

TESTING BRIEF

Georgia End of Course Tests (EOCT)

Winter 2013 Administration
December 2, 2013 – January 10, 2014

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 based on the new state-mandated content standards. In the fall of 2012, these students enrolled in Coordinate Algebra, and in the 2013-14 school year they enrolled in Analytic Geometry. The Winter 2013 administration was the first time the Analytic Geometry EOCT was administered. Students who enrolled in high school prior to the fall of 2013 may continue to take the previous mathematics course sequence (i.e., Mathematics II and GPS Geometry); however, current year results for Mathematics II and GPS Geometry are not comparable to prior years.

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
 - Analytic Geometry
 - Mathematics II: Geometry/Algebra II/Statistics
 - 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-five (85%) percent of Georgia’s students met or exceeded the standard for Ninth Grade Literature & Composition.
- When comparing the Winter 2013 scores (85%) to the Winter 2012 scores (84%), the percent of students meeting or exceeding the standard increased by one (1) percentage point 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 Winter 2012 (32%) and Winter 2013 (33%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eleven (11) percentage points from Winter 2008 (74%) to Winter 2013 (85%).

American Literature & Composition

- Eighty-nine (89%) percent of Georgia’s students met or exceeded the standard for American Literature & Composition.
- When comparing the Winter 2013 scores (89%) to the Winter 2012 scores (89%), the percent of students meeting or exceeding the standard remained the same for American Literature & Composition.
- The percent of students achieving the exceeds standard performance level in American Literature & Composition increased by two (2) percentage points between Winter 2012 (26%) and Winter 2013 (28%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by six (6) percentage points from Winter 2008 (83%) to Winter 2013 (89%).

Key Findings – Mathematics

Coordinate Algebra

- Forty (40%) percent of Georgia's students met or exceeded the standard for Coordinate Algebra.
- When comparing the Winter 2013 scores (40%) to the Winter 2012 scores (41%), the percent of students meeting or exceeding the standard decreased by one (1) percentage point in Coordinate Algebra.
- The percent of students achieving the exceeds standard performance level in Coordinate Algebra remained the same at seven (7%) between Winter 2012 and Winter 2013. Winter 2012 was the first administration of this test so longitudinal data is limited to the 2012-13 and 2013-14 school years.

Analytic Geometry

- Sixty-nine (69%) percent of Georgia's students met or exceeded the standard for Analytic Geometry, while twenty-two (22%) percent of students achieved the exceeds standard performance level.
- Winter 2013 was the first administration of this test. Therefore, no historical test performance information is available.

Mathematics II: Geometry/Algebra II/Statistics

- Thirty-one (31%) percent of Georgia's students met or exceeded the standard for Mathematics II.
- Students taking the Mathematics II EOCT were first enrolled in ninth grade prior to the fall of 2012. Given the decreasing number of students participating (5,316) in this course that is based on the prior state content standards, comparisons to previous administrations of the test are not appropriate.

GPS Geometry

- Forty-six (46%) percent of Georgia's students met or exceeded the standard for GPS Geometry.
- Students taking the GPS Geometry EOCT were first enrolled in ninth grade prior to the fall of 2012. Given the decreasing number of students participating (700) in this course that is based on the prior state content standards, comparisons to previous administrations of the test are not appropriate.

Key Findings – Science

Biology

- Seventy-one (71%) percent of Georgia’s students met or exceeded the standard for Biology.
- When comparing the Winter 2013 scores (71%) to the Winter 2012 scores (69%), the percent of students meeting or exceeding the standard increased by two (2) percentage points in Biology.
- The percent of students achieving the exceeds standard performance level in Biology increased by two (2) percentage points between Winter 2012 (27%) and Winter 2013 (29%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by nine (9) percentage points from Winter 2008 (62%) to Winter 2013 (71%).

Physical Science

- Seventy-five (75%) percent of Georgia’s students met or exceeded the standard for Physical Science.
- When comparing the Winter 2013 scores (75%) to the Winter 2012 scores (74%), 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 decreased by one (1) percentage point between Winter 2012 (40%) and Winter 2013 (39%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eleven (11) percentage points from Winter 2008 (64%) to Winter 2013 (75%).

Key Findings – Social Studies

U.S. History

- Sixty-seven (67%) percent of Georgia’s students met or exceeded the standard for U.S. History.
- When comparing the Winter 2013 scores (67%) to the Winter 2012 scores (64%), the percent of students meeting or exceeding the standard increased by three (3) 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 Winter 2012 (29%) and Winter 2013 (34%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eighteen (18) percentage points from Winter 2008 (49%) to Winter 2013 (67%).

Economics/Business/Free Enterprise

- Seventy-eight (78%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Winter 2013 scores (78%) to the Winter 2012 scores (76%), 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 two (2) percentage points between Winter 2012 (37%) and Winter 2013 (39%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eight (8) percentage points from Winter 2008 (70%) to Winter 2013 (78%).

Overall Findings – Special Populations

- Over the past six years, English Learner (EL) students improved achievement by one (1) or more percentage points in Ninth Grade Literature & Composition (9), Biology (4), U.S. History (10), and Economics (1).
- From Winter 2012 to Winter 2013, Students with Disabilities improved achievement by one (1) percentage point in each of the following areas: Ninth Grade Literature & Composition, Biology, and Economics.
- Over the past six years, Students with Disabilities improved achievement by two (2) or more percentage points in Ninth Grade Literature & Composition (12), American Literature & Composition (7), Biology (7), Physical Science (8), U.S. History (10), and Economics (2).

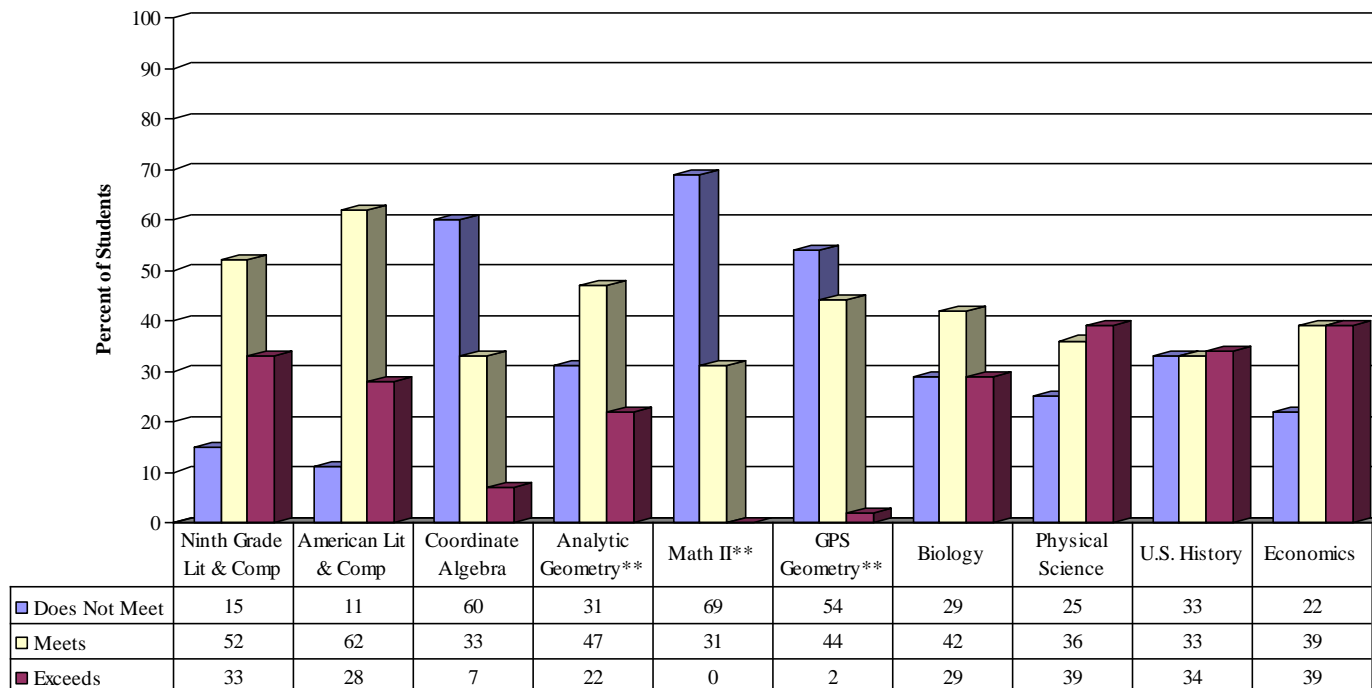
Overall Findings – Closing the Gap

- In Ninth Grade Literature & Composition, the achievement gap between Students with Disabilities and Regular Program students has narrowed to a thirty-eight (38) percentage point gap in Winter 2013 from a forty-one (41) percentage point gap in Winter 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 Regular Program students has increased by nine (9) percentage points since Winter 2008 while the performance of Students with Disabilities increased by twelve (12) percentage points.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a fourteen (14) percentage point gap in Winter 2013 from a twenty (20) percentage point gap in Winter 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 fourteen (14) percentage point gap in Winter 2008. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since Winter 2008 while the performance of Black and Hispanic students increased by thirteen (13) and eleven (11) percentage points, respectively.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to an eight (8) percentage point gap from a fourteen (14) percentage point gap in Winter 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 thirteen (13) percentage point gap in Winter 2008. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by three (3) percentage points since Winter 2008 while the performance of Black and Hispanic students has each increased by nine (9) percentage points.
- In Biology, the achievement gap between Black and White students has narrowed to a twenty-eight (28) percentage point gap from a thirty-one (31) percentage point gap in Winter 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 thirteen (13) percentage point gap from a twenty-six (26) percentage point gap in Winter 2008. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since Winter 2008 while the performance of Black and Hispanic students has increased by eight (8) and eighteen (18) percentage points, respectively.

Overall Findings – Closing the Gap (continued)

- In Physical Science, the achievement gap between Black and White students has narrowed to a twenty-two (22) percentage point gap from a twenty-three (23) percentage point gap in Winter 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 fourteen (14) percentage point gap from an eighteen (18) percentage point gap in Winter 2008, in terms of the percent of students meeting or exceeding the standard. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by ten (10) percentage points since Winter 2008 while the performance of Black and Hispanic students has increased by eleven (11) and fourteen (14) percentage points, respectively.
- In U.S. History, the achievement gap between Black and White students has narrowed to a twenty-five (25) percentage point gap from a thirty-one (31) percentage point gap in Winter 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 fourteen (14) percentage point gap from a twenty (20) percentage point gap in Winter 2008. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by fourteen (14) percentage points since Winter 2008 while the performance of Black and Hispanic students has each increased by twenty (20) 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 twenty-six (26) percentage point gap in Winter 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 twenty-one (21) percentage point gap in Winter 2008. This trend can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since Winter 2008 while the performance of Black and Hispanic students has each increased by ten (10) percentage points.

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

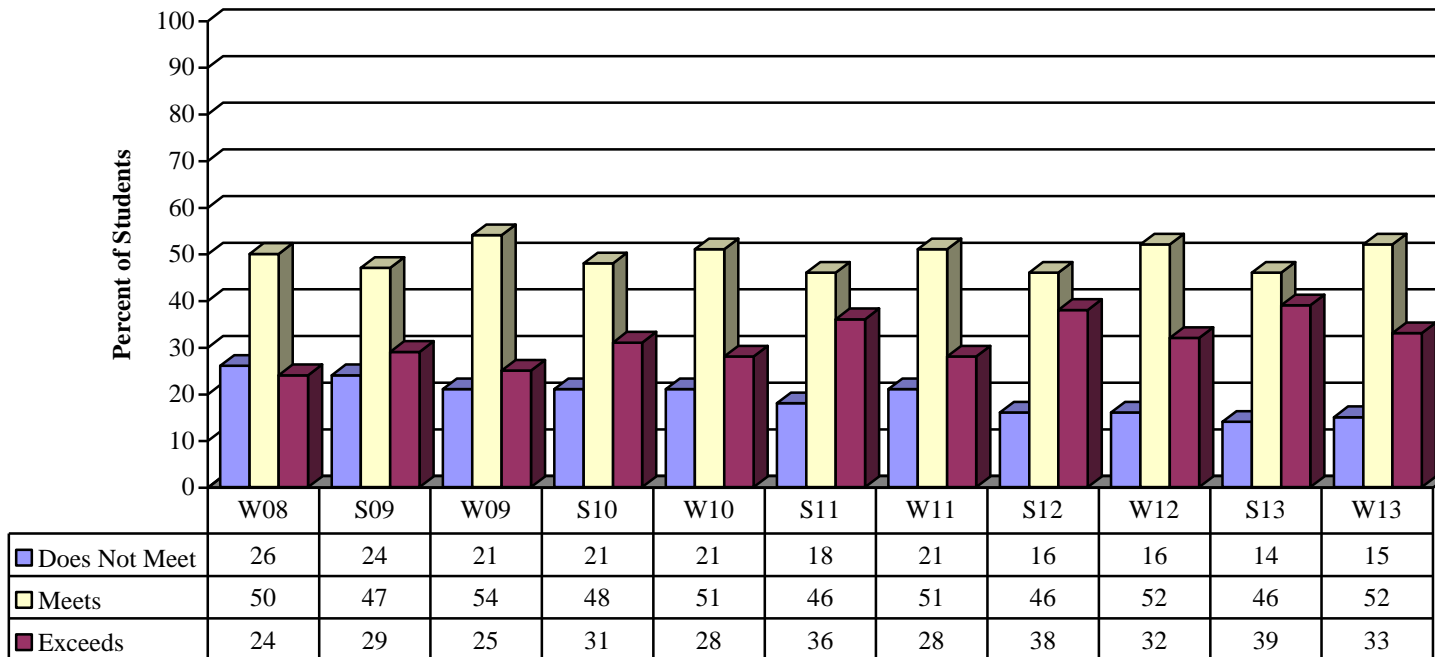


*Due to rounding, content area performance levels may not sum to 100%.

**Winter 2013 was the first administration of the Analytic Geometry 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 (i.e., first Coordinate Algebra, and then Analytic Geometry). The result of this transition to these new mathematics standards impacts the other courses based on the prior content standards, either Mathematics II or GPS Geometry. 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**



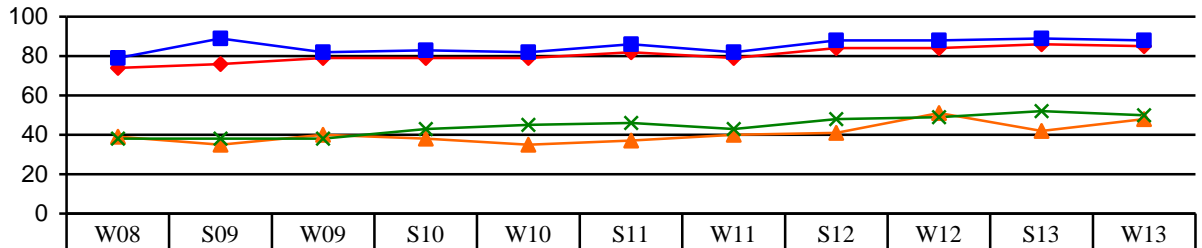
*Due to rounding, content area performance levels may not sum to 100%.

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												
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	Change W08 to W13	Change W12 to W13
All Students	74	76	79	79	79	82	79	84	84	86	85	+11	+1
Regular Program	79	81	82	83	82	86	82	88	88	89	88	+9	0
English Learners	39	35	40	38	35	37	40	41	51	42	48	+9	-3
Students with Disabilities	38	38	38	43	45	46	43	48	49	52	50	+12	+1
Asian	85	87	81	88	83	87	86	86	89	89	91	+6	+2
Black	64	66	70	69	71	75	69	77	76	79	77	+13	+1
Hispanic	70	67	76	73	76	76	76	79	84	82	81	+11	-3
Native American/Alaskan	65	78	76	80	69	84	75	83	79	82	90	+25	+11
White	84	86	87	89	88	90	88	91	91	92	91	+7	0
Multiracial	72	75	81	87	90	89	86	90	90	91	90	+18	0
Female	80	81	83	83	83	86	83	88	88	89	89	+9	+1
Male	70	72	74	76	76	79	75	81	81	83	81	+11	0

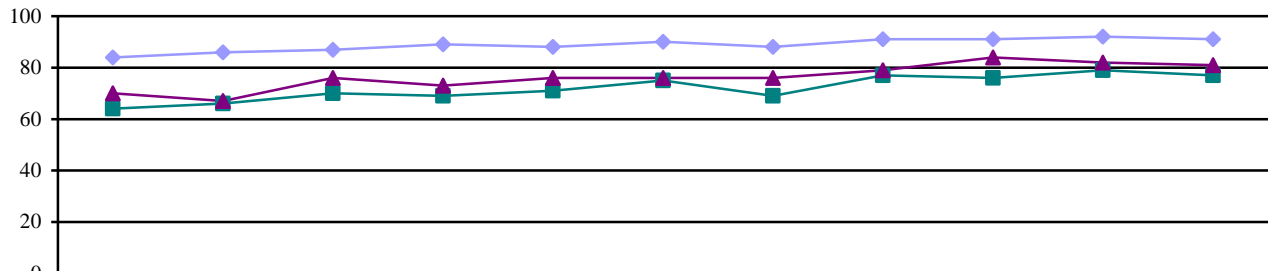
Historical Performance on the Ninth Grade Literature & Composition EOCT

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



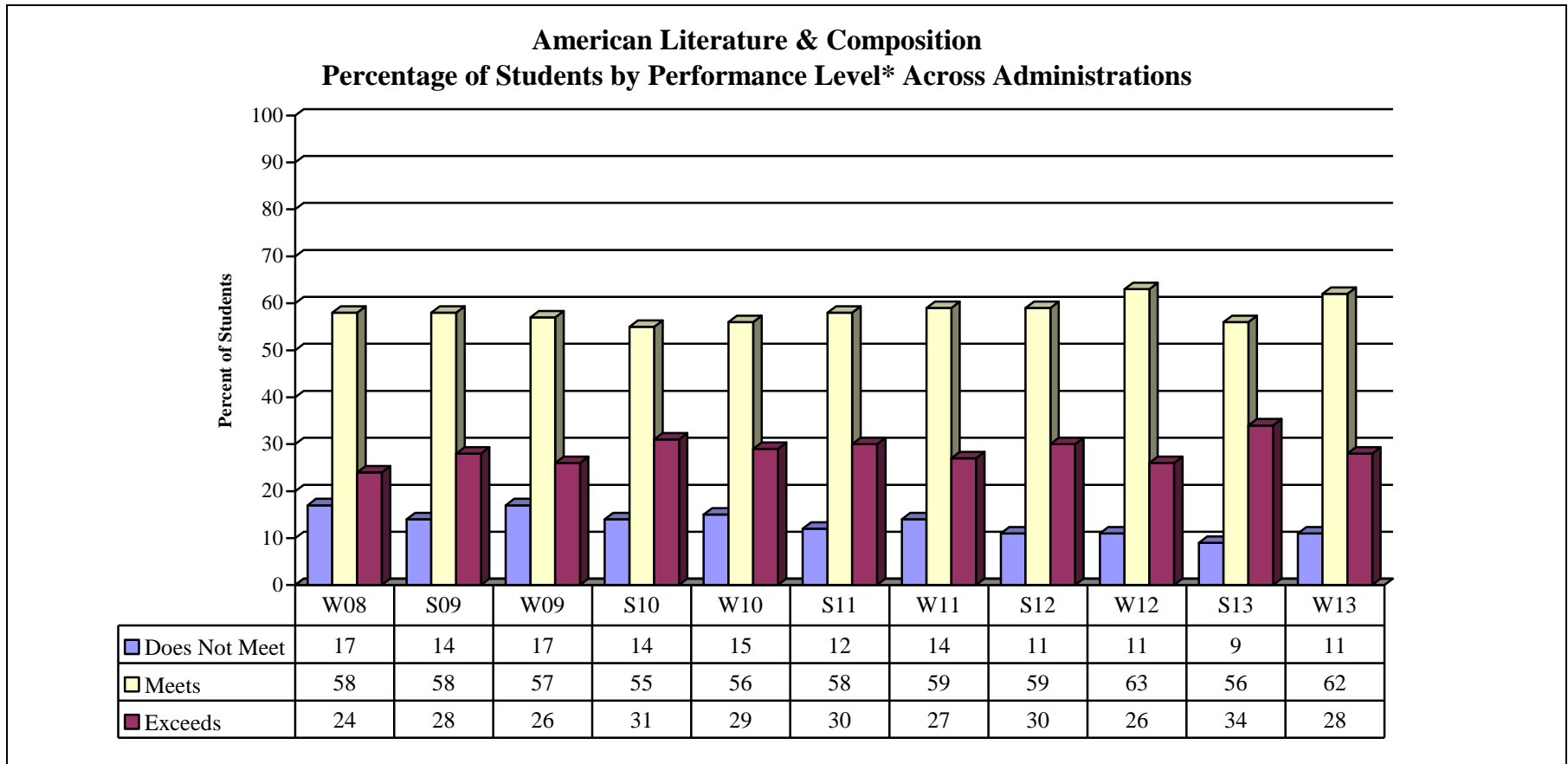
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
All Students	74	76	79	79	79	82	79	84	84	86	85
Regular Program	79	89	82	83	82	86	82	88	88	89	88
EL	39	35	40	38	35	37	40	41	51	42	48
SWD	38	38	38	43	45	46	43	48	49	52	50

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



	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
White	84	86	87	89	88	90	88	91	91	92	91
Black	64	66	70	69	71	75	69	77	76	79	77
Hispanic	70	67	76	73	76	76	76	79	84	82	81

Historical Performance on the American Literature & Composition EOCT



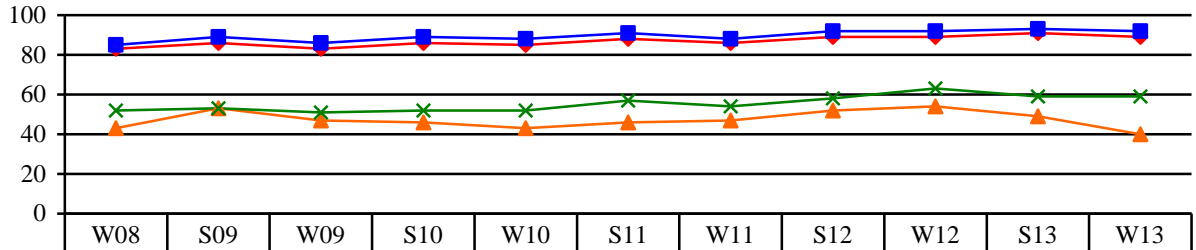
*Due to rounding, content area performance levels may not sum to 100%.

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												
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	Change W08 to W13	Change W12 to W13
All Students	83	86	83	86	85	88	86	89	89	91	89	+6	0
Regular Program	85	89	86	89	88	91	88	92	92	93	92	+7	0
English Learners	43	53	47	46	43	46	47	52	54	49	40	-3	-14
Students with Disabilities	52	53	51	52	52	57	54	58	63	59	59	+7	-4
Asian	86	91	85	91	87	92	90	94	90	92	88	+2	-2
Black	76	79	76	79	78	83	79	84	84	86	85	+9	+1
Hispanic	77	79	81	81	81	83	83	86	87	88	86	+9	-1
Native American/Alaskan	92	89	82	87	81	87	91	91	92	90	89	-3	-3
White	90	92	90	92	92	93	92	94	94	95	93	+3	-1
Multiracial	76	85	85	91	90	91	89	94	93	94	93	+17	0
Female	86	89	86	89	88	91	89	92	92	93	92	+6	0
Male	80	83	80	84	83	85	84	87	87	88	87	+7	0

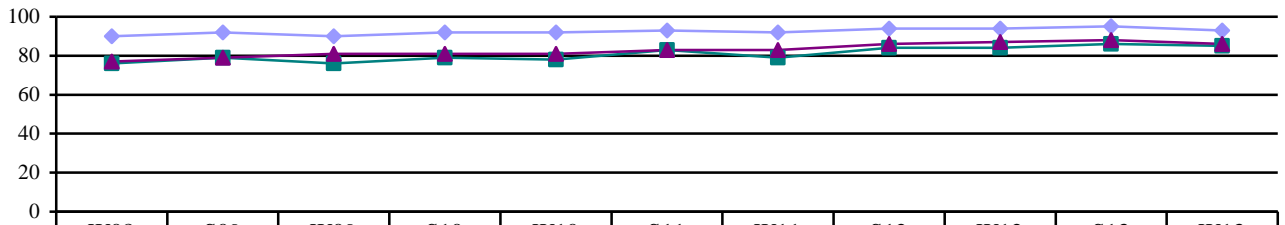
Historical Performance on the American Literature & Composition EOCT

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



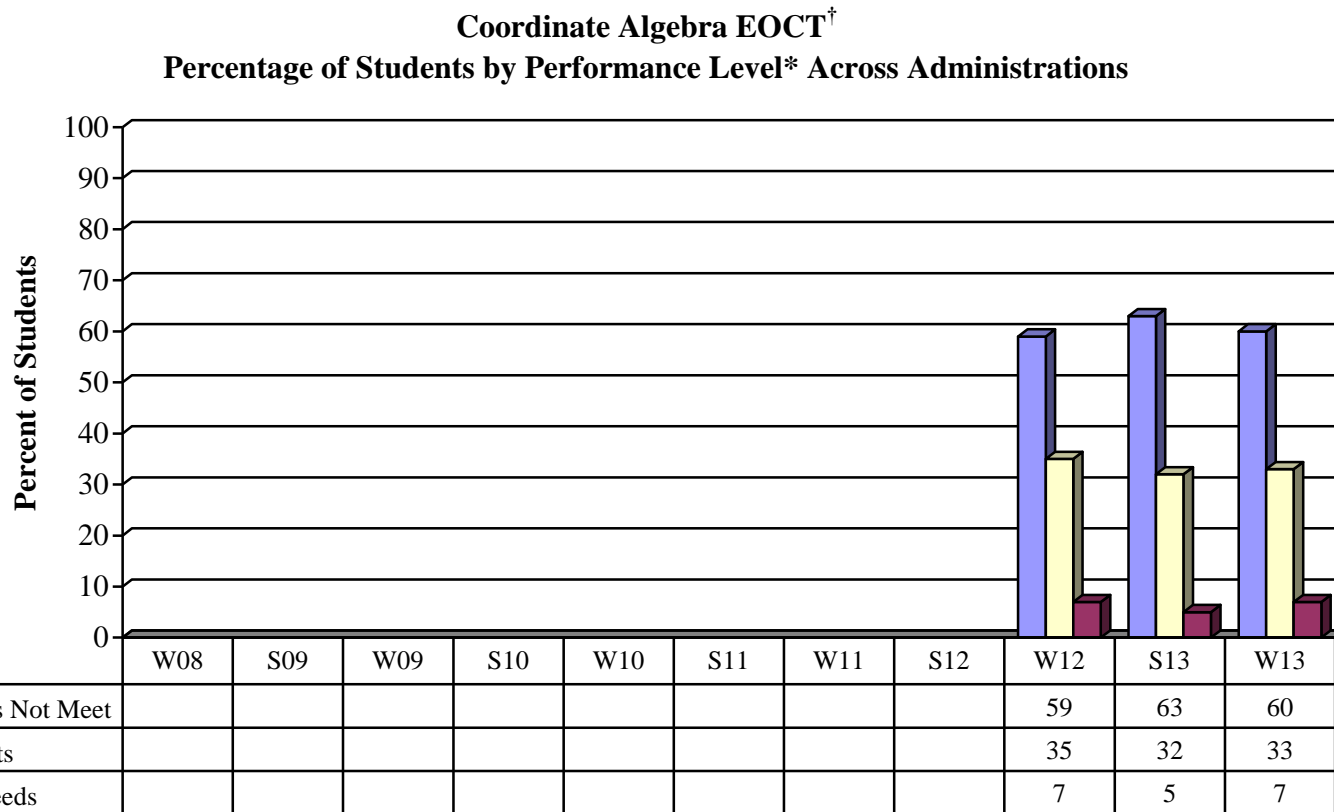
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
◆ All Students	83	86	83	86	85	88	86	89	89	91	89
■ Regular Program	85	89	86	89	88	91	88	92	92	93	92
▲ EL	43	53	47	46	43	46	47	52	54	49	40
✕ SWD	52	53	51	52	52	57	54	58	63	59	59

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



	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
◆ White	90	92	90	92	92	93	92	94	94	95	93
■ Black	76	79	76	79	78	83	79	84	84	86	85
▲ Hispanic	77	79	81	81	81	83	83	86	87	88	86

Historical Performance on the Coordinate Algebra EOCT



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

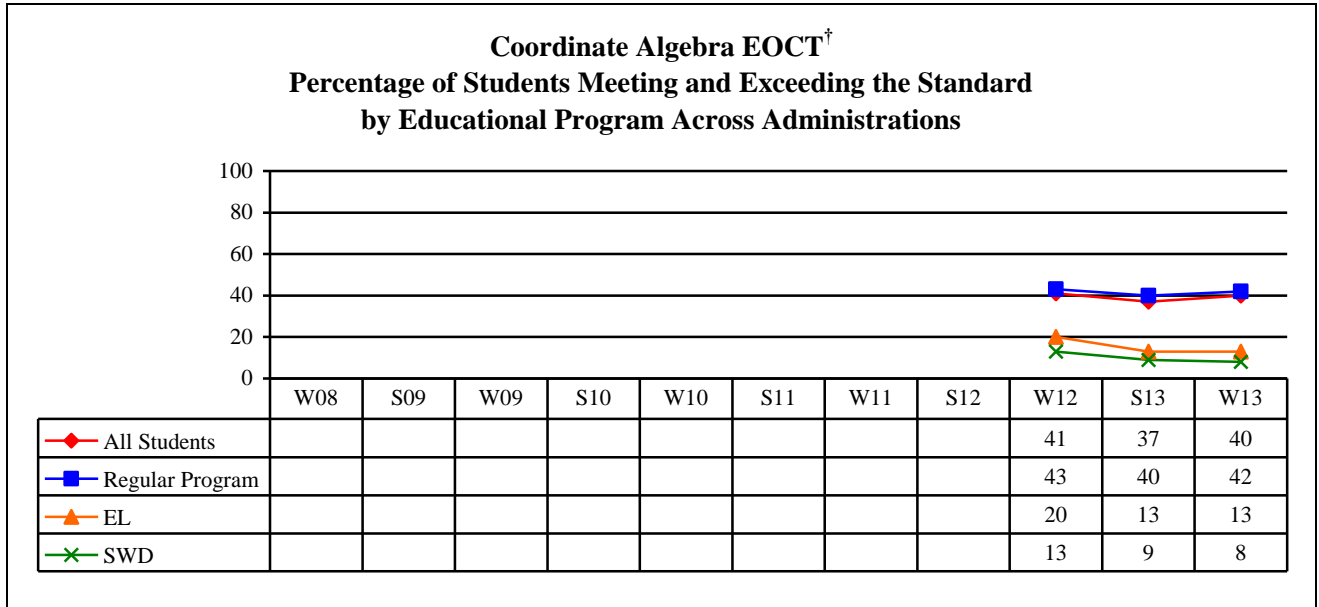
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Coordinate Algebra EOCT

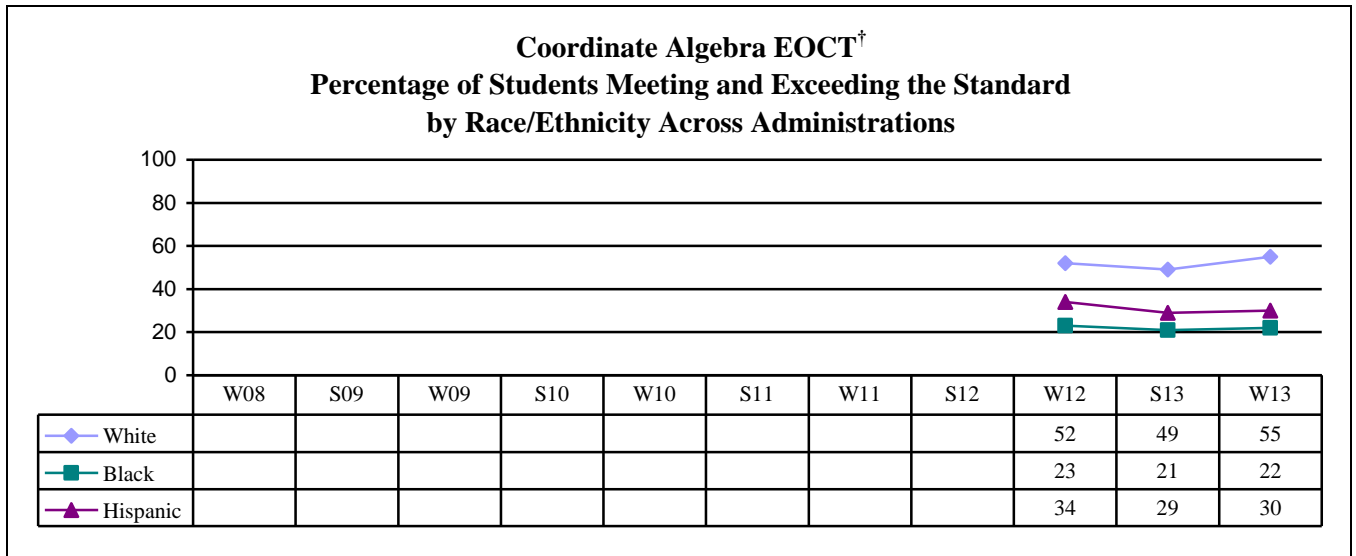
Coordinate Algebra EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	Change W12 to W13
All Students	--	--	--	--	--	--	--	--	41	37	40	-1
Regular Program	--	--	--	--	--	--	--	--	43	40	42	-1
English Learners	--	--	--	--	--	--	--	--	20	13	13	-7
Students with Disabilities	--	--	--	--	--	--	--	--	13	9	8	-5
Asian	--	--	--	--	--	--	--	--	69	72	55	-14
Black	--	--	--	--	--	--	--	--	23	21	22	-1
Hispanic	--	--	--	--	--	--	--	--	34	29	30	-4
Native American/Alaskan	--	--	--	--	--	--	--	--	42	31	48	+6
White	--	--	--	--	--	--	--	--	52	49	55	+3
Multiracial	--	--	--	--	--	--	--	--	46	41	41	-5
Female	--	--	--	--	--	--	--	--	40	37	42	+2
Male	--	--	--	--	--	--	--	--	42	37	38	-4

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

Historical Performance on the Coordinate Algebra EOCT

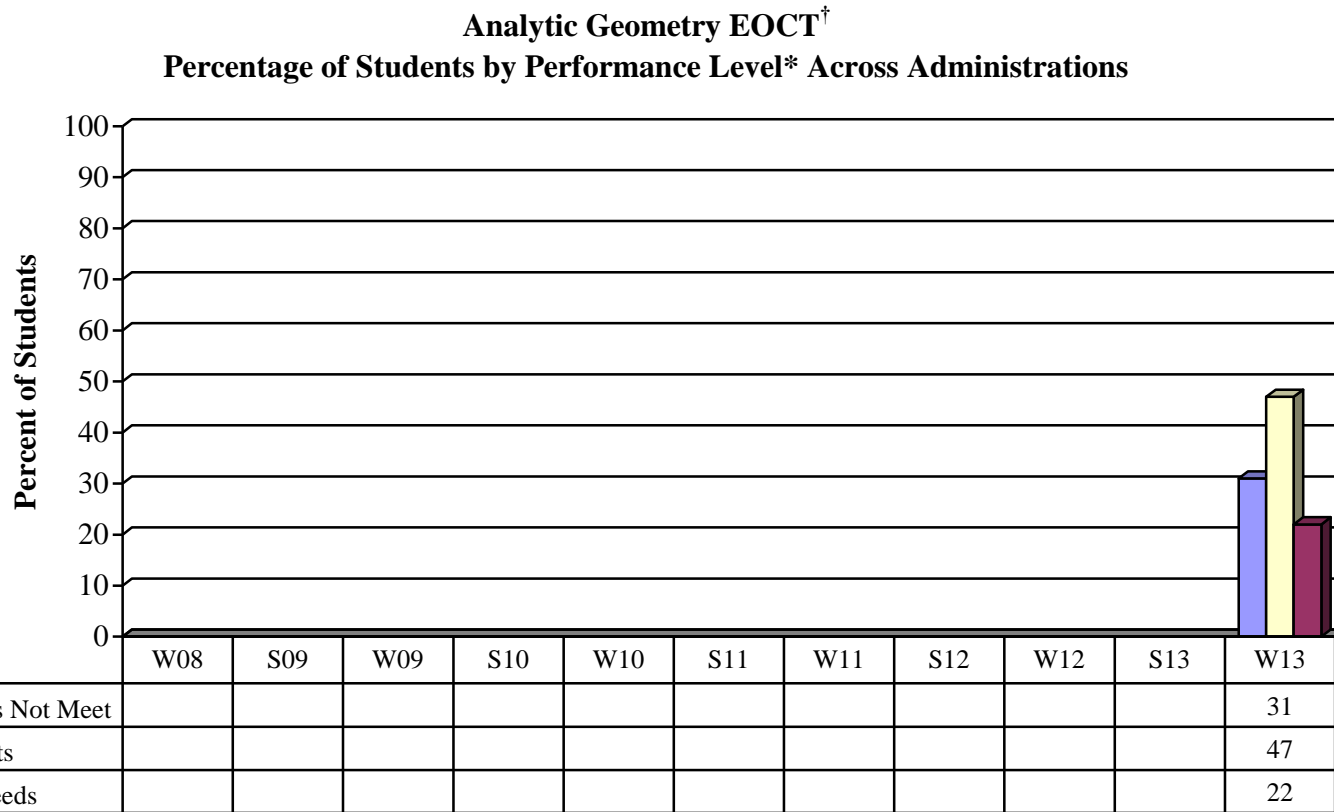


[†]The Winter 2012 EOCT marked the first operational administration of the Coordinate Algebra EOCT.



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

Historical Performance on the Analytic Geometry EOCT



[†]The Winter 2013 EOCT marked the first operational administration of the Analytic Geometry EOCT.

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

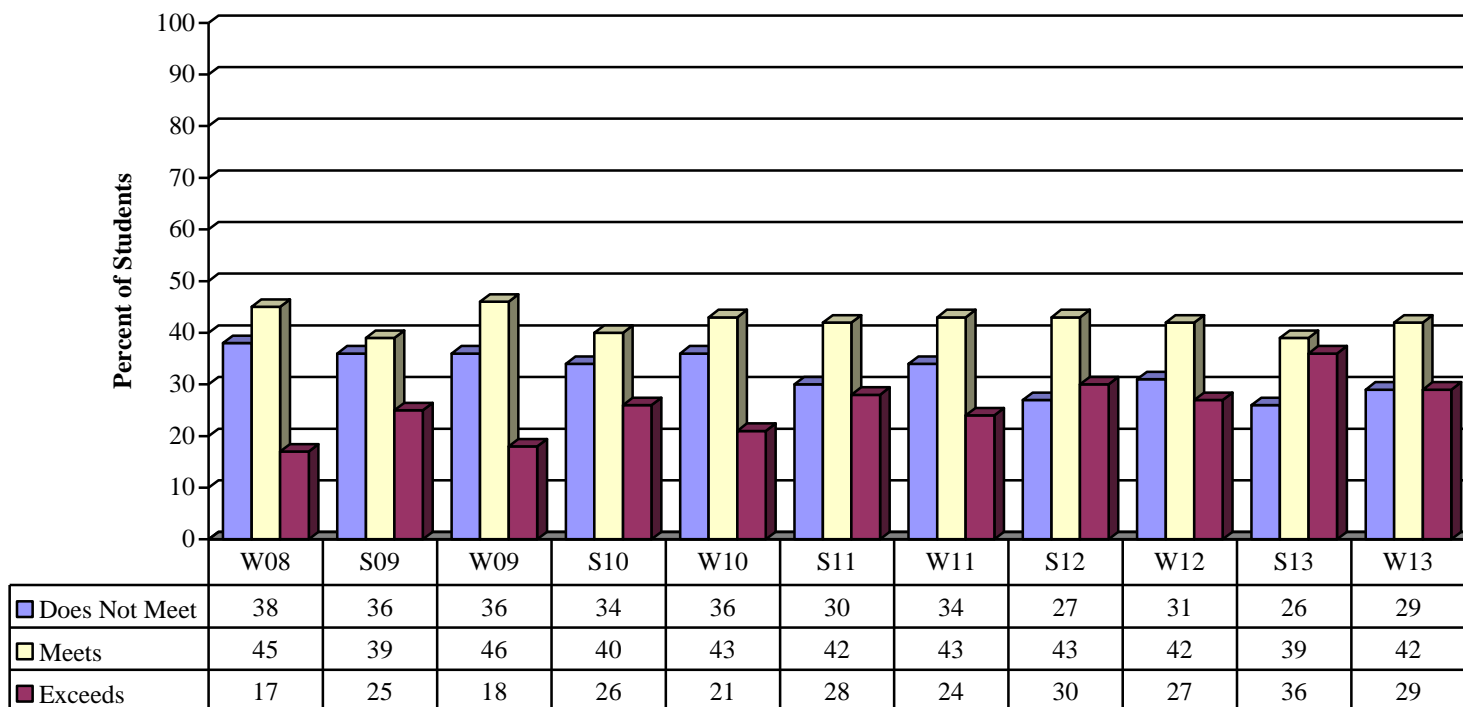
Historical Performance on the Analytic Geometry EOCT

Analytic Geometry EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations										
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
All Students	--	--	--	--	--	--	--	--	--	--	69
Regular Program	--	--	--	--	--	--	--	--	--	--	69
English Learners	--	--	--	--	--	--	--	--	--	--	41
Students with Disabilities	--	--	--	--	--	--	--	--	--	--	31
Asian	--	--	--	--	--	--	--	--	--	--	91
Black	--	--	--	--	--	--	--	--	--	--	48
Hispanic	--	--	--	--	--	--	--	--	--	--	60
Native American/Alaskan	--	--	--	--	--	--	--	--	--	--	67
White	--	--	--	--	--	--	--	--	--	--	76
Multiracial	--	--	--	--	--	--	--	--	--	--	74
Female	--	--	--	--	--	--	--	--	--	--	67
Male	--	--	--	--	--	--	--	--	--	--	70

[†]The Winter 2013 EOCT marked the first operational administration of the Analytic Geometry EOCT.

Historical Performance on the Biology EOCT

Biology EOCT
Percentage of Students by Performance Level* Across Administrations

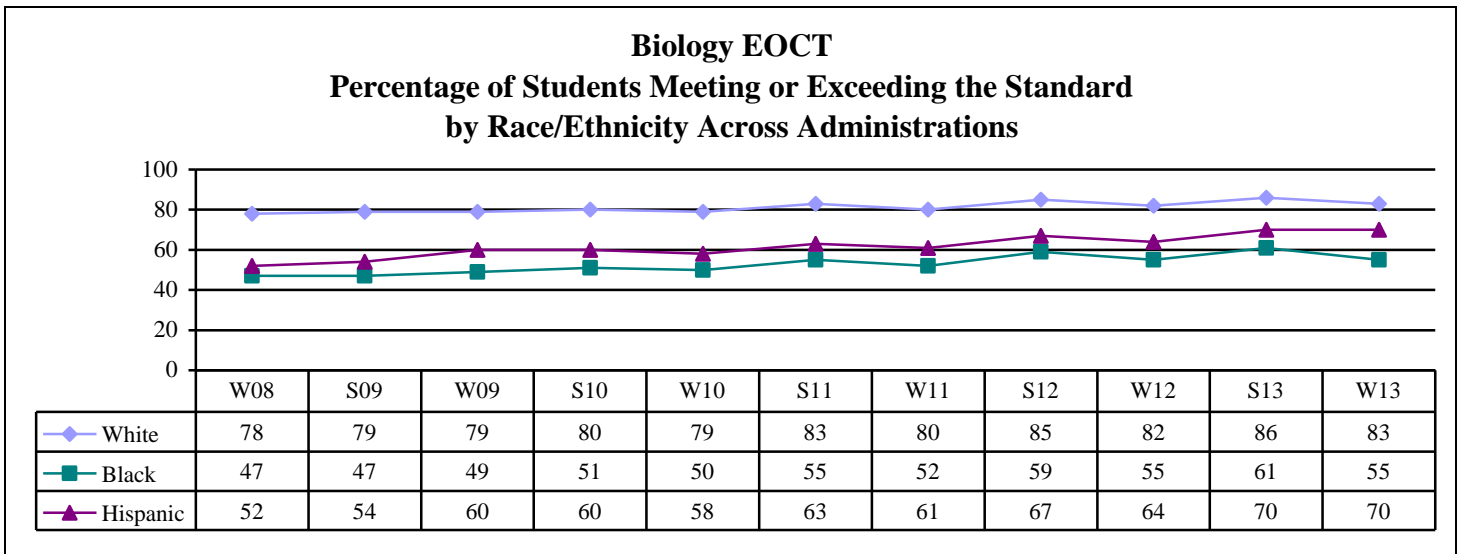
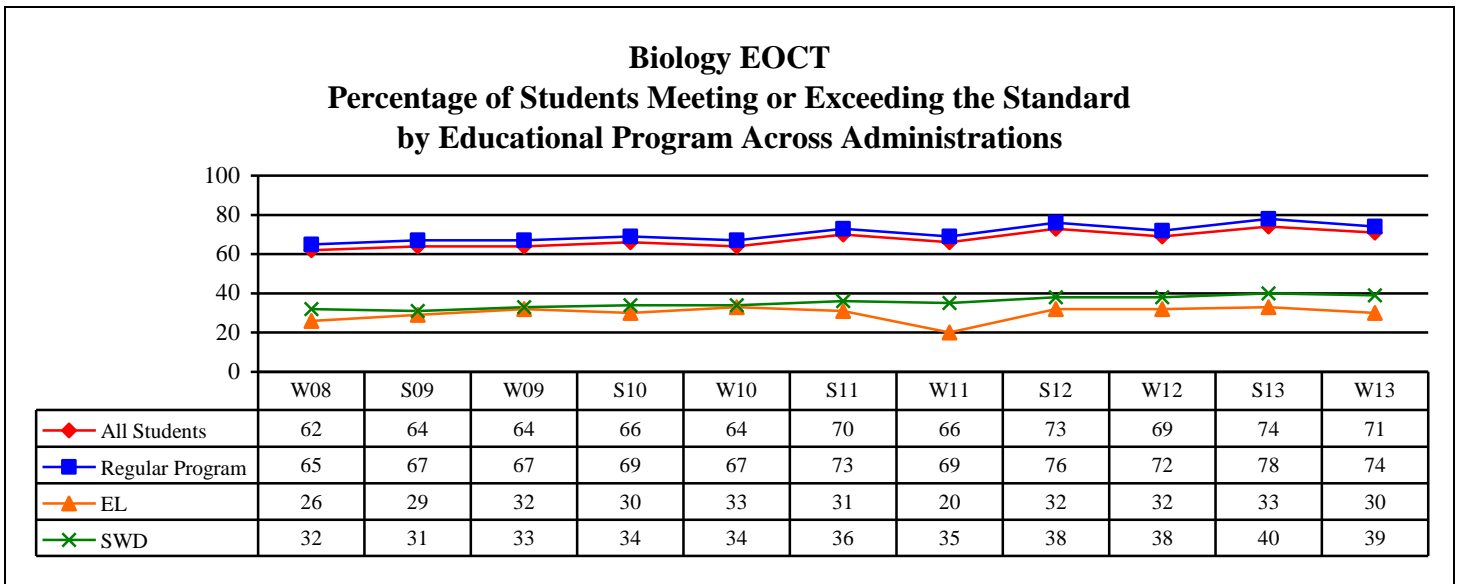


*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Biology EOCT

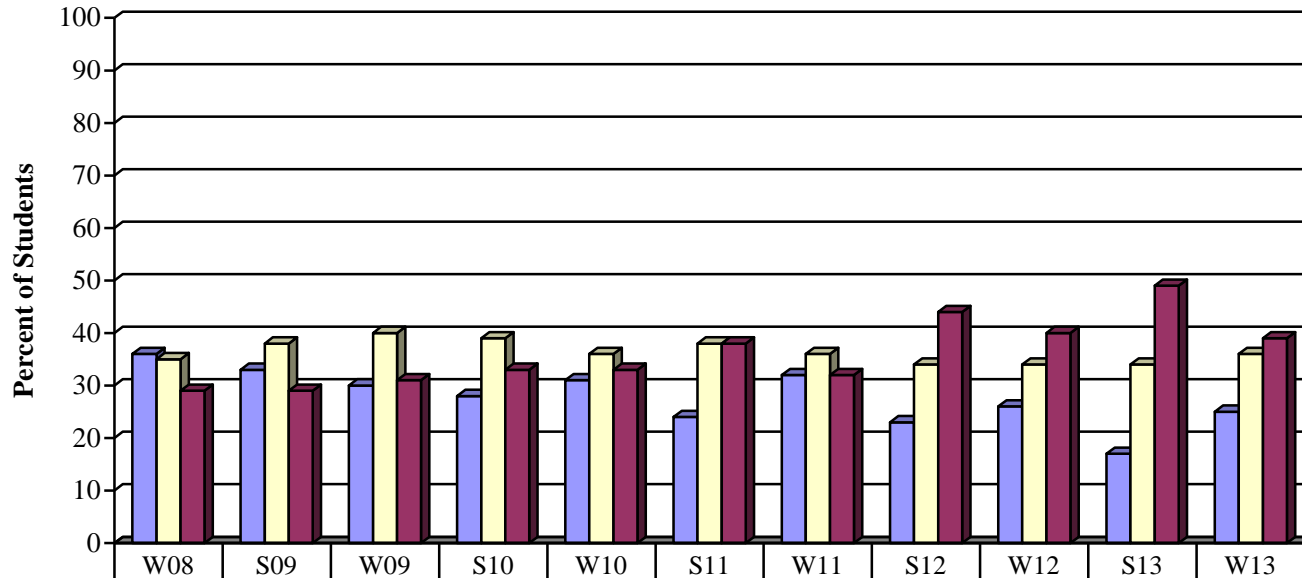
Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	Change W08 to W13	Change W12 to W13
All Students	62	64	64	66	64	70	66	73	69	74	71	+9	+2
Regular Program	65	67	67	69	67	73	69	76	72	78	74	+9	+2
English Learners	26	29	32	30	33	31	20	32	32	33	30	+4	-2
Students with Disabilities	32	31	33	34	34	36	35	38	38	40	39	+7	+1
Asian	78	82	75	83	75	84	72	87	78	87	78	0	0
Black	47	47	49	51	50	55	52	59	55	61	55	+8	0
Hispanic	52	54	60	60	58	63	61	67	64	70	70	+18	+6
Native American/Alaskan	64	63	70	69	64	68	54	76	66	77	77	+13	+11
White	78	79	79	80	79	83	80	85	82	86	83	+5	+1
Multiracial	56	60	67	76	73	76	75	81	77	80	81	+25	+4
Female	62	63	64	66	65	70	67	73	69	75	71	+9	+2
Male	63	64	65	67	64	70	67	73	69	74	70	+7	+1

Historical Performance on the Biology EOCT



Historical Performance on the Physical Science EOCT

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



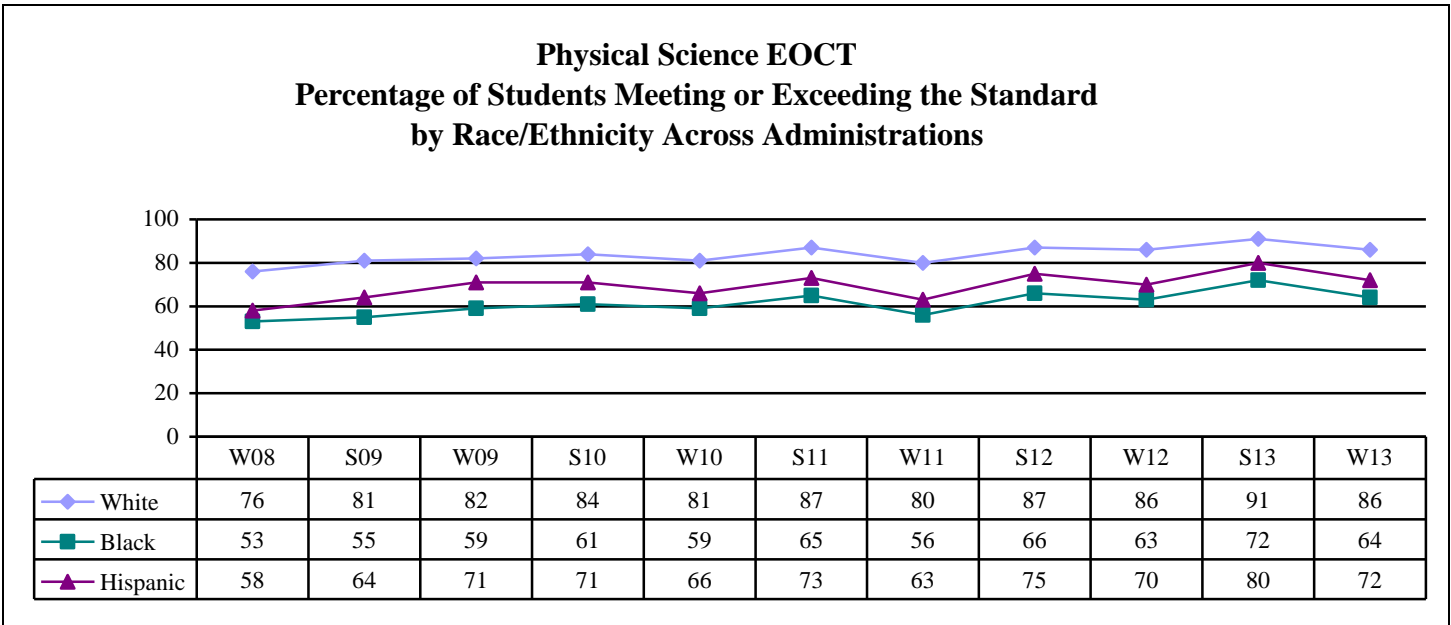
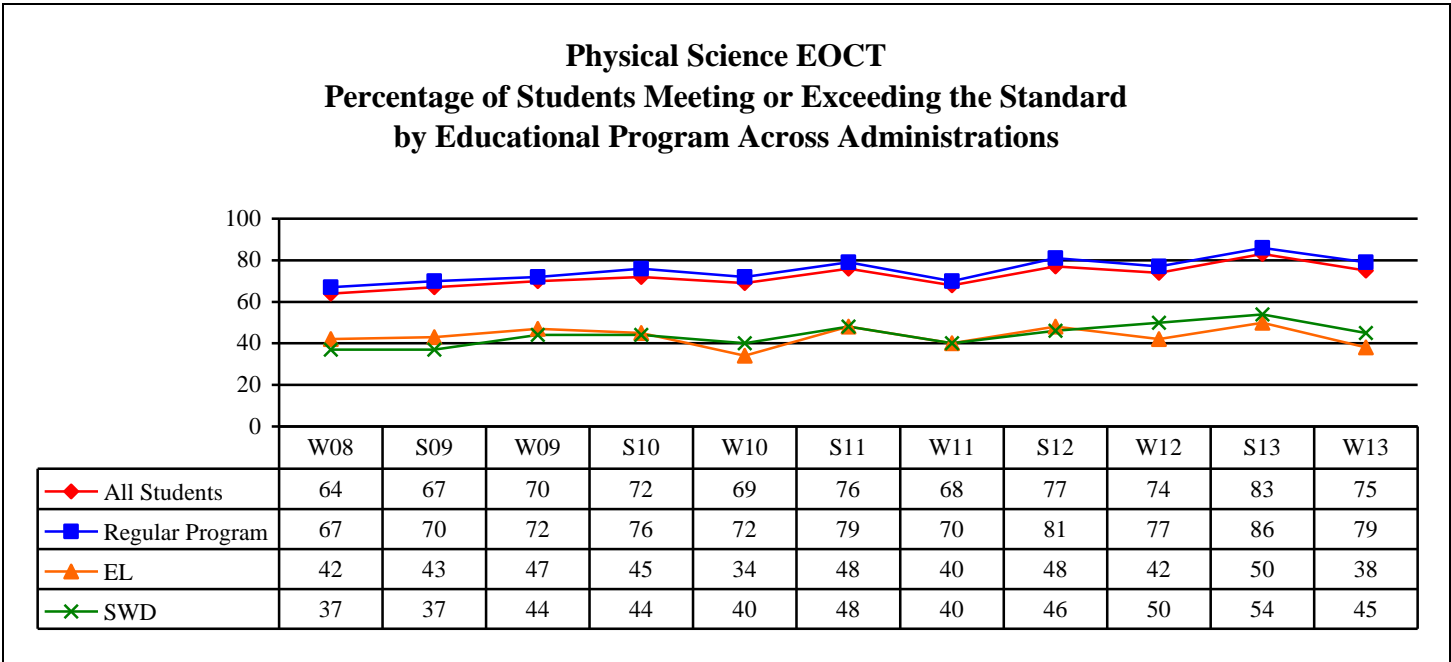
■ Does Not Meet	36	33	30	28	31	24	32	23	26	17	25
■ Meets	35	38	40	39	36	38	36	34	34	34	36
■ Exceeds	29	29	31	33	33	38	32	44	40	49	39

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

Historical Performance on the Physical Science EOCT

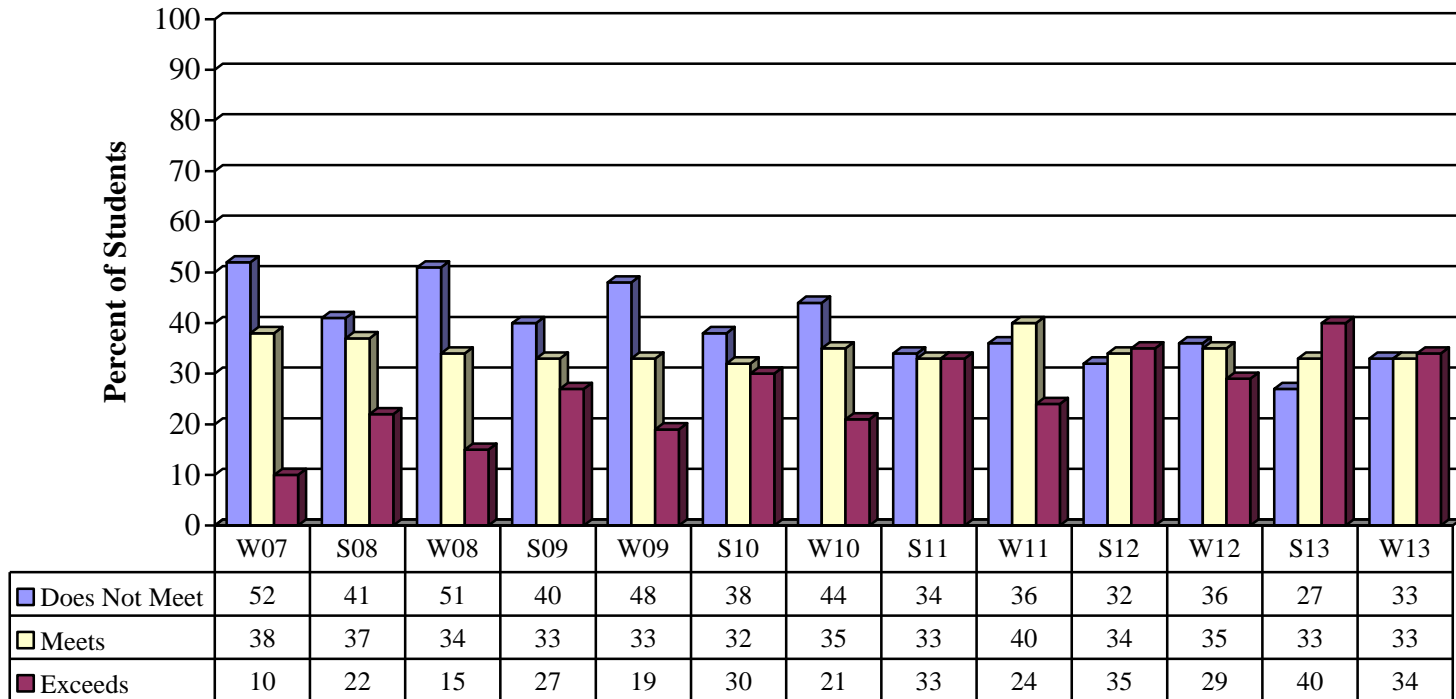
Physical Science EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	Change W08 to W13	Change W12 to W13
All Students	64	67	70	72	69	76	68	77	74	83	75	+11	+1
Regular Program	67	70	72	76	72	79	70	81	77	86	79	+12	+2
English Learners	42	43	47	45	34	48	40	48	42	50	38	-4	-4
Students with Disabilities	37	37	44	44	40	48	40	46	50	54	45	+8	-5
Asian	76	82	77	83	75	88	71	88	69	93	68	-8	-1
Black	53	55	59	61	59	65	56	66	63	72	64	+11	+1
Hispanic	58	64	71	71	66	73	63	75	70	80	72	+14	+2
Native American/Alaskan	69	68	65	80	63	75	72	81	81	82	69	0	-12
White	76	81	82	84	81	87	80	87	86	91	86	+10	0
Multiracial	57	62	78	78	78	84	77	83	79	88	82	+25	+3
Female	64	67	71	72	68	76	68	78	76	83	77	+13	+1
Male	64	67	69	72	70	77	68	77	74	82	74	+10	0

Historical Performance on the Physical Science EOCT



Historical Performance on the U.S. History EOCT

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



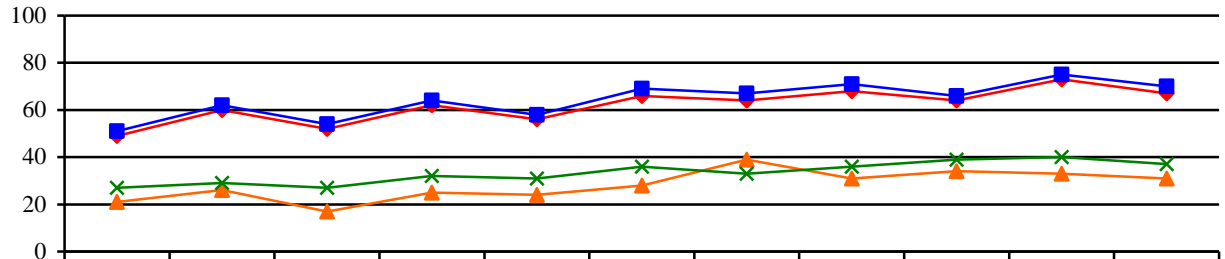
*Due to rounding, content area performance levels may not sum to 100%.

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												
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	Change W08 to W13	Change W12 to W13
All Students	49	60	52	62	56	66	64	68	64	73	67	+18	+3
Regular Program	51	62	54	64	58	69	67	71	66	75	70	+19	+4
English Learners	21	26	17	25	24	28	39	31	34	33	31	+10	-3
Students with Disabilities	27	29	27	32	31	36	33	36	39	40	37	+10	-2
Asian	61	78	66	79	64	83	73	84	71	86	74	+13	+3
Black	33	43	38	47	43	53	49	55	49	60	53	+20	+4
Hispanic	44	50	48	55	52	60	63	63	60	67	64	+20	+4
Native American/Alaskan	64	60	49	64	50	72	76	73	79	68	70	+6	-9
White	64	74	65	75	70	78	77	79	77	82	78	+14	+1
Multiracial	44	59	51	69	64	73	67	76	72	79	69	+25	-3
Female	45	57	47	59	53	63	62	66	61	71	64	+19	+3
Male	54	63	56	65	60	70	66	71	67	75	69	+15	+2

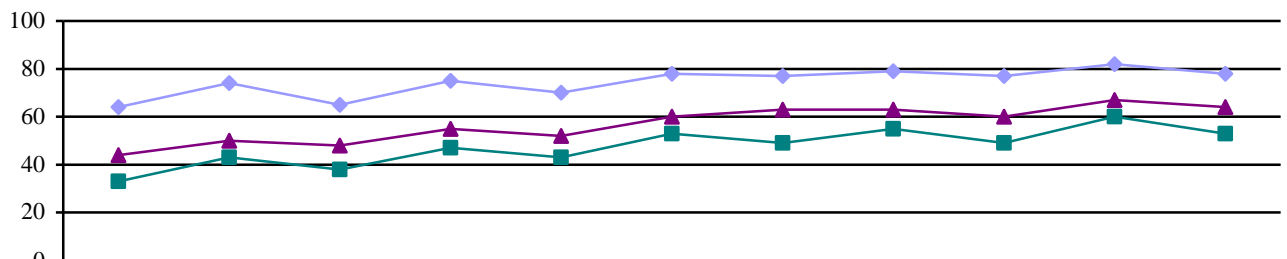
Historical Performance on the U.S. History EOCT

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



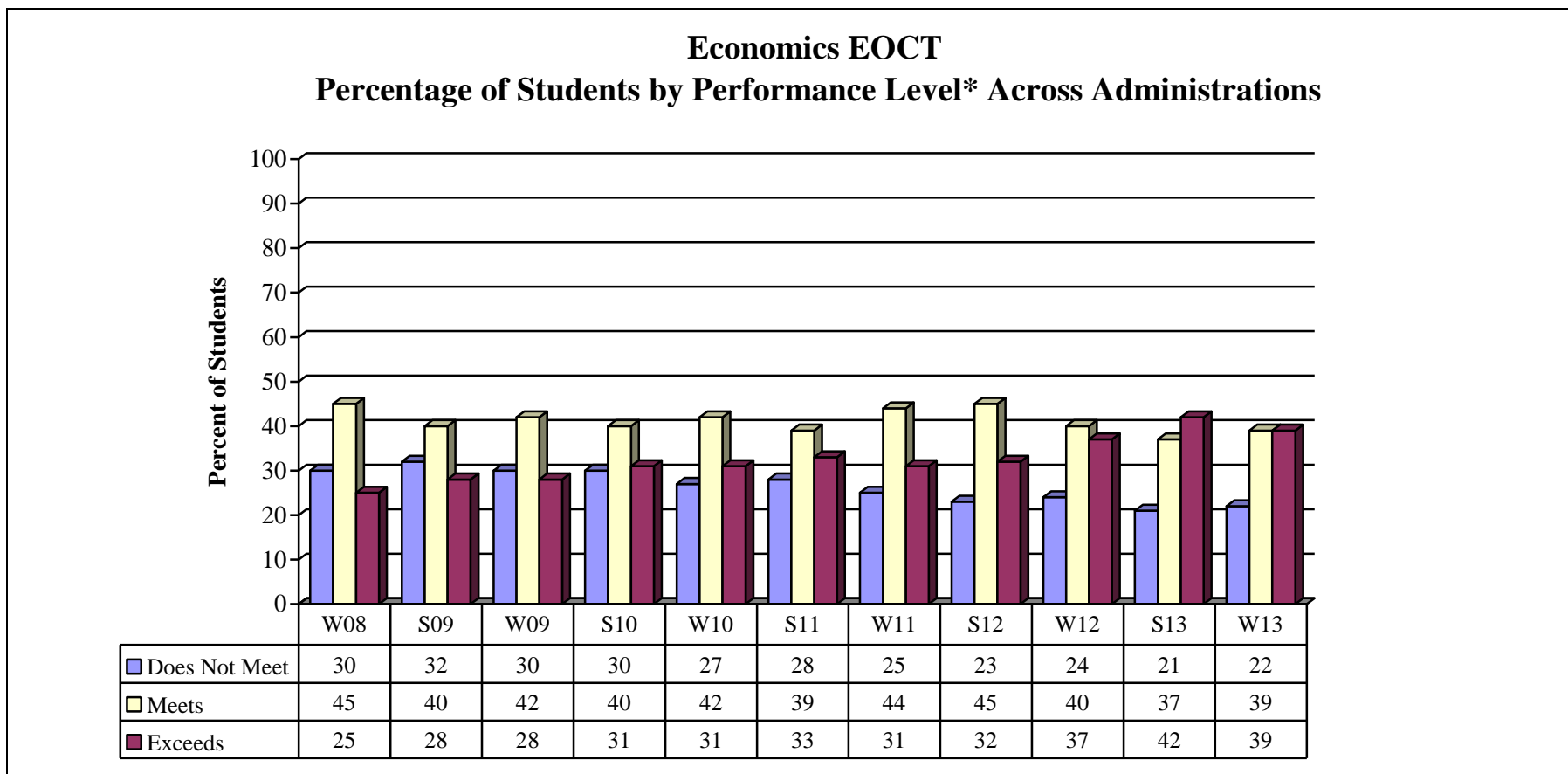
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
◆ All Students	49	60	52	62	56	66	64	68	64	73	67
■ Regular Program	51	62	54	64	58	69	67	71	66	75	70
▲ EL	21	26	17	25	24	28	39	31	34	33	31
✕ SWD	27	29	27	32	31	36	33	36	39	40	37

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



	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
◆ White	64	74	65	75	70	78	77	79	77	82	78
■ Black	33	43	38	47	43	53	49	55	49	60	53
▲ Hispanic	44	50	48	55	52	60	63	63	60	67	64

Historical Performance on the Economics EOCT



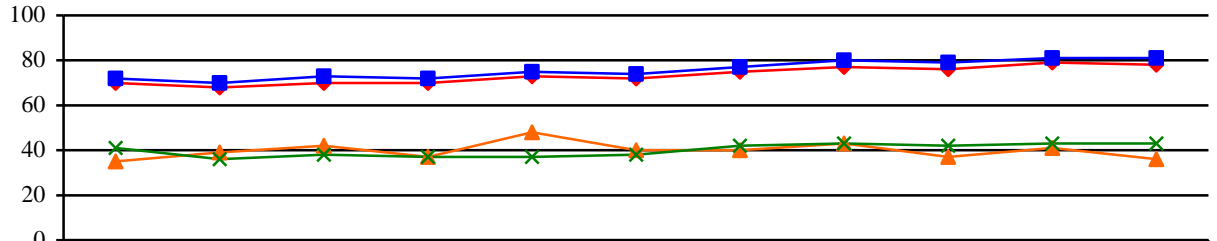
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Economics EOCT

Economics EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	Change W08 to W13	Change W12 to W13
All Students	70	68	70	70	73	72	75	77	76	79	78	+8	+2
Regular Program	72	70	73	72	75	74	77	80	79	81	81	+9	+2
English Learners	35	39	42	37	48	40	40	43	37	41	36	+1	-1
Students with Disabilities	41	36	38	37	37	38	42	43	42	43	43	+2	+1
Asian	83	83	85	85	87	88	90	89	87	90	89	+6	+2
Black	56	52	57	56	59	60	61	66	65	69	66	+10	+1
Hispanic	61	61	65	66	66	66	67	72	68	72	71	+10	+3
Native American/Alaskan	74	72	66	71	72	73	71	82	75	80	76	+2	+1
White	82	81	82	81	83	84	85	87	86	88	87	+5	+1
Multiracial	66	65	74	77	79	77	82	82	82	84	82	+16	0
Female	69	67	69	69	72	71	73	77	75	78	77	+8	+2
Male	72	71	72	72	74	74	76	79	78	80	79	+7	+1

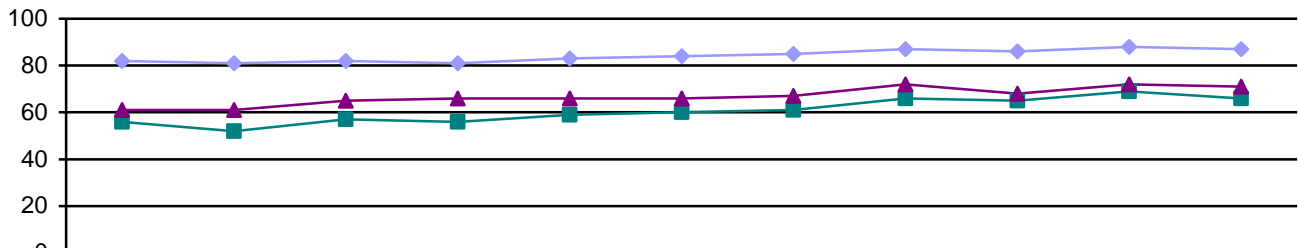
Historical Performance on the Economics EOCT

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



	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
◆ All Students	70	68	70	70	73	72	75	77	76	79	78
■ Regular Program	72	70	73	72	75	74	77	80	79	81	81
▲ EL	35	39	42	37	48	40	40	43	37	41	36
× SWD	41	36	38	37	37	38	42	43	42	43	43

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



	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13
◆ White	82	81	82	81	83	84	85	87	86	88	87
■ Black	56	52	57	56	59	60	61	66	65	69	66
▲ Hispanic	61	61	65	66	66	66	67	72	68	72	71