

Subgroup Achievement and Gap Trends — Georgia

K-12 enrollment — 1,609,681

The raw data used to develop these state profiles, including data for additional grade levels and years before 2002, can be found on the CEP Web site at www.cep-dc.org. Click on the link on the left for State Testing Data. Below the name of the report, click on the link for View State Profiles and Worksheets. Scroll down the page, and click on the Worksheet links for any state.

Subgroup Achievement Trends and Gap Trends — Key Findings

Summary

This year the Center on Education Policy analyzed data on the achievement of different groups of students in two distinct ways. First, we looked at grade 4 test results to determine whether the performance of various groups improved at three achievement levels—basic and above, proficient and above, and advanced. Second, we looked at gaps between these groups at the proficient level across three grades (grade 4, grade 8 in most cases, and a high school grade). These two types of analyses show whether elementary school achievement has generally gone up for different groups of students and whether achievement gaps at different grade levels have narrowed, widened, or stayed the same.

Data is somewhat limited for Georgia, but the state did show upward general trends and progress on achievement gaps in reading.

Subgroup trends by achievement level at grade 4

- **Main trend:** The white, African America, Latino, and Asian subgroups all made gains in reading at two achievement levels—proficient-and-above and advanced.

Gap trends at three grade levels

- **Main trend:** Gaps in the percentages of students scoring at the proficient level in reading narrowed between African American, Latino, and white students, at grades 4 and 8 (data was not available for the high school grade in reading).

Data notes

- **Limited data:** In recent years, Georgia has made a number of changes to its testing system. Data was not available for students performing at the basic achievement level in elementary school, but was available for the proficient and advanced levels from 2006-2008, the minimum number of years necessary to discern trends. There were inadequate years of data to determine gap trends at the high school level, but data were available from 2002-2007 for the lower grades. Data to calculate math trends at the lower grade levels was not available. Data to calculate mean scales scores was also unavailable.

- Subgroups analyzed: Trends were analyzed for white, African American, Latino, and Asian American students. The Native American subgroup is too small in Georgia to yield reliable trend data. Trends for students with disabilities, English language learners, and male and female students have not been summarized because they will be discussed in separate reports.
- Grades analyzed: Analyses of subgroup trends by three achievement levels are limited to one elementary grade because of the massive amounts of data involved and because this is the pilot year of a process that CEP hopes to extend to the middle and high school levels in future years. Analyses of achievement gap trends cover three grade levels: grade 4, grade 8, and the high school grade tested for NCLB.

Data Limitations

Years of comparable percentage proficient data

Reading: 2006–2008, grades 3-8 (prior years not comparable due to change in scoring scale)
 2006–2007, grade 11 (new test implemented in 2008)
 Math: 2002–2007, grades 3-5, 8 (new test implemented in 2008)
 2006–2008, grade 6
 2007–2008, grade 7
 2004–2008, grade 11

Years of comparable mean scale score data

Mean scale score data are available for reading in 2007-2008 for grades 4 and 8; not available for grade 11.
 Mean scale score data are available for math in 2005-2007 for grades 4 and 8; available 2005-2008 for grade 11

Disaggregated data for all subgroups and comparison groups

Standard deviations are not available by subgroup until 2007
 Data are not available for the comparison group of students who are *not* English language learners, so the ELL subgroup is compared with all tested students in the state
 For low-income and *not* low-income students, percentage proficient data are only available from 2003 through 2007 and mean scale score data are not available

Other data limitations

Georgia reports results separately for reading and English language arts (ELA); to be consistent with other states, the results reported here are for reading, except in grade 11, where ELA results are reported.

Test Characteristics

The characteristics highlighted below are for the state reading and mathematics tests used for accountability under the No Child Left Behind Act (NCLB).

Test(s) used for NCLB accountability	<p>Criterion-Referenced Competency Tests (CRCT) in reading and English language arts combined and in mathematics (grades 3-8)</p> <p>Georgia High School Graduation Tests (GHSGT) in English language arts and mathematics (gr. 11)</p> <p>Georgia Alternate Assessment (GAA) (standards-based portfolio assessment)</p> <p>For small schools without typical grade configurations tests above may not apply; in these instances, the CRCT in grades 1 and 2 and/or End-of-Course Tests (EOCT) may be used to measure adequate yearly progress (AYP). All schools are included in the accountability system with some evidence of academic achievement on a state-mandated assessment.</p>
Grades tested for NCLB accountability	3–8, 11 primarily. Schools that do not use these grade configurations have an alternate determination using other assessments for AYP.
State labels for achievement levels	GA uses three achievement levels: Does Not Meet (GHSGT: Fail), Meets (GHSGT: Pass), and Exceeds (GHSGT: Pass Plus). A fourth level, GHSGT Honors, is used for Grade 11 Language. For our analyses we did not have a category to treat as Basic; we treated Meets (Pass) as Proficient, and Exceeds (Pass Plus) + GHSGT Honors as Advanced.
High school NCLB test also used as an exit exam?	Yes
First year test used	<p>Reading: 2006, grades 3-8; 2008, grade 11</p> <p>Math: 2002, grades 3-5, 8 (terminated in 2007; new test in 2008)</p> <p>2004, grade 11</p> <p>2006, grade 6;</p> <p>2007, grade 7</p>
Time of test administration	<p>Spring for CRCT and GHSGT for AYP purposes. For grade 11 only, first-time test-takers are considered in AYP determinations.</p> <p>Summer retest opportunity for CRCT for grade promotion purposes</p> <p>Summer, fall, and winter retest opportunities for GHSGT for graduation purposes</p> <p>EOCTs are offered various times throughout the year depending on</p>

when specific course is offered

Major changes in testing system (2002–present)

2004: GHS GT was enhanced to meet U.S. Department of Education criteria for peer review approval. New annual measurable objectives were set for schools, based on new standards; scale range of 400 to 600 remained unchanged.

2004: EOCTs became requirement for course grades.

2006: Reading scores on the CRCT and English language arts scores on the GHS GT were linked to the national Lexile scale.

2008: The Georgia Performance Standards (GPS) were phased in to replace Georgia's Quality Core Curriculum (QCC); scores are changing accordingly as tests are phased in.

2008: Students in grade 11 who took the GHS GT in English language arts for the first time took a new version of the test based solely on the GPS. The GHS GT math test was still based on the QCC.

2008: New tests administered in math in grades 3-5 and 8.

Comments

The test data in this profile were obtained from the state's testing files rather than from the AYP and accountability information posted on the state Web site, so they may not always match the data on the Web site.

Although CEP's 2008 report on achievement included trends in grade 11 math beginning in 2002, a Georgia official has since indicated that 2004 is the most appropriate baseline year for data from the grade 11 math test. For that reason, all grade 11 math trends displayed below begin with 2004.

Achievement by Subgroup — Trends at the Elementary Level

Note: The tables in this profile of subgroup achievement and gap trends begin with table 7. Tables 1 through 6 can be found in the companion state profile of general achievement trends.

Table GA-7. Percentages of Grade 4 Students by Racial or Ethnic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Reading

Subgroup	Reporting Year					Average Yearly Percentage Point Gain ¹		
	2002	2003	2004	2005	2006		2007	2008
All tested students								
Advanced					28%	31%	31%	1.5
Proficient and Above					81%	85%	87%	3.0
Basic and Above					NA	NA	NA	NA
White								
Advanced					40%	43%	42%	1.1
Proficient and Above					90%	92%	93%	1.5
Basic and Above					NA	NA	NA	NA
African American								
Advanced					15%	17%	20%	2.5
Proficient and Above					71%	77%	81%	5.0
Basic and Above					NA	NA	NA	NA
Latino								
Advanced					14%	17%	19%	2.4
Proficient and Above					71%	76%	83%	6.0
Basic and Above					NA	NA	NA	NA
Asian								
Advanced					42%	47%	49%	3.7
Proficient and Above					90%	93%	95%	2.5
Basic and Above					NA	NA	NA	NA
Native American ²								
Advanced					36%	35%	36%	-0.1
Proficient and Above					92%	85%	91%	-0.5
Basic and Above					NA	NA	NA	NA

Table reads: The percentage of white 4th graders who scored at the advanced level on the state reading test increased from 40% in 2006 to 42% in 2008. During this period, the average yearly gain in the percentage advanced in reading for white 4th graders was 1.1 percentage points per year.

¹Averages are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

Table GA-8. Percentage of Grade 4 Students by Demographic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Reading

Subgroup	Reporting Year							Average Yearly Percentage Point Gain ¹
	2002	2003	2004	2005	2006	2007	2008	
All tested students								
Advanced					28%	31%	31%	1.5
Proficient and Above					81%	85%	87%	3.0
Basic and Above					NA	NA	NA	NA
Low-income students								
Advanced					15%	17%	NA	NA
Proficient and Above					72%	77%	NA	NA
Basic and Above					NA	NA	NA	NA
Students with disabilities ³								
Advanced					12%	14%	12%	0.2
Proficient and Above					61%	65%	64%	1.5
Basic and Above					NA	NA	NA	NA
English language learners ³								
Advanced					5%	6%	6%	0.4
Proficient and Above					56%	61%	65%	4.5
Basic and Above					NA	NA	NA	NA
Female								
Advanced					30%	32%	35%	2.6
Proficient and Above					83%	86%	91%	3.8
Basic and Above					NA	NA	NA	NA
Male								
Advanced					26%	29%	28%	0.9
Proficient and Above					79%	83%	85%	2.8
Basic and Above					NA	NA	NA	NA

Table reads: The percentage of low-income 4th graders who scored at the advanced level on the state reading test increased from 15% in 2006 to 17% in 2007. The average yearly gain percentage point gain could not be computed because there were too few years to constitute a trend.

¹Averages are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

³Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups. Average yearly percentage point gains are based on 2006-2008 results.

Table GA-9. Percentages of Grade 4 Students by Racial or Ethnic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Mathematics

Subgroup	Reporting Year						Average Yearly Percentage Point Gain ¹
	2002	2003	2004	2005	2006	2007	
All tested students							
Advanced	13%	19%	18%	17%	20%	25%	NA
Proficient and Above	66%	74%	76%	75%	80%	78%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
White							
Advanced	19%	26%	25%	24%	27%	34%	NA
Proficient and Above	78%	83%	85%	84%	87%	87%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
African American							
Advanced	5%	9%	9%	8%	10%	14%	NA
Proficient and Above	52%	62%	66%	64%	69%	69%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
Latino							
Advanced	7%	11%	11%	10%	13%	17%	NA
Proficient and Above	54%	64%	67%	67%	73%	74%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
Asian							
Advanced	34%	39%	41%	41%	46%	54%	NA
Proficient and Above	86%	89%	91%	92%	94%	94%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
Native American ²							
Advanced	17%	24%	17%	21%	29%	32%	NA
Proficient and Above	76%	82%	82%	78%	87%	86%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA

Table reads: The percentage of white 4th graders who scored at the advanced level on the state math test increased from 19% in 2002 to 34% in 2007. The average yearly gain in the percentage advanced in math for white 4th graders was not calculated because the trend line ended prior to 2008.

¹Averages are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

Table GA-10. Percentage of Grade 4 Students by Demographic Subgroup Scoring at the Advanced, Proficient and Above, and Basic and Above Levels in Mathematics

Subgroup	Reporting Year						Average Yearly Percentage Point Gain ¹
	2002	2003	2004	2005	2006	2007	
All tested students							
Advanced	13%	19%	18%	17%	20%	25%	NA
Proficient and Above	66%	74%	76%	75%	80%	78%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
Low-income students							
Advanced	NA	10%	9%	8%	11%	14%	NA
Proficient and Above	NA	64%	66%	65%	71%	69%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
Students with disabilities ³							
Advanced	5%	7%	7%	7%	8%	11%	NA
Proficient and Above	35%	42%	46%	46%	52%	50%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
English language learners ³							
Advanced	7%	7%	7%	5%	7%	9%	NA
Proficient and Above	47%	50%	53%	53%	62%	61%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
Female							
Advanced	13%	18%	17%	16%	19%	24%	NA
Proficient and Above	69%	76%	78%	76%	81%	80%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA
Male							
Advanced	14%	19%	18%	18%	20%	26%	NA
Proficient and Above	65%	72%	74%	74%	77%	77%	NA
Basic and Above	NA	NA	NA	NA	NA	NA	NA

Table reads: The percentage of low-income 4th graders who scored at the advanced level on the state math test increased from 10% in 2003 to 14% in 2007. The average yearly gain in the percentage advanced in math for white 4th graders was not calculated because the trend line ended prior to 2008.

¹Averages are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

³Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups. Average yearly percentage point gains are based on 2006-2008 results.

Achievement by Subgroup — Gap Trends (Percentages Proficient)**Table GA-11. Subgroup Achievement Trends in Reading by Percentages Proficient**

NOTE: L = Larger gain than comparison group. S = Smaller gain than comparison group. E = Equal gain to comparison group.

If the average annual gain for the subgroup of interest, such as African American students, is larger than the average annual gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

Subgroup	Grade 4					Grade 8					Grade 11				
	Year Span	Starting PP	Ending PP	Average Annual Gain ¹	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain ¹	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain ¹	Gain Larger or Smaller Than Comparison Group
All tested students	06-08	81%	87%	3.0		06-08	89%	91%	1.0		06-07	96%	96%	NA	
White	06-08	90%	93%	1.5		06-08	95%	95%	0.0		06-07	98%	98%	NA	
African American	06-08	71%	81%	5.0	L	06-08	85%	86%	0.5	L	06-07	93%	95%	NA	NA
Latino	06-08	71%	83%	6.0	L	06-08	79%	83%	2.0	L	06-07	90%	92%	NA	NA
Asian	06-08	90%	95%	2.5	L	06-08	93%	95%	1.0	L	06-07	96%	96%	NA	NA
Native American	06-08	92%	91%	-0.5 ²	S	06-08	93%	95%	1.0 ²	L	06-07	96%	98%	NA	NA
Not low-income	06-08	91%	NA	NA		06-08	95%	NA	NA		06-07	98%	98%	NA	
Low-income	06-08	72%	NA	NA	NA	06-08	83%	NA	NA	NA	06-07	92%	93%	NA	NA
Not disabled	06-08	84%	91%	3.4		06-08	93%	94%	0.4		06-07	98%	98%	NA	
Students with disabilities ³	06-08	61%	64%	1.5	S	06-08	66%	64%	-1.0	S	06-07	74%	76%	NA	NA
All tested students	06-08	81%	87%	3.0		06-08	89%	91%	1.0		06-07	96%	96%	NA	
English language learners ³	06-08	56%	65%	4.5	L	06-08	58%	53%	-2.5	S	06-07	74%	74%	NA	NA
Female	06-08	83%	91%	3.8		06-08	92%	93%	0.5		06-07	97%	98%	NA	
Male	06-08	79%	85%	2.8	S	06-08	87%	88%	0.6	L	06-07	95%	96%	NA	NA

Table reads: In 2006, 90% of white 4th graders and 71% of African American 4th graders scored at the proficient level on the state reading test. In 2008, 93% of white 4th graders and 81% of African American 4th graders scored at the proficient level in reading. Between 2006 and 2008, the percentage proficient improved at an average rate of 1.5 percentage point per year for white students and 5.0 percentage points per year for African American students, indicating a larger rate of gain and a narrowing of the achievement gap for African American 4th graders.

¹Numbers in these columns are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

³Trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table GA-12. Subgroup Achievement Trends in Mathematics by Percentages Proficient

NOTE: L = Larger gain than comparison group. S = Smaller gain than comparison group. E = Equal gain to comparison group.

If the average annual gain for the subgroup of interest, such as African American students, is larger than the average annual gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

Subgroup	Grade 4					Grade 8					Grade 11				
	Year Span	Starting PP	Ending PP	Average Annual Gain ¹	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain ¹	Gain Larger or Smaller Than Comparison Group	Year Span	Starting PP	Ending PP	Average Annual Gain ¹	Gain Larger or Smaller Than Comparison Group
All tested students	02-07	66%	78%	NA		02-07	65%	81%	NA		04-08	92%	93%	0.1	
White	02-07	78%	87%	NA		02-07	77%	89%	NA		04-08	96%	96%	0.1	
African American	02-07	52%	69%	NA	NA	02-07	52%	73%	NA	NA	04-08	85%	87%	0.5	L
Latino	02-07	54%	74%	NA	NA	02-07	54%	75%	NA	NA	04-08	85%	91%	1.4	L
Asian	02-07	86%	94%	NA	NA	02-07	87%	95%	NA	NA	04-08	98%	98%	-0.1	S
Native American	02-07	76%	86%	NA	NA	02-07	72%	85%	NA	NA	04-08	94%	90%	-0.9 ²	S
Not low-income	03-07	85%	88%	NA		03-07	77%	90%	NA		04-07	95%	96%	NA	
Low-income	03-07	64%	69%	NA	NA	03-07	53%	73%	NA	NA	04-07	85%	86%	NA	NA
Not disabled	06-07	84%	83%	NA		06-07	82%	86%	NA		04-08	95%	96%	0.1	
Students with disabilities ³	06-07	52%	50%	NA	NA	06-07	40%	45%	NA	NA	04-08	56%	59%	1.0	L
All tested students	06-07	80%	78%	NA		06-07	78%	81%	NA		04-08	92%	93%	0.1	
English language learners ³	06-07	62%	61%	NA	NA	06-07	51%	59%	NA	NA	04-08	79%	80%	0.5	L
Female	02-07	69%	80%	NA		02-07	69%	84%	NA		04-08	93%	93%	0.0	
Male	02-07	65%	77%	NA	NA	02-07	64%	79%	NA	NA	04-08	91%	92%	0.3	L

Table reads: In 2002, 78% of white 4th graders and 52% of African American 4th graders scored at the proficient level on the state math test. In 2007, 87% of white 4th graders and 69% of African American 4th graders scored at the proficient level in math. Average annual gains were not calculated because the trend line ended prior to 2008.

¹Numbers in these columns are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

³Trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Subgroup	Statistic	Grade 4					Grade 8					Grade 11				
		Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group
Students with disabilities ³	SD	07-08	30.2	28.4			07-08	23.1	21.6			NA-NA	NA	NA		
	Mean SS	07-08	811.8	809.5	NA	NA	07-08	805.9	807.7	NA	NA	NA-NA	NA	NA	NA	NA
	SD	07-08	30.2	29.7			07-08	21.8	20.7			NA-NA	NA	NA		
All tested students	Mean SS	07-08	830.0	830.7	NA		07-08	827.0	828.9	NA		NA-NA	NA	NA	NA	
	SD	07-08	31.0	29.6			07-08	24.0	22.7			NA-NA	NA	NA		
English language learners ³	Mean SS	07-08	802.3	806.5	NA	NA	07-08	799.6	802.0	NA	NA	NA-NA	NA	NA	NA	NA
	SD	07-08	23.5	23.8			07-08	20.1	19.4			NA-NA	NA	NA		
Female	Mean SS	07-08	831.8	834.3	NA		07-08	829.1	831.4	NA		NA-NA	NA	NA	NA	
	SD	07-08	30.6	29.2			07-08	23.7	22.3			NA-NA	NA	NA		
Male	Mean SS	07-08	828.3	827.3	NA	NA	07-08	824.6	826.4	NA	NA	NA-NA	NA	NA	NA	NA
	SD	07-08	31.2	29.6			07-08	24.2	22.8			NA-NA	NA	NA		

Table reads: In 2007, the mean scale score on the state 4th grade reading test was 840.4 for white students and 818.7 for African American students. In 2008, the mean scale score in 4th grade reading was 838.9 for white students and 821.8 for African American students. The average annual gains were not calculated because there were fewer than three years of comparable data, too few years to constitute a trend.

Note: The Georgia Criterion-Referenced Competency Tests (CRCT) are scored on a scale of 650-950.

¹Numbers in these columns are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

³Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table GA-14. Subgroup Achievement Trends in Mathematics by Mean Scale Scores

NOTE: L = Larger gain than comparison group. S = Smaller gain than comparison group. E = Equal gain to comparison group.

If the average gain for the subgroup of interest, such as African American students, is larger than the average gain for the comparison group, such as white students, this indicates that the achievement gap has narrowed. If the average gain for the subgroup of interest is smaller, this means the gap has widened.

Subgroup	Statistic	Grade 4					Grade 8					Grade 11				
		Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group
All tested students	Mean SS	05-07	320	324.0	NA		05-07	319	326.0	NA		05-08	537.0	534.0	-1.0	
	SD	05-07	31	32.0			05-07	37	33.0			05-08	NA	26.3		
White	Mean SS	05-07	328	332.5	NA		05-07	329.0	335.1	NA		05-08	537.0	541.7	1.6	
	SD	05-07	NA	31.1			05-07	NA	32.6			05-08	NA	25.3		
African American	Mean SS	05-07	309	313.6	NA	NA	05-07	305.0	315.1	NA	NA	05-08	518.0	523.1	1.7	L
	SD	05-07	NA	28.2			05-07	NA	29.0			05-08	NA	23.5		
Latino	Mean SS	05-07	312	317.2	NA	NA	05-07	308.0	318.2	NA	NA	05-08	523.0	528.4	1.8	L
	SD	05-07	NA	28.8			05-07	NA	30.8			05-08	NA	23.9		
Asian	Mean SS	05-07	342	349.0	NA	NA	05-07	350.0	354.9	NA	NA	05-08	544.0	551.0	2.3	L
	SD	05-07	NA	34.3			05-07	NA	36.2			05-08	NA	26.9		
Native American	Mean SS	05-07	324	330.0	NA	NA	05-07	320.0	327.1	NA	NA	05-08	531.0	532.3	0.5 ²	S
	SD	05-07	NA	32.4			05-07	NA	34.4			05-08	NA	28.4		
Not Low-income	Mean SS	NA-NA	NA	NA	NA		NA-NA	NA	NA	NA		NA-NA	NA	NA	NA	
	SD	NA-NA	NA	NA			NA-NA	NA	NA			NA-NA	NA	NA		
Low-income	Mean SS	NA-NA	NA	NA	NA	NA	NA-NA	NA	NA	NA	NA	NA-NA	NA	NA	NA	NA
	SD	NA-NA	NA	NA			NA-NA	NA	NA			NA-NA	NA	NA		
Not disabled	Mean SS	06-07	NA	327.2	NA		06-07	NA	329.6	NA		06-08	536.0	536.7	0.3	
	SD	06-07	NA	30.3			06-07	NA	31.6			06-08	NA	24.8		
Students with disabilities ³	Mean SS	06-07	NA	303.0	NA	NA	06-07	NA	296.6	NA	NA	06-08	504.0	504.9	0.4	L
	SD	06-07	NA	31.8			06-07	NA	28.4			06-08	NA	25.5		
All tested students	Mean SS	06-07	320	324.0	NA		06-07	319	326.0	NA		06-08	534.0	534.0	NA	
	SD	06-07	31	32.0			06-07	37	33.0			06-08	NA	26.3		
English language learners ³	Mean SS	06-07	NA	304.1	NA	NA	06-07	NA	301.2	NA	NA	06-08	NA	516.5	NA	NA
	SD	06-07	NA	26.0			06-07	NA	29.3			06-08	NA	22.0		
Female	Mean SS	05-07	320	324.0	NA		05-07	320.0	327.3	NA		05-08	528.0	533.3	1.8	

Subgroup	Statistic	Grade 4					Grade 8					Grade 11				
		Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group	Year Span	Starting Year	Ending Year	Average Gain (Mean Scale Score) ¹	Gain Larger or Smaller than Comparison Group
	SD	05-07	NA	29.9			05-07	NA	31.5			05-08	NA	25.3		
Male	Mean SS	05-07	319	324.5	NA	NA	05-07	318.0	324.8	NA	NA	05-08	532.0	534.9	1.0	S
	SD	05-07	NA	33.0			05-07	NA	34.2			05-08	NA	27.3		

Table reads: In 2007, the mean scale score on the state 11th grade math test was 328 for white students and 309 for African American students. In 2008, the mean scale score in 11th grade math was 332.5 for white students and 313.6 for African American students. The average annual gains were not calculated because there were fewer than three years of comparable data, too few years to constitute a trend.

Note: The Georgia Criterion-Referenced Competency Tests (CRCT) are scored on a scale of 150-450. The Georgia High School Graduation Tests (GHSGT) is scored on a scale of 200-1700.

¹Numbers in these columns are subject to rounding error.

²The number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data, so changes for this subgroup should be interpreted with caution.

³Gap trends for students with disabilities and English language learners should be interpreted with caution because state and federal policy changes may have affected the year-to-year comparability of test results for these subgroups.

Table GA-15. Numbers of Test-Takers

Subgroup	Subject	Grade 4					Grade 8					Grade 11				
		Year Span	# of Test-Takers Start Year	# of Test-Takers End Year	Change in # of Test-Takers Over Time	% of Test-Takers in Subgroup in End Year	Year Span	# of Test-Takers Start Year	# of Test-Takers End Year	Change in # of Test-Takers Over Time	% of Test-Takers in Subgroup in End Year	Year Span	# of Test-Takers Start Year	# of Test-Takers End Year	Change in # of Test-Takers Over Time	% of Test-Takers in Subgroup in End Year
All tested students	Reading	06-08	118,256	124,302	5.1%	100.0%	06-08	121,212	122,131	0.8%	100.0%	06-07	89,103	93,707	5.2%	100.0%
	Math	02-07	105,979	120,600	13.8%	100.0%	02-07	108,138	124,440	15.1%	100.0%	04-08	80,678	93,772	16.2%	100.0%
White	Reading	07-08	56,117	56,877	1.4%	45.8%	07-08	57,545	56,067	-2.6%	45.9%	06-07	47,347	48,744	3.0%	52.0%
	Math	02-07	53,007	56,125	5.9%	46.5%	02-07	57,259	57,519	0.5%	46.2%	04-08	45,390	47,691	5.1%	50.9%
African American	Reading	07-08	44,811	46,469	3.7%	37.4%	07-08	50,172	48,554	-3.2%	39.8%	06-07	32,627	34,793	6.6%	37.1%
	Math	02-07	42,143	44,823	6.4%	37.2%	02-07	39,859	50,122	25.7%	40.3%	04-08	28,333	35,213	24.3%	37.6%
Latino	Reading	07-08	11,786	12,601	6.9%	10.1%	07-08	10,009	10,348	3.4%	8.5%	06-07	4,191	4,933	17.7%	5.3%
	Math	02-07	5,302	11,971	125.8%	9.9%	02-07	4,766	10,166	113.3%	8.2%	04-08	3,367	5,304	57.5%	5.7%
Asian	Reading	07-08	3,581	3,796	6.0%	3.1%	07-08	3,365	3,651	8.5%	3.0%	06-07	2,925	2,983	2.0%	3.2%
	Math	02-07	1,784	3,662	105.3%	3.0%	02-07	2,644	3,415	29.2%	2.7%	04-08	2,537	3,172	25.0%	3.4%
Native American	Reading	07-08	155	209	34.8%	0.2%	07-08	171	201	17.5%	0.2%	06-07	121	162	33.9%	0.2%
	Math	02-07	339	155	-54.3%	0.1%	02-07	412	170	-58.7%	0.1%	04-08	92	146	58.7%	0.2%
Low-income	Reading	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Math	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students w/ disabilities	Reading	07-08	14,806	14,709	-0.7%	11.8%	07-08	13,579	13,033	-4.0%	10.7%	06-07	6,997	7,407	5.9%	7.9%
	Math	06-07	NA	14,799	NA	12.3%	06-07	NA	13,552	NA	10.9%	06-08	7,031	7,621	8.4%	8.1%
English language learners	Reading	07-08	4,078	4,225	3.6%	3.4%	07-08	2,751	2,663	-3.2%	2.2%	06-07	NA	1,424	NA	1.5%
	Math	06-07	NA	4,369	NA	3.6%	06-07	NA	2,959	NA	2.4%	07-08	1,462	1,486	1.6%	1.6%
Female	Reading	07-08	58,954	60,942	3.4%	49.0%	07-08	60,944	59,769	-1.9%	48.9%	06-07	NA	48,972	NA	52.3%
	Math	02-07	51,407	59,087	14.9%	49.0%	02-07	52,855	61,019	15.4%	49.0%	04-08	42,047	48,559	15.5%	51.8%
Male	Reading	07-08	61,211	63,208	3.3%	50.9%	07-08	63,226	62,236	-1.6%	51.0%	06-07	NA	44,623	NA	47.6%
	Math	02-07	52,964	61,368	15.9%	50.9%	02-07	54,204	63,278	16.7%	50.9%	04-08	38,631	45,162	16.9%	48.2%

Table reads: In 2002, 53,007 students in the white subgroup took the state 4th grade math test. By 2007, the number of white test-takers had risen to 56,125 students, an increase of 5.9%. In 2007, the white subgroup made up 46.5% of the 120,600 4th graders taking the math test that year.

Note: **Bold** type indicates that the number of students tested in this subgroup at this grade level was fewer than 500 in 2008 or the most recent year with available data.

Key Terms

Percentage proficient (and above) — The percentage of students in a group who score at and above the cut score for “proficient” performance on the state test used to determine progress under NCLB. The Act requires states to report student test performance in terms of at least three achievement levels: basic, proficient, and advanced. Adequate yearly progress determinations are based on the percentage of students scoring at the proficient level and above.

Percentage basic (and above) — The percentage of students in a group who score at and above the cut score for “basic” performance on the state test used to determine progress under NCLB.

Percentage advanced — The percentage of students in a group who reach or exceed the cut score for “advanced” performance on the state test used to determine progress under NCLB.

Moderate-to-large gain — For the percentage basic, proficient, or advanced, an average gain of 1 or more percentage points per year. For effect size, an average gain of 0.02 or greater per year.

Slight gain — For the percentage basic, proficient, or advanced, an average gain of less than 1 percentage point per year. For effect size, an average gain of less than 0.02 per year.

Moderate-to-large decline — For the percentage basic, proficient, or advanced, an average decline of 1 or more percentage points per year. For effect size, an average decline of 0.02 or greater per year.

Slight decline — For the percentage basic, proficient, or advanced, an average decline of less than 1 percentage points per year. For effect size, an average decline of less than 0.02 per year.

Effect size — A statistical tool that conveys the amount of difference between test results using a common unit of measurement which does not depend on the scoring scale for a particular test.

Accumulated annual effect size — The cumulative gain in effect size over a range of years.

Mean scale score — The arithmetical average of a group of test scores, expressed on a common scale for a particular state’s test. The mean is calculated by adding the scores and dividing the sum by the number of scores.

Standard deviation — A measure of how much test scores tend to deviate from the mean—in other words, how spread out or bunched together test scores are. If students’ scores are bunched together, with many scores close to the mean, then the standard deviation will be small. If scores are spread out, with many students scoring at the high or low ends of the scale, then the standard deviation will be large.

Cautions and Explanations

Different labels for achievement levels — For consistency, all of the state profiles developed for this report use a common set of labels (basic, proficient, and advanced) for the main achievement levels required by NCLB. In practice, however, some states may use different labels, such as “meets standard” instead of proficient, and some states have established additional achievement levels beyond those required by NCLB.

Different names for subgroups — For the sake of consistency and ease of data tabulation, all of the state profiles developed for this report use a common set of names for the major student subgroups. In practice, however, states use various names for subgroups that may differ from those used here (such as using “Hispanic” instead of “Latino,” or “special education students” instead of “students with disabilities”). Moreover, a few states separately track the performance of subgroups not included in the analyses for this report.

Special caution for students with disabilities and English language learners — Trends for students with disabilities and English language learners should be interpreted with caution because changes in federal guidance and state accountability plans may have altered which students in these subgroups are tested for accountability purposes, how they are tested, and when their test scores are counted as proficient under NCLB. These factors could affect the year-to-year comparability of test results.

Inclusion of former English language learners — In many states, the subgroup of English language learners (also known as limited English proficient students) includes students who were formerly English language learners but who have achieved English language proficiency or fluency in the last two years. Federal NCLB regulations permit states to include these formerly ELL students (sometimes referred to as “redesignated fluent English proficient” students) in the ELL subgroup for up to two years for purposes of NCLB accountability.

Limitations of percentage proficient measure — The percentage proficient, the main gauge of student performance under NCLB, can be easily understood and gives a snapshot of how many students have met their state’s performance expectations. But it also has several limitations as a measure of student achievement. Users of percentage proficient data should keep in mind these limitations, particularly the following:

- * “Proficient” means different things across different states. States vary widely in curriculum, learning expectations, and tests, and state tests differ considerably in their difficulty and cut scores for proficient performance.
- * Although this study has taken steps to avoid comparing test data where there have been “breaks” in comparability resulting from new tests, changes in content standards, revised cut scores, or other major changes in testing programs, the year-to-year comparability of test results in the same state may still be affected by less obvious policy and demographic changes.
- * Changes in student performance may occur that are not reflected in percentage proficient data, such as an increase in the number of students reaching performance levels below and above proficient (such as the basic or advanced levels).
- * The size of the achievement gaps between various subgroups depends in part on where a state sets its cut score for proficiency. For example, if a proficiency cut score is set so high that almost nobody reaches it or so low that almost everyone reaches it, there will be little apparent achievement gap. By contrast, if the cut score is closer to the mean test score, the gaps between subgroups will be more apparent.

Difficulty of attributing causes — Although the tables above show trends in test scores since the enactment of NCLB, one cannot assume that these trends have occurred *because* of NCLB. It is always difficult to determine a cause-and-effect relationship between test score trends and any specific education policy or program due to the many federal, state, and local reforms undertaken in recent years and due to the lack of an appropriate “control” group of students not affected by NCLB.