

# TESTING BRIEF

## Georgia End of Course Tests (EOCT)

**Spring 2014 Administration**  
**April 28, 2014 – June 6, 2014**

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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-eight (88%) percent of Georgia’s students met or exceeded the standard for Ninth Grade Literature & Composition.
- When comparing the Spring 2014 scores (88%) to the Spring 2013 scores (86%), 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 four (4) percentage points between Spring 2013 (39%) and Spring 2014 (43%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by twelve (12) percentage points from Spring 2009 (76%) to Spring 2014 (88%).

### **American Literature & Composition**

- Ninety-three (93%) percent of Georgia’s students met or exceeded the standard for American Literature & Composition.
- When comparing the Spring 2014 scores (93%) to the Spring 2013 scores (91%), 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 eight (8) percentage points between Spring 2013 (34%) and Spring 2014 (42%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by seven (7) percentage points from Spring 2009 (86%) to Spring 2014 (93%).

## **Key Findings – Mathematics**

### **Coordinate Algebra**

- Forty (40%) percent of Georgia’s students met or exceeded the standard for Coordinate Algebra.
- When comparing the Spring 2014 scores (40%) to the Spring 2013 scores (37%), the percent of students meeting or exceeding the standard increased by three (3) percentage points in Coordinate Algebra.
- The percent of students achieving the exceeds standard performance level in Coordinate Algebra increased by four (4) percentage points between Spring 2013 (5%) and Spring 2014 (9%).

### **Analytic Geometry**

- Thirty-five (35%) percent of Georgia’s students met or exceeded the standard for Analytic Geometry, while six (6%) percent of students achieved the exceeds standard performance level.
- Winter 2013 was the first administration of this test so longitudinal data is limited to the 2013-14 school year.

### **Mathematics II: Geometry/Algebra II/Statistics**

- Twenty-three (23%) 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 (4,946) in this course that is based on the prior state content standards, comparisons to previous administrations of the test are not appropriate.

### **GPS Geometry**

- Thirty-eight (38%) 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 (705) 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-five (75%) percent of Georgia’s students met or exceeded the standard for Biology.
- When comparing the Spring 2014 scores (75%) to the Spring 2013 scores (74%), 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 decreased by two (2) percentage points between Spring 2013 (36%) and Spring 2014 (34%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eleven (11) percentage points from Spring 2009 (64%) to Spring 2014 (75%).

### **Physical Science**

- Eighty-five (85%) percent of Georgia’s students met or exceeded the standard for Physical Science.
- When comparing the Spring 2014 scores (85%) to the Spring 2013 scores (83%), the percent of students meeting or exceeding the standard increased by two (2) percentage points in Physical Science.
- The percent of students achieving the exceeds standard performance level in Physical Science increased by three (3) percentage points between Spring 2013 (49%) and Spring 2014 (52%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by eighteen (18) percentage points from Spring 2009 (67%) to Spring 2014 (85%).

## **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 2014 scores (73%) to the Spring 2013 scores (73%), the percent of students meeting or exceeding the standard remained the same for U.S. History.
- The percent of students achieving the exceeds standard performance level in U.S. History remained the same between Spring 2013 (40%) and Spring 2014 (40%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by thirteen (13) percentage points from Spring 2009 (60%) to Spring 2014 (73%).

### **Economics/Business/Free Enterprise**

- Eighty-one (81%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Spring 2014 scores (81%) to the Spring 2013 scores (79%), 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 remained the same between Spring 2013 (42%) and Spring 2014 (42%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by thirteen (13) percentage points from Spring 2009 (68%) to Spring 2014 (81%).

## **Overall Findings – Special Populations**

- From Spring 2013 to Spring 2014, English Learner (EL) students improved achievement by one (1) or more percentage points in Ninth Grade Literature & Composition (7), Coordinate Algebra (1), Biology (4), Physical Science (5), and Economics (2).
- Over the past six years, English Learner (EL) students improved achievement by four (4) or more percentage points in Ninth Grade Literature & Composition (14), Biology (8), Physical Science (12), U.S. History (4), and Economics (4).
- From Spring 2013 to Spring 2014, Students with Disabilities improved achievement by one (1) or more percentage points in each of the following areas: Ninth Grade Literature & Composition (2), American Literature & Composition (4), Coordinate Algebra (1), Biology (1), Physical Science (2), U.S. History (1), and Economics (3).
- Over the past six years, Students with Disabilities improved achievement by ten (10) or more percentage points in Ninth Grade Literature & Composition (16), American Literature & Composition (10), Biology (10), Physical Science (19), U.S. History (12), and Economics (10).

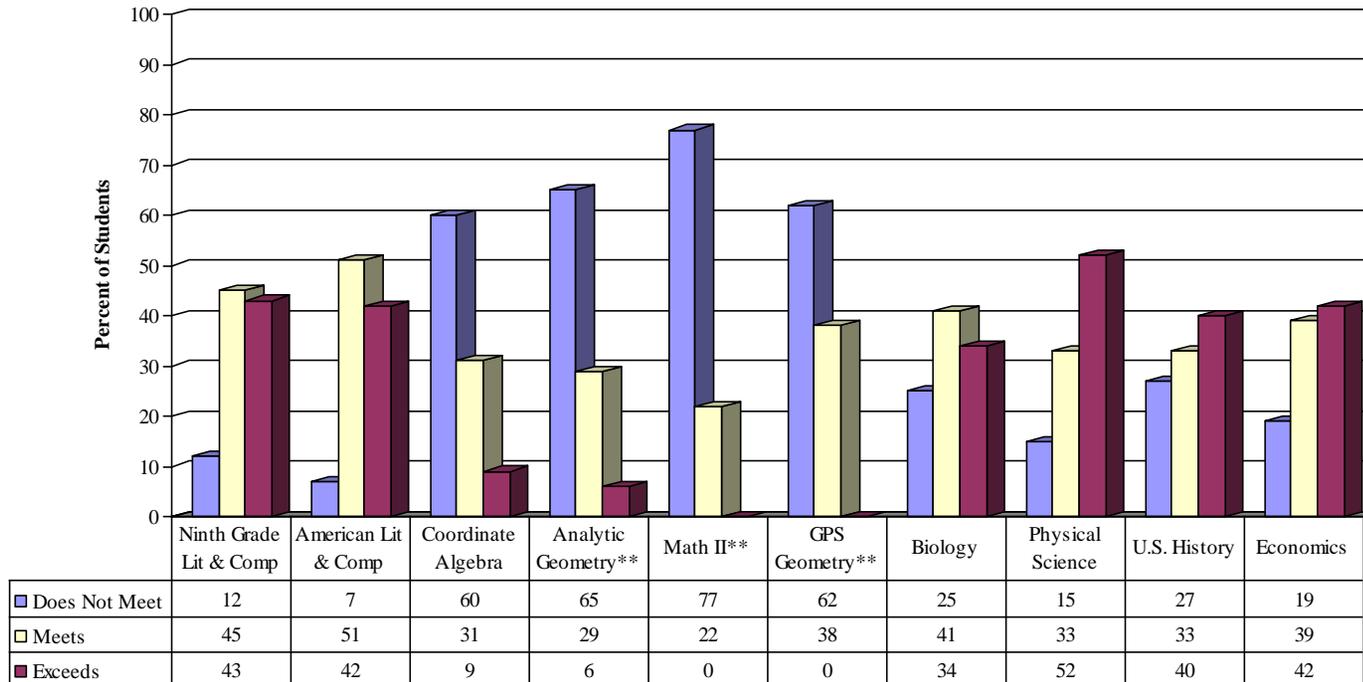
## Overall Findings – Closing the Gap

- In Ninth Grade Literature & Composition, the achievement gap between Students with Disabilities and Regular Program students has narrowed to a thirty-seven (37) percentage point gap in Spring 2014 from forty-three (43) percentage points in Spring 2009, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between English Learner (EL) students and Regular Program students has narrowed to a forty-two (42) percentage point gap in Spring 2014 from forty-six (46) percentage points in Spring 2009. These trends can be categorized as Very Positive Narrowing because the performance of Regular Program students has increased by ten (10) percentage points since Spring 2009 while the performance of Students with Disabilities and EL students increased by sixteen (16) and fourteen (14) percentage points, respectively.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to an eleven (11) percentage point gap in Spring 2014 from twenty (20) percentage points in Spring 2009, 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 nine (9) percentage point gap from nineteen (19) percentage points in Spring 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since Spring 2009 while the performance of Black and Hispanic students increased by sixteen (16) and seventeen (17) percentage points, respectively.
- In American Literature & Composition, the achievement gap between Students with Disabilities and Regular Program students has narrowed to a thirty-two (32) percentage point gap in Spring 2014 from thirty-six (36) percentage points in Spring 2009, 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 six (6) percentage points since Spring 2009 while the performance of Students with Disabilities increased by ten (10) percentage points.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to a seven (7) percentage point gap from thirteen (13) percentage points in Spring 2009, 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 six (6) percentage point gap from thirteen (13) percentage points in Spring 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by four (4) percentage points since Spring 2009 while the performance of Black and Hispanic students has increased by ten (10) and eleven (11) percentage points, respectively.

## Overall Findings – Closing the Gap (continued)

- In Biology, the achievement gap between Black and White students has narrowed to a twenty-four (24) percentage point gap from thirty-two (32) percentage points in Spring 2009, 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 fifteen (15) percentage point gap from twenty-five (25) percentage points in Spring 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by seven (7) percentage points since Spring 2009 while the performance of Black and Hispanic students has increased by fifteen (15) and seventeen (17) percentage points, respectively.
- In Physical Science, the achievement gap between Students with Disabilities and Regular Program students has narrowed to a thirty-one (31) percentage point gap in Spring 2014 from thirty-three (33) percentage points in Spring 2009, 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 seventeen (17) percentage points since Spring 2009 while the performance of Students with Disabilities increased by nineteen (19) percentage points.
- In Physical Science, the achievement gap between Black and White students has narrowed to a seventeen (17) percentage point gap from twenty-six (26) percentage points in Spring 2009, 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 nine (9) percentage point gap from seventeen (17) percentage points in Spring 2009, in terms of the percent of students meeting or exceeding the standard. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eleven (11) percentage points since Spring 2009 while the performance of Black and Hispanic students has increased by twenty (20) and nineteen (19) percentage points, respectively.
- In U.S. History, the achievement gap between Black and White students has narrowed to a twenty-one (21) percentage point gap from thirty-one (31) percentage points in Spring 2009, 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 twenty-four (24) percentage points in Spring 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eight (8) percentage points since Spring 2009 while the performance of Black and Hispanic students has increased by eighteen (18) and nineteen (19) percentage points, respectively.
- In Economics/Business/Free Enterprise, the achievement gap between Black and White students has narrowed to an eighteen (18) percentage point gap from twenty-nine (29) percentage points in Spring 2009, 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 twenty (20) percentage points in Spring 2009. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by nine (9) percentage points since Spring 2009 while the performance of Black and Hispanic students has increased by twenty (20) and sixteen (16) percentage points, respectively.

### Percentage of Students by Performance Level\* - All EOCT - Spring 2014

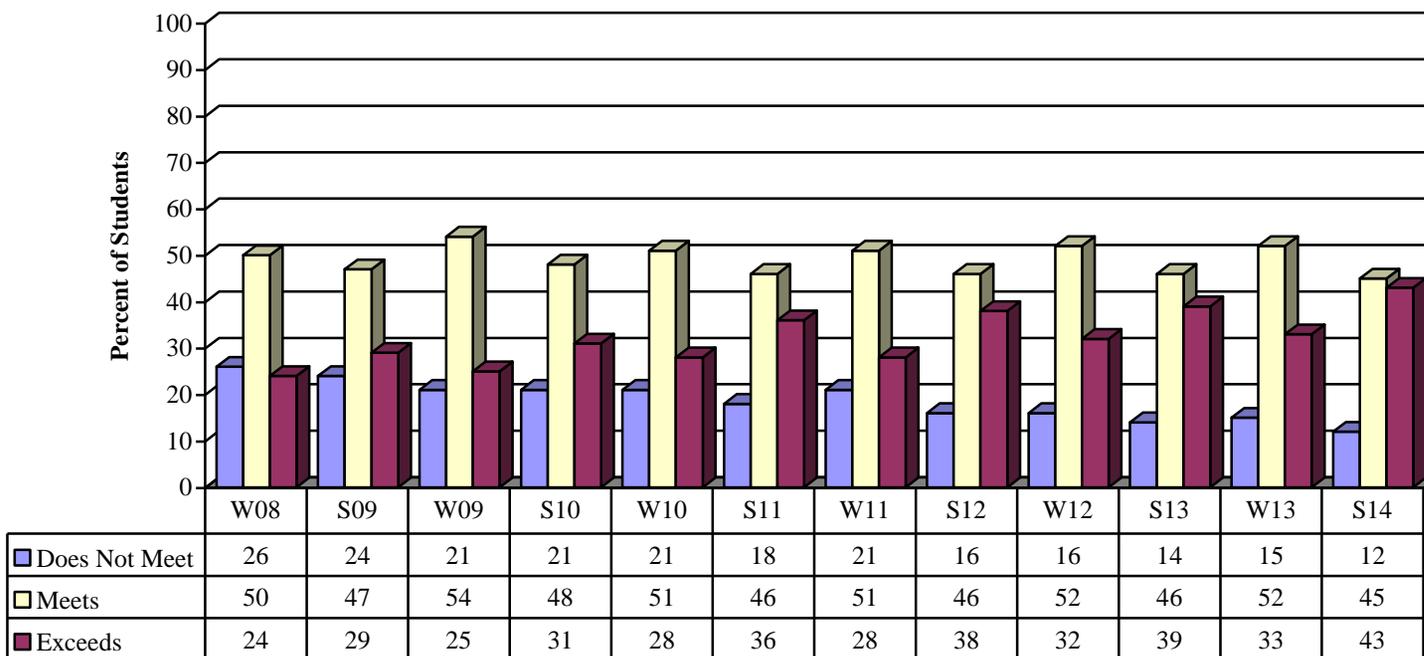


\*Due to rounding, content area performance levels may not sum to 100%.

\*\*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**



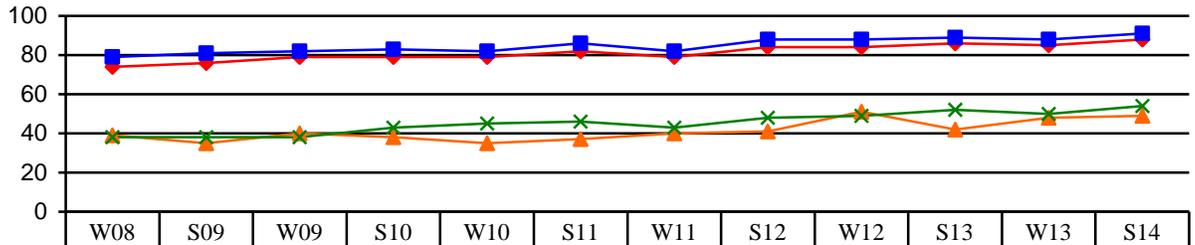
\*Due to rounding, content area performance levels may not sum to 100%.

## 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	S14	Change S09 to S14	Change S13 to S14
<b>All Students</b>	74	76	79	79	79	82	79	84	84	86	85	88	+12	+2
<b>Regular Program</b>	79	81	82	83	82	86	82	88	88	89	88	91	+10	+2
<b>English Learners</b>	39	35	40	38	35	37	40	41	51	42	48	49	+14	+7
<b>Students with Disabilities</b>	38	38	38	43	45	46	43	48	49	52	50	54	+16	+2
<b>Asian</b>	85	87	81	88	83	87	86	86	89	89	91	91	+4	+2
<b>Black</b>	64	66	70	69	71	75	69	77	76	79	77	82	+16	+3
<b>Hispanic</b>	70	67	76	73	76	76	76	79	84	82	81	84	+17	+2
<b>Native American/Alaskan</b>	65	78	76	80	69	84	75	83	79	82	90	90	+12	+8
<b>White</b>	84	86	87	89	88	90	88	91	91	92	91	93	+7	+1
<b>Multiracial</b>	72	75	81	87	90	89	86	90	90	91	90	92	+17	+1
<b>Female</b>	80	81	83	83	83	86	83	88	88	89	89	91	+10	+2
<b>Male</b>	70	72	74	76	76	79	75	81	81	83	81	85	+13	+2

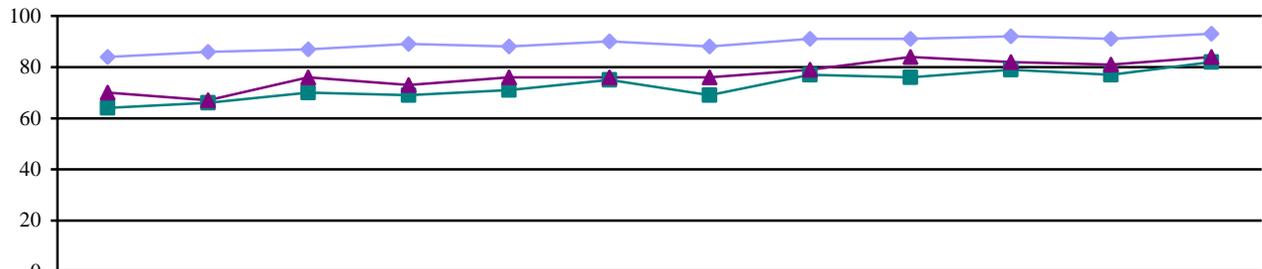
## Historical Performance on the Ninth Grade Literature & Composition EOCT

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



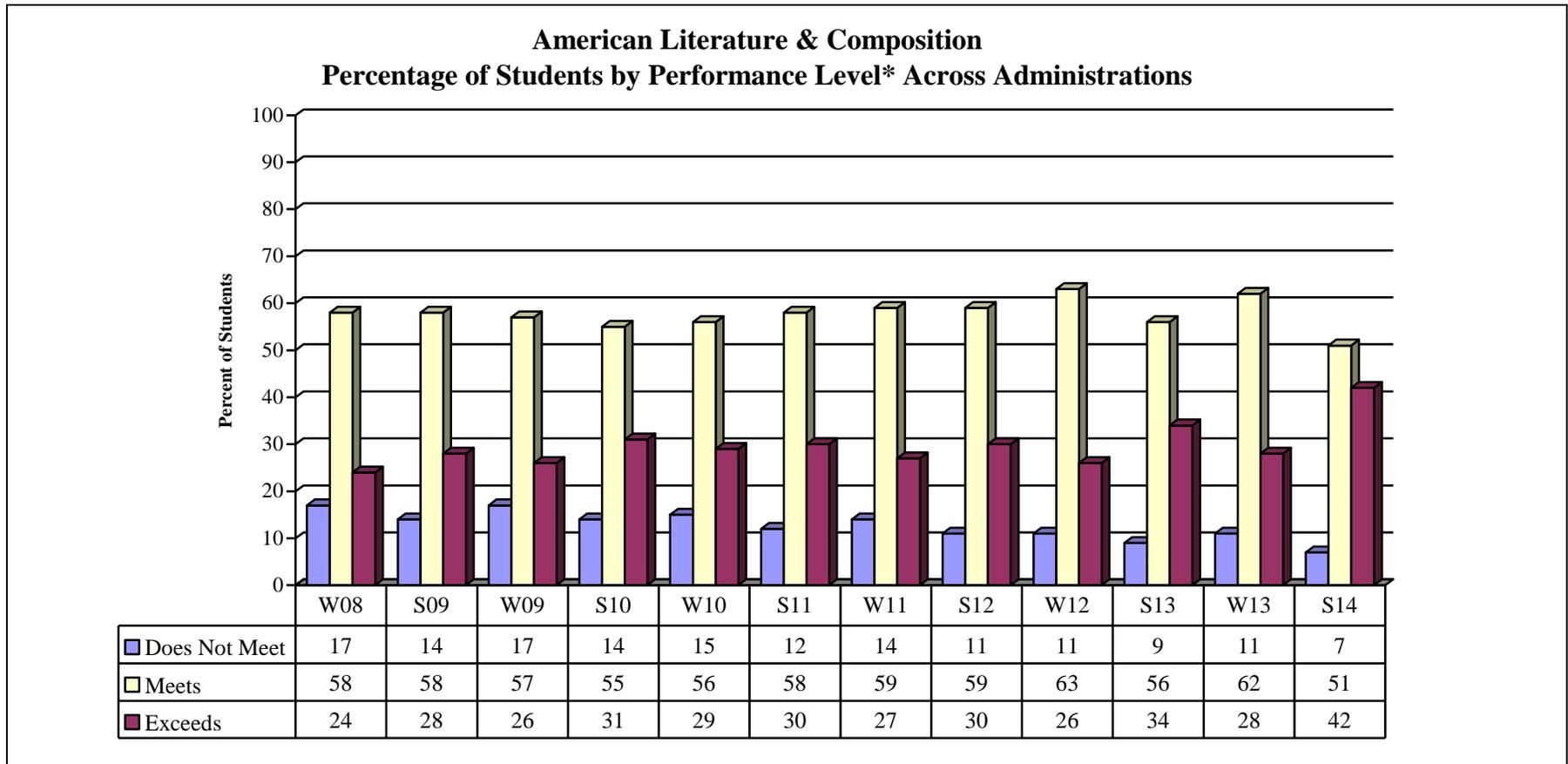
◆ All Students	74	76	79	79	79	82	79	84	84	86	85	88
■ Regular Program	79	81	82	83	82	86	82	88	88	89	88	91
▲ EL	39	35	40	38	35	37	40	41	51	42	48	49
✕ SWD	38	38	38	43	45	46	43	48	49	52	50	54

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



◆ White	84	86	87	89	88	90	88	91	91	92	91	93
■ Black	64	66	70	69	71	75	69	77	76	79	77	82
▲ Hispanic	70	67	76	73	76	76	76	79	84	82	81	84

## Historical Performance on the American Literature & Composition EOCT



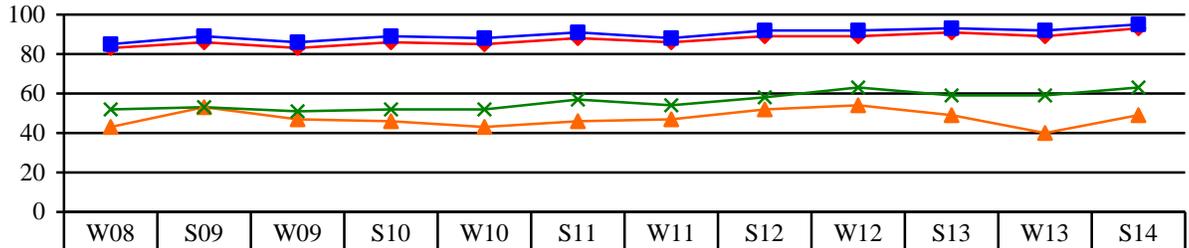
\*Due to rounding, content area performance levels may not sum to 100%.

## 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													
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	S14	Change S09 to S14	Change S13 to S14
<b>All Students</b>	83	86	83	86	85	88	86	89	89	91	89	93	+7	+2
<b>Regular Program</b>	85	89	86	89	88	91	88	92	92	93	92	95	+6	+2
<b>English Learners</b>	43	53	47	46	43	46	47	52	54	49	40	49	-4	0
<b>Students with Disabilities</b>	52	53	51	52	52	57	54	58	63	59	59	63	+10	+4
<b>Asian</b>	86	91	85	91	87	92	90	94	90	92	88	93	+2	+1
<b>Black</b>	76	79	76	79	78	83	79	84	84	86	85	89	+10	+3
<b>Hispanic</b>	77	79	81	81	81	83	83	86	87	88	86	90	+11	+2
<b>Native American/Alaskan</b>	92	89	82	87	81	87	91	91	92	90	89	92	+3	+2
<b>White</b>	90	92	90	92	92	93	92	94	94	95	93	96	+4	+1
<b>Multiracial</b>	76	85	85	91	90	91	89	94	93	94	93	96	+11	+2
<b>Female</b>	86	89	86	89	88	91	89	92	92	93	92	94	+5	+1
<b>Male</b>	80	83	80	84	83	85	84	87	87	88	87	91	+8	+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**



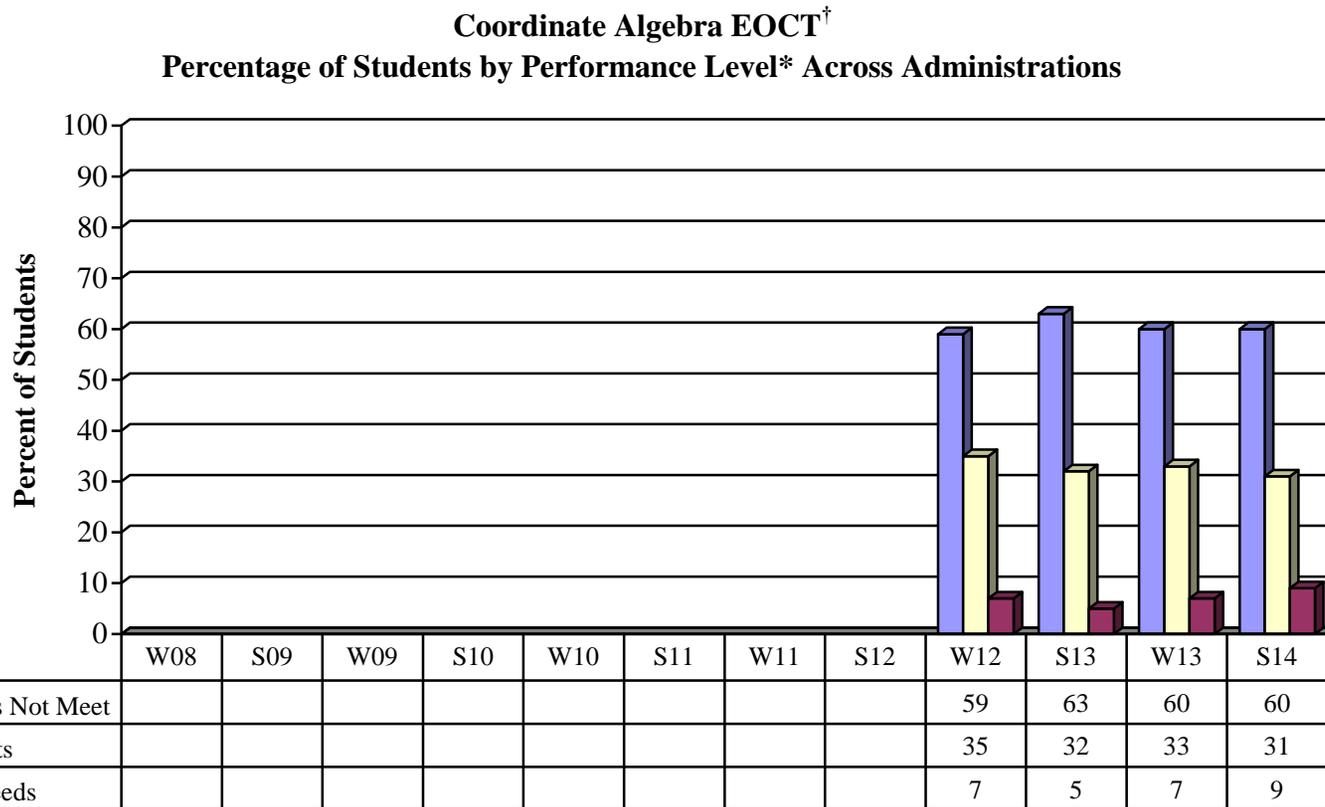
◆ All Students	83	86	83	86	85	88	86	89	89	91	89	93
■ Regular Program	85	89	86	89	88	91	88	92	92	93	92	95
▲ EL	43	53	47	46	43	46	47	52	54	49	40	49
✕ SWD	52	53	51	52	52	57	54	58	63	59	59	63

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



◆ White	90	92	90	92	92	93	92	94	94	95	93	96
■ Black	76	79	76	79	78	83	79	84	84	86	85	89
▲ Hispanic	77	79	81	81	81	83	83	86	87	88	86	90

## Historical Performance on the Coordinate Algebra EOCT



<sup>†</sup>The Winter 2012 EOCT marked the first operational administration of the Coordinate Algebra EOCT.

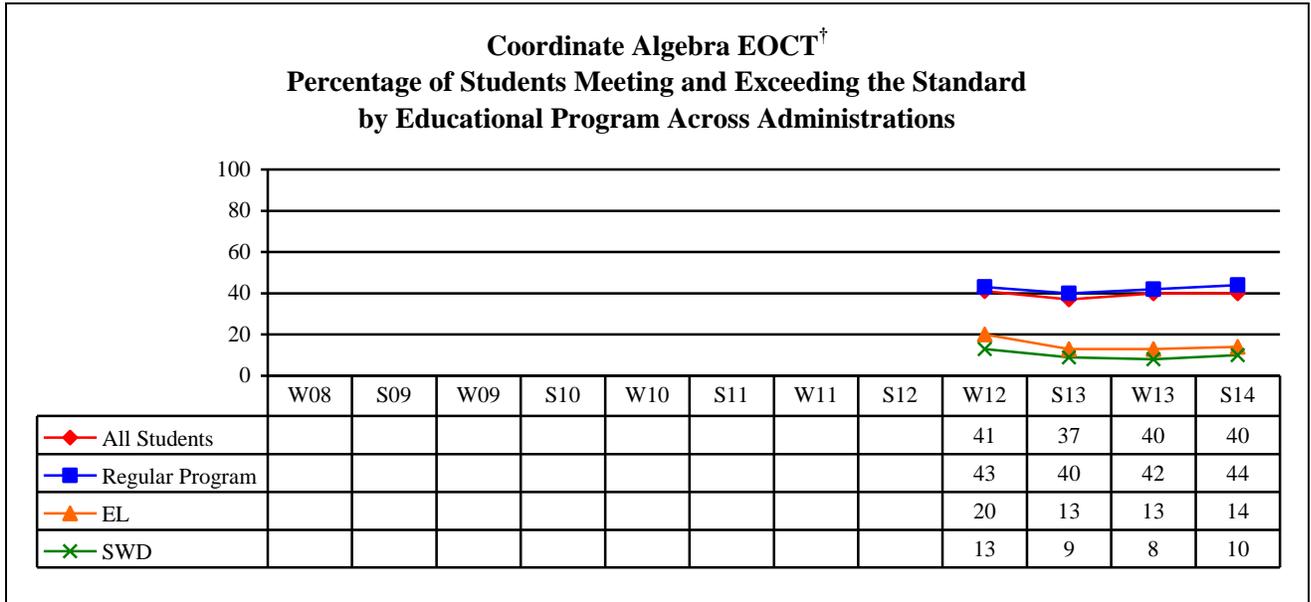
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## Historical Performance on the Coordinate Algebra EOCT

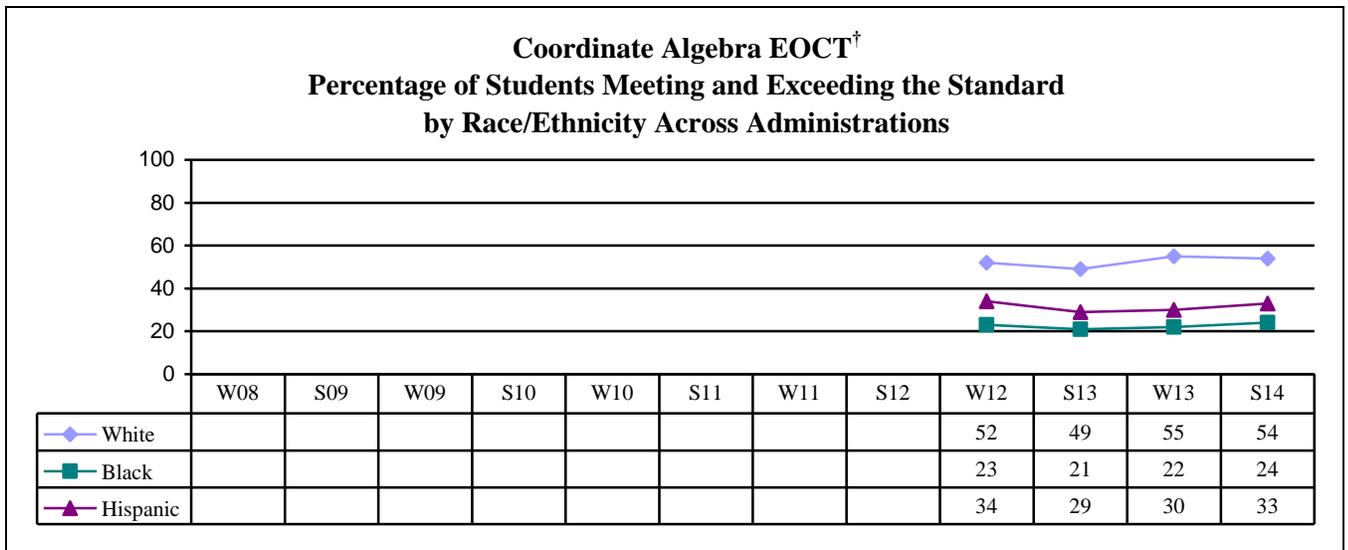
Coordinate Algebra EOCT <sup>†</sup>	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	S14	Change S13 to S14
<b>All Students</b>	--	--	--	--	--	--	--	--	41	37	40	40	+3
<b>Regular Program</b>	--	--	--	--	--	--	--	--	43	40	42	44	+4
<b>English Learners</b>	--	--	--	--	--	--	--	--	20	13	13	14	+1
<b>Students with Disabilities</b>	--	--	--	--	--	--	--	--	13	9	8	10	+1
<b>Asian</b>	--	--	--	--	--	--	--	--	69	72	55	75	+3
<b>Black</b>	--	--	--	--	--	--	--	--	23	21	22	24	+3
<b>Hispanic</b>	--	--	--	--	--	--	--	--	34	29	30	33	+4
<b>Native American/Alaskan</b>	--	--	--	--	--	--	--	--	42	31	48	41	+10
<b>White</b>	--	--	--	--	--	--	--	--	52	49	55	54	+5
<b>Multiracial</b>	--	--	--	--	--	--	--	--	46	41	41	46	+5
<b>Female</b>	--	--	--	--	--	--	--	--	40	37	42	41	+4
<b>Male</b>	--	--	--	--	--	--	--	--	42	37	38	40	+3

<sup>†</sup>The Winter 2012 EOCT marked the first operational administration of the Coordinate Algebra EOCT.

## Historical Performance on the Coordinate Algebra EOCT

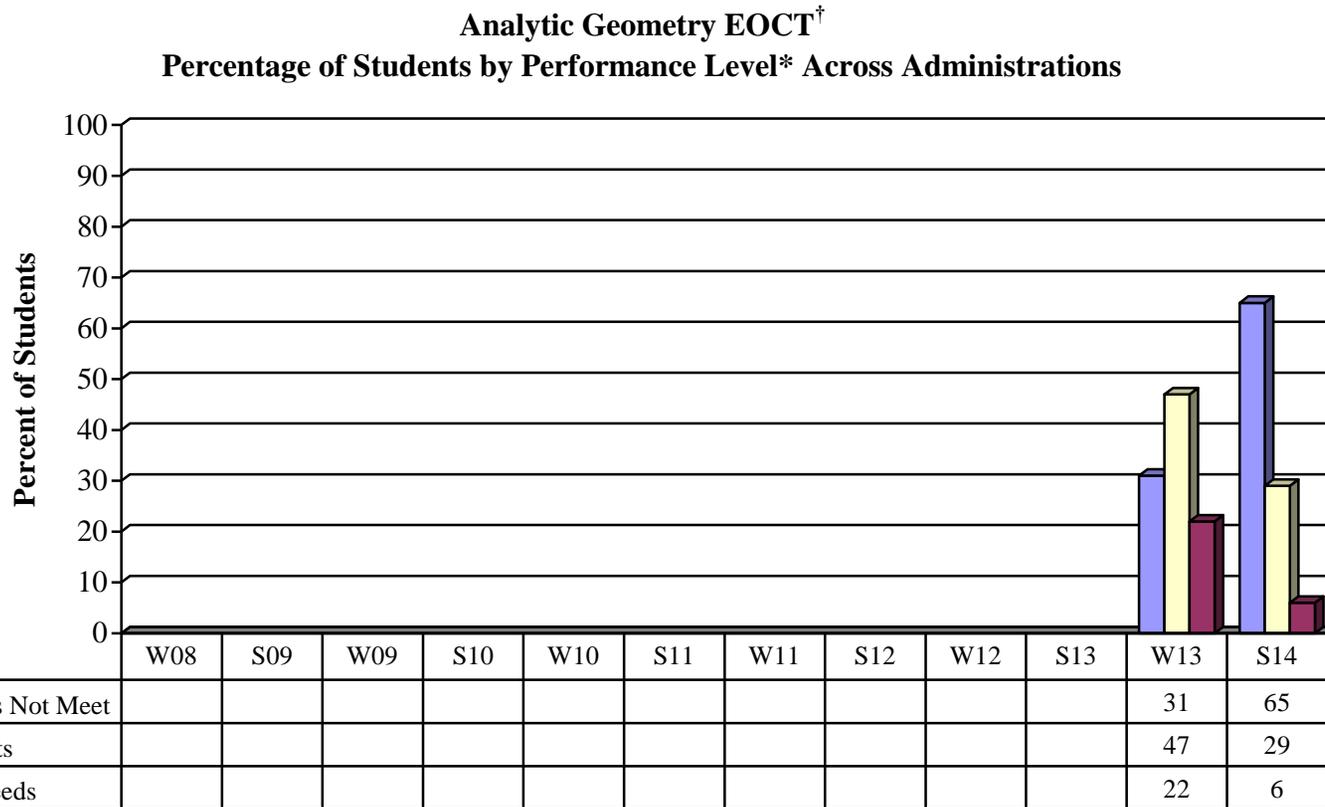


†The Winter 2012 EOCT marked the first operational administration of the Coordinate Algebra EOCT.



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

## Historical Performance on the Analytic Geometry EOCT



<sup>†</sup>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%.

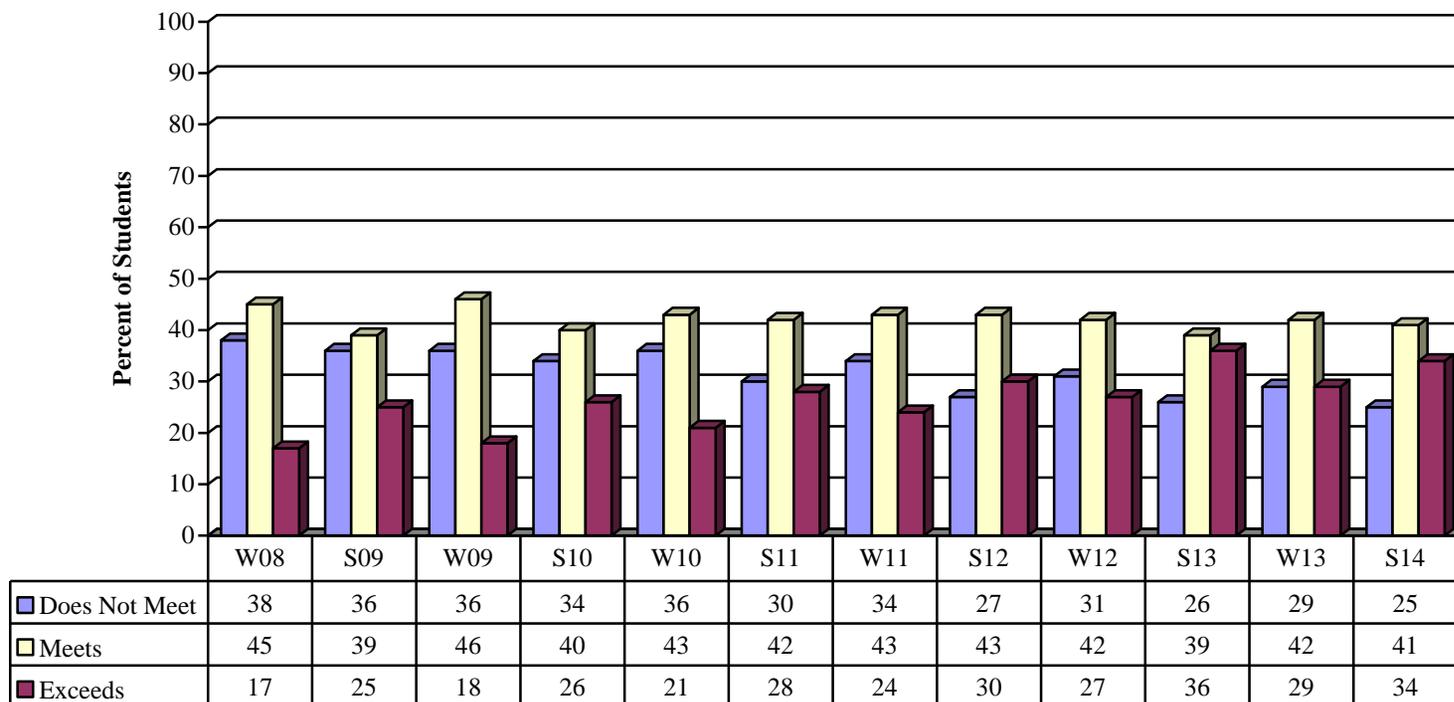
## Historical Performance on the Analytic Geometry EOCT

Analytic Geometry EOCT <sup>†</sup>	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	S14
<b>All Students</b>	--	--	--	--	--	--	--	--	--	--	69	35
<b>Regular Program</b>	--	--	--	--	--	--	--	--	--	--	69	37
<b>English Learners</b>	--	--	--	--	--	--	--	--	--	--	41	16
<b>Students with Disabilities</b>	--	--	--	--	--	--	--	--	--	--	31	9
<b>Asian</b>	--	--	--	--	--	--	--	--	--	--	91	67
<b>Black</b>	--	--	--	--	--	--	--	--	--	--	48	21
<b>Hispanic</b>	--	--	--	--	--	--	--	--	--	--	60	27
<b>Native American/Alaskan</b>	--	--	--	--	--	--	--	--	--	--	67	30
<b>White</b>	--	--	--	--	--	--	--	--	--	--	76	46
<b>Multiracial</b>	--	--	--	--	--	--	--	--	--	--	74	37
<b>Female</b>	--	--	--	--	--	--	--	--	--	--	67	35
<b>Male</b>	--	--	--	--	--	--	--	--	--	--	70	34

<sup>†</sup>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**



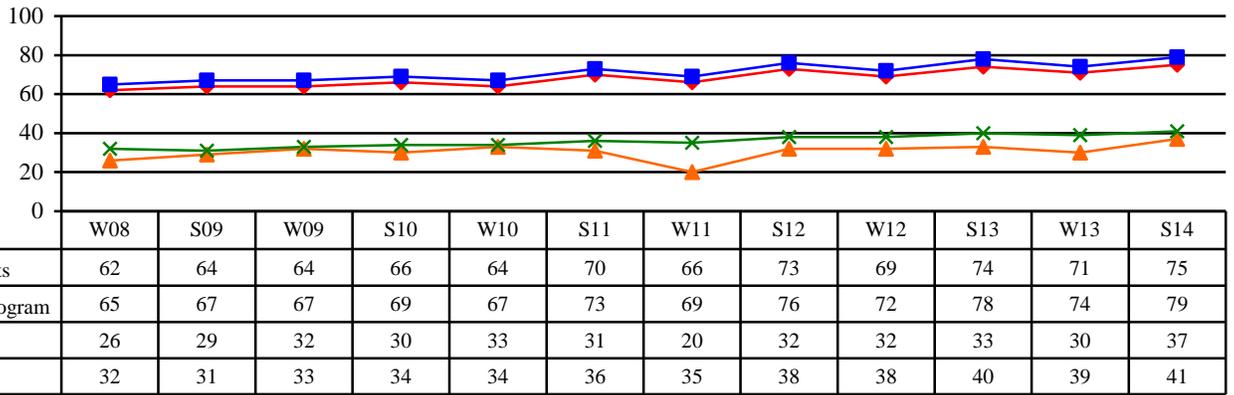
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## Historical Performance on the Biology EOCT

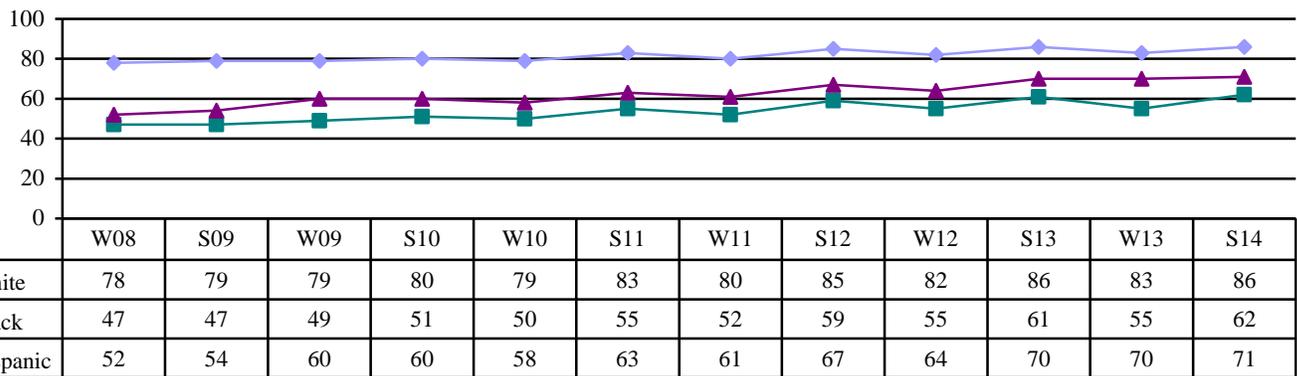
Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	S14	Change S09 to S14	Change S13 to S14
All Students	62	64	64	66	64	70	66	73	69	74	71	75	+11	+1
Regular Program	65	67	67	69	67	73	69	76	72	78	74	79	+12	+1
English Learners	26	29	32	30	33	31	20	32	32	33	30	37	+8	+4
Students with Disabilities	32	31	33	34	34	36	35	38	38	40	39	41	+10	+1
Asian	78	82	75	83	75	84	72	87	78	87	78	89	+7	+2
Black	47	47	49	51	50	55	52	59	55	61	55	62	+15	+1
Hispanic	52	54	60	60	58	63	61	67	64	70	70	71	+17	+1
Native American/Alaskan	64	63	70	69	64	68	54	76	66	77	77	76	+13	-1
White	78	79	79	80	79	83	80	85	82	86	83	86	+7	0
Multiracial	56	60	67	76	73	76	75	81	77	80	81	82	+22	+2
Female	62	63	64	66	65	70	67	73	69	75	71	75	+12	0
Male	63	64	65	67	64	70	67	73	69	74	70	75	+11	+1

## Historical Performance on the Biology EOCT

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

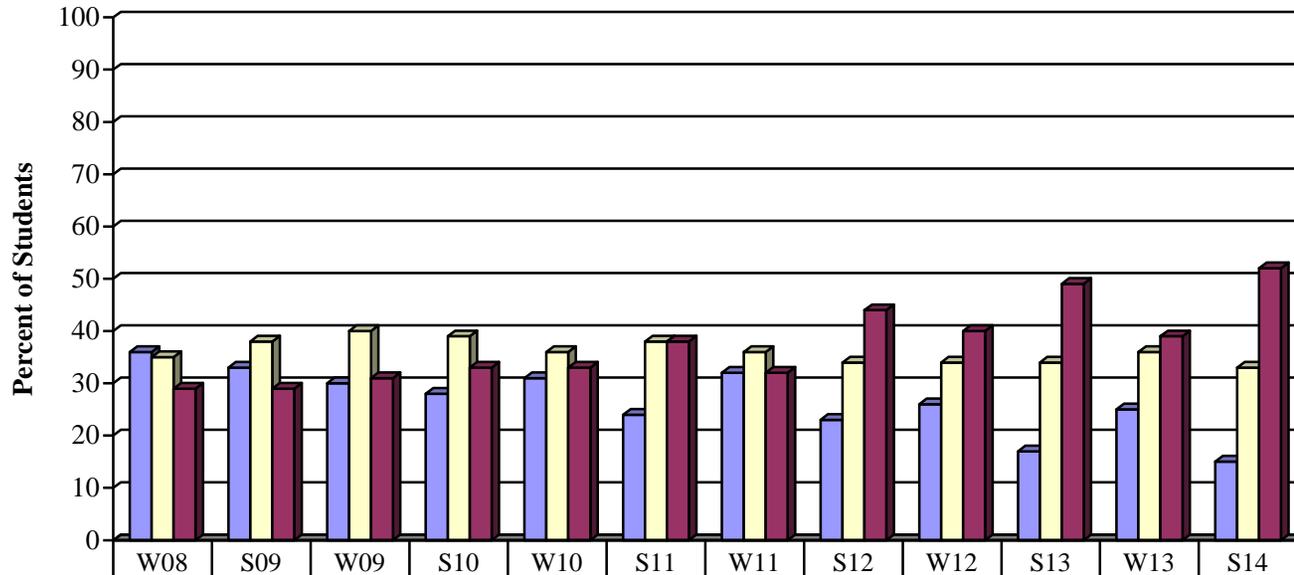


**Biology EOCT  
Percentage of Students Meeting or Exceeding the Standard  
by Race/Ethnicity Across Administrations**



## 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	15
■ Meets	35	38	40	39	36	38	36	34	34	34	36	33
■ Exceeds	29	29	31	33	33	38	32	44	40	49	39	52

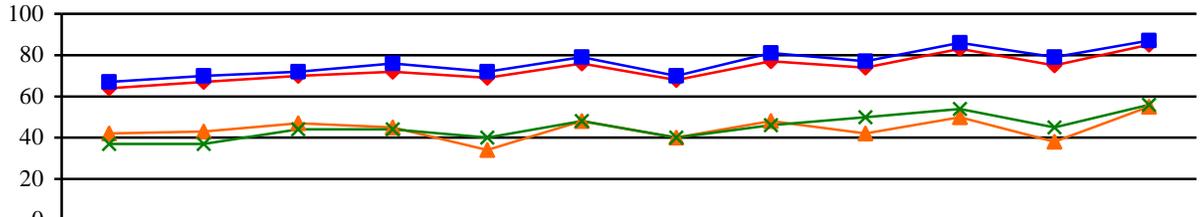
\*Due to rounding, content area performance levels may not sum to 100%.

## 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	S14	Change S09 to S14	Change S13 to S14
<b>All Students</b>	64	67	70	72	69	76	68	77	74	83	75	85	+18	+2
<b>Regular Program</b>	67	70	72	76	72	79	70	81	77	86	79	87	+17	+1
<b>English Learners</b>	42	43	47	45	34	48	40	48	42	50	38	55	+12	+5
<b>Students with Disabilities</b>	37	37	44	44	40	48	40	46	50	54	45	56	+19	+2
<b>Asian</b>	76	82	77	83	75	88	71	88	69	93	68	94	+12	+1
<b>Black</b>	53	55	59	61	59	65	56	66	63	72	64	75	+20	+3
<b>Hispanic</b>	58	64	71	71	66	73	63	75	70	80	72	83	+19	+3
<b>Native American/Alaskan</b>	69	68	65	80	63	75	72	81	81	82	69	87	+19	+5
<b>White</b>	76	81	82	84	81	87	80	87	86	91	86	92	+11	+1
<b>Multiracial</b>	57	62	78	78	78	84	77	83	79	88	82	88	+26	0
<b>Female</b>	64	67	71	72	68	76	68	78	76	83	77	85	+18	+2
<b>Male</b>	64	67	69	72	70	77	68	77	74	82	74	84	+17	+2

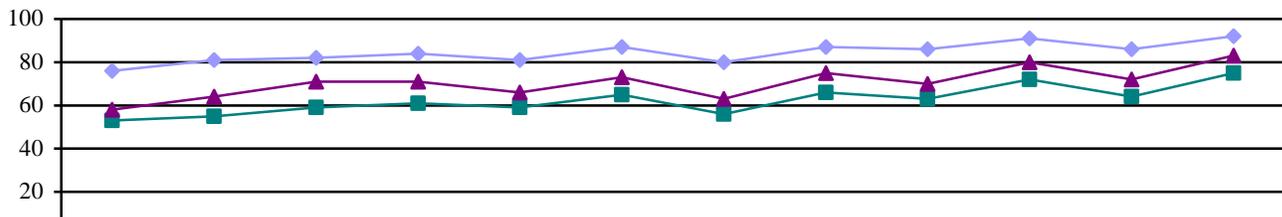
## Historical Performance on the Physical Science EOCT

**Physical Science 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	S14
◆ All Students	64	67	70	72	69	76	68	77	74	83	75	85
■ Regular Program	67	70	72	76	72	79	70	81	77	86	79	87
▲ EL	42	43	47	45	34	48	40	48	42	50	38	55
✕ SWD	37	37	44	44	40	48	40	46	50	54	45	56

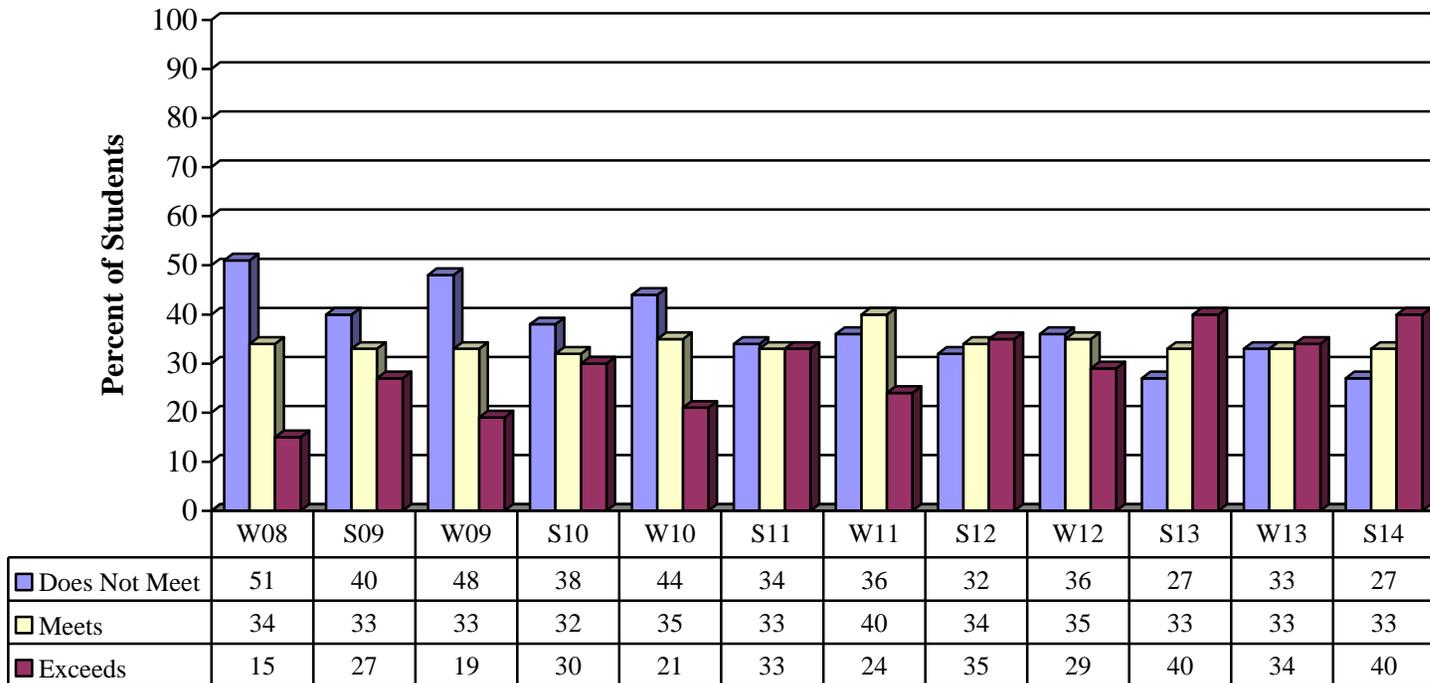
**Physical Science EOCT  
Percentage of Students Meeting or Exceeding the Standard  
by Race/Ethnicity Across Administrations**



	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	S14
◆ White	76	81	82	84	81	87	80	87	86	91	86	92
■ Black	53	55	59	61	59	65	56	66	63	72	64	75
▲ Hispanic	58	64	71	71	66	73	63	75	70	80	72	83

## Historical Performance on the U.S. History EOCT

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



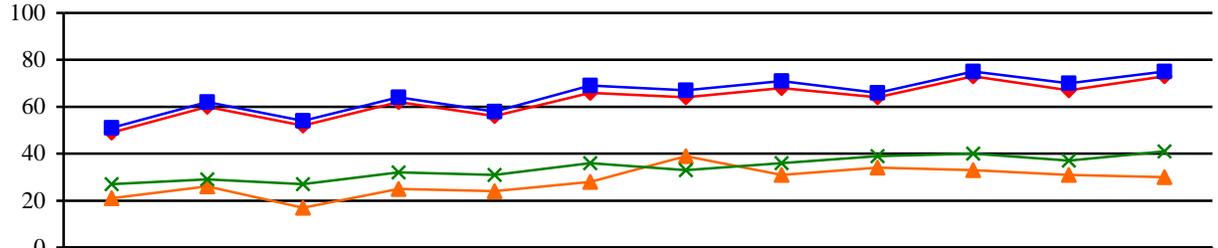
\*Due to rounding, content area performance levels may not sum to 100%.

## 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	S14	Change S09 to S14	Change S13 to S14
<b>All Students</b>	49	60	52	62	56	66	64	68	64	73	67	73	+13	0
<b>Regular Program</b>	51	62	54	64	58	69	67	71	66	75	70	75	+13	0
<b>English Learners</b>	21	26	17	25	24	28	39	31	34	33	31	30	+4	-3
<b>Students with Disabilities</b>	27	29	27	32	31	36	33	36	39	40	37	41	+12	+1
<b>Asian</b>	61	78	66	79	64	83	73	84	71	86	74	86	+8	0
<b>Black</b>	33	43	38	47	43	53	49	55	49	60	53	61	+18	+1
<b>Hispanic</b>	44	50	48	55	52	60	63	63	60	67	64	69	+19	+2
<b>Native American/Alaskan</b>	64	60	49	64	50	72	76	73	79	68	70	74	+14	+6
<b>White</b>	64	74	65	75	70	78	77	79	77	82	78	82	+8	0
<b>Multiracial</b>	44	59	51	69	64	73	67	76	72	79	69	80	+21	+1
<b>Female</b>	45	57	47	59	53	63	62	66	61	71	64	70	+13	-1
<b>Male</b>	54	63	56	65	60	70	66	71	67	75	69	75	+12	0

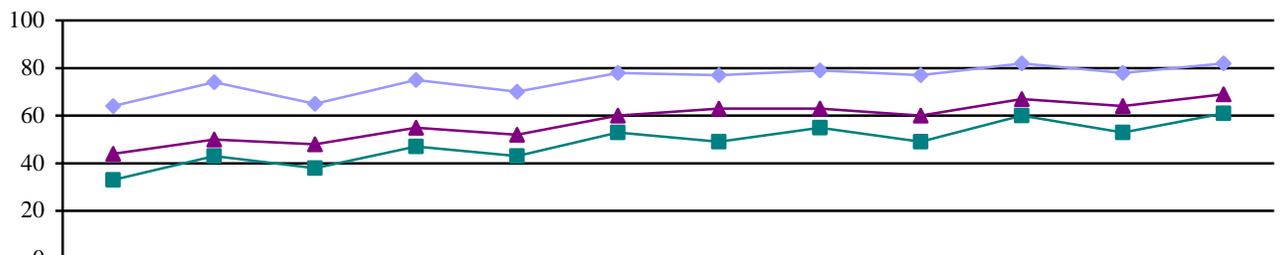
## Historical Performance on the U.S. History EOCT

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



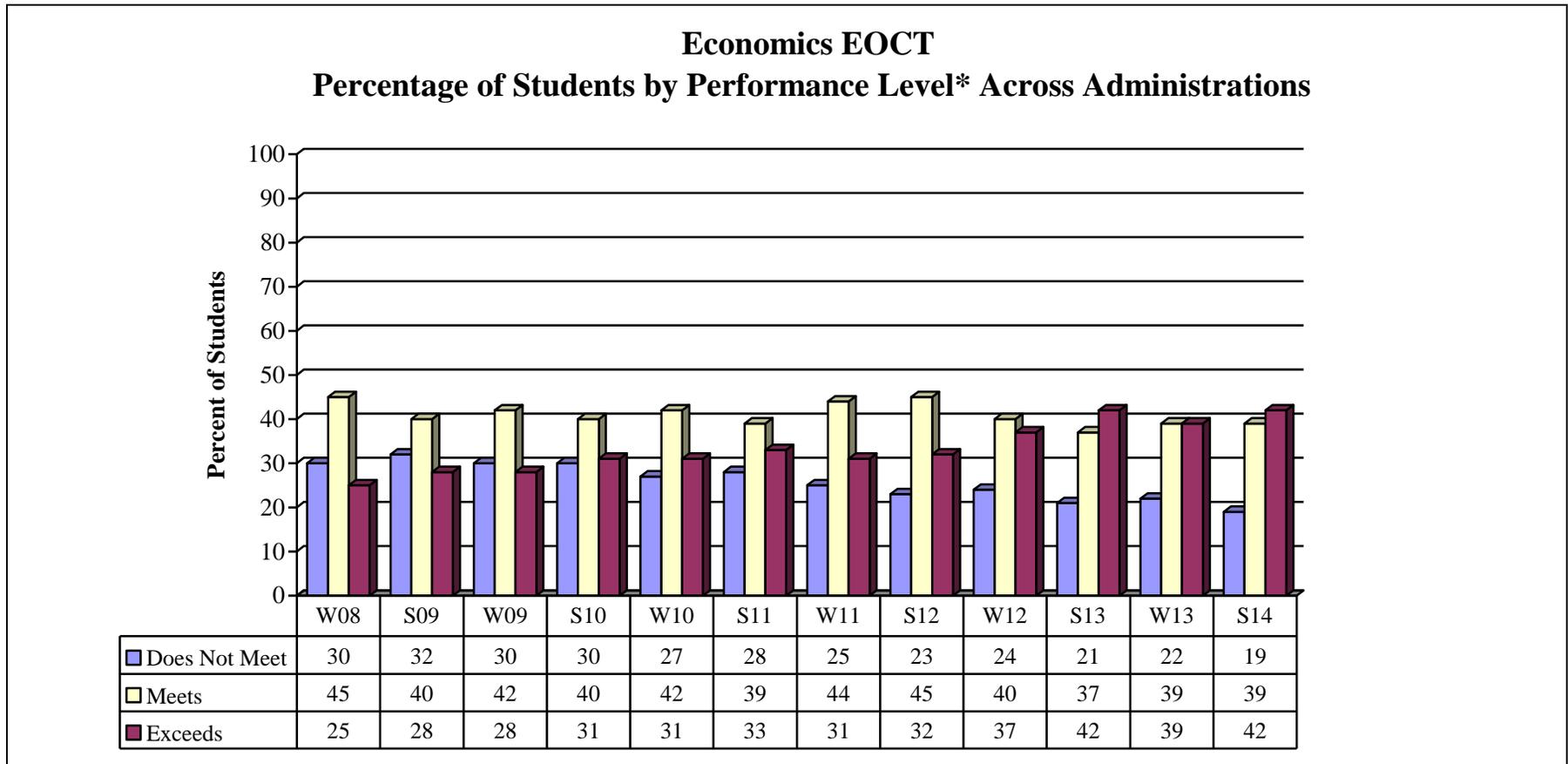
	W08	S09	W09	S10	W10	S11	W11	S12	W12	S13	W13	S14
All Students	49	60	52	62	56	66	64	68	64	73	67	73
Regular Program	51	62	54	64	58	69	67	71	66	75	70	75
EL	21	26	17	25	24	28	39	31	34	33	31	30
SWD	27	29	27	32	31	36	33	36	39	40	37	41

**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	S14
White	64	74	65	75	70	78	77	79	77	82	78	82
Black	33	43	38	47	43	53	49	55	49	60	53	61
Hispanic	44	50	48	55	52	60	63	63	60	67	64	69

## Historical Performance on the Economics EOCT



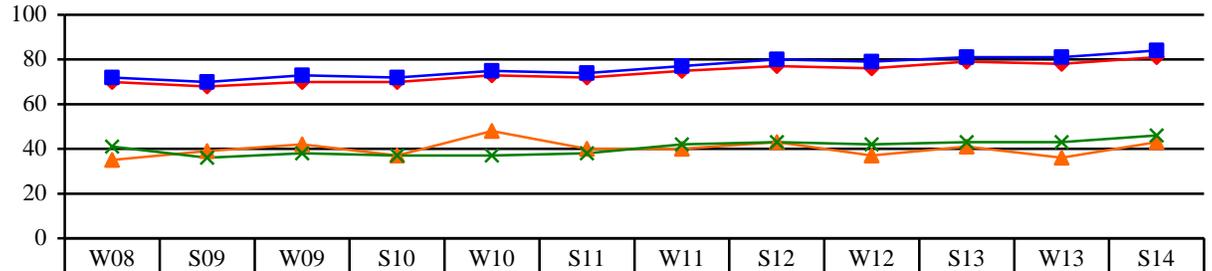
\*Due to rounding, content area performance levels may not sum to 100%.

## 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	S14	Change S09 to S14	Change S13 to S14
<b>All Students</b>	70	68	70	70	73	72	75	77	76	79	78	81	+13	+2
<b>Regular Program</b>	72	70	73	72	75	74	77	80	79	81	81	84	+14	+3
<b>English Learners</b>	35	39	42	37	48	40	40	43	37	41	36	43	+4	+2
<b>Students with Disabilities</b>	41	36	38	37	37	38	42	43	42	43	43	46	+10	+3
<b>Asian</b>	83	83	85	85	87	88	90	89	87	90	89	90	+7	0
<b>Black</b>	56	52	57	56	59	60	61	66	65	69	66	72	+20	+3
<b>Hispanic</b>	61	61	65	66	66	66	67	72	68	72	71	77	+16	+5
<b>Native American/Alaskan</b>	74	72	66	71	72	73	71	82	75	80	76	86	+14	+6
<b>White</b>	82	81	82	81	83	84	85	87	86	88	87	90	+9	+2
<b>Multiracial</b>	66	65	74	77	79	77	82	82	82	84	82	86	+21	+2
<b>Female</b>	69	67	69	69	72	71	73	77	75	78	77	80	+13	+2
<b>Male</b>	72	71	72	72	74	74	76	79	78	80	79	82	+11	+2

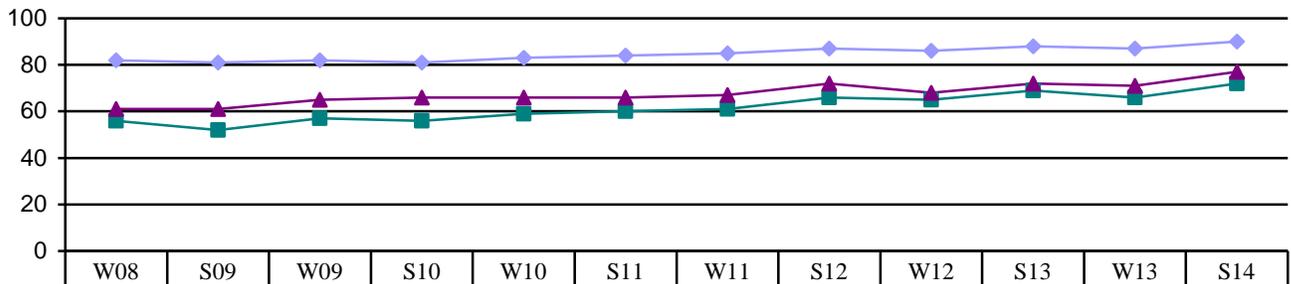
## Historical Performance on the Economics EOCT

**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	S14
All Students	70	68	70	70	73	72	75	77	76	79	78	81
Regular Program	72	70	73	72	75	74	77	80	79	81	81	84
EL	35	39	42	37	48	40	40	43	37	41	36	43
SWD	41	36	38	37	37	38	42	43	42	43	43	46

**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	S14
White	82	81	82	81	83	84	85	87	86	88	87	90
Black	56	52	57	56	59	60	61	66	65	69	66	72
Hispanic	61	61	65	66	66	66	67	72	68	72	71	77