

TESTING BRIEF
Spring 2010 Georgia High School Graduation Tests
in English Language Arts, Mathematics, Social Studies, and Science
March 15 – April 2, 2010

Georgia law (O.C.G.A. §20-2-281 G), (a) mandates that a “curriculum-based assessment be administered in grade 11 for graduation purposes” and (c) “that the State Board of Education shall have the authority to condition the awarding of a high school diploma to a student upon achievement of satisfactory scores on instruments or tests adopted and administered by the State board pursuant to (a) of this code.”

The Georgia High School Graduation Tests (GHS GT) assess only a sample of the knowledge and skills that educators agree comprise a complete high school education. Georgia students have opportunities to learn – and are expected to master – much more than the tests address. The state adopted curriculum is the source of the knowledge and skills assessed on the graduation tests.

Students take the GHS GT for the first time in the spring of the 11th grade. Schools use the results to identify students who need additional instruction in the academic content determined by Georgia educators as necessary for a high school diploma. Students who do not succeed on their first attempt have four additional opportunities to meet the standards prior to completing 12th grade.

This report shows data from 2008 to 2010 for the English Language Arts (ELA) and Science GHS GT that are based on the Georgia Performance Standards (GPS); these data are comparable over the three years. The 2010 administration of the Social Studies GHS GT marks the first time the assessment was based on the GPS and therefore is not comparable to prior years. The Mathematics GHS GT is still based on the Quality Core Curriculum (QCC); therefore the results from 2008 to 2010 are comparable.

Administration of the GHS GT 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 curriculum and assessment system designed to improve student achievement.

KEY FINDINGS: BY ALL STUDENTS

ENGLISH LANGUAGE ARTS

- Ninety (90) percent of Grade 11 First-Time Test Takers met or exceeded the passing standard for English Language Arts (ELA). This represents no change in achievement from 2009.
- Since the inception of the GPS-based ELA GHSGT, the percent of Grade 11 First-Time Test Takers meeting and exceeding the standard has increased by one (1) percentage point from eighty-nine (89) percent in 2008 to ninety (90) percent in 2010.
- The percent of Grade 11 First-Time Test Takers (57) who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, increased four (4) percentage points since 2008. The percent of students who achieved Honors (14), the highest performance level, increased four (4) percentage points since 2008.
- The 2010 Strategic Plan target for English Language Arts was ninety-three (93) percent passing. This target was not met.

MATHEMATICS

- Ninety-one (91) percent of Grade 11 First-Time Test Takers met or exceeded the passing standard for Mathematics. This represents a three (3) percentage point decrease in achievement since 2009.
- The percent of Grade 11 First-Time Test Takers meeting or exceeding the passing standard has decreased two (2) percentage points from ninety-three (93) percent in 2008 to ninety-one (91) percent in 2010.
- The 2010 Strategic Plan target for Mathematics achievement was ninety-six (96) percent passing. This target was not met.

SOCIAL STUDIES

- Seventy-eight (78) percent of Grade 11 First-Time Test Takers met or exceeded the passing standard for Social Studies.
- Thirty-eight (38) percent of Grade 11 First-Time Test Takers achieved Advanced Proficiency or Honors, and are therefore considered college/work ready. Seventeen (17) percent of Grade 11 First-Time Test Takers achieved Honors, the highest performance level.
- The 2010 Strategic Plan target for Social Studies achievement was eighty-nine (89) percent passing. This target was not met.

SCIENCE

- Ninety (90) percent of Grade 11 First-Time Test Takers met or exceeded the passing standard for Science. This represents a two (2) percentage point increase in achievement since 2009.
- The percent of Grade 11 First-Time Test Takers meeting or exceeding the passing standard has increased four (4) percentage points from eighty-six (86) percent in 2008 to ninety (90) percent in 2010.
- The percent of Grade 11 First-Time Test Takers (57) who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, increased seven (7) percentage points since 2008. The percent of Grade 11 First-Time Test Takers who achieved Honors (16), the highest performance level, increased four (4) percentage points since 2008.
- The 2010 Strategic Plan target for Science achievement was ninety-two (92) percent passing. This target was not met.

KEY FINDINGS: BY RACE/ETHNICITY GROUPS

ASIAN STUDENTS

ENGLISH LANGUAGE ARTS

- Ninety (90) percent of Asian test takers met or exceeded the passing standard for English Language Arts. This represents no change in student achievement since 2009.
- Since the inception of the GPS-based English Language Arts test in 2008, the percentage of Asian test takers meeting or exceeding the passing standard (90) has not changed.
- The percent of Asian test takers (65) who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, increased one (1) percentage point since 2008. The percent of students who achieved Honors (23), the highest performance level, increased five (5) percentage points since 2008.

MATHEMATICS

- Ninety-seven (97) percent of Asian test takers met or exceeded the passing standard for Mathematics. This represents no change in student achievement since 2009.
- The percentage of Asian test takers meeting or exceeding the passing standard (97) has increased one (1) percentage point from ninety-six (96) percent in 2008.

SOCIAL STUDIES

- Eighty-eight (88) percent of Asian test takers met or exceeded the passing standard for Social Studies.
- The percentage of Asian test takers who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, was fifty-seven (57). The percent of students who achieved Honors, the highest performance level, was thirty-three (33).

SCIENCE

- Ninety-four (94) percent of Asian test takers met or exceeded the passing standard for Science. This represents a two (2) percent increase in student achievement since 2009.
- Since the inception of the GPS-based Science test, the percentage of Asian test takers meeting or exceeding the passing standard (94) has increased three (3) percentage points from ninety-one (91) percent in 2008.
- The percent of Asian test takers (73) who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, increased seven (7) percentage points since 2008. The percent of students who achieved Honors (30), the highest performance level, increased seven (7) percentage points since 2008.

BLACK STUDENTS

ENGLISH LANGUAGE ARTS

- Eighty-one (81) percent of Black test takers met or exceeded the passing standard for English Language Arts. This represents no change in student achievement since 2009.
- Since the inception of the GPS-based English Language Arts test, the percentage of Black test takers meeting or exceeding the passing standard (81) has decreased three percentage (3) points from eighty-four (84) percent in 2008.

KEY FINDINGS: BY RACE/ETHNICITY GROUPS (CONTINUED)

MATHEMATICS

- Eighty-one (81) percent of Black test takers met or exceeded the passing standard for Mathematics. This represents a decrease of three (3) percentage points since 2009.
- The percentage of Black test takers meeting or exceeding the passing standard (81) has decreased one (1) percentage point from eighty-two (82) percent in 2008.

SOCIAL STUDIES

- Sixty-four (64) percent of Black test takers met or exceeded the passing standard for Social Studies.
- The percentage of Black test takers who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, was twenty-one (21). The percent of students who achieved Honors, the highest performance level, was seven (7).

SCIENCE

- Seventy-nine (79) percent of Black test takers met or exceeded the passing standard for Science. This represents a three (3) percent increase in student achievement since 2009.
- The percentage of Black test takers meeting or exceeding the passing standard (79) has increased three (3) percentage points from seventy-six (76) percent in 2008.
- The percent of Black test takers (36) who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, increased five (5) percentage points since 2008. The percent of Black test takers (6) who achieved Honors, the highest performance level, increased two (2) percentage points since 2008.

HISPANIC STUDENTS

ENGLISH LANGUAGE ARTS

- Eighty-two (82) percent of Hispanic test takers met or exceeded the passing standard for English Language Arts. This represents a one (1) percentage point increase in student achievement since 2009.
- The percentage of Hispanic test takers meeting or exceeding the passing standard (82) has increased two (2) percentage points from eighty (80) percent in 2008.

MATHEMATICS

- Eighty-seven (87) percent of Hispanic test takers met or exceeded the passing standard for Mathematics. This represents a decrease of two (2) percentage points since 2009.
- The percentage of Hispanic test takers meeting or exceeding the passing standard (87) has not changed since 2008.

SOCIAL STUDIES

- Seventy-three (73) percent of Hispanic test takers met or exceeded the passing standard for Social Studies.
- The percentage of Hispanic test takers who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, was thirty-one (31). The percent of students who achieved Honors, this highest performance level, was twelve (12).

KEY FINDINGS: BY RACE/ETHNICITY GROUPS (CONTINUED)

SCIENCE

- Eighty-three (83) percent of Hispanic test takers met or exceeded the passing standard for Science. This represents a five (5) percent increase in student achievement since 2009.
- The percentage of Hispanic test takers meeting or exceeding the passing standard (83) has increased six (6) percentage points from seventy-seven (77) percent in 2008.
- The percent of Hispanic test takers (44) who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, increased eight (8) percentage points since 2008. The percent of Hispanic test takers (10) who achieved Honors, the highest performance level, increased four (4) percentage points since 2008.

WHITE STUDENTS

ENGLISH LANGUAGE ARTS

- Ninety-two (92) percent of White test takers met or exceeded the passing standard for English Language Arts. This represents a one (1) percentage point decrease in student achievement since 2009.
- The percentage of White test takers meeting or exceeding the passing standard (92) has decreased two (2) percentage points from ninety-four (94) percent in 2008.

MATH EMATICS

- Ninety-five (95) percent of White test takers met or exceeded the passing standard for Mathematics. This represents a decrease of one (1) percentage point since 2009.
- The percentage of White test takers meeting or exceeding the passing standard (95) has not changed since 2008.

SOCIAL STUDIES

- Eighty-five (85) percent of White test takers met or exceeded the passing standard for Social Studies.
- The percentage of White test takers who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, was forty-nine (49). The percent of White test takers who achieved Honors, the highest performance level, was twenty-four (24).

SCIENCE

- Ninety-four (94) percent of White test takers met or exceeded the passing standard for Science. This represents a two (2) percentage point increase in student achievement since 2009.
- The percentage of White test takers meeting or exceeding the passing standard (94) has increased two (2) percentage points from ninety-two (92) percent in 2008.
- The percent of White test takers (66) who achieved Advanced Proficiency or Honors, and are therefore considered college/work ready, increased four (4) percentage points since 2008. The percent of White test takers (21) who achieved Honors, the highest performance level, increased four (4) percentage points since 2008.

KEY FINDINGS: BY PROGRAM

REGULAR PROGRAM STUDENTS

- Ninety-three (93) percent of Regular Program Grade 11 First-Time Test Takers met or exceeded the passing standard in English Language Arts. This represents no change in achievement since 2008.
- Ninety-five (95) percent of Regular Program Grade 11 First-Time Test Takers met or exceeded the passing standard in Mathematics. This represents no change in achievement since 2008.
- Eighty-one (81) percent of Regular Program Grade 11 First-Time Test Takers met or exceeded the passing standard in Social Studies.
- Ninety-three (93) percent of Regular Program Grade 11 First-Time Test Takers met or exceeded the passing standard in Science. This represents a four (4) percentage point increase in achievement from eighty-nine (89) percent in 2008.

SPECIAL EDUCATION STUDENTS

- Fifty-four (54) percent of Special Education Grade 11 First-Time Test Takers met or exceeded the passing standard in English Language Arts. This represents a two (2) percentage point decrease from fifty-six (56) percent in 2008.
- Fifty-four (54) percent of Special Education Grade 11 First-Time Test Takers met or exceeded the passing standard Mathematics. This represents a five (5) percentage point decrease in achievement from fifty-nine (59) percent in 2008.
- Forty-one (41) percent of Special Education Grade 11 First-Time Test Takers met or exceeded the passing standard in Social Studies.
- Fifty-eight (58) percent of Special Education Grade 11 First-Time Test Takers met or exceeded the passing standard in Science. This represents a five (5) percentage point increase in achievement from fifty-three (53) percent in 2008.

ENGLISH LANGUAGE LEARNERS

- Fifty-eight (58) percent of English Language Learner Grade 11 First-Time Test Takers met or exceeded the passing standard in English Language Arts. This represents a four (4) percentage point increase in achievement from fifty-four (54) percent in 2008.
- Seventy-four (74) percent of English Language Learner Grade 11 First-Time Test Takers met or exceeded the passing standard in Mathematics. This represents a six (6) percentage point decrease in achievement from eighty (80) percent in 2008.
- Forty-two (42) percent of English Language Learner Grade 11 First-Time Test Takers met or exceeded the passing standard in Social Studies.
- Sixty-four (64) percent of English Language Learner Grade 11 First-Time Test Takers met or exceeded the passing standard in Science. This represents a six (6) percentage point increase in achievement from fifty-eight (58) percent in 2008.

KEY FINDINGS: CLOSING THE GAP

In several areas accelerated growth has occurred in the achievement levels of minority and special population students on the GHSGT. The following comparisons reflect the narrowing of the achievement gap by content area and student group between 2008 and 2010.

- In English Language Arts, the achievement gap between Hispanic and White students has narrowed by four (4) percentage points from a fourteen (14) percentage point gap in 2008 to a ten (10) percentage point gap in 2010, in terms of the number of students meeting or exceeding the passing standard. This trend can be categorized as Positive –Negative because the performance of White students decreased by two (2) percentage points since 2008 while the performance of Hispanic students increased by two (2) percentage points.
- In English Language Arts, the achievement gap between English Language Learners (ELL) and All Grade 11 First-Time Test Takers has narrowed by three (3) percentage points from a thirty-five (35) percentage point gap in 2008 to a thirty-two (32) percentage point gap in 2010, in terms of the number of students meeting or exceeding the passing standard. This trend can be categorized as Very Positive Narrowing wherein gains were made by both groups, but gains made by ELL students (4 percentage points) exceeded those made by All Grade 11 First-Time Test Takers (1 percentage point).
- In Science, the achievement gap between Black and White students has narrowed by two (2) percentage points from a seventeen (17) percentage point gap in 2008 to a fifteen (15) percentage point gap in 2010, in terms of the number of students meeting or exceeding the passing standard. This trend can be categorized as Very Positive Narrowing, wherein gains were made by both groups, but gains made by Black students (3 percentage points) exceeded those made by White students (1 percentage point).
- In Science, the achievement gap between Hispanic and White students has narrowed by four (4) percentage points from a fifteen (15) percentage point gap in 2008 to an eleven (11) percentage point gap in 2010, in terms of the number of students meeting or exceeding the passing standard. This trend can be categorized as Very Positive Narrowing, wherein gains were made by both groups, but gains made by Hispanic students (6 percentage points) exceeded those made by White students (2 percentage points).
- In Science, the achievement gap between English Language Learners (ELL) and All Grade 11 First-Time Test Takers has narrowed by two (2) percentage points from a twenty-eight (28) percentage point gap in 2008 to a twenty-six (26) percentage point gap in 2010, in terms of the number of students meeting or exceeding the passing standard. This trend can be categorized as Very Positive Narrowing, wherein gains were made by both groups, but gains made by ELL students (6 percentage points) exceeded those made by All Grade 11 First-Time Test Takers (4 percentage points).
- In Science, the achievement gap between Special Education and All Grade 11 First-Time Test Takers has narrowed by one (1) percentage point from a thirty-three (33) percentage point gap in 2008 to a thirty-two (32) percentage point gap in 2010, in terms of the number of students meeting or exceeding the passing standard. This trend can be categorized as Very Positive Narrowing, wherein gains were made by both groups, but gains made by Special Education students (5 percentage points) exceeded those made by All Grade 11 First-Time Test Takers (4 percentage points).

KEY FINDINGS: CLOSING THE GAP (CONTINUED)

Similar comparisons can be made between the mean scale score of various groups:

- Hispanic: White Students – The achievement gap between Hispanic and White in students in English Language Arts has decreased by three (3) scale score points from nineteen (19) scale score points in 2008 to sixteen (16) scale score points in 2010. This trend can be described as Very Positive Narrowing wherein gains were made by both groups, but Hispanic students gained five (5) scale score points while White students gained two (2) scale score points.
- Hispanic: White Students – The achievement gap between Hispanic and White in students in Mathematics has decreased by two (2) scale score points from fourteen (14) scale score points in 2008 to twelve (12) scale score points in 2010. This trend can be described as Positive Narrowing wherein the scale score for White students remained the same in 2008 and 2010 while Hispanic students gained two (2) scale score points.
- Black: White Students – The achievement gap between Black and White in students in Science has decreased by one (1) scale score point from twenty-four (24) scale score points in 2008 to twenty-three (23) scale score points in 2010. This trend can be described as Very Positive Narrowing wherein gains were made by both groups, but Black students gained three (3) scale score points while White students gained two (2) scale score points.
- Hispanic: White Students – The achievement gap between Hispanic and White students in Science has decreased by three (3) scale score points from twenty (20) scale score points in 2008 to seventeen (17) scale score points in 2010. This trend can be described as Very Positive Narrowing wherein both groups had gains, but Hispanic students gained five (5) scale score points while White students gained two (2) scale score points.

Table 1. Spring 2010 GHSGT State Results for English Language Arts

Student Category	Percent of Students by Performance Level											
	Below Proficiency			Basic Proficiency			Advanced Proficiency			Honors		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
All Grade 11 First-Time Test Takers	11	10	10	36	36	32	43	40	43	10	14	14
Regular Program	7	7	7	36	36	32	46	42	46	11	15	16
Special Education	44	44	46	39	39	37	16	14	14	2	2	2
English Language Learners	46	41	42	44	48	46	9	10	11	0	1	1
All Test Takers by Race/Ethnicity Group												
Asian/Pacific Islander	10	10	10	26	27	25	46	40	42	18	24	23
Black/Non Hispanic	16	19	19	47	47	40	33	29	34	3	5	6
Hispanic	20	19	18	42	43	36	33	32	37	5	6	9
Native American/ Alaskan Native	12	13	17	29	29	30	50	46	41	10	11	11
White/Non-Hispanic	6	7	8	29	28	27	50	45	46	15	19	19
Multiracial	7	9	8	34	35	30	47	42	46	12	14	16
All Test Takers by Gender												
Female	9	10	10	36	36	31	44	40	43	11	14	16
Male	13	16	16	37	37	35	41	36	39	9	12	11

Figure 1: Percent of Grade 11 First-Time Test Takers by English Language Arts Performance Level 2009-2010

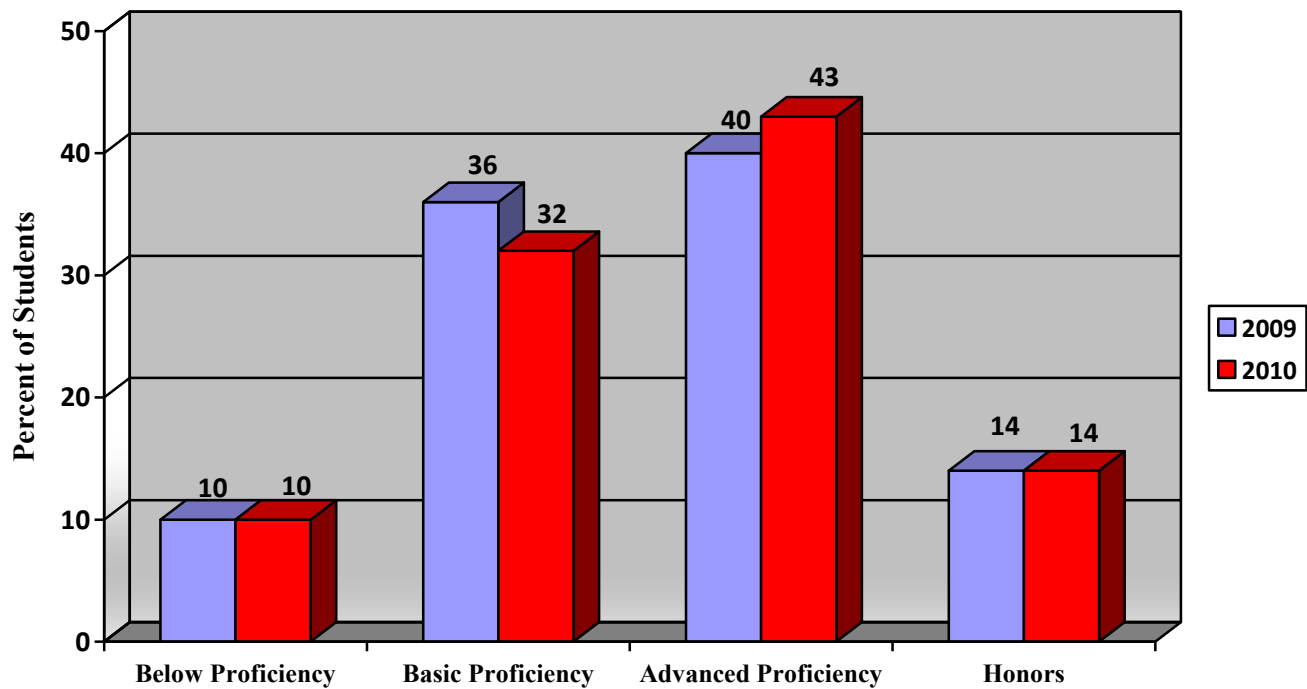


Table 2: Spring 2010 GHSGT State Results for Mathematics

Student Category	Percent of Students by Performance Level					
	Pass*			Pass Plus*		
	2008	2009	2010	2008	2009	2010
All Grade 11 First-Time Test Takers	93	94	91	52	49	51
Regular Program	95	96	95	55	52	54
Special Education	59	63	54	14	13	12
English Language Learners	80	83	74	23	24	21
All Test Takers by Race/Ethnicity Group						
Asian/Pacific Islander	96	97	97	73	73	77
Black/Non Hispanic	82	84	81	30	26	30
Hispanic	87	89	87	38	38	42
Native American/ Alaskan Native	88	90	84	46	46	47
White/Non-Hispanic	95	96	95	63	61	62
Multiracial	93	92	92	51	47	54
All Test Takers by Gender						
Female	90	91	89	47	43	46
Male	89	91	88	50	48	51

* Includes Pass Plus.

Figure 2: Percent of Grade 11 First-Time Test Takers Achieving Pass and Pass Plus in Mathematics 2009-2010

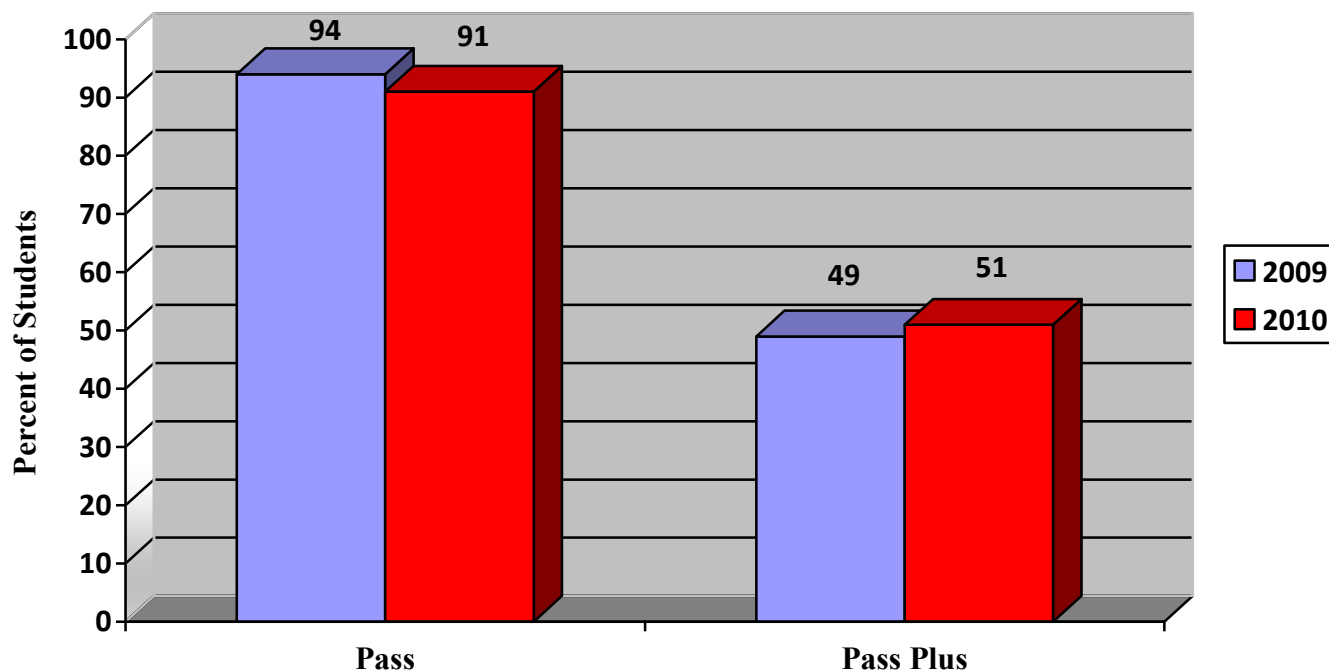


Table 3: Spring 2010 GHSGT State Results for Social Studies*

Student Category	Percent of Students by Performance Level			
	Below Proficiency	Basic Proficiency	Advanced Proficiency	Honors
	2010	2010	2010	2010
All Grade 11 First-Time Test Takers	22	40	21	17
Regular Program	19	41	22	18
Special Education	59	28	8	5
English Language Learners	58	34	6	2
All Test Takers by Race/Ethnicity Group				
Asian/Pacific Islander	12	31	24	33
Black/Non Hispanic	36	43	14	7
Hispanic	27	42	19	12
Native American/ Alaskan Native	26	39	19	16
White/Non-Hispanic	15	36	25	24
Multiracial	17	41	23	20
All Test Takers by Gender				
Female	27	41	19	13
Male	22	37	22	20

* 2010 is first year that the GHSGT in Social Studies was based solely on the GPS curriculum.

**Figure 3: Percent of Grade 11 First-Time Test Takers
By Social Studies Performance Level 2010**

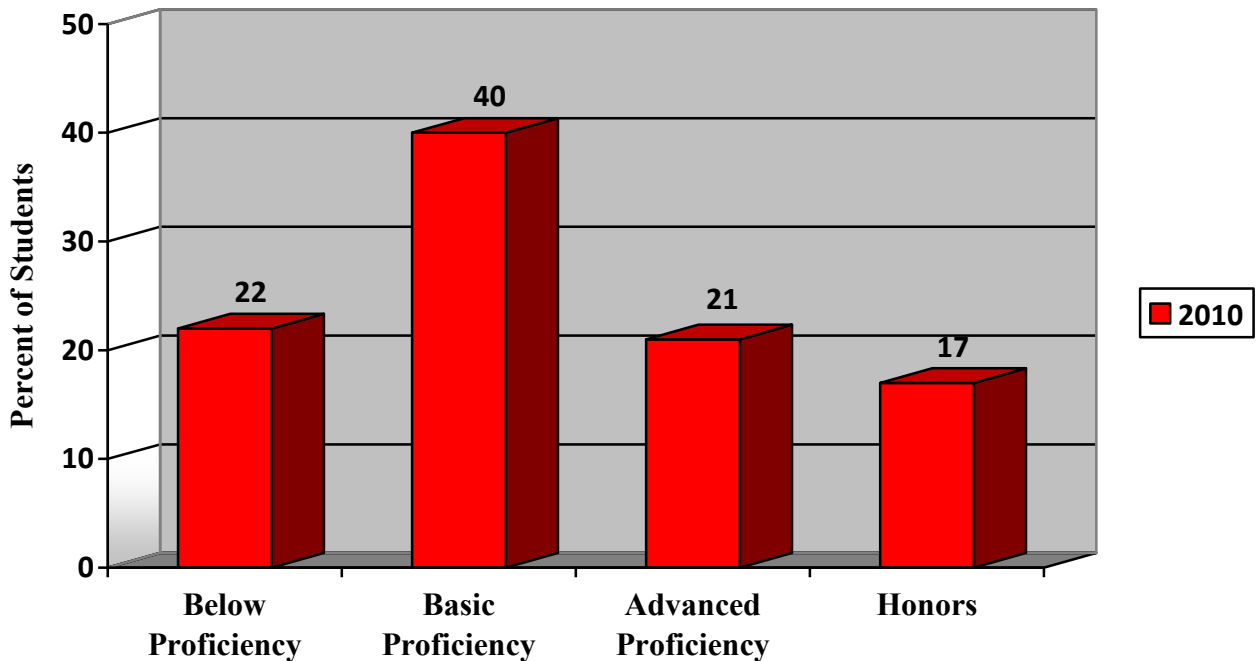


Table 4. Spring 2010 GHSGT State Results for Science

Student Category	Percent of Students by Performance Level											
	Below Proficiency			Basic Proficiency			Advanced Proficiency			Honors		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
All Grade 11 First-Time Test Takers	14	12	10	36	36	34	38	36	41	12	15	16
Regular Program	11	9	7	36	36	33	40	38	42	13	16	17
Special Education	47	45	42	34	36	37	15	16	17	3	4	3
English Language Learners	42	40	36	42	39	45	15	18	16	2	3	3
All Test Takers by Race/Ethnicity Group												
Asian/Pacific Islander	9	8	6	25	25	22	43	39	43	23	28	30
Black/Non Hispanic	25	24	21	45	45	43	27	25	30	4	5	6
Hispanic	23	22	17	41	41	39	30	28	34	6	8	10
Native American/Alaskan Native	13	13	15	38	32	35	38	41	40	10	14	10
White/Non-Hispanic	8	8	6	31	31	27	45	41	45	17	21	21
Multiracial	11	13	9	38	38	34	39	36	41	12	14	17
All Test Takers by Gender												
Female	16	16	13	40	40	38	35	33	38	8	10	12
Male	14	15	13	33	34	31	38	34	38	14	17	17

Figure 4: Percent of Grade 11 First-Time Test Takers by Science Performance Level 2009-2010

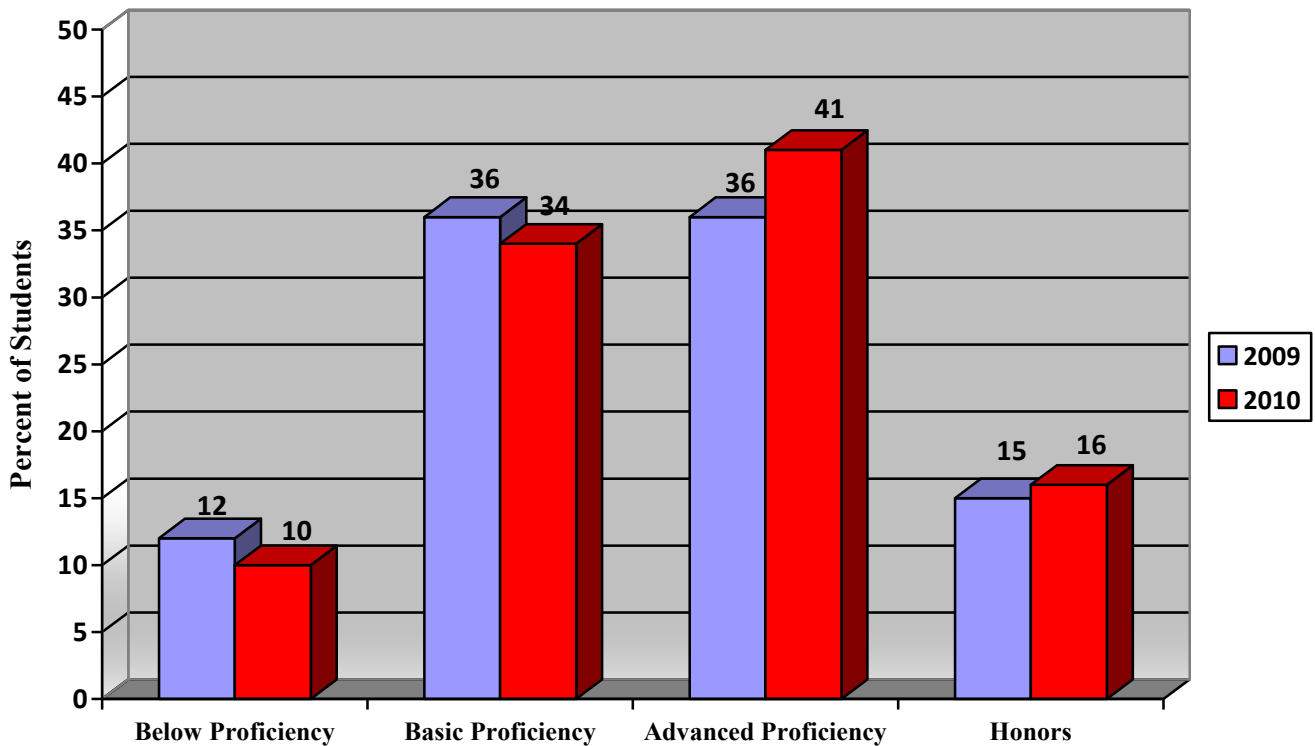
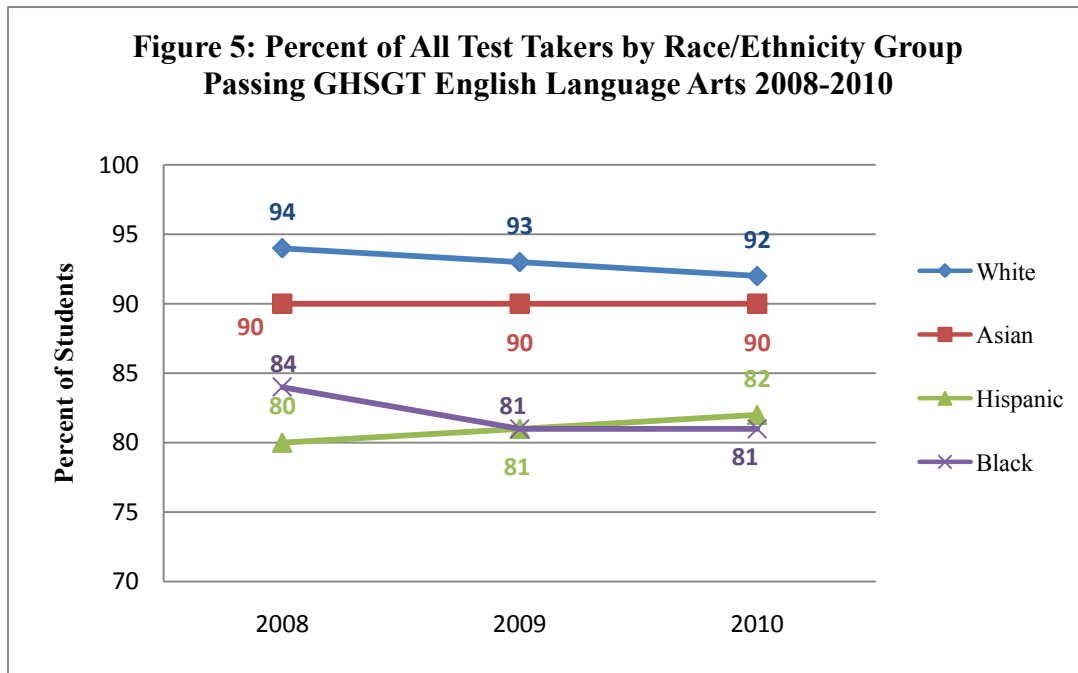


Table 5. GHSGT English Language Arts Percent Passing* by Student Category 2008 - 2010

Student Category	2008	2009	2010	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	89	90	90	0	+1
Regular Program	93	93	93	0	0
Special Education	56	56	54	-2	-2
English Language Learners	54	59	58	-1	+4
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	90	90	90	0	0
Black/Non Hispanic	84	81	81	0	-3
Hispanic	80	81	82	+1	+2
Native American/Alaskan Native	89	87	83	-4	-6
White	94	93	92	-1	-2
Multiracial	93	91	92	+1	-1
All Test Takers by Gender					
Female	91	90	90	0	-1
Male	87	84	84	0	-3

* Passing combines the percent of students in the Basic Proficiency, Advanced Proficiency, and Honors Performance Levels.



**Figure 6: Percent of All Grade 11 First-Time Test Takers
by Student Group Passing GHSGT English Language Arts
2008-2010**

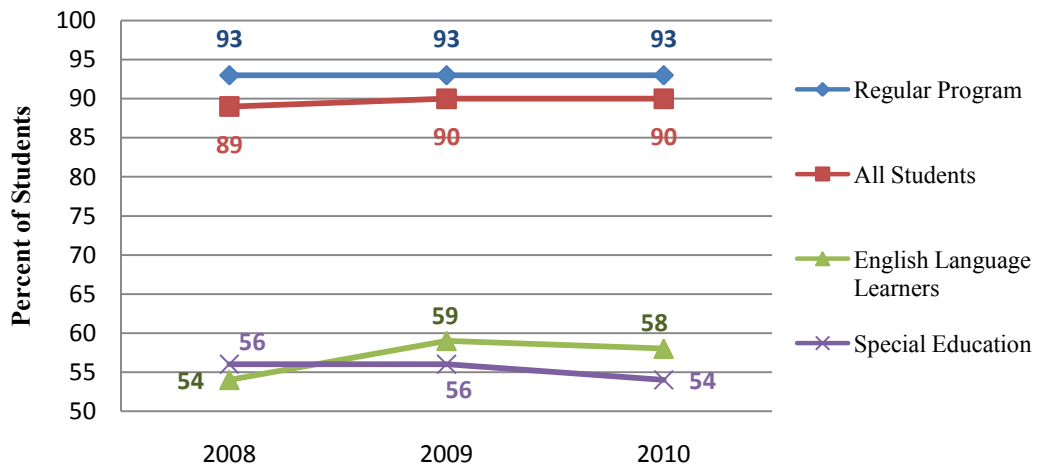


Table 6. GHS GT Mathematics Percent Passing* by Student Category 2008 - 2010

Student Category	2008	2009	2010	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	93	94	91	-3	-2
Regular Program	95	96	95	-1	0
Special Education	59	63	54	-9	-5
ELL	80	83	74	-9	-6
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	96	97	97	0	+1
Black/Non Hispanic	82	84	81	-3	-1
Hispanic	87	89	87	-2	0
Native American/Alaskan Native	88	90	84	-6	-4
White/Non Hispanic	95	96	95	-1	0
Multiracial	93	92	92	0	-1
All Test Takers by Gender					
Female	90	91	89	-2	-1
Male	89	91	88	-3	-1

* Passing combines the percent of students in the Pass and Pass Plus Performance Levels.

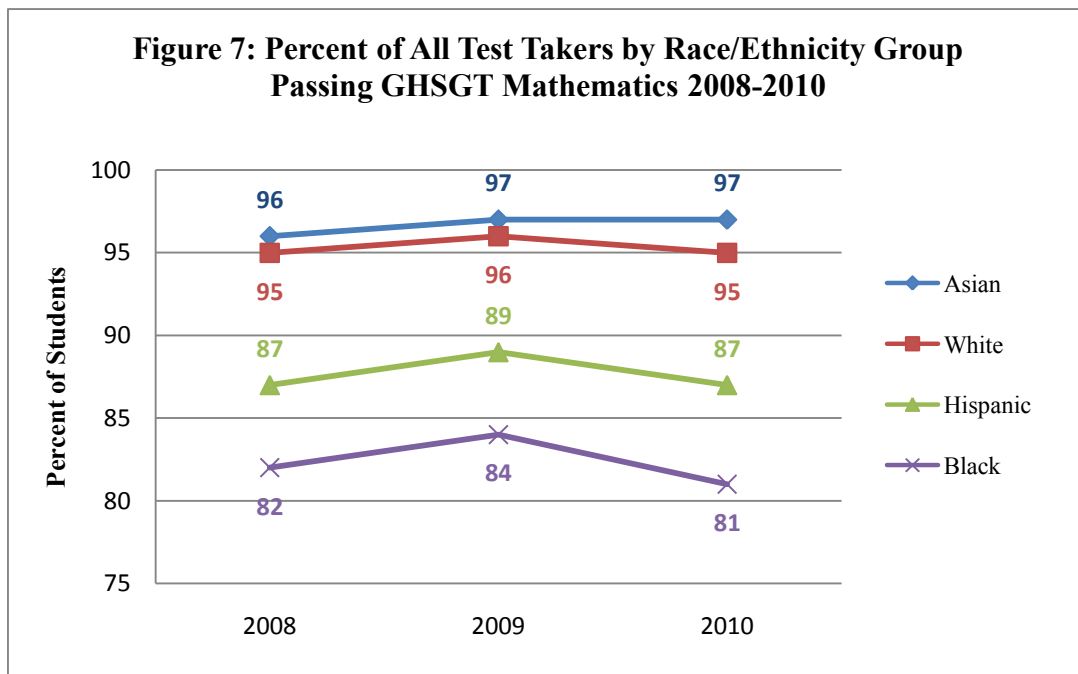


Figure 8: Percent of All Grade 11 First-Time Test Takers by Student Group Passing GHSGT Mathematics 2008-2010

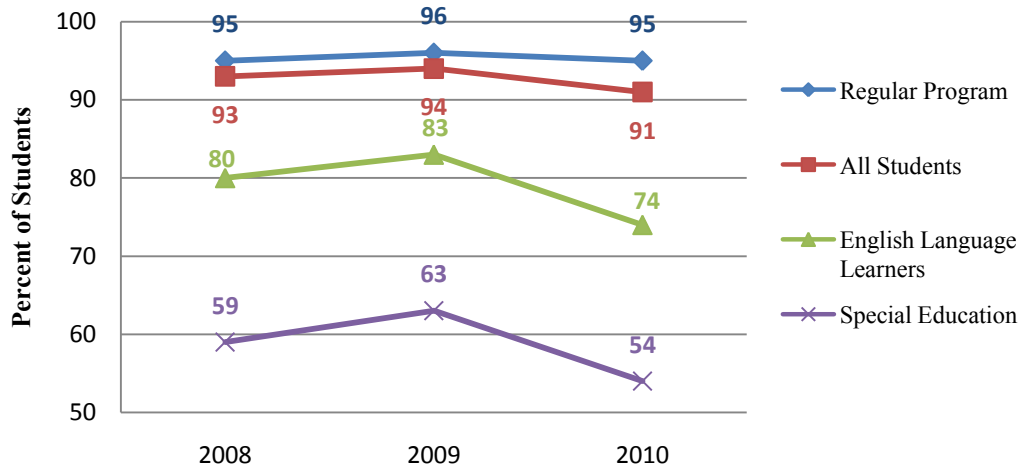


Table 7. GHS GT Social Studies Percent Passing* by Student Category 2008 - 2010

Student Category	2008	2009	2010**	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	--	--	78	--	--
Regular Program	--	--	81	--	--
Special Education	--	--	41	--	--
ELL	--	--	42	--	--
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	--	--	88	--	--
Black	--	--	64	--	--
Hispanic	--	--	73	--	--
Native American/Alaskan Native	--	--	74	--	--
White	--	--	85	--	--
Multi Ethnic	--	--	83	--	--
All Test Takers by Gender					
Female	--	--	73	--	--
Male	--	--	78	--	--

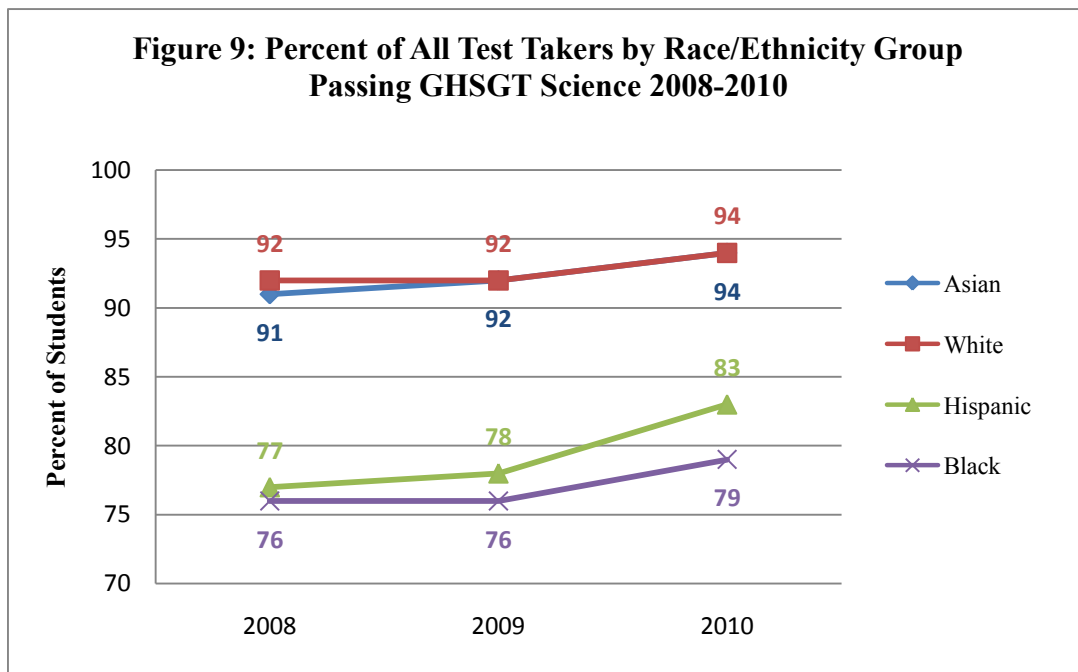
* Passing combines the percent of students in the Basic Proficiency, Advanced Proficiency, and Honors Performance Levels.

** 2010 is first year that the GHS GT in Social Studies was based solely on the GPS curriculum.

Table 8. GHSGT Science Percent Passing* by Student Category 2008 - 2010

Student Category	2008	2009	2010	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	86	88	90	+ 2	+ 4
Regular Program	89	91	93	+ 2	+ 4
Special Education	53	55	58	+ 3	+ 5
ELL	58	60	64	+ 4	+ 6
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	91	92	94	+ 2	+ 3
Black/Non Hispanic	76	76	79	+ 3	+ 3
Hispanic	77	78	83	+ 5	+ 6
Native American/Alaskan Native	86	87	85	- 2	- 1
White/Non Hispanic	92	92	94	+ 2	+ 2
Multiracial	89	87	91	+ 4	+ 2
All Test Takers by Gender					
Female	84	84	87	+ 3	+ 3
Male	86	85	87	+ 2	+ 1

* Passing combines the percent of students in the Basic Proficiency, Advanced Proficiency, and Honors Performance Levels.



**Figure 10: Percent of All Grade 11 First-Time Test Takers
by Student Group Passing GHSGT Science 2008-2010**

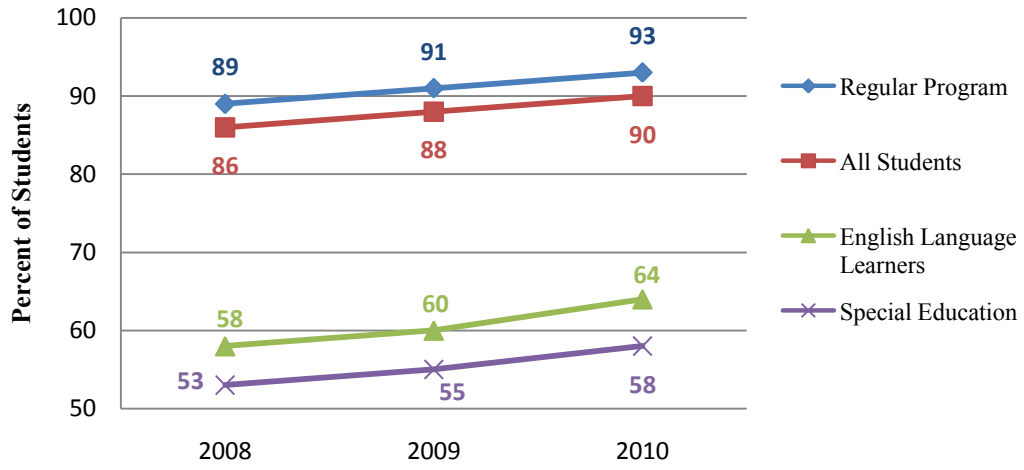


Table 9. Mean Scale Scores for the GHSGT in English Language Arts 2008-2010

Student Groups	2008	2009	2010	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	235	237	238	+1	+3
Regular Program	238	240	241	+1	+3
Special Education	202	202	201	-1	-1
English Language Learners	200	203	202	-1	+2
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	243	246	244	-2	+1
Black/Non Hispanic	223	222	224	+2	+1
Hispanic	223	224	228	+4	+5
Native American/Alaskan Native	235	235	231	-4	-4
White/Non Hispanic	242	245	244	-1	+2
Multiracial	238	238	240	+2	+2
All Test Takers by Gender					
Female	236	237	239	+2	+3
Male	231	231	230	-1	-1

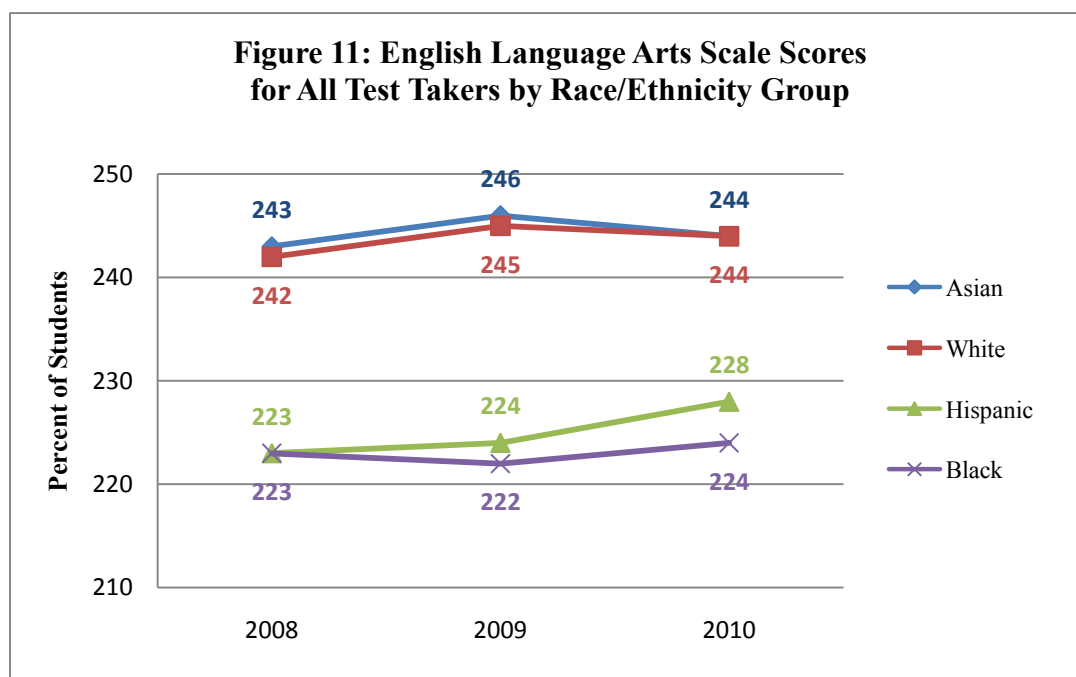


Figure 12. English Language Arts Scale Scores for All Grade 11 First-Time Test Takers by Student Group

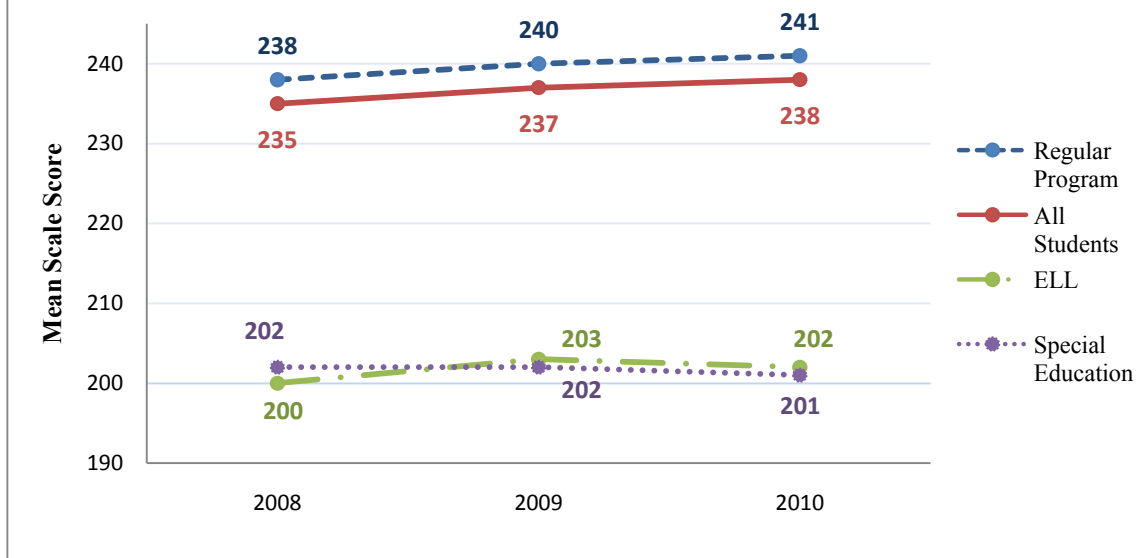
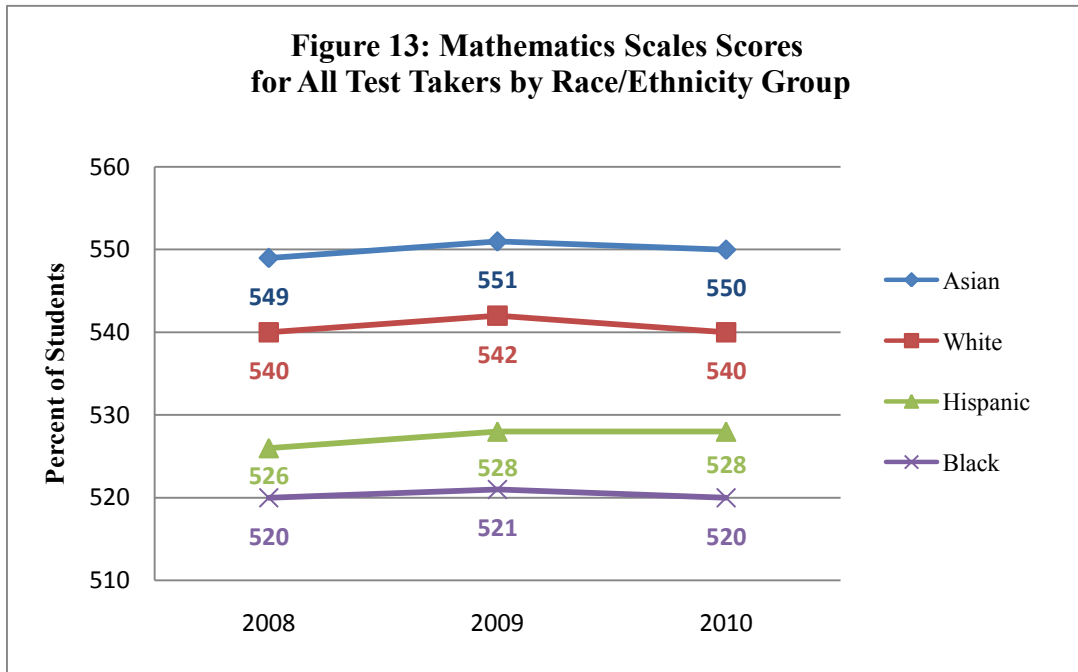


Table 10. Mean Scale Scores for the GHSGT in Mathematics 2008-2010

Student Groups	2008	2009	2010	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	534	535	534	-1	0
Regular Program	537	537	536	-1	-1
Special Education	505	507	504	-3	-1
English Language Learners	517	519	514	-5	-3
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	549	551	550	-1	+1
Black/Non Hispanic	520	521	520	-1	0
Hispanic	526	528	528	0	+2
Native American/Alaskan Native	531	532	529	-3	-2
White/Non Hispanic	540	542	540	-2	0
Multiracial	534	534	535	+1	+1
All Test Takers by Gender					
Female	531	531	530	-1	-1
Male	532	534	533	-1	+1



**Figure 14. Mathematics Scale Scores
for All Grade 11 First-Time Test Takers by Student Group**

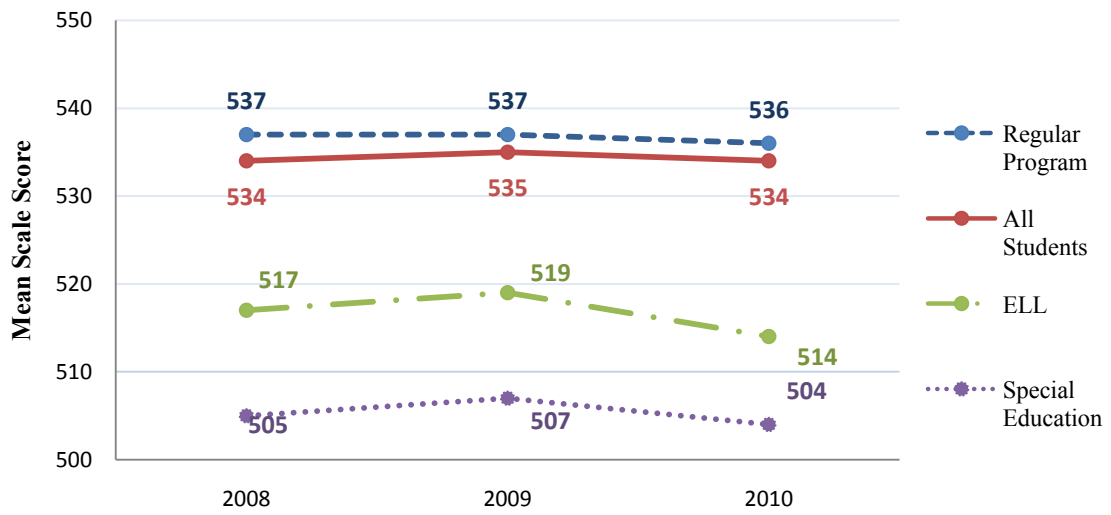
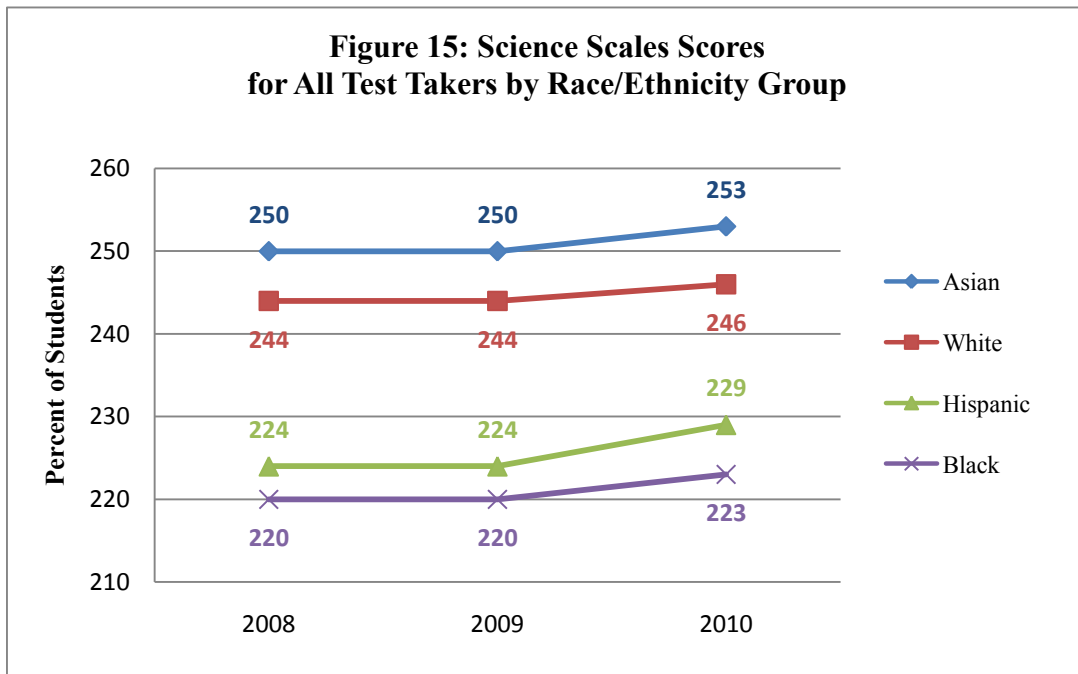


Table 11. Mean Scale Scores for the GHSGT in Science 2008-2010

Student Groups	2008	2009	2010	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	235	236	238	+2	+3
Regular Program	238	239	241	+2	+3
Special Education	205	208	207	-1	+2
English Language Learners	207	210	210	0	+3
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	250	250	253	+3	+3
Black/Non Hispanic	220	220	223	+3	+3
Hispanic	224	224	229	+5	+5
Native American/Alaskan Native	234	236	231	-5	-3
White/Non Hispanic	244	244	246	+2	+2
Multiracial	236	235	240	+5	+4
All Test Takers by Gender					
Female	230	230	233	+3	+3
Male	237	237	238	+1	+1



**Figure 16. Science Scale Scores
for All Grade 11 First-Time Test Takers by Student Group**

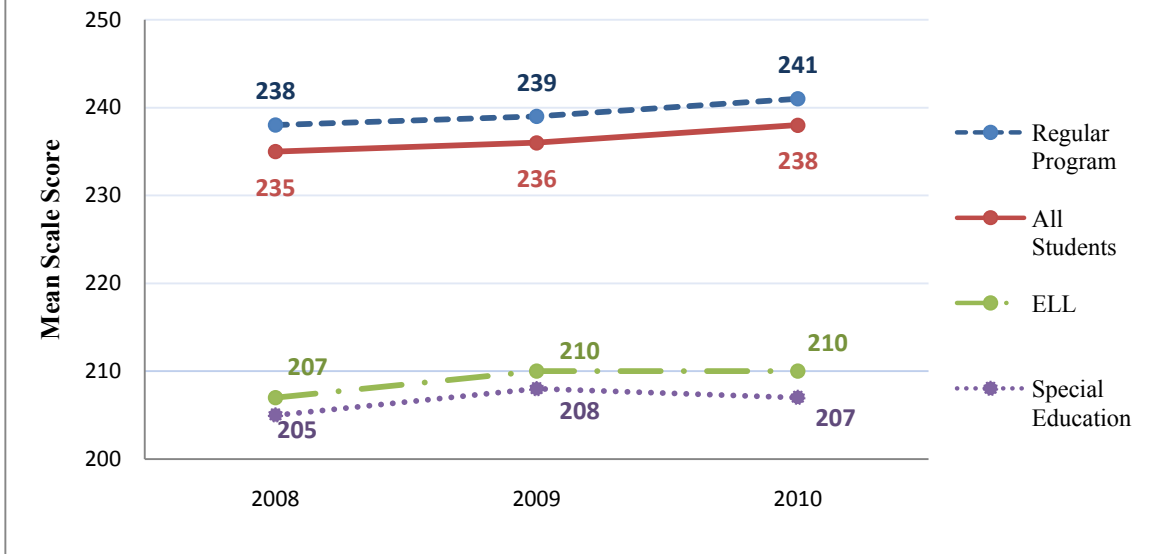


Table 12. Mean Scale Scores for the GHSGT in Social Studies 2008-2010

Student Groups	2008	2009	2010	Change 2009 - 2010	Change 2008 - 2010
All Grade 11 First-Time Test Takers	--	--	233	--	--
Regular Program	--	--	235	--	--
Special Education	--	--	200	--	--
English Language Learners	--	--	199	--	--
All Test Takers by Race/Ethnicity Group					
Asian/Pacific Islander	--	--	255	--	--
Black/Non Hispanic	--	--	214	--	--
Hispanic	--	--	224	--	--
Native American/Alaskan Native	--	--	228	--	--
White/Non Hispanic	--	--	243	--	--
Multiracial	--	--	237	--	--
All Test Takers by Gender					
Female	--	--	226	--	--
Male	--	--	236	--	--

*2010 is first year that the GHSGT in Social Studies was based solely on the GPS curriculum.