

TESTING BRIEF

Georgia End of Course Tests (EOCT)

Winter 2012 Administration
November 26, 2012 – January 4, 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 curriculum 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 Common Core Georgia Performance Standards (CCGPS) in English language arts and mathematics were implemented in Georgia schools beginning in the fall of 2012. In the area of English language arts, the content for the two courses assessed (Ninth Grade Literature and American Literature) remained similar because of the correspondence between the CCGPS and the previous curriculum, the Georgia Performance Standards (GPS). In the area of mathematics, however, the shifts in content and skills were more prevalent, requiring the structuring of new courses. The first CCGPS-based mathematics course to be implemented during the 2012-2013 school year is Coordinate Algebra, with Analytic Geometry scheduled to be implemented in the 2013-2014 school year. Students enrolling in grade 9 for the first time in the fall of 2012 began their high school mathematics course sequence with Coordinate Algebra. Students who enrolled in high school prior to the fall of 2012 continue to take the GPS mathematics course sequence.

The state curriculum is the source of the knowledge and skills assessed on the EOCT in the following courses:

- **English Language Arts**
 - Ninth Grade Literature & Composition
 - American Literature & Composition
- **Mathematics**
 - CCGPS Coordinate Algebra
 - Mathematics I: Algebra/Geometry/Statistics
 - Mathematics II: Geometry/Algebra II/Statistics
 - GPS Algebra
 - GPS 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-four (84%) percent of Georgia’s students met or exceeded the standard for Ninth Grade Literature & Composition.
- When comparing the Winter 2012 scores (84%) to the Winter 2011 scores (79%), the percent of students meeting or exceeding the standard increased by five (5) percentage points in Ninth Grade Literature & Composition.
- The percent of students achieving the exceeds standard performance level in Ninth Grade Literature & Composition increased by four (4) percentage points between Winter 2011 (28%) and Winter 2012 (32%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by seventeen (17) percentage points from Winter 2007 (67%) to Winter 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 Winter 2012 scores (89%) to the Winter 2011 scores (86%), the percent of students meeting or exceeding the standard increased by three (3) percentage points in American Literature & Composition.
- The percent of students achieving the exceeds standard performance level in American Literature & Composition decreased by one (1) percentage point between Winter 2011 (27%) and Winter 2012 (26%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by nine (9) percentage points from Winter 2007 (80%) to Winter 2012 (89%).

Key Findings – Mathematics

CCGPS Coordinate Algebra

- Forty-one (41%) of Georgia's students met or exceeded the standard for CCGPS Coordinate Algebra, while seven (7%) percent of students achieved the exceeds standard performance level. Winter 2012 was the first administration of this test.

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

- Thirty-three (33%) percent of Georgia's students met or exceeded the standard for Mathematics I.
- Students taking the GPS-based Mathematic I EOCT were enrolled in high school prior to the fall of 2012. Given the small number participating (5,087), comparisons to previous administrations of the test are not appropriate.

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

- Seventy-one (71%) percent of Georgia's students met or exceeded the standard for Mathematics II.
- When comparing the Winter 2012 scores (71%) to the Winter 2011 scores (68%), the percent of students meeting or exceeding the standard increased by three (3) percentage points in Mathematics II.
- The percent of students achieving the exceeds standard performance level in Mathematics II decreased by four (4) percentage points between Winter 2011 (20%) and Winter 2012 (16%).
- 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 six (6) percentage points from Winter 2009 (65%) to Winter 2012 (71%).

Key Findings – Mathematics (continued)

GPS Algebra

- Thirty-one (31%) percent of Georgia's students met or exceeded the standard for GPS Algebra.
- Students taking the GPS-based Algebra EOCT were enrolled in high school prior to the fall of 2012. Given the small number participating (818), comparisons to previous administrations of the test are not appropriate.

GPS Geometry

- Seventy-nine (79%) percent of Georgia's students met or exceeded the standard for GPS Geometry.
- When comparing the Winter 2012 scores (79%) to the Winter 2011 scores (72%), the percent of students meeting or exceeding the standard increased by seven (7) percentage points in GPS Geometry.
- The percent of students achieving the exceeds standard performance level in GPS Geometry decreased by eighteen (18) percentage points between Winter 2011 (30%) and Winter 2012 (12%).

Key Findings – Science

Biology

- Sixty-nine (69%) percent of Georgia's students met or exceeded the standard for Biology.
- When comparing the Winter 2012 scores (69%) to the Winter 2011 scores (66%), 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 three (3) percentage points between Winter 2011 (24%) and Winter 2012 (27%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by twelve (12) percentage points from Winter 2007 (57%) to Winter 2012 (69%).

Physical Science

- Seventy-four (74%) percent of Georgia's students met or exceeded the standard for Physical Science.
- When comparing the Winter 2012 scores (74%) to the Winter 2011 scores (68%), 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 eight (8) percentage points between Winter 2011 (32%) and Winter 2012 (40%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by twelve (12) percentage points from Winter 2007 (62%) to Winter 2012 (74%).

Key Findings – Social Studies

U.S. History

- Sixty-four (64%) percent of Georgia’s students met or exceeded the standard for U.S. History.
- When comparing the Winter 2012 scores (64%) to the Winter 2011 scores (64%), the percent of students meeting or exceeding the standard remained the same 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 Winter 2011 (24%) and Winter 2012 (29%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by sixteen (16) percentage points from Winter 2007 (48%) to Winter 2012 (64%).

Economics/Business/Free Enterprise

- Seventy-six (76%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Winter 2012 scores (76%) to the Winter 2011 scores (75%), the percent of students meeting or exceeding the standard increased by one (1) percentage point in Economics/Business/Free Enterprise.
- The percent of students achieving the exceeds standard performance level in Economics/Business/Free Enterprise increased by six (6) percentage points between Winter 2011 (31%) and Winter 2012 (37%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by thirteen (13) percentage points from Winter 2007 (63%) to Winter 2012 (76%).

Overall Findings – Special Populations

- From Winter 2011 to Winter 2012, English Learner (EL) students improved achievement by one or more percentage points in Ninth Grade Literature & Composition (11), American Literature & Composition (7), Biology (12), and Physical Science (2).
- Over the past six years, EL students improved achievement by six (6) or more percentage points in Ninth Grade Literature & Composition (24), American Literature & Composition (11), Biology (7), Physical Science (15), U.S. History (17), and Economics (6).
- From Winter 2011 to Winter 2012, Students with Disabilities improved achievement by one or more percentage points in Ninth Grade Literature & Composition (6), American Literature & Composition (9), Mathematics II (1), GPS Geometry (26), Biology (3), Physical Science (10), and U.S. History (6).
- Over the past six years, Students with Disabilities improved achievement by seven (7) or more percentage points in Ninth Grade Literature & Composition (21), American Literature & Composition (24), Biology (12), Physical Science (17), U.S. History (16), and Economics (10).

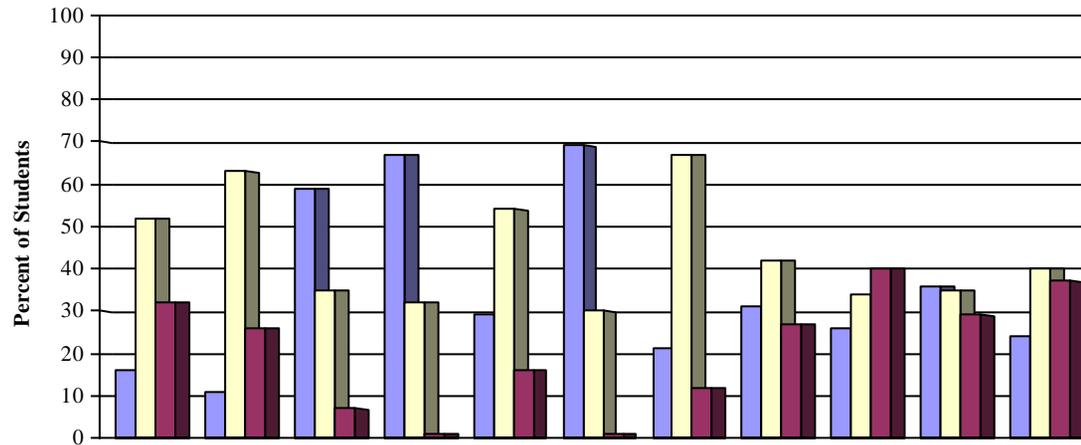
Overall Findings – Closing the Gap

- The achievement gap between EL students and Regular Program students has narrowed by seven (7) percentage points in Ninth Grade Literature & Composition, two (2) percentage points in American Literature & Composition, three (3) percentage points in Physical Science, and one (1) percentage point in U.S. History from Winter 2007 to Winter 2012.
- The achievement gap between Students with Disabilities and Regular Program students has narrowed by four (4) percentage points in Ninth Grade Literature & Composition, fifteen (15) percentage points in American Literature & Composition, and five (5) percentage points in Physical Science from Winter 2007 to Winter 2012.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a fifteen (15) percentage point gap in Winter 2012 from a twenty-four (24) percentage point gap in Winter 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 seven (7) percentage point gap from a twenty (20) percentage point gap in Winter 2007. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by twelve (12) percentage points since Winter 2007 while the performance of Black and Hispanic students has increased by twenty-one (21) and twenty-five (25) percentage points, respectively.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to a ten (10) percentage point gap from a sixteen (16) percentage point gap in Winter 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 seven (7) percentage point gap from an eighteen (18) percentage point gap in Winter 2007. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by six (6) percentage points since Winter 2007 while the performance of Black and Hispanic students has increased by twelve (12) and seventeen (17) percentage points, respectively.
- In Mathematics II, the achievement gap between Hispanic and White students has decreased to a sixteen (16) percentage point gap from an eighteen (18) percentage point gap in Winter 2009. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since Winter 2009 while the performance of Hispanic students has increased by nine (9) percentage points.

Overall Findings – Closing the Gap (continued)

- In Biology, the achievement gap between Black and White students has narrowed to a twenty-seven (27) percentage point gap from a thirty (30) percentage point gap in Winter 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-three (23) percentage point gap in Winter 2007. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eleven (11) percentage points since Winter 2007 while the performance of Black and Hispanic students has increased by fourteen (14) and sixteen (16) percentage points, respectively.
- In Physical Science, the achievement gap between Black and White students has narrowed to a twenty-three (23) percentage point gap from a twenty-six (26) percentage point gap in Winter 2007, 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 twenty-two (22) percentage point gap in Winter 2007, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by eleven (11) percentage points since Winter 2007 while the performance of Black and Hispanic students has increased by fourteen (14) and seventeen (17) percentage points, respectively.
- In U.S. History, the achievement gap between Hispanic and White students has narrowed to a seventeen (17) percentage point gap from a twenty-one (21) percentage point gap in Winter 2007. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by seventeen (17) percentage points since Winter 2007 while the performance of Hispanic students has increased by twenty-one (21) 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 (30) percentage point gap in Winter 2007, in terms of the percent of students meeting or exceeding the standard. The achievement gap between Hispanic and White students has narrowed to an eighteen (18) percentage point gap from a twenty-three (23) percentage point gap in Winter 2007. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by nine (9) percentage points since Winter 2007 while the performance of Black and Hispanic students has increased by eighteen (18) and fourteen (14) percentage points, respectively.

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



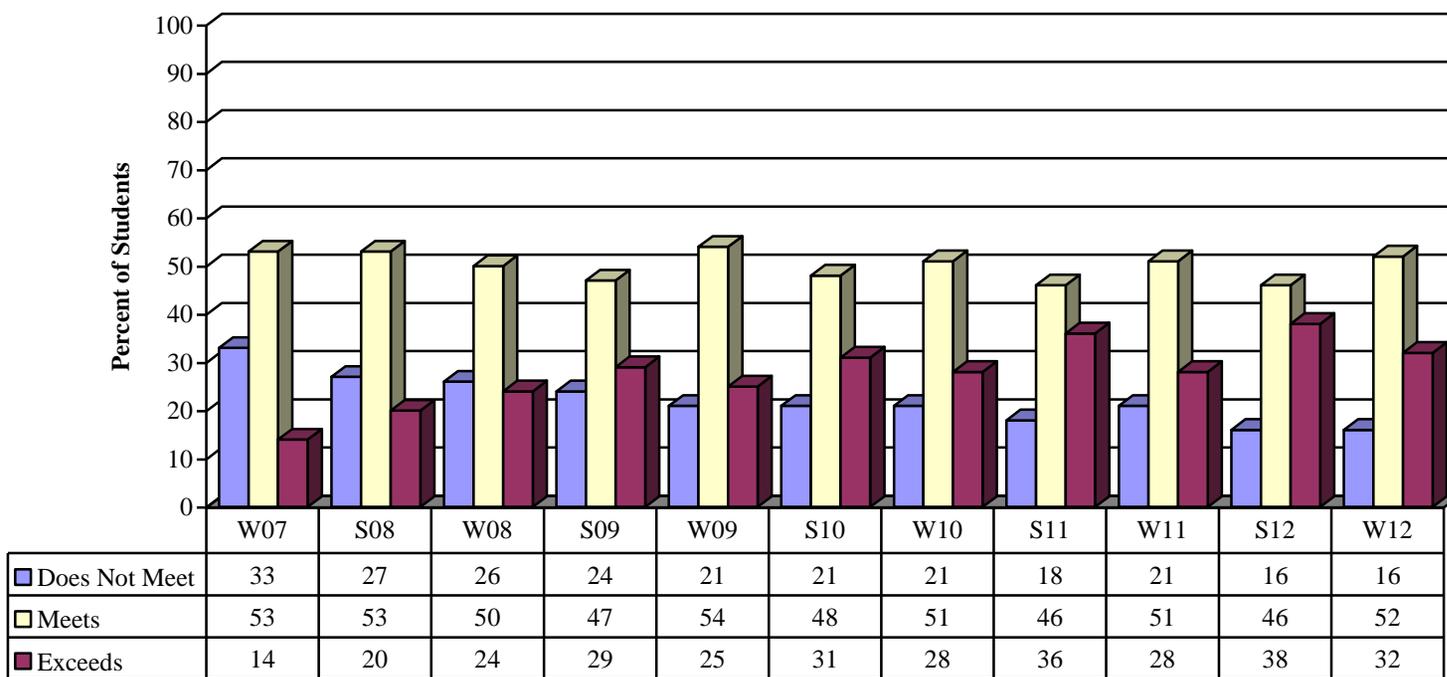
	Ninth Grade Lit & Comp	American Lit & Comp	CCGPS Coord. Algebra	Math I**	Math II	GPS Algebra**	GPS Geometry	Biology	Physical Science	U.S. History	Economics
■ Does Not Meet	16	11	59	67	29	69	21	31	26	36	24
□ Meets	52	63	35	32	54	30	67	42	34	35	40
■ Exceeds	32	26	7	1	16	1	12	27	40	29	37

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

**Winter 2012 was the first administration of the CCGPS Coordinate Algebra EOCT. This course is now the first course of the CCGPS mathematics sequence. All students entering ninth grade in the fall of 2012 are now required to follow the CCGPS mathematics course sequence. The result of this transition to CCGPS in mathematics impacts the GPS-based entry courses, either Mathematics I or GPS 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**



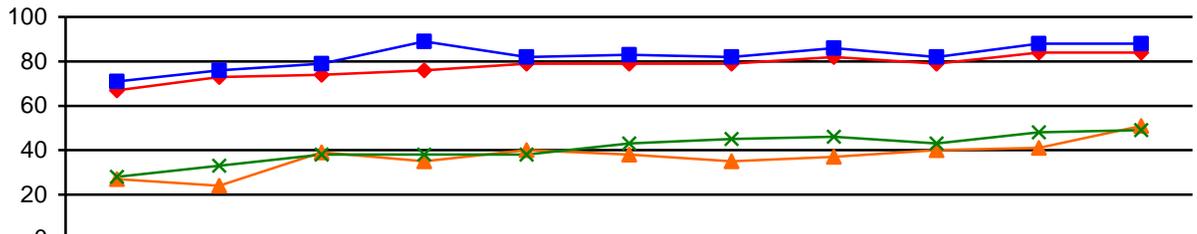
*Due to rounding, content area performance levels may not sum to 100%.

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	Change W07 to W12	Change W11 to W12
All Students	67	73	74	76	79	79	79	82	79	84	84	+17	+5
Regular Program	71	76	79	81	82	83	82	86	82	88	88	+17	+6
English Learners	27	24	39	35	40	38	35	37	40	41	51	+24	+11
Students with Disabilities	28	33	38	38	38	43	45	46	43	48	49	+21	+6
Asian	81	87	85	87	81	88	83	87	86	86	89	+8	+3
Black	55	60	64	66	70	69	71	75	69	77	76	+21	+7
Hispanic	59	63	70	67	76	73	76	76	76	79	84	+25	+8
Native American/Alaskan	61	69	65	78	76	80	69	84	75	83	79	+18	+4
White	79	84	84	86	87	89	88	90	88	91	91	+12	+3
Multiracial	76	79	72	75	81	87	90	89	86	90	90	+14	+4
Female	72	77	80	81	83	83	83	86	83	88	88	+16	+5
Male	63	69	70	72	74	76	76	79	75	81	81	+18	+6

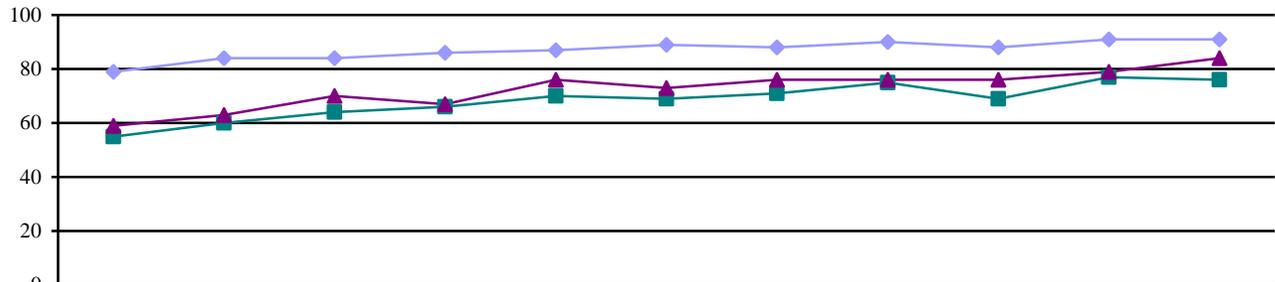
Historical Performance on the Ninth Grade Literature & Composition EOCT

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



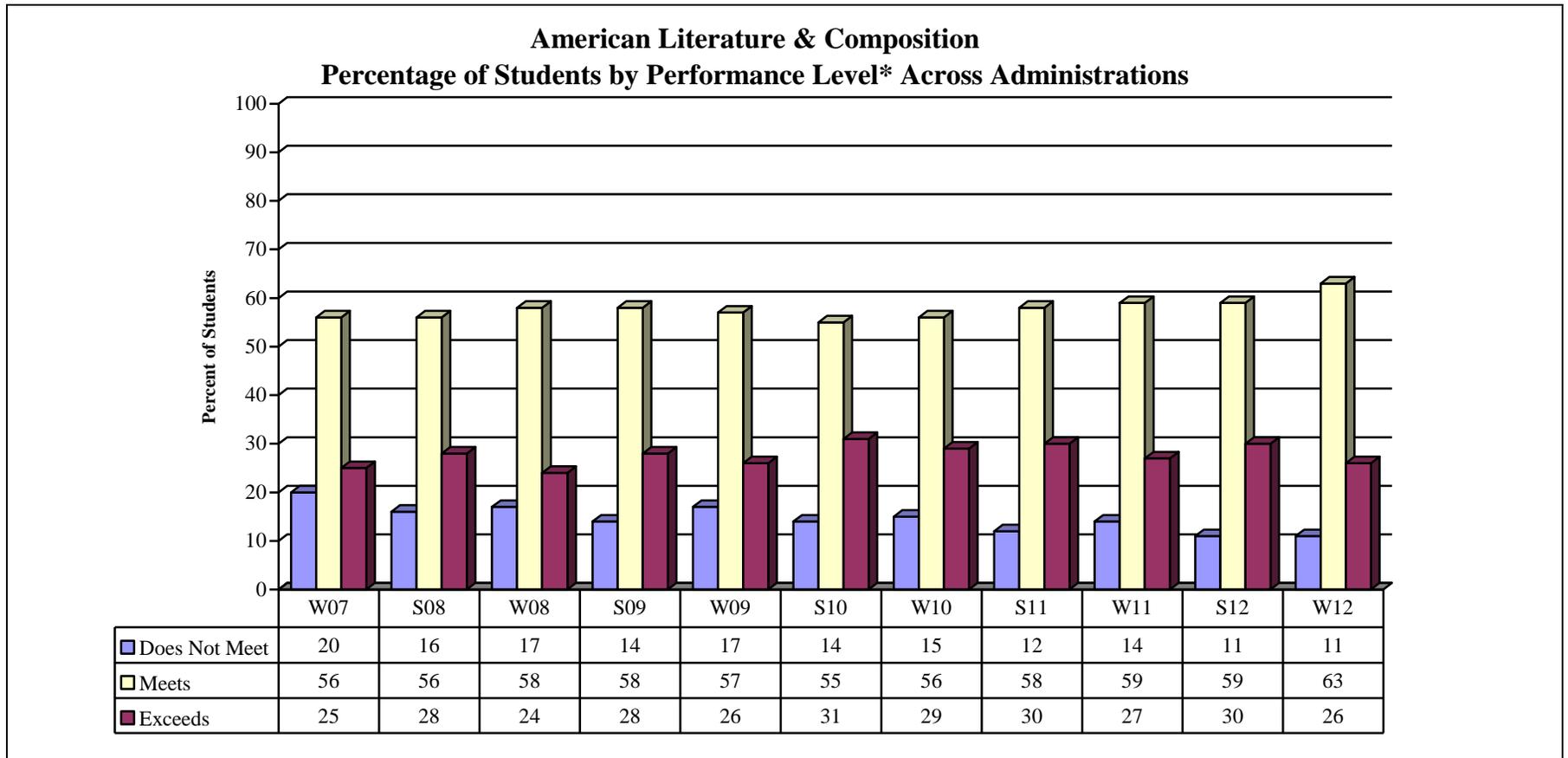
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12
All Students	67	73	74	76	79	79	79	82	79	84	84
Regular Program	71	76	79	89	82	83	82	86	82	88	88
EL	27	24	39	35	40	38	35	37	40	41	51
SWD	28	33	38	38	38	43	45	46	43	48	49

**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
White	79	84	84	86	87	89	88	90	88	91	91
Black	55	60	64	66	70	69	71	75	69	77	76
Hispanic	59	63	70	67	76	73	76	76	76	79	84

Historical Performance on the American Literature & Composition EOCT



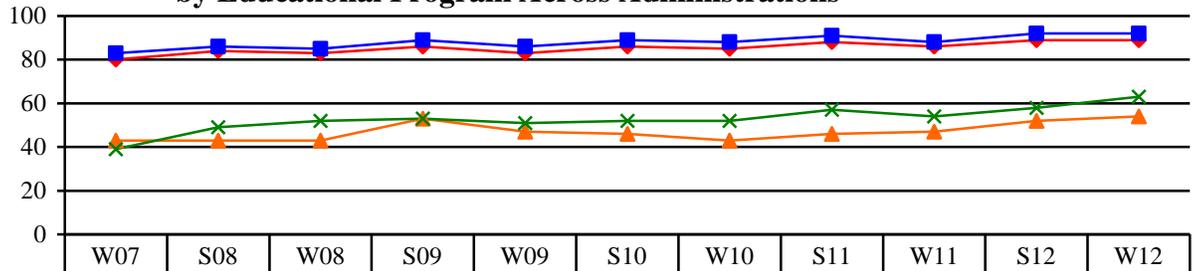
*Due to rounding, content area performance levels may not sum to 100%.

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	Change W07 to W12	Change W11 to W12
All Students	80	84	83	86	83	86	85	88	86	89	89	+9	+3
Regular Program	83	86	85	89	86	89	88	91	88	92	92	+9	+4
English Learners	43	43	43	53	47	46	43	46	47	52	54	+11	+7
Students with Disabilities	39	49	52	53	51	52	52	57	54	58	63	+24	+9
Asian	91	88	86	91	85	91	87	92	90	94	90	-1	0
Black	72	75	76	79	76	79	78	83	79	84	84	+12	+5
Hispanic	70	74	77	79	81	81	81	83	83	86	87	+17	+4
Native American/Alaskan	86	87	92	89	82	87	81	87	91	91	92	+6	+1
White	88	91	90	92	90	92	92	93	92	94	94	+6	+2
Multiracial	88	88	76	85	85	91	90	91	89	94	93	+5	+4
Female	84	87	86	89	86	89	88	91	89	92	92	+8	+3
Male	78	81	80	83	80	84	83	85	84	87	87	+9	+3

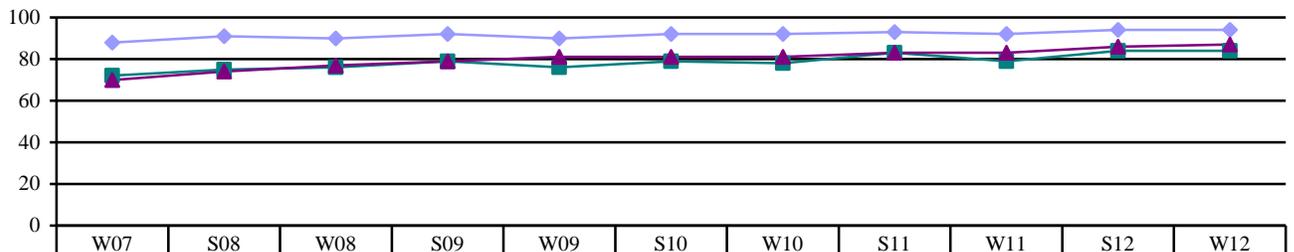
Historical Performance on the American Literature & Composition EOCT

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



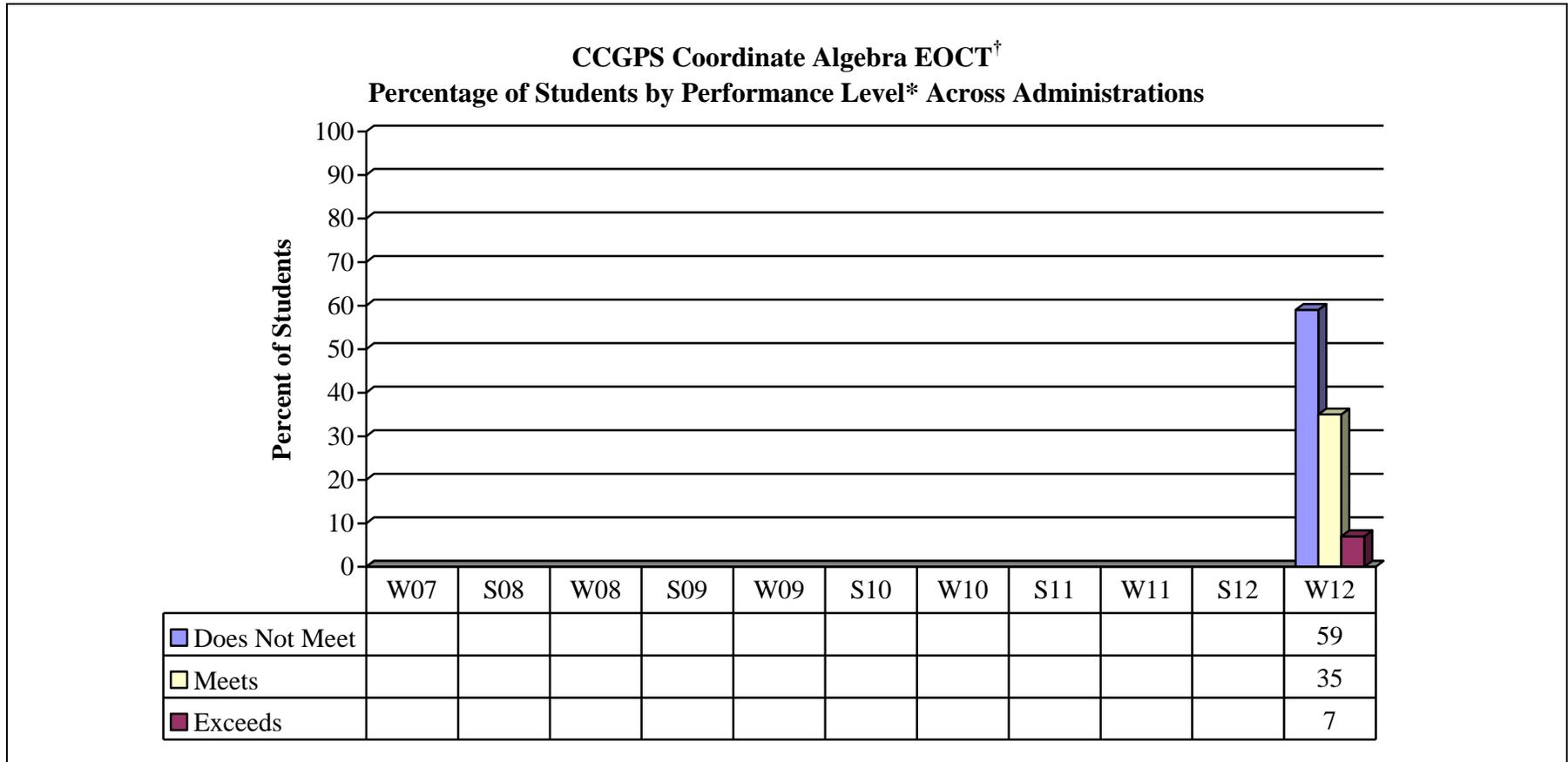
◆ All Students	80	84	83	86	83	86	85	88	86	89	89
■ Regular Program	83	86	85	89	86	89	88	91	88	92	92
▲ EL	43	43	43	53	47	46	43	46	47	52	54
✕ SWD	39	49	52	53	51	52	52	57	54	58	63

**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
■ Black	72	75	76	79	76	79	78	83	79	84	84
▲ Hispanic	70	74	77	79	81	81	81	83	83	86	87

Historical Performance on the CCGPS Coordinate Algebra EOCT



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

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

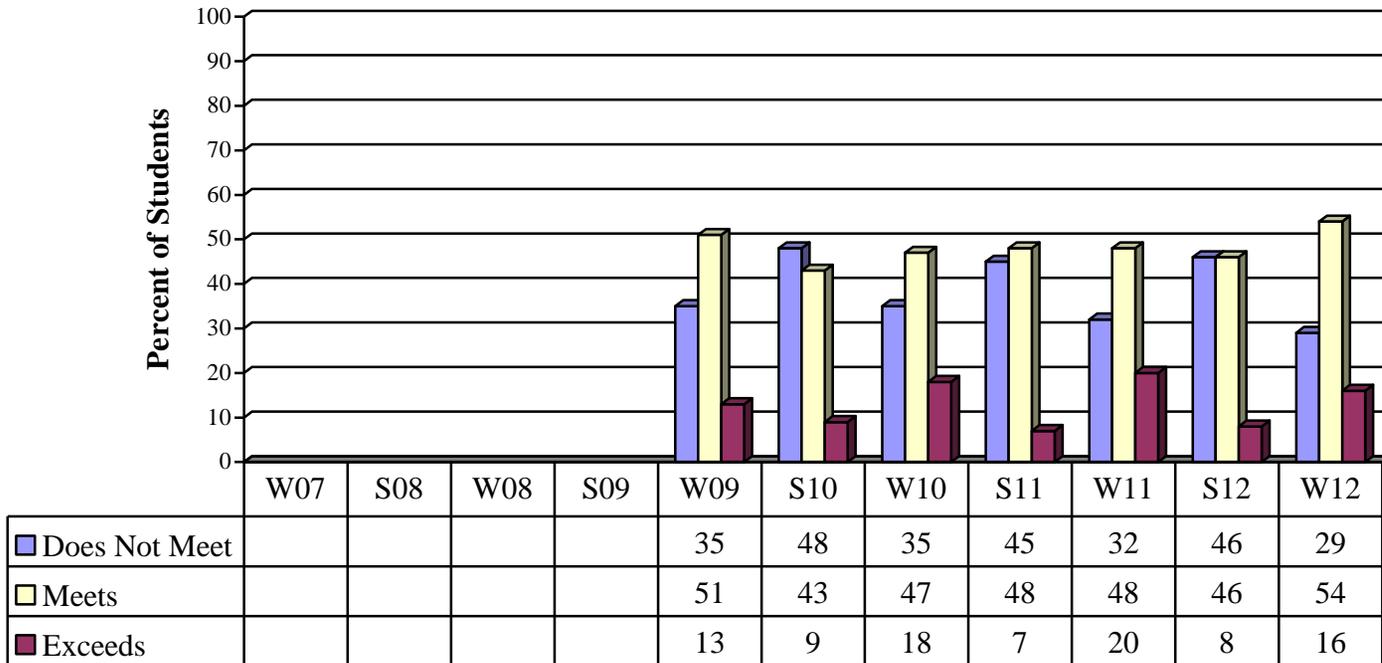
Historical Performance on the CCGPS Coordinate Algebra EOCT

CCGPS 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
All Students	--	--	--	--	--	--	--	--	--	--	41
Regular Program	--	--	--	--	--	--	--	--	--	--	43
English Learners	--	--	--	--	--	--	--	--	--	--	20
Students with Disabilities	--	--	--	--	--	--	--	--	--	--	13
Asian	--	--	--	--	--	--	--	--	--	--	69
Black	--	--	--	--	--	--	--	--	--	--	23
Hispanic	--	--	--	--	--	--	--	--	--	--	34
Native American/Alaskan	--	--	--	--	--	--	--	--	--	--	42
White	--	--	--	--	--	--	--	--	--	--	52
Multiracial	--	--	--	--	--	--	--	--	--	--	46
Female	--	--	--	--	--	--	--	--	--	--	40
Male	--	--	--	--	--	--	--	--	--	--	42

[†]The Winter 2012 EOCT marked the first operational administration of the CCGPS 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 GPS-based Mathematics II EOCT.

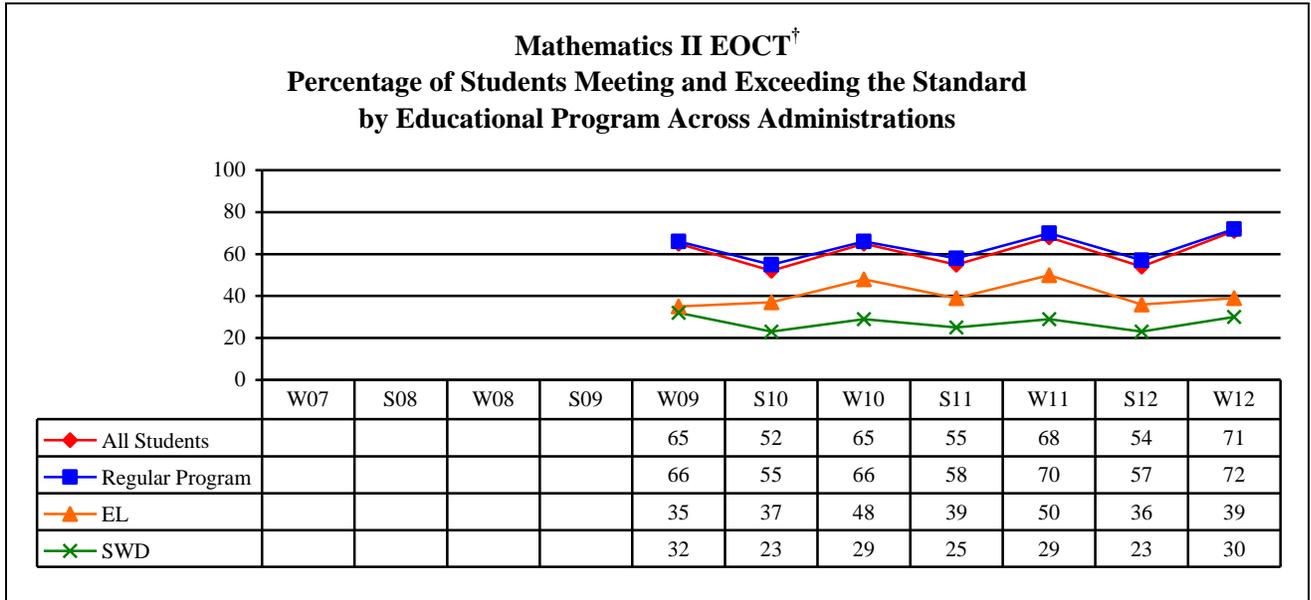
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Mathematics II EOCT

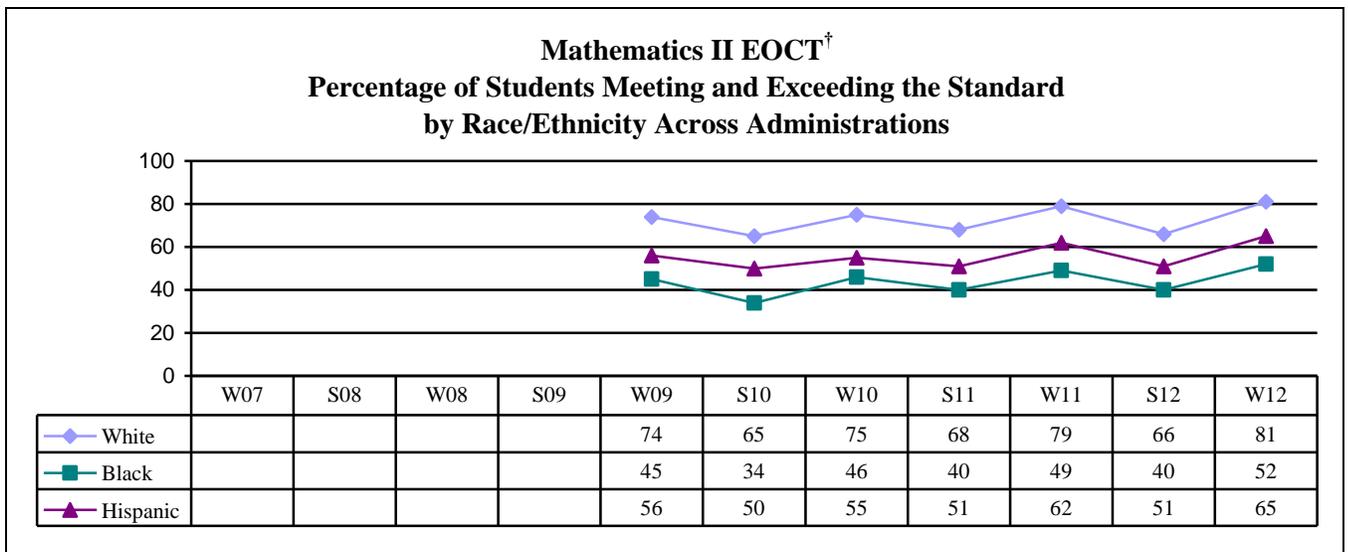
Mathematics II EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	Change W09 to W12	Change W11 to W12
All Students	--	--	--	--	65	52	65	55	68	54	71	+6	+3
Regular Program	--	--	--	--	66	55	66	58	70	57	72	+6	+2
English Learners	--	--	--	--	35	37	48	39	50	36	39	+4	-11
Students with Disabilities	--	--	--	--	32	23	29	25	29	23	30	-2	+1
Asian	--	--	--	--	86	82	90	77	91	74	91	+5	0
Black	--	--	--	--	45	34	46	40	49	40	52	+7	+3
Hispanic	--	--	--	--	56	50	55	51	62	51	65	+9	+3
Native American/Alaskan	--	--	--	--	59	51	64	53	71	56	72	+13	+1
White	--	--	--	--	74	65	75	68	79	66	81	+7	+2
Multiracial	--	--	--	--	56	56	65	62	75	59	78	+22	+3
Female	--	--	--	--	63	52	66	56	70	56	73	+10	+3
Male	--	--	--	--	66	53	65	53	68	52	69	+3	+1

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

Historical Performance on the Mathematics II EOCT

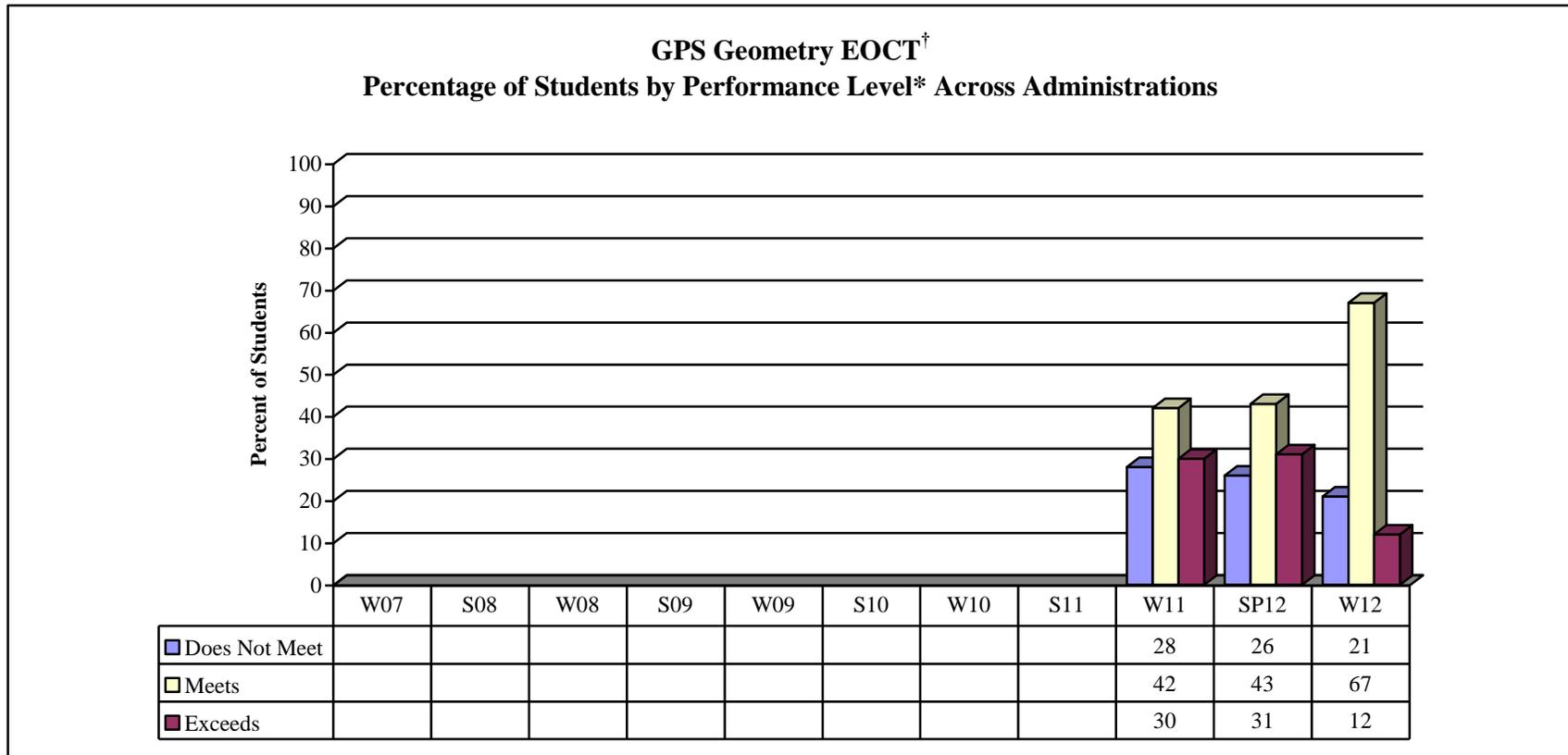


[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics II EOCT.



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

Historical Performance on the GPS Geometry EOCT



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

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

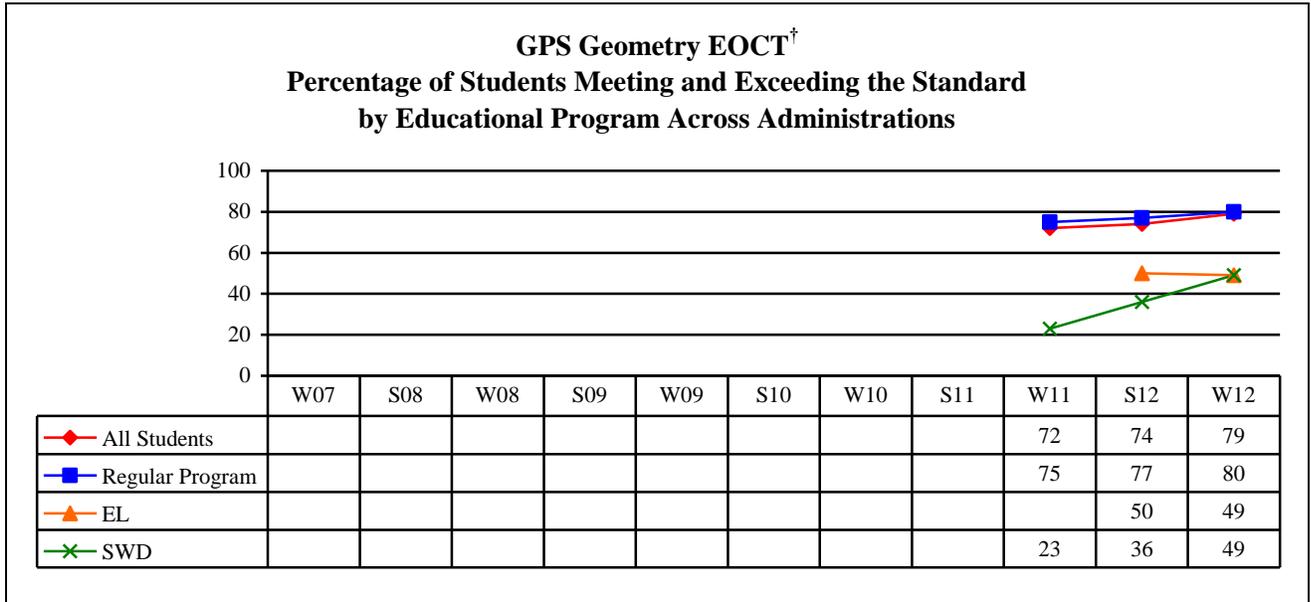
Historical Performance on the GPS Geometry EOCT

GPS Geometry EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	Change W11 to W12
All Students	--	--	--	--	--	--	--	--	72	74	79	+7
Regular Program	--	--	--	--	--	--	--	--	75	77	80	+5
English Learners	--	--	--	--	--	--	--	--	*	50	49	*
Students with Disabilities	--	--	--	--	--	--	--	--	23	36	49	+26
Asian	--	--	--	--	--	--	--	--	93	96	91	-2
Black	--	--	--	--	--	--	--	--	53	46	68	+15
Hispanic	--	--	--	--	--	--	--	--	64	68	74	+10
Native American/Alaskan	--	--	--	--	--	--	--	--	*	73	*	*
White	--	--	--	--	--	--	--	--	84	90	88	+4
Multiracial	--	--	--	--	--	--	--	--	81	79	86	+5
Female	--	--	--	--	--	--	--	--	76	75	80	+4
Male	--	--	--	--	--	--	--	--	72	73	79	+7

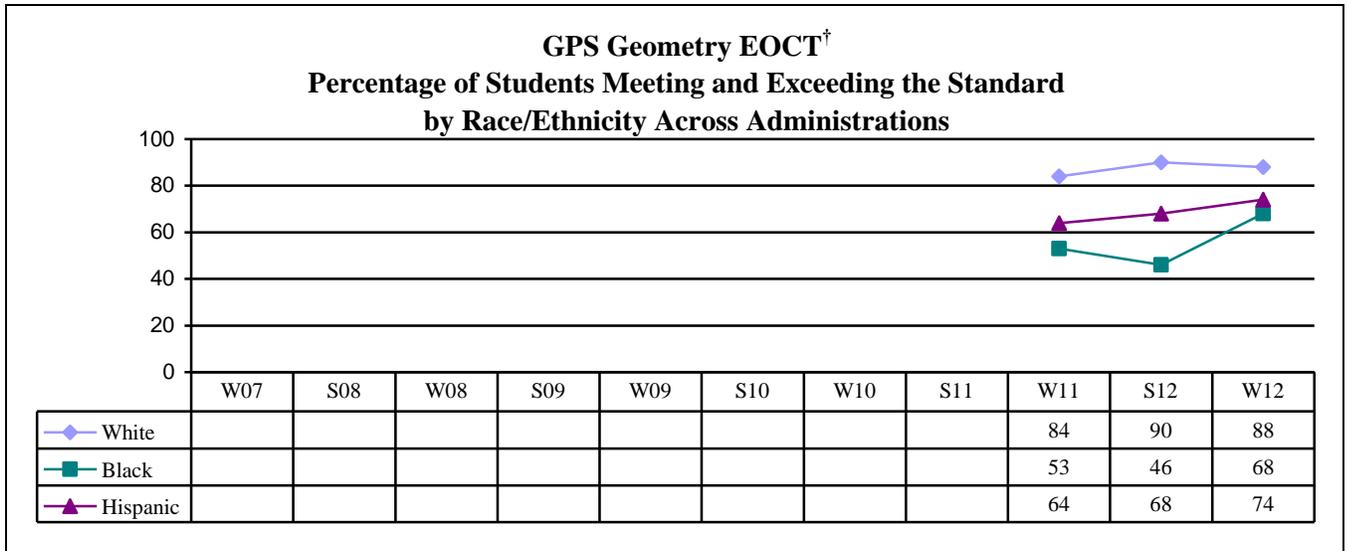
[†]The Winter 2011 EOCT marked the first operational administration of the GPS-based Geometry EOCT.

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

Historical Performance on the GPS Geometry EOCT



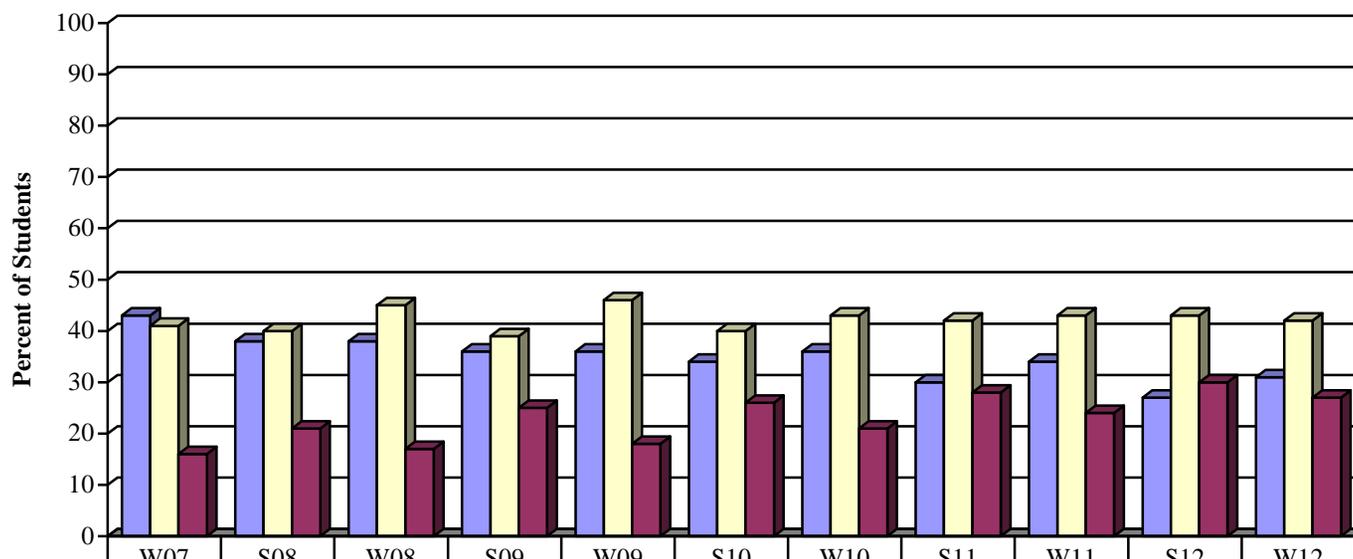
[†]The Winter 2011 EOCT marked the first operational administration of the GPS-based Geometry EOCT.



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

Historical Performance on the Biology EOCT

Biology EOCT
Percentage of Students by Performance Level* Across Administrations



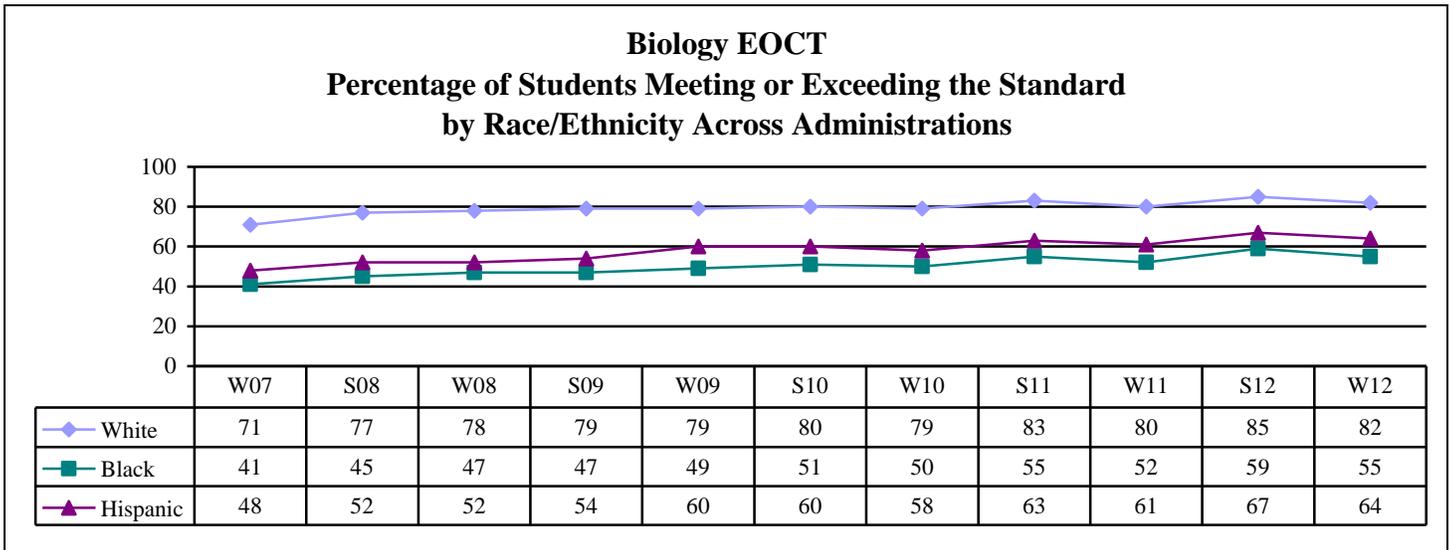
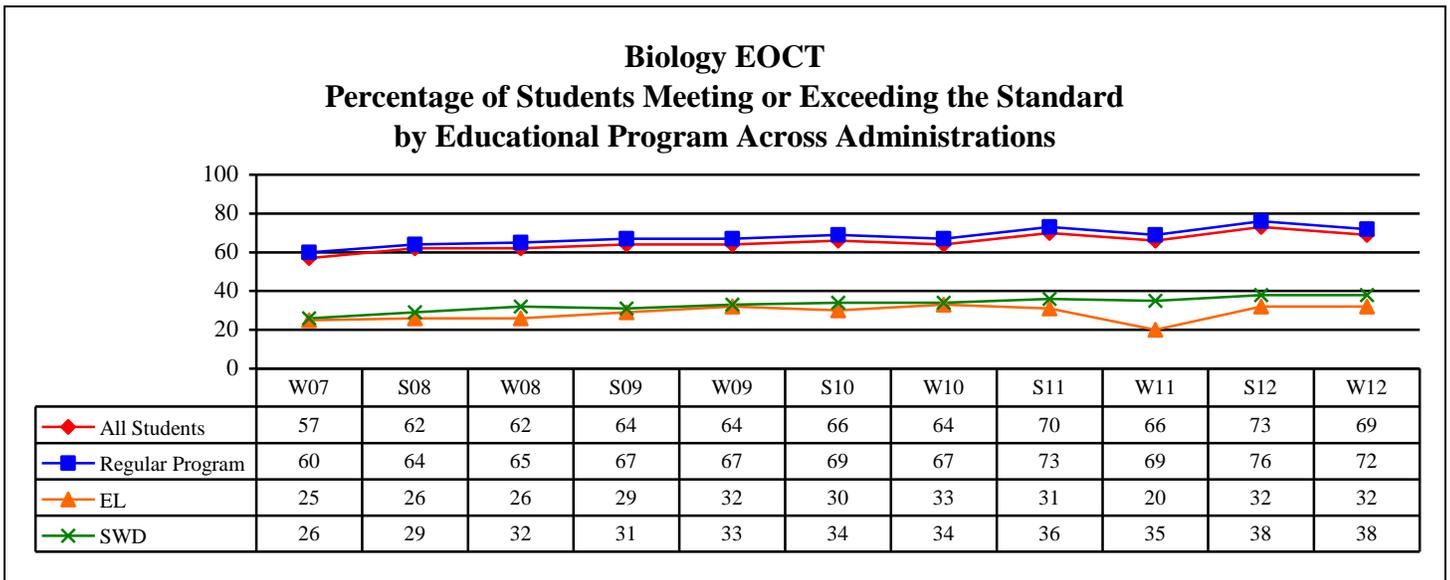
■ Does Not Meet	43	38	38	36	36	34	36	30	34	27	31
■ Meets	41	40	45	39	46	40	43	42	43	43	42
■ Exceeds	16	21	17	25	18	26	21	28	24	30	27

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

Historical Performance on the Biology EOCT

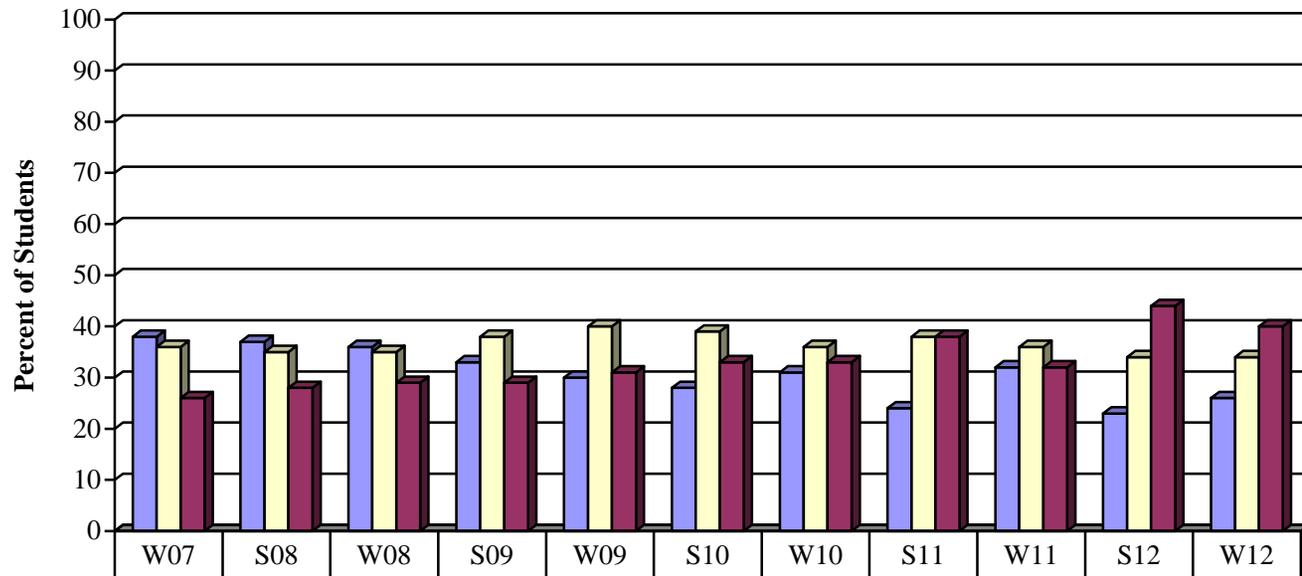
Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12	Change W07 to W12	Change W11 to W12
All Students	57	62	62	64	64	66	64	70	66	73	69	+12	+3
Regular Program	60	64	65	67	67	69	67	73	69	76	72	+12	+3
English Learners	25	26	26	29	32	30	33	31	20	32	32	+7	+12
Students with Disabilities	26	29	32	31	33	34	34	36	35	38	38	+12	+3
Asian	74	81	78	82	75	83	75	84	72	87	78	+4	+6
Black	41	45	47	47	49	51	50	55	52	59	55	+14	+3
Hispanic	48	52	52	54	60	60	58	63	61	67	64	+16	+3
Native American/Alaskan	54	65	64	63	70	69	64	68	54	76	66	+12	+12
White	71	77	78	79	79	80	79	83	80	85	82	+11	+2
Multiracial	66	67	56	60	67	76	73	76	75	81	77	+11	+2
Female	56	61	62	63	64	66	65	70	67	73	69	+13	+2
Male	57	62	63	64	65	67	64	70	67	73	69	+12	+2

Historical Performance on the Biology EOCT



Historical Performance on the Physical Science EOCT

**Physical Science EOCT
Percentage of Students by Performance Level* Across Administrations**



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

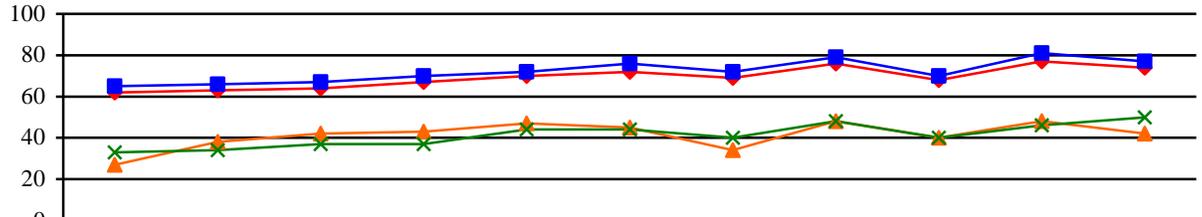
*Due to rounding, content area performance levels may not sum to 100%.

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	Change W07 to W12	Change W11 to W12
All Students	62	63	64	67	70	72	69	76	68	77	74	+12	+6
Regular Program	65	66	67	70	72	76	72	79	70	81	77	+12	+7
English Learners	27	38	42	43	47	45	34	48	40	48	42	+15	+2
Students with Disabilities	33	34	37	37	44	44	40	48	40	46	50	+17	+10
Asian	73	78	76	82	77	83	75	88	71	88	69	-4	-2
Black	49	49	53	55	59	61	59	65	56	66	63	+14	+7
Hispanic	53	57	58	64	71	71	66	73	63	75	70	+17	+7
Native American/Alaskan	64	61	69	68	65	80	63	75	72	81	81	+17	+9
White	75	78	76	81	82	84	81	87	80	87	86	+11	+6
Multiracial	68	68	57	62	78	78	78	84	77	83	79	+11	+2
Female	61	63	64	67	71	72	68	76	68	78	76	+15	+8
Male	63	64	64	67	69	72	70	77	68	77	74	+11	+6

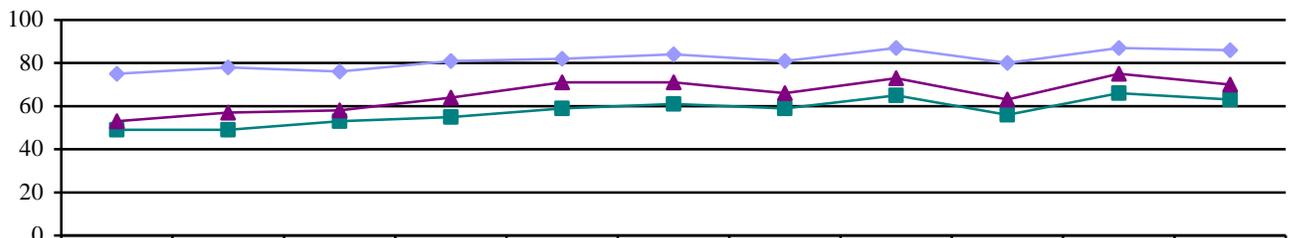
Historical Performance on the Physical Science EOCT

**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
◆ All Students	62	63	64	67	70	72	69	76	68	77	74
■ Regular Program	65	66	67	70	72	76	72	79	70	81	77
▲ EL	27	38	42	43	47	45	34	48	40	48	42
× SWD	33	34	37	37	44	44	40	48	40	46	50

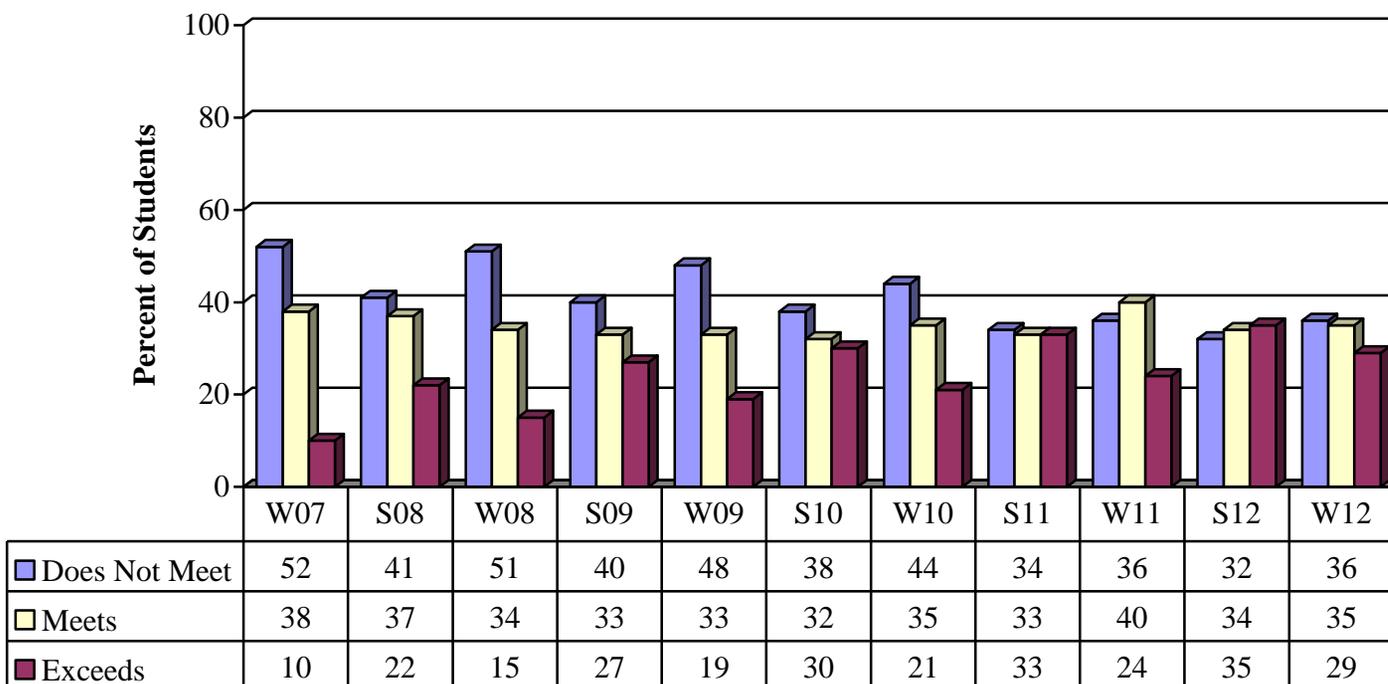
**Physical Science EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations**



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

Historical Performance on the U. S. History EOCT

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



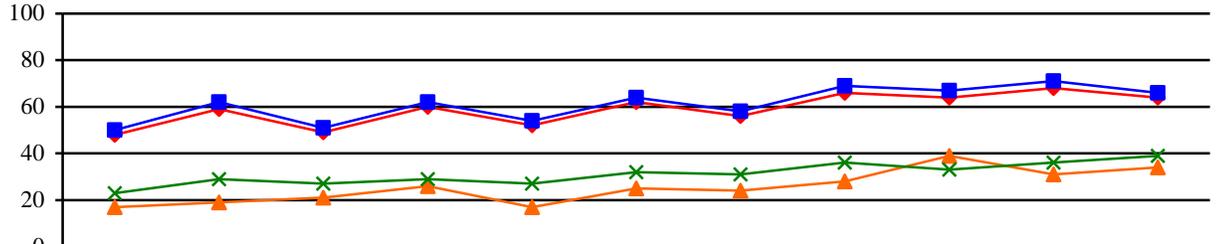
*Due to rounding, content area performance levels may not sum to 100%.

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	Change W07 to W12	Change W11 to W12
All Students	48	59	49	60	52	62	56	66	64	68	64	+16	0
Regular Program	50	62	51	62	54	64	58	69	67	71	66	+16	-1
English Learners	17	19	21	26	17	25	24	28	39	31	34	+17	-5
Students with Disabilities	23	29	27	29	27	32	31	36	33	36	39	+16	+6
Asian	51	76	61	78	66	79	64	83	73	84	71	+20	-2
Black	33	41	33	43	38	47	43	53	49	55	49	+16	0
Hispanic	39	49	44	50	48	55	52	60	63	63	60	+21	-3
Native American/Alaskan	46	69	64	60	49	64	50	72	76	73	79	+33	+3
White	60	74	64	74	65	75	70	78	77	79	77	+17	0
Multiracial	54	62	44	59	51	69	64	73	67	76	72	+18	+5
Female	44	56	45	57	47	59	53	63	62	66	61	+17	-1
Male	52	63	54	63	56	65	60	70	66	71	67	+15	+1

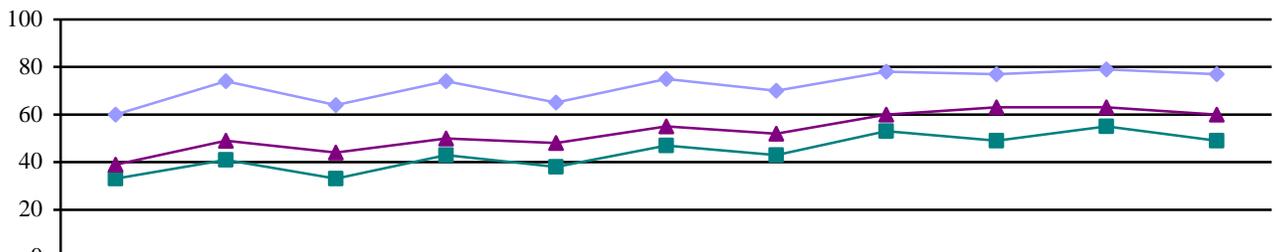
Historical Performance on the U. S. History EOCT

**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
All Students	48	59	49	60	52	62	56	66	64	68	64
Regular Program	50	62	51	62	54	64	58	69	67	71	66
EL	17	19	21	26	17	25	24	28	39	31	34
SWD	23	29	27	29	27	32	31	36	33	36	39

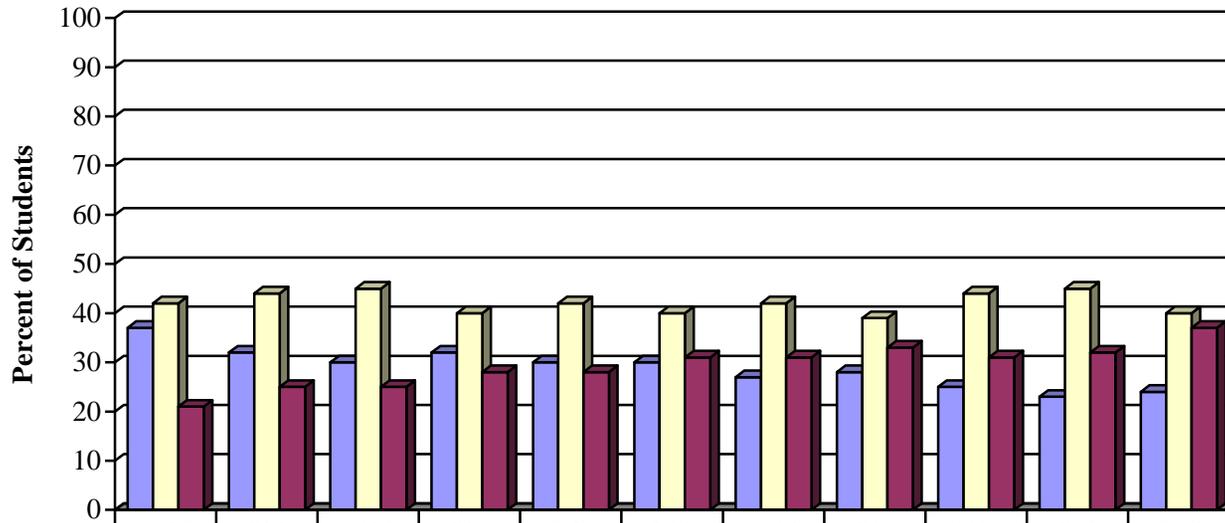
**U.S. History EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations**



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

Historical Performance on the Economics EOCT

**Economics EOCT
Percentage of Students by Performance Level* Across Administrations**



■ Does Not Meet	37	32	30	32	30	30	27	28	25	23	24
■ Meets	42	44	45	40	42	40	42	39	44	45	40
■ Exceeds	21	25	25	28	28	31	31	33	31	32	37

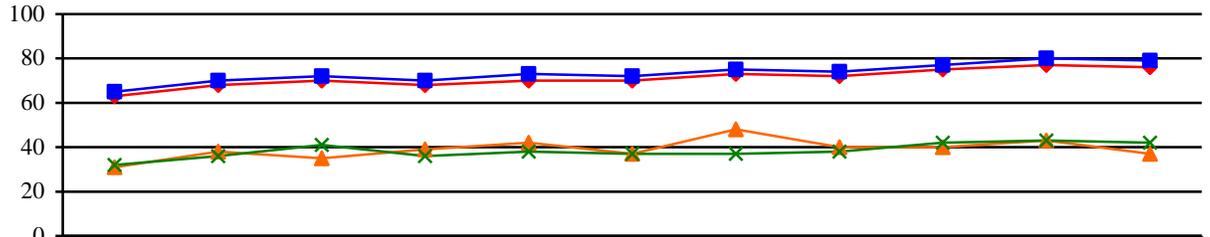
*Due to rounding, content area performance levels may not sum to 100%.

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	Change W07 to W12	Change W11 to W12
All Students	63	68	70	68	70	70	73	72	75	77	76	+13	+1
Regular Program	65	70	72	70	73	72	75	74	77	80	79	+14	+2
English Learners	31	38	35	39	42	37	48	40	40	43	37	+6	-3
Students with Disabilities	32	36	41	36	38	37	37	38	42	43	42	+10	0
Asian	79	83	83	83	85	85	87	88	90	89	87	+8	-3
Black	47	50	56	52	57	56	59	60	61	66	65	+18	+4
Hispanic	54	63	61	61	65	66	66	66	67	72	68	+14	+1
Native American/Alaskan	71	71	74	72	66	71	72	73	71	82	75	+4	+4
White	77	82	82	81	82	81	83	84	85	87	86	+9	+1
Multiracial	66	70	66	65	74	77	79	77	82	82	82	+16	0
Female	60	66	69	67	69	69	72	71	73	77	75	+15	+2
Male	66	71	72	71	72	72	74	74	76	79	78	+12	+2

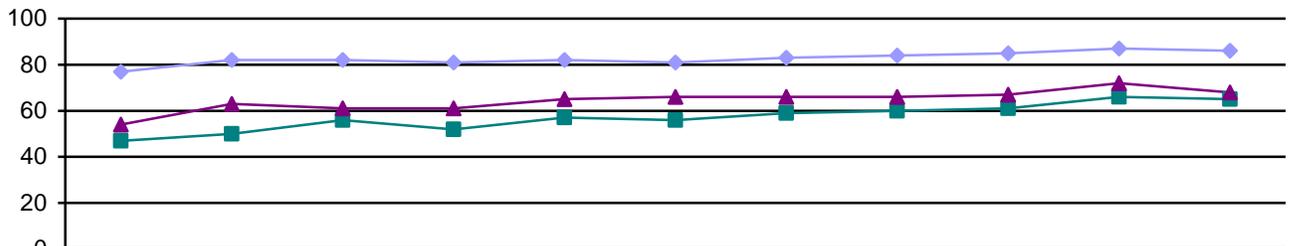
Historical Performance on the Economics EOCT

Economics EOCT
Percentage of Students Meeting and Exceeding the Standard
by Educational Program Across Administrations



	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12
◆ All Students	63	68	70	68	70	70	73	72	75	77	76
■ Regular Program	65	70	72	70	73	72	75	74	77	80	79
▲ EL	31	38	35	39	42	37	48	40	40	43	37
× SWD	32	36	41	36	38	37	37	38	42	43	42

Economics EOCT
Percentage of Students Meeting and Exceeding the Standard
by Race/Ethnicity Across Administrations



	W07	S08	W08	S09	W09	S10	W10	S11	W11	S12	W12
◆ White	77	82	82	81	82	81	83	84	85	87	86
■ Black	47	50	56	52	57	56	59	60	61	66	65
▲ Hispanic	54	63	61	61	65	66	66	66	67	72	68