	ⓧ	(B)	(C)	(D)	(E) WRONG
3	(A)	ⓧ	(C)	(D)	(E) WRONG
4	(A)	(B)	●	(D)	(E) WRONG
5	(A)	(B)	●	●	(E) WRONG

If you change an answer, completely erase your first answer. Do not fold or tear the answer sheet. There is only one correct answer to each question. If your answer sheet shows more than one mark in response to a question, that question will be scored as incorrect.

You may write in your test booklet or on the scrap paper provided to solve verbal or mathematics problems, but your answers must be recorded on the answer sheet in order to be counted. It will not be possible to go back and mark your answers on the answer sheet after time is up. Information in the test booklet or on scrap paper will not be counted.

GRID 7												
7. SCHOOL WHERE YOU ARE NOW ENROLLED												
Abraham Lincoln IS 171												
NAME OF SCHOOL												
School Code												
1	9	K	1	7	1	<input type="checkbox"/> P Fill in for private or parochial schools only	0	0	●	0	0	0
●	1	(M)	●	1	●		1	1	1	1	1	1
2	2	(Q)	2	2	2		2	2	2	2	2	2
3	3	(X)	3	3	3		3	3	3	3	3	3
4	4	(R)	4	4	4		4	4	4	4	4	4
5	5	(W)	5	5	5		5	5	5	5	5	5
6	6		6	6	6		6	6	6	6	6	6
7	7		7	●	7		7	7	7	7	7	7
8	8		8	8	8		8	8	8	8	8	8
9	●		9	9	9		9	9	9	9	9	9

GRID 8										
8. STUDENT ID NUMBER										
3	2	1	-	4	5	6	-	7	7	8
0	0	0		0	0	0		0	0	0
1	1	●		1	1	1		1	1	1
2	●	2		2	2	2		2	2	2
●	3	3		3	3	3		3	3	3
4	4	4		●	4	4		4	4	4
5	5	5		5	●	5		5	5	5
6	6	6		6	6	●		6	6	6
7	7	7		7	7	7		●	●	7
8	8	8		8	8	8		8	8	●
9	9	9		9	9	9		9	9	9

STUDENT MISCONDUCT

It is important to note that test security is CRITICAL for the SHSAT. During the test, you may not attempt to communicate with other students in any way. This includes, but is not limited to: speaking, writing and passing notes, sharing test booklets or answer sheets, looking at other students' answers, recording test items, and/or possession of a camera or personal electronic device. Students found to be engaging in any of these activities will have their tests invalidated and will not be allowed to take the test again until the following school year (for current 8th grade students; 9th grade students will not have any additional opportunities to take the test after 9th grade).

CLAIMS OF TESTING IRREGULARITIES

If you believe there is interference or testing irregularity during any part of the SHSAT test, you should bring the matter to the immediate attention of the proctor. This may include a misprinted test booklet, undue distraction, or improper student behavior. The proctor will attempt to remedy the situation and may take a written statement from you at the end of the test.

Students and parents/guardians may also report any suspected proctoring or testing irregularities, in the form of a letter, to the address below:

**Office of Student Enrollment
52 Chambers Street, Room 415
New York, NY 10007**

Mailed letters must be sent by certified mail with proof of delivery and postmarked no later than one week after the test administration. For all claims, please include parent/guardian and student names, as well as telephone and/or email contact information. Any claims of testing irregularity postmarked later than one week after the test date may not be considered. Claims will be responded to on an individual basis.

SHSAT SCORING

SHSAT scores are based on the number of correct answers marked. There is no penalty for wrong answers. If you are not sure of an answer, you should mark your best guess. You should not spend too much time on any one question. Answer each question as best you can or skip it and keep going. If you have time at the end of the test, you may go back.

Each answer sheet is scanned and scored electronically, and the number of correct answers, called a raw score, is determined for each test taker. Because there are several forms of the SHSAT, raw scores from different test forms cannot be compared directly. The test forms were developed to be as similar as possible, but they are not identical.

To make valid score comparisons, a raw score must be converted into another type of score that takes into account the differences between test forms. In a process called calibration, verbal and mathematics raw scores are converted into scaled scores. The raw scores and scaled scores are not proportional. In the middle of the range of scores, an increase of one raw score point may correspond to an increase of three or four scaled score points. At the top or bottom of the range of scores, an increase of one raw score point may correspond to 10-20 scaled score points. The reason for this difference is that the scaled scores have been adjusted to fit the normal curve. Scaled scores are on a scale that is common to all test forms, making it possible to compare these scores directly. The composite score is the sum of the verbal and mathematics scaled scores. The composite score is used to determine admission to a Specialized High School.

REVIEW PROCEDURES

After receiving results, you and your parents/guardians may review a copy of their answer sheet by requesting an appointment with a representative from the Office of Assessment. Copies of answer sheets are not available for distribution but will be reviewed at the scheduled appointment. Appointments may be arranged in one of the following ways:

- 1) By submitting an electronic request via the SHSAT website, www.nyc.gov/schools/Accountability/resources/testing/SHSAT, or
- 2) By sending a written request via certified mail with proof of delivery to:

**Office of Assessment, SHSAT Review
52 Chambers Street, Room 309
New York, New York 10007**

Electronic requests must be submitted and letters must be postmarked no later than April 1, 2017. Requests must include:

- Student's name, date of birth, and OSIS number
- Parent/guardian's name, phone number and email address

Within four weeks of receipt of the request, the Office of Assessment will provide scheduling details. The student and at least one parent/guardian must be present at the appointment. Only the student and up to two parent(s)/guardian(s) will be admitted to the appointment. If there are days or times during normal business hours in the months of April through June that the student and parents/guardians will not be available, be sure to indicate them on your request, as rescheduling may not be possible.

DISCOVERY PROGRAM

As stated in New York State law, the Specialized High Schools may sponsor a Discovery Program to give disadvantaged students of demonstrated high potential an opportunity to attend a Specialized High School program. Students will be notified which schools will be sponsoring a Discovery Program and whether they are eligible to participate in Spring 2017.

To be eligible, the student must:

1. have scored within a certain range below the qualifying score on the SHSAT. Eligible scores will vary from year to year and will be based on seat availability; and
2. have ranked one of the Specialized High Schools that plans to host a 2017 Discovery Program as among the choices on their 2016 SHSAT answer sheet; and
3. be certified as disadvantaged by their current school; and
4. be recommended by their current school as having high potential for the Specialized High School program.

Once notified of eligibility, families should meet with the school counselor to discuss the Discovery Program application. Not all eligible students will be accepted into the Discovery Program. Those students who are successful in meeting the demands of the summer program will be granted an offer to the school sponsoring the Discovery Program. Those students who are not successful will attend the school to which they had previously been assigned. Students should speak to their guidance counselors if they have any questions. For more information on eligibility requirements, please visit <http://schools.nyc.gov/ChoicesEnrollment/High/specialized>.

PARENTS/GUARDIANS ARE ENCOURAGED TO REVIEW THE FOLLOWING TIPS WITH THEIR CHILDREN SO THAT THEY ARE WELL PREPARED FOR THE TEST.

BEFORE TEST DAY

The best way to improve your verbal skills is to read many books and articles on different topics. Reading widely will help you expand your vocabulary and improve your comprehension. While reading, ask yourself: What is the main point? What can be deduced? Why does the author use certain words? Is this article well written?

Knowing what to expect on the test and having some practice in test taking is beneficial. This handbook describes each part of the test and contains two sample tests to use as practice. Each sample test contains questions from previous tests and has been updated to match the 2016 tests as closely as possible. A list of correct answers is provided for each test, along with explanations.

Simulating the actual testing situation helps. You will have two and a half hours (150 minutes) to complete the test. During your practice test, how you allot the time between the verbal and mathematics sections is up to you. You may start with either section. Use the practice test to decide how much time you will spend on each section to keep yourself on pace and manage your time on test day. For example, will you spend 75 minutes on each section, or will you spend more time on one section than another? Will you leave certain questions for the end? You may return to one section if you have time remaining after finishing the other section. Mark your answers on the answer sheet provided in this handbook. Remember, on the actual test, you will not be given extra time to mark your answers on the answer sheet after time is up.

After you complete the practice test, check your answers against the list of correct answers. Read the explanations of the correct answers to see the kinds of mistakes you may have made. Did you read too quickly and misunderstand the question? Did you make careless errors in computation? Did you choose answers that were partially correct, but were not the best answers? Were many of your wrong answers guesses? You also should check to see whether there is a pattern to your errors. For example, did you get all of the inequality questions wrong? Did you leave any answers blank? Seek out opportunities to do more practice in areas that challenged you.

Put this handbook away for a few days, and then take the second sample test, following the same procedure. Be aware that how well you do on these sample tests is not a predictor of your score on the actual test. However, these tests will give you an idea of what to expect when taking the SHSAT.

DAY OF THE TEST

Prepare yourself. The night before the test, remember to get a good night's sleep. Bring your signed Test Ticket with you to your assigned test site and make sure it includes a parent/guardian signature and your ranked choices of Specialized High Schools. Arrive at your assigned test site on time. Wear comfortable clothes and bring a non-calculator watch to keep track of the time. Make sure that you have several sharpened Number 2 pencils and an eraser that erases cleanly. Do not bring personal electronic devices such as an iPod, calculator, tablet/iPad or ebook reader to the test. You may bring a cell phone but it will be turned off and collected by your proctor for the duration of the test.

Plan your time. Be aware of the total number of questions and the amount of time you have to complete the test. Work carefully, but keep moving at a comfortable pace and keep track of the time. Listen carefully to your test proctor and all instructions regarding time. Be sure to place all answers on the answer sheet. You will not be given additional time to transfer your answers from the test booklet or any scrap paper to the answer sheet after time is up.

Read the instructions carefully. Be sure you understand the task before marking your answer sheet. For each question, read all the choices before choosing one. Many questions ask for the best answer; it is important to compare all the choices to determine the choice that best answers the question.

Mark your answers carefully. This is a machine-scored test, and you can lose credit by marking the wrong answer bubble or marking the answers to two questions on the same line. Make sure the number on the answer sheet matches the number of the question in your test booklet. To change an answer, erase the original mark completely. If two bubbles are filled in for a question, that question will be scored as incorrect. Avoid making stray pencil marks on your answer sheet. You may write in your test booklet to solve verbal or mathematics problems, but remember that only answers recorded on the answer sheet will be counted.

There is no penalty for a wrong answer. Your score is based on the number of correct answers marked on the answer sheet. Therefore, omitting a question will not give you an advantage, and wrong answers will not be deducted from your right answers. Fill in any blanks when the time limit is almost up.

Make an educated guess when you do not know the answer to a question. Do this by eliminating the answer choice(s) that are definitely wrong, and then choose one of the remaining answers.

Be considerate of other students during the test. Do not chew gum or make noises or movements that would be distracting to others.

If you finish before time is up, go back over your work to make sure that you followed instructions, did not skip any questions, and did not make careless mistakes. Students must remain in the testing room for the entire duration of the test (150 minutes).

SCRAMBLED PARAGRAPHS

The scrambled paragraph portion of the test measures your ability to organize written material according to the sequence of ideas and/or cues provided by transitional words and phrases. There are five paragraphs, each consisting of six sentences. The first sentence is provided, with the remaining five presented in random order. You are to arrange the sentences in the author’s original order using cues contained in the sentences. Only one arrangement of each set of sentences will form a well-organized, cohesive, grammatically correct paragraph. **Each correctly ordered paragraph is worth double the value of a question in any other section of the test.**

The sentences contain words and phrases that help to identify the flow of ideas from one sentence to the next, perhaps describing a procedure or tracing a historical event. The sentences may also provide grammatical cues as to how to construct the paragraph. For example, the pronoun “she” may refer to someone mentioned in a previous sentence. Transitional words such as “although” and “however” also provide cues about how the sentences relate to one another.

As you put the sentences in order, it may help to write the correct position of each sentence in the blank to the left.

For example, write “2” next to the sentence that you think follows the first sentence, “3” next to the sentence you think follows “2,” and so on.

Read **Example 1**. After reading all the sentences, you should have an idea of what the paragraph is about. Now go back to the given sentence and determine which sentence should come next. The given sentence states that scientists have “long known” that chimpanzees use tools. Sentence Q, with its opening phrase “more recently” creates a contrast with the given sentence. Q also makes a transition from the given sentence, from chimps’ use of tools for one purpose (food gathering and preparation) to their use of tools for “other purposes.”

U follows Q because “these researchers” in U refers to the researchers introduced in Q. In addition, U names the individual chimp (Kalunde) and adds the information that Kalunde had the flu. R continues the reference to Kalunde’s illness by describing his symptoms—cough and congestion. S presents the result of this congestion: Kalunde had to breathe through his mouth, which made eating difficult. T shows how Kalunde used a tool—a twig or plant stem—to clear his congestion, which concludes the paragraph. QURST has made a paragraph that is logically and grammatically correct.

QRUST might look appealing, but its transition from Q to R is poor. Q does not say anything about an illness, nor does it name the chimp, yet R refers to “the afflicted Kalunde,” as

Example 1

Scientists have long known that chimpanzees have the ability to invent and use tools for the purpose of gathering and preparing food.

- _____ Q. However, more recently, researchers have observed a Tanzanian mountain chimpanzee demonstrate that chimps are also capable of inventing tools for other purposes.
- _____ R. The afflicted Kalunde suffered from a hacking cough and severely congested nasal passages.
- _____ S. This congestion forced Kalunde to breathe through his mouth, so he needed to clear his nasal passages in order to eat.
- _____ T. On four separate occasions, researchers observed Kalunde accomplish this goal by inserting a twig or plant stem into his nose, thus stimulating his reflex to sneeze.
- _____ U. These researchers were studying Kalunde, who, like many other chimps in his group, had a case of the dry-season flu.

Example 1

The second sentence is	●	R	S	T	U
The third sentence is	Q	R	S	T	●
The fourth sentence is	Q	●	S	T	U
The fifth sentence is	Q	R	●	T	U
The sixth sentence is	Q	R	S	●	U

SPECIFIC STRATEGIES **VERBAL** *continued...*

though Kalunde had already been mentioned, and describes his symptoms. The chimp’s illness is not introduced until the following sentence (U). The resulting paragraph is poorly organized.

QUSTR is also incorrect. When R, which describes Kalunde’s flu symptoms, is placed last, the paragraph becomes disjointed. The previous sentence (T) has said that Kalunde accomplished his goal of clearing his nasal passages after using a tool. R describes Kalunde’s condition **before** he used his tool, so it should appear earlier in the paragraph, as it does in the correct order (QRST).

LOGICAL REASONING

This section consists of 10 questions that assess your ability to reason logically, using the facts, concepts, and information presented. **You must guard against jumping to conclusions that are not warranted from the information given.** There are different types of questions: figuring out codes, determining the relative positions of things or people, identifying correct assumptions, and drawing valid conclusions.

The most important strategy is to read the information carefully and make no assumptions that are not supported by the given information. Certain words must be read carefully. For example, **between** cannot be assumed to mean **between and right next to**; other things may be between these two objects as well. The same may be true of words such as **above, below, before, and after.**

Another good strategy is to look for information that is definitely stated, such as, “The red box is the largest,” or “Jane is not standing next to Erik.” This information makes it easier to determine the relative relationships.

For **Example 2**, draw a diagram to help you determine the order in which the planes departed. Statement 2 contains definite information about the Washington plane, so add that to the diagram:

1st	
2nd	
3rd	Washington
4th	
5th	

The remaining planes fly to Boston, Philadelphia, Cleveland, and Denver. Statement 3 says that the Denver plane left immediately

after the Cleveland plane. (That means no planes departed between the Cleveland and Denver planes.) There are two possible orders, shown below:

1st	Cleveland		
2nd	Denver		
3rd	Washington	OR	Washington
4th			Cleveland
5th			Denver

The information in Statement 1 helps you determine which possible order is correct. It says that the Boston plane departed earlier than the Cleveland plane. That could not happen in the first possible order, so the second possible order must be correct. Because statement 1 also says that the Boston plane departed later than the Philadelphia plane, the complete order of departure must be:

1st	Philadelphia
2nd	Boston
3rd	Washington
4th	Cleveland
5th	Denver

The question asks how many planes left **between** the departures of the Boston and Denver planes. The answer is two (the planes departing for Washington and Cleveland).

Example 2

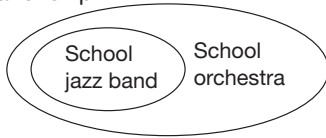
Exactly five planes departed from an airport, one at a time.

- 1) The Boston plane departed later than the Philadelphia plane, but earlier than the Cleveland plane.
- 2) The Washington plane departed third.
- 3) The Denver plane left immediately after the Cleveland plane.

How many planes left between the departures of the Boston plane and the Denver plane?

- A. 0
- B. 1
- C. 2
- D. 3
- E. Cannot be determined from the information given.

To answer **Example 3** correctly, it is important to understand the relationships among the members of the three musical groups. According to the question, every member of the jazz band is also a member of the orchestra. Draw a diagram to illustrate this relationship:



Some members of the choir are also members of the orchestra. The question says that Patrick is a member of exactly two of these groups, but it does not specify which groups. He could be in the jazz band and the orchestra, or he could be in the orchestra and the choir. He cannot be in the jazz band and the choir because membership in the jazz band implies membership in the orchestra, which adds up to memberships in three musical groups, not two.

Read each option and evaluate whether it **must** be true, based on the information given. Option F must be true; if Patrick is in the jazz band, then his second group is the orchestra, not the choir. The other options may or may not be true, but we cannot conclude that any of them **must** be true. Option H looks appealing, but it has changed the information given in the question. “Every member of the school jazz band is also a member of the school orchestra” does not mean “Every member of the school orchestra is also a member of the school jazz band.”

When the question involves a code, as in **Example 4**, do not solve for all parts of the code. Solve only those parts that relate to the question. Read the directions carefully. The letters in a sentence may or may not appear in the same order as the words they represent in that sentence. For example, in the

Example 3

Every member of the school jazz band is also a member of the school orchestra. Some members of the school choir are also members of the school orchestra. Patrick is a member of exactly two of these musical groups.

Based only on the information above, which of the following **must** be true?

- F. If Patrick is in the school jazz band, he is not in the school choir.
- G. If Patrick is in the school orchestra, he is not in the school choir.
- H. If Patrick is in the school orchestra, he must be in the jazz band.
- J. All members of the school orchestra are in at least two of these musical groups.
- K. All members of the school choir are in at least two of these musical groups.

first sentence, the first letter (L) may or may not represent the first word (Michelle).

In **Question 1**, the word “ships” appears only in the fourth sentence, so its corresponding letter must appear only in the fourth sentence. Letters Y and X (Options A and C) appear only in the fourth sentence. Is it possible to determine which letter represents the word “ships”? No, because the fourth sentence also contains another word, “Ivan,” that does not appear in any other sentence. It is impossible to determine which letter represents “ships” and which letter represents “Ivan.” Thus the correct answer is Option E, “Cannot be determined from the information given.” The letters N and W (Options B and D) appear in the fourth sentence, but they can be ruled out because N also appears in the second sentence, and W also appears in the first sentence.

In **Question 2**, the letter V appears in the second and third sentences, but not in the first and fourth sentences. Find a word that also appears only in the second and third sentences.

Example 4

Questions 1 and 2 refer to the following information.

In the code below, (1) each letter always represents the same word, (2) each word is represented by only one letter, and (3) in any given sentence, the letters may or may not be presented in the same order as the words.

L W Q P R means
 “Michelle paints planes and birds.”

Z V R U N means
 “Stuart draws cars and dogs.”

L V P T R means
 “Jesús paints cars and planes.”

Y X R N W means
 “Ivan draws birds and ships.”

1. Which letter represents the word “ships”?
 - A. Y
 - B. N
 - C. X
 - D. W
 - E. Cannot be determined from the information given.
2. Which word is represented by the letter V?
 - F. draws
 - G. paints
 - H. cars
 - J. and
 - K. planes

The word is “cars,” which is Option H. The other options cannot be correct. The letter V appears in the same position as “draws” in the second sentence and “paints” in the third sentence, but that does not mean it represents either word. In fact, the word “draws” also appears in the fourth sentence, and “paints” also appears in the first sentence, so neither word can be represented by the letter V. The word “and” (Option J) appears in all four sentences, so it can be ruled out. The word “planes” appears in the first and third sentences, so the letter V cannot represent that word.

READING

This section measures your ability to read and comprehend five informational passages. Each passage is 400 to 500 words long. The subjects include short biographies, discussions of historical events, descriptions of scientific phenomena, brief essays on art or music, discussions with a point of view, and human interest stories.

Example 5

Mary Cassatt defied tradition, family, and public opinion to become one of the most celebrated artists of the United States. Born in 1845, the daughter of a wealthy Pittsburgh banker, Cassatt spent several years of her childhood with her family in Europe. As she grew older, she gave up a life of ease to choose a path that at the time was almost impossible for a woman to follow. In 1861, while many of her friends were entering the social world of the upper classes, Cassatt was beginning her studies at the Pennsylvania Academy of Fine Arts. After four years, however, she felt stifled by the rigid curriculum. Against her father’s wishes, she decided to return to Europe to study painting.

Cassatt spent several years, mainly in France and Italy, immersing herself in the works of great European painters of the past. Finally, in 1872, she settled in Paris permanently. There, Cassatt came to admire the work of the French Impressionists, a group of “outsiders” that included Degas, Monet, and Renoir. Unlike mainstream artists who produced the dark, polished, and detailed paintings favored by traditionalists and critics, these artistic revolutionaries applied pigment to the canvas in small dabs of pure color to achieve an illusion of light. Works painted in this manner presented not photograph-like detail but a softer focus that conveyed a highly personalized impression.

This new movement inspired Cassatt. Discarding the traditional European style, she adopted the luminous tones of the impressionists. Particularly interested in the human figure, Cassatt began creating pastels of groups of women—on outings in the park, having tea, and so forth. In 1879, Edgar Degas invited her to exhibit with the impressionists, and her paintings were included in four of their next five shows. Cassatt and Degas admired each other’s work and a loyal friendship developed. It was Degas who first suggested the mother-child theme that became the hallmark of Cassatt’s later work.

Throughout her years in Europe, Cassatt kept in touch with her wealthy friends in the United States, introducing them to impressionist art. Many of the excellent collections of impressionist paintings in this country are to a great extent the result of her influence. As a woman and as an American, Cassatt stood virtually alone among the impressionist painters. Since her death in 1926, the work of the “Impressionist from Pennsylvania” has been avidly sought by collectors.

SPECIFIC STRATEGIES **VERBAL** *continued...*

Each passage has six questions that ask you to identify and analyze key ideas and details, as well as draw conclusions from the information presented.

In order to ensure a thorough understanding of the text, read the passage carefully rather than skimming it. This will help prevent you from making inaccurate assumptions based on only a few details. After reading the passage, try answering each question before reading the answer choices. Then look at the choices to see which is closest to your answer. If none seem to be your answer, read the question again. You may also reread the passage before you choose your answer.

Ask yourself whether the question requires you to draw a conclusion or inference from statements in the passage or simply to identify a restatement of the facts.

Base your answers only on the information presented in the passage. Do not depend solely on your prior knowledge of the topic. Enough information will be given for you to arrive at the correct answer.

Example 5 *continued...*

- Which of the following best tells what this passage is about?
 - the barriers faced by women artists
 - the mother-child theme in Cassatt's work
 - why Cassatt is considered an early feminist
 - Cassatt's development as an artist
 - a brief history of impressionism
- Why did Cassatt leave the Pennsylvania Academy of Fine Arts?
 - Her father wanted her to study in Europe.
 - She felt the program there limited her creativity.
 - She did not want to enter Pittsburgh society.
 - She wanted to study with the French Impressionists.
 - She wished to rejoin her family.
- What prompted Cassatt to begin using the mother-child theme in her work?
 - It was an appropriate subject for a beginning artist.
 - It was a favorite theme of great European painters of past centuries.
 - It was suggested to her by another artist.
 - It was a common theme in the late nineteenth century.
 - It was favored by the critics.
- Which of the following best describes Cassatt as a young woman, before 1865?
 - interested in fashion and social standing
 - an independent thinker
 - friend to many French Impressionists
 - a painter in the impressionist style
 - a successful artist in her own right
- How was Cassatt unusual among impressionist painters?
 - Her painting style created the illusion of light.
 - She was befriended by Degas.
 - She managed to remain in the artistic mainstream of her day.
 - Her paintings have gained in value and popularity.
 - She was an American woman.
- In what way does the writer suggest that Cassatt influenced art collections in the United States?
 - She was an avid art collector in her own right.
 - She preferred to paint pastels of women and children.
 - She showed impressionist art to her wealthy American friends.
 - She settled in Paris permanently.
 - She exhibited regularly with the impressionists.

QUESTION 1

The correct answer must encompass the main points without being overly broad. Options A and B are details, not the main theme. Option E is too broad. The passage focuses on only one impressionist painter, Mary Cassatt. Option C looks attractive, and while Cassatt is depicted as an independent and confident woman, which might be considered traits of a feminist, that term is not used in the passage and requires an inference that is not supported by the passage. Option D is best. The phrase “development as an artist” includes Cassatt’s background, education, artistic style, subject matter, and influence on the art world.

QUESTION 2

The answer to this question is found directly in the reading passage (lines 14-15). “Stifled” in this sense means repressed or held back. Option G restates this idea. Option F is not true, and Option H does not explain why she left her studies. Cassatt had not yet decided to study with French Impressionists (Option J), so that cannot be the reason. Option K is not mentioned.

QUESTION 3

The mother-child theme in Cassatt’s work is discussed in lines 45-48. It was first suggested by Edgar Degas, a fellow artist, which is Option C. The other options are not supported by details in the passage.

QUESTION 4

The question asks for a description of Cassatt before 1865. In 1865, she left the Pennsylvania Academy of Fine Arts to study in Europe. Option F cannot be correct; she was never interested in fashion and social standing. Options H, J, and K are descriptive of dates much later than 1865. Option G, “an independent thinker,” best describes the young woman who left the social world of the upper classes and returned to Europe against her father’s wishes.

QUESTION 5

The answer to this question can be found in the last paragraph. Lines 55-57 state, “As a woman and as an American, Cassatt stood virtually alone among the impressionist painters.” In other words, she was unusual as a female American impressionist painter (Option E). Option A was true of all impressionists, not just Cassatt. The passage provides no evidence that her friendship with Degas made her unusual (Option B). Option C is not true; by joining the impressionists (called “outsiders” in line 24), she left, not remained in, the artistic mainstream of her day. Option D is true of many artists, so it is not what made Cassatt unusual.

QUESTION 6

Art collections in the United States are mentioned in the last paragraph. Cassatt introduced impressionist art from Europe to her wealthy American friends, thus influencing many of them to buy it. Option H best summarizes this idea. Option F is not correct; the question asks about art collections in the United States in general and F does not indicate any connection to other art collections. Options G and J, while true, do not explain how Cassatt influenced art collections in the United States. Similarly, the passage does not relate the exhibitions mentioned in Option K to art collections in the United States.

This section includes arithmetic, algebra, probability, statistics, and geometry problems. The technical terms and general concepts in these test questions can be found in the New York State Education Department **P-12 Common Core Learning Standards for Mathematics**. Most problems involve application of topics covered in the **Common Core**; however, since the **Common Core** is just an outline, not all details of a topic are provided. Consequently, some aspects of a question may not be mentioned. As one of the purposes of this test is to identify students who will benefit from an education at a Specialized High School, the SHSAT contains many questions that require using mathematical ability to respond to novel situations.

The NYSED P-12 Common Core Learning Standards for Mathematics can be downloaded from the New York State Education Department website: www.nysed.gov.

TIPS FOR TAKING THE MATHEMATICS SECTION OF THE SHSAT

To improve your mathematics skills, choose a mathematics textbook for your grade level and solve five to ten problems every day. Do both routine and challenging problems. Routine problems reinforce basic mathematical skills. More challenging problems help you understand mathematics concepts better. Do not give up if you cannot complete some of the problems. Skip them and move on. You may be able to solve them after you have practiced different types of problems. Also, do not limit yourself to types of problems that test what you have learned in your mathematics class only.

YOU MUST KNOW THE MEANINGS OF TECHNICAL TERMS such as “parallel” and “perpendicular” that are appropriate to your grade level, as well as the customary symbols that represent those terms. You also need to **know various formulas** such as those for the perimeter and area of different figures. You can find these technical terms, symbols, and formulas in your mathematics textbook. These terms, symbols, and formulas will **NOT** be given in the test booklet. Practice using them until you are comfortable with the terms and formulas.

READ EACH PROBLEM CAREFULLY and work out the answer on scrap paper or in your test booklet. **Do not calculate on your answer sheet.**

MOST PROBLEMS SHOULD BE DONE by **working out the answer**. This is more efficient than trying out the options to see which one fits the question. The only exception is when you are explicitly asked to look at the options, as in, “Which of the following is an odd number?”

IF THE QUESTION IS A WORD PROBLEM, it often is helpful to **express it as an equation**. When you obtain an answer, look at the choices listed. If your answer is included among the choices, mark it. If it is not, reread the question and solve it again.

THE INCORRECT CHOICES are often answers that people get if they misread the question or make common computational errors. For this reason, it is unwise to solve a problem in your head while looking at the possible choices. It is too easy to be attracted to a wrong choice.

IF YOUR ANSWER IS NOT AMONG THE ANSWER CHOICES, write your answer in a different form. For example, $10(x + 2)$ is equivalent to $10x + 20$.

YOU MAY DRAW FIGURES OR DIAGRAMS for questions that do not have them.

SOME QUESTIONS ASK YOU to combine a series of simple steps. Take **one step at a time**, using what you know and what the question tells you to do.

THE SAMPLE TESTS IN THIS HANDBOOK are Grade 8 forms. If you are taking the Grade 9 test, work the problems on pages 110-112 as well. These problems cover topics that are introduced in the Common Core for Grade 8.

EXAMPLE 6

$$-4(x - 2) \leq 16$$

What is the solution to the inequality shown above?

- A. $x \geq -6$
- B. $x \geq -2$
- C. $x \leq 2$
- D. $x \geq 6$
- E. $x \leq -2$

IN EXAMPLE 6, $-4(x - 2) \leq 16$

Divide both sides by -4 , remembering to change the direction of the sign since both sides are divided by a negative number.

$$\begin{aligned} x - 2 &\geq -4 \\ x &\geq -2 \end{aligned}$$

EXAMPLE 7

The measures of the angles of a triangle are in the ratio 1:2:3. What is the measure of the largest angle?

- F. 30°
- G. 60°
- H. 90°
- J. 150°
- K. 180°

IN EXAMPLE 7, let x equal the smallest angle of the triangle. Then, the three angles are x , $2x$, and $3x$. The sum of the angles of a triangle is 180° . Set up an equation using this to find x :

$$\begin{aligned} x + 2x + 3x &= 180 \\ 6x &= 180 \\ x &= 30 \end{aligned}$$

Since the question asks for the measure of the largest angle, $3x = 3(30) = 90^\circ$.

EXAMPLE 8

What is the greatest common factor of 98 and 42?

- A. 2
- B. 3
- C. 6
- D. 7
- E. 14

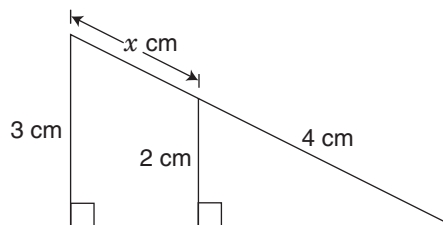
IN EXAMPLE 8, first find the prime factorizations of 98 and 42:

$$\begin{aligned} 98 &= 2 \cdot 7 \cdot 7 \\ 42 &= 2 \cdot 3 \cdot 7 \end{aligned}$$

Next, find the prime numbers that are in both prime factorizations (2 and 7). The product of those prime factors is the greatest common factor ($2 \cdot 7 = 14$)

EXAMPLE 9

(9th Grade item)



In the figure above, what is the value of x ?

- F. -6 cm
- G. $-\frac{5}{2}$ cm
- H. $-\frac{4}{3}$ cm
- J. 2 cm
- K. 6 cm

IN EXAMPLE 9, the two triangles are similar, so set up a proportion to solve for x :

$$\begin{aligned} \frac{x + 4}{3} &= \frac{4}{2} \\ 2(x + 4) &= 12 \\ x + 4 &= 6 \\ x &= 2 \end{aligned}$$

TAKING THE SAMPLE TESTS

Now you are ready to try sample test Form A. Begin by carefully reading the Directions on pages 32 and 33 and filling out side 1 of the Answer Sheet on page 34. For Form A, use side 2 of the Answer Sheet (page 35). When you are ready for Form B, use the Answer Sheet on page 73. You may tear out pages 35 and 73 to make it easier to mark your answers.

If you are taking the Grade 9 test, work the problems on pages 110-112 as well.

NEW YORK CITY PUBLIC SCHOOLS

2016 Specialized High Schools

ADMISSIONS TEST

GENERAL DIRECTIONS

Identifying Information

Turn to Side 1 of the answer sheet. **Line 1** says, “I am well enough to take this test and complete it. I understand that once I break the seal of the test booklet, I may not be eligible for a make-up test. I am a New York City resident and a Grade 8 student taking a Grade 8 test. I understand that a student who is not a New York City resident, who takes the test more than once in a given school year, or who takes the test at the wrong grade level will be disqualified from acceptance to any of the specialized high schools.” Sign your name in the space following the word “signature.” Do not print your name. **Notify the proctor immediately if you are ill or should not be taking this test. Do not sign the statement or begin the test. Return your answer sheet to the proctor.**

On **Line 2**, print today’s date, using the numbers of the month, the day, and the year. On **Line 3**, print your birth date with the number of the month first, then the number of the day, then the last two digits of the year. For example, a birth date of March 1, 2002, would be 3-1-02.

In **Grid 4**, print the letters of your first name, or as many as will fit, in the boxes. Write your name exactly as you did on the application. If you have a middle initial, print it in the box labeled “MI.” Then print your last name, or as much as will fit, in the boxes provided. Below each box, fill in the circle that contains the same letter as the box. If there is a space in your name, or a hyphen, fill in the circle under the appropriate blank or hyphen.

Make **dark marks** that **completely fill the circles**. If you change a mark, be sure to erase the first mark completely.

Grid 5 is for your choice of specialized high schools. If Grid 5 is not marked correctly, your admission to a specialized high school will be affected because your admission is based on the score you attain and the order in which you rank your school preferences. The school choices indicated on your answer sheet are final. Therefore, carefully copy the order in which you ranked the schools on your admission ticket onto Grid 5.

Fill in one and only one circle for each school for which you wish to be considered. You may make as few as one or as many as eight choices. To increase your chances of being assigned to one of the specialized high schools, you are encouraged to make more than one choice. You **must** fill in a first choice school. Do not fill in a school more than once. Do not fill in the same school for each choice. Fill in only one circle in a row and only one circle in a column.

Grid 6 asks for your date of birth. Print the first three letters of the month in the first box, the number of the day in the next box, and the year in the last box. Then fill in the corresponding circles.

For **Grid 7**:

1. Print the name of the school where you are now enrolled in the space at the top of the grid.
2. In the boxes marked “SCHOOL CODE,” print the six-digit code that identifies your school and fill in the circle under the corresponding number or letter for each digit of the school code. (You can find your school code on your Test Ticket. If it is not there, you or the proctor should look in the Feeder School List under the borough in which your school is located to find the code for your school.)
3. If you attend a private or parochial school, fill in the circle marked “P”.

Grid 8 is labeled “STUDENT ID NUMBER.” All SHSAT test-takers should write their student ID number in Grid 8. The student ID number is found on your Test Ticket. In the boxes, print your nine-digit student ID number. Below each box, fill in the circle containing the same number as in the box.

**DO NOT OPEN THIS BOOKLET
UNTIL YOU ARE TOLD TO DO SO
TURN YOUR BOOKLET OVER TO THE BACK COVER**

GENERAL DIRECTIONS, continued

Grid 9 is labeled “BOOKLET LETTER AND NUMBER.”

In most cases, Grid 9 is already filled in for you. If it is not, copy the letter and numbers shown in the upper-right corner of your test booklet into the boxes. Below each box, fill in the circle containing the same letter or number as the box.

Now review Side 1 to make sure you have completed all lines and grids correctly. Review each column to see that the filled-in circles correspond to the letters or numbers in the boxes above them.

Turn your answer sheet to Side 2. Print your test booklet letter and numbers, and your name, first name **first**, in the spaces provided.

Marking Your Answers

Be sure to mark all your answers in the row of answer circles corresponding to the question number printed in the test booklet. Use a Number 2 pencil. If you change an answer, be sure to erase it completely. **You may write in your test booklet to solve verbal or mathematics problems, but your answers must be recorded on the answer sheet in order to be counted.** Be careful to avoid making any stray pencil marks on your answer sheet.

Each question has only one correct answer. If you mark more than one circle in any answer row, that question will be scored as incorrect. Select the **best** answer for each question. Your score is determined by the number of questions you answered correctly. **It is to your advantage to answer every question, even though you may not be certain which choice is correct.** See the example of correct and incorrect answer marks below

SAMPLE ANSWER MARKS					
1	(A)	(B)	(C)	(D)	● RIGHT
2	(A)	(B)	(C)	(D)	(E) WRONG
3	(A)	(B)	(C)	(D)	(E) WRONG
4	(A)	(B)	(C)	(D)	(E) WRONG
5	(A)	(B)	●	●	(E) WRONG

AA

EXAMPLE ANSWER					
E1.	(A)	(B)	(C)	●	(E)

Planning Your Time

You have 150 minutes to complete the entire test. How you allot the time between the Verbal and Mathematics sections is up to you. **If you begin with the Verbal section, you may go on to the Mathematics section as soon as you are ready. Likewise, if you begin with the Mathematics section, you may go on to the Verbal section as soon as you are ready.** It is recommended that you do not spend more than 75 minutes on either section. If you complete the test before the allotted time (150 minutes) is over, you may go back to review questions in either section.

Work as rapidly as you can without making mistakes. Don't spend too much time on a difficult question. Return to it later if you have time.

Students must remain for the entire test session.

Example 1

DIRECTIONS: Solve the problem. Find the **best** answer among the answer choices given.

E1. If four ice cream cones cost \$2.00, how much will three ice cream cones cost?

- A. \$0.50
- B. \$1.00
- C. \$1.25
- D. \$1.50
- E. \$1.75

**DO NOT OPEN THIS BOOKLET UNTIL
YOU ARE TOLD TO DO SO**



1. STUDENT STATEMENT: I am well enough to take this test and complete it. I understand that once I break the seal of the test booklet, I may not be eligible for a make-up test. I am a New York City resident and a Grade 8 student taking a Grade 8 test. I understand that a student who is not a New York City resident, who takes the test more than once in a given school year, or who takes the test at the wrong grade level will be disqualified from acceptance to any of the specialized high schools.

Signature (full name, first name first): _____

2. TODAY'S DATE: _____
Month Day Year

3. DATE OF BIRTH: _____
Month Day Year

CAREFULLY RECORD YOUR NAME, SCHOOL CHOICES, INFORMATION ABOUT THE SCHOOL WHERE YOU ARE NOW ENROLLED, DATE OF BIRTH, AND STUDENT ID NUMBER.
USE A PENCIL ONLY. INCORRECT MARKS MAY DELAY THE SCORING OF YOUR ANSWER SHEET.

4. FIRST NAME (please print)

MI

LAST NAME (surname) (please print)

Grid for first name with letters A-Z and a middle initial column.

Grid for middle initial with letters A-Z.

Grid for last name with letters A-Z.

5. CHOICES OF SPECIALIZED HIGH SCHOOLS

Indicate your school choice in order of preference.
• Fill in only one school for each choice.
• You must fill in a first choice school.
• Fill in only one circle in a row and only one circle in a column.

Table with columns for school names and 8 choice columns (1st choice to 8th choice).

6. DATE OF BIRTH table with columns for Month, Day, and Year.

7. SCHOOL WHERE YOU ARE NOW ENROLLED

Form for school information including NAME OF SCHOOL and School Code.

8. STUDENT ID NUMBER

Grid for student ID number with 10 columns.

9. BOOKLET LETTER AND NUMBER

Grid for booklet letter and number with letters A-W and numbers 0-9.



Student's First Name (please print)

Student's Last Name (please print)

PART 1 VERBAL

SCRAMBLED PARAGRAPHS

Paragraph 1

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 2

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 3

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 4

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 5

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

LOGICAL REASONING

- | | | | | | | | | | |
|------|---|---|---|---|------|---|---|---|---|
| 11 A | B | C | D | E | 33 A | B | C | D | E |
| 12 F | G | H | J | K | 34 F | G | H | J | K |
| 13 A | B | C | D | E | 35 A | B | C | D | E |
| 14 F | G | H | J | K | 36 F | G | H | J | K |
| 15 A | B | C | D | E | 37 A | B | C | D | E |
| | | | | | 38 F | G | H | J | K |
| 16 F | G | H | J | K | 39 A | B | C | D | E |
| 17 A | B | C | D | E | 40 F | G | H | J | K |
| 18 F | G | H | J | K | 41 A | B | C | D | E |
| 19 A | B | C | D | E | 42 F | G | H | J | K |
| 20 F | G | H | J | K | 43 A | B | C | D | E |
| | | | | | 44 F | G | H | J | K |

READING

- | | | | | | | | | | |
|------|---|---|---|---|------|---|---|---|---|
| 21 A | B | C | D | E | 45 A | B | C | D | E |
| 22 F | G | H | J | K | 46 F | G | H | J | K |
| 23 A | B | C | D | E | 47 A | B | C | D | E |
| 24 F | G | H | J | K | 48 F | G | H | J | K |
| 25 A | B | C | D | E | 49 A | B | C | D | E |
| 26 F | G | H | J | K | 50 F | G | H | J | K |

- | | | | | |
|------|---|---|---|---|
| 27 A | B | C | D | E |
| 28 F | G | H | J | K |
| 29 A | B | C | D | E |
| 30 F | G | H | J | K |
| 31 A | B | C | D | E |
| 32 F | G | H | J | K |

PART 2 MATHEMATICS

MATHEMATICS PROBLEMS

- | | | | | | | | | | | | | | | | | | | | |
|------|---|---|---|---|------|---|---|---|---|------|---|---|---|---|-------|---|---|---|---|
| 51 A | B | C | D | E | 66 F | G | H | J | K | 81 A | B | C | D | E | 96 F | G | H | J | K |
| 52 F | G | H | J | K | 67 A | B | C | D | E | 82 F | G | H | J | K | 97 A | B | C | D | E |
| 53 A | B | C | D | E | 68 F | G | H | J | K | 83 A | B | C | D | E | 98 F | G | H | J | K |
| 54 F | G | H | J | K | 69 A | B | C | D | E | 84 F | G | H | J | K | 99 A | B | C | D | E |
| 55 A | B | C | D | E | 70 F | G | H | J | K | 85 A | B | C | D | E | 100 F | G | H | J | K |
| 56 F | G | H | J | K | 71 A | B | C | D | E | 86 F | G | H | J | K | | | | | |
| 57 A | B | C | D | E | 72 F | G | H | J | K | 87 A | B | C | D | E | | | | | |
| 58 F | G | H | J | K | 73 A | B | C | D | E | 88 F | G | H | J | K | | | | | |
| 59 A | B | C | D | E | 74 F | G | H | J | K | 89 A | B | C | D | E | | | | | |
| 60 F | G | H | J | K | 75 A | B | C | D | E | 90 F | G | H | J | K | | | | | |
| 61 A | B | C | D | E | 76 F | G | H | J | K | 91 A | B | C | D | E | | | | | |
| 62 F | G | H | J | K | 77 A | B | C | D | E | 92 F | G | H | J | K | | | | | |
| 63 A | B | C | D | E | 78 F | G | H | J | K | 93 A | B | C | D | E | | | | | |
| 64 F | G | H | J | K | 79 A | B | C | D | E | 94 F | G | H | J | K | | | | | |
| 65 A | B | C | D | E | 80 F | G | H | J | K | 95 A | B | C | D | E | | | | | |

SAMPLE TEST, FORM A

PART 1 — VERBAL

Suggested Time — 75 Minutes

45 QUESTIONS

SCRAMBLED PARAGRAPHS

PARAGRAPHS 1-5

DIRECTIONS: In this section, arrange each group of sentences to create the best paragraph. The first sentence for each paragraph is given; the remaining five sentences are listed in random order. Choose the order for these five sentences that will create the **best** paragraph, one that is well-organized, logical, and grammatically correct. Each correctly ordered paragraph is worth **double** the value of a question in any other section of the test. No credit will be given for responses that are only partially correct.

To keep track of your sentence order, use the blanks to the left of the sentences. For example, write “2” next to the sentence you think follows the first sentence, write “3” next to the sentence you think follows “2,” and so on. You may change these numbers if you decide on a different order. When you are satisfied with your sentence order, mark your choices on your answer sheet.

Paragraph 1

The Codex Mendoza is a fascinating document describing the culture and traditions of the Aztec Indians before the Spanish conquest.

- _____ **Q.** A boy was often named for the date of his birth or for an animal or ancestor, or even for some event at the time of his birth.
- _____ **R.** The parents would also place in the child’s hands the implements that he or she would use in adult life, gently guiding them in the motions of use.
- _____ **S.** Instruments used to weave and spin were given to the girls, while tools and weapons were given to the boys.
- _____ **T.** One tradition it describes is the feast hosted by the parents of a newborn child to give that child a name.
- _____ **U.** Girls’ names, on the other hand, were frequently created to include the Aztec word for flower, *xóchitl*.

CONTINUE ON TO THE NEXT PAGE ►

Paragraph 2

In the remote mountain country of Nepal, a small band of “honey hunters” carry out a tradition so ancient that it is depicted in drawings dating back 10,000 years.

- _____ **Q.** Throughout this entire dangerous practice, the hunter is stung repeatedly.
- _____ **R.** To harvest the honey from these combs, a honey hunter climbs above the nest, lowers a bamboo-fiber ladder over the cliff, and climbs down.
- _____ **S.** The honeybees that colonize the Nepalese mountainsides are among the largest in the world, building huge honeycombs on sheer rock faces that may be hundreds of feet high.
- _____ **T.** Only veteran honey hunters, with skin that has been toughened over the years, can return from a hunt without the painful swelling caused by these stings.
- _____ **U.** Once he has reached the level of the nest, the hunter uses two sturdy bamboo poles like huge chopsticks to pull it away from the mountainside and into a large basket, which is then lowered to people waiting below.

Paragraph 3

When contemporary Native American tribes meet for a powwow, one of the most popular ceremonies is the women’s jingle dress dance.

- _____ **Q.** During this type of dance, the dancers blend complicated footwork with a series of gentle hops, done in rhythm to a drumbeat.
- _____ **R.** In the past, it is believed, the dress worn by the jingle-dress dancer was adorned by shells.
- _____ **S.** These actions cause decorations sewn on the dancer’s dress to strike each other as she performs, creating a lovely jingling sound.
- _____ **T.** Besides being more readily available than shells, the lids are thought to create a softer, more subtle sound.
- _____ **U.** The modern jingle dress no longer has shells, but is decorated with rows of tin cones, made from the lids of snuff cans, rolled up and sewn onto the dress.

CONTINUE ON TO THE NEXT PAGE ►

Paragraph 4

In the 1880s, John Wesley Powell, an explorer of the Grand Canyon and director of the United States Geological Survey, led the development of the first topographical maps of the entire United States.

- _____ **Q.** This is because streams cut into the land, so contour lines will turn upstream, cross the waterway, and return downstream, creating a V shape, with the “V” pointing upstream.
- _____ **R.** Waterways, such as streams, are usually marked in blue on topo maps, but even if they were not, the presence of one could still be identified using contour lines.
- _____ **S.** Contour lines indicate the slope of the land as well.
- _____ **T.** If the lines are close together, the elevation is changing rapidly and the slope is steep, whereas widely spaced lines depict a gently sloping terrain.
- _____ **U.** Also called “topo maps,” these maps differ from others in using thin brown lines, called contour lines, to connect points of equal elevation.

Paragraph 5

Ancient people of the Mediterranean thought that volcanoes were caused by Vulcan, the Roman blacksmith god.

- _____ **Q.** In the same park, Mauna Loa, at 28,000 feet above the ocean’s floor, is the largest active volcano in the world.
- _____ **R.** There are dozens of active and potentially active volcanoes within the United States, including Kilauea, the most active volcano in the world.
- _____ **S.** Both of these are shield volcanoes, which means that they were formed as lava flowed in all directions from a central vent to form low, gently sloping mountains.
- _____ **T.** Volcanoes, which were named for Vulcan, are vents in the crust of the earth from which molten lava and ash erupt.
- _____ **U.** That volcano, located in Hawaii Volcanoes National Park, has been spewing lava since 1983.

CONTINUE ON TO THE NEXT PAGE ►

LOGICAL REASONING

QUESTIONS 11-20

DIRECTIONS: Read the information given and choose the **best** answer to each question. Base your answer **only on the information given**.

In a logical reasoning test, certain words must be read with caution. For example, “The red house is **between** the yellow and blue houses” does not necessarily mean “The red house is **between and next to** the yellow and blue houses”; one or more other houses may separate the red house from the yellow house or from the blue house. This precaution also applies to words such as **above, below, before, after, ahead of, and behind**.

11. The shortest member of the basketball team is 5 feet 11 inches tall. Cheng is 6 feet 2 inches tall.

Based only on the information above, which of the following **must** be true?

- A. Only members of the basketball team are taller than 5 feet 11 inches.
 - B. Cheng is shorter than some members of the basketball team.
 - C. At least one member of the basketball team is shorter than Cheng.
 - D. Cheng is a member of the basketball team.
 - E. Cheng is the tallest member of the basketball team.
-

12. Javon has three pets at home: a hamster, which is active only at night; a dog, which is active only during the day; and a cat, which alternately sleeps for an hour and then is active for an hour.

Based only on the information above, which of the following **must** be true?

- F. The hamster and the cat will never be active at the same time.
- G. The dog and the cat will never be active at the same time.
- H. There are times when none of the pets is active.
- J. All three animals are active at alternate hours.
- K. There never will be more than two pets active at the same time.

13. There are four towns in Jefferson County: Elmont, Richland, Lendle, and Mopley. Highway 14 is closed from Elmont to Richland because of flooding.

- 1) Lendle is between Elmont and Richland on Highway 14.
- 2) Mopley can be reached from Lendle, without going through Elmont or Richland.

Which of the following statements is a valid conclusion from the statements above?

- A. Mopley is not flooded.
 - B. Either Elmont or Richland is flooded.
 - C. Both Elmont and Richland are flooded.
 - D. No one can drive to Lendle on Highway 14.
 - E. Mopley cannot be reached directly from Elmont.
-

14. Six people are seated at a six-sided table, facing inward, one at each side.

- 1) Jorge sits directly across from Bree.
- 2) Susana sits directly across from Michael.
- 3) Darius sits directly across from Lucy.
- 4) Bree is immediately next to Darius, on his right.
- 5) Susana is immediately next to Jorge.

Who sits on Michael’s immediate left?

- F. Susana
- G. Bree
- H. Lucy
- J. Darius
- K. Cannot be determined from the information given.

CONTINUE ON TO THE NEXT PAGE ►

15. One prize was awarded each week in a three-week contest. The prizes were a trip to Disney World, a big-screen television, and a computer.

- 1) Luis, Michael, and Nadia each won a prize.
- 2) Michael did not win the computer.

Which of the following pieces of additional information makes it possible to determine who won each prize?

- A. Michael won the free trip.
 - B. Luis won the television.
 - C. Luis won the computer.
 - D. Nadia won the computer.
 - E. Michael won the television.
-

16. When Soon Bae listens to music, she also dances. Whenever she dances, she also sings.

Based only on the information above, which of the following is a valid conclusion?

- F. When Soon Bae sings, then she is dancing.
 - G. Soon Bae sings only when she is dancing.
 - H. When Soon Bae listens to music, then she is also singing.
 - J. If Soon Bae is not listening to music, then she is not dancing.
 - K. If Soon Bae is not dancing, then she is not singing.
-

17. At Midway School, each new student is paired with an older student partner. The new students are Bai, Gloria, Sandro, and Henry. The older student partners are Edgar, Paola, Rakim, and Whitney.

- 1) Sandro and Whitney are paired.
- 2) Bai is not paired with Rakim.
- 3) Edgar is not paired with Gloria or Bai.

Who is paired with Paola?

- A. Bai
 - B. Gloria
 - C. Henry
 - D. Edgar
 - E. Rakim
-

18. Jack played three instruments in the orchestra. He played violin for two years, cello for three years, and bass for three years. He never played more than two instruments during the same year. The first year, Jack played only the violin.

What is the **least** number of years Jack could have played in the orchestra?

- F. 4
 - G. 5
 - H. 6
 - J. 7
 - K. 8
-

Questions 19 and 20 refer to the following information.

In the code below, (1) each letter always represents the same word, (2) each word is represented by only one letter, and (3) in any given sentence, the letters may or may not be presented in the same order as the words.

L W Q P R means
"Michelle paints planes and birds."

Z V R U N means
"Stuart draws cars and dogs."

L V P T R means
"Javier paints cars and planes."

Y X R N W means
"Ivan draws birds and ships."

19. Which word is represented by the letter Q?

- A. birds
- B. planes
- C. Michelle
- D. paints
- E. and

20. Which letter represents the word "paints"?

- F. L
- G. P
- H. R
- J. W
- K. Cannot be determined from the information given.

CONTINUE ON TO THE NEXT PAGE ►

READING

QUESTIONS 21-50

DIRECTIONS: Read each passage below and answer the questions following it. Base your answers on information contained only in the passage. You may reread a passage if you need to. Mark the best answer for each question.

On Monday evening, September 26, 1960, seventy million Americans turned on their TV sets to view the first televised political debate in a campaign for the presidency of the United States. As of that date, it was by far the largest number ever to witness a political discussion. The novelty of the event drew even those with little or no interest in politics.

The candidates, Republican Vice President Richard M. Nixon and Democratic Senator John F. Kennedy, had agreed to face each other and the nation in four one-hour sessions that the press dubbed the “Great Debates.” Many expected Vice President Nixon to win the debates easily. He was ahead in the newspaper polls, he was an experienced public speaker, and he had served as vice president for nearly eight years. Senator Kennedy was less well-known and, at forty-three, was the youngest man ever to run for president. Throughout the presidential race, his opponents criticized him for his relative youth and inexperience.

By mutual agreement, the first session was limited to domestic issues within the United States. Each candidate was given eight minutes to make his opening remarks. During the remainder of the hour, the candidates took turns responding to questions posed by selected reporters. Both Kennedy and Nixon dealt with the issues calmly and carefully. Viewers who expected to see a free-for-all were disappointed. The way the two men appeared on the television screen, however, may have been as important as what they said. Kennedy looked at the camera while answering questions, appear-

ing to speak directly to his viewers and give them straight answers. Nixon was recovering from a severe bout of influenza, and he appeared tense and tired. He looked at the reporters who asked the questions instead of at the camera, giving some viewers the impression that he avoided eye contact with his audience, and thus suggesting that he was not trustworthy. Most commentators agreed that Kennedy gained from the encounter: many viewers who had previously felt he lacked the maturity necessary to be president were won over by his charm, poise, and confident manner.

While far fewer people watched the three later sessions, much discussion ensued regarding the influence of the Great Debates on the outcome of the 1960 presidential election. Some feared that the better TV performer was bound to come across as being the better candidate. “Is this a good way to judge a person’s ability to serve as president of the United States?” they asked.

Kennedy ultimately won the election, but it was by the narrowest popular vote margin in more than eighty years. Some observers concluded that, had the Great Debates been broadcast on radio and not on television, Nixon would have won.

CONTINUE ON TO THE NEXT PAGE ►

21. Which of the following best tells what this passage is about?
- A. the careers of Nixon and Kennedy
 - B. how elections have changed since 1960
 - C. domestic issues in the Kennedy-Nixon debates
 - D. the presidential debates of 1960
 - E. the qualifications of Nixon and Kennedy
22. According to the passage, which of the following would have been the most likely result if the candidates had **not** debated on television in 1960?
- F. Kennedy would have won the election anyway.
 - G. The election results would have been much closer.
 - H. Nixon would have had a better chance of winning the election.
 - J. The candidates would not have debated at all.
 - K. Nixon would have improved his on-screen performance.
23. Which of the following did critics in 1960 think could be an undesirable consequence of presidential debates on television?
- A. Candidates might no longer utilize other media to get their messages across.
 - B. By being too cautious on television, candidates might fail to debate the issues seriously.
 - C. Appearing on television might take up too much of a candidate's time.
 - D. Americans might be persuaded to vote for a presidential candidate because of their television performance.
 - E. Americans who did not watch every debate might not be fully informed about the candidates' stands.
24. According to the passage, how did Kennedy benefit from the debates?
- F. His grasp of domestic issues was shown to be superior to Nixon's.
 - G. The debates focused on his years of experience in the Senate.
 - H. He appeared to have attractive personal characteristics.
 - J. He maintained eye contact with the reporters asking the questions.
 - K. Nixon was seen as a superficial TV performer.
25. What evidence does the author provide to support the last sentence of the passage?
- A. Far fewer people watched the three later debates.
 - B. Both candidates dealt with the issues calmly and carefully.
 - C. The candidates did not cause a free-for-all.
 - D. The first debate session was limited to domestic issues.
 - E. Nixon was more experienced and well-known than Kennedy.
26. According to the passage, why did people who were not normally interested in politics tune in to the first of the Great Debates?
- F. Vice President Nixon was a popular politician.
 - G. Television had never before been used in this way.
 - H. They had heard that Kennedy was young and charismatic.
 - J. They wanted to see if the newspaper polls were correct.
 - K. The election was expected to be very close.

CONTINUE ON TO THE NEXT PAGE ►

In many cultures, the ugly physical appearance of the bat has given it an unearned reputation as an evil and vicious bearer of diseases. Many people, for example, believe that the little brown bat carries rabies. In fact, it is no more likely to transmit the disease than other animals, such as dogs. Brown bats actually help to prevent disease, not spread it. The basis of their diet is the mosquito, an insect that transmits more diseases than all the bats in the world combined.

A group of bat species known as flying foxes or fruit bats serve another important purpose, as a critical link in the reproduction of many tropical trees and shrubs. In the tropical rain forests of Africa, Asia, and Australia, plants such as avocados, date trees, cashews, and mangoes rely in part on flying foxes for pollination. One of Africa's most valuable hardwood trees, the iroko, is entirely dependent on this type of bat for pollination. Flying foxes feed on flowers, fruit, and nectar, flying from one plant to another and pollinating the plants as they go, much as bees do in other parts of the world. Because they are sloppy eaters, flying foxes drop fruit as they go, dispersing the seeds. They can travel great distances and convey pollen and seeds far from their origins, thereby maintaining the genetic biodiversity within a plant species.

Because of the importance of bats' role in pollination and seed distribution, scientists consider them a keystone in the ecosystems of tropical rain forests. Without bats, many bat-pollinated plants—and the animals that depend on them for food and shelter—would be threatened to the point of extinction. Areas outside the rain forests would be impacted as well, since the rain forests' lush vegetation replenishes the oxygen in the global atmosphere.

Unfortunately, many people are determined to get rid of bats. Flying foxes are at particular risk. In the wild, they feed on wild fruit, but when their rain forest habitat is reduced by conversion into farmland or

residential areas, they occasionally raid cultivated fruit trees, spoiling the crops. Several flying fox species have been hunted to extinction, while others are seriously endangered.

Conservation groups and government agencies in many countries are attempting to change people's attitudes toward bats. When people learn that bats pollinate the trees and crops that provide their livelihood, they are more likely to appreciate and protect the bats in their area. There are also effective, non-harmful ways to deal with troublesome bats. Orchard owners can cover their trees with netting to discourage the bats, and there are humane methods for moving bats from places where they are not wanted. For the sake of the rain forests, and for life forms everywhere that depend on them, it is urgent that people apply a new twist to an old adage, and realize that ugliness is only skin deep.

27. Which of the following best tells what this passage is about?
- A. why plant species in the tropical rain forest are becoming endangered
 - B. how the misunderstood bat benefits other life forms
 - C. why rain forests are an important world resource
 - D. how bats spread rabies and other diseases
 - E. how bats pollinate tropical plants
28. What does the author intend to convey by the statement "ugliness is only skin deep" (line 70)?
- F. Some ugly animals eventually become beautiful.
 - G. Bats are not as ugly as most people think.
 - H. People shouldn't think that bats are harmful simply because they are ugly.
 - J. People who find bats ugly do not believe that bats have an important environmental role.
 - K. Beneficial animals are often considered ugly.

29. Which of the following best describes animal species that function as a “keystone” (line 35)?
- A. They are a major factor in disease prevention.
 - B. They are a food source for other animals.
 - C. They pollinate every plant species.
 - D. They are crucial in maintaining the balance of their ecosystem.
 - E. They generate the oxygen in the atmosphere.
30. What would be the most immediate result if flying foxes became extinct?
- F. Other animal species would take their place.
 - G. Tropical rain forests would become free of disease.
 - H. Many animals would lose a food source.
 - J. Many tropical plants would have difficulty with reproduction.
 - K. The oxygen in the atmosphere would be quickly used up.
31. Why do flying foxes sometimes eat fruit from cultivated fruit trees?
- A. They prefer eating cultivated fruit to wild fruit.
 - B. They are better able to spread pollen from cultivated fruit trees.
 - C. The number of wild fruit trees has decreased.
 - D. Cultivated fruit trees are completely dependent on bats for pollination.
 - E. Declining mosquito populations can no longer feed the bats.
32. What is the most likely reason that the author mentioned the iroko tree?
- F. to provide an example of a useful plant that would die out without flying foxes
 - G. to demonstrate that there are alternate ways to pollinate tropical plants
 - H. to illustrate how rain forests supply oxygen to the atmosphere
 - J. to show what flying foxes will do when wild fruit trees are unavailable
 - K. to encourage farmers to cover their trees with netting

CONTINUE ON TO THE NEXT PAGE ►

Anyone who has watched TV news coverage of a hurricane has seen how destructive wind energy can be. But the power of the wind can also be put to constructive use.

5 From sailboats to old-fashioned windmills 5
to the high-tech, modern wind machines
called turbines, people have devised ways to
harness wind energy for thousands of years.

10 The first known attempt to use wind power 10
was the sailboat. Ancient shipbuilders
understood how to use forces like lift and
momentum, even if they could not explain
those forces scientifically. The principles
15 behind sailing led to the development of 15
the windmill. The first known windmills
originated in Persia, an area that is now
Iran, as early as A.D. 500. They were created
to help with the demanding chores of grind-
20 ing grain and pumping water. By the tenth 20
century, windmills were used throughout
central Asia; they were used in China as
early as the thirteenth century.

25 In Europe, windmills came into widespread 25
use during the twelfth century. As in other
parts of the world, they were used for
milling grain and pumping water. Windmills
replaced the water wheel, which was turned
by the movement of running water over
30 paddles mounted around a wheel. The 30
windmill was more adaptable and efficient
than the water wheel and quickly became
popular. For example, Holland, famous
for its windmills, used the machines to
pump seawater away from low-lying coastal
35 bogs. This allowed the Dutch to reclaim 35
large areas of land from the sea. Windmills
eventually became sophisticated enough for
use in a broad range of work, from sawmills
and drainage pumping to processing goods
40 such as dyes, tobacco, cocoa, and spices. 40

45 In the 1700s, as steam engines gained in 45
popularity, the use of wind machines for
many types of work declined. However,
windmills still played an essential role in
pumping water on farms throughout the
American West and Midwest. Between 1850
and 1970, over six million small windmills
were installed on American farms for water-

ing livestock and meeting other water needs.

50 In many remote areas even today, livestock 50
production would be impossible without the
use of windmills to provide water.

Beginning in the late nineteenth century,
windmills were adapted to generate
55 electricity. During the 1930s and '40s, 55
thin-bladed windmills provided electricity
for hundreds of thousands of farms across
the United States. By the 1950s, however,
power lines connected almost every house-
60 hold in America to a central power source, 60
such as a utility company. After that, there
was little need for wind turbines until the
energy crisis of the 1970s. At that time,
interest in wind turbines was renewed due
65 to rising energy costs and concern about 65
the future availability of fossil fuels such as
oil, coal, and natural gas. The last several
decades have seen the development of
"wind farms," clusters of wind turbines that
70 generate electricity. Efficient, clean, and 70
fairly inexpensive to operate, wind farms
may prove to be as important in the future
as earlier windmills were in the past.

33. Which of the following best tells what this passage is about?
- A. the destructive power of wind energy
 - B. the ways people have harnessed wind power throughout history
 - C. reasons for developing wind farms to generate electricity
 - D. how windmills are used in the United States
 - E. the use of the windmill in the present day
34. Where were the first known windmills built?
- F. Persia
 - G. North America
 - H. Europe
 - J. China
 - K. Holland

35. Which of the following best expresses the author's opinion regarding the future use of wind energy?
- A. Wind farms will someday be the only source of electricity in the United States.
 - B. Wind farms will not be successful in providing large amounts of electricity.
 - C. A new energy source will be discovered that will diminish interest in wind farming.
 - D. Wind farms will become an important source of electricity in the United States.
 - E. Different energy sources will be developed because wind farming is too expensive.
36. The adaptation of old-fashioned water-pumping windmills into wind turbines that generate electricity illustrates
- F. that modern technology is no improvement over ancient technology.
 - G. the inability of people to develop new solutions.
 - H. how wind power will eventually replace all other energy sources.
 - J. that water cannot be used to produce electricity.
 - K. the ability of people to think creatively.
37. Why were fewer American farms dependent on windmills for electrical power after the 1950s?
- A. Windmills were not used for any purpose after that time.
 - B. The energy crisis had prompted interest in other fuel sources.
 - C. The energy crisis had stopped the development of wind turbines.
 - D. A centralized power system had connected almost all American homes.
 - E. Wind farms had replaced the need for individual windmills.
38. According to the passage, how did windmills aid the growth of the country of Holland?
- F. Windmills helped Dutch shipbuilders use the forces of lift and momentum.
 - G. By pumping seawater out, the Dutch turned bogs into usable land.
 - H. Windmills made the country of Holland famous.
 - J. By pumping seawater, the Dutch flooded coastal bogs in order to improve ship travel.
 - K. In Holland, windmills led to the use of water wheels.

CONTINUE ON TO THE NEXT PAGE ►

The decade that began with the stock market crash in 1929 and ended with the declaration of war in Europe in 1939 was a turning point for art in the United States. 5
Rejecting European trends, such as 5
abstract art, American painters searched for a style that was distinctly American. It was a time of great social change—a society based on rural and small town life 10
was rapidly being replaced by a society 10
focused on city life and values. Although members of various groups are all referred to as “American Scene” painters, different groups painted their images of the United States in very different ways. 15

One group, sometimes called the Regionalists, included Thomas Hart Benton, Grant Wood, and John Steuart Curry, all from the Midwest. Their art was 20
intensely patriotic and frequently glorified 20
an older, simpler America. Their subject matter included church steeples, New England fishing villages, and midwestern cornfields. Grant Wood’s most famous 25
canvas is probably *American Gothic*, which 25
shows a stiff and proper farm couple, the husband holding a pitchfork. The Regionalists were often muralists as well, painting local scenes on walls of state capi- 30
tols and other public buildings. Enormously 30
popular during the 1930s, Regionalist art is still treasured by many as a fond memory of times gone by.

While the Regionalists remembered the 35
past, other American Scene artists painted 35
the drab realities of the contemporary urban environment, testifying to its loneliness and anonymity. The Urban Realists, including Reginald Marsh, Isabel Bishop, 40
and the Soyer brothers, were associated 40
with the Art Students League in New York. These painters showed the high price paid by individual men and women struggling to survive the Depression. The names of some 45
of their works illustrate the style: *Office 45
Girls, Waiting, The Bowery*. For various reasons, their work has been largely forgotten today.

Edward Hopper was an artist who was 50
associated with the American Scene but 50
otherwise escaped further classification. Like the Urban Realists, he painted the tired dinginess of the urban streets during the Depression. Yet Hopper often found 55
beauty in the midst of the city’s monotony. 55
For example, one of Hopper’s best-known paintings, *Nighthawks*, shows several people sitting like robots in a brightly lit coffee shop at night, each apparently unaware of 60
the others. Hopper was not interested in a 60
return to the past. He presented what he saw without apology or sentimentality.

The American Scene art movement of the 1930s was characterized by realistic paint- 65
ings that expressed the traditions and 65
interests of people in the United States at that time. Because the paintings presented common images and mirrored the lives of many people, the general public readily 70
identified with the subjects of the paintings. 70
With the onset of World War II, a new spirit of internationalism swept through the art of the United States, and the American Scene painters became out of date. 75
Although the movement did not last, it had 75
reflected its own time with profound understanding.

39. According to the passage, why did ordinary people in the 1930s identify with the art of the American Scene painters?
- A. The artists were primarily concerned with painting farm life.
 - B. People were given hope when they saw the paintings.
 - C. People wanted social and cultural change shown in their paintings.
 - D. The paintings suggested solutions to the problems of the period.
 - E. The paintings reflected the times in ways that were familiar to most viewers.

CONTINUE ON TO THE NEXT PAGE ►

40. Which of the following subjects would an Urban Realist painter be most likely to represent?
- F. factory workers going home from work
 - G. sunset on a beach
 - H. a self-portrait
 - J. a European city scene
 - K. an abstract painting in black and white
41. Hopper's paintings contrast with the work of the Urban Realist painters by
- A. portraying the beauty in America's past.
 - B. showing the ugliness of a city environment.
 - C. illustrating the move toward an international style.
 - D. revealing how dull urban life can include beauty.
 - E. presenting the trials of working people during the Depression.
42. How does the fourth paragraph contribute to the passage?
- F. It describes the end of the American Scene movement.
 - G. It honors Edward Hopper as a great American Scene painter.
 - H. It explains why Edward Hopper's work has been forgotten.
 - J. It contrasts American Scene with Urban Realist styles.
 - K. It presents an American Scene painter who focused on beauty.
43. The author used the phrase "without apology" (line 62) to explain that Hopper did not feel he needed to justify
- A. how he portrayed his subjects.
 - B. painting scenes from the past.
 - C. why *Nighthawks* became popular.
 - D. not joining the international art movement.
 - E. why he was an emotional painter.
44. What is the most likely reason that Regionalist art has retained some of its popularity while Urban Realist art has not?
- F. Regionalist art depicts modern life as well as life in the past, while Urban Realist art depicts only the past.
 - G. Regionalist art more accurately portrays the time in which it was painted than Urban Realist art does.
 - H. Regionalist art shows American life as people wish to remember it while Urban Realist art does not.
 - J. Regionalist art represents the positive side of urban life more than Urban Realist art does.
 - K. Regionalist art more accurately depicts how Americans overcame the effects of the Depression than Urban Realist art does.

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If you have ever watched someone fall on the ice, you've seen slipperiness at work. But have you wondered what makes ice slippery, or why skates or skis glide across ice so easily? The answer might seem obvious: ice is smooth. Yet smoothness in itself does not explain slipperiness. Imagine, for example, skating on a smooth surface of glass or sheet metal.

Surprisingly, scientists do not fully understand why ice is slippery. Past explanations of slipperiness have focused on friction and pressure. According to the friction theory, a skate blade rubs across the ice, causing friction. The friction produces heat, melting the ice and creating a slippery, microscopically thin layer of water for the skate to glide on. The friction theory, however, cannot explain why ice is slippery even when someone stands completely motionless, creating no friction.

The pressure theory claims that pressure from a skate blade melts the ice surface, creating a slippery layer of water. The water refreezes when the pressure is lifted. Science textbooks typically cite this explanation, but many scientists disagree, claiming that the pressure effect is not great enough to melt the ice. Nor can the pressure theory explain why someone wearing flat-bottomed shoes—which have a greater surface area than skate blades and thus exert less pressure per square inch—can glide across the ice or even go sprawling.

During the 1990s, another theory found acceptance: the thin top layer of ice is liquid, or “liquid-like,” regardless of friction or pressure. This notion was first proposed more than 150 years ago by physicist Michael Faraday. Faraday’s simple experiment illustrates this property: two ice cubes held against each other will fuse together. This happens, Faraday explained, because liquid on the cubes’ surfaces froze solid when the surfaces made contact.

Faraday’s hypothesis was overlooked, in part because scientists did not have the means to detect molecular structures.

However, technological advances during recent decades allow scientists to measure the thin layer on the surface of the ice. For example, in 1996, a chemist at Lawrence Berkeley Laboratory shot electrons at an ice surface and recorded how they rebounded. The data suggested that the ice surface remained “liquid-like,” even at temperatures far below freezing. Scientists speculate that water molecules on the ice surface are always in motion because there is nothing above them to hold them in place. The vibration creates a slippery layer of molecules. According to this interpretation of the Lawrence Berkeley Laboratory experiments, the molecules move only up and down; if they also moved side to side, they would constitute a true liquid. Thus it could be said that people are skating on wildly vibrating molecules!

The phenomenon of a slippery liquid-like surface is not limited to ice, although ice is the most common example. Lead crystals and even diamond crystals, made of carbon, also show this property under certain temperature and pressure conditions.

45. Which of the following best tells what this passage is about?
- A. why ice surfaces are liquid-like
 - B. how ice changes from a solid to a liquid
 - C. answers to the question of what makes ice slippery
 - D. the discoveries of Michael Faraday
 - E. the processes of freezing and melting

CONTINUE ON TO THE NEXT PAGE ►

46. What is the most likely reason that the author mentioned lead and diamond crystals in the last paragraph?
- F. to point out that solids other than ice have slippery surfaces
 - G. to suggest that ice, lead, and diamonds are composed of the same materials
 - H. to cast doubt on Faraday’s theory of slipperiness
 - J. to suggest that scientists shoot electrons at lead and diamond surfaces
 - K. to suggest new uses for slippery substances
47. According to Faraday, why do two ice cubes fuse when held together?
- A. Friction causes the ice to melt and refreeze.
 - B. The pressure melts and refreezes the ice cubes.
 - C. The liquid layers on their surfaces freeze.
 - D. The vibrations of the molecules on their surfaces increase.
 - E. Their surface areas are perfectly smooth.
48. What is the most likely reason that the author mentioned the 1996 experiment at Lawrence Berkeley Laboratory?
- F. to provide evidence about the surface of ice
 - G. to illustrate the weaknesses of scientific technology
 - H. to show how Faraday tested his theory
 - J. to suggest that the ice surface was solid, not liquid
 - K. to explain why ice cubes freeze together
49. According to researchers at the Lawrence Berkeley Laboratory, why is the surface of ice “liquid-like” rather than “liquid”?
- A. because electrons rebound from the ice surface
 - B. because molecules on the ice surface vibrate only up and down
 - C. because the ice surface is wet
 - D. because the ice surface is slipperier than a liquid surface
 - E. because the temperature on the ice surface is slightly above freezing
50. According to the passage, which of the following undermines the friction theory of slipperiness?
- F. a person wearing flat-bottomed shoes gliding across the ice
 - G. two ice cubes fused together
 - H. electrons bouncing off an ice surface
 - J. a person trying to skate on a sheet of glass or sheet metal
 - K. a person slipping while standing immobile on ice

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PART 2 — MATHEMATICS

Suggested Time — 75 Minutes

50 QUESTIONS

GENERAL INSTRUCTIONS

Solve each problem. Select the **best** answer from the choices given. Mark the letter of your answer on the answer sheet. You can do your figuring in the test booklet or on paper provided by the proctor. **DO NOT MAKE ANY MARKS ON YOUR ANSWER SHEET OTHER THAN FILLING IN YOUR ANSWER CHOICES.**

IMPORTANT NOTES:

- (1) Formulas and definitions of mathematical terms and symbols are **not** provided.
- (2) Diagrams other than graphs are **not** necessarily drawn to scale. Do not assume any relationship in a diagram unless it is specifically stated or can be figured out from the information given.
- (3) Assume that a diagram is in one plane unless the problem specifically states that it is not.
- (4) Graphs are drawn to scale. Unless stated otherwise, you can assume relationships according to appearance. For example, (on a graph) lines that appear to be parallel can be assumed to be parallel; likewise for concurrent lines, straight lines, collinear points, right angles, etc.
- (5) Reduce all fractions to lowest terms.

51. $\frac{4.5}{0.1} \times 0.22 =$

- A. 0.99
- B. 1.99
- C. 9.9
- D. 99
- E. 990

52. If $\frac{4}{5}$ of P is 48, what is $\frac{3}{5}$ of P?

- F. 12
- G. 15
- H. 20
- J. 36
- K. 60

53. If $\frac{a}{b} = 2$ and $a = 8$, what is the value of $3b + a^2$?

- A. 28
- B. 70
- C. 76
- D. 88
- E. 112

54. Carlos is picking colored pencils from a large bin that contains only 480 red pencils, 240 green pencils, and 160 blue pencils. Without looking, Carlos pulls out 22 pencils. If the pencils were distributed randomly in the bin, how many pencils of each color is it most likely that he picked?

- F. 8 red, 7 green, 7 blue
- G. 10 red, 7 green, 5 blue
- H. 10 red, 8 green, 4 blue
- J. 11 red, 6 green, 5 blue
- K. 12 red, 6 green, 4 blue

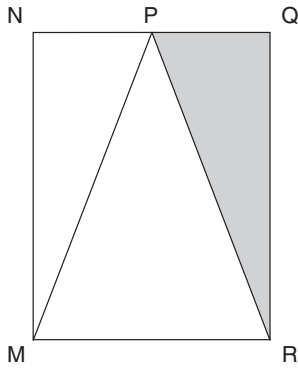
55. How many positive integers satisfy the inequality $x + 7 < 23$?

- A. 15
- B. 16
- C. 17
- D. 29
- E. 30

56. $3.99 \div 1.5 =$

- F. 0.266
- G. 0.267
- H. 2.0
- J. 2.66
- K. 2.67

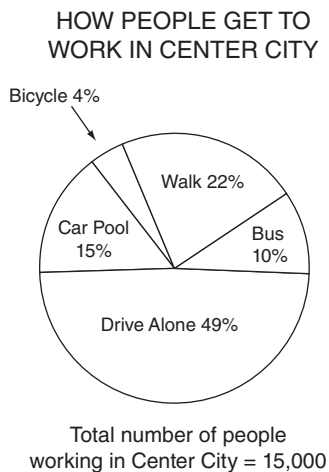
57.



In the figure above, the base of $\triangle MPR$ is a side of rectangle $MNQR$, and point P is the midpoint of \overline{NQ} . If the area of the shaded region is 24 square centimeters, what is the area of the region that is **not** shaded?

- A. 24 sq cm
- B. 48 sq cm
- C. 64 sq cm
- D. 72 sq cm
- E. 96 sq cm

58.



How many more people in Center City walk to work than ride their bicycles to work?

- F. 18
- G. 22
- H. 2,700
- J. 2,800
- K. 3,000

59. If x and y are positive integers such that $0.75 = \frac{x}{y}$, what is the **least** possible value for x ?

- A. 1
- B. 3
- C. 4
- D. 25
- E. 75

60. $|190 - 210| + |19 - 21| + x = 100$

In the equation above, what is the value of x ?

- F. 78
- G. 88
- H. 100
- J. 122
- K. 123

61. Ms. Grant's car gets between 20 and 22 miles per gallon, inclusive. The gasoline she uses costs between \$4.20 and \$4.50 per gallon, inclusive. What is the **greatest** amount Ms. Grant will spend on gasoline to drive her car 200 miles?

- A. \$37.27
- B. \$40.90
- C. \$42.00
- D. \$45.00
- E. \$99.00

62. The set P consists of all prime numbers greater than 6 and less than 36. What is the median of the numbers in P ?

- F. 17
- G. 17.75
- H. 18
- J. 18.75
- K. 19

63. What is the greatest common factor of 2,205 and 3,675?

- A. 147
- B. 245
- C. 441
- D. 735
- E. 1,225

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64.

$$\begin{array}{r}
 -2 \\
 4 \\
 -6 \\
 8 \\
 \cdot \\
 \cdot \\
 \cdot \\
 -22 \\
 + 24 \\
 \hline
 \end{array}$$

If the missing terms in the problem above were filled in according to the pattern, what would be the sum of all the terms?

- F. -6
- G. 2
- H. 6
- J. 10
- K. 12

65. SONGS PLAYED DURING ONE HOUR

Number of Songs	Number of Radio Stations
14	8
15	4
16	4
17	5
18	9

The table above shows the number of songs played during a specific hour by 30 different radio stations. What is the mean number of songs played during that hour by these stations?

- A. 6
- B. 8
- C. 16.1
- D. 16.5
- E. 18

66. The fuel mix for a small engine contains only 2 ingredients: gasoline and oil. If the mix requires 5 ounces of gasoline for every 6 ounces of oil, how many ounces of gasoline are needed to make 33 ounces of fuel mix?

- F. 3
- G. 6
- H. 15
- J. $27\frac{1}{2}$
- K. 165

67. In the set of consecutive integers from 12 to 30, inclusive, there are 4 integers that are multiples of both 2 and 3. How many integers in the set are multiples of **neither** 2 nor 3?

- A. 2
- B. 5
- C. 6
- D. 13
- E. 15

68. A pitcher contained 32 ounces of orange juice and 12 ounces of grapefruit juice. More grapefruit juice was added to the pitcher until grapefruit juice represented $\frac{1}{3}$ of the pitcher's contents. How many ounces of grapefruit juice were added?

- F. 2 oz
- G. 4 oz
- H. 8 oz
- J. 16 oz
- K. 44 oz

69. A roofing contractor uses shingles at a rate of 3 bundles for each 96 square feet of roof covered. At this rate, how many bundles will he need to cover a roof that is 416 square feet?

- A. 5
- B. 12
- C. 13
- D. 14
- E. 15

70. How many ways can the letters in the word RAIN be arranged horizontally so that the vowels (A and I) are always immediately next to each other (either AI or IA)?

- F. 6
- G. 8
- H. 12
- J. 16
- K. 24

71.

Item	Quantity Purchased	Price Per Item
Rain Coat	1	\$102.00
Slacks	2	\$60.00
Shirt	2	\$35.00

One state has a 6% sales tax on clothing items priced at \$75 or higher, and no sales tax on clothing items priced under \$75. What is the total tax on the items in the table above?

- A. \$6.12
- B. \$6.72
- C. \$13.32
- D. \$17.00
- E. \$203.12

72. There are 45 eighth graders and 20 seventh graders in a school club. The president of this club wants 40% of the club's members to be seventh graders. How many **more** seventh graders must join the club in order to meet the president's wishes? (Assume that the number of eighth graders remains the same.)

- F. 6
- G. 7
- H. 8
- J. 10
- K. 27

73. If R, S, and T are integers and $R + S$ and $T - S$ are both odd numbers, which of the following must be an **even** number?

- A. $R + T$
- B. $S + T$
- C. R
- D. S
- E. T

74. For what value of z is $z - \frac{1}{3}z = 12$?

- F. -18
- G. 4
- H. 8
- J. 12
- K. 18

75.

Regular Price.....	\$2.49
Discount.....	-\$0.60
Sale Price.....	\$1.89
6% Tax.....	\$0.15
Total.....	\$2.04

Nikolai bought a packet of pens. His receipt is shown above. Assume that sales tax is rounded to the nearest cent. If the 6% sales tax had been computed on the sale price instead of on the regular price, how much lower would the tax have been?

- A. \$0.01
- B. \$0.02
- C. \$0.03
- D. \$0.04
- E. \$0.36

76. The regular price of a 12-ounce bag of candy is \$2.90. Lily has a coupon for 30% off one of these bags. What is the price per ounce (to the nearest cent) that Lily will pay if she uses the coupon?

- F. \$0.07
- G. \$0.15
- H. \$0.17
- J. \$0.22
- K. \$0.24

77. On a particular vehicle, the front tire makes three revolutions for every one revolution the back tire makes. How many times larger is the radius of the back tire than the radius of the front tire?

- A. $\frac{1}{3}$
- B. 3
- C. $\frac{3}{2}\pi$
- D. 3π
- E. 9

78. PEOPLE PER VEHICLE AT CHECKPOINT

Number of People in the Vehicle	Percent of Vehicles
1	40%
2	35%
3	15%
4	7%
5 or more	3%

A researcher recorded the number of people in each vehicle that passed through a checkpoint. The table above shows the percent distribution for the 420 vehicles that passed the checkpoint yesterday morning. How many of the 420 vehicles contained **at least** 3 people?

- F. 42
- G. 63
- H. 105
- J. 315
- K. 378

79. Jack and Roberto were assigned to guard a tower. Each was to watch for 5 hours, then rest 5 hours while the other watched. If Roberto began his first watch at 6:00 p.m., at what time will he begin his third watch?

- A. 11:00 p.m.
- B. 4:00 a.m.
- C. 9:00 a.m.
- D. 7:00 p.m.
- E. 2:00 p.m.

80.



On the number line above, point E (not shown) is the midpoint of \overline{AC} and point F (not shown) is the midpoint of \overline{BD} . What is the length of \overline{EF} ?

- F. 1 unit
- G. 2 units
- H. 2.5 units
- J. 3 units
- K. 11 units

81. A video game originally priced at \$44.50 was on sale for 10% off. Julian received a 20% employee discount applied to the sale price. How much did Julian pay for the video game? (Assume that there is no tax.)

- A. \$31.15
- B. \$32.04
- C. \$35.60
- D. \$40.05
- E. \$43.61

82. If $r = 3q + 2$ and $q = \frac{1}{3^n}$ for $n = 1, 2,$ or $3,$ what is the **least** possible value of r ?

- F. 1
- G. $2\frac{1}{9}$
- H. $2\frac{1}{3}$
- J. 3
- K. 5

83. $|(-6) - (-5) + 4| - |3 - 11| =$

- A. -7
- B. -5
- C. -1
- D. 1
- E. 11

84. There are 1,000 cubic centimeters in 1 liter and 1,000 cubic millimeters in 1 milliliter. How many cubic millimeters are there in 1,000 cubic centimeters?

- F. 1,000
- G. 10,000
- H. 100,000
- J. 1,000,000
- K. 1,000,000,000

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85. A radio station plays Samantha's favorite song 6 times each day at random times between 8:00 a.m. and 5:00 p.m. The song is 5 minutes long. If Samantha turns on the radio at a random time between 8:00 a.m. and 5:00 p.m., what is the probability that her favorite song will be playing at that time?

- A. $\frac{1}{30}$
- B. $\frac{1}{18}$
- C. $\frac{1}{6}$
- D. $\frac{1}{5}$
- E. $\frac{1}{3}$

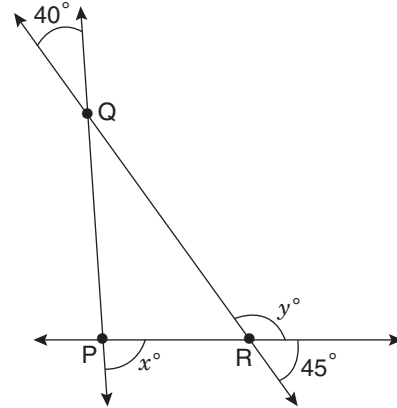
86. Set R contains all integers from 10 to 125, inclusive, and Set T contains all integers from 82 to 174, inclusive. How many integers are included in R, but **not** in T?

- F. 23
- G. 48
- H. 49
- J. 71
- K. 72

87. Ryan must read 150 pages for school tomorrow. It took him 30 minutes to read the first 20 of the assigned pages. At this rate, how much **additional** time will it take him to finish the reading?

- A. $1\frac{2}{3}$ hr
- B. $2\frac{1}{6}$ hr
- C. $3\frac{1}{4}$ hr
- D. $3\frac{3}{4}$ hr
- E. $7\frac{1}{2}$ hr

88.



The figure above shows three intersecting straight lines. What is the value of $y - x$?

- F. 40
- G. 50
- H. 85
- J. 95
- K. 135

89. Joe began to increase the speed of his car at 2:00 p.m. Since that time, the speed of Joe's car has been steadily increasing by $1\frac{1}{2}$ miles per hour for each half minute that has passed. If the car is now traveling $65\frac{1}{2}$ miles per hour, for how many minutes has the car been exceeding the speed limit of 55 miles per hour?

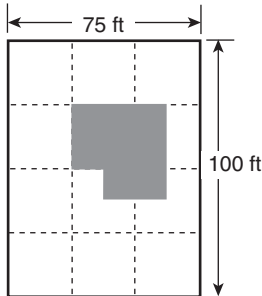
- A. $3\frac{1}{3}$ min
- B. $3\frac{1}{2}$ min
- C. $4\frac{1}{2}$ min
- D. 5 min
- E. 7 min

CONTINUE ON TO THE NEXT PAGE ►

90. If x , y , and z are numbers such that $xy + xz = 100$, what is the value of $\frac{x}{5}(3y + 3z) + 10$?
- F. $60 + 2x$
 G. 62
 H. 70
 J. 130
 K. $130 + 2x$

91. Let $N = -(|-3| - |-8| + |-4|)$.
 What is the value of $-|N|$?
- A. -9
 B. -4
 C. -1
 D. 1
 E. 9

92.



The drawing above represents a rectangular lot containing a building, indicated by the shaded region. The dashed lines divide the lot into twelve equal-sized squares. If the unshaded portion of the lot is to be paved, about how many square feet will be paved?

- F. 4,000 sq ft
 G. 5,000 sq ft
 H. 6,000 sq ft
 J. 7,000 sq ft
 K. 8,000 sq ft
93. If x can be any integer, what is the greatest possible value of the expression $1 - x^2$?
- A. -1
 B. 0
 C. 1
 D. 2
 E. Infinity

94. A recent survey asked students what pets they have. Based on the results, the following statements are all true:

23 students have dogs.
 20 students have cats.
 3 students have both dogs and cats.
 5 students have no cats or dogs.

How many students were surveyed?

- F. 40
 G. 42
 H. 45
 J. 46
 K. 51

95. Ang has x dollars in his savings account, and Julia has y dollars in her savings account. Ang gives Julia $\frac{1}{3}$ of the money in his savings account, which Julia deposits into her savings account. Julia then spends $\frac{1}{4}$ of the total in her savings account. Express the amount of money Julia spent in terms of x and y .

- A. $\frac{y}{4} + \frac{x}{12}$
 B. $\frac{y}{4} + \frac{x}{3}$
 C. $\frac{y}{4} + \frac{x}{7}$
 D. $\frac{3y}{4} + \frac{x}{4}$
 E. $\frac{3y}{4} + \frac{x}{3}$

96. Nam worked on a job for 10 days. On each of the last 2 days, he worked 2 hours more than the mean number of hours he worked per day during the first 8 days. If he worked 69 hours in all, how many hours did he work during the last 2 days together?

- F. 8.5
 G. 10.5
 H. 13.0
 J. 15.0
 K. 17.0

97.

PRICES FOR AD SPACE

Space	Price
$\frac{1}{4}$ page	\$200
$\frac{1}{2}$ page	\$350
full page	\$600

The table above shows prices for newspaper advertising. A store purchased quarter pages, half pages, and full pages of space in equal numbers for a total of \$11,500. What is the total amount of page space the store purchased?

- A. $1\frac{3}{4}$ pages
- B. 10 pages
- C. $16\frac{1}{2}$ pages
- D. $17\frac{1}{4}$ pages
- E. $17\frac{1}{2}$ pages

98. One week the price of gasoline dropped by \$0.05 per gallon. Madison's car travels 27 miles each way to work, and her car travels 30 miles on each gallon of gasoline. What were her total savings, to the nearest cent, over the 5-day work week?

- F. \$0.23
- G. \$0.25
- H. \$0.30
- J. \$0.45
- K. \$0.50

99. A rectangular floor is 12 feet wide and 16 feet long. It must be covered with square tiles that are 8 inches on each side. Assume there is no space between adjacent tiles. If the tiles cost \$8 each, how much will it cost to buy the tiles needed to cover the floor?

- A. \$24
- B. \$64
- C. \$192
- D. \$2,304
- E. \$3,456

100.

{1, 2, 3, 4, 5, 6}

Company X wants to assign each employee a 3-digit ID number formed from digits in the set shown above. No digit may appear more than once in an ID number, and no two employees may be assigned the same ID number. What is the greatest total number of possible different ID numbers?

- F. 20
- G. 120
- H. 180
- J. 216
- K. 720

THIS IS THE END OF THE TEST. IF TIME REMAINS, YOU MAY CHECK YOUR ANSWERS TO PART 2 AND PART 1. BE SURE THAT THERE ARE NO STRAY MARKS, PARTIALLY FILLED ANSWER CIRCLES, OR INCOMPLETE ERASURES ON YOUR ANSWER SHEET. ■



SCRAMBLED PARAGRAPHS

Paragraph 1 (TQURS)

The given sentence says that Aztec culture and traditions are described in a document called the Codex Mendoza. T is next; it is an example of one of the Aztec traditions, naming a newborn child. The pronoun “it” in T refers to the Codex in the given sentence. Either of two sentences, Q or U, could logically follow, explaining how baby boys and girls were given names. Q, which describes how boys were named, logically follows T. U, describing how girls were named, contains the phrase “on the other hand,” implying that it follows a sentence with contrasting information. The contrasting information is naming boys (vs. naming girls), so U must follow Q. R is next, using the word “also” to introduce another Aztec tradition, the placement of implements in an infant’s hands. S follows R by giving examples of the implements given to girls and boys.

Paragraph 2 (SRUQT)

The opening sentence introduces a new term, the “honey hunters” of Nepal, and the paragraph goes on to describe what honey hunters do. Honeybees, the source of honey, are mentioned in S, which also refers to Nepalese mountainsides, a link to the opening sentence. The job of a honey hunter is explained in R and continued in U. “This entire dangerous practice” in Q refers back to the procedures described in R and U. The hunter is stung repeatedly (Q), and T continues the description of the stinging that the hunters endure.

Paragraph 3 (QSRUT)

According to the given sentence, the jingle dress dance is popular at Native American events. Q is next, describing the steps of the dance, which cause the decorations on the dress to jingle (S). Sentence R describes what made the dresses “jingle” in the past—shells striking each other. “The modern jingle-dress” in U contrasts past and present dresses, explaining that nowadays shells have been replaced by the lids of metal cans. T contrasts the sounds of the lids and shells.

Paragraph 4 (USTRQ)

The opening sentence is about topographical maps. U explains how they differ from other maps and defines the term “contour line.” S supplies another function of contour lines—to indicate the slope of the land. T explains in more detail how contour lines indicate slope. The last two sentences are about the depiction of streams and other waterways. R says that blue lines represent waterways. Q explains how the course of a waterway can be revealed by V-shaped contour lines.

Paragraph 5 (TRUQS)

Either T or R could follow the given sentence. Try both possibilities and compare the results. When T is placed after the given sentence, it continues the reference made to Vulcan in the given sentence, and it provides a definition of a volcano early in the paragraph. R provides a transition from the discussion of volcanoes in general to a focus on volcanoes in the United States, and Kilauea in particular. U follows R with its reference to “that volcano,” referring to Kilauea, and describes its activity. U also names Hawaii Volcanoes National Park. “In the same park” (in Q) logically follows that reference. Q also mentions a second volcano, Mauna Loa. S must follow Q because it refers to two volcanoes (“Both of these . . .”). TRUQS creates a well-organized, cohesive paragraph, and it is the correct answer.

RUQST was a popular incorrect answer. R might be thought to follow the opening sentence because it continues the discussion of volcanoes, including Kilauea. The logic and flow of thought that formed the sequence RUQS remain the same, but the final sentence, T, ends the paragraph on an awkward note. The definition of the paragraph’s topic (volcanoes) appears after, not before, further discussion of the topic, and four sentences separate the references to Vulcan. RUQST is neither well-organized nor cohesive.

LOGICAL REASONING

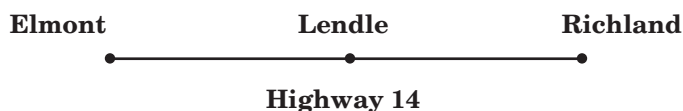
11. (C) The first sentence implies that all the members of the basketball team are 5 feet 11 inches or taller. Cheng’s height is 6 feet 2 inches. The question does not state whether Cheng is on the basketball team. Options A, B, D, and E might be true, but there is not enough information to determine that they must be true. Only Option C must be true. At least one member of the basketball team (the shortest member, who is 5 feet 11 inches) is shorter than Cheng.

12. (K) The activity of Javon’s three pets can be represented like this:

Time	Hamster Active?	Dog Active?	Cat Active?
Night	Yes	No	Alternately sleeps for an hour and active for an hour.
Day	No	Yes	Alternately sleeps for an hour and active for an hour.

Options F and G are not true: there will be times when the hamster and the cat—or the dog and the cat—will be active at the same time. H can be ruled out because at least one pet is active at any given time. J is contradicted by the information in the question. Option K is always true. Of the three pets, a maximum of two will be active at any one time.

13. (D) According to statement 1, the towns of Elmont, Lendle, and Richland are connected by Highway 14. Draw a diagram to show this relationship.

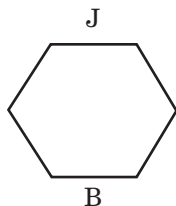


We know that Highway 14 is closed from Elmont to Richland. This stretch of highway includes the town of Lendle.

Statement 2 says that the town of Mopley is connected to Lendle, but does not specify how it is connected. Mopley could be connected to Lendle by another road (not named), or it could be somewhere on Highway 14.

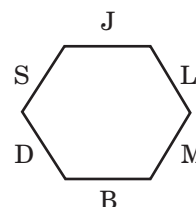
Not enough information is provided to determine whether Mopley is flooded, or whether Mopley can be reached directly from Elmont, ruling out A and E. Highway 14 connecting Elmont and Richland is flooded, but we cannot determine whether the towns themselves are flooded, ruling out B and C. Only Option D is valid. Highway 14 between Elmont and Richland is closed because of flooding, so no one can drive to Lendle on Highway 14. (Notice that the location of Mopley is not relevant to the correct answer.)

14. (G) Draw a diagram of the six-sided table. There is no definite information about who sits at a particular position—only about the relationship between where people sit—but the correct answer only requires understanding the relationships. Choose a position at the table to start, and use an initial to represent each person. According to Condition 1, Jorge sits directly across from Bree.



Look for another condition that relates to either Jorge or Bree. Condition 4 places Bree immediately next to

Darius, on his right, and Condition 3 states that Darius sits directly across from Lucy. According to Condition 5, Susana is immediately next to Jorge. Since Lucy is already on one side of Jorge, Susana must be on the other side. That leaves Michael in the remaining position, opposite Susana. All six people are now seated relative to one another.



Because the question states that the people at the table are facing inward, you know that the person sitting on Michael's immediate left is Bree (Option G).

15. (B) Draw a grid to illustrate who won each prize. An X indicates that a person did not receive a prize. According to Statement 2, Michael did not win the computer.

	Trip	Television	Computer
Luis			
Michael			X
Nadia			

The question asks which option makes it possible to determine who won each prize, that is, to fill in the rest of the grid. For each option, mark the information on the grid. Are you able to determine who won each prize? If not, erase the marks and evaluate the next option. For example, mark the information for Option A, and fill in X's wherever you can.

	Trip	Television	Computer
Luis	X		
Michael	Yes	X	X
Nadia	X		

We can't figure out who won the television set and the computer, so option A cannot be correct. Only Option B allows us to determine who won each prize.

	Trip	Television	Computer
Luis	X	Yes	X
Michael	Yes	X	X
Nadia	X	X	Yes

EXPLANATIONS OF CORRECT ANSWERS *continued...*

16. (H) This question contains two conditional sentences. You can put them together like this: When Soon Bae listens to music, she is also dancing and singing.



The arrows indicate the direction of the condition. Notice that the arrows point in only one direction, ruling out Option F. Music might not be the only thing that causes Soon Bae to dance and sing. Other factors, beside music, might lead to dancing and singing. Thus Options G, J, and K are not valid. The only valid conclusion is Option H.

17. (A) The question gives the names of four new students and four older student partners. Your task is to match them up correctly. Draw a table to show the four student pairs. Condition 1 says that Sandro and Whitney are paired. Edgar, an older student, is not paired with Gloria or Bai (Condition 3), so he must be paired with Henry.

New students	Bai	Gloria	Sandro	Henry
Older student partners			Whitney	Edgar

Bai is not paired with Rakim (Condition 2), so Rakim must be paired with Gloria, leaving Bai paired with Paola, which is Option A. To answer this question correctly, you must keep track of which students are new and which are older. Otherwise, you might incorrectly pair Paola with Rakim (Option E).

18. (G) Draw a diagram like the one below. Eight years are shown because eight is the largest option. The question states that Jack played only the violin the first year. Under Year 1, put an X to represent Jack’s instrument during the first year. The question does not state the order in which Jack played each instrument. Since he started with the violin, and played violin for two years, add an X under the second year as well.

Year	1	2	3	4	5	6	7	8
Violin	X	X						
Cello								
Bass								

Jack played the cello and the bass for three years each, and he never played more than two instruments during the same year. One possibility is that he played the cello during years, 2, 3, and 4, as marked below. Jack could not have started playing the bass until year 3. After “Bass,” place an X under years 3, 4, and 5.

Year	1	2	3	4	5	6	7	8
Violin	X	X						
Cello		X	X	X				
Bass			X	X	X			

This is one possible arrangement, and it requires five years. All other possibilities require at least five years. Option G is correct.

19. and 20. Read the directions carefully. The letters in a sentence may or may not appear in the same order as the words in that sentence. For example, in the first sentence, the first letter (L) may or may not represent the first word (Michelle). You need not find out what every letter represents in the code.

19. (C) The letter Q appears only in the first sentence. Thus, the word represented by Q must appear only in the first sentence. That word is “Michelle” (Option C).

20. (K) The word “paints” appears only in the first and third sentences, so start by identifying the letters that appear in both the first and third sentences—L, P, and R. However, the letter R appears in all four sentences and thus cannot represent the word “paints.” Either L or P could represent “paints,” but there is no way to figure out which is correct. The answer cannot be determined (Option K).

READING

Debates

21. (D) Option A is too broad—the passage focuses on a specific event, not on entire careers. Option B is implied in the second-to-last paragraph, but is not specifically discussed. Option C is a detail, not a main point. The best summary is Option D, which includes considerations prior to the debates, the actual event, and some of the consequences. Option E is an important detail, but not the main idea.

22. (H) The question asks you to use the information given in the passage to predict what would have happened if the debates had not taken place on television (for example, if they had occurred only on radio or in printed form). To answer the question, review the information given about each candidate before the debate. Nixon was ahead in the polls, an experienced public speaker, and had served as vice president (lines

15-20). Kennedy had been criticized for his relative youth and inexperience (lines 22-25). Without the televised debate, if events had followed their course, it is more likely that Nixon, not Kennedy, would have won the election, which is Option H. This line of reasoning rules out Options F and G. Option J is contradicted by lines 67-68. Nixon would have no reason to consider his on-screen performance, which rules out Option K.

23. (D) The answer to this question can be found in the fourth paragraph. Lines 58-60 state that “Some feared that the better TV performer was bound to come across as being the better candidate.” This concern is best reflected in Option D. Options A, C, and E are not mentioned in the passage as possible concerns. Option B is ruled out by the “calm and careful” way that both candidates debated the issues (lines 32-34).

24. (H) Kennedy’s benefit is summarized in lines 50-53, especially his “charm, poise, and confident manner.” These qualities are summarized by Option H: “He appeared to have attractive personal characteristics.” Option F is contradicted by lines 32-34, which state that both candidates dealt calmly and carefully with the issues. The debate centered on domestic issues, ruling out Option G. Options J and K describe Nixon, not Kennedy.

25. (E) Reread the last sentence of the passage, and then read each option before choosing your answer. The first three options are true statements, but they do not say anything about the effect of televising the event. The passage does not supply any information to support Option D. Option E is correct. Nixon’s greater experience (lines 15-20) would have been more apparent to radio listeners who were not distracted by his poor television appearance.

26. (G) The answer is given in lines 7-9, which is summarized in Option G. Option F is a true statement, but it does not explain why people not interested in politics would watch the debates. Kennedy’s attractive appearance is not mentioned in the passage, ruling out Option H. Option J does not make sense as a reason for watching the debates, and the passage says that Vice President Nixon was ahead in the polls, which rules out Option K.

Bats

27. (B) Option A cannot be correct because the passage discusses animal species, not plants, that are becoming endangered. Option C is an important detail, but it is not the main idea of the passage. Option D is contradicted by lines 4-7. Option E is also important, but the passage is about much more than the pollination of tropical plants. Option B is best. It incorporates the notion of bat stereotypes contrasted with the advantages that bats provide to plants and animals, including humans.

28. (H) “Ugliness is only skin deep” (line 70) is a play on the expression “Beauty is only skin deep,” which means that an attractive outward appearance does not necessarily indicate inward beauty. The intended meaning—that an ugly outward appearance does not always imply evil or harmfulness—is Option H. None of the other options correctly apply to this “new twist to an old adage.”

29. (D) The far-reaching impact of a keystone species is described in the third paragraph. The flying fox, a keystone in the rain forest, pollinates and distributes seeds, and thus helps provide food and shelter for many other plants and animals in its ecosystem. Rain forests in turn help to maintain a balanced global atmosphere for living creatures everywhere. Option D best summarizes the far-reaching impact of a keystone species. The passage says that brown bats help to prevent disease (lines 8-9), but the keystone species, flying foxes, are not described in that way, ruling out Option A. The brown bat’s main food source is mosquitos, but bats are not mentioned as food sources for other animals, so Option B is not correct. Lines 23-27 describe how flying foxes help to pollinate plants, but the passage does not claim that they pollinate every plant species. The rain forests’ lush vegetation, not flying foxes, replenishes the oxygen in the global atmosphere (lines 41-43), making Option E incorrect.

30. (J) The question asks for the most immediate result that would occur before other, more distant consequences took place. Read every option before deciding which describes the most immediate result. Options F and H are possible, but they are long-term, not immediate, results. Options G and K are not supported by the passage. Option J is the only immediate result.

31. (C) The passage discusses bats' consumption of cultivated fruit in lines 46-50. Bats in the wild feed on wild (uncultivated) fruit; they eat cultivated fruit only when wild fruit cannot be found due to reduced habitat for wild fruit trees, which is Option C. Option A is contradicted by the passage. Options B, D, and E are not supported.

32. (F) The iroko tree is mentioned in lines 20-23 as a valuable tree that depends entirely on flying foxes for pollination. The previous sentence stated the importance of flying foxes for pollination of plants such as avocados and date trees. Both sentences are about the importance of flying foxes for the pollination of useful plants, which is Option F. Option G is not mentioned. Options H, J, and K do not explain why the author mentioned the iroko tree.

Wind Energy

33. (B) Option A is mentioned only in the first paragraph, and it is not the main idea. Option B best summarizes the passage: it describes how wind energy has been used, from ancient sailboats to medieval windmills to modern turbines. Option C is a detail. Options D and E are important points, but neither is the main idea.

34. (F) The first known windmills originated in Persia (lines 15-17), which is Option F. The other options (North America, Europe, China, and Holland) are mentioned in the development of wind power around the world, but the first known windmills were not built there.

35. (D) The future use of wind energy is discussed in the last paragraph. Options A, C, and E are never mentioned. Option D best conveys the author's optimism that wind farms—"efficient, clean, and fairly inexpensive to operate" (lines 70-71)—will be a major source of electricity in the future. Option B is contradicted by the passage.

36. (K) You are asked which option best illustrates the development of wind energy. In the passage, the author followed the history of wind energy from old-fashioned water-pumping windmills (lines 24-26) to thin-bladed windmills (lines 55-58) to the development of wind farms (lines 67-70). Options F, G, and J are contradicted by the passage. Option H is not supported by the passage. Option K implies that the development from simpler into more complex machines illustrates human creativity, and it is the best answer.

37. (D) The need for windmills on farms before the 1950s is discussed in lines 53-58. The next two sentences explain that the need decreased in the 1950s because most homes were connected to an electric utility and no longer depended on windmills for electrical power (Option D). Options A and C are contradicted by the passage. Option B incorrectly combines information in the passage, and Option E overlooks the fact that wind turbines are windmills, and thus did not replace windmills.

38. (G) The country of Holland (lines 32-36) used windmills to pump seawater away from bogs and reclaim large areas of land (Option G). Dutch shipbuilding is not mentioned, ruling out Option F. Although Holland was famous for its windmills, their fame did not aid the country's developments, eliminating Option H. Options J and K are contradicted by the passage.

American Scene

39. (E) The correct answer is found in lines 67-70; the general public identified with American Scene art because the paintings presented common images and mirrored the lives of many people, which is Option E. The other options are contradicted by information in the passage. Option B may look appealing, but some American Scene artists, the Urban Realists, painted scenes of loneliness and anonymity, not something to give people hope.

40. (F) According to the third paragraph, Urban Realists painted the drab realities of the contemporary environment. The subject that best matches that description is Option F. None of the other options fit the description of Urban Realist art. Option J, a European city scene, is incorrect because, while it is an urban scene, it is not American.

41. (D) The word "contrast" in the question means finding how two things differ from one another. Lines 52-55 provide the correct answer. Edward Hopper, the painter of *Nighthawks*, portrayed dingy urban streets, as did the Urban Realists. Unlike the Urban Realists, however, he often found beauty in the midst of a city's drab surroundings (lines 54-55). Option A is about the past, not the present era depicted in the painting. Options B and E do not provide a contrast. The international style, described in the last paragraph, had not yet developed, ruling out Option C.

42. (G) The fourth paragraph is about Edward Hopper. It follows the paragraphs about the Regionalists and the Urban Realists and presents Hopper as an American Scene painter who does not fit into either of those groups. Hopper’s famous painting *Nighthawks* puts him among the great American Scene painters, which is Option G. The end of the American Scene movement is described in the fifth paragraph, not the fourth, ruling out Option F. Option H is contradicted by the information in the passage, and Option J incorrectly contrasts American Scene and Urban Realist styles. Option K looks appealing but is incorrect because, while Hopper sometimes found beauty in drab surroundings, he did not focus on beauty.

43. (A) The phrase “without apology” means without explanation or justification. The phrase refers to what Hopper saw (lines 61-62) and thus chose for his subjects, which is Option A. Hopper was not interested in the past, ruling out Option B. Option C might look attractive because Hopper’s painting was well-known, but “without apology” doesn’t relate to its popularity. Options D and E are not mentioned.

44. (H) Regionalist art expressed the traditions and interests of many Americans of the time (lines 65-67) and is still treasured by many as a fond memory of times gone by (lines 31-33). Urban Realist artists, on the other hand, painted drab urban scenes (lines 35-37), not the basis for fond memories. Regionalist art, with its pleasant and familiar subjects, showed American life as people wished to remember it (Option H). It did not portray modern life (Option F) or the time in which it was painted, the Depression (Option G). Regionalist artists painted rural and small-town scenes, not city life (Option J). The passage does not explain how Americans overcame the effects of the Depression (Option K).

Ice

45. (C) The passage begins by asking why ice is slippery (lines 3-5) and reviews several theories of slipperiness: smoothness, friction, pressure, and Faraday’s theory. Option C, “answers to the question of what makes ice slippery,” summarizes the main idea of the passage. Option A is not discussed in the first half of the passage, and Options B, D, and E are details, not the main idea.

46. (F) Read the entire last paragraph. The writer says, “a slippery liquid-like surface is not limited to ice,” then mentions lead and diamond crystals. The most

likely reason that the author mentions these crystals is to illustrate that solids other than ice have slippery surfaces, which is Option F. Option G cannot be correct because these crystals are not made of frozen water. The properties of lead and diamond crystals are not related to Faraday’s theory, ruling out Option H. Options J and K are not mentioned in the passage.

47. (C) Faraday’s experiment is described in the fourth paragraph. The liquid on the ice cubes’ surfaces froze solid when the surfaces made contact (lines 45-46). This information is restated in the correct answer, Option C. Option A is incorrect because Faraday’s explanation does not include the concept of friction. Options B and D are not supported by the passage. The “smoothness” explanation of slipperiness (Option E) was ruled out in the first paragraph.

48. (F) The experiment at Lawrence Berkeley Laboratory is mentioned in lines 52-58. The data from this experiment suggested that the ice surface remained “liquid-like,” creating a slippery layer of molecules on the ice surface. This conclusion is best summarized by Option F. Option G is wrong because the experiment illustrated the power, not the weaknesses, of scientific technology. Option H is impossible: the experiment was conducted long after Faraday’s lifetime. Option J contradicts the scientists’ conclusion, and Option K refers to Faraday’s experiment, not the Lawrence Berkeley Lab experiment.

49. (B) The distinction between the two terms is made in lines 65-68. The surface of ice is liquid-like because the surface molecules move only up and down, which is Option B. Option A describes the result of the experiment, not the ice surface itself. Option C can be ruled out because “wet” and “liquid” are synonyms. Option D cannot be evaluated—we do not know from the passage which is slipperier. Option E is contradicted by the passage.

50. (K) The friction theory of slipperiness is explained in the second paragraph, which concluded that the theory cannot explain why ice is slippery for someone who stands motionless, creating no friction. Something that a theory cannot explain can be said to weaken, or undermine, the theory. Option K, “a person slipping while standing immobile on ice,” is the best answer. Option F undermines the pressure theory, not the friction theory, while Option J undermines the “smoothness” explanation. Options G and H neither support nor undermine the friction theory.



51. (C) $\frac{4.5}{0.1} \times 0.22 = 45 \times 0.22 = 9.9$

52. (J) $\frac{4}{5}P = 48$
 $P = (\frac{5}{4})(48) = 60$
 $\frac{3}{5}(60) = 36$

53. (C) First, use the given information to calculate the value of b :

$$\frac{a}{b} = 2 \quad \frac{8}{b} = 2 \quad 8 = 2b \quad 4 = b$$

Now, calculate $3b + a^2$ by substituting $a = 8$ and $b = 4$:

$$3(4) + (8)^2 = 12 + 64 = 76$$

54. (K) First, find the ratio of red to green to blue pencils. Then reduce it to its lowest form by dividing by the greatest common divisor:

$$480:240:160 = 6:3:2$$

Since $6 + 3 + 2 = 11$, multiply each value by 2 (because $2 \times 11 = 22$) to get the number of each color pencil in a set of 22 randomly chosen pencils: 12 red, 6 green, 4 blue

55. (A) First, simplify the inequality:

$$x + 7 < 23$$

$$x < 16$$

The positive integers that satisfy the inequality are 1, 2, 3, ..., 14, 15. (We cannot include 16 because x must be **less than** 16.) 15 positive integers satisfy this inequality.

56. (J) Multiply the numerator and denominator by 100 to eliminate the decimals. Then divide the answer by 100 to get the answer in decimal form:

$$3.99 \div 1.5 =$$

$$\left(\frac{3.99}{1.5}\right)\left(\frac{100}{100}\right) = \frac{399}{150} = \frac{133}{50} = \frac{266}{100} = 2.66$$

Note: You could also solve this equation using long-division.

57. (D) The area of triangle MPR is equal to half the area of rectangle MNQP. So, the area of MPR is also equal to the area of triangles MNP + RPQ. Point P is the midpoint of side \overline{NQ} , so triangle MNP is equal in area to triangle RQP. Thus, triangle MPR = 2(RQP). The area of the unshaded region is the sum of the areas of triangles MPR and MNP.

$$MNP = RQP = 24 \text{ sq cm}$$

$$MPQ = 2(RQP) = 48 \text{ sq cm}$$

Thus, the area of the unshaded region is $24 + 48 = 72 \text{ sq cm}$

58. (H) According to the chart, 22% of people walk to work and 4% ride a bicycle. Subtract to find the percentage of how many more people walk than bicycle:

$$22\% - 4\% = 18\%$$

To find the exact number of people, multiply 18% (0.18) by the number of people working in Center City (15,000):

$$15,000 \cdot 0.18 = 2,700$$

59. (B) Write 0.75 as a fraction in lowest terms to find the least value of x : $0.75 = \frac{75}{100} = \frac{3}{4}$

So, the least possible positive integer value of $x = 3$.

60. (F) $|190 - 210| + |19 - 21| + x = 100$

$$|-20| + |-2| + x = 100$$

$$20 + 2 + x = 100$$

$$x = 78$$

61. (D) The car gets between 20 and 22 miles per gallon. Ms. Grant would use the most gas if the car gets only 20 miles per gallon, so use this value. Then, use \$4.50 (the highest possible price per gallon) to determine the greatest amount of money she will spend:

$$200 \text{ miles} \div 20 \text{ miles per gallon} = 10 \text{ gallons of gas}$$

$$10 \text{ gallons} \cdot \$4.50 = \$45.00$$

- 62. (H)** List in order the prime numbers between 6 and 36: 7, 11, 13, 17, 19, 23, 29, and 31. Since there are 8 numbers, find the middle two and calculate the mean to find the median of all the numbers. The middle two are 17 and 19. The mean is $\frac{17 + 19}{2} = 18$.

- 63. (D)** First, find the prime factorization of each number:

$$2,205 = 3 \cdot 3 \cdot 5 \cdot 7 \cdot 7$$

$$3,675 = 3 \cdot 5 \cdot 5 \cdot 7 \cdot 7$$

Now, determine what each prime factorization has in common, and multiply those:

$$2,205 = 3 \cdot (3 \cdot 5 \cdot 7 \cdot 7) = 3 \cdot 735$$

$$3,675 = 5 \cdot (3 \cdot 5 \cdot 7 \cdot 7) = 5 \cdot 735$$

The greatest common factor is 735.

- 64. (K)** The values in the problem can be grouped into 3 terms that each contain a positive and negative value: $(-2, 4)$, $(-6, 8)$, $(-22, 24)$. Arrange the terms into 2 rows to determine the pattern and find the missing terms:

$$\begin{array}{cccc} -2 & -6 & \dots & -22 \\ 4 & 8 & \dots & 24 \end{array}$$

The values in the top row are decreasing by 4, while the values in the bottom row are increasing by 4. Fill in the remaining values:

$$\begin{array}{cccccc} -2 & -6 & -10 & -14 & -18 & -22 \\ 4 & 8 & 12 & 16 & 20 & 24 \end{array}$$

To find the sum, combine the terms as follows:

$$(-2 + 4) + (-6 + 8) + \dots + (-22 + 24)$$

Note that each pair of parentheses sums to 2. Count the number of pairs of parentheses (6) and multiply by 2 to find the final answer:

$$2 + 2 + 2 + \dots + 2 = 6(2) = 12$$

- 65. (C)** To find the average, multiply each number of songs by the number of radio stations. Then add those products and divide by the total number of radio stations:

$$\begin{aligned} & \frac{(14 \cdot 8) + (15 \cdot 4) + (16 \cdot 4) + (17 \cdot 5) + (18 \cdot 9)}{30} \\ &= \frac{112 + 60 + 64 + 85 + 162}{30} \\ &= 16.1 \end{aligned}$$

- 66. (H)** If the ratio is 5 ounces of gasoline to 6 ounces of oil, then gasoline makes up $\frac{5}{11}$ of the fuel mix. Use a proportion to calculate the number of ounces of gasoline (x) in 33 ounces of mix:

$$\frac{x}{33} = \frac{5}{11}$$

$$x = 15 \text{ ounce}$$

- 67. (C)** The question asks for integers that are **not** divisible by 2 or 3. Since all even numbers are divisible by 2, begin by listing the odd integers in this set:

$$13, 15, 17, 19, 21, 23, 25, 27, 29$$

Then, eliminate those integers that are multiples of 3. The remaining integers are:

$$13, 17, 19, 23, 25, 29$$

The answer is 6.

- 68. (G)** The pitcher originally contained 44 ounces of juice ($32 + 12$). If x ounces of grapefruit juice is added, the pitcher now contains $44 + x$ ounces of juice. $12 + x$ ounces of that is grapefruit juice, which makes up $\frac{1}{3}$ of the entire juice mix. Use that information to set up a proportion to solve for x :

$$\frac{12 + x}{44 + x} = \frac{1}{3}$$

$$3(12 + x) = 44 + x$$

$$36 + 3x = 44 + x$$

$$2x = 8$$

$$x = 4 \text{ ounces}$$

- 69. (C)** Let x be the number of bundles needed for the roof's area of 416 square feet. Set up a proportion to find x :

$$\frac{x}{416} = \frac{3}{96}$$

$$x = 416 \left(\frac{3}{96} \right) = 13$$

- 70. (H)** There are three positions for the letters AI in this four-letter combination:

AI __, _AI __, and __AI

For each of these positions of A and I, there are two combinations of the letters R and N: AIRN, AINR, RAIN, NAIR, RNAI, NRAI. Thus, for the letters AI (in that order), there is a total of 6 combinations. The question indicates that IA is also possible, so there are also 6 combinations with the letters in the order IA. The total number of combinations is $6 + 6 = 12$.

- 71. (A)** The only item on the chart that is priced above \$75 is the rain coat. Only one rain coat was purchased. Calculate the sales tax on the price of that rain coat:

$$\$102 \times 0.06 = \$6.12$$

- 72. (J)** Let x be the number of seventh grade students that must join to meet the president's wishes. There are 65 students currently in the club. The percentage of seventh graders is calculated by dividing the number of seventh graders by the total number of students in the club. Using the president's desired percentage of 40% (0.40), the equation is:

$$\frac{20 + x}{65 + x} = 0.40$$

$$20 + x = (0.40)(65 + x)$$

$$20 + x = 26 + 0.40x$$

$$0.60x = 6$$

$$x = 10$$

- 73. (A)** Since $R + S$ is odd, then one of the two variables (R or S) must be odd and the other must be even. Similarly, since $T - S$ is odd, one of the two variables must be odd and the other must be even. Since S is common to both expressions, if S is odd, then R and T are both even; and if S is even, both R and T are odd. It is not possible to determine which of the two possibilities is true, so Options C, D, and E can be eliminated as the correct answer.

Option B ($S + T$) can be eliminated because if $T - S$ is odd, then $S + T$ is also odd.

Option A ($R + T$) is the only possible answer. If R and T are both odd, then $R + T$ is even. If R and T are both even, then $R + T$ is even.

74. (K) $z - \frac{1}{3}z = 12$

$$\frac{2}{3}z = 12$$

$$z = \frac{36}{2} = 18$$

- 75. (D)** First, find the amount of the tax charged on the sale price:

$$\$1.89 \cdot 0.06 = \$0.1134 = \$0.11 \text{ (rounded to the nearest cent)}$$

Then, subtract the original tax from the tax on the sale price calculated above:

$$\$0.15 - \$0.11 = \$0.04$$

- 76. (H)** Lily has a coupon for 30% off, which means she will pay 70% of the regular price ($100\% - 30\% = 70\%$). Lily will pay $\$2.90 \cdot 70\% = \2.03 for this bag of candy.

To calculate the price per ounce, divide the final price Lily pays by the number of ounces in the bag:

$$\$2.03 \div 12 = \$0.16917, \text{ which rounds to } \$0.17$$

- 77. (B)** The formula for the circumference of a circle is $C = 2r\pi$. Let f be the radius of the front tire and b equal the radius of the back tire. Then the circumference of the front tire would be $2f\pi$ and the circumference of the back tire would be $2b\pi$.

Since it takes the front tire 3 revolutions for every 1 revolution of the back tire, the circumference of the back tire must be three times the circumference of the front tire:

$$2b\pi = 3(2f\pi)$$

$$b = 3f$$

Thus, the radius of the back tire (b) is 3 times larger than the radius of the front tire (f).

- 78. (H)** First, add the percentage of cars containing 3 people, 4 people, and 5 or more people:

$$15\% + 7\% + 3\% = 25\%$$

Thus, 25% of the cars contained **at least** 3 people, so use that to calculate the number of cars:

$$420 \times 0.25 = 105 \text{ cars}$$

- 79. (E)** Roberto began his first 5 hour watch at 6:00 p.m. Since he had 5 hours off before he began his second watch, the second watch began 10 hours after the first watch began. Thus, his third watch began 20 hours after his first watch began. 20 hours after 6:00 p.m. is 2:00 p.m. the next day.

- 80. (J)** First, calculate the midpoints of \overline{AC} and \overline{BD} to find the locations of E and F, respectively. Use the mean of the endpoints to find the midpoint.

$$\text{Point E} = \frac{-4 + 6}{2} = 1$$

$$\text{Point F} = \frac{-2 + 10}{2} = 4$$

Now calculate the length of \overline{EF} : $4 - 1 = 3$ units

- 81. (B)** First, find the sale price. 10% of \$44.50 is \$4.45, so the sale price is $\$44.50 - \$4.45 = \$40.05$. Next, find the price after Julian's employee discount. $20\% \times \$40.05 = \8.01 , so the final price of the video game is $\$40.05 - \$8.01 = \$32.04$.

- 82. (G)** First, calculate the three possible values of q :

$$\text{If } n = 1, \text{ then } q = \frac{1}{3^1} = \frac{1}{3}.$$

$$\text{If } n = 2, \text{ then } q = \frac{1}{3^2} = \frac{1}{9}.$$

$$\text{If } n = 3, \text{ then } q = \frac{1}{3^3} = \frac{1}{27}.$$

The least value of r will occur when q is the smallest ($q = \frac{1}{27}$). So, the least possible value

$$\text{of } r \text{ is: } r = 3\left(\frac{1}{27}\right) + 2 = \frac{1}{9} + 2 = 2\frac{1}{9}$$

- 83. (B)** $|(-6) - (-5) + 4| - |3 - 11| =$
 $|3| - |-8| = 3 - 8 = -5$

- 84. (J)** 1 L = 1,000 mL
 1 L = (1,000)(1,000) = 1,000,000

- 85. (B)** If the song is 5 minutes long, then it could be played up to $60 \div 5 = 12$ times per hour. There are 9 hours between 8:00 a.m. and 5:00 p.m. So, the song could be played up to $12 \times 9 = 108$ possible times between the given hours. Since the song is played 6 times per day, the probability of Samantha hearing the song is $\frac{6}{108} = \frac{1}{18}$.

- 86. (K)** The integers that are included in Set R but not in Set T are 10 through 81. (Note that 82 is included in Set T.) To calculate the number of integers between 10 and 81, inclusive, subtract the lowest value from the greatest value: $81 - 10 = 71$. However, since each endpoint (10 and 81) is included, add 1 to that number to get an exact count: $71 + 1 = 72$.

- 87. (C)** Ryan has 130 pages left to read ($150 - 20$). He read 20 pages in 30 minutes, which means he read at a rate of 40 pages per 1 hour. To find out how much longer it will take him to finish the assignment, divide the total pages remaining by the number of pages he is able to read per hour:

$$\frac{130}{40} = 3\frac{1}{4} \text{ hours}$$

- 88. (G)** Angle PQR and the marked 40° angle are vertical angles and thus are congruent, so angle PQR is 40° . Similarly, angle QRP is 45° because it is a vertical angle with the one marked 45° . Given those two angles, calculate the third angle of triangle PQR (angle RPQ):

$$40 + 45 + \text{RPQ} = 180$$

$$\text{RPQ} = 95$$

Angle RPQ and angle x are supplementary, which means they sum to 180, so
 $x = 180 - 95 = 85$.

Similarly, angle y and angle QRP are supplementary, so $y = 180 - 45 = 135$.

Thus, the value of $y - x = 135 - 85 = 50$

- 89. (B)** First, find the amount by which Joe is currently exceeding the speed limit of 55 miles per hour:

$$65\frac{1}{2} - 55 = 10\frac{1}{2} \text{ mph}$$

He increased his speed at a rate of $1\frac{1}{2}$ mph each half-minute. Let x equal the number of whole minutes:

$$\frac{1.5}{30} = \frac{x}{60}$$

$x = 3$ mph every minute

To determine how many minutes he has been exceeding the speed limit, divide by 3:

$$10\frac{1}{2} \div 3 = \frac{7}{2} = 3\frac{1}{2} \text{ minutes}$$

- 90. (H)** The left side of the given equation ($xy + xz = 100$) must be rearranged to look like $\frac{x}{5}(3y + 3z) + 10$ to get the answer.

First, factor out the x : $x(y + z) = 100$

Next, multiply both sides of the equation by 3 and only distribute the 3 in the parenthesis, leaving the x factored out.

$$3x(y + z) = 3(100) \quad x(3y + 3z) = 300$$

Then, divide both sides by 5:

$$\frac{1}{5}x(3y + 3z) = \frac{300}{5} \quad \frac{x}{5}(3y + 3z) = 60$$

Finally, add 10 to both sides:

$$\frac{x}{5}(3y + 3z) + 10 = 70$$

Now that the left side looks like the expression in the question, the answer is the number on the right side (70).

- 91. (C)** First, simplify N: $N = -(3 - 8 + 4) = -(-1) = 1$
 Then, find $-|N|$: $-|N| = -|1| = -1$

- 92. (H)** First, calculate the area of the entire lot:

$$75 \times 100 = 7,500 \text{ sq ft}$$

There are 12 equal-sized squares, so each square is equal to $7,500 \div 12 = 625$ sq ft.

From the figure, it appears the building (shaded region) covers 1 full square, 1 half-square, and 2 quarter-squares, for a total of 2 full squares ($1 + \frac{1}{2} + 2(\frac{1}{4}) = 2$). Two full squares are equal to $625 + 625 = 1,250$ sq ft.

To find the area that is **not** shaded, subtract the area of the building from the area of the entire lot: $7,500 - 1,250 = 6,250$ sq ft, which rounds to 6,000 sq ft.

Remember that the question asks you to find out about **how** many square feet and not **exactly how many square feet**.

- 93. (C)** To answer this question, assign several positive and negative values to x and determine what the value of the expression will be:

x	$1 - x^2$
-2	-3
-1	0
0	1
1	0
2	-3

The pattern shows the largest possible value of the expression is 1, which occurs when $x = 0$.

- 94. (H)** Let x be the number of students with only cats as pets, and let y be the number of students with only dogs as pets.

Calculate x and y using the given information: There are 20 students who have cats, and of those 20 students, 3 have cats and dogs. Thus, $x = 20 - 3 = 17$. There are 23 students who have dogs, and of those 23 students, 3 have cats and dogs. Thus, $y = 23 - 3 = 20$.

To find the total number of students surveyed, add the numbers in the diagram:

$$3 + 5 + x + y = 8 + 17 + 20 = 45$$

- 95. (A)** After Ang gives Julia $\frac{1}{3}$ of his money (which can be expressed as $\frac{1}{3}x$ or $\frac{x}{3}$), Julia has $y + \frac{x}{3}$ in her account. To find $\frac{1}{4}$ of the total in Julia's savings account, multiply $y + \frac{x}{3}$ by $\frac{1}{4}$. Use the distributive property to find the equation that represents the amount of money Julia spent in terms of x and y .

$$\frac{1}{4} \left(y + \frac{x}{3} \right) = \frac{y}{4} + \frac{x}{12}$$

- 96. (K)** Let $x =$ the mean number of hours Nam worked per day during the first 8 days.

Then, $x + 2$ is the number of hours he worked on each of the last 2 days. Since he worked 69 total hours, set up the equation and solve for x :

$$\begin{aligned} 8x + 2(x + 2) &= 69 \\ 10x + 4 &= 69 \\ 10x &= 65 \\ x &= 6.5 \end{aligned}$$

Remember that x is the mean hours worked the first 8 days. The question asked for the number of hours Nam worked the **last** two days:

$$2(x + 2) = 2(6.5 + 2) = 2(8.5) = 17.0 \text{ hours}$$

- 97. (E)** The question says that an equal number (x) of each type of space was purchased. To find the number of each type of space that was purchased, multiply the price per type by x and set it equal to the total amount spent, then solve for x :

$$\begin{aligned} 200x + 350x + 600x &= 11,500 \\ 1,150x &= 11,500 \\ x &= 10 \end{aligned}$$

Thus, the store purchased 10 units of each type of space. To find the total **amount** of page space purchased, multiply each type of space by 10 and add:

$$\begin{aligned} (10 \cdot \frac{1}{4} \text{ page}) + (10 \cdot \frac{1}{2} \text{ page}) + (10 \cdot 1 \text{ page}) \\ = 2\frac{1}{2} + 5 + 10 = 17\frac{1}{2} \text{ pages} \end{aligned}$$

98. (J) Madison’s car travels 27 miles one way to work, so it travels a total of 54 miles per day. In 5 days, it travels $5 \times 54 = 270$ miles. Her car travels 30 miles on each gallon of gas, so it uses $\frac{270}{30} = 9$ gallons of gas per week. To find the total savings, multiply the number of gallons by the savings per gallon:
 $9 \text{ gallons} \cdot \$0.05 = \$0.45$

99. (E) Since the floor measurement is in feet and the tile measurement is in inches, change inches into feet:

$$8 \text{ in.} = \frac{8}{12} = \frac{2}{3} \text{ ft}$$

The floor is 12 ft wide. To find the number of tiles needed along the width of the floor, divide the width by the size of a tile:

$$12 \text{ ft} \div \frac{2}{3} = 12 \cdot \frac{3}{2} = 18 \text{ tiles}$$

The floor is 16 ft long. Find the number of tiles needed along the length of the floor:

$$16 \text{ ft} \div \frac{2}{3} = 16 \cdot \frac{3}{2} = 24 \text{ tiles}$$

To find the total number of tiles needed, multiply the number needed along the width by the number needed along the length:

$$18 \cdot 24 = 432 \text{ tiles}$$

To find the total cost, multiply the total tiles by the cost per tile: $432 \text{ tiles} \cdot \$8 = \$3,456$

100. (G) Using the counting principle, the first digit has 6 possible values (1 through 6). The second digit then has 5 possible values, and the third digit has 4 possible values. So the total number of possible different ID numbers is $6 \times 5 \times 4 = 120$.

Answer Key for Sample Form A

Paragraph 1 T Q U R S	11. C	21. D	31. C	41. D	51. C	61. D	71. A	81. B	91. C
Paragraph 2 S R U Q T	12. K	22. G	32. F	42. G	52. J	62. H	72. J	82. G	92. H
Paragraph 3 Q S R U T	13. D	23. D	33. B	43. A	53. C	63. D	73. A	83. B	93. C
Paragraph 4 U S T R Q	14. G	24. H	34. F	44. H	54. K	64. K	74. K	84. J	94. H
Paragraph 5 T R U Q S	15. B	25. E	35. D	45. C	55. A	65. C	75. D	85. B	95. A
	16. H	26. H	36. K	46. F	56. J	66. H	76. H	86. K	96. K
	17. A	27. B	37. D	47. C	57. D	67. C	77. B	87. C	97. E
	18. G	28. H	38. G	48. F	58. H	68. G	78. H	88. G	98. J
	19. C	29. D	39. E	49. B	59. B	69. C	79. E	89. B	99. E
	20. K	30. J	40. F	50. K	60. F	70. H	80. J	90. H	100. G



Student's First Name (please print) _____

Student's Last Name (please print) _____

PART 1 VERBAL

SCRAMBLED PARAGRAPHS

Paragraph 1

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 2

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 3

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 4

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

Paragraph 5

- The second sentence is Q R S T U
- The third sentence is Q R S T U
- The fourth sentence is Q R S T U
- The fifth sentence is Q R S T U
- The sixth sentence is Q R S T U

LOGICAL REASONING

- | | |
|--------------|--------------|
| 11 A B C D E | 33 A B C D E |
| 12 F G H J K | 34 F G H J K |
| 13 A B C D E | 35 A B C D E |
| 14 F G H J K | 36 F G H J K |
| 15 A B C D E | 37 A B C D E |
| 16 F G H J K | 38 F G H J K |
| 17 A B C D E | 39 A B C D E |
| 18 F G H J K | 40 F G H J K |
| 19 A B C D E | 41 A B C D E |
| 20 F G H J K | 42 F G H J K |
| | 43 A B C D E |
| | 44 F G H J K |

READING

- | | |
|--------------|--------------|
| 21 A B C D E | 45 A B C D E |
| 22 F G H J K | 46 F G H J K |
| 23 A B C D E | 47 A B C D E |
| 24 F G H J K | 48 F G H J K |
| 25 A B C D E | 49 A B C D E |
| 26 F G H J K | 50 F G H J K |
| 27 A B C D E | |
| 28 F G H J K | |
| 29 A B C D E | |
| 30 F G H J K | |
| 31 A B C D E | |
| 32 F G H J K | |

PART 2 MATHEMATICS

MATHEMATICS PROBLEMS

- | | | | |
|--------------|--------------|--------------|---------------|
| 51 A B C D E | 66 F G H J K | 81 A B C D E | 96 F G H J K |
| 52 F G H J K | 67 A B C D E | 82 F G H J K | 97 A B C D E |
| 53 A B C D E | 68 F G H J K | 83 A B C D E | 98 F G H J K |
| 54 F G H J K | 69 A B C D E | 84 F G H J K | 99 A B C D E |
| 55 A B C D E | 70 F G H J K | 85 A B C D E | 100 F G H J K |
| 56 F G H J K | 71 A B C D E | 86 F G H J K | |
| 57 A B C D E | 72 F G H J K | 87 A B C D E | |
| 58 F G H J K | 73 A B C D E | 88 F G H J K | |
| 59 A B C D E | 74 F G H J K | 89 A B C D E | |
| 60 F G H J K | 75 A B C D E | 90 F G H J K | |
| 61 A B C D E | 76 F G H J K | 91 A B C D E | |
| 62 F G H J K | 77 A B C D E | 92 F G H J K | |
| 63 A B C D E | 78 F G H J K | 93 A B C D E | |
| 64 F G H J K | 79 A B C D E | 94 F G H J K | |
| 65 A B C D E | 80 F G H J K | 95 A B C D E | |

SAMPLE TEST, FORM B

PART 1 — VERBAL

Suggested Time — 75 Minutes

45 QUESTIONS

SCRAMBLED PARAGRAPHS

PARAGRAPHS 1-5

DIRECTIONS: In this section, arrange each group of sentences to create the best paragraph. The first sentence for each paragraph is given; the remaining five sentences are listed in random order. Choose the order for these five sentences that will create the **best** paragraph, one that is well-organized, logical, and grammatically correct. Each correctly ordered paragraph is worth **double** the value of a question in any other section of the test. No credit will be given for responses that are only partially correct.

To keep track of your sentence order, use the blanks to the left of the sentences. For example, write “2” next to the sentence you think follows the first sentence, write “3” next to the sentence you think follows “2,” and so on. You may change these numbers if you decide on a different order. When you are satisfied with your sentence order, mark your choices on your answer sheet.

Paragraph 1

Tycho Brahe, a seventeenth-century Danish astronomer, is more famous for his odd and arrogant personality than for any contribution he made to our knowledge of the stars and planets.

- _____ **Q.** That discovery was made by his assistant, Johannes Kepler, who had been denied full access to Brahe’s data until after Brahe’s death.
- _____ **R.** The disagreement turned into a sword fight, and part of Brahe’s nose was sliced off.
- _____ **S.** As a student, he got into an argument with another student about who was the better mathematician.
- _____ **T.** He made a replacement nose for himself out of an alloy of gold and silver, which he reportedly glued to his face.
- _____ **U.** Later in his life, his arrogance may have kept him from playing a part in one of the greatest astronomical discoveries in history—the elliptical orbits of the planets around the sun.

CONTINUE ON TO THE NEXT PAGE ►

Paragraph 2

Stephen Crane was 24 years old when his classic Civil War novel *The Red Badge of Courage* was published in 1895.

- _____ **Q.** Unfortunately, his first novel, *Maggie: A Girl of the Streets*, which chronicled life among the poor in New York City’s Bowery slums, was not as successful.
- _____ **R.** That novel, his second, brought him almost overnight international celebrity status.
- _____ **S.** One story says that, in an attempt to recoup his losses, Crane paid people to ride the Manhattan El train carrying copies of the book.
- _____ **T.** *Maggie* was self-published by Crane when he was only 21, using money borrowed from his brother.
- _____ **U.** The loan became a loss—the gritty social realism of *Maggie* earned Crane praise from critics, but he probably gave away more copies than he sold.

Paragraph 3

Macaws, a type of parrot found in South America, are among the largest and most beautiful birds in the world.

- _____ **Q.** Scientists believe that the birds may eat the clay in order to counteract poisons contained in some of these fruit seeds.
- _____ **R.** The birds do not appear to eat clay to satisfy hunger; they ingest it even when fruit seeds, their favorite foods, are available.
- _____ **S.** Like many other parrot species, they are very intelligent as well, yet some of their behaviors have baffled scientists.
- _____ **T.** This theory is supported by the fact that the birds eat more clay in the dry season, when less-poisonous food is scarce.
- _____ **U.** For example, macaws regularly flock to riverbanks to eat the clay found in river mud.

CONTINUE ON TO THE NEXT PAGE ►

Paragraph 4

In the colder regions of the Northern Hemisphere, an energy-efficient house should have most of its windows facing south.

- _____ **Q.** The reason that architects and builders want this “southern exposure” is related to the position of the sun in the sky.
- _____ **R.** To take advantage of this, during the winter the south-facing windows should be uncovered during the day, allowing sunlight—and heat—to penetrate directly into the living space.
- _____ **S.** Though the sun always rises in the east and sets in the west, in the Northern Hemisphere the sun is permanently situated in the southern portion of the sky.
- _____ **T.** In these ways, the sun’s warmth is retained in the house, a form of passive solar heating.
- _____ **U.** At night, when temperatures go down, the windows should be covered by curtains or other insulating materials to prevent the heat from escaping.

Paragraph 5

To the earliest European traders, Africa seemed to be loosely organized into tribal societies, without any great centers of wealth or learning.

- _____ **Q.** He described a thriving metropolis with great universities and dozens of private libraries.
- _____ **R.** Unfortunately, by the nineteenth century raids by neighboring tribes had made Timbuktu a shadow of its former self.
- _____ **S.** This impression began to change in the fifteenth century, as Europeans traveled inland into western Africa.
- _____ **T.** In 1470, an Italian merchant named Benedetto Dei traveled to Timbuktu and confirmed these stories.
- _____ **U.** The travelers told tales of an enormous city, known as Timbuktu, on the southern edge of the Sahara Desert, where the markets were crowded with goods and gold was bought and sold.

CONTINUE ON TO THE NEXT PAGE ►

LOGICAL REASONING

QUESTIONS 11-20

DIRECTIONS: Read the information given and choose the **best** answer to each question. Base your answer **only on the information given**.

In a logical reasoning test, certain words must be read with caution. For example, “The red house is **between** the yellow and blue houses” does not necessarily mean “The red house is **between and next to** the yellow and blue houses”; one or more other houses may separate the red house from the yellow house or from the blue house. This precaution also applies to words such as **above, below, before, after, ahead of, and behind**.

11. A star named Quil is the center of four orbiting planets, which are named Dorb, Needer, Sly, and Tyne. Each planet travels in a separate orbit, and each orbit is a circle. All four orbits lie in one plane. The farther a planet is from Quil, the faster it travels.
- 1) Planet Needer is closest to Quil.
 - 2) The orbit of planet Dorb is next to the orbit of Sly.
 - 3) The orbit of Sly is farthest from the orbit of Needer.

Which planet travels fastest?

- A. Needer
- B. Dorb
- C. Sly
- D. Tyne
- E. Cannot be determined from the information given.

12. Any student who receives a grade lower than B- on the February report card is not permitted to play on a sports team in the spring.

Based only on the information above, which of the following **must** be true?

- F. Every student who received all A's on the February report card plays on a sports team in the spring.
- G. No student who plays on a sports team in the spring received a grade of C+ or lower on the February report card.
- H. The best athletes also get the highest grades.
- J. Students who do not play on sports teams in the spring received higher grades in February than those who do.
- K. Students who play on sports teams spend a lot of time studying.

CONTINUE ON TO THE NEXT PAGE ►

13. A one-room school has three grades—6th, 7th, and 8th. Eight students attend the school: Ann, Bob, Carla, Doug, Ed, Filomena, George, and Heidi. In each grade there are either two or three students.

- 1) Ann, Doug, and Filomena are all in different grades.
- 2) Bob and Ed are both in the 7th grade.
- 3) Heidi and Carla are in the same grade.

Based only on the information above, which of the following **must** be true?

- A.** Exactly two students are in the 6th grade.
 - B.** Carla and Doug are in the same grade.
 - C.** Exactly three students are in the 7th grade.
 - D.** Heidi and Ann are in the same grade.
 - E.** Filomena is in the 8th grade.
-

14. Four bikes are parked in a bike rack.

- 1) The blue bike is parked on the extreme left.
- 2) The yellow bike is next to the red bike.
- 3) The green bike is between the yellow bike and the blue bike.
- 4) Paul's bike is between the blue bike and the red bike.

Based only on the information above, which of the following **must** be true?

- F.** Paul's bike is green.
 - G.** The yellow bike is between the red bike and the green bike.
 - H.** Paul's bike is yellow.
 - J.** The red bike is next to the green bike.
 - K.** The color of Paul's bike cannot be determined.
-

15. In the town of Hoxie, the millworkers are all over six feet tall. Every Hoxie millworker is good at math.

Based only on the information above, which of the following **must** be true?

- A.** At least some people in Hoxie who are over six feet tall are good at math.
 - B.** At least some people in Hoxie who are good at math are not millworkers.
 - C.** Anyone in Hoxie who is over six feet tall works at the mill.
 - D.** Anyone in Hoxie who is good at math is over six feet tall.
 - E.** Anyone in Hoxie who is good at math works at the mill.
-

16. Six houses are next to one another on one side of Park Street. The houses are lettered L, M, N, P, Q, and R, consecutively.

- 1) The two houses that have fenced yards are immediately next to one another.
- 2) Three houses have porches.
- 3) None of the houses with a porch is next to one another.
- 4) No house has both a fenced yard and a porch.

Based only on the information above, which of the following **must** be true?

- F.** Houses L and R have porches.
- G.** House N has a porch.
- H.** House P has a porch.
- J.** Houses P and Q have fenced yards.
- K.** Either House M or House N has a fenced yard, but it is not possible to determine which one.

CONTINUE ON TO THE NEXT PAGE ►

Questions 17 and 18 refer to the following information.

In the code below, (1) each letter always represents the same word, (2) each word is represented by only one letter, and (3) in any given sentence, the position of a letter is **never** the same as that of the word it represents.

L W Q P R means
"Marie eats pizza and chocolate."

U Z R V N means
"Sean likes wings and soda."

L V P T R means
"Jackson eats wings and pizza."

N Y R X W means
"Irena likes chocolate and juice."

17. Which letter represents the word "juice"?

- A. N
- B. Y
- C. X
- D. W
- E. Cannot be determined from the information given.

18. Which word is represented by the letter U?

- F. Sean
- G. likes
- H. wings
- J. and
- K. soda

19. Most people in the Skydiving Club are not afraid of heights. Everyone in the Skydiving Club makes three parachute jumps a month.

Based only on the information above, which of the following statements **must** be true?

- A. Skydivers are less afraid of heights than are non-skydivers.
- B. A person must make three parachute jumps a month in order to join the Skydiving Club.
- C. Some people who are afraid of heights make three parachute jumps a month.
- D. Most people who are not afraid of heights are in the Skydiving Club.
- E. Every skydiver makes at least one parachute jump a month.

20. Six students stood in a line. Their names are Larnell, Masha, Nikia, Pedro, Ryan, and Sara, in that order.

- 1) The two students that wear glasses are immediately next to one another.
- 2) Three students are wearing school T-shirts.
- 3) None of the students wearing a school T-shirt is next to each other.
- 4) No student is wearing both glasses and a school T-shirt.

Based only on the information above, which of the following **must** be true?

- F. Pedro and Ryan are wearing glasses.
- G. Nikia is wearing a school T-shirt.
- H. Pedro is wearing a school T-shirt.
- J. Larnell and Sara are wearing school T-shirts.
- K. Either Masha or Nikia is wearing a school T-shirt, but it is not possible to determine which one.

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READING

QUESTIONS 21-50

DIRECTIONS: Read each passage below and answer the questions following it. Base your answers on information contained only in the passage. You may reread a passage if you need to. Mark the best answer for each question.

Most people—if they think about bubbles, suds, and lather at all—consider them to be fairly ordinary physical occurrences. But scientists have been studying foams, particularly aqueous (watery) foams, for more than 300 years. The phenomenon of foam creation is quite complex, and only recently have scientists begun to understand how foams are formed.

Aqueous foam is produced when a gas—air, for example—is dispersed within a liquid, such as water. However, a pure liquid produces an unstable froth, so a third ingredient must be added to stabilize the froth into foam. The most common stabilizers, or foaming agents, are soaps and proteins. These stabilizers are also called surfactants, or surface-active agents. Surfactant molecules chemically disturb the surface of the liquid, lowering its surface tension and creating a foam of bubbles, each encased in a watery film. The dispersing gas continues to build bubbles until the liquid is partially or completely converted to foam, with a surface area far greater than that of the original volume of liquid.

Aqueous foams have a characteristic life cycle. During the first stage, the liquid content is high and the foam is characterized by spherical bubbles of nearly uniform size, each with a relatively thick outer film of liquid. As the foam ages, the liquid drains away, and the foam “dries.” The bubbles are no longer spherical; they have become polyhedrons with multiple flat surfaces. Eventually, outside forces—usually evaporation or vibration—cause the film walls of the bubbles to collapse, and the foam disappears.

The aqueous foams of shampoo, bubble bath, and dishpan suds were developed largely to satisfy consumer expectations. Protein foaming agents create whipped cream and marshmallows. Still other foams have important practical applications. Perhaps best known of these is the foam used in fire extinguishers. It puts out oil or gasoline fires by smothering them in a blanket of foam made of carbon dioxide bubbles stabilized by a protein-based surfactant. In general, these extinguishers have the advantage of minimizing the extensive water damage caused by more traditional fire-fighting methods.

Less well-known are the applications of foam technology to the recovery of oil from deep wells. Water is often present along with this energy-producing resource, and the water must be removed before the well can become productive. Drillers introduce a gas, along with an appropriate surfactant, into the well, and then pump out the resulting foam. Thus the water is removed, leaving a more productive oil well.

21. Which of the following best tells what this passage is about?
- A. the life cycle of an aqueous foam
 - B. how foam was discovered
 - C. industrial uses of aqueous foams
 - D. differences between surfactants and foaming agents
 - E. the formation and uses of aqueous foams

22. Which of the following occurs only later in the life cycle of foam?
- F. addition of a surfactant
 - G. an increase in surface area
 - H. bubbles covered in watery film
 - J. bubbles with many flat sides
 - K. a decrease in surface tension of the liquid
23. How does a surfactant contribute to the formation of an aqueous foam?
- A. It dissolves the gas in the liquid.
 - B. It changes the surface tension of the liquid.
 - C. It delays the formation of polyhedron bubbles.
 - D. It causes the bubbles to disappear.
 - E. It converts soap into foam.
24. Which of the following is characteristic of a “young” aqueous foam?
- F. spherical bubbles
 - G. polyhedral bubbles
 - H. bubbles with thin walls
 - J. “dry” foam, with liquid draining away
 - K. increased surface tension of the liquid
25. According to the passage, foam is better than water in fighting oil fires because foam
- A. results in less damage.
 - B. is not flammable.
 - C. does not evaporate.
 - D. has bubbles that form a film.
 - E. promotes oil recovery.
26. Which of the following is **not** mentioned in the passage as an ingredient of dishpan suds?
- F. protein
 - G. water
 - H. soap
 - J. air
 - K. a surfactant

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Most movies about spies and undercover agents feature fascinating special equipment. Many of these gadgets exist only in the imaginations of script writers, but others are actually used in espionage activities. One device with a surprisingly long and colorful history, both in and out of the cloak-and-dagger world, is the concealed camera.

In the late nineteenth century, “detective cameras” were popular with amateur photographers who wanted to take snapshots of unsuspecting people on the street. The camera was usually carried in plain view. Its disguise was simple: it was a plain box resembling a large and rather heavy parcel or a piece of luggage, with no external lens or controls. When people caught on to the deception, though, designers began hiding cameras in other objects, ranging from hats and books to purses and pocket watches. One concealed camera even looked like an ordinary camera, but had mirrors that allowed users to take photographs at a right angle to the direction of whatever the photographer seemed to be viewing.

Although most early spy cameras were meant to be used on the ground, cameras have been hidden in the sky almost from the beginning of photography. In World War I, both sides realized the strategic value of taking aerial photographs of enemy territory from the newly invented airplane. To spy more discreetly, without the use of airplanes, the Germans attached cameras to homing pigeons and sent them over French army positions. Timers were set to trigger the cameras when the pigeons were expected to be flying over their targets. That particular attempt proved impractical, but the idea behind it did not: aerial photography became a staple of World War II.

In the mid-twentieth century, a new era of spying with cameras began under the Cold War. This was a period of worldwide tension and competition between the Communist world, led by the Soviet Union, and the Western world, represented by the United States and its allies. The conflict was

expressed through propaganda, arms races, and especially espionage. During the Cold War, both sides competed to develop new technologies to use photography in spying. Sophisticated concealed cameras were put in matchboxes, pens, rings, cigarette lighters, makeup cases, guns, and even hidden in clothing, with the lens concealed in a button. Almost any object that could be carried without attracting attention was probably made into a camera and carried by an undercover agent. Cameras were also hidden in furniture and office machines such as copiers, which took photos of every document that was copied. The development of the long-range telephoto lens even allowed spies to take clear photos from a distance, such as across the street from an embassy.

Today, space has proven to be the ultimate location for hidden cameras, as satellite-mounted cameras can produce highly detailed photographs of objects anywhere on earth.

27. Which of the following best tells what this passage is about?
- A. the role of hidden cameras in national security
 - B. the problems associated with hidden cameras
 - C. the mechanics of the “detective camera”
 - D. historical information about the concealed camera
 - E. how cameras are mounted in satellites
28. According to the passage, “detective cameras” were popular with
- F. spies.
 - G. detectives.
 - H. the German army.
 - J. professional photographers.
 - K. amateur photographers.

CONTINUE ON TO THE NEXT PAGE ►

- 29.** What was the original purpose of the early detective cameras?
- A.** to resemble an ordinary object such as a box
 - B.** to deceive people into thinking that the box contained a camera
 - C.** to use in espionage activities by secret agents
 - D.** to take pictures without the subjects' knowledge
 - E.** to be carried by homing pigeons for surveillance
- 30.** The camera with mirrors (lines 21-25) allowed the photographer to
- F.** conceal the camera in a hat or pocket watch.
 - G.** take a picture with no external lens or controls.
 - H.** disguise the camera as a simple box.
 - J.** take a picture of one scene while appearing to take a picture of another.
 - K.** determine whether other photographers were using detective cameras.
- 31.** Photographers stopped using the box-type "detective camera" because
- A.** people were no longer deceived by them.
 - B.** the cameras could not be used with external lenses.
 - C.** they wanted to avoid being mistaken for secret agents.
 - D.** professional photographers refused to use them.
 - E.** espionage was conducted during the war.
- 32.** What was the "idea" referred to in line 40?
- F.** taking photographs without permission
 - G.** taking photographs from above
 - H.** disguising a camera as something else
 - J.** using cameras in wartime
 - K.** attaching cameras to homing pigeons

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One of the books that has done the most to alert the world to the dangers of environmental degradation was George Perkins Marsh's *Man and Nature*. Its message—
5 that Western society was in the process of causing irreparable harm to the environment—greatly influenced ecologists during the beginning of the modern environmentalist movement in the 1960s. Marsh
10 was not, however, part of this movement. Surprisingly, *Man and Nature* was first published in 1864.

Marsh first observed the environmentally destructive effects of human activities
15 while growing up in Vermont in the early nineteenth century. The heavy demand for firewood had depleted the forests, and extensive sheep grazing had stripped the land. The result was flooding and soil erosion. Furthermore, streams were fouled by
20 wastes dumped from numerous mills and dye houses.

Much later in his life, after careers in law, business, farming, and politics, Marsh
25 served as ambassador to Italy. There he noticed land abuse similar to what he had seen in Vermont. Overgrazing and forest mismanagement had rendered desolate areas that had been productive farmland
30 since the days of the Roman Empire. Marsh attributed this to what he called “. . . man's ignorant disregard for the laws of nature.”

In Italy, Marsh began to organize his observations and theories. He wrote in
35 a way intended to educate readers about the impact of industrial and agricultural practices on the environment. In *Man and Nature*, he evaluated the important relationships between animals and plants,
40 discussed forestry practices in great detail, and analyzed the ways natural water supplies are affected by human use.

Man and Nature challenged the popular belief that nature can heal any damage
45 that people inflicted upon it. Marsh argued that human beings may use and enjoy, but not destroy, the riches of the earth.

Furthermore, he asserted that everything in nature is significant, and that even the
50 tiniest organism affects the fragile environmental balance. His belief that drastic alteration of this balance would be dangerous is now accepted as a fundamental principle of modern environmental science.

55 Although he pointed out environmental damage caused by irresponsible human activities, Marsh did not oppose every human alteration to the environment. To him, the goal was proper management,
60 not a return to wilderness conditions. People should consider the consequences of their actions, he wrote, and become “co-worker[s] with nature.” Marsh praised the Suez Canal, the human-made water-
65 way between the Mediterranean Sea and the Gulf of Aden, as “the greatest and most truly cosmopolite physical improvement ever undertaken by man.” He believed that the advantages of the canal—improved
70 transportation and commerce—would outweigh any environmental damage. Yet he also warned of possible unintended consequences, such as destructive plants and animals spreading from one body of water to
75 the other.

Marsh was considered a radical thinker during his lifetime. By the late nineteenth century, however, his writings, along with those of John Muir, Henry David Thoreau,
80 and others, had inspired what became known as the conservation movement. The conservationists of that time sought to educate the public that wilderness areas were worth preserving, and they were
85 responsible for creating the National Park Service and the National Forest Service.

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33. What prompted Marsh to write *Man and Nature*?
- A. his belief that nature can heal itself
 - B. his interest in the modern environmentalist movement
 - C. his own mismanagement of farmland
 - D. his belief that the Roman Empire was responsible for land abuse in Italy
 - E. his observations of land mismanagement in Vermont and Italy
34. Marsh attributed people's irresponsible environmental practices to
- F. their failure to reclaim land desolated by erosion.
 - G. their desire to keep the earth unspoiled for future generations.
 - H. land management practices during the Roman Empire.
 - J. their lack of understanding of nature.
 - K. the influence of the modern environmentalist movement.
35. What is the most likely reason the author uses the word "surprisingly" in line 11?
- A. to point out that Marsh's theories have been overturned by modern environmentalists
 - B. to argue that Marsh's ideas, while valid in their time, do not apply to the present
 - C. to show that Marsh introduced ideas a century before they became well-accepted
 - D. to suggest that Marsh's ideas were actually taken from other environmentalists
 - E. to suggest that environmental pollution was not a problem in 1864
36. Which of the following best describes how modern environmentalists view George Perkins Marsh?
- F. overly optimistic about nature's ability to renew itself
 - G. outdated but interesting
 - H. a man whose ideas were ahead of his time
 - J. a politician who should not have tried to write a scientific book
 - K. unrealistic about his desire to return to wilderness conditions
37. Which of the following provides support for the author's statement in lines 55-58?
- A. Marsh's concern about dangerous plants and animals
 - B. Marsh's reputation as a radical thinker
 - C. Marsh's contribution to the conservation movement
 - D. Marsh's desire for the earth to become wild again
 - E. Marsh's approval of an intervention that benefited human life
38. Marsh's main contribution to the environmental movement of the 1960s was the
- F. realization that environmental damage began in the twentieth century.
 - G. importance of preserving natural areas.
 - H. idea that human activities could damage the environment.
 - J. growth of the conservation movement.
 - K. knowledge that environmental degradation was chiefly an American problem.

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The British novelist Charles Dickens is well known for the colorful and eccentric characters he created in his many novels. But one of his books, *David Copperfield*, seems to have a great deal to do with fact as well as fiction. After attempting to write his autobiography, Dickens abandoned the project and began to work on a novel, the plot of which was loosely based on his own boyhood experiences. Apparently, it was easier for him to weave the events of his own life into the fiction of *David Copperfield* than to write about them in nonfiction.

Some of Dickens' most troubling memories involved a job he held in 1824 as a 12-year-old child. Because his family was deeply in debt, he was forced to quit school and go to work in a London factory, pasting labels on pots of shoe polish. Young Charles lived in a boardinghouse, using his meager wages to support himself and to help pay his family's debts. He worked in the dreary, run-down factory six days a week from 8:00 a.m. to 8:00 p.m. Such long hours were not unusual at the time, for children or adults, but Dickens was miserable during the entire four months he spent working at the factory.

Even when the family finances improved, the boy continued to work at the factory until his father quarreled with Dickens' boss, who promptly dismissed the son. Charles was upset at being fired, but relieved to be out of the factory. Thus he felt betrayed when his mother, anxious for the boy's weekly wage, succeeded in making peace and getting Dickens' job back for him. The father, however, now sided with his son and the boy was sent back to school. "I know how these things have worked together to make me what I am," Dickens later wrote, but he never forgot that his mother was eager for him to return to work.

As an adult, Dickens always remembered the shame and humiliation he felt during those months at the factory. For years afterward, whenever in London, he could not go near the sites of the factory and boardinghouse, going out of his way to avoid those

painful reminders of his past. In fact, Dickens never told his wife and children about his childhood work experience. It was only after his death that they heard of it from a family friend whom Dickens had confided in.

Instead, Dickens expressed his feelings by giving his fictional "other self," David Copperfield, a job similar to the one he had so hated. In the novel, ten-year-old David is forced by his harsh stepfather to work as a bottle washer in a factory. Young David, who "suffered exquisitely" as a child manual laborer, was apparently Dickens' way of dealing with his own past. *David Copperfield* was to become Dickens' most popular novel, and Dickens himself called it his "favorite child."

39. Which of the following best tells what this passage is about?
- A. Dickens' childhood dreams and desires
 - B. Dickens' autobiography written while he was a child
 - C. Dickens' childhood relationship with his parents
 - D. the autobiographical basis for Dickens' *David Copperfield*
 - E. the many characters created by Dickens for *David Copperfield*
40. When did Dickens begin writing *David Copperfield*?
- F. after giving up work on his own life story
 - G. shortly after he worked at the shoe polish factory
 - H. when he decided to resume his long-delayed schooling
 - J. after revisiting the shoe polish factory as an adult
 - K. when he no longer felt ashamed about his childhood

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41. Which of the following is the most reasonable inference about Dickens as a child?
- A. He believed that children should learn to work and support themselves.
 - B. He was dreamy and imaginative.
 - C. He planned to be a factory owner when he grew up.
 - D. He thought that all work was worthwhile if done well.
 - E. He preferred attending school to working in a factory.
42. Which of the following is the primary reason that Dickens wrote *David Copperfield*?
- F. He needed money from the novel to help pay his debts.
 - G. It was too difficult for him to write about his memories directly in an autobiography.
 - H. He wanted his own children to know of his work in the factory.
 - J. His autobiography had not been well accepted by the public.
 - K. He wanted to demonstrate that his childhood job had helped him succeed in later life.
43. What can be concluded about the relationship between Dickens and his mother as described in the third paragraph?
- A. He never saw her again after he left to work in the shoe polish factory.
 - B. He was grateful that she got his job back for him.
 - C. He resented her for putting the need for his wages above his own happiness.
 - D. He never included her in any of his novels.
 - E. He had trouble remembering her role in the unpleasant events of his childhood.
44. What most directly enabled Charles Dickens to return to school?
- F. a downturn in the family's finances
 - G. his father's quarrel with the factory owner
 - H. getting fired from the factory
 - J. his mother's desire for his weekly wage
 - K. his father's intervention

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The African country of Zimbabwe took its name from the Shona word meaning “stone enclosures” or “venerated houses.” In fact, dozens of stone ruins are today scattered throughout Zimbabwe and other areas in southeastern Africa. One of these ruins, known as “Great Zimbabwe,” was once a fabled city that inspired tales that circulated throughout Europe. Where was this remarkable city, and who had built it? For centuries the mystery occupied the minds of explorers and treasure-seekers.

The first reports to Europeans of Great Zimbabwe were spread a thousand years ago by Arab traders sailing between the Middle East and the east coast of Africa. They told of the fabulous wealth of a mysterious stone city in the African interior. In their tales, that city became associated with their understanding of Middle Eastern history—with the Queen of Sheba, King Solomon, and his legendary gold mines, long since lost to the world. By the sixteenth century, Portuguese explorers regularly visited East Africa, searching for “King Solomon’s gold,” but they never found Great Zimbabwe. In 1552, a Portuguese historian, João de Barros, recorded a story told by the Arabs about a city with a “square fortress of masonry within and without, built of stones of marvelous size, and there appears to be no mortar joining them.”

In fact, Great Zimbabwe **was** a marvel. In one area, a massive wall, over thirty feet high and twenty feet thick, created a great enclosure. Another area contained a fortress-like series of walls, corridors, and steps built into the bluff above. Throughout the city, each stone was precisely fitted to the others without the use of mortar.

In the 1870s, a German geologist, Karl Mauch, was the first European to see Great Zimbabwe, by then in ruins. Mauch realized that he had “rediscovered” the fabled city from de Barros’s story. He jumped to the conclusion that Great Zimbabwe had been built by the Queen of

Sheba. British authorities sent a British journalist, Richard Hall, to Great Zimbabwe to investigate Mauch’s report. Archaeology was still in its infancy, and Hall, convinced that the structures had been built by ancient people from the Middle East, dug up and discarded archaeological deposits that would have revealed much about the true history of Great Zimbabwe. Later European excavations destroyed even more valuable evidence.

In the twentieth century, after excavating areas that had not been disturbed, David Randall-MacIver, a Scottish Egyptologist, and Gertrude Caton-Thompson, an English archaeologist, concluded that the ruins were unmistakably African in origin. Great Zimbabwe was most likely built during the fourteenth or fifteenth century by the ancestors of the present-day Shona people. Recent carbon-14 dating supports their conclusion. Great Zimbabwe was once home to an estimated 20,000 people, the center of a great Shona kingdom. Wealthy Shona kings traded their ivory and gold in coastal towns for other goods, thus accounting for the discovery of beads and other foreign wares in the ruins.

One mystery of Great Zimbabwe had been solved. Another mystery remains: why was the settlement at Great Zimbabwe abandoned, leaving the magnificent stone architecture to fall into ruins?

45. Which of the following best tells what this passage is about?
- A. a brief history of the nation of Zimbabwe
 - B. inaccuracies in the recording of African history
 - C. a comparison of Great Zimbabwe with other African archaeological sites
 - D. the true story of the Great Zimbabwe ruins
 - E. how Karl Mauch discovered Great Zimbabwe

46. Which of the following statements about Richard Hall's opinion on Great Zimbabwe would the author most likely support?
- F. First impressions are generally accurate.
 - G. Preconceptions can cloud a person's judgment.
 - H. The history of a people can best be judged by looking at its present culture.
 - J. Advanced cultures developed first in the Middle East, then spread to the rest of the world.
 - K. Much of Middle Eastern culture was derived from the culture of the Shona people.
47. What was "one mystery of Great Zimbabwe" (line 77) that had been solved?
- A. why foreign wares were found in the ruins
 - B. why the settlement was abandoned
 - C. the source of the ivory and gold
 - D. why it was not discovered by Europeans until the 1870s
 - E. who had built it and when
48. Which of the following statements about the Shona people is best supported by the passage?
- F. They no longer exist as a distinct group.
 - G. They live along Africa's East Coast.
 - H. They are descendents of the people who built Great Zimbabwe.
 - J. They lived in the Middle East before settling in Africa.
 - K. They were once ruled by King Solomon and the Queen of Sheba.
49. Which of the following best illustrates the statement that "Archaeology was still in its infancy" (lines 51-52)?
- A. the stone buildings built without mortar
 - B. the abandonment of Great Zimbabwe
 - C. the conclusions of David Randall-MacIver and Gertrude Caton-Thompson
 - D. the discovery of beads and other foreign materials at Great Zimbabwe
 - E. the excavations conducted by Richard Hall

50. Which of the following best describes the relationship of Portuguese explorers to Great Zimbabwe?
- F. They searched for it but never found it.
 - G. They told Arab traders where to find it.
 - H. They found King Solomon's mines but didn't realize it.
 - J. They destroyed archaeological evidence about its history.
 - K. They were responsible for its abandonment.

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PART 2 — MATHEMATICS

Suggested Time — 75 Minutes

50 QUESTIONS

GENERAL INSTRUCTIONS

Solve each problem. Select the **best** answer from the choices given. Mark the letter of your answer on the answer sheet. You can do your figuring in the test booklet or on paper provided by the proctor. **DO NOT MAKE ANY MARKS ON YOUR ANSWER SHEET OTHER THAN FILLING IN YOUR ANSWER CHOICES.**

IMPORTANT NOTES:

- (1) Formulas and definitions of mathematical terms and symbols are **not** provided.
- (2) Diagrams other than graphs are **not** necessarily drawn to scale. Do not assume any relationship in a diagram unless it is specifically stated or can be figured out from the information given.
- (3) Assume that a diagram is in one plane unless the problem specifically states that it is not.
- (4) Graphs are drawn to scale. Unless stated otherwise, you can assume relationships according to appearance. For example, (on a graph) lines that appear to be parallel can be assumed to be parallel; likewise for concurrent lines, straight lines, collinear points, right angles, etc.
- (5) Reduce all fractions to lowest terms.

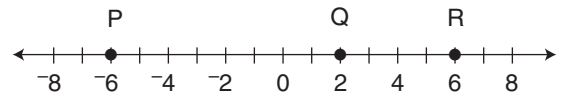
51. $100(2 + 0.1)^2 - 100 =$

- A. 101
- B. 141
- C. 200
- D. 301
- E. 341

52. Jack scored a mean of 15 points per game in his first 3 basketball games. In his 4th game, he scored 27 points. What was Jack's mean score for the 4 games?

- F. 15
- G. 16
- H. 17
- J. 18
- K. 21

53.



How many units is it from the midpoint of \overline{PQ} to the midpoint of \overline{QR} ?

- A. 2
- B. 4
- C. 6
- D. 8
- E. 10

54. Each child in a certain class is required to have school supplies of 1 notebook and 2 pencils. One notebook costs \$1.09 and one pencil costs \$0.59. With \$15, what is the maximum number of children that can be provided with the required supplies? (Assume no tax.)

- F. 6
- G. 7
- H. 8
- J. 9
- K. 12

55. What time will it be 46 hours after 9:30 p.m. on Friday?

- A. 7:30 p.m. Saturday
- B. 7:30 a.m. Sunday
- C. 6:30 p.m. Sunday
- D. 7:30 p.m. Sunday
- E. 9:30 p.m. Sunday

56. Judy is n years older than Carmen and twice as old as Frances. If Frances is 15, how old is Carmen?

- F. 30
- G. $15 + n$
- H. $15 + 2n$
- J. $15 - n$
- K. $30 - n$

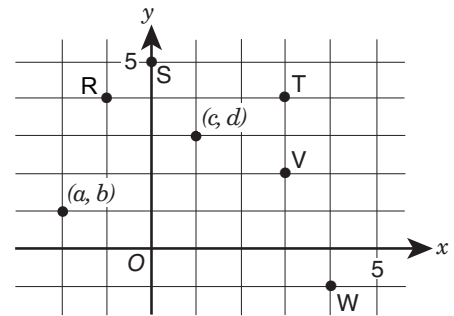
57. If $0.00102 = \frac{102}{N}$, what is the value of N ?

- A. 10,000
- B. 100,000
- C. 1,000,000
- D. 100,000,000
- E. 1,000,000,000

58. On a scale drawing, a distance of 1 foot is represented by a segment 0.25 inch in length. How long must a segment on the scale drawing be to represent a 36-inch distance?

- F. 0.25 in.
- G. 0.75 in.
- H. 3 in.
- J. 9 in.
- K. 144 in.

59.



The figure above is drawn to scale. Which point best shows the location of $(c + a, d + b)$?

- A. R
- B. S
- C. T
- D. V
- E. W

60. $\frac{(-51)^2}{17^3} =$

- F. -2
- G. $-\frac{1}{17}$
- H. $\frac{9}{17}$
- J. $\frac{16}{17}$
- K. 2

61. $1 \text{ dollar} = 7 \text{ lorgs}$
 $1 \text{ dollar} = 0.5 \text{ dalts}$

Kwamme has 140 lorgs and 16 dalts. If he exchanges the lorgs and dalts for dollars according to the rates above, how many dollars will he receive? (Assume there are no exchange fees.)

- A. \$28
- B. \$52
- C. \$182
- D. \$282
- E. \$988

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68. A prom dress originally priced at \$450 is on sale for $\frac{1}{3}$ off the original price. In addition, Alia has a coupon for 10% off the discounted price. If there is a 6% sales tax on the final price of the dress, what would Alia's total cost be?

- F. \$111.30
- G. \$143.10
- H. \$270.30
- J. \$286.20
- K. \$297.00

69. How many different two-digit numbers can be formed from the digits 7, 8, 9 if the numbers must be even and no digit can be repeated?

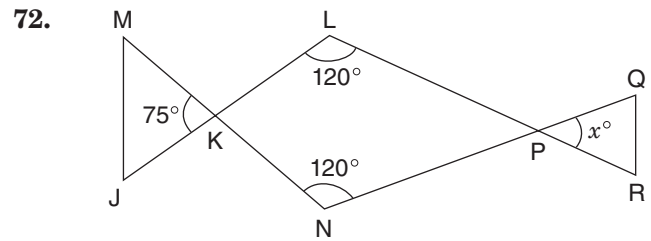
- A. 0
- B. 1
- C. 2
- D. 3
- E. 6

70. A group of mountain climbers started the day at an elevation of 125 feet below sea level. At the end of the day, they camped at 5,348 feet above sea level. What was the climbers' elevation gain for the day?

- F. 5,223 ft
- G. 5,373 ft
- H. 5,377 ft
- J. 5,463 ft
- K. 5,473 ft

71. How many integers are between $\frac{5}{2}$ and $\frac{20}{3}$?

- A. 3
- B. 4
- C. 5
- D. 10
- E. 15



In the figure above, \overline{JKL} , \overline{MKN} , \overline{NPQ} , and \overline{LPR} are straight line segments. What is the value of x ?

- F. 25
- G. 45
- H. 50
- J. 60
- K. 75

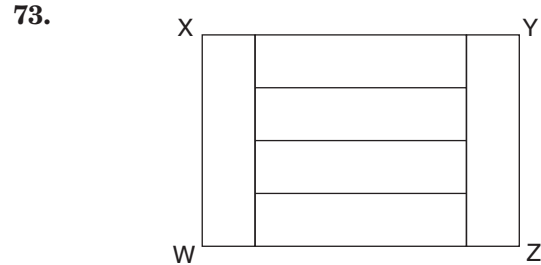


Figure WXYZ above is composed of 6 congruent rectangular panels. The area of figure WXYZ is 54 square centimeters. What is the perimeter of figure WXYZ in centimeters?

- A. 24 cm
- B. 30 cm
- C. 36 cm
- D. 45 cm
- E. 50 cm

74. What is the prime factorization of 714?

- F. $2 \cdot 357$
- G. $2 \cdot 3 \cdot 119$
- H. $2 \cdot 7 \cdot 51$
- J. $6 \cdot 7 \cdot 17$
- K. $2 \cdot 3 \cdot 7 \cdot 17$

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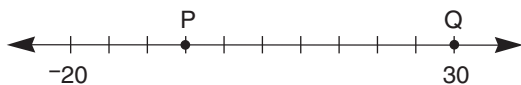
75. Three gallons of gasoline are needed to drive 65 miles. At this rate, how many gallons are needed to drive m miles?

- A. $\frac{3}{65}$ gal.
- B. $\frac{3m}{65}$ gal.
- C. $3m$ gal.
- D. $\frac{65}{3}$ gal.
- E. $\frac{65m}{3}$ gal.

76. If Crystal multiplies her age by 3 and then adds 2, she will get a number equal to her mother's age. If m is her mother's age, what is Crystal's age in terms of m ?

- F. $-\frac{2}{3}m$
- G. $\frac{m-2}{3}$
- H. $3m+2$
- J. $\frac{m}{3}-2$
- K. $\frac{3}{m}-2$

77.



Points P and Q are points on the number line above, which is divided into equal sections. What is the value of PQ?

- A. -5
- B. 7
- C. 30
- D. 35
- E. 50

78. 8:54 a.m.
9:12 a.m.
9:24 a.m.
10:24 a.m.
11:18 a.m.

Light A flashes every 12 minutes, and light B flashes every 18 minutes. The two lights flash at the same time at 8:00 a.m. At how many of the times listed above will they again both flash at the same time?

- F. 1
- G. 2
- H. 3
- J. 4
- K. 5

79. Which sum below can be expressed as a non-repeating decimal?

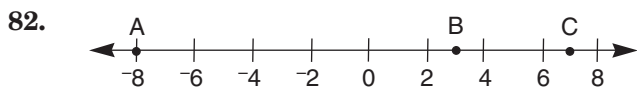
- A. $\frac{1}{2} + \frac{1}{6}$
- B. $\frac{1}{3} + \frac{1}{4}$
- C. $\frac{1}{3} + \frac{1}{5}$
- D. $\frac{1}{4} + \frac{1}{5}$
- E. $\frac{1}{4} + \frac{1}{6}$

80. To paint a room, Suzanne uses blue and white paint in the ratio of blue:white = 8:3. What was the **total** number of gallons of paint used if she used 6 gallons of blue paint?

- F. $2\frac{1}{4}$ gal.
- G. $8\frac{1}{4}$ gal.
- H. 9 gal.
- J. 16 gal.
- K. 22 gal.

CONTINUE ON TO THE NEXT PAGE ►

81. A cylindrical oil drum can hold 4,320 liters when it is completely full. Currently, the drum is $\frac{1}{3}$ full of oil. How many kiloliters of oil need to be added to fill the drum completely?
- A. 1.44 kL
 B. 2.88 kL
 C. 4.32 kL
 D. 14.40 kL
 E. 28.80 kL



On the number line above, A is located at -8 , B is located at 3 , and C is located at 7 . D (not shown) is the midpoint of \overline{AB} , and E (not shown) is the midpoint of \overline{BC} . What is the midpoint of \overline{DE} ?

- F. -1.5
 G. 1.25
 H. 1.75
 J. 2.25
 K. 7.5
83. A certain insect has a mass of 75 milligrams. What is the insect's mass in grams?
- A. 0.075 g
 B. 0.75 g
 C. 7.5 g
 D. 75 g
 E. 7,500 g

84. A box contains 11 marbles—7 red and 4 green. Five of these marbles are removed at random. If the probability of drawing a green marble is now 0.5, how many red marbles were removed from the box?
- F. 1
 G. 2
 H. 3
 J. 4
 K. 5

85. A water tank is $\frac{1}{3}$ full; then, 21 gallons of water are added to the tank, making it $\frac{4}{5}$ full. How many gallons of water could the tank hold if it were completely full?
- A. 35 gal.
 B. 45 gal.
 C. 56 gal.
 D. 84 gal.
 E. 105 gal.

86. RELATIONSHIP BETWEEN ROW A AND ROW B

Row A	1	2	3	4	5	6	7	8	9	10	11
Row B	1	1	2	2	3	3	4	4	5	5	6

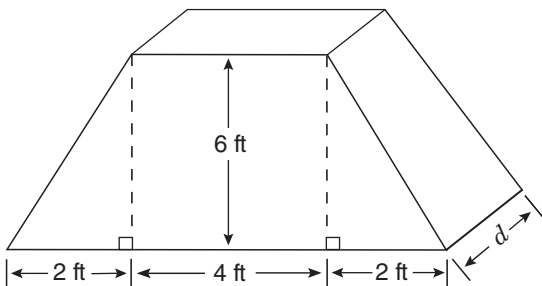
The table above shows two rows of integers, Row A and Row B, and the relationship between them. Assume each row continues in the pattern shown. When the number 111 appears in Row A, what is the corresponding number that will appear in Row B?

- F. 55
 G. 56
 H. 57
 J. 59
 K. 66
87. In a restaurant, the mean annual salary of the 4 chefs is \$68,000, and the mean annual salary of the 8 waiters is \$47,000. What is the mean annual salary of all 12 employees?
- A. \$47,000
 B. \$54,000
 C. \$55,500
 D. \$57,500
 E. \$61,000

CONTINUE ON TO THE NEXT PAGE ►

88. On the first leg of its trip, a plane flew the 900 miles from New York City to Atlanta in 2 hours. On the second leg, it flew the 1,400 miles from Atlanta to Albuquerque in $2\frac{1}{2}$ hours. How much greater was the plane's mean speed, in miles per hour, on the second leg than on the first?
- F. 110 mph
 G. 150 mph
 H. 200 mph
 J. 250 mph
 K. 500 mph

89.



The end of a tent has a trapezoidal cross-section as shown above. What is the depth (d) of the tent if its volume is 216 cubic feet?

- A. $4\frac{1}{2}$ ft
 B. 6 ft
 C. $6\frac{1}{2}$ ft
 D. 7 ft
 E. 8 ft
90. Today, Tom is $\frac{1}{4}$ of Jordan's age. In 2 years, Tom will be $\frac{1}{3}$ of Jordan's age. How old is Jordan today?
- F. 4 yr
 G. 6 yr
 H. 12 yr
 J. 16 yr
 K. 22 yr

91. How many positive two-digit numbers are evenly divisible by 4?
- A. 22
 B. 23
 C. 24
 D. 25
 E. 26

92. A steel container is shaped like a cube 10 feet on each side. This container is being filled with water at a rate of 7 cubic feet per minute. At the same time, water is leaking from the bottom of the container at a rate of 2 cubic feet per minute. If the container is exactly half-filled at 9:00 a.m., at what time will the container begin to overflow?
- F. 9:55 a.m.
 G. 10:00 a.m.
 H. 10:11 a.m.
 J. 10:40 a.m.
 K. 12:20 p.m.

93. Each week, Arnold has fixed expenses of \$1,250 at his furniture shop. It costs Arnold \$150 to make a chair in his shop, and he sells each chair for \$275. What is Arnold's **profit** if he makes and sells 25 chairs in 1 week?
- A. \$1,875
 B. \$2,500
 C. \$3,125
 D. \$3,750
 E. \$4,375

94. In how many different ways can you make exactly \$0.75 using only nickels, dimes, and quarters, if you must have at least one of each coin?
- F. 2
 G. 4
 H. 6
 J. 7
 K. 12

CONTINUE ON TO THE NEXT PAGE ►

95. $(2p + 8) - (5 + 3p) =$

- A. $3 - p$
- B. $p + 3$
- C. $5p - 3$
- D. $5p + 3$
- E. $5p + 13$

96. A 90-gram mixture contains three items, X, Y, and Z. The ratio of the weights of X and Y is 4:9, and the ratio of the weights of Y and Z is 9:5. If all of item Z were removed, what would be the new weight of the mixture?

- F. 60 g
- G. 65 g
- H. 70 g
- J. 72 g
- K. 75 g

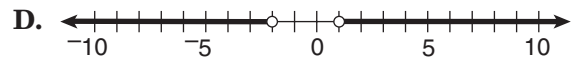
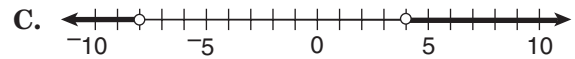
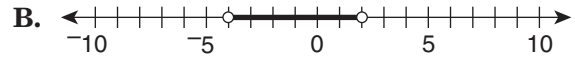
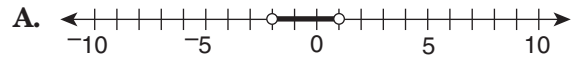
97. Maria is now 16 years old. In 6 years, she will be twice as old as her brother is then. How old is her brother now?

- A. 5
- B. 6
- C. 8
- D. 11
- E. 12

98. A car travels at 4,400 feet per minute. If the radius of each tire on the car is one foot, how many revolutions does one of these tires make in a single minute? (Use the approximation $\frac{22}{7}$ for π .)

- F. 700
- G. 1,925
- H. 13,828
- J. 15,400
- K. 27,657

99. Which number line below shows the solution to the inequality $-4 < \frac{x}{2} < 2$?



100. What is the greatest prime factor of 5,355?

- F. 17
- G. 51
- H. 119
- J. 131
- K. 153

THIS IS THE END OF THE TEST. IF TIME REMAINS, YOU MAY CHECK YOUR ANSWERS TO PART 2 AND PART 1. BE SURE THAT THERE ARE NO STRAY MARKS, PARTIALLY FILLED ANSWER CIRCLES, OR INCOMPLETE ERASURES ON YOUR ANSWER SHEET. ■

EXPLANATIONS OF CORRECT ANSWERS *continued...*

We can stop here. The question asks for the planet that travels fastest, which is also the planet farthest from Quil. That planet is Sly (Option C).

12. (G) Evaluate each option to determine the option that must be true. Options F, H, J, and K might be true, but there is not enough information given to conclude that any of them must be true. We cannot conclude that every student who received all A's plays on a team (Option F), or determine whether the best athletes always get the highest grades (Option H). Option J can be ruled out because no information is given that compares grades received by students who do or do not play on sports teams. Nor is there any information about how much time students spend studying, ruling out Option K. Only Option G must be true. A student who receives a grade of C+, which is lower than a B-, is not permitted to play.

13. (C) Draw a diagram showing the three grades and the students in each grade. There are a total of eight students, with either two or three students per grade. Two grades must have three students, and one grade must have two students, but we do not know which grades these are. Start by filling in the definite information provided in Statement 2, that Bob and Ed are both in Grade 7. Statement 1 says that Ann, Doug, and Filomena are all in different grades, but does not say which grade each student is in. Write the letter combination ADF (their initials) in each grade as a placeholder because we know that one of these three must be in each grade.

Grade	Student	Student	Student
6	ADF		
7	Bob	Ed	ADF
8	ADF		

According to Statement 3, Heidi and Carla are in the same grade. They cannot be in Grade 7—that would put five students in that grade, and the maximum number of students per grade is three. Heidi and Carla must be in either Grade 6 or Grade 8. There is no information about George. He could be in either Grade 6 or 8, whichever grade Heidi and Carla are not in. Options A, B, D, and E might be true, but none of them must be true. For example, Option A would not be true if three students (ADF, Carla, and Heidi) are in Grade 6. Only Option C must be true. Grade 7 contains Bob, Ed, and one other student (Ann, Doug, or Filomena), for a total of three students.

14. (K) Draw a diagram to help solve this problem. Write “left” on the left-hand side of your scrap paper, followed by four spaces, one for each bike. Let an initial stand for

each bike color—B, Y, G, and R. Then look for specific information about the location of a bike. The blue bike is on the extreme left (Statement 1). Fill in the left-most blank with a “B.”

Left B

Based on Statement 3, there are three possible orders. (Remember that “between” does not necessarily mean “between and next to.” Another bike could also be between the blue and yellow bikes.)

BGYR BGRY BRGY

Based on Statement 2, we can eliminate the third possible order because the red bike must be next to the yellow bike. There are now two possible orders:

BGYR BGRY

Paul’s bike is between the blue bike and the red bike. However, we can’t determine which of the two orders is correct, so his bike could be either green or yellow.

Options F, G, H, and J **might** be true, but we cannot conclude that they **must** be true. Only Option K **must** be true.

15. (A) According to the question, every millworker in Hoxie is over six feet tall and good at math. There must be other people in Hoxie besides millworkers, but we do not know how tall they are, or whether they are good at math. Option A must be true. At least some people in Hoxie (the millworkers) are over six feet tall and good at math. Options B, C, D, and E might be true, but we cannot conclude that they **must** be true.

16. (F) This question asks you to determine which of the six houses have fenced yards and which have porches. Start with the most definite information—that three houses have porches (Statement 2), and they are not next to one another (Statement 3). This creates four possible arrangements of houses with porches:

L	M	N	P	Q	R
Yes	No	No	Yes	No	Yes
Yes	No	Yes	No	No	Yes
Yes	No	Yes	No	Yes	No
No	Yes	No	Yes	No	Yes

Statement 1 says that the two houses with fenced yards are immediately next to one another. The third and fourth arrangements above do not allow this condition, because a house with a porch cannot have a fenced yard (Statement 4). Two possibilities remain, as shown below, and we cannot determine which is correct.

House	L	M	N	P	Q	R
Porch?	Yes	No	No	Yes	No	Yes
Fenced yard?	No	Yes	Yes	No	No	No

or

House	L	M	N	P	Q	R
Porch?	Yes	No	Yes	No	No	Yes
Fenced yard?	No	No	No	Yes	Yes	No

Options G, H, J, and K are true for one of the possibilities, but not the other. None of them **must** be true for both possibilities. Option F is true for both possibilities, and it is the correct answer.

17. and 18. *These directions differ from the directions for the code in Sample Form A. They state that the position of a letter is **never** the same as that of the word it represents. For example, in the first sentence, L cannot represent “Marie.” To answer these questions, you need not find out what every letter represents.*

17. (E) The word “juice” appears only once in the code, in the fourth sentence, so the letter representing “juice” must appear only in the fourth sentence. W can be ruled out because it appears in two of the statements and is in the same position as “juice.” N cannot be correct because it also appears in the second sentence, which does not contain the word “juice.” The letters Y and X appear only in the fourth sentence, but neither letter can be ruled out. Thus, the correct answer is E, “Cannot be determined from the information given.”

18. (K) The letter U appears only in the second sentence. Thus, the word it represents must appear only in the second sentence. Option F (“Sean”) is incorrect because it appears in the same position (first) as the letter U, and the directions state that the position of a letter can never be the same as the word it represents. Options G, H, and J can be ruled out because they appear in other sentences as well as the second sentence. Option K (“soda”) appears only in the second sentence and it does not appear in the same position as the letter U, so it is correct.

19. (C) Read each option to determine whether it must be true. Option A is ruled out because the question does not mention non-skydivers. The question does not state the requirements for joining the Skydiving Club (Option B), only for maintaining membership. Option C is correct; some people who are afraid of heights belong to the Skydiving Club, and these people make three jumps a month. There is no support for Option D, and Option E applies to skydivers in general, not to members of the Skydiving Club.

20. (J) One way to solve this problem is to create a grid with a row for each of the six students, in the order presented in the question. According to the conditions, two students wear glasses and three students wear school T-shirts. None of the students wearing school T-shirts is next to each other (Condition 3) and the two students wearing glasses are next to each other (Condition 1). No student wears both glasses and a school T-shirt (Condition 4). These conditions allow two possibilities:

Place in line	Name	Wearing Glasses?	Wearing school T-shirt?
1	Larnell		yes
2	Masha		
3	Nikia		yes
4	Pedro	yes	
5	Ryan	yes	
6	Sara		yes

or

Place in line	Name	Wearing Glasses?	Wearing school T-shirt?
1	Larnell		yes
2	Masha	yes	
3	Nikia	yes	
4	Pedro		yes
5	Ryan		
6	Sara		yes

There is no information to determine which possibility is correct. Check the options one by one. Options F, G, H, and K are true for one possibility but not the other, so you cannot conclude that any of them must be true. Option J is always true—Larnell and Sara wear school T-shirts in both possibilities.

READING

Foams

21. (E) Options A and C are important details, but they are not the main ideas of the passage. Option B is not discussed, and Option D does not make sense—the terms “surfactants” and “foaming agents” are synonymous. Option E is the best answer. “The formation and uses of aqueous foams” provides a good summary of the passage from beginning to end.

22. (J) The characteristic life cycle of an aqueous foam is outlined in the third paragraph. The later stages of a foam occur when the foam dries, as described beginning in line 32. As this happens, the foam’s bubbles become “polyhedrons with multiple flat surfaces” (lines 35-36), which is restated in the correct answer, Option J. Options F, G, and K occur during the early stages in a foam’s life cycle, as discussed in the second paragraph. Option H describes one property of a bubble (lines 21-22) and is not directly related to its life cycle.

23. (B) The role of the surfactant in the formation of aqueous foam is discussed in the second paragraph. Surfactants are necessary to stabilize an aqueous foam. They work by lowering the surface tension of a liquid (lines 19-21), which is Option B. Option A is not mentioned in the passage (although dispersal of a gas in the liquid is an important point). Options C and D are stages in the life cycle of a foam, not the results of a surfactant. Option E might look appealing because it refers to the formation of foam, but it incorrectly states that soap, a surfactant, is converted into foam.

24. (F) The “life cycle” of aqueous foam is outlined in the third paragraph. A “young” foam occurs early in the life cycle, in which foam is characterized by “spherical bubbles of nearly uniform size, each with a relatively thick outer film of liquid” (lines 30-32). Only Option F, “spherical bubbles,” is characteristic of a “young” foam. Options G, H, and J are characteristics of later stages. Option K is not part of the foam life cycle.

25. (A) The use of foam-based extinguishers to put out oil or gasoline fires is described in the fourth paragraph. The paragraph concludes, “these extinguishers have the advantage of minimizing the extensive water damage caused by more traditional fire-fighting methods.” Option A restates this information.

26. (F) Read all five options to choose the one that is not an ingredient of dishpan suds. Dishpan suds are mentioned as one of several examples of soap foams in lines 40-41. The second paragraph explains that soap foams consist of soap (Option H), which is a surfactant (Option K), added to an aqueous foam formed of water (Option G) and air (Option J). Option F, “protein,” is an ingredient of whipped cream and marshmallows (lines 42-44), but not of dishpan suds.

Camera

27. (D) Options A, B, and C are mentioned in passing, but none of them are the main idea of the passage. Option E is mentioned only in the last paragraph. Option D best describes what the passage is about—early versions of the concealed camera, examples of its uses, and its role in spy craft.

28. (K) The answer, Option K, is found in lines 9-11. Despite the name of the camera, amateur photographers, not detectives, used this camera.

29. (D) The correct answer, Option D, is found in lines 9-12. Early detective cameras resembled boxes (Option A), but that was not their purpose. Options B, C, and E refer to other kinds of cameras, not early detective cameras.

30. (J) According to lines 21-25, the camera with mirrors allowed the photographer to aim the camera in one direction while photographing something in another direction (Option J). Options F, G, and H refer to early detective cameras, not the camera with mirrors, which resembled an ordinary camera. Option K is not mentioned.

31. (A) The correct answer is found in lines 17-19. Option A restates the idea that people were no longer deceived by detective cameras. None of the other options are supported by the passage.

32. (G) Reread the third paragraph to understand the “idea” in line 40. The attempt to use pigeons to photograph the enemy’s army position was impractical, but the “idea behind it”—taking photographs from overhead, without detection—was practical, which is Option G. The passage gives the example of satellite-mounted cameras to illustrate its practicality. Options F and H were true for photography in general, not to “the idea” in line 40. Option J describes a use for aerial photography, not the “idea.” Option K refers to the impractical attempt, not to the idea behind it.

Marsh

33. (E) The fourth paragraph describes how Marsh began to organize his observations and write *Man and Nature* following both his time in Vermont (described in the second paragraph) and in Italy (third paragraph). Thus, the correct answer is Option E. Option D is not correct because it

mentions only Italy. There is no evidence in the passage to support Options A or C, and Option B cannot be correct because the modern environmentalist movement occurred after he wrote the book.

34. (J) Marsh attributed people’s practices to “man’s ignorant disregard for the laws of nature” (lines 31-32). “Ignorant disregard” implies lack of understanding, which is Option J. Option F is not mentioned. Option G may seem attractive, but it does not make sense—irresponsible environmental practices cannot be explained by people’s desire to keep the earth unspoiled. Marsh observed mismanagement in Vermont as well as Italy, ruling out Option H. Option K cannot be correct because the modern environmentalist movement did not begin for another one hundred years.

35. (C) Read the entire first paragraph to understand how the word “surprisingly” was used. Lines 1-8 lead the reader to expect that Marsh was part of the modern environmentalist movement that began in the 1960s. The fact that Marsh’s influential book was published 100 years earlier is unexpected and thus surprising. Option C restates that idea. The other options are contradicted by the information in the passage.

36. (H) Marsh was not optimistic about nature’s ability to heal itself (lines 43-46), ruling out Option F. Marsh’s book was influential long after his lifetime, demonstrating that his work never became outdated (Option G). Option H is correct. Marsh was considered a radical thinker (lines 76-77), implying that his ideas were unusual for his time. Marsh was not a politician (Option J) and did not desire a return to wilderness conditions, ruling out Option K.

37. (E) The sentence in lines 55-58 is a transition between Marsh’s warnings in the fifth paragraph and his positive attitude toward some, but not all, alterations to the environment presented in the sixth paragraph. In the example given, Marsh approved of the Suez Canal (lines 68-71) because its advantages—improved transportation and commerce—benefited human life. Option E best summarizes that idea. Marsh’s concerns (Option A) undermine, not support, the author’s statement in lines 55-58. Option B is not relevant to the statement, and Option C incorrectly describes Marsh as a conservationist. Option D is contradicted by lines 59-60.

38. (H) Marsh’s main contribution to the modern environmental movement is given in lines 5-7—the idea that Western society was causing irreparable harm to the environment. Option H restates that idea. Option F is incorrect because environmental damage began long before the twentieth century. Marsh’s work inspired the conservation movement which sought to preserve wilderness areas, but Marsh himself did not advocate for conservation, ruling out Option G. The growth of the conservation movement (Option J) occurred long after Marsh’s lifetime, ruling out Option J. Marsh observed serious environmental degradation in Italy as well as the United States, indicating that it was not chiefly an American problem (Option K).

Dickens

39. (D) Options A, C, and E are important details, but they are not the main ideas. Option D correctly combines the information in the passage about Dickens’ childhood and the novel *David Copperfield*. Option B might look appealing because it also contains the ideas of Dickens’ childhood and an autobiography, but his autobiography was never written, either in childhood or in adulthood.

40. (F) Dickens began writing *David Copperfield* after abandoning work on his own life story, or autobiography (lines 6-8), which is Option F. He wrote the book well into adulthood, ruling out Options G and H. The events in Options J and K never occurred.

41. (E) Dickens’ childhood is described in the second and third paragraphs. Read each option to determine whether it is a reasonable inference, based on the information in the passage. Option E is a reasonable inference, based on line 17 (Dickens was “forced to quit school”) and lines 26-27 (he was miserable at his job). Options A, B, C, and D are not supported by the passage.

42. (G) The correct answer is found in lines 10-13 and in the fourth paragraph. Dickens wrote *David Copperfield* because he was unable to complete his autobiography, and writing the novel helped him deal with painful childhood memories. Option G is the best summary. Dickens’ father had debts, not Charles Dickens himself, ruling out Option F. Options H and K are contradicted by the passage. Dickens never wrote his autobiography, eliminating Option J.

EXPLANATIONS OF CORRECT ANSWERS *continued...*

43. (C) The passage says little about the relationship between Dickens and his mother, only that Charles felt betrayed when his mother, anxious for the boy's wages, got his job back for him (lines 33-36). Option C best expresses this information. Options B and E are contradicted by the passage. The passage does not address the issues presented in Options A and D.

44. (K) The passage states, "The father, however, now sided with his son and the boy was sent back to school" (lines 37-38). In other words, Charles was able to return to school because of his father's intervention (Option K). Options F and J were obstacles, not aids, to his returning to school. Option G led to dismissal from his job, not to his return to school. Option H occurred before Dickens returned to school, but was not the direct reason for it.

Great Zimbabwe

45. (D) You are asked to identify the general topic of the passage. Options B and E refer to only parts of the passage. Option C is not mentioned at all. Option A is too broad; most of the passage is about Great Zimbabwe, not the nation of Zimbabwe. Option D, "the true story of the Great Zimbabwe ruins," is best.

46. (G) The basis for the correct answer is found in several places in the passage. First, find the section that mentions Richard Hall's opinion. Lines 52-54 state that Hall was "convinced that the structures had been built by ancient people from the Middle East." Later, Hall's opinion was discredited by archaeologists who demonstrated that Great Zimbabwe was African in origin (lines 64-65). In other words, Hall's opinion was inaccurate. All five options must be evaluated to find the option with which the passage's author would most likely agree. Option F is not correct: Hall's first impression was inaccurate. The author would not agree with Option H: the present culture of the Shona people is not illustrative of their past. The author does not take any stand on whether advanced cultures developed first in the Middle East, ruling out Option J, nor does the author claim that Middle Eastern culture was derived from Shona culture (Option K). The best answer is Option G. A preconception is an opinion formed in advance of actual knowledge, which perfectly describes Hall's belief. Hall's preconception had clouded his judgment.

47. (E) Read the entire last paragraph, which implies that discussion of "one mystery of Great Zimbabwe" has just been concluded, and the author is making a transition to another mystery. The previous paragraph showed that Great Zimbabwe was built by ancestors of the Shona people, not by people from the Middle East. Thus, the mystery that had been solved was who had built Great Zimbabwe and when (Option E). Option A is incorrect because the mystery comprised much more than the foreign wares discovered in the ruins. Option B, "why the settlement was abandoned," has not been solved. The source of gold and ivory (Option C) and the reason that Europeans did not discover Great Zimbabwe until the 1870s (Option D) are not presented as mysteries.

48. (H) The Shona people are discussed in the fifth paragraph. Since the question is open-ended, we must evaluate each option to find the best answer. The Shona people still exist as a distinct group (line 68), ruling out Option F. Shona kings traded their goods in coastal towns (lines 72-74), implying that they lived in the African interior, not the coast, eliminating Option G. Lines 65-68 state that Great Zimbabwe was most likely built by ancestors of the present-day Shona people, which supports Option H. Options J and K confuse the histories of the Shona people and ancient Middle Eastern people. Option H is the best answer.

49. (E) This statement implies that the field of archaeology was new and immature in the 1870s. The statement is followed by descriptions of how early explorers, including Richard Hall, discarded valuable archaeological material. Thus, the "infancy" of archaeology is illustrated by Option E, "the excavations conducted by Richard Hall." Options A and B are events in Shona history, not the history of archaeology, and Options C and D are references to more advanced stages of archaeology, not to its infancy.

50. (F) Each option should be evaluated in turn. Option F is correct; the Portuguese searched for Great Zimbabwe but never found it (lines 26-27). It is a good idea to read the remaining options to be sure that none of them is better than Option F. Options G, H, and K are incorrect because the Portuguese never found Great Zimbabwe or King Solomon's mines. The destruction of archaeological evidence was committed by subsequent explorers, not the Portuguese, which rules out Option J. Option F is the best answer.

$$\begin{aligned}
 51. \text{ (E)} \quad & 100(2 + 0.1)^2 - 100 \\
 & = 100(2.1)^2 - 100 \\
 & = 100(4.41) - 100 \\
 & = 441 - 100 \\
 & = 341
 \end{aligned}$$

52. (J) Since Jack scored a mean of 15 points per game in each of the first 3 games, he must have earned a total of 45 points for the first three games by definition. Use that information to calculate the mean over the four games:

$$\frac{45 + 27}{4} = \frac{72}{4} = 18$$

53. (C) To calculate the midpoint of a segment, find the mean of the endpoints (add the values of the two endpoints and divide by 2):

$$\text{Midpoint of } \overline{PQ} = \frac{2 + (-6)}{2} = -2$$

$$\text{Midpoint of } \overline{QR} = \frac{6 + 2}{2} = 4$$

To find how many units from one midpoint to the other, subtract the midpoint values:

$$4 - (-2) = 6$$

54. (F) The cost for one child's supplies is:

$$\$1.09 + 2(\$0.59) = \$2.27$$

Divide the total money available (\$15) by the cost for one child's supplies (\$2.27) to get the number of children that can be provided with the supplies: $\$15 \div \$2.27 = 6.6\dots$

You do not need to complete the division, because the number of children must be a whole number. Six children can be provided with the complete requirement of supplies.

55. (D) The quickest solution is to first "round up" from 46 hours to 48 hours, because 48 hours is 2 full days. Thus, 48 hours after 9:30 p.m. on Friday would be 9:30 p.m. on Sunday. Since the question asks for 46 hours, subtract 2 hours from 9:30 p.m. Sunday to get 7:30 p.m. Sunday.

56. (K) Since Frances' age (F) is given, use that information to find Judy's age (J):

$$J = 2F = 2 \cdot 15 = 30$$

So, Judy is 30 years old. Now, use that information to calculate Carmen's age (C):

$$C + n = J$$

$$C + n = 30$$

$$C = 30 - n$$

$$57. \text{ (B)} \quad 0.00102 = \frac{102}{N}$$

Multiply the numerator and denominator by 100,000 to remove the decimal.

$$\frac{100,000}{100,000} \cdot (0.00102) = \frac{102}{N}$$

$$\frac{102}{100,000} = \frac{102}{N}$$

$$N = 100,000$$

58. (G) The scale is 1 foot = 0.25 inch. Since the rest of the question is in inches, change the scale conversion into inches: 1 foot is equal to 12 inches, so 12 inches = 0.25 inch.

Next, set up a proportion, where x represents the scale inches for a distance of 36 inches:

$$\frac{12}{0.25} = \frac{36}{x}$$

$$12x = 36(0.25)$$

$$12x = 9$$

$$x = \frac{9}{12} = \frac{3}{4} = 0.75 \text{ in.}$$

59. (A) Since the figure is drawn to scale, use the values from the grid to solve:

$$(c, d) = (1, 3) \text{ and } (a, b) = (-2, 1)$$

$$\text{Then, } c + a = 1 + (-2) = -1, \text{ and}$$

$$d + b = 3 + 1 = 4.$$

The point $(-1, 4)$ is point R on the graph.

$$60. \text{ (H)} \quad \frac{(-51)(-51)}{17 \cdot 17 \cdot 17} = \frac{(-3)(-3)}{17} = \frac{9}{17}$$

61. (B) Use proportions to make the conversions:

Lorgs to dollars

$$\frac{140}{x} = \frac{7}{1} \quad 7x = 140 \quad x = \$20$$

Dalts to dollars

$$\frac{16}{x} = \frac{0.5}{1} \quad 0.5x = 16 \quad x = \$32$$

$$\text{Total dollars} = 20 + 32 = \$52$$

62. (G) The question asks for the number of children with blond hair or brown eyes, but **not both**. According to the chart, 18 children have blond hair and *blue* eyes, and 15 children have brown eyes and *black* hair. $18 + 15 = 33$ children with blond hair or brown eyes, but not both.

63. (B) Since 5.6 ricks and 12.88 dalts are both equal to 1 sind, then $5.6 \text{ ricks} = 12.88 \text{ dalts}$. To calculate the number of dalts (d) in 1 rick, set up a proportion:

$$\frac{5.6}{12.88} = \frac{1}{d}$$

$$5.6d = 12.88$$

$$d = 2.3$$

64. (J) To find the median, first count the number of tests (Xs) in the figure, which is 17. The median is the middle value. The middle value of 17 is 9. Counting from the left, find the ninth X in the figure to determine the median score (80).

65. (C) To eliminate the decimals in this equation, multiply the numerators and denominators by 100:

$$\left(\frac{0.21}{0.33}\right)\left(\frac{100}{100}\right) = \left(\frac{x}{1.10}\right)\left(\frac{100}{100}\right)$$

$$\frac{21}{33} = \frac{100x}{110}$$

$$x = \left(\frac{110}{100}\right)\left(\frac{21}{33}\right) = \frac{70}{100} = 0.70$$

66. (F) It may be easier to see the order of the fractions by changing them to mixed numbers or decimals:

$$\frac{11}{3} = 3\frac{2}{3} = 3.666\dots$$

$$\frac{25}{7} = 3\frac{4}{7} = 3.57\dots$$

$$\frac{18}{5} = 3\frac{3}{5} = 3.6$$

The smallest fraction is $\frac{25}{7}$, followed by $\frac{18}{5}$, and finally $\frac{11}{3}$.

67. (E) First, find the length of \overline{PR} : $4 - (-5) = 9$ units
Point Q is located $\frac{1}{3}$ of the way from R to P, so calculate where that point would be:

$$9 \times \frac{1}{3} = 3 \text{ units}$$

So, point Q is located at $4 - 3 = 1$. Finally, calculate the midpoint of \overline{PQ} :

$$\text{Midpoint PQ} = \frac{-5 + 1}{2} = -2$$

68. (J) First, find the sale price of the dress. If it is on sale for $\frac{1}{3}$ off the original price, the sale price is $\frac{2}{3}$ of the original price: $\$450 \times \frac{2}{3} = \300

Alia has a 10% discount on the sale price. 10% of \$300 is \$30, so the discounted price will be:

$$\$300 - \$30 = \$270$$

Next, calculate the sales tax on the discounted price: $\$270 \times 0.06 = \16.20

So, the total cost that Alia pays for the dress is:

$$\$270 + \$16.20 = \$286.20$$

69. (C) The two-digit numbers must be even, so the only possible two-digit numbers must end in 8, since 8 is the only even digit given in the problem. Since the numbers cannot be repeated, the only possibilities for two-digit even numbers are 78 and 98. Thus, the answer is two possible two-digit numbers.

70. (K) The climbers started at 125 feet below sea level, which can be expressed as -125 . They stopped at 5,348 feet above sea level, which is expressed as a positive number. The elevation gain for the day is $5,348 - (-125) = 5,473$ feet.

71. (B) First, change the improper fractions into mixed numbers:

$$\frac{5}{2} = 2\frac{1}{2} \text{ and } \frac{20}{3} = 6\frac{2}{3}$$

The integers between these two values are 3, 4, 5, and 6. So, there are 4 integers between $\frac{5}{2}$ and $\frac{20}{3}$.

72. (G) Angle LKN = 75° because vertical angles are congruent. The interior angles of quadrilateral KLPN sum to 360° . So, angle LPN = $360 - (120 + 120 + 75) = 45^\circ$. Angle LPN and angle QPR are vertical angles, so $x = 45$.

73. (B) All 6 of the smaller rectangles are congruent. Let the shorter side of one of these small rectangles be x . Based on the figure, the longer side is then $4x$, because the shorter side of four rectangles stacked together is the same length as the longer side of one rectangle. Using this information, you can now figure out the length and width of WXYZ:

$$\text{Width of WXYZ} = 4x$$

$$\text{Length of WXYZ} = x + 4x + x = 6x$$

Use the area of WXYZ to calculate x :

$$(4x)(6x) = 54$$

$$24x^2 = 54$$

$$x^2 = \frac{9}{4}$$

$$x = \frac{3}{2}$$

Now that x is known, use that to find the length and width of WXYZ:

$$\text{Width of WXYZ} = 4\left(\frac{3}{2}\right) = 6$$

$$\text{Length of WXYZ} = 6x = 6\left(\frac{3}{2}\right) = 9$$

$$\begin{aligned} \text{So, the perimeter of WXYZ} &= 2(6) + 2(9) \\ &= 12 + 18 = 30 \text{ cm} \end{aligned}$$

74. (K) Since 714 is even, factor out a 2:

$714 = 2 \cdot 357$. The sum of the digits of 357 is 15, so we know 357 is a multiple of 3:

$$714 = 2 \cdot 3 \cdot 119$$

Finally, 119 is divisible by 7, so

$$714 = 2 \cdot 3 \cdot 7 \cdot 17$$

75. (B) Let x equal the number of gallons needed to drive m miles. Set up a proportion to solve for x :

$$\frac{x}{m} = \frac{3}{65}$$

$$x = \frac{3m}{65}$$

76. (G) Let c be Crystal's age:

$$3c + 2 = m$$

$$3c = m - 2$$

$$c = \frac{m - 2}{3}$$

77. (D) The line between -20 and 30 is divided into 10 sections. Calculate the length of 1 section by finding the distance between -20 and 30 , and dividing by the number of sections:

$$\frac{30 - (-20)}{10} = 5$$

So, the length of 1 section is 5 units and Point P is located at -5 . To find the value of PQ, subtract the value of P from the value of Q:

$$30 - (-5) = 35$$

78. (G) To find when the two flashes occur at the same time, find the least common multiple of 12 and 18, which is 36. Every 36 minutes, the lights flash at the same time. The first time is 8:00 a.m. The next 6 times would be 8:36, 9:12, 9:48, 10:24, 11:00, and 11:36. Only 2 of those times are listed (9:12 a.m. and 10:24 a.m.).

79. (D) Of the fractions listed in the options ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{1}{6}$), $\frac{1}{3}$ and $\frac{1}{6}$ are the only fractions that can be written as repeating decimals. Adding a non-repeating decimal to a repeating decimal will result in a repeating decimal. Thus, the correct answer must contain two non-repeating decimals, which is option D: $\frac{1}{4} + \frac{1}{5}$

80. (G) Create a proportion to calculate the total number of gallons of paint used:

$$\frac{\text{Gallons of blue}}{\text{total gallons}} = \frac{8}{8 + 3} = \frac{6}{x}$$

$$8x = 6(11)$$

$$x = 8\frac{1}{4} \text{ gallons}$$

81. (B) First, find the number of liters that need to be added:

$$\frac{2}{3} \cdot 4,320 = 2,880 \text{ liters}$$

Use the conversion 1 kiloliter = 1,000 liters to find the number of kiloliters:

$$\frac{2,880}{1,000} = 2.88 \text{ kL}$$

82. (G) First, calculate the midpoints of \overline{AB} and \overline{BC} to find the locations of D and E, respectively:

$$D = \frac{-8 + 3}{2} = -\frac{5}{2}$$

$$E = \frac{3 + 7}{2} = 5$$

Now, find the midpoint of \overline{DE} :

$$\frac{-\frac{5}{2} + 5}{2} = \frac{\frac{5}{2}}{2} = \frac{5}{4} = 1.25$$

83. (A) One gram is equal to 1,000 milligrams, or

1 milligram is equal to $\frac{1}{1,000}$ gram.

Thus, 75 milligrams = $\frac{75}{1,000} = 0.075$ gram.

84. (J) There were 11 marbles in the box. After 5 were removed, the total number of marbles in the box is now 6. The probability of drawing a green marble is now $\frac{1}{2}$, which is equivalent to $\frac{3}{6}$. Thus, 3 green marbles remain in the box. Originally, there were 4 green marbles in the box, so only 1 green marble was removed. Since a total of 5 marbles were removed from the box, that means 4 of those marbles were red.

85. (B) Let x be the number of gallons of water the tank holds when completely full. Use the information in the first sentence to set up the equation:

$$\frac{4}{5}x = \frac{1}{3}x + 21$$

$$\frac{12}{15}x - \frac{5}{15}x = 21$$

$$7x = 15 \cdot 21$$

$$x = 45 \text{ gallons}$$

86. (G) In row B, a number appears twice—first under an odd number in row A, and then under the next even number in row A. So, the number 112 in row A would have a corresponding number 56 in row B. The numbers 111 and 112 in row A would both have 56 under them in row B.

87. (B) To find the mean salary for all 12 employees, find the sum for each group. Thus, 4 people earned a total of \$272,000 and 8 people earned a total of \$376,000. Use the mean formula:

$$272,000 + 376,000 = \frac{648,000}{12} = \$54,000$$

88. (F) To find the speed of the plane, divide the miles travelled by the number of hours:

First leg: 900 miles \div 2 hours = 450 mph

Second leg: 1,400 miles \div $2\frac{1}{2}$ hours = 560 mph

The question asks how much greater the speed was in the second leg than in the first, so subtract: $560 - 450 = 110$ mph

- 89. (B)** Because the volume of the tent is calculated using the area of the cross-section \times depth (d), you can also use this formula to find d .

The area of the cross-section is the sum of the areas of the two triangles and the rectangle.

The two triangles have the same base length (2 ft) and height (6 ft), so the area of one of the triangles is:

$$A = \frac{1}{2} \times 2 \times 6 = 6 \text{ sq ft}$$

The area of the center rectangle is:

$$A = 4 \times 6 = 24 \text{ sq ft}$$

So the total area of the cross-section is:

$$A = 6 + 6 + 24 = 36 \text{ sq ft}$$

Use that to calculate the depth of the tent:

$$V = 36d$$

$$216 = 36d$$

$$6 = d$$

- 90. (J)** First, set up an equation to express Tom's age (T) and Jordan's age (J) today:

$$T = \frac{1}{4}J$$

Two years from now, Tom's age will be $T + 2$ and Jordan's age will be $J + 2$. Use that information and the information from the second sentence in the question to set up an equation about the relationship between Tom's age and Jordan's age in two years:

$$T + 2 = \frac{1}{3}(J + 2)$$

Simplify the above equation for T:

$$T = \frac{1}{3}(J + 2) - 2$$

Now, set the two equations equal to each other and solve for J:

$$\frac{1}{4}J = \frac{1}{3}(J + 2) - 2$$

$$\frac{1}{4}J = \frac{1}{3}J - \frac{4}{3}$$

Multiply both sides of the equation by the common denominator (12):

$$12\left(\frac{1}{4}J\right) = 12\left(\frac{1}{3}J - \frac{4}{3}\right)$$

$$3J = 4J - 16$$

$$J = 16$$

- 91. (A)** The question asks for the number of positive two-digit numbers evenly divisible by 4. The smallest such number is 12 (4×3), and the largest is 96 (4×24). Thus, the two-digit numbers evenly divisible by 4 are 4×3 , 4×4 , 4×5 , and so on up to 4×24 .

To find how many such numbers there are, subtract the lowest value from the greatest value: $24 - 3 = 21$.

However, since each endpoint is included (4×3 and 4×24), add 1 to that value to get the exact count of the numbers: $21 + 1 = 22$

- 92. (J)** The volume of the container is $10 \times 10 \times 10 = 1,000$ cubic feet. Since it is already half full at 9:00 a.m., it will begin to overflow after 500 cubic feet of water is added to it.

7 cubic feet of water are being added per minute, but 2 cubic feet of water leak out per minute. That means $7 - 2 = 5$ cubic feet of water are being added to the tank each minute.

$$500 \text{ cubic feet} \div 5 \text{ cubic feet per minute} = 100 \text{ minutes}$$

100 minutes is equal to 1 hour 40 minutes.

1 hour 40 minutes after 9:00 a.m. is 10:40 a.m.

- 93. (A)** Each chair costs Arnold \$150 to make, and he sells the chair for \$275. His profit is found by subtracting the cost from the price:

$$\$275 - \$150 = \$125 \text{ per chair}$$

If Arnold makes and sells 25 chairs in a week, his initial profit is $25 \cdot \$125 = \$3,125$. However, Arnold has additional fixed expenses of \$1,250 per week, so this cost must also be subtracted. Thus, his final profit is:

$$\$3,125 - \$1,250 = \$1,875$$

94. (H) The question asks for the number of different ways to create \$0.75 using at least one of each coin. One of each coin (one quarter, one dime, one nickel) is $\$0.25 + \$0.10 + \$0.05 = \0.40 . Thus, the first \$0.40 of any solution is already determined. Subtract \$0.40 from \$0.75 ($\$0.75 - \$0.40 = \$0.35$), so the question becomes “how many different ways can you make \$0.35 using nickels, dimes, and quarters?” There are 6 ways to create \$0.35 using nickels, dimes and quarters:

- 7 nickels
- 5 nickels + 1 dime
- 3 nickels + 2 dimes
- 1 nickel + 3 dimes
- 1 quarter + 1 dime
- 1 quarter + 2 nickels

95. (A) $(2p + 8) - (5 + 3p) = 2p + 8 - 5 - 3p = 3 - p$

96. (G) The ratios of X:Y and Y:Z can be combined because Y has the same value in both ratios. So, X:Y:Z = 4:9:5. The proportion of X and Y in the mixture is $\frac{4 + 9}{4 + 9 + 5} = \frac{13}{18}$. Multiply the total weight of the mixture by the proportion to find the weight of the mixture after Z has been removed: $90 \times \frac{13}{18} = 65$ g

97. (A) If Maria is 16 now, in 6 years she will be 22. Since she will then (in 6 years) be twice as old as her brother, he will be 11 (in 6 years). To find his present age, subtract 6 from 11. Thus, he is now 5 years old.

98. (F) One revolution is equal to the circumference of the tire:

$$C = 2r\pi = 2(1)\left(\frac{22}{7}\right) = \frac{44}{7} \text{ feet}$$

The car travels at 4,400 feet per minute. To calculate the number of revolutions, divide the speed by the circumference:

$$4,400 \div \frac{44}{7} = 4,400 \cdot \frac{7}{44} = 700 \text{ revolutions}$$

99. (E) First, multiply each term by 2 to eliminate the fraction:

$$\begin{aligned} -4(2) < \left(\frac{x}{2}\right)(2) < 2(2) \\ -8 < x < 4 \end{aligned}$$

Therefore, x must be between -8 and 4 , which is Option E.

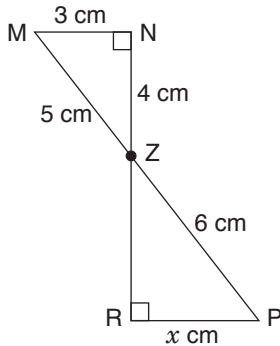
100. (F) First, find the prime factorization of 5,355:
 $5,355 = 5 \cdot 1,071 = 5 \cdot 9 \cdot 119 = 3 \cdot 3 \cdot 5 \cdot 7 \cdot 17$
 The greatest prime factor is 17.

Answer Key for Sample Form B

Paragraph 1 S R T U Q	11. C	20. J	29. D	38. H	47. E	56. K	65. C	74. K	83. A	92. J
Paragraph 2 R Q T U S	12. G	21. E	30. J	39. D	48. H	57. B	66. F	75. B	84. J	93. A
Paragraph 3 S U R Q T	13. C	22. J	31. A	40. F	49. E	58. G	67. E	76. G	85. B	94. H
Paragraph 4 Q S R U T	14. K	23. B	32. G	41. E	50. F	59. A	68. J	77. D	86. G	95. A
Paragraph 5 S U T Q R	15. A	24. F	33. E	42. G	51. E	60. H	69. C	78. G	87. B	96. G
	16. F	25. A	34. J	43. C	52. J	61. B	70. K	79. D	88. F	97. A
	17. E	26. F	35. C	44. K	53. C	62. G	71. B	80. G	89. B	98. F
	18. K	27. D	36. H	45. D	54. F	63. B	72. G	81. B	90. J	99. E
	19. C	28. K	37. E	46. G	55. D	64. J	73. B	82. G	91. A	100. F

DIRECTIONS: This section provides sample mathematics problems for the Grade 9 test forms. These problems are based on material included in the New York City curriculum for Grade 8. (The Grade 8 problems on sample forms A and B cover mathematics material through Grade 7.) General directions for how to answer math questions are located on pages 52 and 90. There is no sample answer sheet for this section; mark your answers directly on this page or on a separate piece of paper.

1.



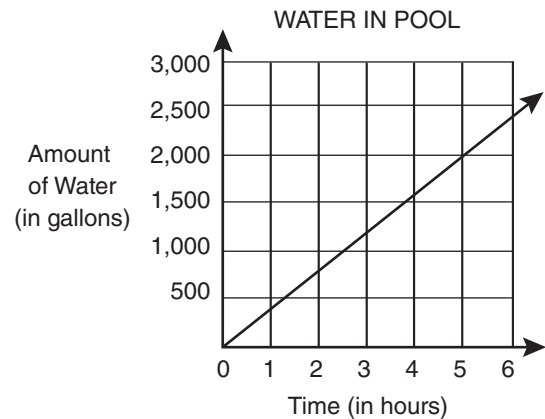
In the figure above, all lines are straight. \overline{MP} and \overline{RN} intersect at point Z. What is the value of x ?

- A. 3
- B. $3\frac{3}{5}$
- C. 4
- D. $4\frac{4}{5}$
- E. 5

2. The translation of point P (3, 5) to P' (5, -3) is equivalent to rotating point P by which of the following clockwise rotations about the origin?

- F. 45°
- G. 90°
- H. 135°
- J. 180°
- K. 225°

3.



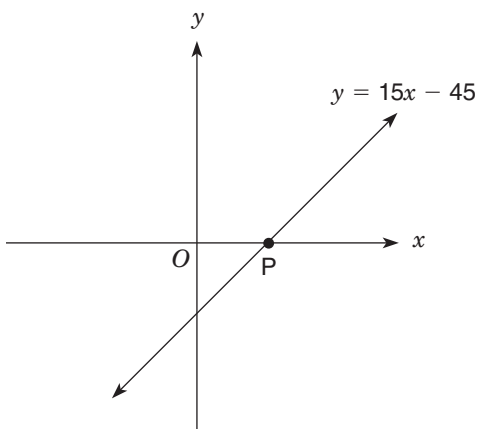
A swimming pool is being filled with water at a constant rate. The figure above is a portion of a graph that shows how the number of gallons of water in the pool changes over time. Starting with an empty pool, at the end of hour 5 there are 2,000 gallons in the pool. If the pool continues to fill at this rate, how much water will be in the pool at the end of hour 20? (Assume that the pool holds a total of 100,000 gallons.)

- A. 5,600 gal.
- B. 6,000 gal.
- C. 8,000 gal.
- D. 40,000 gal.
- E. 80,000 gal.

4. If $(4^3)(8^2) = 2^x$, what is the value of x ?

- F. 12
- G. 10
- H. 7
- J. 6
- K. 5

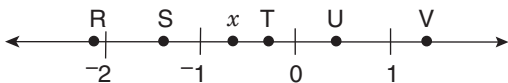
5.



The line defined by the equation $y = 15x - 45$ intercepts the x -axis at point P as shown above. What are the coordinates of point P?

- A. (45, 0)
- B. (3, 0)
- C. (-3, 0)
- D. (0, -3)
- E. (0, -45)

6.



On the number line above, which letter could represent the location of x^2 ?

- F. R
- G. S
- H. T
- J. U
- K. V

7. If $(12.6 \times 10^{18}) - (1.1 \times 10^{17}) = k \times 10^{19}$, what is the value of k ?

- A. 0.016
- B. 1.150
- C. 1.249
- D. 11.500
- E. 16.000

8.

STUDENTS OWNING PETS

Number of Pets Owned	Number of Students
0	5
1	7
2	3
3	4
4	0
5	1

There are 20 students in a class. The frequency table above shows the number of these students that own 0, 1, 2, 3, 4, or 5 pets. What is the mean number of pets owned per student in this class?

- F. $1\frac{1}{2}$
- G. 3
- H. $3\frac{1}{3}$
- J. 4
- K. 5

9. The temperature inside an oven when it is off is 60°F . When Gail turns the oven on, it heats at a constant rate, reaching a temperature of 350°F in 5 minutes. Which equation indicates the temperature (y) of the oven x minutes after it is turned on?

- A. $y = 5x + 60$
- B. $y = 60x + 350$
- C. $y = 58x + 60$
- D. $y = 70x + 60$
- E. $y = 350x + 58$

10. $|x - 1| < 3$
 $|x + 2| < 4$

How many integer values of x satisfy both inequalities shown above?

- F. 0
- G. 1
- H. 3
- J. 4
- K. 5

11. $\frac{p}{q}, p + q, p - q, p^2 + q^2, \frac{p^2}{q^2}$
 If $p = q = \frac{1}{\sqrt{2}}$, which one of the expressions above does **not** represent a rational number?

- A. $\frac{p}{q}$
- B. $p + q$
- C. $p - q$
- D. $p^2 + q^2$
- E. $\frac{p^2}{q^2}$

12. Let $(x, y) \rightarrow (x + 10, y - 10)$. Using that rule, if $(n, r) \rightarrow (100, 100)$, what is (n, r) ?

- F. (90, 90)
- G. (90, 110)
- H. (100, 100)
- J. (110, 90)
- K. (110, 110)

13. Seven consecutive integers are arranged in increasing order. Their sum is $7k$. What is the value of the second integer in terms of k ?

- A. $k - 6$
- B. $k - 2$
- C. k
- D. $k + 1$
- E. $7k - 6$

14. Define the operation \square as follows:
 $a \square \left(\frac{b}{c}\right) = \frac{a}{\left(\frac{b}{c}\right)}$, where b and c are not zero.

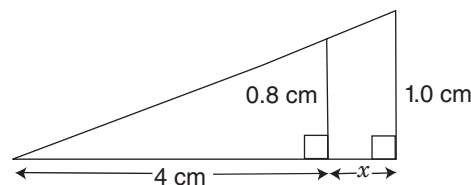
If $2 \square \left(\frac{4}{x}\right) = \frac{3}{2}$, what is the value of x ?

- F. 1
- G. 2
- H. 3
- J. 6
- K. 12

15. Raul has two containers. One is a cylinder with an inner radius of 4 inches and an inner height of 8 inches. The other is a cube with inner height, width, and length each equal to 8 inches. The cylinder is filled with water and the cube is empty. If Raul pours the contents of the cylinder into the cube, how deep will the water be in the cube?

- A. 2 in.
- B. $\frac{2}{3}\pi$ in.
- C. 4 in.
- D. 2π in.
- E. 4π in.

- 16.



In the figure above, what is the value of x ?

- F. 1 cm
- G. 1.2 cm
- H. 3.2 cm
- J. 4 cm
- K. 5 cm

17. Straight line k passes through the point $(-3, 4)$ with an x -intercept of 3. What is the equation of line k ?

- A. $y = -\frac{3}{2}x + 3$
- B. $y = -\frac{2}{3}x - 3$
- C. $y = -\frac{2}{3}x + 2$
- D. $y = -\frac{1}{3}x + 3$
- E. $y = \frac{2}{3}x - 2$

1. (B) Each triangle is a right triangle, and the angles formed at point Z are congruent because they are vertical angles. Thus, the two triangles are similar by definition. Set up the following proportion between similar sides to find x :

$$\frac{5}{3} = \frac{6}{x}$$

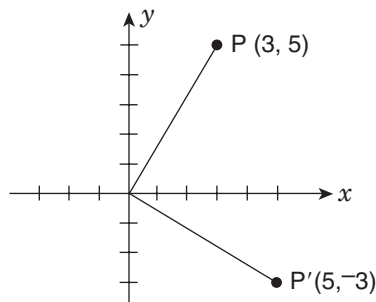
$$5x = 18$$

$$x = \frac{18}{5} = 3\frac{3}{5}$$

2. (G) If the coordinates of a point labeled R are (a, b) , then a 90° counterclockwise rotation about the origin would make the coordinates of point R' $(-b, a)$. A 90° clockwise rotation about the origin would make the coordinates of R' $(b, -a)$.

In the question, P is $(3, 5)$ and P' is $(5, -3)$. Using the rule stated above, P' is the image after point P is rotated 90° clockwise.

Alternatively, it may help to make a sketch of this problem. Place the two points on the coordinate grid: Point P is in the first quadrant, and point P' is in the fourth quadrant. Draw a line from each point to the origin. The angle formed at the origin should resemble a right angle, which is option G (90°).



3. (C) At the beginning (hour 0), the pool is empty. After 5 hours, the pool holds 2,000 gallons. Thus, the rate of change (or slope of the line) is $\frac{2,000 - 0}{5 - 0} = \frac{2,000}{5} = 400$ gallons per hour.

To find the number of gallons after 20 hours, multiply the rate by the number of hours:
 $400 \times 20 = 8,000$ gallons.

4. (F) Begin by finding a common base for each term. In this case, the common base is 2.

$$4 = 2^2$$

$$8 = 2^3$$

$$(4^3)(8^2) = (2^2)^3(2^3)^2$$

$$= (2^6)(2^6)$$

$$= 2^{12}$$

So, $x = 12$.

Alternatively, you could multiply the left side of the equation and then factor it:

$$(4^3)(8^2) = (4 \times 4 \times 4)(8 \times 8)$$

$$= (2 \times 2 \times 2 \times 2 \times 2 \times 2)(2 \times 2 \times 2 \times 2 \times 2 \times 2)$$

$$= 2^{12}$$

5. (B) Since P is on the x -axis, we know its y -value must equal 0. Use that in the equation to solve for x :

$$y = 15x - 45$$

$$0 = 15x - 45$$

$$45 = 15x$$

$$3 = x$$

So, the coordinates for P are $(3, 0)$.

6. (J) Since x is a negative number between -1 and 0 , assign a value to x in that range and calculate x^2 . For example, let $x = -\frac{2}{3}$. Then $x^2 = \frac{4}{9}$, which roughly corresponds to point U.

7. (C) In order to add or subtract two numbers in scientific notation, the exponent on the 10 must be the same. Since the question asks for the value of $k \times 10^{19}$, change both terms into this same power of 10:

$$12.6 \times 10^{18} = (1.26 \times 10) \times 10^{18} = 1.26 \times 10^{19}$$

$$1.1 \times 10^{17} = (0.011 \times 10^2) \times 10^{17} = 0.011 \times 10^{19}$$

Now, perform the subtraction:

$$(1.26 \times 10^{19}) - (0.011 \times 10^{19})$$

$$= (1.26 - 0.011) \times 10^{19}$$

$$= 1.249 \times 10^{19}$$

Thus, $k = 1.249$

8. (F) First, determine the total number of pets that the students own by multiplying the number of pets owned by the number of students in each row of the table. Then add that column to get the total number of pets.

Number of Pets Owned	Number of Students	Number of Pets × Number of Students
0	5	0
1	7	7
2	3	6
3	4	12
4	0	0
5	1	5

Total: 30

Now, calculate the mean by dividing the total number of pets owned by the total number of students:

$$\frac{30}{20} = 1\frac{1}{2}$$

9. (C) Since y is temperature and x is time, we can set up two points with the given information. The first point $(0, 60)$ is when the oven is off. The second point $(5, 350)$ indicates when the oven reaches the temperature of 350° which occurs after 5 minutes. Use these two points to find the slope (m) of the line:

$$m = \frac{350 - 60}{5 - 0} = \frac{290}{5} = 58$$

The first point $(0, 60)$ indicates that the y -intercept (b) is 60.

Using slope-intercept form ($y = mx + b$), the equation is $y = 58x + 60$.

10. (H) First, determine which integer values of x would make each inequality true:

$|x - 1| < 3$ can also be written as

$$-3 < x - 1 < 3$$

Add 1 to each term to simplify the inequality
 $-2 < x < 4$

Since these are only “less than” and not “less than or equal to,” the possible values of x for this inequality are $-1, 0, 1, 2,$ and 3 .

Similarly, $|x + 2| < 4$ can also be written as
 $-4 < x + 2 < 4$

Subtract 2 from each term to simplify the inequality

$$-2 < x < 2$$

The possible values of x in this inequality are $-1, 0,$ and 1 .

The possible x values in common between the two inequalities are $-1, 0,$ and 1 , so the answer is 3.

11. (B) A rational number is a number that can be written as a fraction. Since $p = q$, then $\frac{p}{q} = 1$, $\frac{p^2}{q^2} = 1$, and $p - q = 0$, all of which are rational. That leaves two expressions to test:

$$p + q = \frac{1}{\sqrt{2}} + \frac{1}{\sqrt{2}} = \frac{2}{\sqrt{2}}$$

(irrational because $\sqrt{2}$ is irrational)

$$p^2 + q^2 = \left(\frac{1}{\sqrt{2}}\right)^2 + \left(\frac{1}{\sqrt{2}}\right)^2 = \frac{1}{2} + \frac{1}{2} = 1 \text{ (rational)}$$

Thus, $p + q$ is not a rational expression.

12. (G) Using the translation equation given in the question, set up two small equations to find n and r :

For n :

$$x + 10 = 100$$

$$x = 90$$

For r :

$$y - 10 = 100$$

$$y = 110$$

So, $(n, r) = (90, 110)$

13. (B) The question asks for the second integer, so let n be the second integer. Then, the sum of the 7 integers is:

$$\begin{aligned}(n-1) + n + (n+1) + (n+2) + (n+3) + \\ (n+4) + (n+5) &= 7k \\ 7n + 14 &= 7k \\ 7(n+2) &= 7k \\ n+2 &= k \\ n &= k-2\end{aligned}$$

14. (H) Since $a \propto \frac{b}{c}$ then $2 \propto \frac{4}{x} = \frac{2}{\left(\frac{4}{x}\right)}$

$$\begin{aligned}\frac{2}{\left(\frac{4}{x}\right)} &= \frac{3}{2} \\ 4 &= 3\left(\frac{4}{x}\right) \\ 4 &= \frac{12}{x} \\ 4x &= 12 \\ x &= 3\end{aligned}$$

15. (D) First, calculate the volume of the cylinder:

$$V = \pi r^2 h = \pi(4)^2(8) = 128\pi \text{ cubic inches}$$

The volume of water in the cube will be the same as the volume of water in the full cylinder. Use the volume formula of a cube to calculate the depth (h) of the water in the cube:

$$\begin{aligned}V &= lwh \\ 128\pi &= (8)(8)h \\ 128\pi &= 64h \\ 2\pi &= h\end{aligned}$$

16. (F) Because both triangles are right triangles that share a vertex, they are similar. To find x , set up a proportion using the two known sides of each triangle:

$$\begin{aligned}\frac{(4+x)}{1.0} &= \frac{4}{0.8} \\ 0.8(4+x) &= 4 \\ 4+x &= 5 \\ x &= 1\end{aligned}$$

17. (C) An x -intercept of 3 means the point (3, 0) is on line k . Using (3, 0) and (-3, 4), calculate the slope (m) of the line:

$$m = \frac{(4-0)}{(-3-3)} = \frac{4}{-6} = -\frac{2}{3}$$

The equation of line k must contain slope $-\frac{2}{3}$, so only Options B and C are potentially correct.

Next, find which of the two equations is true for the point (3, 0). To solve, substitute 3 for x in each equation and find the one in which $y = 0$.

$$\text{Option B: } y = -\frac{2}{3}(3) - 3 = -2 - 3 = -5$$

$$\text{Option C: } y = -\frac{2}{3}(3) + 2 = -2 + 2 = 0$$

Option C is the correct answer.

Answer Key for Grade 9 Mathematics

1. B	7. C	13. B
2. G	8. F	14. H
3. C	9. C	15. D
4. F	10. H	16. F
5. B	11. B	17. C
6. J	12. G	

