

Highlights of October 2004 Achievement Test

Preliminary Results – Third-Grade Reading

INTRODUCTION

The Third-Grade Reading Achievement Test was administered during the week of October 4-8, 2004. The test will also be administered in March and summer. If a student takes both the October and March tests, the higher score will be used for accountability purposes. Only students who do not achieve a proficient (or higher) score in October or March should participate in the summer administration. The “third-grade guarantee,” which defines possible actions a district may take for students who fail to achieve at least a Basic standard, applies to this test. The “fourth-grade guarantee” is no longer in force.

LEVELS OF PERFORMANCE

Table 1 provides the raw scores from the October 2004 test associated with scaled scores for each of the five performance levels.

Table 1. Raw Scores corresponding to scaled score ranges.

Level	Scaled Scores	Raw Scores
Advanced	432 and above	41-49
Accelerated	415-431	37-40
Proficient	400-414	32-36
Basic	385-399	26-31
Limited	384 and below	0-25

Note: The minimum possible scaled score on this administration was 256 and the maximum possible scaled score was 510.

TEST RESULTS

Table 2 presents a summary of student performance for the October 2004 test. A total of 127,737 Ohio public school students participated. This figure includes students enrolled in community schools, the Ohio School for the Blind, and the Ohio School for the Deaf. Students with Individualized Education Plan (IEP) and/or Limited English Proficiency (LEP) are included in the figures.

Table 2. Results from the October 2004 administration.

Level	Number	Percent
Advanced	22,056	17.3%
Accelerated	21,410	16.8%
Proficient	26,190	20.5%
Basic	24,123	18.9%

Limited	33,958	26.6%
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Over half (54.5%) of the students achieved at least a Proficient score on this test. That figure was slightly higher than the figure from October 2003 administration (53.7%).

Table 3 summarizes results disaggregated by gender. A greater proportion of girls (59.0%) than boys (50.3%) reached proficient or higher levels. That pattern was similar to the previous administrations.

Table 3. Results disaggregated by gender.

Level	Female		Male	
	Number	Percent	Number	Percent
Advanced	12,220	19.7%	9,784	15.0%
Accelerated	11,271	18.1%	10,082	15.5%
Proficient	13,216	21.3%	12,892	19.8%
Basic	11,524	18.5%	12,492	19.2%
Limited	13,938	22.4%	19,812	30.5%
Total	62,169		65,062	

Note: Gender information was not available for 506 students.

Table 4 summarizes results disaggregated by ethnicity. A greater proportion of Asian/Pacific Islander (72.0%) and White (60.4%) students than Hispanic (35.8%) and African-American (29.3%) students reached proficient or higher levels.

Table 4. Results disaggregated by ethnicity.

Level	Asian/Pacific Islander		African-American		Hispanic		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	613	33.9%	1028	5.0%	236	7.7%	19441	20.0%
Accelerated	342	18.9%	1769	8.6%	343	11.3%	18171	18.7%
Proficient	346	19.1%	3237	15.7%	511	16.8%	21083	21.7%
Basic	241	13.3%	4349	21.2%	634	20.8%	17815	18.3%
Limited	266	14.7%	10179	49.5%	1324	43.4%	20596	21.2%
Total	1,808		20,562		3,048		97,106	