CHSPE

California High School Proficiency Examination

2013–14 Annual Report

Prepared by the

Sacramento County Office of Education
Center for Student Assessment and Program Accountability
and
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for the

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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 at the discretion of the CDE.)

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

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[1] EDS is a registered trademark of Electronic Data Systems. In the context of this document, however, EDS refers exclusively to Educational Data Systems, Inc.
[2] The *Stanford 10* and the *Stanford Writing Assessment Program* were developed and owned by Harcourt Assessment, Inc., which was acquired by Pearson Educational Assessment in January 2008.

The test is administered on Saturday mornings at test sites (typically high schools) throughout California two or three times per year at the discretion of the CDE: in spring, fall, and usually summer. 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. No test section or subtest is timed within the three and one-half hours.

This report summarizes the two CHSPE administrations in 2013–14: fall (October) 2013 and spring (March) 2014. 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 2013–14 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 4,594 unique examinees took one or more parts of the CHSPE in 2013–14. Most of these examinees (79.6 percent) took both sections. At each administration, nearly all of the first-time examinees took both sections. At each

Table A: CHSPE Examinee Participation, 2013–14

	Fall 2013		Spring 2014		Cumulative 2013-14	
	N	%	N	%	N	%
All Examinees	2076	100.0	2989	100.0	4594	100.0
Attempted both ELA and Mathematics	1327	63.9	2343	78.4	3656	79.6
Attempted ELA (Language and Reading)	1373	66.1	2370	79.3	3708	80.7
Attempted ELA Language	1471	70.9	2489	83.3	3841	83.6
Attempted ELA Reading	1462	70.4	2426	81.2	3812	83.0
Attempted Mathematics	1959	94.4	2898	97.0	4461	97.1
First-Time Examinees	1308	100.0	2318	100.0	3626	100.0
Attempted both ELA and Mathematics	1281	97.9	2301	99.3	3593	99.1
Attempted ELA (Language and Reading)	1297	99.2	2309	99.6	3610	99.6
Attempted ELA Language	1301	99.5	2314	99.8	3618	99.8
Attempted ELA Reading	1301	99.5	2311	99.7	3614	99.7
Attempted Mathematics	1292	98.8	2309	99.6	3608	99.5
Retesters	768	100.0	671	100.0	968	100.0
Attempted both ELA and Mathematics	46	6.0	42	6.3	63	6.5
Attempted ELA (Language and Reading)	76	9.9	61	9.1	98	10.1
Attempted ELA Language	170	22.1	175	26.1	223	23.0
Attempted ELA Reading	161	21.0	115	17.1	198	20.5
Attempted Mathematics	667	86.8	589	87.8	853	88.1

Note. First-time examinees and retesters are defined using the spring 2004 administration as the starting point. The fiscal year 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 two 2013–14 administrations cumulatively, among all examinees the majority were 16 years old (35.7 percent) or 17 years old (35.2 percent). Just over fifty percent of the examinees were males. The largest group of examinees (46.9 percent) reported that they were White. The next largest group (23 percent) indicated that they were Hispanic or Latino and 17.3 percent were categorized as two or more races (about 33.5 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 (71.3 percent) reported that English was the only language they learned as children, and most (81.5 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 (69.7 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 (85.7 percent) were enrolled in grade twelve or below, and most of them (62.2 percent) were enrolled in a non-charter public school. Three-point-six percent of the examinees were granted one or more testing accommodations, up one half of one percent from the year before. There was very little difference demographically between all examinees and first-time examinees (who were 78.9 percent of all examinees).

Examinee Performance

Passing Rates

Table B provides CHSPE passing rates by administration and cumulatively for 2013–14. 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, 2013–14

	Fall 2013			Spring 2014			Cumulative 2013–14		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
All Examinees									
Both ELA and Mathematics	1327	638	48.1	2343	1008	43.0	3656	1753	47.9
ELA (Language and Reading)	1373	997	72.6	2370	1667	70.3	3708	2736	73.8
ELA Language	1471	1150	78.2	2489	1990	80.0	3841	3140	81.7
ELA Reading	1462	1223	83.7	2426	1891	77.9	3812	3114	81.7
Mathematics	1959	1078	55.0	2898	1286	44.4	4461	2364	53.0
Examinees Making First Attempt									
Both ELA and Mathematics	1281	634	49.5	2301	1007	43.8	3593	1644	45.8
ELA (Language and Reading)	1297	968	74.6	2311	1659	71.8	3611	2629	72.8
ELA Language	1303	1046	80.3	2320	1894	81.6	3623	2940	81.1
ELA Reading	1306	1110	85.0	2314	1849	79.9	3620	2959	81.7
Mathematics	1308	724	55.4	2322	1130	48.7	3630	1854	51.1

Note. Examinees making their first attempt is defined using the spring 2004 administration as the starting point. Examinees making their first attempt differs from First-time Examinees (found in the participation tables in section 3) in that Examinees making their first attempt counts any examinee making their first attempt on a particular portion of the exam regardless of whether or not the examinee had attempted a separate portion of the test at a previous administration. 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 portion of the test.

"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 particular 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 2013–14, 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 two 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 30-31 for information about how the administration data and the cumulative data are related.)

As shown in Table B, of the 3,656 unique examinees who, in 2013–14, attempted the entire CHSPE at least once 47.9 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. Passing rates on the English-language arts Reading subtest were higher than passing rates on the Language subtest in the fall, but the passing rates of the Language subtest was higher than on the Reading subtest in the spring. The pass rates of the two subtests were almost identical over the fiscal year. At both 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 two administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees, except for on the Reading subtest. 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 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 since January 2007 ranged from about 27 percent (summer 2007) to 52.3 percent (fall 2013). A total of 25,374 Certificates of Proficiency have been awarded since 2007.

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
Fall	2076	2039	672	80	314	1066	52.3
2014							
Spring	2989	2971	1022	51	138	1211	40.8
		Total Number of Certificates Awarded since 2007:				25,374	

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 2 because that number includes only examinees in the first group.

Performance by Examinee Subgroup

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

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

Gender: Males examinees slightly out scored their female counterparts in cumulative passing rates 49.0 percent to 46.8 percent, respectively.

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 50 each).

First Language(s): Examinees whose first language(s) were English and other language(s) had a higher cumulative passing rate on the total CHSPE (52.0 percent) than examinees whose first language was English (46.5 percent) only or other than English (36.0 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 firm conclusions from the home language data, however, because of many small subgroups and non-responders. Examinees with a home language of Korean passed the CHSPE at the highest rate, followed by examinees with a home language of Mandarin (Putonghua), English, Other, and Spanish as their home language.

Parent/Guardian Education Level: This variable is also associated with relatively large differences in passing rates, and its relationship to CHSPE performance was 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 3.6 percent of examinees who tested with one or more testing accommodations generally passed the test at a higher rate than examinees without accommodations.

Test-Level Information

Descriptive Statistics

On all three multiple-choice test parts, performance in terms of the mean scale score was highest at the fall administration and lowest at the spring administration. The differences in performance on each multiple-choice test part across the two administrations ranged from approximately 0.4 (on the Language subtest) to 8.1 (on the Reading subtest) scale score points. Scale scores typically range between 250 and 450. Mean writing task scores ranged from about 6.73 at the fall administration to approximately 7.49 at the spring administration

Reader Agreement Statistics

Responses to the Language subtest, writing task are scored independently by two readers using the five-point CHSPE Writing Task Scoring Guide. At each administration, readers 1 and 2 agreed on the score on at least 83.1 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 four percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees). A total of 74 test sites were used during the year, including two incarceration facilities. Ten sites were used for alternate date testing and twelve for emergency registration. Approximately 3.6 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 79 registrants were approved for alternate date testing. There were 40 testing irregularities reported during the year. Twenty-one 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 $747,164.39 in CHSPE revenue was deposited in 2013–14 (after accounting for refunds), including $22,707.00 for administrations prior to that year and $350.00 for future administrations. Registration fees accounted for nearly 90 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 at the discretion of the CDE.)

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

The CDE is responsible for the CHSPE. The Sacramento County Office of Education (SCOE), with support from Educational Data Systems, Inc. (EDS[3]), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a commercially available, nationally normed test be used as the CHSPE, SCOE has used Harcourt Assessment Inc.'s, and now Pearson Educational Assessment's, *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition.[4]

This report summarizes the two CHSPE administrations in 2013–14: fall (October) 2013 and spring (March) 2014. Section 2 of this report describes the CHSPE, including its structure, content, administration, scoring, passing standards, and reporting of results to examinees. Section 3 provides data about the examinees who took the CHSPE at the 2013–14 administrations, and Section 4 presents data about the performance of those examinees. Section 5 provides test-level information. Administration and revenue information for the year are provided in Section 6. In the appendices are the CHSPE Writing Task Scoring Guides, information about the collection and categorization of CHSPE registrant racial and ethnic data, and score distribution data.

[3] EDS is a registered trademark of Electronic Data Systems. In the context of this document, however, EDS refers exclusively to Educational Data Systems, Inc.
[4] The *Stanford 10* and the *Stanford Writing Assessment Program* were developed and owned by Harcourt Assessment, Inc., which was acquired by Pearson Educational Assessment in January 2008.

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

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

In May 2003, the CDE released a Request for Applications (RFA) for the CHSPE for 2004–2006. The RFA required bidders to propose use of a commercially available, nationally normed test to be used as the CHSPE, replacing the then current version of the test. SCOE proposed using the *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition (both originally owned and developed by Harcourt Assessment, Inc., and since January 2008 owned by Pearson Educational Assessment). SCOE was awarded the contract and then worked with the CDE and Harcourt to create the new CHSPE based on these tests. In August 2006, the CDE released a Request for Proposals (RFP) for the CHSPE for 2007–2009. Like the 2003 RFA, the 2006 RFP required bidders to propose use of a commercially available, nationally normed test. SCOE again proposed use of the *Stanford 10* and *Stanford Writing Assessment Program*, but with a different structure for one of the CHSPE sections as explained below. SCOE was awarded the contract. In December 2010, the CDE gave SCOE a new contract to administer the CHSPE from 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 3[5]), which has 48 multiple-choice questions and one writing task from the *Stanford Writing Assessment Program* (TASK 1, 2, or 3). The multiple-choice questions measure language mechanics and language expression. The writing task requires an essay that is scored on the basis of writing proficiency and not knowledge of subject matter. The Reading subtest (the *Stanford 10* Total Reading Test, TASK 2 or 3) has 54 reading comprehension questions and 30 vocabulary questions, all of which are multiple-choice. The reading comprehension questions test initial understanding, interpretation, critical analysis, and strategies using three types of text: literary, informational, and functional. The vocabulary questions assess synonyms, multiple-meaning words, and context clues.[6]

Mathematics Section

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

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

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

[7] Calculators were not allowed from 2004 through 2007, and were allowed as an approved test accommodation at the spring and summer 2007 administrations.

Administration

The CHSPE is usually 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 2013–14 (July–June) fiscal year, the CHSPE was administered on October 19, 2013 (fall) and March 22, 2014 (spring). At the fall 2013 administration, TASK 3 Form B of the Language subtest (with a TASK 1 expository writing task), TASK 3 Form B of the Reading subtest, and TASK 2 Form B of the Mathematics section were used. At the Spring 2014 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 a part of the exam 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. 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 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

[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.

representing a full spectrum of different approaches and writing skill levels. In creating the book of samples, the scoring team reads and thoroughly discusses a large sampling of examinee responses, resulting in team members being calibrated to the scoring guide. Upon completion of this first step, the team begins scoring all examinee responses.

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

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

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

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

Passing Standards

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

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

Mathematics Section

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

English-language Arts Section

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

[10] In 2011 the writing task genre returned to expository. Periodic changes in genre increase writing prompt security.

Language Subtest

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

Table 2.1: Score Combinations to Pass the Language Subtest

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

Reading Subtest

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

Reporting Results to Examinees

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

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

Reporting Content Cluster Information

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

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

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

<u>English-language Arts Section, Reading Subtest:</u>
Initial Understanding
Interpretation
Critical Analysis
Strategies
Synonyms
Multiple-Meaning Words
Context Clues

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

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

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

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

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

[a] Administered fall 2013.

[b] Administered spring 2014.

[c] Not administered in 2013–14.

[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 2013.

[b] Administered spring 2014.

[c] Not administered in 2013–14.

[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 2013–14 fiscal year. Data are provided separately for each administration and for the fiscal 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 fiscal year 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 for the fiscal year as a whole (unduplicated counts). 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 fiscal year data can be thought of as if the two administrations in the year were a single event. The fiscal year data represent unduplicated counts of examinees across the two administrations and represent the final status of those examinees in terms of test parts taken across the two administrations.

Table 3.1: CHSPE Examinee Participation, 2013-14

	Fall 2013		Spring 2014		Fiscal Year 2013-14[a]	
	N	%	N	%	N	%
All Examinees	2076	100.0	2989	100.0	4594	100.0
Attempted both ELA and Mathematics	1327	63.9	2343	78.4	3656	79.6
Attempted ELA (Language and Reading)	1373	66.1	2370	79.3	3708	80.7
Attempted ELA Language	1471	70.9	2489	83.3	3841	83.6
Attempted ELA Reading	1462	70.4	2426	81.2	3812	83.0
Attempted Mathematics	1959	94.4	2898	97.0	4461	97.1
First-Time Examinees[b]	1308	100.0	2318	100.0	3626	100.0
Attempted both ELA and Mathematics	1281	97.9	2301	99.3	3593	99.1
Attempted ELA (Language and Reading)	1297	99.2	2309	99.6	3610	99.6
Attempted ELA Language	1301	99.5	2314	99.8	3618	99.8
Attempted ELA Reading	1301	99.5	2311	99.7	3614	99.7
Attempted Mathematics	1292	98.8	2309	99.6	3608	99.5
Retesters	768	100.0	671	100.0	968	100.0
Attempted both ELA and Mathematics	46	6.0	42	6.3	63	6.5
Attempted ELA (Language and Reading)	76	9.9	61	9.1	98	10.1
Attempted ELA Language	170	22.1	175	26.1	223	23.0
Attempted ELA Reading	161	21.0	115	17.1	198	20.5
Attempted Mathematics	667	86.8	589	87.8	853	88.1

a The data for the school-year represents unduplicated totals (i.e., each examinee is counted only once per row regardless of the number of times the examinee participated in an administration).

b In this table first-time examinees and retesters are defined as those examinees who have either never attempted or who have previously attempted any portion of the test prior to the administration or year shown. The spring 2004 administration is used as the starting point for this categorization.

Note: This table shows data from three separate perspectives; 1) from the fall administration, 2) from the spring administration, and 3) from 2013–14 as a whole. Readers should resist the temptation to add data across rows. For example, an examinee who attempted only mathematics in the fall, then attempted only language for the first time in the spring, they would be defined as a first-time test taker in the fall in both the total number of first-time test takers and in the first-time test takers who attempted mathematics. The same examinee would not show up in the spring first-time examinee columns because he or she would not be considered a first-time examinee any longer even though he or she was attempting language for the first time; he or she had previously attempted a portion of the test. Finally, the same examinee would appear three times in the 2013–14 column: 1) under the total number of first-time test takers, 2) in the row of those who were first-time test takers who attempted mathematics, and also 3) in the row of those who were first-time test takers who attempted language. This is because the 2013–14 column treats the whole year as if it were one administration. The examinee in the example attempted both mathematics and language in the year that they attempted the CHSPE for the first time.

2. Among all examinees and retesters, the fiscal year 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 fiscal year data, and (b) the fiscal year data show each examinee's final status in terms of which test parts the examinee has taken across the two administrations. For example, an examinee who took only the ELA section in the fall and only the Language subtest and the Mathematics section in the spring would be included in the "attempted ELA (Language and Reading)," "attempted ELA Language," and "attempted ELA Reading" rows for fall, and the "attempted ELA Language" and "attempted Mathematics" rows for spring. For the fiscal year data, the examinee would be included in each of those rows, but also in the "attempted both ELA and Mathematics" row (i.e., all six rows), but only once per row.

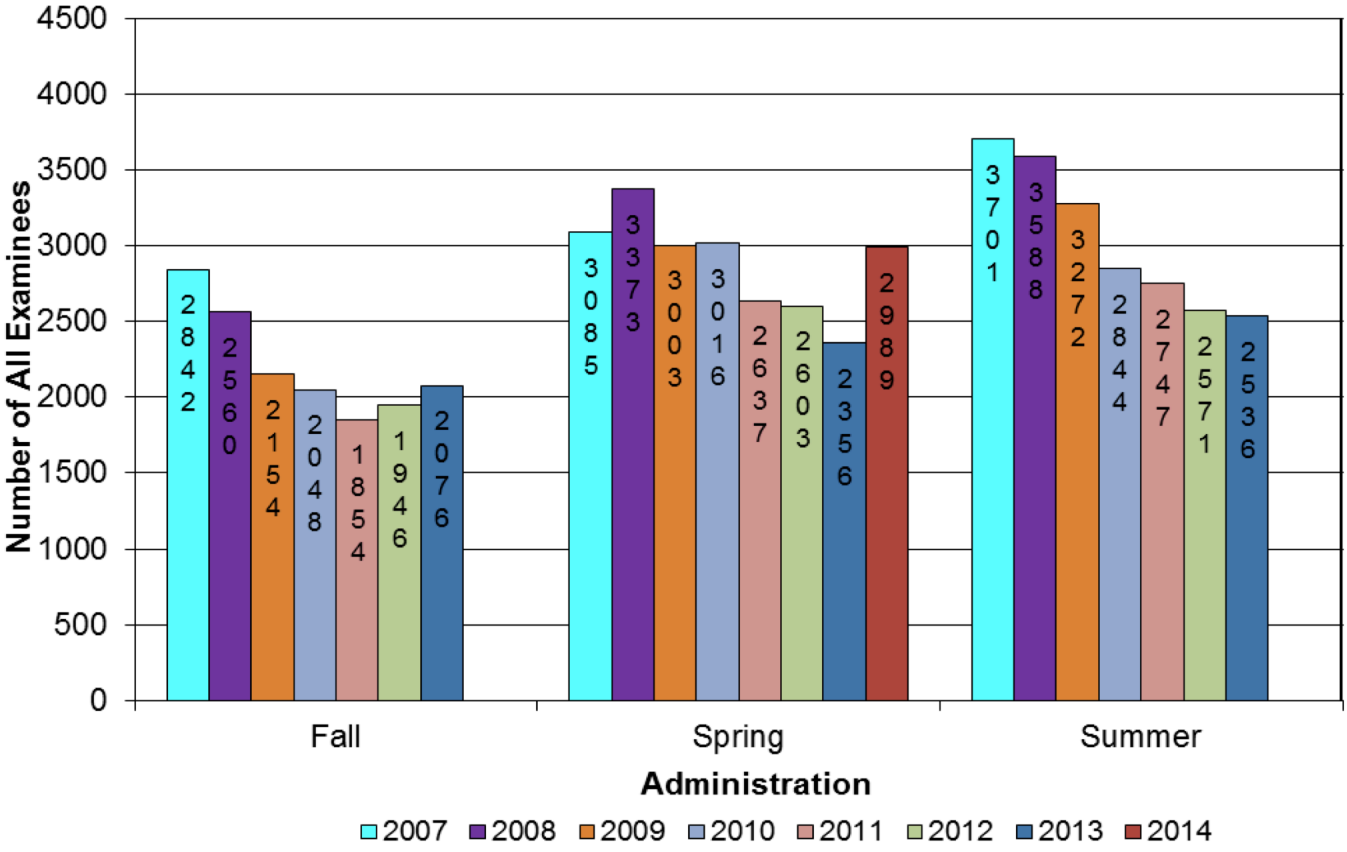
3. Among first-time examinees, the fiscal year total (3,626) equals the sum of all first-time examinees at each administration because (a) each examinee is a first-time examinee only once regardless of what portion(s) of the test he or she attempts and (b) for the fiscal year data each examinee is counted only once. The other fiscal year 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 fiscal year data treats the data as if all administrations in the same year were one event. For example, if the examinee described above were a first-time examinee at the fall administration, the examinee would be included in the "attempted ELA (Language and Reading)," "attempted ELA Language," and "attempted ELA Reading" rows for fall; no row for spring (because, though they took mathematics for the first time, they were no longer categorized as a first-time test taker because they had attempted a part of the test in the fall); and all six rows for the fiscal year data (once per row).

As shown in Table 3.1, a total of 4,594 unique examinees took one or parts of the CHSPE in 2013–14. Most of these examinees (79.6 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 2013–14 there were only two administrations, fall and spring. The two administrations had more examinees than at the same administration in 2012–13.

Figure 3.1: CHSPE Examinee Participation Since 2007

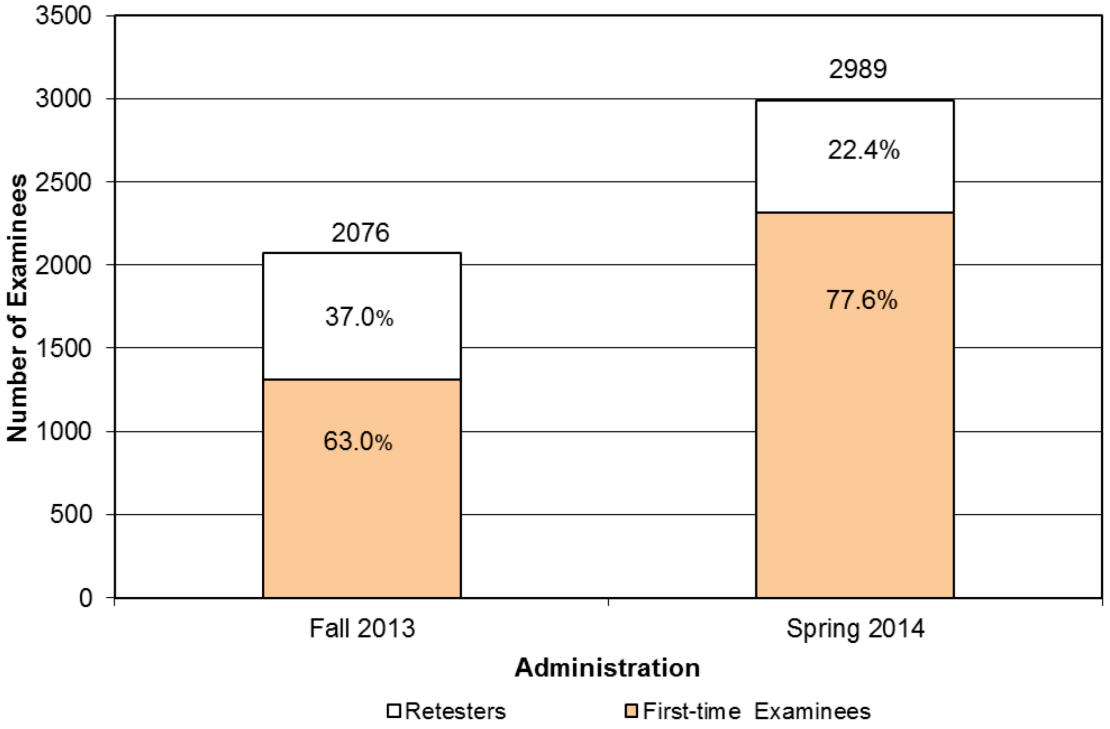


Note. Data are from Table 3.1 and previous CHSPE annual reports. Registration for the spring 2007 administration started later than normal due to contract start-up issues.

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. In 2013–14 the program showed increased participation in both the fall and spring administrations, reaching participation levels not seen since 2010. However, due to the lack of a summer administration, the overall result was a 26 percent decline in participation.

As shown in Figure 3.2, based on data from Table 3.1, the majority of examinees at each administration in 2013–14 were first-time examinees. The spring administration had the largest percentage of first-time examinees (77.6 percent).

Figure 3.2: CHSPE Examinee Participation, First-time Examinees and Retesters, 2013–14



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 2013–14 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 3.4. 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 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 3.4, which is used in Figure 3.3, the most recent background information available is used for each examinee.

For the two 2013–14 administrations cumulatively, among all examinees the majority were 16 years old (35.7 percent) or 17 years old (35.2 percent). Just over fifty percent of the examinees were males. The largest group of examinees (46.9 percent) reported they were White. The next largest group (23.0 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 (71.3 percent) reported English was the only language they learned as children, and most (81.5 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 (69.7 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 (83.7 percent) were enrolled in grade twelve or below, and most of them (62.2 percent) were enrolled in a non-charter public school. Almost four percent (3.6 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 79 percent of all examinees). The only notable difference was that first time examinees were 5.8 percent more likely to be enrolled in grade twelve or below than examinees as a whole. This difference can be explained by the expected change in test series which lead to a number of older test takers returning to complete their CHSPE testing and earn a Certificate of Proficiency before the test series change occurs.

In general, the demographic patterns for both 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.)

Table 3.2: Demographic Data for CHSPE Examinees, Fall 2013

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2076	100.0	1308	100.0
Age (years)	15 or younger	98	4.7	79	6.0
	16	772	37.2	569	43.5
	17	797	38.4	491	37.5
	18	220	10.6	93	7.1
	19 or older	189	9.1	76	5.8
Gender	Female	1021	49.2	658	50.3
	Male	1055	50.8	650	49.7
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity[a]	Amer. Indian/Alaska Native	9	0.4	4	0.3
	Asian	153	7.4	106	8.1
	Black or African American	71	3.4	38	2.9
	Filipino	24	1.2	18	1.4
	Hispanic or Latino	494	23.8	312	23.9
	Nat. Hawaiian/Pac. Islander	8	0.4	5	0.4
	White	976	47.0	592	45.3
	Two or more races	341	16.4	233	17.8
First Language(s)[b]	English only	1487	71.6	911	69.6
	English and other lang(s)	364	17.5	238	18.2
	Lang(s) other than English	100	4.8	68	5.2
	Did not respond	125	6.0	91	7.0
Home Language[c]	Cantonese	12	0.6	7	0.5
	English	1691	81.5	1056	80.7
	Hmong	0	0.0	0	0.0
	Korean	18	0.9	15	1.1
	Mandarin (Putonghua)	20	1.0	15	1.1
	Pilipino (Tagalog)	7	0.3	4	0.3
	Spanish	91	4.4	56	4.3
	Vietnamese	15	0.7	11	0.8
	Other	100	4.8	58	4.4
	Did not respond	122	5.9	86	6.6
Parent/Guardian Education Level[d]	Not a high school graduate	136	6.6	70	5.4
	High school graduate	316	15.2	207	15.8
	Some college (includes AA degree)	470	22.6	265	20.3
	College degree	560	27.0	351	26.8
	Graduate school/post-graduate	399	19.2	279	21.3
	Unknown/did not respond	195	9.4	136	10.4

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Table 3.2: Demographic Data for CHSPE Examinees, Fall 2013 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	1728	83.2	1164	89.0
	No	339	16.3	141	10.8
	Did not respond	9	0.4	3	0.2
School Type (if enrolled in grade 12 or below)	Public	1076	62.3	725	62.3
	Private	335	19.4	226	19.4
	Charter	249	14.4	166	14.3
	Did not respond	68	3.9	47	4.0
Granted Testing Accommodation(s)	Yes	78	3.8	47	3.6
	No	1998	96.2	1261	96.4

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 2014

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2989	100.0	2318	100.0
Age (years)	15 or younger	400	13.4	388	16.7
	16	1044	34.9	912	39.3
	17	995	33.3	743	32.1
	18	293	9.8	166	7.2
	19 or older	257	8.6	109	4.7
Gender	Female	1482	49.6	1136	49.0
	Male	1504	50.3	1179	50.9
	Did not respond	3	0.1	3	0.1
Race/ Ethnicity[a]	Amer. Indian/Alaska Native	18	0.6	13	0.6
	Asian	242	8.1	197	8.5
	Black or African American	90	3.0	58	2.5
	Filipino	33	1.1	27	1.2
	Hispanic or Latino	695	23.3	507	21.9
	Nat. Hawaiian/Pac. Islander	6	0.2	4	0.2
	White	1376	46.0	1076	46.4
	Two or more races	529	17.7	436	18.8
First Language(s)[b]	English only	2127	71.2	1629	70.3
	English and other lang(s)	524	17.5	414	17.9
	Lang(s) other than English	164	5.5	124	5.3
	Did not respond	174	5.8	151	6.5
Home Language[c]	Cantonese	7	0.2	6	0.3
	English	2432	81.4	1869	80.6
	Hmong	1	0.0	1	0.0
	Korean	23	0.8	16	0.7
	Mandarin (Putonghua)	34	1.1	30	1.3
	Pilipino (Tagalog)	15	0.5	11	0.5
	Spanish	116	3.9	86	3.7
	Vietnamese	10	0.3	7	0.3
	Other	175	5.9	137	5.9
	Did not respond	176	5.9	155	6.7
Parent/Guardian Education Level[d]	Not a high school graduate	200	6.7	155	6.7
	High school graduate	393	13.1	275	11.9
	Some college (includes AA degree)	615	20.6	452	19.5
	College degree	835	27.9	655	28.3
	Graduate school/post-graduate	655	21.9	538	23.2
	Unknown/did not respond	291	9.7	243	10.5

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Table 3.3: Demographic Data for CHSPE Examinees, Spring 2014 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2582	86.4	2102	90.7
	No	396	13.2	207	8.9
	Did not respond	11	0.4	9	0.4
School Type (if enrolled in grade 12 or below)	Public	1598	61.9	1304	62.0
	Private	525	20.3	420	20.0
	Charter	393	15.2	326	15.5
	Did not respond	66	2.6	52	2.5
Granted Testing Accommodation(s)	Yes	115	3.8	89	3.8
	No	2874	96.2	2229	96.2

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, Cumulative 2013–14

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		4594	100.0	3626	100.0
Age (years)	15 or younger	475	10.3	456	12.6
	16	1640	35.7	1436	39.6
	17	1615	35.2	1250	34.5
	18	461	10.0	295	8.1
	19 or older	403	8.8	189	5.2
Gender	Female	2267	49.3	1794	49.5
	Male	2324	50.6	1829	50.4
	Did not respond	3	0.1	3	0.1
Race/ Ethnicity[a]	Amer. Indian/Alaska Native	24	0.5	18	0.5
	Asian	361	7.9	307	8.5
	Black or African American	140	3.0	94	2.6
	Filipino	51	1.1	45	1.2
	Hispanic or Latino	1058	23.0	821	22.6
	Nat. Hawaiian/Pac. Islander	12	0.3	9	0.2
	White	2153	46.9	1675	46.2
	Two or more races	795	17.3	657	18.1
First Language(s)[b]	English only	3276	71.3	2547	70.2
	English and other lang(s)	804	17.5	650	17.9
	Lang(s) other than English	236	5.1	193	5.3
	Did not respond	278	6.1	236	6.5
Home Language[c]	Cantonese	19	0.4	13	0.4
	English	3744	81.5	2933	80.9
	Hmong	1	0.0	1	0.0
	Korean	37	0.8	31	0.9
	Mandarin (Putonghua)	50	1.1	45	1.2
	Pilipino (Tagalog)	19	0.4	16	0.4
	Spanish	182	4.0	142	3.9
	Vietnamese	22	0.5	18	0.5
	Other	241	5.2	192	5.3
	Did not respond	279	6.1	235	6.5
Parent/Guardian Education Level[d]	Not a high school graduate	311	6.8	229	6.3
	High school graduate	626	13.6	480	13.2
	Some college (includes AA degree)	967	21.0	718	19.8
	College degree	1264	27.5	1002	27.6
	Graduate school/post-graduate	975	21.2	825	22.8
	Unknown/did not respond	451	9.8	372	10.3

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Table 3.4: Demographic Data for CHSPE Examinees, Cumulative 2013–14 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	3938	85.7	3265	90.0
	No	637	13.9	350	9.7
	Did not respond	19	0.4	11	0.3
School Type (if enrolled in grade 12 or below)	Public	2451	62.2	2033	62.3
	Private	776	19.7	647	19.8
	Charter	586	14.9	489	15.0
	Did not respond	125	3.2	96	2.9
Granted Testing Accommodation(s)	Yes	166	3.6	135	3.7
	No	4428	96.4	3491	96.3

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.

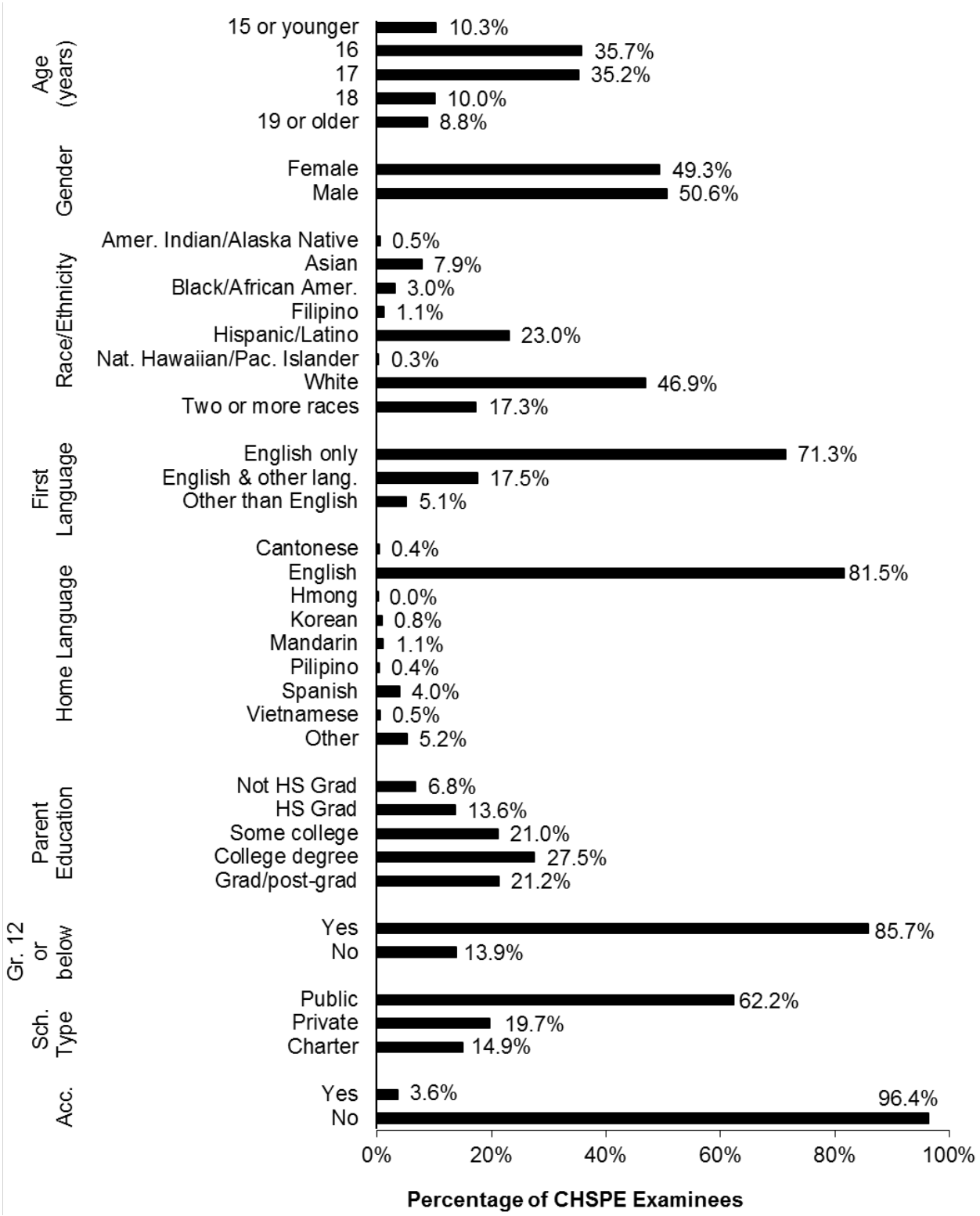
[b] Examinees are asked “Which language(s) did you first learn as a child?”

[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 2013–14 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).

Section 4: Examinee Performance

This section of the report provides data about the performance of examinees on the CHSPE in 2013–14 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 2013–14. 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 2013–14, 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 two 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, 2013–14

	Fall 2013			Spring 2014			Cumulative 2013–14		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
All Examinees									
Both ELA and Mathematics	1327	638	48.1	2343	1008	43.0	3656	1753	47.9
ELA (Language and Reading)	1373	997	72.6	2370	1667	70.3	3708	2736	73.8
ELA Language	1471	1150	78.2	2489	1990	80.0	3841	3140	81.7
ELA Reading	1462	1223	83.7	2426	1891	77.9	3812	3114	81.7
Mathematics	1959	1078	55.0	2898	1286	44.4	4461	2364	53.0
Examinees Making First Attempt									
Both ELA and Mathematics	1281	634	49.5	2301	1007	43.8	3593	1644	45.8
ELA (Language and Reading)	1297	968	74.6	2311	1659	71.8	3611	2629	72.8
ELA Language	1303	1046	80.3	2320	1894	81.6	3623	2940	81.1
ELA Reading	1306	1110	85.0	2314	1849	79.9	3620	2959	81.7
Mathematics	1308	724	55.4	2322	1130	48.7	3630	1854	51.1

Note. Examinees making their first attempt is defined using the spring 2004 administration as the starting point. Examinees making their first attempt differs from First-time Examinees (found in the participation tables in section 3) in that Examinees making their first attempt counts any examinee making their first attempt on a particular portion of the exam regardless of whether or not the examinee had attempted a separate portion of the test at a previous administration. 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 portion of the test.

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 two administrations were a single event. The cumulative data represent unduplicated counts of examinees across the two 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 (3,593) 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 (3,611) 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 3,656 unique examinees who, in 2013–14, attempted the entire CHSPE at least once 47.9 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. Passing rates on the English-language arts Reading subtest were higher than passing rates on the Language subtest in the fall, but the passing rates of the Language subtest was higher than on the Reading subtest in the fall. The pass rates of the two subtests were almost identical over the fiscal year. At both 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 two administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees, except for on the Reading subtest. 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)	Mathematics (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
Fall	2076	2039	672	80	314	1066	52.3
2014							
Spring	2989	2971	1022	51	138	1211	40.8
		Total Number of Certificates Awarded since 2007:				25,374	

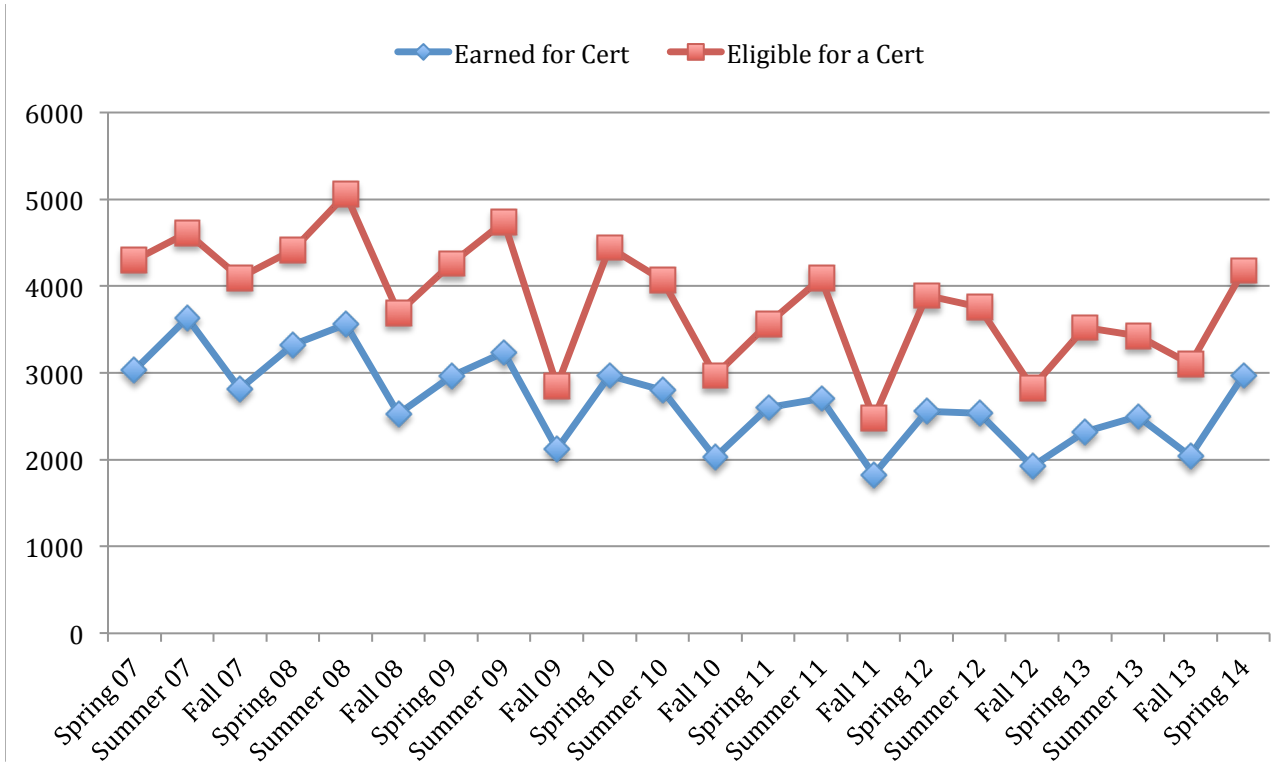
Note. Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections.

[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 2 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 52.3 percent (fall 2013). A total of 25,374 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 2013–14 CHSPE passing rate data for examinee subgroups.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2013–14

Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2013–14

Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2013–14

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2013–14

Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2013–14

Figure 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2013–14

Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2013–14

Figure 4.5: CHSPE Cumulative Reading Subtest Passing Rates by Examinee Subgroup, 2013–14

Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2013–14

Figure 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2013–14

Note that examinees may take each part of the CHSPE 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]

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.

[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.

Age

Age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees. Among examinees who attempted the entire test, cumulatively 67.9 percent of the examinees who were 15 years old or younger passed the exam, while only 16.8 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 both administrations. The differences in passing rates among age groups are smallest on the Reading subtest 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, males slightly out scored their female counterparts in cumulative passing rates 49.0 percent to 46.8 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 both administrations and cumulatively.

Race/Ethnicity

Race/ethnicity is associated with relatively large differences in passing rates on the total test. Cumulatively, on the total CHSPE, Asian examinees had the highest passing rate (61.0 percent), followed by examinees categorized as two or more races (53.4 percent), White examinees (50.1 percent), and Filipino examinees (50.0 percent). Hispanic or Latino, and Black or African American examinees passed at lower rates (37.9 percent, and 23.2 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(s) were English and other language(s) had a higher cumulative passing rate on the total CHSPE (52.0 percent) than examinees whose first language was English

(46.5 percent) only or other than English (36.0 percent). This pattern of cumulative passing rates was seen on the Language subtest of the English-language arts section and on the Mathematics section where examinees whose first language(s) were English and other language(s) showed the highest pass rates. On the Reading subtest, where the largest differences were observed, examinees whose first language was English only passed at a higher rate (83.5 percent) than examinees whose first language(s) were English and other language(s) (78.6 percent) and examinees whose first language(s) were other than English (58.7 percent). 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.

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. Four of the nine home language subgroups (Cantonese, Hmong, Pilipino [Tagalog], and Vietnamese) had fewer than 25 examinees cumulatively (SCOE did not calculate pass rates for sample sizes this small). Cumulatively, only five subgroups (English, Korean, Mandarin (Putonghua), Spanish, and other) had at least 31 examinees; Cumulatively, examinees with a home language of Korean passed the CHSPE at the highest rate (71.0 percent), followed by examinees with Mandarin (Putonghua) (66.7 percent), English (47.4 percent), other (42.5 percent), and Spanish (30.3 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 Reading subtest (where examinees whose home language was English had the highest passing rate). On all section and subtests except the Reading subtest, examinees with a home language of Spanish had the lowest passing rate.

Parent/Guardian Education Level

This variable is also associated with relatively large differences in passing rates, and its relationship to CHSPE performance was fairly consistent: the higher the parent/guardian education level, the higher the CHSPE performance. Note, however, that 9.8 percent of all examinees did not respond to this background question. Among examinees who attempted the entire test,

cumulatively 65.2 percent of the examinees whose parent/guardian education level was graduate school or post-graduate work passed the exam, while only 29.4 percent of the examinees whose parent/guardian education level was less than a high school graduate passed. This pattern is consistent for all three test parts and at both 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, 50.8 percent of examinees enrolled in grade twelve or below passed the exam and 23.6 percent of the examinees not enrolled passed. This relationship also occurred at both 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 61.5 percent, while the passing rates for non-charter public school students and charter public school students were 48.8 percent and 42.3 percent, respectively.

Examinees Granted One or More Testing Accommodations

Cumulatively, on the total CHSPE, the 3.6 percent of examinees who tested with one or more testing accommodations passed the test at a higher rate than examinees without accommodations (50.7 percent vs. 47.8 percent, respectively). This was also the pattern on the Reading subtest and the Mathematics section of the test.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2013–14

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Entire Test		1327	48.1	2343	43.0	3656	47.9
Age (years)	15 or younger	79	63.3	386	65.0	455	67.9
	16	583	57.8	913	47.0	1446	55.7
	17	487	43.7	756	34.8	1254	40.8
	18	98	25.5	174	28.7	304	30.9
	19 or older	80	16.3	114	13.2	197	16.8
Gender	Female	669	49.0	1142	41.2	1806	46.8
	Male	658	47.1	1198	44.7	1847	49.0
Race/Ethnicity[a]	Amer. Indian/Alaska Native	5		15		19	
	Asian	110	60.9	200	56.0	310	61.0
	Black or African American	40	17.5	63	23.8	99	23.2
	Filipino	19		27	44.4	46	50.0
	Hispanic or Latino	322	35.1	513	33.5	831	37.9
	Nat. Hawaiian/Pac. Islander	6		4		10	
	White	595	52.8	1085	44.2	1686	50.1
	Two or more races	230	53.0	436	48.9	655	53.4
First Language(s)[b]	English only	918	47.8	1644	41.1	2561	46.5
	English and other lang(s)	246	46.7	422	49.3	660	52.0
	Lang(s) other than English	75	34.7	127	30.7	200	36.0
Home Language[c]	Cantonese	8		6		14	
	English	1065	48.6	1890	41.9	2952	47.4
	Hmong	0		1		1	
	Korean	15		16		31	71.0
	Mandarin (Putonghua)	15		30	53.3	45	66.7
	Pilipino (Tagalog)	4		11		16	
	Spanish	58	22.4	87	27.6	145	30.3
	Vietnamese	11		7		18	
	Other	67	23.9	141	46.8	200	42.5
Parent/Guardian Education Level[d]	Not a high school graduate	75	28.0	158	27.8	235	29.4
	High school graduate	212	29.7	283	29.3	490	34.1
	Some college (inc. AA deg.)	269	41.6	456	32.5	724	38.4
	College degree	355	50.1	660	45.2	1010	50.3
	Grad. school/post-graduate	279	68.1	540	58.9	821	65.2
Enrolled in Grade 12 or Below	Yes	1173	51.5	2116	45.6	3280	50.8
	No	151	21.9	217	19.8	364	23.6

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Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2013–14 (cont.)

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	735	52.0	1313	43.0	2043	48.8
	Private	228	56.1	426	57.7	655	61.5
	Charter	162	40.7	325	37.8	485	42.3
Granted Testing Accommodation(s)	Yes	48	45.8	88	44.3	136	50.7
	No	1279	48.2	2255	43.0	3520	47.8

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

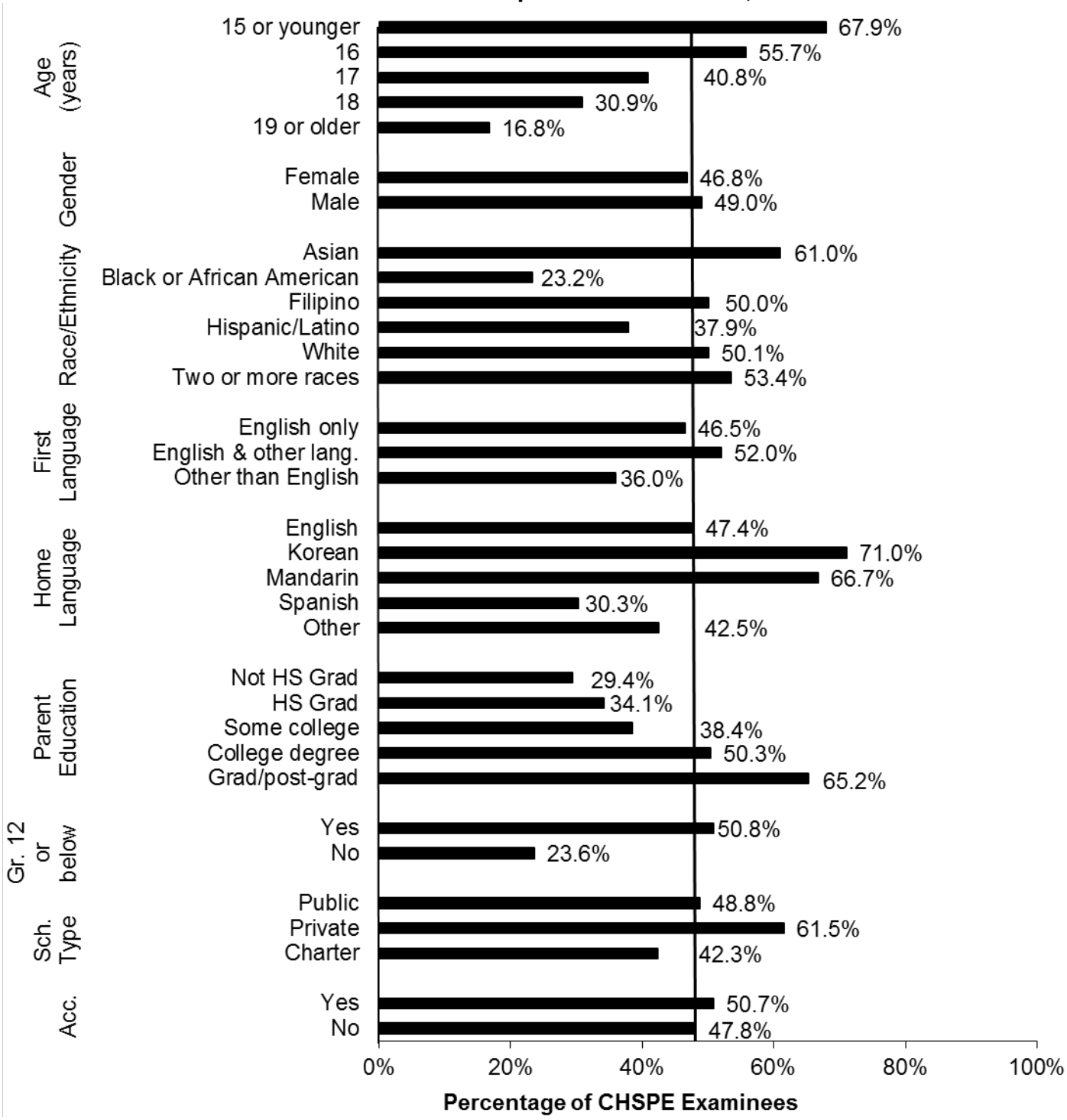
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

[d] Examinees are asked "Which describes the education level of your most educated parent/guardian?"

Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2013–14



Note. Data are from Table 4.3. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 47.9 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, 2013–14

		Fall 2013		Spring 2014		Cumulative 2010–11	
		N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted English-language Arts Section (both subtests)		1373	72.6	2370	70.3	3708	73.8
Age (years)	15 or younger	80	83.8	388	84.5	464	85.6
	16	590	80.3	919	74.5	1479	79.4
	17	510	71.4	764	65.3	1269	70.7
	18	107	51.4	180	61.7	291	62.2
	19 or older	86	43.0	119	37.0	205	42.4
Gender	Female	680	78.8	1153	74.8	1821	78.4
	Male	693	66.5	1214	66.1	1884	69.3
Race/Ethnicity[a]	Amer. Indian/Alaska Native	5		15		19	
	Asian	119	71.4	206	65.5	320	70.6
	Black or African American	42	45.2	64	50.0	101	54.5
	Filipino	19		27	66.7	47	76.6
	Hispanic or Latino	332	66.0	520	64.0	843	67.4
	Nat. Hawaiian/Pac. Islander	6		5		10	
	White	613	77.0	1092	74.1	1697	77.2
	Two or more races	237	75.5	441	75.3	671	78.4
First Language(s)[b]	English only	946	74.6	1656	71.2	2584	75.0
	English and other lang(s)	256	69.5	430	70.2	676	72.6
	Lang(s) other than English	81	46.9	133	48.1	208	51.0
Home Language[c]	Cantonese	9		6		15	
	English	1097	74.3	1906	71.2	2979	75.0
	Hmong	0		1		1	
	Korean	17		18		35	74.3
	Mandarin (Putonghua)	18		30	60.0	48	70.8
	Pilipino (Tagalog)	4		11		16	
	Spanish	60	50.0	87	54.0	147	55.1
	Vietnamese	11		7		18	
	Other	72	47.2	149	61.7	209	60.3
Parent/Guardian Education Level[d]	Not a high school graduate	81	50.6	161	47.8	239	49.8
	High school graduate	215	63.7	286	62.2	493	66.3
	Some college (inc. AA deg.)	276	72.1	459	68.0	733	72.2
	College degree	370	74.9	668	72.3	1029	76.2
	Grad. school/post-graduate	291	81.8	546	80.8	831	83.2
Enrolled in Grade 12 or Below	Yes	1208	74.5	2140	72.4	3321	75.6
	No	162	58.6	220	51.4	374	58.6

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Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2013–14 (cont.)

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	756	73.8	1330	70.5	2070	74.3
	Private	235	80.0	430	79.3	656	82.0
	Charter	168	69.6	327	69.4	495	71.1
Granted Testing Accommodation(s)	Yes	50	68.0	88	72.7	137	74.5
	No	1323	72.8	2282	70.2	3571	73.8

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

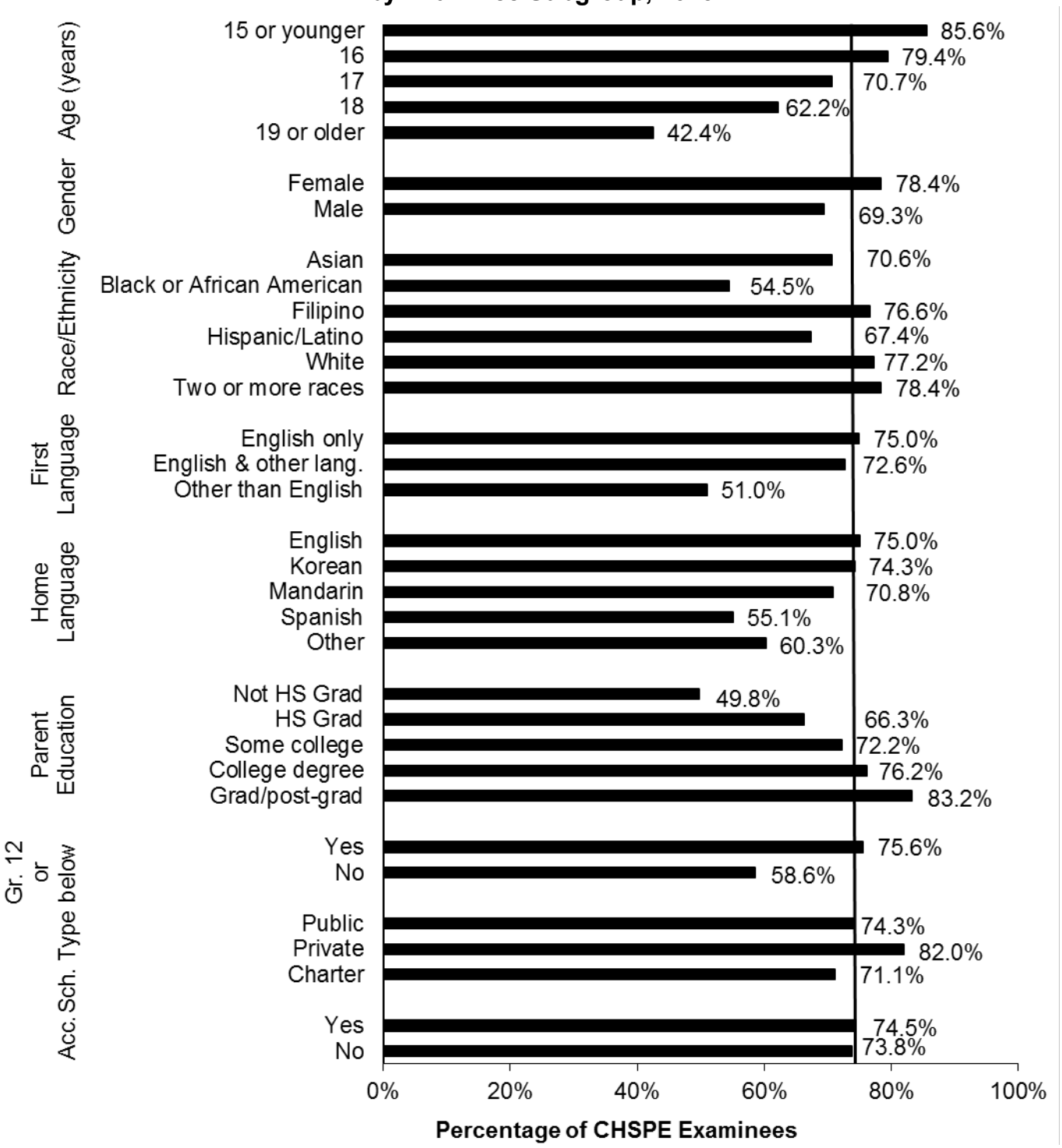
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

[d] Examinees are asked "Which describes the education level of your most educated parent/guardian?"

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2013–14



Note. Data are from Table 4.4. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 73.8 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, 2013–14

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Language Subtest		1471	78.2	2489	80.0	3841	81.7
Age (years)	15 or younger	81	88.9	390	95.1	466	95.1
	16	612	85.0	941	85.0	1511	87.4
	17	551	76.4	813	74.8	1319	78.0
	18	127	64.6	204	67.2	313	70.0
	19 or older	100	55.0	141	52.5	232	55.6
Gender	Female	711	85.0	1188	85.5	1857	87.2
	Male	760	71.8	1298	74.9	1981	76.6
Race/Ethnicity[a]	Amer. Indian/Alaska Native	5		16		20	
	Asian	125	81.6	213	82.6	326	85.3
	Black or African American	48	58.3	69	68.1	108	69.4
	Filipino	21		30	80.0	49	83.7
	Hispanic or Latino	357	74.5	548	73.9	879	76.3
	Nat. Hawaiian/Pac. Islander	6		5		10	
	White	658	81.5	1140	82.6	1757	84.1
	Two or more races	251	76.9	468	82.3	692	83.5
First Language(s)[b]	English only	1022	79.0	1744	79.3	2685	81.6
	English and other lang(s)	272	76.5	447	84.6	697	84.1
	Lang(s) other than English	84	66.7	138	65.9	213	69.0
Home Language[c]	Cantonese	9		6		15	
	English	1182	78.9	2007	80.3	3092	82.3
	Hmong	0		1		1	
	Korean	17		19		35	91.4
	Mandarin (Putonghua)	18		30	83.3	48	87.5
	Pilipino (Tagalog)	4		12		16	
	Spanish	65	63.1	91	65.9	153	66.0
	Vietnamese	11		7		18	
	Other	76	65.8	152	77.6	216	77.8
Parent/Guardian Education Level[d]	Not a high school graduate	89	64.0	167	62.9	249	65.1
	High school graduate	227	70.9	306	71.6	513	74.1
	Some college (inc. AA deg.)	306	78.4	480	77.7	766	80.0
	College degree	397	79.8	705	84.1	1065	85.4
	Grad. school/post-graduate	304	85.5	568	87.7	850	89.2
Enrolled in Grade 12 or Below	Yes	1280	80.4	2231	81.9	3416	83.6
	No	188	63.3	248	63.7	412	67.2

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Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2013–14 (cont.)

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	800	79.1	1388	80.9	2128	82.5
	Private	249	83.5	449	87.1	677	88.5
	Charter	177	80.2	339	78.2	504	80.8
Granted Testing Accommodation(s)	Yes	52	73.1	94	76.6	140	78.6
	No	1419	78.4	2395	80.1	3701	81.9

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.

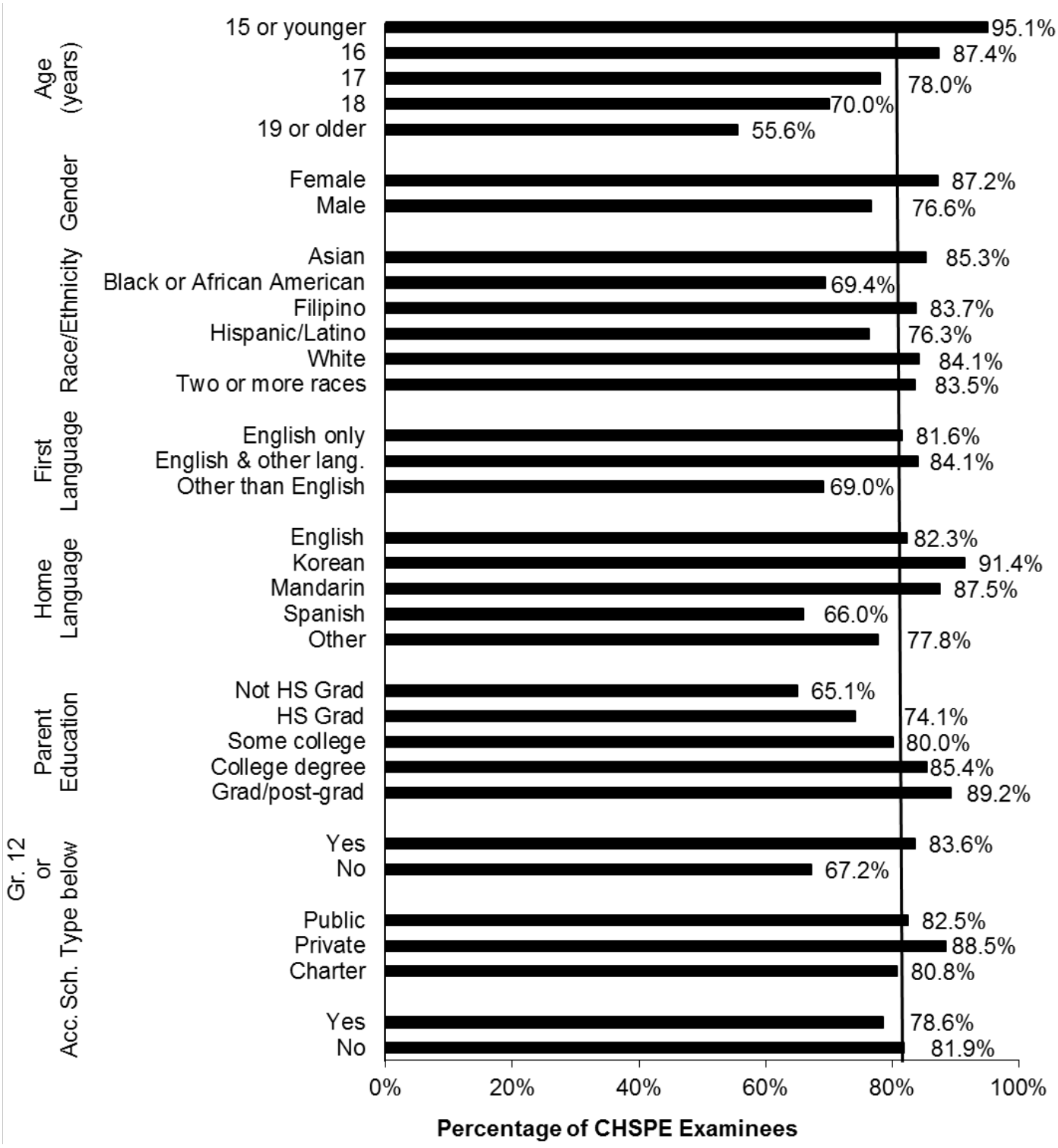
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[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, 2013–14



Note. Data are from Table 4.5. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 81.7 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, 2013–14

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Reading Subtest		1462	83.7	2426	77.9	3812	81.7
Age (years)	15 or younger	88	90.9	390	86.7	474	88.2
	16	621	89.2	930	81.2	1524	85.9
	17	545	83.3	784	75.5	1304	80.2
	18	115	67.8	190	72.1	294	73.1
	19 or older	93	61.3	132	52.3	216	58.3
Gender	Female	728	87.2	1181	79.9	1876	84.2
	Male	734	80.1	1242	76.0	1933	79.3
Race/Ethnicity[a]	Amer. Indian/Alaska Native	6		15		20	
	Asian	130	77.7	217	66.4	332	73.8
	Black or African American	46	67.4	65	58.5	107	64.5
	Filipino	20		27	70.4	47	80.9
	Hispanic or Latino	349	77.9	536	73.5	866	76.9
	Nat. Hawaiian/Pac. Islander	6		5		10	
	White	656	87.0	1117	81.3	1746	84.7
	Two or more races	249	88.4	444	84.5	684	87.0
First Language(s)[b]	English only	998	85.7	1689	80.4	2650	83.5
	English and other lang(s)	278	81.3	442	73.3	700	78.6
	Lang(s) other than English	92	59.8	142	51.4	218	58.7
Home Language[c]	Cantonese	11		6		17	
	English	1156	85.5	1945	79.5	3053	83.0
	Hmong	0		1		1	
	Korean	17		20		35	77.1
	Mandarin (Putonghua)	19		31	64.5	49	73.5
	Pilipino (Tagalog)	6		11		17	
	Spanish	65	69.2	90	64.4	152	67.8
	Vietnamese	12		7		19	
	Other	87	58.6	159	62.3	225	66.7
Parent/Guardian Education Level[d]	Not a high school graduate	89	65.2	164	58.5	247	62.3
	High school graduate	229	80.8	299	71.2	512	77.7
	Some college (inc. AA deg.)	295	82.4	469	78.5	753	81.1
	College degree	398	86.9	682	78.0	1060	82.8
	Grad. school/post-graduate	303	86.5	559	85.3	846	87.4
Enrolled in Grade 12 or Below	Yes	1278	84.9	2184	79.4	3401	82.9
	No	181	75.1	232	64.2	398	71.6

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Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2013–14 (cont.)

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	805	85.3	1360	77.4	2125	81.8
	Private	244	87.3	435	85.3	668	87.4
	Charter	178	81.5	336	78.9	507	80.9
Granted Testing Accommodation(s)	Yes	56	80.4	91	82.4	144	83.3
	No	1406	83.8	2335	77.8	3668	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.

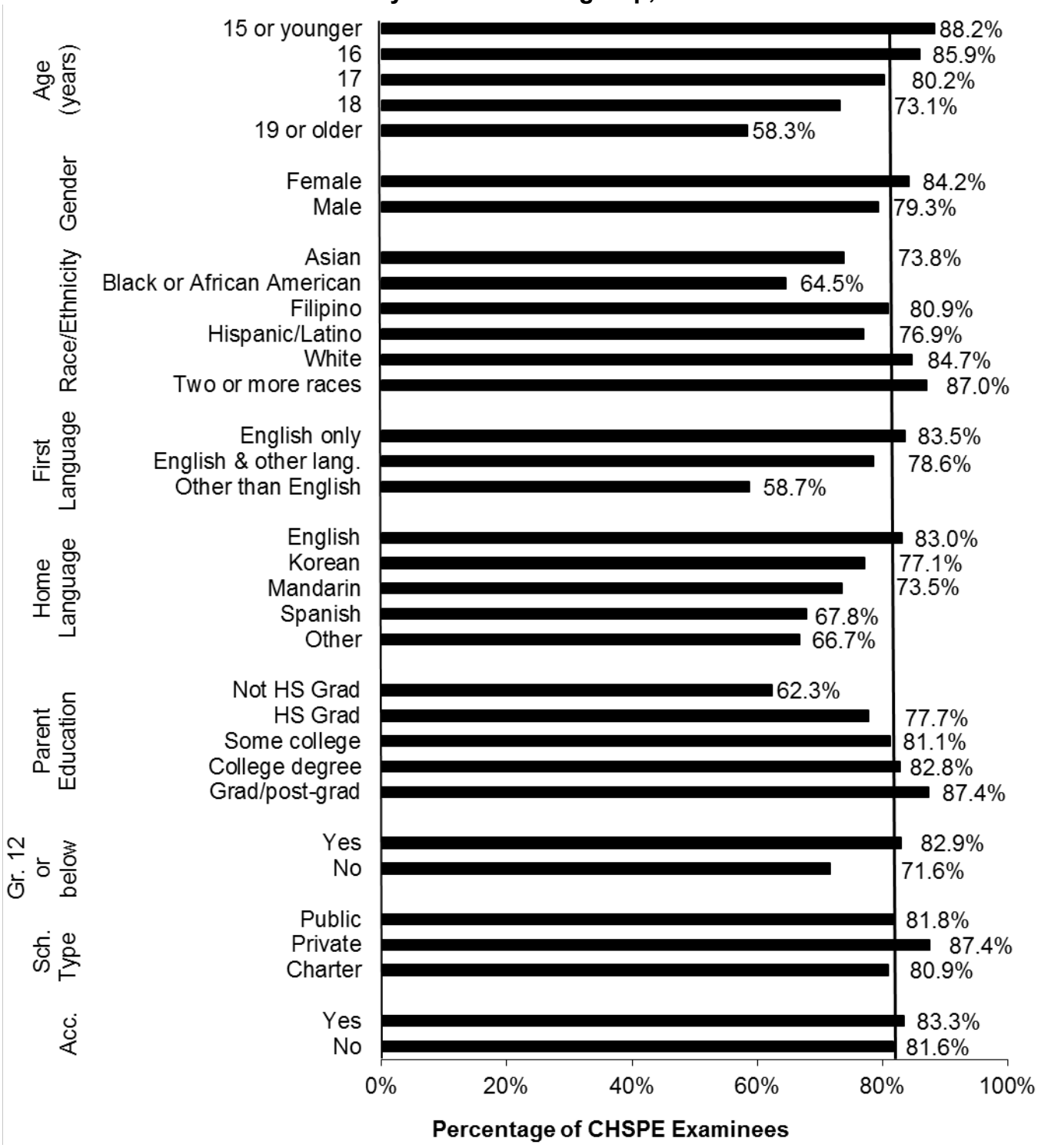
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[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 4.5: CHSPE Cumulative Reading Subtest Passing Rates by Examinee Subgroup, 2013–14



Note. Data are from Table 4.6. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 81.7 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, 2013–14

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Mathematics Section		1959	55.0	2898	44.4	4461	53.0
Age (years)	15 or younger	91	69.2	395	70.1	468	72.6
	16	740	63.8	1025	51.5	1612	62.0
	17	750	52.7	964	36.3	1568	47.5
	18	202	43.6	272	31.3	431	40.1
	19 or older	176	34.1	242	19.0	382	27.7
Gender	Female	980	54.2	1451	40.1	2221	50.1
	Male	979	55.9	1444	48.6	2237	55.8
Race/Ethnicity[a]	Amer. Indian/Alaska Native	9		18		24	
	Asian	137	72.3	224	68.8	340	74.4
	Black or African American	65	23.1	88	20.5	134	24.6
	Filipino	23		31	48.4	50	58.0
	Hispanic or Latino	470	43.4	675	34.2	1028	42.3
	Nat. Hawaiian/Pac. Islander	8		5	20.0	12	
	White	924	58.2	1346	45.1	2097	54.6
	Two or more races	323	61.3	511	50.3	776	58.6
First Language(s)[b]	English only	1420	53.7	2076	41.4	3201	50.7
	English and other lang(s)	335	55.2	505	51.5	771	57.7
	Lang(s) other than English	85	55.3	149	45.0	217	52.5
Home Language[c]	Cantonese	10		7		17	
	English	1610	54.8	2369	42.2	3654	51.5
	Hmong	0		1		1	
	Korean	16		18		33	87.9
	Mandarin (Putonghua)	16		33	84.8	46	89.1
	Pilipino (Tagalog)	7		15		19	
	Spanish	84	32.1	113	31.9	175	36.0
	Vietnamese	15		10		22	
	Other	84	47.6	161	54.0	220	57.7
Parent/Guardian Education Level[d]	Not a high school graduate	124	40.3	196	31.1	297	37.4
	High school graduate	304	42.8	381	31.5	613	40.8
	Some college (inc. AA deg.)	444	47.5	599	32.6	937	43.3
	College degree	527	58.4	807	47.6	1229	56.3
	Grad. school/post-graduate	375	70.9	633	60.8	944	69.0
Enrolled in Grade 12 or Below	Yes	1635	58.4	2505	48.0	3832	56.3
	No	315	36.8	382	21.5	610	32.5

(continued on next page)

Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2013–14 (cont.)

		Fall 2013		Spring 2014		Cumulative 2013–14	
		N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	1015	58.3	1548	46.2	2380	54.9
	Private	318	63.2	510	58.0	761	65.3
	Charter	238	50.4	383	40.5	572	48.1
Granted Testing Accommodation(s)	Yes	74	50.0	112	47.3	162	55.6
	No	1885	55.2	2786	44.3	4299	52.9

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.

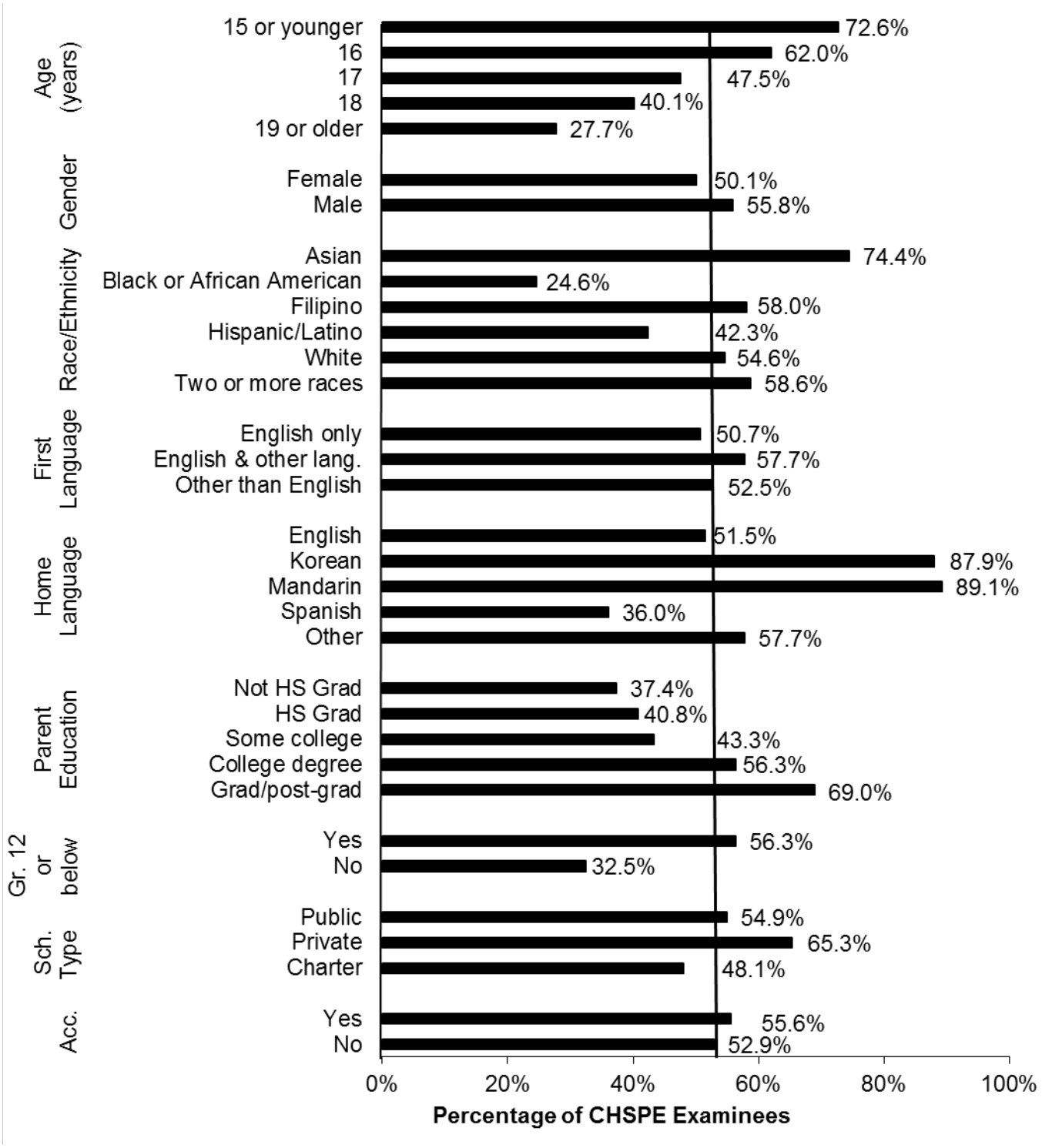
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[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, 2013–14



Note. Data are from Table 4.7. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 53.0 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 2013–14 administrations, and data about the extent of agreement among writing task scorers.

Descriptive Statistics

Descriptive statistics for each 2013–14 administration are provided in Tables 5.1, 5.2, and 5.3. 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 and 5.2 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 5.3 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 fall administration and lowest at the spring administration. The differences in performance on each multiple-choice test part across the two administrations ranged from approximately 0.4 (on the Language subtest) to 8.1 (on the Reading subtest) scale score points. Mean writing task scores ranged from about 6.73 at the fall administration to approximately 7.49 at the spring administration.

Table 5.1: CHSPE Descriptive Statistics, Fall 2013

	ELA Reading Subtest (TASK 3, Form B; N = 1,462)		ELA Language Subtest (TASK 3, Form B; N = 1,471)		Mathematics (TASK 2, Form B; N = 1,959)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	66.0	378.8	34.8	376.3	28.5	353.0
Std. Error of Mean	0.3	0.8	0.2	0.8	0.2	0.8
Median	69	381	36	377	29	353
Mode	73	395	40	396	29	353
Std. Deviation	11.4	32.4	6.7	30.4	8.8	34.3
Variance	130.8	1046.6	44.3	926.8	77.9	1174.2
Skewness	-1.5	-0.4	-0.8	-1.0	-0.1	0.2
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	2.9	1.4	0.7	16.0	-0.3	2.5
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	80	289	48	499	50	312
Minimum	3	197	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 5.2: CHSPE Descriptive Statistics, Spring 2014

	ELA Reading Subtest (TASK 2, Form B; N = 2,426)		ELA Language Subtest (TASK 2, Form B; N = 2,489)		Mathematics (TASK 2, Form F; N =2,898)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.7	370.7	37.4	375.9	26.8	348.9
Std. Error of Mean	0.2	0.6	0.1	0.7	0.2	0.7
Median	68	372	38	372	26	344
Mode	69	375	41	388	23	335
Std. Deviation	10.8	31.0	6.2	34.0	9.5	36.6
Variance	116.6	961.2	38.9	1156.5	91.0	1337.2
Skewness	-1.5	-0.5	-0.9	-0.1	0.2	0.7
Std. Error of Skewness	0.0	0.0	0.0	0.0	0.0	0.0
Kurtosis	3.3	1.8	1.4	6.7	-0.7	1.6
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	81	314	48	486	50	315
Minimum	2	168	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 5.3: CHSPE Writing Task Descriptive Statistics, 2013-14

	Fall 2013 (TASK 1)	Spring 2014 (TASK 3)
N	1471	2489
Mean	6.73	7.49
Median	7	8
Mode	8	8
Std. Deviation	1.95	1.90
Range	10	10
Minimum	0	0
Maximum	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 5.4 and 5.5 show cross tabulations of the two readers for each response for each administration. Table 5.6 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 5.4: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Fall 2013

		Reader 2							
		Blank[a]	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	39	0	0	0	0	0	0	39
	Off-topic	0	1	0	0	0	0	0	1
	1	0	0	21	7	0	0	0	28
	2	0	0	1	103	31	1	0	136
	3	0	0	0	18	466	72	0	556
	4	0	0	0	2	40	529	33	604
	5	0	0	0	0	0	22	85	107
	Total	39	1	22	130	537	624	118	1471

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 5.5: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Spring 2014

		Reader 2							
		Blank[a]	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	41	0	0	0	0	0	0	41
	Off-topic	0	2	0	0	0	0	0	2
	1	0	0	24	4	0	0	0	28
	2	0	0	3	95	25	2	0	125
	3	0	0	0	21	493	115	2	631
	4	0	0	0	0	68	1033	84	1185
	5	0	0	0	0	1	88	388	477
	Total	41	2	27	120	587	1238	474	2489

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: Reader Agreement, CHSPE Writing Task Scores, First Two Reads, 2013–14 (excluding Blanks)

	Fall 2013		Spring 2014		Total for Year	
Reader Agreement	N	%	N	%	N	%
Exact Agreement	1205	84.1	2035	83.1	3240	83.5
Adjacent (1 point difference)	224	15.6	408	16.7	632	16.3
Non-adjacent (>1 point difference)	3	.2	5	.2	8	0.2
Total	1432	100.0	2448	100.0	3880	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 83.5 percent of the 3,240 essays scored in the year, readers 1 and 2 (scoring independently) agreed on the score. On only eight 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.)

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Section 6: Administration and Revenue Information

This section of the report provides data about the 2013–14 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 both 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 four 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, 2013–14

	Fall 2013	Spring 2014	Total
Registrants:			
Transfers In[a]	41	36	77
+ Regular	1404	2093	3497
+ Late	526	870	1396
+ Emergency	271	201	472
= Total Registrants	**2242**	**3200**	**5442**
- Withdrawals	2	6	8
- Transfers Out[b]	57	73	130
- Absentees	106	131	237
- Non-Attempted[c]	1	0	1
= Total Tested	**2076**	**2990**	**5066**
- Examinees with invalidated scores	0	1	1
= All Examinees	**2076**	**2989**	**5065**

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 two administrations combined. As shown in Table 6.2 and 6.3, a total of 74 test sites were used during the year, including two incarceration facilities. Ten 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 3.6 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 though 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 79 registrants were approved for alternate date testing. There were 40 testing irregularities reported during the year. Twenty-one were examinee irregularities.

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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, 2013–14

Site		Fall 2013		Spring 2014	
#	Name	Reg.	Tested	Reg.	Tested
0101-E	Hayward High School	95	91	139	125
0180-A	Hayward High School	2	2	1	1
0401	Pleasant Valley High School, Chico	13	11	28	24
0480-A	Pleasant Valley High School, Chico	0	0	1	1
0701	College Park High School, Pleasant Hill	50	46	60	57
0901	El Dorado COE, Diamond Springs	20	19	30	27
1001-E	Clovis High School	49	48	61	58
1080-A	Clovis High School	0	0	1	1
1201	Humboldt COE, Eureka	9	7	9	8
1280-A	Humboldt COE, Eureka	0	0	0	0
1301	Cal Works One Stop, El Centro	12	12	23	21
1501	Kern Cnty. Child Dev. and Svcs., Bakersfield	29	27	44	41
1590-SA	Law Office of D. Rodriguez	1	1	1	1
1701	Lake COE, Lakeport	6	6	6	6
1801	Lassen COE, Susanville	3	3	1	1
1901	University Senior High School, Los Angeles	90	87	90	85
1902	Palmdale HS/Antelope Valley HS	33	30	41	38
1903	Glendale Community College, Glendale	143	135	121	117
1904-E	El Camino Real High School, Woodland Hills	137	130	301	286
1905-E	South Hills High School, West Covina	91	89	151	145
1980-A	Glendale Adventist Academy	19	19	26	25
1990-SA	Examinee's Home	1	1	N/A	N/A
2001	Madera COE	4	4	4	4
2101	Madrone High School, San Rafael	22	19	22	22
2301	Mendocino COE, Ukiah	5	4	9	9
2401	Merced COE	4	4	24	23
2601	Mono COE, Mammoth Lakes	0	0	6	5
2701	Salinas Education Center, Salinas	6	6	18	17
2790-SA	Pacific Grove Community High, Pacific Grove	1	1	N/A	N/A
2801	Napa COE, Napa	13	13	30	30
2901	Nevada Union High School, Grass Valley	9	9	20	16
3002	Fullerton Community College	53	52	65	64
3004	Harbor Learning Center/OCDE/Whittier Law	99	91	151	140
3005-E	Los Alamitos High School	76	71	99	91
3101	Placer COE Annex, Auburn	29	28	37	35
3170-I	Placer County Juvenile Detention, Auburn	4	3	1	1
3301-E	Gage Middle School, Riverside	97	94	101	93
3302	Palm Springs High School	20	20	32	28
3303	West Valley High, Hemet	44	42	59	57
3380-A	La Sierra Academy, Riverside	1	1	23	23
3401-E	Sacramento COE	98	95	120	111
3402	Valley High School, Sacramento	37	36	66	61
3480-A	Sacramento COE	2	2	2	2

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Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2013–14 (cont.)

Site		Fall 2013		Spring 2014	
#	Name	Reg.	Tested	Reg.	Tested
3501	San Andreas Continuation HS, Hollister	9	9	9	9
3601	San Bernardino County Supt. of Schools	75	72	121	113
3701	Helix Charter High School, La Mesa	27	27	42	41
3702-E	Palomar Community College, San Marcos	75	72	140	130
3703	Southwest High School, San Diego	20	20	27	27
3704-E	Mt. Everest Academy, San Diego	35	34	69	63
3780-A	San Diego Academy	1	1	0	0
3801	Ida B. Wells High School, San Francisco	22	19	30	27
3901	San Joaquin COE, Stockton	16	16	32	31
3902	Lincoln High School, Stockton	18	16	30	28
4001	North County Christian School, Atascadero	25	25	29	28
4080-A	North County Christian School, Atascadero	0	0	0	0
4099-I	Grizzly Youth Academy, San Luis Obispo	8	8	8	8
4101	Mills High School, San Mateo	N/A	N/A	20	20
4102	Sequoia High School, Redwood City	30	28	27	24
4190-SA	Sequoia High School District	1	1	N/A	N/A
4201	San Marcos High School, Santa Barbara	15	13	27	25
4301-E	Santa Clara HS/Buchser MS, San Jose	80	77	99	93
4302	William C. Overfelt High School, San Jose	94	83	120	114
4401	Santa Cruz COE, Capitola	13	13	30	28
4501-E	Shasta College, Redding	16	16	30	30
4701	Siskiyou COE, Yreka	1	1	1	1
4801	Solano COE, Fairfield	31	30	30	29
4901	Sonoma COE, Santa Rosa	34	33	51	44
4902	Sonoma Valley High School, Sonoma	6	5	2	1
4990-SA	Petaluma JUSD	N/A	N/A	1	1
5001	Peterson Alternative Center, Modesto	23	20	31	30
5401	Tulare COE, Visalia	16	16	21	18
5501	Tuolumne County Supt. of Schools, Sonora	7	7	7	6
5580-A	Tuolumne County Supt. of Schools, Sonora	0	0	0	0
5601-E	Ventura COE/High School, Camarillo	48	45	100	92
5701	Yolo COE, Woodland	11	10	29	28
	Withdrawn	2	0	6	0
	Transfers	56	0	7	0
	Total	**2242**	**2076**	**3200**	**2989**

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), 2013–14

Site		Registrants		Tested	
#	Name	Total	Avg.	Total	Avg.
0101-E	Hayward High School	234	117	216	108
0180-A	Hayward High School	3	2	3	2
0401	Academy for Change, Chico	41	21	35	18
0480-A	Academy for Change, Chico	1	1	1	1
0701	College Park High School, Pleasant Hill	110	55	103	52
0901	El Dorado COE, Diamond Springs	50	25	46	23
1001-E	Clovis High School	110	55	106	53
1080-A	Clovis High School	1	1	1	1
1201	Humboldt COE, Eureka	18	9	15	8
1280-A	Humboldt COE, Eureka	0	0	0	0
1301	One Stop of Imperial County, El Centro	35	18	33	17
1501	Kern COE, Bakersfield	73	37	68	34
1590-SA	Law Office of D. Rodriguez	2	1	2	1
1701	Lake COE, Lakeport	12	6	12	6
1801	Lassen COE, Susanville	4	2	4	2
1901	University Senior High School, Los Angeles	180	90	172	86
1902	Antelope Valley High School, Lancaster	74	37	68	34
1903	Glendale Community College, Glendale	264	132	252	126
1904-E	El Camino Real High School, Woodland Hills	438	219	416	208
1905-E	South Hills High School, West Covina	242	121	234	117
1980-A	Glendale Adventist Academy	45	23	44	22
1990-SA	Examinee's Home	1	1	1	1
2001	Madera COE	8	4	8	4
2101	Madrone High School, San Rafael	44	22	41	21
2301	Mendocino COE, Ukiah	14	7	13	7
2401	Merced COE	28	14	27	14
2601	Mono COE, Mammoth Lakes	6	3	5	3
2701	North Salinas High School	24	12	23	12
2790-SA	Pacific Grove Community High, Pacific Grove	1	1	1	1
2801	Napa COE	43	22	43	22
2901	Nevada Union High School, Grass Valley	29	15	25	13
3002	Fullerton Community College	118	59	116	58
3004	Orange Co. Dept. of Ed., Costa Mesa	250	125	231	116
3005-E	Los Alamitos High School	175	88	162	81
3101	Placer COE, Auburn	66	33	63	32
3170-I	Placer County Juvenile Detention, Auburn	5	3	4	2
3301-E	Gage Middle School, Riverside	198	99	187	94
3302	Palm Springs High School	52	26	48	24
3303	West Valley High, Hemet	103	52	99	50
3380-A	La Sierra Academy, Riverside	24	12	24	12
3401-E	Sacramento COE	218	109	206	103
3402	Valley High School, Sacramento	103	52	97	49
3480-A	Sacramento COE	4	2	4	2

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Table 6.3: Total CHSPE Registrants and Total Tested by Test Site (Cumulative), 2013–14 (cont.)

Site		Registrants		Tested	
#	Name	Total	Avg.	Total	Avg.
3501	San Andreas Continuation HS, Hollister	18	9	18	9
3601	San Bernardino County Supt. of Schools	196	98	185	93
3701	Helix Charter High School, La Mesa	69	35	68	34
3702-E	Palomar Community College, San Marcos	215	108	202	101
3703	Southwest High School, San Diego	47	24	47	24
3704	Mt. Everest Academy, San Diego	104	52	97	49
3780-A	San Diego Academy	1	1	1	1
3801	Ida B. Wells High School, San Francisco	52	26	46	23
3901	San Joaquin COE, Stockton	48	24	47	24
3902	Lincoln High School, Stockton	48	24	44	22
4001	North County Christian School, Atascadero	54	27	53	27
4080-A	North County Christian School, Atascadero	0	0	0	0
4099-I	Grizzly Youth Academy, San Luis Obispo	16	8	16	8
4101	Mills High School, San Mateo	20	20	20	20
4102	Sequoia High School, Redwood City	57	29	52	26
4190-SA	Sequoia High School District	1	1	1	1
4201	San Marcos High School, Santa Barbara	42	21	38	19
4301-E	Santa Clara High School, San Jose	179	90	170	85
4302	William C. Overfelt High School, San Jose	214	107	197	99
4401	Santa Cruz COE, Capitola	43	22	41	21
4501-E	Shasta College, Redding	46	23	46	23
4701	Siskiyou COE, Yreka	2	1	2	1
4801	Solano COE, Fairfield	61	31	59	30
4901	Sonoma COE, Santa Rosa	85	43	77	39
4902	Sonoma Valley High School, Sonoma	8	4	6	3
4990-SA	Petaluma JUSD	1	1	1	1
5001	Peterson Alternative Center, Modesto	54	27	50	25
5401	Tulare COE, Visalia	37	19	34	17
5501	Tuolumne County Supt. of Schools, Sonora	14	7	13	7
5580-A	Tuolumne County Supt. of Schools, Sonora	0	0	0	0
5601-E	Ventura High School, Camarillo	148	74	137	69
5701	Yolo COE, Woodland	40	20	38	19
	Withdrawn	8	4	--	--
	Transfers	63	32	--	--
	Total:	**5442**	**2731**	**5065**	**2543**

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, 2013–14

Time Period	Fall 2013	Spring 2014	Total
Accommodations with processed requests	89	127	216
Accommodations processed & denied/partial documentation	(2)	(11)	(13)
Examinees Approved for Accommodations	**87**	**116**	**203**
Approved Accommodations by Type:			
Extra time: time and a half (an additional 1.75 hours)	63	89	152
Small-group setting	37	47	84
Computer for writing task	9	20	29
Extra time: double time (an additional 3.5 hours)	8	13	21
Frequent breaks	13	16	29
Record answers in test booklet	9	8	17
Large print	1	3	4
Read directions and questions for only mathematics	1	0	1
Reed directions and questions for math and language	2	3	5
Scribe	0	1	1
Magnifying equipment	0	2	2
Other:			
Late start	1	0	1
Manage blood sugar	2	2	4
Colored overlays	0	1	1
Individual testing	3	4	7
Use restroom repeatedly	0	1	1
Noise Buffers	7	12	19
Use of a pen and not a pencil	0	0	0
Seat in front of the room	1	0	1
Test individually at alternative site	4	2	6
Use of a native language English translation glossary	9	8	17
Proctor check to be sure tester understands directions	3	6	9
Sit in back of room to stand and stretch during exam	1	1	2
Use help dog	1	2	3
Examinee reads passages aloud with handheld device	0	1	1
Use dry erase surface for math calculations	1	1	2
Use computer to spell out numbers in math section	1	0	1
Sit with empty chairs around him and extra space	1	1	2
Sit in a large chair due to examinees size	0	1	1
May need to walk around	0	1	1
Total Approved Accommodations	**178**	**246**	**424**
Examinees Approved for Testing on Alternate Date	26	53	**79**

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. The numbers shown represent potential or reported irregularities. Many reported irregularities, once investigated, turn out to have been reported in error. 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, 2013–14

	Fall 2013	Spring 2014	Total
Examinee Irregularity	10	11	21
Test Center Staff Irregularity	0	1	1
Facility Irregularity	0	4	4
SCOE Irregularity	1	4	5
Security Breach	0	1	1
Complaint	0	2	2
Materials Irregularity	4	2	6
Total	15	25	40

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.

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.

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

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

Revenue Information

Table 6.6 shows CHSPE revenues deposited in 2013–14. 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, $22,707.00 was received in 2013–14 for administrations prior to that year. Revenue was also received during this time period ($350) for administrations after the spring 2014 administration.

Table 6.6: CHSPE Revenue Deposited and Refunds, 2013–14

	Administration				
	Pre-2013–14	Fall 2013	Spring 2014	Future Admins.	Total
Regular Registration	$15,312	$241,670	$348,040	$0	$605,022
Late Fee[a]	3,485	19,875	26,720	0	50,080
Emergency Fee[b]	3,585	6,700	4,975	0	15,260
Transfer[c]	50	2,050	1,700	350	4,150
Rescore Math section	125	100	400	0	625
Rescore ELA section	140	140	245	0	525
Rescore both sections	0	0	0	0	0
Overage[d]	10	439	760.69	0	1,209.69
Refund	(0)	(110)	(220)	0	(330)
Subtotal (Test Admin)	**$22,707.00**	**$270,864.00**	**$382,620.69**	**$350.00**	**$676,541.69**

Document Requests:	N	$
Duplicate Certificate	1141	28,525.00
Official Transcript	1808	27,120.00
Rush Service	994	14,910.00
Overage	14	67.70
Subtotal (Documents):	**$70,622.70**	
Total:	**$747,164.39**	

[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 2013–14, a total (after accounting for refunds) of $747,164.39 was received by SCOE and transmitted to the CDE. Registration fees (i.e., regular, late, and emergency) accounted for nearly 90 percent of the total revenue; document request fees accounted

for nearly all of the rest. In 2013–14, 1,141 requests for duplicate certificates and 1,808 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.

Ethnicity

Part 1 – Are you Hispanic or Latino?

□ Yes □ No

Part 2 – Mark one or more.

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

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

African American or Black
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Two or more races

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

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

Race (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 2013–14:

Administration	N	Percent
Fall 2013	125	6.0%
Spring 2014:	165	5.5%
Cumulative for year:	266	5.8%

Appendix C
Score Distribution Data

Table C1: Frequencies of CHSPE Mathematics Scale and Raw Scores, Fall 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
196	0	4	.2	343	26	85	4.3
196	1	2	.1	346	27	73	3.7
221	2	1	.1	350	28	83	4.2
236	3	2	.1	353	29	93	4.7
247	4	1	.1	356	30	86	4.4
256	5	2	.1	359	31	73	3.7
264	6	3	.2	363	32	64	3.3
270	7	1	.1	366	33	92	4.7
276	8	4	.2	370	34	69	3.5
281	9	4	.2	373	35	65	3.3
286	10	10	.5	377	36	79	4.0
291	11	12	.6	381	37	70	3.6
295	12	19	1.0	385	38	47	2.4
299	13	22	1.1	389	39	39	2.0
303	14	36	1.8	394	40	37	1.9
307	15	27	1.4	399	41	49	2.5
311	16	34	1.7	404	42	29	1.5
314	17	37	1.9	410	43	24	1.2
318	18	41	2.1	417	44	18	.9
321	19	55	2.8	424	45	21	1.1
324	20	56	2.9	433	46	16	.8
327	21	60	3.1	445	47	3	.2
331	22	69	3.5	460	48	9	.5
334	23	62	3.2	485	49	10	.5
337	24	77	3.9	508	50	2	.1
340	25	82	4.2		Total:	1,959	100.0

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

Figure C1: Histogram of CHSPE Mathematics Raw Scores, Fall 2013

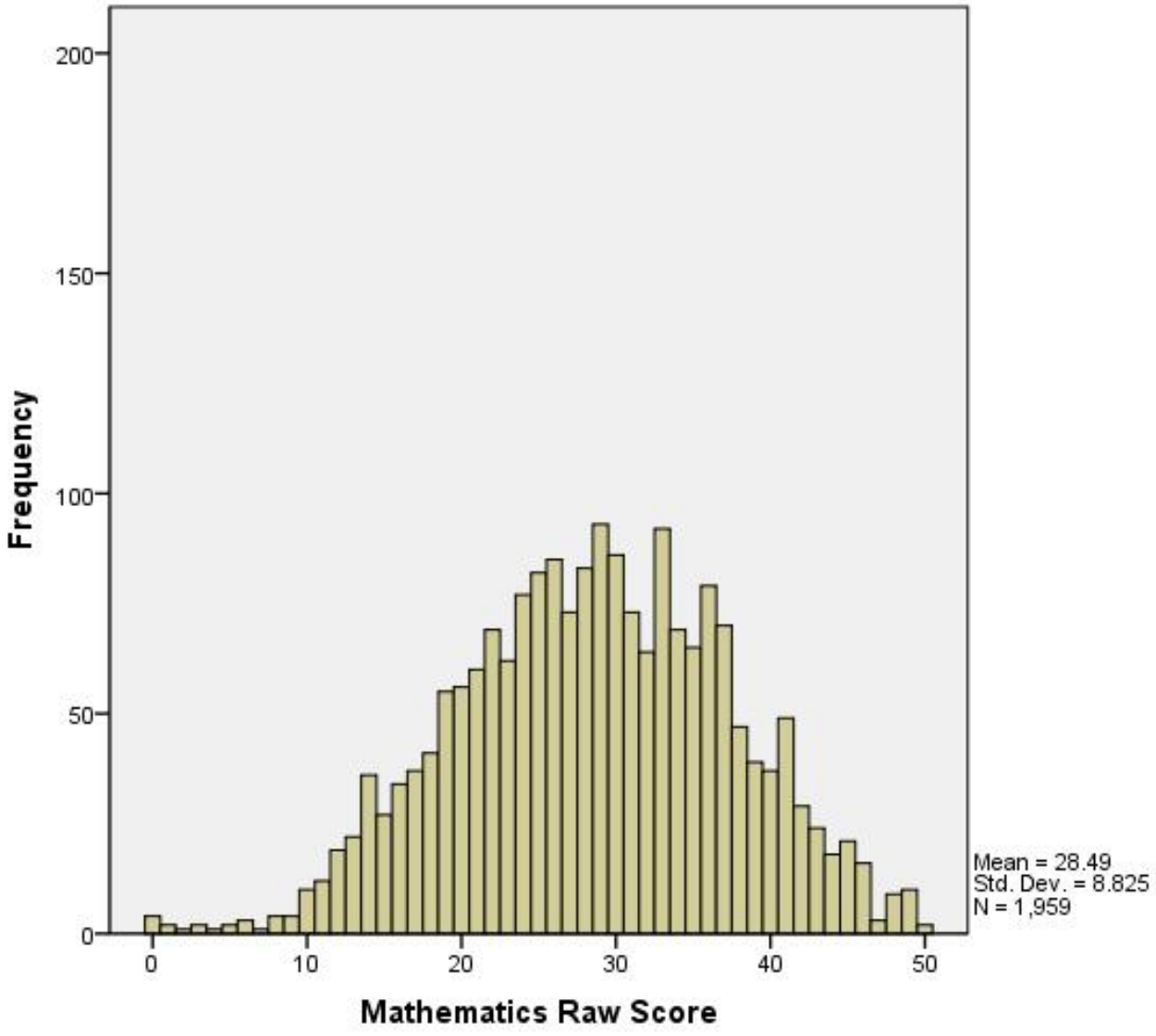

Table C2: Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2014

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	1	.0	344	26	108	3.7
195	1	1	.0	347	27	106	3.7
221	2	2	.1	350	28	99	3.4
236	3	1	.0	354	29	91	3.1
248	4	2	.1	357	30	80	2.8
257	5	4	.1	360	31	82	2.8
265	6	4	.1	363	32	79	2.7
271	7	5	.2	367	33	81	2.8
277	8	10	.3	370	34	91	3.1
283	9	9	.3	374	35	94	3.2
288	10	12	.4	378	36	63	2.2
292	11	40	1.4	381	37	71	2.4
297	12	38	1.3	386	38	58	2.0
301	13	53	1.8	390	39	60	2.1
305	14	69	2.4	394	40	54	1.9
308	15	85	2.9	399	41	56	1.9
312	16	84	2.9	405	42	37	1.3
315	17	105	3.6	411	43	46	1.6
319	18	109	3.8	417	44	34	1.2
322	19	113	3.9	425	45	31	1.1
325	20	100	3.5	434	46	27	.9
329	21	108	3.7	446	47	18	.6
332	22	110	3.8	461	48	16	.6
335	23	124	4.3	487	49	10	.3
338	24	97	3.3	510	50	8	.3
341	25	112	3.9		Total:	2,898	100.0

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

Figure C2: Histogram of CHSPE Mathematics Raw Scores, Spring 2014

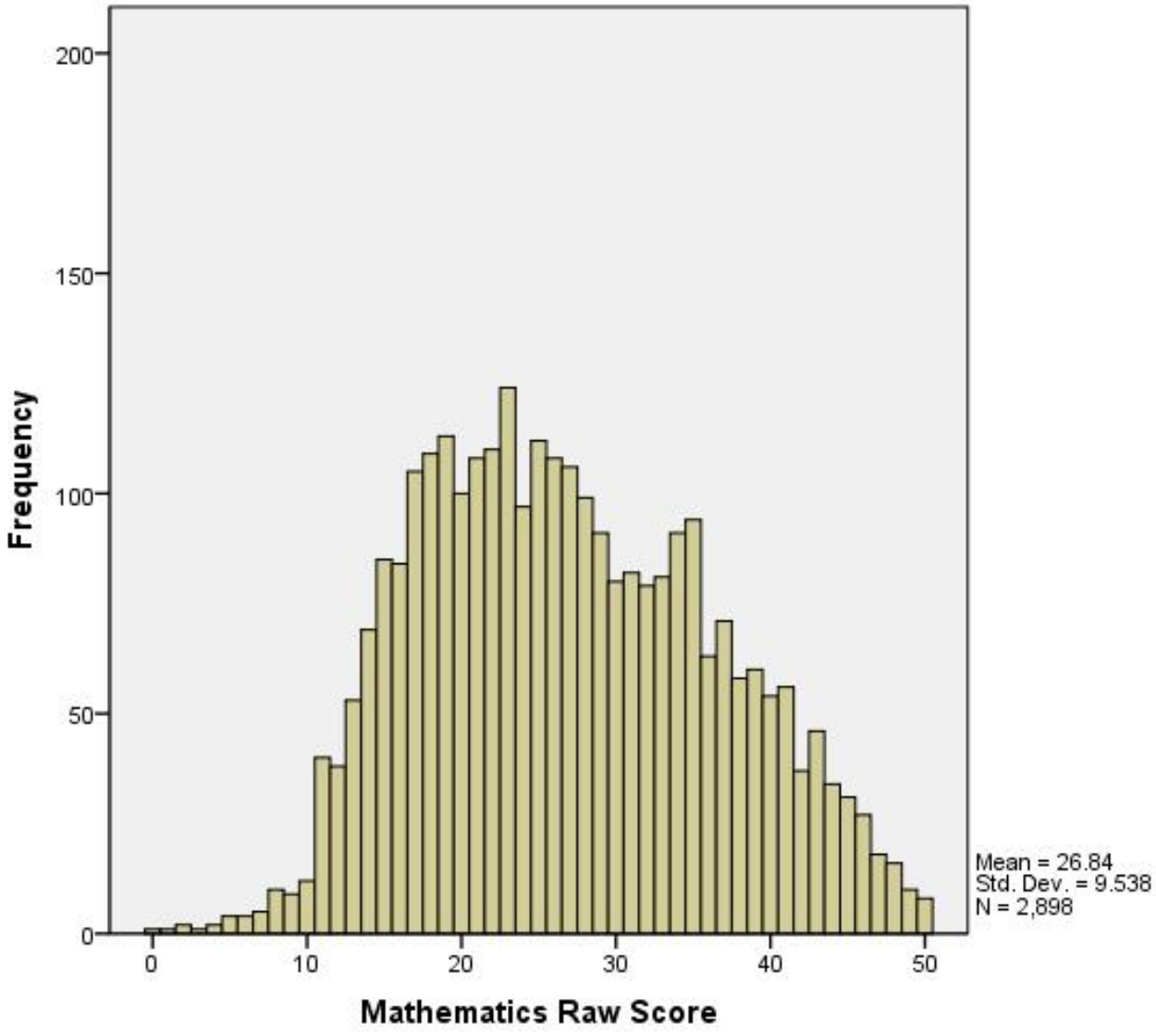

Table C3: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	1	.1	355	30	56	3.8
286	10	2	.1	358	31	69	4.7
291	11	1	.1	362	32	67	4.6
295	12	1	.1	365	33	84	5.7
299	13	2	.1	369	34	79	5.4
303	14	2	.1	373	35	83	5.6
306	15	8	.5	377	36	91	6.2
310	16	1	.1	381	37	80	5.4
313	17	6	.4	386	38	86	5.8
317	18	1	.1	391	39	89	6.1
320	19	11	.7	396	40	104	7.1
323	20	4	.3	402	41	82	5.6
326	21	19	1.3	408	42	53	3.6
330	22	15	1.0	416	43	66	4.5
333	23	20	1.4	425	44	47	3.2
336	24	29	2.0	436	45	26	1.8
339	25	23	1.6	451	46	11	.7
342	26	20	1.4	477	47	8	.5
345	27	35	2.4	499	48	2	.1
348	28	40	2.7				
352	29	47	3.2		Total:	1,471	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 C3: Histogram of CHSPE Language Subtest Raw Scores, Fall 2013

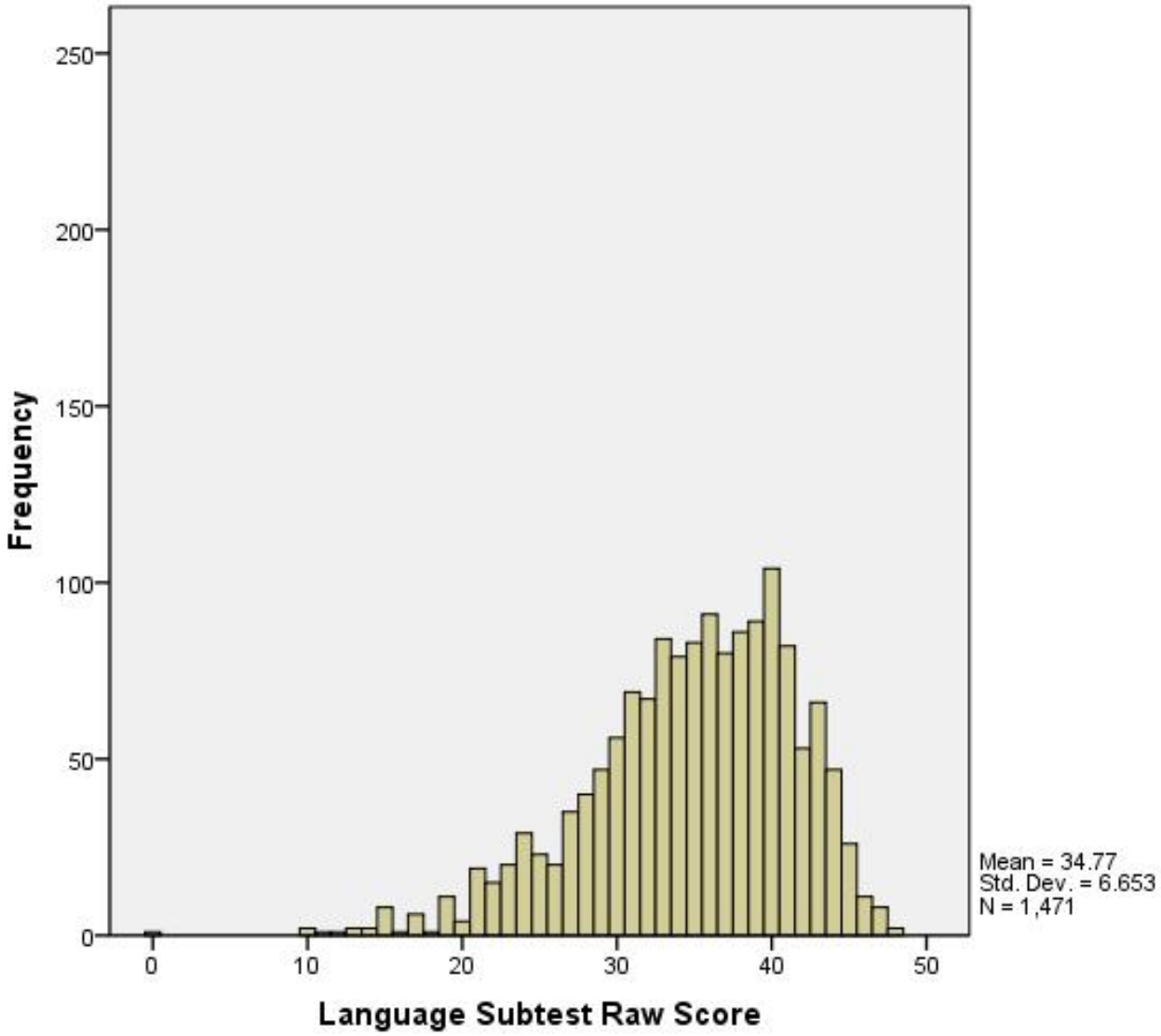

Table C4: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2014

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	1	.0	341	30	61	2.5
204	2	1	.0	344	31	77	3.1
270	10	1	.0	348	32	98	3.9
279	12	1	.0	351	33	78	3.1
283	13	2	.1	355	34	122	4.9
287	14	2	.1	359	35	110	4.4
294	16	6	.2	363	36	148	5.9
298	17	4	.2	367	37	155	6.2
301	18	5	.2	372	38	158	6.3
304	19	4	.2	377	39	159	6.4
308	20	8	.3	382	40	164	6.6
311	21	11	.4	388	41	180	7.2
314	22	11	.4	395	42	174	7.0
318	23	13	.5	402	43	148	5.9
321	24	16	.6	411	44	121	4.9
324	25	27	1.1	423	45	114	4.6
327	26	25	1.0	438	46	74	3.0
331	27	38	1.5	463	47	55	2.2
334	28	44	1.8	486	48	21	.8
337	29	52	2.1		Total:	2,489	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, Spring 2014

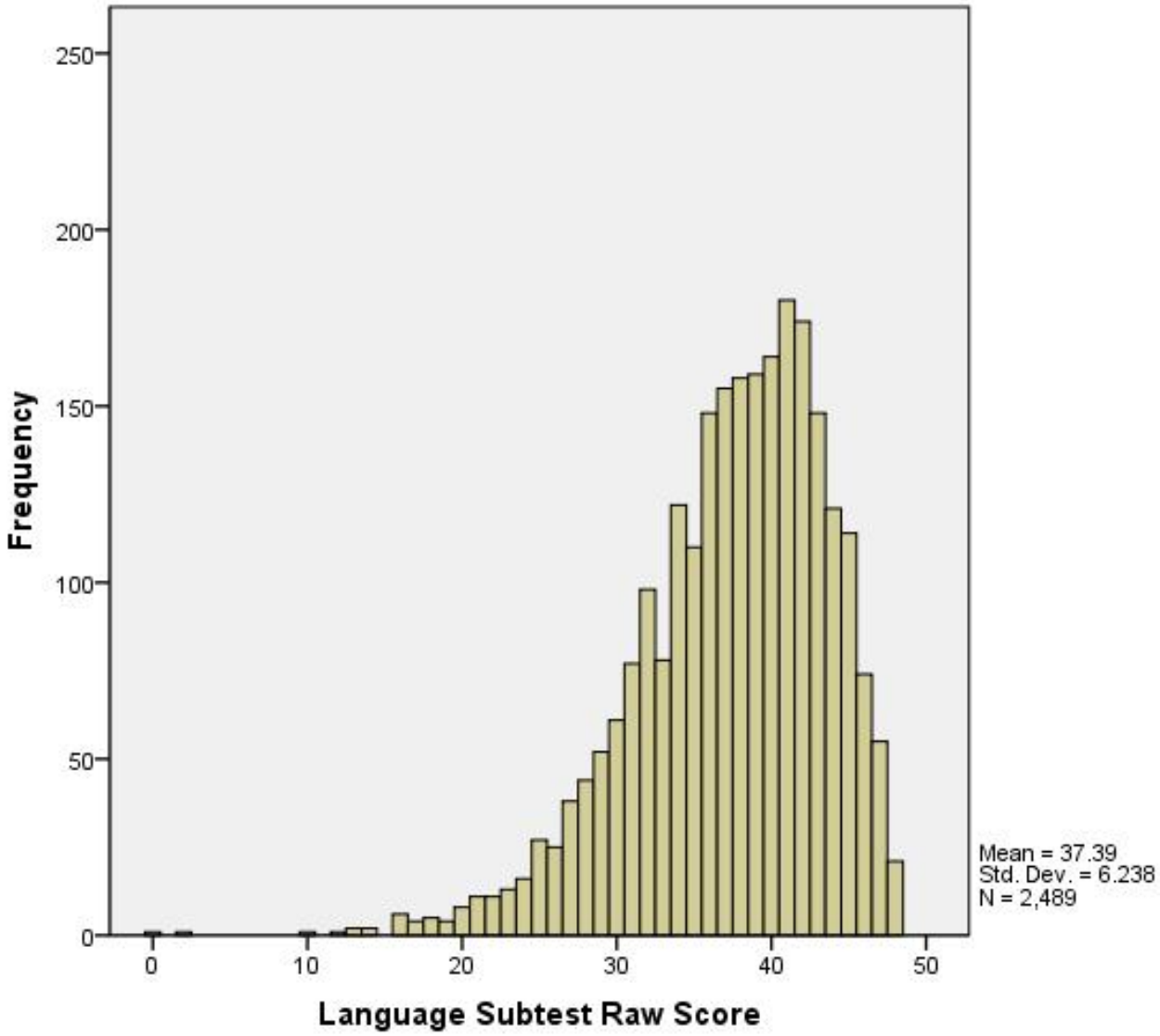

Table C5: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2013

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
197	3	1	.1	341	52	17	1.2
223	6	1	.1	343	53	13	.9
255	13	2	.1	345	54	18	1.2
268	17	1	.1	347	55	19	1.3
271	18	1	.1	349	56	21	1.4
276	20	1	.1	351	57	22	1.5
278	21	1	.1	353	58	21	1.4
283	23	1	.1	356	59	31	2.1
285	24	1	.1	358	60	26	1.8
292	27	1	.1	360	61	40	2.7
294	28	1	.1	362	62	47	3.2
298	30	6	.4	365	63	48	3.3
300	31	5	.3	367	64	36	2.5
302	32	4	.3	370	65	43	2.9
304	33	3	.2	373	66	53	3.6
306	34	5	.3	375	67	63	4.3
308	35	2	.1	378	68	57	3.9
310	36	2	.1	381	69	60	4.1
312	37	4	.3	384	70	58	4.0
314	38	6	.4	388	71	58	4.0
316	39	4	.3	391	72	76	5.2
318	40	7	.5	395	73	84	5.7
320	41	4	.3	399	74	60	4.1
322	42	7	.5	403	75	69	4.7
324	43	10	.7	408	76	64	4.4
325	44	11	.8	414	77	61	4.2
327	45	10	.7	420	78	41	2.8
329	46	2	.1	427	79	37	2.5
331	47	6	.4	435	80	30	2.1
333	48	6	.4	446	81	25	1.7
335	49	10	.7	461	82	10	.7
337	50	10	.7	486	83	3	.2
339	51	15	1.0		Total:	1,462	100.0

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

Figure C5: Histogram of CHSPE Reading Subtest Raw Scores, Fall 2013

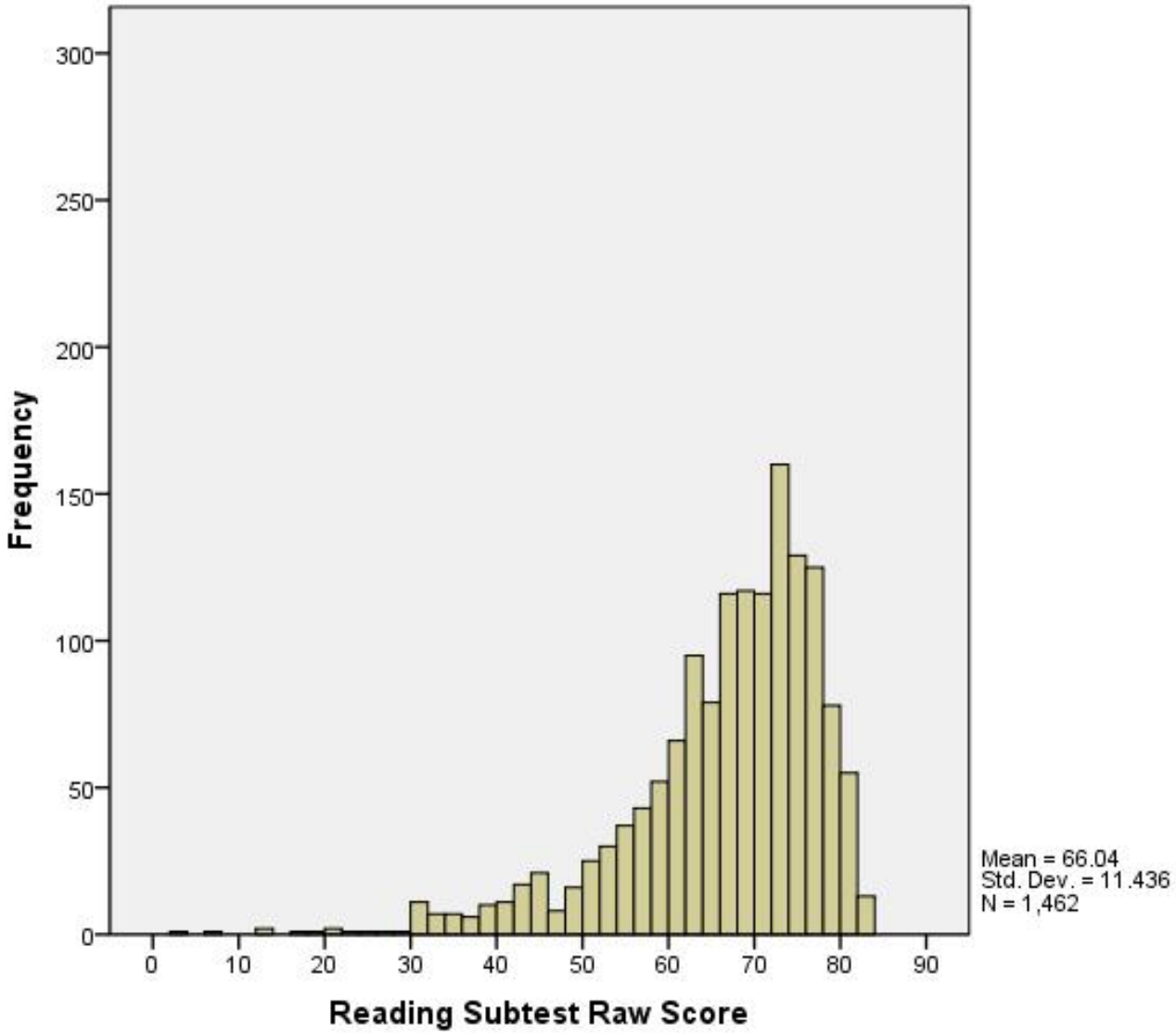

Table C6: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2014

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
168	2	1	.0	329	50	22	.9
217	7	1	.0	331	51	26	1.1
222	8	1	.0	333	52	27	1.1
244	13	1	.0	335	53	28	1.2
250	15	1	.0	337	54	28	1.2
253	16	1	.0	340	55	41	1.7
259	18	2	.1	342	56	41	1.7
262	19	1	.0	344	57	31	1.3
270	22	3	.1	346	58	47	1.9
273	23	4	.2	349	59	57	2.3
275	24	2	.1	351	60	62	2.6
277	25	2	.1	353	61	72	3.0
280	26	1	.0	356	62	71	2.9
282	27	3	.1	358	63	81	3.3
284	28	3	.1	361	64	74	3.1
286	29	4	.2	364	65	73	3.0
288	30	4	.2	366	66	82	3.4
291	31	1	.0	369	67	104	4.3
293	32	4	.2	372	68	105	4.3
295	33	2	.1	375	69	123	5.1
297	34	2	.1	378	70	108	4.5
299	35	4	.2	382	71	117	4.8
301	36	5	.2	386	72	107	4.4
303	37	7	.3	389	73	113	4.7
305	38	1	.0	394	74	112	4.6
307	39	5	.2	398	75	118	4.9
309	40	12	.5	403	76	103	4.2
311	41	6	.2	409	77	87	3.6
313	42	12	.5	415	78	65	2.7
315	43	5	.2	422	79	50	2.1
317	44	7	.3	431	80	37	1.5
319	45	16	.7	442	81	17	.7
321	46	16	.7	457	82	5	.2
323	47	11	.5	482	83	5	.2
325	48	17	.7				
327	49	19	.8		Total:	2,426	100.0

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

Figure C6: Histogram of CHSPE Reading Subtest Raw Scores, Spring 2014

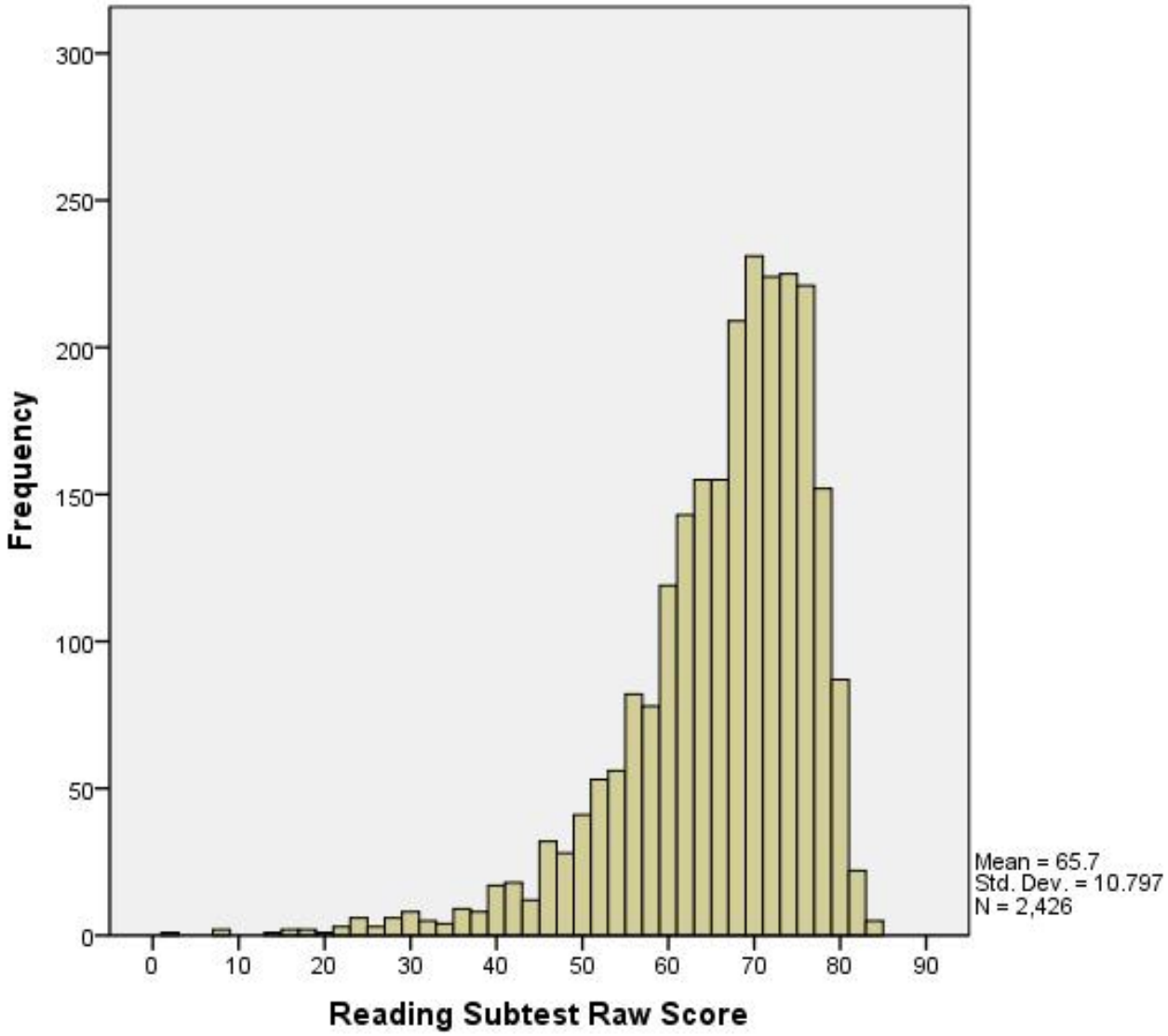

Table C7: Frequencies of CHSPE Writing Task Final Scores, Fall 2013

	Fall 2013					
	All Examinees			Examinees Making First Attempt		
Score	N	%	Cum. %	N	%	Cum. %
10	85	5.8	5.8	81	6.2	6.2
9	55	3.7	9.5	51	3.9	10.1
8	529	36.0	45.5	486	37.3	47.4
7	112	7.6	53.1	101	7.8	55.2
6	469	31.9	85.0	403	30.9	86.1
5	49	3.3	88.3	37	2.8	88.9
4	103	7.0	95.3	82	6.3	95.2
3	8	.5	95.9	8	.6	95.9
2	21	1.4	97.3	18	1.4	97.2
Off-topic	1	.1	97.3	1	.1	97.3
Blank	39	2.7	100.0	35	2.7	100.0
Total	1,471	100.0		1,303	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 C8: Frequencies of CHSPE Writing Task Final Scores, Spring 2014

	Spring 2014					
	All Examinees			Examinees Making First Attempt		
Score	N	%	Cum. %	N	%	Cum. %
10	388	15.6	15.6	374	16.1	16.1
9	172	6.9	22.5	163	7.0	23.1
8	1035	41.6	64.1	972	41.9	65.0
7	183	7.4	71.4	175	7.5	72.6
6	496	19.9	91.4	447	19.3	91.9
5	46	1.8	93.2	33	1.4	93.3
4	95	3.8	97.0	90	3.9	97.2
3	7	.3	97.3	7	.3	97.5
2	24	1.0	98.3	21	.9	98.4
Off-topic	2	.1	98.4	1	.0	98.4
Blank	41	1.6	100.0	37	1.6	100.0
Total	2,489	100.0		2,320	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 C7: Histogram of CHSPE Writing Task Final Scores, Fall 2013

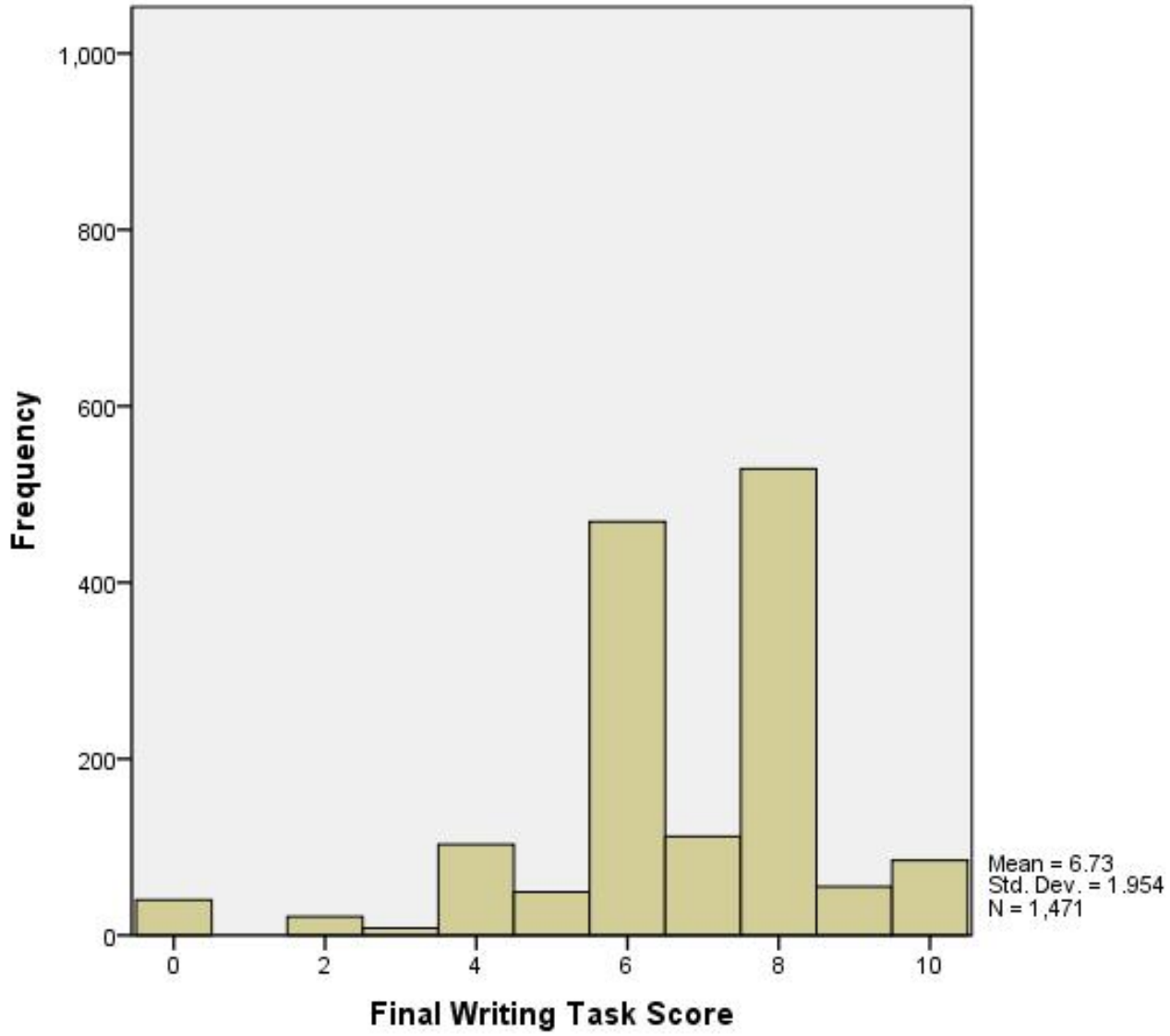
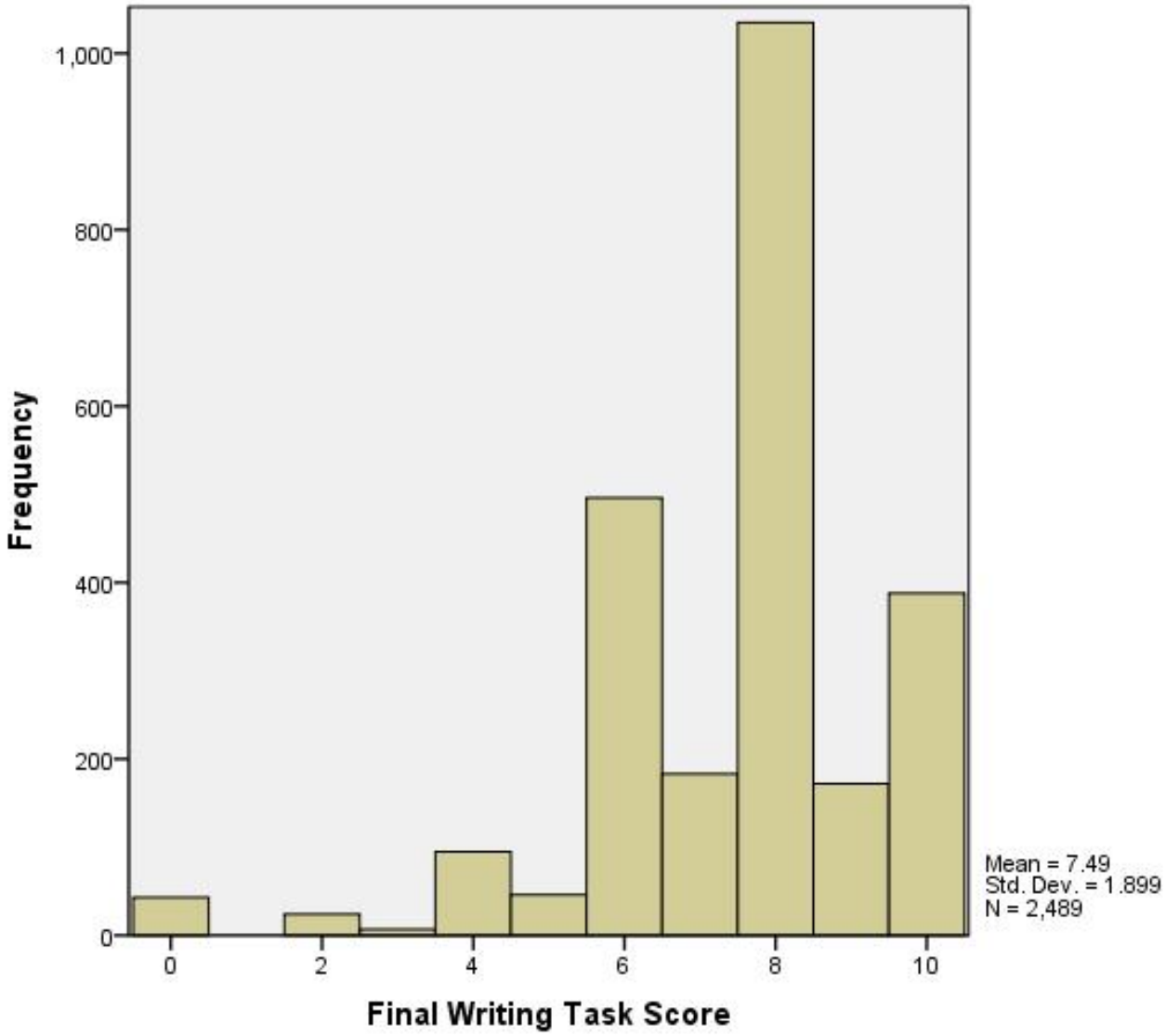
Figure C8: Histogram of CHSPE Writing Task Final Scores, Spring 2014