

Grade 3 Reading Achievement Test Highlights of October 2011 Preliminary Results

INTRODUCTION

The Grade 3 Reading Achievement Test was administered during the week of October 3-7, 2011. The test also will be administered in Spring 2012 (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 2010 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 251 and the maximum possible scaled score was 506.

TEST RESULTS

Table 2 presents a summary of student performance for the October 2011 test. A total of 126,569 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 2011 administration.

Level	Number	Percent
Advanced	22,987	18.2 %
Accelerated	23,619	18.7 %
Proficient	28,038	22.2 %
Basic	23,574	18.6 %
Limited	28,351	22.4 %

More than half (59%) of the students achieved at least a proficient score on this test. That figure was higher than the figure from October 2010 administration (57.5%), higher than the figure from the October 2009 administration (53.3%), but lower than October 2008 (67.5%), October 2007 (62.5%), October 2006 (61.3%), and October 2005 (58.2%).

Table 3 summarizes results disaggregated by gender. A greater proportion of girls (62.7%) than boys (55.6%) 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	12,341	20.1 %	10,620	16.4 %
Accelerated	12,125	19.8 %	11,437	17.6 %
Proficient	13,993	22.8 %	13,977	21.5 %
Basic	11,120	18.1 %	12,385	19.1 %
Limited	11,715	19.1 %	16,517	25.4 %
Total	61,294		64,936	

Note: 1. Gender information was not available for 339 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 (74.7%) and White (64.9%) students than Hispanic (43.5%), and Black (35.0%), students reached proficient or higher levels. Compared to last year, only the Hispanic group showed an increase (about 2.6%) in the percentage rated proficient or above.

Table 4. Results disaggregated by ethnicity.

Level	Asian/Pacific Islander		Black		Hispanic		White		Multi-Racial	
	#	%	#	%	#	%	#	%	#	%
Advanced	853	33 %	1,128	6 %	416	9 %	19,552	21 %	920	15 %
Accelerated	566	22 %	2,127	11 %	681	14 %	19,011	21 %	1,068	18 %
Proficient	490	19 %	3,601	18 %	1,026	21 %	21,360	23 %	1,348	22 %
Basic	322	13 %	4,378	22 %	1,112	23 %	16,331	18 %	1,196	20 %
Limited	323	13 %	8,375	43 %	1,641	34 %	16,110	17 %	1,553	26 %
Total	2,554		19,609		4,876		92,364		6,085	

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