



Grade 3 Pretest Results

**Table 1. Statewide Summary
1996-97 to 1997-98 Multiple-Choice Test Results
Grade 3 Pretest**

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	<u>94,551</u> 137.8	<u>65.3%</u> 8.6	<u>94,846</u> 130.0	<u>70.3%</u> 8.2
1997-98	<u>99,583</u> 137.7	<u>65.3%</u> 8.5	<u>99,801</u> 130.2	<u>71.5%</u> 8.0

Note: Data received from LEAs after October 13, 1998 are not included in this table.

**Table 2. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Grade 3 Pretest**

Reading											
Achievement Levels			All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I											
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2	
	1998	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9	
Level II											
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade	1997	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8	
	1998	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7	
Level III											
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7	
	1998	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5	
Level IV											
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3	
	1998	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8	

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Grade 3 Pretest Achievement Level Ranges - Reading			
Level I	Level II	Level III	Level IV
119-127	128-132	133-144	145-162

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 13, 1998 are not included in this table.

**Table 3. 1996-97 to 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Grade 3 Pretest**

Mathematics

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi- Racial	White
Level I										
Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
Level II										
Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade	1997	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
Level III										
Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
Level IV										
Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7

Grade 3 Pretest Achievement Level Ranges - Mathematics			
Level I	Level II	Level III	Level IV
105-117	118-125	126-134	135-154

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 13, 1998 are not included in this table.

Figure 1. 1996-97 to 1997-98 Multiple-Choice Test Results

Percent of Students at or above Level III in Reading

Grade 3 Pretest, by Ethnicity

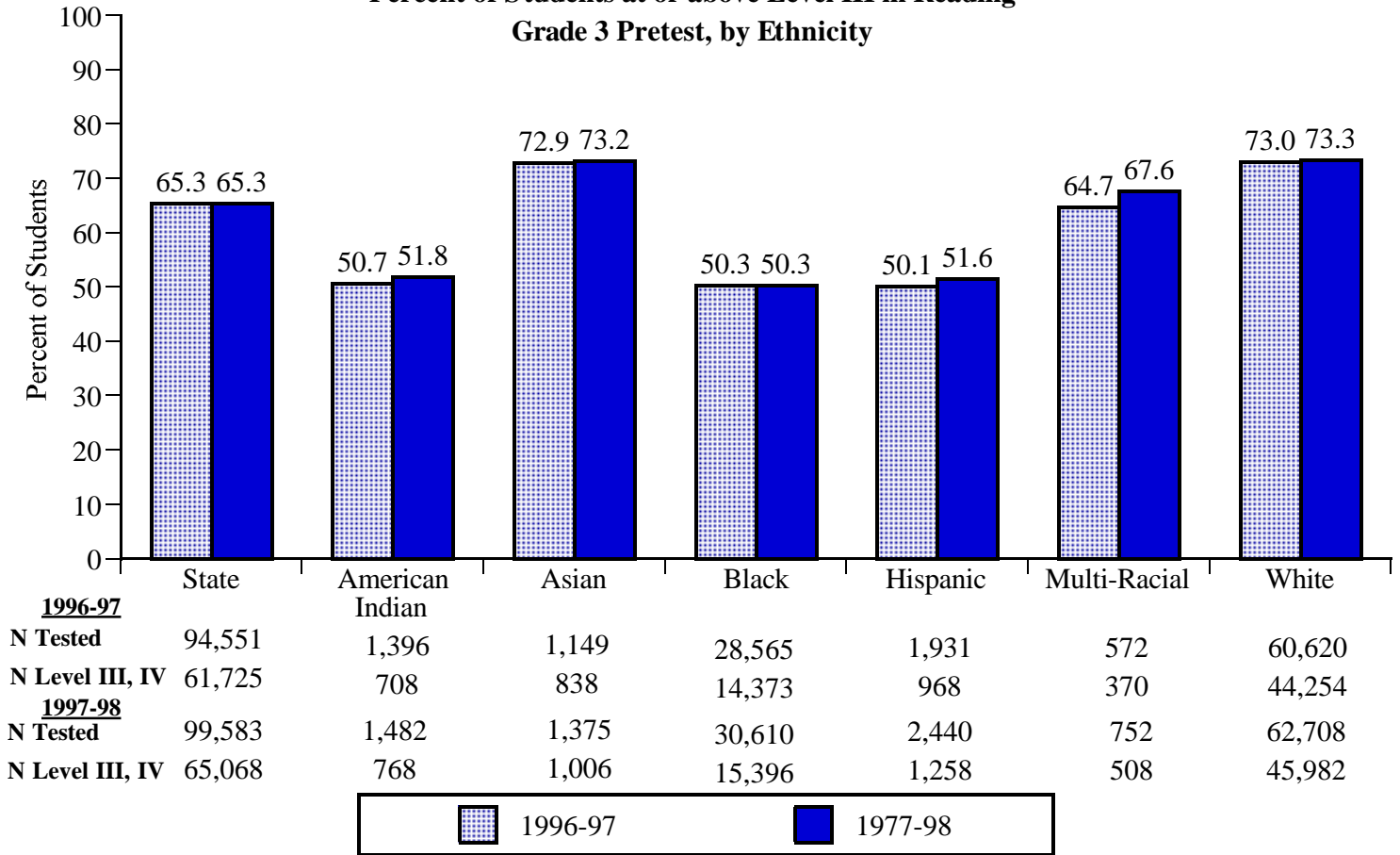
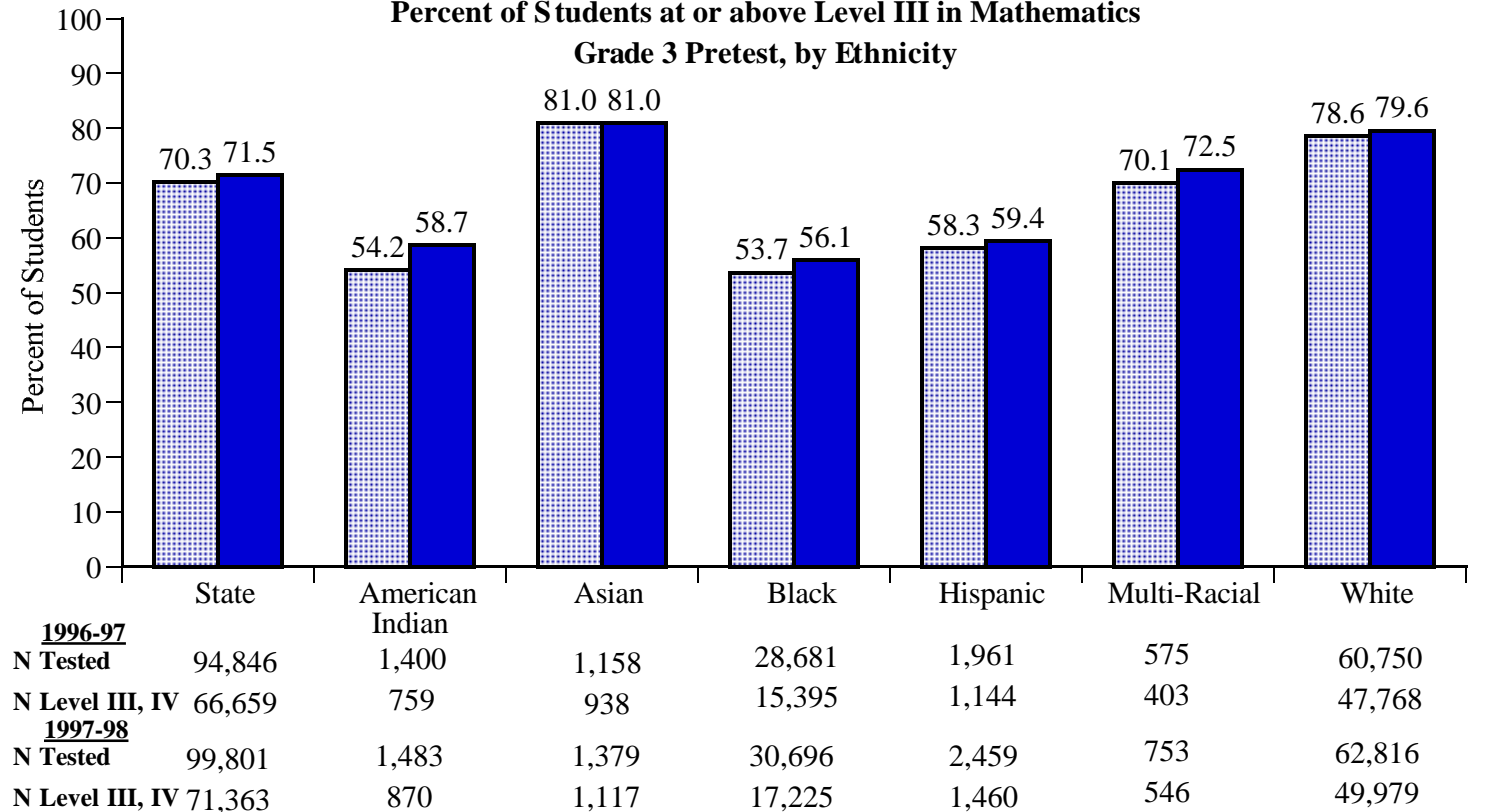


Figure 2. 1996-97 to 1997-98 Multiple-Choice Test Results

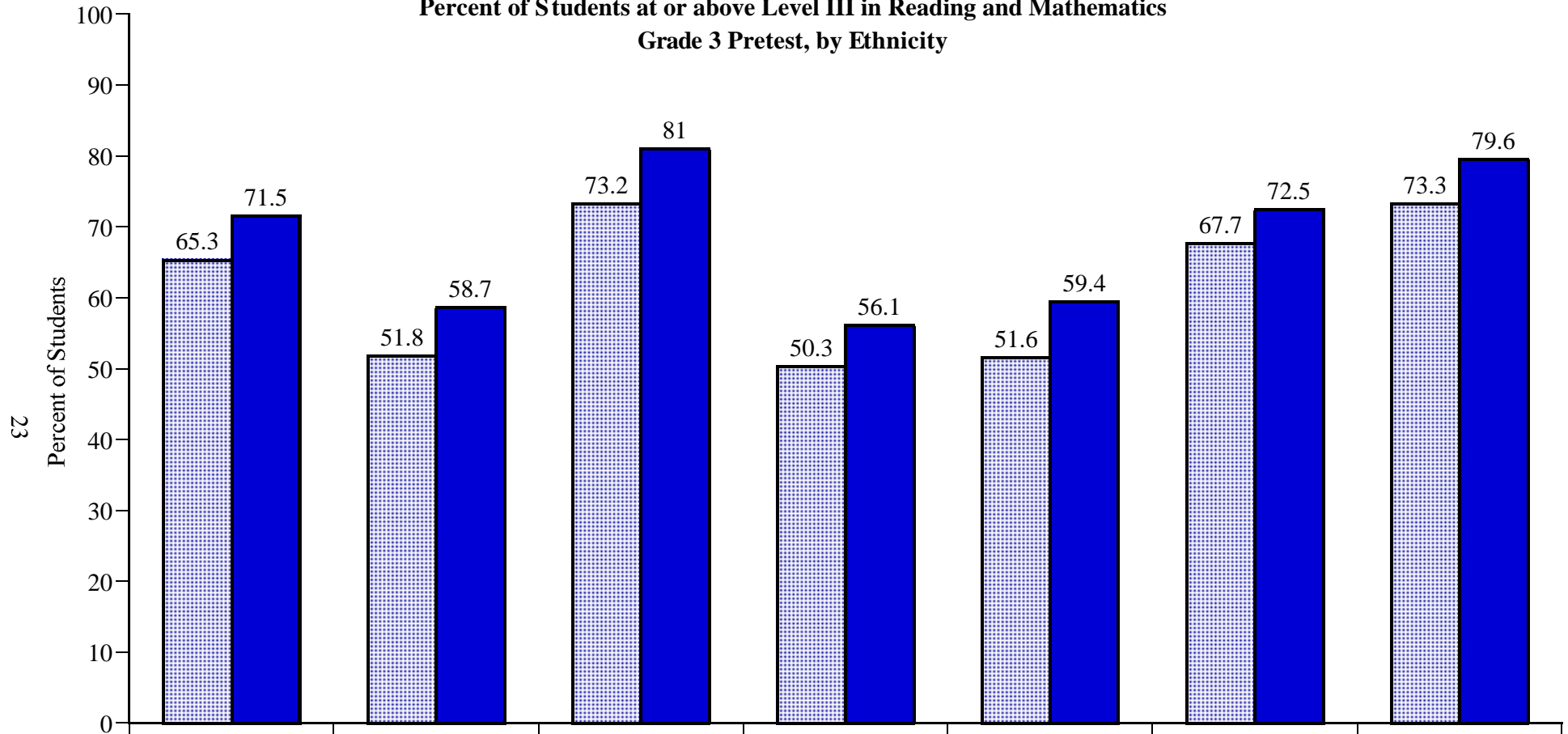
Percent of Students at or above Level III in Mathematics

Grade 3 Pretest, by Ethnicity



Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only. Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 3. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 3 Pretest, by Ethnicity

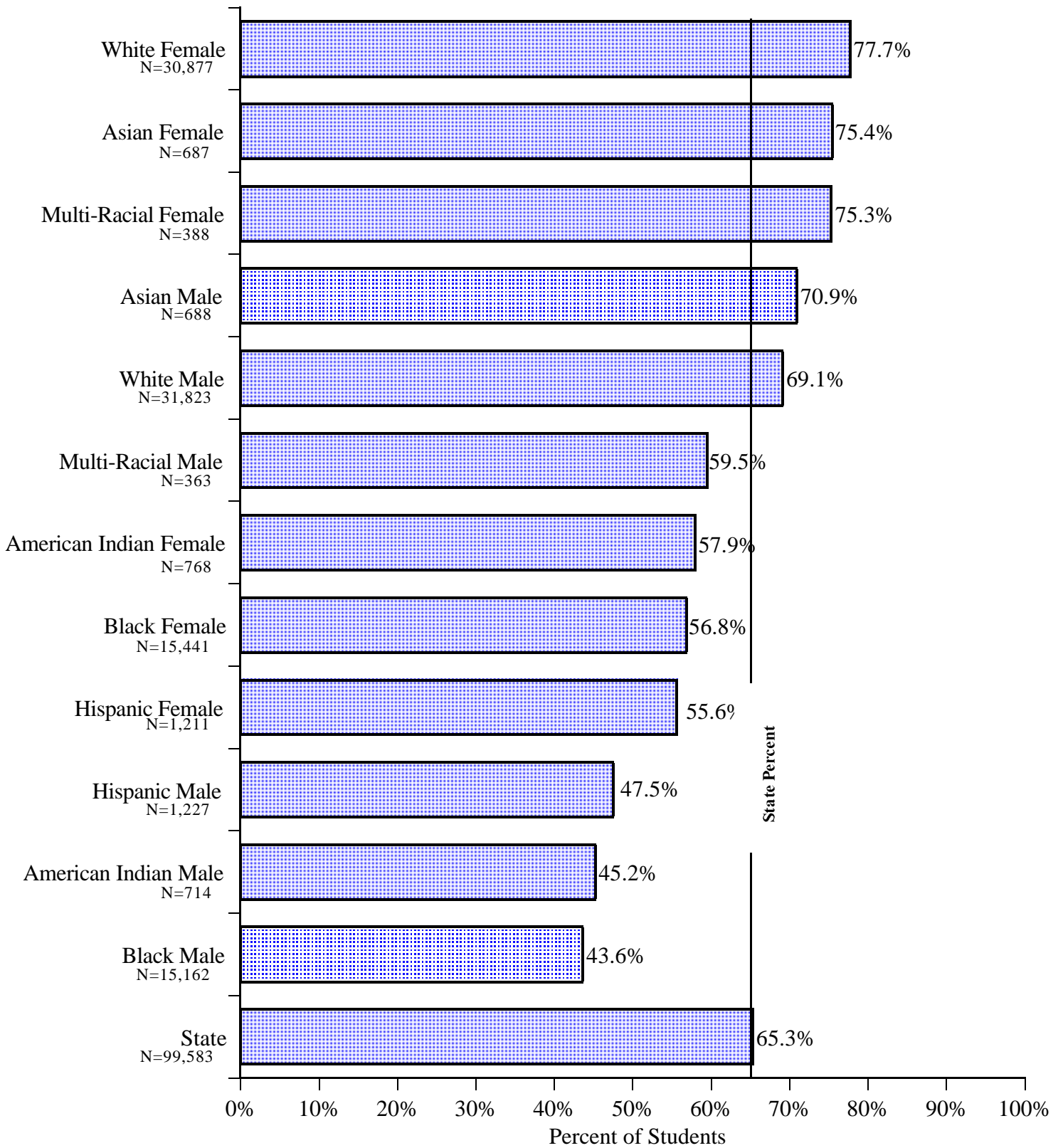


	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
<u>Reading</u>							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
<u>Mathematics</u>							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979



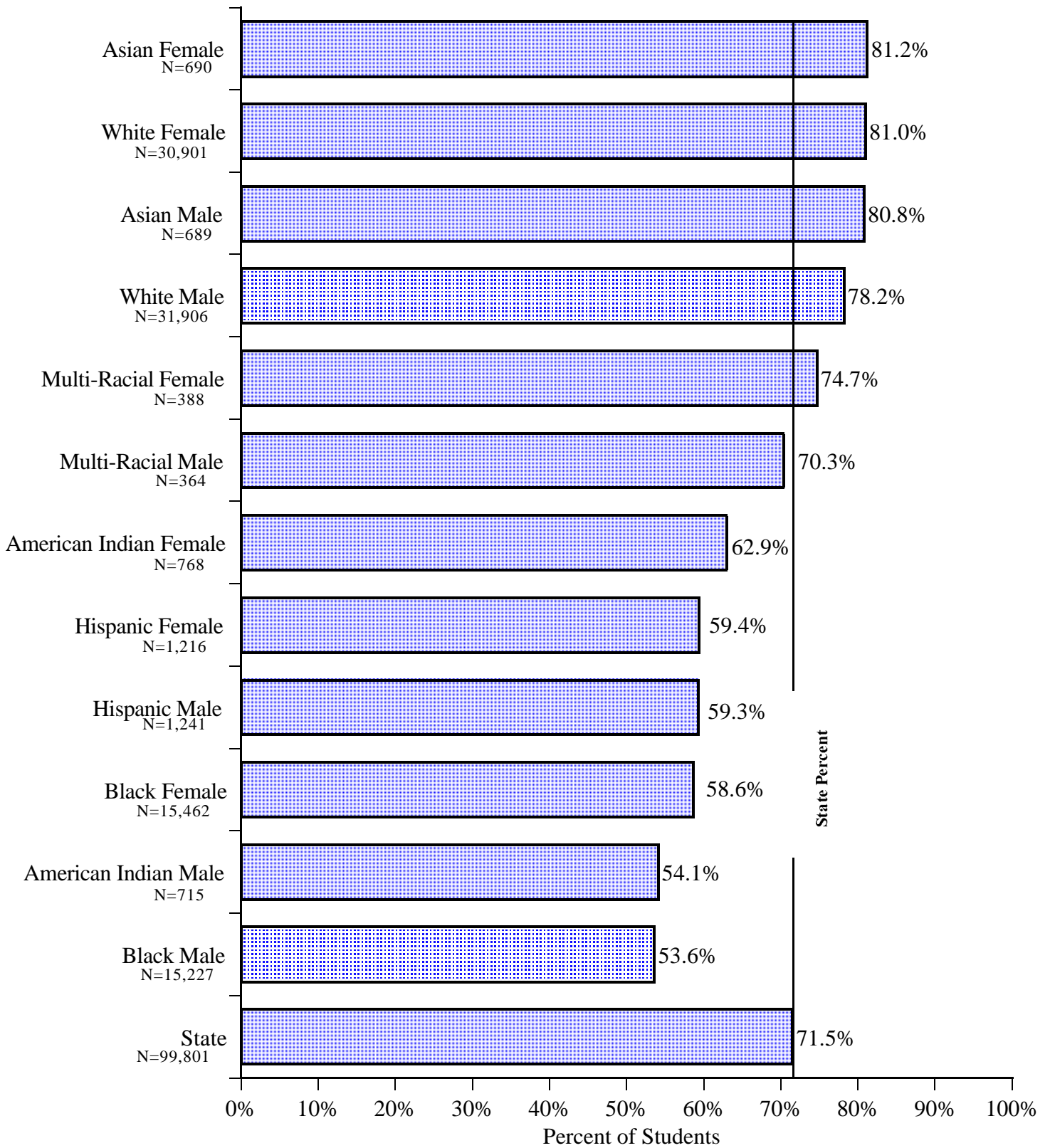
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

**Figure 4. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Reading
Grade 3 Pretest, by Gender and Ethnicity**



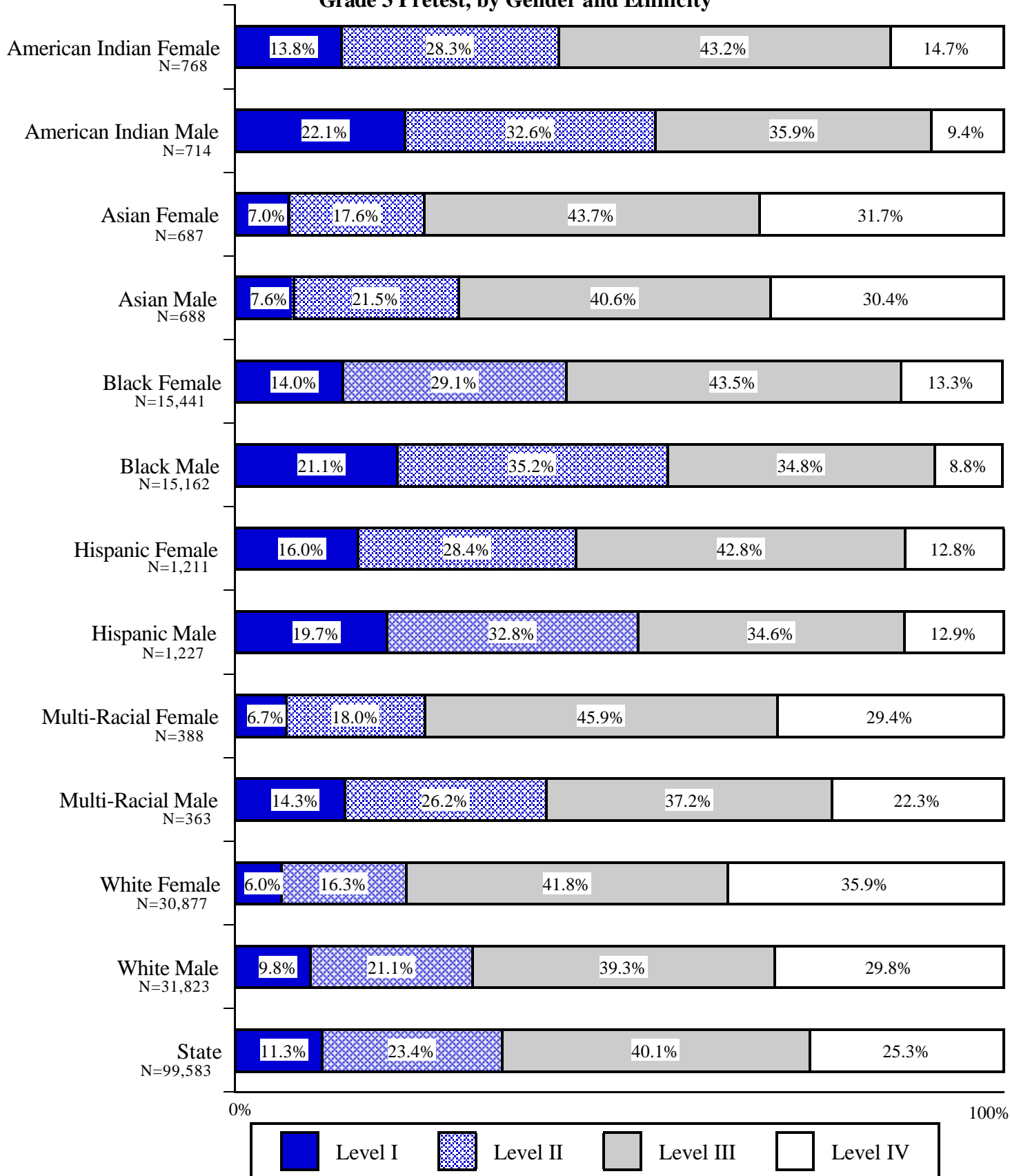
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

**Figure 5. 1997-98 Multiple-Choice Test Results
Percent of Students at or above Level III in Mathematics
Grade 3 Pretest, by Gender and Ethnicity**



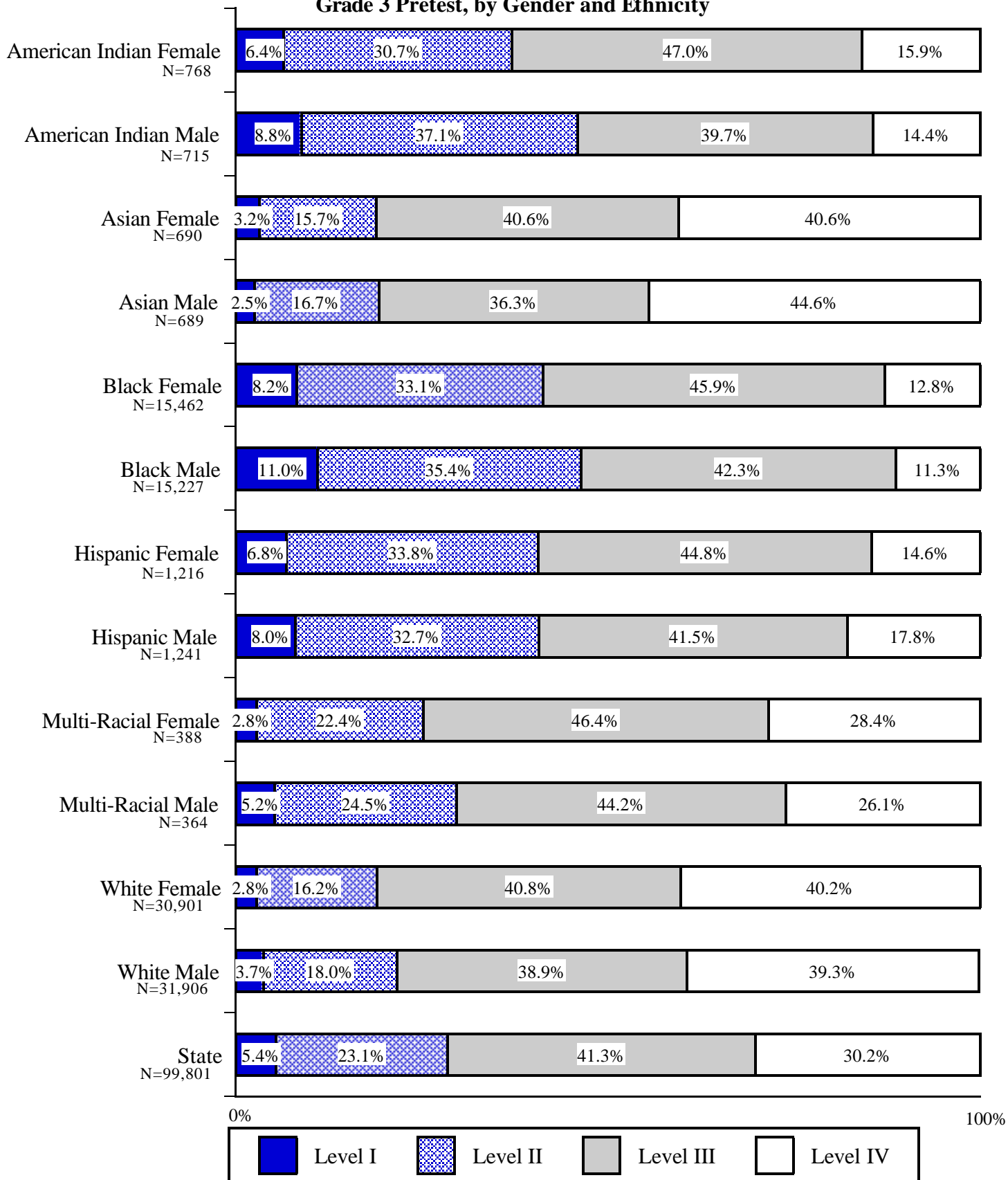
Note: Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 6. 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grade 3 Pretest, by Gender and Ethnicity



Note: Achievement levels for each ethnic category may not add to 100% due to rounding.
 Data received from LEAs after October 13, 1998 are not included in this figure.

Figure 7. 1997-98 Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grade 3 Pretest, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
 Data received from LEAs after October 13, 1998 are not included in this figure.

**Table 4. 1997-98 Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency
Grade 3 Pretest**

Category	Number Tested	Percent ¹	Percent at or	Percent at or	Average	Average
			above Level III Reading	above Level III Mathematics	Scale Score Reading	Scale Score Mathematics
All Students	99,583	100.0	65.3	71.5	137.7	130.2
Not Exceptional	85,860	86.7	67.5	72.8	138.0	130.3
Academically Gifted	3,412	3.4	98.4	98.9	148.7	141.2
Students with Disabilities	9,776	9.9				
Behaviorally-Emotionally Handica	575	0.6	32.3	45.6	131.5	124.6
Hearing Impaired	109	0.1	48.6	51.9	133.5	126.1
Educable Mentally Handicapped	882	0.9	12.1	15.6	128.7	120.0
Specific Learning Disabled	4,624	4.7	27.2	52.9	130.8	126.1
Speech-Language Impaired	2,711	2.7	53.3	60.6	135.1	127.9
Visually Impaired	49	0.0	46.9	58.8	135.4	128.7
Other Health Impaired	652	0.7	33.6	52.6	132.1	126.0
Orthopedically Impaired	65	0.1	38.5	43.8	133.5	125.1
Traumatic Brain Injured	16	0.0	*	*	*	*
Other Exceptional Classifications	93	0.1	47.3	54.2	133.6	127.3
Section 504	490	0.5	42.4	56.4	133.4	127.1
Limited English Proficient	1,196	1.2	39.8	50.0	132.1	125.5

Notes: *No scores are reported for groups with fewer than thirty students.

¹Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories.

Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 13, 1998 are not included in this table.

**Table 5. 1997-98 Multiple-Choice Test Results
Performance of Students Taking Modified Tests
Grade 3 Pretest**

Category	Number		Percent at or	Percent at or	Average	Average
	Tested	Percent	above Level III Reading	above Level III Mathematics	Scale Score Reading	Scale Score Mathematics
All Students	99,583	100.0	65.3	71.5	137.7	130.2
Braille Edition	8	0.1	*	*	*	*
Large Print	45	0.3	40.0	51.1	134.5	127.2
Assistive Technology	8	0.1	*	*	*	*
Braille Writer	4	0.0	*	*	*	*
Cranmer Abacus	5	0.0	*	*	*	*
Dictation to Scribe	82	0.6	24.4	47.1	130.5	125.3
Interpreter Signs Test	23	0.2	*	*	*	*
Magnification Devices	9	0.1	*	*	*	*
Student Marks in Test Book	2,154	15.0	29.7	56.7	131.3	126.8
Test Administrator Reads Test Aloud	3,499	24.4	*	58.4	129.9	126.9
Use of Typewriter or Word Processor	4	0.0	*	*	*	*
Hospital/Home Testing	4	0.0	*	*	*	*
Multiple Test Sessions	550	3.8	31.1	56.8	131.3	126.8
Scheduled Extended Time	3,810	26.6	29.1	57.1	131.1	126.8
Testing in a Separate Room	4,074	28.4	25.6	55.7	130.6	126.5
English/Native Language Dictionary/Electronic	5	0.0	*	*	*	*
Other	44	0.3	27.3	60.0	132.1	126.7

Notes: *No scores are reported for groups with fewer than thirty students.
 Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
 The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.
 Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.
 All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.
 "Number tested" is the number of students who took the end-of-grade test in reading.
 Data received from LEAs after October 13, 1998 are not included in this table.

**Table 6. 1997-98 Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency
Grade 3 Pretest**

Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Behaviorally-Emotionally Handicapped	82	0	0	0	80	0	0	2
Hearing Impaired	9	0	1	0	8	0	0	0
Educable Mentally Handicapped	983	1	0	0	974	1	6	1
Specific Learning Disabled	246	4	1	0	231	7	0	3
Speech-Language Impaired	33	2	1	0	22	6	1	1
Visually Impaired	5	0	0	0	5	0	0	0
Other Health Impaired	80	0	0	0	78	2	0	0
Orthopedically Impaired	20	0	0	0	20	0	0	0
Traumatic Health Impaired	13	0	0	0	12	0	0	1
Other Exceptional Classifications	299	22	7	0	258	0	6	6
Section 504	31	1	2	0	10	18	0	0
Limited English Proficient	646	424	205	0	10	7	0	0
Total	2,447	454	217	0	1,708	41	13	14

*Limited English proficient students may be exempted for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Data received from LEAs after October 13, 1998 are not included in this table.

Table 7. 1997-98 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	137.7	99,583	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	50.3
OBJ 2.1: Identify, collect or select information and ideas.			31	54.1
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	48.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	40.5
GOAL 3: Use language for critical analysis and evaluation.			14	33.9
MATHEMATICS	130.2	99,801	40	
Math Computation			15	84.0
Math Applications			105	52.1
GOAL 1: Identify and use numbers to 100 and beyond.			24	66.2
GOAL 2: Understanding and use of geometry.			9	67.3
GOAL 3: Understanding of classification, pattern, and seriation.			18	47.9
GOAL 4: Understand and use standard units of metric and customary measure.			18	55.5
GOAL 5: Use mathematical reasoning and solve problems.			18	38.3
GOAL 6: Understand data collection, display, and interpretation.			11	37.9
GOAL 7: Compute with whole numbers.			22	71.1
	A	B	C	
NUMBER OF STUDENTS	-----	-----	-----	
TAKING FORM	33,386	33,228	32,969	

**Number of Observations* includes students who attempted at least one item on the test.

Percent Correct is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 13, 1998 are not included in this table.

**Table 8. 1997-98 Distribution of Scale Scores
Grade 3 Pretest Reading**

NUMBER OF STUDENTS WITH VALID SCORES*	99,583	HIGH SCORE	158
		LOW SCORE	119
MEAN	137.7	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	119-127
STANDARD DEVIATION	8.5	LEVEL II	128-132
		LEVEL III	133-144
		LEVEL IV	145-162

FREQUENCY DISTRIBUTION

SCALE CUMULATIVE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
158	294	99583	0.30	100.00
157	407	99289	0.41	99.70
156	707	98882	0.71	99.30
155	1163	98175	1.17	98.59
154	314	97012	0.32	97.42
153	1957	96698	1.97	97.10
152	2003	94741	2.01	95.14
151	1490	92738	1.50	93.13
150	1488	91248	1.49	91.63
149	3567	89760	3.58	90.14
148	2390	86193	2.40	86.55
147	1905	83803	1.91	84.15
146	4540	81898	4.56	82.24
145	2920	77358	2.93	77.68
144	1841	74438	1.85	74.75
143	5019	72597	5.04	72.90
142	3620	67578	3.64	67.86
141	3940	63958	3.96	64.23
140	1598	60018	1.60	60.27
139	3969	58420	3.99	58.66
138	4157	54451	4.17	54.68
137	1639	50294	1.65	50.50
136	4201	48655	4.22	48.86
135	4064	44454	4.08	44.64
134	1886	40390	1.89	40.56
133	3989	38504	4.01	38.67
132	1921	34515	1.93	34.66
131	6036	32594	6.06	32.73
130	3925	26558	3.94	26.67
129	5928	22633	5.95	22.73
128	5414	16705	5.44	16.77
127	6056	11291	6.08	11.34
126	2907	5235	2.92	5.26
125	402	2328	0.40	2.34
124	916	1926	0.92	1.93
123	552	1010	0.55	1.01
122	279	458	0.28	0.46
LESS THAN 122	179	179	0.18	0.18

*Students with valid scores are those students who attempted at least one item on the test.

**Table 9. 1997-98 Distribution of Scale Scores
Grade 3 Pretest Mathematics**

NUMBER OF STUDENTS WITH VALID SCORES*	99,801	HIGH SCORE	154
		LOW SCORE	105
MEAN	130.2	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	105-117
STANDARD DEVIATION	8.0	LEVEL II	118-125
		LEVEL III	126-134
		LEVEL IV	135-154

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
154	31	99801	0.03	100.00
153	41	99770	0.04	99.97
151	226	99729	0.23	99.93
149	622	99503	0.62	99.70
147	1056	98881	1.06	99.08
146	425	97825	0.43	98.02
145	1150	97400	1.15	97.59
144	2100	96250	2.10	96.44
143	1623	94150	1.63	94.34
142	1714	92527	1.72	92.71
141	1943	90813	1.95	90.99
140	2927	88870	2.93	89.05
139	2017	85943	2.02	86.11
138	3265	83926	3.27	84.09
137	3549	80661	3.56	80.82
136	3603	77112	3.61	77.27
135	3859	73509	3.87	73.66
134	3995	69650	4.00	69.79
133	4145	65655	4.15	65.79
132	5697	61510	5.71	61.63
131	4415	55813	4.42	55.92
130	4482	51398	4.49	51.50
129	4663	46916	4.67	47.01
128	4648	42253	4.66	42.34
127	4621	37605	4.63	37.68
126	4546	32984	4.56	33.05
125	2888	28438	2.89	28.49
124	4244	25550	4.25	25.60
123	3987	21306	3.99	21.35
122	2547	17319	2.55	17.35
121	3331	14772	3.34	14.80
120	2020	11441	2.02	11.46
119	2631	9421	2.64	9.44
118	1403	6790	1.41	6.80
117	1177	5387	1.18	5.40
116	1357	4210	1.36	4.22
115	758	2853	0.76	2.86
114	471	2095	0.47	2.10
113	607	1624	0.61	1.63
112	372	1017	0.37	1.02
111	173	645	0.17	0.65
110	211	472	0.21	0.47
LESS THAN 110	261	261	0.26	0.26

*Students with valid scores are those students who attempted at least one item on the test.