

**TESTING BRIEF**  
**Georgia End of Course Tests (EOCT)**  
**Spring 2011 Administration**  
**April 25, 2011 – June 3, 2011**

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

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

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

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

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

## **Key Findings – Language Arts**

### **Ninth Grade Literature & Composition**

- Eighty-two (82%) percent of Georgia’s students met or exceeded the standard for Ninth Grade Literature & Composition.
- When comparing the Spring 2011 scores to the Spring 2010 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 five (5) percentage points between Spring 2010 and Spring 2011.
- 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 sixteen (16) percentage points from Spring 2006 to Spring 2011.

### **American Literature & Composition**

- Eighty-eight (88%) percent of Georgia’s students met or exceeded the standard for American Literature & Composition.
- When comparing the Spring 2011 scores to the Spring 2010 scores, 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 decreased by one (1) percentage point between Spring 2010 and Spring 2011.
- 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 six (6) percentage points from Spring 2006 to Spring 2011.

## **Key Findings – Science**

### **Biology**

- Seventy (70%) percent of Georgia’s students met or exceeded the standard for Biology.
- When comparing the Spring 2011 scores to the Spring 2010 scores, the percent of students meeting or exceeding the standard increased by four (4) percentage points in Biology.
- The percent of students achieving the exceeds standard performance level in Biology increased by two (2) percentage points between Spring 2010 and Spring 2011.
- Since the inception of the Biology EOCT as a GPS-based test, the percentage of students meeting or exceeding the standard has increased by eleven (11) percentage points from Spring 2006 to Spring 2011.

### **Physical Science**

- Seventy-six (76%) percent of Georgia’s students met or exceeded the standard for Physical Science.
- When comparing the Spring 2011 scores to the Spring 2010 scores, the percent of students meeting or exceeding the standard increased by four (4) percentage points in Physical Science.
- The percent of students achieving the exceeds standard performance level in Physical Science increased by five (5) percentage points between Spring 2010 and Spring 2011.
- 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 fourteen (14) percentage points from Spring 2006 to Spring 2011.

## **Key Findings – Social Studies**

### **U.S. History**

- Sixty-six (66%) percent of Georgia’s students met or exceeded the standard for U.S. History.
- When comparing the Spring 2011 scores to the Spring 2010 scores, 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 three (3) percentage points from Spring 2010 and Spring 2011.
- 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 seven (7) percentage points from Spring 2008 to Spring 2011.

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

- Seventy-two (72%) percent of Georgia’s students met or exceeded the standard for Economics/Business/Free Enterprise.
- When comparing the Spring 2011 scores to the Spring 2010 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 two (2) percentage points between Spring 2010 and Spring 2011.
- 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 four (4) percentage points from Spring 2008 to Spring 2011.

## **Key Findings – Mathematics**

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

- Sixty-one (61%) percent of Georgia's students met or exceeded the standard for Mathematics I.
- When comparing the Spring 2011 scores to the Spring 2010 scores, the percent of students meeting or exceeding the standard decreased by three (3) 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 Spring 2010 and Spring 2011.

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

- Fifty-five (55%) percent of Georgia's students met or exceeded the standard for Mathematics II.
- When comparing the Spring 2011 scores to the Spring 2010 scores, the percent of students meeting or exceeding the standard increased by three (3) percentage points in Mathematics II.
- The percent of students achieving the exceeds standard performance level in Mathematics II decreased by two (2) percentage points between Spring 2010 and Spring 2011.

## Overall Findings – Special Populations

- From Spring 2010 to Spring 2011, English Language Learner (ELL) students improved achievement (i.e., meeting or exceeding the standard) by one (1) or more percentage points in Biology (1), Physical Science (3), U.S. History (3), and Economics (3), and Mathematics II (2).
- From Spring of the first year of implementation of the GPS-based EOCT, ELL students improved achievement (i.e., meeting or exceeding the standard) by two (2) or more percentage points in Ninth Grade Literature & Composition (22), American Literature & Composition (8), Biology (10), Physical Science (19), U.S. History (9), Economics (2), and Mathematics II (2).
- From Spring 2010 to Spring 2011, Students with Disabilities improved achievement (i.e., meeting or exceeding the standard) by one (1) or more percentage points in Ninth Grade Literature & Composition (3), American Literature & Composition (5), Biology (2), Physical Science (4), U.S. History (4), Economics (1), and Mathematics II (2).
- From Spring of the first year of implementation of the GPS-based EOCT, Students with Disabilities improved achievement (i.e., meeting or exceeding the standard) by two (2) or more percentage points in Ninth Grade Literature & Composition (21), American Literature & Composition (17), Biology (9), Physical Science (19), U.S. History (7), Economics (2), and Mathematics II (2).

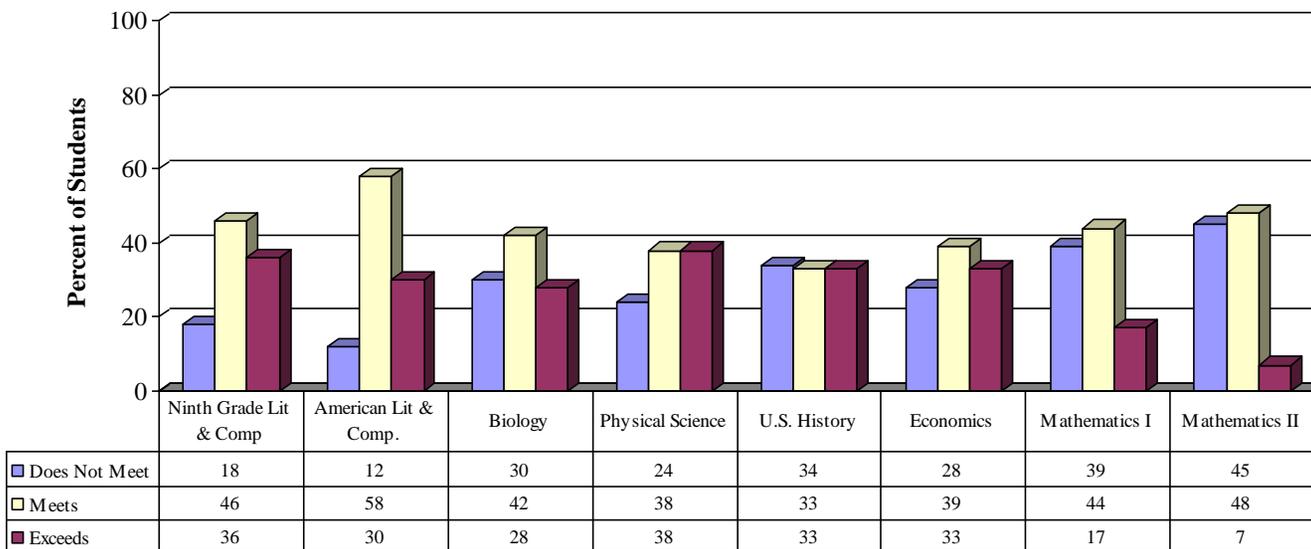
## Overall Findings – Closing the Gap

- From Spring of the first year of implementation of the GPS-based EOCT to Spring 2011, the achievement gap between ELL students and Regular Program students has narrowed by five (5) percentage points in Ninth Grade Literature & Composition, one (1) percentage point in American Literature & Composition, five (5) percentage points in Physical Science, and two (2) percentage points in U.S. History.
- From Spring of the first year of implementation of the GPS-based EOCT to Spring 2011, the achievement gap between Students with Disabilities and Regular Program students has narrowed by four (4) percentage points in Ninth Grade Literature & Composition, ten (10) percentage points in American Literature & Composition, and five (5) percentage points in Physical Science.
- In Ninth Grade Literature & Composition, the achievement gap between Black and White students has narrowed to a fourteen (14) 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 twelve (12) 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 eleven (11) percentage points since Spring 2006 while the performance of Black and Hispanic students has increased by twenty-five (25) and twenty-three (23) percentage points, respectively.
- In American Literature & Composition, the achievement gap between Black and White students has narrowed to a ten (10) 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 a nine (9) 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 three (3) percentage points since Spring 2006 while the performance of both Black and Hispanic students has increased by twelve (12) percentage points.
- In Biology, the achievement gap between Black and White students has narrowed to a twenty-eight (28) 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 seven (7) percentage points since Spring 2006 while the performance of Black and Hispanic students has increased by fourteen (14) and eighteen (18) percentage points, respectively.

### **Overall Findings – Closing the Gap (continued)**

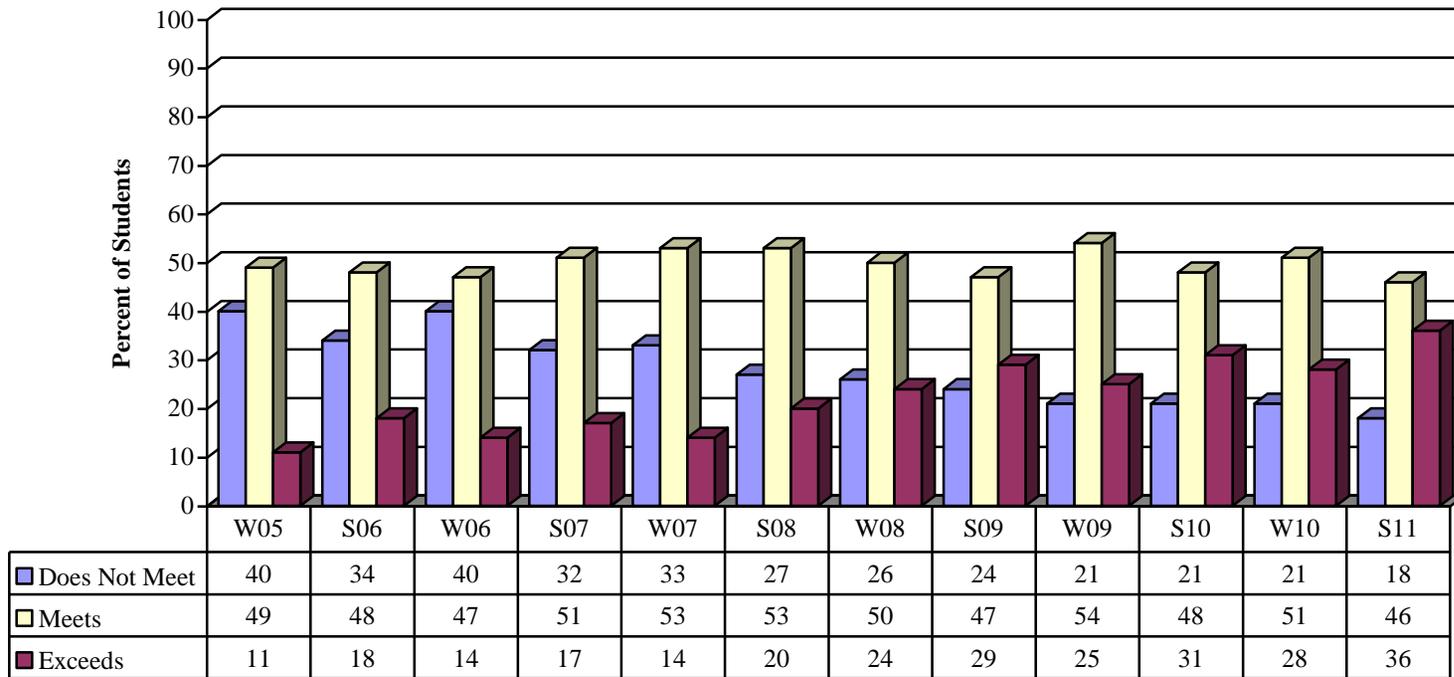
- In Physical Science, the achievement gap between Black and White students has narrowed to a twenty-two (22) percentage point gap from a twenty-seven (27) percentage point gap in Spring 2006, in terms of the percent of students meeting or exceeding the standard. Similarly, the achievement gap between Hispanic and White students has narrowed to a fourteen (14) 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 twelve (12) percentage points since Spring 2006 while the performance of Black and Hispanic students has increased by seventeen (17) and twenty-one (21) percentage points, respectively.
- In U.S. History, the achievement gap between Black and White students has narrowed to a twenty-five (25) 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 eighteen (18) 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 four (4) percentage points since Spring 2008 while the performance of Black and Hispanic students has increased by twelve (12) and eleven (11) percentage points, respectively.

### Percentage of Students by Performance Level\* - All EOCT - Spring 2011



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

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



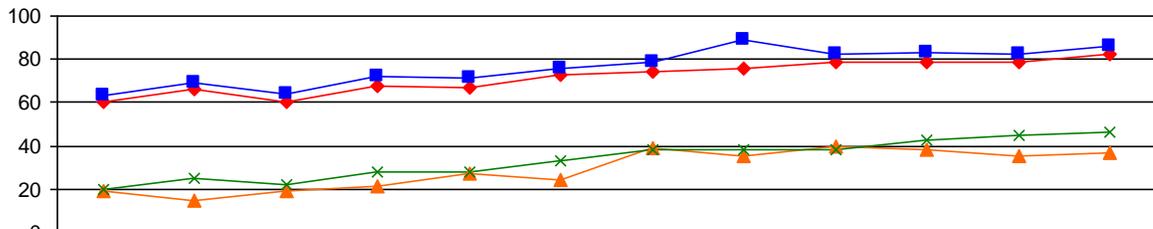
\*Due to rounding, content area performance levels may not sum to 100%.

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

Ninth Grade Literature & Composition EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	Change S06 to S11	Change S10 to S11
<b>All Students</b>	60	66	60	68	67	73	74	76	79	79	79	82	+16	+3
<b>Regular Program</b>	63	69	64	72	71	76	79	81	82	83	82	86	+17	+3
<b>English Language Learners</b>	19	15	19	21	27	24	39	35	40	38	35	37	+22	-1
<b>Students with Disabilities</b>	20	25	22	28	28	33	38	38	38	43	45	46	+21	+3
<b>Asian</b>	72	83	72	86	81	87	85	87	81	88	83	87	+4	-1
<b>Black</b>	45	50	45	54	55	60	64	66	70	69	71	75	+25	+6
<b>Hispanic</b>	48	53	49	56	59	63	70	67	76	73	76	76	+23	+3
<b>Native American/Alaskan</b>	42	62	53	63	61	69	65	78	76	80	69	84	+22	+4
<b>White</b>	73	79	74	81	79	84	84	86	87	89	88	90	+11	+1
<b>Multiracial</b>	64	72	69	74	76	79	72	75	81	87	90	89	+17	+2
<b>Female</b>	65	71	64	73	72	77	80	81	83	83	83	86	+15	+3
<b>Male</b>	55	61	56	64	63	69	70	72	74	76	76	79	+18	+3

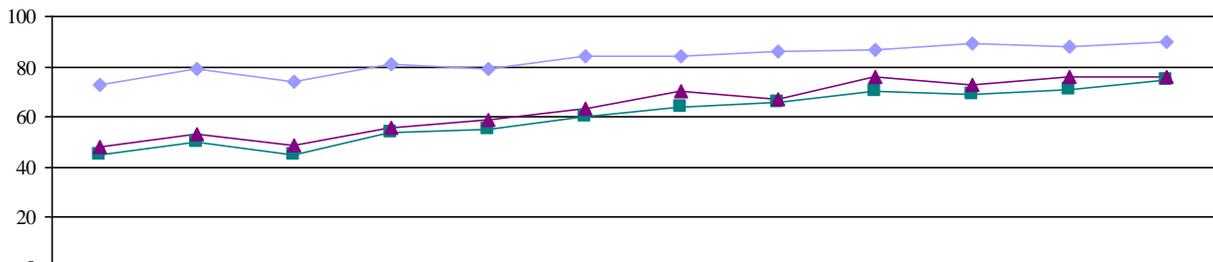
# Historical Performance on the Ninth Grade Literature & Composition EOCT

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



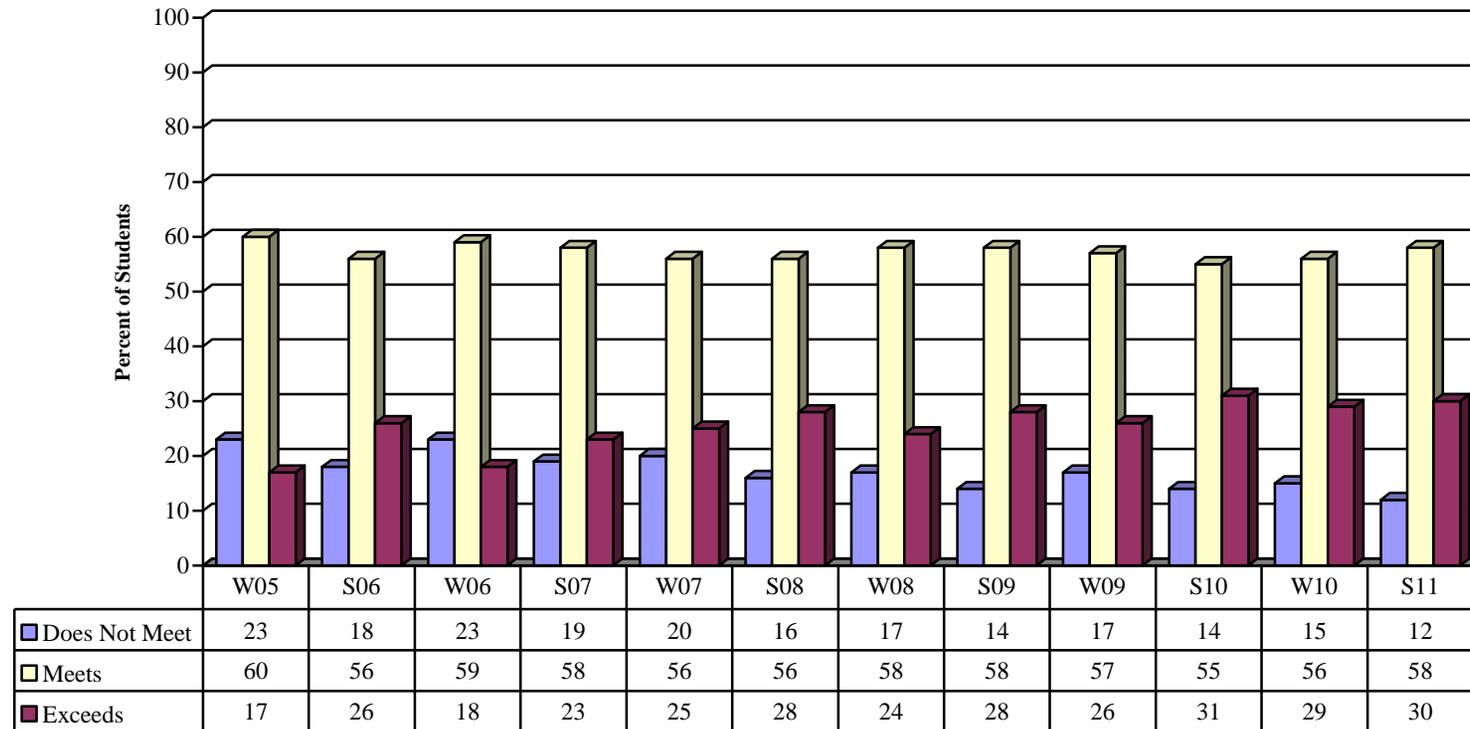
◆ All Students	60	66	60	68	67	73	74	76	79	79	79	82
■ Regular Program	63	69	64	72	71	76	79	89	82	83	82	86
▲ ELL	19	15	19	21	27	24	39	35	40	38	35	37
× SWD	20	25	22	28	28	33	38	38	38	43	45	46

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



◆ White	73	79	74	81	79	84	84	86	87	89	88	90
■ Black	45	50	45	54	55	60	64	66	70	69	71	75
▲ Hispanic	48	53	49	56	59	63	70	67	76	73	76	76

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



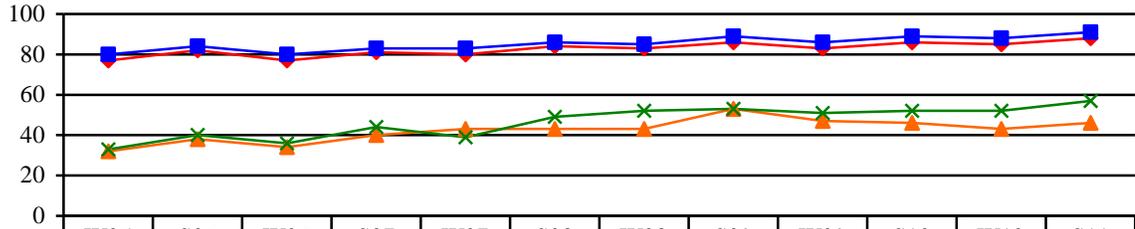
\*Due to rounding, content area performance levels may not sum to 100%.

## 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	S11	Change S06 to S11	Change S10 to S11
<b>All Students</b>	77	82	77	81	80	84	83	86	83	86	85	88	+6	+2
<b>Regular Program</b>	80	84	80	83	83	86	85	89	86	89	88	91	+7	+2
<b>English Language Learners</b>	32	38	34	40	43	43	43	53	47	46	43	46	+8	0
<b>Students with Disabilities</b>	33	40	36	44	39	49	52	53	51	52	52	57	+17	+5
<b>Asian</b>	83	88	87	88	91	88	86	91	85	91	87	92	+4	+1
<b>Black</b>	65	71	66	70	72	75	76	79	76	79	78	83	+12	+4
<b>Hispanic</b>	66	71	68	71	70	74	77	79	81	81	81	83	+12	+2
<b>Native American/Alaskan</b>	77	84	83	82	86	87	92	89	82	87	81	87	+3	0
<b>White</b>	86	90	87	90	88	91	90	92	90	92	92	93	+3	+1
<b>Multiracial</b>	80	87	81	84	88	88	76	85	85	91	90	91	+4	0
<b>Female</b>	80	85	80	84	84	87	86	89	86	89	88	91	+6	+2
<b>Male</b>	74	79	75	78	78	81	80	83	80	84	83	85	+6	+1

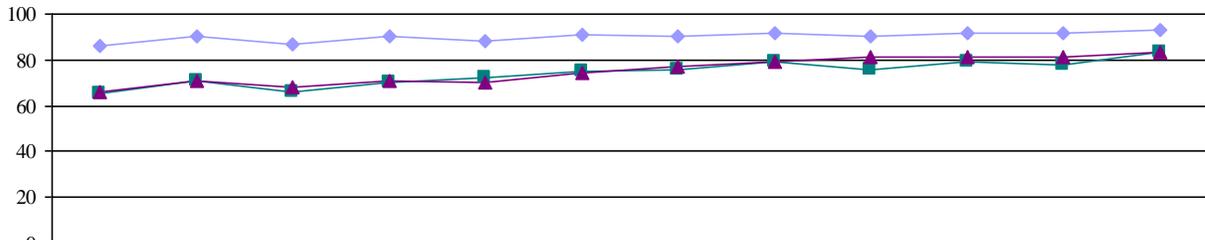
## Historical Performance on the American Literature & Composition EOCT

**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	W10	S11
All Students	77	82	77	81	80	84	83	86	83	86	85	88
Regular Program	80	84	80	83	83	86	85	89	86	89	88	91
ELL	32	38	34	40	43	43	43	53	47	46	43	46
SWD	33	40	36	44	39	49	52	53	51	52	52	57

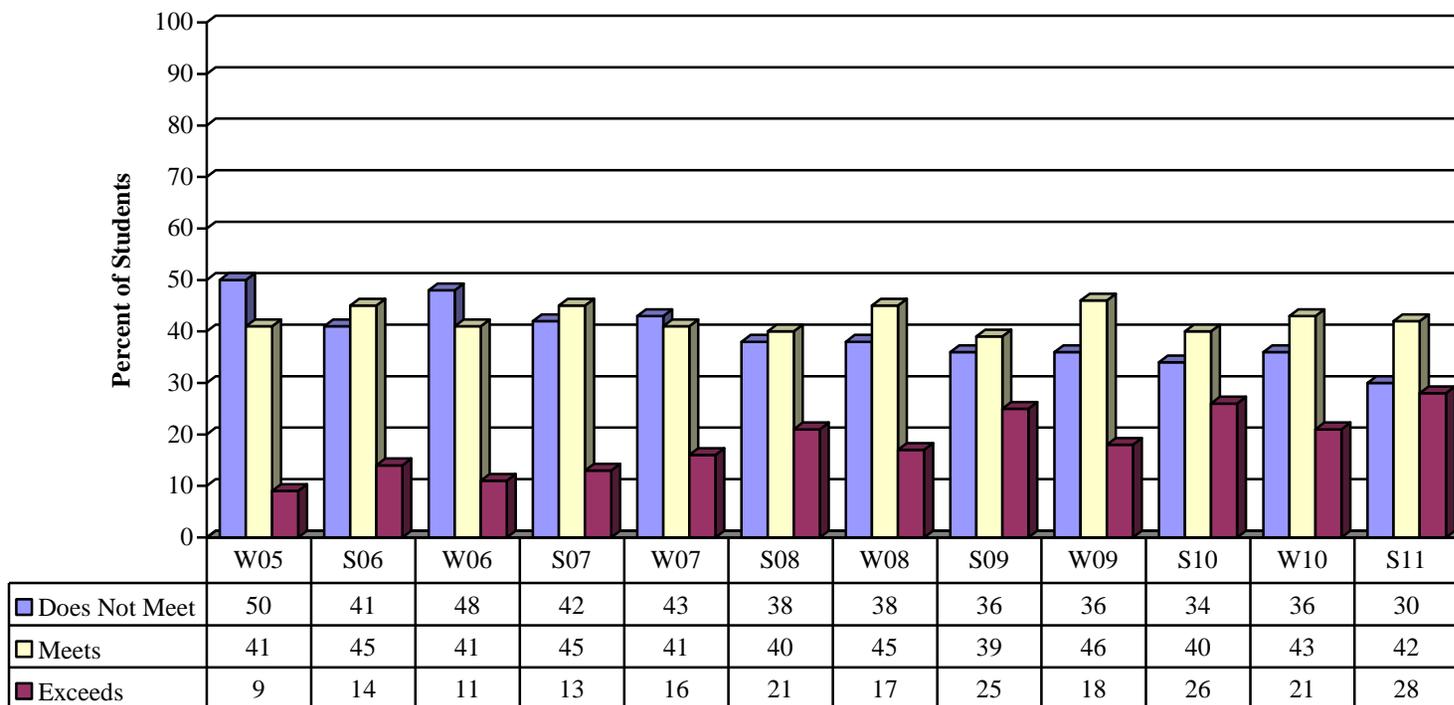
**American Literature & Composition EOCT  
Percentage of Students Meeting or Exceeding the Standard  
by Race/Ethnicity Across Administrations**



	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11
White	86	90	87	90	88	91	90	92	90	92	92	93
Black	65	71	66	70	72	75	76	79	76	79	78	83
Hispanic	66	71	68	71	70	74	77	79	81	81	81	83

## Historical Performance on the Biology EOCT

**Biology EOCT**  
**Percentage of Students by Performance Level\* Across Administrations**

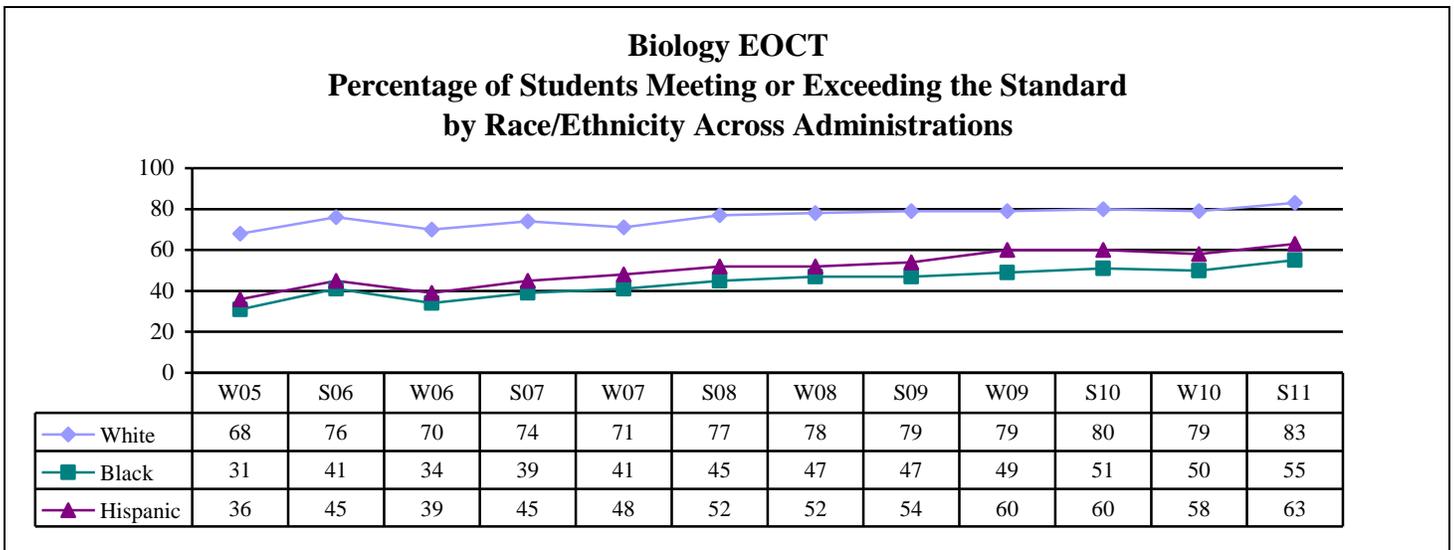
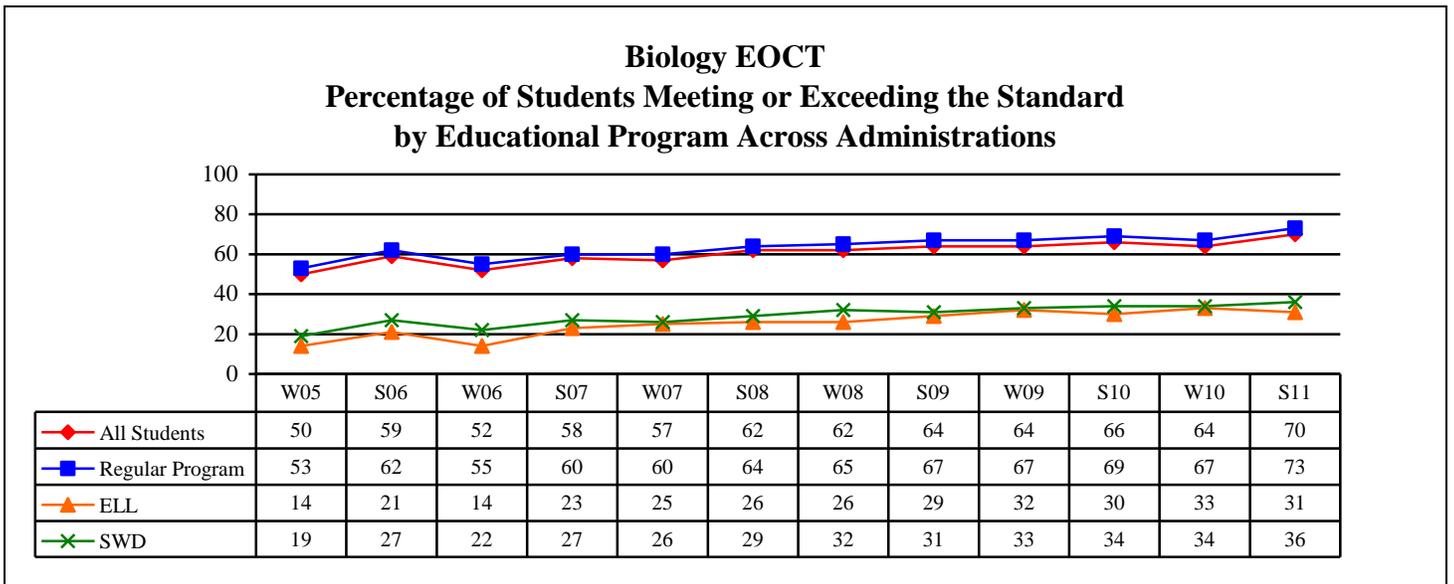


\*Due to rounding, content area performance levels may not sum to 100%.

## Historical Performance on the Biology EOCT

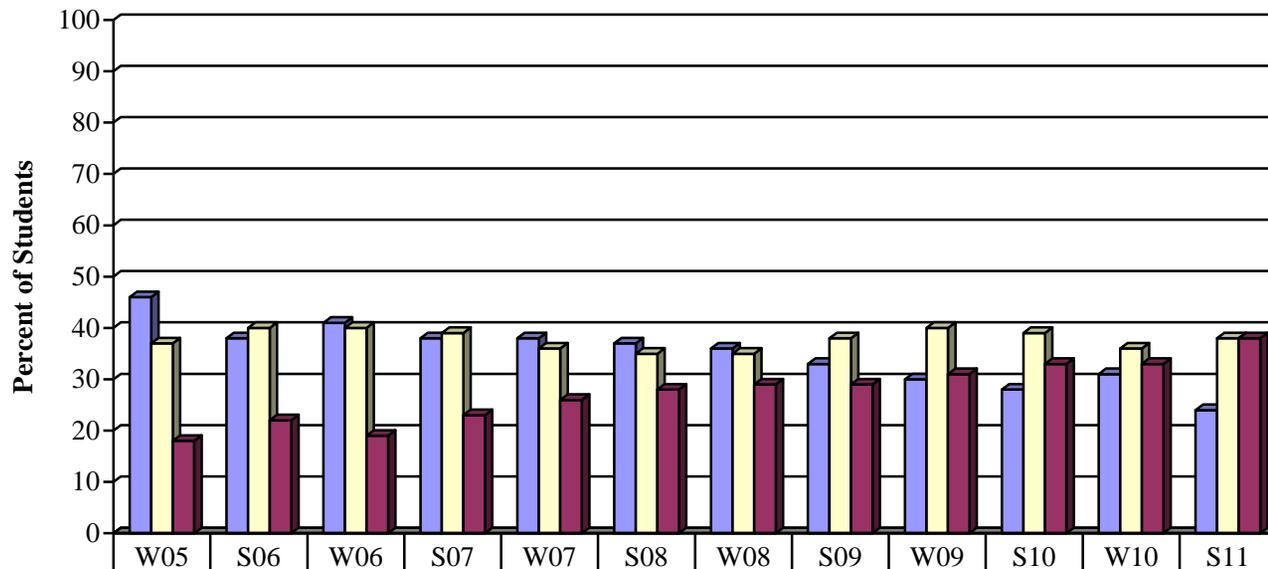
Biology EOCT	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	Change S06 to S11	Change S10 to S11
<b>All Students</b>	50	59	52	58	57	62	62	64	64	66	64	70	+11	+4
<b>Regular Program</b>	53	62	55	60	60	64	65	67	67	69	67	73	+11	+4
<b>English Language Learners</b>	14	21	14	23	25	26	26	29	32	30	33	31	+10	+1
<b>Students with Disabilities</b>	19	27	22	27	26	29	32	31	33	34	34	36	+9	+2
<b>Asian</b>	63	76	67	78	74	81	78	82	75	83	75	84	+8	+1
<b>Black</b>	31	41	34	39	41	45	47	47	49	51	50	55	+14	+4
<b>Hispanic</b>	36	45	39	45	48	52	52	54	60	60	58	63	+18	+3
<b>Native American/Alaskan</b>	38	60	47	63	54	65	64	63	70	69	64	68	+8	-1
<b>White</b>	68	76	70	74	71	77	78	79	79	80	79	83	+7	+3
<b>Multiracial</b>	52	64	56	63	66	67	56	60	67	76	73	76	+12	0
<b>Female</b>	50	59	51	56	56	61	62	63	64	66	65	70	+11	+4
<b>Male</b>	51	59	54	59	57	62	63	64	65	67	64	70	+11	+3

## Historical Performance on the Biology EOCT



## Historical Performance on the Physical Science EOCT

**Physical Science EOCT  
Percentage of Students by Performance Level\* Across Administrations**



Does Not Meet	46	38	41	38	38	37	36	33	30	28	31	24
Meets	37	40	40	39	36	35	35	38	40	39	36	38
Exceeds	18	22	19	23	26	28	29	29	31	33	33	38

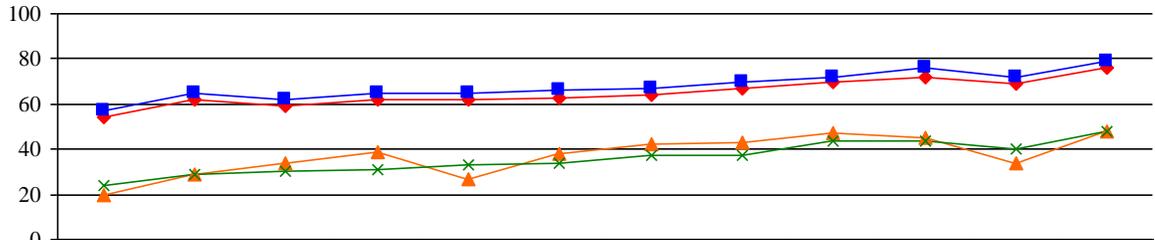
\*Due to rounding, content area performance levels may not sum to 100%.

## 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	S11	Change S06 to S11	Change S10 to S11
<b>All Students</b>	54	62	59	62	62	63	64	67	70	72	69	76	+14	+4
<b>Regular Program</b>	57	65	62	65	65	66	67	70	72	76	72	79	+14	+3
<b>English Language Learners</b>	20	29	34	39	27	38	42	43	47	45	34	48	+19	+3
<b>Students with Disabilities</b>	24	29	30	31	33	34	37	37	44	44	40	48	+19	+4
<b>Asian</b>	69	76	70	77	73	78	76	82	77	83	75	88	+12	+5
<b>Black</b>	40	48	44	48	49	49	53	55	59	61	59	65	+17	+4
<b>Hispanic</b>	43	52	56	56	53	57	58	64	71	71	66	73	+21	+2
<b>Native American/Alaskan</b>	44	62	57	65	64	61	69	68	65	80	63	75	+13	-5
<b>White</b>	69	75	72	77	75	78	76	81	82	84	81	87	+12	+3
<b>Multiracial</b>	55	65	66	67	68	68	57	62	78	78	78	84	+19	+6
<b>Female</b>	54	63	59	62	61	63	64	67	71	72	68	76	+13	+4
<b>Male</b>	55	62	60	62	63	64	64	67	69	72	70	77	+15	+5

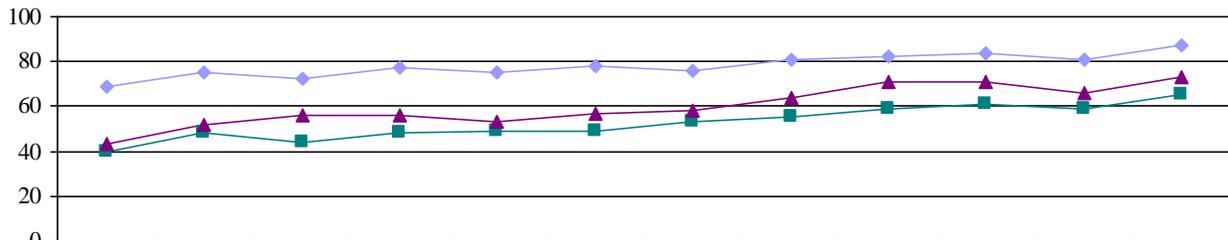
## Historical Performance on the Physical Science EOCT

**Physical Science 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	S11
All Students	54	62	59	62	62	63	64	67	70	72	69	76
Regular Program	57	65	62	65	65	66	67	70	72	76	72	79
ELL	20	29	34	39	27	38	42	43	47	45	34	48
SWD	24	29	30	31	33	34	37	37	44	44	40	48

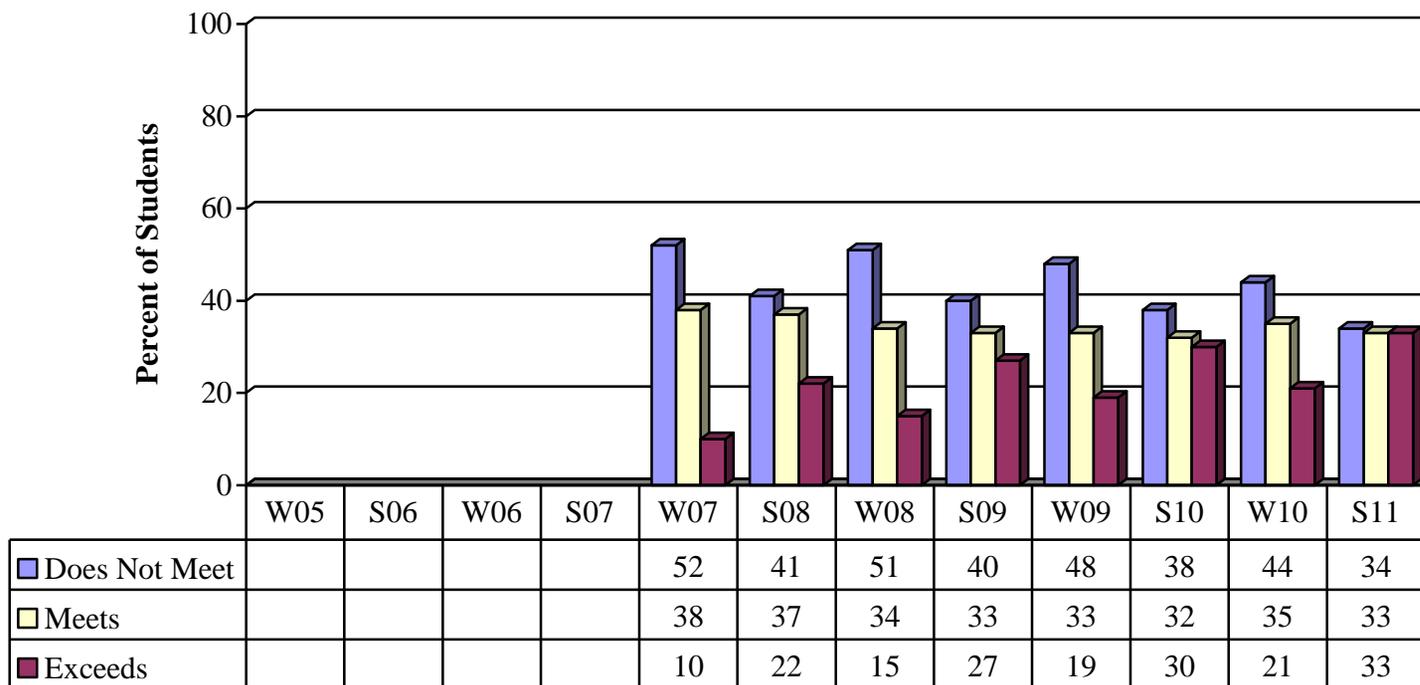
**Physical Science EOCT**  
**Percentage of Students Meeting or Exceeding the Standard**  
**by Race/Ethnicity Across Administrations**



	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11
White	69	75	72	77	75	78	76	81	82	84	81	87
Black	40	48	44	48	49	49	53	55	59	61	59	65
Hispanic	43	52	56	56	53	57	58	64	71	71	66	73

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

**U. S. History EOCT<sup>†</sup>  
Percentage of Students by Performance Level\* Across Administrations**



<sup>†</sup>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%.

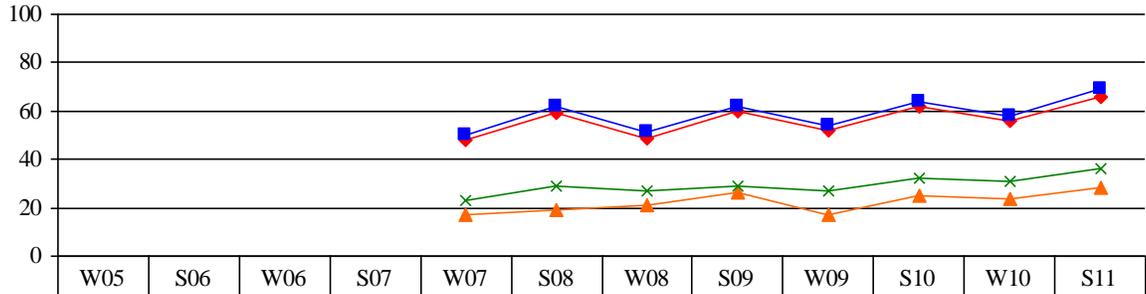
## Historical Performance on the U. S. History EOCT

U.S. History EOCT <sup>†</sup>	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	Change S08 to S11	Change S10 to S11
<b>All Students</b>	-	-	-	-	48	59	49	60	52	62	56	66	+7	+4
<b>Regular Program</b>	-	-	-	-	50	62	51	62	54	64	58	69	+7	+5
<b>English Language Learners</b>	-	-	-	-	17	19	21	26	17	25	24	28	+9	+3
<b>Students with Disabilities</b>	-	-	-	-	23	29	27	29	27	32	31	36	+7	+4
<b>Asian</b>	-	-	-	-	51	76	61	78	66	79	64	83	+7	+4
<b>Black</b>	-	-	-	-	33	41	33	43	38	47	43	53	+12	+6
<b>Hispanic</b>	-	-	-	-	39	49	44	50	48	55	52	60	+11	+5
<b>Native American/Alaskan</b>	-	-	-	-	46	69	64	60	49	64	50	72	+3	+8
<b>White</b>	-	-	-	-	60	74	64	74	65	75	70	78	+4	+3
<b>Multiracial</b>	-	-	-	-	54	62	44	59	51	69	64	73	+11	+4
<b>Female</b>	-	-	-	-	44	56	45	57	47	59	53	63	+7	+4
<b>Male</b>	-	-	-	-	52	63	54	63	56	65	60	70	+7	+5

<sup>†</sup>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

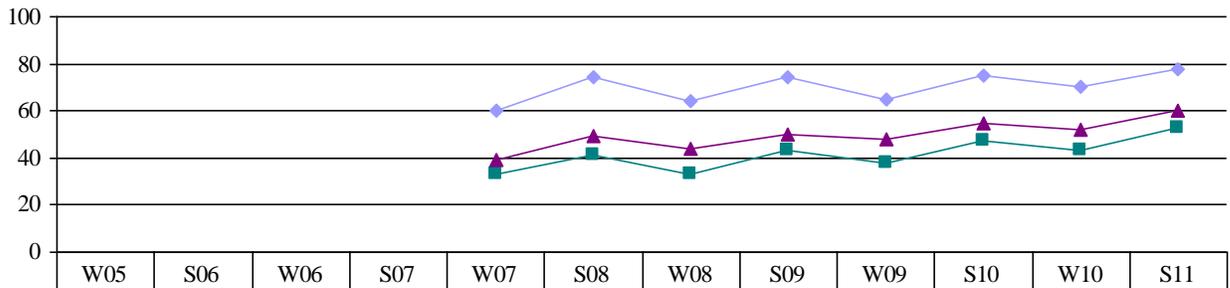
**U.S. History EOCT<sup>†</sup>**  
**Percentage of Students Meeting or Exceeding the Standard**  
**by Educational Program Across Administrations**



◆ All Students					48	59	49	60	52	62	56	66
■ Regular Program					50	62	51	62	54	64	58	69
▲ ELL					17	19	21	26	17	25	24	28
× SWD					23	29	27	29	27	32	31	36

<sup>†</sup>The Winter 2007 EOCT marks the first operational administration of the GPS-based U.S. History EOCT.

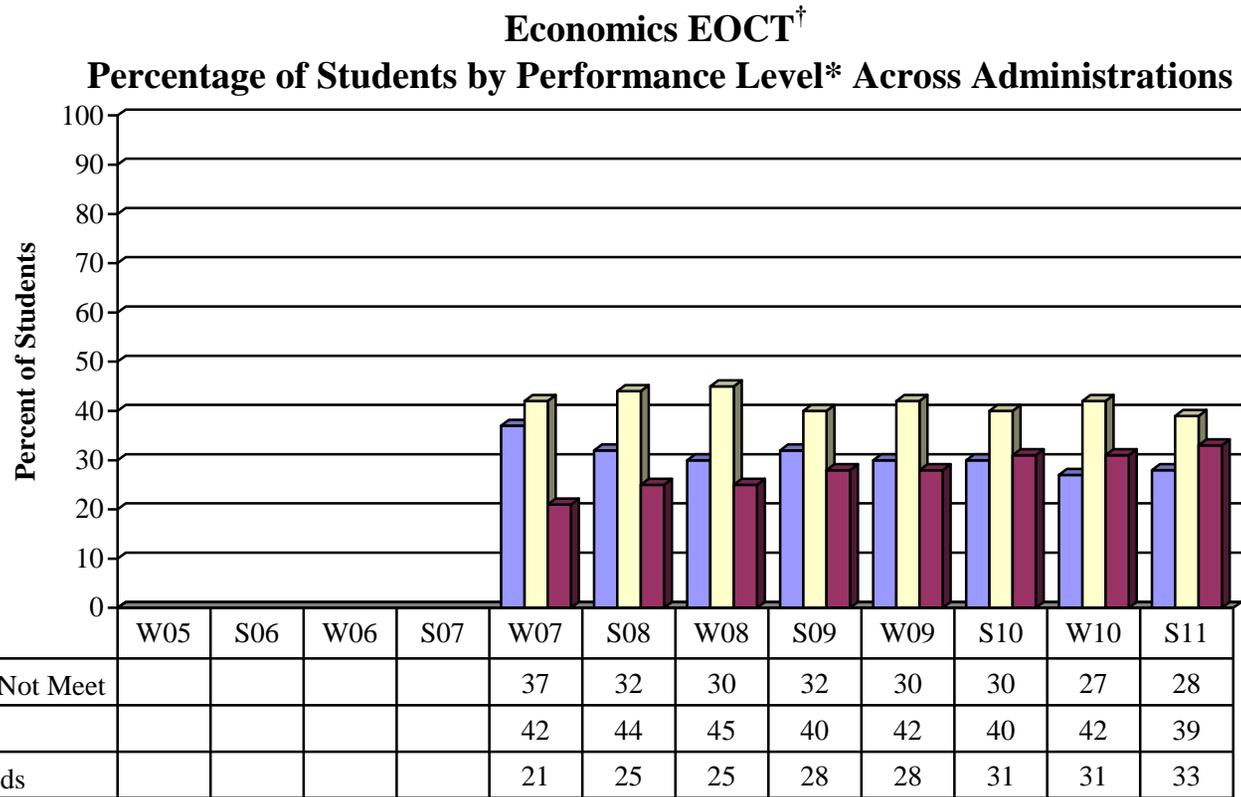
**U.S. History EOCT<sup>†</sup>**  
**Percentage of Students Meeting or Exceeding the Standard**  
**by Race/Ethnicity Across Administrations**



◆ White					60	74	64	74	65	75	70	78
■ Black					33	41	33	43	38	47	43	53
▲ Hispanic					39	49	44	50	48	55	52	60

<sup>†</sup>The Winter 2007 EOCT marks the first operational administration of the GPS-based U.S. History EOCT.

## Historical Performance on the Economics EOCT



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

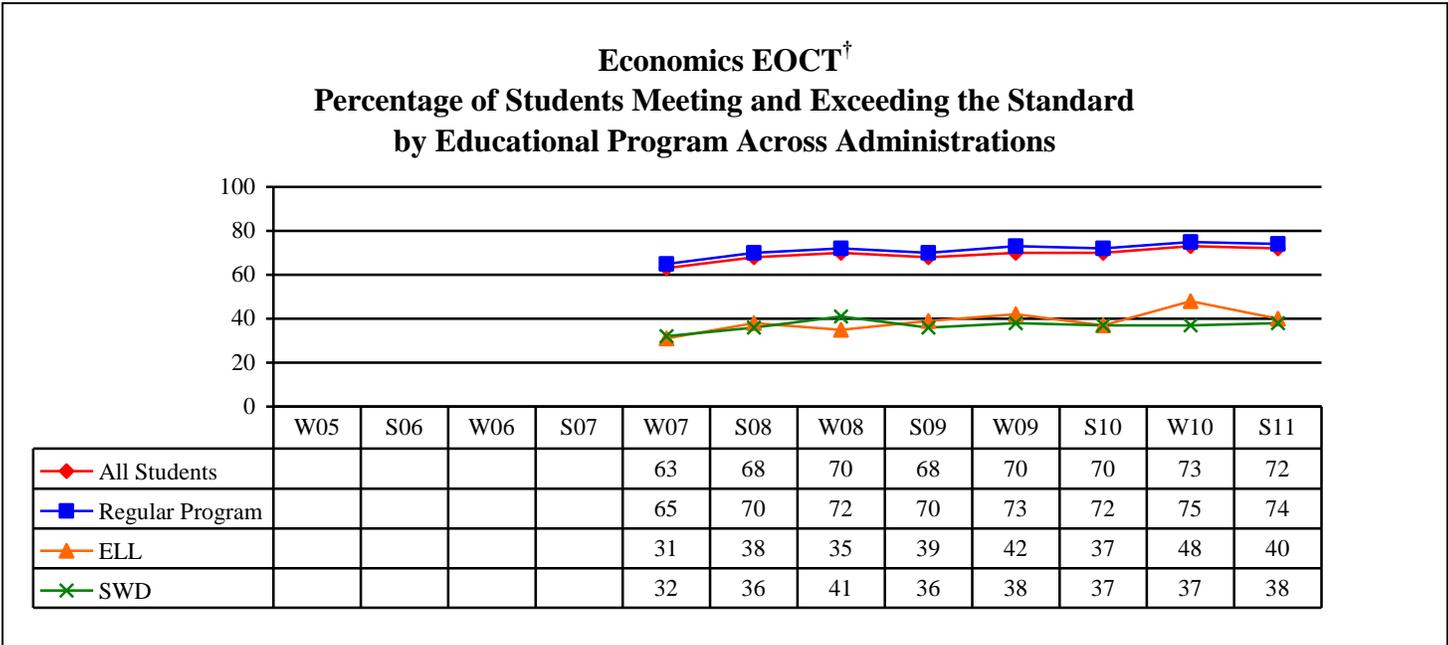
\*Due to rounding, content area performance levels may not sum to 100%.

## Historical Performance on the Economics EOCT

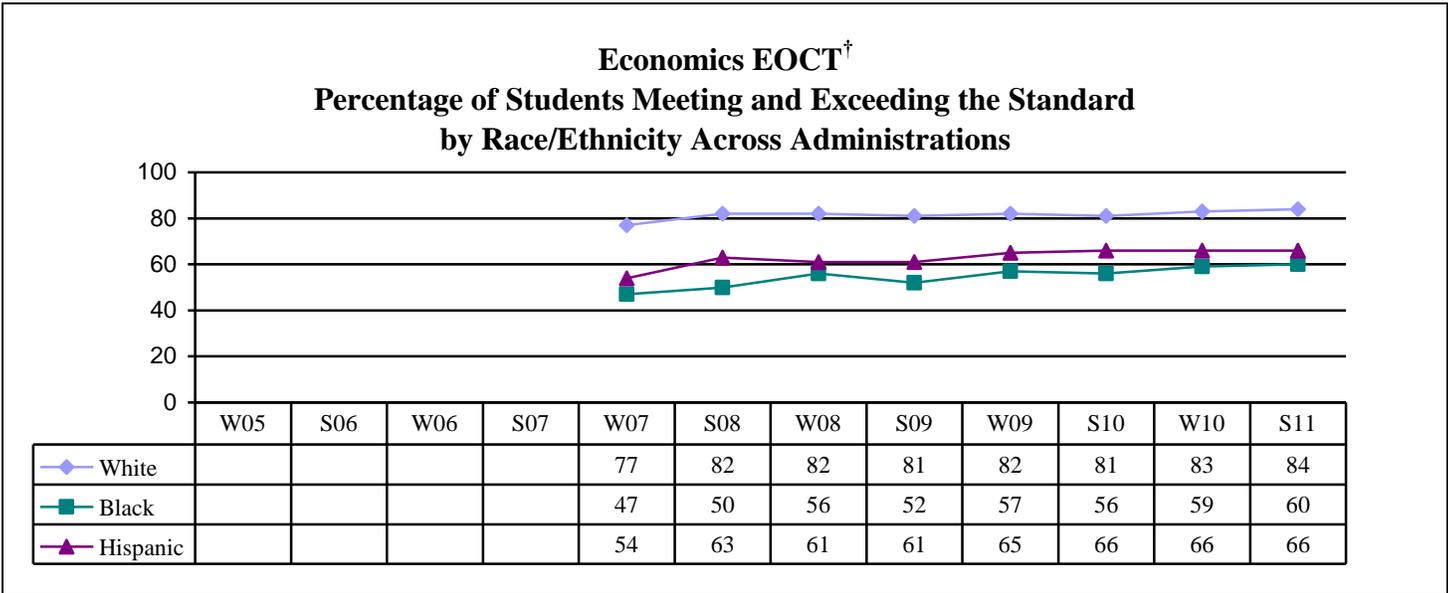
Economics EOCT <sup>†</sup>	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations													
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	Change S08 to S11	Change S10 to S11
<b>All Students</b>	-	-	-	-	63	68	70	68	70	70	73	72	+4	+2
<b>Regular Program</b>	-	-	-	-	65	70	72	70	73	72	75	74	+4	+2
<b>English Language Learners</b>	-	-	-	-	31	38	35	39	42	37	48	40	+2	+3
<b>Students with Disabilities</b>	-	-	-	-	32	36	41	36	38	37	37	38	+2	+1
<b>Asian</b>	-	-	-	-	79	83	83	83	85	85	87	88	+5	+3
<b>Black</b>	-	-	-	-	47	50	56	52	57	56	59	60	+10	+4
<b>Hispanic</b>	-	-	-	-	54	63	61	61	65	66	66	66	+3	0
<b>Native American/Alaskan</b>	-	-	-	-	71	71	74	72	66	71	72	73	+2	+2
<b>White</b>	-	-	-	-	77	82	82	81	82	81	83	84	+2	+3
<b>Multiracial</b>	-	-	-	-	66	70	66	65	74	77	79	77	+7	0
<b>Female</b>	-	-	-	-	60	66	69	67	69	69	72	71	+5	+2
<b>Male</b>	-	-	-	-	66	71	72	71	72	72	74	74	+3	+2

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

## Historical Performance on the Economics EOCT

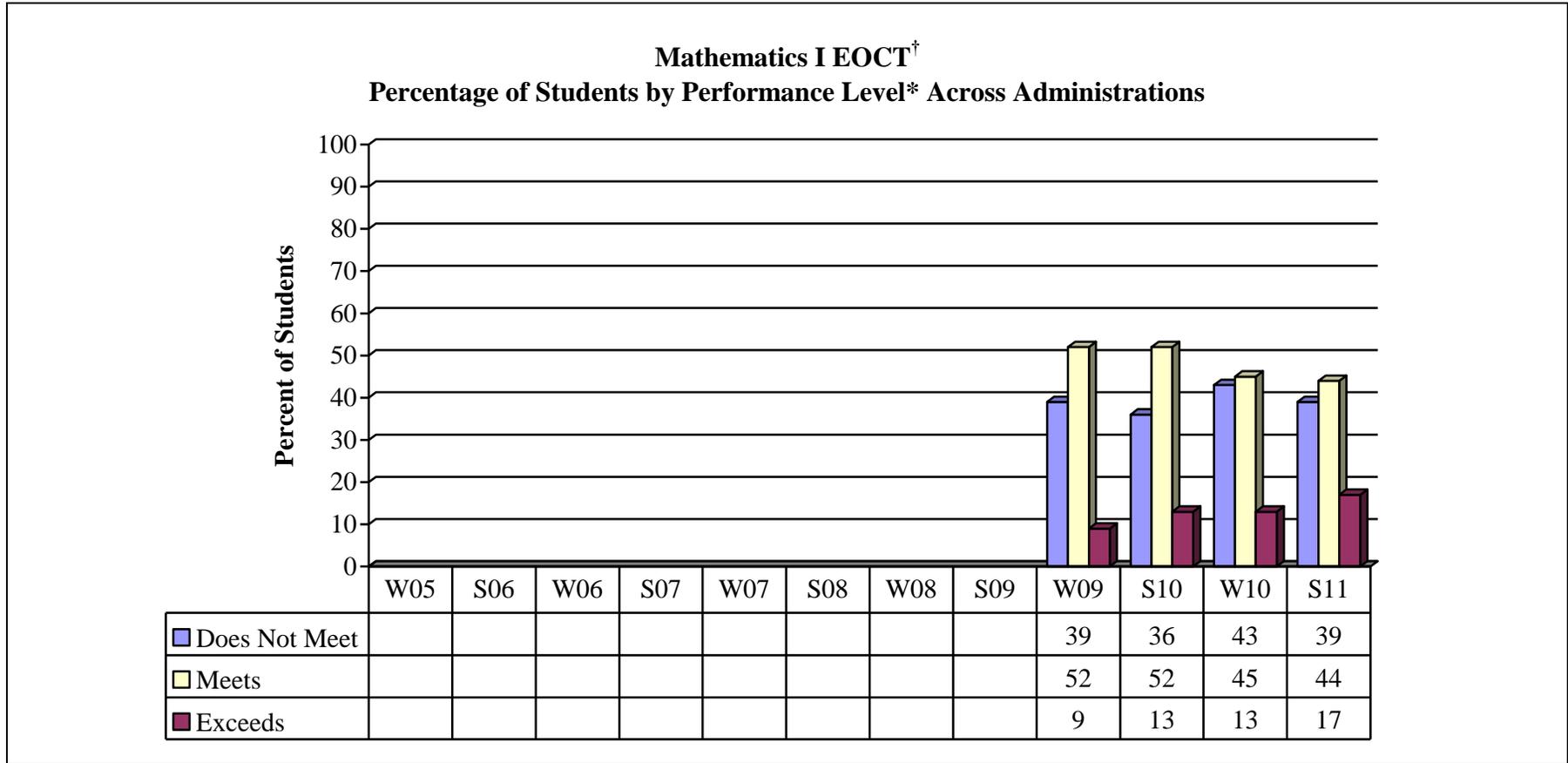


<sup>†</sup>The Winter 2007 EOCT marks the first operational administration of the GPS-based Economics EOCT.



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

## Historical Performance on the Mathematics I EOCT



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

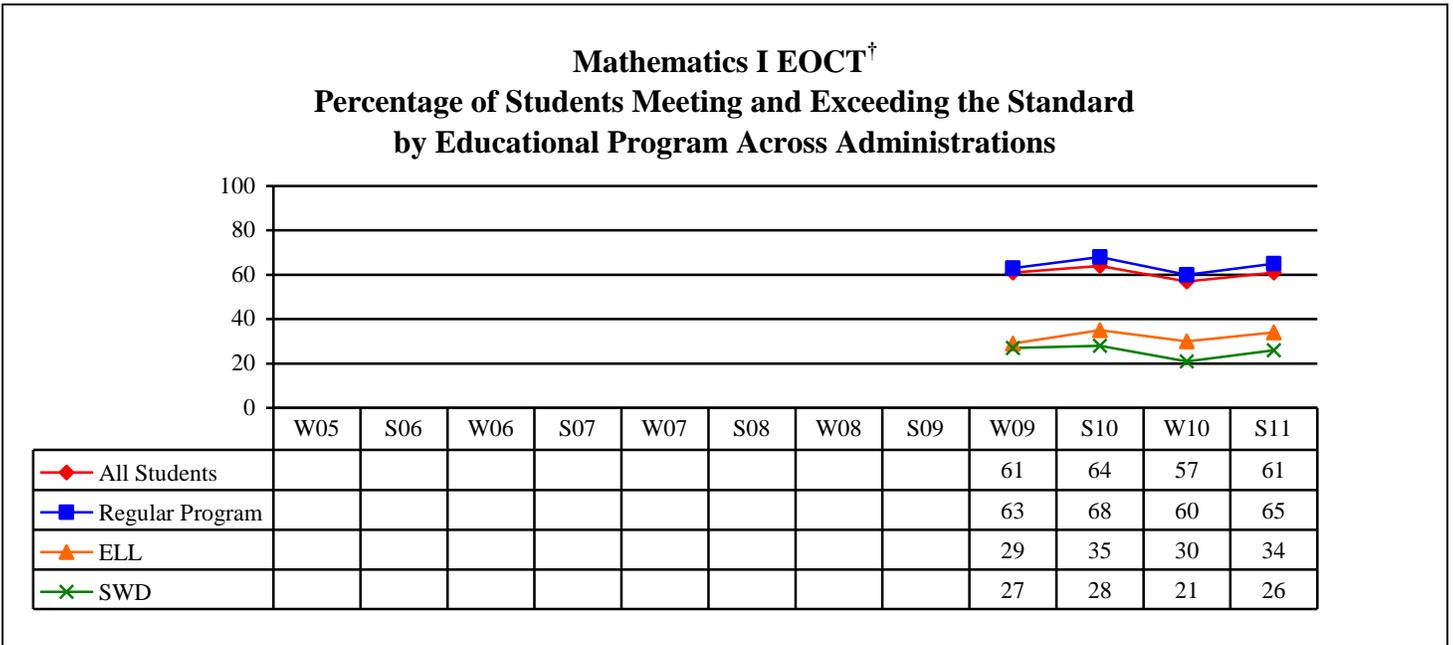
\*Due to rounding, content area performance levels may not sum to 100%.

## Historical Performance on the Mathematics I EOCT

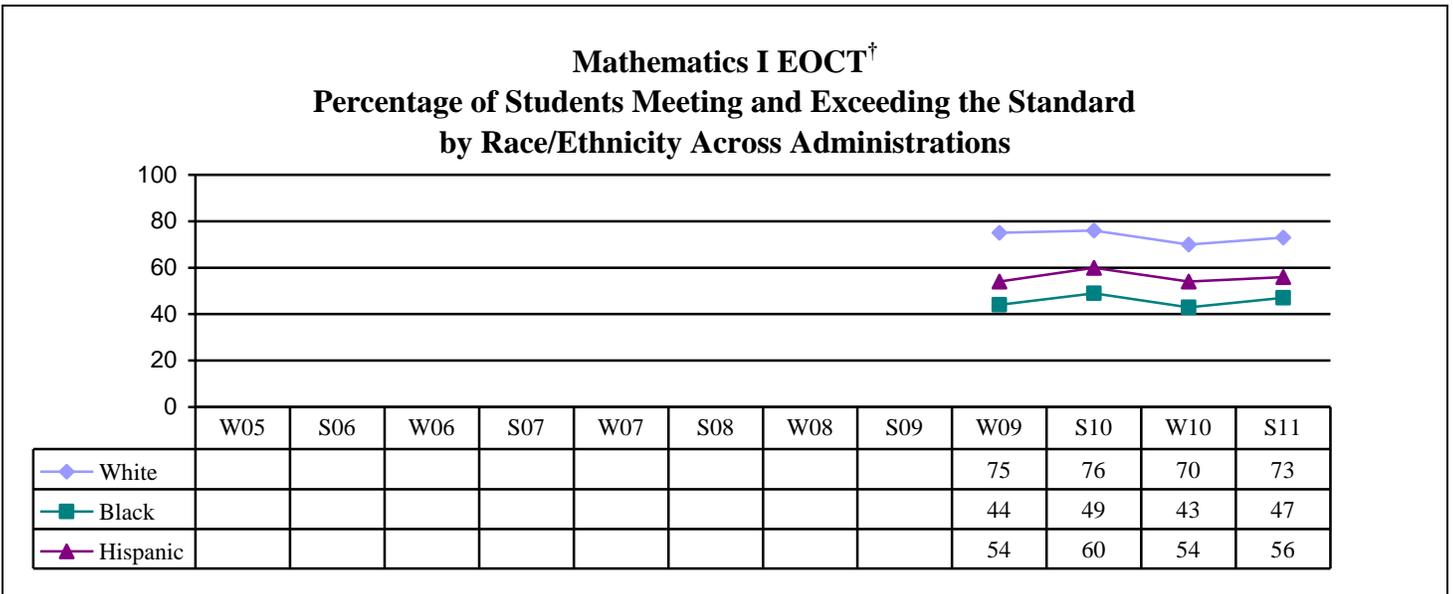
Mathematics I EOCT <sup>†</sup>	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	Change S10 to S11
<b>All Students</b>	-	-	-	-	-	-	-	-	61	64	57	61	-3
<b>Regular Program</b>	-	-	-	-	-	-	-	-	63	68	60	65	-3
<b>English Language Learners</b>	-	-	-	-	-	-	-	-	29	35	30	34	-1
<b>Students with Disabilities</b>	-	-	-	-	-	-	-	-	27	28	21	26	-2
<b>Asian</b>	-	-	-	-	-	-	-	-	80	86	78	85	-1
<b>Black</b>	-	-	-	-	-	-	-	-	44	49	43	47	-2
<b>Hispanic</b>	-	-	-	-	-	-	-	-	54	60	54	56	-4
<b>Native American/Alaskan</b>	-	-	-	-	-	-	-	-	52	63	51	58	-5
<b>White</b>	-	-	-	-	-	-	-	-	75	76	70	73	-3
<b>Multiracial</b>	-	-	-	-	-	-	-	-	54	71	70	67	-4
<b>Female</b>	-	-	-	-	-	-	-	-	62	66	60	64	-2
<b>Male</b>	-	-	-	-	-	-	-	-	60	63	56	59	-4

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

## Historical Performance on the Mathematics I EOCT



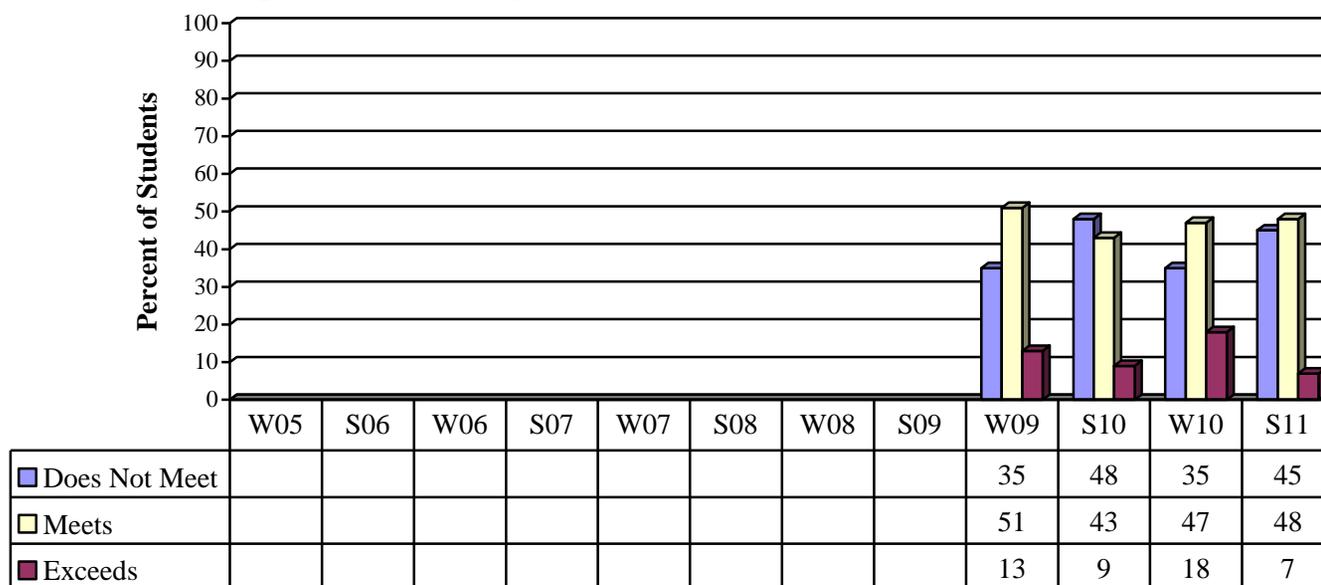
<sup>†</sup>The Winter 2009 EOCT marks the first operational administration of the GPS-based Mathematics I EOCT.



<sup>†</sup>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<sup>†</sup>  
Percentage of Students by Performance Level\* Across Administrations**



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

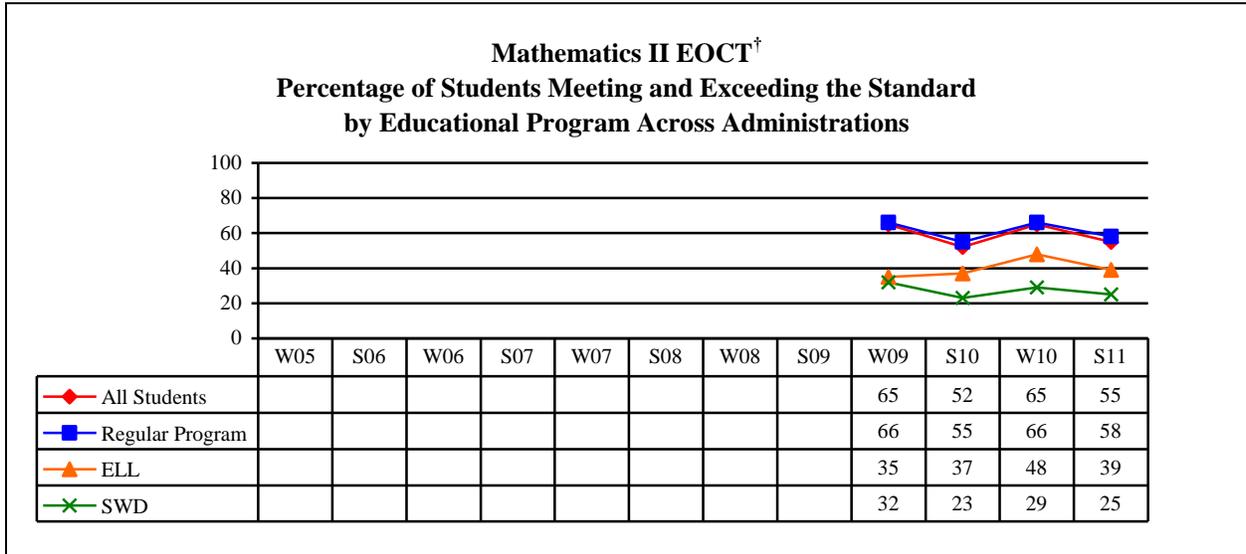
\*Due to rounding, content area performance levels may not sum to 100%.

## Historical Performance on the Mathematics II EOCT

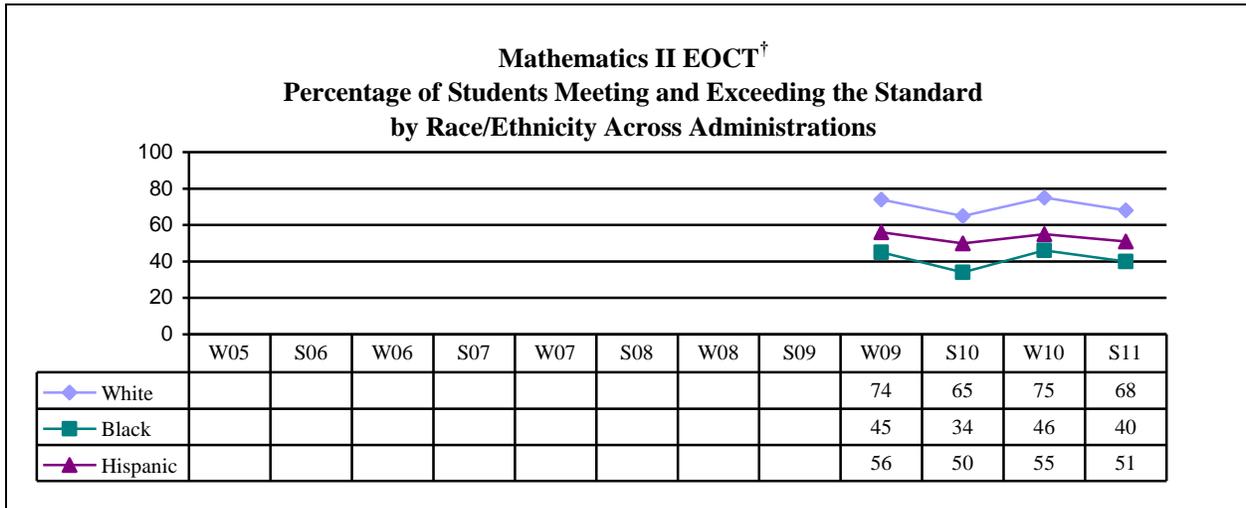
Mathematics II EOCT <sup>†</sup>	Percentage of Students Meeting or Exceeding the Standard by Student Groups Across Administrations												
	W05	S06	W06	S07	W07	S08	W08	S09	W09	S10	W10	S11	Change S10 to S11
<b>All Students</b>	-	-	-	-	-	-	-	-	65	52	65	55	+3
<b>Regular Program</b>	-	-	-	-	-	-	-	-	66	55	66	58	+3
<b>English Language Learners</b>	-	-	-	-	-	-	-	-	35	37	48	39	+2
<b>Students with Disabilities</b>	-	-	-	-	-	-	-	-	32	23	29	25	+2
<b>Asian</b>	-	-	-	-	-	-	-	-	86	82	90	77	-5
<b>Black</b>	-	-	-	-	-	-	-	-	45	34	46	40	+6
<b>Hispanic</b>	-	-	-	-	-	-	-	-	56	50	55	51	+1
<b>Native American/Alaskan</b>	-	-	-	-	-	-	-	-	59	51	64	53	+2
<b>White</b>	-	-	-	-	-	-	-	-	74	65	75	68	+3
<b>Multiracial</b>	-	-	-	-	-	-	-	-	56	56	65	62	+6
<b>Female</b>	-	-	-	-	-	-	-	-	63	52	66	56	+4
<b>Male</b>	-	-	-	-	-	-	-	-	66	53	65	53	0

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

## Historical Performance on the Mathematics II EOCT



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



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