Grade 3 Reading Achievement Test Highlights of October 2009 Preliminary Results

INTRODUCTION

The Grade 3 Reading Achievement Test was administered during the week of October 5-9, 2009. The test will also be administered in spring 2010 (April/May). If a student takes both the October and 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 2009 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	43 - 49
Accelerated	415 - 431	39 - 42
Proficient	400 - 414	33 – 38
Basic	385 - 399	26 – 32
Limited	384 and below	0 – 25

Note: The minimum possible scaled score on this administration was 259 and the maximum possible scaled score was 497.

TEST RESULTS

Table 2 presents a summary of student performance for the October 2009 test. A total of 129,520 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 2009 administration.

Level	Number	Percent		
Advanced	19,780	15.3 %		
Accelerated	21,529	16.6 %		
Proficient	27,724	21.4 %		
Basic	23,580	18.2 %		
Limited	36,907 28.5 %			

Over half (53.3%) of the students achieved at least a Proficient score on this test. That figure was lower than the figure from the October 2008 (60.6%) administration, 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 (57.6%) than boys (49.3%) reached proficient or higher levels. That pattern was similar to the previous administrations.

Table 3. Results disaggregated by gender.

Level	Fen	nale	Male		
	Number	Percent	Number	Percent	
Advanced	11,091	17.5 %	8,660	13.2 %	
Accelerated	11,456	18.1 %	10,030	15.2 %	
Proficient	13,884	21.9 %	13,772	20.9 %	
Basic	11,260	17.8 %	12,238	18.6 %	
Limited	15,580	24.6 %	21,103	32.1 %	
Total	63,271		65,803		

Notes: Gender information was not available for 446 students.

Percentages may not sum to 100% due to rounding.

Table 4 summarizes results disaggregated by major ethnicity. A greater proportion of Asian/Pacific Islander (71.5%) and White (58.8%) students than Hispanic (37.4%) and Black (30.4%) students reached proficient or higher levels.

Table 4. Results disaggregated by ethnicity.

	Asian/Pacific Islander		Black		Hispanic		White	
Level	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	653	28.2 %	921	4.6 %	305	7.6 %	17,036	17.8 %
Accelerated	519	22.4 %	1,847	9.2 %	418	10.4 %	17,703	18.5 %
Proficient	483	20.9 %	3,339	16.6 %	778	19.4 %	21,621	22.5 %
Basic	323	13.9 %	3,967	19.8 %	770	19.2 %	17,101	17.8 %
Limited	338	14.6 %	9,988	49.8 %	1,738	43.4 %	22,464	23.4 %
Total	2,316		20,062		4,009		95,925	

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