

Grade 3 Reading Achievement Test Highlights of October 2006 Preliminary Results

INTRODUCTION

The Grade 3 Reading Achievement Test was administered during the week of October 2-6, 2006. The test will also be administered in spring and summer. If a student takes both the October and May tests, the higher score will be used for accountability purposes. Only students who do not achieve a proficient (or higher) score in October or May may 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.

LEVELS OF PERFORMANCE

Table 1 provides the raw scores from the October 2006 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	42 - 49
Accelerated	415 - 431	37 - 41
Proficient	400 - 414	31 - 36
Basic	385 - 399	24 - 30
Limited	384 and below	0 - 23

Note: The minimum possible scaled score on this administration was 264 and the maximum possible scaled score was 505.

TEST RESULTS

Table 2 presents a summary of student performance for the October 2006 test. A total of 129,160 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 also included in the figures.

Table 2. Results from the October 2006 administration.

Level	Number	Percent
Advanced	23,255	18.0 %
Accelerated	27,892	21.6 %
Proficient	28,063	21.7 %
Basic	23,478	18.2 %
Limited	26,472	20.5 %

Over half (61.3%) of the students achieved at least a Proficient score on this test. That figure was higher than the figure from the October 2005 administration (58.2%).

Table 3 summarizes results disaggregated by gender. A greater proportion of girls (63.8%) than boys (58.9%) 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	12,555	19.8 %	10,674	16.3 %
Accelerated	14,017	22.1 %	13,832	21.1 %
Proficient	13,911	21.9 %	14,110	21.5 %
Basic	11,203	17.7 %	12,227	18.7 %
Limited	11,720	18.5 %	14,676	22.4 %
Total	63,406		65,519	

Note: Gender information was not available for 235 students.

Table 4 summarizes results disaggregated by major ethnicity. A greater proportion of Asian/Pacific Islander (74.2%) and White (67.4%) students than Hispanic (42.1%) and Black (36.2%) students reached proficient or higher levels. Still, all four ethnic groups showed growth in reaching or exceeding proficient over last year by a weighted average of 3.3% with the largest gains coming from Black students (3.9%).

Table 4. Results disaggregated by ethnicity.

Level	Asian/Pacific Islander		Black		Hispanic		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	645	31.9 %	1,186	5.8 %	304	8.4 %	20,190	20.8 %
Accelerated	474	23.4 %	2,444	11.9 %	467	13.0 %	23,194	23.9 %
Proficient	381	18.8 %	3,781	18.5 %	743	20.6 %	21,858	22.6 %
Basic	259	12.8 %	4,642	22.7 %	771	21.4 %	16,504	17.0 %
Limited	263	13.0 %	8,416	41.1 %	1,314	36.5 %	15,098	15.6 %
Total	2,022		20,469		3,599		96,844	

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