

TESTING BRIEF

Georgia End of Course Tests (EOCT)

Spring 2012 Administration
April 23, 2012 – June 1, 2012

Georgia law (O.C.G.A. §20-2-281) states “the State Board of Education shall adopt end-of-course assessments for students in grades 9 through 12 for all core subjects to be determined by the state board.” Any student enrolled in and/or receiving credit for a course that requires an End-of-Course Test (EOCT) participates in the assessment which serves as the final exam for the course. The EOCT contributes 15% or 20% to each student’s final course grade as provided for in State Board Rule 160-4-2-.13.

The purposes of the EOCT are to assess student achievement of the Georgia Performance Standards (GPS) in the designated core courses and to provide data to assist in the improvement of instruction and learning. The EOCT also provide data to evaluate the effectiveness of instruction at the school, system, and state levels.

The EOCT assess a sample of the knowledge and skills that educators agree comprise a complete curriculum for each course. Georgia students have opportunities to learn – and are expected to master – much more than the tests address. The Georgia Performance Standards are the source of the knowledge and skills assessed on the End-of-Course Tests in the following courses:

- **English Language Arts**
 - Ninth Grade Literature and Composition
 - American Literature and Composition
- **Mathematics**
 - Mathematics I: Algebra/Geometry/Statistics
 - Mathematics II: Geometry/Algebra II/Statistics
 - GPS Algebra¹
 - GPS Geometry¹
- **Science**
 - Biology
 - Physical Science
- **Social Studies**
 - United States History
 - Economics/Business/Free Enterprise

Student performance is categorized into three levels: Does Not Meet Standard, Meets Standard, and Exceeds Standard.

¹GPS Algebra and GPS Geometry are new additions to the program beginning in the 2011-12 school year.

Key Findings – Language Arts

Ninth Grade Literature & Composition

- Eighty-four (84%) percent of Georgia's students met or exceeded the standard for Ninth Grade Literature & Composition.
- When comparing the Spring 2012 scores (84%) to the Spring 2011 scores (82%), the percent of students meeting or exceeding the standard increased by two (2) percentage points in Ninth Grade Literature & Composition.
- The percent of students achieving the exceeds standard performance level in Ninth Grade Literature & Composition increased by two (2) percentage points between Spring 2011 (36%) and Spring 2012 (38%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by sixteen (16) percentage points from Spring 2007 (68%) to Spring 2012 (84%).

American Literature & Composition

- Eighty-nine (89%) percent of Georgia's students met or exceeded the standard for American Literature & Composition.
- When comparing the Spring 2012 scores (89%) to the Spring 2011 scores (88%), the percent of students meeting or exceeding the standard increased by one (1) percentage point in American Literature & Composition.
- The percent of students achieving the exceeds standard performance level in American Literature & Composition remained the same between Spring 2011 (30%) and Spring 2012 (30%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eight (8) percentage points from Spring 2007 (81%) to Spring 2012 (89%).

Key Findings – Mathematics

Mathematics I: Algebra I/Geometry/Data Analysis & Probability

- Sixty-five (65%) percent of Georgia’s students met or exceeded the standard for Mathematics I.
- When comparing the Spring 2012 scores (65%) to the Spring 2011 scores (61%), the percent of students meeting or exceeding the standard increased by four (4) percentage points in Mathematics I.
- The percent of students achieving the exceeds standard performance level in Mathematics I increased by one (1) percentage point between Spring 2011 (17%) and Spring 2012 (18%).
- Since the inception of the Mathematics I EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by one (1) percentage point from Spring 2010 (64%) to Spring 2012 (65%).

Mathematics II: Geometry/Algebra II/Data Analysis & Probability

- Fifty-four (54%) percent of Georgia’s students met or exceeded the standard for Mathematics II.
- When comparing the Spring 2012 scores (54%) to the Spring 2011 scores (55%), the percent of students meeting or exceeding the standard decreased by one (1) percentage point in Mathematics II.
- The percent of students achieving the exceeds standard performance level in Mathematics II increased by one (1) percentage point between Spring 2011 (7%) and Spring 2012 (8%).
- Since the inception of the Mathematics II EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by two (2) percentage points from Spring 2010 (52%) to Spring 2012 (54%).

Key Findings – Mathematics (continued)

GPS Algebra

- Sixty-three (63%) percent of Georgia's students met or exceeded the standard for GPS Algebra while sixteen (16%) percent of students achieved the exceeds standard performance level.

GPS Geometry

- Seventy-four (74%) percent of Georgia's students met or exceeded the standard for GPS Geometry while thirty-one (31%) percent of students achieved the exceeds standard performance level.

Key Findings – Science

Biology

- Seventy-three (73%) percent of Georgia's students met or exceeded the standard for Biology.
- When comparing the Spring 2012 scores (73%) to the Spring 2011 scores (70%), the percent of students meeting or exceeding the standard increased by three (3) percentage points in Biology.
- The percent of students achieving the exceeds standard performance level in Biology increased by two (2) percentage points between Spring 2011 (28%) and Spring 2012 (30%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by fifteen (15) percentage points from Spring 2007 (58%) to Spring 2012 (73%).

Physical Science

- Seventy-seven (77%) percent of Georgia's students met or exceeded the standard for Physical Science.
- When comparing the Spring 2012 scores (77%) to the Spring 2011 scores (76%), the percent of students meeting or exceeding the standard increased by one (1) percentage point in Physical Science.
- The percent of students achieving the exceeds standard performance level in Physical Science increased by six (6) percentage points between Spring 2011 (38%) and Spring 2012 (44%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by fifteen (15) percentage points from Spring 2007 (62%) to Spring 2012 (77%).

Key Findings – Social Studies

U.S. History

- Sixty-eight (68%) percent of Georgia’s students met or exceeded the standard for U.S. History.
- When comparing the Spring 2012 scores (68%) to the Spring 2011 scores (66%), the percent of students meeting or exceeding the standard increased by two (2) percentage points in U.S. History.
- The percent of students achieving the exceeds standard performance level in U.S. History increased by two (2) percentage points between Spring 2011 (33%) and Spring 2012 (35%).
- Since the inception of the U.S. History EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by nine (9) percentage points from Spring 2008 (59%) to Spring 2012 (68%).

Economics/Business/Free Enterprise

- Seventy-seven (77%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Spring 2012 scores (77%) to the Spring 2011 scores (72%), the percent of students meeting or exceeding the standard increased by five (5) percentage points in Economics/Business/Free Enterprise.
- The percent of students achieving the exceeds standard performance level in Economics/Business/Free Enterprise decreased by one (1) percentage point between Spring 2011 (33%) and Spring 2012 (32%).
- Since the inception of the Economics/Business/Free Enterprise EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by nine (9) percentage points from Spring 2008 (68%) to Spring 2012 (77%).

Overall Findings – Special Populations

- From Spring 2011 to Spring 2012, English Language Learner (ELL) students improved achievement by one or more percentage points in Ninth Grade Literature and Composition (4), American Literature & Composition (6), Mathematics I (2), Biology (1), U.S. History (3), and Economics (3).
- Over the past six years, ELL students improved achievement by five (5) or more percentage points in Ninth Grade Literature & Composition (20), American Literature & Composition (12), Biology (9), and Physical Science (9).
- For content areas that began implementation of the GPS-based EOCT after Spring 2007, ELL students improved achievement by five (5) or more percentage points in U.S. History (12) and Economics (5).
- From Spring 2011 to Spring 2012, Students with Disabilities improved achievement by one or more percentage points in Ninth Grade Literature and Composition (2), American Literature & Composition (1), Mathematics I (1), Biology (2), and Economics (5).
- Over the past six years, Students with Disabilities improved achievement by five (5) or more percentage points in Ninth Grade Literature & Composition (20), American Literature & Composition (14), Biology (11), and Physical Science (15).
- For content areas that began implementation of the GPS-based EOCT after Spring 2007, Students with Disabilities improved achievement by five (5) or more percentage points in U.S. History (7) and Economics (7).

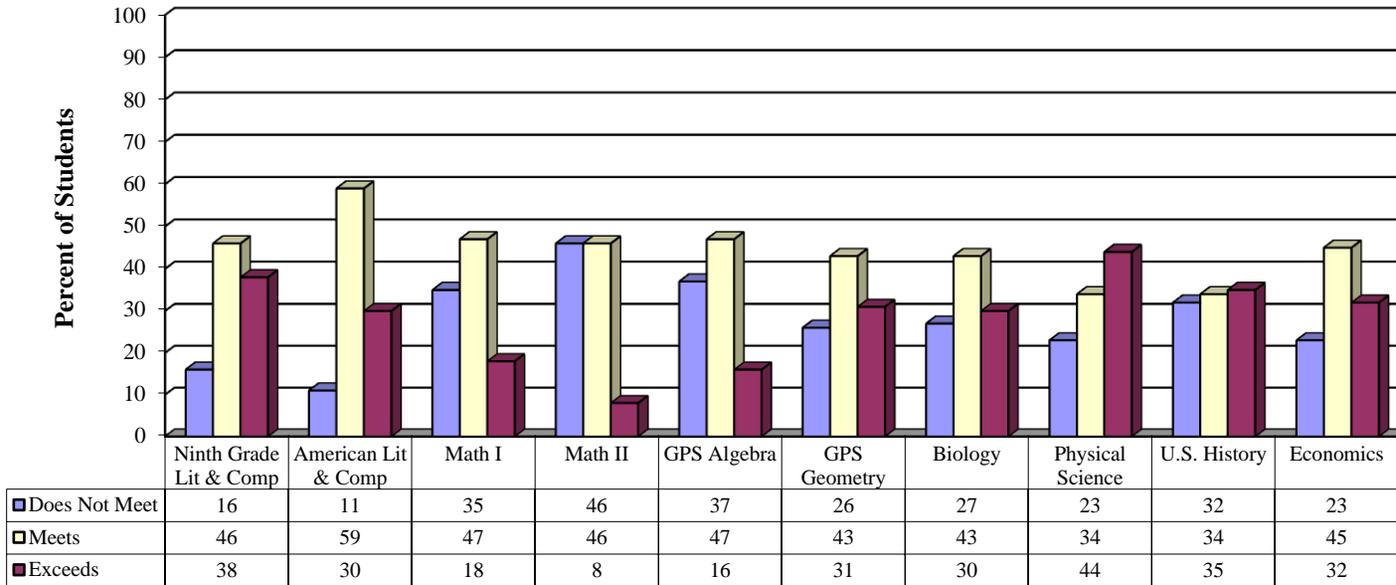
Overall Findings – Closing the Gap

- When comparing the percent of students meeting or exceeding the standard, the achievement gap between ELL students and Regular Program students has narrowed by four (4) percentage points in Ninth Grade Literature & Composition and three (3) percentage points in American Literature & Composition from Spring 2007 to Spring 2012. For the Social Studies content area which began the first year of implementation of the GPS-based EOCT in 2007-08, the achievement gap between ELL and Regular Program students has narrowed by three (3) percentage points in U.S. History.
- When comparing the percent of students meeting or exceeding the standard, the achievement gap between Students with Disabilities and Regular Program students has narrowed by four (4) percentage points in Ninth Grade Literature & Composition and five (5) percentage points in American Literature & Composition from Spring 2007 to Spring 2012.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a fourteen (14) percentage point gap in Spring 2012 from a twenty-seven (27) percentage point gap in Spring 2007, in terms of the percent of students meeting or exceeding the standard. Similarly, 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 Spring 2007. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by ten (10) percentage points since Spring 2007 while the performance of Black and Hispanic students has each increased by twenty-three (23) percentage points.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to a ten (10) percentage point gap from a twenty (20) percentage point gap in Spring 2007, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to an eight (8) percentage point gap from a nineteen (19) percentage point gap in Spring 2007. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by four (4) percentage points since Spring 2007 while the performance of Black and Hispanic students has increased by fourteen (14) and fifteen (15) percentage points, respectively.
- In Mathematics I, the achievement gap between Black and White students has narrowed to a twenty-four (24) percentage point gap from a twenty-seven (27) percentage point gap in Spring 2010, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to a fourteen (14) percentage point gap from a sixteen (16) percentage point gap in Spring 2010. These trends can be categorized as Positive Narrowing because the performance of White students has remained the same since Spring 2010 while the performance of Black and Hispanic students has increased by three (3) and two (2) percentage points, respectively.

Overall Findings – Closing the Gap (continued)

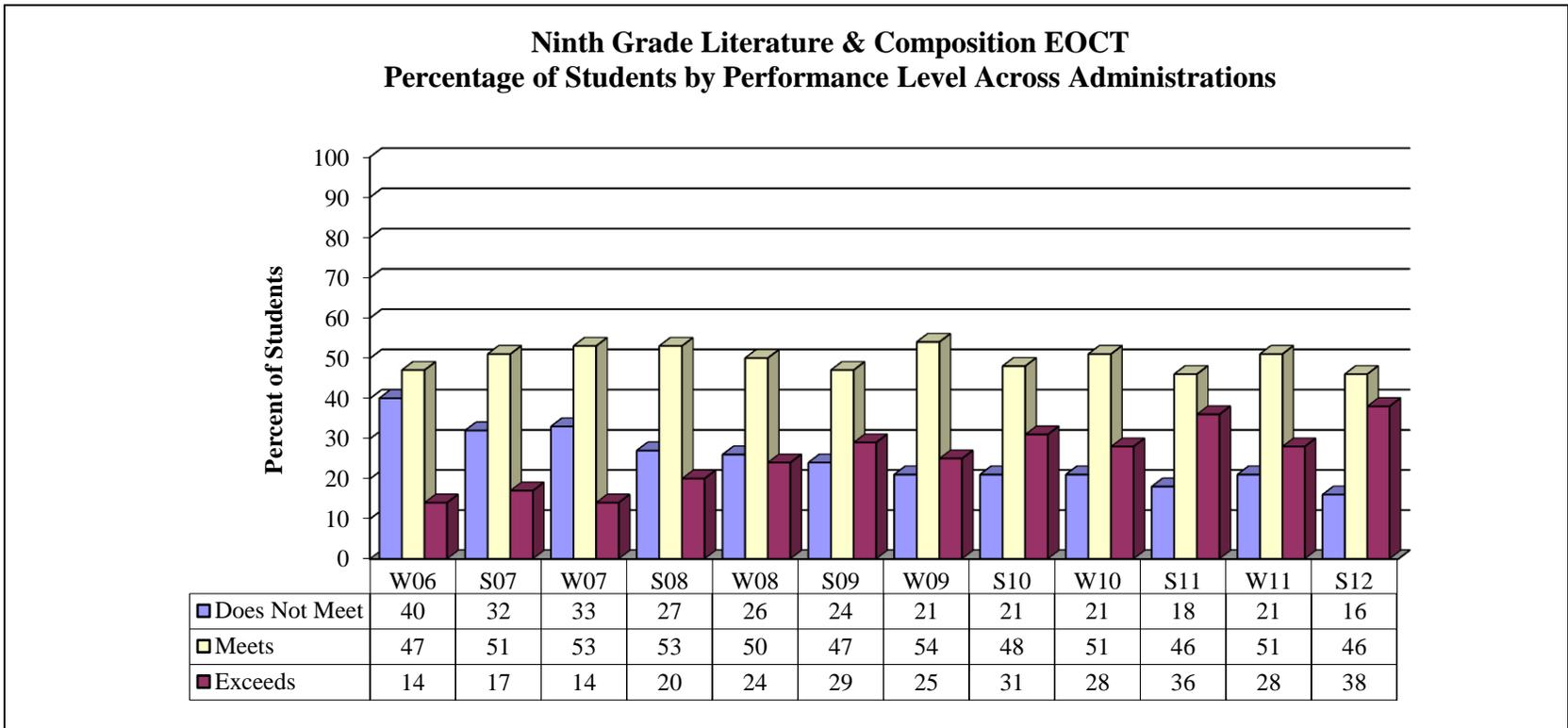
- In Mathematics II, the achievement gap between Black and White students has decreased to a twenty-six (26) percentage point gap from a thirty-one (31) percentage point gap in Spring 2010. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by one (1) percentage point since Spring 2010 while the performance of Black students has increased by six (6) percentage points.
- In Biology, the achievement gap between Black and White students has narrowed to a twenty-six (26) percentage point gap from a thirty-five (35) percentage point gap in Spring 2007, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to an eighteen (18) percentage point gap from a twenty-nine (29) percentage point gap in Spring 2007. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eleven (11) percentage points since Spring 2007 while the performance of Black and Hispanic students has increased by twenty (20) and twenty-two (22) percentage points, respectively.
- In Physical Science, the achievement gap between Black and White students has narrowed to a twenty-one (21) percentage point gap from a twenty-nine (29) percentage point gap in Spring 2007, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to a twelve (12) percentage point gap from a twenty-one (21) percentage point gap in Spring 2007. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by ten (10) percentage points since Spring 2007 while the performance of Black and Hispanic students has increased by eighteen (18) and nineteen (19) percentage points, respectively.
- In U.S. History, the achievement gap between Black and White students has narrowed to a twenty-four (24) percentage point gap from a thirty-three (33) percentage point gap in Spring 2008, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to a sixteen (16) percentage point gap from a twenty-five (25) percentage point gap in Spring 2008. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since Spring 2008 while the performance of Black and Hispanic students has each increased by fourteen (14) percentage points.
- In Economics/Business/Free Enterprise, the achievement gap between Black and White students has narrowed to a twenty-one (21) percentage point gap from a thirty-two (32) percentage point gap in Spring 2008, in terms of the percent of students meeting or exceeding the standard. The achievement gap between Hispanic and White students has narrowed to a fifteen (15) percentage point gap from a nineteen (19) percentage point gap in Spring 2008. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since Spring 2008 while the performance of Black and Hispanic students has increased by sixteen (16) and nine (9) percentage points, respectively.

Percentage of Students by Performance Level* - All EOCT - Spring 2012



*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Ninth Grade Literature & Composition EOCT



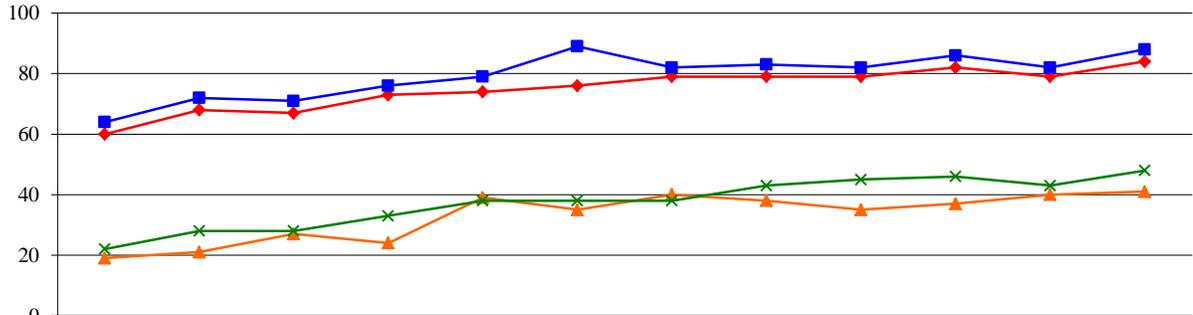
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Ninth Grade Literature & Composition EOCT

Ninth Grade Literature & Composition EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S07 to S12	Change S11 to S12
All Students	60	68	67	73	74	76	79	79	79	82	79	84	+16	+2
Regular Program	64	72	71	76	79	81	82	83	82	86	82	88	+16	+2
English Language Learners	19	21	27	24	39	35	40	38	35	37	40	41	+20	+4
Students with Disabilities	22	28	28	33	38	38	38	43	45	46	43	48	+20	+2
Asian	72	86	81	87	85	87	81	88	83	87	86	86	0	-1
Black	45	54	55	60	64	66	70	69	71	75	69	77	+23	+2
Hispanic	49	56	59	63	70	67	76	73	76	76	76	79	+23	+3
Native American/Alaskan	53	63	61	69	65	78	76	80	69	84	75	83	+20	-1
White	74	81	79	84	84	86	87	89	88	90	88	91	+10	+1
Multiracial	69	74	76	79	72	75	81	87	90	89	86	90	+16	+1
Female	64	73	72	77	80	81	83	83	83	86	83	88	+15	+2
Male	56	64	63	69	70	72	74	76	76	79	75	81	+17	+2

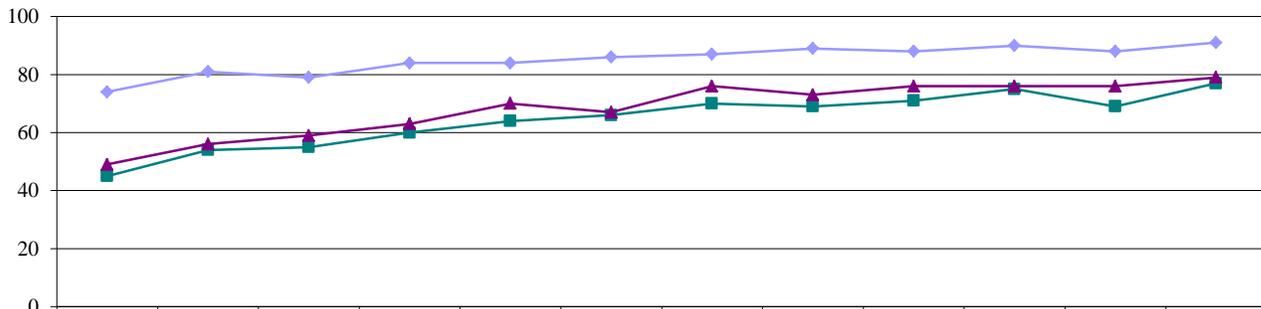
Historical Performance on the Ninth Grade Literature & Composition EOCT

**Ninth Grade Literature and Composition EOCT
Percentage of Students Meeting or Exceeding the Standard
by Educational Program Across Administrations**



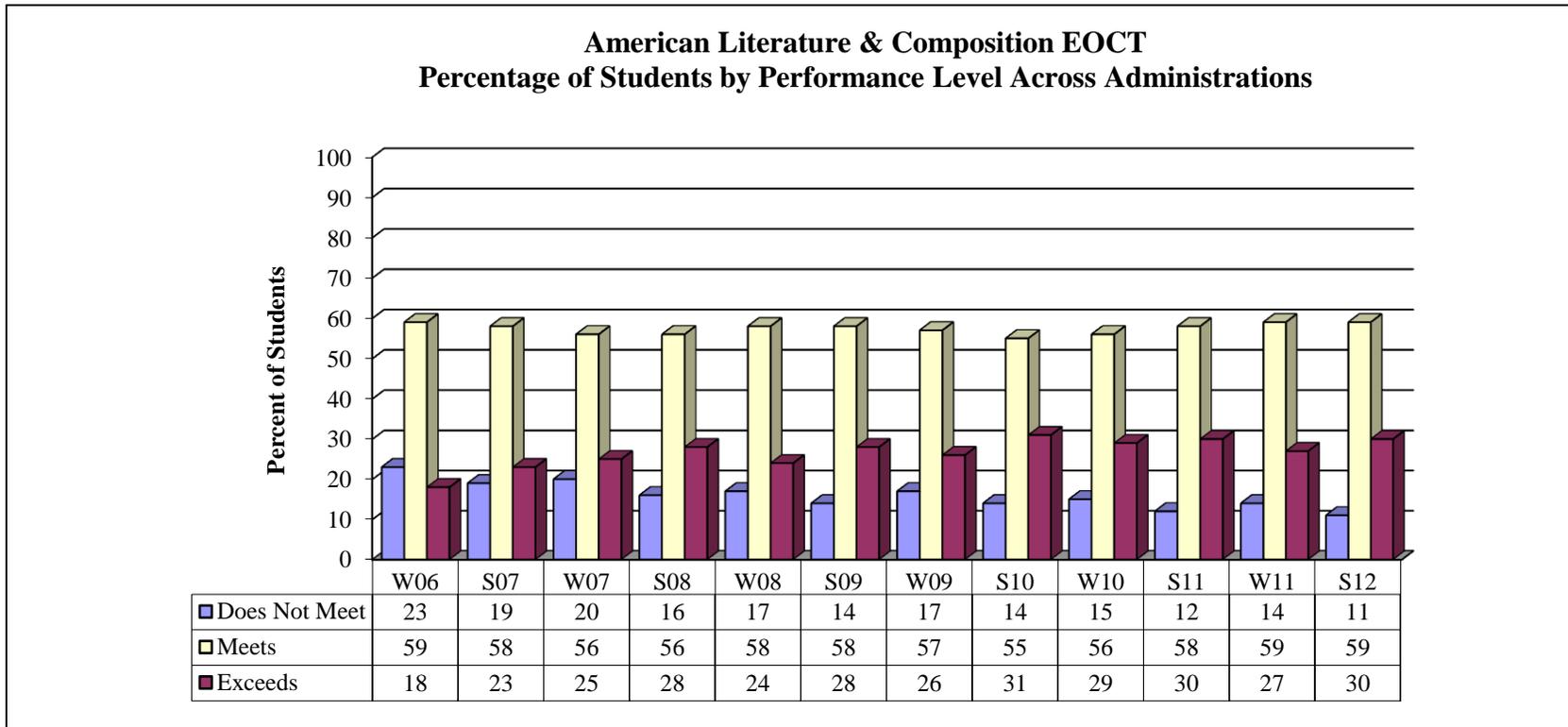
All Students	60	68	67	73	74	76	79	79	79	82	79	84
Regular Program	64	72	71	76	79	89	82	83	82	86	82	88
ELL	19	21	27	24	39	35	40	38	35	37	40	41
SWD	22	28	28	33	38	38	38	43	45	46	43	48

**Ninth Grade Literature and Composition EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations**



White	74	81	79	84	84	86	87	89	88	90	88	91
Black	45	54	55	60	64	66	70	69	71	75	69	77
Hispanic	49	56	59	63	70	67	76	73	76	76	76	79

Historical Performance on the American Literature & Composition EOCT



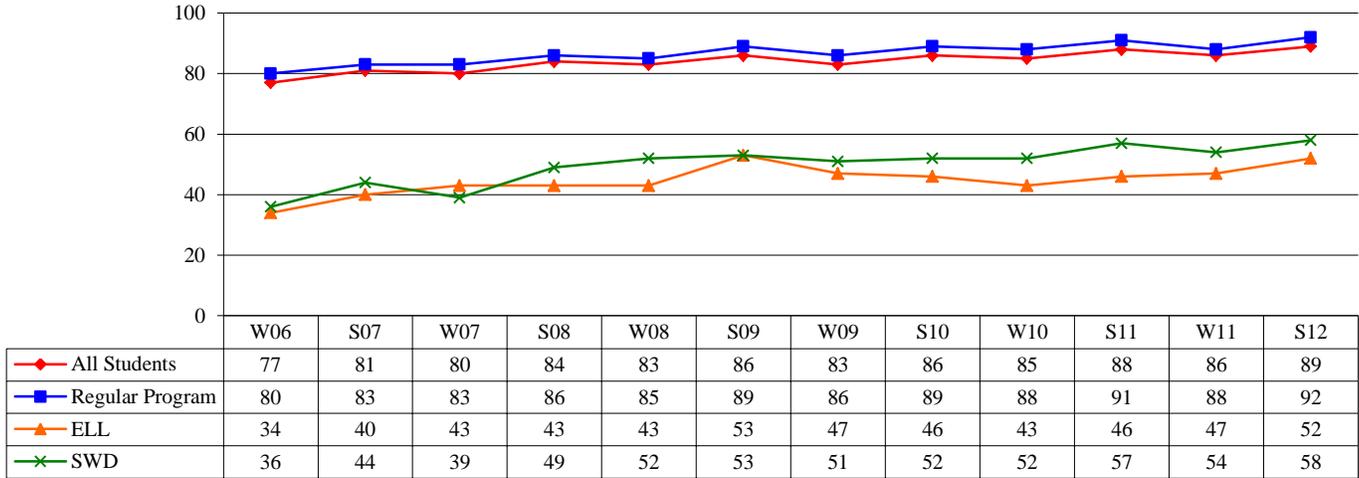
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the American Literature & Composition EOCT

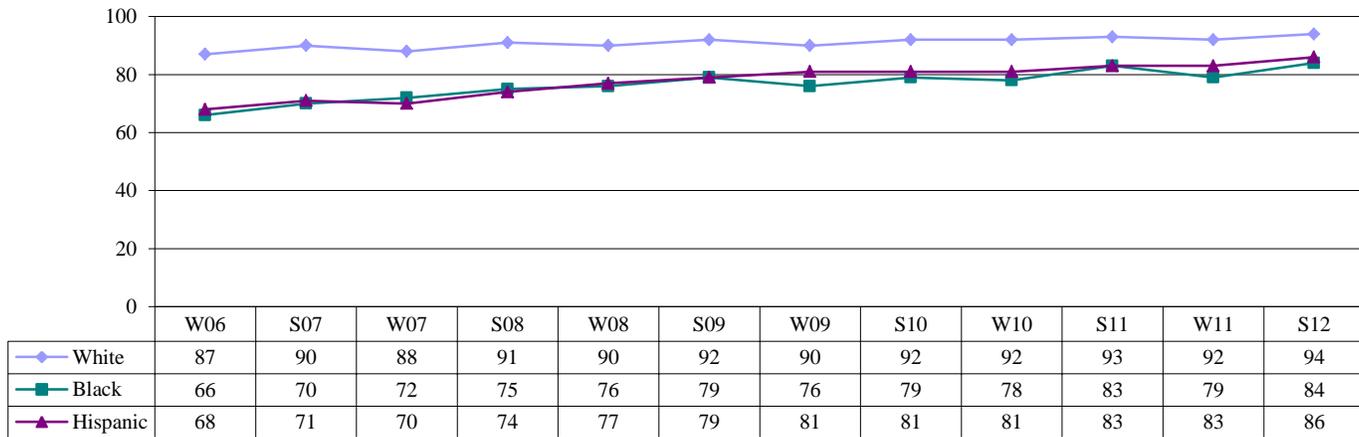
American Literature & Composition EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S07 to S12	Change S11 to S12
All Students	77	81	80	84	83	86	83	86	85	88	86	89	+8	+1
Regular Program	80	83	83	86	85	89	86	89	88	91	88	92	+9	+1
English Language Learners	34	40	43	43	43	53	47	46	43	46	47	52	+12	+6
Students with Disabilities	36	44	39	49	52	53	51	52	52	57	54	58	+14	+1
Asian	87	88	91	88	86	91	85	91	87	92	90	94	+6	+2
Black	66	70	72	75	76	79	76	79	78	83	79	84	+14	+1
Hispanic	68	71	70	74	77	79	81	81	81	83	83	86	+15	+3
Native American/Alaskan	83	82	86	87	92	89	82	87	81	87	91	91	+9	+4
White	87	90	88	91	90	92	90	92	92	93	92	94	+4	+1
Multiracial	81	84	88	88	76	85	85	91	90	91	89	94	+10	+3
Female	80	84	84	87	86	89	86	89	88	91	89	92	+8	+1
Male	75	78	78	81	80	83	80	84	83	85	84	87	+9	+2

Historical Performance on the American Literature & Composition EOCT

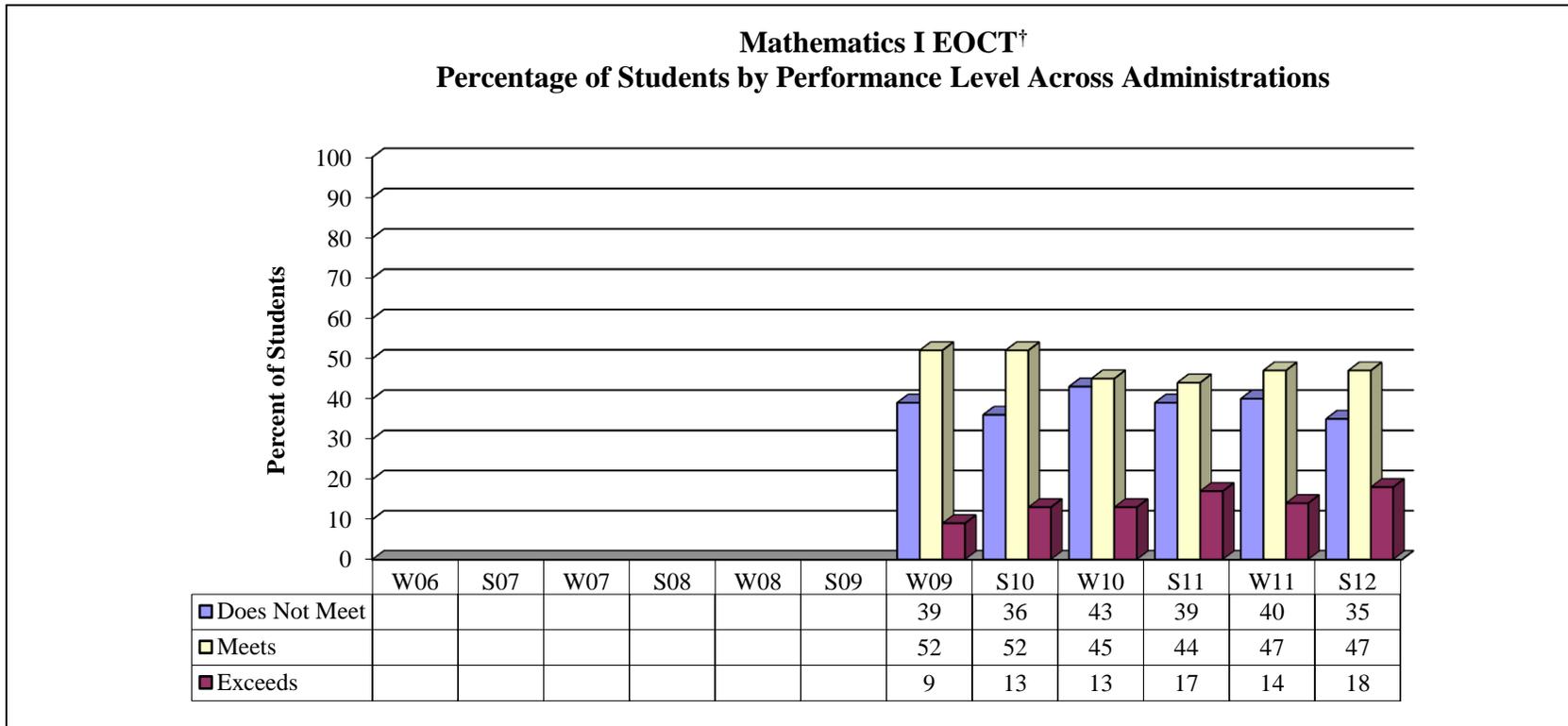
**American Literature and Composition EOCT
Percentage of Students Meeting or Exceeding the Standard
by Educational Program Across Administrations**



**American Literature and Composition EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations**



Historical Performance on the Mathematics I EOCT



[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics I EOCT.

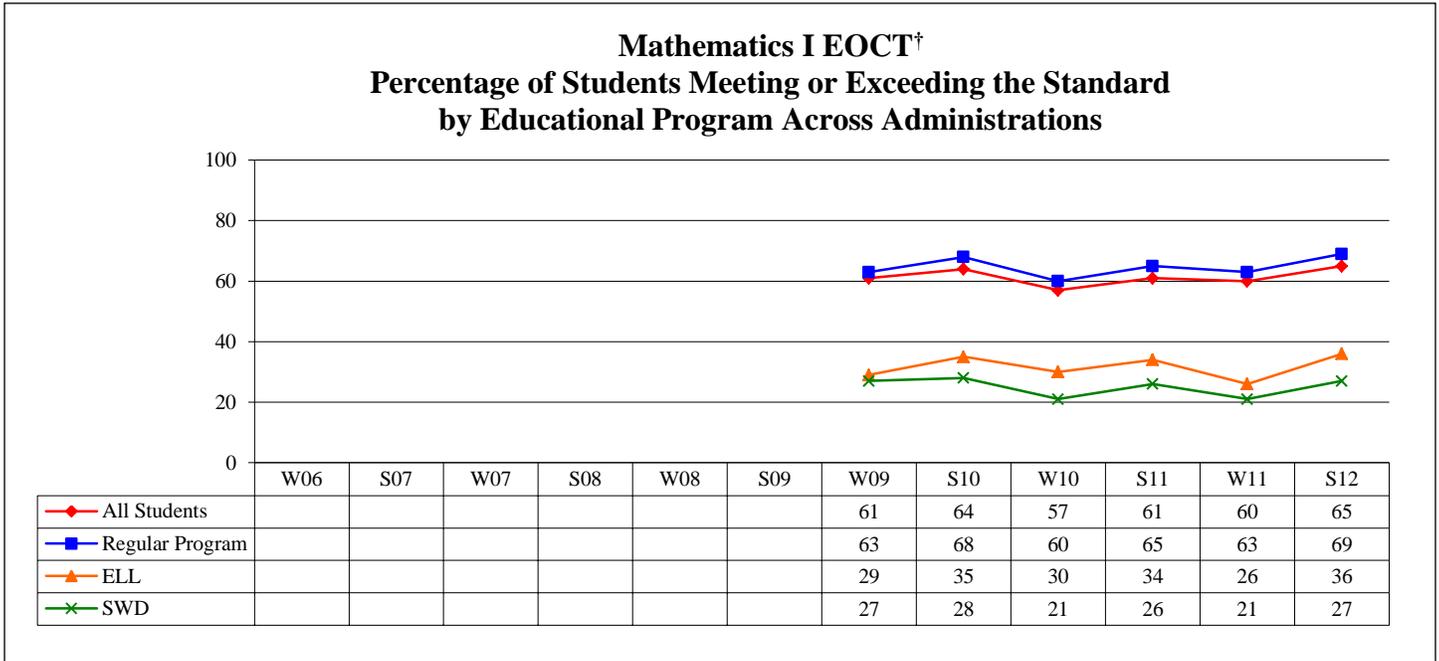
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Historical Performance on the Mathematics I EOCT

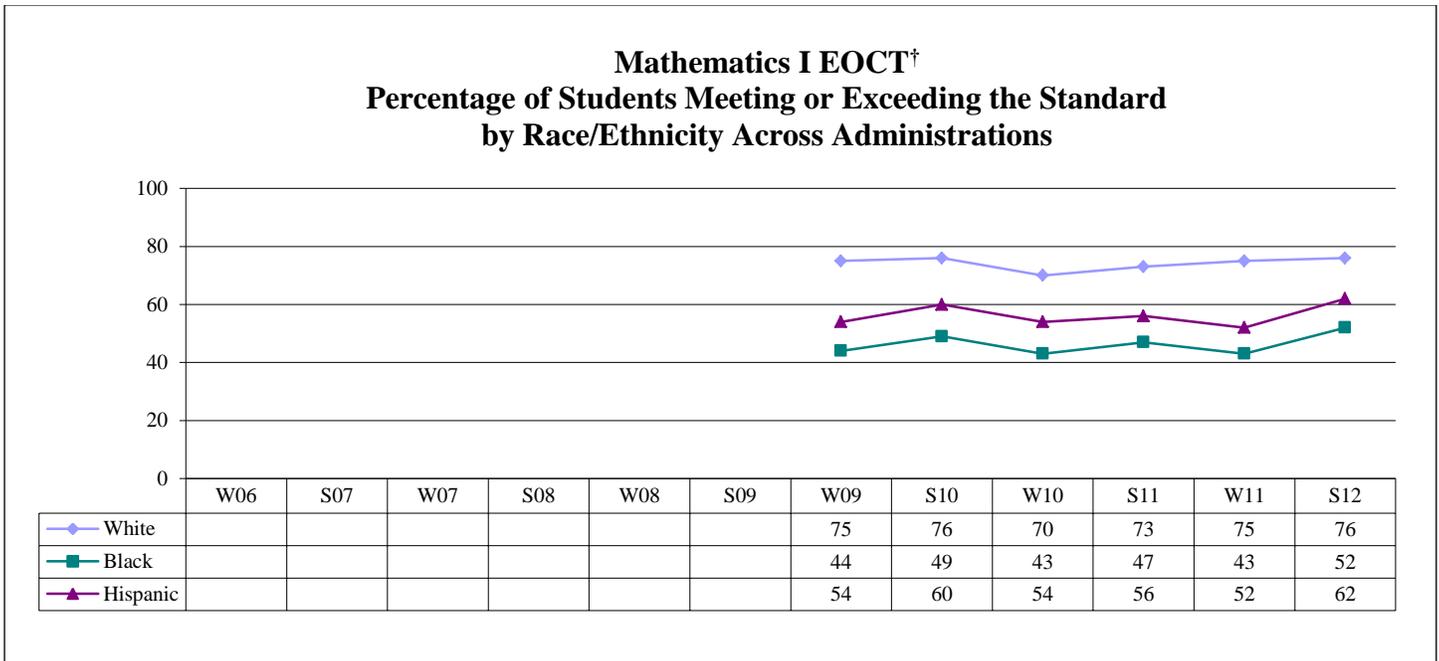
Mathematics I EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S10 to S12	Change S11 to S12
All Students							61	64	57	61	60	65	+1	+4
Regular Program							63	68	60	65	63	69	+1	+4
English Language Learners							29	35	30	34	26	36	+1	+2
Students with Disabilities							27	28	21	26	21	27	-1	+1
Asian							80	86	78	85	78	85	-1	0
Black							44	49	43	47	43	52	+3	+5
Hispanic							54	60	54	56	52	62	+2	+6
Native American/Alaskan							52	63	51	58	60	67	+4	+9
White							75	76	70	73	75	76	0	+3
Multiracial							54	71	70	67	68	73	+2	+6
Female							62	66	60	64	63	68	+2	+4
Male							60	63	56	59	59	63	0	+4

[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics I EOCT.

Historical Performance on the Mathematics I EOCT

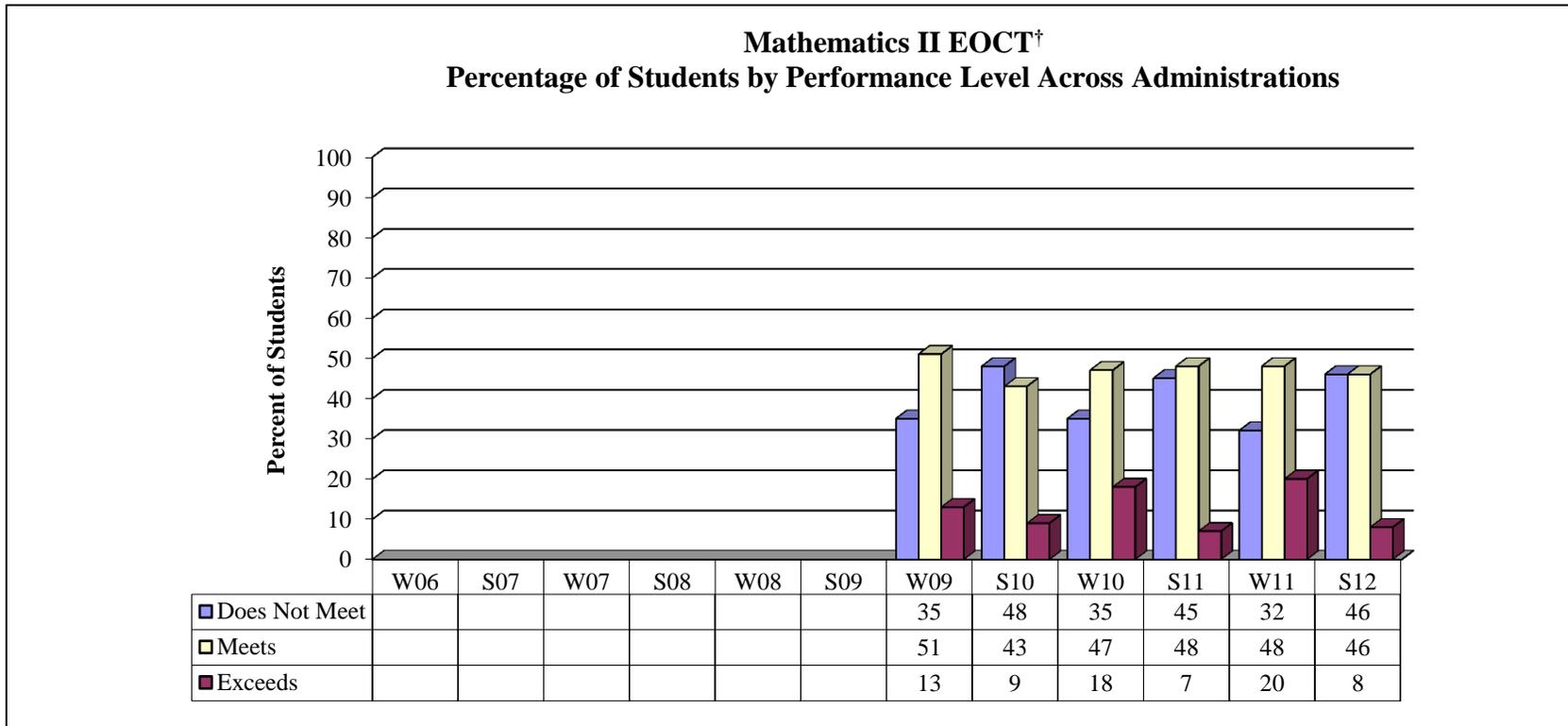


[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics I EOCT.



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Historical Performance on the Mathematics II EOCT



[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics II EOCT.

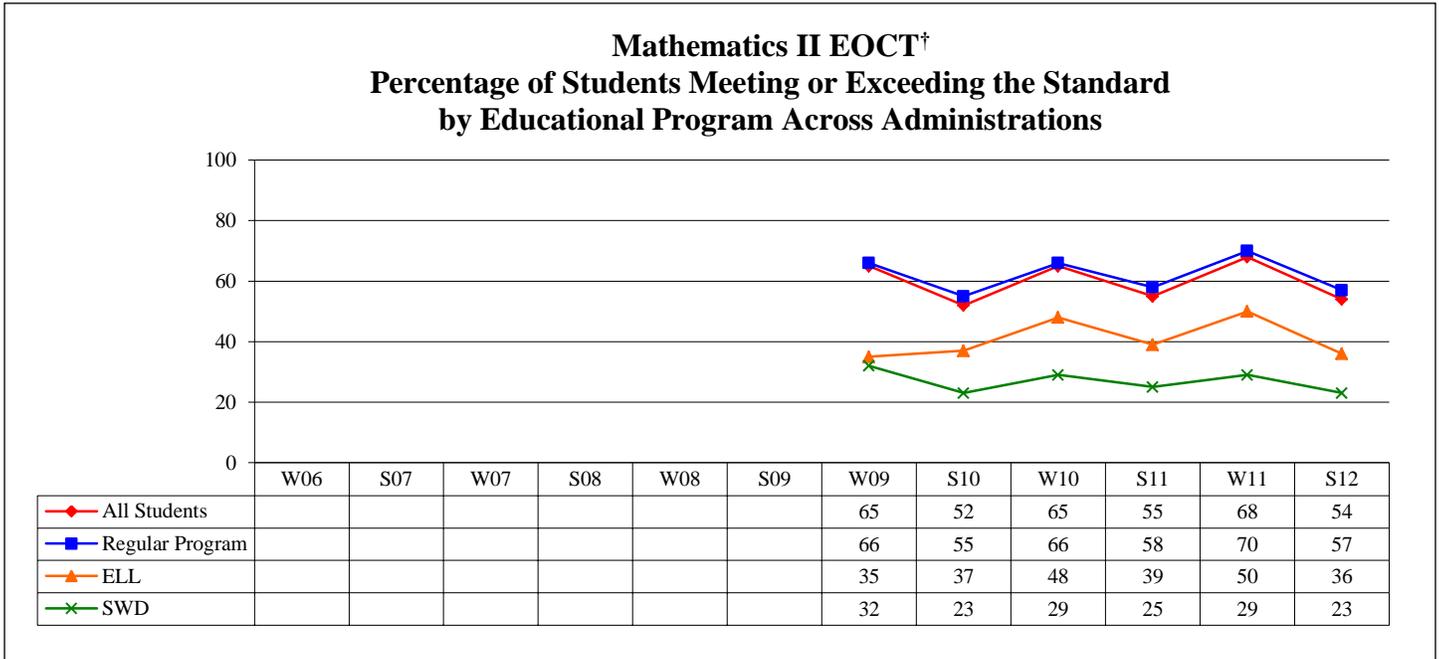
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Historical Performance on the Mathematics II EOCT

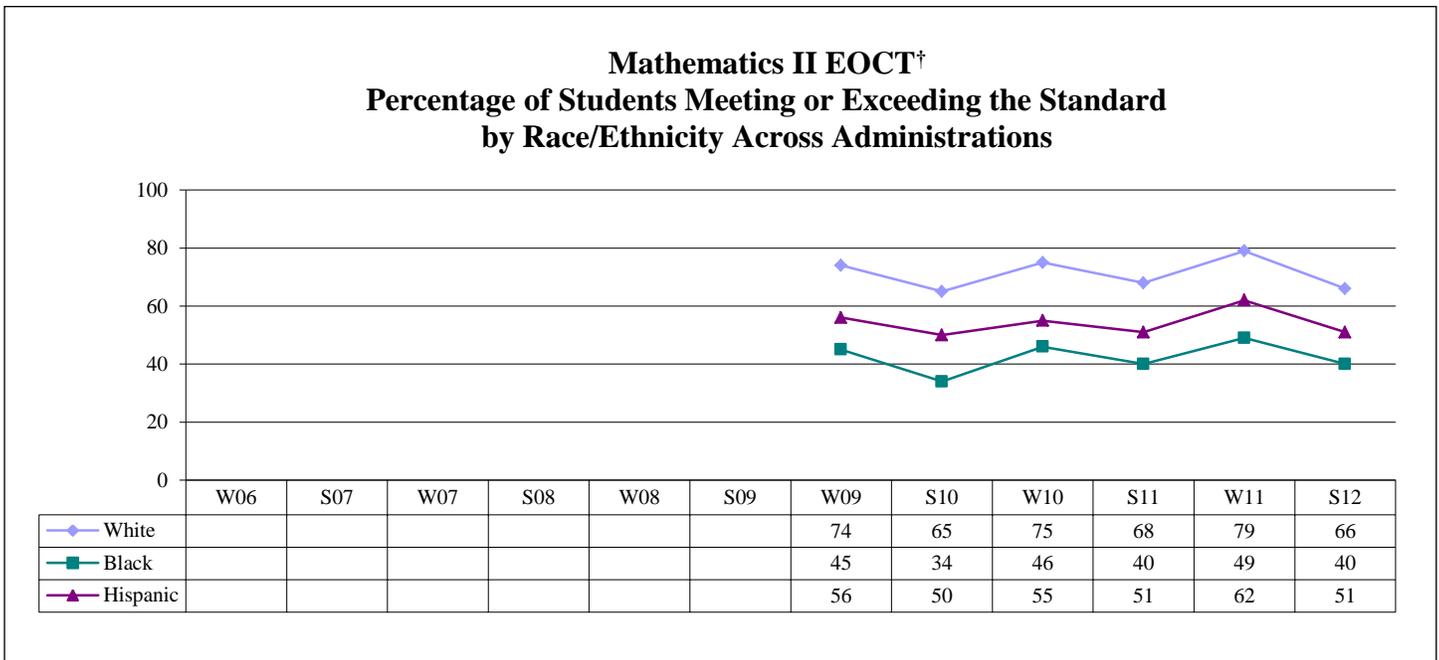
Mathematics II EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S10 to S12	Change S11 to S12
All Students							65	52	65	55	68	54	+2	-1
Regular Program							66	55	66	58	70	57	+2	-1
English Language Learners							35	37	48	39	50	36	-1	-3
Students with Disabilities							32	23	29	25	29	23	0	-2
Asian							86	82	90	77	91	74	-8	-3
Black							45	34	46	40	49	40	+6	0
Hispanic							56	50	55	51	62	51	+1	0
Native American/Alaskan							59	51	64	53	71	56	+5	+3
White							74	65	75	68	79	66	+1	-2
Multiracial							56	56	65	62	75	59	+3	-3
Female							63	52	66	56	70	56	+4	0
Male							66	53	65	53	68	52	-1	-1

[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics II EOCT.

Historical Performance on the Mathematics II EOCT

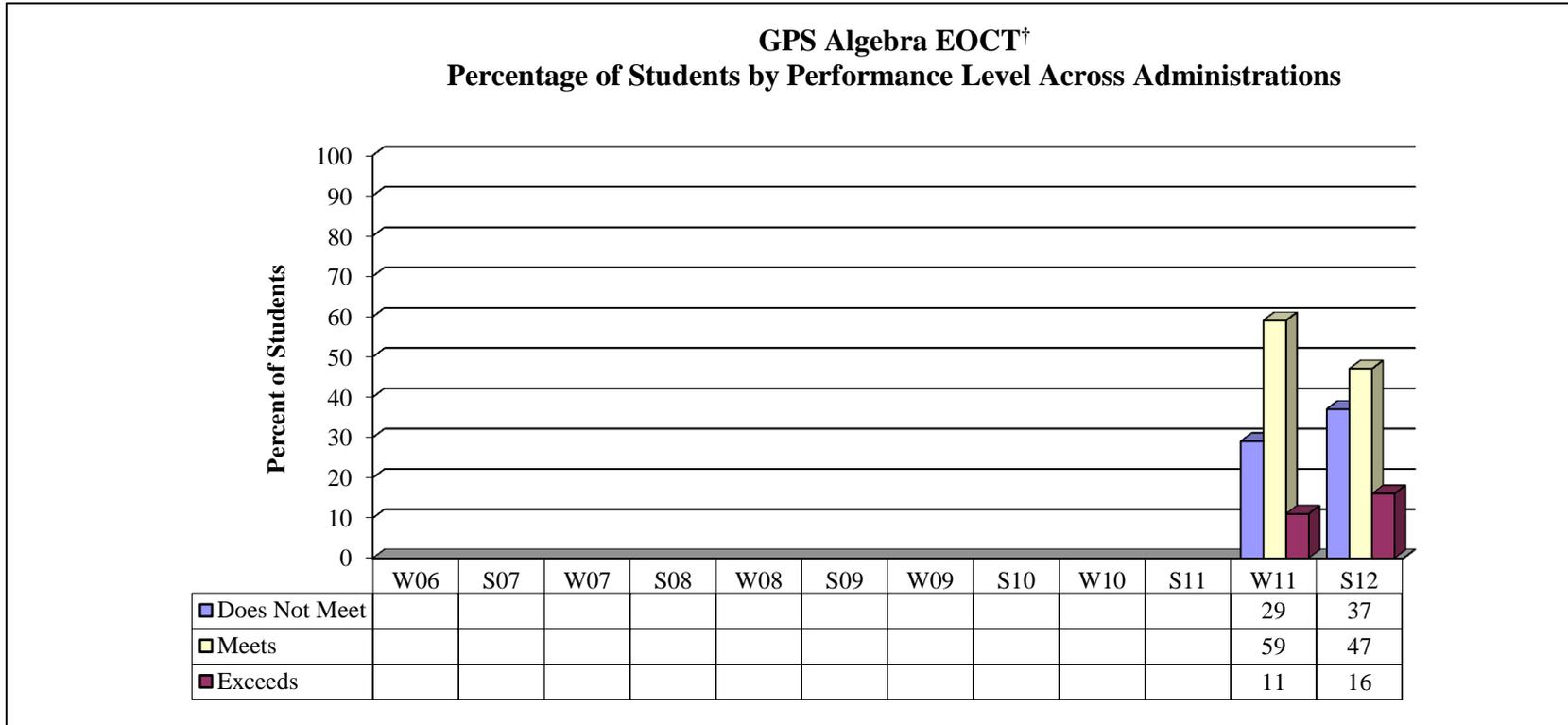


[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics II EOCT.



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Historical Performance on the GPS Algebra EOCT



[†]The Winter 2011 EOCT marked the first operational administration of the GPS-based Algebra EOCT with 2,312 students participating in the test compared to 24,257 students who participated in the Spring 2012 administration.

*Due to rounding, content area performance levels may not sum to 100%.

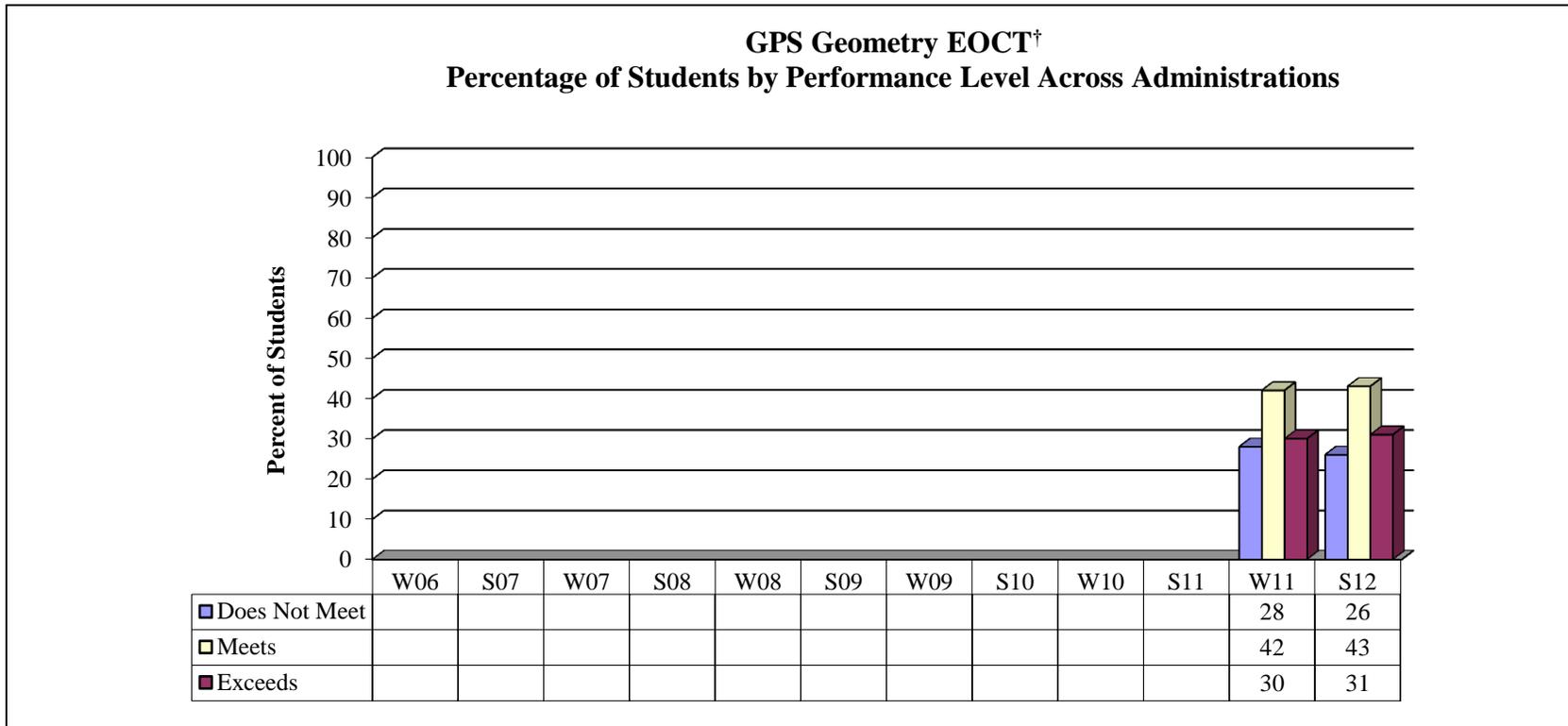
Historical Performance on the GPS Algebra EOCT

GPS Algebra EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12
All Students											71	63
Regular Program											73	67
English Language Learners											31	33
Students with Disabilities											26	28
Asian											89	89
Black											61	47
Hispanic											62	53
Native American/Alaskan											--	49
White											81	75
Multiracial											73	66
Female											73	66
Male											71	60

[†]The Winter 2011 EOCT marks the first operational administration of the GPS-based Algebra EOCT with 2,312 students participating in the test compared to 24,257 students who participated in the Spring 2012 administration..

--Scores for groups with fewer than ten students tested are not reported.

Historical Performance on the GPS Geometry EOCT



[†]The Winter 2011 EOCT marked the first operational administration of the GPS-based Geometry EOCT with 425 students participating in the test compared to 10,878 students who participated in the Spring 2012 administration.

*Due to rounding, content area performance levels may not sum to 100%.

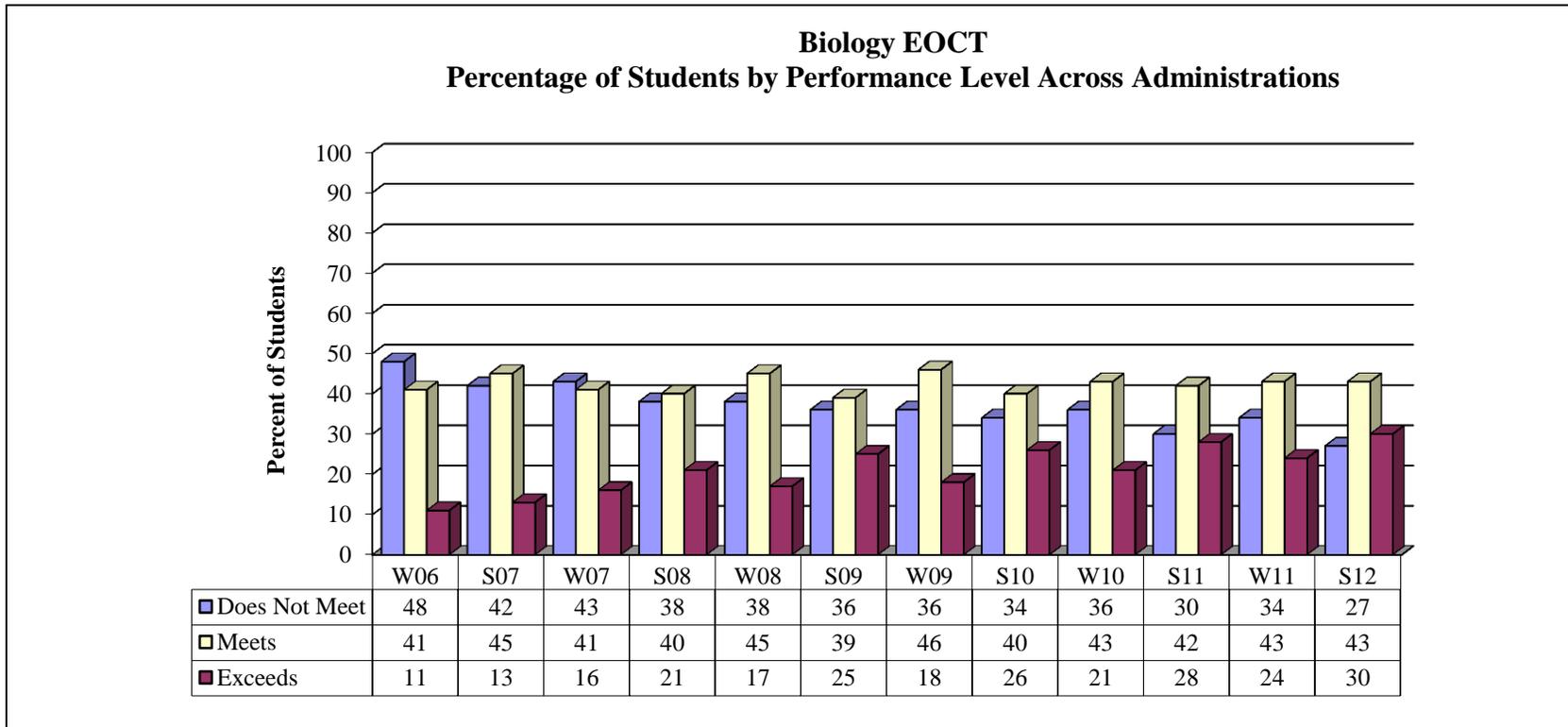
Historical Performance on the GPS Geometry EOCT

GPS Geometry EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12
All Students											72	74
Regular Program											75	77
English Language Learners											--	50
Students with Disabilities											23	36
Asian											93	96
Black											53	46
Hispanic											64	68
Native American/Alaskan											--	73
White											84	90
Multiracial											81	79
Female											76	75
Male											72	73

[†]The Winter 2011 EOCT marks the first operational administration of the GPS-based Geometry EOCT with 425 students participating in the test compared to 10,878 students who participated in the Spring 2012 administration.

--Scores for groups with fewer than ten students tested are not reported.

Historical Performance on the Biology EOCT



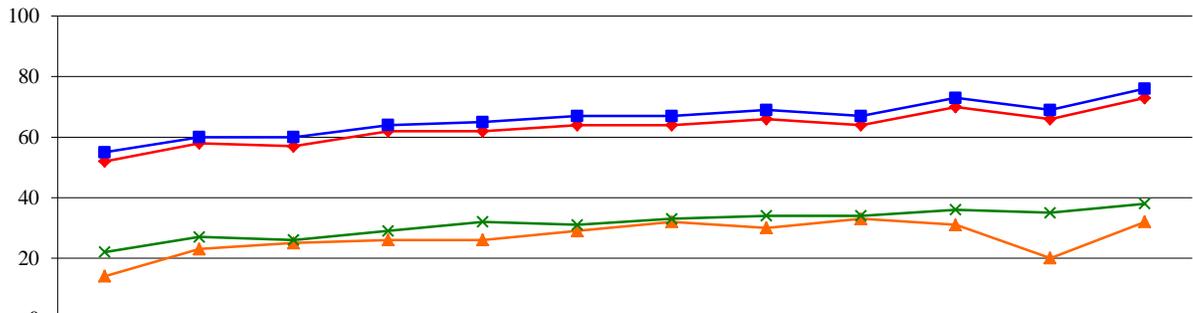
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Biology EOCT

Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S07 to S12	Change S11 to S12
All Students	52	58	57	62	62	64	64	66	64	70	66	73	+15	+3
Regular Program	55	60	60	64	65	67	67	69	67	73	69	76	+16	+3
English Language Learners	14	23	25	26	26	29	32	30	33	31	20	32	+9	+1
Students with Disabilities	22	27	26	29	32	31	33	34	34	36	35	38	+11	+2
Asian	67	78	74	81	78	82	75	83	75	84	72	87	+9	+3
Black	34	39	41	45	47	47	49	51	50	55	52	59	+20	+4
Hispanic	39	45	48	52	52	54	60	60	58	63	61	67	+22	+4
Native American/Alaskan	47	63	54	65	64	63	70	69	64	68	54	76	+13	+8
White	70	74	71	77	78	79	79	80	79	83	80	85	+11	+2
Multiracial	56	63	66	67	56	60	67	76	73	76	75	81	+18	+5
Female	51	56	56	61	62	63	64	66	65	70	67	73	+17	+3
Male	54	59	57	62	63	64	65	67	64	70	67	73	+14	+3

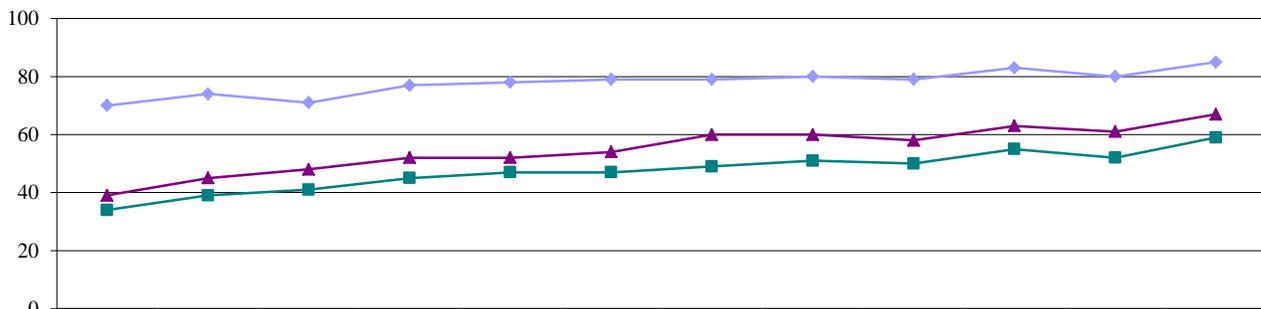
Historical Performance on the Biology EOCT

Biology EOCT
Percentage of Students Meeting or Exceeding the Standard
by Educational Program Across Administrations



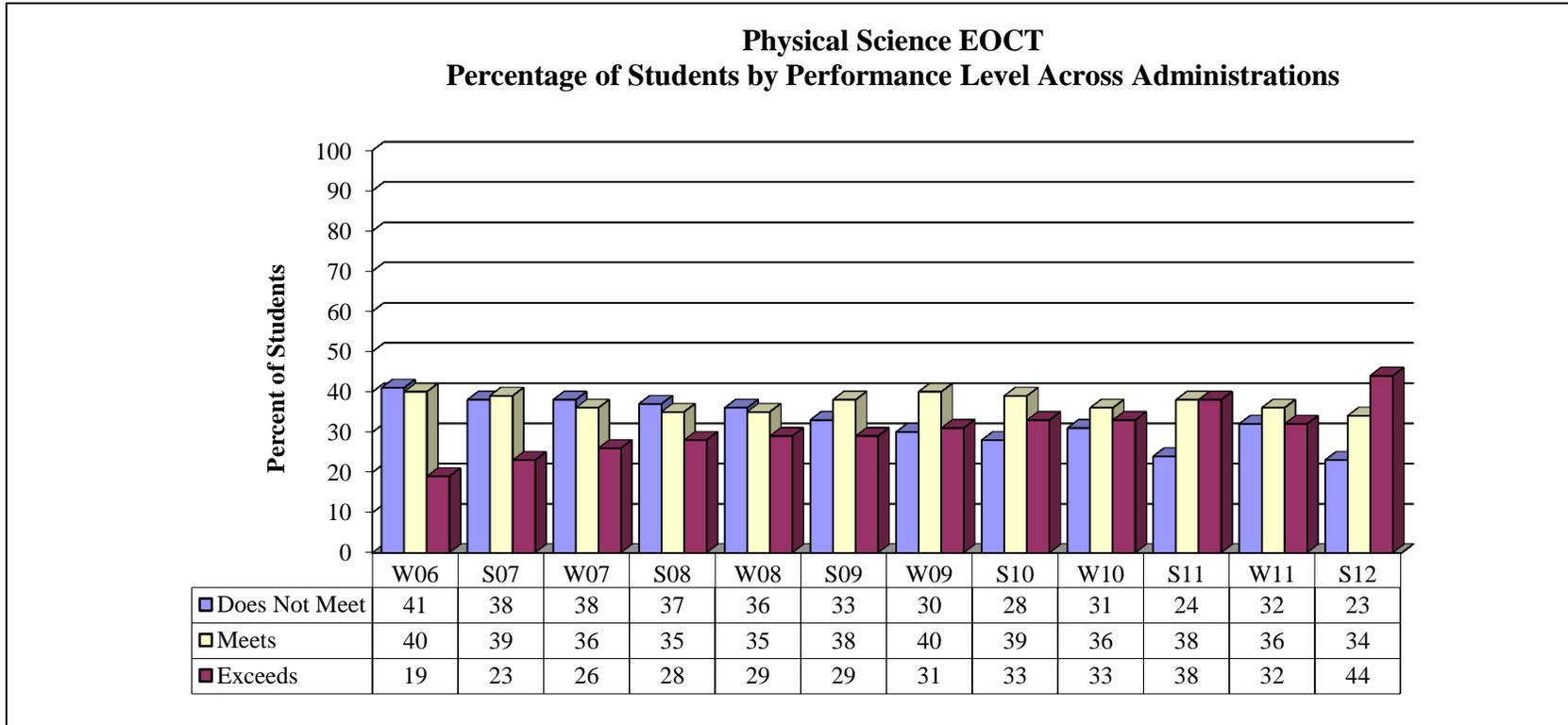
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12
All Students	52	58	57	62	62	64	64	66	64	70	66	73
Regular Program	55	60	60	64	65	67	67	69	67	73	69	76
ELL	14	23	25	26	26	29	32	30	33	31	20	32
SWD	22	27	26	29	32	31	33	34	34	36	35	38

Biology EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations



	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12
White	70	74	71	77	78	79	79	80	79	83	80	85
Black	34	39	41	45	47	47	49	51	50	55	52	59
Hispanic	39	45	48	52	52	54	60	60	58	63	61	67

Historical Performance on the Physical Science EOCT



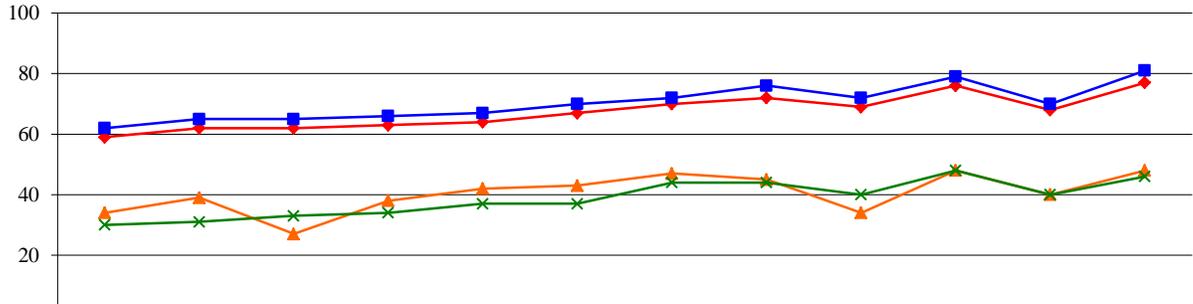
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Physical Science EOCT

Physical Science EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S07 to S12	Change S11 to S12
All Students	59	62	62	63	64	67	70	72	69	76	68	77	+15	+1
Regular Program	62	65	65	66	67	70	72	76	72	79	70	81	+16	+2
English Language Learners	34	39	27	38	42	43	47	45	34	48	40	48	+9	0
Students with Disabilities	30	31	33	34	37	37	44	44	40	48	40	46	+15	-2
Asian	70	77	73	78	76	82	77	83	75	88	71	88	+11	0
Black	44	48	49	49	53	55	59	61	59	65	56	66	+18	+1
Hispanic	56	56	53	57	58	64	71	71	66	73	63	75	+19	+2
Native American/Alaskan	57	65	64	61	69	68	65	80	63	75	72	81	+16	+6
White	72	77	75	78	76	81	82	84	81	87	80	87	+10	0
Multiracial	66	67	68	68	57	62	78	78	78	84	77	83	+16	-1
Female	59	62	61	63	64	67	71	72	68	76	68	78	+16	+2
Male	60	62	63	64	64	67	69	72	70	77	68	77	+15	0

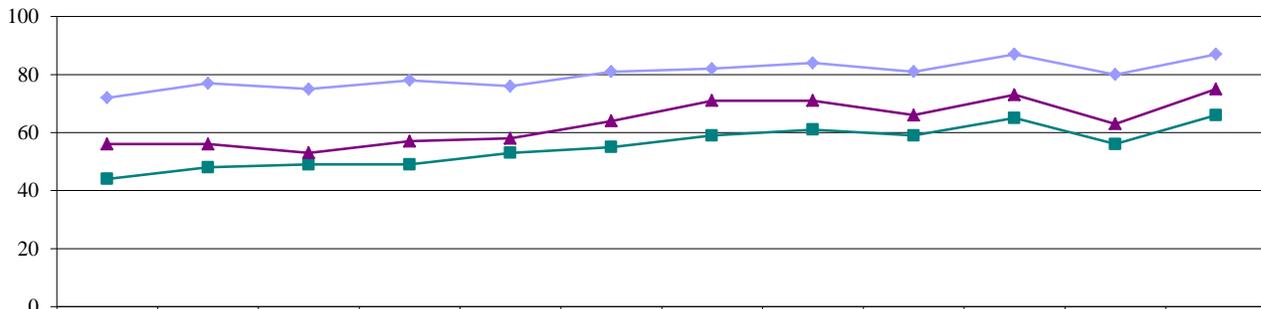
Historical Performance on the Physical Science EOCT

**Physical Science EOCT
Percentage of Students Meeting or Exceeding the Standard
by Educational Program Across Administrations**



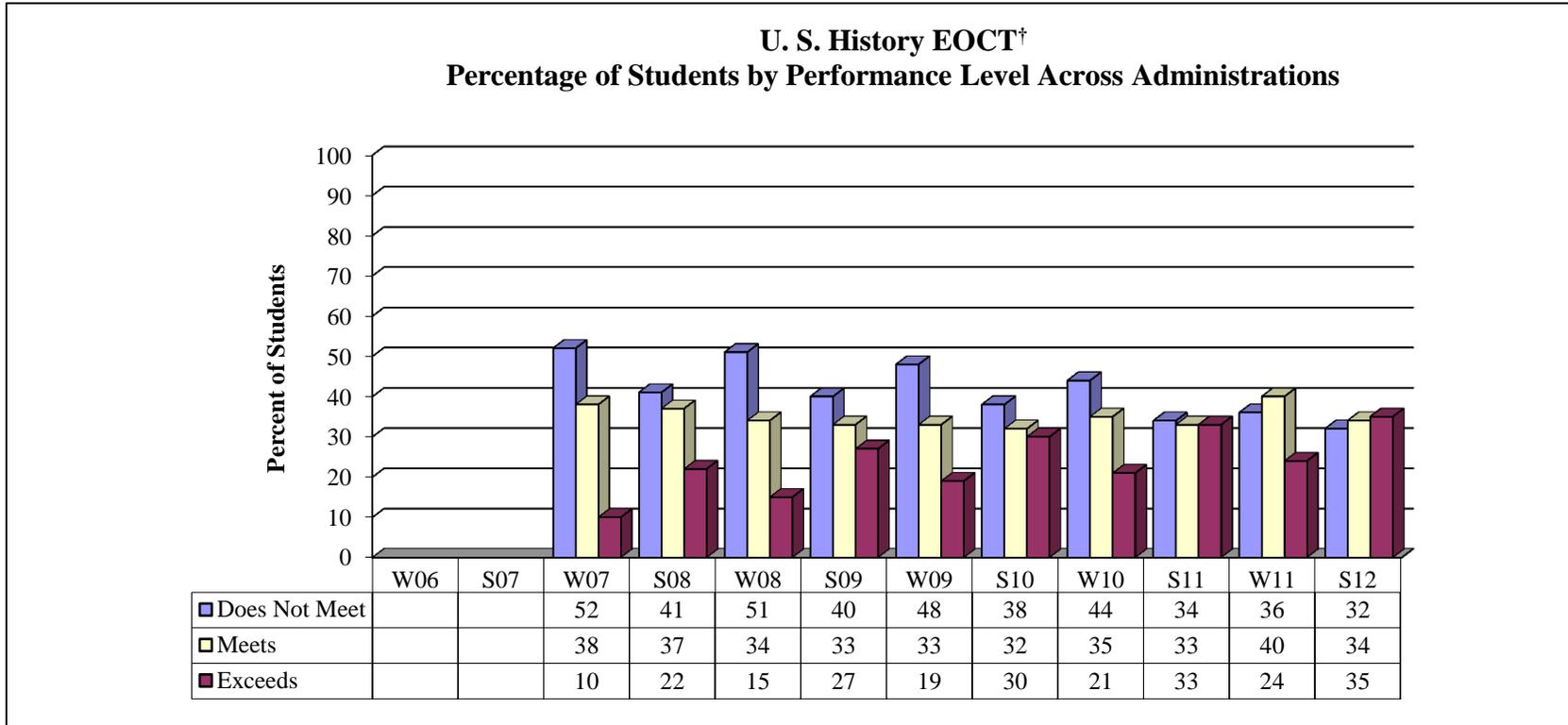
◆ All Students	59	62	62	63	64	67	70	72	69	76	68	77
■ Regular Program	62	65	65	66	67	70	72	76	72	79	70	81
▲ ELL	34	39	27	38	42	43	47	45	34	48	40	48
× SWD	30	31	33	34	37	37	44	44	40	48	40	46

**Physical Science EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations**



◆ White	72	77	75	78	76	81	82	84	81	87	80	87
■ Black	44	48	49	49	53	55	59	61	59	65	56	66
▲ Hispanic	56	56	53	57	58	64	71	71	66	73	63	75

Historical Performance on the U. S. History EOCT



[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based U. S. History EOCT.

*Due to rounding, content area performance levels may not sum to 100%.

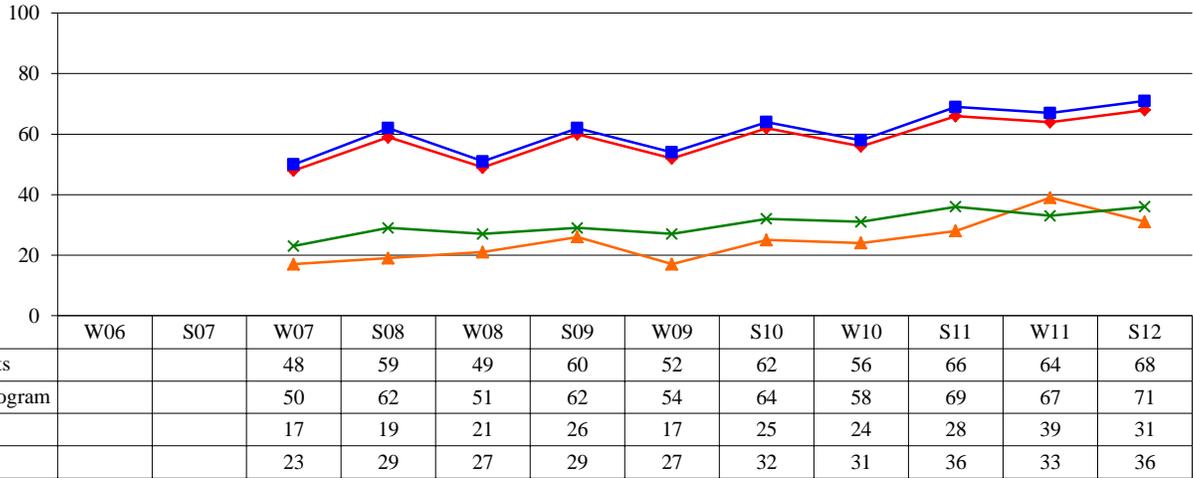
Historical Performance on the U. S. History EOCT

U.S. History EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S08 to S12	Change S11 to S12
All Students			48	59	49	60	52	62	56	66	64	68	+9	+2
Regular Program			50	62	51	62	54	64	58	69	67	71	+9	+2
English Language Learners			17	19	21	26	17	25	24	28	39	31	+12	+3
Students with Disabilities			23	29	27	29	27	32	31	36	33	36	+7	0
Asian			51	76	61	78	66	79	64	83	73	84	+8	+1
Black			33	41	33	43	38	47	43	53	49	55	+14	+2
Hispanic			39	49	44	50	48	55	52	60	63	63	+14	+3
Native American/Alaskan			46	69	64	60	49	64	50	72	76	73	+4	+1
White			60	74	64	74	65	75	70	78	77	79	+5	+1
Multiracial			54	62	44	59	51	69	64	73	67	76	+14	+3
Female			44	56	45	57	47	59	53	63	62	66	+10	+3
Male			52	63	54	63	56	65	60	70	66	71	+8	+1

[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based U.S. History EOCT.

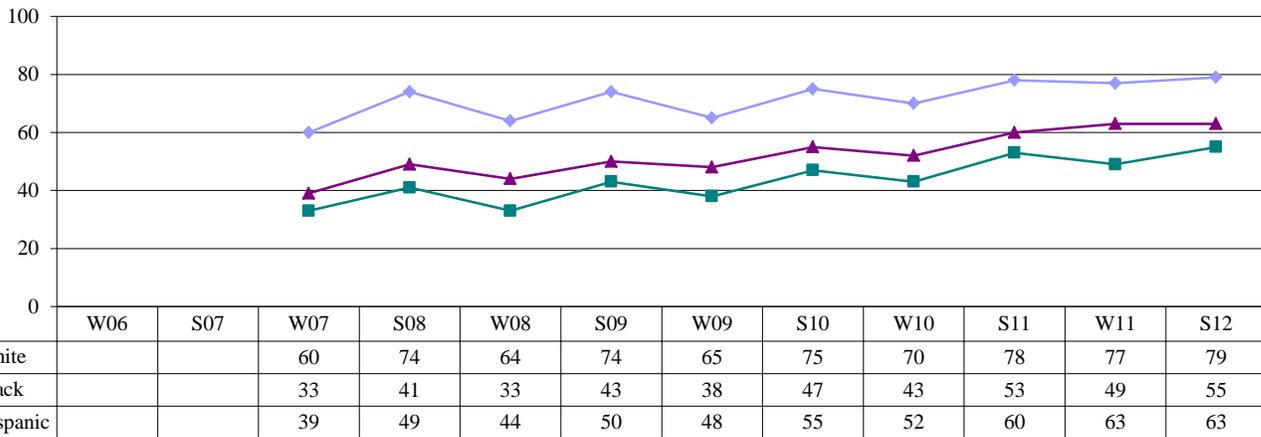
Historical Performance on the U. S. History EOCT

U. S. History EOCT[†]
Percentage of Students Meeting or Exceeding the Standard
by Educational Program Across Administrations



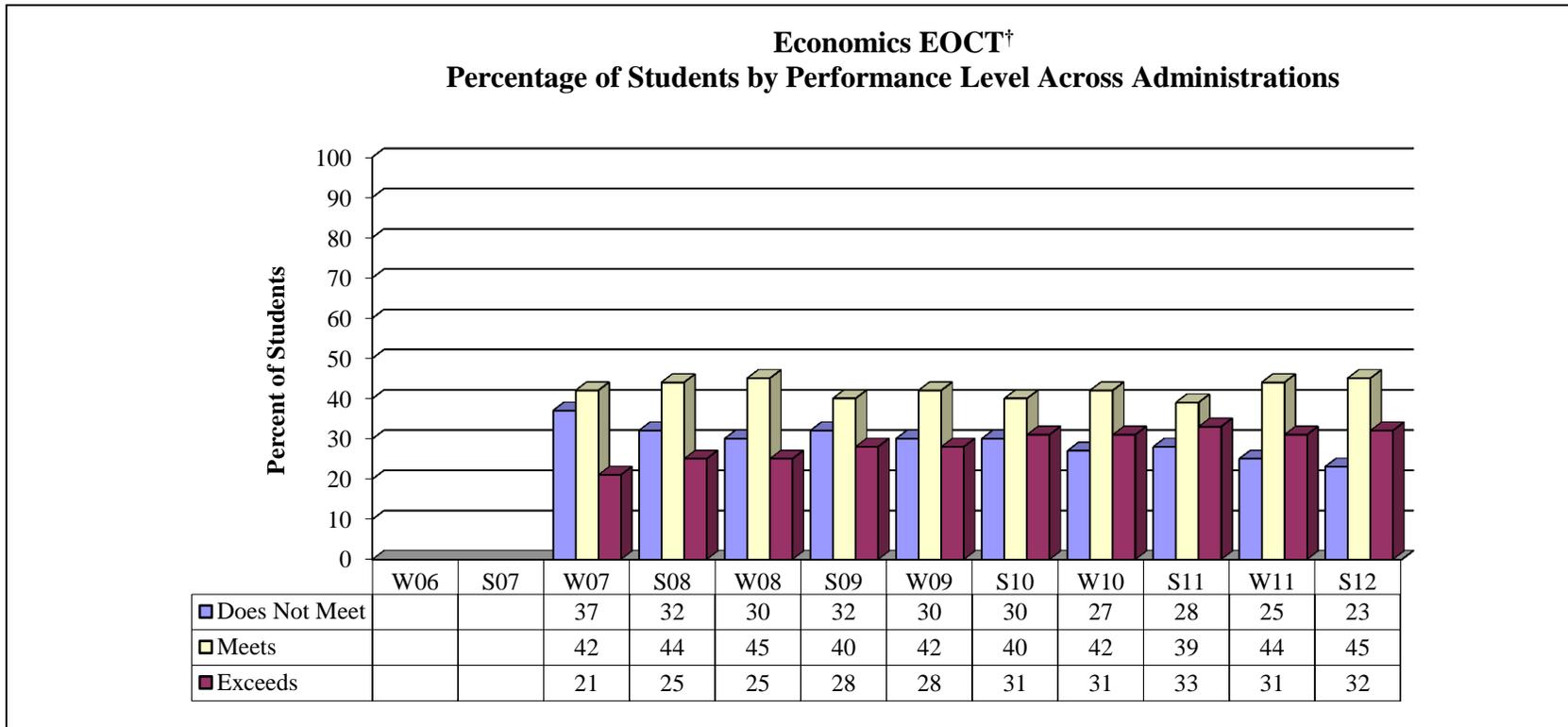
[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based U.S. History EOCT

U. S. History EOCT[†]
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations



[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based U.S. History EOCT

Historical Performance on the Economics EOCT



[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based Economics EOCT.

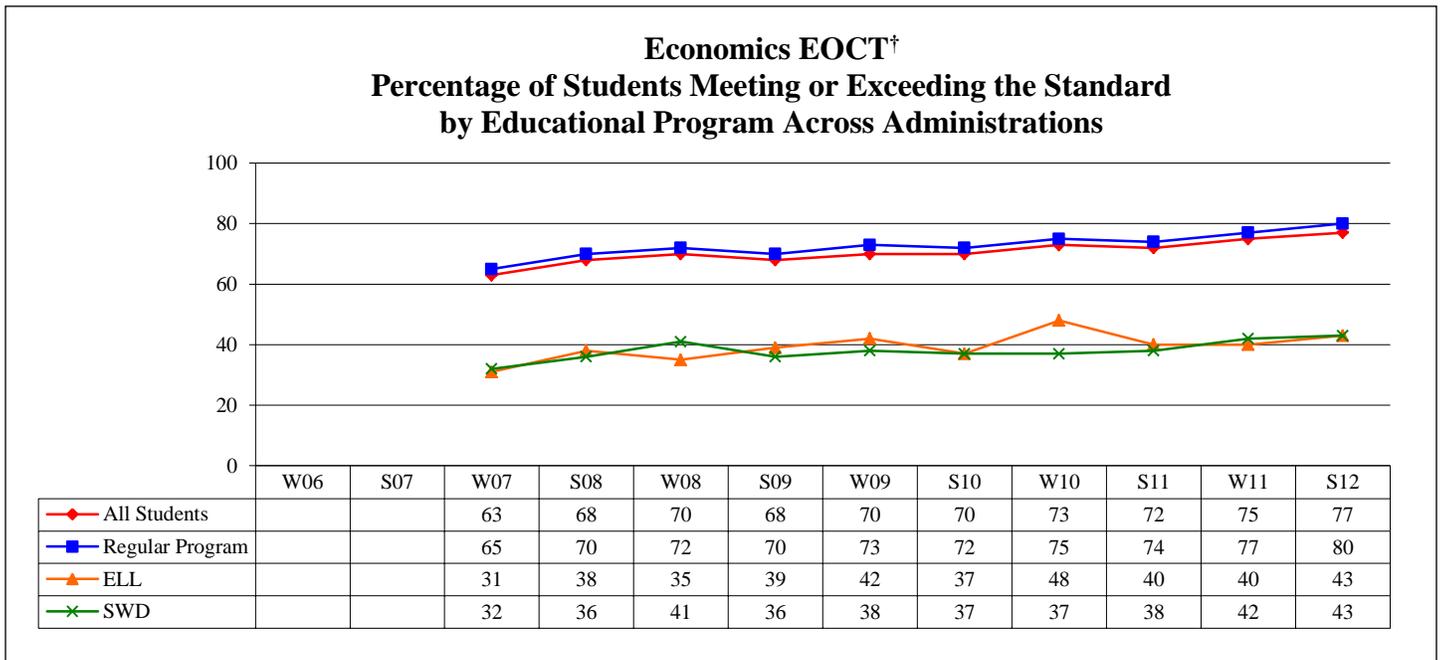
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Economics EOCT

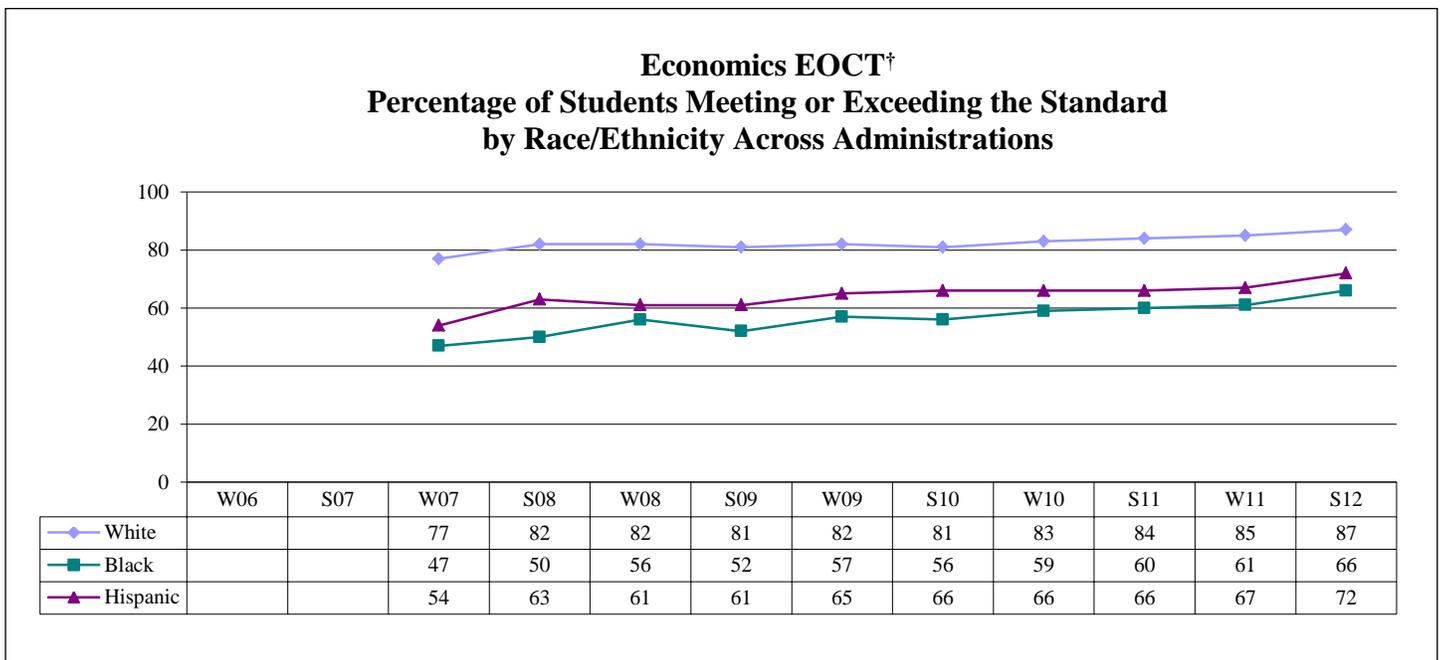
Economics EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	Change S08 to S12	Change S11 to S12
All Students			63	68	70	68	70	70	73	72	75	77	+9	+5
Regular Program			65	70	72	70	73	72	75	74	77	80	+10	+6
English Language Learners			31	38	35	39	42	37	48	40	40	43	+5	+3
Students with Disabilities			32	36	41	36	38	37	37	38	42	43	+7	+5
Asian			79	83	83	83	85	85	87	88	90	89	+6	+1
Black			47	50	56	52	57	56	59	60	61	66	+16	+6
Hispanic			54	63	61	61	65	66	66	66	67	72	+9	+6
Native American/Alaskan			71	71	74	72	66	71	72	73	71	82	+11	+9
White			77	82	82	81	82	81	83	84	85	87	+5	+3
Multiracial			66	70	66	65	74	77	79	77	82	82	+12	+5
Female			60	66	69	67	69	69	72	71	73	77	+11	+6
Male			66	71	72	71	72	72	74	74	76	79	+8	+5

[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based Economics EOCT.

Historical Performance on the Economics EOCT



[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based Economics EOCT.



[†]The Winter 2007 EOCT marked the first operational administration of the GPS-based Economics EOCT.