# 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[1]), 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.[2] 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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[1] EDS is a registered trademark of Electronic Data Systems. In the context of this document, however, EDS refers exclusively to Educational Data Systems, Inc.

[2] 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 | % |
| All Examinees | 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 |
| First-Time Examinees | 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 |
| Retesters | 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 Pass | % Pass | N | N Pass | % Pass | N | N Pass | % Pass | N | N Pass | % Pass |
| All Examinees | | | | | | | | | | | | |
| 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 |
| Examinees Making First Attempt | | | | | | | | | | | | |
| 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[a] | Both Sections[b] | ELA (having previously passed Math) | Mathematics (having previously passed ELA) | N | % of Those Who Could Earn One |
| 2004 | | | | | | | |
| 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 |
| 2005 | | | | | | | |
| 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 |
| 2006 | | | | | | | |
| 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 |
| 2007 | | | | | | | |
| 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 |
| 2008 | | | | | | | |
| 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 |
| 2009 | | | | | | | |
| 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 |
| 2010 | | | | | | | |
| 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 |
| 2011 | | | | | | | |
| 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.

[a] 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.

[b] 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[3]), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a

[3] 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.[4]

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.

[4] 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[5]), 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.[6]

### 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.[7]

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[5] 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.

[6] 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.

[7] 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.[8] 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

[8] 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.[9] 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.

[9] 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.[10] 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.

[10] 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 **writing task** score is: | The examinee's **multiple-choice score** 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:

<u>Mathematics Section:</u>
Number Sense and Operations
Patterns, Relationships, and Algebra
Data, Statistics, and Probability
Geometry and Measurement

<u>English-language Arts Section, Language Subtest:</u>
Capitalization
Usage
Punctuation
Sentence Structure
Prewriting
Content and Organization

<u>English-language Arts Section, Reading Subtest:</u>
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**

| | | TASK 3, Form B[a] | | TASK 2, Form B[b] | | TASK 3, Form A[c] | |
|---|---|---|---|---|---|---|---|
| | | Minimum Number of Items Answered Correctly Required for a Cluster Score of: | | | | | |
| Content Cluster | N of Items | Below Adequate[d] | Adequate or Better[e] | Below Adequate | Adequate or Better | Below Adequate | Adequate or Better |
| Reading Subtest | | | | | | | |
| 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 |
| Language Subtest | | | | | | | |
| 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 |

[a] Administered fall 2010.

[b] Administered spring 2011.

[c] Administered summer 2011.

[d] 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.

[e] 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[a] | | TASK 2, Form F[b] | | TASK 2, Form A[c] | |
|---|---|---|---|---|---|---|---|
| | | Minimum Number of Items Answered Correctly Required for a Cluster Score of: | | | | | |
| | | Below Adequate[d] | Adequate or Better[e] | 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 |

[a] Administered fall 2010.

[b] Administered spring 2011.

[c] Administered summer 2011.

[d] 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.

[e] 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 | % |
| All Examinees | 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 |
| First-Time Examinees | 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 |
| Retesters | 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

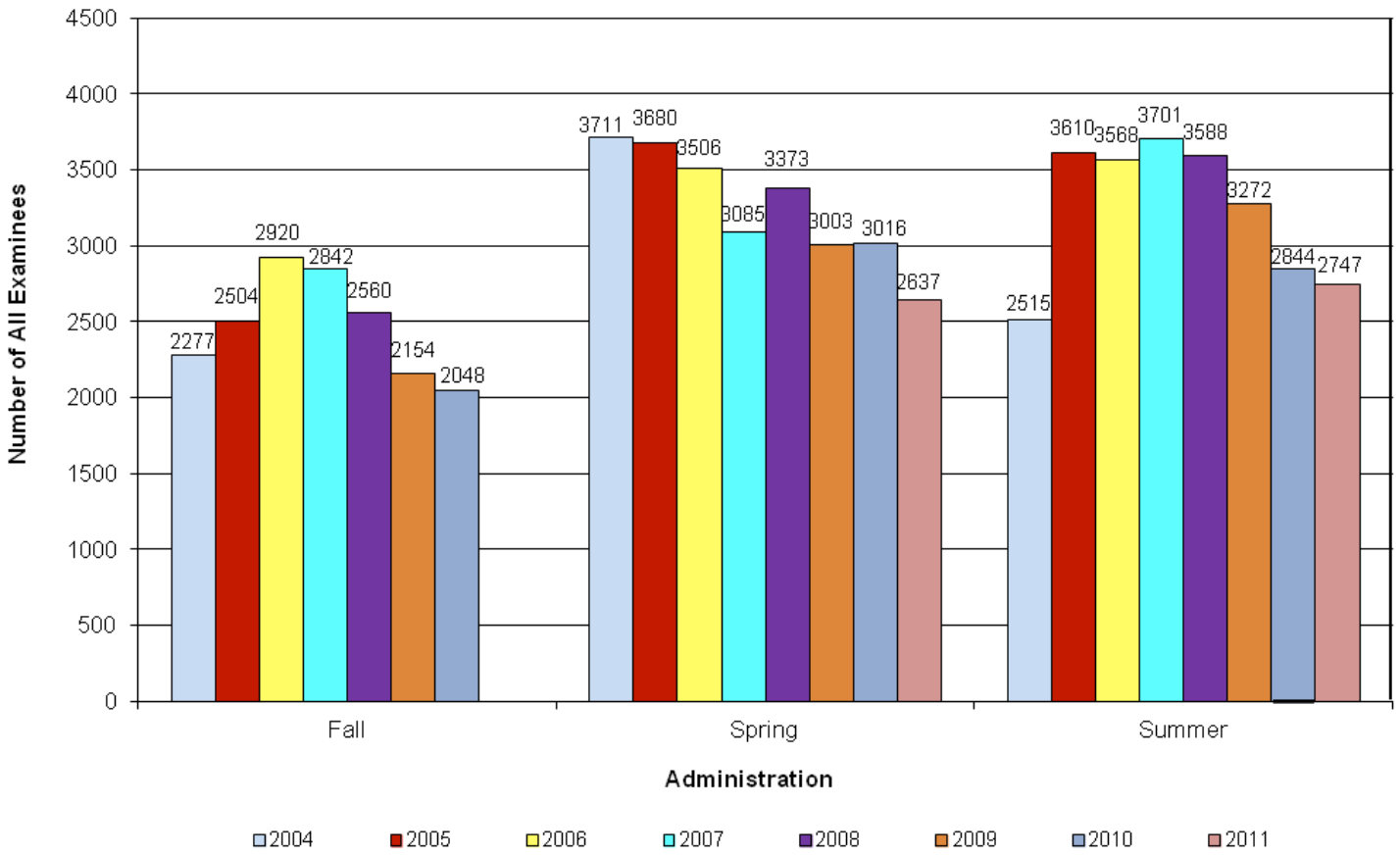
“attempted Mathematics” rows for summer. For the cumulative data, the examinee would be included in each of those rows but also in the “attempted both ELA and Mathematics” row (i.e., all five rows), but only once per row.

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**

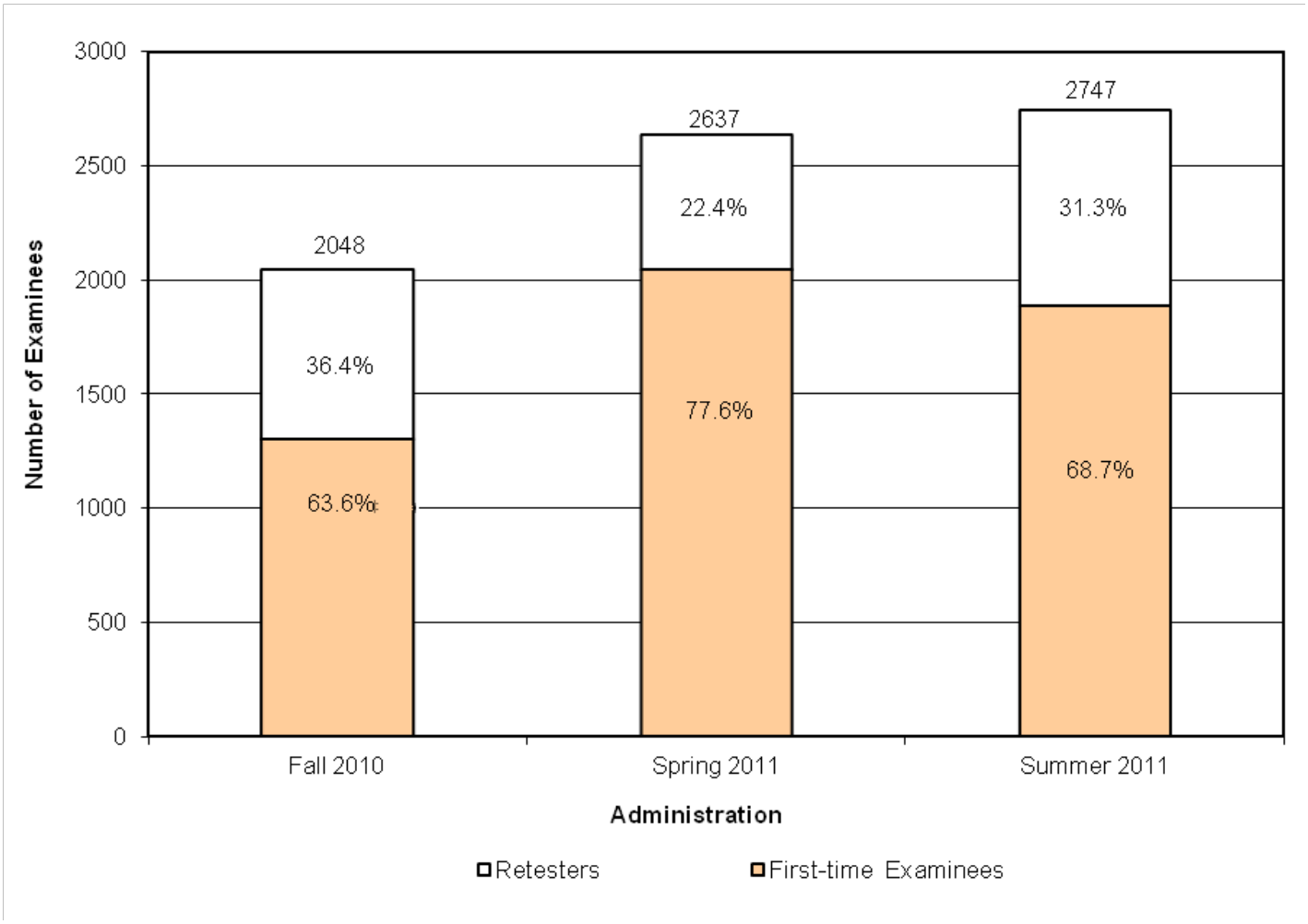



*Note.* Data are from Table 3.1 and previous CHSPE annual reports. Registration for the spring 2007 administration started later than normal due to contract start-up issues.

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[a] | 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)[b] | 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[c] | 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[d] | 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.

[a] 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.

[b] Examinees are asked “Which language(s) did you first learn as a child?”

[c] Examinees are asked “What is the language most often spoken by the adults at home?”

[d] 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[a] | 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)[b] | 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[c] | 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[d] | 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.

[a] 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.

[b] Examinees are asked “Which language(s) did you first learn as a child?”

[c] Examinees are asked “What is the language most often spoken by the adults at home?”

[d] 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[a] | 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)[b] | 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[c] | 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[d] | 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.

[a] 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.

[b] Examinees are asked “Which language(s) did you first learn as a child?”

[c] Examinees are asked “What is the language most often spoken by the adults at home?”

[d] 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[a] | 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)[b] | 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[c] | 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[d] | 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.

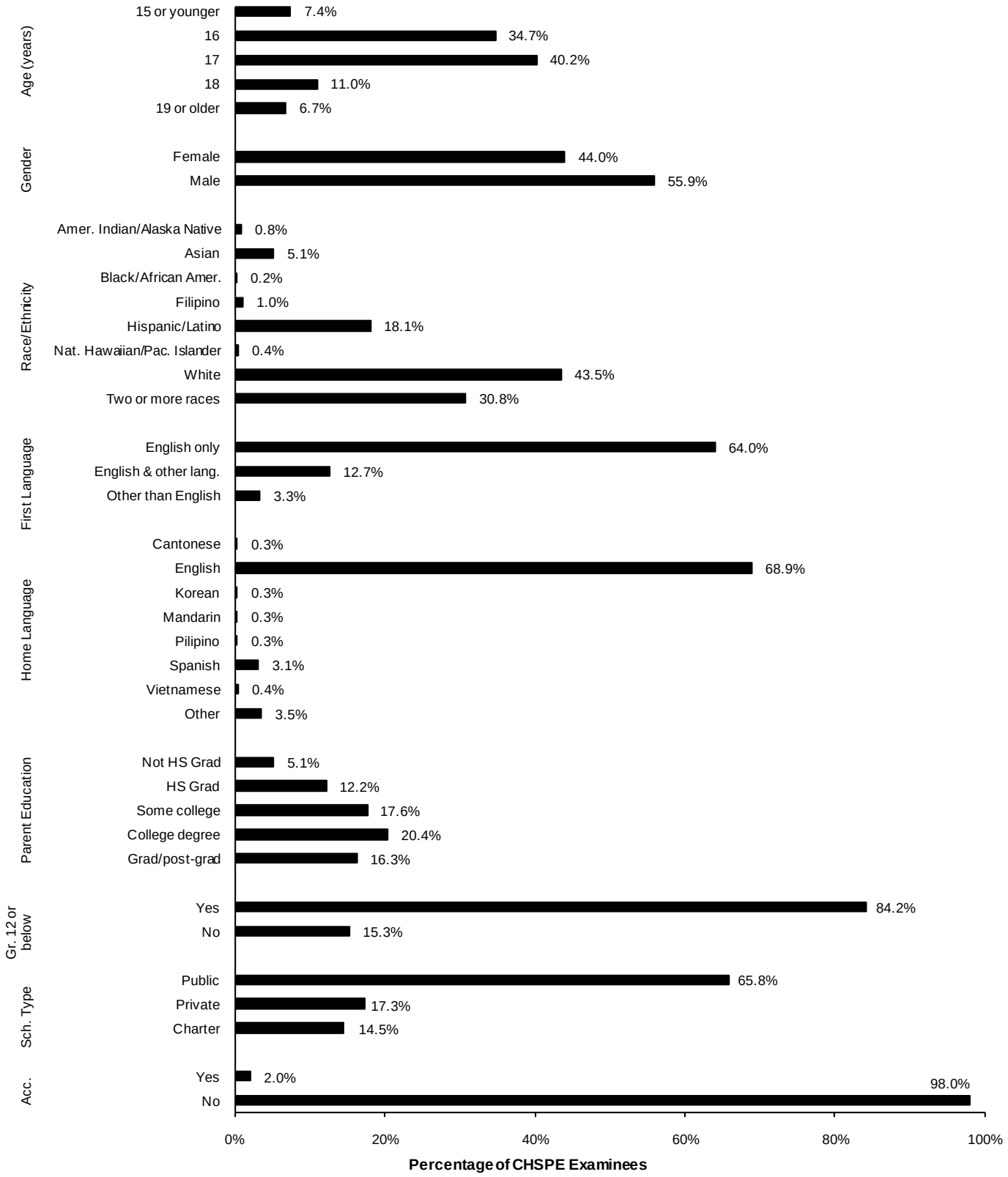
[a] Examinees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

[b] Examinees are asked “Which language(s) did you first learn as a child?”

[c] Examinees are asked “What is the language most often spoken by the adults at home?”

[d] 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 Pass | % Pass | N | N Pass | % Pass | N | N Pass | % Pass | N | N Pass | % Pass |
| All Examinees | | | | | | | | | | | | |
| 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 |
| Examinees Making First Attempt | | | | | | | | | | | | |
| 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).

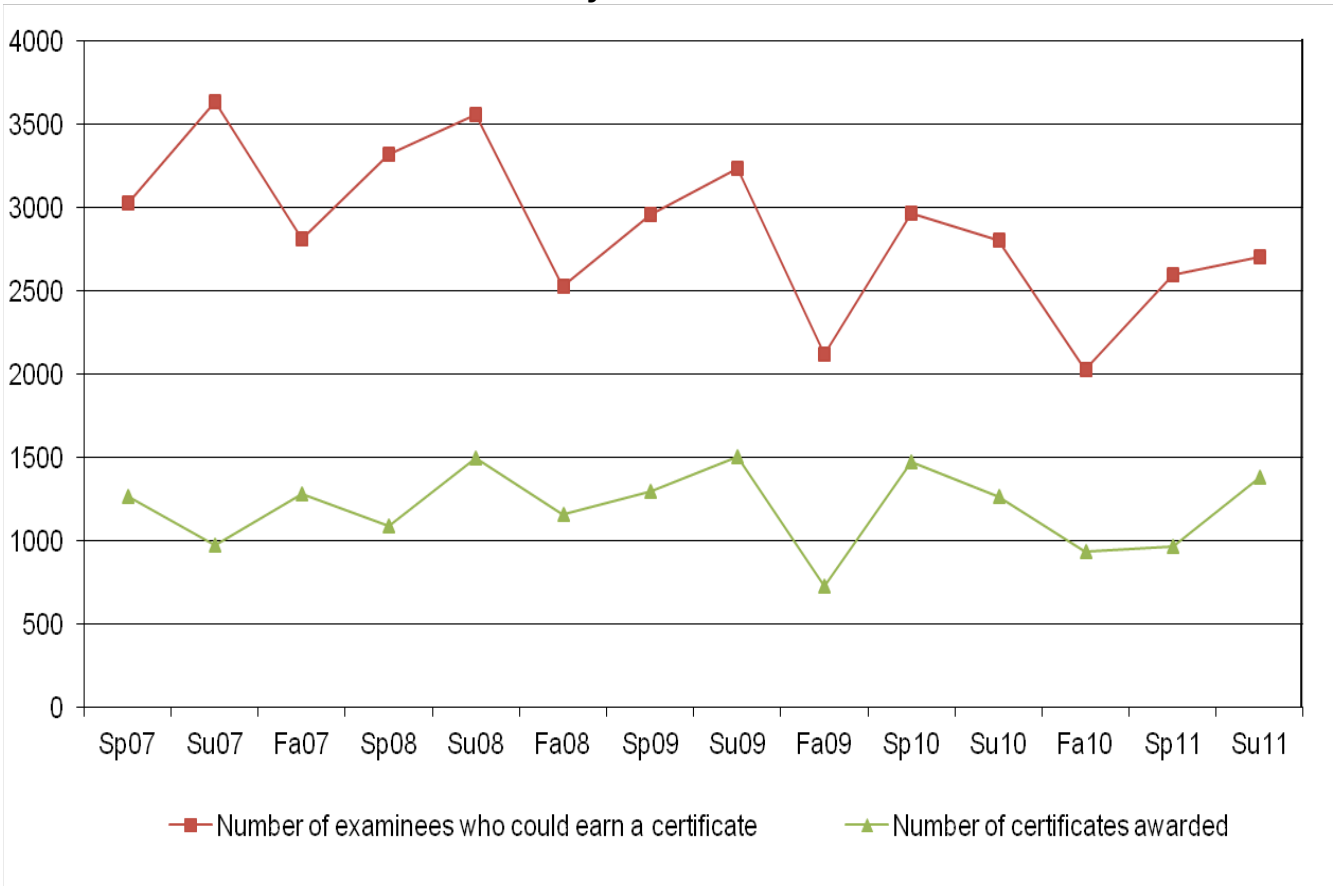
**Table 4.2: Number of Examinees Awarded Certificates of Proficiency by Administration Since 2004**

| | Examinees | | N of Examinees Who Earned a Certificate by Passing: | | | Examinees Awarded Certificates | |
|---|---|---|---|---|---|---|---|
| Administration | N | N Who Could Earn Certificate[a] | Both Sections[b] | ELA (having previously passed Math) | Mathematics (having previously passed ELA) | N | % of Those Who Could Earn One |
| 2004 | | | | | | | |
| 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 |
| 2005 | | | | | | | |
| 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 |
| 2006 | | | | | | | |
| 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 |
| 2007 | | | | | | | |
| 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 |
| 2008 | | | | | | | |
| 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 |
| 2009 | | | | | | | |
| 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 |
| 2010 | | | | | | | |
| 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 |
| 2011 | | | | | | | |
| 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.
[a] 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.
[b] 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.[11]

[11] 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[a] | 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)[b] | 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[c] | 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[d] | 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 |

*(continued on next page)*

**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.

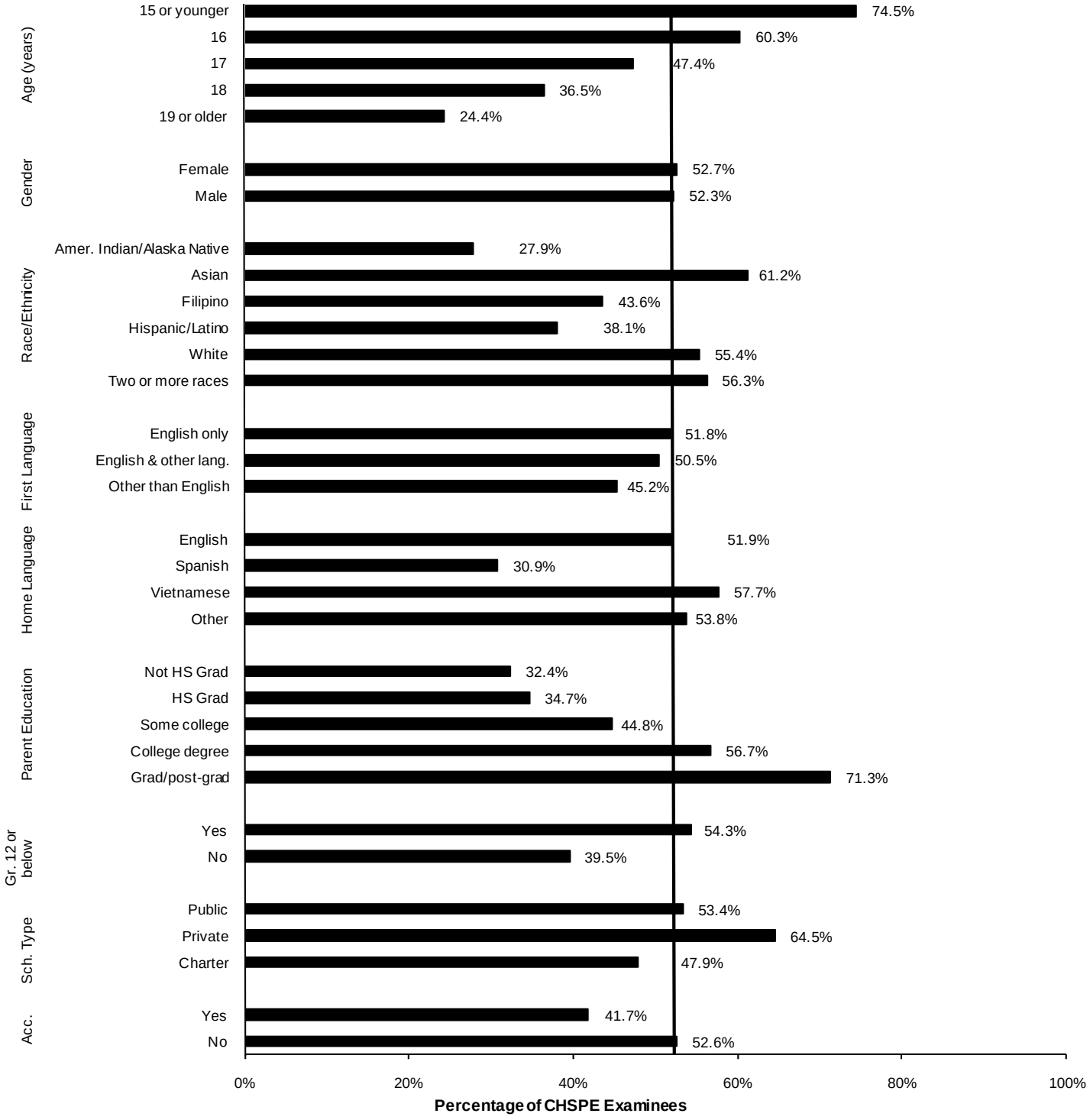
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[b] Examinees are asked "Which language(s) did you first learn as a child?"

[c] Examinees are asked "What is the language most often spoken by the adults at home?"

[d] 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**

| | | Fall 2010 | | Spring 2011 | | Summer 2011 | | Cumulative 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[a] | 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)[b] | 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[c] | 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[d] | 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 |

*(continued on next page)*

**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 |
| 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.

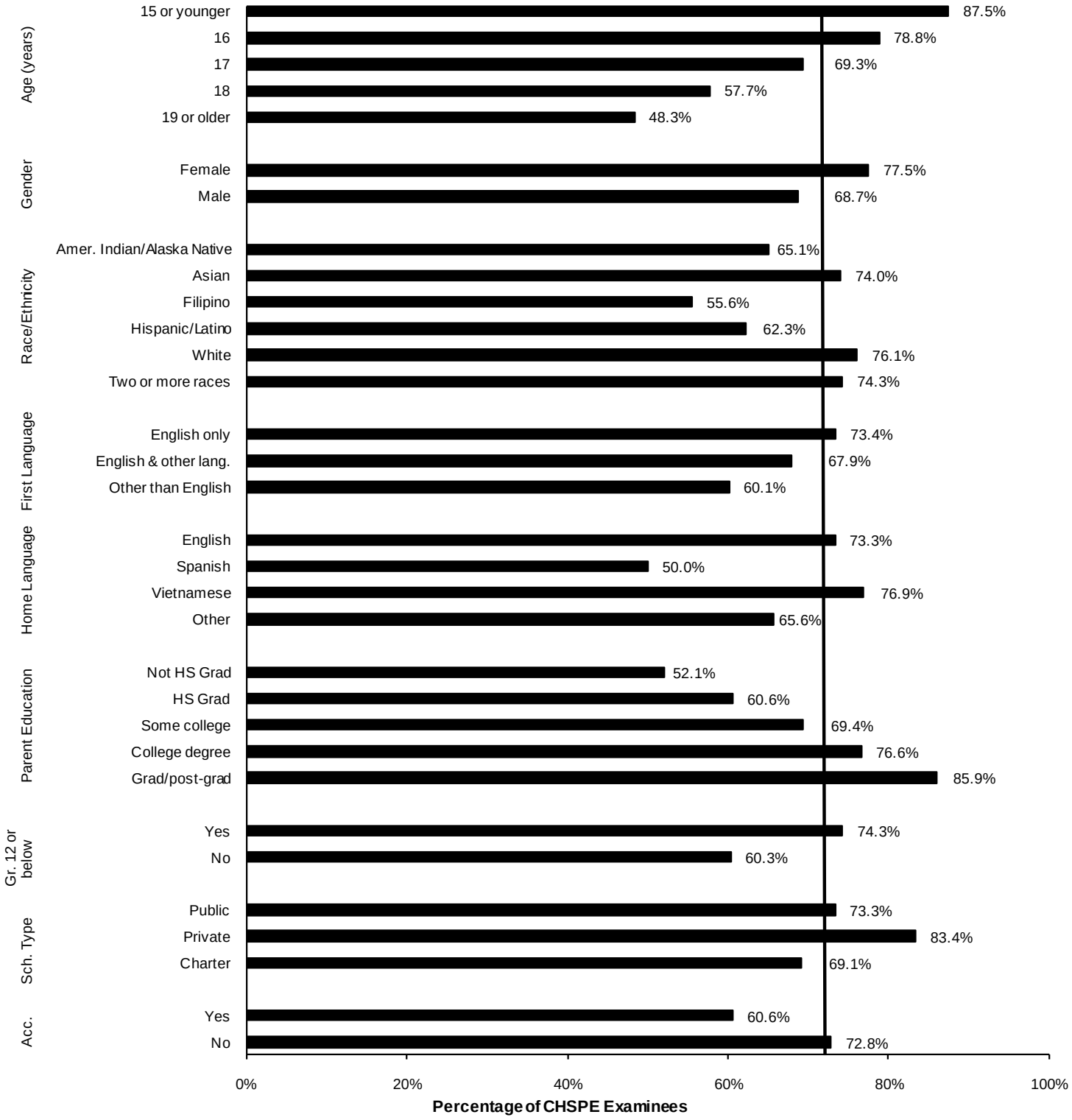
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[b] Examinees are asked "Which language(s) did you first learn as a child?"

[c] Examinees are asked "What is the language most often spoken by the adults at home?"

[d] 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[a] | 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)[b] | 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[c] | 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[d] | 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.

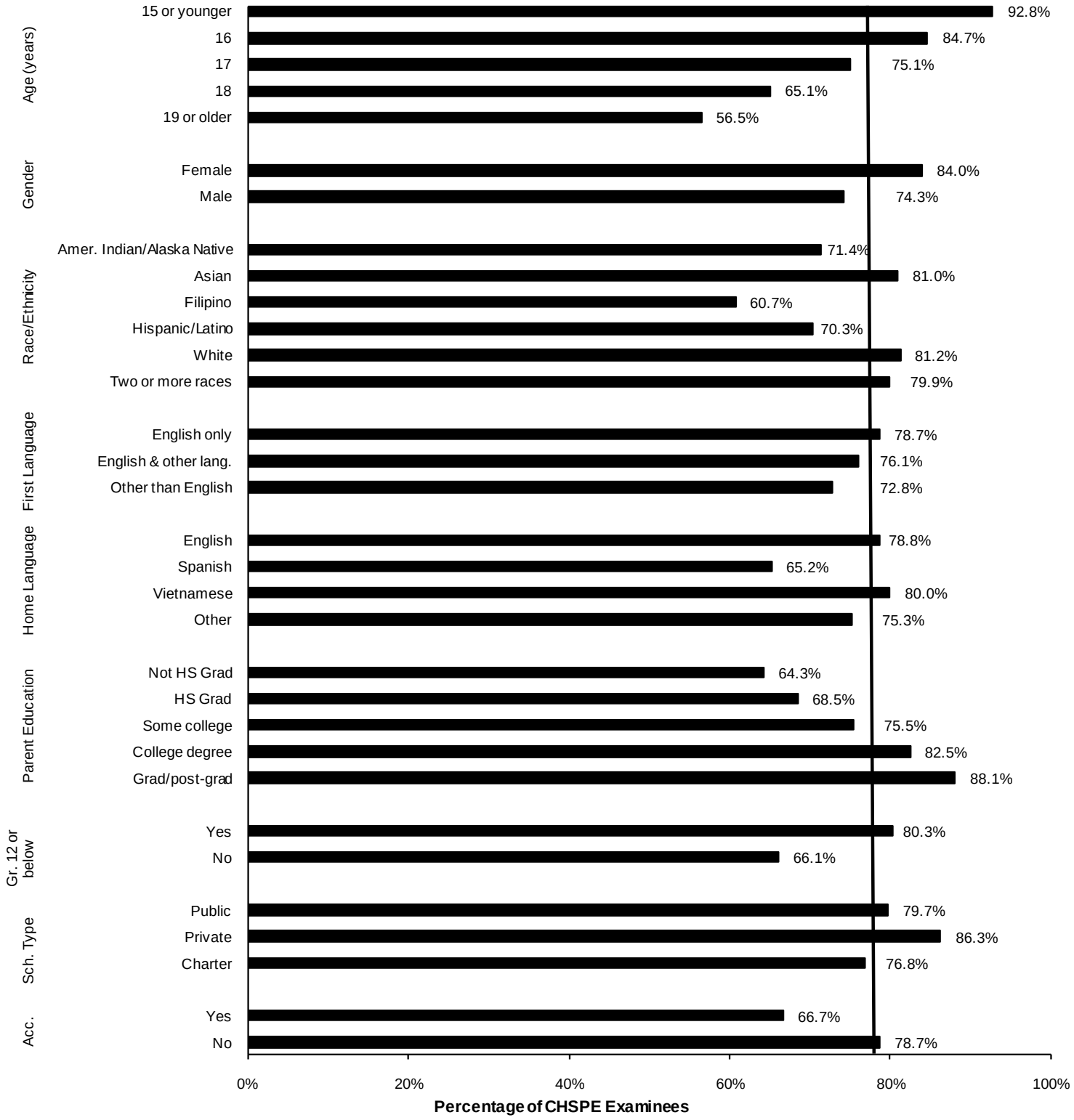
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[b] Examinees are asked "Which language(s) did you first learn as a child?"

[c] Examinees are asked "What is the language most often spoken by the adults at home?"

[d] 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[a] | 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)[b] | 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[c] | 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[d] | 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 |

*(continued on next page)*

**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.

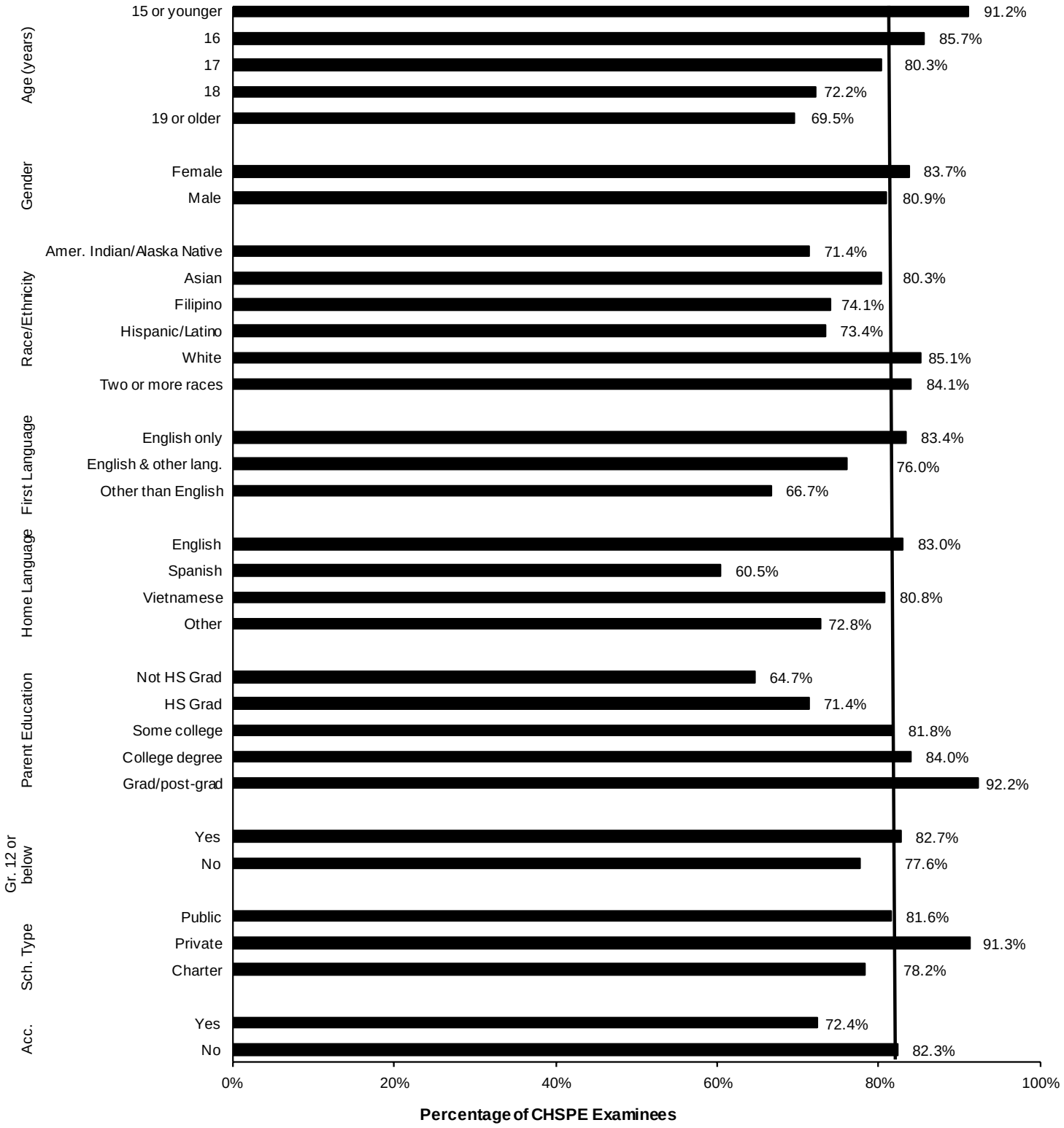
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[b] Examinees are asked "Which language(s) did you first learn as a child?"

[c] Examinees are asked "What is the language most often spoken by the adults at home?"

[d] 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[a] | 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)[b] | 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[c] | 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[d] | 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 |

*(continued on next page)*

**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.

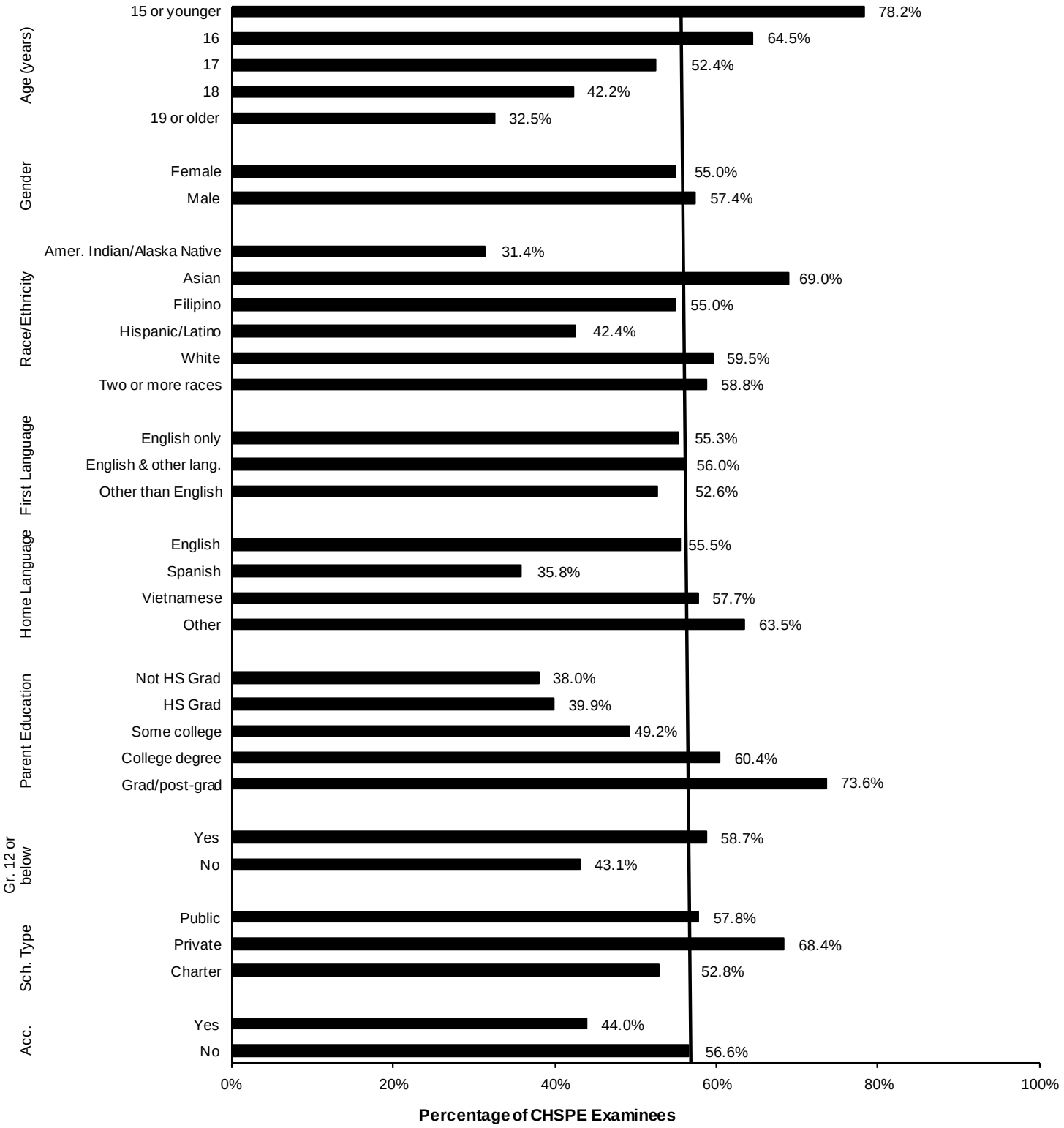
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[b] Examinees are asked "Which language(s) did you first learn as a child?"

[c] Examinees are asked "What is the language most often spoken by the adults at home?"

[d] 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 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Blank[a] | Off-topic | 1 | 2 | 3 | 4 | 5 | Total |
| 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.
[a] 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 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Blank[a] | Off-topic | 1 | 2 | 3 | 4 | 5 | Total |
| 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.
[a] 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 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Blank[a] | Off-topic | 1 | 2 | 3 | 4 | 5 | Total |
| 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.
[a] 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)**

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

*Note*. Numbers in the "Total" column are the sums of the numbers in the administration columns (i.e., they are not unduplicated totals).
[a] Registrants who were originally registered for a previous administration who moved their registration to the administration shown.
[b] 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.[12] 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.

[12] 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 though 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 | -- |
| | **Total** | **2253** | **2048** | **2869** | **2637** | **2983** | **2747** |

*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 | | Registrants | | Tested | |
|---|---|---|---|---|---|
| # | Name | 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 | -- | -- |
| | **Total:** | **8105** | **2702** | **7432** | **2477** |

*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 | | | | | |
|---|---|---|---|---|---|---|
| | Pre-2010–11 | Fall 2010 | Spring 2011 | Summer 2011 | Future Admins. | Total |
| Regular Registration | $536 | $198,815 | $307,982 | $317,350 | $0 | $824,683 |
| Late Fee[a] | 484 | 24,172 | 23,450 | 24,675 | 0 | 72,781 |
| Emergency Fee[b] | 466 | 8,175 | 7,500 | 8,600 | 0 | 24,741 |
| Transfer[c] | 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[d] | 0 | 478 | 550 | 386 | 0 | 1,414 |
| Refund | (50) | (276) | (245) | (330) | 0 | (901) |
| **Subtotal (Test Admin)** | **$2,001** | **$233,279** | **$341,197** | **$354,156** | **$400** | **$931,033** |

| 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 |
| **Subtotal (Documents):** | | **$63,763** |
| **Total:** | | **$994,796** |

[a] Includes only the "late fee" (paid in addition to the regular registration fee in the row above).
[b] Includes only the "emergency fee" (paid in addition to the regular and late registration fees in the rows above.)
[c] The transfer fee is included in the administration to which the examinee transferred.
[d] 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.

**C = copied  I = illegible  L = other language  T = off-topic  B = blank**

# 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 <u>effective</u> 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 <u>competent</u> 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 <u>basic</u> 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 <u>limited</u> 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.

**C = copied  I = illegible  L = other language  T = off-topic  B = blank**

# 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.

**Ethnicity**

Part 1 – Are you Hispanic or Latino?

□ Yes □ No

Part 2 – Mark one or more.

□ American Indian or Alaska Native
□ Asian Indian
□ Black or African American
□ Cambodian
□ Chinese
□ Filipino
□ Guamanian
□ Hawaiian
□ Hmong
□ Japanese
□ Korean
□ Laotian
□ Other Asian
□ Other Pacific Islander
□ Samoan
□ Tahitian
□ Vietnamese
□ White

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 I, 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<br>(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**

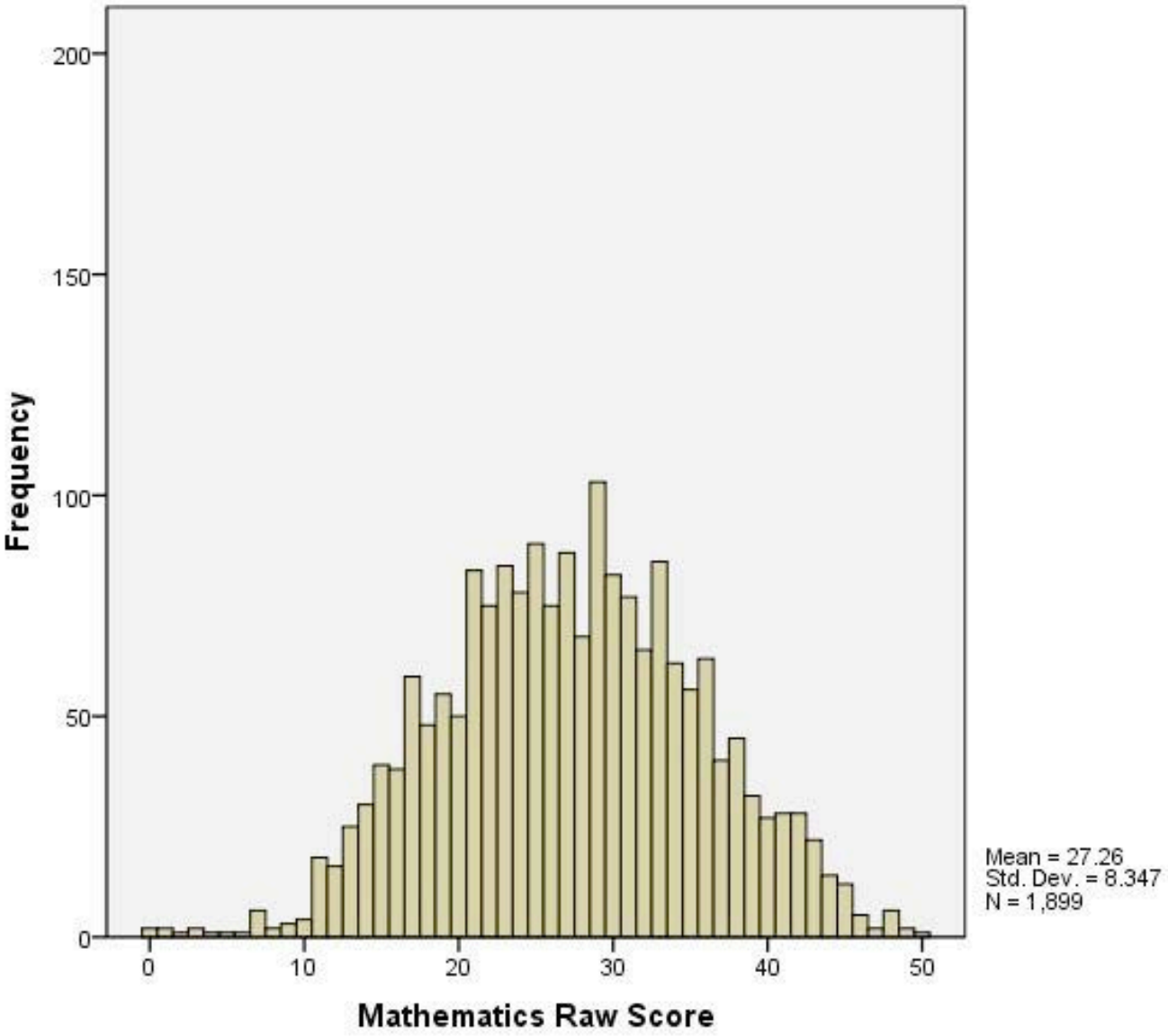


**Table C2: Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2011**

| 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**

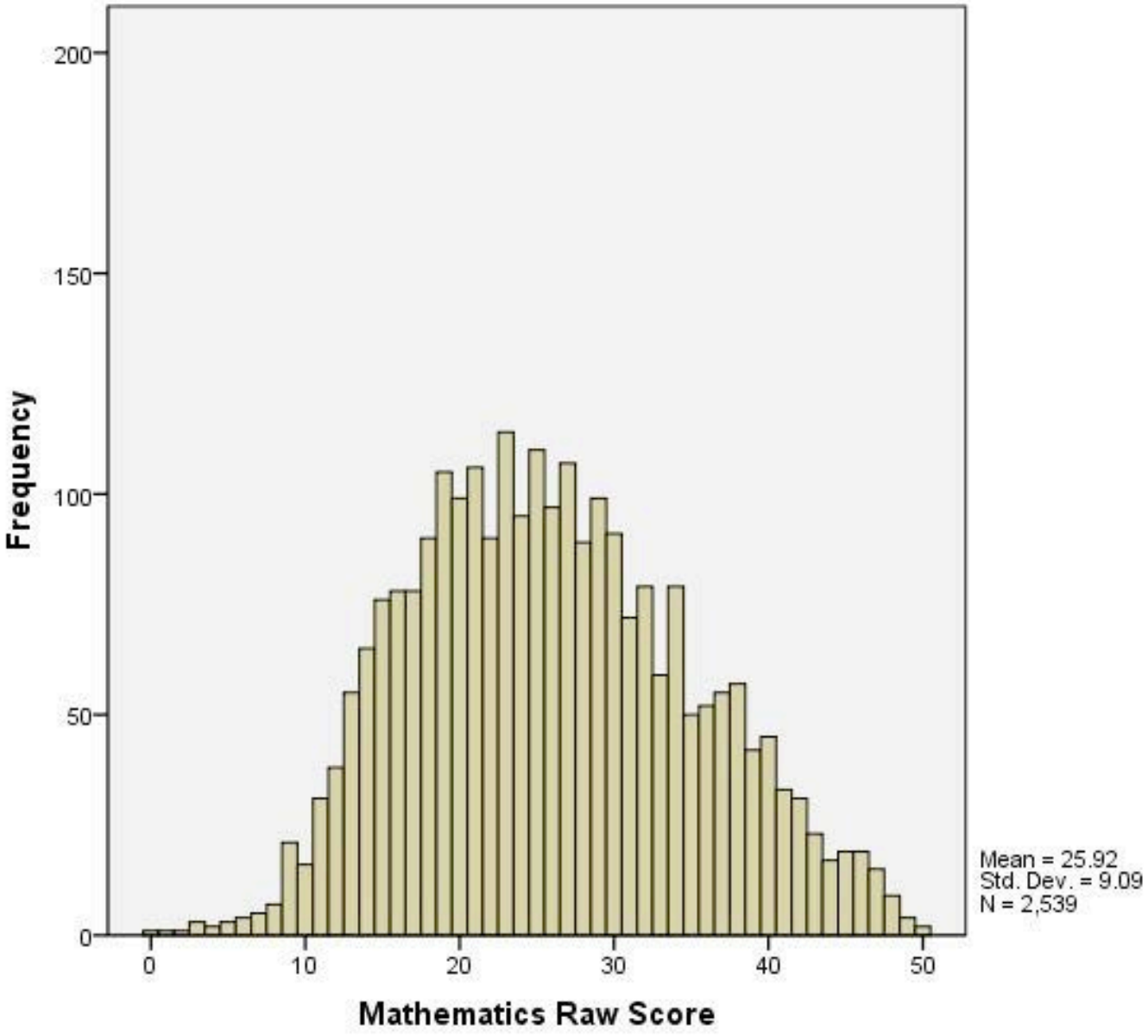


**Table C3: Frequencies of CHSPE Mathematics Scale and Raw Scores, Summer 2011**

| 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**

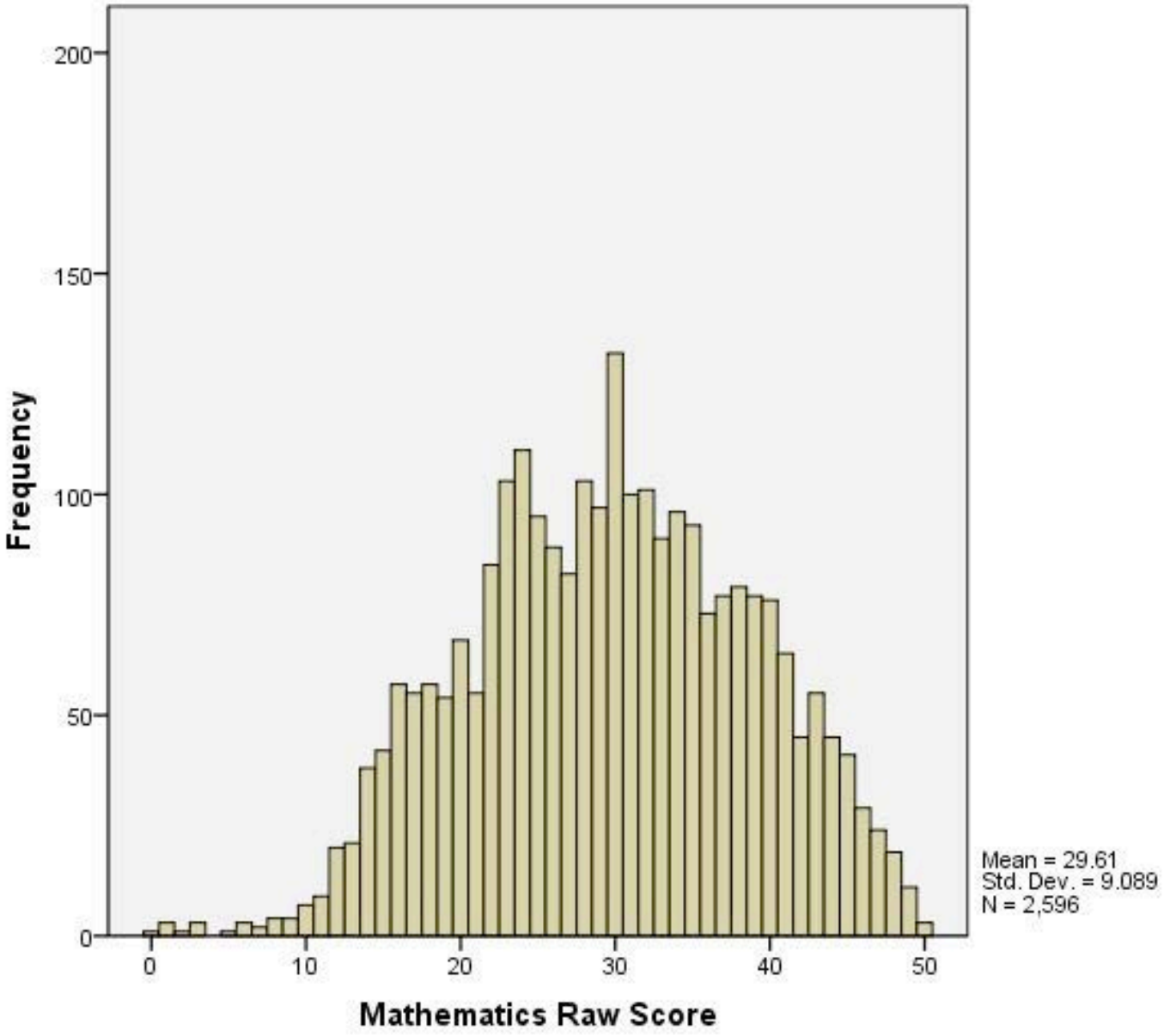


**Table C4: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2010**

| 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**

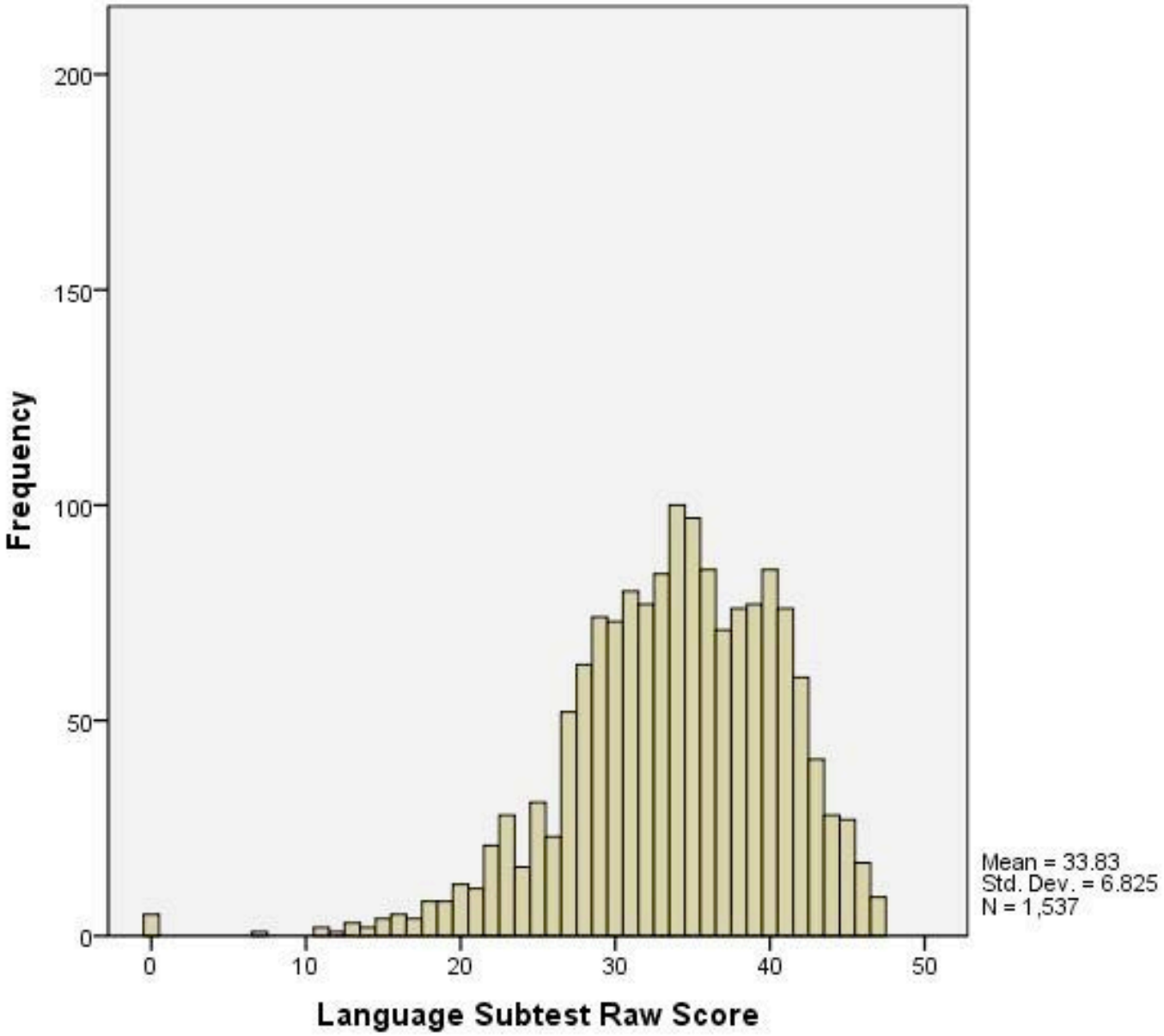


**Table C5: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2011**

| 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**

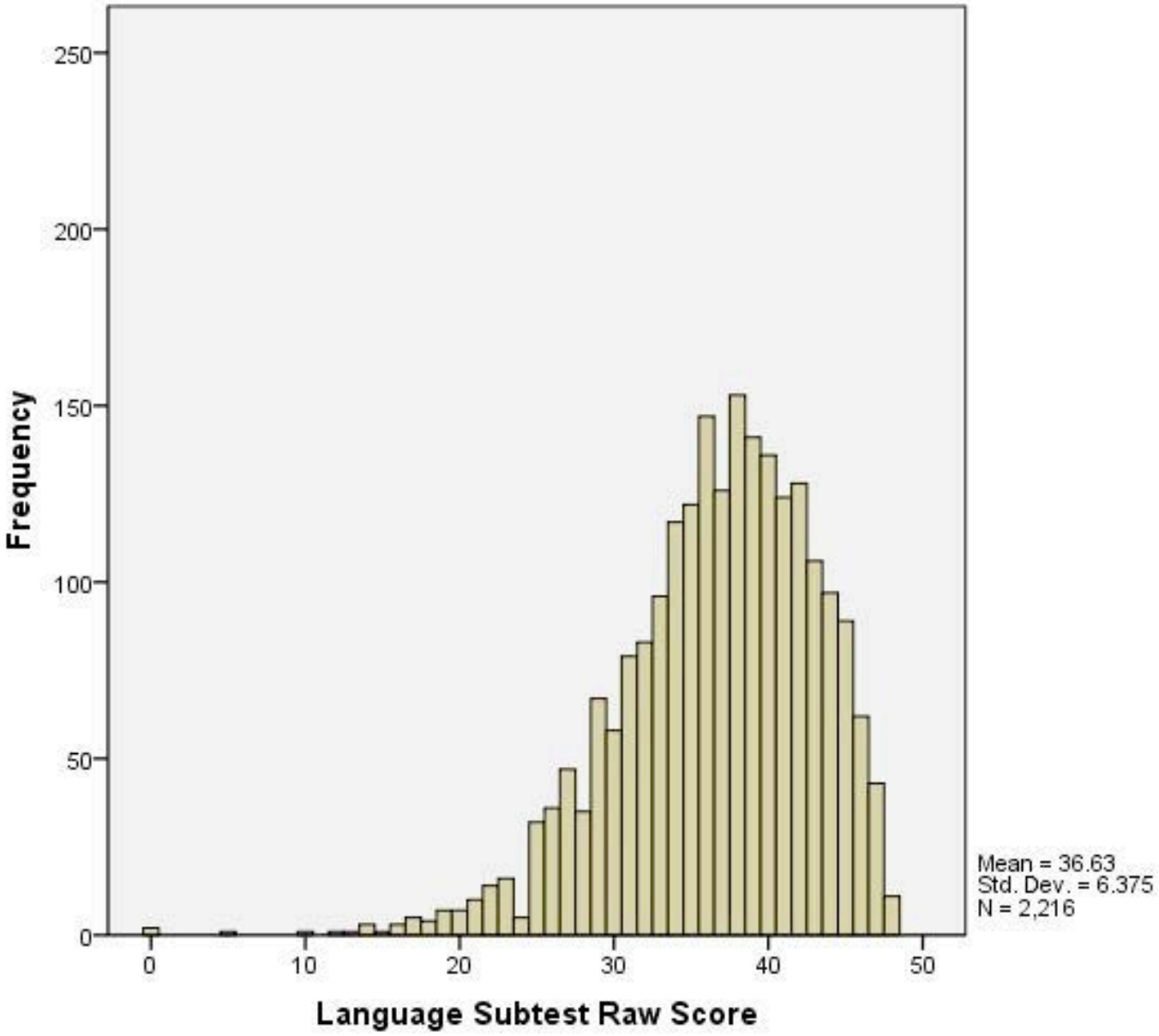


**Table C6: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Summer 2011**

| 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**

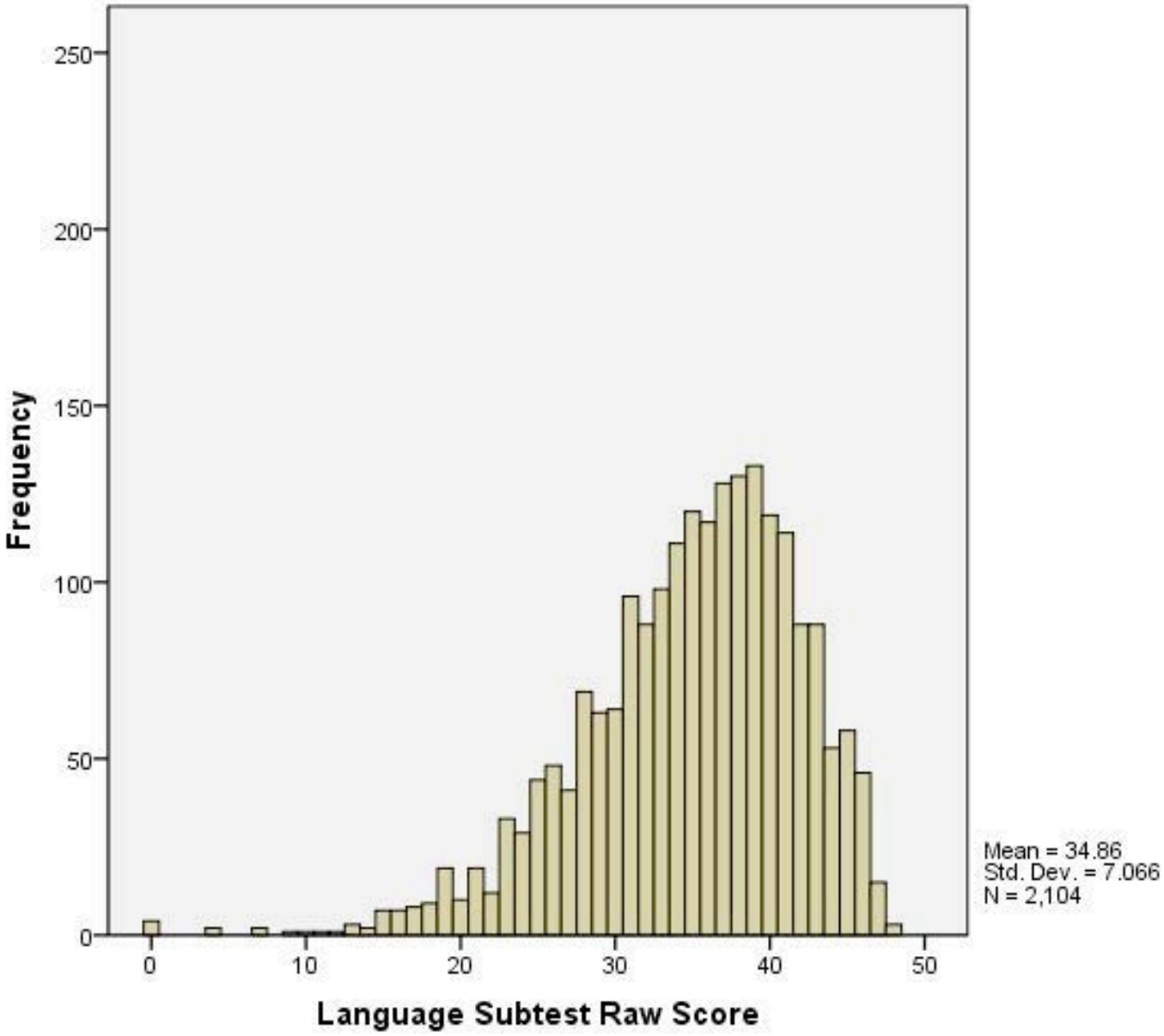


**Table C7: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2010**

| 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**

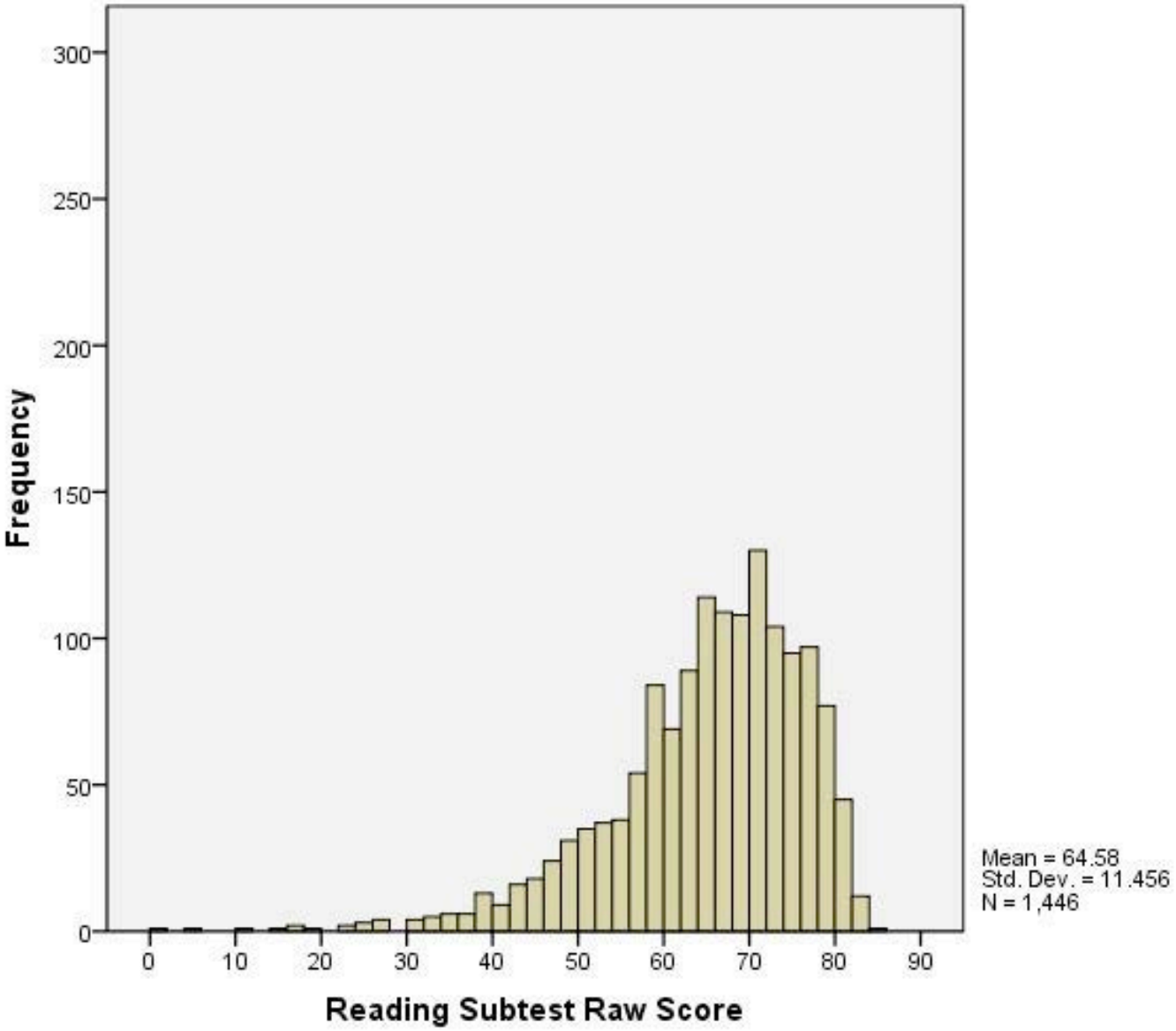


**Table C8: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2011**

| 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**

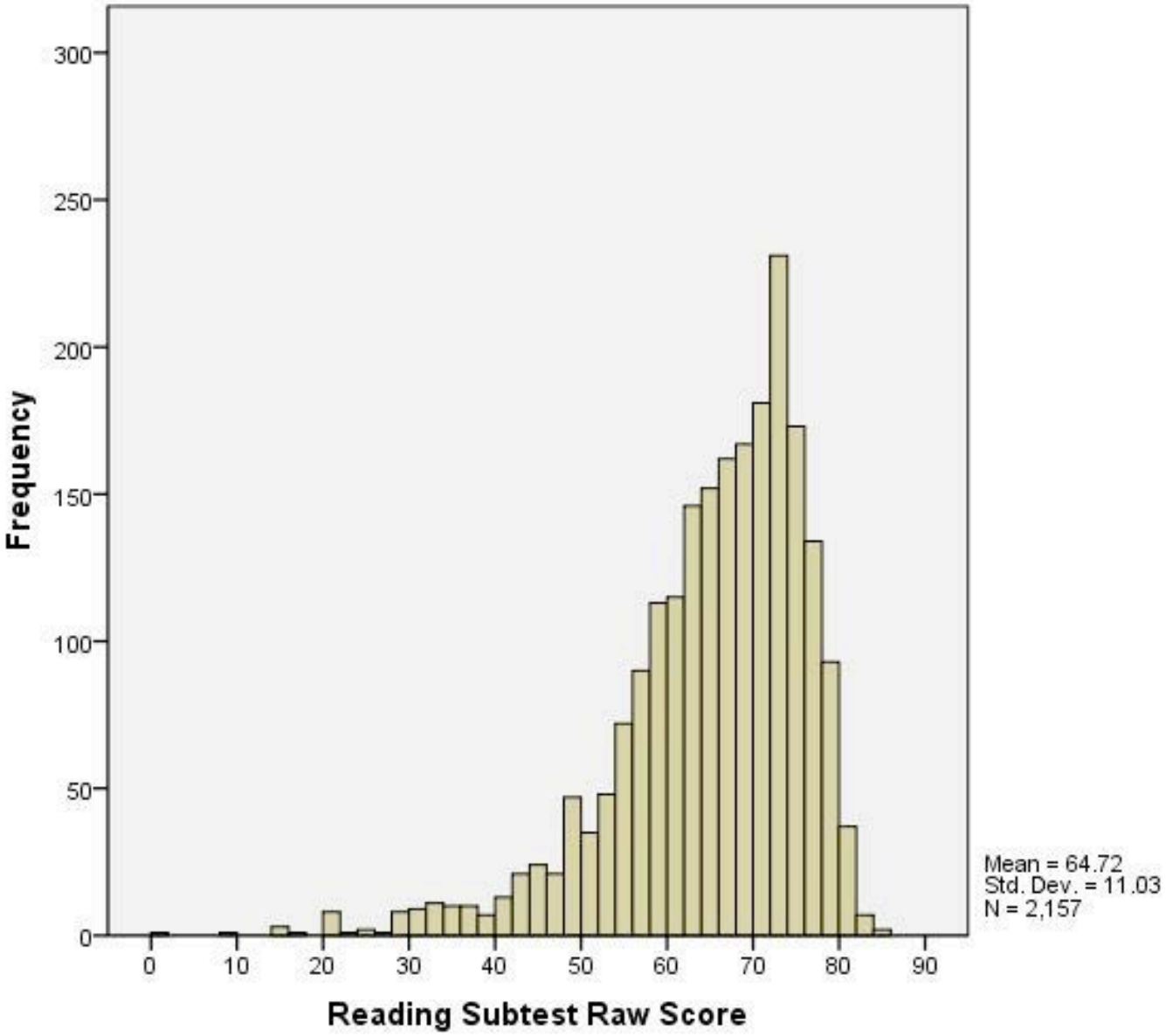


**Table C9: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Summer 2011**

| 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**

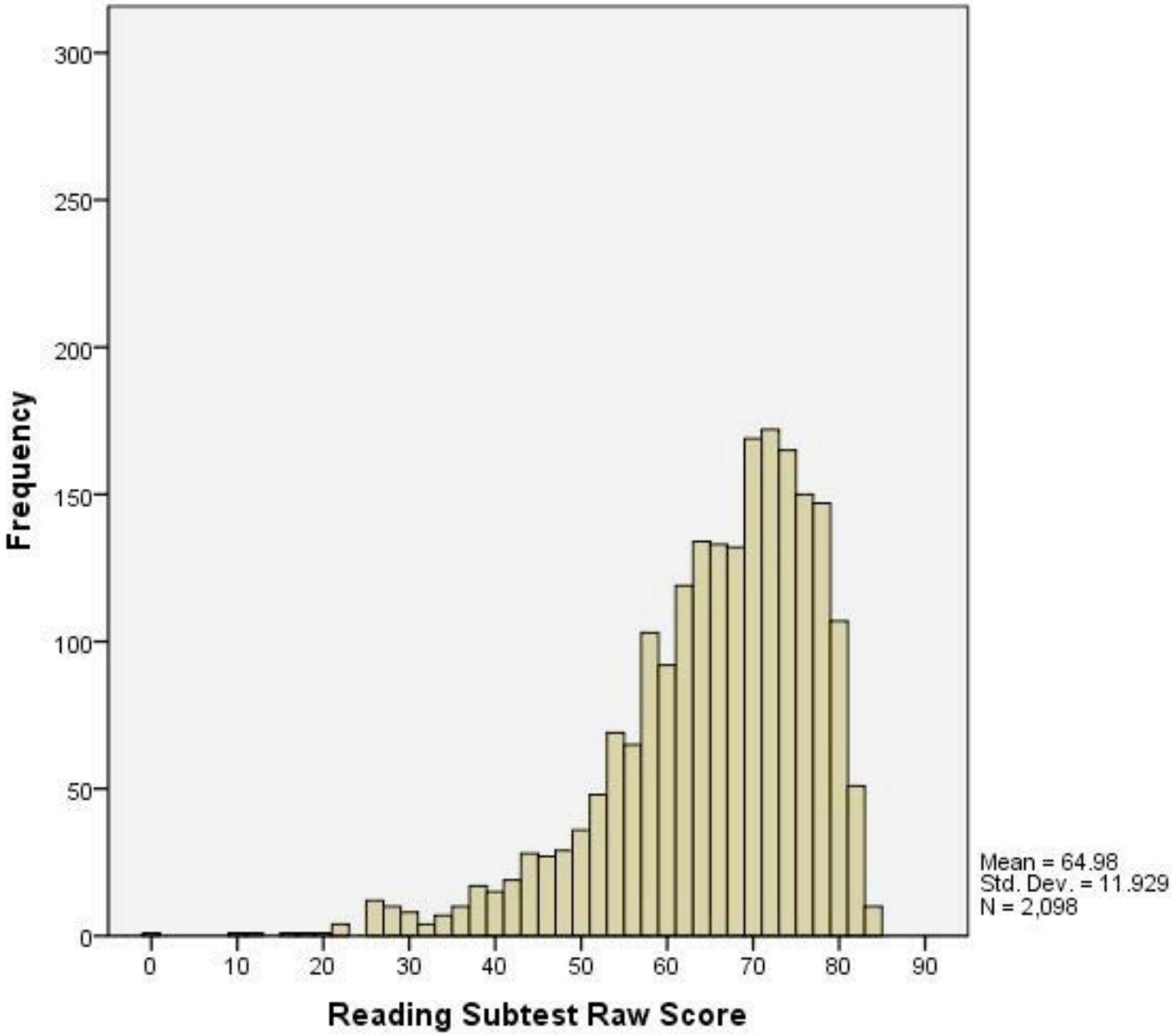


**Table C10: Frequencies of CHSPE Writing Task Final Scores, Fall 2010**

| | Fall 2010 | | | | | |
|---|---|---|---|---|---|---|
| | All Examinees | | | Examinees Making First Attempt | | |
| Score | 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**

| | Spring 2011 | | | | | |
|---|---|---|---|---|---|---|
| | All Examinees | | | Examinees Making First Attempt | | |
| Score | 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**

| | Summer 2011 | | | | | |
|---|---|---|---|---|---|---|
| | All Examinees | | | Examinees Making First Attempt | | |
| Score | 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**

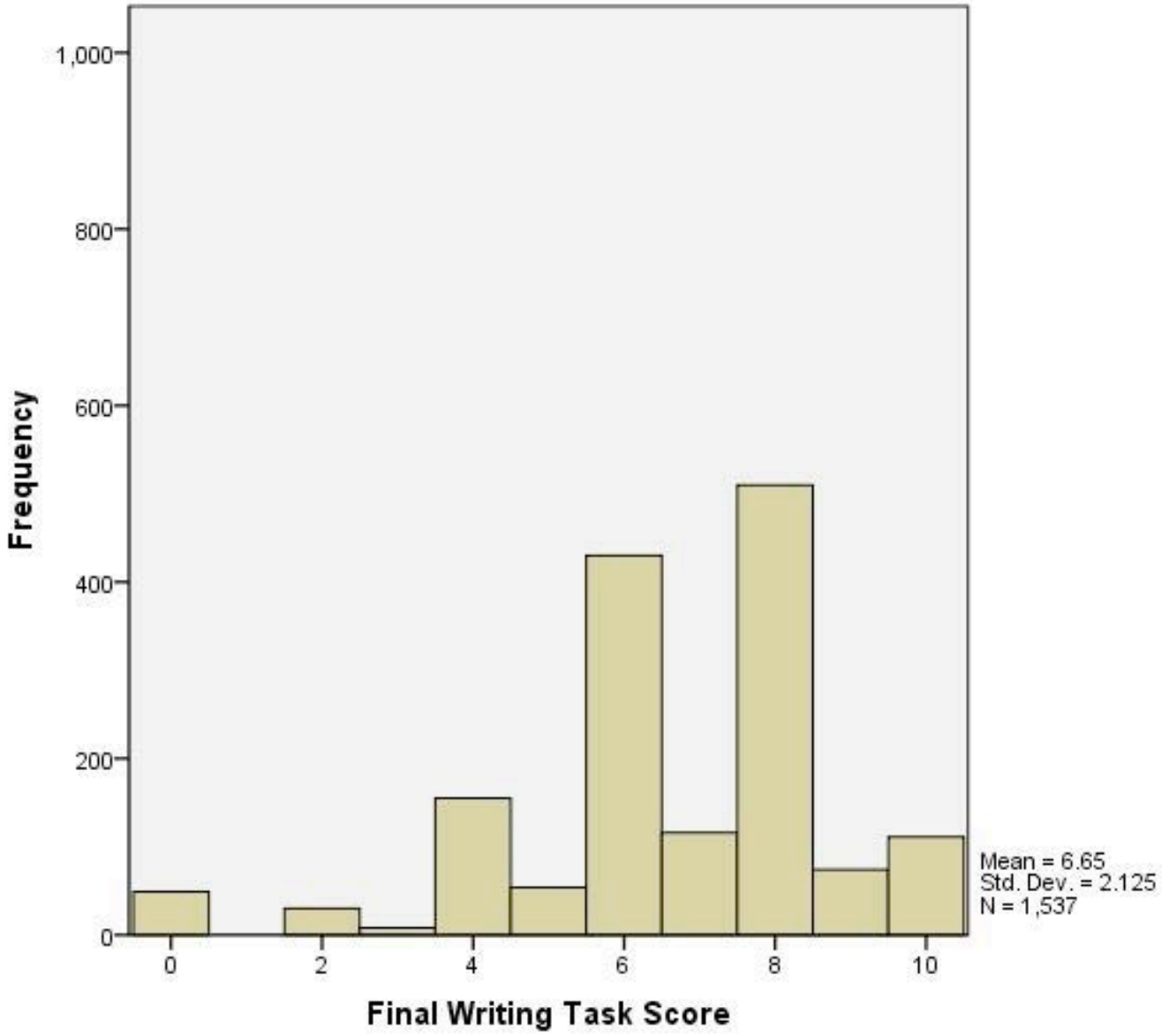


**Figure C11: Histogram of CHSPE Writing Task Final Scores, Spring 2011**

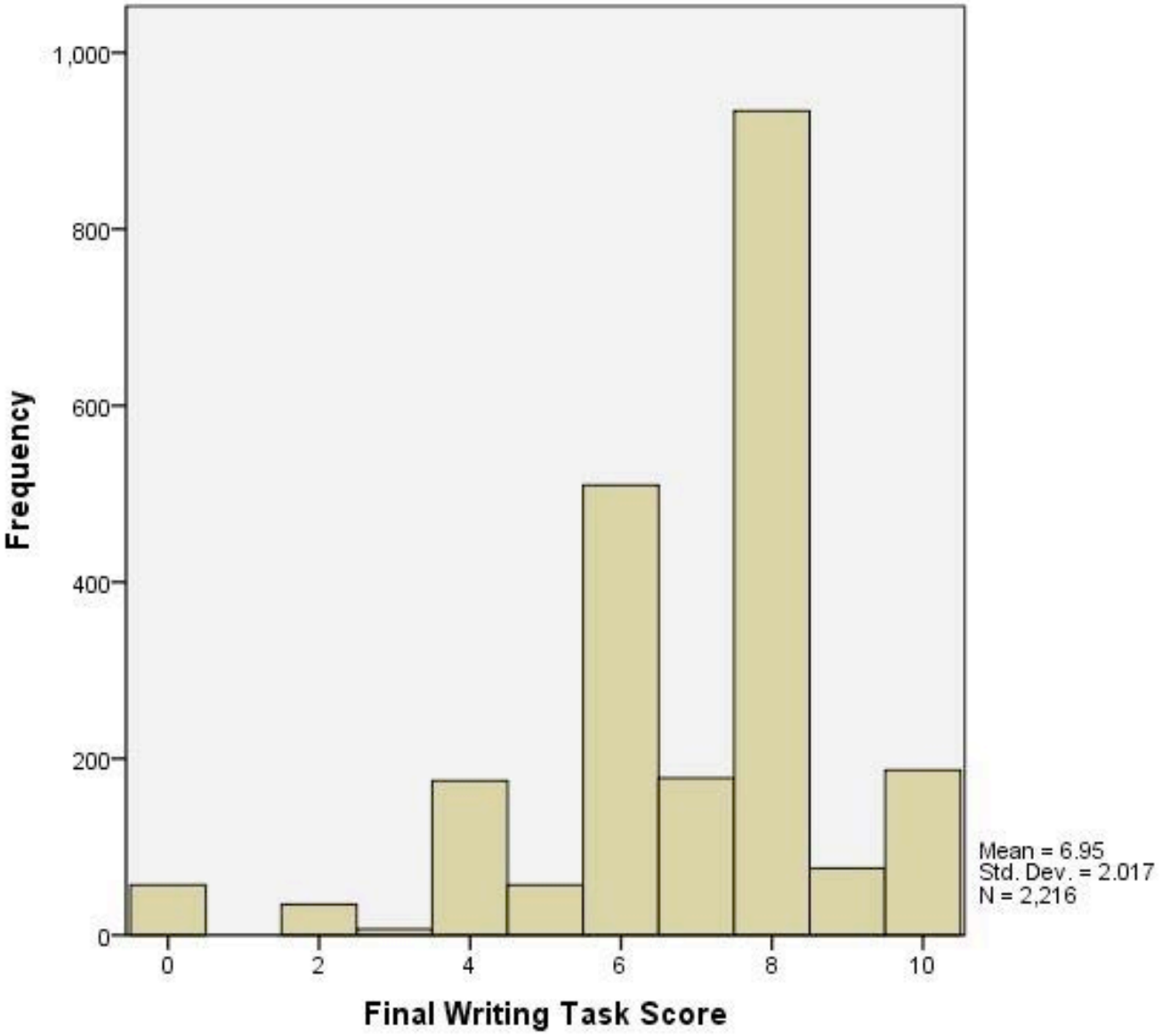
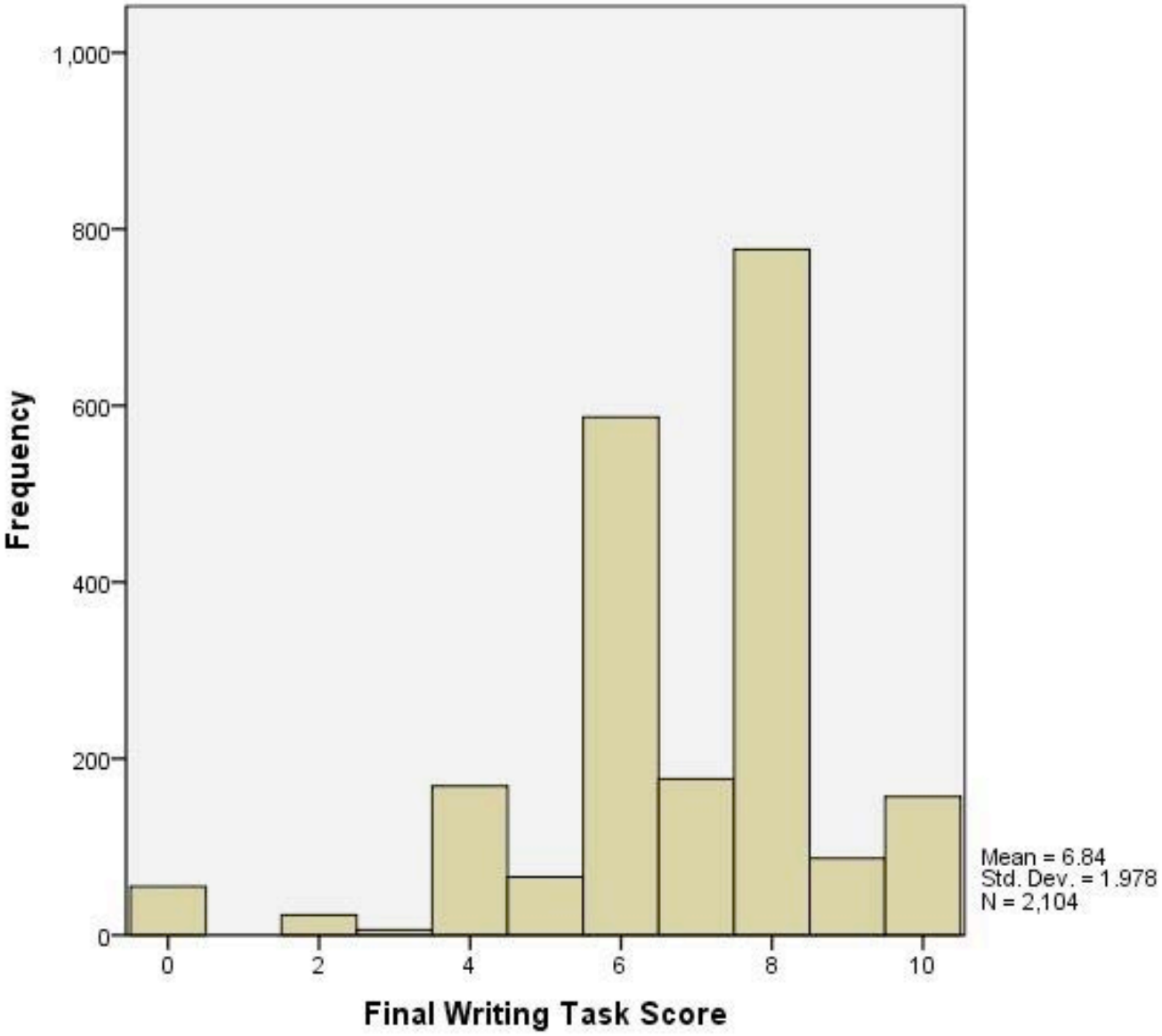


**Figure C12: Histogram of CHSPE Writing Task Final Scores, Summer 2011**



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