
California High School Exit Examination (CAHSEE)



Explaining and Using 2014–15 CAHSEE Summary Results

- Overview of Internet Results
- Sample CAHSEE Reports

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Introduction

The California High School Exit Examination (CAHSEE) is administered each year to ensure that students who graduate from public high schools demonstrate grade level competency in reading, writing, and mathematics. In September 2015, the California Department of Education (CDE) will release CAHSEE summary results from the test administrations that took place during the 2014–15 school year. Results will be provided at the school, school district, county, and state levels and will be posted on the CDE CAHSEE Summary Results Web page at <http://cahsee.cde.ca.gov/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

The primary purpose of the *Explaining and Using 2014–15 CAHSEE Summary Results* packet is to provide background information for local educational agencies (LEAs)¹ and schools to use when informing the public about CAHSEE summary results for the 2014–15 school year.

It is important that LEAs respond proactively to inquiries about local CAHSEE results for the 2014–15 school year. Local efforts to communicate with key stakeholders can develop a foundation of understanding about this examination and what is being done to prepare students to meet this requirement.

The assistance materials in this packet feature a program overview, Internet report descriptions, sample reports, instructions for accessing reports online, and a guide for schools to use 2014–15 results to promote student success.

¹ Throughout this document, LEAs include school districts, county offices of education, and charter schools that are independent for assessment purposes (i.e., independent charter schools).

Section 1

Information for Local Educational Agencies and School Staff

Program Overview

Program Overview

Purpose

The primary purpose of the CAHSEE is to improve student achievement in public high schools and to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages LEAs to give these students the attention and resources needed to help them achieve these skills.

CAHSEE Requirement

California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the examination, or for eligible students with disabilities, meeting the exemption requirement pursuant to *California Education Code (EC) Section 60852.3*, or by receiving a local waiver pursuant to *EC Section 60851(c)(1)*.

Content and Test Question Formats

The examination consists of two parts: English–language arts (ELA) and mathematics.

The ELA portion addresses content standards adopted by the State Board of Education (SBE) through grade ten. The reading standards include: vocabulary, decoding, comprehension, and analysis of information and literary texts. The writing standards cover writing strategies, writing applications, and conventions of standard English (e.g., grammar, spelling, and punctuation). The ELA portion of the CAHSEE includes 79 multiple-choice questions (seven of which are field-test questions and are not scored) and one writing task (essay).

The mathematics portion of the CAHSEE addresses mathematics content standards adopted by the SBE in grades six and seven and Algebra I. The examination includes statistics, data analysis, and probability; number sense; measurement and geometry; algebra and functions; mathematical reasoning; and Algebra I. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents. The CAHSEE mathematics portion includes 92 multiple-choice questions (12 of which are field-test questions and are not scored).

Administration of the CAHSEE

State law requires that the CAHSEE be administered only on the dates designated by the State Superintendent of Public Instruction (SSPI). All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten may take the parts not passed up to two times per school year in grade eleven and up to five times per school year in grade twelve. Adult students may take the parts not passed up to three times per school year. Students must retake the examination until the ELA and mathematics parts are passed; however, students may retake only those parts not previously passed.

Individual Results

Electronic results for the examination begin arriving in LEAs within eight weeks of each administration of the CAHSEE. LEA's are required to send one copy of the CAHSEE Student and Parent Report to the parent or guardian of each student who took the examination. Another copy is to be placed in the student's permanent record. This process occurs after each test administration.

Testing Variations, Accommodations, and Modifications

The CDE has prepared a matrix of testing variations, accommodations, and modifications for the state mandated assessments. The testing variations, accommodations, and modifications matrix is located on the CDE CAHSEE Accommodations and Modifications Web page at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>. More information about Test Variations can be found on the CDE CAHSEE Frequently Asked Questions Web page at <http://www.cde.ca.gov/ta/tg/hs/faq.asp>.

Students with Disabilities

Eligible students with disabilities with an active individualized education program (IEP) or Section 504 plan can satisfy the CAHSEE requirement by:

- passing the examination,
- meeting the exemption requirement pursuant to *EC* Section 60852.3, or
- receiving a local waiver pursuant to *EC* Section 60851(c)(1).

Information for students with disabilities can be found on the CDE Students with Disabilities – CAHSEE Waivers and Exemptions Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>.

EC Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation. To be eligible, students with disabilities must have an IEP or a Section 504 plan. The IEP or Section 504 plan must state that the student is scheduled to receive a high school diploma. It must also state that the student has satisfied or will satisfy all other state and local requirements for high school graduation, on or after July 1, 2009.

The CAHSEE regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student's IEP or Section 504 plan. The IEP or plan must specify that these modifications or accommodations can be used on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed. However, to meet the CAHSEE requirement, a principal may request a local waiver of the CAHSEE requirement from their local school board.

English Learners

Students who are English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive 6 months of instruction in reading, writing, and comprehension in English (*EC* Section 60852). During this time, they are still required to take the CAHSEE.

Section 2

Assistance for Accessing and Understanding Internet Results

Overview of Internet Results

Instructions for Accessing CAHSEE Internet Reports

Demographic Summary Report Column Heading Definitions

Sample – CAHSEE District Reports

Summary Reports by Economic Status and Ethnicity

Overview of Internet Results

The 2014–15 CAHSEE summary results are accessible through the CDE CAHSEE Summary Results Web page at <http://cahsee.cde.ca.gov/>. To access reports, select the *2014–15 Summary Reports* link then select the type of summary results (i.e., school, district, county, or state-level) and you will be directed to the CDE DataQuest Web site, where CAHSEE reports are generated. Instructions for accessing these reports on DataQuest are located on page 11.

The DataQuest Web site displays:

- Summary results for the July, October, November, and December 2015 and the February, March, and May 2015 test administrations.
- School, school district, county, and state level summary results.
- Combined grade ten results for the February, March, and May 2014 test administrations.
- Summary results for students by grade, gender, race/ethnicity, language fluency, economic status, migrant education program participation, special education program participation, and students tested with modifications.
- Summary results for ELA, including number of students tested, number passed, percent passed, number not passed, percent not passed, average (mean) scaled score, percent proficient and above for grade ten students only, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e., essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, percent not passed, mean scaled score, percent proficient and above for grade ten students only, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).

Types of Internet Reports

Various report options are available through DataQuest, but two primary reports are the Demographic Summary Report and Roster Report.

- **Demographic Summary Report:** The Demographic Summary Report displays results for various demographic categories including grade, gender, race/ethnicity, language fluency, economic status, migrant education program participation, special education program participation, and students tested with modifications.
- **Roster Report:** The Roster Report for any given test administration displays overall results for: (1) all schools within a school district; (2) all school districts within a county; and (3) all counties within the state.

Pages 14–20 display the following sample district reports:

- District Demographic Summary Report, English-Language Arts for All Students Tested
- District Demographic Summary Report, Mathematics Combined Report for Grade Ten Students
- District Roster Report, Mathematics for All Students Tested

Similar reports are available at the school, county, and state levels.

2014–15 Research Files

When the 2014–15 CAHSEE summary results are released, research files also will be available in a tab-delimited format to allow for more complex analyses and customized reporting of the data. These research files and a research file layout will be available on the CDE CAHSEE Research Files and File Layouts Web page at <http://cahsee.cde.ca.gov/datafiles.asp>.

Instructions for Accessing CAHSEE Internet Reports

Directions to access the CAHSEE district-level results on the CDE DataQuest Web site are provided below. Reports for schools, counties, and the state can be accessed using a similar approach.

To access the CAHSEE district-level results:

1. Go to <http://cahsee.cde.ca.gov/reports.asp>.
2. Select “District Reports.”
3. From the drop down menu, select a school year.
4. Type a portion of the district name.
5. Select the “Submit” button.
6. From the drop-down menu under “Select District,” select a school district.
7. Under “Select Report,” select “Roster Report (with school-level data).”
8. From the drop-down menu beside “Specify administration,” select one of the test administrations. The “Combined” option will combine results from all grade ten examination administrations during the selected school year (February, March and May).
9. Under “Select Test,” select the English–Language Arts (ELA) or Mathematics option.
10. Use the drop-down menu next to “specify grade level” to choose a grade. Only grade 10 can be selected in conjunction with “Combined” option in “Specify administration.”
11. Select the “Submit” button.

Demographic Summary Report Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

Number Tested – This represents the number of valid answer documents scored overall and by demographic category. Number Tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.

Percent Passed – This represents the percentage of students who received a passing score. The percent passed is calculated by dividing the number passed by the number tested and multiplying by 100.

Number Not Passed – This represents the number of students who did not receive a passing score. The number not passed by demographic category is a subset of the number tested. The number passed plus the number not passed equals the number tested.

Percent Not Passed – This represents the percentage of students who did not pass. The percent not passed is calculated by dividing the number not passed by the number tested and multiplying by 100.

Mean Scale Score – This represents the average scale score of all students who took the ELA or mathematics examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing by the number tested.

Percent Proficient and Above – This represents the percentage of grade ten students who received a performance level of proficient or above (i.e., a scale score of 380 or greater).

English–Language Arts*

The English–language arts reports provide the following results by overall and demographic category:

Reading – The reading section includes the average percent correct in each of the following reading constructs or strands:

- Word Analysis
- Reading Comprehension
- Literary Response and Analysis

Writing – The writing section includes the average percent correct in each of the following writing constructs or strands:

- Writing Strategies
- Writing Conventions

Writing Application – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English–language arts score. Please note that there is **not** a separate passing score for the essay.

Mathematics*

The mathematics reports provide the following results by overall and demographic category:

Strands for Mathematics – The average percent correct for each mathematics constructs or strands:

- Probability & Statistics
- Number Sense
- Algebra & Functions
- Measurement & Geometry
- Algebra I

Note: Dashes (--) indicate that, for groups of ten or fewer students, data were suppressed to maintain the anonymity of the students.

* If using the grade ten “combined” feature from DataQuest the report generated will *exclude* strand percent correct and include percentage of students proficient and above.

SAMPLE – District Demographic Summary Report English–Language Arts

for All Students Tested

To Research Files
District Roster Report
CAHSEE web site
DataQuest Home Page

California High School Exit Exam

Demographic Summary
English–Language Arts (March 2015) for (All Grades)
File Date: 8/22/2015

SAMPLE

County:
[00 - Sample County](#)

District:
00000 - Sample School District
Number of Grade 10 Answer Documents Processed: 3,180

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
All Students Tested	3,298	2,417	73%	881	27%	373	--%	78%	73%	74%	65%	74%	2.4

Grade

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Tenth	3,180	2,387	75%	793	25%	374	--%	79%	73%	74%	66%	75%	2.4
Eleventh	101	25	25%	76	75%	334	--%	57%	51%	55%	45%	57%	2.0
Twelfth	2	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%	--
Adult Students	15	5	33%	10	67%	336	--%	53%	52%	60%	53%	55%	1.9
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%	--

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Male	1,686	1,151	68%	535	32%	367	--%	77%	70%	71%	62%	71%	2.3
Female	1,612	1,266	79%	346	21%	379	--%	79%	75%	76%	69%	78%	2.5
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%	--

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
American Indian or Alaska Native	43	31	72%	12	28%	368	--%	77%	71%	73%	62%	72%	2.3
Asian	838	632	75%	206	25%	376	--%	77%	73%	74%	69%	77%	2.5
Native Hawaiian or Pacific Islander	46	31	67%	15	33%	364	--%	71%	70%	68%	60%	73%	2.3
Filipino	43	39	91%	4	9%	387	--%	86%	79%	78%	73%	81%	2.7
Hispanic or Latino	989	674	68%	315	32%	366	--%	76%	69%	72%	61%	71%	2.3
Black or African American	612	403	66%	209	34%	362	--%	75%	69%	70%	59%	68%	2.2
White	715	600	84%	115	16%	389	--%	85%	80%	81%	73%	80%	2.6
Two or more races	12	7	58%	5	42%	354	--%	61%	69%	70%	51%	61%	2.2

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
English Only Students	1,879	1,451	77%	428	23%	378	--%	81%	75%	76%	67%	75%	2.4
Initially Fluent English Proficient (IFEP)	50	48	96%	2	4%	399	--%	93%	85%	84%	81%	88%	2.6
Redesignated Fluent English Proficient (RFEP)	520	506	97%	14	3%	395	--%	88%	83%	82%	79%	85%	2.7
English Learner Students	834	407	49%	427	51%	347	--%	65%	59%	63%	53%	64%	2.1
Unknown	15	5	33%	10	67%	336	--%	53%	52%	60%	53%	55%	1.9

Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Not Economically Disadvantaged Students	1,014	891	88%	123	12%	392	--%	86%	81%	81%	74%	82%	2.6
Economically Disadvantaged Students	1,893	1,252	66%	641	34%	364	--%	74%	68%	70%	62%	70%	2.3
Unknown	391	274	70%	117	30%	370	--%	78%	71%	72%	63%	72%	2.3

Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Students Receiving Services	12	5	42%	7	58%	344	--%	62%	54%	58%	53%	58%	2.2

Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Students Receiving Services	242	49	20%	193	80%	326	--%	53%	49%	51%	40%	47%	1.8

Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Students Tested with Modification	17												

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 20% of the Total English–Language Arts score.

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site:

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

SAMPLE – District Demographic Summary Report Mathematics

Combined Report for Grade Ten Students

To Research Files
District Roster Report
CAHSEE web site
DataQuest Home Page

California High School Exit Exam

Demographic Summary
Mathematics (Combined 2015) for (Grade 10)
File Date: 8/22/2015

SAMPLE

County:

[00 - Sample County](#)

District:

00000 - Sample School District
Number of Grade 10 Answer Documents Processed: 918

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
All Students Tested	830	746	90%	84	10%	398	67%

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
Male	403	363	90%	40	10%	397	67%
Female	427	383	90%	44	10%	399	68%
Unknown	0	--	--%	--	--%	--	--%

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
American Indian or Alaska Native	4	--	--%	--	--%	--	--%
Asian	317	308	97%	9	3%	414	83%
Native Hawaiian or Pacific Islander	12	10	83%	2	17%	381	50%
Filipino	73	65	89%	8	11%	388	55%
Hispanic or Latino	103	81	79%	22	21%	378	45%
Black or African American	96	66	69%	30	31%	366	32%
White	221	211	95%	10	5%	405	77%
Two or more races	4	--	--%	--	--%	--	--%

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
English Only Students	419	369	88%	50	12%	396	66%
Initially Fluent English Proficient (IFEP)	139	137	99%	2	1%	412	83%
Redesignated Fluent English Proficient (RFEP)	89	89	100%	0	0%	420	91%
English Learner Students	183	151	83%	32	17%	382	46%
Unknown	0	--	--%	--	--%	--	--%

Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
Not Economically Disadvantaged Students	513	470	92%	43	8%	403	73%
Economically Disadvantaged Students	288	252	88%	36	13%	390	58%
Unknown	29	24	83%	5	17%	394	62%

Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
Students Receiving Services	0	--	--%	--	--%	--	--%

Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
Students Receiving Services	49	24	49%	25	51%	351	16%

Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
Students Tested with Modification	13						

Economically Disadvantaged by Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
American Indian or Alaska Native	2	--	--%	--	--%	--	--%
Asian	143	137	96%	6	4%	409	80%
Native Hawaiian or Pacific Islander	7	--	--%	--	--%	--	80%
Filipino	17	15	88%	2	12%	379	35%
Hispanic or Latino	41	33	80%	8	20%	371	34%
Black or African American	49	35	71%	14	29%	362	27%
White	26	23	88%	3	12%	381	54%
Two or more races	3	--	--%	--	--%	--	54%

Not Economically Disadvantaged by Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
American Indian or Alaska Native	1	--	--%	--	--%	--	54%
Asian	159	156	98%	3	2%	418	86%
Native Hawaiian or Pacific Islander	5	--	--%	--	--%	--	86%
Filipino	54	48	89%	6	11%	391	61%
Hispanic or Latino	60	47	78%	13	22%	383	53%
Black or African American	43	30	70%	13	30%	372	40%
White	190	183	96%	7	4%	408	80%
Two or more races	1	--	--%	--	--%	--	80%

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site:
<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

SAMPLE – District Roster Report Mathematics

for All Students Tested

To Research Files
District Roster Report
CAHSEE web site
DataQuest Home Page

California High School Exit Exam

School Listing: 00000 - Sample School District
Mathematics (March 2015) for (All Grades)
File Date: 8/22/2015

SAMPLE

Number of Students Tested: 1,904

School Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
All Students Tested	1,904	1,284	68%	612	32%	362	--%	70%	73%	69%	66%	60%

School Data

School Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
0000000 Sample High School	45	24	53%	21	47%	349	--%	58%	61%	52%	47%	37%
0000000 Sample High School	27	17	63%	10	37%	357	--%	58%	60%	55%	56%	48%
0000000 Sample High School	481	342	71%	139	29%	375	--%	66%	71%	66%	63%	59%
0000000 Sample High School	570	439	77%	131	23%	365	--%	68%	68%	59%	60%	46%
0000000 Sample High School	8	--	--%	--	--%	--	--%	--%	--%	--%	--%	--%
0000000 Sample High School	71	42	59%	29	41%	357	--%	61%	64%	58%	53%	46%
0000000 Sample High School	97	77	79%	20	21%	377	--%	74%	75%	66%	66%	54%
0000000 Sample High School	605	343	57%	262	43%	360	--%	61%	62%	58%	54%	48%

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site:
<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Summary Reports by Economic Status and Ethnicity

The CAHSEE Summary Results Web page includes reports that provide information on students who passed the ELA and Mathematics portion of the CAHSEE in grade ten by economic status and ethnicity from 2004 through 2015. These reports can be downloaded by going to the CDE CAHSEE Summary Results Web page at <http://cahsee.cde.ca.gov/> and selecting the “Summary Reports by Economic Status and Ethnicity” link.

Samples of the following ethnicity within economic status reports can be found on pages 22–23 of this document:

- **County Level – Percentages of Grade Ten Students Passing – Ethnicity Within Economic Status**

This report sorts data by county and then test (English–Language Arts or Mathematics).

- **District Level – Percentages of Grade Ten Students Passing – Ethnicity Within Economic Status**

This report sorts data by test (English–Language Arts or Mathematics), county, and school district.

The reports are Microsoft Excel files. You may use the drop-down menus in each column of the reports to select the desired county and school district.

Note: Economically disadvantaged is defined as eligible to participate in free or reduced-price lunch, or the parent education level was coded as “not high school graduate.” In order to protect student confidentiality, no results are reported for any group of 10 or fewer students.

**County Level
Percentage of Grade Ten Students Passing
Ethnicity within Economic Status**

County Code	County Name	Test	Econ Status	Major Group	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Change 2004 to 2015
00	County A	ELA	EconDis	Asian	72.00%	74.00%	74.10%	77.40%	77.90%	79.20%	81.00%	81.89%	82.23%	83.10%	83.70%	84.00%	12.00%
00	County A	ELA	EconDis	Black	49.90%	53.10%	57.60%	53.80%	55.80%	56.60%	57.00%	63.36%	62.88%	63.20%	64.20%	63.80%	13.90%
00	County A	ELA	EconDis	Filipino	72.50%	76.80%	74.20%	79.50%	79.60%	79.40%	82.00%	81.52%	81.82%	82.00%	81.90%	82.10%	9.60%
00	County A	ELA	EconDis	Hispanic	50.00%	54.60%	57.20%	57.30%	60.80%	63.50%	66.00%	69.05%	71.51%	70.60%	71.20%	71.50%	21.50%
00	County A	ELA	EconDis	Native Amer	50.00%	65.40%	65.20%	66.70%	50.00%	48.30%	68.00%	79.31%	80.56%	81.20%	80.85%	81.40%	31.40%
00	County A	ELA	EconDis	Pac Isl	47.20%	59.80%	60.90%	64.70%	58.00%	66.40%	73.00%	63.83%	75.18%	74.20%	75.12%	75.80%	28.60%
00	County A	ELA	EconDis	White	76.90%	72.60%	73.20%	70.40%	76.60%	75.40%	81.00%	80.74%	79.96%	80.90%	80.20%	80.45%	3.55%
00	County A	ELA	NotEconDis	Asian	92.20%	92.80%	93.00%	93.70%	93.40%	94.50%	96.00%	95.66%	96.76%	96.00%	97.10%	96.89%	4.69%
00	County A	ELA	NotEconDis	Black	65.30%	68.50%	70.20%	70.70%	69.00%	72.20%	75.00%	74.51%	79.10%	80.10%	81.30%	80.92%	15.62%
00	County A	ELA	NotEconDis	Filipino	87.10%	89.60%	89.30%	89.50%	89.60%	90.50%	92.00%	94.62%	92.90%	93.30%	93.00%	93.20%	6.10%
00	County A	ELA	NotEconDis	Hispanic	70.00%	75.40%	75.60%	77.00%	77.40%	77.70%	84.00%	84.69%	86.46%	87.20%	86.50%	86.78%	16.78%
00	County A	ELA	NotEconDis	Native Amer	76.70%	84.50%	87.30%	84.00%	90.90%	86.20%	85.00%	86.05%	90.00%	90.80%	91.25%	91.35%	14.65%
00	County A	ELA	NotEconDis	Pac Isl	67.40%	83.80%	78.10%	82.90%	80.30%	87.00%	86.00%	81.61%	81.82%	82.80%	82.60%	82.76%	15.36%
00	County A	ELA	NotEconDis	White	91.80%	93.70%	94.20%	92.80%	94.40%	94.50%	95.00%	95.20%	95.67%	96.20%	96.96%	97.04%	5.24%
00	County A	Math	EconDis	Asian	82.70%	83.50%	86.50%	87.50%	88.40%	90.40%	90.00%	90.54%	90.53%	91.80%	92.26%	92.01%	9.31%
00	County A	Math	EconDis	Black	40.90%	42.70%	46.40%	47.70%	48.30%	52.40%	51.00%	53.77%	56.14%	57.30%	58.20%	58.82%	17.92%
00	County A	Math	EconDis	Filipino	71.70%	73.60%	74.80%	81.30%	78.70%	85.40%	84.00%	86.79%	84.55%	85.10%	86.12%	87.08%	15.38%
00	County A	Math	EconDis	Hispanic	51.60%	53.00%	60.20%	60.40%	62.10%	65.80%	66.00%	68.52%	70.87%	71.60%	71.98%	72.50%	20.90%
00	County A	Math	EconDis	Native Amer	55.20%	63.00%	70.00%	47.10%	53.30%	60.00%	74.00%	80.00%	67.65%	69.10%	70.35%	70.98%	15.78%
00	County A	Math	EconDis	Pac Isl	49.30%	56.50%	60.90%	56.80%	74.40%	68.60%	69.00%	67.36%	75.18%	75.80%	76.45%	76.69%	27.39%
00	County A	Math	EconDis	White	75.00%	71.20%	70.30%	68.00%	77.50%	74.40%	78.00%	80.49%	76.58%	77.40%	77.95%	78.43%	3.43%
00	County A	Math	NotEconDis	Asian	95.90%	94.70%	96.30%	96.90%	96.70%	97.50%	97.00%	98.13%	98.33%	98.80%	98.25%	98.51%	2.61%
00	County A	Math	NotEconDis	Black	56.30%	58.90%	61.80%	62.30%	60.40%	68.70%	70.00%	67.15%	73.07%	73.50%	72.90%	73.33%	17.03%
00	County A	Math	NotEconDis	Filipino	86.90%	88.80%	90.10%	89.10%	89.40%	90.50%	92.00%	93.82%	92.68%	92.90%	93.43%	93.20%	6.30%
00	County A	Math	NotEconDis	Hispanic	69.10%	72.00%	75.30%	73.30%	75.30%	74.80%	80.00%	82.16%	85.69%	86.20%	86.75%	87.34%	18.24%
00	County A	Math	NotEconDis	Native Amer	69.00%	77.80%	86.40%	82.00%	86.70%	80.00%	85.00%	83.72%	87.76%	87.10%	86.70%	87.04%	18.04%
00	County A	Math	NotEconDis	Pac Isl	73.40%	76.50%	74.10%	78.20%	79.20%	85.10%	83.00%	80.23%	82.65%	83.10%	83.65%	84.22%	10.82%
00	County A	Math	NotEconDis	White	91.00%	91.50%	92.40%	91.40%	92.80%	93.80%	94.00%	93.91%	94.90%	95.30%	95.80%	95.70%	4.70%
00	County B	ELA	EconDis	Asian	**	**	**	**	**	**	**	**	**	**	**	**	**
00	County B	ELA	EconDis	Black	**	**	**	**	**	**	**	**	**	**	**	**	**
00	County B	ELA	EconDis	Filipino	**	**	**	**	**	**	**	**	**	**	**	**	**
00	County B	ELA	EconDis	Hispanic	**	**	**	**	**	**	**	**	**	**	**	**	**

**District Level
Percentage of Grade Ten Students Passing
Ethnicity within Economic Status**

Test	County Code	District Code	Charter Number	County Name	District	EconStatus	Major Group	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Percent Change 2004 to 2015	
ELA	00	00000	0000	County A	School District A	EconDis	Asian	76.4%	77.9%	80.0%	80.7%	84.6%	81.3%	82.0%	86.0%	84.1%	83.6%	85.8%	86.2%	9.8%	
ELA	00	00000	0000	County A	School District A	EconDis	Black	65.6%	68.2%	60.5%	64.1%	67.8%	69.3%	67.0%	67.6%	68.2%	69.1%	70.2%	70.8%	5.2%	
ELA	00	00000	0000	County A	School District A	EconDis	Filipino	89.5%	76.0%	86.7%	76.4%	88.9%	90.4%	88.0%	91.5%	90.9%	90.2%	91.8%	92.0%	2.5%	
ELA	00	00000	0000	County A	School District A	EconDis	Hispanic	62.9%	64.5%	67.7%	71.8%	70.2%	77.7%	75.0%	76.7%	77.0%	77.8%	78.6%	78.5%	15.6%	
ELA	00	00000	0000	County A	School District A	EconDis	Native American	88.6%	41.7%	63.6%	**	80.0%	76.9%	67.0%	80.0%	79.1%	80.3%	82.3%	82.4%	3.8%	
ELA	00	00000	0000	County A	School District A	EconDis	Pac Isl	47.7%	75.0%	70.3%	87.3%	77.1%	78.4%	84.0%	81.0%	82.3%	83.7%	84.0%	84.2%	36.5%	
ELA	00	00000	0000	County A	School District A	EconDis	White	74.7%	85.8%	75.6%	78.8%	82.9%	84.5%	85.0%	84.2%	85.4%	86.0%	83.2%	85.3%	10.6%	
ELA	00	00000	0000	County A	School District A	NotEconDis	Asian	86.3%	84.1%	92.5%	91.6%	92.2%	93.2%	93.0%	94.1%	93.8%	92.6%	94.4%	93.9%	7.6%	
ELA	00	00000	0000	County A	School District A	NotEconDis	Black	76.7%	72.2%	76.3%	80.7%	80.9%	82.4%	90.0%	83.6%	88.0%	87.8%	89.1%	88.8%	12.1%	
ELA	00	00000	0000	County A	School District A	NotEconDis	Filipino	93.2%	91.5%	92.8%	90.0%	94.3%	90.7%	93.0%	97.6%	96.5%	97.4%	96.5%	97.8%	4.6%	
ELA	00	00000	0000	County A	School District A	NotEconDis	Hispanic	79.5%	80.9%	83.9%	86.4%	83.9%	86.3%	88.0%	90.2%	89.2%	90.9%	91.3%	92.6%	13.1%	
ELA	00	00000	0000	County A	School District A	NotEconDis	Native American	88.0%	66.7%	87.1%	91.3%	94.7%	**	**	92.9%	**	92.10%	91.80%	93.0%	5.0%	
ELA	00	00000	0000	County A	School District A	NotEconDis	Pac Isl	76.9%	72.9%	84.3%	81.8%	91.8%	86.0%	90.0%	88.6%	89.4%	90.5%	90.8%	91.3%	14.4%	
ELA	00	00000	0000	County A	School District A	NotEconDis	White	90.2%	91.7%	91.4%	94.6%	93.6%	94.6%	95.0%	95.1%	95.5%	96.7%	96.9%	97.6%	7.4%	
MA	00	00000	0000	County A	School District A	EconDis	Asian	85.8%	87.4%	88.6%	88.2%	91.2%	91.1%	91.0%	92.6%	92.0%	93.4%	94.1%	94.8%	9.0%	
MA	00	00000	0000	County A	School District A	EconDis	Black	57.2%	56.2%	55.6%	56.5%	66.3%	69.5%	67.0%	63.2%	69.3%	67.2%	68.6%	69.8%	12.6%	
MA	00	00000	0000	County A	School District A	EconDis	Filipino	86.0%	86.3%	91.7%	80.0%	91.4%	94.5%	90.0%	91.5%	92.9%	92.0%	4.0%	93.0%	7.0%	
MA	00	00000	0000	County A	School District A	EconDis	Hispanic	64.5%	67.9%	69.0%	72.2%	75.0%	78.7%	80.0%	79.0%	76.0%	76.7%	77.3%	77.8%	13.3%	
MA	00	00000	0000	County A	School District A	EconDis	Native American	80.0%	54.5%	75.0%	**	73.3%	75.0%	84.0%	81.3%	83.7%	84.3%	82.9%	83.2%	3.2%	
MA	00	00000	0000	County A	School District A	EconDis	Pac Isl	56.8%	87.2%	73.4%	86.7%	83.1%	78.1%	84.0%	77.2%	80.6%	79.2%	78.8%	79.4%	22.6%	
MA	00	00000	0000	County A	School District A	EconDis	White	74.2%	82.5%	73.7%	80.2%	80.8%	84.6%	85.0%	85.6%	86.0%	86.5%	85.7%	86.2%	12.0%	
MA	00	00000	0000	County A	School District A	NotEconDis	Asian	88.3%	87.6%	94.1%	95.3%	95.2%	94.4%	96.0%	96.9%	95.4%	96.0%	95.6%	96.4%	8.1%	
MA	00	00000	0000	County A	School District A	NotEconDis	Black	70.9%	**	**	72%	**	**	85.0%	**	**	**	**	**	**	**
MA	00	00000	0000	County A	School District A	NotEconDis	Filipino	87.3%	**	**	**	**	**	97.0%	**	**	**	**	**	**	**
MA	00	00000	0000	County A	School District A	NotEconDis	Hispanic	77.6%	**	**	**	**	**	87.0%	**	**	**	**	**	**	**
MA	00	00000	0000	County A	School District A	NotEconDis	Native American	92.0%	**	**	87%	**	**	**	**	**	**	**	**	**	**
MA	00	00000	0000	County A	School District A	NotEconDis	Pac Isl	79.5%	**	**	**	**	**	**	97.0%	**	**	**	**	**	**
MA	00	00000	0000	County A	School District A	NotEconDis	White	88.1%	**	**	**	94%	**	**	94.0%	**	**	**	**	**	**

To protect student privacy, asterisks appear for populations of 10 or fewer students

Resources

Using 2014–15 Results to
Promote Student Success

Glossary of Terms and
Acronyms

Resources Available on
the Internet

Using 2014–15 Results to Promote Student Success

The steps outlined below can be used by school personnel to analyze student performance, evaluate classroom instruction, and develop a plan for improvement. LEAs are encouraged to use the CAHSEE 2014–15 summary results and other standards-based evidence of student achievement to develop and implement an ongoing process for refining classroom instruction and school programs. The goal is to work with school staff to identify patterns of student performance and identify program areas needing improvement.

Purpose

- Develop and implement an ongoing process for refining classroom instruction and school programs using CAHSEE results and other standards-based evidence of student achievement.
- Involve all staff, with student and parent input, in the evaluation and refinement process and articulate identified refinements with other LEAs.
- Develop a plan to provide additional assistance for students who did not pass one or both part(s) of the CAHSEE.

Step 1 Identify and collect data about the academic achievement of students (individual and group data).

- Construct a process for identifying, collecting, and compiling the data to examine patterns across individual student and group scores. (A staff work group, consisting of those involved with intervention as well as a representative[s] from administration and content areas of ELA and mathematics may be convened for this phase of the process.)
- Identify sources of information that are available to use in the review of the academic achievement of students.
- Gather data from all students who have completed the CAHSEE, whether or not they passed, to obtain feedback from students about the support they have been given and to identify effective and ineffective strategies offered through classroom instruction and other support activities.

- Collect and compile data from other sources about student achievement to help identify students needing some level of intervention and program areas (curriculum and/or instruction) needing modification.

Data that could be used for evaluating student achievement, might include, but are not limited to:

- Student feedback concerning student preparation and CAHSEE results
- Individual, school, and school district CAHSEE data from previous test administrations
- Grade reports for students participating in the CAHSEE
- Comparative data from feeder school program participation and current and past CAHSEE results
- Program participation data from any remedial programs offered by the school or by outside agencies
- Any other relevant data collected by the school (attendance rates, disciplinary referrals, etc.)
- School district and school level formative or benchmark assessments
- Passing rates and program information from schools similar in student population or geography

Step 2 Review collected data about the academic achievement of students to prepare information for possible program planning.

- Compile results for staff review once the student information has been completed and gathered.
- Develop a plan for how to combine student achievement data from multiple sources.
- Compile data about student achievement from other sources to identify possible program modifications, to identify students in need of intervention, and to design intervention efforts.

- Organize staff work groups by content area to review, analyze, and evaluate data about student achievement.
- Prepare a brief but comprehensive report, with the results of the work group review, for presentation to the entire staff. (The report should include suggestions regarding program improvement based on the data presented.)
- Evaluate student feedback concerning CAHSEE results and student preparation.

Step 3 Evaluate classroom instruction and/or programs implemented to ensure student success (based on data review).

- Convene a staff meeting for a presentation of the findings and recommendations of the data review work group. (Successes should be highlighted and celebrated first; then the conversation should focus on developing a list of priorities for refining the curriculum, instruction, assessment, and remediation.)
- Ask staff members to examine their own roles in student preparation and support, and to identify at least one change they plan to make to improve the academic achievement for their students.
- Convene staff members by department to discuss results of the individual CAHSEE preparation analysis and to consider program and instructional recommendations.
- Record intended goals by department and each individual. Determine a method for collecting data to evaluate results after program changes have been implemented.
- Submit to the administration a summary of proposed program refinements prepared by each department.
- Identify diagnostic tools teachers can use to evaluate their students' specific strengths and weaknesses.
- Determine methods for evaluating how students are placed in intervention programs and what programs are successful.

Step 4 Incorporate proposed program changes, identified through the evaluation process, into the school plan and continue implementation and refinement.

- Review proposed program changes/refinements with each department and finalize recommendations.
- Compile all finalized departmental reports and incorporate into a school action plan, with timeline, identifying roles and responsibilities, needed professional development activities, and methods for monitoring progress and evaluating outcomes.
- Plan and conduct training(s) for instituting changes and schedule staff time for evaluating progress and/or making additional modifications.
- Develop a school accountability system to ensure that changes are carried out.

Step 5 Communicate program results and steps for refinement to key stakeholders.

- Identify populations that must be informed and/or included in program refinement planning or implementation, including but not limited to:
 - **District staff, including administrators and their support staff** – Update staff about programmatic changes as they are made.
 - **Governing boards** – Provide board members with clear explanations of program changes to allow for informed decision-making if new policies, policy modifications, and/or funding are necessary.
 - **Student population** – Inform students about changes. Make particular effort to provide accurate and timely information to students who are at risk of not passing the CAHSEE. Provide information regarding all options for student remediation services, including scheduling of available services, services provided, and methods for evaluating program effectiveness.
 - **Parents and guardians** – Inform parents and guardians of all changes, even if their children are not directly involved. Make information available in the parents' and guardians' primary languages, when possible. Provide information regarding all options

for student remediation services, including scheduling of available services, services provided, and methods for evaluating program effectiveness.

- **General public** – Keep the general public informed about the CAHSEE and what is being done to prepare students for the test. Communicate with the general public through media releases and other sources.
- **Feeder districts and alternative school sites** – Conduct ongoing dialogue between feeder schools and receiving high schools, as well as any alternative sites for students. Ensure feeder schools receive information about their former students' achievement on standards addressed on the CAHSEE.

Ten Essential Questions for Reviewing Student Data

1. What percentage of first-time test takers passed the CAHSEE? Is this number an increase or decrease over past test administrations? What does this increase or decrease signify?
2. What percentage of eligible students have taken the CAHSEE more than once? How do the passing rates compare with past test administrations?
3. What does CAHSEE, or other test data, reveal about the achievement of subgroups?
4. Of those students who have taken the CAHSEE more than once, are their scores changing? If yes, by how many points? Do those students who are changing their scores fall into any type of pattern (e.g., gender, participation in certain programs)?
5. Do patterns identify any strengths or weaknesses in instructional programs for ELA and mathematics? How do the identified strengths and weaknesses relate to the SBE-adopted content standards addressed in those core subjects?
6. Are the results of the CAHSEE predictable according to data from feeder schools? Is there a relationship between middle and high school grades and scores on the CAHSEE? How do CAHSEE results compare with other test results, and what patterns may be seen in the differences that exist?

7. How do other school data help predict passing rates? Is there a relationship, for example, between attendance and passage? Do test results tend to correspond with data about program changes or transfer and/or dropout rates? What steps are being taken to address any existing correlations?
8. What programs are identified by staff and students and supported by data as the most effective for remediation?
9. Within each program that provides supplemental instruction, what materials and/or strategies do students identify as most helpful (effective)? Do test results support this perception?
10. What additional programs serving similar student populations might be used for remediation? What is the success rate of these programs?

Glossary of Terms and Acronyms

Exemption

EC Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an IEP or Section 504 plan. The IEP or Section 504 plan must state that the student is scheduled to receive a high school diploma, and has satisfied or will satisfy all other state and local requirements for high school graduation, on or after July 1, 2009.

Scale Score

Although all test forms of the CAHSEE assess the same California SBE-adopted content standards, each test form contains different questions. Therefore, one test form may be slightly more difficult or slightly easier than another. Scale scores account for differences in the difficulty of test questions, thus equalizing the variations in test difficulty across different administrations. Scale scores used for the CAHSEE range from 275 to 450. A scale score of 350 or higher is necessary to pass each part of the CAHSEE.

Subgroup

A subgroup is a well-defined group of students. Examples of subgroups include race or ethnicity, students with disabilities, limited-English proficient, and socioeconomically disadvantaged.

Local Waiver

A local waiver is a process LEAs can use to allow certain students with disabilities, who took the CAHSEE with a modification and received a scale score of 350 or higher, to meet the CAHSEE requirement*. *EC* Section 60851(c)(1) permits local school boards to grant a local waiver of the CAHSEE requirement to students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score.

* *If a student used a modification on the CAHSEE and received a 350 or higher, they have not met the requirement and their principal must submit a request to their local school board to waive the CAHSEE requirement.*

Resources Available on the Internet

The following Web pages provide additional information and resources for schools, LEA personnel, parents, guardians, and students regarding the CAHSEE.

Accommodations and Modifications

<http://www.cde.ca.gov/ta/tg/hs/accomod.asp>

California High School Exit Examination (CAHSEE)

<http://www.cde.ca.gov/ta/tg/hs/>

CAHSEE Exam Blueprints

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Frequently Asked Questions

<http://www.cde.ca.gov/ta/tg/hs/faq.asp>

CAHSEE Program Notes and Legal Updates

<http://www.cde.ca.gov/ta/tg/hs/updates.asp>

CAHSEE Questions and Answers for Adult Students

<http://www.cde.ca.gov/ta/tg/hs/cahseeadultqa09.asp>

CAHSEE Regulations

<http://www.cde.ca.gov/ta/tg/hs/admin.asp>

CAHSEE Released Test Questions

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Questions and Answers for the Writing Task Scoring Process

<http://www.cde.ca.gov/ta/tg/hs/scoringprocess.asp>

CAHSEE Study Guides

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Summary Reports

<http://cahsee.cde.ca.gov/reports.asp>

CAHSEE Teacher Guides

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Content Standards

<http://www.cde.ca.gov/be/st/ss/>

DataQuest Parents Reference Page

<http://dq.cde.ca.gov/dataquest/DQP.asp>

Students with Disabilities - CAHSEE Waivers and Exemptions

<http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>

Questions and Answers regarding the CAHSEE Exemption for Eligible Students with Disabilities

<http://www.cde.ca.gov/ta/tg/hs/cahseefaexempt.asp>