

Grade 3 Reading Achievement Test Highlights of October 2012 Preliminary Results

INTRODUCTION

The Grade 3 Reading Achievement Test was administered during the week of October 1-5, 2012. The test also will be administered in Spring 2013 (late April into early May). If a student takes the October and the April/May tests, the higher score will be used for accountability purposes. The "third-grade guarantee," (ORC 3313.608) which defines possible actions a district may take for students who fail to achieve at least a basic level of performance, applies to this test.

LEVELS OF PERFORMANCE

Table 1 provides the raw scores from the October 2012 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	36-40
Proficient	400-414	30-35
Basic	385-399	24-29
Limited	384 and below	0-23

Note: The minimum possible scaled score on this administration was 257 and the maximum possible scaled score was 507.

TEST RESULTS

Table 2 presents a summary of student performance for the October 2012 test. A total of 126,301 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 Plans (IEPs) and/or Limited English Proficiency (LEP) also are included in the figures.

Table 2. Results from the October 2012 administration.

Level	Number	Percent
Advanced	20,248	16.0 %
Accelerated	29,275	23.2 %
Proficient	32,083	25.4 %
Basic	21,188	16.8 %
Limited	23,507	18.6 %

More than half (64.6%) of the students achieved at least a proficient score on this test. That figure was higher than the figure from the October 2011 administration (59.0%), the October 2010 administration (57.5%), the October 2009 administration (53.3%), the October 2007 (62.5%), the October 2006 administration (61.3%), and the October 2005 administration (58.2%), but lower than October 2008 administration (67.5%).

Table 3 summarizes results disaggregated by gender. A greater proportion of girls (68.1%) than boys (61.4%) 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	11,320	18.4 %	8,901	13.8 %
Accelerated	14,930	24.3 %	14,282	22.2 %
Proficient	15,586	25.4 %	16,401	25.5 %
Basic	9,800	16.0 %	11,288	17.5 %
Limited	9,785	15.9 %	13,567	21.1 %
Total	61,421		64,439	

Note: 1. Gender information was not available for 441 students.
2. Percentages may not sum to 100% due to rounding.

Table 4 summarizes results disaggregated by major ethnicity. A greater proportion of Asian/Pacific Islander (77.8%) and White (71.1%) students than Hispanic (49.4%), and Black (38.9%) students reached proficient or higher levels. Compared to last year, every ethnic group showed an increase in the percentage rated proficient or above.

Table 4. Results disaggregated by ethnicity.

Level	Asian/Pacific Islander		Black		Hispanic		White		Multi-Racial	
	#	%	#	%	#	%	#	%	#	%
Advanced	760	30 %	958	5 %	351	7 %	17,234	19 %	815	14 %
Accelerated	689	27 %	2,418	12 %	784	16 %	23,866	26 %	1,278	21 %
Proficient	541	21 %	4,320	22 %	1,269	26 %	24,082	26 %	1,572	26 %
Basic	280	11 %	4,516	23 %	1,090	22 %	13,919	15 %	1,113	19 %
Limited	289	11 %	7,591	38 %	1,377	28 %	12,568	14 %	1,238	21 %
Total	2,559		19,803		4,871		91,669		6,016	

Note: 1. Percentages may not sum to 100% due to rounding.