

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

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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

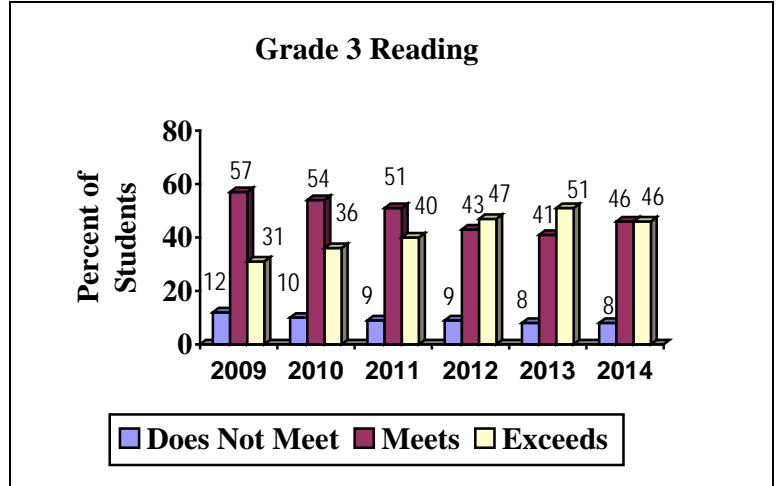
- When comparing 2014 performance to 2013, English Learner (EL) students improved achievement by one or more percentage points in 13 of the 30 grade/content area tests that are comparable (grades 1 and 2 are not included this year). EL students experienced one-year gains of at least 5 percentage points 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

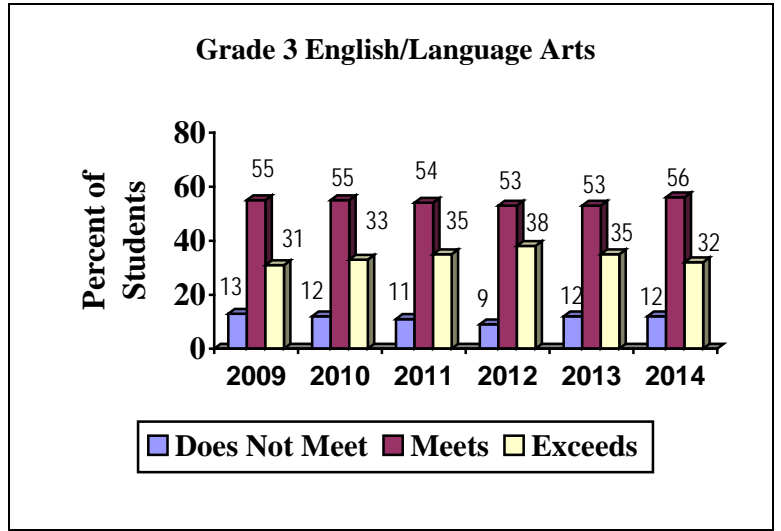
- Ninety-two percent (92%) of third grade students met or exceeded the standard in Reading. Eight percent (8%) of Georgia's third graders did not meet the standard and are therefore candidates for remediation and retention.
- Ninety-five percent (95%) of fifth grade students met or exceeded the standard 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

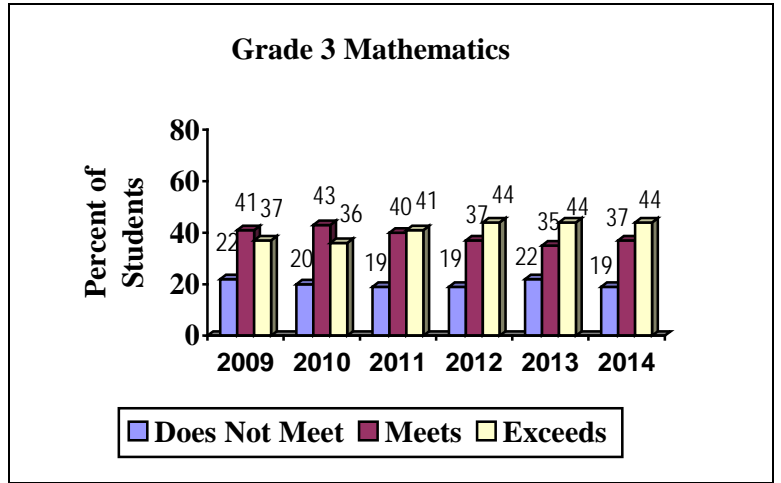
Grade 3 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	12	10	9	9	8	8
Meets	57	54	51	43	41	46
Exceeds	31	36	40	47	51	46



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

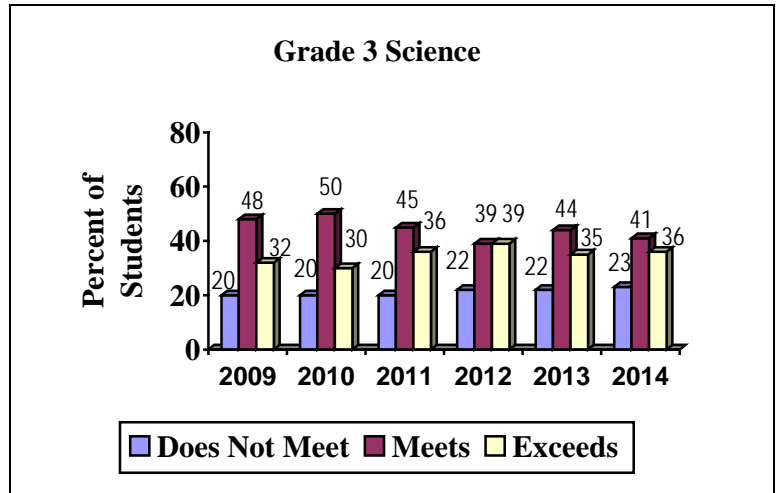


Grade 3 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	22	20	19	19	22	19
Meets	41	43	40	37	35	37
Exceeds	37	36	41	44	44	44

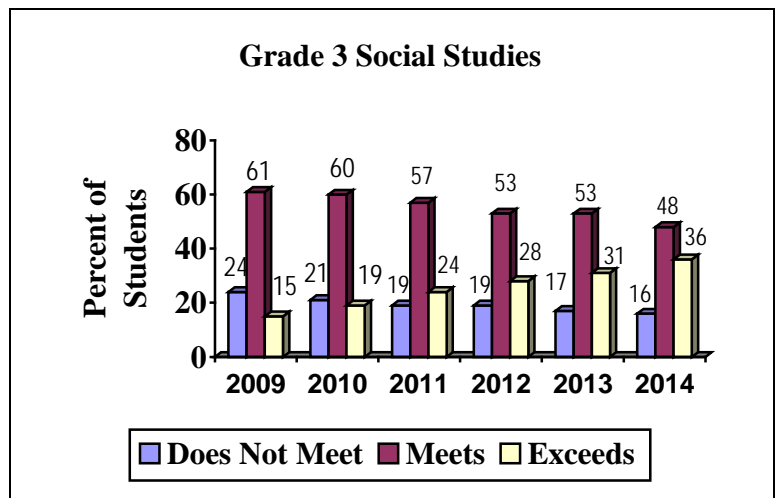


## Historical Performance of Georgia Students on the CRCT

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



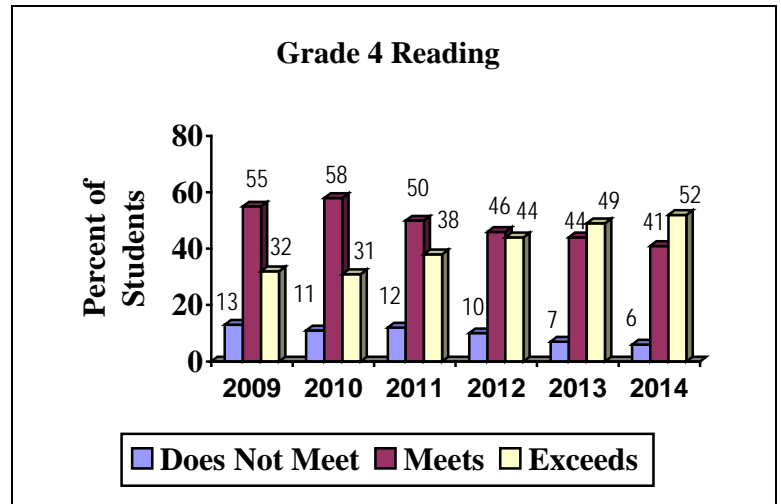
Grade 3 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	24	21	19	19	17	16
Meets	61	60	57	53	53	48
Exceeds	15	19	24	28	31	36



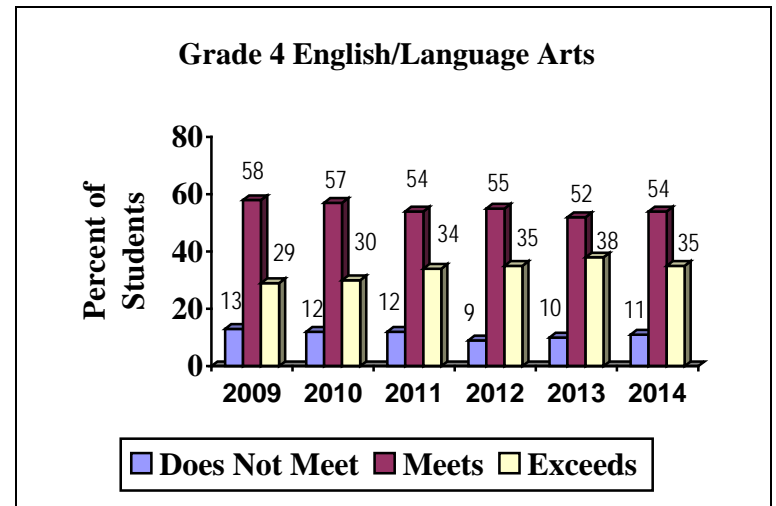


## Historical Performance of Georgia Students on the CRCT

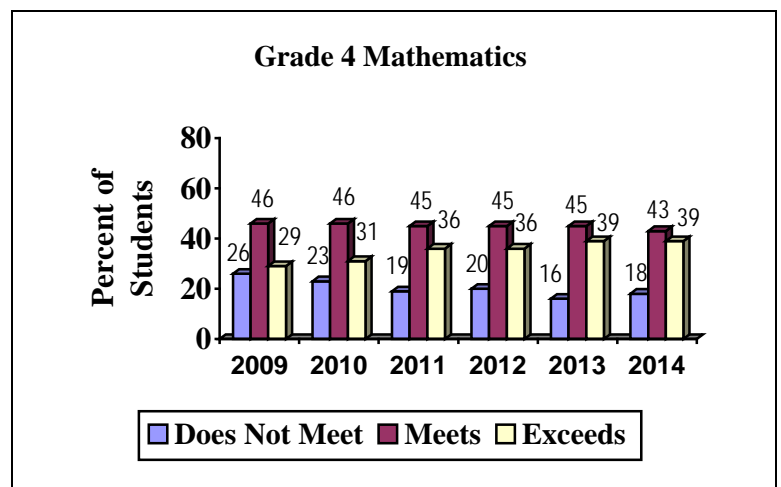
Grade 4 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	13	11	12	10	7	6
Meets	55	58	50	46	44	41
Exceeds	32	31	38	44	49	52



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

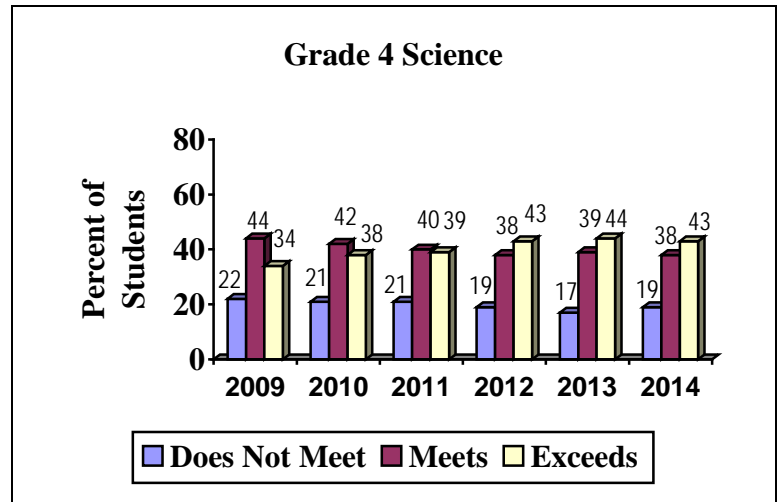


Grade 4 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	26	23	19	20	16	18
Meets	46	46	45	45	45	43
Exceeds	29	31	36	36	39	39

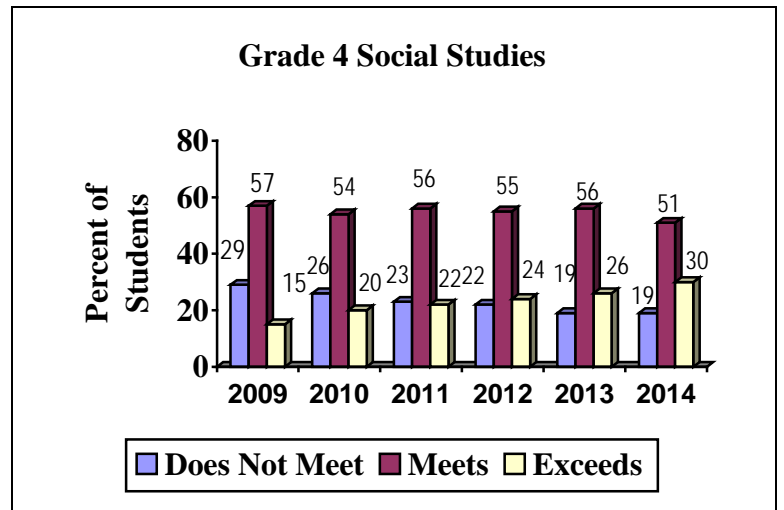


## Historical Performance of Georgia Students on the CRCT

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

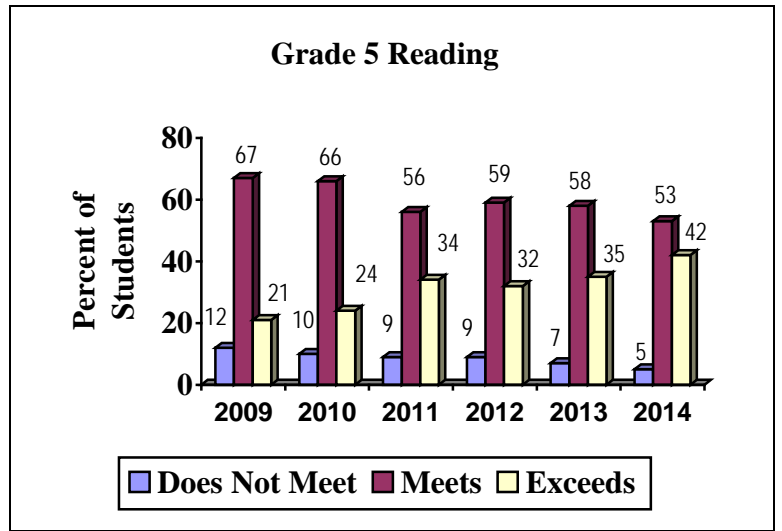


Grade 4 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	29	26	23	22	19	19
Meets	57	54	56	55	56	51
Exceeds	15	20	22	24	26	30

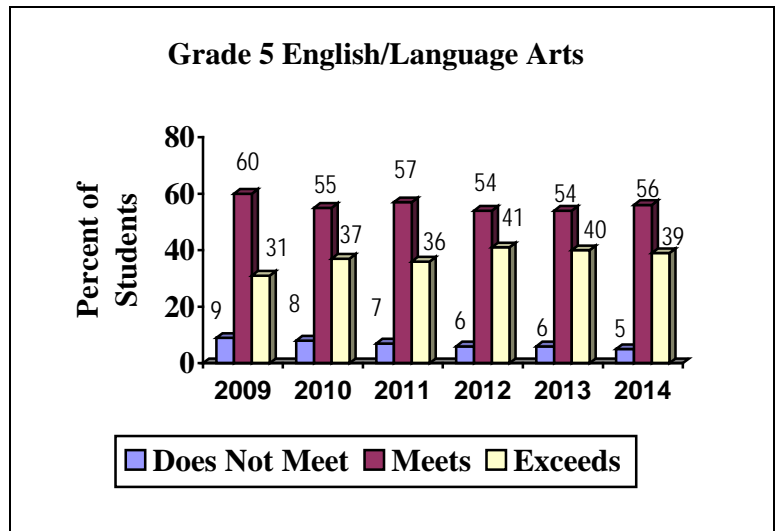


## Historical Performance of Georgia Students on the CRCT

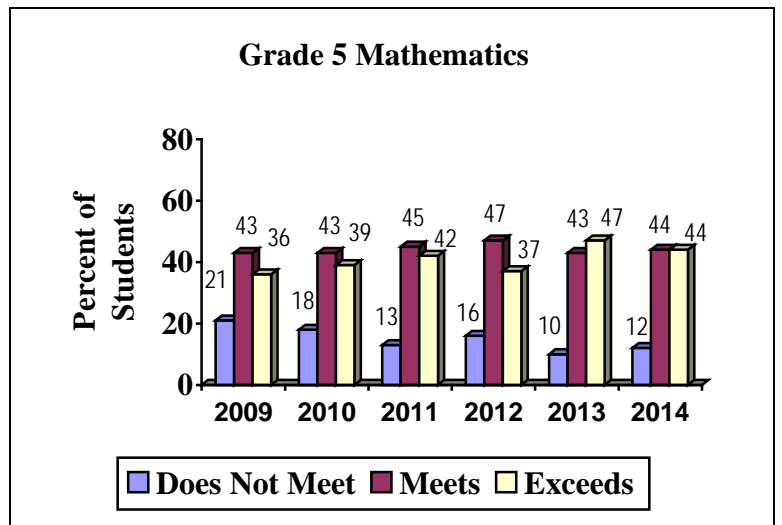
Grade 5 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	12	10	9	9	7	5
Meets	67	66	56	59	58	53
Exceeds	21	24	34	32	35	42



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

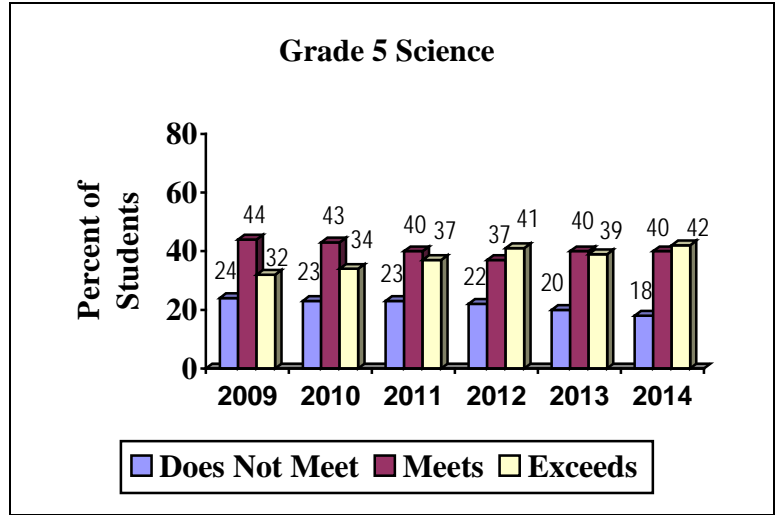


Grade 5 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	21	18	13	16	10	12
Meets	43	43	45	47	43	44
Exceeds	36	39	42	37	47	44

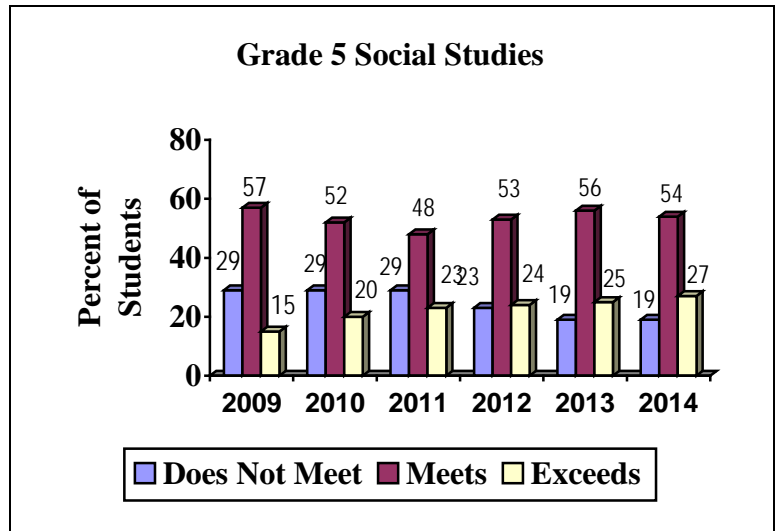


## Historical Performance of Georgia Students on the CRCT

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

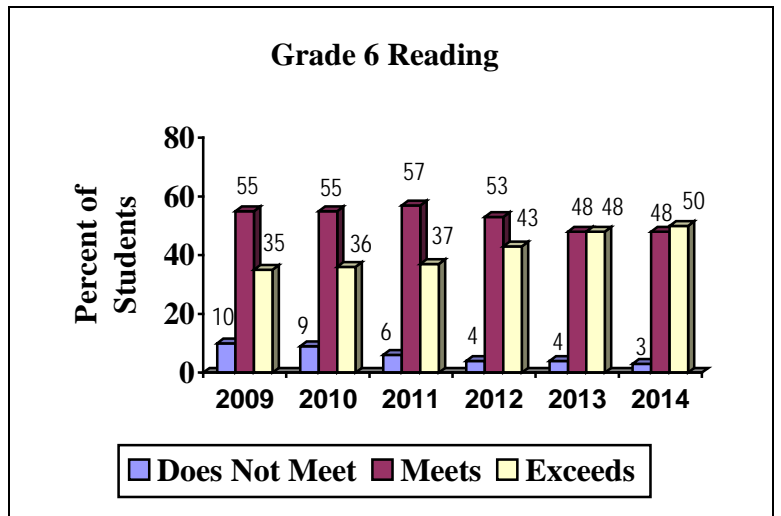


Grade 5 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	29	29	29	23	19	19
Meets	57	52	48	53	56	54
Exceeds	15	20	23	24	25	27

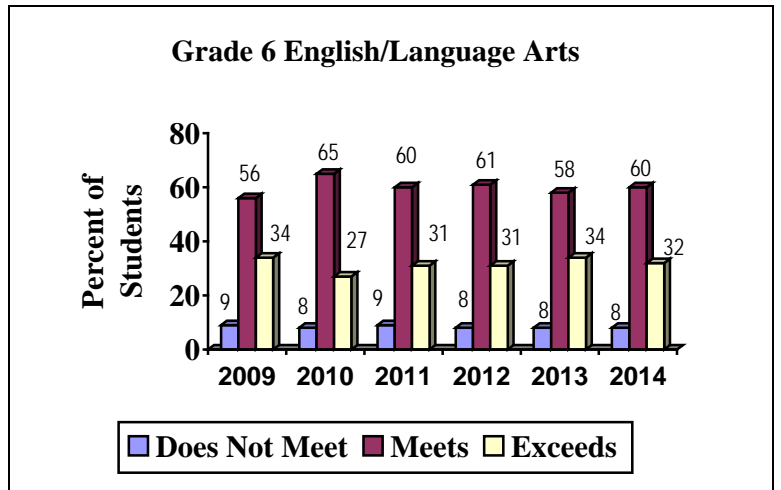


## Historical Performance of Georgia Students on the CRCT

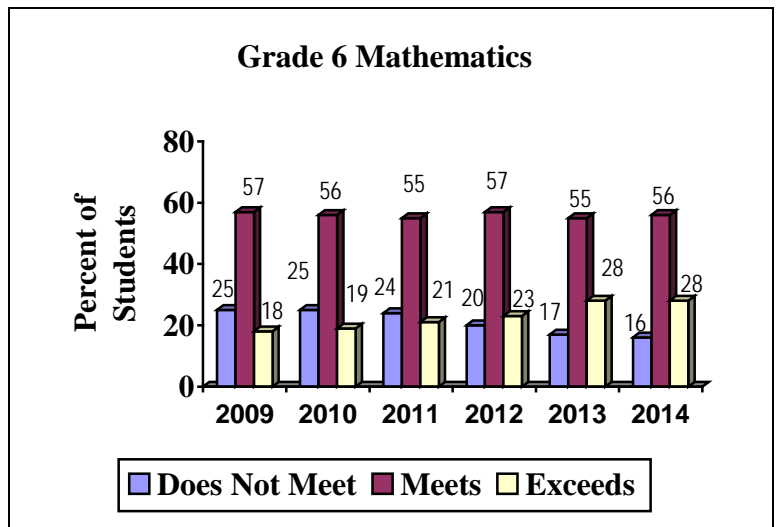
Grade 6 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	10	9	6	4	4	3
Meets	55	55	57	53	48	48
Exceeds	35	36	37	43	48	50



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

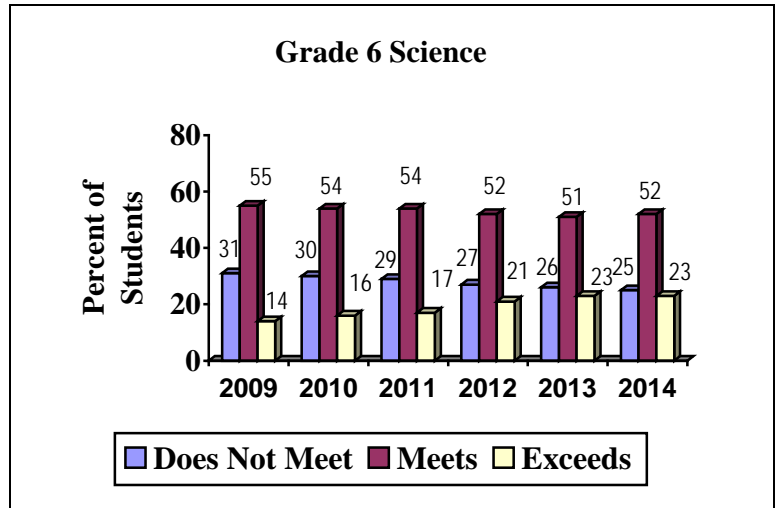


Grade 6 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	25	25	24	20	17	16
Meets	57	56	55	57	55	56
Exceeds	18	19	21	23	28	28



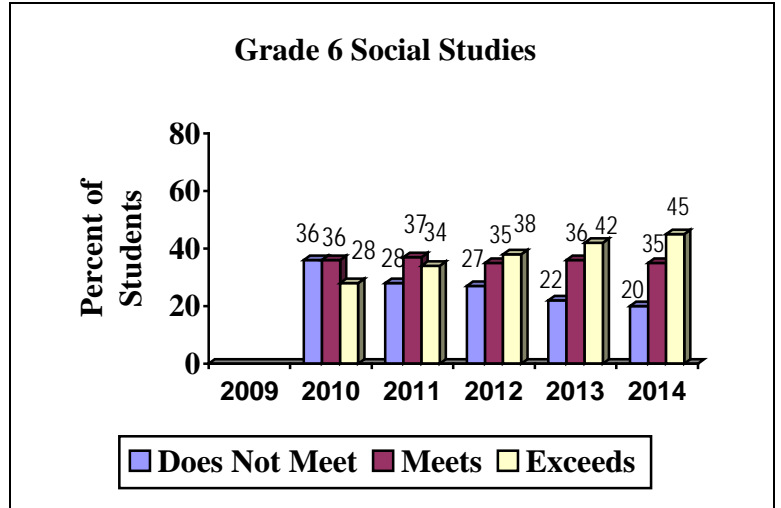
## Historical Performance of Georgia Students on the CRCT

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



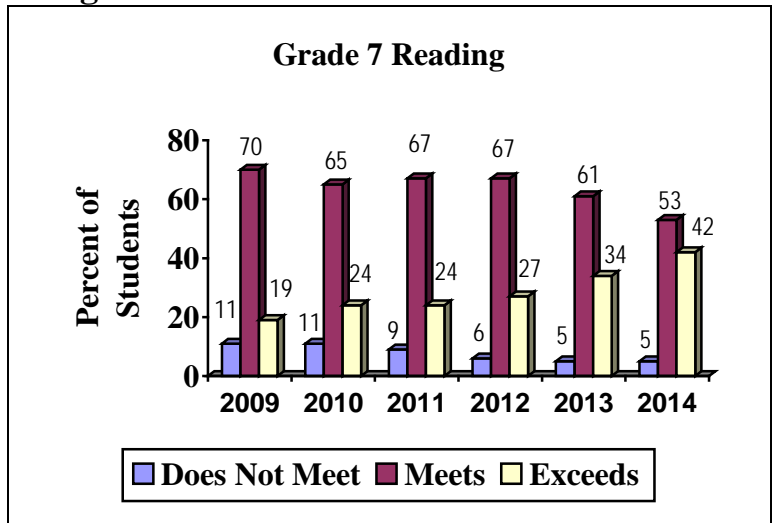
Grade 6 Social Studies						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	--	36	28	27	22	20
Meets	--	36	37	35	36	35
Exceeds	--	28	34	38	42	45

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

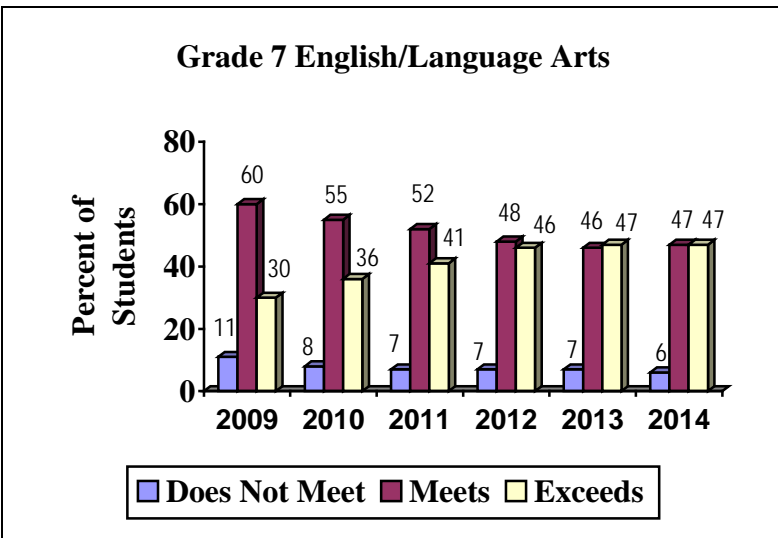


## Historical Performance of Georgia Students on the CRCT

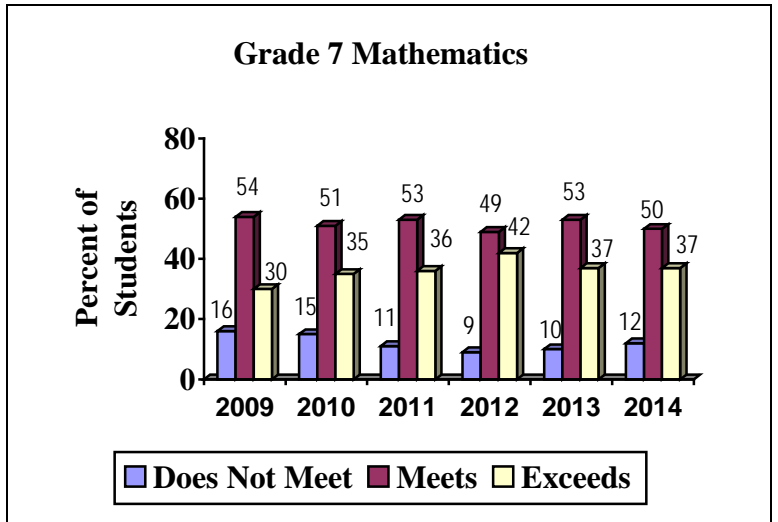
Grade 7 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	11	11	9	6	5	5
Meets	70	65	67	67	61	53
Exceeds	19	24	24	27	34	42



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

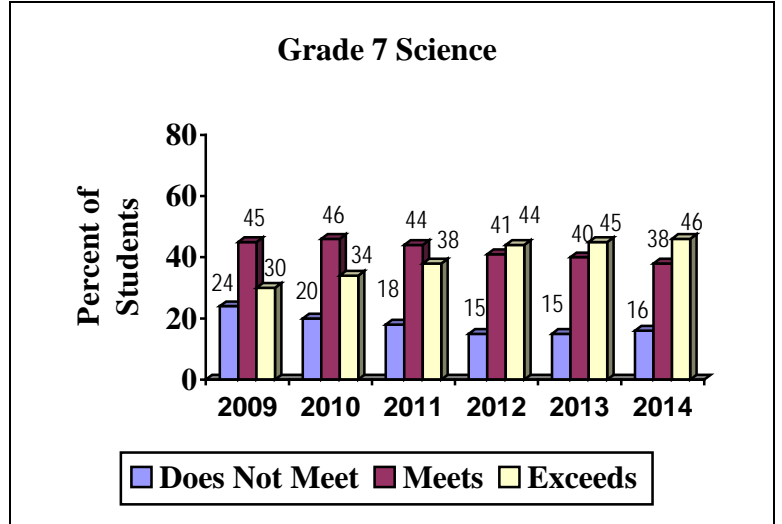


Grade 7 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	16	15	11	9	10	12
Meets	54	51	53	49	53	50
Exceeds	30	35	36	42	37	37



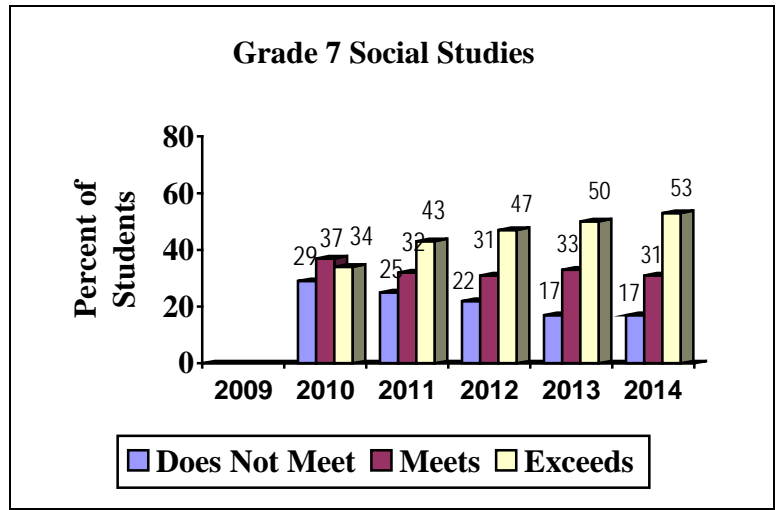
## Historical Performance of Georgia Students on the CRCT

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

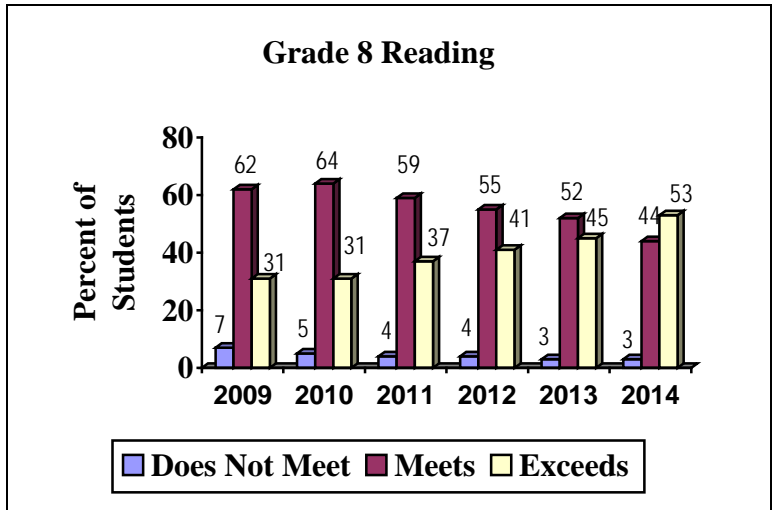
Beginning in 2010, scores are based on the GPS providing baseline data.



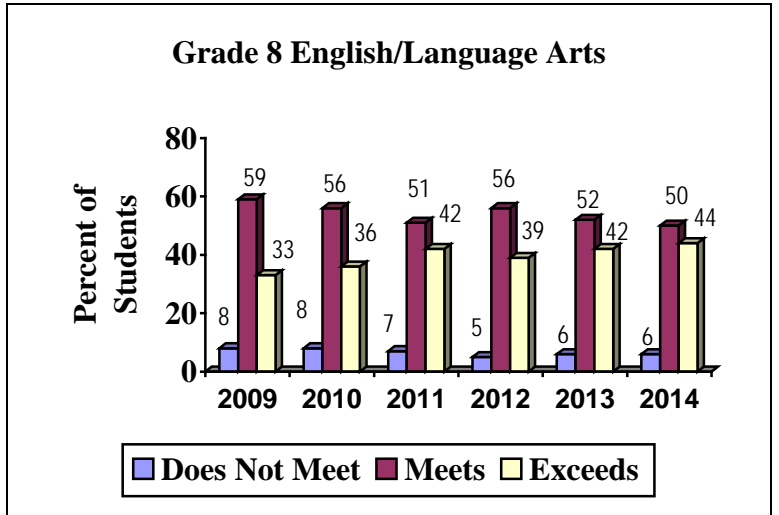


## Historical Performance of Georgia Students on the CRCT

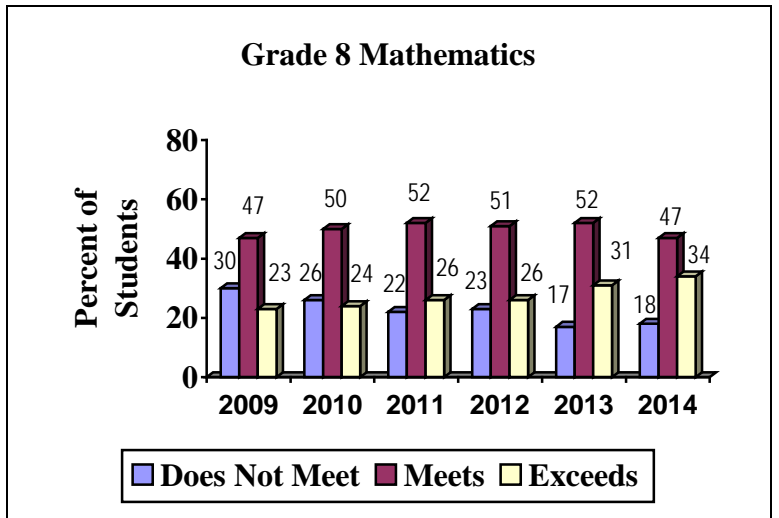
Grade 8 Reading						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	7	5	4	4	3	3
Meets	62	64	59	55	52	44
Exceeds	31	31	37	41	45	53



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

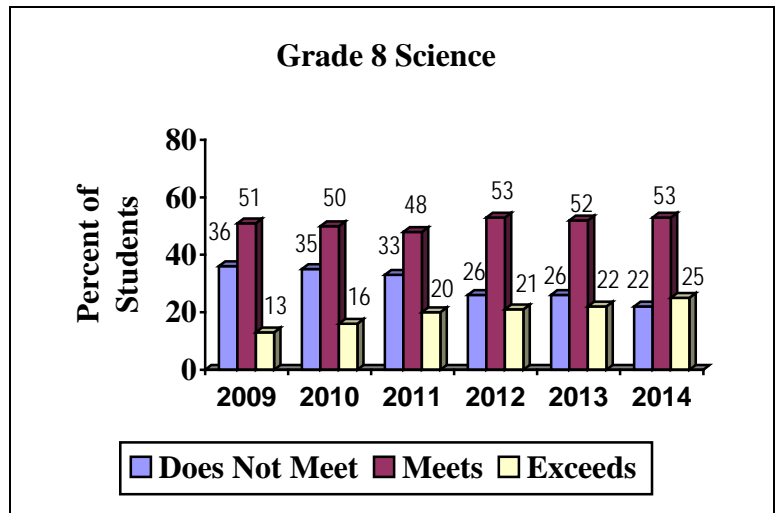


Grade 8 Mathematics						
Performance Level	Percent of Students					
	09	10	11	12	13	14
Does Not Meet	30	26	22	23	17	18
Meets	47	50	52	51	52	47
Exceeds	23	24	26	26	31	34

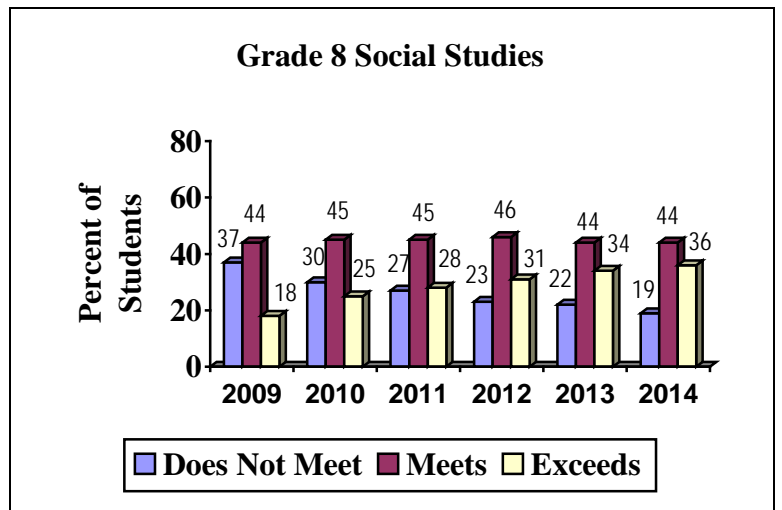


## Historical Performance of Georgia Students on the CRCT

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



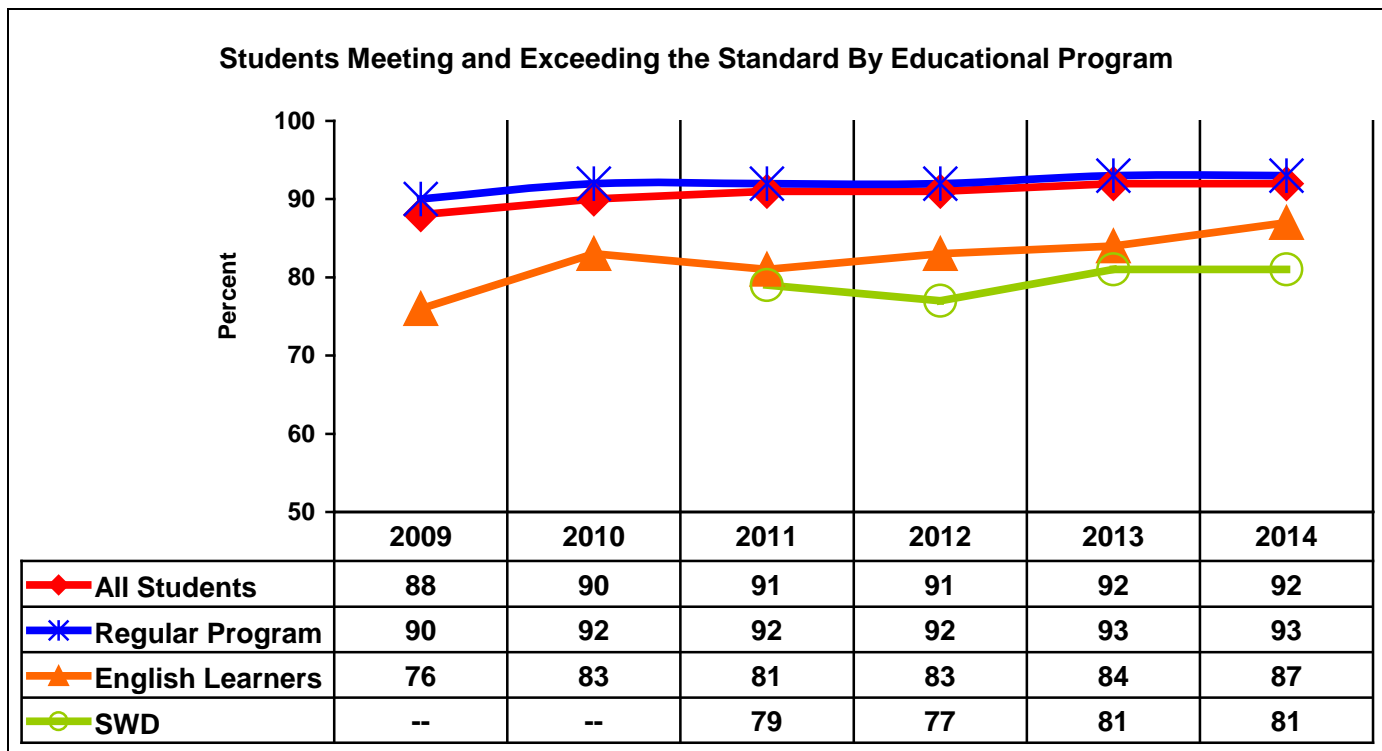
(Please Note: Because of rounding, all disaggregated charts may not appear consistent with historical data.)

## Percentage of Students Meeting and Exceeding the Standard

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

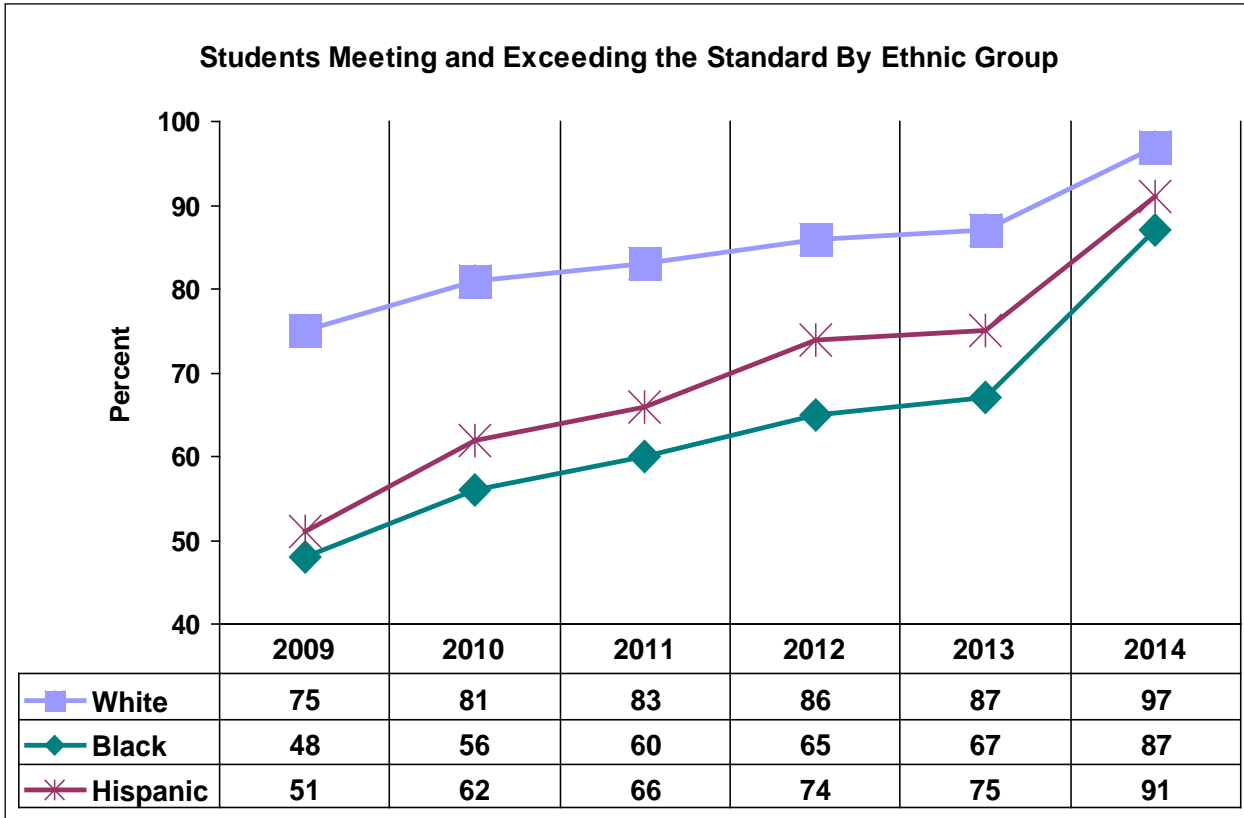
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 3 Reading



# Percentage of Students Meeting and Exceeding the Standard

## Grade 3 Reading

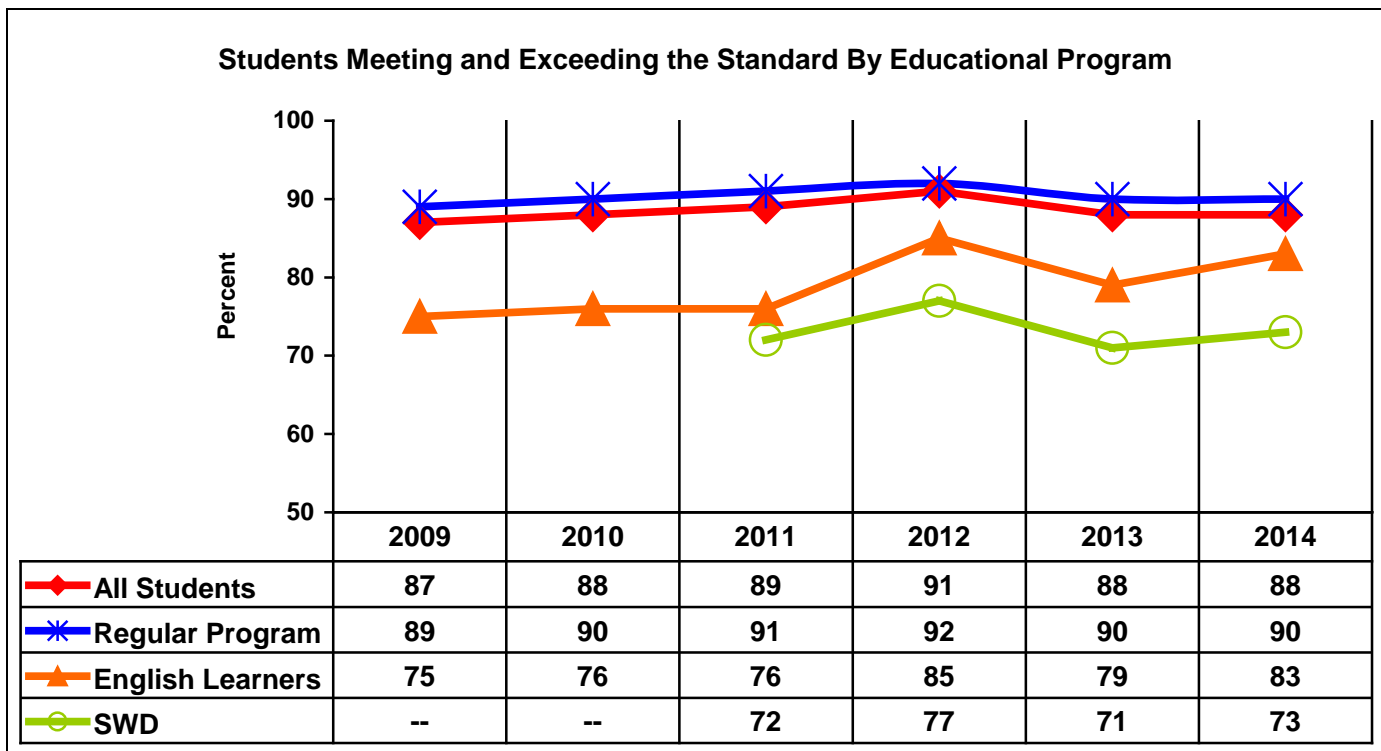


## Percentage of Students Meeting and Exceeding the Standard

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

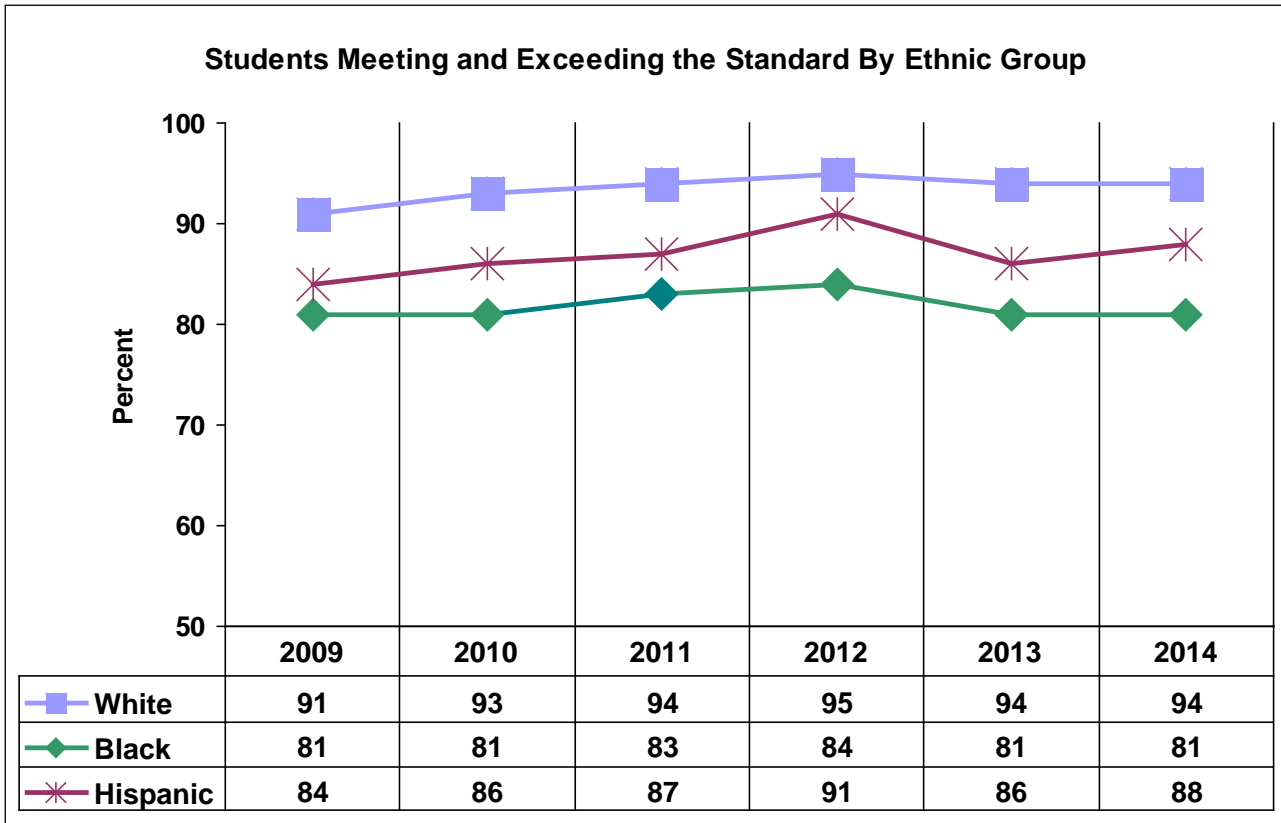
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 3 English/Language Arts



# Percentage of Students Meeting and Exceeding the Standard

## Grade 3 English/Language Arts

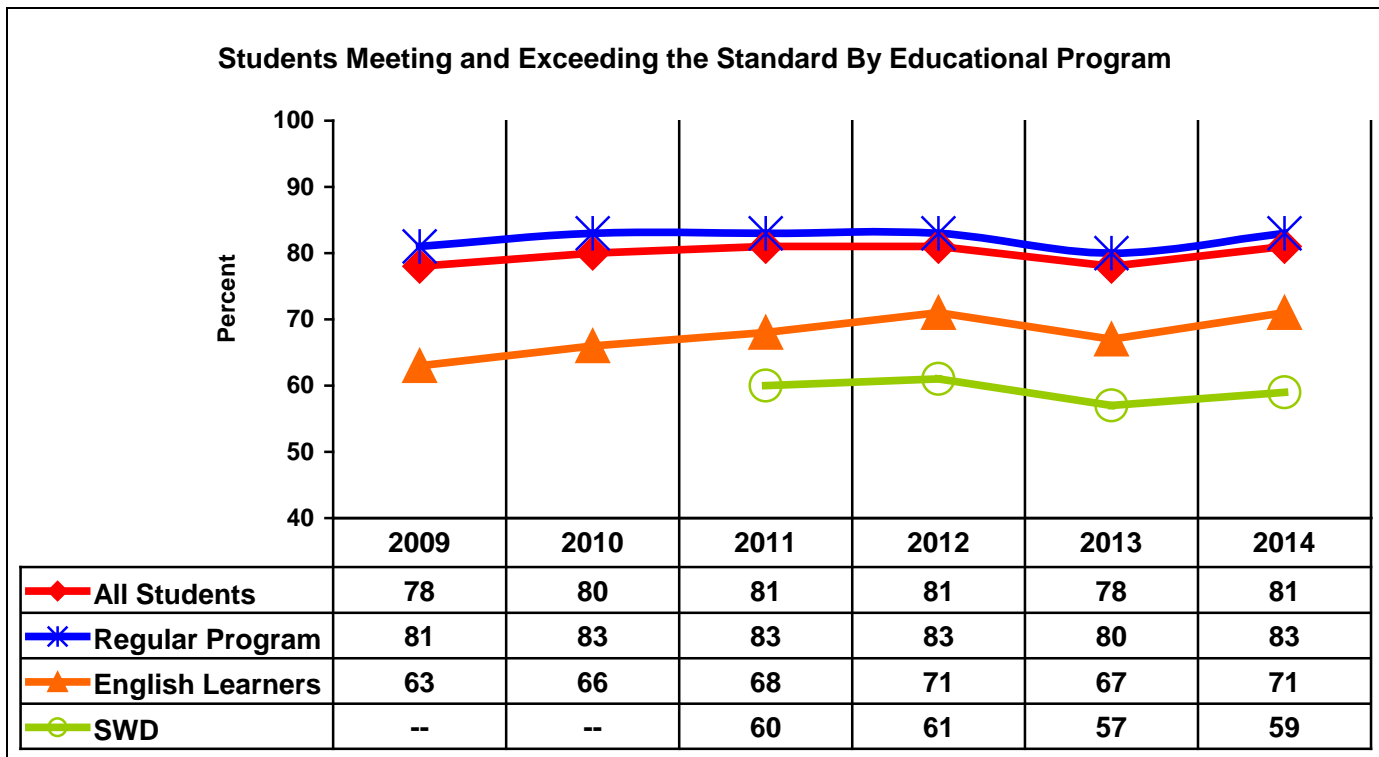


## Percentage of Students Meeting and Exceeding the Standard

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

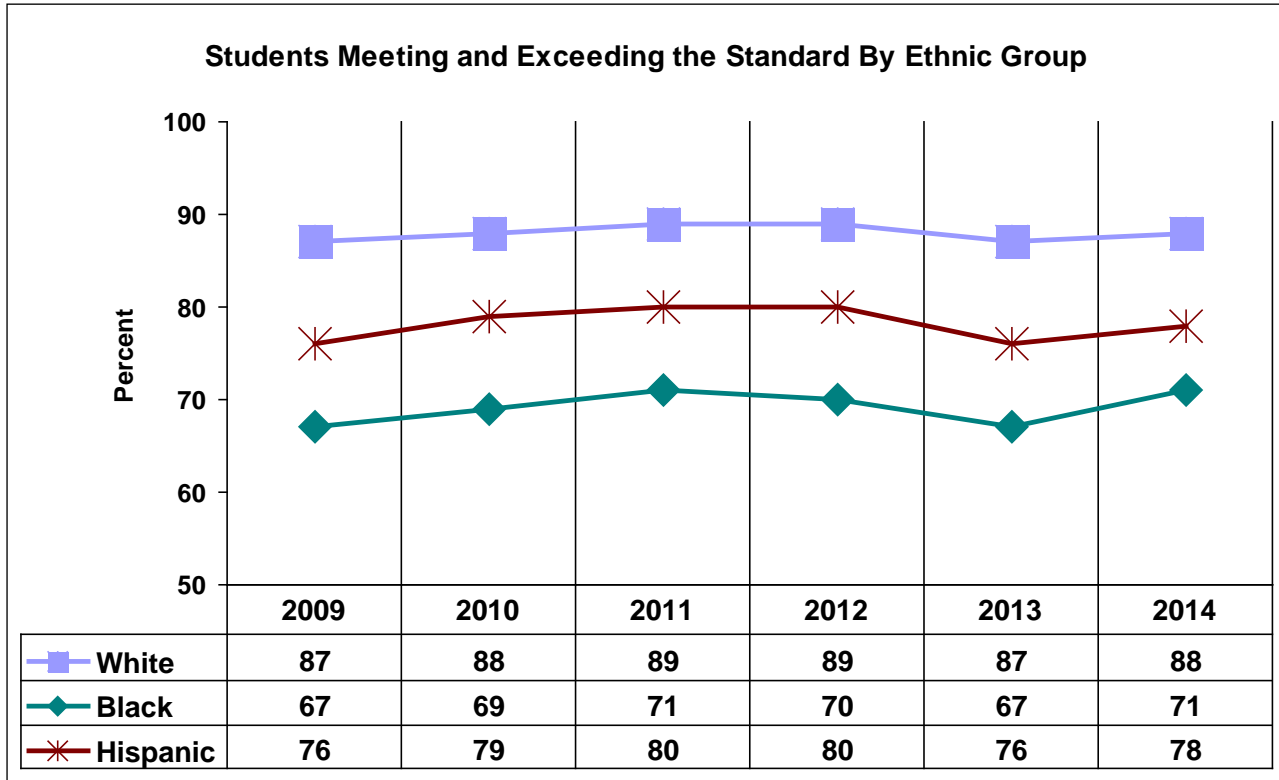
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 3 Mathematics



# Percentage of Students Meeting and Exceeding the Standard

## Grade 3 Mathematics

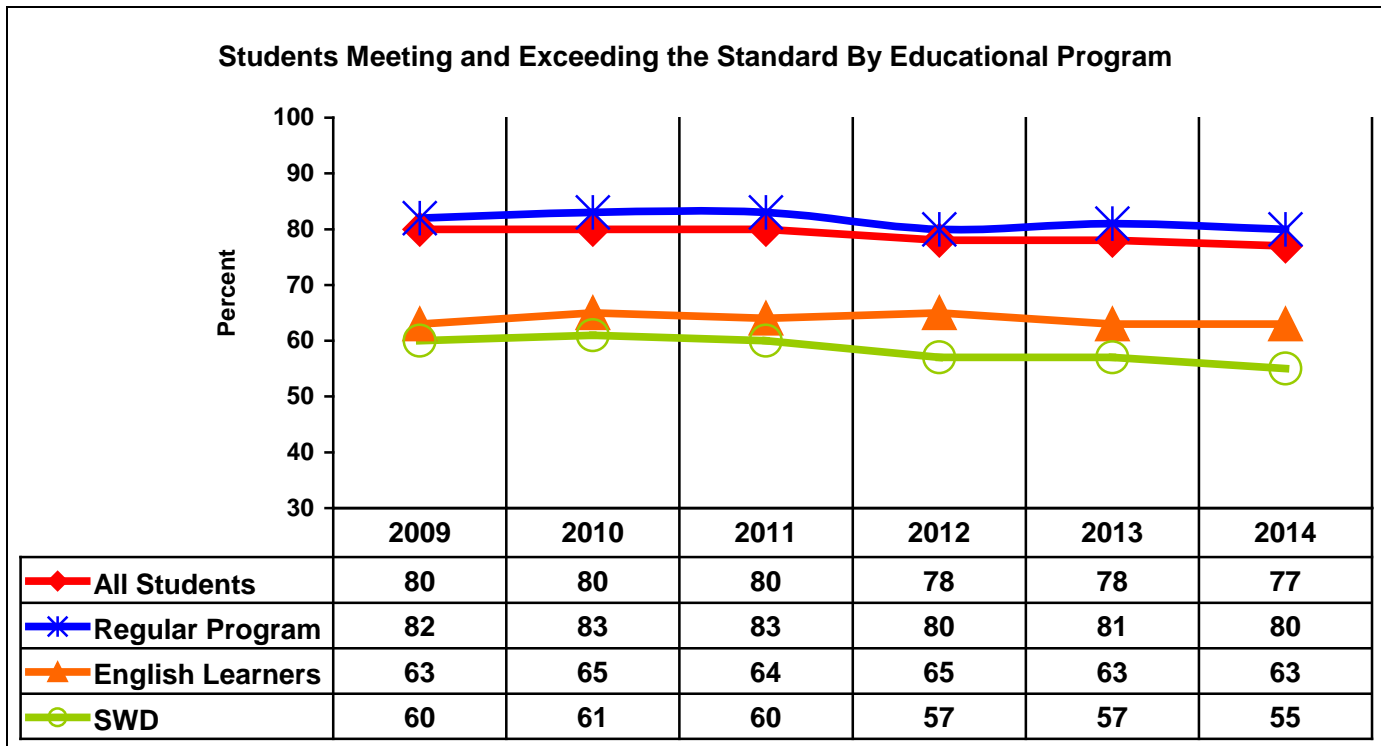




## Percentage of Students Meeting and Exceeding the Standard

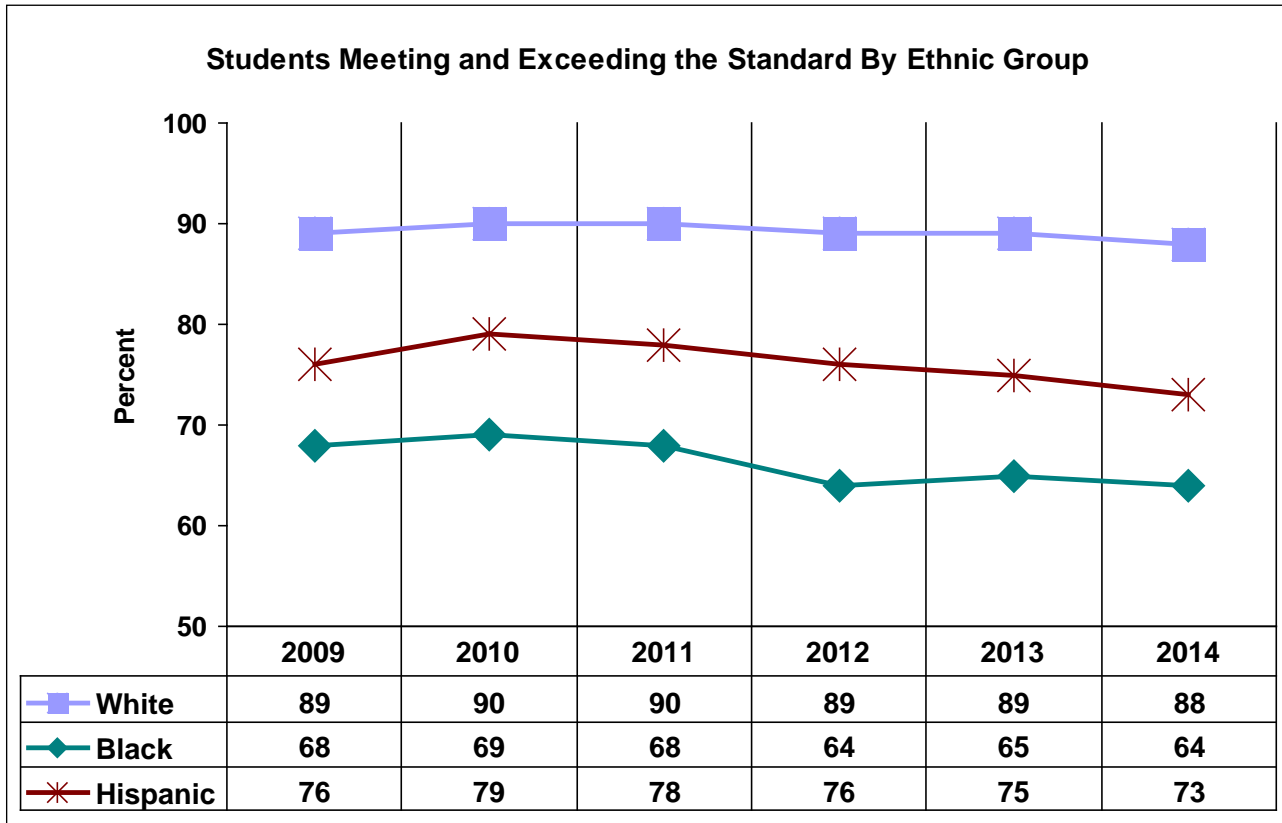
Grade 3 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
<b>All Students</b>	80	80	80	78	78	77	-1	-3
<b>Regular Program Students</b>	82	83	83	80	81	80	-1	-2
<b>English Learners</b>	63	65	64	65	63	63	0	0
<b>Students with Disabilities</b>	60	61	60	57	57	55	-2	-5
<b>Asian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

### Grade 3 Science



# Percentage of Students Meeting and Exceeding the Standard

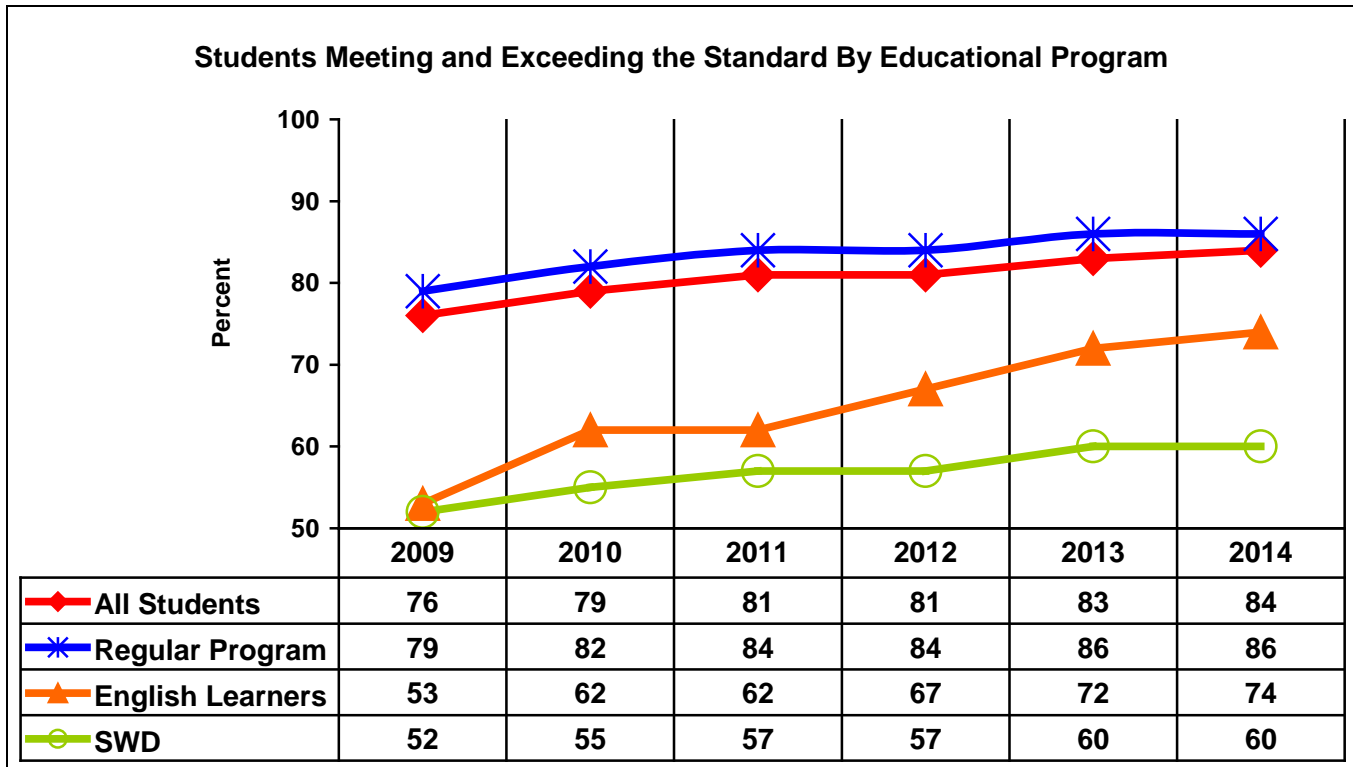
## Grade 3 Science



## Percentage of Students Meeting and Exceeding the Standard

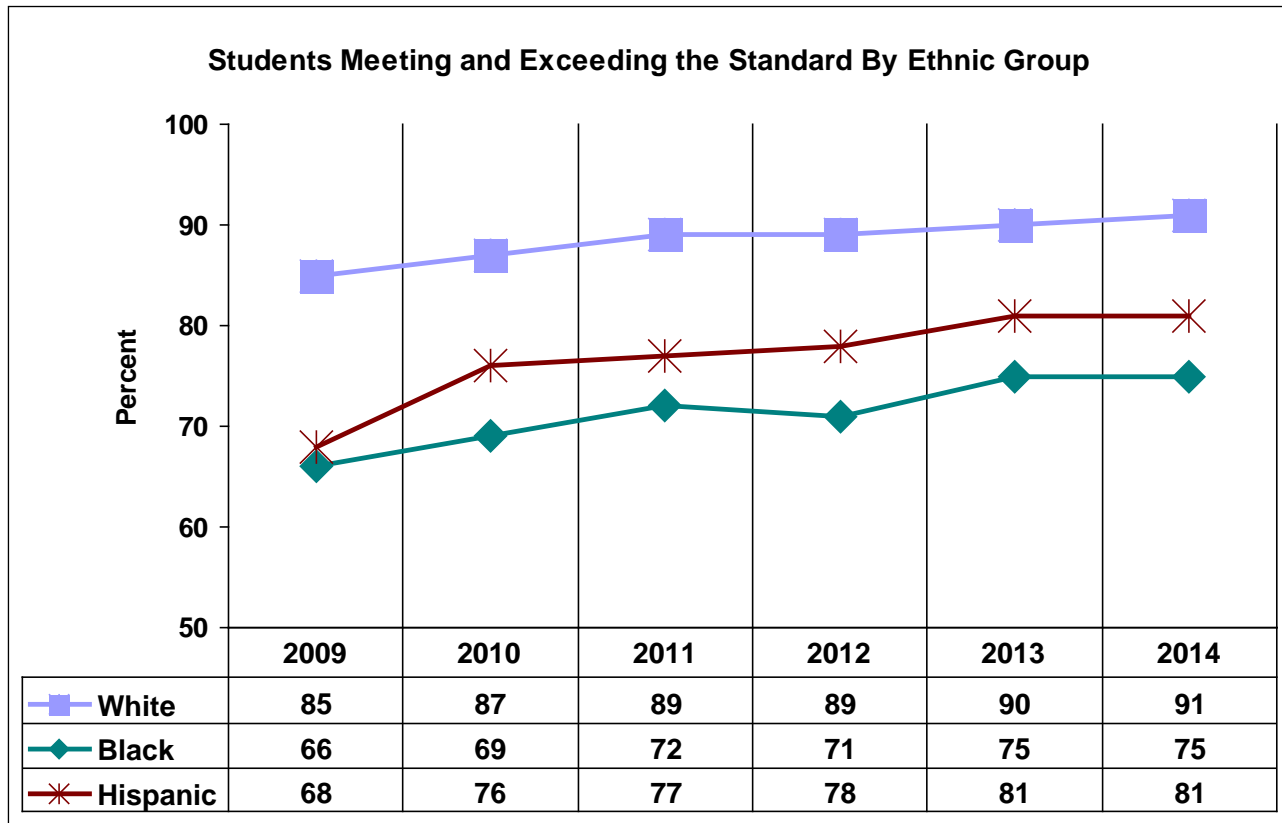
Grade 3 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
<b>All Students</b>	76	79	81	81	83	84	+1	+8
<b>Regular Program Students</b>	79	82	84	84	86	86	0	+7
<b>English Learners</b>	53	62	62	67	72	74	+2	+21
<b>Students with Disabilities</b>	52	55	57	57	60	60	0	+8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

### Grade 3 Social Studies



# Percentage of Students Meeting and Exceeding the Standard

## Grade 3 Social Studies

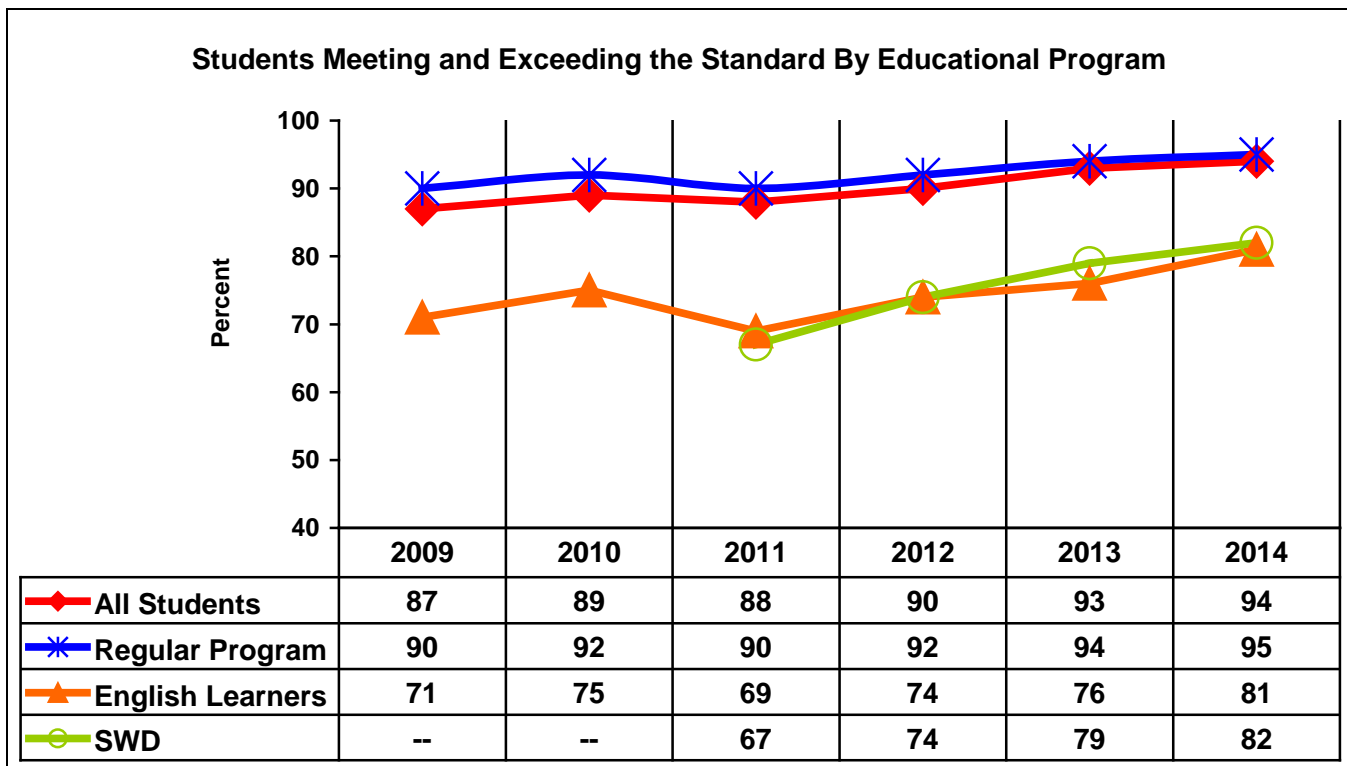


## Percentage of Students Meeting and Exceeding the Standard

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

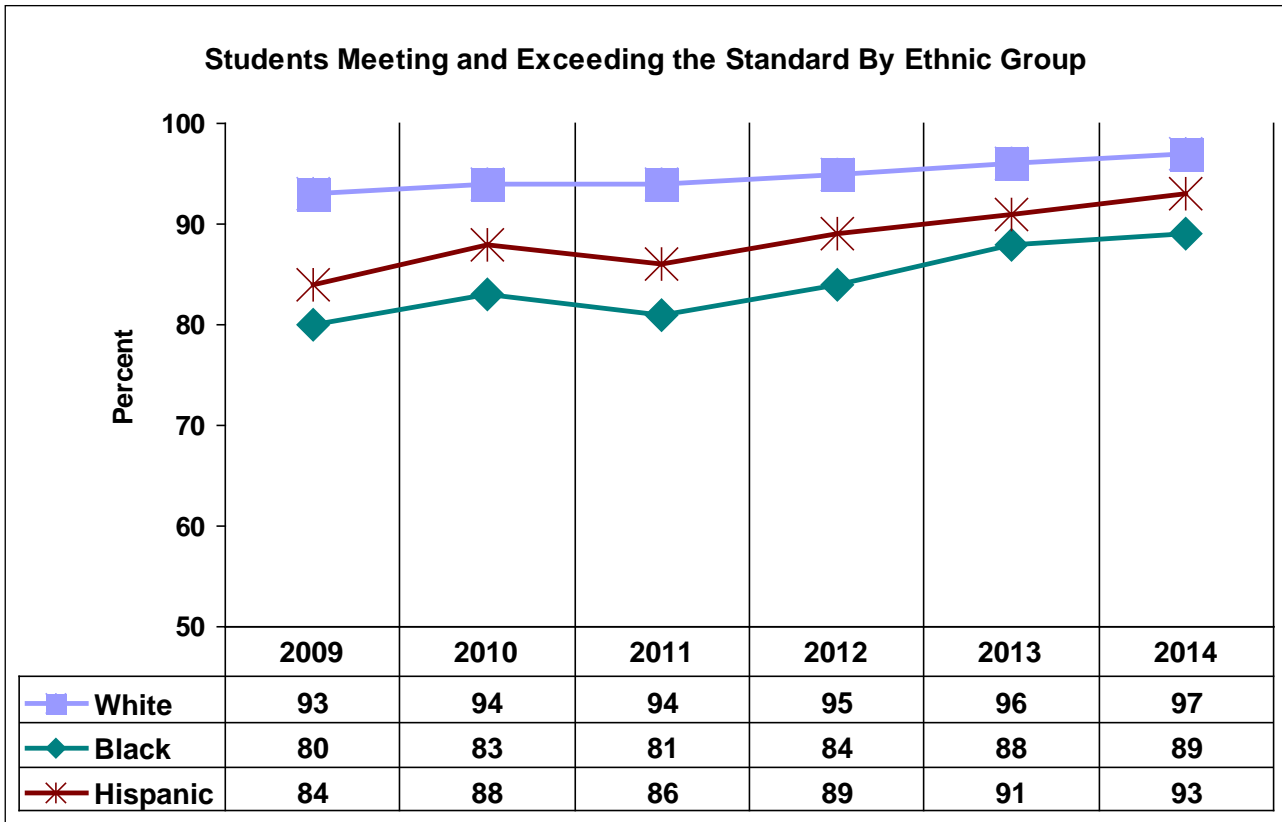
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 4 Reading



# Percentage of Students Meeting and Exceeding the Standard

## Grade 4 Reading

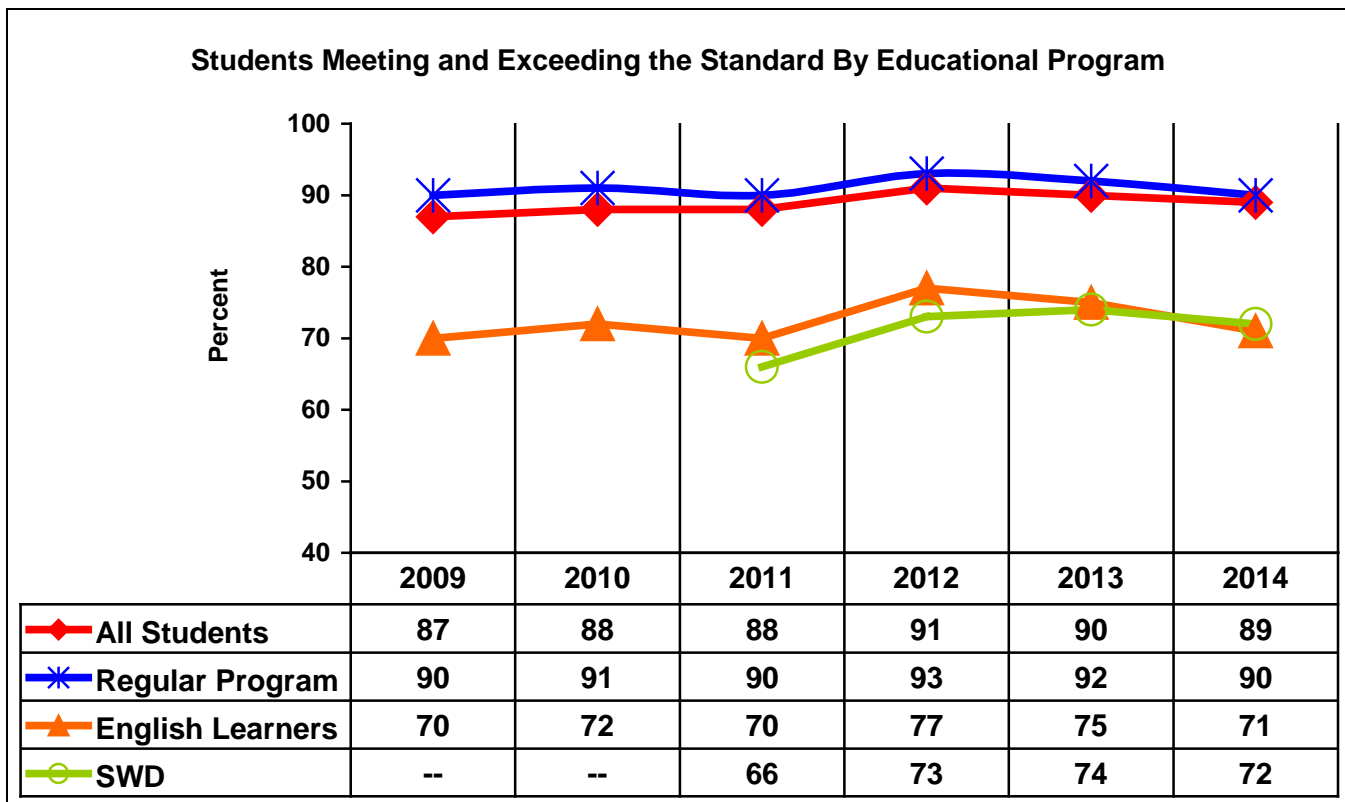


## Percentage of Students Meeting and Exceeding the Standard

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

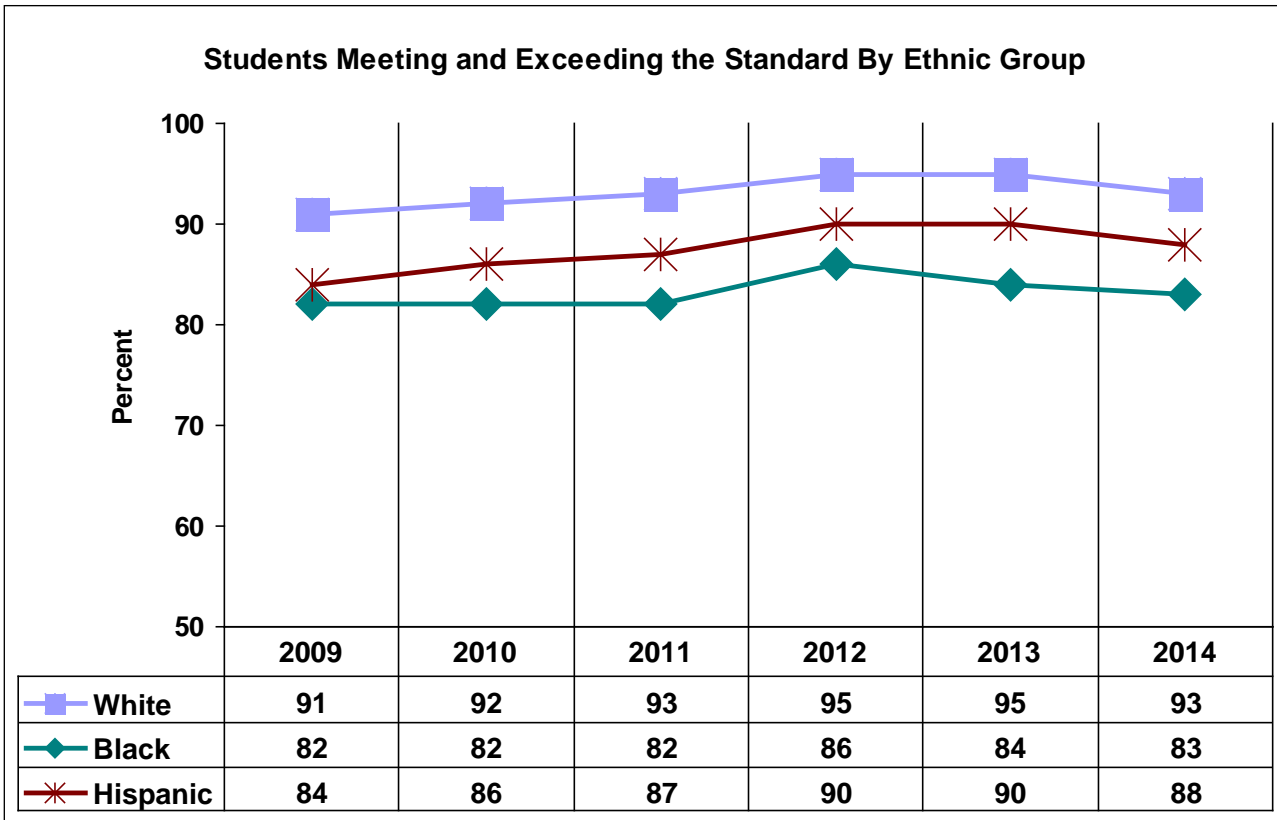
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### Grade 4 English/Language Arts



# Percentage of Students Meeting and Exceeding the Standard

## Grade 4 English/Language Arts



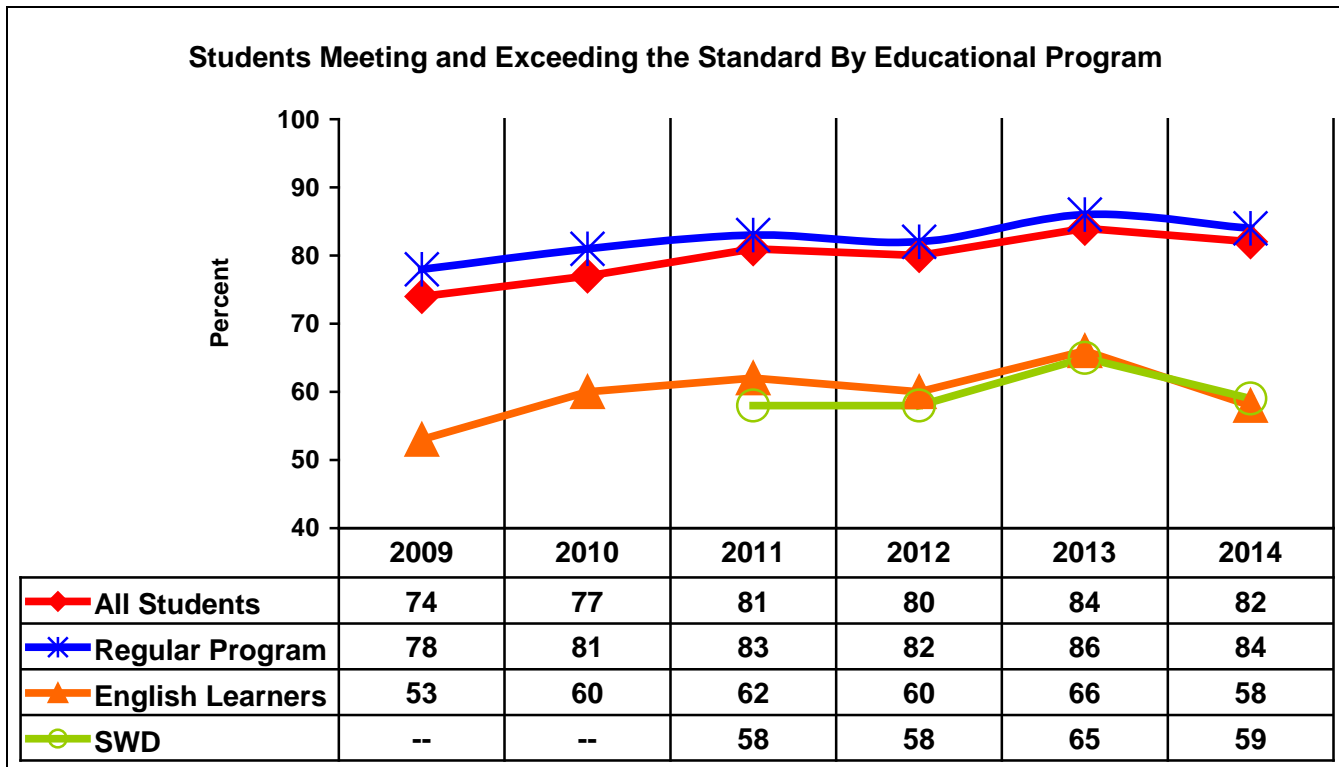


## Percentage of Students Meeting and Exceeding the Standard

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

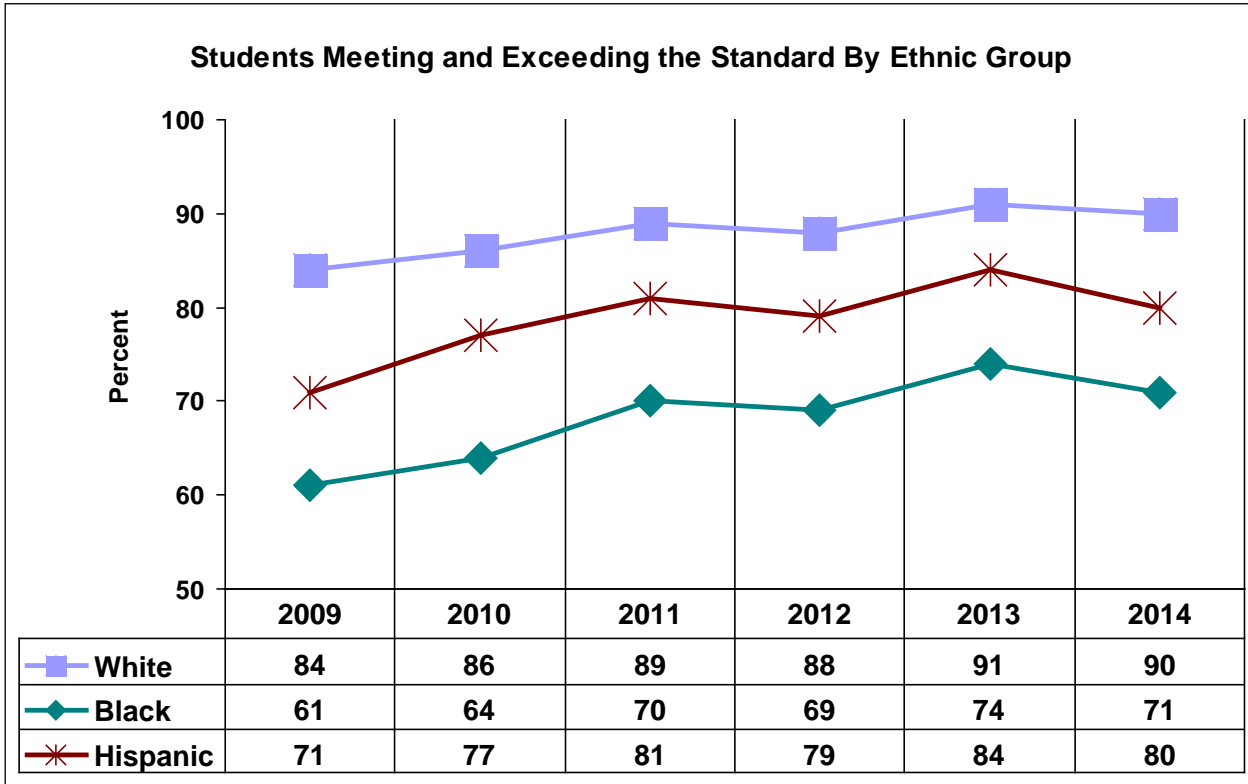
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 4 Mathematics



# Percentage of Students Meeting and Exceeding the Standard

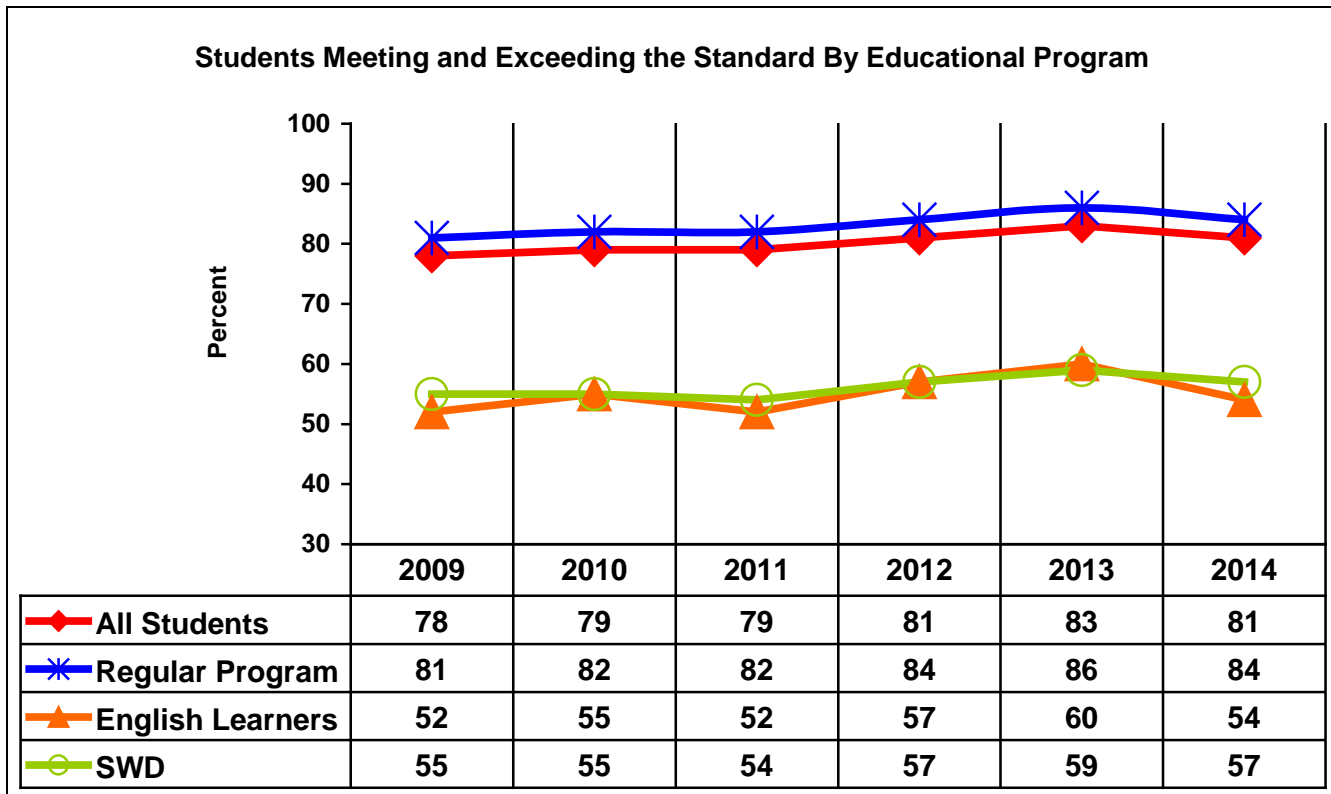
## Grade 4 Mathematics



## Percentage of Students Meeting and Exceeding the Standard

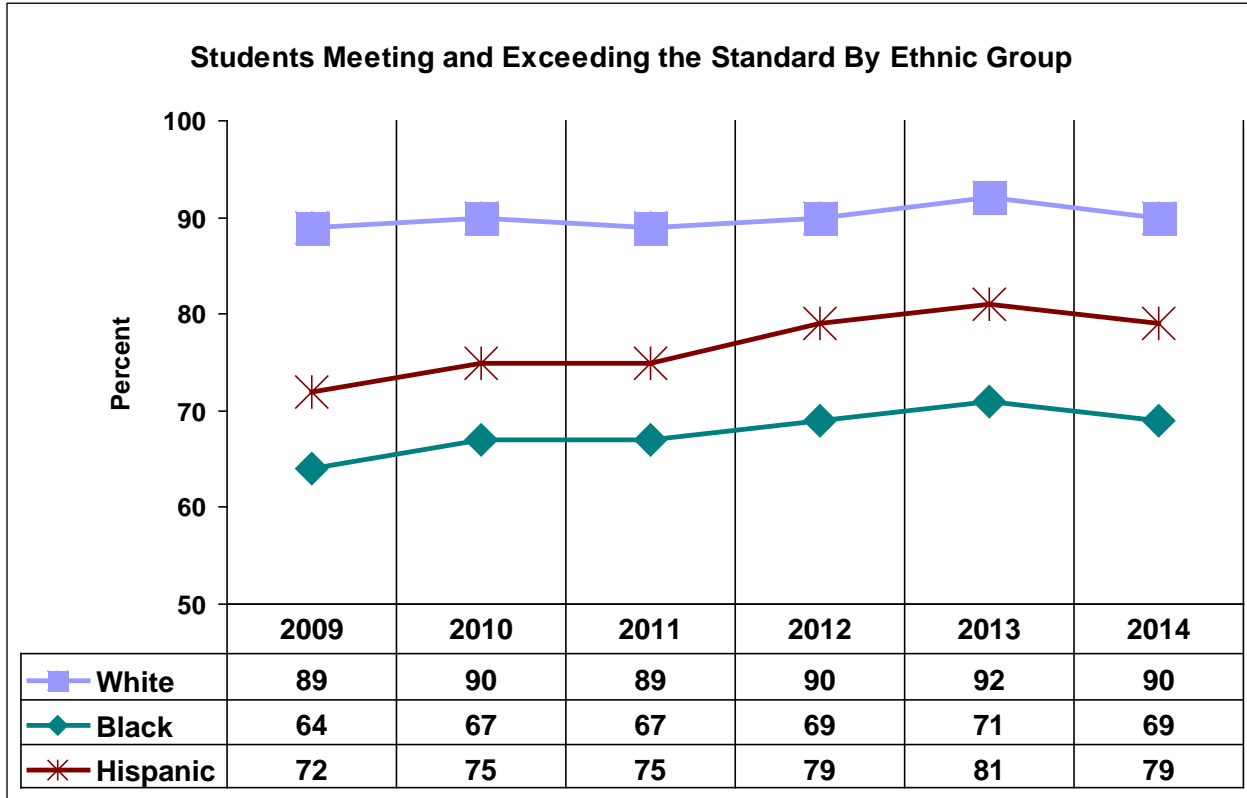
Grade 4 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
<b>All Students</b>	78	79	79	81	83	81	-2	+3
<b>Regular Program Students</b>	81	82	82	84	86	84	-2	+3
<b>English Learners</b>	52	55	52	57	60	54	-6	+2
<b>Students with Disabilities</b>	55	55	54	57	59	57	-2	+2
<b>Asian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

### Grade 4 Science



# Percentage of Students Meeting and Exceeding the Standard

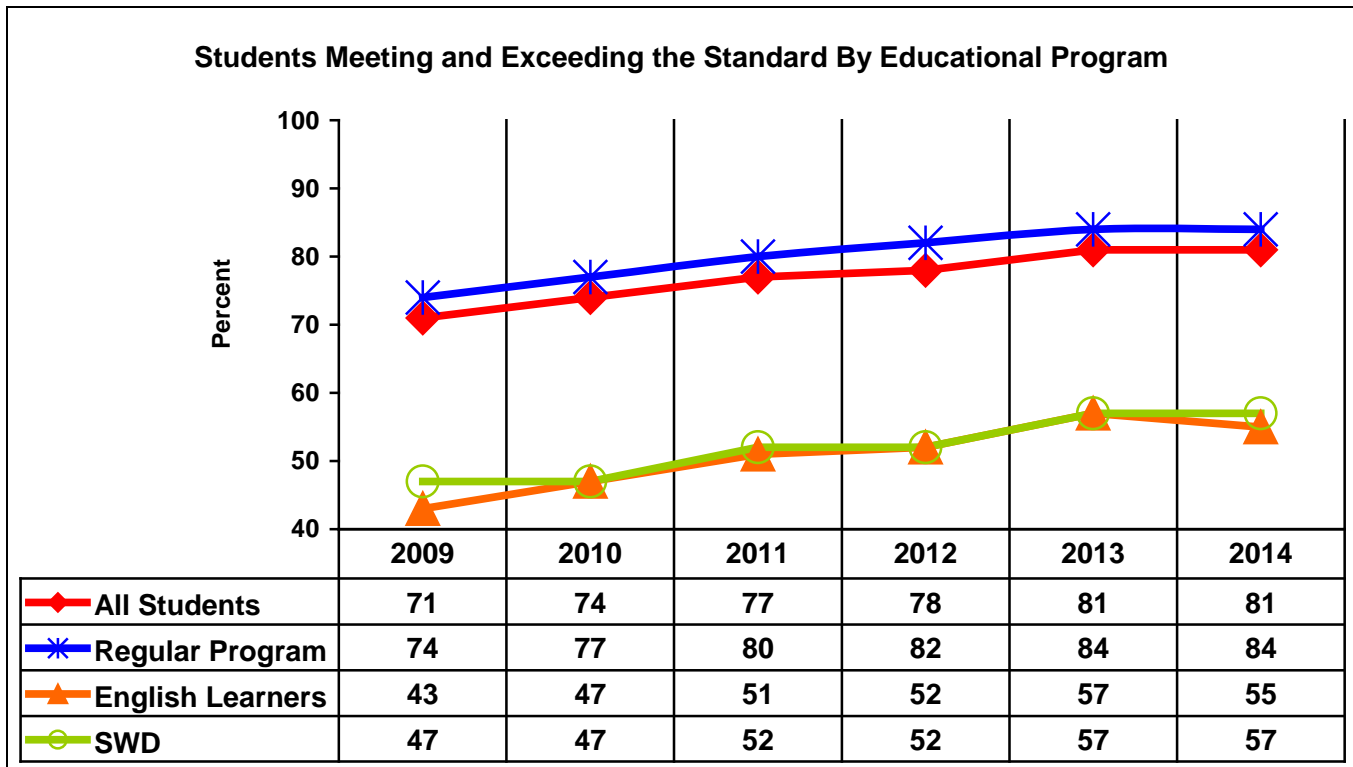
## Grade 4 Science



## Percentage of Students Meeting and Exceeding the Standard

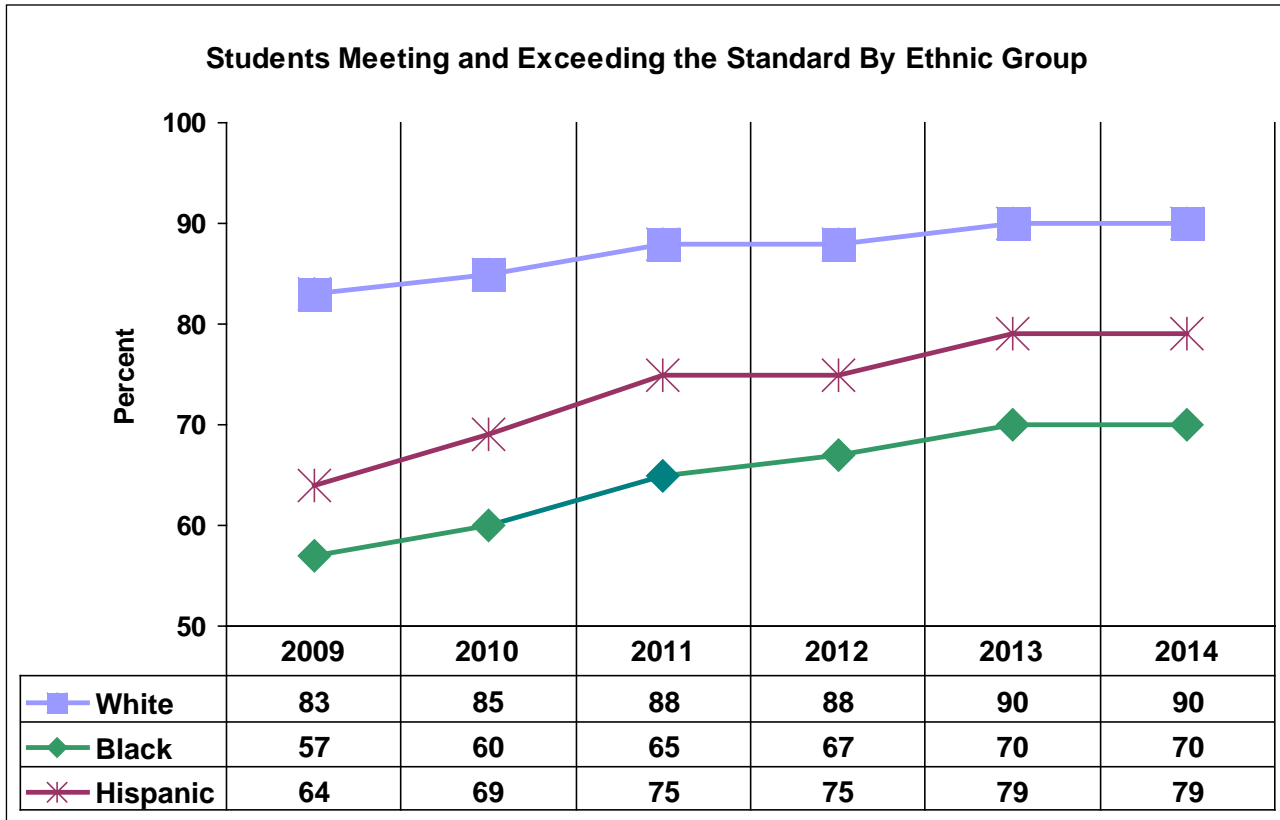
Grade 4 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
<b>All Students</b>	71	74	77	78	81	81	0	+10
<b>Regular Program Students</b>	74	77	80	82	84	84	0	+10
<b>English Learners</b>	43	47	51	52	57	55	-2	+12
<b>Students with Disabilities</b>	47	47	52	52	57	57	0	+10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

### Grade 4 Social Studies



# Percentage of Students Meeting and Exceeding the Standard

## Grade 4 Social Studies

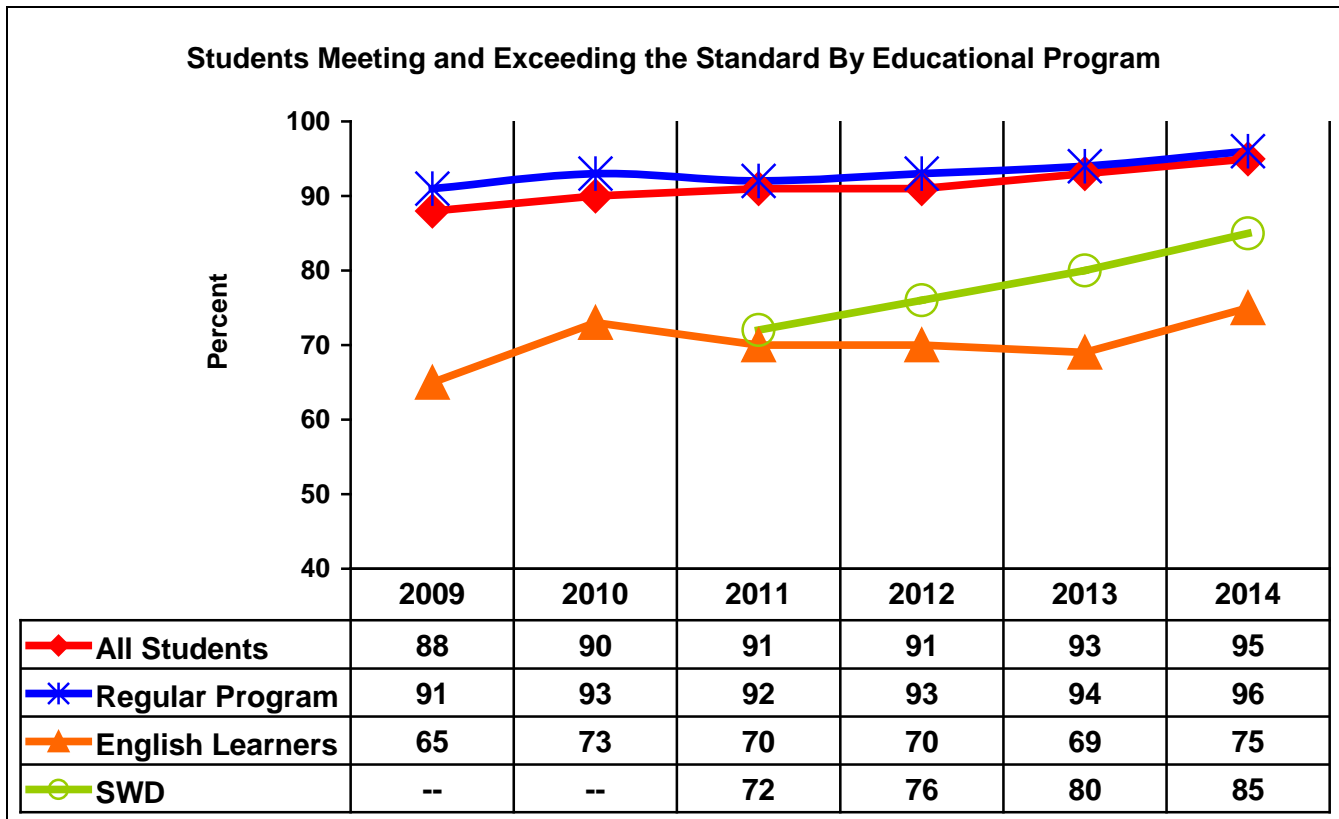


## Percentage of Students Meeting and Exceeding the Standard

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

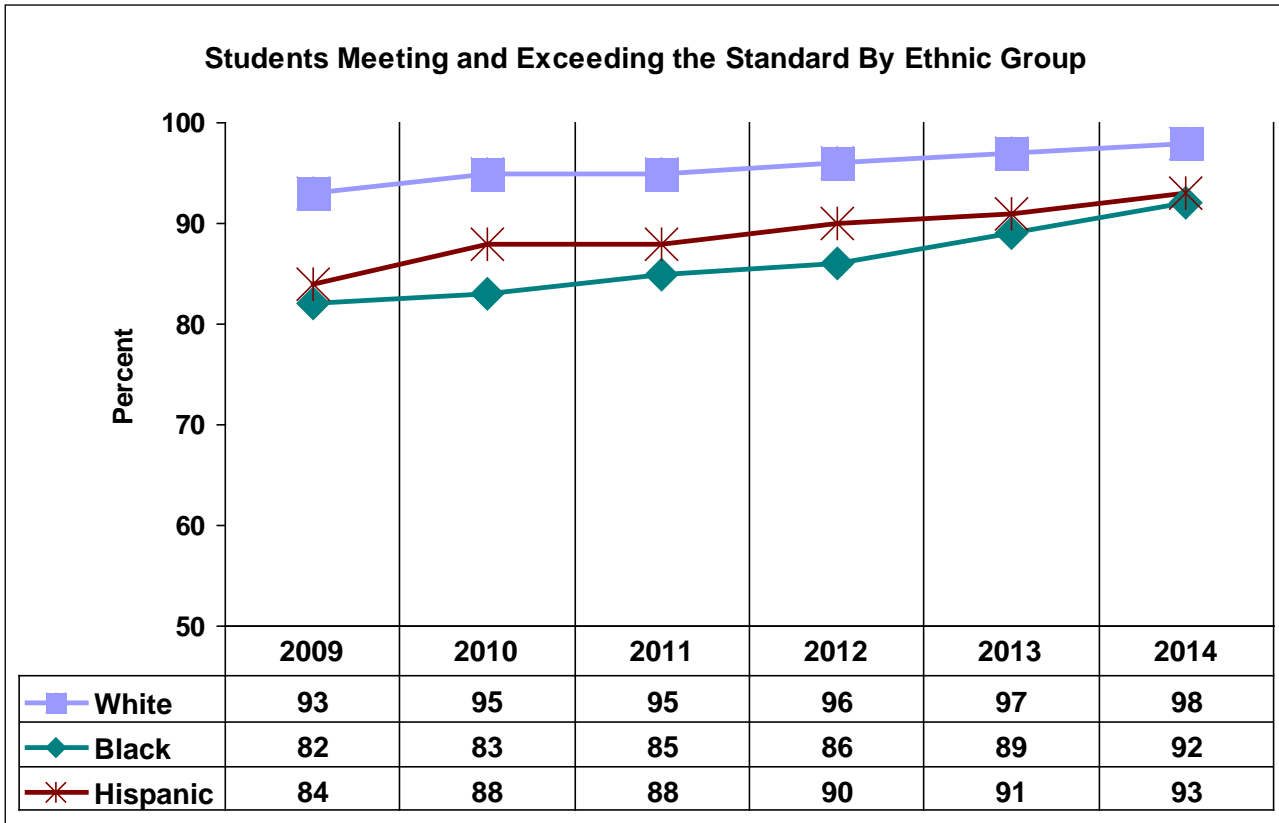
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 5 Reading



# Percentage of Students Meeting and Exceeding the Standard

## Grade 5 Reading



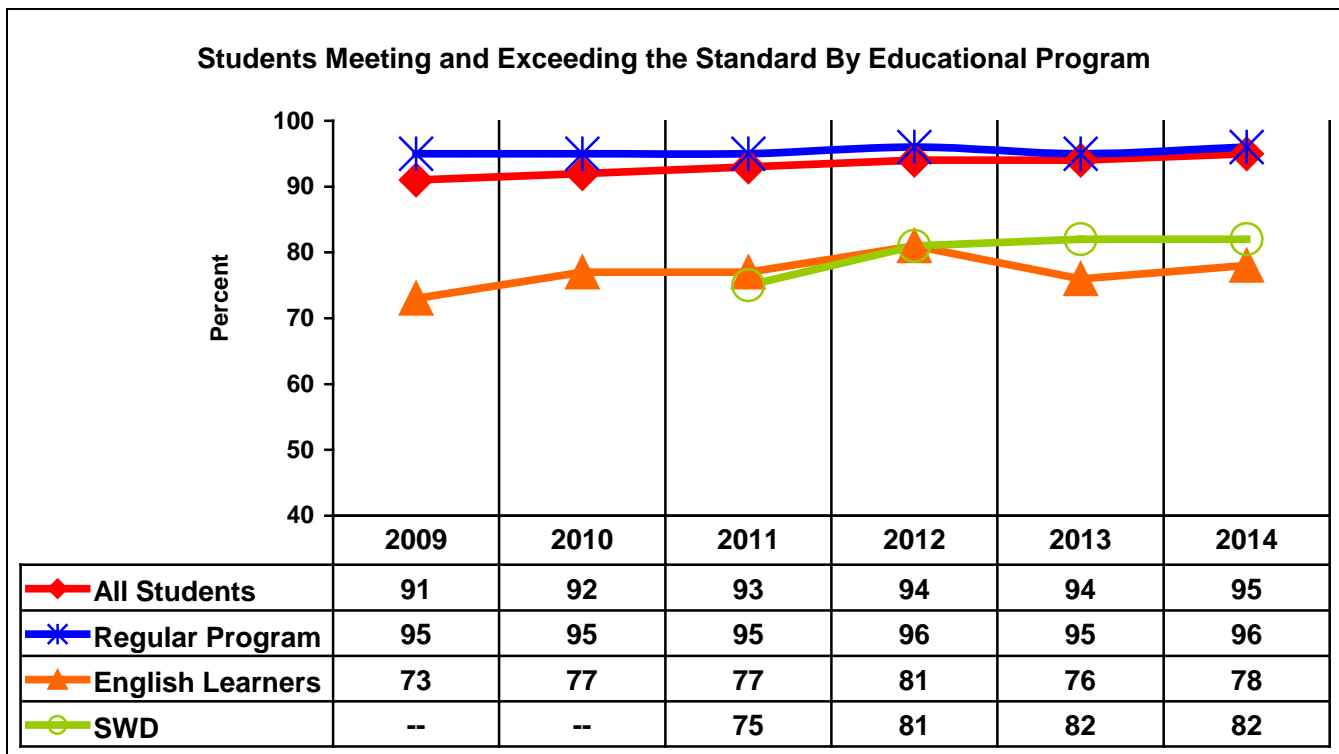


## Percentage of Students Meeting and Exceeding the Standard

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

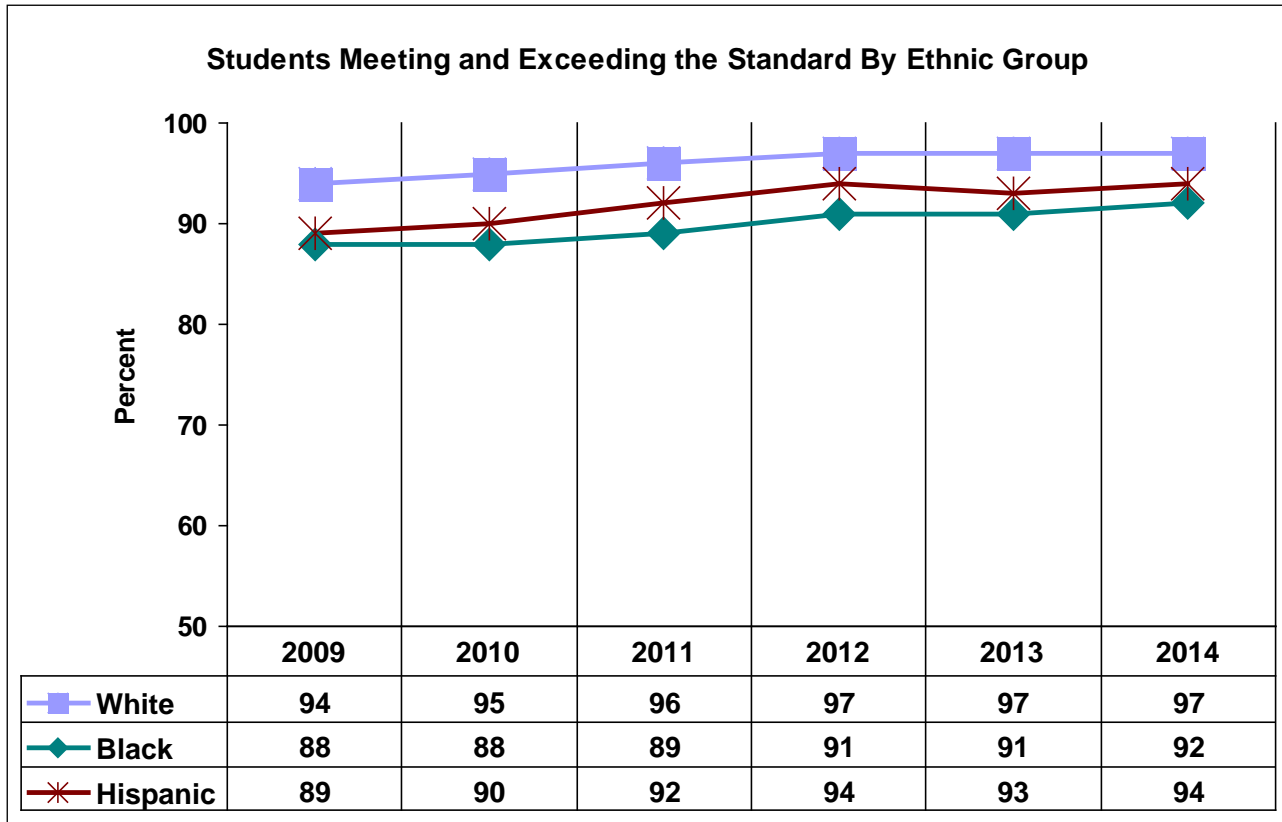
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 5 English/Language Arts



# Percentage of Students Meeting and Exceeding the Standard

## Grade 5 English/Language Arts

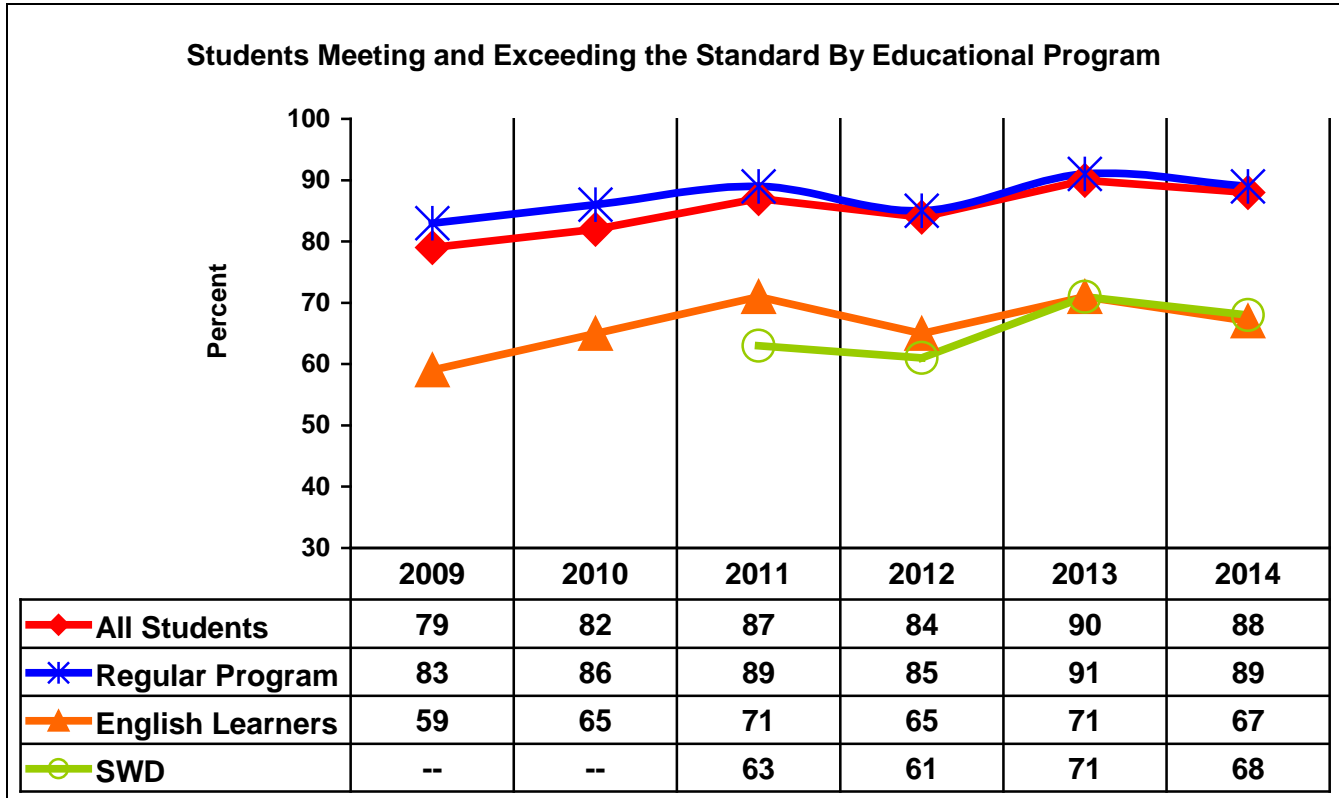


## Percentage of Students Meeting and Exceeding the Standard

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

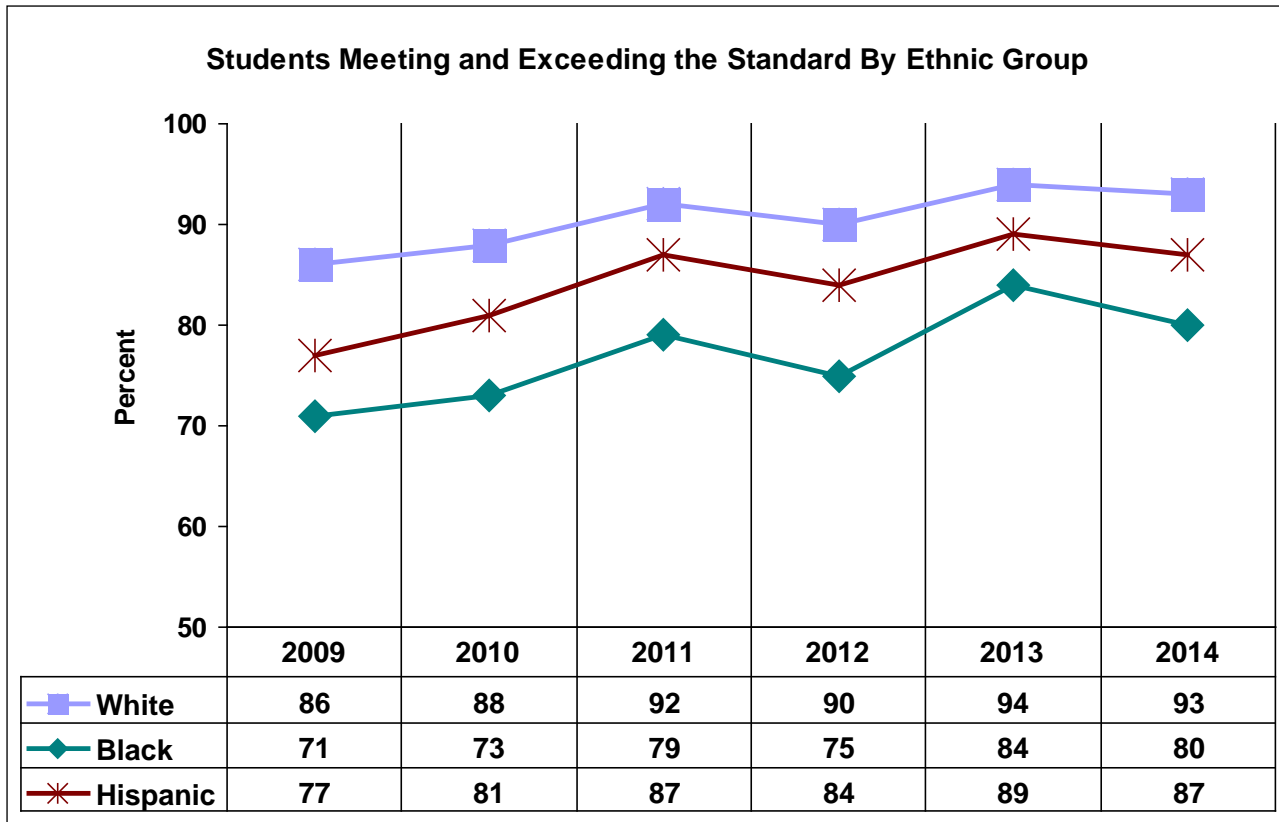
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### Grade 5 Mathematics



# Percentage of Students Meeting and Exceeding the Standard

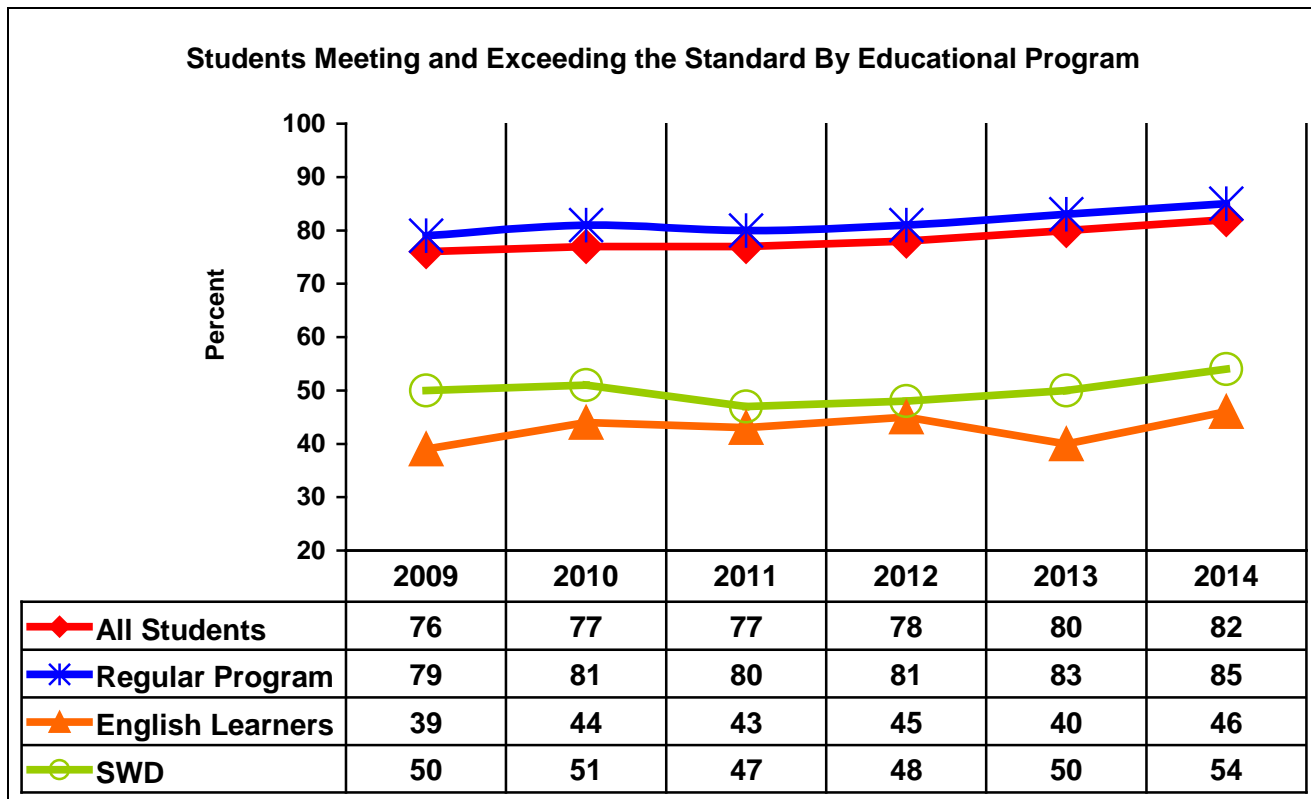
## Grade 5 Mathematics



## Percentage of Students Meeting and Exceeding the Standard

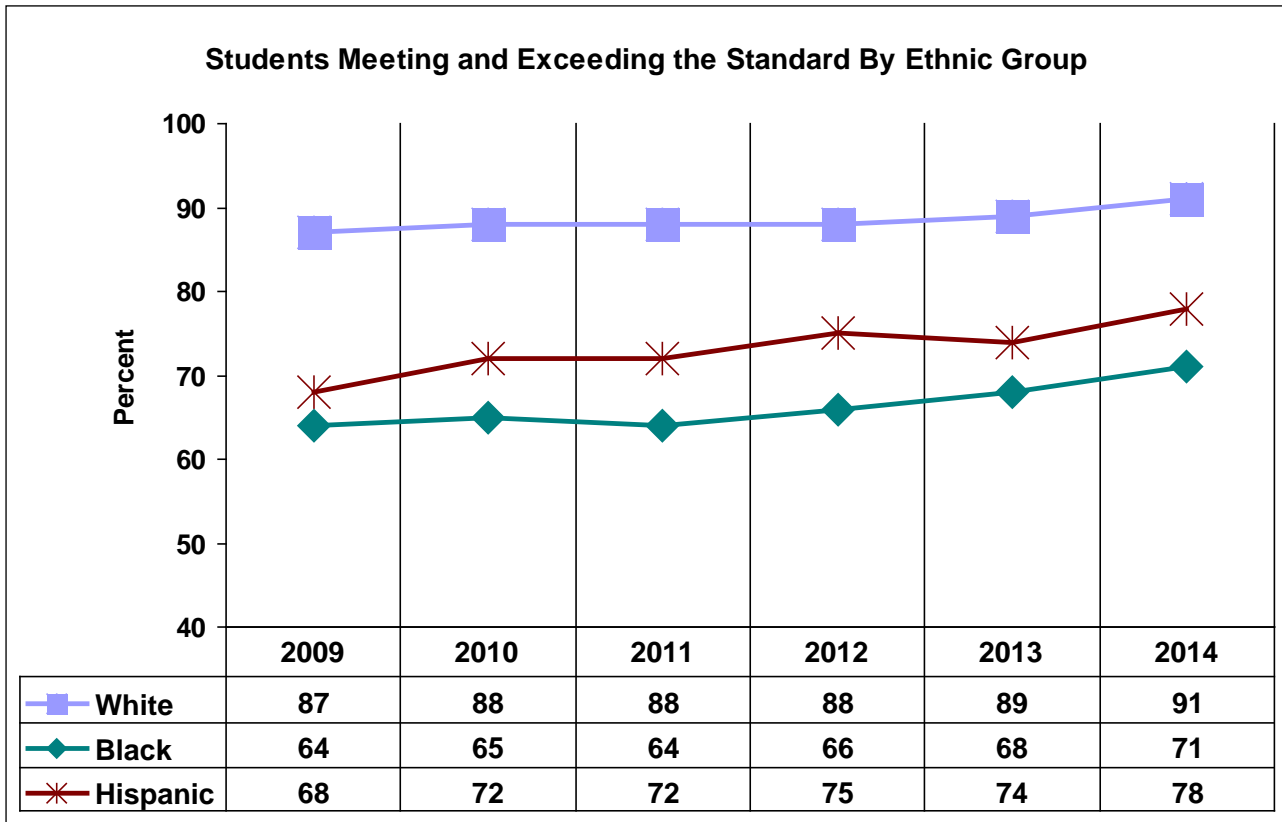
Grade 5 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
<b>All Students</b>	76	77	77	78	80	82	+2	+6
<b>Regular Program Students</b>	79	81	80	81	83	85	+2	+6
<b>English Learners</b>	39	44	43	45	40	46	+6	+7
<b>Students with Disabilities</b>	50	51	47	48	50	54	+4	+4
<b>Asian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

### Grade 5 Science



# Percentage of Students Meeting and Exceeding the Standard

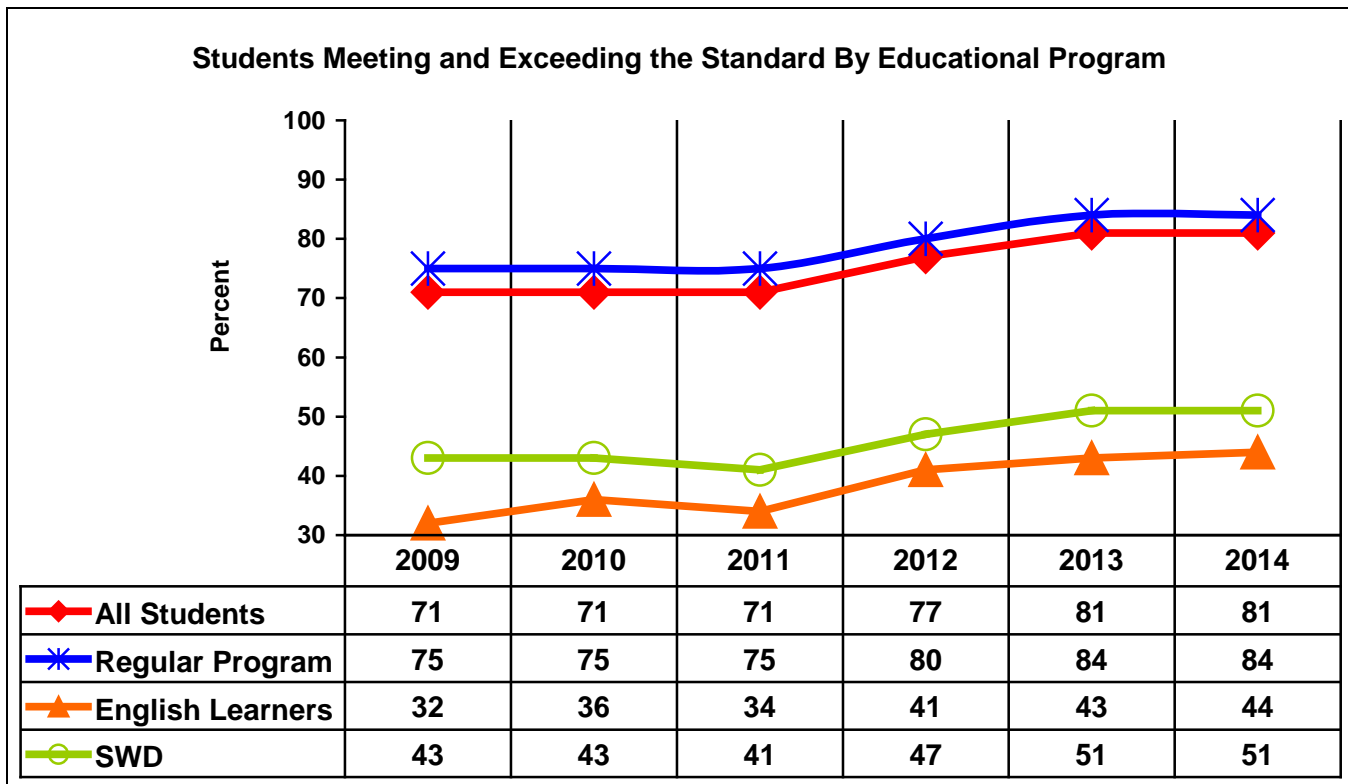
## Grade 5 Science



## Percentage of Students Meeting and Exceeding the Standard

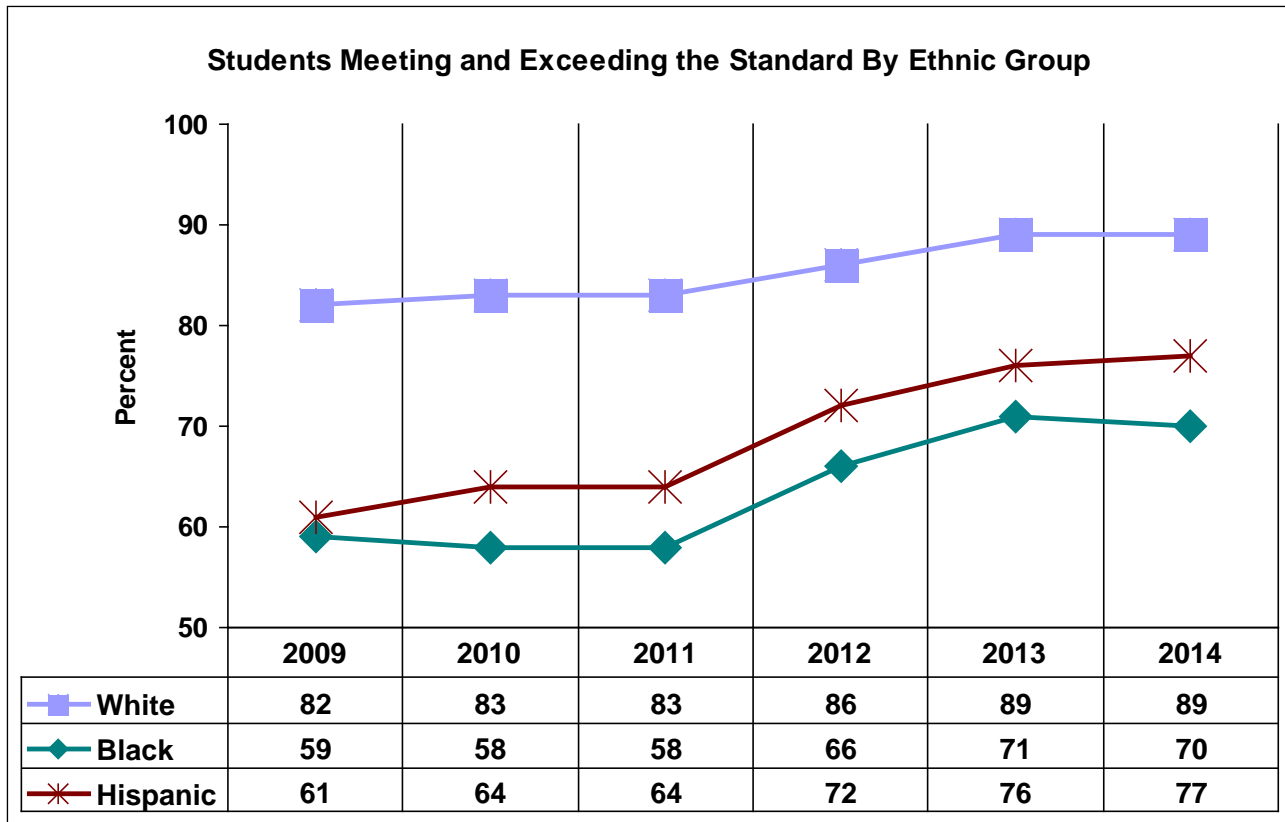
Grade 5 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2012-2013	Change 2009-2013
<b>All Students</b>	71	71	71	77	81	81	0	+10
<b>Regular Program Students</b>	75	75	75	80	84	84	0	+9
<b>English Learners</b>	32	36	34	41	43	44	+1	+12
<b>Students with Disabilities</b>	43	43	41	47	51	51	0	+8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

### Grade 5 Social Studies



# Percentage of Students Meeting and Exceeding the Standard

## Grade 5 Social Studies



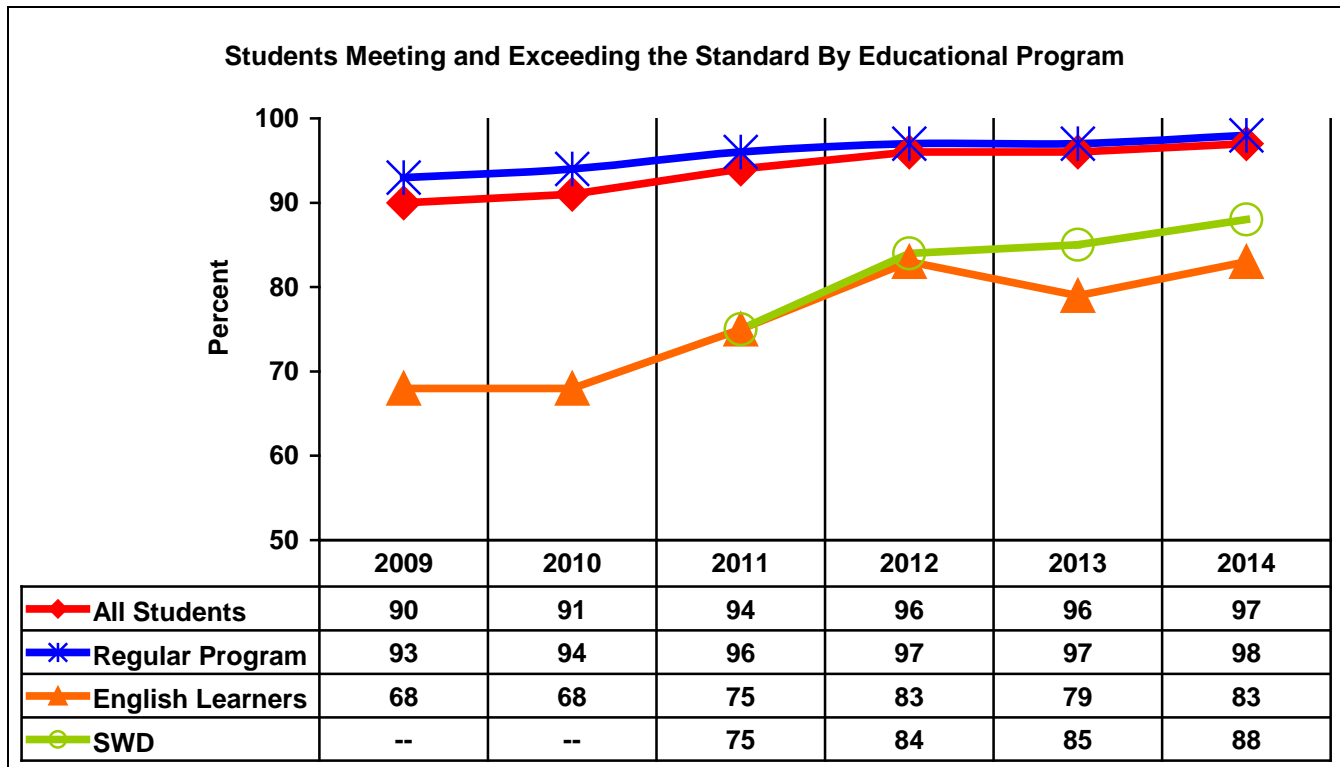


## Percentage of Students Meeting and Exceeding the Standard

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

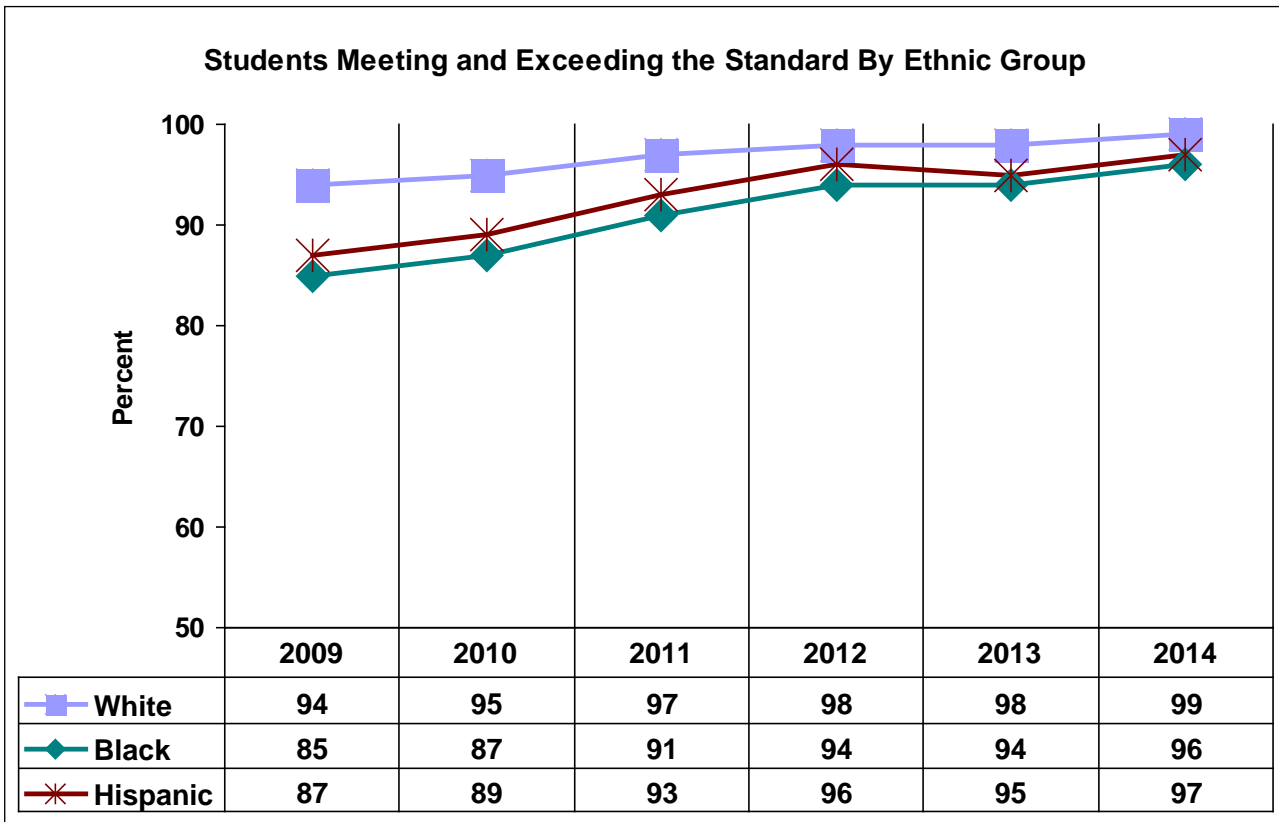
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### Grade 6 Reading



# Percentage of Students Meeting and Exceeding the Standard

## Grade 6 Reading

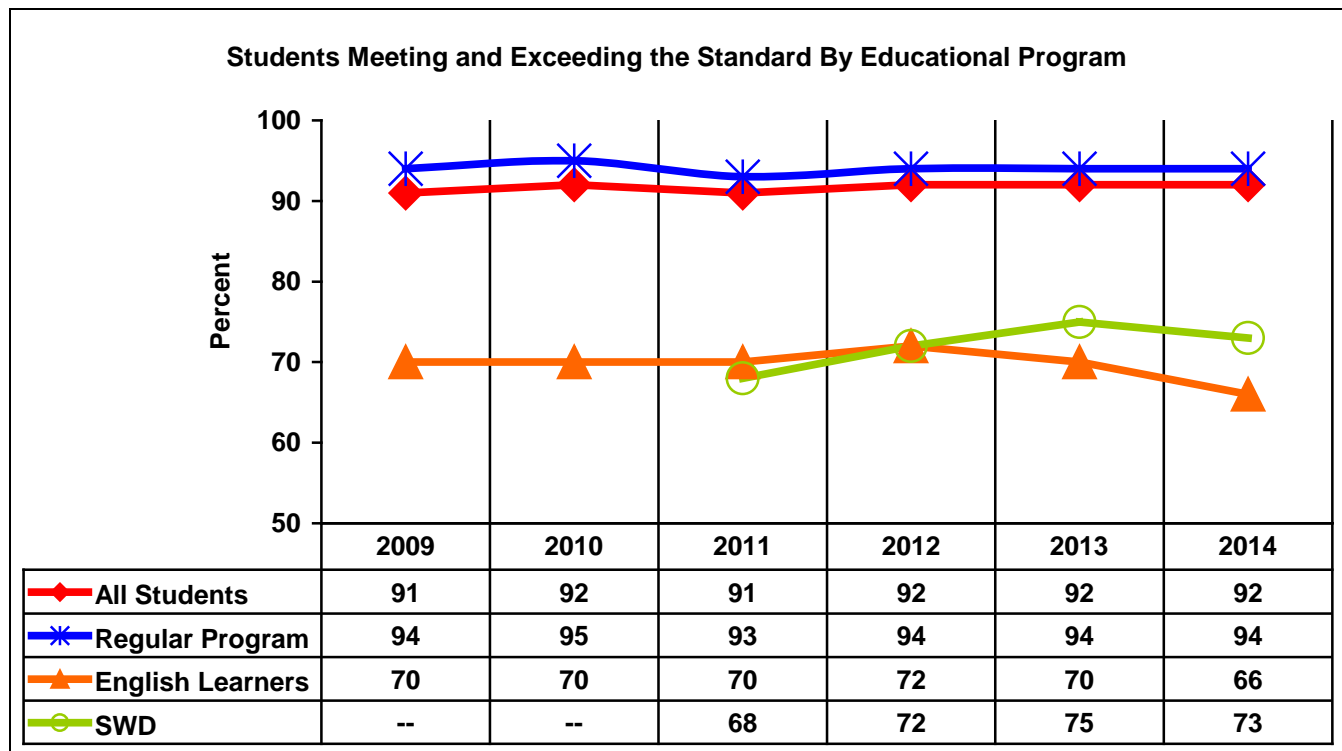


## Percentage of Students Meeting and Exceeding the Standard

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

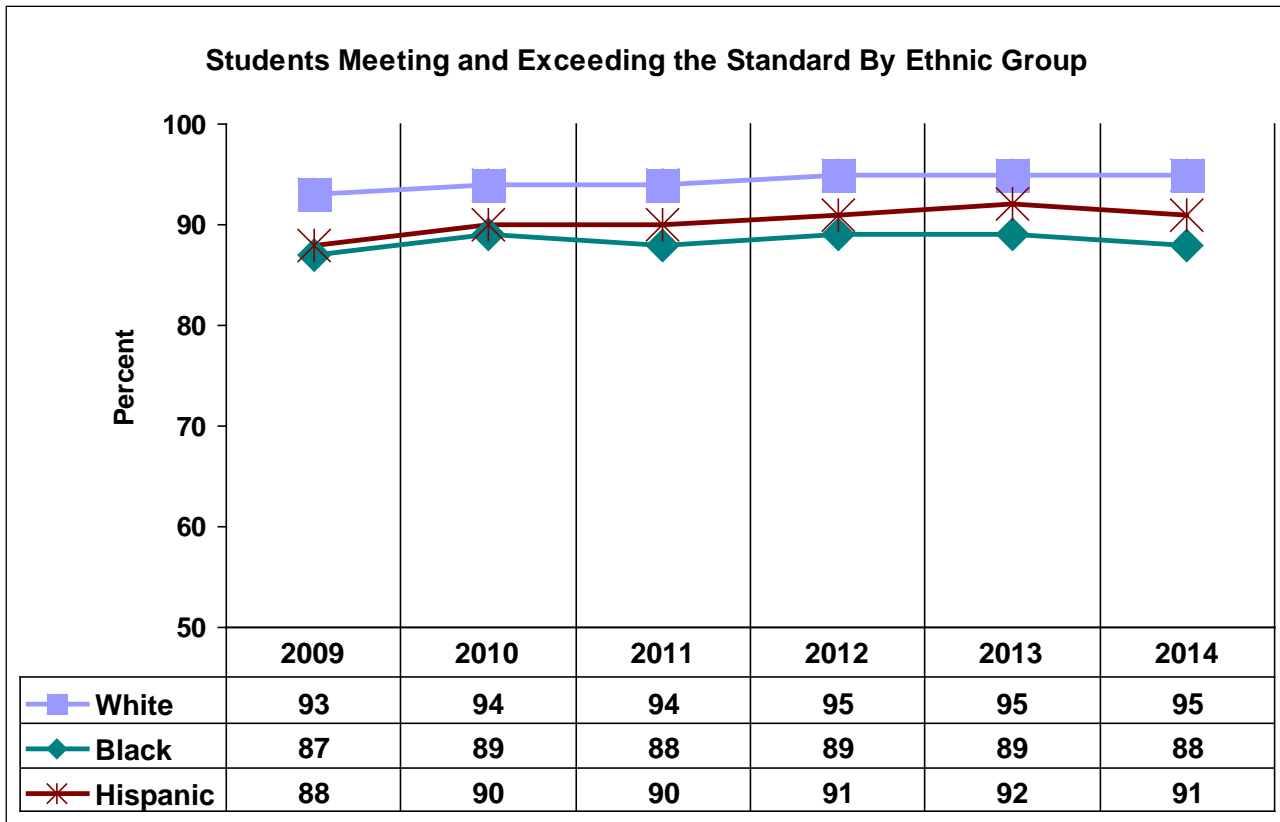
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### Grade 6 English/Language Arts



# Percentage of Students Meeting and Exceeding the Standard

## Grade 6 English/Language Arts

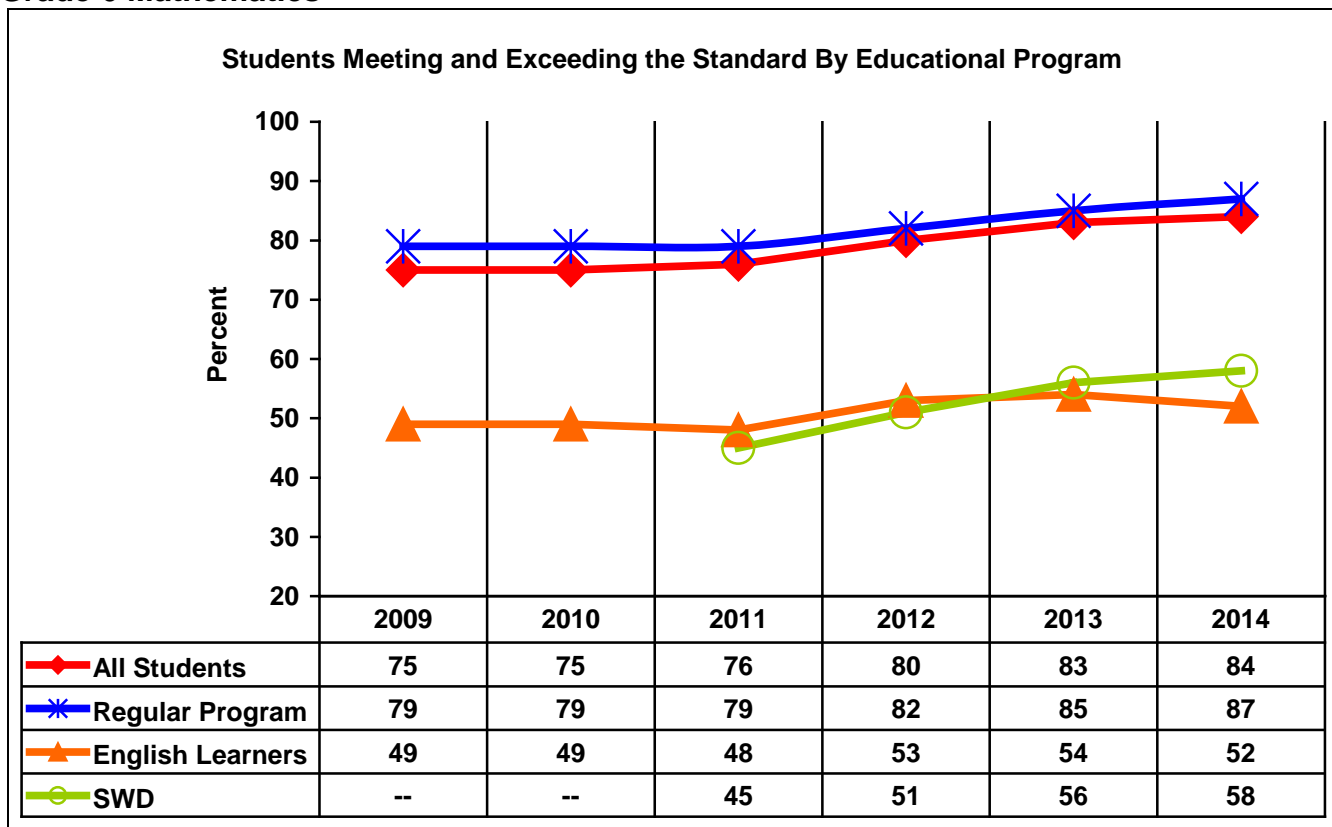


## Percentage of Students Meeting and Exceeding the Standard

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

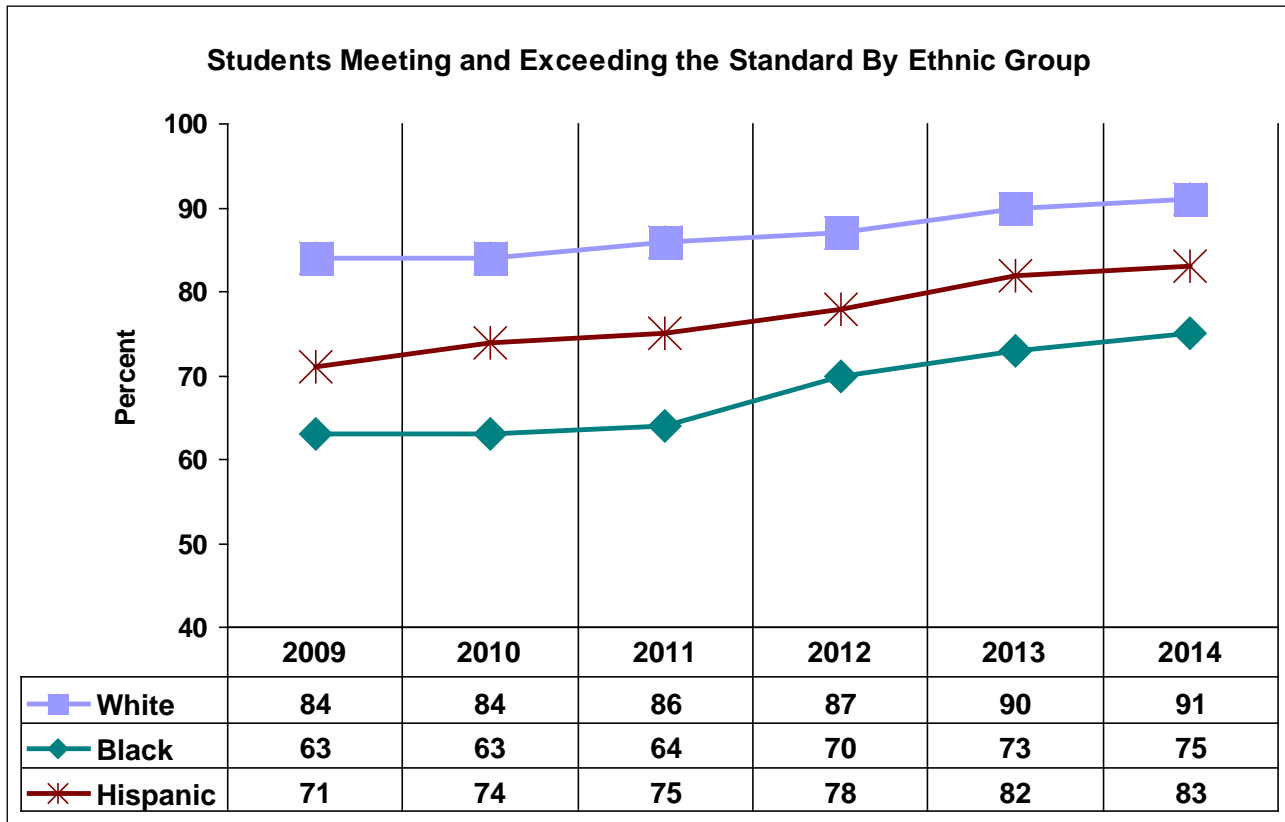
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 6 Mathematics



# Percentage of Students Meeting and Exceeding the Standard

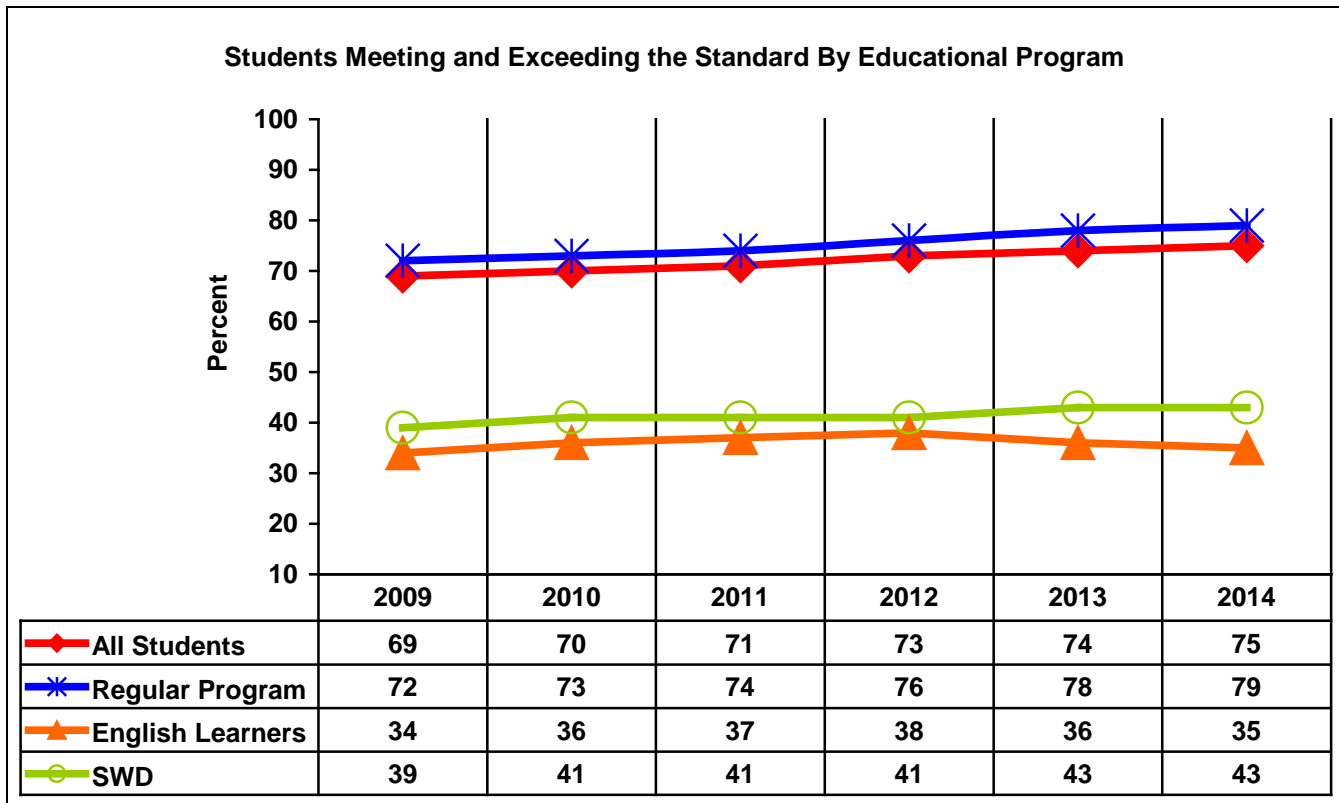
## Grade 6 Mathematics



## Percentage of Students Meeting and Exceeding the Standard

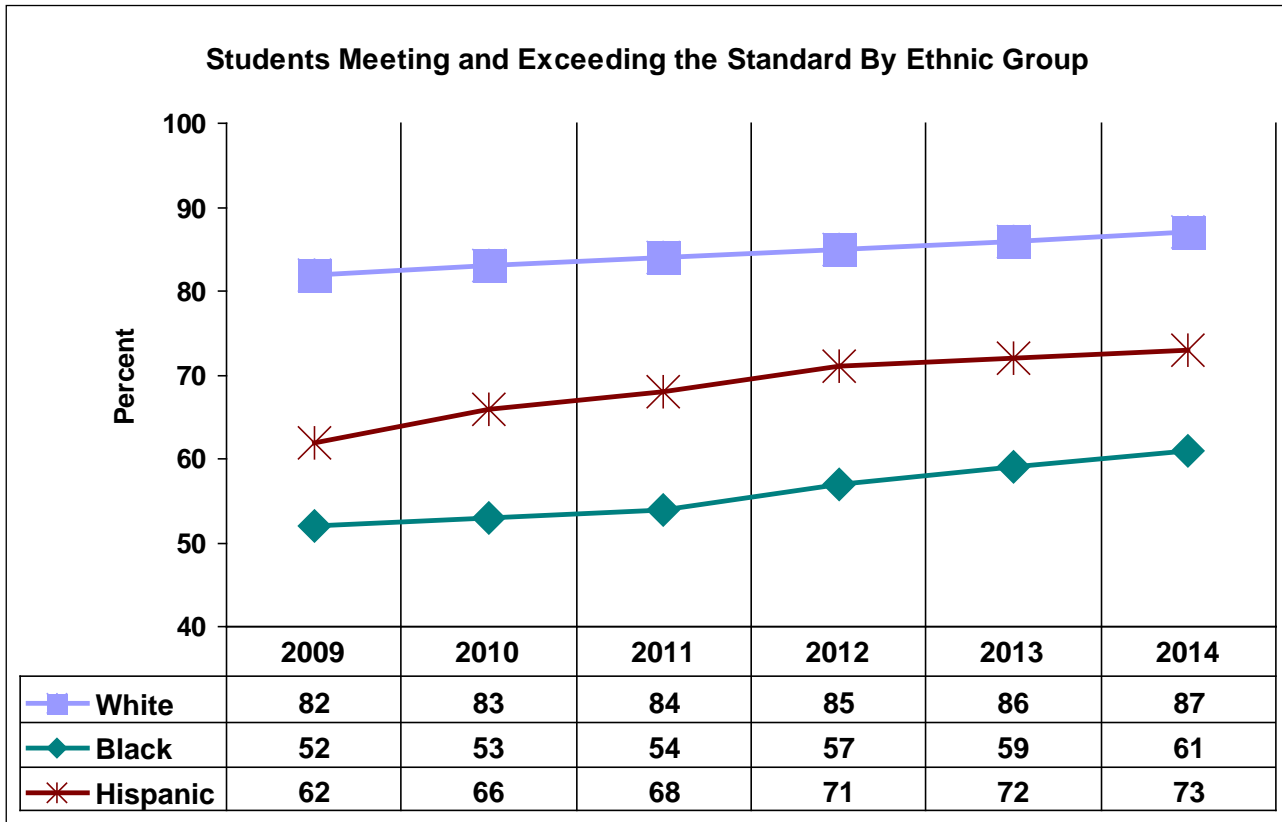
Grade 6 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
<b>All Students</b>	69	70	71	73	74	75	+1	+6
<b>Regular Program Students</b>	72	73	74	76	78	79	+1	+7
<b>English Learners</b>	34	36	37	38	36	35	-1	+1
<b>Students with Disabilities</b>	39	41	41	41	43	43	0	+4
<b>Asian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

### Grade 6 Science



# Percentage of Students Meeting and Exceeding the Standard

## Grade 6 Science

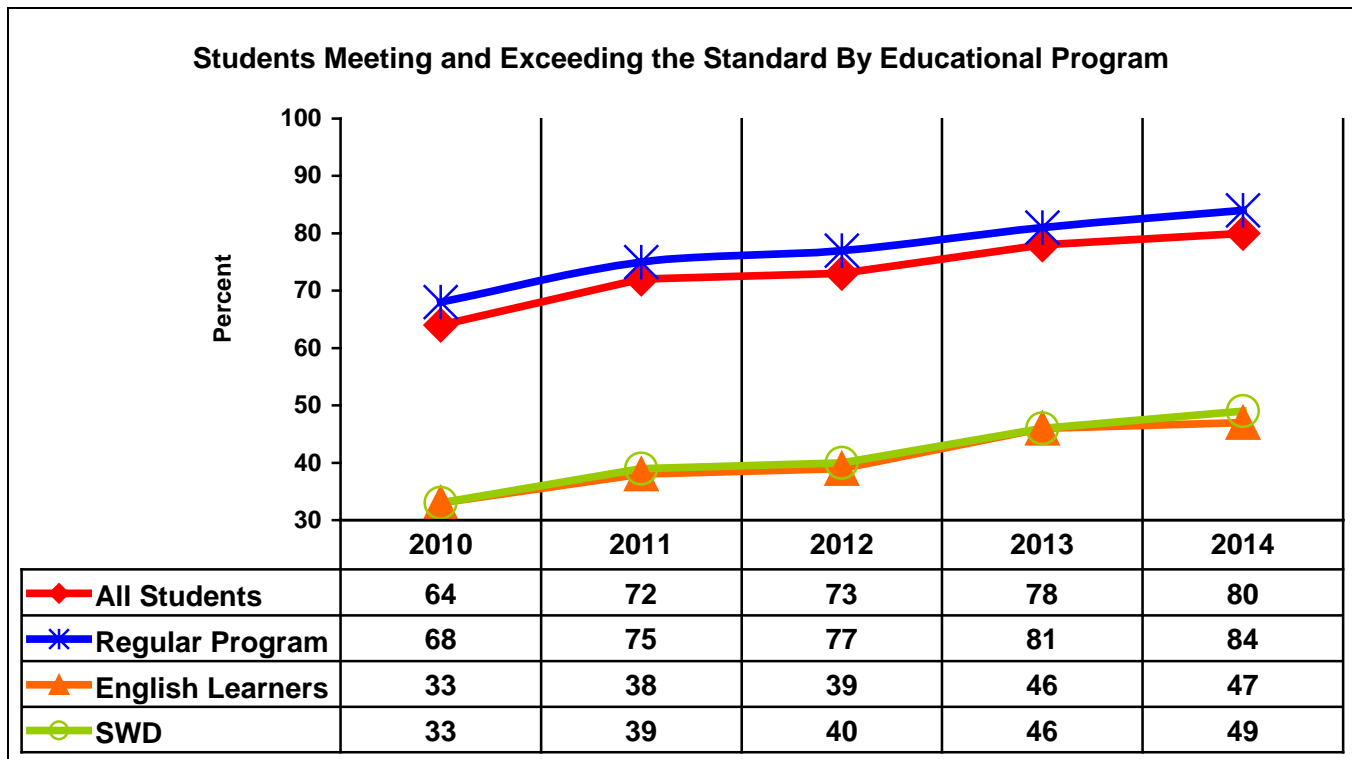




## Percentage of Students Meeting and Exceeding the Standard

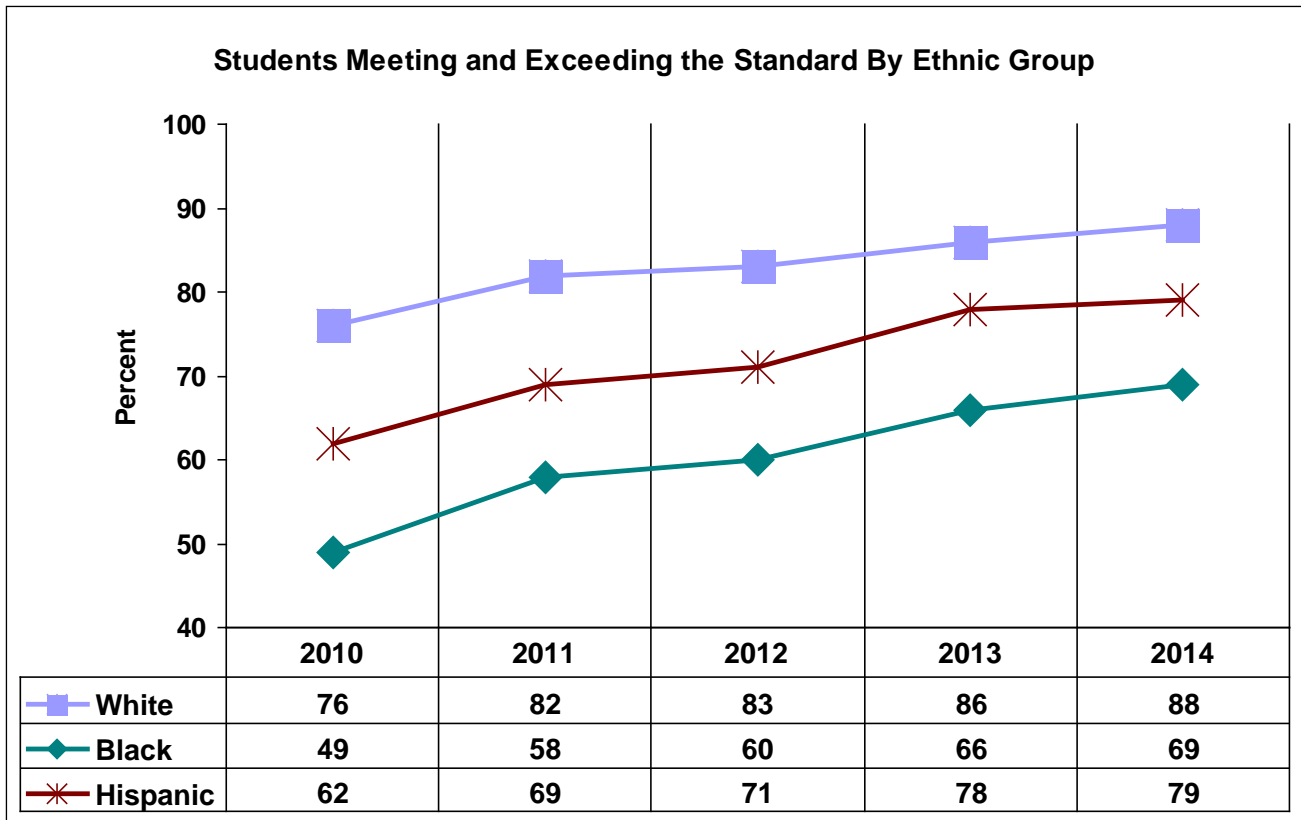
Grade 6 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2010-2014
<b>All Students</b>	--	64	72	73	78	80	+2	+16
<b>Regular Program Students</b>	--	68	75	77	81	84	+3	+16
<b>English Learners</b>	--	33	38	39	46	47	+1	+14
<b>Students with Disabilities</b>	--	33	39	40	46	49	+3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

### Grade 6 Social Studies



# Percentage of Students Meeting and Exceeding the Standard

## Grade 6 Social Studies

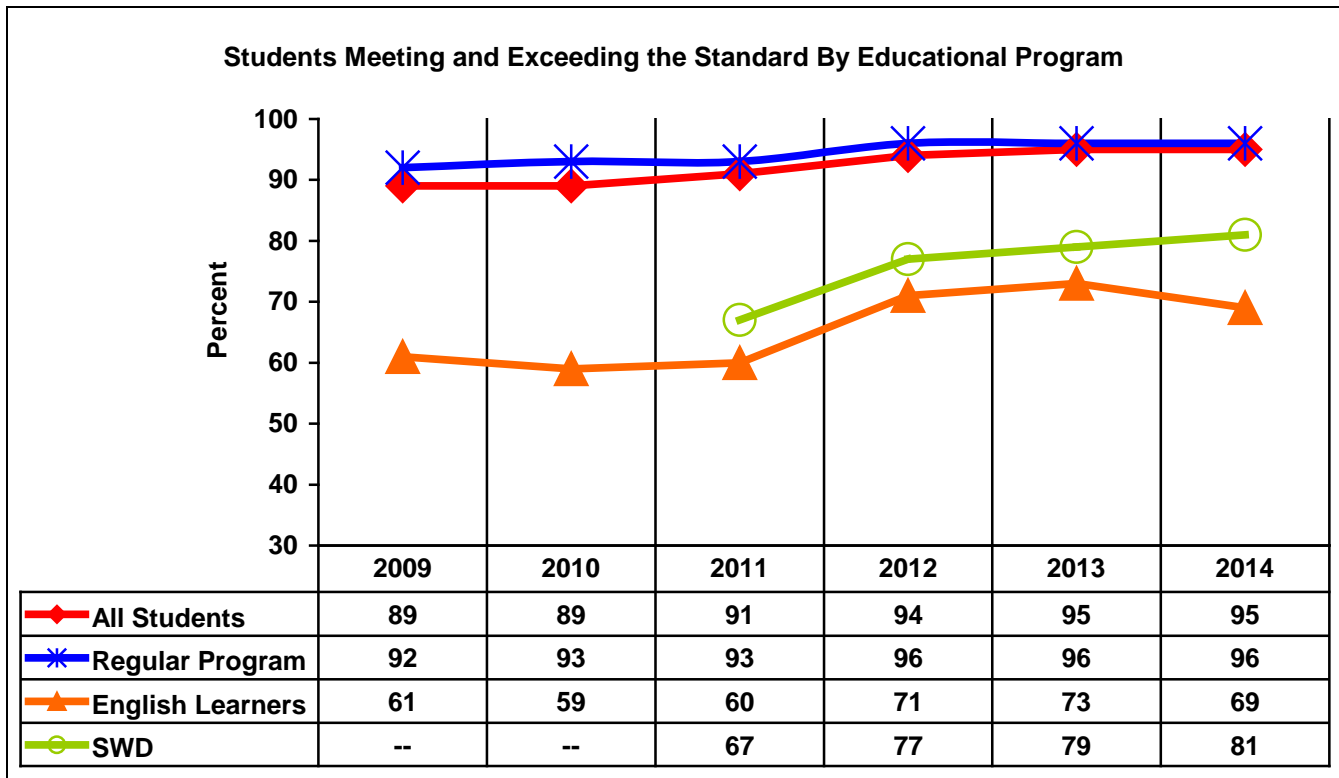


## Percentage of Students Meeting and Exceeding the Standard

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

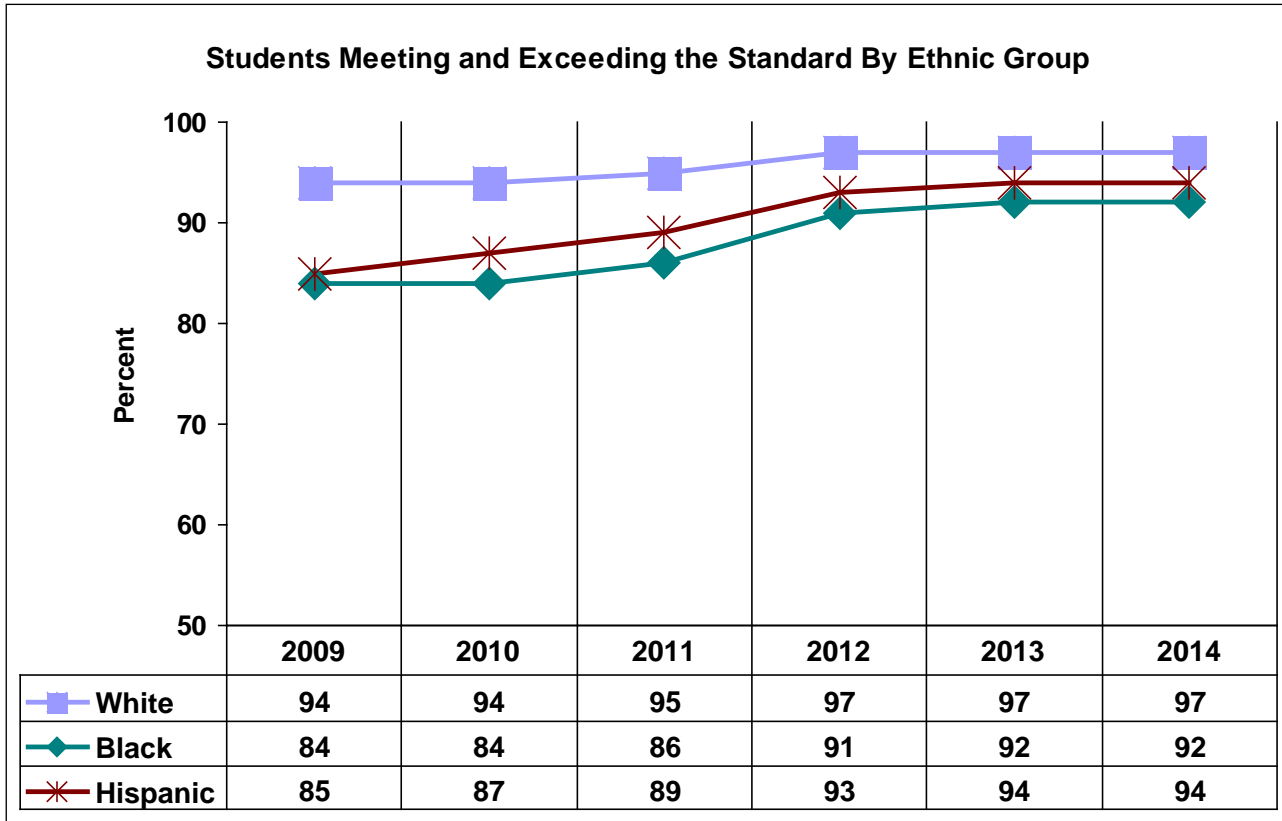
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 7 Reading



# Percentage of Students Meeting and Exceeding the Standard

## Grade 7 Reading

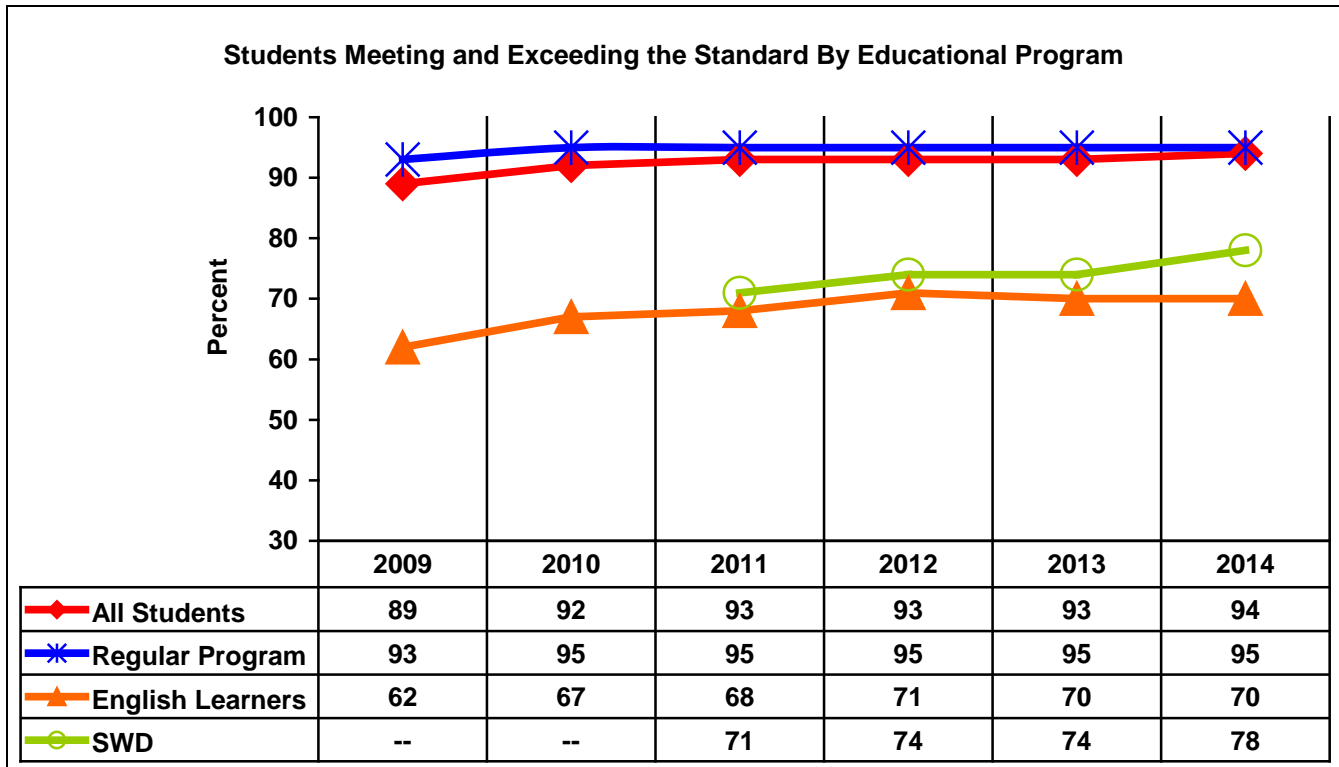


## Percentage of Students Meeting and Exceeding the Standard

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

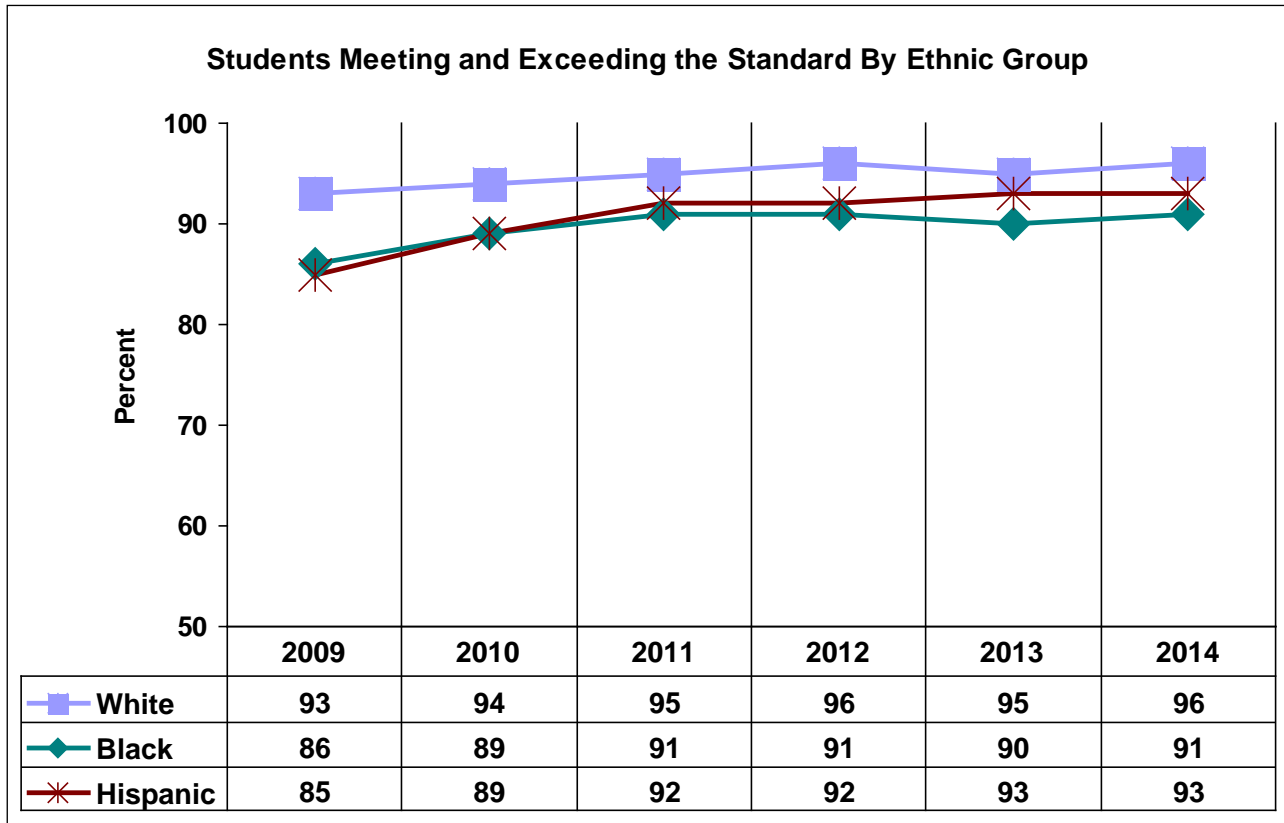
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### Grade 7 English/Language Arts



# Percentage of Students Meeting and Exceeding the Standard

## Grade 7 English/Language Arts

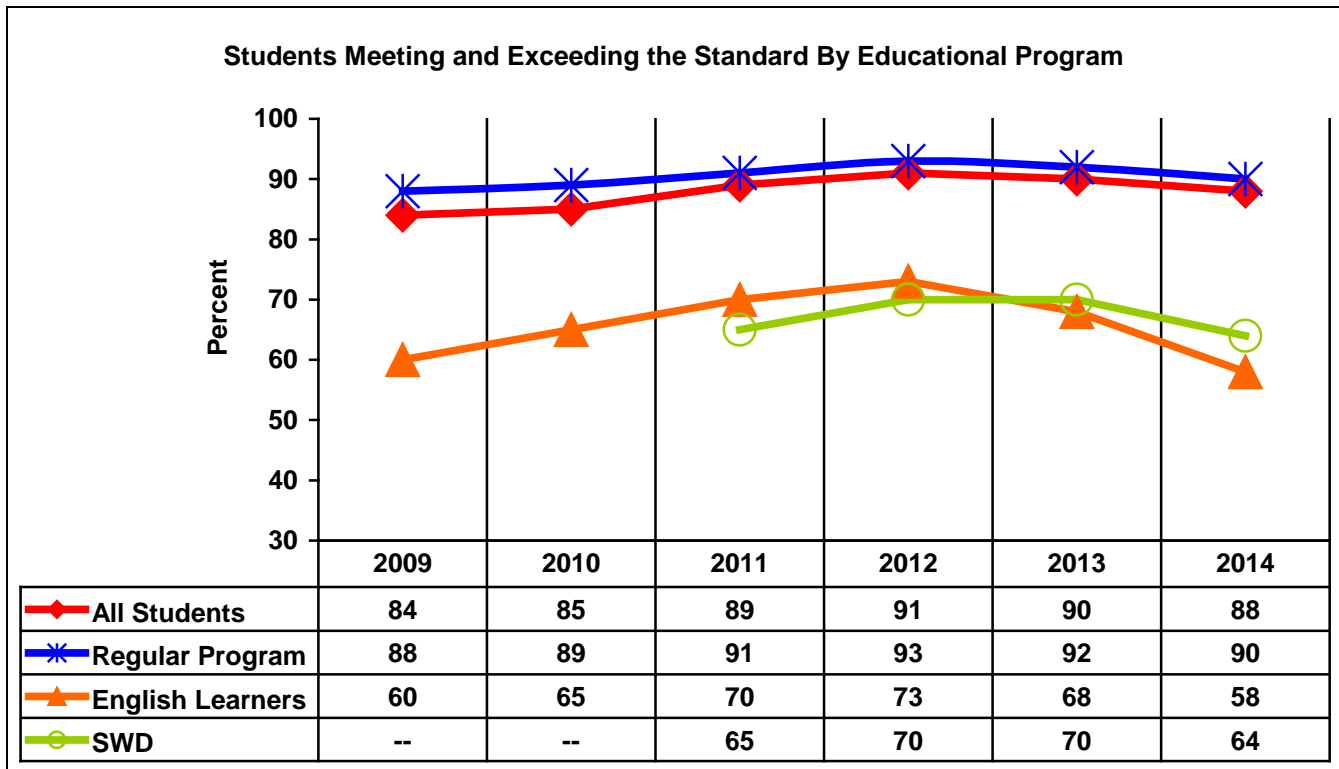


## Percentage of Students Meeting and Exceeding the Standard

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

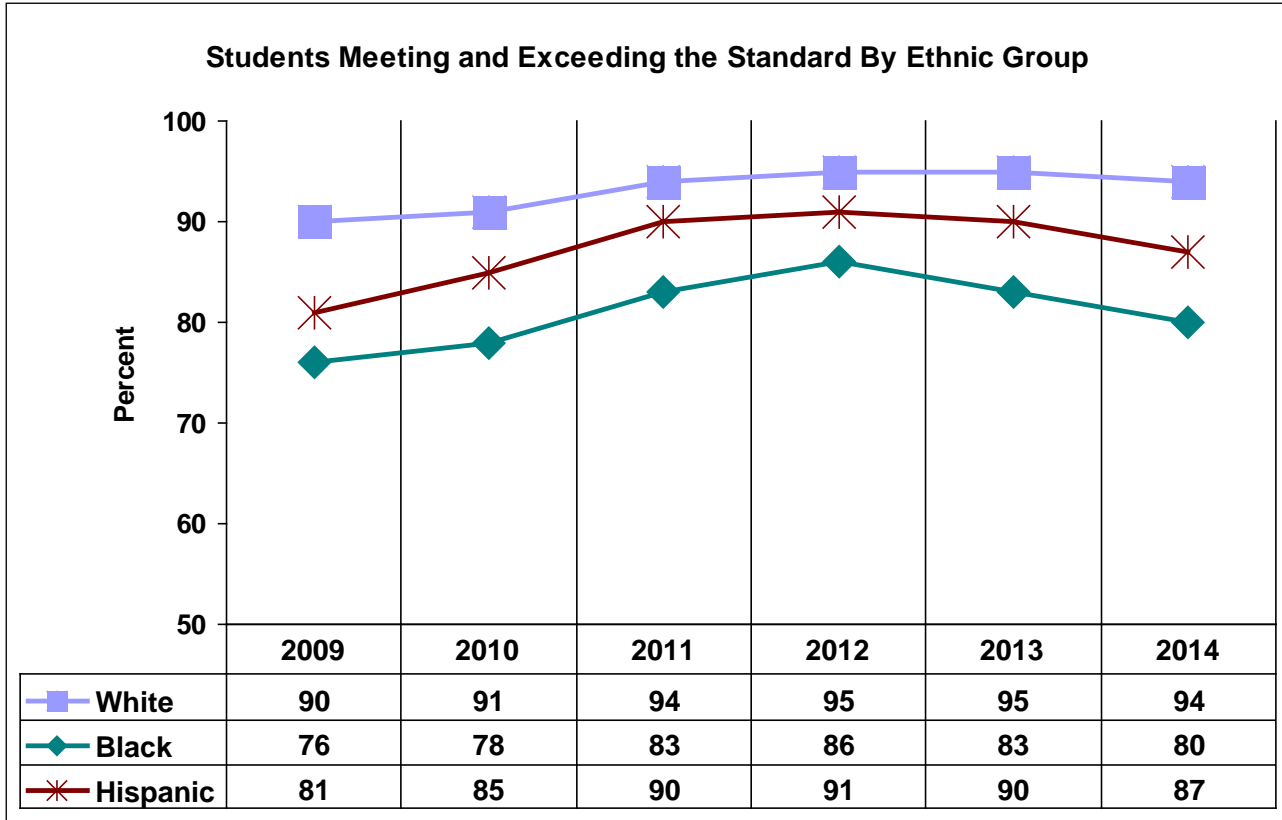
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 7 Mathematics



# Percentage of Students Meeting and Exceeding the Standard

## Grade 7 Mathematics

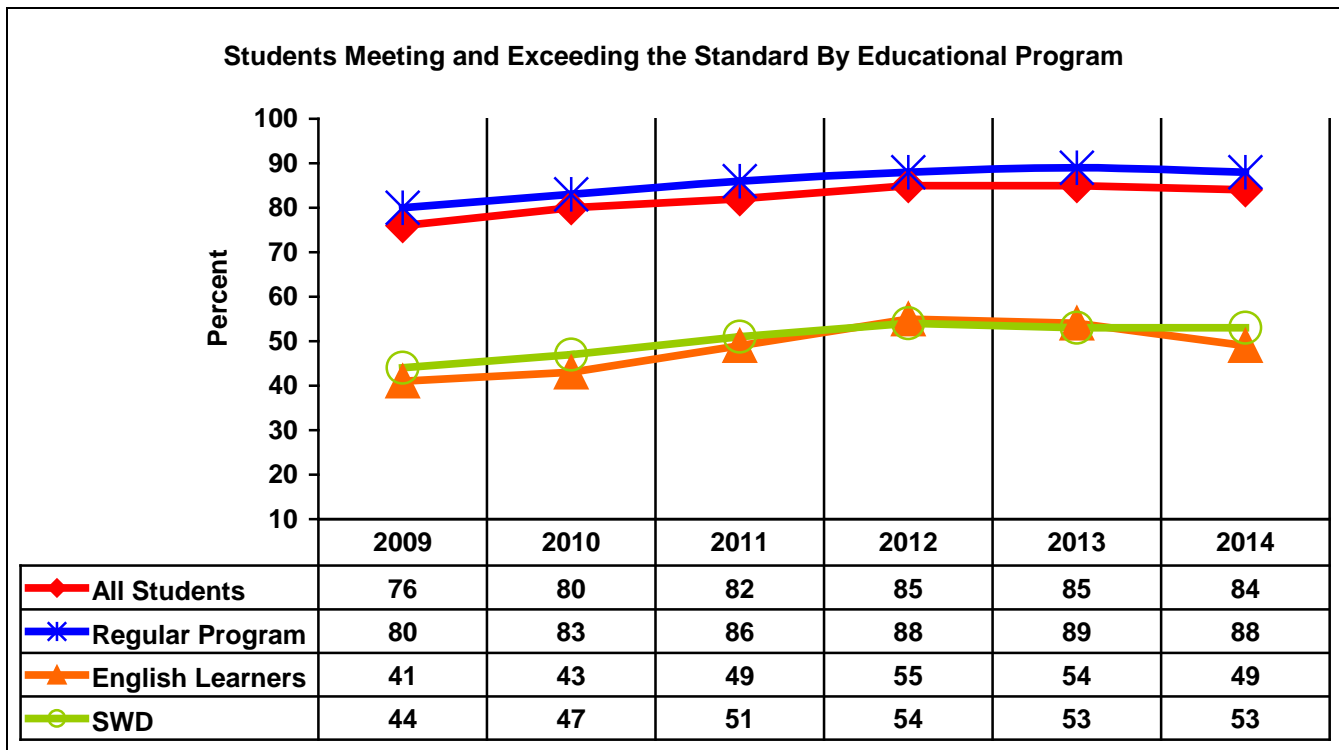




## Percentage of Students Meeting and Exceeding the Standard

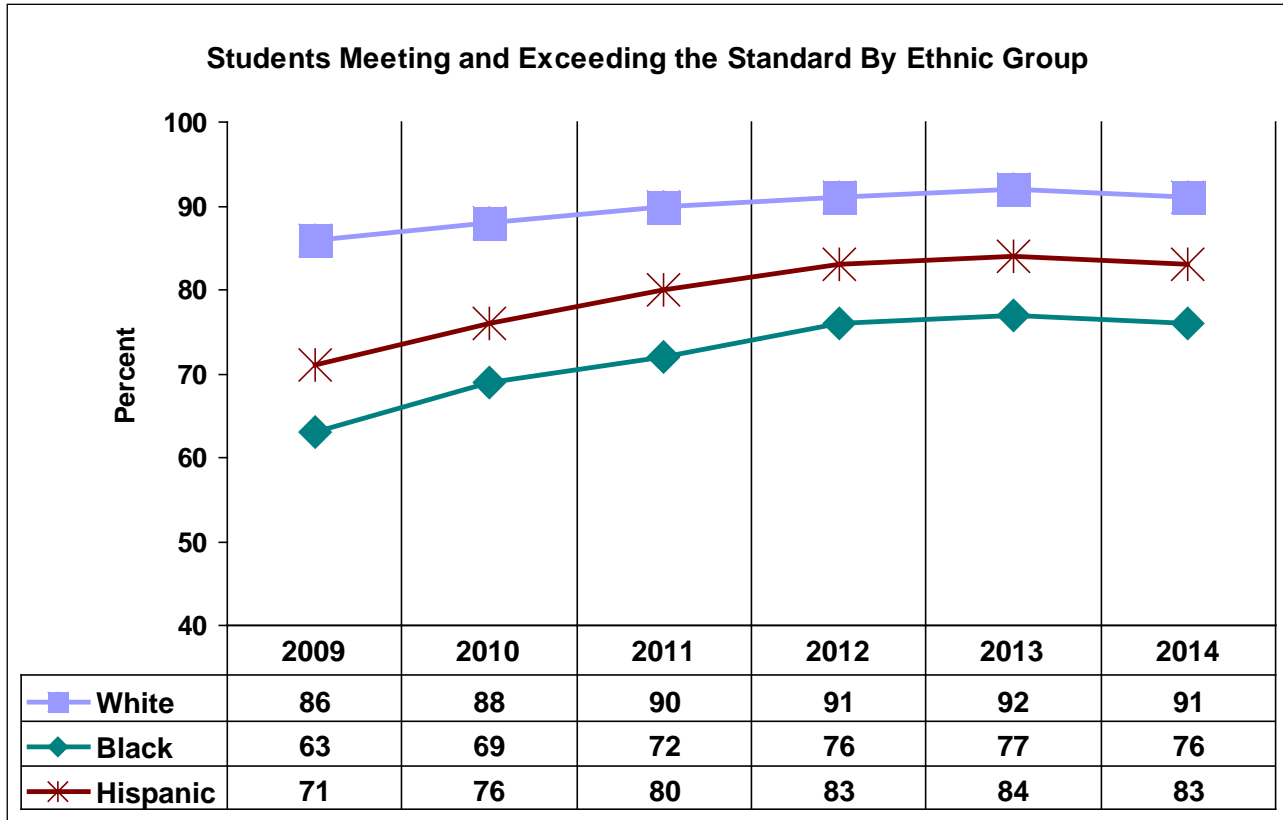
Grade 7 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
All Students	76	80	82	85	85	84	-1	+8
Regular Program Students	80	83	86	88	89	88	-1	+8
English Learners	41	43	49	55	54	49	-5	+8
Students with Disabilities	44	47	51	54	53	53	0	+9
Asian	89	90	91	92	93	93	0	+4
Black	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

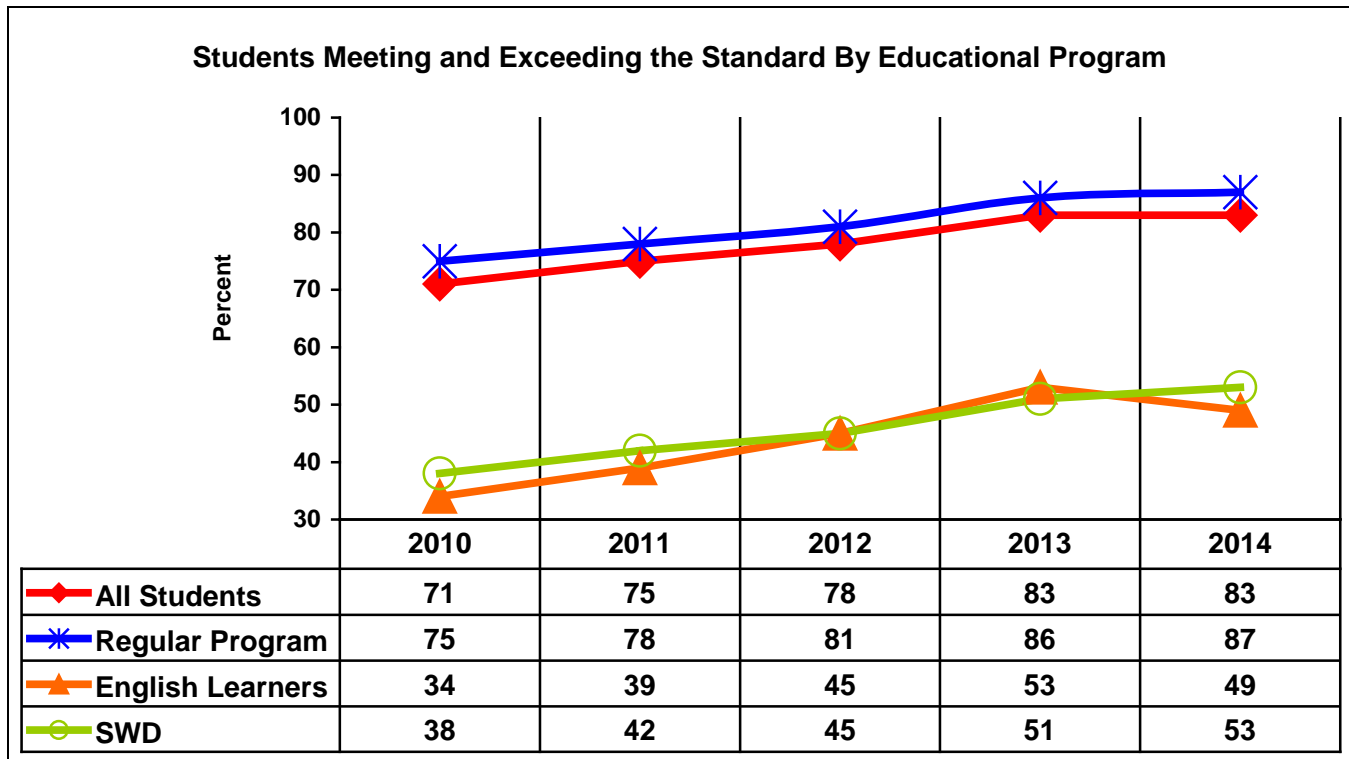
## Grade 7 Science



## Percentage of Students Meeting and Exceeding the Standard

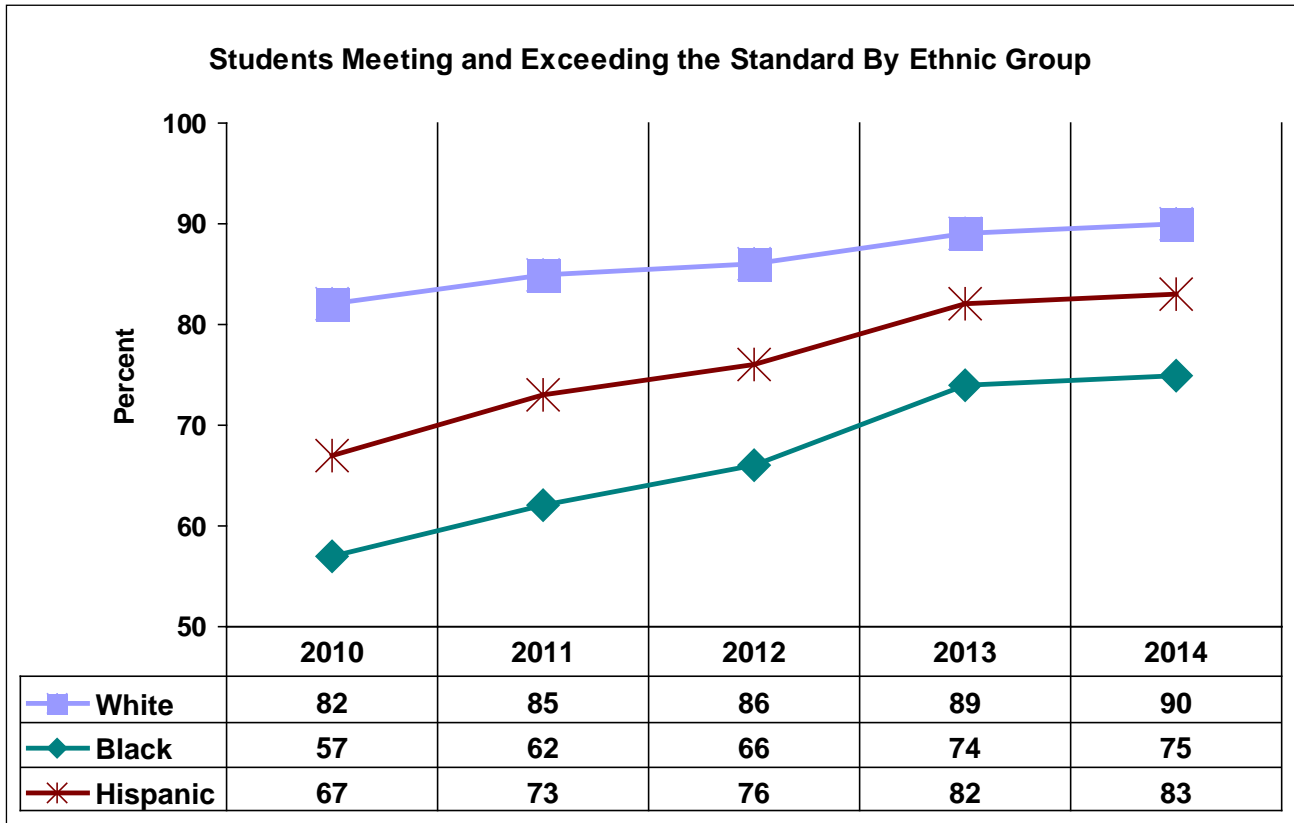
Grade 7 Social Studies								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2010-2014
All Students	--	71	75	78	83	83	0	+12
Regular Program Students	--	75	78	81	86	87	+1	+12
English Learners	--	34	39	45	53	49	-4	+15
Students with Disabilities	--	38	42	45	51	53	+2	+15
Asian	--	88	89	91	94	94	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

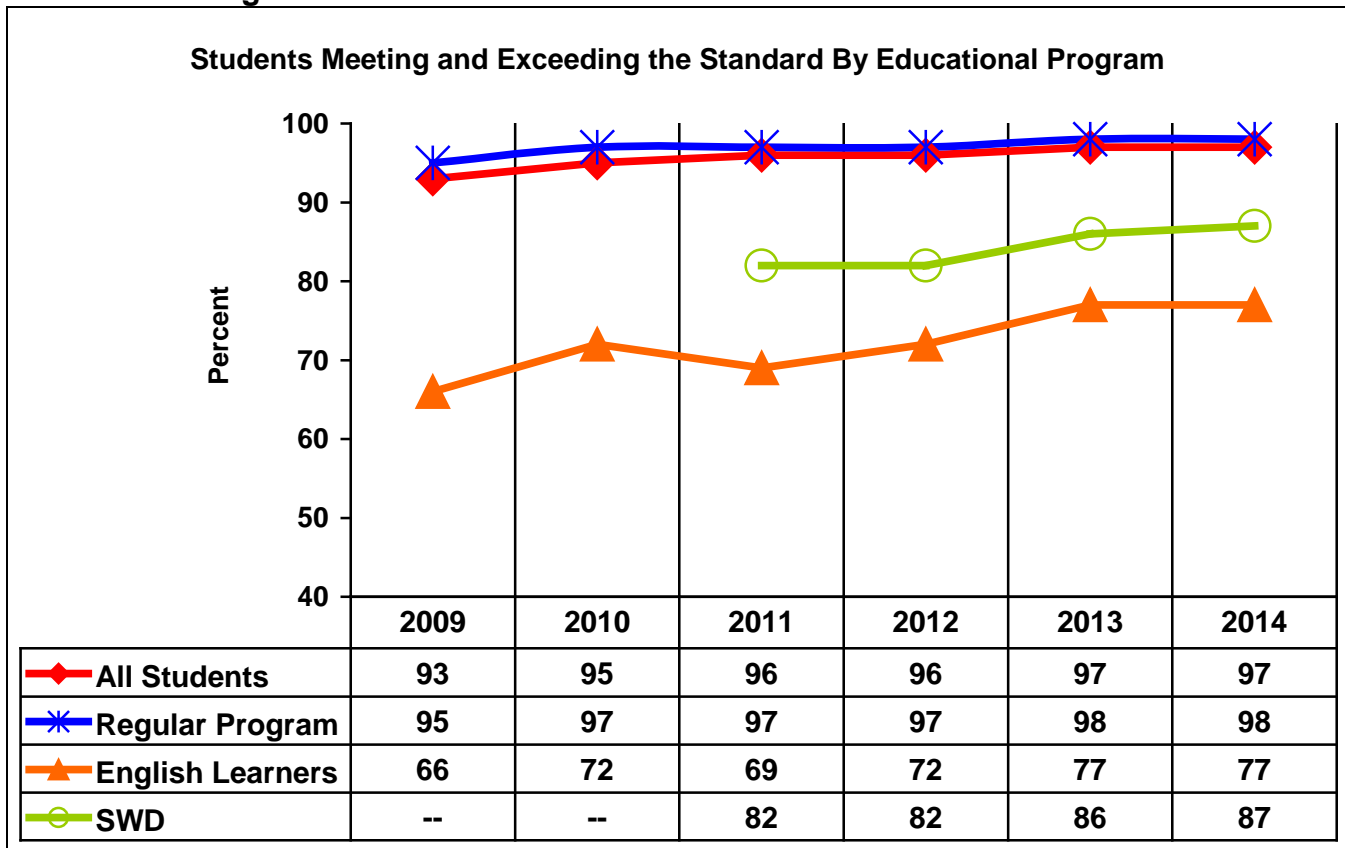


## Percentage of Students Meeting and Exceeding the Standard

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

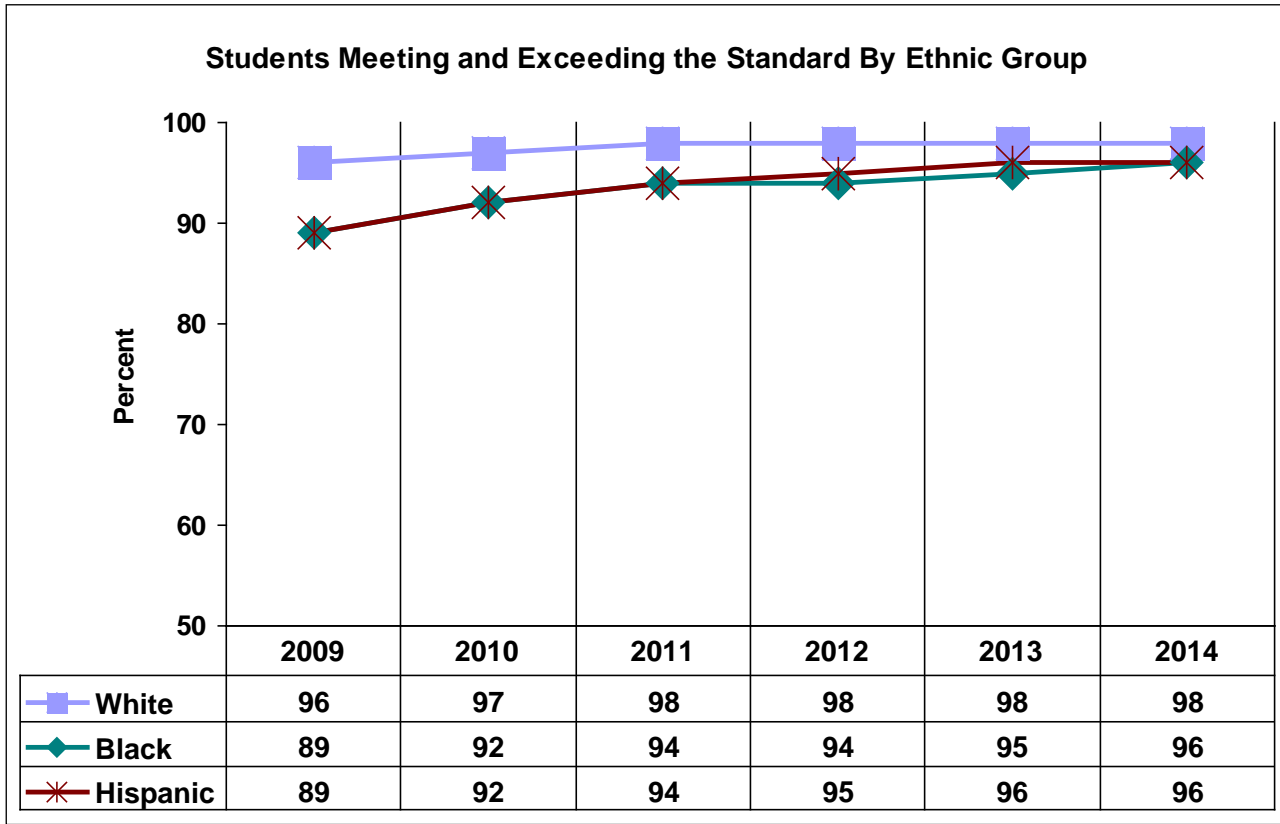
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### Grade 8 Reading



# Percentage of Students Meeting and Exceeding the Standard

## Grade 8 Reading

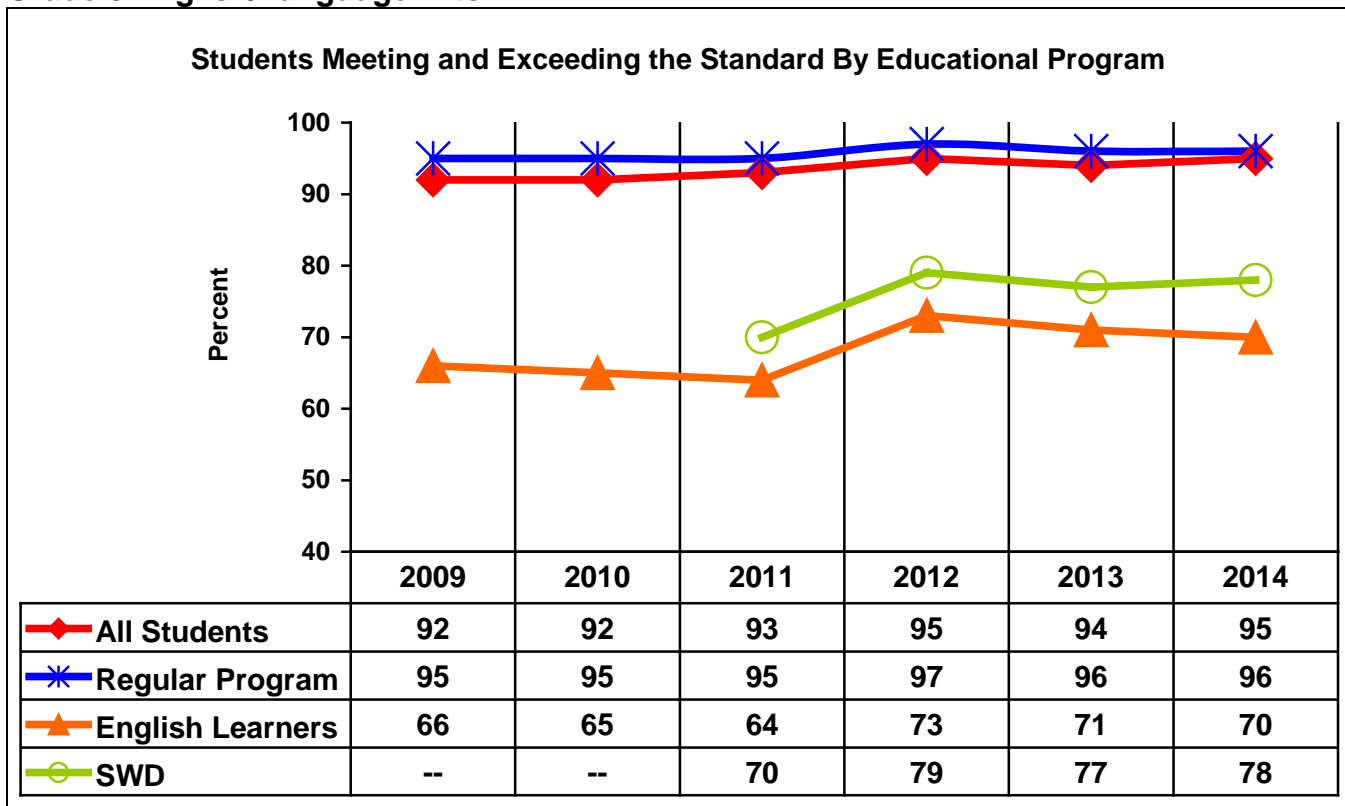


## Percentage of Students Meeting and Exceeding the Standard

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

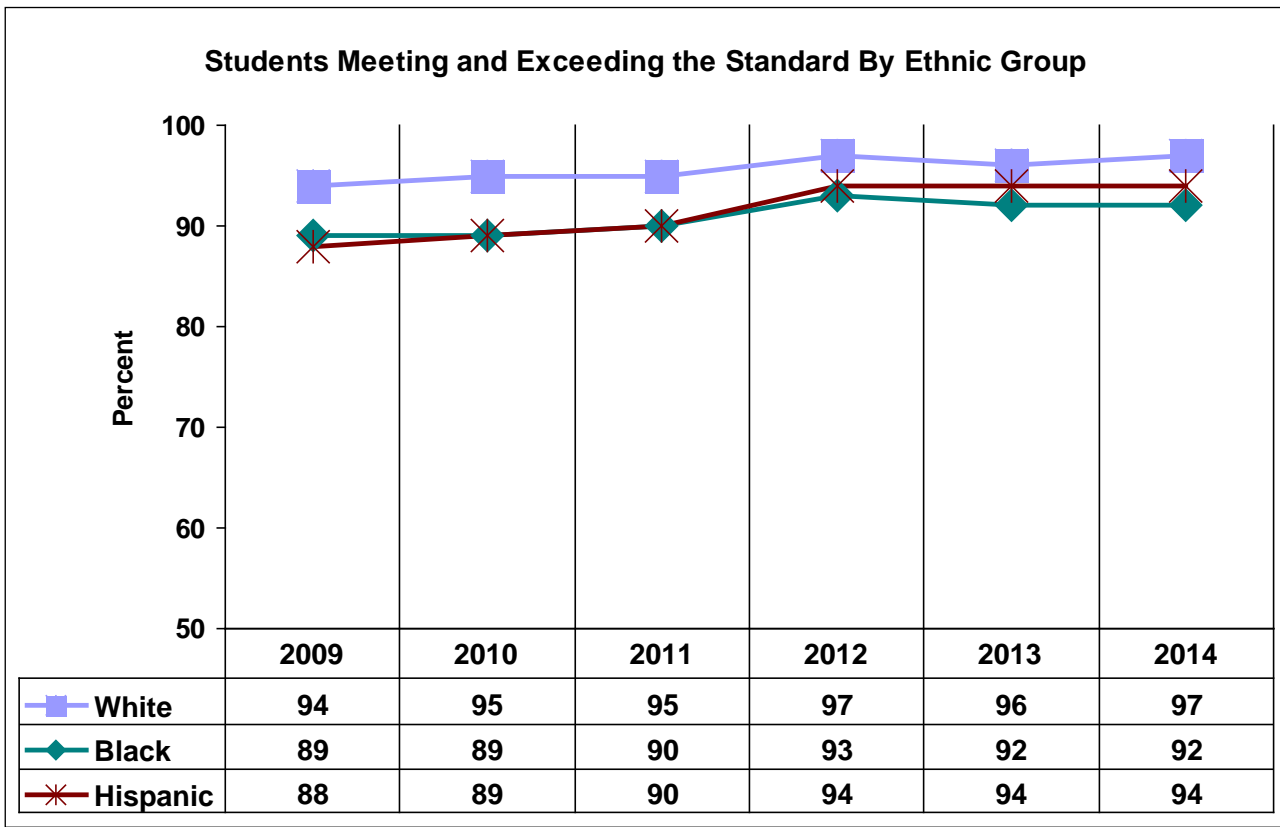
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### Grade 8 English/Language Arts



## Percentage of Students Meeting and Exceeding the Standard

### Grade 8 English/Language Arts



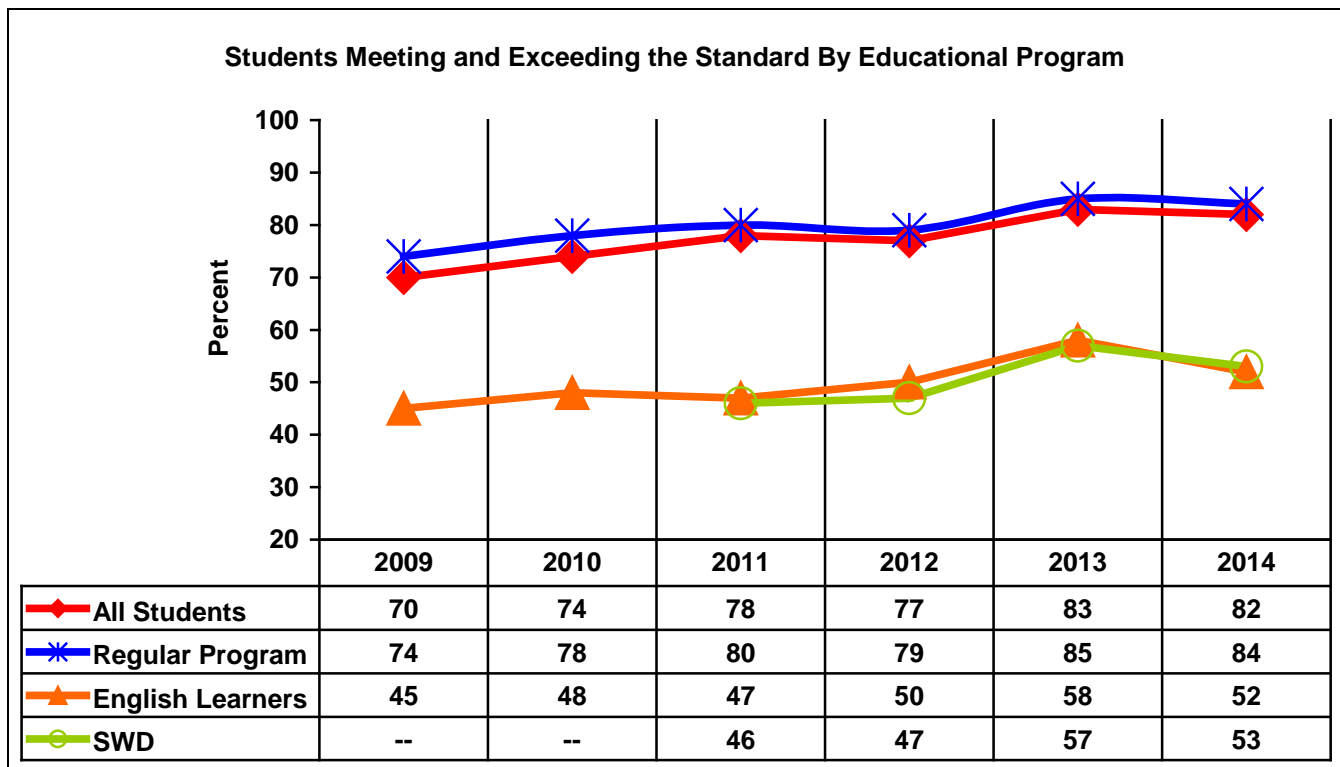


## Percentage of Students Meeting and Exceeding the Standard

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

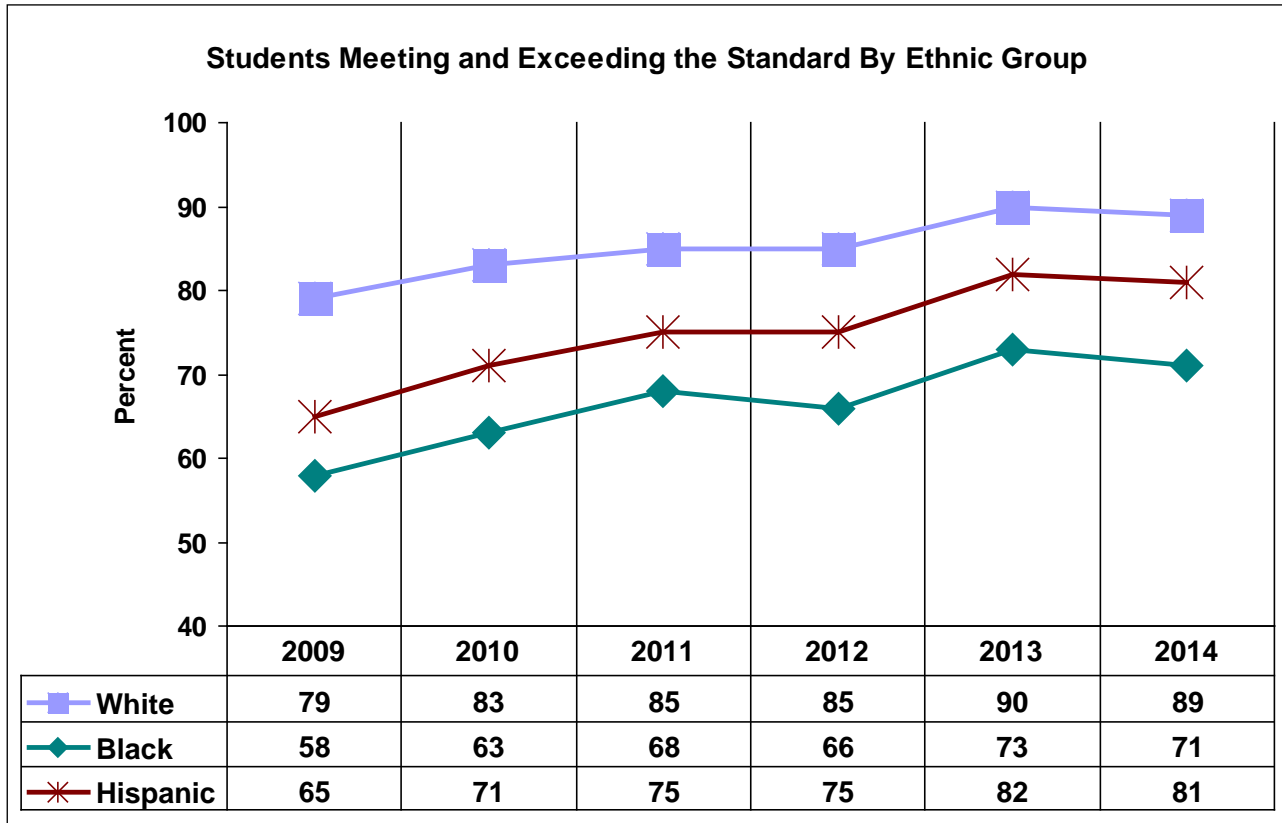
\*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons prior to 2011 inappropriate.

### Grade 8 Mathematics



# Percentage of Students Meeting and Exceeding the Standard

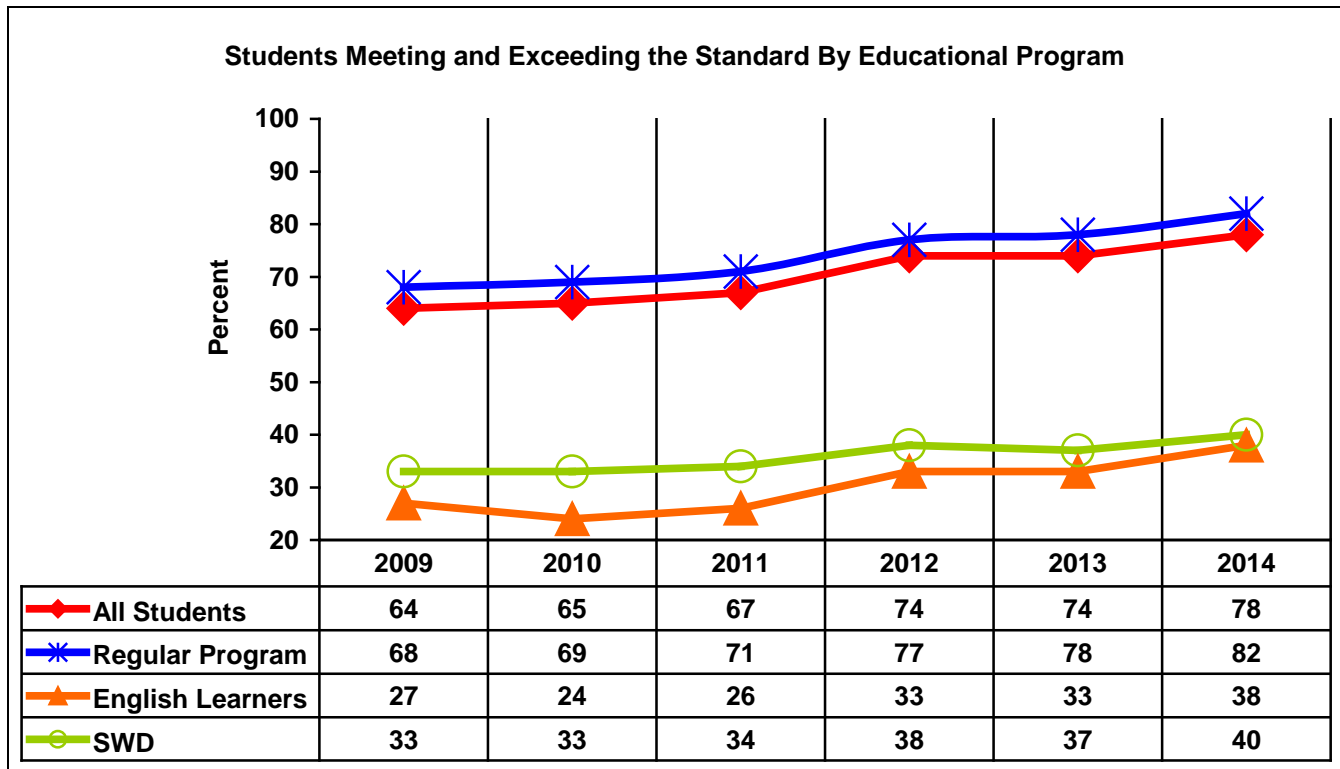
## Grade 8 Mathematics



## Percentage of Students Meeting and Exceeding the Standard

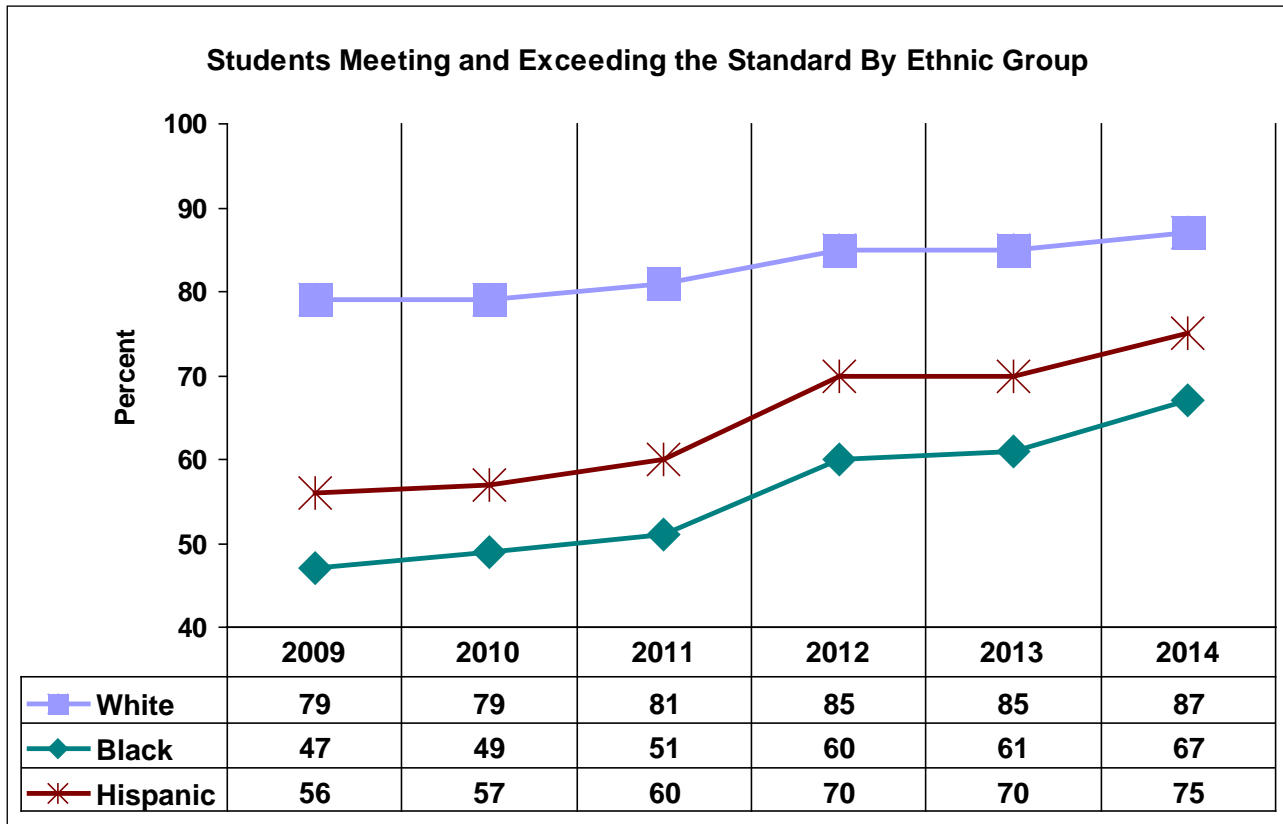
Grade 8 Science								
	2009	2010	2011	2012	2013	2014	Change 2013-2014	Change 2009-2014
<b>All Students</b>	64	65	67	74	74	78	+4	+14
<b>Regular Program Students</b>	68	69	71	77	78	82	+4	+14
<b>English Learners</b>	27	24	26	33	33	38	+5	+11
<b>Students with Disabilities</b>	33	33	34	38	37	40	+3	+7
<b>Asian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

### Grade 8 Science



# Percentage of Students Meeting and Exceeding the Standard

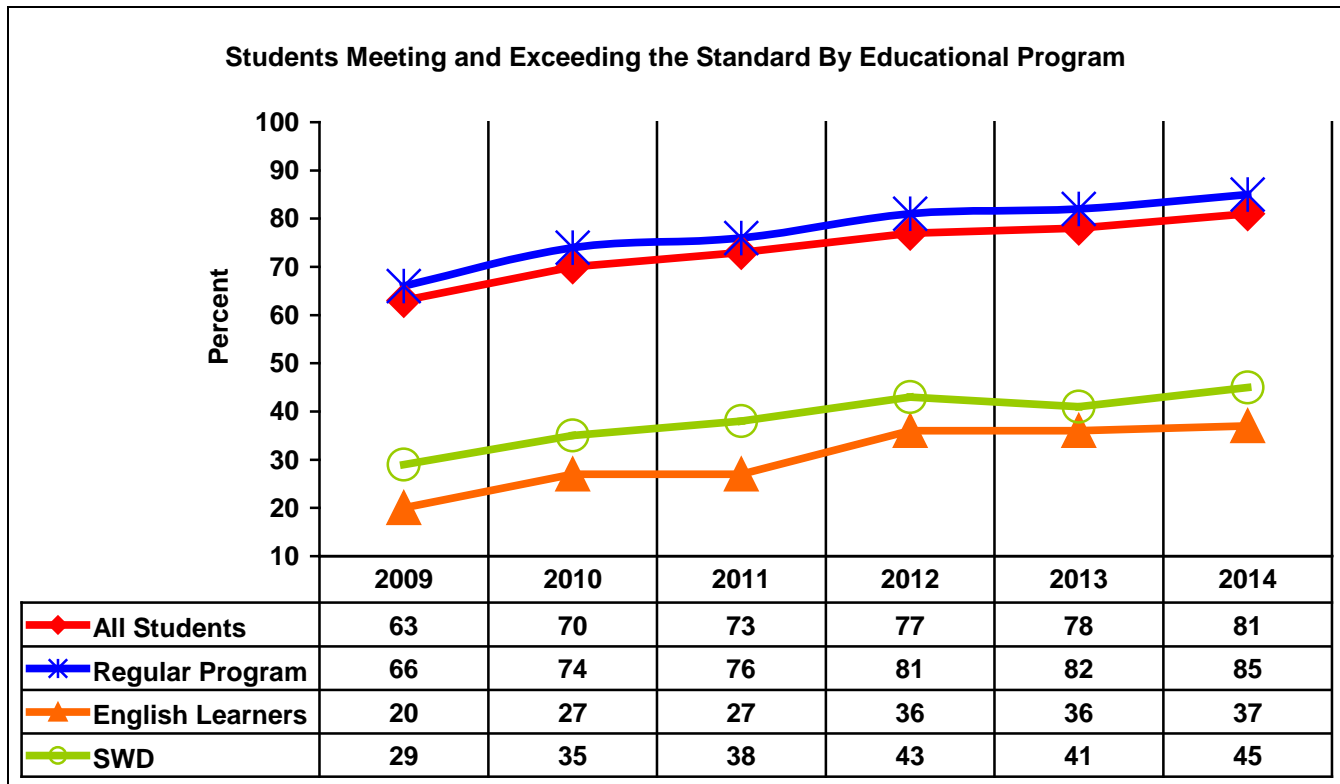
## Grade 8 Science



## Percentage of Students Meeting and Exceeding the Standard

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

### Grade 8 Social Studies



# Percentage of Students Meeting and Exceeding the Standard

## Grade 8 Social Studies

