California High School Proficiency Examination
(CHSPE)

2011–12 Annual Report

Prepared by the

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

for the

California Department of Education

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Executive Summary

The California High School Proficiency Examination (CHSPE) is a voluntary exam that assesses skills in English-language arts and mathematics. It is used by the California Department of Education (CDE) to award a Certificate of Proficiency to eligible examinees in accordance with California *Education Code* Section 48412. By state law, a Certificate of Proficiency is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). Any individual may take the CHSPE if, on the test date, the individual:

- is at least 16 years old, ***or***
- has been enrolled in the tenth grade for one academic year or longer, ***or***
- will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. (Regular administrations are the fall and spring administrations each school year. The examination is also administered in the summer.)

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

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

The test is administered on Saturday mornings at test sites (typically high schools) throughout California three times per year: spring, summer, and fall. On a test administration date, examinees can take any part of the CHSPE (i.e., Mathematics section, Language subtest, and/or Reading subtest), and can make that decision on the day of the test. Three and one-half hours of testing time are provided. Neither test section is timed within the three and one-half hours.

This report summarizes the three CHSPE administrations in 2011–12: fall (October) 2011, spring (March) 2012, and summer (June) 2012. 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 2011–12 administrations, and about their performance on the test, both by administration and cumulatively for the year. Test-level data and revenue information for the year are also provided.

Description of the Examinee Population

Table A shows CHSPE examinee participation data. The table shows the number and percentage of examinees who attempted (a) both the entire English-language arts (ELA) section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Data are provided for each administration and cumulatively (unduplicated counts) for the year. Data are for all examinees (i.e., the total number of examinees who attempted any test part of the CHSPE at an administration), first-time examinees (i.e., examinees who had never before attempted any part of the CHSPE), and retesters (i.e., examinees who had previously attempted at least one part of the CHSPE). Because a new version of the CHSPE was introduced in 2004, first-time examinees and retesters are defined using the spring 2004 administration as the starting point.

As shown in Table A, a total of 5,917 unique examinees took one or more parts of the CHSPE in 2011–12. Most of these examinees (84.8 percent) took both sections. At each administration, nearly all of the first-time examinees took both sections. At each

Table A: CHSPE Examinee Participation, 2011–12

	Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
	N	%	N	%	N	%	N	%
All Examinees	1854	100.0	2603	100.0	2571	100.0	5917	100.0
Attempted both ELA and Mathematics	1234	66.6	2016	77.4	1825	71.0	5017	84.8
Attempted ELA (Language and Reading)	1263	68.1	2048	78.7	1867	72.6	5079	85.8
Attempted ELA Language	1382	74.5	2147	82.5	2010	78.2	5240	88.6
Attempted ELA Reading	1341	72.3	2132	81.9	1959	76.2	5195	87.8
Attempted Mathematics	1734	93.5	2510	96.4	2427	94.4	5734	96.9
First-Time Examinees	1221	100.0	1992	100.0	1796	100.0	5009	100.0
Attempted both ELA and Mathematics	1199	98.2	1958	98.3	1762	98.1	4951	98.8
Attempted ELA (Language and Reading)	1216	99.6	1977	99.2	1785	99.4	4992	99.7
Attempted ELA Language	1219	99.8	1979	99.3	1790	99.7	4999	99.8
Attempted ELA Reading	1218	99.8	1988	99.8	1789	99.6	5000	99.8
Attempted Mathematics	1203	98.5	1973	99.0	1771	98.6	4965	99.1
Retesters	633	100.0	611	100.0	775	100.0	908	100.0
Attempted both ELA and Mathematics	35	5.5	58	9.5	63	8.1	66	7.3
Attempted ELA (Language and Reading)	47	7.4	71	11.6	82	10.6	87	9.6
Attempted ELA Language	163	25.8	168	27.5	220	28.4	241	26.5
Attempted ELA Reading	123	19.4	144	23.6	170	21.9	195	21.5
Attempted Mathematics	531	83.9	537	87.9	656	84.6	769	84.7

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

administration, the percentage of examinees who took the Mathematics section was greater than the percentage of examinees who took the ELA Language and/or Reading subtests. This participation rate can be explained by the lower passing rates on the Mathematics section. (Passing rates are presented in Section 4.)

For the three 2011–12 administrations cumulatively, among all examinees the majority were 17 years old (39.2 percent) or 16 years old (34.8 percent). Just over 53 percent of the examinees were males. The largest group of examinees (48 percent) reported that they were White. The next largest group (21.6 percent) indicated that they were Hispanic or Latino and just under nineteen percent were categorized as two or more

races (37 percent of whom are in that group because they did not respond). (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.) The majority of examinees (71.4 percent) reported that English was the only language they learned as children, and most (81.1 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, with the majority of examinees (67.4 percent) reporting that their most educated parent/guardian had some college education, had a college degree, or had attended graduate school or received post-graduate training. Most examinees (84.9 percent) were enrolled in grade twelve or below, and most of them (65.5 percent) were enrolled in a non-charter public school. Two percent of the examinees were granted one or more testing accommodations. There was very little difference demographically between all examinees and first-time examinees (who were 84.7 percent of all examinees).

Examinee Performance

Passing Rates

Table B provides CHSPE passing rates by administration and cumulatively for 2011–12. Passing rates are shown on (a) both the entire ELA section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Passing rates are shown separately for all examinees (i.e., the total number of examinees who attempted one or both CHSPE test sections at an administration) and for examinees making their first attempt on the test part(s) (i.e., examinees who had not previously attempted the specific test part, even though they may have previously attempted another part). For each administration, the data for “Both ELA and Mathematics” and “ELA (Language and Reading)” include only examinees who attempted the entire test, or the two ELA subtests, respectively, at that

Table B: CHSPE Passing Rates, 2011–12

	Fall 2011			Spring 2012			Summer 2012			Cumulative 2011–12		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
All Examinees												
Both ELA and Mathematics	1234	411	33.3	2016	1024	50.8	1825	853	46.7	5017	2783	55.5
ELA (Language and Reading)	1263	765	60.6	2048	1498	73.1	1867	1354	72.5	5079	3859	76.0
ELA Language	1382	948	68.6	2147	1697	79.0	2010	1599	79.6	5240	4244	81.0
ELA Reading	1341	987	73.6	2132	1775	83.3	1959	1603	81.8	5195	4365	84.0
Mathematics	1734	635	36.6	2510	1409	56.1	2427	1242	51.2	5734	3286	57.3
Examinees Making First Attempt												
Both ELA and Mathematics	1199	410	34.2	1958	1023	52.2	1762	849	48.2	4951	2296	46.4
ELA (Language and Reading)	1218	754	61.9	1977	1478	74.8	1788	1331	74.4	4995	3571	71.5
ELA Language	1224	853	69.7	1980	1594	80.5	1801	1460	81.1	5005	3907	78.1
ELA Reading	1222	921	75.4	1991	1686	84.7	1793	1495	83.4	5006	4102	81.9
Mathematics	1208	478	39.6	1986	1151	58.0	1784	951	53.3	4978	2580	51.8

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.

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 2011–12, attempted each test section at least one time. The cumulative data for examinees making their first attempt for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, across these three administrations, attempted each of those test parts for the first time, and the passing rates reflect their performance on their first attempt on each part. (See pages 32-33 for information about how the administration data and the cumulative data are related.)

As shown in Table B, of the 5,017 unique examinees who, in 2011–12, attempted the entire CHSPE at least once, 55.5 percent passed both sections and earned a Certificate

of Proficiency. Passing rates on the English-language arts section were higher than passing rates on the Mathematics section, and passing rates on the English-language arts Reading subtest were higher than passing rates on the Language subtest. At all three administrations, the passing rates of examinees making their first attempt were slightly higher than the passing rates of all examinees (which includes both first-time examinees and retesters). Cumulatively across the three administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees. This higher passing rate occurs because examinees can retake the parts they did not pass.

Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections. Table C shows the number of certificates awarded for each administration since 2004. The table also shows the number of examinees at each administration who were eligible to earn a certificate (by taking the test section[s] they had not yet passed) and how examinees earned certificates (by passing both sections, or by passing the ELA or Mathematics section having previously passed the other section). At least 97 percent of the examinees at each administration were eligible for a certificate. The majority of the examinees at each administration who earned certificates did so by passing both sections. The percentage of eligible examinees who earned certificates at each administration ranged from about 27 percent (spring 2006, summer 2007) to 51 percent (summer 2011). A total of 29,978 Certificates of Proficiency have been awarded since 2004.

Performance by Examinee Subgroup

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

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

Gender: Male and Female examinees performed almost identically.

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

Administration	Examinees		N of Examinees Who Earned a Certificate by Passing:			Examinees Awarded Certificates	
	N	N Who Could Earn Certificate[a]	Both Sections[b]	ELA (having previously passed Math)	Mathematics (having previously passed ELA)	N	% of Those Who Could Earn One
2004							
Spring	3711	3658	1236	—	—	1236	33.8
Summer	2515	2477	639	102	174	915	36.9
Fall	2277	2245	555	74	169	798	35.5
2005							
Spring	3680	3640	1200	63	166	1429	39.3
Summer	3610	3560	953	71	249	1273	35.8
Fall	2504	2470	641	95	239	975	39.5
2006							
Spring	3506	3458	777	57	81	915	26.5
Summer	3568	3516	934	68	366	1368	38.9
Fall	2920	2875	708	67	233	1008	35.1
2007							
Spring	3085	3031	948	81	239	1268	41.8
Summer	3701	3637	743	86	148	977	26.9
Fall	2842	2814	768	127	390	1285	45.7
2008							
Spring	3373	3322	844	82	167	1093	32.9
Summer	3588	3559	1019	88	393	1500	42.1
Fall	2560	2530	714	157	289	1160	45.8
2009							
Spring	3003	2960	978	119	205	1302	44.0
Summer	3272	3237	1082	124	300	1506	46.5
Fall	2154	2125	484	98	148	730	34.4
2010							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
2011							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
Fall	1854	1827	421	82	144	647	35.4
2012							
Spring	2603	2561	1060	59	211	1330	51.9
Summer	2571	2532	891	94	245	1230	48.6
						TOTAL: 29,978	

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

[a] To be eligible to earn a certificate at an administration, an examinee has to attempt all parts of the test not previously passed. For example, an examinee who had not previously passed the ELA section and took only the Mathematics section at an administration could not possibly earn a Certificate at that administration.

[b] Beginning with the spring 2007 administration, this number includes two groups of examinees: (a) examinees who had not previously passed any part of the exam and who took and passed all three parts, and (b) examinees who had previously passed only one English-language arts subtest and who, at the specified administration, took and passed both the other English-language arts subtest and the Mathematics section. It is larger than the number of all examinees who passed both the English-language arts section and the Mathematics section reported in Table B because that number includes only examinees in the first group

Race/Ethnicity: Race/ethnicity is associated with relatively large differences in passing rates. On each of the three test parts, Asian examinees, those categorized as two or more races, and White examinees, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of Native Hawaiian/Pacific Islander, American Indian or Alaska Native and Filipino examinees (fewer than 70 each).

First Language(s): Examinees whose first language was English and other language(s) had a higher cumulative passing rate on the total CHSPE (58.2 percent) than examinees whose first language(s) were English only (54.1 percent) or other than English (49.8 percent).

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

Parent/Guardian Education Level: This variable is also associated with relatively large differences in passing rates, and its relationship to CHSPE performance was fairly consistent: the higher the parent/guardian education level, the higher the CHSPE performance.

Enrolled in Grade Twelve or Below: Consistent with the performance differences among age subgroups, examinees who were currently enrolled in grade twelve or below when

they took the test consistently outperformed the smaller number of examinees who were not.

School Type (if enrolled in grade twelve or below): Examinees who were enrolled in private schools passed the CHSPE at a higher rate than examinees who were enrolled in non-charter public schools or charter public schools.

Examinees Granted One or More Testing Accommodations: The two and a half percent of examinees who tested with one or more testing accommodations generally passed the test at a lower rate than examinees without accommodations.

Test-Level Information

Descriptive Statistics

On all three multiple-choice test parts, performance in terms of the mean scale score was highest at the spring administration and lowest at the fall administration. The differences in performance on each multiple-choice test part across the three administrations ranged from about 10 (on the Language subtest) to about 14 (on the Mathematics section and Reading subtest) scale score points. Mean writing task scores ranged from about 6.7 at the fall administration to about 7.0 at the summer administration.

Reader Agreement Statistics

Responses to the Language subtest writing task are scored independently by two readers using the five-point CHSPE Writing Task Scoring Guide. At each administration, readers 1 and 2 agreed on the score on at least 84.4 percent of the responses, and either agreed or had an acceptable difference of one point on at least 99.8 percent of the responses.

Administration and Revenue Information

Administration Information

The majority of candidates registered during the regular registration period. Approximately five percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees). A total of 77 test sites were used during the year, including one incarceration facility. Twelve sites were used for alternate date testing and nine for emergency registration. Approximately two and a half percent of the examinees at each administration were provided accommodations. The most frequent accommodation approved at each administration was extended time (up to 5 hours and 15 minutes). The next most frequently approved accommodations were testing in a small group, frequent supervised breaks, and use of a computer for typing the response to the writing task. A total of 106 registrants were approved for alternate date testing. There were 52 testing irregularities during the year. Thirty-nine were examinee irregularities.

Revenue Information

All CHSPE revenue is made payable to the CDE, received by SCOE, and then transmitted by a CDE courier to a State Treasury account. The CDE makes refund payments to eligible registrants who withdraw from an administration. A total of $977,850.90 in CHSPE revenue was deposited in 2011–12 (after accounting for refunds), including $1,382.00 for administrations prior to that year and $300.00 for future administrations. Registration fees accounted for 93 percent of the total revenue; document request fees accounted for most of the remaining revenue.

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Section 1: Introduction

The California High School Proficiency Examination (CHSPE) is a voluntary exam that assesses skills in English-language arts and mathematics. It is used by the California Department of Education (CDE) to award a Certificate of Proficiency to eligible examinees in accordance with California *Education Code* Section 48412. By state law, a Certificate of Proficiency is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). All persons and institutions subject to California law that require a high school diploma for any purpose must accept the certificate as satisfying that requirement. Although federal agencies are not bound by state laws, the U.S. Office of Personnel Management has ruled that the Certificate of Proficiency shall be accepted in applications for federal civilian employment. The U.S. Department of Education and Federal Student Aid recognizes the CHSPE as the equivalent of a high school diploma in applications for federal financial aid. All persons and institutions subject to California law that require a high school diploma for any purpose must accept the certificate as satisfying the requirement.

Any individual may take the CHSPE if, on the test date, the individual:

- is at least 16 years old, ***or***
- has been enrolled in the tenth grade for one academic year or longer, ***or***
- will complete one academic year of enrollment in the tenth grade at the end of the semester during which the next regular administration will be conducted. (Regular administrations are the fall and spring administrations each school year. The examination is also administered in the summer.)

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

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

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[4] The *Stanford 10* and the *Stanford Writing Assessment Program* were developed and owned by Harcourt Assessment, Inc., which was acquired by Pearson Educational Assessment in January 2008.

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

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

In May 2003, the CDE released a Request for Applications (RFA) for the CHSPE for 2004–2006. The RFA required bidders to propose use of a commercially available, nationally normed test to be used as the CHSPE, replacing the then current version of the test. SCOE proposed using the *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition (both originally owned and developed by Harcourt Assessment, Inc., and since January 2008 owned by Pearson Educational Assessment). SCOE was awarded the contract and then worked with the CDE and Harcourt to create the new CHSPE based on these tests. In August 2006, the CDE released a Request for Proposals (RFP) for the CHSPE for 2007–2009. Like the 2003 RFA, the 2006 RFP required bidders to propose use of a commercially available, nationally normed test. SCOE again proposed use of the *Stanford 10* and *Stanford Writing Assessment Program*, but with a different structure for one of the CHSPE sections as explained below. SCOE was awarded the contract. In December 2010, the CDE gave SCOE a new contract to administer the CHSPE from October 2010–September 2013, using the same tests and test structure.

Structure and Content

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

English-language Arts Section

The English-language arts section consists of two subtests: Language and Reading. Both subtests must be passed to complete the English-language arts section, but they needn’t be taken or passed on the same day. The Language subtest consists of the

Stanford 10 Language Test (TASK 2 or 3[5]), which has 48 multiple-choice questions and one writing task from the *Stanford Writing Assessment Program* (TASK 1, 2, or 3). The multiple-choice questions measure language mechanics and language expression. The writing task requires an essay that is scored on the basis of writing proficiency and not knowledge of subject matter. The Reading subtest (the *Stanford 10* Total Reading Test, TASK 2 or 3) has 54 reading comprehension questions and 30 vocabulary questions, all of which are multiple-choice. The reading comprehension questions test initial understanding, interpretation, critical analysis, and strategies using three types of text: literary, informational, and functional. The vocabulary questions assess synonyms, multiple-meaning words, and context clues.[6]

Mathematics Section

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

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

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

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

Administration

The CHSPE is administered three times per year, in the fall, spring, and summer. The test is administered on Saturday mornings at test sites (typically high schools) throughout California. Examinees must pre-register to take the test.

At a CHSPE administration, an examinee may take the Mathematics section, the English-language arts Language subtest, the English-language arts Reading subtest, or any combination of the three. The examinee can make that decision on the day of the test. Three and one-half hours of testing time are provided. No test part is timed within the three and one-half hours. Examinees may spend as much time as they want on either test section, and on either English-language arts subtest, until the testing session ends. To receive a Certificate of Proficiency, an examinee must pass both sections, but does not have to pass both sections (or both English-language arts subtests) on the same day. An examinee does not have to retake a section or subtest that the examinee has previously passed but may retake a part that has not been passed as many times as necessary. There is no limit to the number of times the exam may be taken, but the examinee must register and pay the current test fee each time.

Examinees with documented disabilities may take the CHSPE with accommodations. Accommodations are provided to examinees who have a physical disability (e.g., visual and/or hearing impairment, motor disability, illness, injury) or a cognitive or emotional disability (e.g., learning disability). An accommodation is a change in how the test is presented, how the test is administered, or how the examinee responds that is necessary to allow the examinee to participate in the test but does not fundamentally alter what the test measures or affect the comparability of examinee scores. Available accommodations include, but are not limited to:

- Presentation: Braille, large print, sign language interpreter, directions read aloud, questions read aloud on the Mathematics section
- Timing: extended time, supervised breaks
- Setting: testing in a small group or in a hospital
- Response: use of a scribe, marking responses in the test booklet

- Use of Aids: use of a computer to type the writing task (with spelling and grammar tools disabled); use of a calculator on the Mathematics section (see footnote 5 on the previous page)

Beginning with the fall 2008 administration, English learners may use an English-to-primary language and/or primary language-to-English translation glossary or word list (brought by the examinee) that does not include definitions or formulas. In addition, alternate date testing (typically Sunday) is available for examinees with religious beliefs that preclude Saturday testing.

In the 2011–12 (July–June) fiscal year, the CHSPE was administered on October 15, 2011 (fall); March 17, 2012 (spring); and June 16, 2012 (summer). At the fall 2011 administration, TASK 2 Form B of the Language subtest (with a TASK 2 expository writing task), TASK 2 Form B of the Reading subtest, and TASK 2 Form F of the Mathematics section were used. At the spring 2012 administration, TASK 3 Form A of the Language subtest (with a TASK 1 expository writing task), TASK 3 Form A of the Reading subtest, and TASK 2 Form A of the Mathematics section were used. At the summer 2012 administration, TASK 3 Form B of the Language subtest (with a TASK 3 expository writing task), TASK 3 Form B of the Reading subtest, and TASK 2 Form B of the Mathematics section were used.

Scoring

Attemptedness Criteria

To have an exam part scored, an examinee must have attempted the part. An examinee is considered to have attempted the Mathematics section or the English-language arts section Reading subtest if the examinee answered at least one test item. An examinee is considered to have attempted the English-language arts Language subtest if the examinee answered at least one test item or wrote a response to the writing task. For the English-language arts section as a whole, an attempt is defined as having attempted both the Reading and Language subtests.

Multiple-Choice Items

The multiple-choice items on the Mathematics section, the English-language arts Language subtest, and the English-language Art Reading subtest are scored as follows: Examinee answer documents are scanned, and responses are scored by a computer. An examinee's score is based on the number of questions answered correctly; there is no penalty for guessing. Raw scores (i.e., the number of questions answered correctly) are converted to Pearson *Stanford 10* scale scores, which are then converted to CHSPE scale scores. The CHSPE scales, on which scores typically range from about 250 to 450, and on which the minimum passing score is set at 350, are linear transformations of the *Stanford 10* scales. The *Stanford 10* scales are transformed into CHSPE scales on which 350 is the minimum passing score to be consistent with score reporting for the California High School Exit Examination, on which 350 is passing, and to be consistent with the 2004–2006 CHSPE. The transformation of *Stanford 10* scale scores to CHSPE scale scores is implemented by subtracting a value from each examinee's *Stanford 10* scale score.[8] For each test part, this value is the difference between the *Stanford 10* scale score adopted as the passing standard and 350. (For example, a *Stanford 10* scale score of 709 was adopted as the passing standard for the Reading subtest. The difference between 709 and 350 is 359. This value is subtracted from each examinee's *Stanford 10* Reading subtest scale score. An examinee who earned a *Stanford 10* scale score of 709 would be given a CHSPE scale score of 350. An examinee who earned a *Stanford 10* scale score of 754 would be given a CHSPE scale score of 395.)

Language Subtest Writing Task

Following each administration, SCOE convenes a team of experienced essay scorers made up of current and former California high school and university English teachers. Among them is a Chief Reader, an Assistant Chief Reader, and several readers. In addition, there is an Operations Supervisor who oversees the reliability and security of

[8] The conversion from Pearson scale scores to CHSPE scale scores was done by the psychometric staff at Educational Data Systems and approved by the psychometric staff at the California Department of Education.

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

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

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

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

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

Passing Standards

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

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

Mathematics Section

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

English-language Arts Section

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

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

Language Subtest

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

Table 2.1: Score Combinations to Pass the Language Subtest

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

Reading Subtest

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

Reporting Results to Examinees

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

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

Reporting Content Cluster Information

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

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

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

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

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

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

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

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

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

[a] Administered fall 2010.

[b] Administered spring 2011.

[c] Administered summer 2011.

[d] This value is (a) the percentage of items required to be answered correctly on the entire subtest to earn a scale score of 350 times (b) the number of items in the cluster; from this product the spring 2007 cluster standard deviation is subtracted and the result is rounded up to the nearest whole number.

[e] This value is (a) times (b) as defined in the previous note, rounded up to the nearest whole number.

Table 2.3: Cut-Points for Cluster Scores, Mathematics Section

Content Cluster	N of Items	TASK 2, Form B[a]		TASK 2, Form F[b]		TASK 2, Form A[c]	
		Minimum Number of Items Answered Correctly Required for a Cluster Score of:					
		Below Adequate[d]	Adequate or Better[e]	Below Adequate	Adequate or Better	Below Adequate	Adequate or Better
Number Sense and Operations	9	4	6	4	6	4	6
Patterns, Relationships, and Algebra	15	6	9	6	9	6	9
Data, Statistics, and Probability	12	5	7	5	7	5	7
Geometry and Measurement	14	5	8	5	8	6	9

[a] Administered fall 2010.

[b] Administered spring 2011.

[c] Administered summer 2011.

[d] This value is (a) the percentage of items required to be answered correctly on the entire subtest to earn a scale score of 350 times (b) the number of items in the cluster; from this product the spring 2007 cluster standard deviation is subtracted and the result is rounded up to the nearest whole number.

[e] This value is (a) times (b) as defined in the previous note, rounded up to the nearest whole number.

Section 3: Description of the Examinee Population

This section of the report provides data about the examinees who took the CHSPE in the 2011–12 fiscal year. Data are provided separately for each administration and cumulatively for the year. All data are from examinees who attempted at least one test part (i.e., Mathematics section, Language subtest, Reading subtest) at an administration (i.e., examinees who met the attemptedness criteria described in Section 2). Data for each administration are based on the total number of examinees on that date. The cumulative data are unduplicated totals (i.e., each examinee is counted only once regardless of the number of times the examinee participated in an administration).

Participation Data

Table 3.1 shows CHSPE examinee participation data. The table shows the number and percentage of examinees who attempted (a) both the entire English-language arts (ELA) section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Data are provided for each administration and cumulatively (unduplicated counts) for the year. Data are for all examinees (i.e., the total number of examinees who attempted any part of the CHSPE at an administration), first-time examinees (i.e., examinees who had never before attempted any part of the CHSPE), and retesters (i.e., examinees who had previously attempted at least one part of the CHSPE). Because a new version of the CHSPE was introduced in 2004, first-time examinees and retesters are defined using the spring 2004 administration as the starting point.

A few observations about Table 3.1 should clarify how the administration data and the cumulative data are related:

1. The cumulative data can be thought of as if the three administrations in the year were a single event. The cumulative data represent unduplicated counts of examinees across the three administrations and represent the final status of those examinees in terms of test parts taken across the three administrations.

Table 3.1: CHSPE Examinee Participation, 2011–12

	Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
	N	%	N	%	N	%	N	%
All Examinees	1854	100.0	2603	100.0	2571	100.0	5917	100.0
Attempted both ELA and Mathematics	1234	66.6	2016	77.4	1825	71.0	5017	84.8
Attempted ELA (Language and Reading)	1263	68.1	2048	78.7	1867	72.6	5079	85.8
Attempted ELA Language	1382	74.5	2147	82.5	2010	78.2	5240	88.6
Attempted ELA Reading	1341	72.3	2132	81.9	1959	76.2	5195	87.8
Attempted Mathematics	1734	93.5	2510	96.4	2427	94.4	5734	96.9
First-Time Examinees	1221	100.0	1992	100.0	1796	100.0	5009	100.0
Attempted both ELA and Mathematics	1199	98.2	1958	98.3	1762	98.1	4951	98.8
Attempted ELA (Language and Reading)	1216	99.6	1977	99.2	1785	99.4	4992	99.7
Attempted ELA Language	1219	99.8	1979	99.3	1790	99.7	4999	99.8
Attempted ELA Reading	1218	99.8	1988	99.8	1789	99.6	5000	99.8
Attempted Mathematics	1203	98.5	1973	99.0	1771	98.6	4965	99.1
Retesters	633	100.0	611	100.0	775	100.0	908	100.0
Attempted both ELA and Mathematics	35	5.5	58	9.5	63	8.1	66	7.3
Attempted ELA (Language and Reading)	47	7.4	71	11.6	82	10.6	87	9.6
Attempted ELA Language	163	25.8	168	27.5	220	28.4	241	26.5
Attempted ELA Reading	123	19.4	144	23.6	170	21.9	195	21.5
Attempted Mathematics	531	83.9	537	87.9	656	84.6	769	84.7

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

2. Among all examinees and retesters, the cumulative data do not equal the sum of the administration data because (a) an examinee who participated in more than one administration is only counted once (in each applicable row) in the cumulative data, and (b) the cumulative data show each examinee's final status in terms of which test parts the examinee has taken across the three administrations. For example, an examinee who took only the ELA section in the spring and only the Language subtest and the Mathematics section in the summer would be included in the "attempted ELA (Language and Reading)," "attempted ELA Language," and "attempted ELA Reading" rows for spring, and the "attempted ELA Language" and

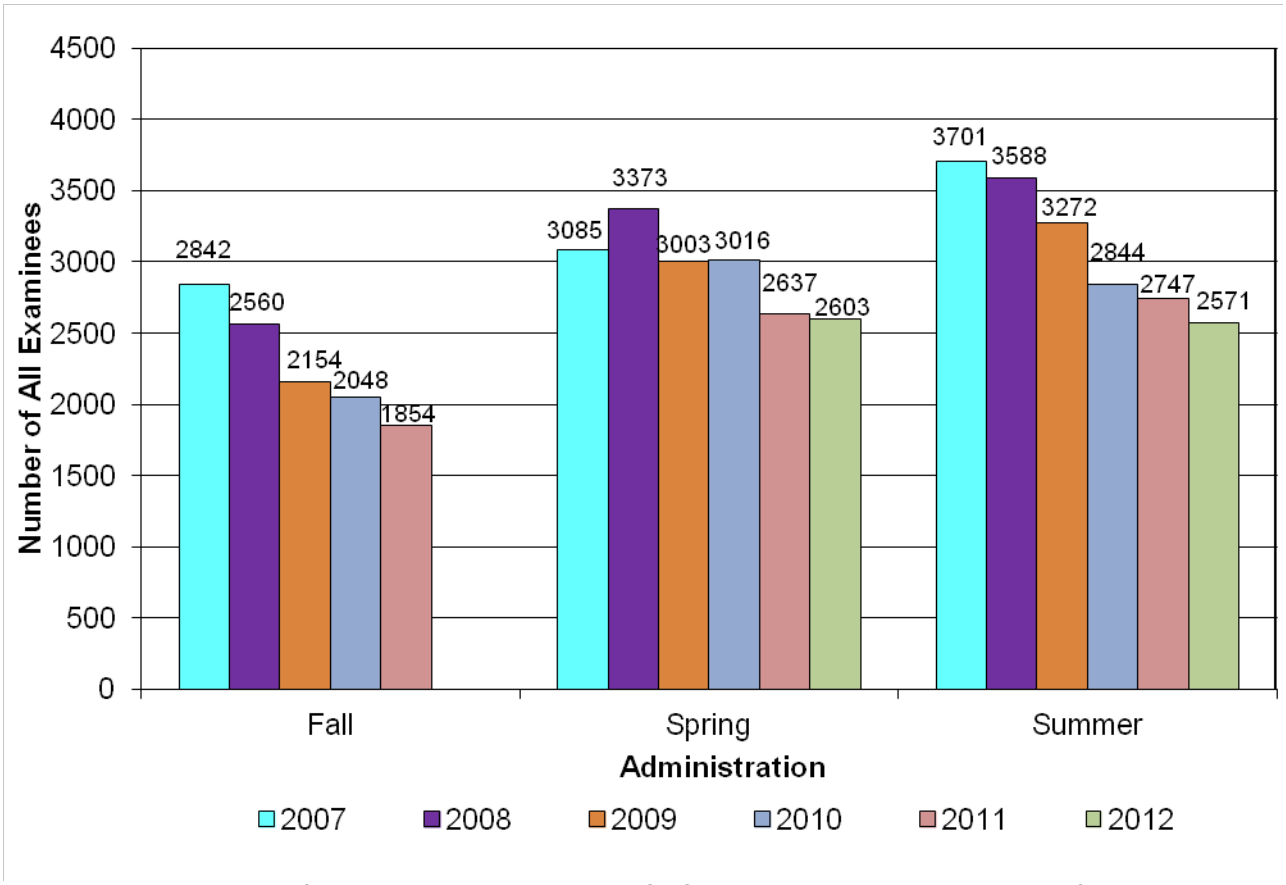
"attempted Mathematics" rows for summer. For the cumulative data, the examinee would be included in each of those rows but also in the "attempted both ELA and Mathematics" row (i.e., all five rows), but only once per row.

3. Among first-time examinees, the cumulative total (5,009) equals the sum of all first-time examinees at each administration because (a) each examinee is a first-time examinee only once and (b) for the cumulative data each examinee is counted only once. The other cumulative data for first-time examinees, however, do not equal the sum of the administration data because (a) each examinee is a first-time examinee only once and (b) the cumulative data show each examinee's final status in terms of which test parts the examinee has taken across the three administrations. For example, if the examinee described above were a first-time examinee at the spring administration, the examinee would be included in the "attempted ELA (Language and Reading)," "attempted ELA Language," and "attempted ELA Reading" rows for spring; no row for summer; and all five rows for the cumulative data (once per row).

As shown in Table 3.1, a total of 5,917 unique examinees took one or parts of the CHSPE in 2011–12. Most of these examinees (84.8 percent) took both sections. At each administration, nearly all of the first-time examinees took both sections, and the percentage of examinees who took the Mathematics section was greater than the percentage of examinees who took the ELA Language and/or Reading subtests. This percentage can be explained by the lower passing rates on the Mathematics section. (Passing rates are presented in Section 4.)

Figure 3.1, using data from Table 3.1 and the corresponding data from previous years, shows the number of all examinees at each administration since 2007. For each year, the fall administration has had the fewest examinees. Each of the three 2011–12 administrations had fewer examinees than at the same administration in 2010–11. In terms of total participation (i.e., the sum of all examinees at each administration), 2011–12 had the fewer examinees than any previous full year. The program grew slightly

Figure 3.1: CHSPE Examinee Participation Since 2007

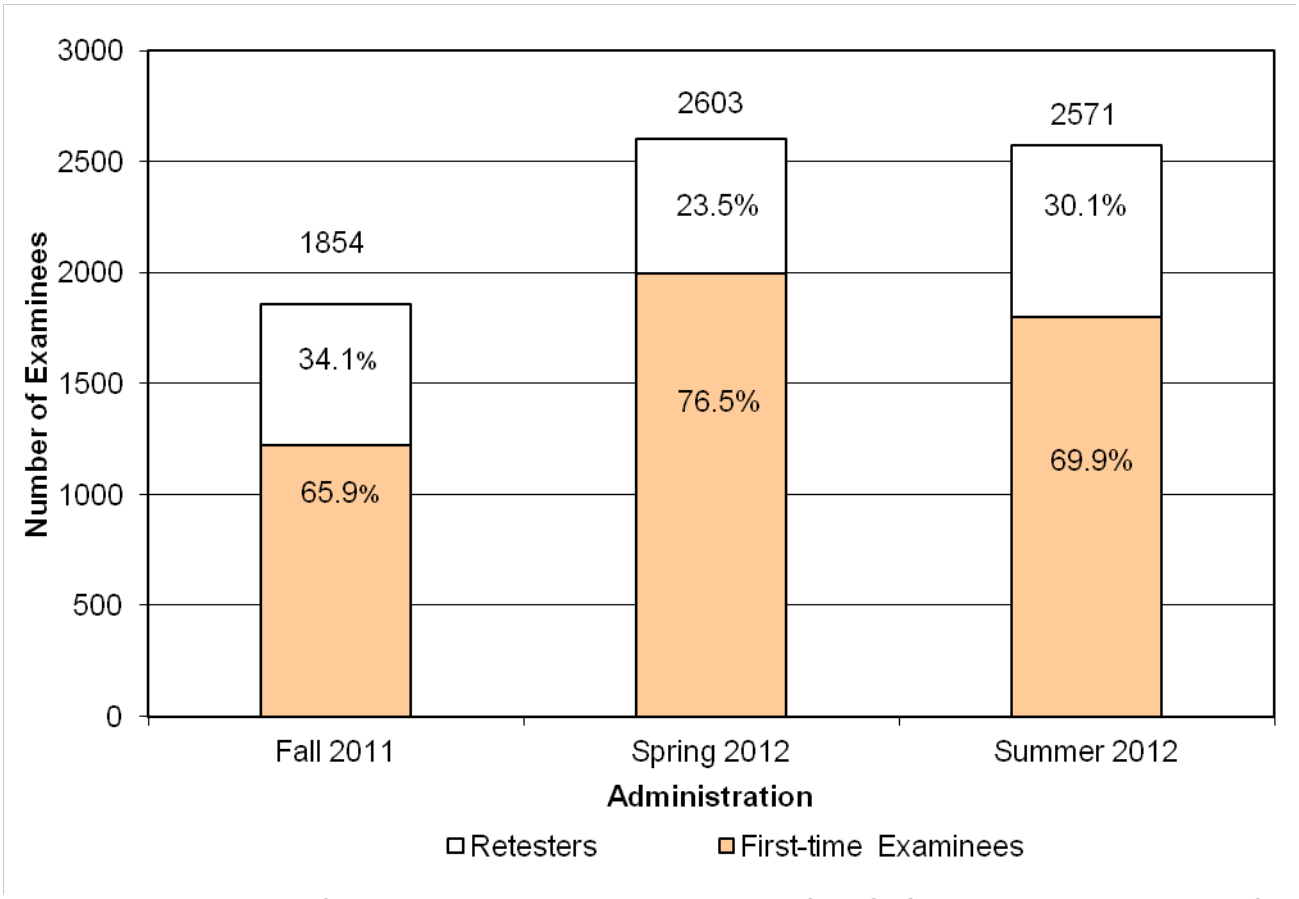


Note. Data are from Table 3.1 and previous CHSPE annual reports. Registration for the spring 2007 administration started later than normal due to contract start-up issues.

each year from 2004–05 (9,567 [not shown]) to 2007–08 (9,803), representing a total growth of 2.5 percent. In 2008–09, total participation declined almost 10 percent from 2007–08 (from 9,803 to 8,835). In 2009–10, participation declined another nine percent (from 8,835 to 8,014), in 2010–11, it declined 7.3 percent (from 8,014 to 7,432), and in 2011-12 it declined another 6.4 percent.

As shown in Figure 3.2, based on data from Table 3.1, the majority of examinees at each administration in 2011–12 were first-time examinees. The spring administration had the largest percentage of first-time examinees (76.5 percent).

Figure 3.2: CHSPE Examinee Participation, First-time Examinees and Retesters, 2011–12



Note. Data are from Table 3.1. Because a new version of the CHSPE was introduced in 2004, first-time examinees and retesters are defined using the spring 2004 administration as the starting point.

Demographic Data

Tables 3.2 through 3.5 present demographic information about the 2011–12 examinees. Data are provided separately by administration and cumulatively for the year. Figure 3.3 is a graphic of the cumulative demographic data from Table 3.5. The information about examinees is self-reported by examinees in response to background questions about themselves. The questions are included in the CHSPE Information Bulletin, and examinees provide their responses on the registration form. In interpreting these data, it is important to remember that (a) some examinees may misinterpret the demographic questions; (b) examinees may decide not to respond to some questions; (c) examinee

Table 3.2: Demographic Data for CHSPE Examinees, Fall 2011

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		1854	100.0	1221	100.0
Age (years)	15 or younger	91	4.9	62	5.1
	16	687	37.1	534	43.7
	17	756	40.8	484	39.6
	18	184	9.9	77	6.3
	19 or older	136	7.3	64	5.2
Gender	Female	853	46.0	563	46.1
	Male	1001	54.0	658	53.9
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity[a]	Amer. Indian/Alaska Native	18	1.0	6	0.5
	Asian	110	5.9	67	5.5
	Black or African American	47	2.5	34	2.8
	Filipino	23	1.2	16	1.3
	Hispanic or Latino	395	21.3	263	21.5
	Nat. Hawaiian/Pac. Islander	7	0.4	5	0.4
	White	877	47.3	573	46.9
	Two or more races	377	20.3	257	21.0
First Language(s)[b]	English only	1343	72.4	880	72.1
	English and other language(s)	278	15.0	181	14.8
	Lang(s) other than English	82	4.4	62	5.1
	Did not respond	151	8.1	98	8.0
Home Language[c]	Cantonese	6	0.3	2	0.2
	English	1495	80.6	985	80.7
	Hmong	0	0.0	0	0.0
	Korean	5	0.3	4	0.3
	Mandarin (Putonghua)	10	0.5	6	0.5
	Pilipino (Tagalog)	4	0.2	3	0.2
	Spanish	81	4.4	56	4.6
	Vietnamese	10	0.5	7	0.6
	Other	82	4.4	55	4.5
	Did not respond	161	8.7	103	8.4
Parent/Guardian Education Level[d]	Not a high school graduate	138	7.4	83	6.8
	High school graduate	266	14.3	182	14.9
	Some college (includes AA degree)	433	23.4	279	22.9
	College degree	435	23.5	285	23.3
	Graduate school/post-graduate	338	18.2	240	19.7
	Unknown/did not respond	244	13.2	152	12.4

(continued on next page)

Table 3.2: Demographic Data for CHSPE Examinees, Fall 2011 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	1492	80.5	1056	86.5
	No	351	18.9	158	12.9
	Did not respond	11	0.6	7	0.6
School Type (if enrolled in grade 12 or below)	Public	969	64.9	686	65.0
	Private	259	17.4	174	16.5
	Charter	218	14.6	158	15.0
	Did not respond	46	3.1	38	3.6
Granted Testing Accommodation(s)	Yes	40	2.2	21	1.7
	No	1814	97.8	1200	98.3

Note. Because a new version of the CHSPE was introduced in 2004, first-time examinees are defined using the spring 2004 administration as the starting point. 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 2012

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2603	100.0	1992	100.0
Age (years)	15 or younger	258	9.9	246	12.3
	16	936	36.0	797	40.0
	17	986	37.9	728	36.5
	18	263	10.1	155	7.8
	19 or older	160	6.1	66	3.3
Gender	Female	1199	46.1	935	46.9
	Male	1401	53.8	1054	52.9
	Did not respond	3	0.1	3	0.2
Race/ Ethnicity[a]	Amer. Indian/Alaska Native	18	0.7	12	0.6
	Asian	161	6.2	130	6.5
	Black or African American	84	3.2	60	3.0
	Filipino	28	1.1	24	1.2
	Hispanic or Latino	563	21.6	428	21.5
	Nat. Hawaiian/Pac. Islander	14	0.5	12	0.6
	White	1225	47.1	939	47.1
	Two or more races	510	19.6	387	19.4
First Language(s)[b]	English only	1833	70.4	1377	69.1
	English and other language(s)	462	17.7	367	18.4
	Lang(s) other than English	110	4.2	90	4.5
	Did not respond	198	7.6	158	7.9
Home Language[c]	Cantonese	7	0.3	6	0.3
	English	2106	80.9	1593	80.0
	Hmong	2	0.1	2	0.1
	Korean	13	0.5	12	0.6
	Mandarin (Putonghua)	20	0.8	16	0.8
	Pilipino (Tagalog)	10	0.4	9	0.5
	Spanish	97	3.7	74	3.7
	Vietnamese	18	0.7	17	0.9
	Other	133	5.1	112	5.6
	Did not respond	197	7.6	151	7.6
Parent/Guardian Education Level[d]	Not a high school graduate	183	7.0	122	6.1
	High school graduate	332	12.8	265	13.3
	Some college (includes AA degree)	527	20.2	378	19.0
	College degree	712	27.4	552	27.7
	Graduate school/post-graduate	542	20.8	445	22.3
	Unknown/did not respond	307	11.8	230	11.5

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Table 3.3: Demographic Data for CHSPE Examinees, Spring 2012 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2270	87.2	1813	91.0
	No	279	10.7	145	7.3
	Did not respond	54	2.1	34	1.7
School Type (if enrolled in grade 12 or below)	Public	1428	62.9	1165	64.3
	Private	480	21.1	374	20.6
	Charter	291	12.8	223	12.3
	Did not respond	71	3.1	51	2.8
Granted Testing Accommodation(s)	Yes	72	2.8	52	2.6
	No	2531	97.2	1940	97.4

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 2012

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2571	100.0	1796	100.0
Age (years)	15 or younger	207	8.1	172	9.6
	16	889	34.6	693	38.6
	17	1001	38.9	671	37.4
	18	295	11.5	172	9.6
	19 or older	179	7.0	88	4.9
Gender	Female	1216	47.3	855	47.6
	Male	1353	52.6	940	52.3
	Did not respond	2	0.1	1	0.1
Race/ Ethnicity[a]	Amer. Indian/Alaska Native	17	0.7	11	0.6
	Asian	156	6.1	115	6.4
	Black or African American	91	3.5	62	3.5
	Filipino	36	1.4	27	1.5
	Hispanic or Latino	557	21.7	396	22.0
	Nat. Hawaiian/Pac. Islander	10	0.4	4	0.2
	White	1276	49.6	879	48.9
	Two or more races	428	16.6	302	16.8
First Language(s)[b]	English only	1866	72.6	1288	71.7
	English and other language(s)	447	17.4	332	18.5
	Lang(s) other than English	117	4.6	80	4.5
	Did not respond	141	5.5	96	5.3
Home Language[c]	Cantonese	6	0.2	5	0.3
	English	2121	82.5	1465	81.6
	Hmong				
	Korean	17	0.7	15	0.8
	Mandarin (Putonghua)	16	0.6	12	0.7
	Pilipino (Tagalog)	13	0.5	10	0.6
	Spanish	108	4.2	83	4.6
	Vietnamese	13	0.5	12	0.7
	Other	132	5.1	93	5.2
	Did not respond	145	5.6	101	5.6
Parent/Guardian Education Level[d]	Not a high school graduate	173	6.7	121	6.7
	High school graduate	380	14.8	268	14.9
	Some college (includes AA degree)	565	22.0	380	21.2
	College degree	722	28.1	511	28.5
	Graduate school/post-graduate	470	18.3	335	18.7
	Unknown/did not respond	261	10.2	181	10.1

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Table 3.4: Demographic Data for CHSPE Examinees, Summer 2012 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2207	85.8	1597	88.9
	No	302	11.7	160	8.9
	Did not respond	62	2.4	39	2.2
School Type (if enrolled in grade 12 or below)	Public	1471	66.7	1100	68.9
	Private	362	16.4	223	14.0
	Charter	321	14.5	236	14.8
	Did not respond	53	2.4	38	2.4
Granted Testing Accommodation(s)	Yes	88	3.4	61	3.4
	No	2483	96.6	1735	96.6

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

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

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

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

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

Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2011–12

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		5917	100.0	5009	100.0
Age (years)	15 or younger	479	8.1	452	9.0
	16	2061	34.8	1913	38.2
	17	2322	39.2	1959	39.1
	18	644	10.9	458	9.1
	19 or older	411	6.9	227	4.5
Gender	Female	2769	46.8	2353	47.0
	Male	3143	53.1	2651	52.9
	Did not respond	5	0.1	5	0.1
Race/ Ethnicity[a]	Amer. Indian/Alaska Native	41	0.7	26	0.5
	Asian	367	6.2	316	6.3
	Black or African American	189	3.2	158	3.2
	Filipino	74	1.3	68	1.4
	Hispanic or Latino	1276	21.6	1083	21.6
	Nat. Hawaiian/Pac. Islander	23	0.4	21	0.4
	White	2839	48.0	2412	48.2
	Two or more races	1108	18.7	925	18.5
First Language(s)[b]	English only	4227	71.4	3560	71.1
	English and other language(s)	1014	17.1	881	17.6
	Lang(s) other than English	265	4.5	236	4.7
	Did not respond	411	6.9	332	6.6
Home Language[c]	Cantonese	18	0.3	13	0.3
	English	4796	81.1	4059	81.0
	Hmong	2	0.0	2	0.0
	Korean	32	0.5	31	0.6
	Mandarin (Putonghua)	38	0.6	34	0.7
	Pilipino (Tagalog)	23	0.4	22	0.4
	Spanish	249	4.2	215	4.3
	Vietnamese	39	0.7	36	0.7
	Other	296	5.0	260	5.2
	Did not respond	424	7.2	337	6.7
Parent/Guardian Education Level[d]	Not a high school graduate	419	7.1	331	6.6
	High school graduate	828	14.0	711	14.2
	Some college (includes AA degree)	1261	21.3	1043	20.8
	College degree	1567	26.5	1356	27.1
	Graduate school/post-graduate	1160	19.6	1023	20.4
	Unknown/did not respond	682	11.5	545	10.9

(continued on next page)

Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2011–12 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	5024	84.9	4443	88.7
	No	779	13.2	474	9.5
	Did not respond	114	1.9	92	1.8
School Type (if enrolled in grade 12 or below)	Public	3293	65.5	2930	65.9
	Private	897	17.9	770	17.3
	Charter	697	13.9	618	13.9
	Did not respond	137	2.7	125	2.8
Granted Testing Accommodation(s)	Yes	166	2.8	138	2.8
	No	5751	97.2	4871	97.2

Note. Because a new version of the CHSPE was introduced in 2004, first-time examinees are defined using the spring 2004 administration as the starting point. 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.

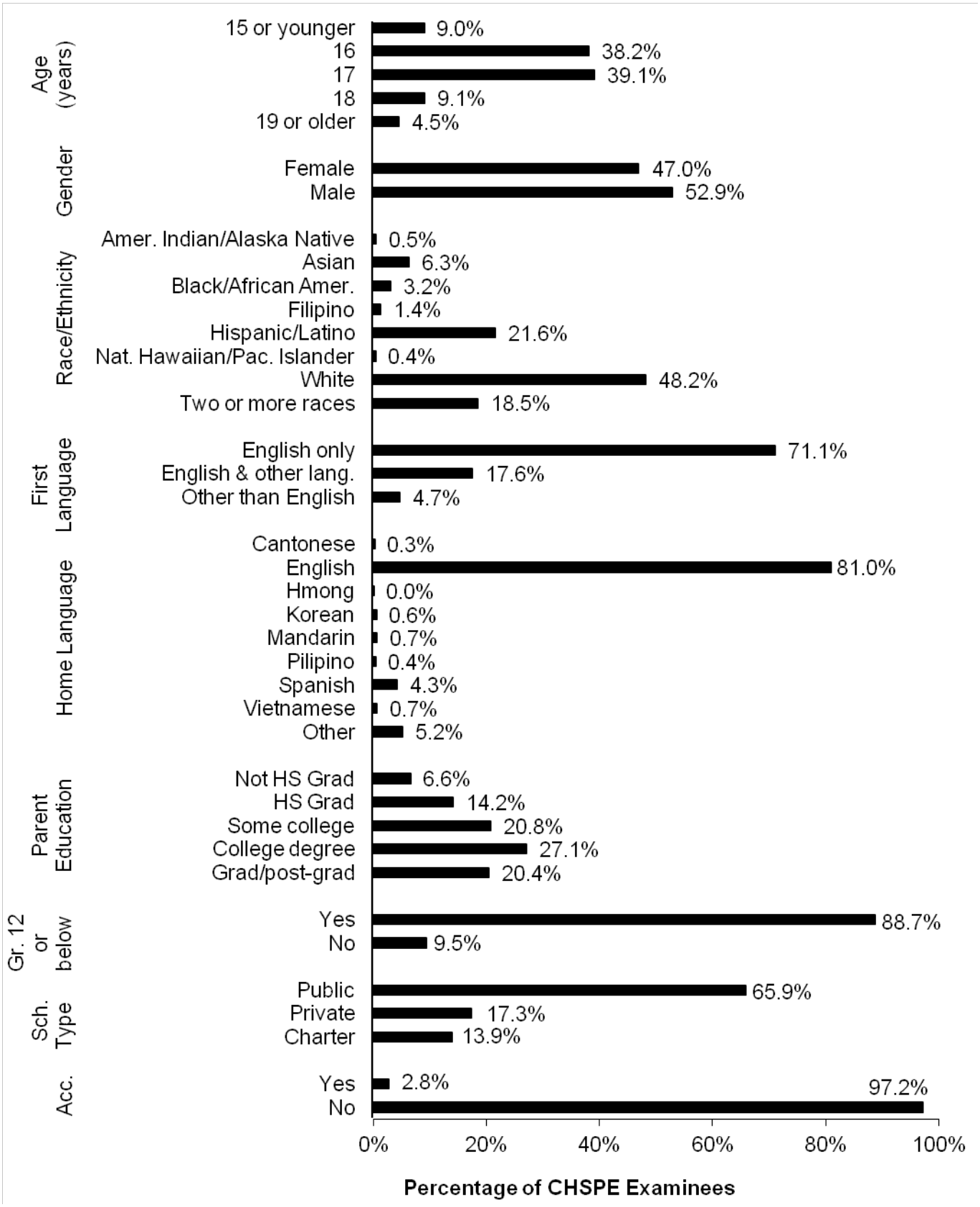
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[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 2011–12 CHSPE Examinees



Note. Data are from Table 3.5. See notes for that table. Non-respondents are not shown. "Acc." refers to examinees granted (or not) testing accommodation(s).

responses may be incomplete or inaccurate; and (d) there is a very small chance of error in the data-entry process. The only data that are not self-reported by examinees are the data about examinees granted one or more testing accommodations. These data are from program records.

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

For the three 2011–12 administrations cumulatively, among all examinees the majority were 17 years old (39.1 percent) or 16 years old (38.2 percent). Nearly 53 percent of the examinees were males. The largest group of examinees (48.2 percent) reported they were White. The next largest group (21.6 percent) indicated they were Hispanic or Latino. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.) The majority of examinees (71.1 percent) reported English was the only language they learned as children, and most (81 percent) reported English is the language spoken most often by the adults at home. There is diversity among examinees in terms of parent/guardian education level, with the majority of examinees (68.3 percent) reporting their most educated parent/guardian had some college education, had a college degree, or had attended graduate school or received post-graduate training. Most examinees (88.7 percent) were enrolled in grade twelve or below, and most of them (65.9 percent) were enrolled in a non-charter public school. Almost three percent of the examinees were granted one or more testing accommodations. There was very little difference demographically between all examinees and first-time examinees (who were 84.7 percent of all examinees).

In general, the demographic patterns for each of the administrations were similar to those described above for the cumulative data. At each administration, the first-time

examinees were demographically very similar to all examinees. (Most examinees were first-time examinees.)

Section 4: Examinee Performance

This section of the report provides data about the performance of examinees on the CHSPE in 2011–12 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 2011–12. Passing rates are shown on (a) both the entire English-language arts (ELA) section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Passing rates are shown separately for all examinees (i.e., the total number of examinees who attempted one or both CHSPE test sections at an administration) and for examinees making their first attempt on the test part(s) (i.e., examinees who had not previously attempted the specific test part, even though they may have previously attempted another part). For each administration, the data for "Both ELA and Mathematics" and "ELA (Language and Reading)" include only examinees who attempted the entire test, or the two ELA subtests, respectively, at that administration; for examinees making their first attempt, only those who took those parts of the test for the first time at that administration are included. The cumulative data for all examinees for "Both ELA and Mathematics" and "ELA (Language and Reading)" include examinees who, at any time during 2011–12, attempted each test section at least one time. The cumulative data for examinees making their first attempt for "Both ELA and Mathematics" and "ELA (Language and Reading)" include examinees who, across these three administrations, attempted each of those test parts for the first time, and the passing rates reflect their performance on their first attempt on each part.

Table 4.1: CHSPE Passing Rates, 2011–12

	Fall 2011			Spring 2012			Summer 2012			Cumulative 2011–12		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
All Examinees												
Both ELA and Mathematics	1234	411	33.3	2016	1024	50.8	1825	853	46.7	5017	2783	55.5
ELA (Language and Reading)	1263	765	60.6	2048	1498	73.1	1867	1354	72.5	5079	3859	76.0
ELA Language	1382	948	68.6	2147	1697	79.0	2010	1599	79.6	5240	4244	81.0
ELA Reading	1341	987	73.6	2132	1775	83.3	1959	1603	81.8	5195	4365	84.0
Mathematics	1734	635	36.6	2510	1409	56.1	2427	1242	51.2	5734	3286	57.3
Examinees Making First Attempt												
Both ELA and Mathematics	1199	410	34.2	1958	1023	52.2	1762	849	48.2	4951	2296	46.4
ELA (Language and Reading)	1218	754	61.9	1977	1478	74.8	1788	1331	74.4	4995	3571	71.5
ELA Language	1224	853	69.7	1980	1594	80.5	1801	1460	81.1	5005	3907	78.1
ELA Reading	1222	921	75.4	1991	1686	84.7	1793	1495	83.4	5006	4102	81.9
Mathematics	1208	478	39.6	1986	1151	58.0	1784	951	53.3	4978	2580	51.8

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

A few observations about Table 4.1 should clarify how the administration data and the cumulative data are related:

1. The cumulative data can be thought of as if the three administrations were a single event. The cumulative data represent unduplicated counts of examinees across the three administrations and represent the final pass/fail status of those examinees.
2. Because a number of examinees took one or more parts of the CHSPE at more than one administration in the year (i.e., they were retesters) and because for the cumulative data each examinee is counted only once, the cumulative N for all examinees in each of rows 1-5 is less than the sum of all examinees at each administration.
3. The cumulative N of examinees making their first attempt who attempted both the ELA and Mathematics sections (4,951) is greater than the sum of those examinees at each administration because some examinees took one section for the first time at

one administration and the other section for the first time at another administration. Such an examinee is not included in the “Both ELA and Mathematics” row for either administration, but is included in the cumulative N of examinees making his or her first attempt who attempted both sections. For the same reason, the cumulative N of examinees making their first attempt who attempted the entire ELA section (4,995) is greater than the sum of those examinees at each administration.

4. For examinees making their first attempt, the cumulative N for each individual test part (rows 8-10 of data) equals the sum of the those examinees at each administration because each examinee makes his or her first attempt on a test section only once.

As shown in Table 4.1, of the 5,017 unique examinees who, in 2011–12, attempted the entire CHSPE at least once 55.5 percent passed both sections and earned a Certificate of Proficiency. Passing rates on the English-language arts section were higher than passing rates on the Mathematics section, and passing rates on the English-language arts Reading subtest were higher than passing rates on the Language subtest. At all three administrations, the passing rates of examinees making their first attempt were slightly higher than the passing rates of all examinees (which includes both first-time examinees and retesters). Cumulatively across the three administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees. This situation occurs because examinees can retake the parts they don’t pass and as a result, the pass rate for all examinees in some cases includes success after multiple attempts.

Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections. Table 4.2 shows the number of certificates awarded for each administration since 2004. The table also shows the number of examinees at each administration who were eligible to earn a certificate (by taking the test section[s] they had not yet passed) and how examinees earned certificates (by passing both sections, or by passing the ELA or Mathematics section having previously passed the other section).

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

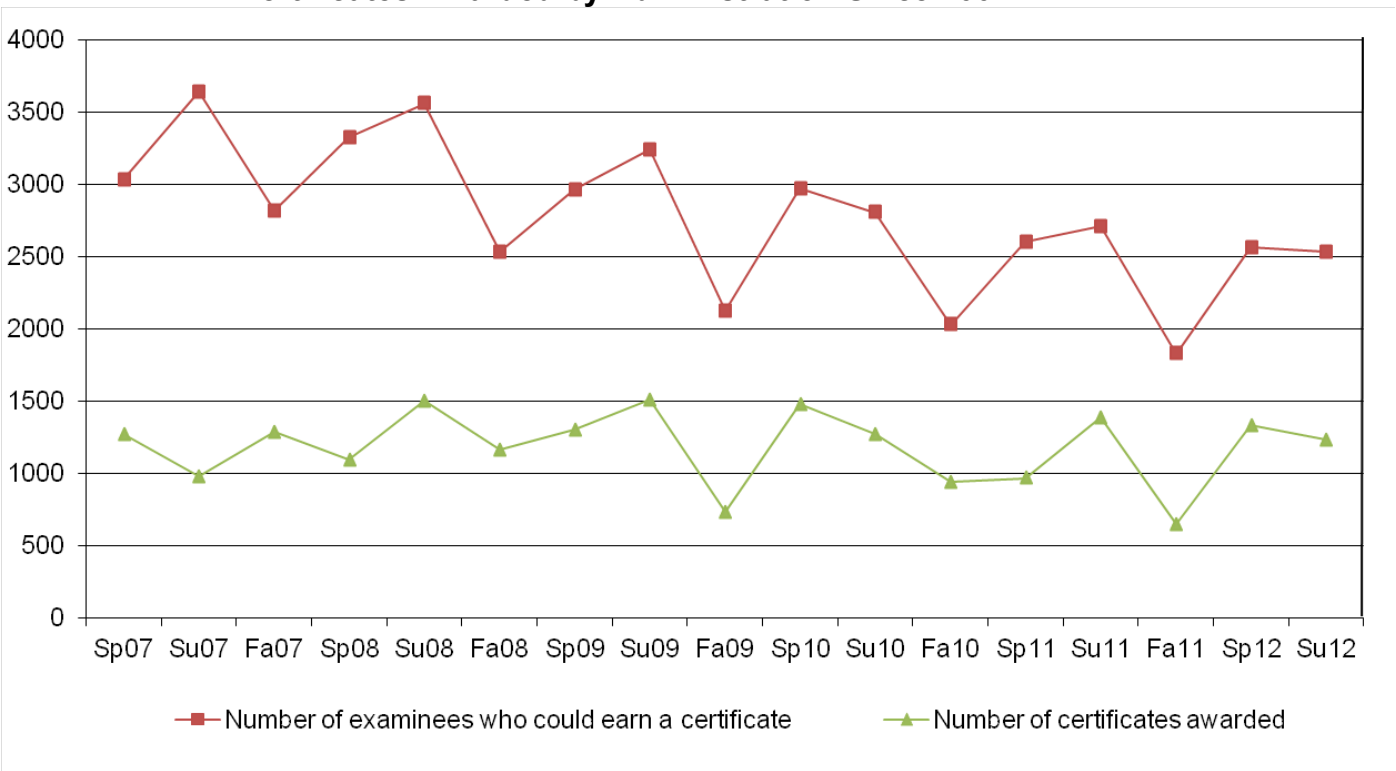
	Examinees		N of Examinees Who Earned a Certificate by Passing:			Examinees Awarded Certificates	
Administration	N	N Who Could Earn Certificate[a]	Both Sections[b]	ELA (having previously passed Math)	Mathematics (having previously passed ELA)	N	% of Those Who Could Earn One
2004							
Spring	3711	3658	1236	—	—	1236	33.8
Summer	2515	2477	639	102	174	915	36.9
Fall	2277	2245	555	74	169	798	35.5
2005							
Spring	3680	3640	1200	63	166	1429	39.3
Summer	3610	3560	953	71	249	1273	35.8
Fall	2504	2470	641	95	239	975	39.5
2006							
Spring	3506	3458	777	57	81	915	26.5
Summer	3568	3516	934	68	366	1368	38.9
Fall	2920	2875	708	67	233	1008	35.1
2007							
Spring	3085	3031	948	81	239	1268	41.8
Summer	3701	3637	743	86	148	977	26.9
Fall	2842	2814	768	127	390	1285	45.7
2008							
Spring	3373	3322	844	82	167	1093	32.9
Summer	3588	3559	1019	88	393	1500	42.1
Fall	2560	2530	714	157	289	1160	45.8
2009							
Spring	3003	2960	978	119	205	1302	44.0
Summer	3272	3237	1082	124	300	1506	46.5
Fall	2154	2125	484	98	148	730	34.4
2010							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
2011							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
Fall	1854	1827	421	82	144	647	35.4
2012							
Spring	2603	2561	1060	59	211	1330	51.9
Summer	2571	2532	891	94	245	1230	48.6
					TOTAL: 29,978		

Note. Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections.
[a] To be eligible to earn a certificate at an administration, an examinee has to attempt all parts of the test not previously passed. For example, an examinee who had not previously passed the ELA section and took only the Mathematics section at an administration could not possibly earn a Certificate at that administration.

[b] Beginning with the spring 2007 administration, this number includes two groups of examinees: (a) examinees who had not previously passed any part of the exam and who took and passed all three parts, and (b) examinees who had previously passed only one English-language arts subtest and who, at the specified administration, took and passed both the other English-language arts subtest and the Mathematics section. It is larger than the number of all examinees who passed both the English-language arts section and the Mathematics section reported in Table B because that number includes only examinees in the first group.

The number of examinees eligible to earn a certificate, and the number certificates awarded at each administration (from Table 4.2), are shown graphically in Figure 4.1. At least 97 percent of the examinees at each administration were eligible for a certificate. The majority of the examinees at each administration who earned certificates did so by passing both sections. The percentage of eligible examinees who earned certificates at each administration since January 2007 ranged from about 27 percent (summer 2007) to 51.9 percent (spring 2012). A total of 29,978 Certificates of Proficiency have been awarded since 2004.

Figure 4.1: Examinees Who Could Earn a Certificate and Number of Certificates Awarded by Administration Since 2007



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

Passing Rates by Examinee Subgroup

Tables 4.3 through 4.7, and associated Figures 4.2 through 4.6, listed below and provided at the end of this section, provide 2011–12 CHSPE passing rate data for examinee subgroups.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2011–12

Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2011–12

Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2011–12

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2011–12

Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2011–12

Figure 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2011–12

Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2011–12

Figure 4.5: CHSPE Cumulative Reading Subtest Passing Rates by Examinee Subgroup, 2011–12

Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2011–12

Figure 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2011–12

Note that examinees may take each CHSPE part as many times as necessary to pass. They are asked to provide answers to the background questions each time they register to test. Because some of the demographic variables for an individual examinee can change from one administration to another (i.e., age, parent/guardian education level, enrolled in grade twelve or below, and school type), for the cumulative data in these tables and figures, the most recent background information available is used for each examinee.[11]

[11] For Table 4.3 and Figure 4.2, which present cumulative data for the CHSPE overall, background information provided by the examinee the last time the examinee attempted any part of the test is used. For the other tables and figures showing cumulative data by test section or subtest, background information provided by the examinee the last time the examinee attempted that test section or subtest is used.

The following is a summary of the CHSPE passing rates for examinee subgroups presented in Tables 4.3 through 4.7 and Figures 4.2 through 4.6.

Age

Age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees. Among examinees who attempted the entire test, for example, cumulatively 80 percent of the examinees who were 15 years old or younger passed the exam, while only 21.5 percent of examinees 19 years and over passed. This pattern of younger examinees passing at a higher rate than older examinees is true for all three test parts and at all three administrations. The differences in passing rates among age groups are smallest on the Reading subtest (which had the highest passing rates of the three test parts) and largest on the Mathematics section (which had the lowest passing rates of the three test parts).

Gender

Among all examinees who took both CHSPE sections, female and male examinees had nearly identical cumulative passing rates (55.8 percent vs. 55.2 percent, respectively). Female examinees outperformed male examinees on both subtests of the English-language arts section, and male examinees outperformed female examinees on the Mathematics section. These patterns were true at all three administrations and cumulatively.

Race/Ethnicity

Race/ethnicity is associated with relatively large differences in passing rates on the total test, English-language arts section, Language subtest, and the Mathematics section. Cumulatively, on the total CHSPE, Asian examinees had the highest passing rate (71.8 percent), followed by examinees categorized as two or more races (61.5 percent), White examinees (58.3 percent), and Filipino examinees (55.9 percent). Hispanic or Latino, and Black or African American examinees passed at lower rates (42.4 percent,

and 35.6 percent, respectively). Cumulatively, on each of the three test parts, Asian and White examinees, and those categorized as two or more races, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of American Indian or Alaska Native, Native Hawaiian/Pacific Islanders, and Filipino examinees (fewer than 70 each). (see Appendix B).

First Language(s)

Examinees whose first language was English and other language(s) had a higher cumulative passing rate on the total CHSPE (58.2 percent) than examinees whose first language(s) were English only (54.1 percent) or other than English (49.8 percent). This pattern of cumulative passing rates was seen on the Language subtest of the English-language arts section and the Mathematics section, but was reversed on the Reading subtest. On all test parts except the Mathematics section, examinees whose first language was other than English passed at a lower rate than the other examinees. On the Reading subtest, where the largest differences were observed, examinees whose first language was English only passed at a higher rate (85.3 percent) than examinees whose first language(s) were English and other language(s) (80.0 percent) and examinees whose first language(s) were other than English (68.9 percent).

Home Language

Like race/ethnicity, age, and parent/guardian education level, home language is associated with relatively large differences in passing rates. It is difficult to draw many conclusions from the home language data. Three of the eight home language subgroups had fewer than 20 examinees cumulatively (SCOE did not calculate pass rates for sample sizes this small). Cumulatively, only three subgroups (English, Spanish, and other) had at least 36 examinees; Cumulatively, examinees with a home language of Mandarin (Putonghua) passed the CHSPE at the highest rate (82.4 percent), followed by examinees with Korean (80.6 percent), Vietnamese (71.4 percent), or other (62.5 percent) as their home language. Across the three test parts, the differences in cumulative passing rates among the home language groups were

largest on the Mathematics section (where examinees with Korean as their home language had the highest passing rate) and smallest on the Reading subtest (where examinees whose home language was Korean had the highest passing rate). Those with a home language of English had the second-highest passing rate on the Reading subtest. On all three test parts, examinees with a home language of Spanish had the lowest passing rate.

Parent/Guardian Education Level

This variable is also associated with relatively large differences in passing rates, and its relationship to CHSPE performance was fairly consistent: the higher the parent/guardian education level, the higher the CHSPE performance. Note, however, that 11 percent of all examinees did not respond to this background question. Among examinees who attempted the entire test, cumulatively 69.5 percent of the examinees whose parent/guardian education level was graduate school or post-graduate work passed the exam, while only 35.8 percent of the examinees whose parent/guardian education level was less than a high school graduate passed. This pattern is generally true for all three test parts and at all three administrations. The differences in passing rates among the parent/guardian education level subgroups are largest on the Mathematics section and smallest on the Language subtest.

Enrolled in Grade Twelve or Below

Consistent with the performance differences among age subgroups, examinees who were enrolled in grade twelve or below when they took the test consistently outperformed the smaller number of examinees who were not. Cumulatively, among examinees who took both CHSPE sections, 58 percent of examinees enrolled in grade twelve or below passed the exam and 36.3 percent of the examinees not enrolled passed. This relationship also occurred at all three administrations and on all three test parts.

School Type (If Enrolled in Grade Twelve or Below)

Cumulatively, on the total CHSPE and each test part, examinees who were enrolled in private schools passed the CHSPE at a higher rate than examinees who were enrolled in non-charter public schools or charter public schools. Cumulatively, among all examinees who attempted both test sections, the passing rate for private school students was 70.5 percent, while the passing rates for non-charter public school students and charter public school students were 56.7 percent and 48.1 percent, respectively.

Examinees Granted One or More Testing Accommodations

Cumulatively, on the total CHSPE, the two percent of examinees who tested with one or more testing accommodations passed the test at a lower rate than examinees without accommodations (55.7 percent vs. 46.2 percent, respectively). This was also the case on each test part and at each administration with the notable exception of the Reading subtest where cumulatively, those who were granted accommodations passed at a slightly higher rate (85.7 percent verses 84 percent.

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2011–12

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Entire Test		1234	33.3	2016	50.8	1825	46.7	5017	55.5
Age (years)	15 or younger	63	57.1	242	74.4	171	67.3	450	80.0
	16	537	38.2	798	58.4	703	54.8	1908	63.9
	17	486	30.5	739	42.6	676	42.2	1956	49.8
	18	82	17.1	162	33.3	182	29.1	466	38.2
	19 or older	66	12.1	75	12.0	93	16.1	237	21.5
Gender	Female	566	35.9	942	51.4	864	47.3	2351	55.8
	Male	668	31.1	1071	50.2	960	46.1	2661	55.2
Race/Ethnicity[a]	Amer. Indian/Alaska Native	8		12		11		27	48.1
	Asian	68	45.6	135	63.7	117	65.0	319	71.8
	Black or African American	35	20.0	63	27.0	64	21.9	163	35.6
	Filipino	17		24		29	37.9	68	55.9
	Hispanic or Latino	266	21.8	436	40.6	402	33.1	1078	42.4
	Nat. Hawaiian/Pac. Islander	5		13		4		21	47.6
	White	576	35.1	945	52.5	892	50.7	2410	58.3
	Two or more races	259	39.0	388	58.5	306	52.6	931	61.5
First Language(s)[b]	English only	891	33.3	1391	49.4	1310	44.5	3567	54.1
	English and other lang(s)	179	30.2	379	54.6	336	48.5	882	58.2
	Lang(s) other than English	66	27.3	90	40.0	84	51.2	239	49.8
Home Language[c]	Cantonese	2		6		5		13	
	English	996	33.5	1613	49.3	1490	45.4	4071	54.8
	Hmong	0		2		0		2	
	Korean	4		12		15		31	80.6
	Mandarin (Putonghua)	6		16		12		34	82.4
	Pilipino (Tagalog)	3		9		10		22	50.0
	Spanish	55	14.5	77	28.6	84	26.2	211	30.8
	Vietnamese	6		17		12		35	71.4
	Other	59	25.4	115	60.0	98	56.1	264	62.5
Parent/Guardian Education Level[d]	Not a high school graduate	85	10.6	128	34.4	126	27.8	335	35.8
	High school graduate	181	27.1	273	40.3	279	31.5	714	43.6
	Some college (inc. AA deg.)	284	28.9	387	40.8	383	43.6	1040	49.7
	College degree	289	31.5	554	55.2	518	53.9	1361	60.0
	Grad. school/post-graduate	239	52.3	443	64.8	338	57.1	1022	69.5
Enrolled in Grade 12 or Below	Yes	1062	35.3	1828	52.6	1612	49.4	4432	58.0
	No	164	22.0	154	31.8	172	25.6	493	36.3

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Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2011–12 (cont.)

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	689	34.4	1174	52.3	1109	49.9	2915	56.7
	Private	173	45.7	372	58.3	225	60.0	769	70.5
	Charter	161	28.6	230	43.5	239	38.1	622	48.1
Granted Testing Accommodation(s)	Yes	26	23.1	55	49.1	62	38.7	143	46.2
	No	1208	33.5	1961	50.8	1763	47.0	4874	55.7

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

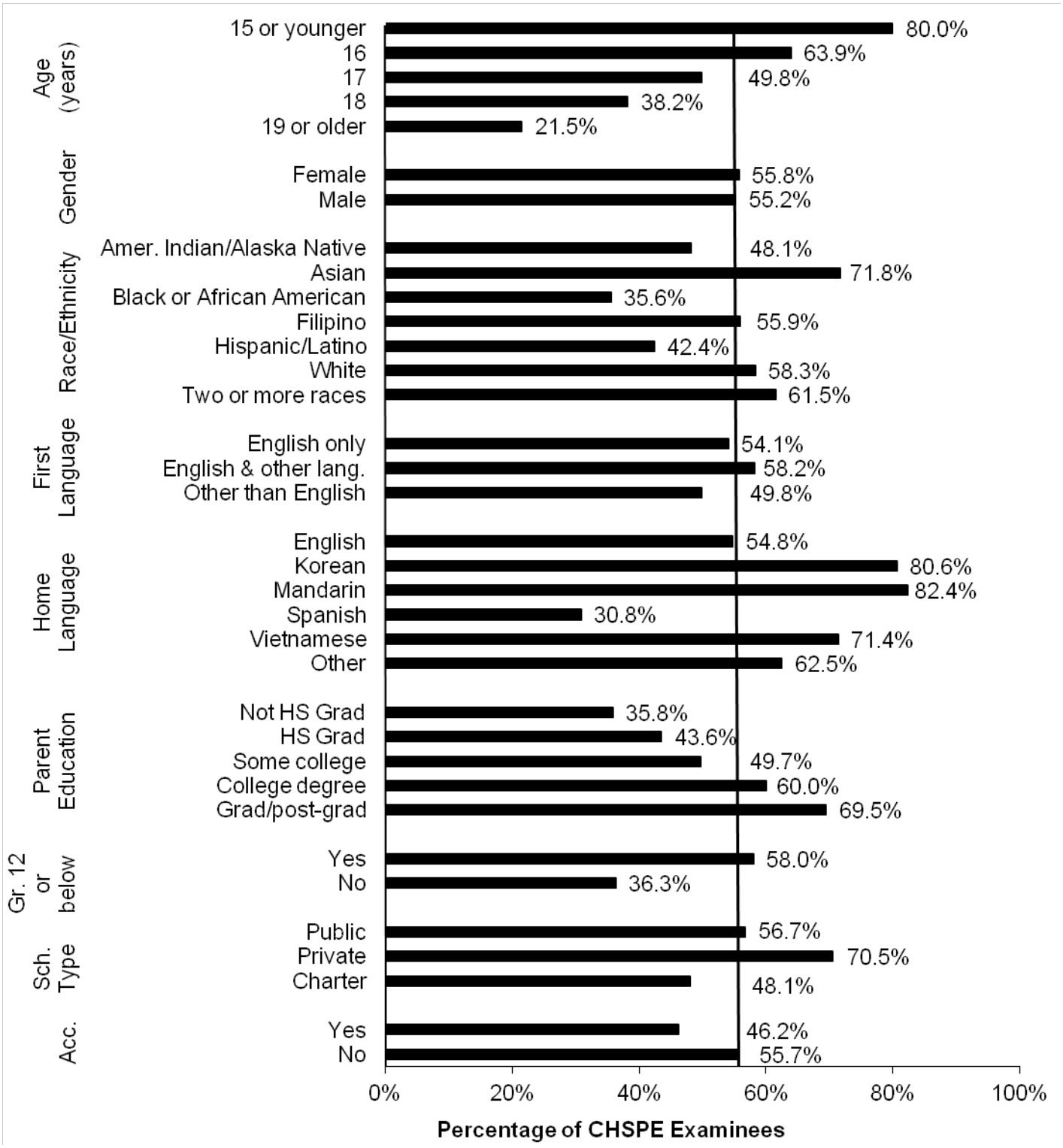
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

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

Figure 4.2: CHSPE Cumulative Passing Rates by Examinee Subgroup for Examinees Who Attempted the Entire Test, 2011–12



Note. Data are from Table 4.3. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 55.5 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, 2011–12

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted English-language Arts Section (both subtests)		1263	60.6	2048	73.1	1867	72.5	5079	76.0
Age (years)	15 or younger	63	85.7	244	87.3	174	83.9	465	92.0
	16	547	66.0	806	80.3	709	79.3	1993	82.9
	17	498	56.2	751	67.4	698	68.5	1929	71.1
	18	84	46.4	168	58.3	189	59.8	446	62.3
	19 or older	71	43.7	79	43.0	97	56.7	246	52.4
Gender	Female	581	67.8	954	79.1	877	79.8	2377	81.5
	Male	682	54.4	1091	67.9	989	66.0	2698	71.1
Race/Ethnicity[a]	Amer. Indian/Alaska Native	9		12		13		31	80.6
	Asian	69	62.3	137	75.9	122	75.4	324	80.9
	Black or African American	35	48.6	65	52.3	65	58.5	165	60.6
	Filipino	17		24		29	51.7	69	71.0
	Hispanic or Latino	273	46.5	445	64.0	413	62.0	1103	65.1
	Nat. Hawaiian/Pac. Islander	5		13		4		21	
	White	590	64.7	962	75.5	910	76.5	2421	79.5
	Two or more races	265	66.0	390	80.5	311	78.8	945	81.0
First Language(s)[b]	English only	915	62.5	1414	73.1	1340	72.3	3606	76.4
	English and other lang(s)	184	53.3	383	75.2	342	71.9	894	75.5
	Lang(s) other than English	66	40.9	93	55.9	88	64.8	242	61.6
Home Language[c]	Cantonese	2		6		5		13	
	English	1022	62.1	1640	73.1	1523	72.6	4116	76.5
	Hmong	0		2		0		2	
	Korean	4		12		16		31	83.9
	Mandarin (Putonghua)	6		17		13		35	80.0
	Pilipino (Tagalog)	3		9		10		22	72.7
	Spanish	56	33.9	78	51.3	85	62.4	212	56.6
	Vietnamese	7		17		12		36	75.0
	Other	59	40.7	116	75.9	102	67.6	269	71.7
Parent/Guardian Education Level[d]	Not a high school graduate	89	34.8	131	53.4	129	55.8	342	56.7
	High school graduate	184	48.4	277	69.0	285	64.6	727	67.7
	Some college (inc. AA deg.)	291	60.1	392	67.9	394	68.0	1053	72.5
	College degree	297	61.6	563	77.1	528	78.6	1371	80.7
	Grad. school/post-graduate	245	78.0	451	82.3	344	79.4	1034	85.6
Enrolled in Grade 12 or Below	Yes	1084	62.2	1853	74.5	1644	73.6	4496	77.6
	No	171	51.5	160	59.4	181	65.2	498	63.7

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Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2011–12 (cont.)

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	701	60.9	1186	73.3	1130	72.7	2961	75.7
	Private	181	71.8	380	81.8	231	82.7	779	88.1
	Charter	163	54.0	234	70.1	244	68.0	629	72.3
Granted Testing Accommodation(s)	Yes	27	48.1	55	72.7	66	68.2	146	71.9
	No	1236	60.8	1993	73.2	1801	72.7	4933	76.1

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

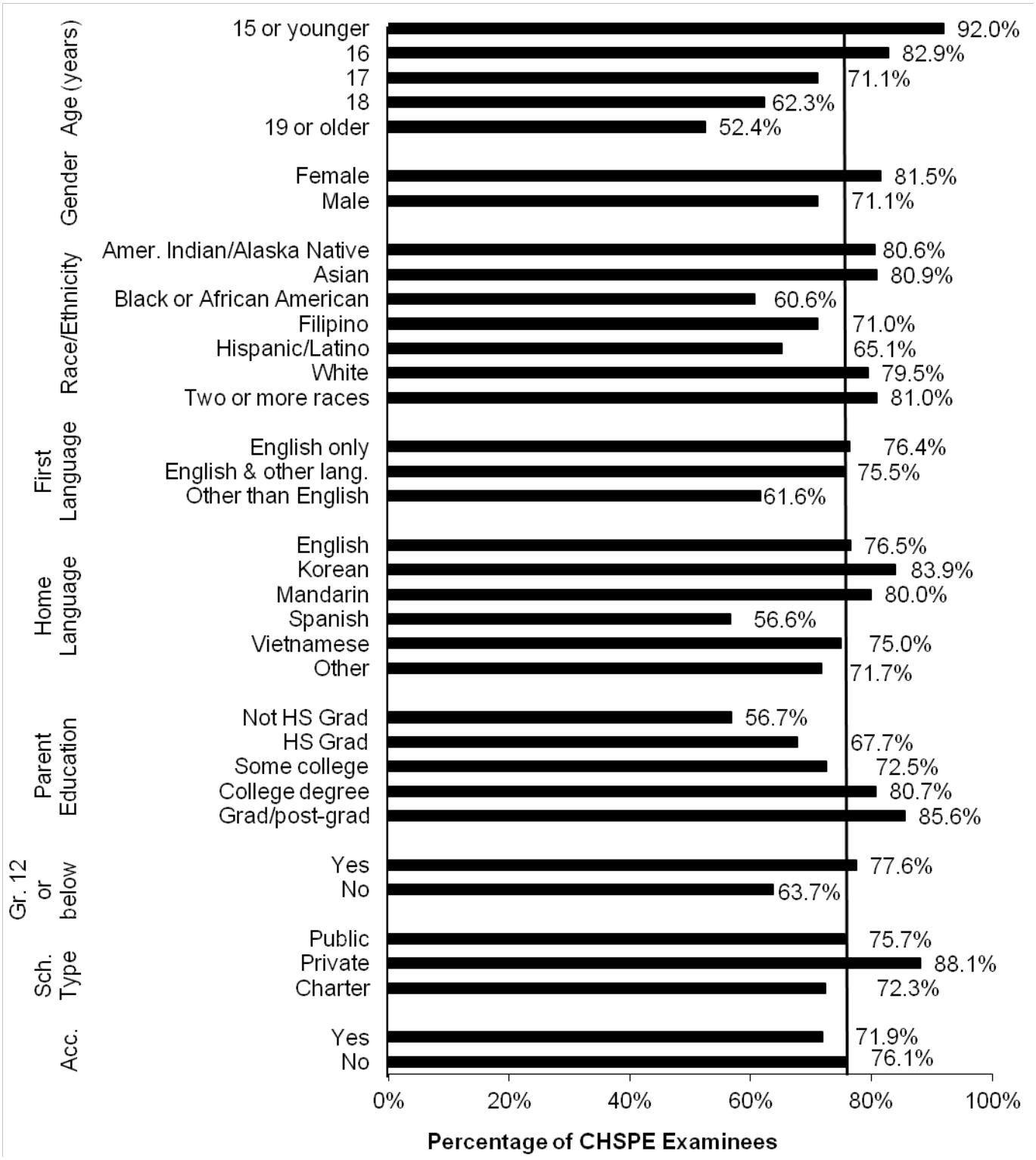
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

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

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2011–12



Note. Data are from Table 4.4. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 76.0 percent, the cumulative passing rate on the English-language arts section for all examinees who attempted that section (both subtests). "Acc." refers to examinees granted (or not) testing accommodation(s).

Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2011–12

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Language Subtest		1382	68.6	2147	79.0	2010	79.6	5240	81.0
Age (years)	15 or younger	67	89.6	247	93.5	179	88.3	473	94.9
	16	578	73.9	829	85.5	741	86.6	2033	87.5
	17	551	65.2	797	74.4	770	75.5	1999	76.7
	18	104	55.8	183	63.4	207	69.6	465	68.4
	19 or older	82	53.7	91	52.7	113	65.5	270	61.5
Gender	Female	615	75.6	979	85.1	921	86.9	2427	86.4
	Male	767	63.0	1165	74.0	1088	73.3	2809	76.3
Race/Ethnicity[a]	Amer. Indian/Alaska Native	10		13		14		35	85.7
	Asian	74	74.3	141	83.7	131	84.7	328	86.6
	Black or African American	37	51.4	69	62.3	71	66.2	167	65.3
	Filipino	21		25	84.0	31	67.7	73	79.5
	Hispanic or Latino	290	56.2	469	71.2	442	71.9	1131	72.1
	Nat. Hawaiian/Pac. Islander	5		13		5		22	
	White	653	72.4	1002	81.2	981	82.6	2497	84.0
	Two or more races	292	72.3	415	83.6	335	82.1	987	84.4
First Language(s)[b]	English only	1003	69.8	1484	78.4	1449	79.0	3718	80.9
	English and other lang(s)	199	64.8	398	83.9	361	80.9	916	82.4
	Lang(s) other than English	69	50.7	97	63.9	95	77.9	245	69.8
Home Language[c]	Cantonese	3		6		6		14	
	English	1116	69.9	1717	79.1	1642	79.7	4237	81.3
	Hmong	0		2		0		2	
	Korean	4		12		17		31	93.5
	Mandarin (Putonghua)	6		17		14		35	80.0
	Pilipino (Tagalog)	4		10		11		23	
	Spanish	59	42.4	83	59.0	89	74.2	217	64.5
	Vietnamese	7		17		12		36	77.8
	Other	66	56.1	120	84.2	108	79.6	276	81.2
Parent/Guardian Education Level[d]	Not a high school graduate	98	55.1	139	64.7	137	68.6	353	67.4
	High school graduate	194	56.7	292	75.0	296	74.3	739	74.3
	Some college (inc. AA deg.)	321	68.8	410	74.4	432	75.2	1091	78.0
	College degree	324	68.8	590	82.7	573	83.6	1404	84.8
	Grad. school/post-graduate	267	82.0	464	87.9	364	86.3	1060	88.8
Enrolled in Grade 12 or Below	Yes	1161	70.1	1934	80.4	1761	80.7	4595	82.5
	No	212	61.8	177	66.1	204	72.1	558	70.8

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Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2011–12 (cont.)

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	747	68.9	1227	79.6	1195	80.2	3017	81.2
	Private	199	77.9	403	86.6	259	87.3	804	90.8
	Charter	174	63.8	248	75.4	263	76.4	645	77.4
Granted Testing Accommodation(s)	Yes	31	54.8	60	75.0	70	67.1	151	72.2
	No	1351	68.9	2087	79.2	1940	80.0	5089	81.3

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.

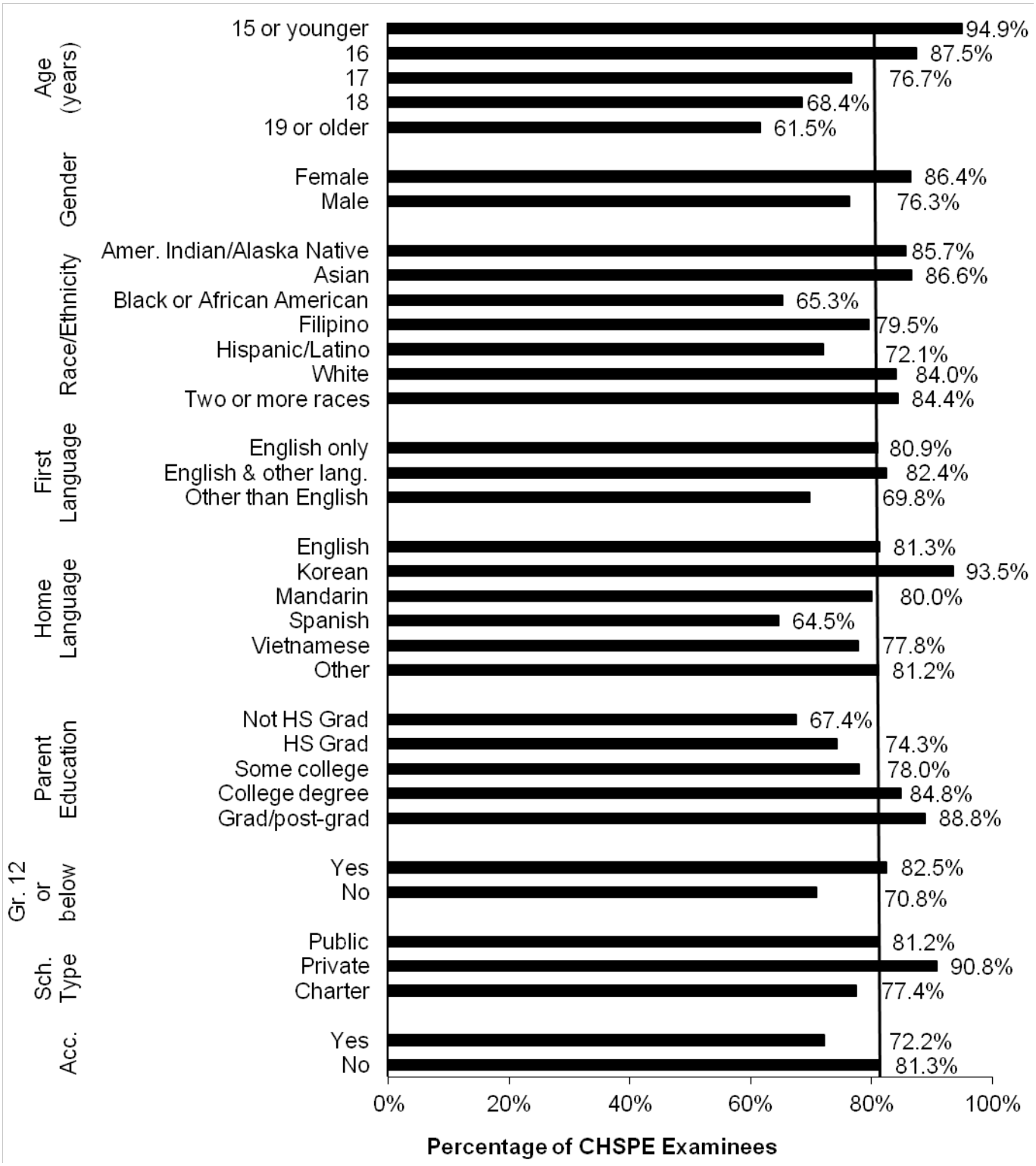
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[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 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2011–12



Note. Data are from Table 4.5. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 81.0 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, 2011–12

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Reading Subtest		1341	73.6	2132	83.3	1959	81.8	5195	84.0
Age (years)	15 or younger	69	91.3	247	91.5	184	91.8	481	95.2
	16	567	78.3	831	89.0	735	84.9	2040	88.6
	17	534	71.7	786	78.4	736	79.1	1964	80.5
	18	96	56.3	181	75.7	201	76.6	457	75.5
	19 or older	75	57.3	87	64.4	103	71.8	253	68.4
Gender	Female	619	75.8	984	85.5	915	85.8	2428	86.3
	Male	722	71.7	1145	81.3	1043	78.3	2763	82.0
Race/Ethnicity[a]	Amer. Indian/Alaska Native	10		13		13		32	81.3
	Asian	80	70.0	145	82.1	131	80.9	335	83.9
	Black or African American	37	67.6	67	70.1	70	62.9	168	69.0
	Filipino	18		25	88.0	30	60.0	70	75.7
	Hispanic or Latino	289	60.9	462	75.8	431	76.3	1126	75.9
	Nat. Hawaiian/Pac. Islander	5		13		5		21	
	White	625	77.9	1002	85.7	960	85.1	2475	87.4
	Two or more races	277	78.7	405	88.6	319	86.5	968	88.1
First Language(s)[b]	English only	959	77.0	1471	85.2	1399	82.3	3673	85.6
	English and other lang(s)	206	62.6	397	79.6	364	79.7	919	80.0
	Lang(s) other than English	72	52.8	101	63.4	95	74.7	251	68.9
Home Language[c]	Cantonese	5		7		5		17	
	English	1073	75.7	1706	84.2	1599	82.4	4191	85.1
	Hmong	0		2		0		2	
	Korean	4		12		16		31	90.3
	Mandarin (Putonghua)	7		19		14		36	80.6
	Pilipino (Tagalog)	3		9		11		22	
	Spanish	61	52.5	82	61.0	88	77.3	219	68.5
	Vietnamese	8		17		13		37	75.7
	Other	70	54.3	122	77.9	108	73.1	283	74.9
Parent/Guardian Education Level[d]	Not a high school graduate	96	44.8	141	66.7	139	71.2	349	67.6
	High school graduate	197	63.5	284	79.6	296	74.0	746	76.4
	Some college (inc. AA deg.)	305	73.1	418	81.1	412	78.9	1080	82.1
	College degree	317	77.3	580	86.7	554	86.3	1396	87.8
	Grad. school/post-graduate	257	87.9	466	88.6	366	87.7	1051	91.3
Enrolled in Grade 12 or Below	Yes	1147	75.6	1921	84.0	1728	82.5	4592	85.0
	No	186	61.8	173	76.3	189	77.8	518	76.1

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Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2011–12 (cont.)

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	747	73.4	1227	82.2	1185	81.9	3032	83.3
	Private	192	85.9	394	90.4	247	87.9	793	93.1
	Charter	169	71.6	243	82.7	253	79.1	637	81.9
Granted Testing Accommodation(s)	Yes	29	72.4	56	82.1	71	83.1	147	85.7
	No	1312	73.6	2076	83.3	1888	81.8	5048	84.0

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.

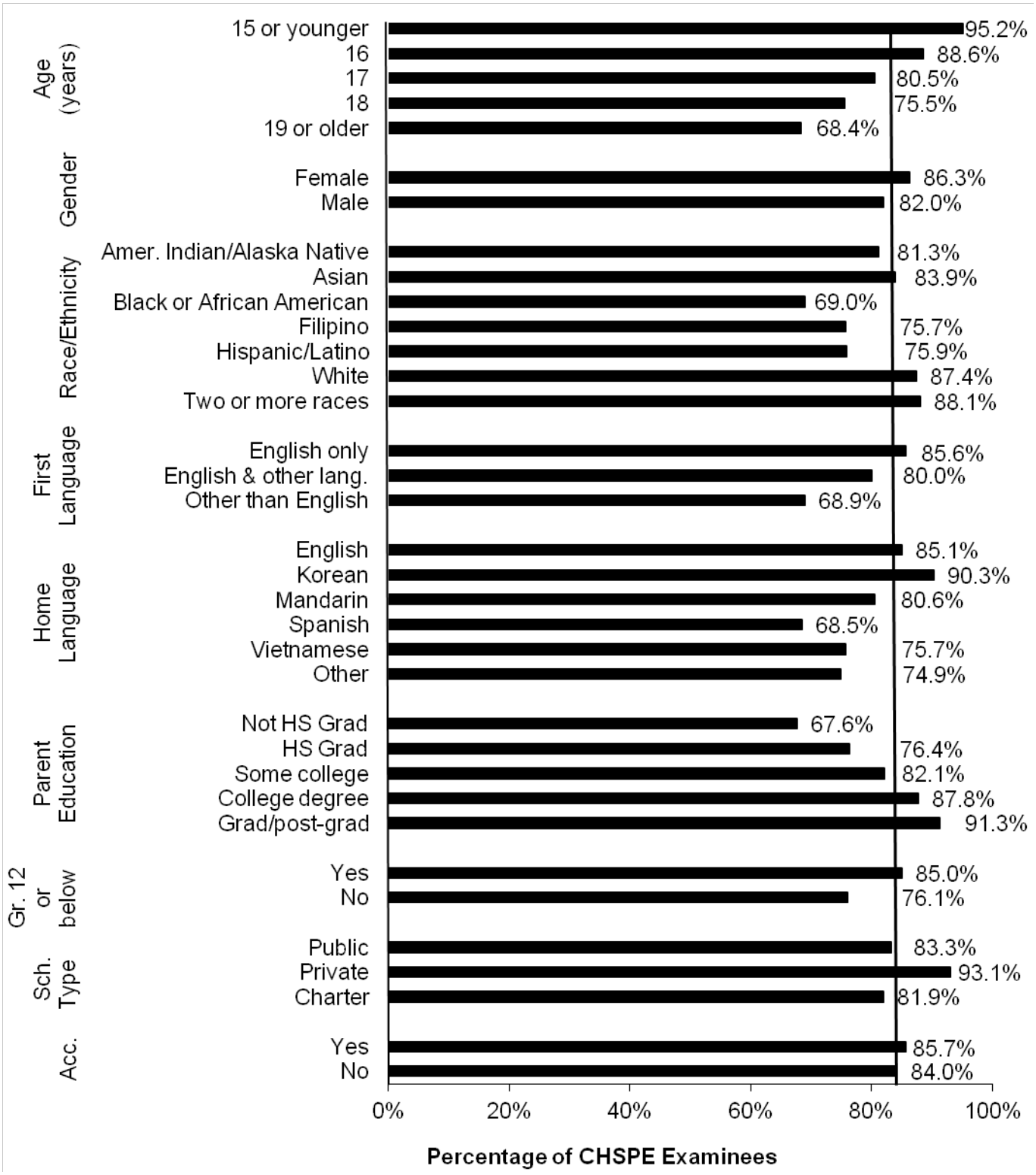
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

[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, 2011–12



Note. Data are from Table 4.6. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 84.0 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, 2011–12

		Fall 2011		Spring 2012		Summer 2012		Cumulative 2011–12	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Mathematics Section		1734	36.6	2510	56.1	2427	51.2	5734	57.3
Age (years)	15 or younger	85	58.8	255	79.2	198	71.7	480	82.1
	16	652	42.6	912	64.4	856	58.6	2034	67.2
	17	702	33.8	953	49.6	932	49.0	2231	52.3
	18	168	28.6	240	42.9	277	35.4	603	41.3
	19 or older	127	17.3	150	29.3	164	26.2	386	28.2
Gender	Female	809	35.5	1172	54.2	1177	48.9	2706	55.4
	Male	925	37.6	1335	57.8	1248	53.3	3023	59.0
Race/Ethnicity[a]	Amer. Indian/Alaska Native	17		18		14		38	44.7
	Asian	95	55.8	150	70.7	137	74.5	344	75.9
	Black or African American	45	24.4	80	40.0	86	31.4	184	38.0
	Filipino	21		28	67.9	35	42.9	72	58.3
	Hispanic or Latino	382	27.0	544	48.5	529	40.3	1244	46.6
	Nat. Hawaiian/Pac. Islander	7		14		9		23	
	White	812	38.1	1182	57.3	1207	53.4	2751	59.3
	Two or more races	355	40.3	494	60.9	410	56.1	1078	62.5
First Language(s)[b]	English only	1263	35.2	1768	54.5	1771	48.4	4101	55.2
	English and other lang(s)	254	36.6	450	61.6	418	55.5	984	61.2
	Lang(s) other than English	77	42.9	100	51.0	102	60.8	249	58.6
Home Language[c]	Cantonese	2		6		5		13	
	English	1405	35.4	2036	54.7	2006	49.5	4656	55.9
	Hmong	0		2		0		2	
	Korean	5		13		15		32	90.6
	Mandarin (Putonghua)	10		17		13		37	89.2
	Pilipino (Tagalog)	4		10		13		23	
	Spanish	79	29.1	92	41.3	103	35.9	242	40.5
	Vietnamese	9		18		13		38	76.3
	Other	71	40.8	127	66.1	121	66.9	280	69.3
Parent/Guardian Education Level[d]	Not a high school graduate	126	22.2	172	47.7	159	38.4	394	43.4
	High school graduate	253	32.8	324	45.7	362	39.5	806	46.4
	Some college (inc. AA deg.)	411	31.4	506	46.4	535	48.6	1226	50.9
	College degree	406	33.3	690	61.6	681	57.4	1526	62.3
	Grad. school/post-graduate	312	54.2	522	68.0	445	58.2	1125	69.6
Enrolled in Grade 12 or Below	Yes	1401	39.2	2192	58.4	2089	54.1	4890	60.5
	No	322	26.1	265	38.9	279	33.0	733	38.1

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Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2010–11 (cont.)

		Fall 2010		Spring 2011		Summer 2011		Cumulative 2010–11	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	913	37.3	1390	57.6	1394	54.6	3210	59.3
	Private	237	49.8	458	65.5	338	61.2	868	72.0
	Charter	207	35.7	276	50.0	305	44.6	679	51.3
Granted Testing Accommodation(s)	Yes	38	23.7	71	50.7	82	39.0	161	47.8
	No	1696	36.9	2439	56.3	2345	51.6	5573	57.6

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

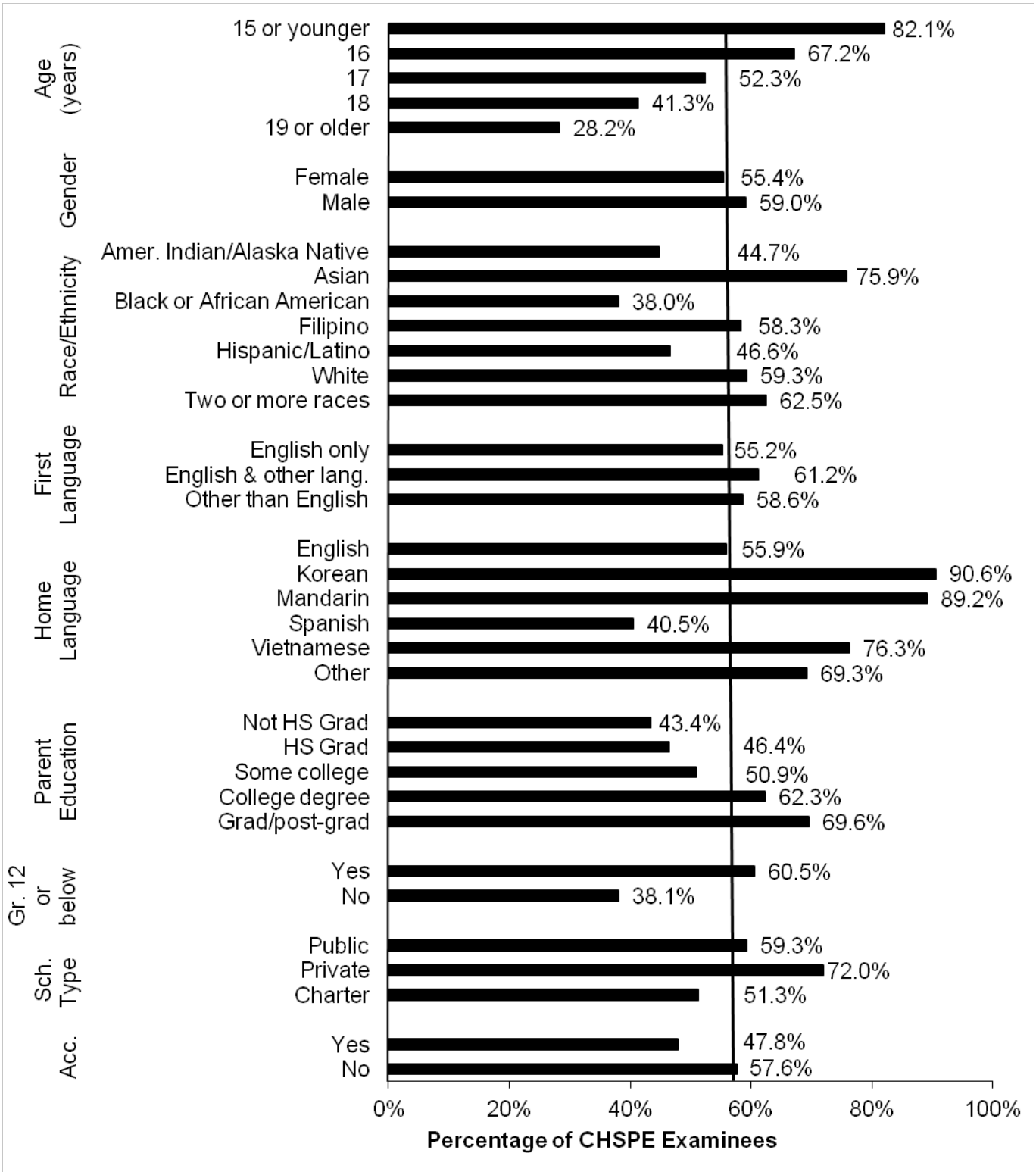
[a] Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

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

Figure 4.6: CHSPE Cumulative Mathematics Passing Rates by Examinee Subgroup, 2011–12



Note. Data are from Table 4.7. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 57.3 percent, the cumulative passing rate on the Mathematics section for all examinees who attempted that section. "Acc." refers to examinees granted (or not) testing accommodation(s).

Section 5: Test-Level Information

This section of the report provides descriptive statistics for the 2011–12 administrations, and data about the extent of agreement among writing task scorers.

Descriptive Statistics

Descriptive statistics for each 2011–12 administration are provided in Tables 5.1, 5.2, 5.3, and 5.4. These data are based on all examinees who attempted the test part. Raw scores are specific to test form, but scale scores are independent of test form because the test forms are equated. Data in Tables 5.1, 5.2, and 5.3 for the Language subtest are for the multiple-choice items only. Because an examinee could attempt the Language subtest by either (a) answering at least one multiple-choice question or (b) writing a response to the writing task, an examinee could attempt the Language subtest without answering any multiple-choice items. Table 5.4 provides descriptive statistics for the writing task. Test score frequencies are provided in Appendix C.

On all three multiple-choice test parts, performance in terms of the mean scale score was highest at the spring administration and lowest at the fall administration. The differences in performance on each multiple-choice test part across the three administrations ranged from approximately ten (on the Language subtest) to approximately 14 (on the Mathematics section and Reading subtest) scale score points. Mean writing task scores ranged from about 6.7 at the fall administration to approximately 7.0 at the summer administration.

Table 5.1: CHSPE Descriptive Statistics, Fall 2011

	ELA Reading Subtest (TASK 2, Form B; N = 1,341)		ELA Language Subtest (TASK 2, Form B; N = 1,382)		Mathematics (TASK 2, Form F; N = 1,734)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	64.4	366.5	36.2	369.4	25.0	342.0
Std. Error of Mean	0.3	0.9	0.2	0.9	0.2	0.8
Median	67.0	369.0	37.0	367.0	24.0	338.0
Mode	69	375	40	382	23	335
Std. Deviation	11.1	32.3	6.3	34.5	8.8	33.4
Variance	123.4	1040.7	40.2	1189.0	77.0	1113.5
Skewness	-1.4	-1.4	-0.8	-1.2	0.3	0.7
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	2.9	13.0	1.6	19.1	-0.2	3.3
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	83	482	48	486	50	315
Minimum	0	0	0	0	0	195
Maximum	83	482	48	486	50	510

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

Table 5.2: CHSPE Descriptive Statistics, Spring 2012

	ELA Reading Subtest (TASK 3, Form A; N =2,132)		ELA Language Subtest (TASK 3, Form A N = 2,147)		Mathematics (TASK 2, Form A; N = 2,510)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	66.2	380.4	35.4	379.3	29.9	356.7
Std. Error of Mean	0.2	0.7	0.1	0.7	0.2	0.7
Median	69.0	381.0	36.0	377.0	30.0	354.0
Mode	71	388	40	395	32	360
Std. Deviation	11.3	34.0	6.8	30.2	9.4	36.6
Variance	127.0	1157.9	46.1	912.2	88.1	1336.9
Skewness	-1.2	0.0	-0.7	0.1	-0.1	0.3
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.0	0.0
Kurtosis	1.7	0.6	0.3	0.3	-0.6	0.9
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	76	276	44	239	49	310
Minimum	8	233	3	237	1	195
Maximum	84	509	47	476	50	505

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

Table 5.3: CHSPE Descriptive Statistics, Summer 2012

	ELA Reading Subtest (TASK 3, Form B; N = 1,959)		ELA Language Subtest (TASK 3, Form B; N = 2,010)		Mathematics (TASK 2, Form B; N = 2,427)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.5	377.5	34.3	373.8	27.9	350.6
Std. Error of Mean	0.3	0.7	0.2	0.8	0.2	0.7
Median	68.0	378.0	35.0	373.0	28.0	350.0
Mode	68	378	37	381	27	346
Std. Deviation	11.2	32.0	6.9	36.8	8.7	32.7
Variance	125.3	1023.6	48.0	1353.4	75.0	1067.1
Skewness	-1.2	0.0	-0.9	-3.5	-0.1	0.1
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.0	0.0
Kurtosis	1.7	0.4	2.1	36.4	-0.3	1.8
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	67	221	48	499	48	289
Minimum	16	265	0	0	1	196
Maximum	83	486	48	499	49	485

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

Table 5.4: CHSPE Writing Task Descriptive Statistics, 2011–12

	Fall 2011 (TASK 2)	Spring 2012 (TASK 1)	Summer 2012 (TASK 3)
N	1382	2147	2010
Mean	6.74	6.86	6.99
Median	7	8	8
Mode	6	8	8
Std. Deviation	2.17	1.91	1.95
Range	10	10	10
Minimum	0	0	0
Maximum	10	10	10

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

Reader Agreement Statistics

Responses to the Language subtest writing task are scored independently by two readers using the five-point CHSPE Writing Task Scoring Guide (Appendix A). Tables 5.5, 5.6, and 5.7 show cross tabulations of the two readers for each response for each administration. Table 5.8 summarizes the level of agreement between the two readers. These data are for all examinees who attempted the English-language arts Language subtest. These are not the frequencies of final scores because writing tasks whose first two scores differed by more than one point were read a third time to determine the final score. The frequencies of final writing task scores are provided in Appendix C.

Table 5.5: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Fall 2011

		Reader 2						
		Blank[a]	1	2	3	4	5	Total
Reader 1	Blank	45	0	0	0	0	0	45
	1	0	29	1	0	0	0	30
	2	0	1	116	31	0	0	148
	3	0	0	8	439	70	2	519
	4	0	0	0	40	379	44	463
	5	0	0	0	2	28	147	177
	Total	45	30	125	512	477	193	1382

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 2012

		Reader 2						
		Blank[a]	1	2	3	4	5	Total
Reader 1	Blank	53	0	0	0	0	0	53
	1	0	26	7	0	0	0	33
	2	0	2	137	44	3	0	186
	3	0	0	26	618	93	0	737
	4	0	0	1	61	882	41	985
	5	0	0	0	0	21	132	153
	Total	53	28	171	723	999	173	2147

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 2012

		Reader 2						
		Blank[a]	1	2	3	4	5	Total
Reader 1	Blank	50	0	0	0	0	0	50
	1	0	24	4	1	0	0	29
	2	0	5	115	24	0	0	144
	3	0	0	20	549	103	0	672
	4	0	0	0	77	779	32	888
	5	0	0	0	1	48	178	227
	Total	50	29	139	652	930	210	2010

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, 2011–12 (excluding Blanks)

	Fall 2011		Spring 2012		Summer 2011		Total for Year	
Reader Agreement	N	%	N	%	N	%	N	%
Exact Agreement	1110	83.0	1795	85.7	1645	83.9	4550	84.4
Adjacent (1 point difference)	223	16.7	295	14.1	313	16.0	831	15.4
Non-adjacent (>1 point difference)	4	.3	4	.2	2	.1	10	0.2
Total	1337	100.0	2094	100.0	1960	100.0	5391	100.0

At each administration, readers 1 and 2 agreed on the score on at least 83 percent of the responses, and either agreed or had an acceptable difference of one point on at least 99.7 percent of the responses. On 84.4 percent of the 5,391 essays scored in the year, readers 1 and 2 (scoring independently) agreed on the score. On only ten essays (0.1 percent), readers 1 and 2 gave scores that differed by more than one point. (These essays were given a third read by a Chief Reader to resolve the discrepancy.)

Section 6: Administration and Revenue Information

This section of the report provides data about the 2011–12 CHSPE administrations, including the number of registrants, absentees, examinees, and others, overall and by test site; the number of accommodations provided; the number of irregularities; and revenue information. Data are provided separately for each administration and as totals for all three administrations combined. Unlike in previous sections of this report, the totals in this section are not unduplicated counts. The totals are sums of the administration data.

Administration Information

Table 6.1 shows the number of candidates involved with each administration, from registration through testing. It shows the number of registrants (by type), withdrawals, transfers, absentees, examinees who cancelled their scores, examinees whose scores were invalidated, and all examinees.

Note that for each administration the number of “all examinees” in Table 6.1 is the same as the number of “all examinees” in the tables and figures in Section 3. (The totals in Table 6.1 do not match the cumulative totals in Section 3, however, because they are not unduplicated counts as in Section 3.)

The majority of candidates registered during the regular registration period. About five percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees).

Table 6.1: Number of CHSPE Registrants and Examinees, 2011–12

	Fall 2011	Spring 2012	Summer 2012	Total
Registrants:				
Transfers In[a]	64	59	73	196
+ Regular	1134	1901	1796	4831
+ Late	527	565	597	1689
+ Emergency	294	283	317	894
= Total Registrants	**2019**	**2808**	**2783**	**7610**
- Withdrawals	1	5	2	8
- Transfers Out[b]	47	84	75	206
- Absentees	114	113	130	357
- Non-Attempted[c]	0	1	1	2
= Total Tested	**1857**	**2605**	**2575**	**7037**
- Examinees who canceled scores	1	0	1	2
- Examinees with invalidated scores	2	2	3	7
= All Examinees	**1854**	**2603**	**2571**	**7028**

Note. Numbers in the "Total" column are the sums of the numbers in the administration columns (i.e., they are not unduplicated totals).
[a] Registrants who were originally registered for a previous administration who moved their registration to the administration shown.
[b] Registrants who were originally registered for the administration shown who moved their registration to a future administration.
[c] Registrants who do not meet the attemptedness criteria are not counted in the total number of examinees tested. See page 6 for more information.

Table 6.2 provides the total number of registrants and the total number tested by test site for each administration. Table 6.3 provides the total and average for the three administrations combined. As shown in Table 6.2 and 6.3, a total of 77 test sites were used during the year, including one incarceration facility. Twelve sites were used for alternate date testing and nine for emergency registration.

Table 6.4 shows the number of registrants with documented disabilities who were approved to receive testing accommodations, the number of approved accommodations by type, and the number of registrants approved for alternate date testing due to religious convictions against testing on Saturdays. As shown in Tables 3.2 through 3.5, approximately two and a half percent of the examinees at each administration were provided accommodations.[12] The most frequent accommodation approved at each

[12] The numbers of registrants approved for accommodations in Table 6.4 do not match the numbers of examinees tested with accommodations in Tables 3.2 though 3.5 because not all

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 106 registrants were approved for alternate date testing. There were 52 testing irregularities during the year. Thirty-nine were examinee irregularities.

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registrants approved for accommodations (Table 6.4) took the test with accommodations (Tables 3.2 through 3.5). For example, they may have withdrawn or been absent.

Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2011–12

Site		Fall 2011		Spring 2012		Summer 2012	
#	Name	Reg.	Tested	Reg.	Tested	Reg.	Tested
0101-E	Hayward High School	95	87	140	135	164	153
0102-SA	Hayward High School	1	1	NA	NA	NA	NA
0180-A	Hayward High School	1	1	2	2	2	2
0401	Pleasant Valley High School, Chico	16	15	21	21	27	27
0480-A	Pleasant Valley High School, Chico	0	0	0	0	2	2
0701	College Park High School, Pleasant Hill	55	54	73	67	69	69
0780-A	College Park High School, Pleasant Hill	0	0	0	0	0	0
0901	El Dorado COE, Diamond Springs	22	20	18	18	18	18
1001-E	Clovis High School	55	53	49	47	40	40
1080-A	Clovis High School	2	1	0	0	1	1
1201	Humboldt COE, Eureka	8	8	6	5	6	5
1280-A	Humboldt COE, Eureka	0	0	0	0	0	0
1301	Cal Works One Stop, El Centro	5	4	4	4	5	5
1501	Kern Cnty. Child Dev. and Svcs., Bakersfield	45	43	41	40	39	37
1701	Lake COE, Lakeport	1	1	4	3	6	5
1801	Lassen COE, Susanville	3	3	1	1	3	3
1901	University Senior High School, Los Angeles	108	103	145	139	120	113
1902	Palmdale HS/Antelope Valley HS	26	23	38	35	32	31
1903	Glendale Community College, Glendale	106	101	153	150	143	136
1904-E	El Camino Real High School, Woodland Hills	146	140	158	144	193	186
1905-E	South Hills High School, West Covina	67	61	97	96	109	107
1980-A	Glendale Adventist Academy	7	6	25	25	25	24
1981-A	Glendale Community College, Glendale	4	3	19	19	5	5
1982-SA	Glendale Community College, Glendale	1	1	NA	NA	NA	NA
1992-SA	Mountain View School District	NA	NA	1	1	NA	NA
1993-SA	Glendale Community College, Glendale	NA	NA	NA	NA	1	1
1995-SA	South Hills High School, West Covina	NA	NA	NA	NA	1	1
2001	Madera COE	4	4	2	2	7	6
2101	Madrone High School, San Rafael	17	15	21	19	21	19
2301	Mendocino COE, Ukiah	4	4	8	7	16	15
2401	Merced COE	12	11	16	16	NA	NA
2601	Mono COE, Mammoth Lakes	2	1	1	1	1	0
2701	N. Salinas HS/Salinas Education Center	14	13	18	17	13	13
2801	Napa COE	6	5	10	9	10	10
2901	Nevada Union High School, Grass Valley	7	7	12	12	13	12
3002	Fullerton Community College	44	41	87	83	64	58
3004	Harbor Learning Center/OCDE/Whittier Law	90	86	120	114	140	132
3005-E	Los Alamitos High School	53	50	86	83	92	88
3082-SA	Capistrano Connections Academy	1	1	NA	NA	NA	NA
3101	Placer COE, Auburn	26	23	29	28	32	29
3301-E	Gage Middle School, Riverside	92	90	116	114	112	108
3302	Palm Springs High School	20	19	28	28	34	33
3303	West Valley High, Hemet	30	30	64	61	53	52
3380-A	La Sierra Academy, Riverside	0	0	2	2	5	4

(continued on next page)

Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2011–12 (cont.)

Site		Fall 2011		Spring 2012		Summer 2012	
#	Name	Reg.	Tested	Reg.	Tested	Reg.	Tested
3401-E	Sacramento COE	93	89	87	79	104	96
3402	Valley High School, Sacramento	31	30	50	48	44	42
3480-A	Sacramento COE	1	1	1	1	0	0
3501	San Andreas Continuation HS, Hollister	5	5	7	7	8	8
3601	San Bernardino County Supt. of Schools	59	56	71	66	52	51
3701	Helix Charter High School, La Mesa	28	25	52	50	42	41
3702	Palomar Community College, San Marcos	44	42	76	74	83	81
3703	Southwest High School, San Diego	15	15	26	24	32	31
3704	Mt. Everest Academy, San Diego	44	39	63	57	44	40
3780-A	San Diego Academy	0	0	0	0	0	0
3801	Ida B. Wells High School, San Francisco	29	27	21	20	40	37
3901	San Joaquin COE, Stockton	36	34	25	24	17	17
3902	Lincoln High School, Stockton	NA	NA	31	30	29	28
4001	North County Christian School, Atascadero	23	22	31	28	35	32
4080-A	North County Christian School, Atascadero	1	1	0	0	0	0
4099-I	Grizzly Youth Academy, San Luis Obispo	7	7	9	9	NA	NA
4101	Mills High School, San Mateo	NA	NA	6	6	NA	NA
4102	Sequoia High School, Redwood City	28	27	33	32	49	41
4201	San Marcos High School, Santa Barbara	8	8	13	12	NA	NA
4301-E	Santa Clara High School, San Jose	124	114	109	107	100	96
4302	William C. Overfelt High School, San Jose	NA	NA	107	106	90	85
4401	Santa Cruz COE, Capitola	12	12	26	24	23	20
4501-E	Shasta College, Redding	18	18	18	18	26	25
4701	Siskiyou COE, Yreka	7	6	4	4	5	5
4801	Solano COE, Fairfield	19	17	33	33	31	29
4901	Sonoma COE, Santa Rosa	31	30	52	49	50	48
4902	Sonoma Valley High School, Sonoma	4	4	7	7	4	4
5001	Peterson Alternative Center, Modesto	23	22	22	20	41	39
5401	Tulare COE, Visalia	16	15	31	30	26	24
5501	Tuolumne County Supt. of Schools, Sonora	7	7	6	6	4	4
5580-A	Tuolumne County Supt. of Schools, Sonora	0	0	0	0	0	0
5582-SA	Tuolumne County Supt. of Schools, Sonora	1	1	NA	NA	NA	NA
5601-E	Ventura High School, Camarillo	49	42	67	65	87	82
5701	Yolo COE, Woodland	12	9	20	19	16	15
	Withdrawn	1	--	5	--	2	--
	Transfers	47	--	84	--	75	--
	Total	**2019**	**1854**	**2808**	**2603**	**2783**	**2571**

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), 2011–12

Site		Registrants		Tested	
#	Name	Total	Avg.	Total	Avg.
0101-E	Hayward High School	399	133	375	125
0102-SA	Hayward High School	1	1	1	1
0180-A	Hayward High School	5	2	5	2
0401	Academy for Change, Chico	64	21	63	21
0480-A	Academy for Change, Chico	2	1	2	1
0701	College Park High School, Pleasant Hill	197	66	190	63
0780-A	College Park High School, Pleasant Hill	0	0	0	0
0901	El Dorado COE, Diamond Springs	58	19	56	19
1001-E	Clovis High School	144	48	140	47
1080-A	Clovis High School	3	1	2	1
1201	Humboldt COE, Eureka	20	7	18	6
1280-A	Humboldt COE, Eureka	0	0	0	0
1301	One Stop of Imperial County, El Centro	14	5	13	4
1501	Kern COE, Bakersfield	125	42	120	40
1701	Lake COE, Lakeport	11	4	9	3
1801	Lassen COE, Susanville	7	2	7	2
1901	University Senior High School, Los Angeles	373	124	355	118
1902	Antelope Valley High School, Lancaster	96	32	89	30
1903	Glendale Community College, Glendale	402	134	387	129
1904-E	El Camino Real High School, Woodland Hills	497	166	470	157
1905-E	South Hills High School, West Covina	273	91	264	88
1980-A	Glendale Adventist Academy	57	19	55	18
1981-A	Glendale Community College, Glendale	28	9	27	9
1982-SA	Glendale Community College, Glendale	1	1	1	1
1992-SA	Mountain View School District	1	1	1	1
1993-SA	Glendale Community College, Glendale	1	1	1	1
2001	Madera COE	1	1	1	1
2101	Madrone High School, San Rafael	13	4	12	4
2301	Mendocino COE, Ukiah	59	20	53	18
2401	Merced COE	28	9	26	9
2601	Mono COE, Mammoth Lakes	28	9	27	14
2701	North Salinas High School	4	1	2	1
2801	Napa COE	45	15	43	14
2901	Nevada Union High School, Grass Valley	26	9	24	8
3002	Fullerton Community College	32	11	31	10
3004	Orange Co. Dept. of Ed., Costa Mesa	195	65	182	61
3005-E	Los Alamitos High School	350	117	332	111
3082-SA	Capistrano Connections Academy	231	77	221	74
3101	Placer COE, Auburn	1	1	1	1
3301-E	Gage Middle School, Riverside	87	29	80	27
3302	Palm Springs High School	320	107	312	104
3303	West Valley High, Hemet	82	27	80	27
3380-A	La Sierra Academy, Riverside	147	49	143	48

(continued on next page)

Table 6.3: Total CHSPE Registrants and Total Tested by Test Site (Cumulative), 2011–12 (cont.)

Site		Registrants		Tested	
#	Name	Total	Avg.	Total	Avg.
3401-E	Sacramento COE	284	95	264	88
3402	Valley High School, Sacramento	125	42	120	40
3480-A	Sacramento COE	2	1	2	1
3501	San Andreas Continuation HS, Hollister	20	7	20	7
3601	San Bernardino County Supt. of Schools	182	61	173	58
3701	Helix Charter High School, La Mesa	122	41	116	39
3702	Palomar Community College, San Marcos	203	68	197	66
3703	Southwest High School, San Diego	73	24	70	23
3704	Mt. Everest Academy, San Diego	151	50	136	45
3780-A	San Diego Academy	0	0	0	0
3801	Ida B. Wells High School, San Francisco	90	30	84	28
3901	San Joaquin COE, Stockton	78	26	75	25
3902	Lincoln High School, Stockton	60	20	58	19
4001	North County Christian School, Atascadero	89	30	82	41
4080-A	North County Christian School, Atascadero	1	1	1	0
4099-I	Grizzly Youth Academy, San Luis Obispo	16	8	16	8
4101	Mills High School, San Mateo	6	6	6	6
4102	Sequoia High School, Redwood City	110	37	100	33
4201	San Marcos High School, Santa Barbara	21	11	20	10
4301	Santa Clara High School, San Jose	333	111	317	106
4302	William C. Overfelt High School, San Jose	197	99	191	96
4401	Santa Cruz COE, Capitola	61	20	56	19
4501-E	Shasta College, Redding	62	21	61	20
4701	Siskiyou COE, Yreka	16	5	15	5
4801	Solano COE, Fairfield	83	28	79	26
4901	Sonoma COE, Santa Rosa	133	44	127	42
4902	Sonoma Valley High School, Sonoma	15	5	15	5
5001	Peterson Alternative Center, Modesto	86	29	81	27
5401	Tulare COE, Visalia	73	24	69	23
5501	Tuolumne County Supt. of Schools, Sonora	17	6	17	6
5580-A	Tuolumne County Supt. of Schools, Sonora	0	0	0	0
5582-SA	Tuolumne County Supt. of Schools, Sonora	1	1	1	1
5601-E	Ventura High School, Camarillo	203	68	189	63
5701	Yolo COE, Woodland	48	16	43	14
	Withdrawn	8	--	--	--
	Transfers	206	--	--	--
	Total:	**7610**	**2514**	**7028**	**2407**

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, 2011–12

	Fall 2011	Spring 2012	Summer 2012	Total
Examinees Approved for Accommodations	46	79	91	186
Approved Accommodations by Type:				
Extra time: time and a half (an additional 1.75 hours)	23	56	62	141
Small-group setting	24	48	41	113
Computer for writing task	6	17	15	38
Extra time: double time (an additional 3.5 hours)	14	10	18	42
Frequent breaks	9	17	20	46
Record answers in test booklet	4	9	12	25
Large print	1	4	1	6
Read directions and questions for mathematics	1	3	6	10
Scribe	0	0	0	0
Magnifying equipment	0	0	0	0
Sign language	0	0	0	0
Braille		0	0	0
Other:				
Late start	3	0	1	4
Manage blood sugar	2	1	4	7
Colored overlays	0	0	1	1
Prompting to start and stay on task	1	1	1	3
Individual testing	1	1	8	10
Multiple Day testing	0	0	0	0
Use restroom repeatedly	0	2	1	3
Stand frequently, bring special chair and pad	0	0	1	1
Noise Buffers	1	4	8	13
Use of a pen and not a pencil	0	0	0	0
Seat in the front of the room	1	0	2	3
Chew gum or eat snack to relieve anxiety	0	0	0	0
Test individually at alternative site	1	1	1	3
Pregnancy sickness dictated that she eat during exam	0	0	1	1
Use a liquid graphic pencil, equivalent to #2 pencil	1	1	0	2
Use of a native language English translation glossary	2	0	1	3
Physical access in a wheel chair	1	0	1	2
Proctor check to be sure they understand directions	0	0	2	2
Total Approved Accommodations	96	175	208	479
Examinees Approved for Testing on Alternate Date	16	49	41	106

Note. A registrant can have more than one approved accommodation. Numbers in the "Total" column are the sums of the numbers in the administration columns (i.e., they are not unduplicated totals).

Table 6.5 shows the number of testing irregularities at each administration. Irregularities are situations or occurrences related to the test administration that are unexpected, not consistent with administration policies or procedures, in error, and/or have an effect or potential effect on examinee performance. Irregularities are categorized as follows:

Examinee Irregularity: Examinee irregularities involve examinee behavior. They include, for example, examinee dismissals and score invalidations for reasons like cell phones ringing during testing and use of unauthorized aides (e.g., notes), examinees who get

Table 6.5: Number of CHSPE Testing Irregularities by Type, 2011–12

	Fall 2011	Spring 2012	Summer 2012	Total
Examinee Irregularity	12	9	18	39
Test Center Staff Irregularity	0	0	1	1
Facility Irregularity	2	3	1	6
SCOE Irregularity	1	1	1	3
Materials Irregularity	0	0	1	1
Security Breach	0	2	0	2
Total	15	15	22	52

sick during the administration, and examinees who go to the restroom and don't return to the testing room.

Test Center Staff Irregularity: Test center staff irregularities include situations in which test center staff may not have fully complied with test administration policies or procedures; for example, test center staff allow an examinee to enter the testing room late, and sites where testing rooms had not been well marked and examinees could not find the testing room.

Facility Irregularity: Facility irregularities include situations or occurrences related to the test site, such as a power outage, construction noise, fire alarm, gates locked, etc.

SCOE Irregularity: SCOE irregularities include errors made by SCOE staff, including, for example, the issuance of an incorrect Admission Ticket, an incorrect site assignment, and other errors that may affect an examinee on testing day.

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

Security Breach: Security breaches are situations or occurrences involving the security of testing materials, such as missing test booklets or Test Directions Booklets.

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

Revenue Information

Table 6.6 shows CHSPE revenues deposited in 2011–12. All revenue is made payable to the CDE, received by SCOE, and then transmitted by a CDE courier to a State Treasury account. The CDE makes refund payments to eligible registrants who withdraw from an administration. Registration, transfer, and rescore revenue, and refunds, are associated with a specific administration. As shown in Table 6.6, $1,382.00 was received in 2011–12 for administrations prior to that year. Revenue was also received during this time period ($300) for administrations after the summer 2012 administration.

Table 6.6: CHSPE Revenue Deposited and Refunds, 2011–12

	Administration					
	Pre-2011–12	Fall 2011	Spring 2012	Summer 2012	Future Admins.	Total
Regular Registration	$330	$214,940	$304,370	$298,125	$0	$817,765
Late Fee[a]	572	20,500	21,300	23,015	0	65,387
Emergency Fee[b]	235	7,250	6,475	7,865	0	21,825
Transfer[c]	0	2,525	1,900	3,150	300	7875
Rescore Math section	50	125	50	0	0	225
Rescore ELA section	280	70	140	0	0	490
Rescore both sections	0	100	50	0	0	150
Overage[d]	25	188	493	425	0	1,131
Refund	(110)	(325)	(275)	(55)	0	(765)
Subtotal (Test Admin)	**$1,382**	**$245,373**	**$334,503**	**$332,525**	**$300**	**$914,083**

Document Requests:	N	$
Duplicate Certificate	1012	25,300
Official Transcript	1681	25,215
Rush Service	876	13,140
Overage	17	137
Subtotal (Documents):		**$63,792**
Total:		**$977,875**

[a] Includes only the "late fee" (paid in addition to the regular registration fee in the row above).
[b] Includes only the "emergency fee" (paid in addition to the regular and late registration fees in the rows above.)
[c] The transfer fee is included in the administration to which the examinee transferred.
[d] Some registrants send more money than required and do not take the time to remedy the situation. These overpayments, rounded to the nearest dollar, are shown as overage.

In 2011–12, a total (after accounting for refunds) of $977,850.90 was received by SCOE and transmitted to the CDE. Registration fees (i.e., regular, late, and emergency) accounted for 93 percent of the total revenue; document request fees accounted for nearly all of the rest. In 2011–12, 1,012 requests for duplicate certificates and 1,681 requests for official transcripts were received and processed.

Appendix A
CHSPE Writing Task Scoring Guides

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

5 Essay addresses the writing task in an effective manner. The essay:

- clearly supports a central idea with appropriate reasoning and specificity; is purposefully organized.
- demonstrates control of a variety of sentence structures; uses precise word choice.
- is generally free of errors in grammar, usage, and conventions.

4 Essay addresses the writing task in a competent manner. The essay:

- supports a central idea with adequate reasoning and specificity; is organized.
- demonstrates control of sentence structure; uses generally appropriate word choice.
- may have minor errors in grammar, usage, and conventions.

3 Essay addresses the writing task in a basic manner. The essay:

- supports a central idea with reasons and details; has some organization.
- demonstrates basic control of sentence structure and word choice.
- may have errors in grammar, usage, and conventions, but errors do not cause confusion.

2 Essay addresses the writing task in a limited manner. The essay:

- may not have a clear central idea; may provide limited or irrelevant details; may be poorly organized.
- may exhibit inadequate control of sentence structure and word choice.
- may have serious or repeated errors in grammar, usage, and conventions that may cause confusion.

1 Essay may or may not address the writing task. The essay:

- may have no central idea; provides few if any reasons or details.
- may exhibit little or no control of sentence structure.
- may have pervasive errors in grammar, usage, and/or conventions that cause significant confusion.

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

Appendix B
Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

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

Ethnicity

Part 1 – Are you Hispanic or Latino?

□ Yes □ No

Part 2 – Mark one or more.

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

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

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

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

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

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

NOTE: If there is no response to Part I, or the response is both “yes” and “no,” and there is no response to Part 2 (i.e., the examinee provides no data), then the examinee is categorized into "two or more races." This includes the following number of examinees in 2011–12:

Fall 2011	153
Spring 2011:	199
Summer 2011:	144
Cumulative for year:	412

Appendix C
Score Distribution Data

Table C1: Frequencies of CHSPE Mathematics Scale and Raw Scores, Fall 2011

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	1	0.1	347	27	64	3.7
195	1	2	0.1	350	28	56	3.2
221	2	2	0.1	354	29	56	3.2
236	3	2	0.1	357	30	81	4.7
257	5	3	0.2	360	31	55	3.2
265	6	4	0.2	363	32	47	2.7
271	7	4	0.2	367	33	48	2.8
277	8	9	0.5	370	34	45	2.6
283	9	12	0.7	374	35	33	1.9
288	10	18	1.0	378	36	31	1.8
292	11	16	0.9	381	37	19	1.1
297	12	29	1.7	386	38	23	1.3
301	13	33	1.9	390	39	20	1.2
305	14	53	3.1	394	40	25	1.4
308	15	53	3.1	399	41	21	1.2
312	16	64	3.7	405	42	14	0.8
315	17	64	3.7	411	43	22	1.3
319	18	63	3.6	417	44	8	0.5
322	19	58	3.3	425	45	4	0.2
325	20	65	3.7	434	46	6	0.3
329	21	68	3.9	446	47	6	0.3
332	22	67	3.9	461	48	5	0.3
335	23	96	5.5	487	49	6	0.3
338	24	94	5.4	510	50	4	0.2
341	25	84	4.8				
344	26	71	4.1		Total:	1,734	100.0

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

Figure C1: Histogram of CHSPE Mathematics Raw Scores, Fall 2011

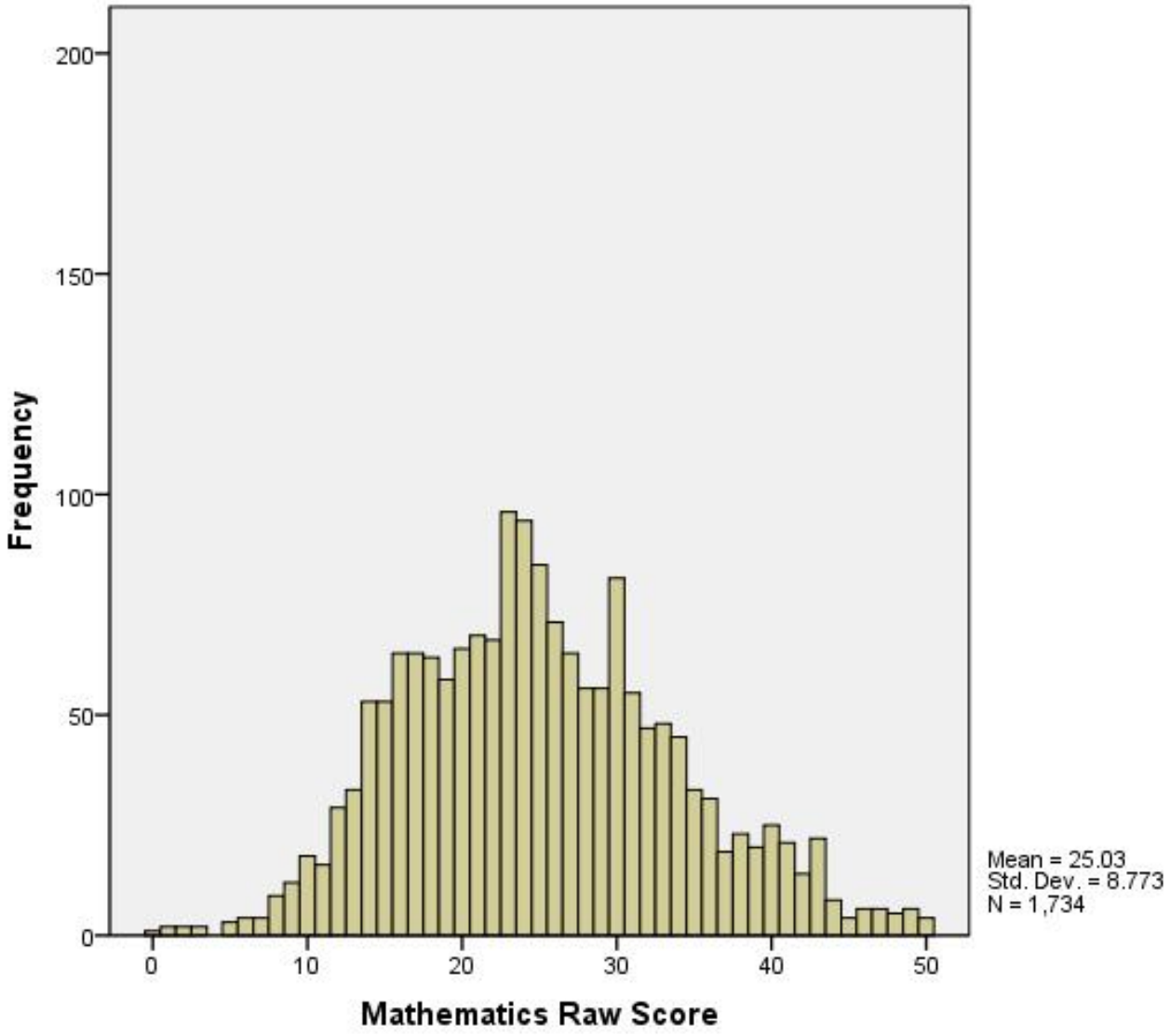

Table C2: Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	1	2	0.1	344	27	94	3.7
235	3	6	0.2	347	28	89	3.5
247	4	2	0.1	350	29	73	2.9
255	5	1	0.0	354	30	93	3.7
263	6	2	0.1	357	31	96	3.8
269	7	4	0.2	360	32	106	4.2
275	8	2	0.1	364	33	94	3.7
280	9	5	0.2	367	34	96	3.8
285	10	11	0.4	371	35	91	3.6
290	11	17	0.7	374	36	81	3.2
294	12	20	0.8	378	37	85	3.4
298	13	24	1.0	382	38	88	3.5
302	14	25	1.0	387	39	84	3.3
305	15	36	1.4	391	40	59	2.4
309	16	49	2.0	396	41	53	2.1
312	17	43	1.7	401	42	58	2.3
316	18	66	2.6	407	43	51	2.0
319	19	69	2.7	414	44	44	1.8
322	20	60	2.4	421	45	59	2.4
325	21	86	3.4	430	46	32	1.3
329	22	65	2.6	442	47	30	1.2
332	23	75	3.0	457	48	25	1.0
335	24	82	3.3	482	49	8	0.3
338	25	97	3.9	505	50	3	0.1
341	26	69	2.7		Total:	2,510	100.0

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

Figure C2: Histogram of CHSPE Mathematics Raw Scores, Spring 2012

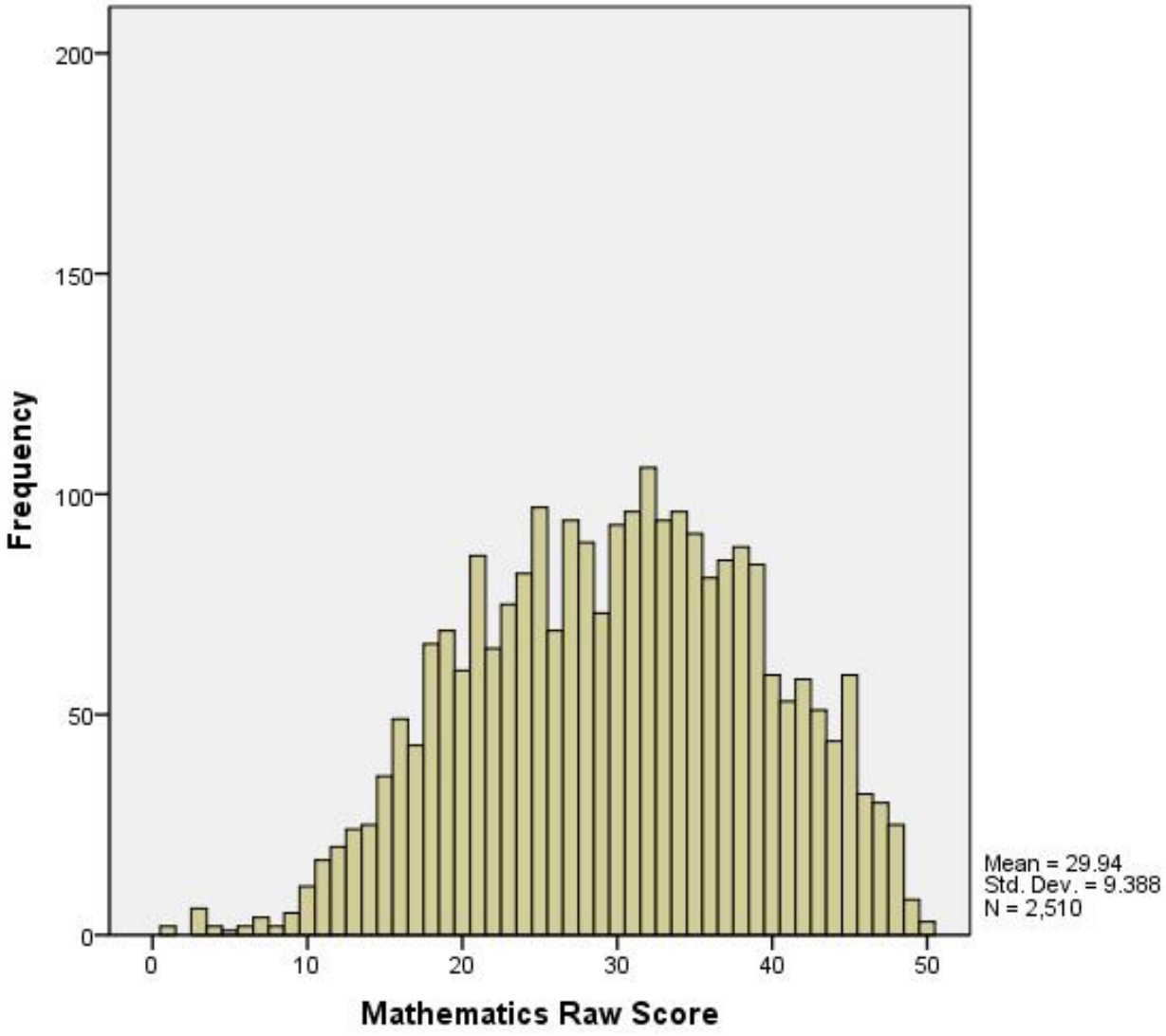

Table C3: Frequencies of CHSPE Mathematics Scale and Raw Scores, Summer 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
196	1	4	0.2	343	26	104	4.3
221	2	3	0.1	346	27	130	5.4
236	3	3	0.1	350	28	101	4.2
247	4	3	0.1	353	29	97	4.0
256	5	3	0.1	356	30	103	4.2
264	6	1	0.0	359	31	101	4.2
270	7	4	0.2	363	32	79	3.3
276	8	6	0.2	366	33	92	3.8
281	9	7	0.3	370	34	98	4.0
286	10	9	0.4	373	35	98	4.0
291	11	17	0.7	377	36	74	3.0
295	12	27	1.1	381	37	68	2.8
299	13	27	1.1	385	38	57	2.3
303	14	40	1.6	389	39	45	1.9
307	15	37	1.5	394	40	42	1.7
311	16	58	2.4	399	41	40	1.6
314	17	46	1.9	404	42	33	1.4
318	18	55	2.3	410	43	24	1.0
321	19	68	2.8	417	44	32	1.3
324	20	80	3.3	424	45	19	0.8
327	21	84	3.5	433	46	15	0.6
331	22	86	3.5	445	47	13	0.5
334	23	87	3.6	460	48	5	0.2
337	24	103	4.2	485	49	6	0.2
340	25	93	3.8		Total:	2,427	100.0

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

Figure C3: Histogram of CHSPE Mathematics Raw Scores, Summer 2012

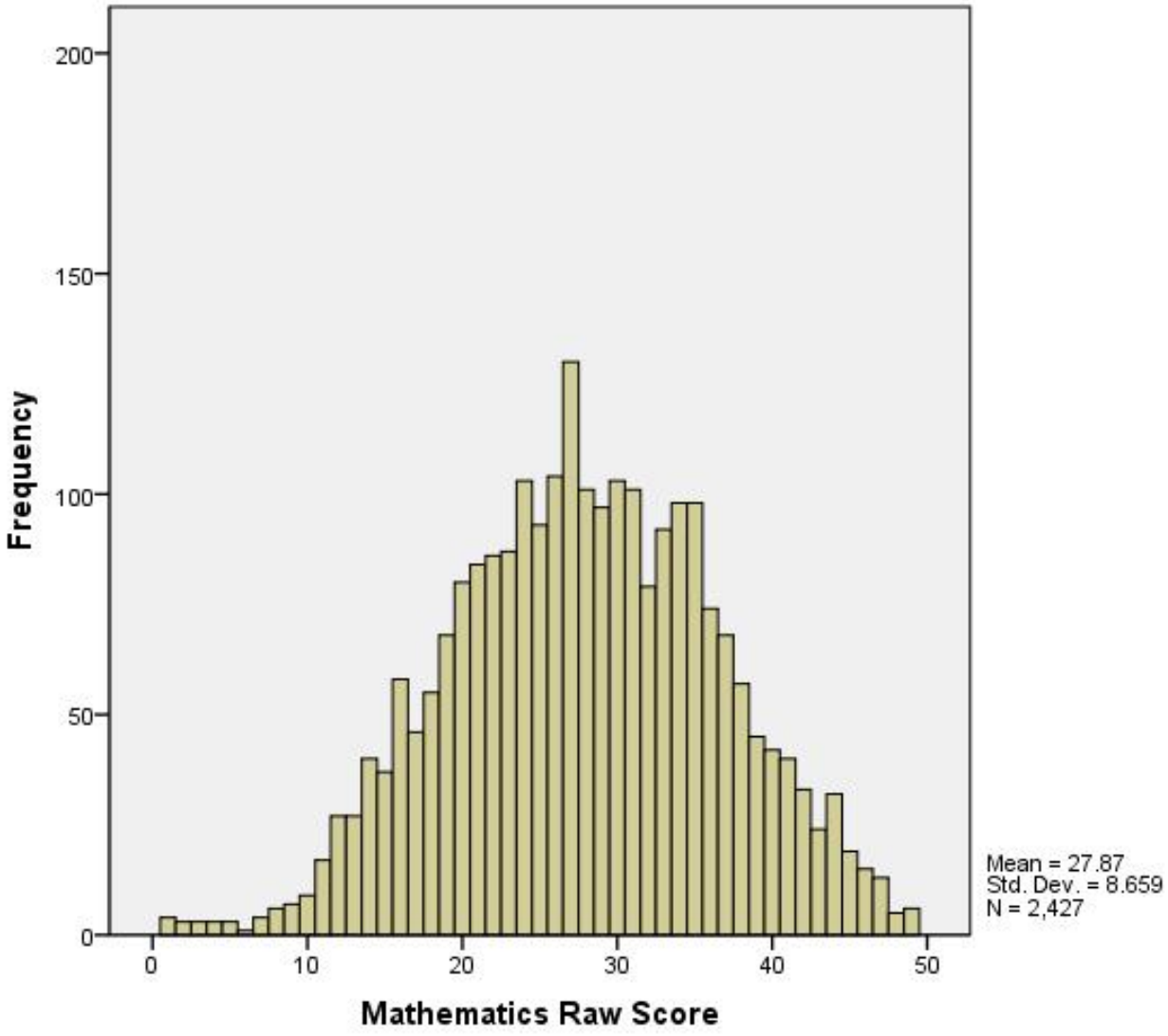

Table C4: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2011

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	2	0.1	344	31	59	4.3
259	8	1	0.1	348	32	48	3.5
279	12	1	0.1	351	33	46	3.3
287	14	1	0.1	355	34	61	4.4
290	15	2	0.1	359	35	91	6.6
294	16	2	0.1	363	36	88	6.4
298	17	2	0.1	367	37	89	6.4
301	18	2	0.1	372	38	94	6.8
304	19	3	0.2	377	39	91	6.6
308	20	3	0.2	382	40	100	7.2
311	21	4	0.3	388	41	83	6.0
314	22	11	0.8	395	42	72	5.2
318	23	7	0.5	402	43	56	4.1
321	24	18	1.3	411	44	55	4.0
324	25	22	1.6	423	45	35	2.5
327	26	22	1.6	438	46	30	2.2
331	27	25	1.8	463	47	26	1.9
334	28	37	2.7	486	48	7	0.5
337	29	39	2.8				
341	30	47	3.4		Total:	1382	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 2011

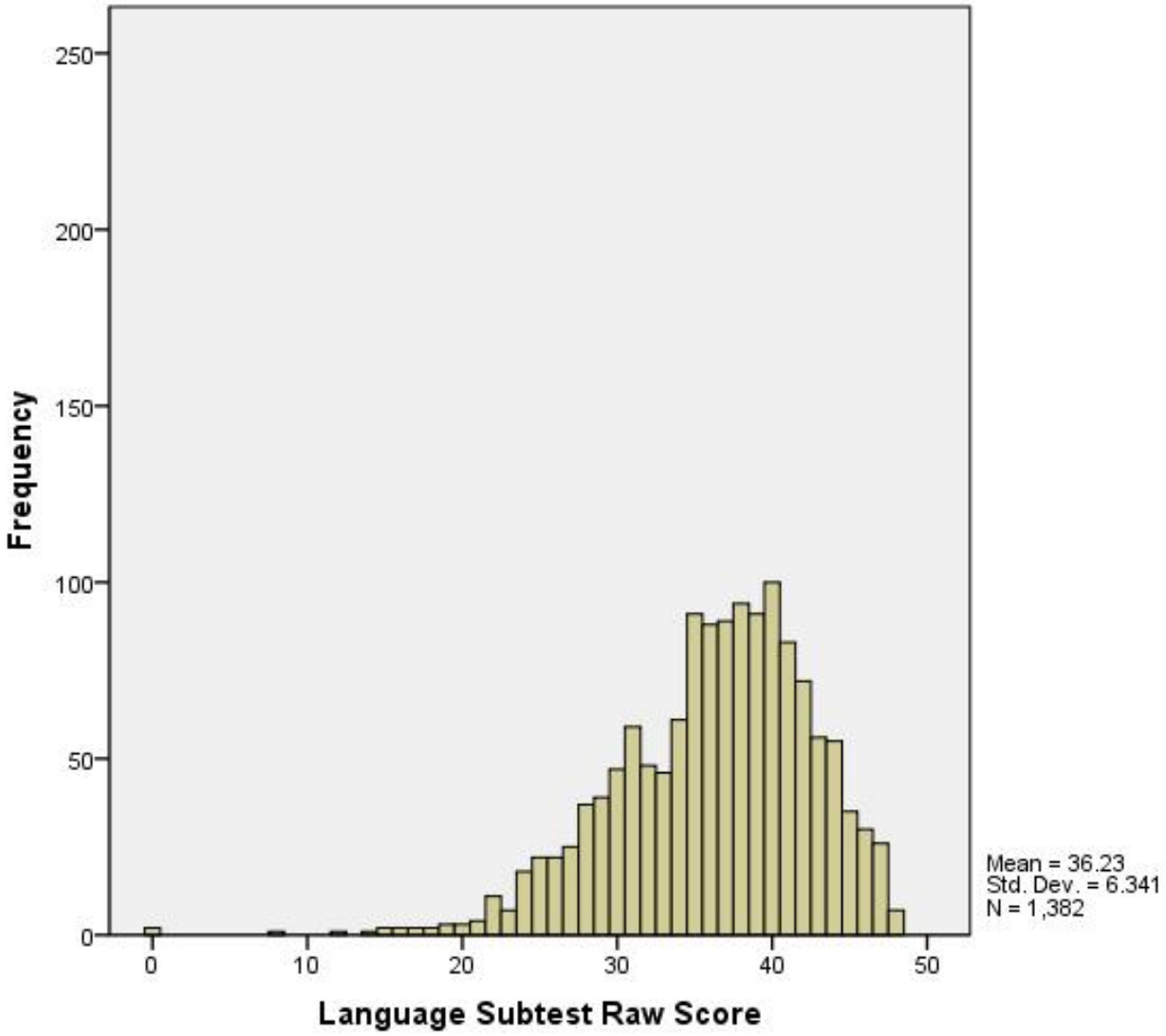

Table C5: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
237	3	1	0.0	355	30	68	3.2
276	8	1	0.0	358	31	75	3.5
281	9	1	0.0	362	32	78	3.6
299	13	1	0.0	365	33	92	4.3
302	14	4	0.2	369	34	98	4.6
306	15	2	0.1	373	35	109	5.1
310	16	8	0.4	377	36	135	6.3
313	17	9	0.4	381	37	137	6.4
316	18	9	0.4	385	38	122	5.7
320	19	10	0.5	390	39	113	5.3
323	20	14	0.7	395	40	145	6.8
326	21	18	0.8	401	41	133	6.2
329	22	22	1.0	408	42	108	5.0
332	23	33	1.5	415	43	100	4.7
335	24	27	1.3	424	44	103	4.8
339	25	44	2.0	435	45	62	2.9
342	26	44	2.0	450	46	33	1.5
345	27	48	2.2	476	47	13	0.6
348	28	52	2.4				
351	29	75	3.5		Total:	2,147	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 2012

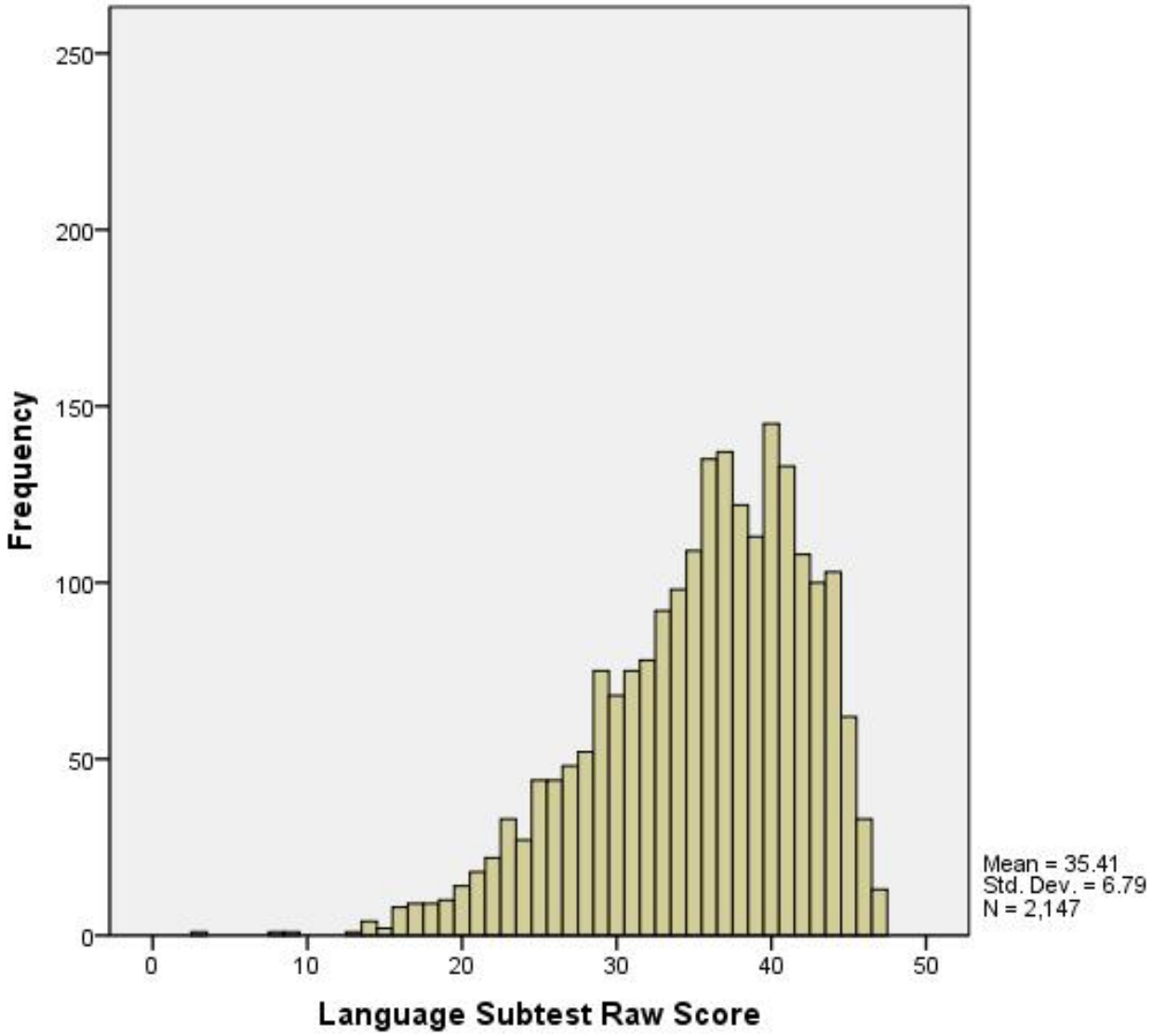

Table C6: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Summer 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	7	0.3	355	30	79	3.9
196	1	2	0.1	358	31	104	5.2
286	10	1	0.0	362	32	94	4.7
291	11	3	0.1	365	33	122	6.1
299	13	2	0.1	369	34	96	4.8
303	14	4	0.2	373	35	118	5.9
306	15	4	0.2	377	36	120	6.0
310	16	7	0.3	381	37	123	6.1
313	17	4	0.2	386	38	109	5.4
317	18	10	0.5	391	39	113	5.6
320	19	5	0.2	396	40	104	5.2
323	20	18	0.9	402	41	107	5.3
326	21	19	0.9	408	42	93	4.6
330	22	24	1.2	416	43	68	3.4
333	23	26	1.3	425	44	55	2.7
336	24	29	1.4	436	45	25	1.2
339	25	32	1.6	451	46	26	1.3
342	26	47	2.3	477	47	11	0.5
345	27	57	2.8	499	48	4	0.2
348	28	63	3.1				
352	29	75	3.7		Total:	2,010	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 2012

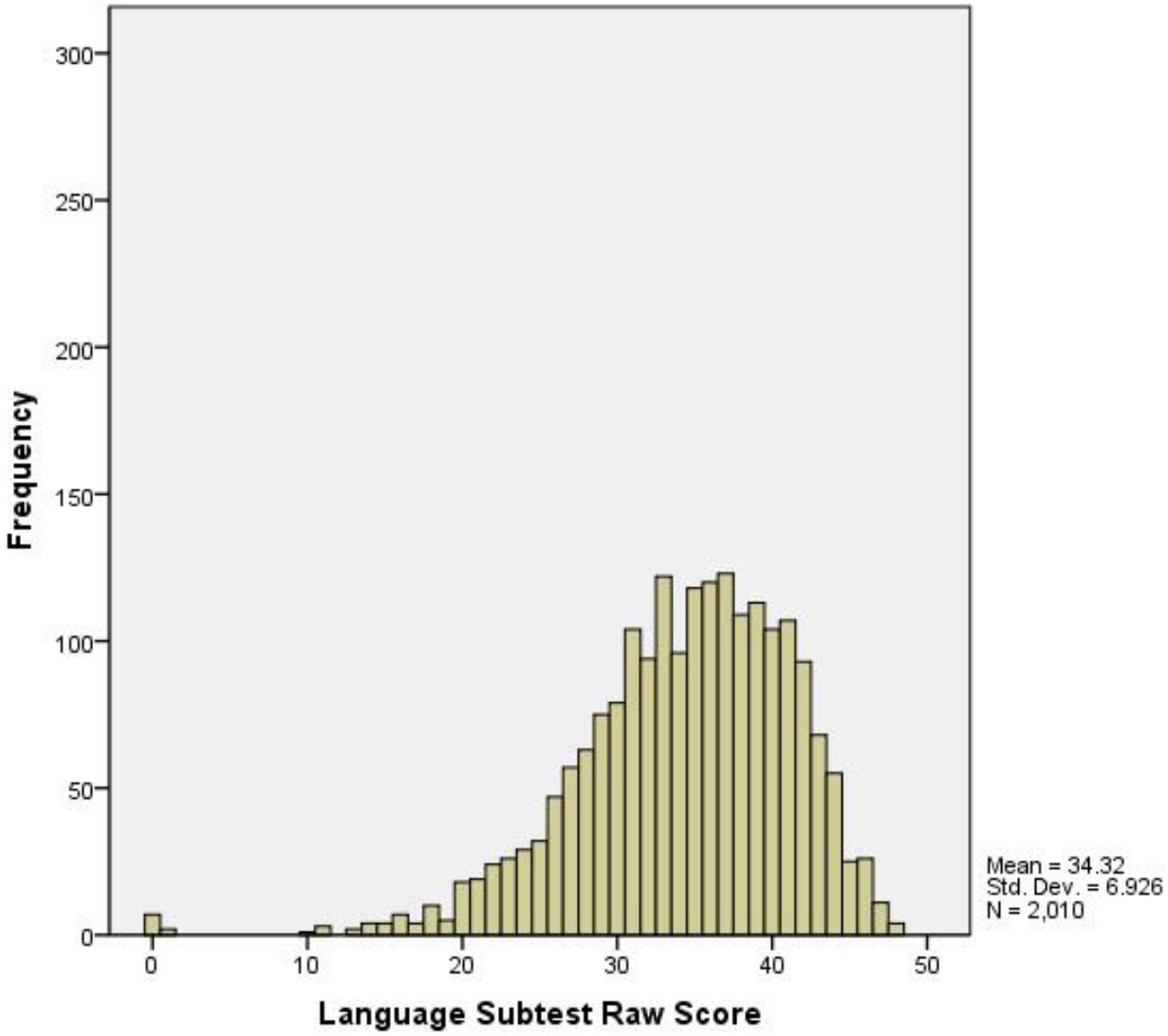

Table C7: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2011

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	1	0.1	335	53	20	1.5
194	4	1	0.1	337	54	25	1.9
253	16	1	0.1	340	55	28	2.1
259	18	1	0.1	342	56	28	2.1
270	22	3	0.2	344	57	27	2.0
273	23	3	0.2	346	58	31	2.3
275	24	3	0.2	349	59	25	1.9
282	27	1	0.1	351	60	38	2.8
284	28	2	0.1	353	61	37	2.8
286	29	3	0.2	356	62	47	3.5
288	30	3	0.2	358	63	54	4.0
291	31	3	0.2	361	64	42	3.1
293	32	1	0.1	364	65	43	3.2
295	33	5	0.4	366	66	52	3.9
299	35	3	0.2	369	67	44	3.3
301	36	2	0.1	372	68	64	4.8
303	37	3	0.2	375	69	67	5.0
305	38	3	0.2	378	70	56	4.2
307	39	2	0.1	382	71	62	4.6
309	40	6	0.4	386	72	66	4.9
311	41	6	0.4	389	73	44	3.3
313	42	5	0.4	394	74	56	4.2
315	43	3	0.2	398	75	52	3.9
317	44	3	0.2	403	76	47	3.5
319	45	10	0.7	409	77	37	2.8
321	46	9	0.7	415	78	26	1.9
323	47	13	1.0	422	79	24	1.8
325	48	10	0.7	431	80	18	1.3
327	49	18	1.3	442	81	6	0.4
329	50	13	1.0	457	82	3	0.2
331	51	13	1.0	482	83	2	0.1
333	52	17	1.3		Total:	1,341	100.0

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

Figure C7: Histogram of CHSPE Reading Subtest Raw Scores, Fall 2011

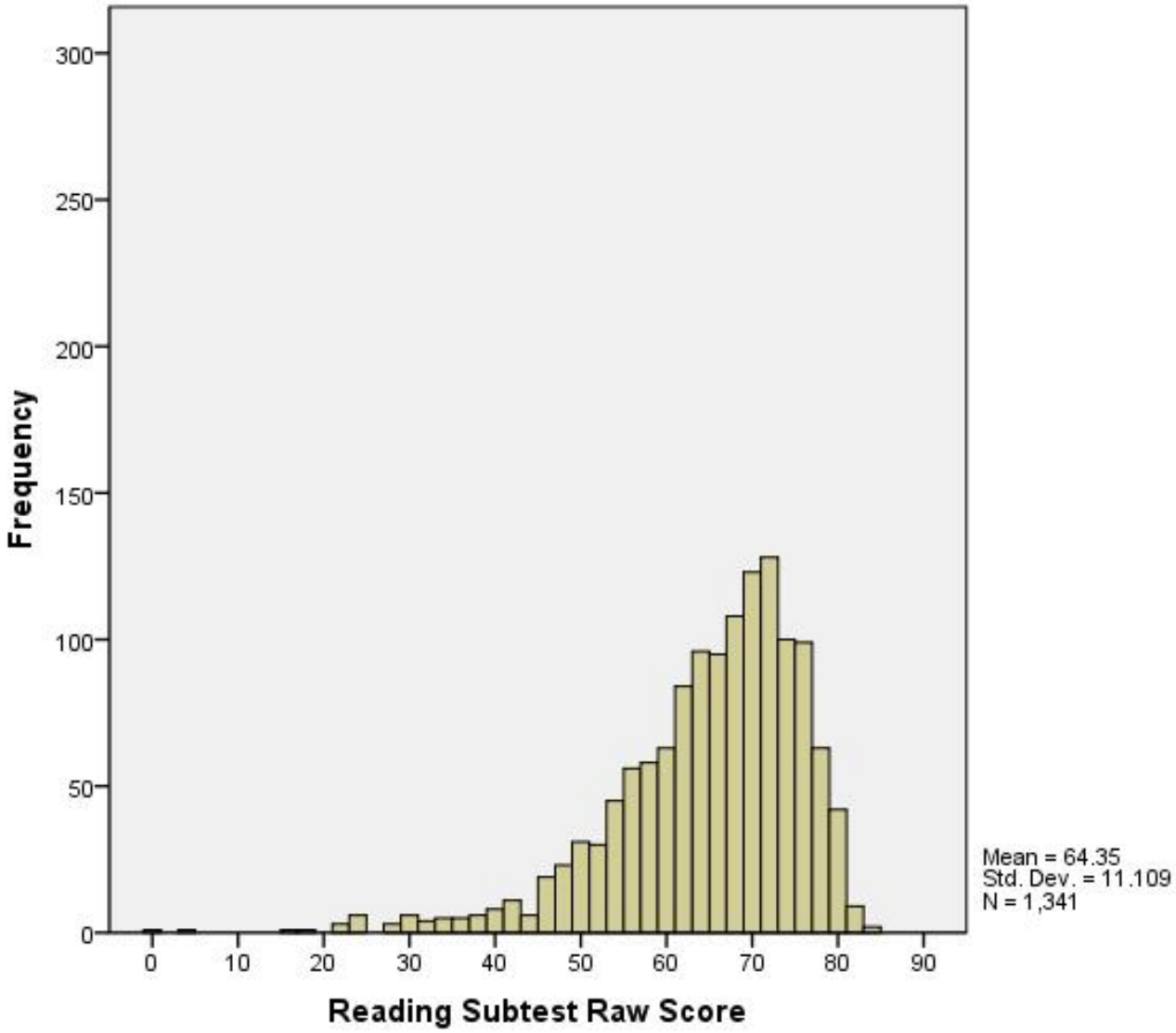

Table C8: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
233	8	1	0.0	343	53	30	1.4
269	18	1	0.0	345	54	34	1.6
272	19	3	0.1	347	55	27	1.3
280	22	2	0.1	349	56	29	1.4
282	23	2	0.1	351	57	48	2.3
284	24	1	0.0	353	58	46	2.2
287	25	3	0.1	355	59	49	2.3
289	26	2	0.1	358	60	47	2.2
291	27	1	0.0	360	61	53	2.5
293	28	1	0.0	362	62	64	3.0
295	29	1	0.0	365	63	67	3.1
297	30	3	0.1	367	64	68	3.2
299	31	3	0.1	370	65	51	2.4
301	32	5	0.2	373	66	74	3.5
303	33	6	0.3	376	67	70	3.3
305	34	2	0.1	378	68	66	3.1
307	35	6	0.3	381	69	71	3.3
309	36	6	0.3	385	70	73	3.4
311	37	6	0.3	388	71	100	4.7
313	38	6	0.3	392	72	91	4.3
315	39	6	0.3	395	73	88	4.1
317	40	3	0.1	399	74	100	4.7
319	41	9	0.4	404	75	98	4.6
321	42	5	0.2	409	76	94	4.4
323	43	7	0.3	414	77	83	3.9
325	44	11	0.5	420	78	67	3.1
327	45	17	0.8	427	79	75	3.5
329	46	14	0.7	436	80	49	2.3
331	47	14	0.7	447	81	42	2.0
333	48	13	0.6	462	82	26	1.2
335	49	21	1.0	487	83	14	0.7
337	50	17	0.8	509	84	1	0.0
339	51	23	1.1				
341	52	16	0.8		Total:	2,132	100.0

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

Figure C8: Histogram of CHSPE Reading Subtest Raw Scores, Spring 2012

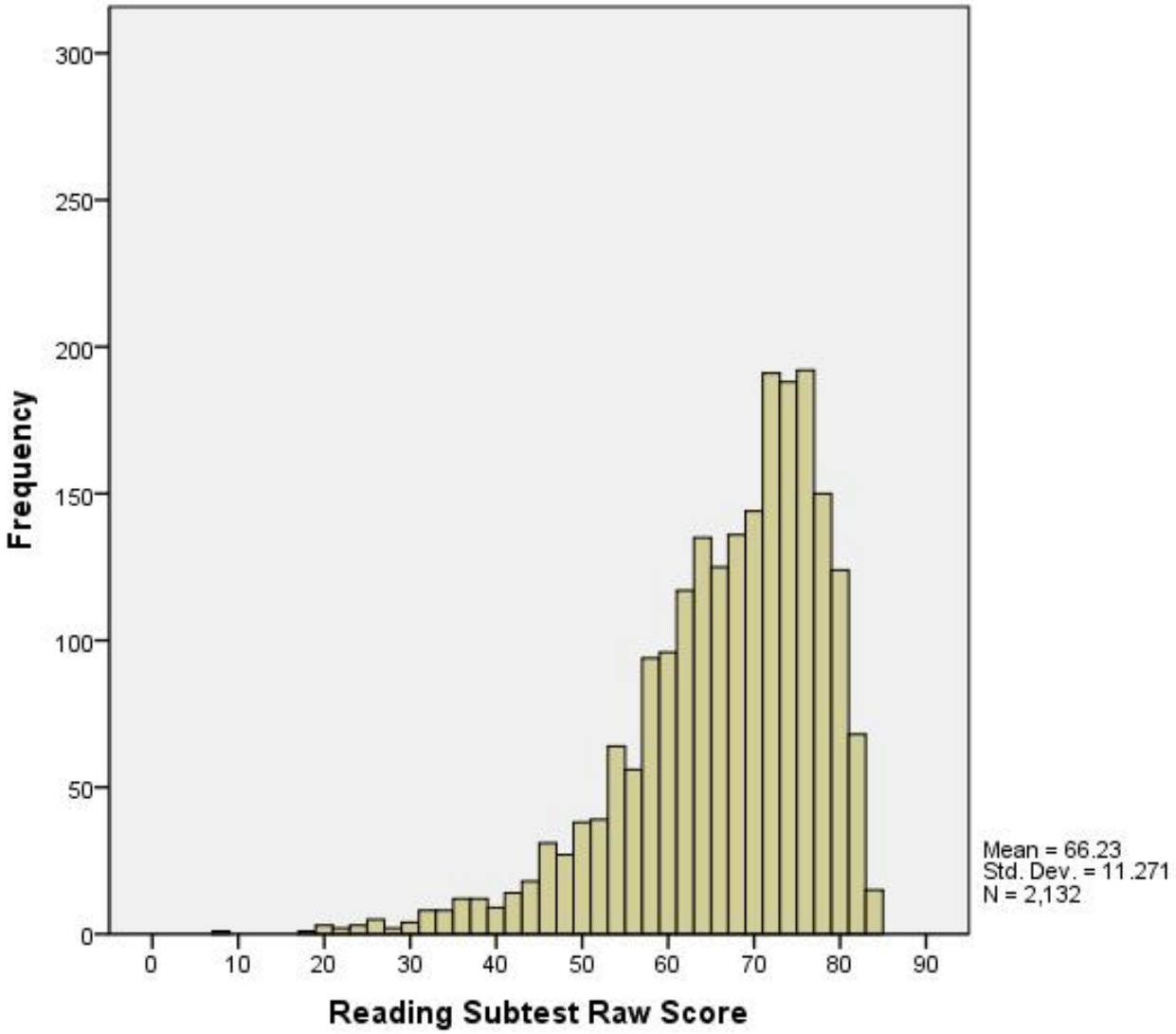

Table C9: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Summer 2012

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
265	16	1	0.1	343	53	18	0.9
268	17	1	0.1	345	54	32	1.6
271	18	1	0.1	347	55	34	1.7
278	21	3	0.2	349	56	34	1.7
281	22	1	0.1	351	57	34	1.7
283	23	3	0.2	353	58	40	2.0
288	25	2	0.1	356	59	34	1.7
290	26	2	0.1	358	60	43	2.2
292	27	5	0.3	360	61	65	3.3
294	28	1	0.1	362	62	55	2.8
298	30	3	0.2	365	63	65	3.3
300	31	2	0.1	367	64	60	3.1
302	32	3	0.2	370	65	67	3.4
304	33	4	0.2	373	66	66	3.4
306	34	5	0.3	375	67	76	3.9
308	35	2	0.1	378	68	97	5.0
310	36	7	0.4	381	69	70	3.6
312	37	7	0.4	384	70	80	4.1
314	38	5	0.3	388	71	74	3.8
316	39	8	0.4	391	72	76	3.9
318	40	8	0.4	395	73	77	3.9
320	41	6	0.3	399	74	89	4.5
322	42	6	0.3	403	75	78	4.0
324	43	9	0.5	408	76	81	4.1
325	44	10	0.5	414	77	74	3.8
327	45	7	0.4	420	78	57	2.9
329	46	17	0.9	427	79	55	2.8
331	47	17	0.9	435	80	37	1.9
333	48	7	0.4	446	81	30	1.5
335	49	11	0.6	461	82	19	1.0
337	50	29	1.5	486	83	4	0.2
339	51	22	1.1				
341	52	22	1.1		Total:	1,959	100.0

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

Figure C9: Histogram of CHSPE Reading Subtest Raw Scores, Summer 2012

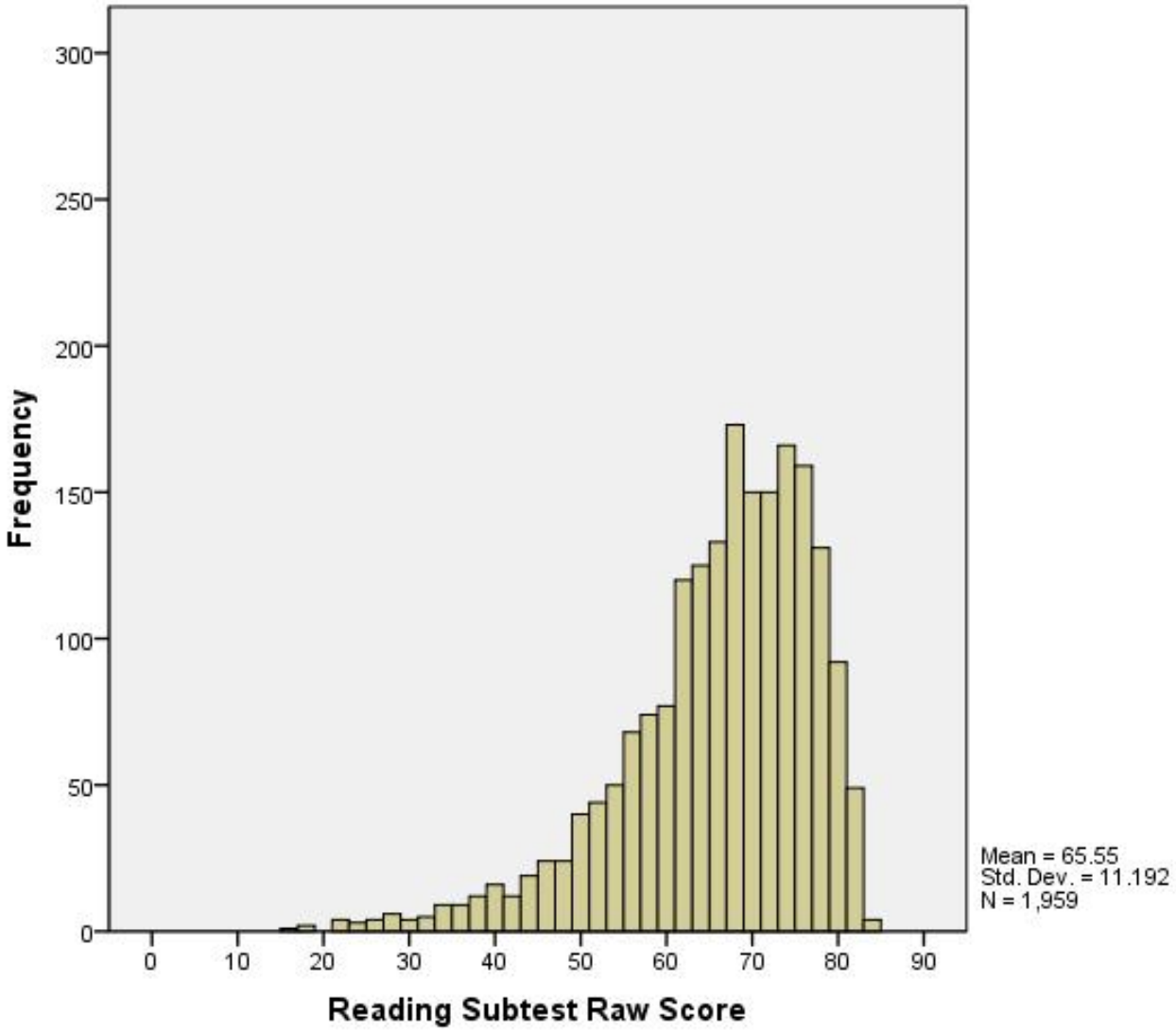

Table C10: Frequencies of CHSPE Writing Task Final Scores, Fall 2011

	Fall 2011					
	All Examinees			Examinees Making First Attempt		
Score	N	%	Cum. %	N	%	Cum. %
10	147	10.6	10.6	139	11.4	11.4
9	72	5.2	15.8	66	5.4	16.7
8	383	27.7	43.6	346	28.3	45.0
7	110	8.0	51.5	95	7.8	52.8
6	439	31.8	83.3	383	31.3	84.1
5	39	2.8	86.1	32	2.6	86.7
4	116	8.4	94.5	94	7.7	94.4
3	2	0.1	94.6	2	0.2	94.5
2	29	2.1	96.7	25	2.0	96.6
Off-topic	0	0.0	96.7	0	0.0	96.6
Blank	45	3.3	100.0	42	3.4	100.0
Total	1382	100.0		1224	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 2012

	Spring 2012					
	All Examinees			Examinees Making First Attempt		
Score	N	%	Cum. %	N	%	Cum. %
10	132	6.1	6.1	129	6.5	6.5
9	62	2.9	9.0	58	2.9	9.4
8	882	41.1	50.1	844	42.6	52.1
7	154	7.2	57.3	140	7.1	59.1
6	621	28.9	86.2	539	27.2	86.4
5	70	3.3	89.5	66	3.3	89.7
4	138	6.4	95.9	122	6.2	95.9
3	9	0.4	96.3	7	0.4	96.2
2	26	1.2	97.5	25	1.3	97.5
Off-topic	0	0.0	97.5	0	0.0	97.5
Blank	53	2.5	100.0	50	2.5	100.0
Total	2147	100.0		1980	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 2012

	Summer 2012					
	All Examinees			Examinees Making First Attempt		
Score	N	%	Cum. %	N	%	Cum. %
10	178	8.9	8.9	169	9.4	9.4
9	80	4.0	12.8	75	4.2	13.5
8	780	38.8	51.6	722	40.1	53.6
7	180	9.0	60.6	153	8.5	62.1
6	549	27.3	87.9	473	26.3	88.4
5	44	2.2	90.1	37	2.1	90.4
4	116	5.8	95.9	96	5.3	95.8
3	9	0.4	96.3	8	0.4	96.2
2	24	1.2	97.5	21	1.2	97.4
Off-topic Blank	50	2.5	100.0	47	2.6	100.0
Total	2010	100.0		1801	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 2011

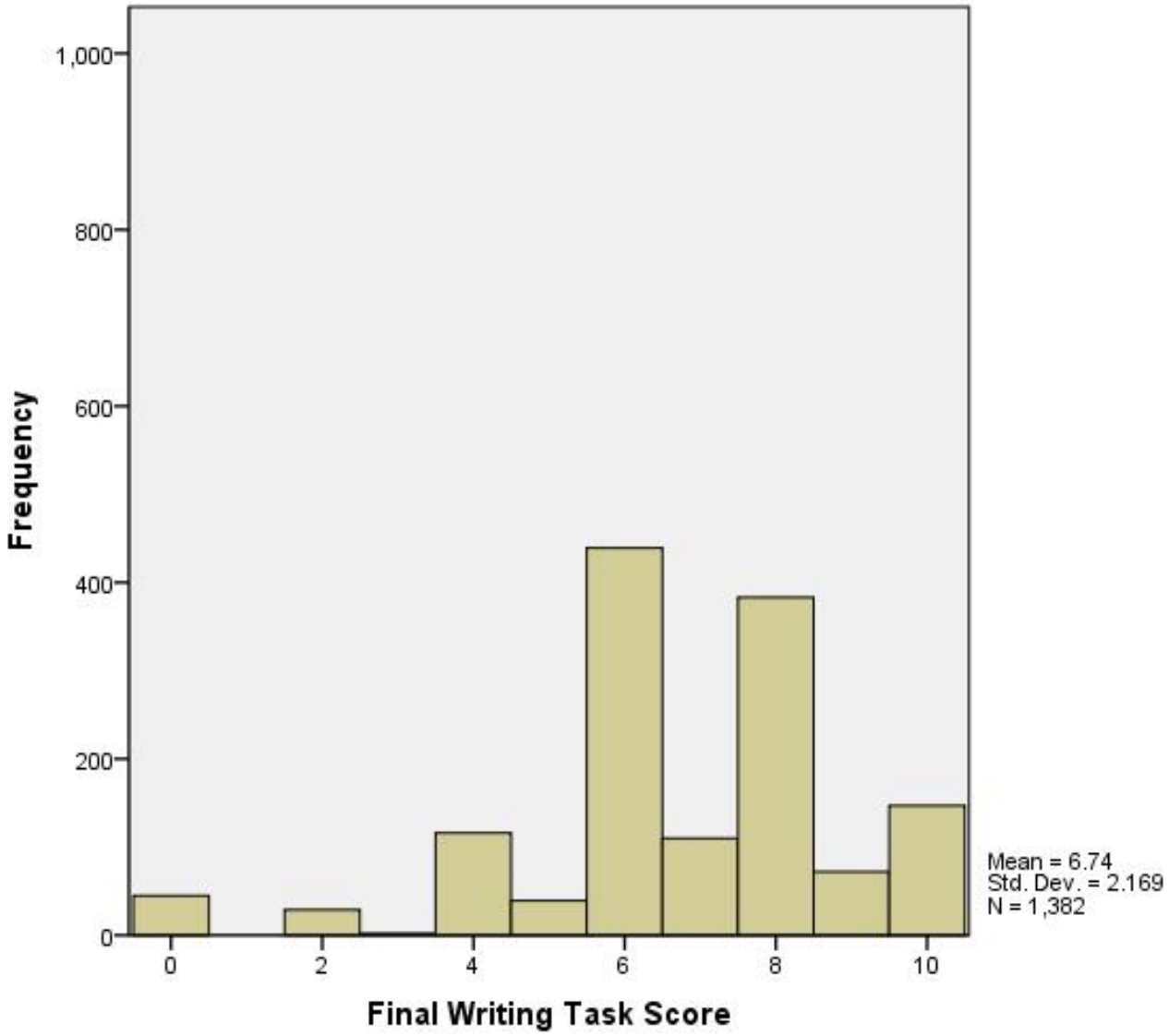

Figure C11: Histogram of CHSPE Writing Task Final Scores, Spring 2012

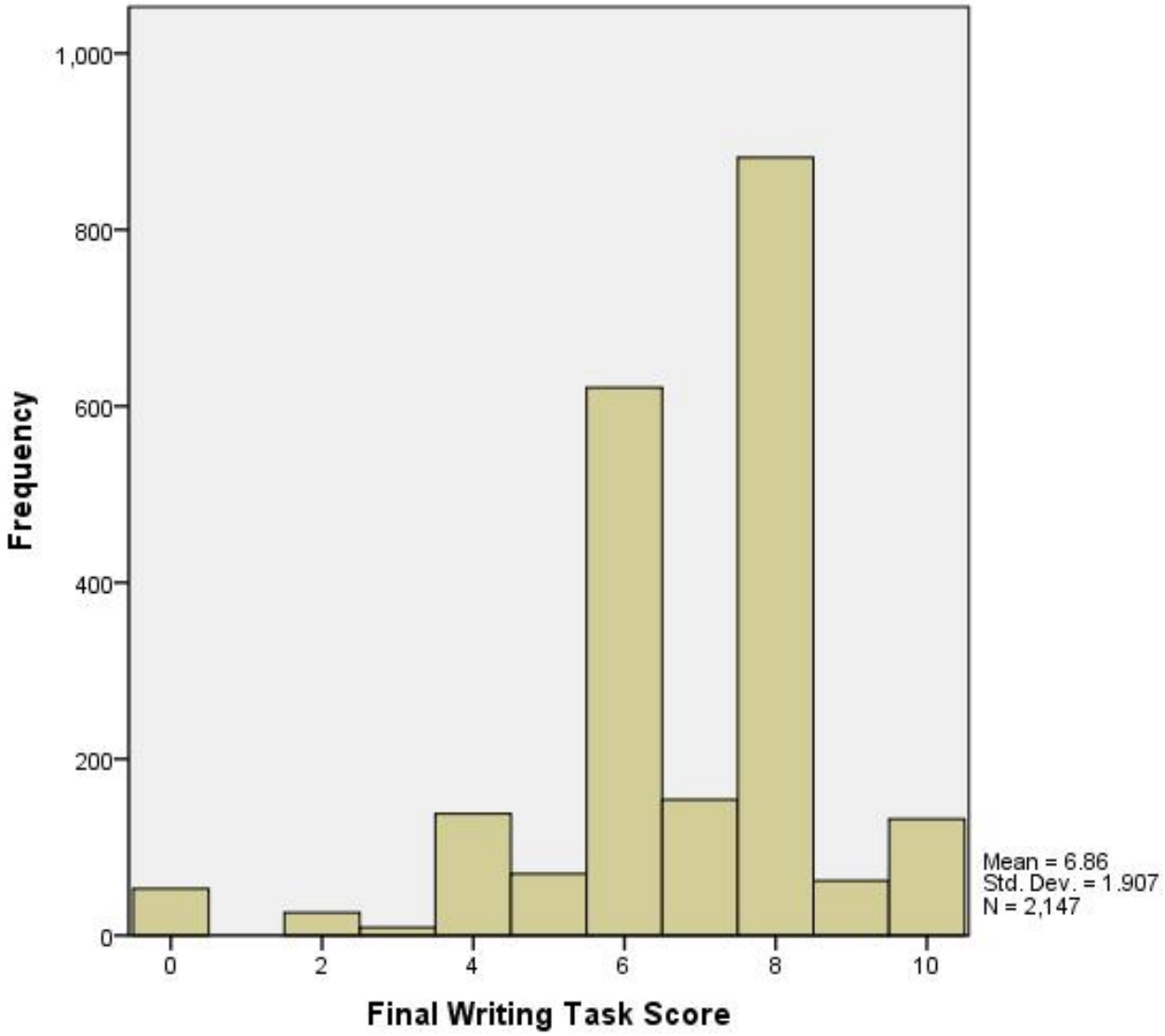
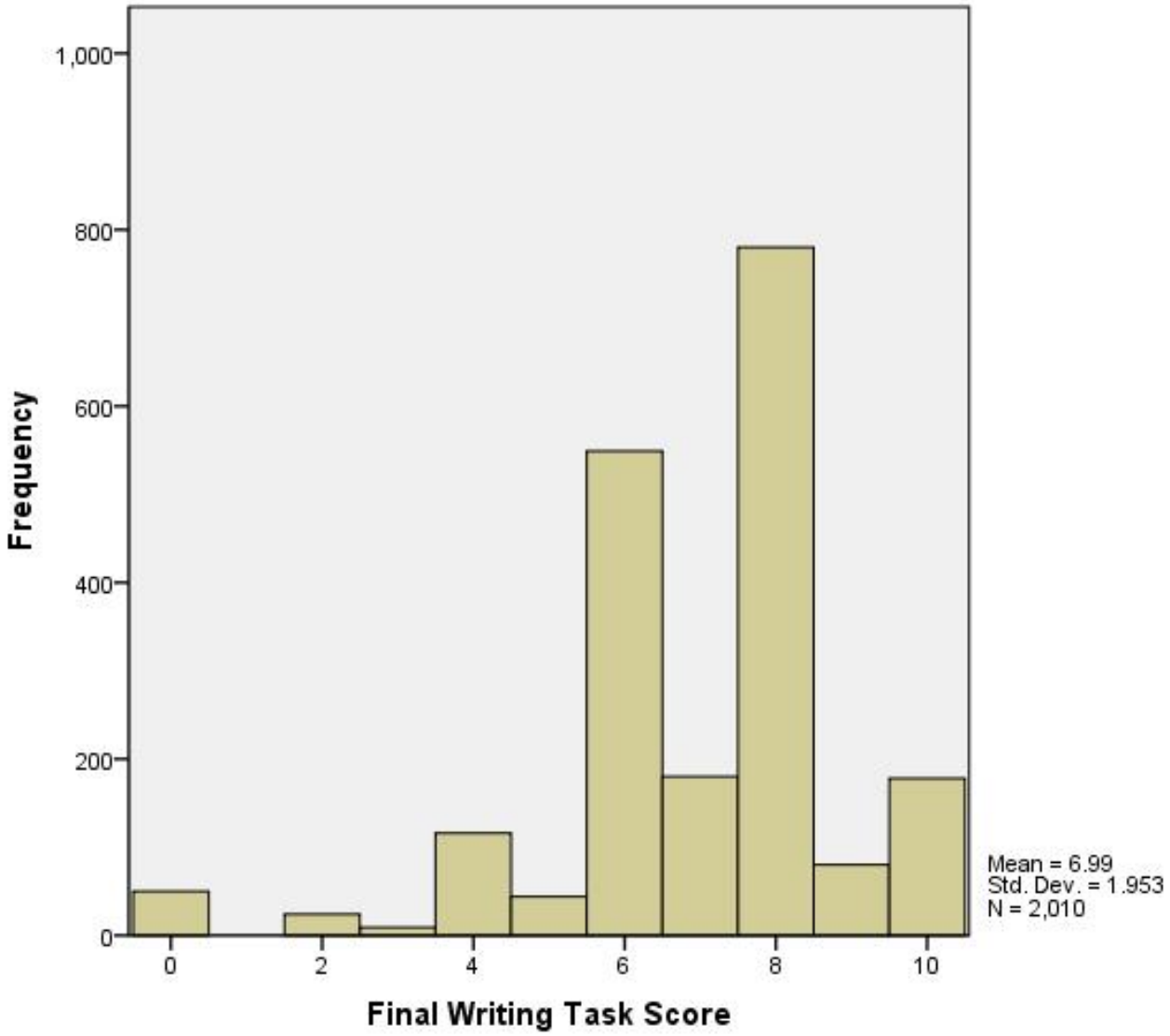
Figure C12: Histogram of CHSPE Writing Task Final Scores, Summer 2012