

TESTING BRIEF
Georgia End of Course Tests (EOCT)

Winter 2010 Administration
November 29, 2010 – January 7, 2011

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.” The purposes of the End-of-Course Tests are to assess student achievement in the Georgia Performance Standards (GPS) in the designated core courses and to provide diagnostic data to improve student achievement. Definitions for student achievement as defined by Georgia teachers at the Meets Standard performance level and the Exceeds Standard performance level are outlined in the EOCT Interpretive Guide and on the Individual Student Report for each content area.

The EOCT assess only 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 content areas of English/Language Arts, Mathematics, Science and Social Studies.

Administration of the End-of-Course Tests supports Goal 1 of the Superintendent’s Strategic Plan: Increase high school graduation rate, decrease high-school dropout rate, and increase post-secondary enrollment rate. This is achieved through providing an effective assessment system that is aligned with the Georgia Performance Standards and designed to improve student achievement.

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 2010 scores (79%) to the Winter 2009 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 increased by three (3) percentage points between Winter 2009 (25%) and Winter 2010 (28%).
- Since the inception of the Ninth Grade Literature & Composition EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by nineteen (19) percentage points from Winter 2005 (60%) to Winter 2010 (79%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Ninth Grade Literature & Composition EOCT was 81%. This target was not met.

American Literature & Composition

- Eighty-five (85%) percent of Georgia’s students met or exceeded the standard for American Literature & Composition.
- When comparing the Winter 2010 scores (85%) to the Winter 2009 scores (83%), 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 three (3) percentage points between Winter 2009 (26%) and Winter 2010 (29%).
- Since the inception of the American Literature & Composition EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by eight (8) percentage points from Winter 2005 (77%) to Winter 2010 (85%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the American Literature & Composition EOCT was 90%. This target was not met.

Key Findings – Science

Biology

- Sixty-four (64%) percent of Georgia’s students met or exceeded the standard for Biology.
- When comparing the Winter 2010 scores (64%) to the Winter 2009 scores (64%), the percent of students meeting or exceeding the standard remained the same in Biology.
- The percent of students achieving the exceeds standard performance level in Biology increased by three (3) percentage points between Winter 2009 (18%) and Winter 2010 (21%).
- Since the inception of the Biology EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by fourteen (14) percentage points from Winter 2005 (50%) to Winter 2010 (64%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Biology EOCT was 69%. This target was not met.

Physical Science

- Sixty-nine (69%) percent of Georgia’s students met or exceeded the standard for Physical Science.
- When comparing the Winter 2010 scores (69%) to the Winter 2009 scores (70%), 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 increased by two (2) percentage points between Winter 2009 (31%) and Winter 2010 (33%).
- Since the inception of the Physical Science EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by fifteen (15) percentage points from Winter 2005 (54%) to Winter 2010 (69%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Physical Science EOCT was 71%. This target was not met.

Key Findings – Social Studies

U.S. History

- Fifty-six (56%) percent of Georgia’s students met or exceeded the standard for U.S. History.
- When comparing the Winter 2010 scores (56%) to the Winter 2009 scores (48%), the percent of students meeting or exceeding the standard increased by four (4) percentage points in U.S. History.
- The percent of students achieving the exceeds standard performance level in U.S. History increased by two (2) percentage points between Winter 2009 (19%) and Winter 2010 (21%).
- 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 eight (8) percentage points from Winter 2007 (48%) to Winter 2010 (56%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the U.S. History EOCT was 65%. This target was not met.

Economics/Business/Free Enterprise

- Seventy-three (73%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Winter 2010 scores (73%) to the Winter 2009 scores (70%), the percent of students meeting or exceeding the standard increased by three (3) percentage points in Economics/Business/Free Enterprise.
- The percent of students achieving the exceeds standard performance level in Economics/Business/Free Enterprise increased by three (3) percentage points between Winter 2009 (28%) and Winter 2010 (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 ten (10) percentage points from Winter 2007 (63%) to Winter 2010 (73%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Economics/Business/Free Enterprise EOCT was 75%. This target was not met.

Key Findings – Mathematics

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

- Fifty-seven (57%) percent of Georgia's students met or exceeded the standard for Mathematics I.
- When comparing the Winter 2010 scores (57%) to the Winter 2009 scores (61%), the percent of students meeting or exceeding the standard decreased by four (4) percentage points in Mathematics I.
- The percent of students achieving the exceeds standard performance level in Mathematics I increased by four (4) percentage points between Winter 2009 (9%) and Winter 2010 (13%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Mathematics I was 65%. This target was not met.

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

- Sixty-five (65%) percent of Georgia's students met or exceeded the standard for Mathematics II.
- When comparing the Winter 2010 scores (65%) to the Winter 2009 scores (65%), the percent of students meeting or exceeding the standard remained the same in Mathematics II.
- The percent of students achieving the exceeds standard performance level in Mathematics II increased by five (5) percentage points between Winter 2009 (13%) and Winter 2010 (18%).
- The 2010 – 2011 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Mathematics II EOCT was 65%. This target was met.

Overall Findings – Special Populations

- From Winter 2009 to Winter 2010, English Language Learner (ELL) students improved achievement by one or more percentage points in Biology (1), U.S. History (7) and Economics (6), Mathematics I (1), and Mathematics II (13).
- From Winter of the first year of implementation of the GPS-based EOCT, ELL students improved achievement by seven (7) or more percentage points in Ninth Grade Literature & Composition (16), American Literature & Composition (11), Biology (19), Physical Science (14), U.S. History (7), and Economics (17).
- From Winter 2009 to Winter 2010, Students with Disabilities improved achievement by one or more percentage points in Ninth Grade Literature & Composition (7), American Literature (1), Biology (1), and U.S. History (4).
- From Winter of the first year of implementation of the GPS-based EOCT, Students with Disabilities improved achievement by five (5) or more percentage points in Ninth Grade Literature & Composition (25), American Literature & Composition (19), Biology (15), Physical Science (16), U.S. History (8), and Economics (5).

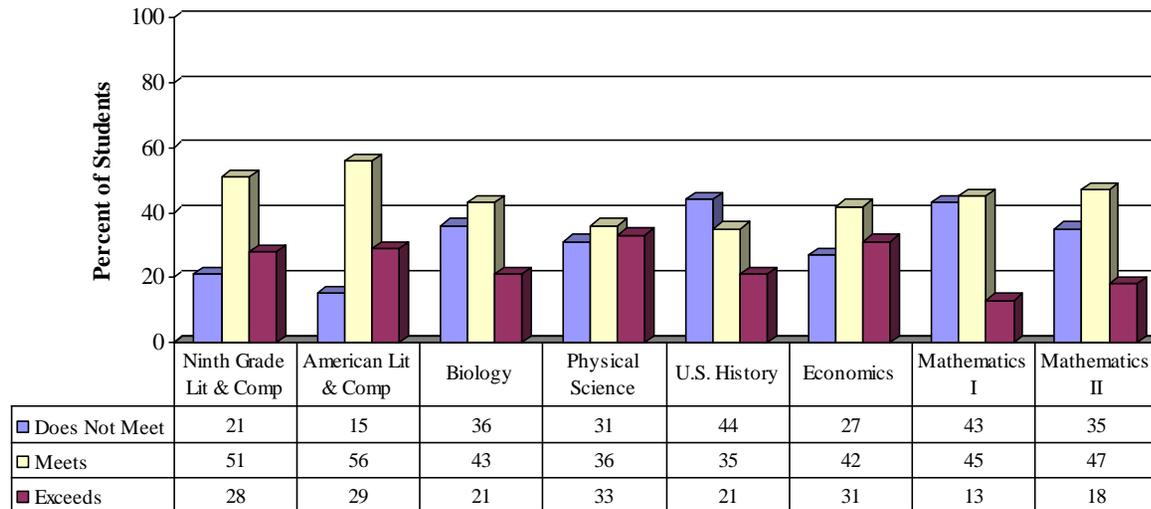
Overall Findings – Closing the Gap

- From Winter of the first year of implementation of the GPS-based EOCT to Winter 2010, the achievement gap between ELL students and Regular Program students has narrowed by three (3) percentage points in American Literature & Composition, five (5) percentage points in Biology, seven (7) percentage points in Economics/Business/Free Enterprise, four (4) percentage points in Mathematics I, and thirteen (13) percentage points in Mathematics II.
- From Winter of the first year of implementation of the GPS-based EOCT to Winter 2010, the achievement gap between Students with Disabilities and Regular Program students has narrowed by six (6) percentage points in Ninth Grade Literature & Composition, eleven (11) percentage points in American Literature & Composition, one (1) percentage point in Biology, and one (1) percentage point in Physical Science.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a seventeen (17) percentage point gap from a twenty-eight (28) percentage point gap in Winter 2005, 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 2005. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by fifteen (15) percentage points since Winter 2005 while the performance of Black and Hispanic students has increased by twenty-six (26) and twenty-eight (28) percentage points, respectively.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to a fourteen (14) percentage point gap from a twenty-one (21) percentage point gap in Winter 2005, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to an eleven (11) percentage point gap from a twenty (20) percentage point gap in Winter 2005. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by six (6) percentage points since Winter 2005 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-nine (29) percentage point gap from a thirty-seven (37) percentage point gap in Winter 2005, 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 twenty-one (21) percentage point gap from a thirty-two (32) percentage point gap in Winter 2005. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by eleven (11) percentage points since Winter 2005 while the performance of Black and Hispanic students has increased by nineteen (19) and twenty-two (22) percentage points, respectively.

Overall Findings – Closing the Gap (continued)

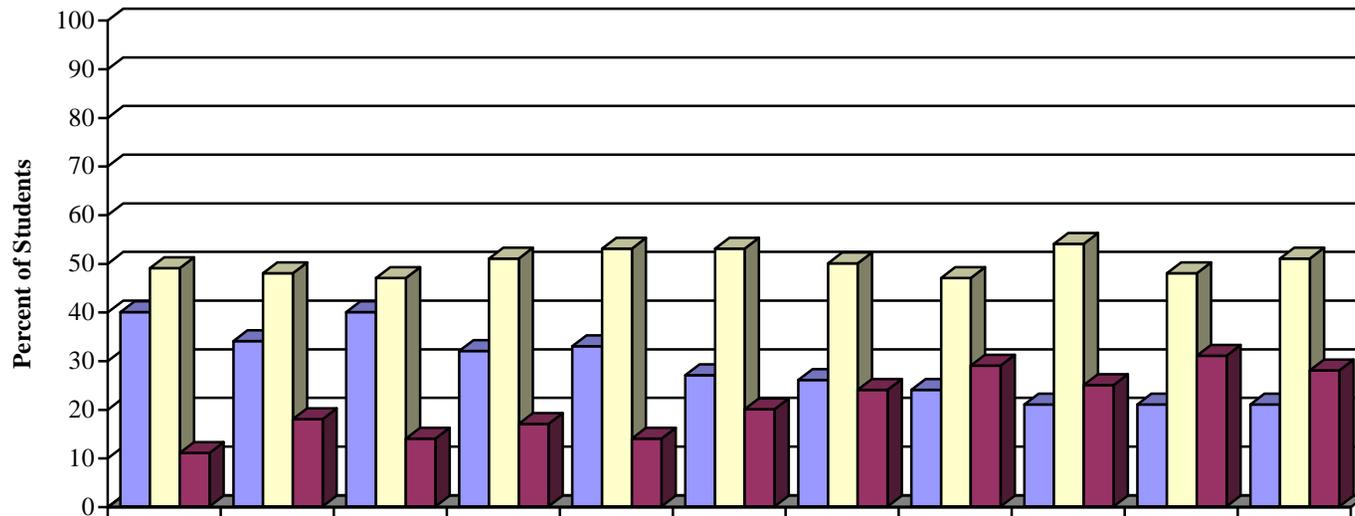
- In Physical Science, the achievement gap between Black and White students has narrowed to a twenty-two (22) percentage point gap from a twenty-nine (29) percentage point gap in Winter 2005, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to a fifteen (15) percentage point gap from a twenty-six (26) percentage point gap in Winter 2005. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by twelve (12) percentage points since Winter 2005 while the performance of Black and Hispanic students has increased by nineteen (19) and twenty-three (23) percentage points, respectively.
- In U.S. History, the achievement gap between Black and White students remained unchanged at a twenty-seven (27) percentage point gap from Winter 2007 to Winter 2010, 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-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 ten (10) percentage points since Winter 2007 while the performance of Hispanic students has increased by ten (10) 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 a seventeen (17) 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 six (6) percentage points since Winter 2007 while the performance of Black and Hispanic students both increased by twelve (12) percentage points.

Percentage of Students by Performance Level* - All EOCT - Winter 2010



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

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



	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10
■ Does Not Meet	40	34	40	32	33	27	26	24	21	21	21
■ Meets	49	48	47	51	53	53	50	47	54	48	51
■ Exceeds	11	18	14	17	14	20	24	29	25	31	28

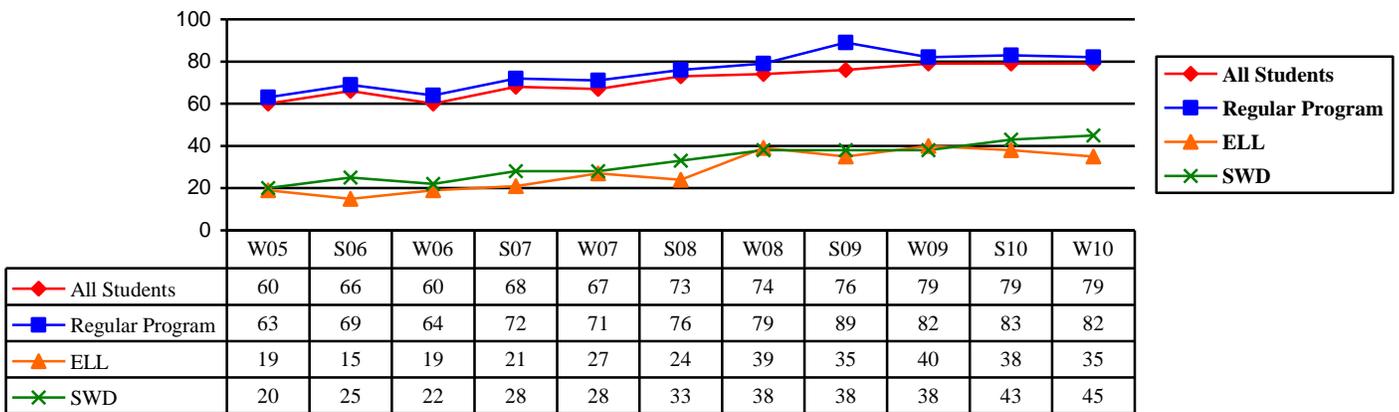
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Historical Performance on the Ninth Grade Literature & Composition EOCT

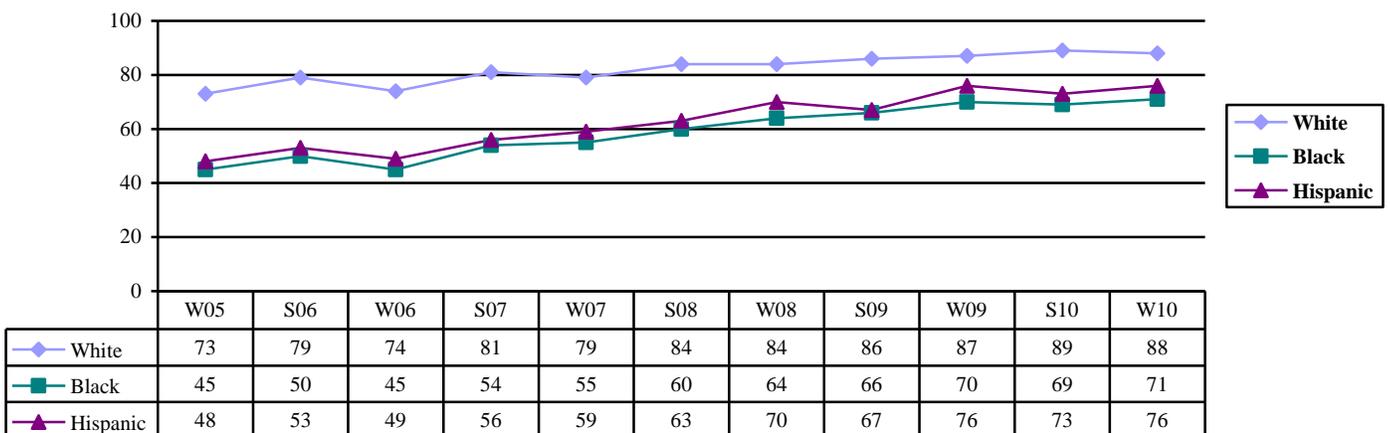
Ninth Grade Literature & Composition EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W05 to W10	Change W09 to W10
All Students	60	66	60	68	67	73	74	76	79	79	79	+19	0
Regular Program	63	69	64	72	71	76	79	81	82	83	82	+19	0
English Language Learners	19	15	19	21	27	24	39	35	40	38	35	+16	-5
Students with Disabilities	20	25	22	28	28	33	38	38	38	43	45	+25	+7
Asian	72	83	72	86	81	87	85	87	81	88	83	+11	+2
Black	45	50	45	54	55	60	64	66	70	69	71	+26	+1
Hispanic	48	53	49	56	59	63	70	67	76	73	76	+28	0
Native American/Alaskan	42	62	53	63	61	69	65	78	76	80	69	+27	-7
White	73	79	74	81	79	84	84	86	87	89	88	+15	+1
Multiracial	64	72	69	74	76	79	72	75	81	87	90	+26	+9
Female	65	71	64	73	72	77	80	81	83	83	83	+18	0
Male	55	61	56	64	63	69	70	72	74	76	76	+21	+2

Historical Performance on the Ninth Grade Literature & Composition EOCT

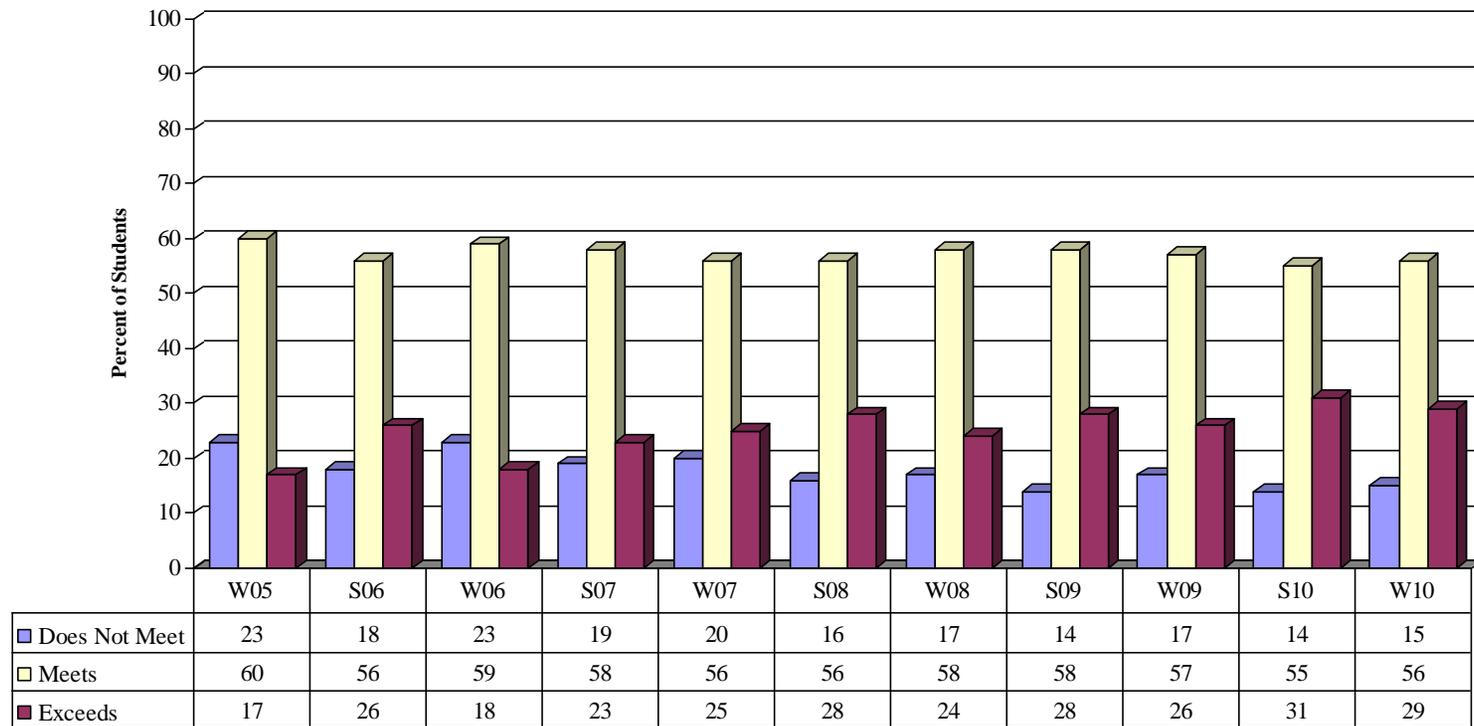
**Ninth Grade Literature and Composition
Percentage of Students Meeting or Exceeding the Standard
by Educational Program Across Administrations**



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



American Literature & Composition Percentage of Students by Performance Level Across Administrations



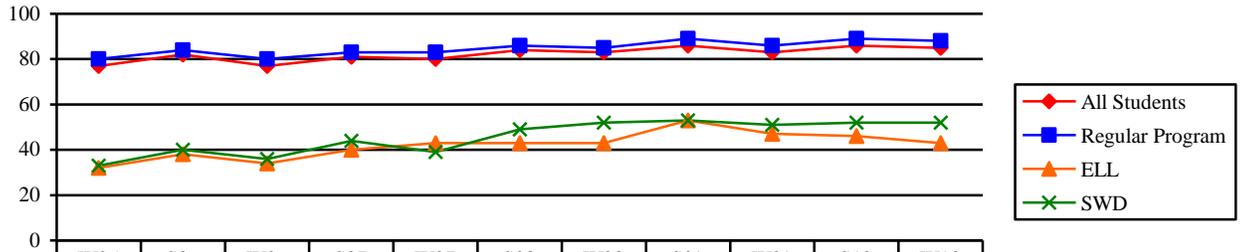
*Due to rounding, content area performance levels may not sum to 100%.

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												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W05 to W10	Change W09 to W10
All Students	77	82	77	81	80	84	83	86	83	86	85	+8	+2
Regular Program	80	84	80	83	83	86	85	89	86	89	88	+8	+2
English Language Learners	32	38	34	40	43	43	43	53	47	46	43	+11	-4
Students with Disabilities	33	40	36	44	39	49	52	53	51	52	52	+19	+1
Asian	83	88	87	88	91	88	86	91	85	91	87	+4	+2
Black	65	71	66	70	72	75	76	79	76	79	78	+13	+2
Hispanic	66	71	68	71	70	74	77	79	81	81	81	+15	0
Native American/Alaskan	77	84	83	82	86	87	92	89	82	87	81	+4	-1
White	86	90	87	90	88	91	90	92	90	92	92	+6	+2
Multiracial	80	87	81	84	88	88	76	85	85	91	90	+10	+5
Female	80	85	80	84	84	87	86	89	86	89	88	+8	+2
Male	74	79	75	78	78	81	80	83	80	84	83	+9	+3

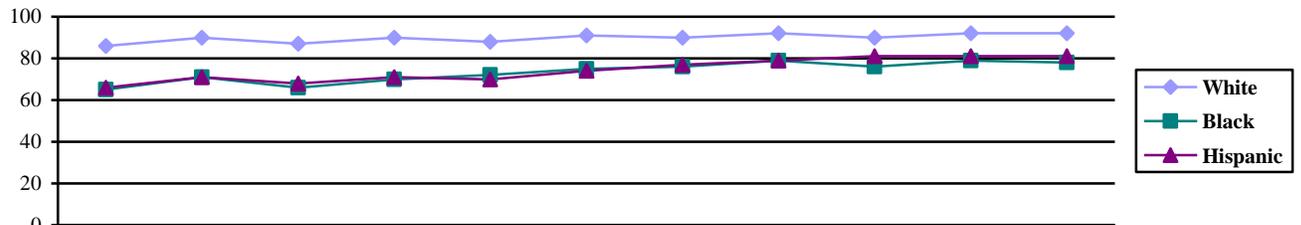
Historical Performance on the American Literature & Composition EOCT

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



	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10
All Students	77	82	77	81	80	84	83	86	83	86	85
Regular Program	80	84	80	83	83	86	85	89	86	89	88
ELL	32	38	34	40	43	43	43	53	47	46	43
SWD	33	40	36	44	39	49	52	53	51	52	52

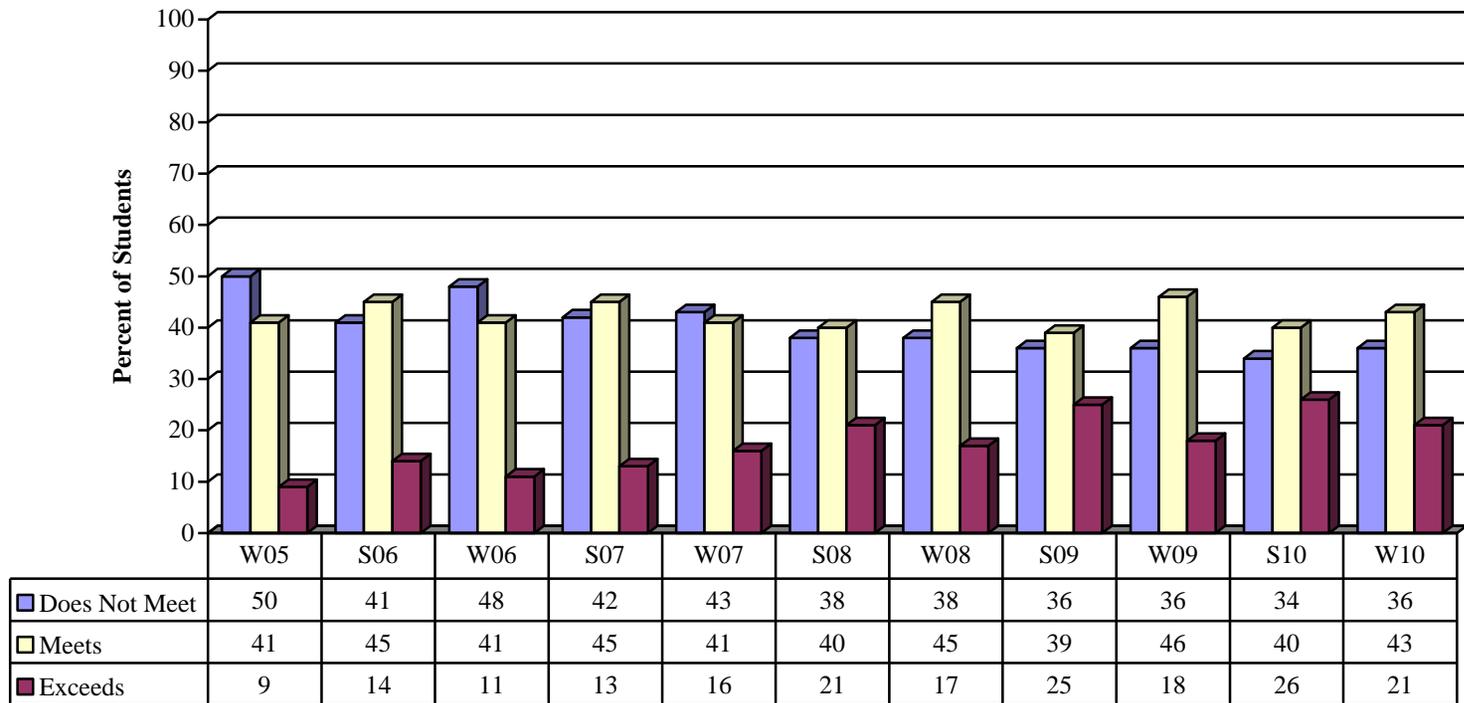
**American Literature & Composition EOCT
Percentage of Students Meeting or Exceeding the Standard
by Race/Ethnicity Across Administrations**



	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10
White	86	90	87	90	88	91	90	92	90	92	92
Black	65	71	66	70	72	75	76	79	76	79	78
Hispanic	66	71	68	71	70	74	77	79	81	81	81

Historical Performance on the Biology EOCT

Biology EOCT
Percentage of Students by Performance Level Across Administrations

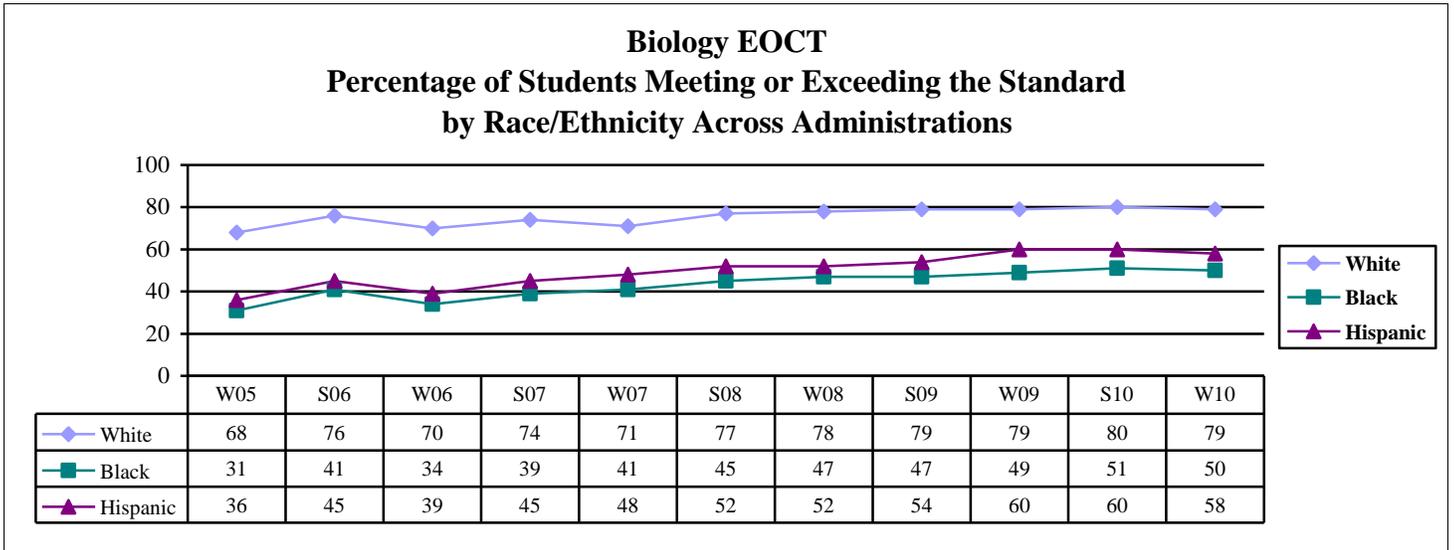
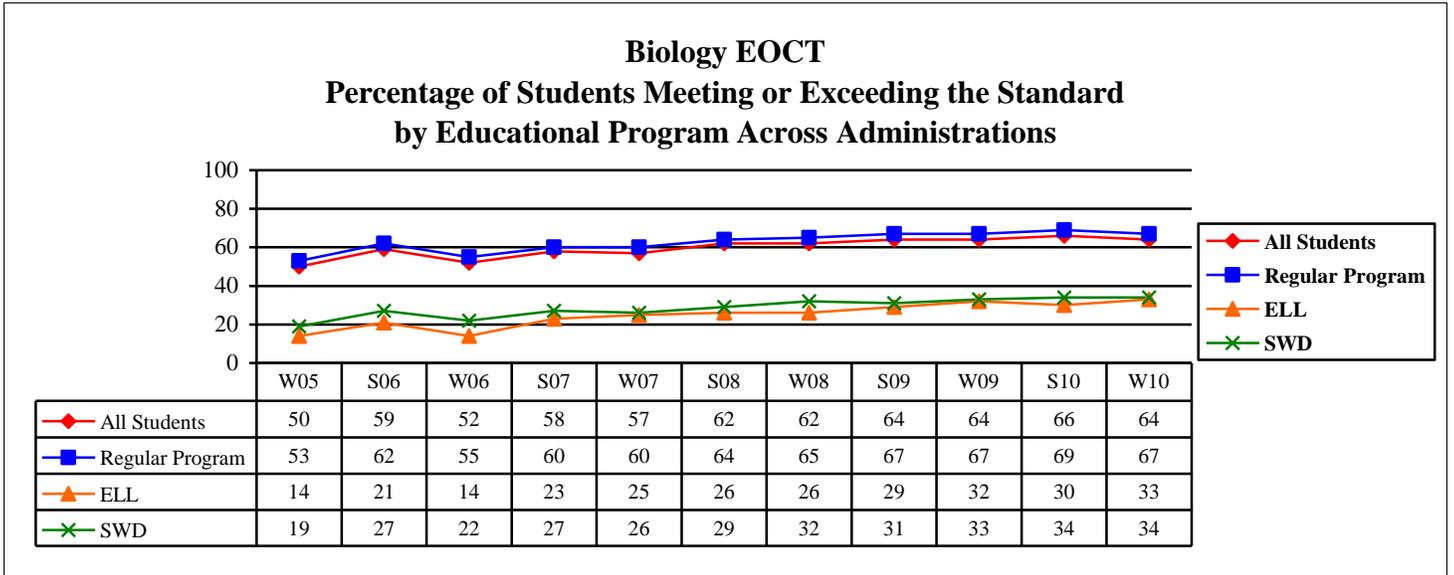


*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Biology EOCT

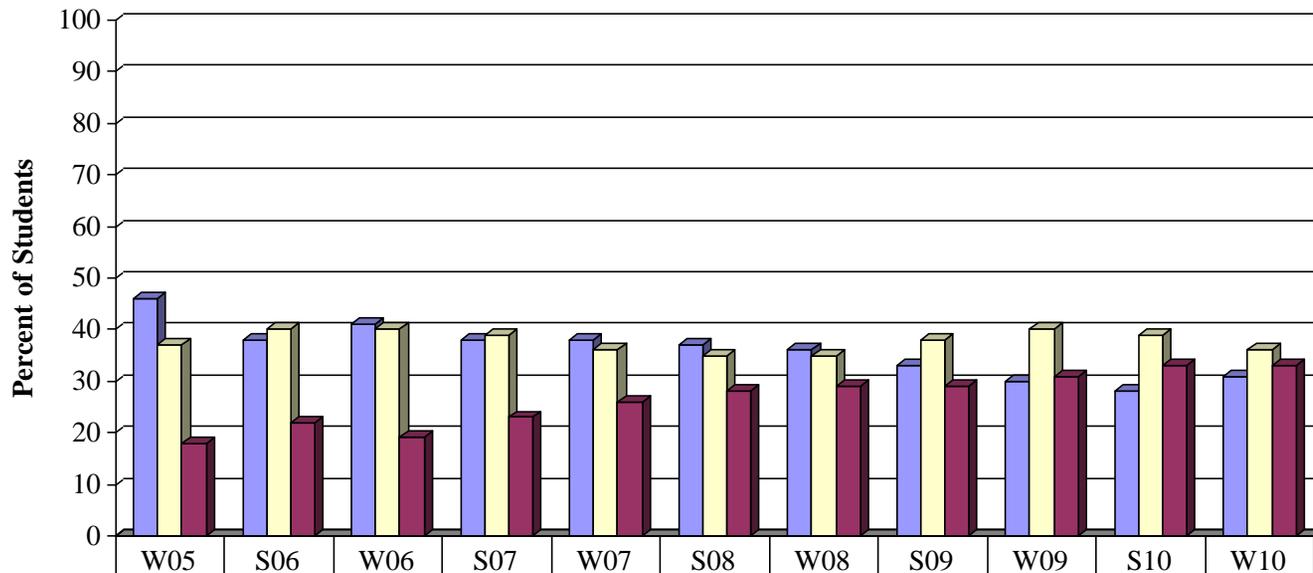
Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W05 to W10	Change W09 to W10
All Students	50	59	52	58	57	62	62	64	64	66	64	+14	0
Regular Program	53	62	55	60	60	64	65	67	67	69	67	+14	0
English Language Learners	14	21	14	23	25	26	26	29	32	30	33	+19	+1
Students with Disabilities	19	27	22	27	26	29	32	31	33	34	34	+15	+1
Asian	63	76	67	78	74	81	78	82	75	83	75	+12	0
Black	31	41	34	39	41	45	47	47	49	51	50	+19	+1
Hispanic	36	45	39	45	48	52	52	54	60	60	58	+22	-2
Native American/Alaskan	38	60	47	63	54	65	64	63	70	69	64	+26	-6
White	68	76	70	74	71	77	78	79	79	80	79	+11	0
Multiracial	52	64	56	63	66	67	56	60	67	76	73	+21	+6
Female	50	59	51	56	56	61	62	63	64	66	65	+15	+1
Male	51	59	54	59	57	62	63	64	65	67	64	+13	-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**



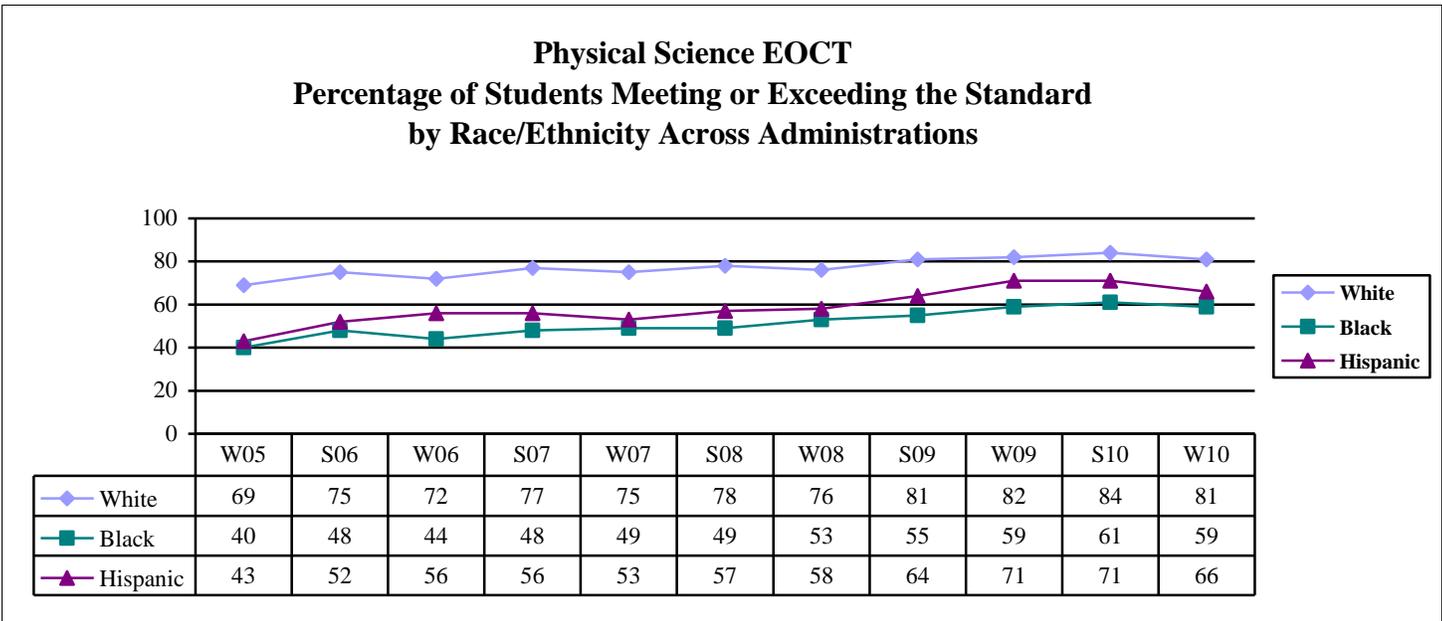
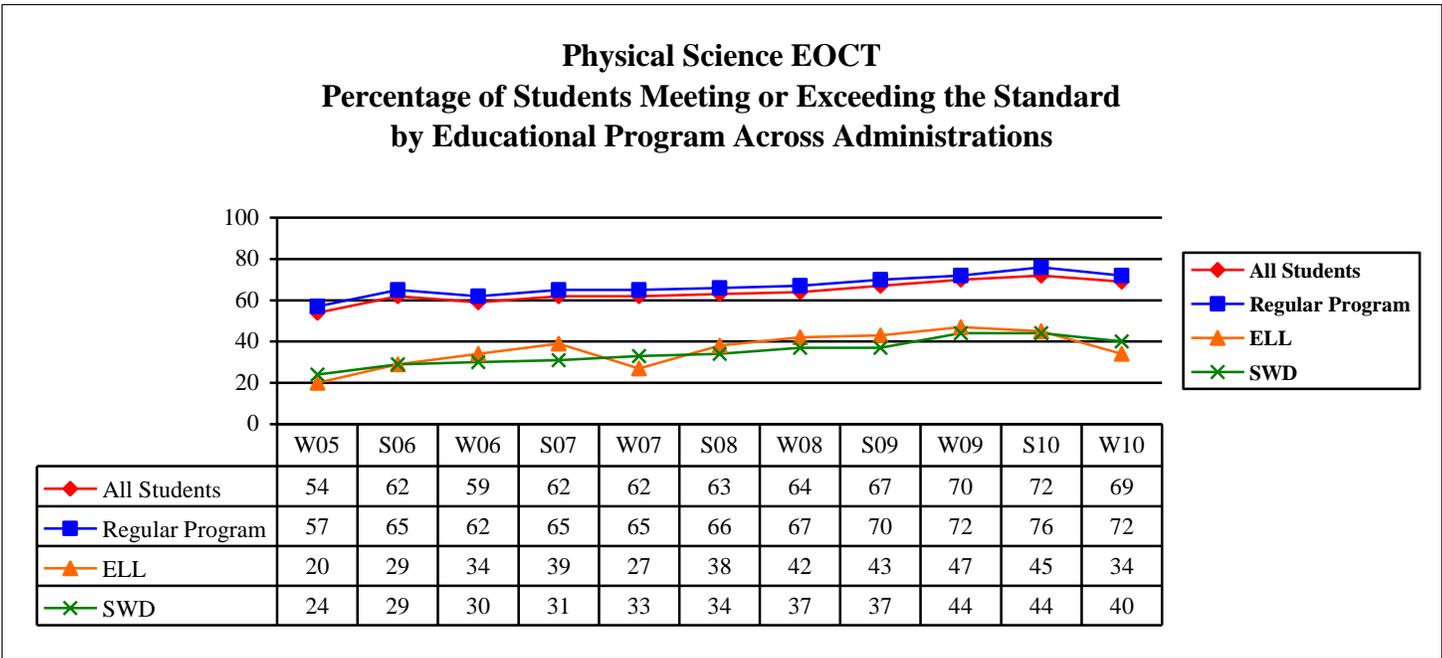
■ Does Not Meet	46	38	41	38	38	37	36	33	30	28	31
■ Meets	37	40	40	39	36	35	35	38	40	39	36
■ Exceeds	18	22	19	23	26	28	29	29	31	33	33

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

Historical Performance on the Physical Science EOCT

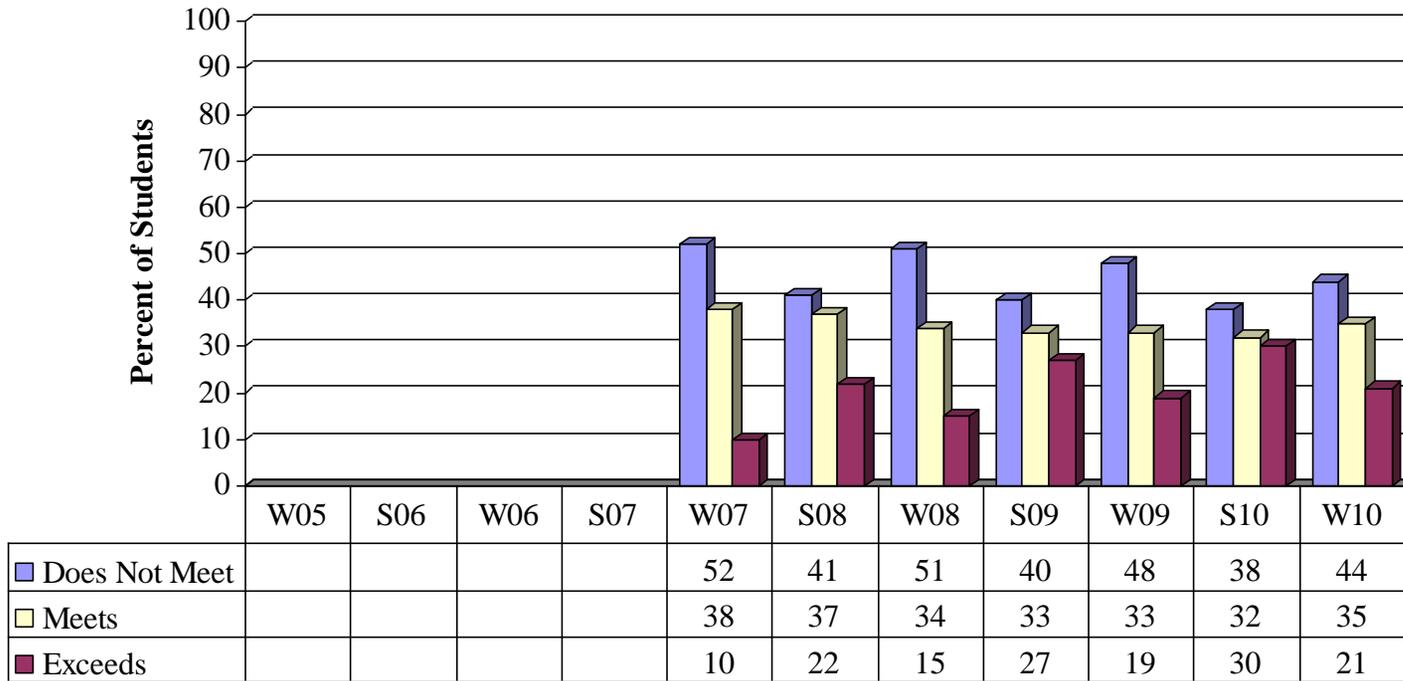
Physical Science EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W05 to W10	Change W09 to W10
All Students	54	62	59	62	62	63	64	67	70	72	69	+15	-1
Regular Program	57	65	62	65	65	66	67	70	72	76	72	+15	0
English Language Learners	20	29	34	39	27	38	42	43	47	45	34	+14	-13
Students with Disabilities	24	29	30	31	33	34	37	37	44	44	40	+16	-4
Asian	69	76	70	77	73	78	76	82	77	83	75	+6	-2
Black	40	48	44	48	49	49	53	55	59	61	59	+19	0
Hispanic	43	52	56	56	53	57	58	64	71	71	66	+23	-5
Native American/Alaskan	44	62	57	65	64	61	69	68	65	80	63	+19	-2
White	69	75	72	77	75	78	76	81	82	84	81	+12	-1
Multiracial	55	65	66	67	68	68	57	62	78	78	78	+23	0
Female	54	63	59	62	61	63	64	67	71	72	68	+14	-3
Male	55	62	60	62	63	64	64	67	69	72	70	+15	+1

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**



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

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

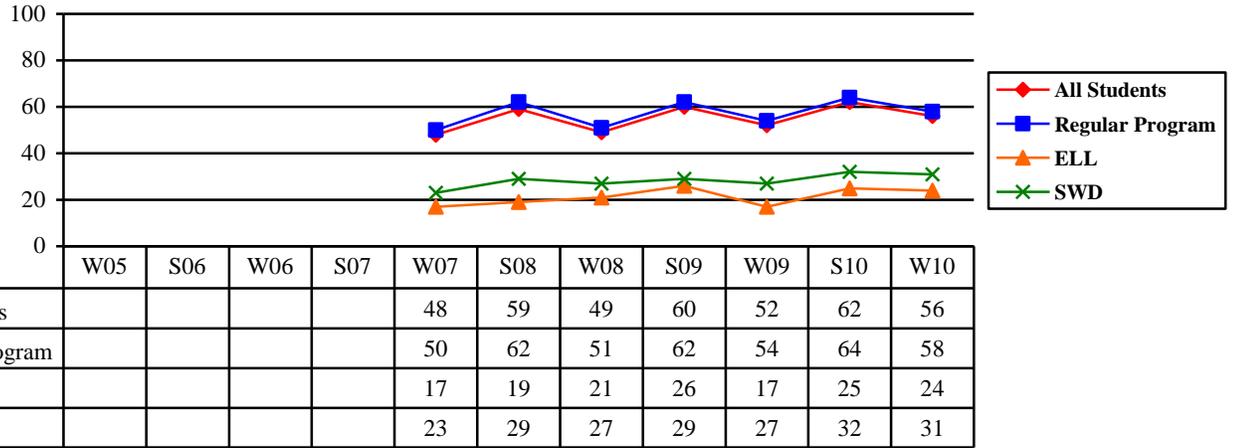
Historical Performance on the U. S. History EOCT

U.S. History EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W07 to W10	Change W09 to W10
All Students	-	-	-	-	48	59	49	60	52	62	56	+8	+4
Regular Program	-	-	-	-	50	62	51	62	54	64	58	+8	+4
English Language Learners	-	-	-	-	17	19	21	26	17	25	24	+7	+7
Students with Disabilities	-	-	-	-	23	29	27	29	27	32	31	+8	+4
Asian	-	-	-	-	51	76	61	78	66	79	64	+13	-2
Black	-	-	-	-	33	41	33	43	38	47	43	+10	+5
Hispanic	-	-	-	-	39	49	44	50	48	55	52	+13	+4
Native American/Alaskan	-	-	-	-	46	69	64	60	49	64	50	+4	+1
White	-	-	-	-	60	74	64	74	65	75	70	+10	+5
Multiracial	-	-	-	-	54	62	44	59	51	69	64	+10	+13
Female	-	-	-	-	44	56	45	57	47	59	53	+9	+6
Male	-	-	-	-	52	63	54	63	56	65	60	+8	+4

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

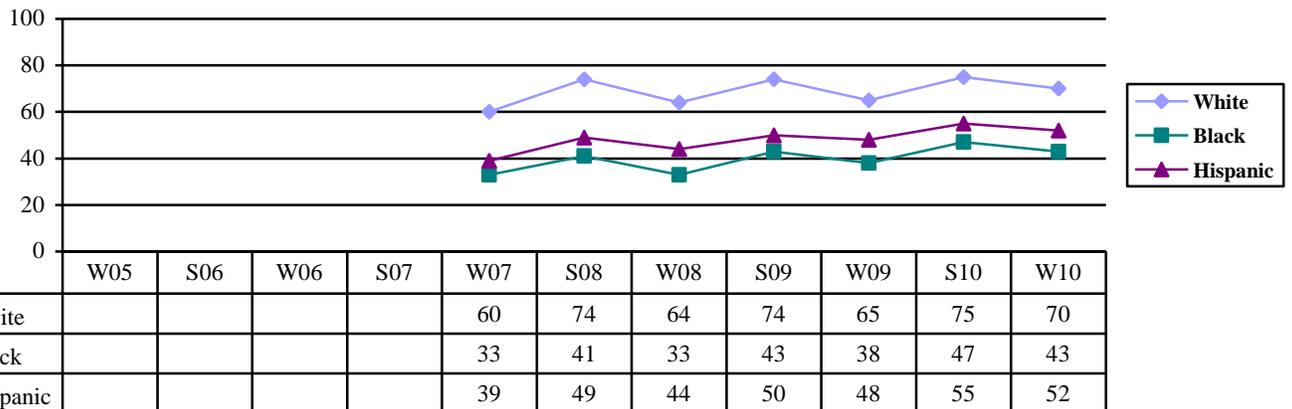
Historical Performance on the U. S. History EOCT

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



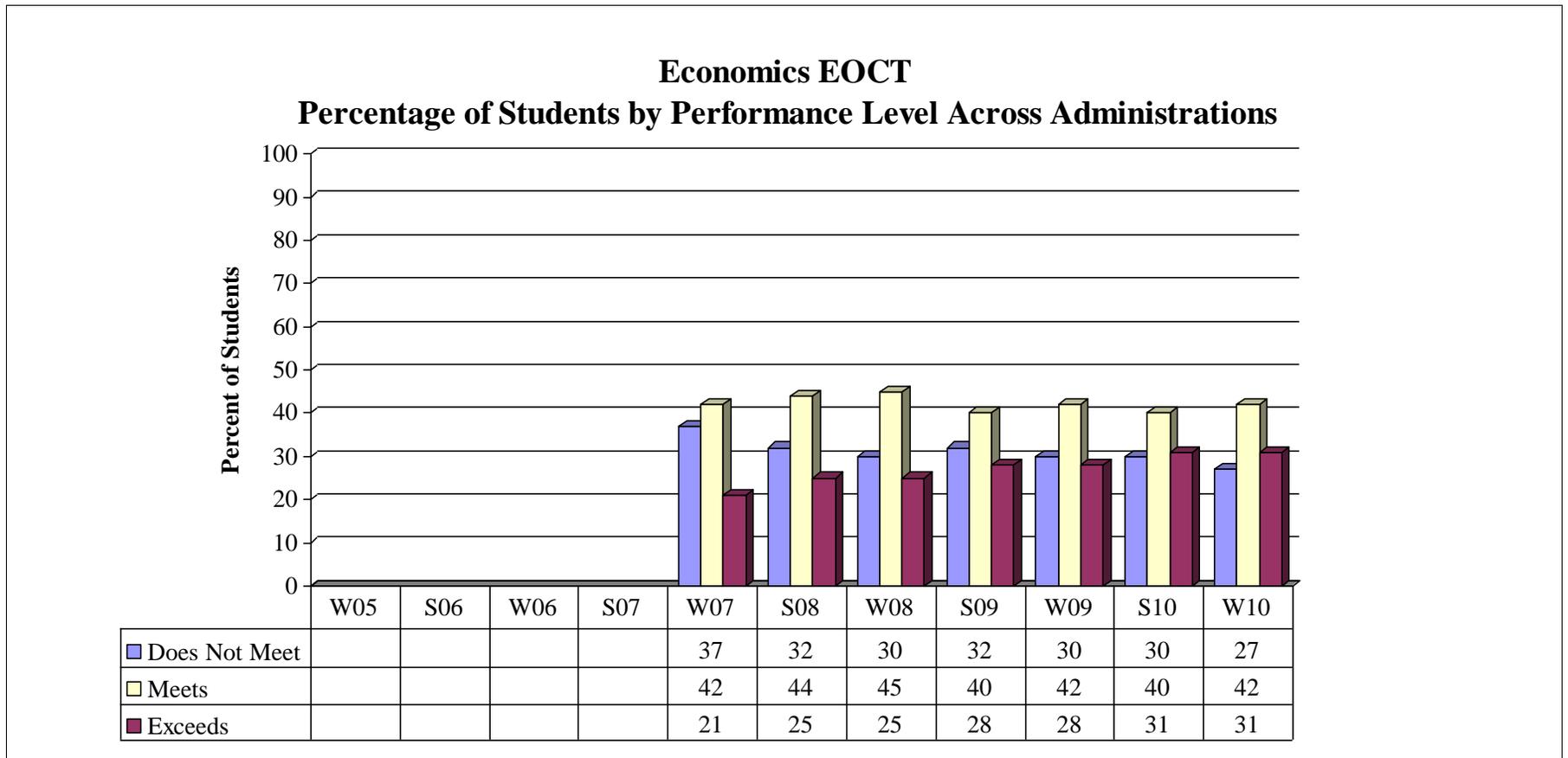
[†]The Winter 2007 EOCT marks the first operational administration of the GPS-based U.S. History EOCT.

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



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

Historical Performance on the Economics EOCT



†The Winter 2007 EOCT marks the first operational administration of the GPS-based Economics EOCT.

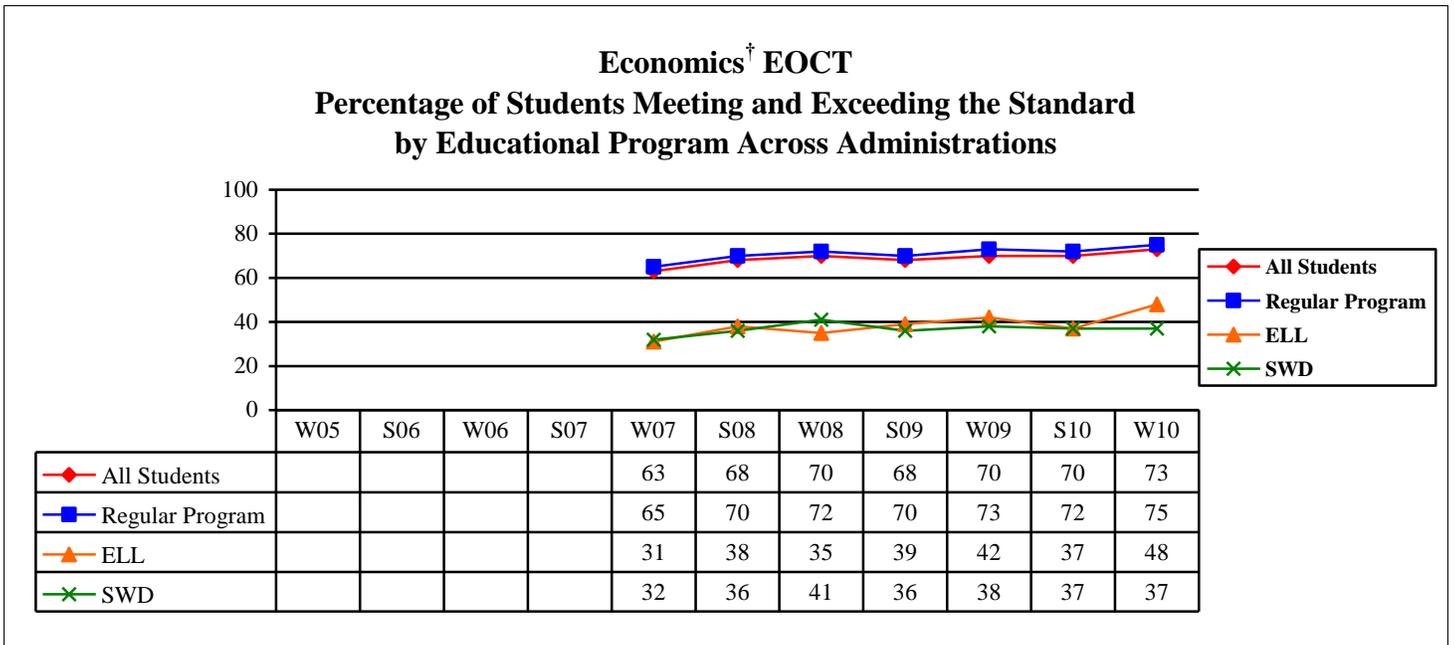
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Economics EOCT

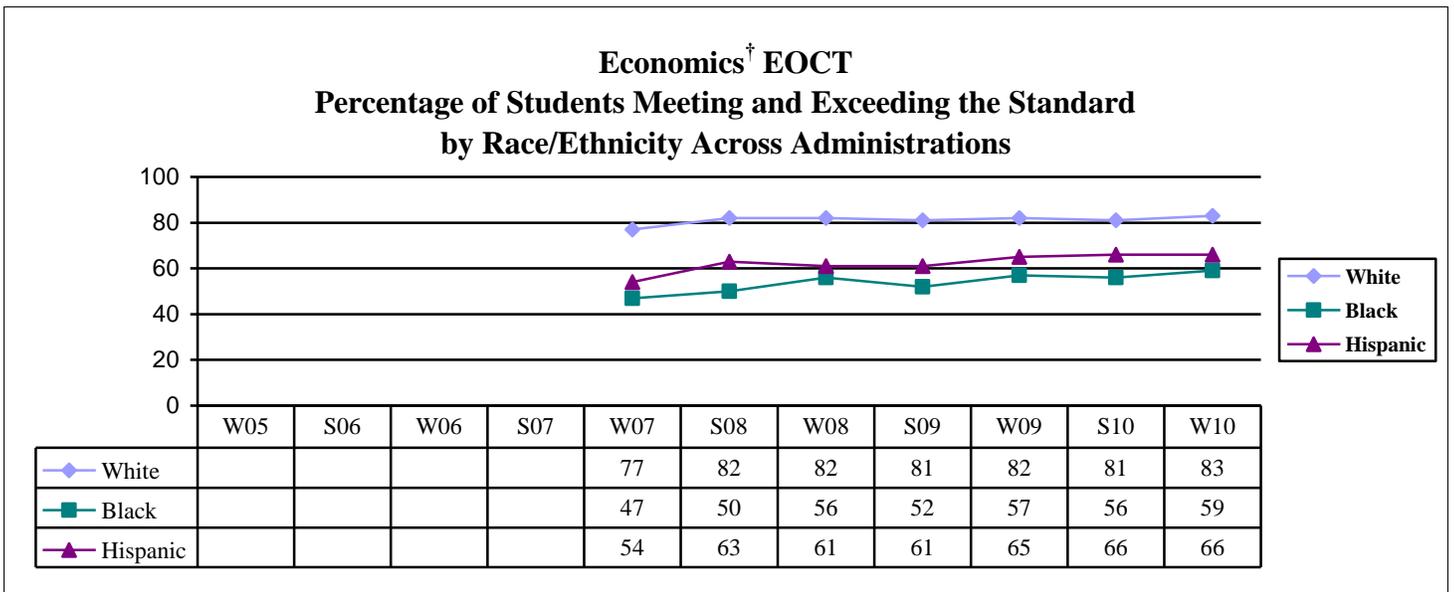
Economics EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W07 to W10	Change W09 to W10
All Students	-	-	-	-	63	68	70	68	70	70	73	+10	+3
Regular Program	-	-	-	-	65	70	72	70	73	72	75	+10	+2
English Language Learners	-	-	-	-	31	38	35	39	42	37	48	+17	+6
Students with Disabilities	-	-	-	-	32	36	41	36	38	37	37	+5	-1
Asian	-	-	-	-	79	83	83	83	85	85	87	+8	+2
Black	-	-	-	-	47	50	56	52	57	56	59	+12	+2
Hispanic	-	-	-	-	54	63	61	61	65	66	66	+12	+1
Native American/Alaskan	-	-	-	-	71	71	74	72	66	71	72	+1	+6
White	-	-	-	-	77	82	82	81	82	81	83	+6	+1
Multiracial	-	-	-	-	66	70	66	65	74	77	79	+13	+5
Female	-	-	-	-	60	66	69	67	69	69	72	+12	+3
Male	-	-	-	-	66	71	72	71	72	72	74	+8	+2

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

Historical Performance on the Economics EOCT

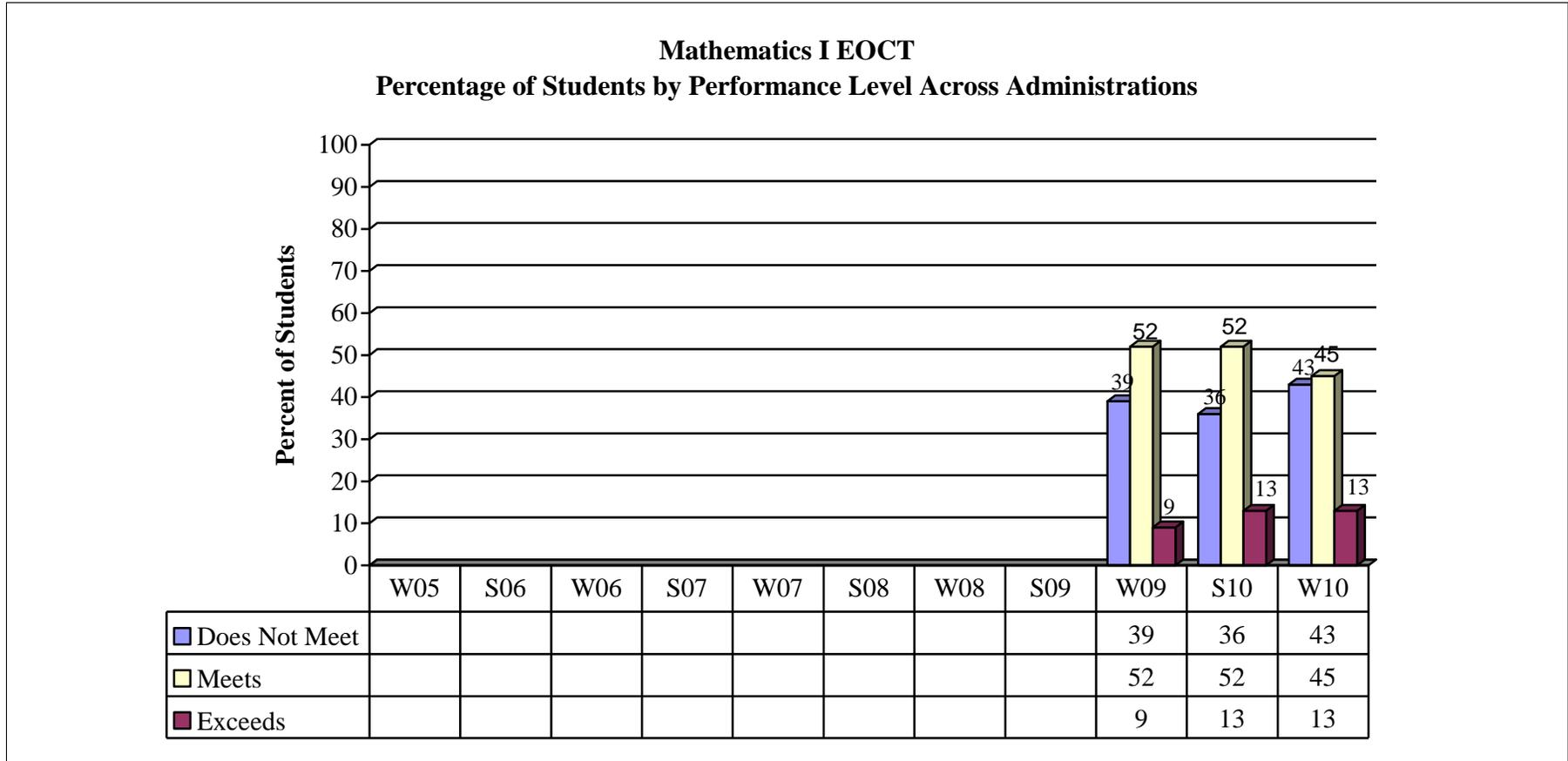


[†]The Winter 2007 EOCT marks the first operational administration of the GPS-based Economics EOCT.



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

Historical Performance on the Mathematics I EOCT



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

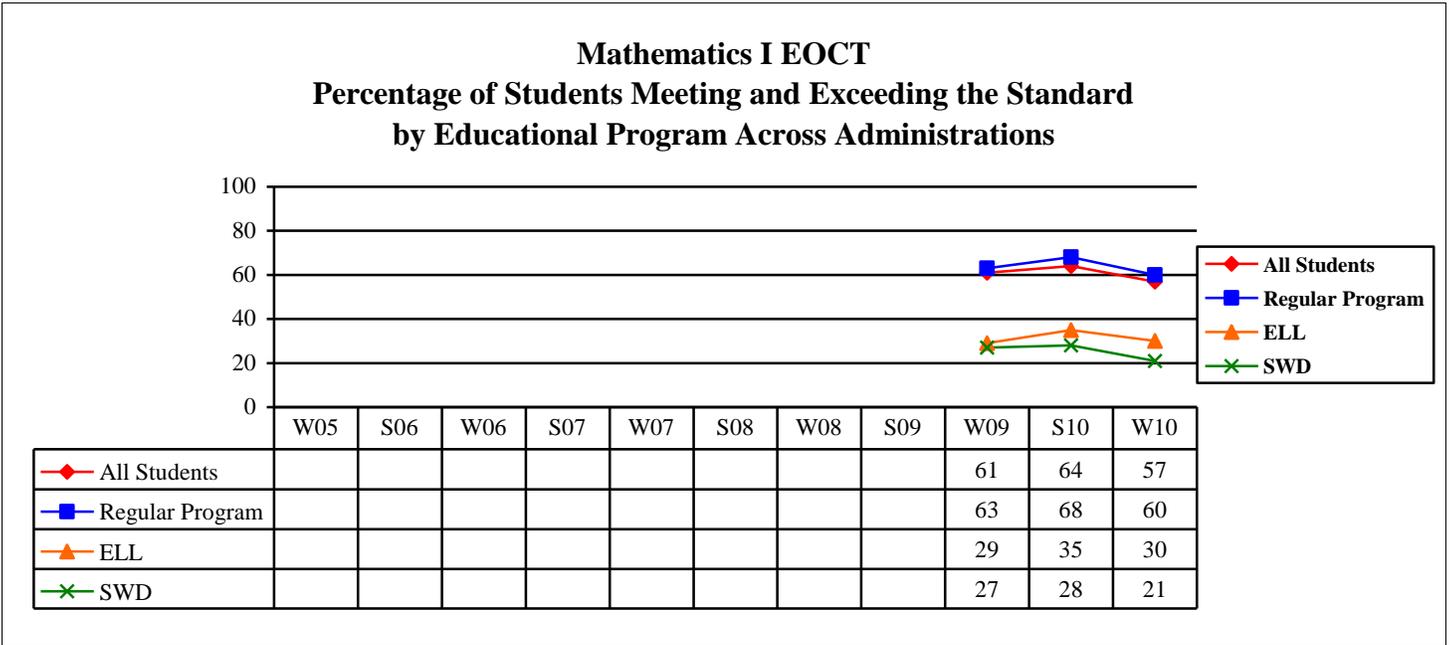
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Mathematics I EOCT

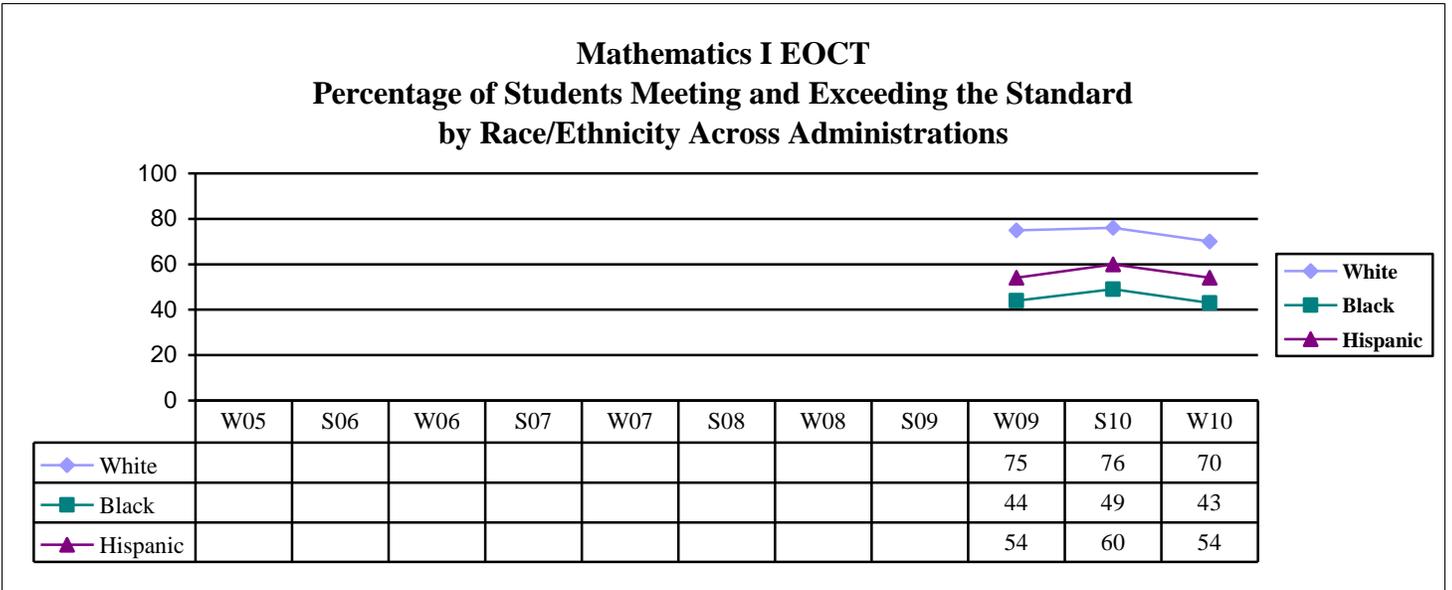
Mathematics I EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W09 to W10
All Students	-	-	-	-	-	-	-	-	61	64	57	-4
Regular Program	-	-	-	-	-	-	-	-	63	68	60	-3
English Language Learners	-	-	-	-	-	-	-	-	29	35	30	+1
Students with Disabilities	-	-	-	-	-	-	-	-	27	28	21	-6
Asian	-	-	-	-	-	-	-	-	80	86	78	-2
Black	-	-	-	-	-	-	-	-	44	49	43	-1
Hispanic	-	-	-	-	-	-	-	-	54	60	54	0
Native American/Alaskan	-	-	-	-	-	-	-	-	52	63	51	-1
White	-	-	-	-	-	-	-	-	75	76	70	-5
Multiracial	-	-	-	-	-	-	-	-	54	71	70	+16
Female	-	-	-	-	-	-	-	-	62	66	60	-2
Male	-	-	-	-	-	-	-	-	60	63	56	-4

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

Historical Performance on the Mathematics I EOCT

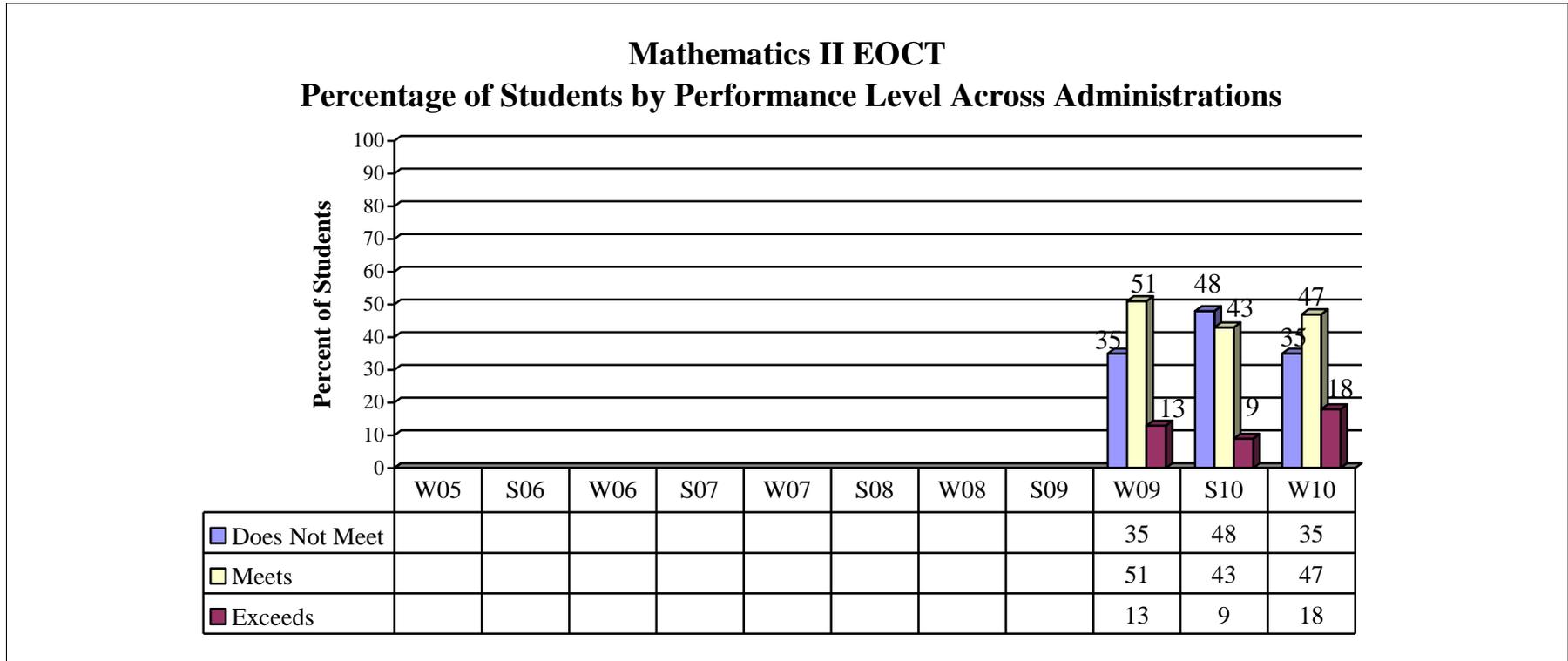


†The Winter 2009 EOCT marks the first operational administration of the GPS-based Mathematics I EOCT.



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

Historical Performance on the Mathematics II EOCT



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

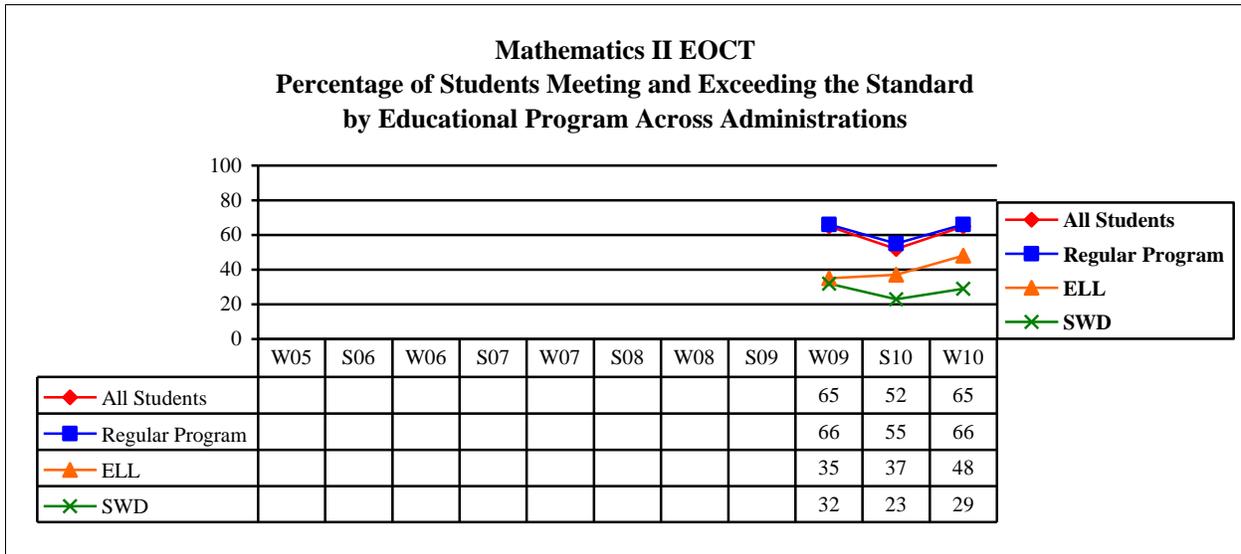
*Due to rounding, content area performance levels may not sum to 100%.

Historical Performance on the Mathematics II EOCT

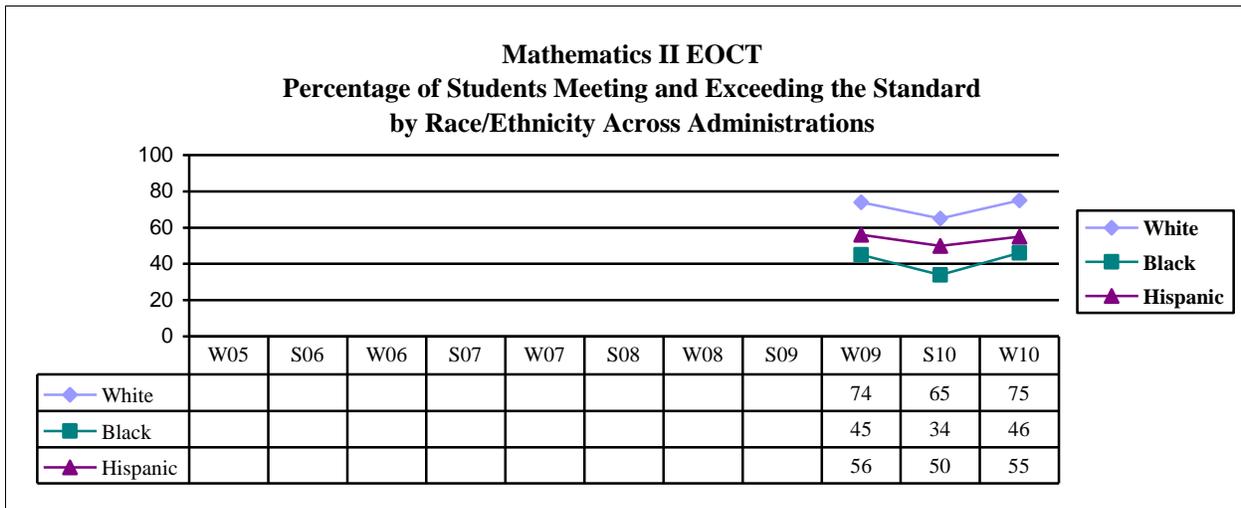
Mathematics II EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	Change W09 to W10
All Students	-	-	-	-	-	-	-	-	65	52	65	0
Regular Program	-	-	-	-	-	-	-	-	66	55	66	0
English Language Learners	-	-	-	-	-	-	-	-	35	37	48	+13
Students with Disabilities	-	-	-	-	-	-	-	-	32	23	29	-3
Asian	-	-	-	-	-	-	-	-	86	82	90	+4
Black	-	-	-	-	-	-	-	-	45	34	46	+1
Hispanic	-	-	-	-	-	-	-	-	56	50	55	-1
Native American/Alaskan	-	-	-	-	-	-	-	-	59	51	64	+5
White	-	-	-	-	-	-	-	-	74	65	75	+1
Multiracial	-	-	-	-	-	-	-	-	56	56	65	+9
Female	-	-	-	-	-	-	-	-	63	52	66	+3
Male	-	-	-	-	-	-	-	-	66	53	65	-1

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

Historical Performance on the Mathematics II EOCT



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



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