

TESTING BRIEF

Georgia End of Course Tests (EOCT)

Winter 2011 Administration
November 28, 2011 – January 6, 2012

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

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

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

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

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

¹GPS Algebra and GPS Geometry are new additions to the program beginning in the 2011-12 school year. The GPS Algebra and GPS Geometry EOCT were taken by a small number of students in a small number of school systems and therefore are not representative of the state.

Key Findings – Language Arts

Ninth Grade Literature & Composition

- Seventy-nine (79%) percent of Georgia’s students met or exceeded the standard for Ninth Grade Literature & Composition.
- When comparing the Winter 2011 scores (79%) to the Winter 2010 scores (79%), the percent of students meeting or exceeding the standard remained the same in Ninth Grade Literature & Composition.
- The percent of students achieving the exceeds standard performance level in Ninth Grade Literature & Composition remained the same between Winter 2010 (28%) and Winter 2011 (28%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by nineteen (19) percentage points from Winter 2006 (60%) to Winter 2011 (79%).

American Literature & Composition

- Eighty-six (86%) percent of Georgia’s students met or exceeded the standard for American Literature & Composition.
- When comparing the Winter 2011 scores (86%) to the Winter 2010 scores (85%), the percent of students meeting or exceeding the standard increased by one (1) percentage point in American Literature & Composition.
- The percent of students achieving the exceeds standard performance level in American Literature & Composition decreased by two (2) percentage points between Winter 2010 (29%) and Winter 2011 (27%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by nine (9) percentage points from Winter 2006 (77%) to Winter 2011 (86%).

Key Findings – Mathematics

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

- Sixty (60%) percent of Georgia’s students met or exceeded the standard for Mathematics I.
- When comparing the Winter 2011 scores (60%) to the Winter 2010 scores (57%), the percent of students meeting or exceeding the standard increased by three (3) percentage points in Mathematics I.
- The percent of students achieving the exceeds standard performance level in Mathematics I increased by one (1) percentage point between Winter 2010 (13%) and Winter 2011 (14%).
- Since the inception of the Mathematics I EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has decreased by one (1) percentage point from Winter 2009 (61%) to Winter 2011 (60%).

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

- Sixty-eight (68%) percent of Georgia’s students met or exceeded the standard for Mathematics II.
- When comparing the Winter 2011 scores (68%) to the Winter 2010 scores (65%), 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 increased by two (2) percentage points between Winter 2010 (18%) and Winter 2011 (20%).
- 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 three (3) percentage points from Winter 2009 (65%) to Winter 2011 (68%).

Key Findings – Mathematics (continued)

GPS Algebra

- Seventy-one (71%) percent of Georgia's students met or exceeded the standard for GPS Algebra while eleven (11%) percent of students achieved the exceeds standard performance level. Winter 2011 was the first administration of this test; 2,312 students participated. This test was taken by a small number of students in a small number of school systems and therefore is not representative of the state.

GPS Geometry

- Seventy-two (72%) percent of Georgia's students met or exceeded the standard for GPS Geometry while thirty (30%) percent of students achieved the exceeds standard performance level. Winter 2011 was the first administration of this test; 425 students participated. This test was taken by a small number of students in a small number of school systems and therefore is not representative of the state.

Key Findings – Science

Biology

- Sixty-six (66%) percent of Georgia’s students met or exceeded the standard for Biology.
- When comparing the Winter 2011 scores (66%) to the Winter 2010 scores (64%), 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 three (3) percentage points between Winter 2010 (21%) and Winter 2011 (24%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by fourteen (14) percentage points from Winter 2006 (52%) to Winter 2011 (66%).

Physical Science

- Sixty-eight (68%) percent of Georgia’s students met or exceeded the standard for Physical Science.
- When comparing the Winter 2011 scores (68%) to the Winter 2010 scores (69%), the percent of students meeting or exceeding the standard decreased 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 2010 (33%) and Winter 2011 (32%).
- Over the past six years, the percentage of students meeting or exceeding the standard has increased by nine (9) percentage points from Winter 2006 (59%) to Winter 2011 (68%).

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 2011 scores (64%) to the Winter 2010 scores (56%), the percent of students meeting or exceeding the standard increased by eight (8) percentage points in U.S. History.
- The percent of students achieving the exceeds standard performance level in U.S. History increased by three (3) percentage points between Winter 2010 (21%) and Winter 2011 (24%).
- Since the inception of the U.S. History EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by sixteen (16) percentage points from Winter 2007 (48%) to Winter 2011 (64%).

Economics/Business/Free Enterprise

- Seventy-five (75%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Winter 2011 scores (75%) to the Winter 2010 scores (73%), 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 Winter 2010 (31%) and Winter 2011 (31%).
- Since the inception of the Economics/Business/Free Enterprise EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by twelve (12) percentage points from Winter 2007 (63%) to Winter 2011 (75%).

Overall Findings – Special Populations

- From Winter 2010 to Winter 2011, English Language Learner (ELL) students improved achievement by one or more percentage points in Ninth Grade Literature and Composition (5), American Literature & Composition (4), Physical Science (6), U.S. History (15), and Mathematics II (2).
- Over the past six years, ELL students improved achievement by six (6) or more percentage points in Ninth Grade Literature & Composition (21), American Literature & Composition (13), Biology (6), and Physical Science (6).
- For content areas that began implementation of the GPS-based EOCT after Winter 2006, ELL students improved achievement by seven (7) or more percentage points in U.S. History (22), Economics (9), and Mathematics II (15).
- From Winter 2010 to Winter 2011, Students with Disabilities improved achievement by one or more percentage points in American Literature & Composition (2), Biology (1), U.S. History (2), and Economics (5).
- 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 (18), Biology (13), and Physical Science (10).
- For content areas that began implementation of the GPS-based EOCT after Winter 2006, Students with Disabilities improved achievement by seven (7) or more percentage points in U.S. History (10) and Economics (10).

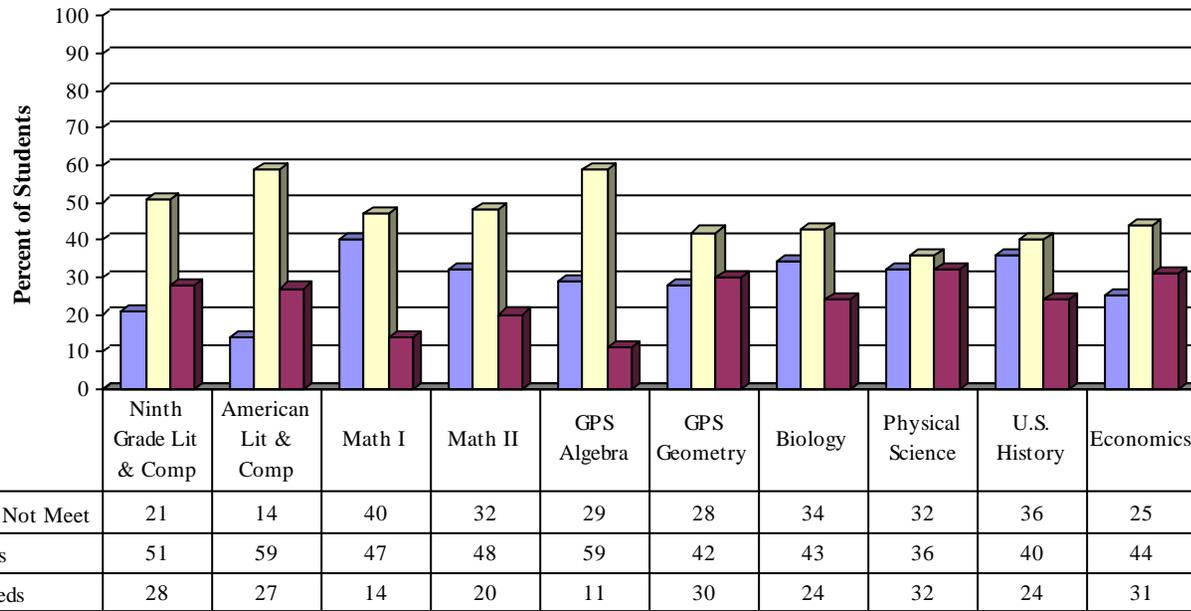
Overall Findings – Closing the Gap

- The achievement gap between ELL students and Regular Program students has narrowed by three (3) percentage points in Ninth Grade Literature & Composition and five (5) percentage points in American Literature & Composition from Winter 2006 to Winter 2011. For the Social Studies and Mathematics content areas which began the first year of implementation of the GPS-based EOCT in Winter 2007 and Winter 2009, respectively, the achievement gap between ELL and Regular Program students has narrowed by five (5) percentage points in U.S. History and eleven (11) percentage points in Mathematics II.
- The achievement gap between Students with Disabilities and Regular Program students has narrowed by three (3) percentage points in Ninth Grade Literature & Composition, ten (10) percentage points in American Literature & Composition, and two (2) percentage points in Physical Science from Winter 2006 to Winter 2011.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a nineteen (19) percentage point gap in Winter 2011 from a twenty-nine (29) percentage point gap in Winter 2006, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to a twelve (12) percentage point gap from a twenty-five (25) percentage point gap in Winter 2006. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by fourteen (14) percentage points since Winter 2006 while the performance of Black and Hispanic students has increased by twenty-four (24) and twenty-seven (27) percentage points, respectively.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to a thirteen (13) percentage point gap from a twenty-one (21) percentage point gap in Winter 2006, 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 a nineteen (19) percentage point gap in Winter 2006. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by five (5) percentage points since Winter 2006 while the performance of Black and Hispanic students has increased by thirteen (13) and fifteen (15) percentage points, respectively.
- In Biology, the achievement gap between Black and White students has narrowed to a twenty-eight (28) percentage point gap from a thirty-six (36) percentage point gap in Winter 2006, 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 nineteen (19) percentage point gap from a thirty-one (31) percentage point gap in Winter 2006. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by ten (10) percentage points since Winter 2006 while the performance of Black and Hispanic students has increased by eighteen (18) and twenty-two (22) 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-four (24) percentage point gap from a twenty-eight (28) percentage point gap in Winter 2006, in terms of the percent of students meeting or exceeding the standard. The gap reduction between Black and White students can be categorized as Very Positive Narrowing because the performance of White students has increased by eight (8) percentage points since Winter 2006 while the performance of Black students has increased by twelve (12) percentage points.
- In U.S. History, the achievement gap between Hispanic and White students has narrowed to a fourteen (14) 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-four (24) percentage points.
- In Economics/Business/Free Enterprise, the achievement gap between Black and White students has narrowed to a twenty-four (24) 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 eight (8) percentage points since Winter 2007 while the performance of Black and Hispanic students has increased by fourteen (14) and thirteen (13) percentage points, respectively.
- In Mathematics II, the achievement gap between Hispanic and White students has decreased to a seventeen (17) 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 five (5) percentage points since Winter 2009 while the performance of Hispanic students has increased by six (6) percentage points.

Percentage of Students by Performance Level* - All EOCT - Winter 2011

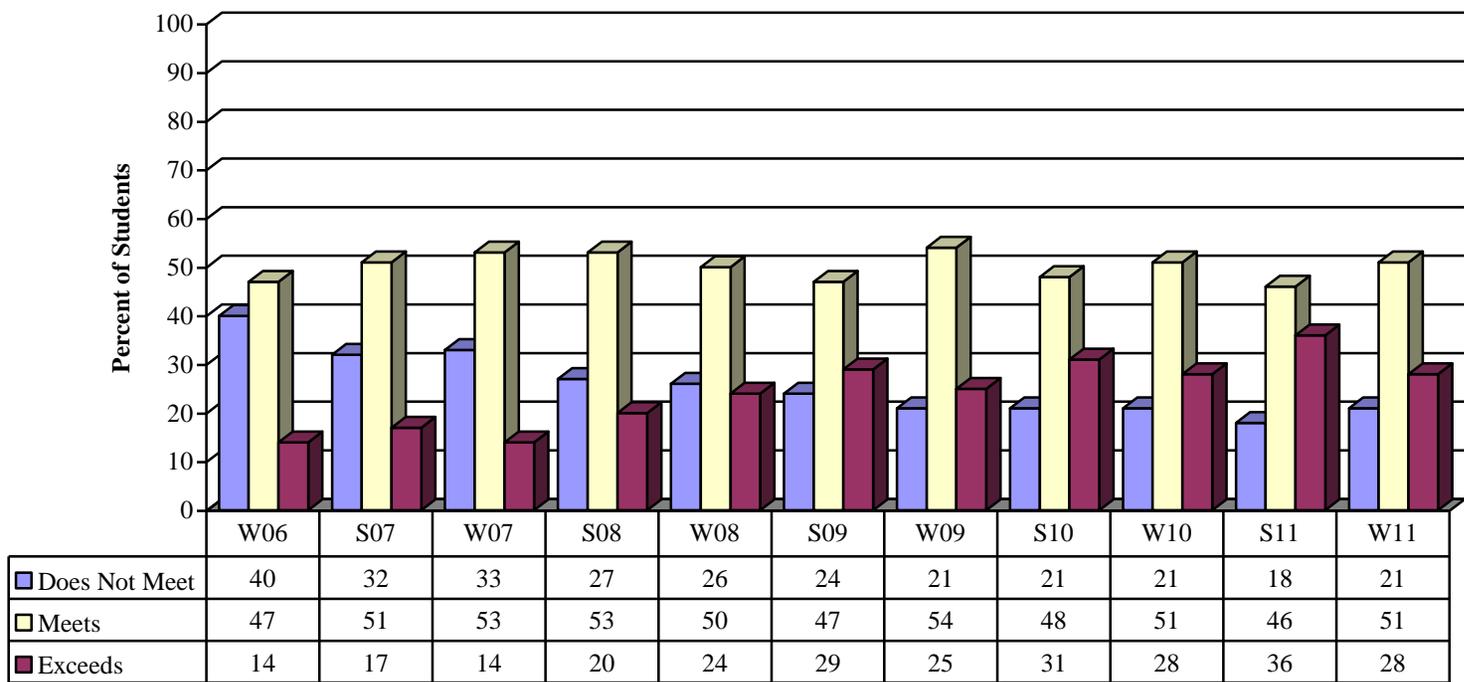


*Due to rounding, content area performance levels may not sum to 100%.

Winter 2011 was the first administration of the GPS Algebra and GPS Geometry EOCT; 2,312 students participated in GPS Algebra and 425 students participated in GPS Geometry. These tests were taken by a small number of students in a small number of school systems and therefore are not representative of the state.

Historical Performance on the Ninth Grade Literature & Composition EOCT

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



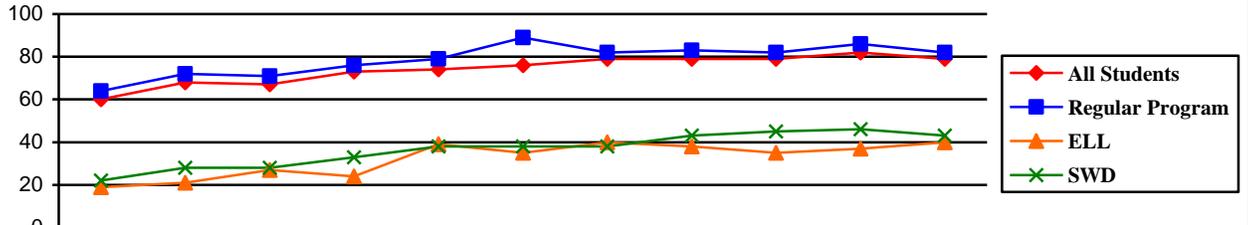
*Due to rounding, content area performance levels may not sum to 100%.

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												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W06 to W11	Change W10 to W11
All Students	60	68	67	73	74	76	79	79	79	82	79	+19	0
Regular Program	64	72	71	76	79	81	82	83	82	86	82	+18	0
English Language Learners	19	21	27	24	39	35	40	38	35	37	40	+21	+5
Students with Disabilities	22	28	28	33	38	38	38	43	45	46	43	+21	-2
Asian	72	86	81	87	85	87	81	88	83	87	86	+14	+3
Black	45	54	55	60	64	66	70	69	71	75	69	+24	-2
Hispanic	49	56	59	63	70	67	76	73	76	76	76	+27	0
Native American/Alaskan	53	63	61	69	65	78	76	80	69	84	75	+22	+6
White	74	81	79	84	84	86	87	89	88	90	88	+14	0
Multiracial	69	74	76	79	72	75	81	87	90	89	86	+17	-4
Female	64	73	72	77	80	81	83	83	83	86	83	+19	0
Male	56	64	63	69	70	72	74	76	76	79	75	+19	-1

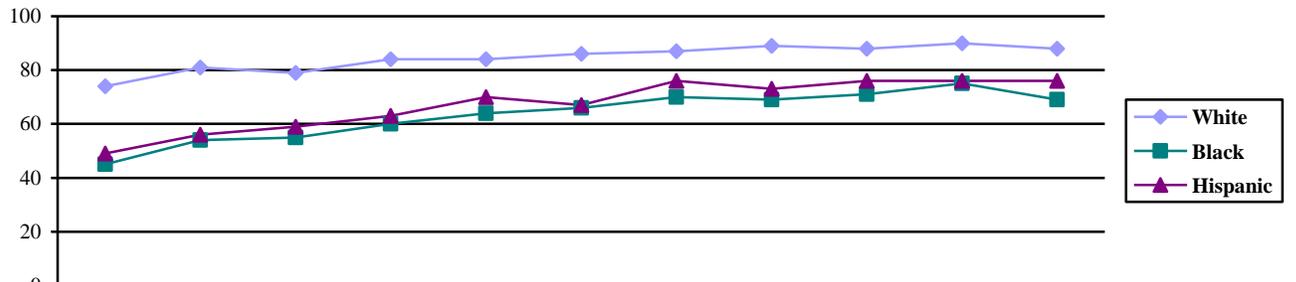
Historical Performance on the Ninth Grade Literature & Composition EOCT

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



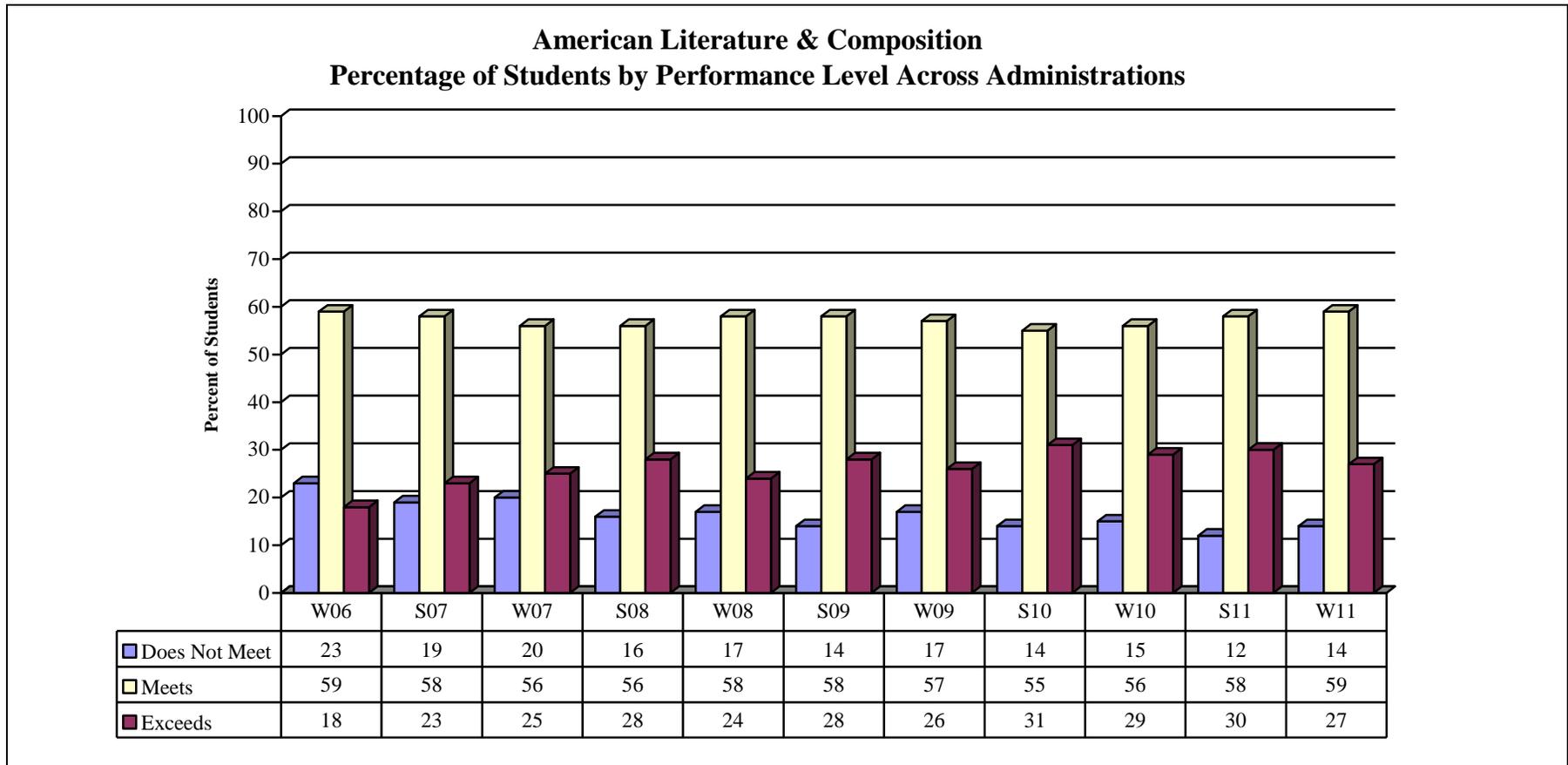
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
All Students	60	68	67	73	74	76	79	79	79	82	79
Regular Program	64	72	71	76	79	89	82	83	82	86	82
ELL	19	21	27	24	39	35	40	38	35	37	40
SWD	22	28	28	33	38	38	38	43	45	46	43

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



	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
White	74	81	79	84	84	86	87	89	88	90	88
Black	45	54	55	60	64	66	70	69	71	75	69
Hispanic	49	56	59	63	70	67	76	73	76	76	76

Historical Performance on the American Literature & Composition EOCT



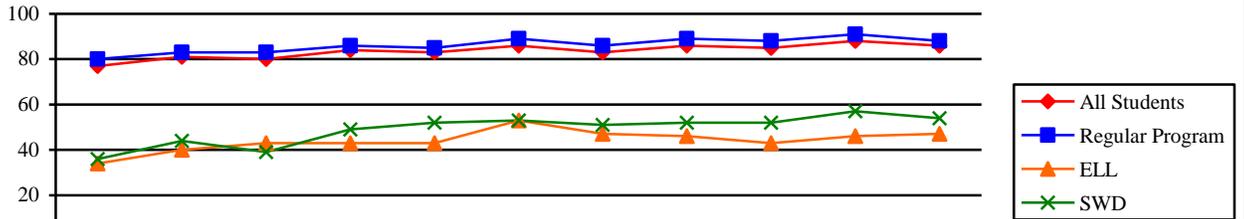
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the American Literature & Composition EOCT

American Literature & Composition EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W06 to W11	Change W10 to W11
All Students	77	81	80	84	83	86	83	86	85	88	86	+9	+1
Regular Program	80	83	83	86	85	89	86	89	88	91	88	+8	0
English Language Learners	34	40	43	43	43	53	47	46	43	46	47	+13	+4
Students with Disabilities	36	44	39	49	52	53	51	52	52	57	54	+18	+2
Asian	87	88	91	88	86	91	85	91	87	92	90	+3	+3
Black	66	70	72	75	76	79	76	79	78	83	79	+13	+1
Hispanic	68	71	70	74	77	79	81	81	81	83	83	+15	+2
Native American/Alaskan	83	82	86	87	92	89	82	87	81	87	91	+8	+10
White	87	90	88	91	90	92	90	92	92	93	92	+5	0
Multiracial	81	84	88	88	76	85	85	91	90	91	89	+8	-1
Female	80	84	84	87	86	89	86	89	88	91	89	+9	+1
Male	75	78	78	81	80	83	80	84	83	85	84	+9	+1

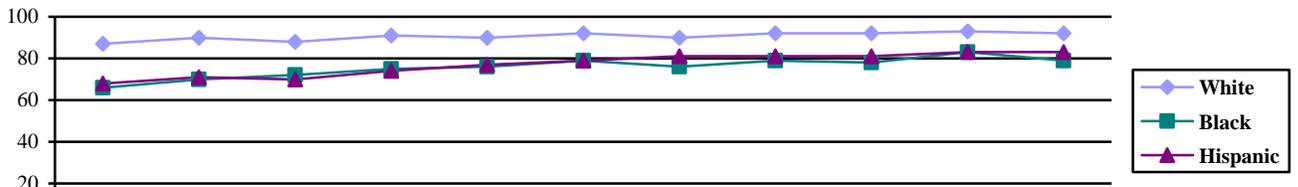
Historical Performance on the American Literature & Composition EOCT

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



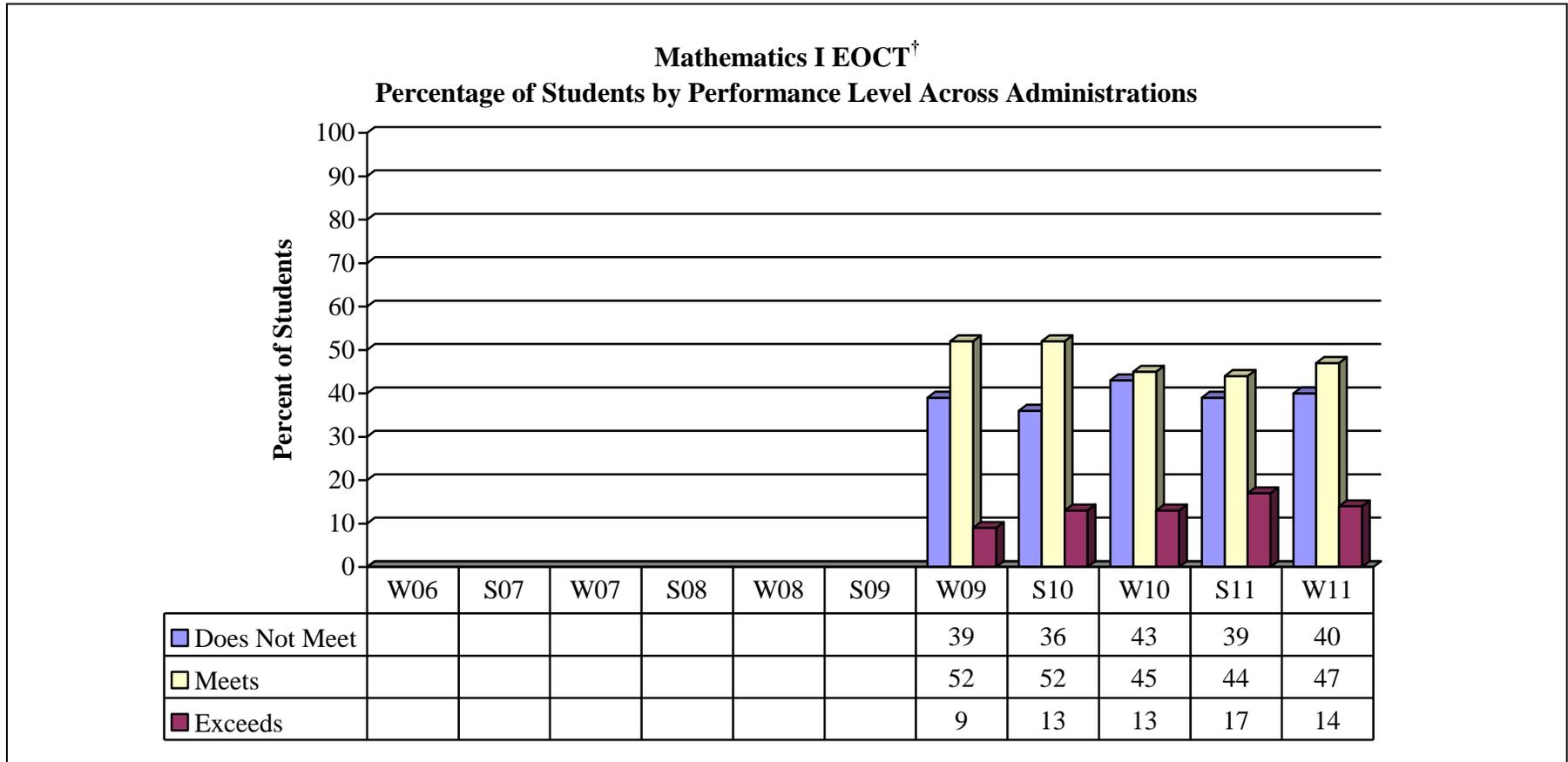
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
All Students	77	81	80	84	83	86	83	86	85	88	86
Regular Program	80	83	83	86	85	89	86	89	88	91	88
ELL	34	40	43	43	43	53	47	46	43	46	47
SWD	36	44	39	49	52	53	51	52	52	57	54

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



	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
White	87	90	88	91	90	92	90	92	92	93	92
Black	66	70	72	75	76	79	76	79	78	83	79
Hispanic	68	71	70	74	77	79	81	81	81	83	83

Historical Performance on the Mathematics I EOCT



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

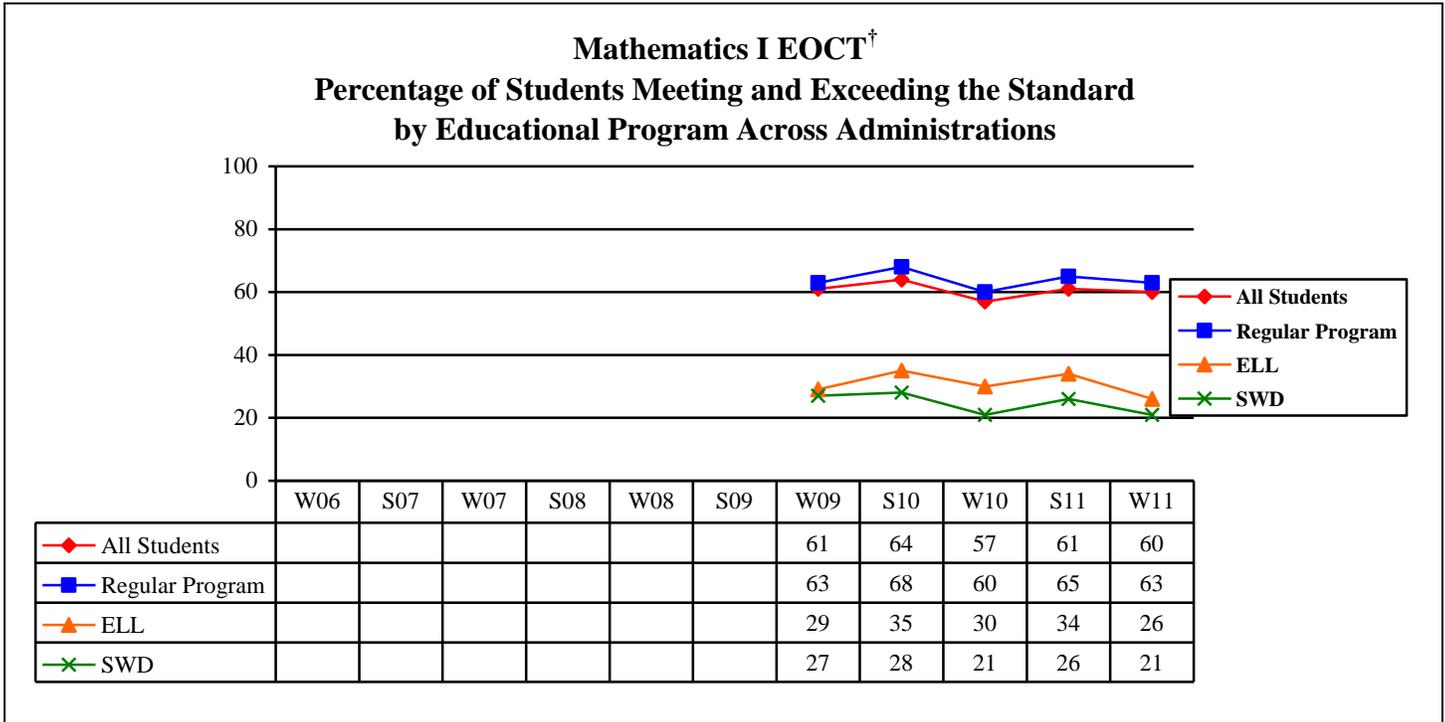
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Mathematics I EOCT

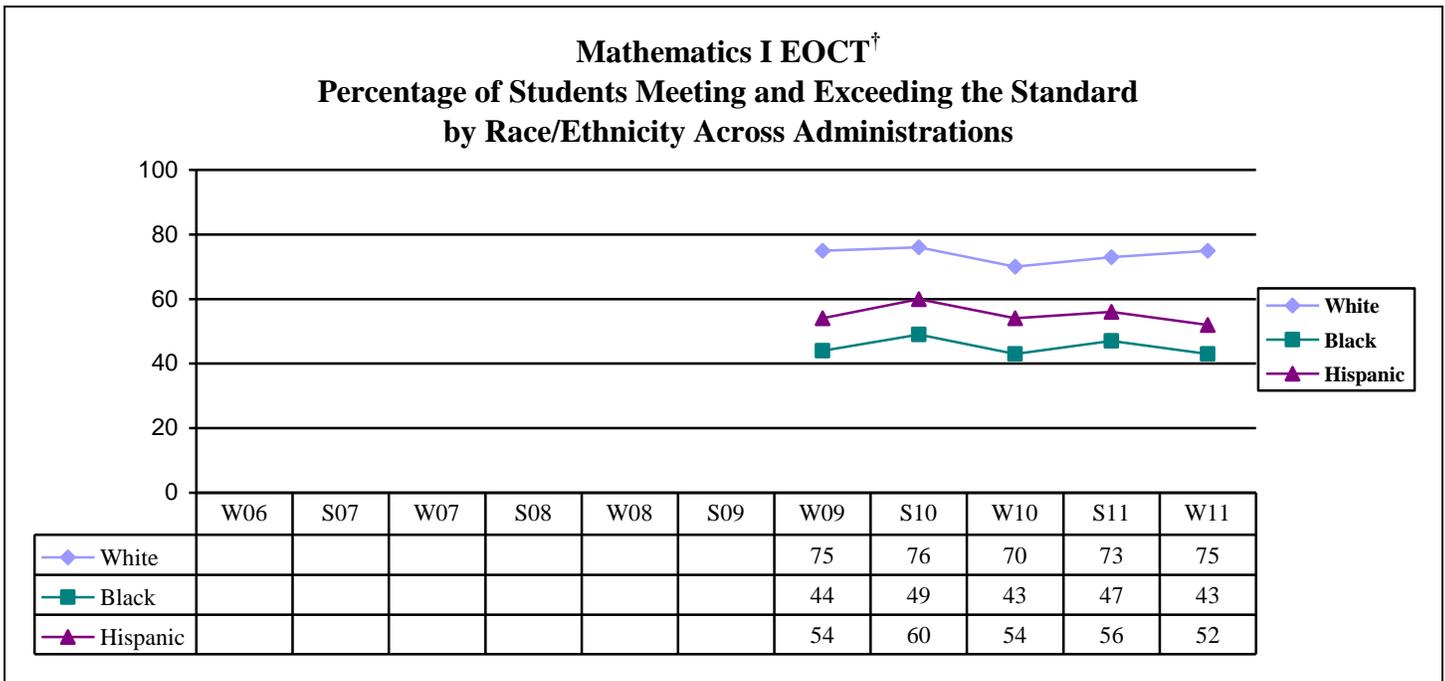
Mathematics I EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W09 to W11	Change W10 to W11
All Students	-	-	-	-	-	-	61	64	57	61	60	-1	+3
Regular Program	-	-	-	-	-	-	63	68	60	65	63	0	+3
English Language Learners	-	-	-	-	-	-	29	35	30	34	26	-3	-4
Students with Disabilities	-	-	-	-	-	-	27	28	21	26	21	-6	0
Asian	-	-	-	-	-	-	80	86	78	85	78	-2	0
Black	-	-	-	-	-	-	44	49	43	47	43	-1	0
Hispanic	-	-	-	-	-	-	54	60	54	56	52	-2	-2
Native American/Alaskan	-	-	-	-	-	-	52	63	51	58	60	+8	+9
White	-	-	-	-	-	-	75	76	70	73	75	0	+5
Multiracial	-	-	-	-	-	-	54	71	70	67	68	+14	-2
Female	-	-	-	-	-	-	62	66	60	64	63	+1	+3
Male	-	-	-	-	-	-	60	63	56	59	59	-1	+3

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

Historical Performance on the Mathematics I EOCT

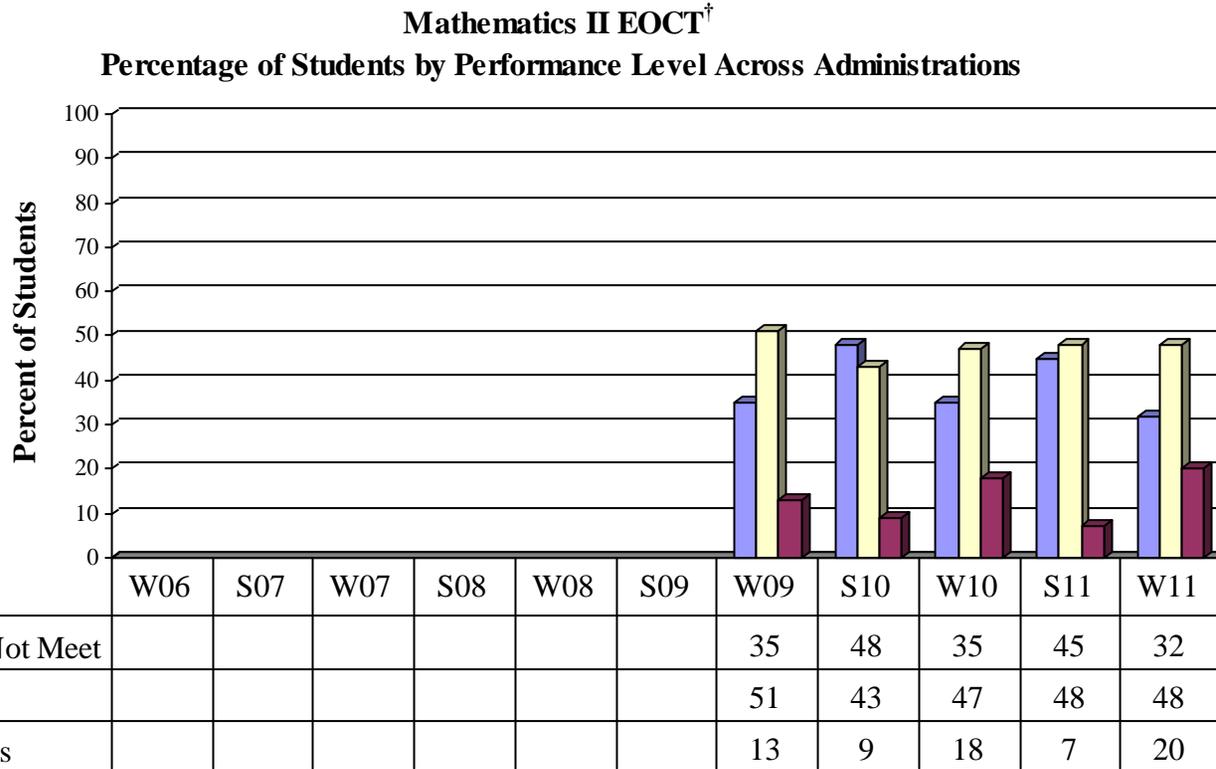


[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics I EOCT.



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

Historical Performance on the Mathematics II EOCT



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

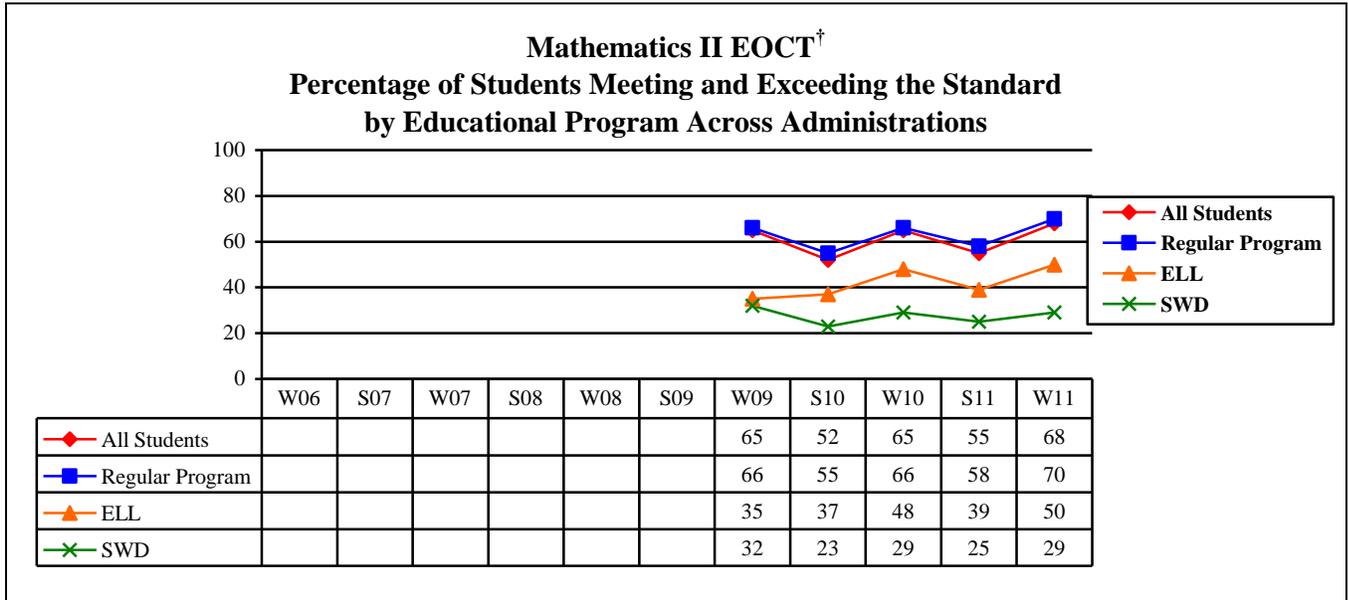
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Mathematics II EOCT

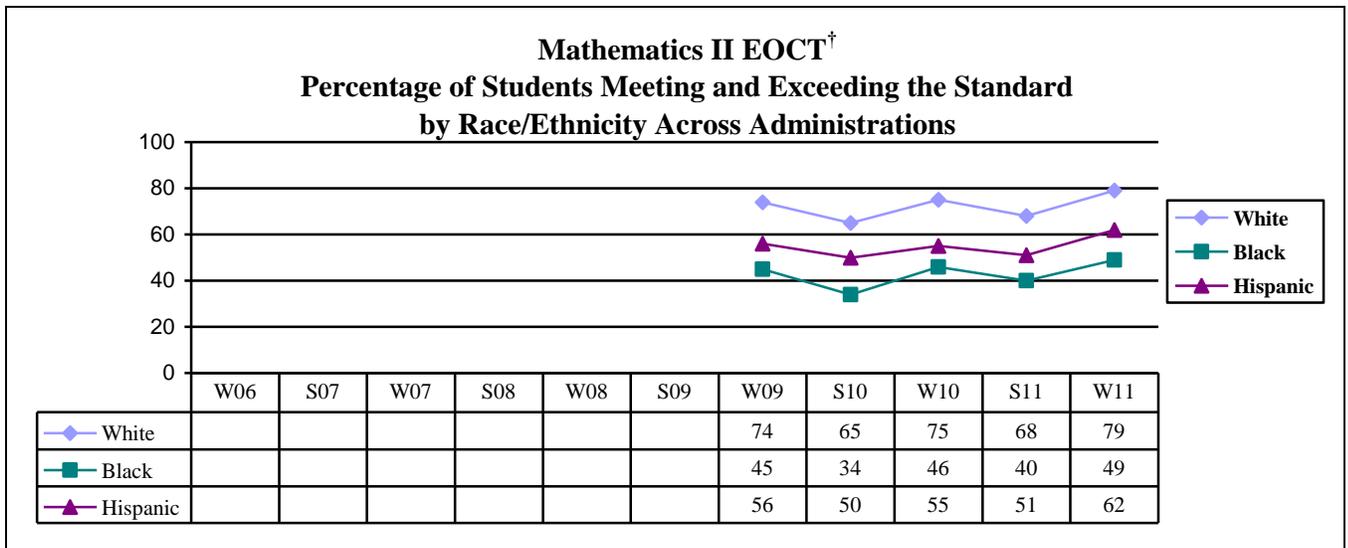
Mathematics II EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W09 to W11	Change W10 to W11
All Students	-	-	-	-	-	-	65	52	65	55	68	+3	+3
Regular Program	-	-	-	-	-	-	66	55	66	58	70	+4	+4
English Language Learners	-	-	-	-	-	-	35	37	48	39	50	+15	+2
Students with Disabilities	-	-	-	-	-	-	32	23	29	25	29	-3	0
Asian	-	-	-	-	-	-	86	82	90	77	91	+5	+1
Black	-	-	-	-	-	-	45	34	46	40	49	+4	+3
Hispanic	-	-	-	-	-	-	56	50	55	51	62	+6	+7
Native American/Alaskan	-	-	-	-	-	-	59	51	64	53	71	+12	+7
White	-	-	-	-	-	-	74	65	75	68	79	+5	+4
Multiracial	-	-	-	-	-	-	56	56	65	62	75	+19	+10
Female	-	-	-	-	-	-	63	52	66	56	70	+7	+4
Male	-	-	-	-	-	-	66	53	65	53	68	+2	+3

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

Historical Performance on the Mathematics II EOCT

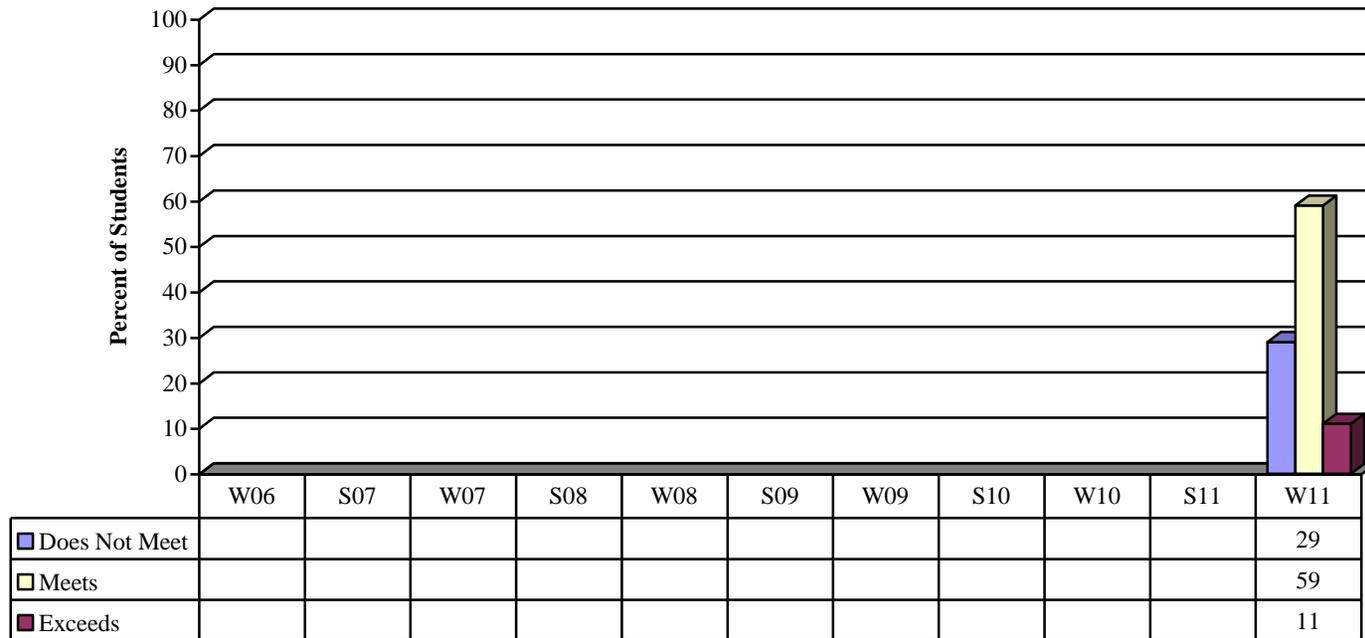


[†]The Winter 2009 EOCT marked the first operational administration of the GPS-based Mathematics II EOCT.



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GPS Algebra EOCT[†]
Percentage of Students by Performance Level Across Administrations



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

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

Winter 2011 was the first administration of this test; 2,312 students participated. This test was taken by a small number of students in a small number of school systems and therefore is not representative of the state.

Performance on the GPS Algebra EOCT

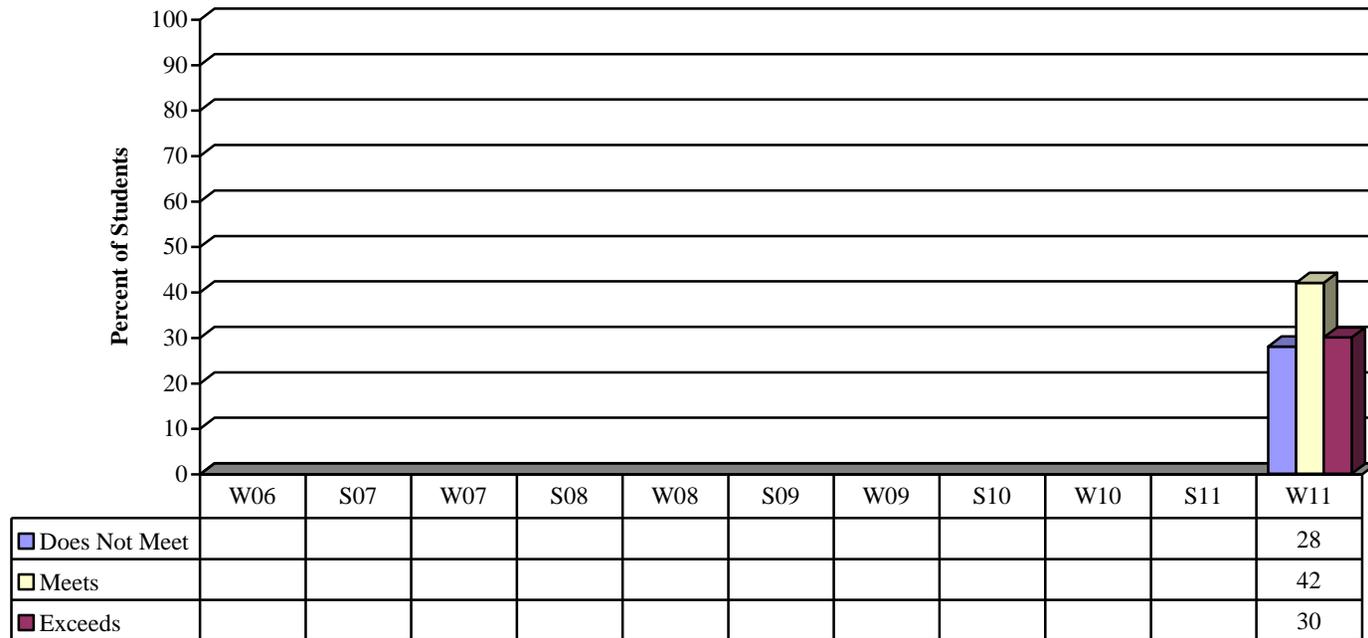
GPS Algebra EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations										
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
All Students											71
Regular Program											73
English Language Learners											31
Students with Disabilities						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

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

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

Winter 2011 was the first administration of this test; 2,312 students participated. This test was taken by a small number of students in a small number of school systems and therefore is not representative of the state.

GPS Geometry EOCT[†]
Percentage of Students by Performance Level Across Administrations



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

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

Winter 2011 was the first administration of this test; 425 students participated. This test was taken by a small number of students in a small number of school systems and therefore is not representative of the state.

Performance on the GPS Geometry EOCT

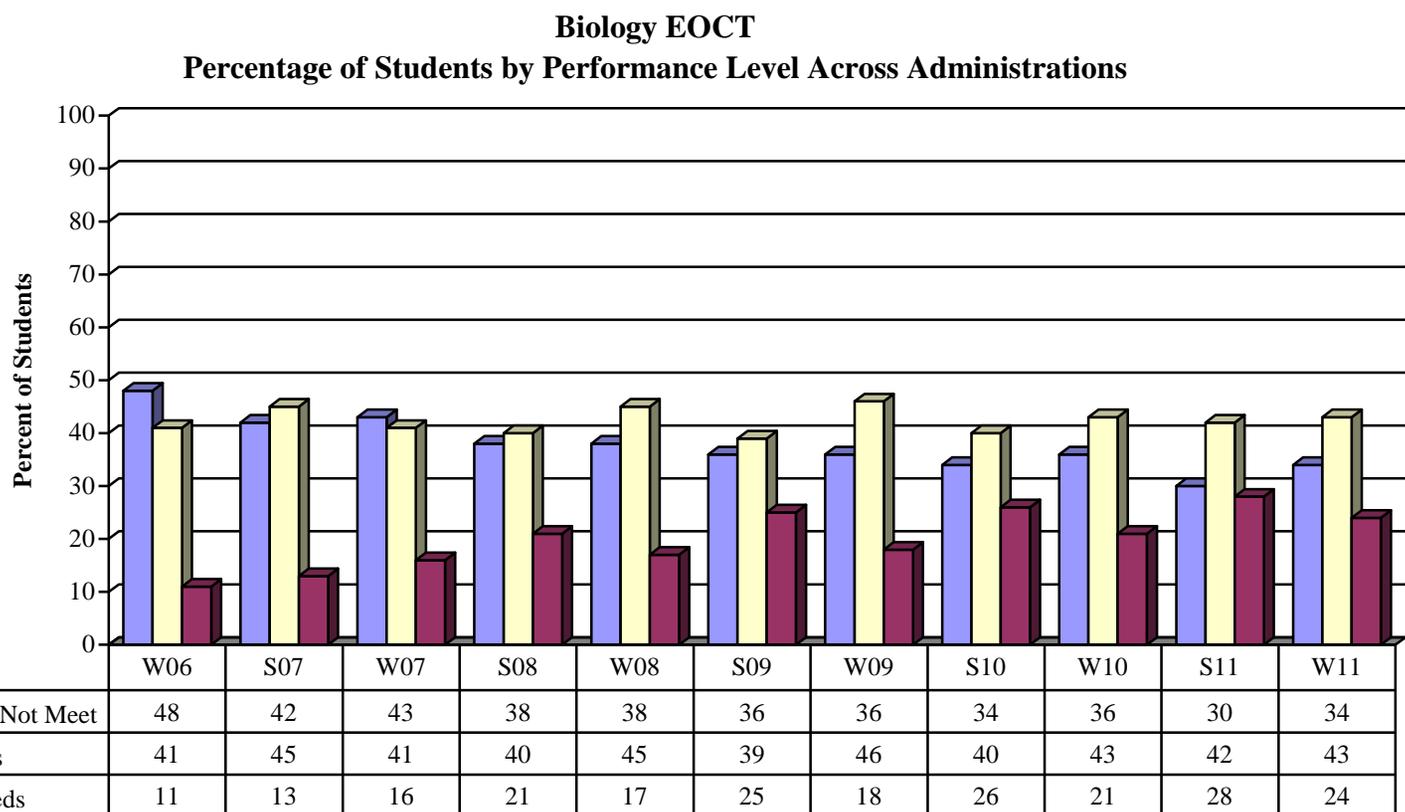
GPS Geometry EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations										
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
All Students											72
Regular Program											75
English Language Learners											--
Students with Disabilities					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

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

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

Winter 2011 was the first administration of this test; 425 students participated. This test was taken by a small number of students in a small number of school systems and therefore is not representative of the state.

Historical Performance on the Biology EOCT

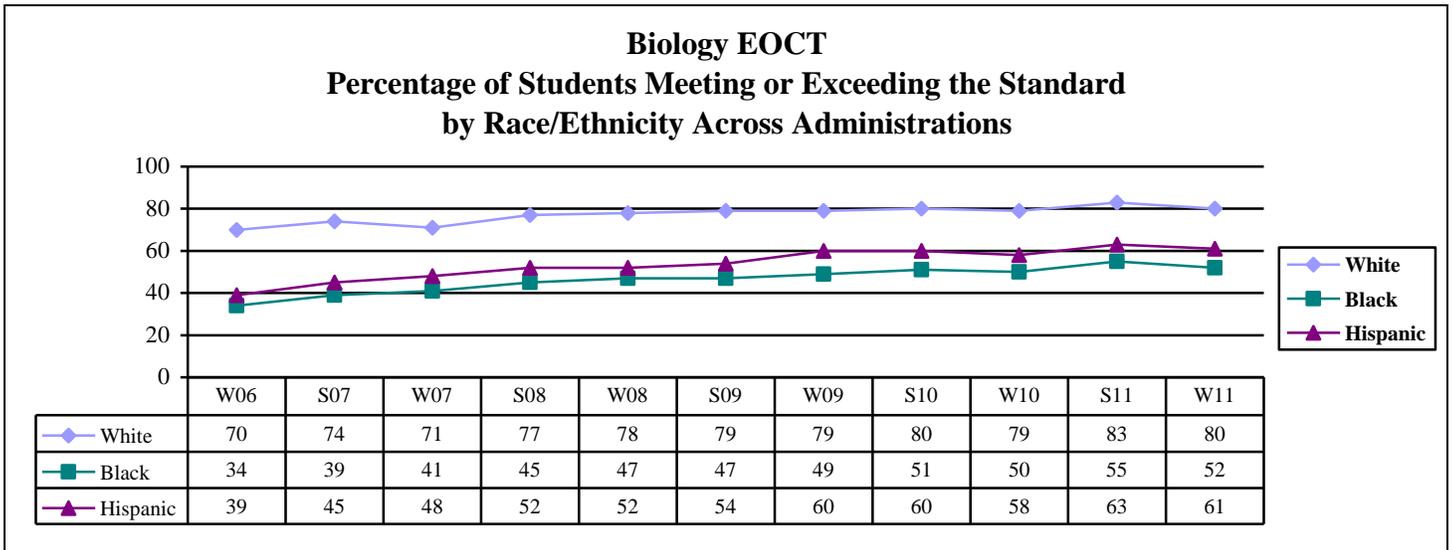
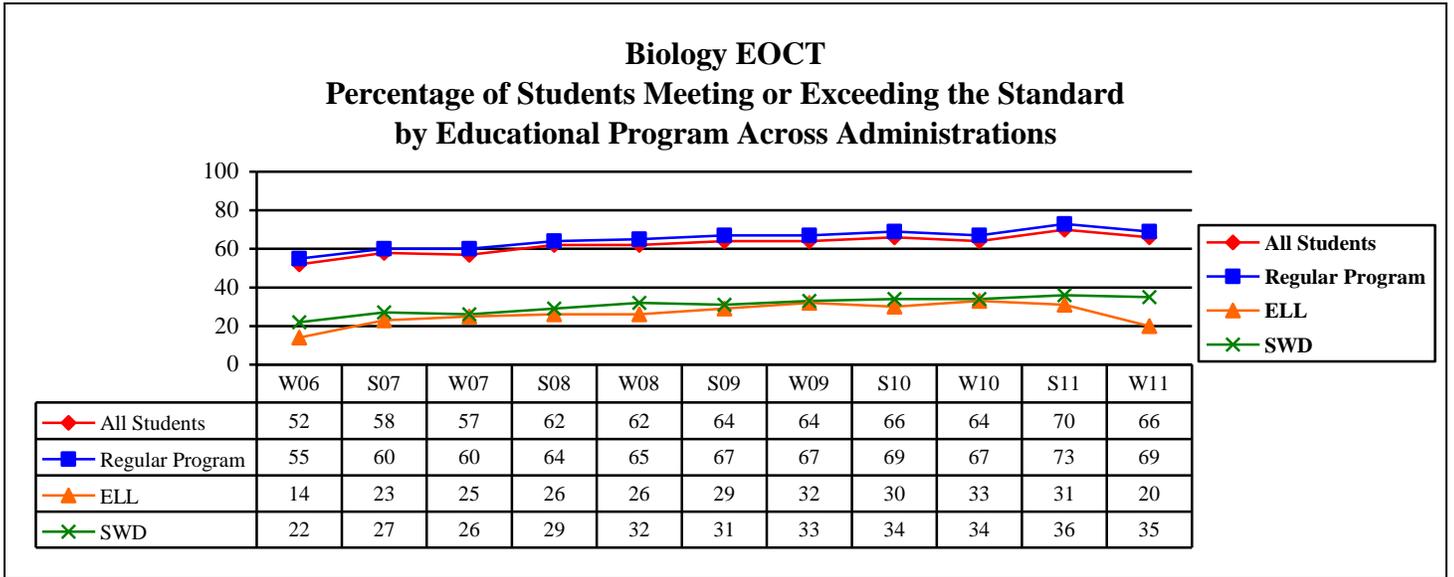


*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Biology EOCT

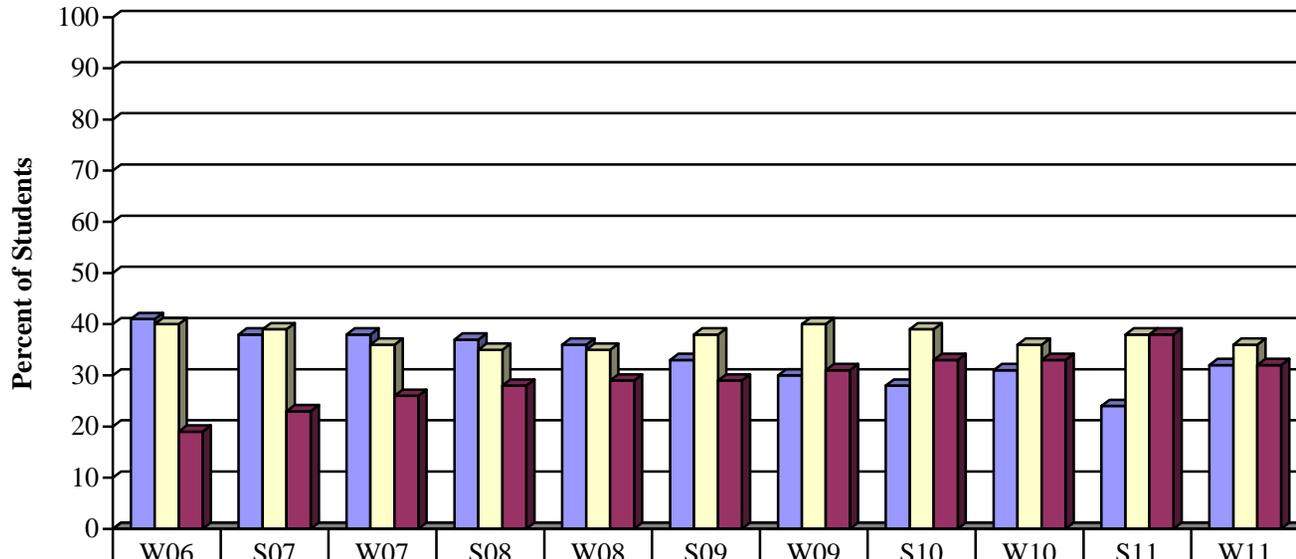
Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W06 to W11	Change W10 to W11
All Students	52	58	57	62	62	64	64	66	64	70	66	+14	+2
Regular Program	55	60	60	64	65	67	67	69	67	73	69	+14	+2
English Language Learners	14	23	25	26	26	29	32	30	33	31	20	+6	-13
Students with Disabilities	22	27	26	29	32	31	33	34	34	36	35	+13	+1
Asian	67	78	74	81	78	82	75	83	75	84	72	+5	-3
Black	34	39	41	45	47	47	49	51	50	55	52	+18	+2
Hispanic	39	45	48	52	52	54	60	60	58	63	61	+22	+3
Native American/Alaskan	47	63	54	65	64	63	70	69	64	68	54	+7	-10
White	70	74	71	77	78	79	79	80	79	83	80	+10	+1
Multiracial	56	63	66	67	56	60	67	76	73	76	75	+19	+2
Female	51	56	56	61	62	63	64	66	65	70	67	+16	+2
Male	54	59	57	62	63	64	65	67	64	70	67	+13	+3

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	41	38	38	37	36	33	30	28	31	24	32
■ Meets	40	39	36	35	35	38	40	39	36	38	36
■ Exceeds	19	23	26	28	29	29	31	33	33	38	32

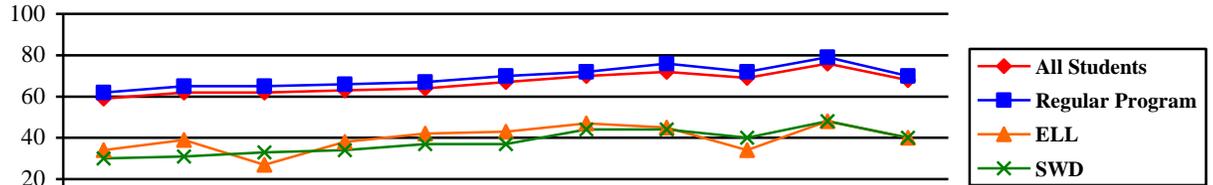
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Physical Science EOCT

Physical Science EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W06 to W11	Change W10 to W11
All Students	59	62	62	63	64	67	70	72	69	76	68	+9	-1
Regular Program	62	65	65	66	67	70	72	76	72	79	70	+8	-2
English Language Learners	34	39	27	38	42	43	47	45	34	48	40	+6	+6
Students with Disabilities	30	31	33	34	37	37	44	44	40	48	40	+10	0
Asian	70	77	73	78	76	82	77	83	75	88	71	+1	-4
Black	44	48	49	49	53	55	59	61	59	65	56	+12	-3
Hispanic	56	56	53	57	58	64	71	71	66	73	63	+7	-3
Native American/Alaskan	57	65	64	61	69	68	65	80	63	75	72	+15	+9
White	72	77	75	78	76	81	82	84	81	87	80	+8	-1
Multiracial	66	67	68	68	57	62	78	78	78	84	77	+11	-1
Female	59	62	61	63	64	67	71	72	68	76	68	+9	0
Male	60	62	63	64	64	67	69	72	70	77	68	+8	-2

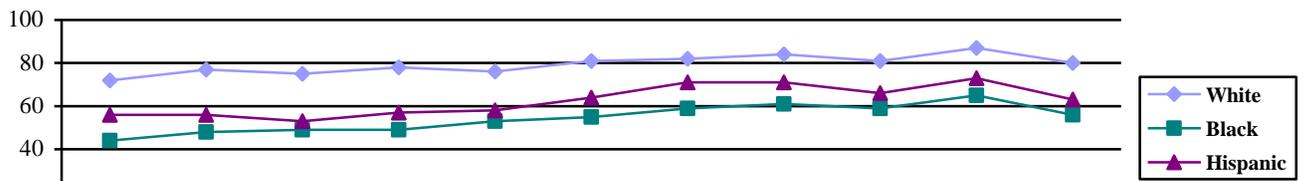
Historical Performance on the Physical Science EOCT

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



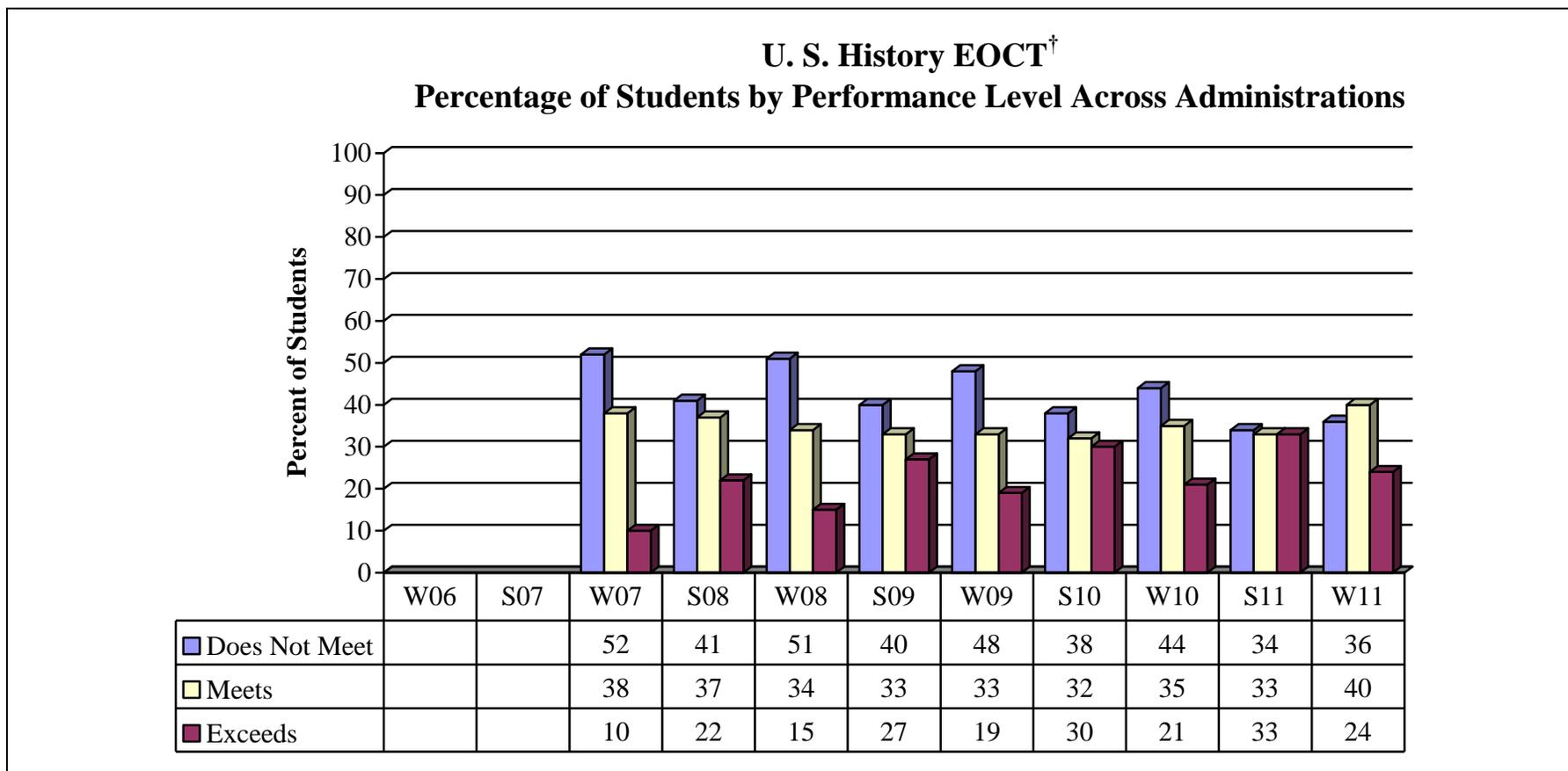
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
All Students	59	62	62	63	64	67	70	72	69	76	68
Regular Program	62	65	65	66	67	70	72	76	72	79	70
ELL	34	39	27	38	42	43	47	45	34	48	40
SWD	30	31	33	34	37	37	44	44	40	48	40

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



	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11
White	72	77	75	78	76	81	82	84	81	87	80
Black	44	48	49	49	53	55	59	61	59	65	56
Hispanic	56	56	53	57	58	64	71	71	66	73	63

Historical Performance on the U. S. History EOCT



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

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

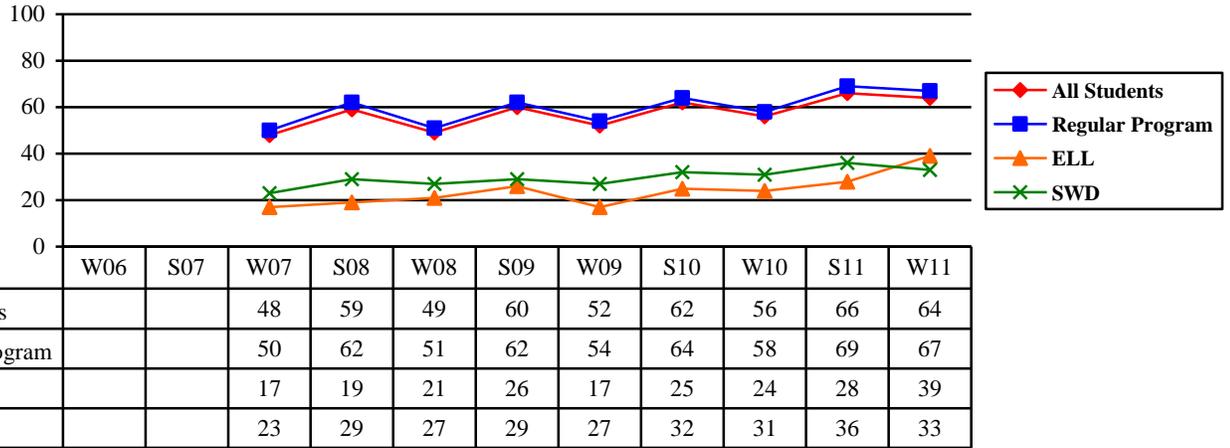
Historical Performance on the U. S. History EOCT

U.S. History EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W07 to W11	Change W10 to W11
All Students	-	-	48	59	49	60	52	62	56	66	64	+16	+8
Regular Program	-	-	50	62	51	62	54	64	58	69	67	+17	+9
English Language Learners	-	-	17	19	21	26	17	25	24	28	39	+22	+15
Students with Disabilities	-	-	23	29	27	29	27	32	31	36	33	+10	+2
Asian	-	-	51	76	61	78	66	79	64	83	73	+22	+9
Black	-	-	33	41	33	43	38	47	43	53	49	+16	+6
Hispanic	-	-	39	49	44	50	48	55	52	60	63	+24	+11
Native American/Alaskan	-	-	46	69	64	60	49	64	50	72	76	+30	+26
White	-	-	60	74	64	74	65	75	70	78	77	+17	+7
Multiracial	-	-	54	62	44	59	51	69	64	73	67	+13	+3
Female	-	-	44	56	45	57	47	59	53	63	62	+18	+9
Male	-	-	52	63	54	63	56	65	60	70	66	+14	+6

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

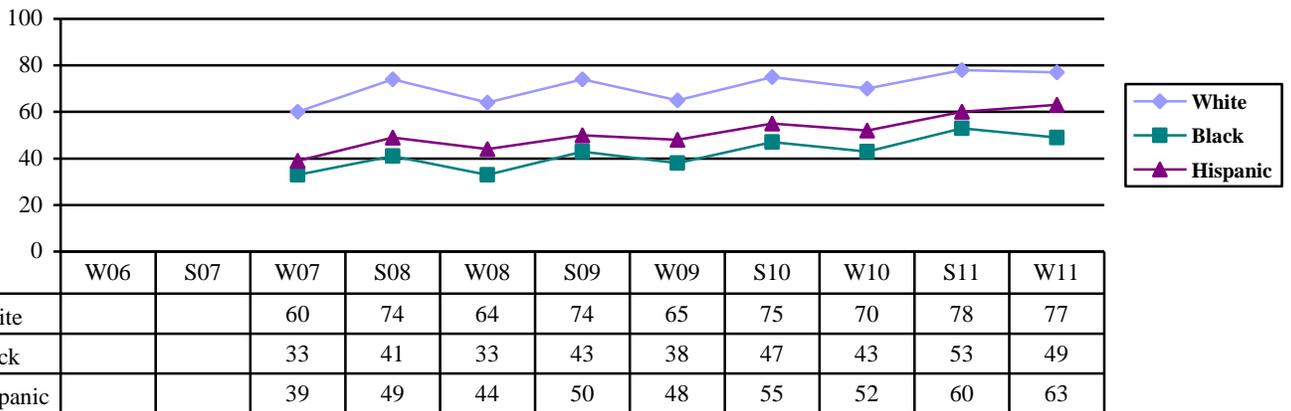
Historical Performance on the U. S. History EOCT

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



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

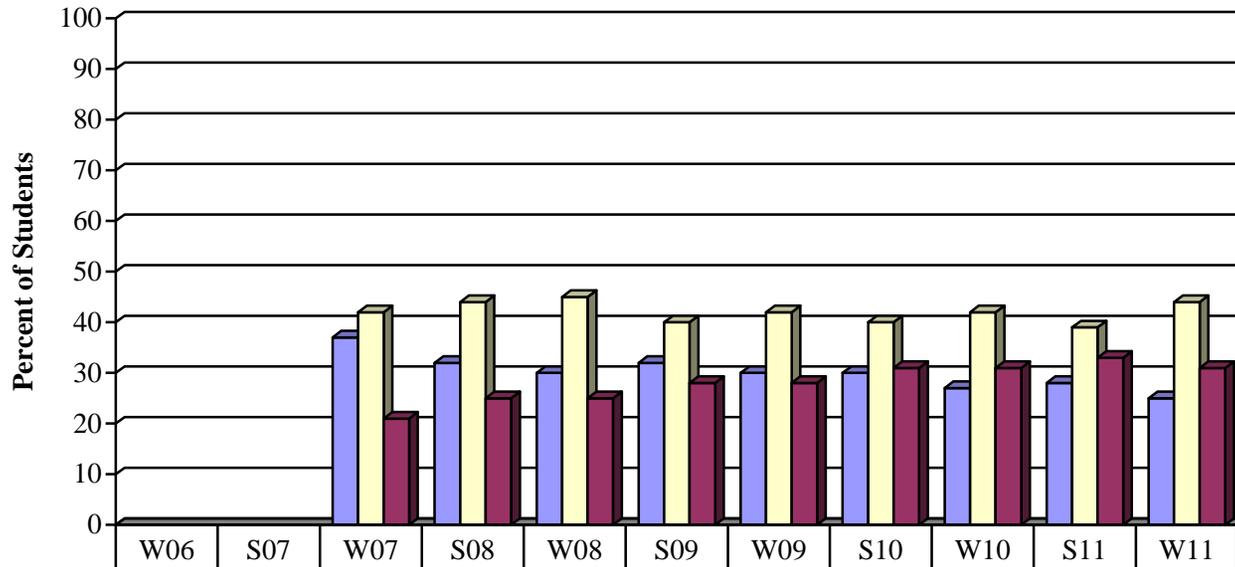
U.S. History EOCT[†]
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations



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

Historical Performance on the Economics EOCT

Economics EOCT[†]
Percentage of Students by Performance Level Across Administrations



■ Does Not Meet

■ Meets

■ Exceeds

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

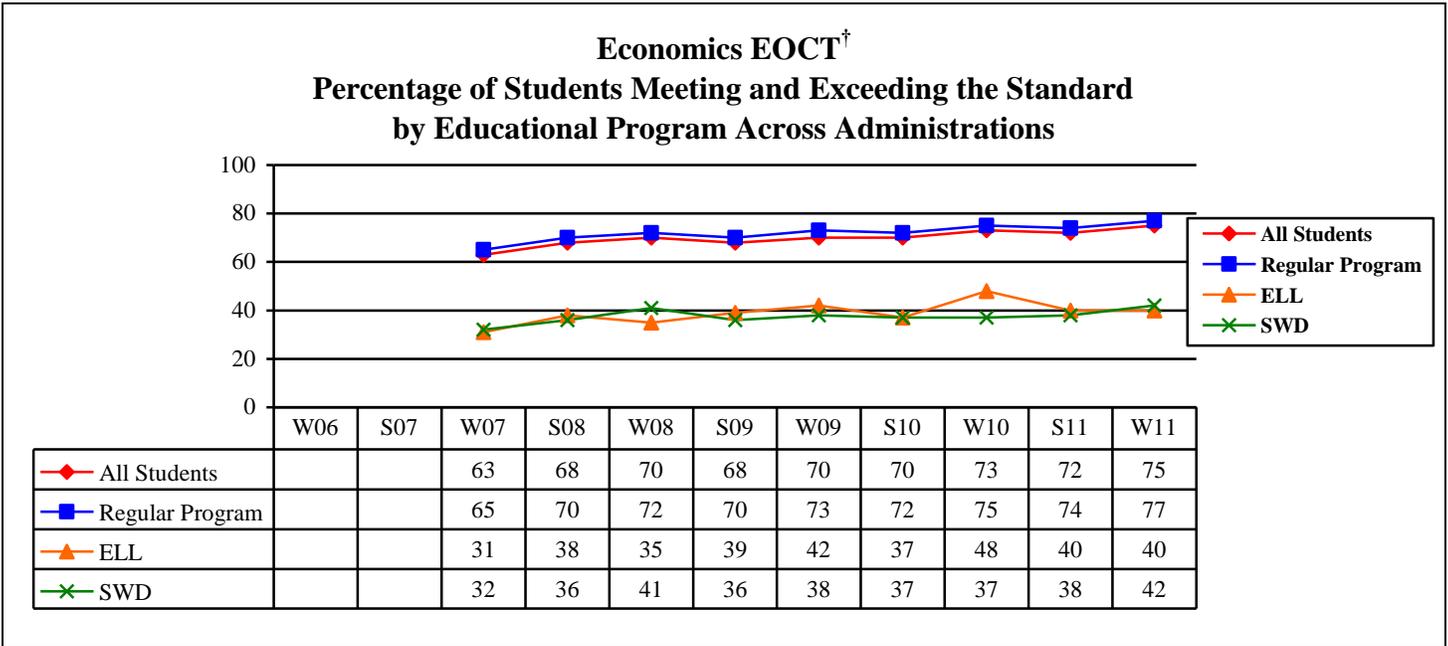
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Economics EOCT

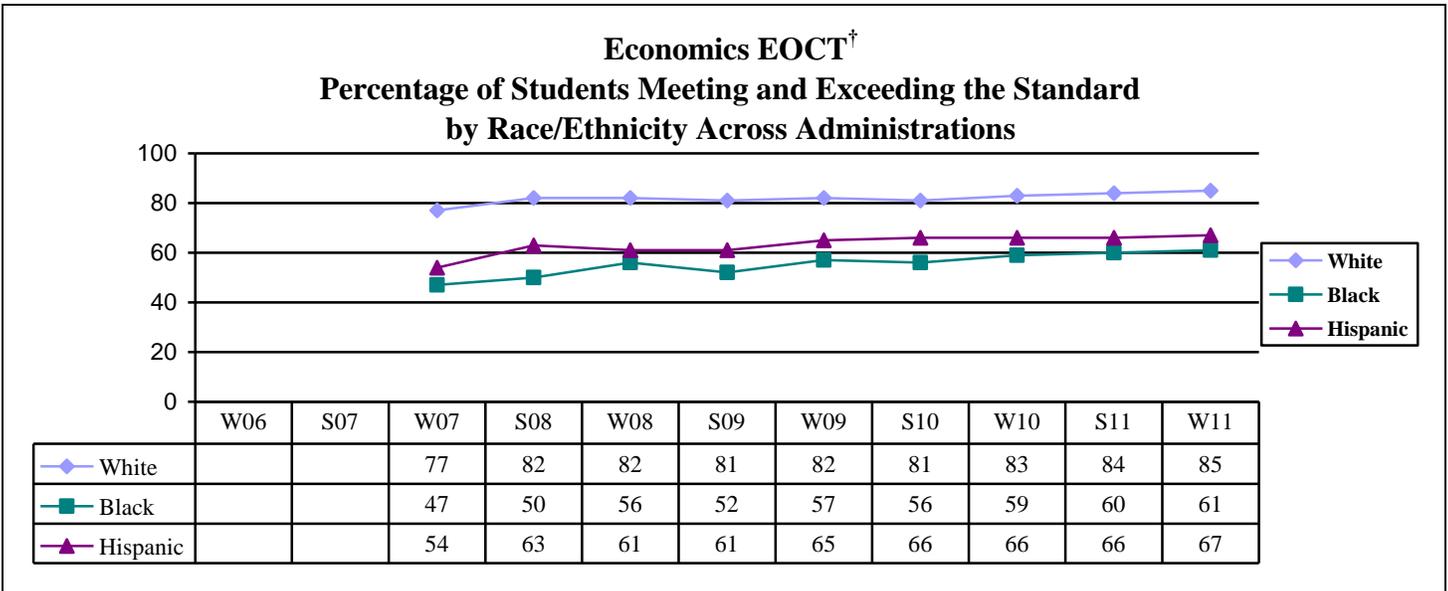
Economics EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	W11	Change W07 to W11	Change W10 to W11
All Students	-	-	63	68	70	68	70	70	73	72	75	+12	+2
Regular Program	-	-	65	70	72	70	73	72	75	74	77	+12	+2
English Language Learners	-	-	31	38	35	39	42	37	48	40	40	+9	-8
Students with Disabilities	-	-	32	36	41	36	38	37	37	38	42	+10	+5
Asian	-	-	79	83	83	83	85	85	87	88	90	+11	+3
Black	-	-	47	50	56	52	57	56	59	60	61	+14	+2
Hispanic	-	-	54	63	61	61	65	66	66	66	67	+13	+1
Native American/Alaskan	-	-	71	71	74	72	66	71	72	73	71	0	-1
White	-	-	77	82	82	81	82	81	83	84	85	+8	+2
Multiracial	-	-	66	70	66	65	74	77	79	77	82	+16	+3
Female	-	-	60	66	69	67	69	69	72	71	73	+13	+1
Male	-	-	66	71	72	71	72	72	74	74	76	+10	+2

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

Historical Performance on the Economics EOCT



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



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