



CHSPE

California High School
Proficiency Examination

2015–16 Annual Report

Prepared by the

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

for the

California Department of Education

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Executive Summary

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

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

The CDE is responsible for the CHSPE. The Sacramento County Office of Education (SCOE), with support from Educational Data Systems, Inc. (EDS¹), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a commercially available, nationally normed test be used as the CHSPE, SCOE has used *Stanford Achievement Test Series, Tenth Edition (Stanford 10)*, and *Stanford Writing Assessment Program, Third Edition*.² The CHSPE consists of a Mathematics section and an ELA section. The ELA section includes a Reading subtest and a Language subtest, which includes a writing task. To pass the ELA section, examinees must pass both subtests. Examinees must pass both CHSPE sections to earn a Certificate of Proficiency.

The test is administered on Saturday mornings at test sites (typically high schools) throughout California two or three times per year at the discretion of the CDE: in spring,

¹ EDS is a registered trademark of Electronic Data Systems. In the context of this document, however, EDS refers exclusively to Educational Data Systems, Inc.

² The *Stanford 10* and the *Stanford Writing Assessment Program* were developed and owned by Harcourt Assessment, Inc., which was acquired by Pearson Educational Assessment in January 2008.

fall, and usually summer. On a test administration date, examinees can take any part of the CHSPE (i.e., Mathematics section, Language subtest, and/or Reading subtest), and can make that decision on the day of the test. Three and one-half hours of testing time are provided. No test section or subtest is timed within the three and one-half hours.

This report summarizes the three CHSPE administrations in 2015–16: (fall) October 2015 (spring) March 2016 and (summer) June 2016. 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 2015–16 administrations, and about their performance on the test, both by administration and cumulatively for the year. Test-level data and revenue information for the year are also provided.

Description of the Examinee Population

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

As shown in Table A, a total of 5,707 unique examinees took one or more parts of the CHSPE in 2015–16. Most of these examinees (85.1 percent) took both sections. As shown in Table A, 98.6 percent of all first-time examinees took both sections. Retesters attempted the math section more often than the ELA section.

Table A: CHSPE Examinee Participation, 2015–16

	Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
	N	%	N	%	N	%	N	%
All Examinees	2047	100.0	2705	100.0	2122	100.0	5707	100.0
Attempted both ELA and Mathematics	1384	67.6	2120	78.4	1394	65.7	4857	85.1
Attempted ELA (Language and Reading)	1419	69.3	2162	79.9	1428	67.3	4923	86.3
Attempted ELA Language	1569	76.6	2267	83.8	1591	75.0	5124	89.8
Attempted ELA Reading	1496	73.1	2214	81.8	1532	72.2	5017	87.9
Attempted Mathematics	1890	92.3	2589	95.7	1965	92.6	5500	96.4
First-Time Examinees	1378	100.0	2098	100.0	1390	100.0	4866	100.0
Attempted both ELA and Mathematics	1347	97.8	2070	98.7	1352	97.3	4799	98.6
Attempted ELA (Language and Reading)	1362	98.8	2089	99.6	1373	98.8	4838	99.4
Attempted ELA Language	1369	99.3	2092	99.7	1381	99.4	4853	99.7
Attempted ELA Reading	1368	99.3	2093	99.8	1382	99.4	4849	99.7
Attempted Mathematics	1361	98.8	2077	99.0	1368	98.4	4824	99.1
Retesters	669	100.0	607	100.0	732	100.0	841	100.0
Attempted both ELA and Mathematics	37	5.5	50	8.2	42	5.7	58	6.9
Attempted ELA (Language and Reading)	57	8.5	73	12.0	55	7.5	85	10.1
Attempted ELA Language	200	29.9	175	28.8	210	28.7	271	32.2
Attempted ELA Reading	128	19.1	121	19.9	150	20.5	168	20.0
Attempted Mathematics	529	79.1	512	84.3	597	81.6	676	80.4

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).

As shown in Table 3.5 on page 28, for the three 2015–16 administrations cumulatively, among all examinees:

- The majority were 17 years old (37.2 percent) or 16 years old (37.1 percent).
- Just over fifty-two percent of the examinees were males.
- The largest group of examinees (47.6 percent) reported that they were White.

- The next largest group (23.4 percent) indicated that they were Hispanic or Latino and 16.5 percent were categorized as two or more races. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.)
- The majority of examinees (72 percent) reported that English was the only language they learned as children, and most (82.2 percent) reported that English is the language spoken most often by the adults at home.
- There is diversity among examinees in terms of parent/guardian education level.
 - The largest number of examinees (71.2 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 (88.9 percent) were enrolled in grade twelve or below, and most of them (64.4 percent) were enrolled in a non-charter public school.
- Just over four percent of the examinees were granted one or more testing accommodations, a slight increase from the prior year.
- There was very little difference demographically between all examinees and first-time examinees (who were 85.3 percent of all examinees).

Examinee Performance

Passing Rates

Table B provides CHSPE passing rates by administration and cumulatively for 2015–16. Passing rates are shown on (a) both the entire ELA section and the Mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the Mathematics section. Passing rates are shown separately for all examinees (i.e., the total number of examinees who attempted one or both CHSPE test sections at an administration) and for examinees making their first attempt on the test part(s) (i.e., examinees who had not previously attempted the specific test part, even though they may have previously attempted another part).

Table B: CHSPE Passing Rates, 2015–16

	Fall 2015			Spring 2016			Summer 2016			Cumulative 2015–16		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
All Examinees												
Both ELA and Mathematics	1384	534	38.6	2120	1168	55.1	1394	564	40.5	4857	2731	56.2
ELA (Language and Reading)	1419	913	64.3	2162	1642	75.9	1428	927	64.9	4923	3711	75.4
ELA Language	1569	1114	71.0	2267	1848	81.5	1591	1136	71.4	5124	4099	80.0
ELA Reading	1496	1146	76.6	2214	1910	86.3	1532	1179	77.0	5017	4235	94.4
Mathematics	1890	770	40.7	2589	1595	61.6	1965	855	43.5	5500	3220	58.5
Examinees Making First Attempt												
Both ELA and Mathematics	1347	533	39.6	2070	1166	56.3	1352	562	41.6	4799	2275	47.4
ELA (Language and Reading)	1367	907	66.3	2091	1617	77.3	1374	916	66.7	4843	3445	71.1
ELA Language	1375	1007	73.2	2099	1735	82.7	1385	1009	72.9	4859	3752	77.2
ELA Reading	1376	1094	79.5	2099	1843	87.8	1384	1104	79.8	4859	4041	83.2
Mathematics	1380	629	45.6	2086	1324	63.5	1380	682	49.4	4846	2635	54.4

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

For each administration, the data for “Both ELA and Mathematics” and “ELA (Language and Reading)” include only examinees who attempted the entire test, or the two ELA subtests, respectively, at that administration. For examinees making their first attempt, only those who took those particular parts of the test for the first time at that administration are included. The cumulative data for all examinees for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, at any time during 2015–16, attempted each test section at least one time. The cumulative data for examinees making their first attempt for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, across these two administrations, attempted each of those test parts for the first time, and the passing rates reflect their performance on their first attempt on each part. (See pages 32–34 for information about how the administration data and the cumulative data are related.)

As shown in Table B, 56.2 percent of the 4,857 unique examinees who, in 2015–16, attempted the entire CHSPE at least once passed both sections and earned a Certificate of Proficiency. Passing rates on the ELA section were higher than passing rates on the Mathematics section. Passing rates on the ELA Reading subtest were higher than passing rates on the ELA Language subtest across all administrations. At all administrations, the passing rates of examinees making their first attempt were slightly higher than the passing rates of all examinees (which includes both first-time examinees and retesters). Cumulatively across the three administrations, the passing rates of all examinees were higher than the passing rates of first-time examinees. This situation occurs because examinees can retake the parts they don't pass and as a result, the pass rate for all examinees in some cases includes success after multiple attempts.

Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections. Table C shows the number of Certificates of Proficiency awarded for each administration since 2010. The table also shows the number of examinees at each administration who were eligible to earn a certificate (by taking the test section[s] they had not yet passed) and how examinees earned certificates (by passing both sections, or by passing the ELA or Mathematics section having previously passed the other section). Between 97–99 percent of the examinees at each administration were eligible for a certificate. The majority of the examinees at each administration who earned certificates did so by passing both sections. The percentage of eligible examinees who earned certificates at each administration since January 2010 ranged from about 35.4 percent (fall 2011) to 56.7 percent (spring 2016). A total of 21,852 Certificates of Proficiency have been awarded since 2010.

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

Administration	Examinees		N of Examinees Who Earned a Certificate by Passing:			Examinees Awarded Certificates	
	N	N Who Could Earn Certificate ^a	Both Sections ^b	ELA (having previously passed Math)	Mathematics (having previously passed ELA)	N	% of Those Who Could Earn One
<u>2010</u>							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
<u>2011</u>							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
Fall	1854	1827	421	82	144	647	35.4
<u>2012</u>							
Spring	2603	2561	1060	59	211	1330	51.9
Summer	2571	2532	891	94	245	1230	48.6
Fall	1946	1924	634	76	196	906	47.1
<u>2013</u>							
Spring	2356	2322	972	46	187	1205	51.9
Summer	2536	2500	725	62	138	925	37.0
Fall	2076	2039	672	80	314	1066	52.3
<u>2014</u>							
Spring	2989	2971	1022	51	138	1211	40.8
Fall	2607	2566	1053	73	264	1390	54.2
<u>2015</u>							
Spring	3085	3040	1298	78	257	1633	53.7
Summer	2404	2357	803	115	241	1156	49.2
Fall	2047	2010	549	100	120	769	38.3
<u>2016</u>							
Spring	2705	2669	1188	78	248	1514	56.7
Summer	2122	2078	580	111	143	834	40.1
					TOTAL:	21,852	

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

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

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

Performance by Examinee Subgroup

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

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

Gender: Male examinees slightly outscored their female counterparts in cumulative passing rates 57.6 percent to 54.7 percent, respectively.

Race/Ethnicity: Race/ethnicity is associated with relatively large differences in passing rates. On each of the three test parts, Asian examinees, White examinees, and Filipino examinees, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of Native Hawaiian/Pacific Islander, American Indian or Alaska Native, and Filipino examinees (25 or fewer).

First Language(s): Examinees whose first language(s) were English and another language(s) had the same cumulative passing rate (56.4 percent) as examinees whose first language was English only (56.4 percent). The cumulative passing rate of examinees whose first language was other than English was lower at (46.9 percent).

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

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

Enrolled in Grade Twelve or Below: Consistent with the performance differences among age subgroups, examinees who were currently enrolled in grade twelve or below when they took the test consistently outperformed examinees who were not.

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

Examinees Granted One or More Testing Accommodations: The 4.4 percent of examinees who tested with one or more testing accommodations generally passed the test at a slightly higher rate than examinees without accommodations.

Administration and Revenue Information

Administration Information

- The majority of candidates registered during the regular registration period.
- Approximately seven percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees).
- A total of 71 test sites were used during the year, including three incarceration facilities.
- Seven sites were used for alternate date testing and sixteen for emergency registration (four were emergency registration sites for the spring 2016 administration only).
- Approximately 4.4 percent of the examinees at each administration were provided accommodations.
 - The most frequent accommodation approved for each administration was extended time (up to 5 hours and 15 minutes).
 - The next most frequently approved accommodations were testing in a small group, frequent supervised breaks, and use of a computer for typing the response to the writing task.

A total of 119 registrants were approved for alternate date testing.

- There were 67 testing irregularities reported during the year.

- Twenty-five were late/not admitted and eighteen were examinee irregularities.

Revenue Information

All CHSPE revenue is made payable to the CDE, received by SCOE, and then transported by SCOE courier to the CDE. A total of \$956,600.00 in CHSPE revenue was deposited in 2015–16 (after accounting for refunds), including \$6,480.00 for administrations prior to that year. Registration fees accounted for 92 percent of the total revenue; document request fees accounted for most of the remaining revenue.

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Section 1: Introduction

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

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

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

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

The CDE is responsible for the CHSPE. The Sacramento County Office of Education (SCOE), with support from Educational Data Systems, Inc. (EDS³), administers the CHSPE under contract to the CDE. Since 2004, pursuant to the CDE's requirement that a commercially available, nationally normed test be used as the CHSPE, SCOE has used *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition.⁴

Section 2 of this report describes the CHSPE, including its structure, content, administration, scoring, passing standards, and reporting of results to examinees. Section 3 provides data about the examinees who took the CHSPE at the 2015–16 administrations, and Section 4 presents data about the performance of those examinees and provides test-level information. Administration and revenue information for the year are provided in Section 6. In the appendices are the CHSPE Writing Task Scoring Guides, information about the collection and categorization of CHSPE registrant racial and ethnic data, and score distribution data.

³ EDS is a registered trademark of Electronic Data Systems. In the context of this document, however, EDS refers exclusively to Educational Data Systems, Inc.

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

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

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

In May 2003, the CDE released a Request for Applications (RFA) for the CHSPE for 2004–2006. The RFA required bidders to propose use of a commercially available, nationally normed test to be used as the CHSPE, replacing the then current version of the test. SCOE proposed using the *Stanford Achievement Test Series*, Tenth Edition (*Stanford 10*), and *Stanford Writing Assessment Program*, Third Edition (both originally owned and developed by Harcourt Assessment, Inc., and since January 2008 owned by Pearson Educational Assessment). SCOE was awarded the contract and then worked with the CDE and Harcourt to create the new CHSPE based on these tests. In August 2006, the CDE released a Request for Proposals (RFP) for the CHSPE for 2007–2009. Like the 2003 RFA, the 2006 RFP required bidders to propose use of a commercially available, nationally normed test. SCOE again proposed use of the *Stanford 10* and *Stanford Writing Assessment Program*, but with a different structure for one of the CHSPE sections as explained below. SCOE was awarded the contract. In December 2010, the CDE gave SCOE a new contract to administer the CHSPE from October 2010–September 2014, using the same tests and test structure. This was later extended through June of 2016 and again through June 2018.

Structure and Content

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

English-language Arts Section

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

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

Mathematics Section

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

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

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

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

Administration

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

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

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

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

- Use of Aids: use of a computer to type the writing task (with spelling and grammar tools disabled) may be an accommodation.

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

In the 2015–16 fiscal year, the CHSPE was administered on October 17, 2015 (fall), March 19, 2016 (spring), and June 18, 2016 (summer). Each administration had its own distinct testing task and form identification (see Table 2.1). Specific data for the cut-points for cluster scores for the English Language Arts Section can be found in Table 2.3 and for mathematics can be found on Table 2.4.

Table 2.1 Test Task Form Identification by Administration

Administration Dates	English Language Arts Section	Mathematics Section
October 17, 2015	TASK 2, Form B	TASK 2, Form F
March 19, 2016	TASK 3, Form B	TASK 2, Form B
June 18, 2016	TASK 2, Form B	TASK 2, Form F

Scoring

Attempted Criteria

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

Multiple-Choice Items

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

Language Subtest Writing Task

Following each administration, SCOE convenes a team of experienced essay scorers made up of current and former California high school and university English teachers. Among them is a Chief Reader, an Assistant Chief Reader, and several readers. In addition, there is an Operations Supervisor who oversees the reliability and security of the scoring session. The scoring team's first step is to apply the CHSPE Writing Task

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

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

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

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

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

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

Passing Standards

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

To pass the CHSPE and receive a Certificate of Proficiency, an examinee must pass both the mathematics section and the ELA section.

Mathematics Section

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

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

English-language Arts Section

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

Language Subtest

As described above, raw scores on the Language subtest multiple-choice questions are converted to CHSPE scale scores that typically range from approximately 250 to 450. On the writing task, examinees earn the average of two assigned scores, which ranges from one to five (including half points). The passing standard for the Language subtest is based on a combination of writing task and multiple-choice item scores as shown in Table 2.2.

Table 2.2: Score Combinations to Pass the Language Subtest

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

Reading Subtest

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

Reporting Results to Examinees

Approximately five weeks after a test administration, SCOE sends score reports to examinees. Examinees who pass both sections of the CHSPE, either on the administration date for which results are being provided, or one section on that date and the other section on a previous administration date, also receive a Certificate of Proficiency. The score report includes the examinee's name, the test date, and the

examinee's school and district where enrolled, if applicable. The score report shows the examinee's current status on the CHSPE (i.e., whether the examinee has passed or not yet passed) and the examinee's most recent performance on the part(s) of the test the examinee has taken through the test date. This score report includes (a) the section or subtest scale score, (b) the Language subtest writing task raw score, and (c) performance on each content cluster, as described below. Text explaining the information on the score report is also provided on the score report.

Reporting Content Cluster Information

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

Mathematics Section:

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

English-language Arts Section, Language Subtest:

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

English-language Arts Section, Reading Subtest:

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

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

and “Below Adequate” and (b) “Below Adequate” and “Adequate or Better” were determined for each form as follows.

As a starting point, adequate performance on a content cluster is defined as answering correctly at least the percentage of items required to be answered correctly on the entire test part (i.e., Mathematics section, Language subtest, or Reading subtest) to earn the minimum passing scale score of 350. So, for each form, the cut-point between the cluster scores of “Below Adequate” and “Adequate or Better” is determined by multiplying (a) the percentage of items required to be answered correctly on the entire test part to earn a scale score of 350 (which can vary by form) by (b) the number of items in the cluster (which does not vary by form), then rounding the result up to the nearest whole number. Examinees who answer correctly at least this number of items in the content cluster have their performance characterized as “Adequate or Better” on their score reports. The cut-point between “Far Below Adequate” and “Below Adequate” for each cluster is set at one standard deviation below the cut-point between “Below Adequate” and “Adequate or Better.” To enhance comparability of cluster cut-points over time, the cluster standard deviations from the spring 2010 administration are used for all subsequent administrations. To determine this lower cut-point, the standard deviation is subtracted from the product of (a) the percentage of items required to be answered correctly on the entire test part to earn a scale score of 350 and (b) the number of items in the cluster. The result is then rounded up to the nearest whole number.

The number of items in each cluster and the cluster score cut-points for the Language and Reading subtests of the ELA section are shown in Table 2.3. The same information for the Mathematics section is provided in Table 2.4. Given the small number of items in each cluster, the cluster scores are not highly reliable. Their purpose, however, is to give examinees who fail a test part some direction on how to prepare for their next attempt.

Table 2.3: Cut-Points for Cluster Scores, English-language Arts Section

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

^a Administered fall 2015.

^b Administered spring 2016.

^c Administered summer 2016.

^d This value is (a) the percentage of items required to be answered correctly on the entire subtest to earn a scale score of 350 times (b) the number of items in the cluster; from this product the spring 2010 cluster standard deviation is subtracted and the result is rounded up to the nearest whole number.

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

Table 2.4: Cut-Points for Cluster Scores, Mathematics Section

Content Cluster	N of Items	TASK 2, Form F ^a		TASK 2, Form B ^b		TASK 2, Form F ^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	5	8

^a Administered fall 2015.

^b Administered spring 2016.

^c Administered summer 2016.

^d This value is (a) the percentage of items required to be answered correctly on the entire subtest to earn a scale score of 350 times (b) the number of items in the cluster; from this product the spring 2010 cluster standard deviation is subtracted and the result is rounded up to the nearest whole number.

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

Section 3: Description of the Examinee Population

This section of the report provides data about the examinees who took the CHSPE in the 2015–16 fiscal year. Data are provided separately for each administration and for the fiscal year. All data are from examinees who attempted at least one test part (i.e., Mathematics section, Language subtest, Reading subtest) at an administration (i.e., examinees who met the attempted criteria described in Section 2). Data for each administration are based on the total number of examinees on that date. The fiscal year data are unduplicated totals (i.e., each examinee is counted only once regardless of the number of times the examinee participated in an administration).

Participation Data

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

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

1. Data represents unduplicated counts of examinees across the three administrations and represent the final status of those examinees in terms of test parts taken across the three administrations.

Table 3.1: CHSPE Examinee Participation, 2015–16

	Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
	N	%	N	%	N	%	N	%
<u>All Examinees</u>	2047	100.0	2705	100.0	2122	100.0	5707	100.0
Attempted both ELA and Mathematics	1384	67.6	2120	78.4	1394	65.7	4857	85.1
Attempted ELA (Language and Reading)	1419	69.3	2162	79.9	1428	67.3	4923	86.3
Attempted ELA Language	1569	76.6	2267	83.8	1591	75.0	5124	89.8
Attempted ELA Reading	1496	73.1	2214	81.8	1532	72.2	5017	87.9
Attempted Mathematics	1890	92.3	2589	95.7	1965	92.6	5500	96.4
<u>First-Time Examinees</u>	1378	100.0	2098	100.0	1390	100.0	4866	100.0
Attempted both ELA and Mathematics	1347	97.8	2070	98.7	1352	97.3	4799	98.6
Attempted ELA (Language and Reading)	1362	98.8	2089	99.6	1373	98.8	4838	99.4
Attempted ELA Language	1369	99.3	2092	99.7	1381	99.4	4853	99.7
Attempted ELA Reading	1368	99.3	2093	99.8	1382	99.4	4849	99.7
Attempted Mathematics	1361	98.8	2077	99.0	1368	98.4	4824	99.1
<u>Retesters</u>	669	100.0	607	100.0	732	100.0	841	100.0
Attempted both ELA and Mathematics	37	5.5	50	8.2	42	5.7	58	6.9
Attempted ELA (Language and Reading)	57	8.5	73	12.0	55	7.5	85	10.1
Attempted ELA Language	200	29.9	175	28.8	210	28.7	271	32.2
Attempted ELA Reading	128	19.1	121	19.9	150	20.5	168	20.0
Attempted Mathematics	529	79.1	512	84.3	597	81.6	676	80.4

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

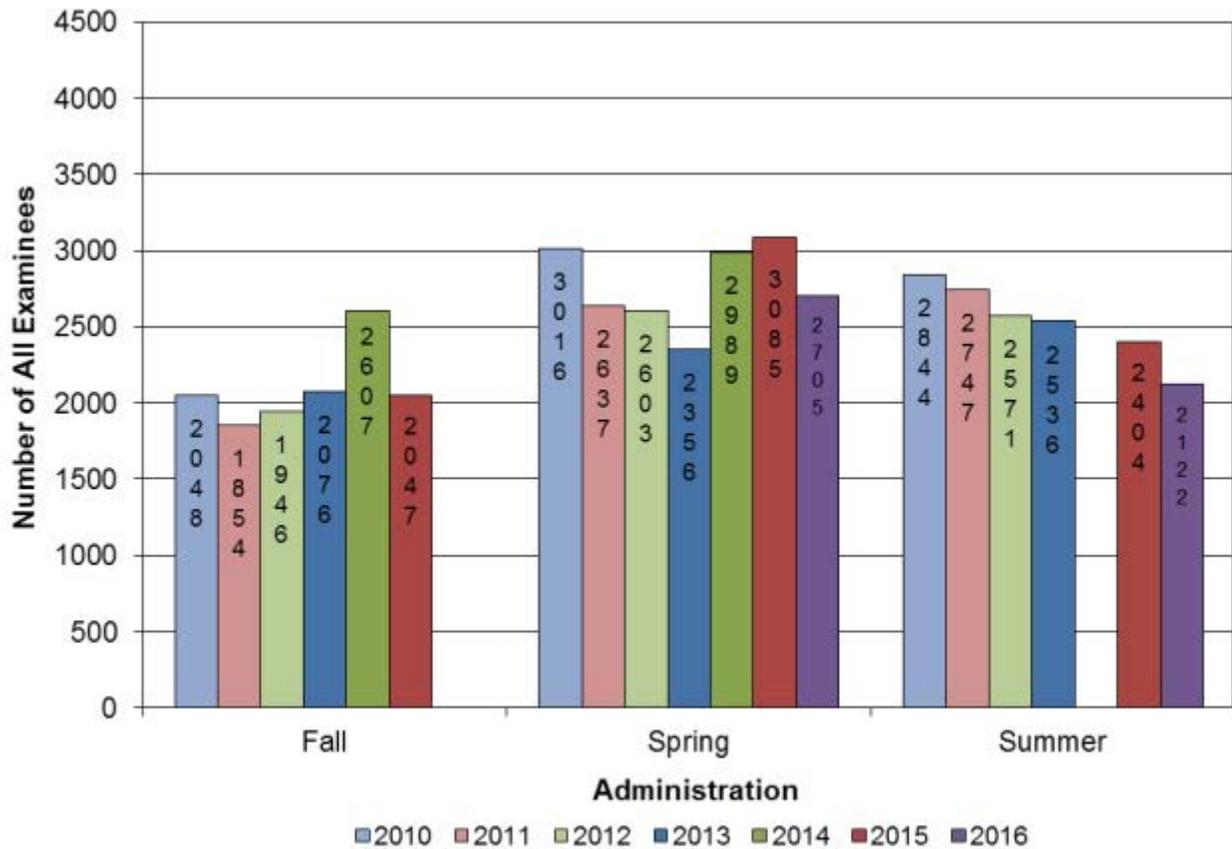
2. Among all examinees and retesters, the data does not equal the sum of the administration data because (a) an examinee who participated in more than one administration is only counted once (in each applicable row) in the data, and (b) the data shows each examinee's final status in terms of which test parts the examinee has taken across the three administrations.

3. Among first-time examinees, the fiscal year total (4,866) equals the sum of all first-time examinees at each administration because (a) each examinee is a first-time examinee only once regardless of what portion(s) of the test he or she attempts and (b) for the fiscal year data, each examinee is counted only once (See Table 3.1). The other fiscal year data for first-time examinees, however, do not equal the sum of the administration data because (a) each examinee is a first-time examinee only once and (b) the fiscal year data treats the data as if all administrations in the same year were one event. For example, if the examinee described above were a first-time examinee at the fall administration, the examinee would be included in the “attempted ELA (Language and Reading),” “attempted ELA Language,” and “attempted ELA Reading” rows for fall; no row for spring (because, though they took mathematics for the first time, they were no longer categorized as a first-time test taker because they had attempted a part of the test in the fall); and all six rows for the fiscal year data (once per row).

As shown in Table 3.1, a cumulative total of 5,707 examinees took one or all parts of the CHSPE in 2015–16. Most of these examinees (4,857) took both sections. At each administration, between 97.3 and 98.7 percent of the first-time examinees took both sections, and the percentage of examinees who took the Mathematics section was greater than the percentage of examinees who took the ELA Language and/or Reading subtests.

Figure 3.1, using data from Table 3.1 and the corresponding data from previous years, shows the number of all examinees at each administration since 2010. For each year, except for 2014 there were three administrations per fiscal year and the fall administration had the lowest number of registrants.

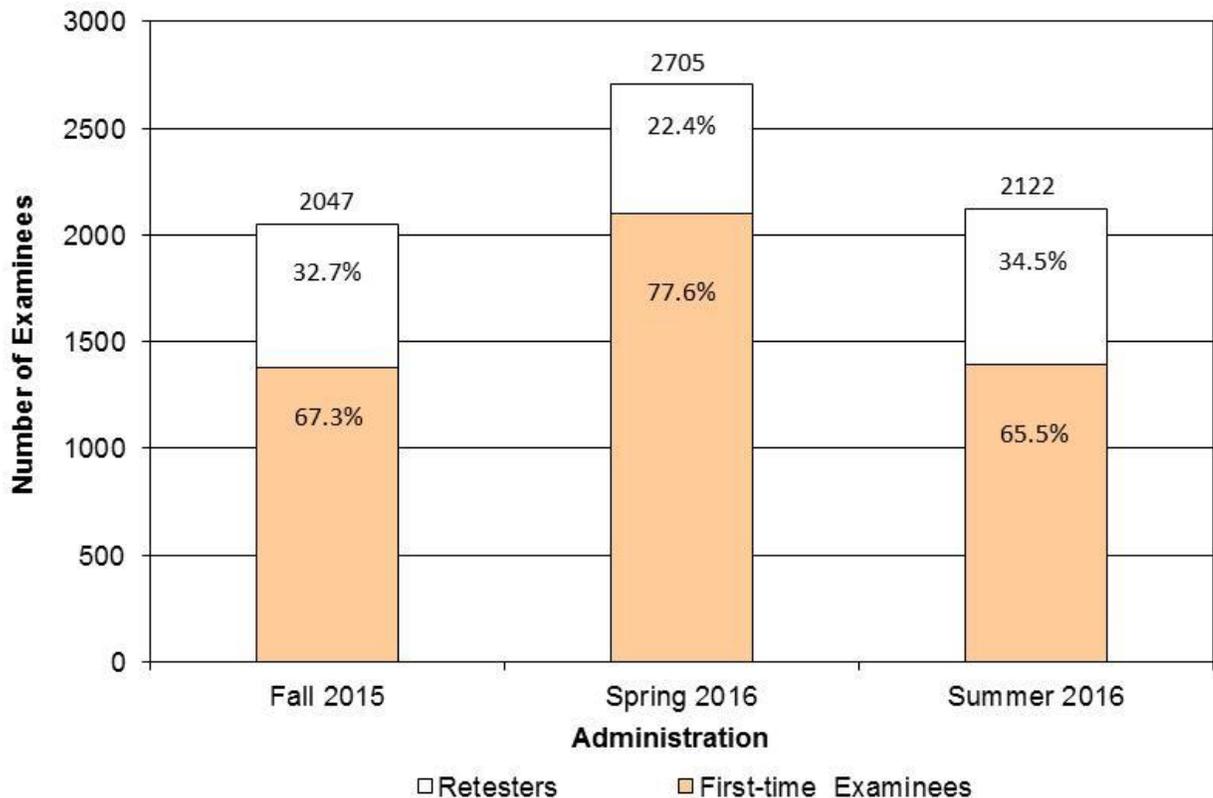
Figure 3.1: CHSPE Examinee Participation Since 2010



In 2010–11, there were 7,432 examinees. This was followed by a decline of five percent to 7,028 in 2011–12, and a further decline in 2012–13 to 6,838 (nine percent). The 2013–14 administration had only two exams totaling 5,065 which reflects an increase from the 4,302 total from the fall and spring administrations in 2012–13. The three administrations in 2014–15, experienced an increase to 8,096 examinees, an eight percent increase from the three administrations in 2012–13. Participation decreased for the three administrations in 2015–16 to 6,874 (fifteen percent), The 2015–16 fall and spring administrations show a decrease from the 2014–15 fall and spring administrations (5,692 to 4,752 respectively), a decrease of almost seventeen percent.

As shown in Figure 3.2, based on data from Table 3.1, the majority of examinees at each administration in 2015–16 were first-time examinees. The spring administration had the largest percentage of first-time examinees (77.6 percent).

Figure 3.2: CHSPE Examinee Participation, First-time Examinees and Retesters, 2015–16



Demographic Data

Tables 3.2 through 3.5 present demographic information about the 2015–16 examinees. Data are provided separately by administration and cumulatively for the year. Figure 3.3 is a graphic of the cumulative demographic data from Table 3.5. The information about examinees is self-reported by examinees in response to background questions about themselves. The questions are included in the CHSPE Information Bulletin, and examinees provide their responses on the registration form. The only data that are not

self-reported by examinees are the data about examinees granted one or more testing accommodations. These data are from program records.

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

As exhibited in Figure 3.3:

- The majority were 17 years old (37.2 percent) or 16 years old (37.1 percent).
- Just over fifty percent (52.9%) of the examinees were males.
- The largest group of examinees (47.6 percent) reported they were White.
- The next largest group (23.4 percent) indicated were Hispanic or Latino. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.)
- The majority of examinees (72.0 percent) reported English was the only language they learned as children, and most (82.2 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 (71.2 percent) reporting their most educated parent/guardian had some college education, had a college degree, or had graduate or post graduate degrees.
- About 88.9 percent of examinees were enrolled in grade twelve or below, and most of them (64.4 percent) were enrolled in a non-charter public school.
- Of the examinees 4.4 percent were granted accommodations.

As exhibited in Table 3.5 there was very little difference demographically between all examinees and first-time examinees (who were 85.2 percent of all examinees). The largest difference showed that first time examinees were 3.4 percent more likely to be sixteen years old than examinees as a whole.

Table 3.2: Demographic Data for CHSPE Examinees, Fall 2015

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2047	100.0	1378	100.0
Age (years)	15 or younger	104	5.1	78	5.7
	16	807	39.4	651	47.2
	17	764	37.3	491	35.6
	18	222	10.8	91	6.6
	19 or older	150	7.3	67	4.9
Gender	Female	921	45.0	611	44.3
	Male	1126	55.0	767	55.7
	Did not respond	921	45.0	611	44.3
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	12	0.6	6	0.4
	Asian	126	6.2	97	7.0
	Black or African American	62	3.0	36	2.6
	Filipino	25	1.2	16	1.2
	Hispanic or Latino	495	24.2	327	23.7
	Nat. Hawaiian/Pac. Islander	5	0.2	2	0.1
	White	992	48.5	672	48.8
	Two or more races	330	16.1	222	16.1
First Language(s) ^b	English only	1545	75.5	1013	73.5
	English and other lang(s)	340	16.6	243	17.6
	Lang(s) other than English	85	4.2	57	4.1
	Did not respond	77	3.8	65	4.7
Home Language ^c	Cantonese	9	0.4	7	0.5
	English	1718	83.9	1133	82.2
	Hmong	1	0.0	1	0.1
	Korean	14	0.7	9	0.7
	Mandarin (Putonghua)	18	0.9	13	0.9
	Pilipino (Tagalog)	10	0.5	6	0.4
	Spanish	84	4.1	61	4.4
	Vietnamese	6	0.3	5	0.4
	Other	101	4.9	71	5.2
	Did not respond	86	4.2	72	5.2
Parent/Guardian Education Level ^d	Not a high school graduate	157	7.7	102	7.4
	High school graduate	269	13.1	176	12.8
	Some college (includes AA degree)	428	20.9	275	20.0
	College degree	591	28.9	388	28.2
	Graduate school/post-graduate	457	22.3	330	23.9
	Unknown/did not respond	145	7.1	107	7.8

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Table 3.2: Demographic Data for CHSPE Examinees, Fall 2015 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	1762	86.1	1246	90.4
	No	278	13.6	127	9.2
	Did not respond	7	0.3	5	0.4
School Type (if enrolled in grade 12 or below)	Public	1098	62.3	801	64.3
	Private	318	18.0	213	17.1
	Charter	276	15.7	179	14.4
	Did not respond	70	4.0	53	4.3
Granted Testing Accommodation(s)	Yes	92	4.5	54	3.9
	No	1955	95.5	1324	96.1

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.

^aExaminees 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.

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

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

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

Table 3.3: Demographic Data for CHSPE Examinees, Spring 2016

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2705	100.0	2098	100.0
Age (years)	15 or younger	355	13.1	325	15.5
	16	1028	38.0	871	41.5
	17	932	34.5	689	32.8
	18	250	9.2	143	6.8
	19 or older	140	5.2	70	3.3
Gender	Female	1265	46.8	1006	48.0
	Male	1440	53.2	1092	52.0
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	12	0.4	9	0.4
	Asian	231	8.5	195	9.3
	Black or African American	68	2.5	41	2.0
	Filipino	35	1.3	30	1.4
	Hispanic or Latino	602	22.3	457	21.8
	Nat. Hawaiian/Pac. Islander	5	0.2	1	0.0
	White	1261	46.6	968	46.1
Two or more races	491	18.2	397	18.9	
First Language(s) ^b	English only	1921	71.0	1438	68.5
	English and other lang(s)	500	18.5	422	20.1
	Lang(s) other than English	137	5.1	101	4.8
	Did not respond	147	5.4	137	6.5
Home Language ^c	Cantonese	8	0.3	5	0.2
	English	2186	80.8	1659	79.1
	Hmong	1	0.0	1	0.0
	Korean	14	0.5	9	0.4
	Mandarin (Putonghua)	29	1.1	22	1.0
	Pilipino (Tagalog)	18	0.7	12	0.6
	Spanish	109	4.0	84	4.0
	Vietnamese	16	0.6	16	0.8
	Other	171	6.3	149	7.1
Did not respond	153	5.7	141	6.7	
Parent/Guardian Education Level ^d	Not a high school graduate	194	7.2	158	7.5
	High school graduate	349	12.9	265	12.6
	Some college (includes AA degree)	519	19.2	366	17.4
	College degree	764	28.2	588	28.0
	Graduate school/post-graduate	623	23.0	493	23.5
	Unknown/did not respond	256	9.5	228	10.9

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Table 3.3: Demographic Data for CHSPE Examinees, Spring 2016 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	2428	89.8	1957	93.3
	No	266	9.8	134	6.4
	Did not respond	11	0.4	7	0.3
School Type (if enrolled in grade 12 or below)	Public	1504	61.9	1254	64.1
	Private	478	19.7	363	18.5
	Charter	366	15.1	287	14.7
	Did not respond	80	3.3	53	2.7
Granted Testing Accommodation(s)	Yes	133	4.9	98	4.7
	No	2572	95.1	2000	95.3

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.

^aExaminees 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.

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

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

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

Table 3.4: Demographic Data for CHSPE Examinees, Summer 2016

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		2122	100.0	1390	100.0
Age (years)	15 or younger	183	8.6	138	9.9
	16	795	37.5	564	40.6
	17	810	38.2	523	37.6
	18	225	10.6	115	8.3
	19 or older	109	5.1	50	3.6
Gender	Female	1049	49.4	686	49.4
	Male	1073	50.6	704	50.6
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	9	0.4	6	0.4
	Asian	149	7.0	105	7.6
	Black or African American	73	3.4	46	3.3
	Filipino	24	1.1	15	1.1
	Hispanic or Latino	522	24.6	339	24.4
	Nat. Hawaiian/Pac. Islander	6	0.3	4	0.3
	White	1007	47.5	665	47.8
	Two or more races	332	15.6	210	15.1
First Language(s) ^b	English only	1516	71.4	985	70.9
	English and other lang(s)	426	20.1	284	20.4
	Lang(s) other than English	115	5.4	66	4.7
	Did not respond	65	3.1	55	4.0
Home Language ^c	Cantonese	3	0.1	1	0.1
	English	1747	82.3	1138	81.9
	Hmong	0	0.0	0	0.0
	Korean	20	0.9	14	1.0
	Mandarin (Putonghua)	16	0.8	13	0.9
	Pilipino (Tagalog)	8	0.4	5	0.4
	Spanish	90	4.2	52	3.7
	Vietnamese	10	0.5	8	0.6
	Other	160	7.5	102	7.3
	Did not respond	68	3.2	57	4.1
Parent/Guardian Education Level ^d	Not a high school graduate	173	8.2	125	9.0
	High school graduate	296	13.9	188	13.5
	Some college (includes AA degree)	477	22.5	285	20.5
	College degree	611	28.8	411	29.6
	Graduate school/post-graduate	426	20.1	289	20.8
	Unknown/did not respond	139	6.6	92	6.6

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Table 3.4: Demographic Data for CHSPE Examinees, Summer 2016 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	1915	90.2	1293	93.0
	No	200	9.4	92	6.6
	Did not respond	7	0.3	5	0.4
School Type (if enrolled in grade 12 or below)	Public	1287	67.2	900	69.6
	Private	269	14.0	166	12.8
	Charter	295	15.4	190	14.7
	Did not respond	64	3.3	37	2.9
Granted Testing Accommodation(s)	Yes	94	4.4	49	3.5
	No	2028	95.6	1341	96.5

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.

^aExaminees 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.

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

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

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

Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2015–16

		All Examinees		First-time Examinees	
		N	%	N	%
All Examinees		5707	100.0	4866	5707
Age (years)	15 or younger	532	9.3	505	10.4
	16	2118	37.1	1973	40.5
	17	2124	37.2	1787	36.7
	18	589	10.3	403	8.3
	19 or older	344	6.0	198	4.1
Gender	Female	2690	47.1	2303	47.3
	Male	3017	52.9	2563	52.7
	Did not respond	0	0.0	0	0.0
Race/ Ethnicity ^a	Amer. Indian/Alaska Native	27	0.5	21	0.4
	Asian	436	7.6	397	8.2
	Black or African American	164	2.9	125	2.6
	Filipino	70	1.2	61	1.3
	Hispanic or Latino	1337	23.4	1119	23.0
	Nat. Hawaiian/Pac. Islander	12	0.2	8	0.2
	White	2717	47.6	2321	47.7
	Two or more races	944	16.5	814	16.7
First Language(s) ^b	English only	4109	72.0	3451	70.9
	English and other lang(s)	1086	19.0	958	19.7
	Lang(s) other than English	266	4.7	223	4.6
	Did not respond	246	4.3	234	4.8
Home Language ^c	Cantonese	14	0.2	12	0.2
	English	4689	82.2	3957	81.3
	Hmong	2	0.0	2	0.0
	Korean	39	0.7	32	0.7
	Mandarin (Putonghua)	55	1.0	49	1.0
	Pilipino (Tagalog)	28	0.5	24	0.5
	Spanish	232	4.1	199	4.1
	Vietnamese	30	0.5	29	0.6
	Other	358	6.3	316	6.5
Did not respond	260	4.6	246	5.1	
Parent/Guardian Education Level ^d	Not a high school graduate	445	7.8	375	7.7
	High school graduate	747	13.1	624	12.8
	Some college (includes AA degree)	1138	19.9	939	19.3
	College degree	1654	29.0	1407	28.9
	Graduate school/post-graduate	1271	22.3	1117	23.0
	Unknown/did not respond	452	7.9	404	8.3

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Table 3.5: Demographic Data for CHSPE Examinees, Cumulative 2015–16 (cont.)

		All Examinees		First-time Examinees	
		N	%	N	%
Enrolled in Grade 12 or Below	Yes	5074	88.9	4464	91.7
	No	613	10.7	385	7.9
	Did not respond	20	0.4	17	0.3
School Type (if enrolled in grade 12 or below)	Public	3270	64.4	2921	65.4
	Private	862	17.0	739	16.6
	Charter	764	15.1	653	14.6
	Did not respond	178	3.5	151	3.4
Granted Testing Accommodation(s)	Yes	252	4.4	208	4.3
	No	5455	95.6	4658	95.7

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.

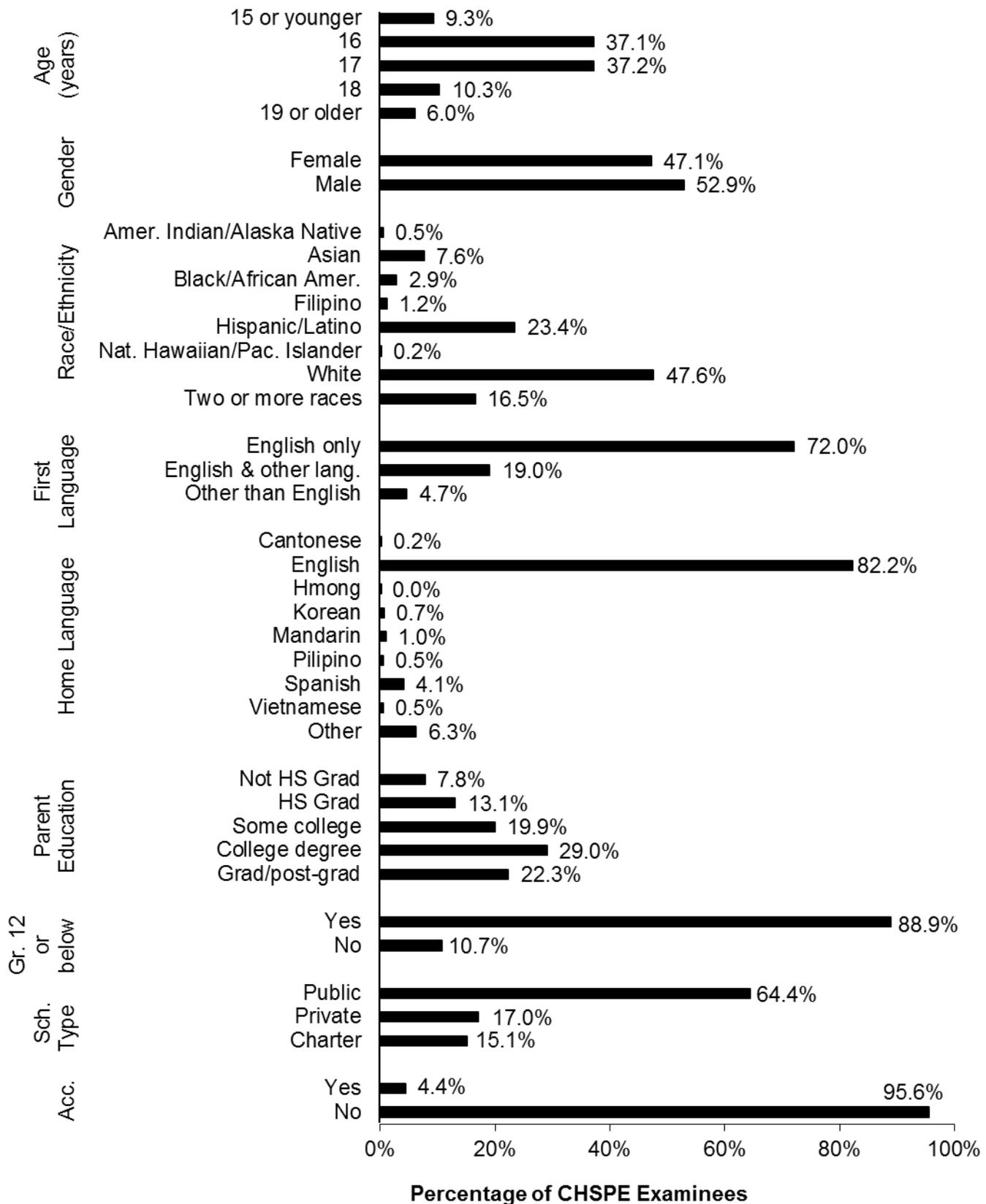
^aExaminees are first asked “Are you Hispanic or Latino?,” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.

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

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

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

Figure 3.3: Cumulative Demographic Data for 2015–16 CHSPE Examinees



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

Section 4: Examinee Performance

This section of the report provides data about the performance of examinees on the CHSPE in 2015–16 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 2015–16. Passing rates are shown on (a) both the entire ELA section and the mathematics section, (b) the ELA section (both subtests), (c) each ELA subtest, and (d) the mathematics section. Passing rates are shown separately for all examinees and for examinees making their first attempt on the test part(s). For each administration, the data for “Both ELA and Mathematics” and “ELA (Language and Reading)” include only examinees who attempted the entire test, or the two ELA subtests, respectively, at that administration. For examinees making their first attempt, only those who took those parts of the test for the first time at that administration are included. The cumulative data for all examinees for “Both ELA and mathematics” and “ELA (Language and Reading)” include examinees who, at any time during 2015–16, attempted each test section at least one time. The cumulative data for examinees making their first attempt for “Both ELA and Mathematics” and “ELA (Language and Reading)” include examinees who, across the three administrations, attempted each of those test parts for the first time, and the passing rates reflect their performance on their first attempt on each part.

Table 4.1: CHSPE Passing Rates, 2015–16

	Fall 2015			Spring 2016			Summer 2016			Cumulative 2015–16		
	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass	N	N Pass	% Pass
<u>All Examinees</u>												
Both ELA and Mathematics	1384	534	38.6	2120	1169	55.1	1394	564	40.5	4857	2731	56.2
ELA (Language and Reading)	1419	913	64.3	2162	1643	76.0	1428	927	64.9	4923	3711	75.4
ELA Language	1569	1114	71.0	2267	1849	81.6	1591	1136	71.4	5124	4099	80.0
ELA Reading	1496	1146	76.6	2214	1910	86.3	1532	1179	77.0	5017	4235	84.4
Mathematics	1890	770	40.7	2589	1595	61.6	1965	855	43.5	5500	3220	58.5
<u>Examinees Making First Attempt</u>												
Both ELA and Mathematics	1347	533	39.6	2070	1167	56.4	1352	562	41.6	4799	2275	47.4
ELA (Language and Reading)	1367	907	66.3	2091	1618	77.4	1374	916	66.7	4843	3445	71.1
ELA Language	1375	1007	73.2	2099	1736	82.7	1385	1009	72.9	4859	3752	77.2
ELA Reading	1376	1094	79.5	2099	1843	87.8	1384	1104	79.8	4859	4041	83.2
Mathematics	1380	629	45.6	2086	1324	63.5	1380	682	49.4	4846	2635	54.4

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

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

1. The cumulative data can be thought of as if the three administrations were a single event. The cumulative data represent unduplicated counts of examinees across the 2015–16 administrations and represent the final pass/fail status of those examinees.
2. Because a number of examinees took one or more parts of the CHSPE at more than one administration in the year (i.e., they were retesters) and because for the cumulative data each examinee is counted only once, the cumulative N for "All Examinees" in each row is less than the sum of all examinees at each administration.
3. As shown in Table 3.1 (in the previous section) the cumulative N of examinees making their first attempt who attempted both the ELA and Mathematics sections (4,799) is greater than the sum of those examinees at each administration (4,769) 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 (4,838) is greater than the sum of those examinees at each administration.
4. For examinees making their first attempt, the cumulative N for each individual test part, the last three rows of Table 4.1 data, equals the sum of those examinees at each administration because each examinee makes his or her first attempt on a test section only once.

As shown in Table 4.1, of the 4,857 cumulative total of examinees who, in 2015–16, attempted the entire CHSPE at least once 56.2 percent passed both sections and earned a Certificate of Proficiency. Passing rates on the ELA section were higher than passing rates on the mathematics section. Passing rates on the ELA Reading subtest were higher than passing rates on the ELA Language subtest in all three administrations. The difference in the cumulative passing rates of the two ELA subtests was less than five percent. For all the administrations, the cumulative passing rates of examinees making their first attempt were slightly lower than the passing rates of all examinees (which includes both first-time examinees and retesters). This situation occurs because examinees can retake the parts they don't pass and as a result, the pass rate for all examinees in some cases includes success after multiple attempts.

Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections. Table 4.2 shows the number of certificates awarded for each administration since 2010. The table also shows the number of examinees at each administration who were eligible to earn a certificate (by taking the test section[s] they had not yet passed) and how examinees earned certificates (by passing both sections, or by passing the ELA or Mathematics section having previously passed the other section).

**Table 4.2: Number of Examinees Awarded Certificates of Proficiency
by Administration Since 2010**

Administration	Examinees		N of Examinees Who Earned a Certificate by Passing:			Examinees Awarded Certificates	
	N	N Who Could Earn Certificate ^a	Both Sections ^b	ELA (having previously passed Math)	Mathematics (having previously passed ELA)	N	% of Those Who Could Earn a Certificate
<u>2010</u>							
Spring	3016	2972	1123	77	276	1476	49.7
Summer	2844	2804	909	131	228	1268	45.2
Fall	2048	2027	586	112	242	940	46.4
<u>2011</u>							
Spring	2637	2602	786	55	125	966	37.1
Summer	2747	2706	948	113	322	1383	51.1
Fall	1854	1827	421	82	144	647	35.4
<u>2012</u>							
Spring	2603	2561	1060	59	211	1330	51.9
Summer	2571	2532	891	94	245	1230	48.6
Fall	1946	1924	634	76	196	906	47.1
<u>2013</u>							
Spring	2356	2322	972	46	187	1205	51.9
Summer	2536	2500	725	62	138	925	37.0
Fall	2076	2039	672	80	314	1066	52.3
<u>2014</u>							
Spring	2989	2971	1022	51	138	1211	40.8
Fall	2607	2566	1053	73	264	1390	54.2
<u>2015</u>							
Spring	3085	3040	1298	78	257	1633	53.7
Summer	2404	2357	803	115	241	1159	49.2
Fall	2047	2010	549	100	120	769	38.3
<u>2016</u>							
Spring	2705	2669	1189	78	248	1515	56.8
Summer	2122	2078	580	111	143	834	40.1
					TOTAL:	21,853	

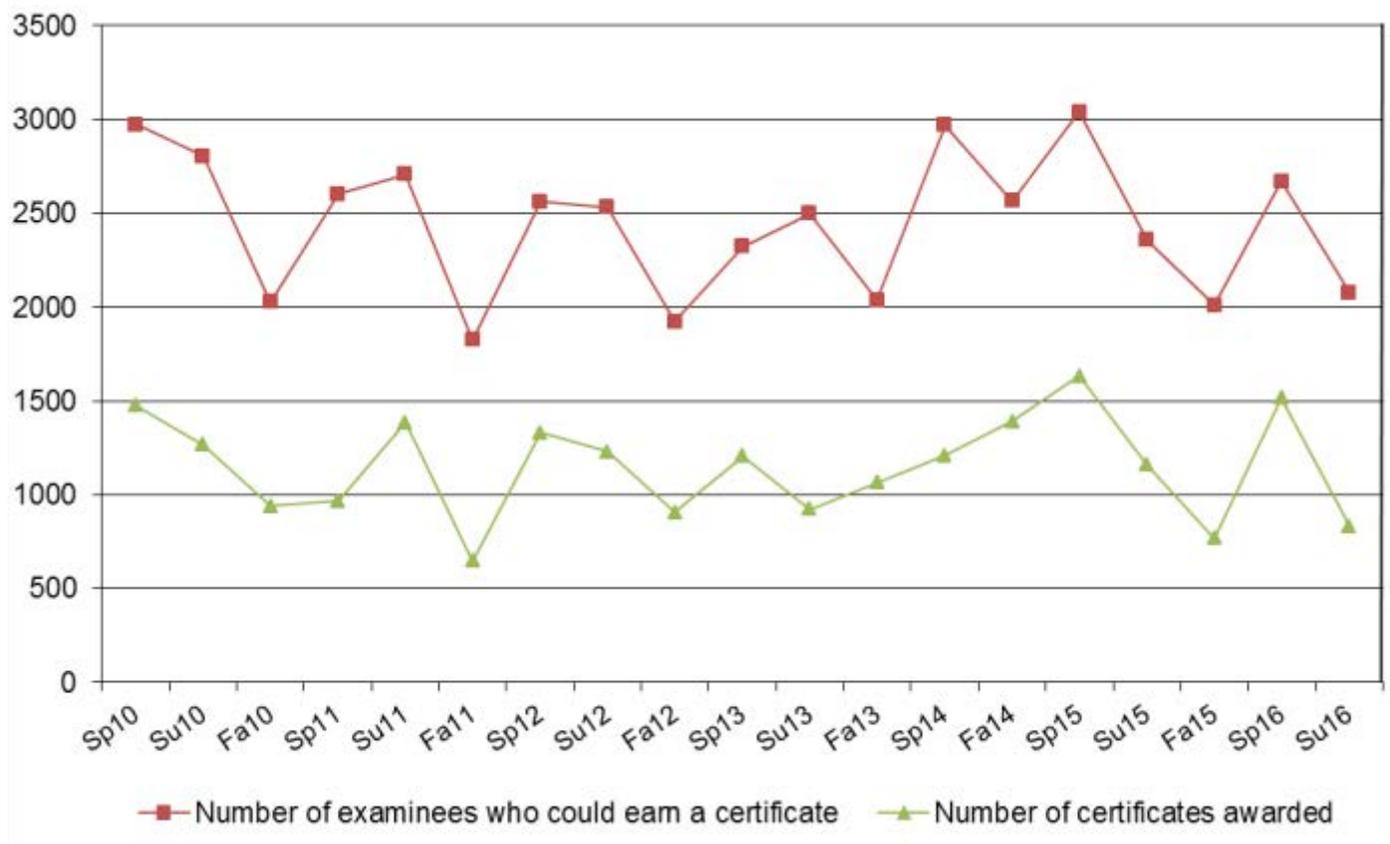
Note. Examinees are awarded a Certificate of Proficiency once they have passed both CHSPE sections.

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

^b This number includes two groups of examinees: (a) examinees who had not previously passed any part of the exam and who took and passed all three parts, and (b) examinees who had previously passed only one English-language arts subtest and who, at the specified administration, took and passed both the other English-language arts subtest and the Mathematics section. It is larger than the number of all examinees who passed both the English-language arts section and the Mathematics section reported in Table 4.1 because that number includes only examinees in the first group.

The number of examinees eligible to earn a certificate, and the number certificates awarded at each administration (from Table 4.2), are shown graphically in Figure 4.1. At least 97 percent of the examinees at each administration were eligible for a certificate. The majority of the examinees at each administration who earned certificates did so by passing both sections. The percentage of eligible examinees who earned certificates at each administration since March 2010 ranged from about 35.4 percent (fall 2011) to 56.8 percent (spring 2016). A total of 21,853 Certificates of Proficiency have been awarded since 2010.

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



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

Passing Rates by Examinee Subgroup

Note that examinees may take each part of the CHSPE as many times as necessary to pass. They are asked to provide answers to the background questions each time they register to test. Because some of the demographic variables for an individual examinee can change from one administration to another (i.e., age, parent/guardian education level, enrolled in grade twelve or below, and school type), for the cumulative data in these tables and figures, the most recent background information available is used for each examinee.¹¹ The following is a summary of the CHSPE 2015–16 passing rates for examinee subgroups presented in Tables 4.3 through 4.7 and Figures 4.2 through 4.6.

Age

As shown in Table 4.3, age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees. Among examinees who attempted the entire test, cumulatively 74.6 percent of the examinees who were 15 years old or younger passed the exam, while only 26.9 percent of examinees 19 years and over passed. This pattern of younger examinees passing at a higher rate than older examinees is true for all three tests, subtests, and sections for all three administrations. The differences in passing rates among age groups are smallest on the Reading subtest and largest on the mathematics section (which had the lowest passing rates of the three test parts).

Gender

Among all examinees who took both CHSPE sections, males slightly out scored their female counterparts in cumulative passing rates 57.6 percent to 54.7 percent (see Table 4.3), respectively. Female examinees outperformed male examinees on both subtests of the ELA section, and male examinees outperformed female examinees on the mathematics section. These patterns were true at both administrations and cumulatively.

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

Race/Ethnicity

Race/ethnicity is associated with relatively large differences in passing rates on the total test. Cumulatively, on the total CHSPE, Asian examinees had the highest passing rate (72.5 percent), followed by examinees categorized by two or more races (59.2 percent), White examinees (58.8 percent), and Filipino examinees (57.4 percent). Hispanic or Latino, and Black or African American examinees passed at lower rates (46.5 percent, and 30.3 percent, respectively). Cumulatively, on each of the three test parts, Asian, Filipino, and White examinees, and those categorized as two or more races, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of American Indian or Alaska Native, Native Hawaiian/Pacific Islanders, and Filipino examinees (65 or fewer each). (see Appendix B).

First Language(s)

Examinees whose first language(s) were English or English and another language(s) had a higher cumulative passing rate on the total CHSPE (56.4 percent) than examinees whose first language was a language other than English (46.9 percent). The Mathematics section examinees whose first language(s) were language(s) other than English showed the highest pass rates (60.0 percent). The highest passing rates for the Reading subtest and Language subtest were in the English only speaking group. On the Reading subtest, where the largest differences were observed, examinees whose first language was English only passed at a higher rate (86.8 percent) than examinees whose first languages were English and another language(s) (79.7 percent) and examinees whose first language(s) were other than English (67.2 percent). For the ELA section (both subtests) examinees whose first language was other than English passed at a significantly lower rate than the other examinees.

Home Language

Like race/ethnicity, age, and parent/guardian education level, home language is associated with relatively large differences in passing rates. It is difficult to draw many conclusions from the home language data. Three of the nine home language subgroups (Cantonese, Hmong, and Filipino [Tagalog]) had 25 or fewer examinees cumulatively. The next smallest home language groups were Vietnamese at 28 and Korean at 32. Cumulatively, the home languages with the largest testing numbers were English at 3,954, other at 313, and Spanish at 197. Cumulatively,

examinees whose home language is Mandarin (Putonghua) passed the CHSPE at the highest rate (79.6 percent), followed by examinees whose home language is Vietnamese (78.6 percent), Korean (65.6 percent) English (56.2 percent), Other (55.9 percent), and Spanish (38.6 percent). Across the three test parts, the differences in cumulative passing rates among the home language groups were largest on the mathematics section (where examinees whose home language is Mandarin [Putonghua] had the highest passing rate) and smallest on the Reading subtest (where examinees whose home language is English had the highest passing rate).

Parent/Guardian Education Level

This variable is also associated with relatively large differences in passing rates, and its relationship to CHSPE performance was fairly consistent: the higher the parent/guardian education level, the higher the CHSPE performance. Among examinees who attempted the entire test, cumulatively 70.8 percent of the examinees whose parent/guardian education level was graduate school or post-graduate work passed the exam, while only 43.1 percent of the examinees whose parent/guardian education level was less than a high school graduate passed. This pattern is consistent for all three test parts and at both administrations.

Enrolled in Grade Twelve or Below

Consistent with the performance differences among age subgroups, examinees who were enrolled in grade twelve or below when they took the test consistently outperformed the examinees who were not. Cumulatively, among examinees who took both CHSPE sections, 57.6 percent of examinees enrolled in grade twelve or below passed the exam and 41.5 percent of the examinees not enrolled passed. This relationship also occurred in all administrations and on all three test parts except for the Summer 2016 Reading Subtest, examinees not enrolled passed at a slightly higher rate than examinees enrolled in grade twelve or below.

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 64.9 percent, while the passing rates for non-charter public school students and charter public school students were 56.6 percent and 50.9 percent, respectively.

Examinees Granted One or More Testing Accommodations

Cumulatively, on the total CHSPE, the 4.3 percent of examinees who tested with one or more testing accommodations passed the test at a higher rate than examinees without accommodations (58.0 percent vs. 56.2 percent, respectively).

Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2015–16

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Entire Test		1384	38.6	2120	55.1	1394	40.5	4857	56.2
Age (years)	15 or younger	78	50.0	325	71.7	138	46.4	503	74.6
	16	643	45.1	873	58.1	560	45.0	1957	62.5
	17	500	36.2	697	49.9	528	40.2	1781	52.0
	18	93	17.2	149	41.6	114	21.1	408	37.0
	19 or older	70	11.4	76	25.0	54	22.2	208	26.9
Gender	Female	616	39.8	1014	54.6	679	37.7	2293	54.7
	Male	768	37.6	1106	55.6	715	43.1	2564	57.6
Race/Ethnicity ^a	Amer. Indian/Alaska Native	7		9		6		22	
	Asian	97	45.4	199	72.9	102	59.8	396	72.5
	Black or African American	38	23.7	46	23.9	48	16.7	132	30.3
	Filipino	16		29	51.7	15		61	57.4
	Hispanic or Latino	326	28.2	462	42.4	341	35.5	1107	46.5
	Nat. Hawaiian/Pac. Islander	2		1		4		8	
	White	673	42.9	970	58.0	671	40.7	2318	58.8
Two or more races	225	40.9	404	58.4	207	43.0	813	59.2	
First Language(s) ^b	English only	1020	38.8	1454	55.4	988	40.5	3448	56.4
	English and other lang(s)	237	38.8	422	56.9	281	41.3	950	56.4
	Lang(s) other than English	60	21.7	107	40.2	72	31.9	226	46.9
Home Language ^c	Cantonese	8		6		1		13	
	English	1136	38.5	1684	55.9	1137	40.6	3954	56.2
	Hmong	1		1		0		2	
	Korean	10		9		13		32	65.6
	Mandarin (Putonghua)	13		22		13		49	79.6
	Pilipino (Tagalog)	6		11		5		24	
	Spanish	61	32.8	82	26.8	56	23.2	197	38.6
	Vietnamese	5		16		7		28	78.6
Other	70	37.1	148	52.0	106	37.7	313	55.9	
Parent/Guardian Education Level ^d	Not a high school graduate	109	22.0	162	48.8	126	24.6	378	43.1
	High school graduate	177	22.6	271	39.5	191	24.6	623	39.6
	Some college (inc. AA deg.)	276	28.3	370	47.0	289	34.3	942	49.0
	College degree	387	42.4	595	60.7	410	43.4	1400	60.3
	Grad. school/post-graduate	325	56.6	494	66.2	287	59.9	1111	70.8
Enrolled in Grade 12 or Below	Yes	1247	39.9	1971	56.2	1293	41.7	4439	57.6
	No	131	26.7	142	40.8	96	24.0	400	41.5

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Table 4.3: CHSPE Passing Rates by Examinee Subgroup, 2015–16 (cont.)

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	800	40.5	1262	55.9	900	42.6	2902	56.6
	Private	215	40.9	369	62.3	160	42.5	738	64.9
	Charter	180	31.1	288	50.0	195	33.8	647	50.9
Granted Testing Accommodation(s)	Yes	55	36.4	99	57.6	51	35.3	207	58.0
	No	1329	38.7	2021	55.0	1343	40.7	4650	56.2

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.

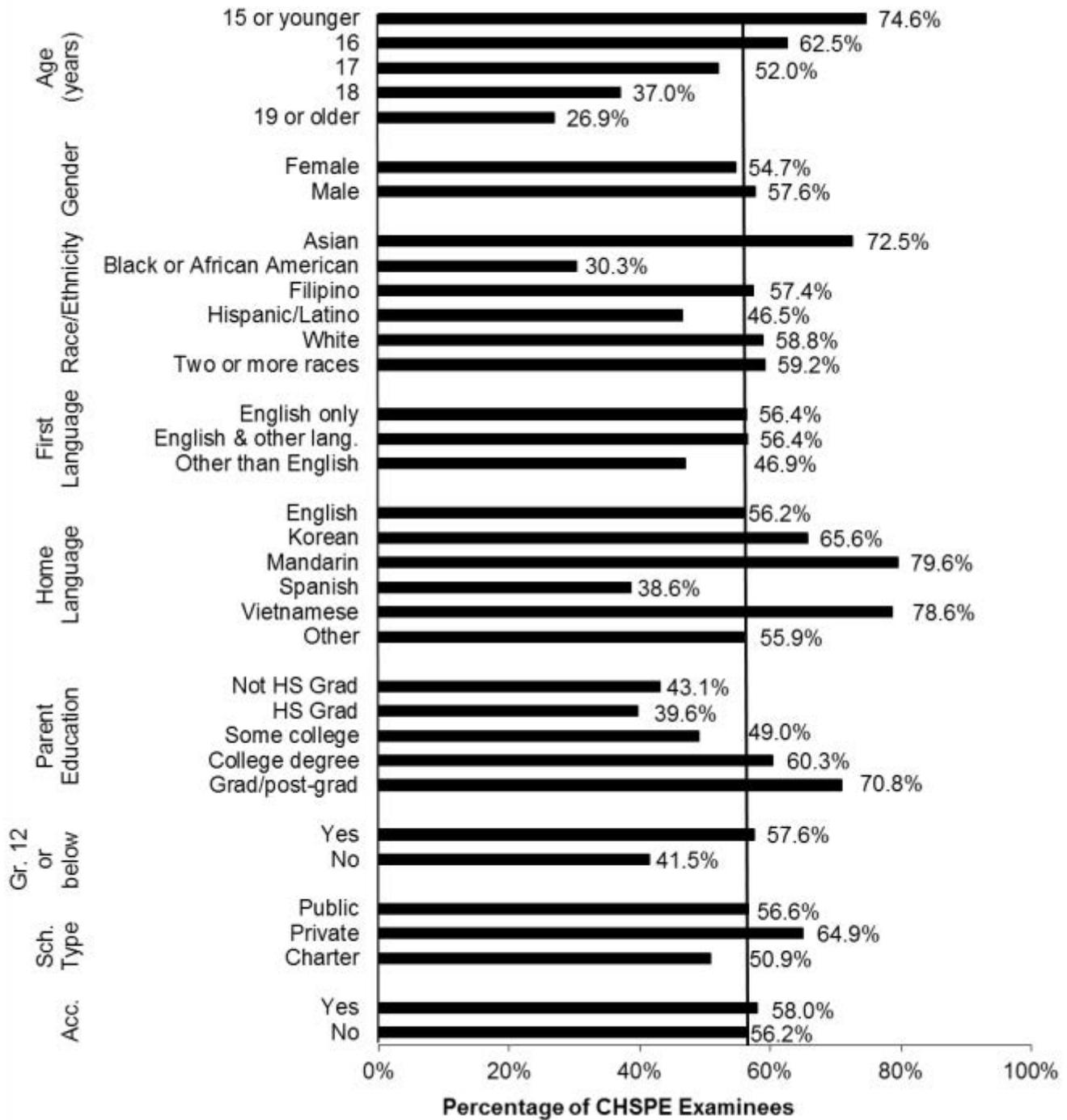
^aExaminees are first asked "Are you Hispanic or Latino?" to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

^dExaminees 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, 2015–16



Note. Data are from Table 4.3. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 56.2 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, 2015–16

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted English-language Arts Section (both subtests)		1419	64.3	2162	76.0	1428	64.9	4923	75.4
Age (years)	15 or younger	80	77.5	328	86.6	140	67.9	528	85.8
	16	658	70.4	885	80.0	574	70.7	2044	81.3
	17	510	63.7	711	72.4	540	63.5	1755	72.8
	18	96	39.6	155	61.9	119	47.9	381	57.0
	19 or older	75	33.3	83	48.2	55	47.3	215	47.4
Gender	Female	627	70.8	1028	81.7	692	69.5	2319	79.6
	Male	792	59.2	1134	70.8	736	60.6	2604	71.7
Race/Ethnicity ^a	Amer. Indian/Alaska Native	7		9		6		22	
	Asian	99	66.7	200	80.5	104	66.3	400	80.0
	Black or African American	39	56.4	47	59.6	48	60.4	132	62.9
	Filipino	16		30	63.3	15		61	70.5
	Hispanic or Latino	339	56.3	474	69.4	350	58.6	1132	68.7
	Nat. Hawaiian/Pac. Islander	2		1		4		7	
	White	687	68.1	992	78.3	685	67.2	2338	77.4
Two or more races	230	65.7	409	78.7	216	68.1	831	79.2	
First Language(s) ^b	English only	1038	66.7	1477	77.8	1012	68.1	3476	77.2
	English and other lang(s)	250	59.6	435	74.5	286	59.1	963	72.1
	Lang(s) other than English	64	39.1	113	59.3	76	40.8	240	58.3
Home Language ^c	Cantonese	8		7		1		14	
	English	1163	65.7	1710	77.8	1165	67.1	3984	76.6
	Hmong	1		1		0		2	
	Korean	10		9		15		33	66.7
	Mandarin (Putonghua)	14		23		13		50	78.0
	Pilipino (Tagalog)	7		12		5		24	
	Spanish	64	57.8	85	63.5	56	42.9	202	61.9
	Vietnamese	5		16		7		28	82.1
	Other	73	50.7	157	65.6	109	47.7	327	66.7
Parent/Guardian Education Level ^d	Not a high school graduate	113	46.9	165	67.3	130	47.7	391	61.1
	High school graduate	181	50.8	279	64.5	193	52.8	636	63.5
	Some college (inc. AA deg.)	280	61.1	379	72.0	301	60.5	943	72.3
	College degree	404	65.1	608	79.1	419	69.7	1414	77.7
	Grad. school/post-graduate	330	78.5	501	85.2	291	78.0	1118	86.1
Enrolled in Grade 12 or Below	Yes	1277	65.3	2004	76.7	1325	65.4	4517	76.2
	No	135	56.3	150	66.7	98	59.2	387	66.7

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Table 4.4: CHSPE English-language Arts Passing Rates by Examinee Subgroup, 2015–16 (cont.)

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	821	64.6	1281	75.3	924	65.2	2961	74.8
	Private	219	68.5	376	84.0	165	68.5	751	82.8
	Charter	184	60.9	292	73.6	198	61.1	655	72.8
Granted Testing Accommodation(s)	Yes	56	60.7	102	80.4	53	64.2	207	78.3
	No	1363	64.5	2060	75.8	1375	64.9	4716	75.3

Note. N = number of examinees. Within a category, Ns don't always sum to the total N due to nonresponses.

Passing rates are not reported for groups with fewer than 25 examinees. For the cumulative data, background information provided by the examinee the last time the examinee attempted any part of the test is used.

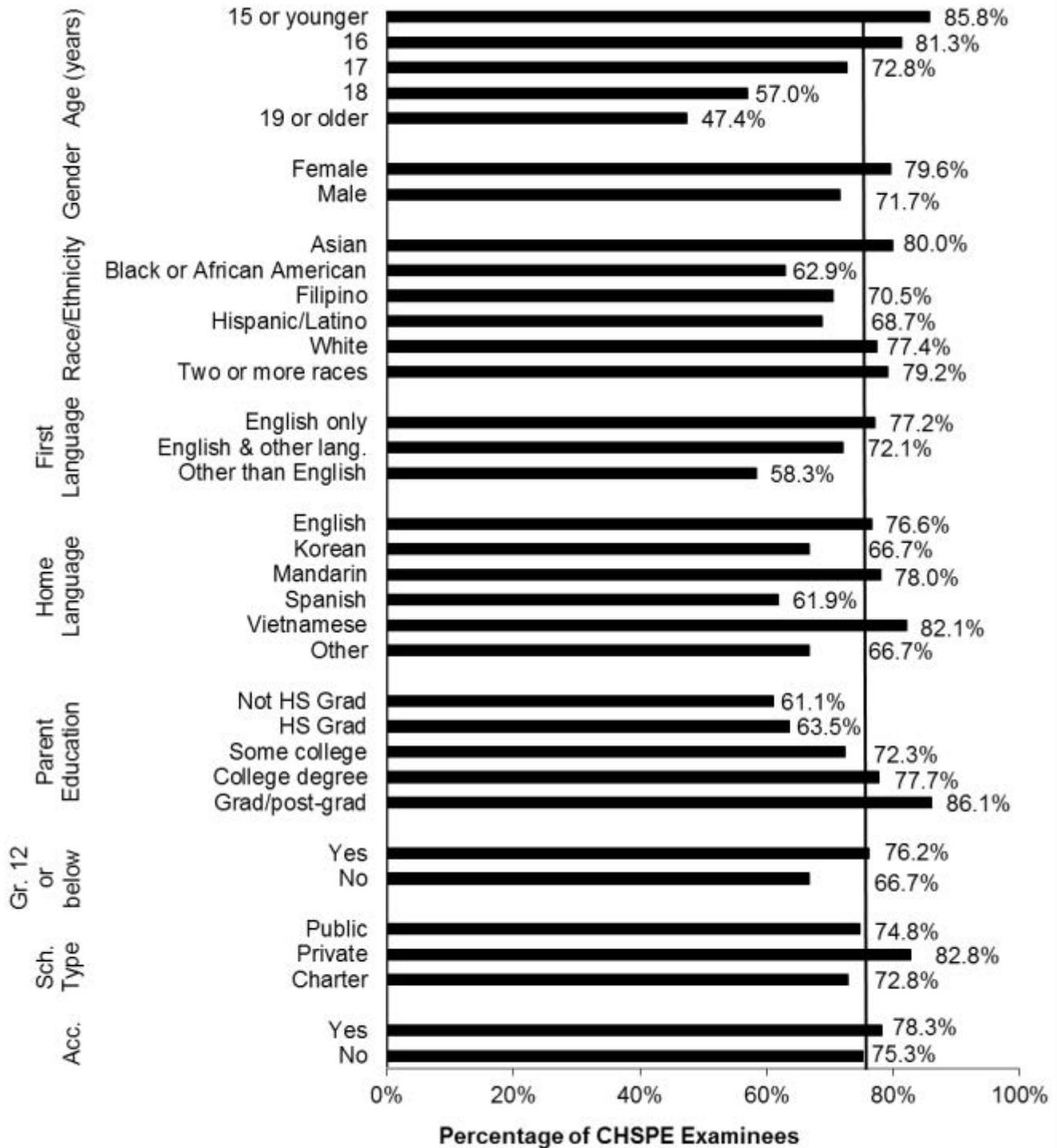
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

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

Figure 4.3: CHSPE Cumulative English-language Arts Passing Rates by Examinee Subgroup, 2015–16



Note. Data are from Table 4.4. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 75.4 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, 2015–16

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Language Subtest		1569	71.0	2267	81.6	1591	71.4	5124	80.0
Age (years)	15 or younger	87	86.2	331	92.1	149	75.8	544	90.6
	16	699	77.4	918	84.4	626	76.4	2096	85.6
	17	569	69.6	750	79.2	605	70.7	1831	77.4
	18	121	52.9	175	70.9	144	56.9	415	65.1
	19 or older	93	40.9	93	54.8	67	52.2	238	52.1
Gender	Female	680	78.4	1051	88.7	744	77.2	2392	85.2
	Male	889	65.4	1216	75.4	847	66.4	2732	75.4
Race/Ethnicity ^a	Amer. Indian/Alaska Native	8		10		7		23	
	Asian	108	81.5	205	86.8	117	79.5	415	86.5
	Black or African American	47	66.0	52	71.2	52	63.5	142	71.1
	Filipino	18		30	70.0	19		63	74.6
	Hispanic or Latino	382	63.1	500	76.8	388	64.9	1192	73.6
	Nat. Hawaiian/Pac. Islander	2		1		4		7	
	White	748	74.5	1046	82.9	761	73.7	2421	82.0
	Two or more races	256	69.5	423	83.7	243	72.8	861	82.3
First Language(s) ^b	English only	1160	71.7	1562	82.7	1128	72.8	3636	81.0
	English and other lang(s)	270	69.6	450	81.1	319	70.2	991	78.4
	Lang(s) other than English	70	61.4	116	67.2	85	54.1	248	67.3
Home Language ^c	Cantonese	8		7		1		14	
	English	1292	71.4	1799	83.0	1295	72.3	4153	80.7
	Hmong	1		1		0		2	
	Korean	12		10		16		37	78.4
	Mandarin (Putonghua)	15		25	80.0	16		52	80.8
	Pilipino (Tagalog)	7		12		7		24	
	Spanish	73	63.0	89	71.9	58	50.0	213	65.3
	Vietnamese	5		16		9		29	86.2
Other	80	70.0	164	73.2	127	67.7	337	77.7	
Parent/Guardian Education Level ^d	Not a high school graduate	122	61.5	167	69.5	139	58.3	403	67.5
	High school graduate	204	59.3	299	73.2	218	61.0	673	70.3
	Some college (inc. AA deg.)	311	68.2	406	78.3	345	65.5	988	76.5
	College degree	448	71.9	636	84.6	463	77.5	1470	82.9
	Grad. school/post-graduate	362	82.6	525	89.3	316	81.6	1154	88.9
Enrolled in Grade 12 or Below	Yes	1401	72.2	2090	82.3	1468	72.1	4682	81.0
	No	161	61.5	168	71.4	118	62.7	423	69.3

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**Table 4.5: CHSPE Language Subtest Passing Rates by Examinee Subgroup, 2015–16
(cont.)**

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	889	72.0	1326	81.1	1008	71.9	3054	79.9
	Private	236	76.3	393	88.5	187	77.0	773	86.9
	Charter	219	67.1	310	80.0	228	66.7	701	78.0
Granted Testing Accommodation(s)	Yes	64	65.6	108	86.1	63	69.8	219	81.7
	No	1505	71.2	2159	81.3	1528	71.5	4905	79.9

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

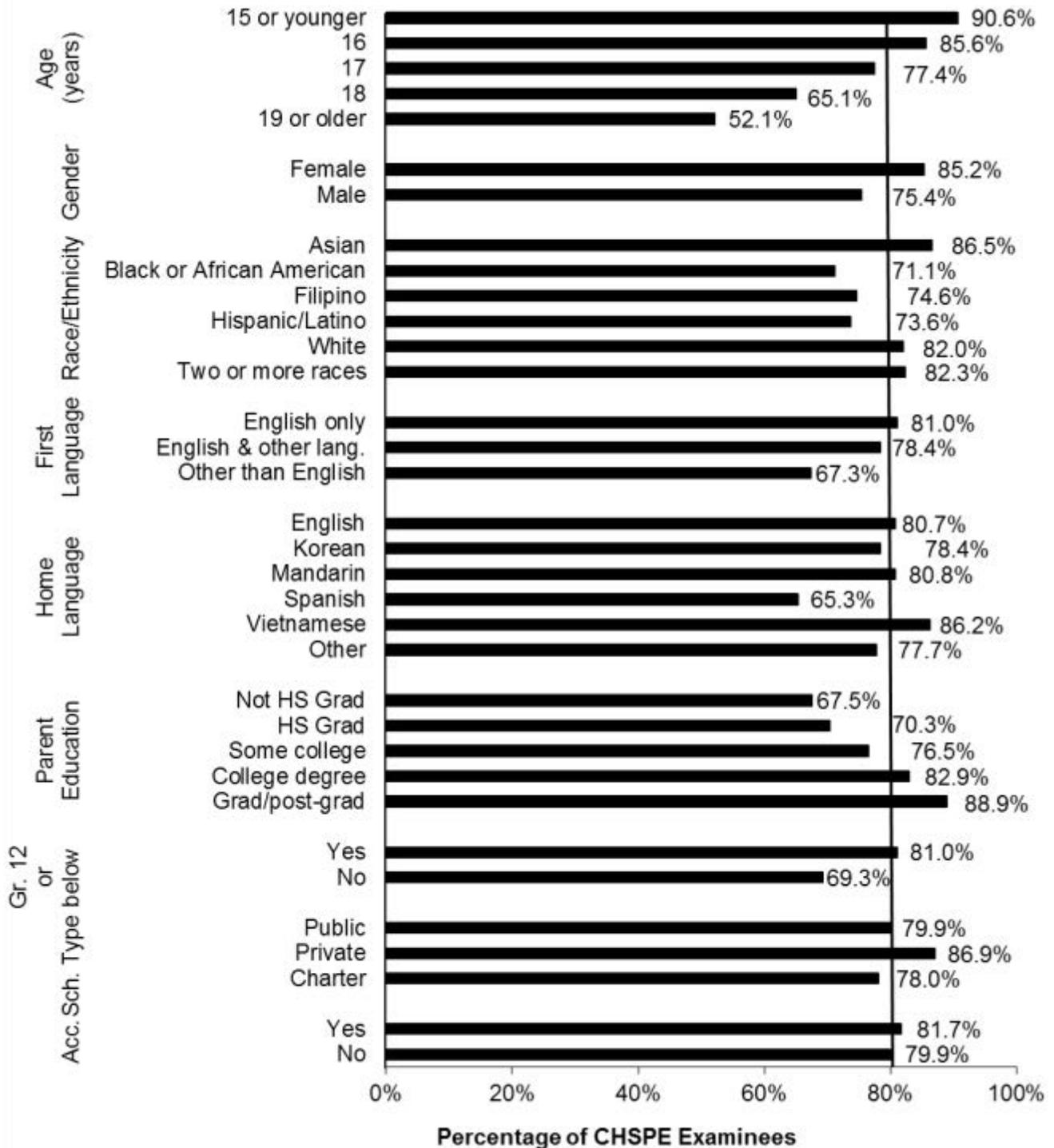
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

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

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

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

Figure 4.4: CHSPE Cumulative Language Subtest Passing Rates by Examinee Subgroup, 2015–16



Note. Data are from Table 4.5. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 80.0 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, 2015–16

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Reading Subtest		1496	76.6	2214	86.3	1532	77.0	5017	84.4
Age (years)	15 or younger	82	80.5	332	92.5	149	79.9	535	92.0
	16	679	82.9	900	89.8	610	81.1	2092	89.2
	17	542	74.0	738	83.1	579	76.3	1779	81.8
	18	108	63.0	158	79.1	133	65.4	387	72.4
	19 or older	85	56.5	86	66.3	61	59.0	224	62.9
Gender	Female	652	78.8	1053	87.2	747	77.0	2355	85.2
	Male	844	74.9	1161	85.4	785	76.9	2662	83.7
Race/Ethnicity ^a	Amer. Indian/Alaska Native	7		9		6		22	
	Asian	106	67.0	211	86.3	116	71.6	407	82.6
	Black or African American	41	70.7	48	70.8	51	70.6	135	73.3
	Filipino	17		31	87.1	16		62	85.5
	Hispanic or Latino	359	70.2	486	82.5	377	74.3	1158	80.6
	Nat. Hawaiian/Pac. Islander	2		1		4		7	
	White	722	81.2	1012	87.5	731	79.6	2375	86.4
Two or more races	242	77.7	416	89.4	231	76.6	851	86.6	
First Language(s) ^b	English only	1090	79.8	1507	88.0	1068	81.9	3537	86.8
	English and other lang(s)	267	71.5	448	84.6	320	66.6	983	79.7
	Lang(s) other than English	70	42.9	122	73.0	86	54.7	247	67.2
Home Language ^c	Cantonese	8		7		2		14	
	English	1222	78.8	1748	87.6	1239	80.2	4053	86.1
	Hmong	1		1		0		2	
	Korean	11		11		17		34	67.6
	Mandarin (Putonghua)	17		26	88.5	13		52	76.9
	Pilipino (Tagalog)	7		14		5		24	
	Spanish	64	73.4	89	78.7	64	65.6	206	77.2
	Vietnamese	5		16		7		28	82.1
Other	84	58.3	160	76.9	125	53.6	338	70.7	
Parent/Guardian Education Level ^d	Not a high school graduate	120	63.3	171	84.2	137	61.3	408	74.5
	High school graduate	192	67.7	283	77.7	214	68.7	648	76.7
	Some college (inc. AA deg.)	300	74.3	394	85.5	317	77.9	959	84.2
	College degree	424	76.4	619	86.9	453	78.4	1439	84.6
	Grad. school/post-graduate	343	88.3	515	92.0	309	87.7	1132	92.6
Enrolled in Grade 12 or Below	Yes	1340	76.9	2047	86.8	1421	76.8	4601	84.7
	No	149	74.5	159	79.2	106	79.2	397	80.9

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**Table 4.6: CHSPE Reading Subtest Passing Rates by Examinee Subgroup, 2015–16
(cont.)**

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	854	75.4	1303	85.5	986	77.6	3015	83.7
	Private	237	79.3	388	92.0	183	77.0	768	89.3
	Charter	192	77.6	297	85.5	210	71.9	668	82.9
Granted Testing Accommodation(s)	Yes	62	71.0	105	89.5	59	72.9	213	85.0
	No	1434	76.8	2109	86.1	1473	77.1	4804	84.4

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.

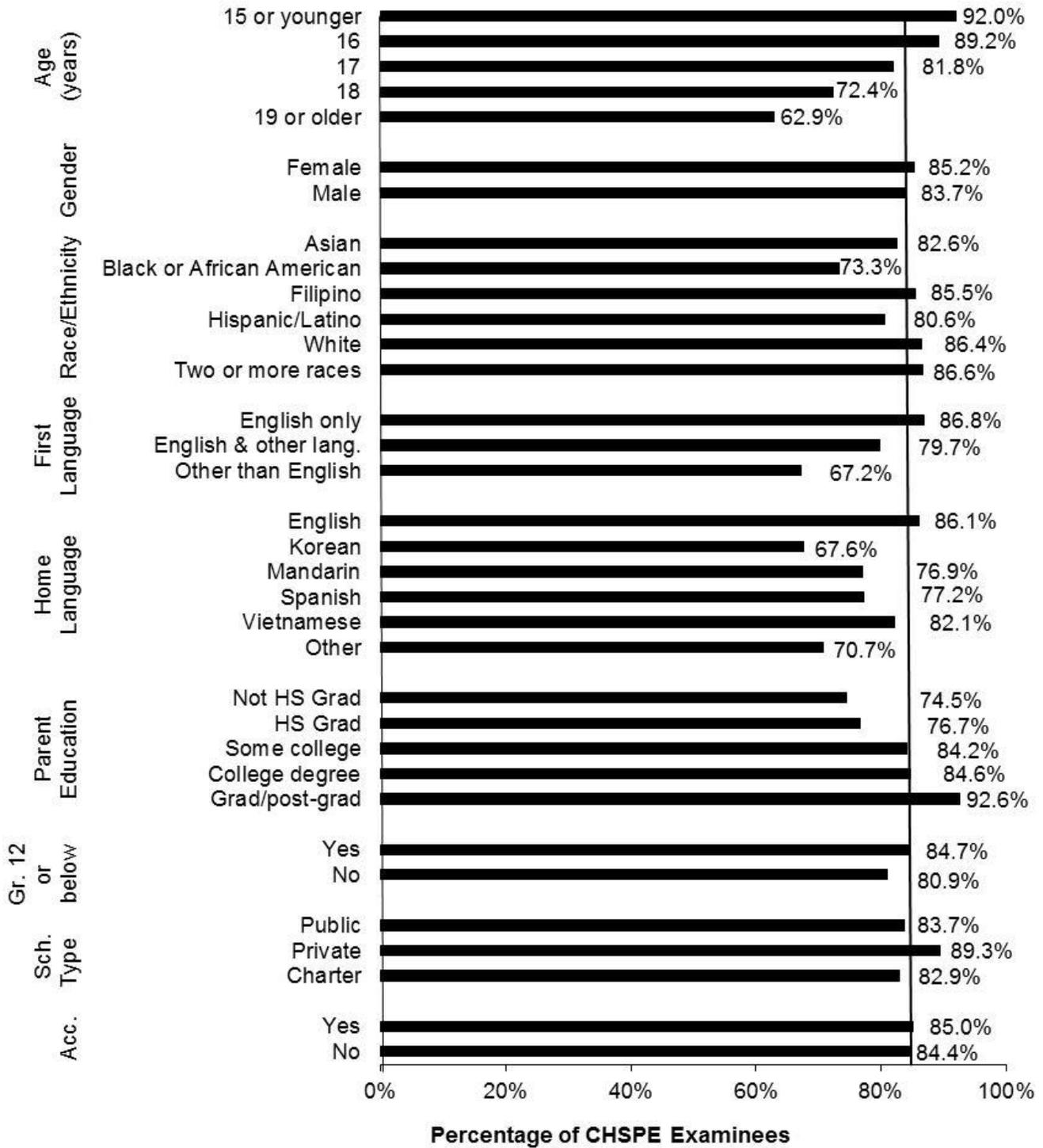
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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, 2015–16



Note: Data are from Table 4.6. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 84.4 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, 2015–16

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
All Examinees Who Attempted Mathematics Section		1890	40.7	2589	61.6	1965	43.5	5500	58.5
Age (years)	15 or younger	96	53.1	348	78.2	174	56.9	531	79.5
	16	758	49.6	992	65.9	739	48.7	2074	67.0
	17	697	37.6	891	57.8	750	42.1	2029	53.9
	18	200	29.0	234	46.6	202	26.7	551	40.1
	19 or older	139	16.5	124	36.3	100	26.0	315	29.8
Gender	Female	876	37.9	1236	59.1	993	38.7	2626	55.1
	Male	1014	43.2	1353	63.9	972	48.5	2874	61.7
Race/Ethnicity ^a	Amer. Indian/Alaska Native	12		11		9		27	48.1
	Asian	114	57.0	221	81.4	134	64.2	422	78.4
	Black or African American	57	26.3	64	29.7	72	20.8	158	31.0
	Filipino	23		33	54.5	24		68	54.4
	Hispanic or Latino	451	30.4	569	50.1	484	40.5	1276	48.4
	Nat. Hawaiian/Pac. Islander	5		5		6		12	
	White	919	45.0	1205	64.7	931	44.5	2619	61.4
	Two or more races	309	40.5	481	63.6	305	42.6	918	61.1
First Language(s) ^b	English only	1435	39.5	1847	61.1	1415	42.0	3965	57.8
	English and other lang(s)	308	41.9	472	64.2	389	46.3	1040	58.8
	Lang(s) other than English	72	43.1	124	51.6	101	51.5	245	60.0
Home Language ^c	Cantonese	9		7		3		14	
	English	1591	39.5	2102	61.5	1626	42.3	4519	57.7
	Hmong	1		1		0		2	
	Korean	12		13		18		36	83.3
	Mandarin (Putonghua)	14		24		14		49	87.8
	Pilipino (Tagalog)	9		15		8		27	55.6
	Spanish	79	31.6	103	34.0	87	37.9	224	41.5
	Vietnamese	6		16		10		30	80.0
	Other	86	47.7	157	65.6	136	51.5	337	63.5
Parent/Guardian Education Level ^d	Not a high school graduate	144	29.2	186	58.1	160	35.6	428	48.4
	High school graduate	250	24.8	331	50.2	279	33.0	720	44.4
	Some college (inc. AA deg.)	399	34.1	491	54.2	435	37.7	1094	51.7
	College degree	540	45.6	733	66.4	564	46.1	1592	62.4
	Grad. school/post-graduate	422	54.0	597	69.3	404	57.7	1226	71.4
Enrolled in Grade 12 or Below	Yes	1628	42.6	2335	62.9	1770	45.3	4905	60.4
	No	256	28.5	244	49.6	188	27.7	576	42.7

(continued on next page)

Table 4.7: CHSPE Mathematics Passing Rates by Examinee Subgroup, 2015–16 (cont.)

		Fall 2015		Spring 2016		Summer 2016		Cumulative 2015–16	
		N	% Pass	N	% Pass	N	% Pass	N	% Pass
School Type (if enrolled in grade 12 or below)	Public	1022	42.7	1452	61.9	1201	46.4	3177	59.6
	Private	296	43.2	461	68.8	245	44.9	832	66.7
	Charter	246	38.6	351	58.7	267	37.1	728	54.9
Granted Testing Accommodation(s)	Yes	87	31.0	127	63.0	84	36.9	242	57.0
	No	1803	41.2	2462	61.5	1881	43.8	5258	58.6

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.

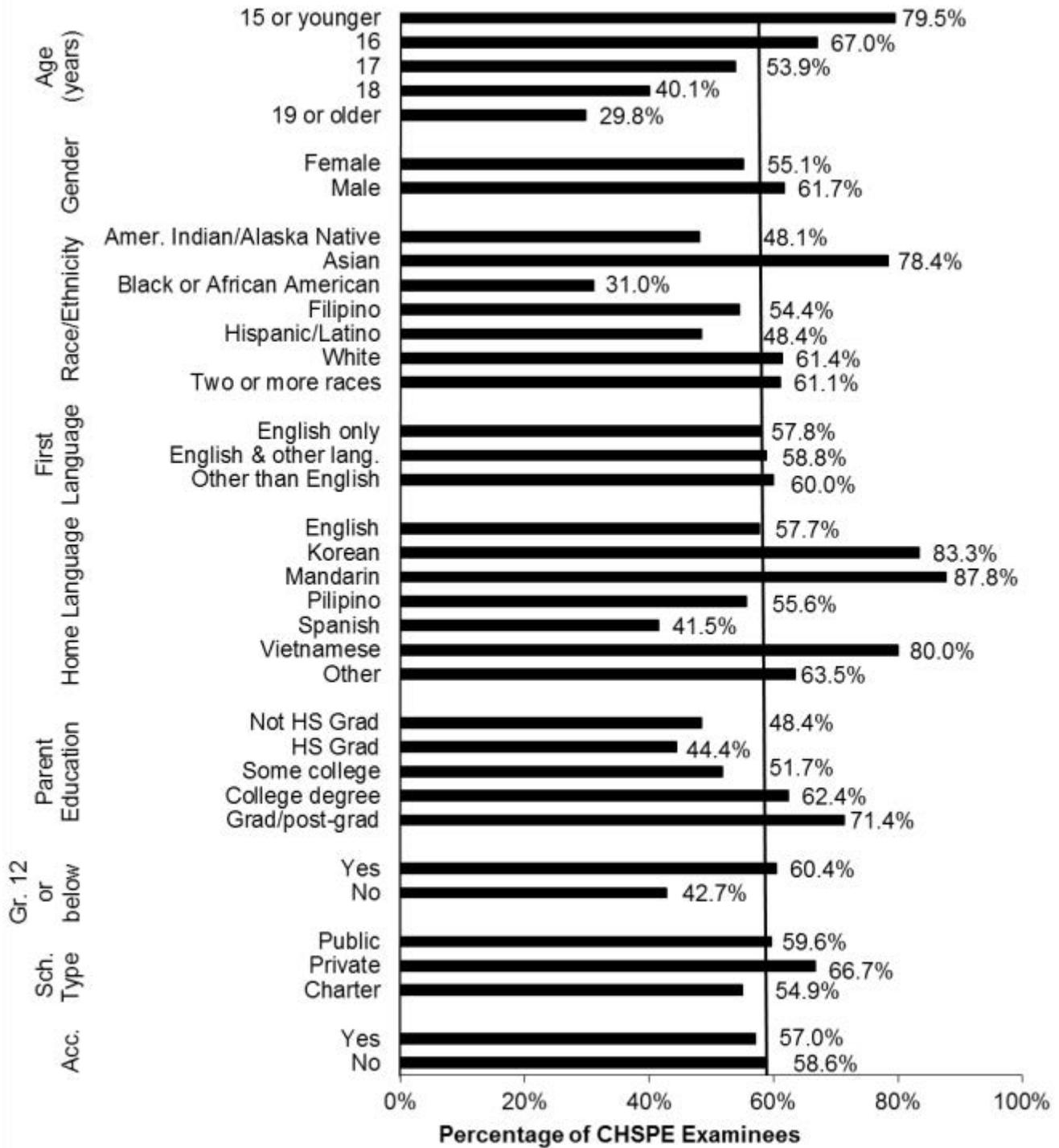
^a Examinees are first asked "Are you Hispanic or Latino?," to which they can respond "yes" or "no." They are then told to "mark one or more" from a list of races. See Appendix B.

^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, 2015–16



Note. Data are from Table 4.7. See notes for that table. Non-respondents are not shown. The vertical line is at approximately 58.5 percent, the cumulative passing rate on the Mathematics section for all examinees who attempted that section. “Acc.” refers to examinees granted (or not) testing accommodation(

Section 5: Test-Level Information

This section of the report provides descriptive statistics for the 2015–16 administrations, and data about the extent of agreement among writing task scorers.

Descriptive Statistics

Descriptive statistics for each 2015–16 administration are provided in Tables 5.1, 5.2, and 5.3. These data are based on all examinees who attempted each test part. Raw scores are specific to each test form, but scale scores are independent of test form because the test forms are equated. Data in Tables 5.1 and 5.2 for the Language subtest are for the multiple-choice items only. Because an examinee could attempt the Language subtest by either (a) answering at least one multiple-choice question or (b) writing a response to the writing task, an examinee could attempt the Language subtest without answering any multiple-choice items. Table 5.3 provides descriptive statistics for the writing task. Test score frequencies are provided in Appendix C.

On all three multiple-choice test parts, performance in terms of the mean scale score was highest at the spring administration and followed by the summer and fall administrations. The differences in performance on each multiple-choice test part across the three administrations ranged from approximately 13.6 (on the Language subtest) to 7.6 (on the Reading subtest) and 12.9 on the mathematics section scale score points. Mean writing task scores ranged from about 6.84 for the fall administration to approximately 6.92 for the spring administration to approximately 6.72 for the summer administration.

Table 5.1: CHSPE Descriptive Statistics, Fall 2015

	ELA Reading Subtest (TASK 2, Form B; N = 1,496)		ELA Language Subtest (TASK 2, Form B; N = 1,569)		Mathematics (TASK 2, Form F; N = 1,890)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.4	369.6	36.6	371.6	26.0	346.1
Std. Error of Mean	0.3	0.8	0.2	0.9	0.2	0.8
Median	67	369	37	367	25	341
Mode	71	382	40	382	22	332
Std. Deviation	10.4	29.6	6.4	34.0	9.3	35.9
Variance	107.4	875.4	40.4	1158.4	86.3	1289.6
Skewness	-1.2	-0.2	-0.8	-0.3	0.3	0.8
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	1.9	0.5	1.2	9.5	-0.4	2.2
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	64	220	48	486	50	315
Minimum	19	262	0	0	0	195
Maximum	83	482	48	486	50	510

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

Table 5.2: CHSPE Descriptive Statistics, Spring 2016

	ELA Reading Subtest (TASK 3, Form B; N = 2,214)		ELA Language Subtest (TASK 3, Form B; N = 2,267)		Mathematics (TASK 2, Form B; N = 2,589)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	67.3	382.7	35.5	379.2	30.0	359.0
Std. Error of Mean	0.2	0.7	0.1	0.6	0.2	0.7
Median	70	384	36	377	30	356
Mode	71	388	38	386	30	356
Std. Deviation	10.6	32.0	6.3	30.6	9.0	34.8
Variance	111.9	1025.9	39.3	935.3	80.6	1211.1
Skewness	-1.5	0.0	-0.9	-1.3	-0.2	0.3
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.0	0.0
Kurtosis	3.0	1.2	1.6	21.3	-0.5	1.0
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	76	273	48	499	50	312
Minimum	8	235	0	0	0	196
Maximum	84	508	48	499	50	508

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

Table 5.3: CHSPE Descriptive Statistics, Summer 2016

	ELA Reading Subtest (TASK 2, Form B; N =1,532)		ELA Language Subtest (TASK 2, Form B; N = 1,591)		Mathematics (TASK 2, Form F; N = 1,965)	
	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
Mean	65.2	369.1	36.9	371.9	26.8	348.5
Std. Error of Mean	0.3	0.8	0.2	0.9	0.2	0.8
Median	68	372	38	372	26	344
Mode	73	389	39	377	25	341
Std. Deviation	11.2	31.2	6.4	36.5	9.2	35.9
Variance	124.4	973.5	40.3	1333.7	83.9	1285.8
Skewness	-1.5	-0.7	-1.3	-2.4	0.2	0.7
Std. Error of Skewness	0.1	0.1	0.1	0.1	0.1	0.1
Kurtosis	3.4	2.1	4.0	27.3	-0.3	2.5
Std. Error of Kurtosis	0.1	0.1	0.1	0.1	0.1	0.1
Range	80	289	48	486	49	315
Minimum	2	168	0	0	1	195
Maximum	82	457	48	486	50	510

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

Table 5.4: CHSPE Writing Task Descriptive Statistics, 2015–16

	Fall 2015 (TASK 2)	Spring 2016 (TASK 3)	Summer 2016 (TASK 2)
N	1569	2267	1591
Mean	6.84	6.92	6.72
Median	7	8	7
Mode	8	8	6
Std. Deviation	2.14	1.94	2.16
Range	10	10	10
Minimum	0	0	0
Maximum	10	10	10

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

Reader Agreement Statistics

Responses to the Language subtest, writing task are scored independently by two readers using the five-point CHSPE Writing Task Scoring Guide (Appendix A). Tables 5.4 and 5.5 show cross tabulations of the two readers for each response for each administration. Table 5.6 summarizes the level of agreement between the two readers. These data are for all examinees who attempted the ELA Language subtest. These are not the frequencies of final scores because writing tasks whose first two scores differed by more than one point were read a third time to determine the final score. The frequencies of final writing task scores are provided in Appendix C.

Table 5.5: Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Fall 2015

		Reader 2							
		Blank ^a	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	49	0	0	0	0	0	0	49
	Off-topic	0	1	0	0	0	0	0	1
	1	0	0	29	9	0	0	0	38
	2	0	0	4	110	27	1	0	142
	3	0	0	0	19	431	63	0	513
	4	0	0	0	0	62	533	35	630
	5	0	0	0	0	1	42	153	196
Total		49	1	33	138	521	639	188	1569

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 2016

		Reader 2							
		Blank ^a	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	57	0	0	0	0	0	0	57
	Off-topic	0	2	0	0	0	0	0	2
	1	0	0	24	6	0	0	0	30
	2	0	0	3	141	27	0	0	171
	3	0	0	0	27	661	102	0	790
	4	0	0	0	0	81	870	38	989
	5	0	0	0	0	0	57	171	228
Total		57	2	27	174	769	1029	209	2267

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 2016

		Reader 2							
		Blank ^a	Off-topic	1	2	3	4	5	Total
Reader 1	Blank	41	0	0	0	0	0	0	41
	Off-topic	0	1	0	0	0	0	0	1
	1	0	0	39	0	0	0	0	39
	2	0	0	2	161	33	0	0	196
	3	0	0	0	14	503	65	1	583
	4	0	0	0	0	28	457	34	519
	5	0	0	0	0	0	35	177	212
Total		41	1	41	175	564	557	212	1591

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, 2015–16 (excluding Blanks)

Reader Agreement	Fall 2015		Spring 2016		Summer 2016		Total for Year	
	N	%	N	%	N	%	N	%
Exact Agreement	1257	82.7	1869	84.6	1338	86.3	4464	84.5
Adjacent (1 point difference)	261	17.2	341	15.4	211	13.6	813	15.4
Non-adjacent (>1 point difference)	2	0.1	0	0.0	1	0.1	3	0.1
Total	1520	100.0	2210	100.0	1550	100.0	5280	100.0

At each administration, readers 1 and 2 agreed on the score on between 82.7 and 86.3 percent of the responses, or had an acceptable difference of one point between 13.6 and 17.2 percent of the responses. On 84.5 percent of the 5,280 essays scored in the year, readers 1 and 2 (scoring independently) agreed on the score. On only 3 essays (less than 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.)

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Section 6: Administration and Revenue Information

This section of the report provides data about the 2015–16 CHSPE administrations, including the number of registrants, absentees, examinees, and others, overall and by test site; the number of accommodations provided; the number of irregularities; and revenue information. Data are provided separately for each administration and as totals for both administrations combined. Unlike in previous sections of this report, the totals in this section are not unduplicated counts. The totals are sums of the administration data.

Administration Information

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

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

The majority of candidates registered during the regular registration period. About seven percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees). The percentage of regular registrations is increasing due to the introduction of electronic registration and the use of credit cards.

Table 6.1: Number of CHSPE Registrants and Examinees, 2015–16

	Fall 2015	Spring 2016	Summer 2016	Total
Registrants:				
Transfers In ^a	66	38	92	196
+ Regular	1512	2466	1704	5682
+ Late	510	435	412	1357
+ Emergency	177	59	151	387
= Total Registrants	2265	2998	2359	7622
- Withdrawals	3	7	5	15
- Transfers Out ^b	75	109	83	267
- Absentees	137	177	149	463
- Non-Attempted ^c	1	0	0	1
= Total Tested	2049	2705	2122	6876
- Examinees with invalidated scores	2	0	0	2
= All Examinees	2047	2705	2122	6874

Note. Numbers in the “Total” column are the sums of the numbers in the administration columns (i.e., they are not unduplicated totals).

^a Registrants who were originally registered for a previous administration who moved their registration to the administration shown.

^b Registrants who were originally registered for the administration shown who moved their registration to a future administration.

^c Registrants who do not meet the attempted criteria are not counted in the total number of examinees tested. See page 6 for more information.

Table 6.2 provides the total number of registrants and the total number tested by test site for each administration. Table 6.3 provides the total and average for the three administrations combined. As shown in Table 6.2 and 6.3, a total of 71 test sites were used during the year, including three incarceration facilities. Seven sites were used for alternate date testing and sixteen for emergency registration (four were emergency registration sites for the spring 2016 administration only). Five sites were used to provide accommodations for a single tester.

Table 6.4 shows the number of registrants with documented disabilities who were approved to receive testing accommodations, the number of approved accommodations by type, and the number of registrants approved for alternate date testing due to religious convictions against testing on Saturdays. As shown in Tables 3.2 through 3.5, during the 2015–16 administration, approximately 4.4 percent of the examinees were provided accommodations.¹² The most frequent accommodation approved at each administration was extended time (up to 5 hours and 15 minutes). The next most frequently approved accommodations were testing in a small group, frequent supervised breaks, and use of a computer for typing the response to the writing task. A total of 113 registrants were approved for alternate date testing. There were 67 testing irregularities reported during the year (see Table 6.5).

¹² The numbers of registrants approved for accommodations in Table 6.4 do not match the numbers of examinees tested with accommodations in Tables 3.2 through 3.5 because not all registrants approved for accommodations (Table 6.4) took the test with accommodations (Tables 3.2 through 3.5). For example, they may have withdrawn or been absent.

Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2015–16

#	Site Name	Fall 2015		Spring 2016		Summer 2016	
		Reg.	Tested	Reg.	Tested	Reg.	Tested
0101-E	Hayward High School	100	95	100	91	100	93
0180-A	Hayward High School	NA	NA	NA	NA	2	2
0190-SA	School for the Blind	NA	NA	1	1	1	1
0401	Pleasant Valley High School, Chico	25	22	30	29	27	21
0701	Clayton Valley Charter High School	54	52	59	52	42	41
0901	El Dorado COE, Diamond Springs	13	12	20	19	20	18
1001-E	Clovis High School	60	52	59	52	61	50
1090-SA	Private Home, Fresno	NA	NA	1	1	NA	NA
1201	Humboldt COE, Eureka	14	13	17	14	10	7
1301	Cal Works One Stop, El Centro	11	11	26	23	4	4
1501	Larry E Reider Education Center	24	20	31	24	28	27
1701	Lake COE, Lakeport	NA	NA	1	1	2	2
1801	Lassen COE, Susanville	1	1	9	5	2	2
1901	University Senior High School, Los Angeles	91	83	91	73	88	84
1902	Antelope Valley College	26	19	61	52	39	37
1903	Luther Burbank Middle School	118	109	90	85	91	83
1904-E	El Camino Real High School, Woodland Hills	177	164	152	136	184	171
1905-E	South Hills High School, West Covina	100	90	101	92	101	93
1906	Phineas Banning High School	47	46	46	45	44	40
1907	School of Extended Educational Options	NA	NA	31	30	30	26
1908	Glendale High School	8	7	NA	NA	60	53
1980-A	Glendale Adventist Academy	15	13	26	26	25	24
1990-SA	Culver Park, CPHS Annex	NA	NA	1	1	NA	NA
1995-SA	Harcourt Academy	NA	NA	NA	NA	1	1
2001	Madera COE	NA	NA	27	26	7	7
2101-ES	Madrone High School, San Rafael	15	12	62	56	31	30
2301	Mendocino COE, Ukiah	12	10	16	12	6	6
2401	Merced COE	4	3	26	35	NA	NA
2601	Mono COE, Mammoth Lakes	3	3	12	11	5	4
2701-ES	Salinas Education Center, Salinas	15	14	41	37	19	17
2801	Napa COE, Napa	16	15	26	21	17	13
2901	Nevada Union High School, Grass Valley	17	17	25	21	16	15
3004	Orange County Department of Education	119	106	155	141	150	127
3005-E	Los Alamitos High School	60	56	90	84	89	83
3101	Placer COE Annex, Auburn	29	27	29	27	NA	NA
3301-E	Gage Middle School, Riverside	91	87	101	93	102	95
3302	Palm Springs High School	14	14	35	27	25	21
3303	West Valley High, Hemet	46	41	31	27	48	45
3380-A	La Sierra Academy, Riverside	3	3	21	19	8	7
3390-I	San Diego- Canyon Springs Facility	NA	NA	1	1	1	1
3401-E	Sacramento COE	95	84	101	89	75	63
3402-ES	Valley High School, Sacramento	44	40	91	91	33	32
3480-A	Sacramento COE	2	2	3	3	1	0

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Table 6.2: Total CHSPE Registrants and Total Tested by Test Site, 2015–16 (cont.)

#	Site Name	Fall 2015		Spring 2016		Summer 2016	
		Reg.	Tested	Reg.	Tested	Reg.	Tested
3501	San Andreas Continuation HS, Hollister	7	6	16	15	9	7
3601	San Bernardino County Supt. of Schools	67	60	101	88	83	73
3701-ES	Helix Charter High School, La Mesa	28	27	21	28	30	28
3702-E	Palomar Community College, San Marcos	62	56	97	83	84	76
3703	Southwest High School, San Diego	19	19	33	31	23	20
3704-E	Mt. Everest Academy, San Diego	61	51	74	70	48	44
3780-A	San Diego Academy	1	1	3	3	1	1
3801	John O'Connell H.S. (Ida B. Wells), San Francisco	31	28	60	54	24	21
3901	San Joaquin COE, Stockton	28	25	39	37	13	12
3902	Stockton School for Adults	NA	NA	NA	NA	14	14
4001	North County Christian School, Atascadero	31	25	39	37	24	19
4080-A	North County Christian School, Atascadero	NA	NA	3	3	NA	NA
4099-I	Grizzly Youth Academy, San Luis Obispo	11	11	5	5	NA	NA
4102	Sequoia High School, Redwood City	34	26	61	52	32	29
4201	San Marcos High School, Santa Barbara	15	12	31	29	23	20
4301-E	Santa Clara HS/Buchser MS, San Jose	91	79	90	86	82	69
4302	William C. Overfelt High School, San Jose	70	62	102	92	82	74
4401	Santa Cruz COE, Capitola	19	15	30	28	18	15
4501-E	Shasta College, Redding	10	10	31	27	10	8
4701	Siskiyou COE, Yreka	4	4	4	4	3	3
4801	Solano COE, Fairfield	18	17	35	31	24	24
4870-I	Coming to California Medical Facility, Prison	1	1	1	1	NA	NA
4890SA	Atwater High School	1	1	0	0	1	1
4901	Sonoma COE, Santa Rosa	32	29	41	39	34	30
5001	Stanislaus Institute of Learning, Ceres	23	23	47	43	28	27
5401	Tulare COE, Visalia	13	13	30	30	10	9
5501	Tuolumne County Supt. of Schools, Sonora	7	7	9	9	7	7
5601-E	Ventura COE/High School, Camarillo	90	78	92	84	31	28
5701	Yolo COE, Woodland	19	18	30	27	19	16
	Withdrawn		3		7		5
	Transfers		76		109		83
	Absentees		137		177		149
	Total	2262	2047	2991	2705	2353	2122

Note. In the test site number, “E” denotes a site open for emergency registration, “ES” denotes a site open for emergency registration for Spring 2016 only, “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), 2015–16

#	Site Name	Registrants		Tested	
		Total	Avg.	Total	Avg.
0101-E	Hayward High School	300	100	279	93
0180-A	Hayward High School	2	2	2	2
0190-A	School for the Blind	2	1	2	1
0401	Pleasant Valley High School, Chico	82	27	72	24
0180A	Pleasant Valley High School, Chico	0	0	0	0
0701	College Park High School, Pleasant Hill	155	52	145	48
0901	El Dorado COE, Diamond Springs	53	18	49	16
1001-E	Clovis High School	180	60	154	51
1080-A	Clovis High School	0	0	0	0
1201	Humboldt COE, Eureka	41	14	38	13
1280A	Humboldt COE, Eureka	0	0	0	0
1301	Cal Works One Stop, El Centro	41	14	38	13
1501	Larry E Reider Education Center, Bakersfield	83	28	71	24
1701	Lake COE, Lakeport	3	2	3	2
1801	Lassen COE, Susanville	12	4	8	3
1901	University Senior High School, Los Angeles	270	90	240	80
1902	Antelope Valley High School, Lancaster	126	42	108	36
1903	Luther Burbank Middle School	299	100	277	92
1904-E	El Camino Real High School, Woodland Hills	513	171	471	157
1905-E	South Hills High School, West Covina	302	101	275	92
1906	Phineas Banning HS, Wilmington	137	46	131	44
1980-A	Glendale Adventist Academy	66	22	63	21
1990-SA	Culver Park, CPHS Annex	1	1	1	1
1995-SA	Harcourt Academy	1	1	1	1
2001	Madera COE	34	17	33	17
2101-ES	Madrone High School, San Rafael	108	36	98	33
2301	Mendocino COE, Ukiah	34	11	28	9
2401	Merced COE	40	20	38	19
2601	Mono COE, Mammoth Lakes	20	7	18	6
2701-ES	Salinas Education Center, Salinas	75	25	68	23
2801	Napa COE, Napa	59	20	49	16
2901	Nevada Union High School, Grass Valley	58	19	53	18
3004	Orange Co. Dept. of Ed., Costa Mesa	424	141	374	125
3005-E	Los Alamitos High School	239	80	223	74
3101	Placer COE, Auburn	58	29	54	27
3301-E	Gage Middle School, Riverside	294	98	275	92
3302	Palm Springs High School	74	25	62	21
3303	West Valley High, Hemet	125	42	113	38
3380-A	La Sierra Academy, Riverside	32	11	29	10
3401-E	Sacramento COE	271	90	236	79
3402-ES	Valley High School, Sacramento	168	56	153	54
3480-A	Sacramento COE	6	2	5	2

(continued on next page)

Table 6.3: Total CHSPE Registrants and Total Tested by Test Site (Cumulative), 2015–16 (cont.)

#	Site Name	Registrants		Tested	
		Total	Avg.	Total	Avg.
3501	San Andreas Continuation HS, Hollister	32	11	28	9
3601	San Bernardino County Supt. of Schools	251	84	221	74
3701-ES	Helix Charter High School, La Mesa	89	30	83	28
3702-E	Palomar Community College, San Marcos	243	81	215	72
3703	Southwest High School, San Diego	75	25	70	23
3704-E	Mt. Everest Academy, San Diego	183	61	165	55
3780-A	San Diego Academy	5	2	5	2
3801	John O'Connell/Ida B. Wells HS, San Francisco	115	38	103	34
3901	San Joaquin COE, Stockton	80	27	74	25
3902	Stockton School for Adults	14	14	14	14
4001	North County Christian School, Atascadero	94	31	81	27
4080-A	North County Christian School, Atascadero	3	3	3	3
4099-I	Grizzly Youth Academy, San Luis Obispo	16	8	16	8
4102	Sequoia High School, Redwood City	127	42	107	36
4201	San Marcos High School, Santa Barbara	69	23	61	20
4205-SA	Family Partnership Charter School	1	1	1	1
4301-E	Santa Clara High School, San Jose	263	88	234	78
4302	William C. Overfelt High School, San Jose	254	85	228	76
4401	Santa Cruz COE, Capitola	67	22	58	19
4501-E	Shasta College, Redding	51	17	45	15
4701	Siskiyou COE, Yreka	11	4	11	4
4801	Solano COE, Fairfield	77	26	72	24
4870	Coming to California Medical Facility, Vacaville Prison	2	1	2	1
4890-SA	Atwater High School	2	1	2	1
4901	Sonoma COE, Santa Rosa	107	36	98	33
5001	Stanislaus Institute of Learning, Ceres	98	33	93	31
5401	Tulare COE, Visalia	53	18	52	17
5501	Tuolumne County Supt. of Schools, Sonora	23	8	23	8
5601-E	Ventura High School, Camarillo	213	71	190	63
5701	Yolo COE, Woodland	68	23	57	19
	Withdrawn	15	5		
	Transfers	263	88		
Total:		7606	2598	6864	2348

Note. In the test site number, “E” denotes a site open for emergency registration, “ES” denotes a site open for emergency registration for Spring 2016 only, “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
2015-2016**

	Fall 2015	Spring 2016	Summer 2016	Total
Accommodations with processed requests	104	150	105	359
Accommodations processed & denied/partial documentation	1	1	1	3
Examinees Approved for Accommodations	103	149	104	356
Approved Accommodations by Type:				
Extra time: time and a half (an additional 1.75 hours)	76	121	78	275
Small-group setting	55	63	46	164
Computer for writing task	19	27	11	57
Extra time: double time (an additional 3.5 hours)	12	14	10	36
Frequent breaks	38	51	43	132
Record answers in test booklet	10	15	7	32
Large print	1	5	2	8
Read directions and questions for only mathematics	0	1	0	1
Read directions and questions for math and language	3	3	1	7
Scribe	1	3	1	5
Magnifying equipment	0	0	0	0
Sign language	0	0	0	0
Braille	0	0	0	0
Other:				
<i>Test w/ I.V. pole from surgery</i>	1	1	0	2
<i>Late start</i>	1	1	1	3
<i>Manage blood sugar</i>	1	4	4	9
<i>Colored overlays</i>	1	2	1	4
<i>Prompting to start and stay on task</i>	1	3	4	8
<i>Individual testing</i>	7	5	5	17
<i>Multiple Day testing</i>	1	3	1	5
<i>Use restroom repeatedly</i>	2	2	0	4
<i>Stand frequently, bring special chair and pad</i>	3	3	1	7
<i>Noise Buffers</i>	6	12	3	21
<i>Use of a pen and not a pencil</i>	0	0	0	0
<i>Seat in front of the room</i>	1	0	1	2
<i>Test individually at alternative site</i>	1	4	5	10
<i>Use graph paper for scratch paper</i>	0	0	1	1
<i>Use of a native language English translation glossary</i>	2	3	3	8
<i>Physical access in wheel chair</i>	0	1	0	1
<i>Proctor check to be sure tester understands directions</i>	3	2	4	9
<i>Braille Note Taker for Essay</i>	0	0	0	0
<i>Sit in back of room to stand and stretch during exam</i>	1	1	1	3
<i>Use help dog</i>	1	0	0	1
<i>May need to walk around</i>	0	1	0	1
Total Approved Accommodations	248	351	234	833
Examinees Approved for Testing on Alternate Date	21	54	38	113

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

Table 6.5 shows the number of testing irregularities at each administration. The numbers shown represent potential or reported irregularities. Late/Not Admitted (25) and examinee irregularities (18) were the largest number reported. Many reported irregularities, once investigated, turn out to have been reported in error. Irregularities are situations or occurrences related to the test administration that are unexpected, not consistent with administration policies or procedures, in error, and/or have an effect or potential effect on examinee performance. Irregularities are categorized as follows:

Examinee Irregularity: Examinee irregularities involve examinee behavior. They include, for example, examinee dismissals and score invalidations for reasons like cell phones ringing during testing and use of unauthorized aides (e.g., notes), examinees who become ill during the administration, and examinees who go to the restroom and don't return to the testing room.

Table 6.5: Number of CHSPE Testing Irregularities by Type, 2015–16

	Fall 2015	Spring 2016	Summer 2016	Total
Examinee Irregularity	9	5	4	18
Test Center Staff Irregularity	3	1	1	5
Facility Irregularity	0	4	3	7
SCOE Irregularity	0	0	0	0
Security Breach	0	0	0	0
Complaint	2	2	0	4
Materials Irregularity	3	3	1	7
Late/Not Admitted	4	18	3	25
Other	1	0	0	1
Total	22	33	12	67

Test Center Staff Irregularity: Test center staff irregularities include situations in which test center staff may not have fully complied with test administration policies or procedures; for example, test center staff allowing an examinee to enter the testing room late.

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

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

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

Complaint: Complaints are usually regarding time. They are any item that SCOE follows up on after the test is over.

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

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

Revenue Information

Table 6.6 shows CHSPE revenues deposited in 2015–16. All revenue is made payable to the CDE, received by SCOE, and then delivered to the Cashier’s office at the CDE, by a SCOE courier.

Table 6.6: CHSPE Revenue Deposited and Refunds, 2015–16

	Administration				Total
	Pre- 2015–16	Fall 2015	Spring 2016	Summer 2016	
Regular Registration	\$2,530.0	\$242,660.0	\$325,380.0	\$250,250.0	\$820,820.0
Late Fee ^a	575.00	17,325.00	12,325.00	13,925.00	44,150.00
Refund Late Fee	0	-25.00	0	0	-25.00
Emergency Fee ^b	575.00	4,450.00	1,425.00	3,850.00	10,300.00
Emergency Fee Credit	0	0	0	0	0
Transfer ^c	2,550.00	450.00	2,050.00	3,650.00	8,700.00
Rescore Math section	50.00	150.00	100.00	100.00	400.00
Rescore ELA section	175.00	140.00	210.00	280.00	805.00
Rescore reading section	25.00	50.00	75.00	75.00	225.00
Rescore both sections	0	0	0	0	0
Overage ^d	0	0	0	0	0
Duplicate Charge Reversed	0	-135.00	0	-110.00	-245.00
Refund Registration	0	-550.00	-220.00	0	-770.00
Credit Card Refund ^e	0	0	0	0	0
Reverse Charge ^f		0	0	-165.00	-165.00
Subtotal (Test Admin)	\$6,480.00	\$264,515.0	\$341,345.00	\$271,855.00	\$884,195.00
		0			
			Document Requests:	N	Sub totals
			Duplicate Certificate	1,194	\$29,850.00
			Official Transcript	1,788	\$26,820.00
			Rush Service	1,049	\$15,735.00
			Subtotal (Documents): \$72,405.00		
			Total: \$956,600.00		

^a Includes only the "late fee" (paid in addition to the regular registration fee in the row above).

^b Includes only the "emergency fee" (paid in addition to the regular and late registration fees in the rows above.)

^c The transfer fee is included in the administration to which the examinee transferred.

^d Some registrants send more money than required and do not take the time to remedy the situation. These overpayments, rounded to the nearest dollar, are shown as overage.

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

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

The CDE makes refund payments to eligible registrants who withdraw from an administration. Registration, transfer, and rescore revenue, and refunds, are associated with a specific administration. As shown in Table 6.6, \$6,480.00 was received during the 2015–16 fiscal year for previous administrations.

In 2015–16, a total (after accounting for refunds) of \$956,600.00 was received by SCOE and transmitted to the CDE. This is a decrease of \$139,458.80 over the three test administrations in 2014–15. Registration fees (i.e., regular, late, and emergency) accounted for 92 percent of the total revenue; document request fees accounted for nearly all of the rest. In 2015–16, 1,194 requests for duplicate certificates and 1,788 requests for official transcripts were received and processed.

Appendix A
CHSPE Writing Task Scoring Guides

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

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

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

Appendix B
Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

Collecting and Categorizing CHSPE Registrant Racial and Ethnic Data

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

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

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

African American or Black
American Indian or Alaska Native
Asian
Filipino

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

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

1. If the examinee’s response to Part 1 is “yes,” then the reporting ethnicity is Hispanic or Latino.
2. If there is no response to Part 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
Samoaan	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 2015–16:

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

Fall 15		Spring 16		Summer 16		Cumulative 2015–16	
N	%	N	%	N	%	N	%
92	4.5	157	5.8	74	3.5	269	4.7

Appendix C Score Distribution Data

Table C1: Frequencies of CHSPE Mathematics Scale and Raw Scores, Fall 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	0	1	.1	347	27	82	4.3
195	1	1	.1	350	28	70	3.7
236	3	5	.3	354	29	68	3.6
257	5	2	.1	357	30	56	3.0
265	6	2	.1	360	31	49	2.6
271	7	8	.4	363	32	67	3.5
277	8	4	.2	367	33	58	3.1
283	9	5	.3	370	34	40	2.1
288	10	14	.7	374	35	47	2.5
292	11	24	1.3	378	36	36	1.9
297	12	23	1.2	381	37	35	1.9
301	13	32	1.7	386	38	31	1.6
305	14	59	3.1	390	39	28	1.5
308	15	45	2.4	394	40	23	1.2
312	16	60	3.2	399	41	26	1.4
315	17	71	3.8	405	42	29	1.5
319	18	73	3.9	411	43	14	.7
322	19	79	4.2	417	44	22	1.2
325	20	79	4.2	425	45	23	1.2
329	21	84	4.4	434	46	15	.8
332	22	88	4.7	446	47	7	.4
335	23	61	3.2	461	48	13	.7
338	24	83	4.4	487	49	10	.5
341	25	73	3.9	510	50	3	.2
344	26	62	3.3		Total:	1,890	100.0

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

Figure C1: Histogram of CHSPE Mathematics Raw Scores, Fall 2015

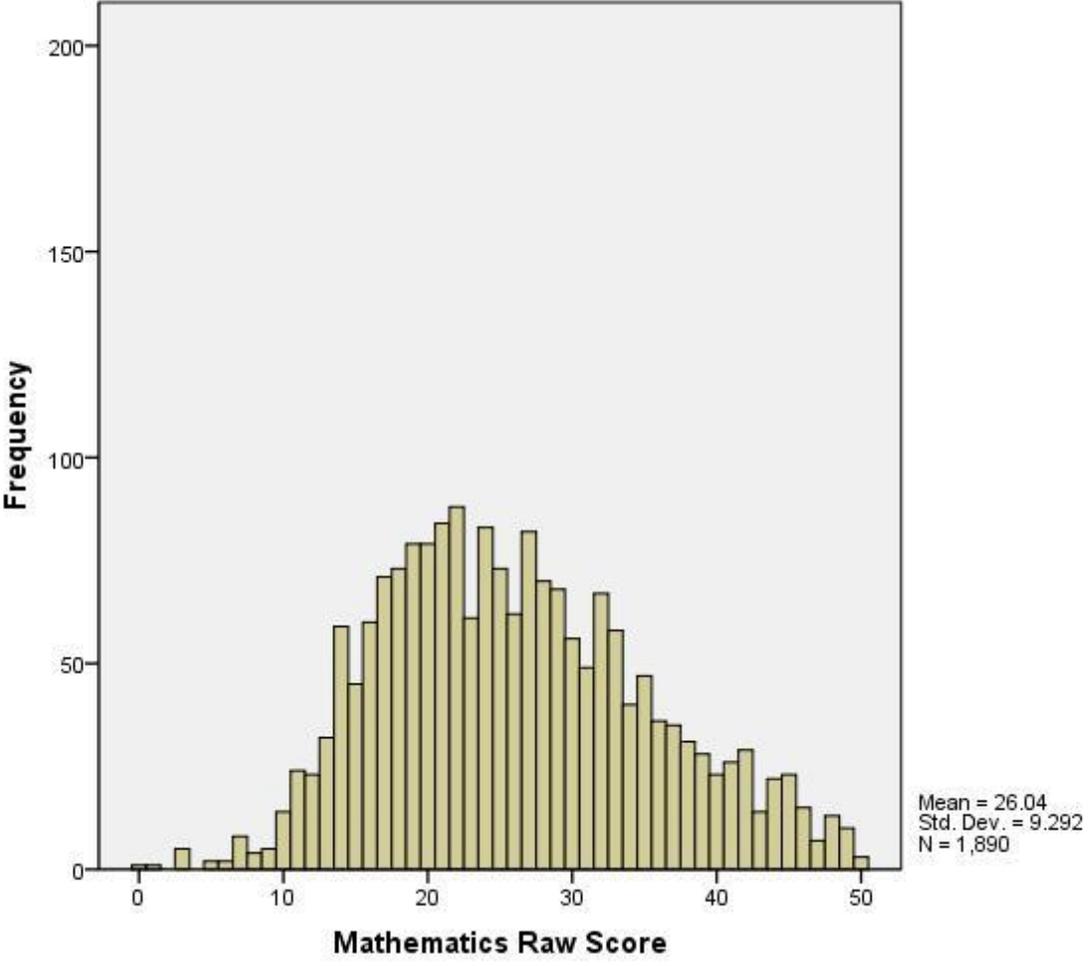


Table C2: Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2016

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
196	0	1	.0	346	27	86	3.3
221	2	3	.1	350	28	95	3.7
236	3	3	.1	353	29	117	4.5
247	4	1	.0	356	30	123	4.8
256	5	1	.0	359	31	88	3.4
264	6	2	.1	363	32	101	3.9
270	7	3	.1	366	33	106	4.1
276	8	3	.1	370	34	91	3.5
281	9	8	.3	373	35	99	3.8
286	10	10	.4	377	36	99	3.8
291	11	13	.5	381	37	76	2.9
295	12	14	.5	385	38	94	3.6
299	13	27	1.0	389	39	98	3.8
303	14	22	.8	394	40	66	2.5
307	15	34	1.3	399	41	58	2.2
311	16	45	1.7	404	42	67	2.6
314	17	44	1.7	410	43	51	2.0
318	18	52	2.0	417	44	51	2.0
321	19	63	2.4	424	45	36	1.4
324	20	66	2.5	433	46	32	1.2
327	21	71	2.7	445	47	24	.9
331	22	79	3.1	460	48	13	.5
334	23	68	2.6	485	49	7	.3
337	24	80	3.1	508	50	3	.1
340	25	97	3.7				
343	26	98	3.8		Total:	2,589	100.0

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

Figure C2: Histogram of CHSPE Mathematics Raw Scores, Spring 2016

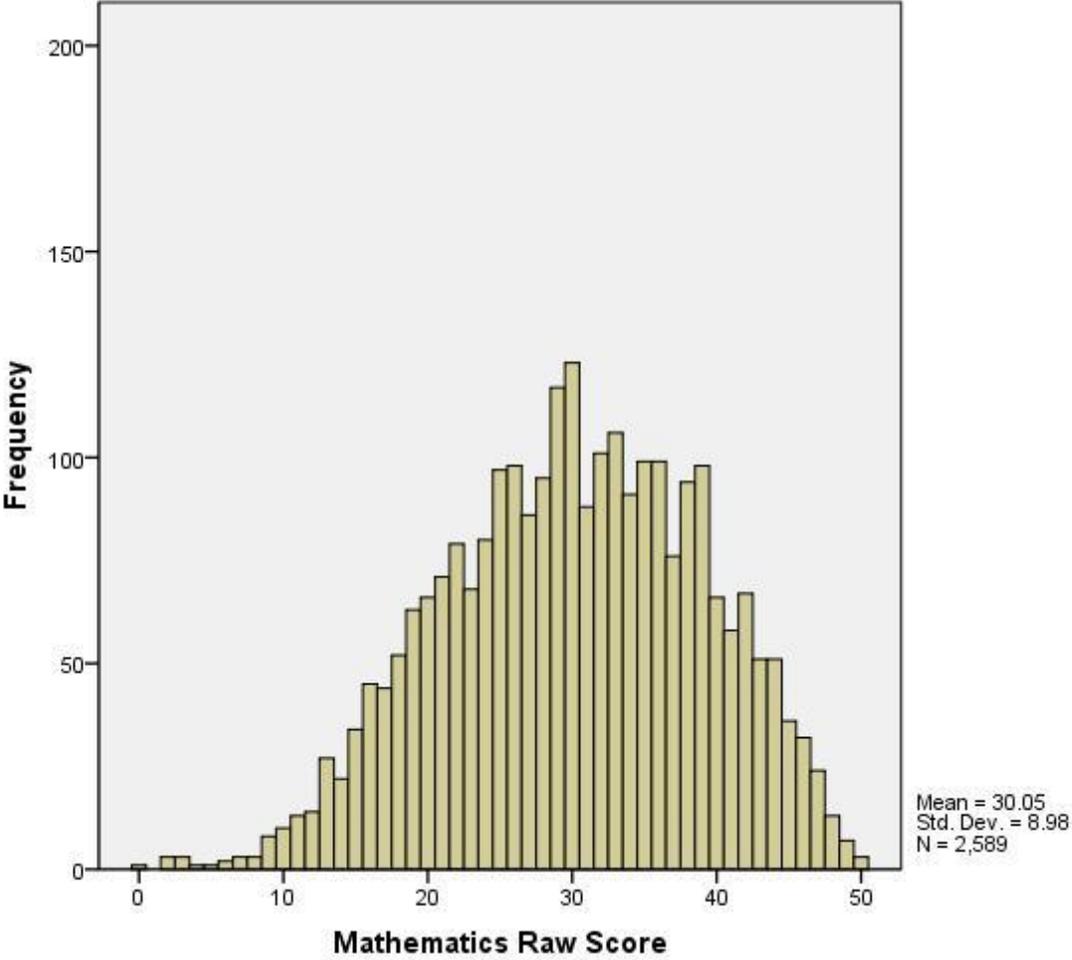


Table C3: Frequencies of CHSPE Mathematics Scale and Raw Scores, Summer 2016

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
195	1	3	.2	347	27	86	4.4
221	2	2	.1	350	28	89	4.5
236	3	3	.2	354	29	65	3.3
248	4	3	.2	357	30	66	3.4
257	5	1	.1	360	31	71	3.6
265	6	3	.2	363	32	55	2.8
271	7	1	.1	367	33	51	2.6
277	8	5	.3	370	34	56	2.8
283	9	13	.7	374	35	58	3.0
288	10	5	.3	378	36	41	2.1
292	11	21	1.1	381	37	34	1.7
297	12	23	1.2	386	38	31	1.6
301	13	37	1.9	390	39	25	1.3
305	14	34	1.7	394	40	39	2.0
308	15	44	2.2	399	41	24	1.2
312	16	64	3.3	405	42	33	1.7
315	17	52	2.6	411	43	21	1.1
319	18	56	2.8	417	44	19	1.0
322	19	73	3.7	425	45	17	.9
325	20	67	3.4	434	46	20	1.0
329	21	78	4.0	446	47	18	.9
332	22	80	4.1	461	48	9	.5
335	23	80	4.1	487	49	7	.4
338	24	87	4.4	510	50	6	.3
341	25	99	5.0				

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

Figure C3: Histogram of CHSPE Mathematics Raw Scores, Summer 2016

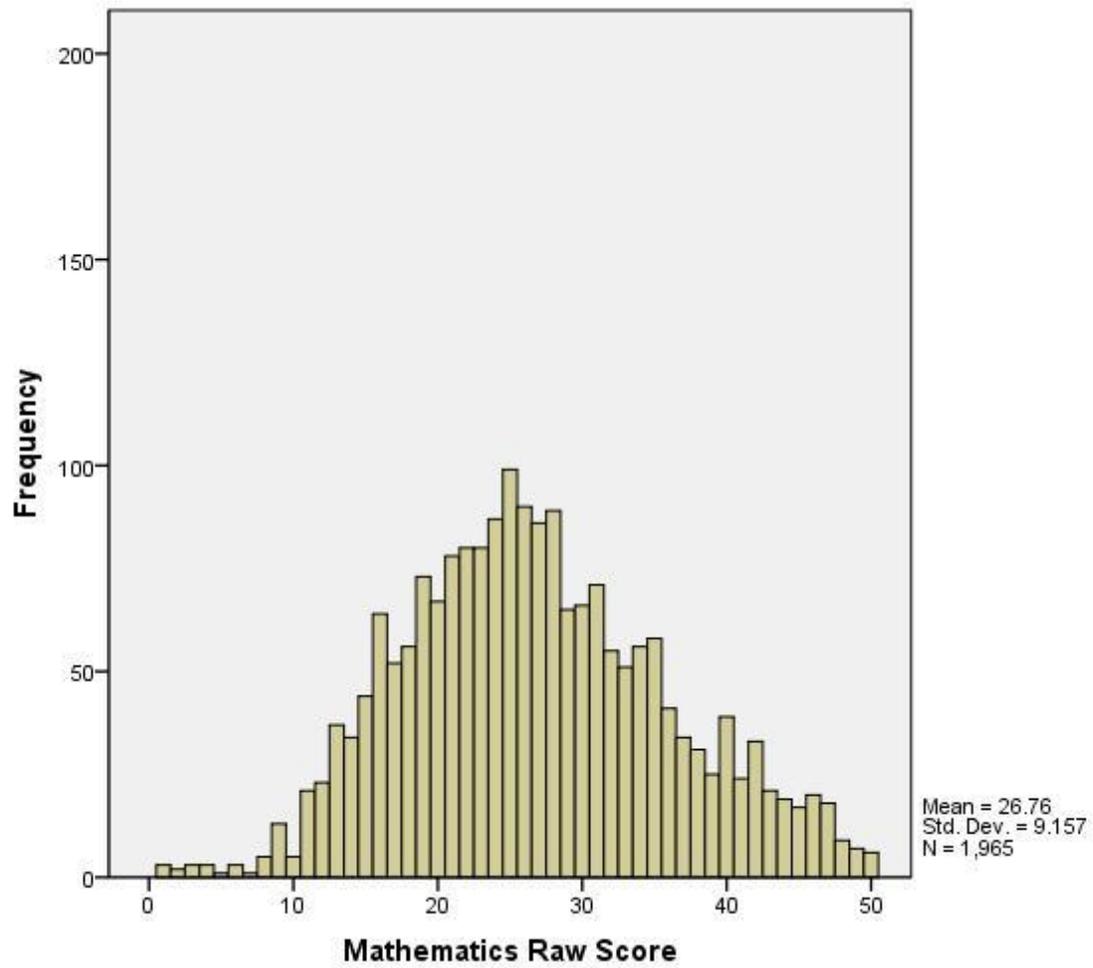


Table C4: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	1	.1	341	30	52	3.3
254	7	1	.1	344	31	54	3.4
265	9	1	.1	348	32	70	4.5
274	11	1	.1	351	33	72	4.6
279	12	1	.1	355	34	89	5.7
290	15	2	.1	359	35	83	5.3
294	16	1	.1	363	36	90	5.7
298	17	6	.4	367	37	88	5.6
301	18	2	.1	372	38	95	6.1
304	19	4	.3	377	39	100	6.4
308	20	4	.3	382	40	103	6.6
311	21	4	.3	388	41	98	6.2
314	22	7	.4	395	42	83	5.3
318	23	10	.6	402	43	72	4.6
321	24	20	1.3	411	44	65	4.1
324	25	17	1.1	423	45	59	3.8
327	26	16	1.0	438	46	51	3.3
331	27	29	1.8	463	47	24	1.5
334	28	34	2.2	486	48	12	.8
337	29	48	3.1		Total:	1,569	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 2015

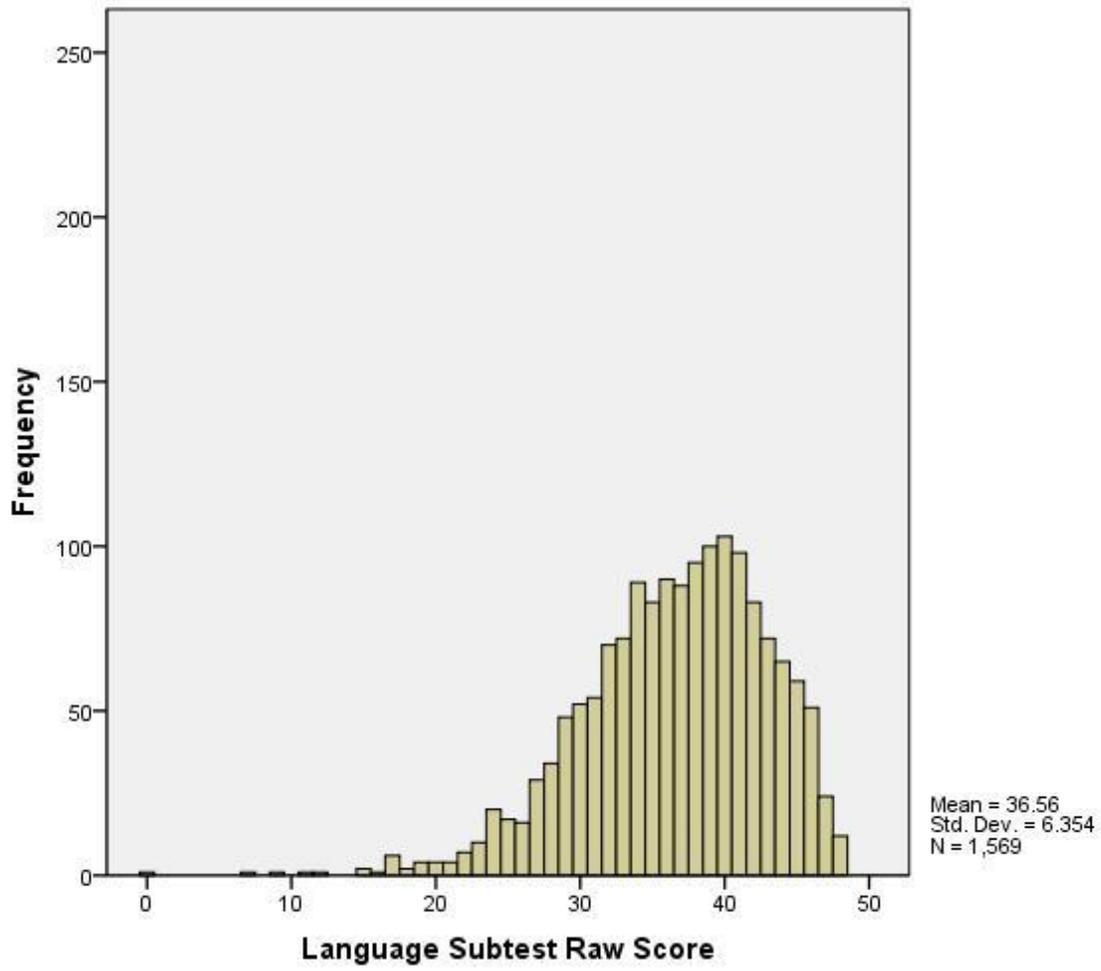


Table C5: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2016

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	2	.1	355	30	73	3.2
276	8	1	.0	358	31	89	3.9
281	9	3	.1	362	32	112	4.9
291	11	3	.1	365	33	114	5.0
295	12	1	.0	369	34	139	6.1
303	14	3	.1	373	35	150	6.6
306	15	1	.0	377	36	145	6.4
310	16	6	.3	381	37	157	6.9
313	17	2	.1	386	38	170	7.5
317	18	3	.1	391	39	145	6.4
320	19	12	.5	396	40	147	6.5
323	20	14	.6	402	41	124	5.5
326	21	19	.8	408	42	101	4.5
330	22	14	.6	416	43	92	4.1
333	23	17	.7	425	44	67	3.0
336	24	28	1.2	436	45	38	1.7
339	25	41	1.8	451	46	38	1.7
342	26	20	.9	477	47	13	.6
345	27	45	2.0	499	48	7	.3
348	28	52	2.3				
352	29	59	2.6		Total:	2,267	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 2016

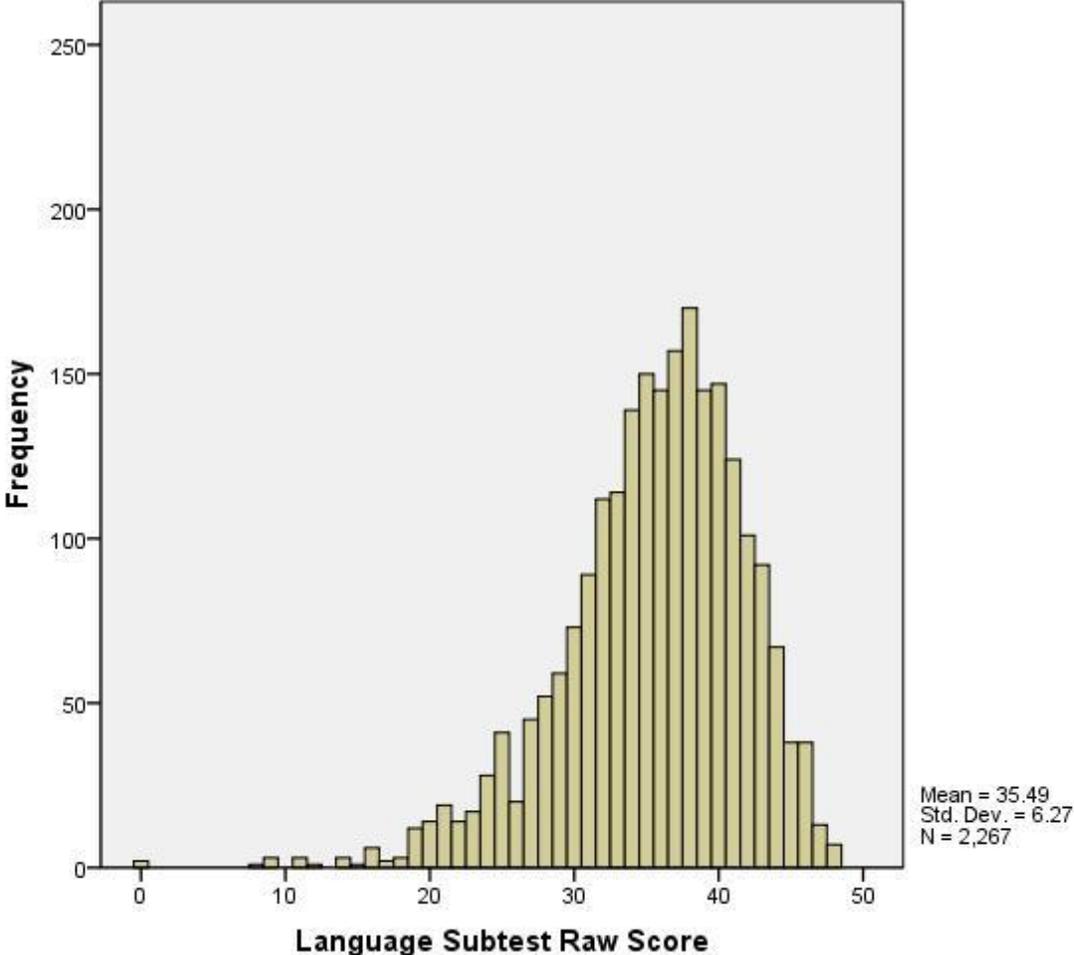


Table C6: Frequencies of CHSPE Language Subtest Scale and Raw Scores, Summer 2016

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
0	0	4	.3	344	31	63	4.0
178	0	2	.1	348	32	67	4.2
279	12	1	.1	351	33	71	4.5
283	13	2	.1	355	34	85	5.3
290	15	1	.1	359	35	81	5.1
294	16	3	.2	363	36	78	4.9
298	17	1	.1	367	37	102	6.4
301	18	3	.2	372	38	104	6.5
304	19	3	.2	377	39	128	8.0
308	20	6	.4	382	40	116	7.3
311	21	4	.3	388	41	103	6.5
314	22	3	.2	395	42	88	5.5
318	23	14	.9	402	43	96	6.0
321	24	14	.9	411	44	75	4.7
324	25	13	.8	423	45	55	3.5
327	26	27	1.7	438	46	37	2.3
331	27	16	1.0	463	47	17	1.1
334	28	27	1.7	486	48	12	.8
337	29	33	2.1				
341	30	36	2.3		Total:	1,591	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 2016

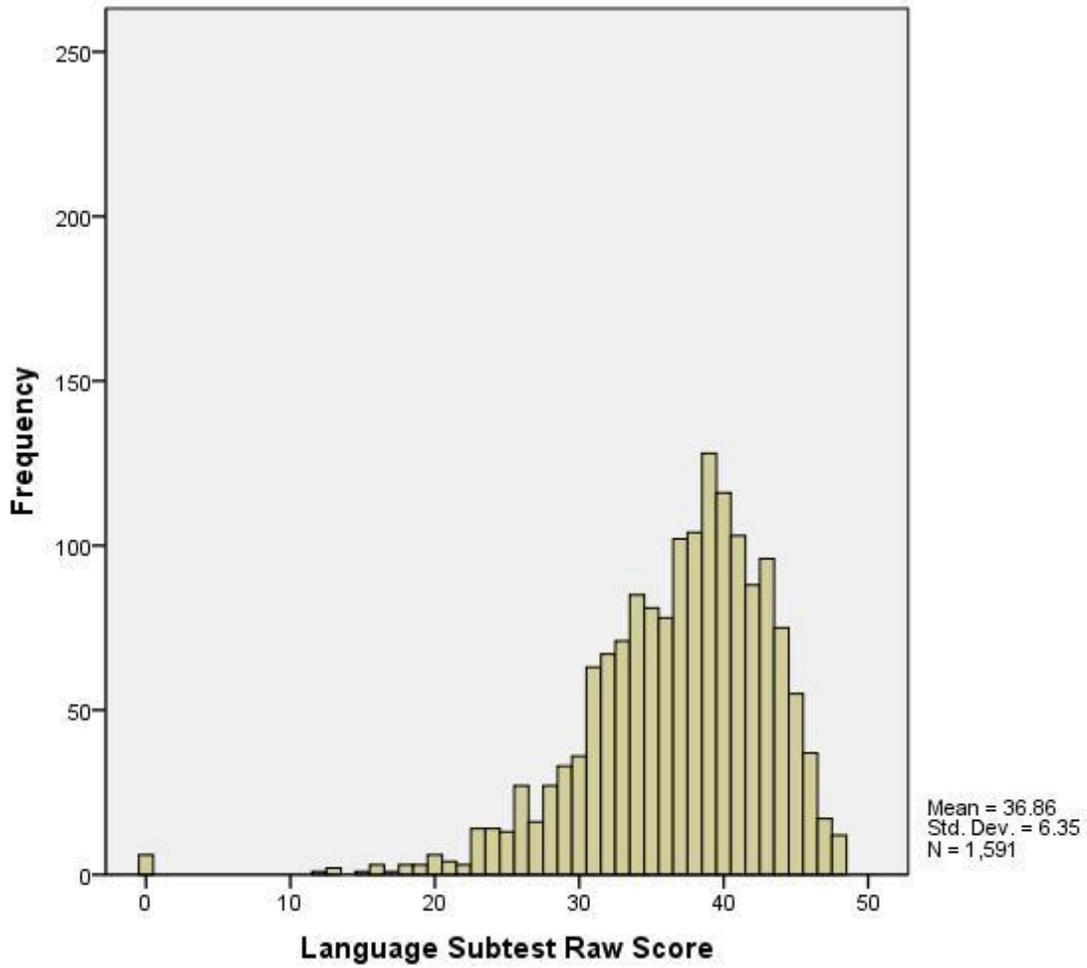


Table C7: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2015

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
262	19	2	.1	340	55	29	1.9
267	21	2	.1	342	56	24	1.6
275	24	2	.1	344	57	24	1.6
277	25	2	.1	346	58	31	2.1
282	27	4	.3	349	59	35	2.3
284	28	1	.1	351	60	40	2.7
286	29	1	.1	353	61	45	3.0
288	30	2	.1	356	62	50	3.3
291	31	1	.1	358	63	43	2.9
295	33	2	.1	361	64	42	2.8
297	34	3	.2	364	65	51	3.4
299	35	1	.1	366	66	58	3.9
301	36	2	.1	369	67	74	4.9
303	37	3	.2	372	68	70	4.7
305	38	3	.2	375	69	65	4.3
307	39	5	.3	378	70	67	4.5
309	40	3	.2	382	71	78	5.2
311	41	6	.4	386	72	62	4.1
313	42	6	.4	389	73	59	3.9
315	43	8	.5	394	74	67	4.5
317	44	8	.5	398	75	58	3.9
319	45	6	.4	403	76	53	3.5
321	46	16	1.1	409	77	64	4.3
323	47	11	.7	415	78	47	3.1
325	48	8	.5	422	79	20	1.3
327	49	9	.6	431	80	21	1.4
329	50	16	1.1	442	81	6	.4
331	51	10	.7	457	82	5	.3
333	52	20	1.3	482	83	1	.1
335	53	20	1.3				
337	54	24	1.6		Total:	1,496	100.0

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

Figure C7: Histogram of CHSPE Reading Subtest Raw Scores, Fall 2015

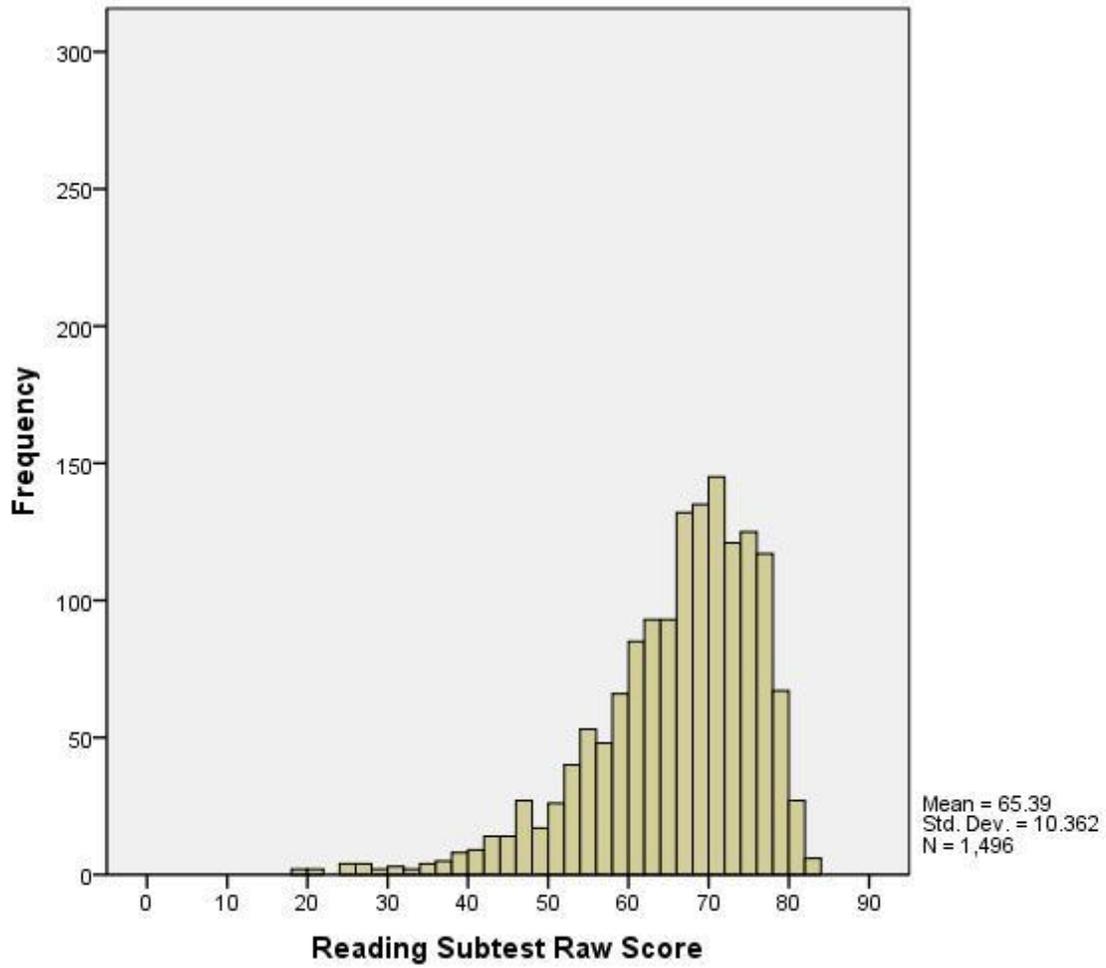


Table C8: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2016

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
235	8	1	.0	343	53	36	1.6
255	13	1	.0	345	54	21	.9
259	14	1	.0	347	55	21	.9
268	17	2	.1	349	56	36	1.6
278	21	1	.0	351	57	32	1.4
283	23	1	.0	353	58	39	1.8
285	24	2	.1	356	59	42	1.9
288	25	3	.1	358	60	40	1.8
292	27	3	.1	360	61	48	2.2
294	28	2	.1	362	62	50	2.3
296	29	2	.1	365	63	58	2.6
298	30	5	.2	367	64	78	3.5
300	31	2	.1	370	65	55	2.5
302	32	5	.2	373	66	80	3.6
304	33	3	.1	375	67	82	3.7
306	34	2	.1	378	68	88	4.0
308	35	2	.1	381	69	91	4.1
310	36	3	.1	384	70	98	4.4
312	37	6	.3	388	71	124	5.6
314	38	6	.3	391	72	111	5.0
316	39	6	.3	395	73	103	4.7
318	40	4	.2	399	74	123	5.6
320	41	6	.3	403	75	114	5.1
322	42	6	.3	408	76	94	4.2
324	43	4	.2	414	77	86	3.9
325	44	6	.3	420	78	79	3.6
327	45	11	.5	427	79	65	2.9
329	46	6	.3	435	80	46	2.1
331	47	13	.6	446	81	45	2.0
333	48	7	.3	461	82	23	1.0
335	49	19	.9	486	83	12	.5
337	50	12	.5	508	84	4	.2
339	51	17	.8				
341	52	20	.9		Total:	2,214	100.0

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

Figure C8: Histogram of CHSPE Reading Subtest Raw Scores, Spring 2016

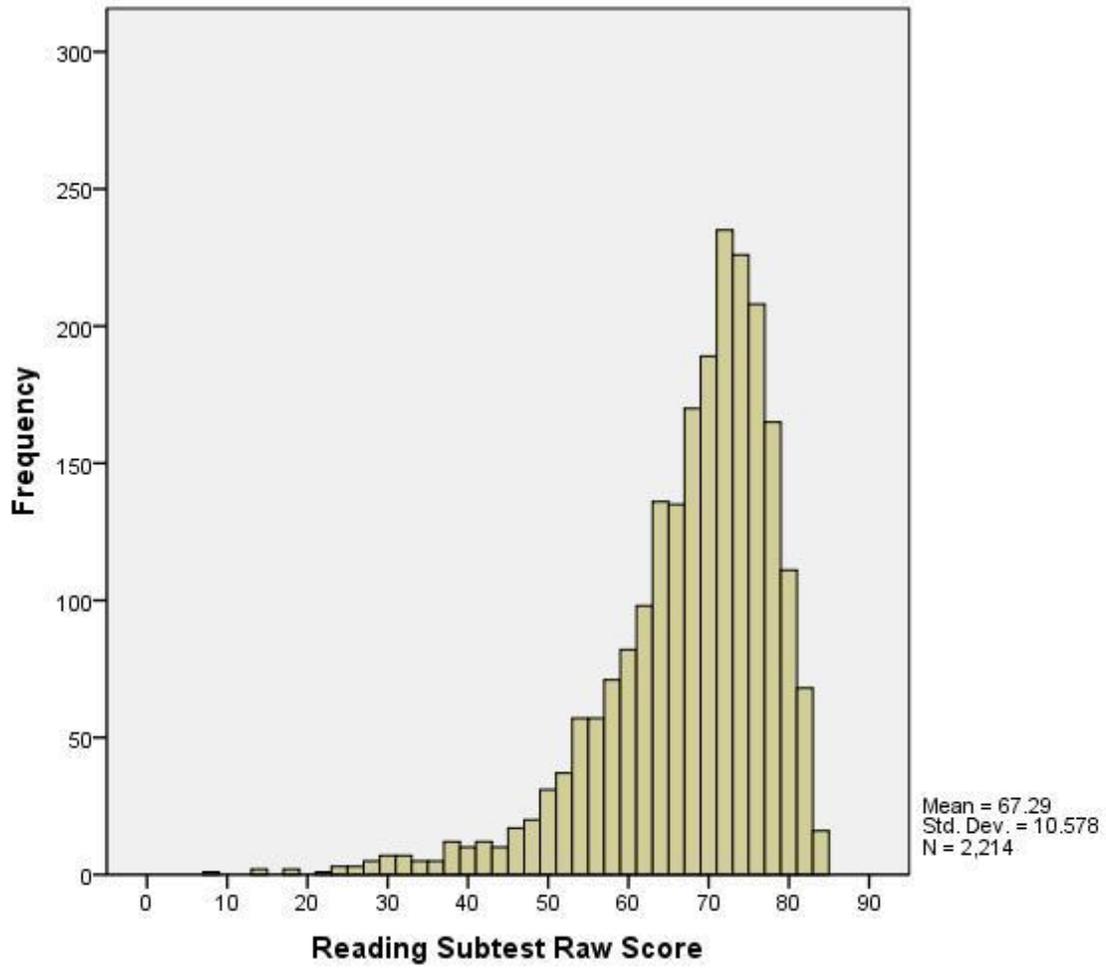


Table C9: Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Summer 2016

Scale Score	Raw Score	Frequency	Percent	Scale Score	Raw Score	Frequency	Percent
168	2	1	.1	327	49	13	.8
217	7	2	.1	329	50	19	1.2
240	12	1	.1	331	51	21	1.4
257	17	1	.1	333	52	15	1.0
265	20	1	.1	335	53	12	.8
267	21	1	.1	337	54	16	1.0
270	22	1	.1	340	55	18	1.2
273	23	3	.2	342	56	24	1.6
275	24	1	.1	344	57	21	1.4
277	25	2	.1	346	58	31	2.0
284	28	2	.1	349	59	41	2.7
286	29	3	.2	351	60	40	2.6
288	30	1	.1	353	61	47	3.1
291	31	3	.2	356	62	48	3.1
293	32	2	.1	358	63	46	3.0
295	33	3	.2	361	64	45	2.9
297	34	4	.3	364	65	50	3.3
299	35	2	.1	366	66	68	4.4
301	36	1	.1	369	67	67	4.4
303	37	3	.2	372	68	65	4.2
305	38	4	.3	375	69	64	4.2
307	39	8	.5	378	70	70	4.6
309	40	5	.3	382	71	57	3.7
311	41	5	.3	386	72	77	5.0
313	42	3	.2	389	73	86	5.6
315	43	4	.3	394	74	69	4.5
317	44	6	.4	398	75	65	4.2
319	45	9	.6	403	76	65	4.2
321	46	10	.7	409	77	55	3.6
323	47	7	.5	415	78	33	2.2
315	43	4	.3	422	79	31	2.0
317	44	6	.4	431	80	17	1.1
319	45	9	.6	442	81	9	.6
321	46	10	.7	457	82	5	.3
323	47	7	.5				
325	48	18	1.2		Total:	1,532	100.0

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

Figure C9: Histogram of CHSPE Reading Subtest Raw Scores, Summer 2016

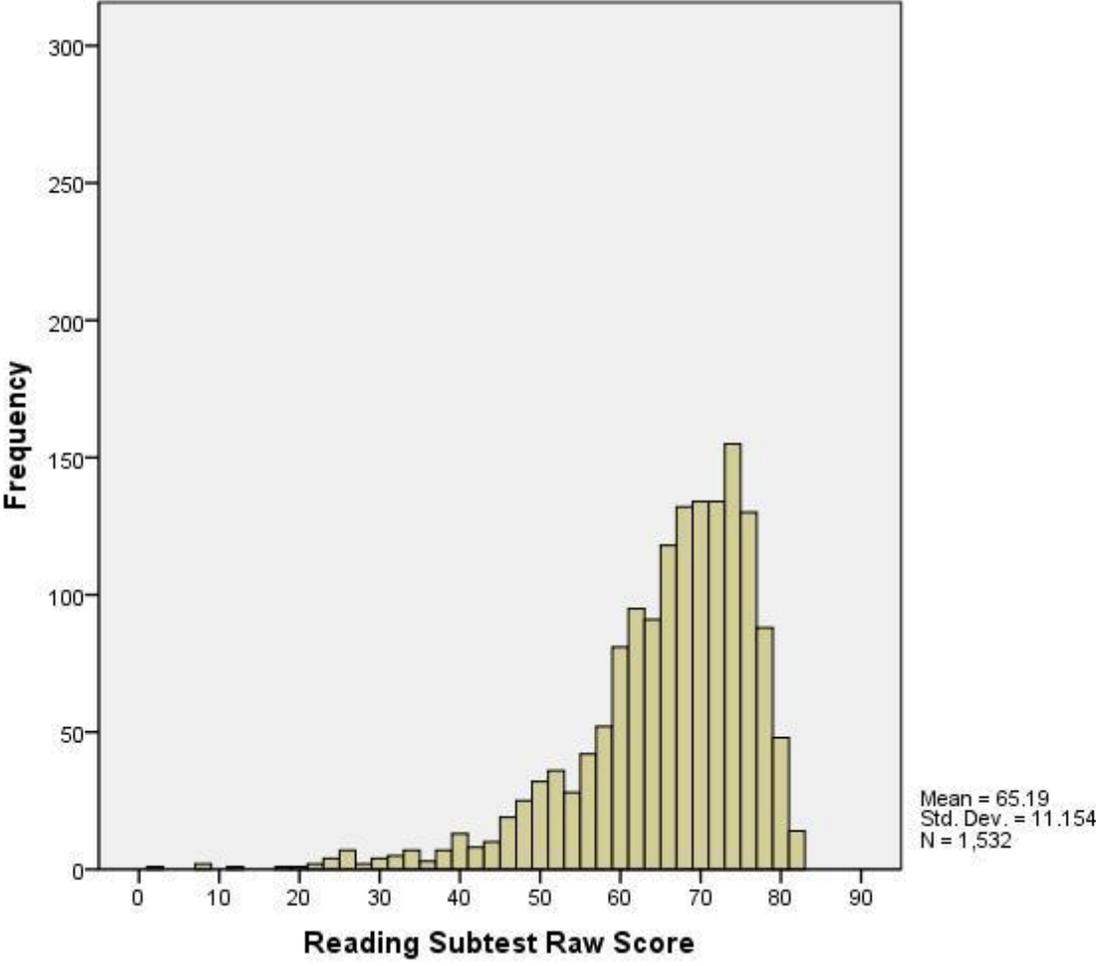


Table C10: Frequencies of CHSPE Writing Task Final Scores, Fall 2015

Score	Fall 2015					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	153	9.8	9.8	143	10.4	10.4
9	77	4.9	14.7	71	5.2	15.6
8	535	34.1	48.8	468	34.0	49.6
7	125	8.0	56.7	105	7.6	57.2
6	431	27.5	84.2	373	27.1	84.4
5	46	2.9	87.1	37	2.7	87.1
4	110	7.0	94.1	96	7.0	94.0
3	13	.8	95.0	10	.7	94.8
2	29	1.8	96.8	27	2.0	96.7
Off-topic	1	.1	96.9	1	.1	96.8
Blank	49	3.1	100.0	44	3.2	100.0
Total	1569	100.0		1375	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 2016

Score	Spring 2016					
	All Examinees			Examinees Making First Attempt		
	N	%	Cum. %	N	%	Cum. %
10	171	7.5	7.5	166	7.9	7.9
9	95	4.2	11.7	92	4.4	12.3
8	870	38.4	50.1	812	38.7	51.0
7	183	8.1	58.2	164	7.8	58.8
6	661	29.2	87.3	610	29.1	87.9
5	54	2.4	89.7	49	2.3	90.2
4	141	6.2	95.9	122	5.8	96.0
3	9	.4	96.3	8	.4	96.4
2	24	1.1	97.4	20	1.0	97.3
Off-topic	2	.1	97.5	2	.1	97.4
Blank	57	2.5	100.0	54	2.6	100.0
Total	2267	100.0		2099	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 2016

	Summer 2016					
	All Examinees			Examinees Making First Attempt		
Score	N	%	Cum. %	N	%	Cum. %
Score	N	%	Cum. %	N	%	Cum. %
10	177	11.1	11.1	32	2.3	2.3
9	69	4.3	15.5	2	.1	2.5
8	458	28.8	44.2	138	10.0	12.4
7	93	5.8	50.1	37	2.7	15.1
6	503	31.6	81.7	415	30.0	45.1
5	47	3.0	84.7	87	6.3	51.3
4	161	10.1	94.8	405	29.2	80.6
3	2	.1	94.9	63	4.5	85.1
2	39	2.5	97.4	39	2.8	87.9
Off-topic	1	.1	97.4	1	.1	88.0
Blank	41	2.6	100.0	166	12.0	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 2015

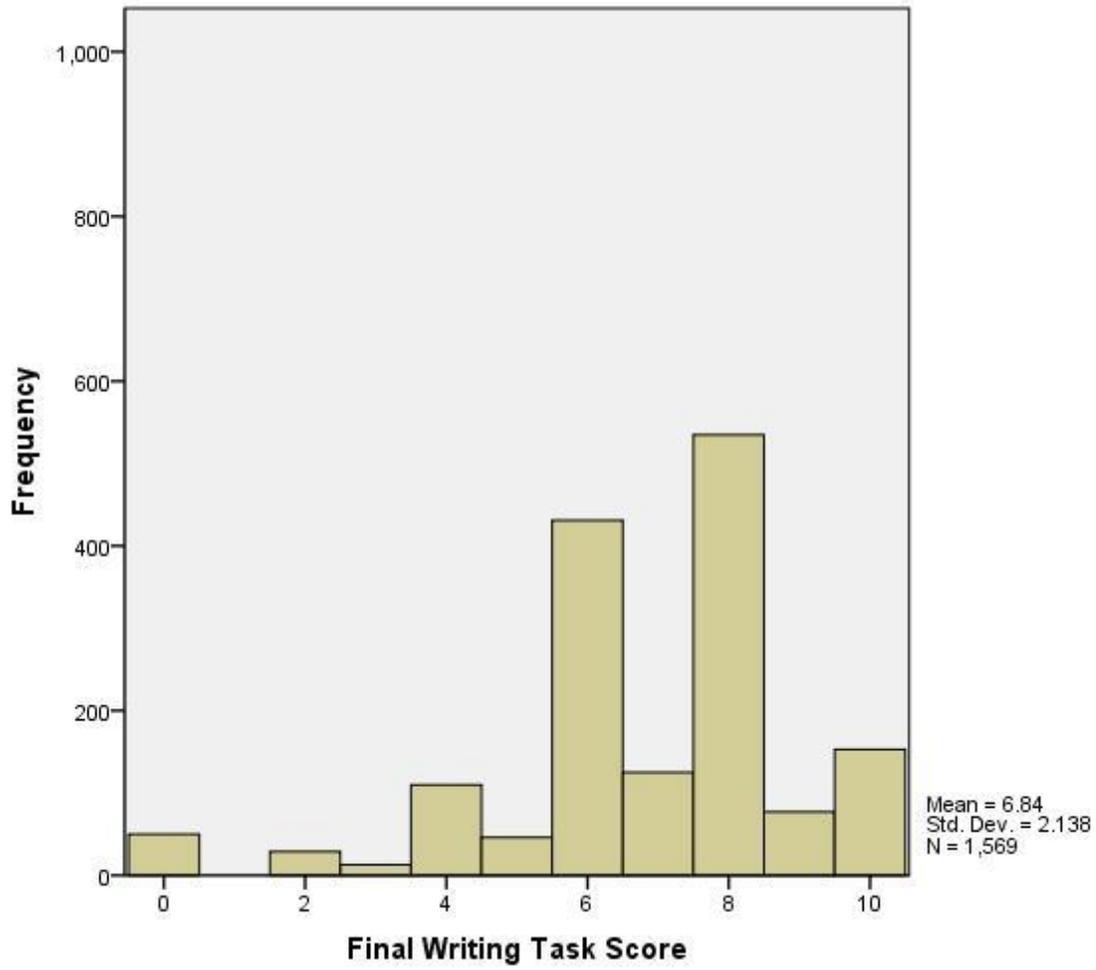


Figure C11: Histogram of CHSPE Writing Task Final Scores, Spring 2016

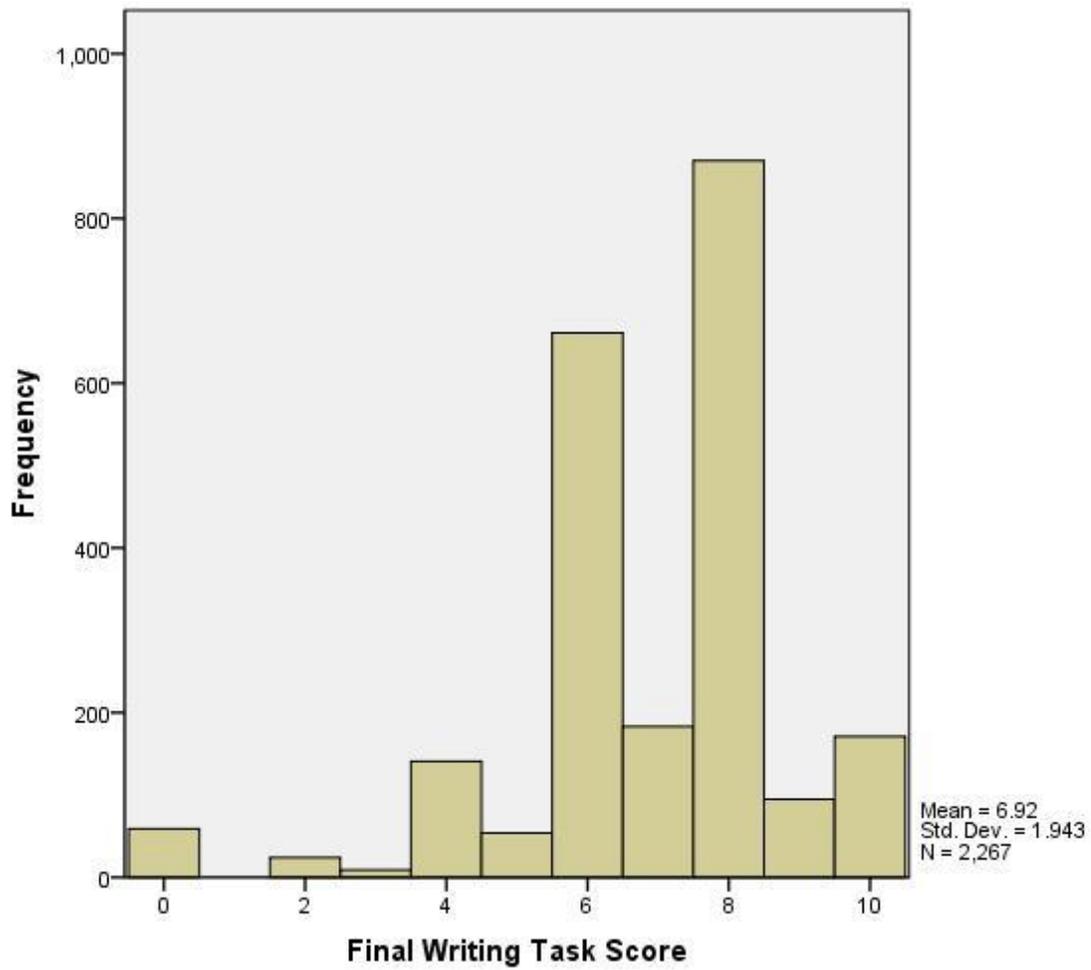


Figure C12: Histogram of CHSPE Writing Task Final Scores, Summer 2016

