

TESTING BRIEF

Georgia End of Course Tests (EOCT)

Spring 2013 Administration
April 22, 2013 – May 31, 2013

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 state’s rigorous content standards in the designated core courses and to provide data to assist in the improvement of instruction and learning. The EOCT results 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 the rigorous state-mandated content standards for each course. Georgia students have opportunities to learn – and are expected to master – much more than the tests address.

Students enrolling in grade 9 for the first time in the fall of 2012 began their high school mathematics course sequence with Coordinate Algebra. Therefore, a new EOCT was added. Students who enrolled in high school prior to the fall of 2012 may continue to take the previous mathematics course sequence.

The rigorous state-mandated content standards define the knowledge and skills assessed on the EOCT in the following courses:

- **English Language Arts**
 - Ninth Grade Literature & Composition
 - American Literature & Composition
- **Mathematics**
 - Coordinate Algebra
 - Mathematics I: Algebra/Geometry/Statistics
 - Mathematics II: Geometry/Algebra II/Statistics
 - Algebra
 - Geometry
- **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.

Key Findings – Language Arts

Ninth Grade Literature & Composition

- Eighty-six (86%) percent of Georgia's students met or exceeded the standard for Ninth Grade Literature & Composition.
- When comparing the Spring 2013 scores (86%) to the Spring 2012 scores (84%), 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 one (1) percentage point between Spring 2012 (38%) and Spring 2013 (39%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by thirteen (13) percentage points from Spring 2008 (73%) to Spring 2013 (86%).

American Literature & Composition

- Ninety-one (91%) percent of Georgia's students met or exceeded the standard for American Literature & Composition.
- When comparing the Spring 2013 scores (91%) to the Spring 2012 scores (89%), the percent of students meeting or exceeding the standard increased by two (2) percentage points in American Literature & Composition.
- The percent of students achieving the exceeds standard performance level in American Literature & Composition increased by four (4) percentage points between Spring 2012 (30%) and Spring 2013 (34%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by seven (7) percentage points from Spring 2008 (84%) to Spring 2013 (91%).

Key Findings – Mathematics

Coordinate Algebra

- Thirty-seven (37%) percent of Georgia's students met or exceeded the standard for Coordinate Algebra, while five (5%) percent of students achieved the exceeds standard performance level. Winter 2012 was the first administration of this test.

Mathematics I: Algebra/Geometry/Statistics

- Twenty-nine (29%) percent of Georgia's students met or exceeded the standard for Mathematics I.
- Students taking the Mathematics I EOCT were first enrolled in ninth-grade prior to the fall of 2012. Given the small number participating (4,286), comparisons to previous administrations of the test are not appropriate.

Mathematics II: Geometry/Algebra II/Statistics

- Fifty-nine (59%) percent of Georgia's students met or exceeded the standard for Mathematics II.
- When comparing the Spring 2013 scores (59%) to the Spring 2012 scores (54%), the percent of students meeting or exceeding the standard increased by five (5) percentage points in Mathematics II.
- The percent of students achieving the exceeds standard performance level in Mathematics II decreased by one (1) percentage point between Spring 2012 (8%) and Spring 2013 (7%).
- Since the inception of the Mathematics II EOCT, the percentage of students meeting or exceeding the standard has increased by seven (7) percentage points from Spring 2010 (52%) to Spring 2013 (59%).

Key Findings – Mathematics (continued)

Algebra

- Thirty (30%) percent of Georgia's students met or exceeded the standard for Algebra.
- Students taking the Algebra EOCT were first enrolled in ninth-grade prior to the fall of 2012. Given the small number participating (588), comparisons to previous administrations of the test are not appropriate.

Geometry

- Seventy-five (75%) percent of Georgia's students met or exceeded the standard for Geometry.
- When comparing the Spring 2013 scores (75%) to the Spring 2012 scores (74%), the percent of students meeting or exceeding the standard increased by one (1) percentage point in Geometry.
- The percent of students achieving the exceeds standard performance level in Geometry decreased by fourteen (14) percentage points between Spring 2012 (31%) and Spring 2013 (17%).

Key Findings – Science

Biology

- Seventy-four (74%) percent of Georgia’s students met or exceeded the standard for Biology.
- When comparing the Spring 2013 scores (74%) to the Spring 2012 scores (73%), the percent of students meeting or exceeding the standard increased by one (1) percentage point in Biology.
- The percent of students achieving the exceeds standard performance level in Biology increased by six (6) percentage points between Spring 2012 (30%) and Spring 2013 (36%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by twelve (12) percentage points from Spring 2008 (62%) to Spring 2013 (74%).

Physical Science

- Eighty-three (83%) percent of Georgia’s students met or exceeded the standard for Physical Science.
- When comparing the Spring 2013 scores (83%) to the Spring 2012 scores (77%), the percent of students meeting or exceeding the standard increased by six (6) percentage points in Physical Science.
- The percent of students achieving the exceeds standard performance level in Physical Science increased by five (5) percentage points between Spring 2012 (44%) and Spring 2013 (49%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by twenty (20) percentage points from Spring 2008 (63%) to Spring 2013 (83%).

Key Findings – Social Studies

U.S. History

- Seventy-three (73%) percent of Georgia’s students met or exceeded the standard for U.S. History.
- When comparing the Spring 2013 scores (73%) to the Spring 2012 scores (68%), the percent of students meeting or exceeding the standard increased by five (5) percentage points in U.S. History.
- The percent of students achieving the exceeds standard performance level in U.S. History increased by five (5) percentage points between Spring 2012 (35%) and Spring 2013 (40%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by fourteen (14) percentage points from Spring 2008 (59%) to Spring 2013 (73%).

Economics/Business/Free Enterprise

- Seventy-nine (79%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Spring 2013 scores (79%) to the Spring 2012 scores (77%), the percent of students meeting or exceeding the standard increased by two (2) percentage points in Economics/Business/Free Enterprise.
- The percent of students achieving the exceeds standard performance level in Economics/Business/Free Enterprise increased by ten (10) percentage points between Spring 2012 (32%) and Spring 2013 (42%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eleven (11) percentage points from Spring 2008 (68%) to Spring 2013 (79%).

Overall Findings – Special Populations

- From Spring 2012 to Spring 2013, English Learner (EL) students improved achievement by one or more percentage points in Ninth Grade Literature & Composition (1), Mathematics II (6), Geometry (2), Biology (1), Physical Science (2), and U.S. History (2).
- Over the past six years, EL students improved achievement by six (6) or more percentage points in Ninth Grade Literature & Composition (18), American Literature & Composition (6), Biology (7), Physical Science (12), and U.S. History (14).
- From Spring 2012 to Spring 2013, Students with Disabilities improved achievement by one or more percentage points in Ninth Grade Literature & Composition (4), American Literature & Composition (1), Mathematics II (4), Geometry (9), Biology (2), Physical Science (8), and U.S. History (4).
- Over the past six years, Students with Disabilities improved achievement by seven (7) or more percentage points in Ninth Grade Literature & Composition (19), American Literature & Composition (10), Biology (11), Physical Science (20), U.S. History (11), and Economics (7).

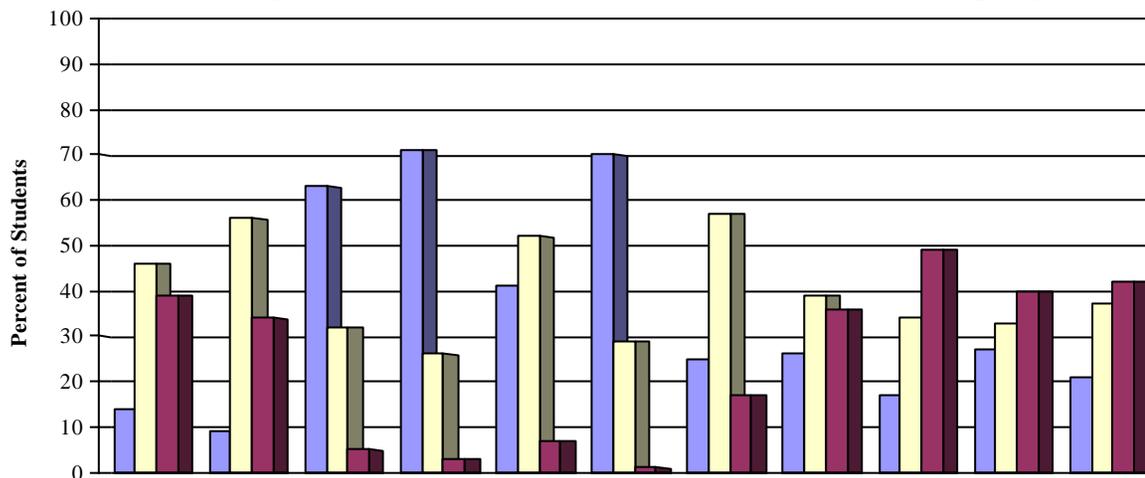
Overall Findings – Closing the Gap

- The achievement gap between EL students and Regular Program students has narrowed by five (5) percentage points in Ninth Grade Literature & Composition and one (1) percentage point in U.S. History from Spring 2008 to Spring 2013.
- The achievement gap between Students with Disabilities and Regular Program students has narrowed by six (6) percentage points in Ninth Grade Literature & Composition and three (3) percentage points in American Literature & Composition from Spring 2008 to Spring 2013.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a thirteen (13) percentage point gap in Spring 2013 from a twenty-four (24) 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 ten (10) percentage point gap from a twenty-one (21) percentage point gap in Spring 2008. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eight (8) percentage points since Spring 2008 while the performance of Black and Hispanic students has each increased by nineteen (19) percentage points.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to a nine (9) percentage point gap from a sixteen (16) 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 seven (7) percentage point gap from a seventeen (17) percentage point gap in Spring 2008. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by four (4) percentage points since Spring 2008 while the performance of Black and Hispanic students has increased by eleven (11) and fourteen (14) percentage points, respectively.
- In Mathematics II, the achievement gap between Black and White students has narrowed to a twenty-three (23) percentage point gap from a thirty-one (31) 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 decreased to a twelve (12) percentage point gap from a fifteen (15) percentage point gap in Spring 2010. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since Spring 2010 while the performance of Black and Hispanic students has increased by thirteen (13) and eight (8) percentage points, respectively.

Overall Findings – Closing the Gap (continued)

- In Biology, the achievement gap between Black and White students has narrowed to a twenty-five (25) 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. 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 nine (9) percentage points since Spring 2008 while the performance of Black and Hispanic students has increased by sixteen (16) and eighteen (18) percentage points, respectively.
- In Physical Science, the achievement gap between Black and White students has narrowed to a nineteen (19) percentage point gap from a twenty-nine (29) 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 an eleven (11) percentage point gap from a twenty-one (21) percentage point gap in Spring 2008, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by thirteen (13) percentage points since Spring 2008 while the performance of Black and Hispanic students has each increased by twenty-three (23) percentage points.
- In U.S. History, the achievement gap between Black and White students has narrowed to a twenty-two (22) 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. The achievement gap between Hispanic and White students has narrowed to a fifteen (15) percentage point gap from a twenty-five (25) percentage point gap in Spring 2008. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by eight (8) percentage points since Spring 2008 while the performance of Black and Hispanic students has increased by nineteen (19) and eighteen (18) percentage points, respectively.
- In Economics/Business/Free Enterprise, the achievement gap between Black and White students has narrowed to a nineteen (19) 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 sixteen (16) 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 six (6) percentage points since Spring 2008 while the performance of Black and Hispanic students has increased by nineteen (19) and nine (9) percentage points, respectively.

Percentage of Students by Performance Level* - All EOCT - Spring 2013



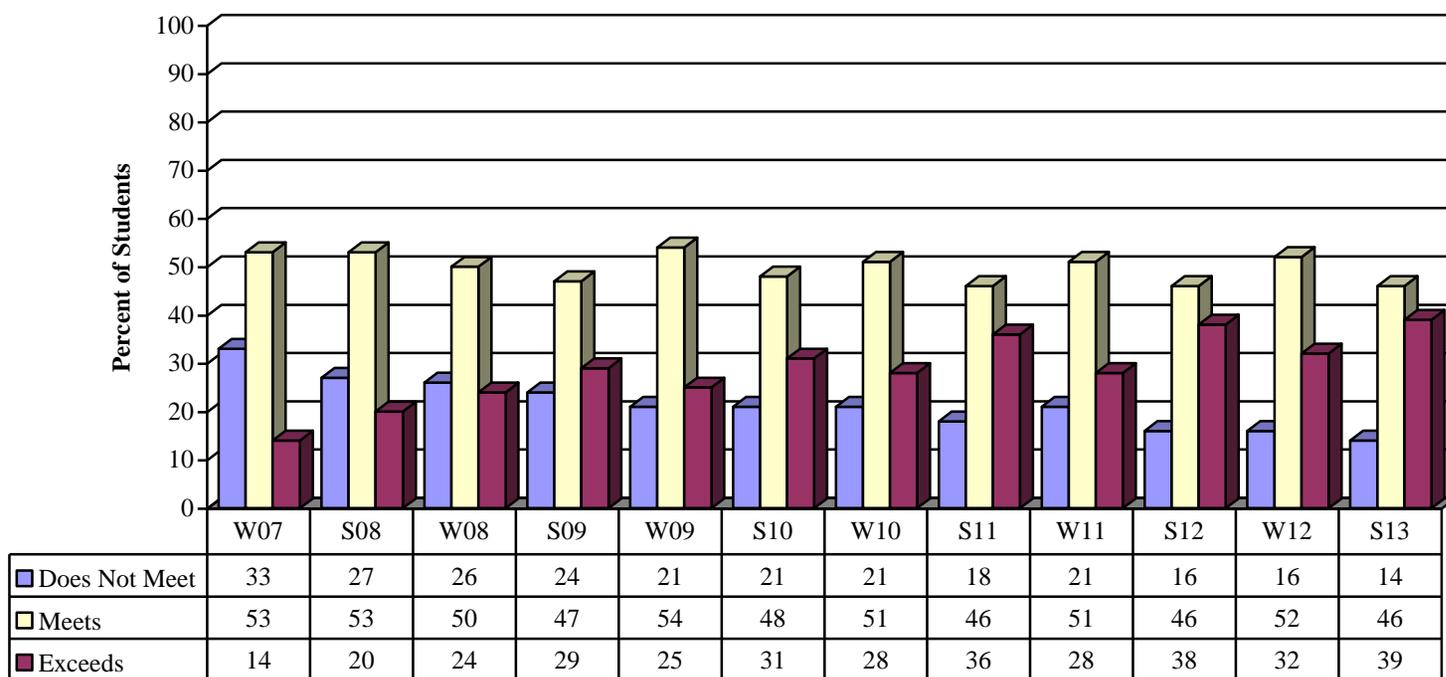
	Ninth Grade Lit & Comp	American Lit & Comp	Coord. Algebra	Math I**	Math II	Algebra**	Geometry	Biology	Physical Science	U.S. History	Economics
■ Does Not Meet	14	9	63	71	41	70	25	26	17	27	21
□ Meets	46	56	32	26	52	29	57	39	34	33	37
■ Exceeds	39	34	5	3	7	1	17	36	49	40	42

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

**Winter 2012 was the first administration of the Coordinate Algebra EOCT. All students entering ninth grade in the fall of 2012 are now required to follow the mathematics course sequence based on Georgia's new rigorous content standards. The result of this transition to these new mathematics standards impacts the other entry-level courses, either Mathematics I or Algebra, and therefore historical comparisons of these courses are not presented in this report.

Historical Performance on the Ninth Grade Literature & Composition EOCT

**Ninth Grade Literature & Composition EOCT
Percentage of Students by Performance Level* Across Administrations**



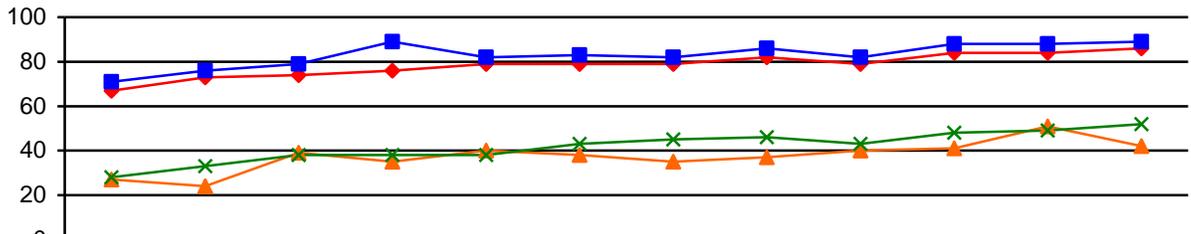
*Due to rounding, content area performance levels may not sum to 100%.

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													
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S08 to S13	Change S12 to S13
All Students	67	73	74	76	79	79	79	82	79	84	84	86	+13	+2
Regular Program	71	76	79	81	82	83	82	86	82	88	88	89	+13	+1
English Learners	27	24	39	35	40	38	35	37	40	41	51	42	+18	+1
Students with Disabilities	28	33	38	38	38	43	45	46	43	48	49	52	+19	+4
Asian	81	87	85	87	81	88	83	87	86	86	89	89	+2	+3
Black	55	60	64	66	70	69	71	75	69	77	76	79	+19	+2
Hispanic	59	63	70	67	76	73	76	76	76	79	84	82	+19	+3
Native American/Alaskan	61	69	65	78	76	80	69	84	75	83	79	82	+13	-1
White	79	84	84	86	87	89	88	90	88	91	91	92	+8	+1
Multiracial	76	79	72	75	81	87	90	89	86	90	90	91	+12	+1
Female	72	77	80	81	83	83	83	86	83	88	88	89	+12	+1
Male	63	69	70	72	74	76	76	79	75	81	81	83	+14	+2

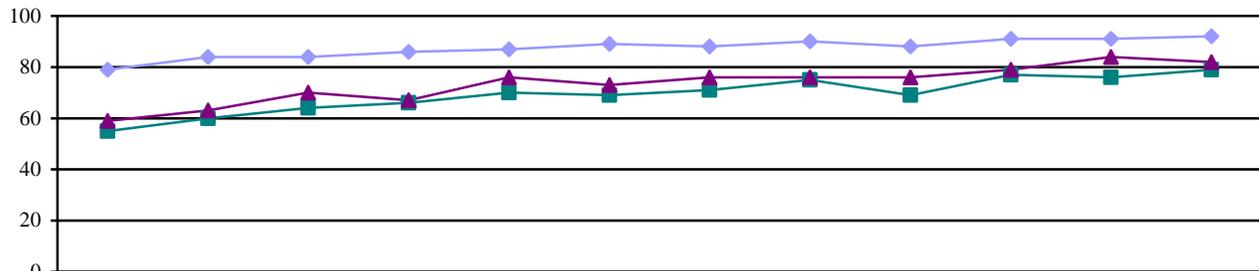
Historical Performance on the Ninth Grade Literature & Composition EOCT

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



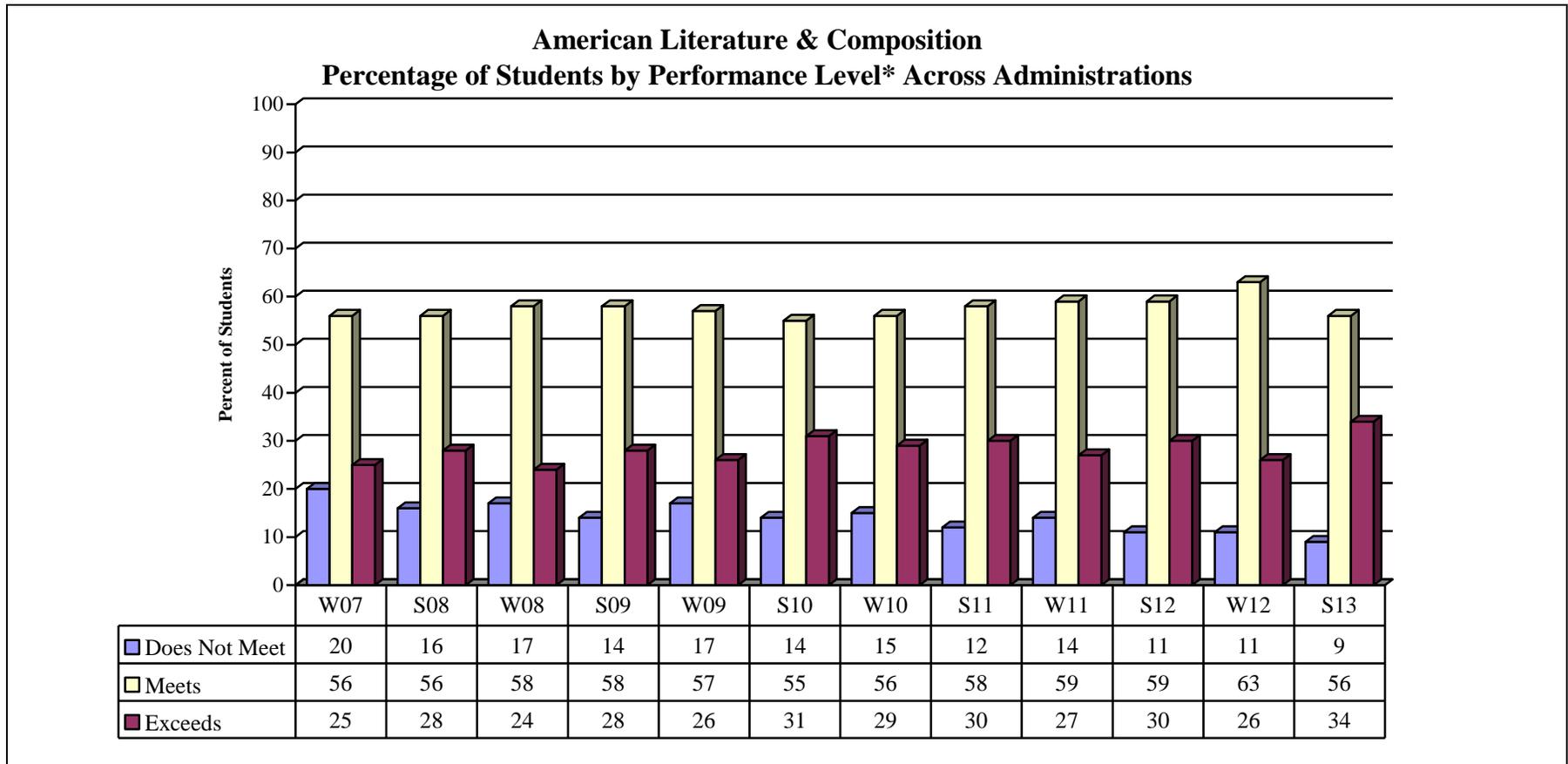
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13
All Students	67	73	74	76	79	79	79	82	79	84	84	86
Regular Program	71	76	79	89	82	83	82	86	82	88	88	89
EL	27	24	39	35	40	38	35	37	40	41	51	42
SWD	28	33	38	38	38	43	45	46	43	48	49	52

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



	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13
White	79	84	84	86	87	89	88	90	88	91	91	92
Black	55	60	64	66	70	69	71	75	69	77	76	79
Hispanic	59	63	70	67	76	73	76	76	76	79	84	82

Historical Performance on the American Literature & Composition EOCT



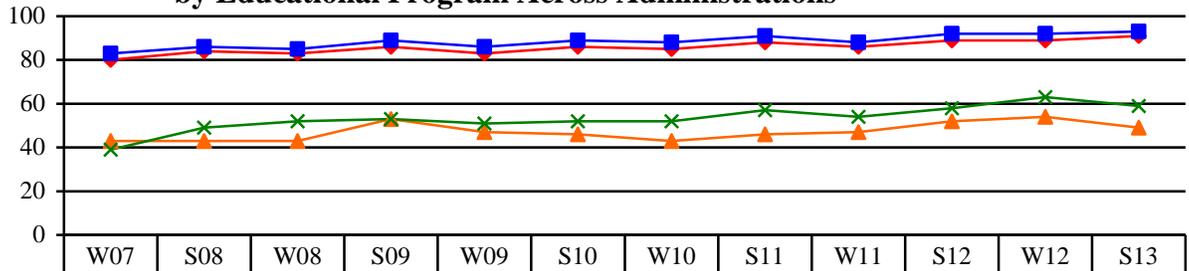
*Due to rounding, content area performance levels may not sum to 100%.

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													
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S08 to S13	Change S12 to S13
All Students	80	84	83	86	83	86	85	88	86	89	89	91	+7	+2
Regular Program	83	86	85	89	86	89	88	91	88	92	92	93	+7	+1
English Learners	43	43	43	53	47	46	43	46	47	52	54	49	+6	-3
Students with Disabilities	39	49	52	53	51	52	52	57	54	58	63	59	+10	+1
Asian	91	88	86	91	85	91	87	92	90	94	90	92	+4	-2
Black	72	75	76	79	76	79	78	83	79	84	84	86	+11	+2
Hispanic	70	74	77	79	81	81	81	83	83	86	87	88	+14	+2
Native American/Alaskan	86	87	92	89	82	87	81	87	91	91	92	90	+3	-1
White	88	91	90	92	90	92	92	93	92	94	94	95	+4	+1
Multiracial	88	88	76	85	85	91	90	91	89	94	93	94	+6	0
Female	84	87	86	89	86	89	88	91	89	92	92	93	+6	+1
Male	78	81	80	83	80	84	83	85	84	87	87	88	+7	+1

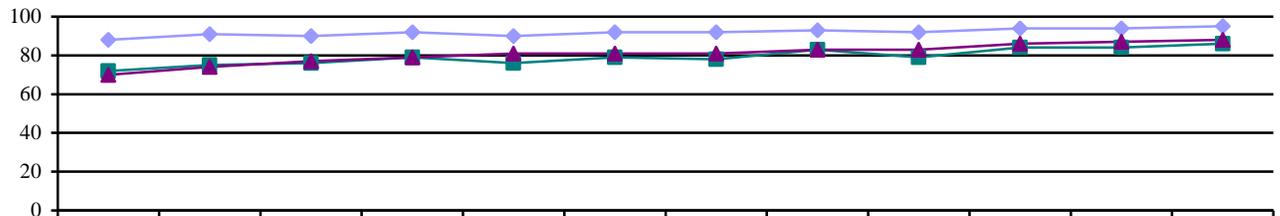
Historical Performance on the American Literature & Composition EOCT

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



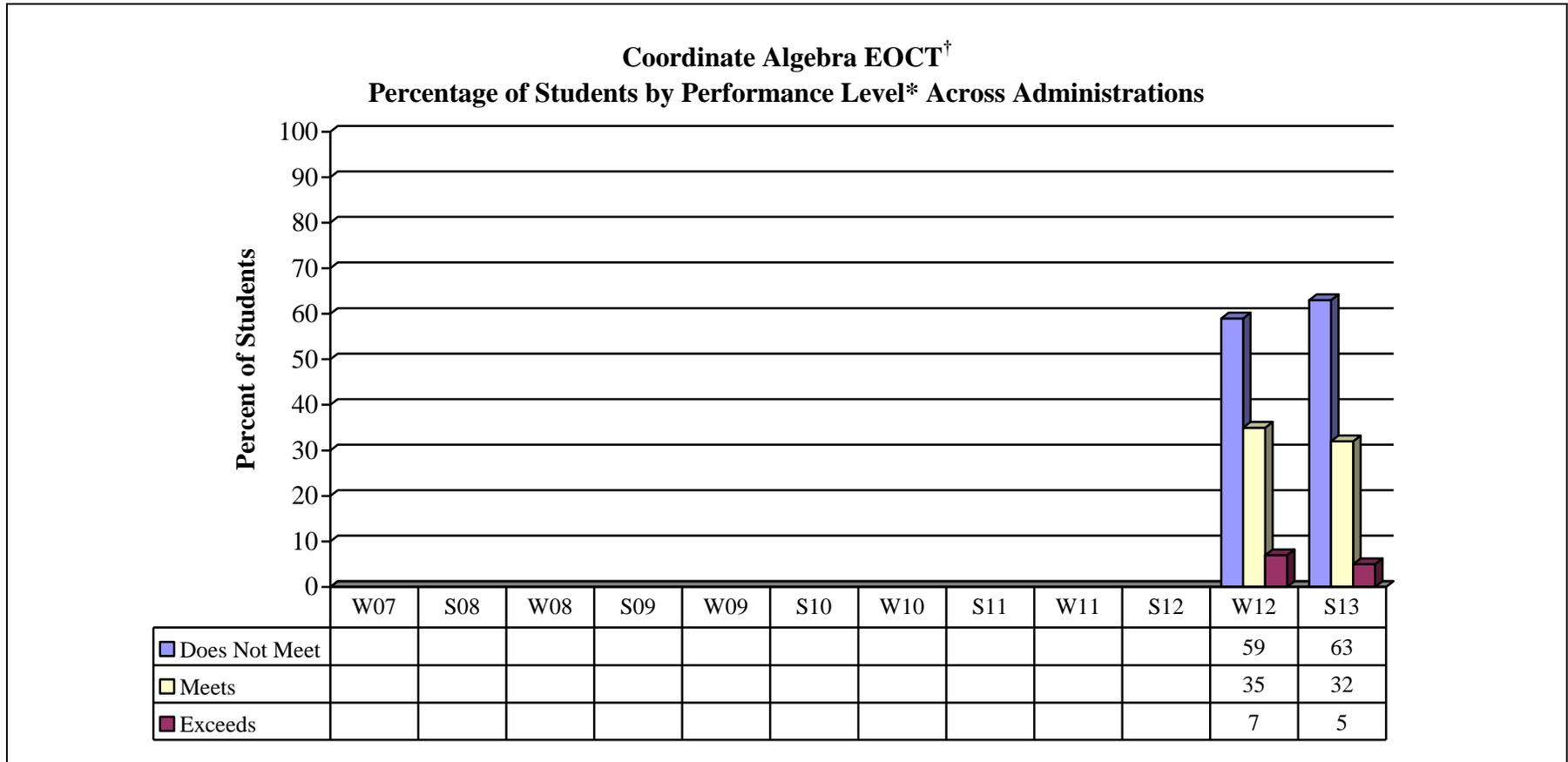
◆ All Students	80	84	83	86	83	86	85	88	86	89	89	91
■ Regular Program	83	86	85	89	86	89	88	91	88	92	92	93
▲ EL	43	43	43	53	47	46	43	46	47	52	54	49
✕ SWD	39	49	52	53	51	52	52	57	54	58	63	59

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



◆ White	88	91	90	92	90	92	92	93	92	94	94	95
■ Black	72	75	76	79	76	79	78	83	79	84	84	86
▲ Hispanic	70	74	77	79	81	81	81	83	83	86	87	88

Historical Performance on the Coordinate Algebra EOCT



[†]The Winter 2012 EOCT marked the first operational administration of the Coordinate Algebra EOCT.

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

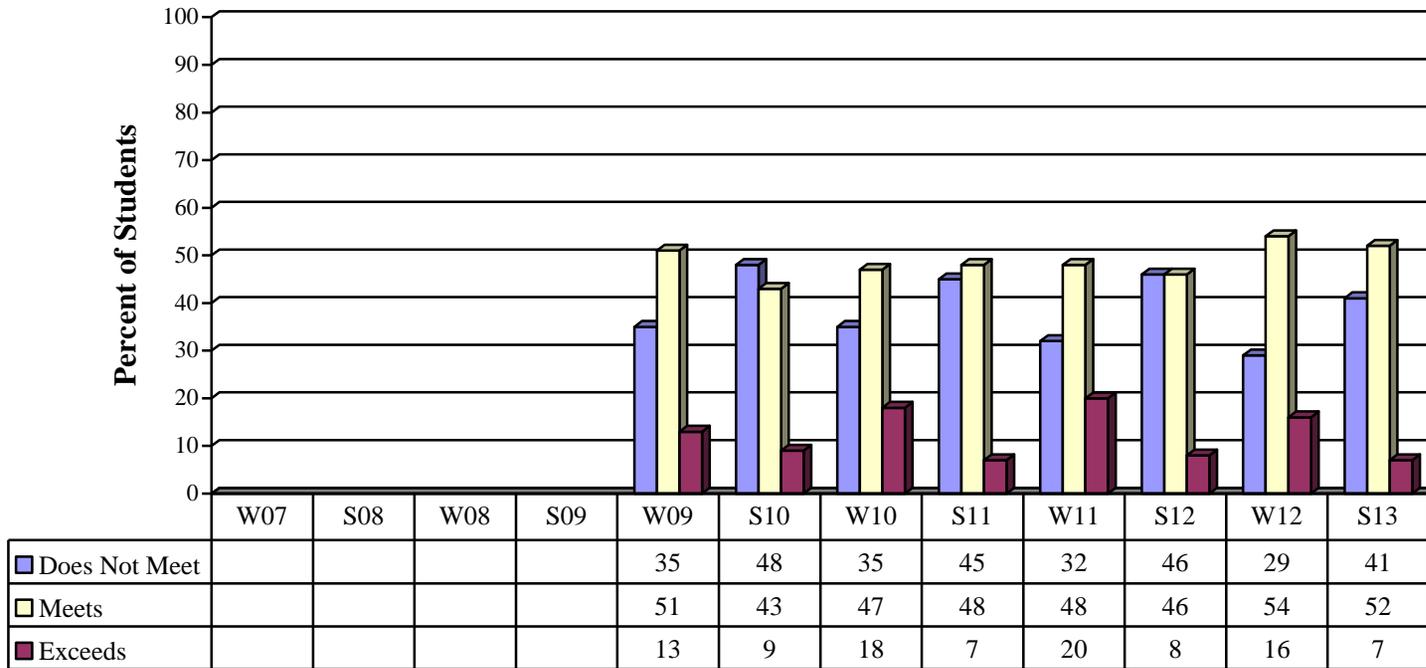
Historical Performance on the Coordinate Algebra EOCT

Coordinate Algebra EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13
All Students	--	--	--	--	--	--	--	--	--	--	41	37
Regular Program	--	--	--	--	--	--	--	--	--	--	43	40
English Learners	--	--	--	--	--	--	--	--	--	--	20	13
Students with Disabilities	--	--	--	--	--	--	--	--	--	--	13	9
Asian	--	--	--	--	--	--	--	--	--	--	69	72
Black	--	--	--	--	--	--	--	--	--	--	23	21
Hispanic	--	--	--	--	--	--	--	--	--	--	34	29
Native American/Alaskan	--	--	--	--	--	--	--	--	--	--	42	31
White	--	--	--	--	--	--	--	--	--	--	52	49
Multiracial	--	--	--	--	--	--	--	--	--	--	46	41
Female	--	--	--	--	--	--	--	--	--	--	40	37
Male	--	--	--	--	--	--	--	--	--	--	42	37

[†]The Winter 2012 EOCT marked the first operational administration of the Coordinate Algebra EOCT.

Historical Performance on the Mathematics II EOCT

Mathematics II EOCT[†]
Percentage of Students by Performance Level* Across Administrations



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

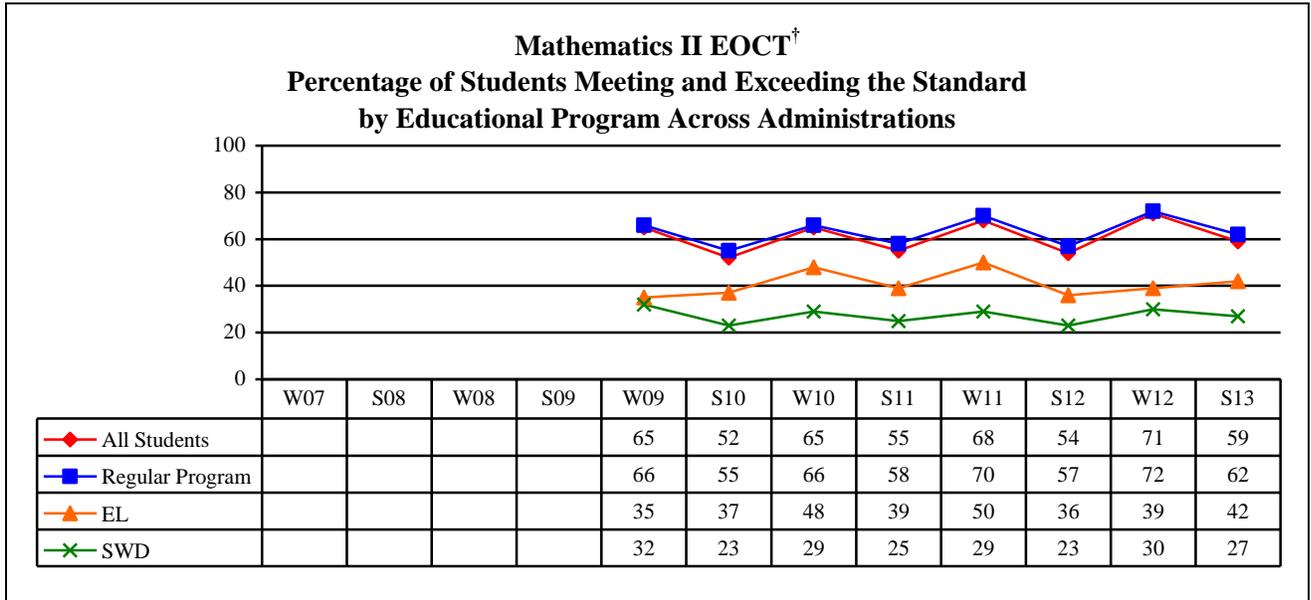
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Mathematics II EOCT

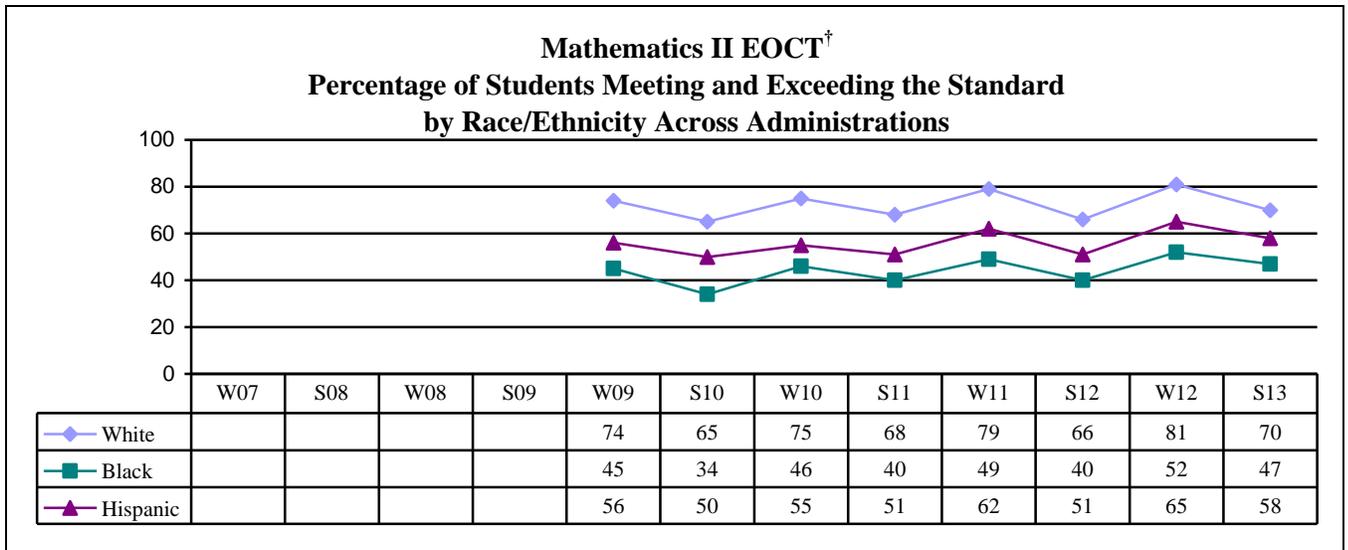
Mathematics II EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S10 to S13	Change S12 to S13
All Students	--	--	--	--	65	52	65	55	68	54	71	59	+7	+5
Regular Program	--	--	--	--	66	55	66	58	70	57	72	62	+7	+5
English Learners	--	--	--	--	35	37	48	39	50	36	39	42	+5	+6
Students with Disabilities	--	--	--	--	32	23	29	25	29	23	30	27	+4	+4
Asian	--	--	--	--	86	82	90	77	91	74	91	77	-5	+3
Black	--	--	--	--	45	34	46	40	49	40	52	47	+13	+7
Hispanic	--	--	--	--	56	50	55	51	62	51	65	58	+8	+7
Native American/Alaskan	--	--	--	--	59	51	64	53	71	56	72	54	+3	-2
White	--	--	--	--	74	65	75	68	79	66	81	70	+5	+4
Multiracial	--	--	--	--	56	56	65	62	75	59	78	66	+10	+7
Female	--	--	--	--	63	52	66	56	70	56	73	62	+10	+6
Male	--	--	--	--	66	53	65	53	68	52	69	56	+3	+4

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

Historical Performance on the Mathematics II EOCT

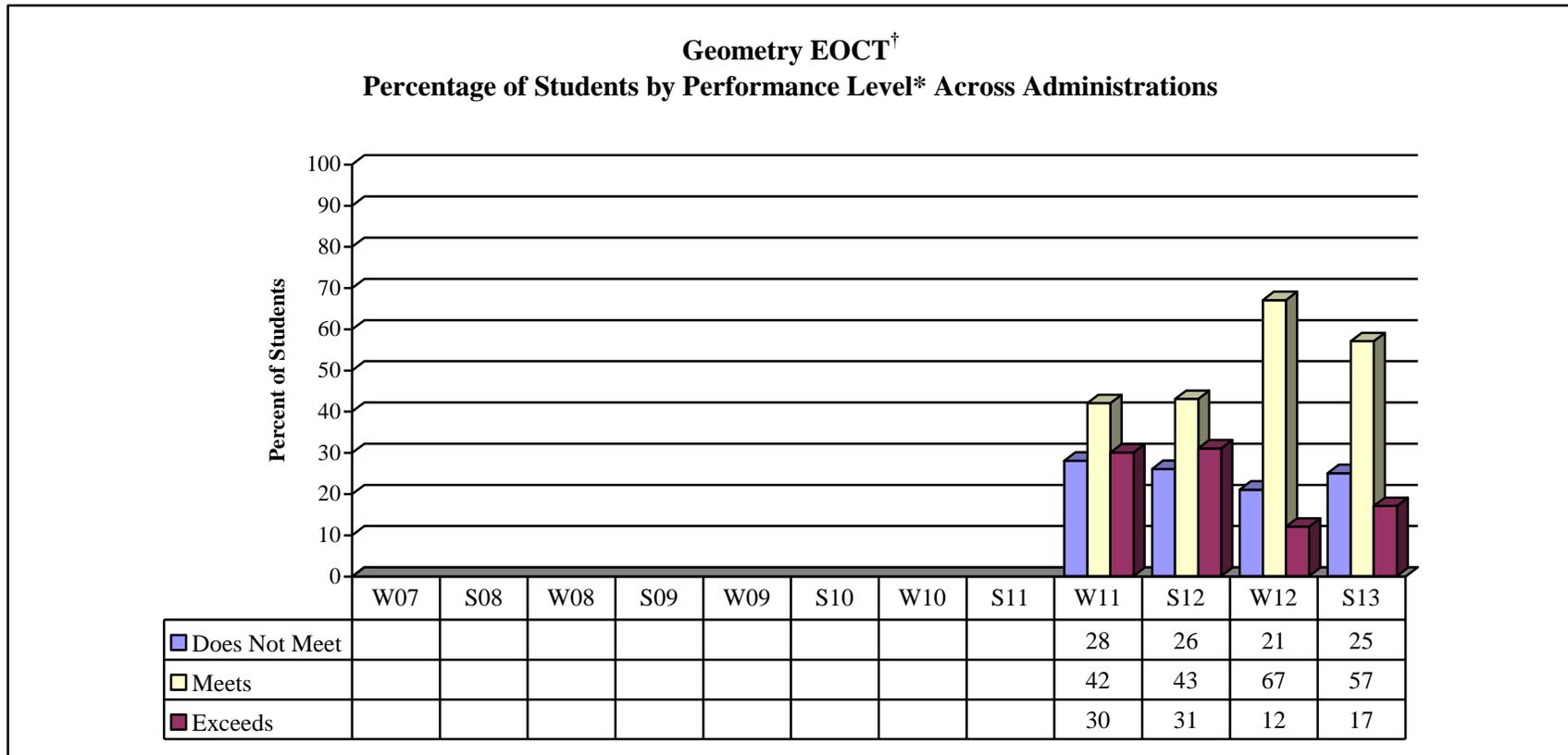


[†]The Winter 2009 EOCT marked the first operational administration of the Mathematics II EOCT.



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Historical Performance on the Geometry EOCT



[†]The Winter 2011 EOCT marked the first operational administration of the Geometry EOCT.

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

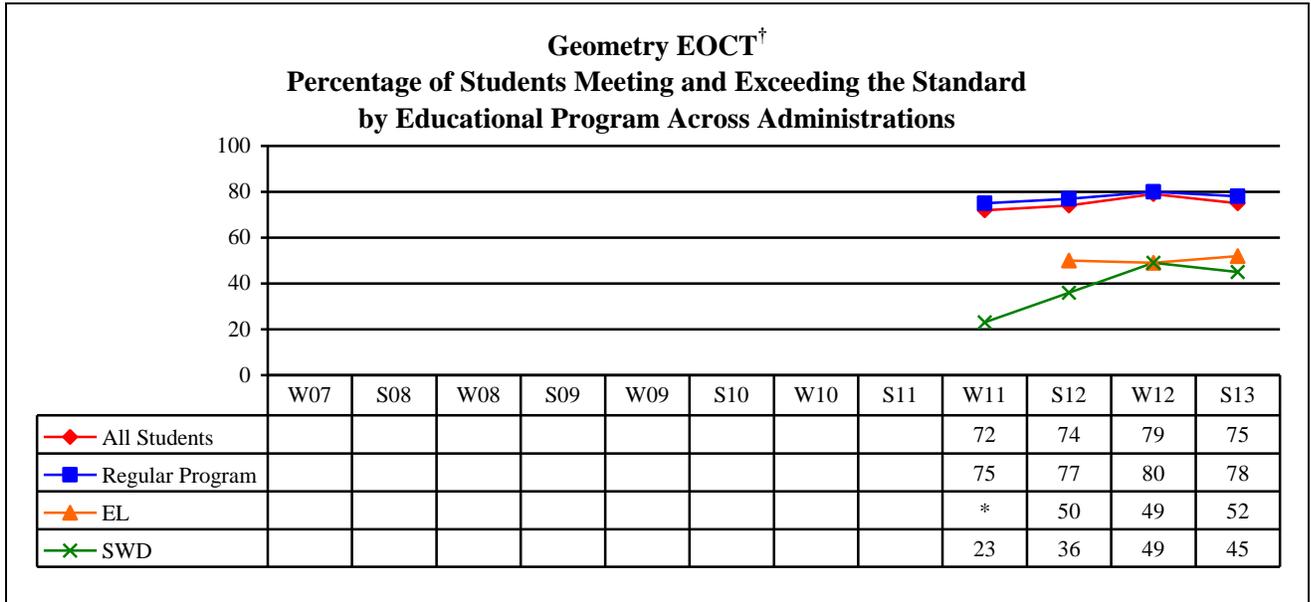
Historical Performance on the Geometry EOCT

Geometry EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S12 to S13
All Students	--	--	--	--	--	--	--	--	72	74	79	75	+1
Regular Program	--	--	--	--	--	--	--	--	75	77	80	78	+1
English Learners	--	--	--	--	--	--	--	--	*	50	49	52	+2
Students with Disabilities	--	--	--	--	--	--	--	--	23	36	49	45	+9
Asian	--	--	--	--	--	--	--	--	93	96	91	95	-1
Black	--	--	--	--	--	--	--	--	53	46	68	60	+14
Hispanic	--	--	--	--	--	--	--	--	64	68	74	69	+1
Native American/Alaskan	--	--	--	--	--	--	--	--	*	73	*	73	0
White	--	--	--	--	--	--	--	--	84	90	88	85	-5
Multiracial	--	--	--	--	--	--	--	--	81	79	86	77	-2
Female	--	--	--	--	--	--	--	--	76	75	80	75	0
Male	--	--	--	--	--	--	--	--	72	73	79	74	+1

[†]The Winter 2011 EOCT marked the first operational administration of the Geometry EOCT.

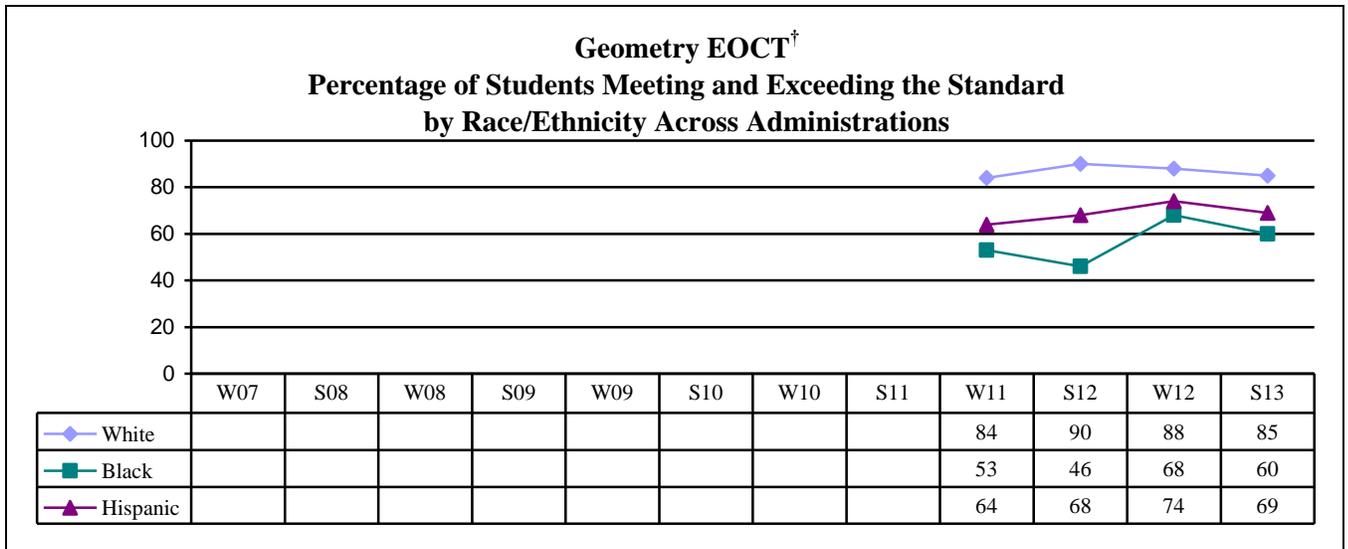
*Scores for groups with fewer than ten students tested are not reported.

Historical Performance on the Geometry EOCT



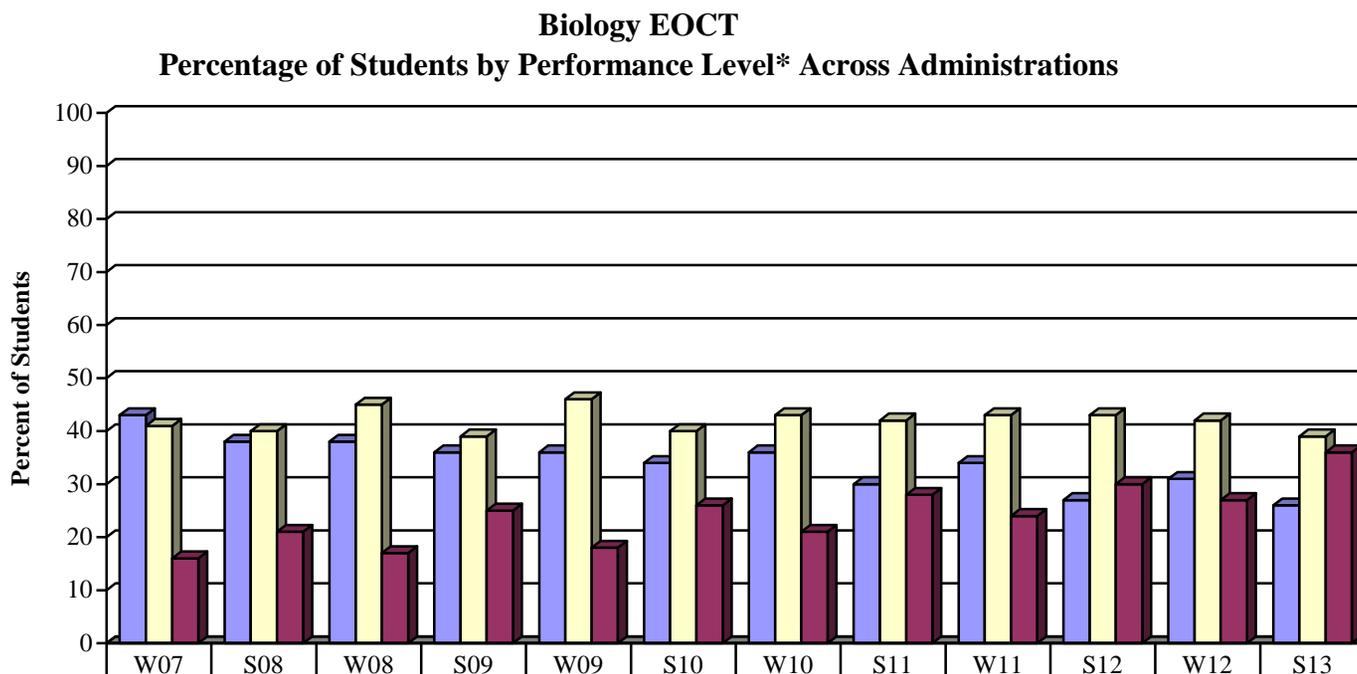
[†]The Winter 2011 EOCT marked the first operational administration of the Geometry EOCT.

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



[†]The Winter 2011 EOCT marked the first operational administration of the Geometry EOCT.

Historical Performance on the Biology EOCT



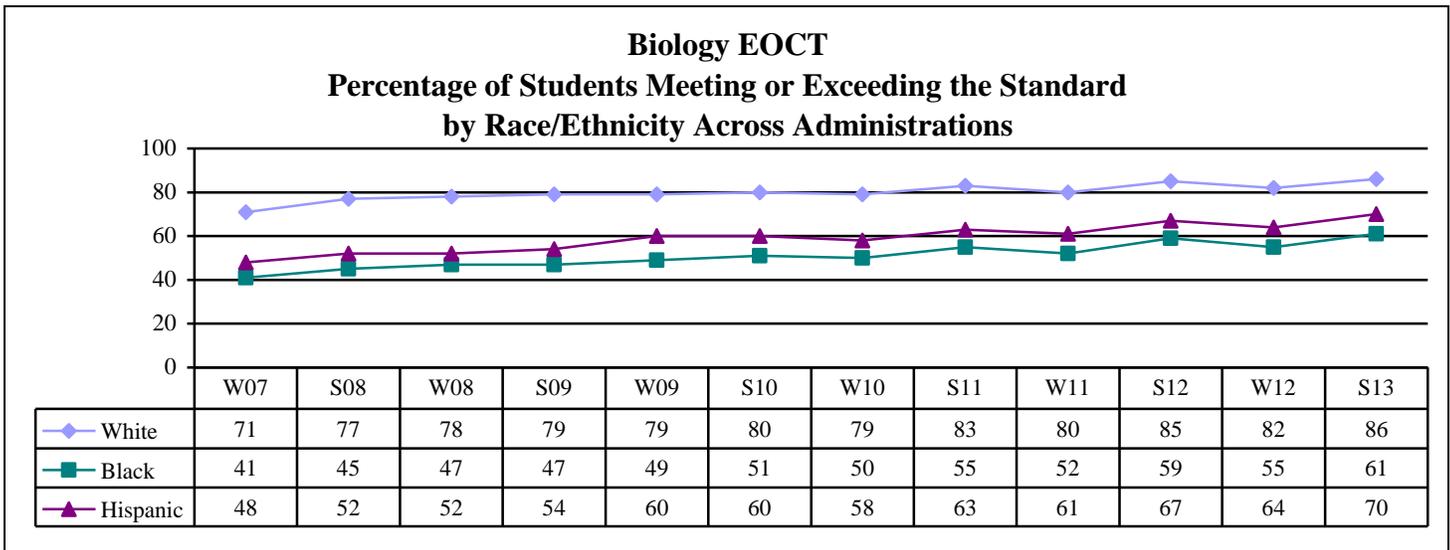
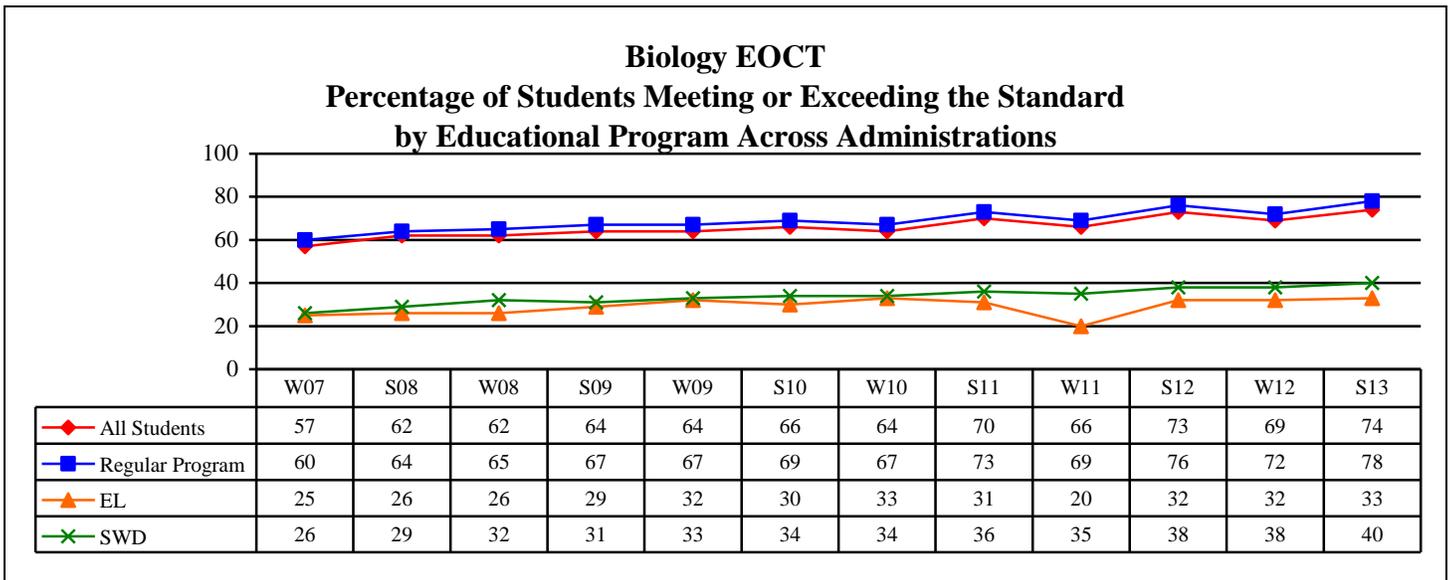
■ Does Not Meet	43	38	38	36	36	34	36	30	34	27	31	26
■ Meets	41	40	45	39	46	40	43	42	43	43	42	39
■ Exceeds	16	21	17	25	18	26	21	28	24	30	27	36

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

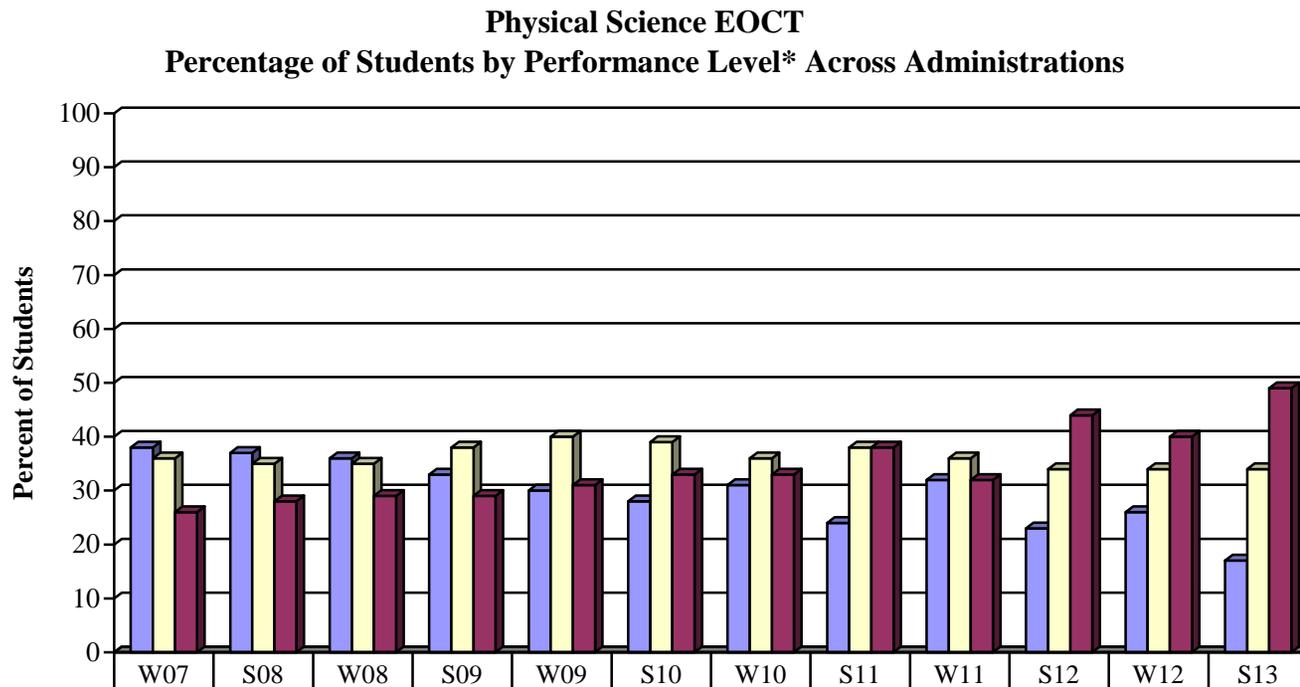
Historical Performance on the Biology EOCT

Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S08 to S13	Change S12 to S13
All Students	57	62	62	64	64	66	64	70	66	73	69	74	+12	+1
Regular Program	60	64	65	67	67	69	67	73	69	76	72	78	+14	+2
English Learners	25	26	26	29	32	30	33	31	20	32	32	33	+7	+1
Students with Disabilities	26	29	32	31	33	34	34	36	35	38	38	40	+11	+2
Asian	74	81	78	82	75	83	75	84	72	87	78	87	+6	0
Black	41	45	47	47	49	51	50	55	52	59	55	61	+16	+2
Hispanic	48	52	52	54	60	60	58	63	61	67	64	70	+18	+3
Native American/Alaskan	54	65	64	63	70	69	64	68	54	76	66	77	+12	+1
White	71	77	78	79	79	80	79	83	80	85	82	86	+9	+1
Multiracial	66	67	56	60	67	76	73	76	75	81	77	80	+13	-1
Female	56	61	62	63	64	66	65	70	67	73	69	75	+14	+2
Male	57	62	63	64	65	67	64	70	67	73	69	74	+12	+1

Historical Performance on the Biology EOCT



Historical Performance on the Physical Science EOCT



Does Not Meet	38	37	36	33	30	28	31	24	32	23	26	17
Meets	36	35	35	38	40	39	36	38	36	34	34	34
Exceeds	26	28	29	29	31	33	33	38	32	44	40	49

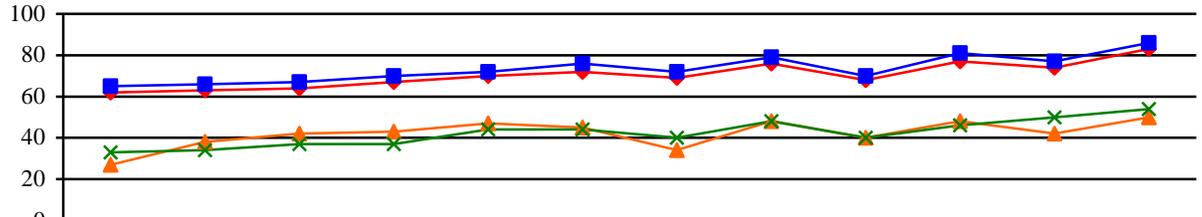
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Physical Science EOCT

Physical Science EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S08 to S13	Change S12 to S13
All Students	62	63	64	67	70	72	69	76	68	77	74	83	+20	+6
Regular Program	65	66	67	70	72	76	72	79	70	81	77	86	+20	+5
English Learners	27	38	42	43	47	45	34	48	40	48	42	50	+12	+2
Students with Disabilities	33	34	37	37	44	44	40	48	40	46	50	54	+20	+8
Asian	73	78	76	82	77	83	75	88	71	88	69	93	+15	+5
Black	49	49	53	55	59	61	59	65	56	66	63	72	+23	+6
Hispanic	53	57	58	64	71	71	66	73	63	75	70	80	+23	+5
Native American/Alaskan	64	61	69	68	65	80	63	75	72	81	81	82	+21	+1
White	75	78	76	81	82	84	81	87	80	87	86	91	+13	+4
Multiracial	68	68	57	62	78	78	78	84	77	83	79	88	+20	+5
Female	61	63	64	67	71	72	68	76	68	78	76	83	+20	+5
Male	63	64	64	67	69	72	70	77	68	77	74	82	+18	+5

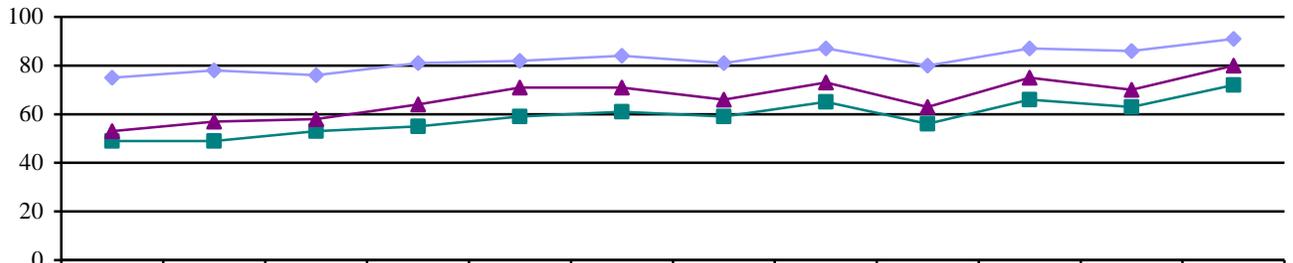
Historical Performance on the Physical Science EOCT

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



	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13
◆ All Students	62	63	64	67	70	72	69	76	68	77	74	83
■ Regular Program	65	66	67	70	72	76	72	79	70	81	77	86
▲ EL	27	38	42	43	47	45	34	48	40	48	42	50
✕ SWD	33	34	37	37	44	44	40	48	40	46	50	54

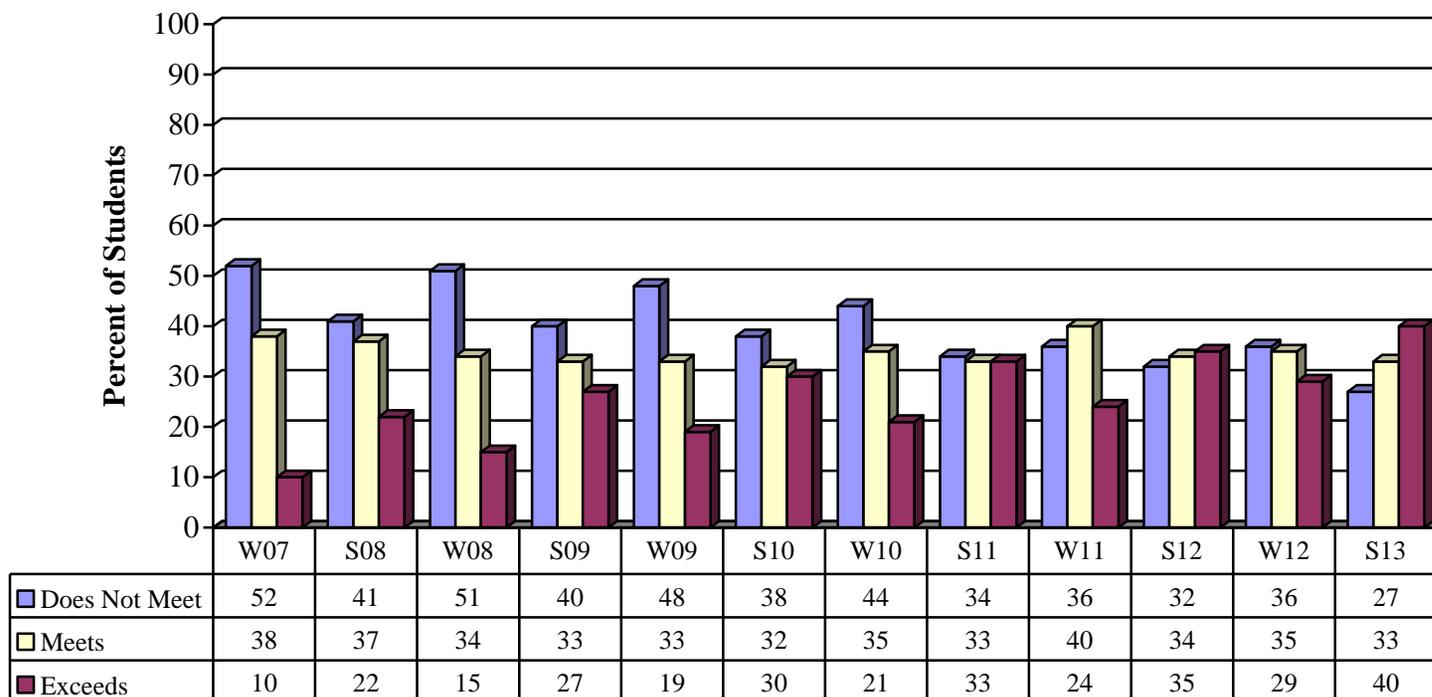
**Physical Science EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations**



	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13
◆ White	75	78	76	81	82	84	81	87	80	87	86	91
■ Black	49	49	53	55	59	61	59	65	56	66	63	72
▲ Hispanic	53	57	58	64	71	71	66	73	63	75	70	80

Historical Performance on the U. S. History EOCT

**U. S. History EOCT
Percentage of Students by Performance Level* Across Administrations**



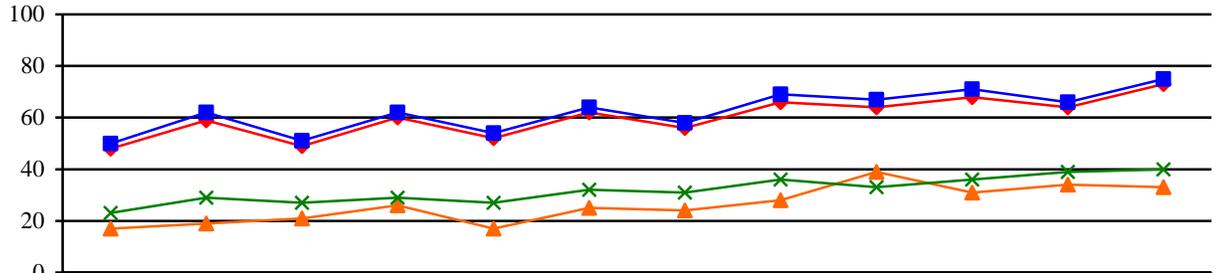
*Due to rounding, content area performance levels may not sum to 100%.

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													
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S08 to S13	Change S12 to S13
All Students	48	59	49	60	52	62	56	66	64	68	64	73	+14	+5
Regular Program	50	62	51	62	54	64	58	69	67	71	66	75	+13	+4
English Learners	17	19	21	26	17	25	24	28	39	31	34	33	+14	+2
Students with Disabilities	23	29	27	29	27	32	31	36	33	36	39	40	+11	+4
Asian	51	76	61	78	66	79	64	83	73	84	71	86	+10	+2
Black	33	41	33	43	38	47	43	53	49	55	49	60	+19	+5
Hispanic	39	49	44	50	48	55	52	60	63	63	60	67	+18	+4
Native American/Alaskan	46	69	64	60	49	64	50	72	76	73	79	68	-1	-5
White	60	74	64	74	65	75	70	78	77	79	77	82	+8	+3
Multiracial	54	62	44	59	51	69	64	73	67	76	72	79	+17	+3
Female	44	56	45	57	47	59	53	63	62	66	61	71	+15	+5
Male	52	63	54	63	56	65	60	70	66	71	67	75	+12	+4

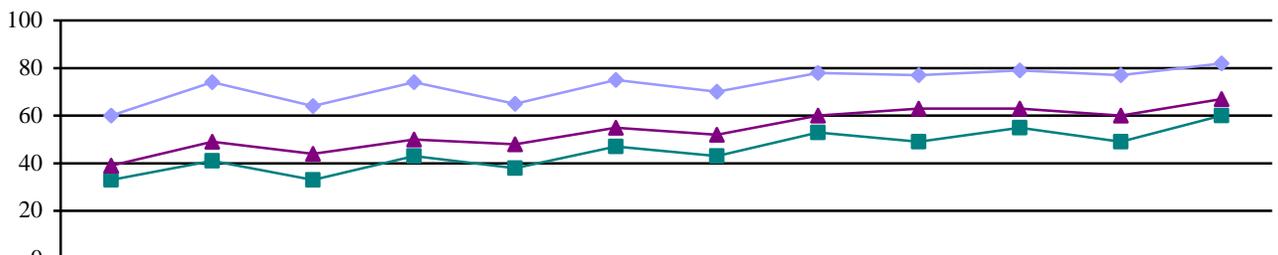
Historical Performance on the U. S. History EOCT

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



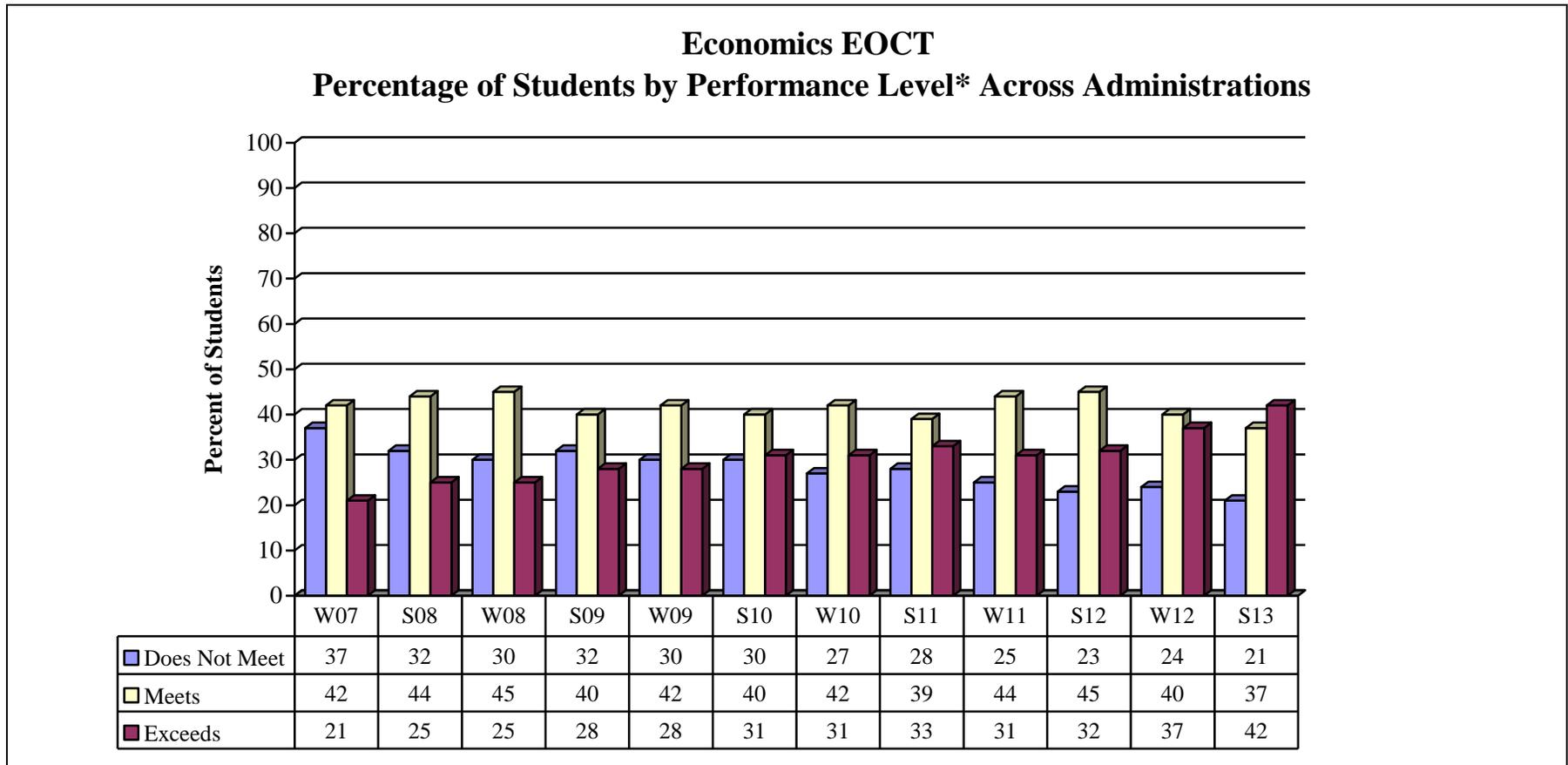
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13
All Students	48	59	49	60	52	62	56	66	64	68	64	73
Regular Program	50	62	51	62	54	64	58	69	67	71	66	75
EL	17	19	21	26	17	25	24	28	39	31	34	33
SWD	23	29	27	29	27	32	31	36	33	36	39	40

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



	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13
White	60	74	64	74	65	75	70	78	77	79	77	82
Black	33	41	33	43	38	47	43	53	49	55	49	60
Hispanic	39	49	44	50	48	55	52	60	63	63	60	67

Historical Performance on the 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													
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	Change S08 to S13	Change S12 to S13
All Students	63	68	70	68	70	70	73	72	75	77	76	79	+11	+2
Regular Program	65	70	72	70	73	72	75	74	77	80	79	81	+11	+1
English Learners	31	38	35	39	42	37	48	40	40	43	37	41	+3	-2
Students with Disabilities	32	36	41	36	38	37	37	38	42	43	42	43	+7	0
Asian	79	83	83	83	85	85	87	88	90	89	87	90	+7	+1
Black	47	50	56	52	57	56	59	60	61	66	65	69	+19	+3
Hispanic	54	63	61	61	65	66	66	66	67	72	68	72	+9	0
Native American/Alaskan	71	71	74	72	66	71	72	73	71	82	75	80	+9	-2
White	77	82	82	81	82	81	83	84	85	87	86	88	+6	+1
Multiracial	66	70	66	65	74	77	79	77	82	82	82	84	+14	+2
Female	60	66	69	67	69	69	72	71	73	77	75	78	+12	+1
Male	66	71	72	71	72	72	74	74	76	79	78	80	+9	+1

Historical Performance on the Economics EOCT

