

TESTING BRIEF
Georgia End of Course Tests (EOCT)

Spring 2010 Administration
April 26, 2010 – June 6, 2010

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 Spring 2010 scores to the Spring 2009 scores, the percent of students meeting or exceeding the standard increased by three (3) percentage points in Ninth Grade Literature & Composition.
- The percent of students achieving the exceeds standard performance level in Ninth Grade Literature & Composition increased by two (2) percentage points between Spring 2009 and Spring 2010.
- 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 thirteen (13) percentage points from Spring 2006 to Spring 2010.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Ninth Grade Literature & Composition EOCT was 79%. This target was met.

American Literature & Composition

- Eighty-six (86%) percent of Georgia’s students met or exceeded the standard for American Literature & Composition.
- When comparing the Spring 2010 scores to the Spring 2009 scores, the percent of students meeting or exceeding the standard remained the same 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 Spring 2009 and Spring 2010.
- 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 four (4) percentage points from Spring 2006 to Spring 2010.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the American Literature & Composition EOCT was 88%. This target was not met.

Key Findings – Science

Biology

- Sixty-six (66%) percent of Georgia’s students met or exceeded the standard for Biology.
- When comparing the Spring 2010 scores to the Spring 2009 scores, 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 one (1) percentage point between Spring 2009 and Spring 2010.
- Since the inception of the Biology EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by seven (7) percentage points from Spring 2006 to Spring 2010.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Biology EOCT was 66%. This target was met.

Physical Science

- Seventy-two (72%) percent of Georgia’s students met or exceeded the standard for Physical Science.
- When comparing the Spring 2010 scores to the Spring 2009 scores, the percent of students meeting or exceeding the standard increased by five (5) percentage points in Physical Science.
- The percent of students achieving the exceeds standard performance level in Physical Science increased by four (4) percentage points between Spring 2009 and Spring 2010.
- 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 ten (10) percentage points from Spring 2006 to Spring 2010.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Physical Science EOCT was 69%. This target was exceeded.

Key Findings – Social Studies

U.S. History

- Sixty-two (62%) percent of Georgia’s students met or exceeded the standard for U.S. History.
- When comparing the Spring 2010 scores to the Spring 2009 scores, the percent of students meeting or exceeding the standard increased by two (2) 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 Spring 2009 and Spring 2010.
- 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 three (3) percentage points from Spring 2007 to Spring 2010.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the U.S. History EOCT was 62%. This target was met.

Economics/Business/Free Enterprise

- Seventy (70%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Spring 2010 scores to the Spring 2009 scores, the percent of students meeting or exceeding the standard increased by two (2) percentage points in Economics/Business/Free Enterprise.
- The percent of students achieving the exceeds standard performance level in Economics/Business/Free Enterprise increased by three (3) percentage points between Spring 2009 and Spring 2010.
- 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 two (2) percentage points from Spring 2007 to Spring 2010.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Economics/Business/Free Enterprise EOCT was 72%. This target was not met.

Key Findings – Mathematics

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

- Sixty-four (64%) percent of Georgia's students met or exceeded the standard for Mathematics I.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Mathematics I was 60%. This target was exceeded.

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

- Fifty-two (52%) percent of Georgia's students met or exceeded the standard for Mathematics II.
- The 2009 – 2010 Strategic Plan target for the percentage of students meeting or exceeding the standard on the Mathematics II EOCT was 60%. This target was not met.

Geometry*

- Forty (40%) percent of Georgia's students met or exceeded the standard for Geometry.

*Participants in the Geometry EOCT represent a smaller group of students that were enrolled in high school prior to Fall 2008. This test is aligned to the Quality Core Curriculum (QCC) which has been replaced by the GPS. The Geometry EOCT will continue to be available through July 2010.

Overall Findings – Special Populations

- From Spring 2009 to Spring 2010, English Language Learner (ELL) students improved achievement by one or more percentage points in Ninth Grade Literature & Composition (3), Biology (1), and Physical Science (2).
- From Spring of the first year of implementation of the GPS-based EOCT, ELL students improved achievement by six (6) or more percentage points in Ninth Grade Literature & Composition (23), American Literature & Composition (8), Biology (9), Physical Science (16), and U.S. History (6).
- From Spring 2009 to Spring 2010, Students with Disabilities improved achievement by 1 or more percentage points in Ninth Grade Literature & Composition (5), Biology (3), Physical Science (7), Economics (1), and U.S. History (3).
- From Spring of the first year of implementation of the GPS-based EOCT, Students with Disabilities improved achievement by one (1) or more percentage points in Ninth Grade Literature & Composition (18), American Literature & Composition (12), Biology (7), Physical Science (15), U.S. History (3), and Economics (1).

Overall Findings – Closing the Gap

- From Spring of the first year of implementation of the GPS-based EOCT to Spring 2010, the achievement gap between ELL students and Regular Program students has narrowed by nine (9) percentage points in Ninth Grade Literature & Composition, three (3) percentage points in American Literature & Composition, two (2) percentage points in Biology, five (5) percentage points in Physical Science, and four (4) percentage points in U.S. History.
- From Spring of the first year of implementation of the GPS-based EOCT to Spring 2010, the achievement gap between Students with Disabilities and Regular Program students has narrowed by four (4) percentage points in Ninth Grade Literature & Composition, seven (7) percentage points in American Literature & Composition, and four (4) percentage points in Physical Science.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a twenty (20) percentage point gap from a twenty-nine (29) percentage point gap in Spring 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 sixteen (16) percentage point gap from a twenty-six (26) percentage point gap in Spring 2006. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by ten (10) percentage points since Spring 2006 while the performance of Black and Hispanic students has increased by nineteen (19) and twenty (20) 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 nineteen (19) percentage point gap in Spring 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 an eleven (11) percentage point gap from a nineteen (19) percentage point gap in Spring 2006. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by two (2) percentage points since Spring 2006 while the performance of Black and Hispanic students has increased by eight (8) and ten (10) percentage points, respectively.

Overall Findings – Closing the Gap (continued)

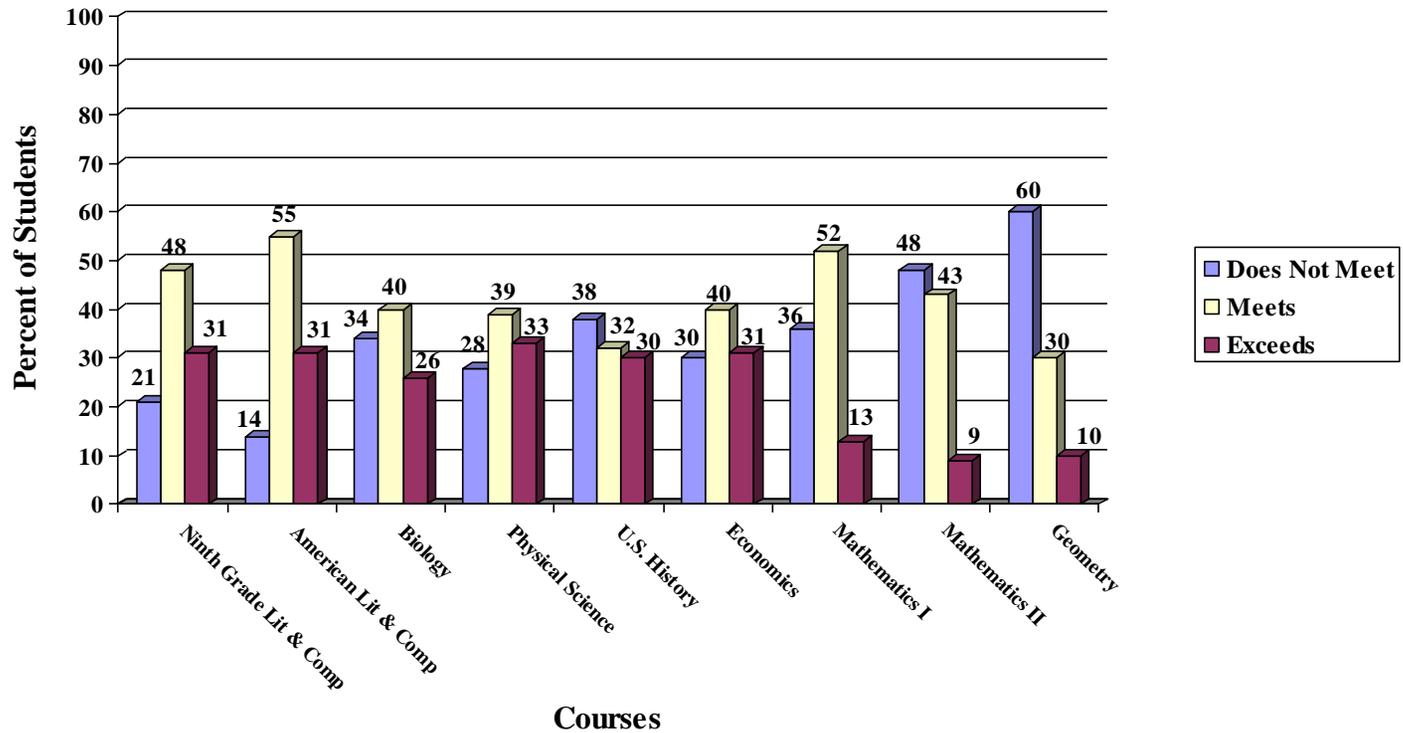
- In Biology, the achievement gap between Black and White students has narrowed to a twenty-nine (29) percentage point gap from a thirty-five (35) percentage point gap in Spring 2006, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to a twenty (20) percentage point gap from a thirty-one (31) percentage point gap in Spring 2006. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by four (4) percentage points since Spring 2006 while the performance of Black and Hispanic students has increased by ten (10) and fifteen (15) percentage points, respectively.
- In Physical Science, the achievement gap between Black and White students has narrowed to a twenty-three (23) percentage point gap from a twenty-seven (27) percentage point gap in Spring 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 thirteen (13) percentage point gap from a twenty-three (23) percentage point gap in Spring 2006. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by nine (9) percentage points since Spring 2006 while the performance of Black and Hispanic students has increased by thirteen (13) and nineteen (19) percentage points, respectively.
- In U.S. History, the achievement gap between Black and White students has narrowed to a twenty-eight (28) percentage point gap from a thirty-three (33) percentage point gap in Spring 2008, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to an twenty (20) percentage point gap from a twenty-five (25) percentage point gap in Spring 2008. These trends can be categorized as Very Positive Narrowing because the performance of White students has increased by one (1) percentage point since Spring 2008 while the performance of Black and Hispanic students has increased by six (6) percentage points, respectively.

Percentage of Students by Performance Level – All EOCT – Spring 2010

Performance Level*	Ninth Grade Lit. & Composition	American Lit. & Composition	Biology	Physical Science	U.S. History	Economics	Mathematics I	Mathematics II	Geometry
Does Not Meet Standard	21	14	34	28	38	30	36	48	60
Meets Standard	48	55	40	39	32	40	52	43	30
Exceeds Standard	31	31	26	33	30	31	13	9	10

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

Percentage of Students by Performance Level – All EOCT – Spring 2010

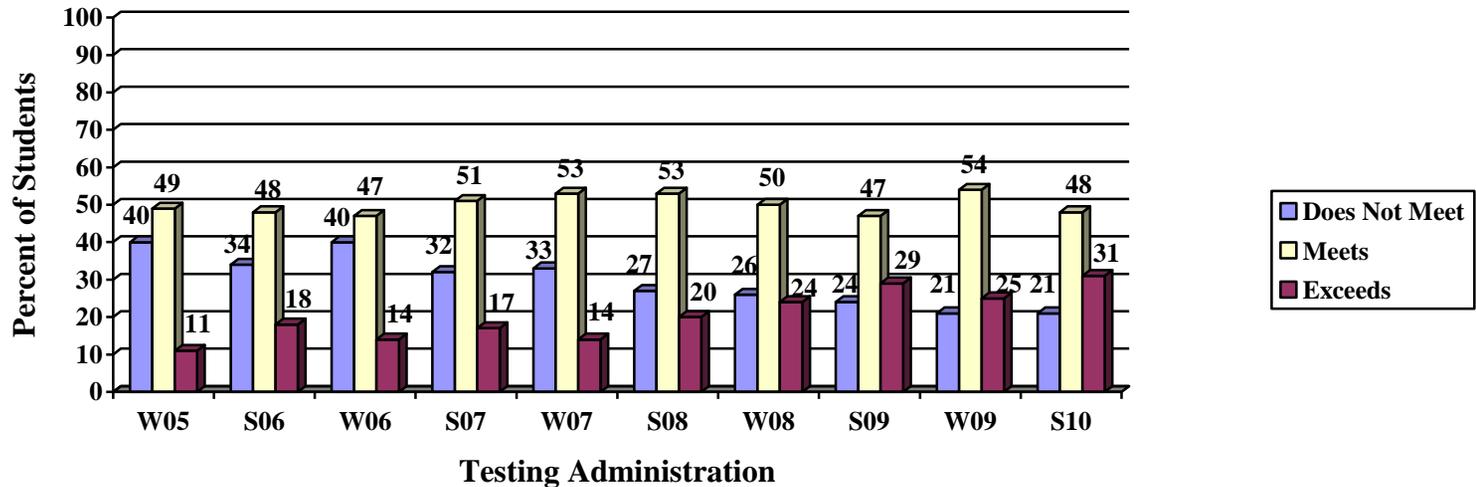


Historical Performance on the Ninth Grade Literature & Composition EOCT

Ninth Grade Literature & Composition EOCT										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	40	34	40	32	33	27	26	24	21	21
Meets	49	48	47	51	53	53	50	47	54	48
Exceeds	11	18	14	17	14	20	24	29	25	31

*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

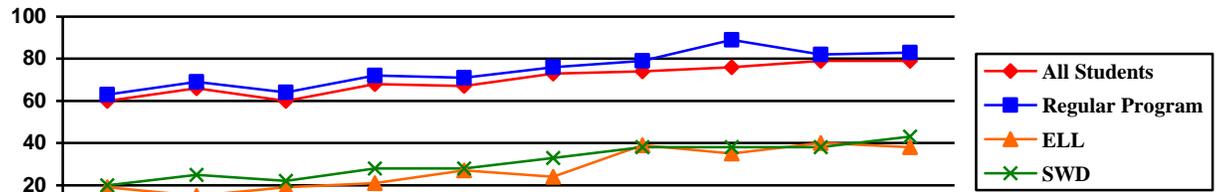


Historical Performance on the Ninth Grade Literature & Composition EOCT

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	Change S06 to S10	Change S09 to S10
All Students	60	66	60	68	67	73	74	76	79	79	+13	+3
Regular Program	63	69	64	72	71	76	79	81	82	83	+14	+2
English Language Learners	19	15	19	21	27	24	39	35	40	38	+23	+3
Students with Disabilities	20	25	22	28	28	33	38	38	38	43	+18	+5
Asian	72	83	72	86	81	87	85	87	81	88	+5	+1
Black	45	50	45	54	55	60	64	66	70	69	+19	+3
Hispanic	48	53	49	56	59	63	70	67	76	73	+20	+6
Native American/Alaskan	42	62	53	63	61	69	65	78	76	80	+18	+2
White	73	79	74	81	79	84	84	86	87	89	+10	+3
Multiracial	64	72	69	74	76	79	72	75	81	87	+15	+12
Female	65	71	64	73	72	77	80	81	83	83	+12	+2
Male	55	61	56	64	63	69	70	72	74	76	+15	+4

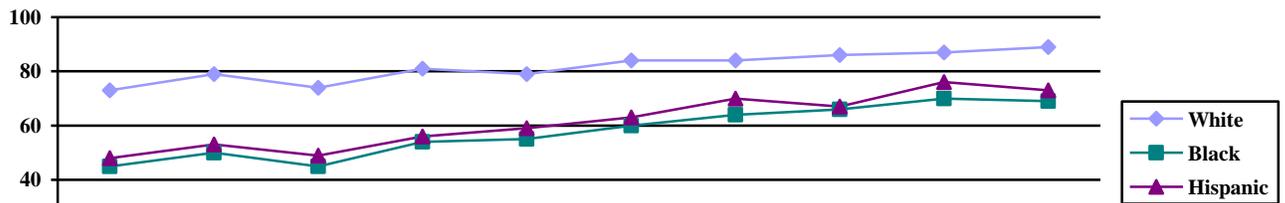
Historical Performance on the Ninth Grade Literature & Composition EOCT

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



	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
All Students	60	66	60	68	67	73	74	76	79	79
Regular Program	63	69	64	72	71	76	79	89	82	83
ELL	19	15	19	21	27	24	39	35	40	38
SWD	20	25	22	28	28	33	38	38	38	43

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

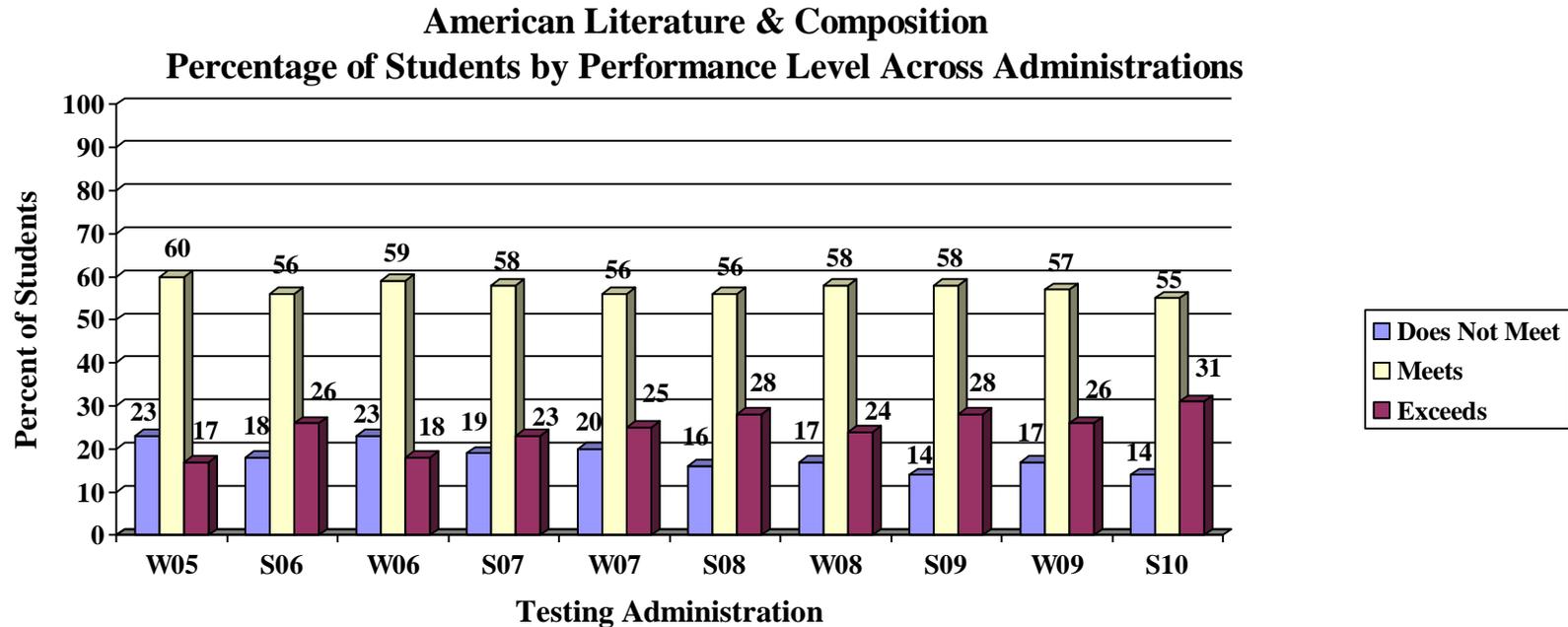


	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
White	73	79	74	81	79	84	84	86	87	89
Black	45	50	45	54	55	60	64	66	70	69
Hispanic	48	53	49	56	59	63	70	67	76	73

Historical Performance on the American Literature & Composition EOCT

American Literature & Composition EOCT										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	23	18	23	19	20	16	17	14	17	14
Meets	60	56	59	58	56	56	58	58	57	55
Exceeds	17	26	18	23	25	28	24	28	26	31

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

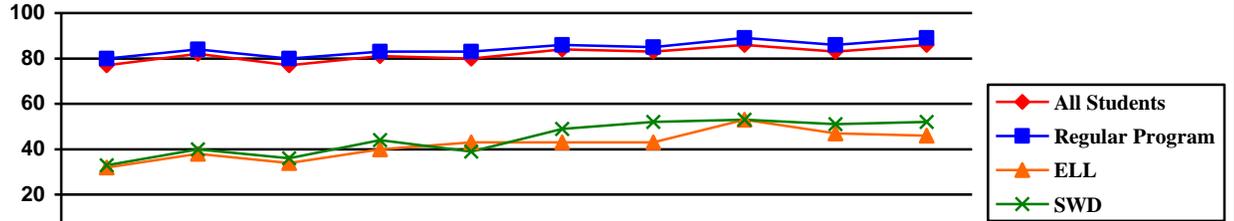


Historical Performance on the American Literature & Composition EOCT

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	Change S06 to S10	Change S09 to S10
All Students	77	82	77	81	80	84	83	86	83	86	+4	0
Regular Program	80	84	80	83	83	86	85	89	86	89	+5	0
English Language Learners	32	38	34	40	43	43	43	53	47	46	+8	-7
Students with Disabilities	33	40	36	44	39	49	52	53	51	52	+12	-1
Asian	83	88	87	88	91	88	86	91	85	91	+3	0
Black	65	71	66	70	72	75	76	79	76	79	+8	0
Hispanic	66	71	68	71	70	74	77	79	81	81	+10	+2
Native American/Alaskan	77	84	83	82	86	87	92	89	82	87	+3	-2
White	86	90	87	90	88	91	90	92	90	92	+2	0
Multiracial	80	87	81	84	88	88	76	85	85	91	+4	+6
Female	80	85	80	84	84	87	86	89	86	89	+4	0
Male	74	79	75	78	78	81	80	83	80	84	+5	+1

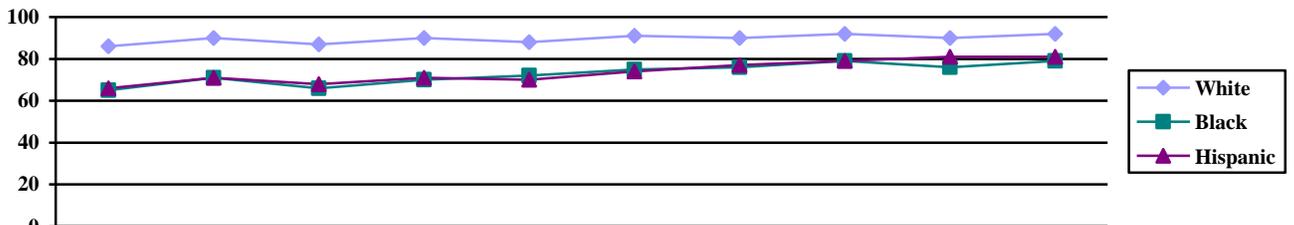
Historical Performance on the American Literature & Composition EOCT

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



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

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

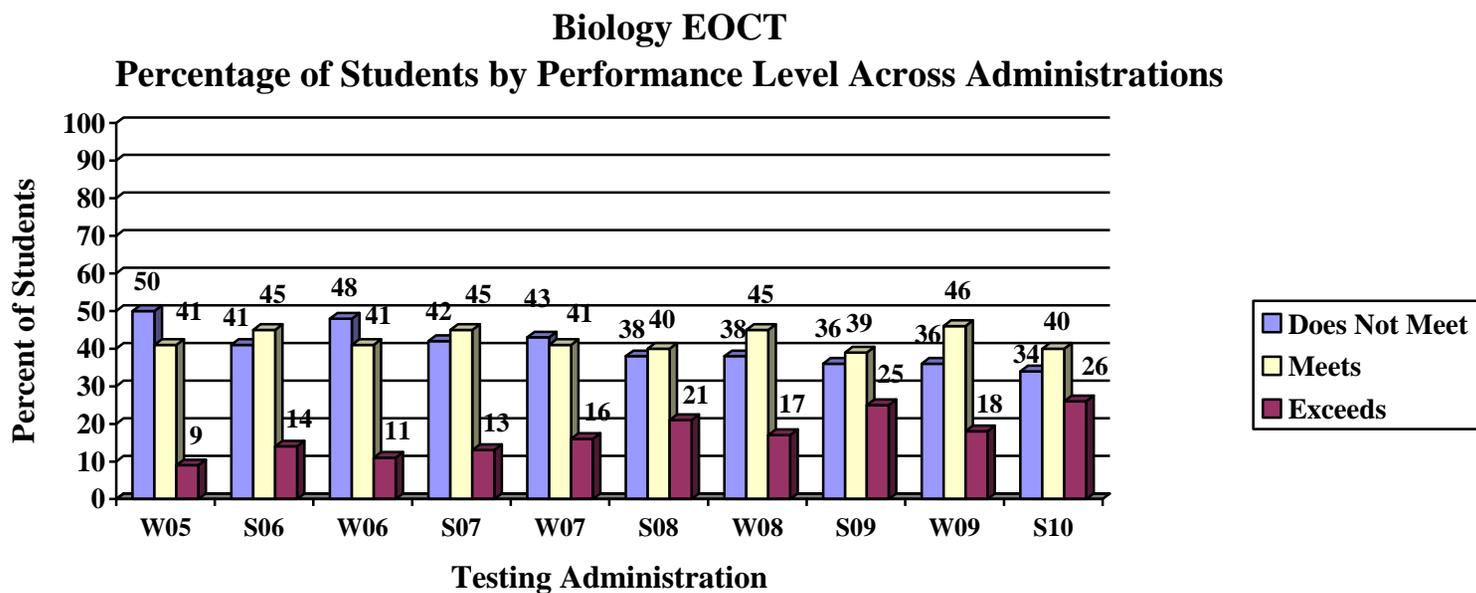


	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
White	86	90	87	90	88	91	90	92	90	92
Black	65	71	66	70	72	75	76	79	76	79
Hispanic	66	71	68	71	70	74	77	79	81	81

Historical Performance on the Biology EOCT

Biology EOCT										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	50	41	48	42	43	38	38	36	36	34
Meets	41	45	41	45	41	40	45	39	46	40
Exceeds	9	14	11	13	16	21	17	25	18	26

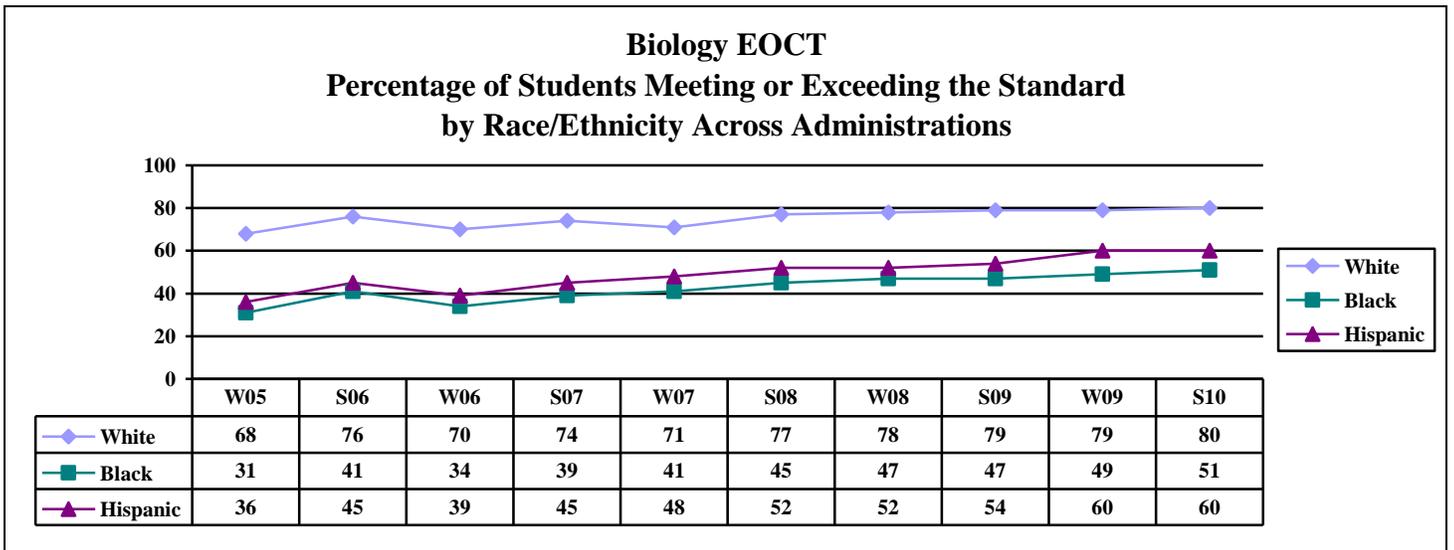
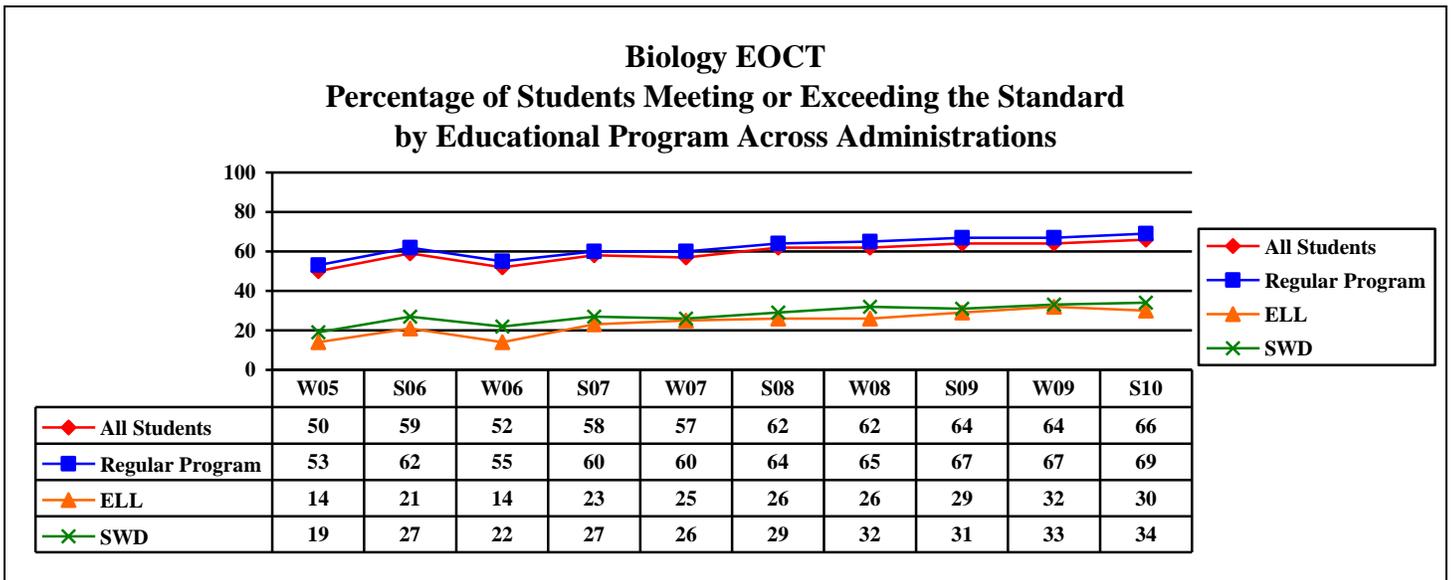
*Due to rounding, content area performance levels may not sum to 100%.



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	Change S06 to S10	Change S09 to S10
All Students	50	59	52	58	57	62	62	64	64	66	+7	+2
Regular Program	53	62	55	60	60	64	65	67	67	69	+7	+2
English Language Learners	14	21	14	23	25	26	26	29	32	30	+9	+1
Students with Disabilities	19	27	22	27	26	29	32	31	33	34	+7	+3
Asian	63	76	67	78	74	81	78	82	75	83	+7	+1
Black	31	41	34	39	41	45	47	47	49	51	+10	+4
Hispanic	36	45	39	45	48	52	52	54	60	60	+15	+6
Native American/Alaskan	38	60	47	63	54	65	64	63	70	69	+9	+6
White	68	76	70	74	71	77	78	79	79	80	+4	+1
Multiracial	52	64	56	63	66	67	56	60	67	76	+12	+16
Female	50	59	51	56	56	61	62	63	64	66	+7	+3
Male	51	59	54	59	57	62	63	64	65	67	+8	+3

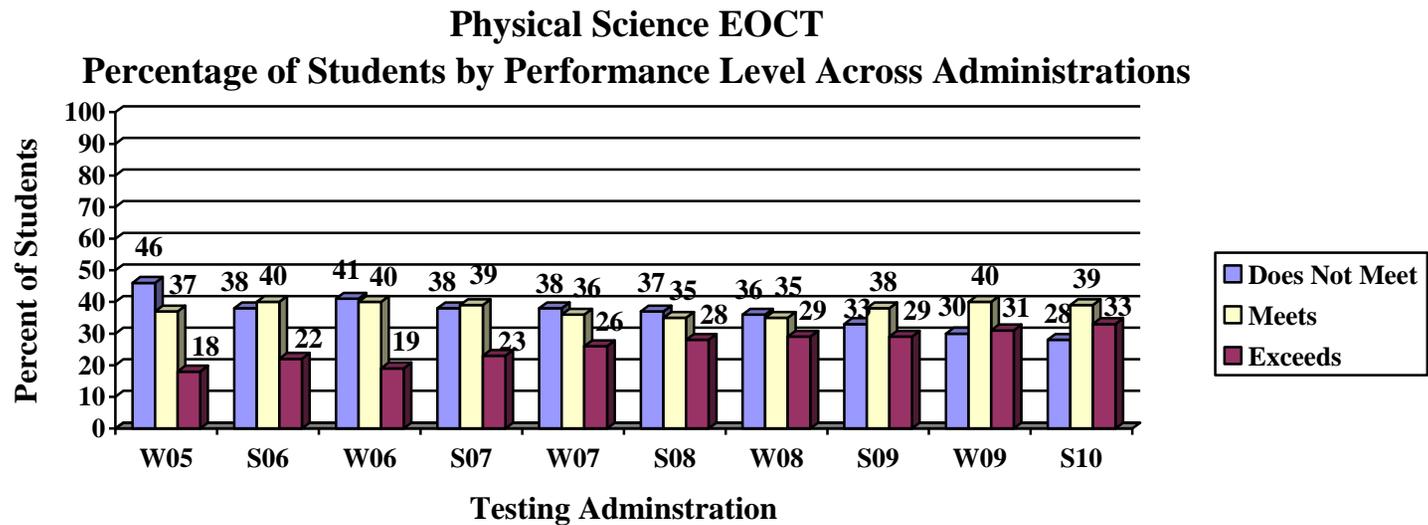
Historical Performance on the Biology EOCT



Historical Performance on the Physical Science EOCT

Physical Science EOCT										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	46	38	41	38	38	37	36	33	30	28
Meets	37	40	40	39	36	35	35	38	40	39
Exceeds	18	22	19	23	26	28	29	29	31	33

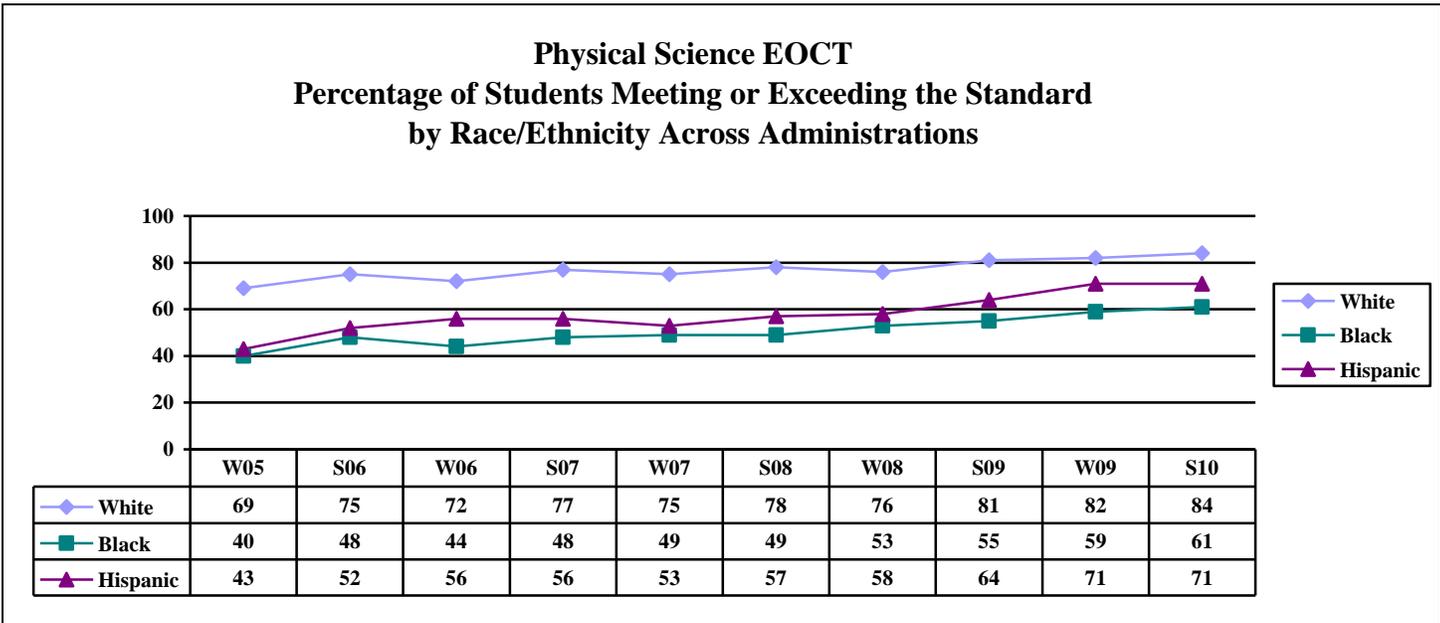
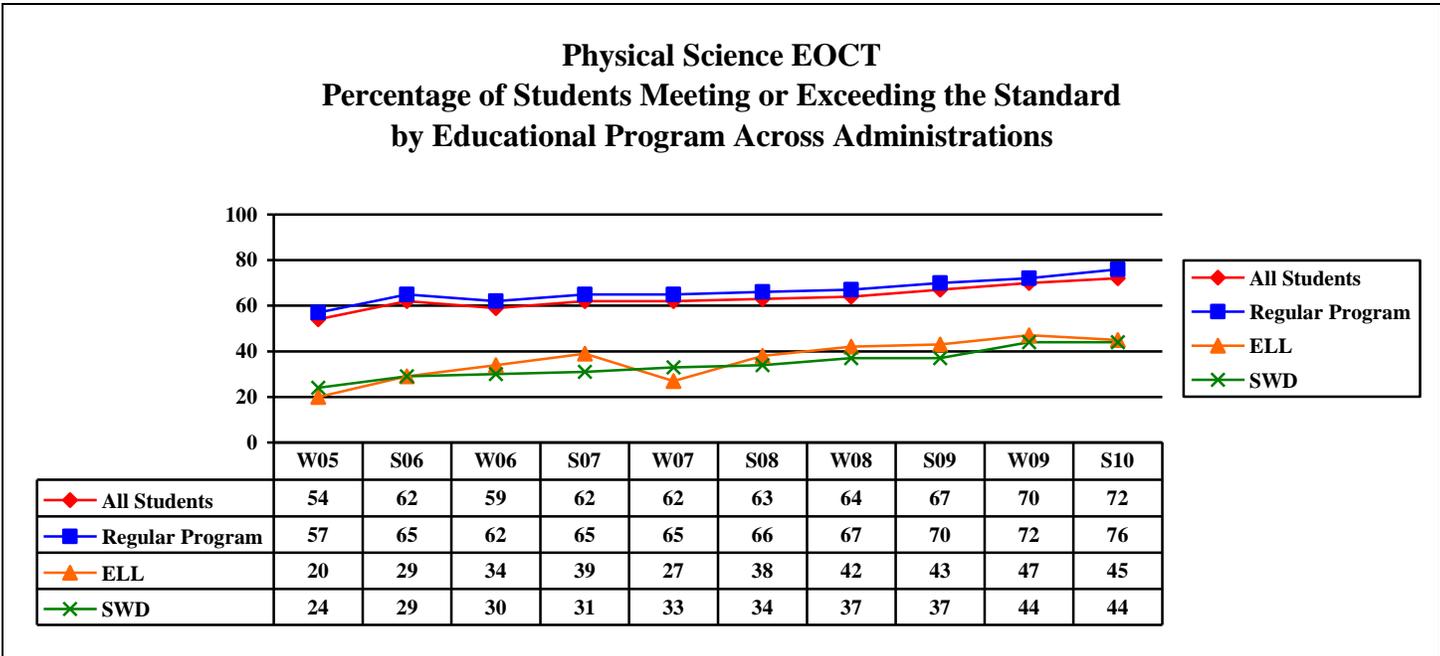
*Due to rounding, content area performance levels may not sum to 100%.



Historical Performance on the Physical Science EOCT

Physical Science EOCT	Percentage of Students Meeting or Exceeding the Standard By Student Group Across Administrations											
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	Change S06 to S10	Change S09 to S10
All Students	54	62	59	62	62	63	64	67	70	72	+10	+5
Regular Program	57	65	62	65	65	66	67	70	72	76	+11	+6
English Language Learners	20	29	34	39	27	38	42	43	47	45	+16	+2
Students with Disabilities	24	29	30	31	33	34	37	37	44	44	+15	+7
Asian	69	76	70	77	73	78	76	82	77	83	+7	+1
Black	40	48	44	48	49	49	53	55	59	61	+13	+6
Hispanic	43	52	56	56	53	57	58	64	71	71	+19	+7
Native American/Alaskan	44	62	57	65	64	61	69	68	65	80	+28	+12
White	69	75	72	77	75	78	76	81	82	84	+9	+3
Multiracial	55	65	66	67	68	68	57	62	78	78	+13	+16
Female	54	63	59	62	61	63	64	67	71	72	+9	+5
Male	55	62	60	62	63	64	64	67	69	72	+10	+5

Historical Performance on the Physical Science EOCT

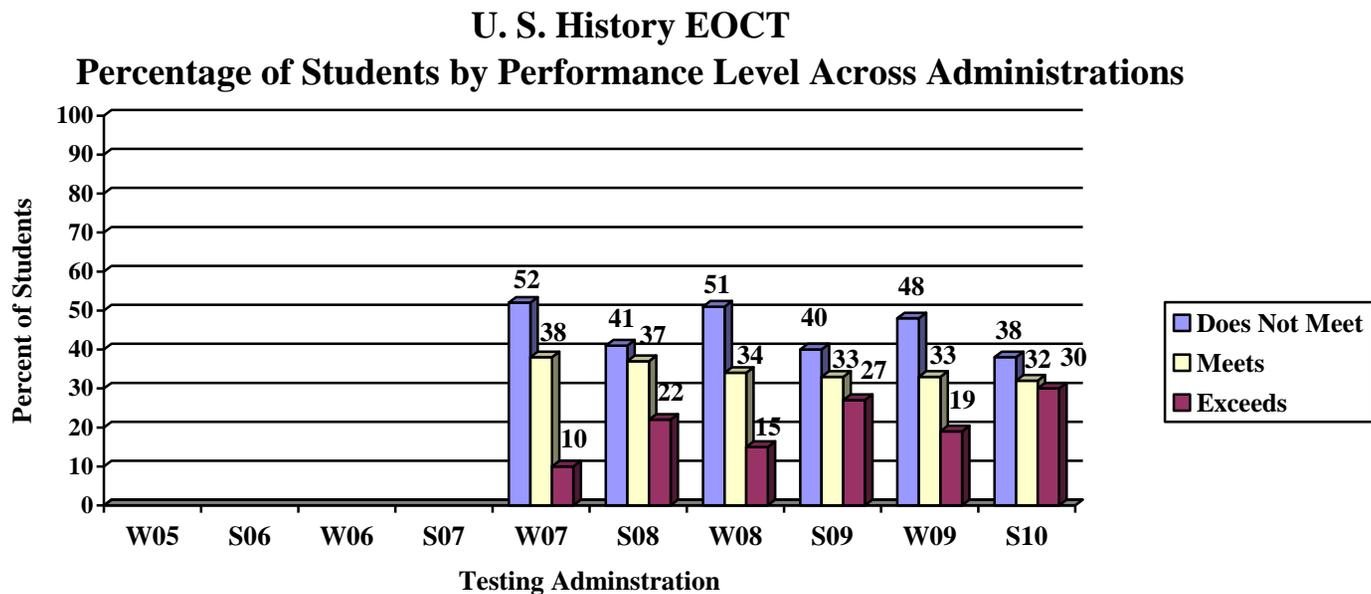


Historical Performance on the U. S. History EOCT

U. S. History EOCT[†]										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	-	-	-	-	52	41	51	40	48	38
Meets	-	-	-	-	38	37	34	33	33	32
Exceeds	-	-	-	-	10	22	15	27	19	30

[†]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%.

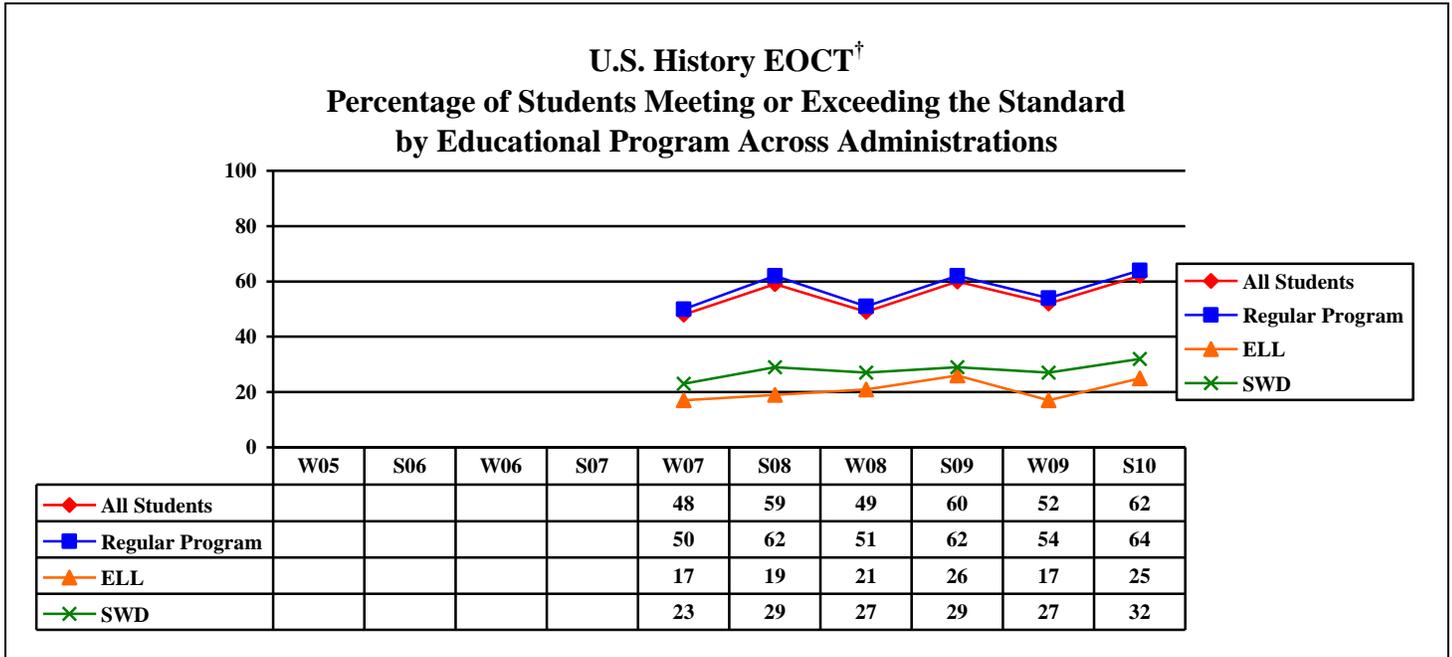


Historical Performance on the U. S. History EOCT

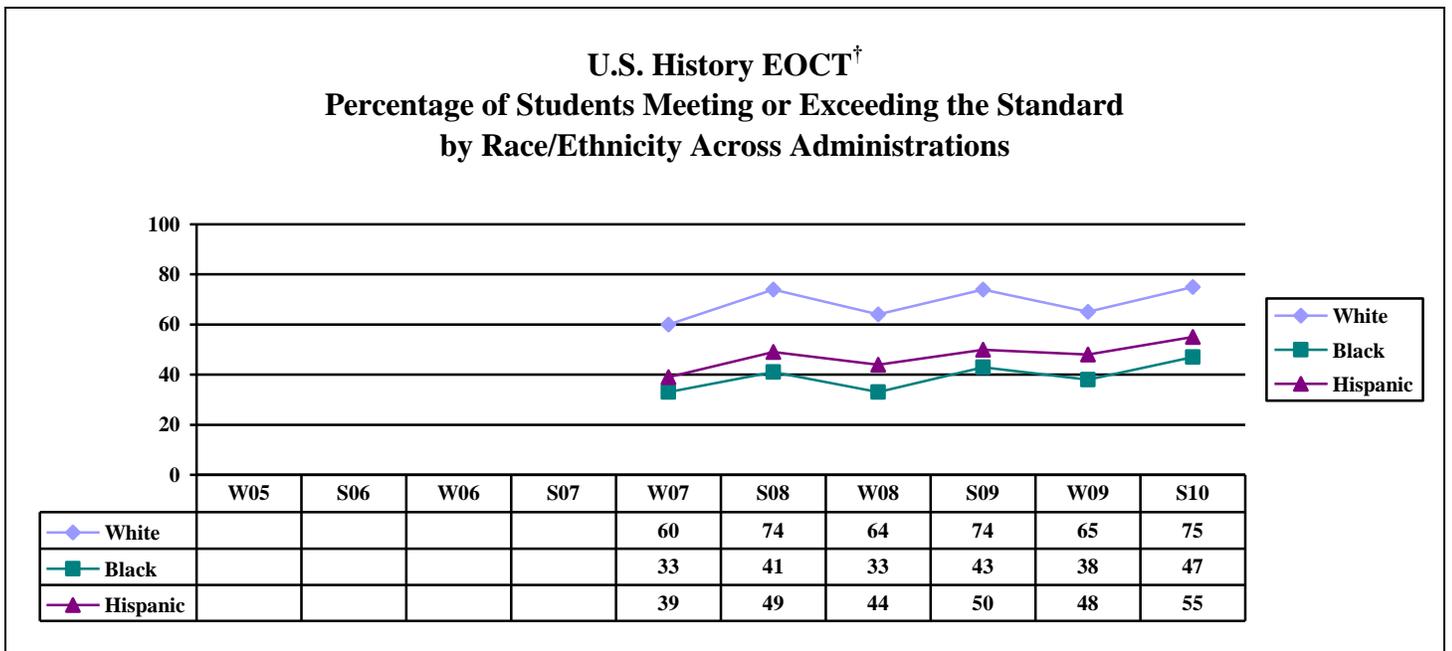
U.S. History EOCT [†]	Percentage of Students Meeting or Exceeding the Standard By Student Groups Across Administrations											
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	Change S08 to S10	Change S09 to S10
All Students	-	-	-	-	48	59	49	60	52	62	+3	+2
Regular Program	-	-	-	-	50	62	51	62	54	64	+2	+2
English Language Learners	-	-	-	-	17	19	21	26	17	25	+6	-1
Students with Disabilities	-	-	-	-	23	29	27	29	27	32	+3	+3
Asian	-	-	-	-	51	76	61	78	66	79	+3	+1
Black	-	-	-	-	33	41	33	43	38	47	+6	+4
Hispanic	-	-	-	-	39	49	44	50	48	55	+6	+5
Native American/Alaskan	-	-	-	-	46	69	64	60	49	64	-5	+4
White	-	-	-	-	60	74	64	74	65	75	+1	+1
Multiracial	-	-	-	-	54	62	44	59	51	69	+7	+10
Female	-	-	-	-	44	56	45	57	47	59	+3	+2
Male	-	-	-	-	52	63	54	63	56	65	+2	+2

[†]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



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



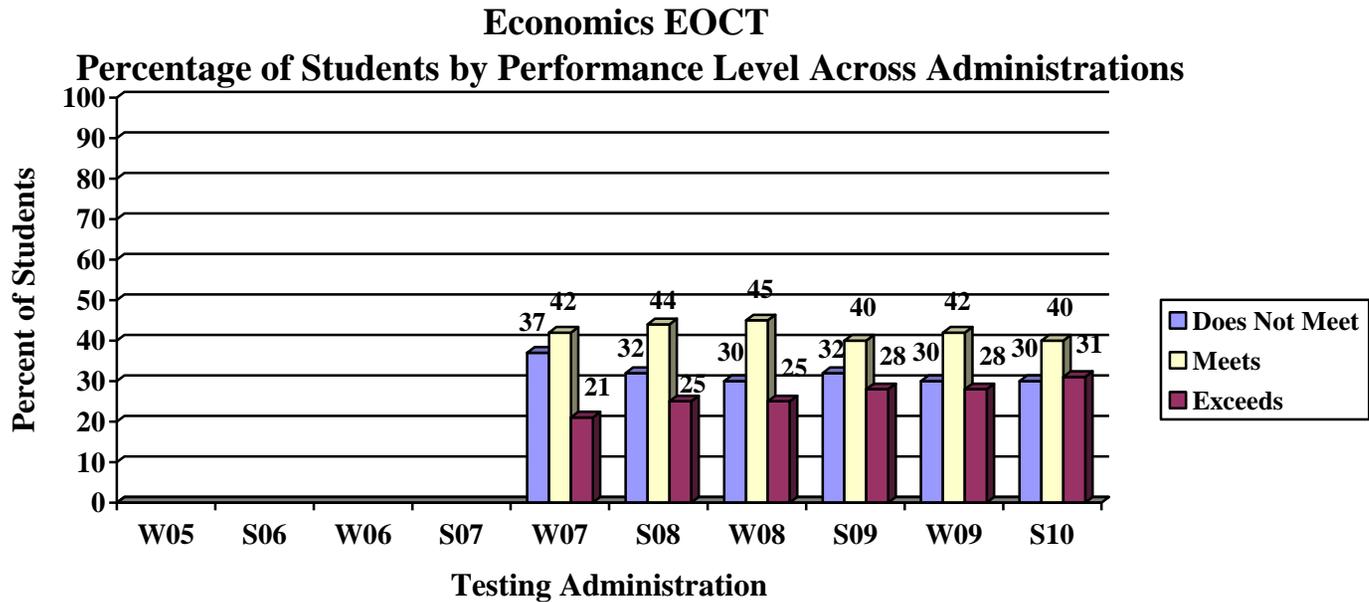
[†]The Winter 2007 EOCT marks the first operational administration of the GPS-based U.S. History EOCT.

Historical Performance on the Economics EOCT

Economics EOCT †										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	-	-	-	-	37	32	30	32	30	30
Meets	-	-	-	-	42	44	45	40	42	40
Exceeds	-	-	-	-	21	25	25	28	28	31

†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%.

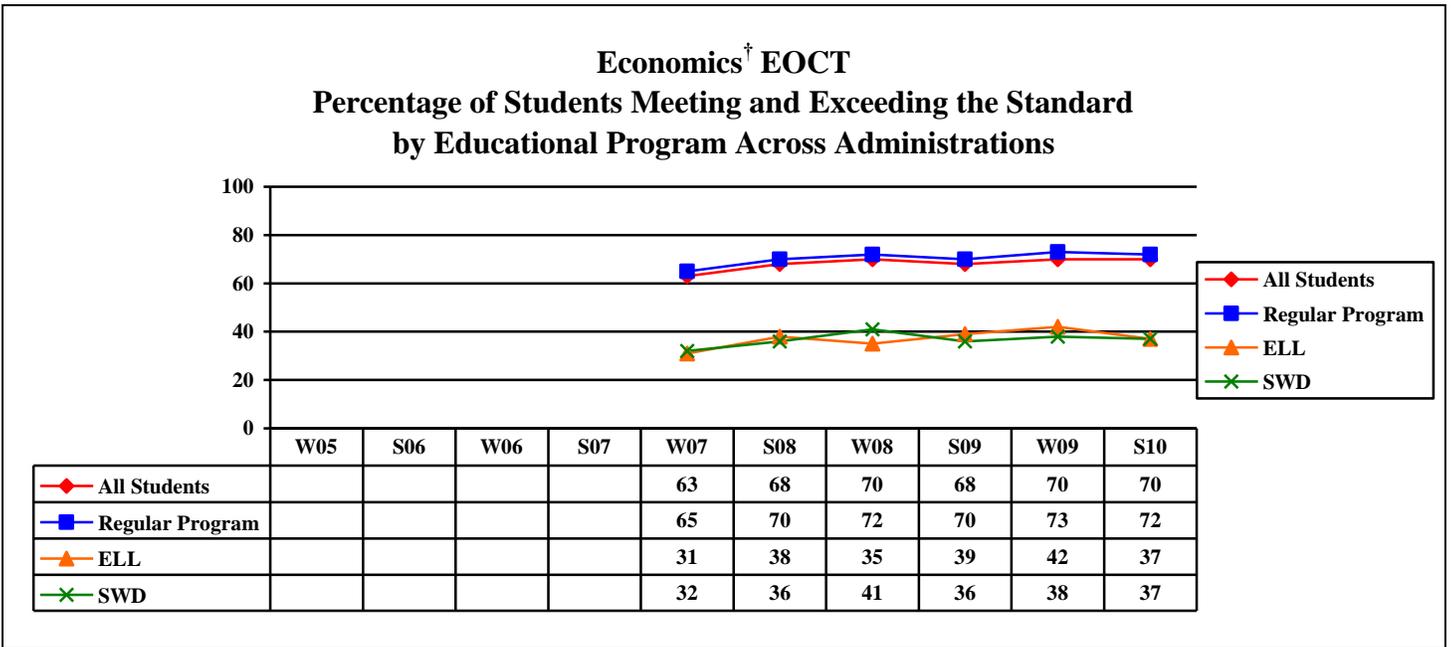


Historical Performance on the Economics EOCT

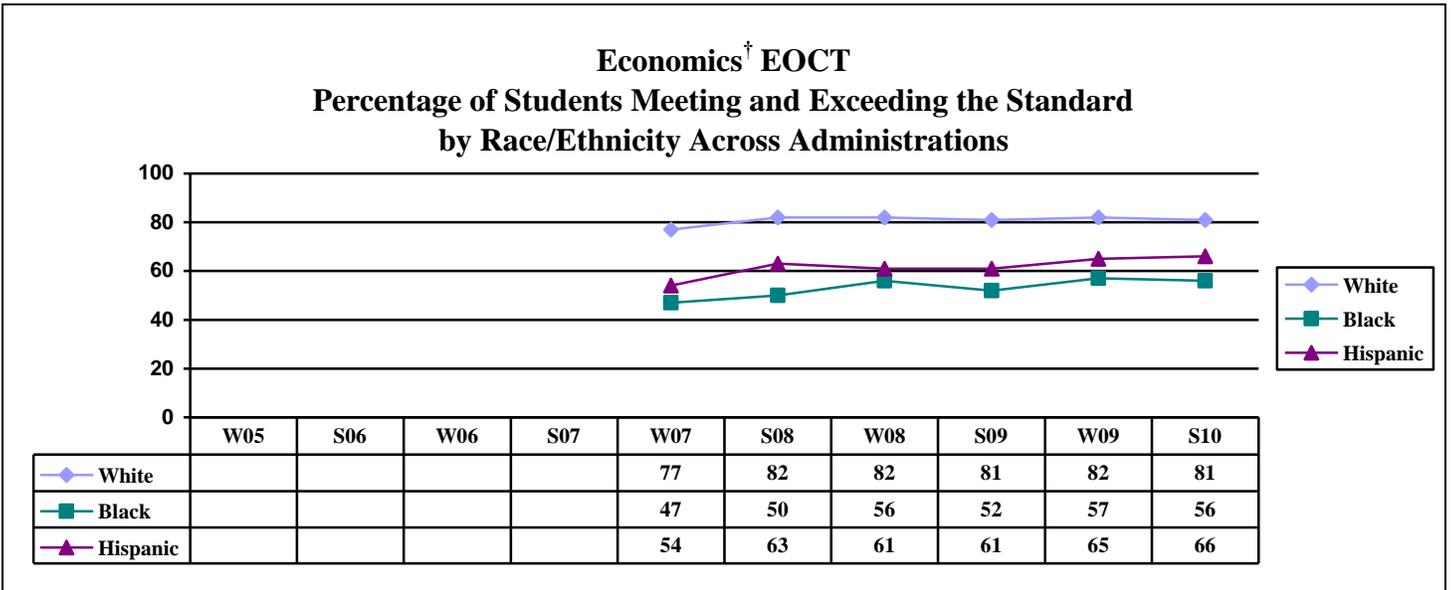
Economics EOCT [†]	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations											
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	Change S08 to S10	Change S09 to S10
All Students	-	-	-	-	63	68	70	68	70	70	+2	+2
Regular Program	-	-	-	-	65	70	72	70	73	72	+2	+2
English Language Learners	-	-	-	-	31	38	35	39	42	37	-1	-2
Students with Disabilities	-	-	-	-	32	36	41	36	38	37	+1	+1
Asian	-	-	-	-	79	83	83	83	85	85	+2	+2
Black	-	-	-	-	47	50	56	52	57	56	+6	+4
Hispanic	-	-	-	-	54	63	61	61	65	66	+3	+5
Native American/Alaskan	-	-	-	-	71	71	74	72	66	71	0	-1
White	-	-	-	-	77	82	82	81	82	81	-1	0
Multiracial	-	-	-	-	66	70	66	65	74	77	+7	+12
Female	-	-	-	-	60	66	69	67	69	69	+3	+2
Male	-	-	-	-	66	71	72	71	72	72	+1	+1

[†]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.



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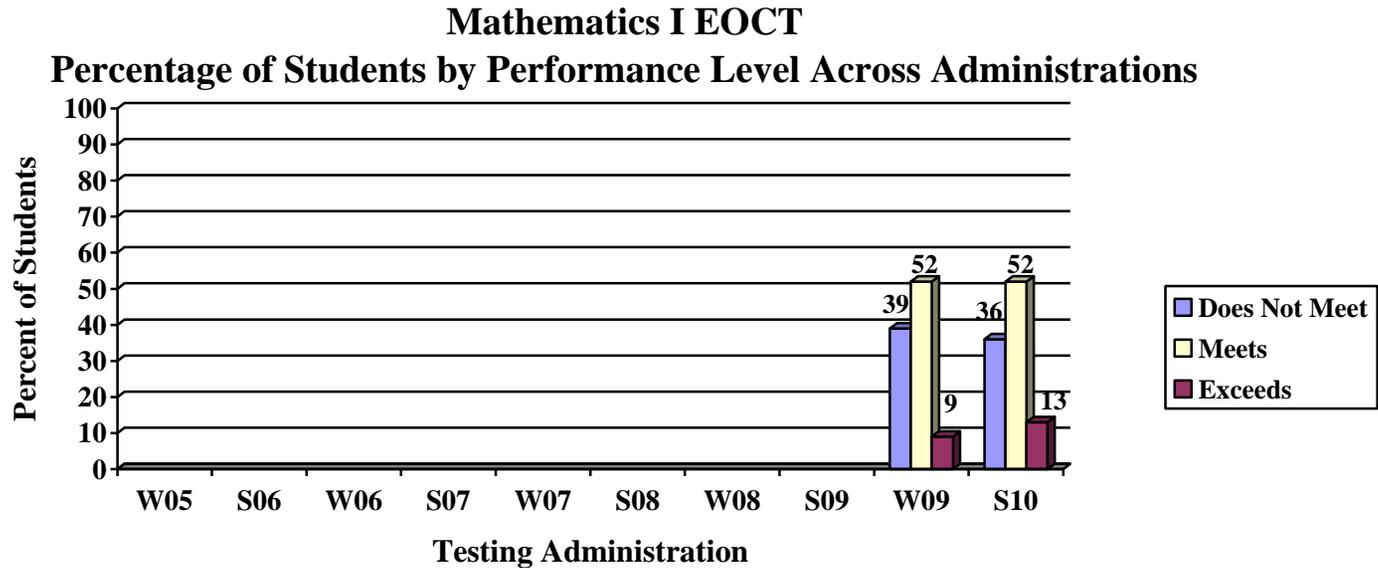
Historical Performance on the Mathematics I EOCT

Mathematics I EOCT[†]

Mathematics I EOCT[†]										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	-	-	-	-	-	-	-	-	39	36
Meets	-	-	-	-	-	-	-	-	52	52
Exceeds	-	-	-	-	-	-	-	-	9	13

[†]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 Group Across Administrations											
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	Change S06 to S10	Change S09 to S10
All Students	-	-	-	-	-	-	-	-	61	64	-	-
Regular Program	-	-	-	-	-	-	-	-	63	68	-	-
English Language Learners	-	-	-	-	-	-	-	-	29	35	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	27	28	-	-
Asian	-	-	-	-	-	-	-	-	80	86	-	-
Black	-	-	-	-	-	-	-	-	44	49	-	-
Hispanic	-	-	-	-	-	-	-	-	54	60	-	-
Native American/Alaskan	-	-	-	-	-	-	-	-	52	63	-	-
White	-	-	-	-	-	-	-	-	75	76	-	-
Multiracial	-	-	-	-	-	-	-	-	54	71	-	-
Female	-	-	-	-	-	-	-	-	62	66	-	-
Male	-	-	-	-	-	-	-	-	60	63	-	-

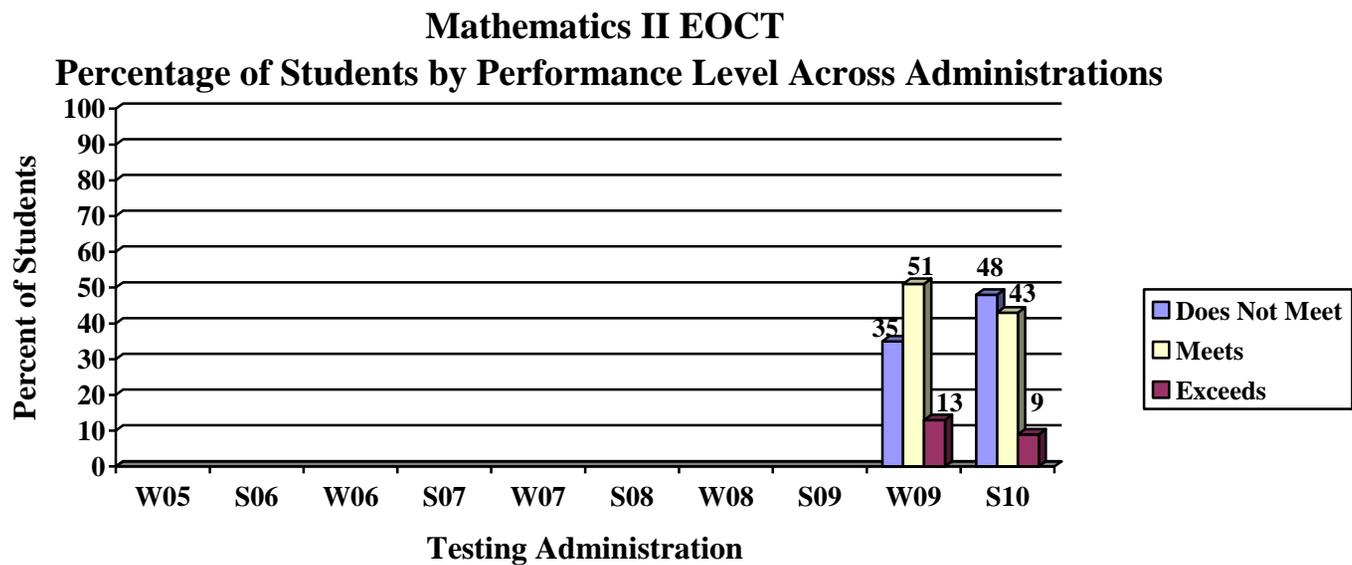
[†]The Winter 2009 EOCT marks the first operational administration of the GPS-based Mathematics I EOCT.

Historical Performance on the Mathematics II EOCT

Mathematics II EOCT[†]										
Percentage of Students by Performance Level Across Administrations										
Performance Levels*	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10
Does Not Meet	-	-	-	-	-	-	-	-	35	48
Meets	-	-	-	-	-	-	-	-	51	43
Exceeds	-	-	-	-	-	-	-	-	13	9

[†]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	Change S06 to S10	Change S09 to S10
All Students	-	-	-	-	-	-	-	-	65	52	-	-
Regular Program	-	-	-	-	-	-	-	-	66	55	-	-
English Language Learners	-	-	-	-	-	-	-	-	35	37	-	-
Students with Disabilities	-	-	-	-	-	-	-	-	32	23	-	-
Asian	-	-	-	-	-	-	-	-	86	82	-	-
Black	-	-	-	-	-	-	-	-	45	34	-	-
Hispanic	-	-	-	-	-	-	-	-	56	50	-	-
Native American/Alaskan	-	-	-	-	-	-	-	-	59	51	-	-
White	-	-	-	-	-	-	-	-	74	65	-	-
Multiracial	-	-	-	-	-	-	-	-	56	56	-	-
Female	-	-	-	-	-	-	-	-	63	52	-	-
Male	-	-	-	-	-	-	-	-	66	53	-	-

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