

TESTING BRIEF
Spring 2012 Georgia Criterion-Referenced Competency Tests
In Reading, English/Language Arts, Mathematics, Science, and Social Studies
April 2 -May 4, 2012

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 educators agree comprise a complete curriculum for each grade level. Georgia students have opportunities to learn – and are expected to master – much more than the tests address. The Georgia Performance Standards (GPS) are the source of the knowledge and skills assessed on these tests beginning in 2006. Grades and subjects were phased in according to the state’s plan for transitioning to the GPS.

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 2011-2012 school year.

KEY FINDINGS – GRADE 3

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

- Ninety-one percent (91%), 91%, and 81% of Georgia's third grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Seventy-eight percent (78%) and 81% of third grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2012 performance to 2011, the percent of students meeting or exceeding the standard increased by 2 percentage points in English/Language Arts. The percent of students meeting or exceeding the standard in Reading, Mathematics and Social Studies remained the same, and decreased by 2 percentage points in Science.
- When comparing 2012 performance to 2011, the percent of students exceeding the standard in Reading, English/Language Arts, Mathematics, Science, and Social Studies increased by 7, 3, 3, 3, and 4 percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 3

- In Reading, the achievement gap between Hispanic and White students has narrowed to a six (6) percentage point gap from a fourteen (14) percentage point gap in 2007, 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 2007 while the performance of Hispanic students has increased by twelve (12) percentage points.
- In Reading, the achievement gap between ELL and All Students has narrowed to an eight (8) percentage point gap from a twenty-six (26) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by twenty-four (24) percentage points.
- In English/Language Arts, the achievement gap between ELL and All Students has narrowed to a six (6) percentage point gap from a twenty-six (26) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by twenty-five (25) percentage points.
- In Science, the achievement gap between ELL students and All Students has narrowed to a thirteen (13) percentage point gap from a thirty-six (36) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by thirty-one (31) percentage points.
- In Science, the achievement gap between Hispanic and White students has narrowed to a thirteen (13) percentage point gap from a twenty-five (25) percentage point gap in 2007, 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 2007 while the performance of Hispanic students has increased by sixteen (16) percentage points.

KEY FINDINGS – GRADE 4

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

- Ninety percent (90%), 91%, and 80% of Georgia’s fourth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Eighty-one percent (81%) and 78% of fourth grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2012 performance to 2011, the percent of students meeting or exceeding the standard increased by 2 percentage points in Reading, 3 percentage points in English/Language Arts, 2 percentage points in Science, and 1 percentage point in Social Studies. The percent of students meeting or exceeding the standard in Mathematics decreased by 1 percentage point.
- When comparing 2012 performance to 2011, the percent of students exceeding the standard in Reading, English/Language Arts, Science, and Social Studies increased by 6, 1, 4, and 2 percentage points, respectively. The percent of students exceeding the standard in Mathematics remained the same.

KEY FINDINGS – CLOSING THE GAP GRADE 4

- In Reading, the achievement gap between ELL students and All Students has narrowed to a sixteen (16) percentage point gap from a twenty-nine (29) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by eighteen (18) percentage points.
- In English/Language Arts, the achievement gap between ELL students and ALL Students has narrowed to a fourteen (14) percentage point gap from a twenty-seven (27) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by twenty (20) percentage points.
- In Science, the achievement gap between ELL students and All Students has narrowed to a twenty-four (24) percentage point gap from a thirty-six (36) percentage point gap in 2007, 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 nine (9) percentage points since 2007 while the performance of ELL students has increased by twenty-one (21) percentage points.
- In Science, the achievement gap between Hispanic and White students has narrowed to an eleven (11) percentage point gap from a twenty-five (25) percentage point gap in 2007, 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 2007 while the performance of Hispanic students has increased by eighteen (18) percentage points.

KEY FINDINGS – GRADE 5

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

- Ninety-one percent (91%), 94%, and 84% of Georgia's fifth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics respectively. Seventy-eight percent (78%) and 77% of fifth grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2012 performance to 2011, the percent of students meeting or exceeding the standard increased by 1 percentage point in English/Language Arts, 1 percentage point in Science, and 6 percentage points in Social Studies. The percent of students meeting or exceeding the standard remained the same for Reading and decreased by 3 percentage points in Mathematics.
- When comparing 2012 performance to 2011, the percent of students exceeding the standard in English/Language Arts, Science, and Social Studies increased by 5, 4, and 1 percentage point, respectively. The percentage of students exceeding the standard decreased by 2 points in Reading and 5 points in Mathematics.

KEY FINDINGS – CLOSING THE GAP GRADE 5

- In English/Language Arts, the achievement gap between ELL students and All Students has narrowed to a thirteen (13) percentage point gap from a twenty-nine (29) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by twenty-two (22) percentage points.
- In Mathematics, the achievement gap between Hispanic students and White students has narrowed to a six (6) percentage point gap from a thirteen (13) percentage point gap in 2008, 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 ten (10) percentage points since 2008 while the performance of Hispanic students has increased by seventeen (17) percentage points.
- In Science, the achievement gap between Black students and White students has narrowed to a twenty-two (22) percentage point gap from a thirty-two (32) percentage point gap in 2007, 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 six (6) percentage points since 2007 while the performance of Black students has increased by sixteen (16) percentage points.
- In Science, the achievement gap between Hispanic students and White students has narrowed to a thirteen (13) percentage point gap from a twenty-eight (28) percentage point gap in 2007, 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 six (6) percentage points since 2007 while the performance of Hispanic students has increased by twenty-one (21) percentage points.

KEY FINDINGS – GRADE 6

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

- Ninety-six percent (96%), 92%, and 80% of Georgia's sixth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Seventy-three percent (73%) of sixth grade students met or exceeded the standard in both Science and Social Studies.
- When comparing 2012 performance to 2011, the percent of students meeting or exceeding the standard increased by 2 percentage points in Reading, 1 percentage point in English/Language Arts, 4 percentage points in Mathematics, 2 percentage points in Science, and 1 percentage point in Social Studies.
- When comparing 2012 performance to 2011, the percent of students exceeding the standard in Reading, Mathematics, Science, and Social Studies increased by 6, 2, 4, and 4 percentage points, respectively. The percentage of students exceeding the standard remained the same for English/Language Arts.

KEY FINDINGS – CLOSING THE GAP GRADE 6

- In Reading, the achievement gap between ELL students and All Students has narrowed to a thirteen (13) percentage point gap from a twenty-four (24) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by eighteen (18) percentage points.
- In Mathematics, the achievement gap between Hispanic students and White students has narrowed to a nine (9) percentage point gap from a twenty (20) percentage point gap in 2007, 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 ten (10) percentage points since 2007 while the performance of Hispanic students has increased by twenty-one (21) percentage points.
- In Mathematics, the achievement gap between Black students and White students has narrowed to a seventeen (17) percentage point gap from a twenty-seven (27) percentage point gap in 2007, 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 ten (10) percentage points since 2007 while the performance of Black students has increased by twenty (20) percentage points.
- In Science, the achievement gap between Hispanic students and White students has narrowed to a fourteen (14) percentage point gap from a twenty-six (26) percentage point gap in 2007, 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 nine (9) percentage points since 2007 while the performance of Hispanic students has increased by twenty-one (21) percentage points.

KEY FINDINGS – GRADE 7

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

- Ninety-four percent (94%), 93%, and 91% of Georgia’s seventh grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Eighty-five percent (85%) and 78% of seventh grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2012 performance to 2011, the percent of students meeting or exceeding the standard increased by 3 percentage points in Reading, 2 percentage points in Mathematics, and 3 percentage points in both Science and Social Studies. The percentage of students meeting or exceeding the standard in English/Language Arts remained the same.
- When comparing 2012 performance to 2011, the percent of students exceeding the standard in Reading, English/Language Arts, Mathematics, Science, and Social Studies increased by 3, 5, 6, 6, and 4 percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 7

- In Reading, the achievement gap between ELL students and All Students has narrowed to a twenty-three (23) percentage point gap from a forty (40) percentage point gap in 2007, 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 nine (9) percentage points since 2007 while the performance of ELL students has increased by twenty-six (26) percentage points.
- In Reading, the achievement gap between Hispanic students and White students has narrowed to a four (4) percentage point gap from a fifteen (15) percentage point gap in 2007, 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 five (5) percentage points since 2007 while the performance of Hispanic students has increased by sixteen (16) percentage points.
- In English/Language Arts, the achievement gap between ELL students and All Students has narrowed to a twenty-two (22) percentage point gap from a thirty-seven (37) percentage point gap in 2007, 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 2007 while the performance of ELL students has increased by nineteen (19) percentage points.
- In Mathematics, the achievement gap between ELL students and All Students has narrowed to an eighteen (18) percentage point gap from a twenty-nine (29) percentage point gap in 2007, 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 seventeen (17) percentage points since 2007 while the performance of ELL students has increased by twenty-eight (28) percentage points.

KEY FINDINGS – CLOSING THE GAP GRADE 7 (CONTINUED)

- In Mathematics, the achievement gap between Hispanic students and White students has narrowed to a four (4) percentage point gap from a fifteen (15) percentage point gap in 2007, 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 eleven (11) percentage points since 2007 while the performance of Hispanic students has increased by twenty-two (22) percentage points.
- In Mathematics, the achievement gap between Black students and White students has narrowed to a nine (9) percentage point gap from a twenty-two (22) percentage point gap in 2007, 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 eleven (11) percentage points since 2007 while the performance of Black students has increased by twenty-four (24) percentage points.
- In Science, the achievement gap between ELL students and All Students has narrowed to a thirty (30) percentage point gap from a thirty-eight (38) percentage point gap in 2007, 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 fifteen (15) percentage points since 2007 while the performance of ELL students has increased by twenty-three (23) percentage points.

KEY FINDINGS – GRADE 8

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

- Ninety-six percent (96%), 95%, and 77% of Georgia's eighth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Seventy-four percent (74%) and 77% of eighth grade students met or exceeded the standard in Science and Social Studies, respectively.
- When comparing 2012 performance to 2011, the percent of students meeting or exceeding the standard increased by 2 percentage points in English/Language Arts, 7 percentage points in Science, and 4 percentage points in Social Studies. The percent of students meeting or exceeding the standard remained the same in Reading, and decreased by 1 percentage point in Mathematics.
- When comparing 2012 performance to 2011, the percent of students exceeding the standard in Reading, Science, and Social Studies increased by 4, 1, and 3 percentage points, respectively. The percent of students exceeding the standard decreased by 3 percentage points in English/Language Arts and remained the same in Mathematics.

KEY FINDINGS – CLOSING THE GAP GRADE 8

- In Reading, the achievement gap between ELL students and All Students has narrowed to a twenty-four (24) percentage point gap from a thirty-nine (39) percentage point gap in 2007, 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 2007 while the performance of Hispanic students has increased by twenty-two (22) percentage points.
- In English/Language Arts, the achievement gap between ELL students and All Students has narrowed to a twenty-two (22) percentage point gap from a forty-two (42) percentage point gap in 2007, 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 2007 while the performance of Hispanic students has increased by twenty-seven (27) percentage points.
- In Mathematics, the achievement gap between Hispanic students and White students has narrowed to a ten (10) percentage point gap from an eighteen (18) percentage point gap in 2008, 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 twelve (12) percentage points since 2008 while the performance of Hispanic students has increased by twenty (20) percentage points.
- In Mathematics, the achievement gap between Black students and White students has narrowed to a nineteen (19) percentage point gap from a twenty-four (24) percentage point gap in 2008, 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 twelve (12) percentage points since 2008 while the performance of Black students has increased by seventeen (17) percentage points.

KEY FINDINGS – CLOSING THE GAP GRADE 8 (CONTINUED)

- In Social Studies, the achievement gap between Hispanic students and White students has narrowed to a twelve (12) percentage point gap from a twenty-eight (28) percentage point gap in 2008, 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 thirteen (13) percentage points since 2008 while the performance of Hispanic students has increased by twenty-nine (29) percentage points.
- In Social Studies, the achievement gap between Black students and White students has narrowed to a twenty-one (21) percentage point gap from a twenty-nine (29) percentage point gap in 2008, 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 thirteen (13) percentage points since 2008 while the performance of Black students has increased by twenty-one (21) percentage points.

OVERALL FINDINGS - SPECIAL POPULATIONS

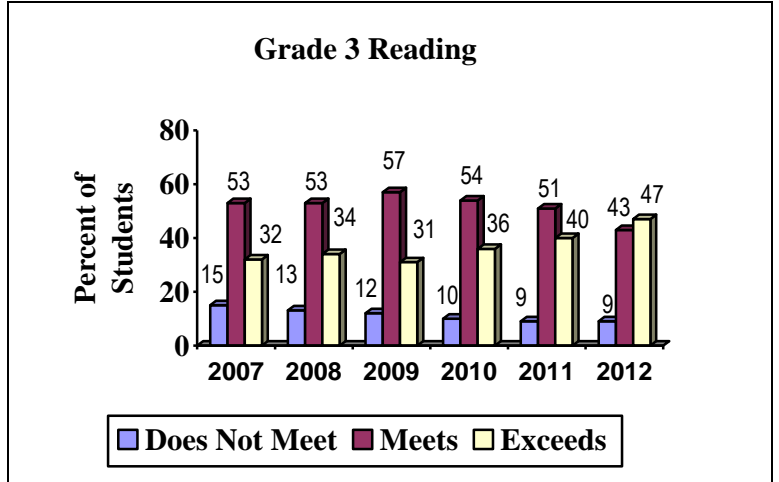
- When comparing 2012 performance to 2011, English Language Learner (ELL) students improved achievement by one or more percentage points in 27 of the 30 grade/content area tests that are comparable (grades 1 and 2 are not included this year). English Language Learners experienced one-year gains greater than 5 percentage points in the following areas:
 - Grade 3 English/Language Arts;
 - Grade 4 English/Language Arts;
 - Grade 5 Social Studies;
 - Grade 6 Reading;
 - Grade 7 Reading, Science, and Social Studies; and,
 - Grade 8 English/Language Arts, Science, and Social Studies.
- 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 ELL 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 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 2012 performance to 2011 in Science and Social Studies, Students with Disabilities improved achievement by one or more percentage points in 8 of 12 grade/content combinations. Students with Disabilities experienced a one-year gain greater than 5 percentage points in grade 5 Social Studies.

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

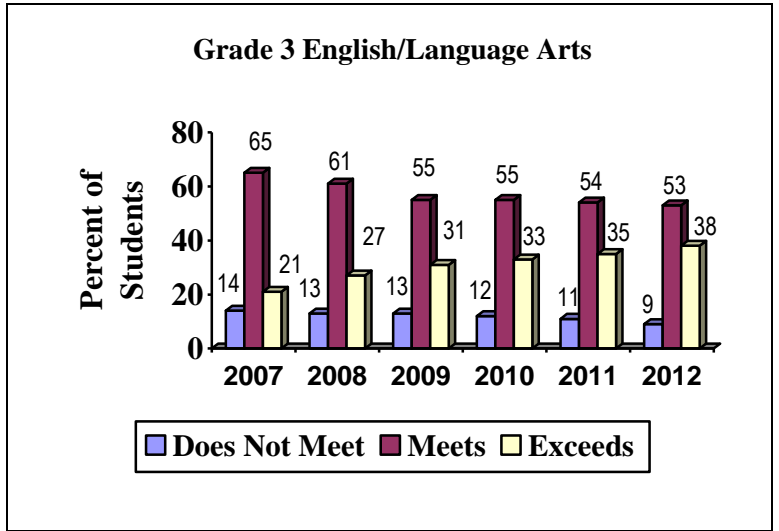
- Ninety-one percent (91%) of third grade students met or exceeded the standard in Reading. Nine percent (9%) of Georgia's third graders did not meet the standard and are therefore candidates for remediation and retention.
- Ninety-one percent (91%) of fifth grade students met or exceeded the standard in Reading while 84% met or exceeded the standard in Mathematics. Nine percent (9%) of the fifth grade students did not meet the standard in Reading, while 16% did not meet in Mathematics. Five percent (5%) 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-six percent (96%) of eighth grade students met or exceeded the standard in Reading while 77% met or exceeded the standard in Mathematics. Four percent (4%) of eighth graders did not meet the standard in Reading while 23% did not meet the standard in Mathematics. Three percent (3%) 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					
	07	08	09	10	11	12
Does Not Meet	15	13	12	10	9	9
Meets	53	53	57	54	51	43
Exceeds	32	34	31	36	40	47

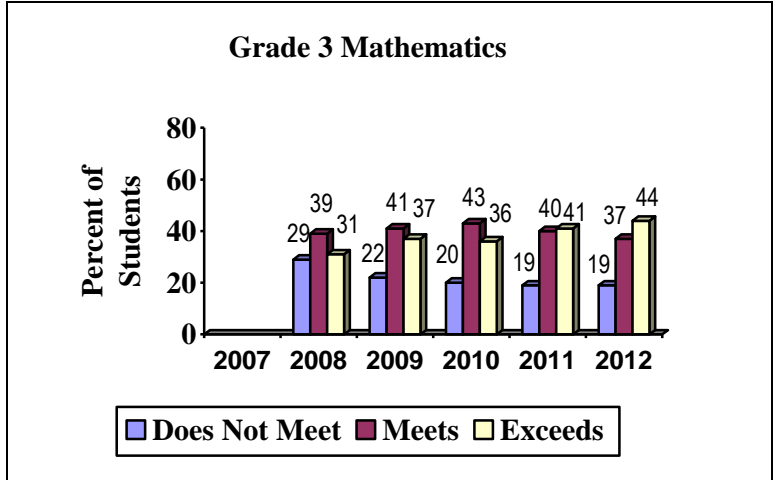


Grade 3 English/Language Arts						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	14	13	13	12	11	9
Meets	65	61	55	55	54	53
Exceeds	21	27	31	33	35	38



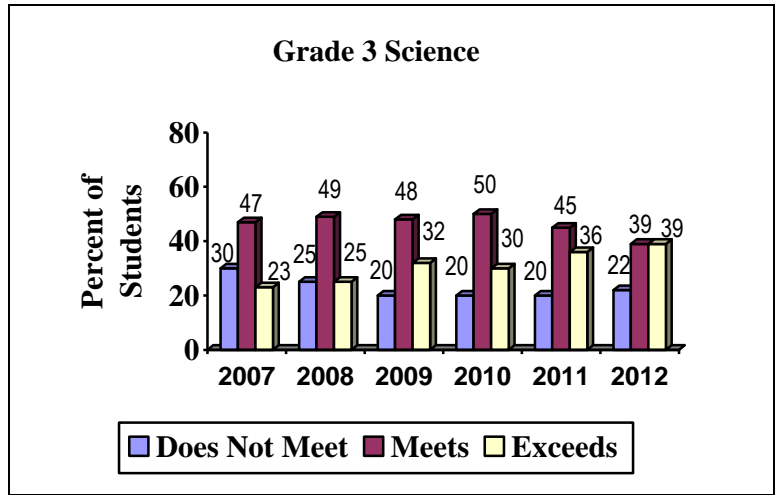
Grade 3 Mathematics						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	29	22	20	19	19
Meets	--	39	41	43	40	37
Exceeds	--	31	37	36	41	44

Beginning in 2008, scores are based on the GPS providing baseline data.



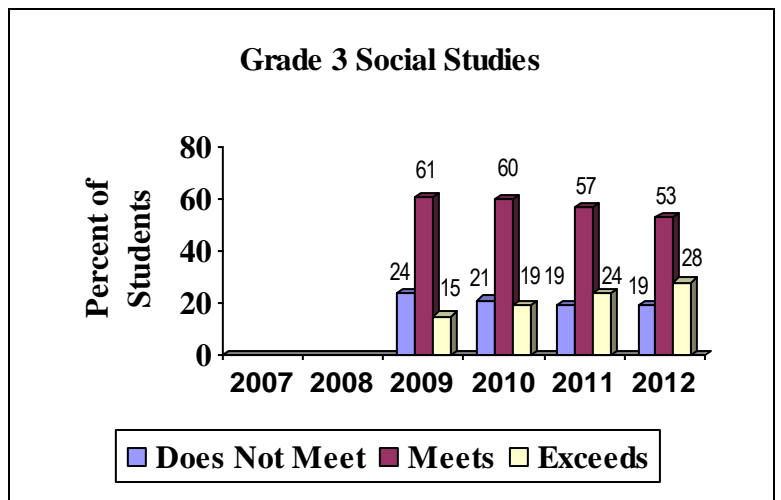
Historical Performance of Georgia Students on the CRCT

Grade 3 Science						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	30	25	20	20	20	22
Meets	47	49	48	50	45	39
Exceeds	23	25	32	30	36	39



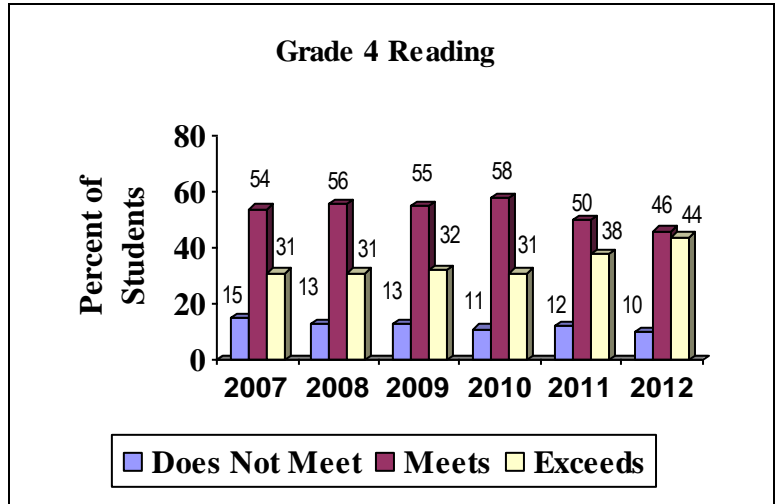
Grade 3 Social Studies						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	--	24	21	19	19
Meets	--	--	61	60	57	53
Exceeds	--	--	15	19	24	28

Beginning in 2009, scores are based on the GPS providing baseline data.

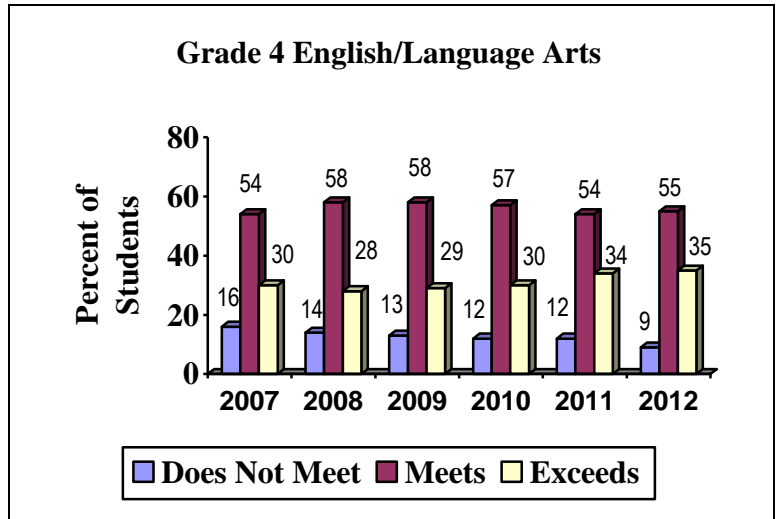


Historical Performance of Georgia Students on the CRCT

Grade 4 Reading						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	15	13	13	11	12	10
Meets	54	56	55	58	50	46
Exceeds	31	31	32	31	38	44

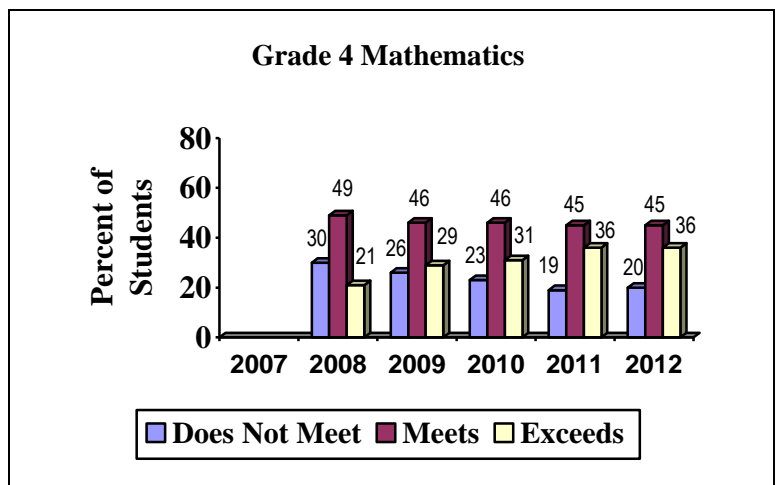


Grade 4 English/Language Arts						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	16	14	13	12	12	9
Meets	54	58	58	57	54	55
Exceeds	30	28	29	30	34	35



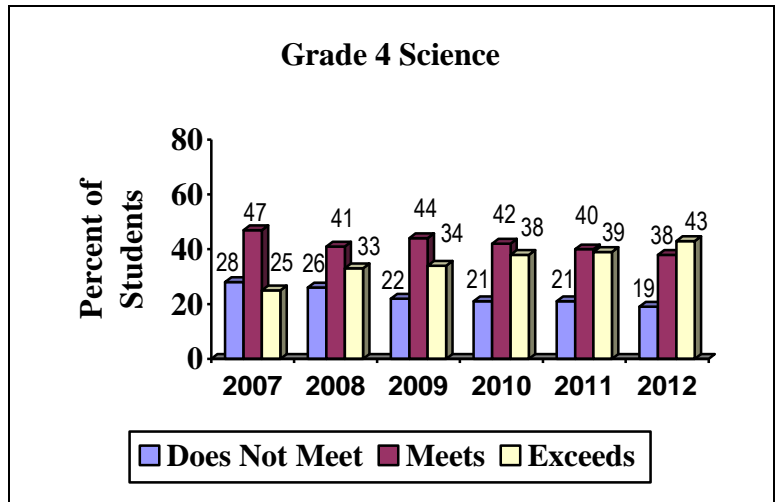
Grade 4 Mathematics						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	30	26	23	19	20
Meets	--	49	46	46	45	45
Exceeds	--	21	29	31	36	36

Beginning in 2008, scores are based on the GPS providing baseline data.



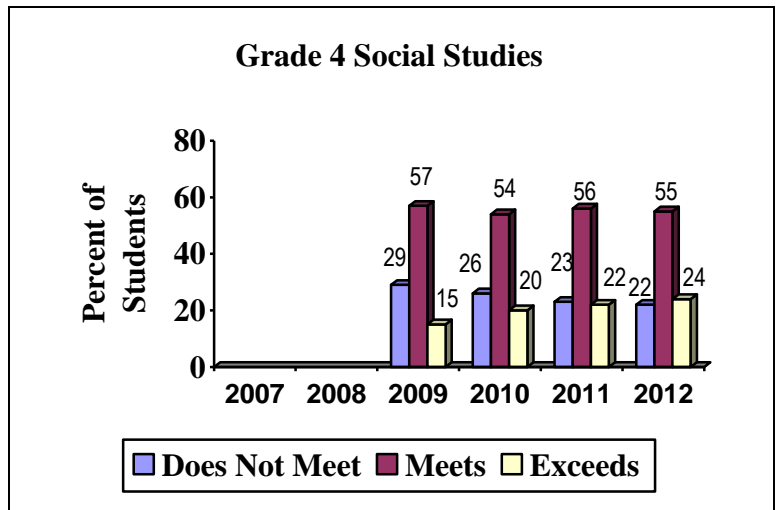
Historical Performance of Georgia Students on the CRCT

Grade 4 Science						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	28	26	22	21	21	19
Meets	47	41	44	42	40	38
Exceeds	25	33	34	38	39	43



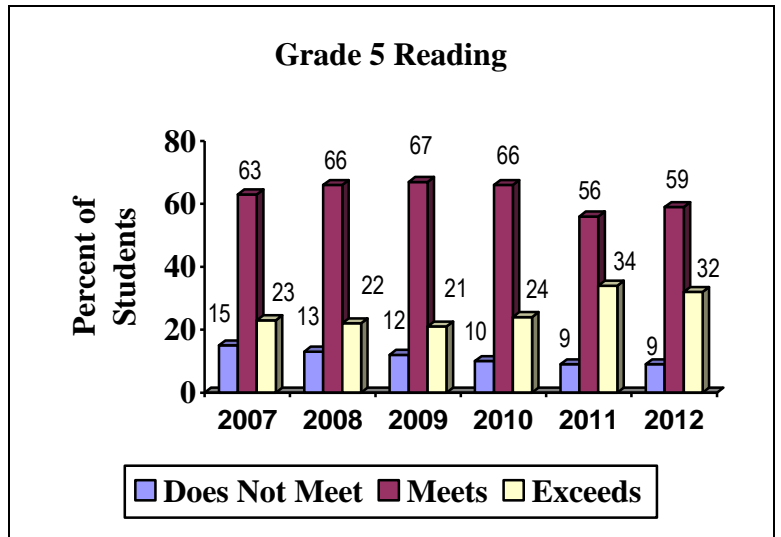
Grade 4 Social Studies						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	--	29	26	23	22
Meets	--	--	57	54	56	55
Exceeds	--	--	15	20	22	24

Beginning in 2009, scores are based on the GPS providing baseline data.

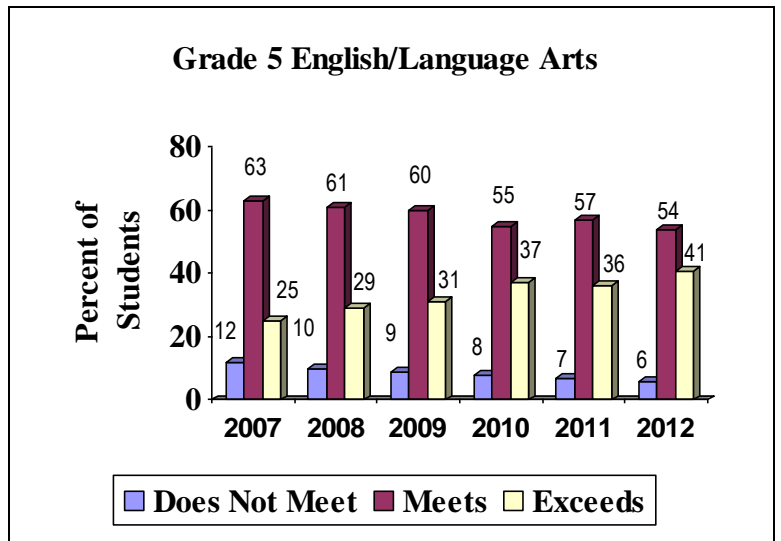


Historical Performance of Georgia Students on the CRCT

Grade 5 Reading						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	15	13	12	10	9	9
Meets	63	66	67	66	56	59
Exceeds	23	22	21	24	34	32

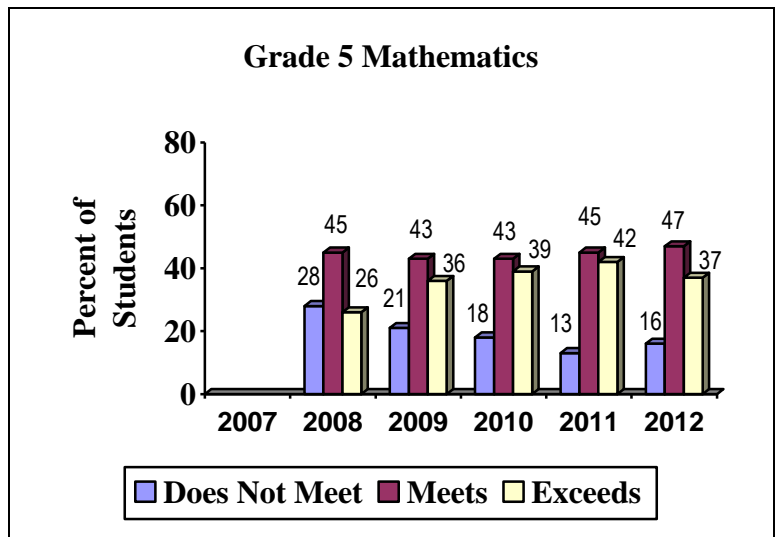


Grade 5 English/Language Arts						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	12	10	9	8	7	6
Meets	63	61	60	55	57	54
Exceeds	25	29	31	37	36	41



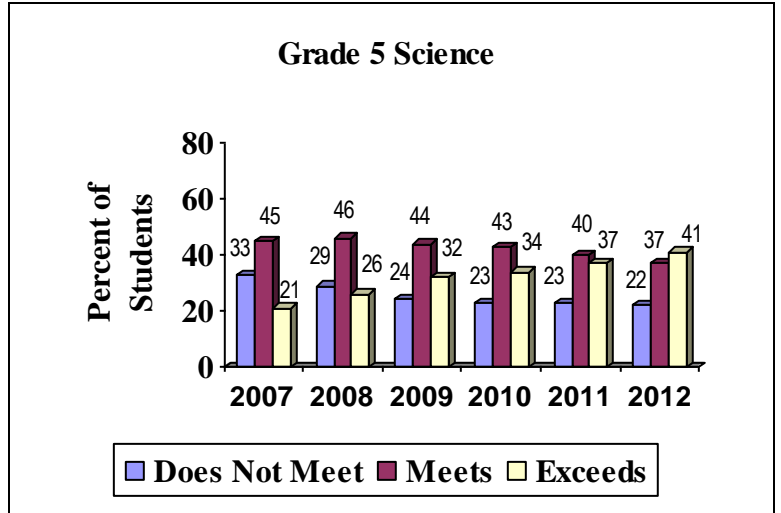
Grade 5 Mathematics						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	28	21	18	13	16
Meets	--	45	43	43	45	47
Exceeds	--	26	36	39	42	37

Beginning in 2008, scores are based on the GPS providing baseline data.



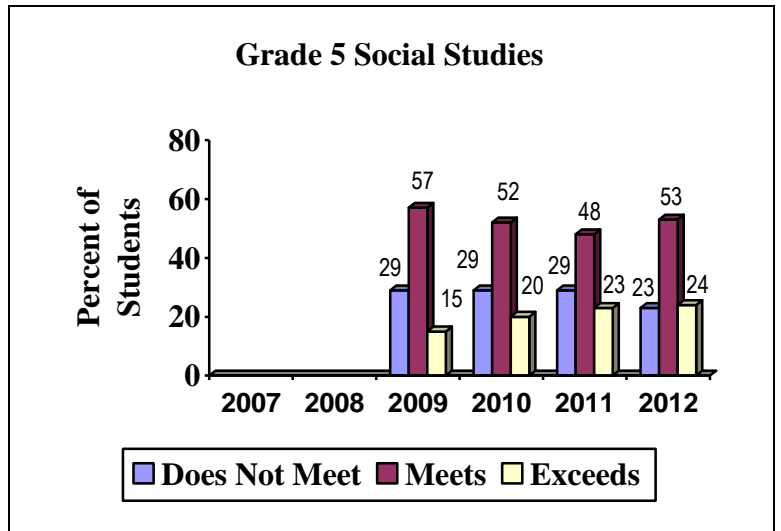
Historical Performance of Georgia Students on the CRCT

Grade 5 Science						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	33	29	24	23	23	22
Meets	45	46	44	43	40	37
Exceeds	21	26	32	34	37	41



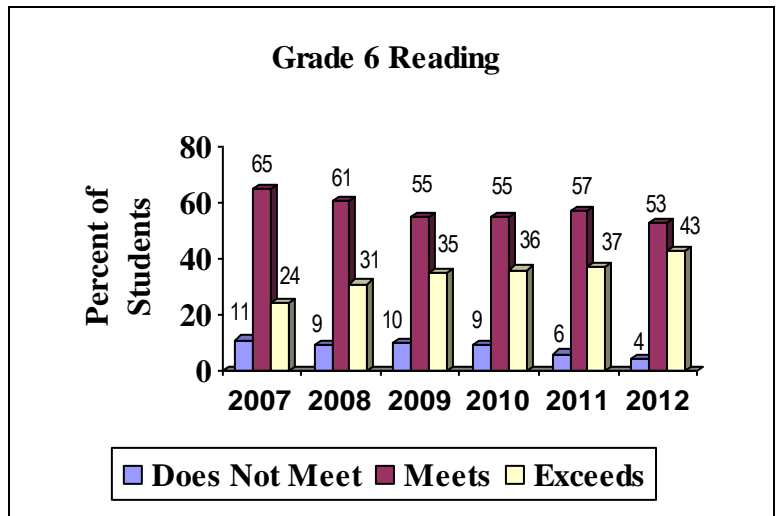
Grade 5 Social Studies						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	--	29	29	29	23
Meets	--	--	57	52	48	53
Exceeds	--	--	15	20	23	24

Beginning in 2009, scores are based on the GPS providing baseline data.

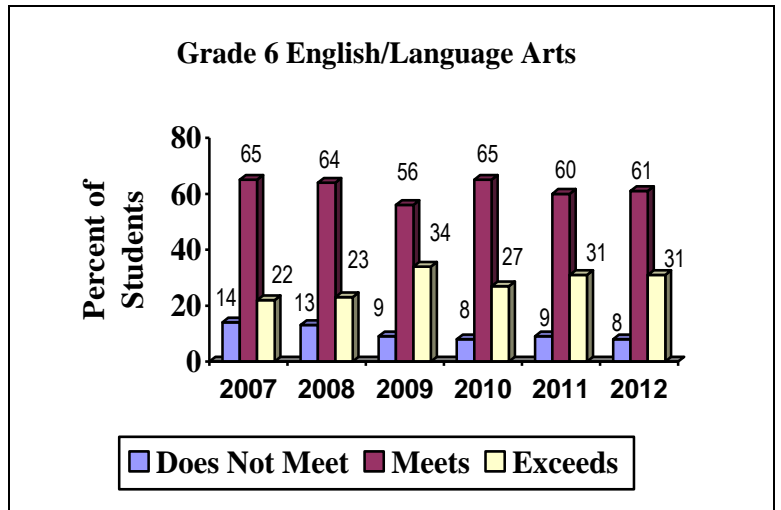


Historical Performance of Georgia Students on the CRCT

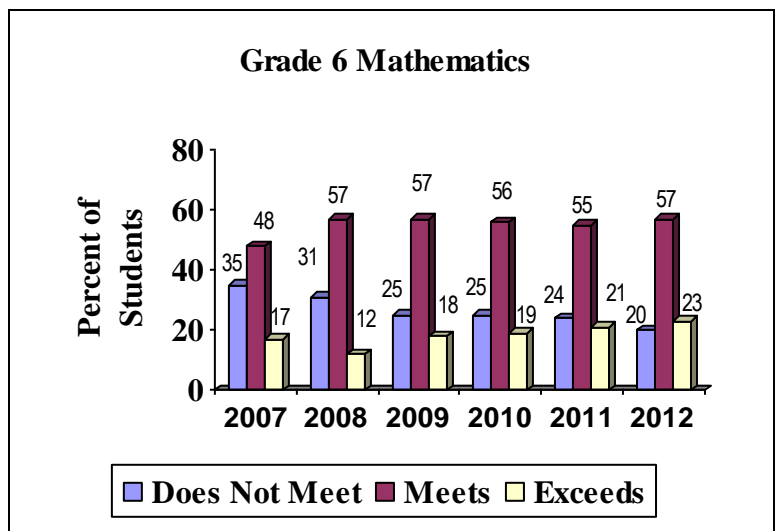
Grade 6 Reading						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	11	9	10	9	6	4
Meets	65	61	55	55	57	53
Exceeds	24	31	35	36	37	43



Grade 6 English/Language Arts						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	14	13	9	8	9	8
Meets	65	64	56	65	60	61
Exceeds	22	23	34	27	31	31

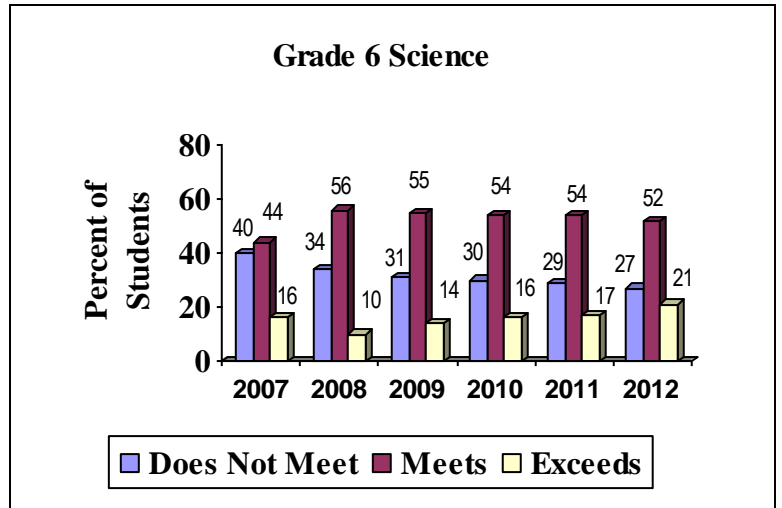


Grade 6 Mathematics						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	35	31	25	25	24	20
Meets	48	57	57	56	55	57
Exceeds	17	12	18	19	21	23



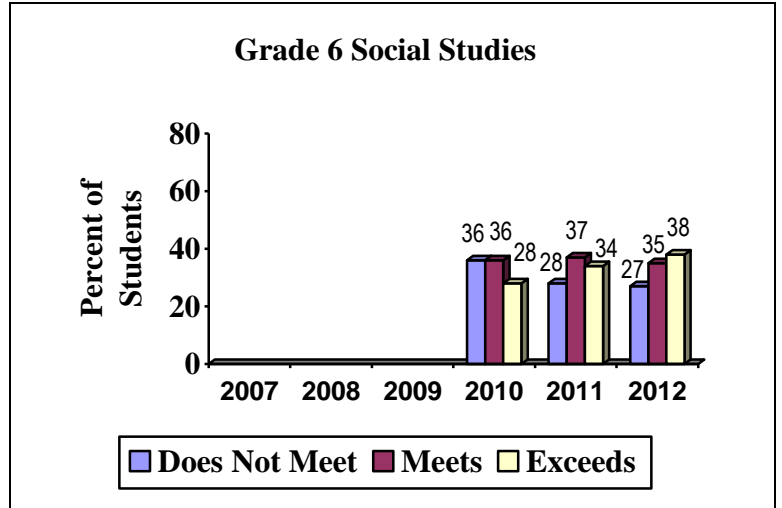
Historical Performance of Georgia Students on the CRCT

Grade 6 Science						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	40	34	31	30	29	27
Meets	44	56	55	54	54	52
Exceeds	16	10	14	16	17	21



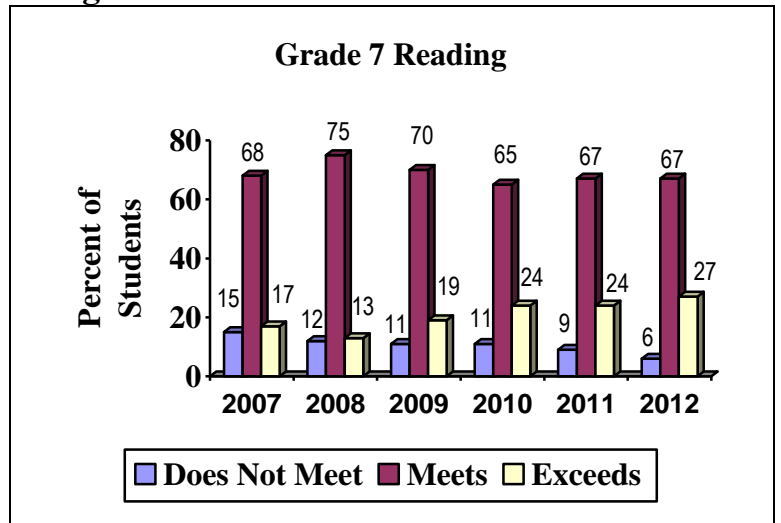
Grade 6 Social Studies						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	--	--	36	28	27
Meets	--	--	--	36	37	35
Exceeds	--	--	--	28	34	38

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

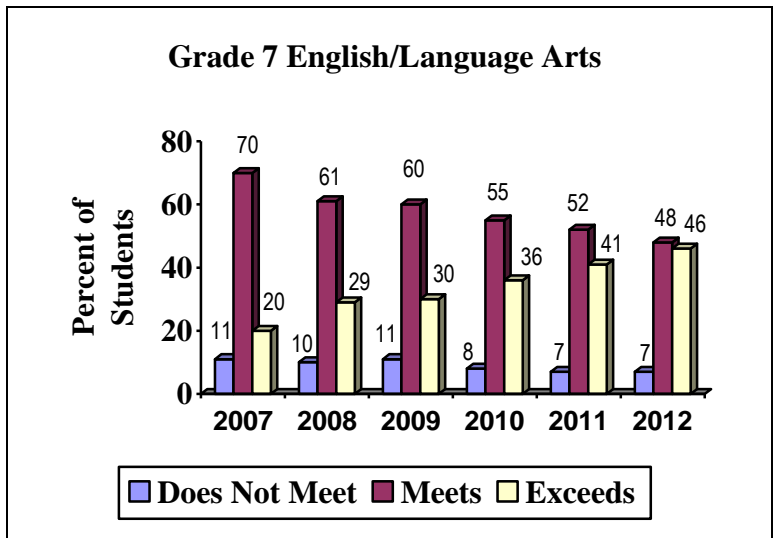


Historical Performance of Georgia Students on the CRCT

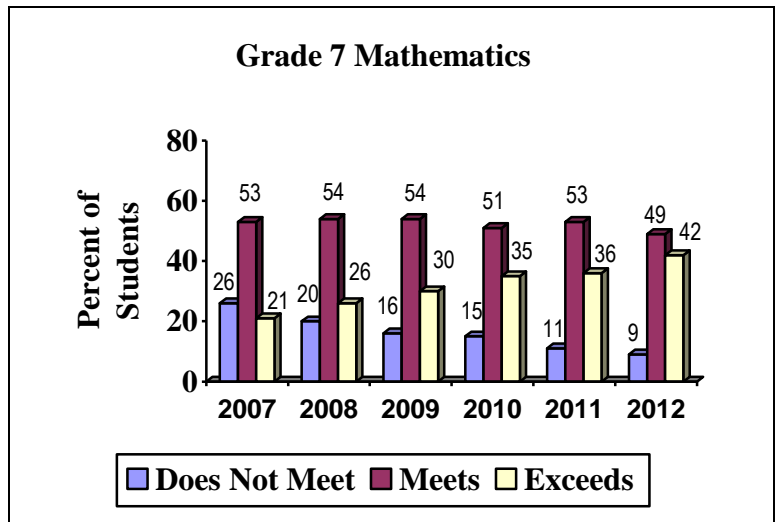
Grade 7 Reading						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	15	12	11	11	9	6
Meets	68	75	70	65	67	67
Exceeds	17	13	19	24	24	27



Grade 7 English/Language Arts						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	11	10	11	8	7	7
Meets	70	61	60	55	52	48
Exceeds	20	29	30	36	41	46

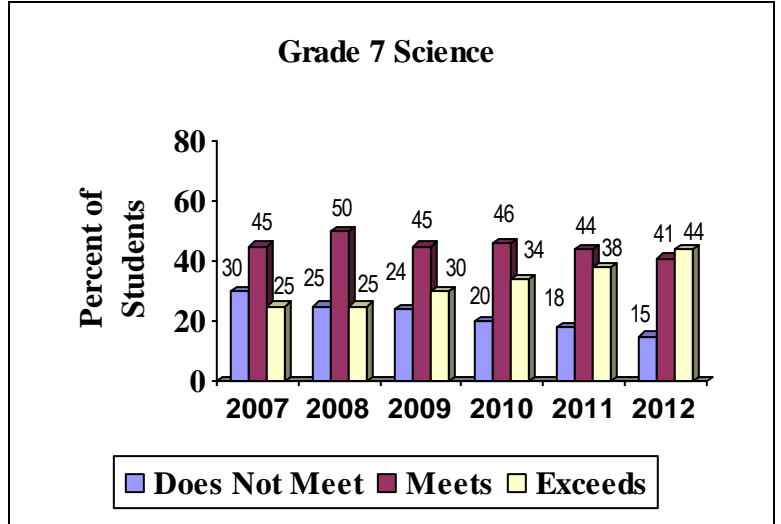


Grade 7 Mathematics						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	26	20	16	15	11	9
Meets	53	54	54	51	53	49
Exceeds	21	26	30	35	36	42



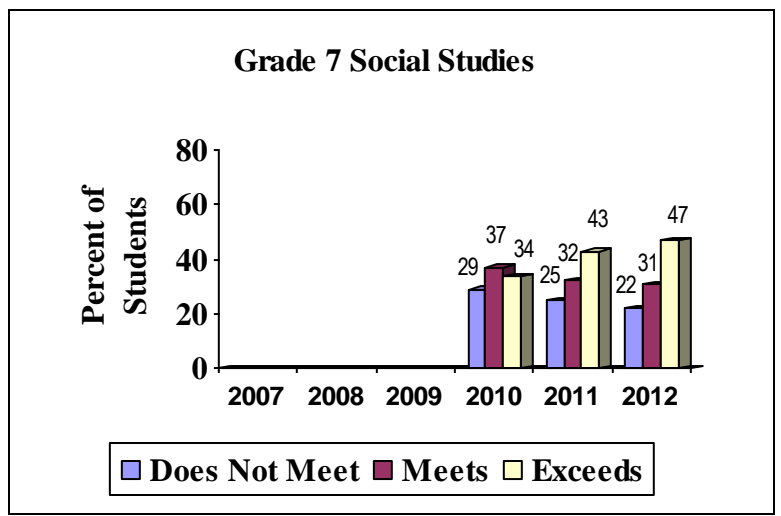
Historical Performance of Georgia Students on the CRCT

Grade 7 Science						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	30	25	24	20	18	15
Meets	45	50	45	46	44	41
Exceeds	25	25	30	34	38	44



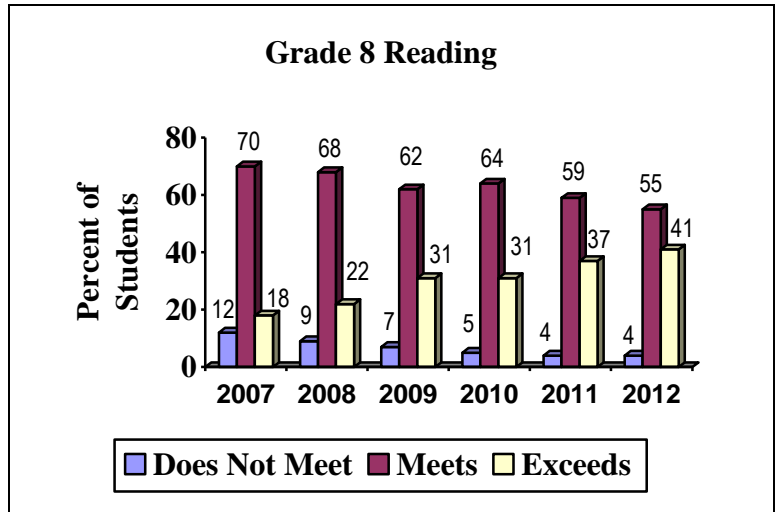
Grade 7 Social Studies						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	--	--	29	25	22
Meets	--	--	--	37	32	31
Exceeds	--	--	--	34	43	47

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

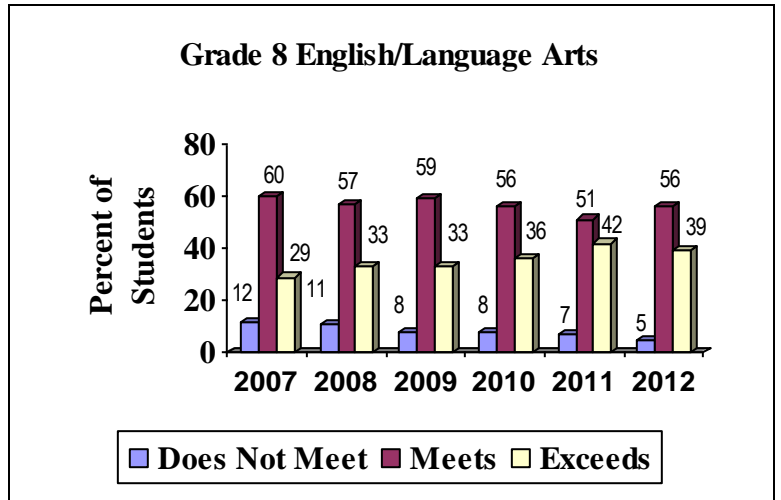


Historical Performance of Georgia Students on the CRCT

Grade 8 Reading						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	12	9	7	5	4	4
Meets	70	68	62	64	59	55
Exceeds	18	22	31	31	37	41

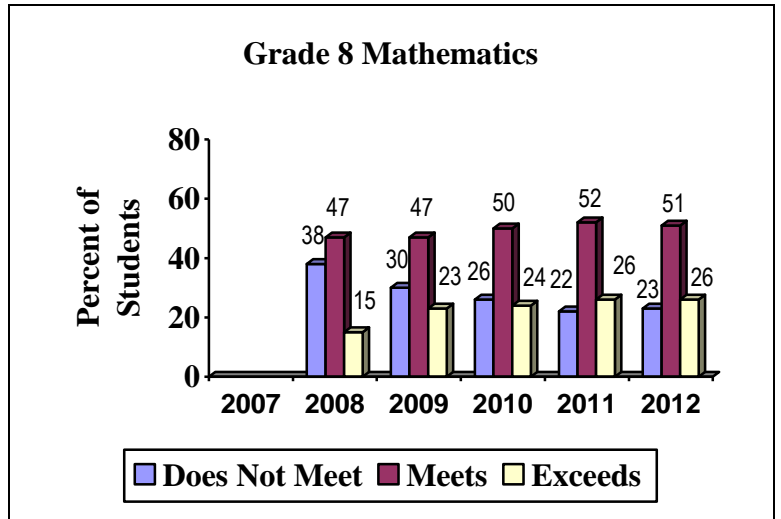


Grade 8 English/Language Arts						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	12	11	8	8	7	5
Meets	60	57	59	56	51	56
Exceeds	29	33	33	36	42	39



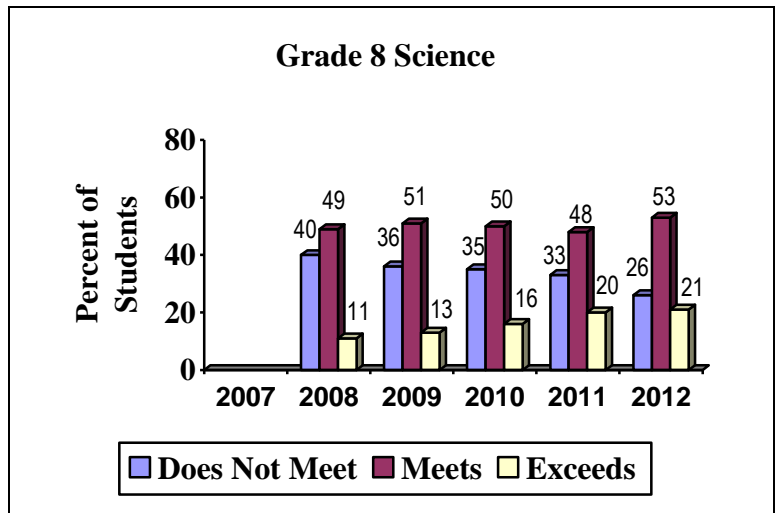
Grade 8 Mathematics						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	38	30	26	22	23
Meets	--	47	47	50	52	51
Exceeds	--	15	23	24	26	26

Beginning in 2008, scores are based on the GPS providing baseline data.

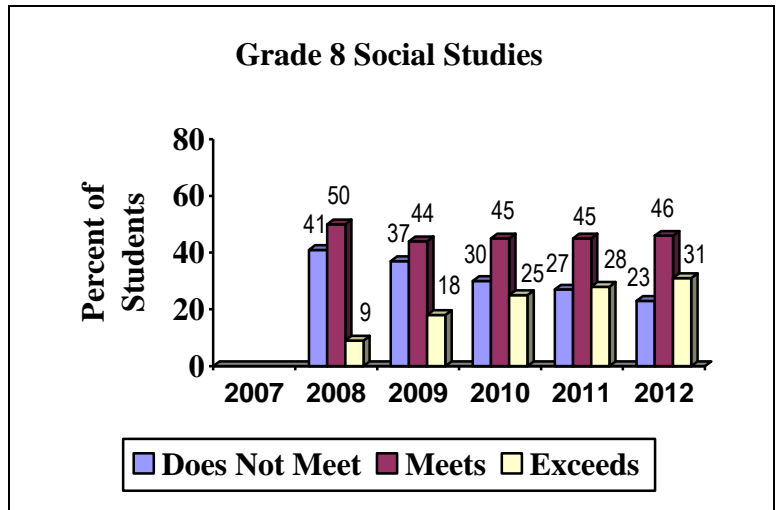


Historical Performance of Georgia Students on the CRCT

Grade 8 Science						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	40	36	35	33	26
Meets	--	49	51	50	48	53
Exceeds	--	11	13	16	20	21
Beginning in 2008, scores are based on the GPS providing baseline data.						



Grade 8 Social Studies						
Performance Level	Percent of Students					
	07	08	09	10	11	12
Does Not Meet	--	41	37	30	27	23
Meets	--	50	44	45	45	46
Exceeds	--	9	18	25	28	31
Beginning in 2008, scores are based on the GPS providing baseline data.						



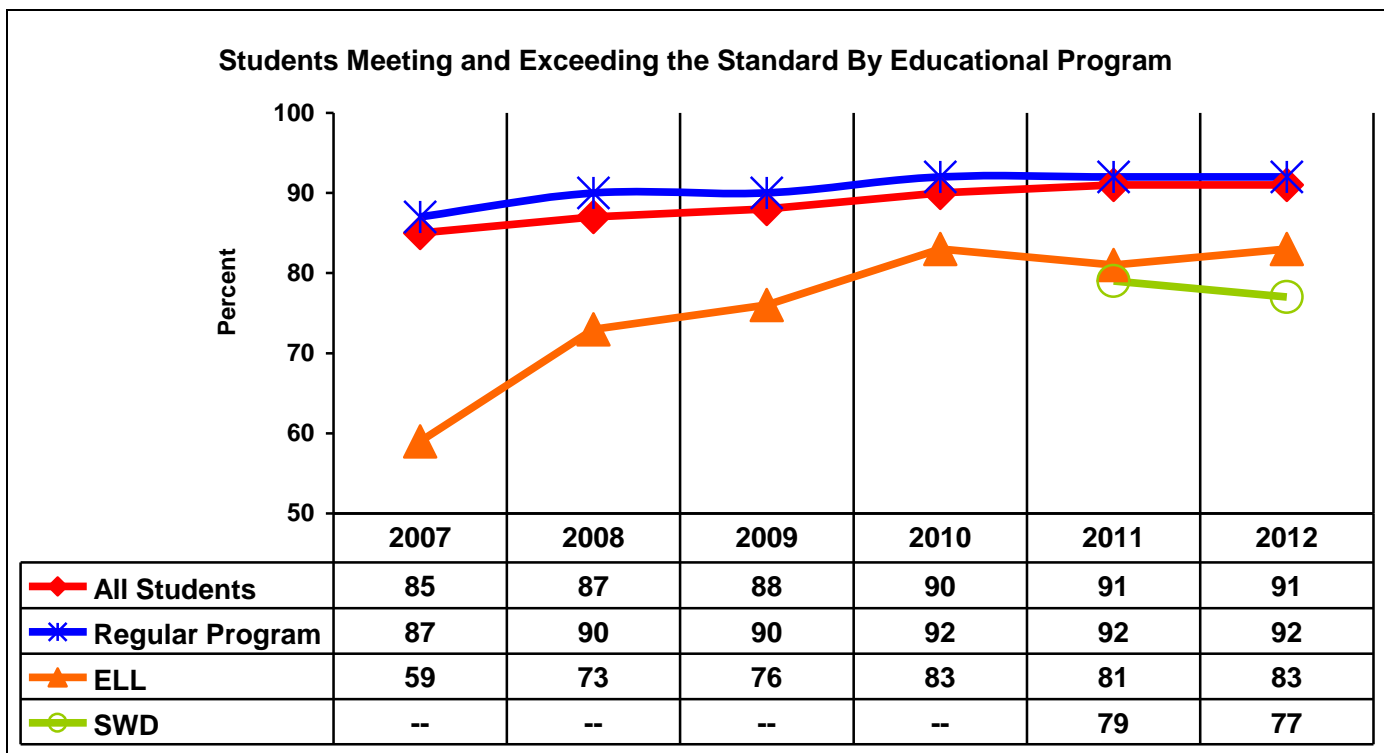
(Please Note: Because of rounding, all disaggregated charts may not appear consistent with historical data.)

Percentage of Students Meeting and Exceeding the Standard

Grade 3 Reading								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	85	87	88	90	91	91	0	+6
Regular Program Students	87	90	90	92	92	92	0	+5
English Language Learners	59	73	76	83	81	83	+2	+24
Students with Disabilities*	--	--	--	--	79	77	-2	--
Asian	93	95	94	95	96	96	0	+3
Black	78	81	82	85	85	84	-1	+6
Hispanic	78	83	85	90	90	90	0	+12
Native American/Alaskan	93	87	91	92	93	91	-2	-2
White	92	93	93	95	96	96	0	+4
Multiracial	89	90	91	93	94	93	-1	+4
Female	88	90	91	93	93	93	0	+5
Male	82	85	85	88	89	89	0	+7

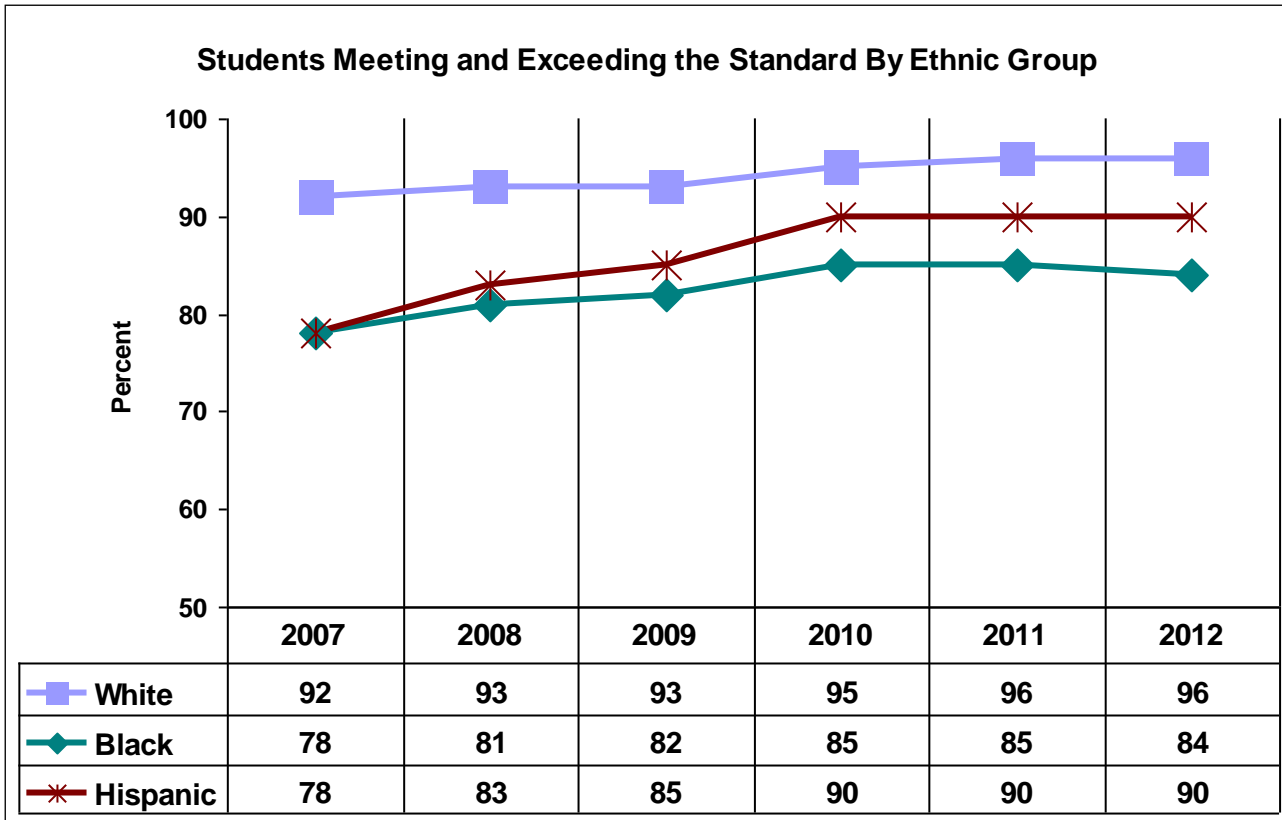
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 3 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 3 Reading

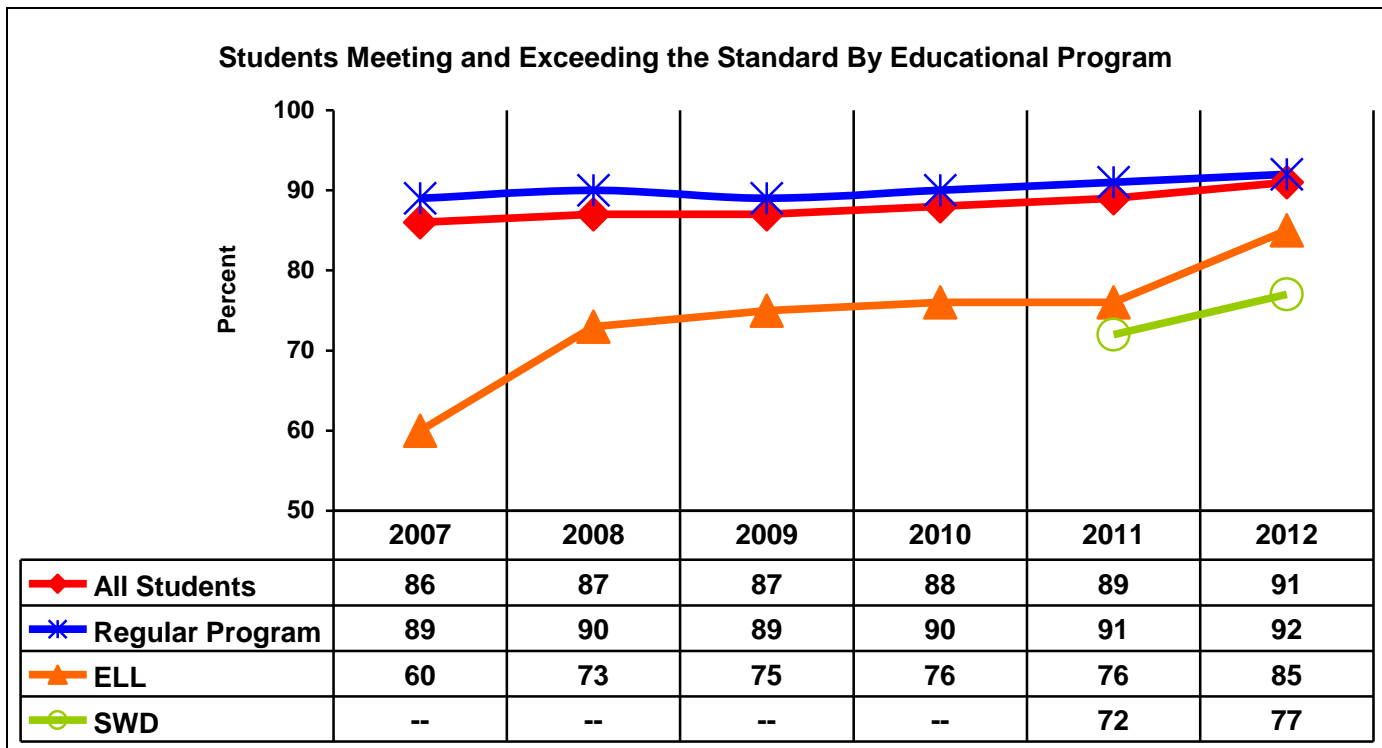


Percentage of Students Meeting and Exceeding the Standard

Grade 3 English/Language Arts								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	86	87	87	88	89	91	+2	+5
Regular Program Students	89	90	89	90	91	92	+1	+3
English Language Learners	60	73	75	76	76	85	+9	+25
Students with Disabilities*	--	--	--	--	72	77	+5	--
Asian	94	96	95	95	96	96	0	+2
Black	80	82	81	81	83	84	+1	+4
Hispanic	80	83	84	86	87	91	+4	+11
Native American/Alaskan	90	88	85	90	91	92	+1	+2
White	91	92	91	93	94	95	+1	+4
Multiracial	88	90	89	91	91	93	+2	+5
Female	89	91	90	91	92	93	+1	+4
Male	82	84	83	84	86	88	+2	+6

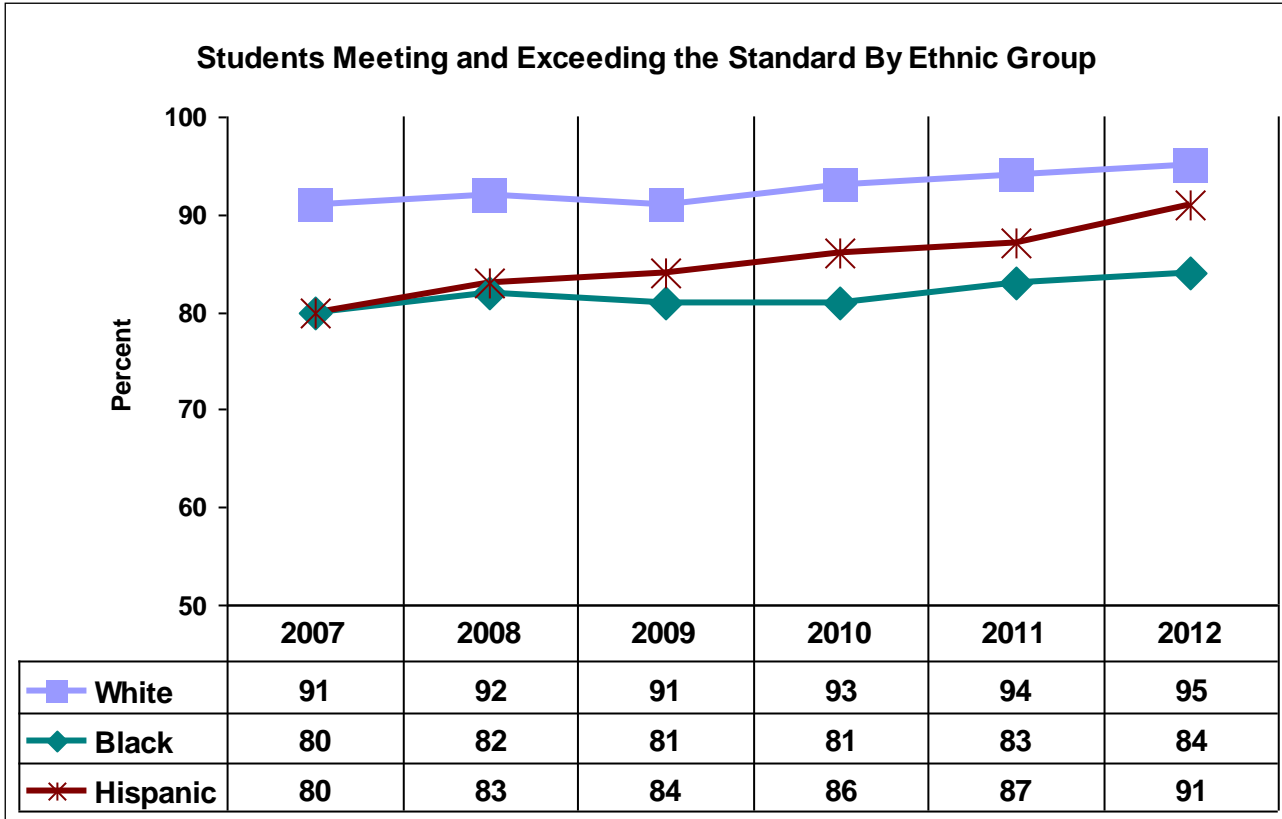
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 3 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 3 English/Language Arts

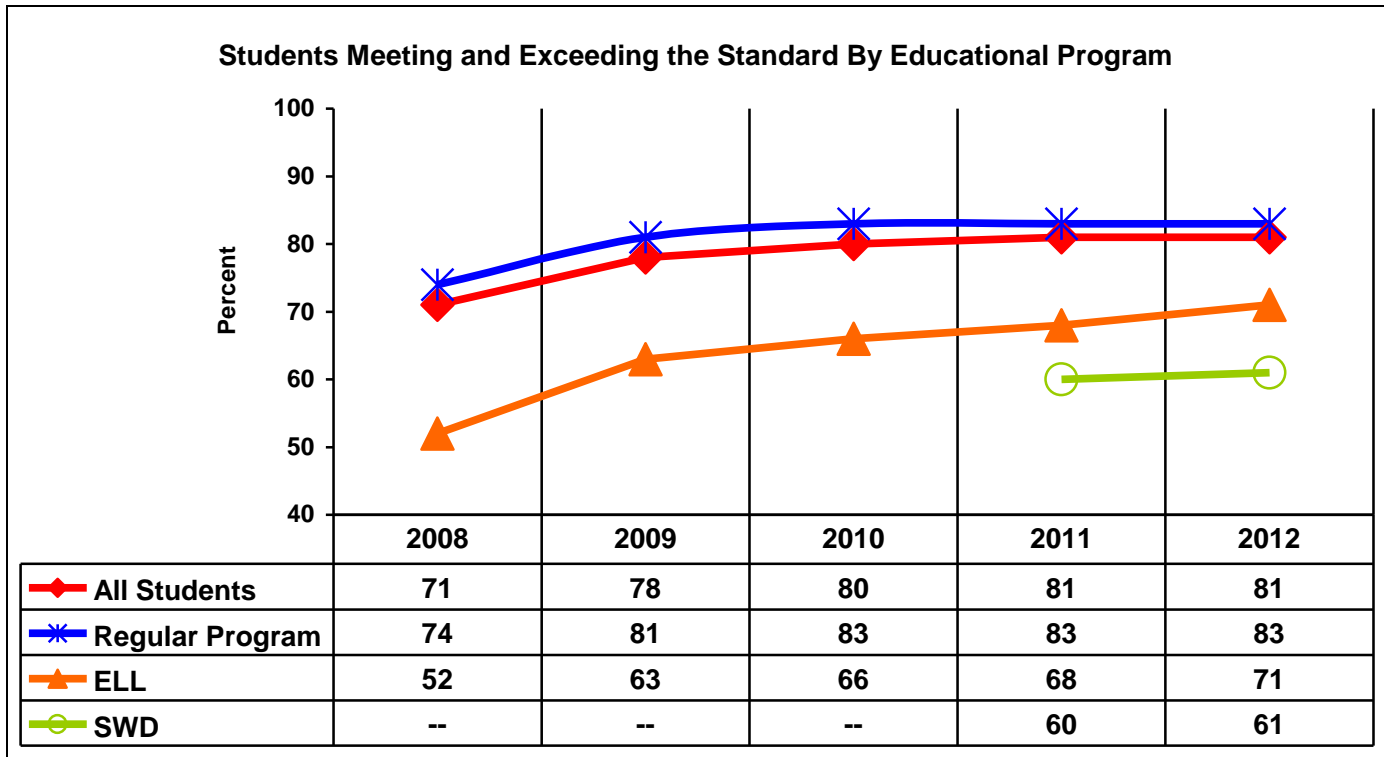


Percentage of Students Meeting and Exceeding the Standard

Grade 3 Mathematics								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2008-2012
All Students	--	71	78	80	81	81	0	+10
Regular Program Students	--	74	81	83	83	83	0	+9
English Language Learners	--	52	63	66	68	71	+3	+19
Students with Disabilities*	--	--	--	--	60	61	+1	--
Asian	--	91	92	92	93	94	+1	+3
Black	--	58	67	69	71	70	-1	+12
Hispanic	--	66	76	79	80	80	0	+14
Native American/Alaskan	--	71	79	82	81	86	+5	+15
White	--	81	87	88	89	89	0	+8
Multiracial	--	74	81	83	83	84	+1	+10
Female	--	72	80	82	83	82	-1	+10
Male	--	70	76	78	79	80	+1	+10

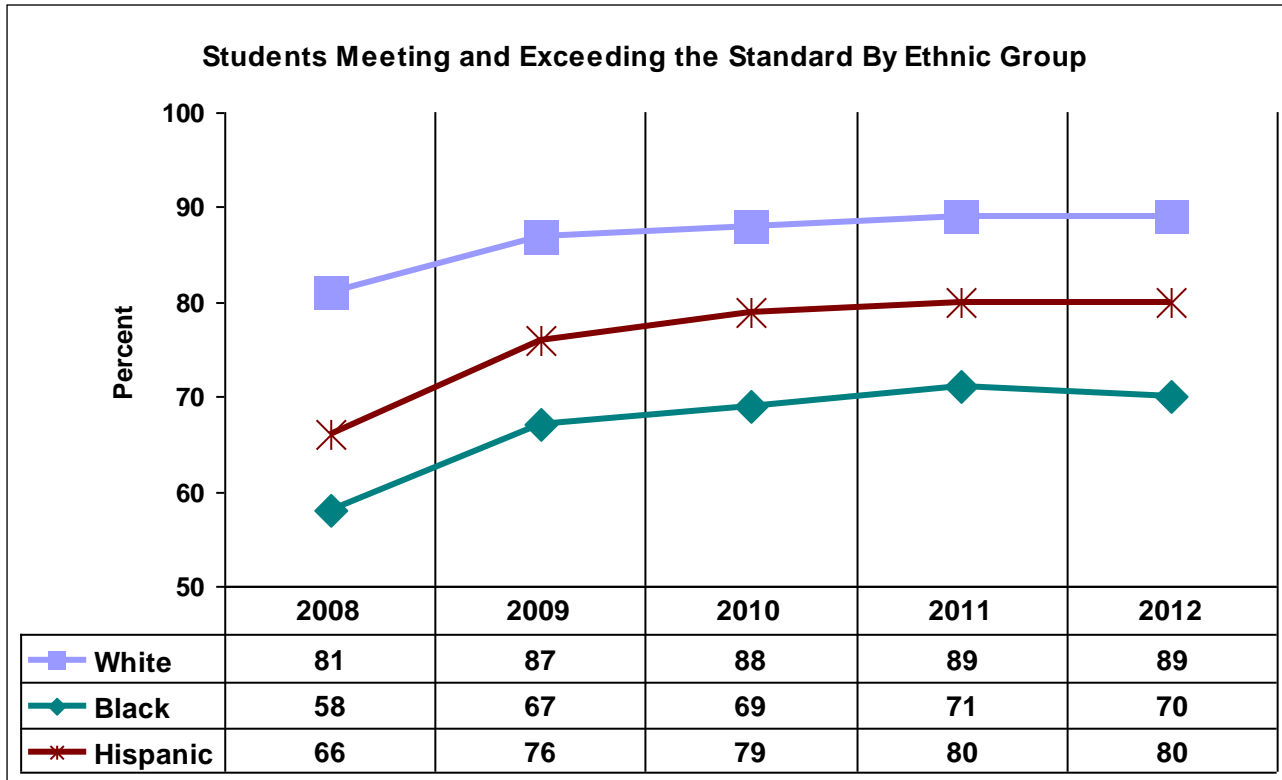
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 3 Mathematics



Percentage of Students Meeting and Exceeding the Standard

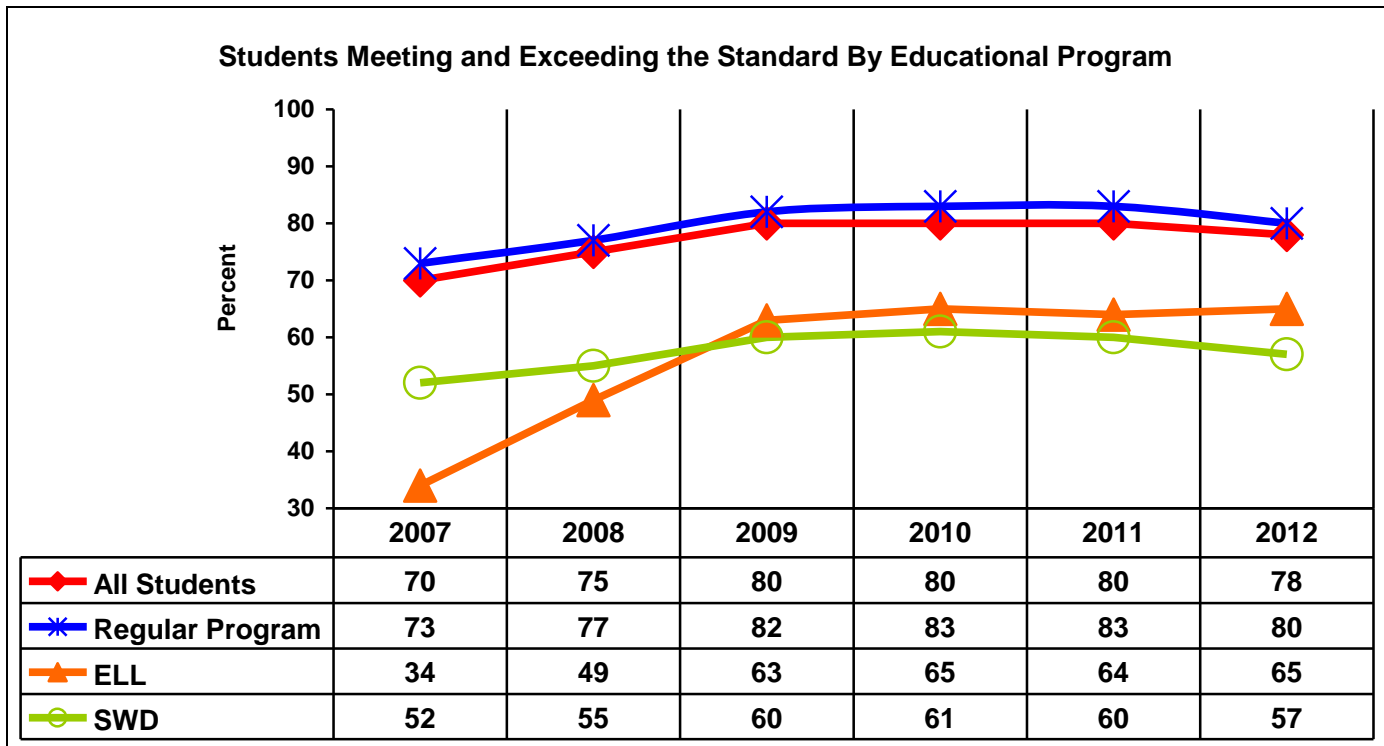
Grade 3 Mathematics



Percentage of Students Meeting and Exceeding the Standard

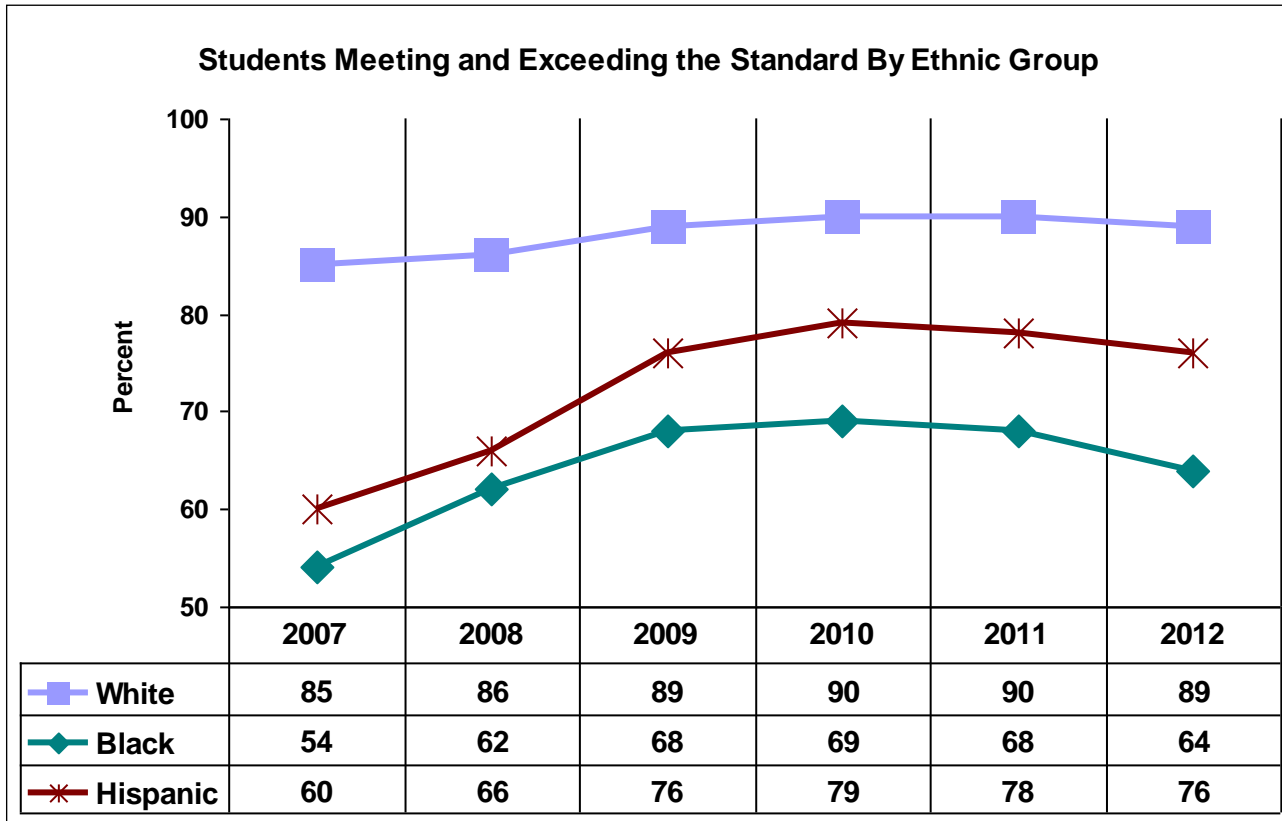
Grade 3 Science								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	70	75	80	80	80	78	-2	+8
Regular Program Students	73	77	82	83	83	80	-3	+7
English Language Learners	34	49	63	65	64	65	+1	+31
Students with Disabilities	52	55	60	61	60	57	-3	+5
Asian	87	88	90	90	91	91	0	+4
Black	54	62	68	69	68	64	-4	+10
Hispanic	60	66	76	79	78	76	-2	+16
Native American/Alaskan	84	75	78	82	86	82	-4	-2
White	85	86	89	90	90	89	-1	+4
Multiracial	76	80	84	85	85	83	-2	+7
Female	71	77	82	82	82	80	-2	+9
Male	69	73	78	79	79	76	-3	+7

Grade 3 Science



Percentage of Students Meeting and Exceeding the Standard

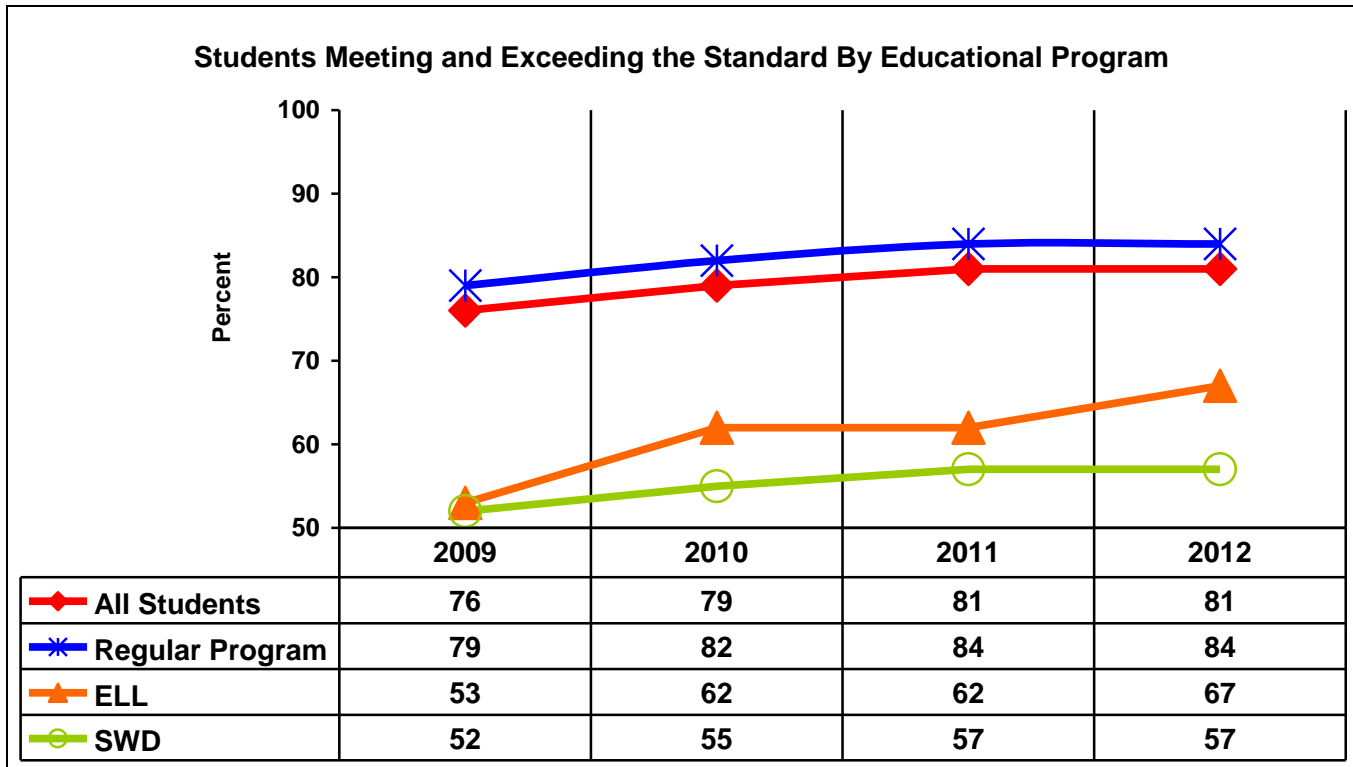
Grade 3 Science



Percentage of Students Meeting and Exceeding the Standard

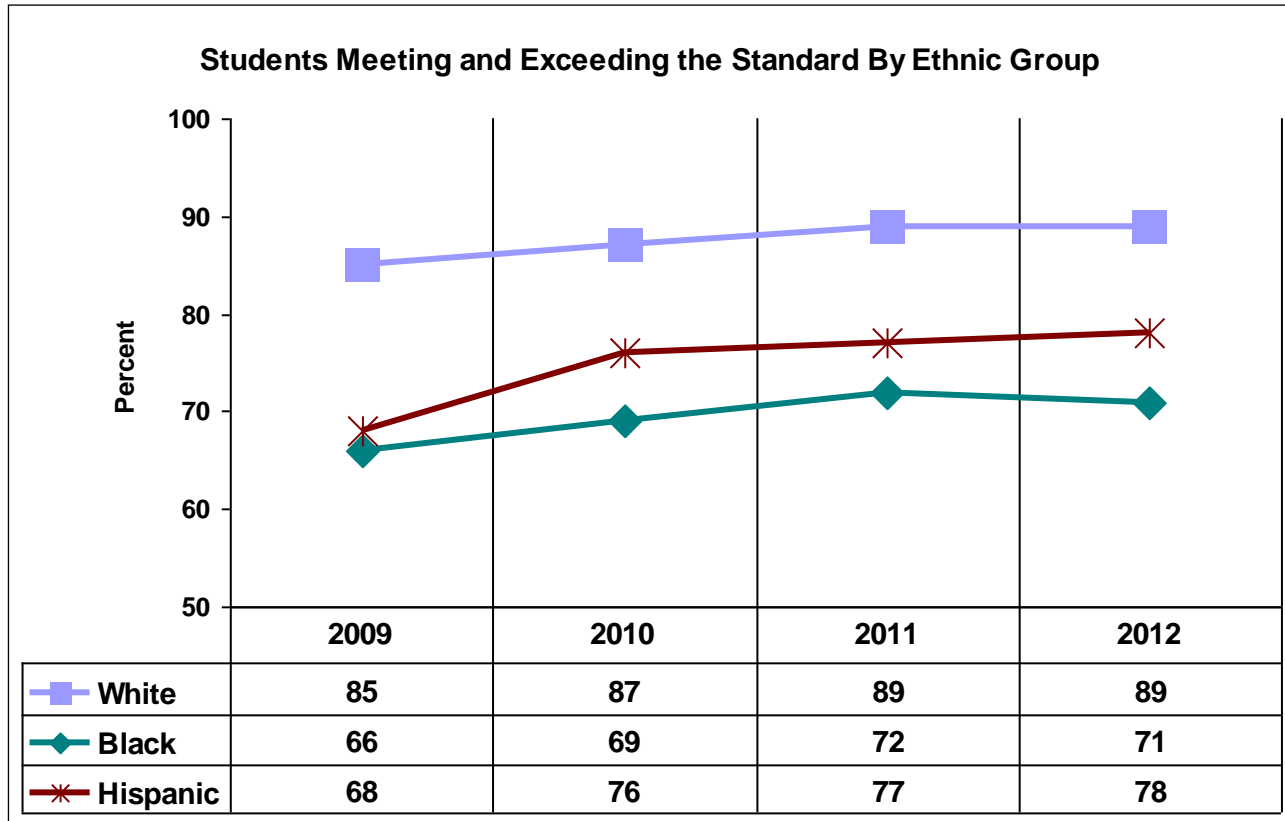
Grade 3 Social Studies								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2009-2012
All Students	--	--	76	79	81	81	0	+5
Regular Program Students	--	--	79	82	84	84	0	+5
English Language Learners	--	--	53	62	62	67	+5	+14
Students with Disabilities	--	--	52	55	57	57	0	+5
Asian	--	--	89	92	92	92	0	+3
Black	--	--	66	69	72	71	-1	+5
Hispanic	--	--	68	76	77	78	+1	+10
Native American/Alaskan	--	--	77	81	84	86	+2	+9
White	--	--	85	87	89	89	0	+4
Multiracial	--	--	80	84	85	85	0	+5
Female	--	--	78	81	83	83	0	+5
Male	--	--	74	77	79	79	0	+5

Grade 3 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 3 Social Studies

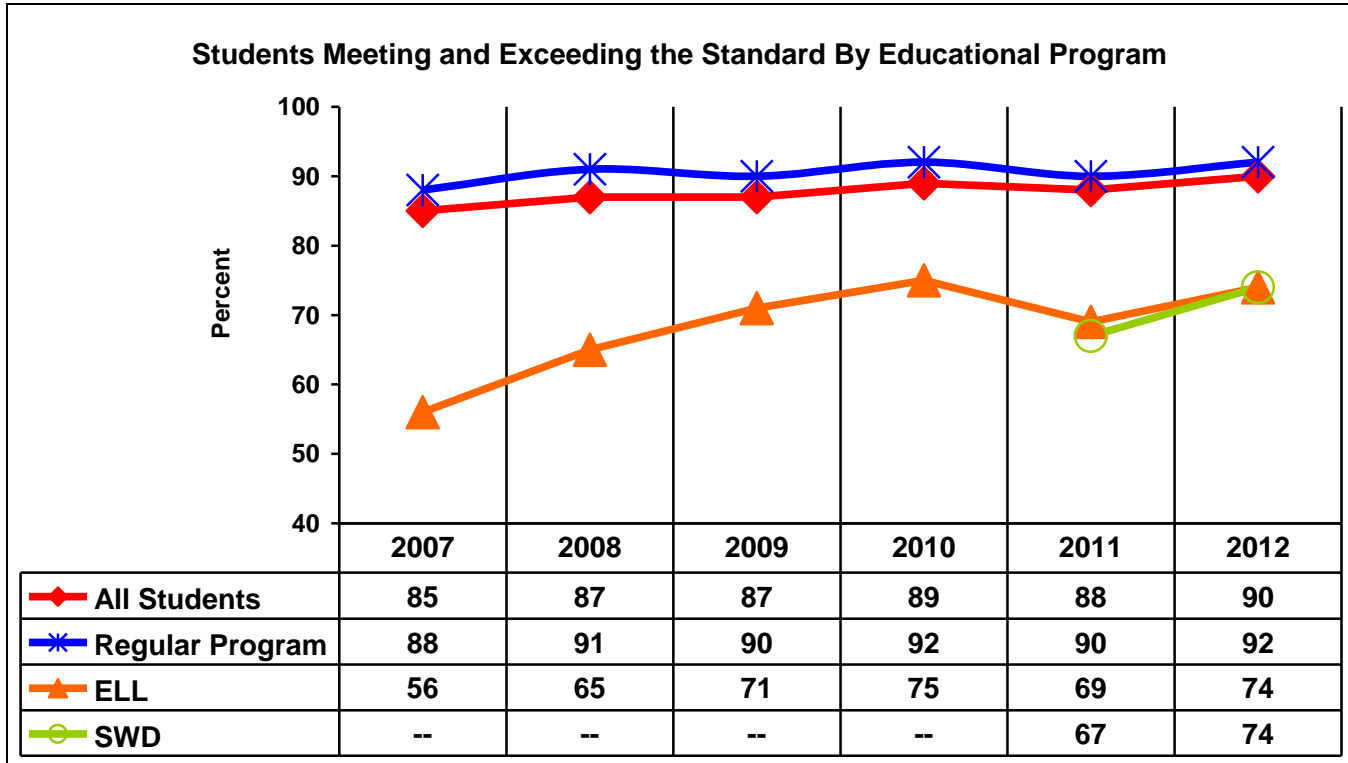


Percentage of Students Meeting and Exceeding the Standard

Grade 4 Reading								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	85	87	87	89	88	90	+2	+5
Regular Program	88	91	90	92	90	92	+2	+4
English Language Learners	56	65	71	75	69	74	+5	+18
Students with Disabilities*	--	--	--	--	67	74	+7	--
Asian	93	95	94	95	94	94	0	+1
Black	77	81	80	83	81	84	+3	+7
Hispanic	76	83	84	88	86	89	+3	+13
Native American/Alaskan	85	91	90	92	95	95	0	+10
White	92	93	93	94	94	95	+1	+3
Multiracial	89	90	91	92	91	93	+2	+4
Female	87	91	90	92	91	92	+1	+5
Male	83	85	84	87	85	88	+3	+5

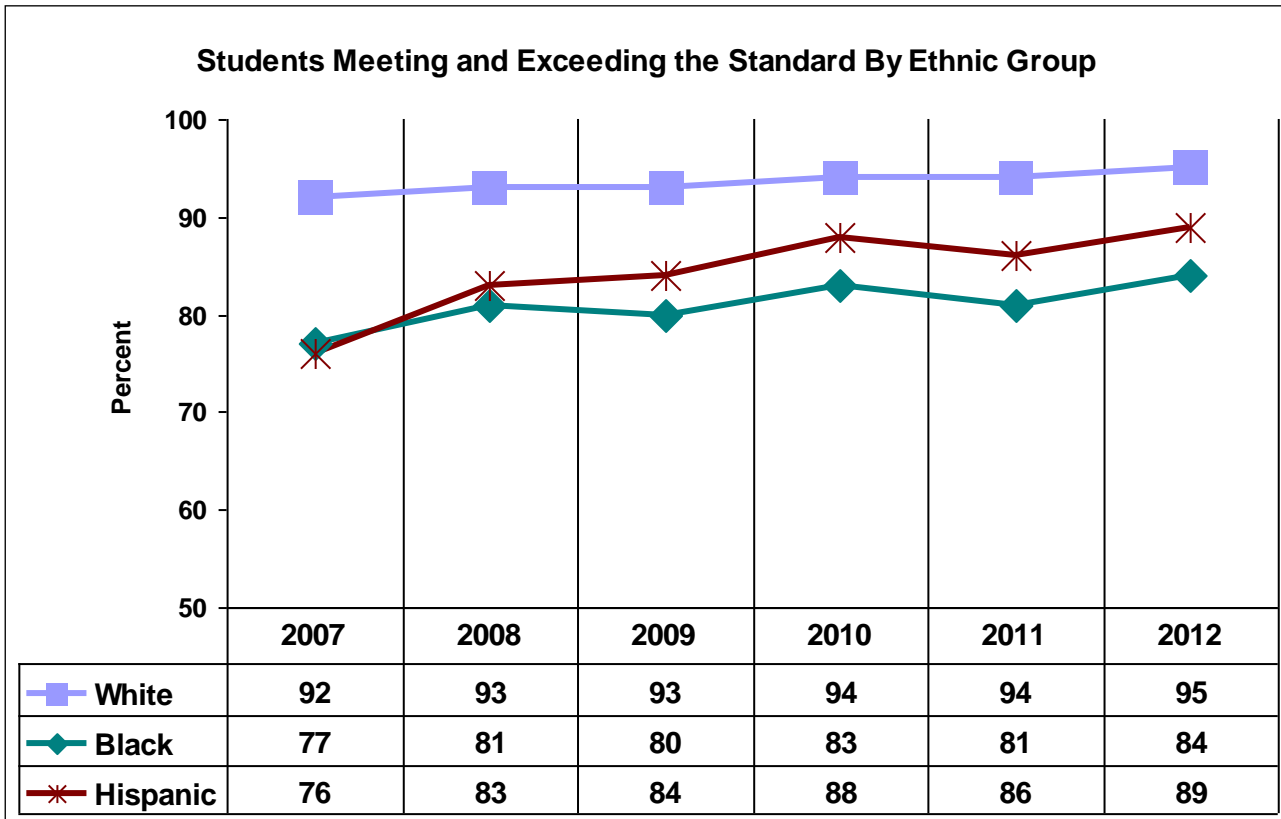
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 4 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 4 Reading

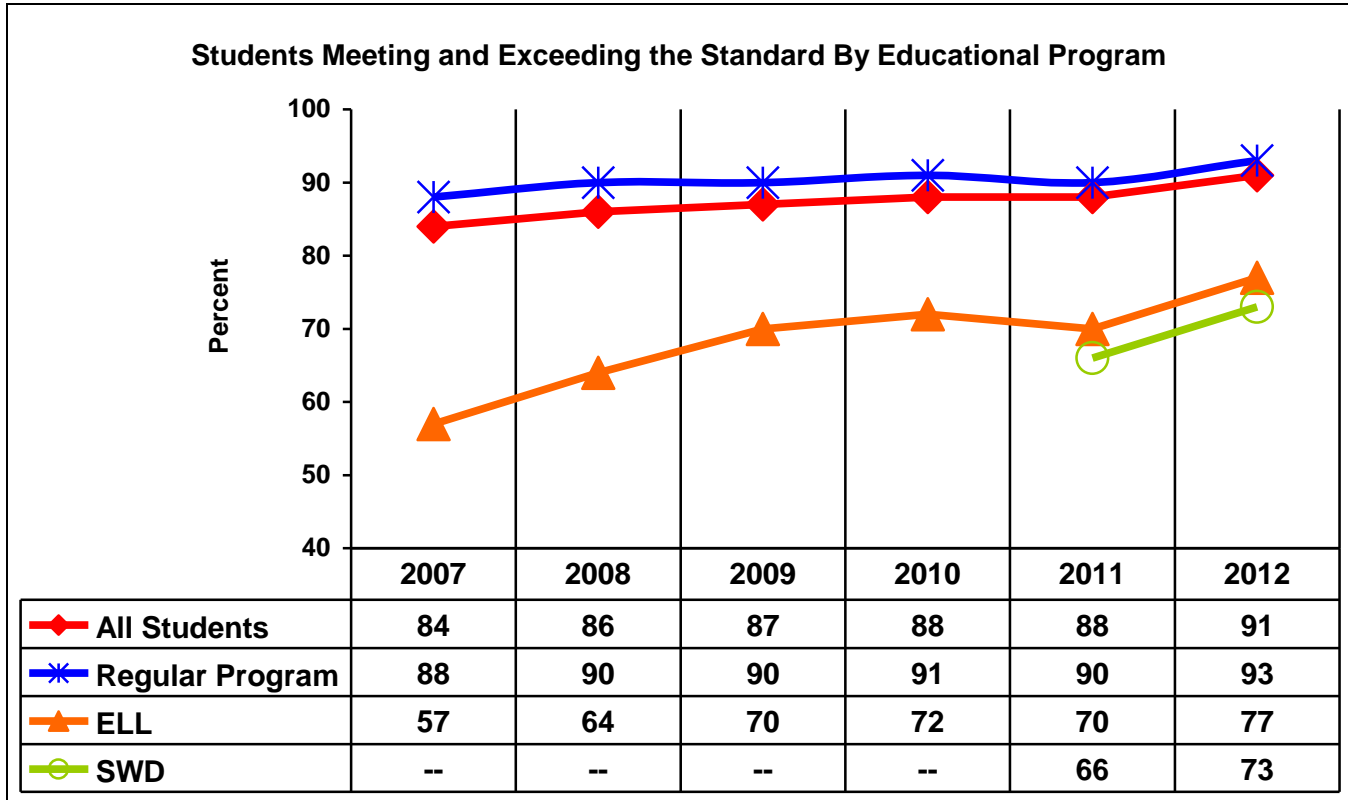


Percentage of Students Meeting and Exceeding the Standard

Grade 4 English/Language Arts								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	84	86	87	88	88	91	+3	+7
Regular Program Students	88	90	90	91	90	93	+3	+5
English Language Learners	57	64	70	72	70	77	+7	+20
Students with Disabilities*	--	--	--	--	66	73	+7	--
Asian	94	95	95	95	95	96	+1	+2
Black	78	81	82	82	82	86	+4	+8
Hispanic	77	82	84	86	87	90	+3	+13
Native American/Alaskan	86	91	88	86	92	95	+3	+9
White	90	91	91	92	93	95	+2	+5
Multiracial	87	89	89	91	90	93	+3	+6
Female	88	90	91	91	91	93	+2	+5
Male	81	83	83	84	85	88	+3	+7

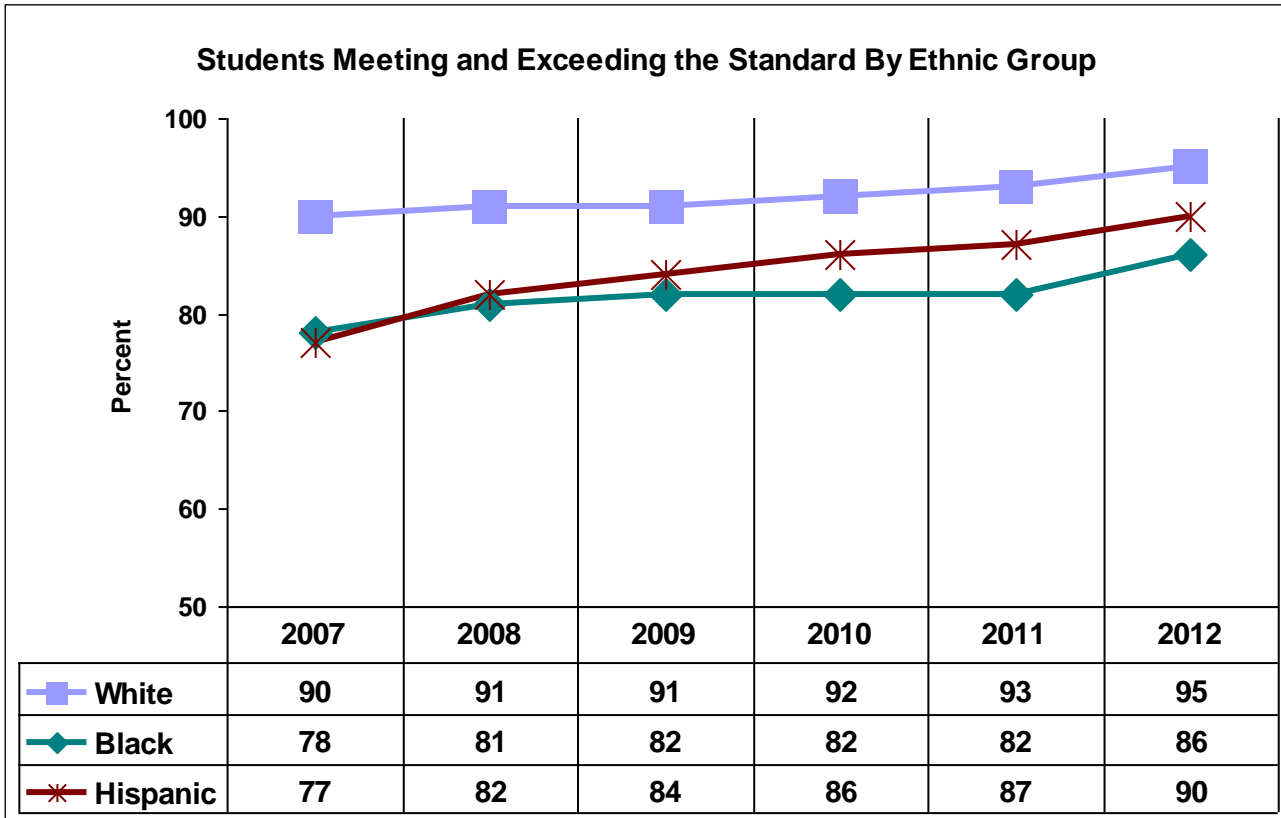
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 4 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 4 English/Language Arts

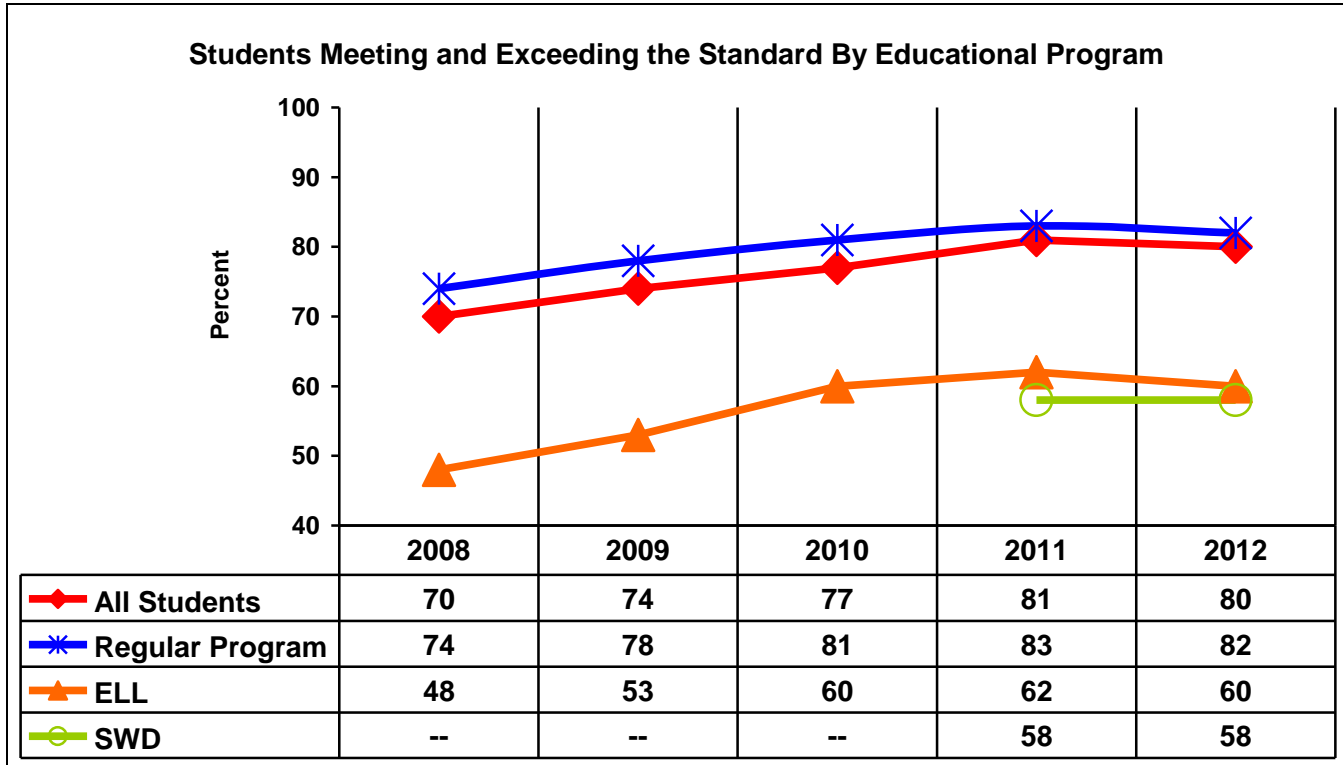


Percentage of Students Meeting and Exceeding the Standard

Grade 4 Mathematics								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2008-2012
All Students	--	70	74	77	81	80	-1	+10
Regular Program Students	--	74	78	81	83	82	-1	+8
English Language Learners	--	48	53	60	62	60	-2	+12
Students with Disabilities*	--	--	--	--	58	58	0	--
Asian	--	90	92	92	92	93	+1	+3
Black	--	57	61	64	70	69	-1	+12
Hispanic	--	67	71	77	81	79	-2	+12
Native American/Alaskan	--	74	76	80	92	84	-8	+10
White	--	80	84	86	89	88	-1	+8
Multiracial	--	72	78	82	85	83	-2	+11
Female	--	71	75	78	82	81	-1	+10
Male	--	69	73	76	80	79	-1	+10

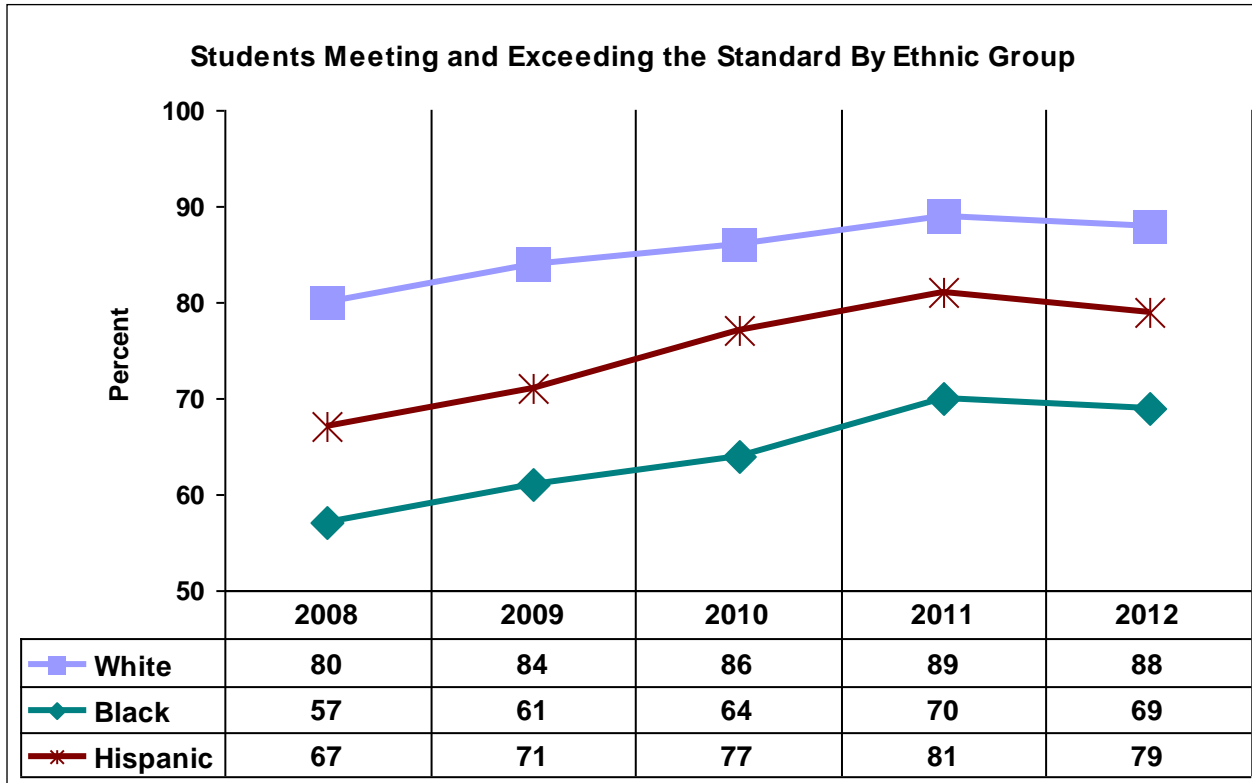
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 4 Mathematics



Percentage of Students Meeting and Exceeding the Standard

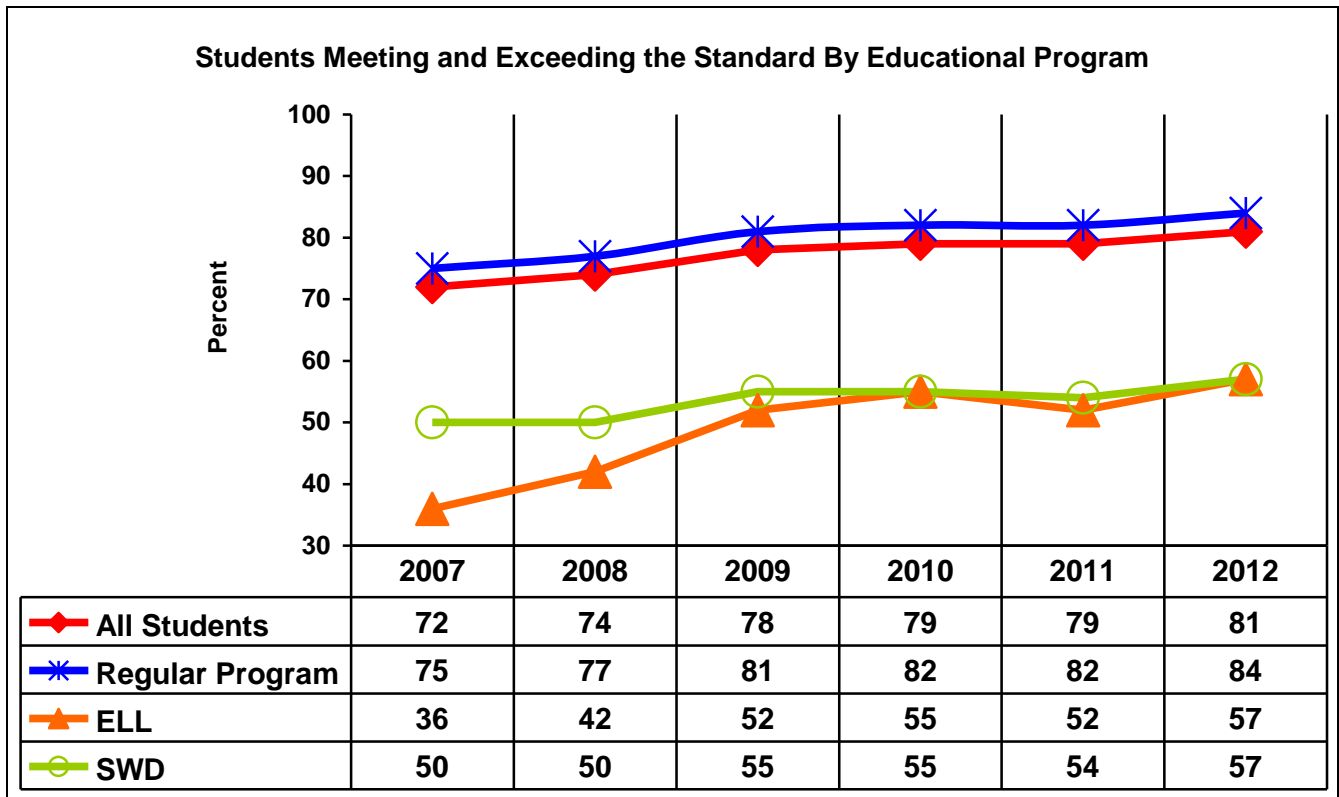
Grade 4 Mathematics



Percentage of Students Meeting and Exceeding the Standard

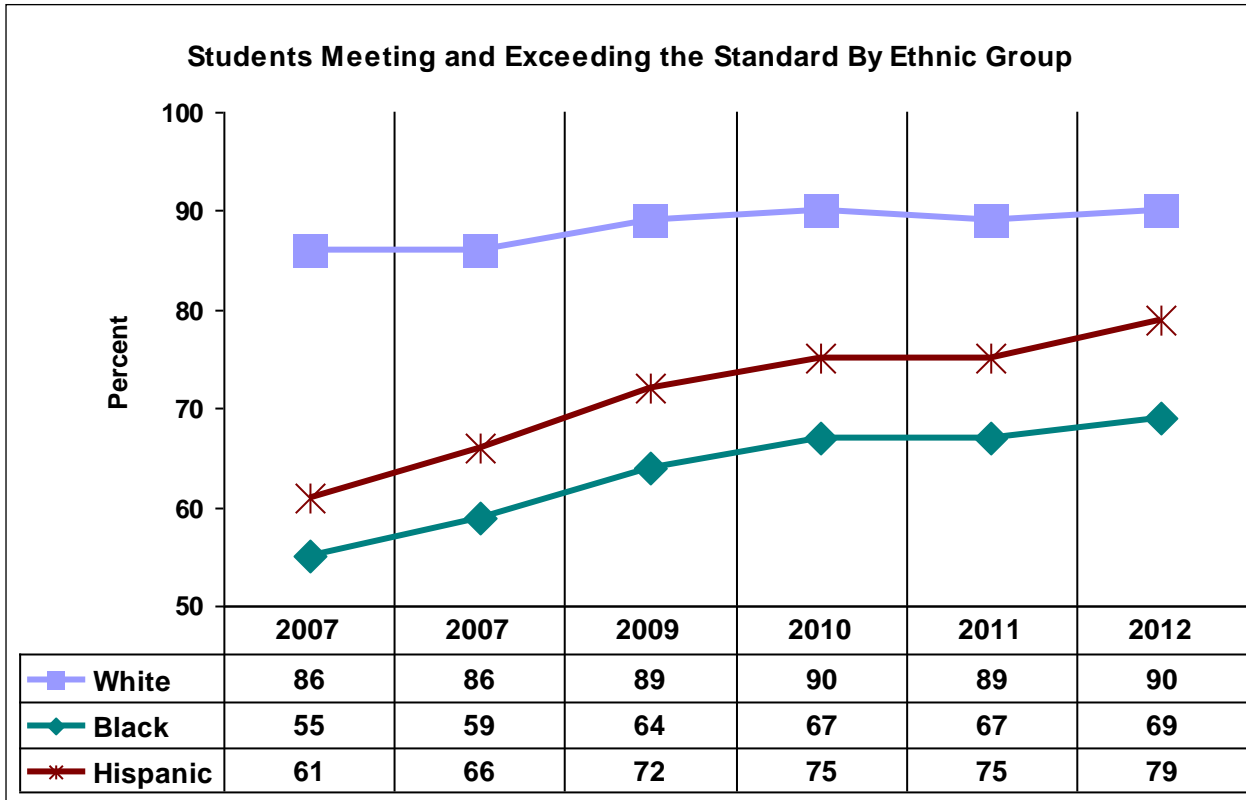
Grade 4 Science								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	72	74	78	79	79	81	+2	+9
Regular Program Students	75	77	81	82	82	84	+2	+9
English Language Learners	36	42	52	55	52	57	+5	+21
Students with Disabilities	50	50	55	55	54	57	+3	+7
Asian	88	88	90	91	90	91	+1	+3
Black	55	59	64	67	67	69	+2	+14
Hispanic	61	66	72	75	75	79	+4	+18
Native American/Alaskan	82	84	78	83	87	84	-3	+2
White	86	86	89	90	89	90	+1	+4
Multiracial	78	80	83	85	85	86	+1	+8
Female	71	73	77	79	79	81	+2	+10
Male	73	75	78	79	79	81	+2	+8

Grade 4 Science



Percentage of Students Meeting and Exceeding the Standard

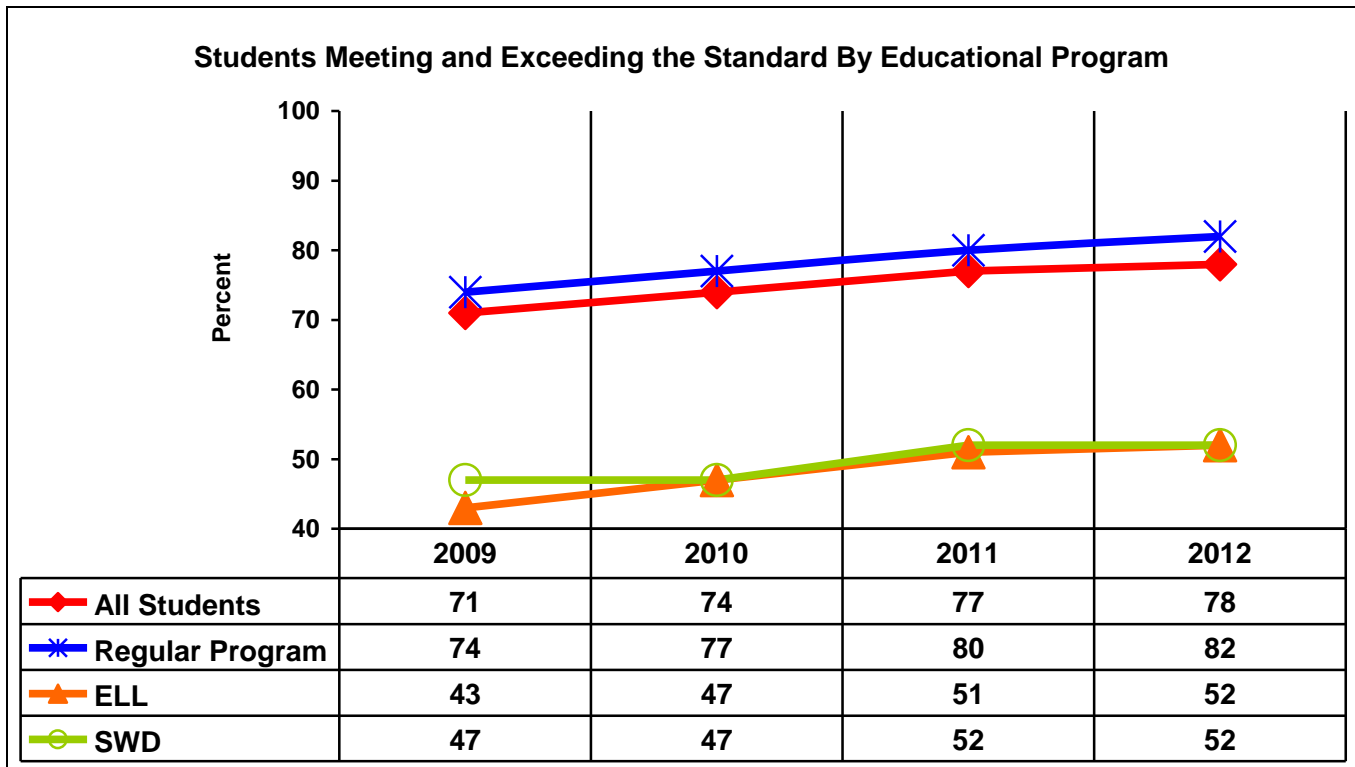
Grade 4 Science



Percentage of Students Meeting and Exceeding the Standard

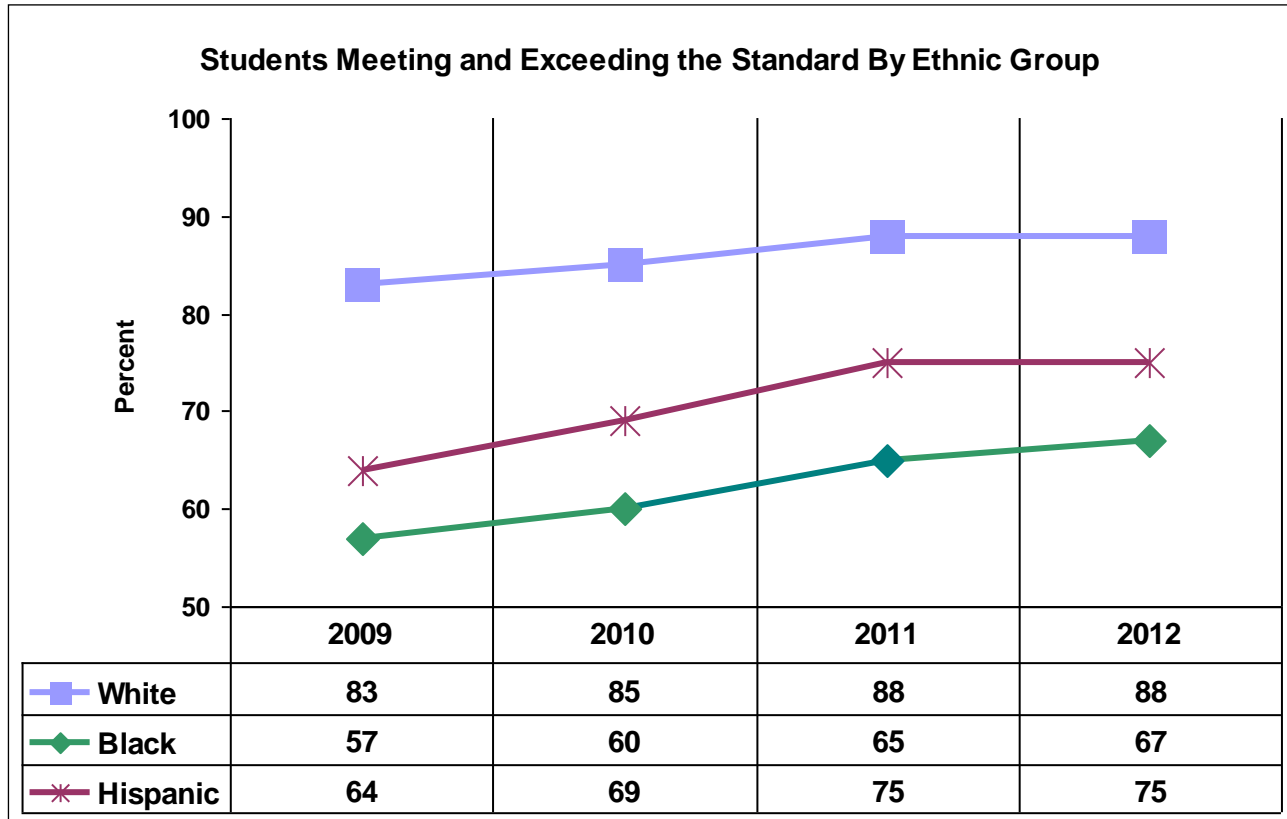
Grade 4 Social Studies								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2009-2012
All Students	--	--	71	74	77	78	+1	+7
Regular Program Students	--	--	74	77	80	82	+2	+8
English Language Learners	--	--	43	47	51	52	+1	+9
Students with Disabilities	--	--	47	47	52	52	0	+5
Asian	--	--	88	90	90	91	+1	+3
Black	--	--	57	60	65	67	+2	+10
Hispanic	--	--	64	69	75	75	0	+11
Native American/Alaskan	--	--	74	77	84	84	0	+10
White	--	--	83	85	88	88	0	+5
Multiracial	--	--	76	79	82	83	+1	+7
Female	--	--	72	74	79	80	+1	+8
Male	--	--	70	73	76	77	+1	+7

Grade 4 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 4 Social Studies

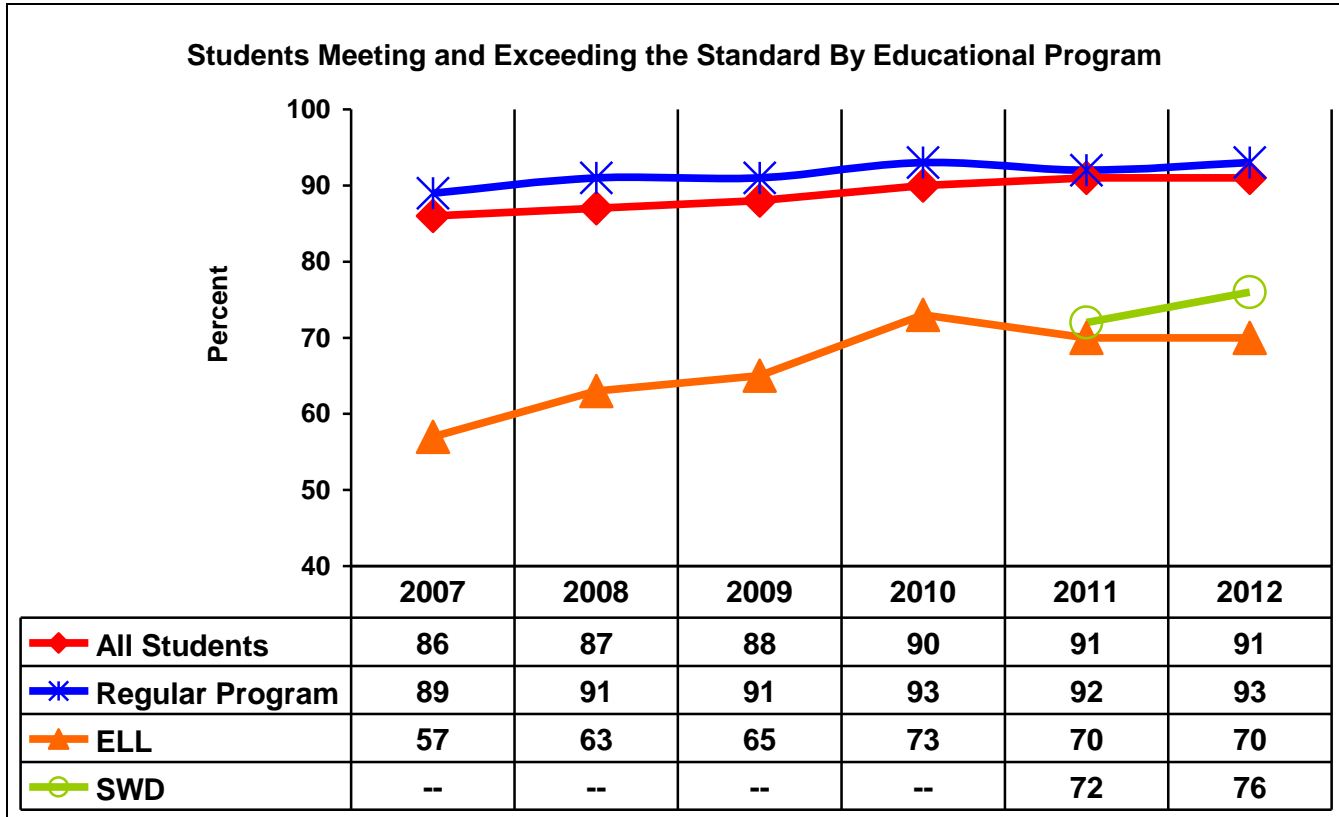


Percentage of Students Meeting and Exceeding the Standard

Grade 5 Reading								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	86	87	88	90	91	91	0	+5
Regular Program Students	89	91	91	93	92	93	+1	+4
English Language Learners	57	63	65	73	70	70	0	+13
Students with Disabilities*	--	--	--	--	72	76	+4	--
Asian	93	95	95	95	95	95	0	+2
Black	79	81	82	83	85	86	+1	+7
Hispanic	78	81	84	88	88	90	+2	+12
Native American/Alaskan	91	87	89	93	92	94	+2	+3
White	92	93	93	95	95	96	+1	+4
Multiracial	89	90	90	93	94	94	0	+5
Female	88	90	90	92	93	93	0	+5
Male	83	85	85	87	88	90	+2	+7

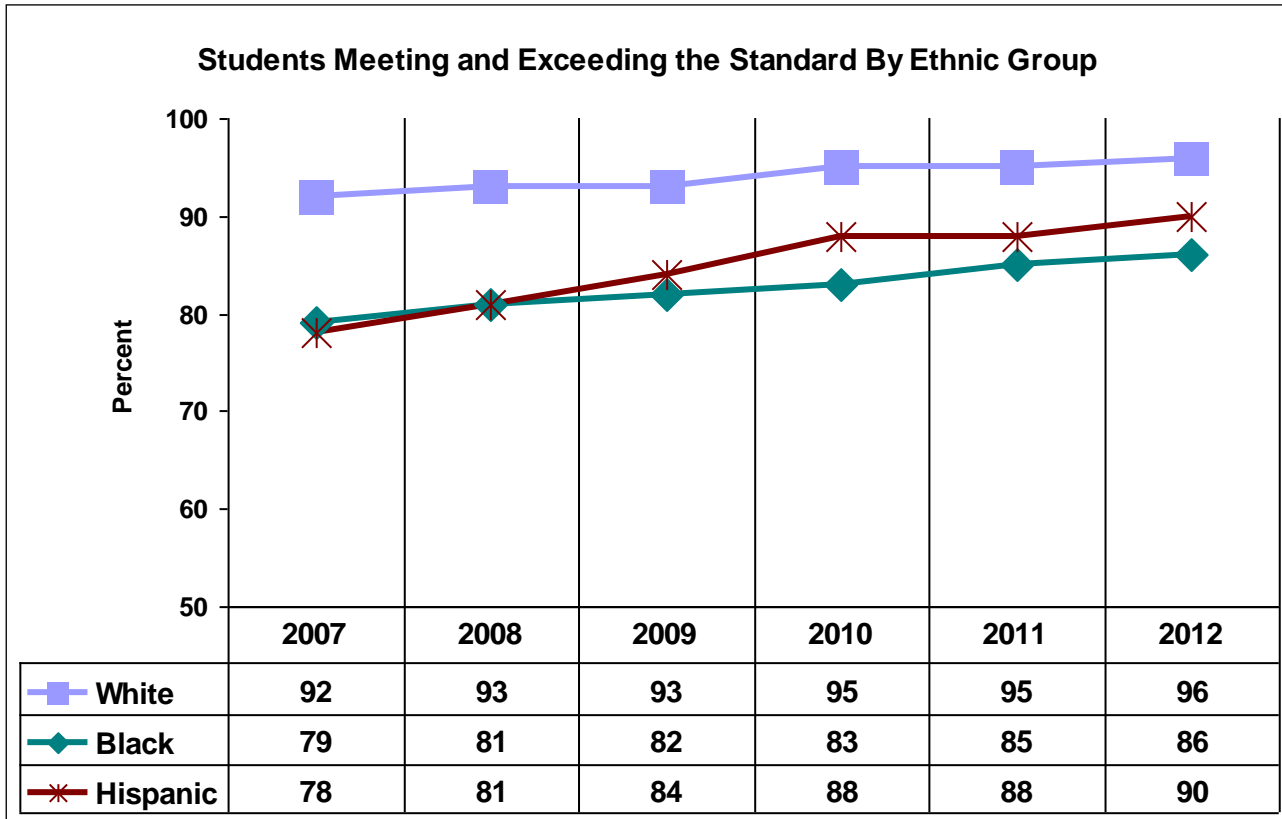
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 5 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 5 Reading

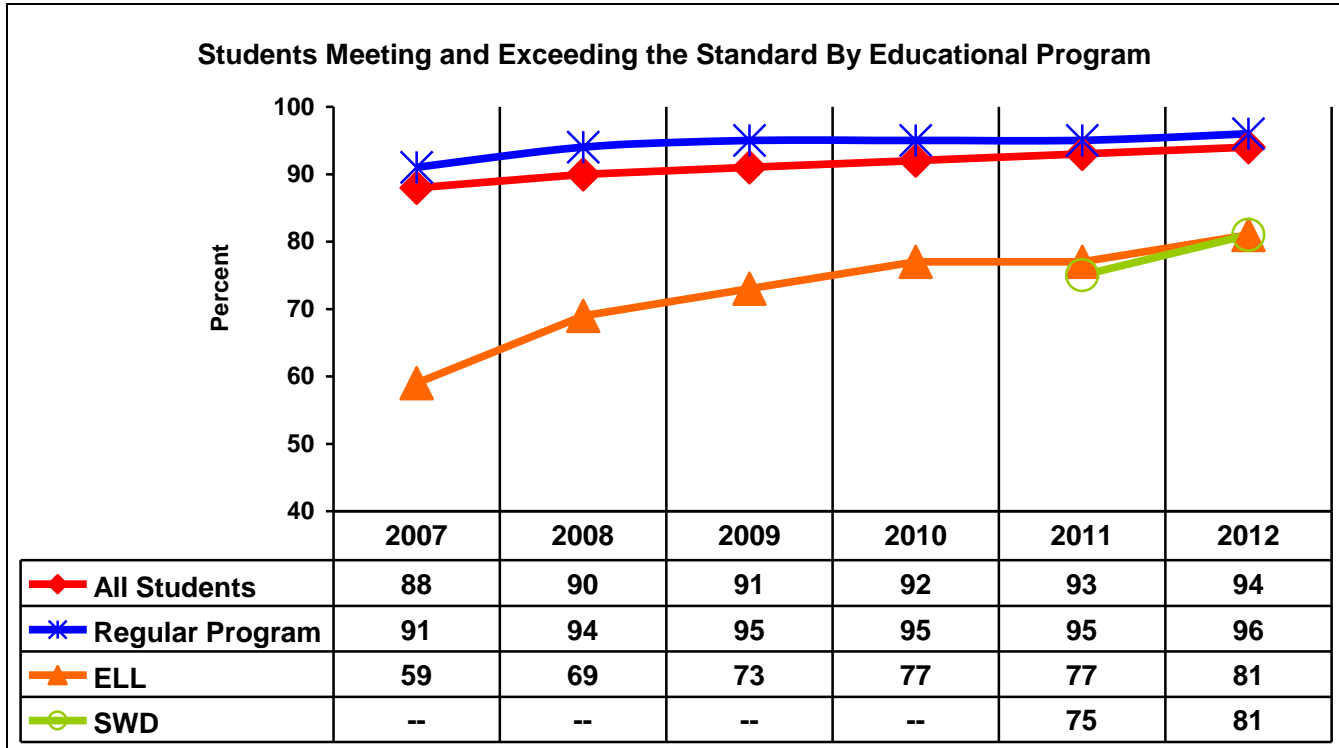


Percentage of Students Meeting and Exceeding the Standard

Grade 5 English/Language Arts								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	88	90	91	92	93	94	+1	+6
Regular Program Students	91	94	95	95	95	96	+1	+5
English Language Learners	59	69	73	77	77	81	+4	+22
Students with Disabilities*	--	--	--	--	75	81	+6	--
Asian	94	96	96	96	96	96	0	+2
Black	83	86	88	88	89	91	+2	+8
Hispanic	80	85	89	90	92	94	+2	+14
Native American/Alaskan	90	88	90	90	94	95	+1	+5
White	92	93	94	95	96	97	+1	+5
Multiracial	91	91	92	94	95	96	+1	+5
Female	91	93	94	95	95	96	+1	+5
Male	84	87	88	89	91	93	+2	+9

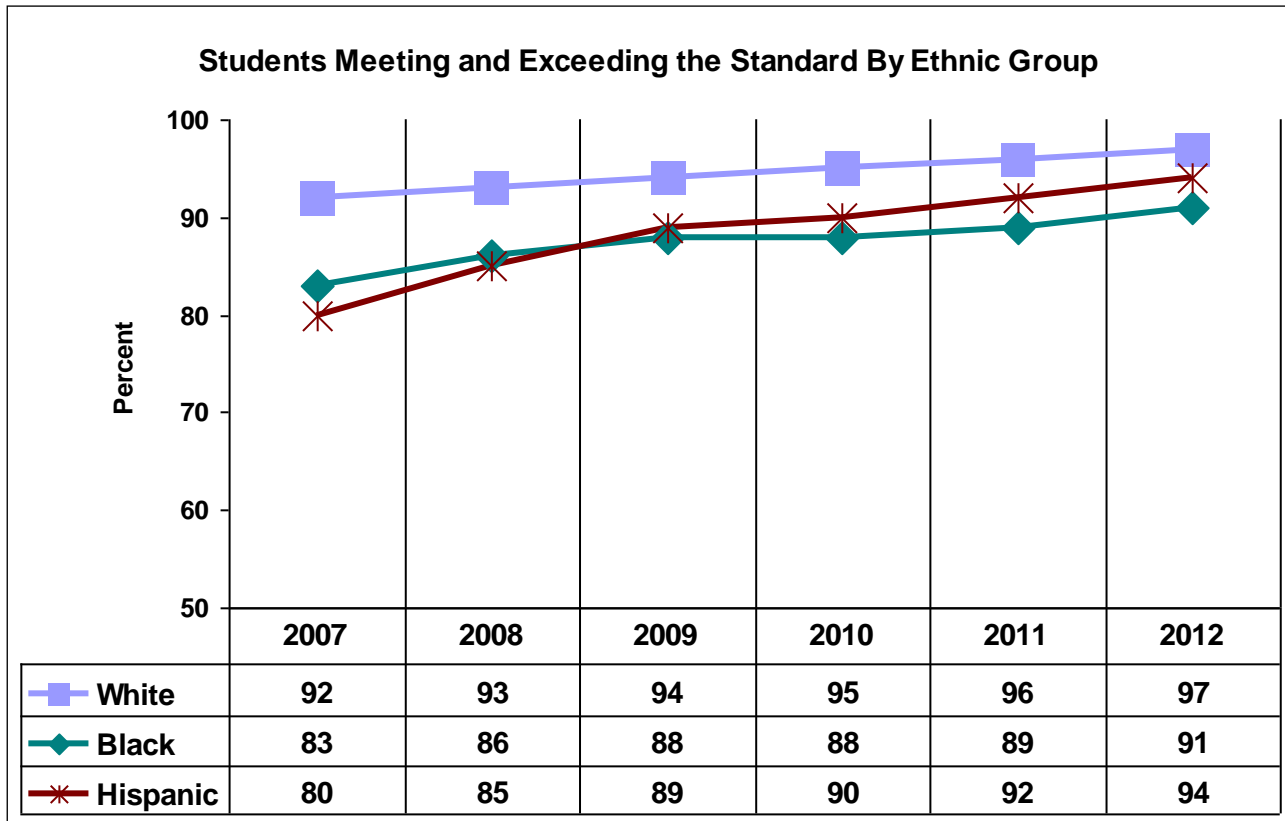
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 5 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 5 English/Language Arts

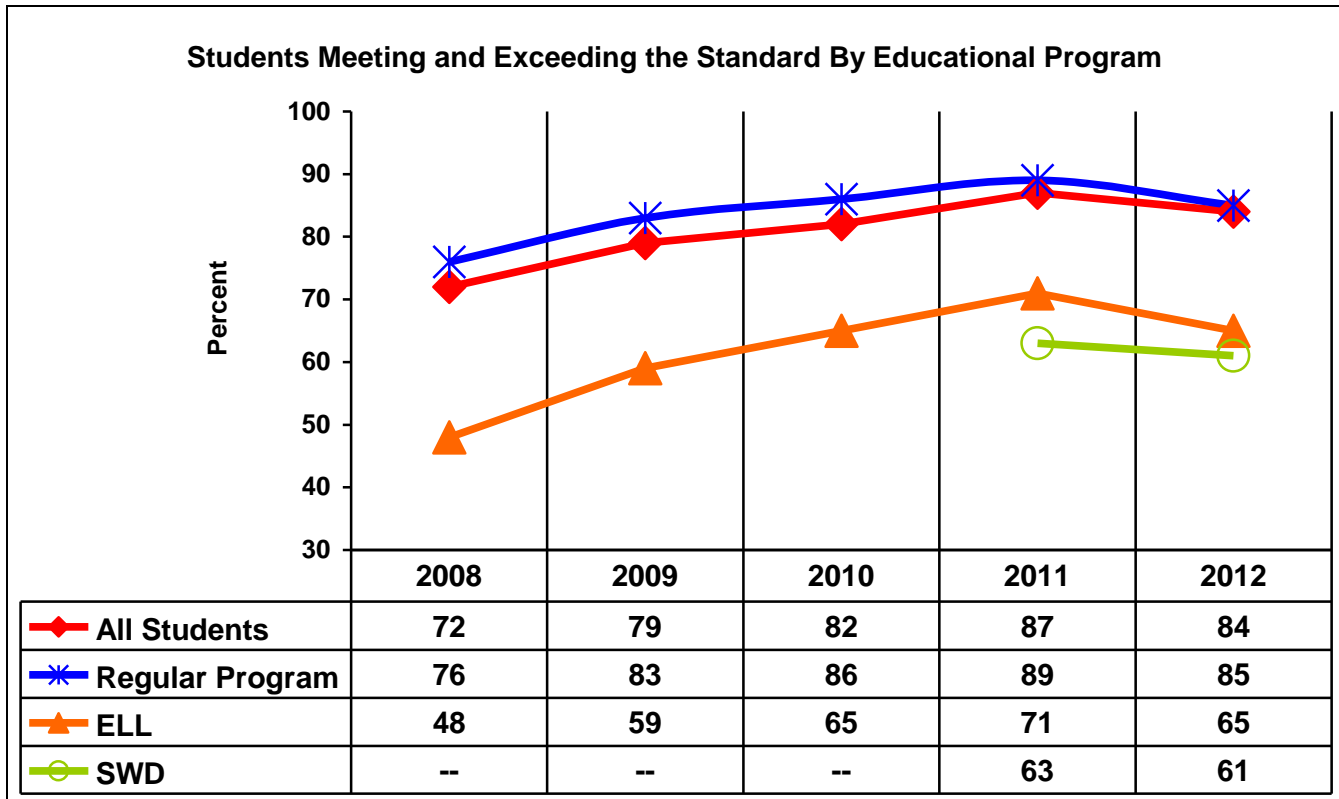


Percentage of Students Meeting and Exceeding the Standard

Grade 5 Mathematics								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2008-2012
All Students	--	72	79	82	87	84	-3	+12
Regular Program Students	--	76	83	86	89	85	-4	+9
English Language Learners	--	48	59	65	71	65	-6	+17
Students with Disabilities*	--	--	--	--	63	61	-2	--
Asian	--	91	93	94	95	94	-1	+3
Black	--	61	71	73	79	75	-4	+14
Hispanic	--	67	77	81	87	84	-3	+17
Native American/Alaskan	--	77	78	82	86	84	-2	+7
White	--	80	86	88	92	90	-2	+10
Multiracial	--	74	82	86	90	87	-3	+13
Female	--	74	82	84	88	86	-2	+12
Male	--	69	77	79	85	81	-4	+12

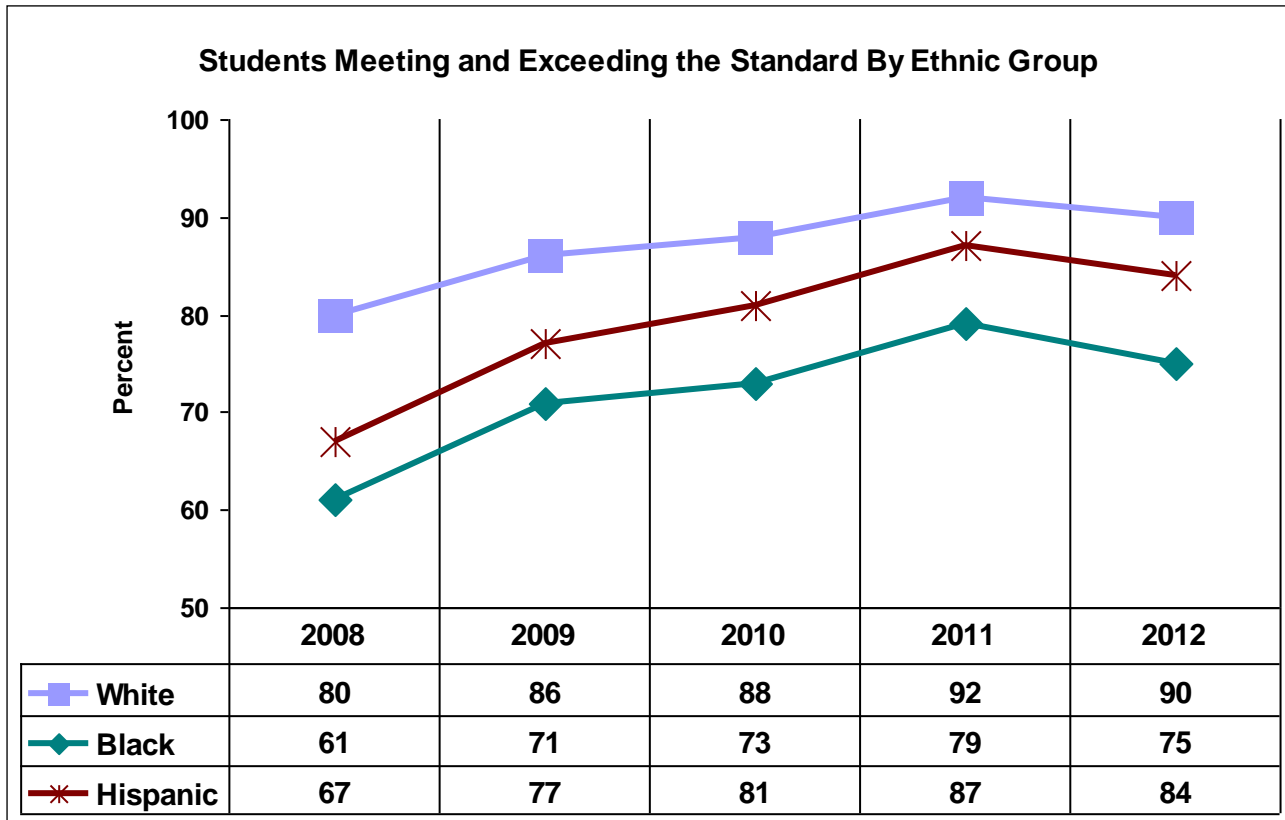
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 5 Mathematics



Percentage of Students Meeting and Exceeding the Standard

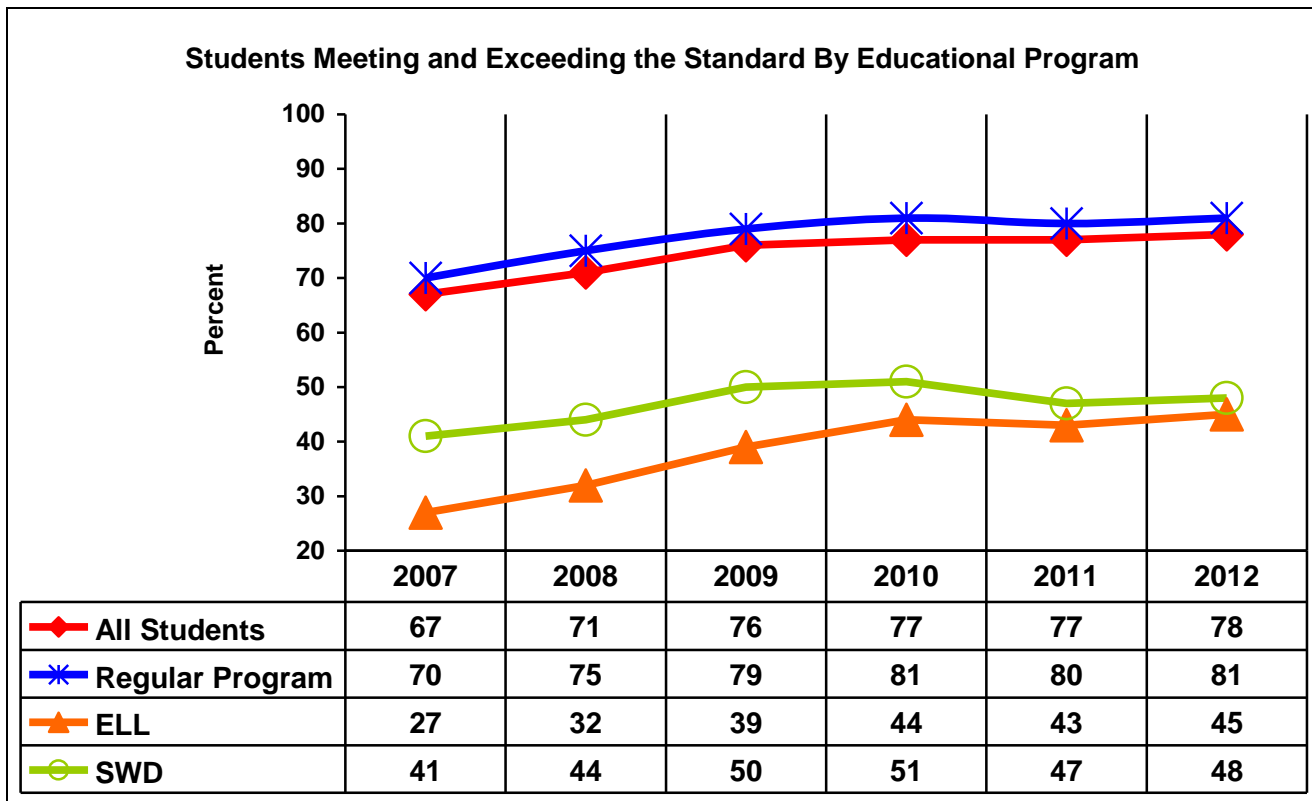
Grade 5 Mathematics



Percentage of Students Meeting and Exceeding the Standard

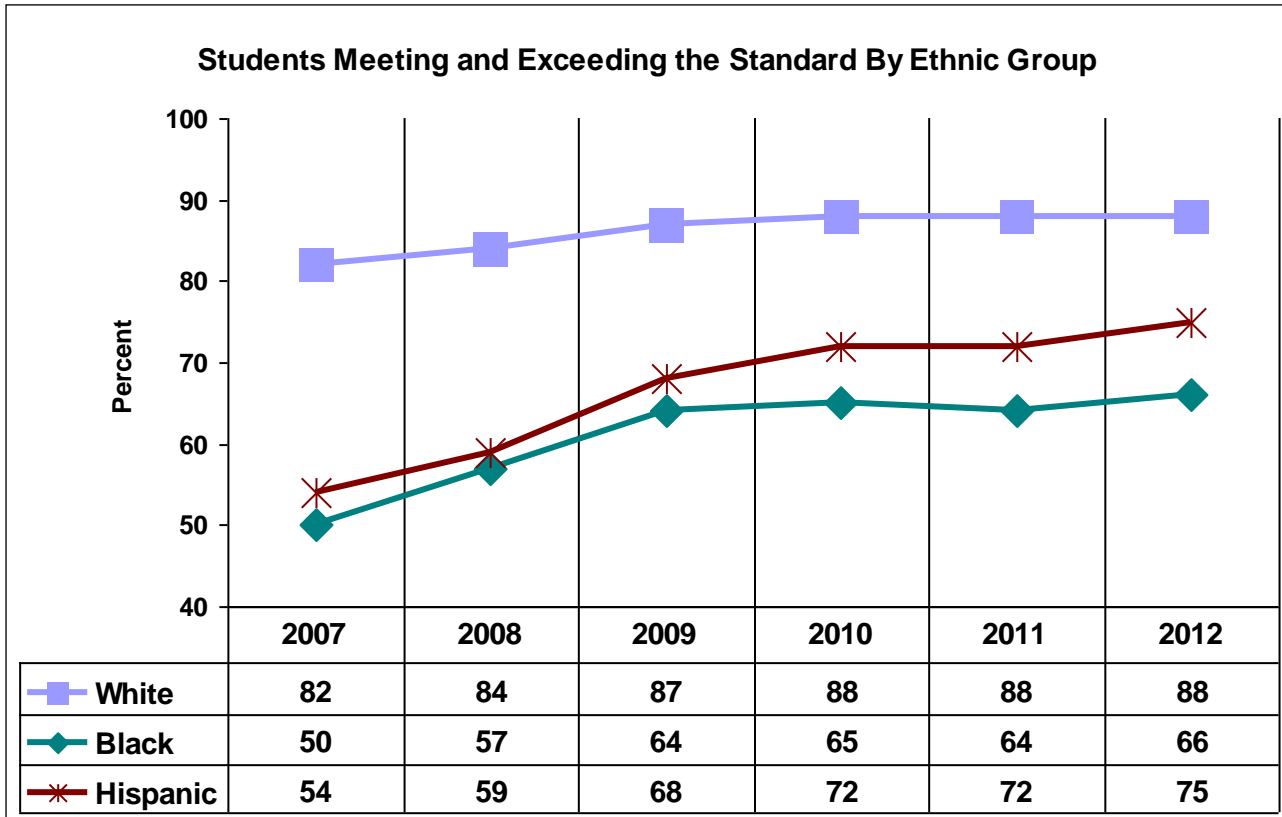
Grade 5 Science								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	67	71	76	77	77	78	+1	+11
Regular Program Students	70	75	79	81	80	81	+1	+11
English Language Learners	27	32	39	44	43	45	+2	+18
Students with Disabilities	41	44	50	51	47	48	+1	+7
Asian	83	86	89	89	89	90	+1	+7
Black	50	57	64	65	64	66	+2	+16
Hispanic	54	59	68	72	72	75	+3	+21
Native American/Alaskan	78	74	82	84	81	83	+2	+5
White	82	84	87	88	88	88	0	+6
Multiracial	74	76	81	84	82	84	+2	+10
Female	68	72	77	78	78	79	+1	+11
Male	66	71	76	77	76	77	+1	+11

Grade 5 Science



Percentage of Students Meeting and Exceeding the Standard

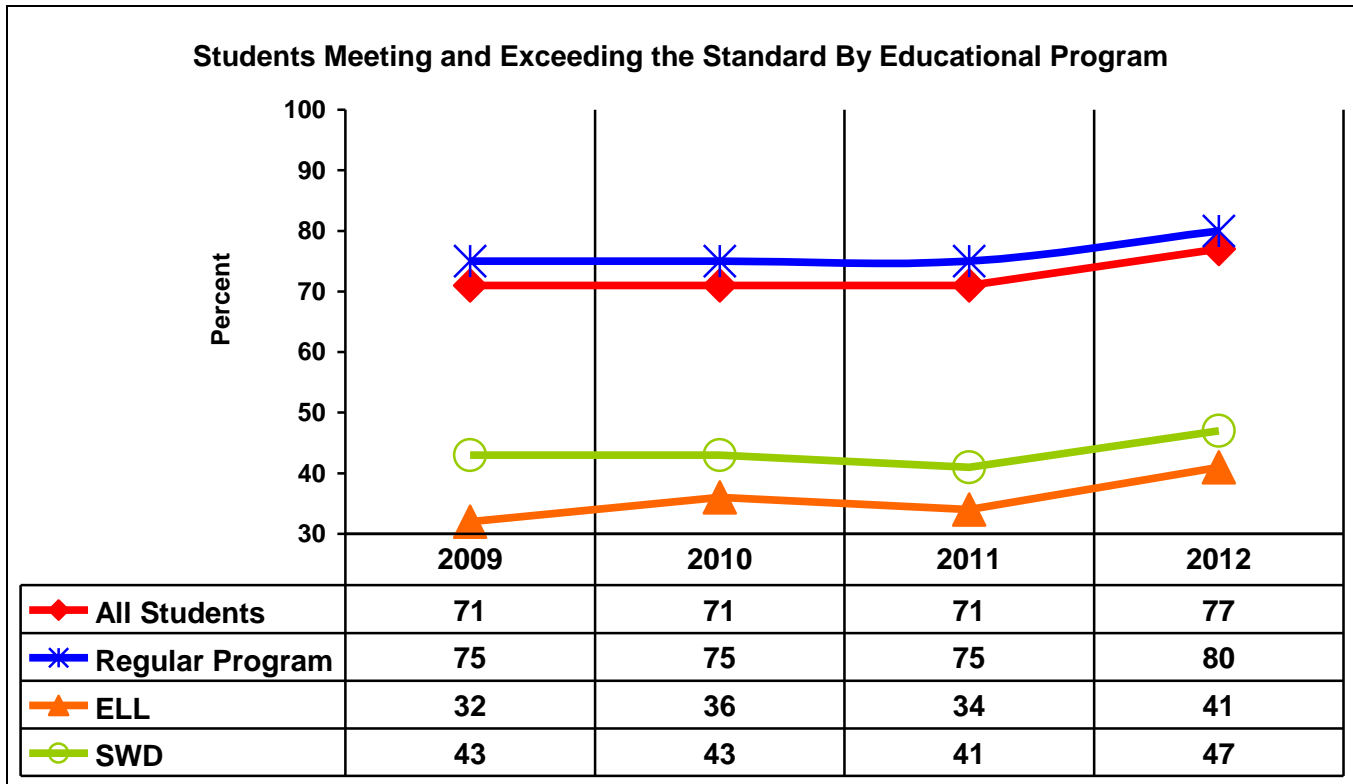
Grade 5 Science



Percentage of Students Meeting and Exceeding the Standard

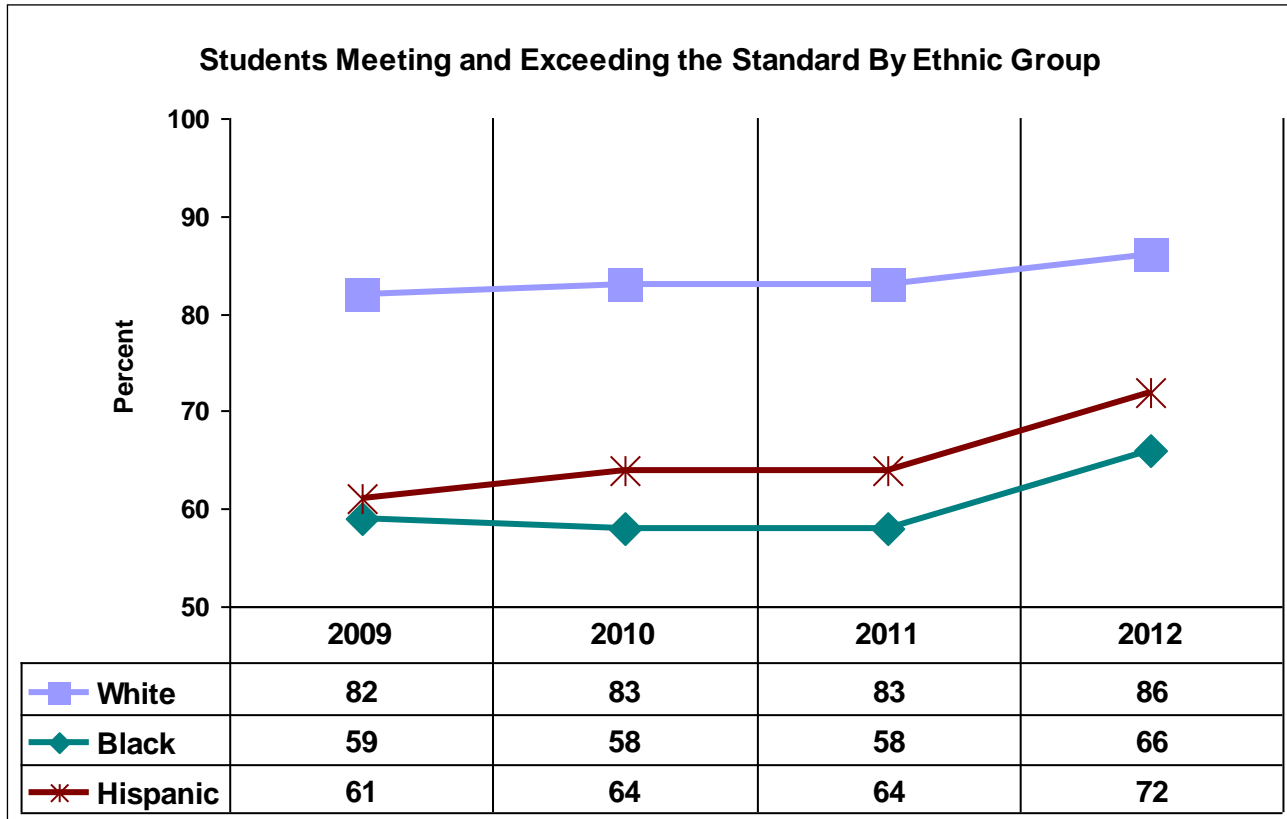
Grade 5 Social Studies								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2009-2012
All Students	--	--	71	71	71	77	+6	+6
Regular Program Students	--	--	75	75	75	80	+5	+5
English Language Learners	--	--	32	36	34	41	+7	+9
Students with Disabilities	--	--	43	43	41	47	+6	+4
Asian	--	--	87	88	88	89	+1	+2
Black	--	--	59	58	58	66	+8	+7
Hispanic	--	--	61	64	64	72	+8	+11
Native American/Alaskan	--	--	77	75	76	80	+4	+3
White	--	--	82	83	83	86	+3	+4
Multiracial	--	--	75	77	77	82	+5	+7
Female	--	--	71	72	71	77	+6	+6
Male	--	--	71	71	72	76	+4	+5

Grade 5 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 5 Social Studies

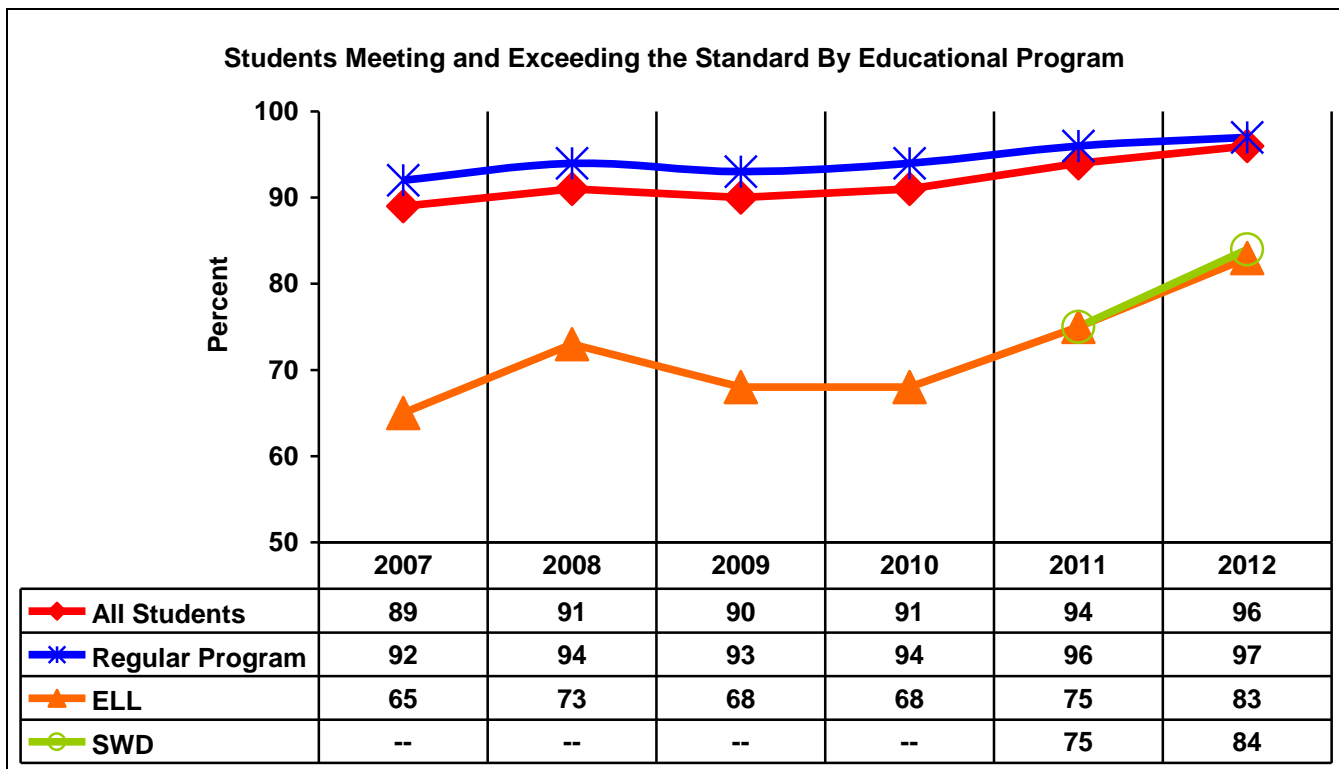


Percentage of Students Meeting and Exceeding the Standard

Grade 6 Reading								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	89	91	90	91	94	96	+2	+7
Regular Program Students	92	94	93	94	96	97	+1	+5
English Language Learners	65	73	68	68	75	83	+8	+18
Students with Disabilities*	--	--	--	--	75	84	+9	--
Asian	96	96	96	95	95	97	+2	+1
Black	85	87	85	87	91	94	+3	+9
Hispanic	85	89	87	89	93	96	+3	+11
Native American/Alaskan	93	94	90	91	95	95	0	+2
White	93	95	94	95	97	98	+1	+5
Multiracial	92	95	92	93	96	97	+1	+5
Female	93	94	93	94	96	97	+1	+4
Male	86	88	87	88	92	95	+3	+9

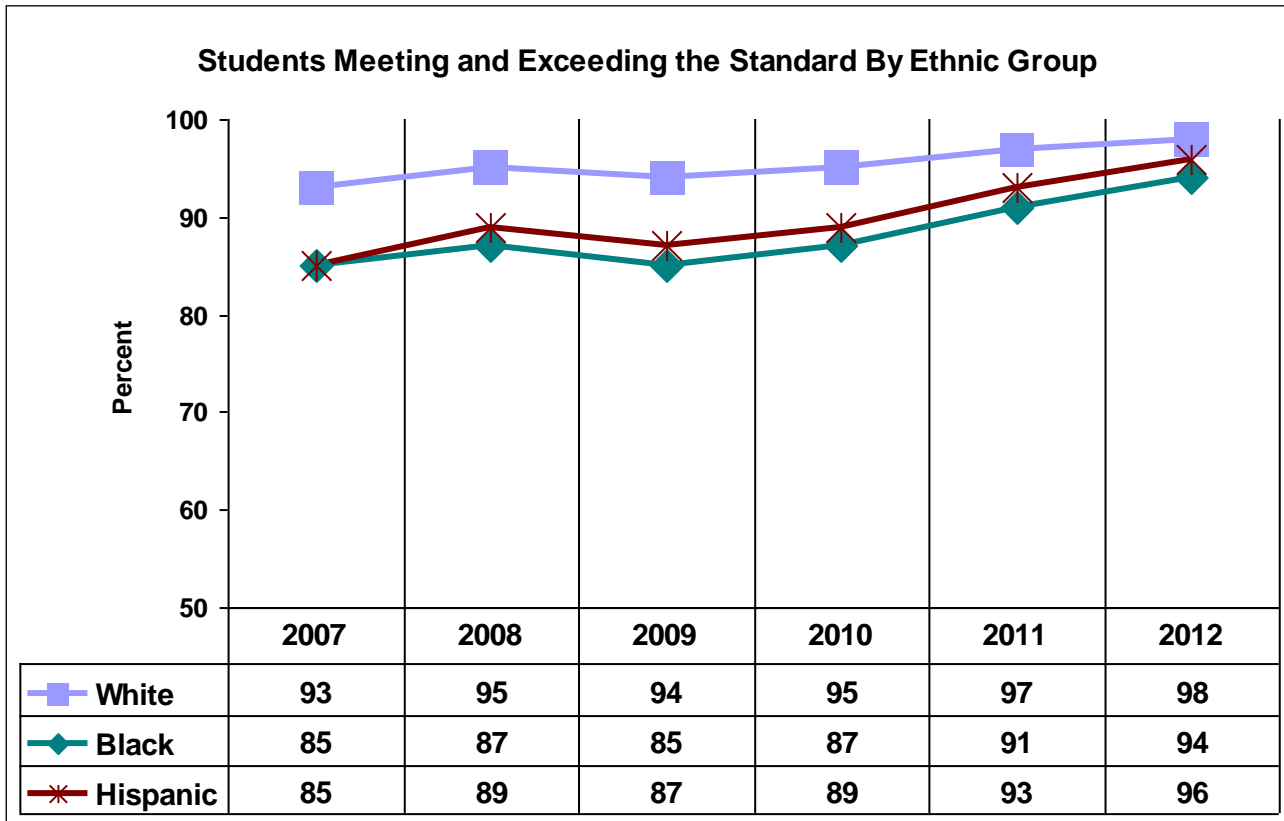
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 6 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 6 Reading

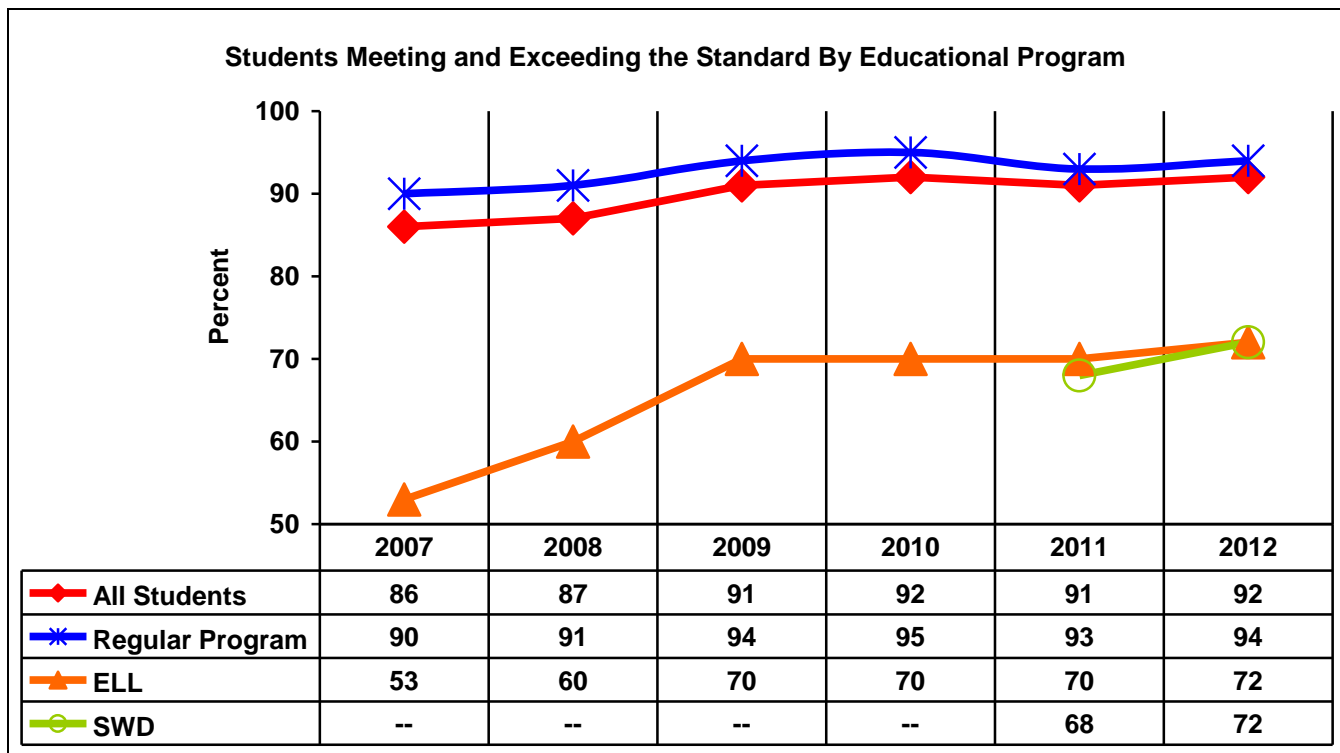


Percentage of Students Meeting and Exceeding the Standard

Grade 6 English/Language Arts							Change 2011-2012	Change 2007-2012
	2007	2008	2009	2010	2011	2012		
All Students	86	87	91	92	91	92	+1	+6
Regular Program Students	90	91	94	95	93	94	+1	+4
English Language Learners	53	60	70	70	70	72	+2	+19
Students with Disabilities*	--	--	--	--	68	72	+4	--
Asian	95	94	96	96	95	96	+1	+1
Black	82	83	87	89	88	89	+1	+7
Hispanic	79	81	88	90	90	91	+1	+12
Native American/Alaskan	89	87	93	91	91	89	-2	0
White	91	91	93	94	94	95	+1	+4
Multiracial	89	90	93	93	94	93	-1	+4
Female	91	92	94	95	95	95	0	+4
Male	82	83	87	89	88	89	+1	+7

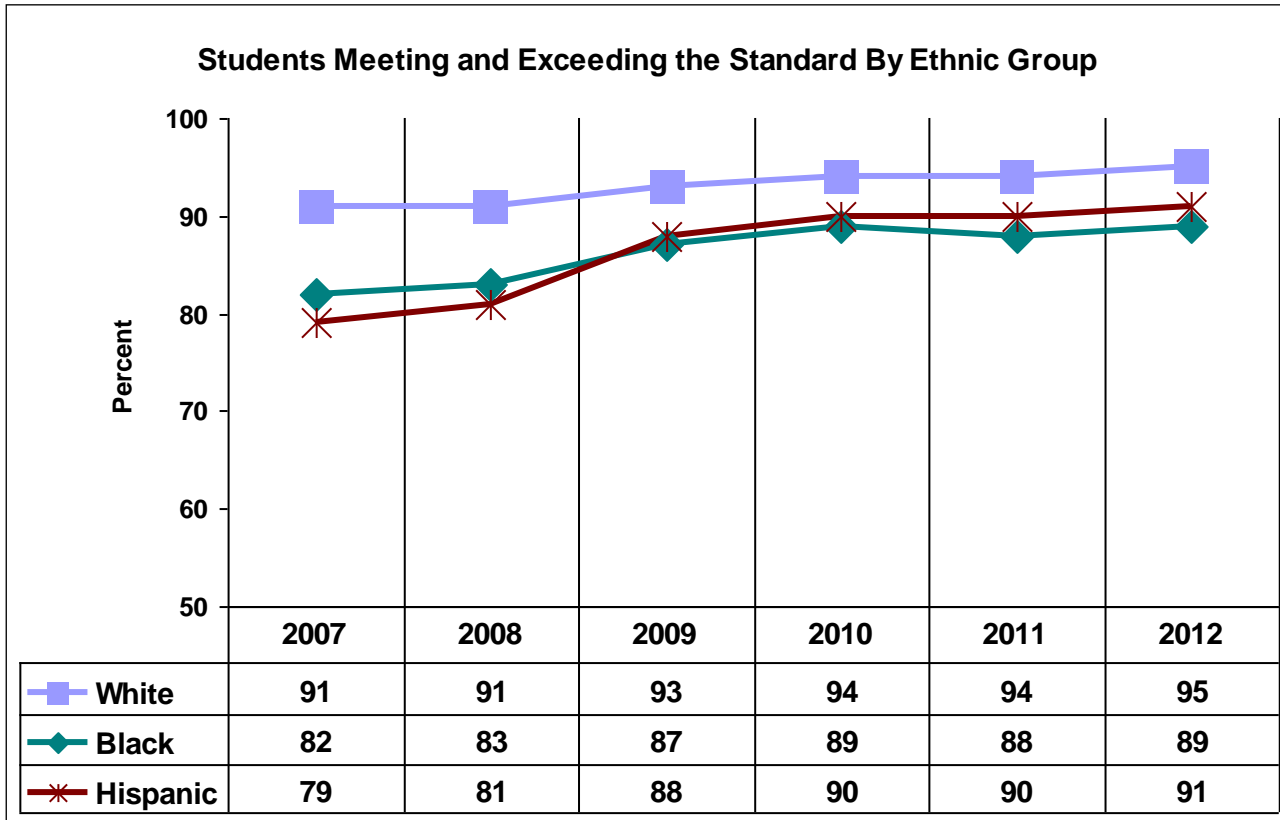
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 6 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 6 English/Language Arts

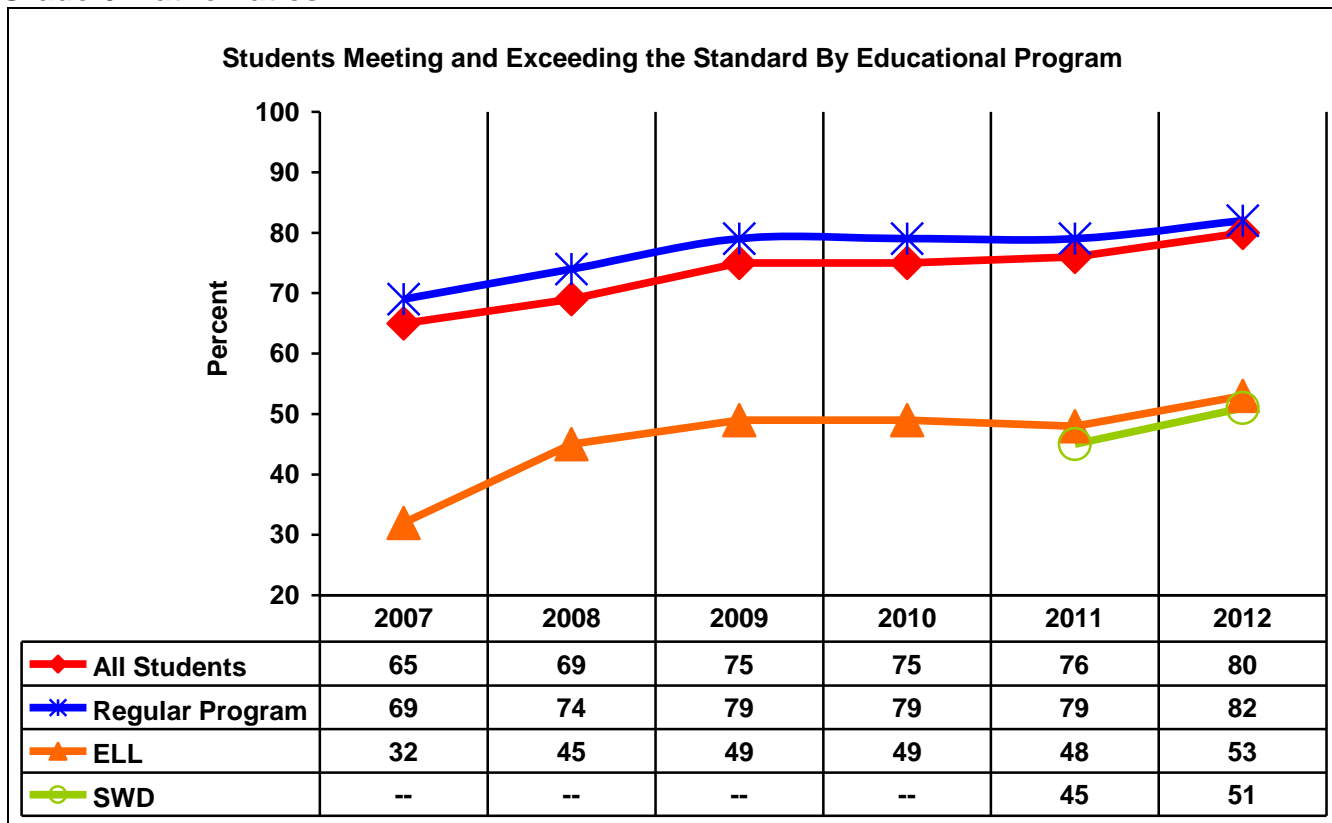


Percentage of Students Meeting and Exceeding the Standard

Grade 6 Mathematics								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	65	69	75	75	76	80	+4	+15
Regular Program Students	69	74	79	79	79	82	+3	+13
English Language Learners	32	45	49	49	48	53	+5	+21
Students with Disabilities*	--	--	--	--	45	51	+6	--
Asian	90	90	92	91	92	93	+1	+3
Black	50	56	63	63	64	70	+6	+20
Hispanic	57	65	71	74	75	78	+3	+21
Native American/Alaskan	73	70	80	78	79	80	+1	+7
White	77	79	84	84	86	87	+1	+10
Multiracial	70	73	79	79	81	82	+1	+12
Female	66	72	76	76	78	82	+4	+16
Male	63	67	74	74	75	78	+3	+15

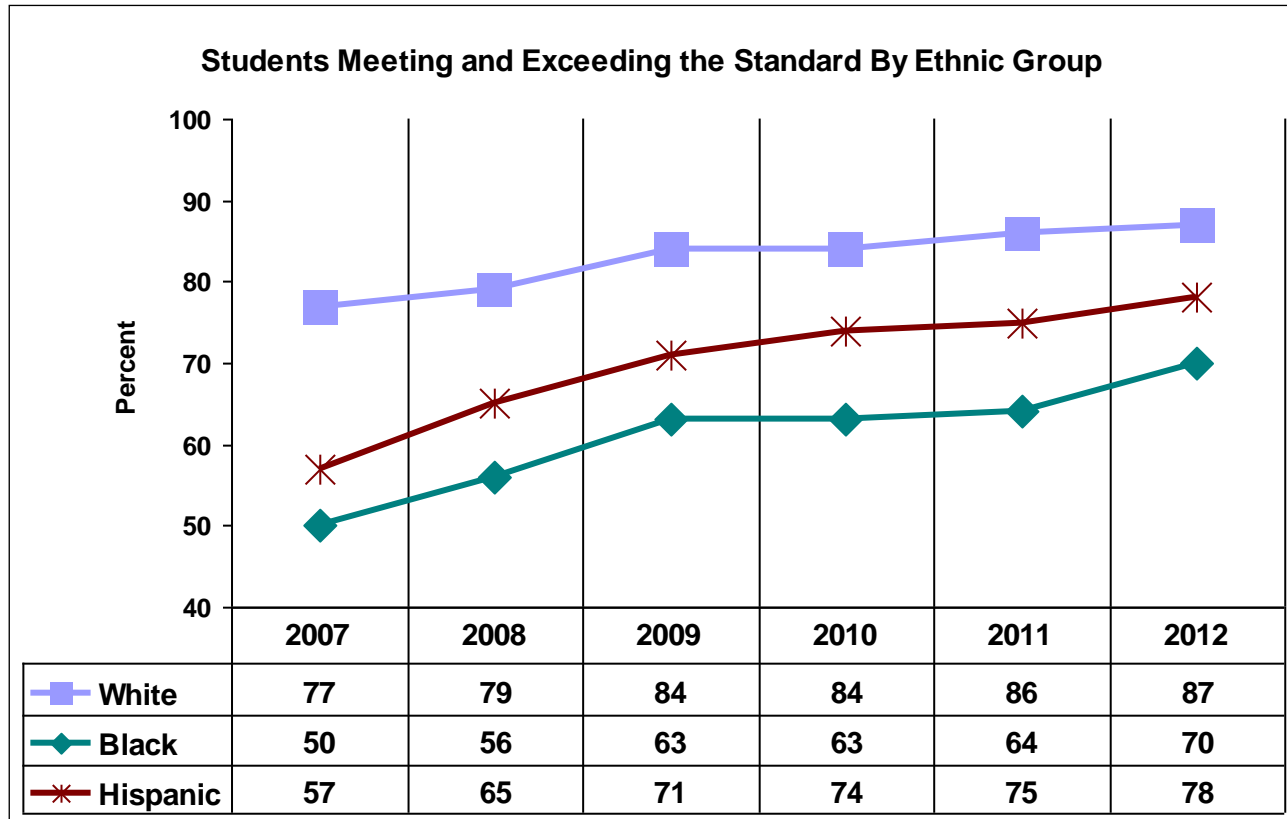
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 6 Mathematics



Percentage of Students Meeting and Exceeding the Standard

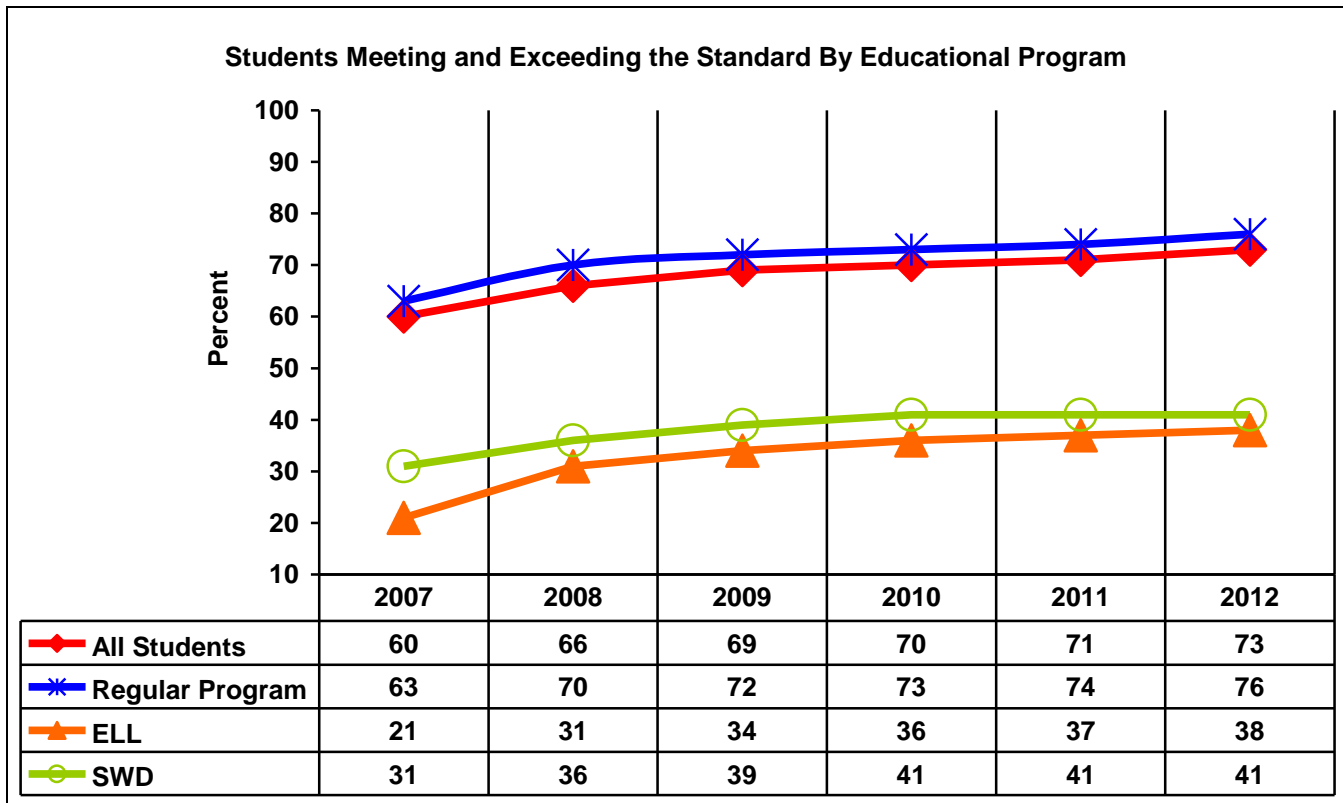
Grade 6 Mathematics



Percentage of Students Meeting and Exceeding the Standard

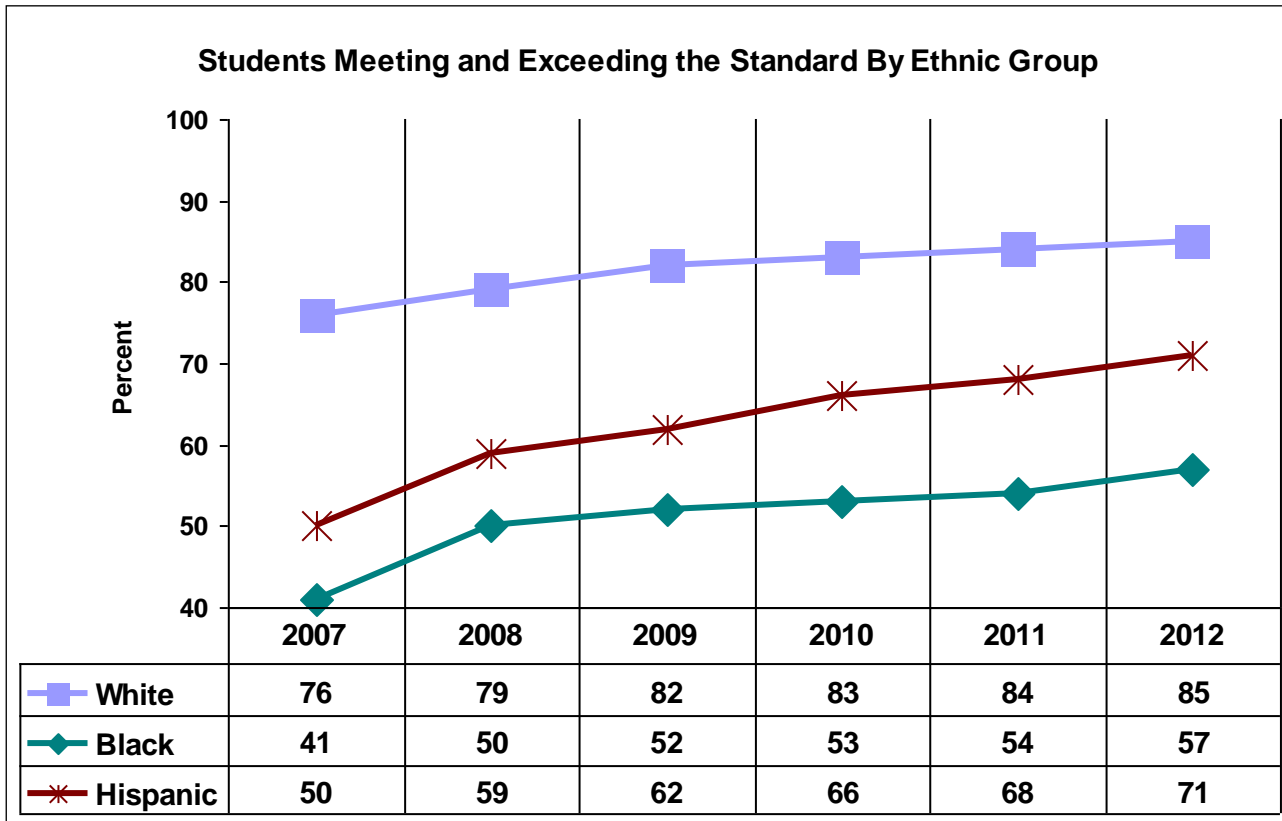
Grade 6 Science								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	60	66	69	70	71	73	+2	+13
Regular Program Students	63	70	72	73	74	76	+2	+13
English Language Learners	21	31	34	36	37	38	+1	+17
Students with Disabilities	31	36	39	41	41	41	0	+10
Asian	80	85	87	86	87	89	+2	+9
Black	41	50	52	53	54	57	+3	+16
Hispanic	50	59	62	66	68	71	+3	+21
Native American/Alaskan	66	69	78	75	77	72	-5	+6
White	76	79	82	83	84	85	+1	+9
Multiracial	65	72	73	76	78	78	0	+13
Female	60	67	68	69	70	72	+2	+12
Male	59	65	69	71	72	73	+1	+14

Grade 6 Science



Percentage of Students Meeting and Exceeding the Standard

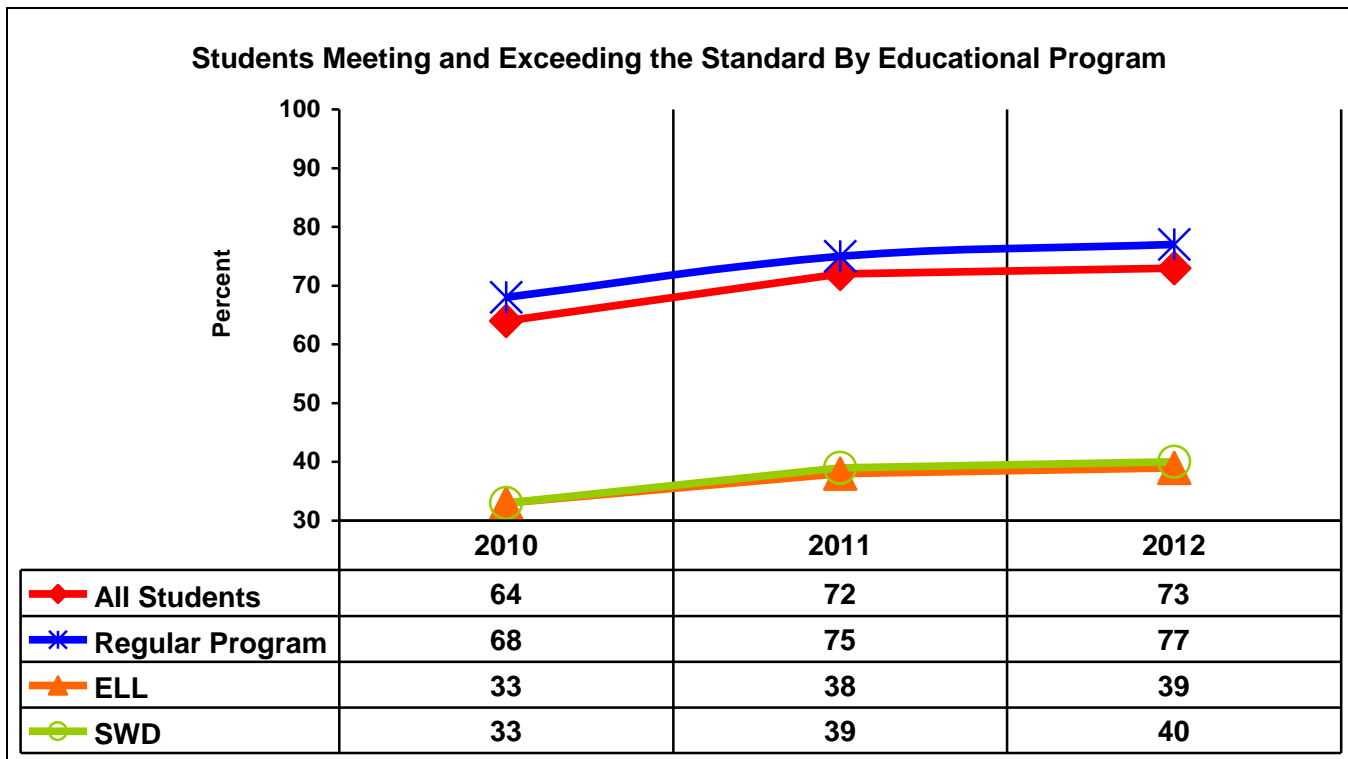
Grade 6 Science



Percentage of Students Meeting and Exceeding the Standard

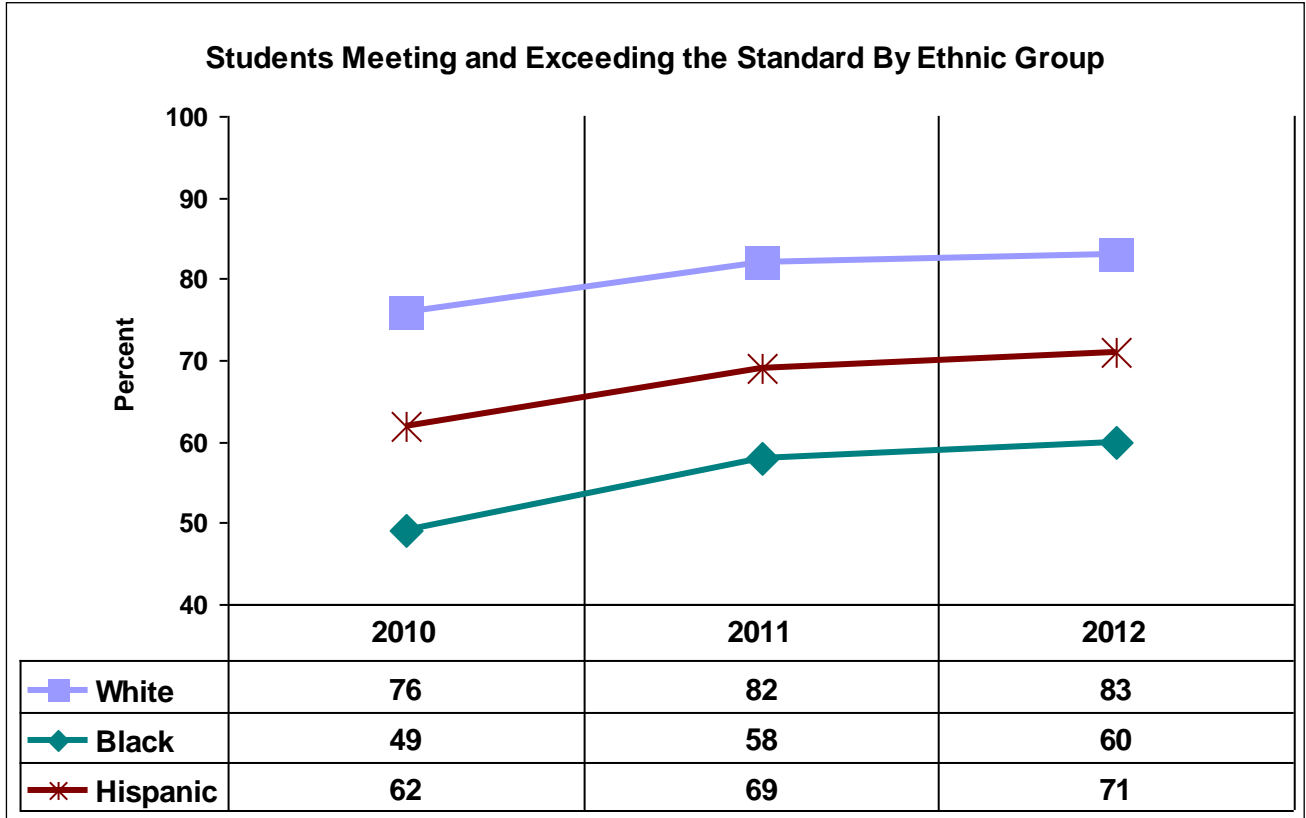
Grade 6 Social Studies								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2010-2012
All Students	--	--	--	64	72	73	+1	+9
Regular Program Students	--	--	--	68	75	77	+2	+9
English Language Learners	--	--	--	33	38	39	+1	+6
Students with Disabilities	--	--	--	33	39	40	+1	+7
Asian	--	--	--	85	89	91	+2	+6
Black	--	--	--	49	58	60	+2	+11
Hispanic	--	--	--	62	69	71	+2	+9
Native American/Alaskan	--	--	--	67	76	70	-6	+3
White	--	--	--	76	82	83	+1	+7
Multiracial	--	--	--	70	78	78	0	+8
Female	--	--	--	65	73	73	0	+8
Male	--	--	--	64	71	73	+2	+9

Grade 6 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 6 Social Studies

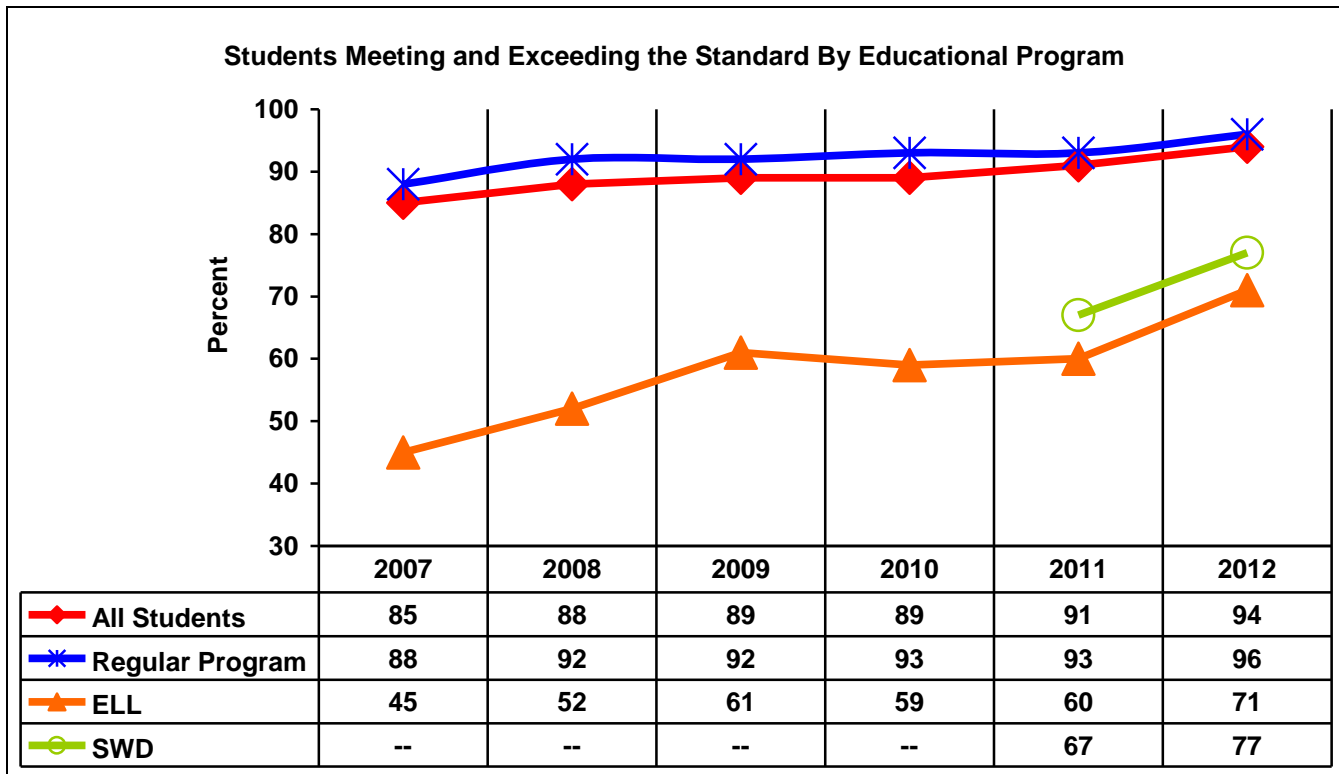


Percentage of Students Meeting and Exceeding the Standard

Grade 7 Reading								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	85	88	89	89	91	94	+3	+9
Regular Program Students	88	92	92	93	93	96	+3	+8
English Language Learners	45	52	61	59	60	71	+11	+26
Students with Disabilities*	--	--	--	--	67	77	+10	--
Asian	91	94	93	93	93	94	+1	+3
Black	78	82	84	84	86	91	+5	+13
Hispanic	77	82	85	87	89	93	+4	+16
Native American/Alaskan	85	91	90	86	91	95	+4	+10
White	92	93	94	94	95	97	+2	+5
Multiracial	89	92	92	93	94	96	+2	+7
Female	88	92	93	92	93	96	+3	+8
Male	82	85	86	86	89	92	+3	+10

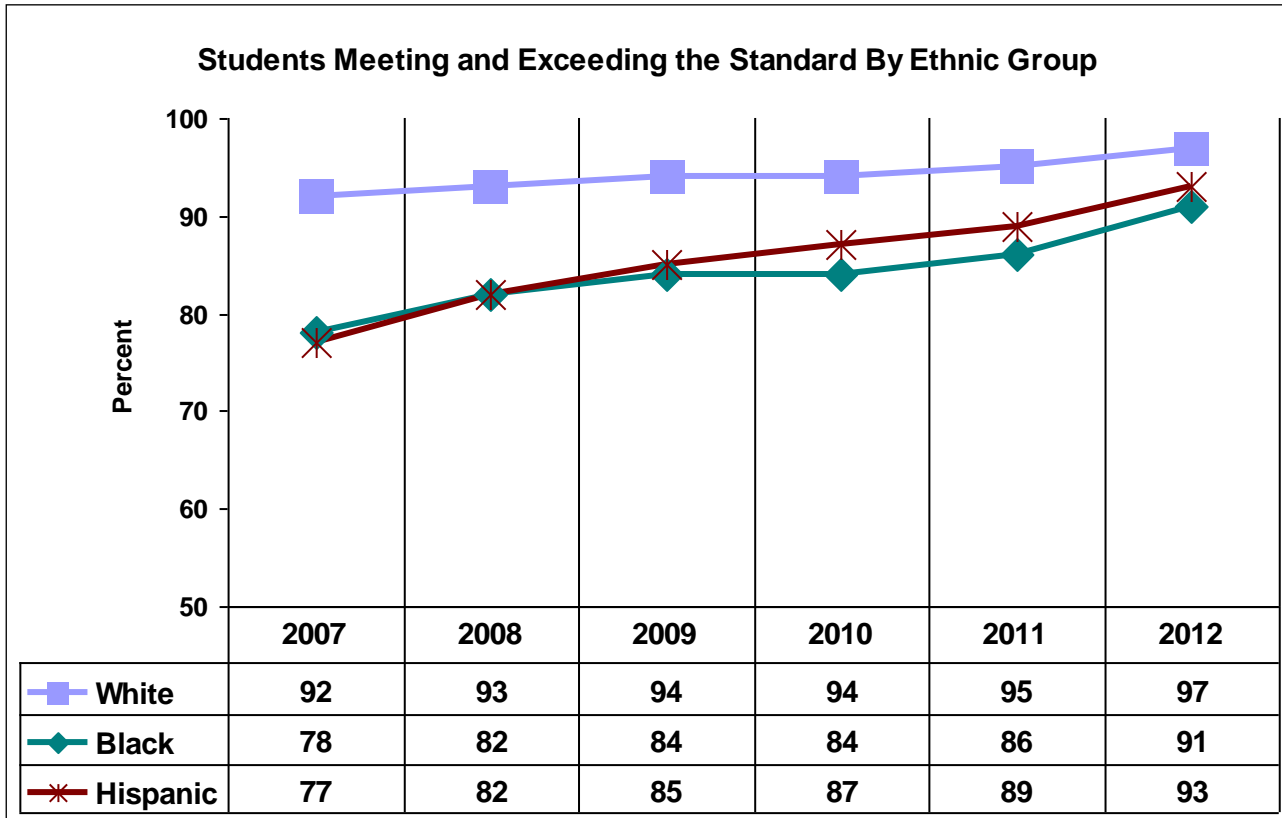
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 7 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 7 Reading

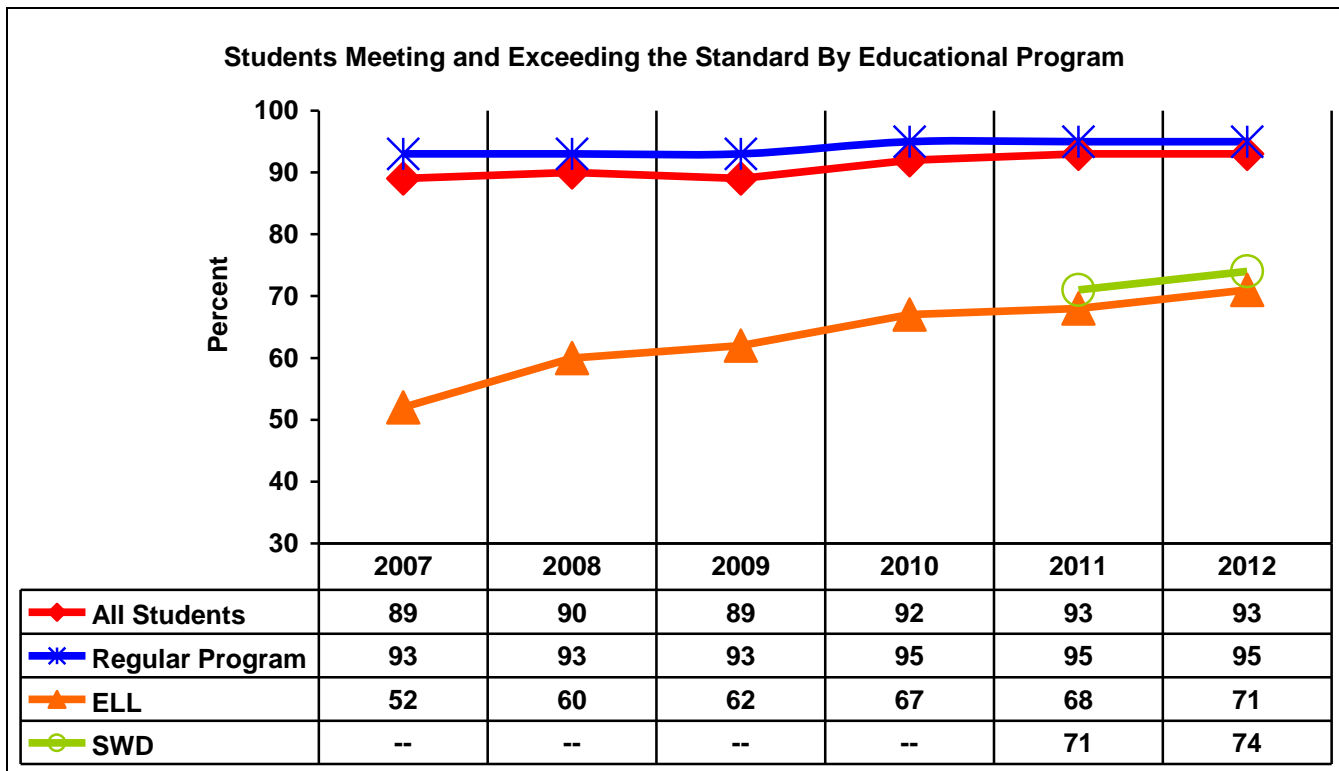


Percentage of Students Meeting and Exceeding the Standard

Grade 7 English/Language Arts								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	89	90	89	92	93	93	0	+4
Regular Program Students	93	93	93	95	95	95	0	+2
English Language Learners	52	60	62	67	68	71	+3	+19
Students with Disabilities*	--	--	--	--	71	74	+3	--
Asian	95	96	94	94	94	95	+1	0
Black	86	86	86	89	91	91	0	+5
Hispanic	81	85	85	89	92	92	0	+11
Native American/Alaskan	89	89	89	90	91	93	+2	+4
White	93	94	93	94	95	96	+1	+3
Multiracial	93	92	92	94	95	95	0	+2
Female	93	94	94	95	96	96	0	+3
Male	85	86	86	88	90	91	+1	+6

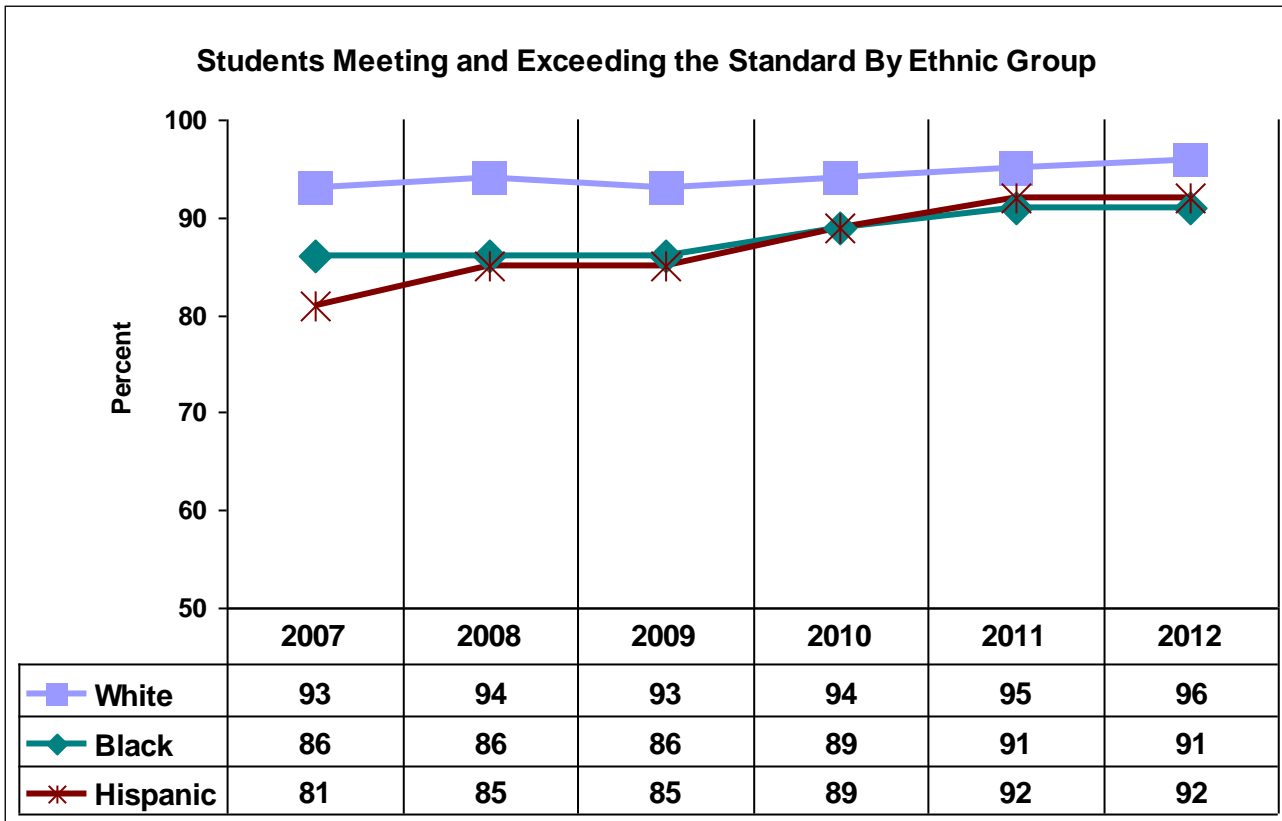
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 7 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 7 English/Language Arts

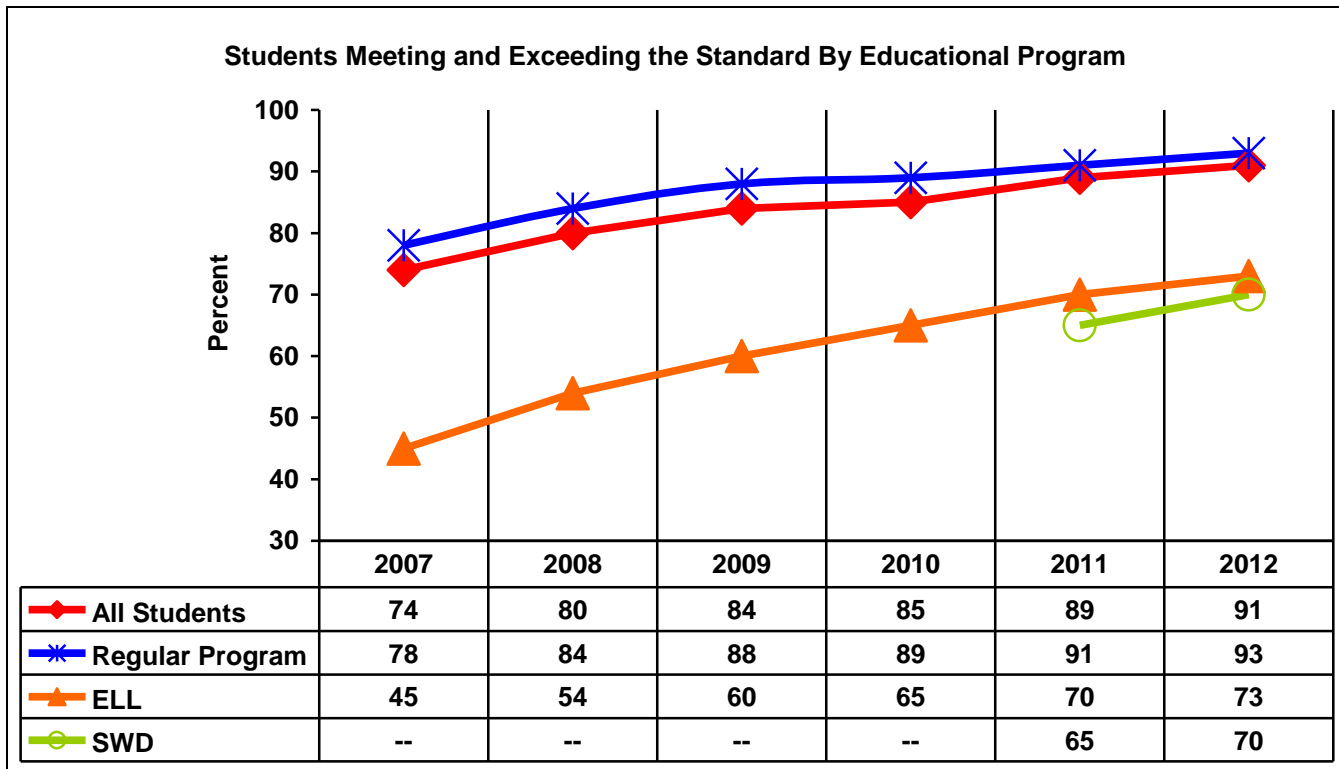


Percentage of Students Meeting and Exceeding the Standard

Grade 7 Mathematics								
	2007	2008	2009	2010	2011	2012	Change 2010-2012	Change 2007-2012
All Students	74	80	84	85	89	91	+2	+17
Regular Program Students	78	84	88	89	91	93	+2	+15
English Language Learners	45	54	60	65	70	73	+3	+28
Students with Disabilities*	--	--	--	--	65	70	+5	--
Asian	92	94	95	94	94	95	+1	+3
Black	62	70	76	78	83	86	+3	+24
Hispanic	69	77	81	85	90	91	+1	+22
Native American/Alaskan	74	80	85	85	87	92	+5	+18
White	84	87	90	91	94	95	+1	+11
Multiracial	78	84	86	89	91	94	+3	+16
Female	77	83	86	88	91	93	+2	+16
Male	71	77	81	83	87	89	+2	+18

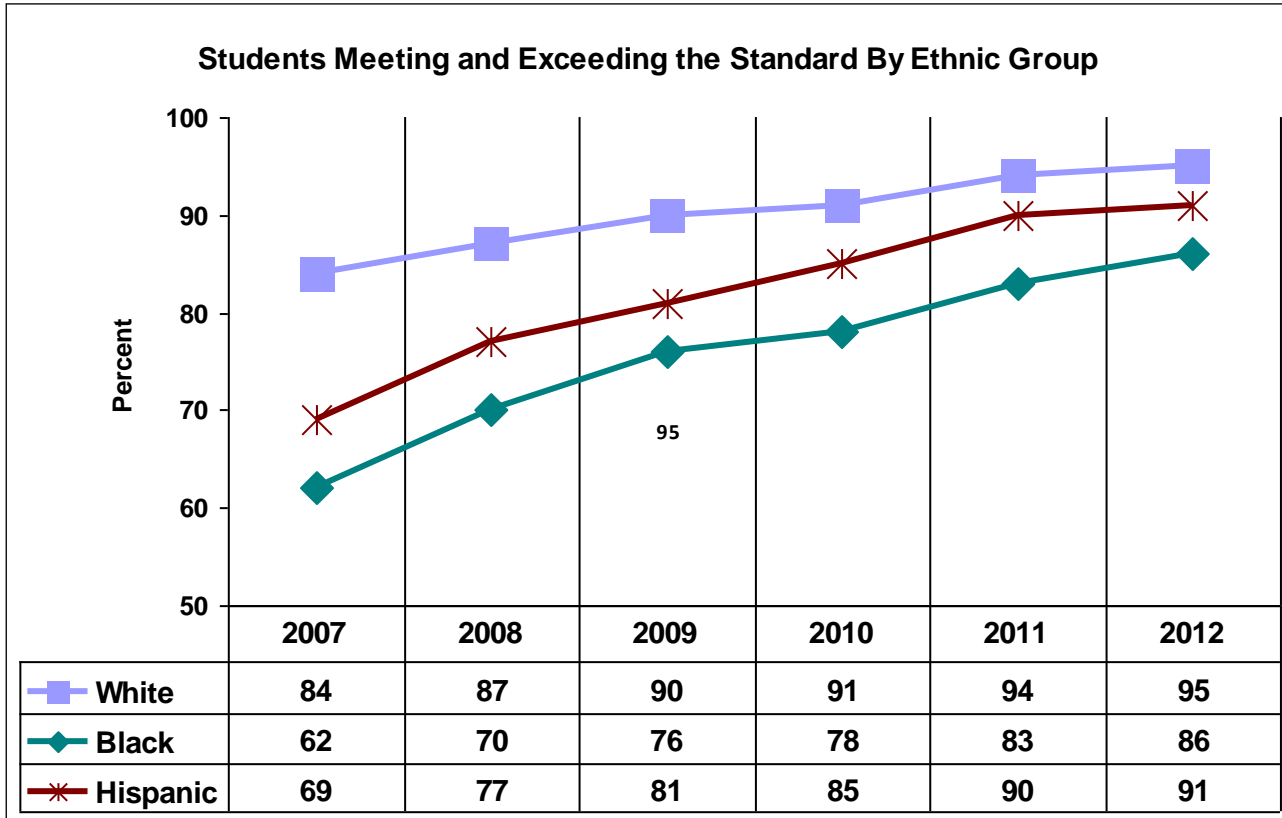
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 7 Mathematics



Percentage of Students Meeting and Exceeding the Standard

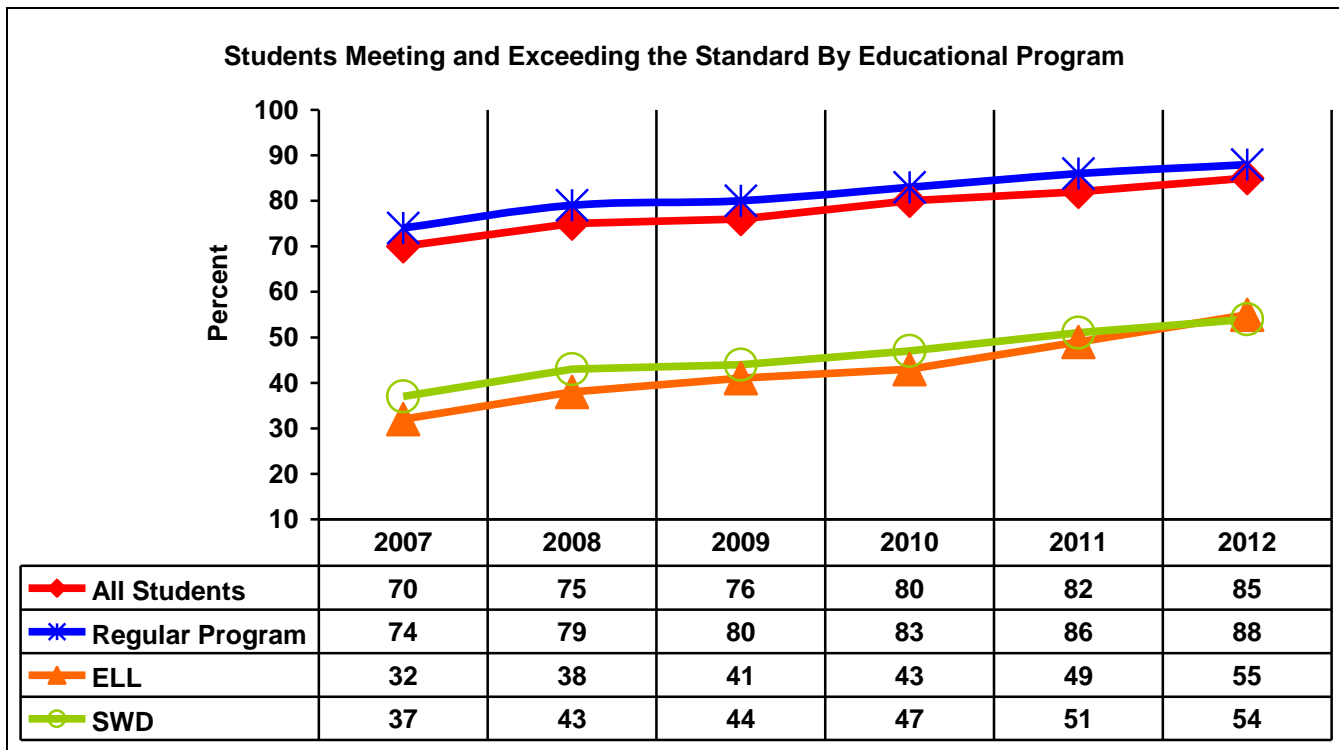
Grade 7 Mathematics



Percentage of Students Meeting and Exceeding the Standard

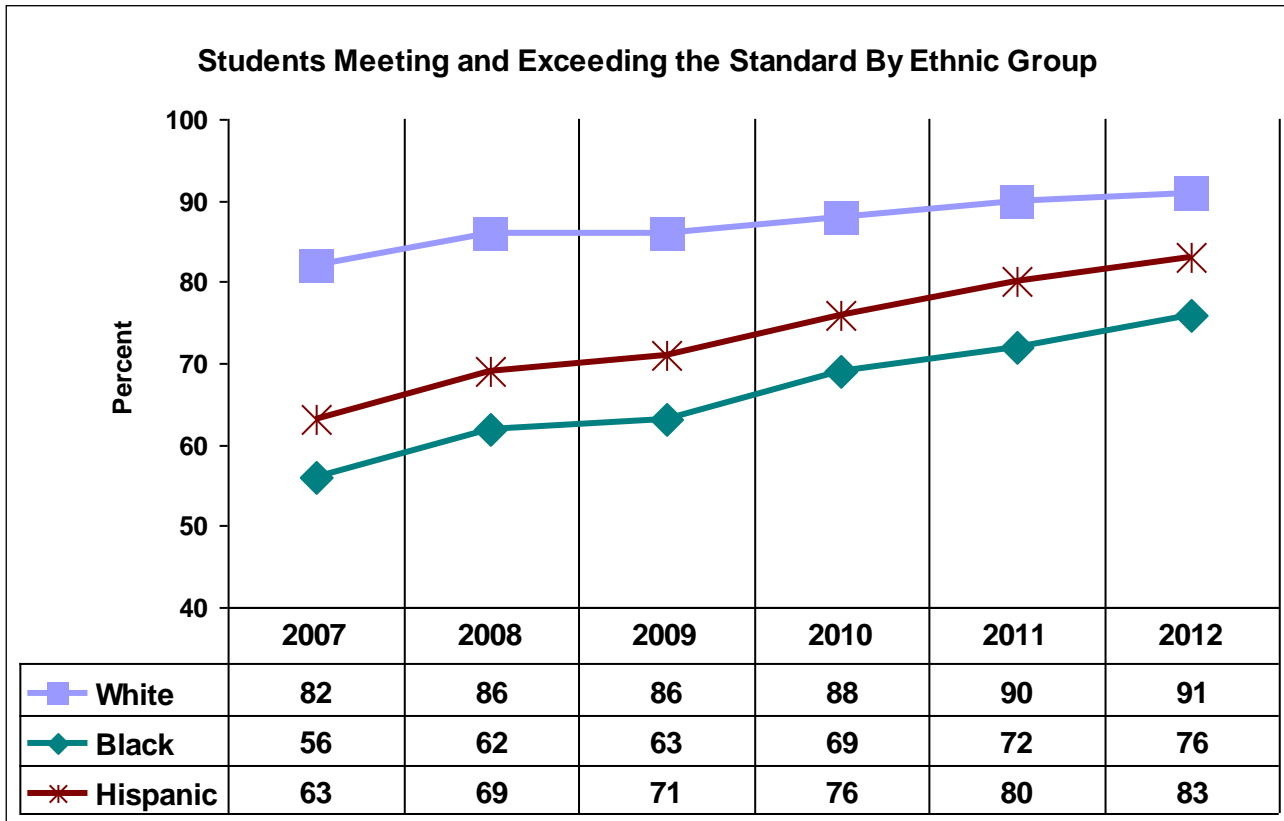
Grade 7 Science								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	70	75	76	80	82	85	+3	+15
Regular Program Students	74	79	80	83	86	88	+2	+14
English Language Learners	32	38	41	43	49	55	+6	+23
Students with Disabilities	37	43	44	47	51	54	+3	+17
Asian	87	90	89	90	91	92	+1	+5
Black	56	62	63	69	72	76	+4	+20
Hispanic	63	69	71	76	80	83	+3	+20
Native American/Alaskan	70	79	78	82	82	88	+6	+18
White	82	86	86	88	90	91	+1	+9
Multiracial	76	81	80	85	87	90	+3	+14
Female	72	77	77	81	84	86	+2	+14
Male	68	74	74	78	81	83	+2	+15

Grade 7 Science



Percentage of Students Meeting and Exceeding the Standard

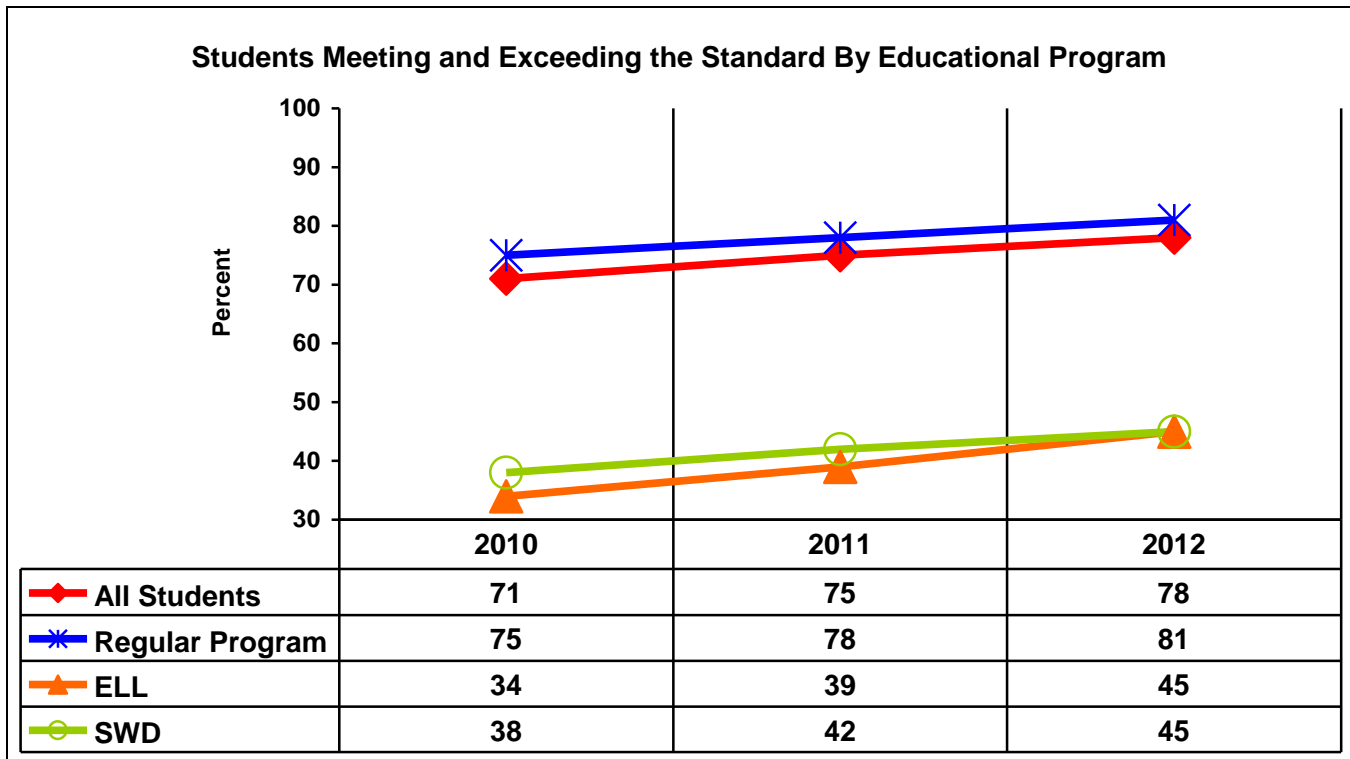
Grade 7 Science



Percentage of Students Meeting and Exceeding the Standard

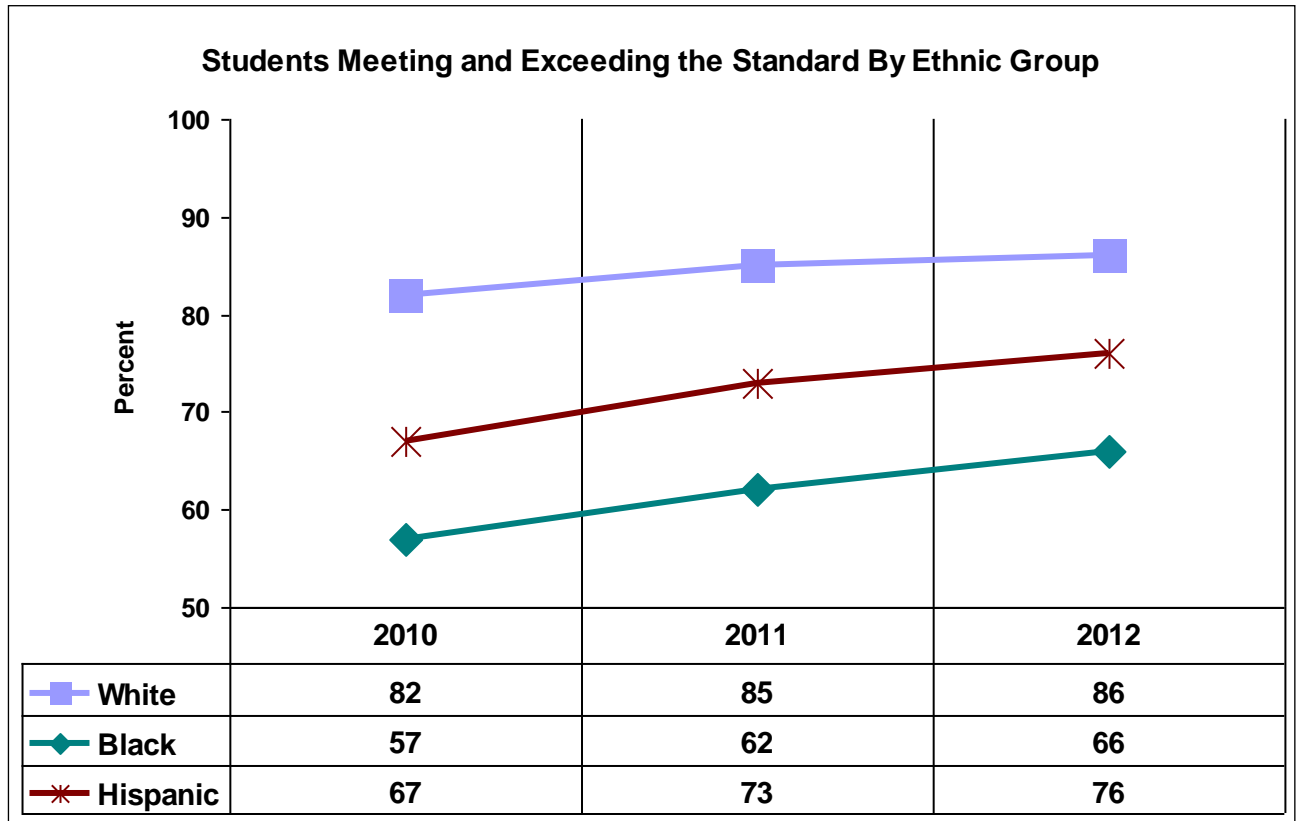
Grade 7 Social Studies								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2010-2012
All Students	--	--	--	71	75	78	+3	+7
Regular Program Students	--	--	--	75	78	81	+3	+6
English Language Learners	--	--	--	34	39	45	+6	+11
Students with Disabilities	--	--	--	38	42	45	+3	+7
Asian	--	--	--	88	89	91	+2	+3
Black	--	--	--	57	62	66	+4	+9
Hispanic	--	--	--	67	73	76	+3	+9
Native American/Alaskan	--	--	--	72	74	82	+8	+10
White	--	--	--	82	85	86	+1	+4
Multiracial	--	--	--	77	80	84	+4	+7
Female	--	--	--	72	75	79	+4	+7
Male	--	--	--	71	74	77	+3	+6

Grade 7 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 7 Social Studies

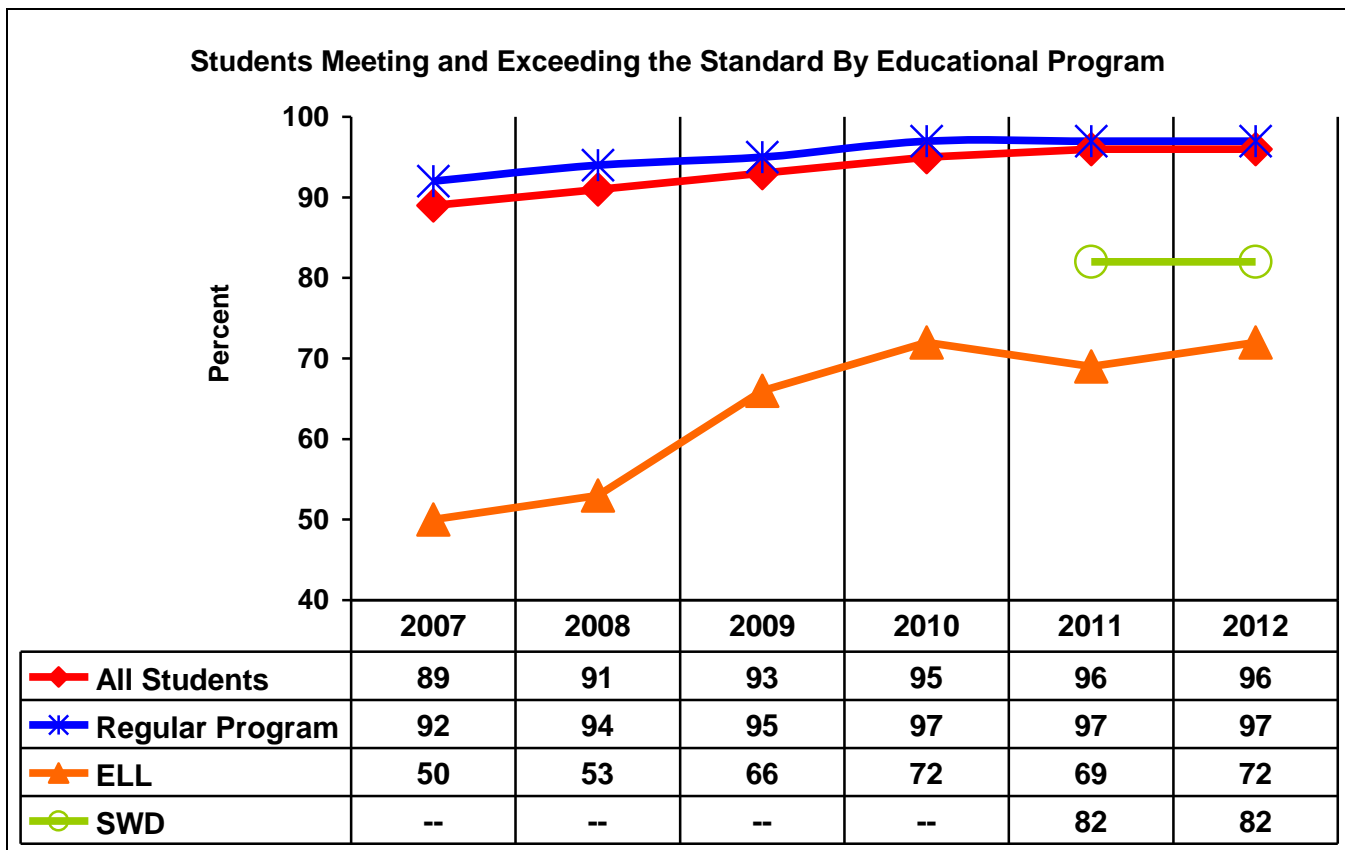


Percentage of Students Meeting and Exceeding the Standard

Grade 8 Reading	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	89	91	93	95	96	96	0	+7
Regular Program Students	92	94	95	97	97	97	0	+5
English Language Learners	50	53	66	72	69	72	+3	+22
Students with Disabilities*	--	--	--	--	82	82	0	--
Asian	94	95	96	95	94	94	0	0
Black	83	86	89	92	94	94	0	+11
Hispanic	80	83	89	92	94	95	+1	+15
Native American/Alaskan	89	95	92	95	95	95	0	+6
White	94	95	96	97	98	98	0	+4
Multiracial	92	94	95	97	98	97	-1	+5
Female	91	93	95	97	97	97	0	+6
Male	86	88	91	93	95	95	0	+9

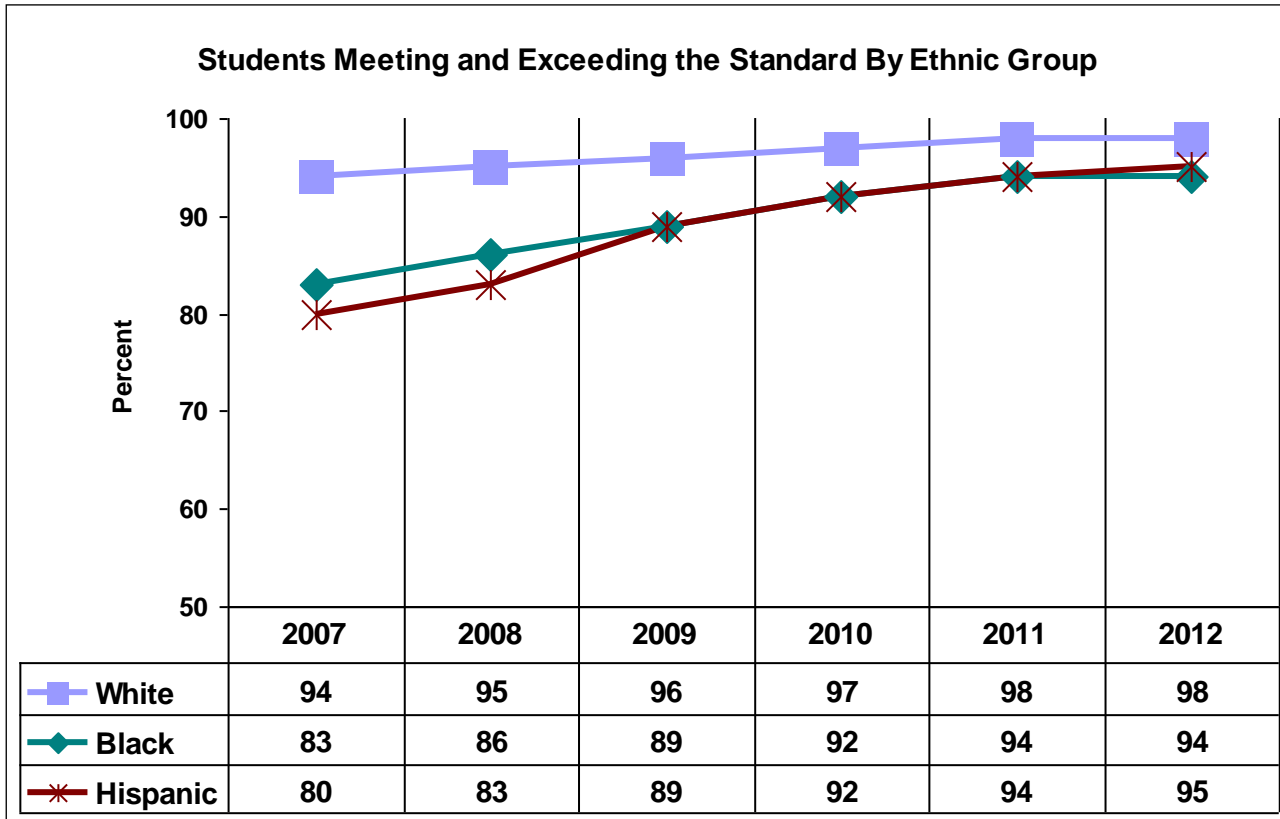
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 8 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Reading

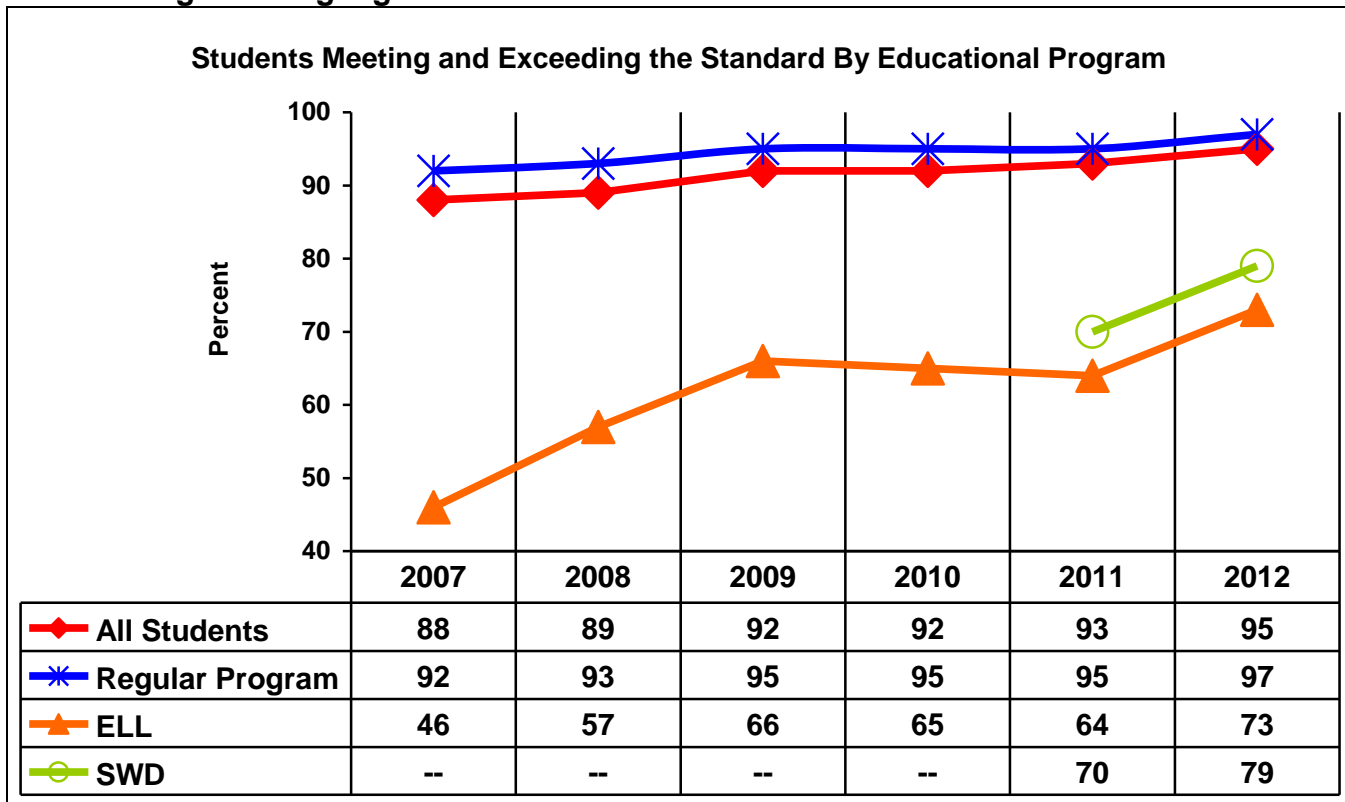


Percentage of Students Meeting and Exceeding the Standard

Grade 8 English/Language Arts								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2007-2012
All Students	88	89	92	92	93	95	+2	+7
Regular Program Students	92	93	95	95	95	97	+2	+5
English Language Learners	46	57	66	65	64	73	+9	+27
Students with Disabilities*	--	--	--	--	70	79	+9	--
Asian	94	96	96	94	94	94	0	0
Black	84	86	89	89	90	93	+3	+9
Hispanic	78	83	88	89	90	94	+4	+16
Native American/Alaskan	89	86	91	95	90	95	+5	+6
White	93	93	94	95	95	97	+2	+4
Multiracial	91	93	94	94	96	97	+1	+6
Female	92	93	95	95	95	97	+2	+5
Male	85	86	89	89	90	93	+3	+8

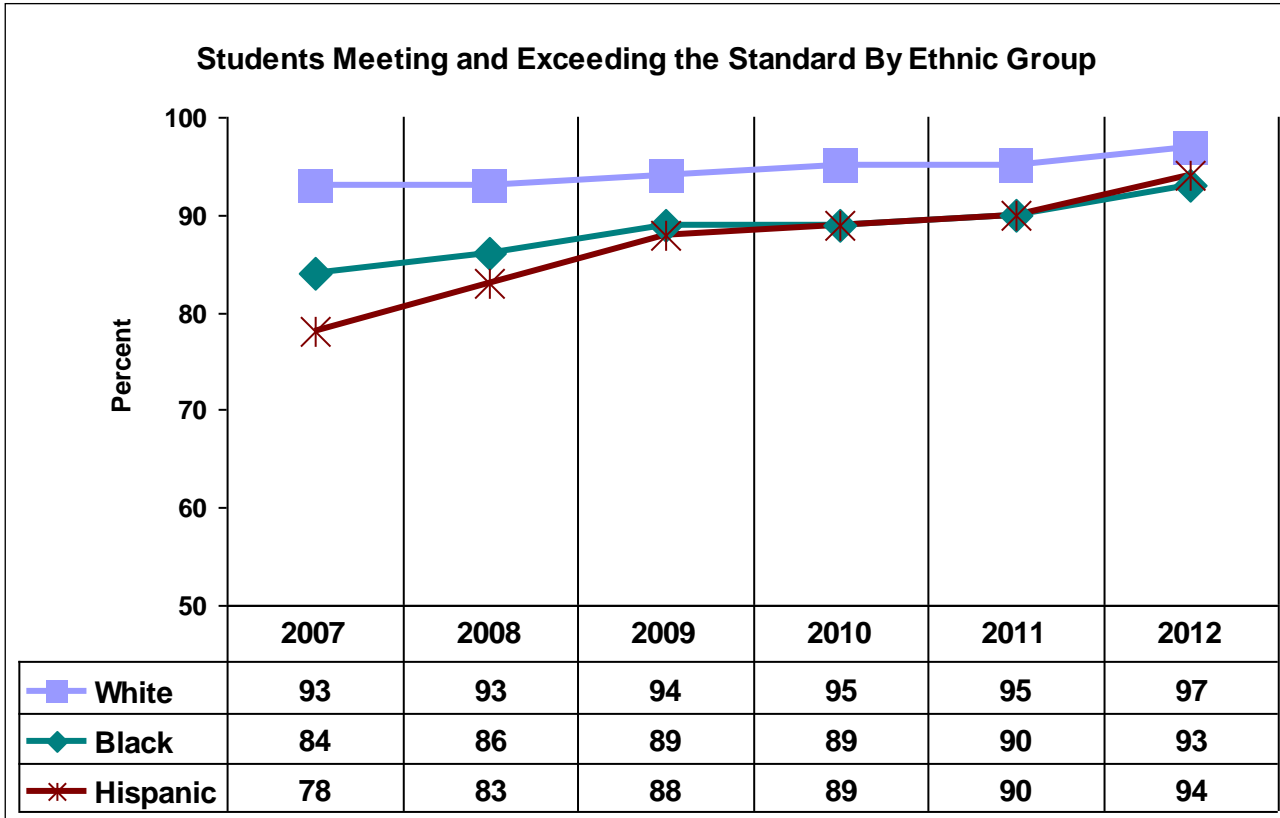
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 8 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 8 English/Language Arts

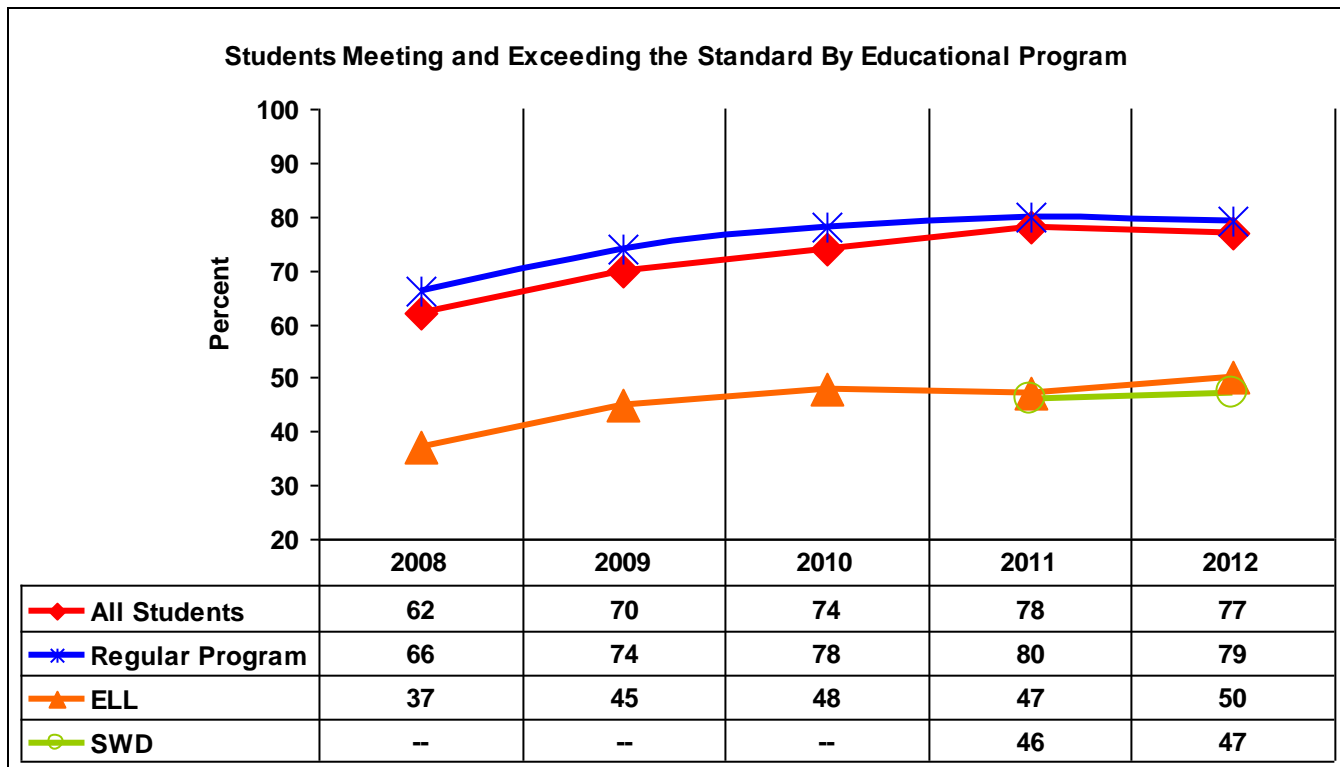


Percentage of Students Meeting and Exceeding the Standard

Grade 8 Mathematics								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2008-2012
All Students	--	62	70	74	78	77	-1	+15
Regular Program Students	--	66	74	78	80	79	-1	+13
English Language Learners	--	37	45	48	47	50	+3	+13
Students with Disabilities*	--	--	--	--	46	47	+1	--
Asian	--	87	92	92	91	90	-1	+3
Black	--	49	58	63	68	66	-2	+17
Hispanic	--	55	65	71	75	75	0	+20
Native American/Alaskan	--	61	72	77	80	78	-2	+17
White	--	73	79	83	85	85	0	+12
Multiracial	--	67	73	79	81	79	-2	+12
Female	--	64	73	77	80	79	-1	+15
Male	--	60	67	72	75	75	0	+15

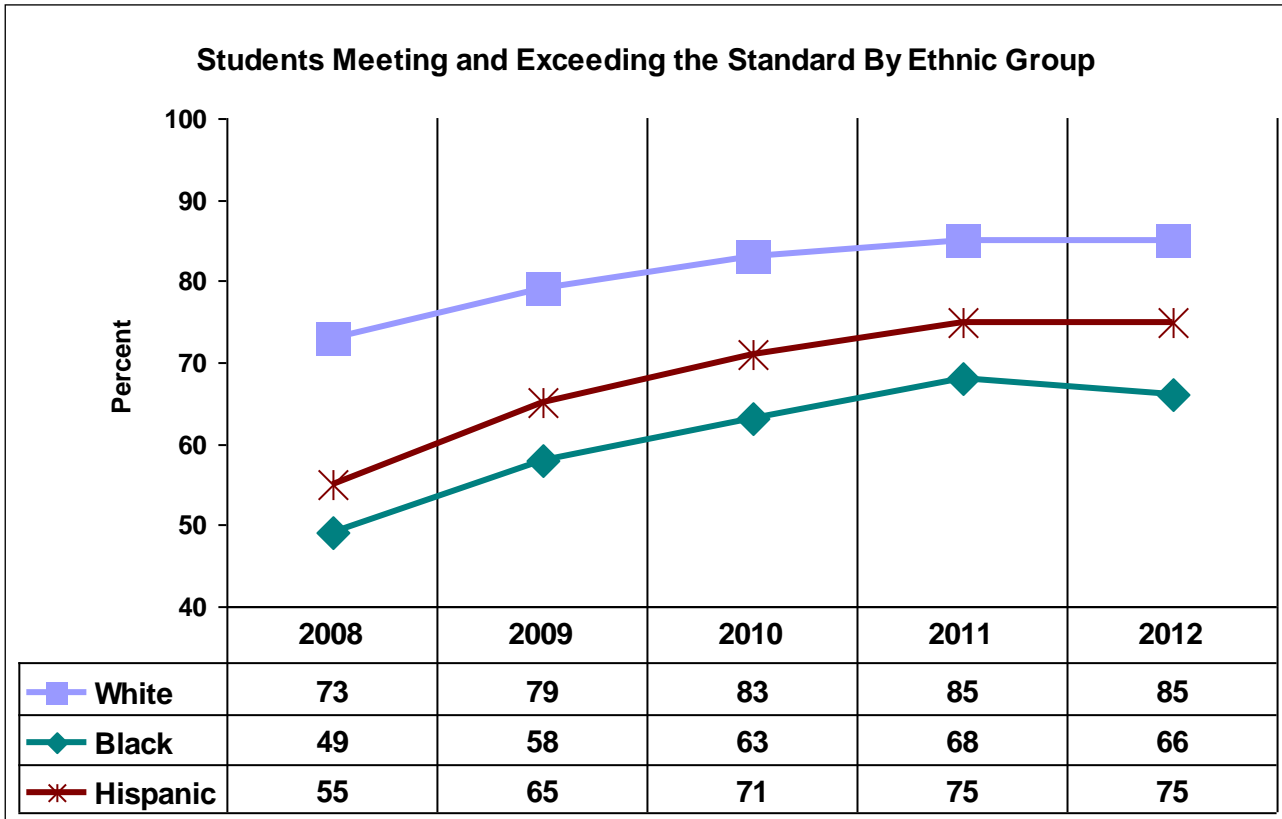
*Beginning in 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 8 Mathematics



Percentage of Students Meeting and Exceeding the Standard

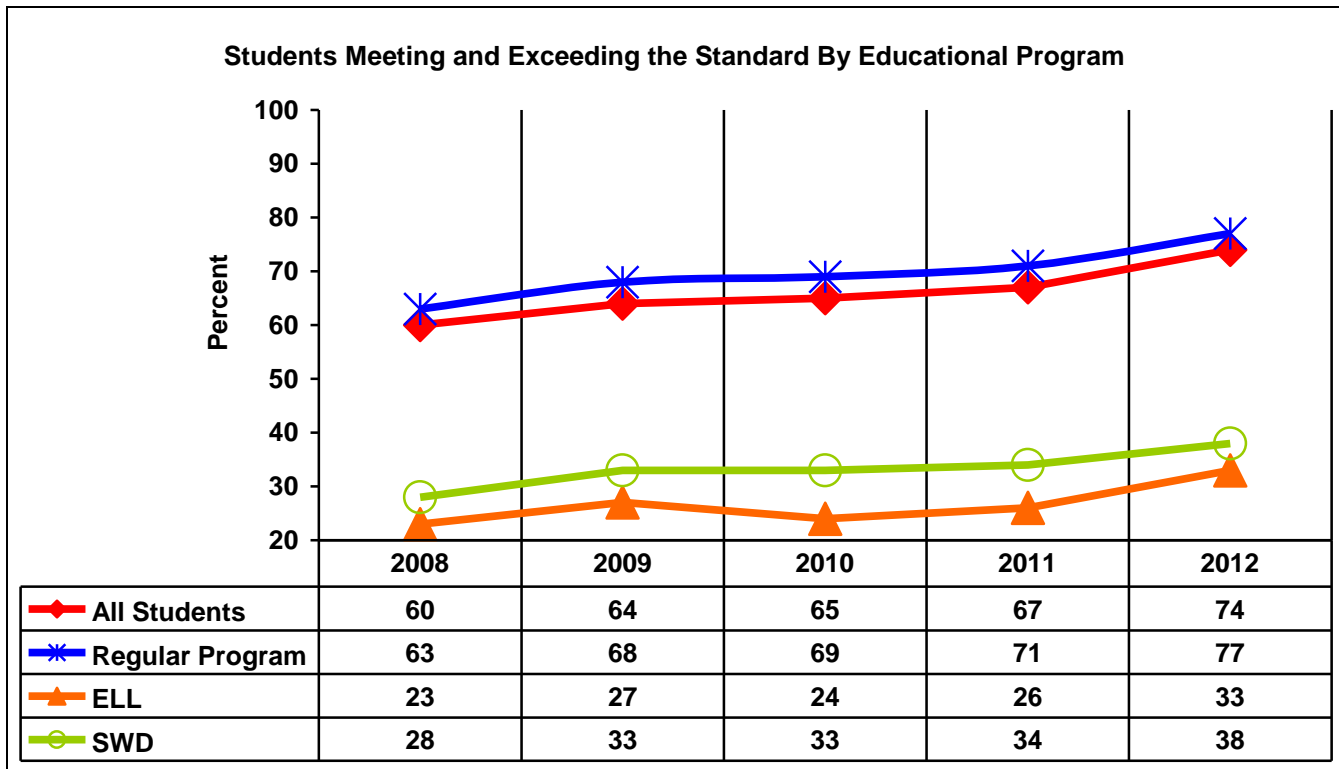
Grade 8 Mathematics



Percentage of Students Meeting and Exceeding the Standard

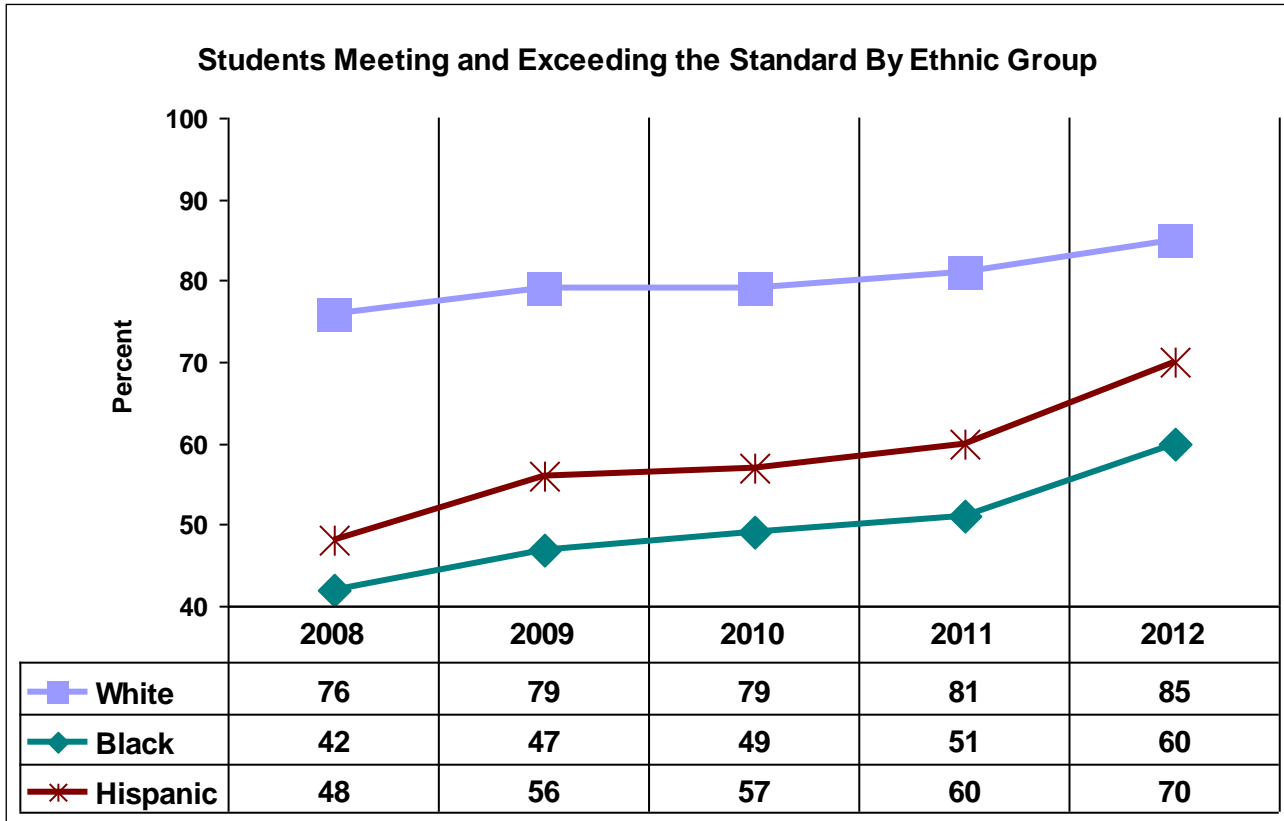
Grade 8 Science								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2008-2012
All Students	--	60	64	65	67	74	+7	+14
Regular Program Students	--	63	68	69	71	77	+6	+14
English Language Learners	--	23	27	24	26	33	+7	+10
Students with Disabilities	--	28	33	33	34	38	+4	+10
Asian	--	80	84	82	84	86	+2	+6
Black	--	42	47	49	51	60	+9	+18
Hispanic	--	48	56	57	60	70	+10	+22
Native American/Alaskan	--	60	76	72	72	75	+3	+15
White	--	76	79	79	81	85	+4	+9
Multiracial	--	67	71	73	74	80	+6	+13
Female	--	58	63	64	65	73	+8	+15
Male	--	61	66	66	69	74	+5	+13

Grade 8 Science



Percentage of Students Meeting and Exceeding the Standard

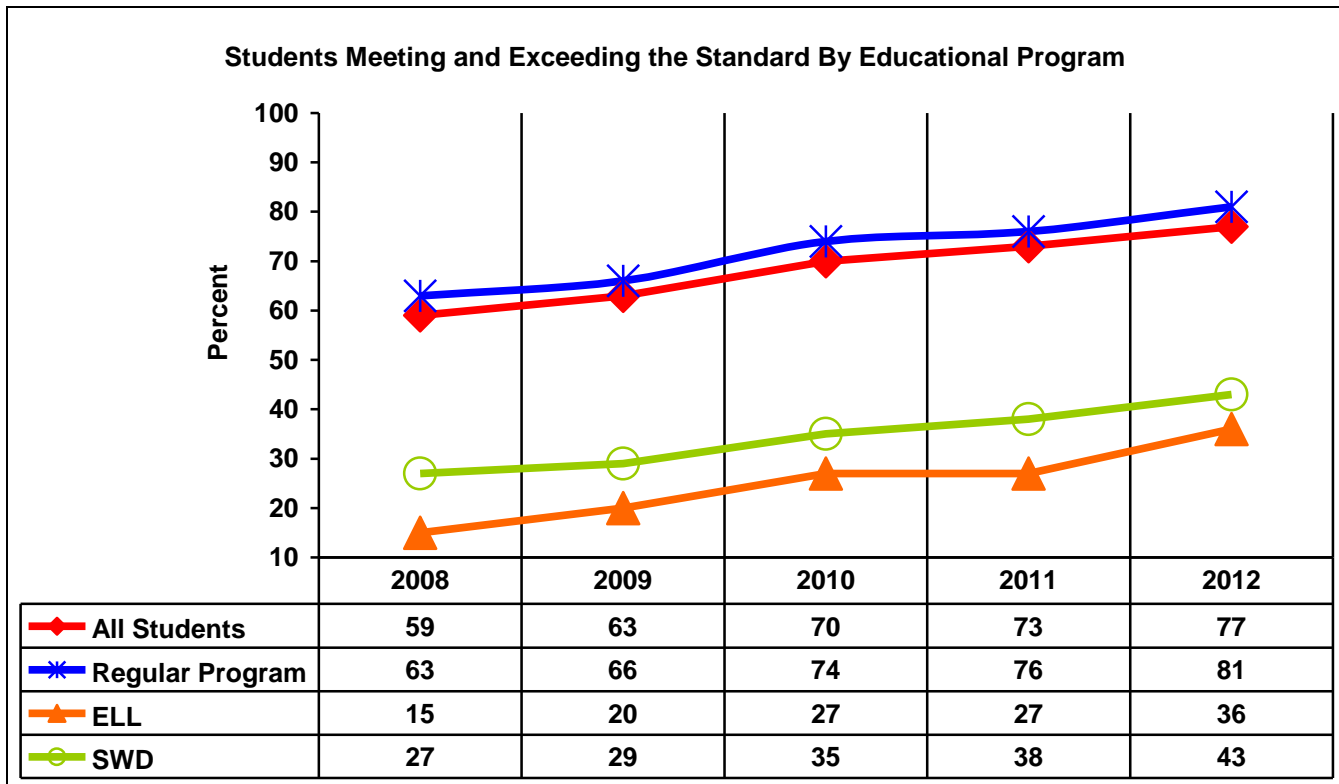
Grade 8 Science



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Social Studies								
	2007	2008	2009	2010	2011	2012	Change 2011-2012	Change 2008-2012
All Students	--	59	63	70	73	77	+4	+18
Regular Program Students	--	63	66	74	76	81	+5	+18
English Language Learners	--	15	20	27	27	36	+9	+21
Students with Disabilities	--	27	29	35	38	43	+5	+16
Asian	--	77	81	85	86	88	+2	+11
Black	--	44	48	56	60	65	+5	+21
Hispanic	--	45	51	62	66	74	+8	+29
Native American/Alaskan	--	62	65	73	75	79	+4	+17
White	--	73	75	81	83	86	+3	+13
Multiracial	--	64	67	76	79	82	+3	+18
Female	--	59	63	71	73	78	+5	+19
Male	--	59	62	68	72	76	+4	+17

Grade 8 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Social Studies

