March 2004 Reading and Mathematics Ohio Graduation Tests

INTRODUCTION

To meet the requirements of Ohio Senate Bill 1, Ohio House Bill 3, and the Federal No Child Left Behind Act, Ohio is in the process of developing a new series of achievement tests. The Ohio Graduation Tests (OGT) will supersede the Ninth-Grade Proficiency Tests as a graduation requirement for the classes of 2007 and beyond. The OGT reading and mathematics tests were administered during the week of March 15-19, 2004, to tenth graders in Ohio public schools, including community schools. The OGT was not a graduation requirement for these students, as the Class of 2006 is the last class required to pass the ninth-grade proficiency tests. Chartered non-public schools were not required to administer the tests, but many chose to do so.

In addition to reading and mathematics, most schools administered field tests in writing, social studies, or science. The results of these field tests are not included in this report.

The results of the March 2004 administration were used to set performance standards on the OGT reading and mathematics tests. The figures in this report are based on these standards.

LEVELS OF PERFORMANCE

Table 1 provides the raw scores for the March 2004 administration associated with scaled scores for each of the five performance levels.

Table 1. Raw scores corresponding to scaled score ranges.

	Rea	ding	Mathematics		
	Raw Scores	Scaled Scores	Raw Scores	Scaled Scores	
Level					
Advanced	39.0 - 48.0	448-547	37.5 – 46.0	444-546	
Accelerated	31.5 – 38.5	429-447	30.0 - 37.0	425-443	
Proficient	20.0 - 31.0	400-428	19.0 – 29.5	400-424	
Basic	13.5 – 19.5	383-399	13.5 – 18.5	384-399	
Limited	0.0 - 13.0	265-382	0.0 - 13.0	254-383	

Note: The highest and lowest possible scaled scores can vary from administration to administration.

TEST RESULTS

Table 2 presents a summary of student performance on the March 2004 OGT. A total of 128,007 students took the reading test, and a total of 127,618 took the mathematics test. These figures include students enrolled in community schools and other public educational entities. Students with Individualized Education Plans (IEP) and/or Limited English Proficiency (LEP) are also included in the figures. Students enrolled in chartered non-public schools are not included.

Table 2. Results of the March 2004 OGT administration.

	Reading		Mathematics		
Level	Number	Percent	Number	Percent	
Advanced	32,768	25.6%	21,180	16.6%	
Accelerated	33,020	25.8%	25,080	19.7%	
Proficient	33,387	26.1%	39,381	30.9%	
Basic	13,353	10.4%	19,283	15.1%	
Limited	15,479	12.1%	22,694	17.8%	

Note: Percents may not add up to 100% due to rounding.

More than three quarters (77.5%) of the students achieved at least a proficient score on the reading test, and approximately two thirds (67.1%) achieved at least a proficient score on the mathematics test. Students must achieve a proficient score on each test to meet the graduation requirement. These figures differ slightly from the figures in the standard setting documents, which were based on a sample of more than 70,000 students from the total population.

Table 3 summarizes results disaggregated by ethnicity and gender. The proportion of female students achieving proficient (or higher) scores on the reading test was 13.0% higher than that of male students. Female students also outperformed male students on the mathematics test, but the difference was only 4.5%. Asian/Pacific Islander and White students were more likely to achieve proficient scores than were Hispanic and African-American students.

Table 3. Results disaggregated by ethnicity and gender.

		Reading		Mathematics			
		Total Tested	Total Proficient	Percent Proficient	Total Tested	Total Proficient	Percent Proficient
Total	Total	128,007	99,175	77.5%	127,618	85,641	67.1%
	Male	64,492	45,880	71.1%	64,386	41,826	65.0%
	Female	63,140	53,090	84.1%	62,856	43,678	69.5%
American	Total	201	124	61.7%	202	111	55.0%
Indian	Male	100	56	56.0%	101	55	54.5%
	Female	101	68	67.3%	101	56	55.4%
Asian/	Total	1,531	1,281	83.7%	1,532	1,275	83.2%
	Male	805	627	77.9%	806	643	79.8%
Pacific Islander	Female	724	652	90.1%	724	630	87.0%
Black/	Total	16,411	9,422	57.4%	16,396	6,092	37.2%
	Male	7,877	3,843	48.8%	7,924	2,753	34.7%
African American	Female	8,499	5,561	65.4%	8,422	3,331	39.6%
Hispanic	Total	2,178	1,332	61.2%	2,166	1,025	47.3%
	Male	1,084	576	53.1%	1,098	508	46.3%
	Female	1,085	753	69.4%	1,060	515	48.6%

White	Total	100,383	81,824	81.5%	100,098	72,862	72.8%
	Male	50,977	38,424	75.4%	50,831	35,795	70.4%
	Female	49,328	43,352	87.9%	49,190	37,028	75.3%
Multi-	Total	1,608	1,169	72.7%	1,596	949	59.5%
	Male	802	520	64.8%	800	454	56.8%
Racial	Female	800	646	80.8%	790	492	62.3%
Other	Total	5,695	4,023	70.6%	5,628	3,327	59.1%
	Male	2,847	1,834	64.4%	2,826	1,618	57.3%
	Female	2,603	2,058	79.1%	2,569	1,626	63.3%

Note: Grand totals and totals for each ethnic group include students for whom gender information was not available, so they may be slightly higher than the sum of male and female students. Numbers and percentages of students achieving proficient scores include those who were accelerated or advanced.

Because the March 2004 OGT is not a graduation requirement for the class of 2006, the participation of non-public school students was optional. Starting in March 2005, tenth-grade students are required to take the OGT in all five subjects, including students in chartered non-public schools.