

**California High School Proficiency Examination  
(CHSPE)**

**2010–11 Annual Report**



**Prepared by the**

**Sacramento County Office of Education  
Center for Student Assessment and Program Accountability  
and  
Educational Data Systems, Inc.**

**for the**

**California Department of Education**

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## Executive Summary

The California High School Proficiency Examination (CHSPE) is a voluntary exam that assesses skills in English-language arts and mathematics. It is used by the California Department of Education (CDE) to award a Certificate of Proficiency to eligible examinees in accordance with California *Education Code* Section 48412. By state law, a Certificate of Proficiency is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). Any individual may take the CHSPE if, on the test date, the individual:

- is at least 16 years old, **or**
- has been enrolled in the tenth grade for one academic year or longer, **or**
- will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. (Regular administrations are the fall and spring administrations each school year. The examination is also administered in the summer.)

The CDE is responsible for the CHSPE. The Sacramento County Office of Education (SCOE), with support from Educational Data Systems, Inc. (EDS<sup>1</sup>), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a commercially available, nationally normed test be used as the CHSPE, SCOE has used Harcourt Assessment Inc.'s, and now Pearson Educational Assessment's, *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition.<sup>2</sup> The CHSPE consists of a Mathematics section and an English-language arts section. The English-language arts section includes a Reading subtest and a Language subtest, which includes a writing task. To pass the English-language arts section, examinees must pass both subtests. Examinees must pass both CHSPE sections to earn a Certificate of Proficiency.

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<sup>1</sup> EDS is a registered trademark of Electronic Data Systems. In the context of this document, however, EDS refers exclusively to Educational Data Systems, Inc.

<sup>2</sup> The *Stanford 10* and the *Stanford Writing Assessment Program* were developed and owned by Harcourt Assessment, Inc., which was acquired by Pearson Educational Assessment in January 2008.

The test is administered on Saturday mornings at test sites (typically high schools) throughout California three times per year: spring, summer, and fall. On a test administration date, examinees can take any part of the CHSPE (i.e., Mathematics section, Language subtest, and/or Reading subtest), and can make that decision on the day of the test. Three and one-half hours of testing time are provided. Neither test section is timed within the three and one-half hours.

This report summarizes the three CHSPE administrations in 2010–11: fall (October) 2010, spring (March) 2011, and summer (June) 2011. It describes the CHSPE, including its structure, content, administration, scoring, passing standards, and reporting of results to examinees. It provides data about the examinees who took the CHSPE during the 2010–11 administrations, and about their performance on the test, both by administration and cumulatively for the year. Test-level data and revenue information for the year are also provided.

### **Description of the Examinee Population**

Table A shows CHSPE examinee participation data. The table shows the number and percentage of examinees who attempted (a) both the entire English-language arts (ELA) section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Data are provided for each administration and cumulatively (unduplicated counts) for the year. Data are for all examinees (i.e., the total number of examinees who attempted any test part of the CHSPE at an administration), first-time examinees (i.e., examinees who had never before attempted any part of the CHSPE), and retesters (i.e., examinees who had previously attempted at least one part of the CHSPE). Because a new version of the CHSPE was introduced in 2004, first-time examinees and retesters are defined using the spring 2004 administration as the starting point.

As shown in Table A, a total of 6,230 unique examinees took one or more parts of the CHSPE in 2010–11. Most of these examinees (84 percent) took both sections. At each administration, nearly all of the first-time examinees took both sections. At each

**Table A: CHSPE Examinee Participation, 2010–11**

	Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
	N	%	N	%	N	%	N	%
<u>All Examinees</u>	2048	100.0	2637	100.0	2747	100.0	6230	100.0
Attempted both ELA and Mathematics	1341	65.5	2068	78.4	1932	70.3	5258	84.4
Attempted ELA (Language and Reading)	1368	66.8	2098	79.6	1966	71.6	5312	85.3
Attempted ELA Language	1537	75.0	2216	84.0	2104	76.6	5547	89.0
Attempted ELA Reading	1446	70.6	2157	81.8	2098	76.4	5415	86.9
Attempted Mathematics	1899	92.7	2539	96.3	2596	94.5	6025	96.7
<u>First-Time Examinees</u>	1302	100.0	2046	100.0	1886	100.0	5234	100.0
Attempted both ELA and Mathematics	1287	98.8	2019	98.7	1855	98.4	5182	99.0
Attempted ELA (Language and Reading)	1297	99.6	2034	99.4	1873	99.3	5213	99.6
Attempted ELA Language	1299	99.8	2040	99.7	1876	99.5	5220	99.7
Attempted ELA Reading	1299	99.8	2039	99.7	1877	99.5	5221	99.8
Attempted Mathematics	1292	99.2	2031	99.3	1867	99.0	5202	99.4
<u>Retesters</u>	746	100.0	591	100.0	861	100.0	996	100.0
Attempted both ELA and Mathematics	54	7.2	49	8.3	77	8.9	76	7.6
Attempted ELA (Language and Reading)	71	9.5	64	10.8	93	10.8	99	9.9
Attempted ELA Language	238	31.9	176	29.8	228	26.5	327	32.8
Attempted ELA Reading	147	19.7	118	20.0	221	25.7	194	19.5
Attempted Mathematics	607	81.4	508	86.0	729	84.7	823	82.6

*Note.* First-time examinees and retesters are defined using the spring 2004 administration as the starting point. The cumulative data are unduplicated totals (i.e., each examinee is counted only once per row regardless of the number of times the examinee participated in an administration).

administration, the percentage of examinees who took the Mathematics section was greater than the percentage of examinees who took the ELA Language and/or Reading subtests. This can be explained by the lower passing rates on the Mathematics section. (Passing rates are presented in Section 4.)

For the three 2010–11 administrations cumulatively, among all examinees the majority were 17 years old (40 percent) or 16 years old (35 percent). Fifty-six percent of the examinees were males. The largest group of examinees (44 percent) reported that they were White. The next largest group (31 percent) were categorized as two or more races

(62 percent of whom are in that group because they did not respond), and 18 percent indicated that they were Hispanic or Latino. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.) The majority of examinees (64 percent) reported that English was the only language they learned as children, and most (69 percent) reported that English is the language spoken most often by the adults at home. There is diversity among examinees in terms of parent/guardian education level, with the majority of examinees (54 percent) reporting that their most educated parent/guardian had some college education, had a college degree, or had attended graduate school or received post-graduate training. Most examinees (84 percent) were enrolled in grade twelve or below, and most of them (66 percent) were enrolled in a non-charter public school. Two percent of the examinees were granted one or more testing accommodations. There was very little difference demographically between all examinees and first-time examinees (who were 84 percent of all examinees).

## **Examinee Performance**

### **Passing Rates**

Table B provides CHSPE passing rates by administration and cumulatively for 2010–11. Passing rates are shown on (a) both the entire ELA section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Passing rates are shown separately for all examinees (i.e., the total number of examinees who attempted one or both CHSPE test sections at an administration) and for examinees making their first attempt on the test part(s) (i.e., examinees who had not previously attempted the specific test part, even though they may have previously attempted another part). For each administration, the data for “Both ELA and Mathematics” and “ELA (Language and Reading)” include only examinees who attempted the entire test, or the two ELA subtests, respectively, at that administration. For examinees making their first attempt, only those who took those parts of the test for the first time at that administration are included. The cumulative data for all examinees for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, at any time during 2010–11, attempted each test section at

**Table B: CHSPE Passing Rates, 2010–11**

	Fall 2010			Spring 2011			Summer 2011			Cumulative 2010–11		
	N		%	N		%	N		%	N		%
	N	Pass	Pass	N	Pass	Pass	N	Pass	Pass	N	Pass	Pass
<u>All Examinees</u>												
Both ELA and Mathematics	1341	560	41.8	2068	777	37.6	1932	896	46.4	5258	2756	52.4
ELA (Language and Reading)	1368	924	67.5	2098	1333	63.5	1966	1352	68.8	5312	3857	72.6
ELA Language	1537	1129	73.5	2216	1620	73.1	2104	1605	76.3	5547	4354	78.5
ELA Reading	1446	1163	80.4	2157	1600	74.2	2098	1684	80.3	5415	4447	82.1
Mathematics	1899	925	48.7	2539	1041	41.0	2596	1427	55.0	6025	3393	56.3
<u>Examinees Making First Attempt</u>												
Both ELA and Mathematics	1287	559	43.4	2019	777	38.5	1855	892	48.1	5182	2237	43.2
ELA (Language and Reading)	1299	897	69.1	2035	1324	65.1	1874	1327	70.8	5215	3552	68.1
ELA Language	1302	972	74.7	2041	1513	74.1	1881	1459	77.6	5224	3944	75.5
ELA Reading	1301	1065	81.9	2043	1556	76.2	1880	1545	82.2	5224	4166	79.7
Mathematics	1302	644	49.5	2035	902	44.3	1877	1030	54.9	5214	2576	49.4

*Note.* Examinees making their first attempt is defined using the spring 2004 administration as the starting point. The cumulative data are unduplicated totals (i.e., each examinee is counted only once regardless of the number of times the examinee participated in an administration). The cumulative percent passed data for examinees making their first attempt reflects only performance on their first attempt on each part.

least one time. The cumulative data for examinees making their first attempt for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, across these three administrations, attempted each of those test parts for the first time, and the passing rates reflect their performance on their first attempt on each part. (See pages 32-33 for information about how the administration data and the cumulative data are related.)

As shown in Table B, of the 5,258 unique examinees who, in 2010–11, attempted the entire CHSPE at least once, just over 52 percent passed both sections and earned a Certificate of Proficiency. Passing rates on the English-language arts section were higher than passing rates on the Mathematics section, and passing rates on the English-language arts Reading subtest were higher than passing rates on the Language subtest. With one exception (summer, Mathematics), at all three administrations, the

passing rates of examinees making their first attempt were slightly higher than the passing rates of all examinees (which includes both first-time examinees and retesters). Cumulatively across the three administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees. This higher passing rate occurs because examinees can retake the parts they did not pass.

Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections. Table C shows the number of certificates awarded for each administration since 2004. The table also shows the number of examinees at each administration who were eligible to earn a certificate (by taking the test section[s] they had not yet passed) and how examinees earned certificates (by passing both sections, or by passing the ELA or Mathematics section having previously passed the other section). At least 97 percent of the examinees at each administration were eligible for a certificate. The majority of the examinees at each administration who earned certificates did so by passing both sections. The percentage of eligible examinees who earned certificates at each administration ranged from about 27 percent (spring 2006, summer 2007) to 51 percent (summer 2011). A total of 26,771 Certificates of Proficiency have been awarded since 2004.

### **Performance by Examinee Subgroup**

The following summary of CHSPE performance by examinee subgroup is based on the cumulative passing rates for the CHSPE overall (i.e., passing both sections) for examinees who attempted both sections at least once during the year. The report includes data by administration and data for each test part.

Age: Age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees.

Gender: Female and male examinees had nearly identical cumulative passing rates.



**Table C: Number of Examinees Awarded Certificates of Proficiency  
by Administration Since 2004**

Administration	Examinees		N of Examinees Who Earned a Certificate by Passing:			Examinees Awarded Certificates	
	N	N Who Could Earn Certificate <sup>a</sup>	Both Sections <sup>b</sup>	ELA (having previously passed Math)	Mathematics (having previously passed ELA)	N	% of Those Who Could Earn One
<u>2004</u>							
Spring	3711	3658	1236	—	—	1236	33.8
Summer	2515	2477	639	102	174	915	36.9
Fall	2277	2245	555	74	169	798	35.5
<u>2005</u>							
Spring	3680	3640	1200	63	166	1429	39.3
Summer	3610	3560	953	71	249	1273	35.8
Fall	2504	2470	641	95	239	975	39.5
<u>2006</u>							
Spring	3506	3458	777	57	81	915	26.5
Summer	3568	3516	934	68	366	1368	38.9
Fall	2920	2875	708	67	233	1008	35.1
<u>2007</u>							
Spring	3085	3031	948	81	239	1268	41.8
Summer	3701	3637	743	86	148	977	26.9
Fall	2842	2814	768	127	390	1285	45.7
<u>2008</u>							
Spring	3373	3322	844	82	167	1093	32.9
Summer	3588	3559	1019	88	393	1500	42.1
Fall	2560	2530	714	157	289	1160	45.8
<u>2009</u>							
Spring	3003	2960	978	119	205	1302	44.0
Summer	3272	3237	1082	124	300	1506	46.5
Fall	2154	2125	484	98	148	730	34.4
<u>2010</u>							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
<u>2011</u>							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
						TOTAL: 26,771	

Note. Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections.

<sup>a</sup> To be eligible to earn a certificate at an administration, an examinee has to attempt all parts of the test not previously passed. For example, an examinee who had not previously passed the ELA section and took only the Mathematics section at an administration could not possibly earn a Certificate at that administration.

<sup>b</sup> Beginning with the spring 2007 administration, this number includes two groups of examinees: (a) examinees who had not previously passed any part of the exam and who took and passed all three parts, and (b) examinees who had previously passed only one English-language arts subtest and who, at the specified administration, took and passed both the other English-language arts subtest and the Mathematics section. It is larger than the number of all examinees who passed both the English-language arts section and the Mathematics section reported in Table B because that number includes only examinees in the first group.

Race/Ethnicity: Race/ethnicity is associated with relatively large differences in passing rates. On each of the three test parts, Asian and White examinees, and those categorized as two or more races, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of American Indian or Alaska Native and Filipino examinees (fewer than 60 each), and about one-fifth of the examinees did not respond to the race/ethnicity questions.

First Language(s): Examinees whose first language is English only had a higher cumulative passing rate on the total CHSPE than examinees whose first language(s) are English and other language(s) or other than English. Note, however, that one-fifth of all examinees did not respond to the background question about first language(s).

Home Language: Like race/ethnicity, age, and parent/guardian education level, home language is associated with relatively large differences in passing rates. It is difficult to draw many firm conclusions from the home language data, however, because of many small subgroups and non-responders. Examinees with a home language of Vietnamese passed the CHSPE at the highest rate, followed by examinees with other, English, or Spanish as their home language.

Parent/Guardian Education Level: This variable is also associated with relatively large differences in passing rates, and its relationship to CHSPE performance was fairly consistent: the higher the parent/guardian education level, the higher the CHSPE performance. Note, however, that 28 percent of all examinees did not respond to this background question.

Enrolled in Grade Twelve or Below: Consistent with the performance differences among age subgroups, examinees who were currently enrolled in grade twelve or below when they took the test consistently outperformed the smaller number of examinees who were not.

School Type (if enrolled in grade twelve or below): Examinees who were enrolled in private schools passed the CHSPE at a higher rate than examinees who were enrolled in non-charter public schools or charter public schools.

Examinees Granted One or More Testing Accommodations: The two percent of examinees who tested with one or more testing accommodations passed the test at a lower rate than examinees without accommodations.

## **Test-Level Information**

### **Descriptive Statistics**

On all three multiple-choice test parts, performance in terms of the mean scale score was highest at the summer administration and lowest at the spring administration. The differences in performance on each multiple-choice test part across the three administrations ranged from about five (on the Language subtest) to about 10 (on the Mathematics section) scale score points. Mean writing task scores ranged from about 6.7 at the fall administration to about 7.0 at the spring administration.

### **Reader Agreement Statistics**

Responses to the Language subtest writing task are scored independently by two readers using the five-point CHSPE Writing Task Scoring Guide. At each administration, readers 1 and 2 agreed on the score on at least 83 percent of the responses, and either agreed or had an acceptable difference of one point on at least 99.9 percent of the responses.

## **Administration and Revenue Information**

### **Administration Information**

The majority of candidates registered during the regular registration period. Approximately five percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees). A total of 62 test sites were used during the year, including one incarceration facility. Ten sites were used for alternate date testing and nine for emergency registration. Approximately two percent of the examinees at each administration were provided accommodations. The most frequent accommodation approved at each administration was extended time (up to 5 hours and 15 minutes). The next most frequently approved accommodations were testing in a

small group, use of a computer for typing the response to the writing task, and frequent supervised breaks. A total of 108 registrants were approved for alternate date testing. There were 29 testing irregularities during the year. Sixteen were examinee irregularities.

### **Revenue Information**

All CHSPE revenue is made payable to the CDE, received by SCOE, and then transmitted by a CDE courier to a State Treasury account. The CDE makes refund payments to eligible registrants who withdraw from an administration. A total of \$994,796.18 in CHSPE revenue was deposited in 2010–11 (after accounting for refunds), including \$2,001.00 for administrations prior to that year and \$400.00 for future administrations. Registration fees accounted for 93 percent of the total revenue; document request fees accounted for most of the remaining revenue.

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## Section 1: Introduction

The California High School Proficiency Examination (CHSPE) is a voluntary exam that assesses skills in English-language arts and mathematics. It is used by the California Department of Education (CDE) to award a Certificate of Proficiency to eligible examinees in accordance with California *Education Code* Section 48412. By state law, a Certificate of Proficiency is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). All persons and institutions subject to California law that require a high school diploma for any purpose must accept the certificate as satisfying that requirement. Although federal agencies are not bound by state laws, the U.S. Office of Personnel Management has ruled that the Certificate of Proficiency shall be accepted in applications for federal civilian employment. Military service policies vary.

Any individual may take the CHSPE if, on the test date, the individual:

- is at least 16 years old, **or**
- has been enrolled in the tenth grade for one academic year or longer, **or**
- will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. (Regular administrations are the fall and spring administrations each school year. The examination is also administered in the summer.)

Passing the CHSPE does not, by itself, exempt minors from attending school. Minors who have a Certificate of Proficiency must also have verified parent/guardian permission to stop attending school.

The CDE is responsible for the CHSPE. The Sacramento County Office of Education (SCOE), with support from Educational Data Systems, Inc. (EDS<sup>3</sup>), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a

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<sup>3</sup> EDS is a registered trademark of Electronic Data Systems. In the context of this document, however, EDS refers exclusively to Educational Data Systems, Inc.

commercially available, nationally normed test be used as the CHSPE, SCOE has used Harcourt Assessment Inc.'s, and now Pearson Educational Assessment's, *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition.<sup>4</sup>

This report summarizes the three CHSPE administrations in 2010–11: fall (October) 2010, spring (March) 2011, and summer (June) 2011. Section 2 of this report describes the CHSPE, including its structure, content, administration, scoring, passing standards, and reporting of results to examinees. Section 3 provides data about the examinees who took the CHSPE at the 2010–11 administrations, and Section 4 presents data about the performance of those examinees. Section 5 provides test-level information. Administration and revenue information for the year are provided in Section 6. In the appendices are the CHSPE Writing Task Scoring Guides, information about the collection and categorization of CHSPE registrant racial and ethnic data, and score distribution data.

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<sup>4</sup> The *Stanford 10* and the *Stanford Writing Assessment Program* were developed and owned by Harcourt Assessment, Inc., which was acquired by Pearson Educational Assessment in January 2008.

## **Section 2: The California High School Proficiency Examination (CHSPE)**

This section of the report provides information about the structure, content, administration, scoring, passing standards, and reporting of the CHSPE.

In May 2003, the CDE released a Request for Applications (RFA) for the CHSPE for 2004–2006. The RFA required bidders to propose use of a commercially available, nationally normed test to be used as the CHSPE, replacing the then current version of the test. SCOE proposed using the *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition (both originally owned and developed by Harcourt Assessment, Inc., and since January 2008 owned by Pearson Educational Assessment). SCOE was awarded the contract and then worked with the CDE and Harcourt to create the new CHSPE based on these tests. In August 2006, the CDE released a Request for Proposals (RFP) for the CHSPE for 2007–2009. Like the 2003 RFA, the 2006 RFP required bidders to propose use of a commercially available, nationally normed test. SCOE again proposed use of the *Stanford 10* and *Stanford Writing Assessment Program*, but with a different structure for one of the CHSPE sections as explained below. SCOE was awarded the contract. In December 2010, the CDE gave SCOE a new contract to administer the CHSPE from 2010–2013, using the same tests and test structure.

### **Structure and Content**

Effective with the spring 2004 administration, the CHSPE consists of two test sections: English-language arts and Mathematics. A test-taker must pass both sections to receive a Certificate of Proficiency.

#### **English-language Arts Section**

The English-language arts section consists of two subtests: Language and Reading. Both subtests must be passed to complete the English-language arts section, but they needn't be taken or passed on the same day. The Language subtest consists of the

*Stanford 10* Language Test (TASK 2 or 3<sup>5</sup>), which has 48 multiple-choice questions and one writing task from the *Stanford Writing Assessment Program* (TASK 1, 2, or 3). The multiple-choice questions measure language mechanics and language expression. The writing task requires an essay that is scored on the basis of writing proficiency and not knowledge of subject matter. The Reading subtest (the *Stanford 10* Total Reading Test, TASK 2 or 3) has 54 reading comprehension questions and 30 vocabulary questions, all of which are multiple-choice. The reading comprehension questions test initial understanding, interpretation, critical analysis, and strategies using three types of text: literary, informational, and functional. The vocabulary questions assess synonyms, multiple-meaning words, and context clues.<sup>6</sup>

### **Mathematics Section**

The Mathematics section consists of the *Stanford 10* Mathematics test (TASK 2). It has 50 multiple-choice questions that assess content in the following areas: number sense and operations; patterns, relationships, and algebra; data, statistics, and probability; and geometry and measurement. The questions also assess the mathematical processes of communication and representation, estimation, mathematical connections, and reasoning and problem solving. Examinees are provided a reference sheet that includes selected formulas for plane and solid figures. Beginning with the fall 2007 administration, examinees were allowed to use approved calculators.<sup>7</sup>

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<sup>5</sup> TASK is an acronym for *Stanford Test of Academic Skills*, which are the *Stanford 10* levels developed for grades 9-12. TASK 1 is recommended for grade 9, TASK 2 for grade 10, and TASK 3 for grades 11 and 12. All levels are vertically equated.

<sup>6</sup> From 2004-2006, the CHSPE English-language arts section consisted of a Reading Comprehension subtest (the *Stanford 10* Reading Comprehension Test, TASK 3), a Language subtest (the *Stanford 10* Language Test, Abbreviated, TASK 3), and an expository writing task (from the *Stanford Writing Assessment Program*, TASK 1, 2, or 3). The entire section had to be taken and passed together.

<sup>7</sup> Calculators were not allowed from 2004 through 2007, and were allowed as an approved test accommodation at the spring and summer 2007 administrations.

## Administration

The CHSPE is administered three times per year, in the fall, spring, and summer. The test is administered on Saturday mornings at test sites (typically high schools) throughout California. Examinees must pre-register to take the test.

At a CHSPE administration, an examinee may take the Mathematics section, the English-language arts Language subtest, the English-language arts Reading subtest, or any combination of the three. The examinee can make that decision on the day of the test. Three and one-half hours of testing time are provided. No test part is timed within the three and one-half hours. Examinees may spend as much time as they want on either test section, and on either English-language arts subtest, until the testing session ends. To receive a Certificate of Proficiency, an examinee must pass both sections, but does not have to pass both sections (or both English-language arts subtests) on the same day. An examinee does not have to retake a section or subtest that the examinee has previously passed but may retake a part that has not been passed as many times as necessary. There is no limit to the number of times the exam may be taken, but the examinee must register and pay the current test fee each time.

Examinees with documented disabilities may take the CHSPE with accommodations. Accommodations are provided to examinees who have a physical disability (e.g., visual and/or hearing impairment, motor disability, illness, injury) or a cognitive or emotional disability (e.g., learning disability). An accommodation is a change in how the test is presented, how the test is administered, or how the examinee responds that is necessary to allow the examinee to participate in the test but does not fundamentally alter what the test measures or affect the comparability of examinee scores. Available accommodations include, but are not limited to:

- Presentation: Braille, large print, sign language interpreter, directions read aloud, questions read aloud on the Mathematics section
- Timing: extended time, supervised breaks
- Setting: testing in a small group or in a hospital
- Response: use of a scribe, marking responses in the test booklet

- Use of Aids: use of a computer to type the writing task (with spelling and grammar tools disabled); use of a calculator on the Mathematics section (see footnote 5 on the previous page)

Beginning with the fall 2008 administration, English learners may use an English-to-primary language and/or primary language-to-English translation glossary or word list (brought by the examinee) that does not include definitions or formulas. In addition, alternate date testing (typically Sunday) is available for examinees with religious beliefs that preclude Saturday testing.

In the 2010–11 (July–June) fiscal year, the CHSPE was administered on October 16, 2010 (fall); March 19, 2011 (spring); and June 18, 2011 (summer). At the fall 2010 administration, TASK 3 Form B of the Language subtest (with a TASK 2 persuasive writing task), TASK 3 Form B of the Reading subtest, and TASK 2 Form B of the Mathematics section were used. At the spring 2011 administration, TASK 2 Form B of the Language subtest (with a TASK 3 expository writing task), TASK 2 Form B of the Reading subtest, and TASK 2 Form F of the Mathematics section were used. At the summer 2011 administration, TASK 3 Form A of the Language subtest (with a TASK 1 expository writing task), TASK 3 Form A of the Reading subtest, and TASK 2 Form A of the Mathematics section were used.

## **Scoring**

### **Attemptedness Criteria**

To have an exam part scored, an examinee must have attempted the part. An examinee is considered to have attempted the Mathematics section or the English-language arts section Reading subtest if the examinee answered at least one test item. An examinee is considered to have attempted the English-language arts Language subtest if the examinee answered at least one test item or wrote a response to the writing task. For the English-language arts section as a whole, an attempt is defined as having attempted both the Reading and Language subtests.

## Multiple-Choice Items

The multiple-choice items on the Mathematics section, the English-language arts Language subtest, and the English-language Art Reading subtest are scored as follows: Examinee answer documents are scanned, and responses are scored by a computer. An examinee's score is based on the number of questions answered correctly; there is no penalty for guessing. Raw scores (i.e., the number of questions answered correctly) are converted to Pearson *Stanford 10* scale scores, which are then converted to CHSPE scale scores. The CHSPE scales, on which scores typically range from about 250 to 450, and on which the minimum passing score is set at 350, are linear transformations of the *Stanford 10* scales. The *Stanford 10* scales are transformed into CHSPE scales on which 350 is the minimum passing score to be consistent with score reporting for the California High School Exit Examination, on which 350 is passing, and to be consistent with the 2004–2006 CHSPE. The transformation of *Stanford 10* scale scores to CHSPE scale scores is implemented by subtracting a value from each examinee's *Stanford 10* scale score.<sup>8</sup> For each test part, this value is the difference between the *Stanford 10* scale score adopted as the passing standard and 350. (For example, a *Stanford 10* scale score of 709 was adopted as the passing standard for the Reading subtest. The difference between 709 and 350 is 359. This value is subtracted from each examinee's *Stanford 10* Reading subtest scale score. An examinee who earned a *Stanford 10* scale score of 709 would be given a CHSPE scale score of 350. An examinee who earned a *Stanford 10* scale score of 754 would be given a CHSPE scale score of 395.)

## Language Subtest Writing Task

Following each administration, SCOE convenes a team of experienced essay scorers made up of current and former California high school and university English teachers. Among them is a Chief Reader, an Assistant Chief Reader, and several readers. In addition, there is an Operations Supervisor who oversees the reliability and security of

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<sup>8</sup> The conversion from Pearson scale scores to CHSPE scale scores was done by the psychometric staff at Educational Data Systems and approved by the psychometric staff at the California Department of Education.

the scoring session. The scoring team's first step is to apply the CHSPE Writing Task Scoring Guide (Appendix A), designed to reflect the state standards and current writing skills and strategies taught in California high schools, to actual CHSPE examinee responses and create a "book" of sample responses for the specific writing task administered. The book of samples contains example essays for each score point representing a full spectrum of different approaches and writing skill levels. In creating the book of samples, the scoring team reads and thoroughly discusses a large sampling of examinee responses, resulting in team members being calibrated to the scoring guide. Upon completion of this first step, the team begins scoring all examinee responses.

Two readers score each writing task independently using the 5-point scoring guide. In addition, to monitor reader accuracy, the Chief Reader and Assistant Chief Reader read 10 percent of the essays scored by each reader in a process known as "read-behind." On these read-behinds, readers are expected to maintain an exact agreement rate of at least 70 percent with the Chief or Assistant Chief Reader. Any reader falling below the expected agreement rate is retrained and carefully monitored with additional read-behinds until the reader demonstrates that he or she is scoring proficiently.

If the scores assigned to an essay by the first two readers differ by more than one point, the Chief Reader or Assistant Chief Reader scores the essay to resolve the discrepancy. The score of the Chief or Assistant Chief Reader replaces that of the first two readers and is counted twice.

The writing task is scored on a 5-point scale, with 1 being the lowest score and 5 the highest.<sup>9</sup> Each response to the writing task is given two scores. The sum of these two scores ranges from 2 to 10. The average of the two assigned scores, which ranges from 1 to 5 (including half points), is reported to examinees.

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<sup>9</sup> Writing task responses that are blank, off topic, written in a language other than English, illegible, or contain only the writing task prompt are assigned a score of zero.



## Passing Standards

As noted above, beginning in 2007 the structure of the CHSPE English-language arts section changed. The number of items on the Language subtest increased from 30 items to 48 (i.e., the full test replaced the abbreviated test), 30 vocabulary questions were added to the Reading subtest (i.e., the Total Reading Test replaced the Reading Comprehension Test), and the writing task genre was changed from expository to persuasive.<sup>10</sup> The CDE decided that (a) the Mathematics section, the English-language arts Language subtest, and the English-language arts Reading subtest could be passed separately, (b) the writing task would be part of the Language subtest, and (c) the passing standard for the Language subtest would require a minimum level of performance on both the multiple-choice items and the writing task, and would allow partial compensation between them. In conjunction with these changes, SCOE and Harcourt (now Pearson) conducted a passing standard study for the CDE in April 2007, and the CDE used the results to set CHSPE passing standards that same month. The standard setting study and results are documented in a report submitted to the CDE by SCOE and Harcourt (*Establishing Passing Standards on the California High School Proficiency Examination, 2007*, June 4, 2007).

To pass the CHSPE and receive a Certificate of Proficiency, an examinee must pass both the Mathematics section and the English-language arts section.

### Mathematics Section

As described above, raw scores on the Mathematics section are converted to CHSPE scale scores that typically range from approximately 250 to 450. A scale score of at least 350 is required to pass the Mathematics section.

### English-language Arts Section

To pass the English-language arts section, an examinee must pass both the Language subtest and the Reading subtest.

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<sup>10</sup> In 2011 the writing task genre returned to expository. Periodic changes in genre increase writing prompt security.

## Language Subtest

As described above, raw scores on the Language subtest multiple-choice questions are converted to CHSPE scale scores that typically range from approximately 250 to 450. On the writing task, examinees earn the average of two assigned scores, which ranges from 1 to 5 (including half points). The passing standard for the Language subtest is based on a combination of writing task and multiple-choice item scores as shown in Table 2.1.

**Table 2.1: Score Combinations to Pass the Language Subtest**

If an examinee's <b>writing task</b> score is:	The examinee's <b>multiple-choice score</b> must be at least:
2 or lower	The examinee cannot pass.
2.5	365
3	350
3.5 or higher	342

## Reading Subtest

As described above, raw scores on the Reading subtest are converted to CHSPE scale scores that typically range from approximately 250 to 450. A scale score of at least 350 is required to pass the Reading subtest.

## **Reporting Results to Examinees**

Approximately five weeks after a test administration, SCOE sends score reports to examinees. Examinees who pass both sections of the CHSPE, either on the administration date for which results are being provided, or one section on that date and the other section on a previous administration date, also receive a Certificate of Proficiency. The score report includes the examinee's name, the test date, and the examinee's school and district where enrolled, if applicable. The score report shows the examinee's current status on the CHSPE (i.e., whether the examinee has passed or not yet passed) and the examinee's most recent performance on the part(s) of the test the examinee has taken through the test date. This score report includes (a) the section or

subtest scale score, (b) the Language subtest writing task raw score, and (c) performance on each content cluster, as described below. Text explaining the information on the score report is also provided on the score report.

### **Reporting Content Cluster Information**

For diagnostic purposes, the score report includes the examinee’s most recent performance on each of the content clusters on the multiple-choice parts of the test (i.e., the Mathematics section, the English-language arts Reading subtest, and the multiple-choice items on the English-language arts Language subtest). The content clusters are listed below:

#### Mathematics Section:

- Number Sense and Operations
- Patterns, Relationships, and Algebra
- Data, Statistics, and Probability
- Geometry and Measurement

#### English-language Arts Section, Language Subtest:

- Capitalization
- Usage
- Punctuation
- Sentence Structure
- Prewriting
- Content and Organization

#### English-language Arts Section, Reading Subtest:

- Initial Understanding
- Interpretation
- Critical Analysis
- Strategies
- Synonyms
- Multiple-Meaning Words
- Context Clues

On the score report, for each content cluster the number of items in the cluster and the number the examinee answered correctly are shown, and the examinee’s performance is rated in one of three categories: “Far Below Adequate,” “Below Adequate,” or “Adequate or Better.” The cut-points between (a) “Far Below Adequate” and “Below Adequate” and (b) “Below Adequate” and “Adequate or Better” were determined for each form as follows.

As a starting point, adequate performance on a content cluster is defined as answering correctly at least the percentage of items required to be answered correctly on the entire test part (i.e., Mathematics section, Language subtest, or Reading subtest) to earn the minimum passing scale score of 350. So, for each form, the cut-point between the cluster scores of “Below Adequate” and “Adequate or Better” is determined by multiplying (a) the percentage of items required to be answered correctly on the entire test part to earn a scale score of 350 (which can vary by form) by (b) the number of items in the cluster (which does not vary by form), then rounding the result up to the nearest whole number. Examinees who answer correctly at least this number of items in the content cluster have their performance characterized as “Adequate or Better” on their score reports. The cut-point between “Far Below Adequate” and “Below Adequate” for each cluster is set at one standard deviation below the cut-point between “Below Adequate” and “Adequate or Better.” To enhance comparability of cluster cut-points over time, the cluster standard deviations from the spring 2007 administration are used for all subsequent administrations. To determine this lower cut-point, the standard deviation is subtracted from the product of (a) the percentage of items required to be answered correctly on the entire test part to earn a scale score of 350 and (b) the number of items in the cluster. The result is then rounded up to the nearest whole number.

The number of items in each cluster and the cluster score cut-points for the Language and Reading subtests of the English-language arts section are shown in Table 2.2. The same information for the Mathematics section is provided in Table 2.3. Given the small number of items in each cluster, the cluster scores are not highly reliable. Their purpose, however, is to give examinees who fail a test part some direction on how to prepare for their next attempt.

**Table 2.2: Cut-Points for Cluster Scores, English-language Arts Section**

Content Cluster	N of Items	TASK 3, Form B <sup>a</sup>		TASK 2, Form B <sup>b</sup>		TASK 3, Form A <sup>c</sup>	
		Minimum Number of Items Answered Correctly Required for a Cluster Score of:					
		Below Adequate <sup>d</sup>	Adequate or Better <sup>e</sup>	Below Adequate	Adequate or Better	Below Adequate	Adequate or Better
<u>Reading Subtest</u>							
Reading Comprehension:							
Initial Understanding	10	5	7	6	8	5	7
Interpretation	20	11	14	12	15	11	14
Critical Analysis	14	7	10	8	10	7	10
Strategies	10	5	7	6	8	5	7
Vocabulary:							
Synonyms	12	6	9	7	9	6	9
Multiple-Meaning Words	6	4	5	4	5	4	5
Context Clues	12	7	9	7	9	7	9
<u>Language Subtest</u>							
Mechanics:							
Capitalization	8	4	5	4	6	4	5
Usage	8	4	5	4	6	4	5
Punctuation	8	4	5	4	6	4	5
Expression:							
Sentence Structure	10	5	7	5	7	5	7
Prewriting	5	2	4	3	4	2	4
Content and Organization	9	4	6	5	6	4	6

<sup>a</sup> Administered fall 2010.

<sup>b</sup> Administered spring 2011.

<sup>c</sup> Administered summer 2011.

<sup>d</sup> This value is (a) the percentage of items required to be answered correctly on the entire subtest to earn a scale score of 350 times (b) the number of items in the cluster; from this product the spring 2007 cluster standard deviation is subtracted and the result is rounded up to the nearest whole number.

<sup>e</sup> This value is (a) times (b) as defined in the previous note, rounded up to the nearest whole number.

**Table 2.3: Cut-Points for Cluster Scores, Mathematics Section**

Content Cluster	N of Items	TASK 2, Form B <sup>a</sup>		TASK 2, Form F <sup>b</sup>		TASK 2, Form A <sup>c</sup>	
		Minimum Number of Items Answered Correctly Required for a Cluster Score of:					
		Below Adequate <sup>d</sup>	Adequate or Better <sup>e</sup>	Below Adequate	Adequate or Better	Below Adequate	Adequate or Better
Number Sense and Operations	9	4	6	4	6	4	6
Patterns, Relationships, and Algebra	15	6	9	6	9	6	9
Data, Statistics, and Probability	12	5	7	5	7	5	7
Geometry and Measurement	14	5	8	5	8	6	9

<sup>a</sup> Administered fall 2010.

<sup>b</sup> Administered spring 2011.

<sup>c</sup> Administered summer 2011.

<sup>d</sup> This value is (a) the percentage of items required to be answered correctly on the entire subtest to earn a scale score of 350 times (b) the number of items in the cluster; from this product the spring 2007 cluster standard deviation is subtracted and the result is rounded up to the nearest whole number.

<sup>e</sup> This value is (a) times (b) as defined in the previous note, rounded up to the nearest whole number.

## **Section 3: Description of the Examinee Population**

This section of the report provides data about the examinees who took the CHSPE in the 2010–11 fiscal year. Data are provided separately for each administration and cumulatively for the year. All data are from examinees who attempted at least one test part (i.e., Mathematics section, Language subtest, Reading subtest) at an administration (i.e., examinees who met the attemptedness criteria described in Section 2). Data for each administration are based on the total number of examinees on that date. The cumulative data are unduplicated totals (i.e., each examinee is counted only once regardless of the number of times the examinee participated in an administration).

### **Participation Data**

Table 3.1 shows CHSPE examinee participation data. The table shows the number and percentage of examinees who attempted (a) both the entire English-language arts (ELA) section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Data are provided for each administration and cumulatively (unduplicated counts) for the year. Data are for all examinees (i.e., the total number of examinees who attempted any part of the CHSPE at an administration), first-time examinees (i.e., examinees who had never before attempted any part of the CHSPE), and retesters (i.e., examinees who had previously attempted at least one part of the CHSPE). Because a new version of the CHSPE was introduced in 2004, first-time examinees and retesters are defined using the spring 2004 administration as the starting point.

A few observations about Table 3.1 should clarify how the administration data and the cumulative data are related:

1. The cumulative data can be thought of as if the three administrations in the year were a single event. The cumulative data represent unduplicated counts of examinees across the three administrations and represent the final status of those examinees in terms of test parts taken across the three administrations.

**Table 3.1: CHSPE Examinee Participation, 2010–11**

	Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
	N	%	N	%	N	%	N	%
<u>All Examinees</u>	2048	100.0	2637	100.0	2747	100.0	6230	100.0
Attempted both ELA and Mathematics	1341	65.5	2068	78.4	1932	70.3	5258	84.4
Attempted ELA (Language and Reading)	1368	66.8	2098	79.6	1966	71.6	5312	85.3
Attempted ELA Language	1537	75.0	2216	84.0	2104	76.6	5547	89.0
Attempted ELA Reading	1446	70.6	2157	81.8	2098	76.4	5415	86.9
Attempted Mathematics	1899	92.7	2539	96.3	2596	94.5	6025	96.7
<u>First-Time Examinees</u>	1302	100.0	2046	100.0	1886	100.0	5234	100.0
Attempted both ELA and Mathematics	1287	98.8	2019	98.7	1855	98.4	5182	99.0
Attempted ELA (Language and Reading)	1297	99.6	2034	99.4	1873	99.3	5213	99.6
Attempted ELA Language	1299	99.8	2040	99.7	1876	99.5	5220	99.7
Attempted ELA Reading	1299	99.8	2039	99.7	1877	99.5	5221	99.8
Attempted Mathematics	1292	99.2	2031	99.3	1867	99.0	5202	99.4
<u>Retesters</u>	746	100.0	591	100.0	861	100.0	996	100.0
Attempted both ELA and Mathematics	54	7.2	49	8.3	77	8.9	76	7.6
Attempted ELA (Language and Reading)	71	9.5	64	10.8	93	10.8	99	9.9
Attempted ELA Language	238	31.9	176	29.8	228	26.5	327	32.8
Attempted ELA Reading	147	19.7	118	20.0	221	25.7	194	19.5
Attempted Mathematics	607	81.4	508	86.0	729	84.7	823	82.6

*Note.* First-time examinees and retesters are defined using the spring 2004 administration as the starting point. The cumulative data are unduplicated totals (i.e., each examinee is counted only once per row regardless of the number of times the examinee participated in an administration).

2. Among all examinees and retesters, the cumulative data do not equal the sum of the administration data because (a) an examinee who participated in more than one administration is only counted once (in each applicable row) in the cumulative data, and (b) the cumulative data show each examinee’s final status in terms of which test parts the examinee has taken across the three administrations. For example, an examinee who took only the ELA section in the spring and only the Language subtest and the Mathematics section in the summer would be included in the “attempted ELA (Language and Reading),” “attempted ELA Language,” and “attempted ELA Reading” rows for spring, and the “attempted ELA Language” and



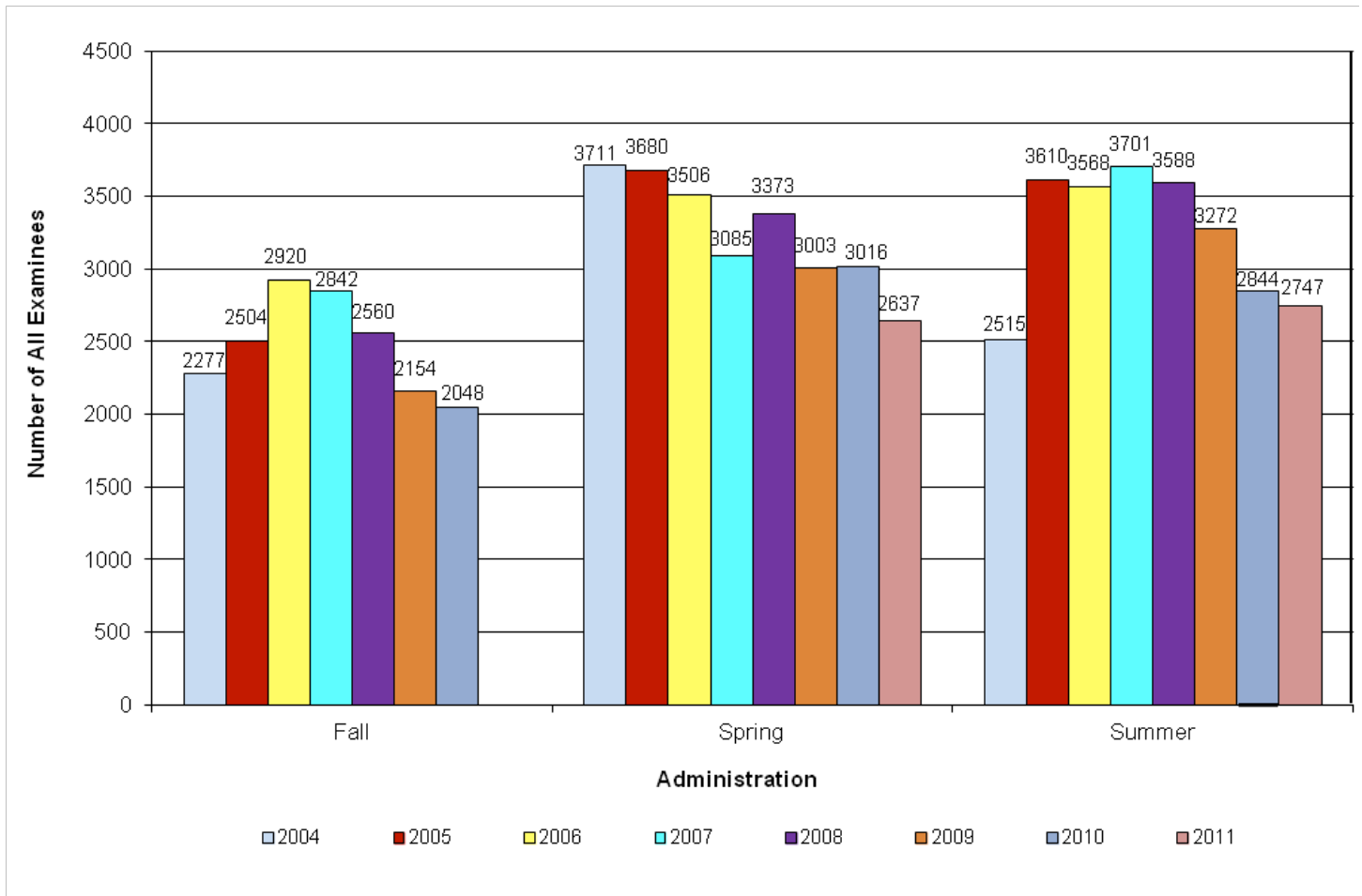
“attempted Mathematics” rows for summer. For the cumulative data, the examinee would be included in each of those rows but also in the “attempted both ELA and Mathematics” row (i.e., all five rows), but only once per row.

3. Among first-time examinees, the cumulative total (5,234) equals the sum of all first-time examinees at each administration because (a) each examinee is a first-time examinee only once and (b) for the cumulative data each examinee is counted only once. The other cumulative data for first-time examinees, however, do not equal the sum of the administration data because (a) each examinee is a first-time examinee only once and (b) the cumulative data show each examinee’s final status in terms of which test parts the examinee has taken across the three administrations. For example, if the examinee described above were a first-time examinee at the spring administration, the examinee would be included in the “attempted ELA (Language and Reading),” “attempted ELA Language,” and “attempted ELA Reading” rows for spring; no row for summer; and all five rows for the cumulative data (once per row).

As shown in Table 3.1, a total of 6,230 unique examinees took one or parts of the CHSPE in 2010–11. Most of these examinees (84.4 percent) took both sections. At each administration, nearly all of the first-time examinees took both sections, and the percentage of examinees who took the Mathematics section was greater than the percentage of examinees who took the ELA Language and/or Reading subtests. This percentage can be explained by the lower passing rates on the Mathematics section. (Passing rates are presented in Section 4.)

Figure 3.1, using data from Table 3.1 and the corresponding data from previous years, shows the number of all examinees at each administration since 2004. For each year, the fall administration has had the fewest examinees. Each of the three 2010–11 administrations had fewer examinees than at the same administration in 2009–10. In terms of total participation (i.e., the sum of all examinees at each administration), 2010–11 had the fewer examinees than any previous full year. The program grew slightly

**Figure 3.1: CHSPE Examinee Participation Since 2004**

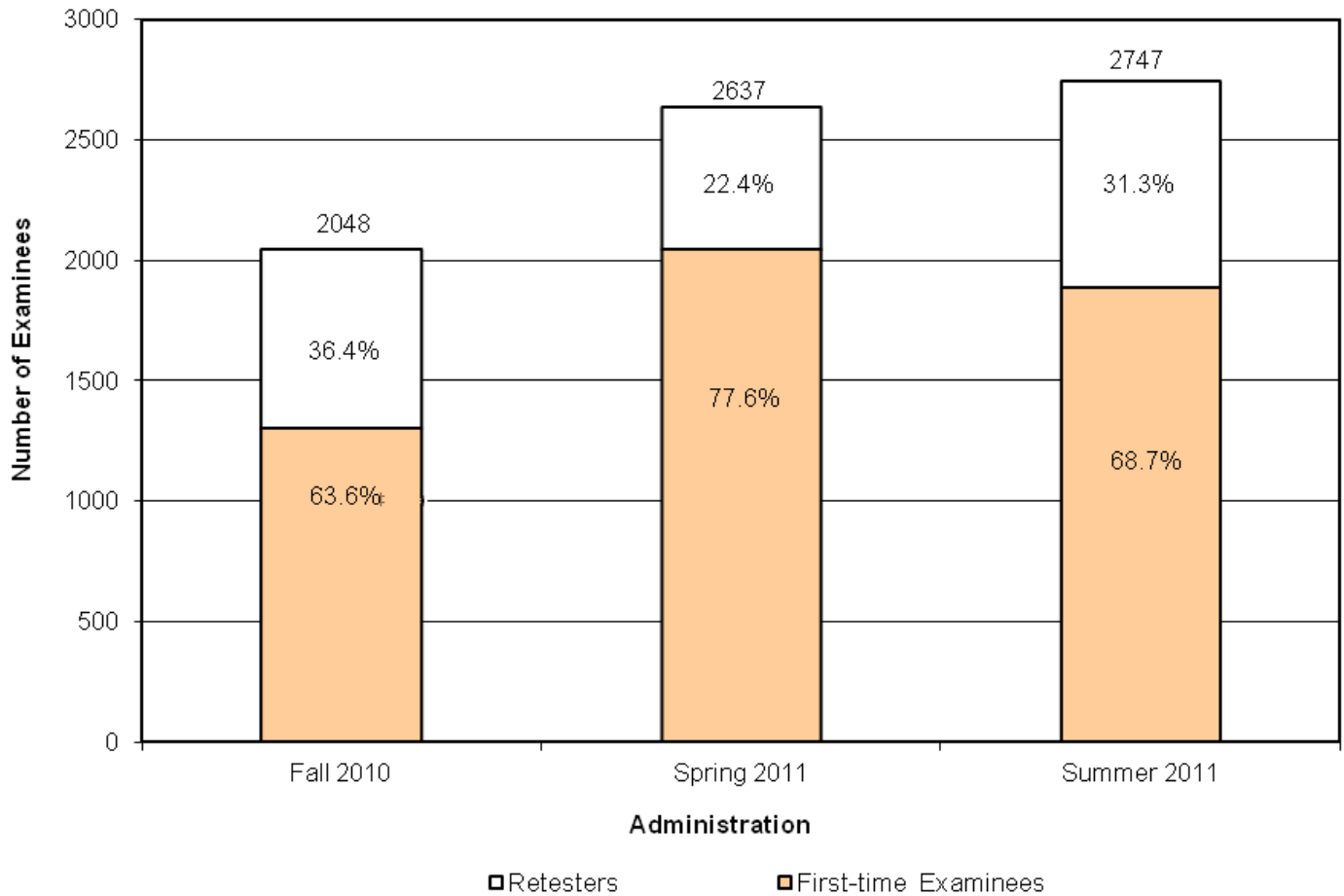


*Note.* Data are from Table 3.1 and previous CHSPE annual reports. Registration for the spring 2007 administration started later than normal due to contract start-up issues.

each year from 2004–05 (9,567) to 2007–08 (9,803), representing a total growth of 2.5 percent. In 2008–09, total participation declined almost 10 percent from 2007–08 (from 9,803 to 8,835). In 2009–10, participation declined another nine percent (from 8,835 to 8,014), and in 2010–11, it declined 7.3 percent (from 8,014 to 7,432).

As shown in Figure 3.2, based on data from Table 3.1, the majority of examinees at each administration in 2010–11 were first-time examinees. The spring administration had the largest percentage of first-time examinees (78 percent).

**Figure 3.2: CHSPE Examinee Participation, First-time Examinees and Retesters, 2010–11**



*Note.* Data are from Table 3.1. Because a new version of the CHSPE was introduced in 2004, first-time examinees and retesters are defined using the spring 2004 administration as the starting point.

### Demographic Data

Tables 3.2 through 3.5 present demographic information about the 2010–11 examinees. Data are provided separately by administration and cumulatively for the year. Figure 3.3 is a graphic of the cumulative demographic data from Table 3.5. The information about examinees is self-reported by examinees in response to background questions about themselves. The questions are included in the CHSPE Information Bulletin, and examinees provide their responses on the registration form. In interpreting these data, it is important to remember that (a) some examinees may misinterpret the demographic questions; (b) examinees may decide not to respond to some questions; (c) examinee

**Table 3.2: Demographic Data for CHSPE Examinees, Fall 2010**

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2048	100.0	1302	100.0
Age (years)	15 or younger	94	4.6	63	4.8
	16	742	36.2	573	44.0
	17	824	40.2	492	37.8
	18	216	10.5	100	7.7
	19 or older	172	8.4	74	5.7
Gender	Female	893	43.6	565	43.4
	Male	1151	56.2	733	56.3
	Did not respond	4	0.2	4	0.3
Race/ Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	22	1.1	14	1.1
	Asian	83	4.1	54	4.1
	Black or African American	8	0.4	5	0.4
	Filipino	18	0.9	12	0.9
	Hispanic or Latino	388	18.9	260	20.0
	Nat. Hawaiian/Pac. Islander	9	0.4	5	0.4
	White	918	44.8	600	46.1
	Two or more races	602	29.4	352	27.0
First Language(s) <sup>b</sup>	English only	1354	66.1	884	67.9
	English and other lang(s)	246	12.0	168	12.9
	Lang(s) other than English	76	3.7	45	3.5
	Did not respond	372	18.2	205	15.7
Home Language <sup>c</sup>	Cantonese	3	0.1	2	0.2
	English	1434	70.0	943	72.4
	Hmong	0	0.0	0	0.0
	Korean	7	0.3	5	0.4
	Mandarin (Putonghua)	5	0.2	3	0.2
	Pilipino (Tagalog)	8	0.4	5	0.4
	Spanish	70	3.4	53	4.1
	Vietnamese	2	0.1	2	0.2
	Other	79	3.9	51	3.9
	Did not respond	440	21.5	238	18.3
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	99	4.8	74	5.7
	High school graduate	256	12.5	177	13.6
	Some college (includes AA degree)	365	17.8	224	17.2
	College degree	457	22.3	300	23.0
	Graduate school/post-graduate	321	15.7	207	15.9
	Unknown/did not respond	550	26.9	320	24.6

*(continued on next page)*

**Table 3.2: Demographic Data for CHSPE Examinees, Fall 2010 (cont.)**

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	1617	79.0	1097	84.3
	No	413	20.2	195	15.0
	Did not respond	18	0.9	10	0.8
School Type (if enrolled in grade 12 or below)	Public	1029	63.6	715	65.2
	Private	288	17.8	188	17.1
	Charter	243	15.0	170	15.5
	Did not respond	57	3.5	24	2.2
Granted Testing Accommodation(s)	Yes	35	1.7	16	1.2
	No	2013	98.3	1286	98.8

*Note.* Because a new version of the CHSPE was introduced in 2004, first-time examinees are defined using the spring 2004 administration as the starting point. For each administration, the background information most recently provided by the registrant is used. For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

<sup>a</sup> Examinees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked “Which language(s) did you first learn as a child?”

<sup>c</sup> Examinees are asked “What is the language most often spoken by the adults at home?”

<sup>d</sup> Examinees are asked “Which describes the education level of your most educated parent/guardian?”

**Table 3.3: Demographic Data for CHSPE Examinees, Spring 2011**

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2637	100.0	2046	100.0
Age (years)	15 or younger	259	9.8	251	12.3
	16	928	35.2	785	38.4
	17	1018	38.6	785	38.4
	18	265	10.0	151	7.4
	19 or older	167	6.3	74	3.6
Gender	Female	1153	43.7	898	43.9
	Male	1479	56.1	1143	55.9
	Did not respond	5	0.2	5	0.2
Race/ Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	17	0.6	13	0.6
	Asian	139	5.3	119	5.8
	Black or African American	8	0.3	6	0.3
	Filipino	24	0.9	18	0.9
	Hispanic or Latino	478	18.1	360	17.6
	Nat. Hawaiian/Pac. Islander	8	0.3	5	0.2
	White	1131	42.9	902	44.1
Two or more races	832	31.6	623	30.4	
First Language(s) <sup>b</sup>	English only	1688	64.0	1303	63.7
	English and other lang(s)	314	11.9	258	12.6
	Lang(s) other than English	98	3.7	80	3.9
	Did not respond	537	20.4	405	19.8
Home Language <sup>c</sup>	Cantonese	6	0.2	4	0.2
	English	1825	69.2	1422	69.5
	Hmong	0	0.0	0	0.0
	Korean	8	0.3	8	0.4
	Mandarin (Putonghua)	15	0.6	12	0.6
	Pilipino (Tagalog)	7	0.3	5	0.2
	Spanish	82	3.1	69	3.4
	Vietnamese	12	0.5	12	0.6
	Other	85	3.2	71	3.5
Did not respond	597	22.6	443	21.7	
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	134	5.1	96	4.7
	High school graduate	310	11.8	241	11.8
	Some college (includes AA degree)	459	17.4	351	17.2
	College degree	543	20.6	426	20.8
	Graduate school/post-graduate	425	16.1	348	17.0
	Unknown/did not respond	766	29.0	584	28.5

*(continued on next page)*

**Table 3.3: Demographic Data for CHSPE Examinees, Spring 2011 (cont.)**

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2264	85.9	1841	90.0
	No	354	13.4	187	9.1
	Did not respond	19	0.7	18	0.9
School Type (if enrolled in grade 12 or below)	Public	1480	65.4	1227	66.6
	Private	393	17.4	307	16.7
	Charter	345	15.2	282	15.3
	Did not respond	46	2.0	25	1.4
Granted Testing Accommodation(s)	Yes	65	2.5	46	2.2
	No	2572	97.5	2000	97.8

*Note.* Because a new version of the CHSPE was introduced in 2004, first-time examinees are defined using the spring 2004 administration as the starting point. For each administration, the background information most recently provided by the registrant is used. For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

<sup>a</sup> Examinees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked “Which language(s) did you first learn as a child?”

<sup>c</sup> Examinees are asked “What is the language most often spoken by the adults at home?”

<sup>d</sup> Examinees are asked “Which describes the education level of your most educated parent/guardian?”

**Table 3.4: Demographic Data for CHSPE Examinees, Summer 2011**

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2747	100.0	1886	100.0
Age (years)	15 or younger	208	7.6	161	8.5
	16	967	35.2	749	39.7
	17	1122	40.8	752	39.9
	18	299	10.9	153	8.1
	19 or older	151	5.5	71	3.8
Gender	Female	1258	45.8	847	44.9
	Male	1487	54.1	1037	55.0
	Did not respond	2	0.1	2	0.1
Race/ Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	19	0.7	11	0.6
	Asian	160	5.8	114	6.0
	Black or African American	5	0.2	3	0.2
	Filipino	32	1.2	23	1.2
	Hispanic or Latino	487	17.7	340	18.0
	Nat. Hawaiian/Pac. Islander	12	0.4	7	0.4
	White	1185	43.1	830	44.0
Two or more races	847	30.8	558	29.6	
First Language(s) <sup>b</sup>	English only	1734	63.1	1216	64.5
	English and other lang(s)	369	13.4	269	14.3
	Lang(s) other than English	83	3.0	54	2.9
	Did not respond	561	20.4	347	18.4
Home Language <sup>c</sup>	Cantonese	13	0.5	12	0.6
	English	1866	67.9	1322	70.1
	Hmong	0	0.0	0	0.0
	Korean	5	0.2	4	0.2
	Mandarin (Putonghua)	6	0.2	4	0.2
	Pilipino (Tagalog)	7	0.3	3	0.2
	Spanish	75	2.7	54	2.9
	Vietnamese	13	0.5	11	0.6
	Other	111	4.0	72	3.8
Did not respond	651	23.7	404	21.4	
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	136	5.0	101	5.4
	High school graduate	348	12.7	248	13.1
	Some college (includes AA degree)	500	18.2	341	18.1
	College degree	553	20.1	390	20.7
	Graduate school/post-graduate	447	16.3	310	16.4
	Unknown/did not respond	763	27.8	496	26.3

*(continued on next page)*



**Table 3.4: Demographic Data for CHSPE Examinees, Summer 2011 (cont.)**

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2374	86.4	1679	89.0
	No	367	13.4	204	10.8
	Did not respond	6	0.2	3	0.2
School Type (if enrolled in grade 12 or below)	Public	1587	66.8	1159	69.0
	Private	417	17.6	280	16.7
	Charter	325	13.7	218	13.0
	Did not respond	45	1.9	22	1.3
Granted Testing Accommodation(s)	Yes	56	2.0	29	1.5
	No	2691	98.0	1857	98.5

*Note.* Because a new version of the CHSPE was introduced in 2004, first-time examinees are defined using the spring 2004 administration as the starting point. For each administration, the background information most recently provided by the registrant is used. For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

<sup>a</sup> Examinees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked “Which language(s) did you first learn as a child?”

<sup>c</sup> Examinees are asked “What is the language most often spoken by the adults at home?”

<sup>d</sup> Examinees are asked “Which describes the education level of your most educated parent/guardian?”

**Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2010–11**

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		6230	100.0	5234	100.0
Age (years)	15 or younger	462	7.4	434	8.3
	16	2161	34.7	1992	38.1
	17	2505	40.2	2096	40.0
	18	684	11.0	483	9.2
	19 or older	418	6.7	229	4.4
Gender	Female	2739	44.0	2310	44.1
	Male	3483	55.9	2916	55.7
	Did not respond	8	0.1	8	0.2
Race/ Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	51	0.8	41	0.8
	Asian	319	5.1	283	5.4
	Black or African American	14	0.2	11	0.2
	Filipino	63	1.0	55	1.1
	Hispanic or Latino	1129	18.1	957	18.3
	Nat. Hawaiian/Pac. Islander	24	0.4	18	0.3
	White	2709	43.5	2305	44.0
Two or more races	1921	30.8	1564	29.9	
First Language(s) <sup>b</sup>	English only	3989	64.0	3373	64.4
	English and other lang(s)	791	12.7	689	13.2
	Lang(s) other than English	205	3.3	165	3.2
	Did not respond	1245	20.0	1007	19.2
Home Language <sup>c</sup>	Cantonese	21	0.3	18	0.3
	English	4293	68.9	3648	69.7
	Hmong	0	0.0	0	0.0
	Korean	16	0.3	14	0.3
	Mandarin (Putonghua)	20	0.3	18	0.3
	Pilipino (Tagalog)	19	0.3	15	0.3
	Spanish	193	3.1	173	3.3
	Vietnamese	26	0.4	26	0.5
	Other	215	3.5	182	3.5
Did not respond	1427	22.9	1140	21.8	
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	320	5.1	276	5.3
	High school graduate	762	12.2	651	12.4
	Some college (includes AA degree)	1095	17.6	910	17.4
	College degree	1274	20.4	1083	20.7
	Graduate school/post-graduate	1018	16.3	880	16.8
	Unknown/did not respond	1761	28.3	1434	27.4

*(continued on next page)*

**Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2010–11 (cont.)**

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	5246	84.2	4582	87.5
	No	954	15.3	631	12.1
	Did not respond	30	0.5	21	0.4
School Type (if enrolled in grade 12 or below)	Public	3451	65.8	3064	66.9
	Private	908	17.3	776	16.9
	Charter	763	14.5	671	14.6
	Did not respond	124	2.4	71	1.5
Granted Testing Accommodation(s)	Yes	123	2.0	97	1.9
	No	6107	98.0	5137	98.1

*Note.* Because a new version of the CHSPE was introduced in 2004, first-time examinees are defined using the spring 2004 administration as the starting point. The background information most recently provided by the registrant is used. For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The data are unduplicated totals (i.e., each examinee is counted only once regardless of the number of administrations in which the examinee participated). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

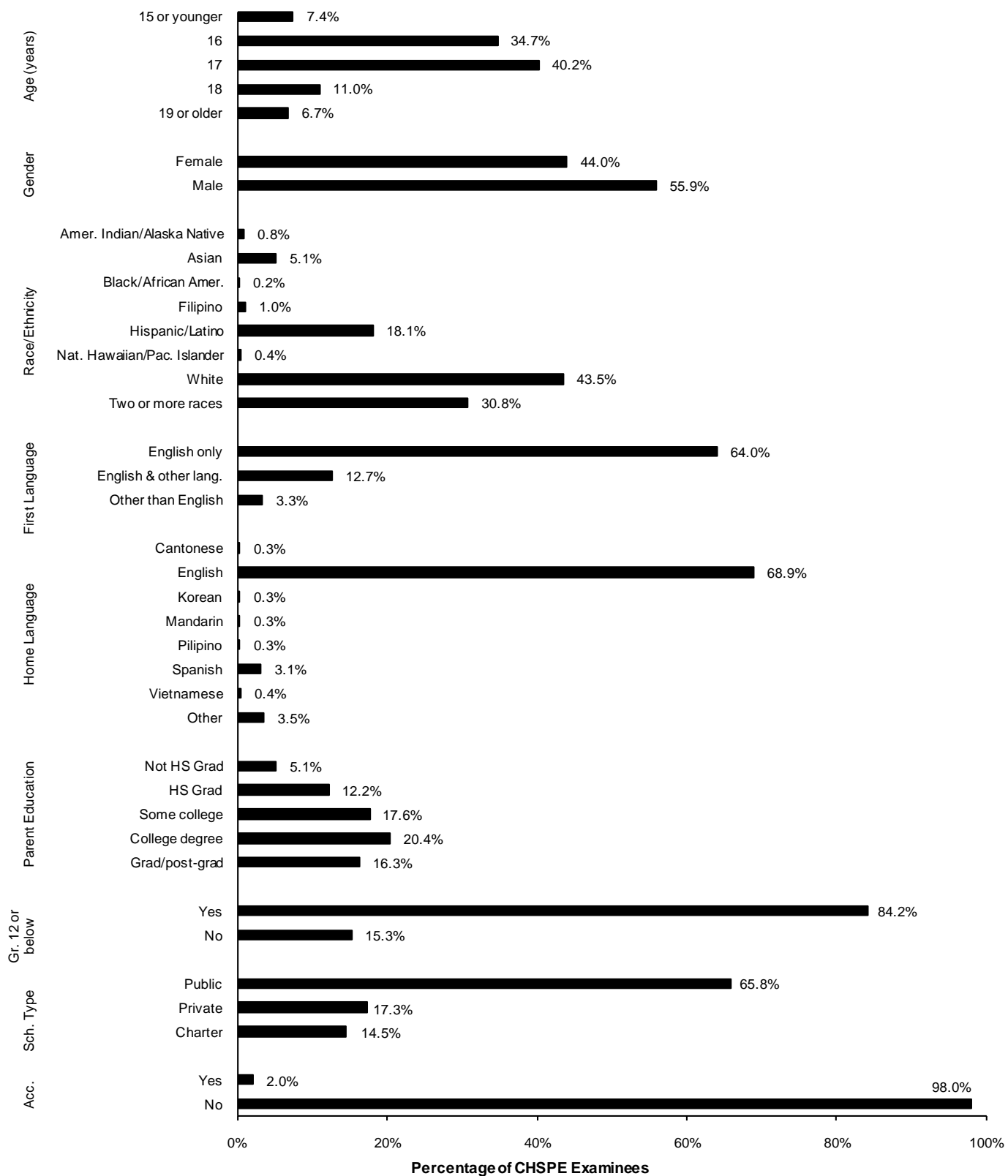
<sup>a</sup> Examinees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked “Which language(s) did you first learn as a child?”

<sup>c</sup> Examinees are asked “What is the language most often spoken by the adults at home?”

<sup>d</sup> Examinees are asked “Which describes the education level of your most educated parent/guardian?”

**Figure 3.3: Cumulative Demographic Data for 2010–11 CHSPE Examinees**



*Note.* Data are from Table 3.5. See notes for that table. Non-respondents are not shown. “Acc.” refers to examinees granted (or not) testing accommodation(s).

responses may be incomplete or inaccurate; and (d) there is a very small chance of error in the data-entry process. The only data that are not self-reported by examinees are the data about examinees granted one or more testing accommodations. These data are from program records.

Examinees may take the CHSPE as many times as necessary to pass. They are asked to provide answers to the background questions each time they test. Because some of the demographic variables for an individual examinee can change from one administration to another (age, parent/guardian education level, enrolled in grade twelve or below, and school type), for the cumulative data in Table 3.5, which is used in Figure 3.3, the most recent background information available is used for each examinee.

For the three 2010–11 administrations cumulatively, among all examinees the majority were 17 years old (40.2 percent) or 16 years old (34.7 percent). Fifty-six percent of the examinees were males. The largest group of examinees (43.5 percent) reported they were White. The next largest group (30.8 percent) were categorized as two or more races (62 percent of whom are in that group because they did not respond), and 18.1 percent indicated they were Hispanic or Latino. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.) The majority of examinees (64 percent) reported English was the only language they learned as children, and most (68.9 percent) reported English is the language spoken most often by the adults at home. There is diversity among examinees in terms of parent/guardian education level, with the majority of examinees (54.3 percent) reporting their most educated parent/guardian had some college education, had a college degree, or had attended graduate school or received post-graduate training. Most examinees (84.2 percent) were enrolled in grade twelve or below, and most of them (65.8 percent) were enrolled in a non-charter public school. Two percent of the examinees were granted one or more testing accommodations. There was very little difference demographically between all examinees and first-time examinees (who were 84.4 percent of all examinees).

In general, the demographic patterns for each of the administrations were similar to those described above for the cumulative data. At each administration, the first-time examinees were demographically very similar to all examinees. (Most examinees were first-time examinees.)

## Section 4: Examinee Performance

This section of the report provides data about the performance of examinees on the CHSPE in 2010–11 by administration and cumulatively for the year. As in Section 3, the cumulative data are unduplicated totals (i.e., each examinee is counted only once regardless of the number of times the examinee participated in an administration). Additional data about examinee performance, specifically score distribution data, are provided in Appendix C.

### Passing Rates

Table 4.1 provides CHSPE passing rates by administration and cumulatively for 2010–11. Passing rates are shown on (a) both the entire English-language arts (ELA) section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Passing rates are shown separately for all examinees (i.e., the total number of examinees who attempted one or both CHSPE test sections at an administration) and for examinees making their first attempt on the test part(s) (i.e., examinees who had not previously attempted the specific test part, even though they may have previously attempted another part). For each administration, the data for “Both ELA and Mathematics” and “ELA (Language and Reading)” include only examinees who attempted the entire test, or the two ELA subtests, respectively, at that administration; for examinees making their first attempt, only those who took those parts of the test for the first time at that administration are included. The cumulative data for all examinees for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, at any time during 2010–11, attempted each test section at least one time. The cumulative data for examinees making their first attempt for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, across these three administrations, attempted each of those test parts for the first time, and the passing rates reflect their performance on their first attempt on each part.

**Table 4.1: CHSPE Passing Rates, 2010–11**

	Fall 2010			Spring 2011			Summer 2011			Cumulative 2010–11		
	N		%	N		%	N		%	N		%
	N	Pass	Pass	N	Pass	Pass	N	Pass	Pass	N	Pass	Pass
<u>All Examinees</u>												
Both ELA and Mathematics	1341	560	41.8	2068	777	37.6	1932	896	46.4	5258	2756	52.4
ELA (Language and Reading)	1368	924	67.5	2098	1333	63.5	1966	1352	68.8	5312	3857	72.6
ELA Language	1537	1129	73.5	2216	1620	73.1	2104	1605	76.3	5547	4354	78.5
ELA Reading	1446	1163	80.4	2157	1600	74.2	2098	1684	80.3	5415	4447	82.1
Mathematics	1899	925	48.7	2539	1041	41.0	2596	1427	55.0	6025	3393	56.3
<u>Examinees Making First Attempt</u>												
Both ELA and Mathematics	1287	559	43.4	2019	777	38.5	1855	892	48.1	5182	2237	43.2
ELA (Language and Reading)	1299	897	69.1	2035	1324	65.1	1874	1327	70.8	5215	3552	68.1
ELA Language	1302	972	74.7	2041	1513	74.1	1881	1459	77.6	5224	3944	75.5
ELA Reading	1301	1065	81.9	2043	1556	76.2	1880	1545	82.2	5224	4166	79.7
Mathematics	1302	644	49.5	2035	902	44.3	1877	1030	54.9	5214	2576	49.4

*Note.* Examinees making their first attempt is defined using the spring 2004 administration as the starting point. The cumulative data are unduplicated totals (i.e., each examinee is counted only once regardless of the number of times the examinee participated in an administration). The cumulative percent passed data for examinees making their first attempt reflects only performance on their first attempt on each part.

A few observations about Table 4.1 should clarify how the administration data and the cumulative data are related:

1. The cumulative data can be thought of as if the three administrations were a single event. The cumulative data represent unduplicated counts of examinees across the three administrations and represent the final pass/fail status of those examinees.
2. Because a number of examinees took one or more parts of the CHSPE at more than one administration in the year (i.e., they were retesters) and because for the cumulative data each examinee is counted only once, the cumulative N for all examinees in each of rows 1-5 is less than the sum of all examinees at each administration.
3. The cumulative N of examinees making their first attempt who attempted both the ELA and Mathematics sections (5,182) is greater than the sum of those examinees at each administration because some examinees took one section for the first time at



one administration and the other section for the first time at another administration. Such an examinee is not included in the “Both ELA and Mathematics” row for either administration, but is included in the cumulative N of examinees making his or her first attempt who attempted both sections. For the same reason, the cumulative N of examinees making their first attempt who attempted the entire ELA section (5,215) is greater than the sum of those examinees at each administration.

4. For examinees making their first attempt, the cumulative N for each individual test part (rows 8-10 of data) equals the sum of the those examinees at each administration because each examinee makes his or her first attempt on a test section only once.

As shown in Table 4.1, of the 5,258 unique examinees who, in 2010–11, attempted the entire CHSPE at least once, just over 52 percent passed both sections and earned a Certificate of Proficiency. Passing rates on the English-language arts section were higher than passing rates on the Mathematics section, and passing rates on the English-language arts Reading subtest were higher than passing rates on the Language subtest. With one exception (summer, Mathematics), at all three administrations, the passing rates of examinees making their first attempt were slightly higher than the passing rates of all examinees (which includes both first-time examinees and retesters). Cumulatively across the three administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees. This situation occurs because examinees can retake the parts they don’t pass.

Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections. Table 4.2 shows the number of certificates awarded for each administration since 2004. The table also shows the number of examinees at each administration who were eligible to earn a certificate (by taking the test section[s] they had not yet passed) and how examinees earned certificates (by passing both sections, or by passing the ELA or Mathematics section having previously passed the other section).

**Table 4.2: Number of Examinees Awarded Certificates of Proficiency by Administration Since 2004**

Administration	Examinees		N of Examinees Who Earned a Certificate by Passing:			Examinees Awarded Certificates	
	N	N Who Could Earn Certificate <sup>a</sup>	Both Sections <sup>b</sup>	ELA (having previously passed Math)	Mathematics (having previously passed ELA)	N	% of Those Who Could Earn One
<b>2004</b>							
Spring	3711	3658	1236	—	—	1236	33.8
Summer	2515	2477	639	102	174	915	36.9
Fall	2277	2245	555	74	169	798	35.5
<b>2005</b>							
Spring	3680	3640	1200	63	166	1429	39.3
Summer	3610	3560	953	71	249	1273	35.8
Fall	2504	2470	641	95	239	975	39.5
<b>2006</b>							
Spring	3506	3458	777	57	81	915	26.5
Summer	3568	3516	934	68	366	1368	38.9
Fall	2920	2875	708	67	233	1008	35.1
<b>2007</b>							
Spring	3085	3031	948	81	239	1268	41.8
Summer	3701	3637	743	86	148	977	26.9
Fall	2842	2814	768	127	390	1285	45.7
<b>2008</b>							
Spring	3373	3322	844	82	167	1093	32.9
Summer	3588	3559	1019	88	393	1500	42.1
Fall	2560	2530	714	157	289	1160	45.8
<b>2009</b>							
Spring	3003	2960	978	119	205	1302	44.0
Summer	3272	3237	1082	124	300	1506	46.5
Fall	2154	2125	484	98	148	730	34.4
<b>2010</b>							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
<b>2011</b>							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
					<b>TOTAL: 26,771</b>		

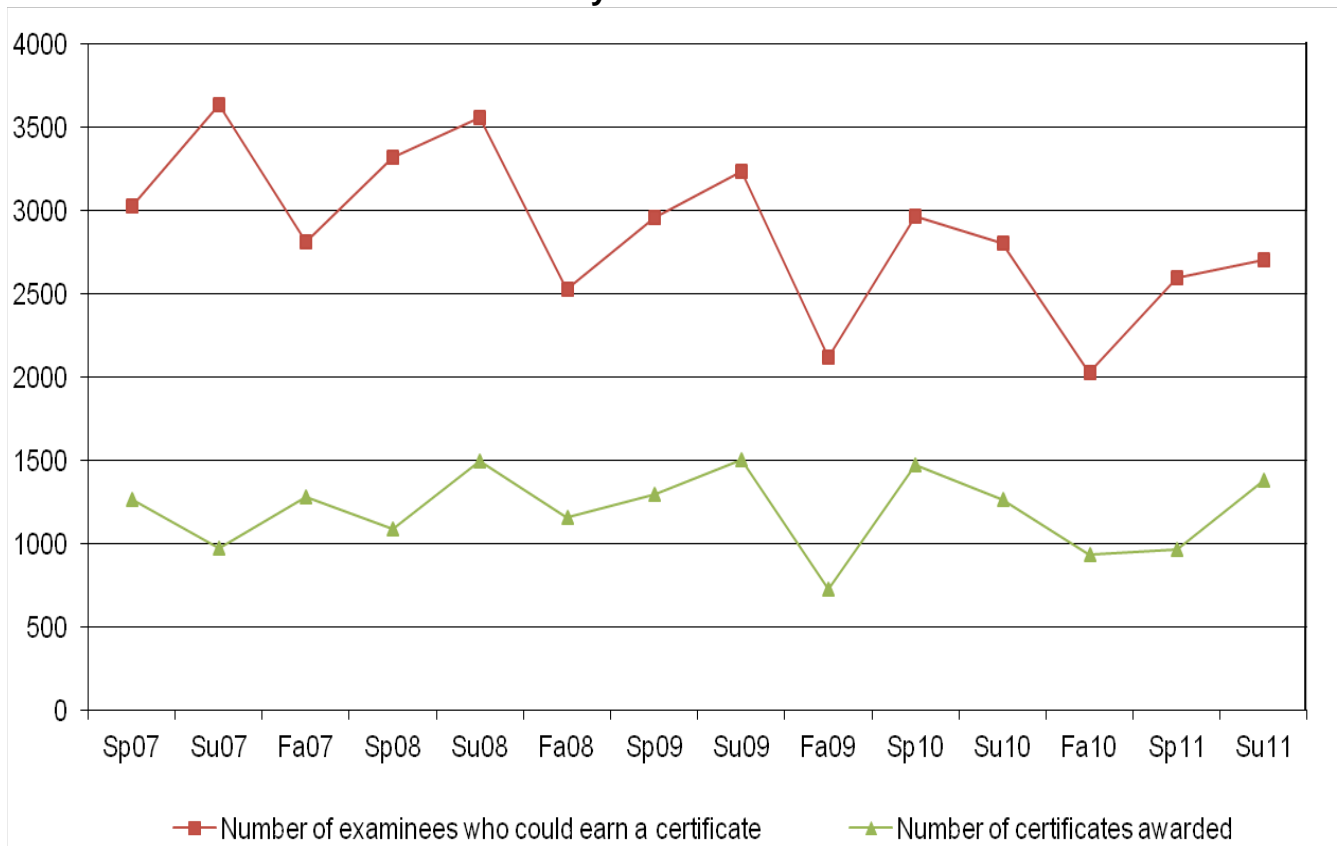
*Note.* Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections.

<sup>a</sup> To be eligible to earn a certificate at an administration, an examinee has to attempt all parts of the test not previously passed. For example, an examinee who had not previously passed the ELA section and took only the Mathematics section at an administration could not possibly earn a Certificate at that administration.

<sup>b</sup> Beginning with the spring 2007 administration, this number includes two groups of examinees: (a) examinees who hadn't previously passed any part of the exam and who took and passed all three parts, and (b) examinees who had previously passed only one English-language arts subtest and who, at the specified administration, took and passed both the other English-language arts subtest and the Mathematics section. It is larger than the number of all examinees who passed both the English-language arts section and the Mathematics section reported in Table 4.1 because that number includes only examinees in the first group.

The number of examinees eligible to earn a certificate, and the number certificates awarded at each administration (from Table 4.2), are shown graphically in Figure 4.1. At least 97 percent of the examinees at each administration were eligible for a certificate. The majority of the examinees at each administration who earned certificates did so by passing both sections. The percentage of eligible examinees who earned certificates at each administration since January 2007 ranged from about 27 percent (summer 2007) to 51 percent (summer 2011). A total of 26,771 Certificates of Proficiency have been awarded since 2004.

**Figure 4.1: Examinees Who Could Earn a Certificate and Number of Certificates Awarded by Administration Since 2007**



*Note.* Data are from Table 4.2. See notes for that table.

## Passing Rates by Examinee Subgroup

Tables 4.3 through 4.7, and associated Figures 4.2 through 4.6, listed below and provided at the end of this section, provide 2010–11 CHSPE passing rate data for examinee subgroups.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2010–11

Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2010–11

Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2010–11

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2010–11

Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2010–11

Figure 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2010–11

Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2010–11

Figure 4.5: CHSPE Cumulative Reading Subtest Passing Rates by Examinee Subgroup, 2010–11

Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2010–11

Figure 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2010–11

Note that examinees may take each CHSPE part as many times as necessary to pass. They are asked to provide answers to the background questions each time they register to test. Because some of the demographic variables for an individual examinee can change from one administration to another (i.e., age, parent/guardian education level, enrolled in grade twelve or below, and school type), for the cumulative data in these tables and figures, the most recent background information available is used for each examinee.<sup>11</sup>

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<sup>11</sup> For Table 4.3 and Figure 4.2, which present cumulative data for the CHSPE overall, background information provided by the examinee the last time the examinee attempted any part of the test is used. For the other tables and figures showing cumulative data by test section or subtest, background information provided by the examinee the last time the examinee attempted that test section or subtest is used.

The following is a summary of the CHSPE passing rates for examinee subgroups presented in Tables 4.3 through 4.7 and Figures 4.2 through 4.6.

## **Age**

Age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees. Among examinees who attempted the entire test, for example, cumulatively 74.5 percent of the examinees who were 15 years old or younger passed the exam, while only 24.4 percent of examinees 19 years and over passed. This pattern of younger examinees passing at a higher rate than older examinees is true for all three test parts and at all three administrations. The differences in passing rates among age groups are smallest on the Reading subtest (which had the highest passing rates of the three test parts) and largest on the Mathematics section (which had the lowest passing rates of the three test parts).

## **Gender**

Among all examinees who took both CHSPE sections, female and male examinees had nearly identical cumulative passing rates (52.7 percent vs. 52.3 percent, respectively). Female examinees outperformed male examinees on both subtests of the English-language arts section, and male examinees outperformed female examinees on the Mathematics section. These patterns were true at all three administrations and cumulatively.

## **Race/Ethnicity**

Race/ethnicity is associated with relatively large differences in passing rates on the total test, English-language arts section, Language subtest, and the Mathematics section. (On the Reading subtest, there were larger differences in passing rates by parent/guardian education level, home language, age, and first language[s] than race/ethnicity.) Cumulatively, on the total CHSPE, Asian examinees had the highest passing rate (61.2 percent), followed by examinees categorized as two or more races

(56.3 percent) and White examinees (55.4 percent). Filipino, Hispanic or Latino, and American Indian or Alaska Native examinees passed at lower rates (43.6 percent, 38.1 percent, and 27.9 percent, respectively). Cumulatively, on each of the three test parts, Asian and White examinees, and those categorized as two or more races, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of American Indian or Alaska Native and Filipino examinees (fewer than 60 each), and about one-fifth of the examinees did not respond to the race/ethnicity questions (see Appendix B).

### **First Language(s)**

Examinees whose first language was English only had a higher cumulative passing rate on the total CHSPE (51.8 percent) than examinees whose first language(s) were English and other language(s) (50.5 percent) or other than English (45.2 percent). This pattern of cumulative passing rates was seen on both parts of the English-language arts. On the Mathematics section, examinees whose first language(s) were English and other language(s) passed at the highest rate. On all test parts, examinees whose first language was other than English passed at a lower rate than the other examinees. On the Reading subtest, where the largest differences were observed, examinees whose first language was English only passed at a higher rate (83.4 percent) than examinees whose first language(s) were English and other language(s) (76.0 percent) and examinees whose first language(s) were other than English (66.7 percent). Note, however, that one-fifth of all examinees did not respond to the background question about first language(s).

### **Home Language**

Like race/ethnicity, age, and parent/guardian education level, home language is associated with relatively large differences in passing rates. It is difficult to draw many conclusions from the home language data, however, because four of the eight home language subgroups had fewer than 20 examinees cumulatively; 23 percent of all examinees did not respond to the background question about home language.

Cumulatively, only four subgroups (English, other, Spanish, and Vietnamese) had at least 25 examinees; Vietnamese had only 26. Cumulatively, examinees with a home language of Vietnamese passed the CHSPE at the highest rate (57.7 percent), followed by examinees with other (53.8 percent), English (51.9 percent), or Spanish (30.9 percent) as their home language. Across the three test parts, the differences in cumulative passing rates among the home language groups were largest on the Mathematics section (where examinees with other as their home language had the highest passing rate) and smallest on the Language subtest (where examinees whose home language was Vietnamese had the highest passing rate). Those with a home language of English had the highest passing rate on the Reading subtest. On all three test parts, examinees with a home language of Spanish had the lowest passing rate.

### **Parent/Guardian Education Level**

This variable is also associated with relatively large differences in passing rates, and its relationship to CHSPE performance was fairly consistent: the higher the parent/guardian education level, the higher the CHSPE performance. Note, however, that 28 percent of all examinees did not respond to this background question. Among examinees who attempted the entire test, cumulatively 71.3 percent of the examinees whose parent/guardian education level was graduate school or post-graduate work passed the exam, while only 32.4 percent of the examinees whose parent/guardian education level was less than a high school graduate passed. This pattern is generally true for all three test parts and at all three administrations. The differences in passing rates among the parent/guardian education level subgroups are largest on the Mathematics section and smallest on the Language subtest.

### **Enrolled in Grade Twelve or Below**

Consistent with the performance differences among age subgroups, examinees who were enrolled in grade twelve or below when they took the test consistently outperformed the smaller number of examinees who were not. Cumulatively, among examinees who took both CHSPE sections, 54.3 percent of examinees enrolled in

grade twelve or below passed the exam and 39.5 percent of the examinees not enrolled passed. This relationship also occurred at all three administrations and on all three test parts.

### **School Type (If Enrolled in Grade Twelve or Below)**

Cumulatively, on the total CHSPE and each test part, examinees who were enrolled in private schools passed the CHSPE at a higher rate than examinees who were enrolled in non-charter public schools or charter public schools. Cumulatively, among all examinees who attempted both test sections, the passing rate for private school students was 64.5 percent, while the passing rates for non-charter public school students and charter public school students were 53.4 percent and 47.9 percent, respectively.

### **Examinees Granted One or More Testing Accommodations**

Cumulatively, on the total CHSPE, the two percent of examinees who tested with one or more testing accommodations passed the test at a lower rate than examinees without accommodations (52.6 percent vs. 41.7 percent, respectively). This was also the case on each test part and at each administration.



**Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2010–11**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
All Examinees Who Attempted Entire Test		1341	41.8	2068	37.6	1932	46.4	5258	52.4
Age (years)	15 or younger	65	64.6	247	57.5	163	62.6	431	74.5
	16	574	50.2	787	41.8	757	52.4	1981	60.3
	17	517	37.3	800	31.4	777	42.6	2117	47.4
	18	103	22.3	155	27.1	161	32.9	491	36.5
	19 or older	82	17.1	79	16.5	74	17.6	238	24.4
Gender	Female	573	42.9	909	36.4	863	45.9	2309	52.7
	Male	764	41.0	1154	38.6	1067	46.8	2941	52.3
Race/Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	15	--	14	--	12	--	43	27.9
	Asian	59	55.9	120	44.2	119	53.8	289	61.2
	Black or African American	6	--	6	--	3	--	12	--
	Filipino	12	--	19	--	23	--	55	43.6
	Hispanic or Latino	273	28.9	369	23.6	351	35.9	970	38.1
	Nat. Hawaiian/Pac. Islander	5	--	5	--	8	--	18	--
	White	611	45.3	906	40.2	848	48.9	2305	55.4
Two or more races	360	43.6	629	41.3	568	49.1	1566	56.3	
First Language(s) <sup>b</sup>	English only	907	41.8	1318	36.6	1238	46.7	3389	51.8
	English and other lang(s)	175	37.7	260	38.1	283	44.2	695	50.5
	Lang(s) other than English	48	41.7	82	25.6	58	32.8	168	45.2
Home Language <sup>c</sup>	Cantonese	2	--	4	--	12	--	19	--
	English	970	42.5	1436	37.5	1345	46.1	3665	51.9
	Korean	5	--	8	--	5	--	14	--
	Mandarin (Putonghua)	3	--	12	--	5	--	18	--
	Pilipino (Tagalog)	5	--	5	--	3	--	16	--
	Spanish	57	22.8	70	18.6	56	26.8	175	30.9
	Vietnamese	2	--	12	--	11	--	26	57.7
Other	52	38.5	73	31.5	82	47.6	184	53.8	
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	78	34.6	101	16.8	107	29.9	281	32.4
	High school graduate	186	25.8	247	18.6	256	33.6	660	34.7
	Some college (inc. AA deg.)	228	28.1	350	30.9	350	39.7	916	44.8
	College degree	306	48.7	427	40.3	399	48.6	1081	56.7
	Grad. school/post-graduate	213	61.5	349	56.2	316	65.2	882	71.3
Enrolled in Grade 12 or Below	Yes	1121	45.0	1856	38.6	1723	47.8	4587	54.3
	No	210	24.8	195	29.7	206	35.0	650	39.5

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**Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2010–11 (cont.)**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
School Type (if enrolled in grade 12 or below)	Public	736	43.8	1233	37.8	1194	47.6	3074	53.4
	Private	186	53.8	310	47.7	281	56.6	767	64.5
	Charter	174	43.1	289	31.5	226	38.5	675	47.9
Granted Testing Accommodation(s)	Yes	20	--	53	28.3	33	30.3	103	41.7
	No	1321	41.9	2015	37.8	1899	46.7	5155	52.6

*Note.* N = number of examinees. Within a category, Ns don't always sum to the total N due to nonresponses. Passing rates are not reported for groups with fewer than 25 examinees. For the cumulative data, background information provided by the examinee the last time the examinee attempted any part of the test is used.

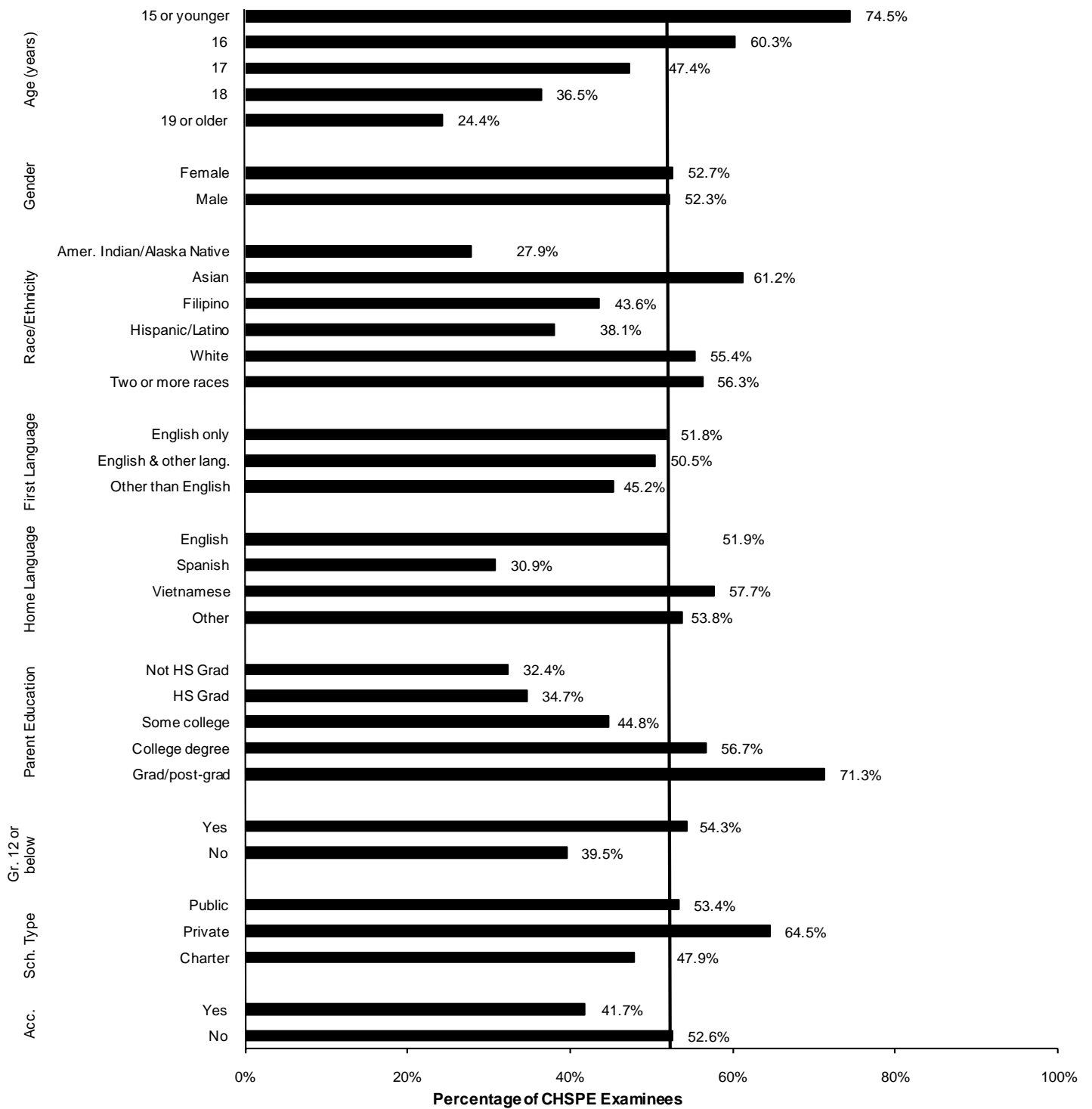
<sup>a</sup> Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked "Which language(s) did you first learn as a child?"

<sup>c</sup> Examinees are asked "What is the language most often spoken by the adults at home?"

<sup>d</sup> Examinees are asked "Which describes the education level of your most educated parent/guardian?"

**Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2010–11**



*Note.* Data are from Table 4.3. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 52.4 percent, the cumulative CHSPE passing rate for all examinees who attempted the entire test. “Acc.” refers to examinees granted (or not) testing accommodation(s).

**Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2010–11**

		2010–11						Cumulative	
		Fall 2010		Spring 2011		Summer 2011		2010–11	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted English-language Arts Section (both subtests)		1368	67.5	2098	63.5	1966	68.8	5312	72.6
Age (years)	15 or younger	66	81.8	251	80.1	164	80.5	455	87.5
	16	581	74.9	794	69.0	767	73.8	2067	78.8
	17	530	65.5	809	58.1	789	67.0	2096	69.3
	18	106	46.2	158	48.1	166	57.2	452	57.7
	19 or older	85	45.9	86	44.2	80	37.5	242	48.3
Gender	Female	583	75.3	920	68.2	875	74.4	2328	77.5
	Male	781	61.7	1173	59.9	1089	64.2	2974	68.7
Race/Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	15	--	14	--	12	--	43	65.1
	Asian	60	66.7	123	58.5	120	70.0	289	74.0
	Black or African American	6	--	6	--	3	--	13	--
	Filipino	13	--	20	--	23	--	54	55.6
	Hispanic or Latino	277	59.6	373	50.1	358	62.3	981	62.3
	Nat. Hawaiian/Pac. Islander	5	--	5	--	8	--	19	--
	White	621	71.0	913	67.7	860	72.3	2335	76.1
Two or more races	371	68.7	644	66.8	582	68.7	1578	74.3	
First Language(s) <sup>b</sup>	English only	922	67.2	1332	64.5	1257	71.3	3429	73.4
	English and other lang(s)	179	68.2	262	58.0	288	62.5	705	67.9
	Lang(s) other than English	48	64.6	85	45.9	59	47.5	173	60.1
Home Language <sup>c</sup>	Cantonese	2	--	6	--	12	--	20	--
	English	984	69.1	1449	64.8	1367	70.2	3708	73.3
	Korean	5	--	8	--	5	--	16	--
	Mandarin (Putonghua)	3	--	13	--	5	--	19	--
	Pilipino (Tagalog)	6	--	5	--	3	--	14	--
	Spanish	57	49.1	70	42.9	57	45.6	178	50.0
	Vietnamese	2	--	12	--	11	--	26	76.9
	Other	54	59.3	75	45.3	84	56.0	192	65.6
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	78	52.6	103	34.0	109	55.0	280	52.1
	High school graduate	187	55.6	250	49.6	263	62.0	675	60.6
	Some college (inc. AA deg.)	235	63.0	355	63.1	353	65.2	921	69.4
	College degree	311	74.6	432	65.5	404	70.3	1103	76.6
	Grad. school/post-graduate	217	80.6	353	77.9	321	82.2	882	85.9
Enrolled in Grade 12 or Below	Yes	1143	70.6	1877	64.8	1750	70.2	4653	74.3
	No	214	51.4	203	53.2	213	57.7	633	60.3

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**Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2010–11 (cont.)**

		Fall 2010						Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%		%			
		N	Pass	N	Pass	N	Pass	N	Pass	N	Pass		
School Type (if enrolled in grade 12 or below)	Public	750	69.9	1243	63.2	1210	69.4	3123	73.3				
	Private	190	75.8	316	75.6	287	78.7	776	83.4				
	Charter	177	70.1	293	59.0	229	65.1	680	69.1				
Granted Testing Accommodation(s)	Yes	20	--	53	49.1	35	54.3	104	60.6				
	No	1348	67.7	2045	63.9	1931	69.0	5208	72.8				

*Note.* N = number of examinees. Within a category, Ns don't always sum to the total N due to nonresponses. Passing rates are not reported for groups with fewer than 25 examinees. For the cumulative data, background information provided by the examinee the last time the examinee attempted any part of the test is used.

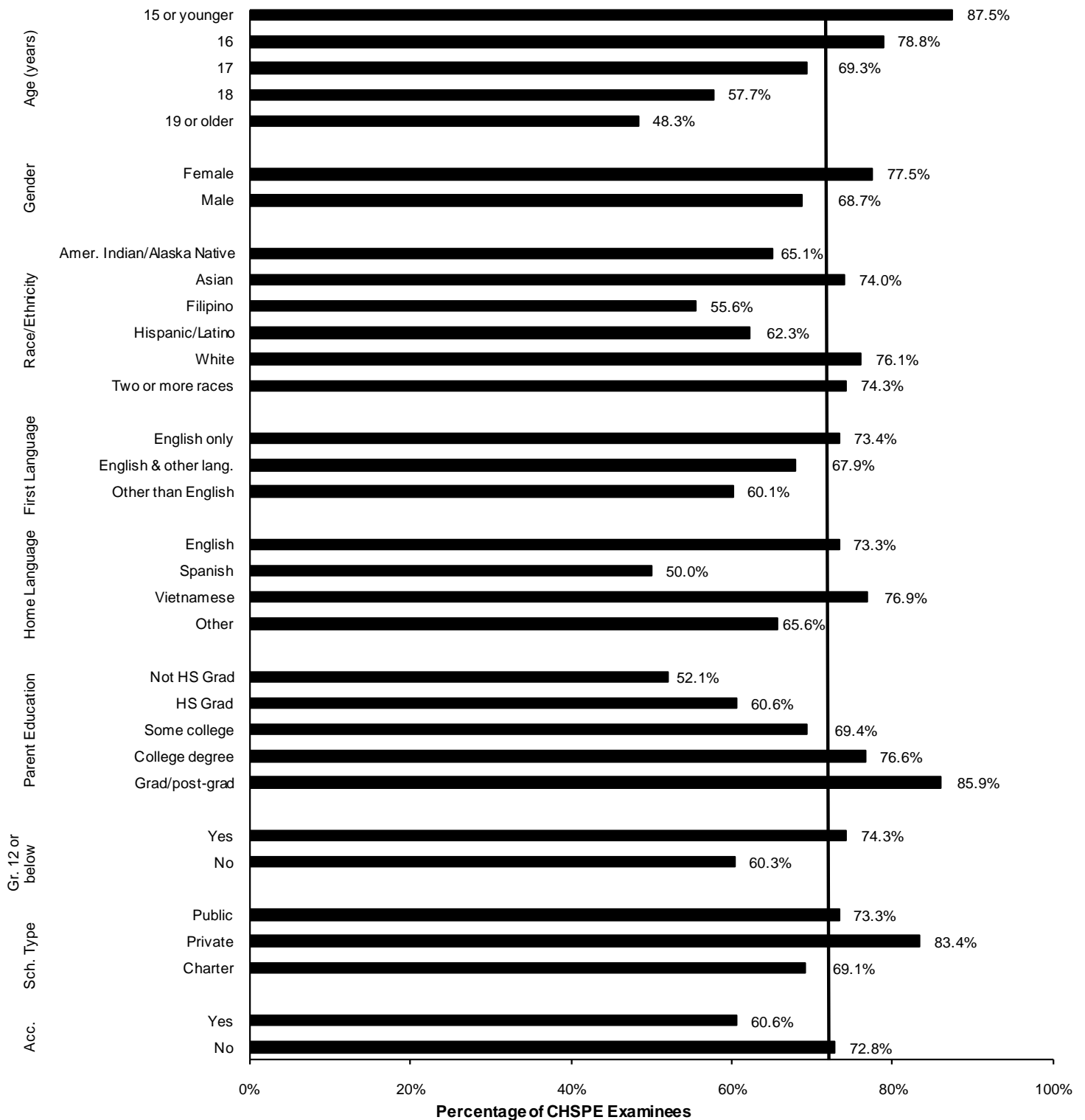
<sup>a</sup> Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked "Which language(s) did you first learn as a child?"

<sup>c</sup> Examinees are asked "What is the language most often spoken by the adults at home?"

<sup>d</sup> Examinees are asked "Which describes the education level of your most educated parent/guardian?"

**Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2010–11**



*Note.* Data are from Table 4.4. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 72.6 percent, the cumulative passing rate on the English-language arts section for all examinees who attempted that section (both subtests). “Acc.” refers to examinees granted (or not) testing accommodation(s).

**Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2010–11**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
All Examinees Who Attempted Language Subtest		1537	73.5	2216	73.1	2104	76.3	5547	78.5
Age (years)	15 or younger	69	91.3	252	89.7	167	89.2	472	92.8
	16	625	80.3	826	79.7	799	80.5	2129	84.7
	17	606	72.9	855	67.3	848	73.7	2186	75.1
	18	132	51.5	184	59.2	197	70.1	484	65.1
	19 or older	105	51.4	99	52.5	93	53.8	276	56.5
Gender	Female	638	81.2	951	79.0	912	82.0	2402	84.0
	Male	895	67.9	1260	68.7	1190	71.8	3135	74.3
Race/Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	15	--	14	--	14	--	42	71.4
	Asian	62	77.4	123	75.6	123	78.9	294	81.0
	Black or African American	6	--	7	--	4	--	13	--
	Filipino	13	--	21	--	24	--	56	60.7
	Hispanic or Latino	308	66.6	392	61.5	381	71.9	1024	70.3
	Nat. Hawaiian/Pac. Islander	5	--	5	--	10	--	19	--
	White	698	76.2	961	76.2	919	78.2	2441	81.2
Two or more races	430	73.5	693	75.6	629	76.9	1658	79.9	
First Language(s) <sup>b</sup>	English only	1036	73.8	1407	72.5	1347	77.1	3587	78.7
	English and other lang(s)	191	74.3	273	71.8	299	74.2	736	76.1
	Lang(s) other than English	55	67.3	86	65.1	61	67.2	184	72.8
Home Language <sup>c</sup>	Cantonese	2	--	6	--	12	--	20	--
	English	1107	74.9	1526	73.4	1452	76.2	3879	78.8
	Korean	5	--	8	--	5	--	17	--
	Mandarin (Putonghua)	3	--	13	--	5	--	19	--
	Pilipino (Tagalog)	7	--	6	--	3	--	15	--
	Spanish	60	61.7	74	59.5	60	68.3	187	65.2
	Vietnamese	2	--	12	--	11	--	25	80.0
Other	57	68.4	75	65.3	88	69.3	198	75.3	
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	82	59.8	112	49.1	115	72.2	291	64.3
	High school graduate	209	62.7	261	62.1	277	68.2	704	68.5
	Some college (inc. AA deg.)	266	70.7	378	70.4	379	73.1	968	75.5
	College degree	350	80.6	452	75.7	426	77.5	1157	82.5
	Grad. school/post-graduate	244	82.4	364	84.3	347	86.5	917	88.1
Enrolled in Grade 12 or Below	Yes	1262	76.6	1968	74.5	1855	77.8	4829	80.3
	No	261	58.2	230	61.7	246	65.0	687	66.1

(continued on next page)

**Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2010–11  
(cont.)**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
School Type (if enrolled in grade 12 or below)	Public	826	77.0	1303	74.1	1270	77.5	3242	79.7
	Private	216	78.7	335	81.8	310	82.6	811	86.3
	Charter	188	75.0	303	68.3	247	74.9	694	76.8
Granted Testing Accommodation(s)	Yes	25	72.0	59	59.3	39	59.0	114	66.7
	No	1512	73.5	2157	73.5	2065	76.6	5433	78.7

*Note.* N = number of examinees. Within a category, Ns don't always sum to the total N due to nonresponses. Passing rates are not reported for groups with fewer than 25 examinees. For the cumulative data, background information provided by the examinee the last time the examinee attempted any part of the test is used.

<sup>a</sup> Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

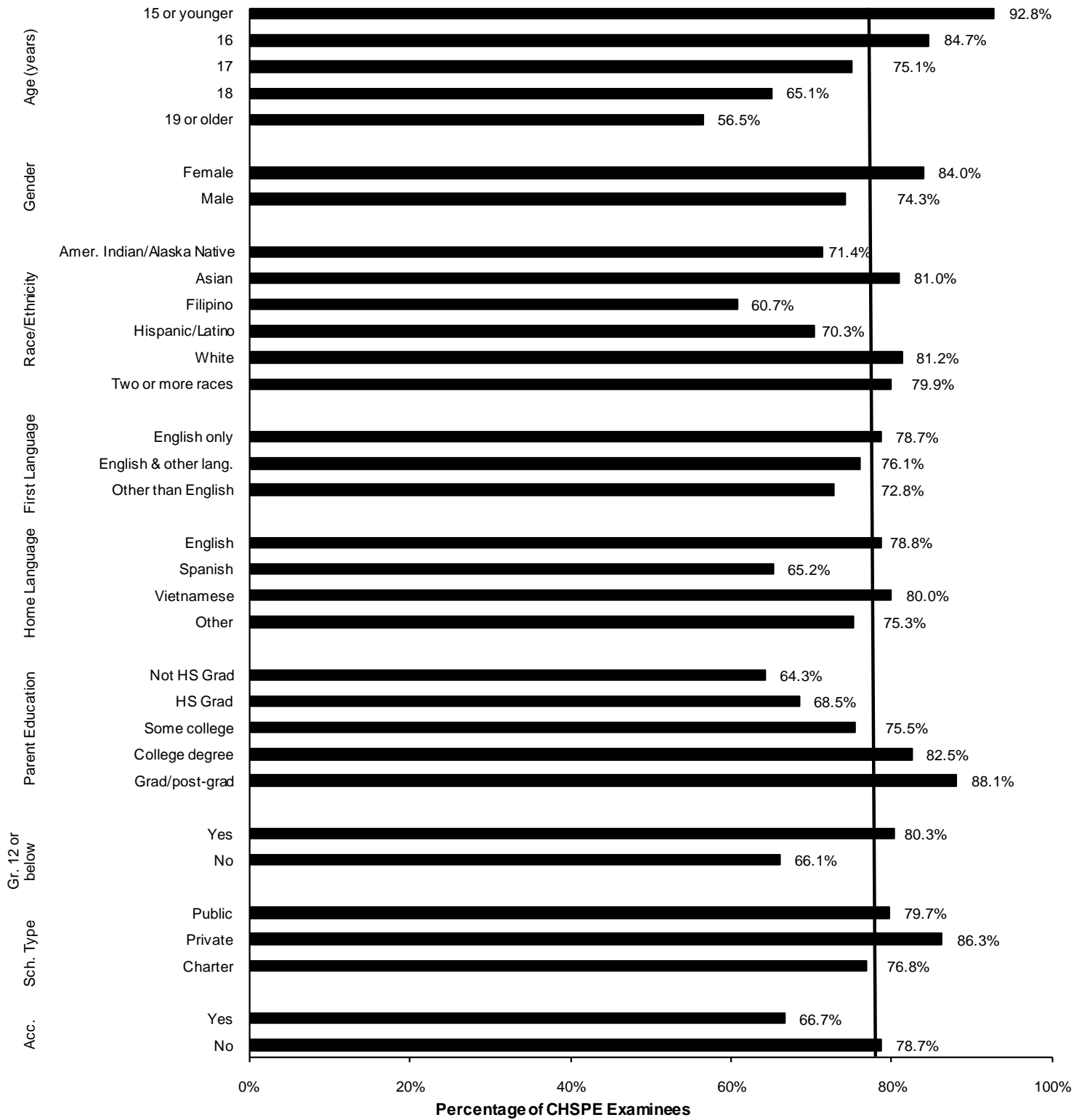
<sup>b</sup> Examinees are asked "Which language(s) did you first learn as a child?"

<sup>c</sup> Examinees are asked "What is the language most often spoken by the adults at home?"

<sup>d</sup> Examinees are asked "Which describes the education level of your most educated parent/guardian?"



**Figure 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2010–11**



Note. Data are from Table 4.5. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 78.5 percent, the cumulative passing rate on the Language subtest for all examinees who attempted that section. "Acc." refers to examinees granted (or not) testing accommodation(s).

**Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2010–11**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
All Examinees Who Attempted Reading Subtest		1446	80.4	2157	74.2	2098	80.3	5415	82.1
Age (years)	15 or younger	69	87.0	251	84.5	174	86.8	464	91.2
	16	603	85.1	813	77.0	805	83.2	2112	85.7
	17	562	78.5	832	71.2	841	80.1	2126	80.3
	18	120	73.3	168	63.1	188	72.3	457	72.2
	19 or older	92	66.3	93	68.8	90	58.9	256	69.5
Gender	Female	613	83.5	939	74.5	933	82.6	2369	83.7
	Male	829	78.0	1213	73.9	1163	78.3	3035	80.9
Race/Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	15	--	14	--	13	--	42	71.4
	Asian	67	73.1	131	62.6	137	80.3	300	80.3
	Black or African American	7	--	6	--	3	--	16	--
	Filipino	13	--	20	--	24	--	54	74.1
	Hispanic or Latino	289	71.3	385	63.9	378	73.8	996	73.4
	Nat. Hawaiian/Pac. Islander	5	--	7	--	9	--	17	--
	White	656	83.1	931	78.5	911	82.7	2384	85.1
Two or more races	394	84.5	663	76.6	623	81.7	1606	84.1	
First Language(s) <sup>b</sup>	English only	962	79.9	1373	76.0	1320	82.4	3479	83.4
	English and other lang(s)	191	78.0	265	65.7	307	73.6	722	76.0
	Lang(s) other than English	57	71.9	89	52.8	67	53.7	186	66.7
Home Language <sup>c</sup>	Cantonese	3	--	6	--	13	--	21	--
	English	1032	81.3	1490	75.6	1437	81.4	3777	83.0
	Korean	7	--	8	--	5	--	18	--
	Mandarin (Putonghua)	3	--	14	--	5	--	19	--
	Pilipino (Tagalog)	6	--	5	--	3	--	14	--
	Spanish	57	59.6	72	52.8	61	57.4	177	60.5
	Vietnamese	2	--	12	--	12	--	26	80.8
Other	61	68.9	78	53.8	95	66.3	202	72.8	
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	82	70.7	106	49.1	113	64.6	283	64.7
	High school graduate	192	68.2	262	60.7	274	73.4	688	71.4
	Some college (inc. AA deg.)	251	80.5	363	77.4	367	78.2	941	81.8
	College degree	331	82.8	446	74.2	436	80.3	1137	84.0
	Grad. school/post-graduate	227	89.0	363	84.8	340	90.9	888	92.2
Enrolled in Grade 12 or Below	Yes	1203	81.5	1921	74.3	1863	81.1	4736	82.7
	No	230	74.8	217	72.8	231	74.5	647	77.6

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**Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2010–11  
(cont.)**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
School Type (if enrolled in grade 12 or below)	Public	790	79.5	1276	72.3	1291	80.6	3177	81.6
	Private	198	89.9	318	84.3	306	88.6	785	91.3
	Charter	187	81.3	299	70.9	239	74.9	694	78.2
Granted Testing Accommodation(s)	Yes	24	--	56	60.7	38	76.3	105	72.4
	No	1422	80.9	2101	74.5	2060	80.3	5310	82.3

*Note.* N = number of examinees. Within a category, Ns don't always sum to the total N due to nonresponses. Passing rates are not reported for groups with fewer than 25 examinees. For the cumulative data, background information provided by the examinee the last time the examinee attempted any part of the test is used.

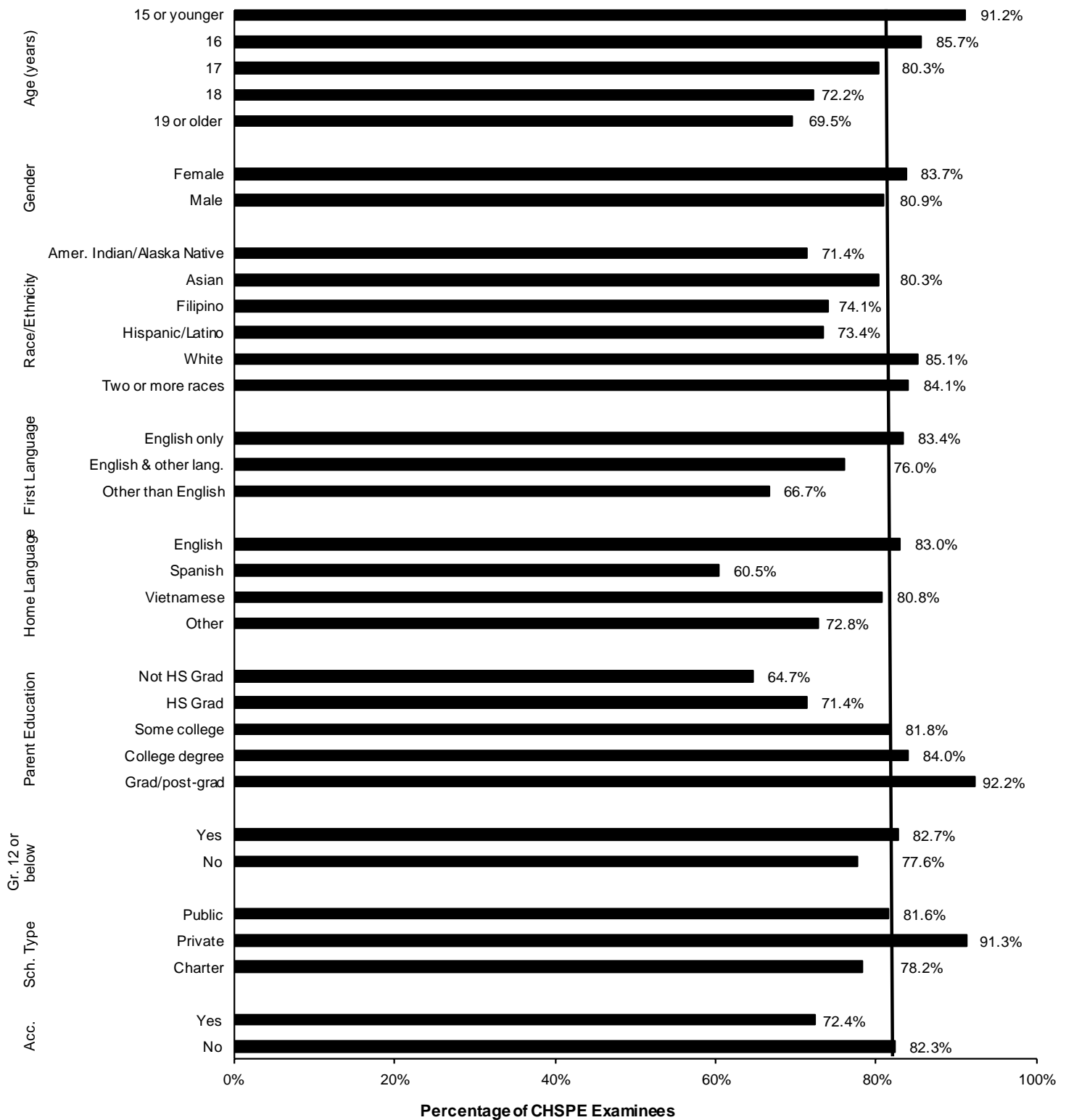
<sup>a</sup> Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked "Which language(s) did you first learn as a child?"

<sup>c</sup> Examinees are asked "What is the language most often spoken by the adults at home?"

<sup>d</sup> Examinees are asked "Which describes the education level of your most educated parent/guardian?"

**Figure 4.5: CHSPE Cumulative Reading Subtest Passing Rates by Examinee Subgroup, 2010–11**



*Note.* Data are from Table 4.6. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 82.1 percent, the cumulative passing rate on the Reading subtest for all examinees who attempted that section. “Acc.” refers to examinees granted (or not) testing accommodation(s).

**Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2010–11**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
All Examinees Who Attempted Mathematics Section		1899	48.7	2539	41.0	2596	55.0	6025	56.3
Age (years)	15 or younger	88	69.3	255	62.0	202	71.3	464	78.2
	16	706	56.8	896	45.8	926	60.4	2124	64.5
	17	755	44.4	985	37.4	1064	53.0	2419	52.4
	18	196	38.8	248	30.2	270	43.7	637	42.2
	19 or older	154	33.8	155	19.4	134	31.3	381	32.5
Gender	Female	852	46.0	1130	38.2	1213	53.7	2684	55.0
	Male	1043	50.9	1404	43.3	1381	56.1	3333	57.4
Race/Ethnicity <sup>a</sup>	Amer. Indian/Alaska Native	22	--	17	--	19	--	51	31.4
	Asian	78	65.4	131	55.7	146	64.4	316	69.0
	Black or African American	8	--	7	--	5	--	14	--
	Filipino	17	--	22	--	31	41.9	60	55.0
	Hispanic or Latino	370	37.3	468	27.1	461	44.3	1106	42.4
	Nat. Hawaiian/Pac. Islander	9	--	7	--	11	--	23	--
	White	849	50.8	1102	43.9	1134	57.2	2629	59.5
Two or more races	546	50.9	785	43.3	789	57.7	1826	58.8	
First Language(s) <sup>b</sup>	English only	1268	47.7	1634	39.3	1657	54.3	3884	55.3
	English and other lang(s)	234	47.9	311	42.4	350	55.1	780	56.0
	Lang(s) other than English	66	47.0	92	34.8	77	49.4	192	52.6
Home Language <sup>c</sup>	Cantonese	2	--	4	--	12	--	18	--
	English	1339	48.1	1773	40.3	1786	54.0	4181	55.5
	Korean	7	--	8	--	5	--	17	--
	Mandarin (Putonghua)	5	--	13	--	6	--	20	--
	Pilipino (Tagalog)	7	--	7	--	7	--	19	--
	Spanish	69	29.0	81	22.2	70	42.9	190	35.8
	Vietnamese	2	--	12	--	13	--	26	57.7
	Other	71	54.9	81	43.2	103	56.3	208	63.5
Parent/Guardian Education Level <sup>d</sup>	Not a high school graduate	94	41.5	132	23.5	131	38.2	316	38.0
	High school graduate	246	35.0	301	22.9	334	43.1	749	39.9
	Some college (inc. AA deg.)	340	40.0	444	34.0	484	49.0	1066	49.2
	College degree	422	52.1	524	43.5	528	56.6	1236	60.4
	Grad. school/post-graduate	297	63.6	412	58.0	418	70.8	984	73.6
Enrolled in Grade 12 or Below	Yes	1504	51.4	2192	42.9	2248	56.9	5096	58.7
	No	381	38.3	329	29.2	342	43.0	902	43.1

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**Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2010–11 (cont.)**

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
School Type (if enrolled in grade 12 or below)	Public	952	50.9	1432	42.6	1509	56.1	3357	57.8
	Private	266	56.4	379	50.7	393	65.4	876	68.4
	Charter	234	50.0	337	35.9	307	51.5	750	52.8
Granted Testing Accommodation(s)	Yes	33	33.3	61	29.5	51	43.1	116	44.0
	No	1866	49.0	2478	41.3	2545	55.2	5909	56.6

*Note.* N = number of examinees. Within a category, Ns don't always sum to the total N due to nonresponses. Passing rates are not reported for groups with fewer than 25 examinees. For the cumulative data, background information provided by the examinee the last time the examinee attempted any part of the test is used.

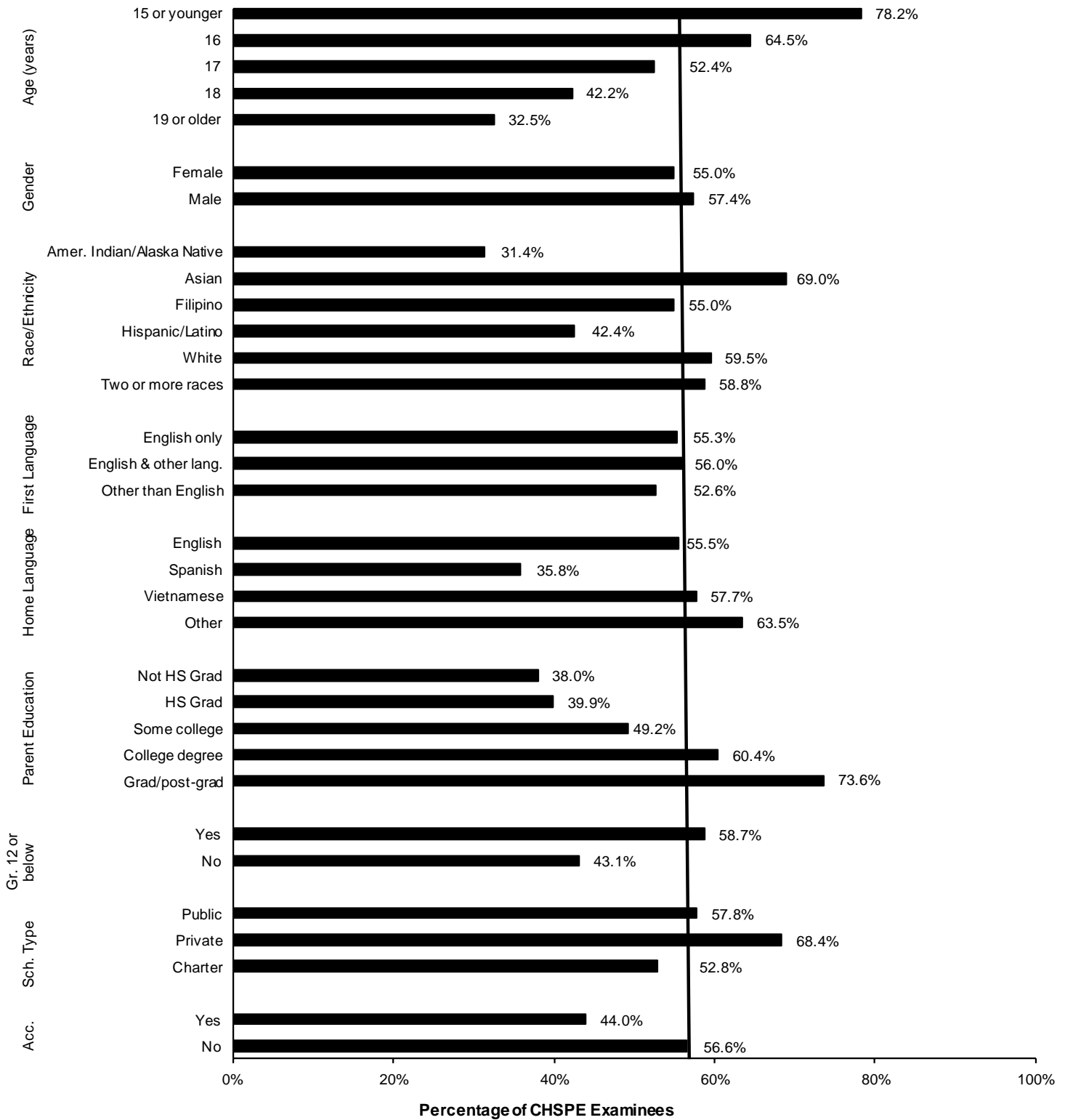
<sup>a</sup> Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

<sup>b</sup> Examinees are asked "Which language(s) did you first learn as a child?"

<sup>c</sup> Examinees are asked "What is the language most often spoken by the adults at home?"

<sup>d</sup> Examinees are asked "Which describes the education level of your most educated parent/guardian?"

**Figure 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2010–11**



*Note.* Data are from Table 4.7. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 56.3 percent, the cumulative passing rate on the Mathematics section for all examinees who attempted that section. “Acc.” refers to examinees granted (or not) testing accommodation(s).

## **Section 5: Test-Level Information**

This section of the report provides descriptive statistics for the 2010–11 administrations, and data about the extent of agreement among writing task scorers.

### **Descriptive Statistics**

Descriptive statistics for each 2010–11 administration are provided in Tables 5.1, 5.2, 5.3, and 5.4. These data are based on all examinees who attempted the test part. Raw scores are specific to test form, but scale scores are independent of test form because the test forms are equated. Data in Tables 5.1, 5.2, and 5.3 for the Language subtest are for the multiple-choice items only. Because an examinee could attempt the Language subtest by either (a) answering at least one multiple-choice question or (b) writing a response to the writing task, an examinee could attempt the Language subtest without answering any multiple-choice items. Table 5.4 provides descriptive statistics for the writing task. Test score frequencies are provided in Appendix C.

On all three multiple-choice test parts, performance in terms of the mean scale score was highest at the summer administration and lowest at the spring administration. The differences in performance on each multiple-choice test part across the three administrations ranged from approximately five (on the Language subtest) to approximately 10 (on the Mathematics section) scale score points. Mean writing task scores ranged from about 6.7 at the fall administration to approximately 7.0 at the spring administration.



**Table 5.1: CHSPE Descriptive Statistics, Fall 2010**

	ELA Reading Subtest (TASK 3, Form B; N = 1,446)		ELA Language Subtest (TASK 3, Form B; N = 1,537)		Mathematics (TASK 2, Form B; N = 1,899)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	64.6	374.6	33.8	371.8	27.3	348.3
Std. Error of Mean	0.3	0.9	0.2	0.9	0.2	0.7
Median	66	373	34	369	27	346
Mode	70	384	34	369	29	353
Std. Deviation	11.5	32.6	6.8	34.4	8.3	30.9
Variance	131.2	1063.6	46.6	1182.1	69.7	957.5
Skewness	-1.2	-0.2	-0.8	-3.1	0.0	0.1
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	2.4	2.3	1.7	35.0	-0.3	2.2
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	83	351	47	477	50	312
Minimum	1	157	0	0	0	196
Maximum	84	508	47	477	50	508

*Note.* Data are based on all examinees who attempted the test part. Data for the Language subtest are for the multiple-choice items only. On the Language subtest, an examinee who answers no multiple-choice questions is given a raw and a scale score of 0. An examinee who answers at least one multiple-choice question but answers none correctly is given a raw score of 0 and a scale score of 196.

**Table 5.2: CHSPE Descriptive Statistics, Spring 2011**

	ELA Reading Subtest (TASK 2, Form B; N = 2,157)		ELA Language Subtest (TASK 2, Form B; N = 2,216)		Mathematics (TASK 2, Form F; N = 2,539)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	64.7	367.8	36.6	371.8	25.9	345.1
Std. Error of Mean	0.2	0.7	0.1	0.7	0.2	0.7
Median	67	369	37	367	25	341
Mode	72	386	38	372	23	335
Std. Deviation	11.0	31.1	6.4	34.4	9.1	33.8
Variance	121.7	969.5	40.6	1181.1	82.6	1141.2
Skewness	-1.4	-0.4	-0.8	-0.6	0.2	0.6
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.0	0.0
Kurtosis	2.7	2.2	1.4	12.5	-0.5	1.5
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	83	361	48	486	50	315
Minimum	1	143	0	0	0	195
Maximum	84	504	48	486	50	510

*Note.* Data are based on all examinees who attempted the test part. Data for the Language subtest are for the multiple-choice items only. On the Language subtest, an examinee who answers no multiple-choice questions is given a raw and a scale score of 0. An examinee who answers at least one multiple-choice question but answers none correctly is given a raw score of 0 and a scale score of 196.

**Table 5.3: CHSPE Descriptive Statistics, Summer 2011**

	ELA Reading Subtest (TASK 3, Form A; N = 2,098)		ELA Language Subtest (TASK 3, Form A; N = 2,104)		Mathematics (TASK 2, Form A; N = 2,596)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.0	376.6	34.9	376.7	29.6	355.3
Std. Error of Mean	0.3	0.8	0.2	0.8	0.2	0.7
Median	67	376	36	377	30	354
Mode	69	381	39	390	30	354
Std. Deviation	11.9	35.2	7.1	35.0	9.1	35.3
Variance	142.3	1242.2	49.9	1224.5	82.6	1245.9
Skewness	-1.2	-0.6	-0.9	-2.1	-0.1	0.4
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.0	0.0
Kurtosis	1.8	6.4	1.4	25.0	-0.5	1.4
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	84	509	48	498	50	310
Minimum	0	0	0	0	0	195
Maximum	84	509	48	498	50	505

*Note.* Data are based on all examinees who attempted the test part. Data for the Language subtest are for the multiple-choice items only. On the Language subtest, an examinee who answers no multiple-choice questions is given a raw and a scale score of 0. An examinee who answers at least one multiple-choice question but answers none correctly is given a raw score of 0 and a scale score of 196.

**Table 5.4: CHSPE Writing Task Descriptive Statistics, 2010–11**

	Fall 2010 (TASK 2)	Spring 2011 (TASK 3)	Summer 2011 (TASK 1)
N	1,537	2,216	2,104
Mean	6.65	6.95	6.84
Median	7	8	7
Mode	8	8	8
Std. Deviation	2.13	2.02	1.98
Range	10	10	10
Minimum	0	0	0
Maximum	10	10	10

*Note.* Data are based on all examinees who attempted the Language subtest, even if they did not attempt the writing task.

## Reader Agreement Statistics

Responses to the Language subtest writing task are scored independently by two readers using the five-point CHSPE Writing Task Scoring Guide (Appendix A). Tables 5.5, 5.6, and 5.7 show cross tabulations of the two readers for each response for each administration. Table 5.8 summarizes the level of agreement between the two readers. These data are for all examinees who attempted the English-language arts Language subtest. These are not the frequencies of final scores because writing tasks whose first two scores differed by more than one point were read a third time to determine the final score. The frequencies of final writing task scores are provided in Appendix C.

**Table 5.5: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Fall 2010**

		Reader 2							Total
		Blank <sup>a</sup>	Off-topic	1	2	3	4	5	
Reader 1	Blank	46	0	0	0	0	0	0	46
	Off-topic	0	3	0	0	0	0	0	3
	1	0	0	30	5	0	0	0	35
	2	0	0	3	155	35	1	1	195
	3	0	0	0	19	428	47	0	494
	4	0	0	0	0	69	510	45	624
	5	0	0	0	0	0	29	111	140
Total	46	3	33	179	532	587	157	1537	

*Note.* These are the frequencies of Reader 1 and Reader 2 scores for all examinees who attempted the Language subtest. These are not the frequencies of final scores because writing tasks whose first two scores differed by more than one point were read a third time to determine the final score.

<sup>a</sup> Blank responses are not given to a second reader.

**Table 5.6: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Spring 2011**

		Reader 2							Total
		Blank <sup>a</sup>	Off-topic	1	2	3	4	5	
Reader 1	Blank	57	0	0	0	0	0	0	57
	Off-topic	0	0	0	0	0	0	0	0
	1	0	0	35	2	0	0	0	37
	2	0	0	5	174	37	2	0	218
	3	0	0	0	20	509	78	0	607
	4	0	0	0	0	100	934	38	1072
	5	0	0	0	0	0	38	187	225
Total		57	0	40	196	646	1052	225	2216

*Note.* These are the frequencies of Reader 1 and Reader 2 scores for all examinees who attempted the Language subtest. These are not the frequencies of final scores because writing tasks whose first two scores differed by more than one point were read a third time to determine the final score.

<sup>a</sup> Blank responses are not given to a second reader.

**Table 5.7: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Summer 2011**

		Reader 2							Total
		Blank <sup>a</sup>	Off-topic	1	2	3	4	5	
Reader 1	Blank	54	0	0	0	0	0	0	54
	Off-topic	0	1	0	0	0	0	0	1
	1	0	0	23	0	0	0	0	23
	2	0	0	6	169	42	1	0	218
	3	0	0	0	24	586	98	0	708
	4	0	0	0	0	79	777	56	912
	5	0	0	0	0	0	31	157	188
Total		54	1	29	193	707	907	213	2104

*Note.* These are the frequencies of Reader 1 and Reader 2 scores for all examinees who attempted the Language subtest. These are not the frequencies of final scores because writing tasks whose first two scores differed by more than one point were read a third time to determine the final score.

<sup>a</sup> Blank responses are not given to a second reader.

**Table 5.8: Reader Agreement, CHSPE Writing Task Scores, First Two Reads, 2010–11 (excluding Blanks)**

Reader Agreement	Fall 2010		Spring 2011		Summer 2011		Total for Year	
	N	%	N	%	N	%	N	%
Exact Agreement	1237	83.0	1839	85.2	1713	83.6	4789	84.0
Adjacent (1 point difference)	252	16.9	318	14.7	336	16.4	906	15.9
Non-adjacent (>1 point difference)	2	0.1	2	0.1	1	0.0	5	0.1
Total	1491	100.0	2159	100.0	2050	100.0	5700	100.0

At each administration, readers 1 and 2 agreed on the score on at least 83 percent of the responses, and either agreed or had an acceptable difference of one point on at least 99.9 percent of the responses. On 84 percent of the 5,700 essays scored in the year, readers 1 and 2 (scoring independently) agreed on the score. On only five essays (0.1 percent), readers 1 and 2 gave scores that differed by more than one point. (These essays were given a third read by a Chief Reader to resolve the discrepancy.)

## Section 6: Administration and Revenue Information

This section of the report provides data about the 2010–11 CHSPE administrations, including the number of registrants, absentees, examinees, and others, overall and by test site; the number of accommodations provided; the number of irregularities; and revenue information. Data are provided separately for each administration and as totals for all three administrations combined. Unlike in previous sections of this report, the totals in this section are not unduplicated counts. The totals are sums of the administration data.

### Administration Information

Table 6.1 shows the number of candidates involved with each administration, from registration through testing. It shows the number of registrants (by type), withdrawals, transfers, absentees, examinees who cancelled their scores, examinees whose scores were invalidated, and all examinees.

**Table 6.1: Number of CHSPE Registrants and Examinees, 2010–11**

	Fall 2010	Spring 2011	Summer 2011	Total
Registrants:				
Transfers In <sup>a</sup>	87	53	100	240
+ Regular	1225	1880	1880	4985
+ Late	605	638	665	1908
+ Emergency	336	298	338	972
<b>= Total Registrants</b>	<b>2253</b>	<b>2869</b>	<b>2983</b>	<b>8105</b>
- Withdrawals	4	1	3	8
- Transfers Out <sup>b</sup>	99	119	83	301
- Absentees	100	109	149	358
<b>= Total Tested</b>	<b>2050</b>	<b>2640</b>	<b>2748</b>	<b>7438</b>
- Examinees who canceled scores	1	0	0	1
- Examinees with invalidated scores	1	3	1	5
<b>= All Examinees</b>	<b>2048</b>	<b>2637</b>	<b>2747</b>	<b>7432</b>

*Note.* Numbers in the “Total” column are the sums of the numbers in the administration columns (i.e., they are not unduplicated totals).

<sup>a</sup> Registrants who were originally registered for a previous administration who moved their registration to the administration shown.

<sup>b</sup> Registrants who were originally registered for the administration shown who moved their registration to a future administration.

Note that for each administration the number of “all examinees” in Table 6.1 is the same as the number of “all examinees” in the tables and figures in Section 3. (The totals in Table 6.1 do not match the cumulative totals in Section 3, however, because they are not unduplicated counts as in Section 3.)

The majority of candidates registered during the regular registration period. About five percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees).

Table 6.2 provides the total number of registrants and the total number tested by test site for each administration. Table 6.3 provides the total and average for the three administrations combined. As shown in Table 6.2 and 6.3, a total of 62 test sites were used during the year, including one incarceration facility. Ten sites were used for alternate date testing and nine for emergency registration.

Table 6.4 shows the number of registrants with documented disabilities who were approved to receive testing accommodations, the number of approved accommodations by type, and the number of registrants approved for alternate date testing due to religious convictions against testing on Saturdays. As shown in Tables 3.2 through 3.5, approximately two percent of the examinees at each administration were provided accommodations.<sup>12</sup> The most frequent accommodation approved at each administration was extended time (up to 5 hours and 15 minutes). After this, the most frequently approved accommodations were testing in a small group, use of a computer for typing the response to the writing task, and frequent supervised breaks. A total of 108 registrants were approved for alternate date testing.

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<sup>12</sup> The numbers of registrants approved for accommodations in Table 6.4 do not match the numbers of examinees tested with accommodations in Tables 3.2 through 3.5 because not all registrants approved for accommodations (Table 6.4) took the test with accommodations (Tables 3.2 through 3.5). For example, they may have withdrawn or been absent.

**Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2010–11**

Site		Fall 2010		Spring 2011		Summer 2011	
#	Name	Reg.	Tested	Reg.	Tested	Reg.	Tested
0101-E	Hayward High School	116	110	141	138	168	153
0180-A	Hayward High School	1	1	2	2	1	1
0191-SA	Hayward High School	NA	NA	NA	NA	1	1
0401	Academy for Change, Chico	14	14	19	17	25	22
0480-A	Academy for Change, Chico	0	0	1	1	0	0
0701	College Park High School, Pleasant Hill	49	48	82	79	78	72
0780-A	College Park High School, Pleasant Hill	1	1	0	0	0	0
0901	El Dorado COE, Diamond Springs	14	14	24	23	17	16
1001-E	Clovis High School	50	47	82	79	75	70
1080-A	Clovis High School	0	0	3	2	2	2
1201	Humboldt COE, Eureka	7	6	8	7	15	12
1280-A	Humboldt COE, Eureka	1	1	0	0	0	0
1301	One Stop of Imperial County, El Centro	2	2	8	7	4	4
1501	Kern COE, Bakersfield	29	27	38	38	48	42
1701	Lake COE, Lakeport	7	7	6	6	3	3
1801	Lassen COE, Susanville	4	4	5	5	5	5
1901	University Senior High School, Los Angeles	102	96	152	145	160	154
1902	Antelope Valley High School, Lancaster	34	31	25	20	34	34
1903	Glendale Community College, Glendale	108	105	151	148	137	132
1904-E	El Camino Real High School, Woodland Hills	131	125	147	143	176	169
1905-E	South Hills High School, West Covina	90	85	97	94	93	89
1980-A	Glendale Adventist Academy	16	16	11	11	14	14
1981-A	Glendale Community College, Glendale	9	9	14	14	12	10
2001	Madera COE	3	3	5	5	6	6
2101	Madrone High School, San Rafael	13	11	22	19	22	19
2301	Mendocino COE, Ukiah	6	5	7	7	7	6
2401	Merced COE	6	6	17	17	NA	NA
2601	Mono COE, Mammoth Lakes	2	2	2	2	0	0
2701	North Salinas High School	13	13	12	11	13	13
2801	Napa COE	8	6	9	9	8	7
2901	Nevada Union High School, Grass Valley	11	10	10	10	20	17
3002	Fullerton Community College	38	38	95	89	96	92
3004	Orange Co. Dept. of Ed., Costa Mesa	73	70	22	22	125	120
3005-E	Los Alamitos High School	72	68	147	141	98	94
3101	Placer COE, Auburn	23	23	30	29	30	30
3301-E	Gage Middle School, Riverside	119	113	127	121	152	145
3302	Palm Springs High School	17	17	39	38	41	40
3303	West Valley High, Hemet	33	31	41	40	52	50
3380-A	La Sierra Academy, Riverside	1	1	3	3	2	1
3391-SA	Educational Options Center	NA	NA	2	2	NA	NA

*(continued on next page)*



**Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2010–11 (cont.)**

Site		Fall 2010		Spring 2011		Summer 2011	
#	Name	Reg.	Tested	Reg.	Tested	Reg.	Tested
3401-E	Sacramento COE	83	81	106	103	99	96
3402	Valley High School, Sacramento	36	35	50	47	39	36
3480-A	Sacramento COE	1	1	3	3	4	4
3501	San Andreas Continuation HS, Hollister	9	6	12	12	11	10
3601	San Bernardino County Supt. of Schools	80	76	80	79	77	73
3701	Helix Charter High School, La Mesa	38	32	40	38	59	55
3702	Palomar Community College, San Marcos	59	54	77	72	70	68
3703	Southwest High School, San Diego	13	12	16	15	20	19
3704	Mt. Everest Academy, San Diego	57	52	66	61	68	67
3801	Ida B. Wells High School, San Francisco	31	29	34	32	33	28
3901	San Joaquin COE, Stockton	40	39	38	35	37	36
4001	North County Christian School, Atascadero	22	22	36	34	29	27
4080-A	North County Christian School, Atascadero	1	1	1	1	0	0
4091-SA	North County Christian School, Atascadero	NA	NA	NA	NA	1	1
4099-I	Grizzly Youth Academy, San Luis Obispo	20	20	17	16	NA	NA
4101	Mills High School, San Mateo	NA	NA	22	22	NA	NA
4102	Sequoia High School, Redwood City	39	37	25	24	51	48
4201	San Marcos High School, Santa Barbara	12	12	22	22	33	32
4301	Santa Clara High School, San Jose	149	142	186	178	197	192
4391-SA	Campbell Union High School District	NA	NA	1	1	1	0
4401	Santa Cruz COE, Capitola	22	22	29	29	22	21
4491-SA	Santa Cruz USD	1	1	1	1	1	1
4501-E	Shasta College, Redding	23	23	38	35	28	28
4701	Siskiyou COE, Yreka	1	1	5	5	9	9
4801	Solano COE, Fairfield	19	19	23	23	28	26
4901	Sonoma COE, Santa Rosa	32	31	40	40	46	45
4902	Sonoma Valley High School, Sonoma	2	2	8	7	6	6
5001	Peterson Alternative Center, Modesto	19	18	31	30	39	36
5401	Tulare COE, Visalia	26	26	30	28	33	32
5501	Tuolumne County Supt. of Schools, Sonora	3	3	7	6	6	5
5601-E	Ventura High School, Camarillo	67	65	79	77	86	82
5701	Yolo COE, Woodland	20	20	20	17	23	19
	Withdrawn	4	--	1	--	3	--
	Transfers	101	--	119	--	84	--
<b>Total</b>		<b>2253</b>	<b>2048</b>	<b>2869</b>	<b>2637</b>	<b>2983</b>	<b>2747</b>

Note. In the test site number, “E” denotes a site open for emergency registration, “A” denotes a site open for alternate date testing, “SA” denotes a site used only to provide test accommodations (which could be testing on a day other than Saturday or Sunday), and “I” denotes an incarceration facility or other test center closed to the public. “Reg.” = registrants. “NA” means the test site was not open.

**Table 6.3: Total CHSPE Registrants and Total Tested by Test Site (Cumulative), 2010–11**

Site		Registrants		Tested	
#	Name	Total	Avg.	Total	Avg.
0101-E	Hayward High School	425	142	401	134
0180-A	Hayward High School	4	1	4	1
0191-SA	Hayward High School	1	0	1	1
0401	Academy for Change, Chico	58	19	53	18
0480-A	Academy for Change, Chico	1	1	1	0
0701	College Park High School, Pleasant Hill	209	70	199	66
0780-A	College Park High School, Pleasant Hill	1	0	1	0
0901	El Dorado COE, Diamond Springs	55	18	53	18
1001-E	Clovis High School	207	69	196	65
1080-A	Clovis High School	5	2	4	1
1201	Humboldt COE, Eureka	30	10	25	8
1280-A	Humboldt COE, Eureka	1	0	1	0
1301	One Stop of Imperial County, El Centro	14	5	13	4
1501	Kern COE, Bakersfield	115	38	107	36
1701	Lake COE, Lakeport	16	5	16	5
1801	Lassen COE, Susanville	14	5	14	5
1901	University Senior High School, Los Angeles	414	138	395	132
1902	Antelope Valley High School, Lancaster	93	31	85	28
1903	Glendale Community College, Glendale	396	132	385	128
1904-E	El Camino Real High School, Woodland Hills	454	151	437	146
1905-E	South Hills High School, West Covina	280	93	268	89
1980-A	Glendale Adventist Academy	41	14	41	14
1981-A	Glendale Community College, Glendale	35	12	33	11
2001	Madera COE	14	5	14	5
2101	Madrone High School, San Rafael	57	19	49	16
2301	Mendocino COE, Ukiah	20	7	18	6
2401	Merced COE	23	16	23	16
2601	Mono COE, Mammoth Lakes	4	1	4	1
2701	North Salinas High School	38	13	37	12
2801	Napa COE	25	8	22	7
2901	Nevada Union High School, Grass Valley	41	14	37	12
3002	Fullerton Community College	229	76	219	73
3004	Orange Co. Dept. of Ed., Costa Mesa	220	73	212	71
3005-E	Los Alamitos High School	317	106	303	101
3101	Placer COE, Auburn	83	28	82	27
3301-E	Gage Middle School, Riverside	398	133	379	126
3302	Palm Springs High School	97	32	95	32
3303	West Valley High, Hemet	126	42	121	40
3380-A	La Sierra Academy, Riverside	6	2	5	2
3391-SA	Educational Options Center	2	2	2	2

(continued on next page)

**Table 6.3: Total CHSPE Registrants and Total Tested by Test Site (Cumulative), 2010–11 (cont.)**

#	Site Name	Registrants		Tested	
		Total	Avg.	Total	Avg.
3401-E	Sacramento COE	288	96	280	93
3402	Valley High School, Sacramento	125	42	118	39
3480-A	Sacramento COE	8	3	8	3
3501	San Andreas Continuation HS, Hollister	32	11	28	9
3601	San Bernardino County Supt. of Schools	237	79	228	76
3701	Helix Charter High School, La Mesa	137	46	125	42
3702	Palomar Community College, San Marcos	206	69	194	65
3703	Southwest High School, San Diego	49	16	46	15
3704	Mt. Everest Academy, San Diego	191	64	180	60
3801	Ida B. Wells High School, San Francisco	98	33	89	30
3901	San Joaquin COE, Stockton	115	38	110	37
4001	North County Christian School, Atascadero	87	29	83	28
4080-A	North County Christian School, Atascadero	2	1	2	1
4091-SA	North County Christian School, Atascadero	1	1	1	1
4099-I	Grizzly Youth Academy, San Luis Obispo	37	19	36	18
4101	Mills High School, San Mateo	22	22	22	22
4102	Sequoia High School, Redwood City	115	38	109	36
4201	San Marcos High School, Santa Barbara	67	22	66	22
4301	Santa Clara High School, San Jose	532	177	512	171
4391-SA	Campbell Union High School District	2	1	1	1
4401	Santa Cruz COE, Capitola	73	24	72	24
4491-SA	Santa Cruz USD	3	1	3	1
4501-E	Shasta College, Redding	89	30	86	29
4701	Siskiyou COE, Yreka	15	5	15	5
4801	Solano COE, Fairfield	70	23	68	23
4901	Sonoma COE, Santa Rosa	118	39	116	39
4902	Sonoma Valley High School, Sonoma	16	5	15	5
5001	Peterson Alternative Center, Modesto	89	30	84	28
5401	Tulare COE, Visalia	89	30	86	29
5501	Tuolumne County Supt. of Schools, Sonora	16	5	14	5
5601-E	Ventura High School, Camarillo	232	77	224	75
5701	Yolo COE, Woodland	63	21	56	19
	Withdrawn	8	3	--	--
	Transfers	304	101	--	--
<b>Total:</b>		<b>8105</b>	<b>2702</b>	<b>7432</b>	<b>2477</b>

*Note.* In the test site number, “E” denotes a site open for emergency registration, “A” denotes a site open for alternate date testing, “SA” denotes a site used only to provide test accommodations (which could be testing on a day other than Saturday or Sunday), and “I” denotes an incarceration facility or other test center closed to the public. “Avg.” = average, rounded to the nearest whole number (.5 rounded up). “NA” means the test site was not open. For each site, the averages are computed using the number of administrations the site was open as the denominator. For the “Total” row, the averages are computed using the number of administrations (3) as the denominator. For this reason, the sum of the site averages does not equal the averages in the “Total” row. Numbers in the “Total” columns are the sums of the numbers by administration in Table 6.2 (i.e., they are not unduplicated totals).

**Table 6.4: CHSPE Accommodations and Alternate Date Testing, 2010–11**

	Fall 2010	Spring 2011	Summer 2011	Total
Registrants Approved for Accommodations	40	69	57	166
Approved Accommodations by Type:				
Extended time (up to 5 hours and 15 minutes)	27	52	37	116
Testing in a small group	14	23	5	42
Use of a computer for typing response to writing task	11	12	10	33
Frequent supervised breaks (testing time does not stop)	7	8	10	25
Use of noise buffers to minimize distractions	5	7	9	21
Test questions & answer choices read aloud to examinee	5	8	6	19
Manage blood sugar	5	4	7	16
Individual testing	3	10	2	15
Mark responses in test booklet	3	5	6	14
Double time (up to 7 hours)	2	5	5	12
Large print test materials	0	5	3	8
Use of a scribe	0	5	2	7
Stand frequently; use of special chair and pad	0	3	2	5
Chew gum or eat snack to relieve anxiety	2	1	1	4
Seated in the front of the room	2	0	1	3
Late start	0	0	3	3
Use of colored overlays to maintain visual attention	1	1	1	3
Use of visual magnification equipment	0	1	1	2
Multiple-day testing	1	1	0	2
Wear sunglasses due to severe headaches	0	1	1	2
Proctor checks that directions are understood	0	2	0	2
Use of restroom as often as necessary	0	1	0	1
Eating during exam due to pregnancy sickness	1	0	0	1
Use of liquid graphic pencil	0	0	1	1
Use of primary language-to-English translation glossary/word list	0	0	1	1
Total Approved Accommodations	89	155	114	358
Registrants Approved for Testing on Alternate Date	32	41	35	108

*Note.* A registrant can have more than one approved accommodation. Numbers in the “Total” column are the sums of the numbers in the administration columns (i.e., they are not unduplicated totals).

Table 6.5 shows the number of testing irregularities at each administration. Irregularities are situations or occurrences related to the test administration that are unexpected, not consistent with administration policies or procedures, in error, and/or have an effect or potential effect on examinee performance. Irregularities are categorized as follows:

**Examinee Irregularity:** Examinee irregularities involve examinee behavior. They include, for example, examinee dismissals and score invalidations for reasons like cell phones ringing during testing and use of unauthorized aides (e.g., notes), examinees who get

**Table 6.5: Number of CHSPE Testing Irregularities by Type, 2010–11**

	Fall 2010	Spring 2011	Summer 2011	Total
Examinee Irregularity	2	7	7	16
Test Center Staff Irregularity	0	0	1	1
Facility Irregularity	5	4	0	9
SCOE Irregularity	0	0	1	1
Materials Irregularity	0	1	1	2
Security Breach	0	0	0	0
Total	7	12	10	29

sick during the administration, and examinees who go to the restroom and don't return to the testing room.

Test Center Staff Irregularity: Test center staff irregularities include situations in which test center staff may not have fully complied with test administration policies or procedures; for example, test center staff allow an examinee to enter the testing room late, and sites where testing rooms had not been well marked and examinees could not find the testing room.

Facility Irregularity: Facility irregularities include situations or occurrences related to the test site, such as a power outage, construction noise, fire alarm, gates locked, etc.

SCOE Irregularity: SCOE irregularities include errors made by SCOE staff, including, for example, the issuance of an incorrect Admission Ticket, an incorrect site assignment, and other errors that may affect an examinee on testing day.

Materials Irregularity: Materials irregularities include printing or assembly errors in test booklets, answer documents, or Test Directions Booklets.

Security Breach: Security breaches are situations or occurrences involving the security of testing materials, such as missing test booklets or Test Directions Booklets.

Detailed information about each testing irregularity is provided to the CDE following each test administration. SCOE and, when applicable, the CDE follow up and resolve each issue as appropriate. Examinee irregularities, if severe, may result in an invalidation of the examinee's score.

## Revenue Information

Table 6.6 shows CHSPE revenues deposited in 2010–11. All revenue is made payable to the CDE, received by SCOE, and then transmitted by a CDE courier to a State Treasury account. The CDE makes refund payments to eligible registrants who withdraw from an administration. Registration, transfer, and rescore revenue, and refunds, are associated with a specific administration. As shown in Table 6.6, \$2001 was received in 2010–11 for administrations prior to that year. Revenue was also received during this time period (\$400) for administrations after the summer 2011 administration.

**Table 6.6: CHSPE Revenue Deposited and Refunds, 2010–11**

	Administration					Total
	Pre-2010–11	Fall 2010	Spring 2011	Summer 2011	Future Admins.	
Regular Registration	\$536	\$198,815	\$307,982	\$317,350	\$0	\$824,683
Late Fee <sup>a</sup>	484	24,172	23,450	24,675	0	72,781
Emergency Fee <sup>b</sup>	466	8,175	7,500	8,600	0	24,741
Transfer <sup>c</sup>	150	1,700	1,500	3,475	400	7,225
Rescore Math section	100	75	150	0	0	325
Rescore ELA section	315	140	210	0	0	665
Rescore both sections	0	0	100	0	0	100
Overage <sup>d</sup>	0	478	550	386	0	1,414
Refund	(50)	(276)	(245)	(330)	0	(901)
<b>Subtotal (Test Admin)</b>	<b>\$2,001</b>	<b>\$233,279</b>	<b>\$341,197</b>	<b>\$354,156</b>	<b>\$400</b>	<b>\$931,033</b>
			Document Requests:		N	\$
			Duplicate Certificate		1014	25,350
			Official Transcript		1755	26,296
			Rush Service		801	12,015
			Score Report		1	15
			Overage		16	87
			<b>Subtotal (Documents):</b>			<b>\$63,763</b>
			<b>Total:</b>			<b>\$994,796</b>

<sup>a</sup> Includes only the "late fee" (paid in addition to the regular registration fee in the row above).

<sup>b</sup> Includes only the "emergency fee" (paid in addition to the regular and late registration fees in the rows above.)

<sup>c</sup> The transfer fee is included in the administration to which the examinee transferred.

<sup>d</sup> Some registrants send more money than required and do not take the time to remedy the situation. These overpayments, rounded to the nearest dollar, are shown as overage.

In 2010–11, a total (after accounting for refunds) of \$994,796 was received by SCOE and transmitted to the CDE. Registration fees (i.e., regular, late, and emergency) accounted for 93 percent of the total revenue; document request fees accounted for nearly all of the rest. In 2010–11, 1,014 requests for duplicate certificates and 1,755 requests for official transcripts were received and processed.

**Appendix A**  
**CHSPE Writing Task Scoring Guides**

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**California High School Proficiency Examination (CHSPE)**  
**Persuasive Writing Task Scoring Guide**  
(used for fall 2010 administration)

- 5 Essay addresses the writing task in an effective manner. The essay:**
- defends a clearly stated position with appropriate reasoning and specificity; is purposefully organized.
  - effectively anticipates and addresses the readers' potential concerns.
  - demonstrates control of a variety of sentence structures; uses precise word choice.
  - is generally free of errors in grammar, usage, and/or conventions.
- 4 Essay addresses the writing task in a competent manner. The essay:**
- defends a position with adequate reasoning and some degree of specificity; is organized.
  - anticipates and addresses some of the readers' potential concerns.
  - demonstrates control of sentence structure; uses generally appropriate word choice.
  - may have a few minor errors in grammar, usage, and/or conventions.
- 3 Essay addresses the writing task in a basic manner. The essay:**
- supports a position with some reasons and details; has some organization.
  - anticipates and attempts to address some of the readers' potential concerns.
  - demonstrates basic control of sentence structure and word choice.
  - may have errors in grammar, usage, and/or conventions, but errors do not cause confusion.
- 2 Essay addresses the writing task in a limited manner. The essay:**
- may not have a clear position; may provide limited reasons or irrelevant details; may be poorly organized.
  - may make a limited attempt to anticipate and address the readers' potential concerns.
  - exhibits inadequate control of sentence structure and word choice.
  - may have serious and repeated errors in grammar, usage, and/or conventions that cause confusion.
- 1 Essay may or may not address the writing task. The essay:**
- may have no position; provides few if any reasons or details.
  - makes little or no attempt to anticipate and address the readers' potential concerns.
  - exhibits little or no control of sentence structure.
  - may have pervasive errors in grammar, usage, and/or conventions that cause significant confusion.

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**California High School Proficiency Examination (CHSPE)**  
**Expository Writing Task Scoring Guide**  
(used for spring and summer 2011 administrations)

- 5** **Essay addresses the writing task in an effective manner. The essay:**
- clearly supports a central idea with appropriate reasoning and specificity; is purposefully organized.
  - demonstrates control of a variety of sentence structures; uses precise word choice.
  - is generally free of errors in grammar, usage, and conventions.
- 4** **Essay addresses the writing task in a competent manner. The essay:**
- supports a central idea with adequate reasoning and specificity; is organized.
  - demonstrates control of sentence structure; uses generally appropriate word choice.
  - may have minor errors in grammar, usage, and conventions.
- 3** **Essay addresses the writing task in a basic manner. The essay:**
- supports a central idea with reasons and details; has some organization.
  - demonstrates basic control of sentence structure and word choice.
  - may have errors in grammar, usage, and conventions, but errors do not cause confusion.
- 2** **Essay addresses the writing task in a limited manner. The essay:**
- may not have a clear central idea; may provide limited or irrelevant details; may be poorly organized.
  - may exhibit inadequate control of sentence structure and word choice.
  - may have serious or repeated errors in grammar, usage, and conventions that may cause confusion.
- 1** **Essay may or may not address the writing task. The essay:**
- may have no central idea; provides few if any reasons or details.
  - may exhibit little or no control of sentence structure.
  - may have pervasive errors in grammar, usage, and/or conventions that cause significant confusion.

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**Appendix B**  
**Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data**

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## Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

Beginning in 2009–10, the collection of race/ethnicity data from CHSPE registrants changed. The registration form includes the following two questions. Registrants are told that these questions are optional.

<p><b>Ethnicity</b></p> <p>Part 1 – Are you Hispanic or Latino?</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Part 2 – Mark one or more.</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Asian Indian</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Cambodian</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Filipino</p> <p><input type="checkbox"/> Guamanian</p> <p><input type="checkbox"/> Hawaiian</p> <p><input type="checkbox"/> Hmong</p> <p><input type="checkbox"/> Japanese</p> <p><input type="checkbox"/> Korean</p> <p><input type="checkbox"/> Laotian</p> <p><input type="checkbox"/> Other Asian</p> <p><input type="checkbox"/> Other Pacific Islander</p> <p><input type="checkbox"/> Samoan</p> <p><input type="checkbox"/> Tahitian</p> <p><input type="checkbox"/> Vietnamese</p> <p><input type="checkbox"/> White</p>
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For this report, every CHSPE examinee is categorized into one of eight ethnic groups, listed below, based on the examinee's responses to the two-part ethnicity question.

African American or Black  
American Indian or Alaska Native  
Asian  
Filipino

Hispanic or Latino  
Native Hawaiian or Other Pacific Islander  
White  
Two or more races

The following rules are used to categorize examinees into the eight groups.

1. If the examinee’s response to Part 1 is “yes,” then the reporting ethnicity is Hispanic or Latino.
2. If there is no response to Part 1, or the response is both “yes” and “no,” and there is a response to Part 2, then the reporting ethnicity is "two or more races."
3. If the examinee’s response to Part 1 is “no,” then the reporting ethnicity depends on the response to Part 2:
  - If there is no response to Part 2, then the reporting ethnicity is "two or more races."
  - If only one race is selected, then the reporting ethnicity is per the table below.
  - If more than one race is selected across multiple “reporting ethnicity” groups in the table below, then the reporting ethnicity is "two or more races." (For example, if both Black or African American and Filipino are selected, then the reporting ethnicity is "two or more races.")
  - If more than one race is selected within a single “reporting ethnicity” group in the table below, then ethnicity is that ethnicity. (For example, if both Chinese and Vietnamese are selected, then the reporting ethnicity is Asian.)

Race (as listed on registration form)	Reporting Ethnicity
American Indian or Alaska Native	American Indian or Alaska Native
Asian Indian	Asian
Black or African American	African American or Black
Cambodian	Asian
Chinese	Asian
Filipino	Filipino
Guamanian	Native Hawaiian or Other Pacific Islander
Hawaiian	Native Hawaiian or Other Pacific Islander
Hmong	Asian
Japanese	Asian
Korean	Asian
Laotian	Asian
Other Asian	Asian
Other Pacific Islander	Native Hawaiian or Other Pacific Islander
Samoan	Native Hawaiian or Other Pacific Islander
Tahitian	Native Hawaiian or Other Pacific Islander
Vietnamese	Asian
White	White

NOTE: If there is no response to Part I, or the response is both “yes” and “no,” and there is no response to Part 2 (i.e., the examinee provides no data), then the examinee is categorized into “two or more races.” This includes the following number of examinees in 2010–11:

Fall 2010:	369
Spring 2011:	511
Summer 2011:	537
Cumulative for year:	1,200

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**Appendix C**  
**Score Distribution Data**

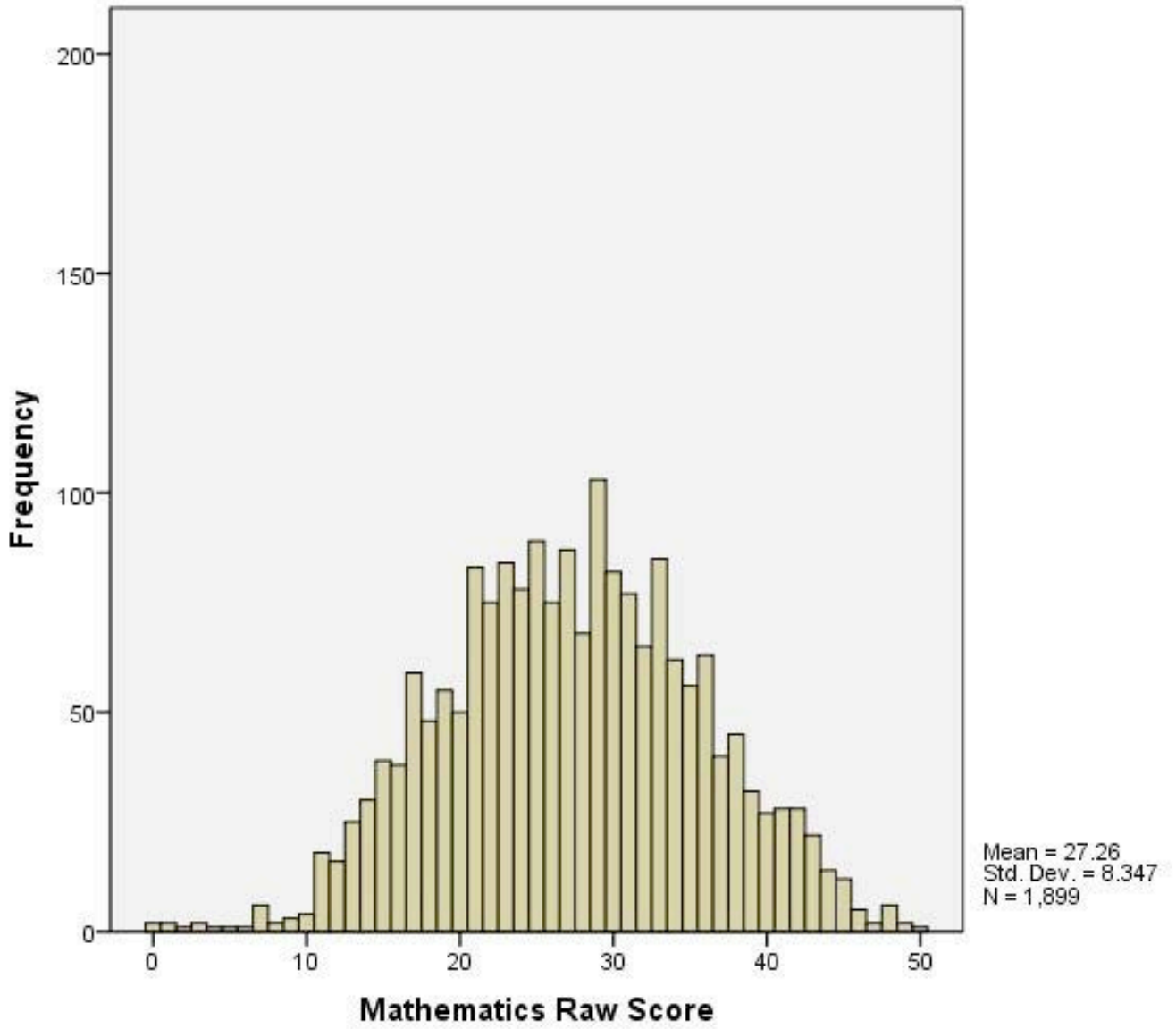
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**Table C1: Frequencies of CHSPE Mathematics Scale and Raw Scores, Fall 2010**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent	
196	0	2	0.1	343	26	75	3.9	
196	1	2	0.1	346	27	87	4.6	
221	2	1	0.1	350	28	68	3.6	
236	3	2	0.1	353	29	103	5.4	
247	4	1	0.1	356	30	82	4.3	
256	5	1	0.1	359	31	77	4.1	
264	6	1	0.1	363	32	65	3.4	
270	7	6	0.3	366	33	85	4.5	
276	8	2	0.1	370	34	62	3.3	
281	9	3	0.2	373	35	56	2.9	
286	10	4	0.2	377	36	63	3.3	
291	11	18	0.9	381	37	40	2.1	
295	12	16	0.8	385	38	45	2.4	
299	13	25	1.3	389	39	32	1.7	
303	14	30	1.6	394	40	27	1.4	
307	15	39	2.1	399	41	28	1.5	
311	16	38	2.0	404	42	28	1.5	
314	17	59	3.1	410	43	22	1.2	
318	18	48	2.5	417	44	14	0.7	
321	19	55	2.9	424	45	12	0.6	
324	20	50	2.6	433	46	5	0.3	
327	21	83	4.4	445	47	2	0.1	
331	22	75	3.9	460	48	6	0.3	
334	23	84	4.4	485	49	2	0.1	
337	24	78	4.1	508	50	1	0.1	
340	25	89	4.7	Total:			1,899	100.0

Note: These data are for all examinees who attempted the Mathematics section.

**Figure C1: Histogram of CHSPE Mathematics Raw Scores, Fall 2010**

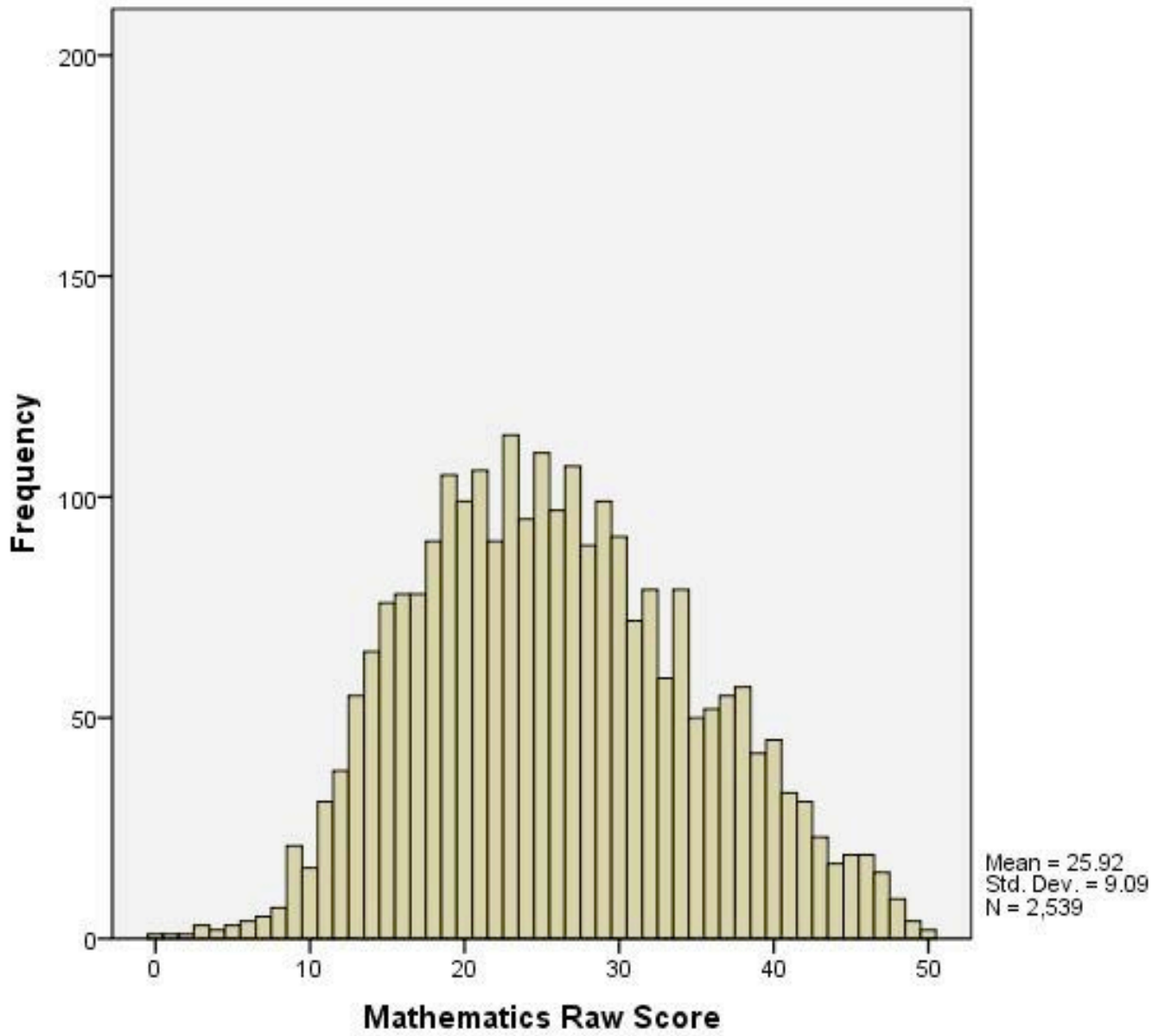


**Table C2: Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2011**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent	
195	0	1	0.0	344	26	97	3.8	
195	1	1	0.0	347	27	107	4.2	
221	2	1	0.0	350	28	89	3.5	
236	3	3	0.1	354	29	99	3.9	
248	4	2	0.1	357	30	91	3.6	
257	5	3	0.1	360	31	72	2.8	
265	6	4	0.2	363	32	79	3.1	
271	7	5	0.2	367	33	59	2.3	
277	8	7	0.3	370	34	79	3.1	
283	9	21	0.8	374	35	50	2.0	
288	10	16	0.6	378	36	52	2.0	
292	11	31	1.2	381	37	55	2.2	
297	12	38	1.5	386	38	57	2.2	
301	13	55	2.2	390	39	42	1.7	
305	14	65	2.6	394	40	45	1.8	
308	15	76	3.0	399	41	33	1.3	
312	16	78	3.1	405	42	31	1.2	
315	17	78	3.1	411	43	23	0.9	
319	18	90	3.5	417	44	17	0.7	
322	19	105	4.1	425	45	19	0.7	
325	20	99	3.9	434	46	19	0.7	
329	21	106	4.2	446	47	15	0.6	
332	22	90	3.5	461	48	9	0.4	
335	23	114	4.5	487	49	4	0.2	
338	24	95	3.7	510	50	2	0.1	
341	25	110	4.3	Total:			2,539	100.0

*Note:* These data are for all examinees who attempted the Mathematics section.

Figure C2: Histogram of CHSPE Mathematics Raw Scores, Spring 2011

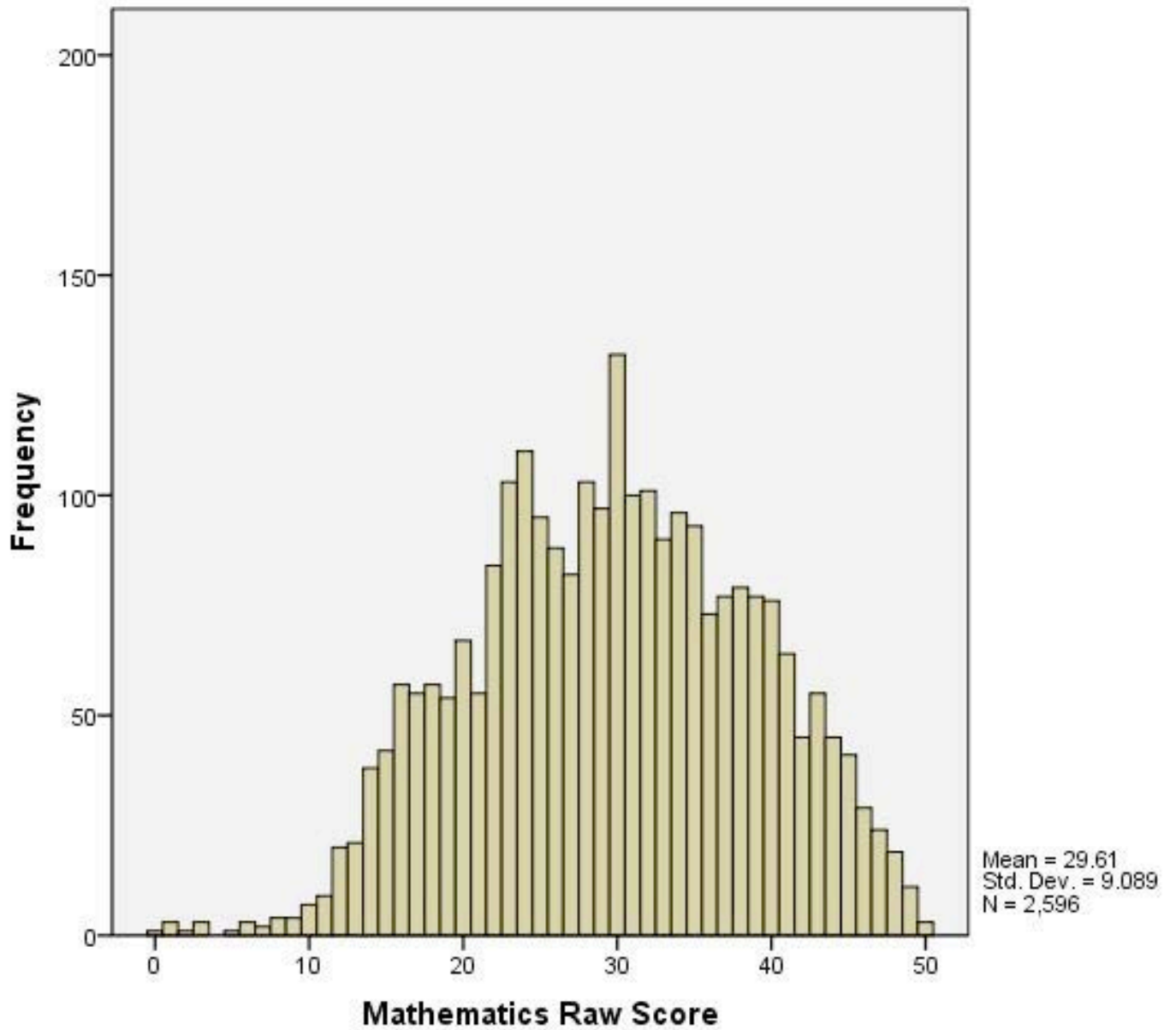


**Table C3: Frequencies of CHSPE Mathematics Scale and Raw Scores, Summer 2011**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	1	0.0	344	27	82	3.2
195	1	3	0.1	347	28	103	4.0
220	2	1	0.0	350	29	97	3.7
235	3	3	0.1	354	30	132	5.1
255	5	1	0.0	357	31	100	3.9
263	6	3	0.1	360	32	101	3.9
269	7	2	0.1	364	33	90	3.5
275	8	4	0.2	367	34	96	3.7
280	9	4	0.2	371	35	93	3.6
285	10	7	0.3	374	36	73	2.8
290	11	9	0.3	378	37	77	3.0
294	12	20	0.8	382	38	79	3.0
298	13	21	0.8	387	39	77	3.0
302	14	38	1.5	391	40	76	2.9
305	15	42	1.6	396	41	64	2.5
309	16	57	2.2	401	42	45	1.7
312	17	55	2.1	407	43	55	2.1
316	18	57	2.2	414	44	45	1.7
319	19	54	2.1	421	45	41	1.6
322	20	67	2.6	430	46	29	1.1
325	21	55	2.1	442	47	24	0.9
329	22	84	3.2	457	48	19	0.7
332	23	103	4.0	482	49	11	0.4
335	24	110	4.2	505	50	3	0.1
338	25	95	3.7				
341	26	88	3.4				
					Total:	2,596	100.0

*Note:* These data are for all examinees who attempted the Mathematics section.

Figure C3: Histogram of CHSPE Mathematics Raw Scores, Summer 2011



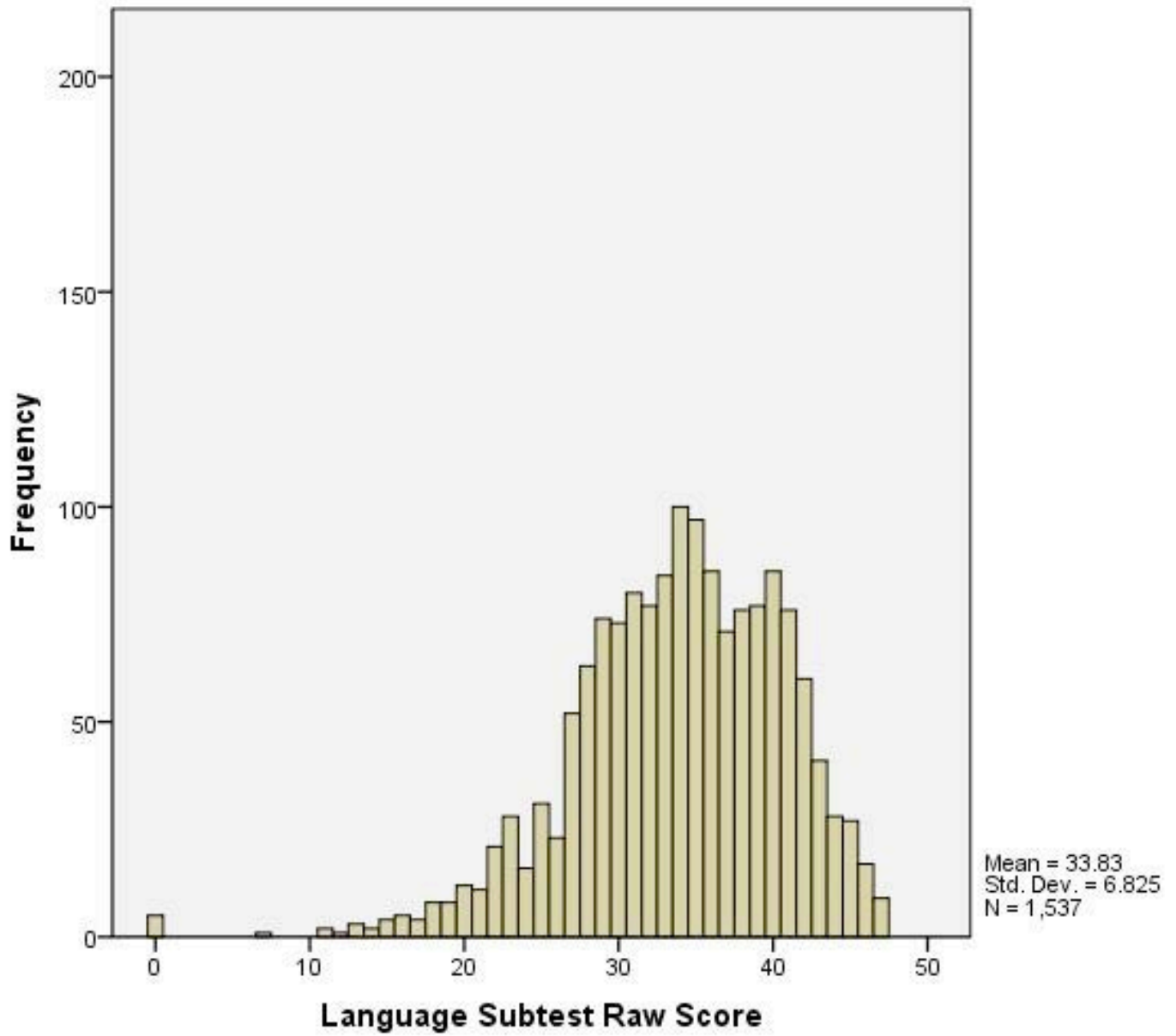


**Table C4: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2010**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	4	0.3	352	29	74	4.8
196	0	1	0.1	355	30	73	4.7
270	7	1	0.1	358	31	80	5.2
291	11	2	0.1	362	32	77	5.0
295	12	1	0.1	365	33	84	5.5
299	13	3	0.2	369	34	100	6.5
303	14	2	0.1	373	35	97	6.3
306	15	4	0.3	377	36	85	5.5
310	16	5	0.3	381	37	71	4.6
313	17	4	0.3	386	38	76	4.9
317	18	8	0.5	391	39	77	5.0
320	19	8	0.5	396	40	85	5.5
323	20	12	0.8	402	41	76	4.9
326	21	11	0.7	408	42	60	3.9
330	22	21	1.4	416	43	41	2.7
333	23	28	1.8	425	44	28	1.8
336	24	16	1.0	436	45	27	1.8
339	25	31	2.0	451	46	17	1.1
342	26	23	1.5	477	47	9	0.6
345	27	52	3.4				
348	28	63	4.1				
				Total: 1,537 100.0			

*Note:* These data are for all examinees who attempted the Language subtest. A raw score of zero with a scale score of zero means that the examinee attempted no multiple-choice items (but responded to the writing task). A raw score of zero with a scale score of 196 means that the person attempted at least one multiple-choice item but did not get any correct.

Figure C4: Histogram of CHSPE Language Subtest Raw Scores, Fall 2010

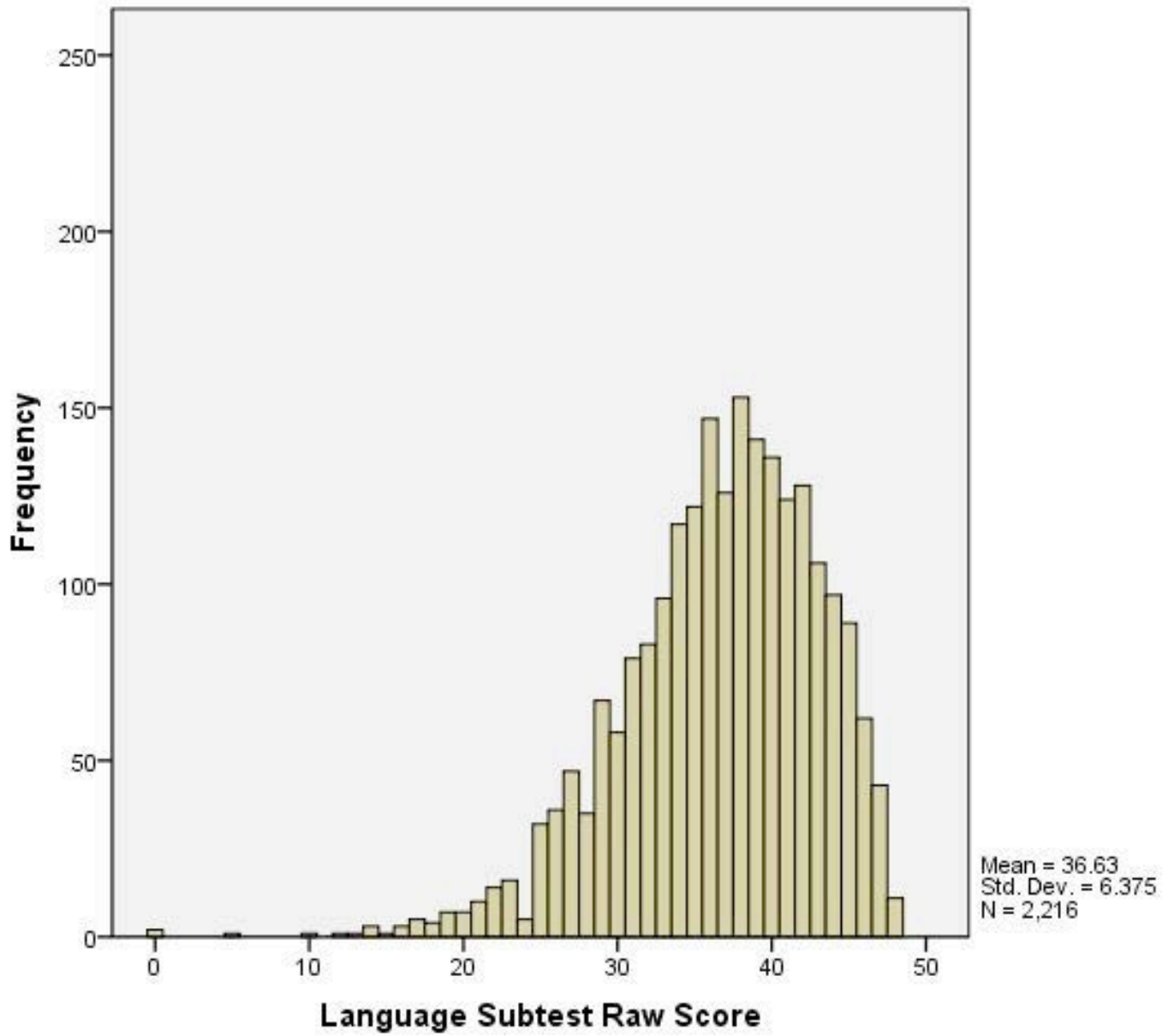


**Table C5: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2011**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	2	0.1	341	30	58	2.6
239	5	1	0.0	344	31	79	3.6
270	10	1	0.0	348	32	83	3.7
279	12	1	0.0	351	33	96	4.3
283	13	1	0.0	355	34	117	5.3
287	14	3	0.1	359	35	122	5.5
290	15	1	0.0	363	36	147	6.6
294	16	3	0.1	367	37	126	5.7
298	17	5	0.2	372	38	153	6.9
301	18	4	0.2	377	39	141	6.4
304	19	7	0.3	382	40	136	6.1
308	20	7	0.3	388	41	124	5.6
311	21	10	0.5	395	42	128	5.8
314	22	14	0.6	402	43	106	4.8
318	23	16	0.7	411	44	97	4.4
321	24	5	0.2	423	45	89	4.0
324	25	32	1.4	438	46	62	2.8
327	26	36	1.6	463	47	43	1.9
331	27	47	2.1	486	48	11	0.5
334	28	35	1.6				
337	29	67	3.0				
				Total: 2,216 100.0			

*Note:* These data are for all examinees who attempted the Language subtest. A raw score of zero with a scale score of zero means that the examinee attempted no multiple-choice items (but responded to the writing task). A raw score of zero with a scale score of 196 means that the person attempted at least one multiple-choice item but did not get any correct.

Figure C5: Histogram of CHSPE Language Subtest Raw Scores, Spring 2011

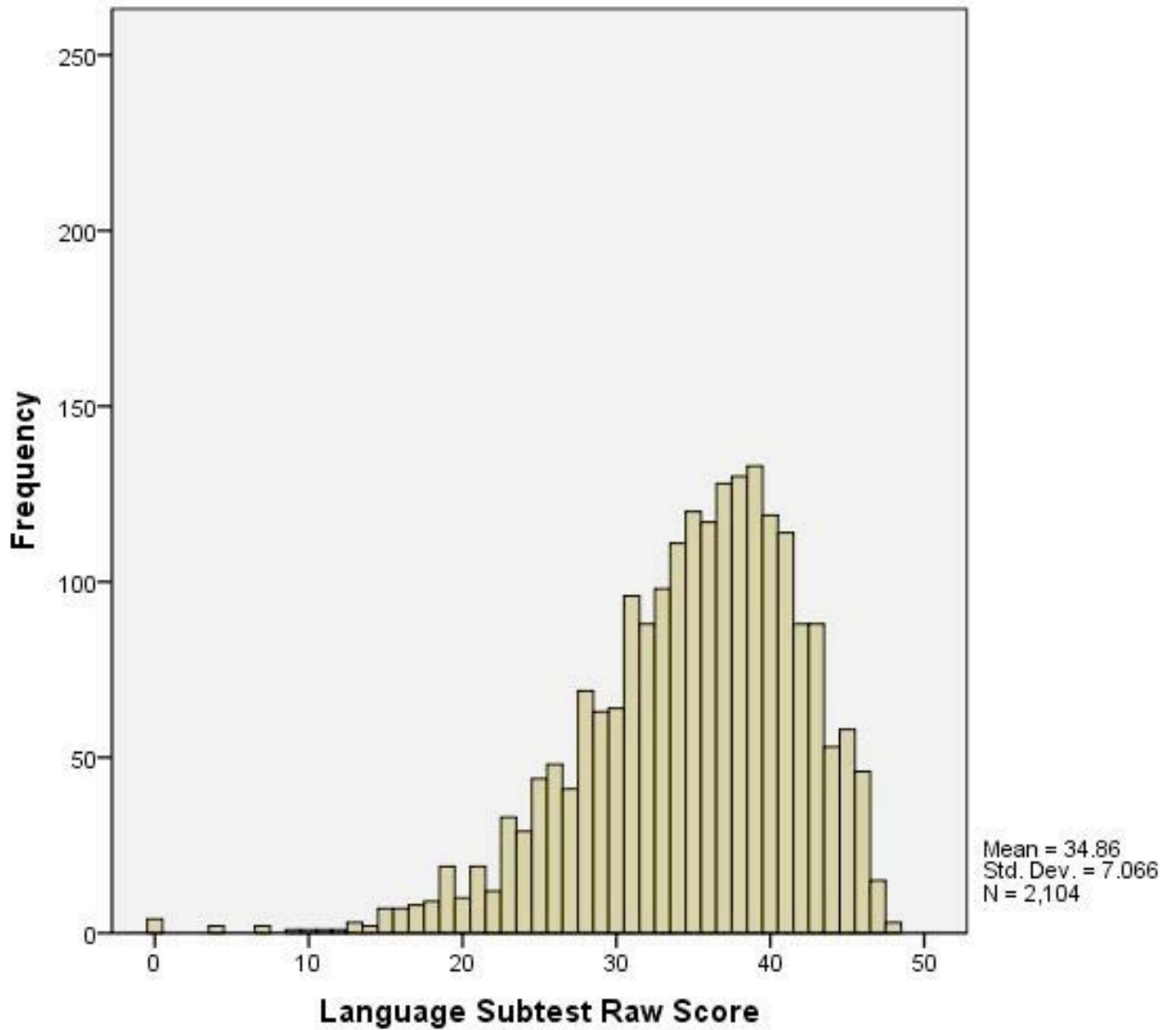


**Table C6: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Summer 2011**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent	
0	0	4	0.2	348	28	69	3.3	
248	4	2	0.1	351	29	63	3.0	
270	7	2	0.1	355	30	64	3.0	
281	9	1	0.0	358	31	96	4.6	
286	10	1	0.0	362	32	88	4.2	
290	11	1	0.0	365	33	98	4.7	
295	12	1	0.0	369	34	111	5.3	
299	13	3	0.1	373	35	120	5.7	
302	14	2	0.1	377	36	117	5.6	
306	15	7	0.3	381	37	128	6.1	
310	16	7	0.3	385	38	130	6.2	
313	17	8	0.4	390	39	133	6.3	
316	18	9	0.4	395	40	119	5.7	
320	19	19	0.9	401	41	114	5.4	
323	20	10	0.5	408	42	88	4.2	
326	21	19	0.9	415	43	88	4.2	
329	22	12	0.6	424	44	53	2.5	
332	23	33	1.6	435	45	58	2.8	
335	24	29	1.4	450	46	46	2.2	
339	25	44	2.1	476	47	15	0.7	
342	26	48	2.3	498	48	3	0.1	
345	27	41	1.9	Total:			2,104	100.0

*Note:* These data are for all examinees who attempted the Language subtest. A raw score of zero with a scale score of zero means that the examinee attempted no multiple-choice items (but responded to the writing task). A raw score of zero with a scale score of 196 means that the person attempted at least one multiple-choice item but did not get any correct.

Figure C6: Histogram of CHSPE Language Subtest Raw Scores, Summer 2011

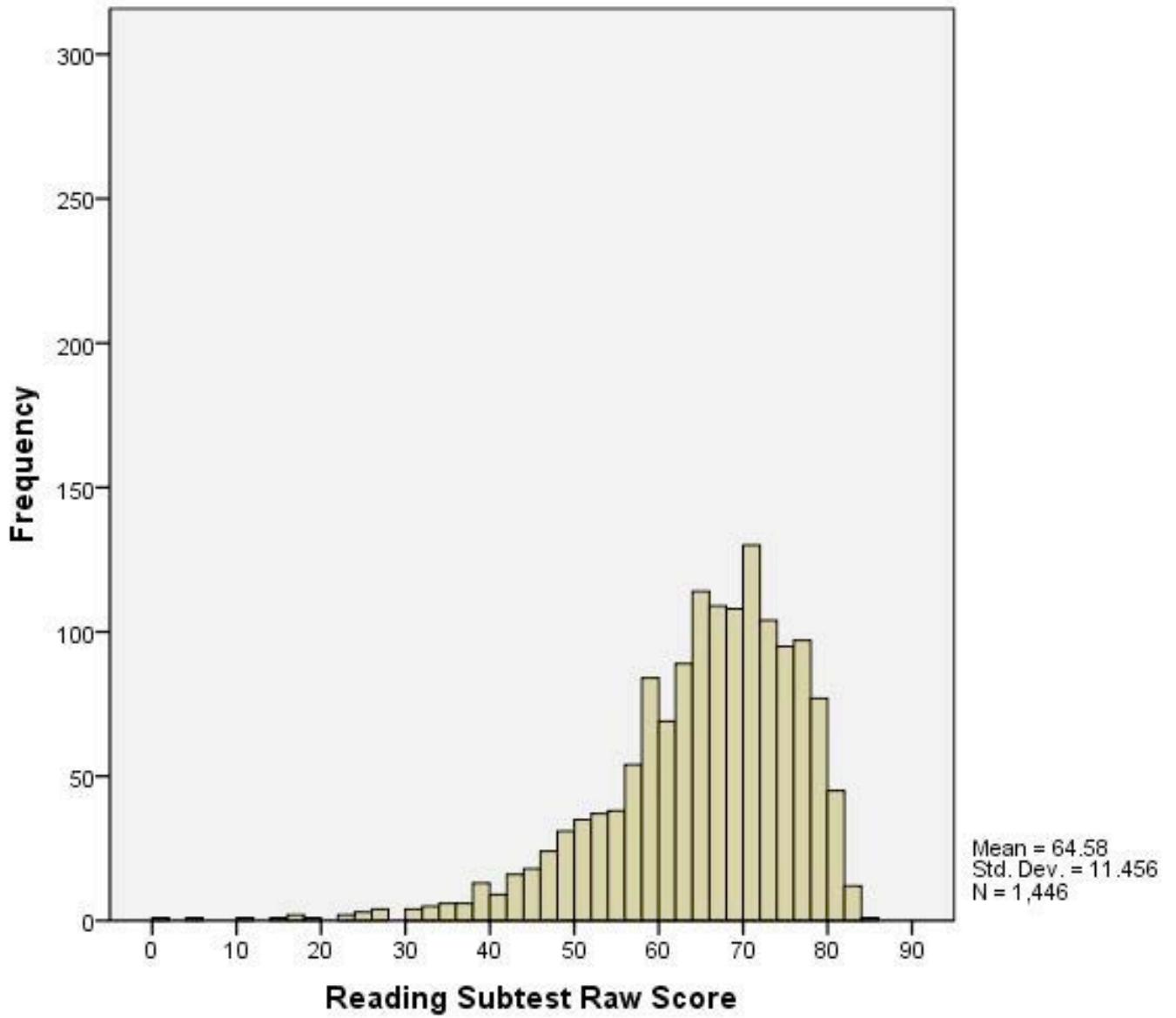


**Table C7: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2010**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
157	1	1	0.1	343	53	24	1.7
216	5	1	0.1	345	54	18	1.2
244	10	1	0.1	347	55	20	1.4
259	14	1	0.1	349	56	25	1.7
268	17	2	0.1	351	57	29	2.0
273	19	1	0.1	353	58	44	3.0
281	22	2	0.1	356	59	40	2.8
288	25	3	0.2	358	60	43	3.0
290	26	3	0.2	360	61	26	1.8
292	27	1	0.1	362	62	44	3.0
298	30	3	0.2	365	63	45	3.1
300	31	1	0.1	367	64	55	3.8
302	32	4	0.3	370	65	59	4.1
304	33	1	0.1	373	66	63	4.4
306	34	5	0.3	375	67	46	3.2
308	35	1	0.1	378	68	49	3.4
310	36	2	0.1	381	69	59	4.1
312	37	4	0.3	384	70	74	5.1
314	38	8	0.6	388	71	56	3.9
316	39	5	0.3	391	72	55	3.8
318	40	3	0.2	395	73	49	3.4
320	41	6	0.4	399	74	47	3.3
322	42	3	0.2	403	75	48	3.3
324	43	13	0.9	408	76	59	4.1
325	44	9	0.6	414	77	38	2.6
327	45	9	0.6	420	78	41	2.8
329	46	11	0.8	427	79	36	2.5
331	47	13	0.9	435	80	26	1.8
333	48	12	0.8	446	81	19	1.3
335	49	19	1.3	461	82	6	0.4
337	50	18	1.2	486	83	6	0.4
339	51	17	1.2	508	84	1	0.1
341	52	13	0.9				
					Total:	1,446	100.0

Note: These data are for all examinees who attempted the Reading subtest.

**Figure C7: Histogram of CHSPE Reading Subtest Raw Scores, Fall 2010**



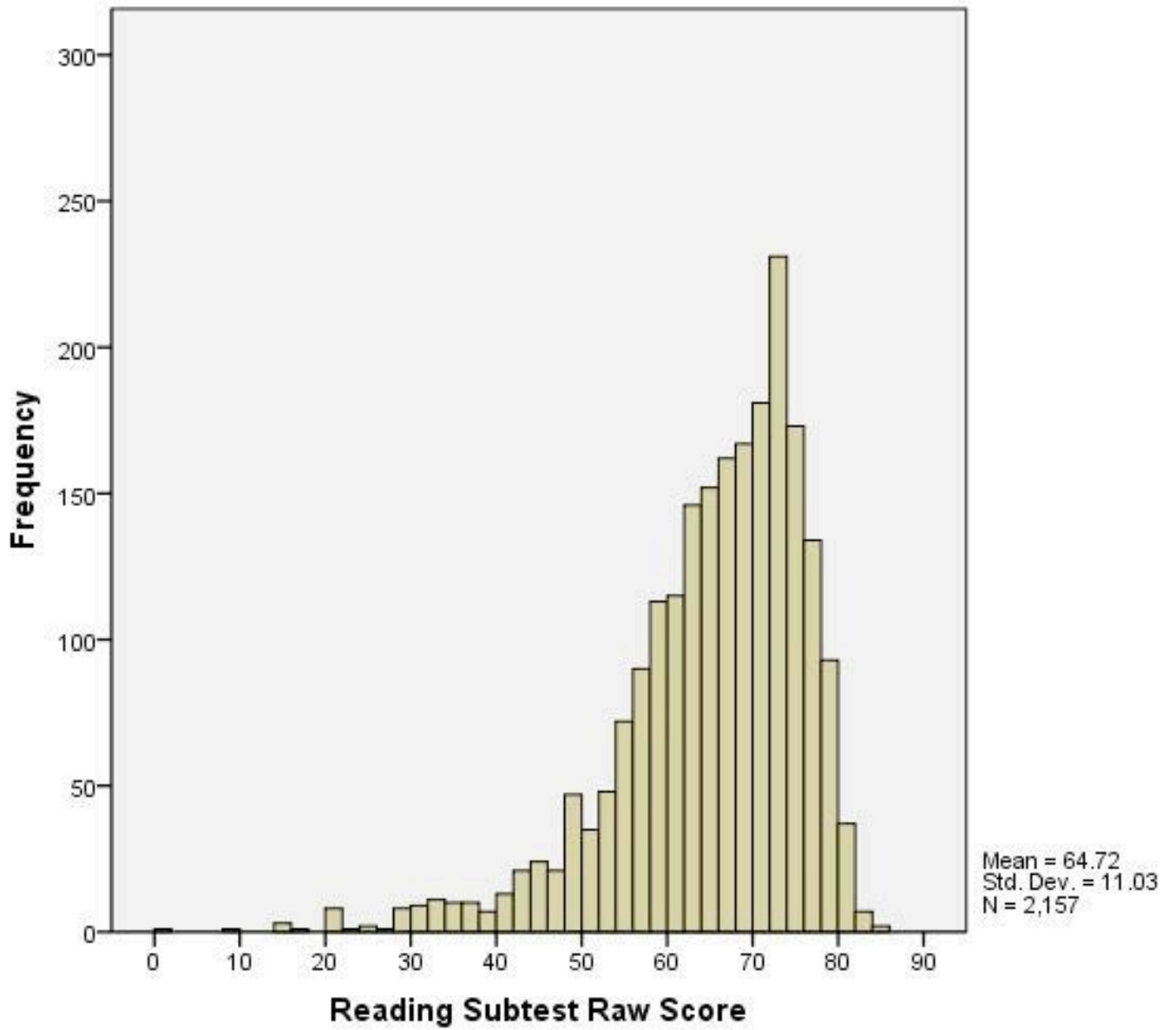


**Table C8: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2011**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
143	1	1	0.0	333	52	25	1.2
227	9	1	0.0	335	53	23	1.1
247	14	1	0.0	337	54	36	1.7
250	15	2	0.1	340	55	36	1.7
257	17	1	0.0	342	56	40	1.9
265	20	3	0.1	344	57	50	2.3
267	21	5	0.2	346	58	42	1.9
270	22	1	0.0	349	59	71	3.3
275	24	2	0.1	351	60	49	2.3
282	27	1	0.0	353	61	66	3.1
284	28	4	0.2	356	62	73	3.4
286	29	4	0.2	358	63	73	3.4
288	30	5	0.2	361	64	77	3.6
291	31	4	0.2	364	65	75	3.5
293	32	6	0.3	366	66	85	3.9
295	33	5	0.2	369	67	77	3.6
297	34	2	0.1	372	68	85	3.9
299	35	8	0.4	375	69	82	3.8
301	36	5	0.2	378	70	87	4.0
303	37	5	0.2	382	71	94	4.4
305	38	5	0.2	386	72	120	5.6
307	39	2	0.1	389	73	111	5.1
309	40	3	0.1	394	74	95	4.4
311	41	10	0.5	398	75	78	3.6
313	42	7	0.3	403	76	77	3.6
315	43	14	0.6	409	77	57	2.6
317	44	14	0.6	415	78	49	2.3
319	45	10	0.5	422	79	44	2.0
321	46	8	0.4	431	80	28	1.3
323	47	13	0.6	442	81	9	0.4
325	48	23	1.1	457	82	5	0.2
327	49	24	1.1	482	83	2	0.1
329	50	13	0.6	504	84	2	0.1
331	51	22	1.0		Total:	2,157	100.0

Note: These data are for all examinees who attempted the Reading subtest.

Figure C8: Histogram of CHSPE Reading Subtest Raw Scores, Spring 2011

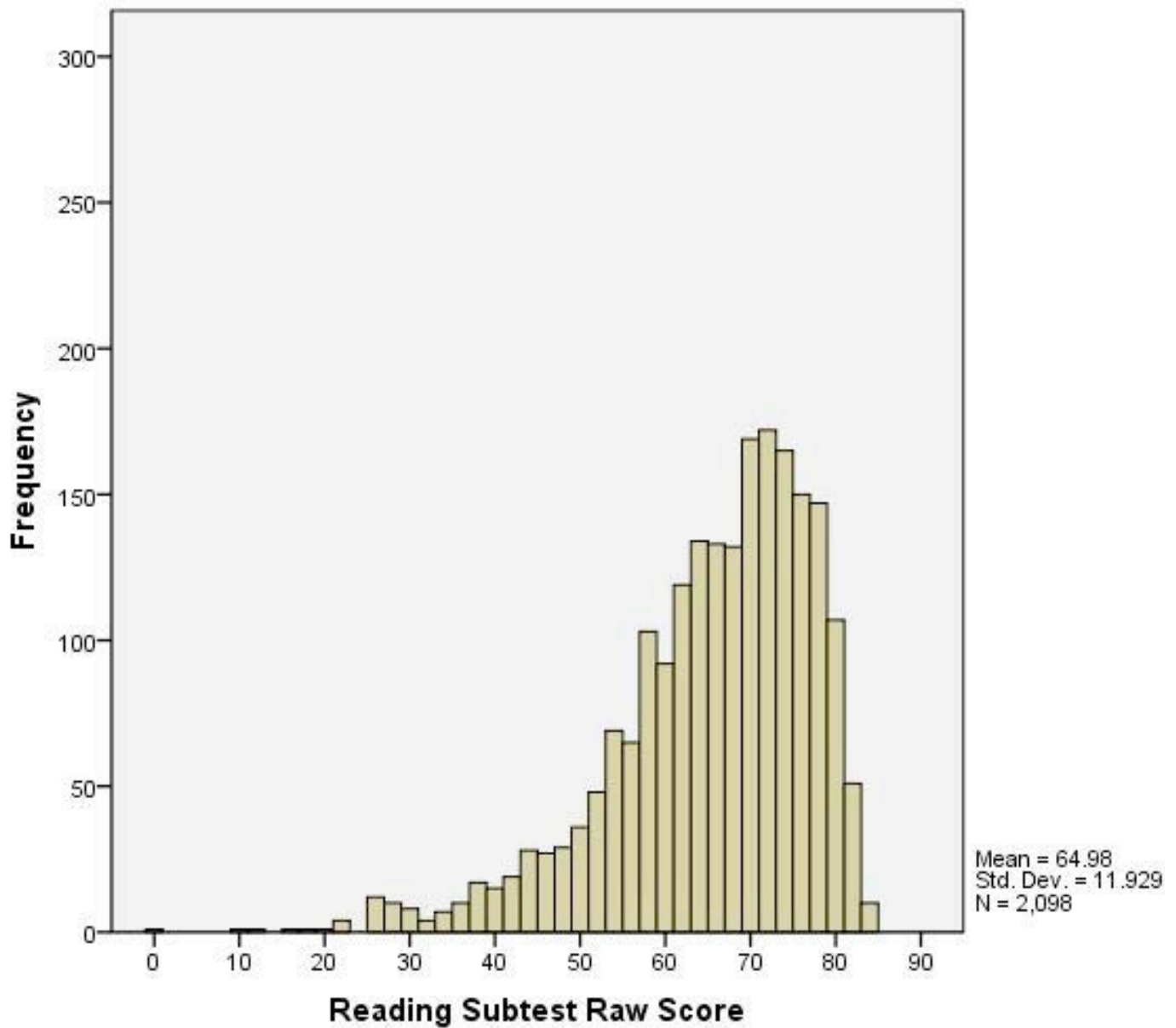


**Table C9: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Summer 2011**

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	1	0.0	341	52	26	1.2
243	10	1	0.0	343	53	31	1.5
247	11	1	0.0	345	54	38	1.8
264	16	1	0.0	347	55	34	1.6
267	17	1	0.0	349	56	31	1.5
275	20	1	0.0	351	57	46	2.2
277	21	3	0.1	353	58	57	2.7
280	22	1	0.0	355	59	50	2.4
287	25	8	0.4	358	60	42	2.0
289	26	4	0.2	360	61	63	3.0
293	28	3	0.1	362	62	56	2.7
295	29	3	0.1	365	63	64	3.1
297	30	5	0.2	367	64	70	3.3
299	31	2	0.1	370	65	67	3.2
301	32	2	0.1	373	66	66	3.1
303	33	4	0.2	376	67	57	2.7
305	34	3	0.1	378	68	75	3.6
307	35	3	0.1	381	69	91	4.3
309	36	7	0.3	385	70	78	3.7
311	37	8	0.4	388	71	84	4.0
313	38	9	0.4	392	72	88	4.2
315	39	6	0.3	395	73	80	3.8
317	40	9	0.4	399	74	85	4.1
319	41	7	0.3	404	75	63	3.0
321	42	12	0.6	409	76	87	4.1
323	43	17	0.8	414	77	73	3.5
325	44	11	0.5	420	78	74	3.5
327	45	10	0.5	427	79	60	2.9
329	46	17	0.8	436	80	47	2.2
331	47	14	0.7	447	81	28	1.3
333	48	15	0.7	462	82	23	1.1
335	49	15	0.7	487	83	8	0.4
337	50	21	1.0	509	84	2	0.1
339	51	22	1.0				
					Total:	2,098	100.0

Note: These data are for all examinees who attempted the Reading subtest.

Figure C9: Histogram of CHSPE Reading Subtest Raw Scores, Summer 2011



**Table C10: Frequencies of CHSPE Writing Task Final Scores, Fall 2010**

Score	Fall 2010					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	111	7.2	7.2	103	7.9	7.9
9	74	4.8	12.0	67	5.1	13.1
8	510	33.2	45.2	438	33.6	46.7
7	116	7.5	52.8	95	7.3	54.0
6	430	28.0	80.7	352	27.0	81.0
5	54	3.5	84.3	44	3.4	84.4
4	155	10.1	94.3	125	9.6	94.0
3	8	0.5	94.9	7	0.5	94.5
2	30	2.0	96.8	25	1.9	96.5
Off-topic	3	0.2	97.0	3	0.2	96.7
Blank	46	3.0	100.0	43	3.3	100.0
Total	1,537	100.0		1,302	100.0	

Note. These data are for examinees who attempted the Language subtest. The cumulative percentage shows the percentage of examinees who earned that score or higher.

**Table C11: Frequencies of CHSPE Writing Task Final Scores, Spring 2011**

Score	Spring 2011					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	187	8.4	8.4	174	8.5	8.5
9	76	3.4	11.9	71	3.5	12.0
8	934	42.1	54.0	875	42.9	54.9
7	178	8.0	62.0	166	8.1	63.0
6	510	23.0	85.1	453	22.2	85.2
5	57	2.6	87.6	52	2.5	87.8
4	175	7.9	95.5	155	7.6	95.3
3	7	0.3	95.8	7	0.3	95.7
2	35	1.6	97.4	32	1.6	97.3
Off-topic	0	0.0	97.4	0	0.0	97.3
Blank	57	2.6	100.0	56	2.7	100.0
Total	2,216	100.0		2,041	100.0	

Note. These data are for examinees who attempted the Language subtest. The cumulative percentage shows the percentage of examinees who earned that score or higher.

**Table C12: Frequencies of CHSPE Writing Task Final Scores, Summer 2011**

Score	Summer 2011					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	157	7.5	7.5	147	7.8	7.8
9	87	4.1	11.6	80	4.3	12.1
8	777	36.9	48.5	717	38.1	50.2
7	177	8.4	56.9	159	8.5	58.6
6	587	27.9	84.8	500	26.6	85.2
5	66	3.1	88.0	55	2.9	88.1
4	169	8.0	96.0	147	7.8	96.0
3	6	0.3	96.3	5	0.3	96.2
2	23	1.1	97.4	21	1.1	97.3
Off-topic	1	0.0	97.4	1	0.1	97.4
Blank	54	2.6	100.0	49	2.6	100.0
Total	2,104	100.0		1,881	100.0	

*Note.* These data are for examinees who attempted the Language subtest. The cumulative percentage shows the percentage of examinees who earned that score or higher.

Figure C10: Histogram of CHSPE Writing Task Final Scores, Fall 2010

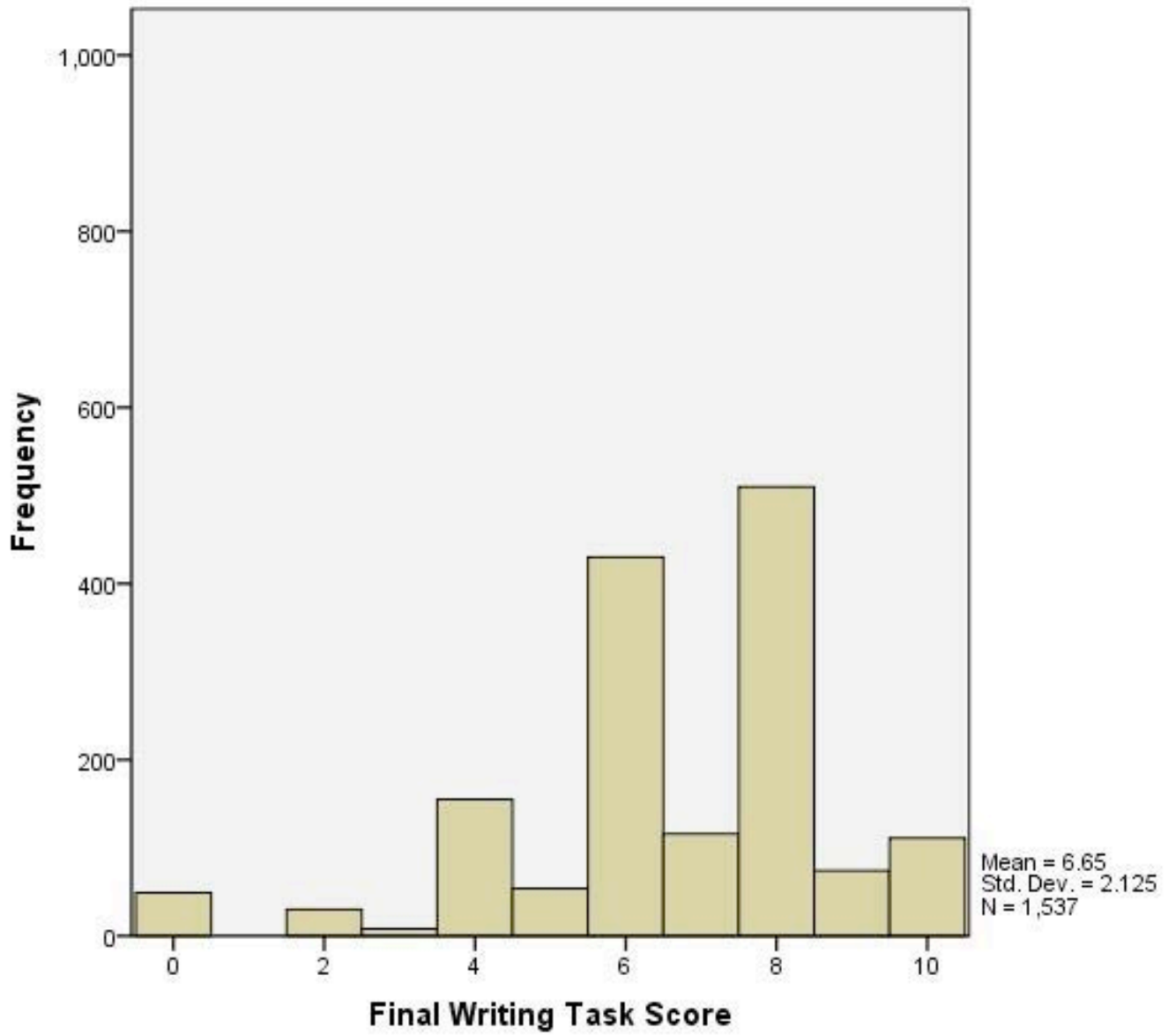


Figure C11: Histogram of CHSPE Writing Task Final Scores, Spring 2011

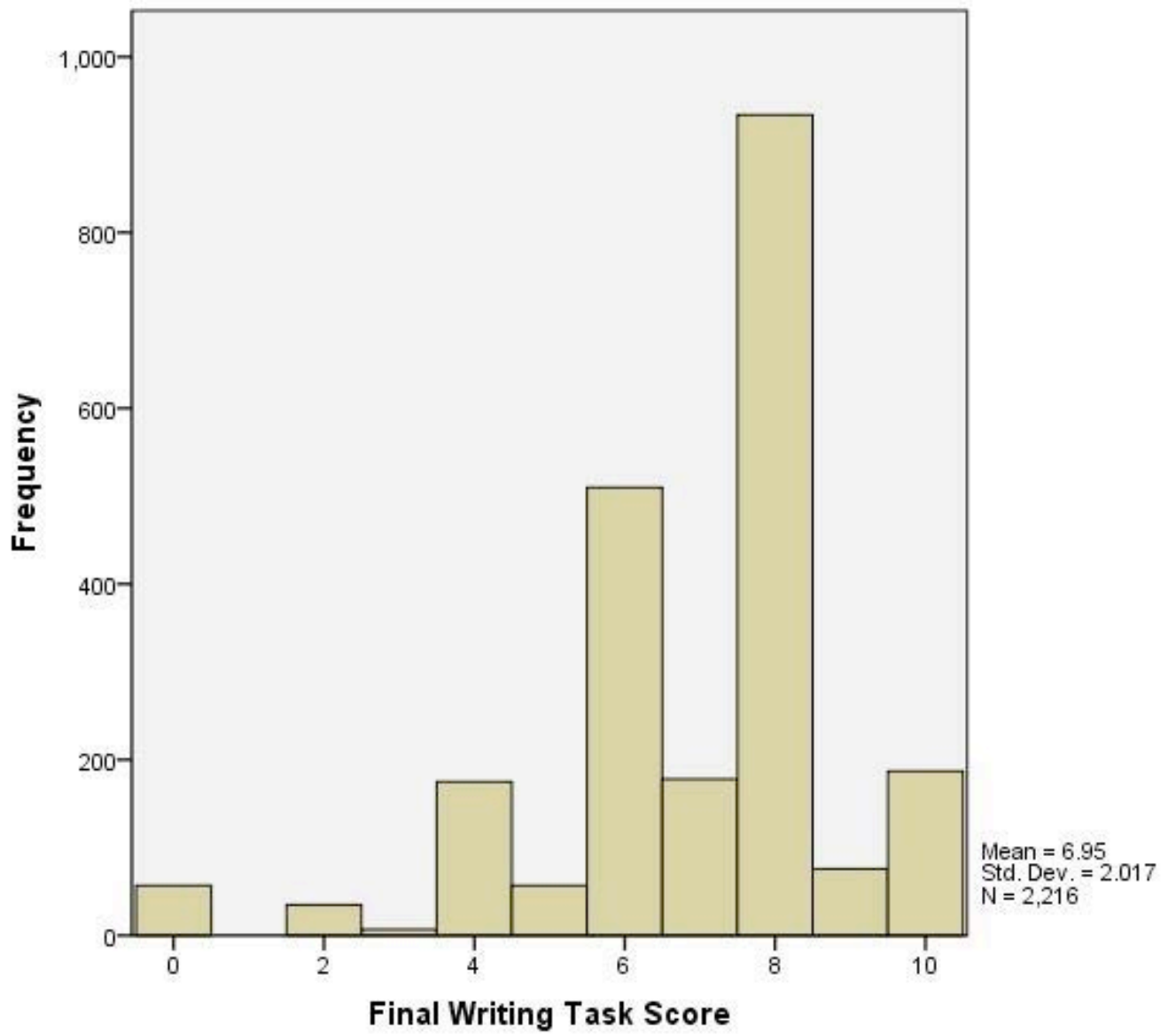
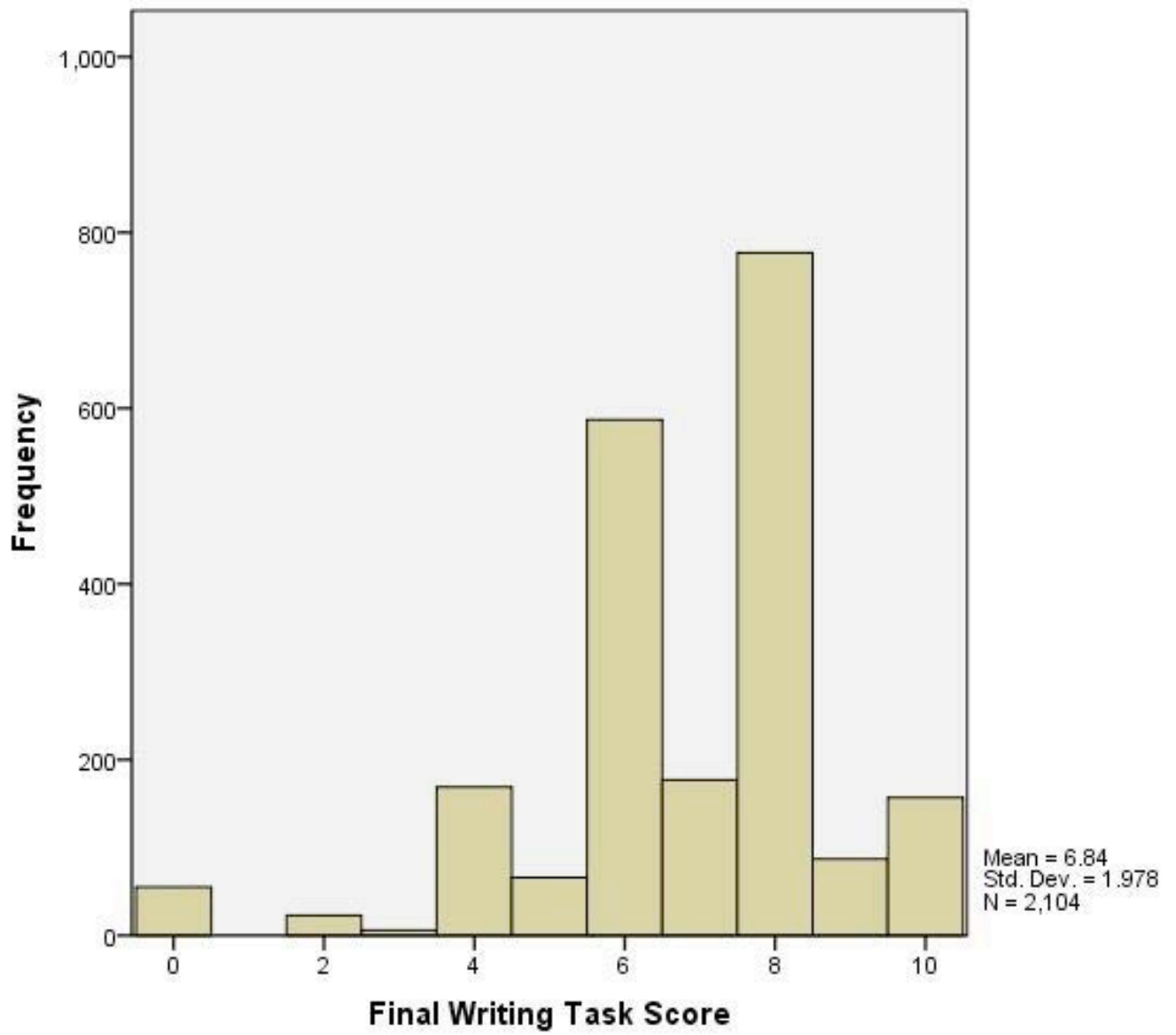




Figure C12: Histogram of CHSPE Writing Task Final Scores, Summer 2011



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