



CHSPE

**California High School
Proficiency Examination**

2014–15 Annual Report

Prepared by the

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

for the

California Department of Education

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Executive Summary

The California High School Proficiency Examination (CHSPE) is a voluntary exam that assesses skills in English-language arts (ELA) 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. (EDS¹), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a commercially available, nationally normed test be used as the CHSPE, SCOE has used *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 ELA section. The ELA section includes a Reading subtest and a Language subtest, which includes a writing task. To pass the ELA section, examinees must pass both subtests. Examinees must pass both CHSPE sections to earn a Certificate of Proficiency.

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,

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.

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 three CHSPE administrations in 2014–15: (fall) October 2014 (spring) March 2015 and (summer) June 2015. 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 2014–15 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 (ELA) section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Data are provided for each administration and cumulatively (unduplicated counts) for the year. Data are for all examinees (i.e., the total number of examinees who attempted any test part of the CHSPE at an administration), first-time examinees (i.e., examinees who had never before attempted any part of the CHSPE), and retesters (i.e., examinees who had previously attempted at least one part of the CHSPE). Because a new version of the CHSPE was introduced in 2004, first-time examinees and retesters are defined using the spring 2004 administration as the starting point.

As shown in Table A, a total of 6,757 unique examinees took one or more parts of the CHSPE in 2014–15. Most of these examinees (87.8 percent) took both sections. As shown on In Table A 98.7 percent of all first-time examinees took both sections. Retesters attempted the math section more often than the ELA section.

Table A: CHSPE Examinee Participation, 2014–15

	Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
	N	%	N	%	N	%	N	%
All Examinees	2607	100.0	3085	100.0	2404	100.0	6757	100.0
Attempted both ELA and Mathematics	1962	75.3	2386	77.3	1607	66.8	5935	87.8
Attempted ELA (Language and Reading)	1999	76.7	2428	78.7	1661	69.1	6004	88.9
Attempted ELA Language	2077	79.7	2533	82.1	1833	76.2	6118	90.5
Attempted ELA Reading	2104	80.7	2523	81.8	1758	73.1	6126	90.7
Attempted Mathematics	2501	95.9	2959	95.9	2232	92.8	6608	97.8
First-Time Examinees	1953	100.0	2389	100.0	1607	100.0	5949	100.0
Attempted both ELA and Mathematics	1917	98.2	2351	98.4	1567	97.5	5872	98.7
Attempted ELA (Language and Reading)	1939	99.3	2373	99.3	1593	99.1	5920	99.5
Attempted ELA Language	1945	99.6	2377	99.5	1600	99.6	5933	99.7
Attempted ELA Reading	1943	99.5	2380	99.6	1597	99.4	5925	99.6
Attempted Mathematics	1931	98.9	2366	99.0	1579	98.3	5898	99.1
Retesters	654	100.0	696	100.0	797	100.0	808	100.0
Attempted both ELA and Mathematics	45	6.9	35	5.0	40	5.0	63	7.8
Attempted ELA (Language and Reading)	60	9.2	55	7.9	68	8.5	84	10.4
Attempted ELA Language	132	20.2	156	22.4	233	29.2	185	22.9
Attempted ELA Reading	161	24.6	143	20.5	161	20.2	201	24.9
Attempted Mathematics	570	87.2	593	85.2	653	81.9	710	87.9

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

For the three 2014–15 administrations cumulatively, among all examinees:

- The majority were 16 years old (37.9 percent) or 17 years old (35.2 percent).
- Just over fifty percent of the examinees were males.
- The largest group of examinees (46.1 percent) reported that they were White.
- The next largest group (23.7 percent) indicated that they were Hispanic or Latino and 17.8 percent were categorized as two or more races. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.)

- The majority of examinees (72.4 percent) reported that English was the only language they learned as children, and most (82.1 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.
 - The largest number of examinees (69.8 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 (89.3 percent) were enrolled in grade twelve or below, and most of them (63.6 percent) were enrolled in a non-charter public school.
- Three-point-six percent of the examinees were granted one or more testing accommodations, maintaining the same rate as the year before.
- There was very little difference demographically between all examinees and first-time examinees (who were 88 percent of all examinees).

Examinee Performance

Passing Rates

Table B provides CHSPE passing rates by administration and cumulatively for 2014–15. 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).

Table B: CHSPE Passing Rates, 2014–15

	Fall 2014			Spring 2015			Summer 2015			Cumulative 2014–15		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
All Examinees												
Both ELA and Mathematics	1962	1012	51.6	2386	1262	52.9	1607	771	48.0	5935	3685	62.1
ELA (Language and Reading)	1999	1507	75.4	2428	1803	74.3	1661	1145	68.9	6004	4755	79.2
ELA Language	2077	1688	81.3	2533	2028	80.1	1833	1380	75.3	6118	5096	83.3
ELA Reading	2104	1773	84.3	2523	2160	85.6	1758	1439	81.9	6126	5372	87.7
Mathematics	2501	1453	58.1	2959	1727	58.4	2232	1215	54.4	6608	4395	66.5
Examinees Making First Attempt												
Both ELA and Mathematics	1917	1009	52.6	2351	1259	53.6	1567	771	49.2	5872	3059	52.1
ELA (Language and Reading)	1941	1486	76.6	2374	1786	75.2	1593	1126	70.7	5922	4407	74.4
ELA Language	1949	1615	82.9	2381	1921	80.7	1607	1228	76.4	5937	4764	80.2
ELA Reading	1947	1653	84.9	2384	2067	86.7	1598	1340	83.9	5929	5060	85.3
Mathematics	1935	1139	58.9	2377	1433	60.3	1590	933	58.7	5902	3505	59.4

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

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 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 2014–15, 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 32–34 for information about how the administration data and the cumulative data are related.)

As shown in Table B, 62.1 percent of the 5,935 unique examinees who, in 2014–15, attempted the entire CHSPE at least once passed both sections and earned a Certificate of Proficiency. Passing rates on the ELA section were higher than passing rates on the Mathematics section. Passing rates on the ELA Reading subtest were higher than passing rates on the ELA subtest across all administrations. The pass rates of the two subtests were almost identical over the fiscal year. At all administrations, the passing rates of examinees making their first attempt were slightly higher than the passing rates of all examinees (which includes both first-time examinees and retesters). Cumulatively across the three administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees. This situation occurs because examinees can retake the parts they don't pass and as a result, the pass rate for all examinees in some cases includes success after multiple attempts.

Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections. Table C shows the number of Certificates of Proficiency awarded for each administration since 2010. 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). Between 95-98% 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 2010 ranged from about 37.0 percent (summer 2013) to 54.2 percent (fall 2014). A total of 18,735 Certificates of Proficiency have been awarded since 2010.

**Table C: Number of Examinees Awarded Certificates of Proficiency
by Administration Since 2010**

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
<u>2010</u>							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
<u>2011</u>							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
Fall	1854	1827	421	82	144	647	35.4
<u>2012</u>							
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
<u>2013</u>							
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
<u>2014</u>							
Spring	2989	2971	1022	51	138	1211	40.8
Fall	2607	2566	1053	73	264	1390	54.2
<u>2015</u>							
Spring	3085	3040	1298	78	257	1633	53.7
Summer	2404	2357	803	115	241	1159	49.2
					TOTAL:	18,735	

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 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.

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

Gender: Female examinees slightly outscored their male counterparts in cumulative passing rates 63.4 percent to 60.9 percent, respectively.

Race/Ethnicity: Race/ethnicity is associated with relatively large differences in passing rates. On each of the three test parts, Asian examinees, Filipino 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 (25 or fewer).

First Language(s): Examinees whose first language(s) were English and another language(s) had a higher cumulative passing rate (63.6 percent) than examinees whose first language was English only (61.8 percent) or whose first language was other than English (51.9 percent).

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

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

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 68 test sites were used during the year, including one incarceration facility.
- Ten sites were used for alternate date testing and twelve for emergency registration.
- Approximately 3.7 percent of the examinees at each administration were provided accommodations.
 - The most frequent accommodation approved for 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 120 registrants were approved for alternate date testing.

- There were 71 testing irregularities reported during the year.
 - Twenty-six were examinee irregularities.

Revenue Information

All CHSPE revenue is made payable to the CDE, received by SCOE, and then transported by SCOE courier to the CDE. A total of \$1,096,058.80 in CHSPE revenue was deposited in 2014–15 (after accounting for refunds), including \$148.80 for administrations prior to that year. Registration fees accounted for nearly 94 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 ELA 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 Certificate of Proficiency 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. (EDS³), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a commercially available, nationally normed test be used as the CHSPE, SCOE has used *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition.⁴

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 2014–15 administrations, and Section 4 presents data about the performance of those examinees and 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 2014, using the same tests and test structure. This was later extended through June of 2016.

Structure and Content

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

English-language Arts Section

The ELA section consists of two subtests: Language and Reading. Both subtests must be passed to complete the ELA section, but they needn't be taken or passed on the

same day. The Language subtest consists of the *Stanford 10* Language Test (TASK 2 or 3⁵), which has 48 multiple-choice questions and one writing task from the *Stanford Writing Assessment Program* (TASK 1, 2, or 3). The multiple-choice questions measure language mechanics and language expression. The writing task requires an essay that is scored on the basis of writing proficiency and not knowledge of subject matter. The Reading subtest (the *Stanford 10* Total Reading Test, TASK 2 or 3) has 54 reading comprehension questions and 30 vocabulary questions, all of which are multiple-choice. The reading comprehension questions test initial understanding, interpretation, critical analysis, and strategies using three types of text: literary, informational, and functional. The vocabulary questions assess synonyms, multiple-meaning words, and context clues.⁶

Mathematics Section

The mathematics section consists of the *Stanford 10* Mathematics test (TASK 2). It has 50 multiple-choice questions that assess content in the following areas: number sense and operations; patterns, relationships, and algebra; data, statistics, and probability; and geometry and measurement. The questions also assess the mathematical processes of communication and representation, estimation, mathematical connections, and reasoning and problem solving. Examinees are provided a reference sheet that includes selected formulas for plane and solid figures. Beginning with the fall 2010 administration, examinees were allowed to use approved calculators.⁷

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

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

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

Administration

The CHSPE is 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 ELA Language subtest, the ELA 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 ELA 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 ELA 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, and, 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 may be an accommodation.

Beginning with the fall 2008 administration, English learners were able to 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 2014–15 fiscal year, the CHSPE was administered on October 18, 2014 (fall), March 21, 2015 (spring), and June 28, 2015 (summer). Each administration had its own distinct testing task and form identification (see Table 2.1). Specific data for the cut-points for cluster scores for the English Language Arts Section can be found in Table 2.3 and for mathematics can be found on Table 2.4.

Table 2.1 Test Task Form Identification by Administration

Administration Dates	English Language Arts Section	Mathematics Section
October 18, 2014	TASK 1, Form A	TASK 2, Form A
March 21, 2015	TASK 2, Form B	TASK 2, Form B
June 18, 2015	TASK 3, Form B	TASK 2, Form A

Scoring

Attempted 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 ELA section if the examinee answered at least one test item. An examinee is considered to have attempted the ELA Language subtest if the examinee answered at least one test item or wrote a response to the writing task. For the ELA 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 ELA Language subtest, and the ELA 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 of 359 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 [709-359]. An examinee who earned a *Stanford 10* scale score of 754 would be given a CHSPE scale score of 395 [754-359].)

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

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.

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

Two readers score each writing task independently using the five-point scoring guide. In addition, to monitor reader accuracy, the Chief Reader and Assistant Chief Reader read ten 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 five-point scale, with one being the lowest score and five the highest.⁹ Each response to the writing task is given two scores. The sum of these two scores ranges from two to ten. The average of the two assigned scores, which ranges from one to five (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 ELA 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 ELA Language subtest, and the ELA 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 setting 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 ELA 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.

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

English-language Arts Section

To pass the ELA section, an examinee must pass both the Language subtest and the Reading subtest.

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 one to five (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 2.2.

Table 2.2: 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 ELA Reading subtest, and the multiple-choice items on the ELA Language subtest). The content clusters are listed below:

Mathematics Section:

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

English-language Arts Section, Language Subtest:

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

English-language Arts Section, Reading Subtest:

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

On the score report the number of items in the cluster and the number the examinee answered correctly are shown for each content cluster, 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 2010 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 ELA section are shown in Table 2.3. The same information for the Mathematics section is provided in Table 2.4. 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 2.3: Cut-Points for Cluster Scores, English-language Arts Section

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

^a Administered fall 2014.

^b Administered spring 2015.

^c Administered summer 2015.

^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 2010 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 2.4: Cut-Points for Cluster Scores, Mathematics Section

Content Cluster	N of Items	TASK 2, Form A ^a		TASK 2, Form B ^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 2014.

^b Administered spring 2015.

^c Administered summer 2015.

^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 2010 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 2014–15 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 attempted 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 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. Data represents unduplicated counts of examinees across the three administrations and represent the final status of those examinees in terms of test parts taken across the three administrations.

Table 3.1: CHSPE Examinee Participation, 2014–15

	Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
	N	%	N	%	N	%	N	%
All Examinees	2607	100.0	3085	100.0	2404	100.0	6757	100.0
Attempted both ELA and Mathematics	1962	75.3	2386	77.3	1607	66.8	5935	87.8
Attempted ELA (Language and Reading)	1999	76.7	2428	78.7	1661	69.1	6004	88.9
Attempted ELA Language	2077	79.7	2533	82.1	1833	76.2	6118	90.5
Attempted ELA Reading	2104	80.7	2523	81.8	1758	73.1	6126	90.7
Attempted Mathematics	2501	95.9	2959	95.9	2232	92.8	6608	97.8
First-Time Examinees	1953	100.0	2389	100.0	1607	100.0	5949	100.0
Attempted both ELA and Mathematics	1917	98.2	2351	98.4	1567	97.5	5872	98.7
Attempted ELA (Language and Reading)	1939	99.3	2373	99.3	1593	99.1	5920	99.5
Attempted ELA Language	1945	99.6	2377	99.5	1600	99.6	5933	99.7
Attempted ELA Reading	1943	99.5	2380	99.6	1597	99.4	5925	99.6
Attempted Mathematics	1931	98.9	2366	99.0	1579	98.3	5898	99.1
Retesters	654	100.0	696	100.0	797	100.0	808	100.0
Attempted both ELA and Mathematics	45	6.9	35	5.0	40	5.0	63	7.8
Attempted ELA (Language and Reading)	60	9.2	55	7.9	68	8.5	84	10.4
Attempted ELA Language	132	20.2	156	22.4	233	29.2	185	22.9
Attempted ELA Reading	161	24.6	143	20.5	161	20.2	201	24.9
Attempted Mathematics	570	87.2	593	85.2	653	81.9	710	87.9

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

2. Among all examinees and retesters, the data does 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 data, and (b) the data shows each examinee's final status in terms of which test parts the examinee has taken across the three administrations.

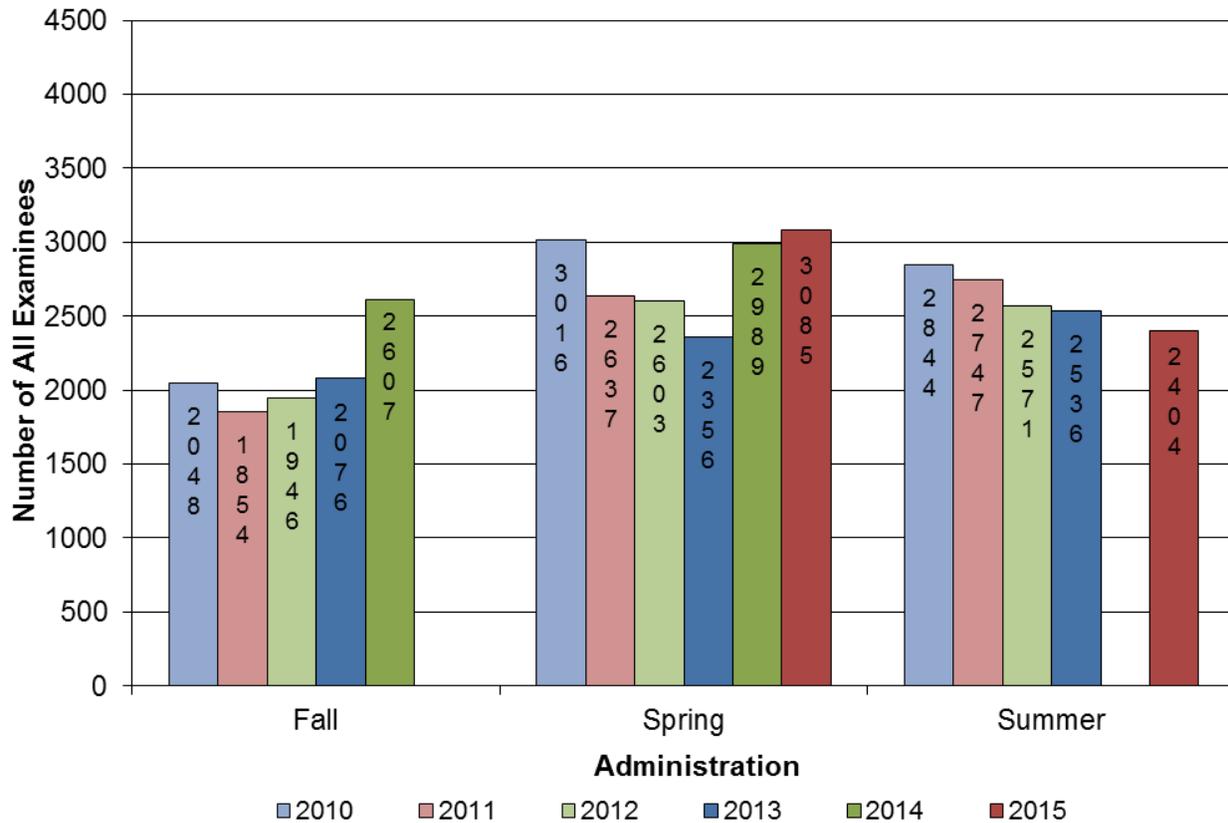
3. Among first-time examinees, the fiscal year total (5,949) equals the sum of all first-time examinees at each administration because (a) each examinee is a first-time examinee only once regardless of what portion(s) of the test he or she attempts and (b) for the fiscal year data, each examinee is counted only once (See Table 3.1). 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 cumulative total of 6,757 examinees took one or all parts of the CHSPE in 2014–15. Most of these examinees (5,935) took both sections. At each administration, between 97.5 and 98.4 percent 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.

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 2010. For each year,

except for 2014 there were three administrations per fiscal year and the fall administration had the lowest number of registrants.

Figure 3.1: CHSPE Examinee Participation Since 2010

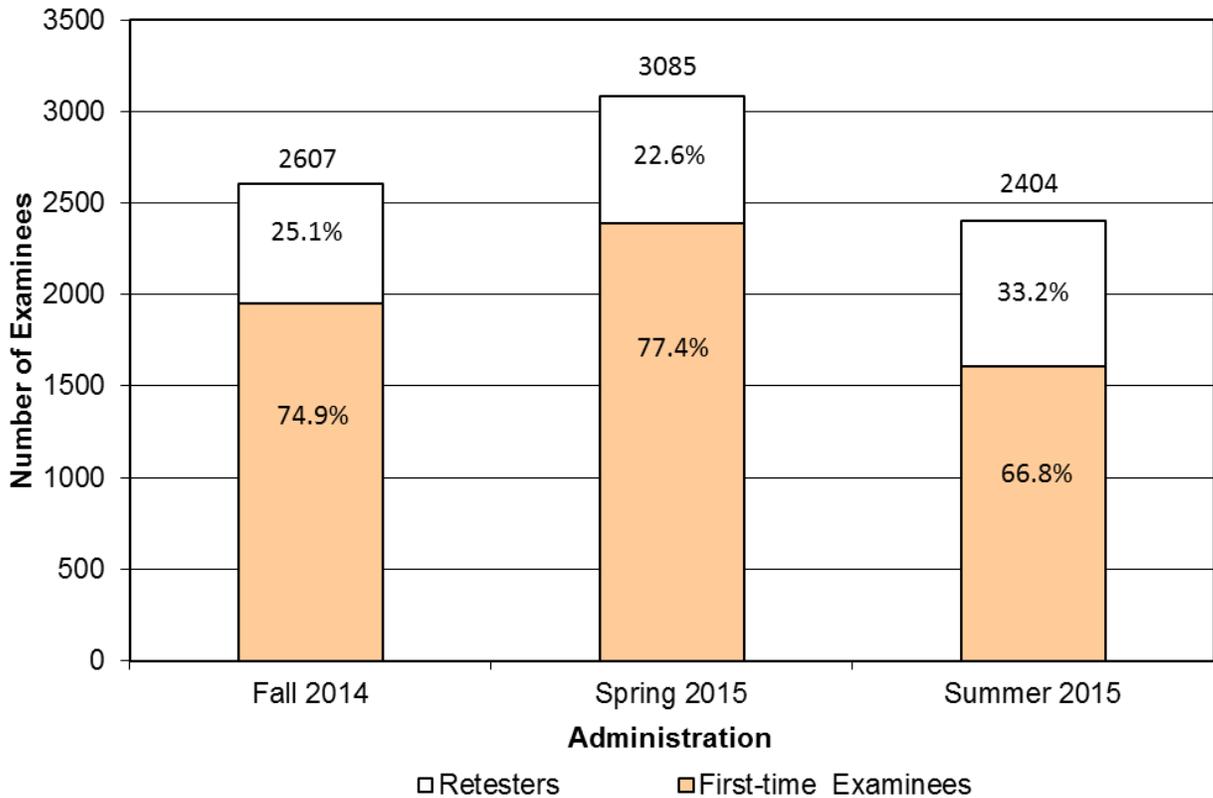


In 2010–11, there were 7,432 examinees. This was followed by a decline of five percent to 7,028 in 2011–12, and a further decline in 2012–13 to 6,838 (nine percent). The 2013–14 administration had only two exams totaling 5,065 which reflects an increase from the 4,302 total from the fall and spring administrations in 2012–13. The three administrations in 2014–15, experienced an increase to 8,096 examinees, an eight percent increase from the three administrations in 2012–13. The fall administration has remained CHSPE’s smallest administration since 2010-11, even with a jump of eight

percent in the fall of 2014. The 2014–15 fall and spring administrations show an increase over the 2013-14 administration (5,065 to 5,692 respectively), an increase of nine percent. However, the 2015 summer administration was down from the last summer administration, held in 2013. This decrease may be a result of the late notice of the administration.

As shown in Figure 3.2, based on data from Table 3.1, the majority of examinees at each administration in 2014–15 were first-time examinees. The spring administration had the largest percentage of first-time examinees (77.4 percent).

Figure 3.2: CHSPE Examinee Participation, First-time Examinees and Retesters, 2014–15



Demographic Data

Tables 3.2 through 3.5 present demographic information about the 2014–15 examinees. Data are provided separately by administration and cumulatively for the year. Figure 3.3 is a graphic of the cumulative demographic data from Table 3.5. The information about examinees is self-reported by examinees in response to background questions about themselves. The questions are included in the CHSPE Information Bulletin, and examinees provide their responses on the registration form. The only data that are not self-reported by examinees are the data about examinees granted one or more testing accommodations. These data are from program records.

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

As exhibited in Figure 3.3:

- The majority were 16 years old (37.9 percent) or 17 years old (35.2 percent).
- Just over fifty percent of the examinees were males.
- The largest group of examinees (46.1percent) reported they were White.
- The next largest group (23.7 percent) indicated were Hispanic or Latino. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.)
- The majority of examinees (73.0 percent) reported English was the only language they learned as children, and most (82.5 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 (69.8 percent) reporting their most educated parent/guardian had some college education, had a college degree, or had graduate or post graduate degrees.
- About 85.9 percent of examinees were enrolled in grade twelve or below, and most of them (63.1 percent) were enrolled in a non-charter public school.
- Of the examinees 3.7 percent were granted accommodations.

As exhibited in Table 3.5 there was very little difference demographically between all examinees and first-time examinees (who were 88 percent of all examinees). The largest difference showed that first time examinees were 3.4 percent more likely to be enrolled in grade twelve or below than examinees as a whole.

Table 3.2: Demographic Data for CHSPE Examinees, Fall 2014

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2607	100.0	1953	100.0
Age (years)	15 or younger	149	5.7	126	6.5
	16	1064	40.8	898	46.0
	17	908	34.8	675	34.6
	18	249	9.6	128	6.6
	19 or older	237	9.1	126	6.5
Gender	Female	1275	48.9	926	47.4
	Male	1332	51.1	1027	52.6
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	8	0.3	4	0.2
	Asian	199	7.6	151	7.7
	Black or African American	71	2.7	52	2.7
	Filipino	25	1.0	17	0.9
	Hispanic or Latino	591	22.7	454	23.2
	Nat. Hawaiian/Pac. Islander	8	0.3	6	0.3
	White	1241	47.6	913	46.7
Two or more races	464	17.8	356	18.2	
First Language(s) ^b	English only	1899	72.8	1409	72.1
	English and other language(s)	444	17.0	338	17.3
	Lang(s) other than English	109	4.2	75	3.8
	Did not respond	155	5.9	131	6.7
Home Language ^s	Cantonese	8	0.3	6	0.3
	English	2145	82.3	1599	81.9
	Hmong	0	0.0	0	0.0
	Korean	18	0.7	11	0.6
	Mandarin (Putonghua)	29	1.1	21	1.1
	Pilipino (Tagalog)	7	0.3	4	0.2
	Spanish	84	3.2	58	3.0
	Vietnamese	19	0.7	16	0.8
	Other	136	5.2	101	5.2
Did not respond	161	6.2	137	7.0	
Parent/Guardian Education Level ^d	Not a high school graduate	199	7.6	145	7.4
	High school graduate	330	12.7	253	13.0
	Some college (includes AA degree)	534	20.5	358	18.3
	College degree	738	28.3	550	28.2
	Graduate school/post-graduate	576	22.1	449	23.0
Unknown/did not respond	230	8.8	198	10.1	

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Table 3.2: Demographic Data for CHSPE Examinees, Fall 2014 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2097	80.4	1682	86.1
	No	438	16.8	258	13.2
	Did not respond	72	2.8	13	0.7
School Type (if enrolled in grade 12 or below)	Public	1285	61.3	1047	62.2
	Private	419	20.0	325	19.3
	Charter	322	15.4	250	14.9
	Did not respond	71	3.4	60	3.6
Granted Testing Accommodation(s)	Yes	87	3.3	62	3.2
	No	2520	96.7	1891	96.8

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

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

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

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

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

Table 3.3: Demographic Data for CHSPE Examinees, Spring 2015

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		3085	100.0	2389	100.0
Age (years)	15 or younger	360	11.7	335	14.0
	16	1182	38.3	1012	42.4
	17	1024	33.2	764	32.0
	18	314	10.2	196	8.2
	19 or older	205	6.6	82	3.4
Gender	Female	1484	48.1	1140	47.7
	Male	1601	51.9	1249	52.3
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	13	0.4	11	0.5
	Asian	239	7.7	194	8.1
	Black or African American	99	3.2	64	2.7
	Filipino	34	1.1	25	1.0
	Hispanic or Latino	757	24.5	578	24.2
	Nat. Hawaiian/Pac. Islander	6	0.2	3	0.1
	White	1379	44.7	1064	44.5
Two or more races	558	18.1	450	18.8	
First Language(s) ^b	English only	2254	73.1	1725	72.2
	English and other language(s)	511	16.6	401	16.8
	Lang(s) other than English	142	4.6	108	4.5
	Did not respond	178	5.8	155	6.5
Home Language(s) ^c	Cantonese	10	0.3	9	0.4
	English	2530	82.0	1927	80.7
	Hmong	0	0.0	0	0.0
	Korean	17	0.6	14	0.6
	Mandarin (Putonghua)	26	0.8	24	1.0
	Pilipino (Tagalog)	11	0.4	8	0.3
	Spanish	128	4.1	100	4.2
	Vietnamese	14	0.5	11	0.5
	Other	163	5.3	134	5.6
Did not respond	186	6.0	162	6.8	
Parent/Guardian Education Level ^d	Not a high school graduate	225	7.3	178	7.5
	High school graduate	410	13.3	304	12.7
	Some college (includes AA degree)	618	20.0	444	18.6
	College degree	857	27.8	663	27.8
	Graduate school/post-graduate	678	22.0	551	23.1
Unknown/did not respond	297	9.6	249	10.4	

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Table 3.3: Demographic Data for CHSPE Examinees, Spring 2015 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2738	88.8	2206	92.3
	No	324	10.5	168	7.0
	Did not respond	23	0.7	15	0.6
School Type (if enrolled in grade 12 or below)	Public	1692	61.8	1419	64.3
	Private	552	20.2	420	19.0
	Charter	426	15.6	314	14.2
	Did not respond	68	2.5	53	2.4
Granted Testing Accommodation(s)	Yes	131	4.2	87	3.6
	No	2954	95.8	2302	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 3.4: Demographic Data for CHSPE Examinees, Summer 2015

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2404	100.0	1607	100.0
Age (years)	15 or younger	199	8.3	159	9.9
	16	848	35.3	627	39.0
	17	918	38.2	599	37.3
	18	269	11.2	144	9.0
	19 or older	170	7.1	78	4.9
Gender	Female	1144	47.6	751	46.7
	Male	1260	52.4	856	53.3
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	9	0.4	7	0.4
	Asian	162	6.7	113	7.0
	Black or African American	89	3.7	60	3.7
	Filipino	31	1.3	23	1.4
	Hispanic or Latino	596	24.8	388	24.1
	Nat. Hawaiian/Pac. Islander	8	0.3	6	0.4
	White	1101	45.8	732	45.6
Two or more races	408	17.0	278	17.3	
First Language(s) ^b	English only	1753	72.9	1148	71.4
	English and other language(s)	434	18.1	302	18.8
	Lang(s) other than English	110	4.6	71	4.4
	Did not respond	107	4.5	86	5.4
Home Language ^c	Cantonese	8	0.3	5	0.3
	English	2006	83.4	1320	82.1
	Hmong	0	0.0	0	0.0
	Korean	18	0.7	14	0.9
	Mandarin (Putonghua)	19	0.8	13	0.8
	Pilipino (Tagalog)	16	0.7	12	0.7
	Spanish	98	4.1	67	4.2
	Vietnamese	10	0.4	6	0.4
	Other	125	5.2	87	5.4
Did not respond	104	4.3	83	5.2	
Parent/Guardian Education Level ^d	Not a high school graduate	203	8.4	145	9.0
	High school graduate	370	15.4	254	15.8
	Some college (includes AA degree)	441	18.3	256	15.9
	College degree	688	28.6	444	27.6
	Graduate school/post-graduate	512	21.3	369	23.0
Unknown/did not respond	190	7.9	139	8.6	

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Table 3.4: Demographic Data for CHSPE Examinees, Summer 2015 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2106	87.6	1446	90.0
	No	282	11.7	150	9.3
	Did not respond	16	0.7	11	0.7
School Type (if enrolled in grade 12 or below)	Public	1342	63.7	953	65.9
	Private	349	16.6	224	15.5
	Charter	352	16.7	223	15.4
	Did not respond	63	3.0	46	3.2
Granted Testing Accommodation(s)	Yes	99	4.1	58	3.6
	No	2305	95.9	1549	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. 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?”

Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2014–15

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		6757	100.0	5949	100.0
Age (years)	15 or younger	605	9.0	581	9.8
	16	2558	37.9	2401	40.4
	17	2381	35.2	2109	35.5
	18	705	10.4	555	9.3
	19 or older	508	7.5	303	5.1
Gender	Female	3236	47.9	2819	47.4
	Male	3521	52.1	3130	52.6
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	25	0.4	21	0.4
	Asian	512	7.6	456	7.7
	Black or African American	207	3.1	180	3.0
	Filipino	76	1.1	65	1.1
	Hispanic or Latino	1601	23.7	1424	23.9
	Nat. Hawaiian/Pac. Islander	17	0.3	15	0.3
	White	3117	46.1	2722	45.8
	Two or more races	1202	17.8	1066	17.9
First Language(s) ^b	English only	4930	73.0	4309	72.4
	English and other language(s)	1165	17.2	1039	17.5
	Lang(s) other than English	300	4.4	261	4.4
	Did not respond	362	5.4	340	5.7
Home Language ^c	Cantonese	22	0.3	20	0.3
	English	5574	82.5	4883	82.1
	Hmong	0	0.0	0	0.0
	Korean	47	0.7	39	0.7
	Mandarin (Putonghua)	66	1.0	58	1.0
	Filipino (Tagalog)	28	0.4	25	0.4
	Spanish	251	3.7	222	3.7
	Vietnamese	37	0.5	33	0.6
	Other	362	5.4	322	5.4
	Did not respond	370	5.5	347	5.8
Parent/Guardian Education Level ^d	Not a high school graduate	521	7.7	454	7.6
	High school graduate	928	13.7	819	13.8
	Some college (includes AA degree)	1282	19.0	1069	18.0
	College degree	1901	28.1	1670	28.1
	Graduate school/post-graduate	1536	22.7	1386	23.3
	Unknown/did not respond	589	8.7	551	9.3

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Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2014–15 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	5802	85.9	5314	89.3
	No	863	12.8	597	10.0
	Did not respond	92	1.4	38	0.6
School Type (if enrolled in grade 12 or below)	Public	3662	63.1	3382	63.6
	Private	1082	18.6	973	18.3
	Charter	877	15.1	793	14.9
	Did not respond	181	3.1	166	3.1
Granted Testing Accommodation(s)	Yes	251	3.7	214	3.6
	No	6506	96.3	5735	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. 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.

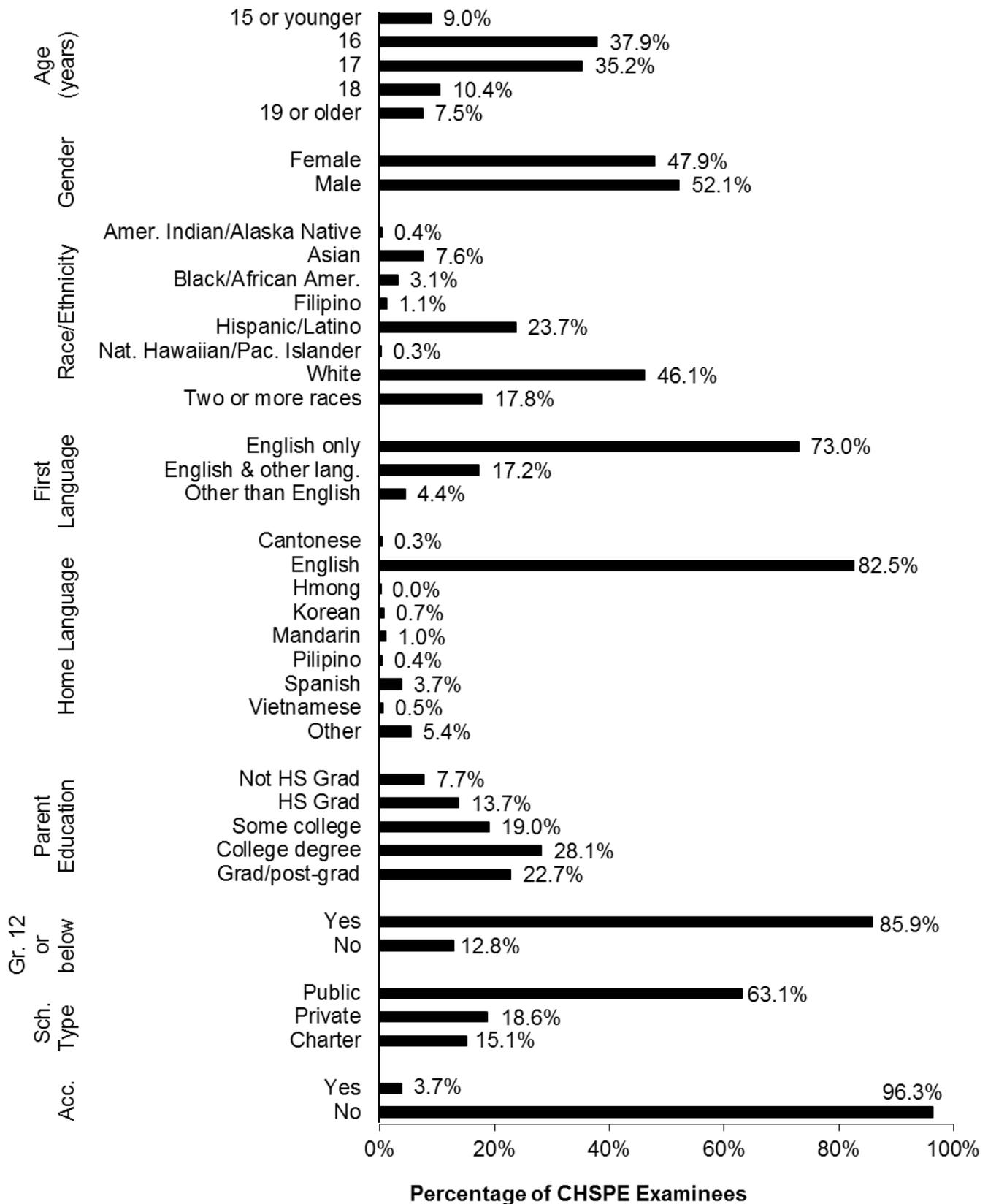
^a Examinees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

^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 2014–15 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 2014–15 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 2014–15. 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 and for examinees making their first attempt on the test part(s). 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 2014–15, 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 the three administrations, attempted each of those test parts for the first time, and the passing rates reflect their performance on their first attempt on each part.

Table 4.1: CHSPE Passing Rates, 2014–15

	Fall 2014			Spring 2015			Summer 2015			Cumulative 2014–15		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
<u>All Examinees</u>												
Both ELA and Mathematics	1962	1012	51.6	2386	1262	52.9	1607	771	48.0	5935	3685	62.1
ELA (Language and Reading)	1999	1507	75.4	2428	1803	74.3	1661	1145	68.9	6004	4755	79.2
ELA Language	2077	1688	81.3	2533	2028	80.1	1833	1380	75.3	6118	5096	83.3
ELA Reading	2104	1773	84.3	2523	2160	85.6	1758	1439	81.9	6126	5372	87.7
Mathematics	2501	1453	58.1	2959	1727	58.4	2232	1215	54.4	6608	4395	66.5
<u>Examinees Making First Attempt</u>												
Both ELA and Mathematics	1917	1009	52.6	2351	1259	53.6	1567	771	49.2	5872	3059	52.1
ELA (Language and Reading)	1941	1486	76.6	2374	1786	75.2	1593	1126	70.7	5922	4407	74.4
ELA Language	1949	1615	82.9	2381	1921	80.7	1607	1228	76.4	5937	4764	80.2
ELA Reading	1947	1653	84.9	2384	2067	86.7	1598	1340	83.9	5929	5060	85.3
Mathematics	1935	1139	58.9	2377	1433	60.3	1590	933	58.7	5902	3505	59.4

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

Table 4.1 clarifies how the administration data and the cumulative data are related:

1. The cumulative data can be thought of as if the three administrations were a single event. The cumulative data represent unduplicated counts of examinees across the 2014–15 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 row is less than the sum of all examinees at each administration.
3. According to Table 3.1 (in the previous section) the cumulative N of examinees making their first attempt who attempted both the ELA and Mathematics sections (5,872) is greater than the sum of those examinees at each administration because some examinees took one section for the first time at one administration and the other section for the first time at another administration. Such an examinee is not included in the “Both ELA and Mathematics” row for either administration, but is included in the cumulative N of examinees making his or her first attempt who attempted both sections. For the same reason, the cumulative N of examinees making their first attempt who attempted the entire ELA section (5,920) 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, the last three rows of Table 4.1 data, equals the sum of those examinees at each administration because each examinee makes his or her first attempt on a test section only once.

As shown in Table 4.1, of the 5,935 cumulative total of examinees who, in 2014–15, attempted the entire CHSPE at least once 62.1 percent passed both sections and earned a Certificate of Proficiency. Passing rates on the ELA section were higher than passing rates on the mathematics section. Passing rates on the ELA Reading subtest were higher than passing rates on the Language subtest in all three administrations. The difference in the cumulative passing rates of the two ELA subtests was less than five percent. For all the administrations, the cumulative passing rates of examinees making their first attempt were slightly lower than the passing rates of all examinees (which includes both first-time examinees and retesters). 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 2010. 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 2010**

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 a Certificate
<u>2010</u>							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
<u>2011</u>							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
Fall	1854	1827	421	82	144	647	35.4
<u>2012</u>							
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
<u>2013</u>							
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
<u>2014</u>							
Spring	2989	2971	1022	51	138	1211	40.8
Fall	2607	2566	1053	73	264	1390	54.2
<u>2015</u>							
Spring	3085	3040	1298	78	257	1633	53.7
Summer	2404	2357	803	115	241	1159	49.2
					TOTAL:	18,735	

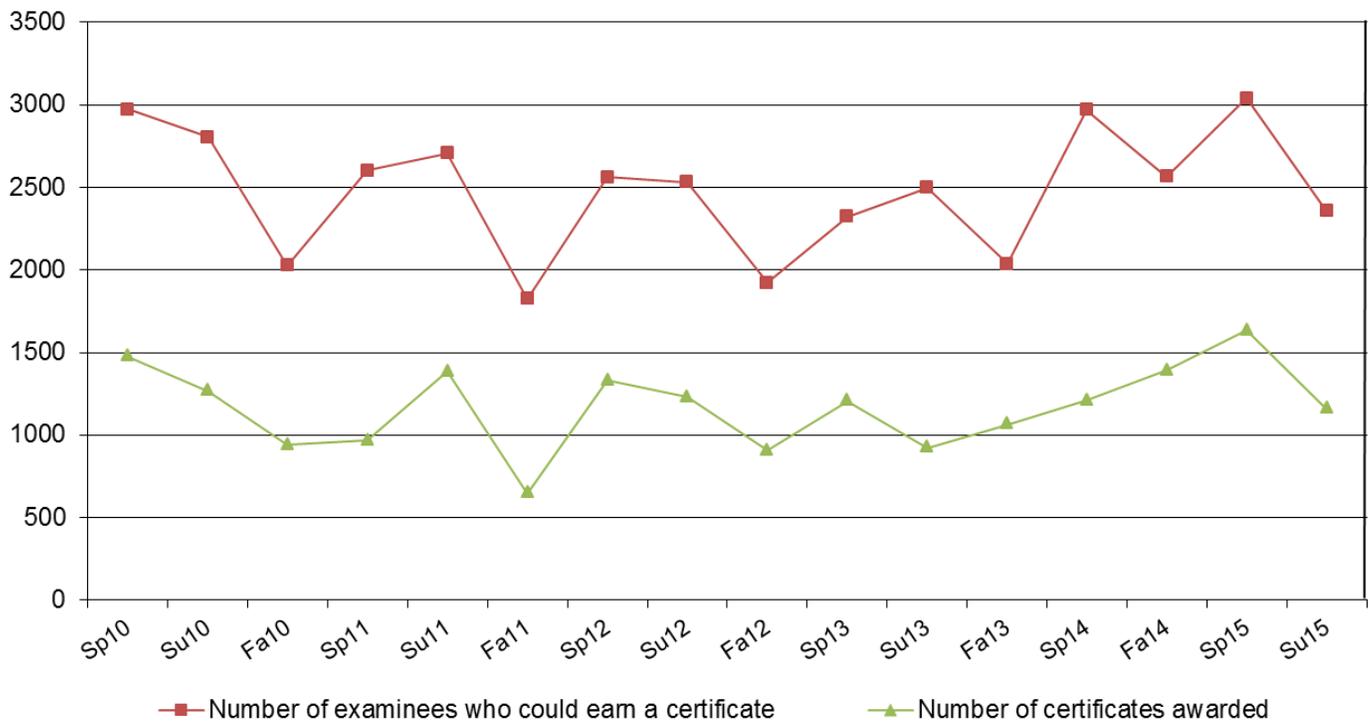
Note. Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections.

^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 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 March 2010 ranged from about 35.4 percent (fall 2011) to 54.2 percent (fall 2014). A total of 18,735 Certificates of Proficiency have been awarded since 2010.

Figure 4.1: Examinees Who Could Earn a Certificate and Number of Certificates Awarded by Administration Since 2010



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

Passing Rates by Examinee Subgroup

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 2014–15 passing rates for examinee subgroups presented in Tables 4.3 through 4.7 and Figures 4.2 through 4.6.

Age

As shown in Table 4.3, age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees. Among examinees who attempted the entire test, cumulatively 80.5 percent of the examinees who were 15 years old or younger passed the exam, while only 29.0 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 tests, subtests, and sections for all three 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, females slightly out scored their male counterparts in cumulative passing rates 63.4 percent to 60.9 percent (see Table 4.3), respectively. Female examinees outperformed male examinees on both subtests of the ELA section, and male examinees outperformed female examinees on the mathematics section. These patterns were true at both administrations and cumulatively.

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.

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 (78.4 percent), followed by Filipino examinees (72.3 percent), White examinees (65.7 percent), and examinees categorized by two or more races (65.3 percent). Hispanic or Latino, and Black or African American examinees passed at lower rates (50.6 percent, and 39.1 percent, respectively). Cumulatively, on each of the three test parts, Filipino, 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 (65 or fewer each). (see Appendix B).

First Language(s)

Examinees whose first language(s) were English and another language(s) had a higher cumulative passing rate on the total CHSPE (63.6 percent) than examinees whose first language was English only (61.8 percent) or a language other than English (51.9 percent). This pattern is demonstrated on the mathematics section where examinees whose first language(s) were English and other language(s) showed the highest pass rates (69.2 percent). The highest passing rates for the Reading subtest and Language subtest were in the English only speaking group. On the Reading subtest, where the largest differences were observed, examinees whose first language was English only passed at a higher rate (89.3 percent) than examinees whose first languages were English and another language(s) (85.4 percent) and examinees whose first language(s) were other than English (68.1 percent). On all test parts examinees whose first language was other than English passed at a significantly 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. Two of the nine home language subgroups (Cantonese, and Filipino [Tagalog]) had 25 or fewer examinees cumulatively. The next smallest home language groups were Vietnamese at 34 and Mandarin at 58. Cumulatively, the home languages with the largest testing numbers were English at 4,871, other at 323, and Spanish at 223. Cumulatively, examinees whose home

language is Vietnamese passed the CHSPE at the highest rate (82.4 percent), followed by examinees whose home language is Mandarin (Putonghua) (70.7 percent), other (66.6 percent) Korean (65 percent), English (61.9 percent), Filipino [Tagalog] (48 percent), and Spanish (39.9 percent). Across the three test parts, the differences in cumulative passing rates among the home language groups were largest on the mathematics section (where examinees whose home language is Mandarin [Putonghua] had the highest passing rate) and smallest on the Reading subtest (where examinees whose home language is English had the highest passing rate). On all sections and subtests, examinees whose home language is 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. Among examinees who attempted the entire test, cumulatively 76.1 percent of the examinees whose parent/guardian education level was graduate school or post-graduate work passed the exam, while only 44.9 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 examinees who were not. Cumulatively, among examinees who took both CHSPE sections, 64.6 percent of examinees enrolled in grade twelve or below passed the exam and 41.5 percent of the examinees not enrolled passed. This relationship also occurred in all 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 71.5 percent, while the passing rates for non-charter public school students and charter public school students were 64.2 percent and 58.1 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 lower rate than examinees without accommodations (55.5 percent vs. 62.3 percent, respectively). This was also the pattern on all sections and subtests of the exam.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2014–15

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Entire Test		1962	51.6	2386	52.9	1607	48.0	5935	62.1
Age (years)	15 or younger	126	67.5	335	75.5	155	58.7	575	80.5
	16	894	58.8	1001	60.0	620	57.1	2385	71.9
	17	672	49.1	767	41.7	607	44.2	2102	55.4
	18	134	30.6	200	38.0	146	30.8	559	45.3
	19 or older	136	22.1	83	14.5	79	16.5	314	29.0
Gender	Female	932	51.9	1137	54.2	750	48.7	2811	63.4
	Male	1030	51.3	1249	51.7	857	47.4	3124	60.9
Race/Ethnicity ^a	Amer. Indian/Alaska Native	4		11		7		20	
	Asian	156	56.4	196	71.9	113	69.0	459	78.4
	Black or African American	55	32.7	68	29.4	59	18.6	179	39.1
	Filipino	17	0	25	72.0	25	52.0	65	72.3
	Hispanic or Latino	458	41.5	575	40.7	389	38.6	1422	50.6
	Nat. Hawaiian/Pac. Islander	6		3		6		15	0
	White	917	56.4	1064	54.4	735	52.1	2720	65.7
Two or more races	349	54.2	444	59.2	273	49.1	1055	65.3	
First Language(s) ^b	English only	1420	52.7	1725	52.5	1142	47.5	4303	61.8
	English and other lang(s)	340	49.4	402	53.0	311	49.8	1040	63.6
	Lang(s) other than English	76	36.8	108	43.5	72	44.4	258	51.9
Home Language ^c	Cantonese	6		9		5		20	
	English	1604	51.9	1928	52.5	1323	47.5	4871	61.9
	Korean	13		14		13		40	65.0
	Mandarin (Putonghua)	21		24		14		58	70.7
	Pilipino (Tagalog)	4		8		13		25	48.0
	Spanish	59	16.9	97	24.7	68	39.7	223	39.9
	Vietnamese	17		12		7		34	82.4
	Other	105	58.1	136	61.0	86	46.5	323	66.6
Parent/Guardian Education Level ^d	Not a high school graduate	148	34.5	174	34.5	142	35.2	448	44.9
	High school graduate	259	35.9	307	41.7	261	34.9	828	46.7
	Some college (inc. AA deg.)	360	43.6	453	46.8	257	38.9	1077	56.1
	College degree	552	55.3	664	55.0	441	52.8	1659	66.5
	Grad. school/post-graduate	449	68.8	544	66.0	371	63.1	1379	76.1
Enrolled in Grade 12 or Below	Yes	1683	54.8	2200	54.9	1445	50.1	5295	64.6
	No	264	31.1	171	28.1	151	29.1	602	41.5

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Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2014–15 (cont.)

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
		School Type (if enrolled in grade 12 or below)	Public	1046	54.9	1412	54.7	953	50.7
	Private	322	63.4	417	61.4	217	51.6	964	71.5
	Charter	254	44.1	318	46.5	229	42.8	799	58.1
Granted Testing Accommodation(s)	Yes	62	46.8	85	44.7	60	41.7	211	55.5
	No	1900	51.7	2301	53.2	1547	48.2	5724	62.3

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

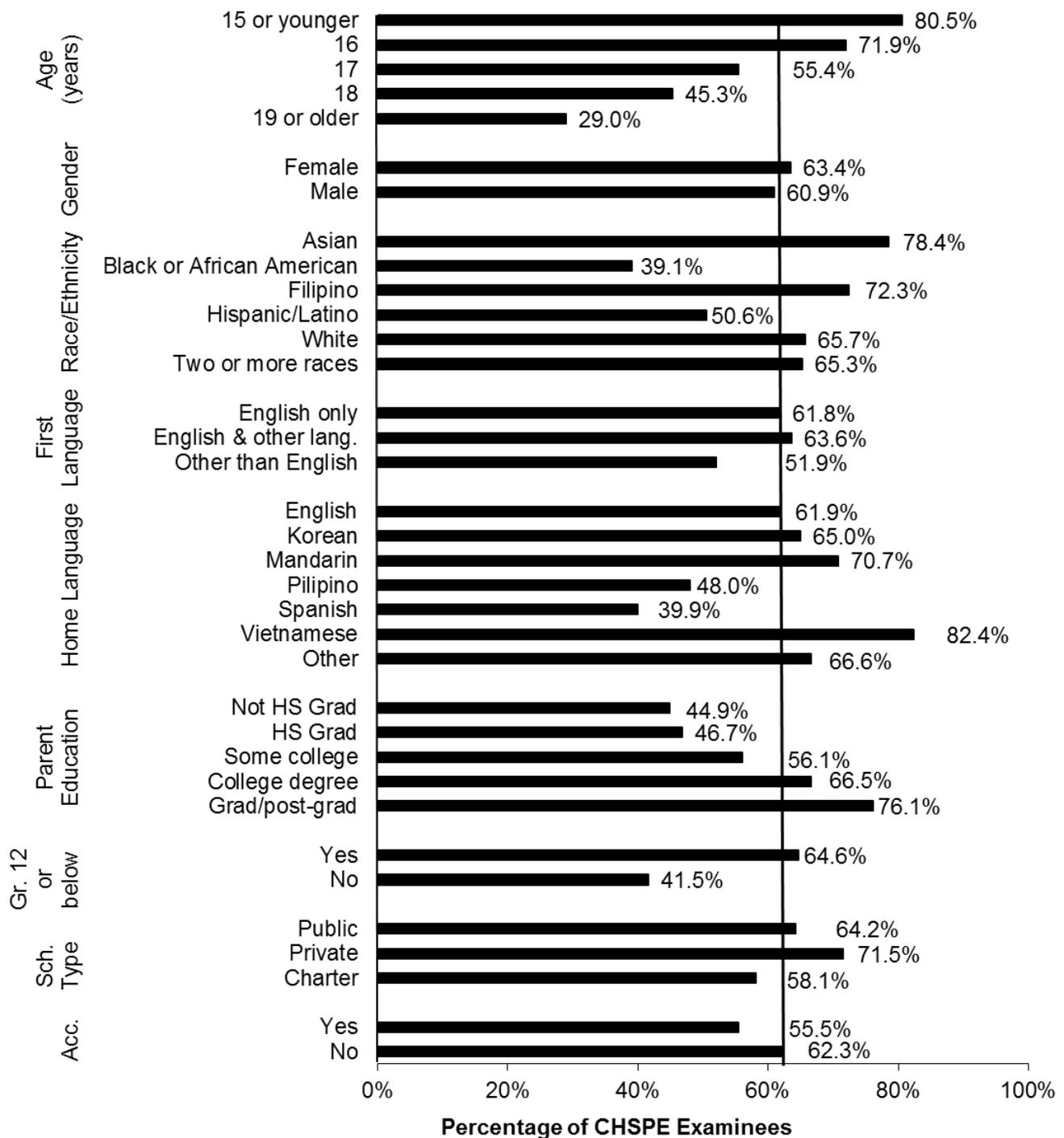
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

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

Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2014–15



Note. Data are from Table 4.3. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 62.1 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, 2014–15

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted English-language Arts Section (both subtests)		1999	75.4	2428	74.3	1661	68.9	6004	79.2
Age (years)	15 or younger	128	89.1	335	87.8	157	79.0	603	89.9
	16	906	81.0	1014	79.6	636	75.3	2489	85.5
	17	685	74.0	783	69.6	630	67.0	2084	76.4
	18	140	59.3	206	59.2	151	55.0	510	64.7
	19 or older	140	49.3	90	38.9	87	42.5	318	51.3
Gender	Female	944	80.9	1154	79.5	773	74.8	2839	83.8
	Male	1055	70.4	1274	69.5	888	63.9	3165	75.1
Race/Ethnicity ^a	Amer. Indian/Alaska Native	4		11		7		21	
	Asian	161	68.9	204	78.9	122	75.4	467	83.7
	Black or African American	55	63.6	68	61.8	61	47.5	176	65.3
	Filipino	18		25	88.0	25	64.0	66	81.8
	Hispanic or Latino	463	69.8	585	66.2	408	62.3	1438	71.8
	Nat. Hawaiian/Pac. Islander	6		3		6		15	
	White	933	78.7	1080	76.4	751	73.4	2737	82.5
Two or more races	359	78.8	452	78.8	281	69.4	1084	81.4	
First Language(s) ^b	English only	1445	77.4	1746	75.8	1173	70.2	4335	80.3
	English and other lang(s)	346	71.4	413	71.4	323	68.4	1051	78.1
	Lang(s) other than English	80	50.0	115	53.0	80	50.0	262	59.5
Home Language ^c	Cantonese	7		9		7		21	
	English	1633	76.5	1957	75.4	1361	69.9	4903	80.1
	Korean	13		15		15		41	65.9
	Mandarin (Putonghua)	21		25	64.0	16		58	72.4
	Pilipino (Tagalog)	4		8		13		25	64.0
	Spanish	61	54.1	101	53.5	70	61.4	229	62.4
	Vietnamese	17		12		7		34	88.2
Other	108	72.2	140	67.1	91	60.4	328	74.7	
Parent/Guardian Education Level ^d	Not a high school graduate	150	52.7	180	58.3	151	55.0	465	62.4
	High school graduate	262	63.0	311	68.8	266	57.9	831	68.2
	Some college (inc. AA deg.)	368	73.4	460	68.0	268	66.0	1079	78.1
	College degree	563	79.9	675	77.8	456	72.6	1677	83.1
	Grad. school/post-graduate	459	85.4	552	83.0	380	82.1	1379	88.0
Enrolled in Grade 12 or Below	Yes	1709	77.6	2239	75.9	1491	70.4	5363	80.9
	No	273	62.3	174	54.6	159	56.6	599	64.8

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Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2014–15 (cont.)

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	1064	76.8	1440	75.8	982	71.5	3425	80.6
	Private	328	87.8	423	81.8	227	70.5	975	86.9
	Charter	255	71.4	321	69.5	233	64.4	796	76.0
Granted Testing Accommodation(s)	Yes	65	66.2	91	69.2	60	68.3	219	76.3
	No	1934	75.7	2337	74.5	1601	69.0	5785	79.3

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

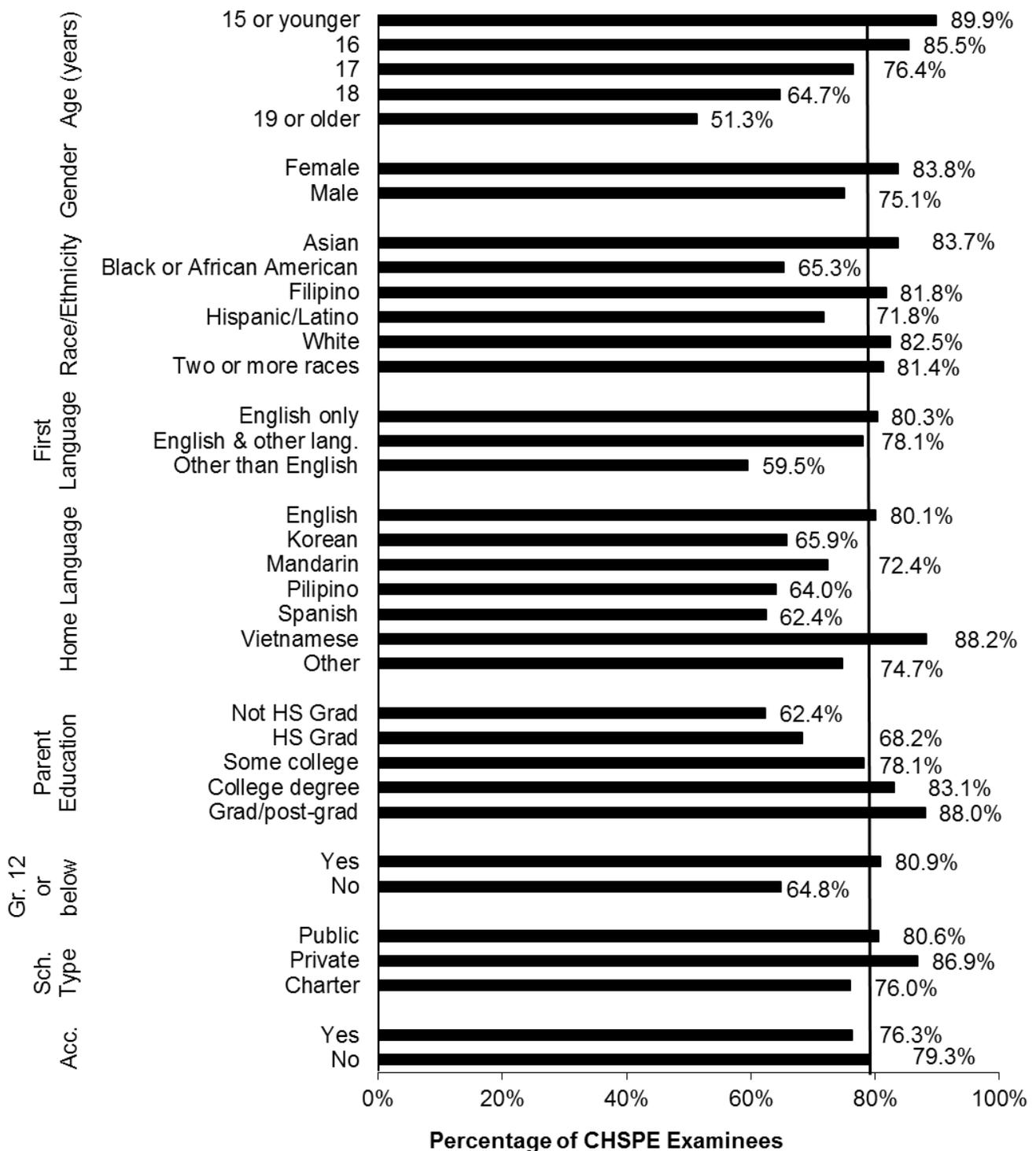
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

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

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2014–15



Note. Data are from Table 4.4. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 79.2 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, 2014–15

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Language Subtest		2077	81.3	2533	80.1	1833	75.3	6118	83.3
Age (years)	15 or younger	129	90.7	337	92.9	165	83.6	611	93.0
	16	920	87.6	1041	84.1	687	80.8	2521	88.7
	17	721	78.9	822	76.3	694	74.4	2121	80.7
	18	153	68.6	225	68.9	178	62.9	519	71.7
	19 or older	154	59.1	108	52.8	109	54.1	346	59.8
Gender	Female	968	87.8	1186	85.8	829	80.7	2876	88.2
	Male	1109	75.6	1347	75.1	1004	70.8	3242	79.0
Race/Ethnicity ^a	Amer. Indian/Alaska Native	4		11		7		21	
	Asian	163	79.8	211	85.8	129	82.9	470	88.9
	Black or African American	56	67.9	72	66.7	68	57.4	181	69.1
	Filipino	18		25	92.0	25	76.0	66	89.4
	Hispanic or Latino	479	76.4	613	73.2	447	68.0	1461	76.6
	Nat. Hawaiian/Pac. Islander	8		3		6		17	
	White	973	84.0	1123	81.4	843	78.8	2789	85.9
Two or more races	376	83.0	475	84.8	308	76.9	1113	85.5	
First Language(s) ^b	English only	1507	82.1	1833	80.7	1310	75.7	4428	83.8
	English and other lang(s)	353	80.7	426	79.8	343	76.1	1060	83.6
	Lang(s) other than English	84	67.9	117	66.7	86	61.6	266	70.7
Home Language ^c	Cantonese	7		9		7		21	
	English	1698	81.9	2053	80.7	1508	75.9	5000	83.8
	Korean	13		15		15		41	75.6
	Mandarin (Putonghua)	21		25	76.0	16		58	81.0
	Pilipino (Tagalog)	5		9		14		26	84.6
	Spanish	66	68.2	103	65.0	75	65.3	233	69.1
	Vietnamese	18		12		8		35	91.4
	Other	109	79.8	143	77.6	100	70.0	331	81.0
Parent/Guardian Education Level ^d	Not a high school graduate	161	62.7	186	71.5	163	64.4	484	70.0
	High school graduate	267	72.3	329	74.8	286	63.6	840	73.9
	Some college (inc. AA deg.)	384	77.9	483	76.4	312	76.0	1097	82.5
	College degree	580	86.4	708	83.3	509	78.0	1706	87.2
	Grad. school/post-graduate	478	89.5	569	86.1	405	85.7	1405	90.0
Enrolled in Grade 12 or Below	Yes	1757	83.6	2322	81.4	1632	76.7	5429	84.9
	No	295	69.5	195	66.2	188	64.4	640	71.1

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**Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2014–15
(cont.)**

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	1090	82.3	1482	80.7	1069	77.7	3463	84.4
	Private	341	90.9	440	87.0	250	79.2	989	90.1
	Charter	263	81.4	343	76.7	259	69.5	809	81.2
Granted Testing Accommodation(s)	Yes	74	73.0	106	74.5	69	71.0	231	78.8
	No	2003	81.6	2427	80.3	1764	75.5	5887	83.5

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.

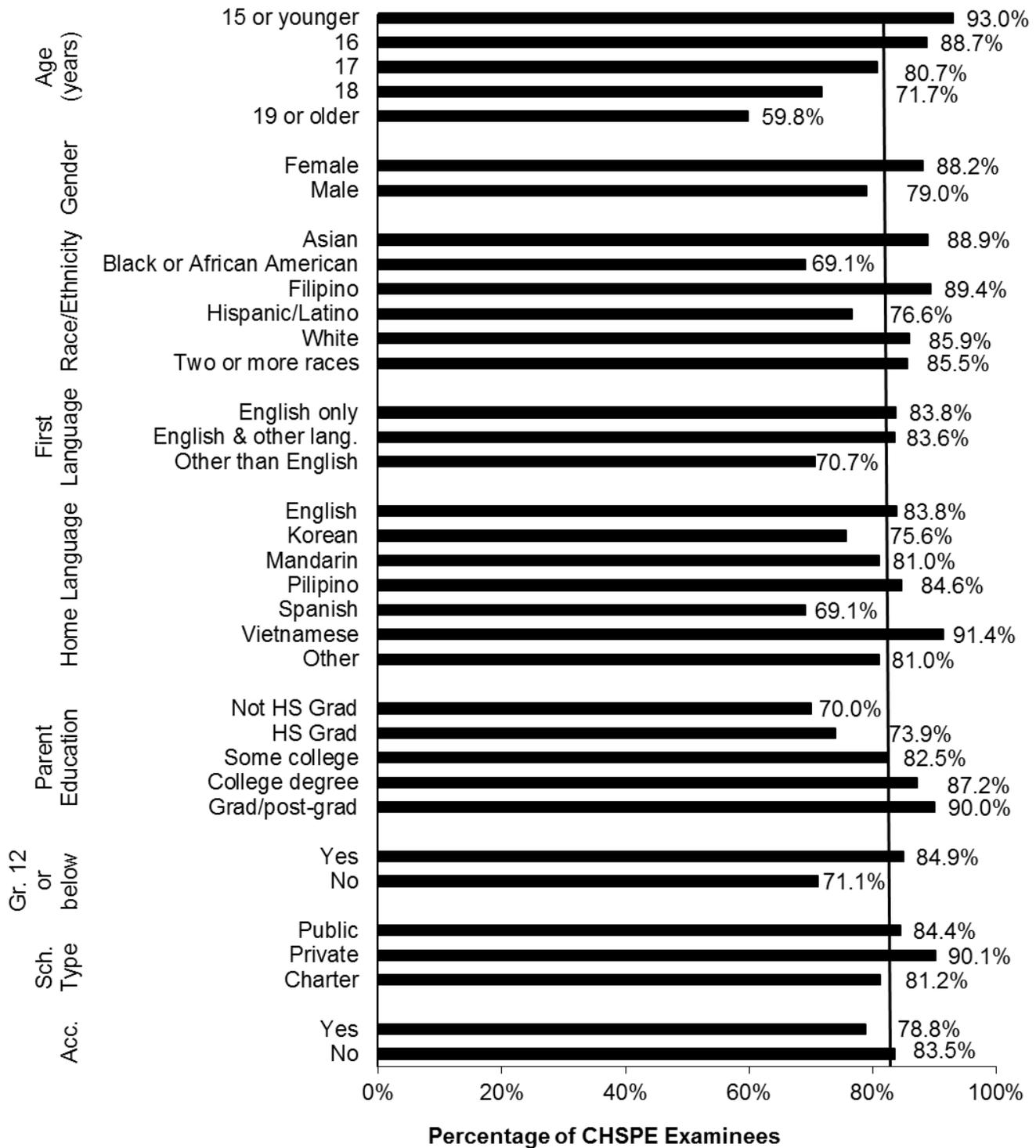
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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, 2014–15



Note. Data are from Table 4.5. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 83.3 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, 2014–15

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Reading Subtest		2104	84.3	2523	85.6	1758	81.9	6126	87.7
Age (years)	15 or younger	141	92.2	339	92.0	166	86.7	624	93.9
	16	940	88.1	1045	90.3	667	86.7	2556	91.9
	17	721	83.5	817	83.1	663	80.7	2108	86.1
	18	150	75.3	218	73.4	166	74.1	506	78.3
	19 or older	152	65.8	104	62.5	96	61.5	332	67.5
Gender	Female	993	86.5	1199	87.2	818	83.4	2892	89.5
	Male	1111	82.3	1324	84.1	940	80.5	3234	86.1
Race/Ethnicity ^a	Amer. Indian/Alaska Native	5		11		7		22	
	Asian	181	76.2	218	84.4	133	82.0	490	88.0
	Black or African American	58	74.1	72	75.0	63	68.3	181	77.3
	Filipino	19		26	88.5	25	76.0	67	86.6
	Hispanic or Latino	484	81.4	609	79.6	430	79.5	1462	83.5
	Nat. Hawaiian/Pac. Islander	6		3		6		15	
	White	978	86.7	1121	88.4	791	85.1	2786	90.2
	Two or more races	373	87.4	463	88.8	303	80.2	1103	88.8
First Language(s) ^b	English only	1501	86.5	1805	87.8	1234	84.5	4397	89.3
	English and other lang(s)	377	81.2	436	81.4	345	77.4	1087	85.4
	Lang(s) other than English	92	57.6	125	62.4	91	60.4	273	68.1
Home Language ^c	Cantonese	8		10		8		22	
	English	1704	85.7	2028	87.1	1432	83.7	4980	88.9
	Korean	15		17		15		44	79.5
	Mandarin (Putonghua)	26	69.2	25	68.0	17		63	76.2
	Pilipino (Tagalog)	4		8		14		24	
	Spanish	67	67.2	109	70.6	75	77.3	236	76.3
	Vietnamese	17		14		8		34	91.2
	Other	122	77.9	148	76.4	104	67.3	343	81.0
Parent/Guardian Education Level ^d	Not a high school graduate	165	69.1	191	74.3	161	72.7	482	77.4
	High school graduate	269	75.1	330	81.5	279	75.6	841	81.1
	Some college (inc. AA deg.)	389	85.1	472	81.8	295	82.7	1103	87.1
	College degree	604	87.3	695	88.6	482	81.7	1713	89.7
	Grad. school/post-graduate	474	89.9	578	91.0	395	90.6	1399	93.6
Enrolled in Grade 12 or Below	Yes	1787	85.5	2318	86.8	1572	83.0	5454	88.8
	No	292	77.7	188	73.4	173	72.3	622	78.8

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**Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2014–15
(cont.)**

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	1105	85.1	1484	86.8	1028	82.5	3482	88.3
	Private	348	91.7	439	90.2	248	83.5	997	92.5
	Charter	270	83.0	334	83.8	243	84.4	809	87.6
Granted Testing Accommodation(s)	Yes	68	80.9	96	80.2	68	76.5	220	83.6
	No	2036	84.4	2427	85.8	1690	82.1	5906	87.8

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.

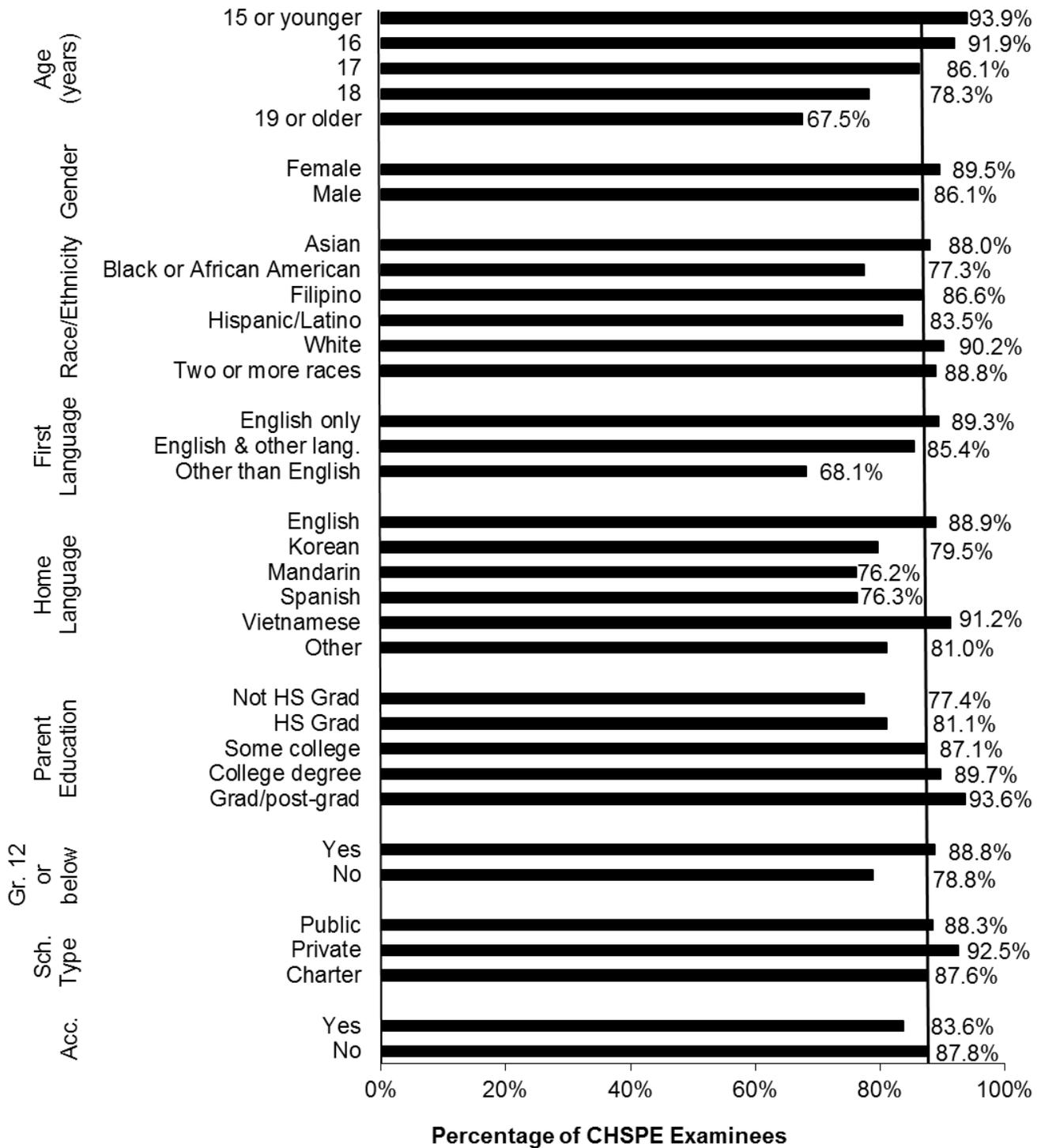
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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 4.5: CHSPE Cumulative Reading Subtest Passing Rates by Examinee Subgroup, 2014–15



Note: Data are from Table 4.6. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 87.7 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, 2014–15

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Mathematics Section		2501	58.1	2959	58.4	2232	54.4	6608	66.5
Age (years)	15 or younger	140	69.3	357	79.8	187	67.4	598	84.9
	16	1031	66.1	1146	67.2	790	62.9	2541	76.7
	17	872	55.7	981	49.2	855	52.9	2324	61.1
	18	236	50.0	288	46.2	248	40.7	669	52.6
	19 or older	222	31.5	187	29.9	152	25.7	476	34.7
Gender	Female	1241	56.9	1436	56.2	1082	52.6	3179	65.5
	Male	1260	59.3	1523	60.4	1150	56.2	3429	67.5
Race/Ethnicity ^a	Amer. Indian/Alaska Native	8		13		9		25	40.0
	Asian	179	74.3	218	77.5	142	77.5	488	84.4
	Black or African American	70	35.7	97	36.1	86	31.4	204	42.6
	Filipino	23		34	67.6	31	64.5	74	75.7
	Hispanic or Latino	577	48.9	728	48.1	554	45.3	1570	56.2
	Nat. Hawaiian/Pac. Islander	7		6		8		16	
	White	1196	61.3	1328	59.8	1025	58.9	3058	69.7
Two or more races	441	59.6	535	64.9	377	52.8	1173	69.0	
First Language(s) ^b	English only	1836	57.4	2178	57.1	1640	52.8	4832	65.4
	English and other lang(s)	424	60.6	483	60.7	404	58.7	1138	69.2
	Lang(s) other than English	94	58.5	126	56.3	92	56.5	281	63.3
Home Language ^c	Cantonese	6		9		5		20	
	English	2069	57.4	2436	57.4	1877	53.2	5454	65.7
	Korean	16		14		16		43	81.4
	Mandarin (Putonghua)	24		25	84.0	16		61	91.8
	Pilipino (Tagalog)	7		11		15		28	60.7
	Spanish	79	34.2	120	35.0	93	47.3	247	45.7
	Vietnamese	19		13		8		37	78.4
	Other	128	71.1	151	70.9	108	63.0	352	75.6
Parent/Guardian Education Level ^d	Not a high school graduate	189	45.5	214	43.9	183	43.2	508	51.0
	High school graduate	322	45.0	393	47.3	355	43.7	915	53.1
	Some college (inc. AA deg.)	516	50.8	604	53.5	399	47.1	1261	61.3
	College degree	705	62.6	818	59.2	638	58.3	1843	70.4
	Grad. school/post-graduate	549	72.3	645	72.2	480	68.5	1499	79.5
Enrolled in Grade 12 or Below	Yes	2024	61.4	2631	60.9	1956	57.1	5700	69.5
	No	416	42.3	305	38.7	261	36.0	826	47.0

(continued on next page)

Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2014–15 (cont.)

		Fall 2014		Spring 2015		Summer 2015		Cumulative 2014–15	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	1237	62.2	1628	60.6	1249	58.0	3600	68.9
	Private	403	66.3	533	66.4	320	56.3	1057	75.8
	Charter	315	50.5	410	53.4	330	53.0	868	63.7
Granted Testing Accommodation(s)	Yes	79	54.4	122	49.2	94	41.5	241	58.9
	No	2422	58.2	2837	58.8	2138	55.0	6367	66.8

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.

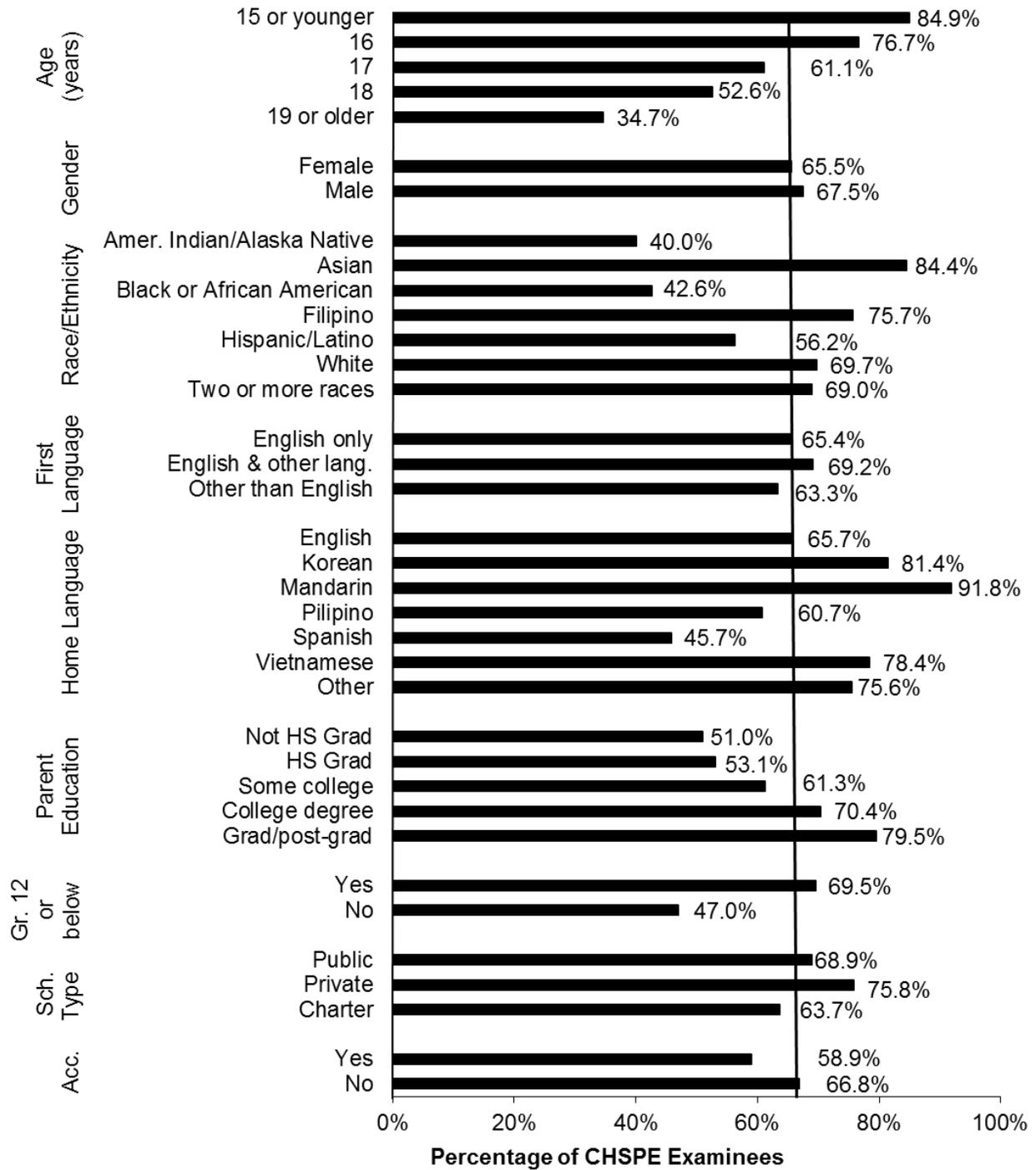
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2014–15



Note. Data are from Table 4.7. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 66.5 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(

Section 5: Test-Level Information

This section of the report provides descriptive statistics for the 2014–15 administrations, and data about the extent of agreement among writing task scorers.

Descriptive Statistics

Descriptive statistics for each 2014–15 administration are provided in Tables 5.1, 5.2, and 5.3. These data are based on all examinees who attempted each test part. Raw scores are specific to each 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 followed by the spring and lowest in the summer administration. The differences in performance in the multiple-choice tests for the three administrations indicate a downward trend from fall to summer, of approximately 2.1 (on the Language subtest) to 4.2 (on the Reading subtest) and 3.6 on the mathematics section scale score points. Mean writing task scores ranged from about 7.09 for the fall administration to approximately 7.06 for the spring administration to approximately 6.70 for the summer administration.

Table 5.1: CHSPE Descriptive Statistics, Fall 2014

	ELA Reading Subtest (TASK 3, Form A; N = 2,104)		ELA Language Subtest (TASK 3, Form A; N = 2,077)		Mathematics (TASK 2, Form A; N = 2,501)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	66.7	382.0	35.4	379.0	30.4	358.5
Std. Error of Mean	0.3	0.8	0.2	0.7	0.2	0.8
Median	69	381	37	381	31	357
Mode	75	404	39	390	36	374
Std. Deviation	11.9	35.4	7.0	33.1	9.5	38.1
Variance	140.6	1252.9	48.9	1093.2	89.5	1448.1
Skewness	-1.5	-0.2	-0.9	-1.3	-0.2	0.3
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.0	0.0
Kurtosis	3.0	1.1	1.0	16.7	-0.5	1.6
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	77	281	48	498	50	310
Minimum	7	228	0	0	0	195
Maximum	84	509	48	498	50	505

Note. Data are based on all examinees who attempted the specified 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 2015

	ELA Reading Subtest (TASK 3, Form B; N = 2,523)		ELA Language Subtest (TASK 3, Form B; N = 2,533)		Mathematics (TASK 2, Form B; N = 2,959)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	66.8	381.5	35.3	378.8	29.4	356.7
Std. Error of Mean	0.2	0.7	0.1	0.6	0.2	0.7
Median	69	381	36	377	30	356
Mode	73	395	38	386	31	359
Std. Deviation	11.3	32.7	6.5	29.7	9.0	35.4
Variance	127.0	1068.1	42.1	880.6	81.6	1253.4
Skewness	-1.6	-0.3	-0.8	0.2	-0.2	0.2
Std. Error of Skewness	0.0	0.0	0.0	0.0	0.0	0.0
Kurtosis	3.3	1.2	1.0	2.0	-0.4	1.7
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	80	289	48	303	50	312
Minimum	3	197	0	196	0	196
Maximum	83	486	48	499	50	508

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

Table 5.3: CHSPE Descriptive Statistics, Summer 2015

	ELA Reading Subtest (TASK 3, Form A; N =1,758)		ELA Language Subtest (TASK 3, Form A; N = 1,833)		Mathematics (TASK 2, Form A; N = 2,232)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.4	377.8	34.9	376.9	29.4	354.9
Std. Error of Mean	0.3	0.9	0.2	0.8	0.2	0.8
Median	68	378	36	377	30	354
Mode	70	385	40	395	30	354
Std. Deviation	12.2	36.7	7.0	33.4	9.2	36.7
Variance	148.0	1347.6	48.7	1114.8	85.5	1344.5
Skewness	-1.5	-1.0	-0.9	-1.5	-0.1	0.5
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	3.5	8.4	1.4	18.6	-0.5	1.8
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	84	509	48	498	50	310
Minimum	0	0	0	0	0	195
Maximum	84	509	48	498	50	505

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

Table 5.4: CHSPE Writing Task Descriptive Statistics, 2014–15

	Fall 2014 (TASK 1)	Spring 2015 (TASK 2)	Summer 2015 (TASK 3)
N	2077	2533	1833
Mean	7.09	7.06	6.70
Median	8	8	7
Mode	8	8	8
Std. Deviation	1.94	1.97	2.13
Range	10	10	10
Minimum	0	0	0
Maximum	10	10	10

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

Reader Agreement Statistics

Responses to the Language subtest, writing task are scored independently by two readers using the five-point CHSPE Writing Task Scoring Guide (Appendix A). Tables 5.4 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 ELA Language subtest. These are not the frequencies of final scores because writing tasks whose first two scores differed by more than one point were read a third time to determine the final score. The frequencies of final writing task scores are provided in Appendix C.

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

		Reader 2							
		Blank ^a	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	43	0	0	0	0	0	0	43
	Off-topic	0	2	0	0	0	0	0	2
	1	0	0	24	1	0	0	0	25
	2	0	0	2	124	34	0	0	160
	3	0	0	0	12	563	65	0	640
	4	0	0	0	0	79	819	43	941
	5	0	0	0	0	1	50	215	266
Total		43	2	26	137	677	934	258	2077

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

^a Blank responses are not given to a second reader.

Table 5.6: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Spring 2015

		Reader 2							
		Blank ^a	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	46	0	0	0	0	0	0	46
	Off-topic	0	2	0	0	0	0	0	2
	1	0	0	35	14	0	0	0	49
	2	0	0	5	170	58	2	0	235
	3	0	0	0	30	570	128	1	729
	4	0	0	0	4	115	958	79	1156
	5	0	0	0	0	6	59	251	316
Total		46	2	40	218	749	1147	331	2533

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

^a Blank responses are not given to a second reader.

Table 5.7: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Summer 2015

		Reader 2							
		Blank ^a	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	51	0	0	0	0	0	0	51
	Off-topic	0	1	0	0	0	0	0	1
	1	0	0	42	9	0	0	0	51
	2	0	0	9	159	63	1	0	232
	3	0	0	0	19	499	97	1	616
	4	0	0	0	0	50	596	30	676
	5	0	0	0	0	0	46	160	206
Total		51	1	51	187	612	740	191	1833

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

^a Blank responses are not given to a second reader.

Table 5.8: Reader Agreement, CHSPE Writing Task Scores, First Two Reads, 2014–15 (excluding Blanks)

Reader Agreement	Fall 2014		Spring 2015		Summer 2015		Total for Year	
	N	%	N	%	N	%	N	%
Exact Agreement	1747	85.9	1986	79.9	1457	81.8	5190	82.3
Adjacent (1 point difference)	286	14.1	488	19.6	323	18.1	1097	17.4
Non-adjacent (>1 point difference)	1	.0	13	.5	2	.1	16	0.3
Total	2034	100.0	2487	100.0	1782	100.0	6303	100.0

At each administration, readers 1 and 2 agreed on the score on between 79.9 and 85.9 percent of the responses, or had an acceptable difference of one point between 14.1 and 19.6 percent of the responses. On 82.3 percent of the 6,303 essays scored in the year, readers 1 and 2 (scoring independently) agreed on the score. On only 16 essays (0.3 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 2014–15 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). The percentage of regular registrations is increasing due to the introduction of electronic registration and the use of credit cards.

Table 6.1: Number of CHSPE Registrants and Examinees, 2014–15

	Fall 2014	Spring 2015	Summer 2015	Total
Registrants:				
Transfers In ^a	48	36	93	177
+ Regular	2098	2572	1939	6609
+ Late	495	672	465	1632
+ Emergency	240	59	184	483
= Total Registrants	2881	3339	2681	8901
- Withdrawals	7	6	3	16
- Transfers Out ^b	107	121	50	278
- Absentees	157	150	186	493
- Non-Attempted ^c	1	0	0	1
= Total Tested	2609	3062	2442	8113
- Examinees with invalidated scores	3	1	1	5
= All Examinees	2606	3061	2441	8108

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 attempted criteria are not counted in the total number of examinees tested. See page 6 for more information.

Table 6.2 provides the total number of registrants and the total number tested by test site for each administration. Table 6.3 provides the total and average for the three administrations combined. As shown in Table 6.2 and 6.3, a total of 68 test sites were used during the year, including one incarceration facility. Seven sites were used for alternate date testing and twelve for emergency registration. Two sites were used to provide accommodations for a single tester.

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, during the 2014–15 administration, approximately 3.7 percent of the examinees were provided accommodations.¹² 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 120 registrants were approved for alternate date testing. There were 71 testing irregularities reported during the year (see Table 6.5).

¹² The numbers of registrants approved for accommodations in Table 6.4 do not match the numbers of examinees tested with accommodations in Tables 3.2 through 3.5 because not all 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, 2014–15

#	Site Name	Fall 2014		Spring 2015		Summer 2015	
		Reg.	Tested	Reg.	Tested	Reg.	Tested
0101-E	Hayward High School	140	126	121	108	99	88
0180-A	Hayward High School	3	3	4	4	1	1
0401	Pleasant Valley High School, Chico	22	19	35	34	22	18
0701	Clayton Valley Charter High School	63	60	76	71	59	56
0901	El Dorado COE, Diamond Springs	23	23	30	29	21	17
1001-E	Clovis High School	50	45	88	81	57	52
1080-A	Clovis High School	0	0	2	2	2	2
1201	Humboldt COE, Eureka	12	11	13	12	8	7
1301	Cal Works One Stop, El Centro	9	8	16	15	8	7
1501	Larry E Reider Education Center	35	31	46	38	37	34
1701	Lake COE, Lakeport	8	8	7	5	8	7
1801	Lassen COE, Susanville	3	3	5	5	4	4
1901	University Senior High School, Los Angeles	103	93	92	86	92	82
1902	Antelope Valley College	40	36	60	50	43	38
1903	John Burroughs High School	88	82	91	87	90	82
1904-E	El Camino Real High School, Woodland Hills	276	244	274	245	184	161
1905-E	South Hills High School, West Covina	149	139	152	142	101	93
1906	Phineas Banning High School	50	46	47	44	45	38
1980-A	Glendale Adventist Academy	24	24	26	26	25	24
1982-A	San Gabriel Academy	5	5	0	0	5	5
2001	Madera COE	3	3	6	6	7	6
2101	Madrone High School, San Rafael	24	22	35	32	24	20
2301	Mendocino COE, Ukiah	6	3	7	7	7	5
2401	Merced COE	13	12	18	17	0	0
2601	Mono COE, Mammoth Lakes	3	2	4	4	5	4
2701	Salinas Education Center, Salinas	20	17	12	10	11	10
2801	Napa COE, Napa	22	20	30	28	27	24
2901	Nevada Union High School, Grass Valley	13	13	25	23	22	21
3002	Hansen Elementary, Anaheim	66	58	61	58	68	62
3004	Orange County Department of Education	127	112	152	142	122	109
3005-E	Los Alamitos High School	99	94	121	110	100	89
3101	Placer COE Annex, Auburn	36	33	47	46	31	28
3301-E	Gage Middle School, Riverside	101	88	90	79	92	84
3302	Palm Springs High School	30	28	76	68	41	34
3303	West Valley High, Hemet	49	43	62	57	61	57
3380-A	La Sierra Academy, Riverside	8	7	10	10	4	4
3401-E	Sacramento COE	115	106	93	82	98	89
3402	Valley High School, Sacramento	24	21	68	66	43	38
3480-A	Sacramento COE	1	1	0	0	2	2

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Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2014–15 (cont.)

#	Site Name	Fall 2014		Spring 2015		Summer 2015	
		Reg.	Tested	Reg.	Tested	Reg.	Tested
3501	San Andreas Continuation HS, Hollister	3	2	9	7	8	5
3601	San Bernardino County Supt. of Schools	85	81	100	93	83	72
3701	Helix Charter High School, La Mesa	41	37	52	49	44	40
3702-E	Palomar Community College, San Marcos	84	74	120	110	119	112
3703	Southwest High School, San Diego	38	33	30	28	23	21
3704-E	Mt. Everest Academy, San Diego	76	70	100	94	61	50
3780-A	San Diego Academy	1	1	0	0	4	4
3801	John O'Connell H.S. (Ida B. Wells), San Francisco	32	28	58	51	19	16
3901	San Joaquin COE, Stockton	17	16	28	27	25	23
3902	Lincoln High School, Stockton	26	25	30	29	30	29
4001	North County Christian School, Atascadero	27	24	37	30	32	30
4099-I	Grizzly Youth Academy, San Luis Obispo	6	6	6	6	0	0
4102	Sequoia High School, Redwood City	50	46	64	58	45	40
4201	San Marcos High School, Santa Barbara	26	23	25	23	22	20
4301-E	Santa Clara HS/Buchser MS, San Jose	82	77	100	93	93	87
4302	William C. Overfelt High School, San Jose	149	133	122	115	100	90
4401	Santa Cruz COE, Capitola	27	25	35	34	27	23
4501-E	Shasta College, Redding	17	12	24	23	15	11
4701	Siskiyou COE, Yreka	0	0	2	2	3	3
4801	Solano COE, Fairfield	25	24	30	27	29	26
4870	Coming to California Medical Facility, Prison	0	0	0	0	1	1
4890SA	Private Home, Vacaville	0	0	0	0	1	1
4901	Sonoma COE, Santa Rosa	41	39	70	62	45	41
4990-SA	Petaluma JUSD SA	1	1	0	0	0	0
5001	Stanislaus Institute of Learning, Ceres	27	21	35	30	27	21
5401	Tulare COE, Visalia	17	14	32	31	25	24
5501	Tuolumne County Supt. of Schools, Sonora	13	13	17	15	4	3
5601-E	Ventura COE/High School, Camarillo	82	71	103	90	101	88
5701	Yolo COE, Woodland	24	21	35	33	22	22
	Withdrawn		7		6		3
	Transfers		107		121		50
	Absentees		114		151		186
Total		2881	2610	3366	3088	2681	2442

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), 2014–15

#	Site Name	Registrants		Tested	
		Total	Avg.	Total	Avg.
0101-E	Hayward High School	360	120	322	107
0180-A	Hayward High School	8	3	8	3
0401	Pleasant Valley High School, Chico	79	26	71	24
0180A	Pleasant Valley High School, Chico	0	0	0	0
0701	College Park High School, Pleasant Hill	198	66	187	62
0901	El Dorado COE, Diamond Springs	74	25	69	23
1001-E	Clovis High School	195	65	178	59
1080-A	Clovis High School	4	2	4	2
1201	Humboldt COE, Eureka	33	11	38	13
1280A	Humboldt COE, Eureka	0	0	0	0
1301	One Stop of Imperial County, El Centro	33	11	30	10
1501	Kern COE, Bakersfield	118	39	103	34
1701	Lake COE, Lakeport	23	96	20	7
1801	Lassen COE, Susanville	12	4	12	4
1901	University Senior High School, Los Angeles	287	29	261	87
1902	Antelope Valley High School, Lancaster	143	48	124	41
1903	John Burroughs HS, Burbank	269	90	251	84
1904-E	El Camino Real High School, Woodland Hills	458	153	690	230
1905-E	South Hills High School, West Covina	402	134	374	125
1906	Phineas Banning HS, Wilmington	142	47	128	43
1980-A	Glendale Adventist Academy	75	25	74	25
1982	San Gabriel Academy, San Gabriel	10	5	10	5
2001	Madera COE	16	5.3	15	5
2101	Madrone High School, San Rafael	83	28	74	25
2301	Mendocino COE, Ukiah	20	7	15	5
2401	Merced COE	31	10	29	10
2601	Mono COE, Mammoth Lakes	12	47	10	3
2701	Salinas Education Center	43	14	37	12
2801	Napa COE	79	26	72	24
2901	Nevada Union High School, Grass Valley	160	53	178	59
3002	Hansen Elementary, Anaheim	195	65	178	59
3004	Orange Co. Dept. of Ed., Costa Mesa	401	134	363	121
3005-E	Los Alamitos High School	320	107	293	98
3101	Placer COE, Auburn	114	38	107	36
3301-E	Gage Middle School, Riverside	283	94	251	84
3302	Palm Springs High School	147	49	130	43
3303	West Valley High, Hemet	172	57	157	52
3380-A	La Sierra Academy, Riverside	306	102	277	92
3401-E	Sacramento COE	306	102	277	92
3402	Valley High School, Sacramento	135	45	126	42
3480-A	Sacramento COE	10	5	9	5

(continued on next page)

Table 6.3: Total CHSPE Registrants and Total Tested by Test Site (Cumulative), 2014–15 (cont.)

#	Site Name	Registrants		Tested	
		Total	Avg.	Total	Avg.
3501	San Andreas Continuation HS, Hollister	20	7	14	5
3601	San Bernardino County Supt. of Schools	268	89	246	82
3701	Helix Charter High School, La Mesa	137	46	126	42
3702-E	Palomar Community College, San Marcos	323	108	296	99
3703	Southwest High School, San Diego	91	30	82	27
3704	Mt. Everest Academy, San Diego	237	79	214	71
3780-A	San Diego Academy	5	3	5	3
3801	John O'Connell/Ida B. Wells HS, San Francisco	109	36	97	32
3901	San Joaquin COE, Stockton	70	23	69	23
3902	Lincoln High School, Stockton	86	29	83	28
4001	North County Christian School, Atascadero	96	32	84	28
4080-A	North County Christian School, Atascadero	0	0	0	0
4099-I	Grizzly Youth Academy, San Luis Obispo	6	3	6	3
4102	Sequoia High School, Redwood City	154	51	144	48
4201	San Marcos High School, Santa Barbara	73	24	66	22
4301-E	Santa Clara High School, San Jose	275	92	257	86
4302	William C. Overfelt High School, San Jose	371	124	238	79
4401	Santa Cruz COE, Capitola	89	30	82	27
4501-E	Shasta College, Redding	56	19	46	15
4701	Siskiyou COE, Yreka	5	2	5	2
4801	Solano COE, Fairfield	84	28	77	26
4870	Coming to California Medical Facility, Vacaville Prison	1	1	1	1
4890-SA	Vacaville, Individual Accommodations Tester	1	1	1	1
4901	Sonoma COE, Santa Rosa	156	52	142	47
4990-SA	Petaluma JUSD	1	1	1	1
5001	Stanislaus Institute of Learning, Ceres	89	30	72	24
5401	Tulare COE, Visalia	74	25	69	23
5501	Tuolumne County Supt. of Schools, Sonora	34	11	37	12
5601-E	Ventura High School, Camarillo	212	71	249	83
5701	Yolo COE, Woodland	87	29	76	25
	Withdrawn	16	5		
	Transfers	278	93		
Total:		8672	2965	8455	2820

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
2014-2015**

	Fall 2014	Spring 2015	Summer 2015	Total
Accommodations with processed requests	96	148	116	360
Accommodations processed & denied/partial documentation	3	9	4	16
Examinees Approved for Accommodations	93	139	112	344
Approved Accommodations by Type:				
Extra time: time and a half (an additional 1.75 hours)	51	98	78	227
Small-group setting	44	79	72	195
Computer for writing task	16	16	12	44
Extra time: double time (an additional 3.5 hours)	18	11	8	37
Frequent breaks	26	41	34	101
Record answers in test booklet	7	14	10	31
Large print	3	2	0	5
Read directions and questions for only mathematics	1	1	5	7
Read directions and questions for math and language	2	6	5	13
Scribe	1	1	0	2
Magnifying equipment	0	1	0	1
Sign language	0	1	0	1
Braille	0	0	0	0
Other:				
<i>Manage blood sugar</i>	2	4	5	11
<i>Colored overlays</i>	2	2	0	4
<i>Prompting to start and stay on task</i>	0	1	0	1
<i>Individual testing</i>	5	8	6	19
<i>Multiple Day testing</i>	0	1	0	1
<i>Use restroom repeatedly</i>	1	1	0	2
<i>Stand frequently, bring special chair and pad</i>	3	0	5	8
<i>Noise Buffers</i>	9	12	8	29
<i>Seat in front of the room</i>	1	1	3	5
<i>Test individually at alternative site</i>	2	0	0	2
<i>Use graph paper for scratch paper</i>	0	0	2	2
<i>Use of a native language English translation glossary</i>	5	5	0	10
<i>Physical access in wheel chair</i>	0	2	0	2
<i>Proctor check to be sure tester understands directions</i>	3	5	2	10
<i>Use blank paper to track reading location/progress</i>	1	1	0	2
<i>Braille Note Taker for Essay</i>	0	0	0	0
<i>Sit in back of room to stand and stretch during exam</i>	3	2	0	5
<i>Use mechanical pencil with special grip</i>	1	0	0	1
<i>Use help dog</i>	1	0	0	1
<i>Examinee reads passages aloud with handheld device</i>	1	0	0	1
<i>Break to breast feed infant during exam</i>	1	0	0	1
<i>Sit in a large chair due to examinees size</i>	1	1	0	2
<i>May need to walk around</i>	1	0	0	1
Total Approved Accommodations	212	317	255	784
Examinees Approved for Testing on Alternate Date	41	41	38	120

Note. An examinee 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. Examinee irregularities were the largest number reported (26). In addition, the Late/Not Admitted Irregularities (20) are also related to examinee behavior. 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 become ill during the administration, and examinees who go to the restroom and don't return to the testing room.

Table 6.5: Number of CHSPE Testing Irregularities by Type, 2014–15

	Fall 2014	Spring 2015	Summer 2015	Total
Examinee Irregularity	9	21	15	45
Test Center Staff Irregularity	3	3	3	9
Facility Irregularity	2	2	2	6
SCOE Irregularity	1	0	1	2
Security Breach	0	1	1	2
Complaint	0	2	0	2
Materials Irregularity	0	1	1	2
Late/Not Admitted	1	15	4	20
Other	0	0	2	2
Total	16	45	29	90

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 allowing an examinee to enter the testing room late.

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 2014–15. All revenue is made payable to the CDE, received by SCOE, and then delivered to the Cashier’s office at the CDE, by a SCOE courier.

Table 6.6: CHSPE Revenue Deposited and Refunds, 2014–15

	Administration				Total
	Pre- 2014–15	Fall 2014	Spring 2015	Summer 2015	
Regular Registration	0	\$312,840.00	363,660.00	\$282,150.00	\$958,650.00
Late Fee ^a	0	18,500.00	17,500.00	15,600.00	51,600.00
Refund Late Fee			-\$25.00		-25.00
Emergency Fee ^b	0	5,950.00	1,275.00	4,025.00	11,250.00
Emergency Fee Credit		-50.00			-50.00
Transfer ^c		2,150.00	2,850.00	4,050.00	9,050.00
Rescore Math section	0	150.00	\$75.00		225.00
Rescore ELA section	35.00	\$0.00	140.00		175.00
Rescore reading section		\$25.00			25.00
Rescore both sections	0	\$.00	110.00		110.00
Overage ^d	108.80	\$.00			108.80
Duplicate Charge Reversed		-490.00	-440.00		-930.00
Refund Registration	0	-280.00		-120.00	-400.00
Credit Card Refund ^e			-330.00	-170.00	-500.00
Reverse Charge ^f		-\$270.00	-110.00		-380.00
Subtotal (Test Admin)	\$143.80	\$338,525.00	\$384,705.00	\$305,535.00	\$1,028,908.80
			Document Requests:	N	Sub totals
			Duplicate Certificate	1,108	\$27,700.00
			Official Transcript	1,715	25,725.00
			Rush Service	915	13,725.00
			Subtotal (Documents): \$67,150.00		
			Total: \$1,096,058.80		

^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.

^e Credit card refund due to examinee protesting the card as invalid or not approved.

^f These charges were deposited with CDE but were found to be duplicate payments due to an error in the website to database interfacing program.

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, \$143.80 was received during the 2014–15 fiscal year for previous administrations.

In 2014–15, a total (after accounting for refunds) of \$1,096,058.80 was received by SCOE and transmitted to the CDE. This is an increase of \$348,894.41 over only two test administrations in 2013-14. Registration fees (i.e., regular, late, and emergency) accounted for nearly 94 percent of the total revenue; document request fees accounted for nearly all of the rest. In 2014–15, 1,108 requests for duplicate certificates and 1,715 requests for official transcripts were received and processed.

Appendix A
CHSPE Writing Task Scoring Guides

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

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

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

Appendix B
Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

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

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

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

African American or Black
American Indian or Alaska Native
Asian
Filipino

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

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

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

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

NOTE: If there is no response to Part I, or the response is both “yes” and “no,” and there is no response to Part 2 (i.e., the examinee provides no data), then the examinee is categorized into “two or more races.” This includes the following number of examinees in 2014–15:

Number of students who are classified as “Two or More Races” because they did not choose any ethnicity, and percent $[(N/ \text{total number of students}) * 100]$:

Fall 14		Spring 15		Summer 15		Cumulative 2014–15	
N	%	N	%	N	%	N	%
143	5.5	179	5.8	112	4.7	362	5.4

Appendix C
Score Distribution Data

Table C1: Frequencies of CHSPE Mathematics Scale and Raw Scores, Fall 2014

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	3	.1	344	27	103	4.1
195	1	3	.1	347	28	85	3.4
220	2	2	.1	350	29	72	2.9
247	4	4	.2	354	30	94	3.8
255	5	1	.0	357	31	96	3.8
263	6	2	.1	360	32	94	3.8
269	7	6	.2	364	33	95	3.8
275	8	3	.1	367	34	99	4.0
280	9	6	.2	371	35	92	3.7
285	10	8	.3	374	36	111	4.4
290	11	16	.6	378	37	86	3.4
294	12	17	.7	382	38	69	2.8
298	13	23	.9	387	39	84	3.4
302	14	28	1.1	391	40	66	2.6
305	15	32	1.3	396	41	52	2.1
309	16	51	2.0	401	42	76	3.0
312	17	40	1.6	407	43	62	2.5
316	18	56	2.2	414	44	48	1.9
319	19	44	1.8	421	45	40	1.6
322	20	48	1.9	430	46	42	1.7
325	21	80	3.2	442	47	25	1.0
329	22	73	2.9	457	48	24	1.0
332	23	71	2.8	482	49	18	.7
335	24	89	3.6	505	50	8	.3
338	25	81	3.2				
341	26	73	2.9		Total:	2501	100.0

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

Figure C1: Histogram of CHSPE Mathematics Raw Scores, Fall 2014

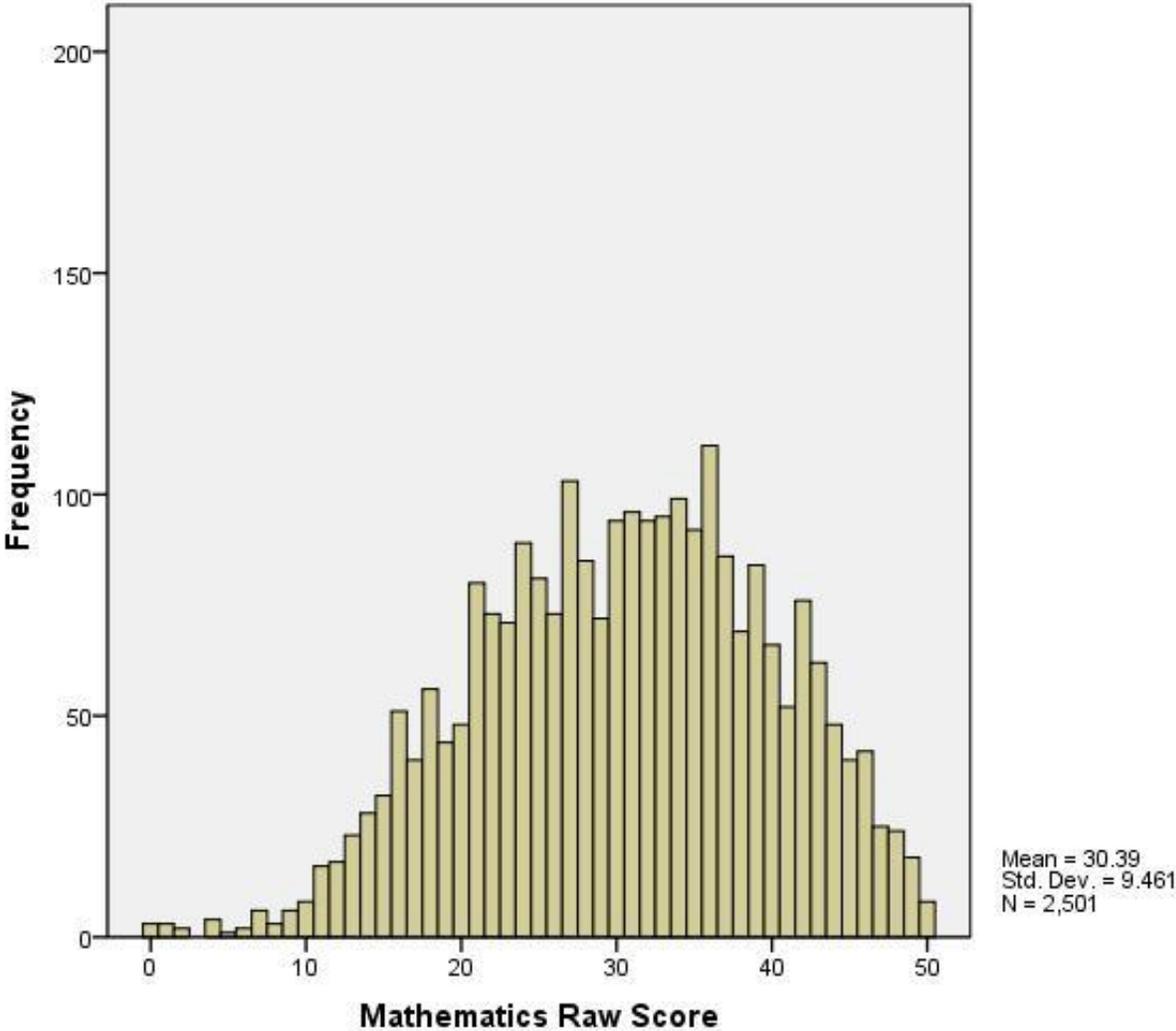


Table C2: Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
196	0	3	.1	346	27	126	4.3
196	1	3	.1	350	28	123	4.2
221	2	3	.1	353	29	112	3.8
236	3	3	.1	356	30	128	4.3
256	5	1	.0	359	31	133	4.5
264	6	3	.1	363	32	132	4.5
270	7	5	.2	366	33	107	3.6
276	8	6	.2	370	34	107	3.6
281	9	11	.4	373	35	107	3.6
286	10	9	.3	377	36	90	3.0
291	11	25	.8	381	37	88	3.0
295	12	29	1.0	385	38	77	2.6
299	13	23	.8	389	39	77	2.6
303	14	27	.9	394	40	74	2.5
307	15	41	1.4	399	41	73	2.5
311	16	40	1.4	404	42	68	2.3
314	17	60	2.0	410	43	52	1.8
318	18	66	2.2	417	44	54	1.8
321	19	69	2.3	424	45	42	1.4
324	20	67	2.3	433	46	24	.8
327	21	91	3.1	445	47	29	1.0
331	22	97	3.3	460	48	19	.6
334	23	87	2.9	485	49	5	.2
337	24	107	3.6	508	50	6	.2
340	25	115	3.9				
343	26	115	3.9		Total:	2959	100.0

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

Figure C2: Histogram of CHSPE Mathematics Raw Scores, Spring 2015

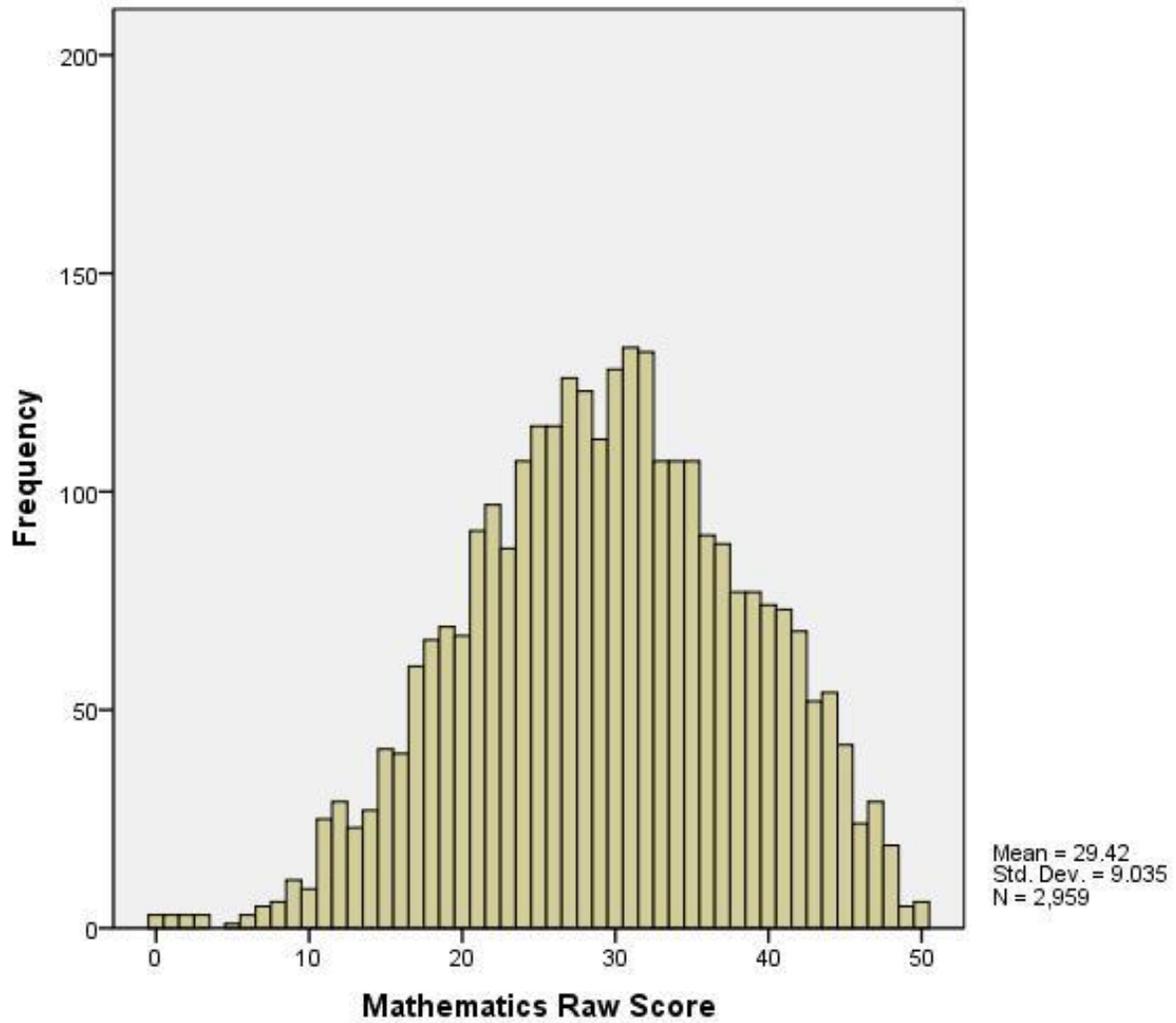


Table C3: Frequencies of CHSPE Mathematics Scale and Raw Scores, Summer 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	3	.1	344	27	92	4.1
195	1	2	.1	347	28	74	3.3
220	2	1	.0	350	29	81	3.6
247	4	1	.0	354	30	99	4.4
263	6	3	.1	357	31	90	4.0
269	7	3	.1	360	32	99	4.4
275	8	3	.1	364	33	87	3.9
280	9	5	.2	367	34	78	3.5
285	10	9	.4	371	35	86	3.9
290	11	12	.5	374	36	73	3.3
294	12	20	.9	378	37	63	2.8
298	13	22	1.0	382	38	58	2.6
302	14	28	1.3	387	39	63	2.8
305	15	34	1.5	391	40	37	1.7
309	16	40	1.8	396	41	50	2.2
312	17	59	2.6	401	42	45	2.0
316	18	51	2.3	407	43	51	2.3
319	19	50	2.2	414	44	45	2.0
322	20	58	2.6	421	45	26	1.2
325	21	77	3.4	430	46	27	1.2
329	22	74	3.3	442	47	15	.7
332	23	80	3.6	457	48	23	1.0
335	24	74	3.3	482	49	12	.5
338	25	63	2.8	505	50	7	.3
341	26	79	3.5		Total:	2232	100.0

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

Figure C3: Histogram of CHSPE Mathematics Raw Scores, Summer 2015

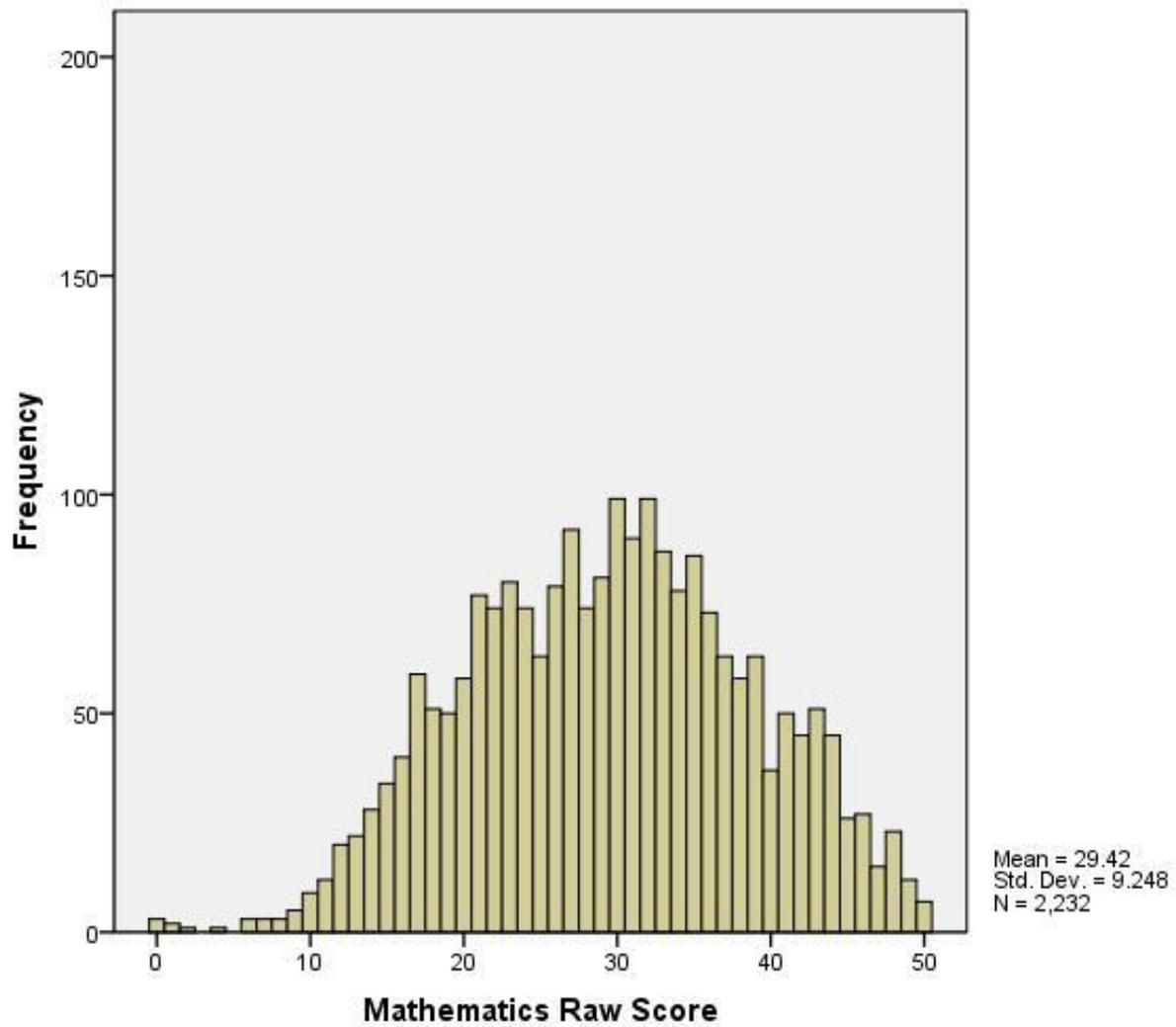


Table C4: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2014

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	2	.1	355	30	73	3.5
196	1	1	.0	358	31	85	4.1
286	10	4	.2	362	32	81	3.9
295	12	3	.1	365	33	94	4.5
299	13	4	.2	369	34	98	4.7
302	14	2	.1	373	35	105	5.1
306	15	5	.2	377	36	106	5.1
310	16	10	.5	381	37	129	6.2
313	17	4	.2	385	38	117	5.6
316	18	13	.6	390	39	134	6.5
320	19	10	.5	395	40	131	6.3
323	20	12	.6	401	41	123	5.9
326	21	16	.8	408	42	110	5.3
329	22	27	1.3	415	43	102	4.9
332	23	17	.8	424	44	90	4.3
335	24	29	1.4	435	45	60	2.9
339	25	39	1.9	450	46	30	1.4
342	26	38	1.8	476	47	16	.8
345	27	38	1.8	498	48	2	.1
348	28	51	2.5				
351	29	66	3.2		Total:	2077	100.0

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

Figure C4: Histogram of CHSPE Language Subtest Raw Scores, Fall 2014

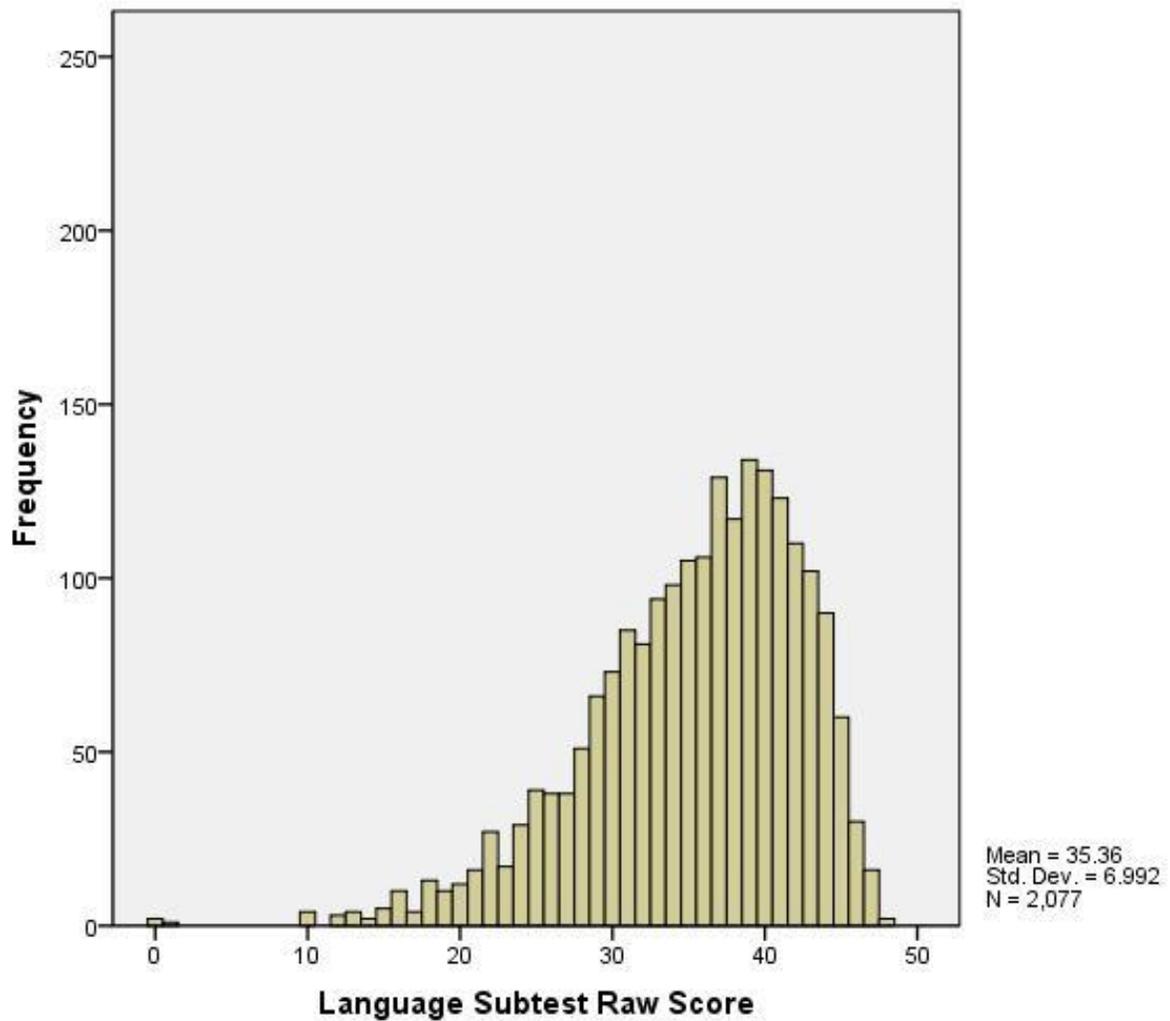


Table C5: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
196	0	1	.0	352	29	61	2.4
196	1	1	.0	355	30	99	3.9
237	3	1	.0	358	31	111	4.4
281	9	1	.0	362	32	129	5.1
295	12	1	.0	365	33	108	4.3
299	13	2	.1	369	34	159	6.3
303	14	5	.2	373	35	138	5.4
306	15	5	.2	377	36	146	5.8
310	16	7	.3	381	37	162	6.4
313	17	9	.4	386	38	168	6.6
317	18	10	.4	391	39	145	5.7
320	19	6	.2	396	40	153	6.0
323	20	12	.5	402	41	139	5.5
326	21	13	.5	408	42	136	5.4
330	22	18	.7	416	43	108	4.3
333	23	29	1.1	425	44	86	3.4
336	24	36	1.4	436	45	54	2.1
339	25	44	1.7	451	46	31	1.2
342	26	56	2.2	477	47	17	.7
345	27	53	2.1	499	48	6	.2
348	28	67	2.6		Total:	2533	100.0

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

Figure C5: Histogram of CHSPE Language Subtest Raw Scores, Spring 2015

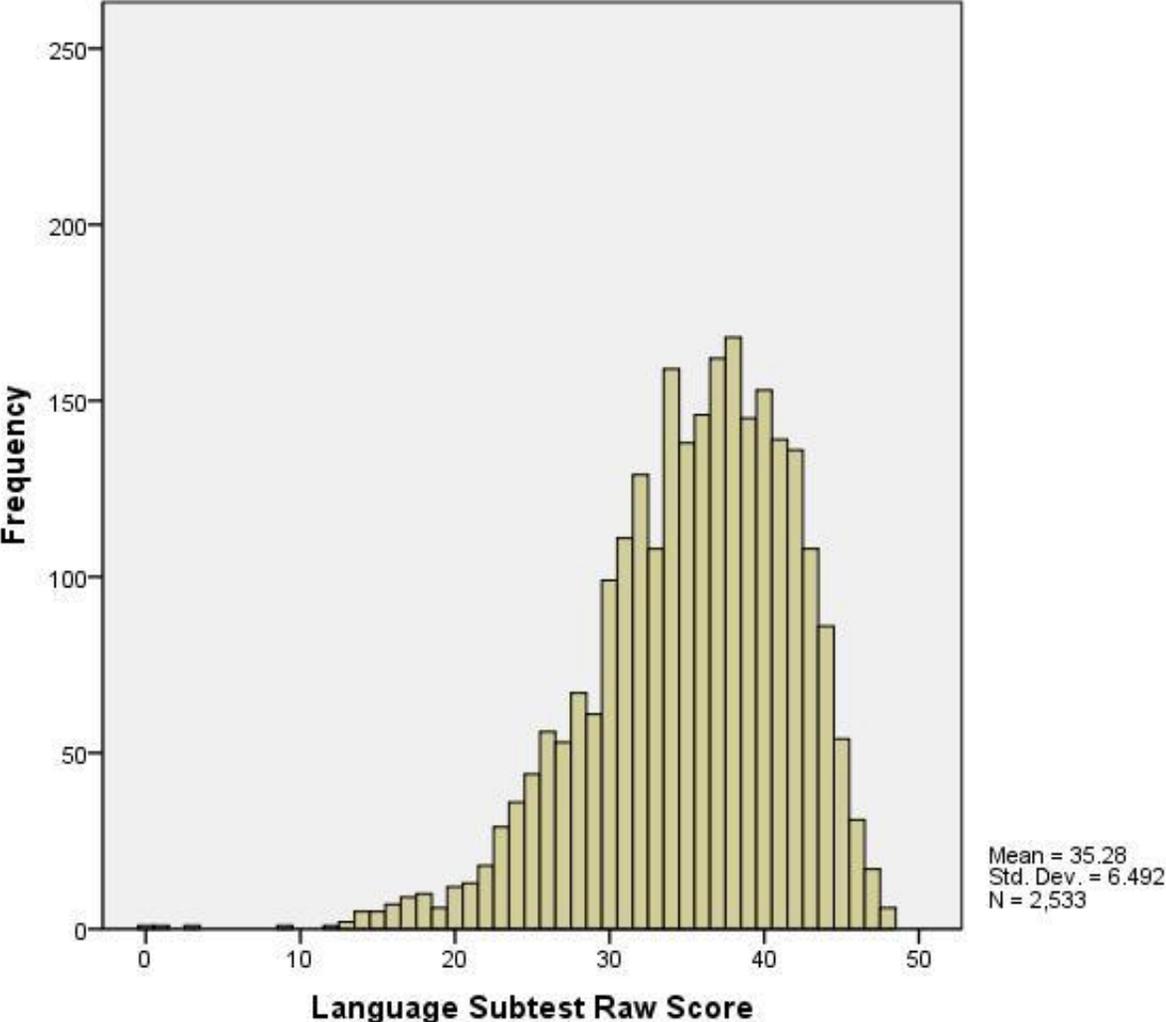


Table C6: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Summer 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	2	.1	351	29	52	2.8
196	0	2	.1	355	30	72	3.9
196	1	1	.1	358	31	72	3.9
281	9	1	.1	362	32	83	4.5
290	11	2	.1	365	33	103	5.6
295	12	4	.2	369	34	78	4.3
299	13	4	.2	373	35	105	5.7
302	14	1	.1	377	36	105	5.7
306	15	5	.3	381	37	89	4.9
310	16	1	.1	385	38	111	6.1
313	17	4	.2	390	39	108	5.9
316	18	2	.1	395	40	118	6.4
320	19	13	.7	401	41	98	5.3
323	20	13	.7	408	42	98	5.3
326	21	12	.7	415	43	66	3.6
329	22	29	1.6	424	44	63	3.4
332	23	22	1.2	435	45	49	2.7
335	24	28	1.5	450	46	25	1.4
339	25	34	1.9	476	47	15	.8
342	26	40	2.2	498	48	2	.1
345	27	51	2.8				
348	28	50	2.7		Total:	1833	100.0

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

Figure C6: Histogram of CHSPE Language Subtest Raw Scores, Summer 2015

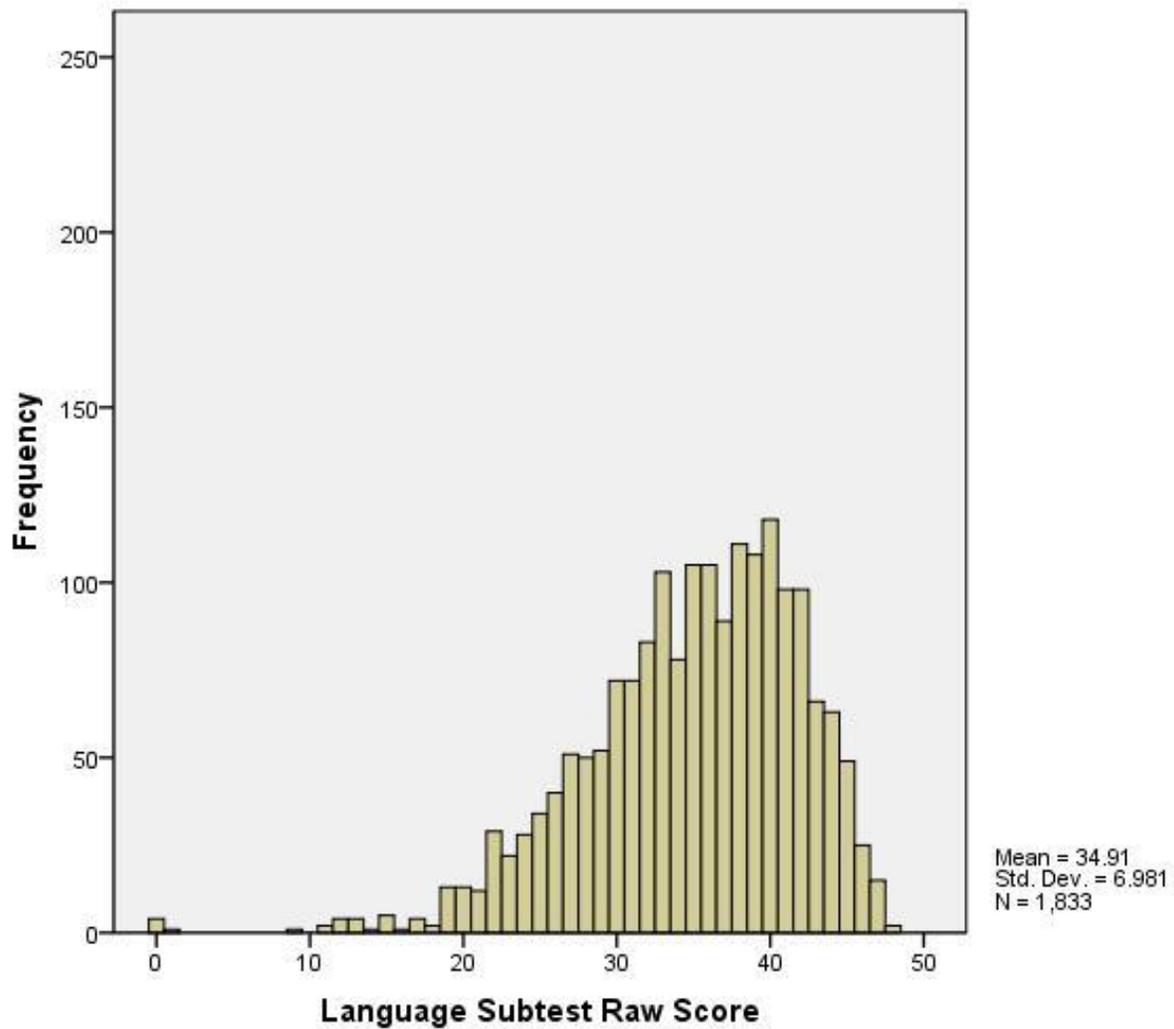


Table C7: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2014

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
228	7	2	.1	337	50	21	1.0
233	8	1	.0	339	51	10	.5
243	10	1	.0	341	52	20	1.0
267	17	1	.0	343	53	18	.9
269	18	2	.1	345	54	26	1.2
272	19	1	.0	347	55	23	1.1
275	20	2	.1	349	56	39	1.9
277	21	1	.0	351	57	27	1.3
280	22	1	.0	353	58	41	1.9
282	23	3	.1	355	59	27	1.3
284	24	4	.2	358	60	41	1.9
287	25	5	.2	360	61	63	3.0
289	26	6	.3	362	62	44	2.1
291	27	5	.2	365	63	57	2.7
293	28	2	.1	367	64	68	3.2
295	29	5	.2	370	65	65	3.1
297	30	1	.0	373	66	77	3.7
299	31	2	.1	376	67	72	3.4
301	32	2	.1	378	68	75	3.6
303	33	6	.3	381	69	94	4.5
305	34	7	.3	385	70	88	4.2
307	35	8	.4	388	71	79	3.8
309	36	3	.1	392	72	92	4.4
311	37	2	.1	395	73	97	4.6
313	38	2	.1	399	74	72	3.4
315	39	6	.3	404	75	99	4.7
317	40	3	.1	409	76	99	4.7
319	41	6	.3	414	77	90	4.3
321	42	10	.5	420	78	76	3.6
323	43	7	.3	427	79	86	4.1
325	44	9	.4	436	80	60	2.9
327	45	6	.3	447	81	41	1.9
329	46	14	.7	462	82	25	1.2
331	47	8	.4	487	83	16	.8
333	48	17	.8	509	84	2	.1
335	49	13	.6		Total:	2104	100.0

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

Figure C7: Histogram of CHSPE Reading Subtest Raw Scores, Fall 2014

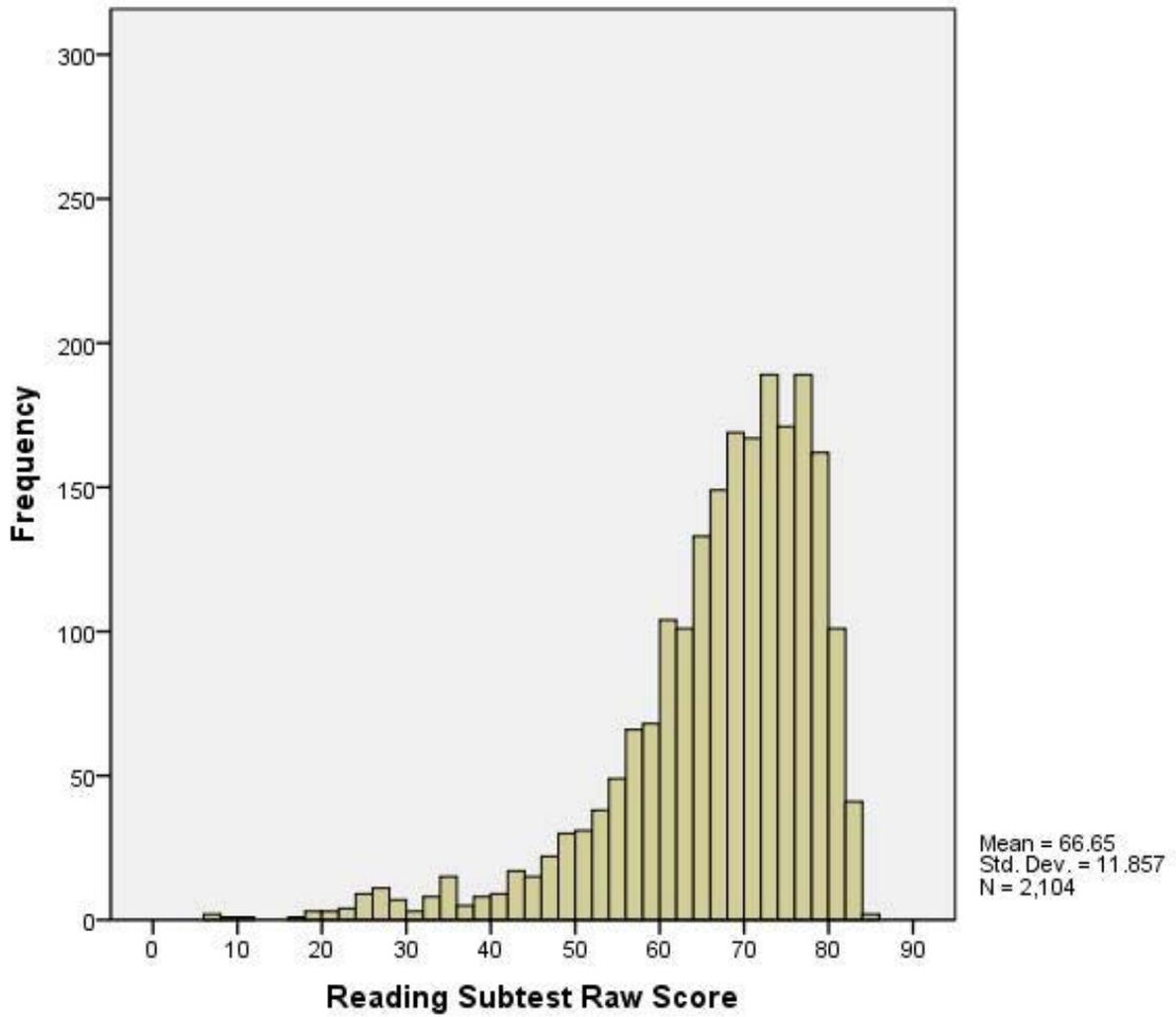


Table C8: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
197	3	1	.0	339	51	17	.7
216	5	1	.0	341	52	19	.8
252	12	1	.0	343	53	34	1.3
265	16	2	.1	345	54	30	1.2
273	19	3	.1	347	55	32	1.3
276	20	4	.2	349	56	33	1.3
281	22	1	.0	351	57	31	1.2
283	23	3	.1	353	58	43	1.7
285	24	1	.0	356	59	51	2.0
288	25	2	.1	358	60	43	1.7
290	26	5	.2	360	61	58	2.3
292	27	5	.2	362	62	58	2.3
294	28	1	.0	365	63	74	2.9
296	29	4	.2	367	64	78	3.1
298	30	7	.3	370	65	86	3.4
300	31	5	.2	373	66	95	3.8
302	32	3	.1	375	67	110	4.4
304	33	4	.2	378	68	87	3.4
306	34	5	.2	381	69	112	4.4
308	35	5	.2	384	70	96	3.8
310	36	4	.2	388	71	120	4.8
312	37	9	.4	391	72	118	4.7
314	38	9	.4	395	73	129	5.1
316	39	4	.2	399	74	114	4.5
318	40	7	.3	403	75	127	5.0
320	41	10	.4	408	76	99	3.9
322	42	14	.6	414	77	104	4.1
324	43	5	.2	420	78	98	3.9
325	44	11	.4	427	79	87	3.4
327	45	6	.2	435	80	66	2.6
329	46	6	.2	446	81	42	1.7
331	47	18	.7	461	82	27	1.1
333	48	9	.4	486	83	7	.3
335	49	15	.6				
337	50	8	.3		Total:	2523	100.0

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

Figure C8: Histogram of CHSPE Reading Subtest Raw Scores, Spring 2015

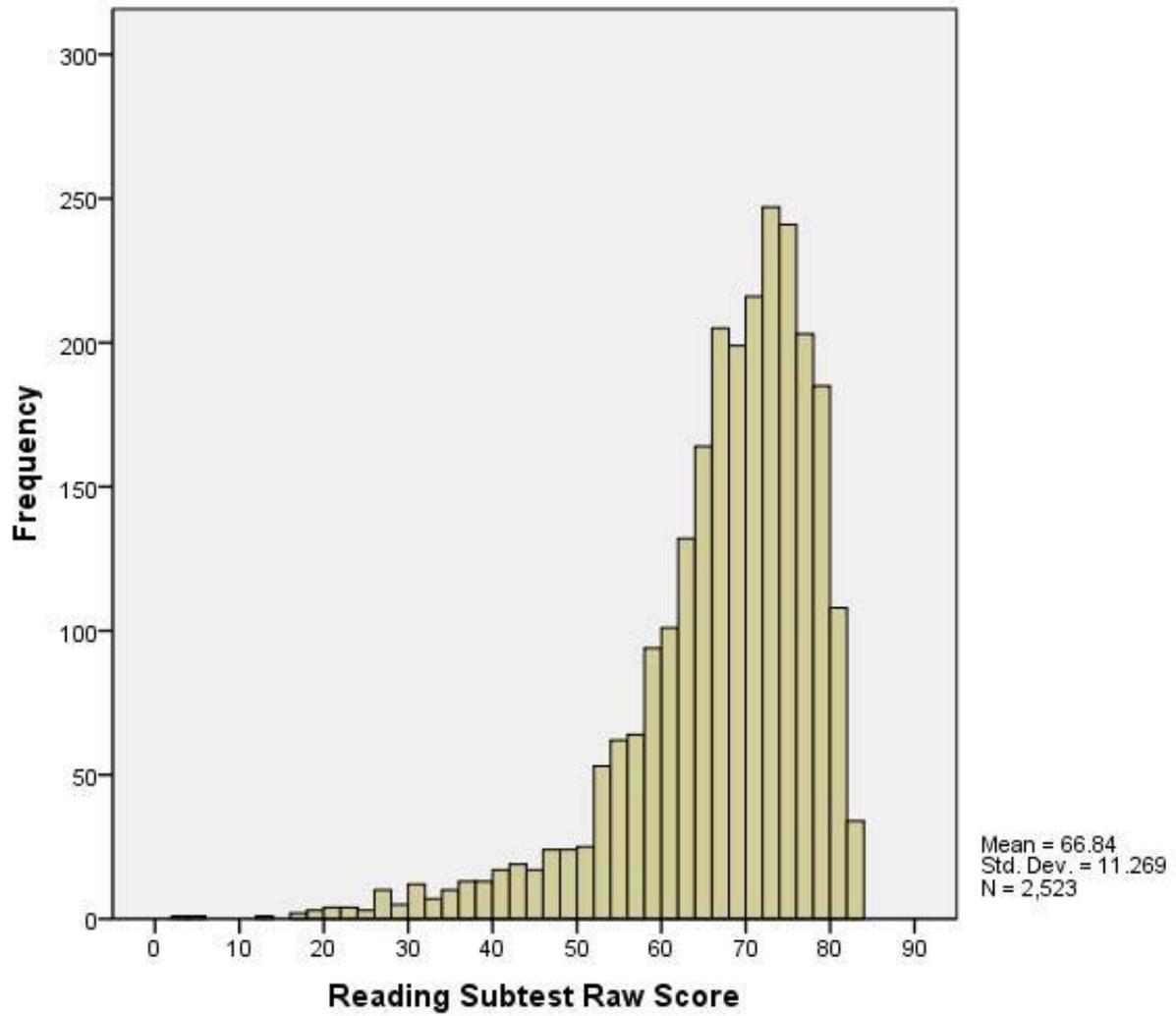


Table C9: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Summer 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	1	.1	337	50	18	1.0
156	1	1	.1	339	51	12	.7
180	2	2	.1	341	52	27	1.5
195	3	1	.1	343	53	21	1.2
243	10	1	.1	345	54	26	1.5
247	11	1	.1	347	55	20	1.1
261	15	1	.1	349	56	36	2.0
267	17	1	.1	351	57	37	2.1
269	18	1	.1	353	58	34	1.9
275	20	1	.1	355	59	39	2.2
280	22	3	.2	358	60	42	2.4
284	24	2	.1	360	61	42	2.4
287	25	3	.2	362	62	63	3.6
289	26	1	.1	365	63	43	2.4
291	27	2	.1	367	64	57	3.2
293	28	3	.2	370	65	50	2.8
295	29	4	.2	373	66	64	3.6
297	30	3	.2	376	67	63	3.6
299	31	4	.2	378	68	72	4.1
301	32	2	.1	381	69	60	3.4
303	33	3	.2	385	70	80	4.6
305	34	4	.2	388	71	70	4.0
307	35	5	.3	392	72	67	3.8
309	36	5	.3	395	73	68	3.9
311	37	5	.3	399	74	67	3.8
313	38	3	.2	404	75	78	4.4
315	39	8	.5	409	76	74	4.2
317	40	7	.4	414	77	65	3.7
319	41	4	.2	420	78	59	3.4
321	42	3	.2	427	79	52	3.0
323	43	15	.9	436	80	30	1.7
325	44	6	.3	447	81	35	2.0
327	45	7	.4	462	82	15	.9
329	46	16	.9	487	83	11	.6
331	47	6	.3	509	84	2	.1
333	48	9	.5				
335	49	12	.7		Total:	1758	100.0

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

Figure C9: Histogram of CHSPE Reading Subtest Raw Scores, Summer 2015

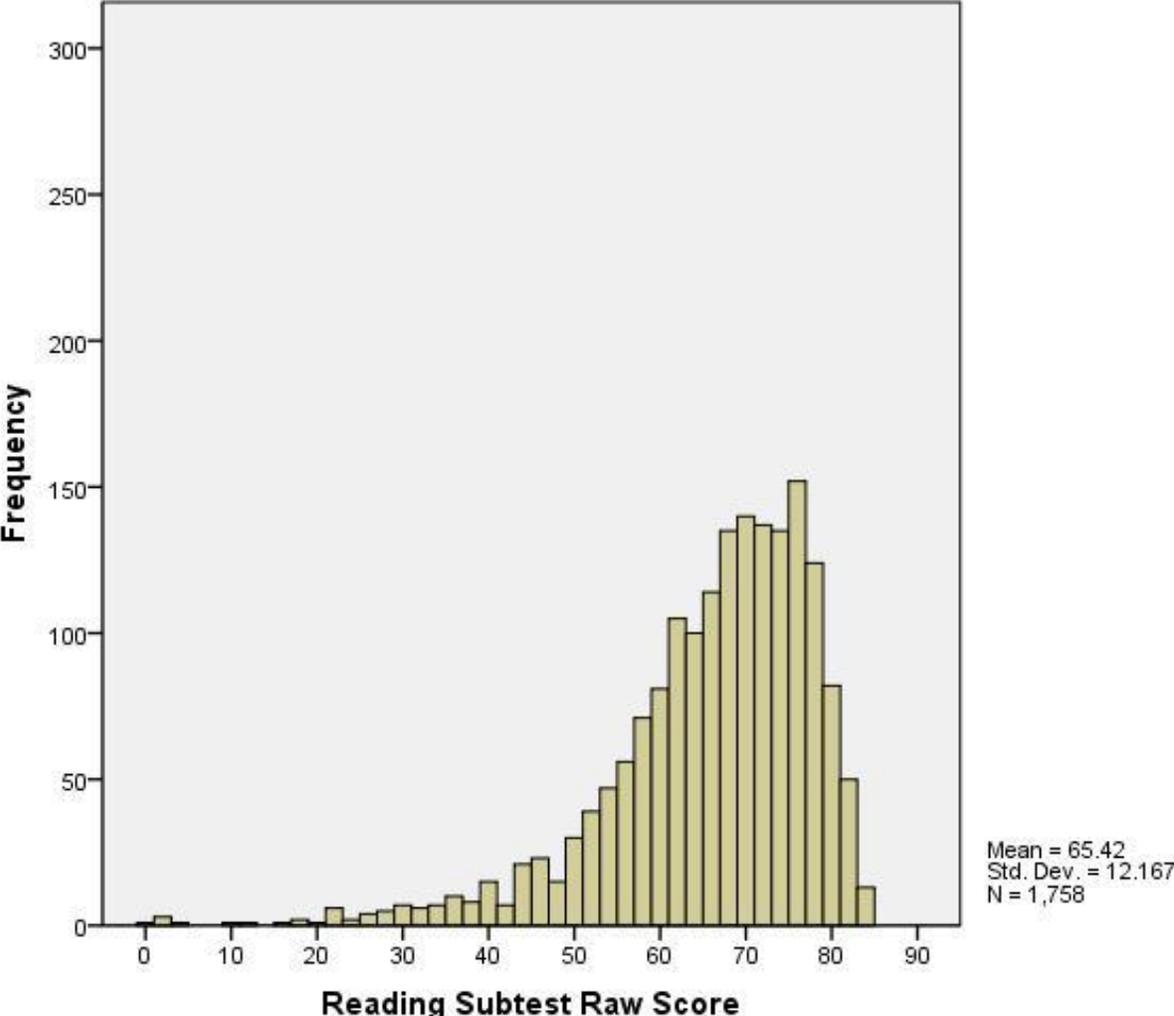


Table C10: Frequencies of CHSPE Writing Task Final Scores, Fall 2014

Score	Fall 2014					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	215	10.4	10.4	210	10.8	10.8
9	93	4.5	14.8	87	4.5	15.2
8	820	39.5	54.3	780	40.0	55.3
7	144	6.9	61.2	134	6.9	62.1
6	563	27.1	88.3	525	26.9	89.1
5	46	2.2	90.6	40	2.1	91.1
4	124	6.0	96.5	107	5.5	96.6
3	3	.1	96.7	3	.2	96.8
2	24	1.2	97.8	22	1.1	97.9
Off-topic	2	.1	97.9	2	.1	98.0
Blank	43	2.1	100.0	39	2.0	100.0
Total	2077	100.0		1949	100.0	

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

Table C11: Frequencies of CHSPE Writing Task Final Scores, Spring 2015

Score	Spring 2015					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	254	10.0	10.0	248	10.4	10.4
9	138	5.4	15.5	133	5.6	16.0
8	964	38.1	53.5	911	38.3	54.3
7	243	9.6	63.1	226	9.5	63.8
6	574	22.7	85.8	530	22.3	86.0
5	88	3.5	89.3	84	3.5	89.5
4	170	6.7	96.0	150	6.3	95.8
3	19	.8	96.7	18	.8	96.6
2	35	1.4	98.1	33	1.4	98.0
Off-topic	2	.1	98.2	2	.1	98.1
Blank	46	1.8	100.0	46	1.9	100.0
Total	2533	100.0		2381	100.0	

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

Table C12: Frequencies of CHSPE Writing Task Final Scores, Summer 2015

Score	Summer 2015					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	160	8.7	8.7	146	9.1	9.1
9	76	4.1	12.9	72	4.5	13.6
8	598	32.6	45.5	539	33.5	47.1
7	147	8.0	53.5	125	7.8	54.9
6	499	27.2	80.7	417	25.9	80.8
5	82	4.5	85.2	65	4.0	84.9
4	159	8.7	93.9	142	8.8	93.7
3	18	1.0	94.9	15	.9	94.6
2	42	2.3	97.2	38	2.4	97.0
Off-topic	1	.1	97.2	1	.1	97.1
Blank	51	2.8	100.0	47	2.9	100.0
Total	1833	100.0		1607	100.0	

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

Figure C10: Histogram of CHSPE Writing Task Final Scores, Fall 2014

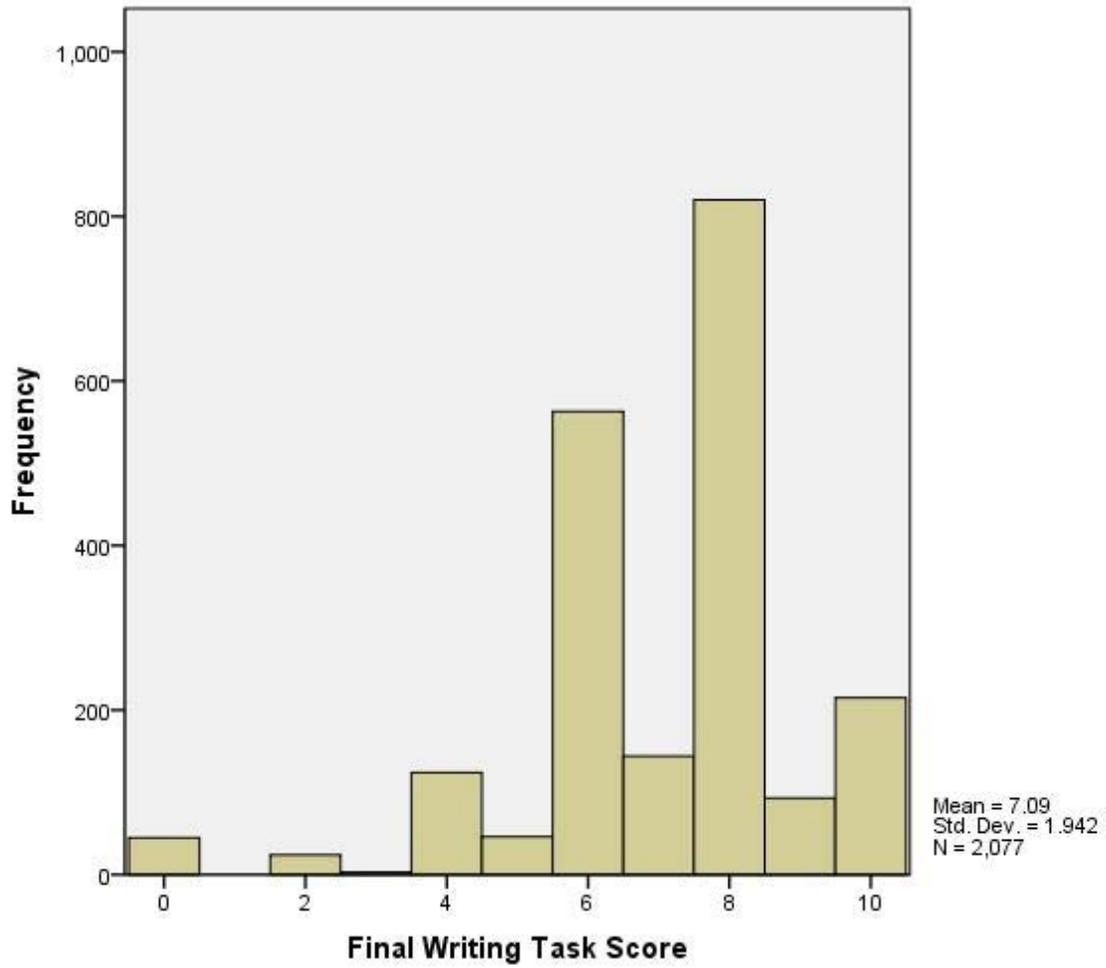


Figure C11: Histogram of CHSPE Writing Task Final Scores, Spring 2015

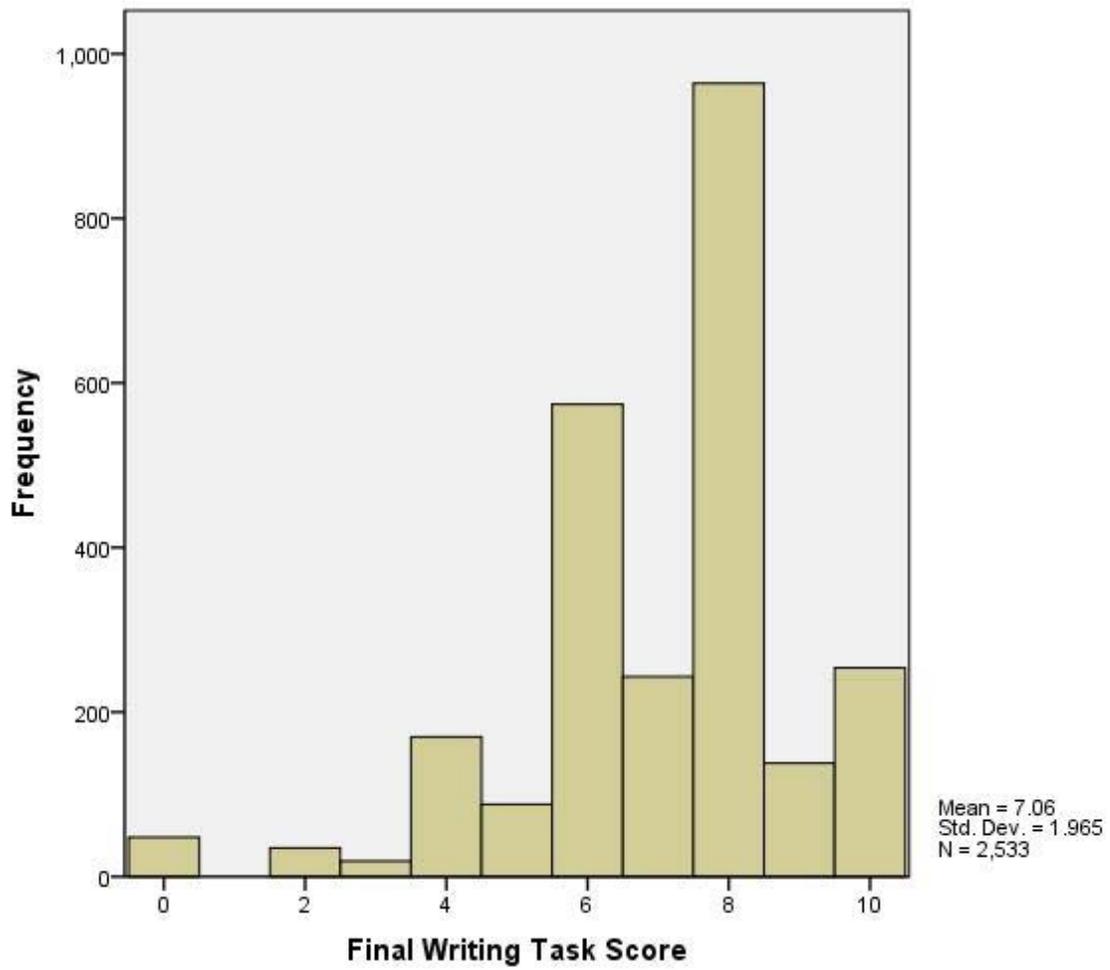


Figure C12: Histogram of CHSPE Writing Task Final Scores, Summer 2015

