

TESTING BRIEF
Spring 2011 Georgia Criterion-Referenced Competency Tests
In Reading, English/Language Arts, Mathematics, Science, and Social Studies
April 4 -May 6, 2011

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) is an alternate assessment 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 is 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 is 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.

The state legislature did not fund the CRCT in grades 1 and 2 for the 2010-2011 school year due to budgetary constraints.

KEY FINDINGS – GRADE 3

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

- Ninety-one percent (91%), 89%, and 81% of Georgia's third grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Eighty percent (80%) and 81% of third grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2011 performance to 2010, the percent of students meeting or exceeding the standard increased by 1 percentage point in Reading, English/Language Arts, and Mathematics and by 2 percentage points in Social Studies. The percent of students meeting or exceeding the standard in Science remained the same.
- When comparing 2011 performance to 2010, the percent of students exceeding the standard in Reading, English/Language Arts, Mathematics, Science, and Social Studies increased by 4, 2, 5, 6, and 5 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 sixteen (16) percentage point gap in 2006, 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 2006 while the performance of Hispanic students has increased by sixteen (16) percentage points.
- In Science, the achievement gap between ELL students and All Students has narrowed to a sixteen (16) percentage point gap from a thirty-six (36) percentage point gap in 2006, 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 2006 while the performance of ELL students has increased by thirty (30) percentage points.
- In Science, the achievement gap between Hispanic and White students has narrowed to a twelve (12) percentage point gap from a twenty-five (25) percentage point gap in 2006, 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 2006 while the performance of Hispanic students has increased by eighteen (18) percentage points.

KEY FINDINGS – GRADE 4

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

- Eighty-eight percent (88%), 88%, and 81% of Georgia’s fourth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Seventy-nine percent (79%) and 77% of fourth grade students met or exceeded the standard for Science and Social Studies.
- When comparing 2011 performance to 2010, the percent of students meeting or exceeding the standard increased by 4 percentage points in Mathematics, and by 3 percentage points in Social Studies, while Science and English/Language Arts scores remained the same. The percent of students meeting or exceeding the standard in Reading decreased by 1 percentage point.
- When comparing 2011 performance to 2010, the percent of students exceeding the standard performance level in Reading, English/Language Arts, Mathematics, Science, and Social Studies increased by 7, 4, 5, 1, and 2 percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 4

- In English/Language Arts, the achievement gap between Hispanic and White students has narrowed to a six (6) percentage point gap from a seventeen (17) percentage point gap in 2006, 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 seven (7) percentage points since 2006 while the performance of Hispanic students has increased by eighteen (18) percentage points.
- In Math, the achievement gap between Black and White students has narrowed to a nineteen (19) percentage point gap from a twenty-three (23) 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 nine (9) percentage points since 2008 while the performance of Black students has increased by thirteen (13) percentage points.
- In Science, the achievement gap between ELL students and All Students has narrowed to a twenty-seven (27) 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 seven (7) percentage points since 2007 while the performance of ELL students has increased by sixteen (16) percentage points.

KEY FINDINGS – GRADE 5

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

- Ninety-one percent (91%), 93%, and 87% of Georgia's fifth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics respectively. Seventy-seven percent (77%) and 71% of fifth grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2011 performance to 2010, the percent of students meeting or exceeding the standard increased by 1 percentage point in Reading and English/Language Arts and by 5 percentage points in Mathematics. The percent of students meeting or exceeding the standard in Science and Social Studies remained the same.
- When comparing 2011 performance to 2010, the percent of students exceeding the standard in Reading, Mathematics, Science, and Social Studies increased by 10, 3, 3, and 3 percentage points, respectively. The percentage of students exceeding the standard in English/Language Arts decreased by one point.

KEY FINDINGS – CLOSING THE GAP GRADE 5

- In English/Language Arts, the achievement gap between Black and White students has narrowed to a seven (7) percentage point gap from a twelve (12) percentage point gap in 2006, 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 2006 while the performance of Black students has increased by ten (10) percentage points.
- In English/Language Arts, the achievement gap between Hispanic students and White students has narrowed to a four (4) percentage point gap from a seventeen (17) percentage point gap in 2006, 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 2006 while the performance of Hispanic students has increased by eighteen (18) percentage points.
- In Mathematics, the achievement gap between ELL and All Students has narrowed to a sixteen (16) 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 All Students has increased by fifteen (15) percentage points since 2008 while the performance of ELL students has increased by twenty-three (23) percentage points.
- In Mathematics, the achievement gap between Black students and White students has narrowed to a thirteen (13) percentage point gap from a nineteen (19) 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 eighteen (18) percentage points.

KEY FINDINGS – GRADE 6

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

- Ninety-four percent (94%), 91%, and 76% of Georgia’s sixth grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Seventy-one percent (71%), and 72% of sixth grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2011 performance to 2010, the percent of students meeting or exceeding the standard increased by 3 percentage points in Reading, 1 percentage point in Mathematics and Science, and 8 percentage points in Social Studies. The percentage of students meeting or exceeding the standard decreased by 1 percentage point in English/Language Arts.
- When comparing 2011 performance to 2010, the percent of students exceeding the standard in Reading, English/Language Arts, Mathematics, Science, and Social Studies increased by 1, 4, 2, 1, and 6 percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 6

- In Reading, the achievement gap between ELL students and All Students has narrowed to a nineteen (19) percentage point gap from a thirty-two (32) percentage point gap in 2006, 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 2006 while the performance of ELL students has increased by twenty-one (21) percentage points.
- In Mathematics, the achievement gap between Hispanic students and White students has narrowed to an eleven (11) percentage point gap from a twenty (20) percentage point gap in 2006 for Hispanic students, 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 2006 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 twenty-two (22) percentage point gap from a twenty-seven (27) percentage point gap in 2006, 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 2006 while the performance of Black students has increased by seventeen (17) percentage points.
- In Science, the achievement gap between Hispanic students and White students has narrowed to a sixteen (16) percentage point gap from a twenty-seven (27) percentage point gap in 2006, 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 seven (7) percentage points since 2006 while the performance of Hispanic students has increased by eighteen (18) percentage points.

KEY FINDINGS – GRADE 7

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

- Ninety-one percent (91%), 93%, and 89% of Georgia's seventh grade students met or exceeded the standard for Reading, English/Language Arts, and Mathematics, respectively. Eighty-two percent (82%), and 75% of seventh grade students met or exceeded the standard for Science and Social Studies, respectively.
- When comparing 2011 performance to 2010, the percent of students meeting or exceeding the standard increased by 2 percentage points in Reading and Science, by 4 percentage points in Mathematics and Social Studies, and by 1 percentage point in English/Language Arts.
- When comparing 2011 performance to 2010, the percent of students exceeding the standard in English/Language Arts, Mathematics, Science, and Social Studies increased by 5, 1, 4 and 9 percentage points, respectively. The percent of students exceeding the standard in Reading remained the same.

KEY FINDINGS – CLOSING THE GAP GRADE 7

- In Reading, the achievement gap between ELL students and All Students has narrowed to a thirty-one (31) percentage point gap from a forty-two (42) percentage point gap in 2006, 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 eleven (11) percentage points since 2006 while the performance of ELL students has increased by twenty-two (22) percentage points.
- In Reading, the achievement gap between Hispanic students and White students has narrowed to a six (6) percentage point gap from a seventeen (17) percentage point gap in 2006, 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 seven (7) percentage points since 2006 while the performance of Hispanic 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 twenty-five (25) percentage point gap from a forty-eight (48) percentage point gap in 2006, 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 2006 while the performance of ELL students has increased by thirty-three (33) percentage points.
- In English/Language Arts, the achievement gap between Hispanic students and White students has narrowed to a three (3) percentage point gap from a nineteen (19) percentage point gap in 2006, 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 2006 while the performance of Hispanic students has increased by twenty-one (21) percentage points.

KEY FINDINGS – CLOSING THE GAP GRADE 7 (CONTINUED)

- In Mathematics, the achievement gap between ELL students and All Students has narrowed to a nineteen (19) 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 fifteen (15) percentage points since 2007 while the performance of ELL students has increased by twenty-five (25) percentage points.
- 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 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 an eleven (11) 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 ten (10) percentage points since 2007 while the performance of Black students has increased by twenty-one (21) percentage points.
- In Science, the achievement gap between ELL students and All Students has narrowed to a thirty-three (33) percentage point gap from a forty-two (42) percentage point gap in 2006, 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 nineteen (19) percentage points since 2006 while the performance of ELL students has increased by twenty-eight (28) percentage points.
- In Science, the achievement gap between Hispanic students and White students has narrowed to a ten (10) percentage point gap from a twenty-four (24) percentage point gap in 2006, 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 2006 while the performance of Hispanic students has increased by twenty-seven (27) percentage points.
- In Science, the achievement gap between Black students and White students has narrowed to an eighteen (18) percentage point gap from a thirty (30) percentage point gap in 2006, 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 2006 while the performance of Black students has increased by twenty-five (25) percentage points.

KEY FINDINGS – GRADE 8

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

- Ninety-six percent (96%), 93%, and 78% of Georgia's eighth grade students met or exceeded the standards for Reading, English/Language Arts, and Mathematics, respectively. Sixty-seven percent (67%) and 73% of eighth grade students met or exceeded the standard in Science and Social Studies, respectively.
- When comparing 2011 performance to 2010, the percent of students meeting or exceeding the standard increased by 1 percentage point in Reading and English/Language Arts, 4 percentage points in Mathematics, 2 percentage points in Science, and 3 percentage points in Social Studies.
- When comparing 2011 performance to 2010, the percent of students exceeding the standard in Reading, English/Language Arts, Mathematics, Science, and Social Studies increased by 6, 6, 2, 4 and 3 percentage points, respectively.

KEY FINDINGS – CLOSING THE GAP GRADE 8

- In Reading, the achievement gap between Hispanic and White students has narrowed to a four (4) percentage point gap from a sixteen (16) percentage point gap in 2006, 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 2006 while the performance of Hispanic students has increased by fifteen (15) percentage points.
- In English/Language Arts, the achievement gap between Hispanic students and White students has narrowed to a five (5) percentage point gap from an eighteen (18) percentage point gap in 2006, 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 2006 while the performance of Hispanic students has increased by sixteen (16) 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 seventeen (17) 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 nineteen (19) 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 seventeen (17) 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 ten (10) percentage points since 2008 while the performance of Hispanic students has increased by twenty-one (21) percentage points.
- In Social Studies, the achievement gap between Black students and White students has narrowed to a twenty-three (23) 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 ten (10) percentage points since 2008 while the performance of Black students has increased by sixteen (16) percentage points.

OVERALL FINDINGS - SPECIAL POPULATIONS

- When comparing 2011 performance to 2010, English Language Learner (ELL) 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). English Language Learners experienced one year gains greater than 5 percentage points in grade 5 Math, grade 6 Reading, and grade 7 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 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).

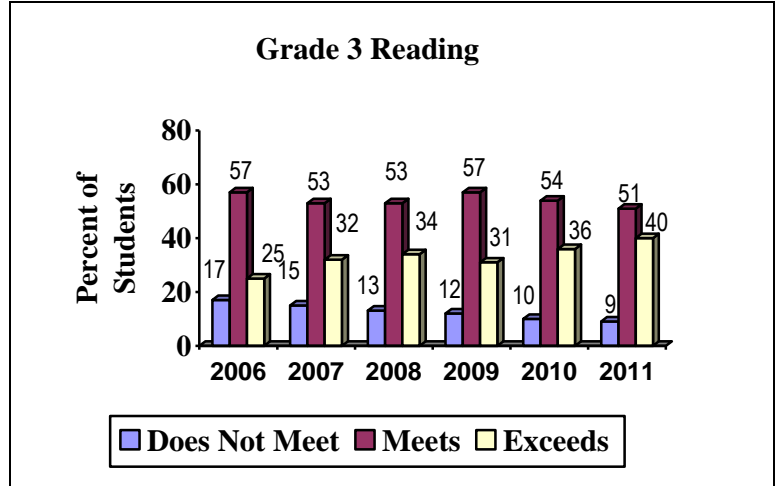
KEY FINDINGS – GRADES 3, 5, AND 8 PROMOTION/RETENTION

- 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 87% met or exceeded the standard in Mathematics. Nine percent (9%) of the fifth grade students did not meet the standard in Reading, while 13% did not meet in Mathematics. Five percent (5%) of fifth grade students did not meet 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 78% met or exceeded the standard in Mathematics. Four percent (4%) of eighth graders did not meet the standard in Reading while 22% 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

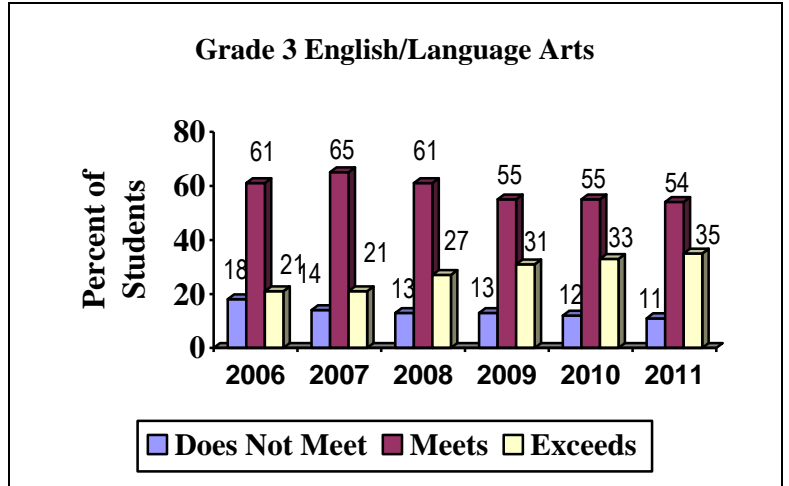
Grade 3 Reading						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	17	15	13	12	10	9
Meets	57	53	53	57	54	51
Exceeds	25	32	34	31	36	40

Beginning in 2006, scores are based on the GPS providing baseline data.



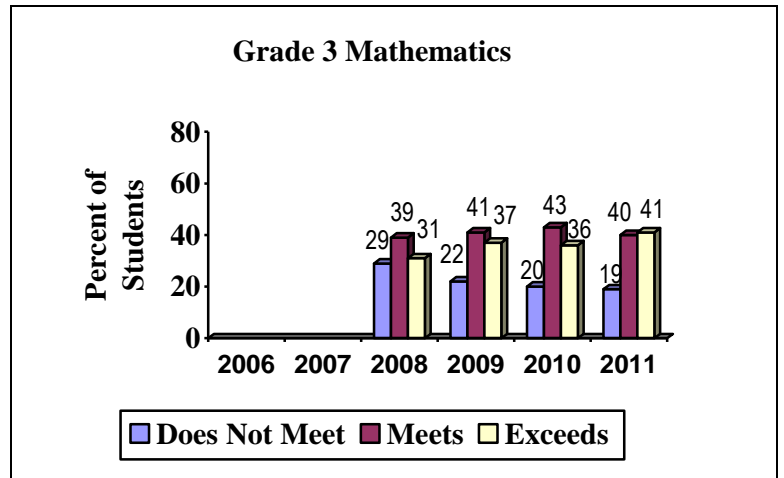
Grade 3 English/Language Arts						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	18	14	13	13	12	11
Meets	61	65	61	55	55	54
Exceeds	21	21	27	31	33	35

Beginning in 2006, scores are based on the GPS providing baseline data.



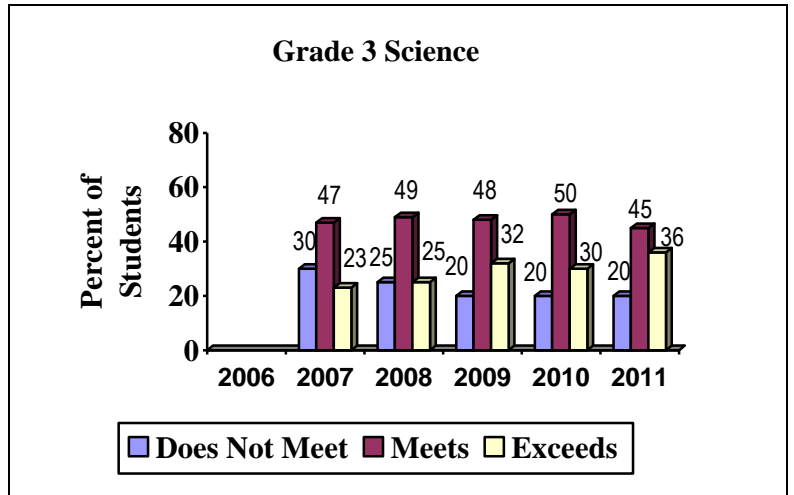
Grade 3 Mathematics						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	29	22	20	19
Meets	--	--	39	41	43	40
Exceeds	--	--	31	37	36	41

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

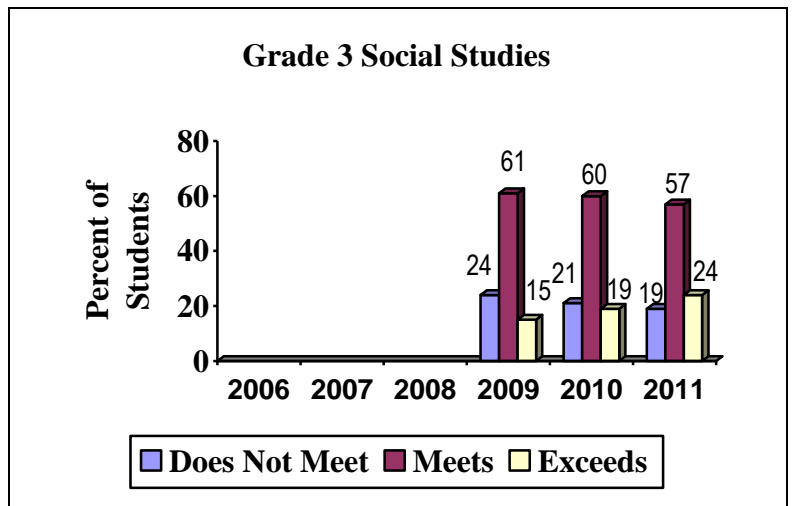


Historical Performance of Georgia Students on the CRCT

Grade 3 Science						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	30	25	20	20	20
Meets	--	47	49	48	50	45
Exceeds	--	23	25	32	30	36
Beginning in 2007, scores are based on the GPS providing baseline data.						



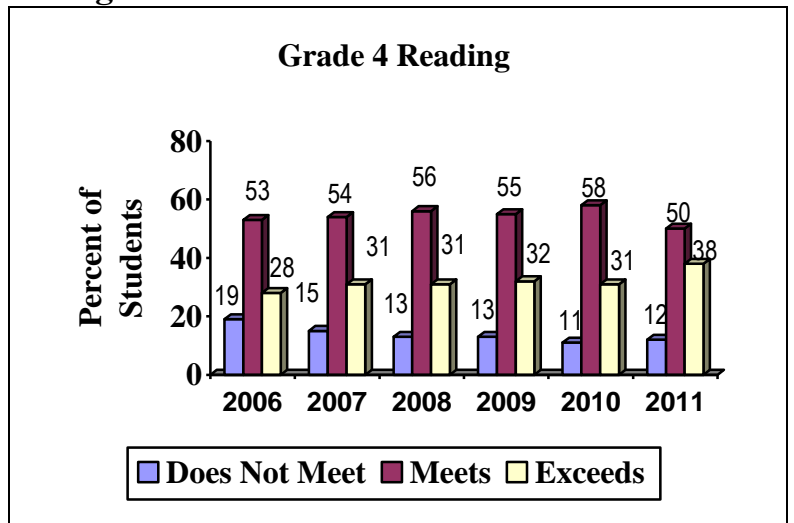
Grade 3 Social Studies						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	--	24	21	19
Meets	--	--	--	61	60	57
Exceeds	--	--	--	15	19	24
Beginning in 2009, scores are based on the GPS providing baseline data.						



Historical Performance of Georgia Students on the CRCT

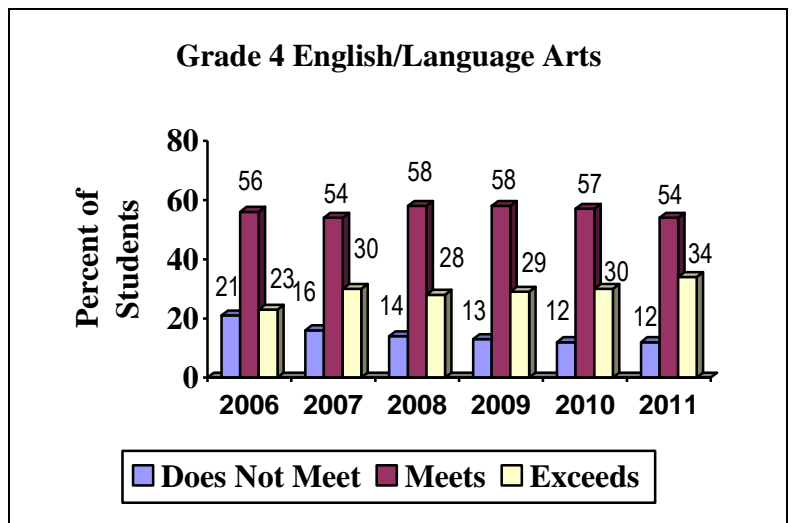
Grade 4 Reading						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	19	15	13	13	11	12
Meets	53	54	56	55	58	50
Exceeds	28	31	31	32	31	38

Beginning in 2006, scores are based on the GPS providing baseline data.



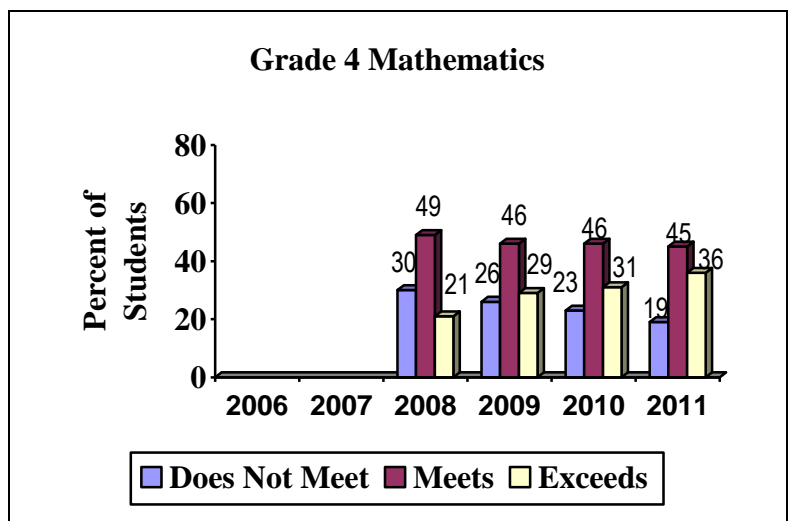
Grade 4 English/Language Arts						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	21	16	14	13	12	12
Meets	56	54	58	58	57	54
Exceeds	23	30	28	29	30	34

Beginning in 2006, scores are based on the GPS providing baseline data.



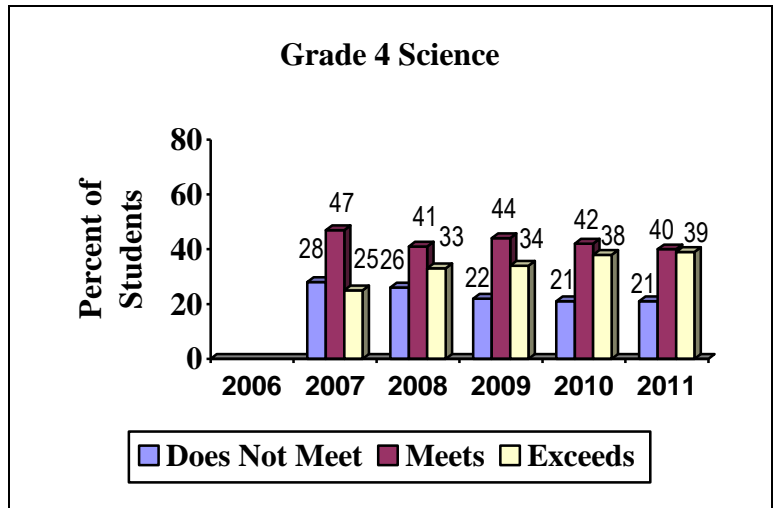
Grade 4 Mathematics						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	30	26	23	19
Meets	--	--	49	46	46	45
Exceeds	--	--	21	29	31	36

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

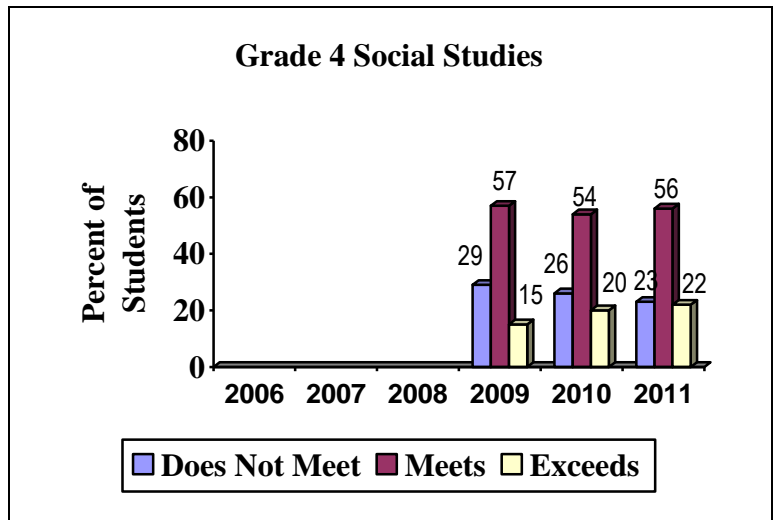


Historical Performance of Georgia Students on the CRCT

Grade 4 Science						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	28	26	22	21	21
Meets	--	47	41	44	42	40
Exceeds	--	25	33	34	38	39
Beginning in 2007, scores are based on the GPS providing baseline data.						



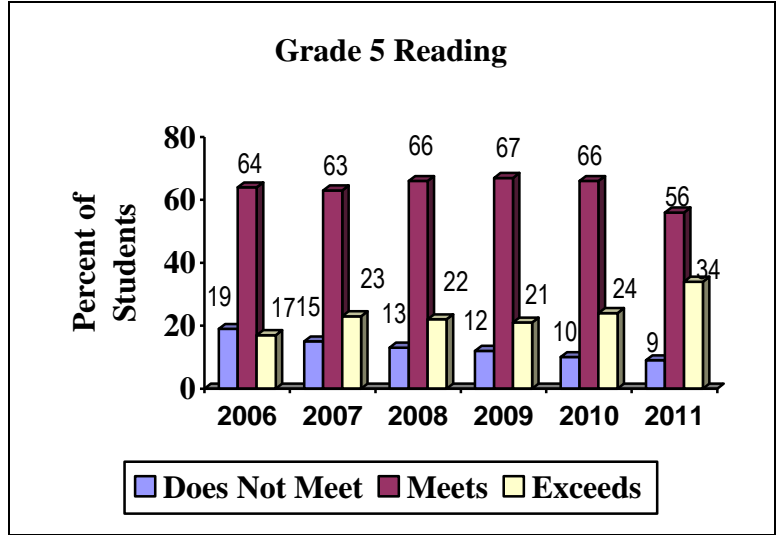
Grade 4 Social Studies						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	--	29	26	23
Meets	--	--	--	57	54	56
Exceeds	--	--	--	15	20	22
Beginning in 2009, scores are based on the GPS providing baseline data.						



Historical Performance of Georgia Students on the CRCT

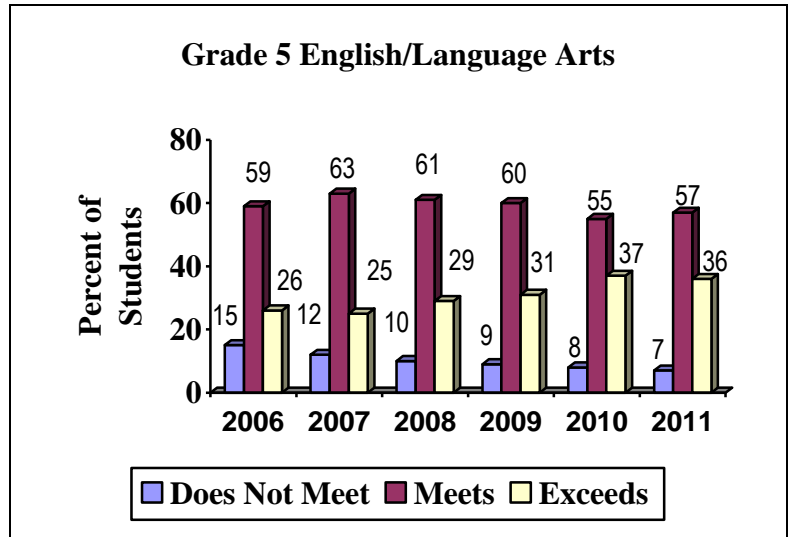
Grade 5 Reading						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	19	15	13	12	10	9
Meets	64	63	66	67	66	56
Exceeds	17	23	22	21	24	34

Beginning in 2006, scores are based on the GPS providing baseline data.



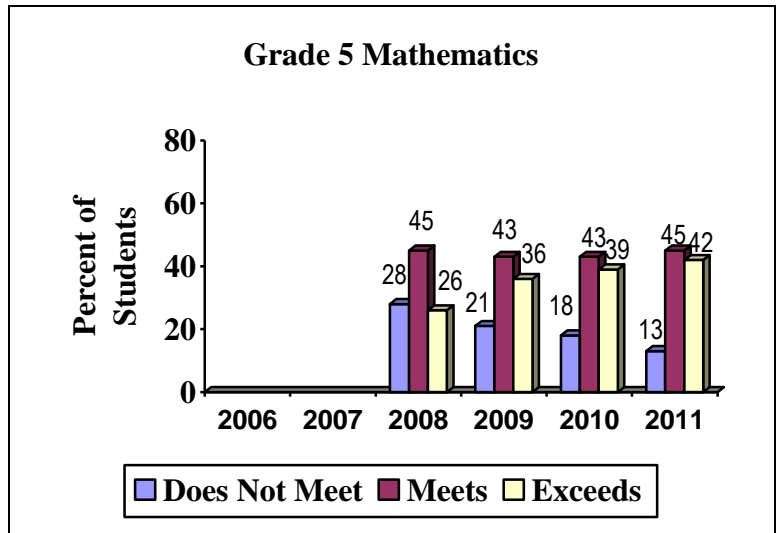
Grade 5 English/Language Arts						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	15	12	10	9	8	7
Meets	59	63	61	60	55	57
Exceeds	26	25	29	31	37	36

Beginning in 2006, scores are based on the GPS providing baseline data.



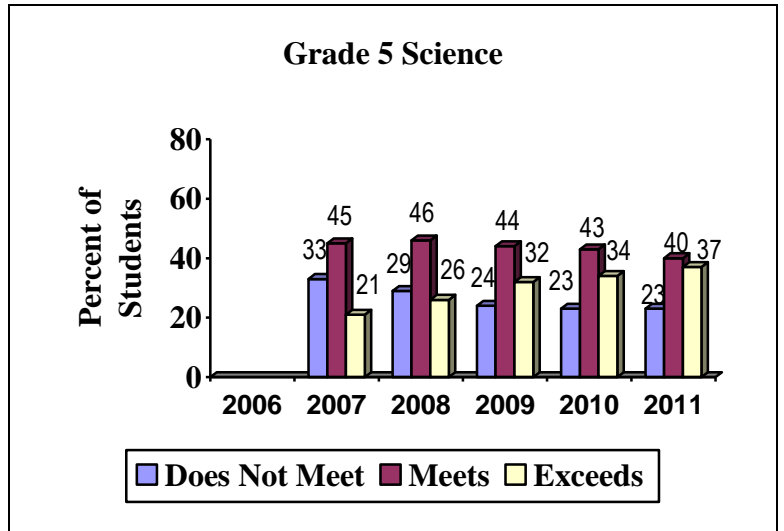
Grade 5 Mathematics						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	28	21	18	13
Meets	--	--	45	43	43	45
Exceeds	--	--	26	36	39	42

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

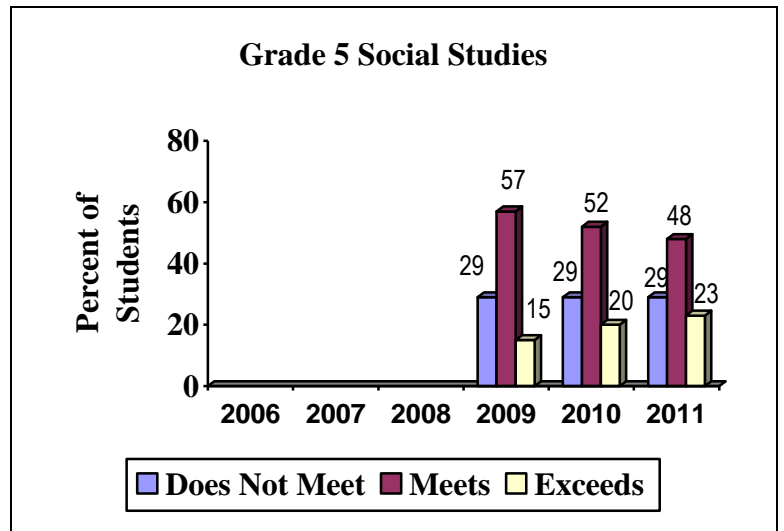


Historical Performance of Georgia Students on the CRCT

Grade 5 Science						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	33	29	24	23	23
Meets	--	45	46	44	43	40
Exceeds	--	21	26	32	34	37
Beginning in 2007, scores are based on the GPS providing baseline data.						

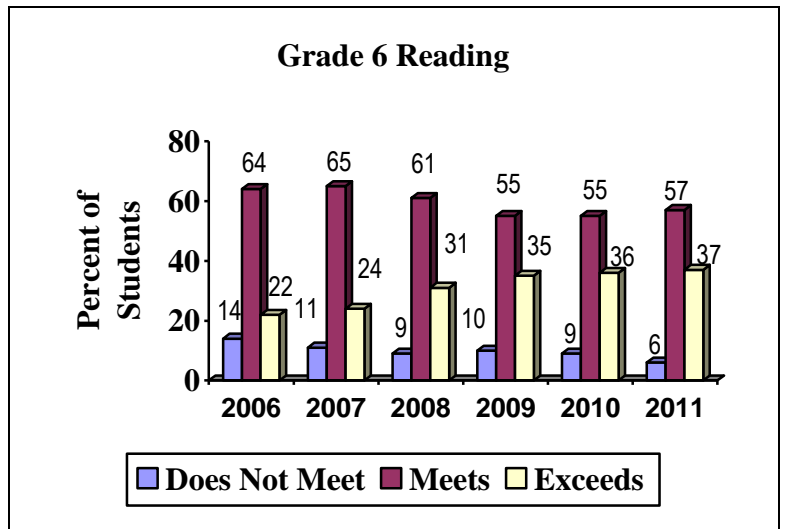


Grade 5 Social Studies						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	--	29	29	29
Meets	--	--	--	57	52	48
Exceeds	--	--	--	15	20	23
Beginning in 2009, scores are based on the GPS providing baseline data.						

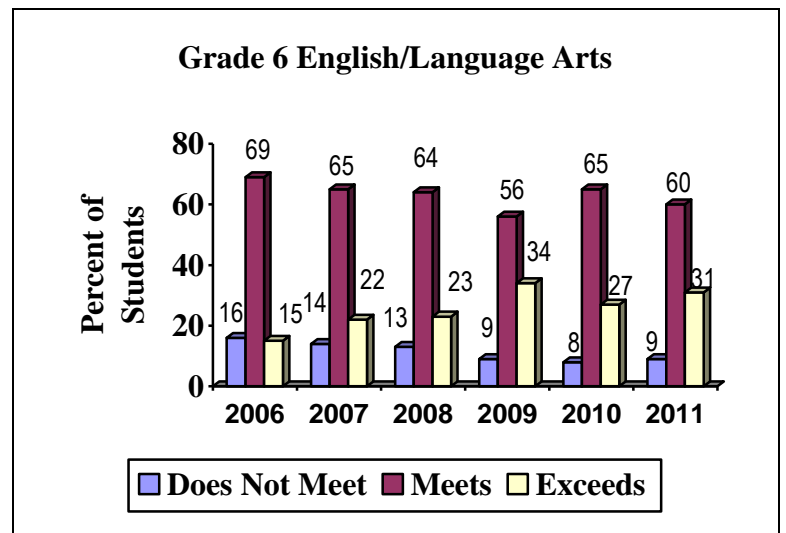


Historical Performance of Georgia Students on the CRCT

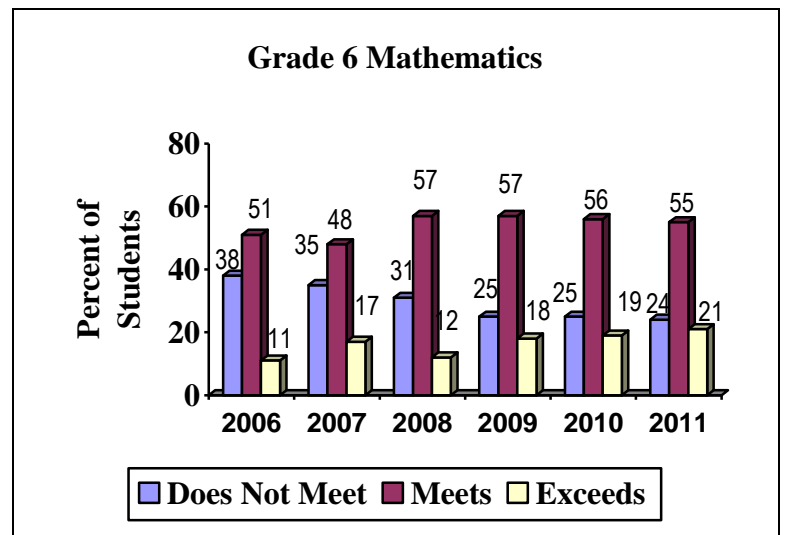
Grade 6 Reading						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	14	11	9	10	9	6
Meets	64	65	61	55	55	57
Exceeds	22	24	31	35	36	37
Beginning in 2006, scores are based on the GPS providing baseline data.						



Grade 6 English/Language Arts						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	16	14	13	9	8	9
Meets	69	65	64	56	65	60
Exceeds	15	22	23	34	27	31
Beginning in 2006, scores are based on the GPS providing baseline data.						



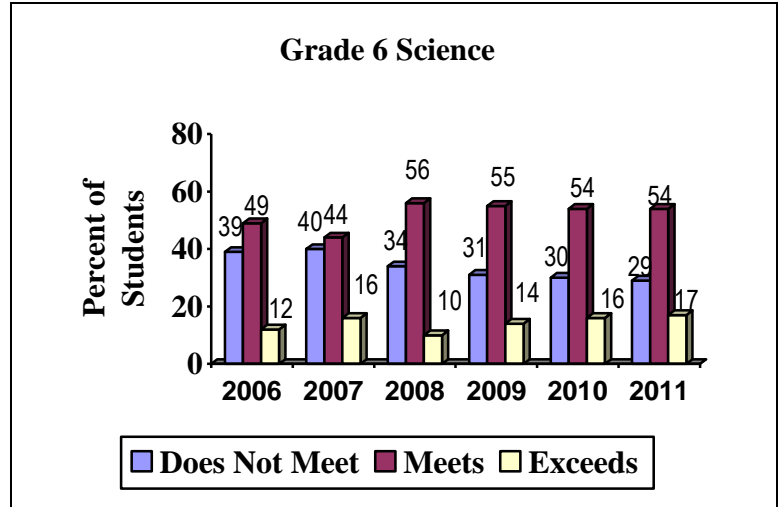
Grade 6 Mathematics						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	38	35	31	25	25	24
Meets	51	48	57	57	56	55
Exceeds	11	17	12	18	19	21
Beginning in 2006, scores are based on the GPS providing baseline data.						



Historical Performance of Georgia Students on the CRCT

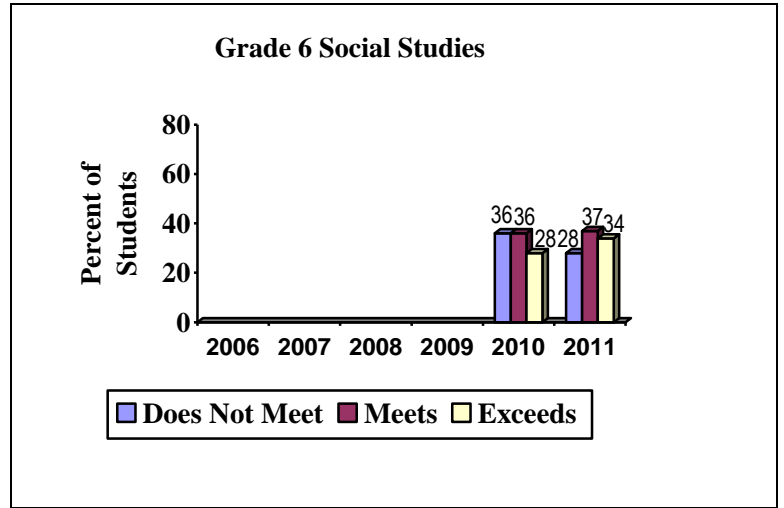
Grade 6 Science						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	39	40	34	31	30	29
Meets	49	44	56	55	54	54
Exceeds	12	16	10	14	16	17

Beginning in 2006, scores are based on the GPS providing baseline data.



Grade 6 Social Studies						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	--	--	36	28
Meets	--	--	--	--	36	37
Exceeds	--	--	--	--	28	34

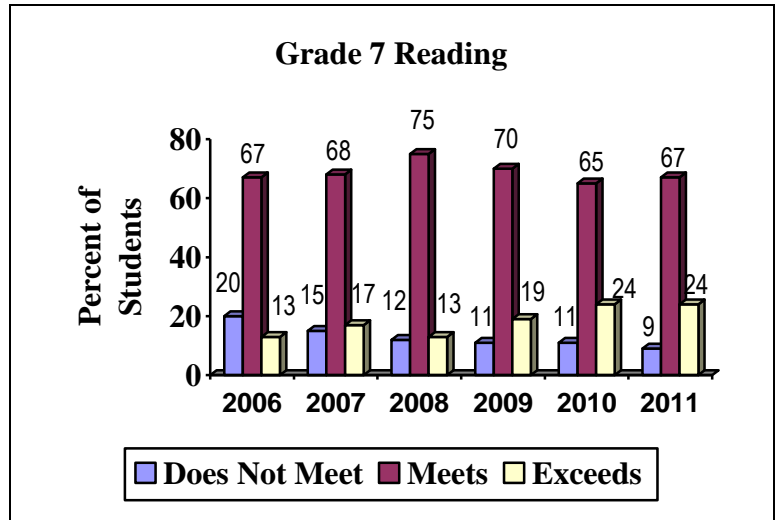
Beginning in 2010, scores are based on the GPS providing baseline data.



Historical Performance of Georgia Students on the CRCT

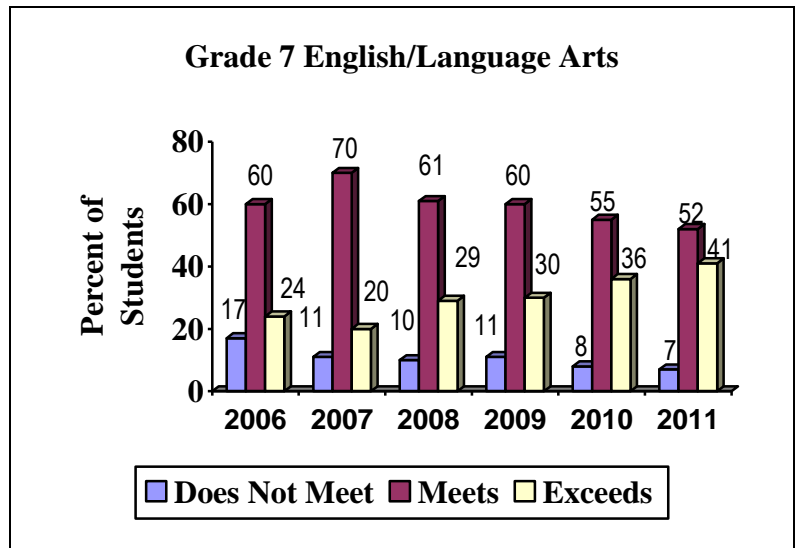
Grade 7 Reading						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	20	15	12	11	11	9
Meets	67	68	75	70	65	67
Exceeds	13	17	13	19	24	24

Beginning in 2006, scores are based on the GPS providing baseline data.



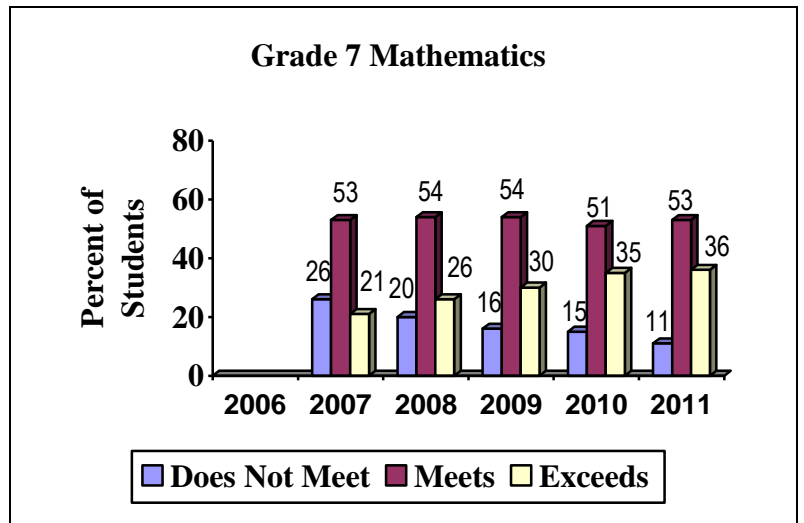
Grade 7 English/Language Arts						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	17	11	10	11	8	7
Meets	60	70	61	60	55	52
Exceeds	24	20	29	30	36	41

Beginning in 2006, scores are based on the GPS providing baseline data.



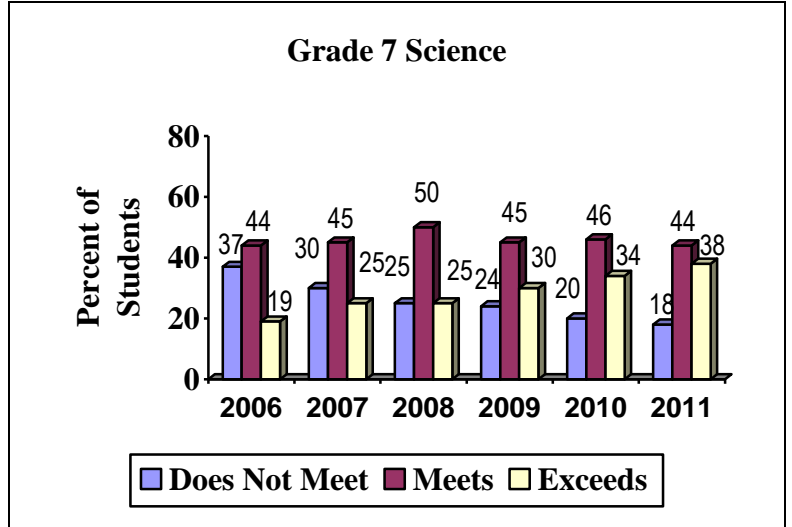
Grade 7 Mathematics						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	26	20	16	15	11
Meets	--	53	54	54	51	53
Exceeds	--	21	26	30	35	36

Beginning in 2007, scores are based on the GPS providing baseline data.

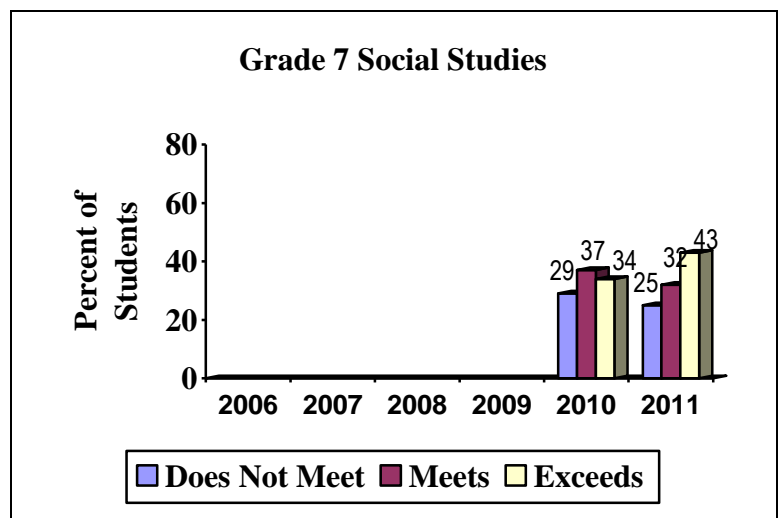


Historical Performance of Georgia Students on the CRCT

Grade 7 Science						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	37	30	25	24	20	18
Meets	44	45	50	45	46	44
Exceeds	19	25	25	30	34	38
Beginning in 2006, scores are based on the GPS providing baseline data.						



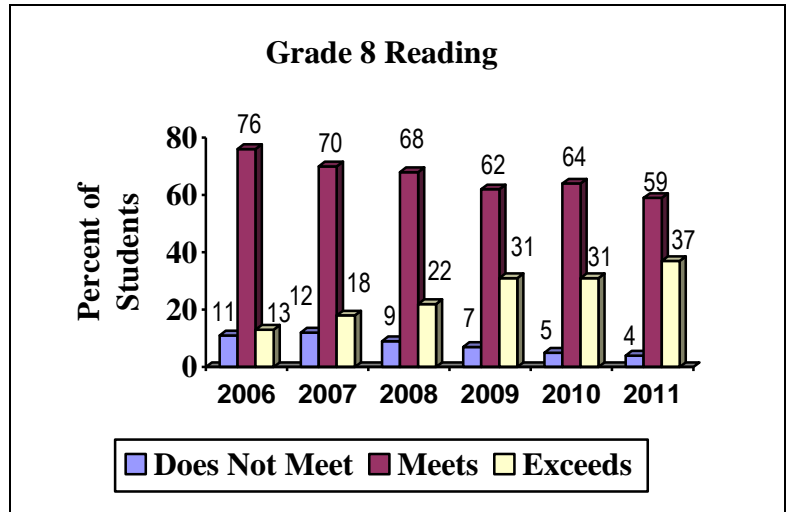
Grade 7 Social Studies						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	--	--	29	25
Meets	--	--	--	--	37	32
Exceeds	--	--	--	--	34	43
Beginning in 2010, scores are based on the GPS providing baseline data.						



Historical Performance of Georgia Students on the CRCT

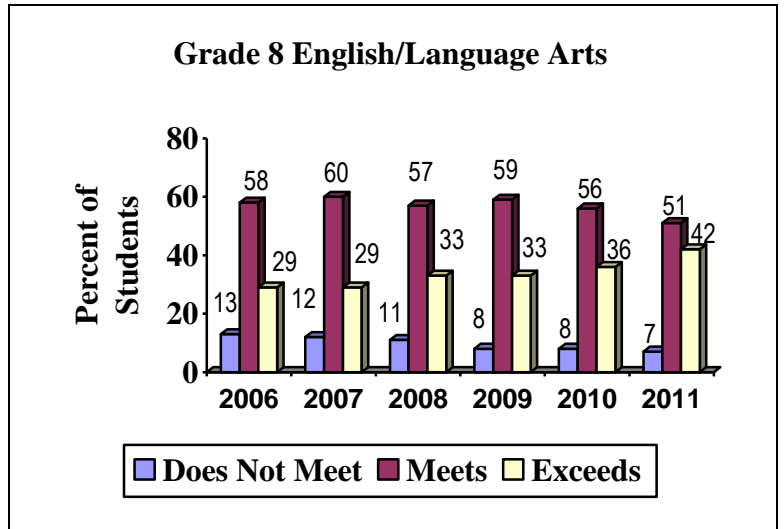
Grade 8 Reading						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	11	12	9	7	5	4
Meets	76	70	68	62	64	59
Exceeds	13	18	22	31	31	37

Beginning in 2006, scores are based on the GPS providing baseline data.



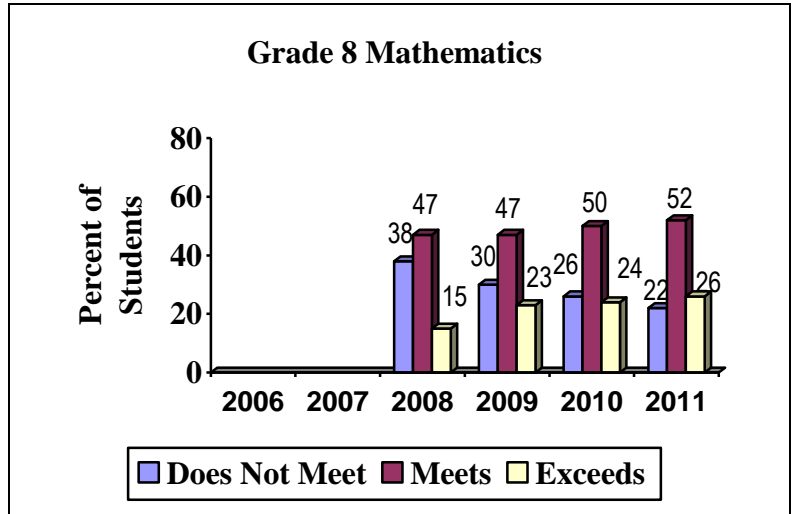
Grade 8 English/Language Arts						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	13	12	11	8	8	7
Meets	58	60	57	59	56	51
Exceeds	29	29	33	33	36	42

Beginning in 2006, scores are based on the GPS providing baseline data.



Grade 8 Mathematics						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	38	30	26	22
Meets	--	--	47	47	50	52
Exceeds	--	--	15	23	24	26

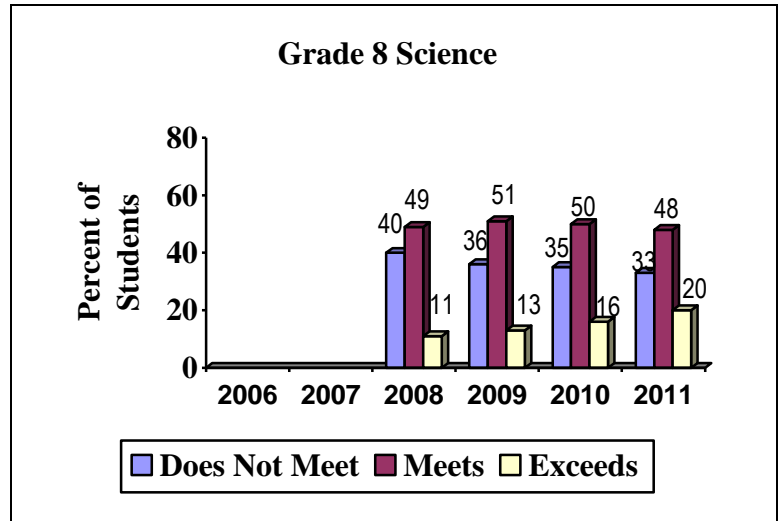
Beginning in 2008, scores are based on the GPS providing baseline data.



Historical Performance of Georgia Students on the CRCT

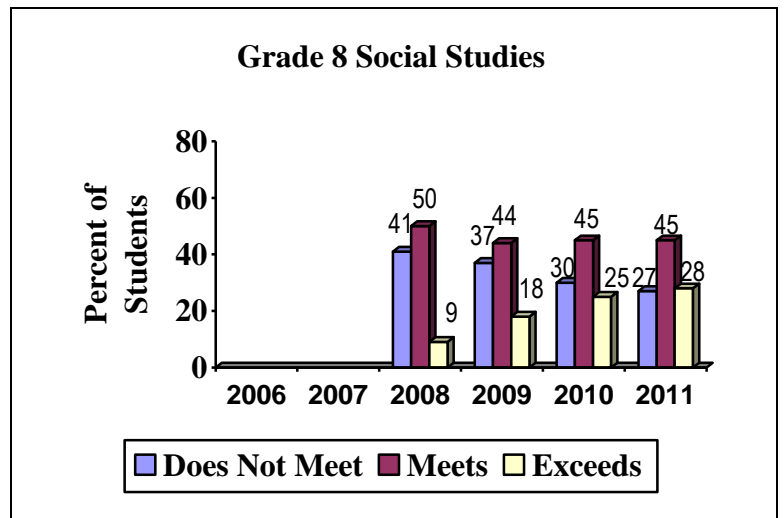
Grade 8 Science						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	40	36	35	33
Meets	--	--	49	51	50	48
Exceeds	--	--	11	13	16	20

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



Grade 8 Social Studies						
Performance Level	Percent of Students					
	06	07	08	09	10	11
Does Not Meet	--	--	41	37	30	27
Meets	--	--	50	44	45	45
Exceeds	--	--	9	18	25	28

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



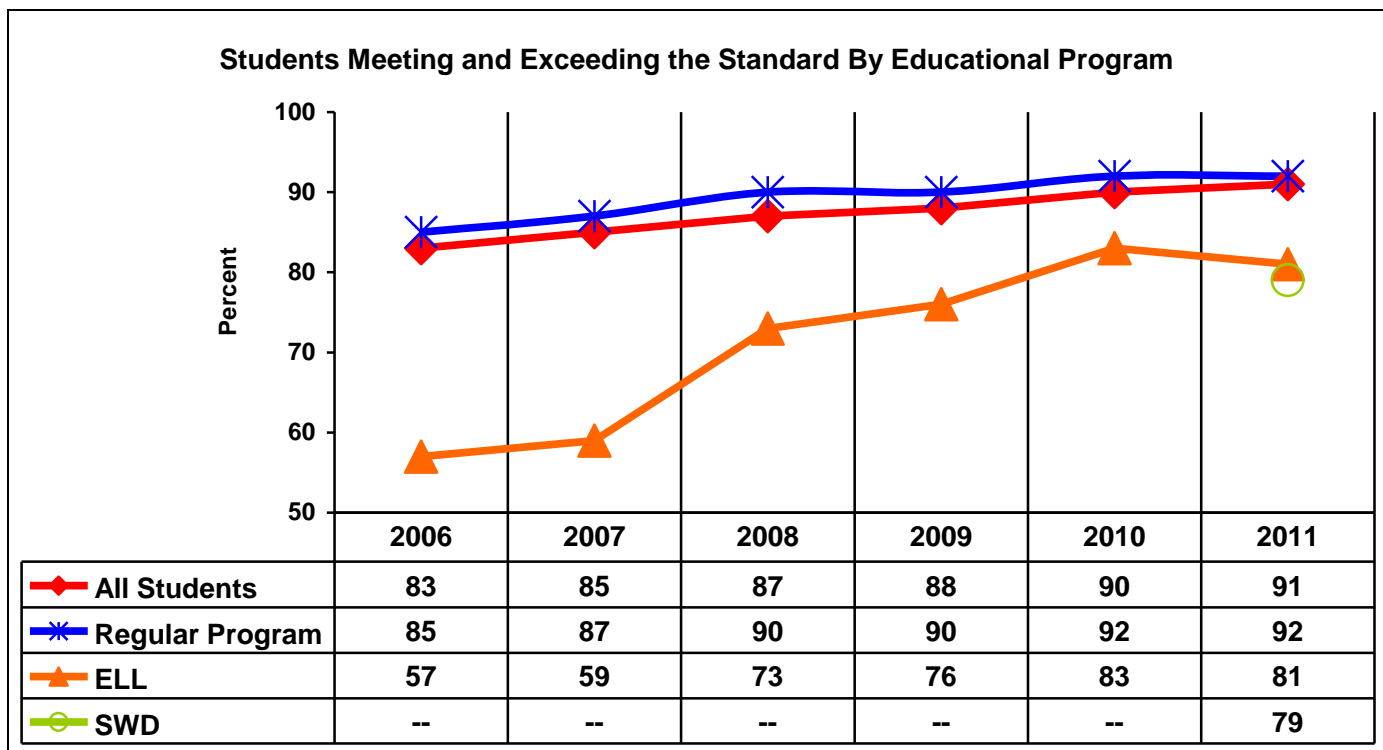
(Please Note: Because of rounding, all disaggregated charts may not appear consistent with historical data.)

Percentage of Students Meeting and Exceeding the Standard

Grade 3 Reading								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	83	85	87	88	90	91	+1	+8
Regular Program Students	85	87	90	90	92	92	0	+7
English Language Learners	57	59	73	76	83	81	-2	+24
Students with Disabilities*	--	--	--	--	--	79	--	--
Asian	93	93	95	94	95	96	+1	+3
Black	75	78	81	82	85	85	0	+10
Hispanic	74	78	83	85	90	90	0	+16
Native American/Alaskan	87	93	87	91	92	93	+1	+6
White	90	92	93	93	95	96	+1	+6
Multiracial	86	89	90	91	93	94	+1	+8
Female	86	88	90	91	93	93	0	+7
Male	80	82	85	85	88	89	+1	+9

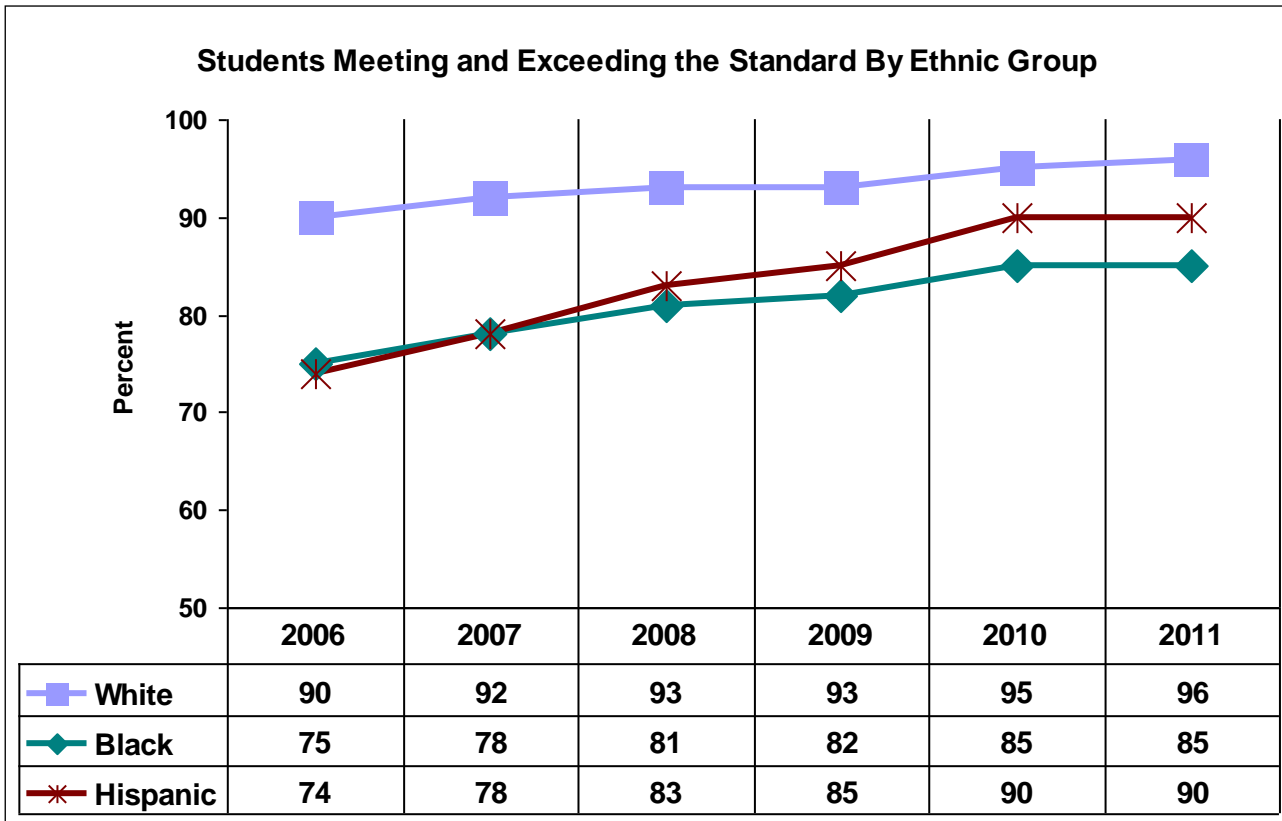
In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 3 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 3 Reading

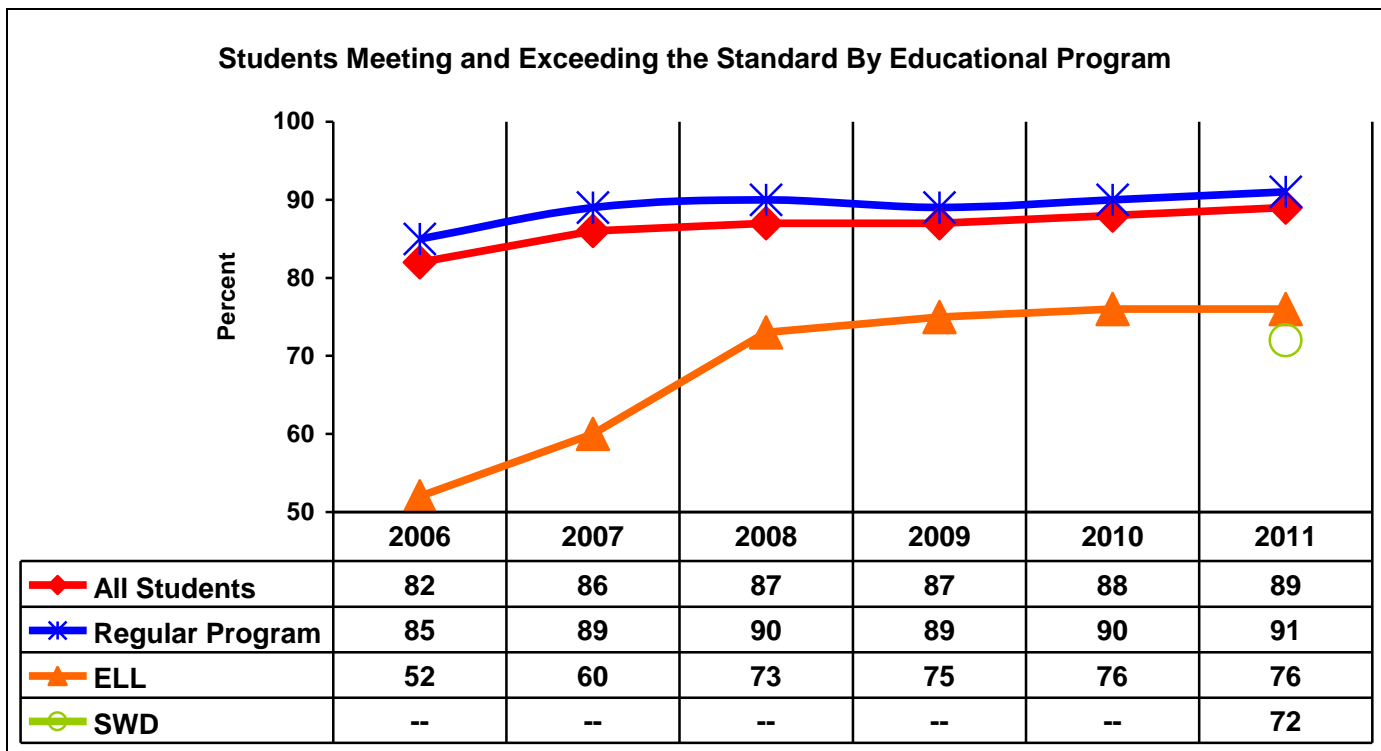


Percentage of Students Meeting and Exceeding the Standard

Grade 3 English/Language Arts								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	82	86	87	87	88	89	+1	+7
Regular Program Students	85	89	90	89	90	91	+1	+6
English Language Learners	52	60	73	75	76	76	0	+20
Students with Disabilities*	--	--	--	--	--	72	--	--
Asian	93	94	96	95	95	96	+1	+3
Black	76	80	82	81	81	83	+2	+7
Hispanic	73	80	83	84	86	87	+1	+14
Native American/Alaskan	86	90	88	85	90	91	+1	+5
White	88	91	92	91	93	94	+1	+6
Multiracial	85	88	90	89	91	91	0	+6
Female	86	89	91	90	91	92	+1	+6
Male	78	82	84	83	84	86	+2	+8

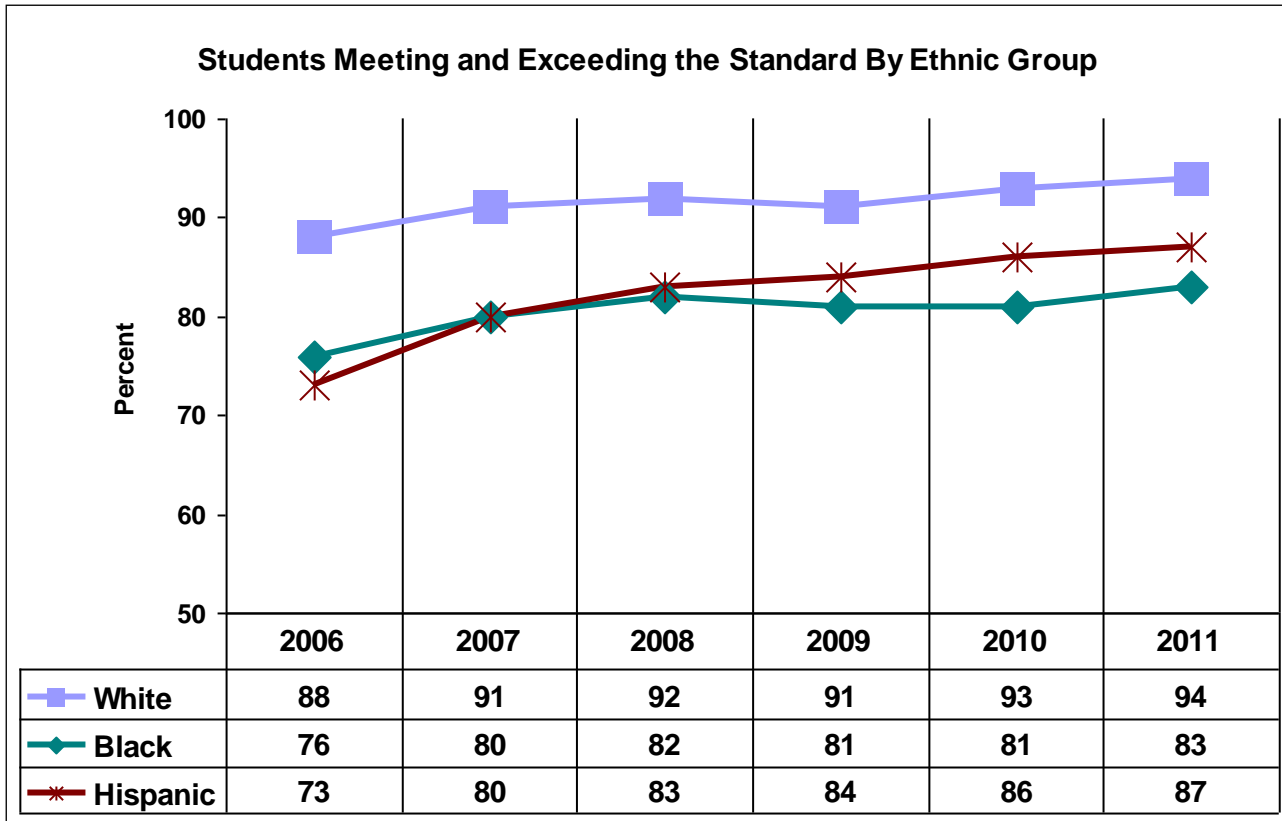
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 3 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 3 English/Language Arts

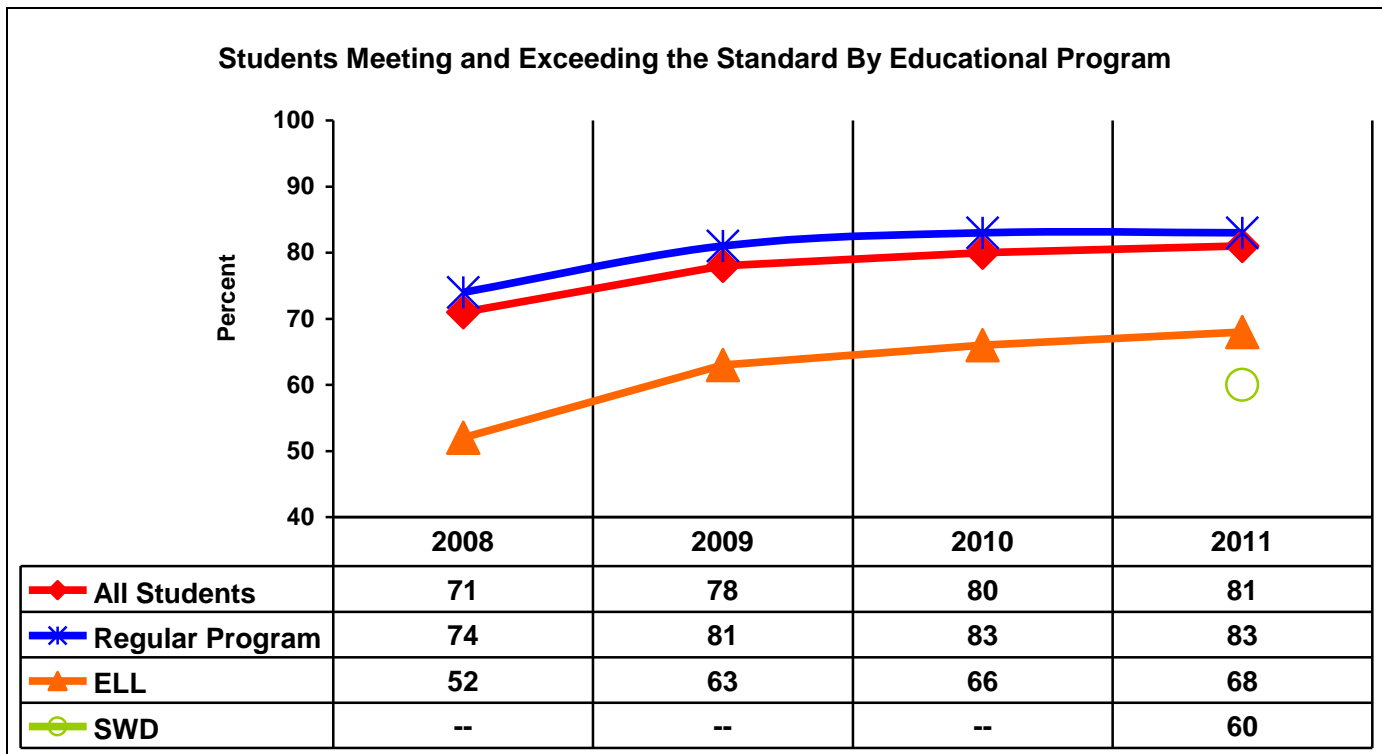


Percentage of Students Meeting and Exceeding the Standard

Grade 3 Mathematics								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2008-2011
All Students	--	--	71	78	80	81	+1	+10
Regular Program Students	--	--	74	81	83	83	0	+9
English Language Learners	--	--	52	63	66	68	+2	+16
Students with Disabilities*	--	--	--	--	--	60	--	--
Asian	--	--	91	92	92	93	+1	+2
Black	--	--	58	67	69	71	+2	+13
Hispanic	--	--	66	76	79	80	+1	+14
Native American/Alaskan	--	--	71	79	82	81	-1	+10
White	--	--	81	87	88	89	+1	+8
Multiracial	--	--	74	81	83	83	0	+9
Female	--	--	72	80	82	83	+1	+11
Male	--	--	70	76	78	79	+1	+9

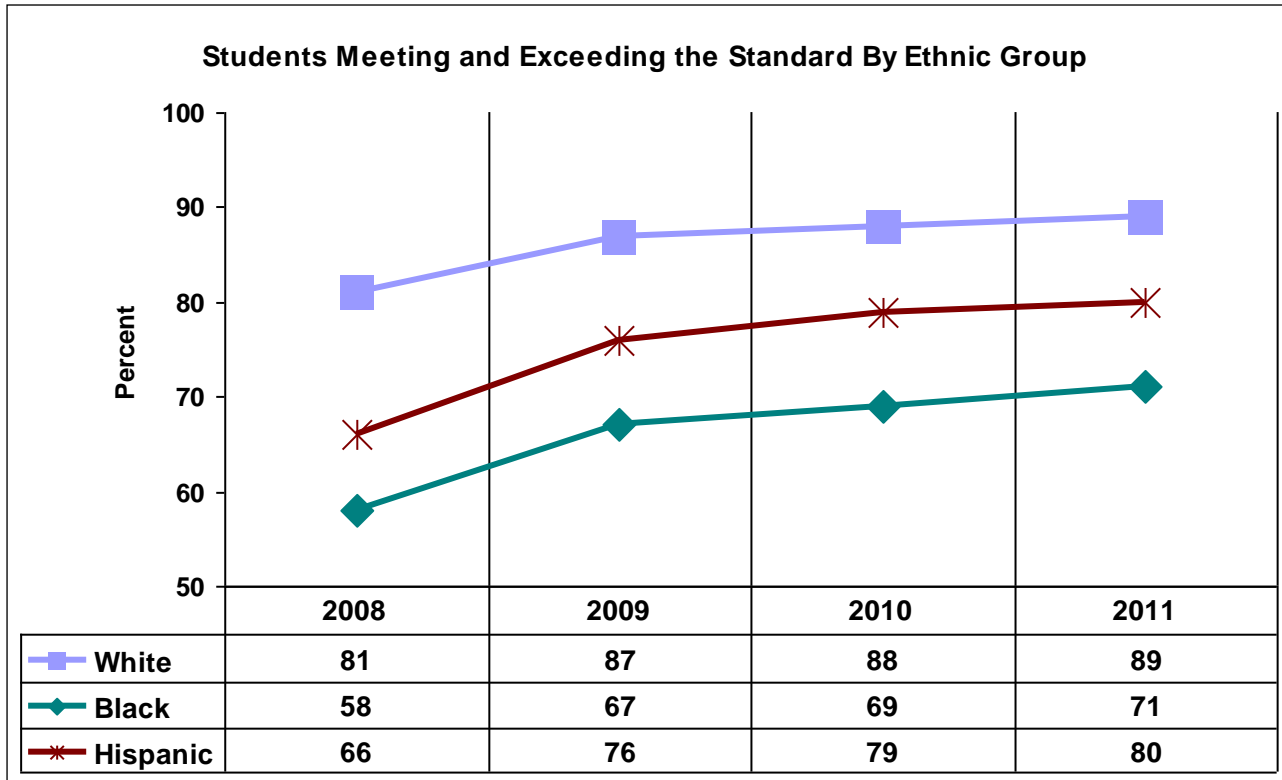
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 3 Mathematics



Percentage of Students Meeting and Exceeding the Standard

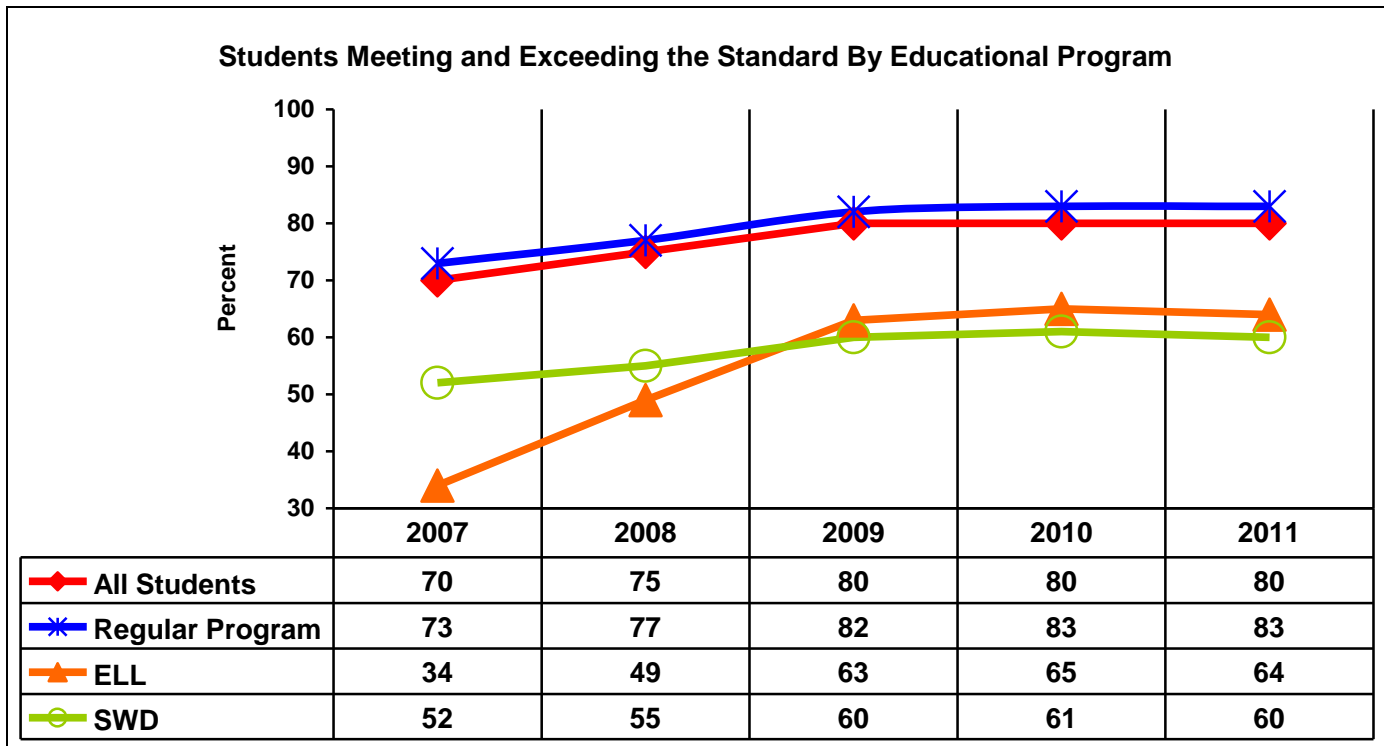
Grade 3 Mathematics



Percentage of Students Meeting and Exceeding the Standard

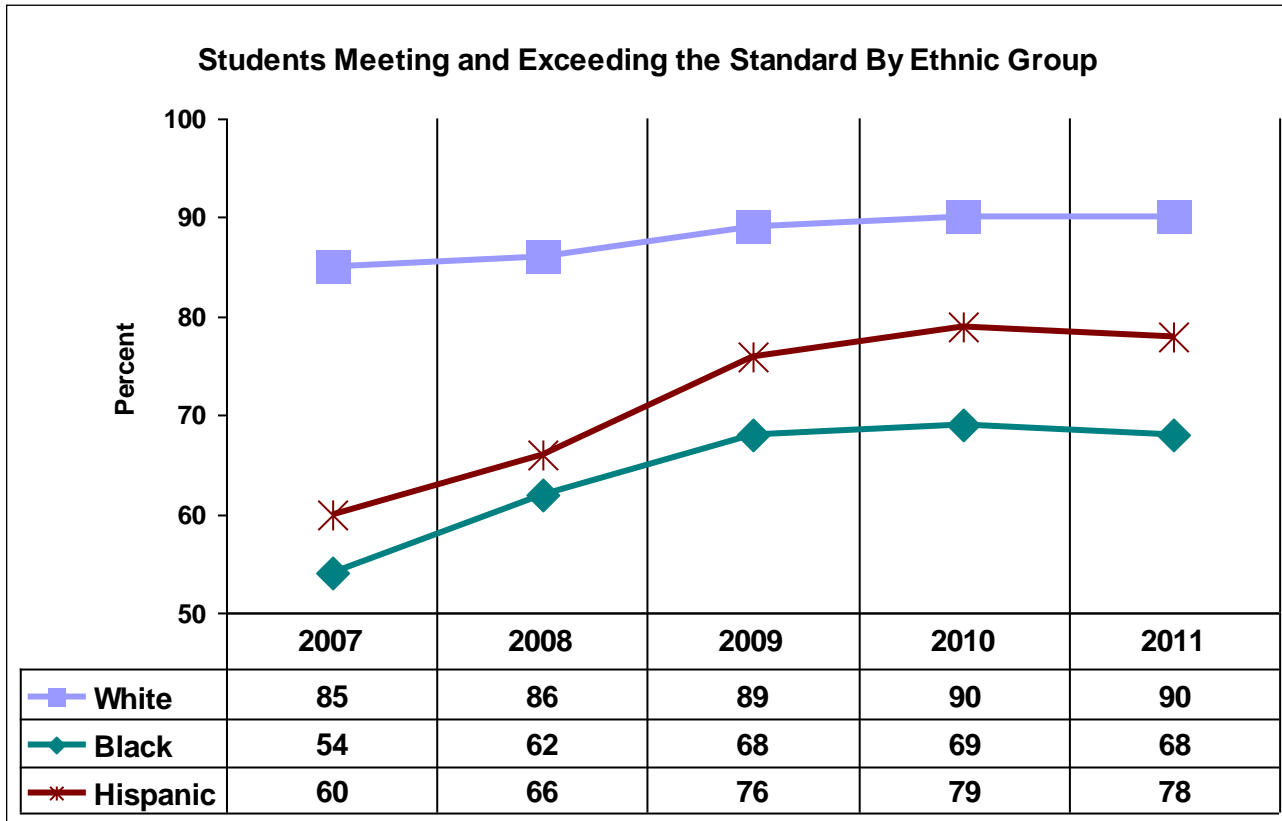
Grade 3 Science								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2007-2011
All Students	--	70	75	80	80	80	0	+10
Regular Program Students	--	73	77	82	83	83	0	+10
English Language Learners	--	34	49	63	65	64	-1	+30
Students with Disabilities	--	52	55	60	61	60	-1	+8
Asian	--	87	88	90	90	91	+1	+4
Black	--	54	62	68	69	68	-1	+14
Hispanic	--	60	66	76	79	78	-1	+18
Native American/Alaskan	--	84	75	78	82	86	+4	+2
White	--	85	86	89	90	90	0	+5
Multiracial	--	76	80	84	85	85	0	+9
Female	--	71	77	82	82	82	0	+11
Male	--	69	73	78	79	79	0	+10

Grade 3 Science



Percentage of Students Meeting and Exceeding the Standard

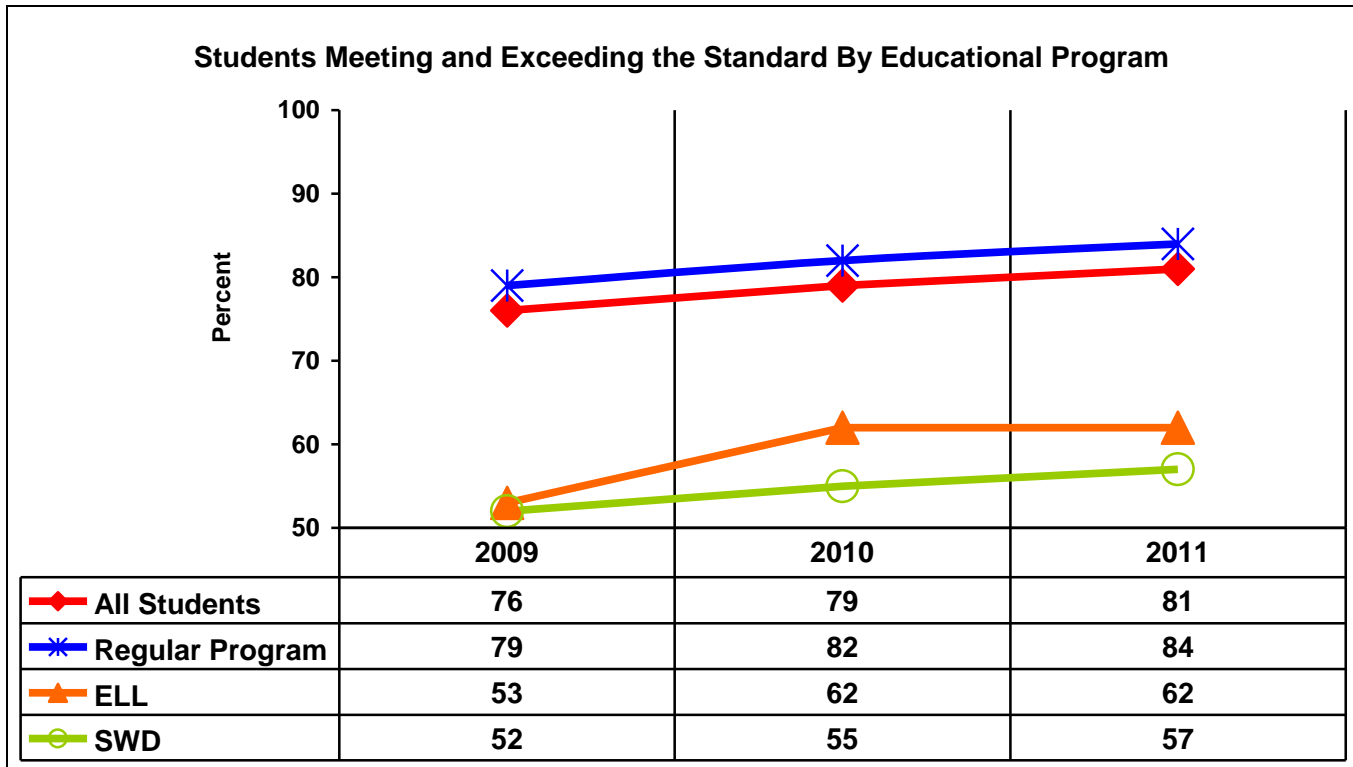
Grade 3 Science



Percentage of Students Meeting and Exceeding the Standard

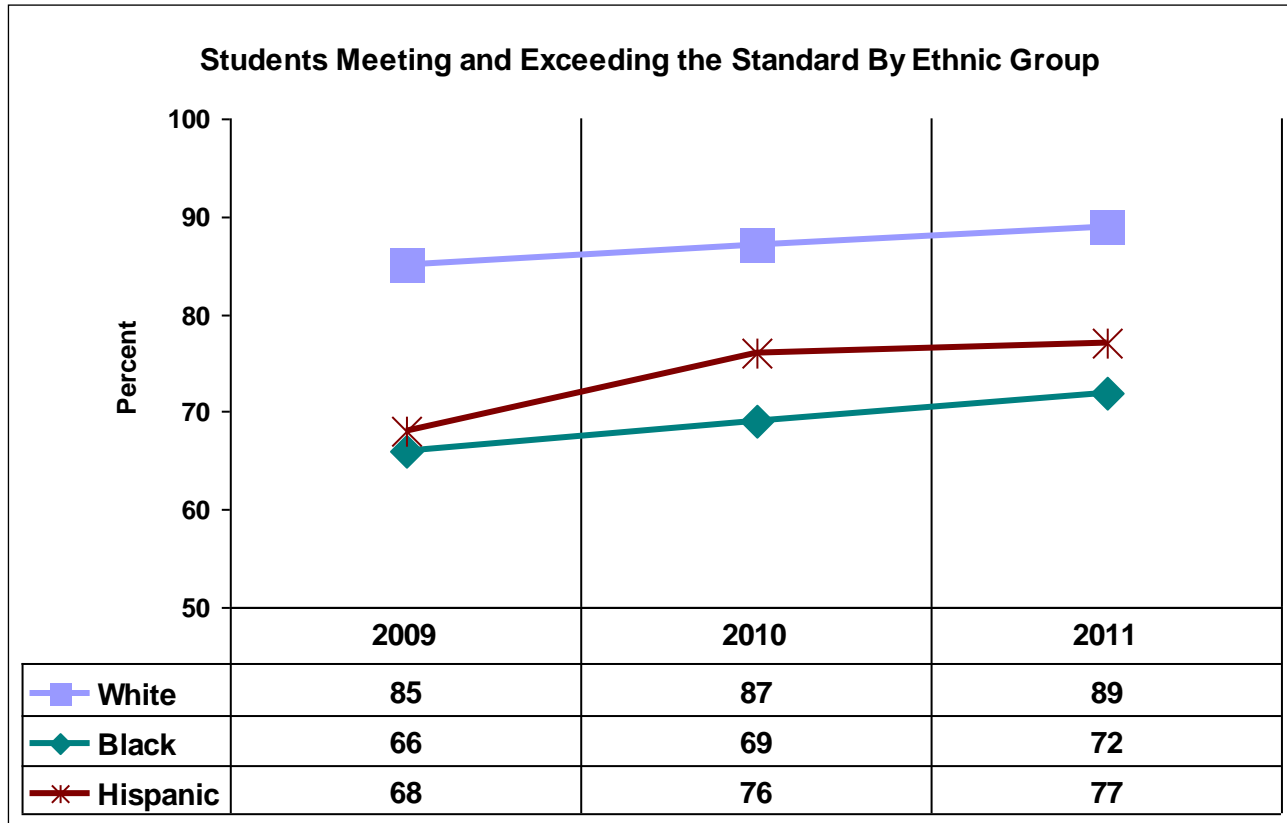
Grade 3 Social Studies								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2009-2011
All Students	--	--	--	76	79	81	+2	+5
Regular Program Students	--	--	--	79	82	84	+2	+5
English Language Learners	--	--	--	53	62	62	0	+9
Students with Disabilities	--	--	--	52	55	57	+2	+5
Asian	--	--	--	89	92	92	0	+3
Black	--	--	--	66	69	72	+3	+6
Hispanic	--	--	--	68	76	77	+1	+9
Native American/Alaskan	--	--	--	77	81	84	+3	+7
White	--	--	--	85	87	89	+2	+4
Multiracial	--	--	--	80	84	85	+1	+5
Female	--	--	--	78	81	83	+2	+5
Male	--	--	--	74	77	79	+2	+5

Grade 3 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 3 Social Studies

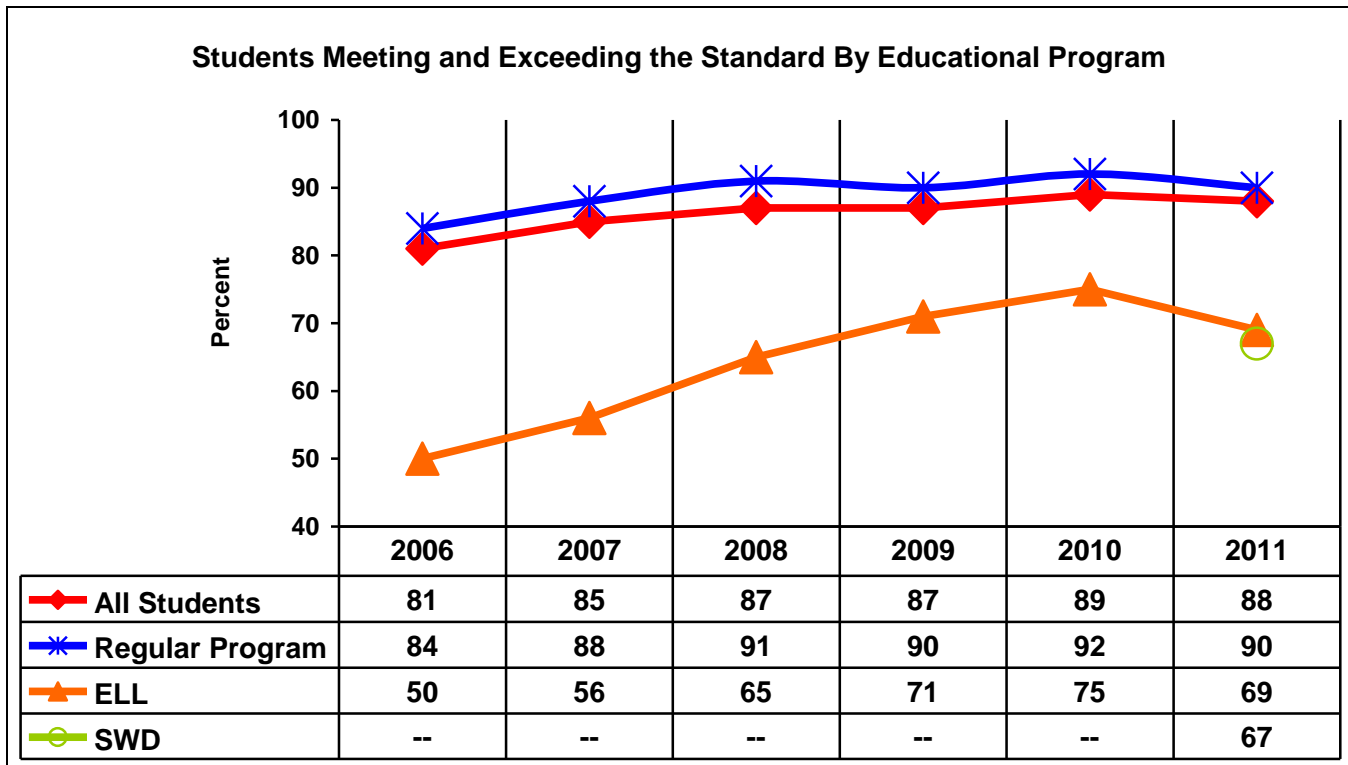


Percentage of Students Meeting and Exceeding the Standard

Grade 4 Reading								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	81	85	87	87	89	88	-1	+7
Regular Program	84	88	91	90	92	90	-2	+6
English Language Learners	50	56	65	71	75	69	-6	+19
Students with Disabilities*	--	--	--	--	--	67	--	--
Asian	91	93	95	94	95	94	-1	+3
Black	70	77	81	80	83	81	-2	+11
Hispanic	72	76	83	84	88	86	-2	+14
Native American/Alaskan	91	85	91	90	92	95	+3	+4
White	90	92	93	93	94	94	0	+4
Multiracial	86	89	90	91	92	91	-1	+5
Female	83	87	91	90	92	91	-1	+8
Male	78	83	85	84	87	85	-2	+7

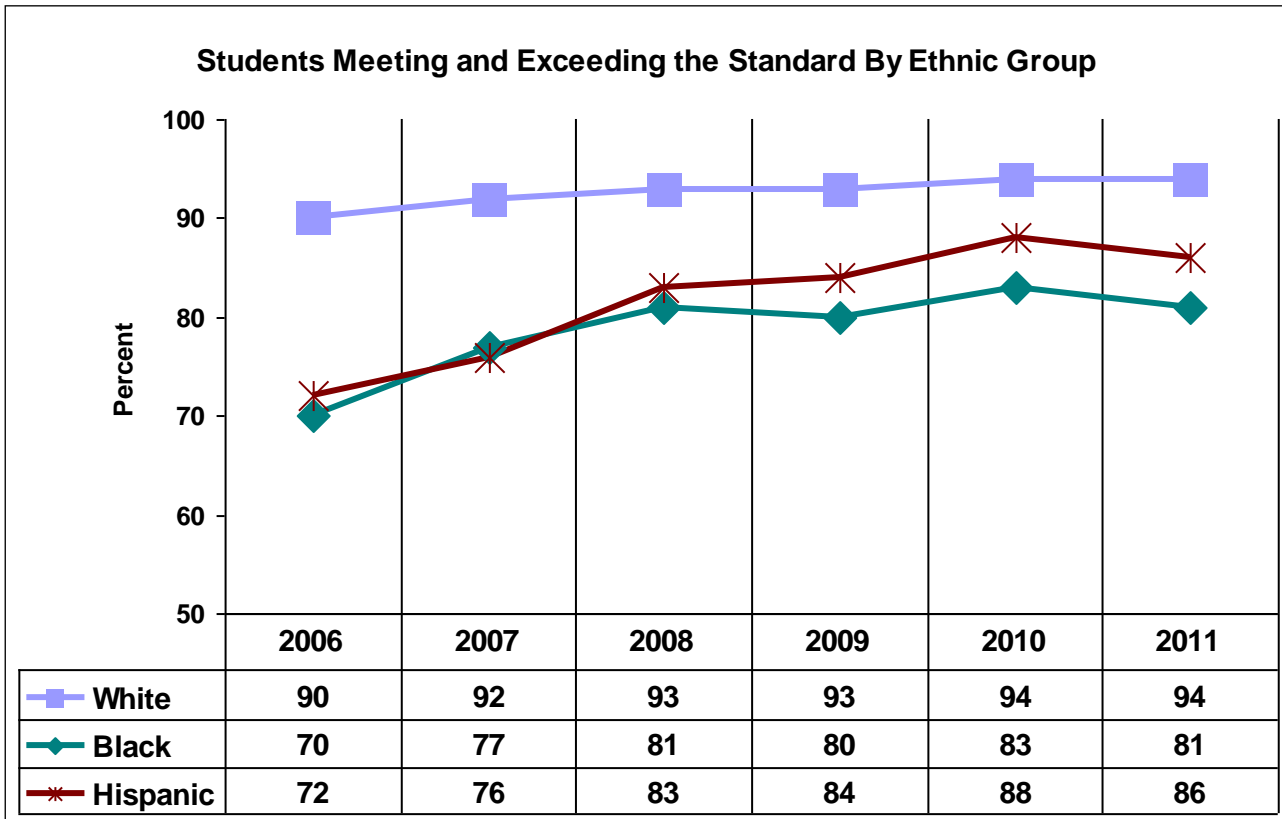
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 4 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 4 Reading

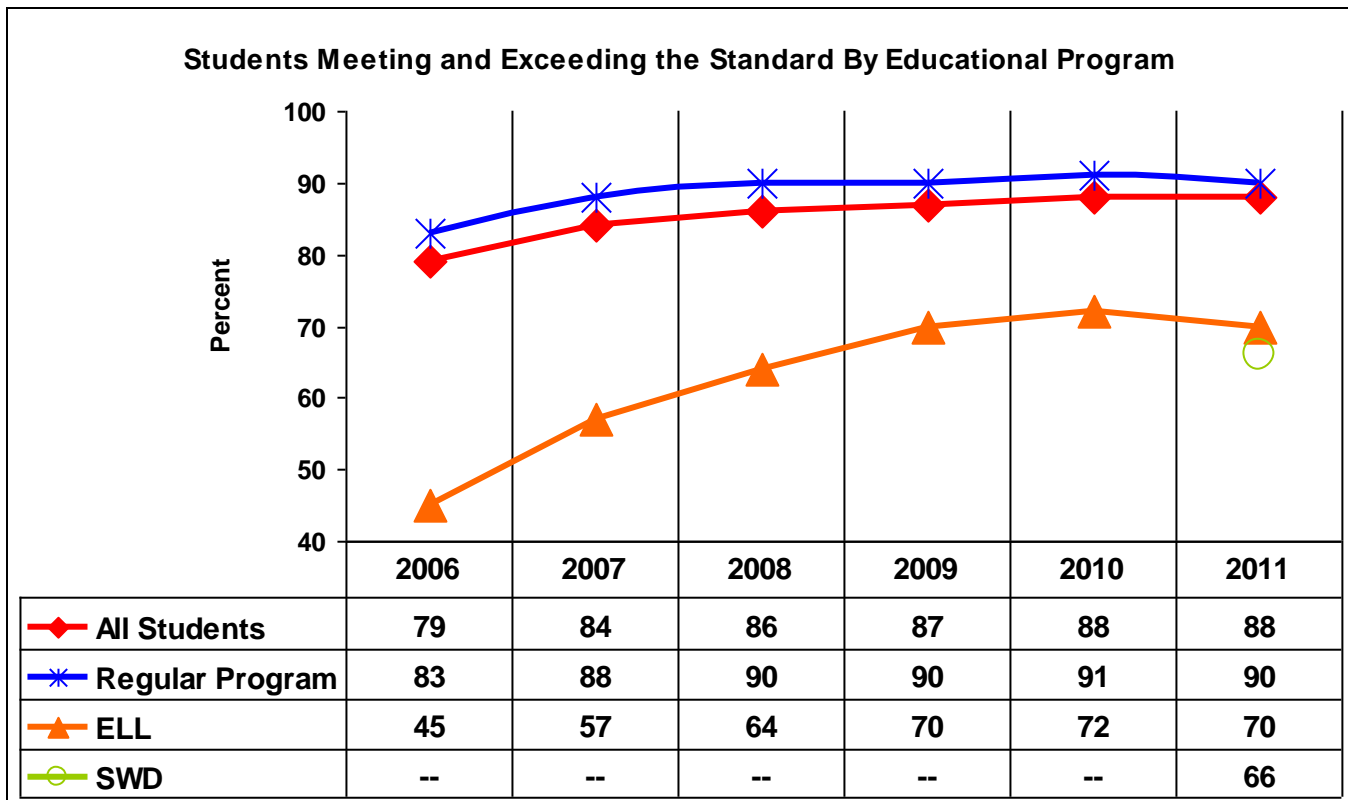


Percentage of Students Meeting and Exceeding the Standard

Grade 4 English/Language Arts								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	79	84	86	87	88	88	0	+9
Regular Program Students	83	88	90	90	91	90	-1	+7
English Language Learners	45	57	64	70	72	70	-2	+25
Students with Disabilities*	--	--	--	--	--	66	--	--
Asian	92	94	95	95	95	95	0	+3
Black	71	78	81	82	82	82	0	+11
Hispanic	69	77	82	84	86	87	+1	+18
Native American/Alaskan	86	86	91	88	86	92	+6	+6
White	86	90	91	91	92	93	+1	+7
Multiracial	82	87	89	89	91	90	-1	+8
Female	83	88	90	91	91	91	0	+8
Male	75	81	83	83	84	85	+1	+10

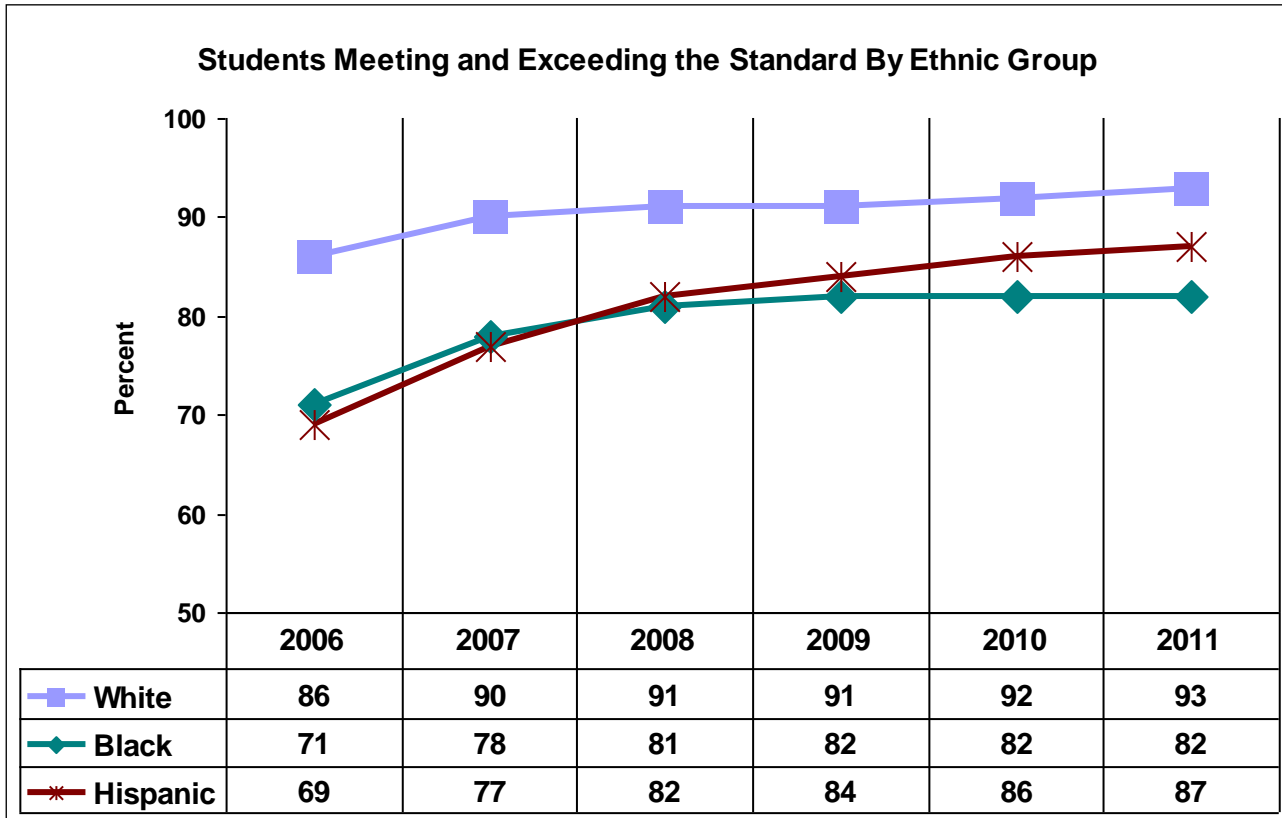
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 4 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 4 English/Language Arts

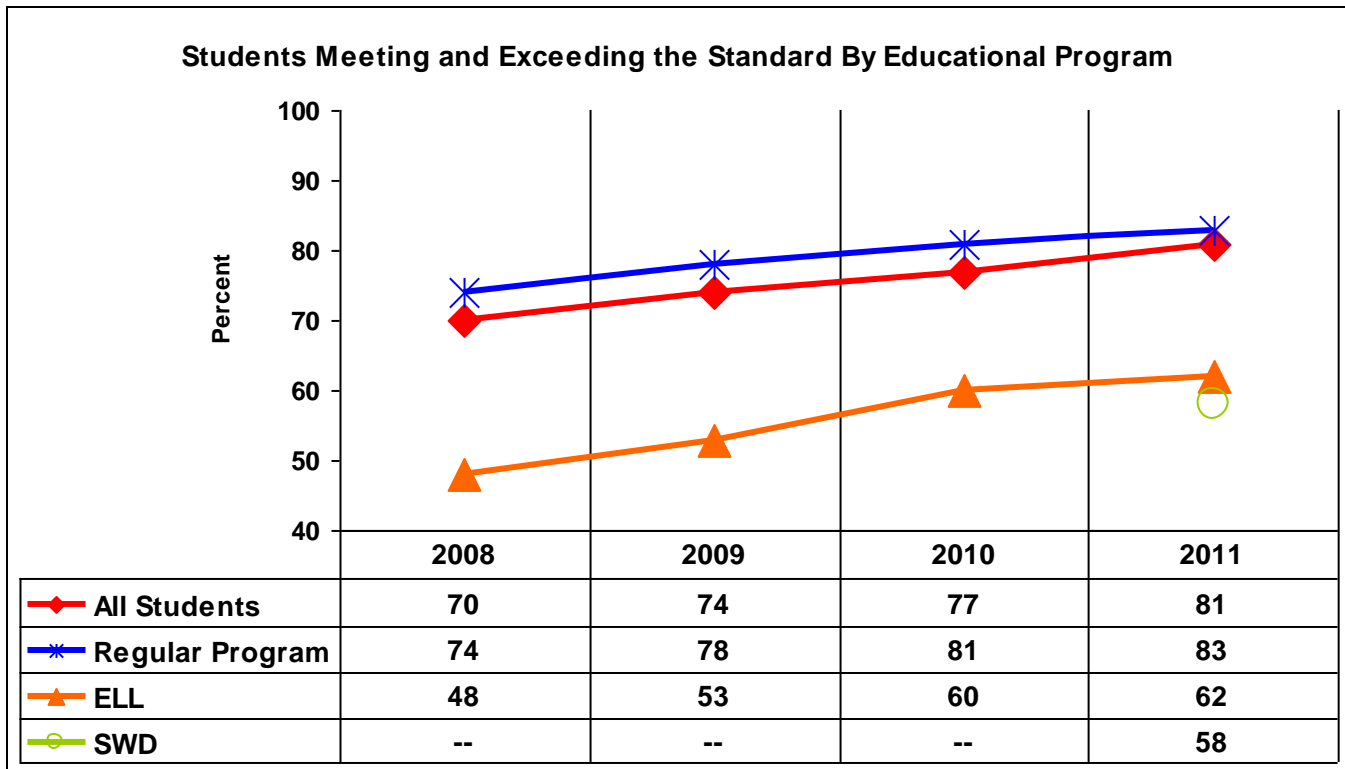


Percentage of Students Meeting and Exceeding the Standard

Grade 4 Mathematics								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2008-2011
All Students	--	--	70	74	77	81	+4	+11
Regular Program Students	--	--	74	78	81	83	+2	+9
English Language Learners	--	--	48	53	60	62	+2	+14
Students with Disabilities*	--	--	--	--	--	58	--	--
Asian	--	--	90	92	92	92	0	+2
Black	--	--	57	61	64	70	+6	+13
Hispanic	--	--	67	71	77	81	+4	+14
Native American/Alaskan	--	--	74	76	80	92	+12	+18
White	--	--	80	84	86	89	+3	+9
Multiracial	--	--	72	78	82	85	+3	+13
Female	--	--	71	75	78	82	+4	+11
Male	--	--	69	73	76	80	+4	+11

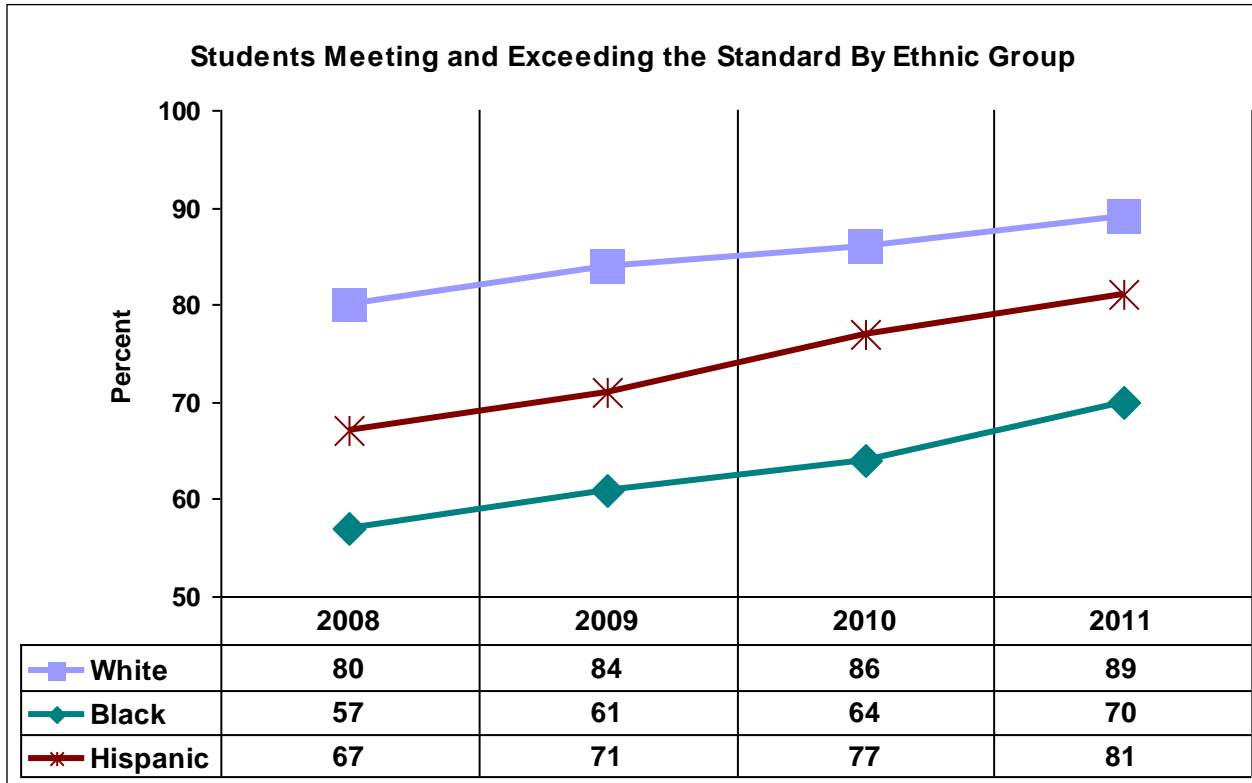
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 4 Mathematics



Percentage of Students Meeting and Exceeding the Standard

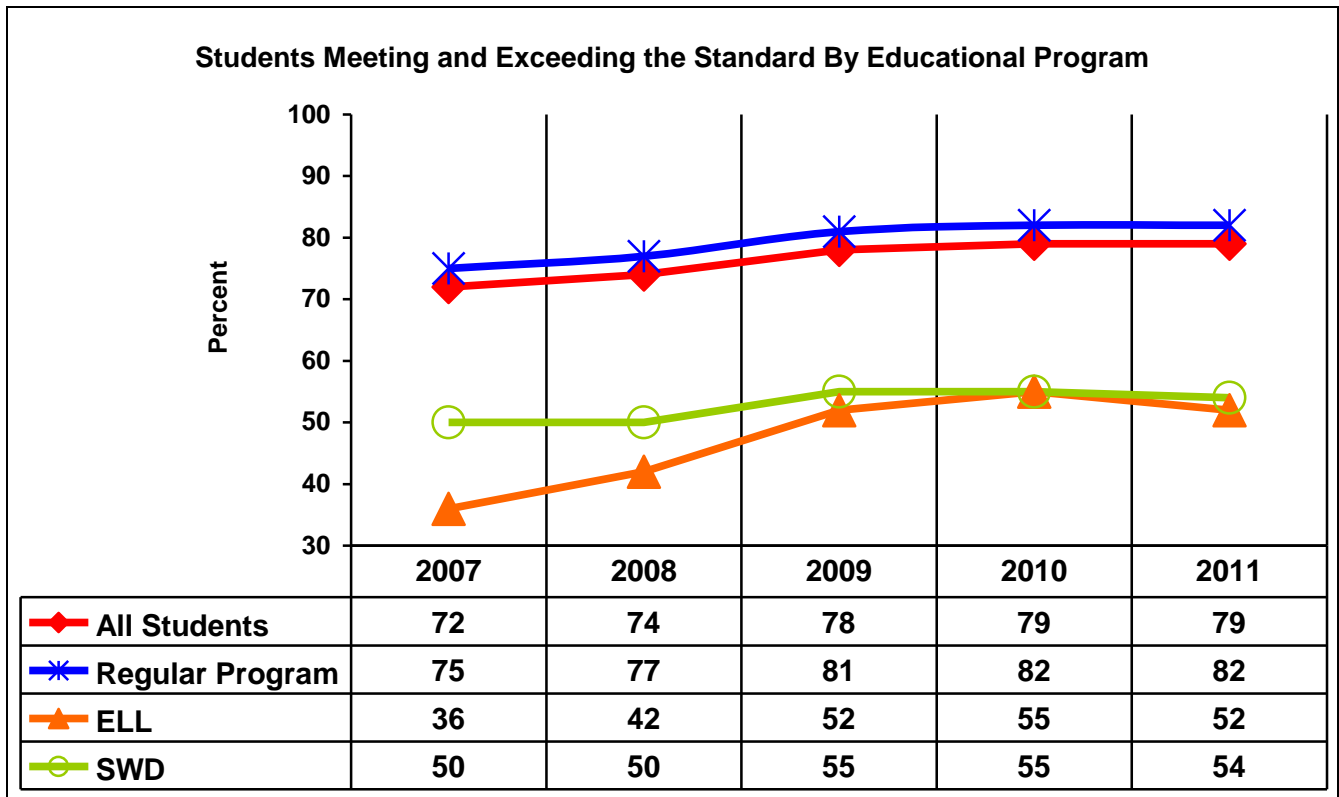
Grade 4 Mathematics



Percentage of Students Meeting and Exceeding the Standard

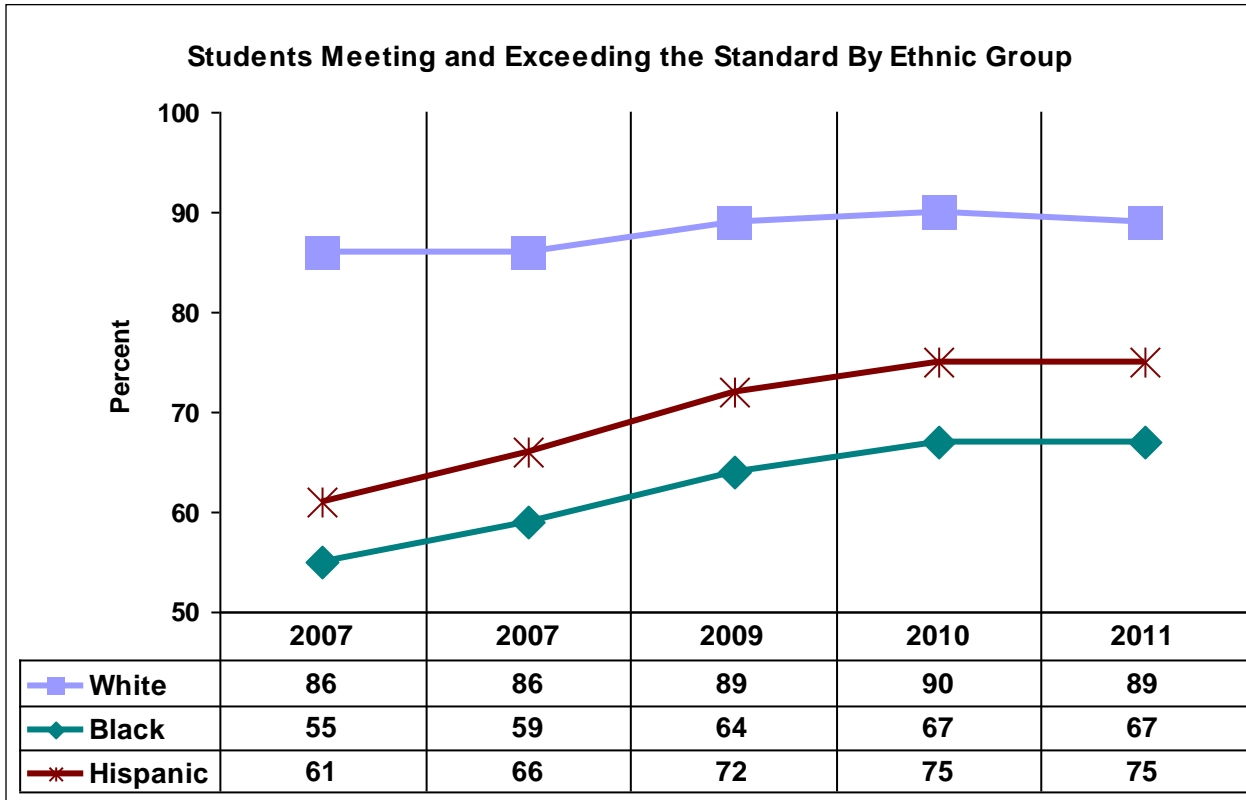
Grade 4 Science								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2007-2011
All Students	--	72	74	78	79	79	0	+7
Regular Program Students	--	75	77	81	82	82	0	+7
English Language Learners	--	36	42	52	55	52	-3	+16
Students with Disabilities	--	50	50	55	55	54	-1	+4
Asian	--	88	88	90	91	90	-1	+2
Black	--	55	59	64	67	67	0	+12
Hispanic	--	61	66	72	75	75	0	+14
Native American/Alaskan	--	82	84	78	83	87	+4	+5
White	--	86	86	89	90	89	-1	+3
Multiracial	--	78	80	83	85	85	0	+7
Female	--	71	73	77	79	79	0	+8
Male	--	73	75	78	79	79	0	+6

Grade 4 Science



Percentage of Students Meeting and Exceeding the Standard

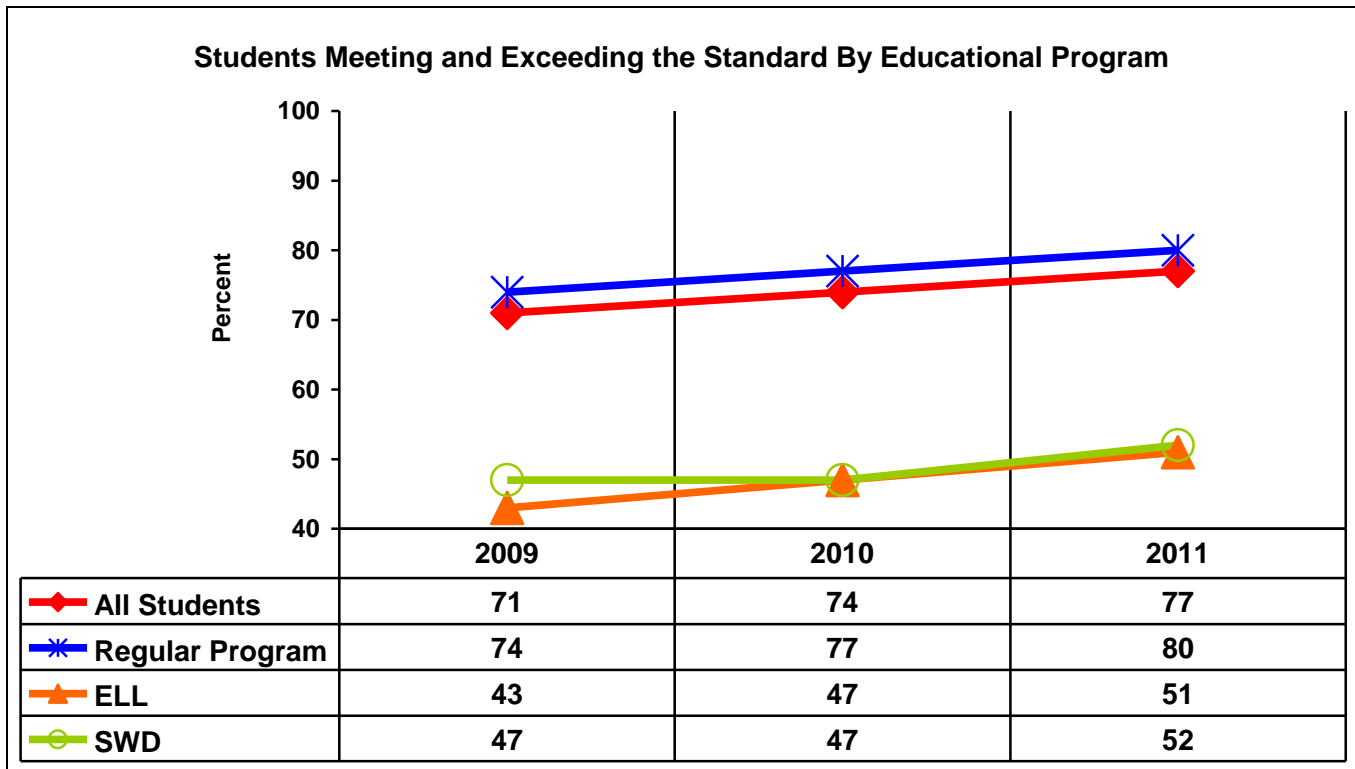
Grade 4 Science



Percentage of Students Meeting and Exceeding the Standard

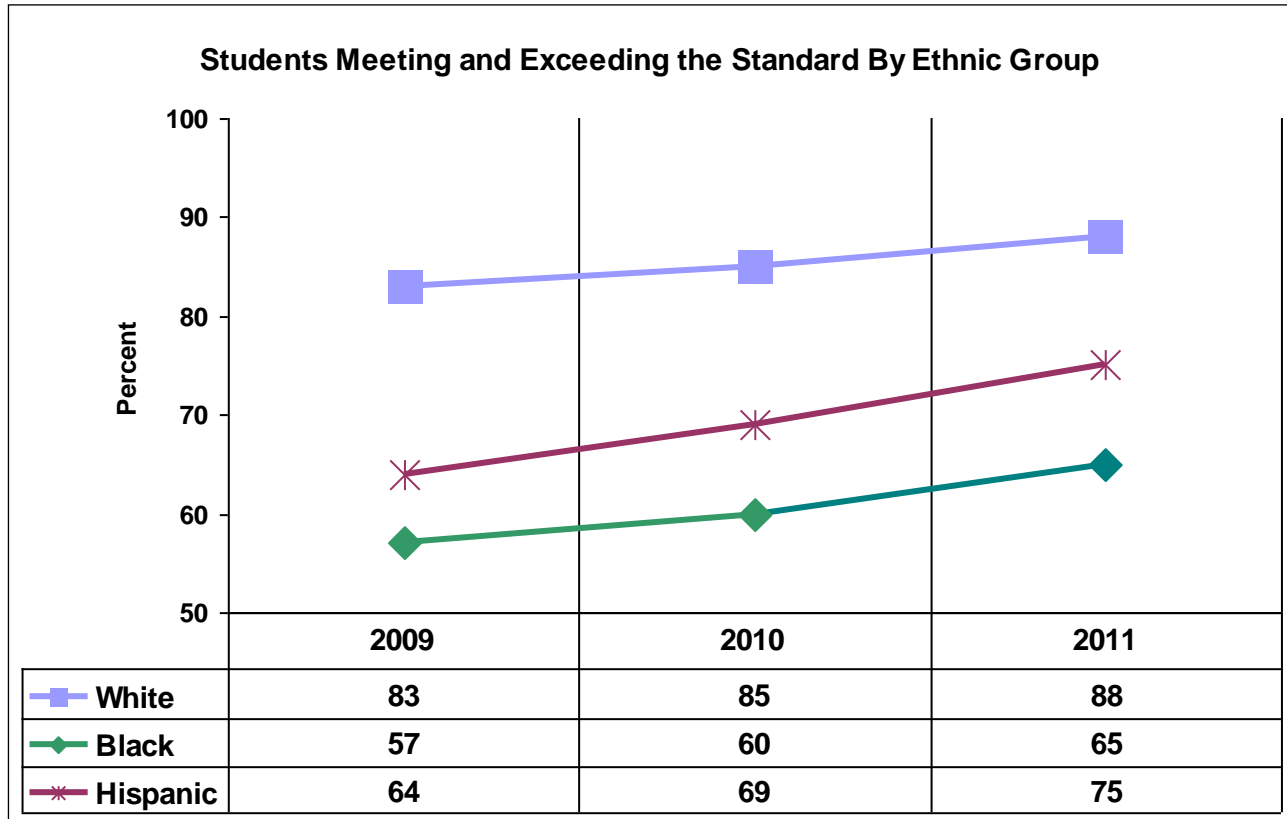
Grade 4 Social Studies								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2009-2011
All Students	--	--	--	71	74	77	+3	+6
Regular Program Students	--	--	--	74	77	80	+3	+6
English Language Learners	--	--	--	43	47	51	+4	+8
Students with Disabilities	--	--	--	47	47	52	+5	+5
Asian	--	--	--	88	90	90	0	+2
Black	--	--	--	57	60	65	+5	+8
Hispanic	--	--	--	64	69	75	+6	+11
Native American/Alaskan	--	--	--	74	77	84	+7	+10
White	--	--	--	83	85	88	+3	+5
Multiracial	--	--	--	76	79	82	+3	+6
Female	--	--	--	72	74	79	+5	+7
Male	--	--	--	70	73	76	+3	+6

Grade 4 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 4 Social Studies

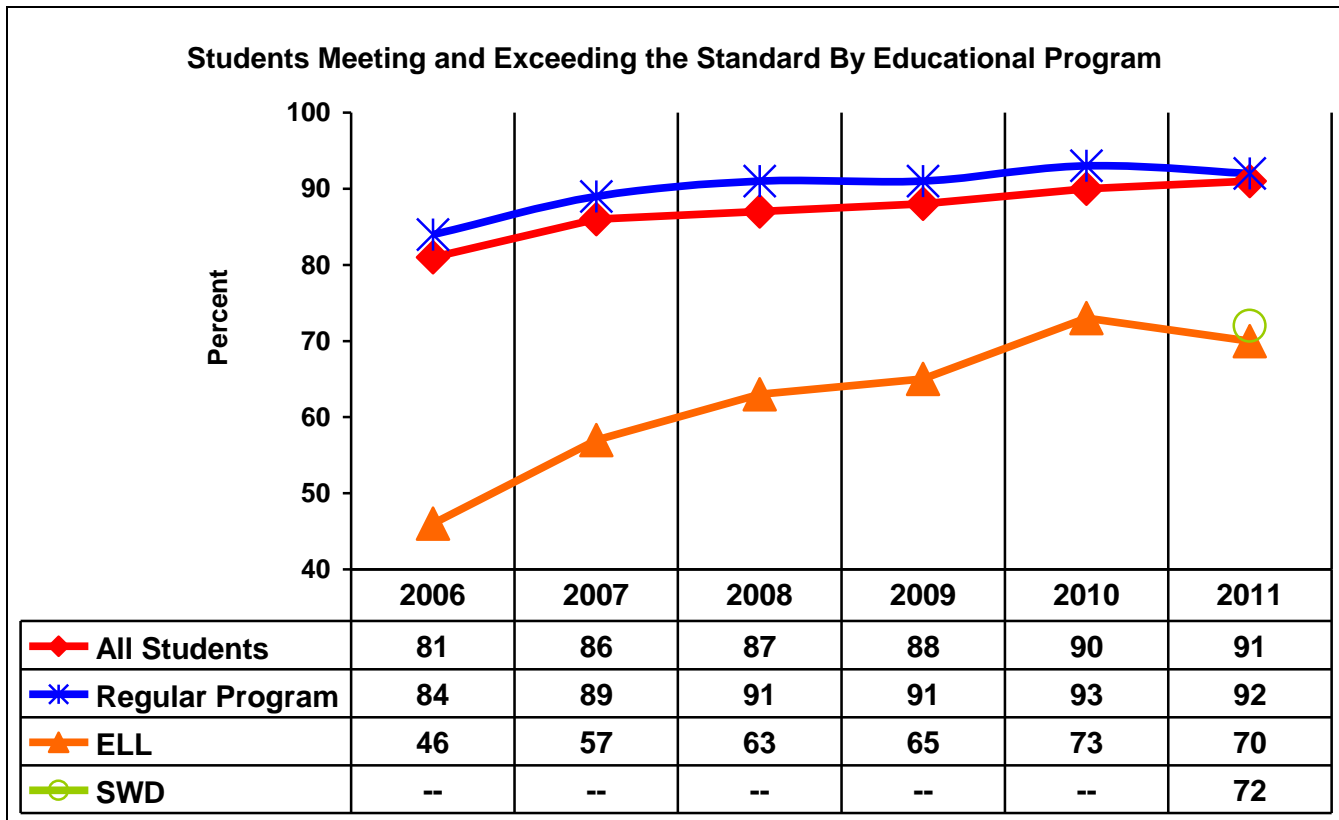


Percentage of Students Meeting and Exceeding the Standard

Grade 5 Reading								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	81	86	87	88	90	91	+1	+10
Regular Program Students	84	89	91	91	93	92	-1	+8
English Language Learners	46	57	63	65	73	70	-3	+24
Students with Disabilities*	--	--	--	--	--	72	--	--
Asian	90	93	95	95	95	95	0	+5
Black	72	79	81	82	83	85	+2	+13
Hispanic	71	78	81	84	88	88	0	+17
Native American/Alaskan	88	91	87	89	93	92	-1	+4
White	90	92	93	93	95	95	0	+5
Multiracial	86	89	90	90	93	94	+1	+8
Female	83	88	90	90	92	93	+1	+10
Male	79	83	85	85	87	88	+1	+9

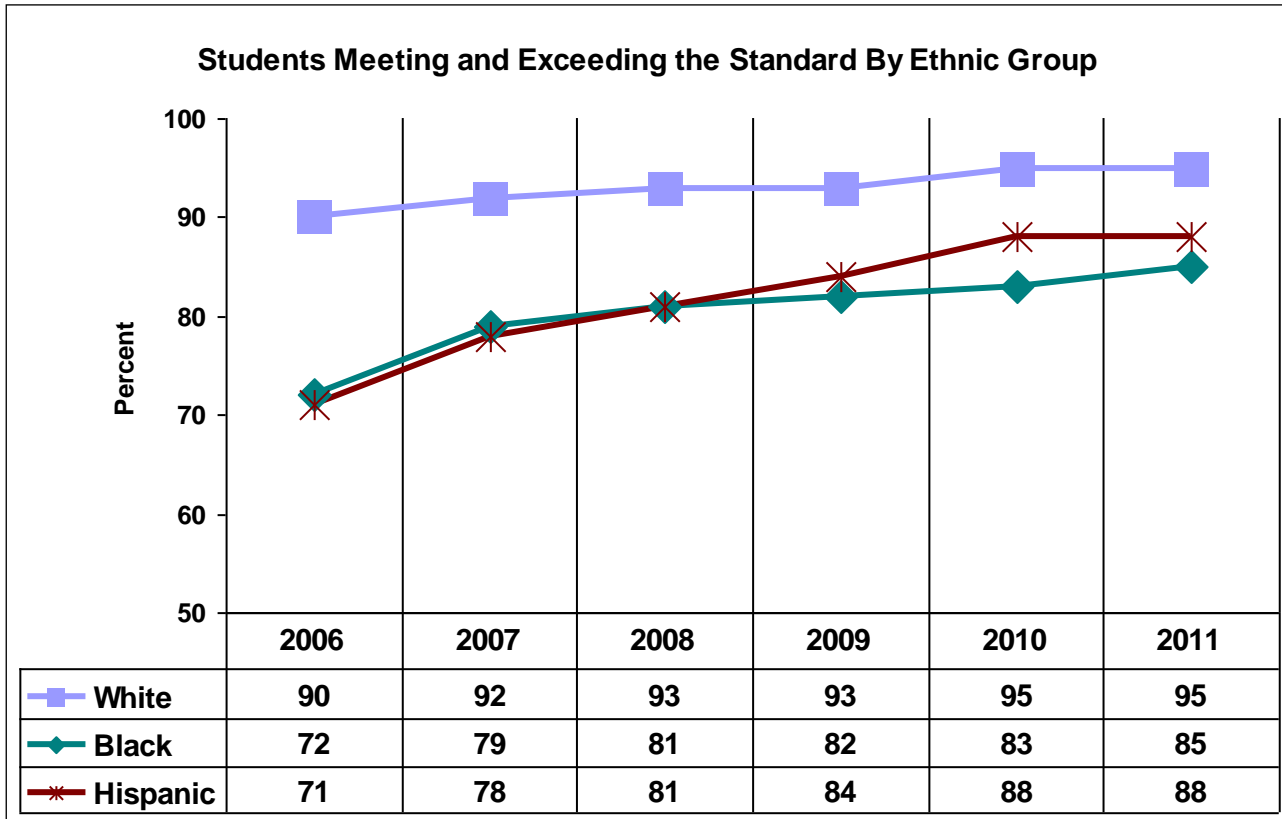
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 5 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 5 Reading

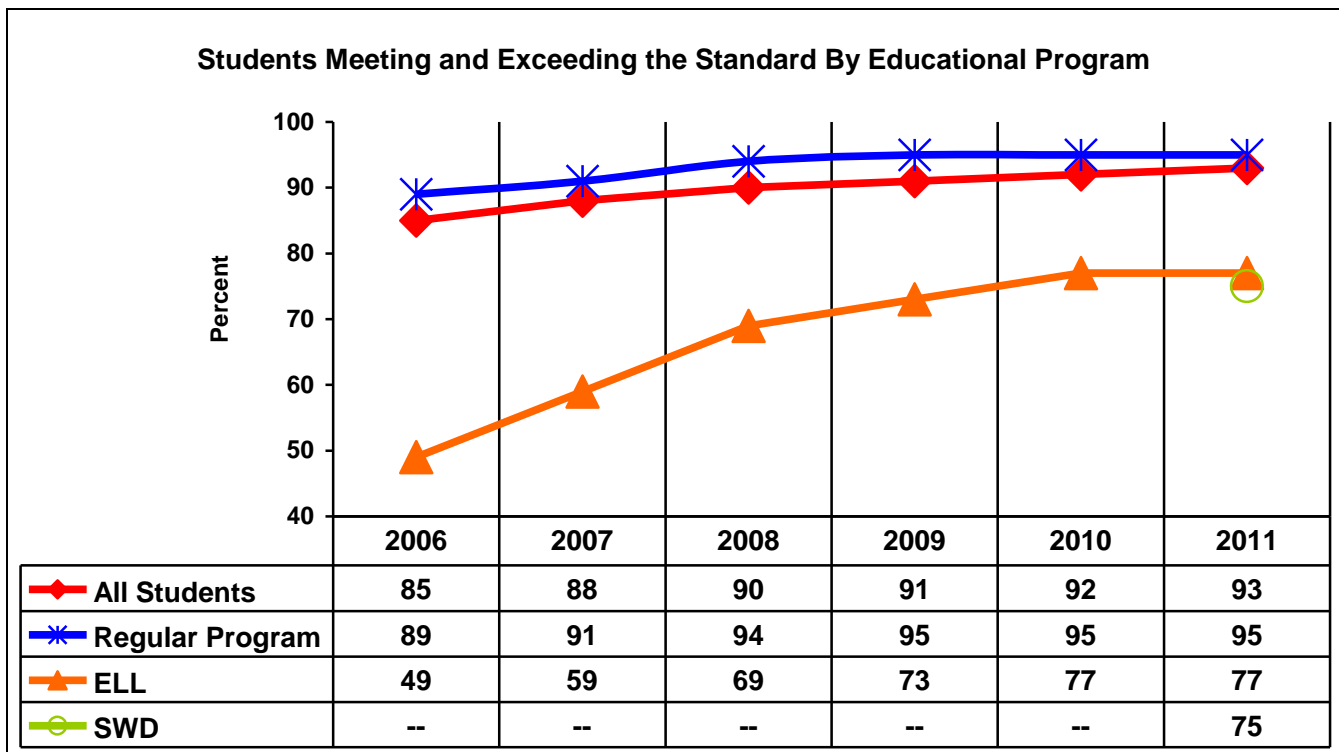


Percentage of Students Meeting and Exceeding the Standard

Grade 5 English/Language Arts								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	85	88	90	91	92	93	+1	+8
Regular Program Students	89	91	94	95	95	95	0	+6
English Language Learners	49	59	69	73	77	77	0	+28
Students with Disabilities*	--	--	--	--	--	75	--	--
Asian	93	94	96	96	96	96	0	+3
Black	79	83	86	88	88	89	+1	+10
Hispanic	74	80	85	89	90	92	+2	+18
Native American/Alaskan	89	90	88	90	90	94	+4	+5
White	91	92	93	94	95	96	+1	+5
Multiracial	88	91	91	92	94	95	+1	+7
Female	88	91	93	94	95	95	0	+7
Male	81	84	87	88	89	91	+2	+10

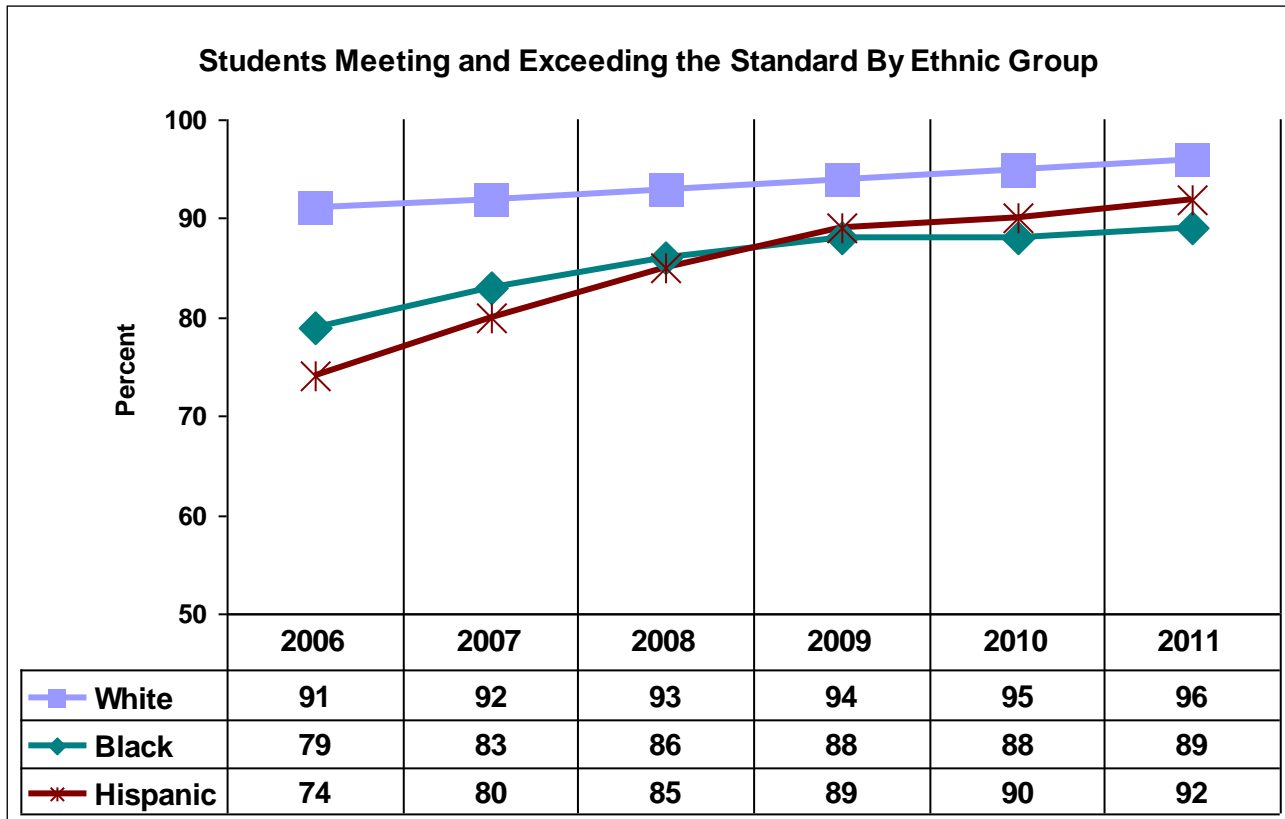
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 5 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 5 English/Language Arts

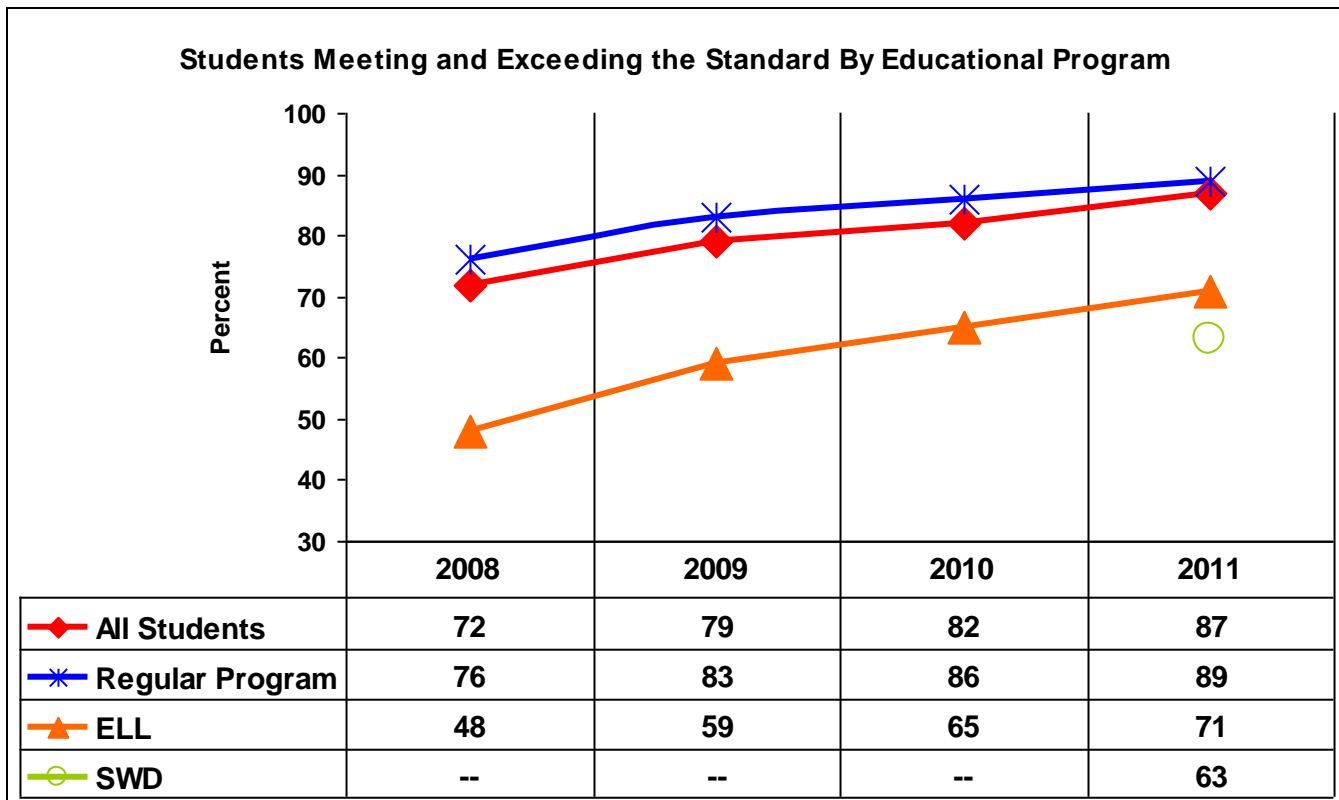


Percentage of Students Meeting and Exceeding the Standard

Grade 5 Mathematics								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2008-2011
All Students	--	--	72	79	82	87	+5	+15
Regular Program Students	--	--	76	83	86	89	+3	+13
English Language Learners	--	--	48	59	65	71	+6	+23
Students with Disabilities*	--	--	--	--	--	63	--	--
Asian	--	--	91	93	94	95	+1	+4
Black	--	--	61	71	73	79	+6	+18
Hispanic	--	--	67	77	81	87	+6	+10
Native American/Alaskan	--	--	77	78	82	86	+4	+9
White	--	--	80	86	88	92	+4	+12
Multiracial	--	--	74	82	86	90	+4	+16
Female	--	--	74	82	84	88	+4	+14
Male	--	--	69	77	79	85	+6	+16

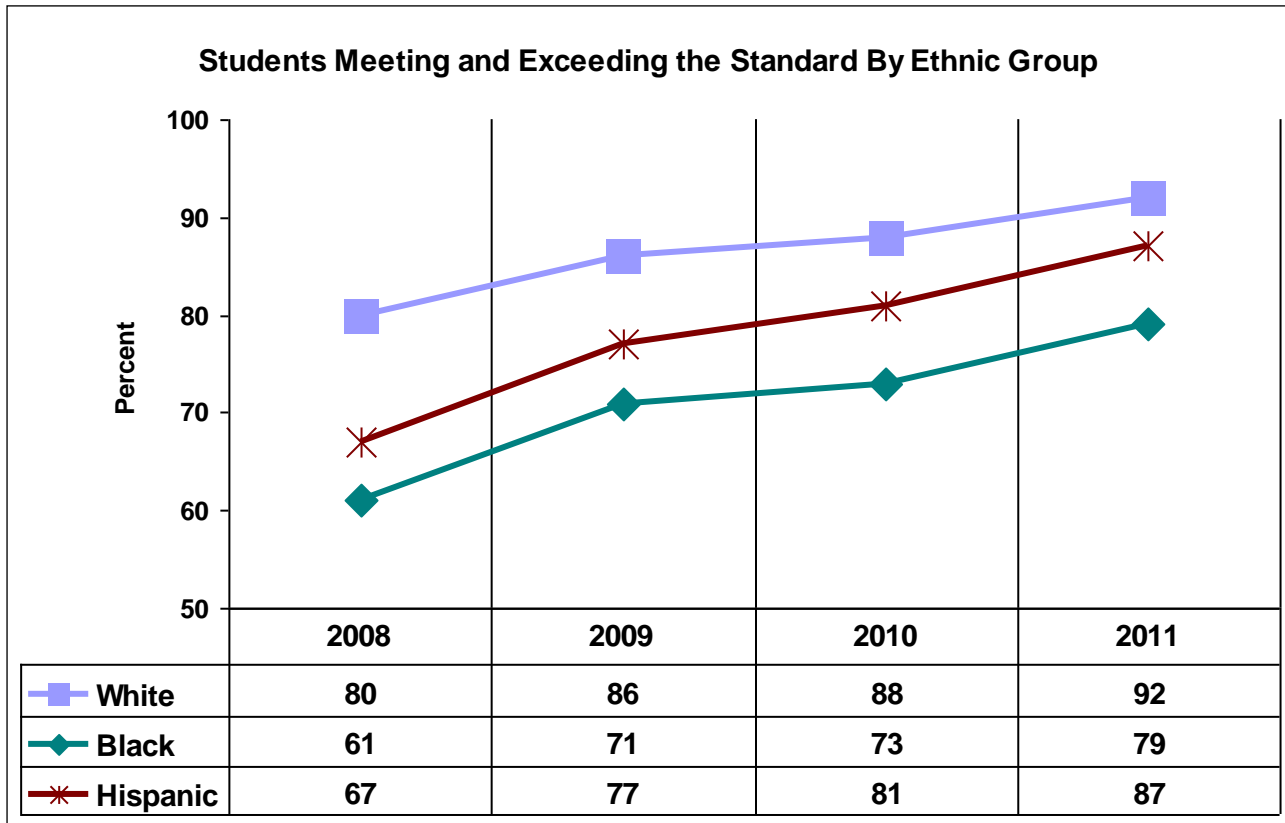
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 5 Mathematics



Percentage of Students Meeting and Exceeding the Standard

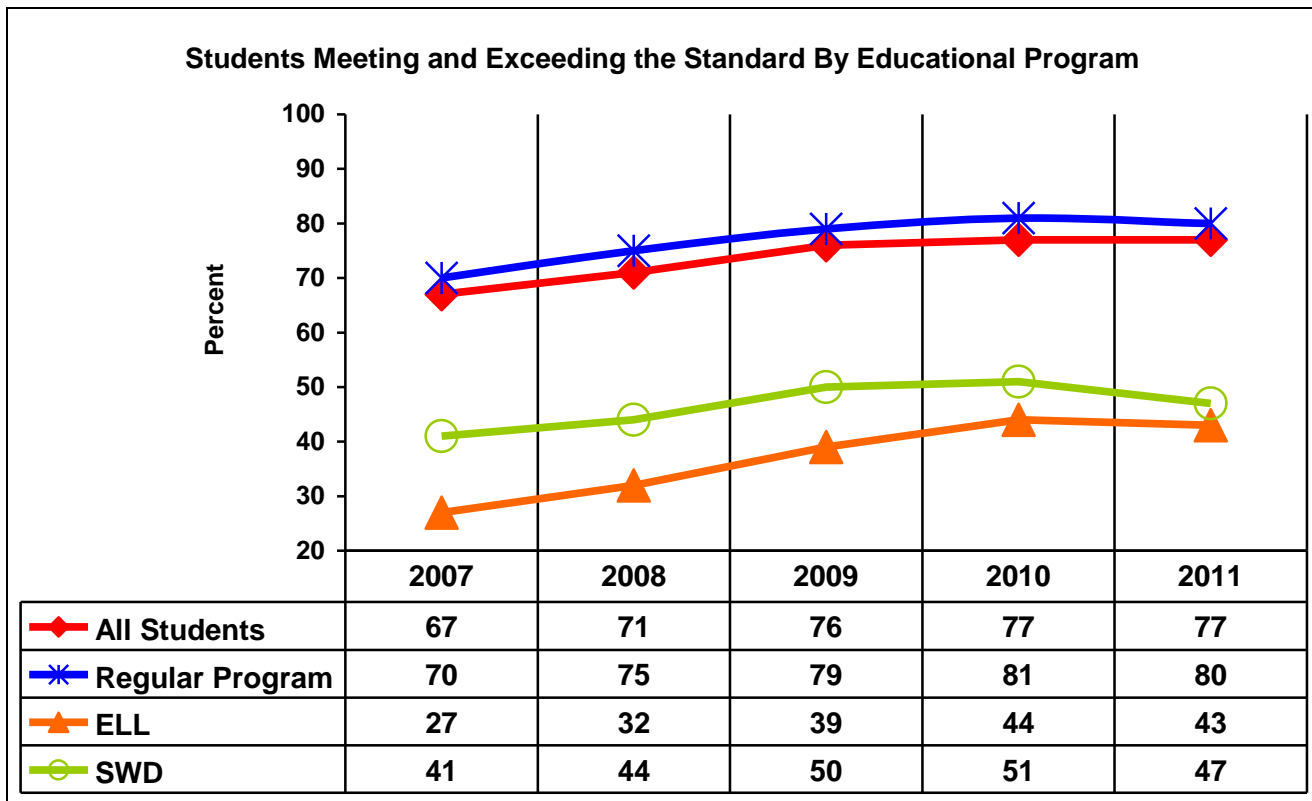
Grade 5 Mathematics



Percentage of Students Meeting and Exceeding the Standard

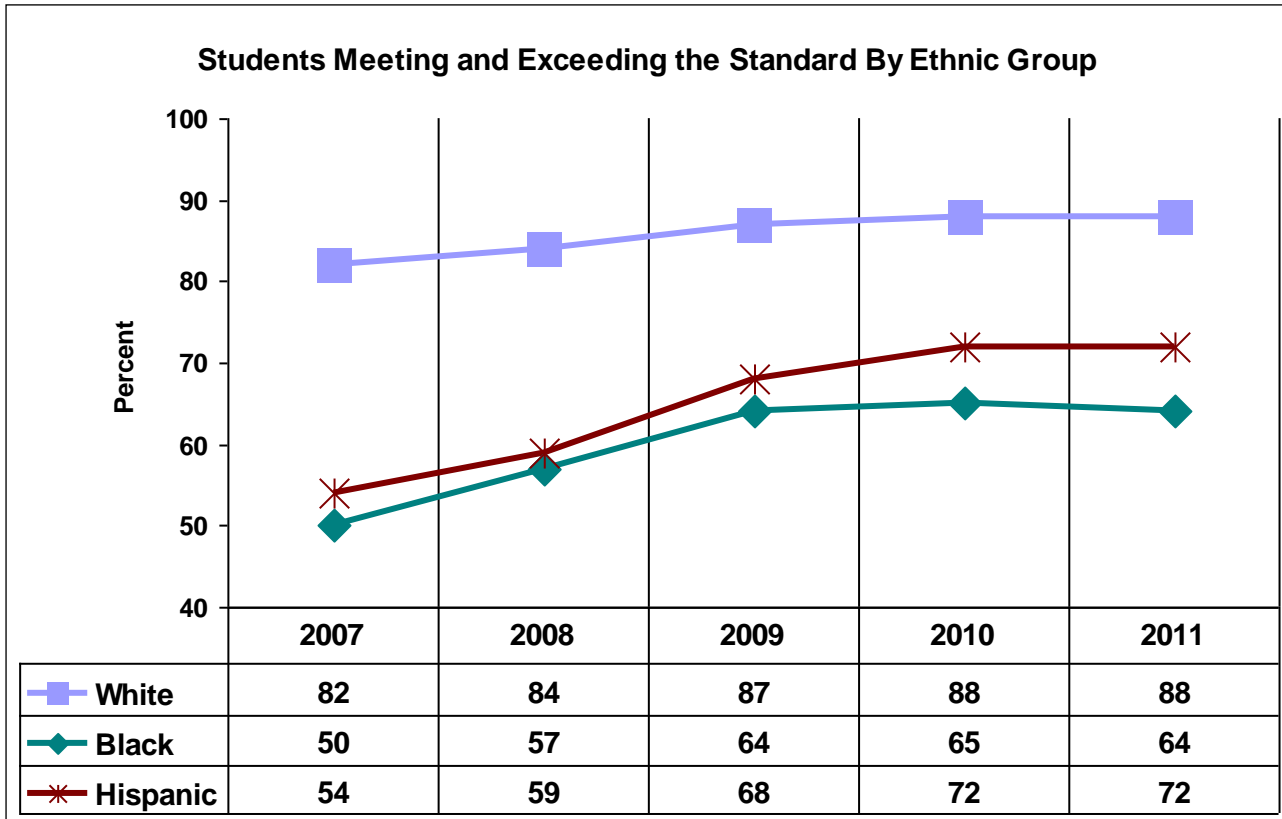
Grade 5 Science								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2007-2011
All Students	--	67	71	76	77	77	0	+10
Regular Program Students	--	70	75	79	81	80	-1	+10
English Language Learners	--	27	32	39	44	43	-1	+16
Students with Disabilities	--	41	44	50	51	47	-4	+6
Asian	--	83	86	89	89	89	0	+6
Black	--	50	57	64	65	64	-1	+14
Hispanic	--	54	59	68	72	72	0	+18
Native American/Alaskan	--	78	74	82	84	81	-3	+3
White	--	82	84	87	88	88	0	+6
Multiracial	--	74	76	81	84	82	-2	+8
Female	--	68	72	77	78	78	0	+10
Male	--	66	71	76	77	76	-1	+10

Grade 5 Science



Percentage of Students Meeting and Exceeding the Standard

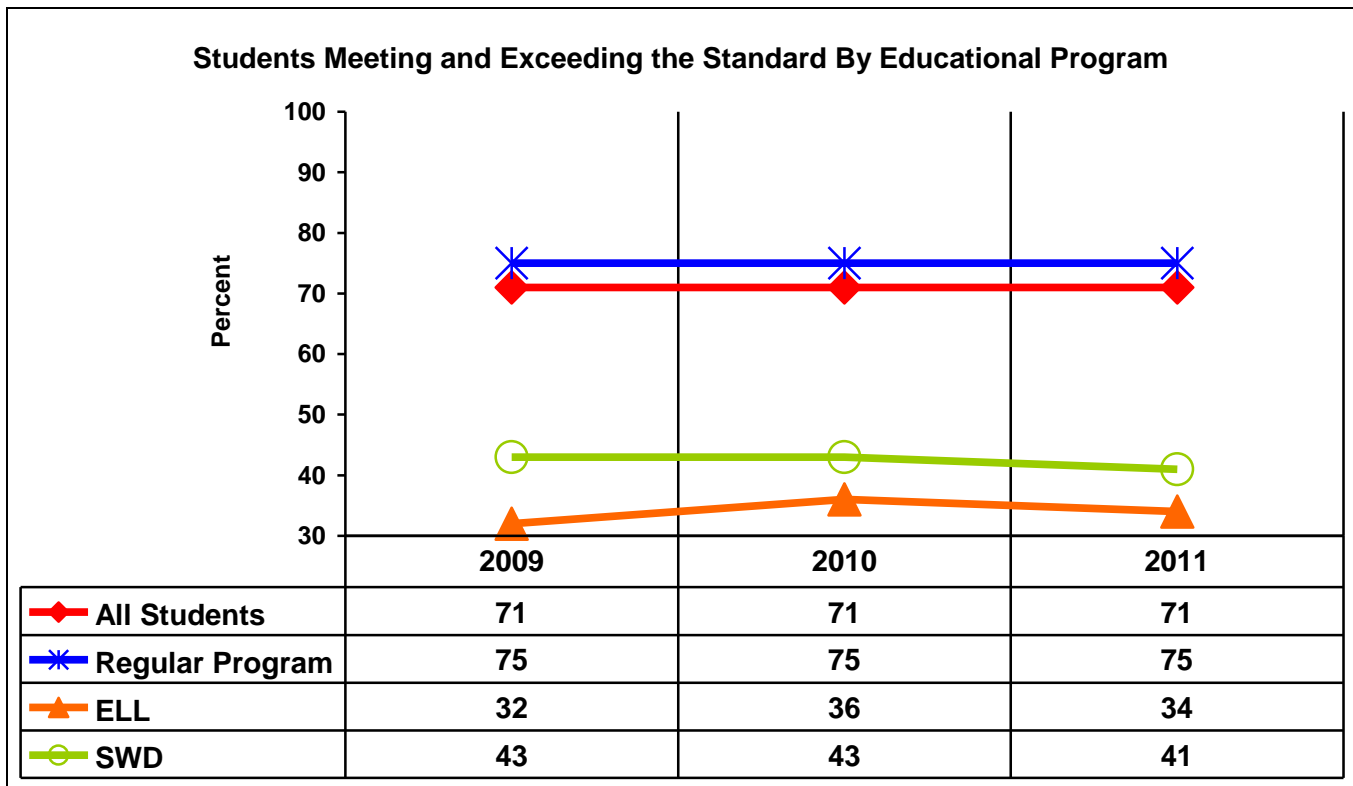
Grade 5 Science



Percentage of Students Meeting and Exceeding the Standard

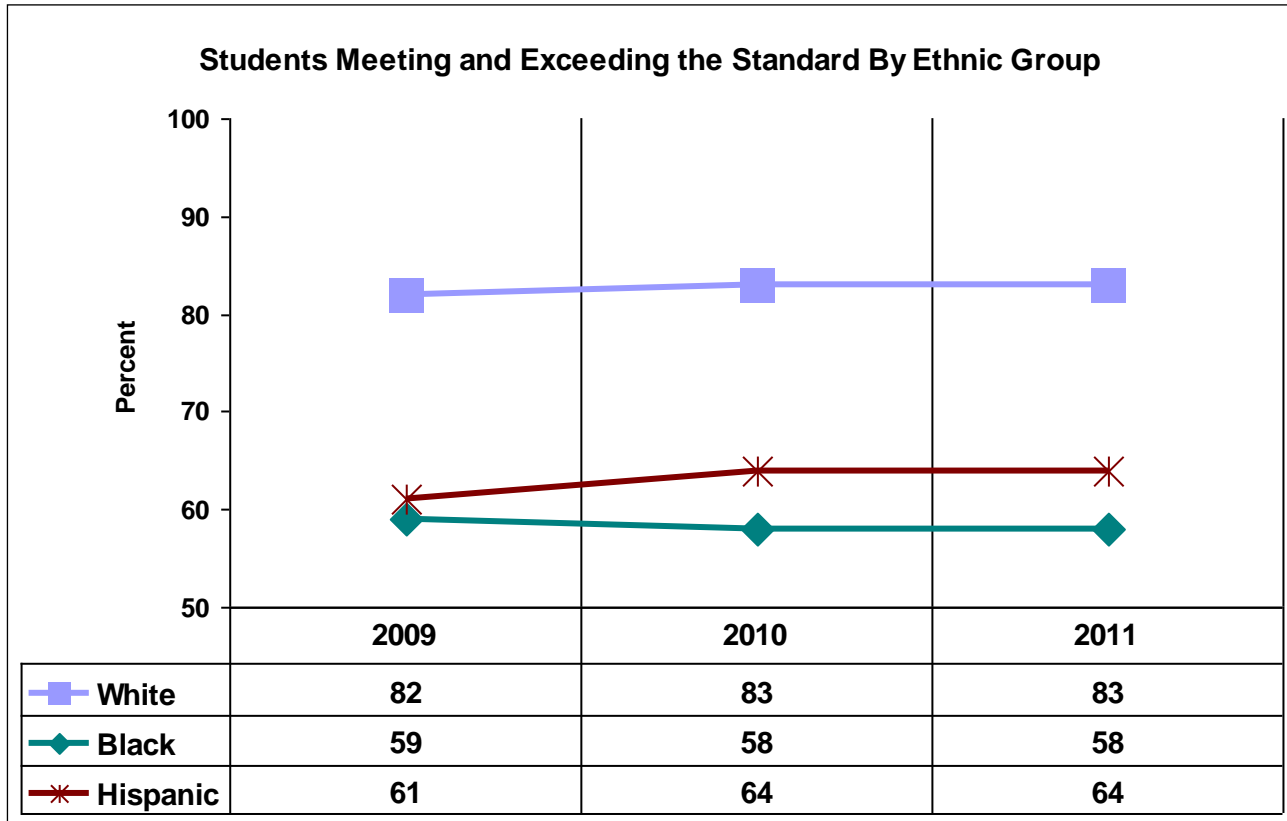
Grade 5 Social Studies								Change 2010-2011	Change 2009-2011
	2006	2007	2008	2009	2010	2011			
All Students	--	--	--	71	71	71	0	0	
Regular Program Students	--	--	--	75	75	75	0	0	
English Language Learners	--	--	--	32	36	34	-2	+2	
Students with Disabilities	--	--	--	43	43	41	-2	-2	
Asian	--	--	--	87	88	88	0	+1	
Black	--	--	--	59	58	58	0	-1	
Hispanic	--	--	--	61	64	64	0	+3	
Native American/Alaskan	--	--	--	77	75	76	+1	-1	
White	--	--	--	82	83	83	0	+1	
Multiracial	--	--	--	75	77	77	0	+2	
Female	--	--	--	71	72	71	-1	0	
Male	--	--	--	71	71	72	+1	+1	

Grade 5 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 5 Social Studies

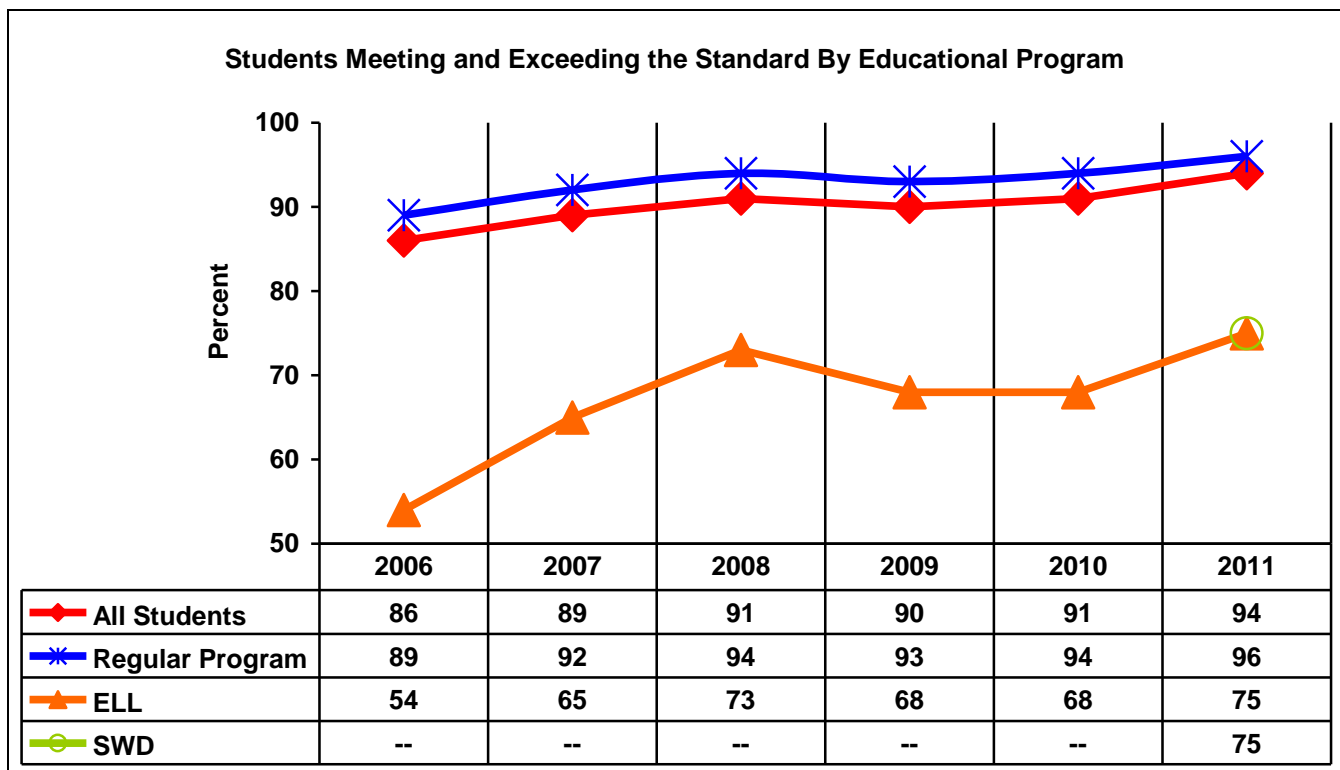


Percentage of Students Meeting and Exceeding the Standard

Grade 6 Reading								Change 2010-2011	Change 2006-2011
	2006	2007	2008	2009	2010	2011			
All Students	86	89	91	90	91	94	+3	+8	
Regular Program Students	89	92	94	93	94	96	+2	+7	
English Language Learners	54	65	73	68	68	75	+7	+21	
Students with Disabilities*	--	--	--	--	--	75	--	--	
Asian	93	96	96	96	95	95	0	+2	
Black	80	85	87	85	87	91	+4	+11	
Hispanic	78	85	89	87	89	93	+4	+15	
Native American/Alaskan	90	93	94	90	91	95	+4	+5	
White	93	93	95	94	95	97	+2	+4	
Multiracial	90	92	95	92	93	96	+3	+6	
Female	90	93	94	93	94	96	+2	+6	
Male	83	86	88	87	88	92	+4	+9	

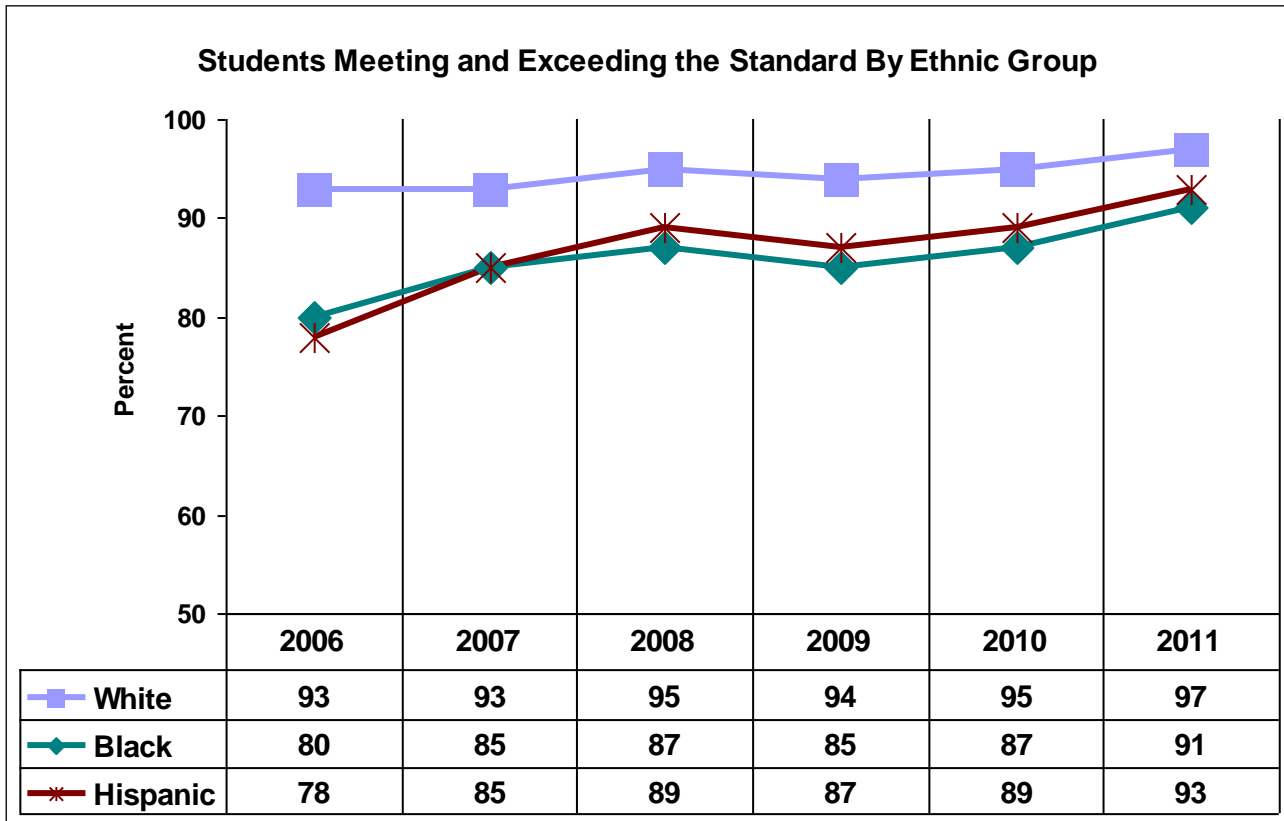
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 6 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 6 Reading

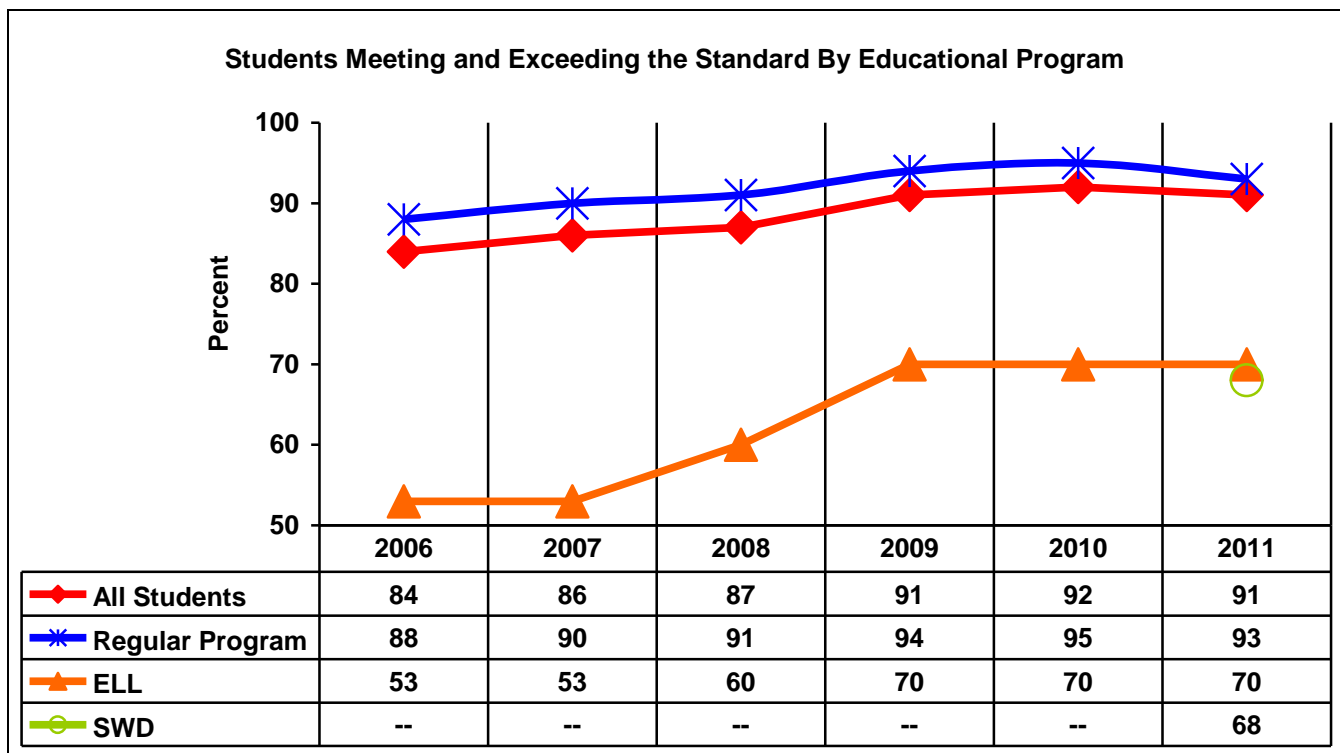


Percentage of Students Meeting and Exceeding the Standard

Grade 6 English/Language Arts								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	84	86	87	91	92	91	-1	+7
Regular Program Students	88	90	91	94	95	93	-2	+5
English Language Learners	53	53	60	70	70	70	0	+17
Students with Disabilities*	--	--	--	--	--	68	--	--
Asian	94	95	94	96	96	95	-1	+1
Black	78	82	83	87	89	88	-1	+10
Hispanic	76	79	81	88	90	90	0	+14
Native American/Alaskan	88	89	87	93	91	91	0	+3
White	90	91	91	93	94	94	0	+4
Multiracial	88	89	90	93	93	94	+1	+6
Female	89	91	92	94	95	95	0	+6
Male	80	82	83	87	89	88	-1	+8

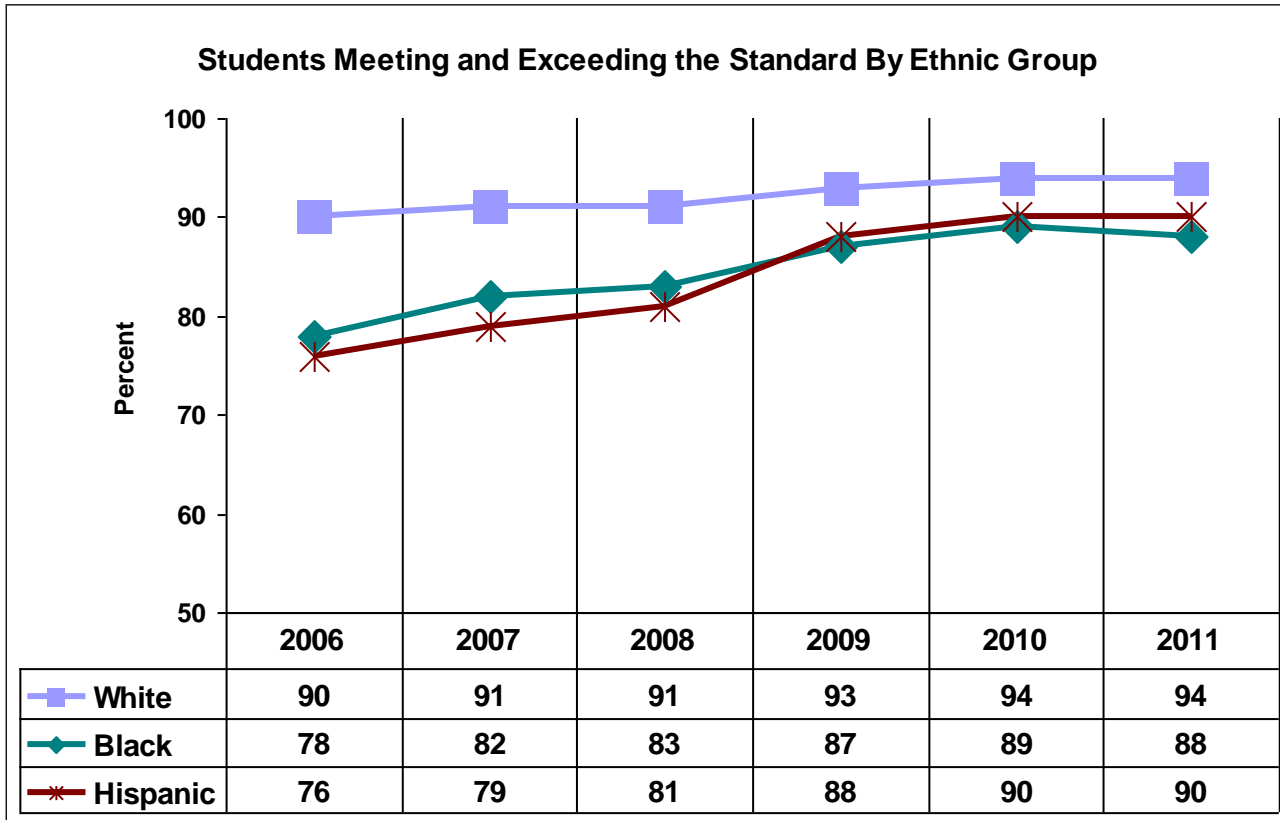
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 6 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 6 English/Language Arts

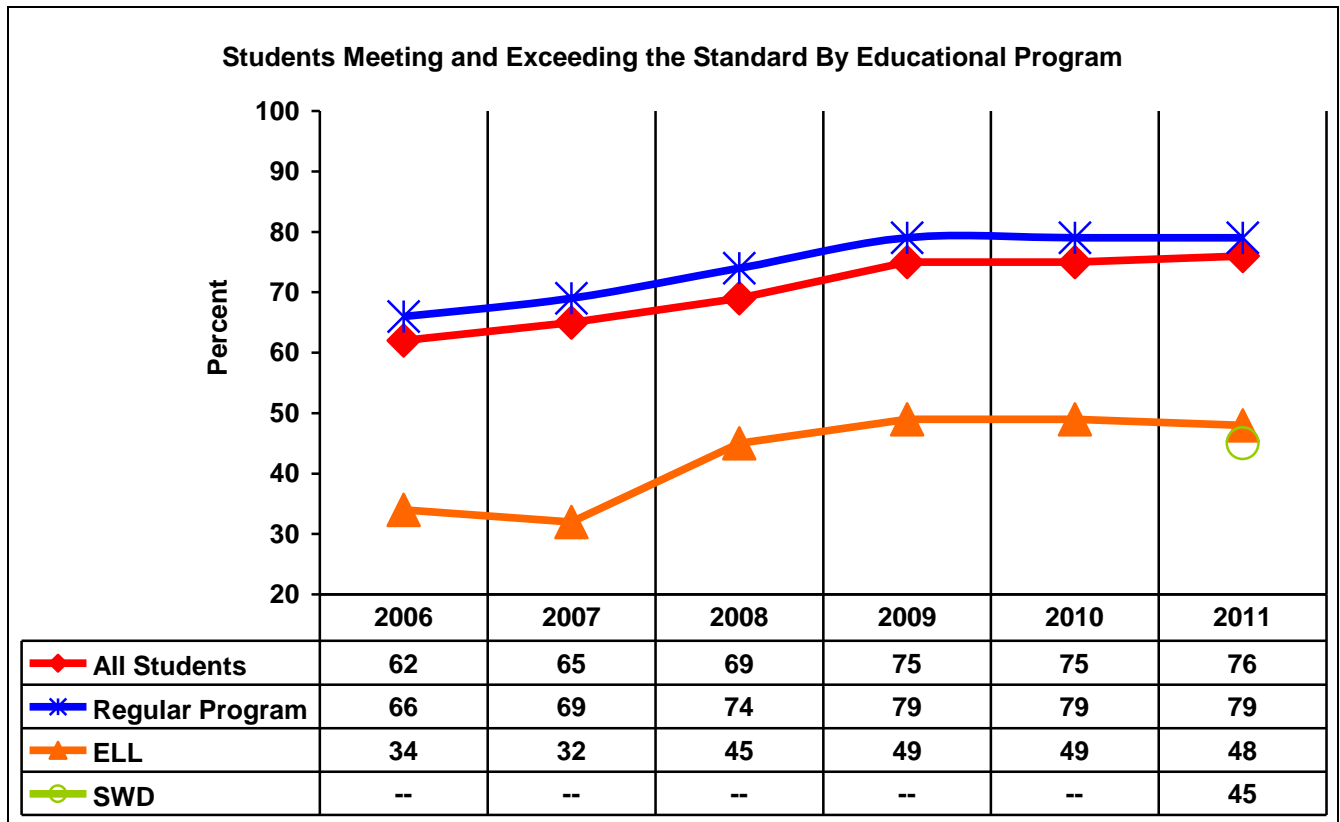


Percentage of Students Meeting and Exceeding the Standard

Grade 6 Mathematics								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	62	65	69	75	75	76	+1	+14
Regular Program Students	66	69	74	79	79	79	0	+13
English Language Learners	34	32	45	49	49	48	-1	+14
Students with Disabilities*	--	--	--	--	--	45	--	--
Asian	87	90	90	92	91	92	+1	+5
Black	47	50	56	63	63	64	+1	+17
Hispanic	54	57	65	71	74	75	+1	+21
Native American/Alaskan	66	73	70	80	78	79	+1	+13
White	74	77	79	84	84	86	+2	+12
Multiracial	67	70	73	79	79	81	+2	+14
Female	65	66	72	76	76	78	+2	+13
Male	59	63	67	74	74	75	+1	+16

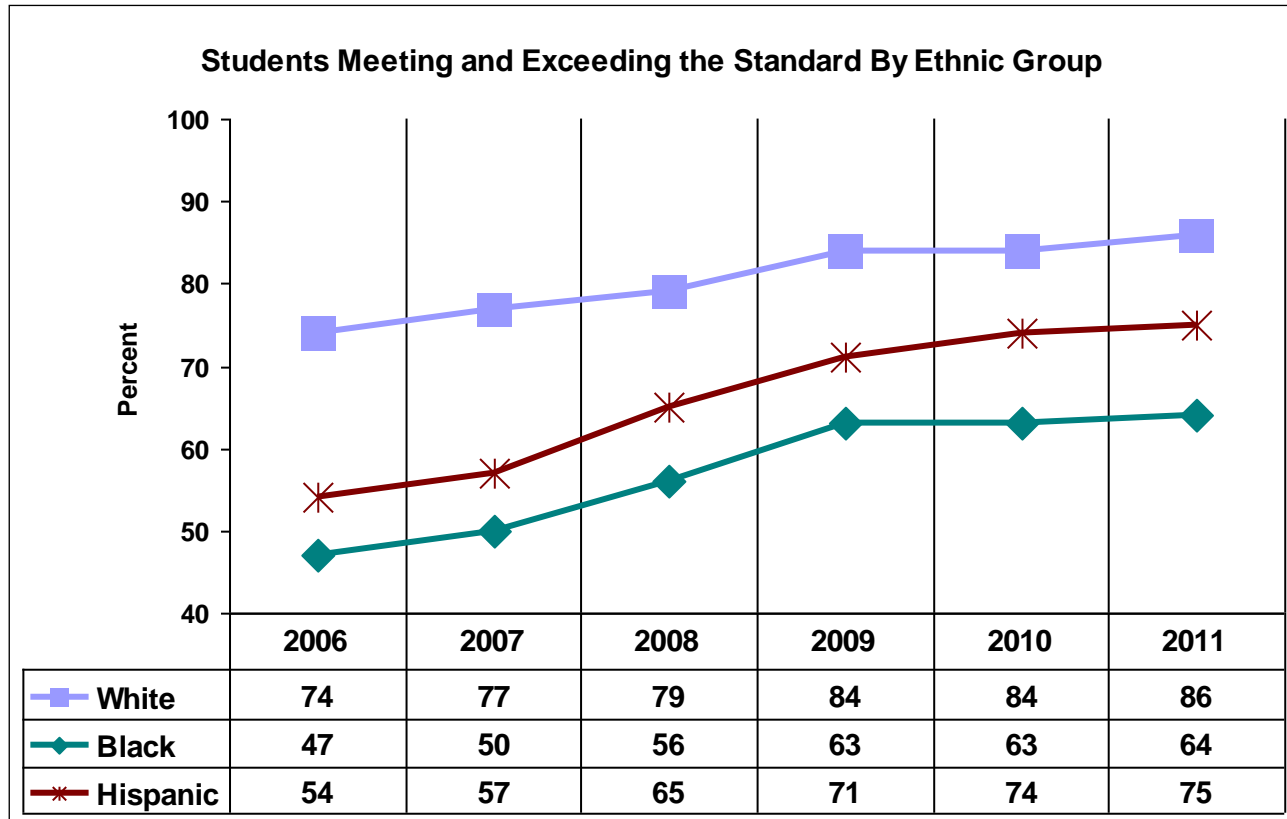
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 6 Mathematics



Percentage of Students Meeting and Exceeding the Standard

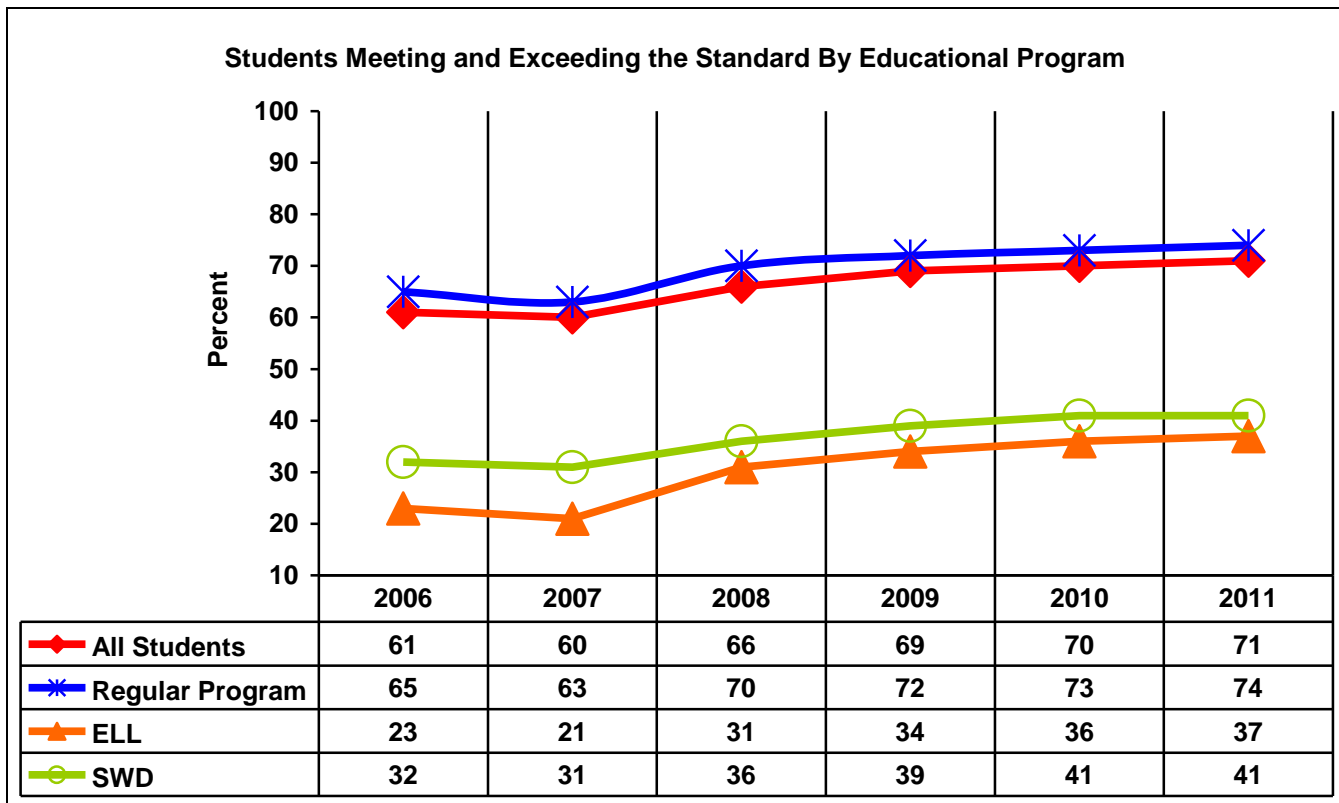
Grade 6 Mathematics



Percentage of Students Meeting and Exceeding the Standard

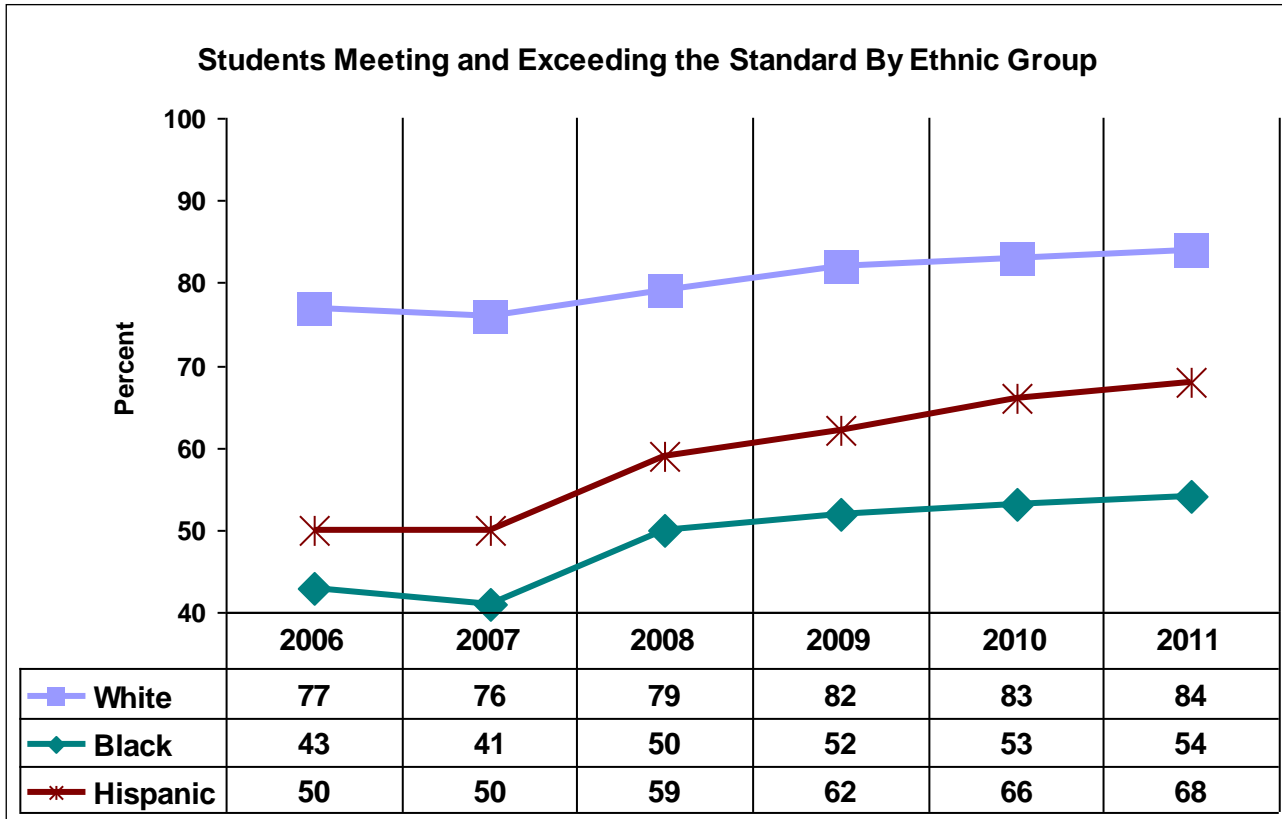
Grade 6 Science								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	61	60	66	69	70	71	+1	+10
Regular Program Students	65	63	70	72	73	74	+1	+9
English Language Learners	23	21	31	34	36	37	+1	+14
Students with Disabilities	32	31	36	39	41	41	0	+9
Asian	82	80	85	87	86	87	+1	+5
Black	43	41	50	52	53	54	+1	+11
Hispanic	50	50	59	62	66	68	+2	+18
Native American/Alaskan	70	66	69	78	75	77	+2	+7
White	77	76	79	82	83	84	+1	+7
Multiracial	69	65	72	73	76	78	+2	+9
Female	61	60	67	68	69	70	+1	+9
Male	61	59	65	69	71	72	+1	+11

Grade 6 Science



Percentage of Students Meeting and Exceeding the Standard

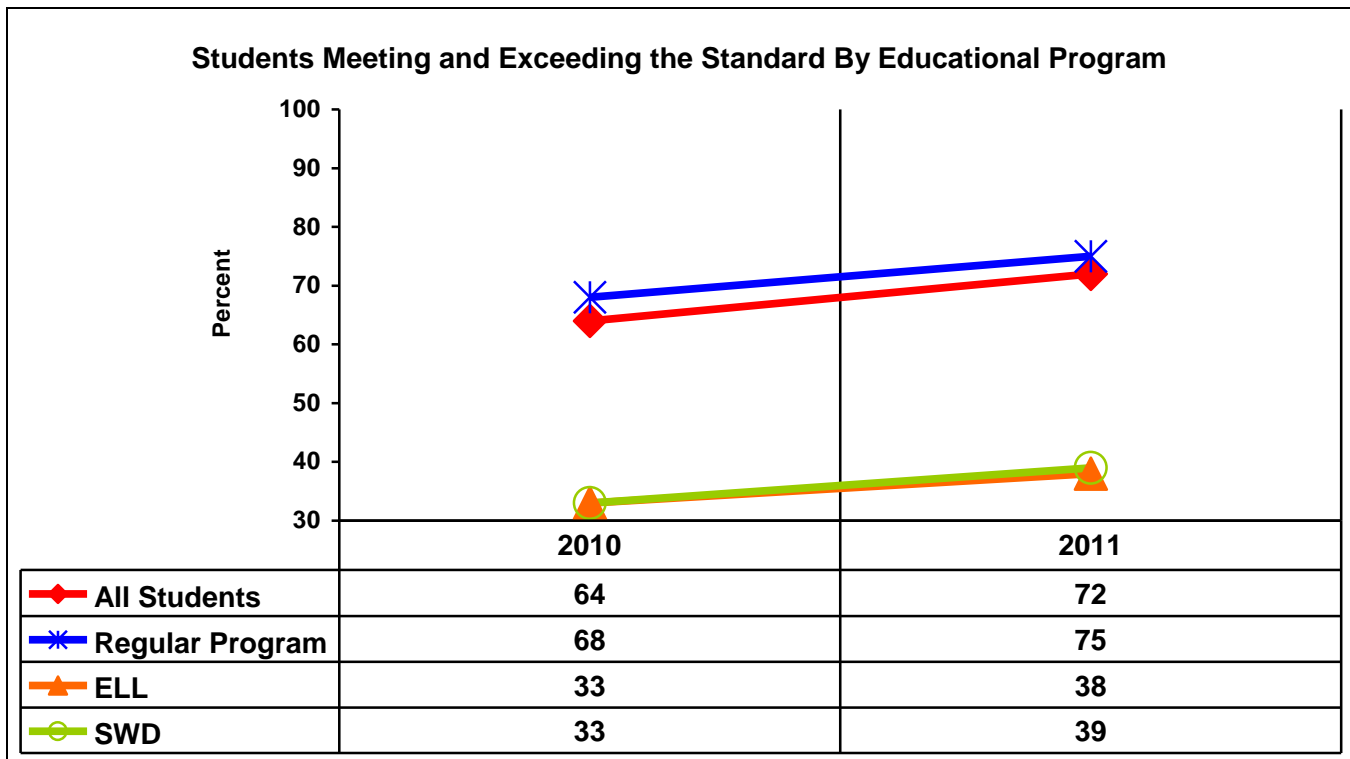
Grade 6 Science



Percentage of Students Meeting and Exceeding the Standard

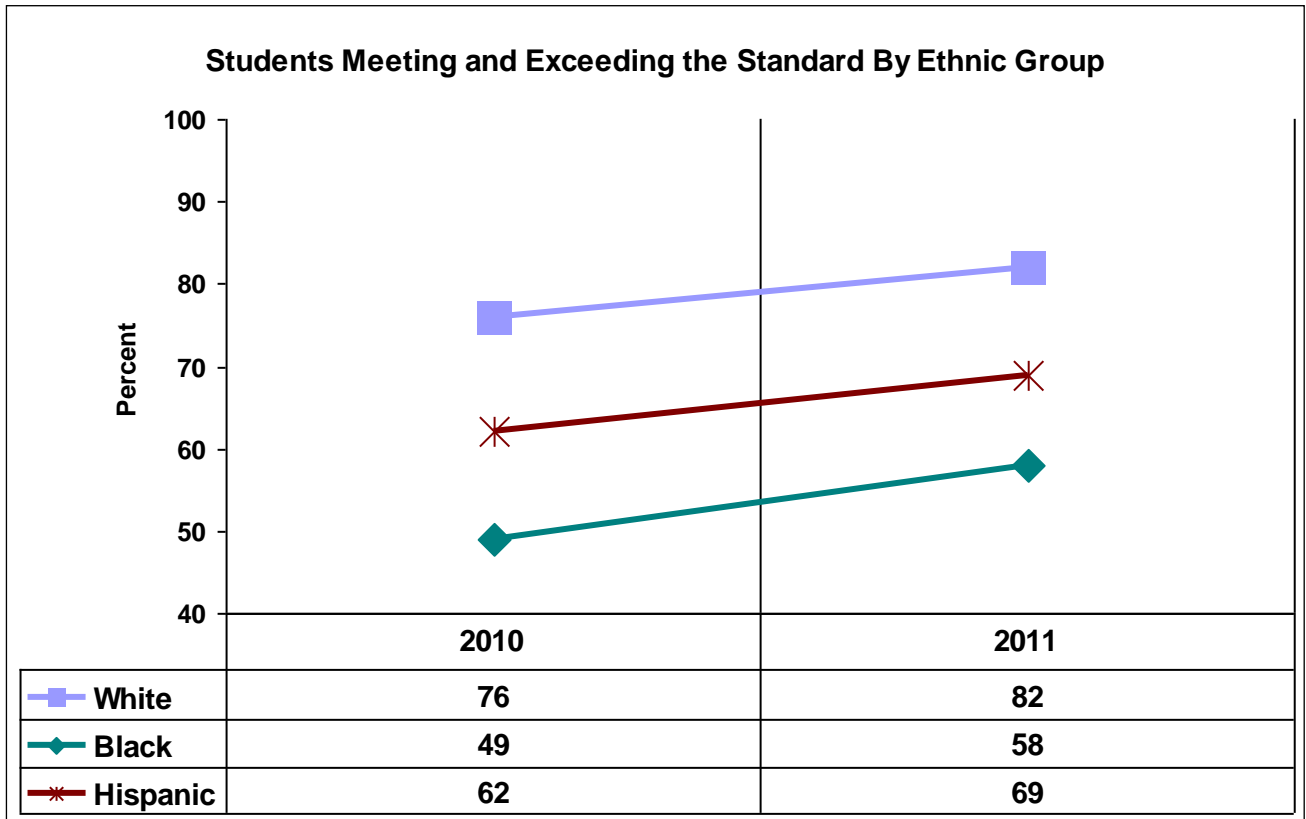
Grade 6 Social Studies							
	2006	2007	2008	2009	2010	2011	Change 2010-2011
All Students	--	--	--	--	64	72	+8
Regular Program Students	--	--	--	--	68	75	+7
English Language Learners	--	--	--	--	33	38	+5
Students with Disabilities	--	--	--	--	33	39	+6
Asian	--	--	--	--	85	89	+4
Black	--	--	--	--	49	58	+9
Hispanic	--	--	--	--	62	69	+7
Native American/Alaskan	--	--	--	--	67	76	+9
White	--	--	--	--	76	82	+6
Multiracial	--	--	--	--	70	78	+8
Female	--	--	--	--	65	73	+8
Male	--	--	--	--	64	71	+7

Grade 6 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 6 Social Studies

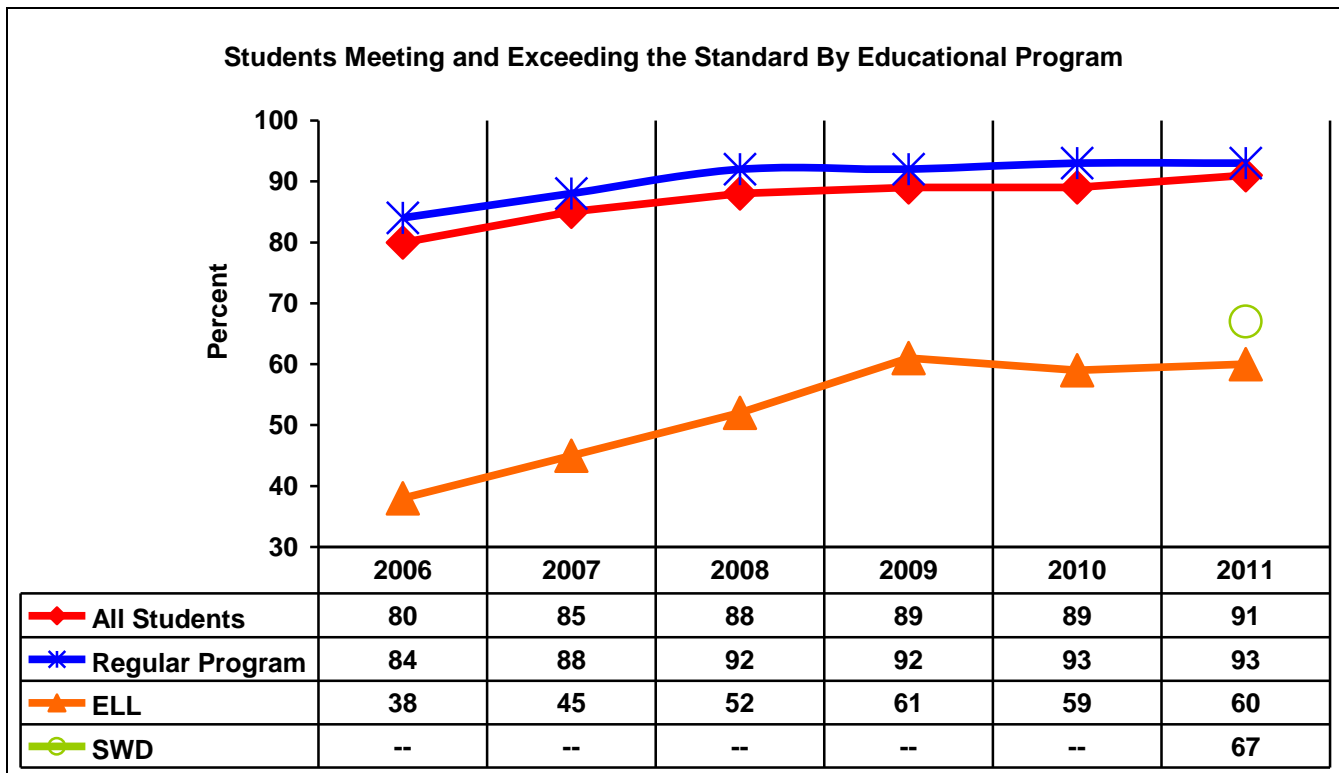


Percentage of Students Meeting and Exceeding the Standard

Grade 7 Reading		2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students		80	85	88	89	89	91	+2	+11
Regular Program Students		84	88	92	92	93	93	0	+9
English Language Learners		38	45	52	61	59	60	+1	+22
Students with Disabilities*		--	--	--	--	--	67	--	--
Asian		90	91	94	93	93	93	0	+3
Black		71	78	82	84	84	86	+2	+15
Hispanic		71	77	82	85	87	89	+2	+18
Native American/Alaskan		82	85	91	90	86	91	+5	+9
White		88	92	93	94	94	95	+1	+7
Multiracial		85	89	92	92	93	94	+1	+9
Female		84	88	92	93	92	93	+1	+9
Male		76	82	85	86	86	89	+3	+13

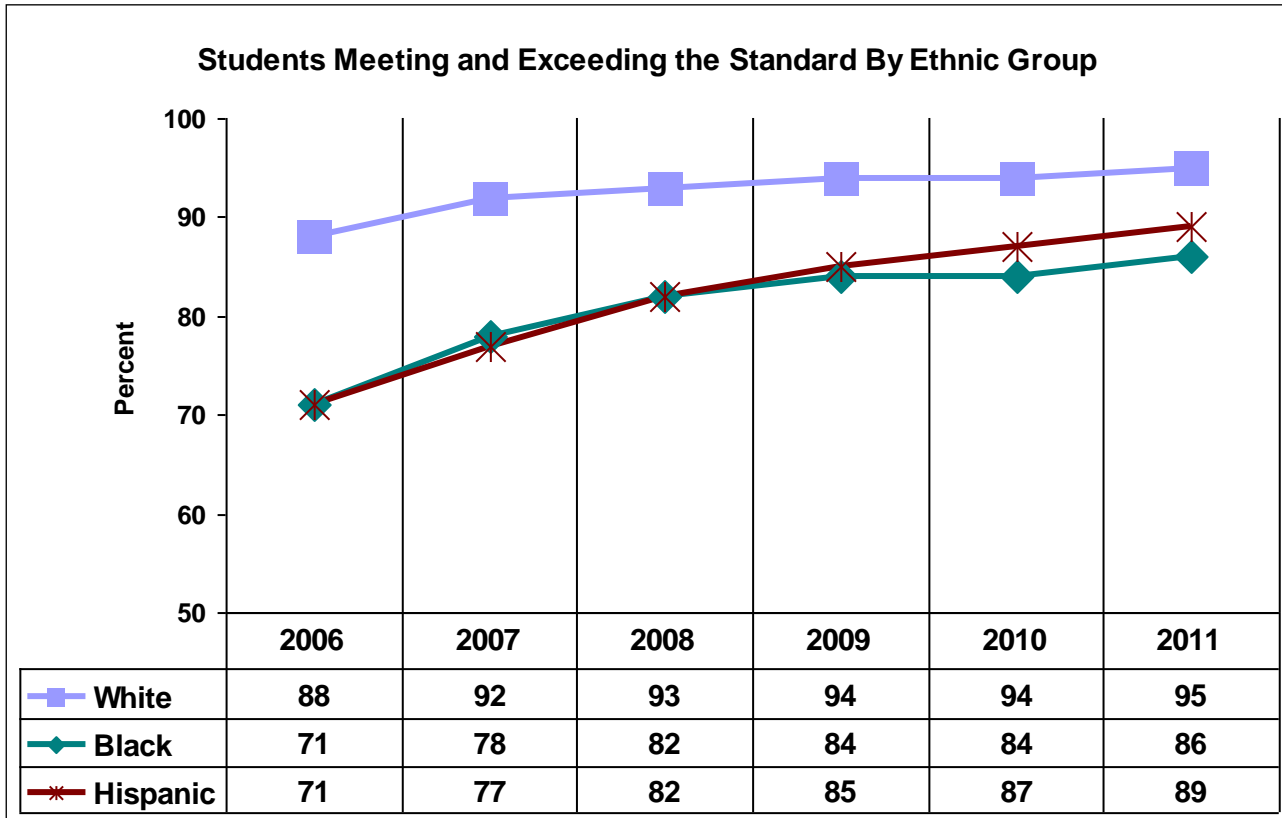
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 7 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 7 Reading

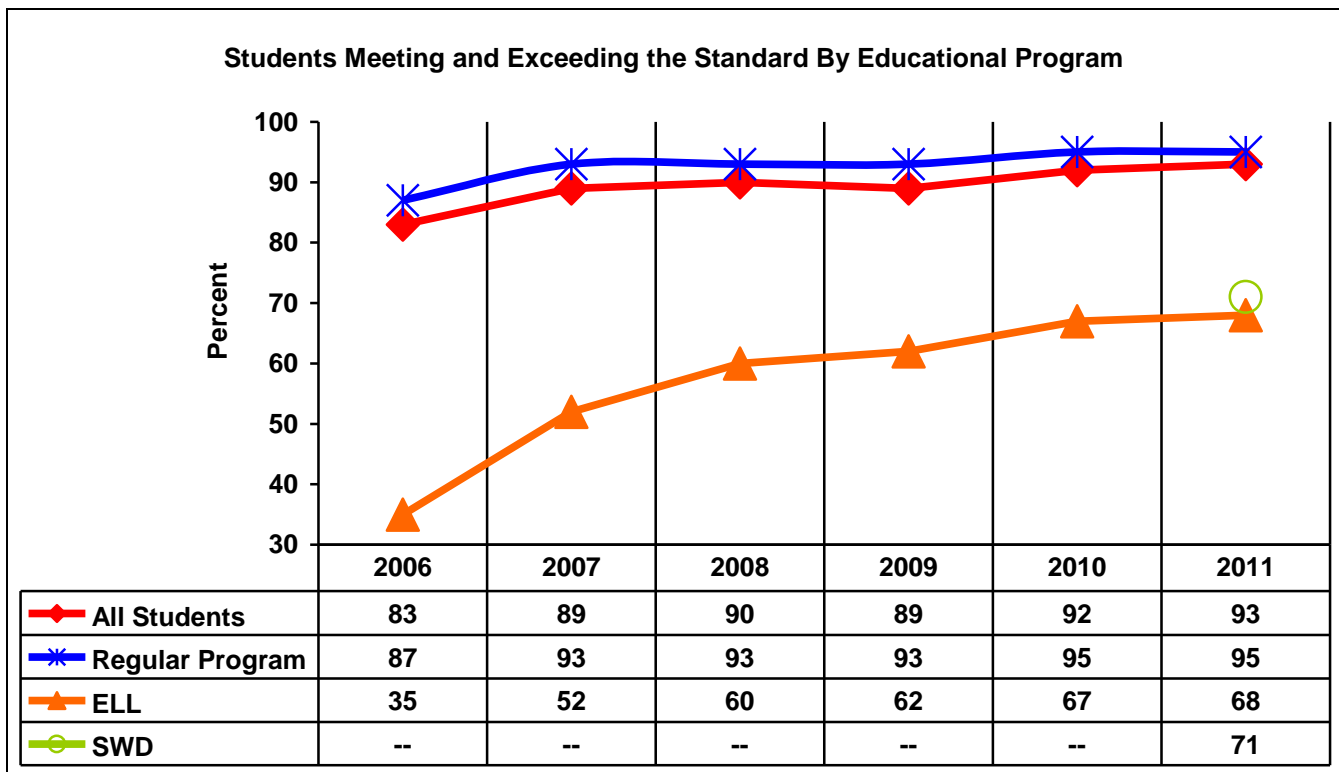


Percentage of Students Meeting and Exceeding the Standard

Grade 7 English/Language Arts									
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011	
All Students	83	89	90	89	92	93	+1	+10	
Regular Program Students	87	93	93	93	95	95	0	+8	
English Language Learners	35	52	60	62	67	68	+1	+33	
Students with Disabilities*	--	--	--	--	--	71	--	--	
Asian	92	95	96	94	94	94	0	+2	
Black	77	86	86	86	89	91	+2	+14	
Hispanic	71	81	85	85	89	92	+3	+21	
Native American/Alaskan	88	89	89	89	90	91	+1	+3	
White	90	93	94	93	94	95	+1	+5	
Multiracial	88	93	92	92	94	95	+1	+7	
Female	88	93	94	94	95	96	+1	+8	
Male	78	85	86	86	88	90	+2	+12	

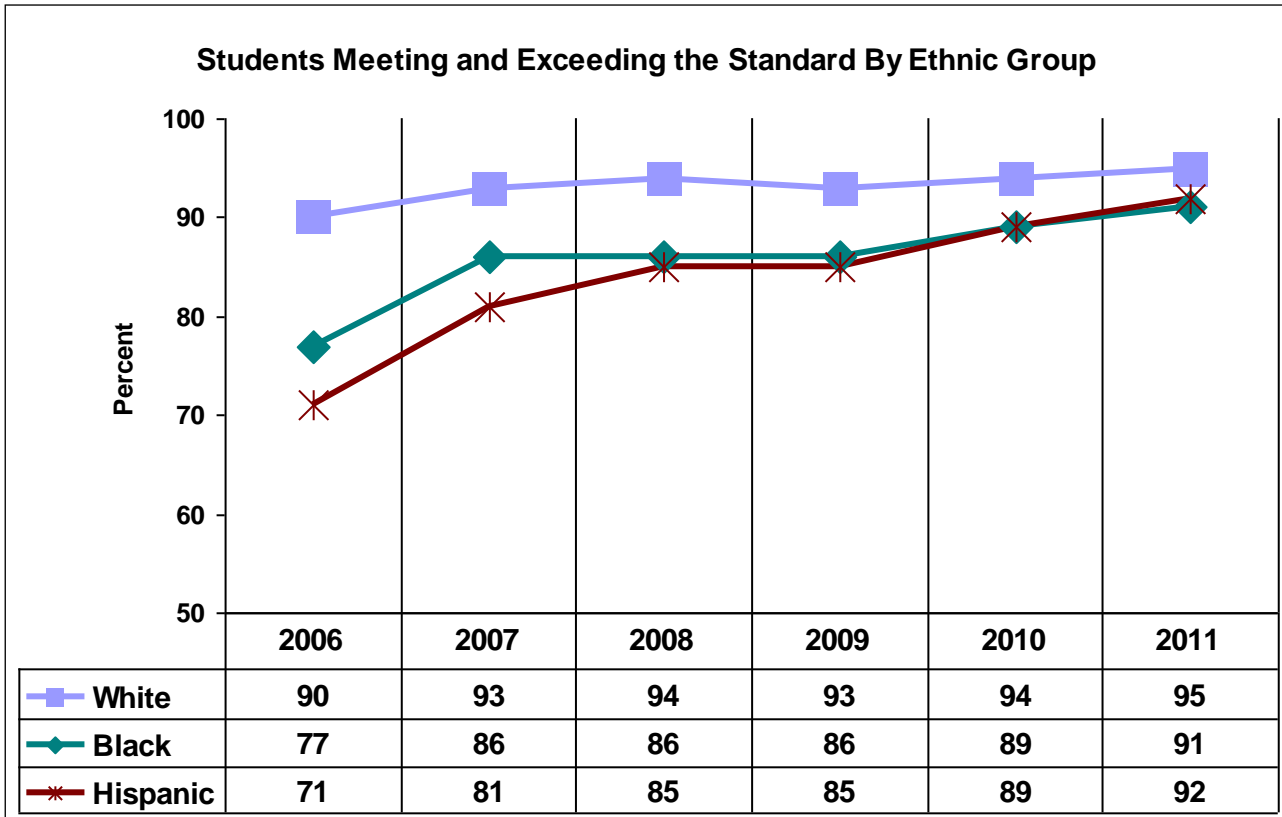
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 7 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 7 English/Language Arts

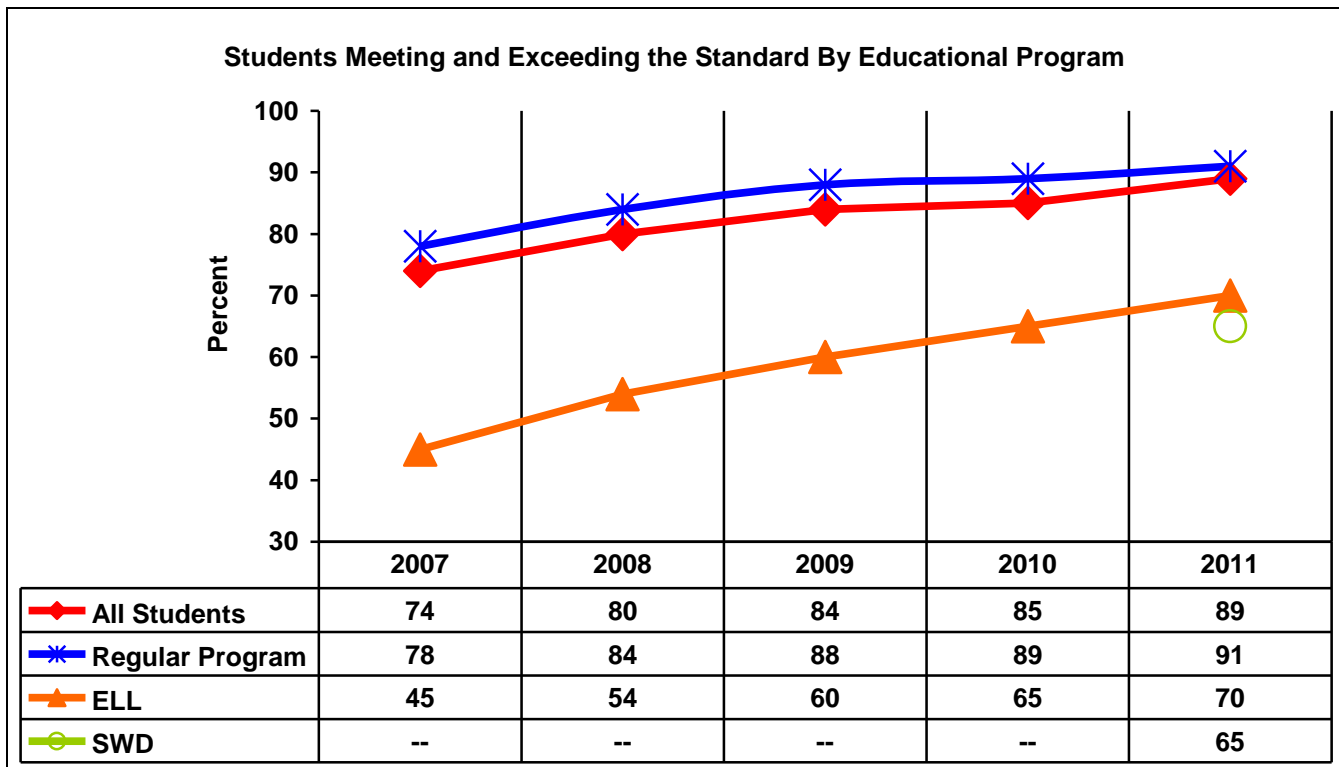


Percentage of Students Meeting and Exceeding the Standard

Grade 7 Mathematics								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2007-2011
All Students	--	74	80	84	85	89	+4	+15
Regular Program Students	--	78	84	88	89	91	+2	+13
English Language Learners	--	45	54	60	65	70	+5	+25
Students with Disabilities*	--	--	--	--	--	65	--	--
Asian	--	92	94	95	94	94	0	+2
Black	--	62	70	76	78	83	+5	+21
Hispanic	--	69	77	81	85	90	+5	+21
Native American/Alaskan	--	74	80	85	85	87	+2	+13
White	--	84	87	90	91	94	+3	+10
Multiracial	--	78	84	86	89	91	+2	+13
Female	--	77	83	86	88	91	+3	+14
Male	--	71	77	81	83	87	+4	+16

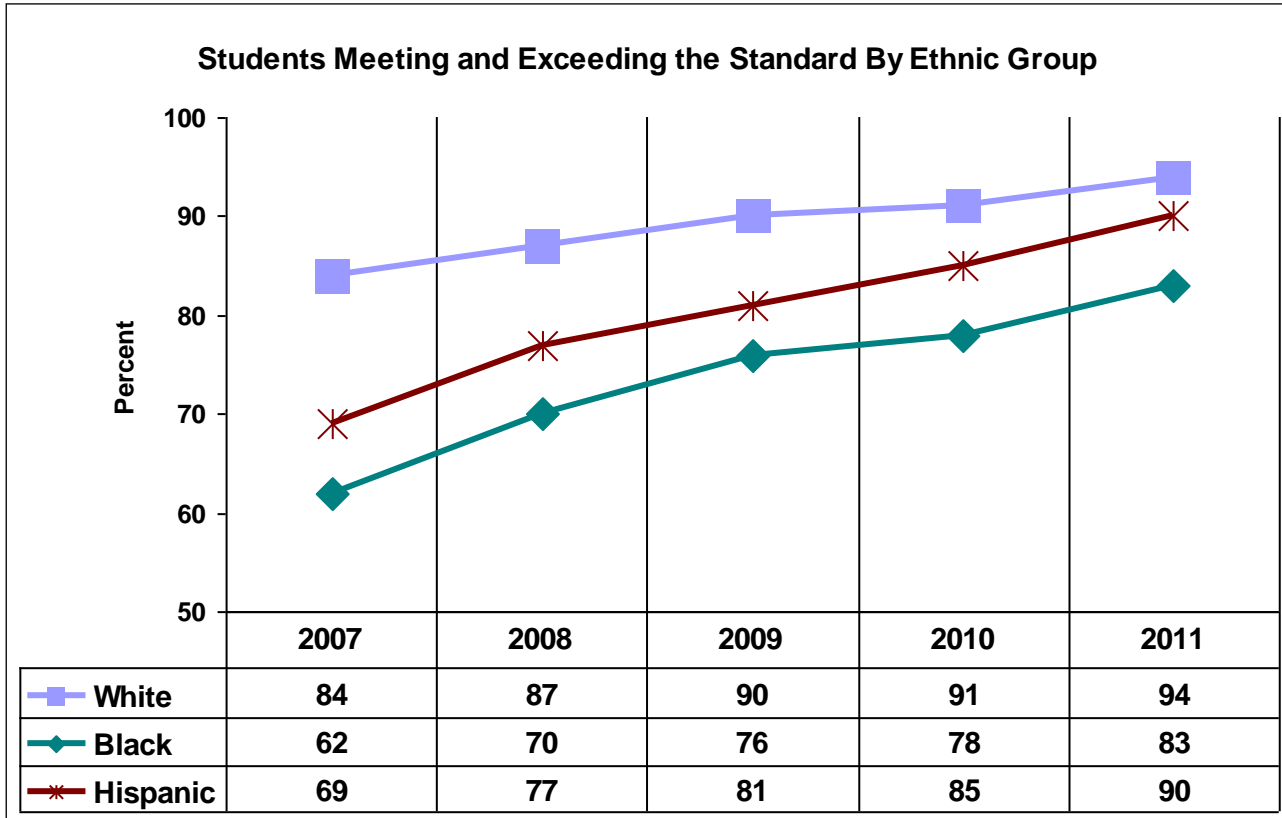
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 7 Mathematics



Percentage of Students Meeting and Exceeding the Standard

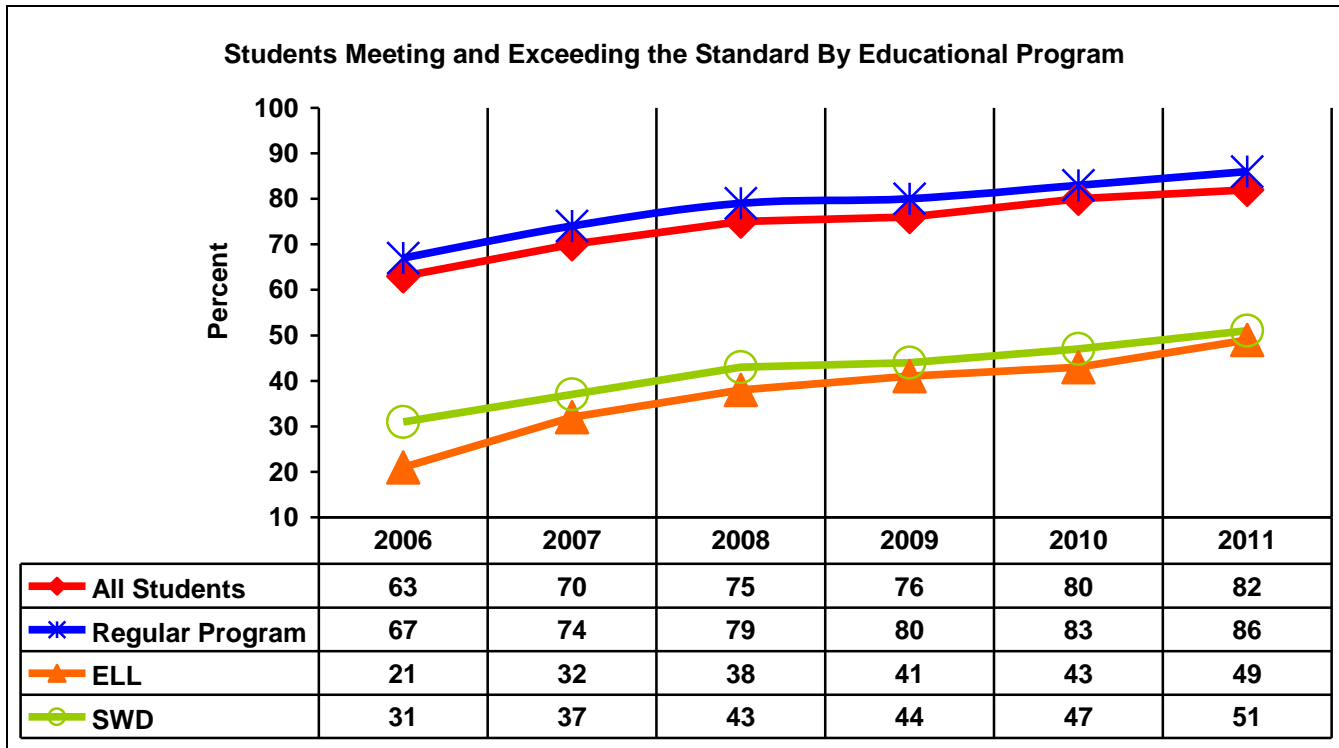
Grade 7 Mathematics



Percentage of Students Meeting and Exceeding the Standard

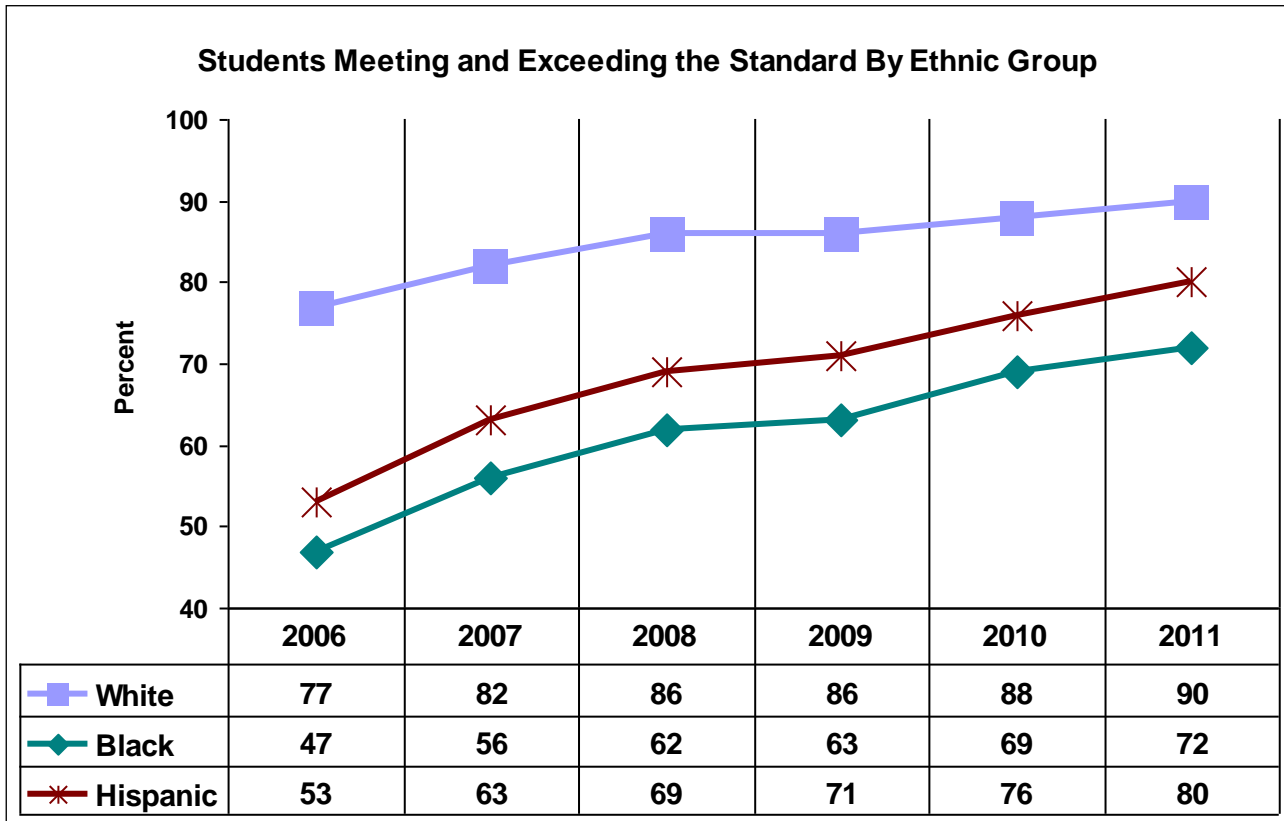
Grade 7 Science								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	63	70	75	76	80	82	+2	+19
Regular Program Students	67	74	79	80	83	86	+3	+19
English Language Learners	21	32	38	41	43	49	+6	+28
Students with Disabilities	31	37	43	44	47	51	+4	+20
Asian	83	87	90	89	90	91	+1	+8
Black	47	56	62	63	69	72	+3	+25
Hispanic	53	63	69	71	76	80	+4	+27
Native American/Alaskan	73	70	79	78	82	82	0	+9
White	77	82	86	86	88	90	+2	+13
Multiracial	71	76	81	80	85	87	+2	+16
Female	64	72	77	77	81	84	+3	+20
Male	62	68	74	74	78	81	+3	+19

Grade 7 Science



Percentage of Students Meeting and Exceeding the Standard

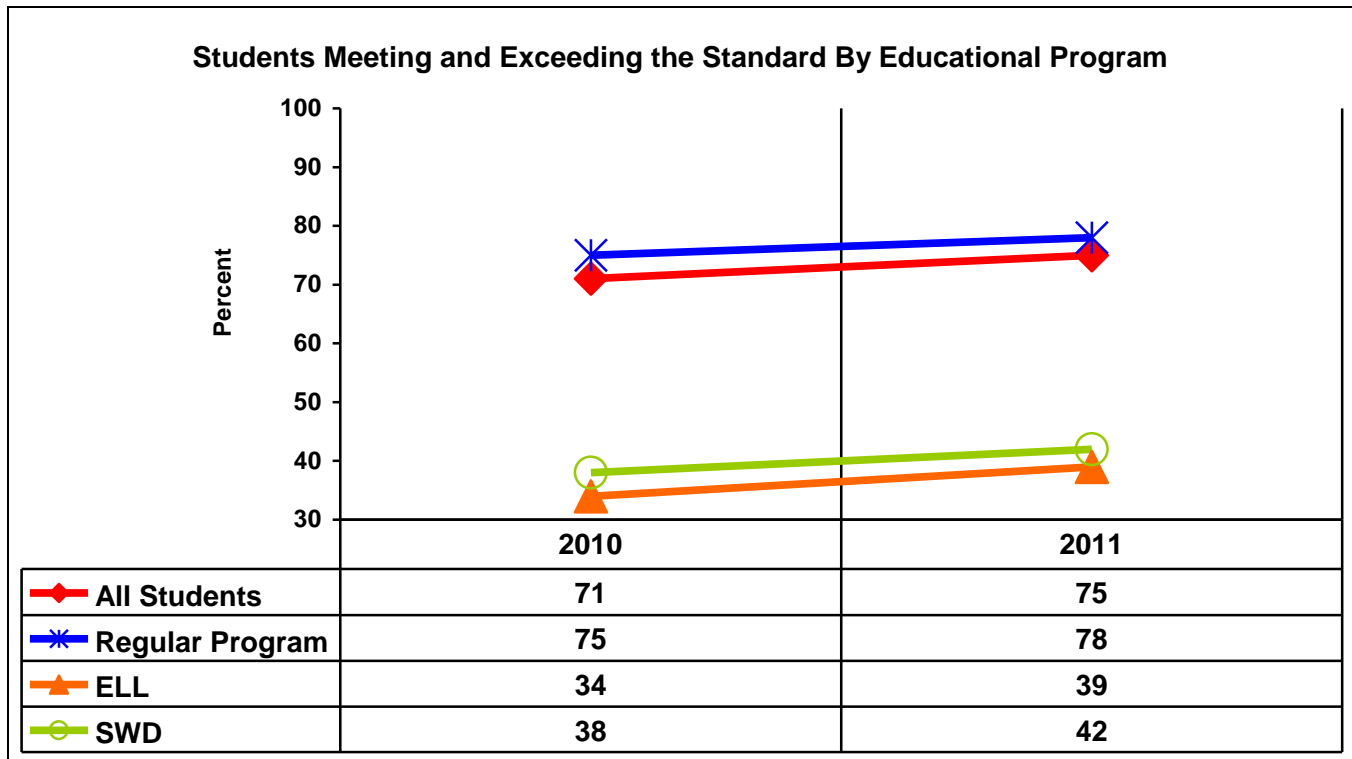
Grade 7 Science



Percentage of Students Meeting and Exceeding the Standard

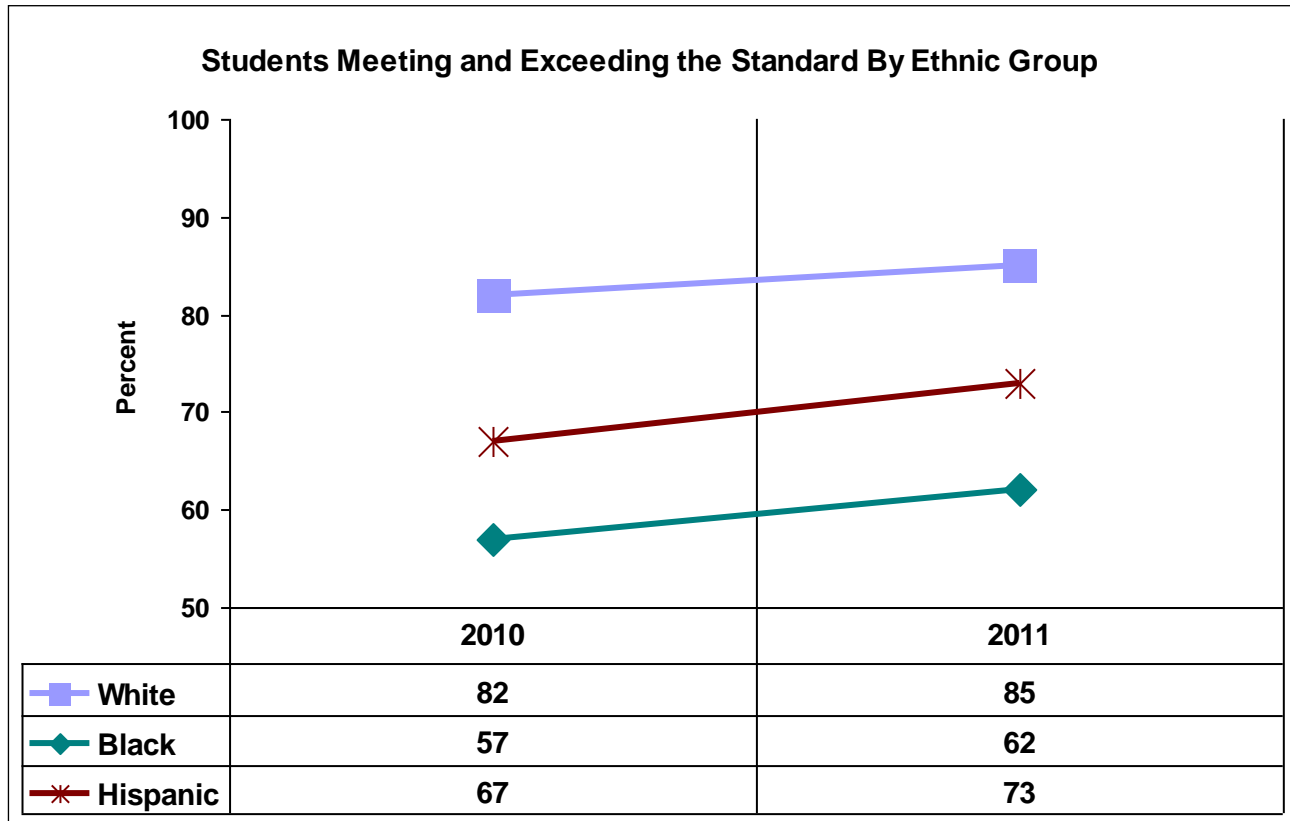
Grade 7 Social Studies							
	2006	2007	2008	2009	2010	2011	Change 2010-2011
All Students	--	--	--	--	71	75	+4
Regular Program Students	--	--	--	--	75	78	+3
English Language Learners	--	--	--	--	34	39	+5
Students with Disabilities	--	--	--	--	38	42	+4
Asian	--	--	--	--	88	89	+1
Black	--	--	--	--	57	62	+5
Hispanic	--	--	--	--	67	73	+6
Native American/Alaskan	--	--	--	--	72	74	+2
White	--	--	--	--	82	85	+3
Multiracial	--	--	--	--	77	80	+3
Female	--	--	--	--	72	75	+3
Male	--	--	--	--	71	74	+3

Grade 7 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 7 Social Studies

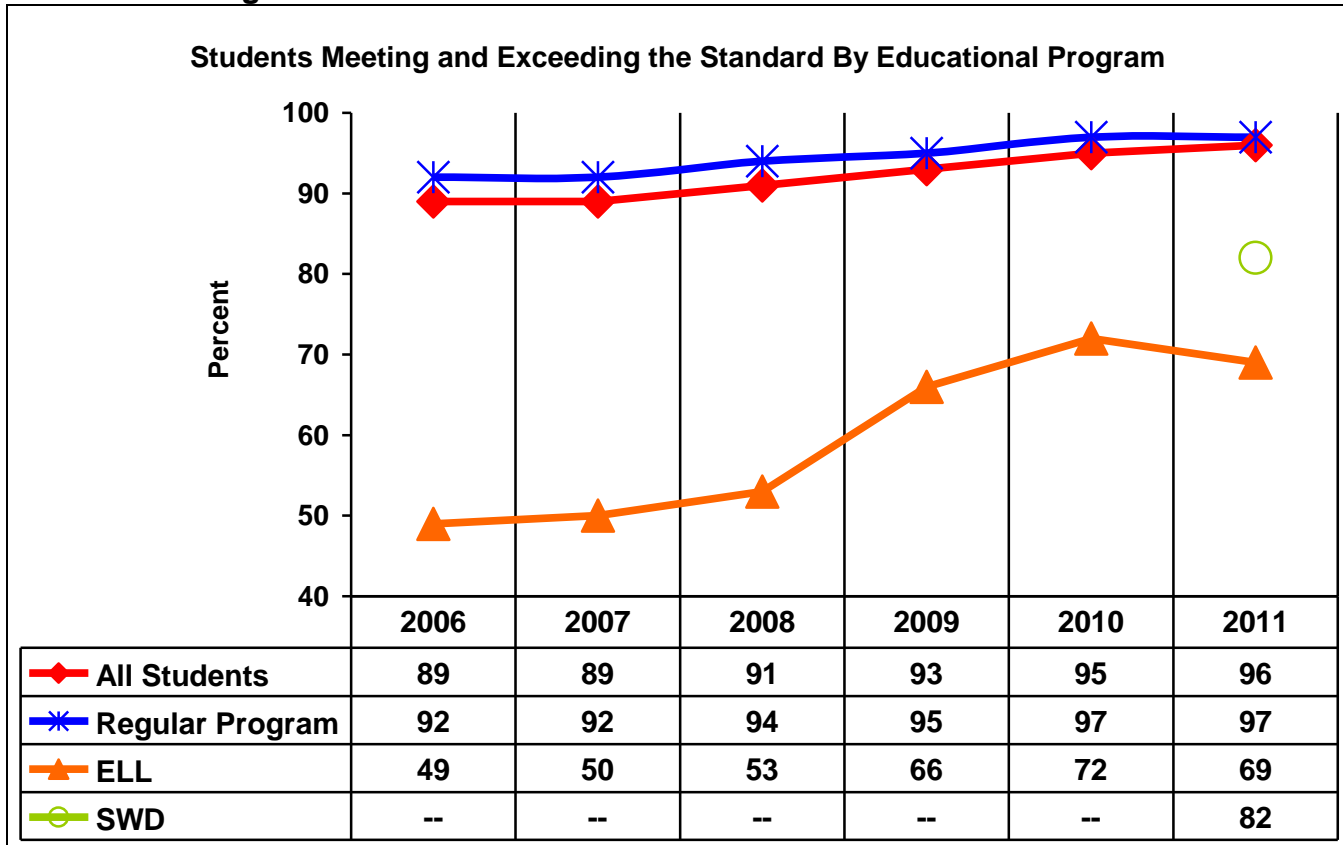


Percentage of Students Meeting and Exceeding the Standard

Grade 8 Reading								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	89	89	91	93	95	96	+1	+7
Regular Program Students	92	92	94	95	97	97	0	+5
English Language Learners	49	50	53	66	72	69	-3	+20
Students with Disabilities*	--	--	--	--	--	82	--	--
Asian	93	94	95	96	95	94	-1	+1
Black	84	83	86	89	92	94	+2	+10
Hispanic	79	80	83	89	92	94	+2	+15
Native American/Alaskan	91	89	95	92	95	95	0	+4
White	95	94	95	96	97	98	+1	+3
Multiracial	93	92	94	95	97	98	+1	+5
Female	92	91	93	95	97	97	0	+5
Male	87	86	88	91	93	95	+2	+8

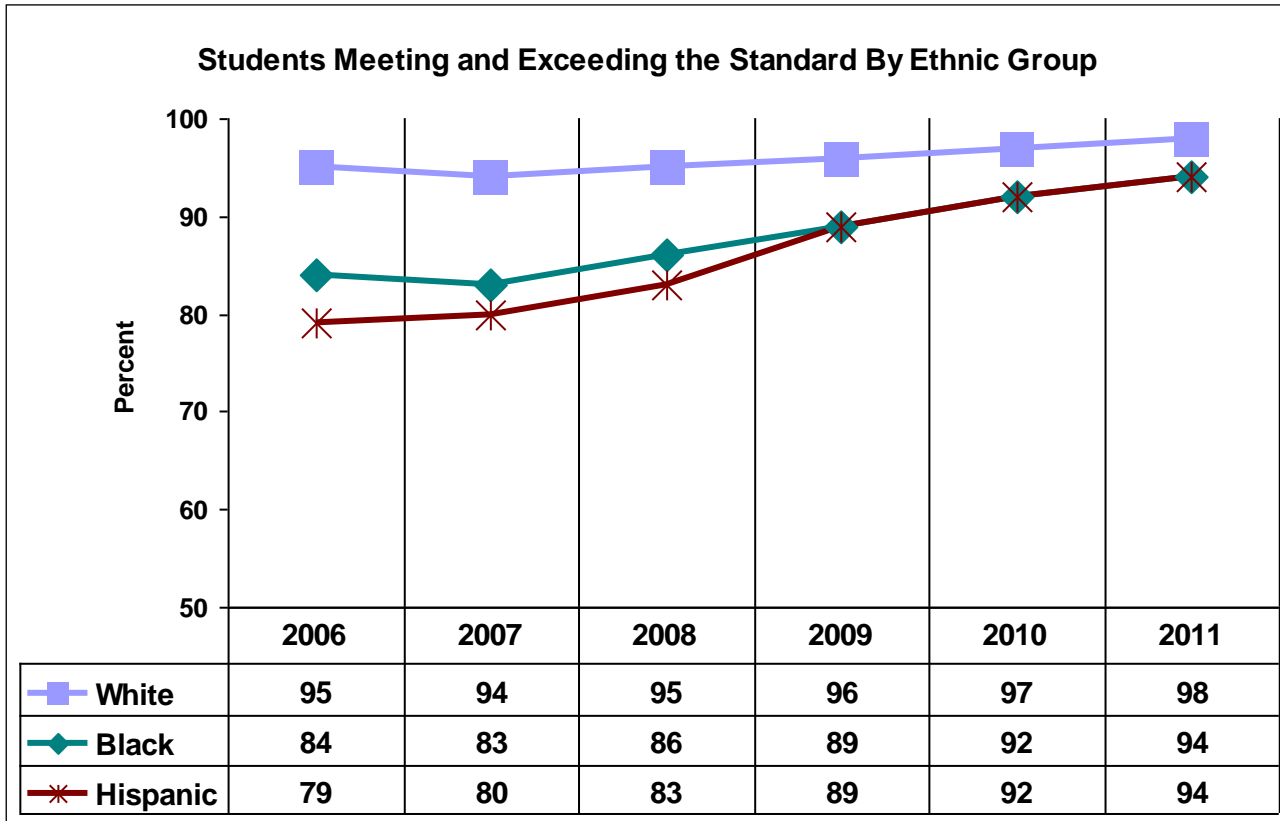
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 8 Reading



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Reading

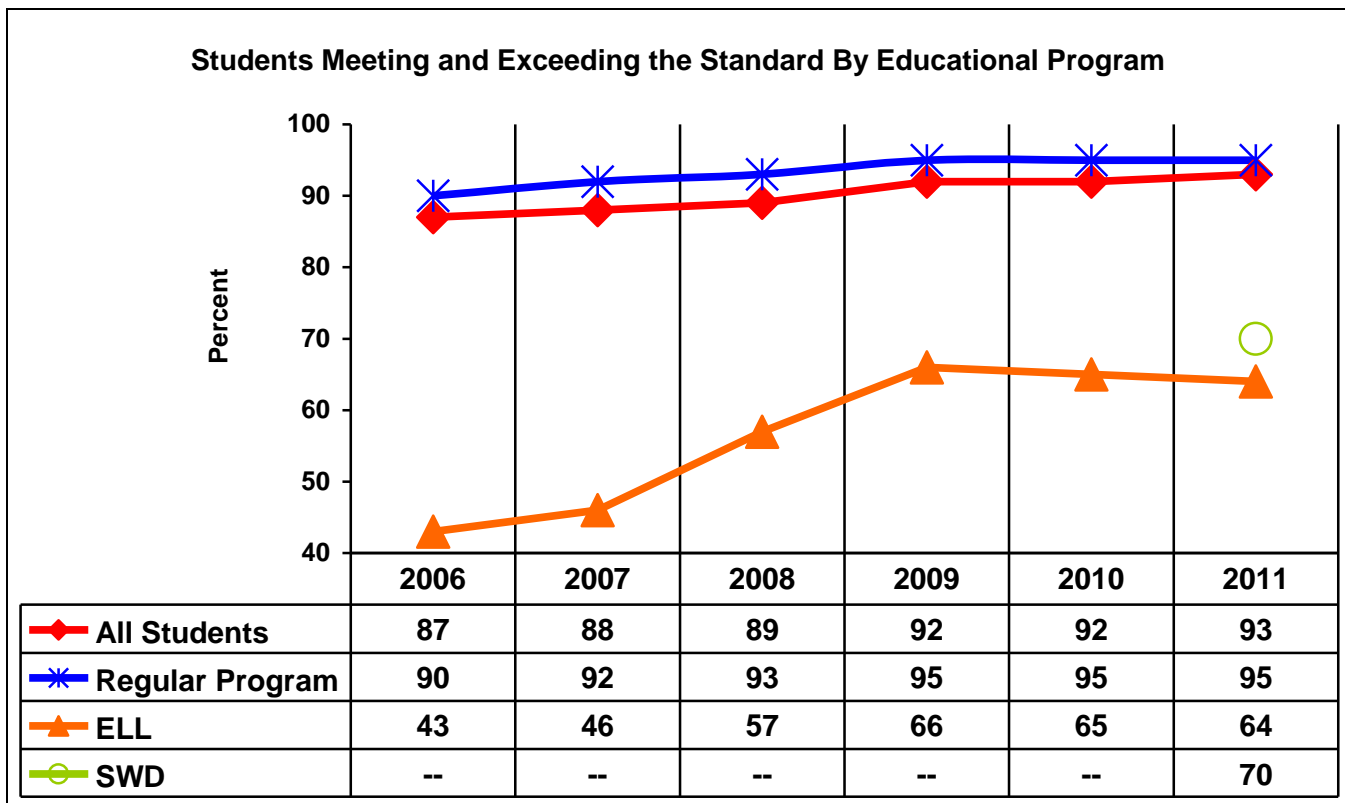


Percentage of Students Meeting and Exceeding the Standard

Grade 8 English/Language Arts								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2006-2011
All Students	87	88	89	92	92	93	+1	+6
Regular Program Students	90	92	93	95	95	95	0	+5
English Language Learners	43	46	57	66	65	64	-1	+21
Students with Disabilities*	--	--	--	--	--	70	--	--
Asian	93	94	96	96	94	94	0	+1
Black	81	84	86	89	89	90	+1	+9
Hispanic	74	78	83	88	89	90	+1	+16
Native American/Alaskan	86	89	86	91	95	90	-5	+4
White	92	93	93	94	95	95	0	+3
Multiracial	91	91	93	94	94	96	+2	+5
Female	91	92	93	95	95	95	0	+4
Male	82	85	86	89	89	90	+1	+8

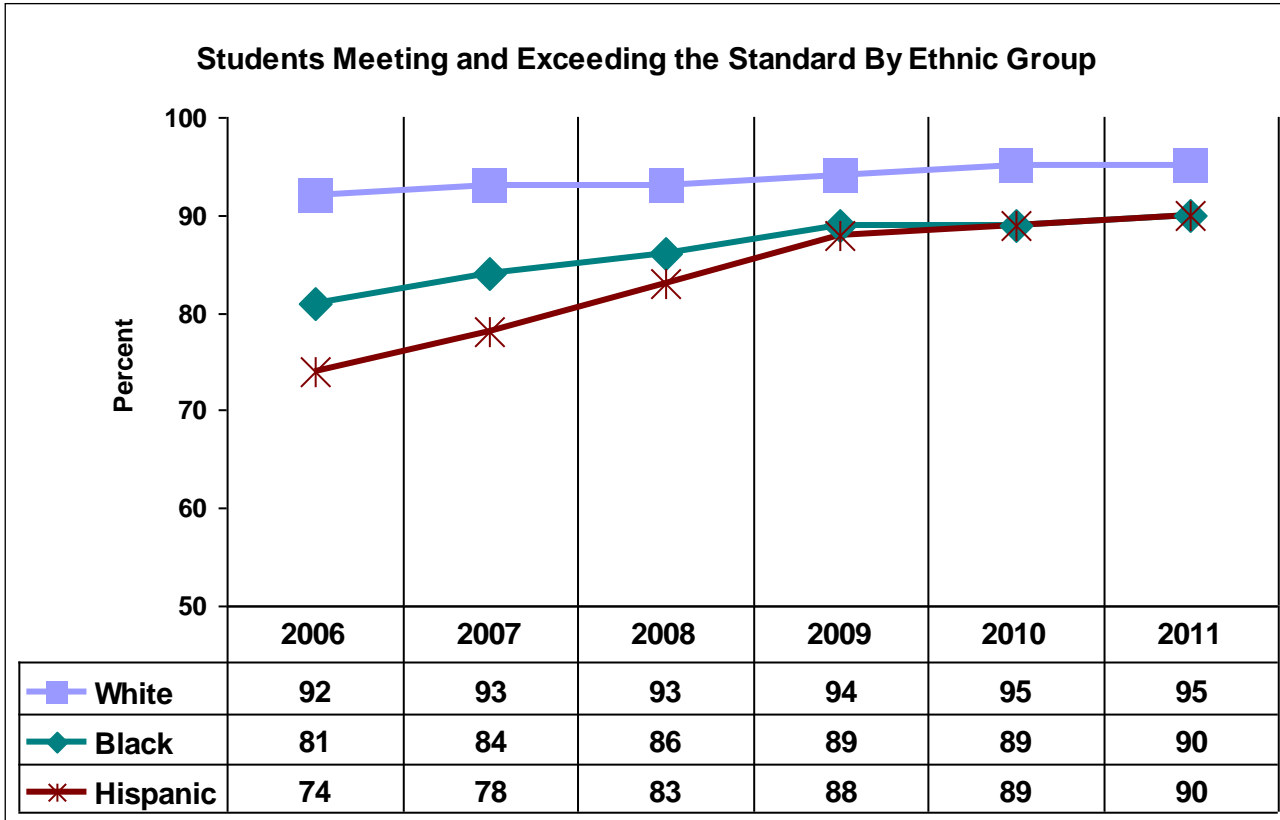
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 8 English/Language Arts



Percentage of Students Meeting and Exceeding the Standard

Grade 8 English/Language Arts

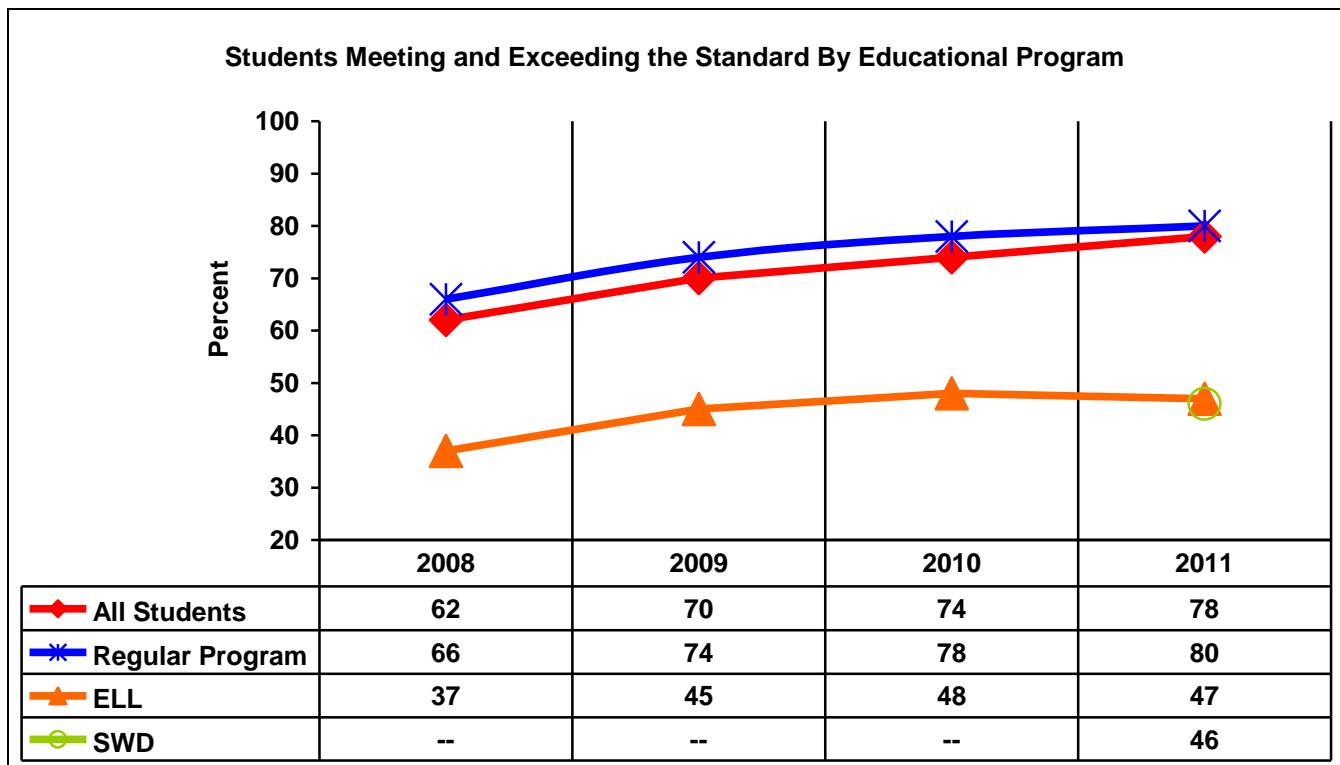


Percentage of Students Meeting and Exceeding the Standard

Grade 8 Mathematics								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2008-2011
All Students	--	--	62	70	74	78	+4	+16
Regular Program Students	--	--	66	74	78	80	+2	+14
English Language Learners	--	--	37	45	48	47	-1	+10
Students with Disabilities*	--	--	--	--	--	46	--	--
Asian	--	--	87	92	92	91	-1	+4
Black	--	--	49	58	63	68	+5	+19
Hispanic	--	--	55	65	71	75	+4	+20
Native American/Alaskan	--	--	61	72	77	80	+3	+19
White	--	--	73	79	83	85	+2	+12
Multiracial	--	--	67	73	79	81	+2	+14
Female	--	--	64	73	77	80	+3	+16
Male	--	--	60	67	72	75	+3	+15

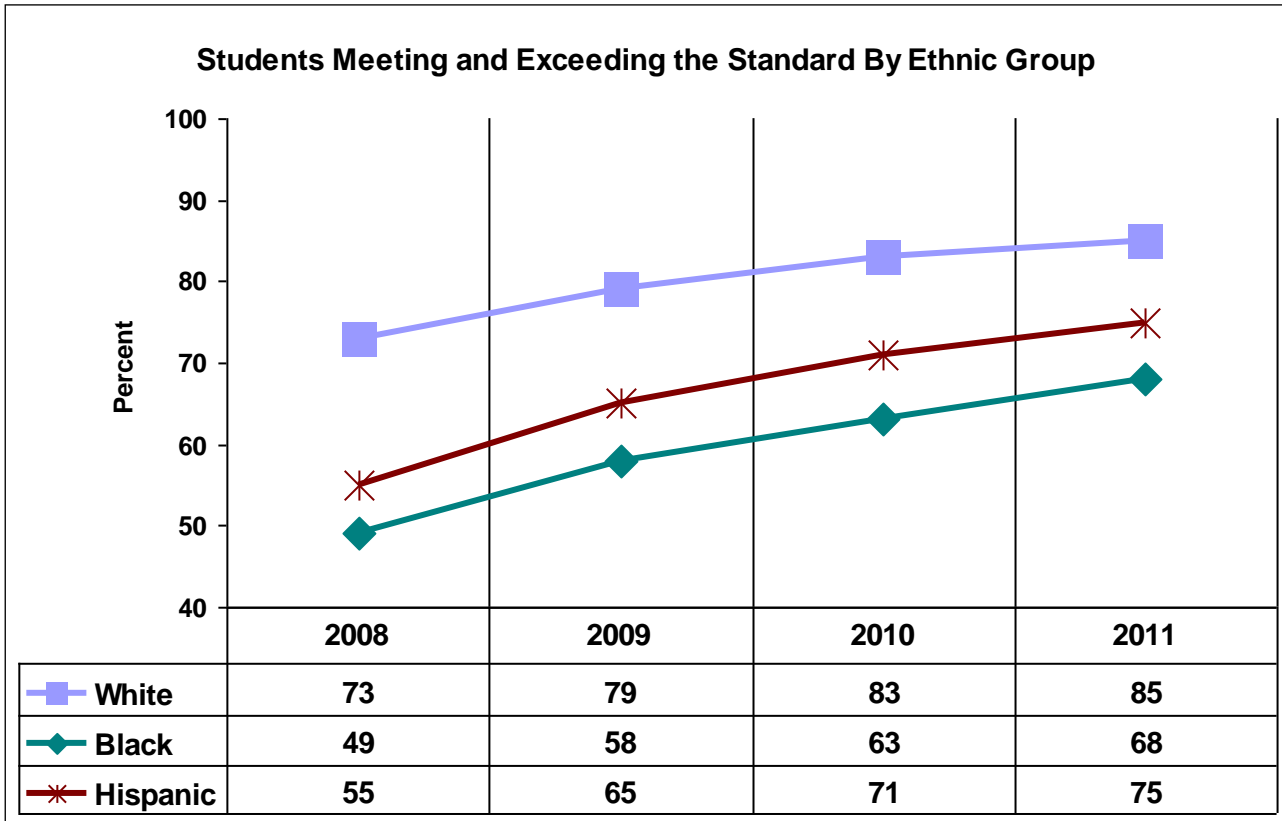
*In 2011, some SWD were eligible for the CRCT-M. This change makes longitudinal comparisons inappropriate.

Grade 8 Mathematics



Percentage of Students Meeting and Exceeding the Standard

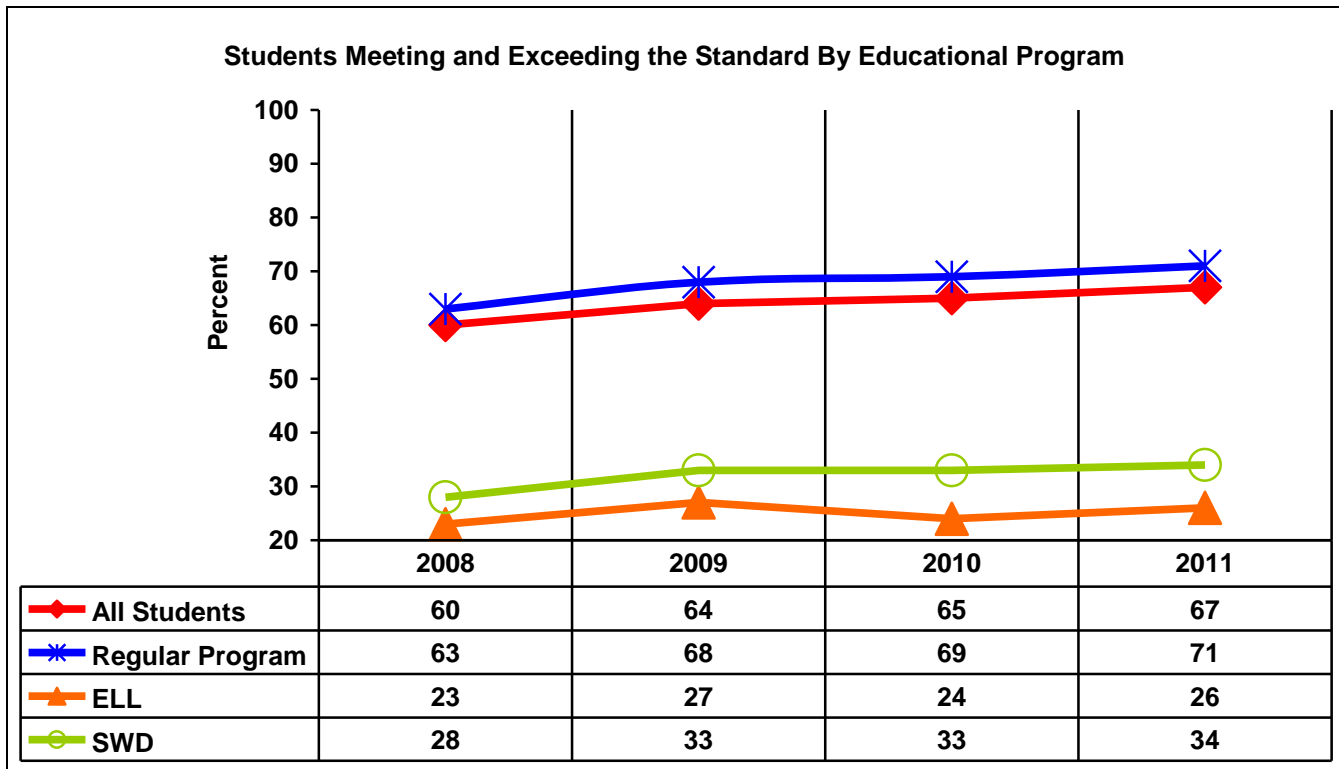
Grade 8 Mathematics



Percentage of Students Meeting and Exceeding the Standard

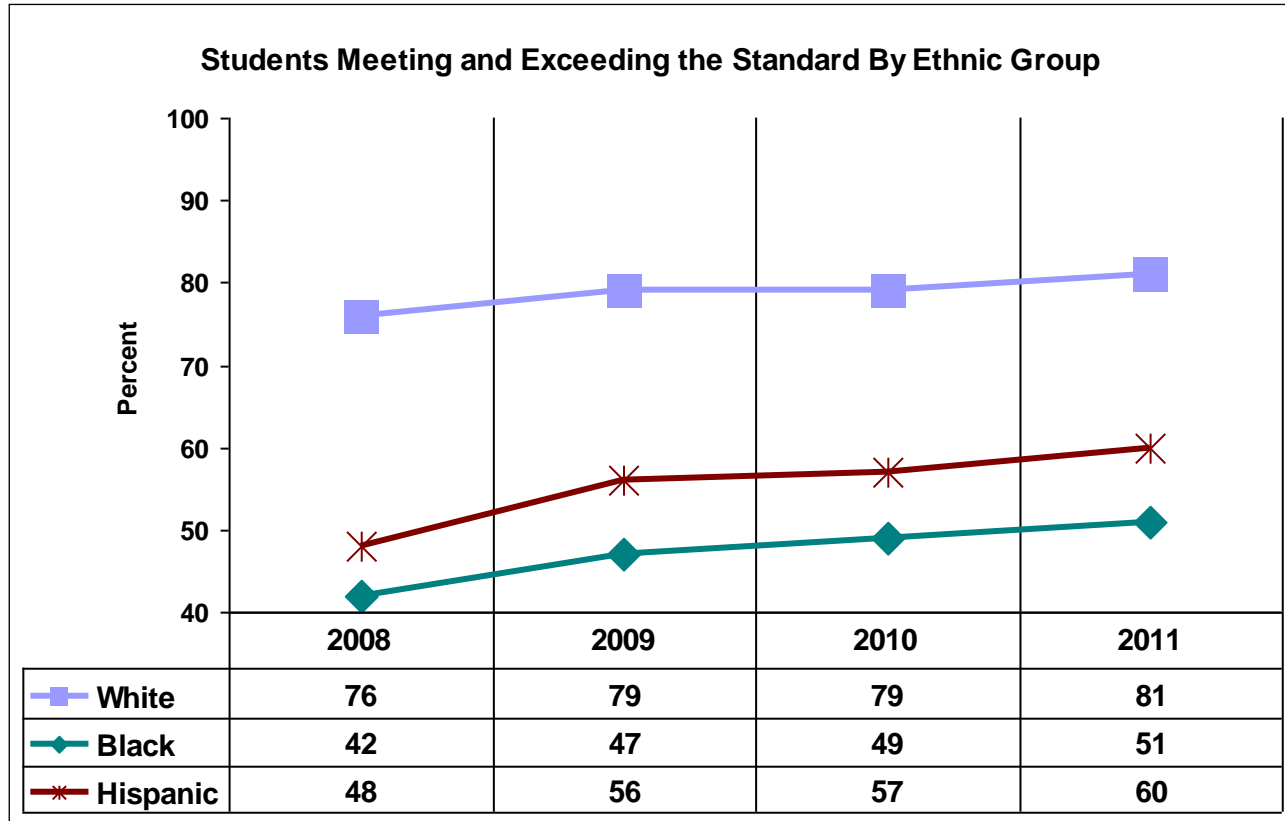
Grade 8 Science									
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2008-2011	
All Students	--	--	60	64	65	67	+2	+7	
Regular Program Students	--	--	63	68	69	71	+2	+8	
English Language Learners	--	--	23	27	24	26	+2	+3	
Students with Disabilities	--	--	28	33	33	34	+1	+6	
Asian	--	--	80	84	82	84	+2	+4	
Black	--	--	42	47	49	51	+2	+9	
Hispanic	--	--	48	56	57	60	+3	+12	
Native American/Alaskan	--	--	60	76	72	72	0	+12	
White	--	--	76	79	79	81	+2	+5	
Multiracial	--	--	67	71	73	74	+1	+7	
Female	--	--	58	63	64	65	+1	+7	
Male	--	--	61	66	66	69	+3	+8	

Grade 8 Science



Percentage of Students Meeting and Exceeding the Standard

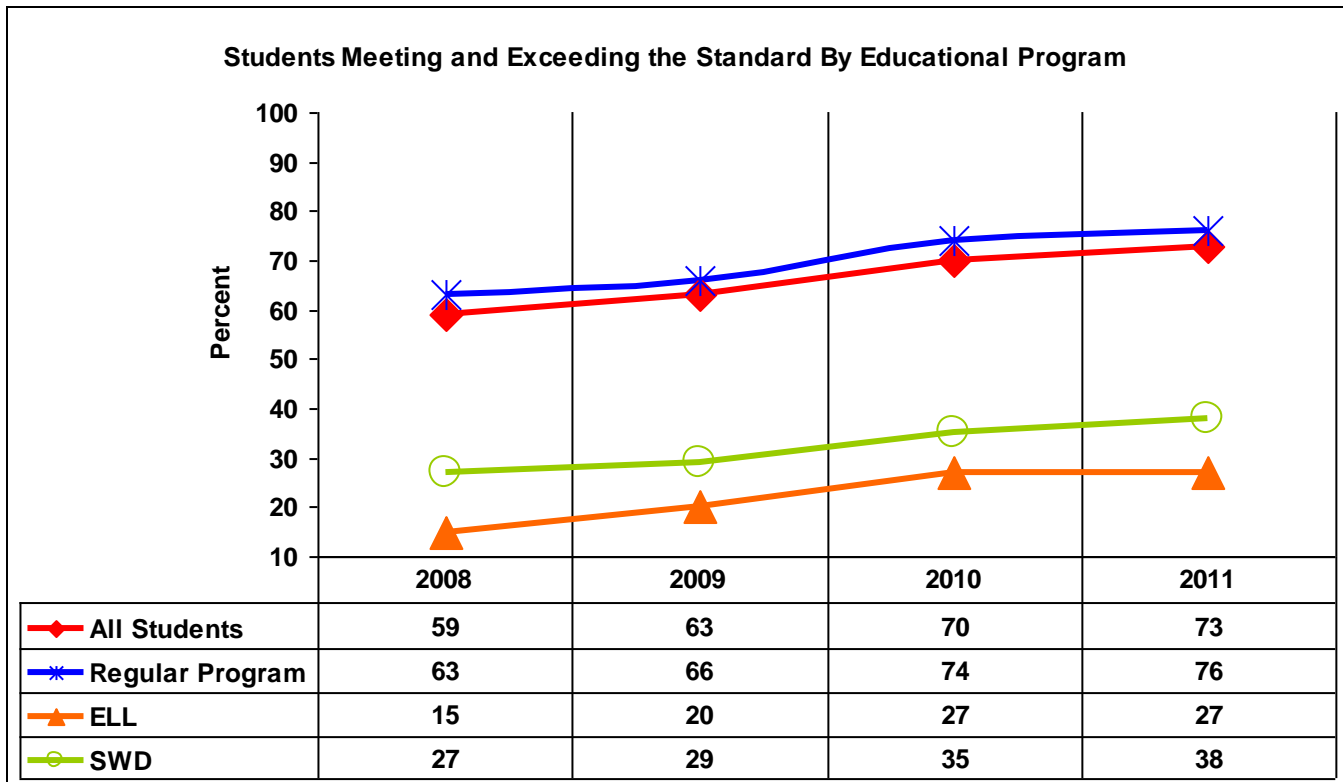
Grade 8 Science



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Social Studies								
	2006	2007	2008	2009	2010	2011	Change 2010-2011	Change 2008-2011
All Students	--	--	59	63	70	73	+3	+14
Regular Program Students	--	--	63	66	74	76	+2	+13
English Language Learners	--	--	15	20	27	27	0	+12
Students with Disabilities	--	--	27	29	35	38	+3	+11
Asian	--	--	77	81	85	86	+1	+9
Black	--	--	44	48	56	60	+4	+16
Hispanic	--	--	45	51	62	66	+4	+21
Native American/Alaskan	--	--	62	65	73	75	+2	+13
White	--	--	73	75	81	83	+2	+10
Multiracial	--	--	64	67	76	79	+3	+15
Female	--	--	59	63	71	73	+2	+14
Male	--	--	59	62	68	72	+4	+13

Grade 8 Social Studies



Percentage of Students Meeting and Exceeding the Standard

Grade 8 Social Studies

