

TESTING BRIEF
Spring 2014 Georgia Criterion-Referenced Competency Tests
In Reading, English/Language Arts, Mathematics, Science, and Social Studies
March 31 – May 2, 2014

Georgia law (O.C.G.A. §20-2-281) mandates that a curriculum-based assessment be administered to students to measure the required state curriculum. These tests, referred to as Georgia Criterion-Referenced Competency Tests (CRCT), in Reading, English/Language Arts and Mathematics are administered annually to students in grades one through eight. Students in grades three through eight are also tested in Science and Social Studies. In 2001, the Georgia Academic Placement and Promotion Policy was passed enacting O.C.G.A. Sections 20-2-282 through 20-2-285. O.C.G.A. Section 20-2-283 states that no third grade student will be promoted to the fourth grade if the student does not achieve grade level performance on the third grade CRCT in Reading and no fifth or eighth grade student will be promoted to the next grade if the student does not achieve grade level performance on the CRCT in Reading and Mathematics.

The CRCT assess a sample of the knowledge and skills that comprise the rigorous state-mandated content standards for each grade level. Georgia students have opportunities to learn – and are expected to master – much more than the tests address.

Beginning in 2011, Georgia launched a special version of the CRCT for students with disabilities who met specific eligibility criteria based on federal guidance. The Criterion-Referenced Competency Tests - Modified (CRCT-M) are alternate assessments based on modified achievement standards. Certain enhancements are made to the original CRCT items and the test as a whole to make the CRCT-M more accessible for eligible students with disabilities so that they could better demonstrate what they have learned. The CRCT-M are available in grades 3 through 8 in Reading, English Language Arts, and Mathematics. Students are determined to be eligible by content area; this means that a student may be eligible to participate in one content area but not another. Students must take the CRCT in any content area for which they do not meet the CRCT-M eligibility criteria. The implementation of the CRCT-M impacts longitudinal comparisons for the students with disabilities subgroup. Because the CRCT-M are not available in Science and Social Studies, longitudinal comparisons in these content areas are not affected; all students must take the CRCT in these two content areas.

Due to budgetary constraints, the CRCT in grades 1 and 2 were not administered in the 2013-2014 school year.

KEY FINDINGS – GRADE 3

Reading, English/Language Arts, Mathematics, Science, and Social Studies

- Ninety-two percent (92%), 88%, and 81% of Georgia’s third grade students met or exceeded the standard for Reading, English/Language Arts (ELA), and Mathematics, respectively. Seventy-seven percent (77%) and 84% of third grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2014 performance to 2013, the percent of students meeting or exceeding the standard increased by 3 percentage points in Mathematics, and by 1 percentage point in Social Studies. The percent of students meeting or exceeding the standard decreased by 1 percentage point in Science. The percent of students meeting or exceeding the standard remained the same for Reading and ELA.
- When comparing 2014 performance to 2013, the percent of students exceeding the standard in Science increased by 1 percentage point and in Social Studies by 5 percentage points. The percentage of students exceeding the standard decreased by 5 points in Reading, 3 points in ELA, and remained the same in Mathematics.

KEY FINDINGS – CLOSING THE GAP GRADE 3

- In Reading, the achievement gap between English Learners (EL) and All Students has narrowed to five (5) percentage points from a twelve (12) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by four (4) percentage points since 2009 while the performance of EL students has increased by eleven (11) percentage points.
- In English/Language Arts, the achievement gap between EL and All Students has narrowed to five (5) percentage points from a twelve (12) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by one (1) percentage point since 2009 while the performance of EL students has increased by eight (8) percentage points.
- In Mathematics, the achievement gap between EL and All Students has narrowed to ten (10) percentage points from a fifteen (15) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by three (3) percentage points since 2009 while the performance of EL students has increased by eight (8) percentage points.
- In Social Studies, the achievement gap between EL and All Students has narrowed to ten (10) percentage points from a twenty-three (23) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by eight (8) percentage points since 2009 while the performance of EL students has increased by twenty-one (21) percentage points.

KEY FINDINGS – CLOSING THE GAP GRADE 3 (CONTINUED)

- In Social Studies, the achievement gap between Black and White students has narrowed to a sixteen (16) percentage point gap from a nineteen (19) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to ten (10) percentage points from a seventeen (17) percentage point gap in 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by six (6) percentage points since 2009 while the performance of Black and Hispanic students has increased by nine (9) and thirteen (13) percentage points, respectively.

KEY FINDINGS – GRADE 4

Reading, English/Language Arts, Mathematics, Science, and Social Studies

- Ninety-four percent (94%), 89%, and 82% of Georgia’s fourth grade students met or exceeded the standard for Reading, ELA, and Mathematics, respectively. Eighty-one percent (81%) of fourth grade students met or exceeded the standard for both Science and Social Studies.
- When comparing 2014 performance to 2013, the percent of students meeting or exceeding the standard increased by 1 percentage point in Reading. The percent of students meeting or exceeding the standard decreased by 1 percentage point in ELA, and by 2 percentage points in both Mathematics and Science. The percent of students meeting or exceeding the standard remained the same for Social Studies.
- When comparing 2014 performance to 2013, the percent of students exceeding the standard in Reading increased by 3 percentage points and in Social Studies by 4 percentage points. The percentage of students exceeding the standard decreased by 3 points in ELA, by 1 point in Science, and remained the same in Mathematics.

KEY FINDINGS – CLOSING THE GAP GRADE 4

- In Reading, the achievement gap between EL students and All Students has narrowed to thirteen (13) percentage points from a sixteen (16) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by seven (7) percentage points since 2009 while the performance of EL students has increased by ten (10) percentage points.
- In Reading, the achievement gap between Black and White students has narrowed to eight (8) percentage points from a thirteen (13) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to four (4) percentage points from a nine (9) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by four (4) percentage points since 2009 while the performance of Black and Hispanic students both increased by nine (9) percentage points.
- In Mathematics, the achievement gap between Black and White students has narrowed to nineteen (19) percentage points from a twenty-three (23) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to ten (10) percentage points from a thirteen (13) percentage point gap in 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by six (6) percentage points since 2009 while the performance of Black and Hispanic students has increased by ten (10) and nine (9) percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 4 (CONTINUED)

- In Science, the achievement gap between Hispanic and White students has narrowed to eleven (11) percentage points from a seventeen (17) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by one (1) percentage point since 2009 while the performance of Hispanic students has increased by seven (7) percentage points.
- In Social Studies, the achievement gap between EL students and All Students has narrowed to twenty-six (26) percentage points from a twenty-eight (28) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by ten (10) percentage points since 2009 while the performance of EL students has increased by twelve (12) percentage points.
- In Social Studies, the achievement gap between Black and White students has narrowed to twenty (20) percentage points from a twenty-six (26) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to eleven (11) percentage points from a nineteen (19) percentage point gap in 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since 2009 while the performance of Black and Hispanic students has increased by thirteen (13) and fifteen (15) percentage points, respectively.

KEY FINDINGS – GRADE 5

Reading, English/Language Arts, Mathematics, Science, and Social Studies

- Ninety-five percent (95%), 95%, and 88% of Georgia’s fifth grade students met or exceeded the standard for Reading, ELA, and Mathematics, respectively. Eighty-two percent (82%) and 81% of fifth grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2014 performance to 2013, the percent of students meeting or exceeding the standard increased by 2 percentage points in Reading, 1 percentage point in ELA, and 2 percentage points in Science. The percent of students meeting or exceeding the standard decreased by 2 percentage points in Mathematics. The percent of students meeting or exceeding the standard remained the same for Social Studies.
- When comparing 2014 performance to 2013, the percent of students exceeding the standard in Reading, Science, and Social Studies increased by 7, 3, and 2 percentage points, respectively. The percentage of students exceeding the standard decreased by 1 point in ELA and 3 points in Mathematics.

KEY FINDINGS – CLOSING THE GAP GRADE 5

- In Reading, the achievement gap between EL students and All Students has narrowed to twenty (20) percentage points from a twenty-three (23) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by seven (7) percentage points since 2009 while the performance of EL students has increased by ten (10) percentage points.
- In Reading, the achievement gap between Black and White students has narrowed to six (6) percentage points from an eleven (11) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to five (5) percentage points from a nine (9) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since 2009 while the performance of Black and Hispanic students increased by ten (10) and nine (9) percentage points, respectively.
- In Mathematics, the achievement gap between Black and White students has narrowed to thirteen (13) percentage points from a fifteen (15) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to six (6) percentage points from a nine (9) percentage point gap in 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since 2009 while the performance of Black and Hispanic students has increased by nine (9) and ten (10) percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 5 (CONTINUED)

- In Science, the achievement gap between Hispanic students and White students has narrowed to thirteen (13) percentage points from a nineteen (19) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by four (4) percentage points since 2009 while the performance of Hispanic students has increased by ten (10) percentage points.
- In Social Studies, the achievement gap between EL students and All Students has narrowed to thirty-seven (37) percentage points from a thirty-nine (39) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by ten (10) percentage points since 2009 while the performance of EL students has increased by twelve (12) percentage points.
- In Social Studies, the achievement gap between Black and White students has narrowed to nineteen (19) percentage points from a twenty-three (23) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to twelve (12) percentage points from a twenty-one (21) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since 2009 while the performance of Black and Hispanic students increased by eleven (11) and sixteen (16) percentage points, respectively.

KEY FINDINGS – GRADE 6

Reading, English/Language Arts, Mathematics, Science, and Social Studies

- Ninety-seven percent (97%), 92%, and 84% of Georgia’s sixth grade students met or exceeded the standard for Reading, ELA, and Mathematics, respectively. Seventy-five percent (75%) and 80% of sixth grade students met or exceeded the standard in Science and Social Studies, respectively.
- When comparing 2014 performance to 2013, the percent of students meeting or exceeding the standard increased by 1 percentage point in Reading, Mathematics and Science, and 2 percentage points in Social Studies. The percent of students meeting or exceeding the standard remained the same in ELA.
- When comparing 2014 performance to 2013, the percent of students exceeding the standard in Reading and Social Studies increased by 2 and 3 percentage points, respectively. The percentage of students exceeding the standard decreased by 2 points in ELA and remained the same for Mathematics and Science.

KEY FINDINGS – CLOSING THE GAP GRADE 6

- In Reading, the achievement gap between EL students and All Students has narrowed to fourteen (14) percentage points from a twenty-two (22) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by seven (7) percentage points since 2009 while the performance of EL students has increased by fifteen (15) percentage points.
- In Reading, the achievement gap between Black and White students has narrowed to three (3) percentage points from a nine (9) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to two (2) percentage points from a seven (7) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since 2009 while the performance of Black and Hispanic students increased by eleven (11) and ten (10) percentage points, respectively.
- In Mathematics, the achievement gap between Black and White students has narrowed to sixteen (16) percentage points from a twenty-one (21) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to eight (8) percentage points from a thirteen (13) percentage point gap in 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since 2009 while the performance of Black and Hispanic students both increased by twelve (12) percentage points.

KEY FINDINGS – CLOSING THE GAP GRADE 6 (CONTINUED)

- In Science, the achievement gap between Black and White students has narrowed to twenty-six (26) percentage points from a thirty (30) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to fourteen (14) percentage points from a twenty (20) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since 2009 while the performance of Black and Hispanic students increased by nine (9) and eleven (11) percentage points, respectively.
- In Social Studies, the achievement gap between Black and White students has narrowed to nineteen (19) percentage points from a twenty-seven (27) percentage point gap in 2010, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to nine (9) percentage points from a fourteen (14) percentage point gap in 2010, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by twelve (12) percentage points since 2010 while the performance of Black and Hispanic students increased by twenty (20) and seventeen (17) percentage points, respectively.

KEY FINDINGS – GRADE 7

Reading, English/Language Arts, Mathematics, Science, and Social Studies

- Ninety-five percent (95%), 94%, and 88% of Georgia’s seventh grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Eighty-four percent (84%) and 83% of seventh grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2014 performance to 2013, the percent of students meeting or exceeding the standard increased by 1 percentage point in ELA. The percentage of students meeting or exceeding the standard decreased by 2 percentage points in Mathematics and 1 percentage point in Science. The percentage of students meeting or exceeding the standard remained the same in both Reading and Social Studies.
- When comparing 2014 performance to 2013, the percent of students exceeding the standard in Reading, Science, and Social Studies increased by 8, 1, and 3 percentage points, respectively. The percentage of students exceeding the standard remained the same in ELA and Mathematics.

KEY FINDINGS – CLOSING THE GAP GRADE 7

- In Reading, the achievement gap between EL students and All Students has narrowed to twenty-six (26) percentage points from a twenty-eight (28) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by six (6) percentage points since 2009 while the performance of EL students has increased by eight (8) percentage points.
- In Reading, the achievement gap between Black and White students has narrowed to five (5) percentage points from a ten (10) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to three (3) percentage points from a nine (9) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by three (3) percentage points since 2009 while the performance of Black and Hispanic students increased by eight (8) and nine (9) percentage points, respectively.
- In English/Language Arts, the achievement gap between EL students and All Students has narrowed to twenty-four (24) percentage points from a twenty-seven (27) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by five (5) percentage points since 2009 while the performance of EL students has increased by eight (8) percentage points.
- In English/Language Arts, the achievement gap between Hispanic and White students has narrowed to three (3) percentage points from an eight (8) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by three (3) percentage points since 2009 while the performance of Hispanic students has increased by eight (8) percentage points.

KEY FINDINGS – CLOSING THE GAP GRADE 7 (CONTINUED)

- In Science, the achievement gap between Students with Disabilities (SWD) and All Students has narrowed to thirty-one (31) percentage points from a thirty-two (32) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by eight (8) percentage points since 2009 while the performance of SWD students has increased by nine (9) percentage points.
- In Science, the achievement gap between Black and White students has narrowed to fifteen (15) percentage points from a twenty-three (23) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to eight (8) percentage points from a fifteen (15) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since 2009 while the performance of Black and Hispanic students increased by thirteen (13) and twelve (12) percentage points, respectively.
- In Social Studies, the achievement gap between EL students and All Students has narrowed to thirty-four (34) percentage points from a thirty-seven (37) percentage point gap in 2010, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between SWD and All Students has narrowed to thirty (30) percentage points from a thirty-three (33) percentage point gap in 2010. These trends can be categorized as Very Positive Narrowing because the performance of All Students has increased by twelve (12) percentage points since 2010 while the performance of EL and SWD students both increased by fifteen (15) percentage points.
- In Social Studies, the achievement gap between Black and White students has narrowed to fifteen (15) percentage points from a twenty-five (25) percentage point gap in 2010, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to seven (7) percentage points from a fifteen (15) percentage point gap in 2010, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eight (8) percentage points since 2010 while the performance of Black and Hispanic students increased by eighteen (18) and sixteen (16) percentage points, respectively.

KEY FINDINGS – GRADE 8

Reading, English/Language Arts, Mathematics, Science, and Social Studies

- Ninety-seven percent (97%), 95%, and 82% of Georgia’s eighth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Seventy-eight percent (78%) and 81% of eighth grade students met or exceeded the standard in Science and Social Studies, respectively.
- When comparing 2014 performance to 2013, the percent of students meeting or exceeding the standard increased by 1 percentage point in ELA, 4 percentage points in Science, and 3 percentage points in Social Studies. The percent of students meeting or exceeding the standard decreased by 1 percentage point in Mathematics and remained the same in Reading.
- When comparing 2014 performance to 2013, the percent of students exceeding the standard increased in all content areas. The percent of students exceeding the standard in Reading, ELA, Mathematics, Science, and Social Studies increased by 8, 2, 3, 3, and 2 percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 8

- In Reading, the achievement gap between EL students and All Students has narrowed to twenty (20) percentage points from a twenty-seven (27) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of All Students has increased by four (4) percentage points since 2009 while the performance of EL students has increased by eleven (11) percentage points.
- In Reading, the achievement gap between Black and White students has narrowed to two (2) percentage points from a seven (7) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has also narrowed to two (2) percentage points from a seven (7) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by two (2) percentage points since 2009 while the performance of Black and Hispanic students both increased by seven (7) percentage points.
- In Mathematics, the achievement gap between Black and White students has narrowed to eighteen (18) percentage points from a twenty-one (21) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to eight (8) percentage points from a fourteen (14) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by ten (10) percentage points since 2009 while the performance of Black and Hispanic students increased by thirteen (13) and sixteen (16) percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 8 (CONTINUED)

- In Science, the achievement gap between Black and White students has narrowed to twenty (20) percentage points from a thirty-two (32) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to twelve (12) percentage points from a twenty-three (23) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eight (8) percentage points since 2009 while the performance of Black and Hispanic students increased by twenty (20) and nineteen (19) percentage points, respectively.
- In Social Studies, the achievement gap between Black and White students has narrowed to eighteen (18) percentage points from a twenty-seven (27) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the gap between Hispanic and White students has narrowed to twelve (12) percentage points from a twenty-four (24) percentage point gap in 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by fourteen (14) percentage points since 2009 while the performance of Black and Hispanic students increased by twenty-three (23) and twenty-six (26) percentage points, respectively.

OVERALL FINDINGS - SPECIAL POPULATIONS

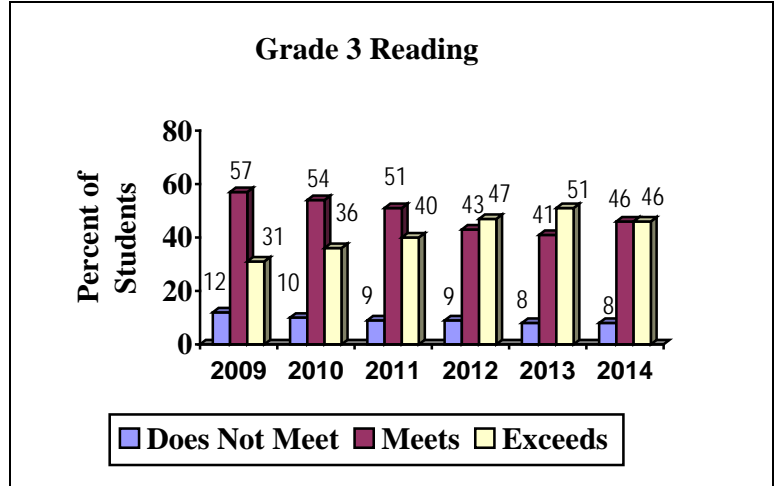
- When comparing 2014 performance to 2013, English Learner (EL) students improved achievement by one or more percentage points in 13 of the 30 grade/content area tests that are comparable (grades 1 and 2 are not included this year). EL students experienced one-year gains of at least 5 percentage points in the following areas:
 - Grade 4 Reading;
 - Grade 5 Reading;
 - Grade 5 Science; and,
 - Grade 8 Science.
- Prior to 2011, performance gains of Students with Disabilities (SWD) have been highlighted in this section of the brief as well as performance gains of EL students. However, with the implementation of the CRCT-M, an alternate assessment based on modified achievement standards for eligible SWD students, the population of SWD participating in the CRCT has significantly changed. Where all SWD took the CRCT in 2010 and years prior, a percentage of SWD students took the CRCT-M in 2011. This shift in the number of students belonging to the SWD subgroup makes CRCT longitudinal comparisons prior to 2011 for the subgroup inappropriate in grades and content areas where the CRCT-M is available (Grades 3-8 in Reading, English/Language Arts and Math).
- When comparing 2014 performance to 2013 in Science and Social Studies, Students with Disabilities improved achievement by one or more percentage points in 5 of 12 grade/content combinations. Students with Disabilities experienced a one-year gain greater than 3 percentage points in grade 5 Science and grade 8 Social Studies.

KEY FINDINGS – GRADES 3, 5, AND 8 PROMOTION/RETENTION

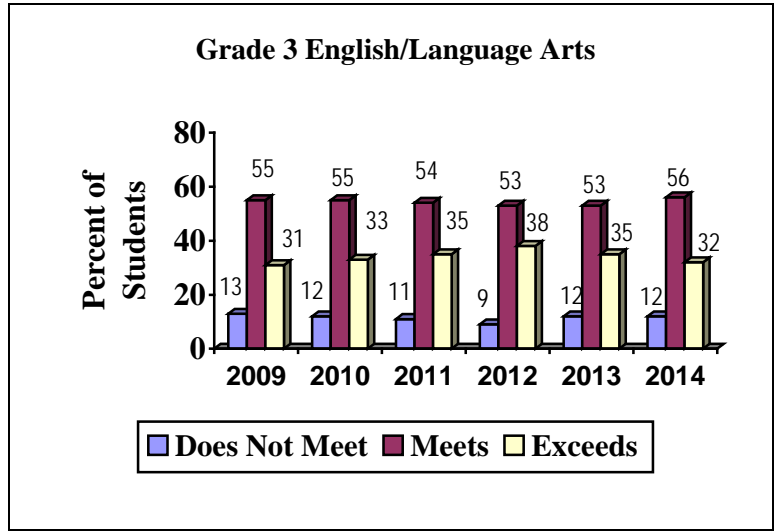
- Ninety-two percent (92%) of third grade students met or exceeded the standard in Reading. Eight percent (8%) of Georgia's third graders did not meet the standard and are therefore candidates for remediation and retention.
- Ninety-five percent (95%) of fifth grade students met or exceeded the standard in Reading while 88% met or exceeded the standard in Mathematics. Five percent (5%) of the fifth grade students did not meet the standard in Reading, while 12% did not meet the standard in Mathematics. Three percent (3%) of fifth grade students did not meet the standard in both Reading and Mathematics. Georgia's fifth graders who did not meet the standard in Reading and/or Mathematics are candidates for remediation and retention.
- Ninety-seven percent (97%) of eighth grade students met or exceeded the standard in Reading while 82% met or exceeded the standard in Mathematics. Three percent (3%) of eighth graders did not meet the standard in Reading while 18% did not meet the standard in Mathematics. Two percent (2%) of eighth grade students did not meet the standard in both Reading and Mathematics. Georgia's eighth graders who did not meet the standard in Reading and/or Mathematics are candidates for remediation and retention.

Historical Performance of Georgia Students on the CRCT

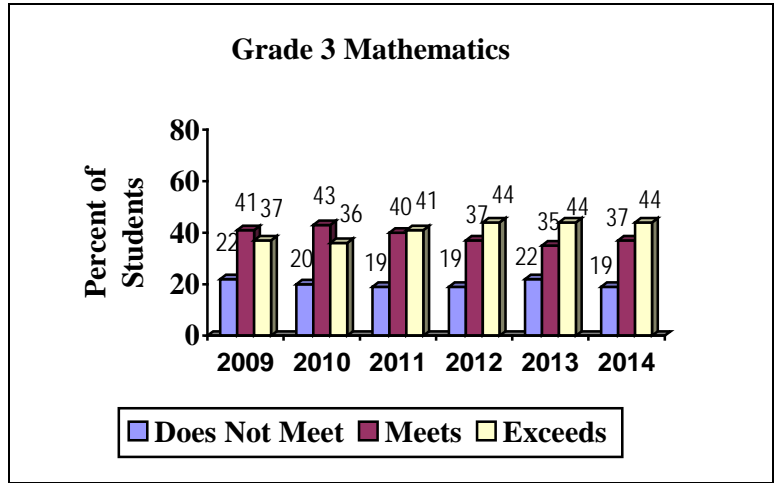
Grade 3 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	12	10	9	9	8	8
Meets	57	54	51	43	41	46
Exceeds	31	36	40	47	51	46



Grade 3 English/Language Arts						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	13	12	11	9	12	12
Meets	55	55	54	53	53	56
Exceeds	31	33	35	38	35	32

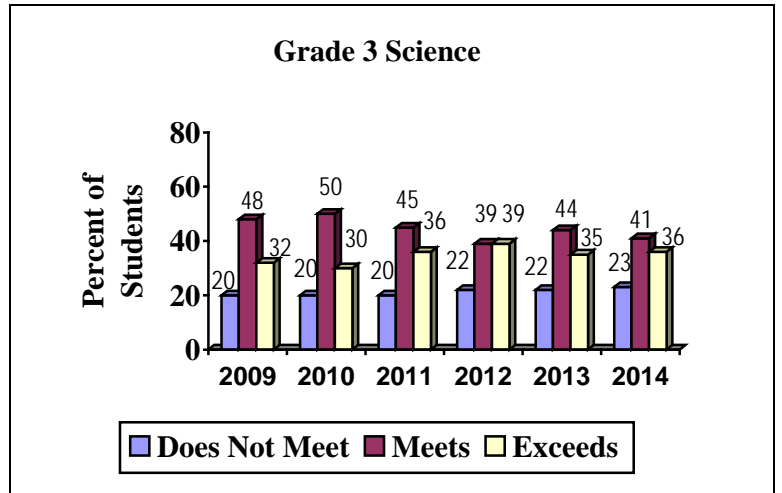


Grade 3 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	22	20	19	19	22	19
Meets	41	43	40	37	35	37
Exceeds	37	36	41	44	44	44

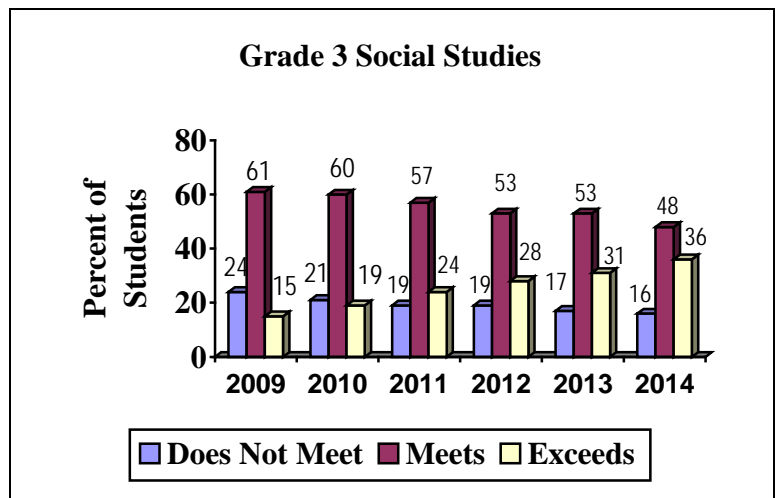


Historical Performance of Georgia Students on the CRCT

Grade 3 Science						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	20	20	20	22	22	23
Meets	48	50	45	39	44	41
Exceeds	32	30	36	39	35	36

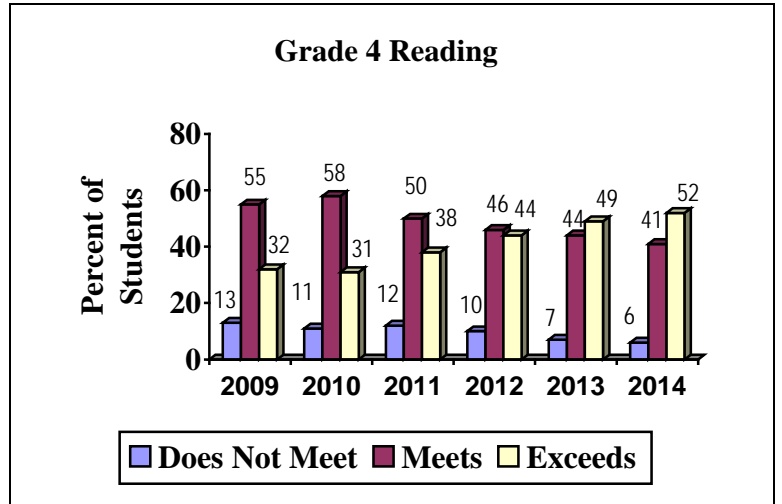


Grade 3 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	24	21	19	19	17	16
Meets	61	60	57	53	53	48
Exceeds	15	19	24	28	31	36

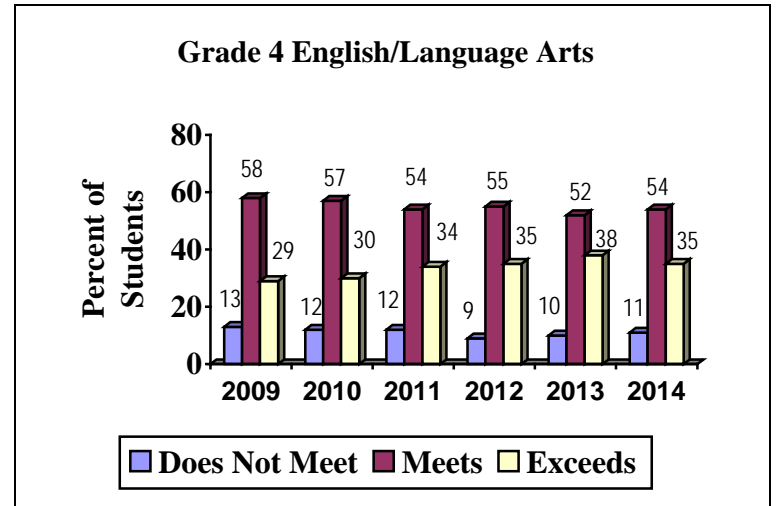


Historical Performance of Georgia Students on the CRCT

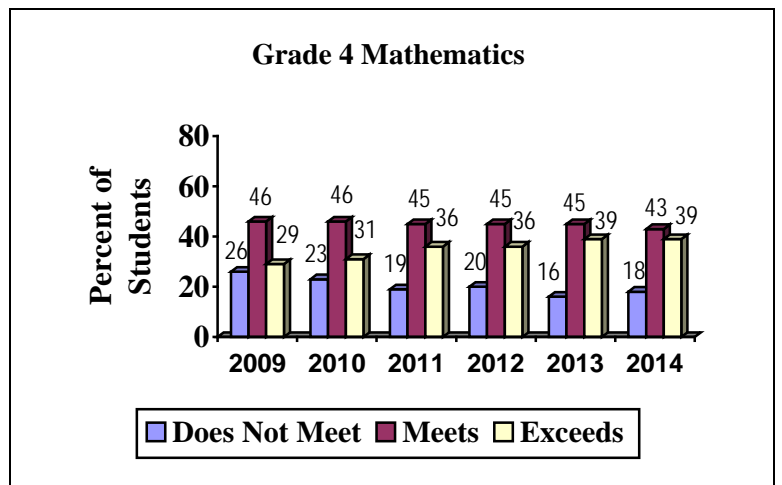
Grade 4 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	13	11	12	10	7	6
Meets	55	58	50	46	44	41
Exceeds	32	31	38	44	49	52



Grade 4 English/Language Arts						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	13	12	12	9	10	11
Meets	58	57	54	55	52	54
Exceeds	29	30	34	35	38	35

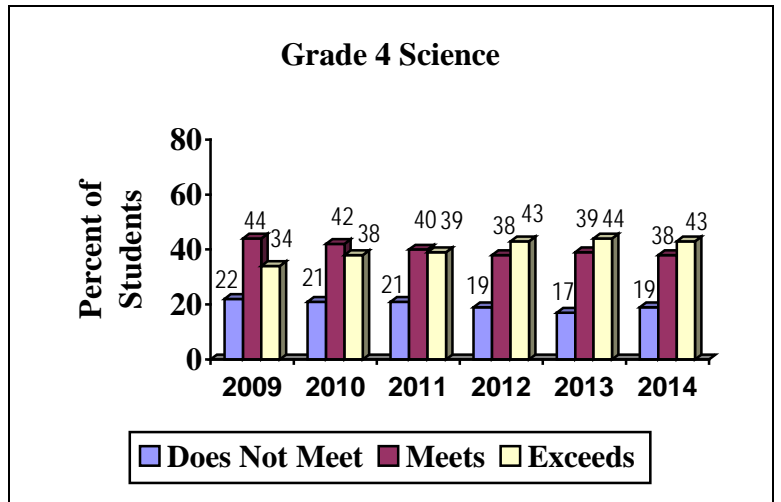


Grade 4 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	26	23	19	20	16	18
Meets	46	46	45	45	45	43
Exceeds	29	31	36	36	39	39

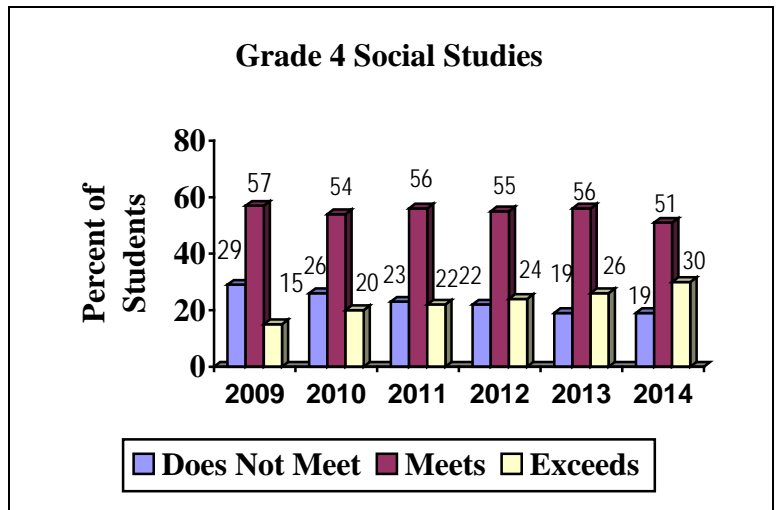


Historical Performance of Georgia Students on the CRCT

Grade 4 Science						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	22	21	21	19	17	19
Meets	44	42	40	38	39	38
Exceeds	34	38	39	43	44	43

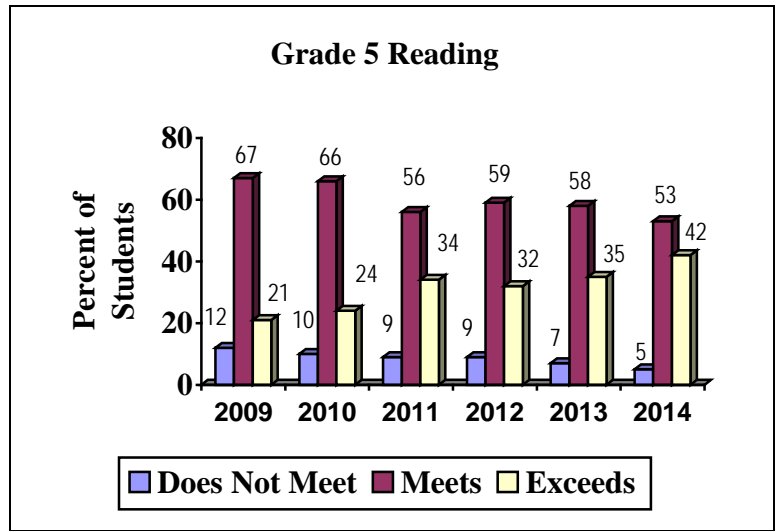


Grade 4 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	29	26	23	22	19	19
Meets	57	54	56	55	56	51
Exceeds	15	20	22	24	26	30

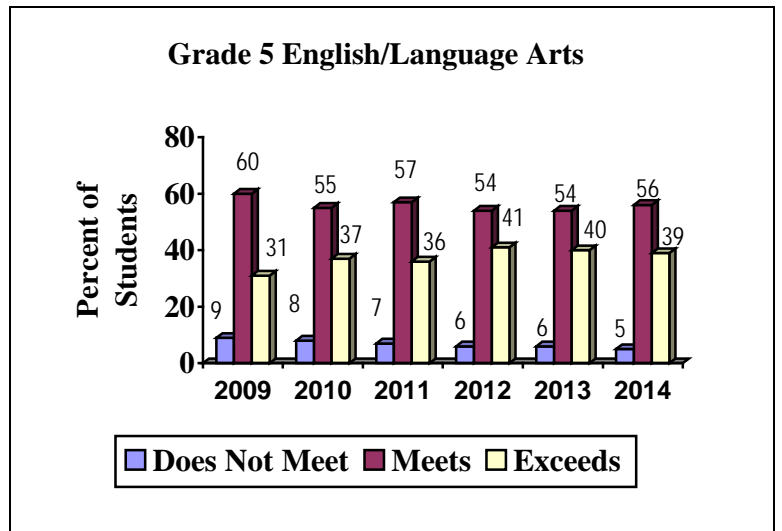


Historical Performance of Georgia Students on the CRCT

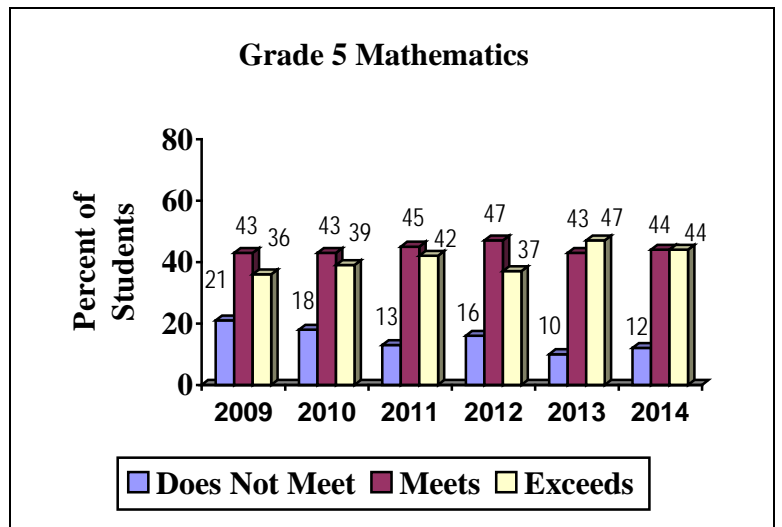
Grade 5 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	12	10	9	9	7	5
Meets	67	66	56	59	58	53
Exceeds	21	24	34	32	35	42



Grade 5 English/Language Arts						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	9	8	7	6	6	5
Meets	60	55	57	54	54	56
Exceeds	31	37	36	41	40	39

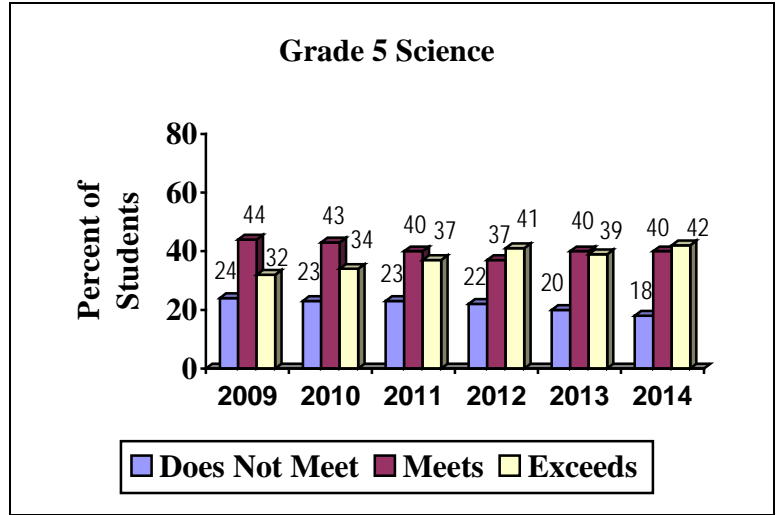


Grade 5 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	21	18	13	16	10	12
Meets	43	43	45	47	43	44
Exceeds	36	39	42	37	47	44

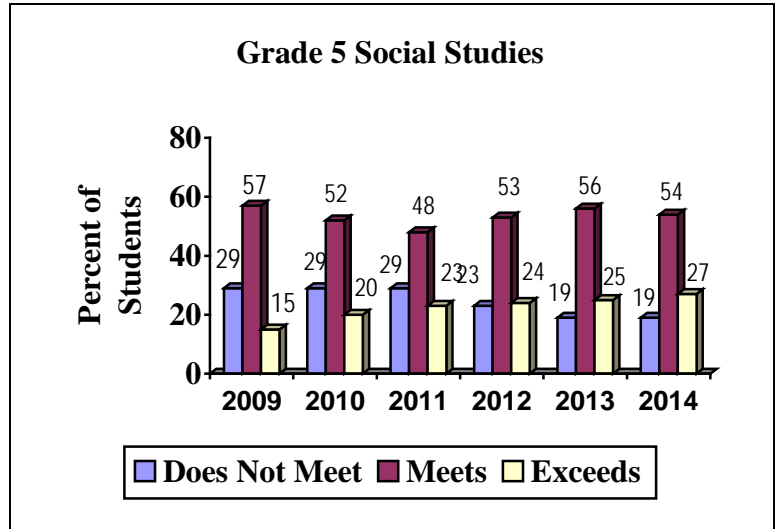


Historical Performance of Georgia Students on the CRCT

Grade 5 Science						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	24	23	23	22	20	18
Meets	44	43	40	37	40	40
Exceeds	32	34	37	41	39	42

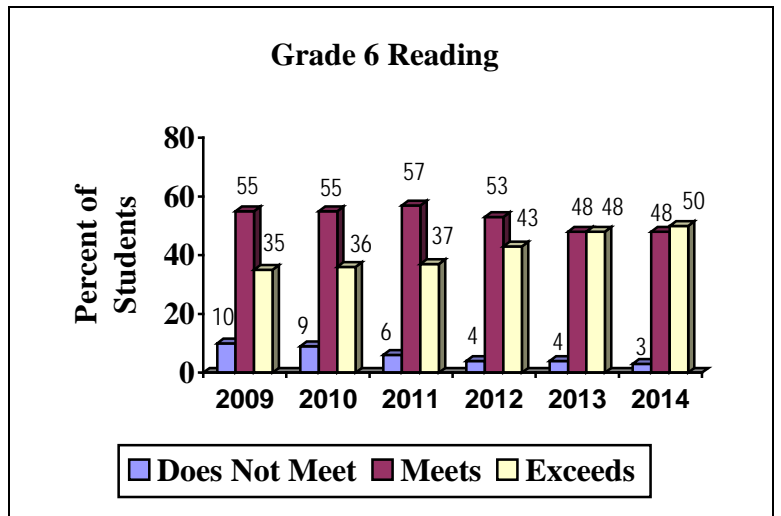


Grade 5 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	29	29	29	23	19	19
Meets	57	52	48	53	56	54
Exceeds	15	20	23	24	25	27

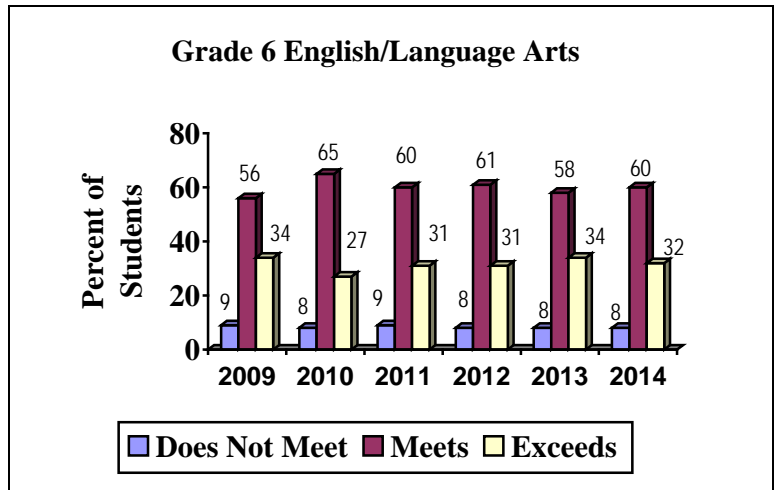


Historical Performance of Georgia Students on the CRCT

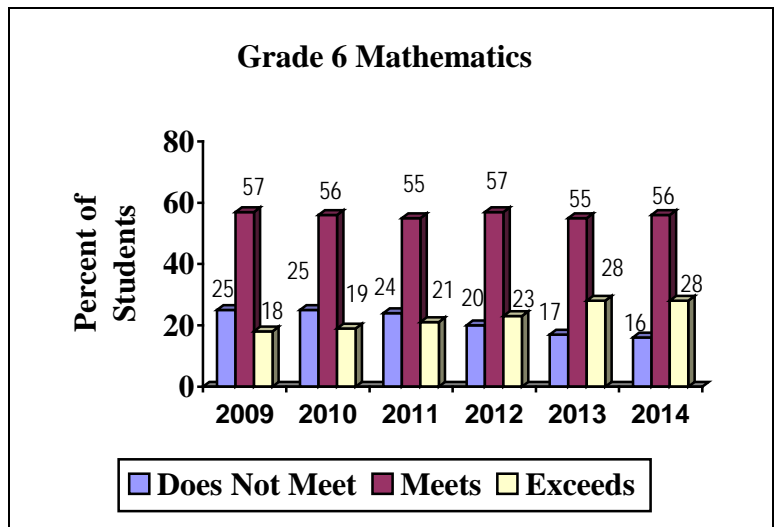
Grade 6 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	10	9	6	4	4	3
Meets	55	55	57	53	48	48
Exceeds	35	36	37	43	48	50



Grade 6 English/Language Arts						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	9	8	9	8	8	8
Meets	56	65	60	61	58	60
Exceeds	34	27	31	31	34	32

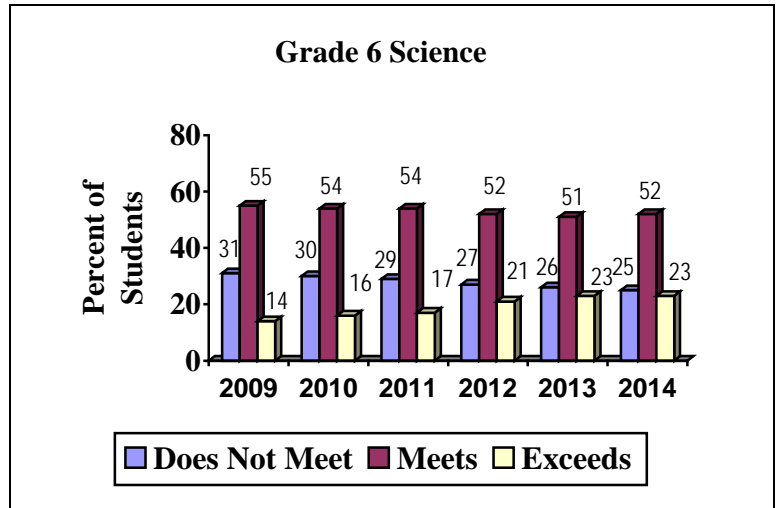


Grade 6 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	25	25	24	20	17	16
Meets	57	56	55	57	55	56
Exceeds	18	19	21	23	28	28



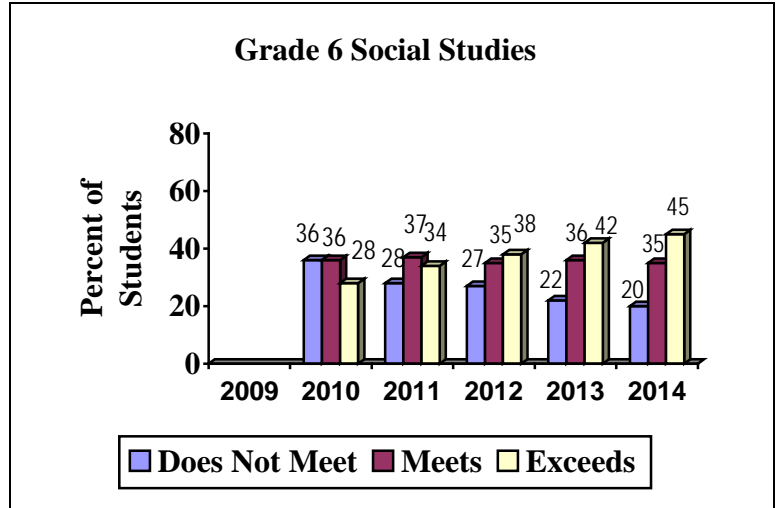
Historical Performance of Georgia Students on the CRCT

Grade 6 Science						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	31	30	29	27	26	25
Meets	55	54	54	52	51	52
Exceeds	14	16	17	21	23	23



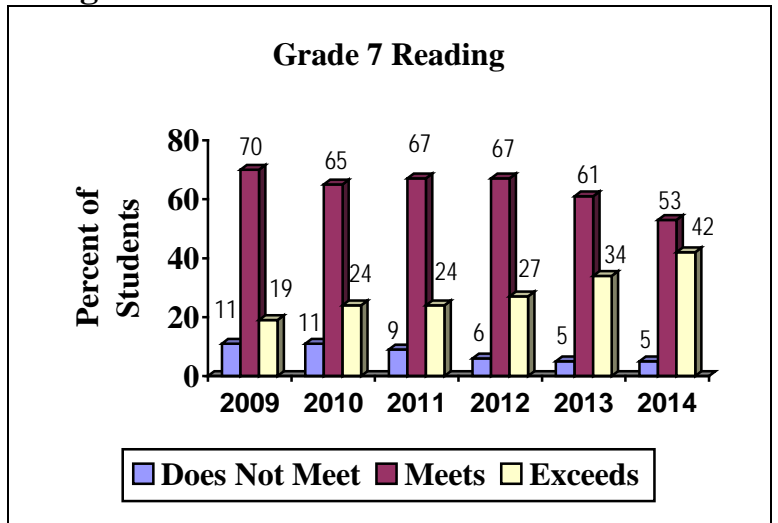
Grade 6 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	--	36	28	27	22	20
Meets	--	36	37	35	36	35
Exceeds	--	28	34	38	42	45

Beginning in 2010, scores are based on the GPS providing baseline data.

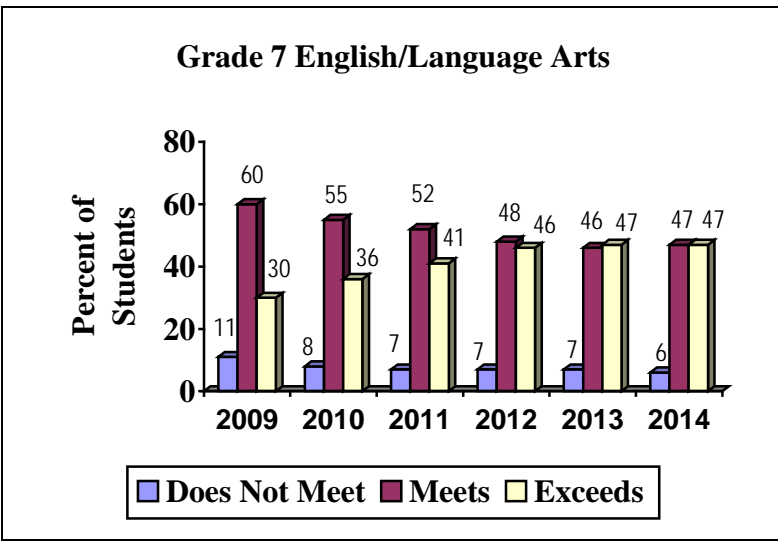


Historical Performance of Georgia Students on the CRCT

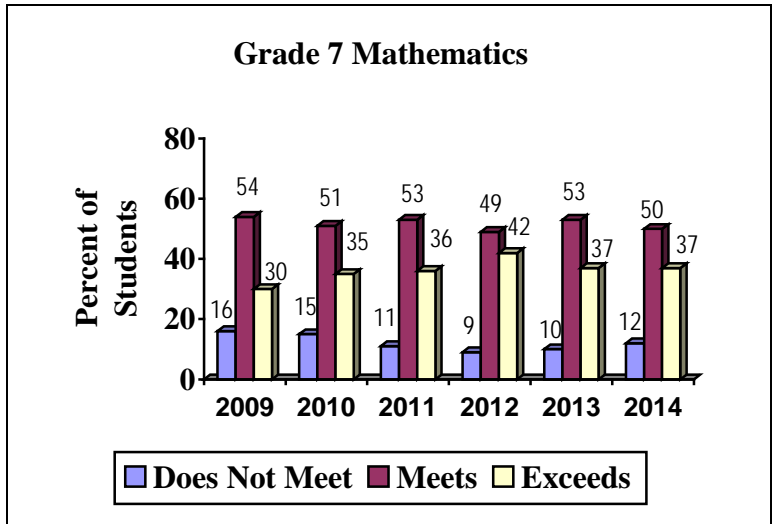
Grade 7 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	11	11	9	6	5	5
Meets	70	65	67	67	61	53
Exceeds	19	24	24	27	34	42



Grade 7 English/Language Arts						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	11	8	7	7	7	6
Meets	60	55	52	48	46	47
Exceeds	30	36	41	46	47	47

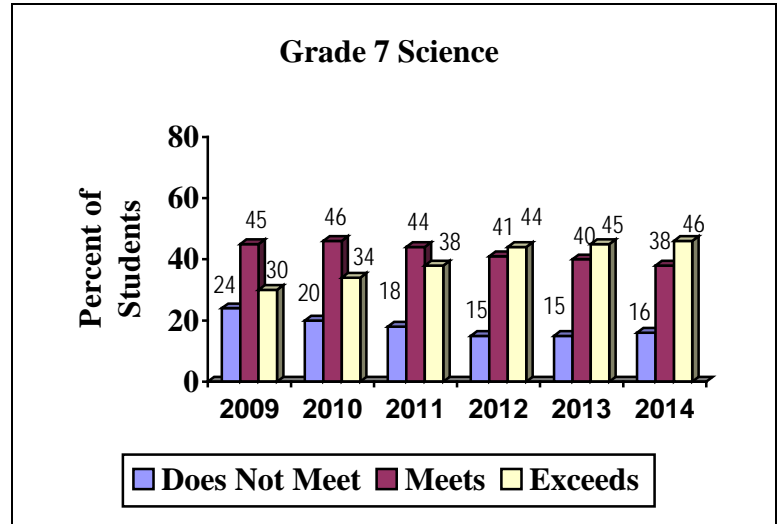


Grade 7 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	16	15	11	9	10	12
Meets	54	51	53	49	53	50
Exceeds	30	35	36	42	37	37



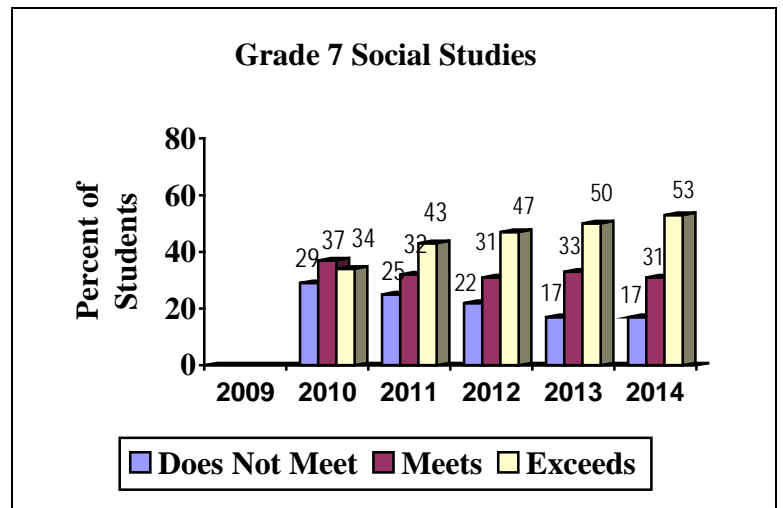
Historical Performance of Georgia Students on the CRCT

Grade 7 Science						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	24	20	18	15	15	16
Meets	45	46	44	41	40	38
Exceeds	30	34	38	44	45	46



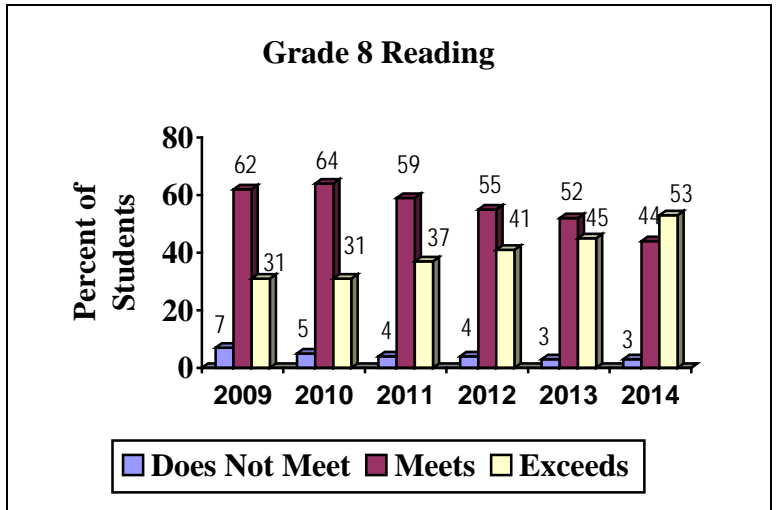
Grade 7 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	--	29	25	22	17	17
Meets	--	37	32	31	33	31
Exceeds	--	34	43	47	50	53

Beginning in 2010, scores are based on the GPS providing baseline data.

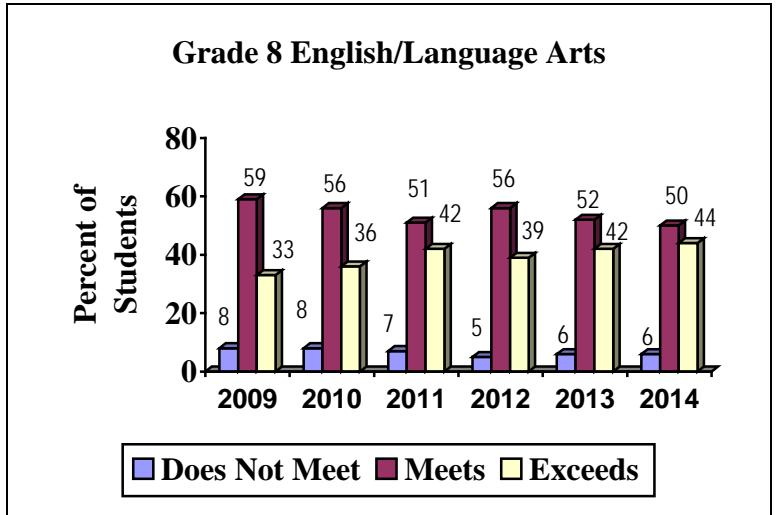


Historical Performance of Georgia Students on the CRCT

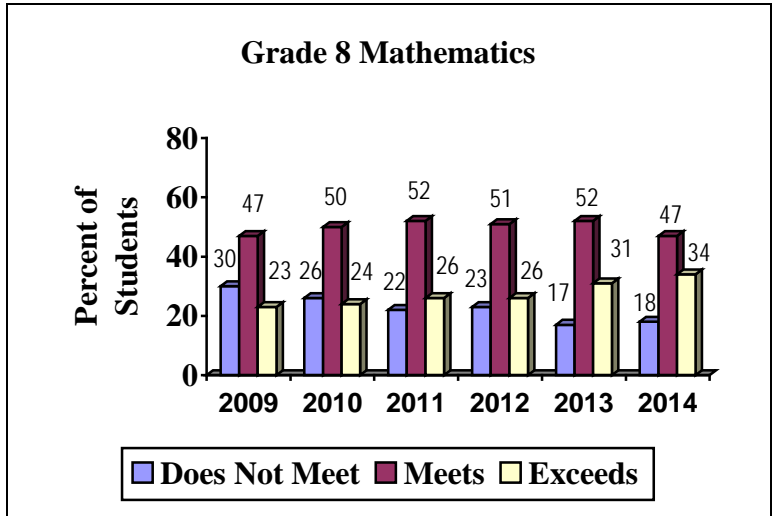
Grade 8 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	7	5	4	4	3	3
Meets	62	64	59	55	52	44
Exceeds	31	31	37	41	45	53



Grade 8 English/Language Arts						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	8	8	7	5	6	6
Meets	59	56	51	56	52	50
Exceeds	33	36	42	39	42	44

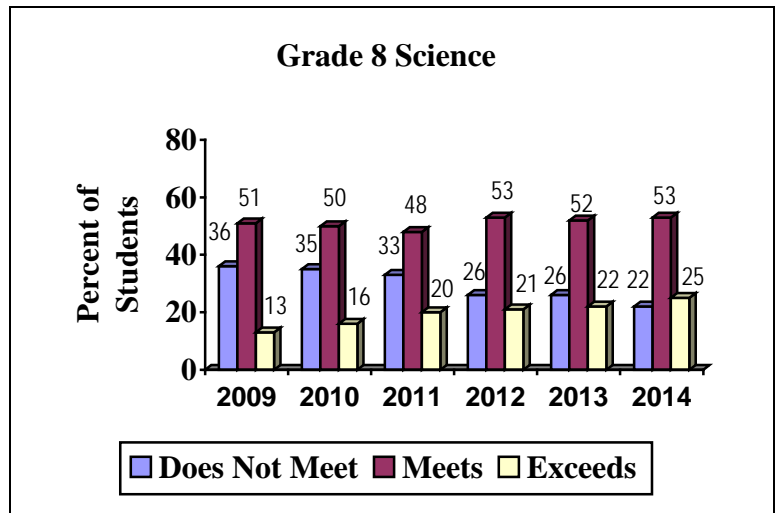


Grade 8 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	30	26	22	23	17	18
Meets	47	50	52	51	52	47
Exceeds	23	24	26	26	31	34

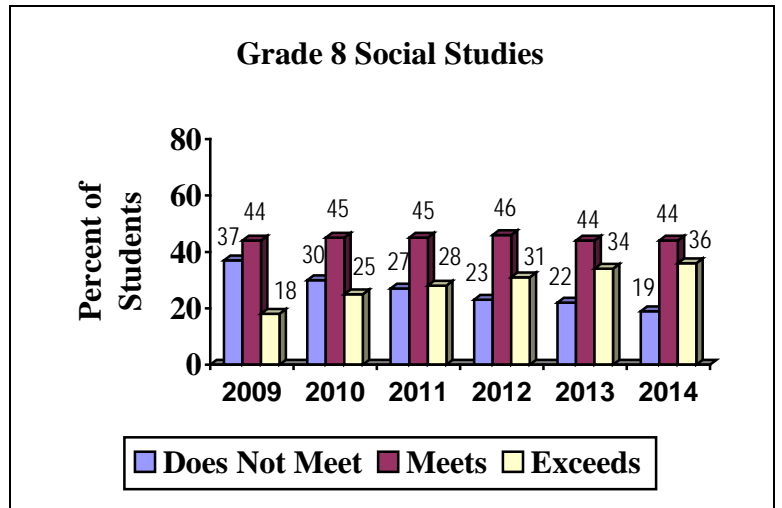


Historical Performance of Georgia Students on the CRCT

Grade 8 Science						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	36	35	33	26	26	22
Meets	51	50	48	53	52	53
Exceeds	13	16	20	21	22	25



Grade 8 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	37	30	27	23	22	19
Meets	44	45	45	46	44	44
Exceeds	18	25	28	31	34	36



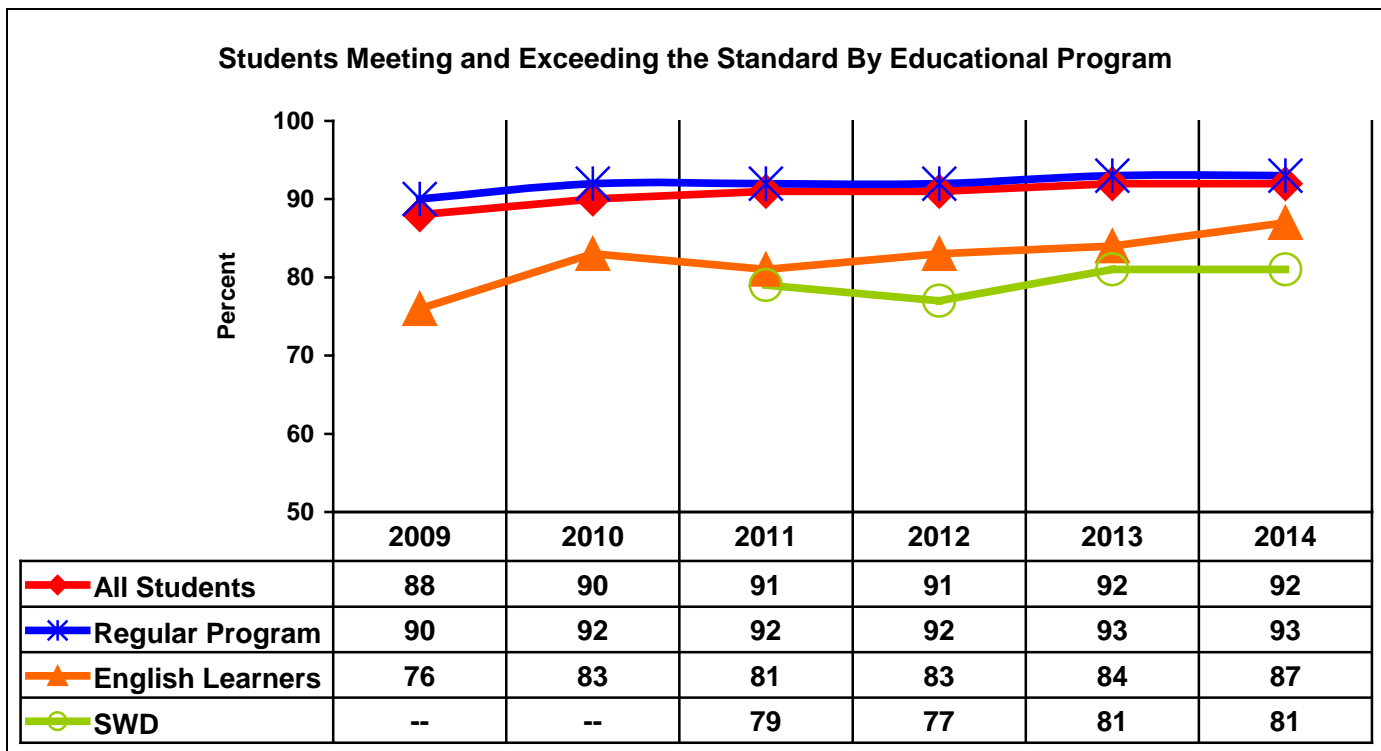
(Please Note: Because of rounding, all disaggregated charts may not appear consistent with historical data.)

Percentage of Students Meeting and Exceeding the Standard

Grade 3 Reading								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	88	90	91	91	92	92	0	+4
Regular Program Students	90	92	92	92	93	93	0	+3
English Learners	76	83	81	83	84	87	+3	+11
Students with Disabilities*	--	--	79	77	81	81	0	--
Asian	94	95	96	96	96	97	+1	+3
Black	82	85	85	84	87	87	0	+5
Hispanic	85	90	90	90	90	91	+1	+6
Native American/Alaskan	91	92	93	91	93	93	0	+2
White	93	95	96	96	97	97	0	+4
Multiracial	91	93	94	93	94	95	+1	+4
Female	91	93	93	93	94	94	0	+3
Male	85	88	89	89	91	91	0	+6

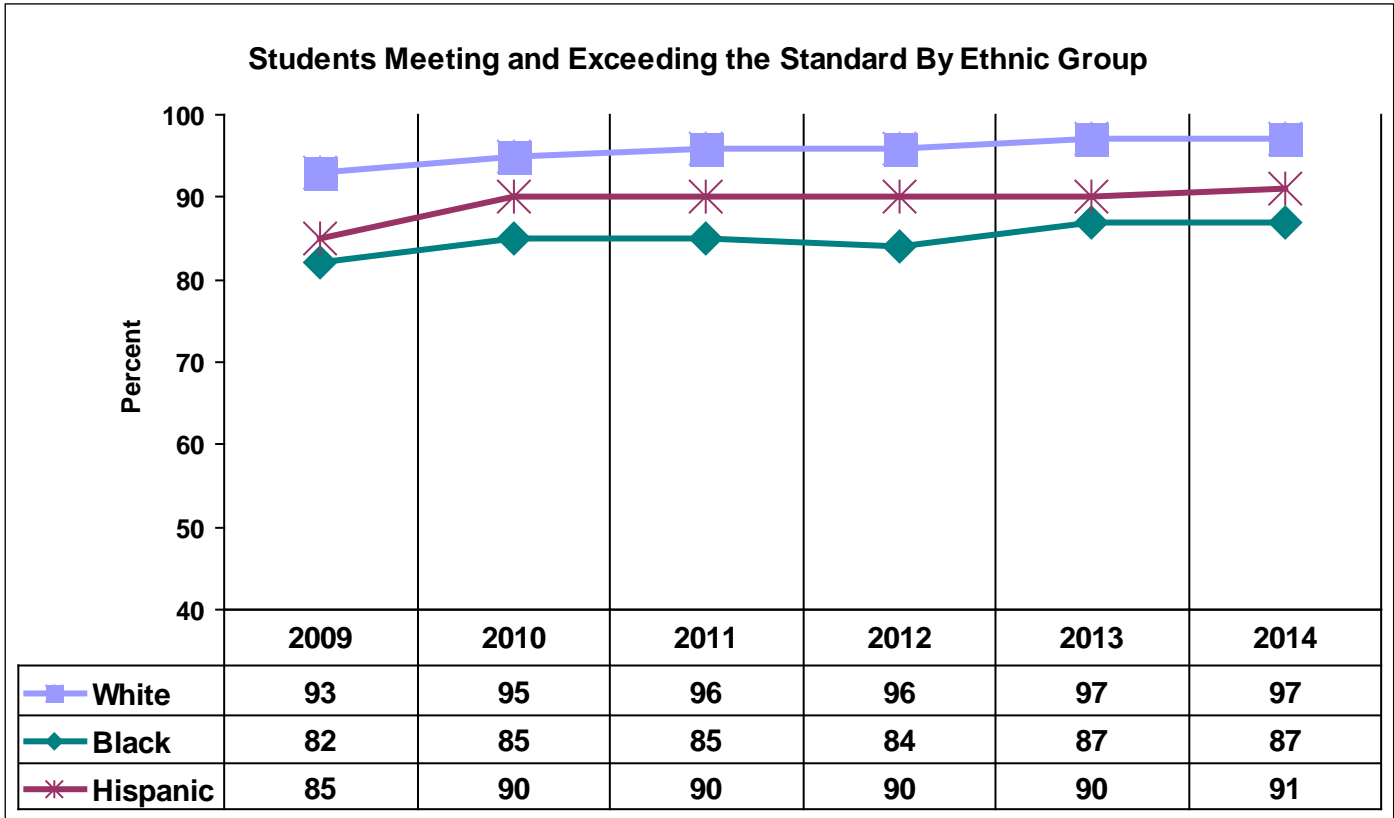
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 3 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 3 Reading

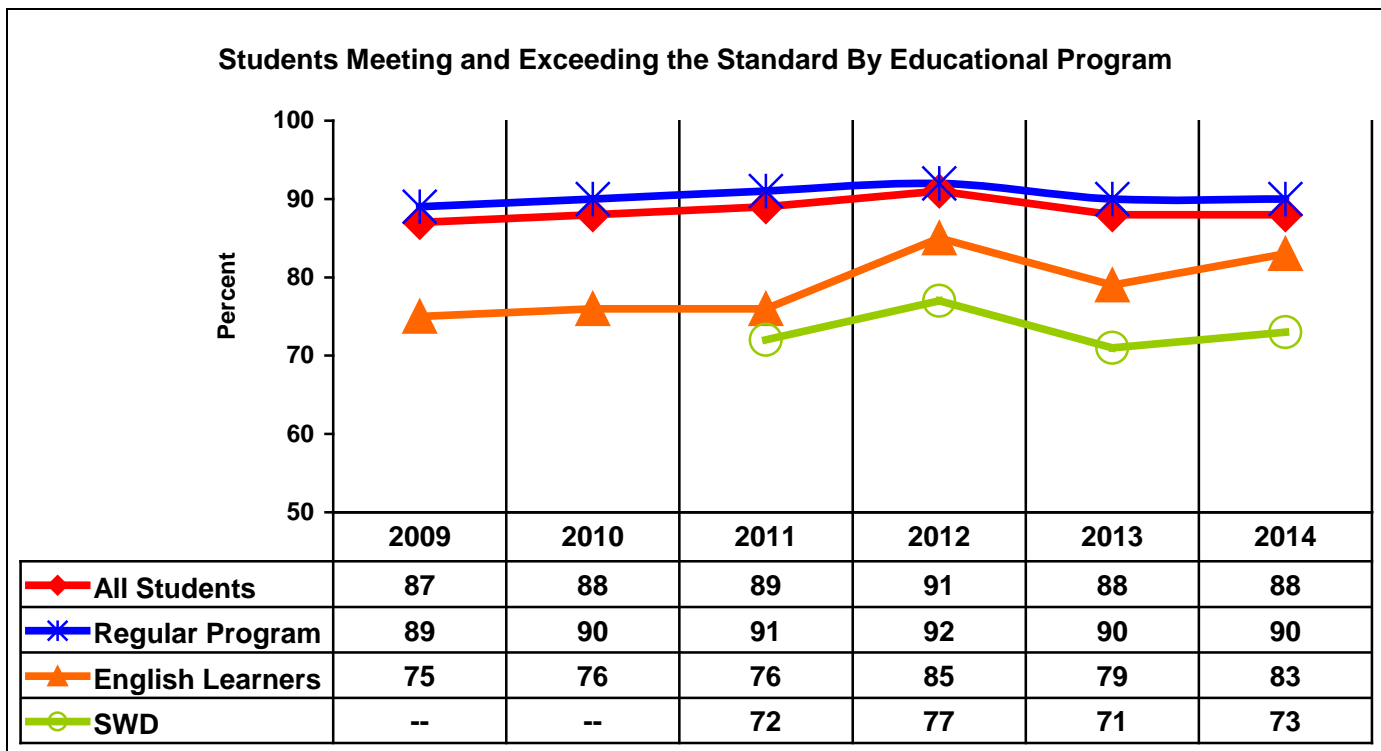


Percentage of Students Meeting and Exceeding the Standard

Grade 3 English/Language Arts								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	87	88	89	91	88	88	0	+1
Regular Program Students	89	90	91	92	90	90	0	+1
English Learners	75	76	76	85	79	83	+4	+8
Students with Disabilities*	--	--	72	77	71	73	+2	--
Asian	95	95	96	96	95	96	+1	+1
Black	81	81	83	84	81	81	0	0
Hispanic	84	86	87	91	86	88	+2	+4
Native American/Alaskan	85	90	91	92	90	89	-1	+4
White	91	93	94	95	94	94	0	+3
Multiracial	89	91	91	93	91	92	+1	+3
Female	90	91	92	93	91	91	0	+1
Male	83	84	86	88	85	86	+1	+3

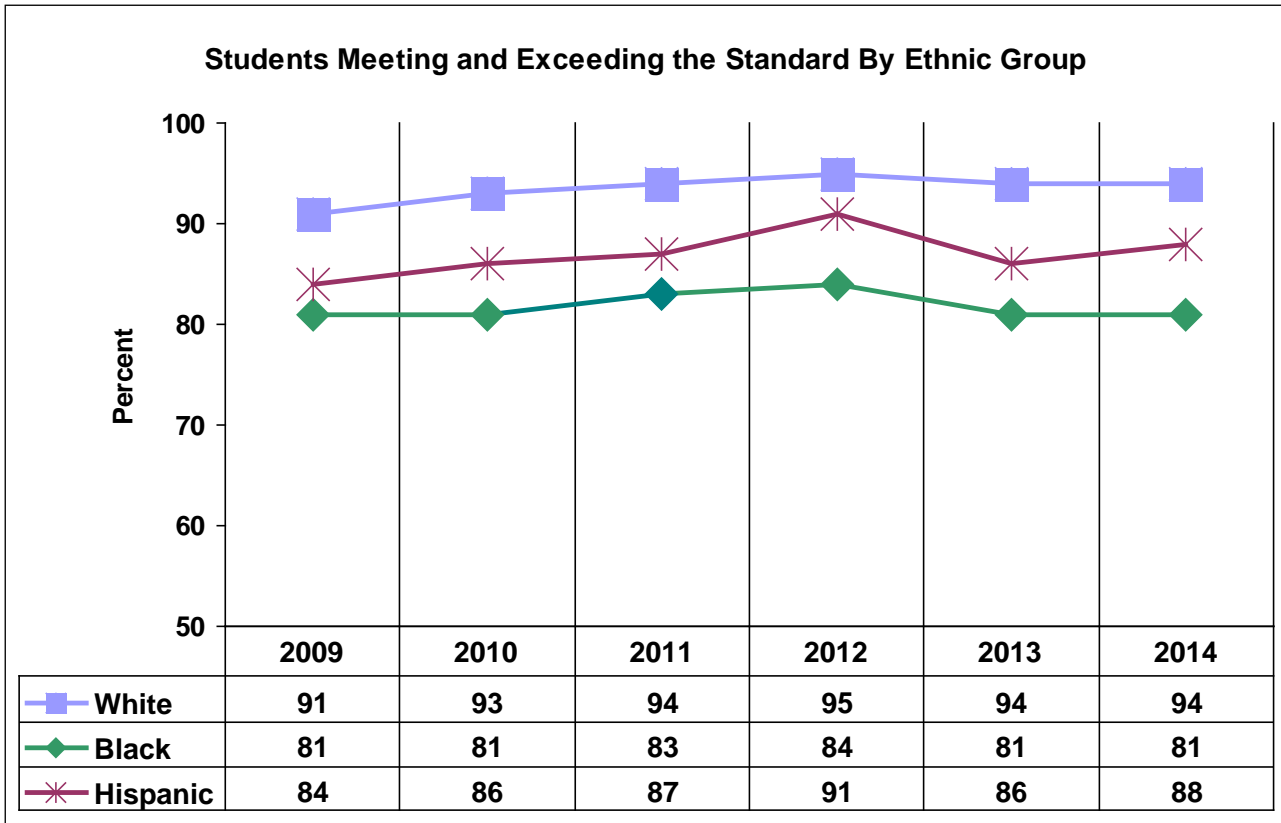
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 3 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 3 English/Language Arts

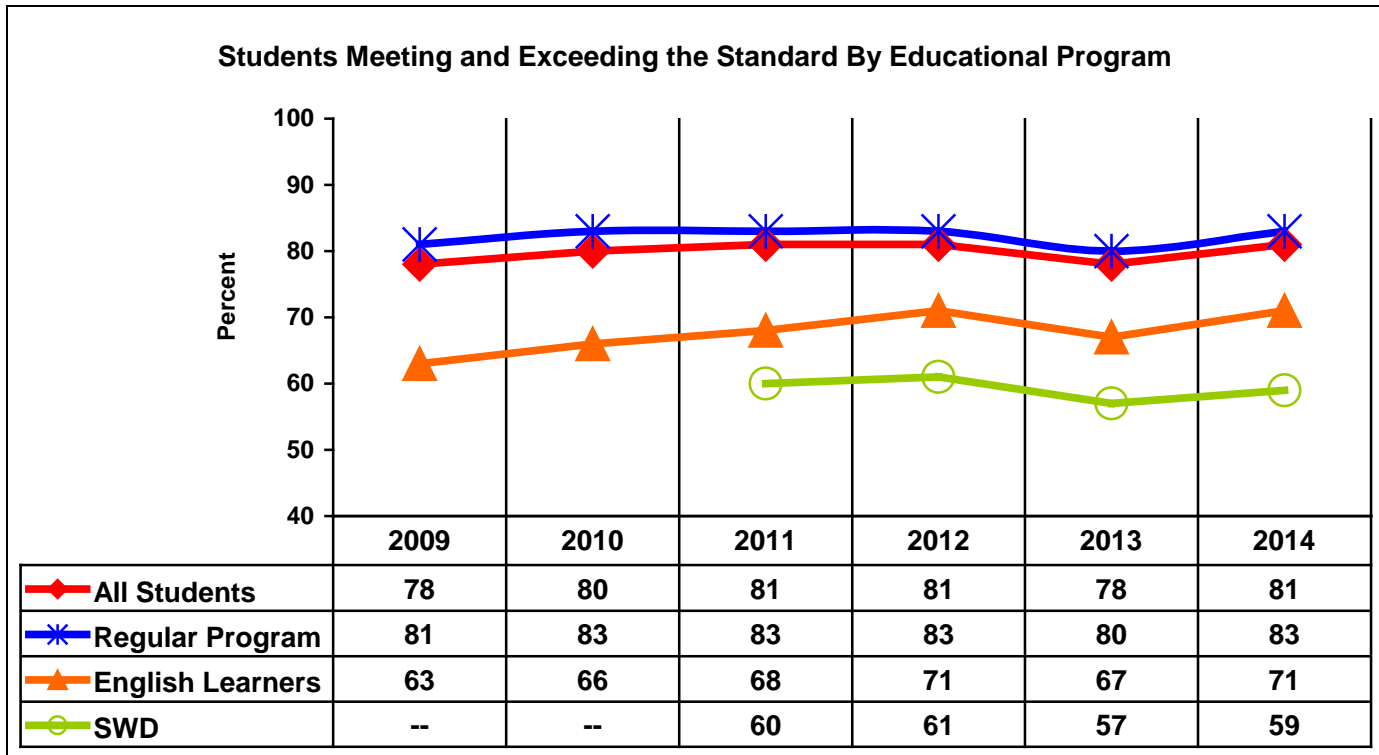


Percentage of Students Meeting and Exceeding the Standard

Grade 3 Mathematics								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	78	80	81	81	78	81	+3	+3
Regular Program Students	81	83	83	83	80	83	+3	+2
English Learners	63	66	68	71	67	71	+4	+8
Students with Disabilities*	--	--	60	61	57	59	+2	--
Asian	92	92	93	94	93	94	+1	+2
Black	67	69	71	70	67	71	+4	+4
Hispanic	76	79	80	80	76	78	+2	+2
Native American/Alaskan	79	82	81	86	79	82	+3	+3
White	87	88	89	89	87	88	+1	+1
Multiracial	81	83	83	84	82	84	+2	+3
Female	80	82	83	82	80	82	+2	+2
Male	76	78	79	80	77	80	+3	+4

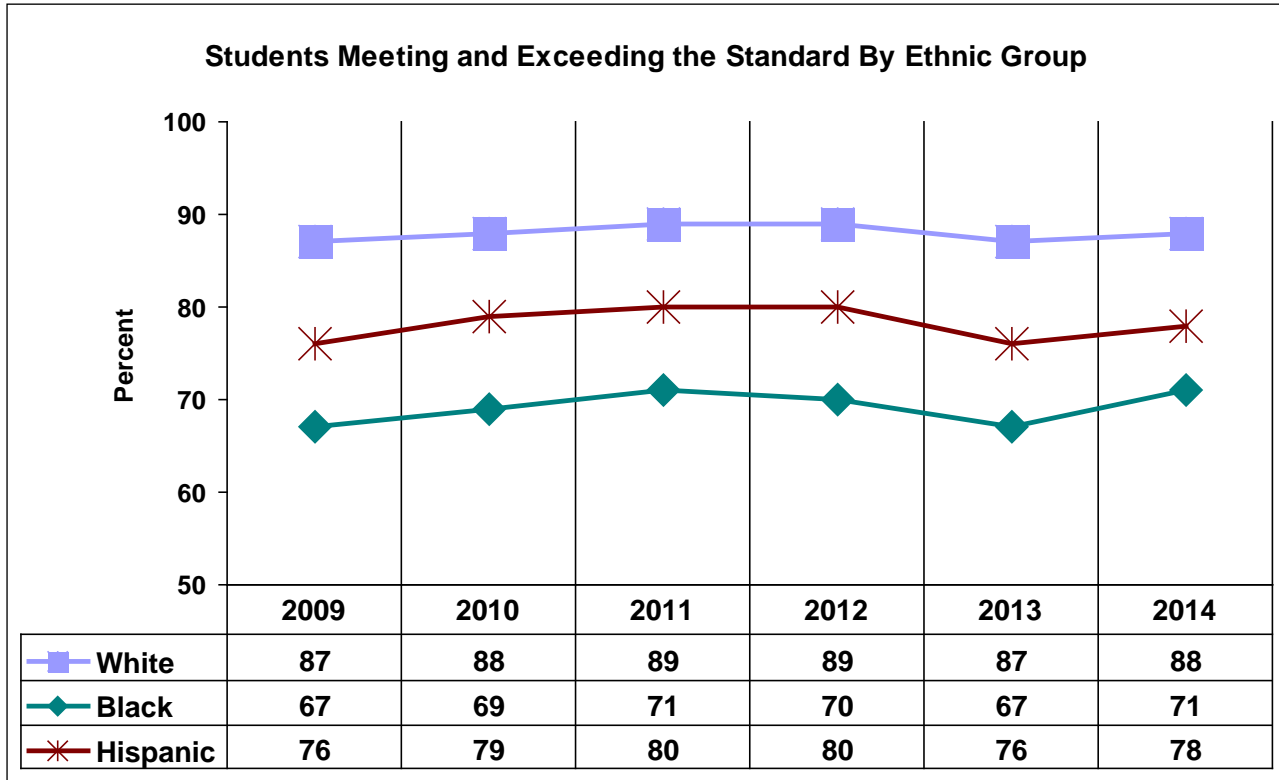
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 3 Mathematics



Percentage of Students Meeting and Exceeding the Standard

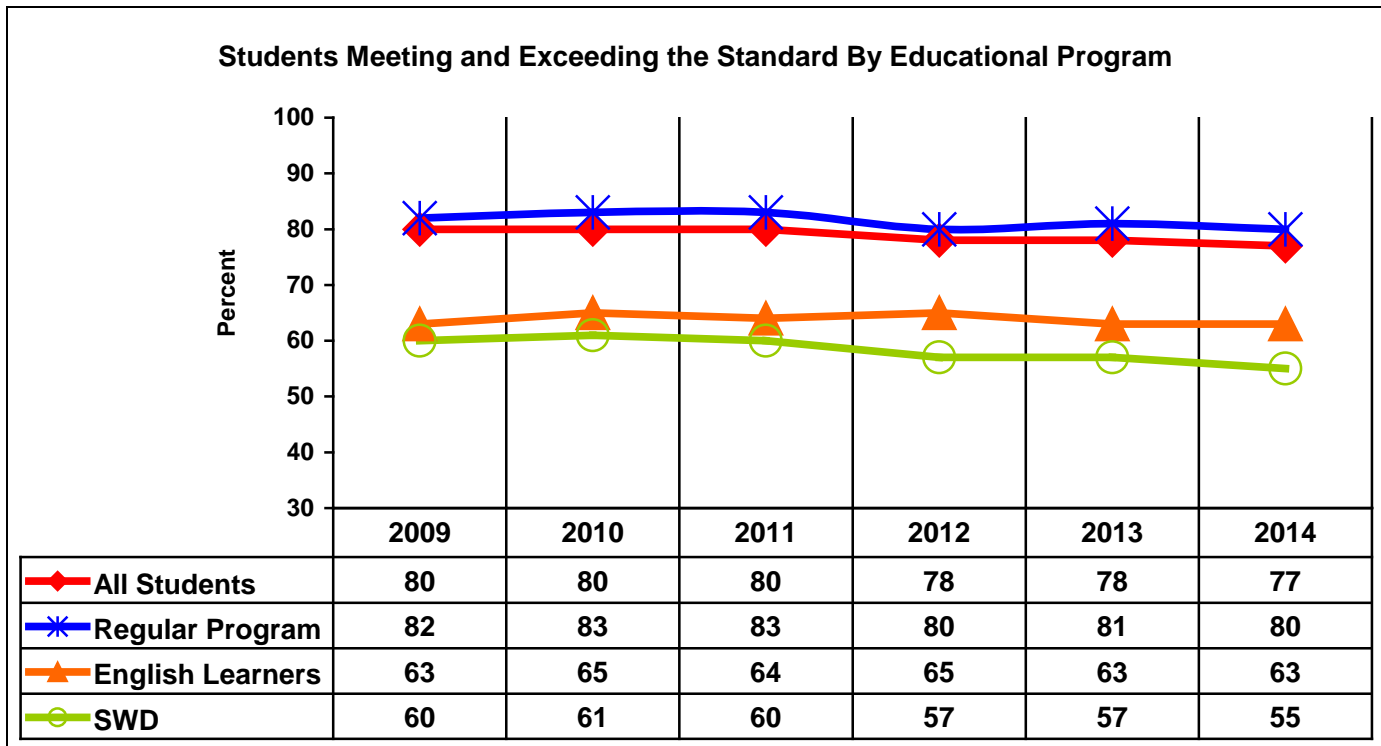
Grade 3 Mathematics



Percentage of Students Meeting and Exceeding the Standard

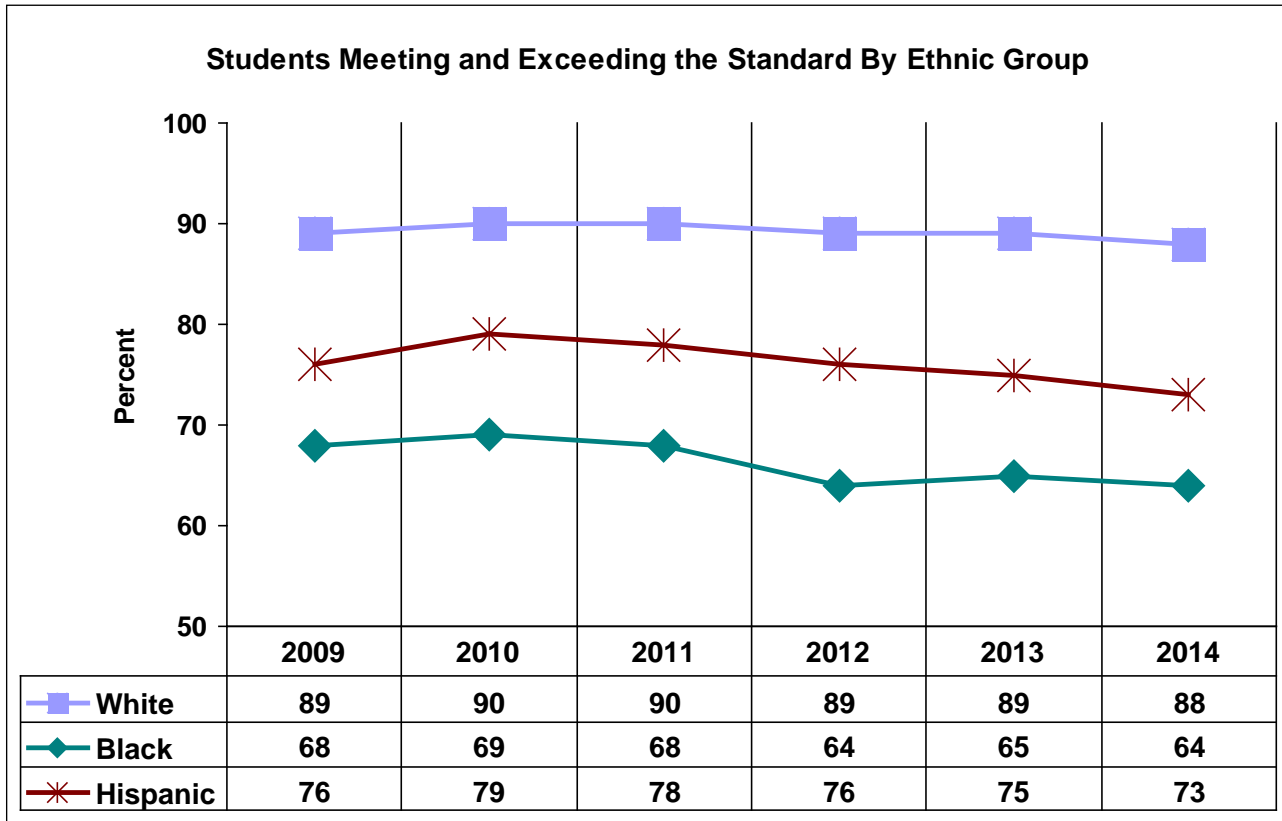
Grade 3 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	80	80	80	78	78	77	-1	-3
Regular Program Students	82	83	83	80	81	80	-1	-2
English Learners	63	65	64	65	63	63	0	0
Students with Disabilities	60	61	60	57	57	55	-2	-5
Asian	90	90	91	91	89	90	+1	0
Black	68	69	68	64	65	64	-1	-4
Hispanic	76	79	78	76	75	73	-2	-3
Native American/Alaskan	78	82	86	82	80	77	-3	-1
White	89	90	90	89	89	88	-1	-1
Multiracial	84	85	85	83	83	82	-1	-2
Female	82	82	82	80	80	79	-1	-3
Male	78	79	79	76	76	75	-1	-3

Grade 3 Science



Percentage of Students Meeting and Exceeding the Standard

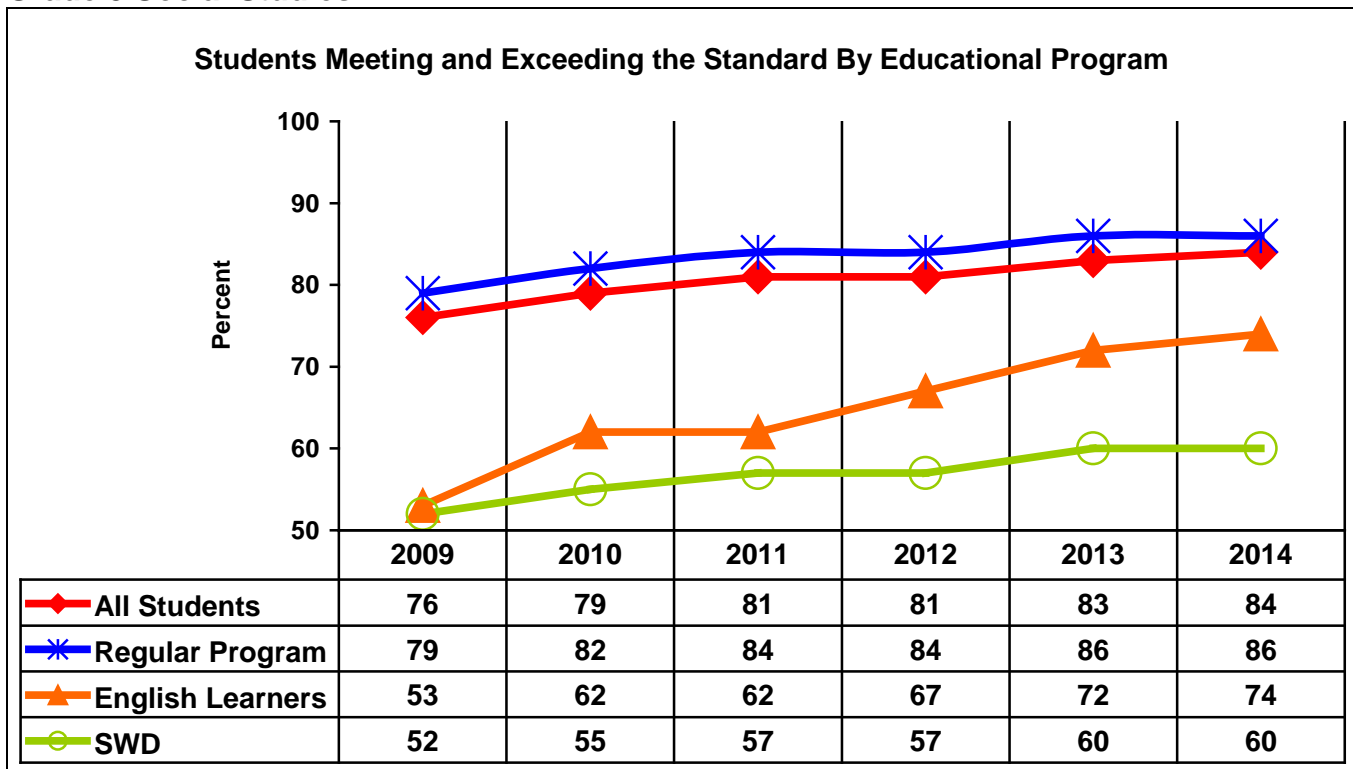
Grade 3 Science



Percentage of Students Meeting and Exceeding the Standard

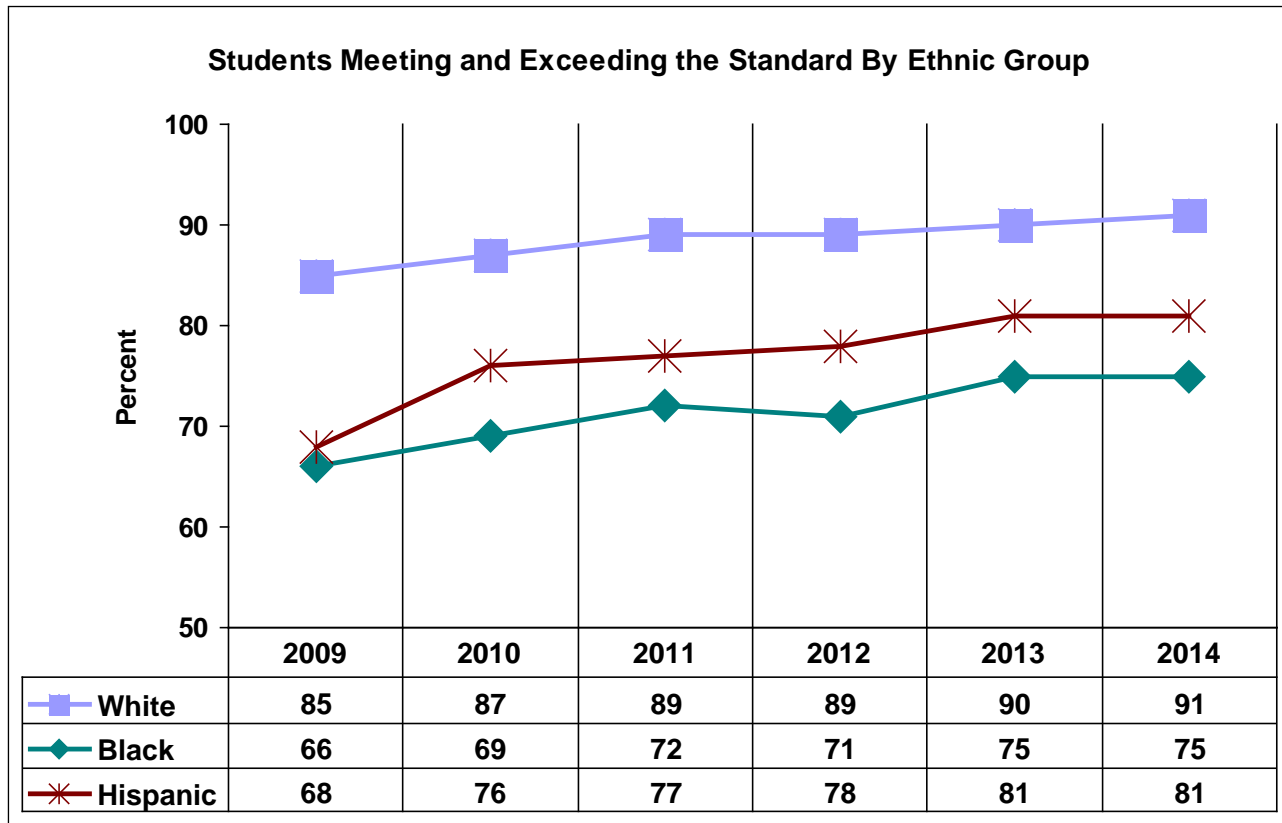
Grade 3 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	76	79	81	81	83	84	+1	+8
Regular Program Students	79	82	84	84	86	86	0	+7
English Learners	53	62	62	67	72	74	+2	+21
Students with Disabilities	52	55	57	57	60	60	0	+8
Asian	89	92	92	92	93	94	+1	+5
Black	66	69	72	71	75	75	0	+9
Hispanic	68	76	77	78	81	81	0	+13
Native American/Alaskan	77	81	84	86	83	82	-1	+5
White	85	87	89	89	90	91	+1	+6
Multiracial	80	84	85	85	87	88	+1	+8
Female	78	81	83	83	85	85	0	+7
Male	74	77	79	79	82	82	0	+8

Grade 3 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 3 Social Studies

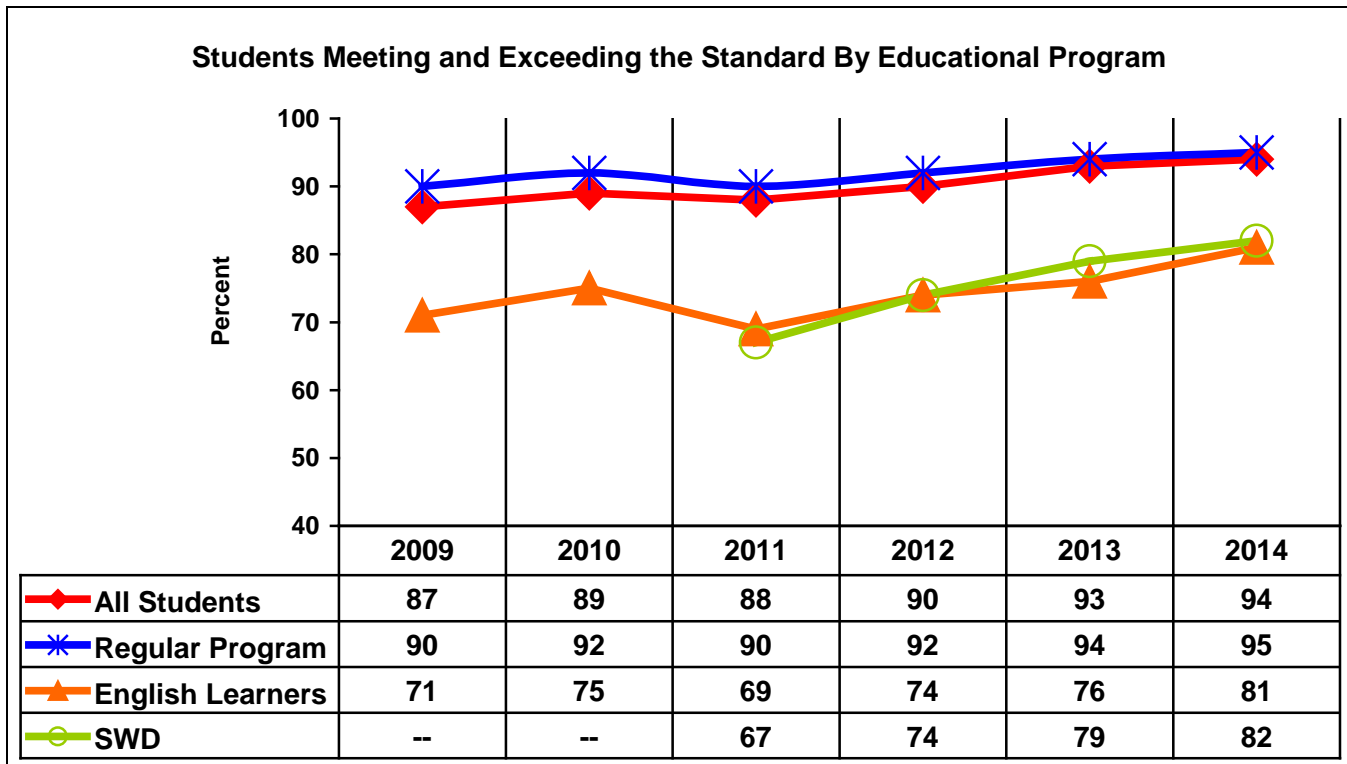


Percentage of Students Meeting and Exceeding the Standard

Grade 4 Reading								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	87	89	88	90	93	94	+1	+7
Regular Program	90	92	90	92	94	95	+1	+5
English Learners	71	75	69	74	76	81	+5	+10
Students with Disabilities*	--	--	67	74	79	82	+3	--
Asian	94	95	94	94	97	97	0	+3
Black	80	83	81	84	88	89	+1	+9
Hispanic	84	88	86	89	91	93	+2	+9
Native American/Alaskan	90	92	95	95	95	96	+1	+6
White	93	94	94	95	96	97	+1	+4
Multiracial	91	92	91	93	95	96	+1	+5
Female	90	92	91	92	94	95	+1	+5
Male	84	87	85	88	91	92	+1	+8

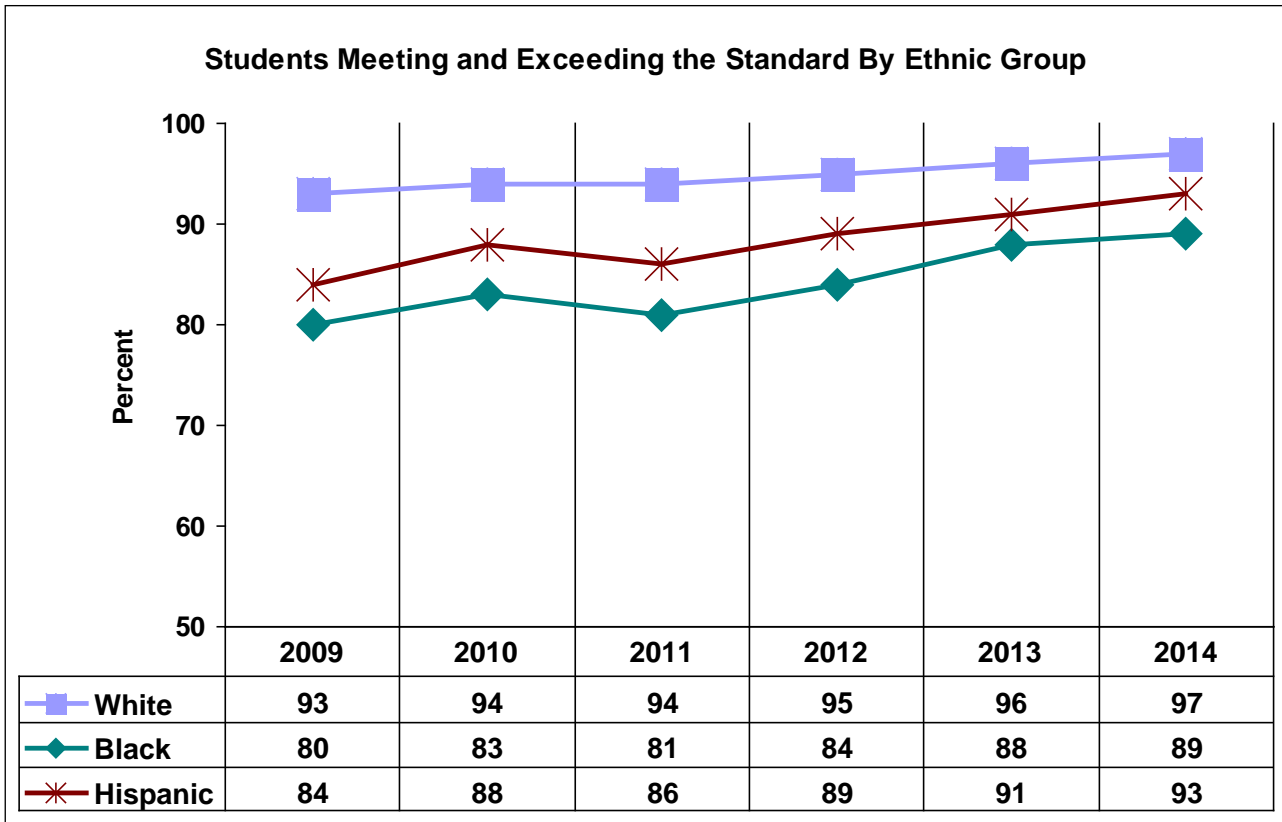
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 4 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 4 Reading

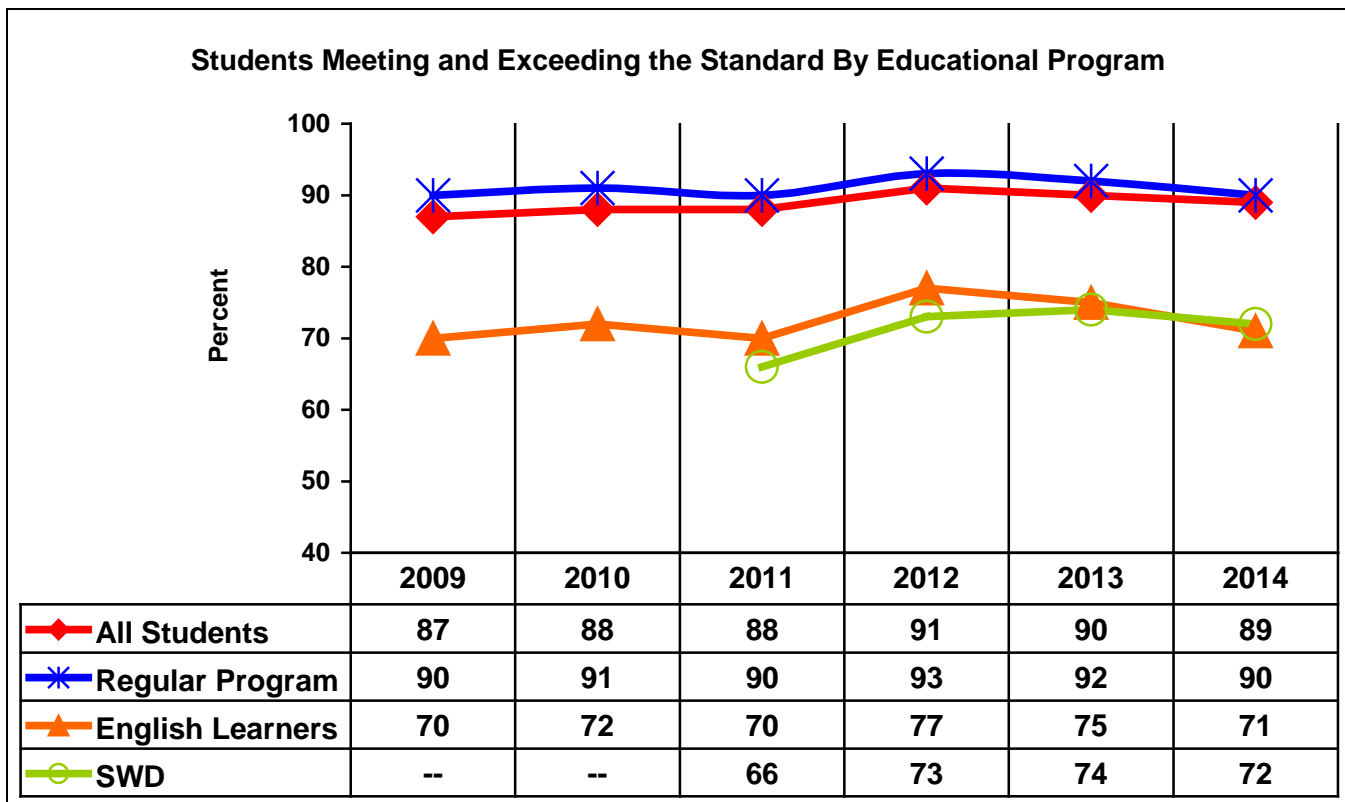


Percentage of Students Meeting and Exceeding the Standard

Grade 4 English/Language Arts								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	87	88	88	91	90	89	-1	+2
Regular Program Students	90	91	90	93	92	90	-2	0
English Learners	70	72	70	77	75	71	-4	+1
Students with Disabilities*	--	--	66	73	74	72	-2	--
Asian	95	95	95	96	96	95	-1	0
Black	82	82	82	86	84	83	-1	+1
Hispanic	84	86	87	90	90	88	-2	+4
Native American/Alaskan	88	86	92	95	91	91	0	+3
White	91	92	93	95	95	93	-2	+2
Multiracial	89	91	90	93	93	91	-2	+2
Female	91	91	91	93	93	92	-1	+1
Male	83	84	85	88	88	86	-2	+3

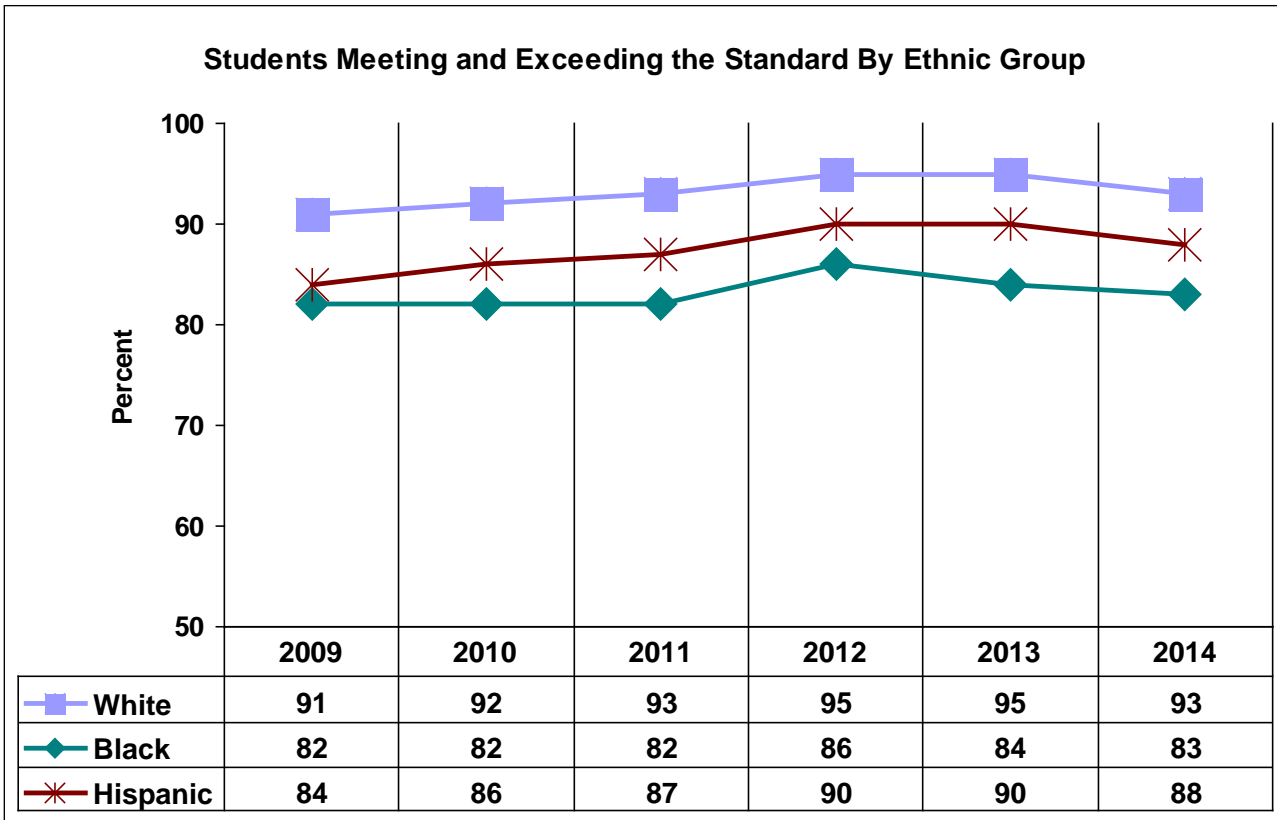
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Grade 4 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 4 English/Language Arts

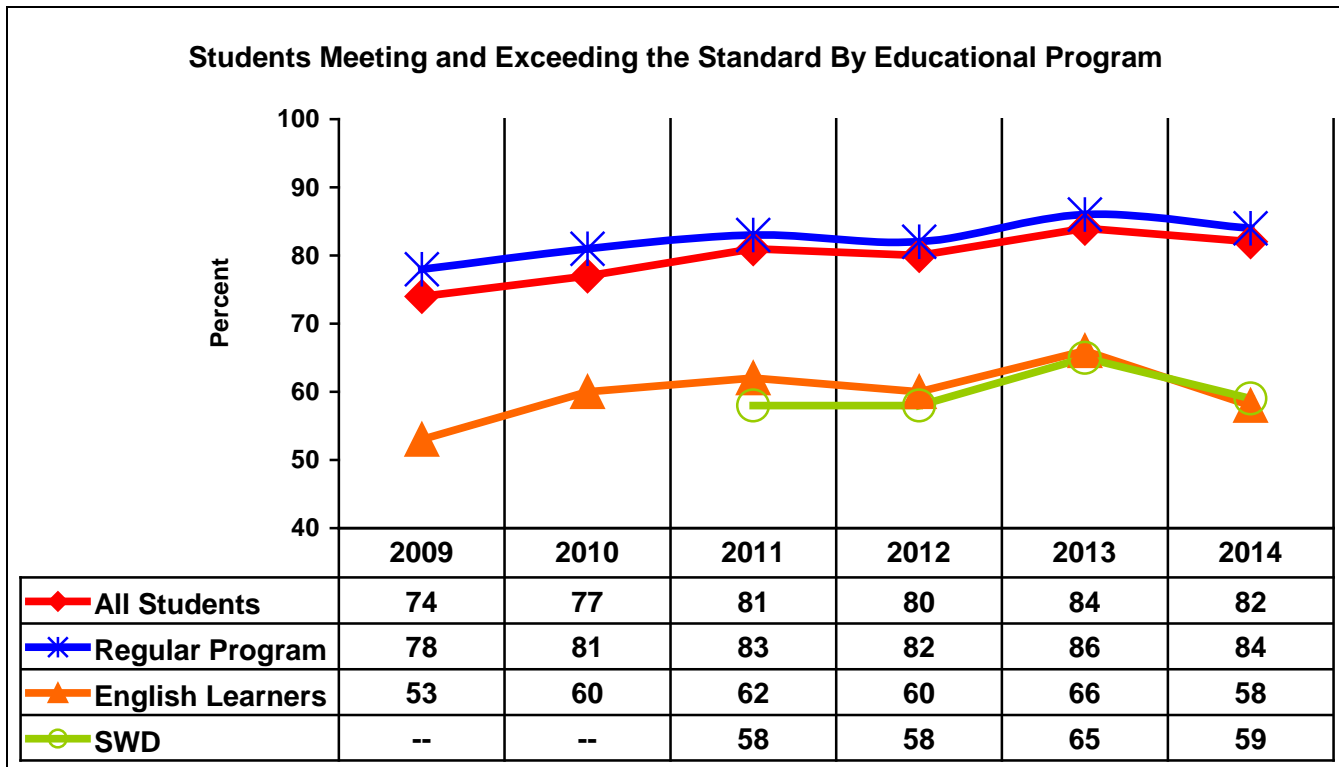


Percentage of Students Meeting and Exceeding the Standard

Grade 4 Mathematics								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	74	77	81	80	84	82	-2	+8
Regular Program Students	78	81	83	82	86	84	-2	+6
English Learners	53	60	62	60	66	58	-8	+5
Students with Disabilities*	--	--	58	58	65	59	-6	--
Asian	92	92	92	93	95	94	-1	+2
Black	61	64	70	69	74	71	-3	+10
Hispanic	71	77	81	79	84	80	-4	+9
Native American/Alaskan	76	80	92	84	85	83	-2	+7
White	84	86	89	88	91	90	-1	+6
Multiracial	78	82	85	83	89	85	-4	+7
Female	75	78	82	81	85	83	-2	+8
Male	73	76	80	79	83	81	-2	+8

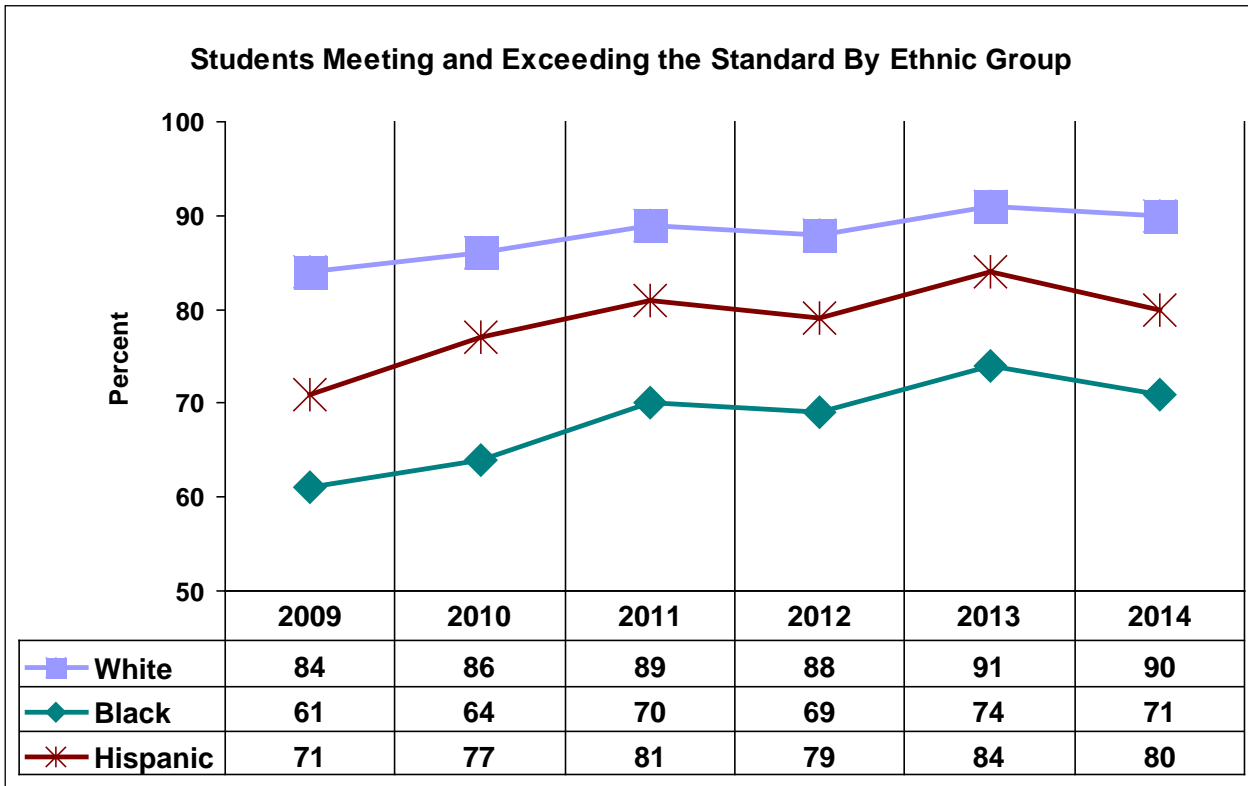
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Grade 4 Mathematics



Percentage of Students Meeting and Exceeding the Standard

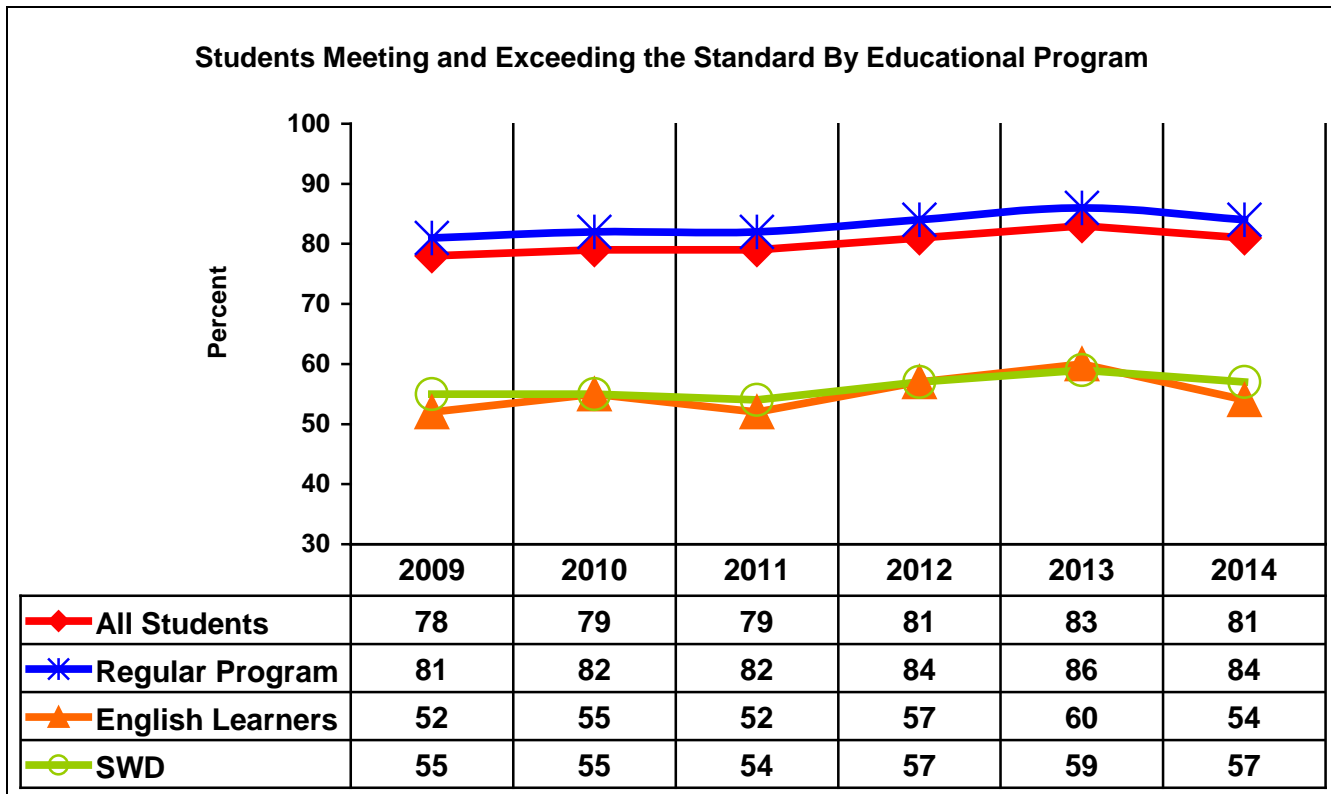
Grade 4 Mathematics



Percentage of Students Meeting and Exceeding the Standard

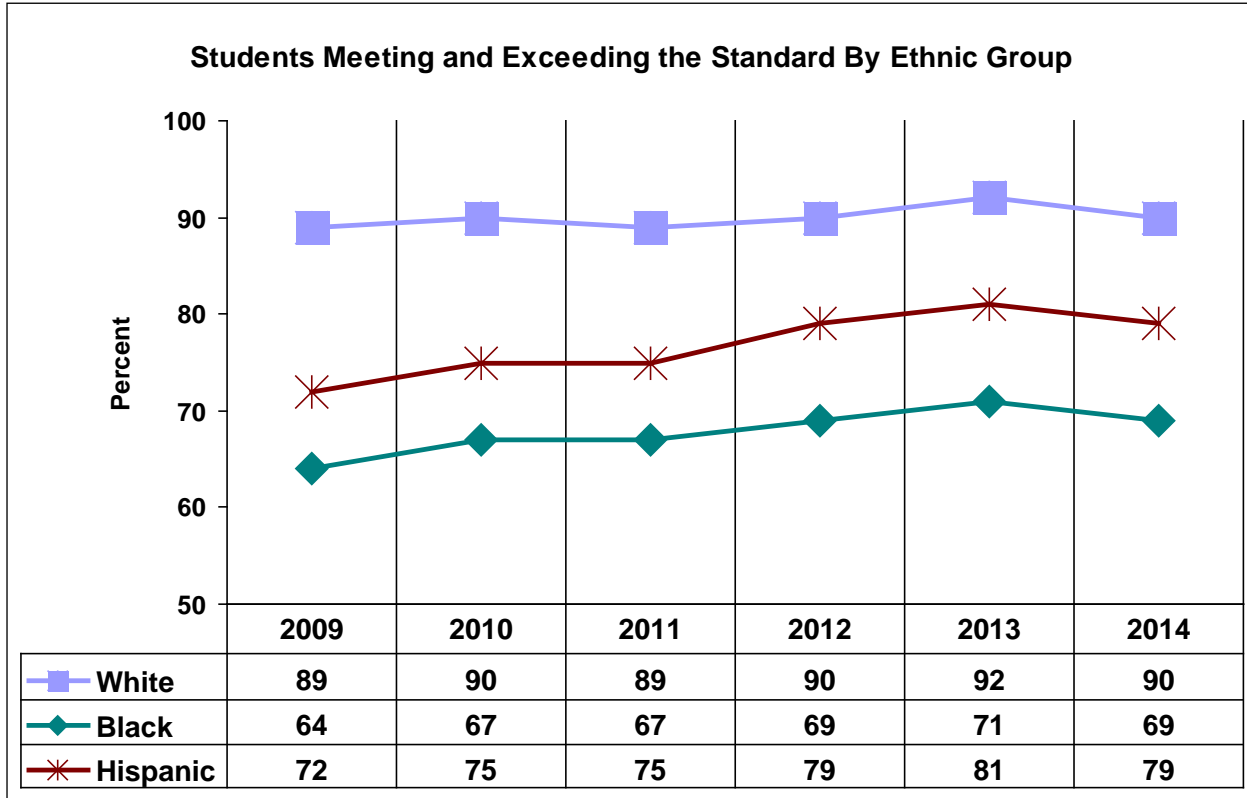
Grade 4 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	78	79	79	81	83	81	-2	+3
Regular Program Students	81	82	82	84	86	84	-2	+3
English Learners	52	55	52	57	60	54	-6	+2
Students with Disabilities	55	55	54	57	59	57	-2	+2
Asian	90	91	90	91	92	92	0	+2
Black	64	67	67	69	71	69	-2	+5
Hispanic	72	75	75	79	81	79	-2	+7
Native American/Alaskan	78	83	87	84	88	82	-6	+4
White	89	90	89	90	92	90	-2	+1
Multiracial	83	85	85	86	88	86	-2	+3
Female	77	79	79	81	83	82	-1	+5
Male	78	79	79	81	82	80	-2	+2

Grade 4 Science



Percentage of Students Meeting and Exceeding the Standard

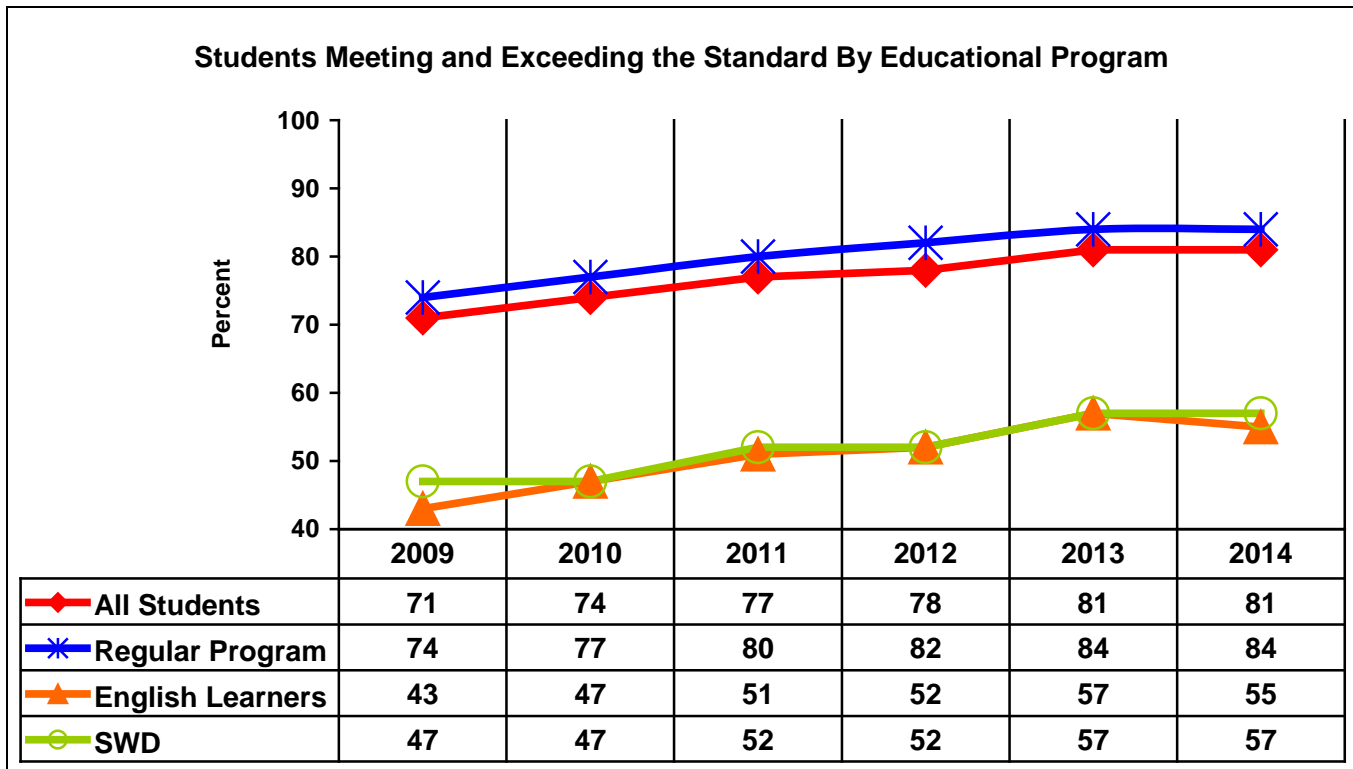
Grade 4 Science



Percentage of Students Meeting and Exceeding the Standard

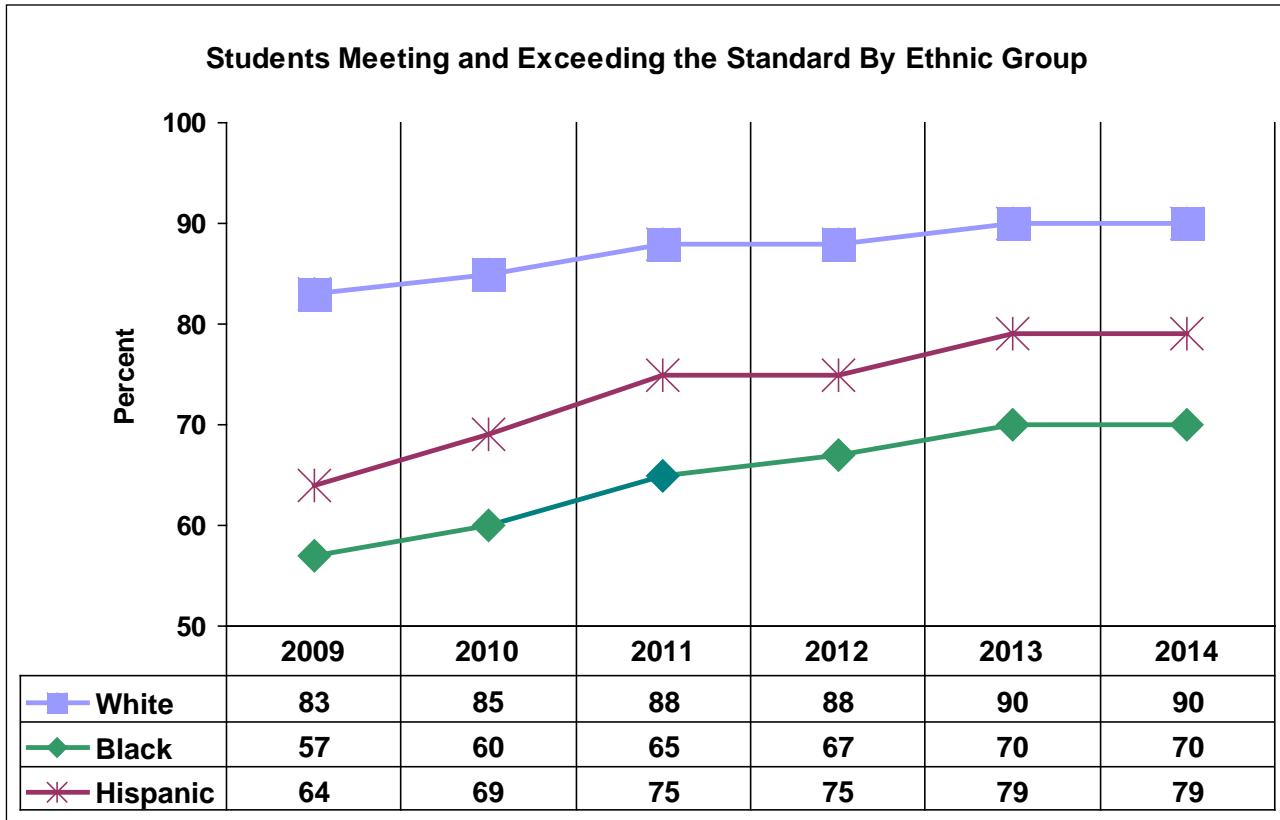
Grade 4 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	71	74	77	78	81	81	0	+10
Regular Program Students	74	77	80	82	84	84	0	+10
English Learners	43	47	51	52	57	55	-2	+12
Students with Disabilities	47	47	52	52	57	57	0	+10
Asian	88	90	90	91	93	92	-1	+4
Black	57	60	65	67	70	70	0	+13
Hispanic	64	69	75	75	79	79	0	+15
Native American/Alaskan	74	77	84	84	85	85	0	+11
White	83	85	88	88	90	90	0	+7
Multiracial	76	79	82	83	87	85	-2	+9
Female	72	74	79	80	82	82	0	+10
Male	70	73	76	77	80	80	0	+10

Grade 4 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 4 Social Studies

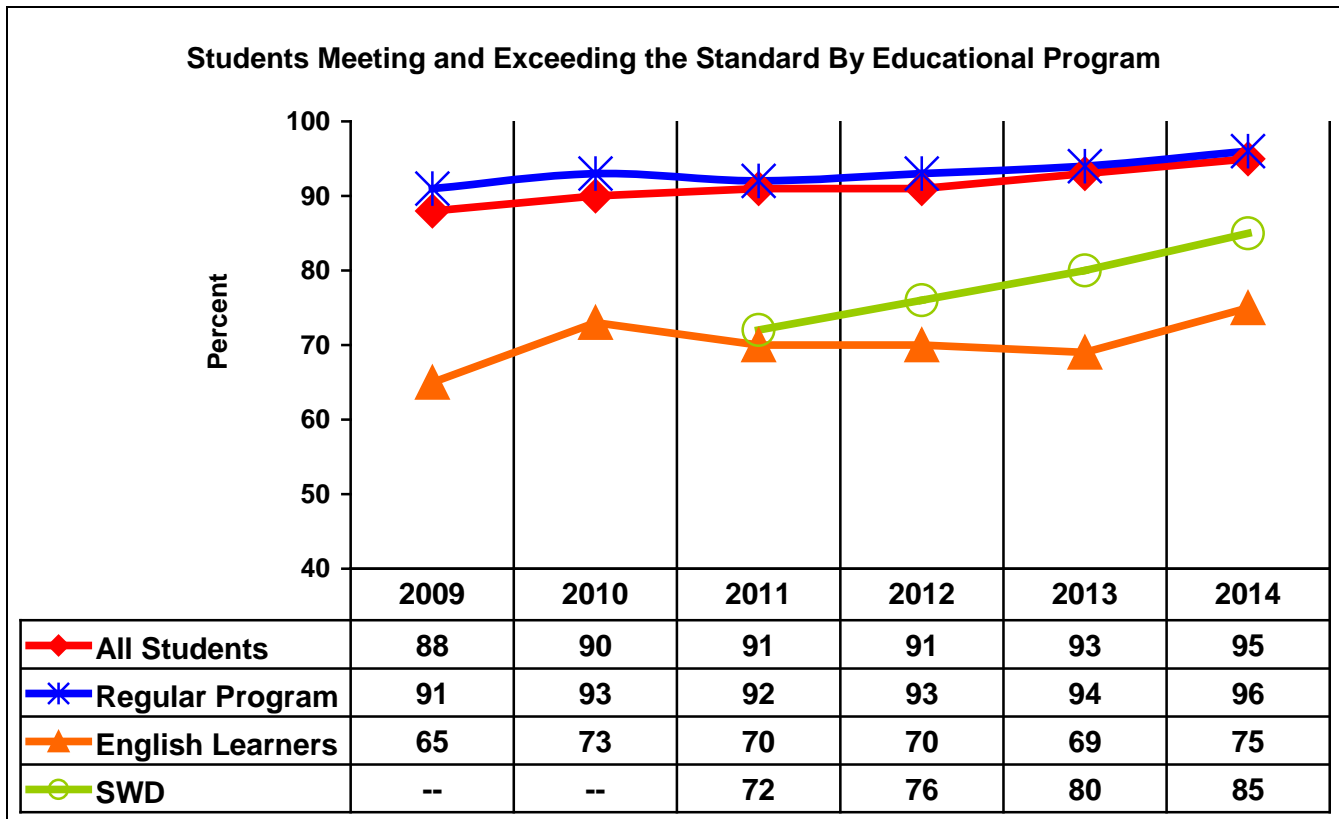


Percentage of Students Meeting and Exceeding the Standard

Grade 5 Reading								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	88	90	91	91	93	95	+2	+7
Regular Program Students	91	93	92	93	94	96	+2	+5
English Learners	65	73	70	70	69	75	+6	+10
Students with Disabilities*	--	--	72	76	80	85	+5	--
Asian	95	95	95	95	95	97	+2	+2
Black	82	83	85	86	89	92	+3	+10
Hispanic	84	88	88	90	91	93	+2	+9
Native American/Alaskan	89	93	92	94	95	97	+2	+8
White	93	95	95	96	97	98	+1	+5
Multiracial	90	93	94	94	95	97	+2	+7
Female	90	92	93	93	94	96	+2	+6
Male	85	87	88	90	92	94	+2	+9

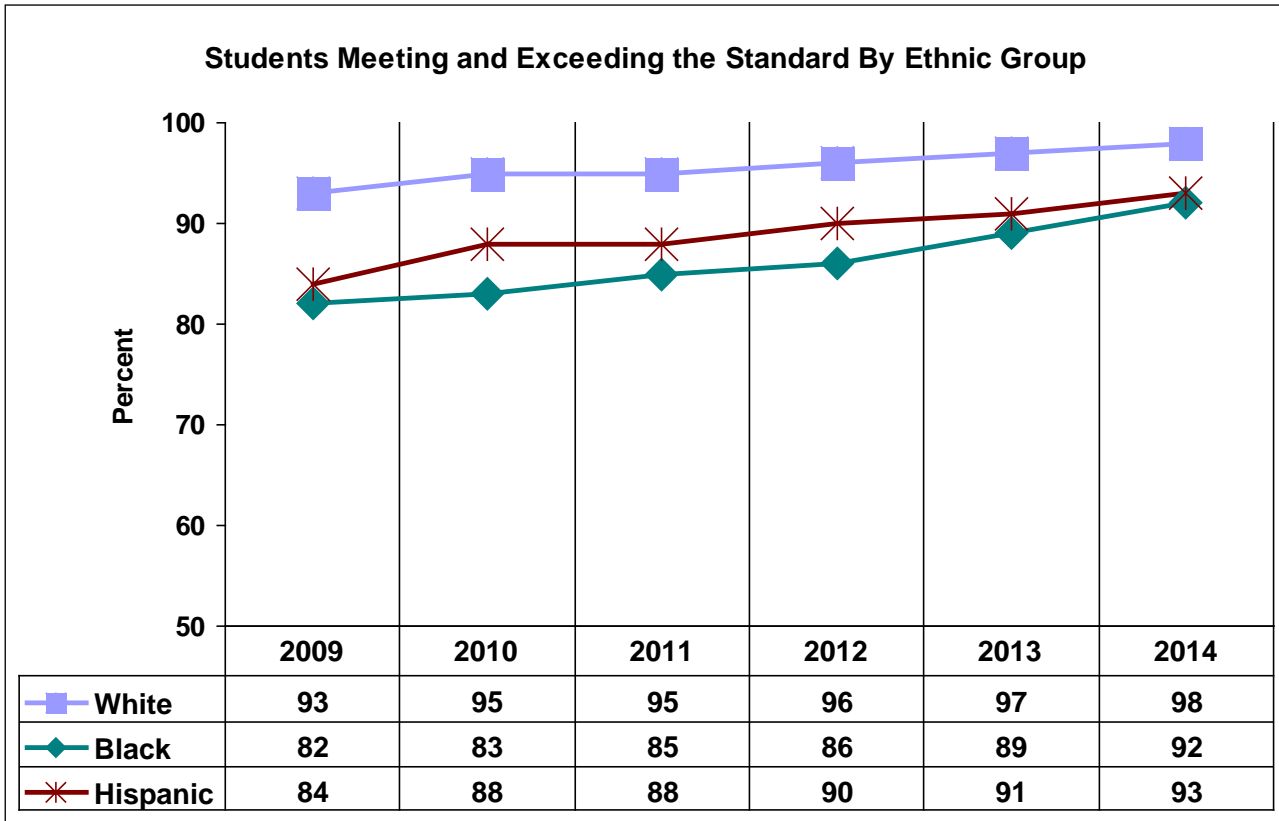
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 5 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 5 Reading

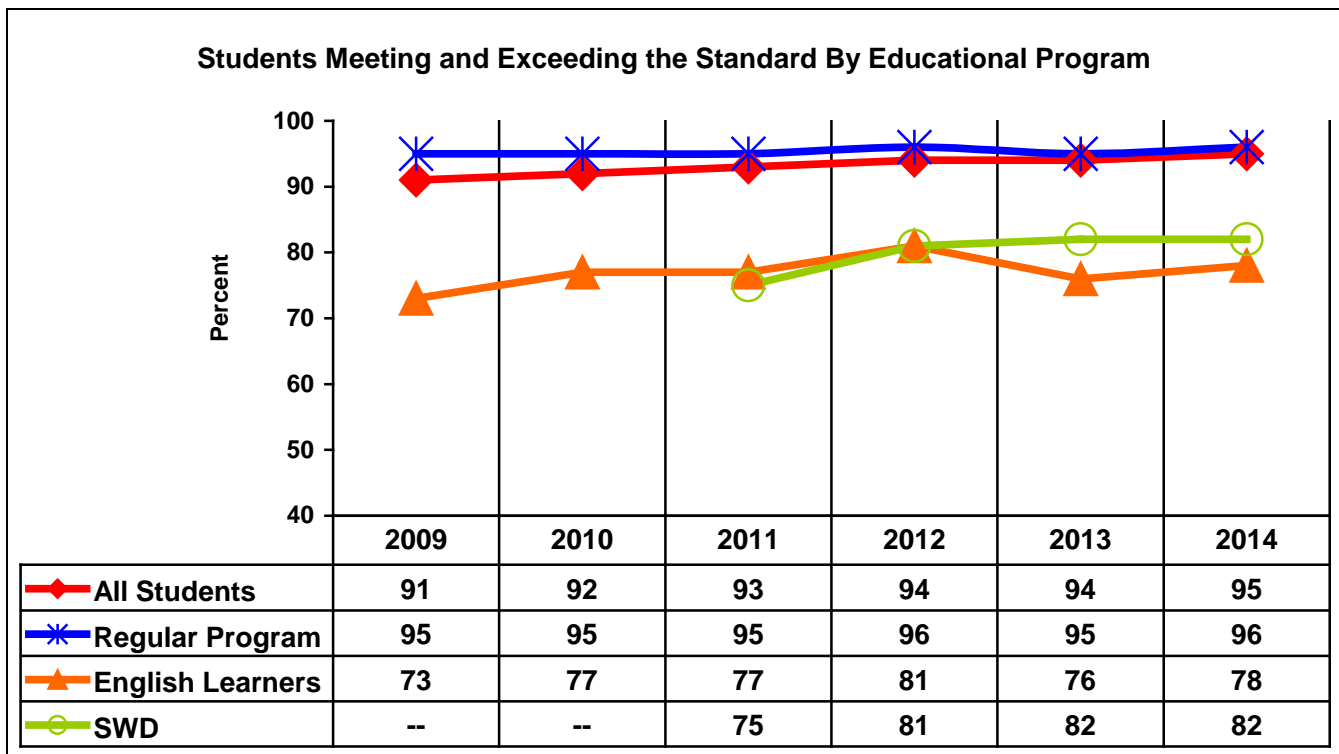


Percentage of Students Meeting and Exceeding the Standard

Grade 5 English/Language Arts								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	91	92	93	94	94	95	+1	+4
Regular Program Students	95	95	95	96	95	96	+1	+1
English Learners	73	77	77	81	76	78	+2	+5
Students with Disabilities*	--	--	75	81	82	82	0	--
Asian	96	96	96	96	96	98	+2	+2
Black	88	88	89	91	91	92	+1	+4
Hispanic	89	90	92	94	93	94	+1	+5
Native American/Alaskan	90	90	94	95	94	98	+4	+8
White	94	95	96	97	97	97	0	+3
Multiracial	92	94	95	96	96	96	0	+4
Female	94	95	95	96	96	97	+1	+3
Male	88	89	91	93	92	93	+1	+5

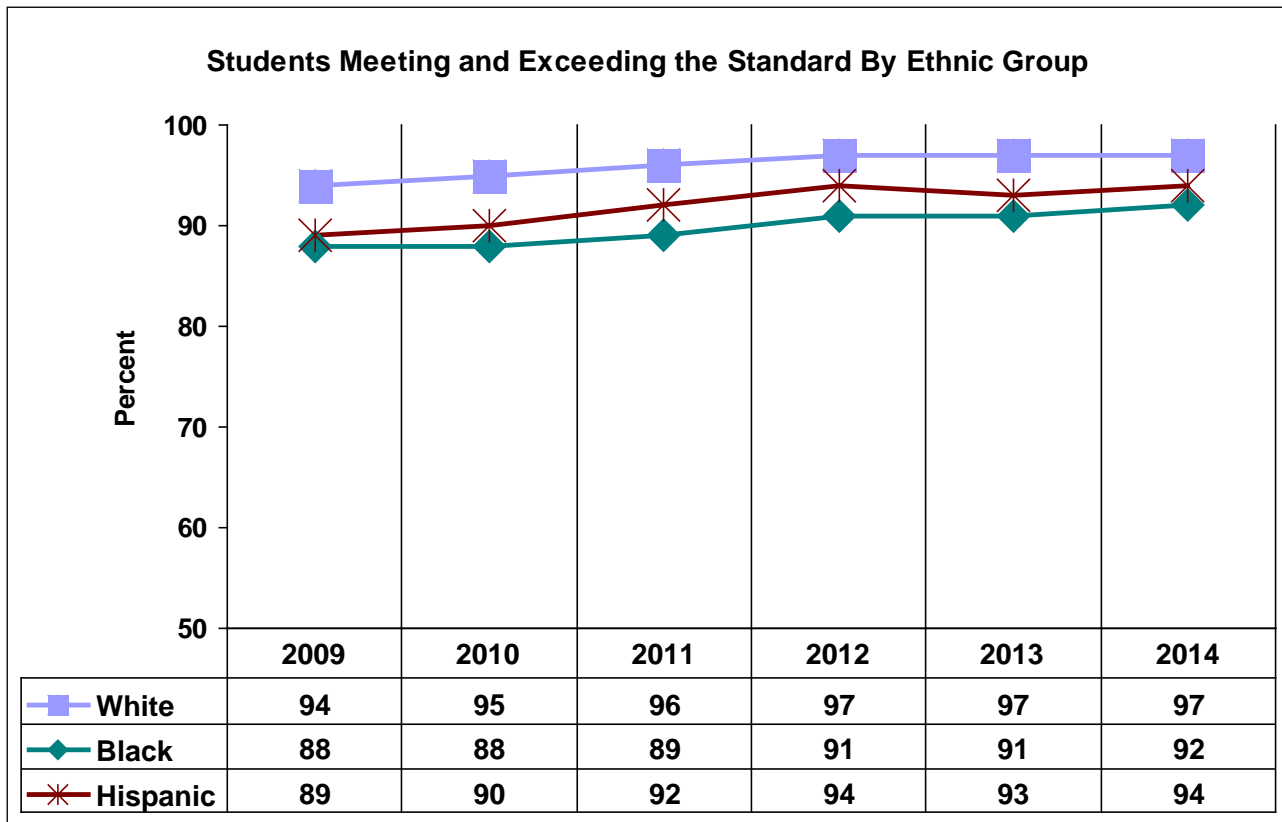
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Grade 5 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 5 English/Language Arts

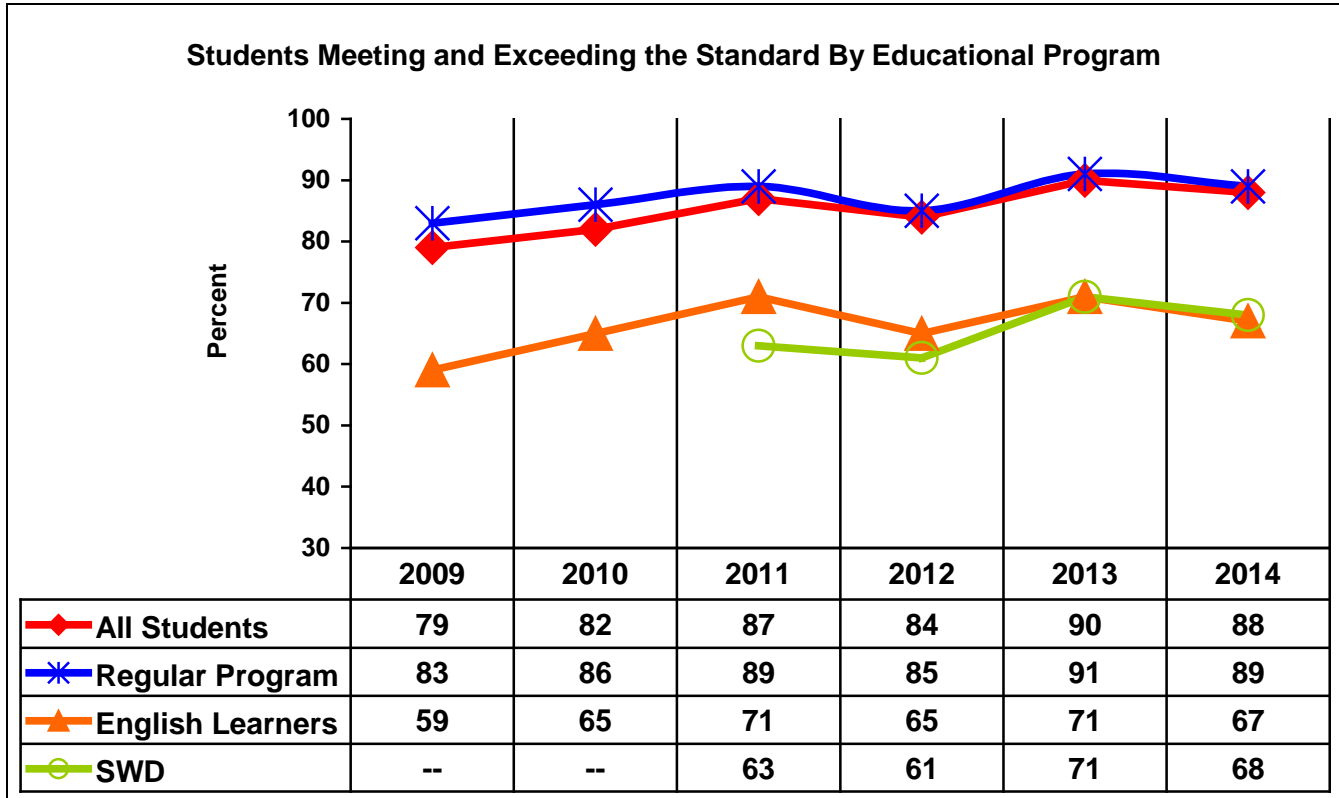


Percentage of Students Meeting and Exceeding the Standard

Grade 5 Mathematics								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	79	82	87	84	90	88	-2	+9
Regular Program Students	83	86	89	85	91	89	-2	+6
English Learners	59	65	71	65	71	67	-4	+8
Students with Disabilities*	--	--	63	61	71	68	-3	--
Asian	93	94	95	94	96	96	0	+3
Black	71	73	79	75	84	80	-4	+9
Hispanic	77	81	87	84	89	87	-2	+10
Native American/Alaskan	78	82	86	84	90	89	-1	+11
White	86	88	92	90	94	93	-1	+7
Multiracial	82	86	90	87	92	90	-2	+8
Female	82	84	88	86	91	89	-2	+7
Male	77	79	85	81	88	86	-2	+9

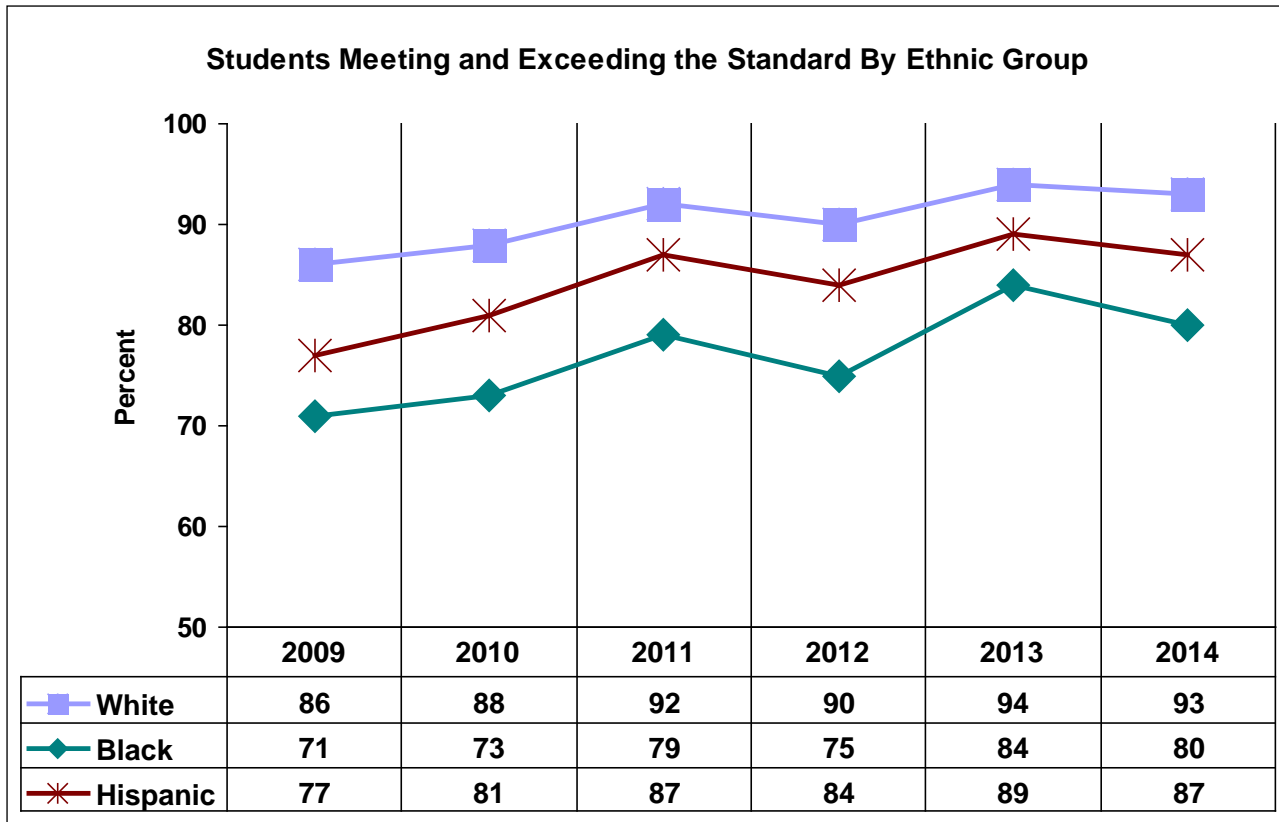
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Grade 5 Mathematics



Percentage of Students Meeting and Exceeding the Standard

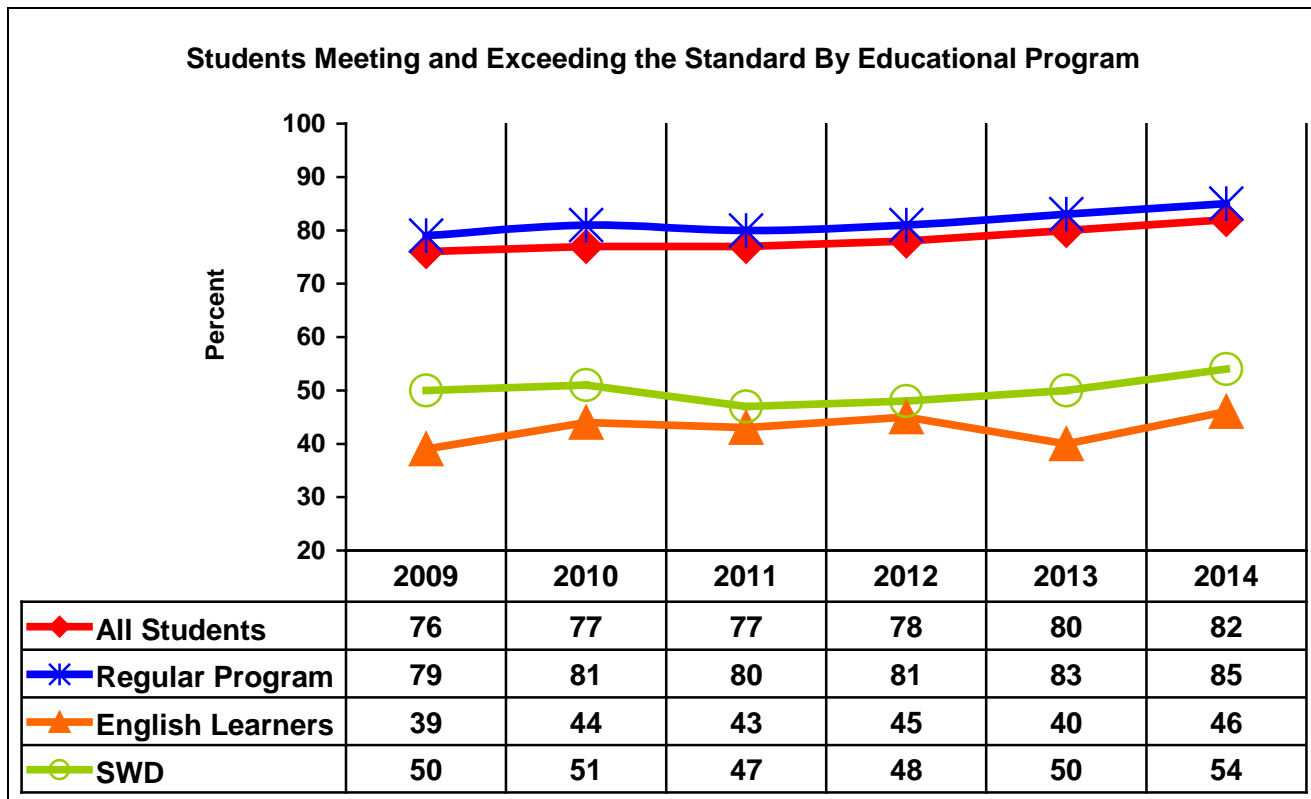
Grade 5 Mathematics



Percentage of Students Meeting and Exceeding the Standard

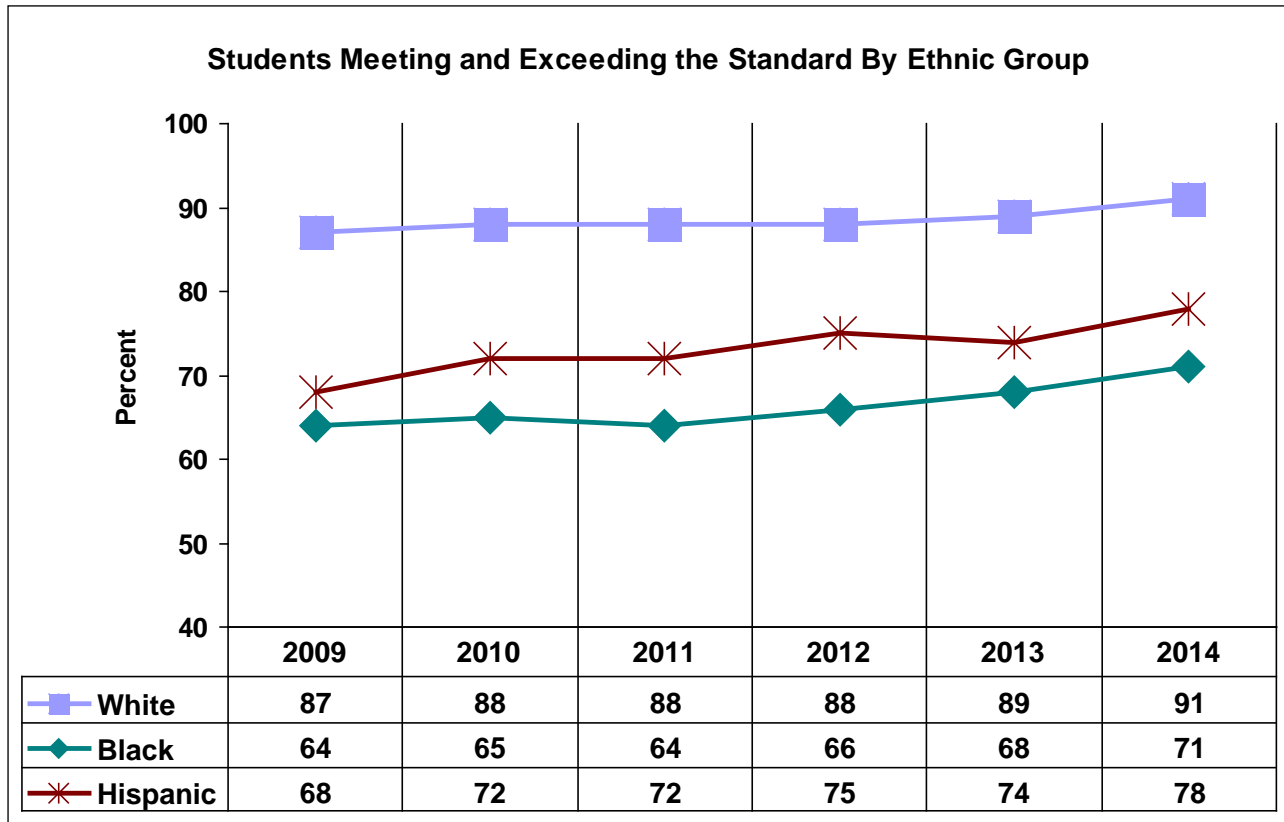
Grade 5 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	76	77	77	78	80	82	+2	+6
Regular Program Students	79	81	80	81	83	85	+2	+6
English Learners	39	44	43	45	40	46	+6	+7
Students with Disabilities	50	51	47	48	50	54	+4	+4
Asian	89	89	89	90	89	93	+4	+4
Black	64	65	64	66	68	71	+3	+7
Hispanic	68	72	72	75	74	78	+4	+10
Native American/Alaskan	82	84	81	83	79	85	+6	+3
White	87	88	88	88	89	91	+2	+4
Multiracial	81	84	82	84	85	87	+2	+6
Female	77	78	78	79	82	84	+2	+7
Male	76	77	76	77	78	80	+2	+4

Grade 5 Science



Percentage of Students Meeting and Exceeding the Standard

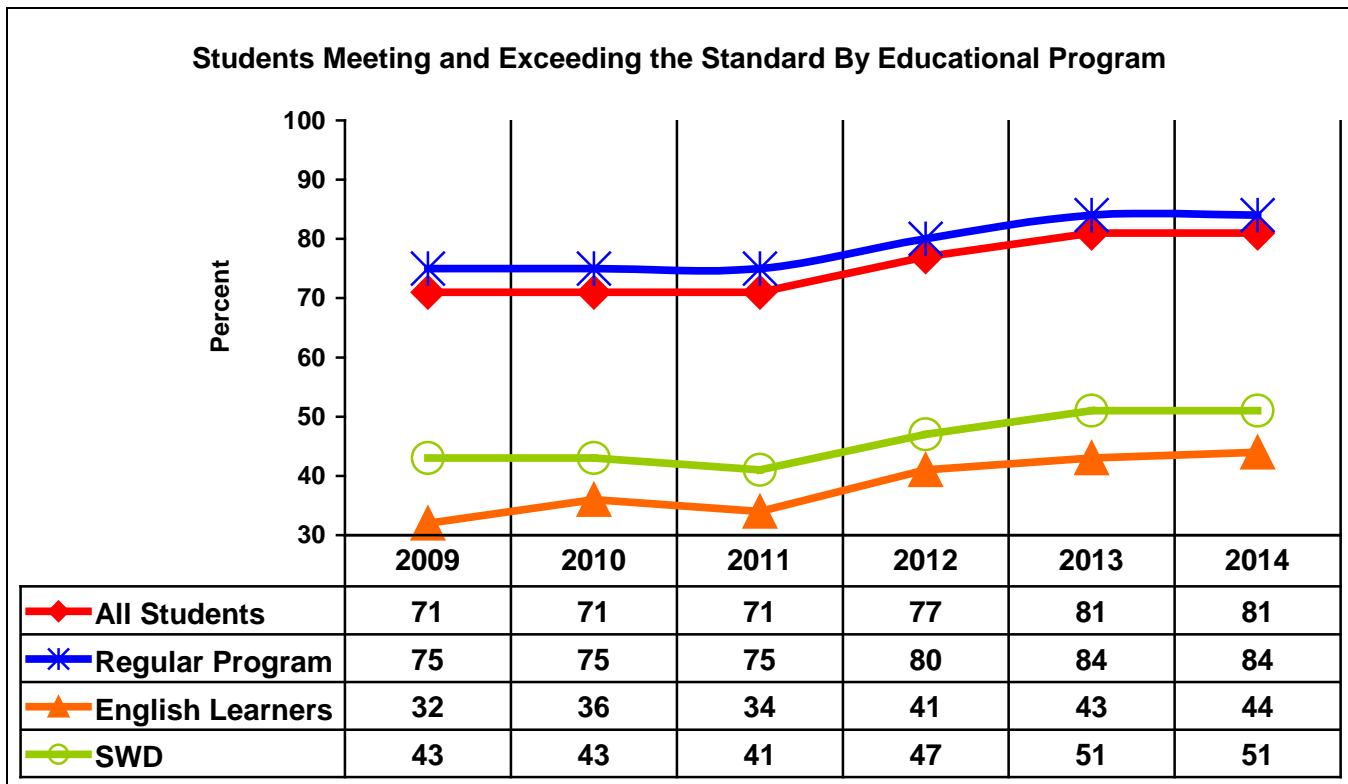
Grade 5 Science



Percentage of Students Meeting and Exceeding the Standard

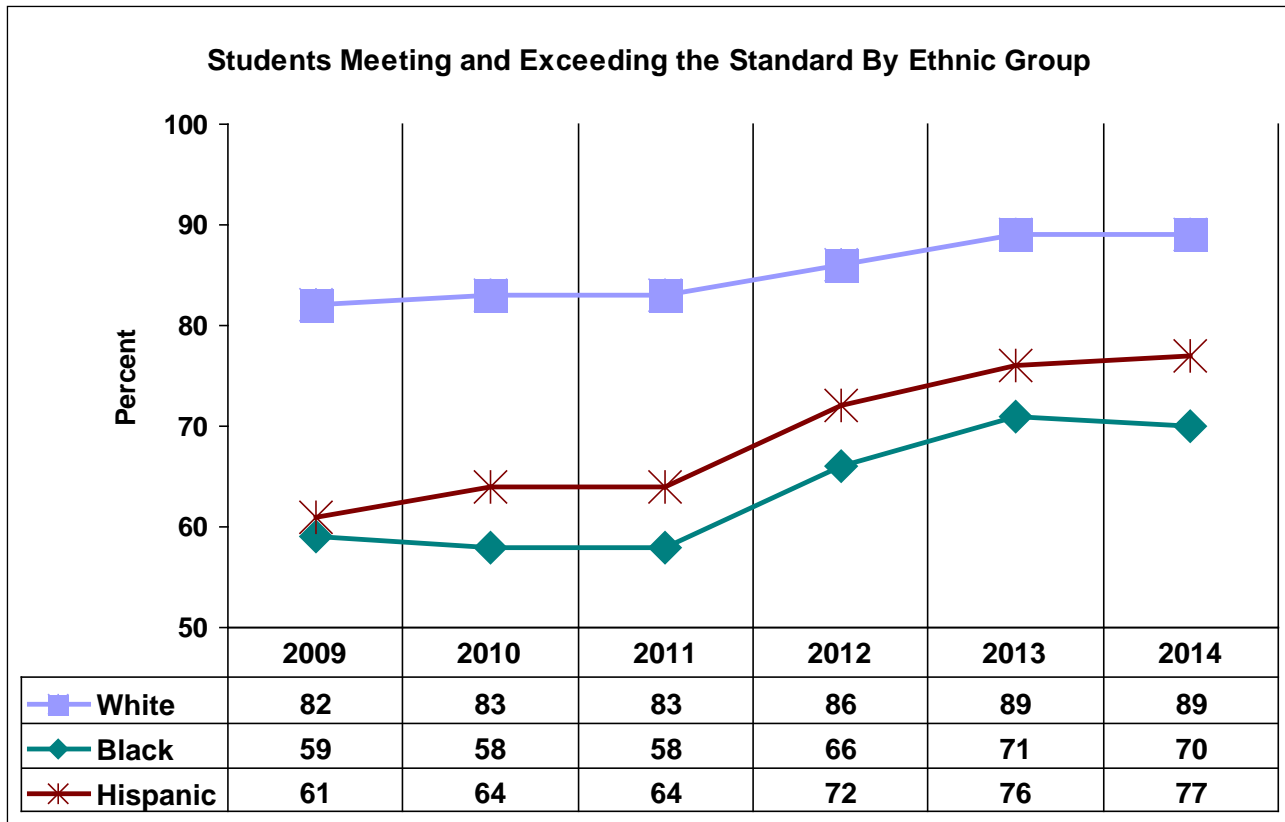
Grade 5 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2012-2013	Change 2009-2013
All Students	71	71	71	77	81	81	0	+10
Regular Program Students	75	75	75	80	84	84	0	+9
English Learners	32	36	34	41	43	44	+1	+12
Students with Disabilities	43	43	41	47	51	51	0	+8
Asian	87	88	88	89	91	93	+2	+6
Black	59	58	58	66	71	70	-1	+11
Hispanic	61	64	64	72	76	77	+1	+16
Native American/Alaskan	77	75	76	80	81	84	+3	+7
White	82	83	83	86	89	89	0	+7
Multiracial	75	77	77	82	85	85	0	+10
Female	71	72	71	77	81	81	0	+10
Male	71	71	72	76	80	81	+1	+10

Grade 5 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 5 Social Studies

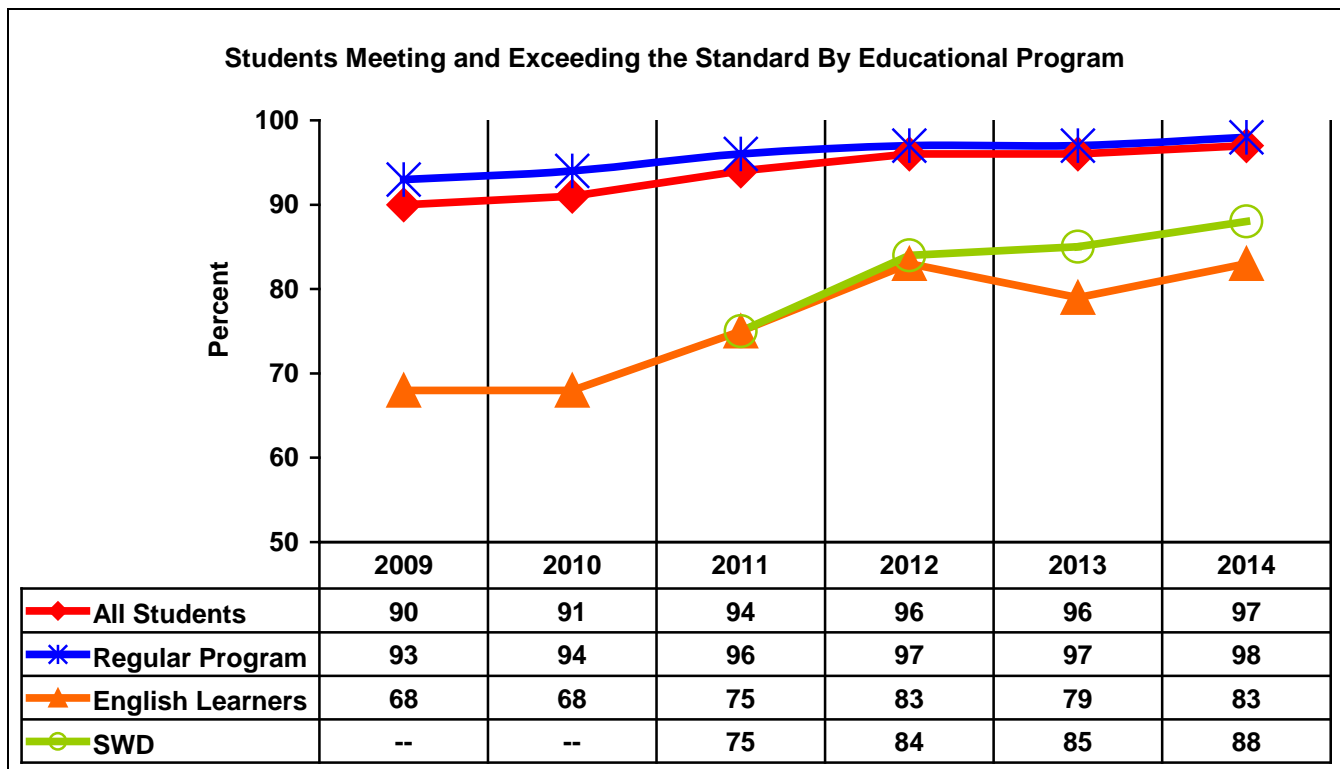


Percentage of Students Meeting and Exceeding the Standard

Grade 6 Reading								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	90	91	94	96	96	97	+1	+7
Regular Program Students	93	94	96	97	97	98	+1	+5
English Learners	68	68	75	83	79	83	+4	+15
Students with Disabilities*	--	--	75	84	85	88	+3	--
Asian	96	95	95	97	97	98	+1	+2
Black	85	87	91	94	94	96	+2	+11
Hispanic	87	89	93	96	95	97	+2	+10
Native American/Alaskan	90	91	95	95	96	98	+2	+8
White	94	95	97	98	98	99	+1	+5
Multiracial	92	93	96	97	98	98	0	+6
Female	93	94	96	97	97	98	+1	+5
Male	87	88	92	95	95	96	+1	+9

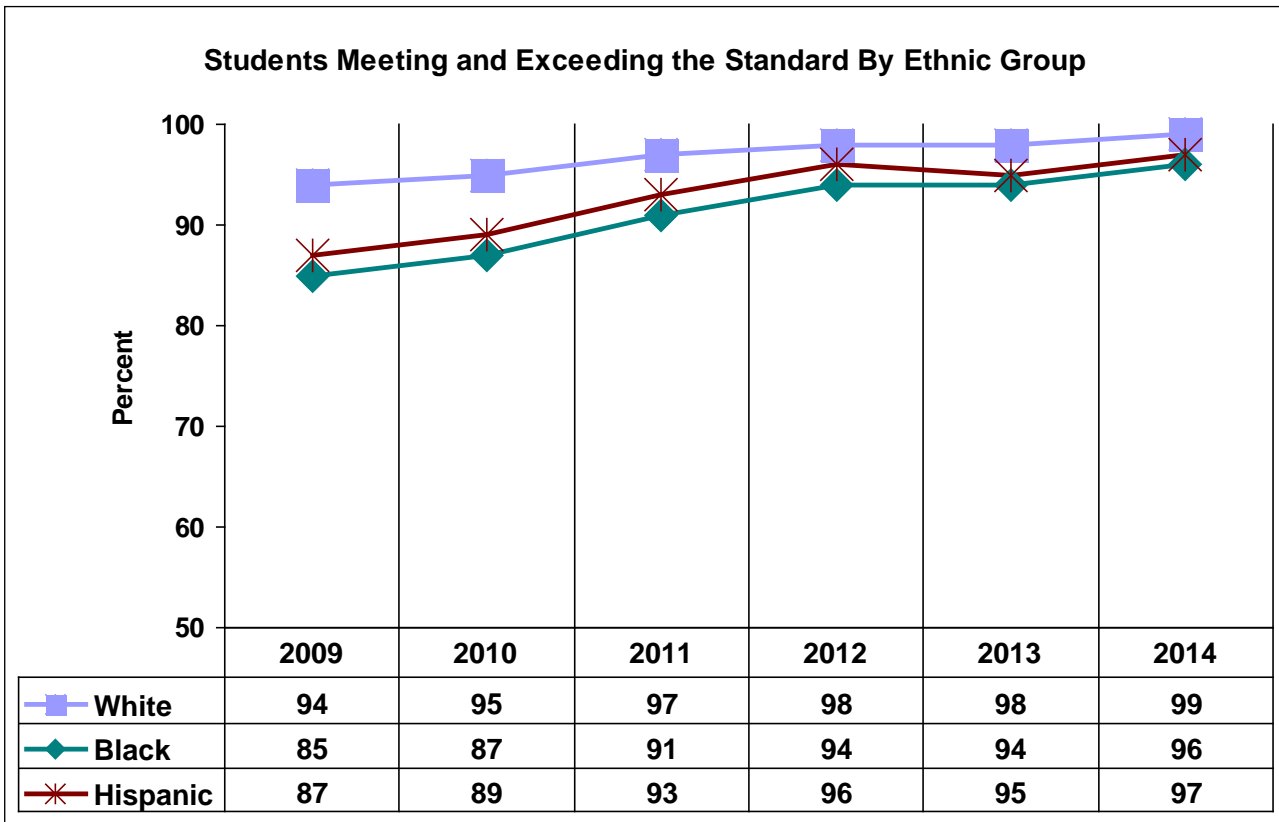
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Grade 6 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 6 Reading

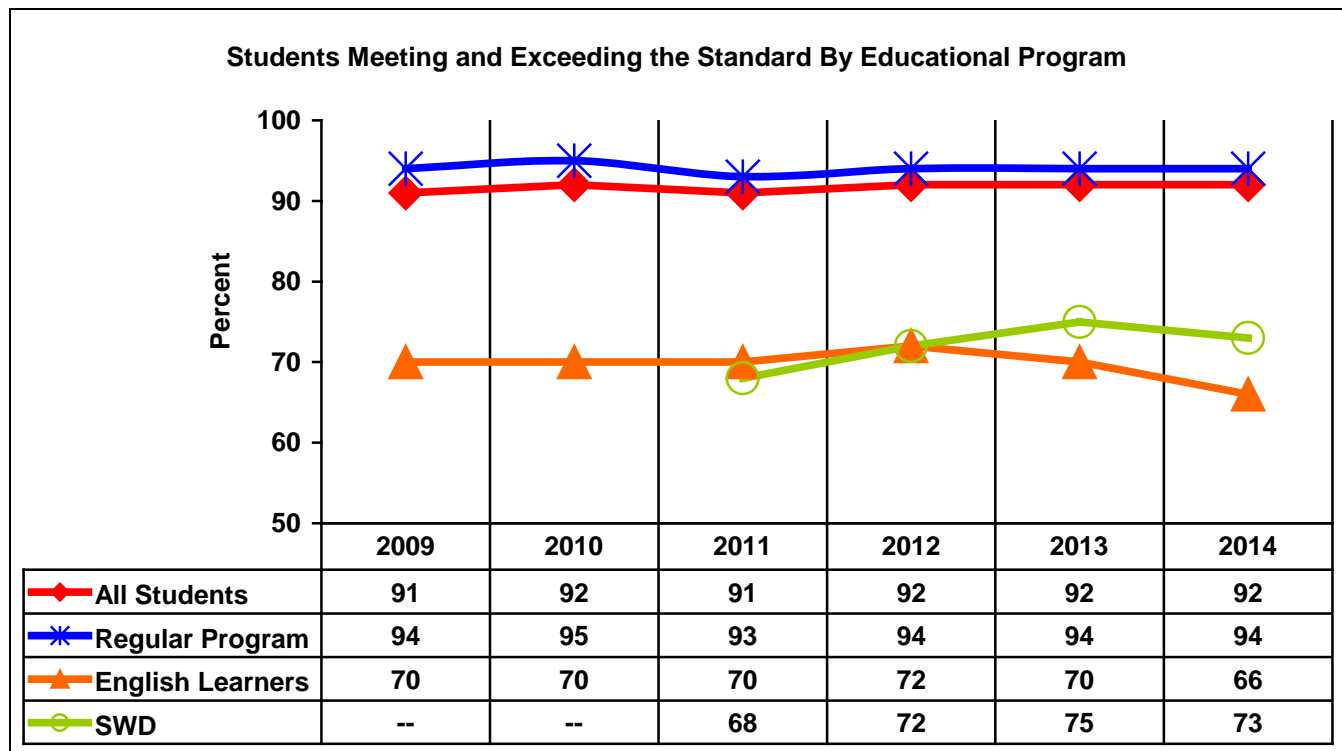


Percentage of Students Meeting and Exceeding the Standard

Grade 6 English/Language Arts								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	91	92	91	92	92	92	0	+1
Regular Program Students	94	95	93	94	94	94	0	0
English Learners	70	70	70	72	70	66	-4	-4
Students with Disabilities*	--	--	68	72	75	73	-2	--
Asian	96	96	95	96	96	95	-1	-1
Black	87	89	88	89	89	88	-1	+1
Hispanic	88	90	90	91	92	91	-1	+3
Native American/Alaskan	93	91	91	89	93	96	+3	+3
White	93	94	94	95	95	95	0	+2
Multiracial	93	93	94	93	94	93	-1	0
Female	94	95	95	95	95	95	0	+1
Male	87	89	88	89	90	89	-1	+2

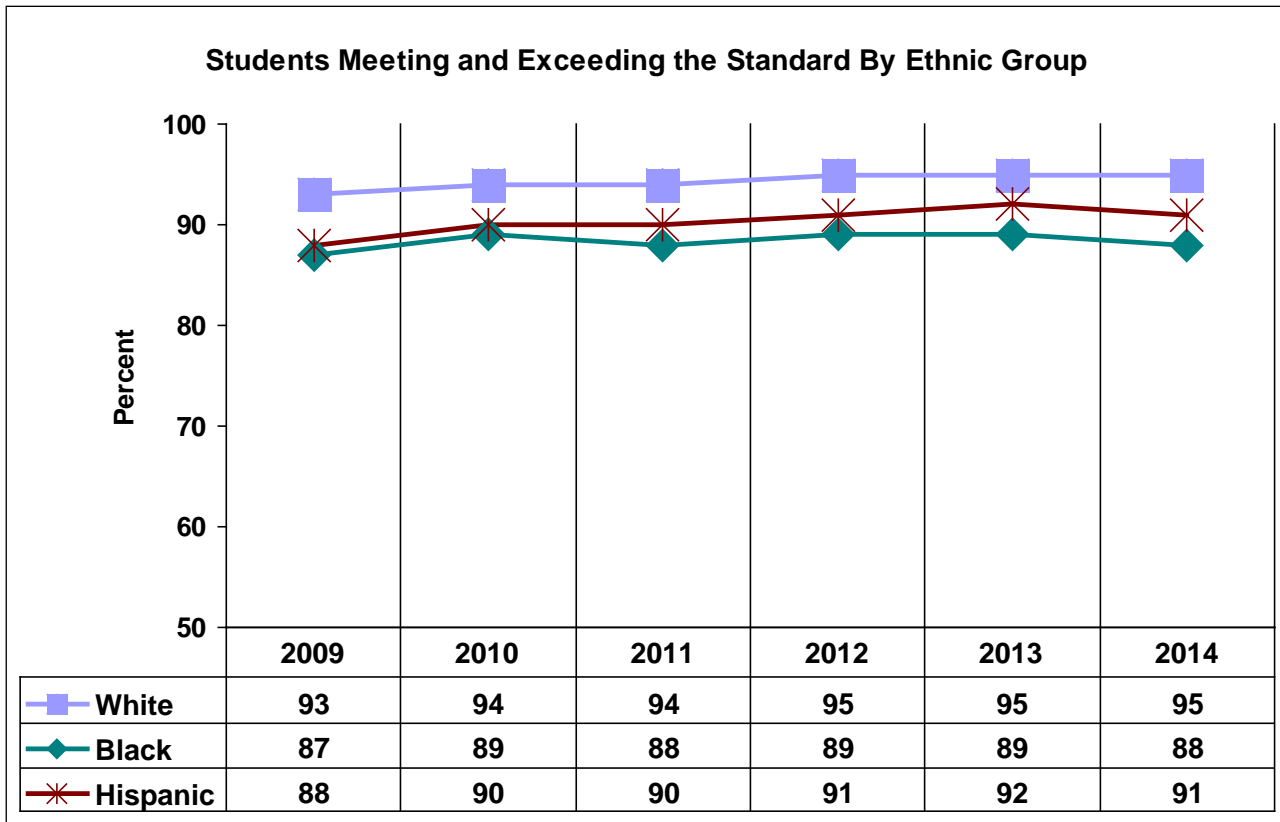
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Grade 6 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 6 English/Language Arts

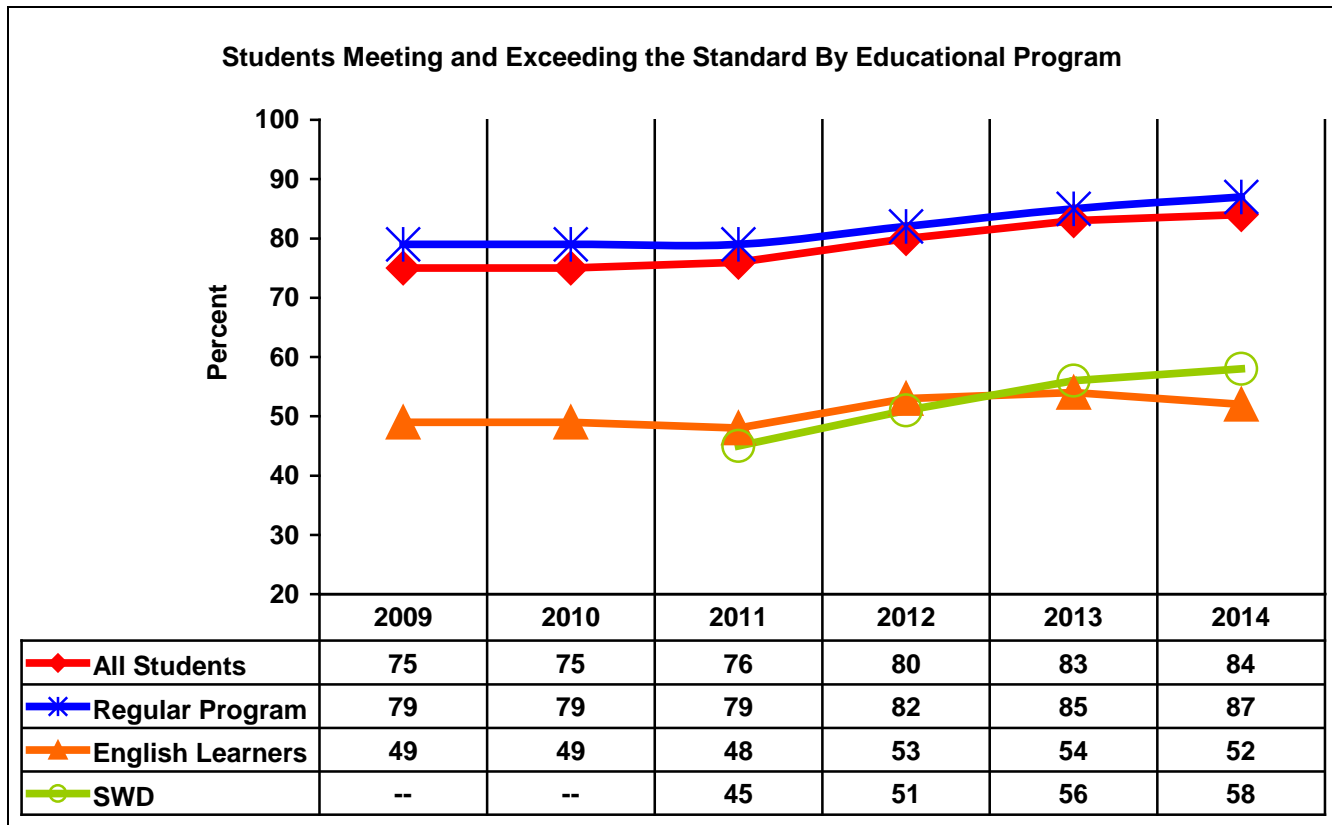


Percentage of Students Meeting and Exceeding the Standard

Grade 6 Mathematics								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	75	75	76	80	83	84	+1	+9
Regular Program Students	79	79	79	82	85	87	+2	+8
English Learners	49	49	48	53	54	52	-2	+3
Students with Disabilities*	--	--	45	51	56	58	+2	--
Asian	92	91	92	93	94	95	+1	+3
Black	63	63	64	70	73	75	+2	+12
Hispanic	71	74	75	78	82	83	+1	+12
Native American/Alaskan	80	78	79	80	83	87	+4	+7
White	84	84	86	87	90	91	+1	+7
Multiracial	79	79	81	82	86	87	+1	+8
Female	76	76	78	82	85	86	+1	+10
Male	74	74	75	78	81	82	+1	+8

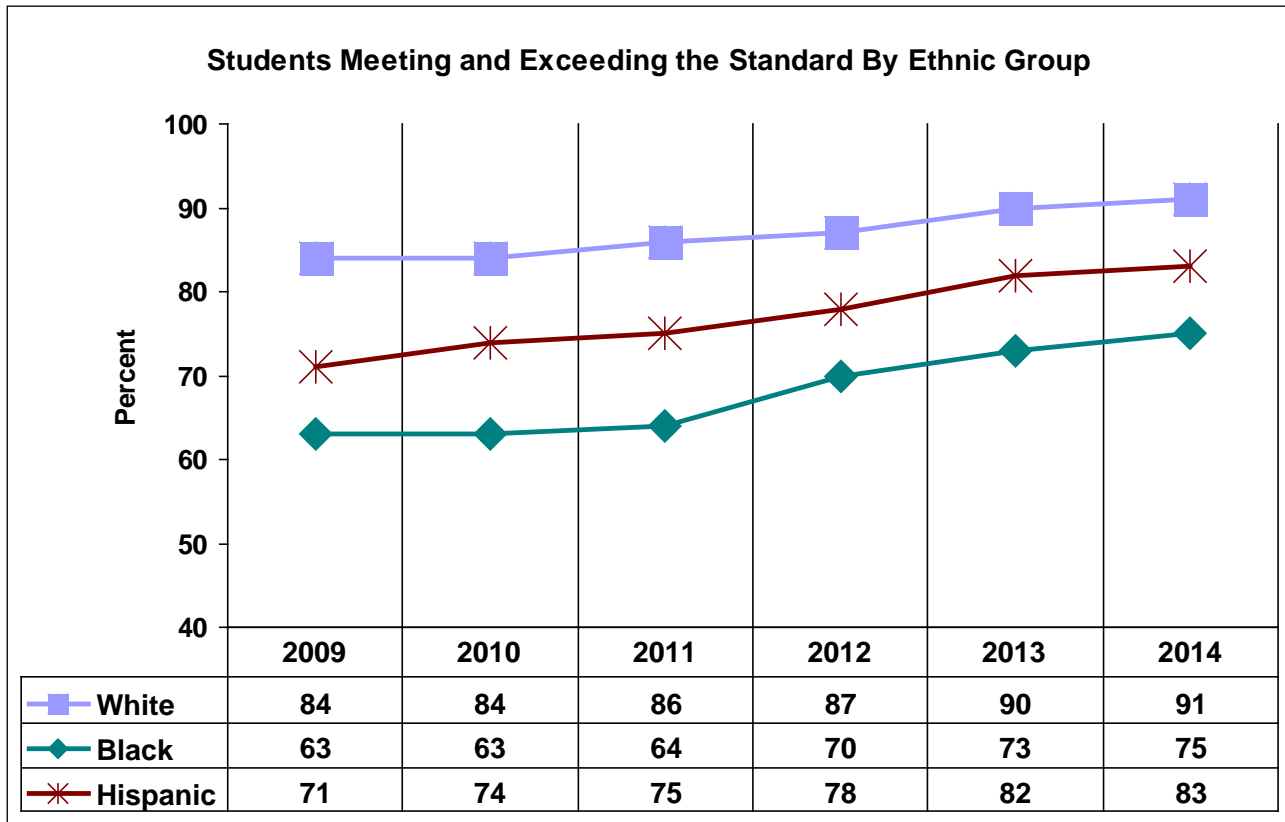
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Grade 6 Mathematics



Percentage of Students Meeting and Exceeding the Standard

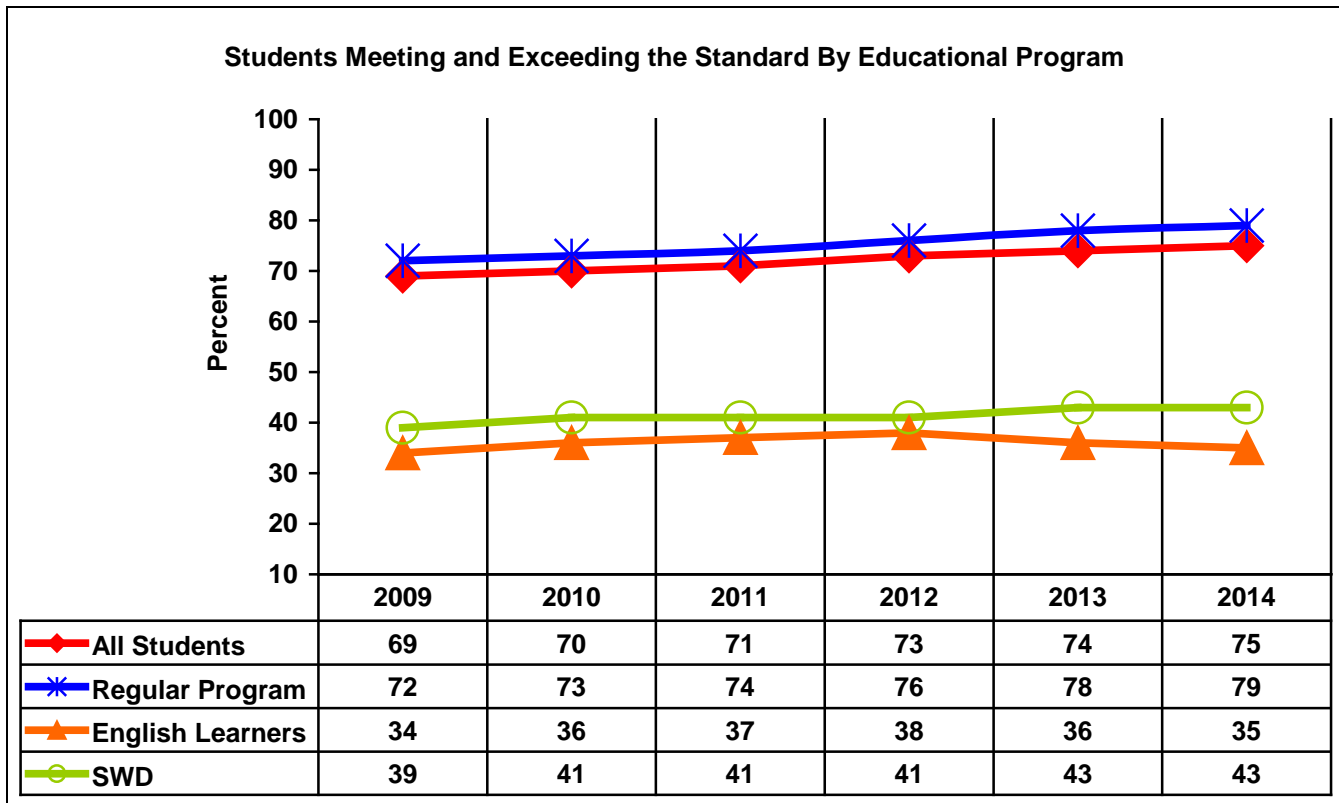
Grade 6 Mathematics



Percentage of Students Meeting and Exceeding the Standard

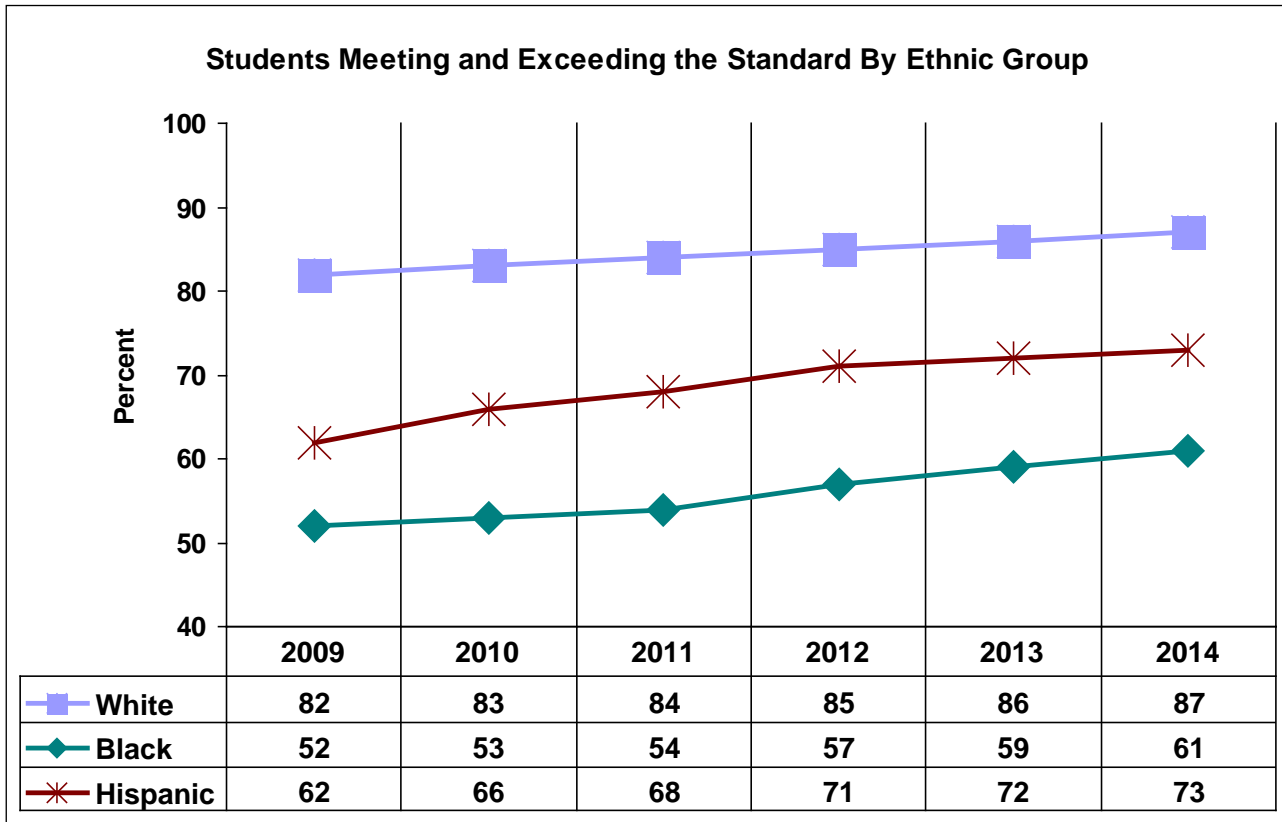
Grade 6 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	69	70	71	73	74	75	+1	+6
Regular Program Students	72	73	74	76	78	79	+1	+7
English Learners	34	36	37	38	36	35	-1	+1
Students with Disabilities	39	41	41	41	43	43	0	+4
Asian	87	86	87	89	90	90	0	+3
Black	52	53	54	57	59	61	+2	+9
Hispanic	62	66	68	71	72	73	+1	+11
Native American/Alaskan	78	75	77	72	78	75	-3	-3
White	82	83	84	85	86	87	+1	+5
Multiracial	73	76	78	78	81	80	-1	+7
Female	68	69	70	72	73	75	+2	+7
Male	69	71	72	73	75	75	0	+6

Grade 6 Science



Percentage of Students Meeting and Exceeding the Standard

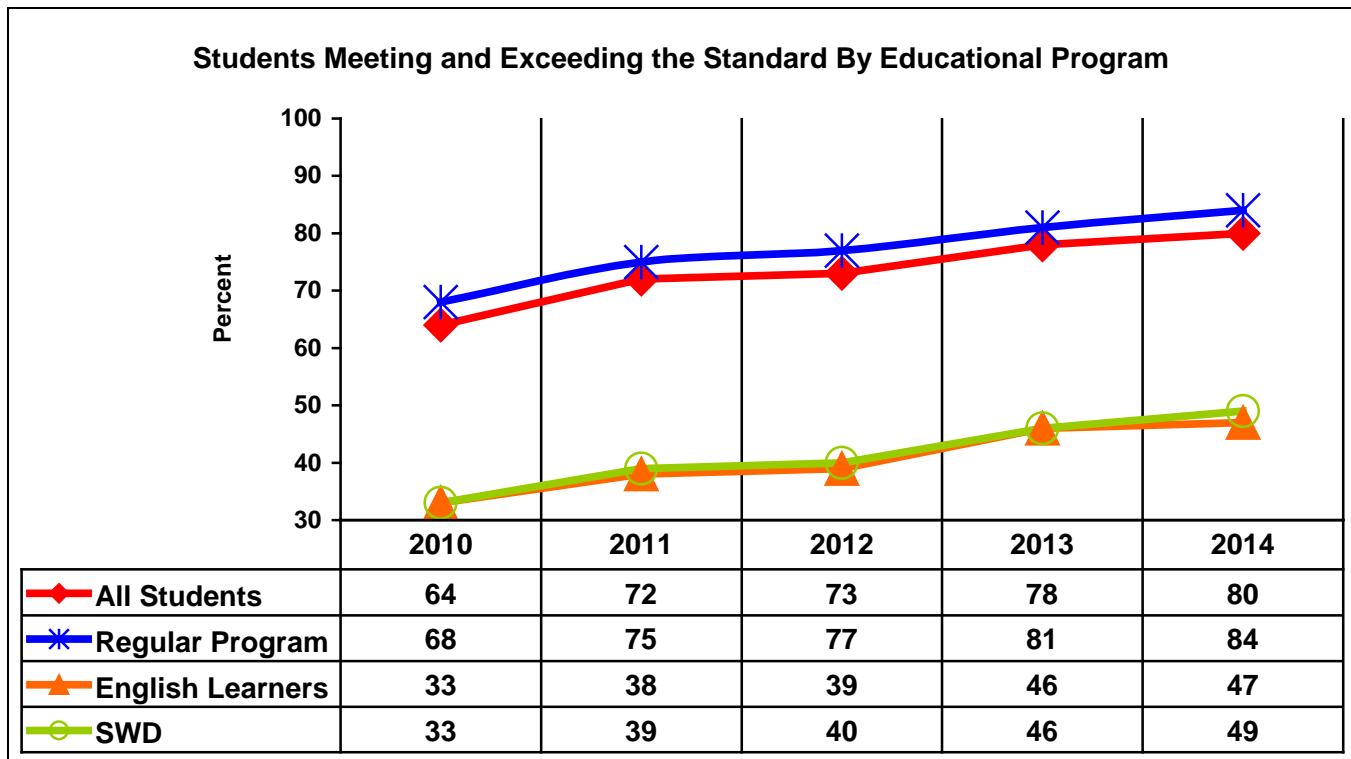
Grade 6 Science



Percentage of Students Meeting and Exceeding the Standard

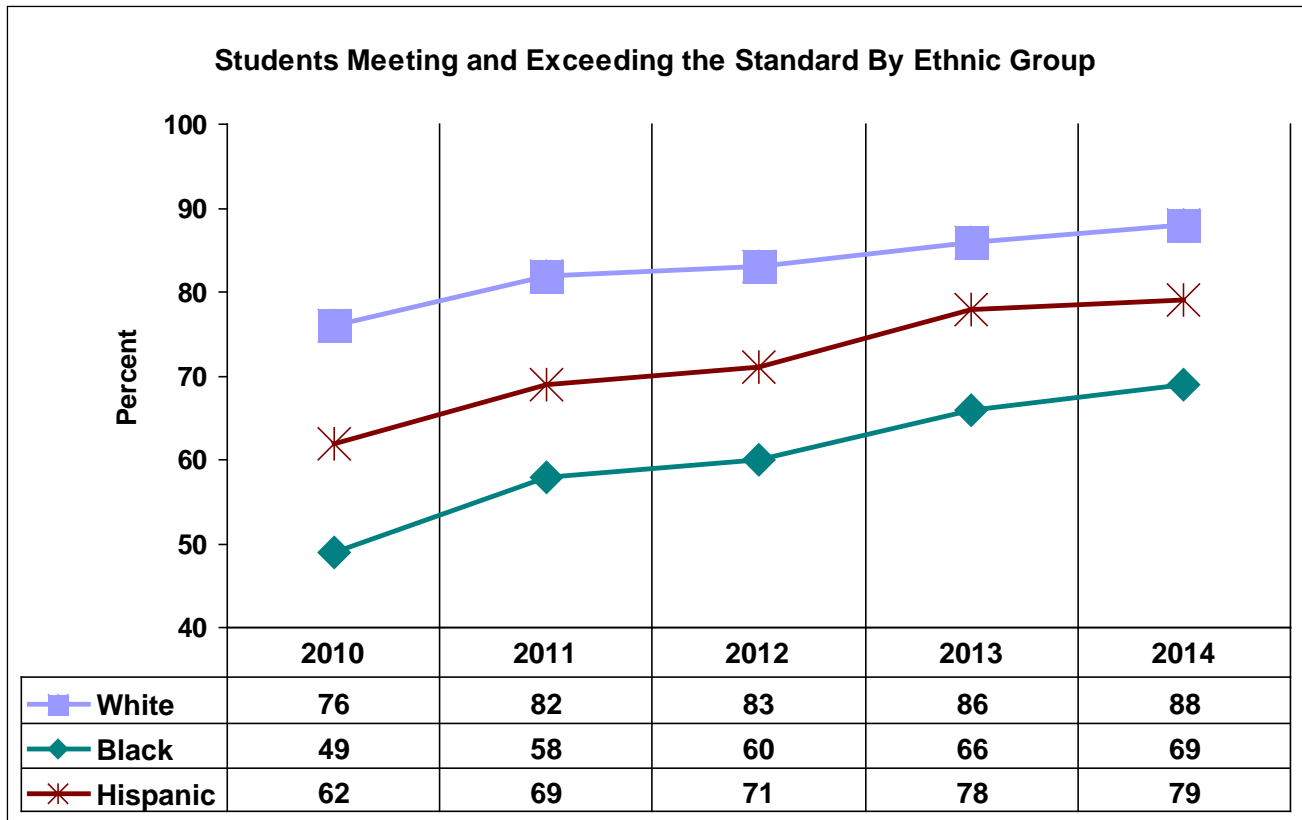
Grade 6 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2010-2014
All Students	--	64	72	73	78	80	+2	+16
Regular Program Students	--	68	75	77	81	84	+3	+16
English Learners	--	33	38	39	46	47	+1	+14
Students with Disabilities	--	33	39	40	46	49	+3	+16
Asian	--	85	89	91	93	92	-1	+7
Black	--	49	58	60	66	69	+3	+20
Hispanic	--	62	69	71	78	79	+1	+17
Native American/Alaskan	--	67	76	70	78	82	+4	+15
White	--	76	82	83	86	88	+2	+12
Multiracial	--	70	78	78	82	84	+2	+14
Female	--	65	73	73	78	81	+3	+16
Male	--	64	71	73	77	79	+2	+15

Grade 6 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 6 Social Studies

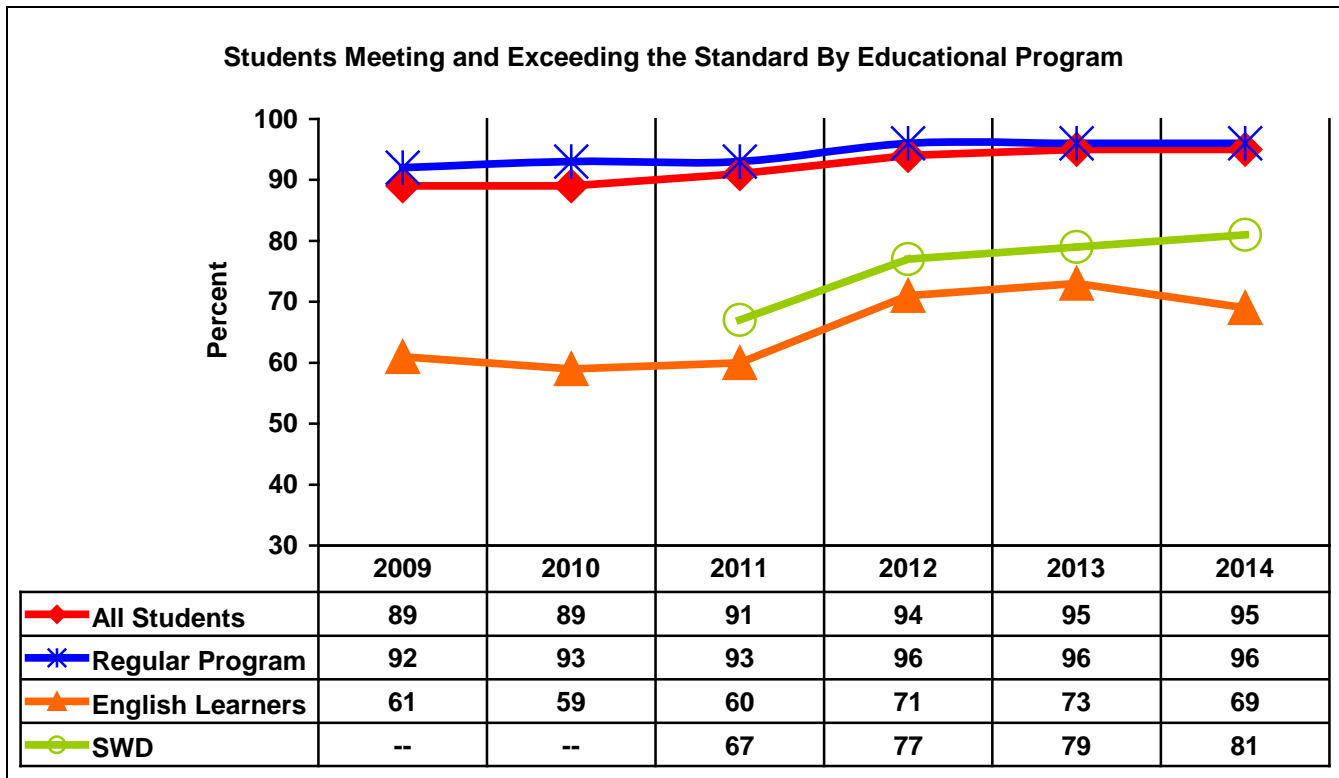


Percentage of Students Meeting and Exceeding the Standard

Grade 7 Reading								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	89	89	91	94	95	95	0	+6
Regular Program Students	92	93	93	96	96	96	0	+4
English Learners	61	59	60	71	73	69	-4	+8
Students with Disabilities*	--	--	67	77	79	81	+2	--
Asian	93	93	93	94	96	95	-1	+2
Black	84	84	86	91	92	92	0	+8
Hispanic	85	87	89	93	94	94	0	+9
Native American/Alaskan	90	86	91	95	96	96	0	+6
White	94	94	95	97	97	97	0	+3
Multiracial	92	93	94	96	96	96	0	+4
Female	93	92	93	96	97	96	-1	+3
Male	86	86	89	92	93	93	0	+7

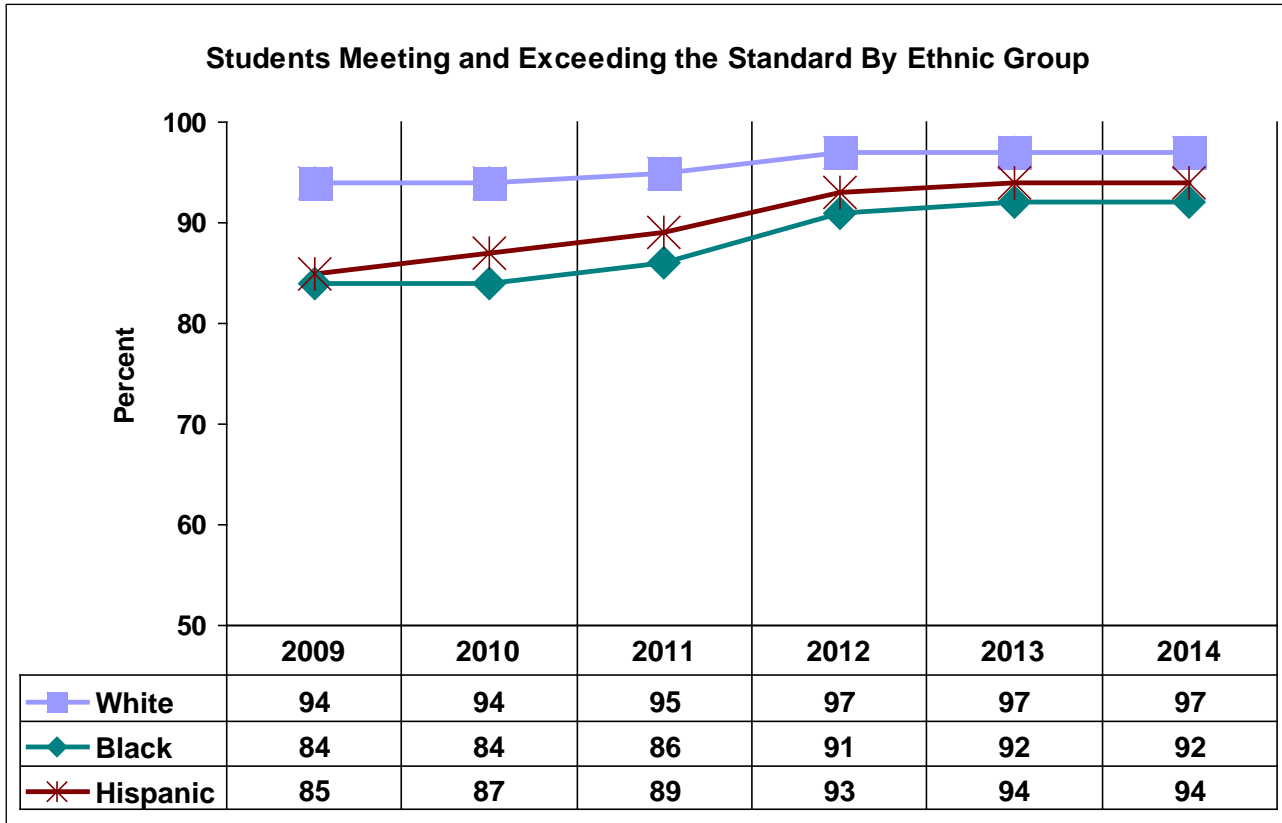
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Grade 7 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 7 Reading

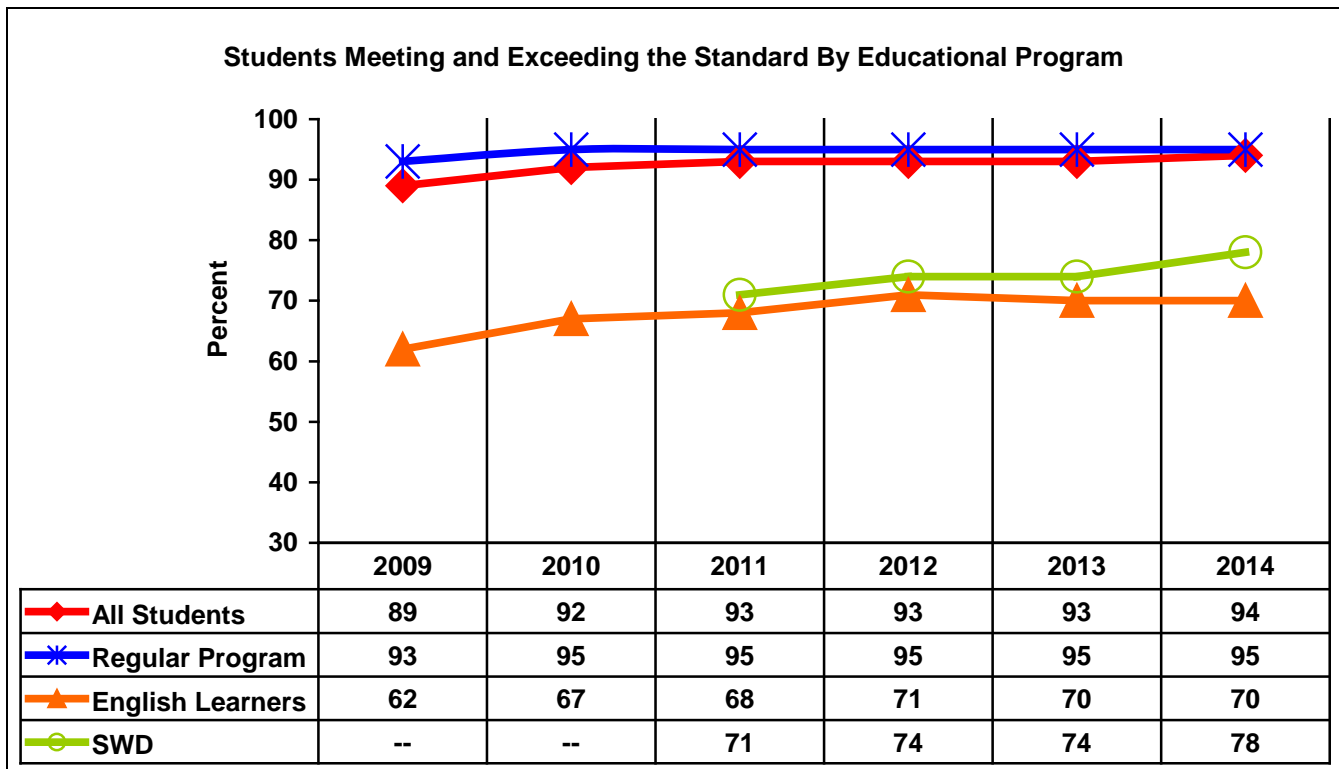


Percentage of Students Meeting and Exceeding the Standard

Grade 7 English/Language Arts								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	89	92	93	93	93	94	+1	+5
Regular Program Students	93	95	95	95	95	95	0	+2
English Learners	62	67	68	71	70	70	0	+8
Students with Disabilities*	--	--	71	74	74	78	+4	--
Asian	94	94	94	95	95	96	+1	+2
Black	86	89	91	91	90	91	+1	+5
Hispanic	85	89	92	92	93	93	0	+8
Native American/Alaskan	89	90	91	93	93	96	+3	+7
White	93	94	95	96	95	96	+1	+3
Multiracial	92	94	95	95	94	95	+1	+3
Female	94	95	96	96	96	96	0	+2
Male	86	88	90	91	90	91	+1	+5

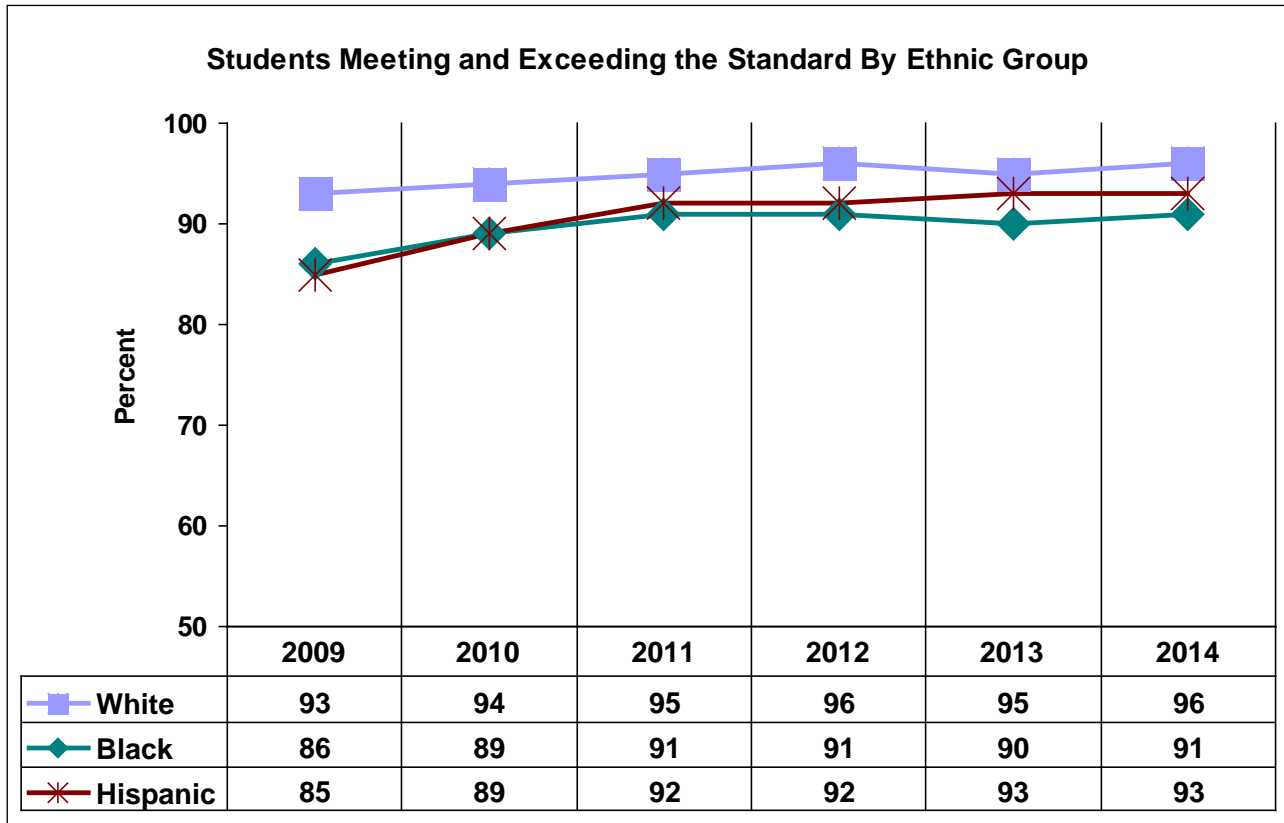
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Grade 7 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 7 English/Language Arts

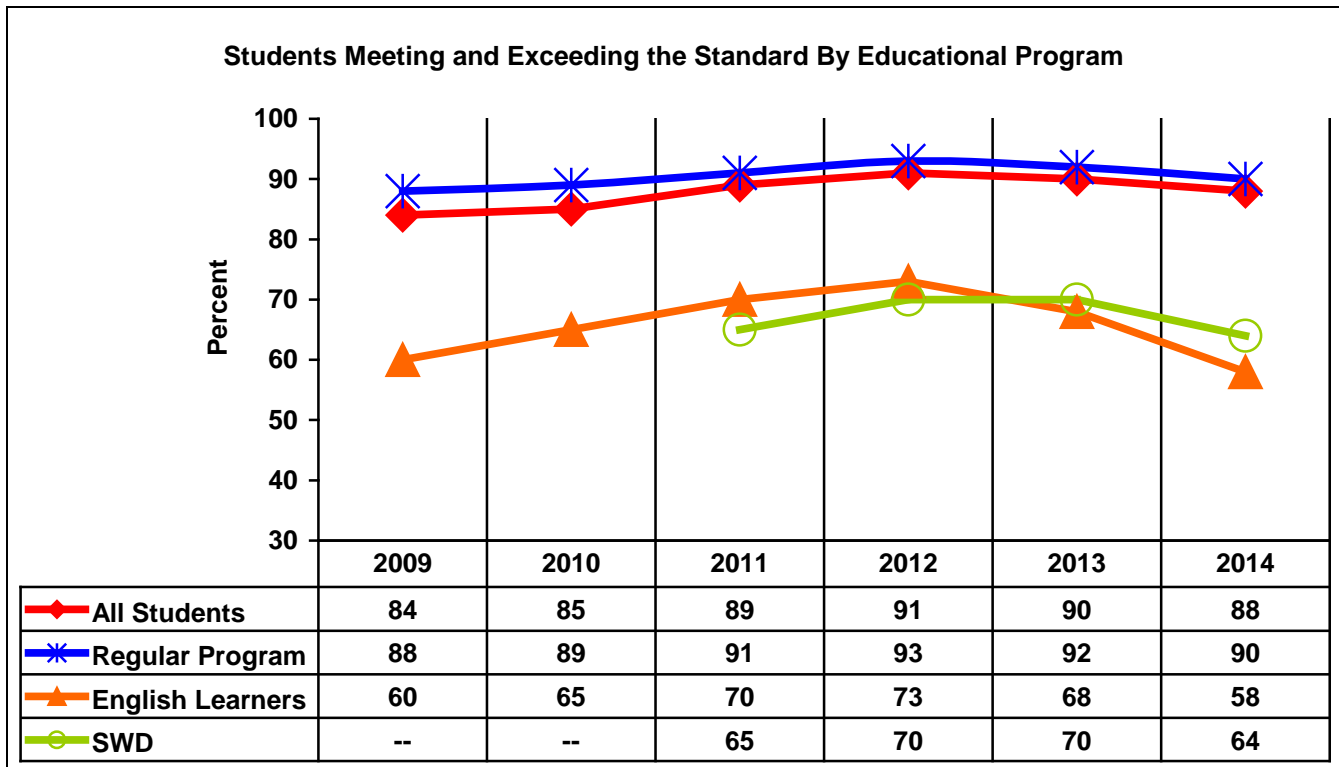


Percentage of Students Meeting and Exceeding the Standard

Grade 7 Mathematics								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	84	85	89	91	90	88	-2	+4
Regular Program Students	88	89	91	93	92	90	-2	+2
English Learners	60	65	70	73	68	58	-10	-2
Students with Disabilities*	--	--	65	70	70	64	-6	--
Asian	95	94	94	95	96	95	-1	0
Black	76	78	83	86	83	80	-3	+4
Hispanic	81	85	90	91	90	87	-3	+6
Native American/Alaskan	85	85	87	92	91	91	0	+6
White	90	91	94	95	95	94	-1	+4
Multiracial	86	89	91	94	92	90	-2	+4
Female	86	88	91	93	92	89	-3	+3
Male	81	83	87	89	88	86	-2	+5

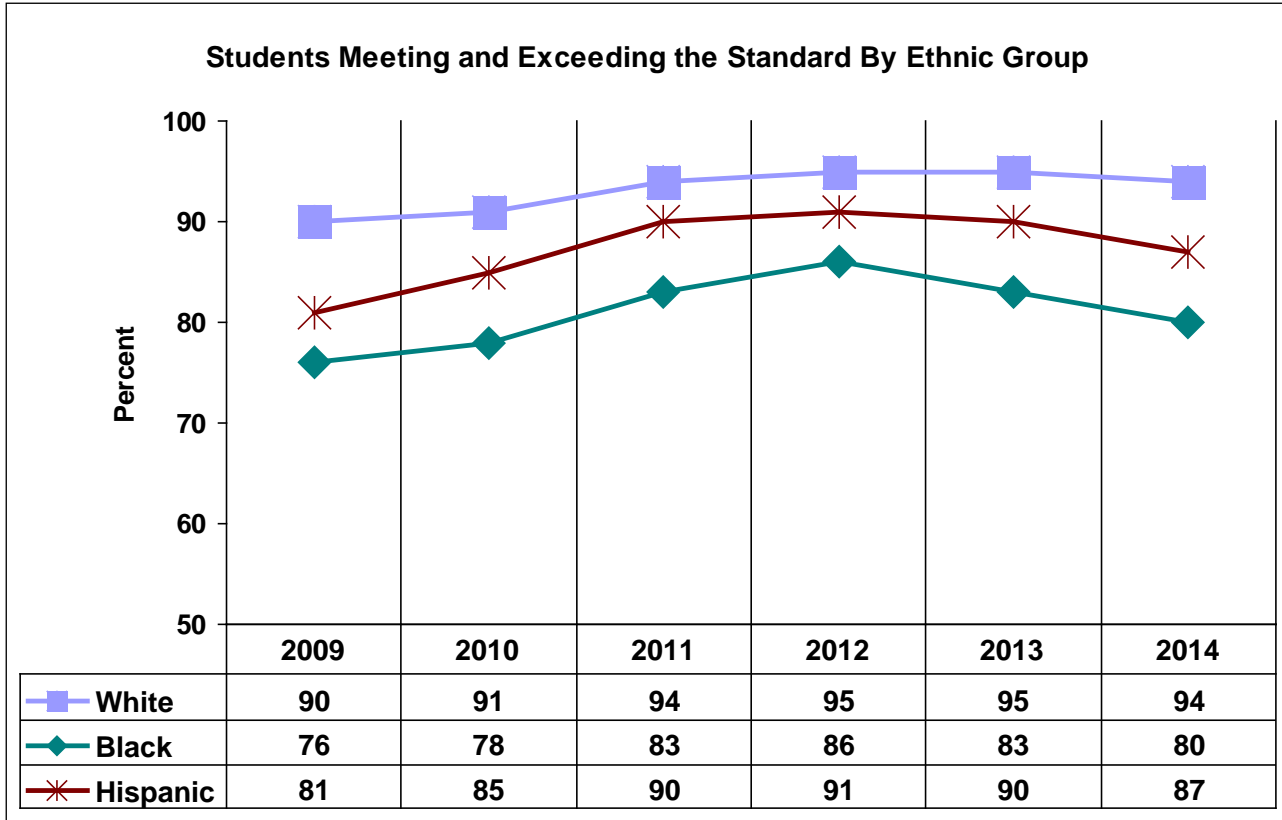
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Grade 7 Mathematics



Percentage of Students Meeting and Exceeding the Standard

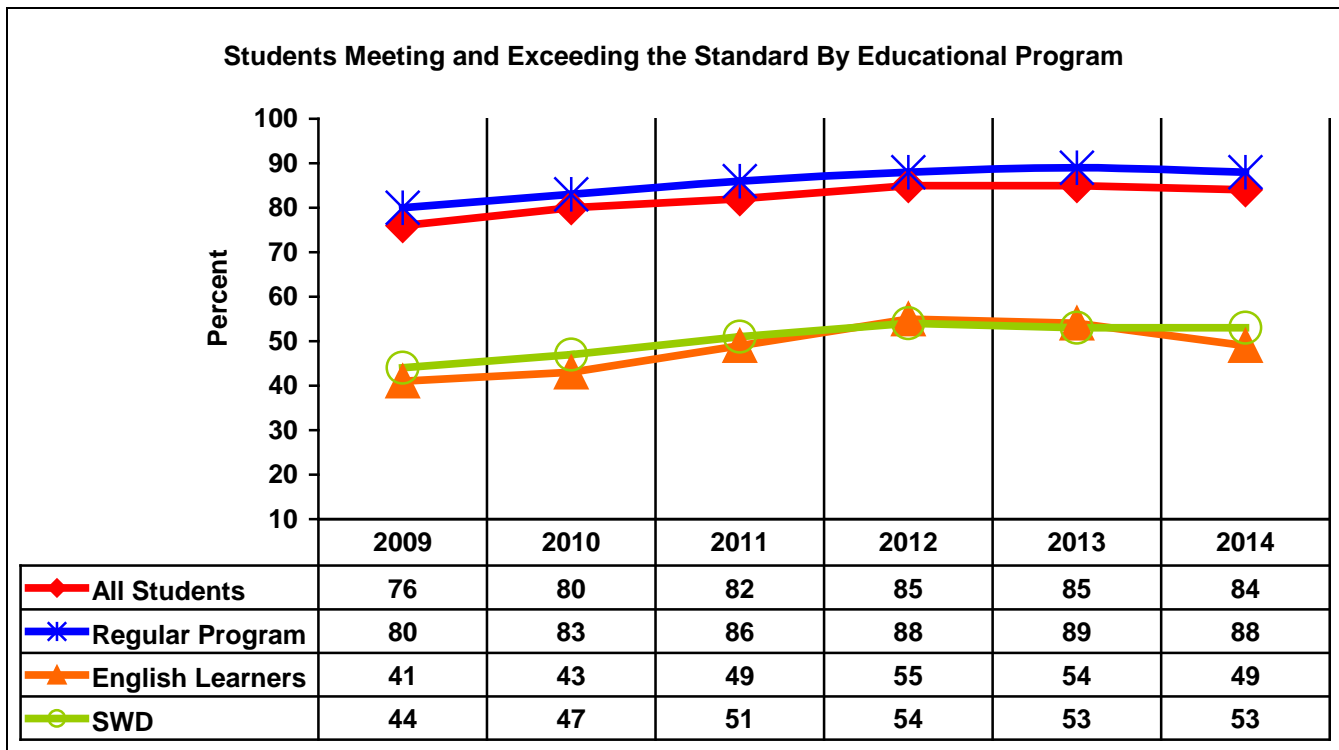
Grade 7 Mathematics



Percentage of Students Meeting and Exceeding the Standard

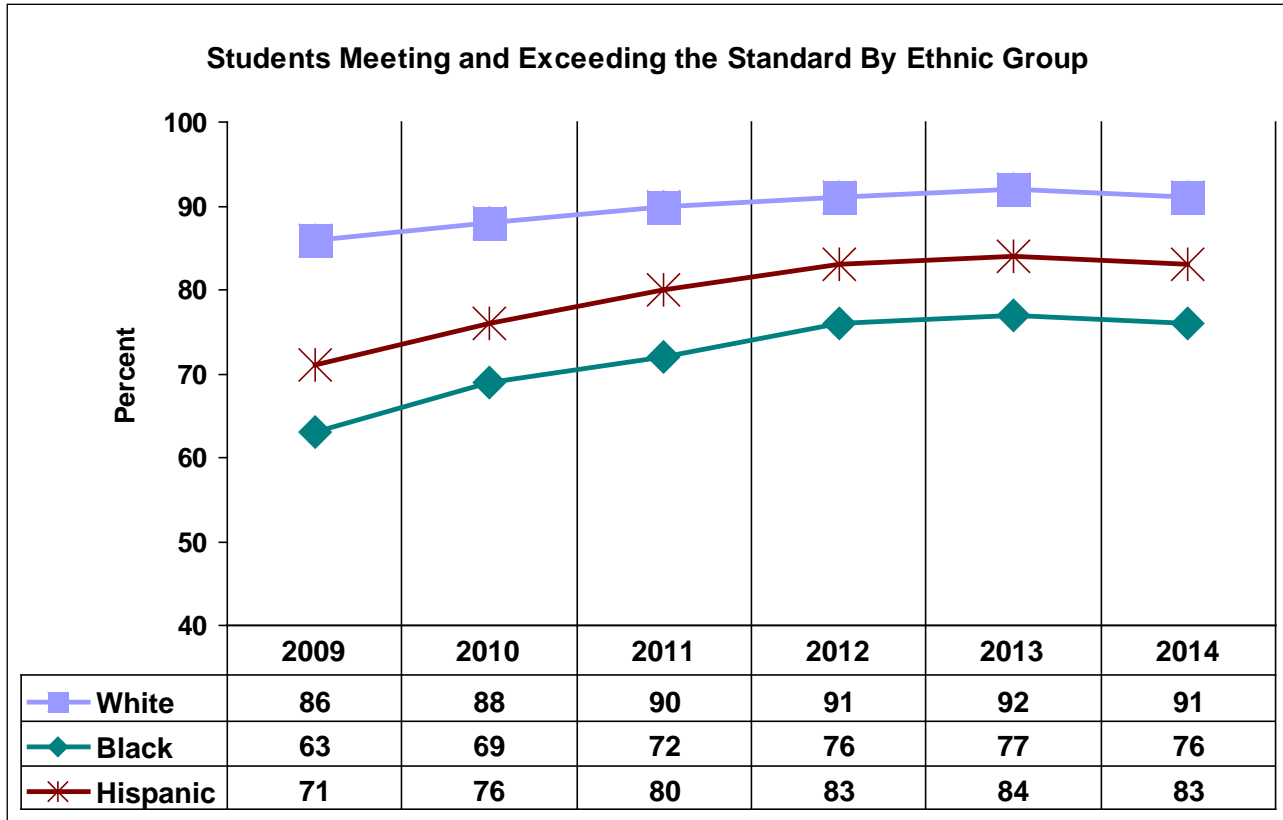
Grade 7 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	76	80	82	85	85	84	-1	+8
Regular Program Students	80	83	86	88	89	88	-1	+8
English Learners	41	43	49	55	54	49	-5	+8
Students with Disabilities	44	47	51	54	53	53	0	+9
Asian	89	90	91	92	93	93	0	+4
Black	63	69	72	76	77	76	-1	+13
Hispanic	71	76	80	83	84	83	-1	+12
Native American/Alaskan	78	82	82	88	85	87	+2	+9
White	86	88	90	91	92	91	-1	+5
Multiracial	80	85	87	90	89	88	-1	+8
Female	77	81	84	86	87	86	-1	+9
Male	74	78	81	83	84	82	-2	+8

Grade 7 Science



Percentage of Students Meeting and Exceeding the Standard

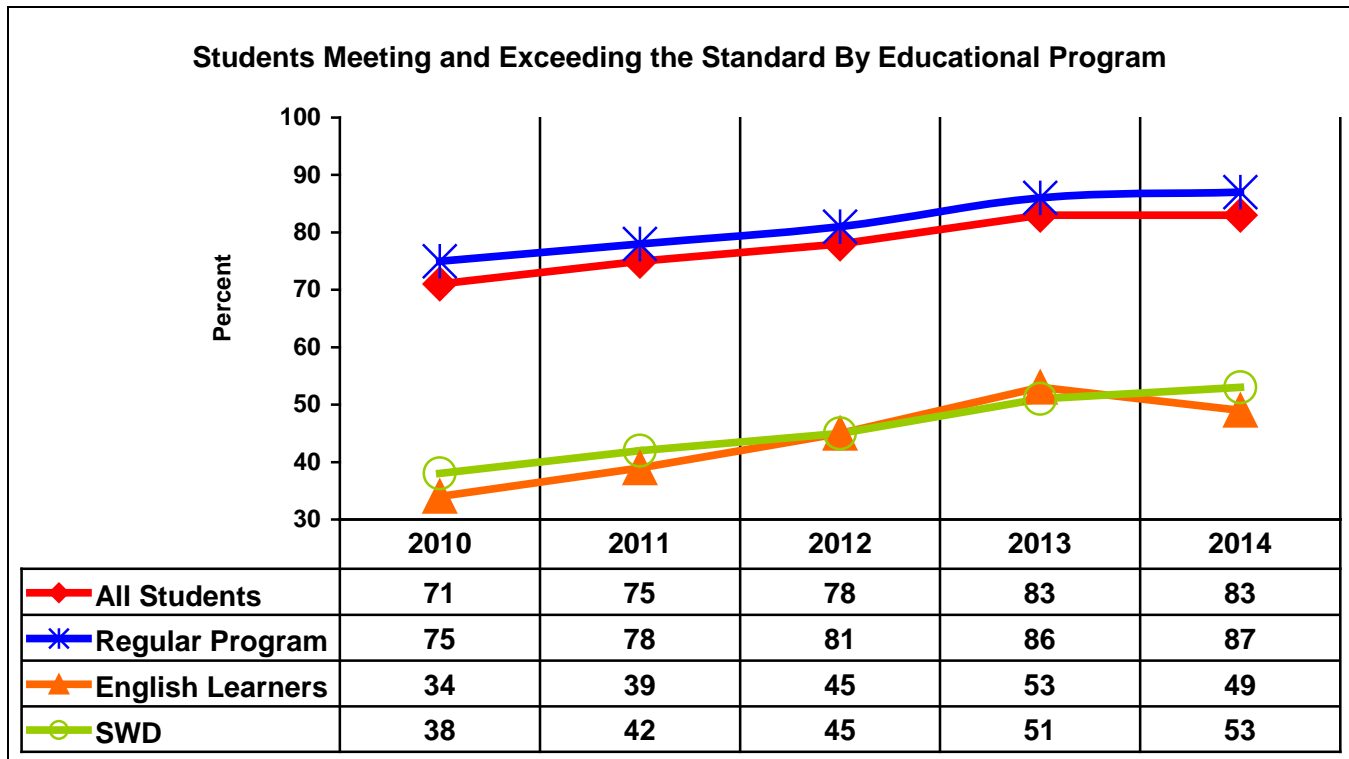
Grade 7 Science



Percentage of Students Meeting and Exceeding the Standard

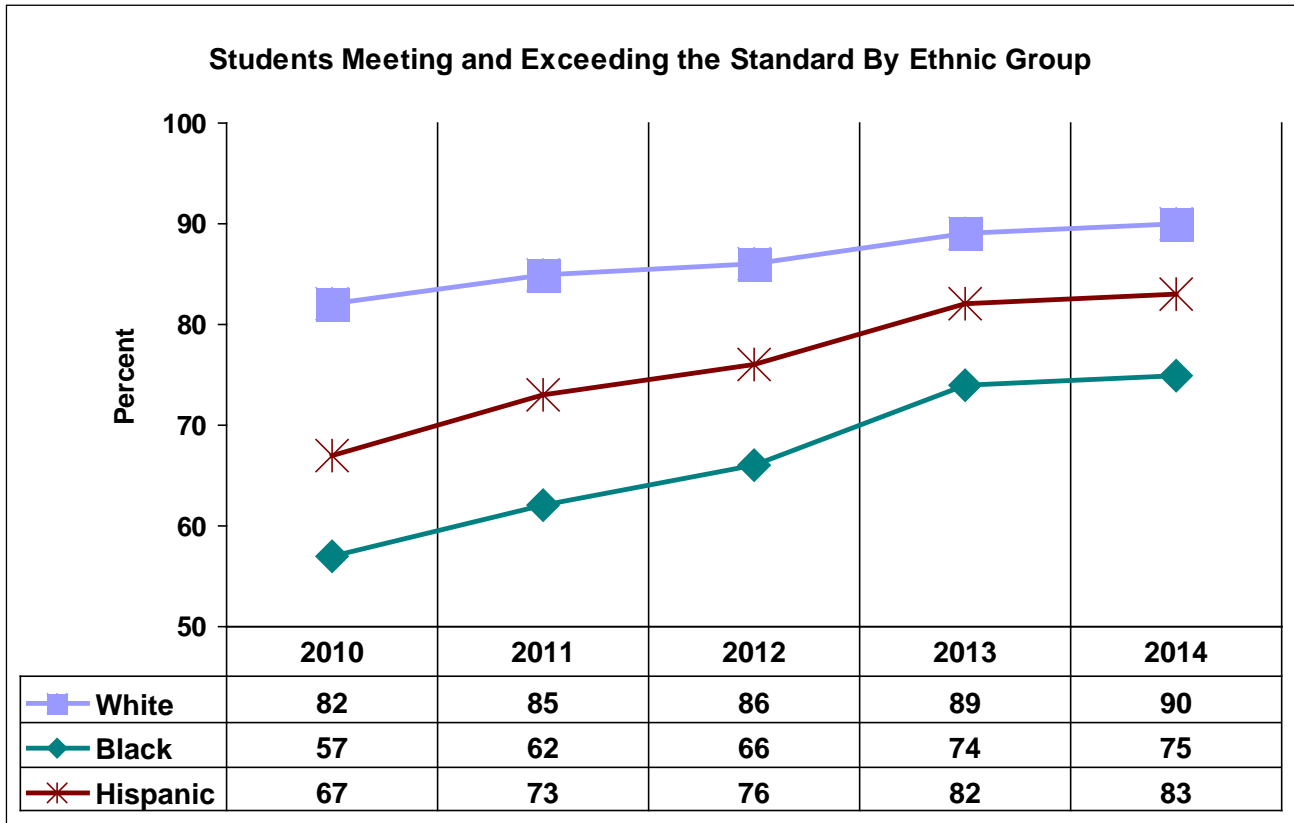
Grade 7 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2010-2014
All Students	--	71	75	78	83	83	0	+12
Regular Program Students	--	75	78	81	86	87	+1	+12
English Learners	--	34	39	45	53	49	-4	+15
Students with Disabilities	--	38	42	45	51	53	+2	+15
Asian	--	88	89	91	94	94	0	+6
Black	--	57	62	66	74	75	+1	+18
Hispanic	--	67	73	76	82	83	+1	+16
Native American/Alaskan	--	72	74	82	84	86	+2	+14
White	--	82	85	86	89	90	+1	+8
Multiracial	--	77	80	84	86	87	+1	+10
Female	--	72	75	79	84	85	+1	+13
Male	--	71	74	77	81	82	+1	+11

Grade 7 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 7 Social Studies

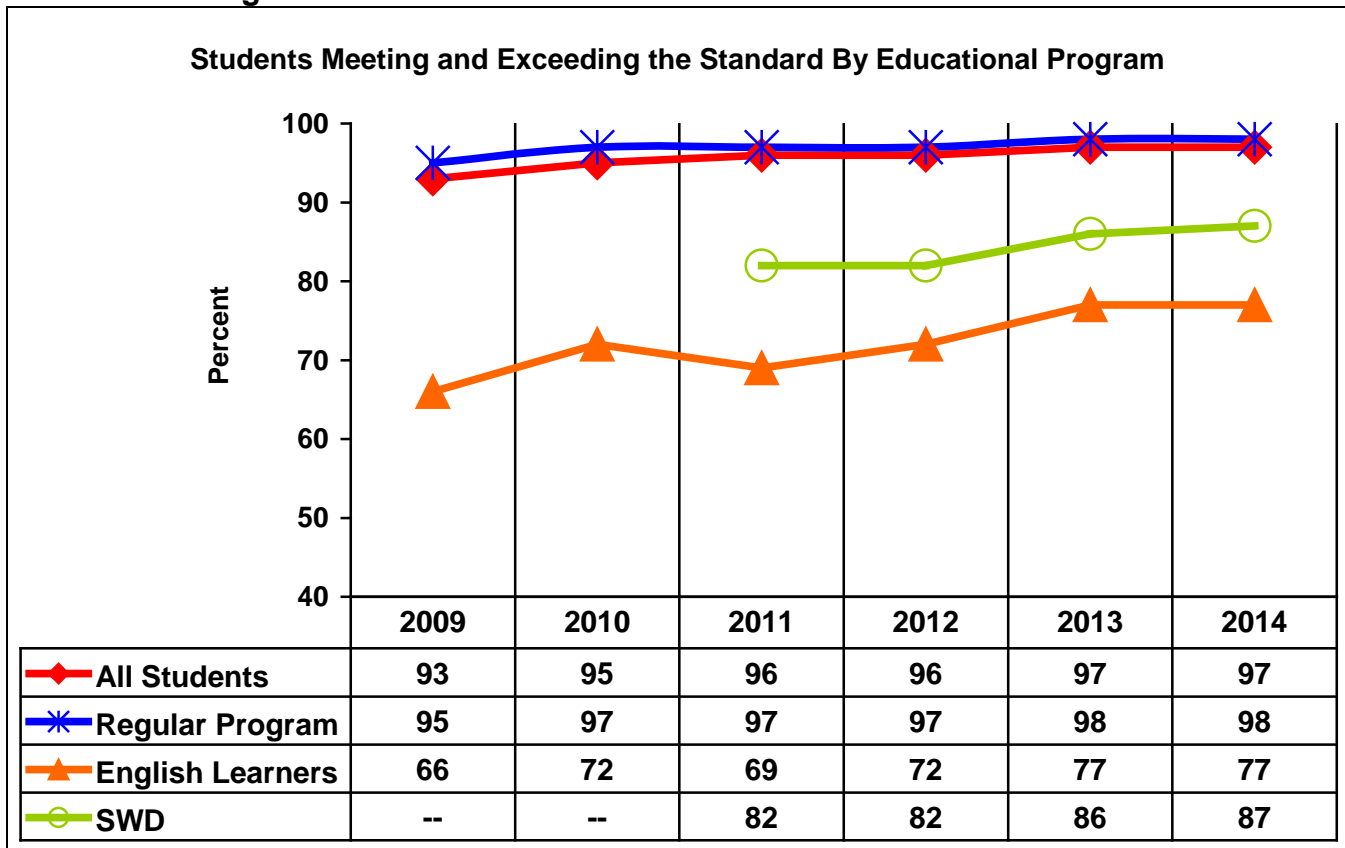


Percentage of Students Meeting and Exceeding the Standard

Grade 8 Reading								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	93	95	96	96	97	97	0	+4
Regular Program Students	95	97	97	97	98	98	0	+3
English Learners	66	72	69	72	77	77	0	+11
Students with Disabilities*	--	--	82	82	86	87	+1	--
Asian	96	95	94	94	96	96	0	0
Black	89	92	94	94	95	96	+1	+7
Hispanic	89	92	94	95	96	96	0	+7
Native American/Alaskan	92	95	95	95	95	96	+1	+4
White	96	97	98	98	98	98	0	+2
Multiracial	95	97	98	97	98	98	0	+3
Female	95	97	97	97	98	98	0	+3
Male	91	93	95	95	96	96	0	+5

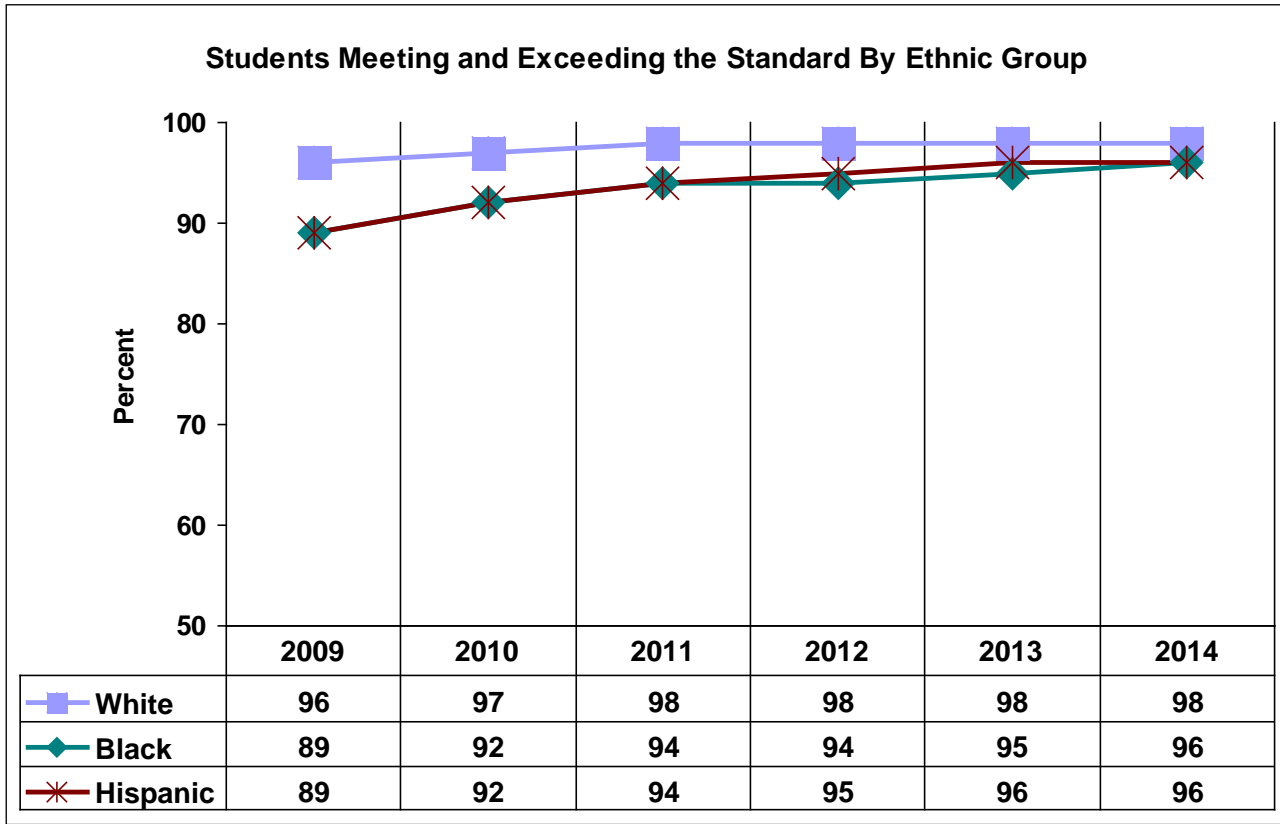
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 8 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Reading

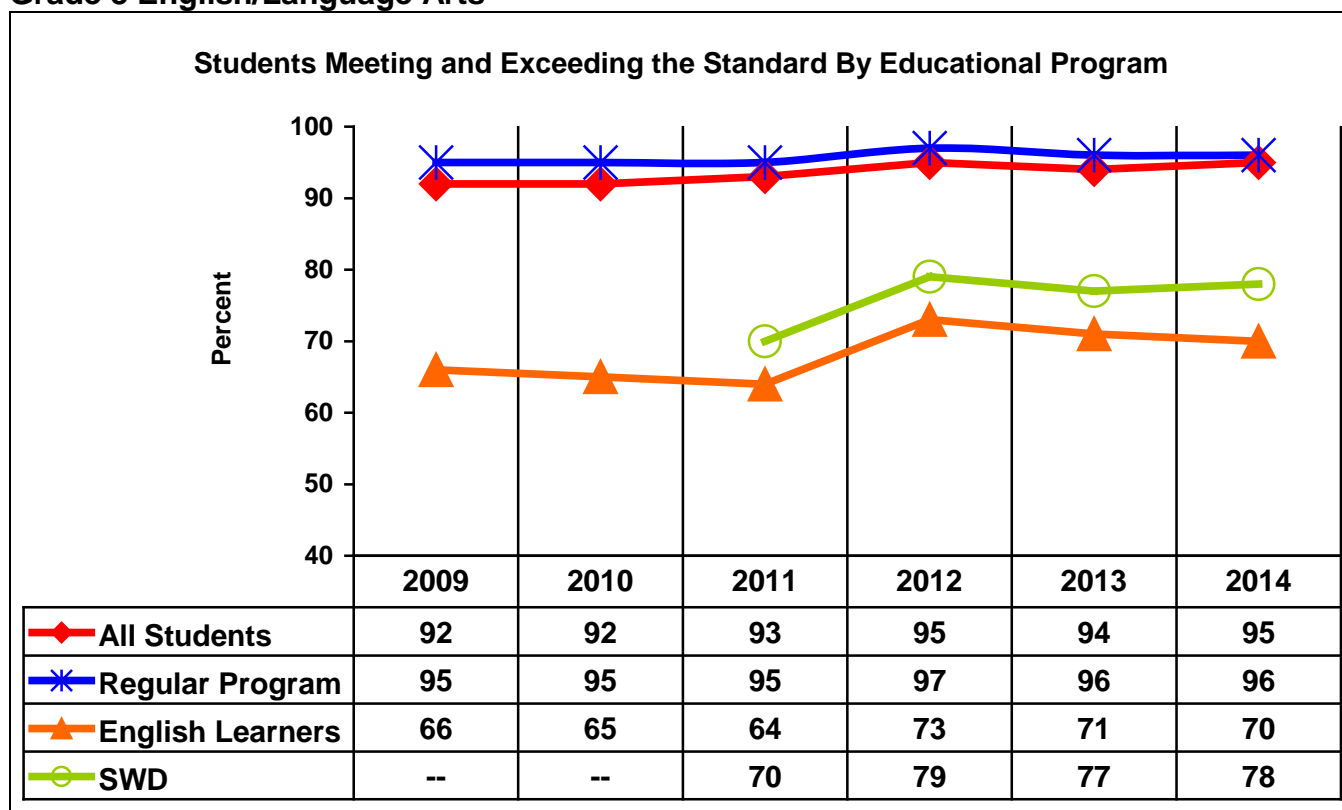


Percentage of Students Meeting and Exceeding the Standard

Grade 8 English/Language Arts								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	92	92	93	95	94	95	+1	+3
Regular Program Students	95	95	95	97	96	96	0	+1
English Learners	66	65	64	73	71	70	-1	+4
Students with Disabilities*	--	--	70	79	77	78	+1	--
Asian	96	94	94	94	95	95	0	-1
Black	89	89	90	93	92	92	0	+3
Hispanic	88	89	90	94	94	94	0	+6
Native American/Alaskan	91	95	90	95	91	94	+3	+3
White	94	95	95	97	96	97	+1	+3
Multiracial	94	94	96	97	96	96	0	+2
Female	95	95	95	97	97	96	-1	+1
Male	89	89	90	93	92	93	+1	+4

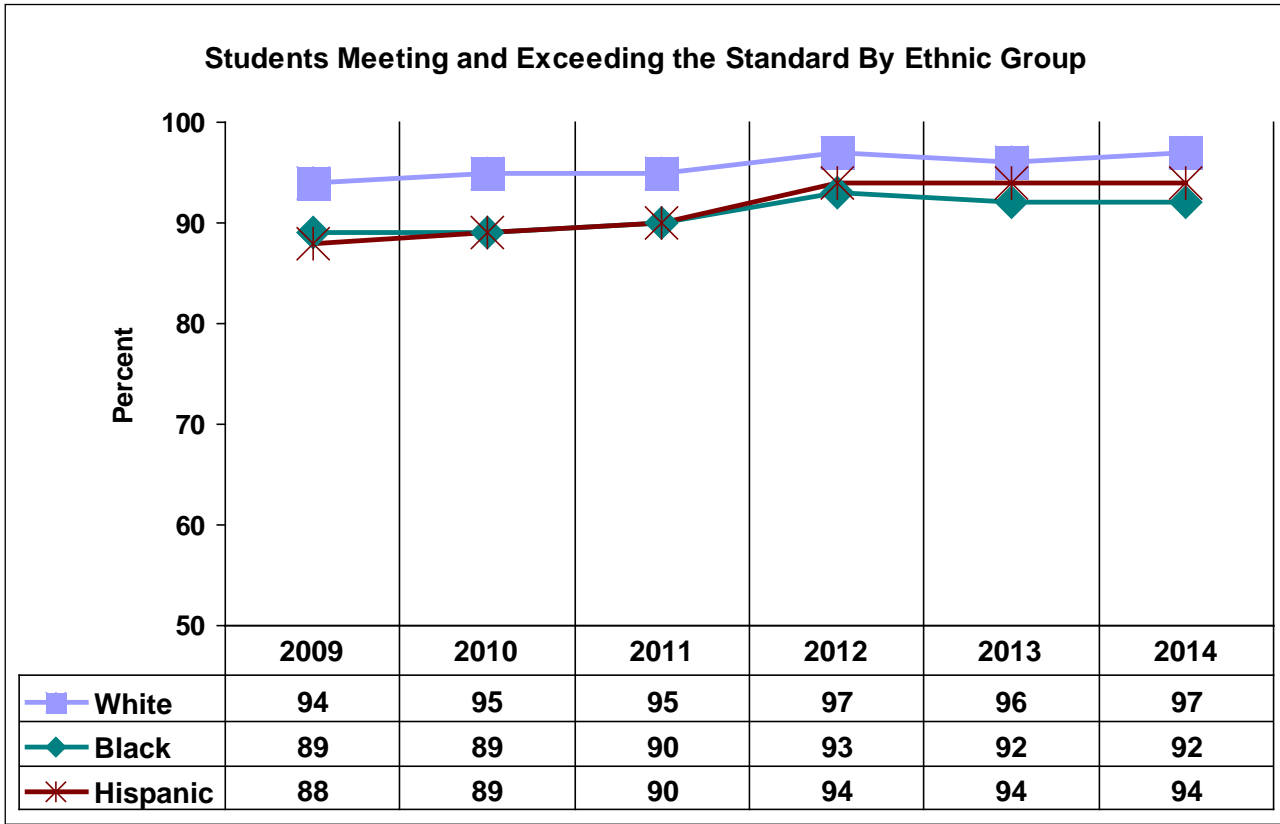
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 8 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 8 English/Language Arts

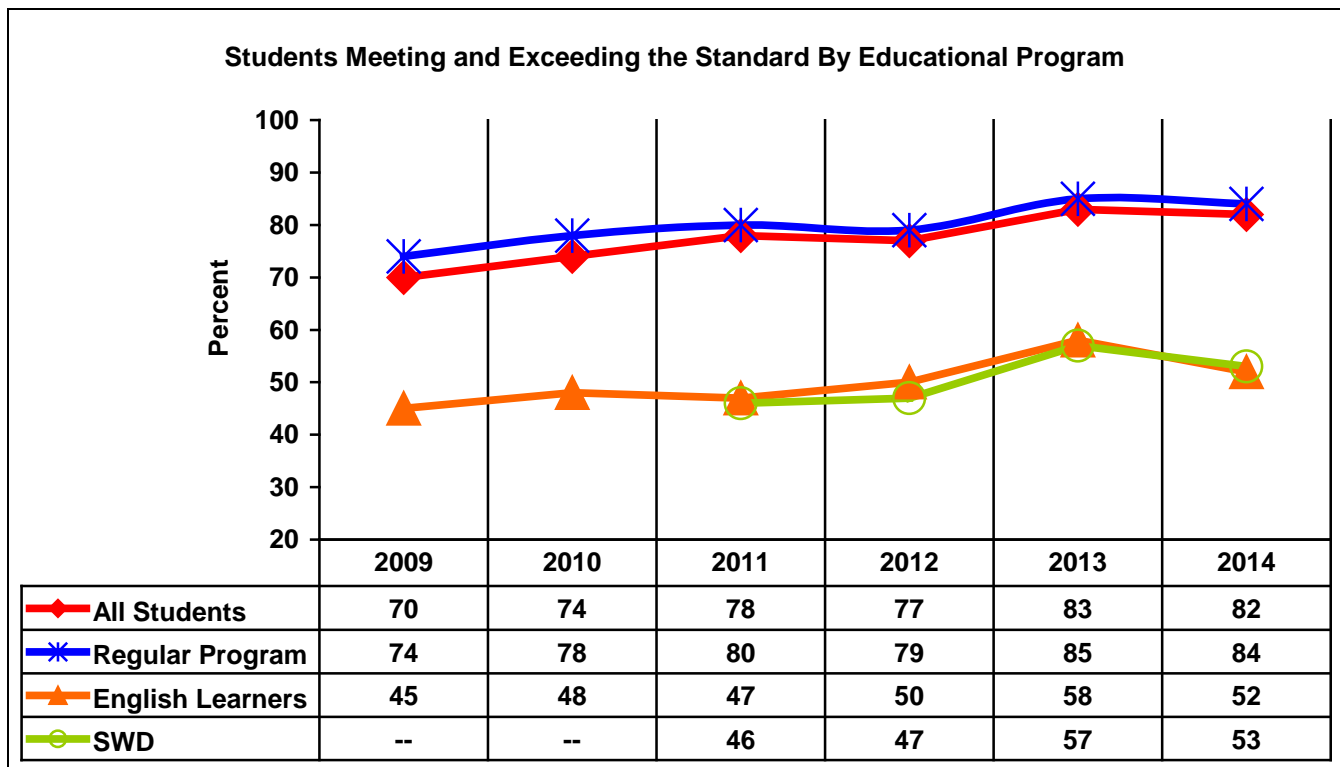


Percentage of Students Meeting and Exceeding the Standard

Grade 8 Mathematics								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	70	74	78	77	83	82	-1	+12
Regular Program Students	74	78	80	79	85	84	-1	+10
English Learners	45	48	47	50	58	52	-6	+7
Students with Disabilities*	--	--	46	47	57	53	-4	--
Asian	92	92	91	90	94	93	-1	+1
Black	58	63	68	66	73	71	-2	+13
Hispanic	65	71	75	75	82	81	-1	+16
Native American/Alaskan	72	77	80	78	86	82	-4	+10
White	79	83	85	85	90	89	-1	+10
Multiracial	73	79	81	79	86	84	-2	+11
Female	73	77	80	79	85	83	-2	+10
Male	67	72	75	75	81	80	-1	+13

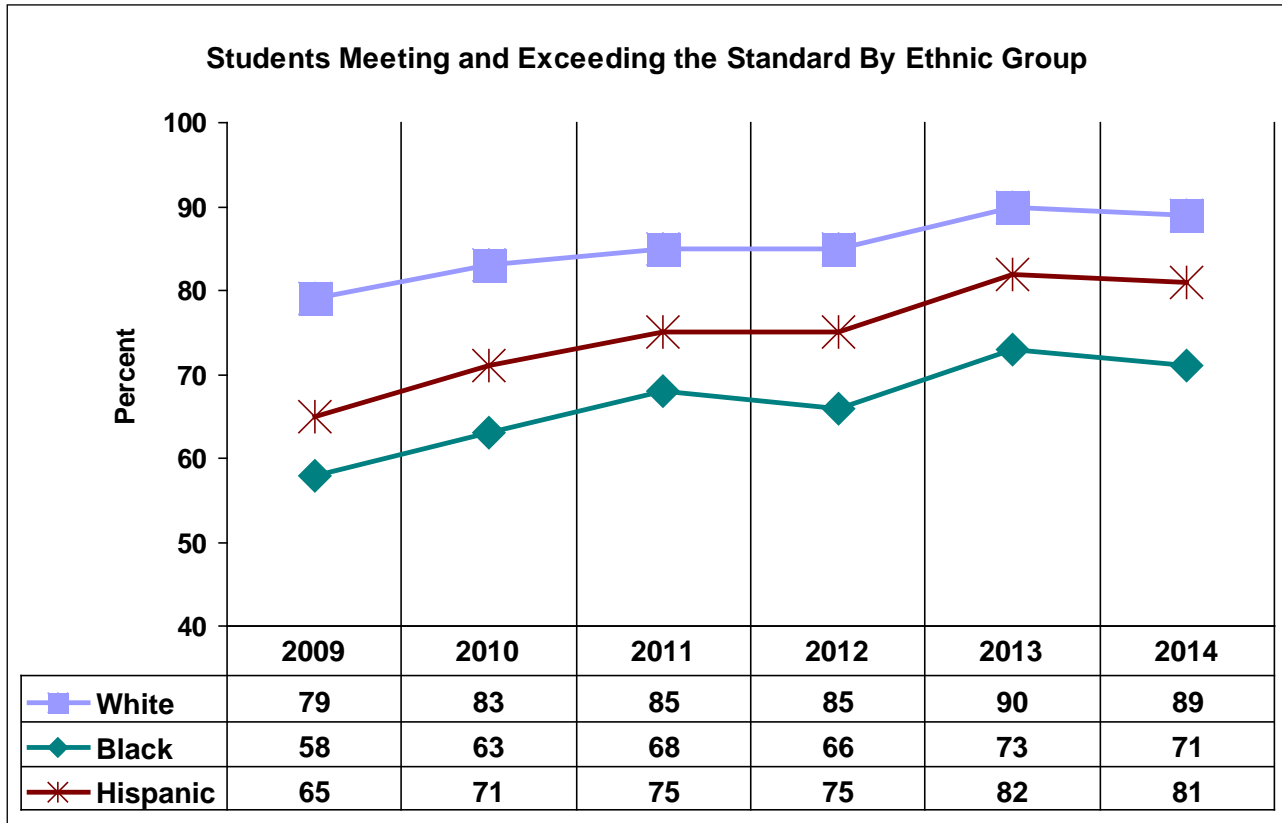
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

Grade 8 Mathematics



Percentage of Students Meeting and Exceeding the Standard

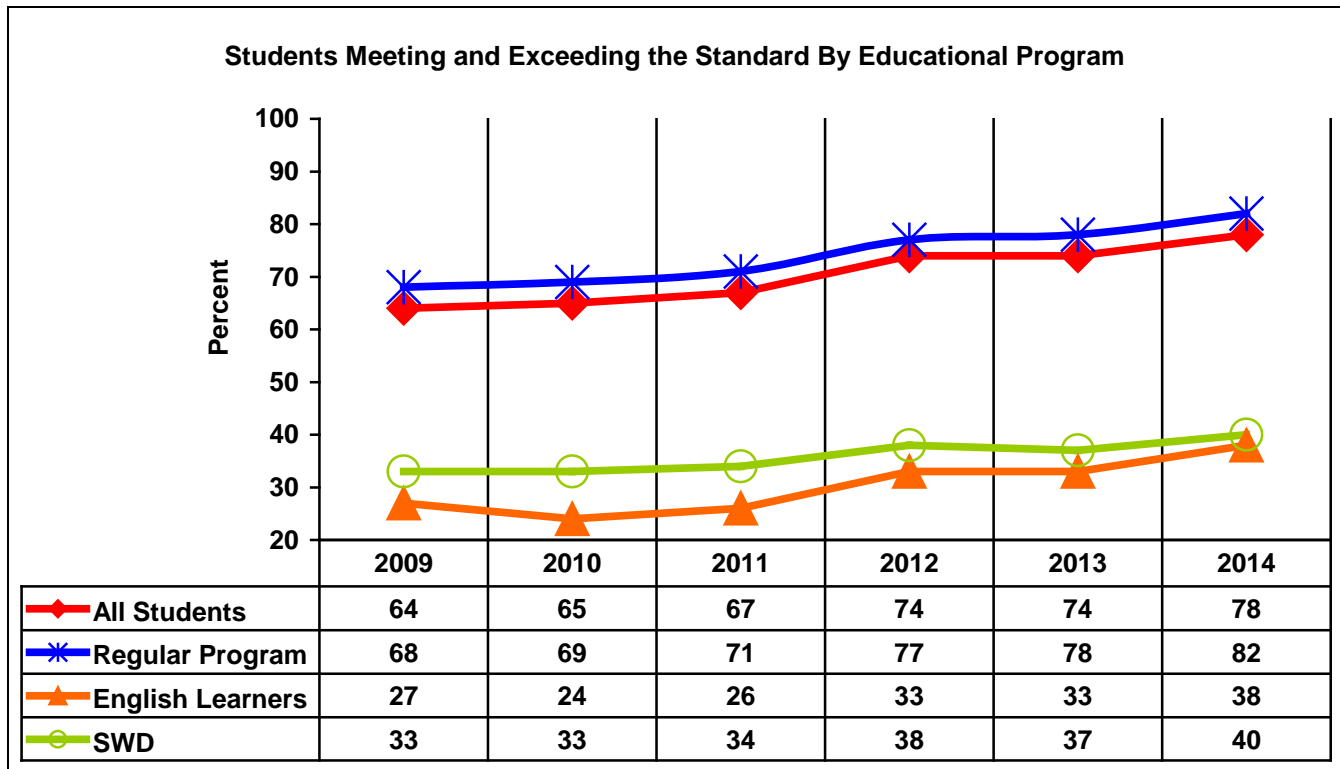
Grade 8 Mathematics



Percentage of Students Meeting and Exceeding the Standard

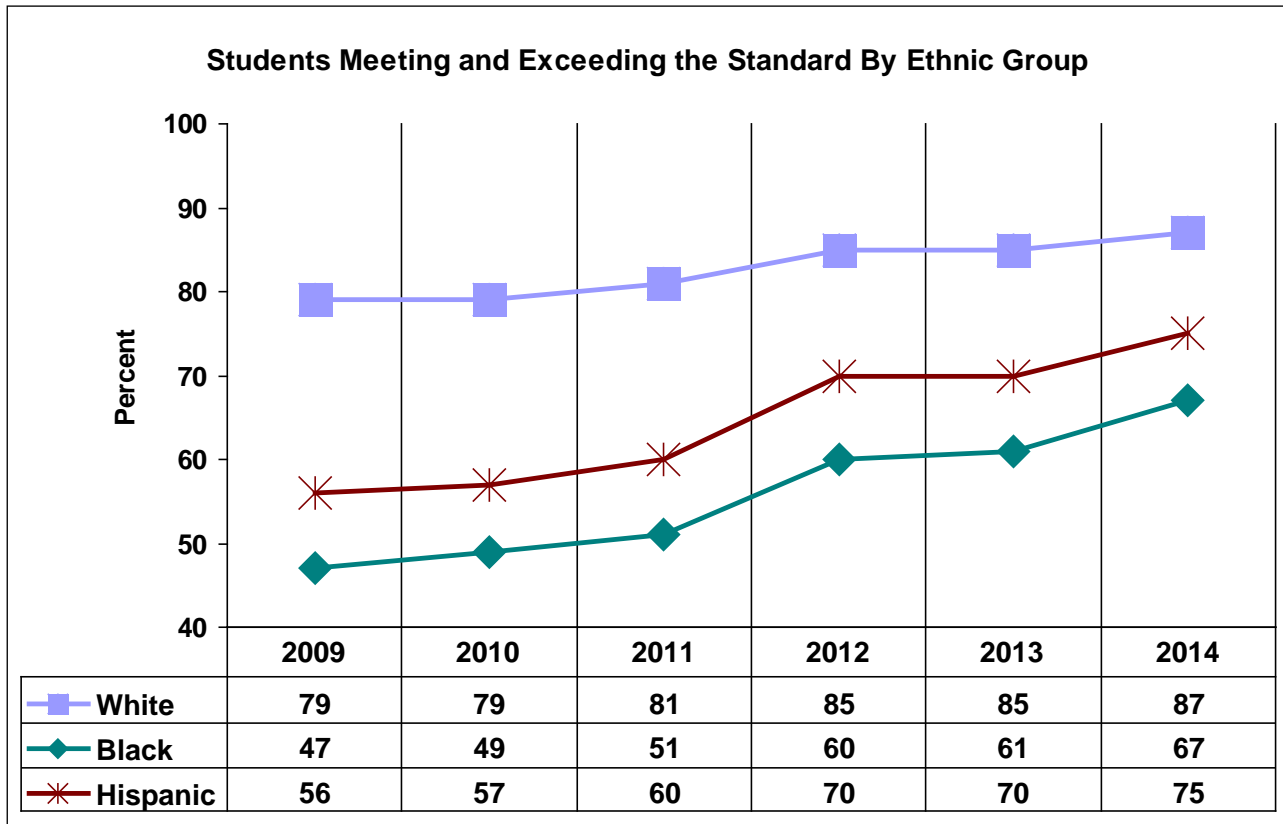
Grade 8 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	64	65	67	74	74	78	+4	+14
Regular Program Students	68	69	71	77	78	82	+4	+14
English Learners	27	24	26	33	33	38	+5	+11
Students with Disabilities	33	33	34	38	37	40	+3	+7
Asian	84	82	84	86	88	90	+2	+6
Black	47	49	51	60	61	67	+6	+20
Hispanic	56	57	60	70	70	75	+5	+19
Native American/Alaskan	76	72	72	75	76	77	+1	+1
White	79	79	81	85	85	87	+2	+8
Multiracial	71	73	74	80	80	82	+2	+11
Female	63	64	65	73	75	79	+4	+16
Male	66	66	69	74	73	77	+4	+11

Grade 8 Science



Percentage of Students Meeting and Exceeding the Standard

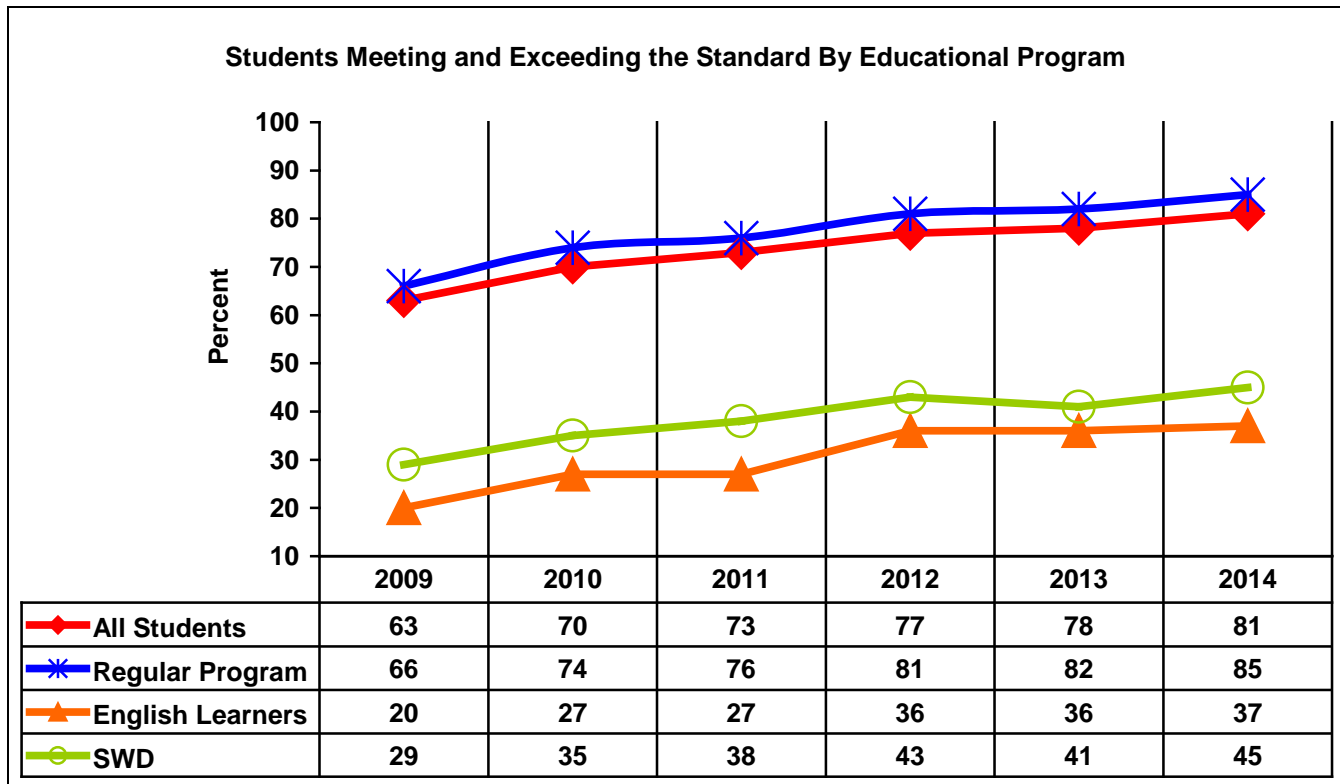
Grade 8 Science



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	63	70	73	77	78	81	+3	+18
Regular Program Students	66	74	76	81	82	85	+3	+19
English Learners	20	27	27	36	36	37	+1	+17
Students with Disabilities	29	35	38	43	41	45	+4	+16
Asian	81	85	86	88	89	91	+2	+10
Black	48	56	60	65	67	71	+4	+23
Hispanic	51	62	66	74	75	77	+2	+26
Native American/Alaskan	65	73	75	79	81	81	0	+16
White	75	81	83	86	87	89	+2	+14
Multiracial	67	76	79	82	83	85	+2	+18
Female	63	71	73	78	79	82	+3	+19
Male	62	68	72	76	77	79	+2	+17

Grade 8 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Social Studies

