

This document contains *Chapter 3: Student Questionnaire* from the **California High School Exit Examination (CAHSEE): Year 5 Evaluation Report** dated September 30, 2004 as prepared by the Human Resources Research Organization (HumRRO) for the California Department of Education. All sections of the report are located at <http://www.cde.ca.gov/ta/tg/hs/year5.asp>.

Chapter 3: Student Questionnaire

Introduction

One of the requirements for the CAHSEE, as specified in EC 60854, was to evaluate the impact of the new graduation requirement on graduation and dropout rates, as well as on post-high-school actions such as college attendance. To collect student reactions to the test and evaluate their plans for graduation and beyond, we developed a student questionnaire to get an early indication of CAHSEE's potential impact on these factors. Beginning with the first CAHSEE administration in 2001 and continuing through 2004, students were asked to respond to the same eight questions at the end of each part of the test

Four new questions were added to the student questionnaire in the 2004 administrations. These questions asked students about their instruction in the content covered by the CAHSEE. Previously, information about instruction was collected only from teachers and principals. The expansion of the student questionnaire sought to gather information about students' own perspective on their instruction.

For the questions asked previously, we compared this year's responses from the Class of 2006 to responses collected last year from students in the Class of 2005. As described in Chapter 2, we reorganized the data provided by ETS to match records from students participating in more than one administration. In the instances where students took the CAHSEE more than once, we reported only the results from their first attempt. Because of this refinement, results reported for the Class of 2005 differed slightly from the results reported last year, when students were included more than once in the analyses. Processing for the Class of 2005 was expanded to improve consistency with the way data for the Class of 2006 were analyzed.

Responses from students in the Class of 2004, the first group to take the CAHSEE, were not comparable to the responses from the Classes of 2005 and 2006. Many students from the Class of 2004 volunteered to take the CAHSEE when they were 9th graders, while students from the Classes of 2005 and 2006 were required to take the CAHSEE for the first time as 10th graders. The difference between 9th grade and 10th grade responses is particularly problematic for the types of questions about post high school plans included in the student questionnaire. Consequently, we dropped the Class of 2004 results from this year's analyses.

For each of the two cohorts of respondents, we looked at overall results and also analyzed responses separately for different demographic groups, including the groups specified in the CAHSEE evaluation statutes. We also analyzed results separately for students who did not pass the test associated with the questionnaire responses. These are the students most likely to be impacted by the CAHSEE requirement, so their responses deserve specific attention. Table 3.1 lists the different groups included in the analyses.

TABLE 3.1. Groups Included in the Student Questionnaire Analysis

Group	Definition
1) All	All examinees who took either the ELA or math test
2) Passed	Students who passed the test
3) Didn't Pass	Students who did not pass the test
<i>Gender Groups</i>	
4) Female	Female examinees
5) Male	Male examinees
<i>Race/Ethnicity Groups</i>	
6) Asian	Asian examinees
7) Black	Black examinees
8) Hispanic	Hispanic examinees
9) White	White examinees
<i>Non-disadvantaged/Disadvantaged Groups</i>	
10) Non-disadvantaged	All examinees except for those of the following three disadvantaged groups
11) Economically Disadvantaged	Economically disadvantaged students
12) English Learners	English learner students
13) Disabilities	Students receiving special education services

Note. Individual students could be counted in multiple groups; for example, a male Hispanic student, who is an English learner, is economically disadvantaged, and who passed the test would be included in groups 1, 2, 4, 8, 11, and 12.

In this chapter, we focus on the following issues:

- The general trends of students' responses on each of the questions surveyed on the Student Questionnaire;
- Differences in responses between those who passed a test and those who did not;
- Differences in responses between disadvantaged students and non-disadvantaged students;
- Differences in responses among four racial groups—Asian, Black, Hispanic and White; and
- Differences in responses between female and male respondents.

Survey Items

Eight questions were administered to the Class of 2005 students and 12 to the Class of 2006 students. Questions 1–7 on the two years' surveys were exactly the same. Question 8 differed in only one choice. The 2004 survey had 4 new questions, numbers 9–12. The 2004 survey questions follow:

Question 1. How did you prepare for this test? (Check all that apply.)

- A teacher or counselor told me about the purpose and importance of the test.
- I practiced on a sample of the test.
- A teacher spent time in class getting me ready to take the test.
- I did not do anything to prepare for this test.

Question 2. How important is this test to you?

- A. Very important
- B. Somewhat important
- C. Not important

Question 3. Do you think you will graduate from high school?

- A. Yes
- B. No
- C. Not sure

Question 4. Will it be harder to graduate if you have to pass a test like this?

- A. Yes, a lot harder
- B. Somewhat harder
- C. Not much harder at all
- D. I really don't know.

Question 5. What do you think you will do after high school?

- A. I will join the military.
- B. I will go to community college.
- C. I will go to a 4-year college or university.
- D. I will go to vocational/technical/trade school.
- E. I will work full-time.
- F. I really don't know what I will do after high school.

Question 6. How sure are you about what you will do after high school?

- A. Very sure
- B. Somewhat sure
- C. Not sure at all

Question 7. How well did you do on this test?

- A. I did as well as I could.
- B. I did not do as well as I could have.

Question 8. The main reasons I did not do as well on this test as I could have are (mark all that apply):

- A. I was too nervous to do as well as I could.
- B. I was not motivated to do well.
- C. I did not have time to do as well as I could.
- D. *1. There are questions on this test that cover topics I was never taught (for the Class of 2005).
2. Conditions in the testing room made it difficult to concentrate (for the Class of 2006).
- E. There are questions on this test that cover topics I was taught, but I did not remember how to answer them.
- F. There were other reasons why I did not do as well as I could.

*Indicates that D is the sole item in question 8 that differed between the Year 2005 and Year 2006 cohorts.

The following 4 questions were administered only to the Class of 2006 students:

- Question 9. Were the topics on the test covered in courses you have taken?
- A. Yes, all of them.
 - B. Most, but not all of them (two-thirds or more were covered).
 - C. Many topics on the test were not covered in my courses (less than two-thirds were covered).

- Question 10. Were any of the questions on the test different from the types of questions or answer options you have encountered in your homework assignments or classroom tests?
- A. Yes, many were different from anything I had seen before.
 - B. Yes, a few were different from anything I had seen before.
 - C. No, all were similar to ones used in my classes.

- Question 11. Were the questions on this test more difficult than questions you were given in classroom tests or homework assignments?
- A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.
 - B. The test questions were generally about as difficult as the questions I encountered in my course work.
 - C. No, the questions were not more difficult than questions I encountered in my course work.

- Question 12. If some topics on the test were difficult for you, was it because:
- A. I did not take courses that covered these topics.
 - B. I had trouble with these topics when they were covered in courses I took.
 - C. I have forgotten things I was taught about these topics.
 - D. None of the topics was difficult for me.

Findings

Number of Respondents

Table 3.2 shows the number of students in the Classes of 2005 and 2006 included in each of the demographic groups reported in this chapter. These counts are lower than the counts reported in Chapter 2 because only students taking a particular test and thus responding to the corresponding student questionnaire were included in these analyses. Counts reported in Chapter 2 were based on all students, including those not taking one or both of the CAHSEE tests. In addition, analyses reported in Chapter 3 were based on a preliminary data file. A later data file, received after this chapter was drafted, included corrections to demographic information from the February and March 2004 administrations. Few, if any, changes were made to the responses to the student questionnaires, so analyses for this chapter were not rerun.

TABLE 3.2. Number of Test Takers in the Class of 2005 and the Class of 2006

Group	Class of 2005		Class of 2006	
	ELA	Math	ELA	Math
1) All	403,202	415,837	450,450	452,113
2) Passed	315,389	244,759	334,383	329,845
3) Didn't Pass	87,813	171,078	116,067	122,268
<i>Gender Groups</i>				
4) Female	197,481	203,369	220,772	221,641
5) Male	205,093	211,762	229,242	230,008
<i>Race/Ethnicity Groups</i>				
6) Asian	37,965	38,286	42,238	42,330
7) Black	31,874	33,446	36,086	36,332
8) Hispanic	158,626	165,473	183,837	184,790
9) White	151,400	154,578	163,417	163,698
<i>Non-disadvantaged/Disadvantaged Groups</i>				
10) Non-disadvantaged	209,929	214,362	228,911	229,564
11) Economically Disadvantaged	132,306	137,951	180,413	181,434
12) English Learners	67,777	70,323	81,763	82,215
13) Disabilities	33,794	35,271	41,243	41,185

Test Preparation

Question 1 of the Student Questionnaire collected data on how students prepared for the tests. Responses to this question following the ELA and math tests are shown in Tables 3.3 and 3.4, respectively. Figure 3.1 displays the differences for each response by class.

Question 1: How did you prepare for this test? (Mark all that apply.)

- A. A teacher or counselor told me about the purpose and importance of the test.
- B. I practiced on questions similar to those on the test.
- C. A teacher spent time in class helping me to get ready to take the test.
- D. I did not do anything in addition to regular course work to prepare for this test.

TABLE 3.3. Student-reported Test Preparation for the ELA Test (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C	D	A	B	C	D
All	36.3%	18.4%	38.3%	33.1%	29.6%	31.0%	39.8%	29.5%
Passed	38.2%	18.8%	38.6%	34.8%	29.4%	32.3%	41.3%	31.9%
Didn't Pass	32.6%	16.8%	37.3%	26.2%	30.2%	26.8%	35.0%	21.7%
<i>Gender Groups</i>								
Female	39.4%	19.3%	40.4%	29.9%	31.1%	34.7%	42.7%	25.8%
Male	33.2%	17.4%	36.2%	36.4%	28.1%	27.3%	37.0%	33.2%
<i>Race/Ethnicity Groups</i>								
Asian	37.1%	17.0%	32.6%	38.3%	30.6%	31.5%	36.3%	33.2%
Black	36.2%	20.4%	42.5%	26.8%	28.8%	33.8%	41.5%	22.6%
Hispanic	37.5%	19.3%	43.1%	25.9%	30.8%	31.4%	41.6%	23.5%
White	34.4%	17.3%	34.2%	40.6%	27.7%	29.7%	38.5%	36.7%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	35.7%	17.5%	34.9%	38.9%	28.3%	30.3%	39.1%	35.1%
Economically Disadvantaged	37.7%	19.6%	43.1%	25.9%	31.4%	32.3%	41.5%	23.0%
English Learners	36.7%	18.8%	41.9%	21.9%	31.4%	29.9%	39.7%	18.6%
Disabilities	32.3%	18.4%	40.2%	28.8%	29.2%	28.0%	36.7%	24.3%

TABLE 3.4. Student-reported Test Preparation for the Math Test (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C	D	A	B	C	D
All	32.0%	17.0%	29.0%	40.4%	26.6%	30.9%	26.2%	37.7%
Passed	32.6%	16.9%	26.4%	45.8%	25.8%	32.2%	26.0%	41.0%
Didn't Pass	31.2%	17.2%	32.9%	32.3%	28.5%	27.3%	26.6%	28.3%
<i>Gender Groups</i>								
Female	34.3%	18.1%	30.4%	37.6%	27.5%	34.8%	27.6%	34.6%
Male	29.7%	16.0%	27.7%	43.1%	25.6%	27.0%	24.8%	40.7%
<i>Race/Ethnicity Groups</i>								
Asian	31.7%	15.9%	21.6%	47.5%	25.5%	30.9%	19.9%	44.2%
Black	32.3%	18.6%	33.7%	33.4%	27.5%	32.7%	29.7%	29.3%
Hispanic	33.2%	18.4%	34.0%	32.8%	28.0%	32.8%	29.4%	30.1%
White	30.4%	15.5%	24.8%	48.1%	24.7%	28.0%	23.4%	46.5%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	31.3%	15.6%	24.9%	47.1%	24.8%	29.2%	23.5%	45.2%
Economically Disadvantaged	33.3%	18.7%	34.1%	32.7%	28.5%	33.5%	29.5%	29.5%
English Learners	33.1%	19.1%	34.3%	27.4%	29.1%	33.1%	29.5%	23.3%
Disabilities	30.3%	17.8%	34.7%	32.4%	29.0%	27.4%	29.0%	28.6%

Students in the Class of 2006 were found to be more prepared than students in the Class of 2005. Compared to those in the Class of 2005, students in the Class of 2006 had a higher percentage that practiced sample questions and a lower percentage that made no extra effort in addition to regular course work to prepare for the tests. Students from the Class of 2006 may have used different strategies to prepare for the ELA test and for the math test. Students were more likely to report being helped by teachers in classes after taking the ELA test (40%) than after taking the math test (26%). On the other hand, students were much less likely to say they “didn’t do anything” besides regular course work to prepare for the math test than for the ELA test.

Practicing sample questions may be important for students to pass the tests because those students who “didn’t pass” reported a lower percentage for doing this activity than those students who “passed.” Students categorized as “disadvantaged” were more likely to get assistance in classes to prepare for the tests than students categorized as “non-disadvantaged.” Disadvantaged and “didn’t pass” students were less likely to respond “I didn’t do anything” than non-disadvantaged and “passed” students.

Compared to Black and Hispanic students, Asian and White students were less likely to report practicing sample tests and being helped by teachers in classes but more likely to claim making no extra effort other than regular course work. This suggests that the latter two groups may have found taking the tests easier than the former two groups.

Compared to the test preparation of male students, female students were more likely to report being told the importance of the tests, having practiced sample questions, and getting teachers’ help in classes, and were less likely to state they did not make extra effort besides regular course work.

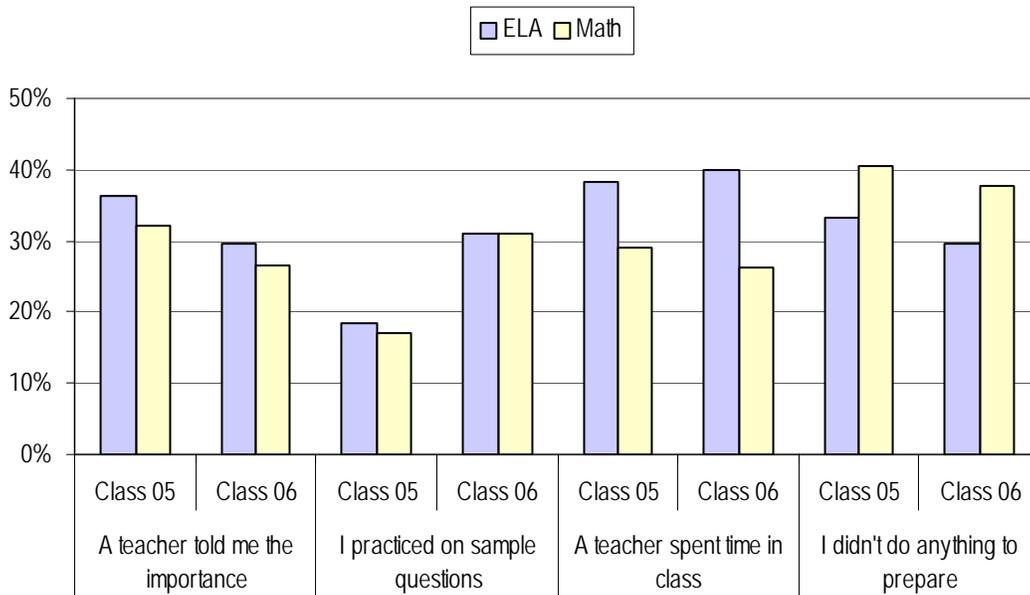


Figure 3.1. Students’ preparation activities for the ELA and math tests (by class).

Importance of the Test

Question 2 of the Student Questionnaire investigated how important the tests were perceived to be by test takers. Responses to this question following the ELA and math tests are presented in Tables 3.5 and 3.6, respectively.

Question 2: How important is this test to you?

- A. Very important
- B. Somewhat important
- C. Not important

TABLE 3.5. Importance of the ELA Test as Perceived by Test Takers (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	75.9%	19.9 %	4.2%	73.9%	21.2%	4.9%
Passed	74.3%	21.2%	4.4%	72.3%	22.7%	5.0%
Didn't Pass	82.4%	14.4%	3.2%	79.2%	16.4%	4.4%
<i>Gender Groups</i>						
Female	79.3%	18.2%	2.5%	77.4%	19.6%	3.0%
Male	72.5%	21.6%	5.9%	70.4%	22.8%	6.7%
<i>Race/Ethnicity Groups</i>						
Asian	67.9%	26.3%	5.8%	64.5%	28.8%	6.6%
Black	84.3%	13.3%	2.4%	82.2%	14.5%	3.3%
Hispanic	84.7%	13.2%	2.0%	83.0%	14.4%	2.6%
White	67.2%	26.3%	6.5%	64.6%	28.2%	7.3%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	69.5%	24.8%	5.7%	67.3%	26.8%	6.0%
Economically Disadvantaged	84.4%	13.5%	2.2%	82.6%	14.6%	2.8%
English Learners	88.2%	10.4%	1.5%	86.0%	11.7%	2.3%
Disabilities	76.1%	18.9%	5.0%	74.3%	19.7%	6.1%

About three-quarters of the respondents rated both the ELA and math tests “very important” to them and another one-fifth rated them “somewhat important.” Less than 10 percent of the respondents thought the tests were not important to them.

Compared to the Class of 2006, students in the Class of 2005 had a slightly higher percentage reporting the test “very important” to them and a little lower percentage of students responding with “not important.” In each year, ratings for the ELA and the math tests were similar.

A higher percentage of students who didn’t pass reported the tests as “very important” compared to students who did pass. A higher percentage of students classified as disadvantaged reported the tests as “very important” compared to students categorized as non-disadvantaged.

TABLE 3.6. Importance of the Math Test as Perceived by Test Takers (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very Important	B Somewhat Important	C Not Important	A Very Important	B Somewhat Important	C Not Important
All	75.0%	20.5%	4.4%	73.0%	21.9%	5.1%
Passed	70.3%	24.2%	5.6%	70.9%	23.6%	5.5%
Didn't Pass	82.1%	15.1%	2.8%	78.9%	17.2%	3.9%
<i>Gender Groups</i>						
Female	78.6%	18.8%	2.6%	76.6%	20.3%	3.1%
Male	71.5%	22.2%	6.3%	69.4%	23.5%	7.1%
<i>Race/Ethnicity Groups</i>						
Asian	66.5%	26.9%	6.6%	62.8%	29.4%	7.8%
Black	83.5%	13.8%	2.7%	81.7%	15.0%	3.3%
Hispanic	84.0%	13.9%	2.1%	82.3%	15.1%	2.6%
White	65.8%	27.3%	6.9%	63.1%	29.2%	7.7%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	68.4%	25.6%	6.1%	65.6%	27.4%	7.0%
Economically Disadvantaged	83.4%	14.2%	2.3%	81.7%	15.5%	2.8%
English Learners	87.4%	11.0%	1.6%	85.8%	12.2%	2.1%
Disabilities	74.9%	19.7%	5.3%	74.2%	20.2%	5.6%

A greater percentage of Asian and White students rated the tests as not important than Black and Hispanic students. While over 80 percent of Black and Hispanic students indicated that the tests were very important to them, less than 70 percent of the Asian and White students responded so. Compared to male students, 6 percent more female students rated the tests as very important to them.

Plans for High School and Beyond

Question 3 of the Student Questionnaire asked students how sure they were that they would graduate from high school. Responses to this question following the ELA and math tests are presented in Tables 3.7 and 3.8, respectively.

Question 3: Do you think you will graduate from high school?

- A. Yes
- B. No
- C. Not sure

TABLE 3.7. Student Expectations of High School Graduation After ELA Test (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Yes	B No	C Not sure	A Yes	B No	C Not sure
All	88.5%	1.1%	10.4%	87.8%	1.4%	10.7%
Passed	93.1%	0.6%	6.3%	93.2%	0.7%	6.1%
Didn't Pass	69.7%	3.1%	27.2%	70.2%	3.9%	25.9%
<i>Gender Groups</i>						
Female	89.6%	0.8%	9.6%	89.5%	0.9%	9.5%
Male	87.5%	1.4%	11.1%	86.2%	1.9%	11.9%
<i>Race/Ethnicity Groups</i>						
Asian	89.4%	0.8%	9.8%	90.4%	0.9%	8.7%
Black	90.3%	1.2%	8.5%	89.1%	1.9%	9.0%
Hispanic	82.6%	1.4%	16.0%	81.9%	1.8%	16.3%
White	94.1%	0.8%	5.1%	93.4%	1.1%	5.5%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	94.3%	0.7%	5.0%	94.0%	0.8%	5.1%
Economically Disadvantaged	82.1%	1.5%	16.4%	81.6%	1.9%	16.5%
English Learners	74.9%	1.9%	23.3%	75.2%	2.3%	22.5%
Disabilities	75.9%	2.9%	21.2%	73.5%	4.2%	22.2%

TABLE 3.8. Student Expectations of High School Graduation After Math Test (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Yes	B No	C Not Sure	A Yes	B No	C Not Sure
All	87.4%	1.5%	11.1%	86.9%	1.9%	11.3%
Passed	94.8%	0.7%	4.5%	92.4%	1.1%	6.5%
Didn't Pass	76.3%	2.7%	21.0%	71.2%	3.9%	24.9%
<i>Gender Groups</i>						
Female	88.6%	1.0%	10.3%	88.8%	1.2%	10.1%
Male	86.1%	2.0%	11.9%	85.0%	2.5%	12.5%
<i>Race/Ethnicity Groups</i>						
Asian	89.4%	1.0%	9.6%	89.8%	1.2%	9.0%
Black	89.3%	1.7%	9.0%	88.4%	2.2%	9.4%
Hispanic	81.3%	1.8%	16.9%	81.1%	2.1%	16.8%
White	93.0%	1.3%	5.7%	92.1%	1.7%	6.1%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	93.5%	1.0%	5.5%	92.8%	1.4%	5.7%
Economically Disadvantaged	81.0%	1.9%	17.1%	81.0%	2.2%	16.8%
English Learners	74.2%	2.2%	23.5%	75.2%	2.4%	22.4%
Disabilities	73.9%	3.8%	22.2%	73.1%	4.4%	22.6%

Overall, close to 90 percent of the examinees believed that they would graduate from high school. This was consistent across years and subjects.

About 75 percent or fewer of English learners, students receiving special education services, and “didn’t pass” students reported that they thought they would graduate from high school. Somewhat more than 80 percent of economically disadvantaged students reported that they thought they would graduate from high school. The percentages for each of these four groups were lower than that of either “passed” students (95%) or non-disadvantaged students (94%).

Of the four racial groups examined, over 90 percent of White students indicated that they would graduate from high school. Approximately 90 percent of Asian and Black students and about 80 percent of Hispanic students reported they would graduate from high school. A slightly higher percentage of female students indicated that they would graduate from high school compared to male students.

Question 4 of the Student Questionnaire asked the test takers if they believed the requirement to pass a test such as the CAHSEE would make it harder for them to graduate from high school. Responses to this question following the ELA and math tests are presented in Tables 3.9 and 3.10, respectively.

Question 4: Will it be harder to graduate because you have to pass a test like this?

- A. Yes, a lot harder
- B. Somewhat harder
- C. Not much harder at all
- D. I really don't know

Responses to this question indicate a relationship to Question 3. Overall (see Figure 3.2), about 60 percent of the test takers reported that the test made it “a lot harder” or “somewhat harder” for them to graduate from high school, and somewhat more than one-third responded with “not much harder at all.” Another about 10 percent of the respondents said they “really don’t know.” Responses to this question for the two classes were marginally different. A slightly higher percentage of students in the Class of 2005 indicated that it would be “a lot harder” or “somewhat harder” to graduate compared to the Class of 2006.

A higher percentage of students in the Class of 2006 than in the Class of 2005 indicated that it would not be much harder to graduate given the test requirement. After the ELA test, about 31 percent of Class of 2005 students and 34 percent of Class of 2006 students indicated that the test did not make high school graduation much harder for them. Slightly lower percentages of math test takers responded in a similar manner (27% last year and 31% this year).

A far greater percentage of disadvantaged students and students who did not pass reported that the test made it “a lot harder” or “somewhat harder” for them to graduate from high school (see Figure 3.3). It is worth noting that these are the same groups that had lower percentages related to thinking they would graduate from high school.

TABLE 3.9. Students' Perceived Impact of the ELA Test on High School Graduation (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C - Not	D	A	B	C - Not	D
	A Lot Harder	Somewhat Harder	Much Harder	Don't Know	A Lot Harder	Somewhat Harder	Much Harder	Don't Know
All	21.4%	37.6%	30.8%	10.2%	20.8%	34.1%	34.1%	11.1%
Passed	15.9%	39.2%	35.8%	9.1%	13.6%	34.9%	41.2%	10.3%
Didn't Pass	44.2%	30.9%	10.3%	14.7%	44.4%	31.3%	10.4%	13.8%
<i>Gender Groups</i>								
Female	20.8%	39.3%	29.5%	10.4%	20.1%	35.1%	33.4%	11.5%
Male	22.0%	35.8%	32.1%	10.0%	21.5%	33.1%	34.7%	10.7%
<i>Race/Ethnicity Groups</i>								
Asian	17.6%	35.1%	37.2%	10.1%	16.0%	30.7%	42.7%	10.6%
Black	26.5%	40.0%	24.2%	9.3%	26.1%	37.7%	25.8%	10.4%
Hispanic	30.0%	41.3%	18.1%	10.6%	29.8%	38.9%	20.1%	11.2%
White	12.7%	33.4%	44.0%	9.9%	11.3%	28.4%	49.1%	11.2%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	12.8%	35.8%	42.2%	9.3%	11.2%	31.0%	47.4%	10.4%
Economically Disadvantaged	30.6%	40.3%	18.0%	11.1%	30.2%	38.0%	20.2%	11.6%
English Learners	39.3%	35.6%	12.1%	12.9%	39.9%	34.3%	13.2%	12.6%
Disabilities	41.4%	31.6%	12.7%	14.3%	42.6%	30.2%	12.6%	14.6%

TABLE 3.10. Students' Perceived Impact of the Math Test on High School Graduation (by Class and Demographic Group)

Group	Class 2005				Class 2006			
	A	B	C - Not	D	A	B	C - Not	D
	A Lot Harder	Somewhat Harder	Much Harder	Don't Know	A Lot Harder	Somewhat Harder	Much Harder	Don't Know
All	27.4%	38.5%	26.9%	7.2%	24.4%	36.9%	31.2%	7.4%
Passed	14.7%	39.8%	39.2%	6.3%	16.2%	37.6%	39.3%	6.8%
Didn't Pass	46.2%	36.7%	8.6%	8.6%	47.5%	34.8%	8.5%	9.2%
<i>Gender Groups</i>								
Female	27.7%	40.4%	25.0%	7.0%	24.5%	38.2%	30.1%	7.2%
Male	27.1%	36.7%	28.7%	7.5%	24.3%	35.5%	32.4%	7.7%
<i>Race/Ethnicity Groups</i>								
Asian	19.7%	35.2%	37.9%	7.2%	17.2%	32.3%	43.5%	7.0%
Black	34.8%	40.1%	18.4%	6.7%	31.4%	39.6%	21.9%	7.1%
Hispanic	36.7%	40.8%	14.8%	7.6%	33.6%	41.1%	17.7%	7.5%
White	17.9%	36.2%	39.1%	6.9%	14.6%	32.1%	45.7%	7.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>								
Non-disadvantaged	18.1%	38.1%	37.5%	6.2%	14.6%	34.3%	44.2%	6.9%
Economically Disadvantaged	36.8%	39.7%	15.3%	8.1%	33.7%	40.3%	18.2%	7.8%
English Learners	43.3%	35.5%	11.2%	9.9%	41.8%	36.9%	12.6%	8.7%
Disabilities	47.8%	30.2%	11.0%	11.0%	46.3%	31.8%	11.1%	10.7%

The response patterns of the four racial groups on this survey question were similar to those found on the Question 3. A higher percentage of Asian and White students thought the test would not make it much harder for them to graduate compared to a lower percentage of Black and Hispanic students who responded similarly.

Across years and subjects, a higher percentage of male students compared to female students indicated the test would not make it much harder for them to graduate. Although the two groups did not show much difference in reporting that the tests would make graduation “a lot harder,” higher percentages of female students than male students reported the CAHSEE would make graduation “somewhat harder.”

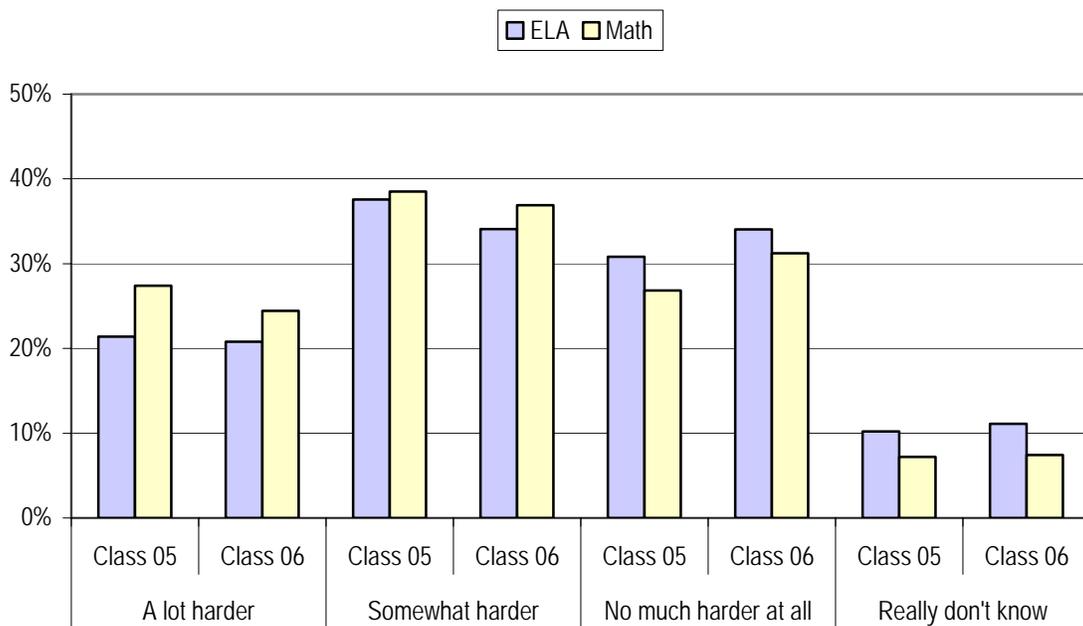


Figure 3.2. Percentage of students reporting impact of the CAHSEE on high school graduation (by class and test).

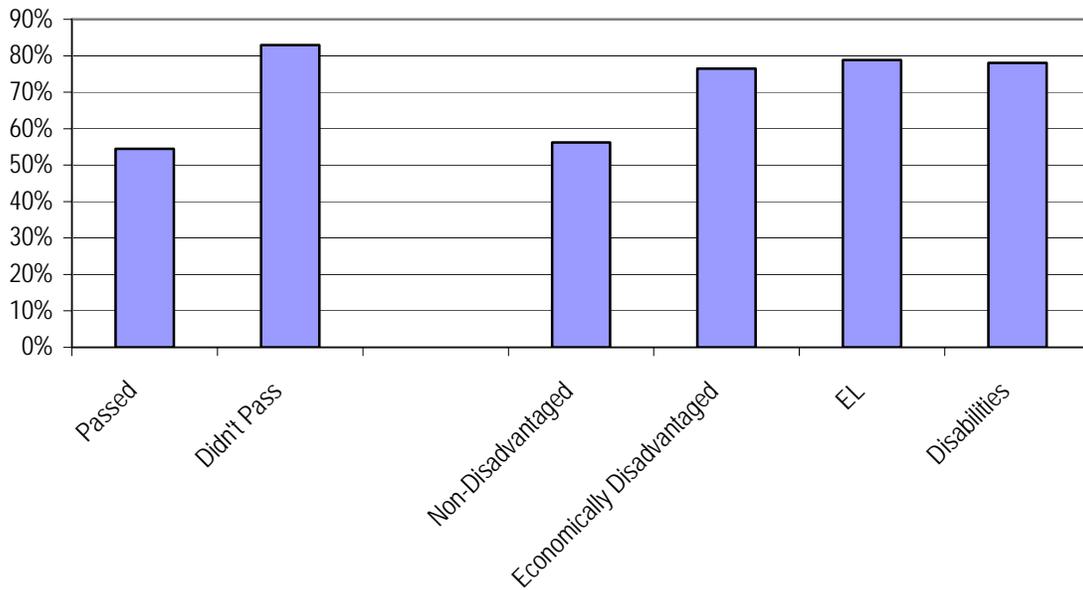


Figure 3.3. Percentage of Class of 2006 ELA test takers perceiving their high school graduation “A Lot Harder” (by demographic group).

Question 5 of the Student Questionnaire surveyed students on their future plans after graduating from high school. Responses to this question following the ELA and math tests are presented in Tables 3.11 and 3.12, respectively.

Question 5: What do you think you will do after high school?

- A. I will join the military.
- B. I will go to community college.
- C. I will go to a 4-year college or university.
- D. I will go to vocational, technical, or trade school.
- E. I will work full-time.
- F. I really don't know what I will do after high school.

Overall, responses to this question did not show much difference between the Classes of 2005 and 2006 or between ELA and math (see Figure 3.4). About 55 percent of students planned to go to a four-year college or university and 20 percent said they would go to a community college. Approximately 13 percent of students were not sure about what they would do after high school. Somewhat more than 5 percent of students said they would join the military. Less than 5 percent of the students planned to attend vocational/technical/trade schools and about the same percent of students said they would work full-time.

TABLE 3.11. ELA Test Takers' Post-High-School Plans (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	6.0%	18.6%	56.4%	3.5%	3.3%	12.1%	5.9%	18.2%	55.0%	3.9%	3.4%	13.5%
Passed	4.9%	17.6%	61.7%	3.3%	1.9%	10.6%	4.7%	17.1%	61.1%	3.6%	1.7%	11.8%
Didn't Pass	10.6%	14.9%	34.8%	4.3%	9.1%	18.5%	10.0%	20.7%	35.0%	5.0%	9.0%	19.2%
<i>Gender Groups</i>												
Female	2.8%	20.0%	63.3%	2.0%	2.1%	9.8%	2.8%	19.7%	62.0%	2.4%	2.1%	11.0%
Male	9.3%	17.3%	49.4%	5.0%	4.5%	14.5%	9.0%	16.8%	48.0%	5.4%	4.8%	15.9%
<i>Race/Ethnicity Groups</i>												
Asian	2.4%	10.2%	77.6%	1.5%	1.3%	7.1%	2.3%	9.7%	77.4%	1.5%	1.3%	7.8%
Black	4.0%	15.0%	65.8%	3.4%	3.7%	8.1%	4.1%	14.9%	64.9%	3.4%	3.8%	8.9%
Hispanic	7.8%	20.7%	48.0%	3.7%	4.5%	15.2%	7.6%	19.9%	46.9%	4.2%	4.7%	16.6%
White	5.4%	19.5%	57.5%	3.8%	2.6%	11.2%	5.4%	19.4%	55.5%	4.4%	2.7%	12.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged Economically	4.5%	17.2%	63.3%	3.1%	2.0%	9.8%	4.4%	17.1%	61.9%	3.6%	1.9%	11.2%
Disadvantaged	7.6%	19.5%	49.5%	3.7%	4.8%	14.8%	7.4%	18.8%	48.8%	4.2%	5.0%	15.9%
English Learners	8.3%	20.9%	45.5%	3.4%	5.6%	16.3%	7.9%	19.5%	45.5%	3.8%	5.9%	17.4%
Disabilities	9.8%	25.7%	33.9%	5.4%	8.2%	16.9%	10.2%	24.2%	33.0%	5.8%	8.7%	18.1%

TABLE 3.12. Math Test Takers' Post-High-School Plans (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	6.3%	19.0%	54.5%	3.5%	3.6%	13.0%	6.3%	18.1%	53.7%	3.9%	3.7%	14.2%
Passed	4.3%	15.3%	65.7%	2.9%	1.4%	10.3%	5.0%	16.4%	60.8%	3.5%	2.0%	12.3%
Didn't Pass	9.3%	37.1%	37.9%	4.3%	6.9%	17.1%	9.9%	25.5%	34.0%	4.9%	8.7%	19.6%
<i>Gender Groups</i>												
Female	3.0%	20.5%	61.7%	2.0%	2.3%	10.5%	3.0%	19.5%	61.0%	2.5%	2.3%	11.8%
Male	9.7%	17.5%	47.5%	4.9%	5.0%	15.5%	9.6%	16.7%	46.6%	5.3%	5.2%	16.6%
<i>Race/Ethnicity Groups</i>												
Asian	2.7%	10.5%	76.4%	1.4%	1.4%	7.7%	2.6%	9.7%	76.3%	1.5%	1.3%	8.5%
Black	4.4%	15.9%	63.5%	3.6%	4.0%	8.7%	4.5%	14.9%	63.8%	3.4%	3.9%	9.5%
Hispanic	8.1%	21.1%	46.0%	3.7%	4.9%	16.2%	7.8%	19.8%	45.7%	4.1%	5.2%	17.4%
White	5.7%	19.7%	56.1%	3.8%	2.8%	12.0%	6.0%	19.2%	54.3%	4.4%	2.9%	13.2%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged Economically	4.8%	17.5%	61.9%	3.1%	2.2%	10.6%	4.9%	16.9%	60.8%	3.5%	2.1%	11.7%
Disadvantaged	7.9%	19.9%	47.6%	3.6%	5.2%	15.8%	7.6%	18.6%	47.6%	4.1%	5.3%	16.8%
English Learners	8.5%	21.1%	43.8%	3.3%	5.9%	17.3%	8.1%	19.5%	44.3%	3.7%	6.2%	18.3%
Disabilities	10.3%	25.8%	32.7%	5.4%	8.4%	17.5%	10.3%	24.1%	32.2%	5.8%	9.1%	18.5%

For both 2005 and 2006 students who did not pass the exam reported that they did not know what they would do after high school (about 19%). Students who did not pass were also more likely to report plans to work (9%) or to enter the military (10%).

Higher percentages of Asian and Black students said they plan to go to college than did Hispanic and White students (see Figure 3.5). Higher percentages of Hispanic and White students reported plans to join the military or no specific plan than the other two racial groups. A higher percentage of female than male students indicated they planned to attend a four-year college, while a higher percentage of males reported plans for attending college, either community or four-year, than any other combination of choices (Tables 3.11 and 3.12).

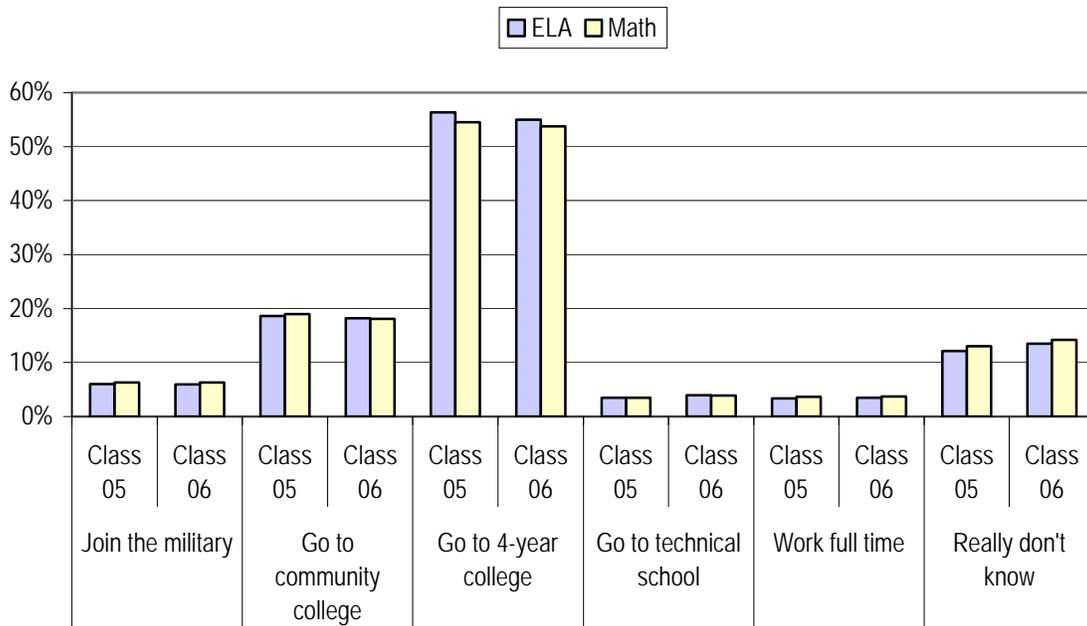


Figure 3.4. Percentage of students reporting various post-high plans (by class and test).

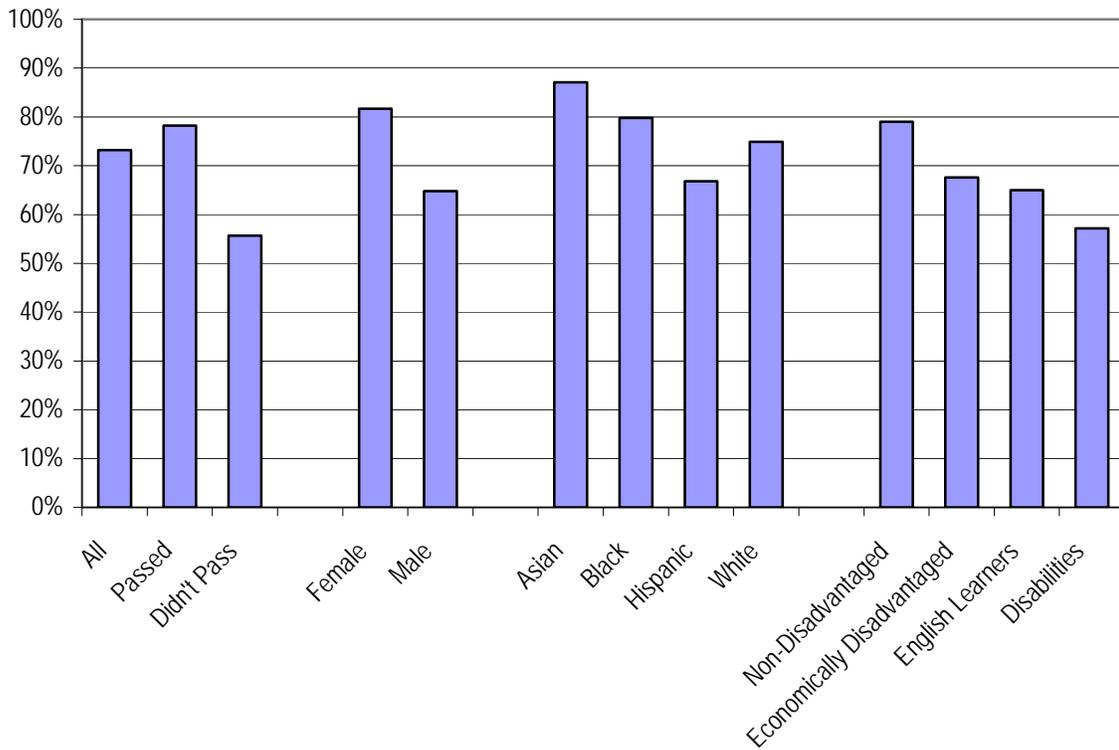


Figure 3.5. Percentage of Class of 2006 students planning to go to 2- or 4-year college after high school (by demographic group).

Question 6 of the Student Questionnaire asked test takers how certain they were about their after-high-school plans. Responses to this question following the ELA and math tests are presented in Tables 3.13 and 3.14, respectively.

Question 6: How sure are you about what you will do after high school?

- A. Very sure
- B. Somewhat sure
- C. Not sure at all

Of the four racial groups examined, a higher percentages of Black students reported they were more likely to feel “very sure” about their after-high-school plans (about 55% for both classes). The other three groups reported lower percentages of feeling “very sure” about their after-high-school plans (by 10 or more points) ranging from around 46 percent for Asian, about 44 percent for White, and about 42 percent for Hispanic students.

TABLE 3.13. ELA Test Takers' Certainty about Their Post-High School Plans (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	44.6%	43.8%	11.7%	42.1%	45.0%	13.0%
Passed	44.9%	44.5%	10.6%	42.3%	45.9%	11.8%
Didn't Pass	43.0%	40.8%	16.1%	41.2%	41.9%	16.9%
<i>Gender Groups</i>						
Female	47.3%	43.1%	9.6%	44.8%	44.7%	10.5%
Male	41.8%	44.4%	13.8%	39.3%	45.2%	15.5%
<i>Race/Ethnicity Groups</i>						
Asian	47.0%	42.5%	10.5%	45.1%	43.5%	11.4%
Black	56.6%	36.2%	7.2%	54.6%	36.9%	8.5%
Hispanic	41.8%	45.5%	12.7%	39.3%	46.6%	14.1%
White	44.9%	43.3%	11.8%	42.0%	44.9%	13.1%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	45.8%	43.4%	10.8%	43.2%	44.9%	11.9%
Economically Disadvantaged	42.9%	44.4%	12.6%	40.6%	45.4%	14.0%
English Learners	43.0%	42.5%	14.5%	41.0%	43.5%	15.6%
Disabilities	43.2%	42.0%	14.8%	41.0%	42.5%	16.5%

TABLE 3.14. Math Test Takers' Certainty about Their Post-High School Plans (by Class and Demographic Group)

Group	Class 2005			Class 2006		
	A Very sure	B Somewhat Sure	C Not Sure	A Very sure	B Somewhat Sure	C Not Sure
All	45.1%	42.7%	12.2%	43.0%	43.7%	13.2%
Passed	45.9%	43.2%	10.9%	43.3%	44.6%	12.2%
Didn't Pass	44.0%	41.9%	14.1%	42.4%	41.4%	16.3%
<i>Gender Groups</i>						
Female	47.8%	42.4%	9.8%	45.7%	43.7%	10.6%
Male	42.5%	43.0%	14.5%	40.4%	43.7%	15.9%
<i>Race/Ethnicity Groups</i>						
Asian	47.2%	42.2%	10.7%	45.8%	42.5%	11.6%
Black	57.2%	34.9%	7.8%	55.7%	35.7%	8.6%
Hispanic	42.6%	44.0%	13.4%	40.5%	45.0%	14.5%
White	45.2%	42.7%	12.1%	42.9%	43.9%	13.2%
<i>Non-disadvantaged/Disadvantaged Groups</i>						
Non-disadvantaged	46.3%	42.8%	10.9%	44.0%	44.0%	12.0%
Economically Disadvantaged	43.7%	42.9%	13.4%	41.8%	43.7%	14.4%
English Learners	43.8%	40.5%	15.7%	42.2%	41.5%	16.3%
Disabilities	44.2%	40.0%	15.8%	42.8%	40.6%	16.6%

Overall, close to 90 percent of the respondents indicated that they were “very sure” or “somewhat sure” about what they would do after high school.

A cross-tab analysis was run between students’ responses on Question 6 and Question 5. There is a consistent response pattern across years and subjects. Figure 3.6 shows the Class of 2006 ELA test takers’ response pattern on the two questions.

For those students who reported having a specific a plan, about 40 percent or more were “very sure” about their plan. While the students planning to attend four-year colleges had the highest percentage (more than 50%) of being “very sure,” those who thought they would work on a full-time basis were most likely (more than 10%) to be “not sure at all.”

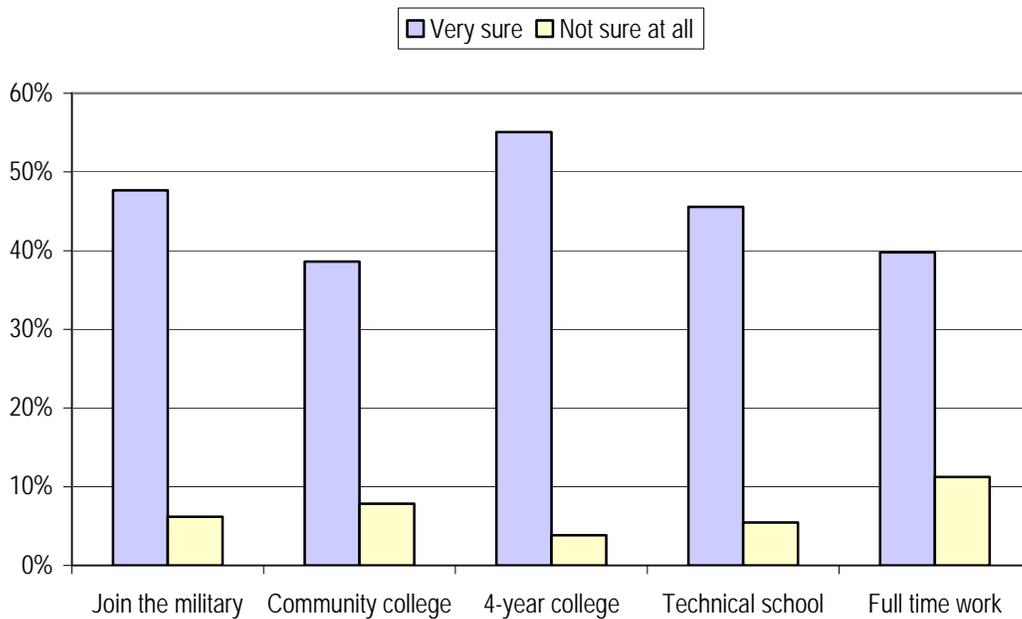


Figure 3.6. ELA test-takers’ certainty about post-high school plans (Class of 2006).

Perceived Test Performance and Influencing Factors

Question 7 of the Student Questionnaire asked the test takers whether they did as well as they could on the tests. Responses to this question following the ELA and math tests are presented in Tables 3.15 and 3.16, respectively.

Question 7: How well did you do on this test?
 A. I did as well as I could.
 B. I did not do as well as I could have.

TABLE 3.15. Students' Self-Reported Performance on the ELA Test (by Class and Demographic Group)

Group	Class 2005		Class 2006	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	82.5%	17.5%	85.2%	14.8%
Passed	84.9%	15.1%	88.5%	11.5%
Didn't Pass	72.9%	27.1%	74.0%	26.0%
<i>Gender Groups</i>				
Female	84.1%	15.9%	87.7%	12.3%
Male	80.9%	19.1%	82.7%	17.3%
<i>Race/Ethnicity Groups</i>				
Asian	79.4%	20.6%	83.4%	16.6%
Black	83.6%	16.4%	85.3%	14.7%
Hispanic	80.0%	20.0%	82.7%	17.3%
White	85.8%	14.2%	88.3%	11.7%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	85.3%	14.7%	88.1%	11.9%
Economically Disadvantaged	79.7%	20.3%	82.6%	17.4%
English Learners	75.6%	24.4%	78.6%	21.4%
Disabilities	78.7%	21.3%	79.1%	20.9%

TABLE 3.16. Students' Self-Reported Performance on the Math Test (by Class and Demographic Group)

Group	Class 2005		Class 2006	
	A As well as I could	B—Not as well as I could	A As well as I could	B—Not as well as I could
All	71.8%	28.2%	78.8%	21.2%
Passed	77.3%	22.7%	81.7%	18.3%
Didn't Pass	63.7%	36.3%	70.6%	29.4%
<i>Gender Groups</i>				
Female	70.5%	29.5%	78.4%	21.6%
Male	73.2%	26.8%	79.2%	20.8%
<i>Race/Ethnicity Groups</i>				
Asian	78.3%	21.7%	83.1%	16.9%
Black	69.6%	30.4%	76.7%	23.3%
Hispanic	68.5%	31.5%	76.3%	23.7%
White	74.5%	25.5%	81.1%	18.9%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	74.0%	26.0%	80.7%	19.3%
Economically Disadvantaged	69.6%	30.4%	77.2%	22.8%
English Learners	70.1%	29.9%	77.1%	22.9%
Disabilities	68.6%	31.4%	75.7%	24.3%

Overall, above 80 percent of the respondents reported they did as well as they could on the ELA test and above 70 percent believed so on the math test. A higher percentage of students in the Class of 2006 than in the Class of 2005 said they did as well as they could, a response trend that was even more apparent on the math test.

Regardless of the test time or the subject, about 30 percent of the “didn’t pass” students reported “I did not do as well as I could,” more than 10 percent higher than the “passed” group. A similar response pattern was also observed in comparing disadvantaged and non-disadvantaged students.

Among the four racial groups examined, a higher percentage of White students reported they had performed as well as they could on the ELA test, while a higher percentage of Asian students reported so on the math test. A higher percentage of female students, compared to male students, reported they had performed as well as they could on the ELA test, while a slightly higher percentage of males reported so on the math test.

Question 8 of the Student Questionnaire investigated the main reasons that students did not do as well as they could on the test. Only students who answered “I did not do as well as I could have” on Question 7 were supposed to answer Question 8. Responses to the question following the ELA and math tests are presented in Tables 3.17 and 3.18, respectively. It should be noted that one response for the question was worded differently in the two administration years. For simplicity, on Figure 3.7, “the fourth choice” was used as the label for this response option.

Question 8: The main reasons I did not do as well on this test as I could have are (mark all that apply):

- A. I was too nervous to do as well as I could.
- B. I was not motivated to do well.
- C. I did not have time to do as well as I could.
- D. 1. There were questions on this test that cover topics I was never taught (*for the Class of 2005*).
2. Conditions in the testing room made it difficult to concentrate (*for the Class of 2006*).
- E. There are questions on this test that cover topics I was taught, but I did not remember how to answer them.
- F. There were other reasons why I did not do as well as I could.

TABLE 3.17. Percentage of Students Reporting Reasons They Did Not Do as Well as They Could on the ELA Test (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	29.8%	23.0%	5.6%	17.0%	21.2%	45.4%	28.7%	21.2%	8.6%	18.6%	19.1%	41.7%
Passed	30.3%	25.7%	5.3%	15.0%	21.6%	50.6%	26.8%	23.0%	7.8%	20.9%	18.6%	47.5%
Didn't Pass	29.3%	16.8%	6.3%	21.8%	20.3%	33.6%	31.3%	18.7%	9.8%	15.0%	19.9%	33.3%
<i>Gender Groups</i>												
Female	36.9%	18.7%	4.6%	15.3%	23.2%	45.9%	35.8%	17.3%	7.2%	18.4%	20.8%	42.0%
Male	23.8%	26.7%	6.5%	18.5%	19.5%	45.1%	23.6%	24.0%	9.6%	18.7%	17.9%	41.6%
<i>Race/Ethnicity Groups</i>												
Asian	25.8%	24.7%	5.3%	16.8%	18.8%	48.9%	24.0%	23.9%	8.7%	20.1%	16.7%	45.0%
Black	31.5%	20.6%	6.7%	18.3%	20.4%	40.6%	30.0%	18.0%	9.1%	16.1%	18.1%	38.3%
Hispanic	33.7%	17.3%	5.7%	17.8%	23.7%	40.5%	32.8%	17.1%	9.0%	16.9%	21.3%	37.5%
White	25.3%	30.8%	5.3%	16.0%	18.4%	52.2%	23.6%	27.7%	7.7%	21.2%	16.5%	47.5%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged Economically	27.6%	30.1%	5.3%	14.2%	19.2%	50.7%	24.9%	26.5%	7.7%	20.5%	16.3%	46.3%
Disadvantaged	32.5%	17.0%	6.1%	19.1%	23.6%	41.1%	31.7%	17.2%	9.3%	17.4%	21.4%	38.4%
English Learners	31.9%	12.7%	6.0%	21.3%	21.5%	34.2%	33.6%	14.5%	10.0%	15.0%	20.6%	32.8%
Disabilities	27.9%	18.8%	6.9%	22.3%	22.7%	39.3%	31.2%	18.8%	10.2%	16.3%	20.8%	33.6%

TABLE 3.18. Percentage of Students Reporting Reasons They Did Not Do as Well as They Could on the Math Test (by Class and Demographic Group)

Group	Class 2005						Class 2006					
	A	B	C	D	E	F	A	B	C	D	E	F
All	19.7%	14.7%	3.8%	34.3%	48.4%	28.1%	21.7%	16.9%	5.0%	13.2%	51.6%	32.9%
Passed	17.7%	16.6%	3.5%	28.7%	54.6%	30.4%	19.8%	17.0%	4.4%	14.2%	56.7%	33.2%
Didn't Pass	21.6%	12.9%	4.0%	39.5%	42.7%	25.9%	24.9%	16.7%	6.1%	11.6%	42.5%	32.3%
<i>Gender Groups</i>												
Female	22.4%	11.5%	2.8%	34.1%	55.9%	27.0%	24.4%	12.9%	3.4%	12.3%	60.9%	32.1%
Male	16.8%	18.1%	4.9%	34.4%	40.4%	29.3%	18.9%	20.9%	6.7%	14.2%	41.9%	33.7%
<i>Race/Ethnicity Groups</i>												
Asian	17.7%	18.5%	3.7%	23.0%	45.5%	31.5%	17.4%	21.6%	4.8%	14.8%	47.5%	32.9%
Black	19.5%	12.8%	4.3%	37.1%	46.7%	25.2%	22.9%	14.9%	5.5%	12.6%	49.6%	31.5%
Hispanic	22.2%	11.5%	3.6%	33.8%	47.7%	25.5%	24.8%	13.9%	4.9%	11.9%	51.1%	30.9%
White	17.1%	18.3%	3.9%	36.9%	49.9%	31.4%	18.5%	20.5%	5.0%	14.8%	53.0%	35.9%
<i>Non-disadvantaged/Disadvantaged Groups</i>												
Non-disadvantaged Economically	18.2%	17.7%	3.7%	33.7%	52.6%	29.7%	19.1%	19.2%	4.8%	14.2%	54.9%	33.4%
Disadvantaged	21.5%	11.9%	3.9%	34.4%	46.9%	26.4%	24.2%	14.4%	5.3%	12.5%	49.9%	32.1%
English Learners	24.0%	9.8%	4.4%	31.4%	38.6%	23.3%	27.0%	13.3%	6.0%	11.4%	41.8%	28.3%
Disabilities	20.6%	13.2%	5.7%	42.8%	34.1%	28.1%	25.1%	17.0%	7.9%	12.8%	37.2%	33.2%

As shown in Figure 3.7 for both the Class of 2005 and Class of 2006, about one-third of the ELA test takers and one-fifth of the math takers reported they were “too nervous” to do as well as they could on the test. About 20 percent of examinees selected “not motivated” or “did not remember” to explain why they did not perform on the test as well as they could have. About 15 percent of the Class of 2005 ELA test takers reported they had never been taught on some topics covered by the test, and about 20 percent of the Class 2006 students reported that the conditions in the test room made it hard for them to concentrate. In both classes, about 50 percent of the math test takers and 20 percent of the ELA test takers reported that they could not do better because they forgot something they had been taught.

For both the Class of 2005 and the Class of 2006, less than 10 percent of the ELA test takers and less than 5 percent of the math test takers reported that they could do better if they were given more time. More of the ELA test takers (about 40%) than the math test takers (about 30%) selected “other reasons” to explain why they did not do as well as they could have.

Higher percentages of students who did not pass and disadvantaged students reported being “too nervous” and “didn’t have enough time” than students in the “passed” and “non-disadvantaged” categories, but had lower percentages responding that they were “not motivated.”

Higher percentages of Black and Hispanic students, compared to Asian and White students, reported being “too nervous” and “didn’t have enough time” Of the

four racial groups, Hispanic students had the highest percentages reporting they could not remember things that had been taught on the ELA test, and percentages reporting they could not remember things were highest for Whites on the math test.

Higher percentages of female students than male students reported that they were “too nervous” and forgot what they had been taught. Meanwhile, a higher percentage of male students reported they were “not motivated” than female students.

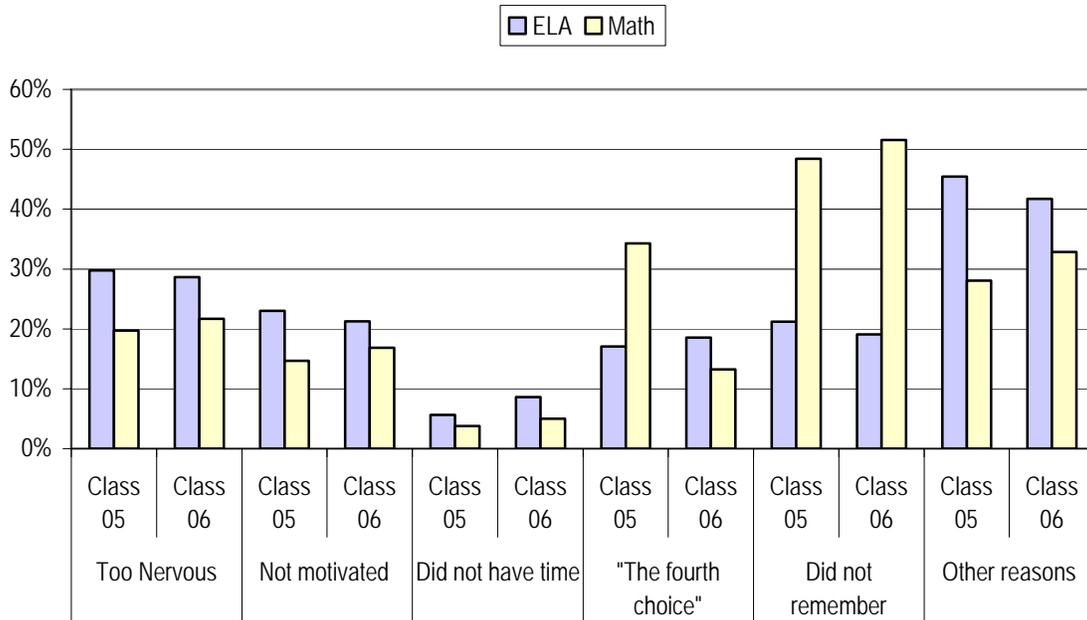


Figure 3.7. Percentage of students reporting reasons they did not do as well as they could on the CAHSEE (by Class and Test).

Question 9 of the Student Questionnaire investigated whether all of the tested topics were covered in the courses that students had taken. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.19 and 3.20, respectively.

Question 9: Were the topics on the test covered in courses you have taken?

- A. Yes, all of them.
- B. Most, but not all of them (two-thirds or more were covered).
- C. Many topics on the test were not covered in my courses (less than two-thirds were covered).

TABLE 3.19. Student Self-reported Exposure to Topics on the ELA Test (by Class and Demographic Group)

Group	Class 2006		
	A All Covered	B Most Covered	C- Many Not Covered
All	46.1%	45.4%	8.5%
Passed	52.0%	42.0%	6.0%
Didn't Pass	26.7%	56.3%	17.0%
<i>Gender Groups</i>			
Female	48.8%	44.2%	7.0%
Male	43.4%	46.5%	10.1%
<i>Race/Ethnicity Groups</i>			
Asian	49.0%	42.0%	9.0%
Black	39.4%	49.8%	10.8%
Hispanic	38.7%	51.4%	9.9%
White	54.5%	38.8%	6.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	54.8%	39.2%	5.9%
Economically Disadvantaged	37.4%	51.8%	10.8%
English Learners	30.3%	55.7%	14.0%
Disabilities	30.7%	52.8%	16.5%

TABLE 3.20. Student Self-reported Exposure to Topics on the Math Test (by Class and Demographic Group)

Group	Class 2006		
	A All Covered	B Most Covered	C- Many Not Covered
All	39.9%	48.6%	11.4%
Passed	47.0%	45.2%	7.8%
Didn't Pass	20.0%	58.3%	21.7%
<i>Gender Groups</i>			
Female	40.7%	49.5%	9.8%
Male	39.2%	47.8%	13.0%
<i>Race/Ethnicity Groups</i>			
Asian	57.1%	36.1%	6.8%
Black	29.7%	55.0%	15.3%
Hispanic	31.6%	55.5%	12.9%
White	46.7%	43.0%	10.4%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	48.7%	42.5%	8.8%
Economically Disadvantaged	31.6%	55.1%	13.2%
English Learners	28.1%	57.8%	14.1%
Disabilities	22.3%	54.4%	23.3%

Overall, about 45 percent of the ELA test takers and 40 percent of the math test takers indicated that all the tested topics had been covered in their courses (Figure 3.8). Between 44 (ELA) and 48 (math) percent of students reported that they had been taught most (more than two-thirds) of the topics covered on each of the tests. Only about 10 percent of students reported they had not learned many of the topics on the tests.

Compared to “passed” and non-disadvantaged students, higher percentages of “didn’t pass” and disadvantaged students reported having not learned all the topics on the test (Figure 3.9). This response pattern was more pronounced in the “didn’t pass” student group and the students receiving special education services group.

Among the four racial groups, White students (55%) were most likely to say they had learned all of topics on the ELA test, while Asian students (57%) were most likely to respond similarly about the topics on the math test. Compared with Whites and Asians, Black and Hispanic students generally reported a higher proportion of topics covered on the tests had not been taught.

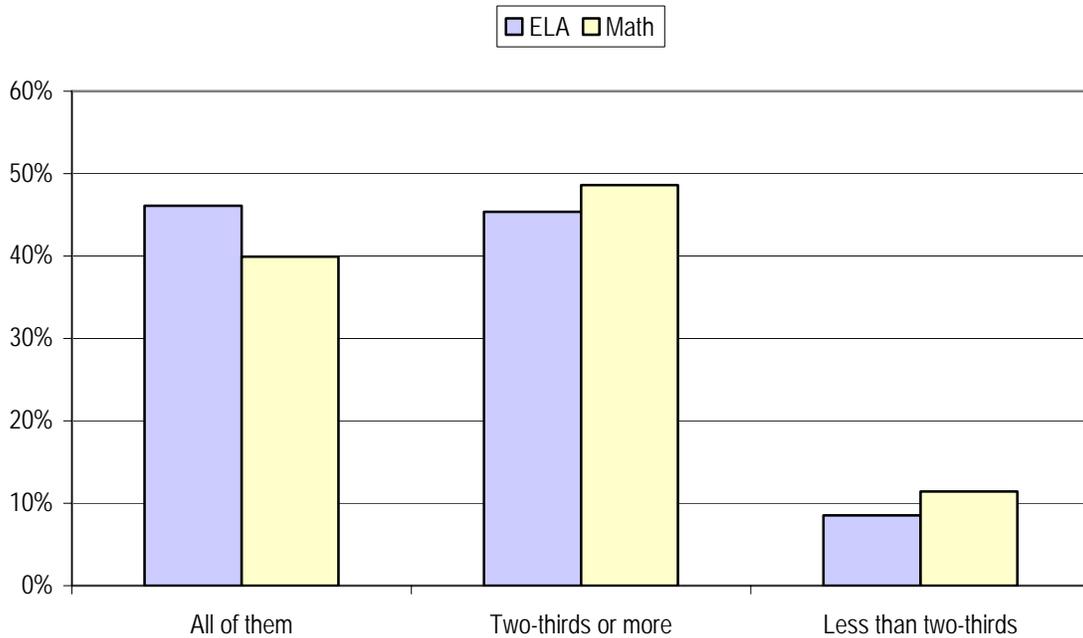


Figure 3. 8. Percentage of Class of 2006 students reporting receiving instruction in all/most/some topics on the CAHSEE (by Test).

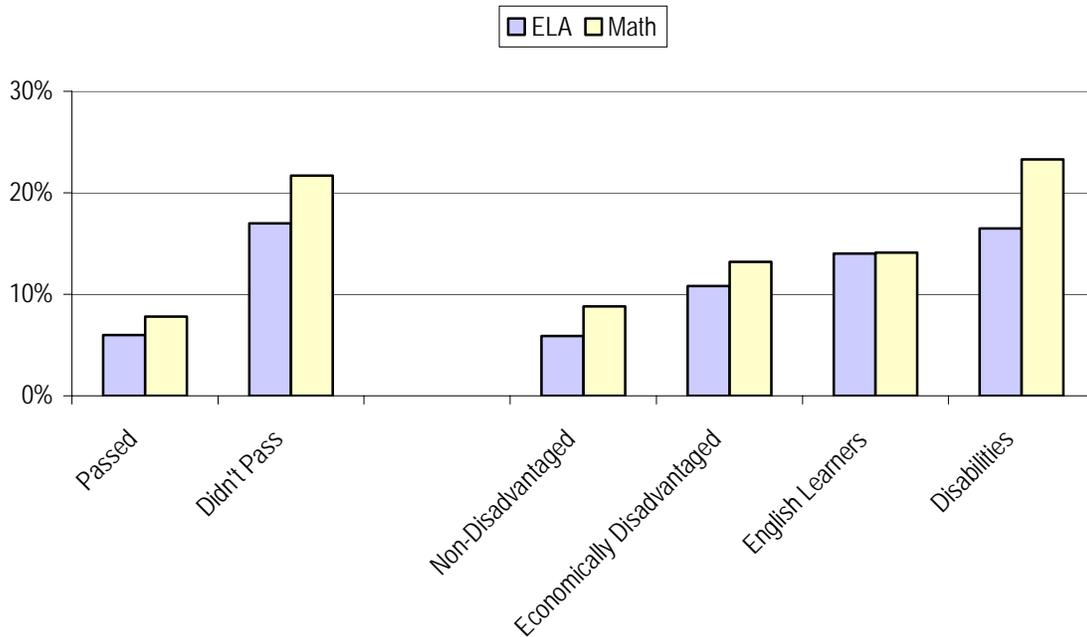


Figure 3.9. Percentage of Class of 2006 students reporting “many topics of the test were not covered in my courses” (by test and demographic group).

Question 10 of the Student Questionnaire surveyed how familiar the students were with the types of questions covered on the tests. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.21 and 3.22, respectively.

Question 10: Were any of the questions on the test different from the types of questions or answer opinions you have encountered in your homework assignments or classroom tests?

- A. Yes, many were different from anything I had seen before.
- B. Yes, a few were different from anything I had seen before.
- C. No, all were similar to ones used in my classes.

TABLE 3.21. Class of 2006 Students' Familiarity with the Types of Questions on the ELA Test (by Demographic Group)

Group	Class 2006		
	A Many different	B A few different	C All similar
All	13.4%	52.0%	34.5%
Passed	9.6%	50.8%	39.5%
Didn't Pass	25.9%	55.8%	18.3%
<i>Gender Groups</i>			
Female	9.9%	50.6%	39.6%
Male	17.0%	53.4%	29.6%
<i>Race/Ethnicity Groups</i>			
Asian	13.9%	51.7%	34.4%
Black	16.1%	52.7%	31.2%
Hispanic	15.5%	56.0%	28.5%
White	10.7%	47.3%	41.9%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	9.9%	48.3%	41.9%
Economically Disadvantaged	16.3%	56.2%	27.4%
English Learners	22.1%	58.2%	19.8%
Disabilities	25.7%	52.8%	21.4%

TABLE 3.22. Class of 2006 Students' Familiarity with the Types of Questions on the Math Test (by Demographic Group)

Group	Class 2006		
	A Many different	B A few different	C All similar
All	14.6%	51.3%	34.0%
Passed	10.3%	49.3%	40.5%
Didn't Pass	27.0%	57.2%	15.9%
<i>Gender Groups</i>			
Female	11.6%	51.8%	36.6%
Male	17.7%	50.8%	31.5%
<i>Race/Ethnicity Groups</i>			
Asian	10.3%	41.9%	47.8%
Black	19.7%	55.0%	25.4%
Hispanic	17.0%	57.1%	25.9%
White	12.2%	46.4%	41.4%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	10.7%	46.5%	42.8%
Economically Disadvantaged	17.7%	56.6%	25.7%
English Learners	21.1%	58.6%	20.3%
Disabilities	30.9%	52.3%	16.8%

Overall, more than one-third of the respondents indicated that the test questions were “similar to ones used in my classes,” but more than half of the students responded that a few of the questions on the tests “were different from anything I had seen before.” Less than 15 percent of students reported that many question types on the tests had not been encountered in their homework assignments or classroom tests.

Compared to students who passed and non-disadvantaged students, the “didn’t pass” and disadvantaged students reported higher percentages that they were not familiar with the types of questions on the tests (Figure 3.10). The group differences found in this question were consistent with those found on Question 9.

Again, similar to the response patterns shown in the Question 9, among the four racial groups, a lower percentages of White students reported that they were unfamiliar with the types of questions on the ELA test, while a lower percentage of Asian students reported they were unfamiliar with the types of questions on the math test.

Approximately 17 percent of male students reported that they were not familiar with many types of the questions on both the ELA and math tests compared to 10 percent of females for the ELA test and 12 percent for the math test.

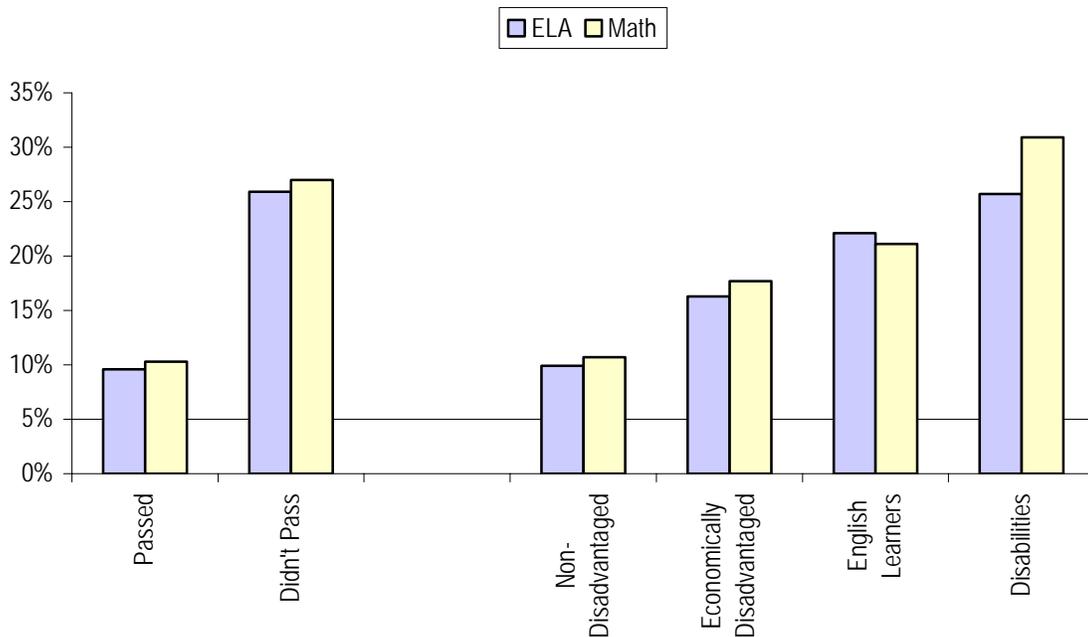


Figure 3.10. Percentages of Class of 2006 students who were unfamiliar with the types of test questions (by test, pass/did not pass, and disadvantaged group).

Question 11 of the Student Questionnaire surveyed students' familiarity with the questions on the tests from another perspective. It asked test takers if the questions on the tests were more difficult than their course work. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.23 and 3.24, respectively.

Question 11: Were the questions on this test more difficult than questions you were given in classroom tests or homework assignment?

- A. Yes, the test questions were generally more difficult than the questions I encountered in my course work.
- B. The test questions were generally about as difficult as the questions I encountered in my course work.
- C. No, the questions were not more difficult than questions I encountered in my course work.

TABLE 3.23. Class of 2006 Students' Perceived Difficulty of the Questions on the ELA Test (by Demographic Group)

Group	Class 2006		
	A More difficult	B About as difficult	C Not more difficult
All	18.8%	43.0%	38.3%
Passed	13.2%	42.8%	44.0%
Didn't Pass	36.9%	43.6%	19.5%
<i>Gender Groups</i>			
Female	14.6%	43.5%	41.9%
Male	22.9%	42.4%	34.7%
<i>Race/Ethnicity Groups</i>			
Asian	16.5%	37.7%	45.8%
Black	22.2%	41.1%	36.7%
Hispanic	23.8%	48.6%	27.5%
White	13.5%	38.2%	48.3%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	12.1%	39.2%	48.7%
Economically Disadvantaged	24.9%	47.5%	27.6%
English Learners	33.2%	46.9%	19.9%
Disabilities	35.4%	41.9%	22.8%

TABLE 3.24. Class of 2006 Students' Perceived Difficulty of the Questions on the Math Test (by Demographic Group)

Group	Class 2006		
	A More difficult	B About as difficult	C Not more difficult
All	24.0%	42.4%	33.5%
Passed	17.6%	42.3%	40.1%
Didn't Pass	42.3%	42.8%	14.9%
<i>Gender Groups</i>			
Female	21.8%	44.6%	33.6%
Male	26.3%	40.3%	33.5%
<i>Race/Ethnicity Groups</i>			
Asian	13.5%	33.4%	53.1%
Black	31.8%	42.3%	25.9%
Hispanic	29.6%	48.0%	22.4%
White	19.3%	38.1%	42.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>			
Non-disadvantaged	17.4%	39.1%	43.6%
Economically Disadvantaged	29.8%	46.7%	23.5%
English Learners	33.8%	47.1%	19.1%
Disabilities	44.9%	38.3%	16.9%

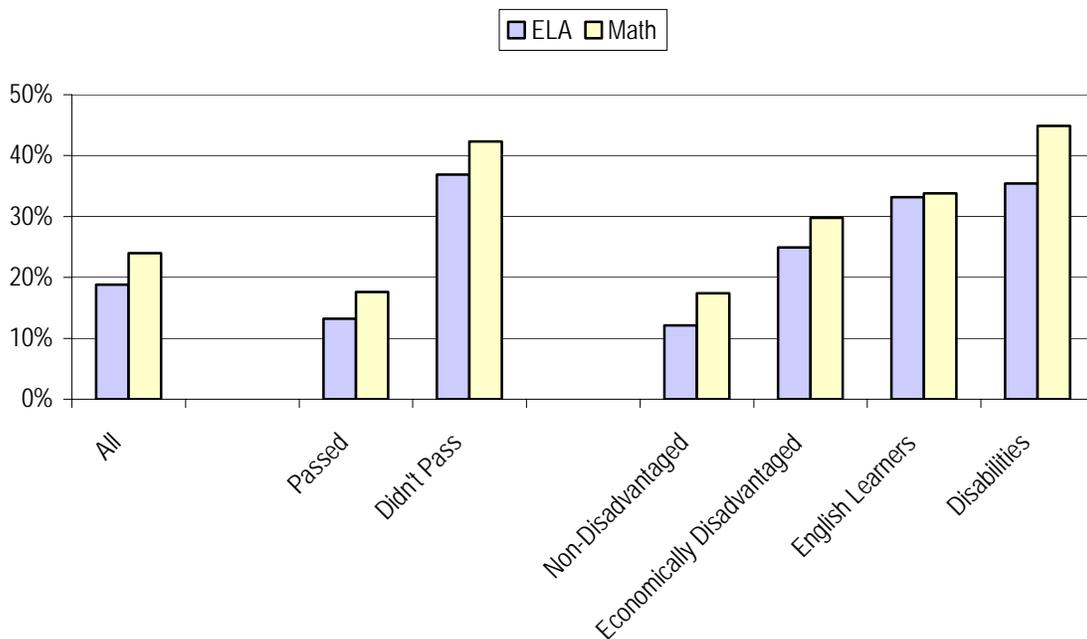


Figure 3.11. Percentages of Class of 2006 students perceiving test questions to be more difficult than their classroom tests and homework (by test, pass/did not pass, and disadvantaged group).

Overall, about 75 to 80 percent of the test takers responded that the questions on the tests were either “not more difficult than” or “as difficult as their course work” (Figure 3.11). Percentages for the ELA test takers (81%) were higher than for math test takers (76%).

Consistent with the response patterns found on the previous two questions, higher percentages of disadvantaged students and those who did not pass the tests compared to non-disadvantaged students and those who did pass the tests reported that the test questions were more difficult than their course work.

Higher percentages of Black and Hispanic students reported the test questions as more difficult than their course work, compared to Asian and White students. A higher percentage of male students than female students said the test questions were more difficult than their coursework.

Question 12 of the Student Questionnaire investigated the reasons that students found the tests difficult. Responses to this question following the ELA and math tests administered to the Class of 2006 are presented in Tables 3.25 and 3.26, respectively.

Question 12: If some topic on the test were difficult for you, was it because:

- A. I did not take courses that covered these topics.
- B. I had trouble with these topics when they were covered in courses I took.
- C. I have forgotten things I was taught about these topics.
- D. None of the topics was difficult for me.

TABLE 3.25. Class of 2006 Students’ Reasons That Topics Were Difficult on the ELA Test (by Demographic Group)

Group	Class 2006			
	A	B	C	D
All	8.3%	17.5%	38.4%	35.7%
Passed	5.7%	13.9%	38.4%	41.9%
Didn't Pass	16.9%	29.1%	38.4%	15.6%
<i>Gender Groups</i>				
Female	6.9%	16.3%	40.1%	36.7%
Male	9.8%	18.7%	36.7%	34.9%
<i>Race/Ethnicity Groups</i>				
Asian	9.3%	15.7%	36.5%	38.6%
Black	10.5%	18.2%	35.9%	35.4%
Hispanic	10.3%	21.6%	43.7%	24.3%
White	5.7%	13.4%	33.3%	47.6%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	5.2%	13.0%	35.5%	46.3%
Economically Disadvantaged	11.1%	21.7%	42.5%	24.7%
English Learners	15.8%	26.4%	41.5%	16.4%
Disabilities	15.4%	27.5%	35.5%	21.6%

TABLE 3.26. Class of 2006 Students' Reasons That Topics Were Difficult on the Math Test (by Demographic Group)

Group	Class 2006			
	A	B	C	D
All	13.5%	22.8%	44.7%	19.0%
Passed	10.3%	18.9%	48.0%	22.9%
Didn't Pass	22.7%	33.8%	35.4%	8.0%
<i>Gender Groups</i>				
Female	11.4%	24.7%	48.5%	15.4%
Male	15.6%	20.9%	41.0%	22.5%
<i>Race/Ethnicity Groups</i>				
Asian	8.3%	14.0%	45.2%	32.5%
Black	17.2%	28.1%	40.8%	13.9%
Hispanic	15.4%	27.8%	45.9%	10.9%
White	12.2%	18.5%	43.5%	25.8%
<i>Non-disadvantaged/Disadvantaged Groups</i>				
Non-disadvantaged	10.2%	18.6%	45.6%	25.6%
Economically Disadvantaged	15.8%	27.2%	44.9%	12.0%
English Learners	18.3%	28.7%	43.2%	9.9%
Disabilities	27.2%	28.3%	32.8%	11.8%

Overall, more than one-third (36%) of the ELA test takers and about one-fifth (19%) of the math test takers said they did not find the tests difficult. Ranked from most to least frequently selected (Figure 3.12), the three reasons students gave for finding the tests difficult were: “I have forgotten things I was taught about these topics” (about 40%), “I had trouble with these topics when they were covered in courses I took” (about 20%), and “I did not take courses that covered these topics” (about 10%).

Compared to students who passed, a higher percentage of those who did not pass the test reported that they did not take related courses and they had troubles with the tested topics when taking the courses (Figure 3.13). However, a higher percentage of those who passed the math test reported forgetting the topics they had been taught than those who did not pass the test. The response patterns of non-disadvantaged students versus disadvantaged (Figure 3.14) students were similar to those found between the “passed” and the “didn’t pass” groups.

Among the four race/ethnicity groups, higher percentages of Asian and White students reported that the tests were not difficult for them. Higher percentages of Black and Hispanic students responded that they had trouble with a topic during related courses. About 44 percent of Hispanic students (the highest rate of the 4 racial groups) reported forgetting things about topics on the ELA test.

When asked to explain why the tests were difficult for them, higher percentages of female students than male students indicated that they “have forgotten” while higher percentages of males reported that they “did not take courses.”

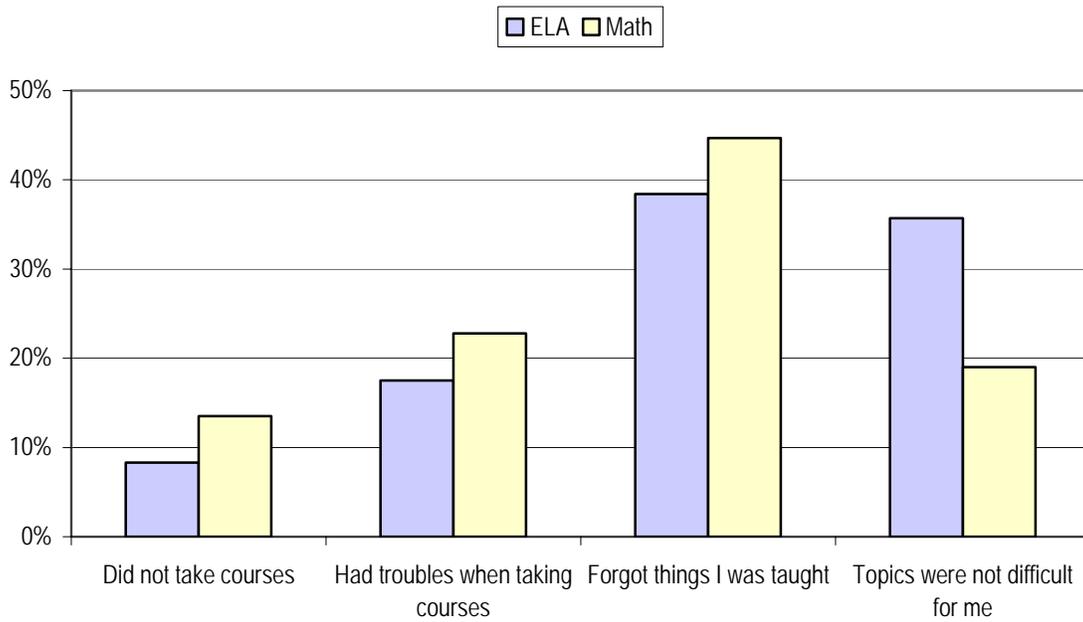


Figure 3.12. Percentages of Class of 2006 students citing various reasons that test topics were difficult (by test).

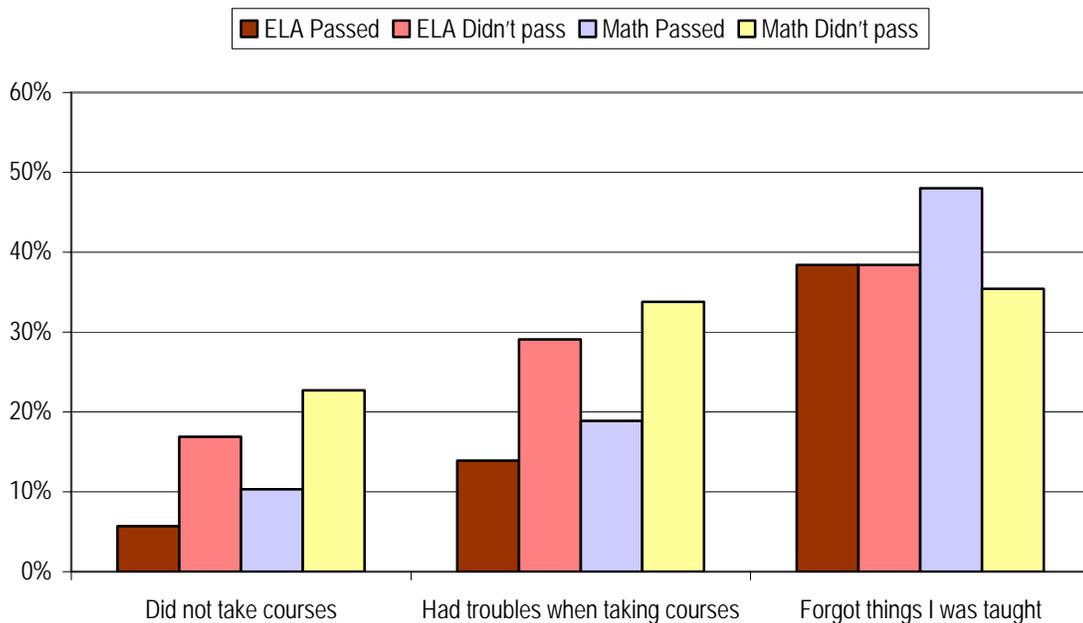


Figure 3.13. Percentages of Class of 2006 students citing various reasons that test topics were difficult (by test and pass/did not pass).

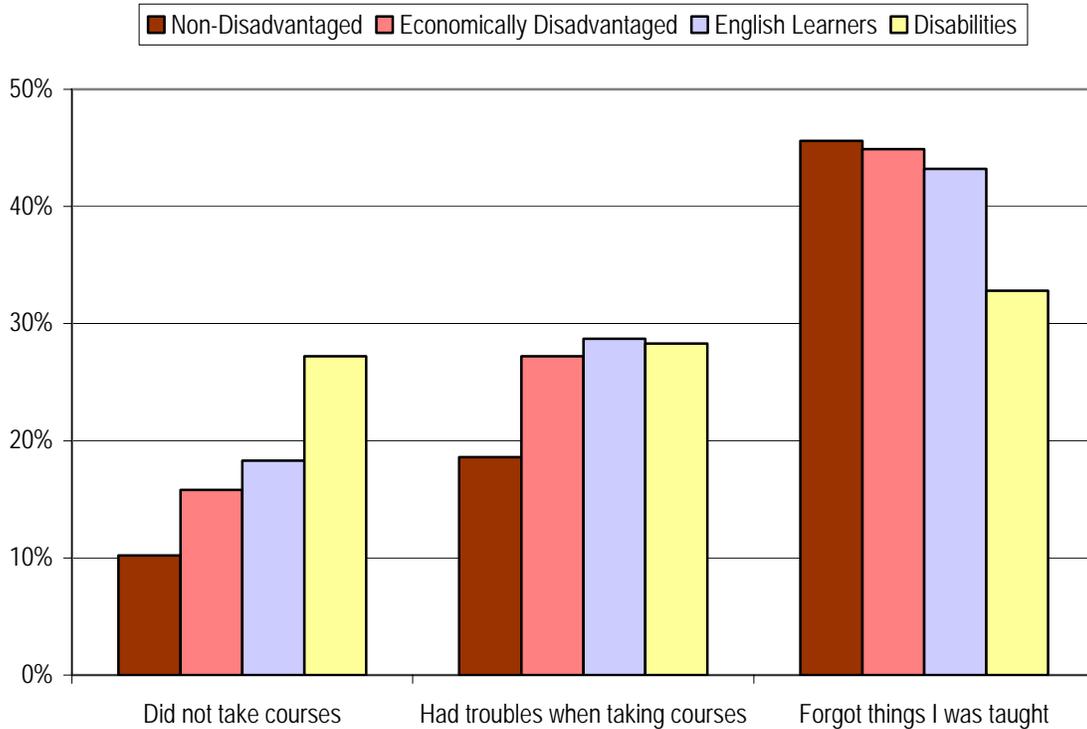


Figure 3.14. Percentages of Class of 2006 students citing various reasons that Math test topics were difficult (by disadvantaged group).

The new questions about student courses, questions 9 through 12, were a significant new addition to the 2004 assessment. The students’ assessment of the degree to which topics on the CAHSEE had been covered in their courses provides an important complement to similar information collected from teachers in the AB 1609 study (Wise, et al., May 2003). In response to Question 9, in particular, relatively few students reported that many topics on the CAHSEE had not been covered in their courses. Slightly more students reported that many topics on the mathematics test were not covered in their courses in comparison to topics on the ELA test. Most students take the same or similar ELA courses, at least through 10th Grade English. Student coursework is considerably more varied for mathematics.

Students who reported that many topics on the CAHSEE mathematics test had not been covered in their courses were much less likely to have passed the CAHSEE. Only 50 percent of the students who said that many topics were not covered passed the mathematics test, while 69 percent of the students who said most topics were covered and 87 percent of the students who said all topics were covered passed.

Table 2.16 in Chapter 2 shows that passing the mathematics test was also closely related to math courses taken. Table 3.27 shows the percent of students reporting that many topics were not covered on the mathematics test by the highest level of mathematics course taken. By 10th grade, most students should have

completed an Algebra I course and be taking Geometry or a higher level math course. As shown, relatively few students who were taking courses beyond Algebra I (or Integrated Math I) in the 10th grade reported that many CAHSEE topics were not covered (7 percent or less) while, not surprisingly, 29 percent of students who had only taken General Math reported that many CAHSEE topics were not covered.

TABLE 3.27. Percent of Students Reporting Many CAHSEE Mathematics Topics Were Not Covered in Their Courses (by Math Courses Taken and Passing Status)

Highest Math Course Taken	Percent Reporting Many Topics Not Covered		
	All Students	Passed	Did Not Pass
General Math	29.1%	21.6%	32.7%
Pre-Algebra	19.2%	14.8%	24.5%
Algebra I	16.5%	13.4%	20.9%
Integrated Math 1	12.4%	9.5%	21.4%
Integrated Math 2	7.1%	5.9%	18.3%
Geometry	6.7%	5.6%	13.9%
Algebra II	3.8%	3.2%	15.7%
Advanced Math	2.8%	2.7%	14.6%
Unknown	18.2%	11.6%	25.4%

Summary

After completing each portion of the CAHSEE, students responded to a series of questions about their reaction to the test and their plans for graduation and beyond. Responses from 10th grade students in the Class of 2006 who participated in the 2004 CAHSEE administrations were compared to responses from 10th grade students in the Class of 2005 who participated in the 2003 CAHSEE administrations. Responses were analyzed for all students, for students who did not pass the corresponding test, and for different demographic groups. The 2004 questionnaires included 4 new questions about the students' instruction. Responses to these questions were analyzed for the Class of 2006 only.

For the most part, response patterns for the Class of 2006 were quite similar to response patterns for students in the Class of 2005. Students in the Class of 2006 were somewhat less likely to say that they did not do anything to prepare for the CAHSEE. Students in the Class of 2006 were slightly more likely to say that they did as well as they could on the CAHSEE and that the CAHSEE requirement will not make it much harder to graduate. This is consistent with the finding that more of the students in the Class of 2006 did pass on the first try. Class of 2006 students who reported not doing as well as they could have on the test were slightly more likely to report forgetting material they had been taught.

In response to the new questions, relatively few students reported encountering many topics on the test that had not been covered in their courses (about 10% overall, but about twice that percentage for students who did not pass the test). In responding to the question of whether test topics had been covered in courses, more students reported that test topics had not been covered in math classes than said

the same thing regarding the ELA test/courses. Similarly, relatively few students (about 14%) reported that the CAHSEE had many question types different from those they had encountered in course work on the same subject. Again, students who did not pass the test were twice as likely to choose this option compared to students in general. Responses to this question were similar for ELA and math. Similarly, relatively few students reported that the CAHSEE questions were more difficult than those encountered in their course work (about 24% for the mathematics test and 19% for the ELA test). Again, students who did not pass the test were twice as likely to choose this option. Finally, very few students (about 10%) reported that they did not take courses that covered the topics on the CAHSEE. As with the other new questions, students who did not pass the test were twice as likely to choose this option.

Overall, there were no significant trends between these two survey years that suggested specific impact from the CAHSEE requirement on student's predicted likelihood of graduating from high school or their plans for the future after leaving high school. Responses to the new questions concerning instruction indicated that most students were receiving instruction in the material covered by the CAHSEE, were familiar with the types of questions asked, and found these questions no more difficult than questions they encountered in their coursework.

