



CHSPE

**California High School
Proficiency Examination**

2012–13 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. (EDS¹), 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.

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 2012–13: fall (October) 2012, spring (March) 2013, and summer (June) 2013. 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 2012–13 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 5,844 unique examinees took one or more parts of the CHSPE in 2012–13. Most of these examinees (86.0 percent) took both sections. At each administration, nearly all of the first-time examinees took both sections. At each

Table A: CHSPE Examinee Participation, 2012–13

	Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
	N	%	N	%	N	%	N	%
<u>All Examinees</u>	1946	100.0	2356	100.0	2536	100.0	5844	100.0
Attempted both ELA and Mathematics	1338	68.8	1850	78.5	1857	73.2	5024	86.0
Attempted ELA (Language and Reading)	1369	70.3	1885	80.0	1893	74.6	5078	86.9
Attempted ELA Language	1472	75.6	1956	83.0	2023	79.8	5215	89.2
Attempted ELA Reading	1442	74.1	1930	81.9	1977	78.0	5166	88.4
Attempted Mathematics	1839	94.5	2274	96.5	2420	95.4	5705	97.6
<u>First-Time Examinees</u>	1313	100.0	1842	100.0	1851	100.0	5006	100.0
Attempted both ELA and Mathematics	1293	98.5	1814	98.5	1819	98.3	4953	98.9
Attempted ELA (Language and Reading)	1309	99.7	1833	99.5	1838	99.3	4989	99.7
Attempted ELA Language	1311	99.8	1835	99.6	1844	99.6	4996	99.8
Attempted ELA Reading	1311	99.8	1836	99.7	1842	99.5	4993	99.7
Attempted Mathematics	1297	98.8	1822	98.9	1831	98.9	4969	99.3
<u>Retesters</u>	633	100.0	514	100.0	685	100.0	838	100.0
Attempted both ELA and Mathematics	45	7.1	36	7.0	38	5.5	71	8.5
Attempted ELA (Language and Reading)	60	9.5	52	10.1	55	8.0	89	10.6
Attempted ELA Language	161	25.4	121	23.5	179	26.1	219	26.1
Attempted ELA Reading	131	20.7	94	18.3	135	19.7	173	20.6
Attempted Mathematics	542	85.6	452	87.9	589	86.0	736	87.8

Note. First-time examinees and retesters are defined using the spring 2004 administration as the starting point. The cumulative data are unduplicated totals. See pages 15-17 for a more detailed explanation.

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 participation rate can be explained by the lower passing rates on the Mathematics section. (Passing rates are presented in Section 4.)

For the three 2012–13 administrations cumulatively, among all examinees the majority were 17 years old (38.1 percent) or 16 years old (35.7 percent). Just over 53.5 percent of the examinees were males. The largest group of examinees (48 percent) reported that they were White. The next largest group (23.1 percent) indicated that they were Hispanic or Latino and 17.6 percent were categorized as two or more races (about 30 percent of whom are in that group because they did not respond). (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.) The majority of examinees (71.4 percent) reported that English was the only language they learned as children, and most (89.3 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 (68.5 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 (86.4 percent) were enrolled in grade twelve or below, and most of them (64.4 percent) were enrolled in a non-charter public school. Three percent of the examinees were granted one or more testing accommodations, up from two percent the year before. There was very little difference demographically between all examinees and first-time examinees (who were 85.7 percent of all examinees).

Examinee Performance

Passing Rates

Table B provides CHSPE passing rates by administration and cumulatively for 2012–13. 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

Table B: CHSPE Passing Rates, 2012–13

	Fall 2012			Spring 2013			Summer 2013			Cumulative 2012–13		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
<u>All Examinees</u>												
Both ELA and Mathematics	1338	607	45.4	1850	954	51.6	1857	708	38.1	5024	2608	51.9
ELA (Language and Reading)	1369	965	70.5	1885	1406	74.6	1893	1272	67.2	5078	3810	75.0
ELA Language	1472	1167	79.3	1956	1565	80.0	2023	1515	74.9	5215	4247	81.4
ELA Reading	1442	1151	79.8	1930	1635	84.7	1977	1505	76.1	5166	4291	83.1
Mathematics	1839	902	49.0	2274	1270	55.8	2420	971	40.1	5705	3143	55.1
<u>Examinees Making First Attempt</u>												
Both ELA and Mathematics	1293	607	46.9	1814	954	52.6	1819	707	38.9	4953	2282	46.1
ELA (Language and Reading)	1309	951	72.7	1833	1394	76.1	1839	1265	68.8	4989	3614	72.4
ELA Language	1315	1061	80.7	1837	1496	81.4	1848	1424	77.1	5000	3981	79.6
ELA Reading	1312	1067	81.3	1837	1582	86.1	1846	1447	78.4	4995	4096	82.0
Mathematics	1307	674	51.6	1834	1063	58.0	1842	817	44.4	4983	2554	51.3

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.

“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 2012–13, 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. (See pages 32-33 for information about how the administration data and the cumulative data are related.)

As shown in Table B, of the 5,024 unique examinees who, in 2012–13, attempted the entire CHSPE at least once, 51.9 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. 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 2007. 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 51.9 percent (spring 2012 and 2013). A total of 23,097 Certificates of Proficiency have been awarded since 2007.

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.

**Table C: Number of Examinees Awarded Certificates of Proficiency
by Administration Since 2007**

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)	Math (having previously passed ELA)	N	% of Those Who Could Earn One
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
Fall	1854	1827	421	82	144	647	35.4
2012							
Spring	2603	2561	1060	59	211	1330	51.9
Summer	2571	2532	891	94	245	1230	48.6
Fall	1946	1924	634	76	196	906	47.1
2013							
Spring	2356	2322	972	46	187	1205	51.9
Summer	2536	2500	725	62	138	925	37.0
Total Number of Certificates Awarded since 2007:						23,097	

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

Gender: Male and Female examinees performed almost identically.

Race/Ethnicity: Race/ethnicity is associated with relatively large differences in passing rates. On each of the three test parts, Asian examinees, those categorized as two or more races, and White examinees, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of Native Hawaiian/Pacific Islander, American Indian or Alaska Native and Filipino examinees (fewer than 55 each).

First Language(s): Examinees whose first language was English and other language(s) had a similar cumulative passing rate on the total CHSPE (50.9 percent) to examinees whose first language(s) were English only (51.7 percent). These pass rates were higher than examinees whose first language was other than English (46.3 percent).

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 Mandarin passed the CHSPE at the highest rate, followed by examinees with a home language of Korean, Other, English, and Vietnamese 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.

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 three percent of examinees who tested with one or more testing accommodations generally passed the test at a lower rate than examinees without accommodations.

Test-Level Information

Descriptive Statistics

Performance in terms of the scores varied very little over the three administrations and on all three portions of the examination. The differences in performance on each multiple-choice test portion across the three administrations ranged from about 2.9 points out of a possible 50 on the Mathematics section to about 1.6 points out of a possible 84 on the Reading subtest. Mean writing task scores ranged from about 7.04 at the summer administration to about 7.17 at the fall 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 83.6 percent of the responses, and either agreed or had an acceptable difference of one point on at least 99.8 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 84 test sites were used

during the year, including one incarceration facility. Eleven sites were used for alternate date testing and twelve for emergency registration. Approximately three 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, frequent supervised breaks, and use of a computer for typing the response to the writing task. A total of 86 registrants were approved for alternate date testing. There were 64 testing irregularities during the year. Thirty-four 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 \$930,699.65 in CHSPE revenue was deposited in 2012–13 (after accounting for refunds), including \$415.00 for administrations prior to that year and \$50.00 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. The U.S. Department of Education and Federal Student Aid recognizes the CHSPE as the equivalent of a high school diploma in applications for federal financial aid. All persons and institutions subject to California law that require a high school diploma for any purpose must accept the certificate as satisfying the requirement.

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. (EDS³), 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.⁴

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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 October 2010–September 2013, using the same tests and test structure. This was later extended through the spring examination in 2014.

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 3⁵), 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

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 2012–13 (July–June) fiscal year, the CHSPE was administered on October 20, 2012 (fall); March 16, 2013 (spring); and June 15, 2013 (summer). At the fall 2012 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. At the spring 2013 administration, TASK 3 Form B of the Language subtest (with a TASK 2 expository writing task), TASK 3 Form B of the Reading subtest, and TASK 2 Form B of the Mathematics section were used. At the summer 2013 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.

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:

Mathematics Section:

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

English-language Arts Section, Language Subtest:

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

English-language Arts Section, Reading Subtest:

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

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

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

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

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

Content Cluster	N of Items	TASK 3, Form B ^a		TASK 2, Form B ^b		TASK 3, 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
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 2012.

^b Administered spring 2013.

^c Administered summer 2013.

^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 2012.

^b Administered spring 2013.

^c Administered summer 2013.

^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 2012–13 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, 2012–13

	Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
	N	%	N	%	N	%	N	%
<u>All Examinees</u>	1946	100.0	2356	100.0	2536	100.0	5844	100.0
Attempted both ELA and Mathematics	1338	68.8	1850	78.5	1857	73.2	5024	86.0
Attempted ELA (Language and Reading)	1369	70.3	1885	80.0	1893	74.6	5078	86.9
Attempted ELA Language	1472	75.6	1956	83.0	2023	79.8	5215	89.2
Attempted ELA Reading	1442	74.1	1930	81.9	1977	78.0	5166	88.4
Attempted Mathematics	1839	94.5	2274	96.5	2420	95.4	5705	97.6
<u>First-Time Examinees</u>	1313	100.0	1842	100.0	1851	100.0	5006	100.0
Attempted both ELA and Mathematics	1293	98.5	1814	98.5	1819	98.3	4953	98.9
Attempted ELA (Language and Reading)	1309	99.7	1833	99.5	1838	99.3	4989	99.7
Attempted ELA Language	1311	99.8	1835	99.6	1844	99.6	4996	99.8
Attempted ELA Reading	1311	99.8	1836	99.7	1842	99.5	4993	99.7
Attempted Mathematics	1297	98.8	1822	98.9	1831	98.9	4969	99.3
<u>Retesters</u>	633	100.0	514	100.0	685	100.0	838	100.0
Attempted both ELA and Mathematics	45	7.1	36	7.0	38	5.5	71	8.5
Attempted ELA (Language and Reading)	60	9.5	52	10.1	55	8.0	89	10.6
Attempted ELA Language	161	25.4	121	23.5	179	26.1	219	26.1
Attempted ELA Reading	131	20.7	94	18.3	135	19.7	173	20.6
Attempted Mathematics	542	85.6	452	87.9	589	86.0	736	87.8

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).

- 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

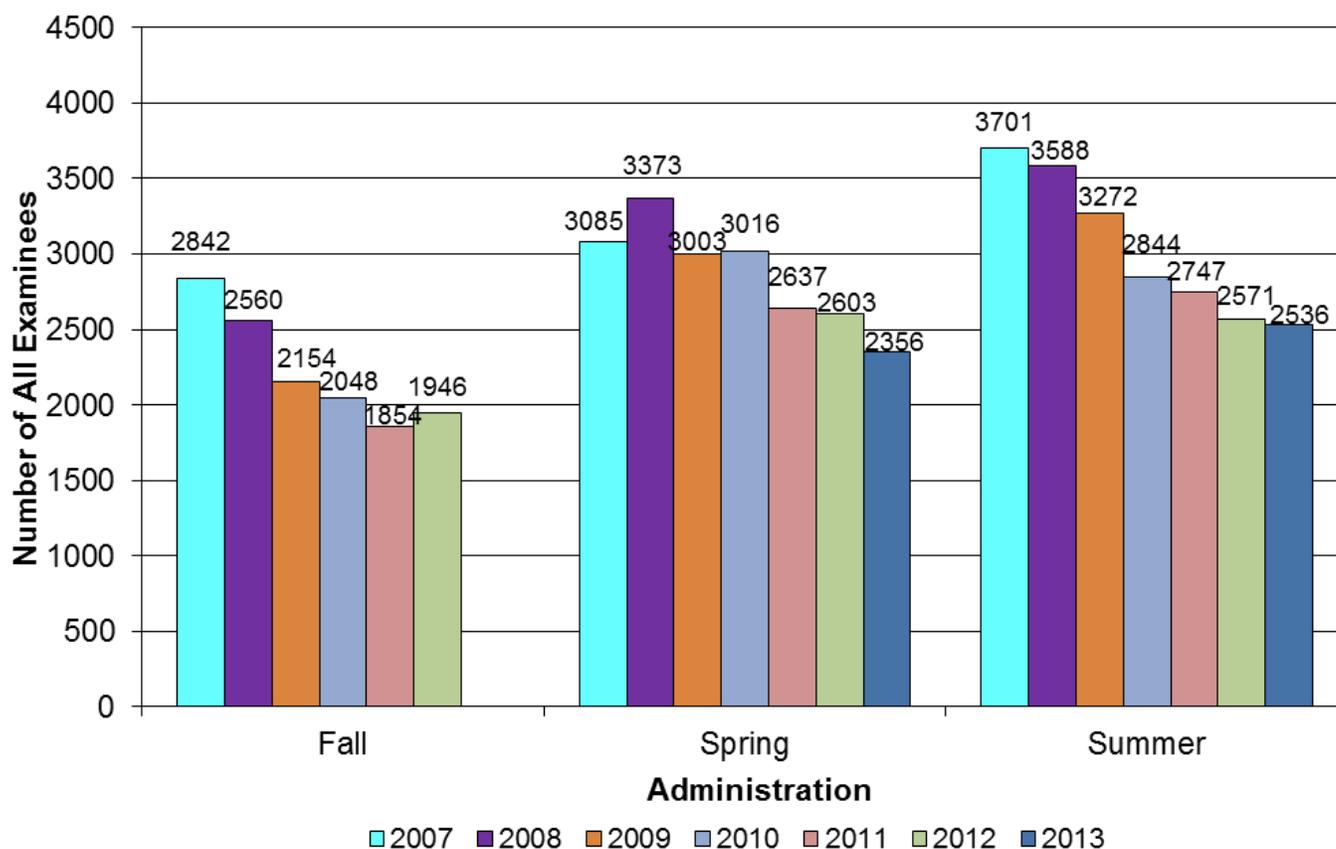
“attempted ELA Reading” rows for spring, and the “attempted ELA Language” and “attempted Mathematics” rows for summer. For the cumulative data, the examinee would be included in each of those rows but also in the “attempted both ELA and Mathematics” row (i.e., all five rows), but only once per row.

3. Among first-time examinees, the cumulative total (5,006) 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 5,844 unique examinees took one or parts of the CHSPE in 2012–13. Most of these examinees (86 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 2007. For each year, the fall administration has had the fewest examinees. In 2012–13 the final two administrations had fewer examinees than at the same administration in 2011–12, while registration increased slightly in the fall administration. In terms of total participation

Figure 3.1: CHSPE Examinee Participation Since 2007

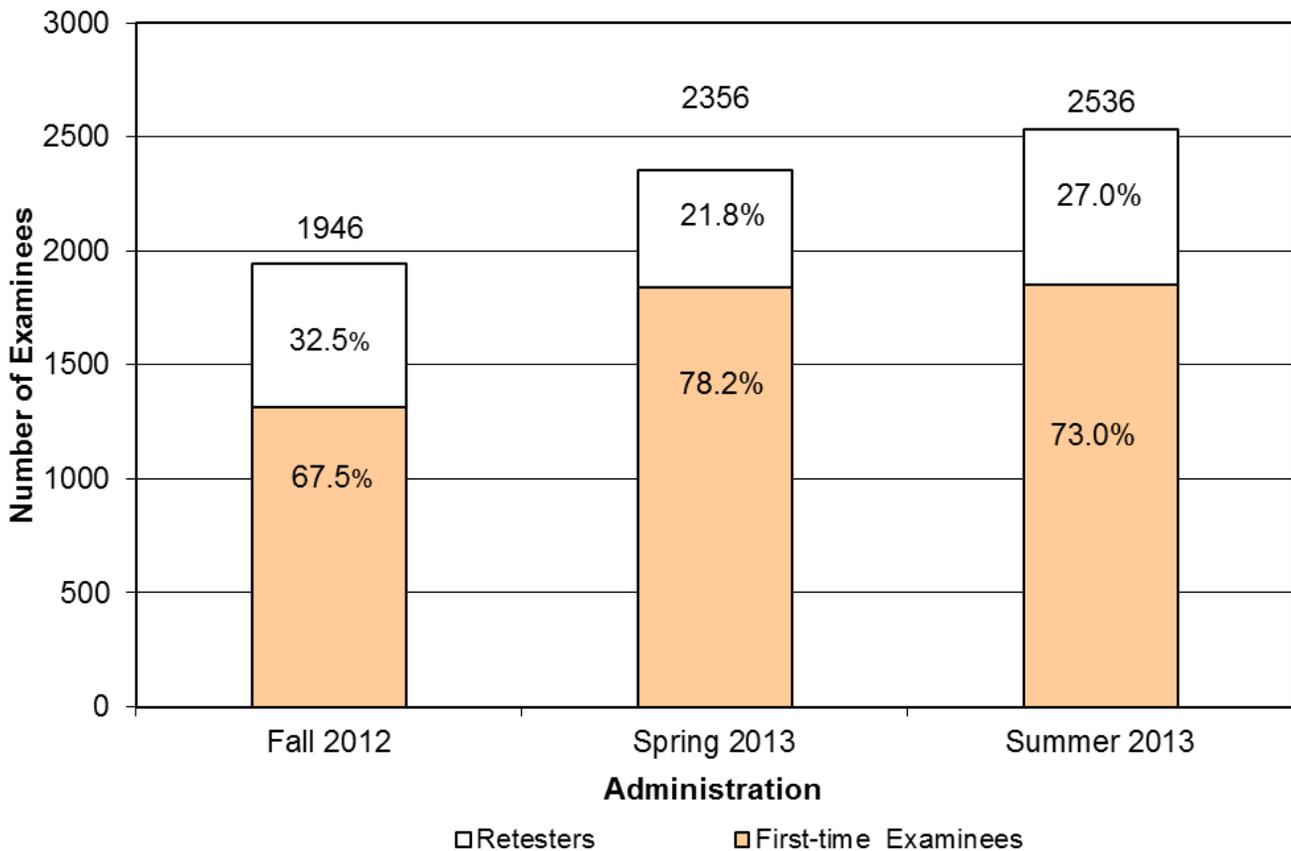


Note. Data are from Table 3.1 and previous CHSPE annual reports. Registration for the spring 2007 administration started later than normal due to contract start-up issues.

(i.e., the sum of all examinees at each administration), 2012–13 had fewer examinees than any previous full year. The program grew slightly each year from 2004–05 (9,567 [not shown]) 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), in 2010–11, it declined 7.3 percent (from 8,014 to 7,432), in 2011–12 it declined another 6.4 percent, and in 2012–13 participation declined another 2.7 percent.

As shown in Figure 3.2, based on data from Table 3.1, the majority of examinees at each administration in 2012–13 were first-time examinees. The spring administration had the largest percentage of first-time examinees (78.2 percent).

Figure 3.2: CHSPE Examinee Participation, First-time Examinees and Retesters, 2012–13



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 2012–13 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 2012

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		1946	100.0	1313	100.0
Age (years)	15 or younger	72	3.7	59	4.5
	16	723	37.2	569	43.3
	17	781	40.1	514	39.1
	18	193	9.9	88	6.7
	19 or older	177	9.1	83	6.3
Gender	Female	901	46.3	613	46.7
	Male	1044	53.6	699	53.2
	Did not respond	1	0.1	1	0.1
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	9	0.5	3	0.2
	Asian	137	7.0	97	7.4
	Black or African American	66	3.4	41	3.1
	Filipino	21	1.1	13	1.0
	Hispanic or Latino	452	23.2	300	22.8
	Nat. Hawaiian/Pac. Islander	8	0.4	2	0.2
	White	929	47.7	626	47.7
	Two or more races	324	16.6	231	17.6
First Language(s) ^b	English only	1394	71.6	923	70.3
	English and other language(s)	336	17.3	230	17.5
	Lang(s) other than English	96	4.9	70	5.3
	Did not respond	120	6.2	90	6.9
Home Language ^c	Cantonese	3	0.2	2	0.2
	English	1572	80.8	1050	80.0
	Hmong	2	0.1	1	0.1
	Korean	12	0.6	9	0.7
	Mandarin (Putonghua)	19	1.0	15	1.1
	Pilipino (Tagalog)	13	0.7	6	0.5
	Spanish	94	4.8	63	4.8
	Vietnamese	15	0.8	11	0.8
	Other	90	4.6	61	4.6
	Did not respond	126	6.5	95	7.2
Parent/Guardian Education Level ^d	Not a high school graduate	130	6.7	86	6.5
	High school graduate	296	15.2	199	15.2
	Some college (includes AA degree)	427	21.9	271	20.6
	College degree	513	26.4	348	26.5
	Graduate school/post-graduate	366	18.8	254	19.3
	Unknown/did not respond	214	11.0	155	11.8

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Table 3.2: Demographic Data for CHSPE Examinees, Fall 2012 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	1601	82.3	1121	85.4
	No	332	17.1	187	14.2
	Did not respond	13	0.7	5	0.4
School Type (if enrolled in grade 12 or below)	Public	979	61.1	690	61.6
	Private	271	16.9	201	17.9
	Charter	235	14.7	152	13.6
	Did not respond	116	7.2	78	7.0
Granted Testing Accommodation(s)	Yes	49	2.5	30	2.3
	No	1897	97.5	1283	97.7

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 2013

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2356	100.0	1842	100.0
Age (years)	15 or younger	249	10.6	239	13.0
	16	894	37.9	773	42.0
	17	802	34.0	610	33.1
	18	249	10.6	150	8.1
	19 or older	162	6.9	70	3.8
Gender	Female	1119	47.5	875	47.5
	Male	1237	52.5	967	52.5
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	7	0.3	6	0.3
	Asian	154	6.5	130	7.1
	Black or African American	87	3.7	62	3.4
	Filipino	25	1.1	23	1.2
	Hispanic or Latino	515	21.9	401	21.8
	Nat. Hawaiian/Pac. Islander	6	0.3	4	0.2
	White	1104	46.9	850	46.1
	Two or more races	458	19.4	366	19.9
First Language(s) ^b	English only	1662	70.5	1280	69.5
	English and other language(s)	404	17.1	331	18.0
	Lang(s) other than English	115	4.9	97	5.3
	Did not respond	175	7.4	134	7.3
Home Language ^c	Cantonese	16	0.7	16	0.9
	English	1875	79.6	1451	78.8
	Hmong	1	0.0	1	0.1
	Korean	9	0.4	7	0.4
	Mandarin (Putonghua)	19	0.8	14	0.8
	Pilipino (Tagalog)	18	0.8	15	0.8
	Spanish	102	4.3	78	4.2
	Vietnamese	13	0.6	11	0.6
	Other	123	5.2	110	6.0
	Did not respond	180	7.6	139	7.5
Parent/Guardian Education Level ^d	Not a high school graduate	146	6.2	111	6.0
	High school graduate	355	15.1	272	14.8
	Some college (includes AA degree)	473	20.1	356	19.3
	College degree	655	27.8	520	28.2
	Graduate school/post-graduate	450	19.1	368	20.0
	Unknown/did not respond	277	11.8	215	11.7

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Table 3.3: Demographic Data for CHSPE Examinees, Spring 2013 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2057	87.3	1674	90.9
	No	291	12.4	161	8.7
	Did not respond	8	0.3	7	0.4
School Type (if enrolled in grade 12 or below)	Public	1307	63.5	1098	65.6
	Private	392	19.1	300	17.9
	Charter	285	13.9	221	13.2
	Did not respond	73	3.5	55	3.3
Granted Testing Accommodation(s)	Yes	78	3.3	53	2.9
	No	2278	96.7	1789	97.1

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. 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 2013

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2536	100.0	1851	100.0
Age (years)	15 or younger	233	9.2	198	10.7
	16	894	35.3	713	38.5
	17	977	38.5	707	38.2
	18	257	10.1	149	8.0
	19 or older	175	6.9	84	4.5
Gender	Female	1150	45.3	830	44.8
	Male	1385	54.6	1020	55.1
	Did not respond	1	0.0	1	0.1
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	11	0.4	10	0.5
	Asian	175	6.9	135	7.3
	Black or African American	84	3.3	56	3.0
	Filipino	27	1.1	14	0.8
	Hispanic or Latino	623	24.6	445	24.0
	Nat. Hawaiian/Pac. Islander	5	0.2	4	0.2
	White	1184	46.7	863	46.6
Two or more races	427	16.8	324	17.5	
First Language(s) ^b	English only	1814	71.5	1318	71.2
	English and other language(s)	474	18.7	355	19.2
	Lang(s) other than English	111	4.4	73	3.9
	Did not respond	137	5.4	105	5.7
Home Language ^c	Cantonese	11	0.4	6	0.3
	English	2050	80.8	1473	79.6
	Hmong	1	0.0	15	0.8
	Korean	17	0.7	0	0.0
	Mandarin (Putonghua)	23	0.9	21	1.1
	Pilipino (Tagalog)	12	0.5	7	0.4
	Spanish	128	5.0	99	5.3
	Vietnamese	11	0.4	8	0.4
	Other	133	5.2	103	5.6
Did not respond	150	5.9	119	6.4	
Parent/Guardian Education Level ^d	Not a high school graduate	165	6.5	120	6.5
	High school graduate	362	14.3	247	13.3
	Some college (includes AA degree)	571	22.5	421	22.7
	College degree	676	26.7	481	26.0
	Graduate school/post-graduate	507	20.0	395	21.3
	Unknown/did not respond	255	10.1	187	10.1

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Table 3.4: Demographic Data for CHSPE Examinees, Summer 2013 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2228	87.9	1683	90.9
	No	288	11.4	149	8.0
	Did not respond	20	0.8	19	1.0
School Type (if enrolled in grade 12 or below)	Public	1474	66.2	1126	66.9
	Private	385	17.3	271	16.1
	Charter	302	13.6	230	13.7
	Did not respond	67	3.0	56	3.3
Granted Testing Accommodation(s)	Yes	92	3.6	65	3.5
	No	2444	96.4	1786	96.5

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 2012-13

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		5844	100.0	5006	100.0
Age (years)	15 or younger	492	8.4	480	9.6
	16	2089	35.7	1937	38.7
	17	2226	38.1	1901	38.0
	18	599	10.2	438	8.7
	19 or older	438	7.5	250	5.0
Gender	Female	2712	46.4	2318	46.3
	Male	3130	53.6	2686	53.7
	Did not respond	2	0.0	2	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	24	0.4	18	0.4
	Asian	407	7.0	363	7.3
	Black or African American	193	3.3	156	3.1
	Filipino	59	1.0	49	1.0
	Hispanic or Latino	1349	23.1	1149	23.0
	Nat. Hawaiian/Pac. Islander	15	0.3	10	0.2
	White	2771	47.4	2366	47.3
Two or more races	1026	17.6	895	17.9	
First Language(s) ^b	English only	4174	71.4	3548	70.9
	English and other language(s)	1046	17.9	910	18.2
	Lang(s) other than English	275	4.7	242	4.8
	Did not respond	349	6.0	306	6.1
Home Language ^c	Cantonese	25	0.4	24	0.5
	English	4698	80.4	3996	79.8
	Hmong	3	0.1	2	0.0
	Korean	34	0.6	31	0.6
	Mandarin (Putonghua)	54	0.9	50	1.0
	Pilipino (Tagalog)	34	0.6	27	0.5
	Spanish	279	4.8	238	4.8
	Vietnamese	34	0.6	30	0.6
	Other	309	5.3	276	5.5
Did not respond	374	6.4	332	6.6	
Parent/Guardian Education Level ^d	Not a high school graduate	376	6.4	314	6.3
	High school graduate	845	14.5	722	14.4
	Some college (includes AA degree)	1254	21.5	1048	20.9
	College degree	1586	27.1	1372	27.4
	Graduate school/post-graduate	1165	19.9	1016	20.3
	Unknown/did not respond	618	10.6	534	10.7

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Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2012–13 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	5047	86.4	4458	89.1
	No	761	13.0	520	10.4
	Did not respond	36	0.6	28	0.6
School Type (if enrolled in grade 12 or below)	Public	3250	64.4	2900	65.1
	Private	869	17.2	773	17.3
	Charter	701	13.9	599	13.4
	Did not respond	227	4.5	186	4.2
Granted Testing Accommodation(s)	Yes	184	3.1	155	3.1
	No	5660	96.9	4851	96.9

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.

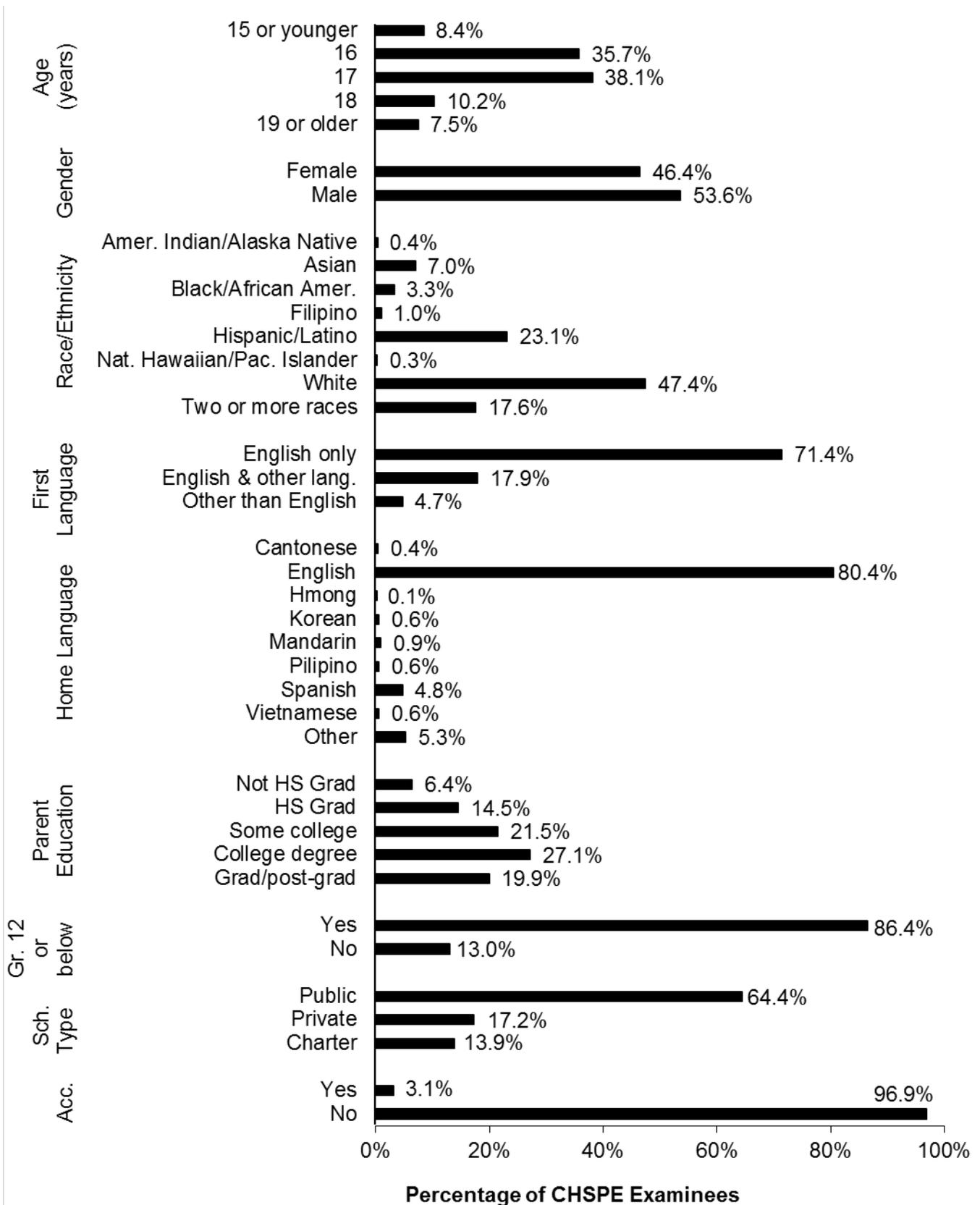
^a Examinees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

^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 2012–13 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 2012–13 administrations cumulatively, among all examinees the majority were 17 years old (38.1 percent) or 16 years old (35.7percent). Just over 53.5 percent of the examinees were males. The largest group of examinees (48 percent) reported they were White. The next largest group (23.1 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 (71.4 percent) reported English was the only language they learned as children, and most (89.3 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 (68.5 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 (86.4 percent) were enrolled in grade twelve or below, and most of them (64.4 percent) were enrolled in a non-charter public school. Three 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 85.7 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 2012–13 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 2012–13. 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 2012–13, 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, 2012–13

	Fall 2012			Spring 2013			Summer 2013			Cumulative 2012–13		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
<u>All Examinees</u>												
Both ELA and Mathematics	1338	607	45.4	1850	954	51.6	1857	708	38.1	5024	2608	51.9
ELA (Language and Reading)	1369	965	70.5	1885	1406	74.6	1893	1272	67.2	5078	3810	75.0
ELA Language	1472	1167	79.3	1956	1565	80.0	2023	1515	74.9	5215	4247	81.4
ELA Reading	1442	1151	79.8	1930	1635	84.7	1977	1505	76.1	5166	4291	83.1
Mathematics	1839	902	49.0	2274	1270	55.8	2420	971	40.1	5705	3143	55.1
<u>Examinees Making First Attempt</u>												
Both ELA and Mathematics	1293	607	46.9	1814	954	52.6	1819	707	38.9	4953	2282	46.1
ELA (Language and Reading)	1309	951	72.7	1833	1394	76.1	1839	1265	68.8	4989	3614	72.4
ELA Language	1315	1061	80.7	1837	1496	81.4	1848	1424	77.1	5000	3981	79.6
ELA Reading	1312	1067	81.3	1837	1582	86.1	1846	1447	78.4	4995	4096	82.0
Mathematics	1307	674	51.6	1834	1063	58.0	1842	817	44.4	4983	2554	51.3

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 (4,953) 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 (4,989) 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 5,024 unique examinees who, in 2012–13, attempted the entire CHSPE at least once 51.9 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. 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 and as a result, the pass rate for all examinees in some cases includes success after multiple attempts.

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 2007. 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 2007**

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)	Math (having previously passed ELA)	N	% of Those Who Could Earn One
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
Fall	1854	1827	421	82	144	647	35.4
2012							
Spring	2603	2561	1060	59	211	1330	51.9
Summer	2571	2532	891	94	245	1230	48.6
Fall	1946	1924	634	76	196	906	47.1
2013							
Spring	2356	2322	972	46	187	1205	51.9
Summer	2536	2500	725	62	138	925	37.0
Total Number of Certificates Awarded since 2007:						23,097	

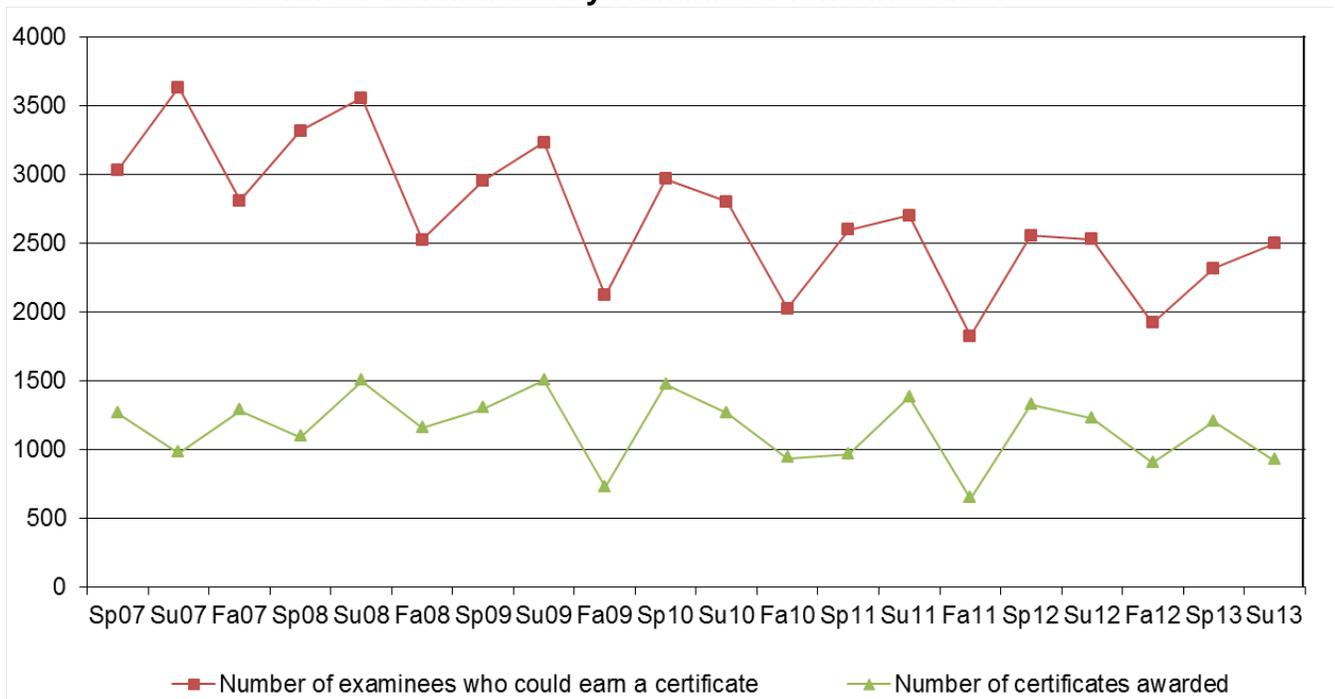
Note. Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections.

^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.

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 51.9 percent (spring 2012 and 2013). A total of 23,097 Certificates of Proficiency have been awarded since 2007.

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 2012–13 CHSPE passing rate data for examinee subgroups.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2012–13

Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2012–13

Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2012–13

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2012–13

Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2012–13

Figure 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2012–13

Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2012–13

Figure 4.5: CHSPE Cumulative Reading Subtest Passing Rates by Examinee Subgroup, 2012–13

Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2012–13

Figure 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2012–13

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 79 percent of the examinees who were 15 years old or younger passed the exam, while only 29.2 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 (51.7 percent vs. 52.1 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. Cumulatively, on the total CHSPE, Asian examinees had the highest passing rate (62.4 percent), followed by White examinees (56.7 percent), examinees categorized as two or more races (56.6 percent), and Filipino examinees (46.2 percent). Hispanic or Latino, and Black or African American examinees passed at lower rates (38.0 percent, and 37.3

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, Native Hawaiian/Pacific Islanders, and Filipino examinees (fewer than 60 each). (see Appendix B).

First Language(s)

Examinees whose first language was English only had a higher cumulative passing rate on the total CHSPE (51.7 percent) than examinees whose first language(s) were English and other language(s) (50.9 percent) or other than English (46.3 percent). This pattern of cumulative passing rates was seen on both subtests of the English-language arts section, but was reversed on the Mathematics section. On all test parts except the Mathematics section, examinees whose first language was other than English passed at a lower rate than the other examinees. On the Language subtest, where the largest differences were observed, examinees whose first language was English only passed at a higher rate (82.5 percent) than examinees whose first language(s) were English and other language(s) (80.0 percent) and examinees whose first language(s) were other than English (69.0 percent).

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. One of the eight home language subgroups (Hmong) had fewer than 25 examinees cumulatively (SCOE did not calculate pass rates for sample sizes this small). Cumulatively, only four subgroups (English, Mandarin (Putonghua), Spanish, and other) had at least 36 examinees; Cumulatively, examinees with a home language of Mandarin (Putonghua) passed the CHSPE at the highest rate (77.1 percent), followed by examinees with Korean (61.3 percent), other (56.0 percent), English (51.8 percent), or Vietnamese (48.4 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 Mandarin (Putonghua) 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). On the English-Language Arts section, examinees with a home language of Cantonese had the lowest passing rate. There were not enough examinees with a home language of Cantonese who attempted the Mathematics section to calculate pass rates.

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 11 percent of all examinees did not respond to this background question. Among examinees who attempted the entire test, cumulatively 69.9 percent of the examinees whose parent/guardian education level was graduate school or post-graduate work passed the exam, while only 31.7 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, 54.1 percent of examinees enrolled in grade twelve or below passed the exam and 34.7 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 66.1 percent, while the passing rates for non-charter public school students and charter public school students were 51.6 percent and 47.1 percent, respectively.

Examinees Granted One or More Testing Accommodations

Cumulatively, on the total CHSPE, the three percent of examinees who tested with one or more testing accommodations passed the test at a lower rate than examinees without accommodations (52.1 percent vs. 45.5 percent, respectively). This was the case on each portion of the test.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2012-13

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
All Examinees Who Attempted Entire Test		1338	45.4	1850	51.6	1857	38.1	5024	51.9
Age (years)	15 or younger	59	72.9	234	78.6	190	58.4	472	75.2
	16	565	50.3	768	57.4	712	43.4	1927	60.1
	17	533	41.8	616	44.2	714	32.5	1912	44.9
	18	95	41.1	155	27.7	148	30.4	451	38.8
	19 or older	86	20.9	77	18.2	93	11.8	262	22.9
Gender	Female	617	44.4	876	54.3	840	37.1	2325	51.7
	Male	720	46.3	974	49.1	1016	39.0	2697	52.1
Race/Ethnicity ^a	Amer. Indian/Alaska Native	3		6		10		18	
	Asian	99	53.5	132	64.4	137	53.3	364	62.4
	Black or African American	45	26.7	63	36.5	55	23.6	158	37.3
	Filipino	15		23		16		52	46.2
	Hispanic or Latino	310	29.4	400	39.3	451	25.5	1156	38.0
	Nat. Hawaiian/Pac. Islander	3		4		4		11	
	White	630	52.2	857	57.1	858	40.9	2367	56.7
Two or more races	233	49.8	365	51.2	326	45.4	898	56.6	
First Language(s) ^b	English only	941	45.6	1283	53.5	1317	37.4	3563	51.7
	English and other lang(s)	235	45.1	333	48.9	359	37.9	914	50.9
	Lang(s) other than English	72	36.1	98	40.8	77	32.5	244	46.3
Home Language ^c	Cantonese	2		16		6		24	
	English	1069	45.7	1457	52.6	1476	37.7	4015	51.8
	Hmong	1		1		0		2	
	Korean	9		8		16		31	61.3
	Mandarin (Putonghua)	15		15		20		48	77.1
	Pilipino (Tagalog)	9		15		8		30	40.0
	Spanish	65	20.0	77	31.2	102	20.6	240	31.7
	Vietnamese	12		11		8		31	48.4
	Other	60	51.7	109	55.0	103	41.7	273	56.0
Parent/Guardian Education Level ^d	Not a high school graduate	86	29.1	113	35.4	122	14.8	319	31.7
	High school graduate	203	33.5	275	36.0	251	21.9	723	37.8
	Some college (inc. AA deg.)	283	37.8	359	45.4	425	30.6	1059	44.1
	College degree	352	47.4	520	57.7	481	42.4	1376	56.5
	Grad. school/post-graduate	257	66.9	365	71.0	392	57.9	1014	69.9
Enrolled in Grade 12 or Below	Yes	1147	47.4	1676	53.8	1687	40.5	4472	54.1
	No	187	33.2	167	29.9	151	15.2	525	34.7

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Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2012–13 (cont.)

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
School Type (if enrolled in grade 12 or below)	Public	713	44.9	1097	53.1	1131	38.5	2914	51.6
	Private	197	56.9	300	59.0	268	53.7	769	66.1
	Charter	160	39.4	223	45.3	231	33.8	603	47.1
Granted Testing Accommodation(s)	Yes	32	43.8	55	50.9	64	25.0	156	45.5
	No	1306	45.4	1795	51.6	1793	38.6	4868	52.1

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.

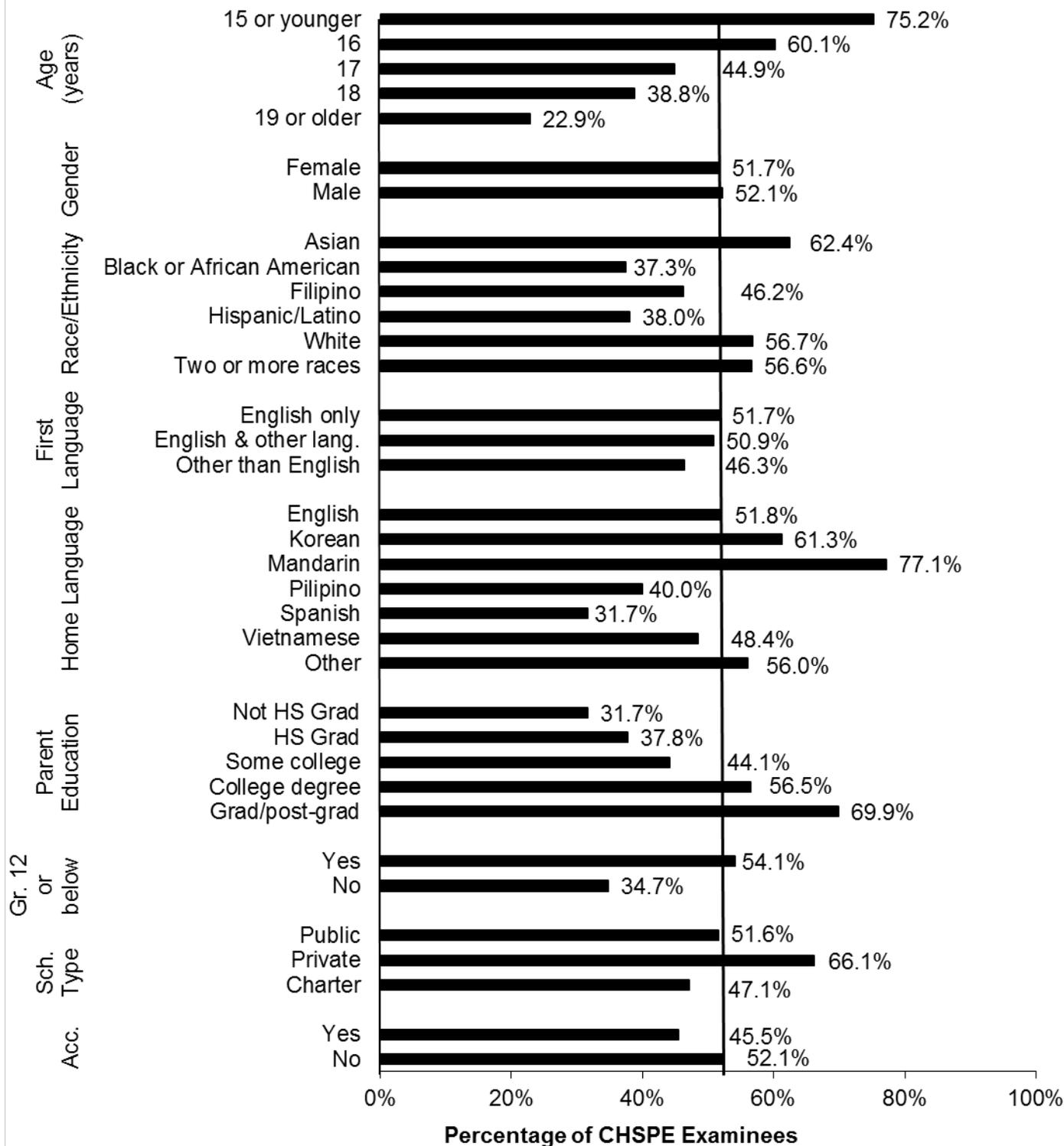
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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, 2012–13



Note. Data are from Table 4.3. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 51.9 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, 2012–13

		2012–13						Cumulative	
		Fall 2012		Spring 2013		Summer 2013		2012–13	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted English-language Arts Section (both subtests)		1369	70.5	1885	74.6	1893	67.2	5078	75.0
Age (years)	15 or younger	59	84.7	240	90.4	194	77.3	479	88.5
	16	578	76.3	777	78.8	726	73.8	2016	81.7
	17	540	68.0	626	71.9	726	62.8	1894	70.6
	18	99	57.6	159	54.1	151	57.6	422	61.1
	19 or older	93	53.8	83	49.4	96	44.8	267	53.6
Gender	Female	626	76.0	889	80.7	850	72.0	2340	79.5
	Male	742	65.8	996	69.2	1042	63.3	2736	71.2
Race/Ethnicity ^a	Amer. Indian/Alaska Native	3		6		10		19	
	Asian	104	57.7	140	70.7	140	62.1	372	70.4
	Black or African American	45	66.7	65	67.7	57	49.1	162	64.8
	Filipino	15		24		16		53	62.3
	Hispanic or Latino	316	60.8	406	67.5	458	57.6	1162	66.3
	Nat. Hawaiian/Pac. Islander	4		4		4		11	
	White	644	77.0	868	78.5	875	72.5	2375	80.0
Two or more races	238	74.8	372	76.3	333	73.6	924	78.5	
First Language(s) ^b	English only	961	74.2	1305	76.7	1340	69.9	3585	77.0
	English and other lang(s)	241	63.9	338	72.5	365	60.8	923	71.1
	Lang(s) other than English	77	42.9	104	57.7	78	43.6	252	56.0
Home Language ^c	Cantonese	3		16		6		25	48.0
	English	1091	73.0	1480	76.1	1500	69.4	4037	76.7
	Hmong	1		1		0		2	
	Korean	10		9		16		32	68.8
	Mandarin (Putonghua)	16		19		22		50	76.0
	Pilipino (Tagalog)	9		16		8		31	64.5
	Spanish	66	42.4	78	64.1	103	48.5	243	56.0
	Vietnamese	13		11		8		32	68.8
	Other	64	60.9	112	70.5	106	54.7	279	67.4
Parent/Guardian Education Level ^d	Not a high school graduate	89	52.8	114	61.4	123	45.5	321	57.6
	High school graduate	208	63.9	280	66.1	257	52.9	731	65.3
	Some college (inc. AA deg.)	288	68.8	369	68.0	432	65.3	1073	71.6
	College degree	365	74.0	528	80.1	491	71.9	1380	79.3
	Grad. school/post-graduate	262	81.7	373	86.3	397	80.1	1022	86.2
Enrolled in Grade 12 or Below	Yes	1163	72.2	1701	76.1	1715	69.0	4510	76.7
	No	201	61.2	177	60.5	159	49.7	538	62.6

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Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2012–13 (cont.)

		2012–13						Cumulative	
		Fall 2012		Spring 2013		Summer 2012		2012–13	
		N	%	N	%	N	%	N	%
School Type (if enrolled in grade 12 or below)	Public	721	69.6	1108	76.1	1142	67.3	2932	75.1
	Private	201	79.6	311	78.1	279	76.0	771	83.5
	Charter	162	67.9	226	71.2	236	66.5	617	72.6
Granted Testing Accommodation(s)	Yes	35	57.1	60	66.7	68	58.8	162	68.5
	No	1334	70.8	1825	74.8	1825	67.5	4916	75.2

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.

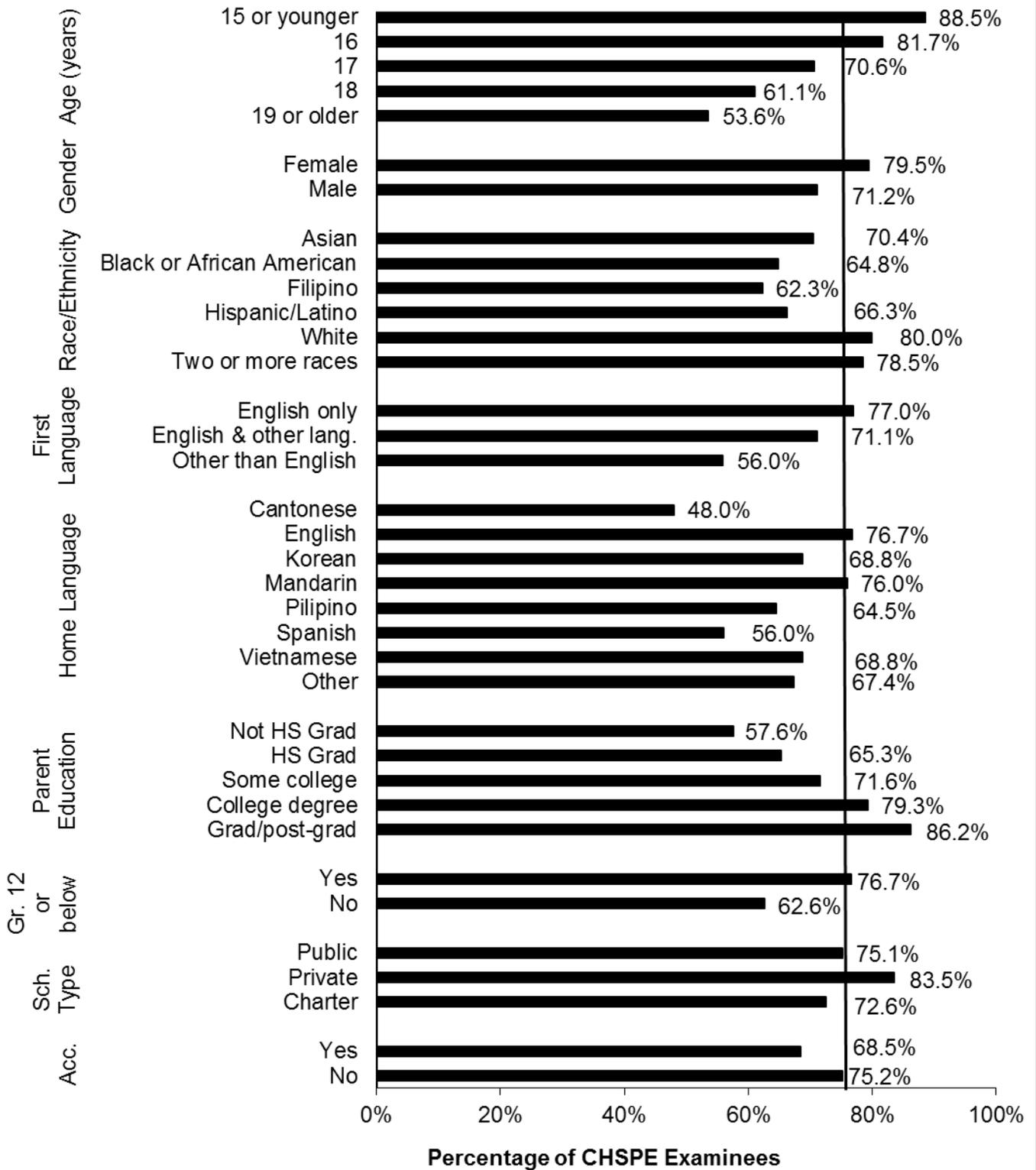
^b Examinees are asked "Which language(s) did you first learn as a child?"

^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?"

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

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2012–13



Note. Data are from Table 4.4. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 75.0 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, 2012–13

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Language Subtest		1472	79.3	1956	80.0	2023	74.9	5215	81.4
Age (years)	15 or younger	61	90.2	241	93.8	204	88.7	494	93.5
	16	602	84.6	796	85.3	756	80.2	2053	87.4
	17	582	78.4	648	77.0	772	72.2	1933	78.2
	18	116	67.2	172	59.9	180	65.0	435	68.5
	19 or older	111	62.2	99	58.6	111	48.6	300	60.3
Gender	Female	645	84.2	907	86.8	890	81.2	2369	86.7
	Male	826	75.4	1049	74.2	1132	69.9	2844	77.1
Race/Ethnicity ^a	Amer. Indian/Alaska Native	5		6		10		21	
	Asian	109	69.7	144	78.5	154	73.4	380	79.5
	Black or African American	48	72.9	68	72.1	64	54.7	168	70.8
	Filipino	16		24		19	68.4	55	80.0
	Hispanic or Latino	340	75.9	418	73.0	485	67.4	1193	74.6
	Nat. Hawaiian/Pac. Islander	5		4		4		12	
	White	692	83.1	911	84.1	928	79.5	2437	85.3
Two or more races	257	79.8	381	80.1	359	78.3	949	83.4	
First Language(s) ^b	English only	1035	82.0	1360	80.9	1431	75.8	3678	82.5
	English and other lang(s)	255	76.1	346	79.5	389	74.3	948	80.0
	Lang(s) other than English	81	58.0	108	69.4	85	63.5	255	69.0
Home Language ^c	Cantonese	3		16		7		25	68.0
	English	1169	80.7	1541	80.7	1610	76.1	4143	82.4
	Hmong	1		1		1		2	
	Korean	11		9		17		33	78.8
	Mandarin (Putonghua)	16		19		23		51	82.4
	Pilipino (Tagalog)	9		16		8		31	87.1
	Spanish	72	69.4	82	69.5	106	61.3	251	68.5
	Vietnamese	14		12		8		33	87.9
Other	70	75.7	113	81.4	111	70.3	286	78.0	
Parent/Guardian Education Level ^d	Not a high school graduate	97	71.1	119	68.9	133	59.4	329	69.9
	High school graduate	223	74.0	290	72.8	279	64.5	751	74.0
	Some college (inc. AA deg.)	315	76.2	391	73.4	465	73.5	1112	78.1
	College degree	387	82.9	543	85.5	523	79.2	1406	85.3
	Grad. school/post-graduate	276	88.0	385	89.9	414	85.3	1042	90.4
Enrolled in Grade 12 or Below	Yes	1234	80.9	1751	81.5	1821	76.6	4603	83.0
	No	231	71.4	198	67.2	183	59.0	580	70.0

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**Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2012–13
(cont.)**

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	763	80.5	1132	81.7	1205	74.9	2984	81.8
	Private	213	83.6	323	82.4	308	83.1	790	88.6
	Charter	175	77.1	240	77.9	250	75.6	636	80.3
Granted Testing Accommodation(s)	Yes	38	65.8	65	70.8	75	69.3	163	75.5
	No	1434	79.6	1891	80.3	1948	75.1	5052	81.6

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.

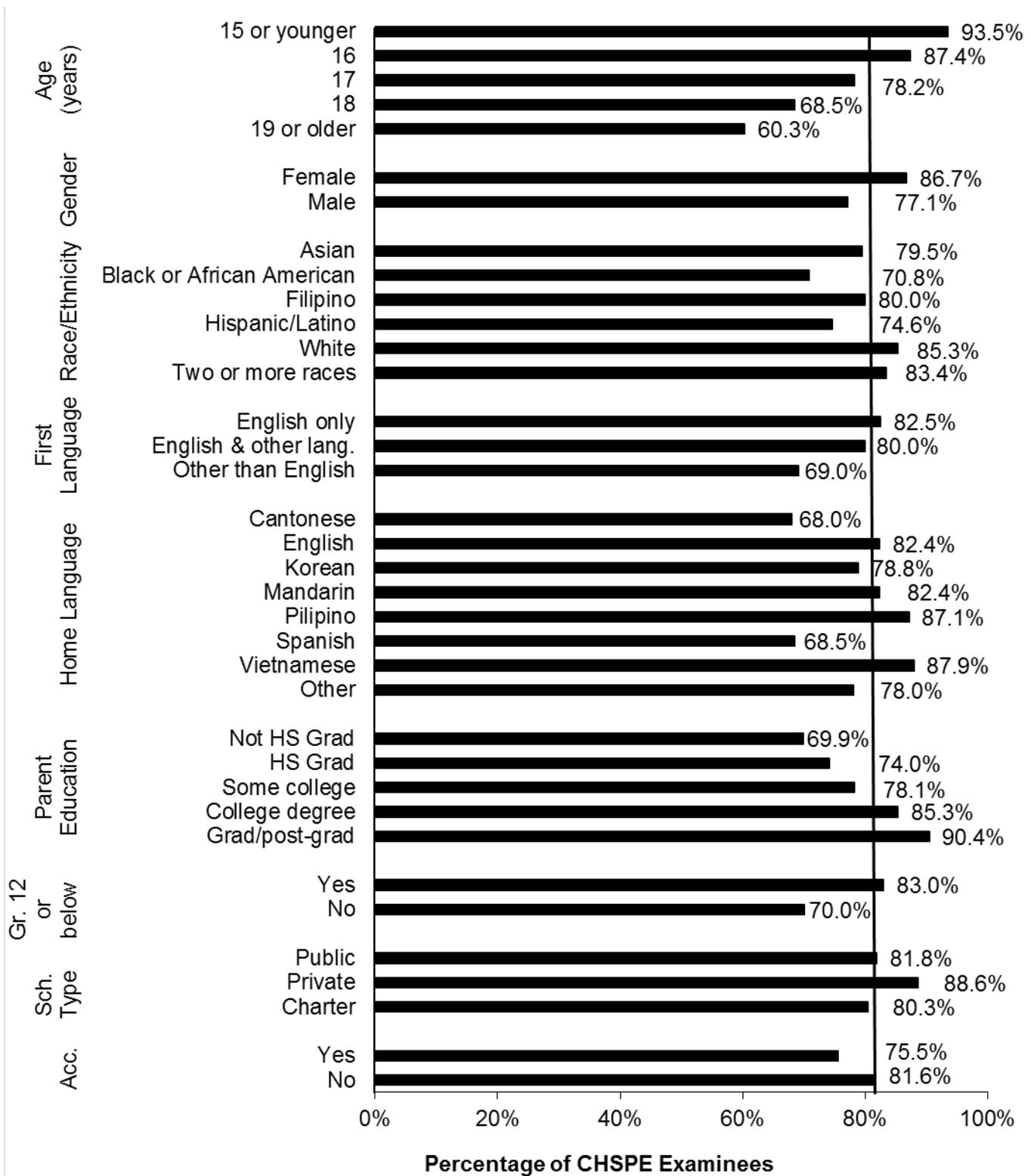
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2012–13



Note. Data are from Table 4.5. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 81.4 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, 2012–13

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		N	%	N	%	N	%	N	%
All Examinees Who Attempted Reading Subtest		1442	79.8	1930	84.7	1977	76.1	5166	83.1
Age (years)	15 or younger	61	90.2	242	93.8	198	82.3	486	91.6
	16	598	83.6	792	87.5	760	81.2	2063	87.7
	17	574	77.2	639	82.6	760	72.6	1916	79.5
	18	109	72.5	171	74.3	158	70.9	429	74.1
	19 or older	100	74.0	86	69.8	101	60.4	272	71.7
Gender	Female	653	82.2	908	87.2	890	77.0	2377	84.7
	Male	788	77.8	1022	82.5	1086	75.5	2787	81.7
Race/Ethnicity ^a	Amer. Indian/Alaska Native	4		6		11		20	
	Asian	115	67.0	146	79.5	149	64.4	381	75.9
	Black or African American	47	76.6	66	78.8	58	65.5	167	75.4
	Filipino	15		24		19		53	69.8
	Hispanic or Latino	332	71.4	420	81.2	479	68.5	1184	76.5
	Nat. Hawaiian/Pac. Islander	5		5		4		12	
	White	678	85.5	883	87.5	917	80.9	2411	86.9
Two or more races	246	85.0	380	85.8	340	82.9	938	87.1	
First Language(s) ^b	English only	1009	83.6	1330	87.3	1395	78.8	3641	85.3
	English and other lang(s)	256	71.1	350	81.4	381	68.2	938	77.5
	Lang(s) other than English	85	52.9	107	69.2	89	55.1	261	64.4
Home Language ^c	Cantonese	3		16		8		25	48.0
	English	1147	82.6	1509	86.8	1563	78.4	4103	84.9
	Hmong	2		1		0		3	
	Korean	11		9		16		33	69.7
	Mandarin (Putonghua)	17		19		22		51	76.5
	Pilipino (Tagalog)	9		16		11		31	67.7
	Spanish	70	52.9	82	76.8	105	60.0	247	66.0
	Vietnamese	13		12		10		32	71.9
	Other	73	68.5	118	78.0	115	60.0	288	73.3
Parent/Guardian Education Level ^d	Not a high school graduate	95	65.3	118	75.4	127	55.9	328	67.7
	High school graduate	219	74.9	285	81.1	268	64.6	743	76.4
	Some college (inc. AA deg.)	306	81.0	375	82.4	450	75.3	1095	81.8
	College degree	382	81.7	542	87.3	520	79.6	1394	86.0
	Grad. school/post-graduate	278	87.1	383	91.4	409	86.3	1045	90.4
Enrolled in Grade 12 or Below	Yes	1230	80.7	1739	85.6	1784	77.5	4597	84.1
	No	206	74.8	184	75.5	173	64.2	536	75.4

(continued on next page)

**Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2012–13
(cont.)**

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
School Type (if enrolled in grade 12 or below)	Public	763	78.8	1133	85.2	1192	76.2	2987	82.8
	Private	212	85.8	318	87.7	289	83.0	787	89.1
	Charter	170	79.4	230	83.9	245	75.5	626	81.9
Granted Testing Accommodation(s)	Yes	36	69.4	62	80.6	73	69.9	161	78.3
	No	1406	80.1	1868	84.9	1904	76.4	5005	83.2

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.

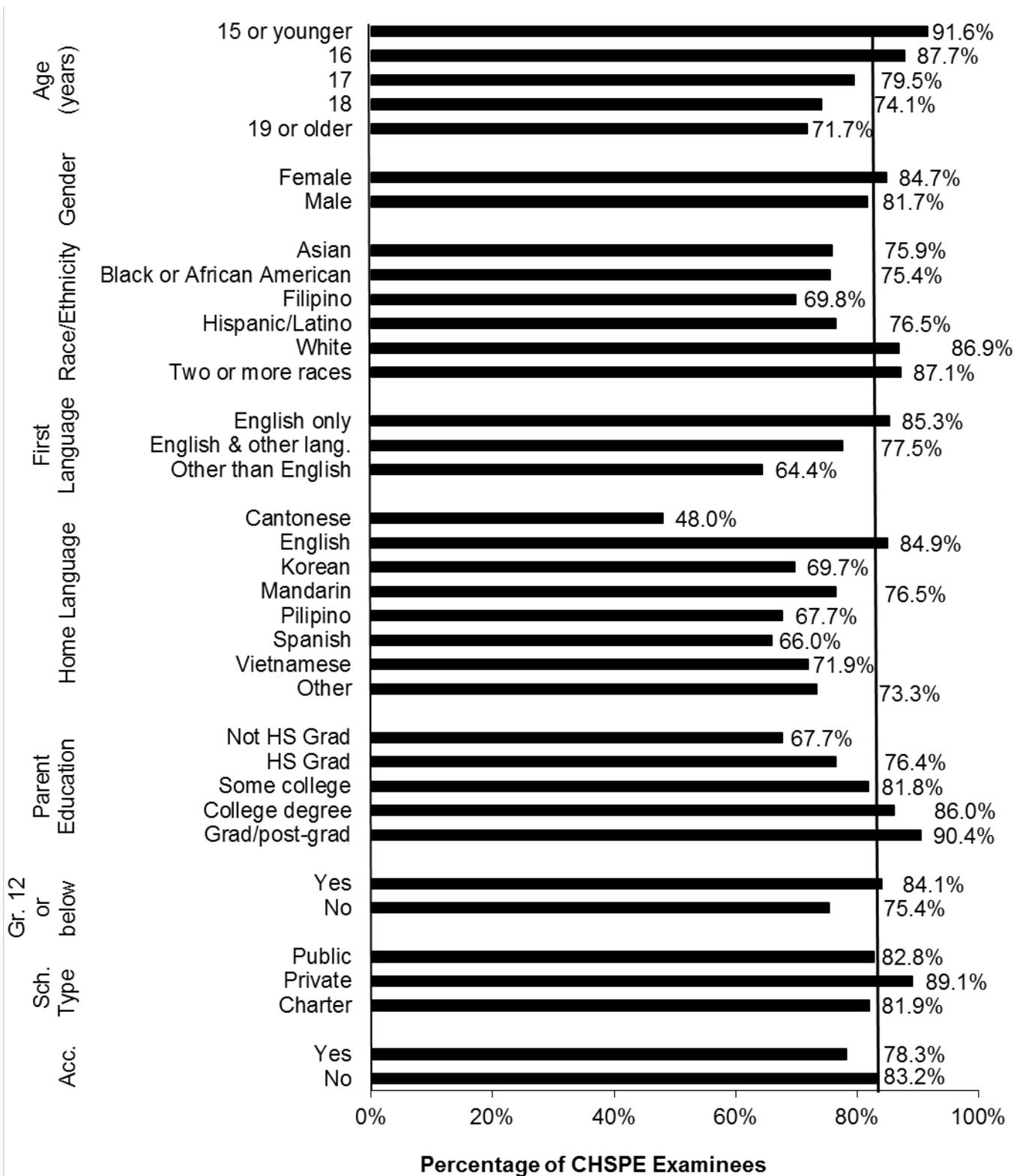
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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, 2012–13



Note. Data are from Table 4.6. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 83.1 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, 2012–13

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Mathematics Section		1839	49.0	2274	55.8	2420	40.1	5705	55.1
Age (years)	15 or younger	69	73.9	243	80.2	225	62.7	490	79.0
	16	689	55.6	868	62.7	853	47.0	2068	64.2
	17	742	46.6	779	51.0	936	35.9	2166	49.8
	18	178	39.3	234	39.7	238	27.3	567	40.2
	19 or older	161	32.3	150	27.3	168	16.7	414	29.2
Gender	Female	878	47.2	1099	55.1	1115	37.3	2682	53.5
	Male	960	50.8	1175	56.6	1304	42.6	3021	56.5
Race/Ethnicity ^a	Amer. Indian/Alaska Native	8		7		11		23	
	Asian	124	72.6	140	70.0	164	60.4	389	73.8
	Black or African American	65	29.2	85	44.7	79	26.6	189	41.3
	Filipino	20		24		24		58	51.7
	Hispanic or Latino	432	35.6	503	45.1	596	28.0	1325	41.4
	Nat. Hawaiian/Pac. Islander	6		5		5		13	
	White	881	53.3	1064	60.2	1133	41.7	2702	58.6
Two or more races	303	51.5	446	56.1	408	48.5	1006	60.0	
First Language(s) ^b	English only	1324	48.0	1608	55.7	1744	37.7	4073	53.8
	English and other lang(s)	317	50.5	388	55.2	451	43.0	1027	55.3
	Lang(s) other than English	86	51.2	109	56.9	97	46.4	260	58.1
Home Language ^c	Cantonese	2		16		8		24	
	English	1494	48.2	1817	55.6	1966	38.0	4592	54.0
	Hmong	2		1		1		3	
	Korean	10		8		17		32	81.3
	Mandarin (Putonghua)	17		15		21		51	94.1
	Pilipino (Tagalog)	13		17		10		34	50.0
	Spanish	90	27.8	98	37.8	123	27.6	274	35.0
	Vietnamese	14		12		11		33	57.6
Other	79	60.8	115	65.2	122	56.6	293	65.5	
Parent/Guardian Education Level ^d	Not a high school graduate	123	39.8	143	43.4	158	19.0	374	37.7
	High school graduate	283	34.3	345	43.5	345	25.5	827	40.5
	Some college (inc. AA deg.)	406	43.6	454	50.0	550	33.1	1223	47.9
	College degree	474	52.5	629	60.7	641	44.0	1535	59.5
	Grad. school/post-graduate	350	65.7	435	70.6	489	57.3	1141	71.6
Enrolled in Grade 12 or Below	Yes	1521	51.7	1996	58.7	2128	42.7	4954	57.9
	No	308	36.4	270	35.6	272	21.3	718	37.0

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Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2012–13 (cont.)

		Fall 2012		Spring 2013		Summer 2013		Cumulative 2012–13	
		%		%		%		%	
		N	Pass	N	Pass	N	Pass	N	Pass
School Type (if enrolled in grade 12 or below)	Public	930	49.4	1274	56.8	1417	41.1	3194	55.3
	Private	259	59.5	375	66.7	355	53.0	855	69.2
	Charter	224	46.9	274	52.2	290	36.6	683	51.8
Granted Testing Accommodation(s)	Yes	44	50.0	70	58.6	84	26.2	175	48.6
	No	1795	49.0	2204	55.8	2336	40.6	5530	55.3

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.

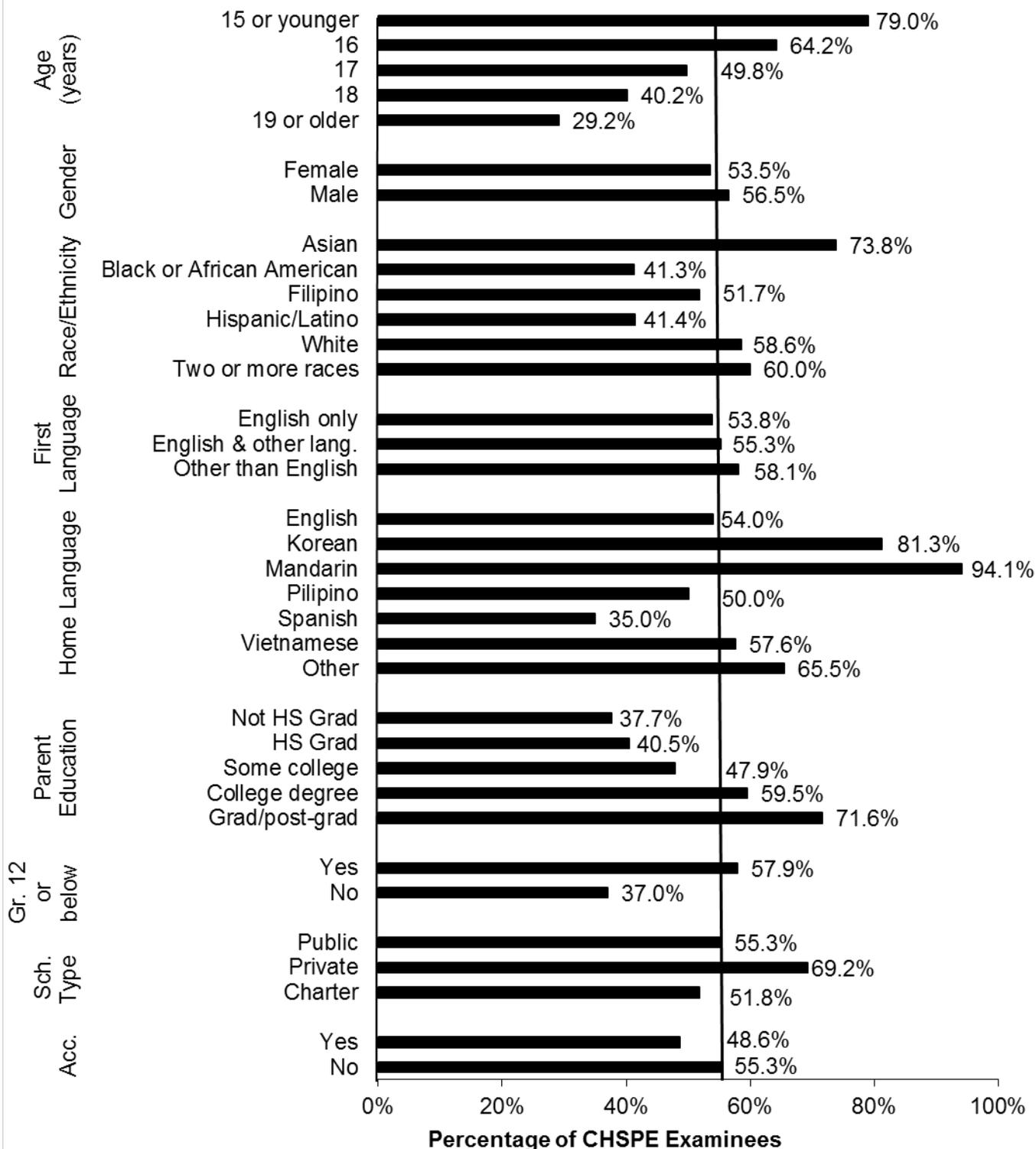
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2012–13



Note. Data are from Table 4.7. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 55.1 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 2012–13 administrations, and data about the extent of agreement among writing task scorers.

Descriptive Statistics

Descriptive statistics for each 2012–13 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 spring administration and lowest at the fall administration. The differences in performance on each multiple-choice test part across the three administrations ranged from approximately 4.9 (on the Language subtest) to 11.8 (on the Reading subtest) scale score points. Mean writing task scores ranged from about 7.04 at the summer administration to approximately 7.17 at the fall administration.

Table 5.1: CHSPE Descriptive Statistics, Fall 2012

	ELA Reading Subtest (TASK 3, Form A; N = 1,442)		ELA Language Subtest (TASK 3, Form A; N = 1,472)		Mathematics (TASK 2, Form A; N = 1,839)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.2	377.8	34.8	376.7	28.6	351.6
Std. Error of Mean	0.3	0.9	0.2	0.8	0.2	0.8
Median	68.0	378.0	36.0	377.0	28.0	347.0
Mode	74	399	37	381	22	329
Std. Deviation	12.0	35.7	6.9	30.1	9.2	35.0
Variance	145.1	1277.9	47.4	905.2	83.8	1227.9
Skewness	-1.1	0.1	-0.6	0.2	0.0	0.4
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	1.4	0.7	0.1	0.1	-0.6	1.3
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	74	266	38	195	50	310
Minimum	10	243	9	281	0	195
Maximum	84	509	47	476	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 5.2: CHSPE Descriptive Statistics, Spring 2013

	ELA Reading Subtest (TASK 3, Form B; N = 1,930)		ELA Language Subtest (TASK 3, Form B; N = 1,956)		Mathematics (TASK 2, Form B; N = 2,274)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	66.5	380.3	35.0	377.5	28.8	354.5
Std. Error of Mean	0.3	0.7	0.2	0.7	0.2	0.7
Median	69.0	381.0	36.0	377.0	29.0	353.0
Mode	72	391	39	391	28	350
Std. Deviation	11.1	32.5	6.668	30.722	8.8	33.8
Variance	124.1	1054.1	44.5	943.8	76.7	1145.5
Skewness	-1.5	-0.3	-0.9	-0.7	-0.1	0.4
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	3.1	1.8	1.0	12.4	-0.4	1.8
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	82	329	48	499	50	312
Minimum	1	157	0	0	0	196
Maximum	83	486	48	499	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 5.3: CHSPE Descriptive Statistics, Summer 2013

	ELA Reading Subtest (TASK 2, Form B; N = 1,977)		ELA Language Subtest (TASK 2, Form B; N = 2,023)		Mathematics (TASK 2, Form F; N = 2,420)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.0	368.5	36.8	372.6	25.9	345.7
Std. Error of Mean	0.2	0.7	0.1	0.7	0.2	0.7
Median	68.0	372.0	38.0	372.0	25.0	341.0
Mode	70	378	39	377	22	332
Std. Deviation	11.1	31.0	6.4	33.6	9.4	36.7
Variance	123.3	959.2	40.4	1127.8	88.9	1349.5
Skewness	-1.4	-0.4	-0.8	-0.2	0.3	0.7
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.0	0.0
Kurtosis	2.4	1.1	1.2	8.0	-0.4	2.4
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	77	272	48	486	50	315
Minimum	6	210	0	0	0	195
Maximum	83	482	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 5.4: CHSPE Writing Task Descriptive Statistics, 2012–13

	Fall 2012 (TASK 3)	Spring 2013 (TASK 3)	Summer 2013 (TASK 2)
N	1472	1956	2023
Mean	7.17	7.05	7.04
Median	8	8	8
Mode	8	8	8
Std. Deviation	2.07	2.01	2.02
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 2012

		Reader 2							Total
		Blank ^a	Off-topic	1	2	3	4	5	
Reader 1	Blank	45	0	0	0	0	0	0	45
	Off-topic	0	0	0	0	0	0	0	0
	1	0	0	19	1	0	0	0	20
	2	0	0	2	69	17	1	0	89
	3	0	0	0	15	344	45	0	404
	4	0	0	0	1	52	601	36	690
	5	0	0	0	0	0	53	171	224
	Total	45	0	21	86	413	700	207	1472

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 2013

		Reader 2							Total
		Blank ^a	Off-topic	1	2	3	4	5	
Reader 1	Blank	43	0	0	0	0	0	0	43
	Off-topic	0	1	0	0	0	0	0	1
	1	0	0	28	9	0	0	0	37
	2	0	0	3	135	35	2	0	175
	3	0	0	1	19	461	66	0	547
	4	0	0	0	1	84	752	49	886
	5	0	0	0	0	0	79	188	267
	Total	43	1	32	164	580	899	237	1956

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 2013

		Reader 2							Total
		Blank ^a	Off-topic	1	2	3	4	5	
Reader 1	Blank	56	0	0	0	0	0	0	56
	Off-topic	0	0	0	0	0	0	0	0
	1	0	0	23	4	0	0	0	27
	2	0	0	2	118	22	1	0	143
	3	0	0	0	21	538	77	0	636
	4	0	0	0	1	82	771	43	897
	5	0	0	0	0	2	42	220	264
	Total	56	0	25	144	644	891	263	2023

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, 2012–13 (excluding Blanks)

Reader Agreement	Fall 2012		Spring 2013		Summer 2013		Total for Year	
	N	%	N	%	N	%	N	%
Exact Agreement	1204	84.4	1565	81.8	1670	84.9	4439	83.6
Adjacent (1 point difference)	221	15.5	344	18.0	293	14.9	858	16.2
Non-adjacent (>1 point difference)	2	.1	4	.2	4	.2	10	0.2
Total	1427	100.0	1913	100.0	1967	100.0	5307	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 99.8 percent of the responses. On 83.6 percent of the 4,4439 essays scored in the year, readers 1 and 2 (scoring independently) agreed on the score. On only ten essays (0.2 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 2012–13 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.

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 6.1: Number of CHSPE Registrants and Examinees, 2012–13

	Fall 2012	Spring 2013	Summer 2013	Total
Registrants:				
Transfers In ^a	58	35	91	184
+ Regular	1258	1655	1680	4593
+ Late	512	566	644	1722
+ Emergency	267	297	331	895
= Total Registrants	2095	2553	2746	7394
- Withdrawals	0	0	1	1
- Transfers Out ^b	65	91	59	215
- Absentees	77	106	142	325
- Non-Attempted ^c	0	0	0	0
= Total Tested	1953	2356	2544	6853
- Examinees who canceled scores	2	1	2	5
- Examinees with invalidated scores	5	0	6	11
= All Examinees	1946	2355	2536	6837

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.

^c Registrants who do not meet the attemptedness criteria are not counted in the total number of examinees tested. See page 6 for more information.

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 84 test sites were used during the year, including one incarceration facility. Eleven sites were used for alternate date testing and twelve 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 three percent of the examinees at each administration were provided accommodations.¹² The most frequent accommodation approved at each administration

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 through 3.5 because not all

was extended time (up to 5 hours and 15 minutes). The next most frequently approved accommodations were testing in a small group, frequent supervised breaks, and use of a computer for typing the response to the writing task. A total of 86 registrants were approved for alternate date testing. There were 64 testing irregularities during the year. Thirty-four were examinee irregularities.

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, 2012–13

Site		Fall 2012		Spring 2013		Summer 2013	
#	Name	Reg.	Tested	Reg.	Tested	Reg.	Tested
0101-E	Hayward High School	105	104	144	135	143	135
0180-A	Hayward High School	0	0	0	0	1	1
0192-SA	California School for the Blind	1	1	N/A	N/A	N/A	N/A
0401	Pleasant Valley High School, Chico	21	19	25	25	24	23
0480-A	Pleasant Valley High School, Chico	0	0	0	0	0	0
490-SA	Examinee's Home	1	1	N/A	N/A	N/A	N/A
0701	College Park High School, Pleasant Hill	52	49	50	48	59	53
0901	El Dorado COE, Diamond Springs	12	11	26	23	25	25
1001-E	Clovis High School	37	37	58	55	50	43
1080-A	Clovis High School	2	2	3	3	0	0
1201	Humboldt COE, Eureka	2	2	10	10	14	12
1280-A	Humboldt COE, Eureka	0	0	0	0	0	0
1301	Cal Works One Stop, El Centro	2	2	10	10	15	15
1501	Kern Cnty. Child Dev. and Svcs., Bakersfield	25	21	31	30	33	32
1701	Lake COE, Lakeport	3	3	5	4	8	8
1801	Lassen COE, Susanville	1	1	1	1	5	4
1901	University Senior High School, Los Angeles	106	101	145	138	120	114
1902	Palmdale HS/Antelope Valley HS	18	18	37	32	38	38
1903	Glendale Community College, Glendale	123	122	137	136	137	133
1904-E	El Camino Real High School, Woodland Hills	133	128	142	134	152	145
1905-E	South Hills High School, West Covina	78	74	88	82	102	99
1906	Woodbury University	N/A	N/A	N/A	N/A	39	36
1980-A	Glendale Adventist Academy	15	14	23	23	23	22
1981-A	Glendale Community College, Glendale	0	0	4	4	5	5
1990-SA	Examinee's Home	N/A	N/A	1	1	1	1
2001	Madera COE	6	6	3	2	5	5
2101	Madrone High School, San Rafael	11	11	17	16	28	26
2301	Mendocino COE, Ukiah	4	4	8	7	6	6
2401	Merced COE	11	11	17	17	0	0
2601	Mono COE, Mammoth Lakes	2	2	0	0	0	0
2701	Salinas Education Center	10	9	10	9	9	7
2801	Napa COE	10	9	18	18	15	15
2901	Nevada Union High School, Grass Valley	12	12	15	15	16	16
3002	Fullerton Community College	41	39	70	69	64	61
3004	Harbor Learning Center/OCDE/Whittier Law	102	95	134	128	148	141
3005-E	Los Alamitos High School	69	66	83	81	116	109
3090-SA	Orange Co. Dept. of Education	N/A	N/A	N/A	N/A	1	1
3101	Placer COE, Auburn	20	19	22	20	31	29
3171-SA	Placer COE Special Ed. Annex	N/A	N/A	N/A	N/A	3	3
3301-E	Gage Middle School, Riverside	85	81	93	90	98	96
3302	Palm Springs High School	21	21	29	29	27	25
3303	West Valley High, Hemet	42	40	45	44	59	57
3380-A	La Sierra Academy, Riverside	0	0	3	3	1	1

(continued on next page)

Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2012–13 (cont.)

Site		Fall 2012		Spring 2013		Summer 2013	
#	Name	Reg.	Tested	Reg.	Tested	Reg.	Tested
3401-E	Sacramento COE	88	86	92	90	99	89
3402	Valley High School, Sacramento	37	36	39	37	51	47
3480-A	Sacramento COE	1	1	1	1	1	1
3501	San Andreas Continuation HS, Hollister	5	5	4	4	10	10
3601	San Bernardino County Supt. of Schools	52	52	81	77	83	75
3701	Helix Charter High School, La Mesa	33	32	29	27	41	39
3702-E	Palomar Community College, San Marcos	76	76	72	63	86	86
3703	Southwest High School, San Diego	15	14	17	17	20	20
3704-E	Mt. Everest Academy, San Diego	42	40	41	39	57	51
3780-A	San Diego Academy	0	0	0	0	0	0
3801	Ida B. Wells High School, San Francisco	33	32	25	24	36	32
3901	San Joaquin COE, Stockton	9	9	3	3	9	9
3902	Lincoln High School, Stockton	20	19	19	18	18	16
4001	North County Christian School, Atascadero	24	23	31	31	38	33
4080-A	North County Christian School, Atascadero	0	0	1	1	1	1
4092-SA	Atascadero USD	N/A	N/A	N/A	N/A	1	0
4099-I	Grizzly Youth Academy, San Luis Obispo	12	12	7	7	0	0
4101	Mills High School, San Mateo			14	12	0	0
4102	Sequoia High School, Redwood City	35	31	28	27	39	37
4190-SA	Sequoia High School District	N/A	N/A	N/A	N/A	1	1
4201	San Marcos High School, Santa Barbara	13	12	15	14	19	18
4301-E	Santa Clara HS/Buchser MS, San Jose	68	63	94	93	97	92
4302	William C. Overfelt High School, San Jose	92	87	96	91	86	82
4390-SA	Campbell Union HS District	N/A	N/A	1	1	N/A	N/A
4401	Santa Cruz COE, Capitola	14	14	24	24	31	30
4501-E	Shasta College, Redding	17	17	17	16	21	20
4701	Siskiyou COE, Yreka	3	1	1	1	2	1
4801	Solano COE, Fairfield	28	24	30	28	30	27
4901	Sonoma COE, Santa Rosa	30	29	34	34	51	47
4902	Sonoma Valley High School, Sonoma	4	4	4	4	5	4
5001	Peterson Alternative Center, Modesto	19	18	30	30	31	31
5401	Tulare COE, Visalia	9	9	26	24	22	20
5501	Tuolumne County Supt. of Schools, Sonoma	4	4	3	3	4	4
5580-A	Tuolumne County Supt. of Schools, Sonoma	0	0	0	0	0	0
5601-E	Ventura COE/High School, Camarillo	51	48	68	65	56	52
5701	Yolo COE, Woodland	13	13	8	8	19	19
	Withdrawn	0	--	0	--	1	--
	Transfers	65	--	91	0	59	--
Total		2094	1946	2553	2356	2746	2536

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), 2012–13

#	Site Name	Registrants		Tested	
		Total	Avg.	Total	Avg.
0101-E	Hayward High School	392	131	374	125
0180-A	Hayward High School	1	0	1	0
0192-SA	California School for the Blind	1	1	1	1
0401	Academy for Change, Chico	70	23	67	22
0480-A	Academy for Change, Chico	0	0	0	0
0490	Examinee's Home	1	1	1	1
0701	College Park High School, Pleasant Hill	161	54	150	50
0901	El Dorado COE, Diamond Springs	63	21	59	20
1001-E	Clovis High School	145	48	135	45
1080-A	Clovis High School	5	2	5	2
1201	Humboldt COE, Eureka	26	9	24	8
1280-A	Humboldt COE, Eureka	0	0	0	0
1301	One Stop of Imperial County, El Centro	27	9	27	9
1501	Kern COE, Bakersfield	89	30	83	28
1701	Lake COE, Lakeport	16	5	15	5
1801	Lassen COE, Susanville	7	2	6	2
1901	University Senior High School, Los Angeles	371	124	353	118
1902	Antelope Valley High School, Lancaster	93	31	88	29
1903	Glendale Community College, Glendale	397	132	391	130
1904-E	El Camino Real High School, Woodland Hills	427	142	407	136
1905-E	South Hills High School, West Covina	268	89	255	85
1980-A	Glendale Adventist Academy	39	39	36	36
1981-A	Glendale Community College, Glendale	61	20	59	20
1990-SA	Examinee's Home	9	3	9	3
2001	Madera COE	2	1	2	1
2101	Madrone High School, San Rafael	14	5	13	4
2301	Mendocino COE, Ukiah	56	19	53	18
2401	Merced COE	18	6	17	6
2601	Mono COE, Mammoth Lakes	28	9	28	9
2701	North Salinas High School	2	1	2	1
2801	Napa COE	29	10	25	8
2901	Nevada Union High School, Grass Valley	43	14	42	14
3002	Fullerton Community College	43	14	43	14
3004	Orange Co. Dept. of Ed., Costa Mesa	175	58	169	56
3005-E	Los Alamitos High School	384	128	364	121
3090-SA	Orange County Department Of Education	268	89	256	85
3101	Placer COE, Auburn	1	1	1	1
3171-SA	Placer County Office of Ed. Special Annex	73	24	68	23
3301-E	Gage Middle School, Riverside	3	3	3	3
3302	Palm Springs High School	276	92	267	89
3303	West Valley High, Hemet	77	26	75	25
3380-A	La Sierra Academy, Riverside	146	49	141	47

(continued on next page)

Table 6.3: Total CHSPE Registrants and Total Tested by Test Site (Cumulative), 2012–13 (cont.)

Site		Registrants		Tested	
#	Name	Total	Avg.	Total	Avg.
3401-E	Sacramento COE	279	93	265	88
3402	Valley High School, Sacramento	127	42	120	40
3480-A	Sacramento COE	3	1	3	1
3501	San Andreas Continuation HS, Hollister	19	6	19	6
3601	San Bernardino County Supt. of Schools	216	72	204	68
3701	Helix Charter High School, La Mesa	103	34	98	33
3702	Palomar Community College, San Marcos	234	78	225	75
3703	Southwest High School, San Diego	52	17	51	17
3704	Mt. Everest Academy, San Diego	140	47	130	43
3780-A	San Diego Academy	0	0	0	0
3801	Ida B. Wells High School, San Francisco	94	31	88	29
3901	San Joaquin COE, Stockton	21	7	21	7
3902	Lincoln High School, Stockton	57	19	53	18
4001	North County Christian School, Atascadero	93	31	87	29
4080-A	North County Christian School, Atascadero	2	1	2	1
4092-SA	Atascadero USD	1	1	0	0
4099-I	Grizzly Youth Academy, San Luis Obispo	19	6	19	6
4101	Mills High School, San Mateo	14	14	12	12
4102	Sequoia High School, Redwood City	102	34	95	32
4190-SA	Sequoia High School District	1	1	1	1
4201	San Marcos High School, Santa Barbara	47	16	44	15
4301	Santa Clara High School, San Jose	259	86	248	83
4302	William C. Overfelt High School, San Jose	274	91	260	87
4390-SA	Campbell Union High School District	1	1	1	1
4401	Santa Cruz COE, Capitola	69	23	68	23
4501-E	Shasta College, Redding	55	18	53	18
4701	Siskiyou COE, Yreka	6	2	3	1
4801	Solano COE, Fairfield	88	29	79	26
4901	Sonoma COE, Santa Rosa	115	38	110	37
4902	Sonoma Valley High School, Sonoma	13	4	12	4
5001	Peterson Alternative Center, Modesto	80	27	79	26
5401	Tulare COE, Visalia	57	19	53	18
5501	Tuolumne County Supt. of Schools, Sonora	11	4	11	4
5580-A	Tuolumne County Supt. of Schools, Sonora	0	0	0	0
5601-E	Ventura High School, Camarillo	175	58	165	55
5701	Yolo COE, Woodland	40	13	40	13
	Withdrawn	8	--	--	--
	Transfers	206	--	--	--
Total:		7394	2464	6853	2279

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, 2012–13

	Fall 2012	Spring 2013	Summer 2013	Total
Examinees Approved for Accommodations	53	87	96	236
Approved Accommodations by Type:				
Extra time: time and a half (an additional 1.75 hours)	35	44	69	148
Small-group setting	27	46	51	124
Computer for writing task	18	7	16	41
Extra time: double time (an additional 3.5 hours)	5	16	7	28
Frequent breaks	14	25	21	60
Record answers in test booklet	9	3	11	23
Large print	0	2	1	3
Read directions and questions for mathematics	3	1	2	6
Scribe	0	0	0	0
Magnifying equipment	0	1	0	1
Sign language	0	0	0	0
Braille	1	0	0	1
Other:				0
<i>Late start</i>	0	0	0	0
<i>Manage blood sugar</i>	0	7	4	11
<i>Colored overlays</i>	0	1	0	1
<i>Prompting to start and stay on task</i>	0	0	0	0
<i>Individual testing</i>	2	1	6	9
<i>Multiple Day testing</i>	0	1	1	2
<i>Use restroom repeatedly</i>	2	6	0	8
<i>Stand frequently, bring special chair and pad</i>	1	2	1	4
<i>Noise Buffers</i>	3	7	6	16
<i>Use of a pen and not a pencil</i>	0	0	0	0
<i>Seat in the front of the room</i>	0	0	2	2
<i>Chew gum or eat snack to relieve anxiety</i>	0	0	1	1
<i>Test individually at alternative site</i>	2	2	4	8
<i>Use graph paper for scratch paper</i>	0	0	1	1
<i>Use a liquid graphic pencil, equivalent to #2 pencil</i>	1	1	0	2
<i>Use of a translation glossary</i>	1	7	10	18
<i>Physical access in a wheel chair</i>	0	0	1	1
<i>Proctor check understanding of directions</i>	0	6	5	11
<i>Extra Time (an additional 30 - 60 minutes)</i>	3	7	7	17
<i>Braille Note Taker for essay</i>	1	0	0	1
<i>Sit in back of room</i>	0	1	1	2
<i>Bring toiletries</i>	0	1	0	1
<i>Stand outside testing room if anxious</i>	0	1	0	1
<i>Test on first floor only</i>	0	1	0	1
<i>Bring a help dog</i>	0	2	2	4
<i>Use a ventilator</i>	0	0	1	1
<i>Examinee reads passages aloud</i>	0	0	2	2
Total Approved Accommodations	128	199	233	560
Examinees Approved for Testing on Alternate Date	18	34	34	86

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, 2012–13

	Fall 2012	Spring 2013	Summer 2013	Total
Examinee Irregularity	15	5	14	34
Test Center Staff Irregularity	1	2	2	5
Facility Irregularity	2	2	4	8
SCOE Irregularity	0	0	1	1
Materials Irregularity	5	3	3	11
Security Breach	0	0	1	1
Complaint	0	0	4	4
Total	23	12	29	64

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.

Complaint: Complaints are usually regarding time. They are any item that SCOE follows up on after the test is over.

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 2012–13. 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, \$415.00 was received in 2012–13 for administrations prior to that year. Revenue was also received during this time period (\$50) for administrations after the summer 2013 administration.

Table 6.6: CHSPE Revenue Deposited and Refunds, 2012–13

	Administration					Total
	Pre- 2012–13	Fall 2012	Spring 2013	Summer 2013	Future Admins.	
Regular Registration	\$0	\$224,290	\$276,625	\$276,490	\$0	\$777,405
Late Fee ^a	85	19,525	21,450	20,750	0	61,810
Emergency Fee ^b	100	6,675	7,350	4,625	0	18,750
Transfer ^c	0	2,275	1,250	3,750	50	7,325
Rescore Math section	125	75	75	0	0	275
Rescore ELA section	105	70	105	0	0	280
Rescore both sections	0	0	50	0	0	50
Overage ^d	0	491	494	597	0	1,582
Refund	(0)	(55)	(0)	(165)	0	(220)
Subtotal (Test Admin)	\$415	\$253,346	\$307,399	\$306,047	\$50	\$867,257
			Document Requests:		N	\$
			Duplicate Certificate		1006	25,150
			Official Transcript		1724	25,860
			Rush Service		827	12,405
			Overage		6	28
			Subtotal (Documents):			\$63,443
			Total:			\$930,700

^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 2012–13, a total (after accounting for refunds) of \$930,699.65 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 2012–13, 1,006 requests for duplicate certificates and 1,724 requests for official transcripts were received and processed.

Appendix A
CHSPE Writing Task Scoring Guides

California High School Proficiency Examination (CHSPE) Expository Writing Task Scoring Guide

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

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

Appendix B
Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

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

<p>Ethnicity</p> <p>Part 1 – Are you Hispanic or Latino?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Part 2 – Mark one or more.</p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Asian Indian</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Cambodian</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Filipino</p> <p><input type="checkbox"/> Guamanian</p> <p><input type="checkbox"/> Hawaiian</p> <p><input type="checkbox"/> Hmong</p> <p><input type="checkbox"/> Japanese</p> <p><input type="checkbox"/> Korean</p> <p><input type="checkbox"/> Laotian</p> <p><input type="checkbox"/> Other Asian</p> <p><input type="checkbox"/> Other Pacific Islander</p> <p><input type="checkbox"/> Samoan</p> <p><input type="checkbox"/> Tahitian</p> <p><input type="checkbox"/> Vietnamese</p> <p><input type="checkbox"/> White</p>
--

For this report, every CHSPE examinee is categorized into one of eight ethnic groups, listed below, based on the examinee's responses to the two-part ethnicity question.

African American or Black
American Indian or Alaska Native
Asian
Filipino

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

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

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

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

NOTE: If there is no response to Part I, or the response is both “yes” and “no,” and there is no response to Part 2 (i.e., the examinee provides no data), then the examinee is categorized into “two or more races.” This includes the following number of examinees in 2012–13:

Fall 2012	113
Spring 2013:	176
Summer 2013:	145
Cumulative for year:	434

Appendix C
Score Distribution Data

Table C1: Frequencies of CHSPE Mathematics Scale and Raw Scores, Fall 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	1	.1	344	27	74	4.0
195	1	2	.1	347	28	67	3.6
220	2	1	.1	350	29	69	3.8
235	3	1	.1	354	30	70	3.8
255	5	2	.1	357	31	72	3.9
263	6	1	.1	360	32	62	3.4
269	7	3	.2	364	33	58	3.2
275	8	5	.3	367	34	52	2.8
280	9	3	.2	371	35	72	3.9
285	10	11	.6	374	36	50	2.7
290	11	6	.3	378	37	48	2.6
294	12	19	1.0	382	38	51	2.8
298	13	16	.9	387	39	44	2.4
302	14	19	1.0	391	40	39	2.1
305	15	36	2.0	396	41	44	2.4
309	16	45	2.4	401	42	39	2.1
312	17	52	2.8	407	43	24	1.3
316	18	53	2.9	414	44	33	1.8
319	19	41	2.2	421	45	16	.9
322	20	54	2.9	430	46	22	1.2
325	21	64	3.5	442	47	21	1.1
329	22	79	4.3	457	48	8	.4
332	23	61	3.3	482	49	7	.4
335	24	76	4.1	505	50	1	.1
338	25	79	4.3				
341	26	66	3.6				
				Total: 1,839 100.0			

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

Figure C1: Histogram of CHSPE Mathematics Raw Scores, Fall 2012

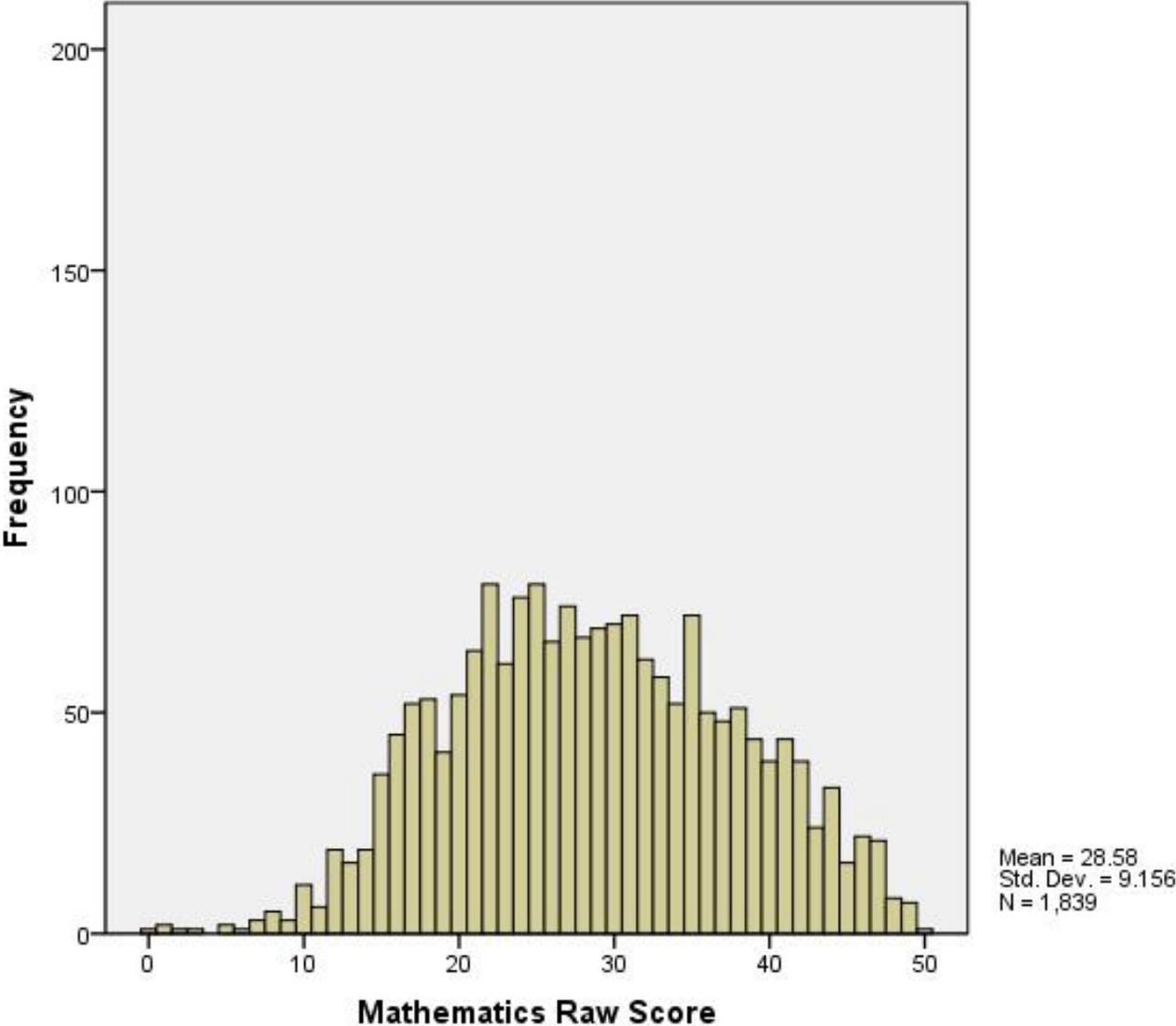


Table C2: Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
196	0	2	.1	346	27	97	4.3
196	1	2	.1	350	28	110	4.8
221	2	1	.0	353	29	96	4.2
247	4	1	.0	356	30	88	3.9
256	5	1	.0	359	31	94	4.1
264	6	1	.0	363	32	110	4.8
270	7	3	.1	366	33	82	3.6
276	8	3	.1	370	34	87	3.8
281	9	4	.2	373	35	76	3.3
286	10	14	.6	377	36	67	2.9
291	11	19	.8	381	37	54	2.4
295	12	21	.9	385	38	76	3.3
299	13	27	1.2	389	39	48	2.1
303	14	21	.9	394	40	47	2.1
307	15	32	1.4	399	41	44	1.9
311	16	41	1.8	404	42	47	2.1
314	17	36	1.6	410	43	32	1.4
318	18	54	2.4	417	44	28	1.2
321	19	50	2.2	424	45	25	1.1
324	20	68	3.0	433	46	22	1.0
327	21	67	2.9	445	47	15	.7
331	22	78	3.4	460	48	14	.6
334	23	81	3.6	485	49	5	.2
337	24	90	4.0	508	50	3	.1
340	25	90	4.0				
343	26	100	4.4				
					Total:	2,274	100.0

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

Figure C2: Histogram of CHSPE Mathematics Raw Scores, Spring 2013

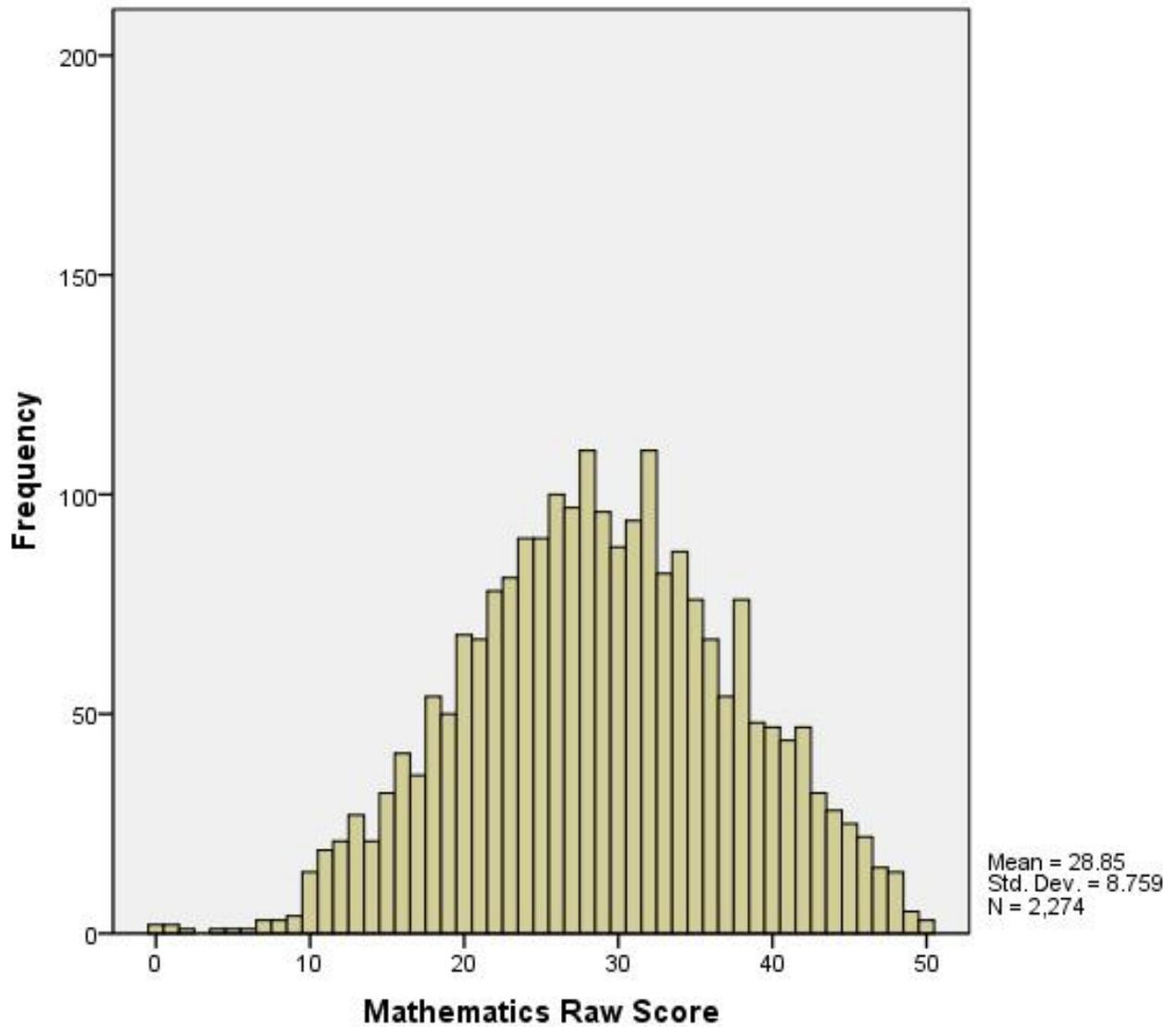


Table C3: Frequencies of CHSPE Mathematics Scale and Raw Scores, Summer 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	3	.1	347	27	76	3.1
195	1	4	.2	350	28	72	3.0
221	2	2	.1	354	29	80	3.3
236	3	1	.0	357	30	81	3.3
248	4	1	.0	360	31	63	2.6
265	6	3	.1	363	32	64	2.6
271	7	5	.2	367	33	77	3.2
277	8	5	.2	370	34	60	2.5
283	9	16	.7	374	35	54	2.2
288	10	20	.8	378	36	49	2.0
292	11	27	1.1	381	37	48	2.0
297	12	44	1.8	386	38	44	1.8
301	13	47	1.9	390	39	42	1.7
305	14	57	2.4	394	40	34	1.4
308	15	76	3.1	399	41	31	1.3
312	16	77	3.2	405	42	36	1.5
315	17	89	3.7	411	43	25	1.0
319	18	101	4.2	417	44	23	1.0
322	19	92	3.8	425	45	20	.8
325	20	96	4.0	434	46	17	.7
329	21	97	4.0	446	47	19	.8
332	22	118	4.9	461	48	15	.6
335	23	98	4.0	487	49	12	.5
338	24	95	3.9	510	50	5	.2
341	25	113	4.7				
344	26	86	3.6				
					Total:	2,420	100.0

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

Figure C3: Histogram of CHSPE Mathematics Raw Scores, Summer 2013

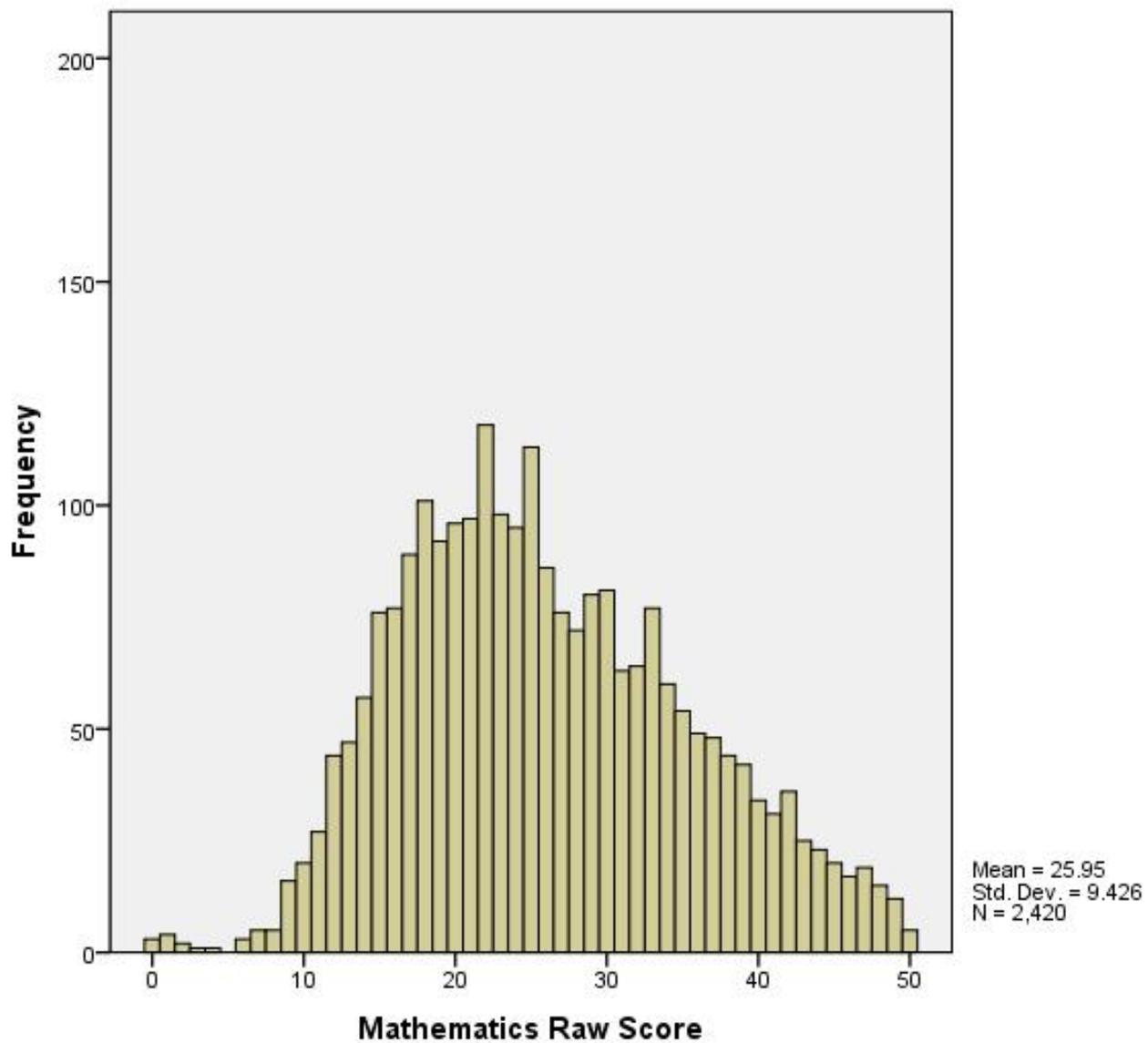


Table C4: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
281	9	1	.1	355	30	44	3.0
286	10	1	.1	358	31	70	4.8
290	11	1	.1	362	32	66	4.5
299	13	4	.3	365	33	71	4.8
302	14	2	.1	369	34	71	4.8
306	15	7	.5	373	35	85	5.8
310	16	2	.1	377	36	81	5.5
313	17	2	.1	381	37	91	6.2
316	18	8	.5	385	38	85	5.8
320	19	6	.4	390	39	69	4.7
323	20	11	.7	395	40	80	5.4
326	21	17	1.2	401	41	68	4.6
329	22	15	1.0	408	42	75	5.1
332	23	21	1.4	415	43	75	5.1
335	24	24	1.6	424	44	52	3.5
339	25	30	2.0	435	45	39	2.6
342	26	38	2.6	450	46	24	1.6
345	27	42	2.9	476	47	6	.4
348	28	42	2.9				
351	29	46	3.1				
				Total: 1,472 100.0			

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 2012

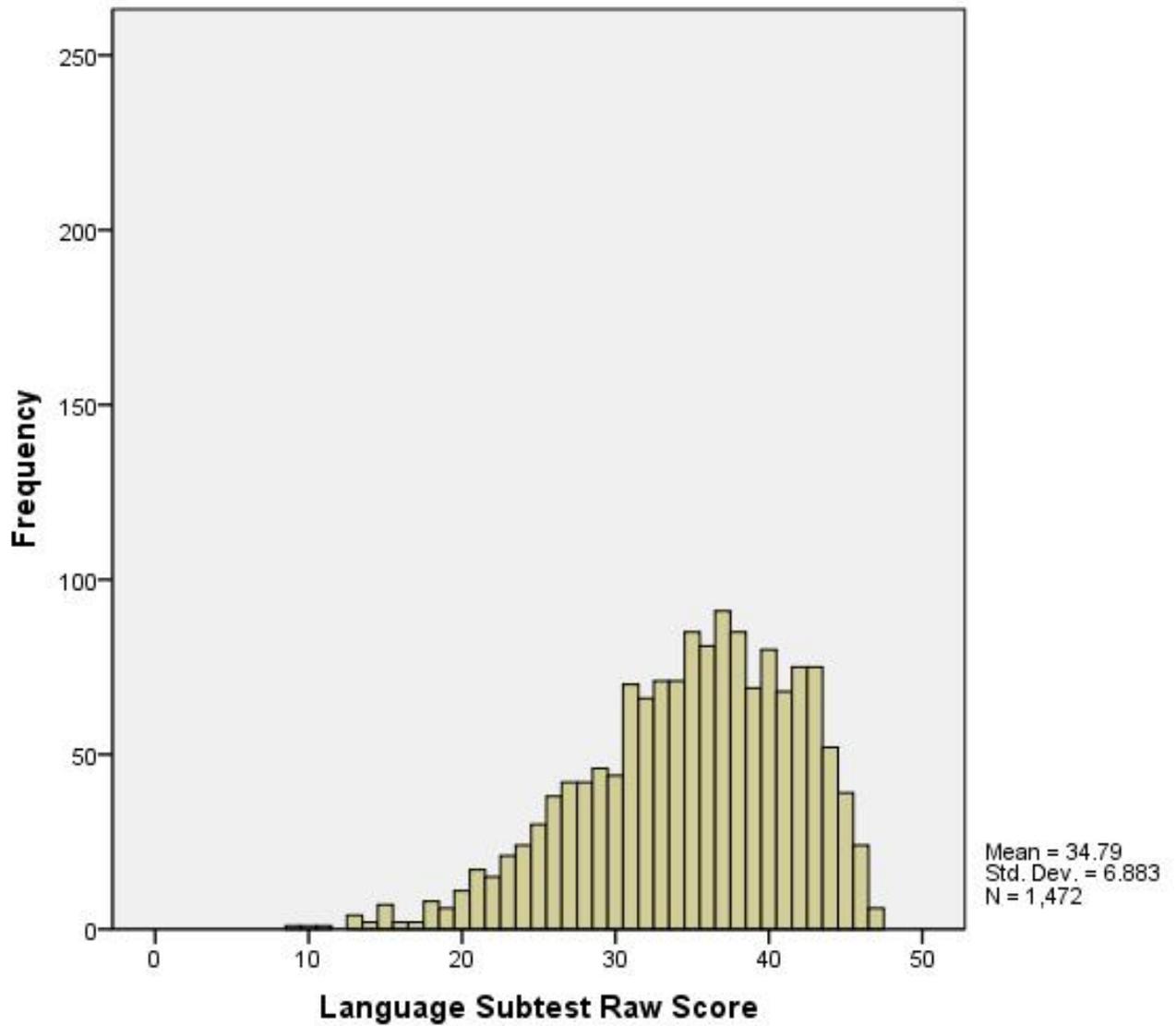


Table C5: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent	
0	0	1	.1	352	29	60	3.1	
248	4	1	.1	355	30	70	3.6	
281	9	1	.1	358	31	79	4.0	
286	10	1	.1	362	32	103	5.3	
291	11	3	.2	365	33	93	4.8	
299	13	5	.3	369	34	98	5.0	
303	14	4	.2	373	35	121	6.2	
306	15	3	.2	377	36	130	6.6	
310	16	7	.4	381	37	125	6.4	
313	17	6	.3	386	38	124	6.3	
317	18	7	.4	391	39	131	6.7	
320	19	13	.7	396	40	129	6.6	
323	20	9	.5	402	41	91	4.7	
326	21	18	.9	408	42	90	4.6	
330	22	19	1.0	416	43	81	4.1	
333	23	28	1.4	425	44	60	3.1	
336	24	25	1.3	436	45	36	1.8	
339	25	24	1.2	451	46	21	1.1	
342	26	47	2.4	477	47	12	.6	
345	27	39	2.0	499	48	6	.3	
348	28	35	1.8	Total:			1,956	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 2013

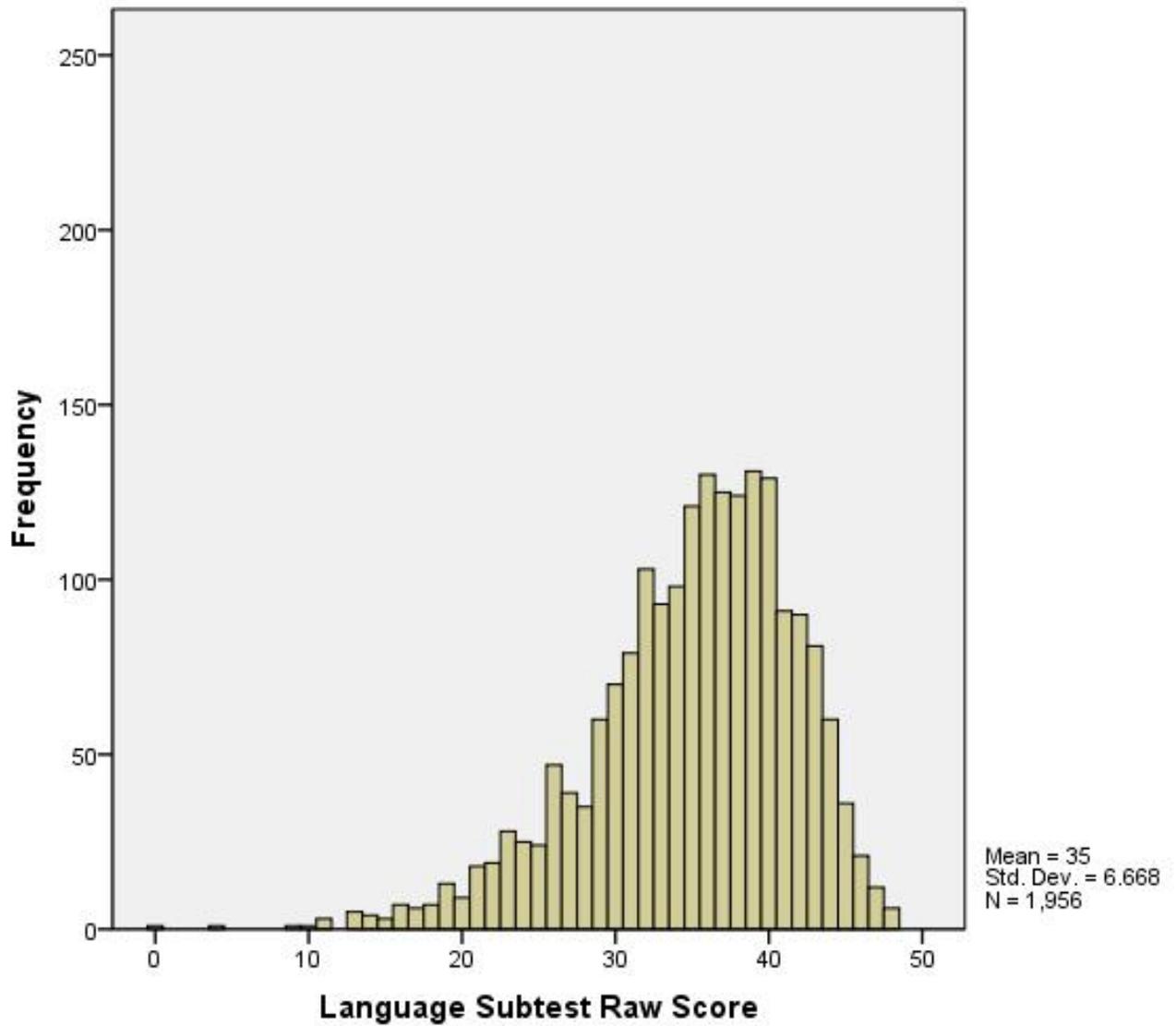


Table C6: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Summer 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	1	.0	341	30	57	2.8
254	7	1	.0	344	31	74	3.7
265	9	1	.0	348	32	72	3.6
270	10	1	.0	351	33	80	4.0
274	11	1	.0	355	34	101	5.0
283	13	1	.0	359	35	116	5.7
287	14	2	.1	363	36	101	5.0
294	16	2	.1	367	37	117	5.8
298	17	1	.0	372	38	134	6.6
301	18	9	.4	377	39	146	7.2
304	19	9	.4	382	40	129	6.4
308	20	7	.3	388	41	117	5.8
311	21	6	.3	395	42	131	6.5
314	22	13	.6	402	43	109	5.4
318	23	14	.7	411	44	114	5.6
321	24	13	.6	423	45	57	2.8
324	25	14	.7	438	46	52	2.6
327	26	32	1.6	463	47	38	1.9
331	27	47	2.3	486	48	14	.7
334	28	36	1.8				
337	29	53	2.6				
				Total: 2,023 100.0			

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 2013

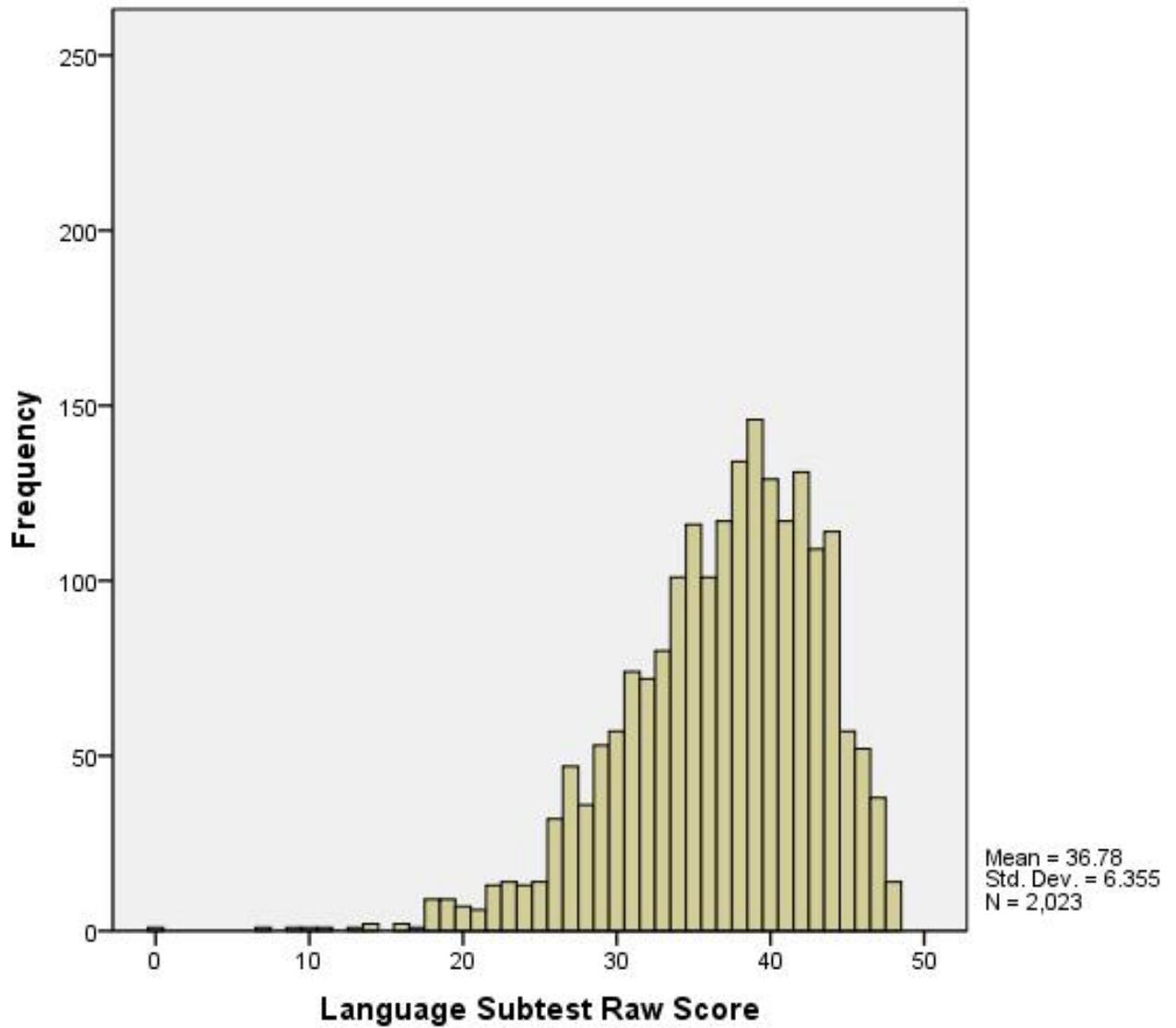


Table C7: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
243	10	1	.1	345	54	26	1.8
257	14	1	.1	347	55	18	1.2
272	19	3	.2	349	56	18	1.2
275	20	3	.2	351	57	38	2.6
277	21	1	.1	353	58	37	2.6
282	23	1	.1	355	59	25	1.7
287	25	1	.1	358	60	32	2.2
289	26	5	.3	360	61	28	1.9
291	27	2	.1	362	62	41	2.8
293	28	1	.1	365	63	36	2.5
295	29	2	.1	367	64	37	2.6
297	30	2	.1	370	65	55	3.8
299	31	3	.2	373	66	43	3.0
301	32	3	.2	376	67	49	3.4
307	35	5	.3	378	68	53	3.7
309	36	6	.4	381	69	51	3.5
311	37	4	.3	385	70	55	3.8
313	38	3	.2	388	71	62	4.3
315	39	8	.6	392	72	50	3.5
317	40	4	.3	395	73	51	3.5
319	41	3	.2	399	74	63	4.4
321	42	8	.6	404	75	59	4.1
323	43	9	.6	409	76	52	3.6
325	44	13	.9	414	77	56	3.9
327	45	12	.8	420	78	56	3.9
329	46	13	.9	427	79	39	2.7
331	47	13	.9	436	80	33	2.3
333	48	14	1.0	447	81	16	1.1
335	49	13	.9	462	82	17	1.2
337	50	24	1.7	487	83	15	1.0
339	51	16	1.1	509	84	2	.1
341	52	19	1.3				
343	53	13	.9				
				Total: 1,442 100.0			

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

Figure C7: Histogram of CHSPE Reading Subtest Raw Scores, Fall 2012

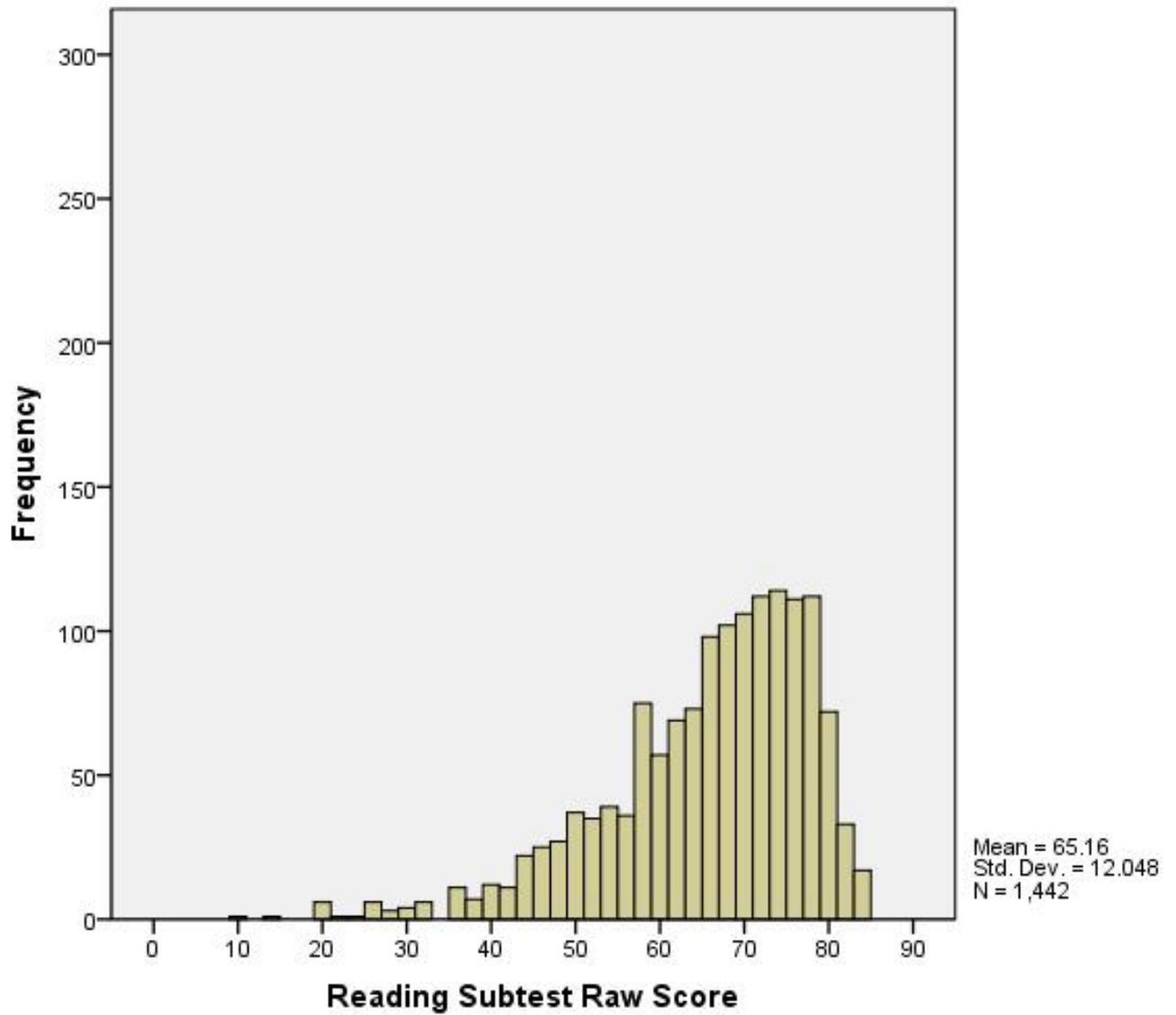


Table C8: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
157	1	1	.1	339	51	22	1.1
229	7	1	.1	341	52	25	1.3
259	14	1	.1	343	53	21	1.1
268	17	1	.1	345	54	12	.6
271	18	2	.1	347	55	25	1.3
273	19	2	.1	349	56	25	1.3
276	20	1	.1	351	57	25	1.3
281	22	1	.1	353	58	28	1.5
283	23	2	.1	356	59	46	2.4
285	24	3	.2	358	60	44	2.3
290	26	3	.2	360	61	62	3.2
292	27	2	.1	362	62	46	2.4
294	28	3	.2	365	63	55	2.8
296	29	3	.2	367	64	61	3.2
298	30	1	.1	370	65	68	3.5
302	32	3	.2	373	66	59	3.1
304	33	3	.2	375	67	58	3.0
306	34	4	.2	378	68	70	3.6
308	35	5	.3	381	69	70	3.6
310	36	4	.2	384	70	88	4.6
312	37	3	.2	388	71	94	4.9
314	38	6	.3	391	72	102	5.3
316	39	3	.2	395	73	97	5.0
318	40	2	.1	399	74	92	4.8
320	41	6	.3	403	75	92	4.8
322	42	6	.3	408	76	83	4.3
324	43	4	.2	414	77	64	3.3
325	44	9	.5	420	78	72	3.7
327	45	16	.8	427	79	60	3.1
329	46	10	.5	435	80	41	2.1
331	47	10	.5	446	81	33	1.7
333	48	10	.5	461	82	19	1.0
335	49	20	1.0	486	83	6	.3
337	50	14	.7				
					Total:	1,930	100.0

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

Figure C8: Histogram of CHSPE Reading Subtest Raw Scores, Spring 2013

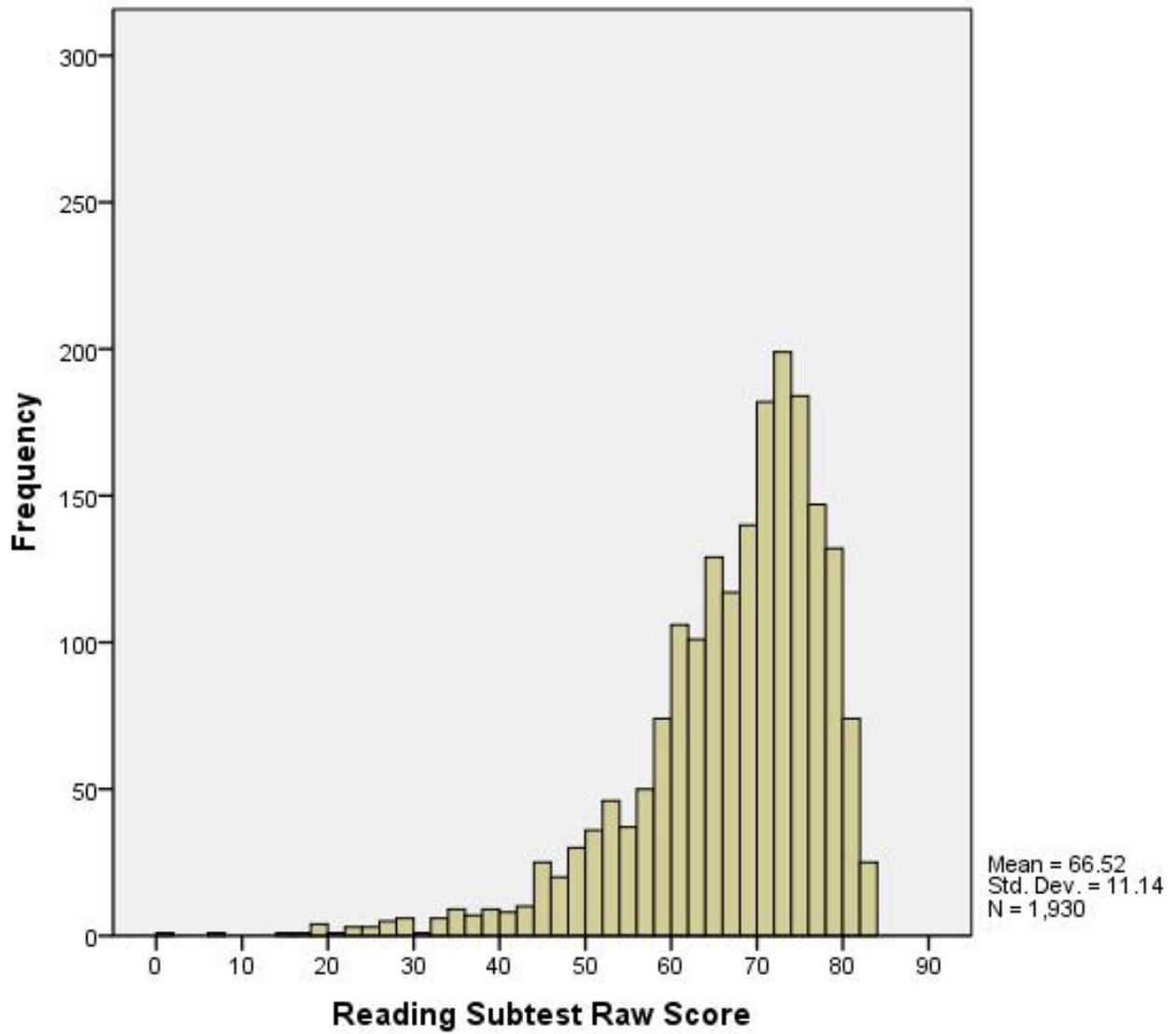


Table C9: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Summer 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
210	6	1	.1	333	52	31	1.6
257	17	2	.1	335	53	29	1.5
259	18	3	.2	337	54	28	1.4
262	19	1	.1	340	55	26	1.3
265	20	3	.2	342	56	22	1.1
267	21	1	.1	344	57	33	1.7
273	23	1	.1	346	58	41	2.1
275	24	2	.1	349	59	35	1.8
277	25	2	.1	351	60	51	2.6
280	26	2	.1	353	61	55	2.8
284	28	2	.1	356	62	62	3.1
286	29	2	.1	358	63	50	2.5
288	30	4	.2	361	64	66	3.3
291	31	4	.2	364	65	64	3.2
293	32	3	.2	366	66	79	4.0
295	33	4	.2	369	67	89	4.5
297	34	10	.5	372	68	90	4.6
299	35	1	.1	375	69	94	4.8
301	36	2	.1	378	70	96	4.9
303	37	8	.4	382	71	92	4.7
305	38	5	.3	386	72	93	4.7
307	39	5	.3	389	73	86	4.4
309	40	5	.3	394	74	82	4.1
311	41	8	.4	398	75	93	4.7
313	42	7	.4	403	76	80	4.0
315	43	8	.4	409	77	65	3.3
317	44	6	.3	415	78	41	2.1
319	45	9	.5	422	79	39	2.0
321	46	13	.7	431	80	19	1.0
323	47	10	.5	442	81	10	.5
325	48	20	1.0	457	82	5	.3
327	49	19	1.0	482	83	4	.2
329	50	29	1.5				
331	51	21	1.1				
				Total:		1,977	100.0

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

Figure C9: Histogram of CHSPE Reading Subtest Raw Scores, Summer 2013

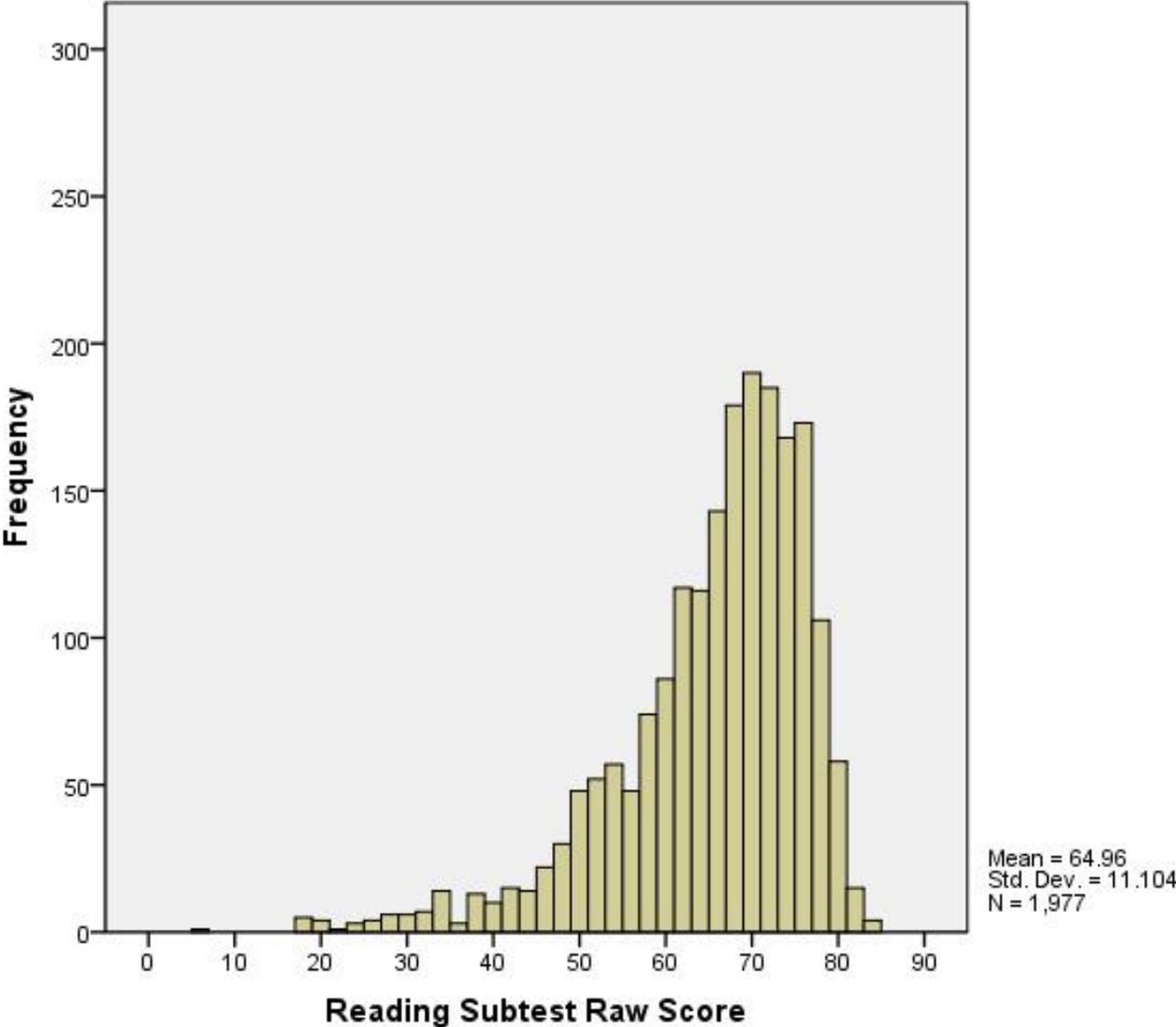


Table C10: Frequencies of CHSPE Writing Task Final Scores, Fall 2012

Score	Fall 2012					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	171	11.6	11.6	158	12.0	12.0
9	89	6.0	17.7	82	6.2	18.3
8	601	40.8	58.5	547	41.6	59.8
7	97	6.6	65.1	85	6.5	66.3
6	345	23.4	88.5	297	22.6	88.9
5	32	2.2	90.7	26	2.0	90.9
4	70	4.8	95.4	60	4.6	95.4
3	3	.2	95.7	2	.2	95.6
2	19	1.3	96.9	17	1.3	96.9
Off-topic	0	.0	.0	0	.0	.0
Blank	45	3.1	100.0	41	3.1	100.0
Total	1472	100.0		1315	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 2013

Score	Spring 2013					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	188	9.6	9.6	185	10.1	10.1
9	128	6.5	16.2	127	6.9	17.0
8	752	38.4	54.6	714	38.9	55.9
7	150	7.7	62.3	143	7.8	63.6
6	462	23.6	85.9	428	23.3	86.9
5	54	2.8	88.7	46	2.5	89.4
4	138	7.1	95.7	116	6.3	95.8
3	12	.6	96.3	12	.7	96.4
2	28	1.4	97.8	25	1.4	97.8
Off-topic	1	.1	97.8	1	.1	97.8
Blank	43	2.2	100.0	40	2.2	100.0
Total	1956	100.0		1837	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 2013

Score	Summer 2013					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	220	10.9	10.9	214	11.6	11.6
9	85	4.2	15.1	82	4.4	16.0
8	772	38.2	53.2	728	39.4	55.4
7	159	7.9	61.1	138	7.5	62.9
6	541	26.7	87.8	476	25.8	88.6
5	43	2.1	90.0	33	1.8	90.4
4	118	5.8	95.8	99	5.4	95.8
3	6	.3	96.1	5	.3	96.0
2	23	1.1	97.2	21	1.1	97.2
Off-topic	0	.0	.0	0	.0	.0
Blank	56	2.8	100.0	52	2.8	100.0
Total	2023	100.0		1848	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 2012

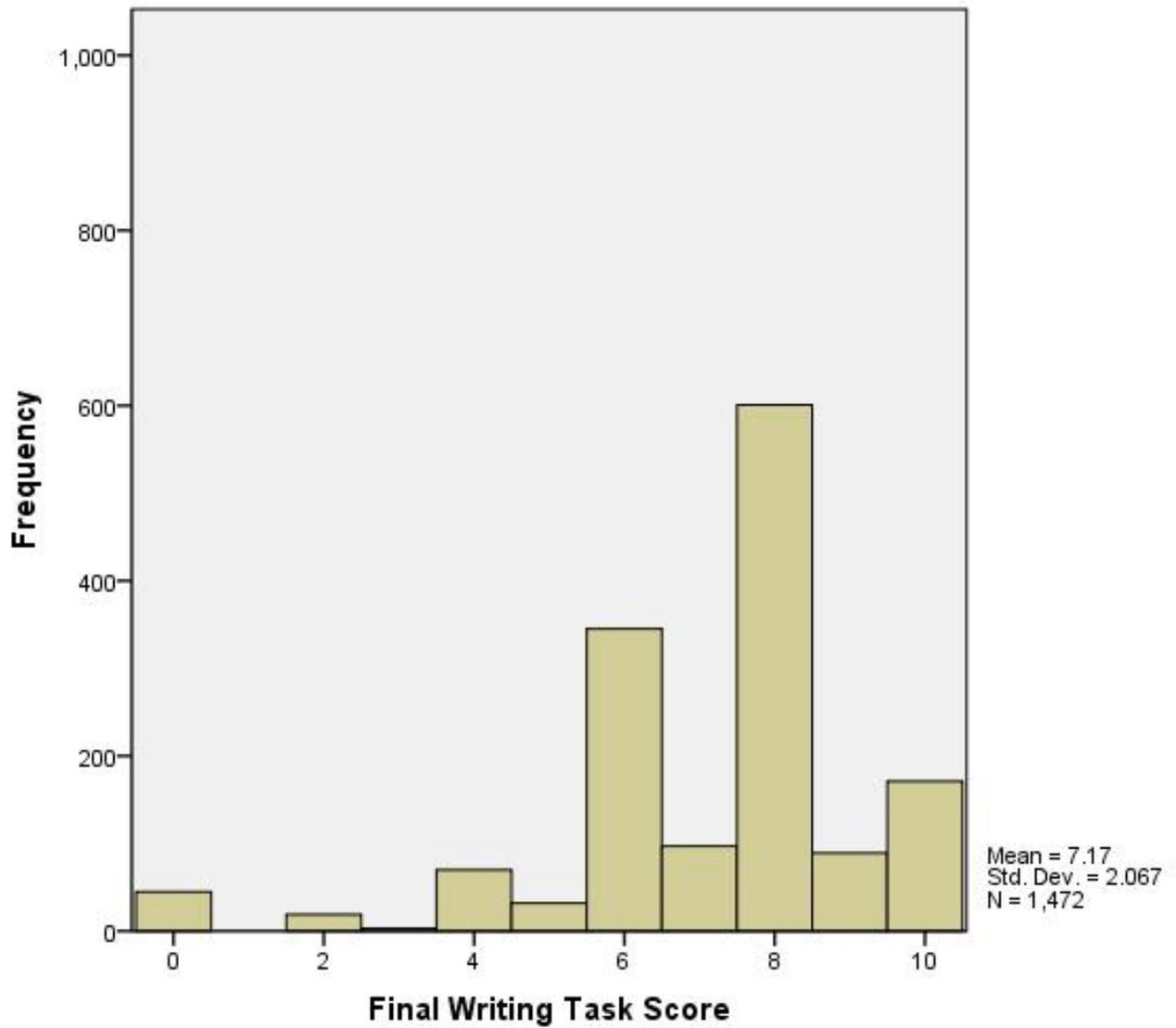


Figure C11: Histogram of CHSPE Writing Task Final Scores, Spring 2013

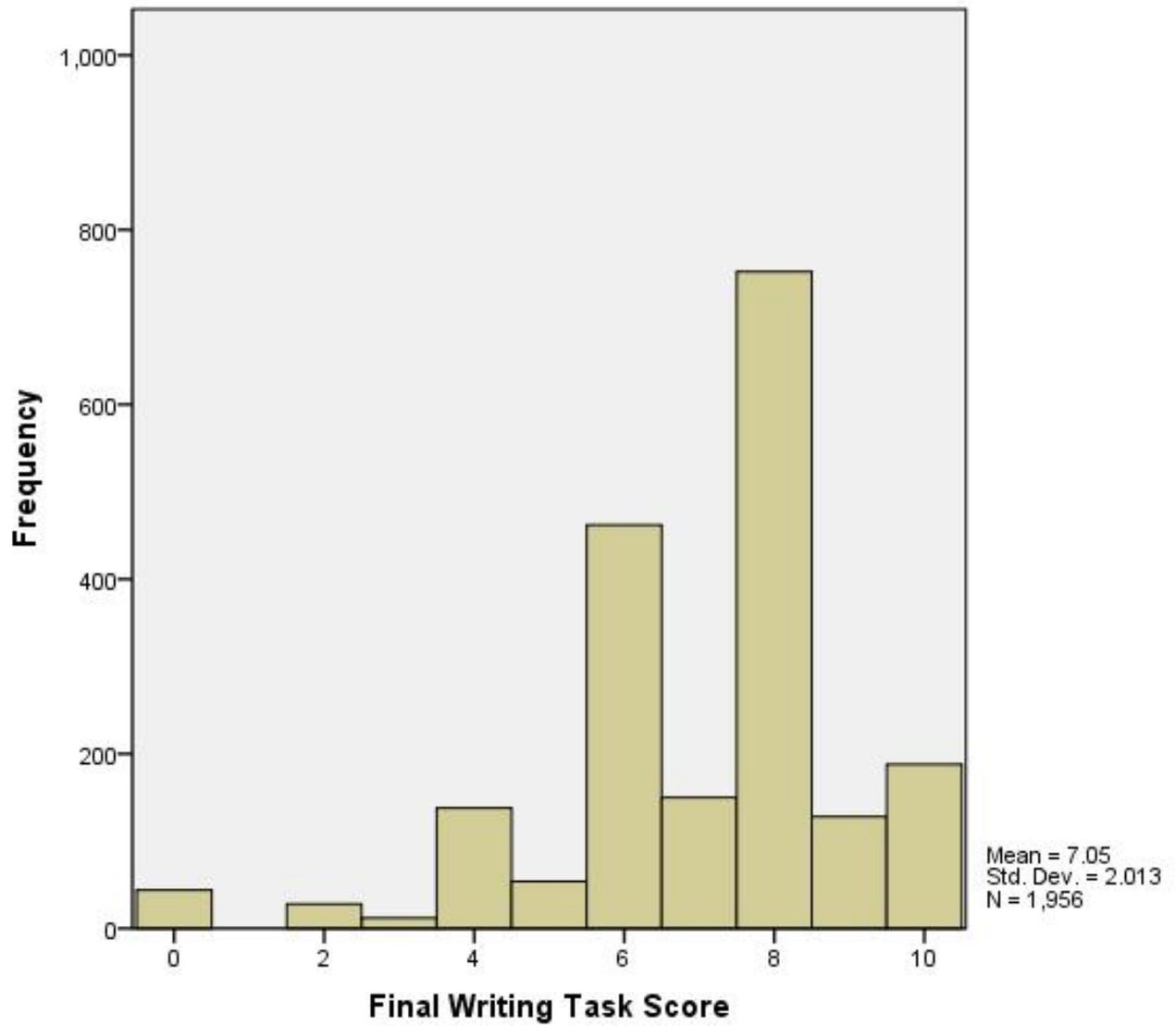


Figure C12: Histogram of CHSPE Writing Task Final Scores, Summer 2013

